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This dissertation is submitted for the degree of

Doctor of Philosophy

**Exploring and developing the self-determination of Mexican
young adults with intellectual disability following a dialogic
approach**

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Declaration

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared in the Preface and specified in the text. I further state that no substantial part of my thesis has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. It does not exceed the prescribed word limit for the Education Degree Committee.

Preface

In certifying that this dissertation is my own work, I list here the publications in which some of this work has appeared. I have been the lead author in these works.

Rubio-Jimenez, A., and Kershner, R. (2020). Promoting the self-determination of Mexican young adults identified with intellectual disability: A sociocultural discourse analysis of their discussion about goal setting. *Social Sciences*, 9(11), 200. doi:<https://doi.org/10.3390/socsci9110200>

Rubio-Jimenez, A., and Kershner, R. (2021). Transition to independent living: signs of self-determination in the discussions of Mexican students with intellectual disability. *British Journal of Learning Disabilities*, 49(3), 352-364. doi:10.1111/bld.12398

Abstract

Exploring and developing the self-determination of Mexican young adults with intellectual disability following a dialogic approach

Ana Luisa Rubio Jiménez

The aim of this study was to explore the understandings and experiences of self-determination of a group of Mexican young adults with intellectual disability, in particular, how self-determination could be promoted or hindered in dialogue. In this research self-determination is understood in terms of a person's conscious and intentional decision-making in interaction with a supportive context of opportunities and encouragement. Self-determination theories emphasise interaction and relationality. Moreover, educational programmes to promote self-determination of young adults with intellectual disability commonly rely on interaction between students and educators to set goals and make plans to achieve them. Yet published studies tend to follow individualistic approaches and employ methods that fail to attend to the interaction and relationality of self-determination, and to the young people's voices and perspectives.

The current project aims to contribute to the field of self-determination, internationally and specifically in Latin America where studies on the self-determination of young adults with intellectual disability are scarce. This project also aims to contribute to the field of dialogic theory which has highlighted the need to widen and deepen the understanding of dialogic education through the inclusion of diverse perspectives, and yet has until now left aside the voices and perspectives of people with intellectual disability.

This research involved 10 Mexican young adults with intellectual disability who are students at the university-based transition programme: Building Bridges. I facilitated group discussions with these students and three teachers around topics that were of the students' interest. I also observed naturally occurring interactions of these students with other people in university, work and independent-living contexts. Fieldnotes and verbatim transcriptions were generated.

Thematic analysis of the data generated led to the development of six themes that interplay in the students' decision-making process: decisions, aspirations, preparation, challenges, self-advocacy and supports. Sociocultural discourse analysis of conversations about the students' 'Challenge of the Month' goals showed how the students' agency (i.e., intentional decision-making) is negotiated in the interaction and how students' volition (i.e., conscious decision-making) could be promoted through dialogic interactions.

Potential constraints on students' agency and volition development are evident when discussions of concrete courses of action are prioritised over discussions that would lead students to reflect more deeply on the motives behind their goals, and when educators fail to delve into the students' aspirations and decisions and instead propose other 'more viable' options straightaway.

This dissertation upholds the importance of studying self-determination as a contextual and relational phenomenon which could be promoted or hindered in dialogue. The findings may encourage educators and researchers to create opportunities for engagement in dialogic interactions with young adults with intellectual disability in order to collaboratively reflect on important life decisions and aspirations and thus promote self-determination.

Key words: self-determination, young adults, intellectual disability, dialogic education, sociocultural discourse analysis, thematic analysis, flexible research design, disability research

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List of abbreviations

Acronym	Full name
AAIDD	American Association on Intellectual and Developmental Disabilities
CA	Communicative act
Capys	Centre for Personal and Social Autonomy
CE	Communicative event
CEDiR	Cambridge Educational Dialogue Research group
CRPD	Convention of the Rights of Persons with Disabilities
CS	Communicative situation
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders–Fourth Edition
EMCD	Ecological Model of Career Development
EoC	Ethnography of communication
ERIC	Education Resources Information Centre
GP	General practitioner
IDD	Intellectual and developmental disabilities
IEP	Individualised education programme
IHP	Interactive hypermedia programme
INEGI	Mexican National Institute of Statistics and Geography
MI	Motivational interviewing
PCP	Person-centred planning
PPT	PowerPoint presentations
PSE	Postsecondary education
RCB	Real-Care-Baby
RQ	Research question
SAVI	Capys' support services for independent living
SCE	Subcommunicative events
SDA	Sociocultural discourse analysis
SDLMI	Self-Determine Learning Model of Instruction
SDT	Self-Determination Theory
SEDA	Cam-UNAM Scheme for Educational Dialogue Analysis
T-SEDA	Teacher Scheme for Educational Dialogue Analysis
UK	United Kingdom
UNAM	National Autonomous University of Mexico
USA	United States of America
WG	Washington Group on Disability Statistics

Chapter 1. Introduction

Conscious and intentional decision making has been a topic of interest for the area of self-determination of people with intellectual disability (Shogren et al., 2015; Wehmeyer, 2005). Various theories of self-determination have highlighted the interactive and relational nature of self-determination; however, empirical studies have rarely focused on the quality of the interactions between the person with intellectual disability and other people when studying the emergence and development of self-determination. In contrast, studies tend to follow individualistic approaches and study the development of certain skills. Additionally, the voice of people with intellectual disability is alarmingly scarce in studies concerning their self-determination.

In the current research project, the emergence and development of self-determination was studied from its interactive and relational nature. The analysis focused on the young adults' experiences and enaction of self-determination. I followed an ethnographic approach to explore the dialogue that displayed between young adults with intellectual disability and other people in their educational, work, and independent-living contexts. I selected dialogic theory as the conceptual framework as it allows the study of self-determination from an interactional and relational perspective.

This study seeks to contribute to the field of self-determination of people with intellectual disability internationally and specifically in Latin America, where empirical studies on the self-determination of young adults with intellectual disability are scarce. Moreover, this study aims to contribute to the field of dialogic theory which has highlighted the need to widen and deepen the understanding of dialogic education through the inclusion of diverse perspectives (Wegerif, 2020), and yet has until now left aside the perspectives of people with intellectual disability.

1.1 The researcher's positionality in the study

I am a Mexican young adult who immigrated to the United Kingdom (UK) to study for a postgraduate degree. My professional development has followed the lines of psychology and education. During my undergraduate studies in Mexico and postgraduate studies in the UK, I worked as a support teacher and carried out research projects with students of different educational levels with intellectual disability. The students with whom I have collaborated with, mainly in Mexico, come from medium and high socioeconomic status, which have given them access to educational opportunities that are not available to the entire population. Despite their opportunities, I wondered about the extent to which they would participate in decision-making about their lives once they

transition into adulthood. This interest led me to develop the current research project. Prior to its development, I assumed that young adults with intellectual disability would tend to have limited participation when decisions were made about their lives. However, I was interested in better understanding this decision-making process and the young adults' role in it, from their own perspective.

The data for this thesis were generated in Mexico City, specifically in the different contexts in which a university-based transition programme called Building Bridges¹ has been developed (i.e., university, work placements, independent-living flats). The participants were 10 students with intellectual disability between the ages of 18 and 25 years old and three Building Bridges teachers. I knew the Building Bridges programme before I embarked on this study given that the civil association that developed it has developed other educational programmes at various educational levels in which I had previously collaborated.

In my experience as a researcher and teacher of students with intellectual disability, I have noticed that there is great diversity among the students identified in this way. I agree with the argument that diagnoses may be beneficial for political and/or administrative purposes but can be very limiting when they determine decisions regarding the curriculum, teaching and placement of students (Norwich, 2014). Instead, educational decisions should come from planning an individual support programme that considers the individual's strengths (Verdugo and Schalock, 2010). Thus the focus of this educational research project is not on the intellectual disability label of the students, but on the students' strengths and interests, and on the fundamental role of the individualised support provided to enhance their educational processes. Nevertheless, in order to fully interpret the data and to enhance communication with a wider audience inside and outside the disability field, I provide descriptions of the students' adaptive skills (Oakland and Harrison, 2008) in section 3.2.3.

I acknowledge that my previous experiences and knowledge were sources of bias in the interpretation of my findings. In section 3.8 I describe the strategies I followed to ensure validity and trustworthiness in this study.

1.2 Dissertation structure

The general aim of this project was to understand how young adults with intellectual disability experience and enact self-determination, in particular, how self-

¹Building Bridges is the translation to English of the original name of the programme in Spanish: Construyendo Puentes.

determination could be promoted or hindered in dialogue with other people including their teachers and peers.

In Chapter 2 I present the key concepts of this research: self-determination and dialogic theory. To address the former, I present a literature review that explored how self-determination of young adults with intellectual disability has been understood and promoted in educational literature. Regarding the latter, I present an account of dialogic theory, how dialogic theory could inform the field of self-determination and how dialogic theory could be broadened by including the perspectives of people with intellectual disability.

In Chapter 3 I describe the methodology that guided the development, implementation, and analyses of the project. I also include the research questions, the description of the context and the participants, ethical considerations, pilot phases, and the processes of data generation and analysis.

In Chapter 4 I present the findings of a thematic analysis carried out on group discussions to explore what aspects of self-determination seem relevant to the participants.

In Chapter 5 I go back to the themes on Chapter 4 and extend the analyses to include not only group discussions but also conversations that the students engaged in, in different contexts and with different people.

In Chapters 6 and 7 I explore how self-determination could be co-constructed within the frame of the ‘Challenge of the Month’, a goal-setting and planning activity. In Chapter 6 I present the findings of a sociocultural discourse analysis carried out to explore how the participants contributed to dialogue when carrying out this activity. In Chapter 7 I focus the analysis on the courses of action proposed. Specifically, I identify how the courses of action were proposed and handled by the rest of the participants.

In Chapter 8 I present a summary of the findings in relation to each research question. I discuss the findings in light of published theoretical and empirical findings.

In Chapter 9 I conclude this dissertation incorporating final feedback from students, parents and teachers. I include my final reflections, contributions, strengths and limitations of the study, and recommendations for policy, practice and future research.

Chapter 2. Literature review

2.1 Introduction to the chapter

The adoption of social-ecological models represents a shift in the human sciences towards person-centred and strengths-based approaches (Shogren, 2018). The understanding of disability in general, and intellectual disability in particular, has moved towards this approach. Rather than focusing on pathology-based conceptualisations centred on person-specific invariant traits or characteristics, a social-ecological approach understands intellectual disability as an interactive human phenomenon. It underscores the importance of understanding ‘context’ (i.e., physical spaces, organisations, policies and practices, social networks and support systems) as a variable that can influence participation and quality of life (Thompson and Viriyangkura, 2013; Shogren et al., 2014).

In the current study, I adhered to social-ecological models, proposing a dialogic perspective (see section 2.4) that may contribute theoretically and methodologically to the enhancement of self-determination of young adults identified with intellectual disability. As I discuss, genuine dialogue has the potential to promote people’s *consciousness* and *intentionality* (Freire, 1970), thus stimulating people’s *volition* and *agency*, which are at the core of self-determination (Shogren et al., 2015; Wehmeyer, 2005).

This chapter begins with a brief presentation of the concept of ‘self-determination’ (section 2.2). It continues with a literature review that explored how self-determination of young adults with intellectual disability has been understood and promoted in the educational literature (section 2.3). Then, I define what dialogic theory is and how it might inform the field of self-determination of young adults with intellectual disability (section 2.4). Finally, informed by this review and the account of dialogic theory, I present how self-determination was understood, explored and facilitated in the current project (section 2.5).

2.2 Introduction to the concept of self-determination

The concept of ‘self-determination’ emerged from the philosophical doctrine of determinism which suggests that human behaviour is ‘caused’ in some way. The concept has been taken up in the field of psychology. As a psychological construct, self-determination differentiates between self-caused action versus other-caused action (Shogren et al., 2015). Self-determination refers to people acting volitionally, based on

their own will, and making conscious and intentional decisions (Wehmeyer, 2005). Within a social-ecological approach to promote self-determination, the focus is not only on the individual but also on the characteristics of the context and support received which could enable or hinder the person to act with self-determination (Abery and Stancliffe, 2003).

Different psychological theories and models have developed on the ‘self-determination’ construct. In the disability field, the normalisation, deinstitutionalisation, and disability rights movements have brought to the fore discussions about the self-determination of people identified with disabilities (Shogren, 2013b). These movements, with their origins in the United States of America (USA) and the UK, have influenced international treaties regarding the rights of people with disabilities to which Mexico is a signatory (e.g., United Nations, 2006). From an advocacy perspective, self-determination has been related to the right of people with disabilities to control their own lives (Wehmeyer and Little, 2013).

In research pertaining to individuals with intellectual disability, self-determination has been identified as one of the core dimensions of quality of life (Verdugo and Schalock, 2010). It has also been associated with positive school and adult-life outcomes, such as employment and community participation (e.g., Shogren et al., 2012; McGlashing-Johnson et al., 2003; Wehmeyer, 2015). A literature review led me to identify frequently referenced models that explain self-determination of young adults with intellectual disability. I present them in the next section. Such models provide social-ecological understandings of self-determination as they all acknowledge that it is influenced by individual and contextual factors. Nevertheless, each proposal focuses primarily either on the former or the latter.

2.2.1 The Self-Determination Theory (SDT)

A leading theory of self-determination as a psychological construct is the SDT (Deci and Ryan, 2000; Ryan and Deci, 2000). SDT explains self-determination from a ‘social-ecological’ approach which Deci and Ryan call an “organismic-dialectical metatheory” (Deci and Ryan, 2000, p. 228). SDT is based on three theoretical assumptions. First, individuals count with three basic and universal psychological needs that drive people towards action. These needs in interaction with social contexts lead to the improvement or detriment of well-being, development and motivation:

- *Autonomy*: feeling that one can make one's own decisions and choices related to personal goals.
- *Relatedness*: having a sense of belonging to a group or to another individual.
- *Competence*: feeling that one can behave and regulate one's behaviour to achieve certain outcome.

Second, individuals are naturally prone towards activity, engagement and learning and are endowed with intrinsic motivation. Third, people are in a dialectic relationship with the environment. The person proactively engages with the environment, in turn, the environment affords new and constructive ways of thinking and acting for individuals to integrate (Reeve et al., 2018).

2.2.2 Model focused on individual beliefs, skills and knowledge

This model was proposed by Field and Hoffman (1994). Self-determination is understood as an ability to define and achieve goals. It acknowledges the importance of environmental factors in relation to self-determination (e.g., opportunities for choice-making, other people's attitude). Nevertheless, this model is mainly concerned with the development of values, knowledge and skills in order to achieve and maintain self-determination in environments with varying levels of receptivity and support.

2.2.3 The functional model of self-determination later expanded under the name of the 'Causal Agency Theory'

The functional model was proposed by Wehmeyer (1999). His explanations have evolved through time in the light of empirical evidence and changes in the conceptualisation of disability (Shogren et al., 2015). Nevertheless, at the heart of his definition have remained the terms 'causal agency', namely, acting with the intention of causing an effect in order to accomplish an end; and 'volitional action', namely, making conscious choices. Self-determined behaviour is volitional and intentional (Wehmeyer, 2005).

Self-determination is conceived as a dispositional characteristic in that "it refers to a tendency to act or think in a particular way, but presumes contextual variance" (Shogren et al., 2015, p. 258). To be self-determined the individual self-regulates behaviour, acts autonomously and on the basis of psychological empowerment and self-realisation.

The individual must develop skills related to self-determination, including goal-setting and attainment, problem-solving, decision-making, choice-making, self-

management, self-awareness, self-advocacy and self-knowledge, and have opportunities to use these skills in multiple life domains (Hagiwara et al., 2017). However, self-determination is not to be understood as a set of skills that a person must master. The term ‘volition’ is central to understanding self-determination. Everyone can be supported to act more volitionally or based on their will (Wehmeyer, 2005).

2.2.4 The ecological model of self-determination

The ecological model of self-determination is based on the four ecosystems contained in Bronfenbrenner’s ecological perspective within which people develop and lead their lives, namely, microsystem, mesosystem, exosystem, macrosystem (more detail in Abery and Stancliffe, 2003). The development of self-determination is to be understood in relation to the interaction between the person’s self-determination competences and environmental variables. Self-determination is a complex process, the ultimate goal of which is to achieve the level of personal control over one’s life that individuals desire (Abery and Stancliffe, 1996).

2.3 Empirical educational research on the promotion of the self-determination of young adults with intellectual disability

Throughout the development of the current project, I searched in the literature for proposals designed to study and enhance the self-determination of young adults with intellectual disability. This continuous revision of literature was carried out as follows:

In 2017, I looked for interventions published between 2000 and 2017 in three databases that index publications in the education and social sciences fields: British Education Index, Education Resources Information Centre (ERIC) and Scielo Mexico. This search was complemented with a review of the studies included in a metanalysis of interventions aimed to promote the self-determination of students with disabilities which was carried out by Burke et al. (2018). In the writing-up phase of the current project, I browsed in the literature for educational interventions published between 2017 and 2021. Finally, I carried out a third search adding further keywords that were suggested by an experienced professor in the field of self-determination and disabilities (Figure 2.1).

FIRST SEARCH. Studies between 2000 and 2017
SECOND SEARCH. Studies between 2017 and 2021
<u>British Education Index:</u>
'Disability' OR 'special education' OR 'learning difficulties' AND 'self-determination' OR 'autonomy' AND 'adolescent' OR 'adult' OR 'youth' TOTAL: 114 articles
<u>ERIC:</u>
'Intellectual disability' OR 'special education' OR 'learning difficulties' AND 'self-determination' AND 'adults' OR 'teenagers' OR 'adolescents' OR 'youth' TOTAL: 179 articles
<u>SCIELO Mexico¹:</u>
'Discapacidad' ['Disability'] AND 'autodeterminación' ['self-determination'] TOTAL: 0 articles
'autonomía' ['autonomy'] AND 'discapacidad' ['disability'] TOTAL: 10 articles
'educación' ['education'] AND 'discapacidad' ['disability'] TOTAL: 63 articles
THIRD SEARCH. Studies between 2017 and 2021
<u>British Education Index and ERIC</u>
(Intellectual disability*) OR (Learning disability*) OR (Learning difficult*) OR (Developmental disability*) OR (Cognitive disability*) OR (Cognitive impairment*) OR (Mental retardation) OR (Mental Handicap) OR (Developmental Delay) AND (self-determin*) OR 'agency' OR (causal agen*) OR 'volition' OR 'choice-making' OR 'decision-making' OR 'problem solving' OR 'goal setting' OR 'goal attainment' OR 'planning' OR 'self-management' OR 'self-advocacy' OR 'self-awareness' OR 'self- knowledge' TOTAL BEI: 454 articles TOTAL ERIC: 814 articles
<u>SCIELO Mexico¹:</u>
'Retraso mental' ['Mental retardation'] AND 'autodeterminación' ['self-determination'] TOTAL: 0 articles
'Retraso mental' ['Mental retardation'] TOTAL: 5 articles
'Retraso Desarrollo' ['Development delay'] TOTAL: 0 articles
'Dificultad* aprendizaje' [Learning difficult*] TOTAL: 0 articles
'Deterioro cognitivo' ['Cognitive impairment'] TOTAL: 6 articles
'discapacidad' ['disability'] AND 'agencia' ['agency'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'volición' ['volition'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'autogest*' ['self-advoca*'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'automanejo' ['self-management'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'autoconciencia' ['self-awareness'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'autoconocimiento' ['self-knowlegde'] TOTAL: 0 articles
'discapacidad' ['disability'] AND 'decisión*' ['decision*'] TOTAL: 15 articles
'discapacidad' ['disability'] AND 'problem*' ['problem*'] TOTAL: 62 articles
'discapacidad' ['disability'] AND 'metas' ['goals'] TOTAL: 3 articles
'discapacidad' ['disability'] AND 'plan*' ['plan*'] TOTAL: 34 articles

Figure 2.1 Research on self-determination in international databases

As shown in Figure 2.1, the searches in Scielo Mexico yielded very few results compared to the British Education Index and ERIC, which index papers mainly coming from the UK and the USA. Therefore I carried out broader searches in the Scielo Mexico

database hypothesising that there might be studies related to the decision-making process of young adults with intellectual disability using different concepts. The abstracts of the resulting articles indicate that the studies regarding disability mostly focus on experiences of, or suggestions for, the educational inclusion of people with different types of disability, especially sensory and motor ones, as well as on the perceptions of agents involved in this process. Other articles address diagnostic, treatment, and statistical issues related to individuals with various disabilities. Little has been published about the decision-making processes and/or self-determination of people with intellectual disability in Latin America.

The multiple searches made in the different databases resulted in a total of 1,759 articles. The articles that appeared in more than one search were identified. I selected those studies that report an educational intervention (description of a model/programme/curriculum with or without empirical data) aimed at:

- promoting overall self-determination or one or more elements that have been associated with self-determined action (i.e., choice-making, decision-making, problem-solving, goal-setting and attainment, planning, self-management, self-advocacy, self-awareness, self-knowledge, autonomy, volition or agency).
- young adults (16 to 26 years old. Additionally, the intervention could include participants of other ages).
- people with intellectual disability (or learning disability/difficulty, developmental disability/delay, cognitive disability/impairment, mental retardation/handicap).

Thirty articles were selected from this search. I added to this list 19 more interventions which were taken into consideration in Burke and colleagues' metanalysis (2018) and met the selection criteria mentioned above. Appendix A shows a compilation of the 49 papers selected.

2.3.1 How has self-determination been understood in the field?

The resulting studies were categorised in relation to the definition they provided of self-determination (Table 2.1).

- a) *Social-ecological approaches*: Acknowledge the complex interplay between individual and contextual factors (including other people) (Shogren, 2013a). As noted previously, the models tended to focus primarily either on the former or the latter. The studies categorised within these approaches mention their adherence to social-ecological models of self-determination, and/or cite their proponents when

explaining their definition of self-determination, and/or define self-determination in the terms used in these models.

- b) *Communal approaches*: Emphasise the role of interdependent relationships, interpersonal relatedness and social influence and promote a collectivist manner of responding to environmental demands/standards (Jackson et al., 2005). The studies categorised within this approach mentioned the affordances of collective action and/or interdependent relationships to achieve self-determination.

Table 2.1

Understandings of self-determination in empirical research

Approach	Model/theory	Studies in the literature review
Social-ecological	Self-Determination Theory.	Embregts et al., 2019; Caniglia and Michali, 2018; Jones, 2006; Sheftel et al., 2014
	Model focused on individual beliefs, skills and knowledge.	Diegelmann and Test, 2018; German et al., 2000; Lancaster et al., 2002; Mazzotti et al., 2015; Zhang, 2001
	The functional model of self-determination.	Agran et al., 2001; Agran and Wehmeyer, 2000; Brock et al., 2020; Carrington et al., 2014; Cook et al., 2017; Doren et al., 2013; Garrels and Palmer, 2020; Gilley et al., 2021; Hagiwara et al., 2017; 2020; Hagner et al., 2012; Kleinert et al., 2014; McGlashing-Johnson et al., 2003; McPherson et al., 2017; Palmer et al., 2012; Raley et al., 2020; Seong et al., 2015; Sheppard and Unsworth, 2011; Shogren et al., 2012; 2018; 2020; Söderström et al., 2021; Wehmeyer et al., 2000; 2006; 2012; 2013; Wehmeyer, Palmer, Lee et al., 2011; Wehmeyer, Palmer, Williams-Diehm et al., 2011; Yakubova et al., 2017
	The ecological model of self-determination.	Reindl et al., 2016; Wong and Wong, 2008
Communal	Interdependence.	Reindl et al., 2016
	Relational autonomy.	Hillman et al., 2013; Taylor-Ritzler et al., 2001
Other	No definition of self-determination provided. The focus of these studies was on elements associated with self-determination such as self-advocacy, problem-solving, autonomy.	Demir, 2021; Lusk and Cook, 2009; Powers et al., 2001; Prater et al., 2014; Randell et al., 2020; Reiter, 2004; Sandjojo et al., 2018

2.3.1.1 Social-ecological approaches

a) Self-Determination Theory (SDT)

I identified four papers that made explicit reference to SDT and/or their authors. Sheftel and colleagues (2014) conducted an intervention in the USA. They aimed to help high school students with disabilities (autism, learning disability) to increase their self-determination, self-efficacy and vocational outcome expectations. They implemented a pre- and post-test research design to explore the relationship between their intervention and gains in these three variables as measured by standardised tests. They prepared nine teachers to use a collaborative, goal-oriented style of communication from the clinical and counselling psychology field called: 'motivational interviewing' (MI). MI is designed to strengthen motivation and commitment to specific goals. Teachers implemented MI in 10 one-hour sessions with students, aiming to identifying strengths, discussing barriers and strategies to vocational success, setting vocational goals and plans to meet them. The researchers found significant positive change related to vocational self-efficacy, self-determination and vocational outcome expectations.

Embregts et al. (2019) implemented a professional development programme for staff working with people with intellectual disability in residential facilities in the Netherlands. The programme focused on staff's emotional intelligence. They used a pre and post-test control group design. In the experimental group, staff were divided into groups of three. Each group selected a client with whom they had experienced difficulties in interacting and conducted video recordings of themselves interacting with those clients. They formulated individual goals and plans. Staff worked on their plans individually. Staff and trainers viewed the videotape together and provided feedback for the member of staff observed. Video recordings of interactions between staff and clients were analysed with an SDT-observation system which determined the degree to which staff contributed to the fulfilment of clients' needs for autonomy, relatedness and competence during interactions. The results showed that the training programme positively affected the support provided.

Jones (2006), a special educator in a parochial school setting in the USA presented a set of strategies that a group of teachers implemented to promote the participation of students in their individualised education programme (IEP) meetings, including encouraging disability awareness, teaching about special education services, preparing students and other participants of the IEP meeting for student participation, and teachers' self-evaluation of the personal efforts. Anecdotally, Jones reported positive outcomes for

students and teachers. For instance, teachers perceived that by teaching students about their abilities and strengths students felt more empowered and teachers more motivated to become increasingly creative and more diligent in teaching self-determination. Moreover, they began to include younger students in their IEP meetings.

Caniglia and Michali (2018) in the USA developed a financial literacy course within a postsecondary education (PSE) programme following the SDT principles. The students met once a week for 75-minute sessions throughout four semesters. The young adults learned about key areas of personal finance and self-determination skills. At the end of each unit of the course, teachers assessed self-determination and financial skills through teacher-created assessments. The students gave feedback each semester which the researchers used to revise the course presentations, accommodations, and resources. The authors do not present empirical data related to this intervention.

b) Model focused on individual beliefs, skills and knowledge

I identified five studies that explained self-determination as a set of skills or a combination of skills, knowledge and beliefs. They were all conducted in the USA.

German et al. (2000) used a specific curriculum to teach students with intellectual disability goal-attainment skills. The analysis focused on whether the number of goals attained, maintained and performed exceeded baseline levels. Their results show that all students learned to attain their goals and maintain these skills after the intervention ended.

The other four studies focused on increasing the students' participation in meetings that concerned them (e.g., IEP, person-centred planning [PCP]). Lancaster et al. (2002) developed an interactive hypermedia programme (IHP) to teach self-advocacy skills to young adults with intellectual disability. A control group was included and two aleatory experimental groups were created. One received the intervention using the IHP and minimal face-to-face feedback; the other followed live instruction and role-playing activities. The intervention consisted of teaching students a) behaviours such as sitting up straight, engaging in eye contact and actively listening; b) steps to follow in their IEP meetings including making an inventory of their strengths, areas to improve, goals; identifying an appropriate time to share information during the conference; asking and responding to questions; stating their goals and negotiating so their own goals and those suggested by teachers or parents would appear in the IEP. The students were evaluated in terms of providing answers to a set of probing questions, checklists to measure the students' use of the behaviours and the steps taught, and the number of goals contributed in their IEPs. Results showed an increase in students' response to probing questions, and

students were better able to share current goals and need for accommodation than students who did not receive an intervention. The IHP intervention was considered likely to save teaching time compared to live instruction and both conditions (IHP and live instruction) were equally effective.

In the study of Mazzotti et al. (2015), students with intellectual disability were observed in their PCP meeting before and after intervention to determine the extent of their participation according to a checklist. Their participation was also observed in an interview with their employers at their job sites after intervention to determine whether the participants' gains extended to other contexts. The intervention was conducted over 11 sessions in which researchers engaged in mock PCP meetings with students and provided instruction for students in how to begin and close their meetings; learn about their disability, strengths, and needs; and identify employment goals and a method to achieve these. Results indicated increased participation during PCP meetings and generalisation to employment settings.

Diegelmann and Test (2018) implemented a modified version of the Self-Directed IEP curriculum to four young adults at a school. The researchers included nine of the original 11 steps of the curriculum combined into seven lessons: begin the meeting by stating a purpose; introduce everyone; review past goals and performance and ask for feedback; state goals; ask questions; state the support needed; summarise goals and close meeting. The students were provided with a self-monitoring checklist with picture prompts and lines for students to write their responses as they learned the content during the lessons. The researchers measured the number of correct responses to a set of probe questions before, during and after the intervention. Students also attended two mock IEP meetings, one before baseline and the other during a maintenance phase. The results indicated a functional relation between the checklist and the number of correct responses on the steps of the IEP. Three students generalised to post-intervention mock IEP using the checklist.

Zhang (2001) investigated the effect of 'the Next S.T.E.P.' curriculum on the self-determination 'skills' of high school students with learning disabilities. Teachers in the experimental group received instruction regarding the implementation of the curriculum and were provided ongoing assistance as needed to solve any problems during instruction. All teachers (control and experimental group) administered to the students a standardised test, prior to and after the intervention period, to measure gains in self-determination.

Results indicated that the experimental group gained significantly more on measures of self-determination skills than the control group.

c) The functional model of self-determination

This model has been operationalised into a guide for teachers called the Self-Determine Learning Model of Instruction (SDLMI) (Wehmeyer et al., 2000; Shogren et al., 2017). Most of the interventions following the functional model used the SDLMI to achieve students' academic and transition goals (Agran et al., 2001; Agran and Wehmeyer, 2000; Garrels and Palmer, 2020; Raley et al., 2020; Shogren et al., 2012; Wehmeyer et al., 2012); work-related goals (McGlashing-Johnson et al., 2003; Shogren et al., 2018a; 2020; Yakubova et al., 2017); and goals related to social skills and behavioural issues (Wehmeyer et al., 2000). The interventions took place in the USA and Norway.

The SDLMI is aimed at teachers to help them support students to “become more effective at initiating and self-regulating action toward goal setting and attainment” (Shogren et al., 2017, p. 6). The model involves sets of ‘student questions’ that lead the students through three phases: ‘what is my goal?’, ‘what is my plan?’, and ‘what have I learned?’. To enable teachers to support students in the process, SDLMI includes ‘teacher objectives’ and ‘educational supports’. The SDLMI authors state that the process should involve a conversation with the students rather than them simply responding to questions. They also ask teachers to take the role of the students’ partners rather than that of ‘authorities’. More recently, Hagiwara et al. (2020) developed a systematic coaching model to support teachers in their implementation of SDLMI.

The studies that implemented SDLMI followed a similar pre- and post-research design, sometimes including a control group. The intervention would start with a research team providing training in the use of the SDLMI to teachers, then teachers would implement it during a period of time in which they would be in contact with researchers about its implementation. Students’ goal attainment and gains in self-determination would be measured using standardised tests. Gains in goal attainment and self-determination would normally be found after the intervention.

d) The ecological model of self-determination

I identified two papers that draw on the ecological model. Both studied how the young adults’ independent-living contexts influenced self-determination.

Wong and Wong (2008) implemented a professional development programme for staff working with people with intellectual disability in residential settings in Hong Kong.

The programme intended to promote staff skills, attitudes and knowledge with respect to recognising and responding to residents' preferences and supporting them in decision-making, goal-setting and problem-solving. It consisted of six three-hour sessions that included group discussions, role-play, videotaped episodes of daily residential life, and homework assignments. The staff completed a questionnaire before and after the intervention programme. This questionnaire was constructed by the researchers and included items to assess staff's attitudes, knowledge and skills in facilitating the self-determination of residents. Results showed that the experimental group achieved statistically significant positive changes in skills, attitudes and knowledge.

Reindl and colleagues (2016) conducted in-depth interviews with tenants, parents, and caregivers in the Netherlands. They studied how parent-initiated living schemes enhanced or hindered participation, choice, autonomy and self-advocacy of the residents with intellectual and developmental disabilities. They focused on residents' opportunities to make major decisions and the schemes' potential to foster personalisation and community integration. They found that these schemes may be "more enabling environments than classic institutions" (2016, p. 133). Nevertheless, there are certain restrictive characteristics in their organisation that can be partially attributed to limited budgets and constraints imposed by social housing corporations. They also identified overprotective attitudes and practices that hinder the development of positive adult identities such as parents referring to their sons/daughters as being childlike and/or failing to acknowledge their sexuality. As part of their discussion, Reindl et al. acknowledge the importance of the support provided by parents. They make a call for consideration of 'interdependence' as a model for the relationships of parents and adult sons/daughters with disabilities and to focus on the extent to which support and care are personalised and self-directed. Given their call for interdependence, Reindl et al.'s study was categorised under the 'social-ecological' and 'communal' approaches in Table 2.1.

2.3.1.2 Communal approaches

Hillman et al. (2013) adopted an ethnographic design to explore the dynamics of support observed in the networks of young adults with intellectual disability. Data collection included semi-structured interviews and participant observations over a 32-month period. The young adults' networks were formed of family members, support workers, friends, work colleagues and other people supporting the person to develop as an adult participating in the life of the community. The researchers found that strategies implemented by the support networks were guided by three principles: positive and

respectful relationships that acknowledge the person being supported as an adult; provision of mentors/role-models to help the person enact roles and think constructively about issues and problems encountered; provision of opportunities for, and expectation of, learning and development through new experiences, relationships and roles. Hillman et al. argue that social networks are crucial to the individual's health, quality of life, sense of belonging and identity. By strengthening the relationships within a personal support network, people are likely to encounter more opportunities for inclusion, participation and the protection of their rights, thus experiencing 'self-realisation'. They call for 'relational autonomy' that implies that the development of a person can only take place in the context of relationships with others.

Taylor-Ritzler et al. (2001) conducted an intervention in which students worked with a case manager to set personally relevant transition goals and recruit help for goal attainment following a curriculum called 'Choices-in-Transition'. Case managers also promoted the involvement of family members to support goal attainment. Through role-play exercises and interviews before and after the intervention, the researchers found significant increases in students' help-recruiting skills, that less than half had sought help to achieve their goals, that almost all of them had received help and that almost all had met at least one of their goals. Taylor-Ritzler et al., argue that self-determination is enhanced when people learn to recruit help from others since this facilitates their independence and reliance on new and multiple sources of potential help.

2.3.2 How has self-determination been promoted in the field?

In most of the interventions found, researchers used programmes in which students, with the support of educators, work to enhance students' transition, participation in meetings, and goal-setting and attainment.

- a) *Transition*: focused on students identifying the next steps in their lives and planning accordingly (Table 2.2).

Table 2.2
Programmes aimed to enhance transition

Programme	Studies in the literature review that implement it
<i>Whose future is it anyway?</i> (Wehmeyer et al., 2004)	Palmer et al., 2012; Wehmeyer et al., 2006; 2013; Wehmeyer, Palmer, Lee et al., 2011; Wehmeyer, Palmer, Williams-Diehm et al., 2011
<i>Whose future is it?</i> (Wehmeyer and Palmer, 2011)	Shogren et al., 2018a

<i>PATHS</i> (Doren et al., 2013)	Doren et al., 2013
<i>Take charge for the future</i> (Powers et al., 1998)	Powers et al., 2001
<i>Choices-in-transition</i> (Balcazar and Keys, 1997)	Taylor-Ritzler et al., 2001
<i>Next S.T.E.P. Curriculum</i> (Halpern et al., 2000)	Wehmeyer et al., 2013; Wehmeyer, Palmer, Williams-Diehm et al., 2011; Zhang, 2001
<i>Motivational Enhancement Group Intervention</i> (Sheftel et al., 2014)	Sheftel et al., 2014

Additionally, Lusk and Cook (2009) aimed to enhance students' transition without the use of a programme. They worked with adolescent girls to explore career options and learn new skills through activities that included didactic lectures and group exercises.

- b) *Participation in meetings*: focused on enhancing the students' participation in meetings about their education and future (Table 2.3).

Table 2.3

Programmes aimed to enhance students' participation in meetings

Programme	Studies in the literature review that implement it
<i>ChoiceMaker</i> (Martin et al., 1993)	Wehmeyer et al., 2013
<i>Self-directed IEP</i> (Martin et al., 1996)	Diegelmann and Test, 2018; Seong et al., 2015; Wehmeyer, Palmer, Lee et al., 2011
<i>Self-advocacy strategy</i> (Van Reusen et al., 2002)	Lancaster et al., 2002; Wehmeyer et al., 2013; Wehmeyer, Palmer, Williams-Diehm et al., 2011
<i>Self-directed summary of performance</i> (Martin et al., 2007)	Mazzotti et al., 2015

Two other studies aimed to enhance students' participation in meetings without using a programme. Hagner and colleagues (2012) reported an intervention that included group training sessions for families on PCP, networking and adult services, PCP meetings with young adults, and follow-up assistance with career exploration and plan implementation. Jones (2006) reported on strategies that a group of teachers developed and implemented with their students.

- c) *Goal-setting and attainment*: focused on students' identification of goals and development of plans to achieve them in a self-regulated fashion (Table 2.4).

Table 2.4

Programmes aimed to enhance goal-setting and attainment

Programme	Studies in the literature review that implement it
<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> (Wehmeyer et al., 2000)	Agran and Wehmeyer, 2000; Agran et al., 2001; Garrels and Palmer, 2020; Hagiwara et al., 2017; Kleinert et al., 2014; McGlashing-Johnson et al., 2003; Palmer et al., 2012; Raley et al., 2020; Shogren et al., 2012; 2018; 2020; Wehmeyer et al., 2000; 2006; 2012; 2013
<i>Goal Attainment Scaling</i> (Kiresuk et al., 1994)	Kleinert et al., 2014
<i>The Self-Determined Career Development Model</i> (Wehmeyer et al., 2003)	Yakubova et al., 2017
<i>Steps to self-determination</i> (Hoffman and Field, 2005)	Wehmeyer et al., 2013
<i>Take action</i> (Huber-Marshall et al., 1999)	German et al., 2000

Of the rest of the studies, three implemented programmes focused on specific areas of the young adults' lives. Carrington and colleagues (2014) and McPherson and colleagues (2017) implemented *the Ask Health Diary* and a *Comprehensive Health Assessment Programme* to promote health advocacy. Randell and colleagues (2020) implemented the *Toolkit Children: what does it involve?* and *Real-Care-Baby simulator* with the goal of students making informed decisions about parenthood.

The rest of the studies used other strategies. Prater and colleagues (2014) taught students to self-advocate for accommodations in general classrooms; other studies focused on situated learning opportunities that exposed young adults to experiences that would prepare them for adult roles (Reindl et al., 2016; Reiter, 2004; Sheppard and Unsworth, 2011). Brock and colleagues (2020), Cook and colleagues (2017), and Hillman and colleagues (2013) explored how networks of support could enhance self-determination; other studies focused on the implementation of professional development programmes for staff to enhance their social interactions with young adults with intellectual disability (Embregts et al., 2019; Wong and Wong, 2008). Gilley and

colleagues (2021), Demir (2021), and Caniglia and Michali (2018) focused on the development of mathematics, coding and programming, and financial skills respectively to enhance young adults' self-determination.

2.3.3 Reflections from the revision of literature

2.3.3.1 The affordances of social interactions to enhance self-determination

Despite approaching 'self-determination' from different angles, social-ecological and community approaches agree that social interactions are key to promoting self-determination of people with intellectual disability. Empirical research shows efforts made to explore and improve social interactions between young adults and other people, such as educators, family members, peers and health practitioners. Paradoxically, only few studies have focused their analysis on the quality of these social interactions (some exceptions include Mazzotti et al., 2015; Embregts et al., 2019).

2.3.3.2 High concentration of studies focused on goal setting and attainment

Goal-setting and attainment have been widely studied as skills associated with self-determination. However, although it may be possible to identify some knowledge, skills and behaviours that facilitate self-determination, it is inaccurate to understand self-determination as a set of skills that a student must master (Wehmeyer, 2005). In educational terms, goal-setting activities may be seen as part of an essential educational learning process that leads to students acting with more volition and intention in the immediate and wider contexts of their lives (Rubio-Jimenez and Kershner, 2020).

Continuing with the point mentioned above (section 2.3.3.1), most of the studies found in the literature relied on social interactions to establish goals and plans to achieve them. Efforts have been made to encourage educators to engage in conversations with students rather than simply answering the programme protocol questions, and to assume the role of students' partners rather than that of 'authorities' (e.g., Shogren et al., 2017). However, social interactions have been little studied. The focus of the analyses is usually on how successful the students have been at achieving their goals and on whether there have been significant changes in self-determination scores, measured with standardised tests.

The concept of interreliance (Jackson et al., 2005) acknowledges that people do not act in isolation, nor have complete control over their actions. Goal-setting is always embedded in a broader social context. Personal goals are intertwined with social goals. Individual needs are weighed against the needs of others who will be impacted by their

decisions. Thus, individual goals are accomplished and negotiated through interpersonal interactions. Focusing solely on the result (i.e., having or not having achieved a goal) may be hiding the process that has led the students to that result. This raises the question of whether it could be the case that, despite achieving goals, certain social interactions might not be precisely respectful or act as facilitators of young adults' self-determination.

Moreover, not all goals are alike. Some goals differ from each other in terms of temporal commitment, while others differ in relation to the goal's level of abstraction (Carver and Scheier, 2005). A goal at a high level of abstraction is concerned with being a particular kind of person, while a goal at a lower level is concerned with completing a particular kind of action. Abstract goals are linked to concrete subgoals in a hierarchy of levels of abstraction (Carver and Scheier, 2005). In this context, the hierarchy might look as illustrated in Figure 2.2.

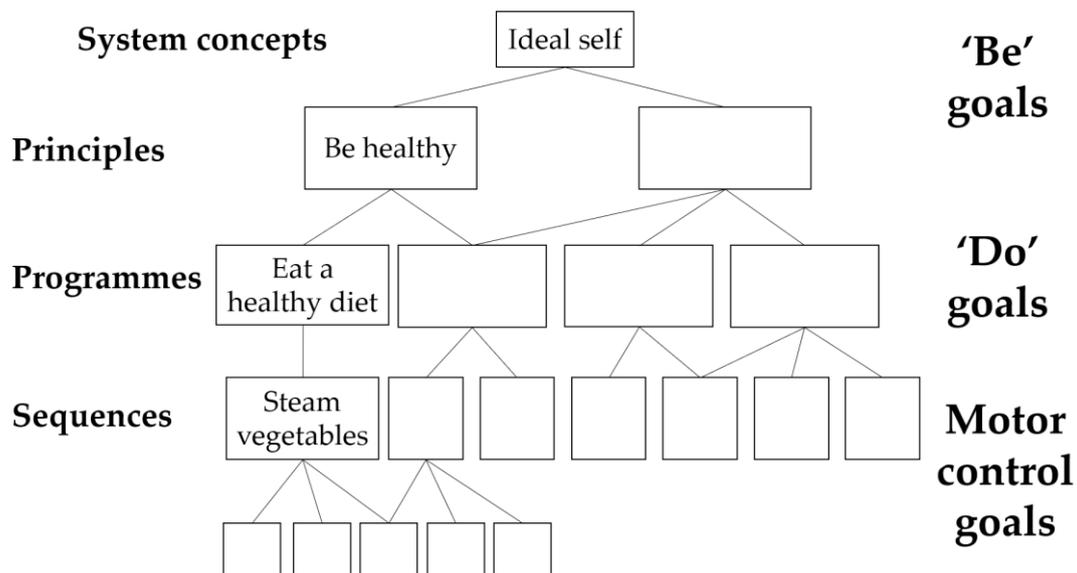


Figure 2.2 A hierarchy of goals for self-determination. Adapted from: ‘A hierarchy of goals’ in *On the Structure of Behavioral Self-Regulation*, by C. Carver and M. Scheier, 2005.

According to Powers (1973, in Carver and Scheier, 2005), at the ‘system concepts’ level lies the idealised overall sense of self, relationship or group identity; at the ‘principles’ level are trait labels; ‘programmes’ refer to activities involving conscious decisions at various points; and ‘sequences’ is the next level down and go their own way directly once cued. Another theory that resembles Power’s is the action identification theory (Vallacher and Wegner, 1987). This explains that people can identify an action in many ways, and the act of identification can vary in level of abstraction. A high-level can convey a more general understanding of the action by indicating ‘why’ an action is done,

while lower levels convey the details of the action and so indicate ‘how’ the action is done. Following these ideas, I propose that goals can be categorised into two categories which I used for analysing my data in Chapters 5 and 7:

- **‘Be’ goals** → idealised overall sense of self, relationship or group identity, trait labels. Goals *to be* a particular way, for example, be healthy; be successful at school.
- **‘Do’ goals** → activities involving conscious decisions at various points. Goals *to do* certain things, for example, prepare dinner; study every night. These goals may in turn be achieved through a set of more concrete subgoals regarding the details of the proposed strategies. For example, prepare dinner can have the subgoals of slicing broccoli and turning on the oven (some of these examples were taken from Boekaerts and Niemivirta, 2005; Carver and Scheier, 2005).

2.3.3.3 The trend to follow student-centred planning approaches

Student-centred planning involves placing students at the centre of the planning process regarding their education and future and ensuring that all goals set are based on the individual's strengths, needs and interests (Chandoo et al., 2018). Young adults’ participation in meetings that concern them is key to ensure a meaningful process (Mazzotti et al., 2015). Moreover, their participation helps them become empowered and practise the ability to speak for themselves (Jones, 2006). Nevertheless, there is usually a lack of active participation of students, despite being present at their meetings (Chandoo et al., 2018).

The review of the literature indicates that there are interventions in the field aimed at increasing the young adults’ participation in meetings that concern them (e.g., Jones, 2006; Seong et al., 2015). Through these interventions, students learn attitudes and skills necessary to assume leadership roles in their meetings. In some of these interventions, the researchers reported having included educators and/or families in the intervention, preparing them to support the students’ participation and person-centred process (Hagner et al., 2012; Jones, 2006). However, in most cases, the analyses focused on observing whether the students implemented the behaviours or steps that they were taught, such as making eye contact, naming their goals and support needs, asking questions, and thanking everyone present at the meeting.

Meetings are developed through social interactions which require engagement between agents as it starts to take over and acquires a momentum of its own (De Jaegher

et al., 2010). Therefore, exploring the quality of the students' participation, as well as that of the responses that the rest of stakeholders provide would be key to exploring the self-determination of the students in this decision-making process about their education and future. This issue is further explained in the following sections in terms of dialogic theory. As I expand on below, the dialogic theory of education proposes that learning and thinking take place through dialogue in which different points of view are deemed as valuable, as these differences draw students and educators into a process of joint construction of knowledge and understanding (Wegerif, 2011). Talk is used to think and learn together, thus talk in learning is not linear in one direction but a reciprocal process in which ideas bounce back and forth (Mercer, 2000; Mercer and Littleton, 2007). Asking a student questions and providing 'thinking time' to answer are all important, but students' answers and the way in which others engage -or fail to engage- with the answers is of equal relevance in the teaching-learning process (Alexander, 2008).

2.4 Dialogic theory of education

The dialogic theory of education proposes that people actively construct knowledge and understanding through dialogue. These ideas are well established in the sociocultural approach to learning and development (Mercer and Littleton, 2007). The origins of sociocultural theory lie mainly in the work of Vygotsky. Vygotsky (1978) claimed that every function in an individual's development appears on two planes: firstly in the social plane -in the interaction of the individual with others; and then within the individual -in the psychological plane. Vygotsky explains that these interactions are mediated by tools. Mercer and Littleton propose language as the most important "cultural tool" (2007, p. 12).

Dialogic theory offers a framework from which to study self-determination from an interactional and relational perspective. To support this claim, I present three arguments: the focus of dialogic theory on dialogue that is open to different perspectives and ideas, dialogic theory's concern with empowerment and inclusion, dialogic theory as a means and as an end that support self-determination.

2.4.1 Openness, respect, and appreciation for different perspectives

Engaging people with intellectual disability in their educational process is not a matter of simply talking to them, but of also developing pedagogical strategies. This process demands awareness of their concerns and sensitivity to the worth of their experiences. In doing so the social construction of the student as 'deficient' and 'passive'

is challenged, and an opportunity may arise for students to articulate a counter discourse (Snelgrove, 2005).

Dialogic theory focuses on dialogue that is open, respectful, and appreciative of different perspectives and ideas. The interanimation of this diversity of ideas and perspectives held together in tension drive new meanings or insights (Wegerif, 2020). This notion is elucidated in Bakhtin's (1981) work when he explains that dialogic stands in opposition to monologic discourse. In educational contexts, a monologic discourse arises when the information provided by the educator is fixed, thus the expectation is to arrive at the single correct solution. Through dialogic interactions, students are active and valued participants in the knowledge-production process, and are thus encouraged to share their opinions and ideas (Skidmore, 2017). As explained by Alexander (2008), dialogic interactions are:

- *purposeful*: educators guide dialogue with educational objectives in mind;
- *collective*: educators and pupils address the learning tasks together;
- *reciprocal*: participants share ideas and consider alternative viewpoints;
- *supportive*: participants help each other reach common understandings;
- *cumulative*: participants build on their own and others' ideas.

When working with students with intellectual disability, a monologic approach would arise when educators fail to promote, listen, value and/or engage with the ideas of the students. In contrast, through dialogic interactions with peers and educators, students would engage in collective thinking and active construction of their understandings of self-determination by asking questions, reflecting and recalling experiences.

2.4.2 Empowerment and inclusion

Participating in dialogic interactions becomes especially relevant for marginalised groups, such as people with intellectual disability, who participate in relationships of power that may result their voices being silenced. As Freire claims, the words of the “oppressed... have been stolen from them. Those who steal the words of others develop a deep doubt in the abilities of the others and consider them incompetent” (1970, p. 134). Thus Freire argues that pedagogies, rather than being developed by the oppressor (which may be understood as monologic discourse), are developed through a constant dialogue (or dialogic interactions) in which all the participants teach and are taught in dialogue. Furthermore, Freire asserts that through these pedagogies, the emergence of consciousness, empowerment and individuals' critical intervention in reality is sought.

Freire's concern with empowerment and inclusion of the diversity of voices is continued nowadays in most dialogic education approaches (Wegerif, 2020). Paradoxically, dialogic theory has failed to include the voices of people with intellectual disability in theorising about dialogic education. For instance, there is a continuing need for research regarding the benefits of dialogic interactions that include students identified with disabilities, including intellectual disability (Fernandez-Villardón et al., 2020; Pedraza and Aclé, 2009; Teachman et al., 2018). Failing to include their voices would be perpetuating monologic approaches that give value to some perspectives over others.

Opening up spaces of co-construction of meanings is a first step towards dialogic education, but there is also the need to widen and deepen our understandings of dialogic education. The former can be done by actively seeking out a range of views and inviting in different voices. The latter by questioning the assumptions that the field has taken for granted (Wegerif, 2020). The current research project opens an opportunity to widen and deepen the dialogic theory by including the voices of Mexican young adults with intellectual disability in the theorising about dialogic education.

2.4.3 Dialogic theory as a means and as an end that support self-determination

Dialogue tends to refer to verbal interactions between people, however, people also engage in inner conversations between different voices/perspectives when thinking. This 'microdialogue' (Bakhtin, 1984) may lead individuals to scrutinise and modify previously held beliefs (Skidmore, 2017).

To encourage learners to think for themselves through these 'microdialogues', educators should engage in a dialogue with their students that legitimises different points of view and encourages them to question their previous and new knowledge. In this way, learners move away from over-identification with fixed identities (monologic) to think in light of other perspectives (dialogic) (Wegerif, 2019). Therefore, dialogic interactions are not just an educational tool to promote new learnings and insights, but an educational aim in itself (Wegerif, 2019). By learning dialogic ways of communication, students become better at learning together with others, understanding and/or transforming themselves and/or the social reality (Matusov, 2009; Wegerif, 2019).

Consequently, dialogic interactions could act as a means to explore and co-construct the understandings of self-determination of people with intellectual disability. Additionally, engaging in dialogic interactions with others will set the ground for students to continue their thinking process through their own 'microdialogues'. In this way,

learning to communicate dialogically would be an end in itself as it has the potential to promote people's *consciousness* and *intentionality* (Freire, 1970), thus stimulating people's *volition* and *agency*, which are at the core of self-determination (Shogren et al., 2015; Wehmeyer, 2005).

2.5 How was self-determination understood and explored in the present research project?

The analysis of the studies found in the literature review suggested that there are two main approaches to understanding self-determination in the field: a 'social-ecological' and a 'communal' one. Despite studying self-determination from different angles, both approaches acknowledge that social interactions are key to promoting the self-determination of people with intellectual disability.

In this research I adhered to social-ecological models and propose a dialogic approach to focus the study of self-determination in its interactive and relation nature. I drew on the functional model (Shogren et al., 2015; Wehmeyer, 2005) to understand self-determination in terms of *volition* (conscious decisions) and *agency* (intentional actions), placing this conscious and intentional decision-making in context and in relation to other people. From the ecological model (Abery and Stancliffe, 1996; 2003) I take up the claim that while some environments may facilitate self-determination, others might serve as barriers. Therefore, to fully understand self-determination, one must understand not only how various personal characteristics influence self-determination, but also how the context (including other people) in turn influences its development and manifestation.

Based on these models, below I propose the working definitions of key concepts:

- a) *Self-determination* exists in the interaction of a causal agent with their volition and a supportive person or context that provides opportunities and encouragement (Rubio-Jimenez and Kershner, 2020). Therefore, self-determination does not lie entirely 'within a person', nor is to be understood as an absolute invariant trait of the person. This social-ecological definition echoes current social-ecological approaches to intellectual disability itself (Shogren et al., 2018b), underscoring the importance of understanding the context (including other people) as a factor that could either facilitate or hinder the self-determination of young adults with intellectual disability.
- b) *Causal agency*: the adjective 'causal' indicates 'cause' showing the interaction of cause and effect (Wehmeyer, 2005). 'Agency' refers to acts done intentionally (Bandura, 1997). A 'causal agent' refers to a person who acts or has the authority

to act or to make things happen in their lives. This action is done with an intention, in other words, with an eye towards accomplishing an end (Wehmeyer, 2005). Based on a dialogic approach, I propose that young adults with intellectual disability express their agency when mentioning a goal, aspiration, or a course of action to achieve their aims; or when they take a position, for instance by stating a disagreement with others. Nevertheless, being consistent with the social-ecological and dialogic approach to self-determination, the way in which other people respond to these dialogic moves plays a role in the negotiation of the young adult's agency.

- c) *Volition*: refers to the act of making conscious choices (Wehmeyer, 2005; Shogren et al., 2015). Based on a dialogic approach to education I claim that by engaging young adults with intellectual disability in collaborative reflection of their goals and aspirations, their conscious decision-making would be fostered (Freire, 1970; Skidmore, 2017). Reflection could be made explicit in dialogue when people explain or justify contributions or when they evaluate different ideas and take a position (i.e., agree or disagree). On the other hand, reflection could be promoted through dialogic moves such as inviting people to elaborate, justify, explain, or evaluate previous contributions (Hennessy et al., 2016). Volition could also be facilitated by engaging in discussions about the motives behind the young adults' goals (i.e., 'Be' goals).

Based on these notions, Figure 2.3 illustrates how self-determination is understood in the current research project.

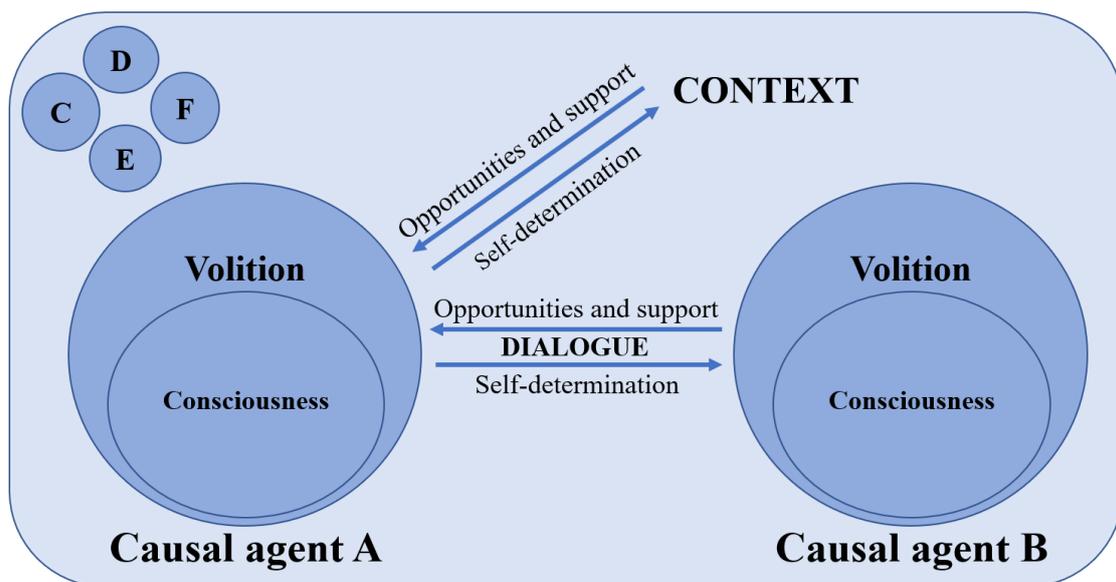


Figure 2.3 A social-ecological and interactional understanding of self-determination

Figure 2.3 shows a context with its own characteristics (i.e., culture, language). This study analyses self-determination in the dialogue that displays between members of a context, in this case ‘Causal agent A’ and ‘Causal agent B’. Person A is assumed to act as a *causal agent* as the person acts with the *intention* of accomplishing an end. The action is assumed to be *volitional* as it is based on a *conscious* choice. Person B, however, is also a causal agent with their own ideas and intentions. If causal agent B provides opportunity and support to causal agent A, self-determination is expressed. Similarly, when the context (i.e., organisations, systems, and societal policies and practices) provides Person A with opportunities and support, self-determination is expressed. If, on the contrary, causal agent A interacts with a context or a person that does not provide the necessary opportunities and support, self-determination gets thwarted. In this way self-determination is not to be understood as standing inside the person, but in the interaction between causal agents and their volition with a supportive person or context.

Two clarifications become important: firstly, circles C, D, E and F show other members of the context who have the potential to join the interaction or start new ones; secondly, the model does not regard self-determination as static, in contrast, it acknowledges that interactions are of a dynamic nature, likewise the quantity and quality of support given and received through time.

In this study I also draw on a communal understanding of self-determination by moving away from intervention programmes that are mainly aimed at making people with intellectual disability more ‘skilled’, towards the promotion of spaces of dialogue through which students and educators would think and learn together about the students’ self-determination. In dialogue an opportunity might arise for students to further develop their consciousness and intentionality (Freire, 1970), constructs located at the core of self-determination (Shogren et al., 2015; Wehmeyer, 2005). With these bases, I aimed to close some gaps that I found in previous published studies relating to the self-determination of young adults with intellectual disability.

- a) While there is evidence of how certain characteristics of a person and the environment may influence self-determination, there is a need to develop approaches to observe the exercise of self-determination and the actions of others that can either facilitate or limit it (Wehmeyer and Abery, 2013).
- b) The literature review suggests that most interventions rely on social interaction of students with other agents to set goals or carry out student-centred planning. Nevertheless, the quality of these interactions has been little studied. This is cause

for concern as it is known that attempting to help young adults with intellectual disability to make authentic decisions often results only in passive signs of agreement (e.g., Jones, 2006).

- c) Most of the studies have collected data using standardised tests and/or within the intervention contexts. Only a few have observed naturally occurring interactions of students in real-life contexts.
- d) A fine-grained analysis of the interactions of young adults with other people might shed some light on strategies that would promote or hinder self-determination.

In the following chapter I expand on the methodological aspects of the current research project.

Chapter 3. Methodology

3.1. Objectives and research questions

The current research project pursued the following aim with two specific research objectives:

Aim: To explore the understandings, experiences, and development of self-determination of a group of Mexican young adults with intellectual disability through their dialogue with diverse agents and in different educational contexts.

Research objectives:

- To explore the young adults' experiences and enaction of self-determination in their conversations with different agents and in different contexts (Research Questions 1 and 2).
- To examine how young adults' experiences and enaction of self-determination could be supported or hindered in conversations within the framework of a goal-setting and planning activity (Research Question 3).

These objectives are operationalised in the following research questions:

RQ1. What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?

RQ2. How do students experience and enact self-determination in different contexts?

RQ3. How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?

RQ3a. How did participants contribute to the dialogue in this goal-setting and planning activity?

RQ3b. How were courses of action proposed and handled in this activity? Did any specific dialogic moves appear to be particularly influential?

3.2. Context and participants

3.2.1. The case of Mexico

The current project took place in Mexico. The most recent source of statistical information that allows identification of the population with disabilities in Mexico is a census conducted by the Mexican National Institute of Statistics and Geography (INEGI). These data were published in 2017 and collected in 2014 based on a methodology proposed by the Washington Group on Disability Statistics (WG, <https://www.washingtongroup-disability.com/>). WG aims to provide information on disability that is comparable throughout the world. INEGI's census asked households whether there were residents who had difficulties with one or more of the following:

seeing, hearing, walking, communicating, learning/remembering/concentrating, self-care. Based on the data collected, it is estimated that in 2014, 6.4 per cent of the Mexican population (7.65 million people) were living with a disability. INEGI estimates that of the 100 per cent of people with disabilities, 39 per cent have a difficulty related to learning/remembering/concentrating. This difficulty has been associated with what is called 'intellectual disability' by Mexican government institutions (Mexican Ministry of Social Development, 2016).

At the international level, Mexico played a leading role as it proposed to the United Nations General Assembly the elaboration of a specific convention for the protection of the rights of persons with disabilities in 2001. This document was later signed and ratified by over 100 countries under the title 'Convention of the Rights of Persons with Disabilities' (CRPD) (United Nations, 2006). The CRPD promoted a shift of paradigm as people with disabilities were recognised as rights holders, on an equal footing with other people, thus their full inclusion and participation became priorities (Mexican National Council to Prevent Discrimination, 2012). At the national level, Mexico has legislated to promote the social and educational inclusion of people with disabilities (e.g., General Congress of the United Mexican States, 2011), and has created councils to encourage, coordinate, and evaluate the participation of the public and private sectors in public policies and programmes derived from the legislations (Mexican National Council to Prevent Discrimination, 2012).

Despite the Mexican legislative framework, the reality of people identified with any type of disability is far from ideal. Institutionalisation is still a possibility for people with disabilities without support networks. Once institutionalised, it is unlikely that the person will have the education and support necessary to move on to an independent adult life. People with a support network may access other government services. These services have focused on providing economic and rehabilitation support rather than on the consolidation of a robust system of support focused on the development of an independent life and inclusion in the community of people with disabilities (Human Rights Commission of Mexico City, 2019).

Experiences reported by people with different types of disability and their families suggest that there is still a medical understanding of disability in Mexican society that leads people with disabilities to be referred to as 'sick', 'abnormal' or 'incapable', who 'cannot' or 'should not' participate in society (Human Rights Commission of Mexico City, 2019; Mexican National Council to Prevent Discrimination, 2012). In this way,

people with disabilities face situations of daily and systematic discrimination, and in some cases, violence (Mexican National Council to Prevent Discrimination, 2012). Their situation is aggravated in cases in which the disability intersects with some other risk factor, such as living in poverty, being indigenous, and/or being a woman (Human Rights Commission of Mexico City, 2019).

In this context, people with disabilities, including those with intellectual disability, face barriers to developing as their young adult peers. For instance, in the Mexican culture, ‘adulthood’ is related to the completion of schooling and access to the employment market (Pérez, 2014). However, people with a disability lag behind their peers without a disability in terms of their access and permanent presence in the school and work contexts (Mexican National Institute of Statistics and Geography, 2017). For instance, only four out of 10 people with disabilities over 15 years old participate in the labour market, compared to seven out of 10 without disabilities (Mexican National Institute of Statistics and Geography, 2017). In the case of people with intellectual disability, the figure is estimated to drop to one in 10 (Solís, 2017).

Low expectations, unemployment and the lack of government measures to promote and support decision-making and independent living frustrate the self-determination of people with disabilities as it makes it impossible for them to make decisions based on their personal preferences regarding their own life (Mexican National Council to Prevent Discrimination, 2012). To face this national problem, there are fee-paying services operated by the private sector, as in the case of the educational programme in which the present investigation was located. Nevertheless, these services are inaccessible to most of the population, considering that half of the people with a disability in Mexico (49.4%) live in poverty (Mexican National Council for the Evaluation of Social Development Policy, 2017). This points to disparities in access to services associated with social class in Mexico.

Although I do not intend to deny the clear socioeconomic challenges that people with disabilities face in Mexico, in the current project my interest was to explore how Mexicans with intellectual disability experience self-determination when they develop in an educational environment that aims to favour their decision-making opportunities and promote their independent life. This had two objectives: firstly, to contribute to the social-ecological understanding of disability by assuming that an individual’s quality of life is more related to the environments in which the person develops than to their personal characteristics (Shogren et al., 2018b); secondly, to show that in developing countries like

Mexico, socioeconomic difficulties coexist with innovative educational proposals from the private sector with the potential to inform current practices in Mexico and globally.

3.2.2. Capys and the Building Bridges programme

The Centre for Personal and Social Autonomy, (Capys, www.capysac.com) is a Mexican civil association that has worked for over 40 years to facilitate the inclusion and active participation in the community of people with intellectual disability. It has done so through the development and implementation of educational programmes and services that accompany people with intellectual disability and their families throughout their life span. One of these educational programmes is Building Bridges which is aimed at young adults (18-25 years old) and has been implemented in university contexts since 2006 (Saad et al., 2017). At the time of data collection (November, 2018 – June, 2019), Building Bridges was being run in five universities, three of them in Mexico City (www.capysac.com/transicion-vida-adulta/).

Building Bridges is a fee-paying service, therefore most students come from middle and high socioeconomic classes. Building Bridges directives are working on strategies for low-income students to access this programme. For instance, Building Bridges directives are piloting the programme at a public university². In these facilities, students would be able to access the programme without paying university fees (Building Bridges coordinator, personal communication).

Building Bridges adheres to the definition of intellectual disability proposed by the American Association on Intellectual and Developmental Disabilities (AAIDD) due to its social-ecological approach. According to the AAIDD, intellectual disability originates before the age of 18. It is characterised by significant limitations in both intellectual functioning and adaptive behaviour, which covers many everyday social and practical skills. With personalised support over a sustained period, the day-to-day functioning of the person generally will improve (Schalock et al., 2007). Most Building Bridges students have been given this and/or other diagnoses before joining Building Bridges (e.g., Down syndrome, autism). However, Building Bridges does not carry out medical diagnoses. ‘Intellectual disability’ is rather used as an umbrella term to refer to the students who join the programme in order to receive support to progress in their schooling. Building Bridges advocates for ‘getting to know young people and their families to find out their interest in having an independent life, actively participating in

²Public universities in Mexico charge very low or no tuition fee.

the community, learning, and developing throughout their university years' as the process to join the programme (Building Bridges interview in Spanish, available at iRadiaTec, 2018).

Three types of PSE models have been identified in the literature (Hart et al., 2006). Following this differentiation, Building Bridges would be better categorised into the mixed/hybrid model.

- *Mixed/hybrid model*: students participate in academic lessons with students without disabilities and take other academic and/or 'life skills' classes with other students identified with disabilities.
- *Inclusive individual support model*: students receive individualised support and services in academic classes with students without disabilities.
- *Substantially separate model*: students participate only in classes with other students with disabilities and may have the opportunity to participate in social activities and employment experience on campus.

Additionally, Building Bridges prepares its students to become self-advocates and promotes their participation in work and independent-living experiences. Regarding the latter, Building Bridges students have the opportunity to live in 'independent-living flats' with Building Bridges peers and a facilitator during weekdays. The flats are intended to provide learning opportunities to acquire independent-living skills in real-life, safe and supportive environments.

All the students complete the programme in a period that can last between three and five years (six to 10 semesters, $M=8$ semesters). The trajectory of each student in the programme is individualised and is updated every semester based on the student's opinions collected through regular meetings, observations of the student carried out by the Building Bridges teachers and coordinator, and the resources offered by the university (i.e., academic, sport and cultural classes open to receiving Building Bridges students). Capys has developed alliances with companies which facilitate the recruitment of Building Bridges students after graduation. Additionally, Capys offers lifelong support services for independent living, referred to as SAVI.

During my years as a bachelor of psychology student in Mexico, I collaborated in other Capys educational programmes, but this project was my first approach to Building Bridges.

3.2.3. Participants

The participants were recruited via the programme coordinator, according to the following criteria: verbal communication, availability and student consent. The requirement for students to be able to communicate verbally was because of the project's focus on students' verbal dialogic interactions in different contexts. The participating young adults were Building Bridges students at two universities which I will refer to as University 1 and University 2.

As mentioned before, the Building Bridges programme adheres to the definition of intellectual disability proposed by the AAIDD. It states that an intellectual disability is characterised by limitations in intellectual functioning and adaptive behaviour. Building Bridges does not conduct 'intellectual functioning' tests but describes the students' adaptive behaviour. Adaptive behaviour is composed by the conceptual, social, and practical skills that individuals have learned and perform in their daily lives (Tassé et al., 2012). Building Bridges describes the students' adaptive behaviour qualitatively based on student observations in the educational contexts in which the programme develops. The descriptions are based on the ten adaptive skill areas specified in the Diagnostic and Statistical Manual of Mental Disorders–Fourth Edition (DSM-IV) (American Psychiatric Association, 2000) and classified into the three adaptive domains proposed by the AAIDD (Figure 3.1) (Oakland and Harrison, 2008).

Adaptive domains		
<u>Conceptual</u> - Communication - Functional academics - Self-direction	<u>Social</u> - Leisure - Social	<u>Practical</u> - Community use - Health and safety - Home living - Self-care - Work

Figure 3.1 Adaptive domains. Drew after Oakland and Harrison, 2008.

Conceptual:

- *Communication.* Ability to understand and/or express information through the spoken, written, and/or sign language. Ability to understand a request, an emotion, a greeting, a comment.

- *Functional academics.* Cognitive skills and school-related skills needed for daily independent functioning, including reading/writing notes/letters, telling time, measurement.
- *Self-direction.* Skills needed for responsibility, and self-control, including starting and completing tasks, keeping a schedule, following time limits, following directions, solving problems in familiar and new situations, seeking help when necessary, making choices, and demonstrating assertiveness and self-defence.

Social

- *Leisure.* Skills needed for engaging in and planning leisure and recreational activities, use and enjoy free time at home and in the community, individually and in groups. It also includes having a variety of interests according to their age.
- *Social.* Skills needed to interact socially, getting along with other people, making friends, being cooperative, keeping an adequate interpersonal distance, avoid interrupting others, being too demanding or showing public sexual behaviour.

Practical

- *Community use.* Appropriate use of community resources (paying and obtaining services). Use of public facilities. Getting around in the community, use of public transport, appropriate behaviour in the community, emergency management, and social interaction.
- *Health and safety.* It refers to seeking one's own well-being, diet, exercising, daily habits, medical and dental check-ups, identification of diseases, treatment, prevention, basic first aid, sexuality, and basic safety.
- *Home-living.* Skills needed for basic care at home including care of clothes and belongings, food preparation, home security, activity planning, making a budget, performing chores.
- *Self-care.* Skills needed for personal care including eating, bathing, toileting, dressing, grooming, and personal hygiene.
- *Work.* Skills needed for successful functioning and holding a part-time or full-time job (with or without supports) or participate in some voluntary activity in the community. These include, completing work tasks, working with

supervisors, teamwork, accepting criticism, work under pressure, following a work schedule.

Following the Building Bridges’ procedure, I describe the participants’ strengths and challenges in the ten adaptive skill areas. A summary is presented in Figures 3.2 to 3.11, the full descriptions can be found in Appendix B. The descriptions are based on my observations and were validated by a Building Bridges coordinator. The descriptions were originally thought as a means to potentially increase the understanding and communication between professionals and colleagues regarding the participants of the current research. Nevertheless, describing the students qualitatively, using these indicators provided valuable information regarding the strengths and challenges of the students in different areas of their lives, which are relevant to their self-determination. Nonetheless, I argue that for educational purposes, what matters the most is to get to know the young adults holistically and in their interaction with other people.

In addition to the personal descriptions provided below, I provide a description of the participants in relation to their social dynamics in section 3.6.2.1.

<p>Maria</p> <p>She was 19 years old during data collection. She was a student of the fourth semester of the Building Bridges programme at University 1. She attended a mainstream high school but left it unfinished. During the generation of data, Maria indicated that her father looked for educational options for her after being a victim of bullying and feeling that the educational level of high school was being difficult for her.</p>
<p>Conceptual</p> <ul style="list-style-type: none"> - Communication. She understands spoken requests and other people’s emotions; greets as an initiative and as a response; communicates (dis)likings; engages in short conversations with peers; understands written information in easy reading and asks for support if needed. - Functional academics. She has basic writing and mathematics skills that allow her to read restaurant menus, the time on digital clocks, and put her ideas into writing independently. - Self-direction. She starts and completes tasks and keeps to a schedule by herself when motivated, otherwise, she needs verbal encouragement; uses alarms; needs and requests support when solving unfamiliar problems. <p>Social</p> <ul style="list-style-type: none"> - Leisure. She decides what to do during her free time (she usually watches movies, talks with friends through social media, go out with family/friends); requires someone to drive her and to be available to support her if needed; requires supervision to avoid putting herself in risky situations with strangers. - Social. She makes friends easily and keeps old friendships; requires support to be cooperative and to keep an adequate interpersonal distance. <p>Practical</p> <ul style="list-style-type: none"> - Community use. She requires support to get around in the community including to ask her questions about where she is going, give her directions, remind her to be cautious when crossing the streets, remind her to budget her expenses, count change and store money safely. - Health and safety. She mentions when she feels sick; requires support to not indulge in cravings; requires constant motivation to exercise. - Home living. She showers, gets dressed and groomed independently and to her liking; requires support to avoid risky activities, to prepare food, to do chores. - Self-care. She applies beauty products to her hair and face as initiative; usually uses deodorant and brushes her teeth as indicated by Building Bridges teachers; she can get to repeat clothes even if it is time to wash them, thus requires support to wear clean clothes. - Work. She is punctual, completes work tasks individually or as part of a team; it is helpful for her performance to give her limited instructions, break down and model tasks; she may feel overwhelmed by the workload.

Figure 3.2. Maria’s description

Tobias

He was 19 years old during data collection. He was a student of the second semester of the Building Bridges programme at University 1. He attended high school in an educational programme developed by Capys which consisted of attending some integrated classes in mainstream classrooms and others at a support classroom.

Conceptual

- **Communication.** He requires concrete language and verbal support from another person to understand spoken and written language (e.g., reading aloud and/or asking him concrete questions); requires support not to share information from his private life and to express his feelings assertively.
- **Functional academics.** He can read the time on digital clocks and copy texts; requires support to understand simple written texts and to write down his ideas. Regarding the latter, it is helpful for him to verbalise the words while writing.
- **Self-direction.** He tends to get distracted easily and to avoid tasks that he did not understand; requires support to solve unfamiliar tasks but rarely asks for it; requires verbal encouragement to start and complete tasks; needs to be reminded to follow time limits.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies, listens to music, plays hockey); requires someone to drive him and to be available to support him if needed; requires supervision to avoid putting himself in risky situations with strangers.
- **Social.** He makes friends easily; needs support in identifying with whom (not) to share details of his private life.

Practical

- **Community use.** He requires support to get around in the community including to ask him questions about where he is going, give him directions, remind him to be cautious when crossing the streets, remind him to budget his expenses, count money, and store money safely.
- **Health and safety.** He mentions when he feels sick; requires guidance, supervision and support to stay safe and healthy.
- **Home living.** He showers and gets dressed independently; requires support to avoid risky activities, to prepare food, to do chores.
- **Self-care.** He tells his mother the clothes he wants to wear the next morning and his mother arrange them for him; needs support to get his hair wet before combing it; follows teachers' instructions to use deodorant and brush his teeth; tends to eat small amounts of food thus requires supervision.
- **Work.** During the data generation phase, he did not carry out work activities.

Figure 3.3 Tobias' description

Paty

She was 21 years old during data collection. She was a student of the fourth semester of the Building Bridges programme at University 1. Before Building Bridges, she was a student in a special education school.

Conceptual

- **Communication.** She understands spoken requests and answers to questions; greets as an initiative and as a response; engages in short conversations with peers; needs support to communicate her feelings assertively and to self-regulate to not interrupt peers when talking; understands written information in easy reading and asks for support if needed.
- **Functional academics.** She has basic writing and mathematics skills that allow her to read restaurant menus, the time on digital clocks, simple notes and to write simple texts independently.
- **Self-direction.** She needs verbal encouragement to start and complete tasks; performs best when carrying out short tasks or long tasks divided by steps; uses alarms; tends to feel overwhelmed when solving problems or when feeling upset/angry/tired, thus requires support to self-regulate and to keep on track.

Social

- **Leisure.** She has extracurricular activities during the week which she says she enjoys; likes to invite friends over to her house; requires supervision and support to self-regulate in the community, to pay for services, and to avoid putting herself in risky situations with strangers.
- **Social.** She is friendly but requires support to be cooperative, to keep an adequate interpersonal distance, and to avoid interrupting others.

Practical

- **Community use.** She requires support to get around in the community given that she tends to follow people without paying attention to where she is going. She also requires support to budget her expenses, count change and store money safely.
- **Health and safety.** She mentions when she feels sick; requires guidance, supervision and support to stay safe and healthy.
- **Home living.** She showers, gets dressed and groomed independently and to her liking; requires support to avoid risky activities, to prepare food, to do chores.
- **Self-care.** She chooses her clothes and the way to wear her hair independently; consistently follows teachers' instructions to use deodorant and brush her teeth, however she sometimes forgets to bring clothes to get changed after exercising in the university; requires guidance on what to eat in order to eat healthily.
- **Work.** She is punctual, follows instructions and has a good relationship with her manager.

Figure 3.4 Paty's description

Gabriel

He was 21 years old during data collection. He was a student of the sixth semester of the Building Bridges programme at University 1. He attended high school in an educational programme developed by Capys which consisted of attending some integrated classes in mainstream classrooms and others at a support classroom. Gabriel mentioned during the data generation that his transition to Building Bridges was challenging and that he used to feel sad and angry until he got used to the new context.

Conceptual

- **Communication.** He answers questions and greetings when he is explicitly addressed; communicates his feelings and (dis)likings; requires support in respecting comments that differ from his opinion to not get hooked on these comments nor take them personally; when interested in a topic, he engages in conversations and reads about it independently, otherwise, he gets easily distracted.
- **Functional academics.** He has writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks and texts. His writing tends to be disorganised thus he requires the writing spaces to be delimited and to be reminded to write in small print and with better quality; also requires support to connect ideas into a coherent text.
- **Self-direction.** He needs verbal encouragement to start and complete tasks; performs best when carrying out short tasks or long tasks divided by steps; needs to be reminded to follow time limits; requires continuous dialogue to overcome certain situations/feelings.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies, listens to music); requires someone to drive him and to be available to support him when managing money; requires support to negotiate options that differ from what he wants in group activities.
- **Social.** He requires support to interact socially including keeping an adequate interpersonal distance and avoid being too demanding.

Practical

- **Community use.** He requires support to get around in the community given that he tends to follow people without paying attention to where he is going. He also requires support to budget his expenses, count change and store money safely.
- **Health and safety.** He mentions when he feels sick; requires support to not indulge in cravings; requires constant motivation to exercise.
- **Home living.** He showers, gets dressed and groomed independently; requires support to avoid risky activities, to prepare food, to do chores
- **Self-care.** He chooses his clothes and follows routines that indicate him when to brush his teeth, take a shower, etc; requires support to pay attention to his personal image (e.g., if he is wearing his clothes appropriately) and to be reminded to bring a change of clothes and personal hygiene kit to the university.
- **Work.** He can avoid his work if other activity of his interest is carried out at the same time; requires someone to model the tasks to him, to encourage him and to constantly focus him on the task at hand.

Figure 3.5 Gabriel's description

Sebastian

He was 21 years old during data collection. He was a student of the sixth semester of the Building Bridges programme at University 1. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual

- **Communication.** He requires thinking time to express his ideas and sometimes gets entangled when expressing himself; sometimes requires support to understand what others are referring to; engages in short conversations with peers; requires easy reading and concrete language to understand written information.
- **Functional academics.** He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks and simple notes. Requires support and thinking time to put his ideas into a written text.
- **Self-direction.** He tends to have a slow work rate which causes him delays in starting the next activity.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies); can get to places in Uber taxis if he is with someone; requires support to purchase goods/services.
- **Social.** He is friendly but finds it hard to make new friends because he tends to get shy; requires support to speak his ideas clearly; needs support in identifying with whom (not) to share details of his private life.

Practical

- **Community use.** He requires support to get around in the community including to ask him questions about where he is going, give him directions, remind him to budget his expenses, count money, and store money safely; can request/ride Uber taxis if he is with someone.
- **Health and safety.** He has epileptic seizures and requires continuous supervision; sets reminders to take his medications but requires support to remember to take them; identifies the onset of an epileptic seizure and communicates it to the people around him.
- **Home living.** He prepares his food and do chores like washing dishes, cleaning surfaces, and laundry with support; requires support to keep his spaces organized, to budget purchases, to avoid risky activities.
- **Self-care.** He chooses his clothes and the way to wear his hair independently; consistently follows teachers' instructions to use deodorant and brush his teeth, however he sometimes forgets to bring clothes to get changed after exercising in the university; requires guidance on what to eat in order to eat healthily.
- **Work.** He is punctual, completes work tasks individually or as part of a team; it is helpful for his performance to give him limited instructions, break down and model tasks.

Figure 3.6 Sebastian's description

Aaron

He was 23 years old during data collection. He was a student of the eight semester of the Building Bridges programme at University 1. He attended high school in an educational programme developed by Capys which consisted of attending some integrated classes in mainstream classrooms and others at a support classroom.

Conceptual

- **Communication.** He rarely communicates verbally as an initiative, but answers to requests/questions when explicitly addressed; needs support to express what he wants to say sometimes; requires support such as easy reading and concrete language to understand texts.
- **Functional academics.** He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks, simple notes and to write simple texts independently; requires verbal motivation to carry out activities since he gets distracted easily.
- **Self-direction.** He starts and completes tasks, but his work tends not to be of the best quality; takes a long time to complete the activity if he did not understand it; rarely asks for supports but accepts it if it is offered to him; requires support to express verbally when a situation made him upset/angry.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies, listens to music, plays piano); requires someone to drive him; requires support and encouragement to take the initiative to plan leisure activities with friends.
- **Social.** He gets along well with other people but does not share much with others verbally.

Practical

- **Community use.** He requires support to get around in the community including to ask him questions about where he is going, give him directions, remind him money management skills; he tends not to communicate when faced with an inconvenience in the community.
- **Health and safety.** He mentions when he feels sick; has a food allergy and refrains from eating that.
- **Home living.** He showers, gets dressed and groomed independently and to his liking; requires support to avoid risky activities, to prepare food, to do chores.
- **Self-care.** He chooses his clothes and the way to wear his hair independently; consistently follows teachers' instructions to use deodorant and brush his teeth, however he sometimes forgets to bring clothes to get changed after exercising in the university; requires guidance on what to eat in order to eat healthily.
- **Work.** He is punctual, follows instructions, completes work tasks individually and has a good relationship with his manager; requires verbal encouragement to work with initiative and propose things.

Figure 3.7 Aaron's description

Nicole

She was 25 years old during data collection. She was a student of the fourth semester of the Building Bridges programme at University 1. She graduated from a mainstream high school and tried to study for a degree at university but felt that the educational level was very difficult for her.

Conceptual

- **Communication.** She understands spoken requests; answers to questions; greets as an initiative and as a response; engages in short conversations with peers; understands written information better if sentences are short and straightforward; requires support to communicate assertively (dis)liking as she usually accepts situations to feel accepted/included.
- **Functional academics.** She has basic writing and mathematics skills that allow her to read restaurant menus, the time on digital clocks, simple notes and to write simple texts independently.
- **Self-direction.** She starts and completes tasks and keeps to a schedule by herself; uses alarms; needs and requests support when solving unfamiliar problems.

Social

- **Leisure.** She decides what to do during her free time (she usually listens to music, talks with friends/boyfriend through social media, write poems); knows how to use public transport but needs support to learn new routes; requires supervision to avoid putting herself in risky situations with strangers.
- **Social.** She is friendly but requires support to be cooperative and to identify with whom (not) to share details of her private life.

Practical

- **Community use.** She knows how to use public transport but needs support to learn new routes; requires budgeting support before purchasing goods/services; communicates when she encounter an inconvenience but requires support to solve problems.
- **Health and safety.** She mentions when she feels sick; requires support to not indulge in cravings; requires constant motivation to exercise.
- **Home living.** She prepares her food and do chores like washing dishes, cleaning surfaces; requires support to keep her spaces organised and to budget for purchases.
- **Self-care.** She chooses her clothes and the way to wear her hair; she consistently follows teachers' indications to brush her teeth but sometimes forgets to clean up and use deodorant before/after changing clothes; requires motivation to stick to a healthy diet.
- **Work.** She is punctual; completes work tasks individually or as part of a team; has a good relationship with her manager; follows directions; asks for support/clarifications.

Figure 3.8 Nicole's description

Salomon

He was 20 years old during data collection. He was a student of the second semester of the Building Bridges programme at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual

- **Communication.** He rarely communicates verbally as an initiative, but answers to requests/questions when explicitly addressed; needs support to express what he wants to say sometimes; requires support such as easy reading and concrete language to understand texts.
- **Functional academics.** He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks, simple notes and to write simple texts independently.
- **Self-direction.** He starts and completes tasks and keeps to a schedule by himself; uses alarms; needs support when solving unfamiliar problems but does not always ask for it.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies, listens to music, talks with friends/girlfriend through social media); requires someone to drive him and supervision with money management.
- **Social.** He is good at making friends; requires support to identify with whom (not) to share details of his private life.

Practical

- **Community use.** He requires support to get around in the community including to ask him questions about where he is going, give him directions, remind him to be cautious when crossing the streets, remind him to budget his expenses, count change and store money safely.
- **Health and safety.** He mentions when he feels sick; requires guidance, supervision and support to stay safe and healthy.
- **Home living.** He showers, gets dressed and groomed independently and to his liking; requires support to avoid risky activities, to prepare food, to do chores.
- **Self-care.** He chooses his clothes and the way to wear his hair; he consistently follows teachers' indications to keep a good hygiene; requires guidance to eat healthily.
- **Work.** He is punctual; completes work tasks individually; has a good relationship with his manager and co-workers.

Figure 3.9 Salomon's description

Shaggy

He was 23 years old during data collection. He was studying his final semester of the Building Bridges programme (i.e., the eight semester) at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual

- **Communication.** He understands spoken requests and answers to questions; engages in short conversations with peers; communicates his (dis)likings; understands written information in easy reading.
- **Functional academics.** He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks, simple notes and to write simple texts independently.
- **Self-direction.** He starts and completes tasks and keeps to a schedule by himself; uses alarms; needs support when solving unfamiliar problems but does not always ask for it.

Social

- **Leisure.** He decides what to do during his free time (he usually watches movies, listens to music, talks with friends/girlfriend through social media); knows how to use public transport; has good money management skills.
- **Social.** He is good at making friends; requires support to be cooperative.

Practical

- **Community use.** He knows how to use public transport; has good money management skills.
- **Health and safety.** He mentions when he feels sick; requires guidance, supervision and support to stay safe and healthy.
- **Home living.** He showers, gets dressed and groomed independently and to his liking; does chores such as washing dishes, cleaning surfaces.
- **Self-care.** He chooses his clothes and the way to wear his hair; he consistently follows teachers' indications to keep a good hygiene; requires guidance to eat healthily.
- **Work.** He is punctual; completes work tasks individually; has a good relationship with his manager and co-workers.

Figure 3.10 Shaggy's description

Jupiter	
He was 24 years old during data collection. He was studying his final semester of the Building Bridges programme (i.e., the eight semester) at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.	
Conceptual	
-	Communication. He understands spoken requests and answers to questions and greetings when explicitly addressed; requires support to express his ideas clearly verbally and in writing; understands written information in easy reading.
-	Functional academics. He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks and simple notes. Requires support and thinking time to put his ideas into a written text.
-	Self-direction. He starts and completes tasks and keeps to a schedule by himself; uses alarms; needs support when solving unfamiliar problems but does not always ask for it.
Social	
-	Leisure. He decides what to do during his free time (he usually watches movies, listens to music); knows how to use public transport; has good money management skills; requires support and encouragement to take the initiative to plan leisure activities with friends.
-	Social. He is friendly; requires support to speak his ideas clearly.
Practical	
-	Community use. He knows how to use public transport; has good money management skills.
-	Health and safety. He mentions when he feels sick; requires guidance, supervision and support to stay safe and healthy.
-	Home living. He showers, gets dressed and groomed independently and to his liking; does chores such as washing dishes, cleaning surfaces.
-	Self-care. He chooses his clothes and the way to wear his hair; he consistently follows teachers' indications to keep a good hygiene; requires guidance to eat healthily.
-	Work. During the data generation phase, he did not carry out work activities.

Figure 3.11 Jupiter's description

Three Building Bridges teachers participated at different points in the data generation. Their names were changed to the pseudonyms Derek, Amy and Caroline. They were young adults themselves (ages 20-30), students or recent graduates from psychology and pedagogy bachelor's programmes, with less than 10 years' experience of working with young adults with intellectual disability.

3.3. Ethical considerations

I carried out an exhaustive review of the ethical guidelines followed by the Faculty of Psychology of the National Autonomous University of Mexico (UNAM) and the Faculty of Education of the University of Cambridge, UK, this given my educational background in psychology and education with a bachelors and master's degree granted by these institutions, respectively. The ethical guidelines reviewed were the Ethical Code for Psychologists (Mexican Psychological Society, 2007), the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2010), the Ethical Guidelines for Educational Research (British Educational Research Association, 2011), and the Code of Human Research Practice (British Psychological Society, 2014). I also reviewed some guidelines proposed by the Economic and Social Research Council (2018) in relation to asking for consent from 'potentially vulnerable people'. These documents have enriched my reflection in terms of the ethical stance of my project.

3.3.1. About my responsibilities to the participants

Having a disability diagnosis does not translate into 'vulnerability' nor 'impaired capacity' to make decisions (Economic and Social Research Council, 2018). The agency and the right to say 'yes' to research participation of people with intellectual disability

must be respected (Santinele and Fudge, 2018). Accordingly, every effort should be made to ensure that all participants, including those identified with intellectual disability, make an informed decision about their participation and have time and opportunities to access support in their decision-making. Consequently, I incorporated and extended the required ethical research procedures of the Faculty of Education, University of Cambridge as follows.

1. I created a set of ‘information statements’ and ‘consent forms’ addressed to the Building Bridges coordinator, teachers, students and parents (Appendix C). The students’ documents consisted of short and illustrated sentences. The project received ethical approval from the Faculty of Education at the University of Cambridge. I translated the information statements and consent forms from English into Spanish. The Building Bridges psychologist, who is fluent in both languages, reviewed these translations. She was also asked to provide feedback regarding the clarity of the student consent forms. The psychologist considered that the documents were clear and only suggested removing the word ‘identified’ from the title of the documents which originally read: ‘*The decision-making process of students identified with intellectual disabilities*’. She explained that adding the word ‘identified’ was not common within Building Bridges and that it was not clear who ‘identified’ the students in that way. Acknowledging the tensions around the ‘appropriate’ way to refer to people with intellectual disability, I decided to respect and adhere to the Building Bridges choice of language.
2. I met with the Building Bridges coordinator to discuss the details of the research project. We went through the information statements and consent forms together. She approved the research and gave her consent for me to invite teachers and students to participate. She suggested Building Bridges teachers and students who would potentially be available to participate.
3. I met with the suggested teachers one at a time to invite them to participate. Three out of four teachers invited gave their consent to participate. The fourth teacher could not participate because of other work commitments.
4. To invite the students to participate, I carried out a group meeting which I called the ‘ethics session’. In the ethics session I discussed with the students the project and its objectives following the student information sheet and consent form. A Building Bridges teacher was present at this session to extend/clarify my

explanations when he deemed appropriate. At the time of this session, the students were familiar with me as I had been assisting in the programme's activities for two months. In this session, I reminded the students that I was a PhD student in England. I explained that I wanted to carry out a research project about how university students with intellectual disability make decisions about their future. These students identify themselves as young adults with intellectual disability and were familiar with terms such as 'research project' and 'doctorate degree' because, in addition to having relatives at these educational levels, the programme is constantly the scene of research projects. I explained that they would participate in discussion sessions with other Building Bridges classmates, a teacher and me; that the sessions would be audio- and video-recorded and the recording would be used to write down what was said in the sessions and that their names would be changed to pseudonyms so no one could identify who said what. I encouraged them to talk to their parents and/or teachers to help them decide if they would feel comfortable about participating. I clarified that they could stop participating if/when they decided to do so and even ask, within the sessions, to stop the recording at any time. To ensure that the students had understood, I asked them at different points to say in their own words what they had understood regarding the project and their participation. The students also asked for clarification in the session and sometimes peers would take the initiative to clarify. The students took home the student and parent information sheets and consent forms.

5. Parent information sheets and consent forms aimed to inform parents about the research, encourage them to discuss the student consent form with their son/daughter, ask for their consent to be invited to a parent group discussion, and request their consent in relation to the usage of their son's/daughter's data, as their legal guardians. The usage of the students' data did not prejudice the students' participation in the study.

All invited students gave their consent to participate, which was consistent with the interest they expressed at the meeting.

3.3.1.1. Implications of data collection

While there was no intention to extend the group discussions into sensitive areas, I was aware that participants might bring to the discussion sensitive topics (e.g., sexuality, discrimination). I informed the students, coordinator, teachers and parents that:

- I would let the coordinator know of any information shared by the students that might be harmful to themselves or others.
- In group discussions students might become aware of, or share with their peers, experiences that might give rise to anxiety in themselves and/or in others. If a situation like this were to arise, I would refer the students to their teachers and parents so that they could provide support and talk with them about the issues that concerned them.

In practice, the participating teachers and I regularly shared the topics discussed in the group discussions with other teachers and coordinators. Most of the students also shared their concerns in Building Bridges classes and independent-living flats. In this way, the students' concerns were followed up.

3.3.1.2. Confidentiality and anonymity

The Building Bridges coordinator and I agreed that I would mention the original name of the programme in Spanish or translated into English in my thesis and all the research products, even though her identity as coordinator of the programme could then be identifiable. The names of the universities in which the research took place, the students, the participating teachers, and any other person mentioned would be changed to pseudonyms. Some pseudonyms were chosen by the students themselves.

3.3.1.3. Use and protection of data

The participants' personal details are stored in a password protected document in my personal computer. The participants consented for me to store the data generated in this project for 10 years to use it in other studies and possibly make it available to other researchers in anonymised form. Participants also consented for me to share the findings of this research in oral and written publications as follows:

- All consented for the created materials to be shared and to be quoted using pseudonyms.
- Regarding the presentation of segments of videos in oral presentations: some participants did not consent to share videos in which their faces appeared, others consented to share videos with them appearing but with their faces concealed, others consented to appear without their faces being concealed.

3.4. Methodological framework

3.4.1. Sociocultural constructivism: co-construction of meanings through interaction

Constructivism is a paradigm based on the ontological assumption of relativism through which realities are viewed as mental constructions, socially and experientially based, and dependent on the persons or groups holding the constructions (Guba and Lincoln, 1994). Its transactional and subjectivist epistemological assumption relies on people ‘creating’ or ‘constructing’ their own understandings as a consequence of an organising activity of the individual (Guba and Lincoln, 1994). Constructivism was taken up in the field of education to better understand the teaching-learning processes (Coll, 1996). Within the different types of ‘constructivism’ in the field, the current research project is based on the so-called sociocultural constructivism as it has placed special emphasis on the role that social interactions play in the construction of learning and understanding (Hernández, 2008).

Sociocultural constructivism is based on the Western interpretation of the work of Vygotsky. From among his proposals, Vygotsky argues that any function in the novice’s cultural development appears on two different planes, firstly on the *intermental level* or social plane in which the novice interacts with a more knowledgeable individual in the course of a joint activity; then, on the *intramental level* or psychological plane through internalisation processes (Vygotsky, 1981). This argument is closely related to his concept of ‘zone of proximal development’ which focuses on what a novice could achieve with support and guidance of a more knowledgeable individual (Vygotsky, 1981). Vygotsky talks about ‘language’ as a cultural tool used to share and develop knowledge among members of a community, and as a psychological tool to structure individual thought (Wegerif et al., 2020). From this approach, the unit of analysis is not situated in the individual but on the plane of the interactions that occur between individuals (Hernández, 2008). Thus researchers may look into the dialogue between participants to understand the process of co-construction of understandings of shared experiences (Lincoln et al., 2011; Mercer, 2005).

Based on the sociocultural constructivism paradigm, the present project analysed the social interactions that took place between young adults with intellectual disability and diverse agents to explore the young adults’ self-determination. This project relied on the following assumptions:

1. Through spoken language students can share and expand on their experiences and understandings of self-determination. My own constructive and interpretative process would play a role in how I interpreted what the students communicated.
2. Social interactions promote new or enhanced understandings through collaborative co-constructions; thus self-determination understandings could be influenced through the students' interactions with others.
3. People live and develop in interaction with other people and within sociocultural environments; thus the analysis of the interactions in the context in which they develop, could shed light on students' self-determination development.

The relationship between researchers and people with disabilities who are the participants in constructivist research may still be alienating for the latter (Mertens et al., 2011; Powers, 2017). To avoid this, I undertook the following measures:

- a) *Relevance to the participants* (Stone and Priestley, 1996; Zarb, 1992): The students participating in this project were at a time of transition to adulthood. At this time, it gains relevance to engage students in reflecting collaboratively on the decisions they wish to make regarding this new stage of their lives.
- b) *Reciprocity and empowerment* (Oliver, 1992): Participation in dialogue between researcher and participants has been suggested as a strategy that promotes self-reflection of everyone involved and thus empowerment (Stone and Priestley, 1996). One of the methods of data generation was group discussions that aim to promote the reflection of everyone involved (including myself) to identify issues as experienced by the participants.
- c) *Meaningful participation in as many stages of the project as possible* (Stone and Priestley, 1996): There might be institutional, contextual and time constraints that do not allow full involvement of the participants in every stage of the research project (Stevenson, 2010). This was the case in the current project given the institutional requirement to develop a research proposal before embarking on the data generation phase; having a limited data-collection phase period in a different country; and working with young adults who have their own responsibilities and thus their own time constraints. To meaningfully involve the young adults as much as possible, I designed a project with a general but clear direction and purpose of the research, namely the young adults' self-determination in terms of their experiences and dialogic strategies that could either promote or hinder it.

Following self-determination as the direction, the students chose the specific topics that were relevant for them to discuss. Moreover, I involved them actively in planning and assessing the project as it continued.

3.5. Research design: a focused ethnography

Robson and McCartan (2016) have made a distinction between fixed and flexible designs. In the former, the design of the study is fixed before the data collection phase. In contrast, flexible designs are carried out following a particular purpose, but the design adapts and evolves during data collection. My research was thought of as a flexible design that followed an ethnographic approach.

My general aim was to explore the understandings, experiences, and development of self-determination of a group of Mexican young adults with intellectual disability. Given that interaction and relationality were deemed as key aspects of self-determination, I decided to focus on young adults' shared practices and on the dialogue that displayed between them and different people, in different educational contexts. At the onset of the data generation phase, I intended to carry out participant observations and group discussions. Upon my arrival in the field, I organised the periodicity of the group discussions and the places in which I would carry out the observations. I made changes to these decisions as the project evolved and the young adults' schedules changed. The specific contents to be discussed with the students were also chosen throughout the data generation phase by the young adults.

The present study could best be categorised as a mini-ethnography or a focused ethnography, which are time-limited exploratory studies conducted in a specific organisation and with a small group of informants (Boyle, 2005). The informants are usually individuals with a wealth knowledge and experience related to the area of inquiry. The data are generated through selected episodes of participant observation, combined with other methods such as interviews or focus groups (Muecke, 2005). In this study, data were generated primarily through participant observations and group discussions. The main informants were ten young adults with intellectual disability, students at a university-based transition programme in Mexico City.

3.6. Data generation

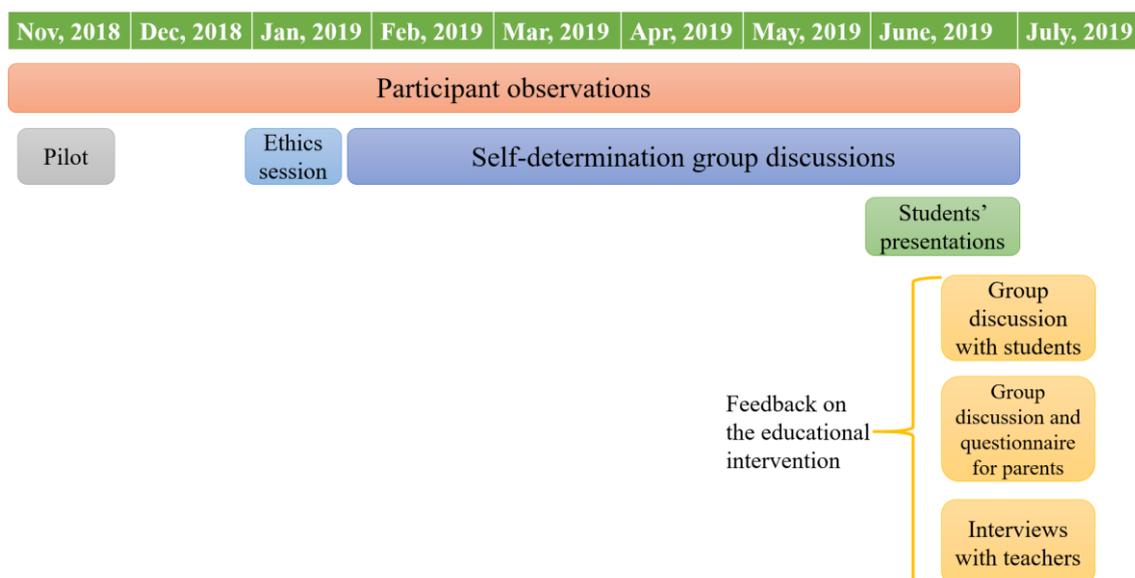


Figure 3.12 Procedure of the data generation phase

The data for this project were generated over the course of nine months. To answer my research questions, I conducted participant observations and group discussions. I agreed with the coordinator and teachers that the group discussions would begin in January at the beginning of the new semester as the students' schedules would change. In the meantime, they granted me authorisation to begin the observations and the piloting of the methods. At the beginning of January, when the last modifications had been made regarding the students' schedules, the coordinator suggested students and teachers who could be invited to participate in the group discussions. Thus, at the beginning of January, I conducted the ethics session (as described in section 3.3.1).

In June, students' presentations took place. The participating students shared some of the materials created during the self-determination group discussions with peers, teachers and parents. Between June and July, I conducted feedback sessions. Based on convenience, I collected feedback as follows:

- Students in group discussions. Appendix D shows the interview script that guided this discussion.
- Teachers in individual interviews. Appendix E shows the interview script.
- Parents on two occasions. Firstly in a one-hour group discussion attended by parents and the Building Bridges coordinator. The time was insufficient to collect feedback from parents. In agreement with parents and the coordinator, on the students' presentations day I gave the parents a brochure that summarised the

objectives of the project and contained five questions (Appendix F). Parents sent me their responses in the next few days.

The feedback collected was not used to answer the research questions but informed the evaluation of the programme, which I present in the conclusion (Chapter 9). In Table 3.1 I relate the two methods used to answer my research questions, the data generated and the data analysis method with the research question I intended to answer.

Table 3.1
Overview of research questions, data collection and analyses

Research question	Subquestions	Method	Data generated	Data analysis
RQ1. What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?		Group discussions	Recordings and verbatim transcriptions	Thematic analysis
RQ2. How do students experience and enact self-determination in different contexts?		Group discussions. Participant observations	Recordings, verbatim transcriptions, fieldnotes.	Thematic analysis
RQ3. How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?	RQ3a. How did participants contribute to the dialogue in this goal-setting and planning activity?	Group discussions	Recordings and verbatim transcriptions	Sociocultural discourse analysis
	RQ3b. How were courses of action proposed and handled in this activity? Does any specific dialogic moves appear to be particularly influential?	Group discussions	Recordings and verbatim transcriptions	Sociocultural discourse analysis

3.6.1. Participant observations

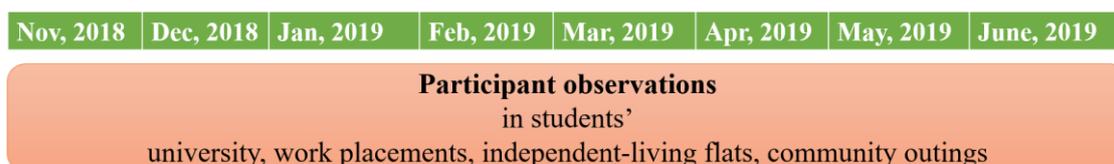


Figure 3.13 Participant observations

Participant observations were used to explore naturally occurring interactions in which the students engaged with different agents and in different contexts, namely

university, work (students' work placements inside the university premises) and independent-living (independent-living flat and community outings).

All Building Bridges teachers and students were informed by the coordinator and me about my identity as a graduate researcher from the moment I entered the setting in November. We informed them about my interest in learning about the programme, the students and teachers and how everyone communicated with each other. I shared my willingness to provide support in the activities of the programme, as the teachers considered it necessary and appropriate. In this way, the teachers were aware of the work I was doing and were happy to engage in informal interviews with me to talk about Building Bridges and my project, and to be observed during their classes from the outset in November. Regarding the Building Bridges students, my role as 'researcher' might have become more obvious from January when students engaged in the ethics session. Therefore, when referring to observations I recorded in fieldnotes before January, I am careful to de-identify the information and describe episodes as general class situations that were repeated across my observations in the field.

As a participant observer, it is hard to account for everything that is happening in the setting, therefore, I carried out two types of observations:

- a) *Unstructured observations*: During my visits to the Building Bridges settings, I wrote down episodes that seemed to me to shed light on issues related to the students' decision-making processes. I also wrote down episodes that could inform the topics that the students and I were discussing in the self-determination group discussions. In the fieldnotes I indicated who was present in the context and described in detail the interaction between the participants. I called them 'unstructured observations' as they referred to episodes that could take place at any time of the day and in any context.
- b) *Structured observations*: I focused my observations on one student at a time in one-hour periods. I carried out these observations of each student once or twice throughout the period of data generation in university, work placements, and independent-living contexts. I called them 'structured observations' as I would agree in advance to them being carried out with the student and Building Bridges teachers involved.

Writing down notes while observing the participants can modify the ways in which participants behave (Merriam and Tisdell, 2015). I made notes in a notebook, on a

computer, or a mobile phone, which I thought was more unobtrusive when I was not directly interacting with the students. During the students' break times or once I arrived at my house, I would write down a narrative and detailed report of the observation (Taylor and Bodgan, 1984). Appendix G shows an example of the fieldnotes created.

My assumptions as a participant observer were:

1. Through observation I could generate data on social interactions in the specific contexts as they naturally occurred. I acknowledge that my presence had an effect on the context in general, and on teacher-student interaction in particular (Merriam and Tisdell, 2015). To take account of these effects, I carried out these observations at different points in the day and in different contexts across the data generation phase.
2. I assumed myself to be an active and reflexive agent in the data generation process, thus my usage of the verb 'generate' rather than 'collect' data (Mason, 2002). What I 'observed' of the students and their interactions with other agents was influenced by my own experiences, knowledge and relations with the participants. My intention to be reflective and self-critical of my interpretations was helped by engaging in conversations with different actors of the Building Bridges programme, as well as with my thesis supervisor.

My role as observer fluctuated along the continuum of outsider-insider in different times and settings (McCurdy and Uldam, 2014). In University 2, my role was more that of an outsider. The teachers felt more comfortable in limiting my presence at the university to two hours, one day per week. They also allowed me to make two observations in community outings. I was required not to interact with the students during these observations.

In University 1, and the different settings in which its students participate (work placements, independent-living flats, community outings), my role fluctuated more between that of outsider and insider. Usually, in work placements, I was more of an outsider or 'observer as participant' (Gold, 1958) as my participation was minimal, except for the rare occasions on which students would approach me to mention something, or to ask for my support. In order to be respectful of the 'manager' and 'employee' roles played in the students' work placements, I kept my responses to a minimum and directed the students to their 'managers'. This was an additional measure to telling them before and after the observation to try to ignore my presence in their work contexts. In the

independent-living flats, resource classroom and community outings, my role was more of an insider or ‘participant as observer’ (Gold, 1958). I was actively involved in the daily routines and tasks as a support teacher, available to help teachers and/or students in the tasks. In these contexts, the students and/or teachers would ask for my support if needed, even if I had previously agreed with students and teachers that I would carry out a one-hour ‘outsider’ observation.

3.6.2. Group discussions

Group discussions provide a means of data generation in which a researcher brings together a group of people, who usually share common experiences, to talk about topics that concern them (Payne and Payne, 2004). Group discussions are different from group interviews. While in the latter the group format is more a matter of convenience to elicit answers from a larger number of people in fewer data-collection events, in group discussions the objective is not to stimulate individual responses, its strength is located precisely in the richness of data collected through the participants’ responses and comments on one another’s contributions (Bloor et al., 2001; Willig, 2003). Having multiple perspectives on a topic opens the possibility of debating issues, which, in turn, creates the possibility for participants to become aware of their implicit thoughts, feelings and opinions, as well as remembering memories (Tomkins and Eatough, 2010).

Through the literature review reported on Chapter 2, I discovered a trend of educational interventions focused on teaching that is individual and/or based on a systematic and inflexible sequence of small steps to be followed. In contrast, I opted for a group approach with a more open, flexible, and responsive design (Stevenson, 2010) that allowed students to participate in a more active and meaningful fashion throughout its development. The main objectives I pursued by means of group discussions were to:

- Promote the students’ meaningful participation during the data generation phase;
- Encourage and support students to talk with each other, with the teacher and with me as a way to promote their reflection on their understandings and experiences of self-determination;
- Explore how self-determination could be supported or undermined through interactions;
- Encourage the use of dialogic ways of communication between participants.

My assumptions in facilitating these group discussions were:

- Individuals construct their understandings through processes of joint construction of meanings with other people (Mercer and Littleton, 2007). Thus, group discussions could shed light on the participants' experiences and understandings of self-determination, while promoting the co-construction of new or enhanced understandings.
- Students with intellectual disability are active agents who can be meaningfully involved in discussions when given opportunity and support.

Based on caveats and suggestions found in the literature regarding the use of group discussions, I used the following strategies:

- *The establishment of the groups.* Smaller group sizes allow time for discussion of individual experiences in more detail, while still enabling the participants to construct their joint perspectives (Phillips et al., 2016). In the current project, the participants were organised into groups of three or four students.
- *The willingness of the participants to contribute to the conversation.* Participants may not always feel comfortable about giving full account of their experiences in the presence of others (Tomkins and Eatough, 2010). In the current setting, students were familiar with each other as they had been classmates for years. Moreover, they were used to talking to each other and with facilitators about their feelings, concerns and past experiences because this was encouraged in various Building Bridges classes. My presence was new in this context; nevertheless, it seemed to me that the students felt confident about speaking their minds. The students confirmed my perception when they mentioned that in the group discussions: 'We felt more free and we were not afraid to express ourselves' (Participating student, feedback session).
- *The researcher in the role of facilitator and mediator of the groups.* In group discussions, evaluations, positionings and third-person stories are more likely to arise than experiential narratives (Smith et al., 2009). In my research project, evaluations and positionings were highly regarded as communicative functions of language that empower pupils, both as thinkers and as active agents in their own learning (Alexander, 2008). Another warning that might be more relevant to the current project is that, in group contexts, some participants may be silent, while others monopolise the discussion. Hence researchers, in their role of facilitators, must manage group dynamics to permit all participants to express their opinions,

and to prevent participants from being silenced by other group members or pressured to conform to a consensus position (Palmer et al., 2010). In my role as facilitator of the group discussions, I engaged in a reflective practice by reviewing the video recording of the sessions. This helped me self-assess my own role and identify practices that promoted or hindered students' participation. I also shared some segments of the videos with the students to reflect together about everyone's role in order to promote and respect everyone's participation on the group discussions. Furthermore, I engaged in the discussions by also sharing my own experiences as a young adult in transition to adulthood. I found that some experiences that students shared were similar to my own. For instance, this was the case when discussing feelings of fear and sadness when we first move out from our parents' house. Sharing my experiences and feelings helped to expand the conversation.

3.6.2.1. Organisation of the group discussions

Building Bridges teachers organised the students into three small groups based on the similarities of their schedules and settings. The arrangements within the teams, however, varied over time. This was due mainly to the students' working commitments. The groups and the modification arrangements are illustrated in the figures below. I also provide a brief description of the group dynamics within and beyond the group discussions.

3.6.2.1.1. Team Monday and its group dynamics

Team Monday

Students: Jupiter, Salomon, Shaggy (Jupiter left for a few weeks)

Teacher: Caroline

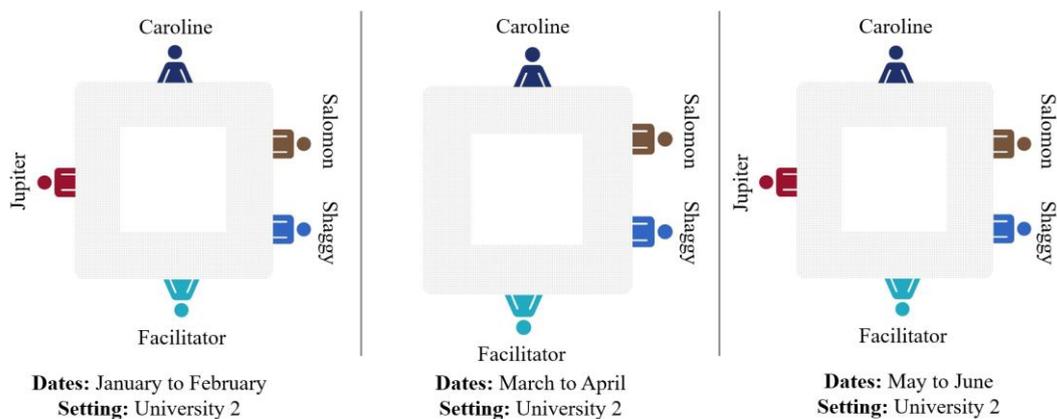


Figure 3.14 Team Monday

Team Monday was originally composed by three Building Bridges students at University 2: Salomon, Shaggy and Jupiter, and their teacher Caroline. However, Jupiter received an offer of work at University 1. Given the distance between his parents' house (where he lived at that time) and University 1, Jupiter also received an invitation to move into one of the independent-living flats where Building Bridges students from University 1 lived. Jupiter was delighted to accept this offer, thus he joined the group discussions of Team Thursday (described below) from March to April. The job opportunity did not materialise for administrative reasons, therefore Jupiter returned to University 2 and his parents' house from May to June. It is worth mentioning that University 2 did not have independent-living flats facilities for its students. Jupiter, Salomon and Shaggy were good friends. They invited each other to their homes and/or their birthday parties.

3.6.2.1.2. Team Thursday and its group dynamics

Team Thursday

Students: Gabriel, Nicole, Sebastian (Paris and Jupiter for a few weeks)

Teacher: Amy or Derek

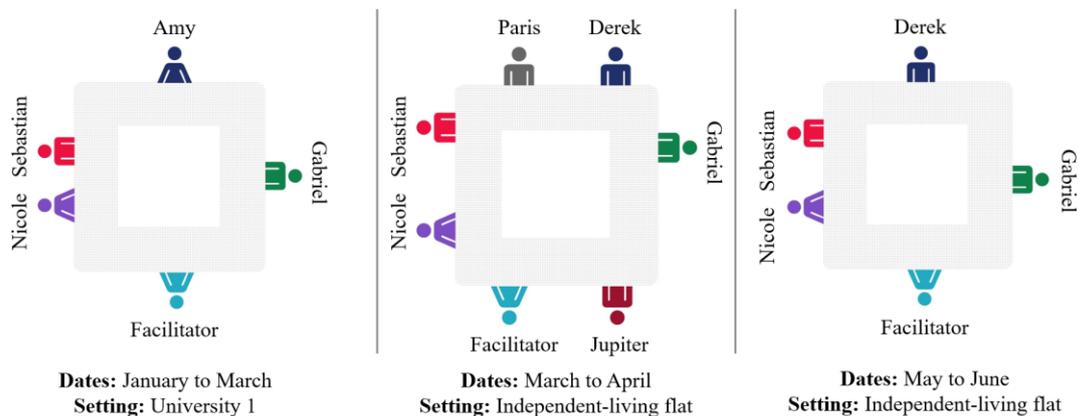


Figure 3.15 Team Thursday

Team Thursday was originally composed of three students at University 1: Gabriel, Nicole and Sebastian, and their teacher Amy; however, Nicole and Sebastian were offered a part-time internship at a children's museum. Therefore, from March, the group discussions took place at one of the Building Bridges independent-living flats. The residents of the flat at that time were Sebastian, Paris (a recent graduate from the Building Bridges programme who had a job in the community at the time), and Jupiter (who had recently moved in, see Team Monday above). Derek, the flat facilitator, also lived there. For convenience, Amy stopped attending the group discussions and Derek took her place. Paris and Jupiter joined the group discussions until May, when both moved out from the flat.

At the beginning of project, Nicole and Sebastian were the only two students in the Building Bridges programme who lived in independent-living flats. Although they lived in different flats (the students are divided by gender), they were near to each other, therefore Nicole and Sebastian travelled together from the flat to the university and back to the flat every day. They alternately took turns to book and pay for a taxi and/or Sebastian's family driver would pick them up. Some evenings, residents of both flats got together to carry out recreational activities; therefore, Nicole and Sebastian spent more time together than with any of their other Building Bridges peers and mentioned to me that they were very good friends. This was also clear in my observations where I noted that they talked to each other, made jokes and laughed together. Both of them were also part of a group of five friends who usually sat together during mealtimes at the university cafeteria. This larger group included Maria, Aaron (see Team Friday below), and Nicole's boyfriend.

The third student, Gabriel seemed to enjoy sitting alone at mealtimes. However, he would sometimes sit with the group of friends that Nicole and Sebastian were in. On several occasions, I heard this group of students tell Gabriel to be more patient and tolerant. Gabriel usually nodded and agreed that modifications to his routines make him anxious and upset. Before joining Building Bridges, Gabriel and Paris were classmates at high school level in another educational programme, also developed by Capys. Gabriel considered Paris to be one of his best friends. He tended to be sleepy in our sessions at the university but in the flat he seemed to be more alert and attentive. The fact that Paris joined the sessions may have played a part in this change.

3.6.2.1.3. Team Friday and its group dynamics

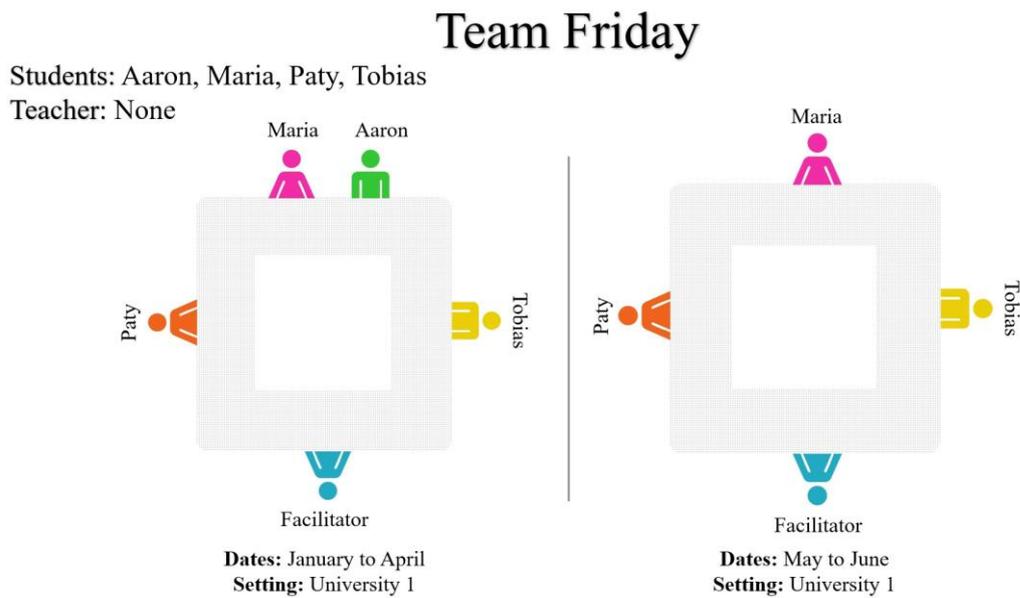


Figure 3.16 Team Friday

Team Friday was originally composed of four students at University 1: Aaron, Maria, Paty and Tobias. From May, Aaron commenced a part-time internship at a children’s museum with Nicole and Sebastian (see Team Thursday above), therefore he was no longer available to join the group discussions with Team Friday. I invited him to continue his participation by joining Team Thursday at the flat, but he said he had other commitments during the afternoons and that the flats were far away from his parents’ house. At the time of data collection, Aaron had been invited by the Building Bridges coordinator to move into the independent-living flat, but he was feeling reluctant.

Maria and Aaron claimed to be best friends and it was clear from my observations that they enjoyed each other’s company because they usually joked with each other and laughed. In general, the four students of this team had a good relationship with each other.

3.6.2.2. The implementation of the group discussions



Figure 3.17 Group discussions

The group discussions were held with each team once per week in sessions that lasted between 30 and 120 minutes ($M=70.80$; $SD=21.29$). As shown in Figure 3.17, two

recreational activities took place at the Building Bridges independent-living flats. The coordinator told me about her interest in carrying out recreational activities at the flats with those students who had been invited to move in, in order to motivate them to embark on this transition. I saw in these activities an opportunity for prompt discussions with the students regarding their views on whether to move or not. Consequently, I organised two recreational activities at the flat, both were supervised by facilitators and the coordinator. In April, the activity consisted of going to one of the flats to swim and have dinner together. The next morning I facilitated a group discussion with the attendees to discover their views regarding the transition to the flat. In May, the activity consisted of visiting the flats, interviewing their peers who were residents of the flat to talk about their concerns, and having dinner together. Both activities were part of the data that I analysed in this research. The rest of the group discussions had three objectives:

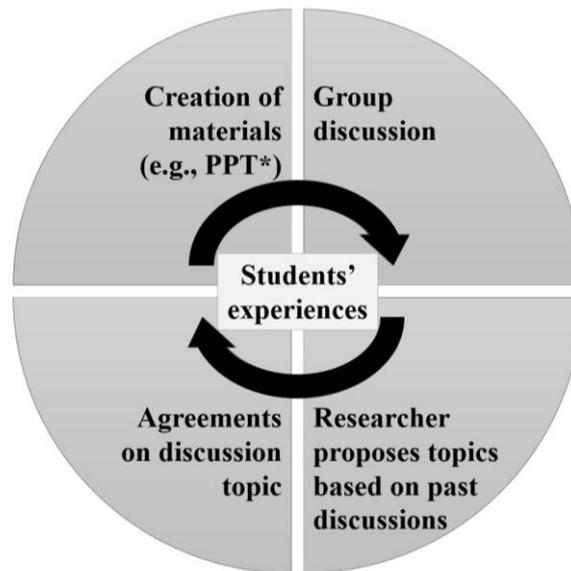
- *Communicating dialogically.* I discussed with the teachers who participated what I meant by dialogic interactions (Appendix H contains the information discussed with the teachers). After the first group discussion, I showed the students a pie chart illustrating the number of turns in which each participant had spoken in the first session. The students, teachers and I discussed the chart. Then I encouraged students to devise strategies so they could participate more and talk between themselves. I called this list of strategies ‘rules of communication’ (as suggested in Mercer and Littleton, 2007). The teachers and I asked questions and guided the conversations about the rules to include strategies that prompted dialogic interactions (e.g., building on ideas, asking questions, reaching agreements, providing arguments). This list was always displayed in the sessions and students, teachers and I referred to it to encourage someone to implement one of the rules or to congratulate someone for following one. Also, before choosing a new topic to discuss, I encouraged students to reflect on how they had communicated in past sessions. I did this by showing pie charts with the distribution of turns, as well as showing them video segments that illustrated moments of dialogic interaction (e.g., peer support) and moments that were problematic for communication (e.g., interruptions).
- *Learning/remembering key concepts and linking them to the topics discussed.* The main key concept I wanted to discuss with the students was ‘self-determination’. Nevertheless, in the first session, I rather explored the students’ previous knowledge of four other key concepts: self-knowledge, self-advocacy, everyday

choices, and decisions about the future/life project. In later sessions, I introduced the fifth key concept ‘self-determination’ using a flashcard (Image 3.1), making connections between self-determination and the other concepts previously discussed. I focused on these four concepts first of all because a) in contrast to the concept of ‘self-determination’, which was not really mentioned in the students’ Building Bridges classes, students did talk about these other concepts; b) these concepts were mentioned in materials that the Building Bridges coordinator shared with me in relation to the programme’s understanding of self-determination (Plena Inclusión, 2001; 2004; 2009); c) during the pilot phase, I asked the students for topics they would like to discuss and some of the topics mentioned were related to these areas (section 3.9.2). Once a topic had been discussed, I encouraged the students to think how that topic was related to the key concepts.



Image 3.1 Key concepts addressed

- *Discussing topics related to self-determination selected by the students.* Students were encouraged to choose the topics to be discussed following an iterative process (Figure 3.18).



**Note:* PPT stands for 'Microsoft PowerPoint presentation'.

Figure 3.18 Iterative process for data generation in group discussions

1. After a *group discussion*, I reviewed the session recordings and identified topics mentioned by the students that could be further discussed in order to work on the students' self-determination, self-knowledge, self-advocacy, everyday choices and/or life project.
2. In the following session, I would show the students a list of *possible topics for discussion*. The students could either select one of these topics or propose another one; nevertheless they always chose one from the list.
3. After *agreeing on a discussion topic*, students *created materials* to their liking to facilitate the discussion of the topic selected (usually PowerPoint presentations [PPT]). The teacher and I were available to help students in the creation of materials.
4. In the *group discussion*, students would share their materials. The teacher and I would ask questions to help students to expand on their understandings/experiences. Some questions were prepared in advance to clarify/expand on specific issues. However, most questions originated during the discussion. Peer interactions were prompted by asking peers to comment on each other's experiences.

3.7. Data analysis

3.7.1. A note on transcription and translation

The data were generated in Spanish, the participants' first language. The group discussions were transcribed verbatim in Spanish in order to carry out thematic (Braun

and Clarke, 2013) and sociocultural discourse analyses (SDA) (Mercer, 2005; 2010). Transcriptions should include only as much detail as is required to answer the research question (Strauss, 1987, in Flick, 2006). The decisions taken regarding transcription and its justification are explained below.

- *Use of an adaptation of the notation system proposed by Jefferson (2004) in the transcriptions (Appendix I).*
 - This system includes symbols to represent the occurrence of interruptions, simultaneous and overlapping utterances. It was essential to identify these elements in the transcripts for the use of a coding scheme that informed the SDA (Mercer, 2005) (see section 3.7.3).
 - I used Jefferson's symbols that indicate elements of prosody, such as intonation and pauses, as well as non-verbal activity annotations when I judged these clarifications contributed to showing the underlying communicative function of the turn more effectively.
 - Following Braun and Clarke (2013), I added to Jefferson's notation system the symbol quotation marks to signal reported speech.
 - To safeguard the identity of the participants and the institutions to which they belonged (with the exception of Capys and Building Bridges), I replaced any names of institutions with generic descriptions. I indicated these replacements by enclosing them in braces.
 - To enhance clarity, I sometimes added words/phrases to the original utterance. I indicated these additions putting them between asterisks.
 - Standard punctuation was used to represent the grammatical organisation of the speech, and non-word utterances, such as 'mm' and 'oh', were included in the transcripts when they were considered to have a communicative function, such as showing surprise, agreement or taking time to think (Mercer, 2005).
- *Organisation of the transcription through speech turns.* A 'turn' is considered to be the words and sounds expressed by the same speaker before another participant takes over. The alternation of turns could take place in an orderly manner or be caused by interruptions (Edwards and Mercer, 1987; Hennessy et al., 2020; Sinclair and Coulthard, 1975). The latter were signalled in the transcription by a hyphen. Moreover, two turns might occur together when a 'listener' takes the role of 'speaker two' while the original speaker has not finished their contribution and continues

talking. In this situation, ‘overlapping speech’ occurs. This was signalled in the transcriptions with square brackets.

As well as the system proposed by Jefferson, there are other notation systems that include symbols to represent what is of concern for this research (e.g., Gumperz and Berenz, 1993). I selected Jefferson’s because I have used it previously and thus I was familiar with it, making its usage more manageable. To choose a transcription system that is manageable for the analyst has been previously suggested to qualitative researchers (Flick, 2006). I used Excel spreadsheets to record the transcriptions as its function of hiding columns has been helpful in previous analyses I conducted, allowing me to focus on certain columns at any one time. In Appendix J, I included an example of how I formatted the transcripts.

The codes used both in the SDA and in the thematic analysis existed or were generated in the English language. I progressively translated segments of conversation into English to inform my discussions with my supervisor about the data generated, and as I considered including them in the chapters of this dissertation. I made the translations myself as my first language is Spanish and I have a proficient level of English. To ensure that the translations were as close as possible to what the participants meant when expressing themselves in Spanish, the following strategies were implemented.

- *Favouring the participants’ communicative function without overinterpreting the participants’ intentions.* Google Translate was helpful for this due to its literal translations. I checked the literal translations and modified them only when they were not faithful to the communicative function of the turn.
- *Seeking help with words or phrases without literal translation.* There were certain words or phrases:
 - without literal translation (e.g., ‘*detallista*’. An adjective that refers to a person who is attentive and/or gives people small gifts on a regular basis. These small gifts are called in Spanish ‘*detalles*’ which translates as ‘details’ in English. These small gifts (i.e., ‘details’) are not necessarily expensive (e.g., a note, a postcard, a drawing, a muffin, a rose).
 - which literal translation did not convey what the participant meant (e.g., ‘*Se la volteamos bien bonito*’ in Spanish which literally is translated into ‘we turn it over very beautifully’. People use this phrase when they are

losing in a situation and suddenly, they do/say something that puts them at an advantage).

In these cases, I looked in discussion forums on the Internet (e.g., Yahoo Answers, WordReference) to find published advice. If I was not happy with it, I asked for advice from English native speakers or people who were completely fluent in English.

- *Double-checking translations with an external person.* Some of the translations made in this project were reviewed by two external people at different times. Firstly, the psychologist of the Building Bridges programme reviewed the translations from English to Spanish of the information sheets and consent forms for the potential participants (as mentioned in section 3.3.1). Secondly, a PhD student from the Faculty of Education at the University of Cambridge reviewed some of the translations from Spanish to English contained in the results chapters of this dissertation. They are both fluent in both languages and shared their suggestions and comments to improve the translations. Regarding the translations of the results chapters, I followed the procedure below to randomly choose which translations the external researcher would review.
 - I looked at the three results chapters in which I included translated transcripts to show the analyses performed.
 - I numbered the translations and chose one in 10 to be reviewed by the external researcher.
 - The researcher had access to the original transcription in Spanish and its translation into English. The researcher gave comments on the translations and the analysis related to it that was carried out.

The PhD student considered that the translations were consistent with the original contributions but suggested adding clarifications and/or the Latin adverb '*sic*', meaning 'intentionally so written', when original contributions in Spanish were not clear and/or when their English translation might not be clear to the reader. A proofreader checked the transcripts in this dissertation. I considered the style and grammar suggestions when I was confident that they clarified the contributions without losing the communicative function. These additions/clarifications were marked as such in the transcripts.

3.7.2. Thematic analysis

Thematic analysis is a method in which the researcher plays an active role to identify, analyse and report patterns within data (Braun and Clarke, 2006). I selected this method given its flexibility to be applied across a range of theoretical and epistemological approaches and still have the potential to provide a rich and detailed account of the data (Braun and Clarke, 2013).

The thematic analysis reported in this dissertation is based on a sociocultural constructivist epistemology (section 3.4.1 above). It aimed to answer two research questions: *RQ1: What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?* And *RQ2: How do students experience and enact self-determination in different contexts?* For the former, I analysed transcriptions of the group discussions. For the latter, I analysed fieldnotes and other transcriptions of conversations that took place in the young adults' university, independent-living flats, job placements, and at the community. The thematic analyses took the following steps in an iterative process.

1. *Becoming familiar with the data:* I watched and listened to the session recordings, segmented the sessions, looked at the materials created by the students, and made transcriptions of the segments selected for analysis.
2. *Code generation and refinement:* Firstly, I took a complete coding approach to code generation (Braun and Clarke, 2006; 2013), thus giving full and equal attention to each data item of the complete dataset in order to identify interesting aspects. I coded for as many potential patterns as possible with the aim of capturing the wide range of aspects and experiences that the students spoke about. When coding data, the researcher can choose to create data-derived (i.e., semantic) or researcher-derived (i.e., latent) codes. This difference is not pure as codes usually have elements of both (Braun and Clarke, 2013). However, I firstly generated a set of mostly semantic codes by keeping as close as possible to the students' words. Following an abductive approach, I refined this first set of codes. When I considered it relevant, I changed the students' words into nouns that I considered best captured their essence based on theoretical accounts and relevant knowledge of the context, thus, adding my own interpretation and moving towards codes of a more latent nature (see Appendix K). I coded all the segments related to an activity before moving on to the next one.

3. *Theme development and refinement*: I considered how the codes could be combined to form themes. Firstly, I organised the codes into three groups:

- ‘students make decisions in relation to’,
- ‘agents involved in the decision-making process’,
- ‘other processes involved’.

Secondly, I defined each of the codes using the first person with the intention of expressing the students’ voices. For example, regarding the code ‘Employment’ students voiced the following:

- ‘I want to decide where to work’,
- ‘I want to have a job’,
- ‘I am preparing to have a job in the community’,
- ‘I have the right to have a job’,
- ‘Problems and delays in arranging job opportunities for me make me angry and disappointed’,
- ‘Society does not give everyone the same job opportunities’.

Based on the patterns identified in the codes’ definitions, I created the following themes: ‘Decisions’, ‘Aspirations’, ‘Preparation’, ‘Self-advocacy’, ‘Supports’, and ‘Challenges’.

4. *Report production*: I received feedback on the report from my supervisor, a group of students and advanced researchers, and a PhD candidate in Education.

3.7.3. Sociocultural discourse analysis (SDA)

SDA is a methodology based on a sociocultural perspective of teaching, learning and cognitive development (Mercer, 2005; 2010). According to this methodology, language is an educational tool for teachers and learners, allowing them to co-construct knowledge, create joint understandings and tackle problems collaboratively. SDA is not only interested in educational outcomes, but also in the study of the educational processes through which participants construct common knowledge. It advocates for a complementary use of qualitative and quantitative methods.

In this research, an SDA was carried out to answer *RQ3*. *How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?* I analysed the transcriptions of the group discussions in which the activity called the "Challenge of the Month" took place. Specifically, I looked at how participants contributed to dialogue in quantitative terms, and then focused my analysis on the courses

of actions proposed throughout the activity to identify how they were proposed and handled and by whom.

I carried out systematic and fine-grained analyses of the interactions that took place in the group discussions. I used a coding scheme called the Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA). SEDA is an analytical tool that was developed by researchers from the UK and Mexico. It had operationalised dialogic interactions that occur in educational contexts (Hennessy et al., 2016; <http://tinyurl.com/BAdialogue>). SEDA draws on the five core principles of dialogic teaching proposed by Alexander (2008): collective, reciprocal, supportive, cumulative and purposeful, and on an earlier version of a scheme for educational dialogue proposed by Rojas-Drummond et al. (2013).

From an SDA stance, however, it has been argued that coding schemes may limit the analysis, given that they are formed of predefined codes which may not capture a) the dynamic nature of talk, b) the multiple communicative functions that one utterance may have (Mercer, 2005). Regarding the latter, I followed the suggestion proposed by the creators of SEDA to assign two codes per turn when considering that a turn played more than one communicative function that could be coded with SEDA (Hennessy et al., 2016). Regarding the former limitation, the SEDA developers encourage researchers to adapt the scheme in relation to the needs identified when analysing the interactions. Accordingly, I focused my analysis on the SEDA code ‘G2-Propose action or inquiry activity’, given my interest in identifying the students’ agency in proposing courses of action to achieve their goals. Drawing on G2, I created a new one titled ‘IG2-Invite to propose a course of action’ to identify whether the G2s were prompted by an explicit invitation or uttered as an initiative (more information provided in Chapter 6).

At the core of SDA is its concern with the *historical* and *dynamic* aspects of collective thinking. The *historical aspect* refers to the social and cultural context in which the talk occurs. The *dynamic aspect* highlights the fact that the basis of common knowledge is not static but in a constant state of flux. To acknowledge both aspects, I drew on the three levels of analysis proposed by the ethnography of communication (EoC), namely communicative situation (CS), communicative event (CE) and communicative act (CA) (Hymes, 1972; Saville-Troike, 2003). These levels of analysis are hierarchically related (Figure 3.19).

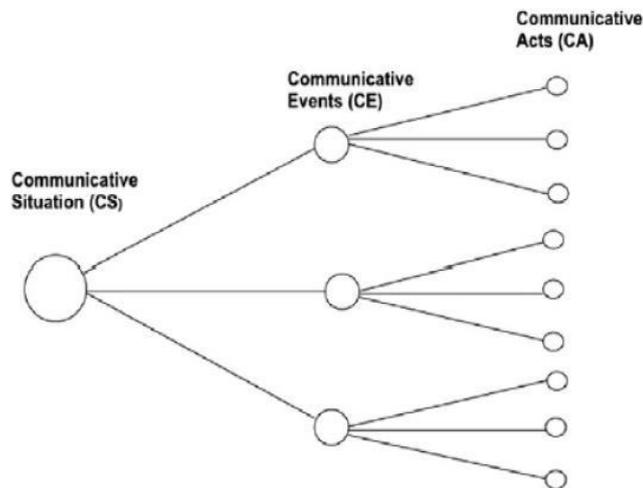


Figure 3.19 Hierarchical and nested levels of analysis from the ethnography of communication. From *Developing a coding scheme for analysing classroom dialogue across educational contexts*, by S. Hennessy et al., 2016, *Learning Culture and Social Interaction*. Copyright 2016 by the authors. Reprinted with permission.

The CS is the macro level of analysis and represents the context in which the interaction takes place, for example, a class. The CS encloses a set of thematically coherent events within the encounter. Each of these events is defined as a CE. Each CE is composed of a set of turns in the interaction in which the participants, topic, task and objectives remain constant. For example, in a science lesson, a triad carrying out an experiment would be taken as a CE; another CE would occur when the teacher asked students to share their team’s results with the whole group. The CE represents the meso level of analysis. The CE encompasses a series of CAs. The CA is the microlevel of analysis and represents a single communicative function, for example, a person’s demand or an invitation. SEDA analyses dialogue at the CA level.

In order to acknowledge the *historical aspect* in which the discussions took place, I described the CS of the interaction. The CS contextualises the talk at a specific place and time; identifies the participants who were in the session; and acknowledges the contextual factors that might have influenced what was happening during the interaction. For example, if the segment to be analysed was part of Session 7, the session in which the students chose their Challenge of the Month, I would add this information at the beginning of the transcript after the word ‘CS’. I would include a description of the context in which the conversation took place and any relevant comments that might have affected the students’ motivation to participate in the conversation (e.g., ‘this session was the first one that took place at the independent-living flat’ or ‘the students were going to join St Valentine’s Day celebrations after the group discussion was finished’).

Given the *dynamic aspect* of collective thinking, it makes sense that the objectives and topics discussed evolved throughout and across the CSs. To acknowledge this dynamic aspect, the CSs were divided into CEs. I chose for close analyses those CEs in which the participants chose, reviewed and concluded their Challenges of the Month throughout the weeks during which the goal-setting activity lasted.

3.8. Sources of bias, validity, and trustworthiness

My previous experiences and knowledge related to the self-determination of young adults with intellectual disability, as well as the close relationships that I developed with the young adults during data generation, were sources of bias. To deal with these threats, I undertook the following strategies.

3.8.1. During the data generation phase

I followed strategies proposed by Robson and McCartan (2016):

- *Relatively prolonged involvement with the participants and setting.* My participation in the field for nine months was helpful to create trusting relationships with students and teachers. This helped reduce both initial reactivity and respondent bias. Furthermore, the topics of interest were discussed over and over in different contexts and over a long period of time. For example, I listened to the young adults talking about their transition to the independent-living flat: with me and their peers in the group discussions, with flat facilitators and peers at the independent-living flats, and with Building Bridges coordinator and teachers in Building Bridges classes.
- *Triangulation.* I used more than one method of data generation (i.e., observations and group discussions) and engaged in conversations with the students' parents, coordinator, teachers, and other people that collaborated in the Building Bridges programme. This was helpful to have more holistic understandings of the experiences that the students were sharing at the time during the group discussions. Moreover, these conversations and observations led me to identify topics to be further discussed in the group discussions. For example, a student mentioned his dream to have a job in the community, nevertheless, when he was offered a job opportunity, he rejected it. Conversations at the group discussions with him and his peers, as well as conversations about this matter with the coordinator and teachers led me to understand that this specific job required certain responsibilities that the student felt he was not ready to undertake yet. I

could also see how the teachers used the student decision as a learning opportunity for him.

- *Member checking.* Every week I reviewed my fieldnotes and the recording of the previous group discussion to identify topics of interest for the following group discussion. These revisions also allowed me to identify gaps in my knowledge about the students' experiences and/or understandings. When this was the case, I would raise the topic for further discussion in the following session. For example, in one group discussion the students shared their perspectives regarding their transition from their previous educational contexts to Building Bridges. On the following session, I rephrased to the students what they had told me and asked for clarifications. The students elaborated and clarified what I had understood originally.
- *Critical and continuous discussions with supervisor.* I engaged in continuous discussions with my supervisor via email and videoconferences. Before our meetings, I used to send her a summary of the work I was doing, as well as my perceptions and future steps I had planned. My supervisor pointed out potential overinterpretations and encouraged me to talk to teachers or students about the identified issue.

In the following two sections, I expand on the strategies I followed during data analysis to enhance the rigour of this research.

3.8.2. Thematic analysis: validity and trustworthiness

I aimed to establish trustworthiness during each of the following phases of thematic analysis (Nowell et al., 2017).

- *Data familiarisation phase:* Engagement with the data for over a year, and triangulation of the data collected using the two different data generation methods (i.e., recordings and fieldnotes).
- *Coding and theme development phases:* Critical and continuous discussions with my supervisor regarding codes and themes in relation to key examples of the data, and keeping an account of the decisions made during the analysis. Discussions led to numerous rounds of code and theme refinement in order to develop themes which would accurately reflect the meanings evident in the data set. This also enhanced the validity of the analysis (Braun and Clarke, 2006).

- *Production of the report phase*: Provision of as much detailed description of the analysis as possible to enhance the credibility of the findings (Braun and Clarke, 2013).

I asked for feedback from external researchers on two occasions. Firstly, a group of five people comprising PhD students and experienced researchers provided critical feedback on the credibility of findings contained in Chapter 4. Then a PhD student focused on the codes and themes I had created to look for any discrepancies, overstatements or any other apparent issue in my analysis. The student gave me written feedback. Then we met to discuss the discrepancies found in the analysis, which were mainly related to nuances in a few of the code definitions (second column, Table 4.4). I suggested modifications and we reached agreements.

3.8.3. SDA: Reliability checks

I was interested in identifying dialogic interactions. To do so in a systematic and fine-grained fashion, I used SEDA that had operationalised them (Appendix L shows the condensed version of SEDA). SEDA contains 33 codes organised into eight clusters: *Build on ideas (B)*, *Connect (C)*, *Express or invite ideas (E)*, *Guide direction of dialogue or activity (G)*, *Invite elaboration or reasoning (I)*, *Positioning and coordination (P)*, *Make reasoning explicit (R)*, *Reflect on dialogue or activity (RD)*. The researcher can choose to code dialogue at cluster level (SEDA cluster scheme: <http://tinyurl.com/SEDAclusters>) or at code level (SEDA full coding scheme: <http://tinyurl.com/SEDAfull>). Furthermore, Hennessy and colleagues (2016; 2020) encourage researchers to use and adapt SEDA to their own research questions and contexts.

I made a first round of coding using the SEDA full coding scheme. This helped me further familiarise myself with the data. I carried out this round with 711 turns from SCEs in which Sebastian was the protagonist of the Challenge of the Month. The turns that I did not consider to be of a dialogic nature (i.e., not coded with a SEDA code) were marked with a *U* for *Uncoded*. I coded each turn with up to two SEDA codes if deemed appropriate. Within the cluster G, the code *G2: 'Propose action or inquiry activity'* was of main interest for analysis. Identifying the moments in which the participants proposed courses of action was of interest for two main reasons:

- a) The Challenge of the Month was thought of as an activity through which the students would set goals and develop courses of action to achieve those goals.

- b) One of the main objectives of the whole research project was that the students should exercise their agency in the decisions that concern them.

Drawing on G2, I created a new code: *'Invite to propose a course of action'* (IG2). An IG2 was coded when the speaker directly invited or encouraged another participant to propose a course of action. Some examples include the following:

Example 1, teacher talking to a student: 'How do we do it so that every day you remember to mark on the form whether you kept inside your budget or not?'

Example 2, teacher talking to a student: 'How much money would you like to spend per day? You decide'

After this first round of analysis, I performed a first reliability exercise with an external coder taking a sample of 178 turns (Table 3.2). Within the sample, I included turns:

- that I coded with G2 and IG2;
- with codes that I had identified less than 10 times;
- in which I had doubts regarding the code I had originally identified.

*Table 3.2
Sample of turns*

SCE	n turns
THU7CE11.4	38
THU10CE2.7	35
THU11CE1.4	26
THU11CE1.6	18
THU13CE3.3	37
THU16CE5.5	24
Total	178 (25% of 711 turns total)

The external coder was a PhD student at the Faculty of Education of the University of Cambridge. The researcher was part of the team that developed SEDA and has used it for personal research projects since its publication. We are both native Spanish speakers and therefore the transcriptions were kept in Spanish for this reliability exercise.

Testing the reliability of the coding process is a common methodological requirement aimed to minimise inference levels and maximise the chances of two or more coders applying the same code to each unit of analysis (Hennessy, 2020). For this end, percentage of agreement and Cohen's kappa (κ) were calculated for each SEDA cluster

and code. Due to my specific interest in the G2 code, this code was taken out from cluster G to calculate a separate reliability coefficient. I also calculated reliability of the IG2 and U codes. The coefficients obtained for each category were analysed in terms of presence (1) or absence (0).

Percentage of agreement was high in all the categories; however, it does not take chance into consideration, making it potentially misleading. In contrast, kappa is a quantitative measure of reliability for two coders that indicates the proportion of agreement after chance agreement is removed from consideration (Cohen, 1960).

$$k = \frac{p_o - p_c}{1 - p_c}$$

Po= the proportion of units in which judges agreed

Pc = the proportion of units for which agreement is expected by chance.

Values below .40 represent poor agreement, values between .40 and .60 suggest fair agreement, values between .60 to .75 represent good agreement, and values greater than .75 indicate excellent agreement (Fleis, 1981 in Watkins and Pacheco, 2000). Taking this as guidance, only four of the codes had values of good or excellent reliability (I, U; and RD, IG2, respectively). Similar to what has been reported by Hennessy and collaborators (2016; 2020), reliability of the individual codes tended to be even lower (Table 3.3).

Two reasons that could explain why the reliability results were low are, firstly, although both researchers were familiar with SEDA, this was the external coder's first encounter with these data. Secondly, since I was a participant of the discussions analysed, making inferences about the intentions of the speakers occurred frequently. Therefore, in addition to the coding exercise, the external coder and I discussed the codification of the 178 turns and we reached agreement on its coding. Based on this discussion, I developed a list of notes to improve my coding (Appendix M).

Table 3.3
First interrater reliability exercise

Cluster	% Agreement	κ	f	Code*	% Agreement	κ	f
B - Build on ideas	73.6%	0.41	120	B1 - Build on others' contribution	79.2%	0.39	77
				B2 - Elaborate own contribution	90.4%	0.55	43
C - Connect	91.6%	0.36	25	C1 - Refer back	97.8%	0.49	8
				C2 - Make learning trajectory explicit	99.4%	0.00	1
				C3 - Link to wider contexts	93.3%	0.23	16
E - Express or invite ideas	88.8%	0.19	26	E1 - Invite ideas	97.2%	-0.01	5
				E2 - Make other relevant contribution	91.6%	0.26	21
G - Guide dialogue or activity	88.2%	0.54	53	G3 - Introduce authoritative perspective	98.3%	-0.01	3
				G4 - Informative feedback	94.4%	0.42	18
				G5 - Focusing	91.0%	0.45	32
G2 - Propose action	94.4%	0.56	24	G2 - Propose action	94.4%	0.56	24
IG2 - Invite to propose action	99.4%	0.85	7	IG2 - Invite to propose action	99.4%	0.85	7
I - Invite elaboration or reasoning	93.8%	0.61	31	I2 - Invite elaboration of another's contribution	97.8%	0.00	4
				I6 - Ask for elaboration	94.9%	0.64	27
P - Positioning and Coordination	96.6%	0.24	8	P2 - Evaluate views	99.4%	0.00	1
				P5 - Challenge viewpoint	98.9%	0.00	2
				P6 - State (dis)agreement	97.2%	-0.01	5
R - Reasoning	98.3%	0.00	3	R1 - Explain another's contribution	98.3%	0.00	3
RD - Reflect on dialogue or activity	98.9%	0.79	10	RD2 - Reflect on learning	99.4%	0.80	5
				RD3 - Invite reflection about learning	99.4%	0.80	5
U - Uncoded	84.3%	0.63	106	U - Uncoded	84.3%	0.63	106

**Note:* The codes included in this table are those that were coded at least once by either of the two coders.

κ = Cohen's kappa.

f = frequency. Number of times the code was assigned taking the codifications of both coders into account.

Low occurrences of a code can affect the calculation of the percentage of agreements and kappa. Therefore, it has been recommended not to include in the analyses codes that occur very rarely (Krippendorff, 2011; Watkins and Pacheco, 2000). This was the case of the clusters IG2, P, R, RD in this first reliability exercise. Despite this recommendation, I decided to include most of these clusters in the analyses given their relevance to show participants' volition (P, R) and the promotion of agency (IG2). Nevertheless, I reached an agreement with the external coder not to include the cluster RD since it is meant to be coded when participants reflect about a 'collective activity'. The Challenge of the Month, in contrast, was an activity carried out individually. The students' reflections about their challenges took the form of individual metacognitions, thus they could not be coded as RD. To increase the rigour of the analysis that included rare-occurrence codes, I incorporated into the reliability exercises, and the subsequent discussions to reach agreement, turns coded with these rare categories.

I reviewed my original coding of the 711 turns. However, two reasons made me decide to code at the SEDA cluster level rather than at code level, but still including codes G2 and IG2. Firstly, to improve reliability (Hennessy et al., 2020). Secondly, I realised that the patterns in the dialogue were clearer when I focused on the clusters. Nevertheless, when describing the segments, the vocabulary of the SEDA codes was useful to describe specific dialogic moves that I was interested in making explicit. The 10 categories used were:

- seven of the eight SEDA clusters:
 - B- Build on ideas;
 - C- Connect;
 - E- Express or invite ideas;
 - G- Guide direction of dialogue or activity;
 - I- Invite elaboration or reasoning;
 - P- Positioning and coordination;
 - R- Make reasoning explicit;
- G2- Propose action;
- IG2- Invite to propose action;
- U- Uncoded.

Due to the coronavirus pandemic, it was not possible to conduct a second interrater reliability exercise shortly after the first one; therefore, I carried out an intrarater

reliability exercise one month after the first reliability exercise was carried out. Intrarater reliability assesses whether the outcome is stable if the same observer repeats the coding at another point in time (Stenlund, 2013). I coded the sample of 178 turns. The results were as follows.

Table 3.4
Intrarater reliability per cluster

Category	% Agreement	κ	f
B - Build on	96.1%	0.91	123
C - Connect	100%	1	16
E - Express	99.4%	0.91	11
G - Guide	100%	0.92	60
G2 - Propose action	100%	1	20
IG2 - Invite to propose action	97.8%	1	8
I - Invite	97.8%	0.85	28
P - Positioning	100%	1	8
R - Reasoning	100%	1	4
U - Uncoded	98.3%	0.96	123

κ = Cohen's kappa.

f = frequency. Number of times the code was assigned taking the codifications of exercises into account.

As shown in Table 3.4, the intrarater reliability values were excellent with a coefficient of one in six of the categories including G2 and IG2. These results suggest that my coding was stable across time. Past studies have also obtained higher intrarater reliability values than interrater reliability coefficients (e.g., Stenlund, 2013). However, a limitation in my study is related to the lapse of time that passed between both reliability exercises. Waiting for more than one month would have further reduced the risk of remembering the previous coding. However, given my time restrictions as a PhD student, I could not wait for a longer period to work again with this sample of transcripts.

A couple of months later, a second interrater reliability exercise was carried out with the same external coder, taking into consideration the list of notes developed (Appendix M). By the time of this exercise, I had already coded Gabriel's and Nicole's SCEs and chosen the segments that were most likely to be included in this report. Therefore, I included segments from both students, as well as turns from Sebastian's Challenge from which I had not received feedback before. In total, I coded 1,293 turns with SEDA. For this second exercise, I included a sample of 325 codes (25% of the total). Two hundred of these turns were meant to be transcribed in this dissertation, plus another

125 turns that, although not transcribed, were meant to be included in the quantitative analyses. None of these 325 turns had been previously discussed with the second coder. The interrater reliability results were as follows.

Table 3.5
Second interrater reliability exercise

Category*	% Agreement	κ	f
B - Build on	90.2%	0.77	208
C - Connect	98.2%	0.74	24
E - Express	93.8%	0.61	56
G - Guide	90.5%	0.49	67
G2 - Propose action	95.7%	0.54	32
IG2 - Invite to propose action	98.2%	0.56	14
I - Invite	94.5%	0.76	86
P - Positioning	98.8%	0.66	12
R - Reasoning	99.4%	0.75	8
U - Uncoded	96.9%	0.93	236

**Note:* The categories included in this table are those that were coded at least once by either of the two coders.

κ = Cohen's kappa.

f = frequency. Number of times the code was assigned taking the codifications of both coders into account.

Table 3.5 shows that all the categories scored good or excellent reliability values, except for G, G2 and IG2. I identified that some of the G disagreements were related to the G2 and IG2 codes. To tackle this issue, I carried out a coding workshop with members of the CEDiR³ research group at the Faculty of Education. I showed the participants transcripts of my data that contained turns which had raised doubts about whether they should be coded as a G2 or IG2. The transcripts were translated into English. Nine participants were divided into four small groups. The groups decided whether they would code turns indicated in bold as a G2 or IG2 and gave their reasons. An example of a segment used in the workshop can be found in Appendix N. The feedback received in this workshop, as well as that received by the external coder after the second reliability exercise, were discussed with my supervisor. Considering these discussions, I made the following coding criteria for the G2 and IG2 codes.

³ CEDiR refers to the Cambridge Educational Dialogue Research group. Some CEDiR members participated in the development and refinement of SEDA (<http://tinyurl.com/cedirgroup>)

3.8.3.1.1. Coding criteria for G2 and IG2

In SEDA, a G2 is coded when a participant “proposes a course of action in the context of a dialogue or collective activity”. For this specific analysis, the activity discussed collectively was the Challenge of the Month. Therefore a G2 was coded when a participant made a proposition related to achieving a Challenge of the Month. The turns in which the students chose their challenges were not coded with G2, although the Challenges of the Month are in themselves courses of action (Figure 3.20). For example, a student might choose as a Challenge of the Month to take his own breakfast from his house to the university in order to spend less money at the university. Even though ‘taking breakfast to the university’ is a course of action, in this analysis it was not coded as a G2 because ‘taking breakfast to the university’ was the student’s Challenge of the Month. G2s were coded in relation to courses of action proposed for the student to take his own breakfast, for example, ‘leave the takeaway breakfast ready the night before’.

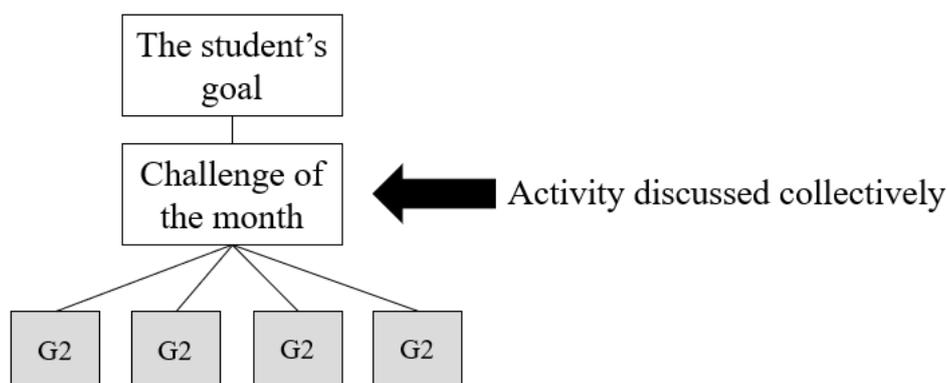


Figure 3.20 The Challenge of the Month as the collective activity

For future studies, I would suggest the coder should firstly identify what the ‘collective activity’ is and code the G2s as those courses of action proposed in the context of that specific activity. Drawing on this, a G2 was defined as follows:

G2 – a proposition related to achieving a Challenge of the Month. A G2 was coded when:

- The participant proposed a strategy/tactic/plan to achieve their own or someone else's challenge.
 - For example⁴, a G2 was coded if a student, in order to set a budget, proposed to do a calculation of the expenses he had made in the previous week: ‘Can I make a sum?’

⁴ The examples in this section were taken from data from the current research project.

- Due to the educational nature of this activity, my interest was focused not only on students achieving their goals, but also on their learning to monitor their progress. I provided the students with the Challenge of the Month form as a self-regulatory tool. When coding the dialogue turns, I added a ‘p’ next to the code G2 (i.e., G2p) if the course of action had to do with the regulation process. In other words, a G2p was coded when the course of action was directed towards tracking the students’ progress on the form rather than to achieving the goal. The G2p could be directed to tracking a student’s own or someone else’s challenge.
 - For example, a G2p was coded in a turn in which a student proposed that a peer should cross out on the form the days on which he brought his own breakfast to the university: ‘Then you could cross it out or you could put a tick.’
- The participant might have proposed the course of action (G2/G2p) by choosing between options. These turns could be further discussed in relation to scaffolded choice and control at a later stage if it was a matter of interest to the researcher.
 - For example, a teacher might ask a student whether he would like to track his progress on the form by crossing out days on the form or by writing down specific amounts of money on the form. The students’ choice to cross out days would be coded as a G2p: ‘Cross out when I save.’
- The course of action should not have been mentioned before in the conversation. If the participant elaborated on or further explained a course of action previously proposed by him/her or others, the turn was coded as a ‘B’ instead.
 - For example, a participant might have proposed asking for support from a teacher to monitor the student’s progress (G2). If another participant responded by proposing to ask for support from other people instead, this second turn would be coded as a B: ‘Or from monitors Derek and Lucy?’
- This code was not applicable to instructions which were not of a dialogic nature, therefore instructions were left uncoded (U).

My interest in identifying whether the proposals for courses of action appeared after an explicit invitation to do so, led me to create the code IG2 which was defined as follows: **IG2** – an invitation to a participant to propose a course of action.

- The participant should *directly invite* or *explicitly encourage* another participant to propose a course of action.

- For example, an IG2 was coded if a teacher invited a student to propose a course of action to spend the money he had saved to achieve his goal: ‘Hey, this money here, how are we going to do it so that you really spend it on a movie ticket?’
- A ‘p’ was added next to the code (IG2p) if the invitation was to propose a course of action to regularly track the progress on the Challenge of the Month form rather than to achieving the goal.
 - For example, an IG2p was coded in a turn in which a teacher was inviting a student to propose a strategy to remember to mark his progress on the form every day: ‘How do we do it so that every day you remember to mark if yes or no?’
- Proposed actions might have been nested within the invitation (IG2/IG2p). These turns could be further discussed in relation to scaffolded choice and control at a later stage if it was of interest to the researcher.
 - For example, an IG2p was coded if a teacher asked a student whether he would like to track his progress on the form by crossing out days or by writing down specific amounts of money on the form: ‘Do you want to know how much money you have or do you want to cross out the days on which you save money?’
- If the participant was asking for an elaboration on a course of action previously proposed, it was coded as an ‘I’ instead.
 - For example, a student might have proposed to do a calculation of his last week’s expenses to set a budget: ‘Can I make a sum?’ (G2). An I was coded if as a response, a participant asked the student to clarify what the quantities were he would like to sum up: ‘Of course, that’s what we are going to do, but about Monday? Or how are you going to do it?’ (I)
- If the invitation to propose a course of action was paraphrased or clarified in a subsequent turn, the turn was coded as a ‘B’ instead.
 - For example, a teacher might have invited a student to propose a strategy to remember to mark his progress on the form every day: ‘How do we do it so that every day you remember to mark if yes or no?’ (IG2p). A ‘B’ was coded in a following turn in which the teacher clarified this question:

‘Tomorrow, tomorrow, if I'm not here or on Monday if I'm not here, how do we do it so that you remember.’

I reviewed my coding with these enhanced criteria. The turns coded with G2 and IG2 that would potentially be transcribed in the thesis were discussed with my supervisor and we reached agreement on the coding. Based on this last discussion I made the last few changes to my coding.

3.9. Pilot phases

I carried out two pilot phases of the data generation methods. The first one was carried out in Cambridge, before leaving for Mexico for fieldwork. The second one took place within the Building Bridges contexts.

3.9.1. First pilot phase

Two group discussions were carried out with two different groups of young adults. The objectives were to trial some questions, my facilitator role, the analyses to be carried out, the formatting of the transcriptions and to identify issues and time required for carrying out the translations from Spanish to English. All the participants granted written informed consent to participate in a one-hour group discussion which was to be audio- and video-recorded.

- Group A was made up of four graduate students from different Faculties/Departments at the University of Cambridge. They had not been identified with a disability. I knew these students from before and I invited them to participate in a discussion group on self-determination as young adult native Spanish speakers.
- Group B was made up of four young adults identified with learning difficulties who attended a college programme that aimed to develop their independence and employability skills. Their teacher was present in this session. The participants' first language was English. I was able to access these students thanks to a charity with which I was collaborating at that time. Participating students were selected by their teacher based on their willingness to participate and availability in their schedules.

These group discussions prompted the following reflections which informed my data generation and analysis phases:

- *Visual prompts support the group discussions.* These prompts might be more significant if they consisted of materials that the students could bring to the sessions themselves.
- *Support students to propose/select topics of discussion.* Themes identified in the sessions could be further discussed in the following sessions. This could be done by presenting the students with themes found in the previous session and letting them choose the one to be discussed in the next session. During fieldwork, I realised that making a full thematic analysis in between sessions was not possible, given the amount of time required. Therefore, I transcribed the sessions and looked for topics that would be of interest to the students in order to propose a list of possible topics for discussion.
- *Evaluation of the group discussion dynamics.* By watching the video recordings it was possible to identify certain aspects of the interaction, which could be enhanced. Also, it was an opportunity for me to make a self-evaluation of my role as facilitator to enhance the interaction dynamics of the sessions.
- *Issues in translation.* I translated most of the Spanish session into English without difficulty. However, I highlighted in the transcription certain phrases that I thought had no exact translation into English, or translations I wanted to obtain feedback regarding their accuracy. I discussed these highlighted phrases with native English speakers. This exercise informed the process I followed in the translations reported in the current dissertation.
- *Ethics.* The discussion with Group B made me reflect on the importance of making sure that the students were truly aware of what their participation in the research implied. Consequently, I planned to carry out the ethics session with the students, with the sole objective of informing them about the implications of their participation. Also, before the pilot session with Group B took place, I foresaw that the discussions could give rise to feelings of anxiety on the part of the students and stated this in my risk assessment form for the pilot sessions. However, it was only after the pilot ended that I realised the impact that these conversations could have on some of the students. During my fieldwork, I tried to prevent feelings of anxiety by emphasising to the students that the discussion groups were only meant to help me to learn about their experiences. I was also very explicit in the information statements about the possibility that the discussions might generate fears and anxiety in the student so that the teachers and parents, in addition to me,

would remain attentive and talk further about the students' feelings, should this become necessary.

3.9.2. Second pilot phase

Two group discussions were carried out with two different groups of Building Bridges students. These students were selected by the coordinator based on their willingness and availability to participate in a one-hour group discussion.

- Group C was made up of three students and a teacher. My main objective was to pilot the group discussion as a method of data generation with Building Bridges students, as well as to assess my own role as facilitator. I asked questions to encourage discussions related to the students' decision-making, employment, plans for the future, independent life, their identity as university students and their self-advocacy.
- Group D was made up of six students. My main objective was to share with them my interest in talking with a group of Building Bridges students for one hour a week about the decisions they make, whether they had faced challenges in making decisions, and what goals they had for the future. I wanted to obtain their feedback on my ideas and also hear their ideas and interests.

These group discussions prompted the following reflections which informed my data generation:

- *Discussion dynamics.* One of the participants seemed to be repeating his peers' answers in the group discussion. I thought that asking those students' opinions first and in different sessions could be helpful. I also realised that the session with Group C had taken the form of a group interview. I thought this could be due to students being more used to answering questions and less to talking to each other in educational contexts. Therefore, I planned to produce some 'rules of communication' with the students to enhance our discussions and to encourage students to talk to each other.
- *Topics of discussion.* Based on what Group D mentioned I confirmed that they were motivated to talk about their lives and dreams and that they identified challenges they faced in their daily life. I took their interests into account when choosing the key concepts on which to focus the group discussions.

I also carried out participant observations in university, job and independent-living contexts to identify where and when I could carry out structured observations. I identified the following contexts:

- *University*: mainly in the Building Bridges resource room because in this space the verbal participation of the students was promoted.
- *Work*: seven out of the 10 participating young adults carried out work placements at establishments within the university premises (e.g., infirmary, chemistry laboratory, bookstore). I carried out observations of five of these students during their work placements. Building Bridges teachers did not consider it appropriate for me to make observations in the other two contexts.
- *Independent-living*: Building Bridges independent-living flats and recreational outings in the community. In the community outings I played a very active role of accompanying and supporting the students, which made it impossible for me to focus on one student at a time. Therefore I would select the student to observe and ask him/her if he/she would feel comfortable with me audio-recording his/her interactions for half an hour. The students agreed every time. I tried, as much as possible, to be near the student and constantly remind him/her about the fact that I was audio-recording his/her interactions.

Chapter 4. The students’ decision-making process: an interplay of decisions, aspirations, supports, preparation, self-advocacy and challenges.

In this chapter, I address *RQ1: What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?* A thematic analysis of 46 sessions was conducted. I generated a set of semantic codes which I refined moving towards codes of a more latent nature. I took an exploratory and iterative abductive approach to code generation and refinement by moving back and forth between what students expressed and existing theoretical accounts together with relevant knowledge of the context (Mason, 2002; Timmermans and Tavory, 2012). The refined set of codes pointed towards the aspects of self-determination that the students talked about in the sessions. The codes included decisions that the students made as well as the agents and other processes involved. Analysis of these aspects led to the development of six themes: ‘Decisions’, ‘Aspirations’, ‘Preparation’, ‘Challenges’, ‘Self-advocacy’, and ‘Supports’.

In the following sections, I expand on my process of analysis, starting with preliminary notes on the data selected for analysis (section 4.1), continuing with the process of data analysis that I conducted (section 4.2), and moving on to answering RQ1 (section 4.3).

4.1 Preliminary notes

Table 4.1
Sessions selected for analysis

Team	Sessions recorded	Sessions selected for analysis
Monday	19	11
Thursday	19	17
Friday	21	16
Other sessions ¹	2	2
TOTAL	61	46

¹Sessions about the independent-living flat in which students from the three teams participated.

The group discussions were implemented over the course of six months. I facilitated 61 sessions with the students, of which I selected 46 for the thematic analysis (Table 4.1). The remaining 15 were not selected because they were sessions dedicated either to preparing materials related to our discussions, or to reflecting on how

participants had communicated with each other in previous sessions. The selected sessions were segmented to identify those moments of group discussion on aspects related to the students' self-determination, leaving aside the segments in which:

- I gave instructions, summarised or concluded sessions;
- Students reached agreement about topics to be discussed next and materials to be created;
- Students gave me feedback about the group sessions;
- Students and I discussed how we had all communicated with each other in previous sessions.

I segmented the sessions into CE, a unit proposed by the ethnography of communication for analysing communication (Hymes, 1972; Saville-Troike, 2003). A CE is a set of turns in the interaction in which the participants, topic, task and objectives remain constant. Some CEs were further segmented into subcommunicative events (SCE) when there were shifts of topic or participant within a general task (see section 3.7.3). Appendix O shows an example on how I segmented sessions into CEs and SCEs.

4.1.1 Activities developed in the discussion sessions

As noted in section 3.6.2.2, students were encouraged to choose the topics to be discussed following an iterative process (Figure 3.18). A topic could be discussed in more than one session. The set of sessions in which students created materials and discussed the selected topic are called here 'Activities' (Table 4.2). Activities 3, 5 and 6 were proposed by me and students agreed to carry them out. I proposed these activities based on my students' observations and taking advantage of activities that the students carried out within the Building Bridges programme. Activity 7 took place in different sessions to encourage students to make connections between these key concepts and the rest of the activities carried out.

Table 4.2
Student activities and focus of discussions

Activity	Focus of discussions
<i>1. Goals for the future</i>	Monday, Thursday and Friday teams talked about their goals for the short term (up to one year), medium term (up to five years), and long term (10 or more years).
<i>2. This is me</i>	Monday and Friday teams talked about themselves in relation to certain items including what made them happy/angry, things they would like to learn or needed help with, their decisions. The Friday team titled the project ‘This is me’. The Monday team titled it ‘Who am I?’.
<i>3. Challenge of the Month</i>	Thursday team selected a short-term goal and suggested and carried out strategies to achieve it. We discussed students’ progress throughout the weeks that the activity lasted.
<i>4. Ideal romantic partner</i>	Thursday team discussed some questions regarding their experiences/aspirations/expectations/challenges related to romantic relationships.
<i>5. Living in an independent-living flat</i>	Six out of the 10 students participated in two activities related to their transition to the independent-living flats: a group discussion, and an interview with peers already living in the flat. Additionally, I added to the analysis, discussions from two sessions with the Monday team before and after one of its members moved to an independent-living flat for a short period of time.
<i>6. End-of-semester presentation</i>	The three teams prepared materials regarding the topics we developed in our discussion sessions and presented them to peers, teachers and parents at end-of-semester events. Students not only summarised previously reviewed content, but also brought new experiences/understandings to the discussion. I selected for thematic analysis the CEs/SCEs in which these reflections occurred.
<i>7. Key concepts</i>	At various times throughout the sessions, I asked the students to share their experiences/understandings of the key concepts: ‘self-knowledge’, ‘self-advocacy’, ‘everyday choices’, and ‘life project’ (the latter was also referred to as ‘decisions for the future’ in some sessions), and later on about ‘self-determination’. I also encouraged students to make links between our projects and these key concepts and think why/how the projects carried out helped them improve themselves in relation to these five concepts.

Table 4.3 shows the number of sessions and CEs/SCEs in which each of the projects was discussed. In some sessions, more than one activity was carried out. Appendix P shows the distribution of the activities within the sessions and the CEs/SCEs that were analysed. The CEs/SCEs listed in Table 4.3 were the ones selected for thematic analysis.

Table 4.3
Number of sessions and CEs/SCEs in which the projects were discussed

Activities	Number of sessions	Number of CEs/SCEs¹
1. Goals for the future	11	57
2. This is me	7	45
3. Challenge of the Month	9	28
4. Ideal romantic partner	3	6
5. Living in an independent-living flat	4	39
6. End-of-semester presentation	5	14
7. Key concepts	25	61

¹When a CE was divided into SCE, I counted each SCE rather than the CE as a whole.

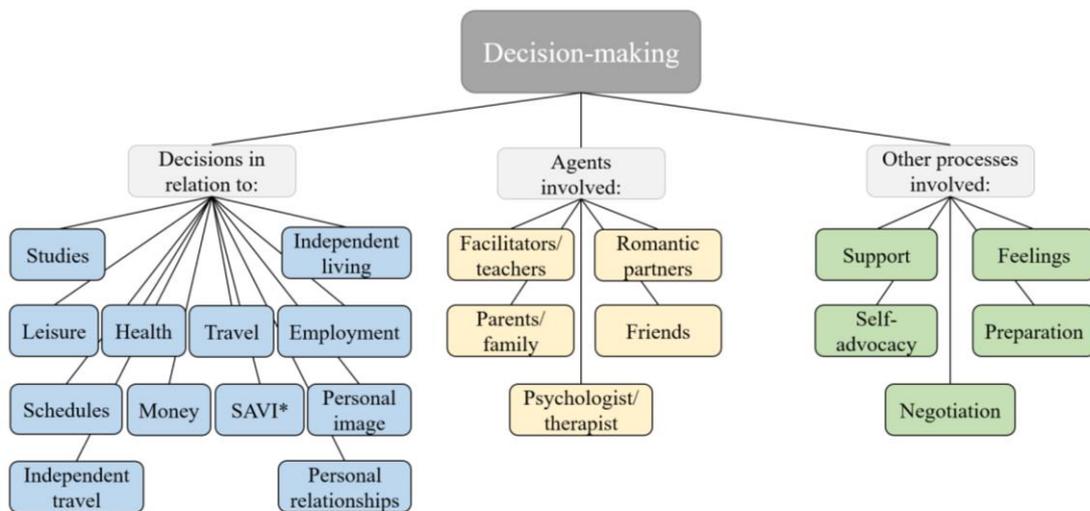
4.2 Data analysis

As explained in section 3.7.2, I conducted the next phases using an iterative process: familiarisation with the data, code generation and refinement, and theme development and refinement (Braun and Clarke, 2006). During code generation, I coded all the CEs/SCEs of an activity before moving on to the next one in the following order:

1. ***Goals for the future:*** This was the only activity that all three teams decided to develop; therefore it served as a frame of reference to take a first look at the ideas that all students had in relation to their decisions about the future.
2. ***This is me:*** In contrast to the ‘Goals’ activity that focused on the students’ decisions about the future, this activity mainly focused on the students’ self-knowledge and experiences that they were living at the time.
3. ***The Challenge of the Month:*** This activity was different from the others as it focused on the students’ daily choices to achieve some of their goals.
4. ***Ideal romantic partner:*** In the above activities the discussions were about different topics. In contrast, this and the next activity each focused on one specific topic which were briefly commented on activities 1-3 as well. I continued the analysis by coding this activity on romantic relationships to create any other codes that I would consider relevant.

5. **Living in an independent-living flat:** I continued the analysis by coding the activities related to the independent-living flat to create any new relevant codes.
6. **End-of-semester presentation:** I left the coding of this activity until nearly the end because the discussions held were intended to summarise the rest of the activities carried out; therefore I did not anticipate creating many new codes.
7. **Key concepts:** I left these CEs/SCEs to the end since ‘key concepts’ was not a project or activity in itself, but a set of discussions linking the rest of the activities with the key concepts. I looked at the links the students made between these key concepts and their experiences to create any other codes that I considered relevant.

The refined codes were organised into three groups, as shown in Figure 4.1.



*Note: SAVI stands for ‘Support Services for Independent Living’ provided by Capys for students after they graduate from Building Bridges.

Figure 4.1 Aspects discussed in the sessions

I chose ‘Decision-making’ as the central organising concept based on my interest in this specific aspect of self-determination. Intentional and conscious decision making is key in the definition of self-determination elaborated on in this study (Shogren et al., 2015; Wehmeyer, 2005, see section 2.5). I organised the rest of the codes into three groups:

- *First group:* topics that students mentioned making decisions about in the past, at the time of data collection, or could refer to decisions that students would like to make in the future.
- *Second group:* people that students mentioned being involved in their decisions.
- *Third group:* other processes that students referred to in our group discussions.

To develop themes, I considered how the codes could be combined. It was useful to define each of the codes using the first person with the intention of expressing the students' voices (Tables 4.4 and 4.5). I defined the codes using the first person with the intention of expressing the students' voices. I illustrated each code with examples from the data. I selected the examples based on the following criteria:

- One or two self-contained examples that clearly illustrate each definition.
- Two examples when there are different experiences/understandings related to the definition.
- Examples from all the participants included in the table.

Below I define the codes in two tables using the same colours as in Figure 4.1. In Table 4.4, I describe all the topics that the students mentioned making decisions about (indicated in blue), and the people they referred to (indicated in yellow). In Table 4.5, I put together the other processes that the students referred to (indicated in green). I put the latter together in a different table as these processes cut across the aspects included in Table 4.4.

Table 4.4

Students' experiences regarding the aspects and people identified in the discussion sessions

Aspects discussed	The students say:	Examples
Employment	1. I want to decide where to work.	1. Salomon: I would like to make decisions about... where to work.
	2. I want to have a job.	2. Sebastian: ((<i>after a few weeks of temporary internships in a museum</i>)) I already made a decision for the future. I mean, I don't want to leave my job... I'm going to tell Lily ((<i>Building Bridges coordinator</i>)) if a new contract can be made.
	3. I am preparing to have a job in the community.	3. Nicole: *I want to* continue *doing* placements inside or outside the university. This is to help me in the future, maybe in the medium or long term, to get a job and my placements will help me to deal with a boss, to deal with co-workers, to learn new things in the workplace, work environment, and will also help me to be more responsible, to arrive on time for my work, to obey the dress code.
	4. I have the right to have a job.	4. Nicole: All people with disabilities, our dream is to work and we are like defending that right that we have. So, yes, we are being self-advocates because we are defending our rights and that no one can take them away from us, even if we are people with disabilities.
	5. Problems and delays in arranging job opportunities	5. Jupiter: I came to the flat to have my first day of work which they ((<i>employers</i>)) could not give to me. And the truth was, I was between angry and regretful...

	<p>for me make me angry and disappointed.</p>	<p>To me, it seemed like a joke because the truth was *that* I was eager for my first days *at work* but that happened a long time ago... the truth was I was a fool to be treated with that.</p> <p>Facilitator¹: Have they told you why you haven't started yet?</p> <p>Jupiter: The reason I didn't start, Rebeca ((<i>Building Bridges facilitator</i>)) had told me that they are looking for many ways to give me the job because I'm good.</p> <p>Nicole: So, they didn't fool you Jupiter... they are looking for a job for you, but they need time, as Rebeca told you, to arrange everything for you to start.</p> <p>Jupiter: The truth is I only feel somewhat disappointed.</p>
	<p>6. Society does not give everyone the same job opportunities.</p>	<p>6. Facilitator: Guys, do you think there are obstacles for you to make decisions about your future?</p> <p>Nicole: Well, sometimes I feel that society.</p> <p>Facilitator: Why, Nicole?</p> <p>Nicole: Because, in many jobs, someone who is a woman, sometimes they give more importance to a man than to a woman.</p> <p>Sebastian: ...I don't know if all the jobs accept interns or if some do, some don't.</p> <p>Nicole: Or that they accept people with disabilities. It can also be an obstacle.</p>
Health	<p>1. I make decisions to stay healthy.</p>	<p>1. Facilitator: How do you take care of your health, young man?</p> <p>Aaron: By exercising.</p> <p>Facilitator: Who else exercises to take care of their health? ((<i>Aaron, Maria, Tobias and Paty raise their hands</i>)) Everyone!</p>
	<p>2. I want to keep healthy.</p>	<p>2. Nicole: The *goal* about maintaining my diet... I want to do it in the short, medium and long term to have a healthy life, to not get sick. Another *goal is* to keep going to the gym, because after university, maybe I won't have a gym any more and I would like to continue exercising so that, both with my diet and with exercise, to maintain a healthier life.</p>
	<p>3. Getting used to a healthy lifestyle is not always easy for me.</p>	<p>3. Gabriel: I have to lose weight, the doctor told me ... And do a lot of exercises and sports so that my back doesn't hurt so much... because sometimes... I would bring my lunch and I'd buy a waffle out of mischief too.</p> <p>Sebastian: You must accept eating healthily, salads.</p> <p>Gabriel: I don't like salads, I'm sorry.</p> <p>Nicole: I didn't like salads either, but now I like them. You just have to get used to eating salads.</p> <p>3. Facilitator: Does everyone exercise on Tuesday *afternoons at the independent-living flat*?</p>

		<p>Sebastian: Not everyone. Some come *back from university/work feeling* tired.</p>
<p>Independent living</p>	<p>1. To move or not to move to the independent-living flat is my decision.</p>	<p>1. Facilitator: Who made the decision *to move to the independent-living flat*? How did you decide to move? Jupiter: I did, of course. I was the one who went to them ((<i>to his parents</i>)) and they accepted that I had the opportunity to see other places. Other reasons to make me feel proud.</p> <p>1. Facilitator: Hey, and when you tell *your parents* that you still don't want to move to the flat, what do they tell you? Gabriel: That it's my decision, that it's not by force. And Lily ((<i>Building Bridges coordinator</i>)) told me the same.</p>
	<p>2. I want to live independently.</p>	<p>2. Tobias: Right now, I want to live with my mom and later I want to live in an *independent-living* flat.</p> <p>2. Salomon: *I want* to live in my own home with my girlfriend. Facilitator: Do you agree with this too? Would you like it too? Shaggy: Yes, living alone and with my girlfriend... *I mean* alone because I'm not going to live with my parents.</p>
	<p>3. There are skills one must learn in order to live independently.</p>	<p>3. Nicole: I would like to continue *living* in the flat because in the flat they help me to be more independent, to organise my things better, *they* help me with my clothes, to have a more balanced meal, to maintain my diet, to live with other people, to learn to do grocery shopping, to manage my own money.</p> <p>3. Shaggy: *I would like to* live alone, I mean, let's say me alone without anyone. I know how to cook, I know how to wash clothes, I know how to clean my house. Facilitator: So do you think that you would already be prepared? Because what they do in the independent-living flat is that they prepare *students* to live alone. They go there to learn how to pay for electricity, water, telephone, make a budget, clean, make beds, cook. Shaggy: I do that every day in the morning. I pick up the trash, make my bed, fold my clothes, wash my dishes, clear my place on the table.</p>

	<p>4. Leaving my parents' house brings changes that make me afraid and sad.</p>	<p>4. Facilitator: What do you think about eventually moving to the flat? Gabriel: That, I don't guarantee... because I'm already used to my house, I'm already used to what I have. I'll never leave it...I'm fearful about some things. Aaron: I'm also thinking about it, but I don't know... I'm afraid to leave my mother, my brother, but I'll keep seeing them.</p>
	<p>5. Living in an independent-living flat makes me feel accepted and included.</p>	<p>5. Jupiter: Previously, at that time, we were not being accepted by society and they saw us as phenomena, and the truth is, *the situation* has changed a lot since I entered the flat... I no longer feel any rejection or exclusion or any discrimination. I can already feel the calm.</p>
Independent travel	<p>1. I want to go from one place to another by myself.</p>	<p>1. Paty: I told my mom that I wanted to learn to drive so I could go to university alone. Facilitator: Oh good, and what did she say? Paty: Yes. And *I want* to go to my piano lessons by myself.</p>
	<p>2. I am learning to travel more independently in the city.</p>	<p>2. Sebastian: Before, they ((<i>Sebastian's parents</i>)) wouldn't let me ride Uber when I was at home. *Now*, they let me. I already know how to ride an Uber.</p>
	<p>3. I know that some means of public transport are unsafe.</p>	<p>3. Gabriel: *I want to* learn to use public transport... Well, I was learning how to use it but what happened was that it wasn't safe... we already decided not to *use* public transport because what if you get robbed or assaulted? Nicole: I have been robbed and assaulted, so what? I'm still here Gabriel.</p>
Leisure	<p>1. I decide what I do in my free time.</p>	<p>1. Salomon: In my daily life I make decisions about... what to do with my free time. 1. Aaron: I decide *whether to* watch TV or watch videos.</p>
Money	<p>1. I decide what to spend my money on.</p>	<p>1. Facilitator: Maria, what else do you decide in your daily life? Maria: What I'm going to spend my money on.</p>
	<p>2. I want to earn money.</p>	<p>2. Tobias: *When I am* older I want to work hard to *earn* money.</p>
	<p>3. I want money to achieve my goals.</p>	<p>3. Gabriel: I want to save to go abroad.</p>
	<p>4. I want to have more control over my money in the future.</p>	<p>4. Nicole: *I would like* to manage my own bank account to have my own expenses.</p>

	<p>5. I am learning money management skills.</p>	<p>5. Facilitator: Who buys your clothes? Shaggy: Me and my parents sometimes. Facilitator: With what money? Shaggy: Within my financial education, I make an envelope of 'Things I want' and that is in case I want to buy a shirt, or if I want to buy trousers. Facilitator: Here at university, they taught you to have a 'Things I want' envelope?... And how often do you put money in 'Things I want'? Shaggy: To all the envelopes... once a month... *the envelopes* are 'Things I want', 'Needs', 'Support at home', 'Mobile payment'... 'Hairdresser'... 'Pharmacy' Facilitator: OK, great. Who decides how much money you put in each envelope? Shaggy: No, it's already established. Facilitator: OK, who set it up? Shaggy: Between Lydia ((<i>Building Bridges</i> facilitator)) and me... Because it depends on how much each one *of us* earns.</p>
Personal image	<p>1. I make decisions about how I look.</p> <hr/> <p>2. I want to make a good impression.</p>	<p>1. Maria: I decide what clothes I'm going to wear the next day... how I'm going to wear my hair.</p> <hr/> <p>2. Sebastian: *I want* to combine clothes and personal hygiene better... how to look better, if I have a job... respect the rules. That I don't forget something, I mean, you know, they tell you to shave.</p> <p>2. ((This conversation happened on a Friday)) Tobias: I told *my mom* today *that I wanted* to wear a shirt to be handsome on Friday... also this warm jumper and the vest.</p>
Personal relationships	<p>1. I choose my friends.</p> <hr/> <p>2. I decide if I want to have a romantic relationship and with whom.</p> <hr/> <p>3. I want to have a romantic relationship.</p> <hr/> <p>4. I want to progress in my romantic relationship in the future.</p> <hr/> <p>5. They teach me how a romantic relationship should be like.</p>	<p>1. Facilitator: What do you make decisions about? Shaggy: The friends I have.</p> <hr/> <p>2. Facilitator: Having a relationship is? Gabriel: It's a good thing, but it's your decision, your choice. You decide.</p> <p>2. Salomon: In my daily life I make decisions about... who is the right person for me. Facilitator: You mean your partner? Salomon: Yes.</p> <hr/> <p>3. Maria: *I want to* have a boyfriend.</p> <hr/> <p>4. Facilitator: What have you guys thought about your decisions about the future? What do you want to do? Shaggy: Me, get married and have little kids.</p> <hr/> <p>5. Sebastian: *Romantic relationships* we studied it, well a little with Rebeca ((<i>Building Bridges</i> facilitator))... they ((<i>facilitators</i>)) talked to us... it's like: 'A romantic relationship has to be like this.'</p>

	<p>6. We all have the right to have a romantic partner.</p>	<p>6. Nicole: Many people with disabilities are not allowed to have partners... we can all have a boyfriend or a partner, I mean.</p>
	<p>7. It is a challenge for me to overcome my fear of starting a romantic relationship.</p>	<p>7. Facilitator: Is there anything that makes it difficult to have a partner? Sebastian: Yeah, a lot of things... being afraid of relationships or of the new, because I've never had a girlfriend... I get very nervous so it's going to make it very difficult for me.</p>
<p>SAVI: Support Services for Independent Living</p>	<p>1. Continuing my development in SAVI is my decision.</p>	<p>1. Facilitator: The next decision is whether to go to SAVI or not. With whom are you going to make that decision? Shaggy: With myself. Facilitator: Do you think that you could make this decision on your own, without the support of parents? Shaggy: Yes... I mean, I know I'm going to go... moreover, they ((<i>parents</i>)) said *to me*: 'Do you want to go?' and I said: 'Yes, yes, I do want to go to SAVI' and they said: 'Oh perfect.'</p>
	<p>2. I do not want my job opportunities to be conditional on my SAVI membership.</p>	<p>2. Maria: I don't want to go to SAVI... because I want to learn to handle myself... I mean, I do understand that we all need support but... I don't want to feel like I'm someone else's responsibility, you know?... It's like 'STOP! I'm already 30 *years old*!'</p> <p>2. Shaggy: I'll most certainly stay in SAVI... more than anything I would also do it for a reason... they already told us that if I graduate and... goodbye SAVI, goodbye Capys, goodbye everything, as Capys was the one that got me the job, it would be goodbye job... that's why I'm staying at SAVI, so they don't take my job away from me. Facilitator: But do you see it ((<i>joining SAVI</i>)) as a goal or somewhat a responsibility? Shaggy: Both because I don't feel like it's so, so mandatory ((<i>to join SAVI</i>))... it's good to be in SAVI because they help you with things that were challenging for you at university. Then it's OK... What I had planned to do was, I don't know if it can be done... in my job, they already know me, a year and a half, two years or so. So I was thinking, I leave Building Bridges, bye job, but... I go *to the company* with my resume, I say I've already worked there... they're going to tell me: 'Oh well, we already know you!' Then I would join {the company} without being part of SAVI... But I don't want to risk it either... Because... right now I have everything. How can I say it? I have everything solved, right?</p>

Schedules	1. I make decisions regarding my schedules.	1. Shaggy: *I decide* the time I wake up, the time I go to sleep... *My parents* told me that at 10:00, that's about my time *to sleep*. But I'm still awake at 11:00.	
	2. I want to have more control over my schedules.	2. Facilitator: What do you want to improve about yourself, Aaron? Aaron: Get up by myself... I mean setting an alarm and getting up by myself without my mom waking me up.	
Studies	1. Where and what to study is not entirely up to me.	1. Teacher: Do you decide about everything? Salomon: Sometimes. Facilitator: What *things* don't you *decide about*? Salomon: Where to study, for example. Facilitator: How did you get to the Building Bridges programme? Salomon: Because I had a teacher who studied here, she recommended it to me. Facilitator: Did she discuss it with your parents too? Salomon: Yes. Facilitator: And did you come all together to see *the programme*? Salomon: Yes. Facilitator: Did you not want *to join* or when you came did you say, 'OK'? Salomon: Well, yes, when I came, I decided. Teacher: Did you have another option, Salomon, or *was this* the only one? Salomon: The only one. Facilitator: But do you consider that you took part of the decision or was it only your parents? Salomon: Partly.	
		2. I want to succeed in my studies.	1. Maria: I already told Isabel (<i>Building Bridges facilitator</i>) that I want to get into marketing *class next semester*... Isabel said that she is going to investigate and if there is *availability for Building Bridges students* she will enrol me. 2. Paty: In the future *I want to* graduate from university. 2. Facilitator: What scares you? Maria: Getting a bad grade. Paty: Me too. Tobias: Me too (<i>finger gesture indicating yes</i>).
		3. I have the right to education.	3. Sebastian: I have also had to talk about rights *in public forums*. Facilitator: And what have you said? Nicole: Well, that we have the right to study. Sebastian: To be in the schools.
		4. I use tools that help me with my studies.	4. Facilitator: Aaron, what are your support needs? Aaron: To set alarms to get to my classes on time.

		<p>4. Facilitator: What else do you need support for? Tobias: To read, a little. Facilitator: To write? Tobias: To write, a little. Facilitator: What do you need? Tobias: Oh no, I can write. I take a photo *of the board* with my mobile to copy it and that's it.</p>
Travel	1. I want to make decisions about my travels.	1. Salomon: I would like to make decisions about which places to travel... faraway places to visit.
	2. I want to travel without my parents.	2. Shaggy: I'm going to travel to Cancun in June ((with parents)), but travelling alone, that would be a goal. 2. Facilitator: Would you like to travel alone? Tobias: Not alone, with some friends.
	3. To travel alone, I need to learn things.	3. Sebastian: *To* go on vacation alone... *I would like* to know how... to handle the passport, how to buy it... at the airport... see which plane I have to be on.
Facilitators/ teachers	1. My teachers and/or facilitators give me support: a) in academic classes; b) in transition to an independent-living flat; c) with money management; d) to overcome feelings such as sadness and fear.	1a. Facilitator: ((<i>Biology class</i>)) was tough, but you learned a lot. Paty: Yes. With Emilia's help ((<i>Building Bridges facilitator</i>))
		1b. Nicole: ((<i>talking to Gabriel</i>)) We are all afraid to leave our homes. I was also scared, as you have no idea, but in my case, there was Erika ((<i>former flat facilitator</i>)) and Olivia, Mia, Emma ((<i>flatmates</i>)), supporting me. In your case, they won't leave you alone either, Derek ((<i>men's flat facilitator</i>)) will be there, Sebastian will be there, Jupiter will be there supporting you, if you decide to move to the flat.
		1c. Tobias: *I need support* to buy food. Facilitator: To buy food you need support? Tobias: A little bit and then, then alone. Facilitator: OK. who gives you support to buy food? Tobias: Rebeca ((<i>Building Bridges facilitator</i>)). Facilitator: To see how much money you have... that the change is correct, that's what the support is for? Tobias: Yes.
		1d. Paty: If I'm sad, I talk about it with my piano teacher.
Friends	1. Friends give support: a) in transition to an independent-living flat; b) to overcome feelings such as sadness, fear and/or anger.	1a. Nicole: *At first* I did miss my home, my grandmother, my brother, but Erika ((<i>former flat facilitator</i>)) and the girls ((<i>flatmates</i>)), they made me feel comfortable, at ease, happy. They supported me, when I told them I was sad, they consoled me. And, yes, with their support, I got used to the flat. 1b. Facilitator: Who do you like to ask support from?

		<p>Maria: Nicole because she's very organised and she understands me, I don't know. She understands my anger, she understands that I don't like changes, it's like we get bothered by the same things.</p>
<p>Parents/family</p>	<p>1. My parents/family give me support: a) to overcome feelings such as sadness, fear and/or anger; b) with money management; c) by opening up job opportunities; d) in the process of accepting my disability; e) to keep healthy.</p>	<p>1a. Paty: *I get angry* when things don't work out for me and when I can't throw my balls, when I don't understand chess. What do I do when I'm angry? I talk with my family.</p> <p>1b. Facilitator: What do you spend money on? Maria: Shopping... my mom sometimes supports me with that because sometimes things are on sale.</p> <p>1c. Jupiter: My dad has a hardware store that is in my grandmother's house and he's providing an opportunity for me to take my first day of work but I would have to know a little about plumbing.</p> <p>1d. Shaggy: I once told my mother: 'Look if there were wizards with magic lamps, my first wish would be to be normal like anyone else.' She told me: 'Well, you are normal like anyone else, it's just that you find some things hard... it's as if I say, "Oh, I want to change this just because maths is hard for me. Anyone has a hard time doing something because no one is perfect"'. 1e. Gabriel: I have to lose weight, the doctor told me, and do a lot of exercises and sports so my back doesn't hurt so much... My dad told me that on Saturdays, he would go swimming with me to the pool.</p>
	<p>2. Sometimes what my parents/family want is not what I want for myself.</p>	<p>2.Facilitator: Guys, do you feel support from your parents when you tell them about your goals? Gabriel: Sometimes. Tobias: Sometimes, me too sometimes. Maria: Well me, sometimes too. Facilitator: Why do you say sometimes? Gabriel: I was wrong, I do *always*. Maria: For example, I tell *my family* that I want to do something *related to studies or employment*... they tell me like... for example, they know that I hate maths so they tell me: 'But you have to do a lot of maths and you don't like maths' or: 'You don't have the brain for that' and well it annoys me, it makes me angry... or they say, 'Oh but there are more things you can do... you must do *what* you are good *at*'... but in everything there are things in which we aren't good at... it will not always be easy or anything.</p>
<p>Psychologist/therapist</p>	<p>1. My psychologist/therapist give me support:</p>	<p>1a. Paty: If I'm sad, I talk to Sonia ((<i>Building Bridges psychologist</i>)).</p>

	<p>a) to overcome feelings such as sadness and/or anger; b) with my plans for the future.</p>	<p>1b. Aaron: Before, I wanted to be a psychologist and then my mom said to me: ‘But what are you going to do as a psychologist?’ And then later, with my therapists, they tell me well, you choose what you want to study.</p> <p>1b. Facilitator: Hey, guys, and your plans for the future, do you talk about it with your parents? Sebastian: Not that much... I mean they sent me to a psychologist and there I talked about romantic relationships... I would like to talk *about romantic relationships*... with a psychologist... to speak freely. Facilitator: Would you feel freer talking *about romantic relationships* with a psychologist than with your parents? Sebastian: I mean you can speak about it freely... you express everything or I don't know. Facilitator: And with parents, we can't always express everything? Sebastian: Well, I don't feel very comfortable.</p>
Romantic partners	<p>1. Romantic partners give support: a) to overcome feelings such as sadness and/or anger; b) with activities that I find difficult.</p>	<p>1a. Paty: The one who supports me the most is Mark ((<i>her boyfriend</i>))... *by* talking to me.</p> <p>1b. Sebastian: Would I like to have a partner? I said, ‘Yes’ because I want to have a family and be accompanied and have someone to support me. Facilitator: How could a partner support you? Sebastian: Something I need support with, I just say: ‘Can you support me with this?’</p>

¹I indicate my contributions as ‘Facilitator’, Building Bridges teachers’ contributions are indicated as ‘Teacher’

Table 4.5

Students' experiences regarding other processes identified in the discussion sessions

Aspects discussed	The students say:	Examples in Table 4.4
Decisions	<p>1. I made/make/would like to make decisions in relation to: a) Employment; b) Health; c) Independent living; d) Independent travel; e) Leisure; f) Money; g) Personal image; h) Personal relationships; i) SAVI; j) Schedules; k) Studies; l) Travel.</p>	<p>1a. See examples 1,2 in Employment. 1b. See example 1,2 in Health. 1c. See examples 1,2 in Independent living. 1d. See example 1 in Independent travel. 1e. See example 1 in Leisure. 1f. See examples 1-4 in Money. 1g. See examples 1,2 in Personal image. 1h. See examples 1-4 in Personal relationships. 1i. See example 1 in SAVI. 1j. See examples 1,2 in Schedules. 1k. See example 2 in Studies. 1l. See examples 1,2 in Travel.</p>

Feelings	<p>1. There are situations that make me feel afraid/sad/angry/anxious related to:</p> <p>a) Employment; 1a. See example 5 in Employment. b) Independent living; 1b. See example 4 in Independent living. c) Personal relationships; 1c. See example 7 in Personal relationships. d) Studies. 1d. See example 2 in Studies.</p>
	<p>2. When I feel afraid/sad/angry/anxious, I seek support from:</p> <p>a) Facilitators/teachers; 2a. See examples 1b and 1d in Facilitators/teachers. b) Friends; 2b. See examples 1a and 1b in Friends. c) Parents/family; 2c. See example 1a in Parents/family. d) Psychologist/therapist; 2d. See example 1a in Psychologist/therapist. e) Romantic partners. 2e. See example 1a in Romantic partners.</p>
Negotiation	<p>1. Some things I want have to be negotiated with others, such as:</p> <p>a) Employment; 1a. See examples 5,6 in Employment. b) Studies. 1b. See example in 1 Studies.</p>
Preparation	<p>1. I am learning/would like to learn things related to:</p> <p>a) Employment; 1a. See example 3 in Employment. b) Independent living; 1b. See example 3 in Independent living. c) Independent travel; 1c. See example 2 in Independent travel. d) Money; 1d. See example 5 in Money. e) Schedules; 1e. See example 2 in Schedules. f) Travel. 1f. See example 3 in Travel.</p>
Self-Advocacy	<p>1. I have rights related to:</p> <p>a) Employment; 1a. See example 4 in Employment. b) Independent living; 1b. See example 5 in Independent living. c) Personal relationships; 1c. See example 6 in Personal relationships. d) Studies. 1d. See example 3 in Studies.</p>
Support	<p>1. There are people that provide me with support:</p> <p>a) Facilitators/teachers; 1a. See example 1 in Facilitators/teachers. b) Friends; 1b. See example 1 in Friends. c) Parents/family; 1c. See example 1 in Parents/family. d) Psychologist/therapist; 1d. See example 1 in Psychologist/therapist. e) Romantic partners. 1e. See example 1 in Romantic partners.</p>
	<p>2. I use tools that help me with my studies. 2. See example 4 in Studies.</p>

As shown in Table 4.5, there were overlaps between the processes that the students discussed, for instance, between ‘Decisions’, ‘Feelings’ and other aspects of the data. I also identified a difference between the decisions that students make/made and decisions they would like to make (i.e., aspirations). Furthermore, I identified certain patterns in the

students' experiences in both tables. All this allowed me to move from codes to the following themes (Table 4.6).

Table 4.6

Patterns on the data and themes

Pattern	Theme
I decide/I choose	Decisions
I want to	Aspirations
I am learning/preparing	Preparation
I have rights	Self-advocacy
Support/help	Supports
Difficulties/negotiations	Challenges

The aspect 'Feelings' cut across themes 'Challenges', 'Aspirations' and 'Support'. I organised the rest of the students' experiences into the following themes (Table 4.7).

Table 4.7

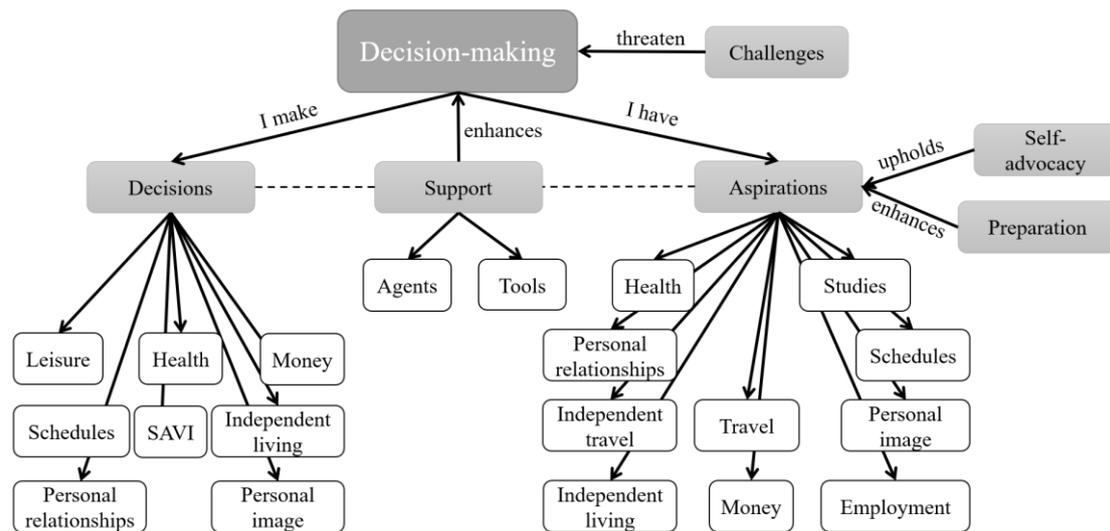
Students' experiences relating to their decisions, aspirations, preparation, challenges, rights, and supports

	Themes					
	Decisions	Aspirations	Preparation	Challenges	Self-advocacy	Supports
Students' experiences	<ul style="list-style-type: none"> - To move or not to move to the independent-living flat is my decision. - I decide what I do in my free time. - I make decisions about how I look. - I make decisions regarding my schedules. - Continuing my development in SAVI is my decision. - I decide what to spend my money on. - I choose my friends. - I decide if I want to have a romantic relationship and with whom. - I make decisions to stay healthy. 	<ul style="list-style-type: none"> - I want to live independently. - I want to go from one place to another by myself. - I want to make decisions about my travels. - I want to travel without my parents. - I want to decide where to work. - I want to have a job. - I want to earn money. - I want to have more control over my money in the future. - I want money to achieve my goals. - I want to succeed in my studies. - I want to have a romantic relationship. - I want to progress in my romantic relationship in the future. - I want to keep healthy. - I want to have more control over my schedules. - I want to make a good impression. 	<ul style="list-style-type: none"> - There are skills one must learn in order to live independently. - I am learning to travel more independently in the city. - To travel alone, I need to learn things. - I am preparing to have a job in the community. - I am learning money management skills. - They teach me how a romantic relationship should be like. 	<ul style="list-style-type: none"> - Leaving my parents' house brings changes that make me afraid and sad. - I know that some means of public transport are unsafe. - Problems and delays in arranging job opportunities for me make me angry and disappointed. - Society does not give everyone the same job opportunities. - I do not want my job opportunities to be conditional on my SAVI membership. - Where and what to study is not entirely up to me. - Sometimes what my parents/family want is not what I want for myself. - It is a challenge for me to overcome my fear of starting a romantic relationship. - Getting used to a healthy lifestyle is not always easy for me. 	<ul style="list-style-type: none"> - Living in an independent-living flat makes me feel accepted and included. - We all have the right to have a romantic partner. - I have the right to education. - I have the right to have a job. 	<ul style="list-style-type: none"> - I use tools that help me with my studies. - Support agents - Facilitators/teachers; - Friends; - Parents/family; - Psychologist/therapist; - Romantic partners.

From the information in Table 4.7, it is possible to identify relationships between students' experiences and themes. In Appendix Q, I reorganised Table 4.7 and indicated with colours each of the aspects mentioned by the students with the intention of showing these relationships more clearly. For instance, the transition to an independent-living flat was a very significant experience that the students were undergoing at the time of data generation. Regarding this experience, the students referred to their 'Decisions' (i.e., To move or not to move to the independent-living flat is my decision), 'Aspirations' (i.e., I want to live independently), 'Preparation' (i.e., I am learning independent-living skills), 'Challenges' (i.e., Leaving my parents' house brings changes that make me afraid and sad), and 'Self-advocacy' (i.e., Living in an independent-living flat makes me feel accepted and included). They also mentioned support agents that helped them in making this transition, namely, friends and facilitators/teachers. I explored in more depth the students' transition to an independent-living flat in Rubio-Jimenez and Kershner, 2021.

Any other aspect mentioned by the students could be analysed in a similar way. For example, regarding the students' 'Independent Travel', they mentioned their 'Aspirations' (i.e., I want to go from one place to another by myself), 'Preparation' (i.e., I am learning to travel more independently in the city), and 'Challenges' (i.e., I know that some means of public transport are unsafe'). However, students did not mention relationships between their independent travel and 'Decisions', or 'Self-advocacy' in the group discussions. This may indicate that the students did not perceive that they made decisions about their transportation at the time of data generation, nor that this aspect had any relation to their rights. Having had the opportunity to member-check this information with the students would have been ideal for shedding light on this hypothesis. The observations I carried out of the students in independent-living, job, and university contexts could also inform these perceptions. I elaborate on this in the following chapter.

An overview of the connections between the themes is presented in Figure 4.2. The student' decision-making process is composed of 'Decisions' and 'Aspirations'. They mentioned how they were learning (i.e., 'Preparation') to accomplish some of their 'Aspirations' while exercising their 'Self-advocacy' to defend their rights. At the same time, they perceived 'Challenges' (both personal, such as feelings, and contextual, such as exclusion) and 'Supports' (tools and agents) that played a role in the process.



Key: single lines indicate relationship; single directional arrows illustrate hierarchical relationships; dotted lines indicate a lateral relationship between themes.

Figure 4.2 Themes identified in the group discussions

4.3 Answering RQ1: What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?

The students mentioned both ‘Decisions’ and ‘Aspirations’. The ‘Decisions’ that students made at the time of data collection were in relation to their leisure, health, money, schedules, SAVI, independent living, personal relationships, and personal image. Regarding their ‘Aspirations’, students mentioned they would like to make decisions in relation to their health, studies, personal relationships, schedules, independent travel, travel, personal image, independent living, money, and employment. Students identified ‘Challenges’ they faced in making decisions and achieving their aspirations, as well as ‘Supports’ that facilitated their decision-making process. The sources of support they mentioned were tools they used and people who helped them. To achieve their aspirations, the students said they were receiving ‘Preparation’, while also acknowledging and exercising their ‘Self-advocacy’.

4.3.1 Relating the findings to the conceptual framework

The students’ agency is glimpsed in the decisions and aspirations that they mention having. The students identify that just as support, preparation and their role as self-advocates facilitate their decisions and aspirations, there are challenges that threaten them. In this way, students seem to acknowledge that their agency is not in itself sufficient for their self-determination, since there are a series of factors that can function as facilitators or inhibitors. This interplay upholds the social-ecological nature of self-determination. The themes per se may not account for the students’ volition, however, the

fact that the students identify that their decision-making process is composed of aspirations, decisions, supports, preparation, self-advocacy and challenges suggests that the students have reflected on their decision-making process.

Chapter 5. The students’ experiences of self-determination in real-life situations: the interplay between be goals, do goals, supports, challenges and preparation.

In this chapter, I address *RQ2: How do students experience and enact self-determination in different contexts?* In the previous chapter, I carried out a thematic analysis of the group discussions related to the students’ self-determination. I developed six themes involved in their decision-making experience and process: ‘Decisions’, ‘Aspirations’, ‘Support’, ‘Challenges’, ‘Self-advocacy’, and ‘Preparation’ (Figure 4.2). In the current chapter, I analyse whether and how these themes were present beyond the group discussions. Furthermore, I categorised the students’ aspirations into ‘Be’ goals. In the following sections, I expand on my process of analysis, starting with preliminary notes on the data selected for analysis (section 5.1), continuing with the process of data analysis (section 5.2), and moving on to answering RQ2 (section 5.3).

5.1. Preliminary notes

Table 5.1
Data sources

Document	Data source	Code
Participant observations in different contexts, Excel spreadsheet	Fieldnotes	Obs1
Participant observations in different contexts, notebook	Fieldnotes	Obs2
Independent-living audio recordings	Transcriptions	Obs3
Independent-living notes	Fieldnotes	Obs4
Job notes	Fieldnotes	Obs5
University notes	Fieldnotes	Obs6

Table 5.1 contains the data sources I analysed for this chapter. I assigned a code to each source and I refer to them accordingly in the following sections. The ‘Participant observations’ documents (Obs1 and Obs2) include fieldnotes I created in my observations in the different contexts. In the ‘Independent-living’, ‘Job’ and ‘University notes’ (Obs4, Obs5, and Obs6) I focused my observations on one student at a time in one-hour periods. I also analysed audio recordings of conversations between the students and facilitators in community activities (Obs3).

5.2. Data analysis

5.2.1. Phase one. Identify topics related to self-determination

I looked in the data sources for the topics that the students mentioned in the group discussions (white boxes in Figure 4.2). This was to find out if/which topics mentioned in the group discussions were discussed or enacted in other contexts. The identified episodes were organised into categories that described the type of activity that was being carried out when discussing or enacting the topic ('Activity observed' in Table 5.2). In Table 5.2, I put together the activities observed, the context in which they took place, the topics touched on in each activity, and the data source code.

Table 5.2
Episodes on observational data

Activity observed	Context	Topics	Data source code
Learning money management	University	Money, Leisure	Obs1, Obs6
Learning employment skills	University	Employment	Obs1, Obs5, Obs6
Discussing job opportunities	University	Employment	Obs1, Obs5
Learning about romantic relationships	University	Personal relationships	Obs6
Learning about self-advocacy	University	Studies	Obs1, Obs6
Discussing classes for the following semester	University	Studies	Obs1
Buying food	Community	Money, Health	Obs1, Obs3, Obs4
Paying for services	Community	Money, Independent travel	Obs3, Obs4
Discussing job experiences with peers	Community	Employment	Obs3, Obs4
Acting as self-advocates	Community	Studies	Obs1
Discussing feelings of exclusion in integrated classes	Community	Studies	Obs1
Discussing experiences related to romantic relationships	Independent-living flat	Personal relationships	Obs1
Carrying out recreational activities	Independent-living flat	Independent living	Obs1, Obs4
Negotiating routines/habits	Independent-living flat	Schedules, Personal image, Independent living, Health	Obs1

As shown in Table 5.2, I identified episodes that took place in the:

- *students' university*: in which they learned about money management, employment skills, romantic relationships, and self-advocacy and discussed job opportunities and classes they would like to take with facilitators.
- *students' work placements*: the work placements I had access to took place within the university premises; therefore those episodes were categorised in Table 5.2 as taking place within the university.
- *community* (e.g., restaurant, bank, cinema, conferences, public transport): in which the students bought food, paid for services, acted as self-advocates and discussed feelings of exclusion in integrated classes.
- *independent-living flats*: in which the students discussed experiences related to romantic relationships, carried out recreational activities and negotiated routines/habits with flat facilitators and flatmates.

As shown in Table 5.2, I identified topics that cut across contexts, namely: 'Money', 'Employment', 'Health', 'Personal relationships', and 'Studies'. For instance, regarding 'Money', students learned about money management at *university* and practised these skills in the *community* by purchasing food/services. Regarding 'Employment', they learned employment skills and discussed job opportunities with their facilitators *at university* and discussed their job experiences with peers in *community* contexts.

Table 5.2 summarises actions and decisions that I observed that students made in the different contexts. In my analysis of the students' conversations in the group discussions and in diverse contexts, I also identified students' aspirations that motivated these actions and decisions. The interplay between the students' 'aspirations' and 'decisions' regarding these key aspects of their lives in different contexts is described in the following sections.

5.2.2. Phase two. Identifying 'Be goals' in students' aspirations

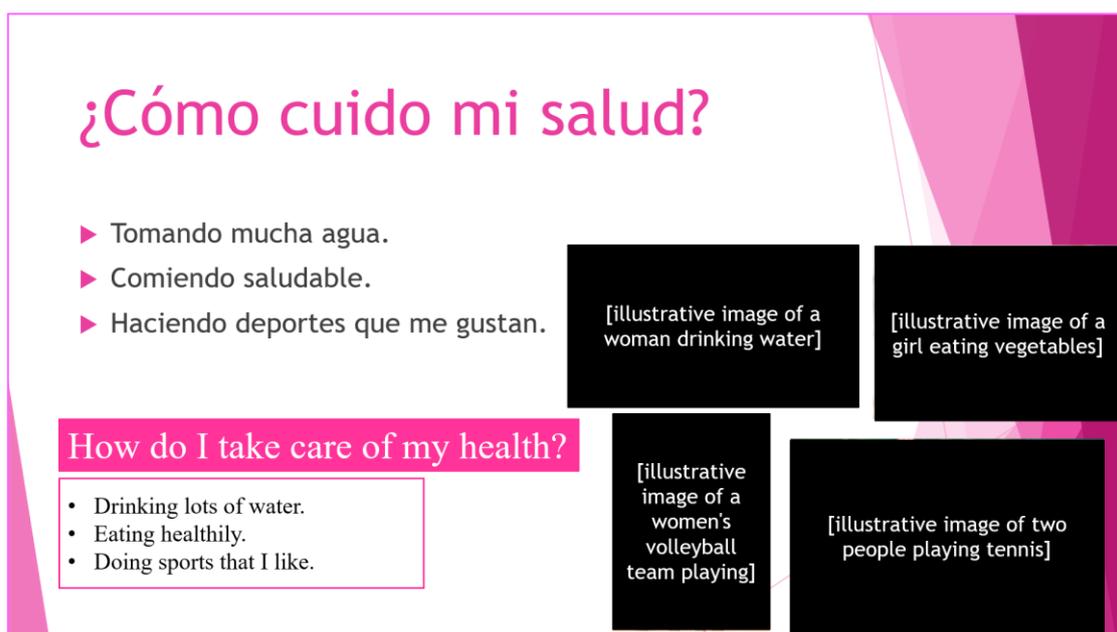
The analysis of the current chapter was influenced by the findings of a sociocultural discourse analysis (SDA) (Mercer, 2005) reported in Chapter 7. The SDA was conducted on discussions around the activity titled the 'Challenge of the Month'. In the analysis, I differentiated between 'Be' and 'Do' goals (Carver and Scheier, 2005, see section 2.3.3.2). The findings revealed that the conversations remained at the 'Do' goal level. In other words, the participants mainly discussed specific actions to achieve their

‘Challenge of the Month’ goals. In this chapter, I explored whether the students’ ‘Be’ goals were discussed in other activities or contexts. ‘Be’ goals refer to trait labels or to an idealised overall sense of self that an individual aspires to become (Carver and Scheier, 2005).

I identified three ‘Be’ goals, namely: ‘Be healthy’, ‘Be more independent’ and ‘Be included’. In the following sections, I expand on these ‘Be’ goals, showing episodes that occurred in the group discussions and in other contexts. I then explain the interplay between the students’ ‘aspirations’ and the rest of the themes in different contexts.

5.2.2.1. ‘Be healthy’

In the group discussions students shared their aim to ‘be healthy’. For instance, in discussions about the students’ goals and decisions for the future Nicole mentioned that she wanted to follow a healthy diet ‘because I want to have a healthy life, without diseases and pain’. The students also shared ‘Do’ goals in order to ‘be healthy’. For example, in Image 5.1 below, Maria shared the strategies she considered necessary to take good care of her health: to drink water, to eat healthily and to do sports.



Note: I added the English translation to Maria’s slide.

Image 5.1. How do I take care of my health? Example taken from Maria’s presentation

The be goal to ‘be healthy’ was also mentioned in conversations that students had with other agents in community spaces, such as restaurants, and in the independent-living flats.

Based on the group discussions and observations conducted, the students acknowledged mainly two ‘Do’ goals to be followed in the university, community and independent-living flats in order to ‘be healthy’: eat healthily and exercise (Figure 5.1).

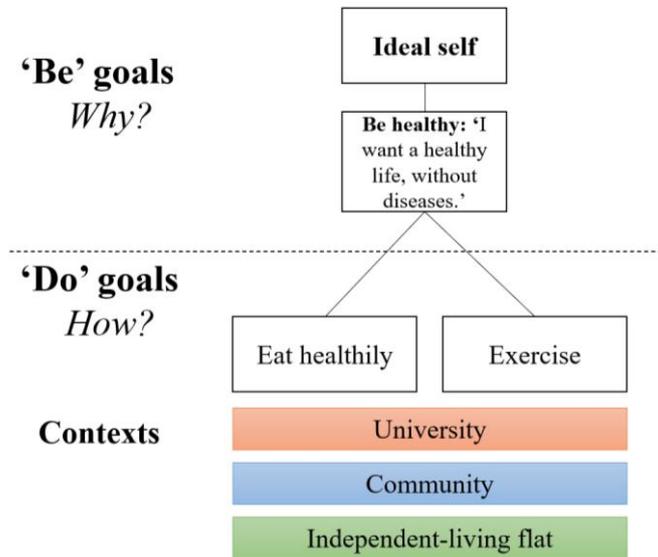


Figure 5.1 ‘Be healthy’ and ‘Do’ goals enacted in different contexts

Although students acknowledged these ‘Do’ goals, in my observations I identified that students experienced challenges to achieve them. In the following episodes, I illustrate the students enaction of these ‘Do’ goals. In doing so, I indicate the interplay between the students’ *aspirations, decisions, preparation, supports* and *challenges*.

5.2.2.1.1. Episode 1. Taking care of their health at university

Exercise

SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 to 9:00	Building Bridges	Computing class	Academics	Workshop with Ana	Academics
9:00 to 10:00	Breakfast break	Breakfast break	Breakfast break	Breakfast break	Breakfast break
10:00 to 11:00	Pilates	Organisational learning	Pilates	Academics	Organisational learning
11:00 to 11:30	Academics		Academics		Academics
11:30 to 12:00		Academics			Academics
12:00 to 1:00	Work placement	Work placement	Work placement	Work placement	Work placement
1:00 to 2:00	Academics	Academics	People first	Academics	Use of social networks
2:00 to 3:00	Lunch break	Lunch break	Lunch break	Lunch break	Recreational outing
3:00 to 4:00	Round table	Literary creation	Personal and social adjustment	Literary creation	
4:00 to 5:00	Recreational outing planning	Sexuality		Work club	
*For sports activities, it is essential to bring sports clothing, trainers, a small towel, deodorant and water.					
Building Bridges classes/workshops			Integrated academic classes		
Work placement			Integrated sports classes		
Discussion groups for current research project			Integrated cultural classes		

Figure 5.2 Example of a student’s timetable

Figure 5.2 shows an example of a Building Bridges student's timetable. The schedule varies from student to student; however, all students have at least one sports class a week at university. The students suggest to the Building Bridges facilitators the sports classes they would like to take and the facilitators talk with the sports teachers/instructors about how to integrate the students in those classes. It is up to the sports teachers/instructors to accept the student in the sports class suggested by the student. Building Bridges teachers mentioned that sport teachers/instructors are 'generally willing to include students in these spaces' (Obs1, January 23rd).



Image 5.2 Maria in her integrated sports class

To attend their sports classes, students are required to take to the university a change of sportswear, trainers, a small towel, deodorant and a bottle of water. Otherwise, they cannot take their sports class. Students usually meet this requirement.

Eat healthily

There are two meal breaks one at 10:00am and another at 2:00pm (Figure 5.2). During breaks, students sit alone or in small groups scattered around the cafeteria except for two students who usually sit with the teachers. The interaction between the facilitators and the students is minimal at these times. However, they observe the students from a distance and are available in case of any inconvenience (Obs1, November 7th). Students eat at both breaks. They can bring food from home and/or money to buy in the cafeteria. The cafeteria has food options. It daily offers a 'complete meal' consisting of soup, a main course with vegetables, fruit water and dessert. It also offers other options, including salads, chicken fillets and hamburgers (Obs1, April 4th). Students decide what to order. Building Bridges facilitators only set limits on students when a health issue is raised by, and discussed with, parents and students.

Gabriel had received advice from his doctor to lose weight but he buys food in the cafeteria without supervision. In a group discussion he mentioned that he used to bring food from home and also money. He would use the money to buy a waffle with Nutella sometimes 'out of mischief'. In discussions that took place at the university about the

‘Goals for the future’ activity, peers encouraged Gabriel to follow the diet that his doctor had advised (Table 5.3).

Table 5.3. <i>Peers encourage Gabriel to follow the diet his doctor had advised</i>	
Agent	Conversation
Nicole	Don't you have a diet?
Gabriel	Yes, but I don't mind not having it
Nicole	Gabriel, it's for your health, don't you want to be healthy?
Gabriel	Yes
Turns later	
Nicole	Then you have to take care of that diet, Gabriel, it's for your wellbeing, it's not to bother you, it's not because we don't want you to eat other things, you can eat them, but in a balanced way
Sebastian	It's like, I know that changes make you uncomfortable but that's why the diet is, so it may be *that* you don't like it...
Nicole	But we have to be healthy

As shown in Table 5.3, Gabriel wants to be healthy and has medical indications that show he should follow a diet; however, following the diet seems to be challenging. In other group discussions he mentioned that he did not like to eat vegetables, for example.

5.2.2.1.2. Episode 2. Taking care of their health at the community

Exercise

In a discussion that took place when talking about the ‘This is me’ activity some students reported exercising in the community after school (Table 5.4).

Table 5.4. <i>Paty talks about the sports she carries out within and beyond university</i>	
Agent	Conversation
Facilitator	Who else exercises to take care of their health? ((<i>Aaron, Maria, Tobias and Paty raise their hands</i>)) Everyone! What kind of exercise do you do?
Paty	Tennis... *I've been playing tennis* for two semesters. This is my third... Oh, and I also go swimming Monday and Wednesday
Facilitator	But *swimming class* is outside *of university*, right? Those are private classes
Paty	Yes

Eat healthily

Students also talked about their goal to ‘be healthy’ when they go to restaurants. The following conversation (Table 5.5) took place in a sushi restaurant with the residents of the independent-living flats. A flat facilitator had undergone surgery a few months previously and as a result had to follow a low-fat diet. This had sparked conversations

between the flat residents about healthy eating. Sebastian commented in the group discussions that these conversations had made him think about the importance of eating healthily. In Table 5.5, Sebastian seems to transfer what has been discussed in other contexts to practice by asking his facilitator Derek for help in ordering something healthy to eat. Each student had a budget of \$150 Mexican pesos (around £6 GBP) for this outing.

Table 5.5. <i>Sebastian decides to order sushi and still water for dinner</i>	
Agent	Conversation
Sebastian	Hey, something healthy or something that is good for me, what can it be?
Derek	Something with vegetables. For example::: soup
Sebastian	This one is good for me, right? <i>((points at a Mexican tostada on the menu. A 'tostada' is a fried corn tortilla with toppings on top))</i>
Derek	Tostadas?
Sebastian	Is sushi good for me?
Derek	Yes. You just have to do the math. How much money have you got right now?
Sebastian	Water, plus two of these tuna tostadas
Derek	It has to be \$150 <i>((around £6))</i> ... <i>((Sebastian opens the calculator app on his mobile))</i> Look, it's \$34 for the bottle of water, plus \$92 for the tostadas, plus \$110 for the sushi, that's \$236
Sebastian	Let's see. The sushi is \$101 <i>((he adds this amount to the \$34 of the bottle of water using the calculator. He leaves aside the tostadas' price))</i> . Equal to \$135
Derek	That way, you have \$15 left of your budget
Sebastian	Then I'll stick with that... I'll order the sushi. Well that's fine, because this is healthy, right?
Derek	The sushi has crab... If you want something healthy <i>((looks for other options at the menu))</i> . I would say something from here <i>((points to the menu))</i>
Sebastian	Isn't there a sushi?
Derek	Salads
Sebastian	No, *I prefer* the sushi
Derek	And still water?
Sebastian	Still water. Well, it would be \$104
Derek	$\$101 + \$34 = \$135$ <i>((around £5.4))</i>
Sebastian	Done!

In the discussion in Table 5.5, Sebastian was making decisions about what to order for dinner. As an initiative, he said that he wanted to order something healthy and asked his facilitator Derek for support with this. Derek thought of salads as the healthy option on the menu. Finally, Sebastian decided he would take the sushi and still water. It was not very clear how healthy Derek or Sebastian considered this option to be but it was within Sebastian's budget. This episode suggests the importance of preparing young adults and

flat facilitators regarding nutrition in order to make informed decisions about the foods and amount to consume.

5.2.2.1.3. Episode 3. Taking care of their health at the independent-living flats

Exercise

I observed that in the women’s flat there was an elliptical machine. Young adults told me that they used to exercise on the machine but had not used it for a long time. To this Nicole added ‘I exercise at university’ (Obs1, March, 21st). Similarly, the young adults living in the men’s flat have access to the building’s common areas, including a gym, a swimming pool and a recreation room with video games and a pool table. On Tuesdays and Thursdays, they can decide to use these common areas to exercise or play. In a discussion about the students’ ‘Challenges of the Month’ they commented on this situation (Table 5.6).

Table 5.6 <i>The afternoon routines in the men’s independent-living flat</i>	
Agent	Conversation
Facilitator	Do you go to the gym on Tuesdays and Thursdays?
Jupiter	Well, only-
Teacher Derek	So on Tuesdays, *the routine* is *going to* the gym and Thursdays are free. On Thursdays they can go downstairs to play PlayStation... Or they can play pool, or they can swim... It depends on what they want
Facilitator	Does everyone exercise on Tuesdays?
Derek	Not everyone
Sebastian	Not everyone. Some come *back from university/work feeling* tired

As shown above, in men’s and women’s flats there are options for young adults to exercise. Exercising is not mandatory, so every young adult decides whether to exercise or not. It seems that exercising in the flat was not very common at the time of data collection.

Eat healthily

There was widespread interest in healthy eating and losing weight among all flat residents. Moreover, the Building Bridges coordinator and flat facilitators mentioned to me that eating healthily in the flat was a goal of the programme (Obs1, May 22nd). Every young adult cooks their meals in the flat. They can decide whether to cook a takeaway lunch or buy it at their university or in their workplace.



Image 5.3 Nicole's dinner

Nicole received medical advice that she should lose weight but did not have a fixed diet. Nevertheless, she had a general idea of healthy options to cook. These generally included a portion of animal protein and vegetables. In Image 5.3, Nicole shows what she was going to have for dinner that night, steak and roasted vegetables.

Despite the widespread interest in eating healthily, the young adults who live in the flats and study at the university run the risk of consuming large amounts of food throughout the day. For instance, when Jupiter first moved to the flat, he noticed he was increasing his food consumption as he was having breakfast twice a day, once before leaving the flat and another one during the 10:00am break at the university (Table 5.7).

Table 5.7. <i>Jupiter realises that his food consumption has increased</i>	
Agent	Conversation
Jupiter	Every morning ((<i>at the flat</i>)) I would *eat* my cereal and prepare my things for takeaway: fruit, cereal bars, yogurt. What I took out of the refrigerator, I used it to prepare my things for my lunch and for my breakfast. But I had a strict problem [<i>sic</i>]
Facilitator	What was the problem?
Jupiter	Apparently, it seems, I can only eat once because if I eat more, I will have a problem of overeating. And the truth is that *eating* lunch *and eating* breakfast ((<i>at university</i>)) is not very good because you are eating two times. And the truth is that you are beginning to endanger your health... it should be once
Facilitator	So you realised things. For example, you began to take responsibility for your diet: your breakfast, your lunch. And you began to realise that perhaps you could be eating too much
Jupiter	Yes
Facilitator	OK, and you reflected that it was important to take care of what you were eating
Jupiter	Yes
Facilitator	Is that what you mean?
Jupiter	Exactly. The truth is that there ((<i>at university</i>)), we have two meals instead of one

Furthermore, Building Bridges students living at the flat carry out two recreational activities during the week, one with their flatmates on Wednesday nights, and one with their classmates on Friday afternoons. Sometimes it coincides that both activities are

outings to restaurants, in which the quality and portions of the food could not be ideal for people trying to lose weight. Additionally, on the rest of the week, students might eat other ‘non-healthy’ meals. This issue was reflected in Nicole's Challenge of the Month (Image 5.4). For instance, in the last week of March Nicole reported eating something out of her healthy diet at both recreational activities, on Wednesday and Friday. In addition to having a sweet cornbread on Thursday. In the other weeks, she reported eating a non-healthy meal at least one day per week.

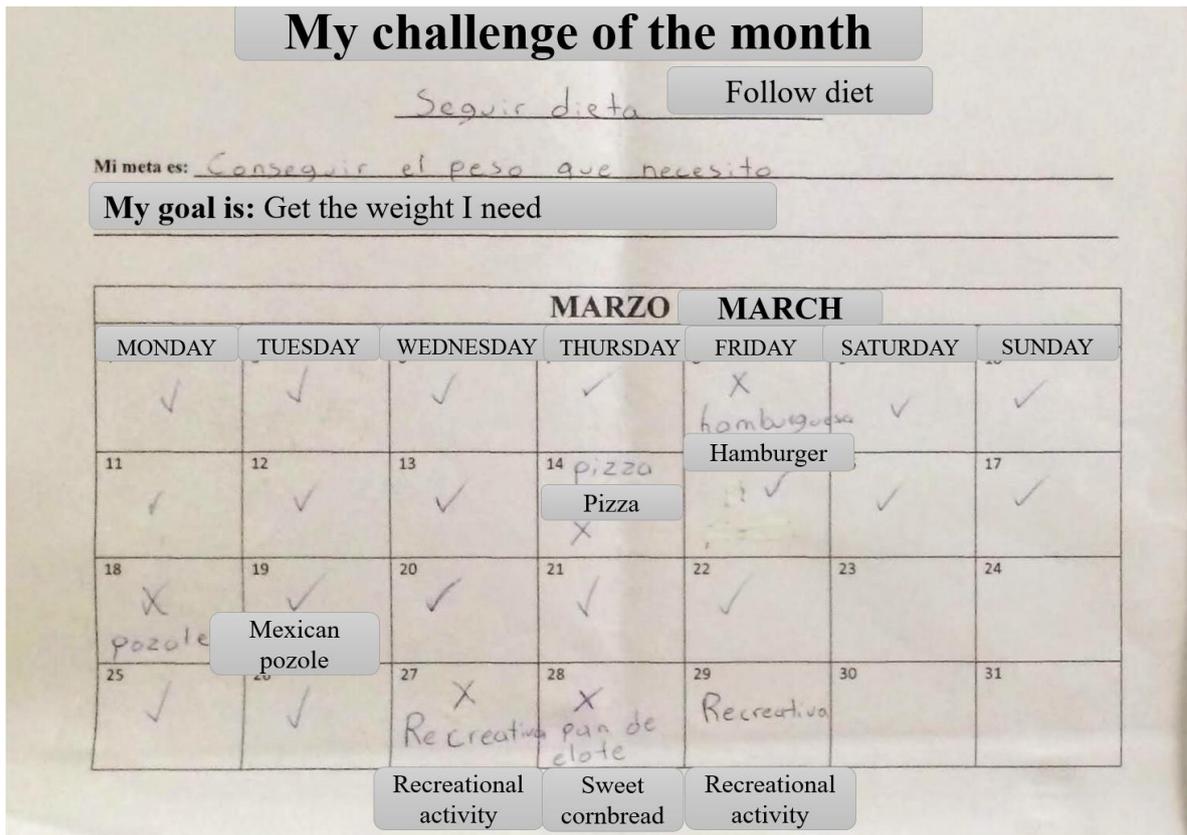


Image 5.4 Nicole’s ‘Challenge of the Month’ to reach the weight that the doctor recommended

5.2.2.1.4. Summary ‘Be healthy’

Students have the goal to ‘be healthy’. To achieve it, they identify at least two ‘Do’ goals: to exercise and to eat healthily. I identified conversations and practices in the university, community and independent-living flats in relation to these ‘Do’ goals.

In relation to exercise, the students usually exercise at the university. The willingness of sports teachers/instructors to include Building Bridges students made it possible for students to decide which sports classes to take. Additionally, a few students carry out sports in the community. Young adults living in the flat can also decide whether they exercise in the afternoons. My observations, as well as what the students and

facilitators reported, indicate that exercise in the independent-living flats was not a common practice, nor strongly promoted by the facilitators at the time of data collection, the main challenge being tiredness. Regarding eating healthily, students face several challenges that were observed in the university and independent-living contexts. One of them is to keep motivated to consume healthy foods in contexts in which there is a variety of options, including healthy and unhealthy ones. Another challenge is the lack of nutrition preparation that could empower students and facilitators to make more informed choices. Finally, it should be noted that Mexico is a country with high rates of obesity, which are more prevalent in people with intellectual disability (Ramos-Jiménez et al., 2012). The sociocultural context in which the students develop influences their decisions in relation to their health.

The students' aspiration to 'be healthy', the number of students who reported having received their doctors' advice to lose weight, Jupiter's experience of eating large amount of food, and Nicole's challenge of the month, all shed light on the need for nutrition preparation and a closer monitoring of food intake and physical activity in the university, community, and independent-living contexts.

In summary, the themes initially proposed interplay in the students' *aspiration to be healthy*. Students acknowledged the *decisions* they have to make in order to achieve this goal: exercising and eating healthily. Peers and facilitators provide *support* by encouraging students to adopt healthier lifestyles. Nevertheless, the students experience *challenges* that threaten this 'Be' goal. Some of these challenges relate to choosing to eat healthy options and limiting their consumption of non-healthy foods. Lack of nutritional *preparation* limits informed decision-making. Nutrition education for students, facilitators and families, as well as communication between these three contexts (university, independent-living and community) could help students to follow more healthy lifestyles. The sociocultural context also has an effect on students, coordinators, facilitators, and families' thinking and practices. In Mexico, being overweight and obesity are conditions that have been increasing in the population and are more prevalent in people with intellectual disability (Ramos-Jiménez et al., 2012).

5.2.2.2. 'Be more independent'

In the group discussions students shared their aim to 'be more independent'. For instance, in the activity entitled 'Goals for the future' Salomon mentioned he wanted to

‘develop new concepts, skills... for my independent life.’ Image 5.5 shows the short- and medium-term goals that he included in his PPT.

⌘ Mis metas a corto plazo: Son empezar a **desarrollar nuevas habilidades** y el uso de **nuevas tecnologías** para aprender a desarrollar nuevas herramientas y desarrollar el uso de artefactos indispensables **para la vida**.

⌘ **Mediante el uso de alguna aplicación como Waze y despertarme con la alarma de mi cel.**

- My short-term goals: Are to start to **develop new skills** and the use of **new technologies** to learn to develop new tools and develop the use of essential artifacts **for living**.
- By **using an app like Waze** and **wake up with my phone alarm**.

⌘ Mis metas a mediano plazo son: Graduarme, conseguir un trabajo, **empezar a ser mas independiente**, dormirme mas temprano, comprarme mis propias cosas y **tomas mas decisiones acerca de lo que voy a hacer en el futuro**. Empezar a moverme solo en el transporte publico,

- My medium-term goals are: To graduate, get a job, start to **be more independent**, sleep earlier, buy my own things, and **make more decisions about what I'm going to do in the future**. Start moving alone on public transport.

Note: I added the English translations, the bold and underlining to emphasise some ideas in Salomon’s goals.

Image 5.5 Goals for the future. Example taken from Salomon’s presentation

Similar to Salomon, the students perceived the need to keep learning in order to ‘be more independent’. In my observations, I identified episodes in which the students were learning money-management and employment skills at the university, and practising some of these skills in real-world situations in the community (Episodes 1 and 2 below).

Another connection I identified regarding the goal to 'be more independent' in the group discussions was to have employment. For instance, after a few weeks of having employment, Sebastian mentioned in the group discussions that he was earning money which he would use for his expenses and thus ‘be more independent’. In his words: ‘The time has come for me to earn money with my work... I'm going to start to become independent now’. The students learn employment skills in the Building Bridges classes and on work placements within the university. Throughout the data generation period, some temporary employment opportunities were opened in the community. Some students took up these job opportunities and, on their own initiative, shared their experiences with their classmates in conversations held in the community. These

conversations presumed that students had internalised the skills and attitudes learned in university (Episodes 3, 4 and 5 below).

The students living in independent-living flats also made links between living in the flat and this ‘Be’ goal. For instance, Nicole, during the ‘Goals for the future’ activity, mentioned: ‘I would like to continue *living* in the flat because in the flat they help me to be more independent, to organise my things better, they help me with my clothes...’. In my observations, I identified that in the flats, the young adults organise and negotiate routines and habits with peers and flat facilitators (Episode 6 below).

Based on the observations carried out, I propose that in order to achieve the students’ ‘Be’ goal to ‘be more independent’, they carry out ‘Do’ goals in the university, community and independent-living flat (Figure 5.3).

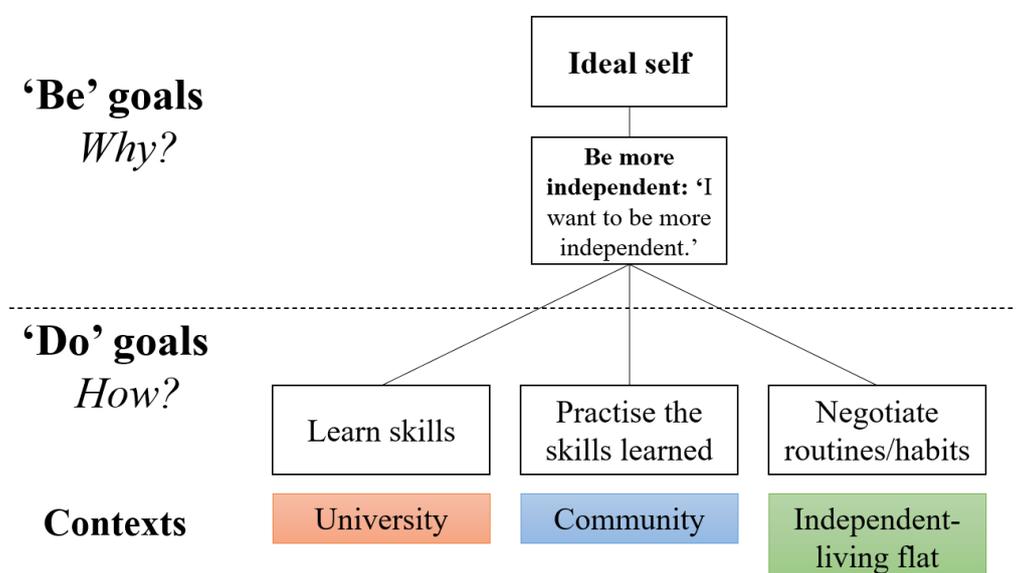


Figure 5.3 ‘Be more independent’ and ‘Do’ goals enacted in different contexts

As shown in Figure 5.3, for students to achieve their goal to ‘Be more independent’ they carry out ‘Do’ goals that take place in three different contexts: university, community and independent-living flats. The students learn skills at the university which they practise at real-life situations in the community. Moreover, the independent-living flat provides a space in which the students learn to be more independent by negotiating their routines and habits with peers and flat facilitators. I expand on the interplay between the students’ *aspirations, decisions, preparation, supports* and *challenges* in these different contexts in the following episodes.

5.2.2.2.1. Episode 1. Learning money-management skills at university

One of the workshops taught in the Building Bridges programme is 'Money management'. Below, I describe an observed activity in which Jupiter participated. The teacher provided a scaffolded learning space in which students practised making decisions about what to buy, budgeting, and the purchasing process involving paying and counting change.

Teacher Nora handed out printable Mexican money to the students. On two tables, there were printed images of different products, including clothing and electronics. Each table simulated a store served by a teacher. Each student had different amounts of money and the instruction was to buy all the products they wanted, as long as they could afford them. The students had to write down in their notebooks the products they wanted and the price to discover whether they could afford them. Nora wrote the following points on the board to guide the activity:

1. See what I like and what I have enough money for.
2. Do the maths.
3. Buy.
4. Check change.

Jupiter got up on more than one occasion to see the products in the stores and returned to his place to write down the products and the prices in his notebook. In a first purchase attempt, he did not have enough money to pay and returned to his place to correct the items in his notebook. On a second attempt, Jupiter mentioned the three products he wanted to buy. Nora told him how much he had to pay, and Jupiter paid with the printable money. Nora asked him to check if his change was correct. The teacher had given other students the wrong change deliberately; when the students came back to tell her 'My change is wrong', the teacher congratulated them. Jupiter checked his change and confirmed that it was correct. To conclude the activity, Nora told the students that in order to buy, there were four points to follow and repeated the points written on the board. She said to the class that in the exercise some students had not realised that she had given them the wrong change. She emphasised that in independent living it is important to check change (Obs6, February 14th).

5.2.2.2.2. Episode 2. Paying for services in the community through a scaffolded activity organised at the university

An activity included as part of the Building Bridges curriculum is the recreational outings in the community, which take place every Friday afternoons. These outings are structured activities in which students made various decisions related to their leisure and money. They also provide scaffolded learning spaces for students to practise their money management skills in real-life contexts.

The outings are prepared in advance at the university, usually on Mondays. Students propose activities they want to carry out the following Friday, then they vote and the option with the most votes wins. To make sure all the students give an opinion and a vote, the teacher mentions each of the students' names in the order in which they are seated. When a student does not give an answer straightaway, the teacher repeats the question. Sometimes, before repeating the question, the teachers provide a small summary of the activity for example: 'We are proposing activities for Friday. What would you like us to do?' Other supports include providing students with options or thinking time. Usually, the students took the initiative to repeat/rephrase the questions for their peers.

After choosing the activity, the teacher gives the students a 'recreational form' to write down the budget for the activity and the expenses breakdown. The students take the 'recreational form' home to inform their parents how much money they would need to take out for Friday's recreational activity. The prices stated on the form would be based on those found by students and teachers researching prices on the internet, as well as on previous experience of carrying out the activities (Obs6, May 14th).

On a typical Friday afternoon, the recreational activity begins at the university where Building Bridges facilitators and students confirm what the recreational activity to be carried out will be and how much money they have in the budget and organise the travel to the chosen place. The activity continues in the community, where three facilitators give individualised support to students to purchase food and services. Before buying, facilitators ask students what they will buy to ensure that they stay within budget. The activity concludes with the parents picking up the young adults and the facilitators helping some students to book taxis to go home. Once all the students have left, the facilitators meet briefly to comment on the activity and discuss any incidents that have arisen and how they were resolved (Obs1, e.g., November 9th; February, 8th).

Image 5.6 shows a time in which I supported Paty while she ordered food. She chose to eat a Subway sandwich. We read the different types of sandwiches. When I read

‘turkey ham’ out loud, Paty said, ‘That one, turkey ham’. When Paty said the type of sandwich she wanted, the employee joined the conversation, asking Paty for more details about her order, including the size of the sandwich, if she wanted a meal deal or just the sandwich, and if she wanted crisps or a cookie as part of the meal deal. Paty answered all of the employee’s questions. She also asked the employee questions ‘What crisps do you have? What drinks do you have?’ I intervened in this employee-Paty conversation on one occasion when Paty asked for avocado on her sandwich and the employee indicated that the avocado cost extra. I asked Paty to do the calculation to see if she could afford that extra ingredient. After doing the calculation on her mobile, she confirmed she could and so stated it to the employee.



Image 5.6 Paty ordering food

While the employee finalised preparing Paty’s order, I asked Paty, ‘What are you going to pay with?’ Paty took out her wallet and saw her money, ‘With the \$200 *bill*’. I replied: ‘How much change are they going to give you?’ Paty asked me: ‘\$200 minus \$98?’ I nodded. Paty did the subtraction using her mobile and replied ‘\$102’. I nodded and said, ‘Pay and wait for your change’. Paty approached a Building Bridges peer who was standing next to us and said: ‘I could afford it perfectly, how smart!’ (Obs1, Obs3, May 3rd).

5.2.2.2.3. Episode 3. Learning employment skills at the university

There are two contexts within the university in which the students learn employment skills. One is in a Building Bridges class called ‘work club’. The other one is in work placements (e.g., university store, nursery, warehouse). Students go to the same establishment for the duration of the semester.

Work club

I attended ‘work club’ sessions in which Teacher Rebeca and students discuss appropriate and inappropriate behaviour in work contexts, share their own experiences of

their work placements, develop a résumé, and review a process people follow to get employment that consists of submitting a résumé to a company, attending an interview, and signing a contract.

The ‘work club’ classes are mostly carried out in the form of discussions. Rebeca asks questions, the students give answers on their own initiative or after being called by Rebeca. Rebeca writes key ideas on the board that she often illustrates with pictures. The students in general are attentive and participative in this class. There are usually other teachers in the room who are attentive to the students and sit next to those who seem to need additional support to participate in the discussions. In the last minutes of the class, students copy the key ideas or the pictures in their notebooks. (Obs6, February 7th).

In one ‘work club’ session, Gabriel commented that in a previous work placement, he had ‘not been a good fit’. Gabriel’s reasons to feel that way included that he found the managers to be very strict and that his main task was to arrange things, which he said he was not good at. Other students who had worked there disagreed and told Gabriel that the managers were ‘cool’. Gabriel, however, defended his own point of view with phrases such as ‘it’s my opinion’, ‘I don’t like to be contradicted’. Rebeca took the role of mediator validating that it was fair to have different points of view. However, she asked Gabriel questions, inviting him to think what he could have done differently to have had a better time in his placement. Gabriel said that he would have liked more opportunities to do different things (Obs1, April 11th).

As Gabriel mentioned, certain work contexts are not always ‘a good fit’ for everyone. Nevertheless, these challenging situations become learning opportunities for students as they discuss their experiences and reflect on them at the ‘work club’ sessions. At the time of data collection Gabriel was engaged in another placement that he was enjoying more. It is worth mentioning that students give Building Bridges facilitators options about the work placement they want to carry out. Students know the options from their own experiences and/or those of their peers. Similar to the sports classes commented on above, Building Bridges teachers arrange the placements taking into account the students’ opinions and the availability of spaces.

Work placements

I made observations of some of the students in their work placements, including Maria. Maria's placement was in a teachers’ lounge. This was Maria’s first semester carrying out her work placement in that context and she expressed on different occasions

how much she liked working there because she liked her managers very much. They were three members of the university staff who worked in the teachers' lounge and gave Maria instructions on what activities to carry out during her hour-long job placements. Below I describe an observation I made of Maria in her work experience.

We were at the breakfast break at the university cafeteria when Maria's alarm went off indicating that it was time to prepare for her work placement. She had set this recurrent alarm for 10:55am as her work started at 11:00am. She put her things in her backpack and lunchbox, and we headed to the teachers' lounge. The teachers' lounge is a big room with computers and tables for the teachers to work at. There is also a table with coffee and snacks. Just next to the entrance there are two offices in which Maria's managers work. One of Maria's managers was near the entrance and Maria greeted her. After a quick chat, she gave Maria tasks to do. Maria first helped her manager to organise some papers that were on a table, then they organised some products stored in the pantry. Finally, her manager asked her to arrange the snack table with a variety of products from the pantry. She carried out this last task on her own while the manager attended a phone call. A few minutes before 12:00pm her alarm went off, indicating to Maria that she had to get ready for her next class. She approached another of her managers to tell him that she had finished. The manager thanked her for the work she did on that day and Maria rushed to the exit. I also thanked him for allowing me to observe Maria in her work placement. On his initiative, Maria's manager told me that they (i.e., Maria's managers) were very happy with Maria's work. They 'like' that she 'works very well' and that 'she is punctual'. They find it 'surprising' that Maria never skips a day of work and when she cannot attend, she 'always' lets them know. (Obs5, February 5th).

In a conversation I had with Aaron, Maria, Sebastian and Nicole about their work placements, they mentioned the transferable skills they learn in their placements such as: 'to deal with managers', 'to be more orderly', 'to do things with good quality', 'to take initiative', 'to be punctual', 'to have a good presentation, not with dirty clothes, groomed', 'companionship', 'learn new things that you didn't know' (Obs2, May 2nd).

5.2.2.2.4. Episode 4. Discussing a job opportunity at the university

Job opportunities are sought in the community for students in the programme. Once there is an opening, the facilitators and coordinators agree on the students to whom the employment will be offered. Usually those who are in their final semesters are prioritised. During one of my visits to the university, I met the Building Bridges

employment coordinator, Angela. She had gone to the university on that day to talk to some students about an employment opportunity. The job was at a children’s museum and consisted of being a moderator for the exhibitions and workshops. Angela told me that it was a temporary job for six months that would require ‘a lot of responsibility and commitment from students and their parents’. (Obs1, November 12th).

A few months later, in a discussion about the ‘Goals for the future’ activity, Gabriel talked about goals related to buying things for himself. Sebastian suggested he should save the money he would earn at the children’s museum. Gabriel clarified that Angela had invited him to have a job at the museum but that he had decided not to accept the offer. Gabriel said he felt sorry about his decision. Teacher Amy took this opportunity to encourage Gabriel to keep on with his preparation so that next time he would feel more prepared to take up a job opportunity. Sebastian also offered support to his peer, assuring him that ‘mistakes’ are learning opportunities (Table 5.8).

Table 5.8. <i>Gabriel expresses feeling sorry for not taking up an employment opportunity</i>	
Agent	Conversation
Gabriel	I feel very sorry... because I missed Angela's opportunity
Sebastian	Don't be like that, I mean, it's also normal to feel ashamed, guilty or something like that... I used to feel like this in high school... leave that behind, instead of feeling ((<i>frowns</i>)), keep moving forward. I mean, in life there will always be mistakes but from mistakes you learn
Amy	Gabriel, I just want to ask you one thing, did you feel ready to go to the museum, 100 per cent?
Gabriel	Well no, no, I don't think so
Amy	You don't think so, do you? ((<i>Gabriel shakes his head</i>)) But hey, are you trying hard to prepare for next year to go to the museum?... What are you going to do, are you going to prepare or are you going to regret it?
Gabriel	I'm going to prepare as much as possible
Amy	Exactly. So it's very good to recognise that there are things that at this moment we cannot do, but it's not cool and it's not valid to just stay thinking and regretting it ((<i>Gabriel nods</i>)). You're just going to try harder, okay?
Gabriel	Yes

5.2.2.2.5. Episode 5. Sharing job experiences with peers in the community

Sebastian, Nicole and Aaron carried out a temporary placement at the children’s museum for six months. Gabriel and Maria went to work in a store for a few days. On a recreational outing to a park that took place while these students were engaging in their work placements, Sebastian and Gabriel talked about following rules at their jobs in order

to be paid. From their conversation it seems that the students had internalised the skills and attitudes that they had learned at university in their job contexts. At the same time, the students' preparation was continuing in these new working contexts as they evaluated their own and their co-workers' behaviour (Table 5.9).

Table 5.9. <i>Gabriel and Sebastian talk about following rules at their jobs (Obs3, May 3rd).</i>	
Agent	Conversation
Gabriel	((<i>talking with a peer</i>)) at work {in the store} there are rules and my boss is cool but very strict. When I went to {the store}, they paid us but because we worked. I didn't complain... I did follow the rules. They told me that I had to arrange *things*, I don't act lazy, no
Sebastian	Sorry, what are you talking about?
Gabriel	We're talking about {the store} having rules and a boss. And he tells you: 'Please, you can't use the mobile here'
Sebastian	Oh, only during rest hours
Gabriel	Besides, my boss doesn't indulge me and I didn't complain Sebastian
Sebastian	Don't even tell me. They didn't *indulge us* either ((<i>at the museum</i>)). They only tell us what we have to do at work and during the break we can use the phone but it's 20 minutes *long*... I mean, it's better to have a snack than to be on the phone... Why do you think I always arrive early?
Gabriel	Well, to get paid!
Sebastian	I mean otherwise, they will not give you full pay. I'm right or not?
Gabriel	Uh-huh ((<i>sound expressing affirmation</i>)), you're right ((<i>nods</i>)). I also agree but in {store} did you know that there are also rules?
Sebastian	Once at the museum, I think they were giving us instructions and I saw someone laughing and I *thought*, 'This worker is dead... I'm at my job, I'm going to earn my pay and that's it

Episodes 3, 4 and 5 happened in chronological order, thus Gabriel's learning process is glimpsed. While in Episode 3 Gabriel mentioned that in a previous work placement, his manager was 'very strict' and that he 'was not good' at arranging things, in Episode 5 Gabriel mentions that in this job he had to arrange things, and while his manager in the store 'is cool but very strict', he 'didn't complain' and 'follow the rules'. The importance of having employment as the means to earn money is also clearly stated in the students' experiences in Episodes 4 and 5.

5.2.2.2.6. Episode 6. Negotiating personal routines and habits at the flat

The description of this episode comes from the fieldnotes I created in my observations of students in the flats (e.g., Obs1, February 20th, March, 21st), except for the segment in Table 5.10 which was taken from a group discussion.

In the independent-living flat, each young adult follows a personal routine. In the women's flat, the morning starts with the young adults taking showers, getting dressed, making their beds, preparing breakfast, and going to their university, workplace, or to SAVI. In Nicole's case, every night she would set an alarm to wake up at 5:30 or 6:00a.m., depending on whether she decided to shower the night before or in the morning. She would dress in the clothes she had decided to wear the night before, and prepare her breakfast and a snack to eat at the university. Before sitting at the table to eat, each young adult would put an individual tablecloth, a coaster and her cutlery on the table. Finishing breakfast, each young adult would pick up their dishes from the table, wash them, dry them and put them away. Then, Nicole would brush her teeth and wait for Sebastian to arrive at the women's flat to go to university together. One Tuesday every fortnight, it was Nicole's turn to put the flat's rubbish into the building's rubbish bins and she would do so on her way out of the building. In the men's flat, the routine was similar. Teacher Derek, on his way to work, would drop Sebastian off at the women's flat. Sebastian and Nicole alternated booking the taxi that took them to the university.

The afternoon routines in the flats change depending on the day of the week. At the women's flat they usually make the grocery list on Mondays, on Tuesdays they go to the supermarket, on Wednesdays they do a recreational activity and on Thursdays they have the afternoon off. In the men's flat, the activities are similar; however, they make the grocery list and go to the supermarket on Monday and have the afternoons off on Tuesdays and Thursdays. On these two days, the young adults can decide to use the common areas of the building in which they live, which include a gym, a swimming pool and a recreation room with videogames. In the women's flat, the young adults would start preparing their dinner around 7:30p.m. They would chat and listen to music while having dinner. At the end of the meal, each person would pick up her dishes, wash them, dry them and put them away. Then each of them would prepare what they would wear the next day, some would take showers and bedtime would be around 9:30p.m.

The flat facilitators are similar in age to the young adults. The environment at the flat is friendly. Facilitators support students in carrying out their routines by asking questions or saying reminders such as 'It's almost bedtime', 'Have you set your alarms to wake up?'. Students seemed to follow the routines and make decisions without further inconvenience. However, flat facilitators in their role of educators, sometimes would comment on the students' decisions. These comments are not always well accepted by

the young adults. This was the case with the segment in Table 5.10 below, which took place in a group discussion.

In Table 5.10, the flat facilitator Derek and Sebastian mentioned that on that morning they had had a disagreement about the breakfast that Sebastian was preparing for himself. Sebastian wanted to have only an apple for breakfast and then eat a cereal bar during his internship break. Derek argued that this was not a complete breakfast and could result in negative health consequences. When this conversation occurred, Sebastian had just started an internship at a children's museum. This job required constant physical activity and therefore higher energy expenditure than Sebastian was used to. Additionally, Mexican culture promotes the intake of a breakfast that includes more than fruit (e.g., Health Secretary, 2015). These reasons may have motivated Derek's opinion on Sebastian's breakfast.

Table 5.10. <i>Sebastian wanted to do his breakfast by himself</i>	
Agent	Conversation
Derek	I was telling you yesterday and today in the morning. For everything, there are rules. You say: "why are there rules and rules and rules?" ...
Sebastian	I mean I know there are rules, but it was morning... I mean I was doing my things... I didn't want you to get involved. I mean I didn't expect that, I mean I wanted to do things by myself
Derek	And well, you've always done them by yourself... the fact that you are in an independent-living flat does not mean that you are only going to be able to build your life here, without any support. The thing here is, as I was saying, formative ((i.e., a learning process)). And what you are going to learn here is for you, later, to have your own rules and handle yourself as any other person, independently, without anyone telling you what to do. But everything is a process... And the decisions you make are always important... imagine, an example, I make my decisions and I say "oh, I'll just eat an apple and drink water. That will be my breakfast"... I know that maybe I'm doing wrong because I'll be hungry... my decision may later have consequences because it will be affecting my health. *In contrast*, for example I complement my apple *with* an egg, a banana, and a glass of milk. It's a breakfast that is a little more complete.

When young adults disagree with feedback from facilitators, the challenge arises of how to reach agreements that are beneficial for the students' learning process but that at the same time are respectful of their agency. One strategy that I observed among the Building Bridges facilitators in the different contexts was to explain to the students the reasons behind the feedback provided. In this segment, Derek explained to Sebastian that by eating an apple and drinking water, he would affect his health and feel hungry later

on. Then Derek suggested another breakfast option. Nevertheless, Sebastian's comments imply that he was not comfortable with this instruction: 'I didn't want you to get involved. I wanted to do things by myself'. This conversation prompts consideration of the agency/control negotiations that have been reported to take place in general educational contexts (e.g., Rajala et al., 2016). As reported by Rajala and colleagues (2016), student agency is not always easy to handle as it might undermine teachers' intentions and pedagogical approaches.

The independent-living flat is intended to be a space where students learn to be more independent. In these contexts, it would be relevant to remember the right of people with intellectual disability to experience risks (Santinele and Fudge, 2018) and decide based on the consequences of their actions. This without denying the fundamental role of the support provided by facilitators in the decision-making process. In cases like these, the support provided could be to motivate students to learn about different breakfast options and reflect together on the benefits and consequences of eating a 'full breakfast'. In this way students are not required to follow the facilitator's 'instruction', but instead they would be encouraged to consider different perspectives and to make informed decisions subject to changes along the way (I discuss this segment in Rubio-Jimenez and Kershner, 2021).

5.2.2.2.7. Summary 'Be more independent'

One of the students' goals is to 'be more independent'. Students made links between this 'Be' goal and 'learning skills', 'having an employment', and 'living at an independent-living flat'. Throughout the episodes I showed how facilitators create scaffolded learning spaces within university contexts to promote the learning of skills and attitudes. For instance, students receive preparation and support in relation to money management and employment skills. To facilitate the transfer of these skills and attitudes to real-life contexts, teachers support students in scaffolded spaces that resemble real-life situations (e.g., work placements, community outings). The support provided by teachers varies in relation to the students and their individual need for support in specific tasks and contexts. Students also make use of their mobiles as a support tool that enhances their independence.

Independent-living flats are also educational contexts situated in a real-life scenario. The role of flat facilitators is to model and point out routines and habits that could be helpful for students' independent living. Moments of tension occur when the students and facilitators do not share the same point of view. In these cases, the challenge

arises of how to reach agreements that are beneficial for the students' learning process but that at the same time are respectful of their agency. Facilitators seem to offer explanations to the students about the feedback provided. Nevertheless, the extent to which the facilitators opinions are fixed or open to negotiation varies greatly on a case-by-case basis.

Throughout their time as Building Bridges students, the young adults experience diverse opportunities to make decisions. These opportunities vary from everyday choices (e.g., concerning their leisure and money), to decisions with more long-lasting effects (e.g., related to job opportunities). In the episodes shown above, Gabriel commented on how he talked about a job opportunity with Angela, and presumably with other facilitators and his parents, but in the end decided not to take it up. After a few months, he spoke about having second thoughts about his decision. Teachers frame this experience as a learning opportunity which could contribute towards the students' preparation. The role of peers throughout the episodes is also highly relevant in the students' preparation to 'be more independent'. Students learn from each other by sharing their experiences, both in Building Bridges classes and in casual conversations between themselves in other contexts.

In summary, the themes interplay in the students' *aspiration to 'be more independent'*. Students receive *preparation* at the university, in the community and in the independent-living flats. Teachers *support* students in the transfer of knowledge from university to real-life community contexts and in framing *challenges* as learning opportunities. Students also use technological *support* that enhances the process. In this way, students' *preparation* and *support* push the students forward towards their 'Be' goal to 'be more independent'. Moreover, the students' *decisions* are situated within contexts with rules and limitations. In this way, students' decisions are weighted against other factors.

5.2.2.3. 'Be included'

In the discussion groups that I facilitated with the students, I noticed that they reproduced inclusion discourses such as: 'We are also people, we can also develop in the society'. In the observations that I carried out at the university, I became aware of the strategies implemented by the Building Bridges programme to promote educational inclusion. For example, students attend integrated classes at the university and learn about inclusion and their right to education in Building Bridges classes. In addition, students

participate in community events, such as conferences, in which they speak out about their right to education.

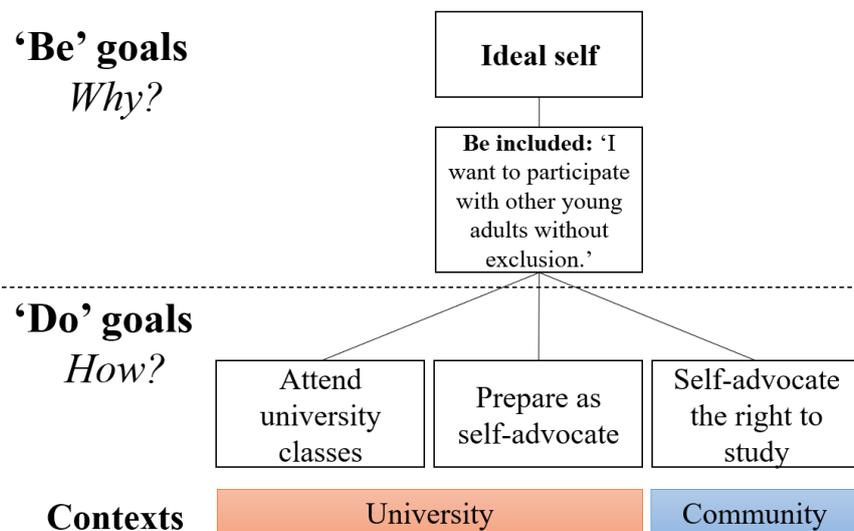


Figure 5.4 'Be included' and 'Do' goals enacted in different contexts

As shown in Figure 5.4, for students to achieve their goal to 'be included', they pursue 'Do' goals both at the university and in the community. However, the students referred to some practices that made them feel excluded. I expand on this interplay between the students' *aspirations, decisions, preparation, supports, challenges* and *self-advocacy* in these two contexts in the following episodes.

5.2.2.3.1. Episode 1. Attending integrated classes at university

Throughout the semester, some students would approach the Building Bridges facilitators to let them know about certain academic/cultural/sports classes that they would be interested in taking in the coming semester. Once the semester was near the end, facilitators would meet with the students one by one to formally ask them what classes they would like to take next semester. Likewise, facilitators would collect feedback from the university lecturers who had integrated Building Bridges students into their classes and would ask them if they would like to accept other students in the following semester. Facilitators would also talk to lecturers of subjects that students mentioned having an interest in, or lecturers who had communicated their interest in integrating Building Bridges students. Facilitators of the programme mentioned that lecturers are encouraged to open places for Building Bridges students in their classes. However, this decision is up to each of the lecturers. The number of subjects open to Building Bridges students is small compared to the number of subjects offered by universities. (Obs1, November 7th).

For integrated academic classes, Building Bridges facilitators review the integrated class syllabus and develop activities related to the topics.



Image 5.7 Aaron at an integrated academic class

Building Bridges students carry out these activities during their integrated class. In Image 5.7, Aaron (blue circle) is carrying out the activities developed by the Building Bridges facilitator while the rest of the students discuss and/or carry out a project for the class.

Building Bridges facilitators and coordinators try to carry out a person-centred plan by considering the students' interests when planning their activities. However, in the meetings where decisions are made, students are not present. The schedules are organised by Building Bridges teachers and coordinator based on the students' interests, the integrated classes available, and the facilitator's evaluation of the students' areas in need of development. At the beginning of the semester, the facilitators, coordinator, and director of the programme meet with parents to discuss the students' progress, as well as the proposed schedule (Obs1, December 11th, 12th). Each student's schedule continues to be adapted in the first weeks of the semester as new opportunities for integrated classes and/or employment become available.

Within this context, an episode took place in which Nicole and I participated. Three weeks had passed since the beginning of the semester when Nicole and I coincided in a taxi trip to a recreational activity. I asked Nicole how she was feeling in the new semester. Nicole told me about her annoyance at having too few integrated classes. She had one sports, one cultural and one academic integrated class. However, Nicole felt as if she was spending too much time in the resource classroom. She said that she had discussed her feelings with the Building Bridges facilitators and that they had told her that she may have been feeling that way because she had not yet started her work placement. This commenced a few weeks later. They also told her that perhaps another cultural class would open, and in that case, they would take her into account (Obs1, February, 8th).

Additionally, Nicole told me that she was dissatisfied with the form of evaluation in the academic integrated classes. She said that on the days that her university classmates take examinations, Building Bridges students do not attend the integrated class because

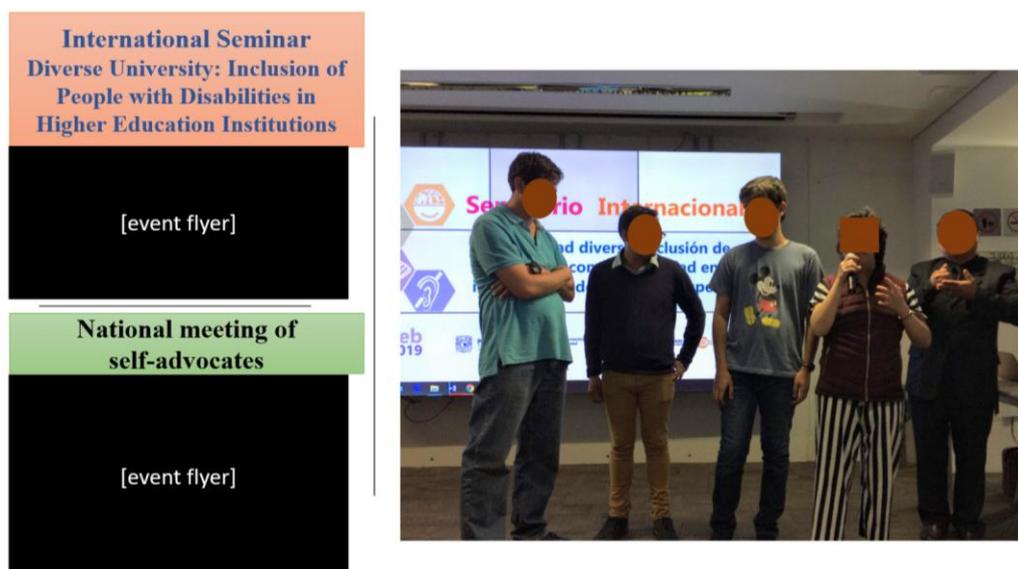
lecturers evaluate them differently from the rest of the students (e.g., with videos or presentations). Nicole said: ‘I understand that the exams may have to have certain adjustments, but it’s not fair that I have to miss class on *the test* day... Our name does not even appear on the *class* lists because we are not in the register’. I asked her if she had discussed this with her classmates and she told me that she had discussed it with her Building Bridges friends and that they all felt the same (Obs1, February, 8th). In my observations, I confirmed that usually the students did not go to their integrated academic classes during the university examination periods and that they prepared their evaluations with the Building Bridges teachers in the resource room.

5.2.2.3.2. Episode 2. Learning about self-advocacy at university

Students take classes to learn about the goals of the Building Bridges programme and the rights of people with disabilities. The next episode describes a typical conversation on one of these self-advocacy classes.

The class develops from discussions between the Building Bridges teacher and the students. The teacher asks the students to imagine scenarios, for instance, taking the role of Building Bridges directors talking to the principal of a university about the programme and why it should be implemented in that university. The teacher asks the students questions such as ‘How would the university benefit from having the Building Bridges programme?’ Students reply with ideas such as: ‘Students see that disability is not a disease’, ‘They make new friends’, ‘They find out that it’s not like we cannot do things, we only need other ways, without prejudices or stereotypes’. The teacher then asks: ‘How can young adults benefit from being students of the Building Bridges programme?’ Students’ answers include: ‘Right to study without prejudices, without discrimination’, ‘Open our eyes to our capacities to develop them’. The teacher highlights the fact that Building Bridges students, like any other young adult, want to go to university, prepare for adult life, get a job and live independently (Obs1, November 12th).

5.2.2.3.3. Episode 3. Acting as self-advocates in events in the community



Note: I added the English translation to the flyers.

Image 5.8 Building Bridges students participating as self-advocates in conferences

Image 5.8 shows flyers of two events in which Building Bridges students participated as self-advocates during the data generation period. The photograph on the right shows the participation of three Building Bridges students supported by a Building Bridges facilitator in the International Seminar: ‘Diverse University: Inclusion of people with disabilities in higher education institutions’. On the far right, a sign language interpreter made all the presentations available in Mexican sign language. The students gave their testimonies as people with intellectual disability who are students at a university. The seminar was organised by the National Autonomous University of Mexico (UNAM) and brought together administrators and researchers from UNAM and other Mexican and international universities, with the aim of considering inclusion strategies for people with disabilities in higher education.

Nicole mentioned the difficult time she had had studying in university contexts until she joined the Building Bridges programme. She said she was currently a university student, taking integrated classes, and undertaking work placements. She also commented that she lived in an independent-living flat with other young people with intellectual disability and a facilitator and that she felt happy. Gabriel mentioned the classes he was taking at the university as well as his work placement in which he was learning how to work in order to have employment in the future. The Building Bridges facilitator sometimes supported the students in their presentations by asking them to elaborate on their testimonies. The audience applauded them and asked questions about their

testimonies and the programme. The questions were answered by the students and the facilitator (Obs1, February 14th).

In the group discussions that I facilitated, students also mentioned having gone to events to participate as self-advocates. In Table 5.11, Nicole and Sebastian recall an occasion when a speaker at an event talked about the learning of people with Down syndrome and how they told her they disagreed with her.

Table 5.11. <i>Gabriel, Nicole and Sebastian speak about their participation as self-advocates</i>	
Agent	Conversation
Facilitator	Have you ever defended your rights or someone else's?
Gabriel	Yes... When I went to speak with Nicole and {other Building Bridges student} at {a university}... about self-advocacy, defending my rights, <u>my</u> rights and those of others
Sebastian	Oh well, I also had to talk about rights
Nicole	We have the right to work, to study
Sebastian	To be in the schools. ((<i>looking at Nicole he says the following</i>)) The *person* who gave one *presentation* before that was not as a self-advocate and later we said one that was [<i>sic</i>]
Nicole	We really turned it around beautifully...
Facilitator	Why?
Nicole	*A person* was saying something about people with Down syndrome that wasn't true... that their knowledge was lower than that of a normal person... And well, we really turned it around because we told her that people with Down syndrome and everyone, can learn any subject, everything, but with support... And her face, I did see the women's face like 'Oops, they really turned it around'
Sebastian	We said that as well, like it was hard work for us... that my life was difficult until I had- I could only do things but with support
Gabriel	Things with supports and help

5.2.2.3.4. Summary 'Be included'

Students goal to 'be included' is expressed by them in university classes and at community events. To achieve this goal, the Building Bridges programme facilitates the students' attendance at integrated classes at the university, prepares them to be self-advocates and encourages them to act as self-advocates in community events. Nevertheless, the students identify practices and comments that make them feel discriminated against both at the university and in the community.

Regarding university contexts, some students have noticed the fact that their names do not appear on the university classes registration lists or that they do not attend their integrated academic classes on examination days. In other words, Building Bridges students are not included in the assessment structure of the university classes into which

they are integrated. These practices shed light on the challenges to achieving full inclusion in higher education. In the universities where the Building Bridges programme is implemented, it is not mandatory for lecturers to include Building Bridges students in their classes. They also do not receive professional development programmes that could build their confidence to include such students or take a more active role in promoting more inclusive practices in their classes. This brings a further challenge related to integrated class availability. Building Bridges facilitators try to place as many students as possible in the integrated classes available. This might lead to students feeling frustrated when they perceive that they are being included in fewer classes than in previous semesters. The fact that students give opinions about the classes they would like to take but are not present when the decisions are taken might play a role in these feelings of exclusion.

In the community, students attend events as self-advocates to share their testimonies about being university students and defend their right to education. In these events they have heard speeches that they perceive as discriminatory. Nicole and Sebastian shared an experience where they raised their voices when feeling this way. Thereby Building Bridges students seem to transfer their knowledge and confidence to speak up for their right to education at academic events, such as conferences.

In summary, the themes initially proposed interplay in the students' *aspiration to 'be included'*. Students take part in the *decision-making* process in relation to the classes they would like to take in the following semester. However, the last word is not theirs. Building Bridges facilitators *support* the students' inclusion by developing activities for students to carry out in their integrated classes; however, students are often integrated but not included. Other *challenges* threaten the students' goal to 'be included', for example, the lack of a professional development programme that would empower university lecturers to include Building Bridges students in their classes, as well as administrative practices, such as the fact that the Building Bridges students' names are not included into the registration lists of the academic classes that they attend. Students, however, receive *preparation* as *self-advocates* at the university where they learn about inclusive education and their rights. Students seemed to have internalised this knowledge as they are able to identify certain discriminatory practices and speeches within and beyond university contexts. In this way, students receive *preparation* for their *self-advocacy*, as well as *support* that empowers them to achieve their goal to be included. However, in real life, they face *challenges* that threaten this aspiration.

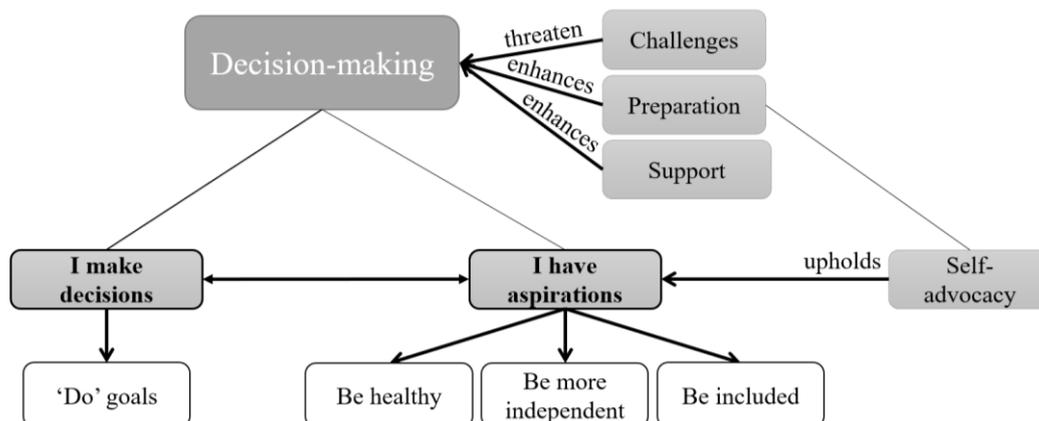
5.3. Answering RQ2: How do students experience and enact self-determination in different contexts?

I identified an interplay between the students' 'Decisions' and 'Aspirations' which was influenced by other factors identified in the rest of the themes originally proposed, namely, 'Supports', 'Challenges', 'Self-advocacy', and 'Preparation'. To examine this interplay, I differentiate between two types of themes: 'Self-determination themes' and 'Procedural themes'.

The students' decision-making process comprises two 'Self-determination themes':

- I make decisions;
- I have aspirations.

The 'Procedural themes' (i.e., supports, challenges, self-advocacy, preparation) play a role in facilitating and/or limiting self-determination in different contexts (Figure 5.5).



Key: single lines indicate that the box on top is comprised of the boxes below; arrows illustrate the direction of the relationship.

Figure 5.5 Interplay of overarching themes

I propose that the decision-making process of Building Bridges students is comprised of the students' *decisions*, that is, 'I make decisions', and students' *aspirations*, that is, 'I have aspirations'. The students' decisions and aspirations are related in that students' decisions ('Do' goals) influence the achievement of their aspirations but also their aspirations influence their decisions. The students experience *challenges* that threaten both, their *decisions* and *aspirations* in different contexts. However, students receive *preparation* in university, work placements, the community, and independent-living flats. This enhances their decision-making process by facilitating the transfer of the skills learned in the university to other contexts. An element in the students' *preparation*

is *self-advocacy* through which they learn about their rights and how to defend them. Moreover, the students act as self-advocates in community contexts. Their human rights uphold the students' *aspirations* in diverse areas of their lives. Moreover, the students receive *support* from facilitators and peers and use their mobile phone as a *support* tool that enhances their decision-making process in these different contexts (Figure 5.5).

5.3.1. Relating the findings to the conceptual framework

By 'making decisions' and 'having aspirations' the students show their agency. The Building Bridges programme promotes the students' agency by providing the students with support and preparation, including their preparation as self-advocates. On the other hand, the students face challenges that threaten their agency. For instance, when making decisions that their facilitators do not agree with (as in the case of Sebastian in Table 5.10) or when their aspirations are not met (as in the case of Nicole who would have liked to participate in more integrated classes but there was not enough availability). These examples show the argument previously stated that acting with agency is not enough for the students' self-determination as individual goals are affected by the context and negotiated through interpersonal interactions.

The Building Bridges programme opens spaces for students and teachers to talk about issues that are happening in the students' lives, and sometimes promote the students' reflection about their experiences (as in the case of Gabriel talking about his working experiences in the 'work club' classes). Nevertheless, the Building Bridges programme seems to lack an explicit effort to promote the students' reflection on their goals and aspirations. This effort would potentially foster their conscious decision-making and thus benefit the students' self-determination.

Chapter 6. Participants' contributions to conversations about a goal-setting and planning activity.

In this and the following chapter, I present a sociocultural discourse analysis (SDA) (Mercer, 2005; 2010) of the conversations that arose when three students, a teacher and I discussed the students' 'Challenge of the Month' goals. The analysis was conducted to address *RQ3: How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?* In the current chapter, I will focus on *RQ3a. How did participants contribute to the dialogue in this goal-setting and planning activity?* The second subquestion will be addressed in Chapter 7. A coding scheme was used to identify dialogic interactions. Descriptive statistics suggest that both students and educators communicated dialogically throughout the discussions. Nevertheless, there was some variation in the participation of students and educators over time, depending on the challenge that was being discussed. In the following sections I present preliminary notes on the data selected for analysis (section 6.1), the process of data analysis (section 6.2), and the answer to RQ3a (section 6.3).

6.1. Preliminary notes

The Thursday Team (presented in section 3.6.2.1.2) carried out a goal-setting activity called the 'Challenge of the Month'. I suggested this activity while listening to the students' short-term goals in our group discussions and realising that some of them could be carried out through an activity that allowed them to focus on its realisation, monitor their progress and adjust the process accordingly (Appendix R contains the short-term goals of the Thursday Team). I designed the Challenge of the Month form (Appendix S), which consisted of a calendar on which the students would write the goal they wanted to achieve along with a 'challenge' which they would carry out regularly for a month in order to achieve their goal. On the form, students would regularly record their progress with two objectives, firstly, as a means of facilitating their self-regulation; secondly, as a tool that would allow me to monitor the students' progress asynchronously -since I would not be with them every day or at all hours.

I selected this activity as the focus for my analysis to answer RQ3 because it provided a set of sessions in which the students were explicitly prompted to think about their goals and plans to achieve them. Furthermore, in these sessions the students shared their progress with their peers, teachers and me. This established a favourable

environment for the emergence of dialogic interactions (Alexander, 2008) within the frame of an activity over time.

6.1.1. The Challenge of the Month located in time

As the name implies, my original purpose was for students to change their challenge each month. However while carrying it out new students joined the sessions and the Easter holidays took place. For these reasons I decided to give continuity to the challenges rather than rushing the students to change to a new challenge.

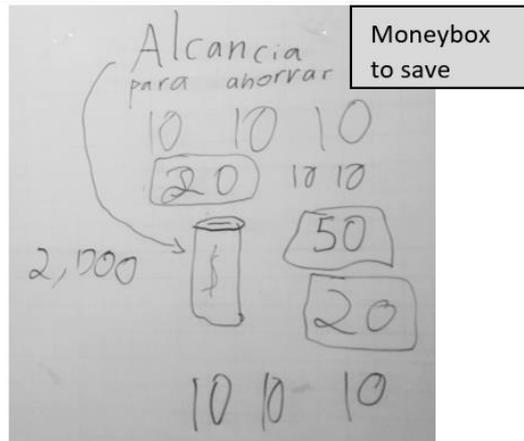
To locate the analysed segments in time, Appendix T shows a timeline illustrating the activities that were carried out with the Thursday Team. In summary, in Sessions 5 and 6, while the Thursday Team presented their goals, I introduced the idea to the students of setting challenges in order to achieve some of the short-term goals. In Session 7 we formally began with this activity and we discussed it in Sessions 7, 9-14 and 16. Table 6.1 below shows an episode that took place in Session 6 while talking about Gabriel's goals.

Table 6.1

Saving money to meet a short-term goal

Gabriel presented his short-, medium- and long-term goals. Among his goals, Gabriel wanted to buy a cinema ticket. I asked him where he would get the money from. Turns later the following conversation occurred.

Turn	Agent	Conversation
345	Sebastian	You can, well. One could be::: to buy a moneybox
346	Gabriel	Uh-huh ((<i>expression that means affirmation</i>))
347	Sebastian	And in that moneybox you just put little money, little money like
348	Nicole	From the money that they ((<i>parents</i>)) give you for the week
349	Gabriel	OK
350	Sebastian	I mean bu::t don't you- don't take out the money from where it is
351	Nicole	From where you have it
352	Sebastian	I mean, let's see ((<i>Sebastian stands up from his place and walks to the board</i>)). Let's say that ((<i>I gave the board marker to Sebastian</i>)). Thanks ((<i>Sebastian draws a moneybox on the board</i>)). There is a moneybox
353	Gabriel	Uh-huh
354	Facilitator ¹	((<i>I approach Nicole who was sitting in her place and talk to her</i>)) If you want, [you can also stand up Nicole ((<i>Nicole chuckles and stands up. She then walks towards Sebastian and Gabriel</i>))
355	Sebastian	[and here you put mm:: like coins or:::
356	Nicole	Or notes could be
357	Sebastian	((<i>Sebastian speaks while he writes the number 10 several times around the moneybox. He also draws some \$20 and \$50 pesos notes, see image below</i>))



Or you could put notes and coins and here, well, your moneybox, here you go putting and putting... But don't take out this money [from the moneybox ((Sebastian points with his finger to the money and the moneybox drawn on the blackboard))]

358	Nicole	[From the moneybox ((Nicole points with her finger at the moneybox on the blackboard))]
359	Gabriel	Ok
Turns later		
471	Facilitator	If we have the moneybox as they say ((I point to the moneybox drawing on the board))
472	Gabriel	OK
473	Facilitator	And you put money in every now and then, I don't know, every week or so
474	Gabriel	That's OK
475	Facilitator	Maybe [you'll have] money to pay for your ticket, I don't know, once every two months or every month
476	Nicole	[Every fortn-]
477	Gabriel	That's OK ((nodding))
478	Facilitator	Would you like us to do something like that for your challenge of the month?
479	Gabriel	Yes, it could be
480	Facilitator	You could start saving money
481	Gabriel	Uh-huh

¹I took the role of 'Facilitator' in the group discussions.

The episode in Table 6.1 took place after I asked Gabriel how he would get money to achieve some of his goals. Sebastian proposed to Gabriel that he should have a moneybox. Nicole built on this, saying that he could save some of the money his parents gave him every week to spend at the university. To illustrate his idea, Sebastian drew a moneybox on the board while explaining to Gabriel how to save money, thus taking a guiding role that is commonly adopted by teachers in classrooms but less so by students. I encouraged Nicole to approach her peers at the board thus prompting student-student dialogue. Sebastian and Nicole built on each other's contributions to explain to Gabriel how to save. After several turns of peer interaction, I intervened in the conversation. I built on what the students had said and guided it towards the Challenge of the Month

activity that I had previously mentioned to the students. I asked Gabriel if he would like to save money for his challenge of the month and Gabriel replied positively. Conversations like these laid the foundations for starting this activity.

In Session 7 I distributed the Challenge of the Month form to the students and Sebastian, Gabriel and Nicole proposed their challenges. The activity concluded with Sebastian and Gabriel in Session 13 and with Nicole in Session 14. In Session 16, the students talked about the activities we carried out throughout our sessions, including the Challenge of the Month. For analysis, I selected segments of conversations that took place between Sessions 7 and 16.

6.1.2. Details of analyses carried out

I conducted two rounds of analysis. For the first round, I selected segments in which Sebastian talked about his challenge. I selected Sebastian's case because he changed his challenge on one occasion and then adjusted it after receiving feedback from his flat facilitator Derek. In contrast, Nicole and Gabriel kept the same challenge for the duration of the activity. This led me to hypothesise that in Sebastian's challenge there would be more dialogic conversations compared to Nicole and Gabriel's challenges, and consequently that there would be more examples of how self-determination was dialogically co-constructed among the participants. However, after finishing this first round of analysis, I deemed it necessary to carry out a second round to compare Sebastian's case with his peers' cases.

To identify within the sessions the segments in which participants talked about the Challenge of the Month, as well as who of the three students was the protagonist of the challenge under discussion, I divided the sessions using tools from the ethnography of communication (Hymes, 1972; Saville-Troike, 2003). Each session was thought of as a CS, that is, the context in which the interaction took place. I divided each CS into CE, that is, a set of turns in the interaction in which the participants, topic, task and objectives remain constant. The CEs in which I identified conversations related to the Challenge of the Month were further divided into SCE. In this way I identified:

- a) *One SCE in which the Challenge of the Month was mentioned within the discussion of a more general topic.* This was the case of Session 16 in which the general topic of one of the CEs was to create speeches for an interactive presentation (CE coloured in blue in Figure 6.1). The students created a speech for each of the activities carried out throughout our sessions. This CE was

subdivided into 11 SCEs, one for each of the speeches created. I took up the SCE in which the students created the speech about the Challenge of the Month activity (SCE coloured in blue in Figure 6.1).

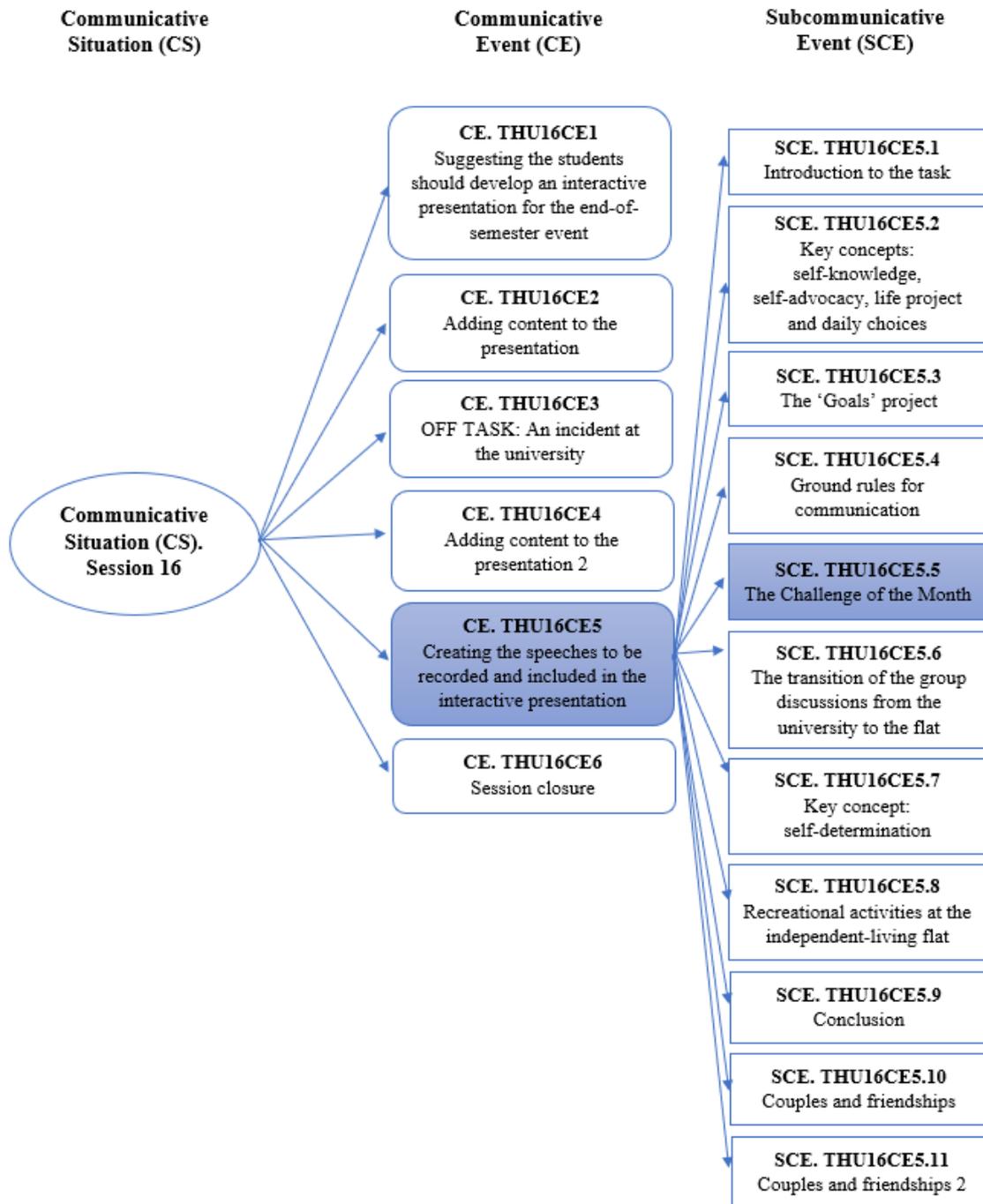


Figure 6.1 An example of the Challenge of the Month as a SCE

- b) *The CEs in which the Challenge of the Month was the main topic of discussion.* When each of the students talked about their challenges, I subdivided the CEs into SCEs when there was a change in the protagonist of the activity. For example, in Session 7, I identified a CE in which the challenges were chosen (CE coloured in

blue in Figure 6.2). This CE was subdivided into SCEs. In the first SCE, Gabriel was the protagonist of the activity choosing his challenge; in the second SCE the protagonist was Sebastian who proposed a first challenge which he did not choose in the end; in the third one Nicole was the protagonist choosing her challenge; in the fourth SCE it was Sebastian once again, this time choosing his challenge; and in the fifth one there was a conversation to specify some details regarding Nicole's challenge.

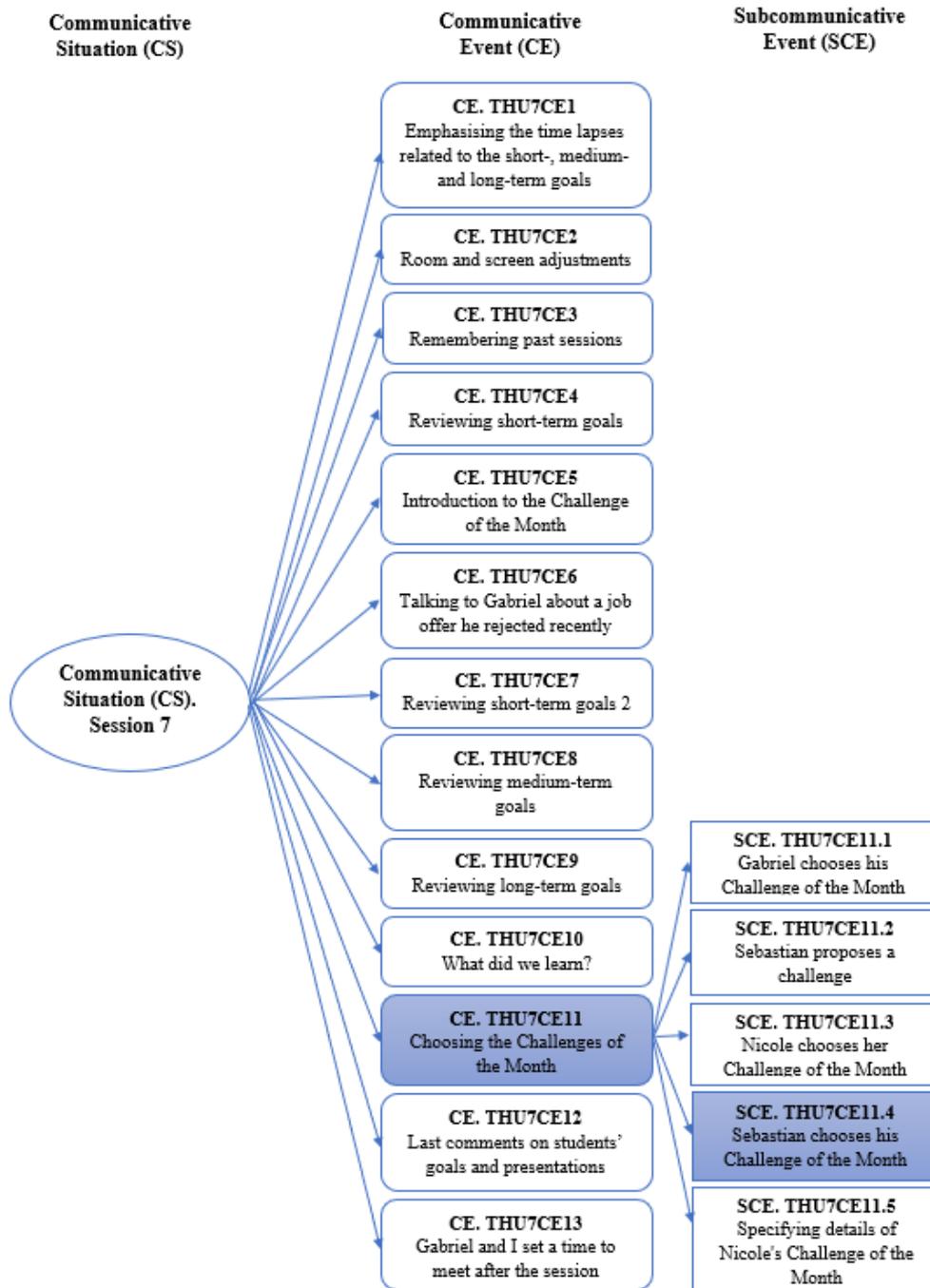


Figure 6.2 An example of the Challenge of the Month as a CE divided into SCEs

As shown in Figure 6.1 and 6.2 above, I gave each CE and SCE a unique code following a pattern. Figures 6.3 and 6.4 below show examples of some CEs' names.

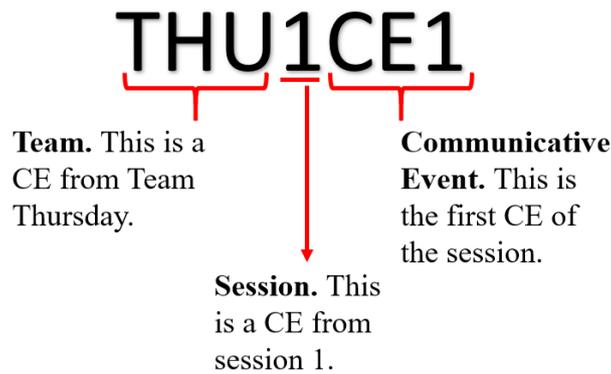


Figure 6.3 Example of the name of a CE

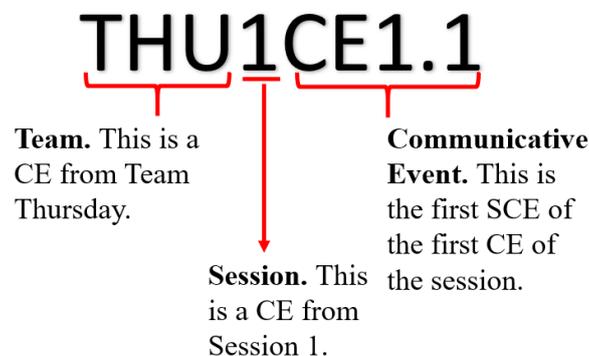


Figure 6.4 Example of the name of a SCE

In this way, the eight sessions in which the Challenge of the Month was discussed were considered the CSs. Within them, I identified the specific CEs or SCEs in which participants talked about this activity. This gave a total of 36 CE or SCEs. Following the steps below, I selected the SCEs to be analysed.

1. For the first phase of analysis (section 6.2.1), I selected SCEs from Sebastian's Challenge of the Month (SCEs highlighted in green in Table 6.2) following the criteria listed below:
 - a. Select SCEs in which Sebastian talked about his progress in his challenge.
 - b. Select the SCEs in which Sebastian reflected on his challenge rather than just reporting whether he was carrying it out or not.
 - c. Include at least one SCE from the beginning of the activity, one from the middle and one from the end.
 - d. Include those SCEs in which the participating student made modifications to his challenge.

2. For the second phase of analysis (section 6.2.2), I selected the SCEs from Gabriel’s and Nicole’s Challenges of the Month within the sessions in which I had previously selected Sebastian’s SCEs (SCEs highlighted in orange and yellow respectively in Table 6.2).
 - a. Firstly, I made a comparison of the time we discussed Sebastian’s, Gabriel’s and Nicole’s Challenges of the Month.
 - b. Then I made a comparison in relation to the distribution of turns in the SCEs selected from Sessions 7, 10-11, 13-14 and 16.
 - c. Finally, I chose only the highlighted SCEs from Sessions 7, 11, 13 and 14 to analyse in more depth (criteria of selection described in section 6.2.2).

Table 6.2

CE and SCEs in which the Challenge of the Month was discussed

Session 7	Session 9	Session 10	Session 11	Session 12	Session 13	Session 14	Session 16
THU7CE5	THU9CE3	THU10CE2.1	THU11CE1.1	THU12CE4	THU13CE3.1	THU14CE12.1	THU16CE5.5
THU7CE11.1		THU10CE2.2	THU11CE1.2		THU13CE3.2	THU14CE12.2	
THU7CE11.2		THU10CE2.3	THU11CE1.3		THU13CE3.3	THU14CE12.3	
THU7CE11.3		THU10CE2.4	THU11CE1.4		THU13CE3.4	THU14CE12.4	
THU7CE11.4		THU10CE2.5	THU11CE1.5		THU13CE3.5		
THU7CE11.5		THU10CE2.6	THU11CE1.6		THU13CE3.6		
		THU10CE2.7	THU11CE1.7				
		THU10CE2.8	THU11CE1.8				
		THU10CE2.9					
		THU10CE2.10					

**Note:* Highlighted in green, Sebastian’s SCEs; in orange Gabriel’s; in yellow Nicole’s; in grey THU16CE5.5 within which we talked about the challenge of the month in general and then each student mentioned what they had learned from doing their challenges.

The non-highlighted CEs were excluded for reasons such as a different challenge from that of the participating students was being discussed or I had handed out the Challenge of the Month forms, but no further discussion/reflection had taken place (Appendix U contains a summary of the non-selected CEs). Table 6.3 shows the proportional duration of the SCEs selected for analysis from the total of the CEs in table 6.2.

Table 6.3
Proportional time selected for analyses

CS	TOTAL DURATION		DURATION OF THE SELECTED SCEs	
	CE	Time	SCE	Time
Session 7	THU7CE5	07:26	No SCE selected	
	THU7CE11	23:48	SCEs selected	17:23
Session 9	THU9CE3	32:47	No SCE selected	
Session 10	THU10CE2	54:41	SCEs selected	22:51
Session 11	THU11CE1	41:13	SCEs selected	36:49
Session 12	THU12CE4	01:40	No SCE selected	
Session 13	THU13CE3	37:29	SCEs selected	29:46
Session 14	THU14CE12	05:20	SCEs selected	01:15
Session 16	THU16CE5.5	10:13	SCEs selected	10:13
TOTAL		03:34:37	TOTAL	01:58:17

As shown in Table 6.3, the total time in which the Challenge of the Moth was a topic of discussion was of 3 hours, 34 minutes and 37 seconds, that is, 214 minutes approximately. The SCEs selected for analyses had a total duration of 1 hour, 58 minutes and 17 seconds, that is, 118 minutes approximately; therefore, the proportional time of the SCEs selected for analysis was around the 55 per cent of the total. The selected SCEs were transcribed verbatim using an adapted version of the notation system proposed by Jefferson (2004) (Appendix I). In the following section I present the two phases of analysis carried out.

6.2. Data analysis

6.2.1. Phase one. The case of Sebastian

As mentioned before, six SCEs were selected for this first round of analysis and transcribed. However, I excluded 240 turns from the analysis because they were either of parallel off-task conversations, or involved Sebastian doing calculations of the money he had spent on previous days. Additionally, in THU16CE5.5, the students were creating a presentation to talk about the Challenge of the Month activity to their parents, teachers and classmates. I included the turns in which Nicole, Sebastian and Gabriel talked about the Challenge of the Month in general, and the turns in which Sebastian explained his own progress and reflections regarding his challenge in particular, thus excluding the turns in which Gabriel and Nicole referred to their own challenges. In total, 693 turns were selected for analysis (60 minutes). In terms of time, these 60 minutes represent 75 per cent of the total of 81 minutes transcribed in the first place (Table 6.4).

Table 6.4

Turns excluded from the analysis

SCE	Duration	Total turns	Turns excluded	Reason for exclusion	Turns analysed
THU7CE11.4	06:47	115	22	Off-task conversation	93
THU10CE2.7	17:24	180	0	----	180
THU11CE1.4	26:30	261	66	Sebastian does calculations	195
THU11CE1.6	02:22	28	0	----	28
THU13CE3.3	17:35	212	104	Sebastian does calculations and engages in off-task conversation	108
THU16CE5.5	10:13	137	48	Gabriel and Nicole talk about their challenges and engage in off-task conversation	89
Total Turns		933	240	Total Turns Analysed	693
Total Duration	01:20:51		00:20:24		01:00:31

To give an overview of the SCEs analysed and locate them in the contexts in which they occurred, below I show the EoC of the selected SCEs.

a) SCE. THU7CE11.4. Sebastian chooses his challenge of the month

This SCE took place within the CS Session 7. The participants were Nicole, Gabriel, Sebastian, Teacher Amy and myself as facilitator. Session 7 took place in a big classroom at the students' university. We put together two tables and placed chairs around for Nicole, Sebastian, Gabriel and myself. Amy decided to sit at another table outside the frame of the camera. In the previous sessions, the students had presented their short-, medium- and long-term goals and received feedback from their peers, Amy and myself. The 'Goals' activity was concluded in this session. The objectives of Session 7 were that the students: made corrections to their 'Goals' presentations based on the feedback received; reflected on what they had learned from this activity and chose a goal they would like to achieve in approximately one month's time.

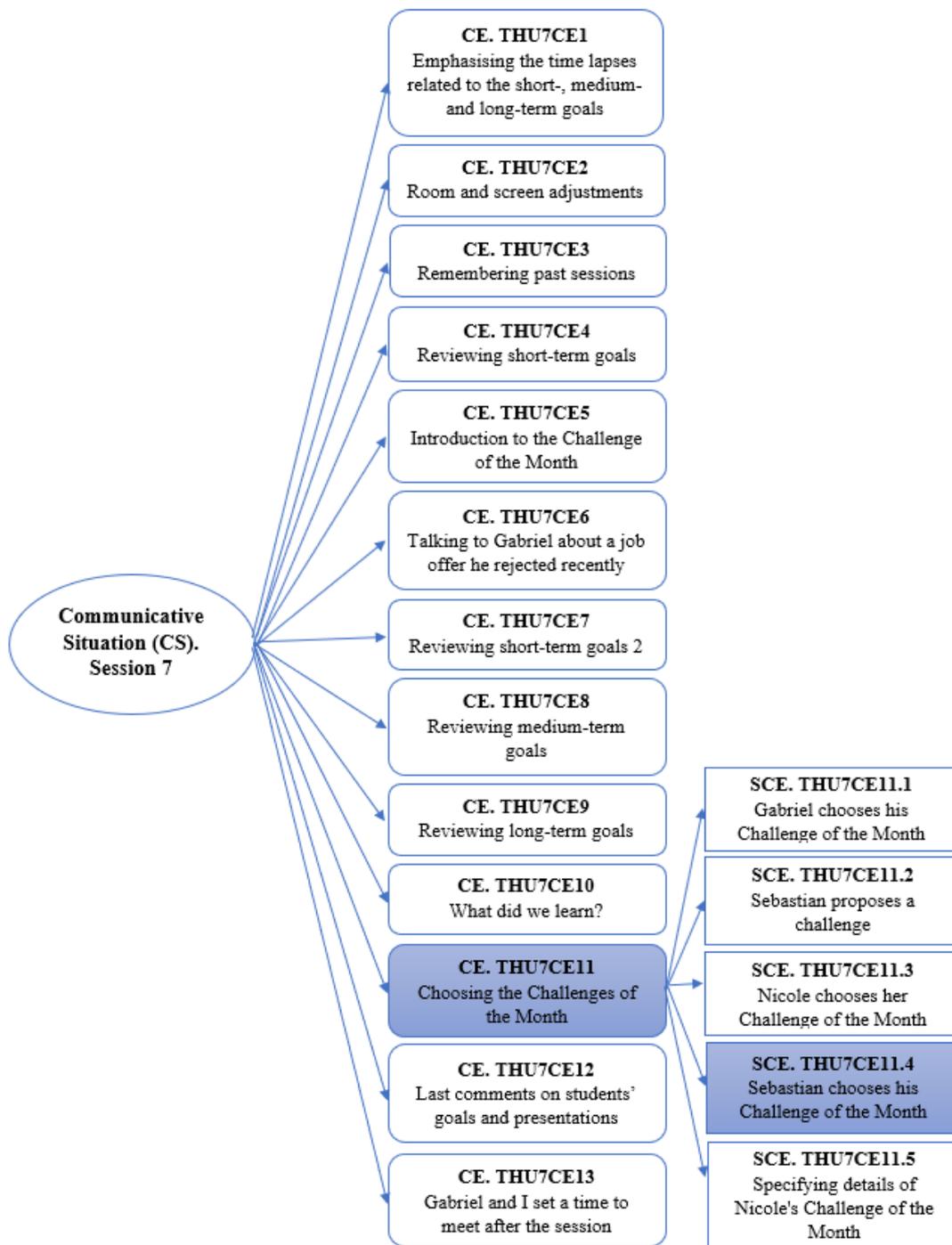


Figure 6.5 Communicative situation Session 7

As shown in Figure 6.5, Session 7 was divided into 13 CEs. In THU7CE11 Nicole, Sebastian and Gabriel chose their challenges. Thus, I further divided THU7CE11 into five SCEs and selected the *SCE THU7CE11.4* for analysis. In SCE. THU7CE11.2 Sebastian proposed a first challenge. The goal he wanted to accomplish was to have a girlfriend and the challenge would be to make more female friends. Amy and I explained that the nature of the Challenge of the Month activity was to track on a calendar an action that, by doing it regularly, should take us to achievement of a goal. We explained that

developing a romantic relationship required more than doing one action regularly because there were many factors outside of one's control. However, we encouraged him to engage in conversations with new people and make new friends as he wanted to do this. I then mentioned, as an example, the case of his teammate Gabriel who had chosen to save money as a challenge and therefore he would track the days on which he did so. Sebastian said he would think about another challenge to carry out in this activity. After speaking about Nicole's challenge, the *SCE THU7CE11.4* started with Sebastian proposing a new challenge: to take his own breakfast to the university rather than spending money on buying breakfast there. His goal was to reduce his expenses on food at the university.

b) SCE. THU10CE2.7 Sebastian proposes to change his challenge of the month

This SCE took place within Session 10. The participants were Nicole, Gabriel, Sebastian, Jupiter, Paris and me as facilitator. Teacher Derek could not attend the session because of working reasons. Session 10 took place in the men's independent-living flat. The objectives of this session were: to monitor how the students were doing with their Challenge of the Month; to introduce the concept self-determination; and to select the new topic of discussion.

As shown in Figure 6.6, Session 10 was divided into six CEs. In THU10CE2 I reviewed with the students their progress with their Challenges of the Month. I further divided THU10CE2 into 10 SCEs. I chose the *SCE. THU10CE2.7* in which Sebastian shared his progress, then mentioned that he was not comfortable with the challenge that he had chosen previously and proposed to change to having a budget of \$150 pesos a day to buy food at the university. His goal was to keep within that budget daily.

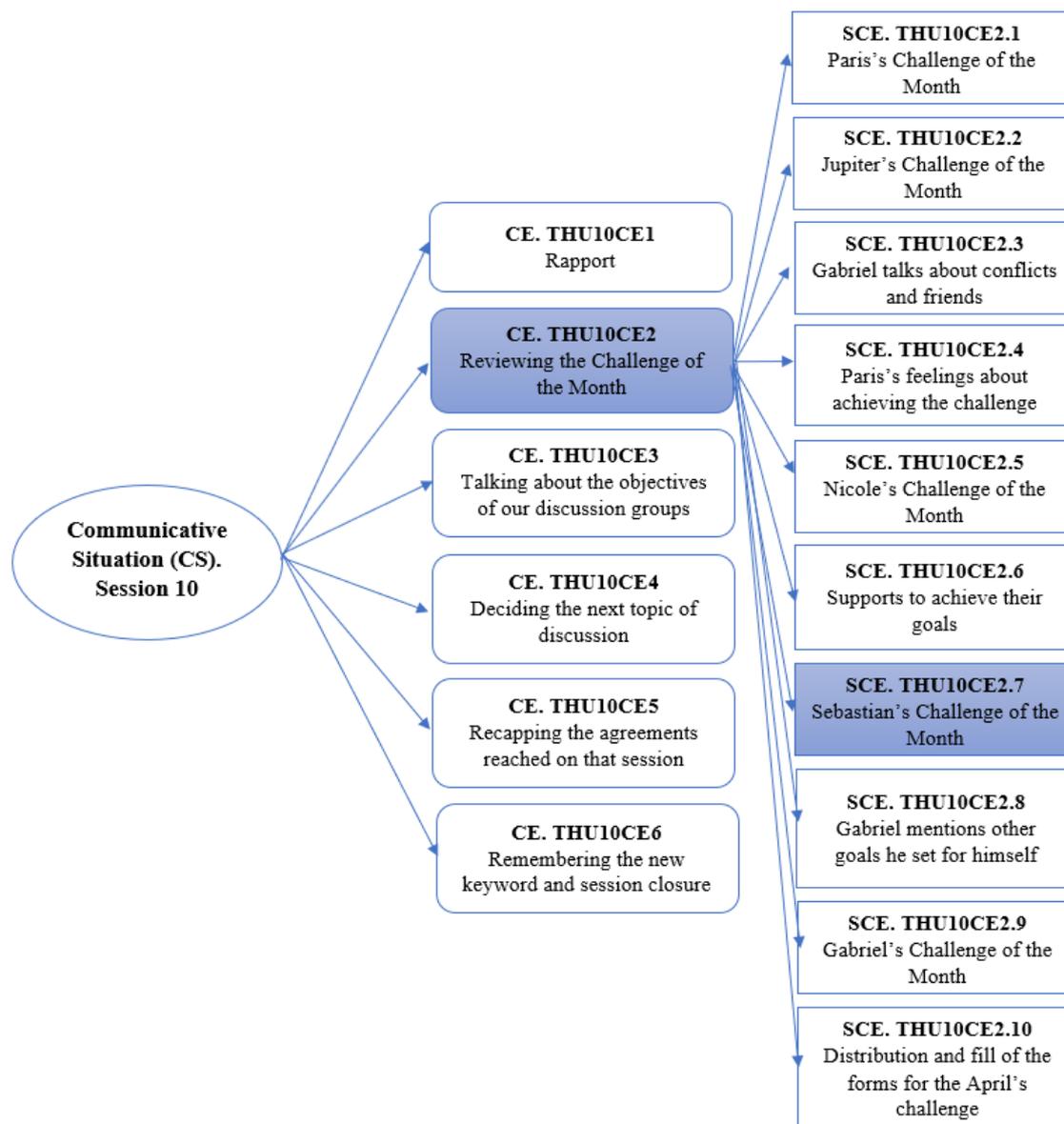


Figure 6.6 Communicative situation Session 10

c) *SCEs. THU11CE1.4 and THU11CE1.6 Sebastian modifies his Challenge of the Month in the light of feedback received from Teacher Derek*

These SCEs took place within Session 11. The participants were Nicole, Gabriel, Sebastian, Jupiter, Paris, Teacher Derek and me as facilitator. Session 11 took place in the men's independent-living flat. We all sat around the dining room table. The objectives of this session were: to explain to Derek what we had done in the previous session in which he was absent; to review the students' progress with their challenges; to remember the key concept: self-determination; to talk about the topic that the students had chosen in the previous session: Couples and friendships. This was Paris's last session as he was going to move to another flat.

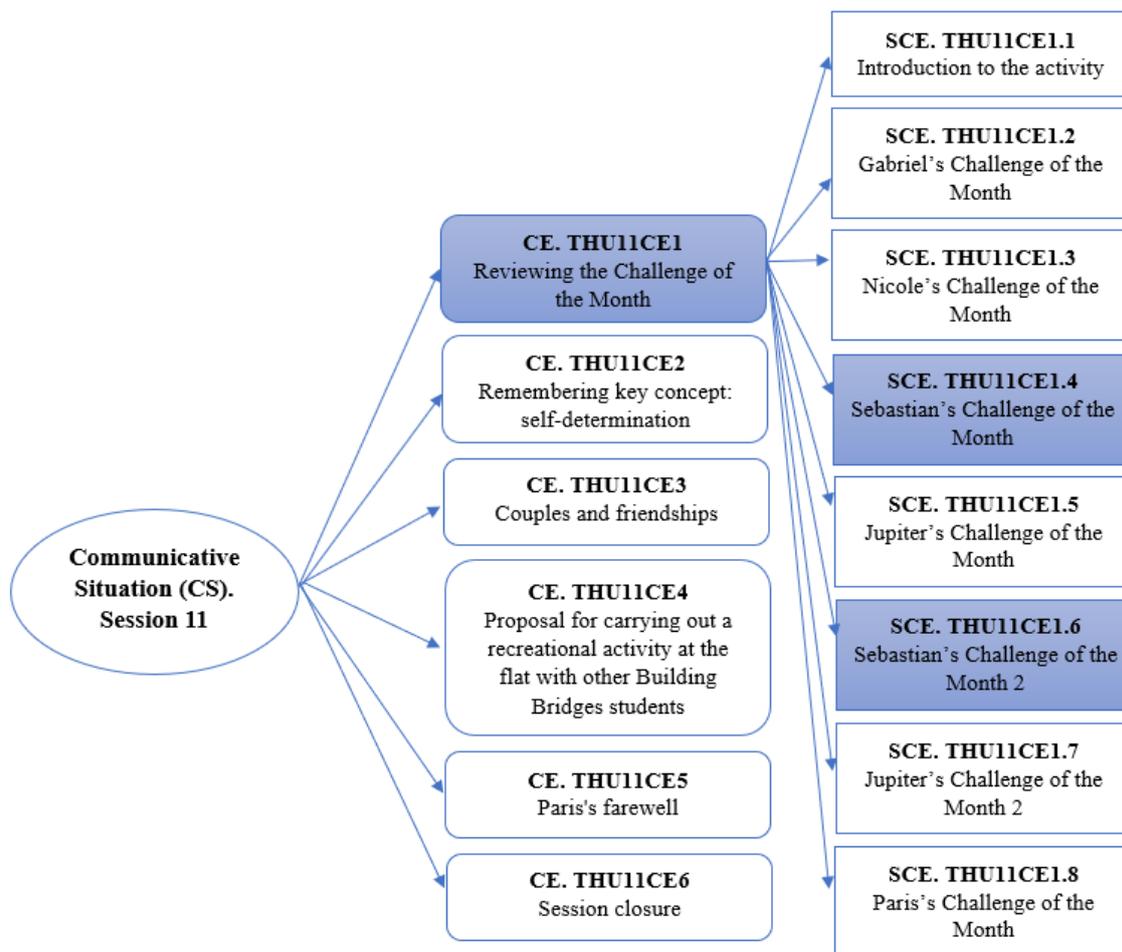


Figure 6.7 Communicative situation Session 11

As shown in Figure 6.7, Session 11 was divided into six CEs. In THU11CE1 I reviewed with the students the progress they were making with their challenges. I further divided THU11CE1 into eight SCEs. I chose the SCEs. *THU11CE1.4* and *THU11CE1.6* in which Sebastian talked about his challenge. In *THU11CE1.4* Sebastian made modifications to his challenge. The modifications came after Sebastian looked at the money he had spent in the previous week and after Derek explained that there was an amount of money allocated for buying food at the university. In *THU11CE1.6* Sebastian mentioned that he had corrected his Challenge of the Month form. This time his challenge was to have a budget of \$100 a day. His goal was to respect that budget and to remember to take some breakfast in a lunchbox. We made some final comments related to this new budget.

d) *SCE. THU13CE3.3 Sebastian concludes his Challenge of the Month*

This SCE took place within Session 13. The participants were Gabriel, Sebastian, Teacher Derek and me as facilitator. Session 13 took place in the men's independent-living flat after the Easter break. Jupiter and Paris stopped joining the sessions after the

holidays. Nicole did not attend Session 13 because of personal circumstances. The objectives of this session were: to update Gabriel on what we had done in the last session in which he was absent; to talk to the students about the end of our group discussions; to conclude with the Challenge of the Month activity; and to reflect on what the students had learned carrying out this activity and how it could be improved.

As shown in Figure 6.8, Session 13 was divided into 4 CEs. In THU13CE3 we concluded with the students' challenges. I further divided THU13CE3 into six SCEs. I chose *SCE. THU13CE3.3* in which Sebastian concluded his challenge.

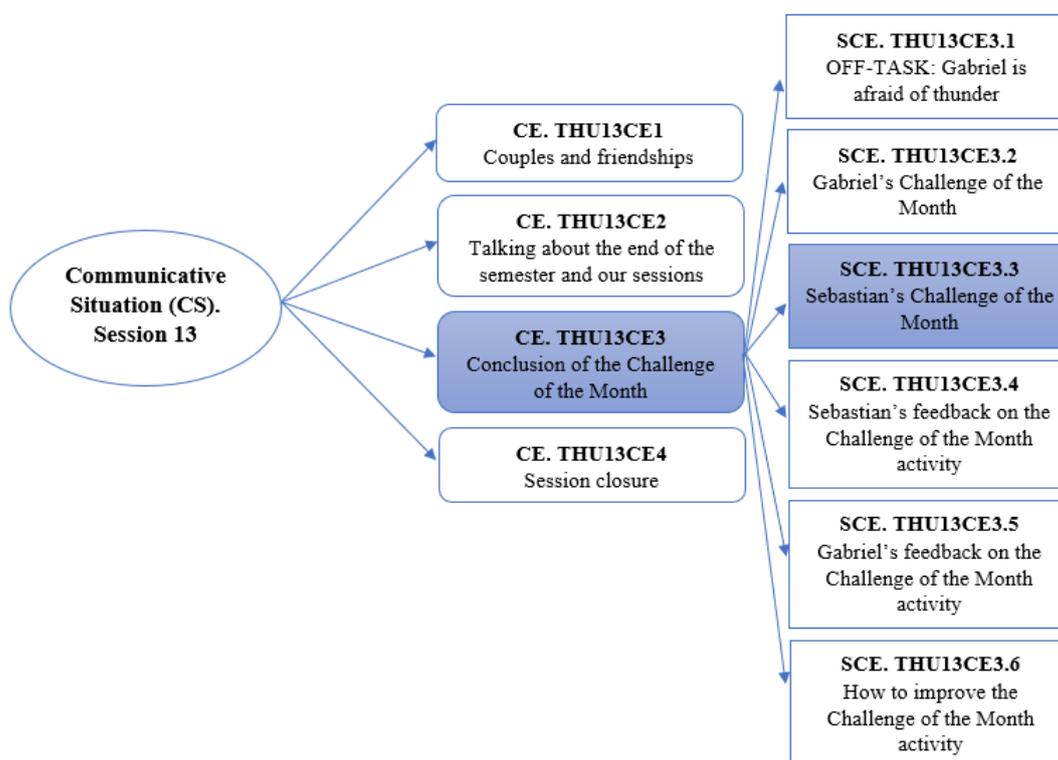


Figure 6.8 Communicative situation Session 13

- e) *SCE. THU16CE5.5 Sebastian talks retrospectively about the Challenge of the Month activity and reflected on his performance and learnings*

This SCE took place within Session 16. The participants were Nicole, Gabriel, Sebastian and me as facilitator. Session 16 took place in the men's independent-living flat. Gabriel, Nicole, Sebastian, and I sat down around the dining table. Teacher Derek placed on the table a bowl with crisps for us to eat while working. He did not participate in the session as he had work of his own, nevertheless, he sat near us but outside the camera frame. The students became a little distracted with the crisps at first but worked well after a while. In this SCE, the students and I talked about their challenges having concluded them. We did so because we were putting together material to be presented at the end-of-semester event. In previous sessions, the students had decided to make a poster

that included all the activities carried out in the group discussions and created a first draft. However, the Building Bridges teachers later indicated to me that these three students would not be available to present their poster at the event since Nicole and Sebastian would be working outside the university during that day and Gabriel was going to present different material at the event. Thus in this session I proposed to the students that they should convert the poster they had drafted into an interactive PPT with hyperlinks to some of their activities and recordings of their voices explaining these activities. In this way, the attendees could look at the interactive presentation during the event even if they were not present; therefore the students created speeches that explained each of the activities that we had carried out (See Appendix V. The interactive presentation). It seemed to me that this exercise led students to reflect in an authentic way on the activities developed as well as on what they had learned through them. For this reason, I included in the analysis *SCE. THU16CE5.5* in which the students spoke about the Challenge of the Month.

As shown in Figure 6.9, Session 16 was divided into six CEs. In THU16CE5 we created the speeches for the interactive presentation. I further divided THU16CE5 into 11 SCEs. I chose *SCE. THU16CE5.5* in which the students talked about the Challenge of the Month activity.

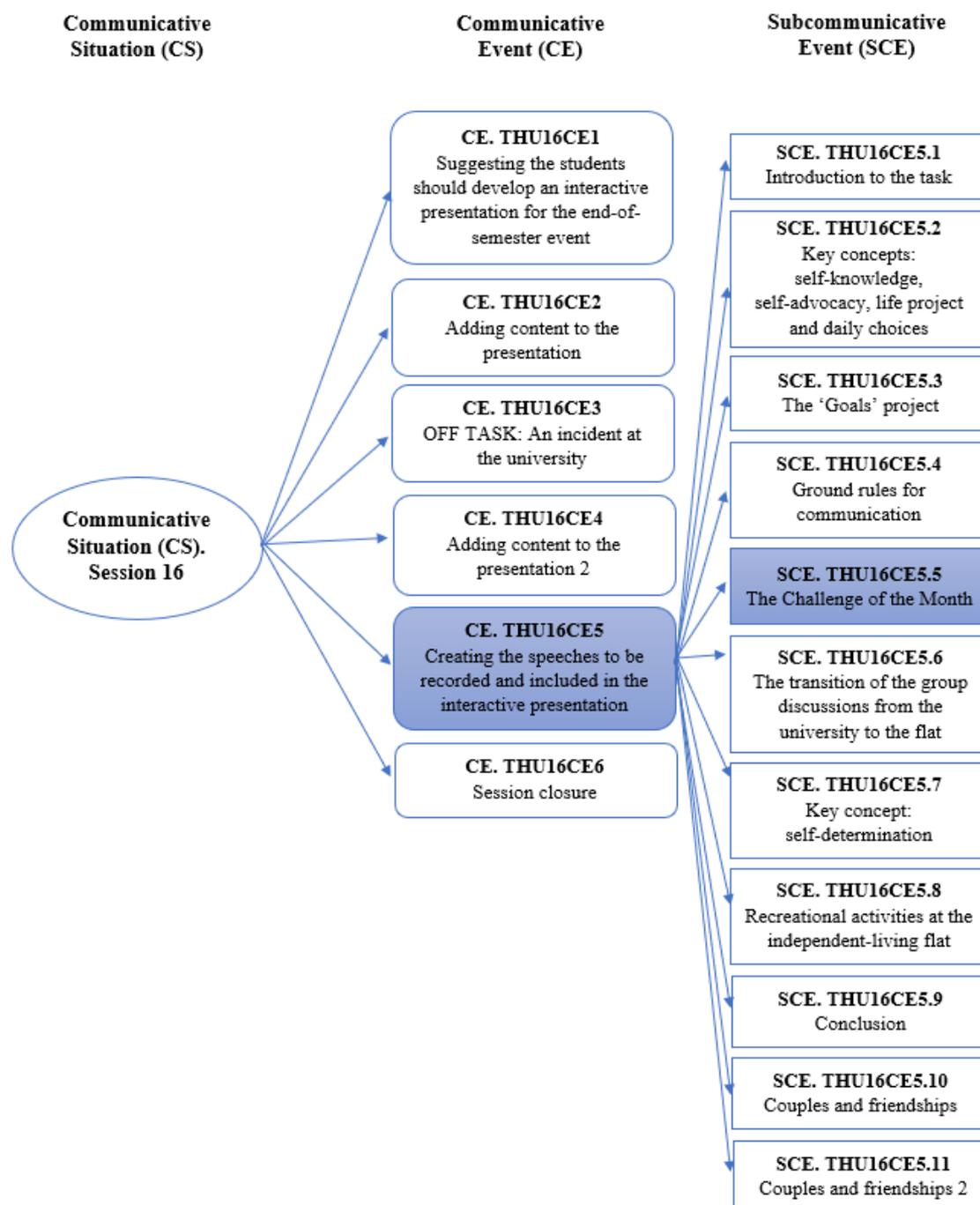


Figure 6.9 Communicative situation Session 16

I performed descriptive statistics on 693 turns (total number of turns in Table 6.5) to identify the distribution of turns among the participants in each SCE selected for analysis.

Table 6.5
Turns uttered per participant in each SCE

SCE	Total <i>n</i> of turns	Facilitator ¹		Teacher		Sebastian		Gabriel		Nicole		Other students	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
THU7CE11.4	93	39	42%	0*	0	36	39%	3	3%	15	16%	N/A	N/A
THU10CE2.7	180	76	42%	N/A	N/A	64	36%	10	6%	22	12%	8	4%
THU11CE1.4	195	58	30%	37	19%	63	32%	0	0	28	14%	9	5%
THU11CE1.6	28	10	36%	5	18%	7	25%	0	0	3	10%	3	11%
THU13CE3.3	108	38	35%	21	19%	33	31%	16	15%	N/A	N/A	N/A	N/A
THU16CE5.5	89	36	40%	N/A	N/A	36	41%	3	3%	14	16%	N/A	N/A
Total <i>n</i> of turns	693	257		63		239		32		82		20	
<i>M</i>		38%		14%		34%		5%		14%		7%	
SD		0.05		0.09		0.06		0.06		0.03		0.04	

¹I took the role of facilitator in all the SCEs.

*Teacher Amy was present in the initial 18 turns of THU7CE11.4. However, she did not participate verbally. This was the only analysed SCE in which Amy participated. Teacher Derek helped in the rest of the SCEs.

N/A= The participant was absent in the SCE.

n= Number of turns uttered per participant in the SCE.

%= Percentage of turns uttered per participant in the SCE.

M= Mean

SD= Standard Deviation

The student who participated the most throughout these SCEs was Sebastian, which was unsurprising given that he was the protagonist of the activity in the SCEs analysed ($M=34\%$, $SD=0.06$). Nicole followed ($M=14\%$, $SD=0.03$) and then Gabriel ($M=5\%$, $SD=0.06$). The ‘Other students’ category brings together the turns spoken by Paris and Jupiter who participated in Sessions 10 and 11 ($M= 7\%$, $SD=0.04$). My mean of participation was 38 per cent ($SD=0.05$) which was similar to Sebastian’s, and the teachers’ mean was 14 per cent ($SD=0.09$), similar to Nicole’s.

When the participation of the educators (facilitator and teachers) is compared with that of the students, the turns were evenly distributed between both groups instead of being dominated by the educators in all the sessions analysed. However, it was the facilitator and Sebastian who contributed the greater number of turns, which suggests that the conversations took place mostly between these two participants.

In order to look into the dialogic quality of the turns uttered, I coded the conversations using SEDA. A turn was considered dialogic when it was coded with at least one SEDA code.

Table 6.6
Dialogic versus non-dialogic turns in each SCE

		THU7CE11.4	THU10CE2.7	THU11CE1.4	THU11CE1.6	THU13CE3.3	THU16CE5.5
total <i>n</i> turns		93	180	195	28	108	89
non-dialogic turns	<i>n</i>	37	68	70	8	44	34
	%	40%	38%	36%	29%	41%	38%
dialogic turns	<i>n</i>	56	112	125	20	64	55
	%	60%	62%	64%	71%	59%	62%

As shown in Table 6.6, more than half of the turns were coded with at least one dialogic code in all SCEs analysed. However, individual differences were identified regarding the participants' dialogic contributions. Figure 6.10 takes up only the dialogic turns uttered in each of the SCEs to show its distribution among the participants.

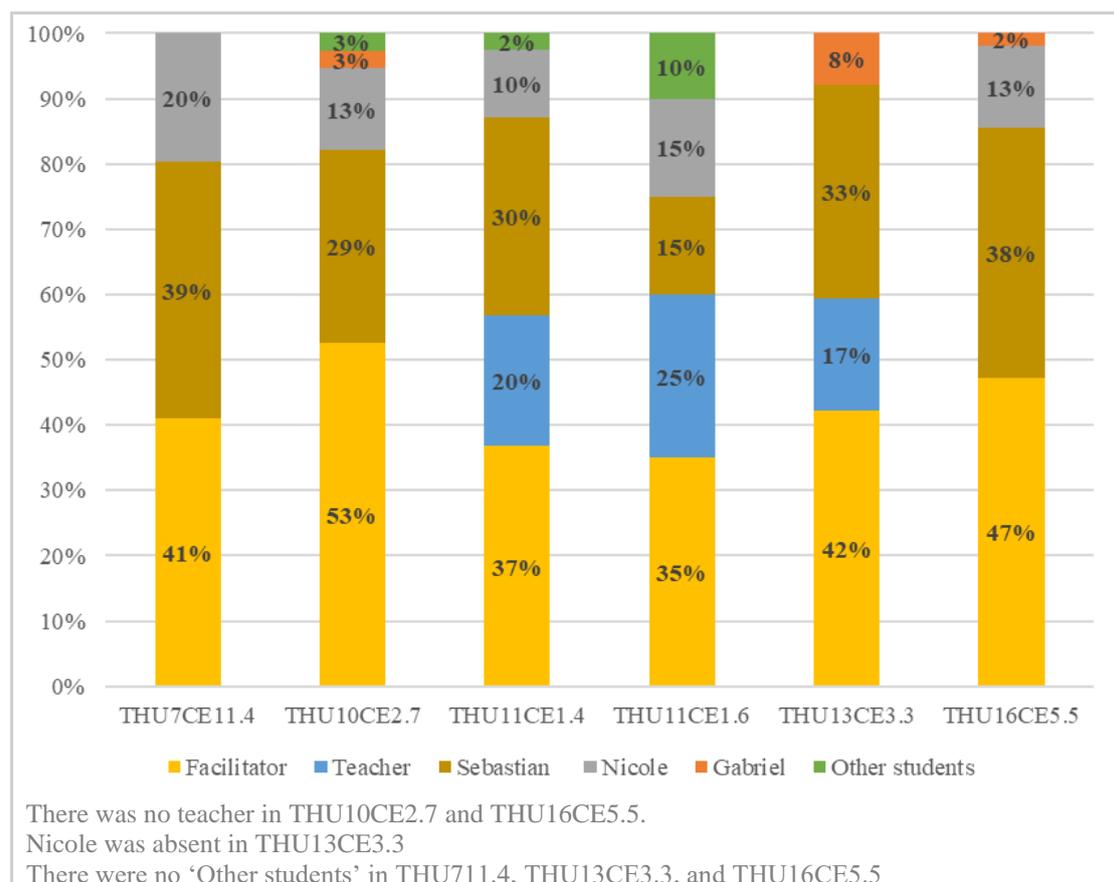


Figure 6.10 Percentage of dialogic turns uttered per participant in each SCE

The participant who uttered the highest number of dialogic turns in the SCEs was me ($M=43\%$, $SD=0.07$); then Sebastian ($M=31\%$, $SD=0.09$); then the teacher ($M=16\%$, $SD=0.11$); then Nicole ($M=14\%$, $SD=0.04$) and then Gabriel ($M=2\%$, $SD=0.03$). Other

students contributed 5 per cent on average ($SD=0.04$) in the SCEs in which they were present. Similar to the findings related to the distribution of turns, the participants who uttered the majority of the dialogic turns were Sebastian and me. This suggests that our conversations were of a dialogic nature.

Figure 6.10 shows that the educators, taking together the facilitator's and teachers' turns, uttered a slightly bigger percentage of the dialogic turns in comparison to the students. However, all the students participated dialogically across the SCEs analysed. Individual differences in the students' participation can be noted. While Sebastian contributed most of the dialogic turns, there were SCEs in which Gabriel, although present, did not contribute dialogically (e.g., THU7CE11.4).

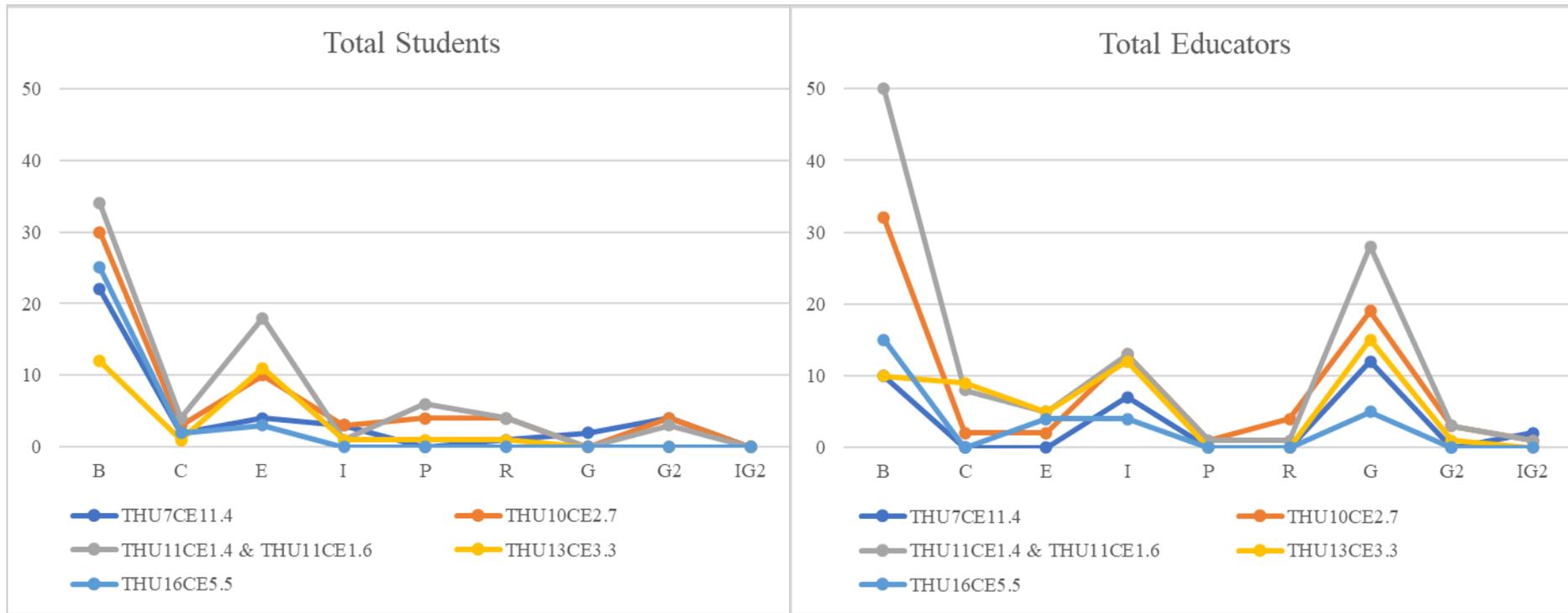


Figure 6.11 Dialogic codes in the students' and educators' turns

Figure 6.11 shows that both students and educators, built on previous contributions (B) across the SCEs which suggests that dialogue was cumulative (Alexander, 2008). Regarding the educators' turns, two codes were identified more frequently: invite elaboration or reasoning (I) and guide direction of dialogue or activity (G). This suggests that the educators were prompting the students to contribute (I) while taking responsibility for shaping and directing dialogue (G).

Regarding the codes identified in the students' turns, express ideas (E)⁵ was frequently coded. The students also took positions in dialogue (P) and made their reasoning explicit (R) suggesting that the students might not have been passively agreeing but were actively engaging in dialogue by taking stances (P) and offering explanations or justifications to back up their contributions (R). It is interesting that the greatest number of dialogic codes in students' contributions were identified in the SCEs in Sessions 10 and 11 (THU10CE2.7 and THU11CE1.4, THU11CE1.6) since Sebastian chose a new challenge in the former and made modifications to this challenge in the latter. I hypothesised that there would be individual differences regarding the codes identified in the students' turns. Figure 6.12 illustrates these differences.

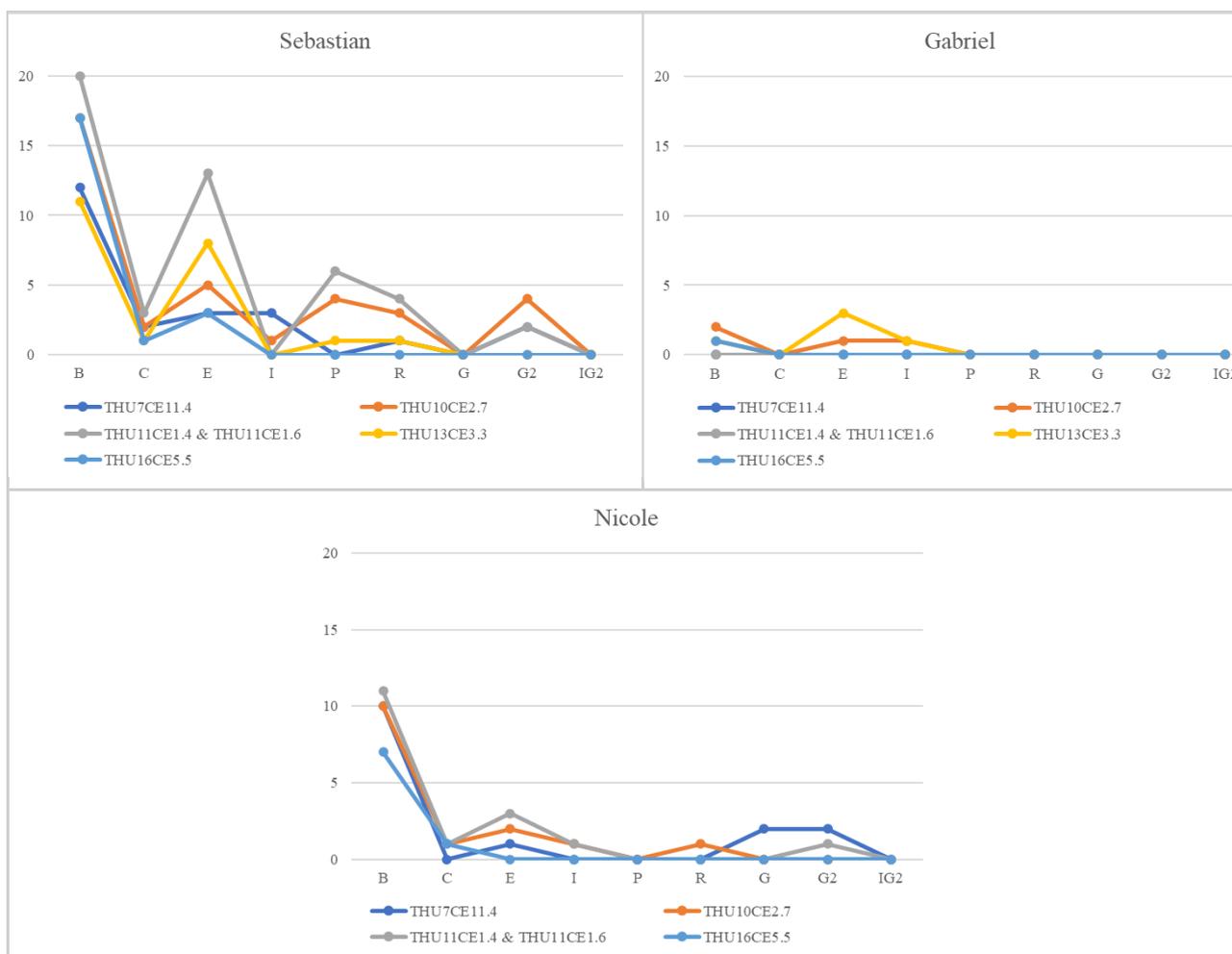


Figure 6.12 Dialogic codes in each student's turns

The three students built on contributions (B) and expressed relevant ideas (E). Sebastian's contributions show a range of other dialogic moves such as expressing his

⁵ The cluster E – Express or invite ideas is made up by two codes in SEDA, 'E1 – Invite opinions/beliefs/ideas' and 'E2 – Make other relevant contribution'. I identified E1 only in the educators' turns and E2 only in the students' contributions.

positions (P) and making his reasoning explicit (R). Less frequently, he also made explicit connections to ideas/experiences/knowledge beyond the immediate dialogue (C) and proposed courses of action to accomplish his challenge (G2). In Nicole's contributions it was interesting to find guiding moves (G) as well as propositions for Sebastian to accomplish his challenge (G2). (Appendix W presents all the SEDA codes found in each of the SCEs analysed in this first phase).

I found it relevant to see whether and how the interaction dynamic changed when the protagonist of the activity was not Sebastian but Nicole or Gabriel. These results are described in section 6.2.2.

6.2.1.1. Summary of the results obtained in the first phase of analysis

- Regarding the turns uttered:
 - I uttered most turns in the sessions ($M=38\%$, $SD=0.05$). My frequency of participation was followed by Sebastian's ($M=34\%$, $SD=0.06$).
 - The turns were evenly distributed between educators and students.
- Regarding the dialogic turns uttered:
 - More than 50 per cent of the turns were coded with at least one dialogic code in all the SCEs analysed.
 - The participant who uttered the highest number of dialogic turns in the SCEs was me ($M=43\%$, $SD=0.07$). Sebastian followed ($M=31\%$, $SD=0.09$).
 - The educators, taking together the facilitator's and teachers' turns, uttered a slightly bigger percentage of the dialogic turns in comparison with the students. However, it is interesting that there was dialogic participation from the students in all the SCEs analysed.
 - Both students and educators, built on previous contributions (B) across the SCEs.
 - Regarding the educators' turns, two codes were identified more frequently: invite elaboration or reasoning (I) and guide direction of dialogue or activity (G).
 - Individual differences in the students' participation can be noted. While Sebastian contributed most of the turns and dialogic turns, there were sessions in which Gabriel, although present did not contribute verbally.

- The three students built on contributions (B) as well as expressed relevant ideas (E). Sebastian also expressed his positions (P), made his reasoning explicit (R), and proposed courses of action to accomplish his challenge (G2). Nicole guided the dialogue (G) and also proposed courses of action to accomplish Sebastian's challenge (G2).

6.2.2. Phase two. Comparison of Sebastian's SCEs versus Gabriel's and Nicole's SCEs

To look for variations in the SCEs in which Sebastian was not the protagonist of the activity, I selected the SCEs in which Nicole and Gabriel talked about their Challenges of the Month. Nicole's challenge was to follow a healthy diet to lose weight. Gabriel's was to save money to buy a cinema ticket.

In the group discussions, I did not set a time limit to talk about the challenges, rather I let each student share their progress while their peers, teachers and I commented and asked questions. Once I considered that the topic was exhausted, I asked a different student to share his/her progress with the challenge. Following this strategy, the difference in time was substantial between the students (Table 6.7). Sebastian's challenge was discussed for approximately 81 minutes. This was 53 per cent more than the time spent on Gabriel's challenge (38 minutes) and 75 per cent more than the time spent on Nicole's (20 minutes). This may suggest that Sebastian was more verbal in sharing information on his progress and/or that the rest of the participants asked Sebastian more questions about his progress.

Table 6.7

Comparison of the proportional time spent per participant

Protagonist: Sebastian			Protagonist: Gabriel			Protagonist: Nicole		
SCE	Activity	Time	SCE	Activity	Time	SCE	Activity	Time
THU7CE11.4	Sebastian chooses his challenge	06:47	THU7CE11.1	Gabriel chooses his challenge	06:37	THU7CE11.3 and THU7CE11.5	Nicole chooses her challenge	03:59
THU10CE2.7	Revision of Sebastian's challenge	17:24	THU10CE2.9	Revision of Gabriel's challenge	02:34	THU10CE2.5	Revision of Nicole's challenge	02:53
THU11CE1.4 and THU11CE1.6	Revision of Sebastian's challenge	28:52	THU11CE1.2	Revision of Gabriel's challenge	06:16	THU11CE1.3	Revision of Nicole's challenge	01:41
THU13CE3.3 ¹	Conclusion of Sebastian's challenge	17:35	THU13CE3.2 ¹	Conclusion of Gabriel's challenge	12:11	THU14CE12.1 ¹	Conclusion of Nicole's challenge	01:15
THU16CE5.5 ²	Speech about the Challenge of the Month	10:13	THU16CE5.5	Speech about the Challenge of the Month	10:13	THU16CE5.5	Speech about the Challenge of the Month	10:13
TOTAL		01:20:51	TOTAL		37:51	TOTAL		20:01

¹Sebastian and Gabriel concluded their Challenge of the Month in Session 13, but Nicole did not attend this session. Nicole concluded her Challenge of the Month in the next session. For this reason, I compared SCEs from Session 13 for Sebastian and Gabriel and from Session 14 for Nicole.

²In THU16CE5.5 there was no 'protagonist' as in the other SCEs. In THU16CE5.5 all the students contributed to the creation of a speech regarding the Challenge of the Month to be included in their interactive presentation for the end-of-term event; therefore, I included the entire duration of the SCE in the three students' columns.

I transcribed the SCEs selected from Gabriel's and Nicole's challenges. Just as I did with Sebastian's transcripts, I identified sections where there were off-task conversations and excluded them from the analysis (Table 6.8).

Table 6.8

Turns excluded from the analysis

Protagonist	SCE	Duration	Total turns	Turns excluded	Reason for exclusion	Turns analysed
Gabriel	THU7CE11.1	06:37	123	0	-	123
Nicole	THU7CE11.3	03:59	22	0	Sebastian talks about his	22
	THU7CE11.5		35	9	Challenge of the Month	26
Gabriel	THU10CE2.9	02:34	63	0	-	63
Nicole	THU10CE2.5	02:53	67	0	-	67
Gabriel	THU11CE1.2	06:16	151	20	Off-task conversation	131
Nicole	THU11CE1.3	01:41	43	17	Off-task conversation	26
Gabriel	THU13CE3.2	12:11	257	0	-	257
Nicole	THU14CE12.1	01:15	15	0	-	15
Gabriel	THU16CE5.5	10:13	137	74	An off-task conversation and Nicole and Sebastian talk about their Challenge of the Month	63
Nicole	THU16CE5.5	10:13	137	101	An off-task conversation and Gabriel and Sebastian talk about their Challenge of the Month	36
Total Turns			1050	221	Total Turns Analysed	829
Total Duration		00:57:52		00:15:27		00:42:25

As shown in Table 6.8, the total turns in the SCEs of Nicole and Gabriel were 1,050 (58 minutes length). Of this total, 221 turns were excluded due to off-task conversations and times within the THU16CE5.5 when neither Gabriel nor Nicole were the protagonists of the activity (15 minutes). A total of 829 turns remained for analysis (42 minutes). In terms of time, these 42 minutes represent 73 per cent of the total of 58 minutes of total duration. In terms of turns, the 829 turns analysed represent 79 per cent of the 1,050 turns transcribed in the first place.

Firstly, I made a comparison in relation to the distribution of turns in all the SCEs selected from Sessions 7, 10, 11, 13, 14 and 16 (section 6.2.2.1). Secondly, I selected SCEs to be analysed using SEDA to identify dialogic interactions (section 6.2.2.2). To look for possible variations through time, I selected the SCEs from when the students selected their challenges in March (THU7CE11.1, THU7CE11.3, THU7CE11.4, THU7CE11.5), the SCEs in which they reviewed their challenges after one month of

implementation (THU11CE1.2, THU11CE1.3, THU11CE1.4, THU11CE1.6) and the SCEs in which the students concluded this activity in May (THU13CE3.2, THU13CE3.3, THU14CE12.1).

6.2.2.1. Differences in relation to the distribution of turns

Figure 6.13 shows the distribution of the 100 per cent of turns uttered in each of the SCEs selected for analysis. Table 6.9 shows the mean percentage of turns uttered in the SCEs selected for analysis organised by protagonist of the activity. The values show that the turns were evenly distributed between the group of educators (i.e., teachers and facilitators) and students. However it was the facilitator and the protagonist who uttered most of the turns (Appendix X contains the percentages of turns uttered by all the participants).

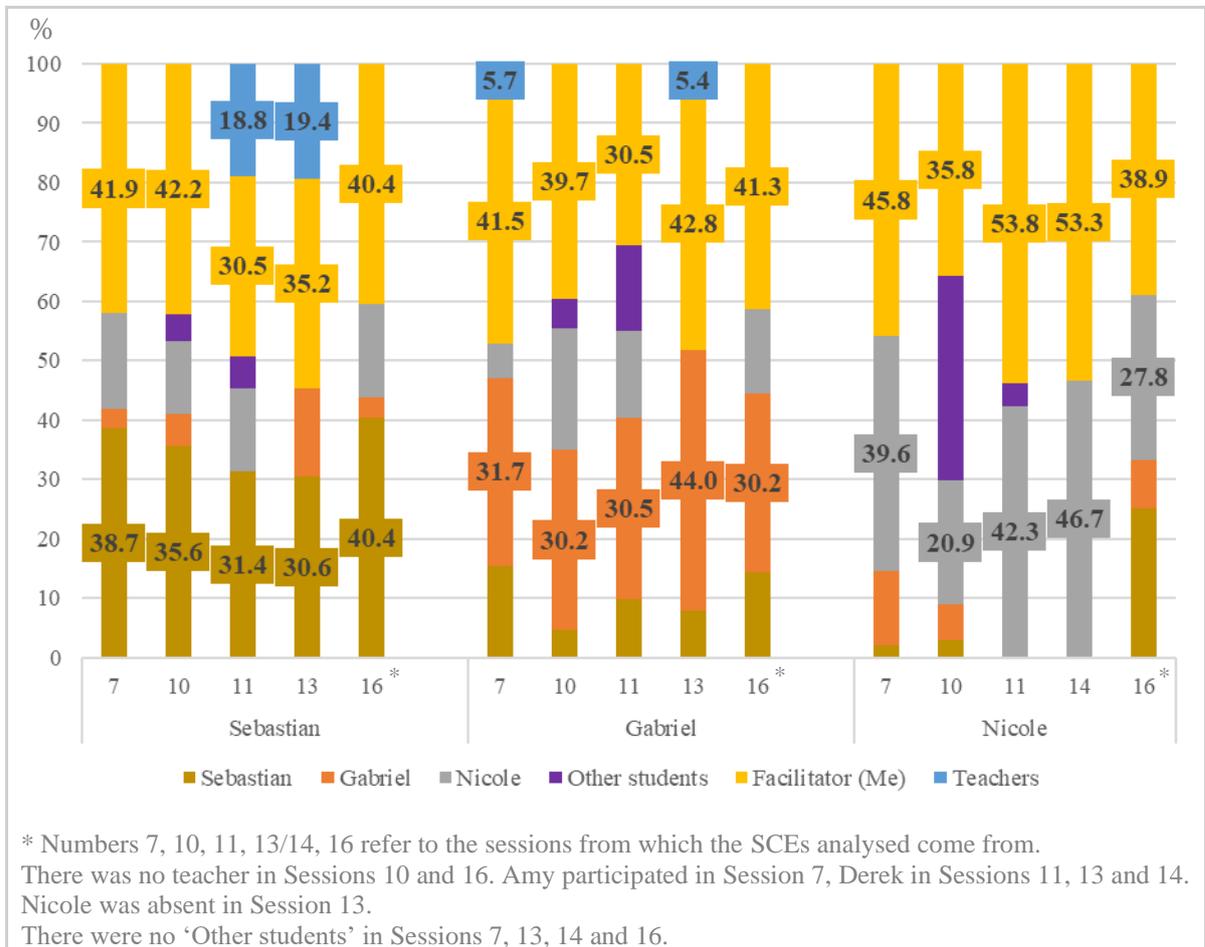


Figure 6.13 Percentage of turns uttered organised by protagonist of the activity

The students uttered on average 35 per cent of the turns when they were the protagonists of the activity (values in bold in Table 6.9). Their percentage of participation decreased when a different Challenge of the Month was discussed. The nature of the activity could be playing an important role in this variation, given that, although the

challenges were discussed as a group, the discussions revolved around the protagonist of the activity; therefore the comments and questions were mainly addressed to the protagonist student who in turn replied.

Table 6.9

Mean percentage of turns uttered in the SCEs selected for analysis organised by protagonist of the activity¹

Participant	Protagonist Sebastian		Protagonist Gabriel		Protagonist Nicole	
	Mean	SD	Mean	SD	Mean	SD
Sebastian	35.33	4.36	10.44	4.46	6.01	10.69
Gabriel	5.39	1.80	33.31	5.99	5.36	5.42
Nicole	14.50	1.80	13.78	6.14	35.45	10.73
Other Student	4.91	0.66	9.63	6.89	19.09	21.55
Facilitator	38.06	5.09	39.15	4.94	45.54	8.19
Teachers	12.76	11.05	3.72	3.22	0	0

SD= Standard Deviation

¹Please refer to Appendix X to look at the number of turns uttered by each participant

In relation to the educators' participation, on average, I uttered more turns in the SCEs in which Nicole was the protagonist ($M=45.54\%$, $SD=8.19$) and fewer when the protagonist was Sebastian ($M=38.06\%$, $SD=5.09$). In contrast, the teachers participated more when Sebastian was the protagonist of the activity ($M=12.76\%$, $SD=11.05$) and they did not contribute when Nicole was the protagonist. In relation to the teachers' participation in Sebastian's SCE, Amy did not contribute verbally in Sebastian's SCE in Session 7. It was Derek who contributed in Sebastian's SCEs in Sessions 11 and 13 (18.8% and 19.4% respectively), hence the large variation shown in the standard deviation ($M=12.76\%$, $SD=11.05$).

It is interesting that my lowest mean of participation was in the SCEs in which Sebastian was the protagonist, while Derek's mean of participation was the highest in these. This result may be explained by the fact that Sebastian's challenge was related to preparing food in the flat to take to the university. Derek was the flat's facilitator, so he was in a good position to give Sebastian comments and feedback on this. Regarding Nicole's SCEs, the means show that the conversations developed mainly between Nicole and me. However, the large standard deviation values suggest that in some SCEs, the students contributed more than in others. It would have been desirable, in my role as facilitator, for me to have encouraged the rest of the team members to contribute to the discussion in all the SCEs.

6.2.2.2. Differences in relation to dialogic turns

The findings that follow come from analysis conducted on SCEs from Session 7 in which the students chose their challenges, Session 11 in which they talked about their progress after one month of carrying out their challenges, and Sessions 13 and 14 in which Gabriel, Sebastian and Nicole concluded this activity.

6.2.2.2.1. Distribution of dialogic turns

Choosing the challenges of the month

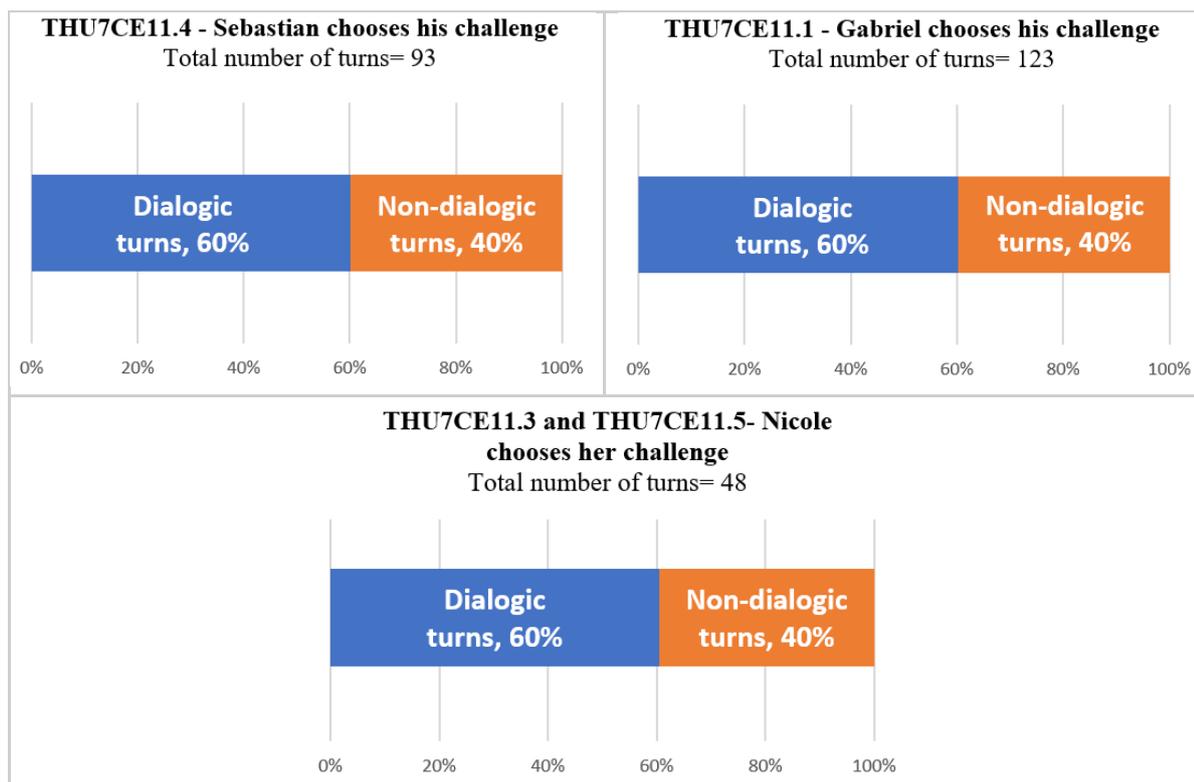


Figure 6.14 Dialogic versus non-dialogic turns

Session 7 took place at the students' university. The participants were Sebastian, Nicole, Gabriel, Teacher Amy and me as facilitator. Figure 6.14 shows that in the SCEs in which the students chose their challenges, most of the turns were dialogic regardless of who the protagonist of the activity was (60%). However, the number of turns in Nicole's SCE was lower compared to that of her peers. The distribution of the dialogic turns also changed with respect of who the protagonist of the activity was (Figure 6.15).

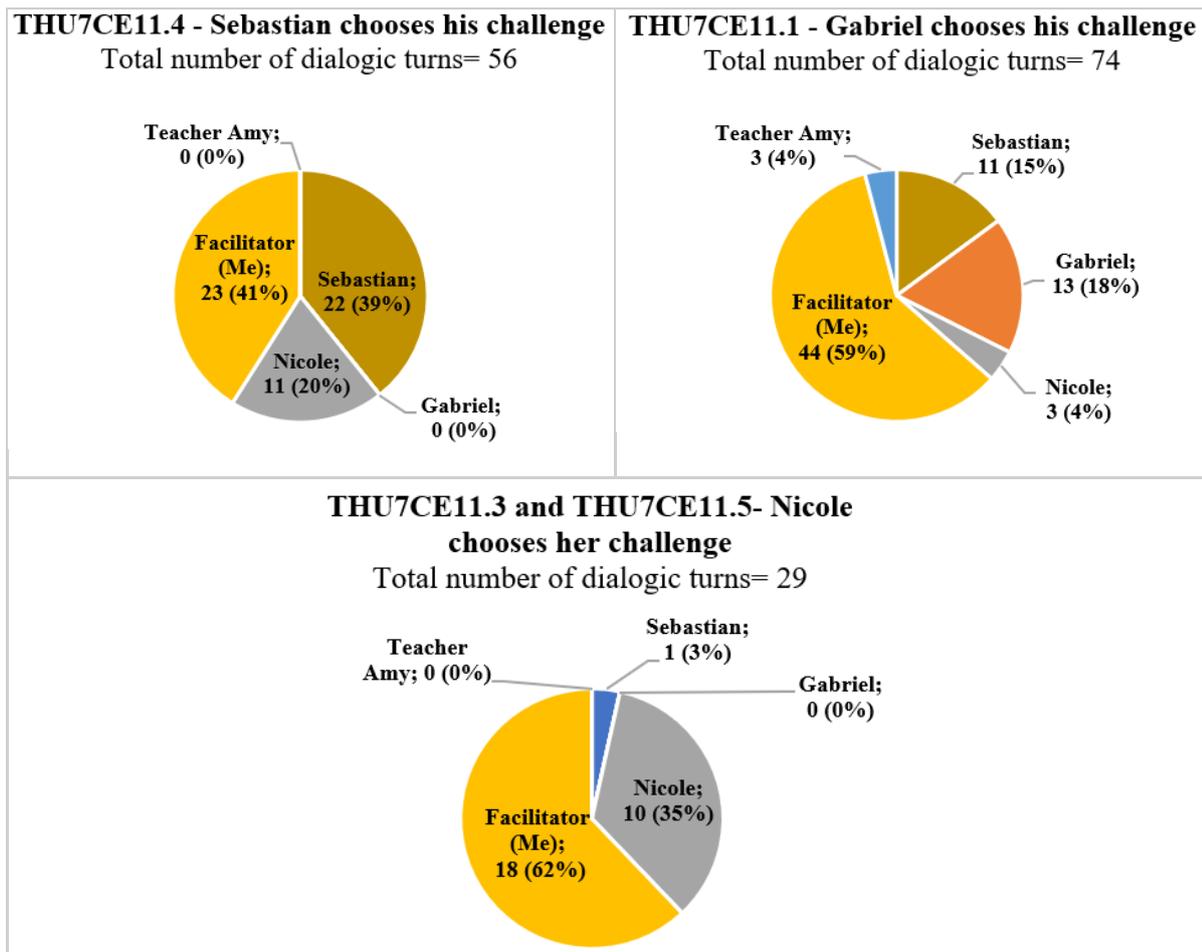


Figure 6.15 Distribution of dialogic turns

When Sebastian chose his challenge, I uttered 41 per cent of the dialogic turns and Amy did not participate dialogically. This means that the students uttered more than half of the dialogic turns in this SCE. In contrast, in the case of Gabriel's and Nicole's SCEs, my dialogic contributions were over 50 per cent. However, while in Gabriel's SCE the rest of the participants contributed dialogically, when Nicole was the protagonist, the dialogic turns were mainly distributed between Nicole and me.

Reviewing the students' progress with the Challenge of the Month

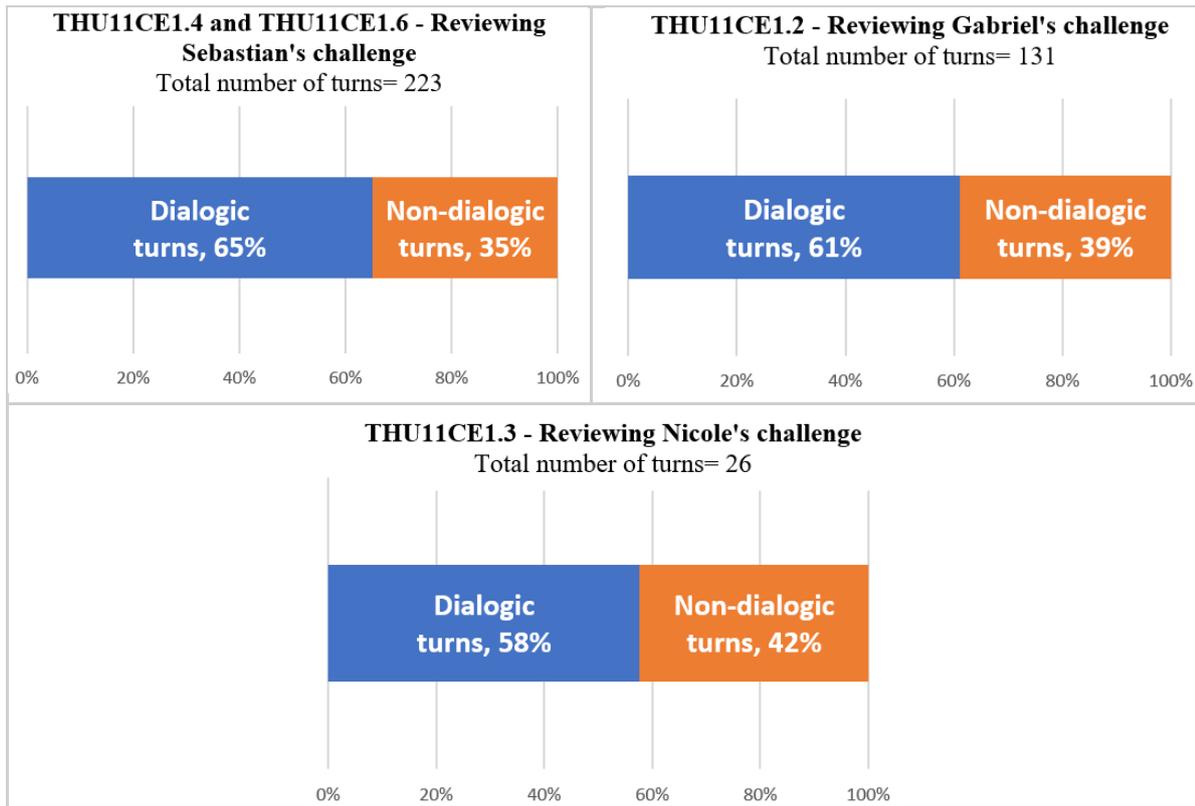


Figure 6.16 Dialogic vs non-dialogic turns

In Session 11, the students reviewed their progress with their challenges after one month of carrying them out. This session took place in the men's flat. The participants were Sebastian, Gabriel, Nicole, Jupiter, Paris, Teacher Derek and me as facilitator. Similar to the SCEs in Session 7, the analysed SCEs of Session 11 had more than 50 per cent of dialogic turns regardless of who the protagonist of the activity was (Figure 6.16). The distribution of dialogic turns varied in relation to the protagonist of the activity (Figure 6.17), with the protagonist and I uttering most dialogic turns. This suggests some bouncing of ideas in the conversation between me and the protagonist of the activity.

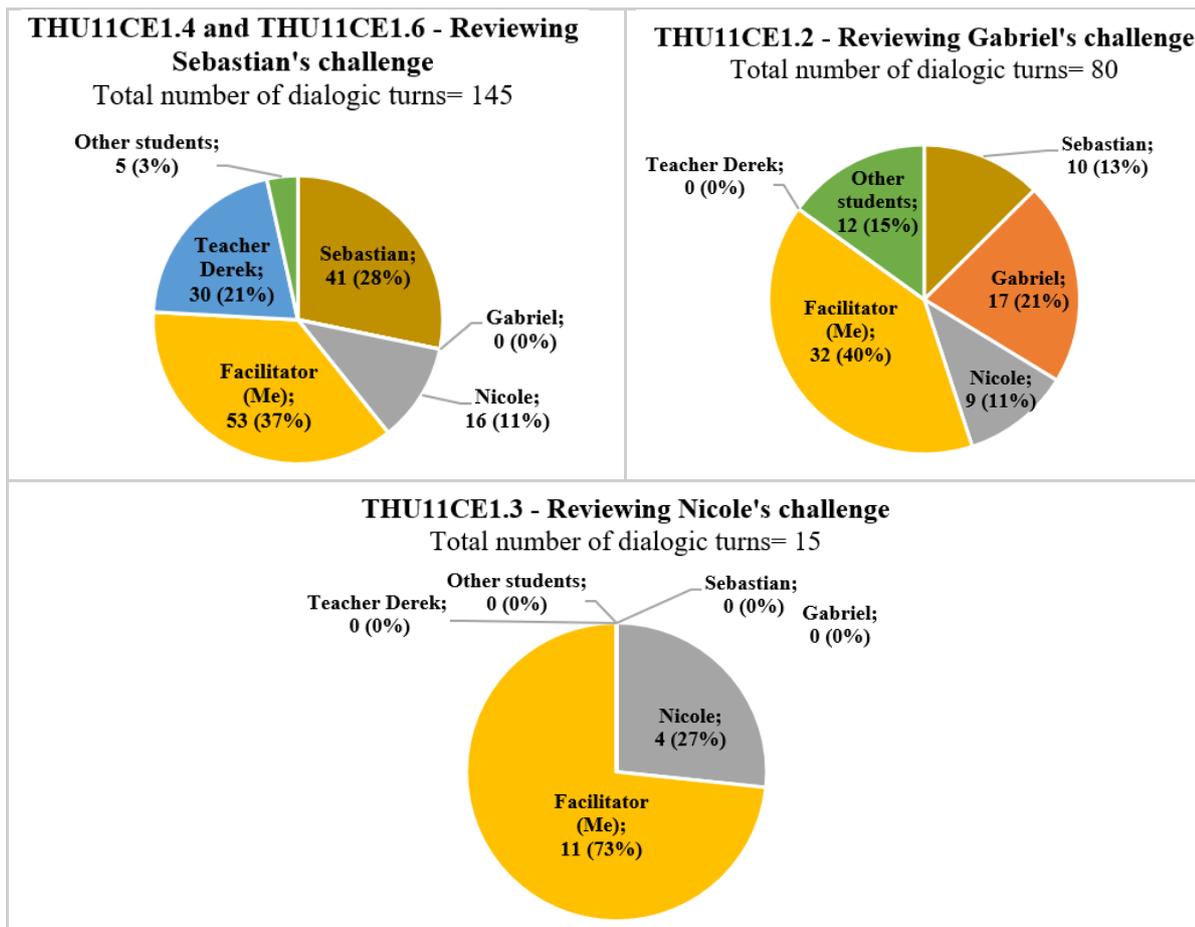


Figure 6.17 Distribution of dialogic turns

Comparing Sebastian's and Gabriel's graphs in Sessions 7 and 11 (Figures 6.15 and 6.17), my percentage of dialogic turns decreased, from 41 to 37 per cent in Sebastian's SCEs, and from 59 to 40 per cent in Gabriel's. This decrease in Sebastian's SCEs may be due to Derek taking a more active role in the dialogue. In the case of Gabriel's SCE, it is interesting that it was the students' dialogic participation which increased. In contrast, in Nicole's SCE the dialogic turns were once again only uttered by her and me and my percentage of dialogic participation increased from 62 to 73 per cent. Furthermore, the number of dialogic turns in Nicole's SCEs was generally low in comparison with those in Gabriel's and Sebastian's SCEs. This suggests that Nicole's challenge might not have been discussed in as much depth as that of the other two students.

Concluding the Challenges of the Month

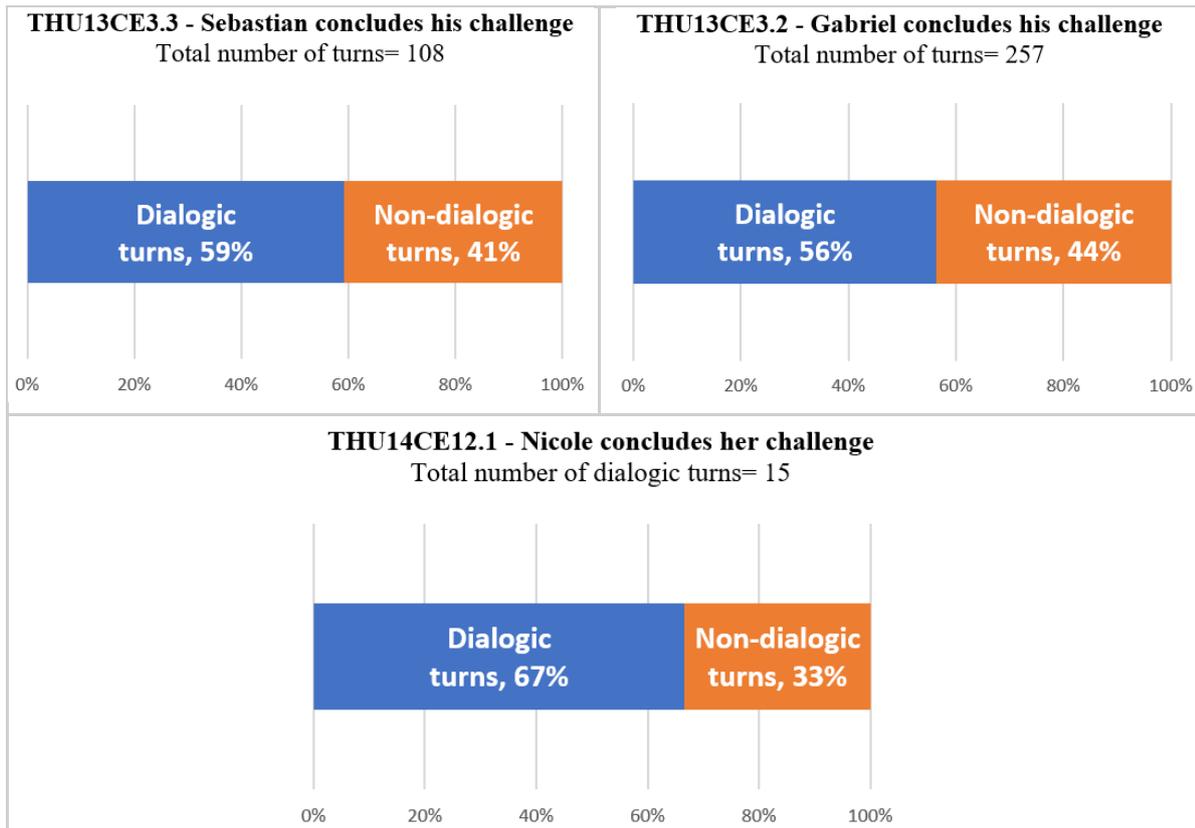


Figure 6.18 Dialogic vs non-dialogic turns

In Session 13 Sebastian and Gabriel concluded their challenges, Nicole concluded hers in Session 14. In Session 13 the participants were Sebastian, Gabriel, Teacher Derek and me as facilitator. In Session 14 the participants were Sebastian, Gabriel, Nicole and me. Once again, in the SCEs in which the students concluded with their Challenges of the Month, I identified more dialogic than non-dialogic turns (Figure 6.18).

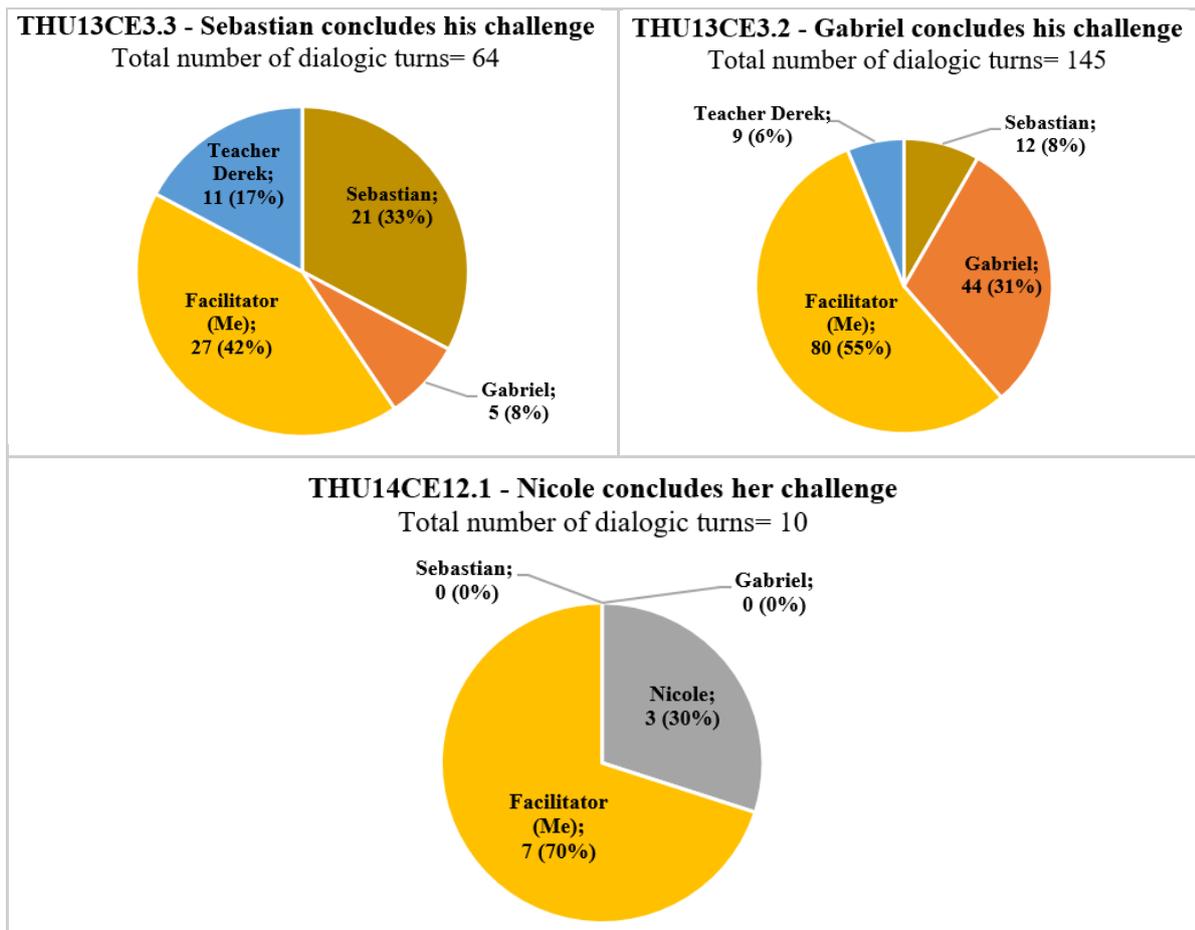


Figure 6.19 Distribution of dialogic turns

Similar to Nicole’s SCEs in Sessions 7 and 11, in THU14CE12.1, Nicole and I uttered all the dialogic turns and the number of dialogic turns was small (Figure 6.19). In Sebastian’s SCE, the dialogic turns were mainly contributed by Sebastian, Derek and me. However Gabriel, who did not contribute dialogically in Sebastian’s SCEs in Sessions 7 and 11 did utter dialogic turns in THU13CE3.3. In Gabriel’s SCE, I contributed more than half of the dialogic turns. However, Gabriel increased his percentage of dialogic turns to 31 per cent (18% in THU7CE11.1 and 21% in THU11CE1.2).

6.2.2.2.2. SEDA codes identified in the interactions

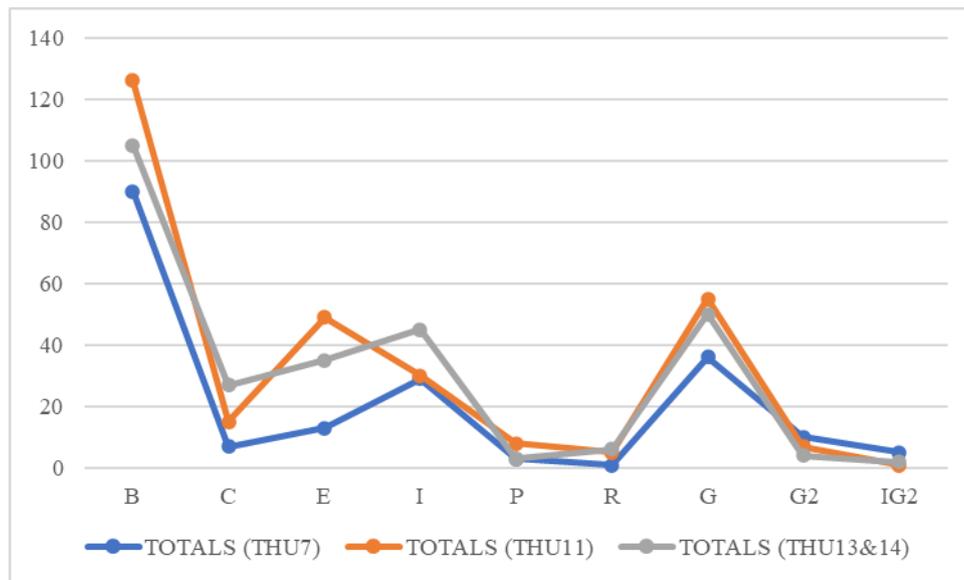


Figure 6.20 Codes identified in the turns of all the participants in all the SCEs analysed

Figure 6.20 brings together all the codes identified in the turns of all the participants in the SCEs analysed in Sessions 7, 11, 13 and 14. It is evident that the cluster build on ideas (B) was the most coded across the SCEs. The clusters guide direction of dialogue or activity (G), invite elaboration/reasoning (I) and express or invite other ideas (E) were other dialogic clusters mostly identified across the SCEs (Appendix Y contains the frequency of the SEDA codes identified).

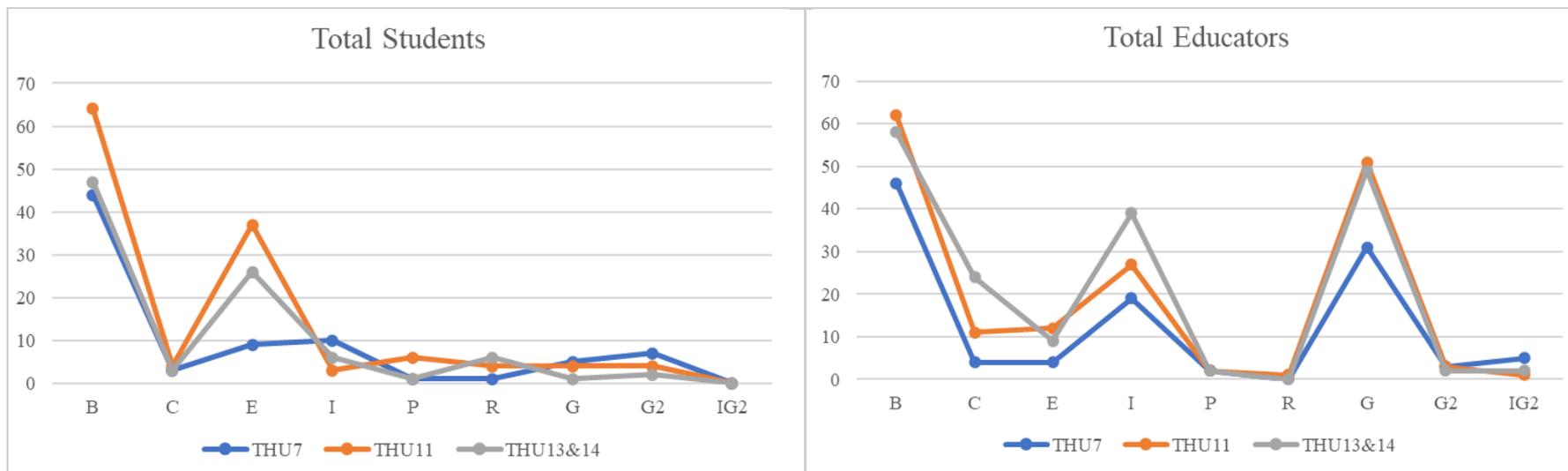


Figure 6.21 Dialogic codes in the students' and educators' turns session 7, 11, 13 and 14

Figure 6.21 shows the codes identified in the students' and educators' turns in all the SCEs analysed in Sessions 7, 11 and 13 and 14. Educators' graph brings together the facilitator's and teachers' turns. Both groups built on other's contributions (B) which suggests that the participants were engaged in the conversations. The educators took the lead in guiding direction of dialogue/activity (G) and inviting others to elaborate (I). The cluster E was also identified in their turns; a closer look into these turns showed that most of the turns coded with as E were invitation to express opinion/beliefs/ideas (E1 in the SEDA full scheme) rather than an expression of relevant contributions (E2). The educators also invited to propose courses of action (IG2). These codes taken together show that the educators dialogic moves mainly aimed to prompt the students to participate verbally by asking for elaboration, ideas or courses of action. There was an increase in these invitations in the SCEs in Session 11 when the students reviewed their challenges, and in Sessions 13 and 14 when the students concluded the activity. As facilitator, I was aware at the time that I was making use of different types of question. With my invitations, I aimed to prompt the students to contribute dialogically and to model these dialogic strategies to teachers and students.

Regarding the students, besides B, the cluster E was also frequently found in their turns. Looking closely to those turns, most of them could be better coded as E2 rather than E1, that is, the students expressed relevant contributions across the SCEs. The frequency of B and E increased in the SCEs in Sessions 11, and 13 and 14. Interestingly, the coding of clusters P (positioning) and R (make reasoning explicit) increased as well. In contrast there was a decrease in the frequency in which the codes G and G2 were coded in the students' turns. Regarding the latter, it makes sense that most of the courses of action (G2) to achieve the challenges were proposed at the beginning of the activity when the explicit objective was to plan strategies for them to accomplish their goals. It was expected that some courses of action would be proposed when reviewing the challenges according to the students' reflections on their progress. However, it makes sense that the frequency decreased. It is interesting that both educators and students proposed courses of action (G2) in all the SCEs analysed. Below, I look more closely at the individual differences in relation to the students' dialogic participation.

Sebastian

Table 6.10
Dialogic codes identified in Sebastian's turns organised by session and protagonist of the activity

Session	Protagonist	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
THU7	Sebastian	12	2	3	3	0	1	0	0	2	0	23
	Gabriel	8	0	0	1	1	0	0	1	2	0	13
	Nicole	1	0	0	0	0	0	0	1	0	0	2
	TOTALS	21	2	3	4	1	1	0	2	4	0	38
THU11	Sebastian	20	3	13	0	6	4	0	0	2	0	48
	Gabriel	6	0	2	1	0	0	0	1	1	0	11
	Nicole	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	26	3	15	1	6	4	0	1	3	0	59
THU13&14	Sebastian	11	1	8	0	1	1	0	0	0	0	22
	Gabriel	9	2	3	0	0	0	0	1	1	0	16
	Nicole	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	20	3	11	0	1	1	0	1	1	0	38

The codes that I identified most frequently in Sebastian's turns were build on (B) and express relevant contributions (E). The code I (Invite elaboration or reasoning) was mostly coded in THU7, when the students chose their challenges; while codes P (took a position) and R (make reasoning explicit) were mostly coded in THU11, when Sebastian made changes to his Challenge of the Month. Most of Sebastian's dialogic moves were encoded in the SCEs in which he was the protagonist. As the protagonist of the activity,

Sebastian made connections to wider contexts (C), took positions (P) and made his reasoning explicit (R). Sebastian also proposed courses of action (G2) when discussing his own and Gabriel’s challenges of the month, and took guiding (G) roles when discussing Gabriel’s and Nicole’s challenges (Table 6.10).

Gabriel

Table 6.11

Dialogic codes identified in Gabriel’s turns organised by session and protagonist of the activity

Session	Protagonist	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
THU7	Sebastian	0	0	0	0	0	0	0	0	0	0	0
	Gabriel	4	1	2	5	0	0	0	0	1	0	13
	Nicole	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	4	1	2	5	0	0	0	0	1	0	13
THU11	Sebastian	0	0	0	0	0	0	0	0	0	0	0
	Gabriel	6	0	10	1	0	0	0	0	0	0	17
	Nicole	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	6	0	10	1	0	0	0	0	0	0	17
THU13&14	Sebastian	1	0	3	1	0	0	0	0	0	0	5
	Gabriel	24	0	12	5	0	4	0	0	1	0	46
	Nicole	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	25	0	15	6	0	4	0	0	1	0	51

Gabriel’s dialogic moves increased in both THU11 and THU13&14. Specifically, he built on (B), expressed relevant contributions (E) and made his reasoning explicit (R) more frequently. Gabriel also proposed courses of action (G2) twice, once when choosing his challenge and once when concluding it. Gabriel did not contribute dialogically to SCEs in which he was not the protagonist except for Sebastian’s SCE in THU13&14, when Gabriel contributed with B, E and an invitation to elaborate (I) (Table 6.11).

Nicole

Table 6.12

Dialogic codes identified in Nicole's turns organised by session and protagonist of the activity

Session	Protagonist	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
THU7	Sebastian	10	0	1	0	0	0	0	2	2	0	15
	Gabriel	2	0	0	1	0	0	0	0	0	0	3
	Nicole	7	0	3	0	0	0	0	1	0	0	11
	TOTALS	19	0	4	1	0	0	0	3	2	0	29
THU11	Sebastian	11	1	3	1	0	0	0	0	1	0	17
	Gabriel	6	0	3	0	0	0	0	0	0	0	9
	Nicole	2	0	2	0	0	0	0	1	0	0	5
	TOTALS	19	1	8	1	0	0	0	1	1	0	31
THU13&14	Sebastian	0	0	0	0	0	0	0	0	0	0	0
	Gabriel	0	0	0	0	0	0	0	0	0	0	0
	Nicole	2	0	0	0	0	1	0	0	0	0	3
	TOTALS	2	0	0	0	0	1	0	0	0	0	3

Regarding the dialogic moves identified in Nicole's turns, building on (B) was the cluster mostly coded followed by express relevant contributions (E). In contrast to Sebastian and Gabriel whose dialogic contributions were concentrated in the SCEs in which they were the protagonists, most of Nicole's dialogic moves were coded when discussing Sebastian's challenge. Nicole contributed to the discussions of Sebastian's challenge by building on previous contributions (B), making connections (C), expressing relevant ideas (E), inviting elaborations (I), guiding dialogue/activity (G), and proposing courses of action (G2).

6.2.2.2.3. Summary of the results obtained in the comparison of Sebastian's SCEs versus Gabriel's and Nicole's SCEs

- Sebastian's Challenge of the Month was discussed for approximately 81 minutes. This was 53 per cent more than the time spent on Gabriel's challenge (38 minutes) and 75 per cent more than the time spend on Nicole's (20 minutes).
- Regarding the turns uttered:
 - The turns were evenly distributed between the group of educators (i.e., teachers and me as facilitator) and students. However, it was the facilitator and the protagonist who uttered most of the turns.
 - Facilitator's participation ranged between 30.05% and 53.8%.
 - The students uttered on average 35 per cent of the turns when they were the protagonists of the activity (Sebastian $M=35.33\%$,

$SD=4.36$; Gabriel $M=33.31\%$, $SD=5.99$; Nicole $M=35.45\%$, $SD=10.73$).

- Teacher Derek limited most of his participation to Sebastian's SCEs, although he also contributed in one of Gabriel's SCEs.
- Regarding the dialogic turns uttered:
 - Most of the turns were dialogic regardless of who the protagonist of the activity was.
 - Most of the dialogic turns were uttered by the protagonist of the activity and me.
 - In the SCEs in which Sebastian and Gabriel were the protagonists, the rest of the students and the teacher participated dialogically. In contrast, in the SCEs in which Nicole was the protagonist, the dialogic turns were uttered only by her and me.
 - The frequency of dialogic participation in Nicole's SCEs was generally low in comparison with that in Gabriel's and Sebastian's SCEs.
 - The cluster build on ideas (B) was the most coded across all the participants and the SCEs analysed.
 - The educators, taking together teachers and facilitator's turns, mostly guided direction of dialogue/activity (G) and invited others to elaborate (I). They also made invitations to express opinion/beliefs/ideas (E) and to propose courses of action (IG2). There was an increase in these invitations in the SCEs in Sessions 11 (when the students reviewed their challenges), and in Sessions 13 and 14 (when the students concluded the activity).
 - The students expressed relevant contributions (E) across the SCEs. The frequency of build on (B), express (E), positioning (P) and make reasoning explicit (R) increased in the SCEs in Sessions 11, 13 and 14. Through time:
 - Sebastian's majority of dialogic moves were found in THU11 in which the dialogic moves C, E, P, R, were more frequent.
 - Gabriel's dialogic participation increased in THU11 and THU13 and 14. Specifically, B, E, R were more frequent.
 - Nicole's majority of dialogic moves were found in THU11 in which she mainly built (B) and expressed ideas (E).
 - The courses of action (G2) were proposed by educators and students.

- Students contributed dialogically, although less frequently, when their peers' challenges were discussed.

6.3. Answering RQ3a. How do participants contribute to the dialogue in this goal-setting and planning activity?

There were some similarities regarding the participants' contributions to the dialogue. In all the SCEs analysed the turns were evenly distributed between the educators and students, and most turns were dialogic. However, it was the protagonist of the activity and I who tended to utter most of the turns and dialogic turns, which suggests that there was some bouncing of ideas between the protagonists and me in the SCEs.

There were also differences in the interaction that are worth addressing. The difference in the time used to discuss each of the challenges was substantial. While Sebastian's challenge was discussed for over an hour, Nicole's was discussed for only 20 minutes. This inequality in the distribution of time could have diminished Nicole's opportunities to reflect on her decision-making and planning of new strategies to achieve her goal. While the sessions were taking place, I was aware that the discussions about Nicole's challenge were very short. However, this did not concern me at the time as she mentioned she was doing well with her challenge and I saw that she did not require much support to mark her progress on the Challenge of the Month form. Additionally, I perceived that Nicole participated when the other students shared their challenges; therefore I assumed that she was benefiting from the dialogue. However, after the analysis, I realised that when discussing her challenge, the distribution of turns and dialogic turns tended to happen just between her and me and that her challenge was not addressed in sufficient depth. Moreover, when looking at her participation in all the SCEs that were analysed, I realised that she was participating but not as much nor in such a dialogic way as I assumed at the time of data generation. These findings make me think that Nicole might have participated more in other activities we carried out together, but in the Challenge of the Month more effort could have been made to have pushed her progress forward. Nicole would have benefited further from this activity if I had promoted her participation in all the SCEs, and when discussing her challenge, I could have posed more questions that invited her to reflect further on her progress. Our conversations would also have benefited if I had encouraged the rest of the participants to contribute to Nicole's SCEs.

In the discussions about Gabriel's challenge, it was me who contributed most dialogic turns. However, the rest of the students participated dialogically. Moreover, Gabriel's dialogic participation progressively increased in the SCEs in which he was the protagonist. His progress was most clearly seen in the concluding session in which he built on contributions (B), expressed relevant contributions (E), invited others to elaborate/clarify their contributions (I), and made his reasoning explicit (R) more frequently. His dialogic participation was concentrated in the SCEs in which he talked about his challenge. This suggests that in the face of a conversation that motivated him or a task that directly included him, educators could prompt Gabriel to progressively communicate in more dialogic ways.

Regarding Sebastian's SCEs, the dialogic contributions were mainly posed by him and me, but all the participants contributed dialogically. It was advantageous that the guiding (G) role was not only adopted by me but also by Nicole and Teacher Derek. Perhaps because Sebastian was more verbal in sharing his progress, and/or because we all engaged more dialogically, Sebastian seemed to have benefited from this process. This can be seen in the fact that Sebastian proposed courses of action (G2), took positions/stances in dialogue (P) and shared his reasons behind his contributions (R).

The cluster building on (B) was coded in all the participants' turns across all the SCEs, which suggests the occurrence of chains of dialogue on the matters discussed. Given the educational nature of this activity, the conversations were guided (G) towards key aspects, mostly by Derek and me. We also made efforts to encourage the students' active participation by inviting them to elaborate (I), to express opinion/beliefs/ideas (E) and to propose courses of action (IG2). With my contributions my objective was to prompt the active participation of the students in dialogue. By guiding (G) their contributions and asking them to elaborate on their ideas (I) I aimed to encourage their reflection on their process.

6.3.1. Relating the findings to the conceptual framework

These findings have implications related to the students' self-determination. In the case of Nicole, the conversations were short and developed mainly between her and me. It seems like little was done to promote her to reflect on her progress and on the goal she was pursuing with her challenge. Thus, the opportunities for Nicole to exercise, reflect, and develop her agency and volition were limited. In the cases of Gabriel and Sebastian, they both acted with agency when proposing courses of action (G2), additionally Sebastian took positions in dialogue (P). Both students also showed their

volition by making their reasoning explicit (R). These findings show dialogic moves that may be beneficial for students' volition and agency, nevertheless, if self-determination is co-constructed in the interaction, as previously argued, it makes sense to look in detail at how other agents respond to these dialogic moves. I look more deeply into this matter in the next chapter.

Chapter 7. Participants proposing and handling courses of action in conversations regarding a goal-setting and planning activity.

In the current chapter, I will focus on *RQ3b. How were courses of action proposed and handled in this activity? Did any specific dialogic moves appear to be particularly influential?* To do so, I reviewed again the turns coded with a ‘G2: Propose action’ in the selected SCEs from Sessions 7, 11, 13 and 14. As part of the analysis, I identified that the G2s remained at the level of ‘Do’ goals; that students proposed courses of action either as an initiative or after an explicit invitation to do so; and that the ways in which courses of action were handled varied on a case-by-case basis; nevertheless, inviting to elaborate (I), building on the proposal (B), and guiding the conversation (G) were key to moving the activity forward. In the next sections I present, firstly, preliminary notes on the data and analysis (section 7.1). Then, the data analysis is addressed (section 7.2). Finally, I discuss the answer to RQ3b (section 7.3).

7.1. Preliminary notes

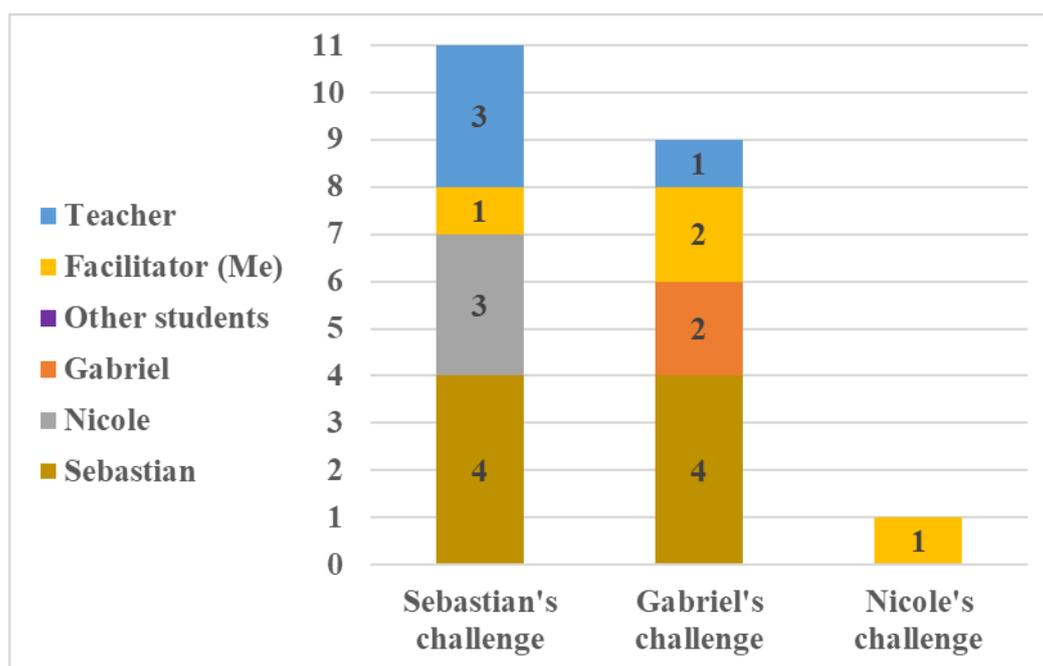


Figure 7.1 Total of courses of action proposed (G2)

Figure 7.1 shows the total number of G2s coded in the SCEs analysed. Eleven courses of action were proposed when discussing Sebastian’s challenge, nine when discussing Gabriel’s and one when discussing Nicole’s. Sebastian proposed most G2s and did so when discussing his own and Gabriel’s challenges. Gabriel proposed two G2s when discussing his own challenge. Nicole proposed G2 when discussing Sebastian’s challenge only. In Nicole’s challenge I proposed the only G2 that was coded. Teachers proposed

courses of action when discussing Sebastian’s and Gabriel’s challenges. Thus, all the participants contributed with proposals for courses of action and it was the students who contributed most of them (13 versus 8 proposed by the teachers and me).

There were differences between the G2s. Firstly, some of them were proposed in order to meet the students’ goals, while others were proposed to regularly track their progress using the Challenge of the Month form (Appendix S). The same differentiation could be made with respect to the invitations to propose courses of action (IG2). I left the coding as a G2/IG2 when the proposition or invitation was aimed at achieving the challenge. I added a ‘p’ (G2p/IG2p) when the proposition or invitation was directed at tracking the progress on the form⁶.

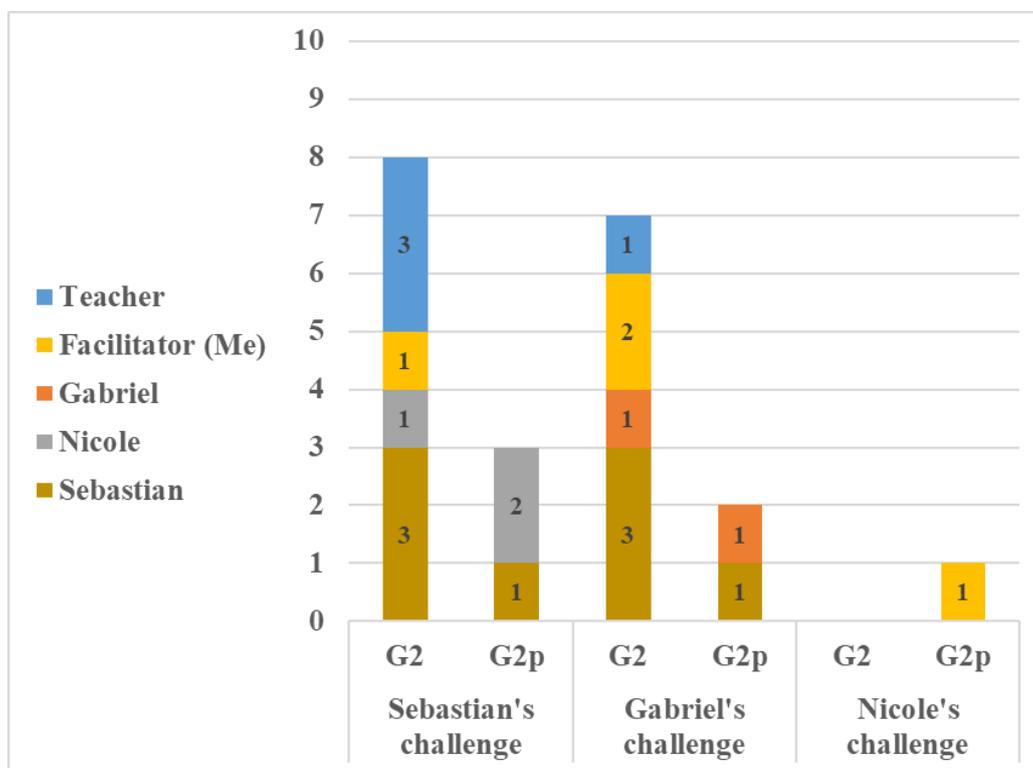


Figure 7.2 Total courses of action proposed differentiated between G2 and G2p

As shown in Figure 7.2, most of the courses of action were aimed at achieving the challenges (15 G2 versus 6 G2p aimed at tracking progress). The students and I proposed both types, G2 and G2p.

A second differentiation identified in the G2s proposed, was in relation to its level of abstraction (Carver and Scheier, 2005). To explain these differences, I draw on ideas from control theory (Powers, 1973 in Carver and Scheier, 2005) and action identification theory (Vallacher and Wegner, 1987). I propose that the courses of action proposed during

⁶ More information regarding the coding criteria can be found in Chapter 3, Section 3.8.3.1.1 Coding criteria for G2 and IG2

the sessions were subgoals designed to accomplish more overarching goals. Goals and subgoals varied at the level of abstraction from the most abstract (the **highest level of abstraction** which indicates *why* the action is done) to the most concrete (**the lowest level of abstraction** which indicates *how* the action is done). Following these ideas, I divided the goals and subgoals into two categories ‘Be’ and ‘Do’ goals (as described in section 2.3.3.2)

Placing this categorisation within a sociocultural perspective of teaching and learning, I draw on the concept of interreliance to argue that these levels of abstraction/concreteness are not to be understood as the cognitive levels of any of the participants, but as the level of abstraction/concreteness of the goals and subgoals *that were discussed* among the participants. Interreliance acknowledges that people do not act in isolation but within an ecological context (Jackson et al., 2005). Individuals make use of other people to accomplish goals. Moreover, their individual needs are typically weighed against the needs of others who will be affected by their decisions. Therefore, I claim that individual goals are accomplished *and negotiated* through interpersonal interactions. The analyses in this chapter focus precisely on the interactions that arose when talking about the achievement of the students’ goals through their Challenges of the Month. For this reason, the categorisation proposed above should be understood as the level of abstraction/concreteness at which these interactions occurred.

In relation to the G2s proposed by the students, I identified two forms in which they emerged:

- *G2s prompted by an explicit invitation.* Based on the categories I used for coding the dialogue, the invitations could take the form of an invitation to propose a course of action (IG2), invitation to elaborate/reason (I), or an invitation to propose opinions/beliefs/ideas (E). The invitations could come from either an educator or a student. G2s were classified as prompted by an invitation, regardless of whether the invitation was addressed to the particular student who provided the G2. For example, two G2s were proposed by different students after I posed an IG2 to Gabriel when discussing his challenge. I considered both G2s to be prompted by an invitation:

Facilitator: ...Do you want to know how much money you have or do you want to cross out the days on which you save money?

Gabriel: Cross out when I save.

Sebastian: Mmm ((*sound expressing thinking*)) no, better not. The money, to help him, could it be? Like, for example... he spent little and... save less... help him with that.

- *G2s proposed on the student's own initiative.* On some occasions, students suggested courses of action without an explicit invitation from another participant to contribute. These G2s were proposed by students while discussing their own challenge, or the challenge from one of their peers. For example, after having discussed Gabriel's challenge of saving money, I gave him the instruction to send a message to his parents to bring a moneybox to the university. On his own initiative, Sebastian proposed that he could give Gabriel one of the moneyboxes he had. Sebastian's G2 was not prompted by an invitation; in fact at that moment I was concluding the activity but Sebastian's G2 opened up the conversation for a few more turns.

In the following section I conducted the analysis on the G2s that emerged when students chose, reviewed and concluded their Challenges of the Month.

7.2. Data analysis

7.2.1. Choosing the Challenges of the Month

Participants: Nicole, Gabriel, Sebastian, Teacher Amy and I as 'Facilitator'.

Session 7 took place at the students' university. I analysed the CE 11 (THU7CE11) in which the students chose their challenges (Figure 7.3).

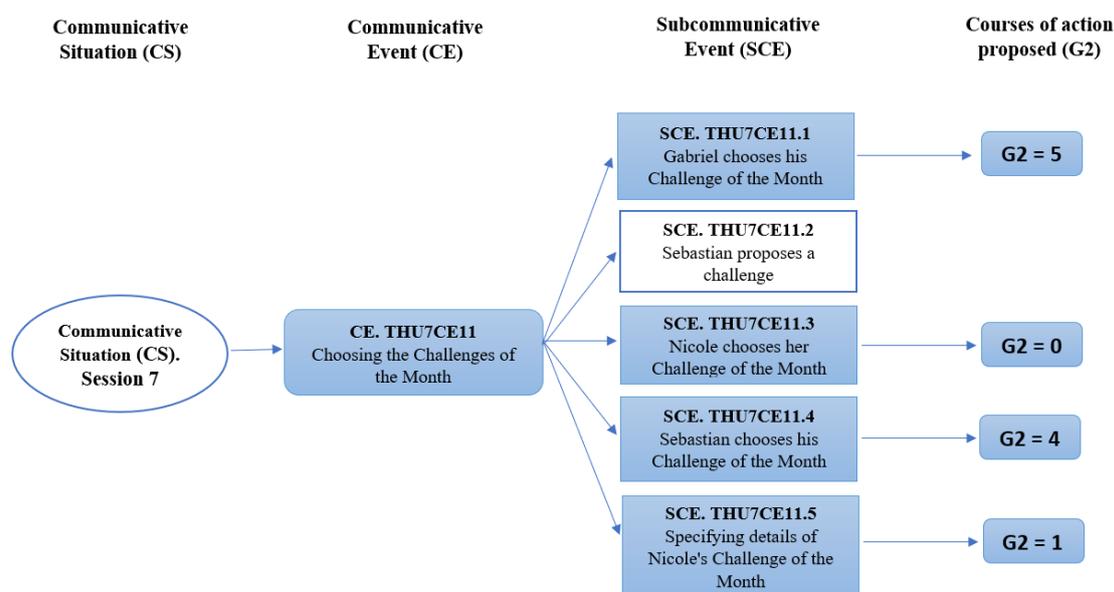


Figure 7.3 EoC of the courses of action proposed in THU7CE11

As illustrated in Figure 7.3, five courses of action were proposed when Gabriel chose his challenge, four when Sebastian chose his, and one when discussing Nicole's

challenge. The SCE analyses are presented below in chronological order. Gabriel’s SCE first, then Nicole’s (including THU7CE11.3 and THU7CE11.5) and Sebastian’s at the end. As mentioned before, THU7CE11.2 was not selected as the proposal shared by Sebastian in this SCE was not suitable for tracking through this activity (see section 6.2.1).

7.2.1.1. THU7CE11.1 Gabriel chooses his Challenge of the Month

In previous sessions, the students prepared PPTs to share their goals for the future (Appendix R). To achieve Gabriel’s goal of buying things with his own money, Sebastian and Nicole suggested he should save the money he did not spend at the university in a moneybox. In the episode in Table 7.1, Gabriel formally chose ‘saving money’ as his Challenge of the Month.

Turn	Agent	Conversation	SEDA1	SEDA2
1201	Facilitator	Now, another thing now is ((<i>I pick up the Challenge of the Month form from the table and show it to the students</i>)) We are going to talk about your Challenges of the Month. From the goals you've identified in yourselves and so- ((<i>Gabriel's printed 'Goals' PPT is on the table in front of him. I put the Challenge of the Month form on top of his PPT</i>))	G	C
1202	Sebastian	Challenge of the Month?	I	
1203	Facilitator	Let's think, what would you like to do as a Challenge of the Month. What would you like to do guys?	E	B
1204	Nicole	Oh, I am between two! ((<i>she smiles and leans her head on the table</i>))	U	
1205	Sebastian	Oh, they give us too many challenges! Oh, we have too many ideas! ((<i>smiling and slightly shaking his head as if saying 'No'</i>))	U	
1206	Facilitator	Well, just- let's choose one first. ((<i>I see that Gabriel is looking at the table and seems distracted</i>)) You know which one already, right, Gabriel?	B	G
1207	Gabriel	Yes ((<i>Gabriel is still looking at the table</i>))	U	
1208	Facilitator	Which one?	I	
1209	Gabriel	Which one? ((<i>Gabriel looks at me</i>))	I	
1210	Facilitator	Uh-huh, what was going to be your Challenge of the Month?	B	
1211	Gabriel	To save money ((<i>he writes this down on his Challenge of the Month form</i>))	C	
1212	Facilitator	OK, then your Challenge of the Month, here, here, here, here ((<i>I point out in Gabriel's form where to write down his challenge</i>))	G	

The episode in Table 7.1 started with me focusing the conversation on this new activity and making a connection to the ‘Goals’ activity we had just concluded (G+C turn

1201). In turn 1206 I clarified that the students should select just one challenge (B) and focused the conversation on Gabriel (G) by saying: ‘You know which one already, right Gabriel?’. I clarified this question in turn 1210 (B) and Gabriel answered: ‘To save money’, bringing in this specific contribution from previous conversations (C turn 1211). This suggests that Gabriel's choice was the product of the co-construction of ideas throughout previous discussions in which his peers and I participated. After choosing his challenge, courses of action were proposed to achieve it and to track his progress on the form regularly. Those courses of action were coded with G2/G2p respectively. A summary of the courses of action proposed is illustrated in Figure 7.4.

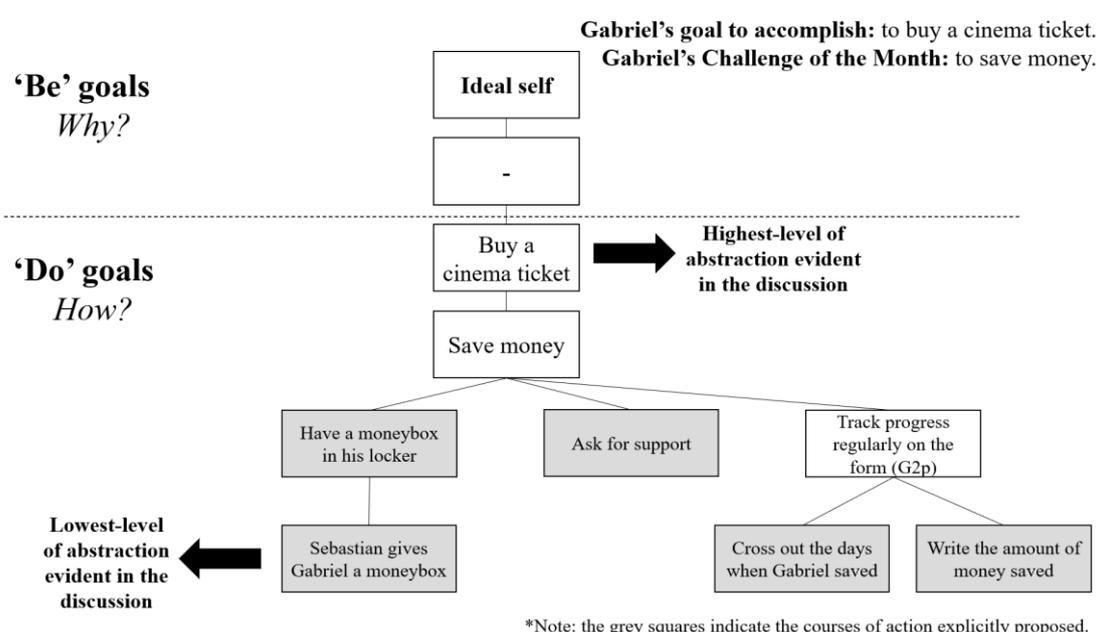


Figure 7.4 Overview of the courses of action proposed in THU7CE11.1

Gabriel's goal to accomplish was to 'buy a cinema ticket'. It was categorised as a 'Do' goal. The conversations revolved around other actions (i.e., 'Do' goals) that could be taken to accomplish it, therefore the 'Do' goal 'buying a cinema ticket' was the highest level of abstraction discussed since it was *why* the rest of the actions were proposed (Figure 7.4). The reasons behind Gabriel's interest in buying the ticket, (i.e., 'Be' goals) were not discussed.

To buy a cinema ticket, Gabriel proposed that he should save money. 'Saving money' was discussed as the action of putting unspent money into a moneybox. To facilitate it, the course of action of putting a moneybox in Gabriel's locker was proposed (G2), as well as asking for support from teachers/parents (G2). At the lowest level of abstraction, Sebastian proposed giving Gabriel a moneybox, and participants proposed

actions related to specific forms of tracking his progress (G2p). Below are the conversations in which these courses of action were proposed.

In Episode 2 in Table 7.2, the G2/G2p were prompted by explicit invitations made by me (IG2p). Gabriel and Sebastian contributed two G2p after one of my invitations (turns 1226, 1228). I replied to Gabriel's G2p with a non-dialogic 'OK' but after hearing Sebastian's G2p, I stated my agreement with him (P) thus rejecting Gabriel's proposal. I expand on this after Table 7.2.

Table 7.2				
<i>THU7CE11.1. Episode 2</i>				
This episode took place a few turns after Gabriel chose his challenge. In this episode, I took up Gabriel's challenge as an example to illustrate how to fill in the Challenge of the Month form. Firstly, I explained that the form said 'March' at the top because that was the month at the time. Then we talked about how to fill in the form and how to regularly monitor Gabriel's progress.				
Turn	Agent	Conversation	SEDA1	SEDA2
1218	Facilitator	<i>((I hold Gabriel's form and show it to the students while I speak))</i> So I put the month March because we are in March right now, OK? And what we are going to do is that we are going to cross out the day on which we start and then each day we will- for example, <u>Gabriel</u> <i>((I emphasised Gabriel's name to catch his attention. Gabriel was looking at the table))</i>	B	
1219	Gabriel	Yes? <i>((Gabriel raises his head and looks at me))</i>	U	
1220	Facilitator	<i>((I speak to the students))</i> He will write down how much money he saves	B	
1221	Gabriel	OK°	U	
1222	Facilitator	<i>((I look at Gabriel))</i> So that at the end we know how much money you have	B	
1223	Gabriel	OK	U	
1224	Facilitator	<i>((I show the form to Gabriel while I speak))</i> Do you want, do you want to know how much money you have or do you want to cross out the days on which you save money?	IG2p	
1225	Sebastian	Well:::	U	
1226	Gabriel	Cross out when I save	G2p	
1227	Facilitator	[OK]	U	
1228	Sebastian	[Mmm:::] <i>((sound expressing thinking))</i> no, better not. The money, to see mm::: like to help him, could it be? Like, for example, he puts the money. If he spent little and put a little less [of the money] [and then you kind of save less], I don't know, and then like help him with that	P	G2p
1229	Facilitator	[Do you have a locker here?] <i>((I ask Nicole))</i>	U	
1230	Nicole	[Locker, we do have] <i>((Nicole answers my question))</i>	U	
1231	Facilitator	Yes, that would be great, Gabriel <i>((I show the form to Gabriel and point out to it while I speak))</i> , that you were writing like	P	IG2p

		'Today I saved five pesos'. But how do we control this? ((<i>I look at the form</i>))		
1232	Gabriel	OK	U	
1233	Facilitator	((<i>Looking at Gabriel</i>)) How do we look- How do we supervise this?	B	
1234	Teacher Amy	Well, that about leaving in the locker a moneybox	G2	B
1235	Facilitator	To leave in the locker the moneybox? ((<i>looking at Teacher Amy</i>))	U	
1236	Amy	And that they go putting money in	B	
1237	Facilitator	Uh-huh	U	
1238	Amy	But then you could only supervise well, well, Thursday and Friday	B	
1239	Facilitator	No, I could come more days per week	B	
1240	Amy	Yes?	U	
1241	Facilitator	Yes, to supervise the guys' challenges. We'll go from there, but something like that. [Or maybe I can ask for support from] Isabel or something ((<i>Isabel was a Building Bridges teacher</i>)), just to see that they save. I don't know ((<i>I look at Teacher Amy and shake my head 'No'</i>)). No	B	G2
1242	Nicole	[Or in the case of:::]	U	
1243	Nicole	Or from Derek and Lucy? ((<i>Derek and Lucy were the independent-living flats facilitators where Nicole and Sebastian lived</i>))	B	
1244	Facilitator	In your case Derek and Lucy can support you, yes. In your case Derek and Lucy will support you ((<i>talking to Nicole</i>)). ((<i>Looking at Gabriel, I continue speaking</i>)) Because I thought of saying this at your home, Gabriel	B	
1245	Gabriel	OK	U	
1246	Facilitator	Do you think they will support you at home?	E	
1247	Gabriel	Yes	U	

Episode 2 started with me explaining to the students how to fill in the Challenge of the Month form. I did so by building on my own contributions (B) and making pauses to check that I had Gabriel's attention (turns 1218 to 1222). By the end of turn 1222, I had given the instruction to write down on the form the amount saved. However, in turn 1224, I took a step back to invite Gabriel to choose the course of action to track his progress on the form, thus promoting his agency. I made this invitation giving him two options to choose from: 'Do you want to know how much money you have or do you want to cross out the days on which you save money?' (IG2p). Gabriel answered that he wanted to cross out when he saved (G2p, turn 1226), thus showing his agency. However, Sebastian proposed to take the other option, explaining that it would be better if Gabriel wrote down how much money he spent because that way we could help Gabriel, for

example, if we found out that he had saved little money (P+G2p, turn 1228). Interestingly, Sebastian did not talk to Gabriel in the second person, but described the course of action to me, referring to Gabriel in the third person. I agreed with Sebastian thus disregarding Gabriel’s choice and continued the discussion by inviting Gabriel to propose a strategy to monitor his progress (P+IG2p turn 1231).

In turn 1233, I rephrased my question to Gabriel: ‘How do we supervise this?’ (B). This time, Teacher Amy proposed a course of action, building on my contribution in turn 1229: leaving a moneybox in Gabriel’s locker (G2+B, turn 1234). In the following turns, Amy and I built on this proposal (B) and in turn 1241 I proposed to ask a teacher for support to supervise Gabriel in saving money (G2). In turn 1243 Nicole contributed to the discussion by proposing to ask for support from the flat facilitators instead (B). Flat facilitators could not provide support to Gabriel because he did not live in the independent-living flat. I built on Nicole’s contribution telling Gabriel that we could ask for support from someone at his home (B turn 1244). Gabriel answered to my contributions with ‘OK’ and ‘Yes’ (turns 1245 and 1247).

Although the challenge we were talking about was Gabriel's, in this episode Amy, Sebastian, Nicole and I contributed to the conversation without really prompting or developing Gabriel's agency. Most of Gabriel’s contributions were limited to saying ‘OK’ and ‘Yes’, while many of the questions I asked Gabriel were closed ones (e.g., turns 1224 and 1246).

Episode 3 in Table 7.3 took place a few turns later. One G2 was proposed by Sebastian as an initiative. I replied to Sebastian’s proposal inviting him to elaborate (I).

Table 7.3 THU7CE11.1. Episode 3				
In this episode I told Gabriel that he would have to take a moneybox to the university, thus taking up the proposal of having a moneybox in Gabriel’s locker as a means of supervising him regularly.				
Turn	Agent	Conversation	SEDA1	SEDA2
1266	Facilitator	OK. So we are going to send a message to your parents now before we forget. Now [before- when] we finish ((<i>I touch Gabriel’s hand to stop him from getting up</i>)). Sorry, sorry, when we finish. When we finish, we are going to send a message to your parents that we need a moneybox for next week	B	
1267	Gabriel	[OK] ((<i>Gabriel stands from his place. After I touched his hand he sits down once again</i>))	U	
1268	Gabriel	OK	U	
1269	Facilitator	For tomo- for tomorrow is too soon. For Monday	B	

1270	Gabriel	For Monday, OK	U	
1271	Facilitator	And we have the moneybox and start with your Challenge of the Month	B	
1272	Gabriel	OK	U	
1273	Sebastian	Or I give him one of mine	B	G2
1274	Facilitator	You have many?	I	
1275	Sebastian	Let's say, I even have a piggy bank there ((<i>points with his right hand to his left side</i>))	B	

Episode 3 starts with me building on the previous agreement regarding keeping a moneybox in Gabriel's locker (B turn 1266, 1269, 1271). I did so by telling Gabriel to send a message to his parents asking for the moneybox. Gabriel answered 'OK' to my contributions (turns 1268, 1270, 1272). In turn 1273, Sebastian proposed a different course of action by offering to give Gabriel one of the moneyboxes he had (B+G2). I asked Sebastian for a clarification in turn 1274 (I) and Sebastian elaborated on his previous turn (B turn 1275). Sebastian's proposal in turn 1273 is once again directed at me, talking about Gabriel in the third person.

7.2.1.1.1. Summary of findings: Gabriel chooses his challenge

- Gabriel's Challenge of the month: 'to save money' was the product of the co-construction of ideas throughout previous discussions in which the students and I participated.
- The discussion remained at a 'Do' goals level.
- Students proposed three courses of action. Sebastian and Gabriel proposed two after an invitation and Sebastian one as an initiative. I responded to these by taking a position (P) and inviting elaboration (I).
- Throughout the discussions, there were occasions on which the participants were talking about Gabriel in the third person, rather than addressing him directly.
- Most of Gabriel's contributions were to say 'OK', or 'YES'.

7.2.1.2. THU7CE11.3 and THU7CE11.5. Nicole chooses her Challenge of the Month

Similar to Gabriel's case, Nicole also chose her challenge based on a goal stated on her Goals PPT: to maintain a healthy diet.

Turn	Agent	Conversation	SEDA1	SEDA2
1399	Facilitator	In the meantime, let's see, Nicole, you which one?	E	
1400	Nicole	It's just that I am between two ((<i>smiling, she brings her two index fingers together</i>))	E	

1401	Facilitator	OK, which two?	I	
1402	Nicole	The one of my diet	B	
1403	Facilitator	The one of your diet	U	
1404	Nicole	And to save money	B	
1405	Facilitator	And to save money	U	
1406	Nicole	And to keep saving money because I'm saving but I want to keep saving more	B	
1407	Facilitator	OK, and if it was saving money, what would be the goal? ((<i>Nicole looks at her form. After two seconds of silence I continue</i>)) Just to keep saving it? ((<i>I smile, Nicole looks at me and nods</i>)) And if it was the diet, what is the goal?	G	I
1408	Nicole	Mm:: ((<i>sound expressing thinking</i>)), achieve mm:: the weight that I should weigh?	B	
1409	Facilitator	((<i>nods</i>)) OK. Which one do you think that would be better? (2) For now?	I	G
1410	Nicole	I think the diet	E	
1411	Facilitator	I think so as well. Because saving is something that you already do ((<i>Nicole nods</i>)) and you are very disciplined already, right? To save your money and that? And right now, there isn't something- I mean now Gabriel ((<i>I touch Gabriel's arm to bring back his attention to the conversation</i>)) wants to save but because he has the goal, very specific, of wanting to buy a cinema ticket	G	C
1412	Gabriel	OK	U	
1413	Facilitator	((<i>Looking at Gabriel</i>)) Yes, right?	U	
1414	Gabriel	Yes	U	
1415	Facilitator	((<i>Looking at Nicole</i>)) Therefore his challenge now is saving money	B	
1416	Gabriel	OK	U	
1417	Facilitator	Yours, now, your challenge is to get to the weight that you want, or need, or that you are asked to. And then the goal- Well, the goal is, sorry to get to that weight, that's the goal	B	
1418	Gabriel	OK	U	
1419	Facilitator	Then the challenge could be to follow your diet ((<i>Nicole nods</i>)). I think that's something that right now you feel that it's more necessary. ((<i>I shrug my shoulders</i>)) That doesn't mean that you're going to stop saving, because it's something you do anyway, right? ((<i>Nicole nods</i>)) OK, then we can put it like this. So the challenge is	B	
1420	Nicole	Mm::: ((<i>Nicole writes down on her form</i>))	U	

In Episode 1 in Table 7.4, Nicole chose her Challenge of the Month: to follow her diet (E turn 1410). She made the decision after referring to two short-term goals she had: to maintain a healthy diet, and to save money. I focused the conversation on a key aspect of the activity: that the challenges were meant to achieve goals, and asked Nicole what goals would she achieve with each of the challenges she had in mind (G+I turn 1407). Nicole built on my contribution, mentioning that with the diet, the goal would be to meet

the weight she was supposed to weigh (B turn 1408) in contrast to saving money, which was not directed to a specific goal to achieve at that moment. I provided informative feedback referring back to Gabriel’s challenge as an example of someone who had chosen a challenge to achieve a specific goal (G+C turn 1411). After choosing her challenge, I focused the conversation on ways in which Nicole could track her progress regularly. A summary of the course of action proposed is illustrated in Figure 7.5.

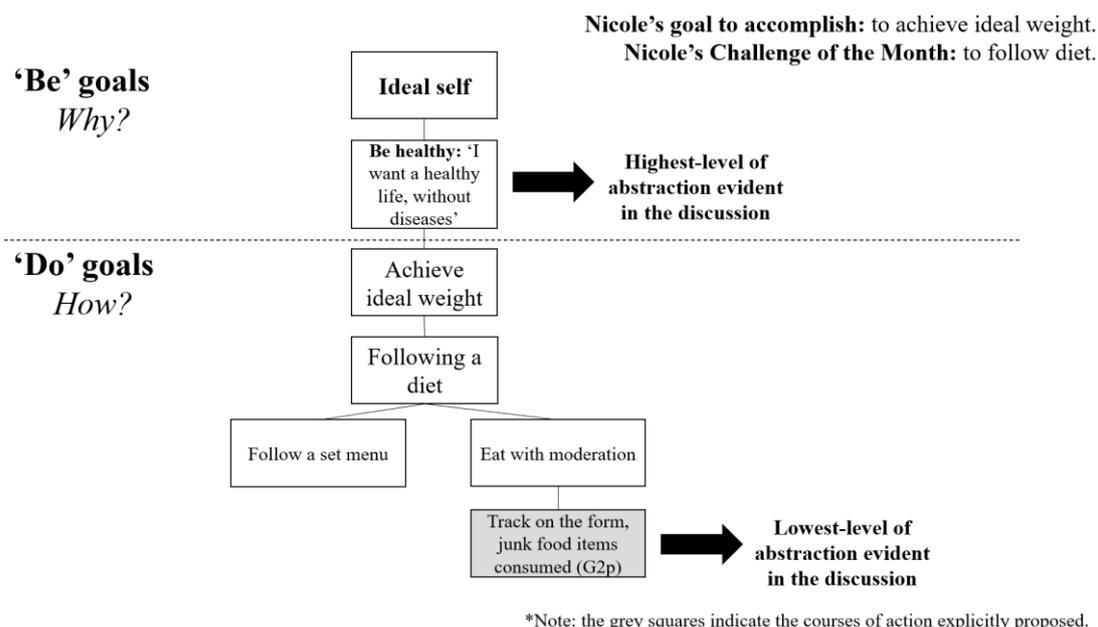


Figure 7.5 Overview of the courses of action proposed in THU7CE11.3 and THU7CE11.5

Nicole’s interest in following her diet had been previously mentioned in the session in which Nicole presented her Goals PPT. In that session Nicole explained: ‘**I want to* keep my diet because I want to have a healthy life, without diseases and pain*’. The ‘Be’ goal of being healthy was thus considered the highest level of abstraction discussed in relation to the subgoal of following a diet. As shown in Table 7.4, Nicole wanted to follow her diet to reach her ideal weight, thus to ‘follow a diet’ was thought of as a means to ‘achieve ideal weight’, which in turn was a means to ‘be healthy’. Therefore I categorised ‘achieve ideal weight’ and ‘follow diet’ as ‘Do’ goals to help Nicole to achieve the ‘Be’ goal of being healthy.

Two ways of following a diet were briefly discussed in this session: following a set menu or eating with moderation. Nicole focused the conversation on the latter and I proposed a way to track her progress on the Challenge of the Month form. The tracking on the form was the lowest level of abstraction discussed in relation to this matter. This was the only course of action proposed.

Table 7.5

THU7CE11.5. Episode 1

After selecting her challenge, in this segment, Nicole and I discussed what would count as ‘following a diet’ and how she would track her progress on the form.

Turn	Agent	Conversation	SEDA1	SEDA2
1536	Facilitator	((<i>Looking at Nicole</i>)) And what are you going to do to see if you are following your diet?	IG2p	
1537	Nicole	Well::: uhm::: ((<i>Looking at her challenge of the month form. After a few seconds, she puts her left hand on her chin</i>))	U	
Parallel conversation occurred				
1547	Nicole	Oh, I'm thinking how can I do it ((<i>Looking at me, puts her left hand on her left cheek</i>))	U	
1548	Facilitator	Do you have a written diet? From Monday's menu, Tuesday's menu, Wednesday's menu? Or is it that you more or less know what you have to eat?	I	G
1549	Nicole	More or- I <u>do</u> know what I have to eat	E	
1550	Facilitator	Is there something that you should not eat that you sometimes eat? ((<i>I shook my head 'No' while saying 'should not eat'</i>))	I	G
1551	Nicole	Mmm::, ((<i>closes her eyes a little and shakes her head slightly from side to side</i>)) well, I can eat but not very often and sometimes yes...	B	
1552	Facilitator	You eat it more often?	B	
1553	Nicole	Mmm::: well, no, but if I do it, I don't know, once a week or something. The nutritionist told me that I can eat everything but not	B	G
1554	Facilitator	Limited (2) moderate ((<i>I nod</i>))	B	
1555	Nicole	Moderate ((<i>nods slightly</i>))	U	
1556	Facilitator	Because to follow your diet you could say, ‘Today Monday, yes, I followed it’, but how do you know that you followed it? If you didn't ea:::t (2) crisps or if you didn't ea:::t	I	G
1557	Nicole	(2) Bread?	B	
1558	Facilitator	Bread, for example. Then you can write. ((<i>I put my hands in front of me with the palms facing each other leaving a space between them</i>)) For example we can limit it only to eating bread. Or something like that. ((<i>I lower my hands, cross my arms, and rest my elbows on the table</i>)) Something you like and you shouldn't eat all the time	B	G
1559	Nicole	Well, crisps, bread	U	
1560	Facilitator	So you can write down like ((<i>I act like I write using my right hand while saying the following</i>)) [‘Today I ate crisps’], ‘Today I ate bread’, ‘Today I didn't eat these things, today I ate vegetables’ or something like that. ((<i>Using my finger, I point out different days on her form while explaining the following</i>)) Like writing down what days, for example, today if you eat bread you put, ‘I ate	B	G2p

		bread’ and then you see here, ‘Today I ate bread and yesterday I ate crisps and tomorrow I ate carbohydrates and Sat-’, sorry, yes, ‘Crisps and here again. This day I only ate well, without crisps and without bread, but this day I ate crisps again and this day I ate bread again and this time, I didn’t realise it but I ate crisps again’. Do I make myself clear?		
1561	Sebastian	[Junk food]	B	G
1562	Nicole	Oh, OK! ((<i>smiling looking at her form</i>))	U	
1563	Facilitator	Like things you shouldn’t eat much, you can write them down	B	
1564	Nicole	OK	U	
1565	Facilitator	Yes? [Something like that?] ((<i>shaking my hand to express ‘more or less’</i>)) Yes? And then we see each Thursday how your diet is going ((<i>Nicole nods</i>)) OK	C	
1566	Nicole	[Yes, OK]	U	

In the episode in Table 7.5, I began the conversation by asking Nicole for a way to regularly track her progress on the form (IG2p turn 1536). However, turns later I took a step back to inquire if Nicole had a set menu (I+G turn 1548). Given that she did not, Nicole and I discussed what would count as ‘following her diet’. Nicole and I built on each other’s contributions (B, turns 1551 to 1555, and 1557 to 1558) and I posed questions to Nicole which had the intention of inviting for clarification while narrowing the field of focus (I+G turns 1550, 1556). Building on the previous contributions, in turn 1560 I proposed that Nicole should write on the form the days on which she ate things she should not eat all the time, like bread and crisps (B+G2). I built on this proposal in turns 1563, and 1565 (B). To which Nicole answered ‘OK’ and ‘Yes’ (U). Building on the discussion, Nicole and Sebastian introduced authoritative perspectives (B+G). Nicole did so when quoting her nutritionist’s advice (turn 1553) and Sebastian when introducing the technical term ‘junk food’ (turn 1561).

7.2.1.2.1. Summary of findings: Nicole chooses her challenge

- Nicole chose her challenge of following a diet based on a short-term goal she had previously shared in our sessions.
- ‘Following a diet’ was discussed as a means to ‘achieving her ideal weight’. In contrast to her peers, Nicole mentioned a ‘Be’ goal when she mentioned that she wanted to keep to her diet *because* she wanted to *be healthy*.
- In these episodes the conversation was developed mainly between Nicole and me. I suggested the only G2p in Nicole’s challenge.

7.2.1.3. THU7CE11.4. Sebastian chooses his Challenge of the Month

In contrast to Gabriel's and Nicole's challenges, Sebastian proposed a challenge that was not explicitly related to the short-term goals he had presented in the 'Goals' activity. Sebastian proposed as his challenge to take his own breakfast to the university rather than buying it there (Table 7.6).

Turn	Agent	Conversation	SEDA1	SEDA2
1421	Sebastian	Oh, I know which one!	E	
1422	Facilitator	Which one?	I	
1423	Sebastian	Bring breakfast to the university	E	
1424	Facilitator	OK. That's your challenge, bring breakfast to the university, how often?	I	
1425	Sebastian	((<i>Looking at Nicole</i>)) Yes, sometimes I forget, right?	B	
1426	Nicole	((<i>Looking at Sebastian</i>)) But which days do you want to bring breakfast, or all week?	B	G
1427	Sebastian	In all, in all the- [to see what days I fail], to see what days, for example	B	
1428	Nicole	[All week?] ((<i>She asks Sebastian but looks at me</i>))	B	
1429	Nicole	Oh, I think I got it!	U	
1430	Facilitator	It's like you want to have a record of the days that you bring breakfast and the days that you spend money?	B	I
1431	Sebastian	Mmm::: ((<i>sound expressing thinking</i>)) something like that	U	
1432	Facilitator	But what is your goal? To bring it every day, bring at least three times a week?	I	G
1433	Nicole	Once a week?	B	
1434	Facilitator	At least once a week? I mean, how many times a week would you like to bring breakfast?	B	
1435	Sebastian	It's like trying not to spend so much money	B	
1436	Facilitator	OK ((<i>I nod</i>))	U	

In the episode in Table 7.6, Sebastian chose as his challenge to take his own breakfast from the independent-living flat where he lived, to his university (E turn 1423). I invited Sebastian to elaborate on his proposal by asking him how many times a week he would like to take his own breakfast (I turn 1424). Interestingly, Sebastian built on his previous contribution by asking Nicole to confirm that he tended to forget to take his own breakfast (B turn 1425). Nicole, noting that Sebastian did not answer my question, clarified it and focused her peer on the question I had posed before (B+G turn 1426). In this way Nicole provided support for her peer to move forward with his task. In the following turns, Nicole, Sebastian and I built on each other's contributions (B) until turn 1432 in which I focused the conversation on the key aspect of this activity: 'But what is

your goal?’ (I+G turn 1432). As a strategy to encourage Sebastian’s response, I gave him some options straightaway: to bring breakfast every day, at least three times a week. However, with these options I was assuming that Sebastian’s goal was related to bringing food to the university a certain number of days per week. Fortunately, Sebastian clarified my previous contribution thus shedding light onto what his goal was: ‘trying not to spend so much money’ (B turn 1435).

After choosing his challenge, we discussed courses of action to achieve his goal and track his progress regularly on the form. A summary of the course of action proposed is illustrated in Figure 7.6 below.

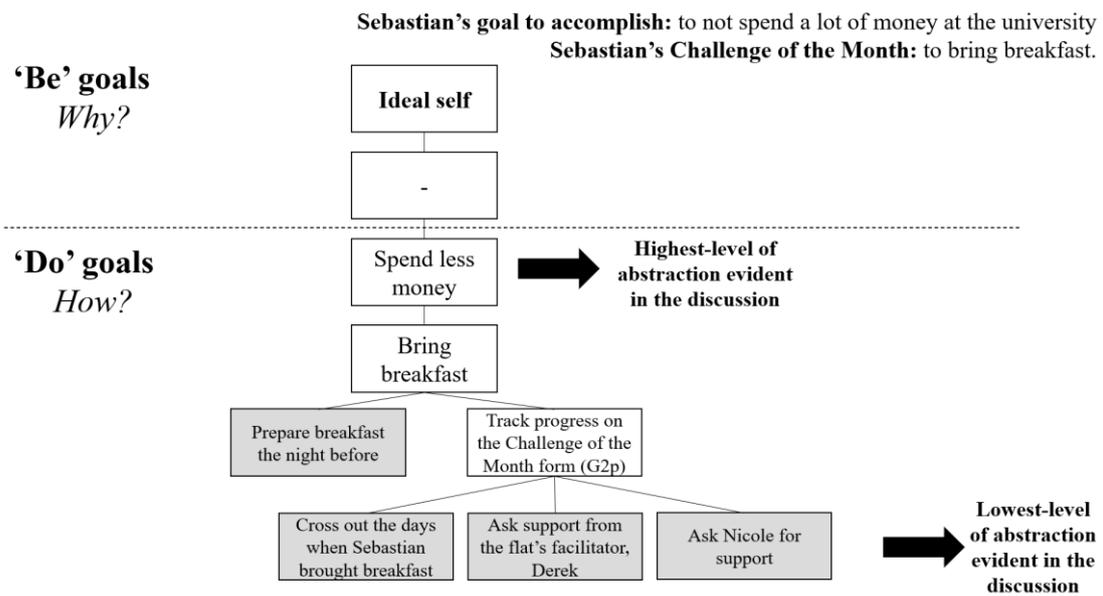


Figure 7.6 Overview of the courses of action proposed in THU7CE11.4

Sebastian’s goal was to spend less money. ‘Spend less money’ was the goal with the highest level of abstraction discussed because it is *why* the rest of the courses of action were proposed. To spend less money, Sebastian proposed to ‘bring his own breakfast to the university’ rather than buying it there. As a subgoal he proposed that he should ‘prepare the take-away breakfast the night before’ (G2).

I focused the conversation on ways to track Sebastian’s progress on the form. Subgoals were proposed to do so regularly: ‘cross out the days when Sebastian brought breakfast’ (G2p) and ‘ask for Derek’s and Nicole’s support’ (G2p). These sub-goals were at the lowest level of abstraction discussed in relation to this matter. Below are the conversations in which these courses of action were proposed.

In Table 7.7 Nicole proposed a G2p prompted by my invitation to Sebastian to propose a course of action (IG2p). Before and after the G2p, Nicole and I built on each other's contributions. I expand on this after Table 7.7.

Table 7.7 THU7CE11.4 Episode 2				
Previous to this episode, Sebastian had written down on his form the challenge he was going to carry out: 'To bring breakfast', and the goal he would pursue with it: 'To not spend a lot of money at the university'. While Sebastian was writing it down, another conversation between Nicole, Gabriel and I took place. In this episode, I brought the attention back to Sebastian's Challenge of the Month.				
Turn	Agent	Conversation	SEDA1	SEDA2
1468	Facilitator	OK then what are we going to do? ((<i>I touch with my finger Sebastian's Challenge of the Month form</i>)) The days that you bring breakfast, you'll cross them out or how are you going to mark there that you did bring breakfast? Or are you going to write 'Yes' or 'No'? How are you going to do it?	G	IG2p
1469	Sebastian	Mm:: ((<i>sound expressing thinking</i>)) like every time that I bring a food container and food is like I brought my breakfast. [I mean	B	
1470	Nicole	[Uh-huh, but here, how will you register it? ((<i>points to Sebastian's form</i>))	B	G
1471	Facilitator	For example, today is Thursday 7, did you bring your breakfast today?	G	
1472	Sebastian	Ehm, yes, I even brought chicken	U	
1473	Facilitator	Perfect, [so then on Thursday 7-] ((<i>I realised that Nicole wanted to say something, thus I paused myself and look at her giving her the turn to speak</i>))	U	
1474	Nicole	[So the-] Then you could cross it out or you could put [a tick]	B	G2p
1475	Facilitator	[a mark], a tick. Whatever that means that on that day, that makes se- that you [know]	B	
1476	Nicole	[understand] ((<i>chuckles</i>))	B	
1477	Facilitator	Uh-huh, that on that day you brought your breakfast ((<i>Sebastian puts a cross on his form to indicate that on that day he took his breakfast to the university</i>)). Perfect, OK? Then, how do we do it so that every day you remember to mark if yes or no? ((<i>I point to Sebastian's form using my finger</i>))	B	IG2p

In turn 1468, I brought the attention back to the task at hand and invited Sebastian to propose a course of action in relation to how he was going to track his process on the form (G+IG2p). Sebastian explained further the Challenge of the Month he had previously proposed; however, he did not answer the question I posed (B turn 1469). Interestingly, Nicole answered Sebastian, rephrasing and clarifying my previous question

to focus Sebastian on the key aspect of the conversation (B+G turn 1470). In turn 1471, I put a further question to Sebastian with the aim of narrowing down the conversation and undesirable responses (G): ‘For example, today is Thursday 7, did you bring your breakfast today?’. After his affirmative response, I was going to give feedback to Sebastian; however, I paused myself when I realised that Nicole was going to do so as well, thus encouraging Nicole’s guiding role. In turn 1474, Nicole built on the previous contributions and proposed a course of action to Sebastian: to put a cross or a tick on his form on Thursday the 7th, the day on which he had taken breakfast to the university (B+G2p). In the following turns, Nicole and I built on the contributions to expand on the explanation (B turns 1475 to 1477).

Episode 3 in Table 7.8 took place just after the previous one. Sebastian and Nicole contributed two G2/G2p prompted by my invitation to do so (IG2p). Nicole’s G2p was followed by a non-dialogic contribution made by Sebastian which I took up to guide (G) the conversation. I replied to Sebastian’s G2 with a non-dialogic ‘OK’. I expand on this after Table 7.8.

Table 7.8 <i>THU7CE11.4 Episode 3</i>				
After deciding on the challenge and how to mark Sebastian’s progress on the form, in this episode I asked for another course of action. This time in relation to a strategy through which Sebastian would remember to take out his form and track his progress daily.				
Turn	Agent	Conversation	SEDA1	SEDA2
1477	Facilitator	Uh-huh, that on that day you brought your breakfast ((<i>Sebastian puts a cross on his form to indicate that on that day he took his breakfast to the university</i>)). Perfect, OK? Then, how do we do it so that every day you remember to mark if yes or no? ((<i>I point out to Sebastian’s form using my finger</i>))	B	IG2p
1478	Sebastian	Mm::: well::: ((<i>sound expressing thinking</i>)) what do you mean?	I	
1479	Facilitator	Tomorrow, tomorrow, if I'm not here or on Monday if I'm not here, how do we do it so that you remember ((<i>I snap my fingers simulating that I just remembered something</i>)) ‘Oh, today I brought breakfast!’ or ‘Today I didn't bring breakfast’?	B	
1480	Sebastian	Oh, then only if I don't bring breakfast I cross it out ((<i>looking at his form</i>))	B	
1481	Nicole	Or you can ask Derek for support ((<i>Derek is the facilitator of the men's independent-living flat where Sebastian lives</i>))	B	G2p
1482	Sebastian	Might be	U	

1483	Facilitator	But- Yes. But that you- The important thing is that you do it every week. Every day	G	
1484	Sebastian	Yes, that's what Derek tells me	C	
1485	Facilitator	No, no, no. I'm not explaining myself clearly	U	
1486	Sebastian	No, it's just that Derek tells me	U	
1487	Facilitator	Yes	U	
1488	Sebastian	So	U	
1489	Facilitator	Yes, yes, yes, but even if Derek tells you, sometimes you have the time and you bring it and other times you don't, right?	G	
1490	Sebastian	Yes, but what I have to do is prepare it the night before	G2	
1491	Facilitator	OK	U	

In the episode in Table 7.8, I had the objective of coming up with a strategy through which Sebastian would remember to take out his form and track his progress daily. I started the conversation by asking Sebastian to propose a course of action to help him remember to mark on his calendar whether he had taken breakfast to the university or not (IG2p turn 1477). Sebastian answered by building on the course of action previously proposed of marking the form with crosses (B turn 1480); therefore his response did not answer the question I had asked. Nicole proposed a course of action to Sebastian: to ask Derek for support (B+G2p turn 1481). In the following turns, I tried to focus the conversation towards my objective of coming with a strategy to track Sebastian's progress regularly (G turns 1483, 1489); however, I was not successful and so I stated this in turn 1485. Sebastian's contribution in turn 1490 shows agency, given that he proposed a course of action to reach his goal: to prepare his breakfast the night before (G2 turn 1490). However, I did not pick up on this since this course of action was not related to the objective I was pursuing at that moment. Since my question was not being understood, I took a step back in turn 1491 by closing the conversation in order to think about how I would rephrase the question to make it clearer. This reminds us of the relevance of pause and thinking time to clarify and elaborate on ideas in dialogue. These times are important for both teachers and students.

Episode 4 in Table 7.9 took place a few turns later after having taken time to think of a way to rephrase my IG2p. Sebastian proposed a G2p in response which I replied to with a guiding move (G). I expand on this after Table 7.9.

Table 7.9				
THU7CE11.4 Episode 4				
Turn	Agent	Conversation	SEDA1	SEDA2
1500	Facilitator	OK perfect ((<i>I nod while I speak</i>)). OK yes, you have a plan on how to bring your breakfast. I understand that perfectly.	B	G

		What I want to know is, when I am not here, will you remember to put a tick or a cross?		
1501	Sebastian	Mm::: ((<i>sound expressing thinking. Sebastian turns to look at Nicole</i>)) Would you remind me?	G2p	
1502	Facilitator	Who can remind you? (3) What support do you need to remember something every day at the same time?	G	
1503	Nicole	((<i>Takes Sebastian's mobile phone from the table and picks it up</i>)) This	E	
1504	Sebastian	An alarm	B	
1505	Facilitator	((<i>Nods</i>)) At what time are you going to set it for?	I	

The episode in Table 7.9 started with me acknowledging that Sebastian had plans to achieve his goal of taking breakfast to the university and then I focused the conversation on the aspect I was interested in (B+G turn 1500). Interestingly, Sebastian answered by asking Nicole if she could remind him to mark his progress on the form regularly (G2p turn 1501). The turn shows an interesting example of potential co-regulation in which Sebastian could count on Nicole's support to achieve his goal. Nevertheless, I intervened by hinting at a different strategy that students were used to using at university daily (G turn 1502). Nicole figured out the answer and picked up Sebastian's mobile phone from the table saying 'This' (E turn 1503). Sebastian built on Nicole's contribution by stating 'an alarm' (B turn 1504). Once again, Nicole's contribution was key in moving the dialogue forward. In turn 1502, I tried to hold myself back from giving a solution straight away. However, the question I asked was not open-ended, but was intended to focus the conversation on an answer I previously had in mind. In this way I was taking a more directive position than in the previous conversations about Sebastian's challenge.

7.2.1.3.1. Summary of findings: Sebastian chooses his challenge

- Sebastian's goal was 'to spend less money'. This goal was the one at the highest level of abstraction. The discussion remained at a 'Do' goals level.
- My invitations were not being understood when I invited Sebastian to propose a course of action through which he would remember to take out his form and track his progress every day (IG2p); therefore I decided to take a step back to think of ways to rephrase my question. This reminds us of the relevance of providing thinking times to clarify and elaborate on ideas in dialogue. These times are important for both teachers and students.
- Students proposed four courses of action prompted by invitations made by me. These G2s/G2ps were handled in different ways. Sometimes I responded with

guiding moves (G), others were replied to with Nicole and I building on (B) the course of action proposed, or with a non-dialogic response.

- In contrast to Gabriel's episodes, I posed more open-ended questions to Sebastian when discussing his challenge, thus prompting him to think about strategies he might use to carry out his challenge. To both students, I sometimes gave options with the aim of narrowing down the conversation and pre-empting undesirable responses. Although on many occasions this moved the conversation forward, it could have affected the students' goal-setting when the options offered were not directly linked to their genuine desires.
- It was interesting to observe the leading role adopted by Nicole throughout Sebastian's episodes. She built on my previous contributions to clarify them (B), focused the dialogue on the key aspects of the conversation (G) and proposed courses of action (G2) to her peer. All these dialogic moves helped Sebastian to move forward with his planning.

7.2.2. Reviewing the Challenges of the Month

Participants: Nicole, Gabriel, Sebastian, Paris, Jupiter, Teacher Derek and I as 'Facilitator'.

Session 11 took place at the men's independent-living flat. The participants sat down around the dining table. Session 11 was the first session of April; therefore the students filled in new forms but kept the challenges they had had in late March. Within Session 11, I analysed the CE THU11CE1 in which the students, teacher and I reviewed the students' challenges.

As illustrated in Figure 7.7, Gabriel's progress was reviewed in the SCE THU11CE1.2 and one course of action was proposed. Sebastian's challenge was reviewed in two different SCEs and in total six G2s were identified. Nicole's challenge was discussed in THU11CE1.3 but no courses of action were proposed.

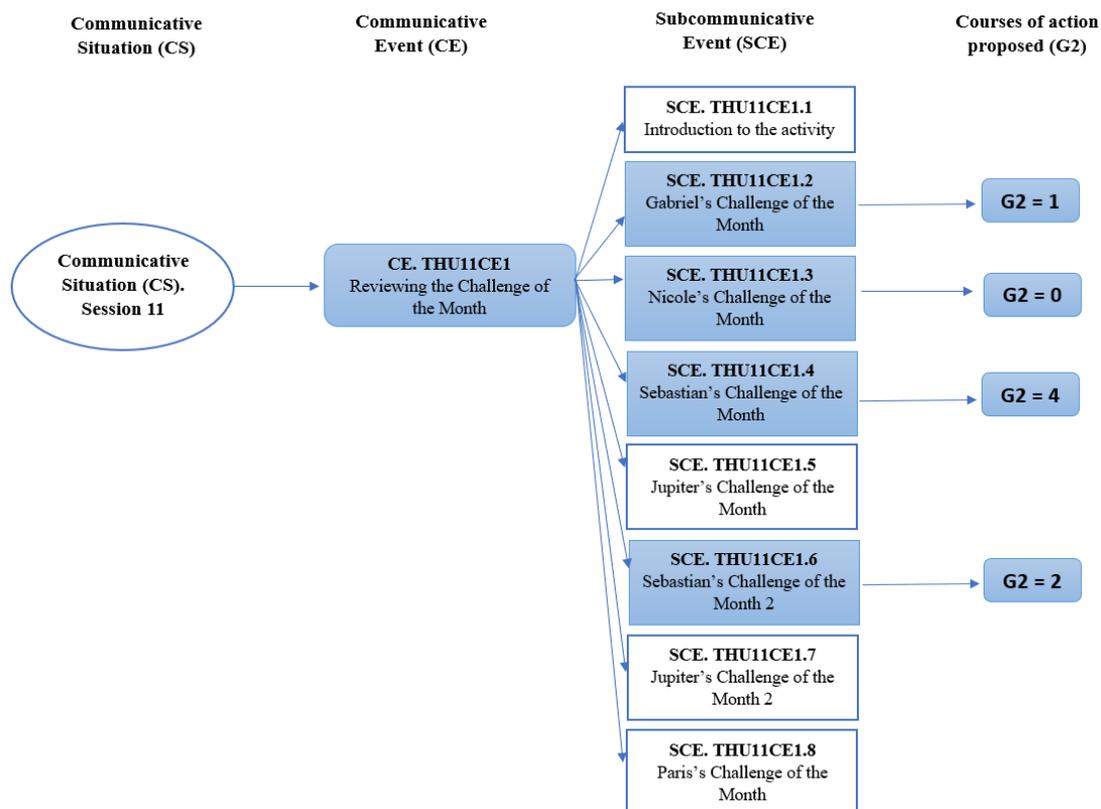


Figure 7.7 EoC of the courses of action proposed in THU11CE1

7.2.2.1. THU11CE1.2 Reviewing Gabriel's Challenge of the Month

In April, Gabriel's challenge remained the same: to save money to buy a cinema ticket. A cinema ticket in Mexico costs around \$80 pesos (£3.20 approximately). At the beginning of this SCE, Gabriel had saved \$40 (£1.60 approximately). In this SCE, Gabriel had saved \$10 more (£0.40 approximately). This was money left over after he bought food at the university. The amount of money he had saved triggered Sebastian to propose a course of action as an initiative: that Gabriel should save a greater amount if he had more left-over money. Sebastian's proposal was at the lowest level of abstraction, while 'buy a cinema ticket' continued to be at the highest level (Figure 7.8). Table 7.10 contains the conversation in which the course of action was proposed.

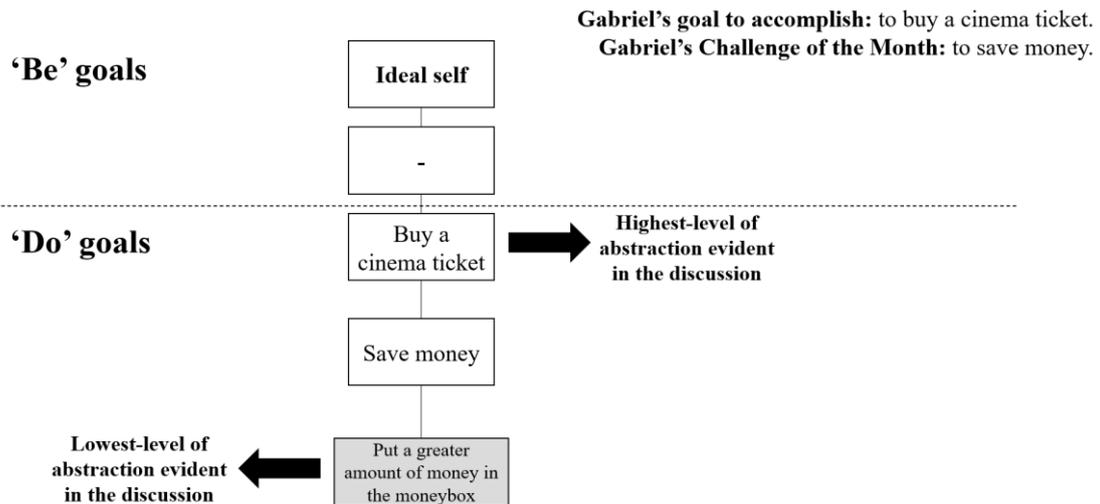


Figure 7.8 Overview of the courses of action proposed in THU11CE1.2

Turn	Agent	Conversation	SEDA1	SEDA2
36	Gabriel	((Gabriel puts money in his moneybox)) Done, 10 more, \$50 pesos	E	
37	Facilitator	Are you going to put \$50 pesos in?	I	
38	Gabriel	((He took out the money that was inside his moneybox and counted it)) I have \$20, plus \$30, \$40, \$50	B	
39	Facilitator	Oh, you have just put \$10 pesos in?	I	G
40	Gabriel	Yes ((He puts all the money back in his moneybox, closes it and leaves the moneybox on a table))	U	
41	Facilitator	OK. Then here ((on his form)), now you write that you put \$10 pesos in your moneybox	G	
42	Nicole	Uh-huh ((sound expressing affirmation))	U	
43	Sebastian	But if you want, well, if you have enough, you can put more in	G2	
44	Paris	Uh-huh, that's obvious, obviously yes ((Gabriel returns to the table and sits down with us))	U	
45	Sebastian	((Looking at Gabriel)) I mean, it doesn't have to be \$10 every time ((Gabriel nods)). If you want. I mean is of the mmm::: ((Sebastian stops his contributions to think)) [I mean] whatever you want, I mean it's whatever you have-	B	
46	Paris	[Should I help you?] ((he asks Sebastian if he needs help in speaking his mind))	E	
47	Paris	Like a note of \$20 or a note of \$50, that ((Gabriel looks at Paris and nods))	B	
48	Nicole	Or as much as you want to put in your moneybox	B	
49	Sebastian	You can put- No, with \$20 is OK	B	
50	Paris	OK ((nodding))	U	
51	Nicole	With \$10 is OK ((chuckles. Gabriel nods))	B	
52	Paris	\$20 and \$10 are OK	B	

53	Facilitator	What are your peers telling you? ((<i>I ask Gabriel</i>))	I	G
54	Gabriel	To put notes of \$20 and coins of \$10	B	
55	Nicole	Wha::te::ver you want	B	
56	Paris	Whatever you want ((<i>shrugs his shoulders</i>))	U	
57	Gabriel	[Whatever, yes]	U	
58	Sebastian	[No, I mean you] decide how much money you are going to put in it. [I mean] it is not like they tell you how much money, it's like you decide	B	G
59	Gabriel	[Yes] ((<i>nods</i>))	U	
60	Paris	Exactly	U	
61	Gabriel	Yes	U	

In the episode in Table 7.10, Gabriel put \$10 pesos in his moneybox. Sebastian took the initiative to propose that Gabriel should save more if he had enough money and wanted to (G2 turn 43). Nicole and Paris built on Sebastian's proposal encouraging Gabriel to save more money (B turns 47 to 52). In order not to interfere in this peer conversation, I held back my contributions and observed the interaction. I realised that Gabriel was nodding while his peers were talking to him; however, I was unsure whether he was actively listening them. Therefore, after some turns, I asked Gabriel to paraphrase what his peers were telling him (I+G turn 53). Building on what his peers had said, Gabriel mentioned: 'To put notes of \$20 and coins of \$10' (B turn 54). Nicole clarified that he could save as much money as he wanted (B turn 55). Sebastian built on and focused the conversation on the key aspect of the activity: that it was Gabriel's decision (B+G turn 58). Sebastian's contribution suggests that he was adopting the discourse that I was promoting in these sessions in which we talked about the students making their own decisions.

7.2.2.1.1. Summary of findings: Gabriel reviews his challenge

- Following his challenge of saving money, Gabriel put some left-over money in his moneybox. Sebastian proposed a course of action to Gabriel: to save a bigger amount of money if he had enough and wanted to. This G2 was a 'Do' goal discussed at the lowest level of abstraction.
- Paris and Nicole built on Sebastian's proposal and I held myself back from contributing to encourage the peer interaction.
- It was interesting to look at the guiding role that Sebastian adopted in this episode, proposing a course of action (G2) as an initiative, and focusing the dialogue on one of the key aspects of self-determination: to make one's own decisions (G).

7.2.2.2. THU11CE1.4 and THU11CE1.6 Reviewing Sebastian’s Challenge of the Month

In a previous session, Sebastian commented that he wanted to change his previous challenge of bringing breakfast with him to the university. Instead, he proposed to keep to a budget of daily food expenses at the university. We set \$150 pesos (£6 approximately) as the budget after the students had stated how much money they spent each day. Sebastian would send me his food expenses daily and based on these expenses, we would review the budget amount in Session 11. Teacher Derek was not present in Session 10, when this conversation happened. In Session 11, we asked for his feedback regarding the amount of money we had set as the budget. His feedback led to modifications to Sebastian's Challenge of the Month. Sebastian changed his budget from \$150 (£6 approximately) to \$100 (£4 approximately) and included to his challenge the need to remember to take his fruit or breakfast in the lunchbox. Throughout SCEs THU11CE1.4 and THU11CE1.6, courses of action were proposed to set a budget and to achieve the challenge (Figure 7.9).

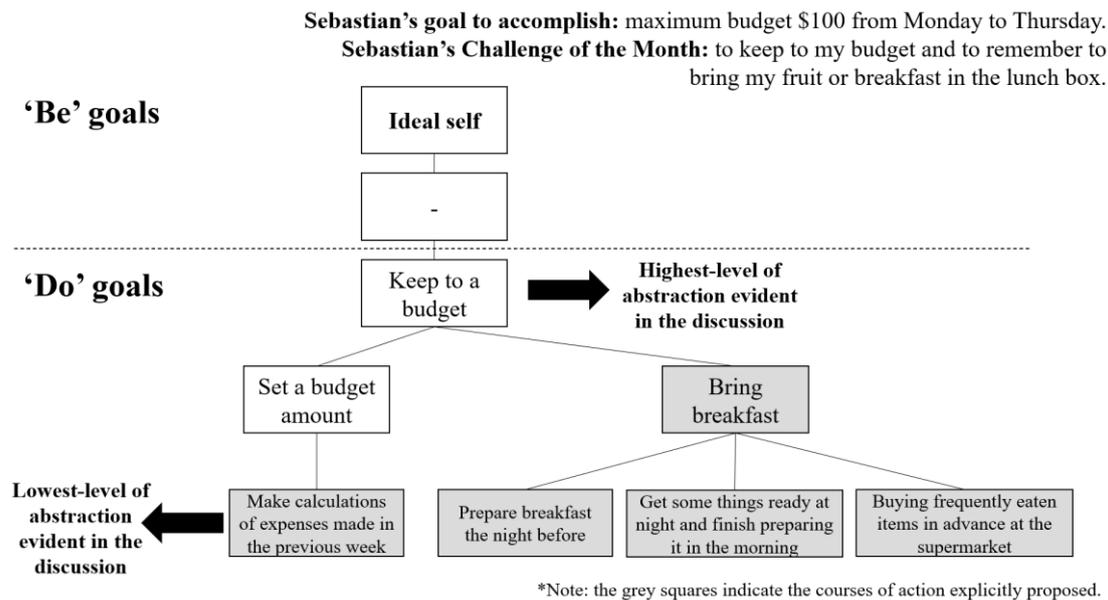


Figure 7.9 Overview of the courses of action proposed in THU11CE1.4 and THU11CE1.6

As shown in Figure 7.9, I placed ‘keep to a budget’ at the highest-level of abstraction since this goal is *why* a budget was established, and strategies were proposed so that Sebastian would take his breakfast to the university. Sebastian proposed a budget after making calculations of his expenses. Participants proposed three strategies aimed at Sebastian taking his own breakfast to the university. The proposition to do calculations and the three strategies proposed regarding bringing breakfast were the subgoals at lowest

level of abstraction discussed in these SCEs. Below are the conversations in which the courses of action were proposed.

In Table 7.11 Derek and Sebastian proposed G2s. Sebastian's G2 arose as an initiative to which I replied inviting him to elaborate (I). I expand on this after Table 7.11.

Turn	Agent	Conversation	SEDA1	SEDA2
Table 7.11 <i>THU11CE1.4. Episode 1</i>				
Prior to this episode, I had explained to Teacher Derek that Sebastian was carrying out a new challenge which consisted of not spending over \$150 (£6 approximately) on his daily meals at the university. I asked for Derek's opinion regarding this budget. Derek explained that the students should spend between \$75 and \$100 (£3 to £4 approximately) on food and therefore they were encouraged to take their breakfast to the university. Nevertheless, Derek invited Sebastian to set the budget amount according to his daily expenses. Sebastian had been sending me his daily food expenses for the last week.				
257	Facilitator	How much did you spend today on food? You sent me, [you sent me messages all week]	B	C
258	Sebastian	[Yes, \$70] Today was \$70 ((£2.8 approximately))	E	
259	Facilitator	At lunch. And how much at breakfast?	G	I
260	Sebastian	At breakfast, well, just to know the price of the water, if it was correct, that's why I bought the water, but I just wanted breakfast	R	
261	Facilitator	But then at breakfast today, because you bought water, it was \$70	B	
262	Sebastian	No, but I only bought it to see if the budget was right, I mean	P	B
263	Facilitator	The price	B	
264	Sebastian	The price I spent on this day ((he points at a date on his Challenge of the Month form. On the date he pointed out on the form he had bought a bottle of water but he was not sure how much the bottle of water had cost him. Therefore in the morning of Session 11, he bought a bottle of water once again to discover its price))	B	
265	Facilitator	Uh-huh, OK. But then, at lunch, usually you spend like \$70 pesos, right? ((I shake my right hand indicating 'more or less'))	B	I
266	Nicole	More or less ((looking at me))	E	
267	Sebastian	More or le::ss, I mean ((looking at me))	U	
268	Nicole	Well, yes, more or less ((looking at Derek))	U	
269	Sebastian	Yes, sometimes, \$70 or I don't know, yes	U	
270	Facilitator	Yes, here we have the prices because you sent them to me ((I take up my mobile from the table and looked for the messages that Sebastian sent me during the week))	B	
271	Sebastian	No, yes, \$70	U	
272	Nicole	Yes, I think so, like \$70	U	
273	Facilitator	Look, yesterday it was:: \$135 minus \$70? I'll tell you in a sec ((I make the subtraction using my phone's calculator app))	B	

		\$135 minus \$70, yesterday you spent \$65 at lunch. Yesterday, Wednesday. A day before, on Tuesday, \$70 pesos plus \$55 of the breakfast menu. A day before, on Monday, \$65 at lunch once again and \$37 at breakfast because you only ordered eggs with ham, OK? ((<i>Teacher Derek gets up and returns to the table with a sheet and a pen</i>))		
274	Derek	((<i>he gives the sheet and the pen to Sebastian</i>)) Let's see, write them down. Ana will repeat them please.	G2	
275	Facilitator	((<i>Dictating</i>)) Monday	U	
276	Sebastian	Let's see	U	
277	Facilitator	Monday	U	
278	Sebastian	Can I make an addition?	G2	
279	Facilitator	Of course, that's what we are going to do, but about Monday? Or how are you going to do it?	I	
280	Sebastian	I mean I want to add all these ((<i>he indicates the amounts he has written on the calendar</i>)) to see if I better lower it to \$100 or not	B	R
281	Derek	((<i>Derek and I shake our heads indicating 'No'</i>)) Uh-huh, what we want to see now is how much you are spending approximately ((<i>Derek shakes his hand indicating 'more or less'</i>)). Right now, Ana is going to tell you the costs that you sent to her and from there we will make like a consensus, OK? I mean we are going to check how much you are spending and if we reduce it to \$100 or leave it at \$150, OK?	G	

Following the objective of setting a budget that took Sebastian's expenses into account, in this segment I referred back to the expenses that he had sent to me during the previous week (C turn 257; B turns 270, 273). Derek gave Sebastian a sheet and suggested that I dictate the expenses to Sebastian (G2 turn 274). Having received the sheet, Sebastian proposed the course of action of doing an addition (G2 turn 278). I confirmed with Sebastian that we were going to do an addition but asked him for an elaboration regarding the quantities he wanted to add up (I turn 279). He explained that he wanted to add up the totals he had spent each day of the week (B+R turn 280). Derek and I shook our heads indicating 'No' because if Sebastian did that calculation, he would know how much he had spent in total in the week but the objective we were pursuing at that point was to discover the expenses that Sebastian had for each meal and each day to set the amount for the daily budget. Therefore Derek replied focusing the dialogue on the key aspect of this activity by explaining to Sebastian that I was going to dictate to him the costs he sent each day and from those quantities we were going to adjust the budget amount (G turn 281). Throughout the conversation, Sebastian stated his disagreement and provided reasons to back up his contributions (R turn 260, P+B turn 262, B+R turn 280). After this segment, Sebastian calculated his daily expenses at the university (Image 7.1).

	LUNES	MARTES	MIERCOLES	JOEVES
Breakfast	D 37	55	70	70
Lunch	+ C 65	+70	+65	+70
	<u>102</u>	<u>125</u>	<u>135</u>	<u>140</u>
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY

Image 7.1 Sebastian's daily expenses

Additionally, Sebastian added up how much he had spent from Monday to Thursday, giving a total of \$502 pesos (Image 7.2).

$$\begin{array}{r}
 102 \\
 + 125 \\
 135 \\
 140 \\
 \hline
 502
 \end{array}$$

Image 7.2 Sebastian's total expenses of the week

Episode 2 in Table 7.12 took place after doing these calculations. Sebastian proposed a G2 after I invited him to express his opinion (E turn 387). I replied to Sebastian's G2 with informative feedback (G). I expand on this after Table 7.12.

Table 7.12

THU11CE1.4. Episode 2

In this episode, Teacher Derek and I encouraged Sebastian to choose his daily budget for Monday to Thursday. We did not take into consideration Fridays because the students usually took lunch in the community on Fridays as part of the Building Bridges recreational activities.

Turn	Agent	Conversation	SEDA1	SEDA2
379	Facilitator	Tell me the amount you want to spend in four days (<i>(I indicate four using my fingers)</i>). How much money do you think you could spend in four days?	E	B
380	Sebastian	Well, I can order a breakfast menu. Oh it's just that it's difficult (<i>(he rubs his face)</i>). I think that with this is OK (<i>(pointing to his challenge of the month form)</i>) because mm:::	U	
381	Facilitator	Let's see, turn your sheet	G	
382	Sebastian	I don't know	U	
383	Facilitator	Turn your sheet. (<i>(Sebastian turns his sum sheet. The sums in Image 7.1 are written down on this part of the sheet. As I speak, I indicate the daily amounts spent in the previous week)</i>) If you spend like that \$500, you're spending between \$100 and \$140 pesos a day	B	
384	Derek	\$125	B	
385	Facilitator	\$125 pesos every day, more or less let's say. You spend \$125 pesos a day. That means that at each meal you're spending (<i>(I do some calculations with my calculator)</i>). But that's because you're not taking breakfast any more. Well, yes, you spend like \$62 pesos per meal, let's say.	B	R
386	Nicole	More or less	U	
387	Facilitator	But that is because you are no longer taking breakfast and then you can spend, I don't know, \$125 pesos a day. Is it OK to spend \$125 pesos a day?	B	E
388	Sebastian	Well, it would be better to take breakfast and know what days, I mean let's say::: if here (<i>(pointing to a sum on his sum sheet)</i>), I would not have forgotten to take the papaya that I had there (<i>(Sebastian points to his flat kitchen)</i>), then in the breakfast I would have been OK	G2	C
389	Facilitator	And then you would have saved up to \$70 pesos	G	B
390	Sebastian	Yes	U	
391	Nicole	Or even more than \$70	B	
392	Facilitator	Only breakfast, right? You would need to buy lunch. (<i>(I kept a friendly tone of voice when saying the following to Sebastian)</i>) So, this is a challenge, OK? This is something that you say 'Look with this amount I am going to adjust so that I only spend this much'. How much do you want to spend maximum? (<i>(Sebastian looks at me in silence. After 4 seconds I point to his form and continue speaking)</i>) How much do you want to spend a day, maximum? There you have several, several options (<i>(pointing to the sheet)</i>) \$102, \$125, \$135, \$140. And buying <u>two</u> meals, huh (<i>(I make number two with my right fingers)</i>). There you have several options. So you see that it can vary. I mean with \$102 pesos you can eat breakfast	G	C

		and lunch (<i>I point to this amount on Sebastian's sheet</i>). You just have to see that you don't buy such expensive things, but look, there it is. I mean, it can vary. OK? And here you also bought water. If you take your bottle, you already save \$15 pesos. I mean, there are things that can be done. You can eat with less of that money. But you have to decide in order to adjust your budget. As you did today. Today you were going to spend over \$150 pesos, you realised that you didn't have enough money for the cereal bar, and then you no longer bought it and then you adjusted to \$150. We can do the same but with smaller amounts. I mean, don't think that with \$150 pesos you will not be able to eat, because you have been able to eat with \$102 pesos, do I make myself clear?		
393	Sebastian	Uh-huh (<i>sound expressing affirmation</i>)	U	
394	Facilitator	In case of an emergency that you don't bring breakfast or so, you can still eat with \$100 pesos (<i>pointing to Sebastian's sheet</i>)	B	
395	Nicole	Exactly	U	
396	Facilitator	But you, how much are you willing to spend? A week or a day, how much do you want?	B	G
397	Sebastian	(<i>Sebastian puts his right elbow on the table and leans his chin on his hand while looking at the sums on the sheet</i>) (6) Well::: (5) that it doesn't go over \$100	E	
398	Facilitator	OK, \$100. You would like \$100 pesos a day	B	
399	Sebastian	Well not like- I mean (<i>he rubs both hands while answering me</i>), not like \$100 pesos a day but not over- I mean, that it doesn't exceed that much like here or here (<i>indicating the amounts \$135 and \$140 on his sum sheet</i>)	B	C
400	Nicole	Then? But you-	I	
401	Facilitator	Then \$125? (<i>amount on the sum sheet that Sebastian did not point to in turn 399</i>)	I	
402	Nicole	With \$125 do you think that:::-	U	
403	Facilitator	\$125 or \$100? (5) A day	I	B
404	Sebastian	I mean, I like this one better (<i>he draws a square around the amount \$102 on his sum sheet</i>)	P	
405	Facilitator	OK. So let's say \$100, what is? (<i>I could not see the quantity that Sebastian pointed to, so I asked the students to read it to me</i>)	U	
406	Paris	\$102 (<i>reading this amount on Sebastian's sum sheet</i>)	U	
407	Facilitator	\$102? Maximum \$102? (<i>Derek and I chuckle because \$102 is nearly the same as \$100 Mexican pesos. Thus we round it</i>) [Well, \$100 pesos]	B	
408	Derek	[Well, \$100 pesos]	B	
409	Nicole	\$100 pesos maximum	B	

From the beginning of this episode, I asked Sebastian for the amount of money he wanted to spend from Monday to Thursday; my question built on previous contributions that aimed to come up with a budget amount (E+B turn 379). I realised that Sebastian was

struggling to produce a budget amount, therefore I referred to the amounts of money that he spent on the various days of the week. This with the aim of showing him concrete options to pick from (G turn 381; B turn 383). I made the point that he was spending those amounts because he was not taking his breakfast (R turn 385; B turn 387). Sebastian replied proposing the course of action of taking his own breakfast from the flat and making connections to a day on which he had intended to do so but forgot it and left it in the fridge (G2+C turn 388). I stated that in any case, it was possible to buy two meals with less than \$150 if he adjusted his expenses (G turn 392; B turn 394). Additionally, I brought to the conversation an experience that had happened earlier that day at the university when Sebastian approached to me to tell me that in addition to the food he had bought, he wanted to buy a cereal bar but realised that with the cereal bar he would have spent over \$150 so decided not to buy it (C turn 392).

Based on my previous contributions, in turn 396 I rephrased the question I posed in turn 379, emphasising that it was Sebastian's decision (B+G). After several seconds of thinking time, Sebastian offered a relevant contribution saying that he wanted an amount that was not over \$100 (E turn 397). I built on Sebastian's contribution: 'You would like \$100 pesos a day' (B turn 398) and Sebastian clarified his contribution stating 'Not \$100 pesos a day but not over... that it doesn't exceed that much'. He said this while pointing at two sums in which he realised he had spent far more than \$100 pesos (B+C turn 399). I asked for clarification (I turns 401 and 403) and in turn 404 Sebastian took a position and proposed the amount (P) by drawing a rectangle around the amount \$102 on his sum sheet. In turns 407 and 408 Derek and I rounded this amount to \$100 pesos (B).

Nicole's contributions in turns 400 and 402 were interrupted by me. Perhaps if I had let her finish, Nicole would have adopted a guiding role as she had done in previous episodes. However, the discussion had already lasted for a long time and I was interested in reaching an agreement in order to move on. This recalls the time constraints that are usually present in educational sessions.

Episode 3 in Table 7.13 took place a few turns later. In this episode I proposed a course of action to Sebastian.

Table 7.13

THU11CE1.4. Episode 3

This episode took place after setting the new budget

Turn	Agent	Conversation	SEDA1	SEDA2
425	Facilitator	...This is how the challenges work, guys, something that scares us a little, but we are willing to take the risk. Those are the challenges. ((<i>I look at Sebastian</i>)) And, yes, you can do it, if you could do it with \$150, it will be possible with \$100 because today you proved it to me. Because today you came and told me 'I wanted my cereal bar but I realised that the price was going over and then I decided not to buy the cereal bar'	G	C
426	Sebastian	And only like \$140	B	
427	Facilitator	And then you spent \$140. And did you remain hungry?	B	I
428	Sebastian	No, only:::	U	
429	Facilitator	With the craving	B	
430	Nicole	((<i>Laughing</i>)) With the craving I stayed	U	
431	Sebastian	I mean the cereal bar was like:::	U	
432	Facilitator	[Extra?	B	
433	Nicole	[A craving?	B	
434	Sebastian	No, it was like- it has you know like that::: what's it called? Raisins. Well, not raisins. Well, some of them have but	B	
435	Facilitator	Granola, oats?	B	
436	Nicole	Granola?	U	
437	Sebastian	Granola and that	E	
438	Facilitator	Cranberries?	B	
439	Sebastian	Yes	U	
440	Facilitator	Yes, I mean it looked delicious but that's the things that you can see. Like 'if I crave a cereal bar every day, then, when I go to the supermarket, I'll buy a box of cereal bars and every day I'll take a cereal bar'	G2	
441	Nicole	Uh-hum ((<i>sound expressing affirmation</i>))	U	
442	Facilitator	It's- I mean it's not about you not eating cereal bars, it's about you making decisions- I forgot the word mm::: more convenient for you, for your money and for your economy. That's all	G	B

In the episode in Table 7.13, I gave feedback to Sebastian after he had established his new budget. I encouraged him to continue adjusting his expenses by bringing up an episode that had happened that morning in which he had approached me in the cafeteria to let me know that he had not bought a cereal bar in order to stay within his budget (G+C turn 425). In a following turn I asked Sebastian if he had remained hungry after making this decision not to buy the cereal bar (B+I turn 427) and then in turn 440 I suggested he should buy a box of cereal bars at the supermarket in advance and take one every day

(G2). As mentioned in previous chapters, Sebastian, as well as the rest of the flat residents, went grocery shopping once a week. In turn 442, I built on my previous contribution and focused the conversation on a key aspect: ‘It’s not about you not eating cereal bars, it’s about you making *more convenient* decisions’ (G+B).

In Episode 4 in Table 7.14, Derek and Nicole proposed G2s to Sebastian. Nicole’s was proposed as an initiative that prompted contributions from Paris (U) and Derek (G2+C). I expand on this after Table 7.14.

Table 7.14 THU11CE1.6. Episode 4				
After the previous episode had taken place, Sebastian made two modifications to his Challenge of the Month form: he crossed out \$150 and wrote down \$100; he added to his original goal: ‘To keep to my budget’ the phrase: ‘and to remember to take my fruit or breakfast in the lunchbox.’ The SCE THU11CE1.6 began with Sebastian mentioning that he had made the corrections to his Challenge of the Month form. He mentioned that he should not forget to take some food to the university. I asked Teacher Derek if the students ate breakfast before leaving the flat and if they had enough time to prepare and eat breakfast in the morning. Derek replied to my questions by nodding his head indicating ‘Yes’. Then, the following segment took place.				
Turn	Agent	Conversation	SEDA1	SEDA2
523	Facilitator	Oh, they eat breakfast ((<i>answering to Derek’s nod</i>)). ((<i>Talking to the students</i>)) It’s even good for your diet ((<i>I chuckle</i>)) not to eat so much every- If you have breakfast here, and then you buy a breakfast menu [at breakfast time]	B	
524	Sebastian	[No, no, no] ((<i>Sebastian smiles and opens his eyes wide</i>)). I only eat fruit [mm:::] then-	B	
525	Facilitator	[Oh]	U	
526	Derek	But the time, is enough	P	
527	Sebastian	No, but, but, yes, I feel tha::t- ((<i>Sebastian smiles looking at Teacher Derek</i>))	U	
528	Derek	I think in that part we have, yes, we have had a little adjustment in terms of schedule and everything. But remember that it’s your decision if you want to eat breakfast and if you want to take a good breakfast ((<i>I nod</i>)). Because we all have the time. If you adjust your bath time, you reduce it by 10 minutes, in those 10 minutes you can prepare a good breakfast [and it gives you time to-	G	
529	Nicole	[Or prepare it at night, like me ((<i>looking at Derek</i>))	G2	C
530	Paris	Or for, for dinner ((<i>looking at Derek</i>))	U	
531	Derek	Or as we used to do, you leave your things ready so from here, in the morning, you prepare quickly only your sandwich. You already have your cereal bar, your fruit, your yogurt. You put it in your lunchbox and you take a good breakfast ((<i>I nod</i>))	G2	C

532	Sebastian	((<i>Replies in a serious tone. He first looks at Derek and then to me</i>)) No, but well, if I make a breakfast I can't put it in the fridge	P	
533	Derek	Oh no, well, at night, no. Because the sandwich gets moist <u>but</u> you can leave it ready, remember, the tablecloth, mayonnaise, tomato, avocado. And just in the morning, you take out the ham because you already have everything else	B	G
534	Facilitator	((<i>I nod</i>)) Well, yes. You have to adjust. I mean there are strategies, the thing is to put them into practice, OK?	B	G
535	Derek	As well as your challenge ((<i>Sebastian nods</i>))	B	
536	Facilitator	As well as your challenge, OK? To meet that challenge you will have to adjust several things, to achieve it. Otherwise you won't achieve it	B	
537	Sebastian	Yes ((<i>nods smiling at me</i>))	U	
538	Facilitator	OK? Good	U	

At the beginning of this episode, I built on previous contributions to tell the students that it was good for their diet not to eat breakfast twice: once at the flat and then at the university (B turn 523). However, Sebastian clarified that at the flat he only ate a piece of fruit (B turn 524). In response, Derek challenged Sebastian with his statement: 'But the time is enough' (P turn 526). Derek continued by providing informative feedback to Sebastian saying that having the time to prepare 'a good breakfast' was a matter of adjusting his timings (G turn 528).

Nicole proposed a course of action based on her own strategies (G2+C turn 529): to prepare breakfast the night before. Derek proposed another course of action referring back to a strategy they used to follow in the past (G2+C, turn 531): to leave things ready the night before and only prepare a sandwich in the mornings. Interestingly, Sebastian challenged these points of view saying that he cannot put his breakfast in the fridge (P turn 532). Derek gave clarification and feedback that preparing a sandwich the night before might not be a good idea because it gets moist, but that Sebastian could leave other things ready in advance (B+G turn 533). Taking up the previous contributions I gave feedback to Sebastian by saying that there were strategies to follow and that he would need to make some adjustments in order to achieve his challenge (B and G turns 534 and 536).

7.2.2.2.1. Summary of findings: Sebastian reviews his challenge

- In Session 11 we reviewed Sebastian's challenge after a week of not exceeding a daily budget of \$150 pesos. In contrast to Session 10, in this session Teacher Derek was present so I asked for his opinion regarding the designated budget.

After listening to Derek's feedback, it was decided the daily budget was to be adjusted.

- The discussion remained at a 'Do' goals level.
- Students proposed three courses of action. Sebastian and Nicole proposed G2s as initiatives. I replied to Sebastian's with an invitation to elaborate (I), Paris and Derek replied to Nicole's (U and G2+C respectively). Sebastian also proposed a G2 as prompted by my invitation to express his opinion (E) to which I replied with a guiding move (G).
- Time usually plays a role in promoting or hindering dialogic interactions. This is because in dialogic conversations participants often require time to think and contribute but tend to be constrained by the duration of the educational sessions. For example, it took approximately 20 minutes of discussion for Sebastian to make an informed decision about his budget. To conclude the conversation and move forward, I interrupted some of Nicole's contributions in which perhaps she would have taken a guiding role (Table 7.12 turns 400, 402)
- It was interesting to see Teacher Derek's role in these episodes. Derek made guiding moves (G), such as providing feedback, focusing the conversation on key points of the conversation, and proposing courses of action to Sebastian (G2). He also invited Sebastian to make the decision about his budget.
- Nicole made dialogic moves in these episodes mainly by building on what Derek and I said (B) and proposing a course of action to Sebastian (G2).
- Sebastian showed interesting developments: he offered explanations (R), took positions and challenged other viewpoints (P), in this way, expressing himself with agency and more dialogically in conversations related to his daily decision-making process.

7.2.3. Concluding the Challenges of the Month

Participants: Gabriel, Sebastian, Teacher Derek and I as 'Facilitator'.

Session 13 took place in the men's independent-living flat. The participants sat down around the dining table.

In THU13CE3, Gabriel and Sebastian concluded their Challenges of the Month. As Figure 7.10 shows, I identified three G2s in Gabriel's SCE and one in Sebastian's SCE. The analyses are described in the following sections.

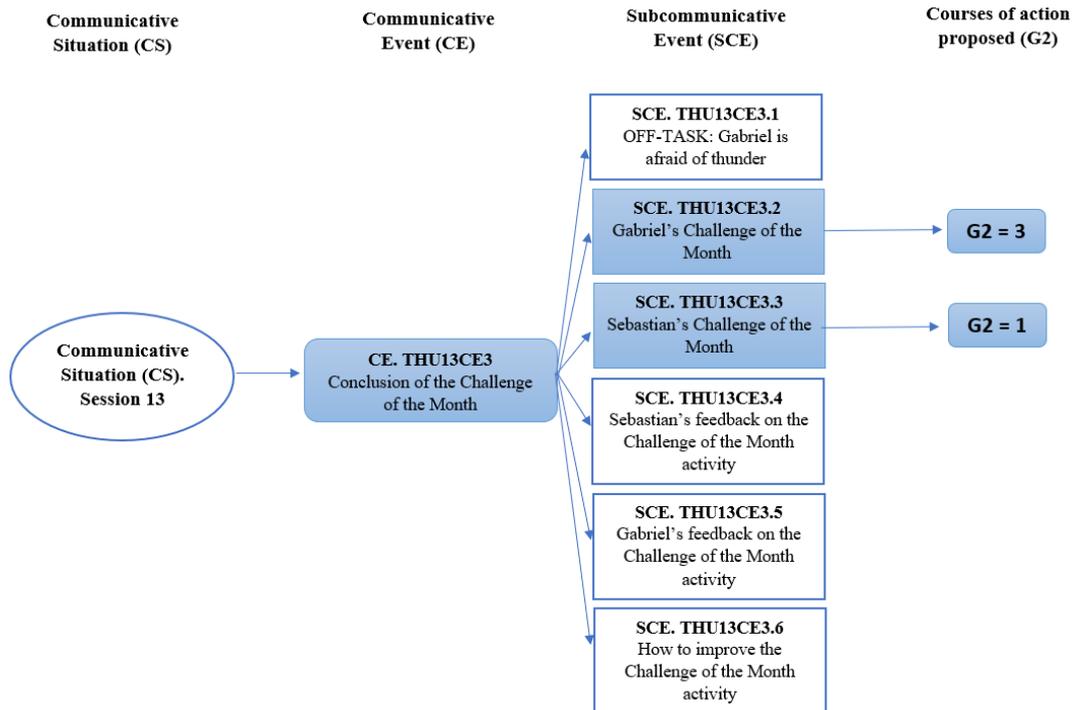


Figure 7.10 EoC of the courses of action proposed in THU13CE3

7.2.3.1. THU13CE3.2 Gabriel concludes his Challenge of the Month

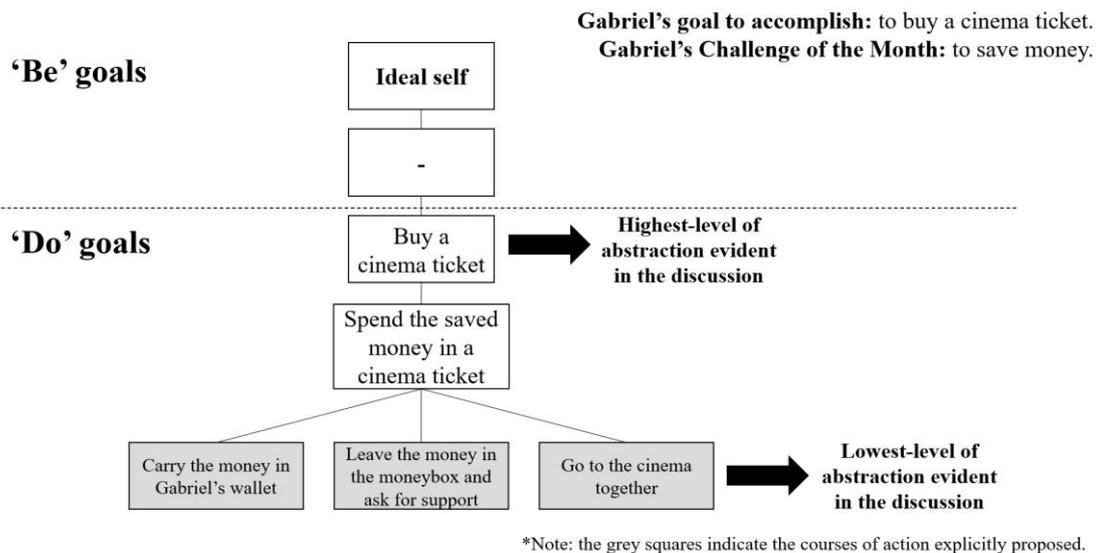


Figure 7.11 Overview of the courses of action proposed in THU13CE3.2

In this session we proposed courses of action for Gabriel to spend the saved money exclusively on a cinema ticket: Gabriel to carry the money in his wallet, leave the money in the moneybox and ask for support, and go to the cinema with his peers and me. These courses of action were discussed at the lowest level of abstraction. Below is the conversation in which these courses of action were proposed.

In Episode 1 in Table 7.15, three courses of action were proposed, two of which by Gabriel and Sebastian. Gabriel's was prompted by my invitation to propose courses of

action (IG2). I replied to him with a different G2 straightaway. Sebastian's G2 emerged as an initiative to help Gabriel achieve his goal and it was followed by me building on this proposal (B). I expand on this after Table 7.15.

Table 7.15

THU13CE3.2. Episode 1

Before this episode, Gabriel had saved \$10 in his moneybox and I gave him the Challenge of the Month form for May for him to track this last saving. Gabriel added up the amounts he had tracked in the forms for March, April and May, giving him a total of \$80 (£3.2 approximately). In this episode, Gabriel took out the money from his moneybox to confirm that he had \$80 in his moneybox. Then we discussed how we could get him to actually spend this money to meet the goal of buying a cinema ticket.

Turn	Agent	Conversation	SEDA1	SEDA2
43	Gabriel	((<i>Gabriel took out the money from his moneybox and put the coins on the table while counting them out loud</i>)) \$50, \$60, \$70, \$75, \$80	U	
44	Facilitator	\$80! Did we accomplish a movie ticket? ((<i>I mean the amount to buy a movie ticket</i>))	G	
45	Gabriel	Yes	U	
46	Facilitator	Yeah! ((<i>I raise my hand, Gabriel and I slap our raised hands with one another in a show of celebration</i>)) Hey, this money here, how are we going to do it so that you <u>really</u> spend it on a movie ticket?	IG2	
47	Gabriel	I carry it in my wallet? ((<i>Looking at me</i>))	G2	
48	Facilitator	I think in here ((<i>I show him the moneybox</i>)). And when your mom arrives, what are we going to tell her? ((<i>From this turn onwards, Gabriel put the money back into the moneybox while answering my questions</i>)) What are you going to tell her?	G2	I
49	Gabriel	That I saved it, that I have it all ((<i>Derek chuckles</i>))	E	
50	Facilitator	What are you going to tell her? 'Mom, we have been doing a challenge'	G	B
51	Gabriel	Ok	U	
52	Facilitator	Well, 'We have been doing a challenge and my challenge', what was it?	B	
53	Gabriel	To save money	B	
54	Facilitator	For what?	G	I
55	Gabriel	For the cinema	B	
56	Facilitator	To buy	B	G
57	Gabriel	To buy	U	
58	Facilitator	Ana's cinema ticket, I'm going to take her to the cinema	P	
59	Gabriel	Yes	U	
60	Facilitator	No! ((<i>I chuckle</i>)) What were you saving money for, Gabriel?	G	I
61	Gabriel	For the cinema	B	
62	Facilitator	Who is the ticket for?	G	I
63	Gabriel	For me	B	

64	Facilitator	Uh-huh (<i>sound expressing affirmation</i>). When are you going to go to the cinema?	I	
65	Gabriel	Well, tomorrow, probably, let's see	B	
66	Facilitator	You have to tell your mom, what?, so that they truly don't buy your ticket, so that you buy it. (<i>Gabriel finishes putting the money back in his moneybox. I help him to close the moneybox</i>) It's that if you came with us to the recreational activity we would buy it, but since you don't come with us to the recreational activity... (<i>On Friday afternoons, the students in the Building Bridges programme carry out recreational activities in which I made participant observations. Sometimes the recreational activity was to go watch a film at the cinema. However, Gabriel does not go to these activities because he has other commitments at the same time</i>)	B	C
67	Sebastian	(<i>Sebastian looks at me and tells me</i>) Oh, if he came to Aladdin, my god, that one. (<i>Sebastian and Nicole had previously suggested going to watch Aladdin at the cinema as a farewell activity to our group discussions</i>)	B	G2
68	Facilitator	(<i>Looking at Gabriel, I say the following</i>) Oh! Hey, or do we keep it for when we go to watch- Are you coming with us to watch Aladdin or aren't you? (<i>Gabriel takes his moneybox with his right hand</i>)	B	
69	Gabriel	I don't know. I'll think about it (<i>Gabriel looks me in the eye while speaking to me. He is seated but begins to shake his knees sideways keeping his feet on the floor</i>)	E	
70	Derek	[When are you going?] (<i>Derek asks me</i>)	I	
71	Gabriel	[Because it's going] (<i>Gabriel keeps telling his previous idea but stops</i>)	U	
72	Facilitator	No, we don't know (<i>I answer to Derek</i>)	B	
73	Gabriel	Because it's going to come- Because Friday will be very busy (<i>Gabriel continues his idea. He's looking at me while speaking</i>)	R	
74	Facilitator	No, but no. We still don't have the date to go to Aladdin (<i>I answer Gabriel</i>)	B	
75	Gabriel	But I think I'll mm:: [my brother is coming back and I want to be with him] (<i>his brother was on Erasmus and thus living abroad for a period of time</i>)	R	B
76	Sebastian	[No::: is no, is no-] (<i>looking at Gabriel while speaking</i>)	U	
77	Facilitator	When does your brother arrive?	I	
78	Gabriel	At the end of May (<i>I nod</i>)	B	
79	Sebastian	(<i>Looking at Gabriel. He uses his hands to emphasise what he says</i>) It's that we haven't thought when it's very busy. I mean, when it's time already, when there is:: place	B	
80	Gabriel	OK, OK (<i>rocks his body and nods</i>)	U	
81	Facilitator	(<i>I look at Gabriel</i>) What do we do? You buy it at your house then, that cinema ticket? (<i>I turn to look at Derek to</i>	I	

		<i>ask the following but he doesn't look at me</i>) Oh, they will- You think?		
82	Gabriel	No, I buy it in the cinema (2) but with- or in my home better, I don't know. (3) Or I buy it there	E	
83	Facilitator	But when you go to the cinema with whom?	I	
84	Gabriel	With my little brother (2). Or my dad and mom and my brother and my cousins	B	
85	Facilitator	OK. But how are we going to do it so that you really buy that money- with that money you buy your movie ticket?	IG2	G

In this episode, Gabriel counted the money saved and realised that he had enough to buy one cinema ticket. I thus invited him to propose a course of action so that he really spent the money in a cinema ticket (IG2, turn 46). He responded with a course of action: to carry the money in his wallet (G2, turn 47), to which I responded straightaway with a different course of action: to leave it in the moneybox and to tell his mother something (G2 turn 48) thus failing to develop on Gabriel's agentic move. In the same turn, I asked Gabriel what he was going to tell his mother, thus asking him to elaborate on the idea I proposed (I turn 48). Gabriel offered a relevant contribution saying that he would tell his mother that he had saved the money (E turn 49). However, I repeated my question and started to give a response to my question, thus steering the dialogue in my desired direction (B+G turn 50). Gabriel responded with an 'OK'. In the following turns I built on my contribution (B turn 52), asked questions to focus the dialogue (G+I turn 54), and built on Gabriel's contributions (B+G turn 56), while Gabriel answered my questions with short contributions that moved the conversation forward (B turns 53 and 55). All the above moved the dialogue in my desired direction. However, Gabriel was agreeing passively, as illustrated in turns 58 and 59, therefore I took a step back asking Gabriel to clarify while focusing the conversation on key aspects of the activity (G+I turns 60, 62). Gabriel continued uttering short contributions that moved the conversation forward (B turns 61, 63 and 65). The prior conversation showed how I moved from a dialogic approach in which I invited Gabriel to show agency and propose courses action (IG2), to a much less dialogic one by uttering incomplete sentences looking for Gabriel to complete them. Consequently, Gabriel went from an active and agentic role in proposing a course of action (G2) to responding 'OK', 'Yes', and other short contributions.

In turn 66 I built on my previous contributions, stating that the issue was that we could not buy Gabriel's movie ticket together because he did not come with us to the Building Bridges recreational activities. Sebastian built on my turn by proposing a course of action: to buy the cinema ticket for the farewell activity Nicole and Sebastian had

proposed (B+G2 turn 67). I took up Sebastian's proposals and ask Gabriel if he was interested in going to the cinema with us (B turn 68). Gabriel first replied he did not know but was going to think about it (E turn 69). In the following turns, however, he provided two reasons why he did not want to go to the cinema with us: on Fridays the film theatre is busy, and his brother was going to return from Erasmus and he wanted to spend time with him (R turns 73 and 75). In turn 82, Gabriel said he would buy his cinema ticket (E), thus I asked Gabriel for an elaboration: 'But when you go to the cinema with whom?' (I turn 83) to which he answered mentioning his family (B turn 84). After this conversation, it was clear for me that Gabriel preferred to go to the cinema with his family rather than with us; therefore I answered with an 'OK' and an invitation to propose how we would make sure that he spent his money exclusively on a cinema ticket (IG2+G turn 85). The conversation continued. After several turns of building on previous contributions (B), guiding moves (G) and invitations (I), we decided that Gabriel was going to take the money home and ask for support at home to buy his cinema ticket with that money. This conversation illustrates that a network of support and communication between various agents, such as students, teachers and parents, is key to achieving the students' goals.

7.2.3.1.1. Summary of findings: Gabriel concludes his challenge

- In this episode, we discussed how we would get Gabriel to spend his saved money on a movie ticket, therefore the conversation remained at the 'Do' goals level.
- Gabriel proposed a G2 after I invited him to propose a course of action (IG2). However, I responded to his G2 with a different course of action and invited him to elaborate on the course of action I proposed, thus retaining a very directive role that failed to promote Gabriel's agency. Turns later, Sebastian proposed as an initiative that the cinema ticket should be bought at the farewell activity he and Nicole had proposed to me (G2). I replied by building on (B) Sebastian's proposal
- In this episode, Gabriel mentioned reasons (R) why he did not want to go to the cinema with us and then expressed his will to go to the cinema with his family, thus showing agency.
- A support network connecting the student, his teachers and parents is key to achieving goals beyond certain educational contexts.

7.2.3.2. THU13CE3.3 Sebastian concludes his Challenge of the Month

When Session 13 took place, Sebastian had been going to a new job for two weeks and adjusted his daily routines accordingly. In this SCE, Derek made a comparison

between Sebastian’s habits before and after taking on this job in relation to his breakfast preparation. Then, Derek proposed to Sebastian that he should make a shopping list of food items that he intended to buy from a vending machine and thus save money.

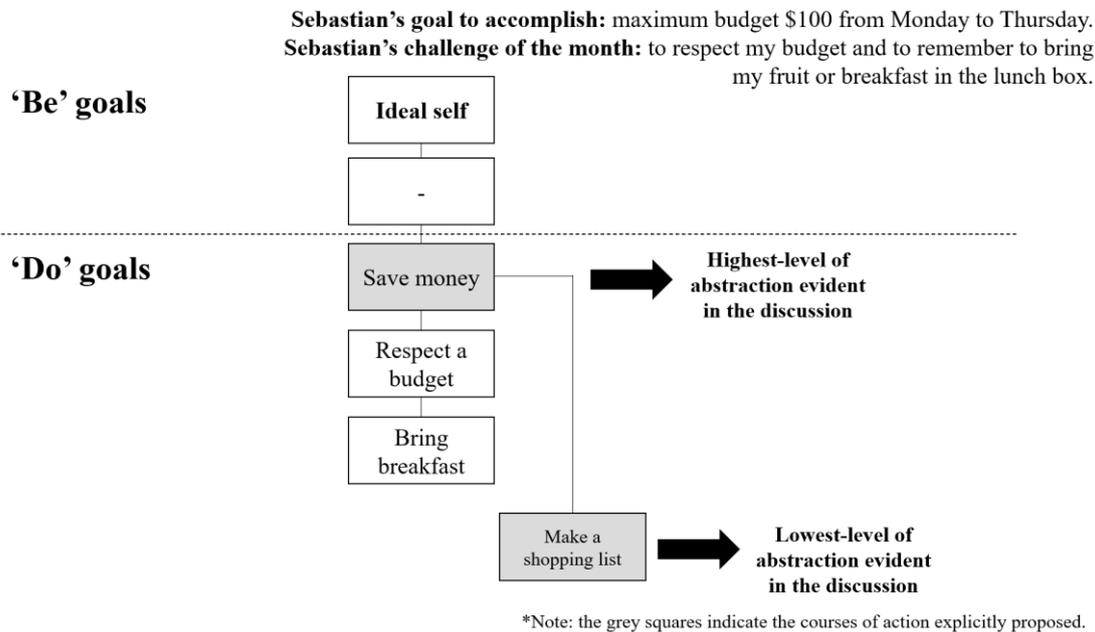


Figure 7.12 Overview of the courses of action proposed in THU13CE3.3

The course of action of ‘making a shopping list’ was considered a subgoal at the lowest level of abstraction. Additionally, the goal of saving money was explicitly mentioned in this SCE, and thus became the goal discussed at the highest level of abstraction. Below is the conversation in which this course of action was proposed.

Table 7.16
 THU13CE3.3. Episode 1

After calculating his daily expenses in the previous weeks, Sebastian realised that he had gone over his budget of \$100 pesos very frequently. I invited him to reflect on the things that we as educators or he could have done differently to have achieved his Challenge of the Month. Teacher Derek mentioned that Sebastian had just started a job at a children’s museum, for which Sebastian had to make different choices and adjust his morning routines accordingly. Derek mentioned that Sebastian was waking up earlier to have time to prepare and eat breakfast before leaving the flat in the mornings. Derek also mentioned that the new routine was beneficial for Sebastian because he could save the money that he was no longer spending on food at the university. An off-task conversation occurred, interrupting Derek’s idea. The conversation continued in this episode.

Turn	Agent	Conversation	SEDA1	SEDA2
198	Derek	((Looking at Sebastian)) Everything that you can mmm::- You can make a list of what you need to take to work. So you don’t have the need to buy from the vending machine, or to buy there. And you can save that. Because everything- I mean, what does the flat offer you? That you can buy	G2	

		everything you need so that you can go to your work. Then you can buy the cookies, the water, etc., the yogurt (<i>Derek means that one of the activities at the flat is to go grocery shopping. He suggests Sebastian to make a shopping list and buy items to take away to his internship</i>)		
199	Sebastian	Yes	U	
200	Derek	That makes ma:::ny things easier	U	
201	Sebastian	And it's what I do before, mm:: (<i>sound expressing thinking</i>) which is like the break that is in the lunchbox to:: (2) to:: To take it with me and eat what's necessary	B	
202	Derek	That's right	U	
203	Facilitator	OK? Then looking at this (<i>I point to the Challenge of the Month form</i>) and comparing it to the habit that you now have, how do you feel?	E	
204	Sebastian	Much better mm:: I spend less (<i>he is serious</i>)	E	
205	Facilitator	OK	U	
206	Sebastian	And well, (I'm doing very well) (<i>shrugs his shoulders and smiles. Derek looks at him and smiles as well</i>)	B	
207	Facilitator	OK. Well then, it's your decision to keep it, OK?	G	
208	Sebastian	Yes, yes	U	
209	Facilitator	Now there has only been two weeks (<i>since Sebastian started the internship</i>), afterwards the fatigue will increase. Although there's tiredness, let's not lose it, OK?	B	
210	Derek	That's right (<i>Nodding</i>)	U	
211	Sebastian	And I already made a habit because I already buy a bottle but I don't have to:: buy another bottle, I only have to put water in it and then that's it. Let's say refill it and don't:: and then drink it and then refill it again (<i>Sebastian uses his hands to illustrate the actions of drinking water and refilling his bottle</i>)	B	
212	Facilitator	OK	U	

In this episode, Derek suggested to Sebastian that he make a shopping list of food items to take to his job. This way he could buy these items at the supermarket rather than from a vending machine and thus save that money (G2 turn 198). Sebastian elaborated on Derek's contribution saying that he was taking food in his lunchbox (B turn 201). In turn 203 I asked Sebastian how was he feeling about his new habit after comparing his new routine with what he used to do before (E turn 203). Sebastian answered he felt 'much better' because he was spending less money (E turn 204). I then highlighted that it was Sebastian's decision to keep the habit (G turn 207). I built on my contribution encouraging him to maintain that habit even if after some weeks he felt tired (B turn 209). Sebastian built on this, saying that he had made a habit of taking his own water bottle and refilling it (B turn 211).

7.2.3.2.1. Summary of findings: Sebastian concludes his challenge

- Sebastian tended to go over the \$100 pesos of budget established in his Challenge of the Month. However, a new job made it necessary to adjust his routines. In consequence of those adjustments, Sebastian woke up earlier to prepare and eat breakfast in the morning and therefore he spent less than \$100 pesos a day on food. It is interesting to see how the students adjusted and made decisions in their transition to the responsibilities of adulthood.
- The conversation remained at the ‘Do’ goals level.

7.3. Answering RQ3b. How were courses of action proposed and handled in this activity? Did any specific dialogic moves appear to be particularly influential?

The Challenges of the Month were aimed to help students achieve some of their goals. The three students proposed challenges that drew on previous conversations in which they: a) shared their goals in educational sessions with me; b) discussed with other people (e.g., flat facilitators) strategies that could be beneficial for them. Courses of action were proposed for students to carry out these challenges and monitor them regularly.

I found that our discussions were mainly about specific and concrete actions designed to achieve the students’ goals (i.e., ‘Do’ goals). Three reasons could explain this. Firstly, the Challenge of the Month was thought of as an activity to translate the students’ goals into actions; therefore the conversations remained at the level of ‘how’ to achieve the goals. Secondly, I thought of the Challenge of the Month form as a self-regulatory tool with the potential to help students monitor their progress. At the same time, the form was going to be helpful for me, in the role of educator and researcher, to monitor the students’ progress asynchronously, hence my interest in devising strategies so that students would mark their progress regularly. Thirdly, at the data generation phase, I was not aware of the levels of abstraction/concreteness at which the discussions remained, so I did not employ these explicitly. These levels were identified during the data analysis. Although it was necessary and useful to come up with these ‘Do’ goals, during the data analysis I realised that during the Challenge of the Month conversations, I did not explore the students’ overarching motivations behind their goals (i.e., ‘Be’ goals).

I also found that students proposed courses of action either as a response to an explicit invitation posed by me, or on their own initiative. In both cases, building (B), guiding (G) and inviting (I) were key to moving the activity forward. An interesting finding was that not only the educators but also the students made these dialogic moves

to help their peers in planning. On a similar note, the students not only proposed courses of action to achieve their own goals, but did likewise when discussing their peers' challenges.

Individual differences were noted in the conversations analysed. In Nicole's challenge, only one course of action was proposed, and it was posed by me. Nevertheless, Nicole played an interesting role in Sebastian's challenge by proposing courses of action (G2) to him and guiding him to the key aspects of the task/conversation (G). In Sebastian's and Gabriel's challenges, the rest of the students and educators proposed courses of action and other dialogic moves. Sebastian showed interesting developments when talking about his challenge, like communicating in an agentic way that he did not want to continue carrying out the first challenge proposed and choosing a new one, offering explanations (R), taking positions and challenging other viewpoints (P). Gabriel also showed interesting developments when concluding his challenge by mentioning the reasons (R) that he preferred to go to the cinema with his family rather than with us.

The important role of peer-interactions was visible throughout the episodes. The students built on previous contributions (B), guided the direction of dialogue (G), and proposed courses of action (G2) to help their peers in their planning. These results taken together suggest that a classroom ethos was created in which the students felt free to contribute their ideas regardless of who the protagonist of the activity was. Furthermore, the fact that all the participants built on (B) previous contributions suggests responsiveness and collaboration between the participants.

7.3.1. Relating the findings to the conceptual framework

The lack of inquiry about the students 'be' goals diminished the opportunities for the students to express and develop their volition. Nevertheless, the students acted with agency when proposing courses of action (G2). They also acted with agency and volition when offering explanations (R), challenging other viewpoints and taking positions (P). Educators promoted the students' agency and volition in this goal-setting activity by inviting the students to elaborate, to propose courses of action and to contribute opinions (i.e., I, IG2, E). Nevertheless, the findings show that these dialogic moves are not in itself sufficient. Rather these episodes illustrate how the students' agency is negotiated in the interaction. Throughout the episodes analysed, I shifted between dialogic positions and more directive ones, contingent on the educational objectives of the activity and what was happening at the time. The more directive positions took place when the teacher or I had in mind 'the correct' or 'the most convenient' options and guided the conversation

accordingly, thus disregarding courses of action proposed by the students that the teacher or I did not deem convenient.

Self-determination seems to involve the negotiation of competing discourses and desires. In this sense, students act as causal agents that mention their goals and courses of action to achieve them. In turn, educators, as causal agents themselves, propose or lean towards courses of action that are not always the ones mentioned by the students. These negotiations can be a platform for students to exercise and develop self-determination and for educators to promote it. On the other hand, the students themselves seem to negotiate in their own 'microdialogues' the different and sometimes conflicting desires and goals. For example, in the case of Sebastian, he wanted to spend less money on food, but on the other hand he also wanted to buy two meals at the university. In the negotiation of these internal discourses, self-determination also seems to be developing. These findings taken together show the importance of looking into interactions in detail to promote educators' reflection on whether the monologic/dialogic strategies they are using are consistent with the exercise and development of the students' self-determination.

Chapter 8. Discussion

8.1. Introduction

The current research project focused on the study of self-determination of young adults with intellectual disability from a social-ecological perspective. Social-ecological perspectives promote a shift from explaining phenomena as specific personal traits/characteristics towards the study of interactions between people, underscoring the context (e.g., physical spaces, organisations, policies, systems of supports, other people) as a variable that can shed light on the phenomenon being studied (Shogren, 2013b; Thompson and Viriyangkura, 2013). As presented in the literature review (Chapter 2), the voice of people with intellectual disability is alarmingly scarce in studies concerning their self-determination. Moreover, there remains a need to develop approaches that study self-determination in a way that truly acknowledge its interactional and relational nature, as until now studies have tended to focus on either personal or environmental factors to study it (Wehmeyer and Abery, 2013). These are the main gaps I intended to address in this dissertation.

Based on established theorising, self-determination was here understood in terms of the interaction of people's volition and agency (Wehmeyer, 2005) with supportive people or contexts (Abery and Stancliffe, 2003). I aimed to explore this interaction following a sociocultural constructivism approach (Hernández, 2008). Specifically, I focused the analyses on dialogue and selected dialogic theory as the conceptual framework.

For data generation, I facilitated group discussions aimed to promote dialogic interactions. I also carried out participant observations of the students' interactions with different people and in different contexts. My objectives were operationalised into a set of research questions that I have addressed throughout the findings section (Chapters 4-7). In this chapter, I present a summary of the findings and discuss them in light of published theoretical and empirical work.

8.2. RQ1. What aspects of self-determination seem relevant to students with intellectual disability in their transition to adulthood?

As presented in Chapter 4, a thematic analysis was conducted on the group discussions. Six aspects seemed relevant to the students when discussing topics related to their self-determination: 'Decisions', 'Aspirations', 'Preparation', 'Challenges', 'Self-advocacy', and 'Supports'.

The students perceived that they made decisions in relation to their leisure, health, money, schedules, independent living, personal image, personal relationships, and their access to support services for independent living (SAVI) after graduating from Building Bridges. They also shared their aspirations, some of which are related to the decisions that they were already making at the time. For instance, the students mentioned they decided whether or not to move to a Building Bridges independent-living flat and their aspiration to live independently. The students' decisions and aspirations show their role as causal agents. In other words, they represent the intentions that the students are pursuing in this period of their lives.

The young adults' decisions and aspirations do not come without its challenges. Some of these challenges take the form of competing discourses and desires within the young adults themselves. For instance, even though they mentioned wanting to live independently, leaving their parents' house made them feel afraid and sad. Dialogic conversations with other people (e.g., parents, teachers, peers) support them in the identification of these competing discourses and clarification of their will. At the same time, these verbal interactions potentially set the ground for students to continue their thinking process through their own 'microdialogues' (Bakhtin, 1984). In this way, the students are in a better position to act with volition and agency.

There are other factors that played a facilitating role in the students' self-determination. This is the case of the support that the students perceived from their facilitators/teachers, parents/family, friends, romantic partners and psychologists/therapists, as well as the use of tools, such as their mobile phones. They also mentioned the preparation received to achieve some of their aspirations. For instance, they mentioned that they were learning skills related to independent-living, independent travel, employment and personal relationships. They also advocated against exclusion and for their own and others' human rights to have a job, education and romantic relationships (i.e., self-advocacy). The students' perceptions suggest that the educational context in which they develop provides opportunities and support that assist self-determination. These findings support a social-ecological understanding of self-determination (Shogren, 2013a) as they show the interplay between people (their decisions, aspirations, knowledge, fears) and their context (e.g., supportive and educational spaces, unsafe urban environments, unequal opportunities).

Sheftel and colleagues (2014) in the USA also acknowledged that self-determination is the product of both the person and the environment and developed an

intervention based on dialogue. They drew on a conceptual model named the ecological model of career development (EMCD) for increasing students' self-determination (Szymanski et al., 2003). EMCD brings together the interaction between individual (e.g., strengths) and contextual characteristics (e.g., barriers) that may influence the career development of people with disabilities. They prepared teachers to implement a style of conversation called motivational interviewing (MI) with their students. They argue that MI promotes deeper understanding of how students-staff interactions perpetuate or question oppressive practices. My research project used dialogue with a similar objective: to identify how self-determination could be promoted or undermined in students' interactions with other agents. However, while MI comes from the field of clinical counselling, I drew on dialogic theory which has been developed in the field of educational dialogue (Alexander, 2008; Skidmore and Murakami, 2017).

Moreover, while MI focuses on the role of teacher-student interaction to strengthen the student motivation and commitment to achieving specific goals, in the dialogic approach here adopted teacher-student and peer interactions were both encouraged and valued. Furthermore, dialogic approaches stress that people engage in dialogue to think together (Mercer and Littleton, 2007). Thus, dialogue is not only a means to achieving an end (i.e., dialogue as a means to increasing students' motivation/commitment to achieve a goal), but an end in itself (i.e., teachers and students thinking together about self-determination as a valuable end in itself).

Another difference between both studies is that Sheftel et al. (2014) looked for gains in self-determination using a standardised scale (Wehmeyer and Kelchner, 1995). In my study, I carried out a thematic analysis of the discussions as my interest was in exploring the students' experiences of self-determination. While in the former researchers theorised about the interplay between students' goals, barriers and self-advocacy based on the EMCD, in my research I identified how these factors interplay in the experiences shared by the students. These findings uphold the value of investigating young adults' lives from their own perspective as it is they who are in the best position to provide insight into their experiences (Björnsdóttir et al., 2015).

8.3. RQ2. How do students experience and enact self-determination in different contexts?

8.3.1. Interplay between self-determination themes and procedural themes in the students' decision-making in different contexts.

As presented in Chapter 5, the interplay between the young adults' 'Decisions', 'Aspirations', 'Preparation', 'Challenges', 'Self-advocacy', and 'Supports' was also found in students' interactions with other people and in different contexts. Informed by these interactions I organised these sets of aspects into two types of themes:

- *'Self-determination themes'*: 'I make decisions' and 'I have aspirations'.
- *'Procedural themes'*: supports, challenges, self-advocacy, preparation.

The students' decisions influence the achievement of their aspirations, but also their aspirations influence their decisions. The 'procedural themes' play a role in facilitating and/or undermining the students' self-determination in university and other contexts.

Other research has also identified this interplay between individual and contextual factors beyond school contexts. For instance, Reindl et al. (2016) in the Netherlands studied how environmental factors of a parent-initiated communal living scheme affected the self-determination of young adults with intellectual and developmental disabilities. Based on interviews with tenants, parents and caregivers they concluded that decision-making opportunities for young adults co-exist with structural constraints and overprotective/paternalistic attitudes. The analyses presented in the current dissertation (Chapter 5) also identified this co-existence of opportunities for self-determination with paternalistic attitudes in the independent-living flat (see also Rubio-Jimenez and Kershner, 2021).

These agency/control negotiations (Rajala et al., 2016) between the young adults and other people show how the young adults' agency is not always easy to handle, especially when the students' decisions or aspirations seem to contradict the other person's intentions. This is reminiscent of the concept of interreliance that explains that individual needs are typically weighed against the needs of others who will be affected by their decisions (Jackson et al., 2005).

While it might be true that educators often maintain control in interactions with good intentions (e.g., to decrease opportunities of error, to enhance the probabilities of success), we must remember that young adults with intellectual disability have the right

to experience risks (Santinele & Fudge, 2018) and decide based on the consequences of their decisions. When educators fail to let go of control, they fail to provide the student with an optimal space for the students to act with agency and volition and learn from their outcomes.

8.3.2. Students' 'Be' goals

As presented in Chapter 5, the analysis of the students' interactions in different contexts was also informed by findings from the Challenge of the Month activity in which I observed that the conversations remained at the 'Do' goals level (i.e., discussions focused on concrete actions to achieve the students' challenges). The overarching motivations behind their goals (i.e., 'Be' goals) were lacking in the discussions of this activity. Exploring the students' motives is essential for their self-determination as collaborative reflection of their goals and aspirations could promote a more conscious decision-making. In other words, students would potentially be in a better position to act with volition (Wehmeyer, 2005). Engaging students with intellectual disability in their educational process demands awareness of their concerns and sensitivity to the worth of their experiences (Snelgrove, 2005). Consequently, I explored whether the students' 'Be' goals were discussed in the group discussions and/or in other contexts (including university, community, independent-living).

I identified three: 'be healthy', 'be more independent', and 'be included'. These 'Be' goals are not very different from the fundamental psychological needs proposed by Deci and Ryan (2000). In particular 'be more independent' could be related to the psychological need of 'autonomy', while 'be included' could be speaking of students' psychological need for 'relatedness'; thus upholding the importance of working towards attainment of these goals to achieve the students' psychological development and well-being. The interplay between 'self-determination themes' and 'procedural themes' in these 'Be' goals was as follows.

The young adults aspire to 'be healthy'. They acknowledge the decisions they have to make in order to achieve this 'Be' goal: exercising and eating healthily; nevertheless, the students experience challenges that threaten this 'Be' goal. Some of these challenges involve choosing healthy options to eat and the lack of nutritional preparation on the part of students and the people that offer them support in this matter, thus limiting informed decision-making. The findings related to this 'Be' goal are a clear example of how self-determination involves the negotiation of competing discourses and desires. Some of these negotiations take place between people with different perspectives,

others arise within the person (e.g., wanting to lose weight and also wanting to eat junk food frequently). In both cases, talking dialogically with the young adults about their 'Be' goals could potentially help them to identify these competing discourses and make more conscious and intentional decisions, thus favouring their self-determination.

The sociocultural context in which this project took place also play a role on the students' 'Be' healthy goal. The obesity rates in Mexico are high in the general population and are more prevalent in people with intellectual disability (Ramos-Jiménez et al., 2012). These sociocultural context influences students, facilitators/teachers and families. International empirical research related to self-determination in relation to the health of young adults with intellectual disability is scarce (McPherson et al., 2017); nevertheless, in my literature review (Chapter 2) two papers were identified that aim to address this gap in the knowledge (Carrington et al., 2014; McPherson et al., 2017). Both report results from a research project carried out in Australia to promote self-knowledge and health advocacy through a curriculum component implemented by teachers in schools and a health diary for students to record personal health information and communicate their health needs to a general practitioner (GP). They reported that the intervention increased health knowledge and awareness of health issues in young adults, parents and teachers, and students' participation in GP consultations. This increase in awareness and students' participation might be helpful for Building Bridges students to achieve their 'be healthy' aspiration.

The students also aspire to 'be more independent'. To achieve this goal, they make connections with learning skills, having employment and living in an independent-living flat. Students receive preparation at university, community, and independent-living flats. Teachers/facilitators support students in the transfer of knowledge from university to real-life contexts. The students also use technological support which encourages them to 'be more independent' in the realisation of certain tasks. In this way, preparation and support push the students forward towards this be goal.

Educators have a responsibility to guide students toward community-valued practices. This again points to the social-ecological nature of self-determination since students' decisions are always embedded in a broader social context that indicates standards and norms particular of a culture (Abery and Stancliffe, 2003). Hillman and colleagues (2013), after observing dynamics of support in intentional support networks in Australia, call for relational autonomy. This concept implies that the development of a person can only take place in the context of relationships with others. Similarly, Reindl

and colleagues (2016) advocate for interdependence to be valued as they reflect on the essential role of supports for the young adults' achievement of goals. They call for a better exploration of the extent to which support and care are personalised and self-directed.

My findings are conclusive regarding the importance of support networks when it comes to the students' achievement of goals. Thus I agree that concepts such as 'interdependence' and 'relational autonomy' best describe their decision-making process. I add that for students to feel 'more independent', answering their aspirations regarding employment, independent-living and learning opportunities is key, as well as providing personalised support, as Reindl and colleagues (2016) suggest.

Lastly, the students aspire to 'be included' in society and in their educational contexts. This aspiration might come from the preparation they receive in Building Bridges regarding self-advocacy. Nevertheless, in their everyday life, students face challenges that threaten this aspiration. The experiences reported by Building Bridges students are similar to those found by previous international research. For instance, O'Connor and colleagues (2012) explored university lecturers' views on the inclusion of young adults with intellectual disability in their classes as part of the Certificate in Contemporary Living offered at Trinity College Dublin. Plotner and Marshall (2015) surveyed administrators of PSE programmes for individuals with intellectual disability across the United States. Some of the challenges identified in both studies, which I consider are also a challenge for the Building Bridges programme, are listed below.

- *Faculty willingness to teach courses that include students with intellectual disability:* at the time of data generation, it was the university lecturers who decided whether or not Building Bridges students were to be included in their class. This opens the question of how the lecturers' attitudes, knowledge and perspectives are influencing their decision (e.g., O'Connor et al., 2012).
- *University policies and procedures for matriculation:* Building Bridges students are enrolled at university as students of the programme. The university differentiates between them and the rest of the students. This difference becomes clearer as they are not officially enrolled in the integrated university classes they undertake. Spending time on campus is not enough to develop a sense of 'belonging'. For this benefit to be maximised, the PSE should be structured in inclusive ways that create legitimate university student status (Hart et al., 2010).
- *Financial support and funding:* Mexico lacks a national programme that facilitates the inclusion of students with intellectual disability at university level.

Consequently, the initiatives come from civil associations which might need to charge the students fees to solve the problem of funding. Therefore, students' access to programmes such as Building Bridges is limited to families that have the financial resources to pay for this education. It has been recommended internationally that universities hosting PSE programmes should embrace its mission and importance and invest in them and their staff to reduce costs and make it more affordable for all prospective students (e.g., Plotner and Marshall, 2015).

- *Person-centred planning*: a promising practice underpinning the PSE programmes is person-centred planning (O'Connor et al., 2012). Building Bridges coordinators and teachers try to implement this approach by asking for students' opinions on the classes they would like to take; nevertheless, the students' presence is lacking in the meetings in which their schedules are organised. More active participation by students in their university education is highly desirable. It has been recommended that students should be the ones to explain their learning needs to university teachers and their peers and advocate with the support offices for the adaptations necessary for their learning and development (e.g., Hart et al., 2010; Prater et al., 2014). Opportunity and scaffolded learning practice to do so, would be required to achieve this self-advocacy aim.

In sum, findings reported in Chapter 5 show the social-ecological nature of self-determination. The Building Bridges programme provides young adults with learning spaces (preparation) and supports which encourage their self-advocacy, decision-making and the achievement of their aspirations ('Be' goals). At the same time, organisational, attitudinal and knowledge barriers become challenges for students when it comes to making decisions and achieving their aspirations. Identifying the challenges and working towards the students' achievement of their 'Be' goals is key to develop their agency and volition and thus their self-determination.

8.4. RQ3. How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?

The findings mentioned so far could be understood as a first level of analysis. They shed light on the experience of self-determination of these young adults as students in the Building Bridges programme. Below I summarise the results of a more micro level of analysis. At this level I focused on the dialogic quality of the interactions between the participants in carrying out a goal-setting activity. This analysis was motivated by one of

the gaps found in the literature. I found that most of the empirical studies relating to the self-determination of young adults with intellectual disability were based on the young people's interaction with other agents to set goals. However, the quality of these interactions is rarely the focus of analysis (see Chapter 2). My analysis was guided by the following research subquestions.

8.4.1. RQ3a. How do the participants contribute to the dialogue in this goal-setting and planning activity?

The Challenge of the Month was thought of as an activity that aimed to help students to meet some of their short-term goals. Accordingly, plans of action were proposed for students to undertake in order to achieve their challenges and track their progress on a form. As described in Chapter 6, the participants contributed to dialogue in the following ways:

- In all cases, the protagonist of the activity and the facilitator were the participants who contributed more turns and dialogic turns to the conversation.
- Educators (i.e., facilitator and teachers) guided the conversation towards key aspects of the activity and issued invitations: to elaborate/reason, to express opinions/beliefs/ideas, and to propose courses of action.
- The students expressed relevant contributions, invited others to elaborate, made their reasoning explicit, took positions/stances in dialogue, and guided the direction of dialogue/activity.
- All participants built on each other's contributions.
- All participants contributed courses of action across the SCEs analysed.

These results suggest that dialogic interactions took place when discussing the students' Challenges of the Month; however, not all the students necessarily benefited equally in these discussions. To look more deeply into this matter, I conducted further analyses of the episodes focusing on the courses of action proposed. I expand on these findings below.

8.4.2. RQ3b. How were courses of action proposed and handled in this activity? Did any specific dialogic moves appear to be particularly influential?

8.4.2.1. Proposing Challenges of the Month and courses of action to achieve them collaboratively

All three students chose their own challenges influenced by previous conversations regarding their goals and strategies that could be beneficial for them. This

contributes to previous research findings that reported that when given the opportunity and educational support, students with intellectual disability set goals and plan actions to achieve them (e.g., Jones, 2006; Taylor-Ritzler et al., 2001; Wehmeyer et al., 2000). It has been identified in the literature review (Chapter 2) and by other scholars (Kleinert et al., 2014) that in research regarding goal-setting of students identified with intellectual disability the findings tend to focus on the rate of goal attainment. Nevertheless, in general, published studies lack information to identify who really choose the goals or how the students are assisted in the process. In my research, I carried out a sociocultural discourse analysis (Mercer, 2005) of the conversations that shed light on these processes. I identified that:

- Students acted with agency when proposing courses of action either as a response to an explicit invitation issued by the facilitator or on their own initiative;
- Students proposed courses of action to achieve their own goals but also to help their peers in achieving their challenges;
- Building on, guiding, and issuing further invitations were key to support students' agency and volition after a student contributed a course of action;
- It was not only the educators who made these dialogic moves, but also the students to help their peers' planning.

These findings suggest that a collaborative ethos was created in which students felt free to participate. The role of peer support to move the activity forward was also visible from the findings. This role of 'peer-mentorship' as an asset with respect to achieving the students' goals has been acknowledged previously. For instance, Powers and colleagues (2001) included occurrences of mentoring among students with intellectual disability to bolster the students' knowledge, confidence and support networks. This, as part of their intervention, aimed to promote student involvement in transition planning using a multi-component model in the USA.

The Challenge of the Month activity was also aligned with Reiter's (2004) call to use group techniques to teach skills related to communication, decision-making and empowerment. As she highlights, most teaching for students with intellectual disability is individual, based on a fixed and inflexible sequence of small steps. The review I carried out (Chapter 2) confirms this trend. As Reiter highlights, individual programmes do not provide the opportunity for the students to experience social circumstances and authentic interpersonal relationships, hence the importance of group-based approaches.

8.4.2.2. Students' agency is negotiated in the interaction

Asking questions is useful for promoting the students' agency in goal-setting activities, but this dialogic move is not in itself sufficient, nor it is enough that the students propose courses of action or assertively communicate their positions or disagreements. Rather the episodes reported in Chapter 7 illustrate how agency is negotiated in the interaction. The ways in which the courses of action proposed were handled varied according to the case. It is visible that I shifted between dialogic postures and more directive ones. The former was visible when I asked genuine open-ended questions. The latter when I proposed alternative courses of action straightaway or guided the students' responses into one fixed desired direction.

Agency negotiation in interactions has been studied previously in general education contexts. For instance, Rajala and colleagues (2016) explored interactions that took place in a regular Finnish classroom of third graders (aged 9-10) when carrying out a school science project following a dialogic teaching approach. The researchers focused on interactional moments when students opposed or questioned the instructional activity. Their findings show how the teacher struggled with the contradiction of agency and control: while he provided space for negotiation for students to achieve some forms of agency, he suppressed other forms by enforcing his institutional authority or disregarding student oppositions, thus showing how student agency is not easy to handle and might even undermine a teacher's intentions and pedagogical approaches. I struggled with this contradiction myself in my role as facilitator of the group discussions and observed participating teachers struggle as well. Teachers and I seemed to take directive positions to guide students towards more viable options or options with less possibility of failure.

In this regard, it would be important to remember the right of people with disabilities to experience risk (Santinele and Fudge, 2018). This is not to say that educators should not give support, but that support could be transformed into practices such as researching options with students, prompting reflection and reaching agreements; all these through dialogic interactions that do not seek a pre-defined correct answer, but look for diversity of opinions, genuine negotiations and agreements (Mercer and Littleton, 2007).

8.4.2.3. Discussing 'Do' goals

The findings in Chapter 7 also show how the students' goal-setting was affected by the level of abstraction at which discussions remained. The discussions concentrated mainly on concrete actions designed to achieve goals (i.e., 'Do' goals). This was partly

due to my interest in students using a self-regulation strategy that would allow them to monitor their progress. Published research has found that monitoring self-progress benefits students' learning process. In the USA, Jones (2006) reports a teacher's initiative to increase student participation in their IEP meetings. She noted that guiding students to monitor their own progress toward the achievement of their goals placed ownership of their behaviour on themselves. In Australia, Sheppard and Unsworth (2011) implemented a short-term educational residential programme for adolescents with intellectual and developmental disability. As part of the intervention, they used a goal attainment scale for students to monitor their progress toward goals and to problem-solve if their approach was not working. The researchers argue that this process allowed individuals to develop knowledge of their skills and limitations.

In light of my findings I argue that the discussion of 'Do' goals and self-monitoring of progress is essential in goal-setting activities. Nevertheless, by focusing on the 'hows' ('Do' goals), there were almost no opportunities to explore the students' overarching motivations behind their goals (i.e., 'Be' goals). Discussing the students' 'Be' goals would potentially favour the student's volition by making them reflect collaboratively on the motivations behind their goals. To move from practices that 'train' students to achieve goals towards pedagogies that truly acknowledge the students' experiences and promote their volition, bearing in mind these levels of abstraction/concreteness might be useful (Rubio-Jimenez and Kershner, 2020).

8.5. RQ3. How is self-determination co-constructed over time within the frame of a goal-setting and planning activity?

I now turn back to answer the general RQ3. Goal-setting is always embedded in a broader social context. Concepts like interdependence (Reindl et al., 2016) and relational autonomy (Hillman et al., 2013) suggest that personal goals are accomplished and negotiated through interpersonal interactions (Jackson et al., 2005). Consequently, students might act as causal agents when they propose courses of action and/or communicate their positions and disagreements but the way in which the rest of the conversation participants respond to these dialogic moves is key to promoting or limiting students' agency. Overlooking the interactions could result in practices in which students meet goals through a process that does not necessarily promote their self-determination when working in goal-setting activities. This is reminiscent of the interactive/authoritative communicative approach that has been described by Mortimer and Scott (2003) in science lessons. In this communicative approach the teacher's

interventions are based on questions; however, when students do not give the required answer, their suggestion is put aside. Taking an authoritative role in the conversation would limit the students' agency and thus their self-determination, and yet this is a common practice that often goes unnoticed. I confirmed this myself in my role of facilitator of the Challenge of the Month discussions.

Moreover, goal-setting and attainment have been widely studied as 'skills' associated with self-determination (Algozzine et al., 2001; Burke et al., 2018). However, although it may be possible to identify some skills that facilitate self-determination, it is an inaccurate understanding of self-determination to see it as a set of skills that a student must master (Wehmeyer, 2005). To promote students' self-determination in goal-setting activities, exploring their 'Be' goals is key to a better understanding of their experiences. Moreover, by engaging in collaborative reflection about the students' 'Be' goals, young adults might be in a better position to act with volition (i.e., make conscious choices). In this way, we could move from thinking of 'setting goals' as a skill that people with intellectual disability must master, to an opportunity to genuinely discuss their motivations, prompt their reflection, and thus benefit their self-determination.

8.6. Implications to the fields of disability and dialogic theory

The findings of this research concern both the disability field and the field of dialogic research. Regarding the former, the findings address some of the gaps in knowledge. For instance, social-ecological models of self-determination agree that it is exercised within the context of relationships, therefore these relationships need to be considered. More specifically, there is a need to develop approaches to observe the exercise of self-determination and how the actions of other people either facilitate or hinder it (Wehmeyer and Abery, 2013). My research studied the emergence and development of self-determination in the dialogue that displays between young adults with intellectual disability and other people. I showed how the young adults acted with volition and agency when making decisions, voicing their aspirations, proposing courses of action to achieve goals, defending their points of view, and providing reasons to back-up their decisions. Nevertheless, the way in which others responded (i.e., the support and preparation provided, the dialogic or non-dialogic moves that other agents employ when responding) played a role in either promoting or hindering the students' self-determination. These findings illustrate the model proposed in Figure 2.3.

My findings also suggested that young adults have contrasting desires that they have to weigh up in order to make conscious and intentional decisions. In this way self-

determination seems to develop from the interanimation of different perspectives (both within the individual, and from different people). Helping the students to identify these different perspectives to create new meaning and insights would potentially help them to make conscious and intentional decisions thus facilitating their self-determination.

Moreover, the literature reviewed in Chapter 2 showed that the field has focused its efforts on the development of educational proposals that allow students to set and achieve their goals. Nevertheless, my findings suggest that goal-setting and attainment activities should focus greater efforts on promoting the students' volition by making them reflect on their 'Be' goals. Furthermore, when educators prioritize the students' attainment of goals over the natural learning process of proposing courses of action, trying them out, evaluating and modifying accordingly, educators may paradoxically be hindering the students' agency by proposing different courses of action straightaway with the objective of increasing the chances of students achieving their goals.

On the other hand, the field of dialogic research is concerned with the inclusion of different voices (Wegerif, 2020) and yet, the voices of young adults with intellectual disability have not been included in dialogic research or theorising. The lack of their voices in research is even clearer in Latin American contexts, as shown in the literature review presented on Chapter 2. The current project addressed this gap by listening to the perspectives of Mexican young adults with intellectual disability. The findings showed that in dialogic contexts, young adults act with agency and volition and identify different aspects that play a role in their self-determination.

All these findings support the importance of opening up spaces of dialogue that support and promote the self-determination of young adults with intellectual disability. This could be done by promoting the young adults to share their perceptions regarding their decisions, aspirations, challenges, support, preparation and self-advocacy; while also looking into detail at the quality of these conversations as moments of agency/control negotiations tend to arise and educators may be retaining more control and being more monologic than they expected.

Chapter 9. Conclusion

In this chapter I conclude the present dissertation. I begin with a short summary of the findings and how they contribute in theoretical, methodological and educational terms. I continue with the presentation of final feedback collected from students, parents and teachers. In light of their comments, my self-reflection and the findings of this thesis, I present the strengths and limitations of this research project. I end this chapter with recommendations for policy, practice and future research.

9.1. Contributions

Throughout the chapters of this dissertation I have aimed to present arguments that uphold the importance of studying self-determination as an interactive and relational phenomenon. As I discussed previously, there is published disability research that acknowledges the influence of the person and the environment on self-determination. Nevertheless, most research published so far has focused either on the former or the latter. I propose that the study of the interactions in which students engage with other people is highly informative with respect to the role of the students as causal agents and how the ways in which others respond affect the way in which self-determination is expressed and developed. Moreover, dialogic discussions about the students' goals and plans provide an opportunity to reflect collaboratively on both their 'Be' goals and 'Do' goals. The former sheds light on the students' aspirations to 'be' a particular way, the latter informs specific activities that can be undertaken to achieve higher-order goals. Discussing both promotes the students' consciousness and intentionality in their decision-making process, thus benefiting their self-determination. This research project makes the following contributions which could be of interest to researchers and educators.

9.1.1. Conceptual

- I draw on the prior understanding of self-determination in terms of the individual's volition and causal agency (Wehmeyer, 2005) and the influence of the environment in promoting self-determination (Abery and Stancliffe, 2003). My proposal is that self-determination exists in the interaction of students as causal agents with their own volition with a context or person that provides opportunities and support for students to express and develop their self-determination. This social-ecological view of self-determination echoes social-ecological approaches to intellectual disability itself, in which the focus shifts from understanding intellectual disability as an invariant trait of a person to seeing it as an interactive

human phenomenon (Shogren et al., 2014). This understanding of self-determination stresses the power of the person-environment interaction and in turn contributes to reducing the misunderstanding of self-determination as a set of skills that the student must master, misunderstanding that limits the opportunities for people with intellectual disability to express and develop their self-determination (Wehmeyer, 2005).

- To encompass its interactive and relational nature, dialogic theory can inform the field of self-determination. Dialogic theory focuses on dialogue that is open and appreciative of different perspectives. Through dialogue it is identifiable when young adults exercise their agency and how other people respond to it. Moreover, through dialogue people engage in collaborative thinking processes with the potential to promote people's consciousness and intentionality, thus stimulating their volition and agency which are at the core of self-determination.
- I draw on ideas from the behaviourist theories perceptual control theory (Powers, 1973 in Carver and Scheier, 2005) and action identification theory (Vallacher and Wegner, 1987), to propose that in goal-setting and attainment conversations, the courses of action proposed take the role of subgoals to accomplish more overarching goals. In this way, goals and sub-goals vary in their level of abstraction. From the most abstract 'Be' goals that indicate an idealised overall sense of self to the most concrete 'Do' goals that indicate how actions are carried out. I placed this categorisation within a sociocultural perspective of teaching and learning to argue that these levels of abstraction are not to be understood as a personal characteristic, but as the level of abstraction/concreteness at which the discussions remain. Engaging in dialogic conversations with students to reflect on both types of goals may facilitate their volition and agency.
- Published research has documented the benefits associated with peer support in young adults with intellectual/learning disabilities (e.g., Carter et al., 2005; Vogel et al., 2007); nevertheless, students identified with a disability tend to be tutees receiving support from a peer who has not been identified with one. The findings documented in this research show the potential of students with intellectual disability to take the role of active tutors and not just to assume the novice role that they tend to be given. These findings move the understanding of 'supports' towards the dynamics of interdependence and relational autonomy in which

people identified with intellectual disability participate by both receiving and providing supports.

- The field of dialogic teaching-and-learning has provided evidence that dialogic teaching improves students' knowledge, comprehension and reasoning, and that the benefits transfer between contexts (Kim and Wilkinson, 2019). These findings have been found in regular classrooms with students learning the curriculum. There is a continuing need for research regarding the benefits of dialogic interactions that include students with intellectual disability (Fernandez-Villardón et al., 2020; Pedraza and Aclé, 2009). My findings contribute to addressing this gap by showing its benefits in terms of promoting the self-determination of students with intellectual disability.
- This project also makes a significant contribution to the field of dialogic theory, specifically in its fundamental argument that new meanings arise from the inclusion of a diversity of voices (Wegerif, 2020). And yet, the voices of young people with intellectual disability have often not been included in dialogic research or theorising. In the current research project, I followed a dialogic approach that included the voices of a group of Mexican young adults to explore their perspectives and enactment of self-determination.

9.1.2. Methodological

- Self-determination can be studied through dialogue. Young adults act as causal agents when they mention their aspirations and courses of action. Through dialogue it can be identified the way in which other people respond to these agency demonstrations. Moreover, by analysing the quality of the interactions it could also be identified how educators promote, or fail to promote, the young adults' volition.
- During data generation, the participants' suggestions, concerns and goals were kept at the core of its development. This strategy made possible the development of a highly meaningful project for students in their particular transition process to adulthood.
- Methodologies and methods usually used in regular education contexts were used and adapted to the specific objectives of the current research project (i.e., SDA by Mercer, 2005; SEDA by Hennessy et al., 2016).

- There is a risk that university research ethics committees might contribute to the silencing of people with intellectual disability by deeming them unable to make decisions about participating in research (Santinele and Fudge, 2018). In this project, a process to obtain the informed consent of young adults with intellectual disability is described. This process respects their right to say ‘Yes’ to participating in research projects, while complying with the institutional ethical guidelines regarding obtaining informed consent from all participants.

9.1.3. Practical

- The young adults’ agency and volition can be identified in their conversational moves. For instance when they propose courses of action, offer explanations, or take positions.
- Educators can use dialogic moves to promote and support the students’ agency and volition (i.e., invitations to elaborate or to propose courses of action, invitations to explain/justify, build on the students’ ideas, guide dialogue). Educators should also prompt conversations about the students’ ‘Be’ and ‘Do’ goals when carrying out goal-setting activities to support the students’ agency and volition. A collaborative and safe ethos is also very helpful for students when it comes to guiding their peers, proposing courses of action, and building/clarifying peer’s and teacher’s contributions.
- The findings uphold the importance of teachers observing the quality of teacher-student and student-student dialogue. Dialogic interactions are one more strategy within the teachers’ repertoire (Alexander, 2008). In this way, identifying and reflecting on the strategies used at different points in the activity could benefit their teaching practice and students’ learning outcomes.
- I introduce the Building Bridges programme as a proposal from a developing country, whose objective is to improve the transition of young adults with intellectual disability to independent adult life. The results show the benefits of a university-based transition programme that generates educational spaces in university, community, work placements, and independent-living flats. This responds to the continuing need for publications in the field of educational services for people with intellectual disability residing in middle- or low-income countries (Katz et al., 2008).

Some of the contributions mentioned above have been shared in two international conferences, two methodological workshops, and two journal publications (Rubio-Jimenez and Kershner, 2020; Rubio-Jimenez and Kershner, 2021).

9.2. What did the students, teachers, and parents think of the project?

In order to make a holistic evaluation of the strengths and limitations of the current project, I deemed it important to ask for feedback from students, teachers and parents (following the process explained in Chapter 3). Below I present the feedback using pseudonyms when participants referred to someone. Then I present a table of the strengths and limitations of this study using the feedback provided and my own self-reflections on the study.

9.2.1. Students

- *They learned:*
 - about themselves and self-determination;
 - about their peers: ‘that they have goals like me’; ‘that we are all different’;
 - about communication: to follow rules for enhancing communication such as to completing a peer’s ideas, asking questions or repeat/rephrase ideas to peers;
- *They liked:*
 - the activities developed;
 - the pie charts that illustrate how we communicated with each other;
 - recreational activities we carried out at the flat;
 - the Thursday Team liked the group discussions better when they took place at the flat because of the mood and peers seeming more attentive.
- *They did not like:*
 - when peers were not paying attention;
 - to be interrupted when speaking;
 - when peers spoke about something that was not related to the topic;
 - when peer feedback was not friendly;
 - when the group discussions lasted longer than usual.
- *They suggested:*
 - organising different activities, such as games, as part of the sessions;
 - keeping the group discussions short and finishing them at an established time.

9.2.2. Teachers

The teachers thought that the group discussions:

- *Were helpful:*
 - *for improving the communication of the students:* ‘They saw how they can support their friends, in what way they can guide each other and not disapprove of others’ ideas’;
 - *for students to communicate their ideas with confidence and freedom:* ‘The guys became confident about expressing and handling certain points of views or concerns that they had from before’;
 - *for teachers to reflect on their own practice and the Building Bridges objectives:* ‘I got feedback on what my role is as facilitator. Being more understanding with the guys when they have a personal concern or regarding their plans for the future... listening to them gives you the initiative to support them’; ‘Do not take this role of “facilitator” as someone who validates or not the guys’ opinions, rather give (their opinions) its rightful place and value’.
- *Had some impact beyond the group discussions:*
 - *In the independent-living flat:* ‘From the activity that you brought, we began to comment on feelings, emotions, tastes, interests (in the flat)... It was like the watershed. Here we began to (discuss) these ideas that perhaps couldn’t be addressed with so much confidence (before)’;
 - *In other Building Bridges classes:* ‘I really liked that they tried to support him (in the group discussions)... But I liked that... the three (students) at some point tried to replicate it in other spaces’;
 - *The transfer of knowledge did not occur in all cases:* ‘With Gabriel, we tried to give structure to plans that he had, for example, to buy his ticket... but outside the workshop⁷, the structure would fall down, then all the crazy plans he had would come back again’.

Teachers also mentioned that in my role as facilitator of the group discussions, I took a more symmetrical role with the students: ‘You move to their level, as in guys with guys... and you encourage them to talk like that’.

⁷Building Bridges teachers and students referred to the group discussions as a ‘workshop’.

9.2.3. Parents

Parents mentioned that the group discussions:

- *Were important for students to:*
 - *acquire self-knowledge:* learn to understand their feelings; identify their plans for the future; reflect about their skills;
 - *learn to communicate:* organise their ideas, share their opinions, ideas and feelings, ‘learn that ideas are shared and built as a group’;
 - *‘feel included’:* feel not only as ‘participants’ but ‘authors’ in the activities carried out;
 - distinguish between fantasy and reality.
- *Had some impact beyond the group discussions:*
 - *in habits:* for instance, some students expressed their interest to set alarms to wake up.
 - *in communication:* ‘Sometimes he realises that he cannot interrupt when we are talking about a topic and tries to pay attention, to listen and to give his point of view... this has improved the communication at home’.
- *Parents would have liked:*
 - more parental involvement;
 - continuation of the workshop in the following semesters to consolidate what has been learned.

9.3. Strengths and limitations

In the light of the feedback received, my findings and the issues that I experimented throughout the implementation and analyses of this project, I state below its strengths and limitations (Table 9.1). I expand on the issues stated in the table by providing my self-reflection on these matters.

Table 9.1
Strengths and limitations of the project

Strengths	Limitations
Helped students to communicate better in group discussions	Time constraints
Fostered students’ self-knowledge and their reflection on their plans for the future	Parental involvement
The activities carried out were those that interested the students	Teachers’ involvement

Helped teachers to reflect on their own practices	Inclusion of other students and teachers beyond the participants
Some impact beyond group discussions	Member checks post-analysis
Data generation included students' real-life experiences in different contexts	Small sample

- ***My role as an educator using and promoting dialogic interactions***

One of the strengths of the project was to use dialogue as a way to explore students' self-determination while fostering students' use of dialogue to think together. Dialogue was thus used as a means to an end and as an end in itself (Mercer and Littleton, 2007). I aimed to keep the relationship with the students somewhat symmetrical. It seems to me that the most symmetrical moments of interaction occurred when the students' experiences prompted my reflection regarding my own transition to adulthood. I shared my own transition experiences with the students and expressed them my empathy with their feelings. I believe this was very helpful in creating an environment of trust.

On the other hand, even though I was constantly watching the recordings of my own professional practice as has been recommended (e.g., Hamel and Viau-Guay, 2019), I identified segments in the Challenge of the Month activity where I was more directive than I would have liked. I make a recommendation about this in section 9.4.2.

- ***Activities developed***

Another strength revealed by the feedback received was that the activities developed helped the students learned to understand themselves better and reflected on their goals/aspirations. The process of creating materials enabled students to recall their own experiences/aspirations and prepare themselves for the discussion. It also helped me as facilitator to prepare prompts/guides to move the conversation forward and/or inquire about a specific matter mentioned in students' materials.

- ***Impact beyond group discussions***

Teachers and parents mentioned having seen some effects of the group discussions in other Building Bridges classes, the independent-living flat, and parents' homes. This perception, however, must be viewed with caution as there are other factors that could have influenced the perceived changes (e.g., introduction to a work environment in the community, transition to the independent-living flat, increased familiarity with educational contexts). Moreover, it should not be forgotten that the current project took place within Building Bridges, an educational context in itself. I

believe, however, that the group discussions made an important contribution to the students' development, fostering their self-knowledge, helping them to voice and collaboratively reflect on their plans, to plan courses of action to achieve goals, and to learn and/or practise dialogic ways of communication.

- ***Data generation in different contexts***

A strength associated with the data generation process was that it extended beyond the context in which the group discussions took place. My movement between the different contexts in which Building Bridges developed was of great help in terms of having a more holistic view of the students' experiences. It also helped me identify relevant moments for students' self-determination and bring them to our discussions.

- ***Time constraints***

The group discussions did not follow a fixed series of topics to be covered. However, every week I planned the activities to be carried out in order to continue moving forward with the current topic and/or proceed with new discussion topics. I realised that at the beginning of the sessions I gave the students the openness to express themselves without rushing but as we got closer to the end of the session, I began to hurry the conversations, complementing their ideas or not asking more questions in order to reach the end of what I had planned for that session. This is a reminder that dialogic conversations require time for participants to express ideas, reflect on them, build and reach agreements. Educational systems with curricula saturated with topics to be covered limit the possibility of having in-depth conversations with students based on dialogic interactions. However, it is highly desirable to organise moments of dialogic interactions as part of the didactic sequences of the sessions.

- ***Teachers' participation and self-reflection on their teaching practices***

Most participating teachers kept their verbal participation in the group discussions to a minimum. I tried to involve them more by asking them questions, inviting them to participate more, and reminding them of the importance of their participation. However, this was not enough. Their feedback seems to indicate that they found their participation fruitful; however, it would have been desirable to transfer the guiding role of the sessions to them, as they would be remaining in the context after my departure. Being clear about this gradual transfer from the beginning of the collaboration with teachers and creating a collaborative plan for how to achieve it could have been good strategies to follow.

- ***Parents' participation***

The focus of this research was on the students, however parents mentioned their interest in having been more involved in the project. Involving them would help with challenges identified in the group discussions such as the different expectations between parents and students about the students' future.

- ***Member checks post-analysis***

A limitation of the study was that member checks post-analysis were not included. These checks would have benefited the trustworthiness of the study. When designing the research, I did not contemplate conducting them for two reasons. Firstly, the fact that the participants in this research were in a different country, therefore gaining access to them after leaving the context would have been complicated. Secondly, the participation of students in the programme is finite. Given the nature of a PhD project, I could not foresee when the analyses would be ready to be discussed with the students or whether the participants would still be continuing in the programme by that stage. Therefore, I decided to do constant checks throughout the data generation phase. Reviewing the recordings in order to plan the next sessions gave me the opportunity to identify issues that had not been clear to me. These questions were put to the students in the next session. Observing the students and having informal conversations with them and other programme agents was also very informative when it came to triangulating what the students shared in the group discussions.

- ***Inclusion of other teachers and students beyond the participants***

I aimed to include teachers more actively in this research project, however, time constraints of participating and non-participating teachers limited the achievement of this aim. Nevertheless, participating teachers and I continuously talked to the Building Bridges coordinator about the activities carried out and areas of development for the Building Bridges programme. For instance, after a group discussion a teacher shared with me that the students usually prepared their résumé only after they had been offered a job in the community. The teacher reflected on the importance of all students learning the process of finding a job and creating a résumé as part of this process. The teacher and I discussed it with the coordinator. A few weeks later the facilitator of the 'work club' class began to develop the topic of 'curriculum' with the students. Engagement of other students in the research project took place at the end-of-semester events when students presented some of the materials created and encouraged their peers to think about their own experiences. I have also shared with the Building Bridges coordinator and director,

both academics, the two journal publications that have proceeded from this research project.

- ***Ethical tensions***

As part of the information statements that accompanied the consent forms, I informed the students, teachers, parents and programme coordinator that moments of tension might arise in the group discussions and that I would turn to them if necessary. A few moments of tension arose in which students became annoyed with each other because of differences in points of view or interruptions. When I realised tension was rising, I intervened by explaining the issue that was being generated and expressing how I understood both points of view (e.g., ‘Student A says X and student B says Y, is that right? I think the contrasting points of view might have come from...’). Then I would remind the students that we all had to be mindful of our tone of voice and be respectful with each other. I would try to create a sense of ‘group’ by explaining how everyone might feel in a certain way when a certain situation arises. I would let the students share something else regarding the topic if they wanted to and then I would resume the topic of conversation. These strategies were effective with the groups I worked with as the situation never escalated. The teachers who participated reported that in general the participants remained respectful of each other and that the students learned to guide their peers without invalidating other points of view. Nevertheless, the interruptions were not eliminated completely in one of the groups in which one of the participants tended to share their ideas out loud even if someone else was speaking. It would have been desirable to think of strategies to deal with this issue in conjunction with the rest of the teachers in order to implement them in the different classes.

9.4. Recommendations

9.4.1. Policy

- *A policy is required in Mexico that legislates for the right of young adults to receive appropriate transition services from basic education to PSE and adult life (e.g., Individuals with Disabilities Education Act, 1990 in the USA). Funding is required to promote research on transition programmes that are viable and appropriate to the Mexican context, to create new transition services, and for existing programmes to improve their practices and be economically accessible to the population.*

- *Transition services should be created.* They should include strategies to increase job opportunities, supported community living options, inter-service cooperation and personalised transition planning (Fullana et al., 2020; Inclusion International, 2012; Pallisera et al., 2018).

9.4.2. Practice

- *Focusing the observation on certain categories/codes/matters may serve to identify certain issues that are of interest to the teacher.* In my role as facilitator of the group discussions, I verified that simple observation of recorded practice is not always sufficient to identify how dialogic/monologic practices take place during a session. In this sense, a tool like the Teacher Scheme for Educational Dialogue Analysis (T-SEDA) (<http://bit.ly/T-SEDA>) could be helpful in supporting teachers' efforts to open up dialogic spaces that promote self-determination and its monitoring over time. T-SEDA adapted the coding scheme I used in the current project SEDA (Hennessy et al., 2016) to provide an open-access, teacher-friendly, and highly flexible resource pack for teachers and teacher educators. The core T-SEDA tools include a self-audit grid to help teachers to systematically reflect on their practice; a step-by-step reflective cycle to transform teacher practices and keep a record of how it happened; and a coding scheme adapted from SEDA to identify key dialogic features (Kershner et al., 2020).
- *Educational interventions must foster the students' consciousness and intentionality in their decision-making process.* Self-determination is not merely to do with mastering a set of skills, but more with volition and agency (Wehmeyer, 2005). In this way, educators must promote the discussion of the students' 'Be' goals to better understand their experiences and understanding of self-determination. Moreover, the students' consciousness may be fostered by encouraging them to reflect on the motives behind their goals.
- Building Bridges makes efforts to include students at university level. Nevertheless there are exclusionary practices that Building Bridges students perceive and were confirmed during my observations. To achieve true university inclusion, efforts are needed that go beyond their access to the context. Some promising practices reported in international research include: *institutional inclusive policies and practices to support the enrolment, progression and subsequent employment of people with intellectual disability; person-centred*

planning; cross-agency coordination; quality assurance in teaching and learning; evaluation of the activities implemented to increase inclusion; mentoring; professional development for staff (Hart et al., 2010; O'Connor et al., 2012).

9.4.3. Future research

- In this project, self-determination was understood in terms of agency and volition. We must not forget that the student, as a causal agent, is in interaction with other causal agents (teachers, parents, peers) with their own intentions and choices. *Working on strategies to promote dialogic interactions with these other agents would help the agency/control negotiations that usually occur in educational conversations* (Rajala et al., 2016). This would benefit the students' self-determination. In future research, working with other agents such as educators and families would be highly desirable.
- The current research project focused on students' verbal dialogic interactions to understand the self-determination of students with intellectual disability. *Future research should consider including students with different communication support needs*. Doing so would ethically represent their accounts in research and provide an opportunity to reconsider and expand our views on dialogic relations and communication (Teachman et al., 2018).

9.5. Final reflection

The interactive and relational nature of self-determination requires researchers and educators to explore and promote it in different ways than has been previously done (i.e., individualistic approaches based on the development of skills of the student with intellectual disability). The current project employed dialogic theory as a conceptual framework that allowed the study and development of self-determination following its interactive and relational nature. It is my aim that the contributions of this project will account for the importance of engaging in dialogic interactions with young adults with intellectual disability in order to respect and promote their self-determination and to widen the field of dialogic theory. This research also aimed to address the lack of research that includes the voices and perspectives of this population in Latin American contexts.

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Appendix A. Papers selected from the review of literature

Author	Date	Country	Title	Self-determination is:	How to promote it?
Agran and Wehmeyer	2000	USA	Promoting transition goals and self-determination through student self-directed learning: The self-determined learning model of instruction.	A complex construct comprised of multiple components including goal-setting. The focus of this study is goal-setting and attainment.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
Agran et al.	2001	USA	Teaching students to self-regulate their behavior: The differential effects of student-vs. teacher-delivered reinforcement.	A complex construct comprised of multiple components including goal-setting. The focus of this study is goal-setting and attainment.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
Brock et al.	2020	USA	Self-determination and agency for all: Supporting students with severe disabilities.	Acting volitionally based on one's will. Similarities between 'self-determination' as conceptualised by Wehmeyer, and Bandura's concept of 'agency'.	<i>Peer support network</i> . 2-3 peers providing support for a student with a disability in the general classroom and other spaces.
Caniglia and Michali	2018	USA	A financial literacy course for postsecondary students with intellectual disabilities (practice brief)	Knowing one's strengths, limitations, needs and preferences in order to analyse options and goals and determine a clear vision for one's future. Self-determined individuals are intrinsically motivated to pursue their goals, evaluate the process toward meeting their goals and adjust their performance accordingly. It is composed of skills: problem-solving, choice-making, decision-	Financial literacy course that provides financial content embedded within components of self-determination: problem-solving, choice-making, decision-making, goal-setting, self-regulation, goal-attainment, self-efficacy, self-awareness, and self-advocacy.

				making, goal-setting, self-regulation, goal-attainment, self-efficacy, self-awareness, and self-advocacy.	
Carrington et al.	2013	Australia	Promoting self-determination for better health and wellbeing for adolescents who have an intellectual disability.	Volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life. Self-determination involves conscious choice and intent, as well as self-influence, to achieve a desired result.	<i>The Ask Health Diary and a Comprehensive Health Assessment Programme (CHAP)</i> . A curriculum component that promotes self-knowledge and health advocacy in the classroom. Then the adolescent makes a visit to their general practitioner (GP) for a comprehensive health review and records systematically the consultation.
Cook et al.	2017	USA	Inclusive concurrent enrollment: A promising postsecondary transition practice for building self-determination among students with intellectual disability.	Umbrella skill that includes self-awareness, self-advocacy, goal setting, problem-solving and decision-making.	Inclusive concurrent enrolment programme at an urban public university. Young adults engaged in a university community in a similar way than the rest of the college students (i.e., they attended courses, extracurricular activities and community events; they used public transportation to get to the university). The students received supports from the educational coaches, the university disability services and an undergraduate peer mentor.
Demir	2021	Turkey	The effect of unplugged coding education for special education students on problem-solving skills.	No definition of self-determination provided. The focus of the study is on problem-solving. Problem-solving is a critical learning process in formal education and a cognitive ability to use rules and concepts to solve a problem.	<i>Coding and programming skills</i> to develop problem-solving skills and as an asset in making students more competent for the job market.

Diegelmann and Test	2018	USA	Effects of a self-monitoring checklist as a component of the "Self-Directed IEP".	A set of skills.	<i>The self-directed IEP.</i> Transition curriculum aimed to increase the students' participation in their individualised education programme (IEP) meetings.
Doren et al.	2013	USA	Addressing career barriers for high risk adolescent girls: The PATHS curriculum intervention.	A complex construct, comprised of dispositional characteristics and component skills. The focus of this study is on those components associated with career development and adjustment: self-realisation, self-knowledge, autonomy, self-advocacy, self-efficacy and outcome expectations.	<i>The PATHS curriculum intervention.</i> Targets career barriers faced by high-risk adolescent girls by promoting self-awareness, gender identity, career-related planning, exploration and choice.
Embregts et al.	2017	Netherlands	Evaluating a staff training program on the interaction between staff and people with intellectual disability and challenging behaviour: An observational study.	Understood within the self-determination theory (SDT). Satisfaction of the needs for autonomy, relatedness, and competence is highly related to well-being. A supportive environment, especially one supportive of autonomy, minimises control and pressure while supporting self-initiatives, providing choices, taking the others' perspectives into consideration, and offering pertinent information.	A professional development programme for staff working with people with intellectual disability in residential treatment facilities. The programme focuses on staff's emotional intelligence (EI) and interactional patterns with their clients.

Garrels and Palmer	2020	Norway	Student-directed learning: A catalyst for academic achievement and self-determination for students with intellectual disability.	People acting volitionally and intentionally to serve freely chosen goals. Self-determination has to do with meeting basic psychological needs for autonomy, competence and relatedness.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
German et al.	2000	USA	Promoting self-determination: Using Take Action to teach goal attainment.	A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated behaviour. Goal attainment as one of the most important components of self-determination. The focus of this study is goal-setting and attainment.	<i>The Take Action programme</i> , which is part of the ChoiceMaker curriculum. To attain daily goals.
Gilley et al.	2021	USA	Development of mathematics and self-determination skills for young adults with extensive support needs.	A set of skills including self-monitoring and goal-setting.	<i>Mathematical problem solving</i> . Authors implemented a modified schema-based instruction (MSBI) through which young adults self-monitored: a) completion of problem-solving steps using a task analysis; b) self-graphed steps completed independently and correctly; c) goals set for subsequent sessions.

Hagiwara et al.	2017	USA	Reviewing research on the self-determined learning model of instruction: Mapping the terrain and charting a course to promote adoption and use.	A dispositional characteristic manifested as acting as the causal agent in one's life. To act as a causal agent, young people must develop skills such as goal-setting and attainment, problem solving, decision making, choice making, planning, self-advocacy, self-awareness, and self-knowledge, and have opportunities to use and apply these skills in multiple life domains, including academic and transition learning and planning. It is expected that students will use these skills with support and feedback from family members, teachers, and friends.	<i>The Self-Determined Learning Model of Instruction (SDLMI).</i> Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
Hagiwara et al.	2020	USA	Development of the self-determined learning model of instruction coaching model: Implications for research and practice.	A dispositional characteristic manifested as acting as the causal agent in one's life. Self-determined people act in the service of freely chosen goals.	<i>The Self-Determined Learning Model of Instruction Coaching Model.</i> A systematic coaching model to support educators in the implementation of the SDLMI in schools.
Hagner et al.	2012	USA	Outcomes of a family-centered transition process for students with autism spectrum disorder.	Comprised by four domains: autonomy, self-regulation, psychological empowerment, and self-realisation.	A three-component intervention focused on person-centred planning. a) Group training sessions for families on person-centred planning, networking, adult services and resources to design and work toward a positive future beyond high school; b) Person-centred planning meetings facilitated by project staff. Accommodations

					provided to ensure students' participation; c) Follow-up assistance with career exploration and plan implementation.
Hillman et al.	2013	Australia	The dynamics of support over time in the intentional support networks of nine people with intellectual disability.	The focus of this study is 'relational autonomy' and 'self-realisation'. Relational autonomy implies that the development a person can only take place in the context of relationships with other. By strengthening the relationships within a personal support network, people are likely to encounter more opportunities for inclusion, participation and the protection of their rights.	<i>Intentional support networks.</i> Formed by family members, support workers, friends, colleagues and other people supporting a person with a disability to develop as an adult participating in the life of the community.
Jones	2006	USA	Teaching self-determination: Empowered teachers, empowered students.	The umbrella under which other related skills such as self-knowledge and self-advocacy can be taught. These skills focus on the empowerment of students, helping them develop insight and knowledge and providing experiences that support students in making choices about their lives, gaining confidence in their abilities and understanding their own personal attributes.	Empowering students to become self-advocates and leaders in their individualised education programme (IEP) decision-making processes.

Kleinert et al.	2014	USA	Self-determined goal selection and planning by students with disabilities across grade bands and disability categories.	Having opportunities to exert control in one own's life and have support that enables the person to take advantage of such opportunities in ways that respect their values, beliefs and customs and those of their family and culture. Components of self-determination include choice making, self-regulation, goal selection, problem-solving and self-evaluation.	<i>The Self-Determined Learning Model of Instruction (SDLMI) and the Goal Attainment Scaling (GAS)</i> . GAS is used for students to monitor their progress towards their goal.
Lancaster et al.	2002	USA	The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities.	A set of skills. The focus of this study is the development of self-advocacy skills.	An interactive hypermedia programme (IHP) to teach the self-advocacy strategy. The self-advocacy strategy was designed to help students prepare for, and participate in any type of conference situation.
Lusk and Cook	2009	USA	Enhancing career exploration, decision making, and problem solving of adolescent girls with disabilities.	No definition of self-determination provided. The focus of the study is on career exploration, decision-making, and problem-solving skills.	Didactic lectures, group exercises and activities designed to help participants explore career options and learn skills that would help improve decision-making and problem-solving abilities.
Mazzotti et al.	2015	USA	Effects of self-directed summary of performance on postsecondary education students' participation in person-centered planning meetings.	A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviour. One important component of self-determination is self-advocacy. The focus of this study is self-advocacy.	<i>Self-Directed Summary of Performance (SD-SOP)</i> . A career developmental coordinator guides the students to learn about their disability, identify strengths, needs and accommodations, and identify goals for postschool life so that students advocate for accommodations and support during person-

					centred planning (PCP) meetings and in postschool settings.
McGlashling -Johnson et al.	2003	USA	Enhancing the job performance of youth with moderate to severe cognitive disabilities using the self-determined learning model of instruction.	Comprised by four domains: autonomy, self-regulation, psychological empowerment, and self-realisation.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed. Students identified a work skill they wanted to perform more independently.
McPherson et al.	2016	Australia	Enhancing self-determination in health: Results of an RCT of the Ask Project, a school-based intervention for adolescents with intellectual disability.	Volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	<i>The Ask Health Diary and a Comprehensive Health Assessment Programme (CHAP)</i> . A curriculum component that promotes self-knowledge and health advocacy in the classroom. Then the adolescent makes a visit to their general practitioner (GP) for a comprehensive health review and records systematically the consultation.
Palmer et al.	2012	USA	An evaluation of the Beyond High School model on the self-determination of students with intellectual disability.	Volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	<i>Beyond High School (BHS)</i> . Brings two programmes together: the SDLMI and Whose Future Is It Anyway?
Powers et al.	2001	USA	TAKE CHARGE for the future: A controlled field-test of a model to promote student involvement in transition planning.	No definition of self-determination provided. The focus of the study is on student involvement in transition planning	<i>The Take Charge for the Future model</i> . Student-focused curriculum for student to identify transition goals, participate in their transition meetings, formulate systematic plans for goal attainment, and perform activities to achieve goals. Peer support and mentorship opportunities. Concurrent support and information provided to school staff and families.

Prater et al.	2014	USA	Teaching adolescent students with learning disabilities to self-advocate for accommodations.	No definition of self-determination provided. The focus of the study is self-advocacy. Self-advocacy means to speak up and ask for one's needs. It helps people to take charge of their life and be more independent. It includes recognising that an accommodation is needed, requesting the accommodation appropriately, and implementing the accommodation.	By teaching students how to request for accommodations.
Raley et al.	2020	USA	The self-determined learning model of instruction and students with extensive support needs in inclusive settings.	Acting as causal agent in one's learning process, acting intentionally as one set and work towards goals.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
Randell et al.	2020	Sweden	A school-based intervention can promote insights into future parenting in students with intellectual disabilities—a Swedish interview study.	No definition of self-determination provided. The focus of the study is on making autonomous decisions regarding parenthood. Autonomous decisions are related to making one's own choices and decisions and it includes independent living and housekeeping as well as having employment.	<i>The Toolkit, Children what does it involve? and the Real-Care-Baby (RCB) simulator</i> . Educational sessions and discussions about their adult life and differences between their current status as being single and having a child in the future. Students take care of the RCB for 72 hours.

Reindl et al.	2016	Netherlands	Personalization, self-advocacy and inclusion: An evaluation of parent-initiated supported living schemes for people with intellectual and developmental disabilities in the Netherlands.	No definition of self-determination provided. The focus of the study is on choice, autonomy and self-advocacy through the light of 'interdependence'. Interdependence acknowledges that independence/dependence is not reflected in whether a person requires assistance but in their level of control and choice; that is, to the extent that support and care are personalised and self-directed.	Parent-initiated supported living schemes.
Reiter	2004	Israel	Autonomy and social skills: A group-based programme with adolescents with learning difficulties for the enhancement of personal autonomy and social skills.	No definition of self-determination provided. The focus of the study is on autonomy. Autonomy is defined as personal independence based on self-awareness and expressed in the ability to make choices based on one's values and priorities.	A group-based educational programme on life skills to enhance autonomy by means of group cohesion and the teaching of social skills.
Sandjojo et al.	2018	Netherlands	Effects of a self-management training for people with intellectual disabilities.	The focus of the study is on self-management. Self-management includes the autonomy to self-determine one's own choices to lead one's life according to one's own preferences.	<i>The Academy of Independence.</i> A self-management training that aims to adapt to the needs and personal situations of the person; to involve the person's support network; and to pay attention to the transfer of skills learned to daily life. Participants worked on personal self-management goals that covered a wide range of every day affairs.

Seong et al.	2015	USA	Effects of the self-directed individualized education program on self-determination and transition of adolescents with disabilities.	Comprised of four domains: autonomy, self-regulation, psychological empowerment and self-realisation. Opportunities to exercise self-determination are also important.	<i>The Self-Directed IEP</i> , which is part of the ChoiceMaker curriculum. To assume a leadership role in their individualised education programme (IEP) meetings.
Sheftel et al.	2014	USA	Motivational enhancement career intervention for youth with disabilities.	The product of both the person and the environment – of the person using the skills, knowledge, and beliefs at his/her disposal to act on the environment with the goal of obtaining valued and desired outcomes. Intrinsic motivation is key. Intrinsic motivation is mobilised by personal interests, values and goals. It presupposes authentic curiosity and an ability to find value congruence between individual and her/his environment.	<i>The Motivational Enhancement Group Intervention (MEGI)</i> . A group career intervention based on dialogue and deeper understanding of how students and school staff mutually affect each other and in which ways interactions are perpetuated or oppressive practices are questioned. It was developed through the implementation of ‘motivational interviewing’ (MI) a style of conversation taken up from the field of clinical and counselling psychology which consists of statements that reflect an individual’s self-efficacy (‘I have the skills to do something’), self-determination (‘I will do something’), and positive outcome expectations (‘I am confident in my success’).

Sheppard and Unsworth	2011	Australia	Developing skills in everyday activities and self-determination in adolescents with intellectual and developmental disabilities.	Understood within the functional theory of self-determination which identifies behavioural elements of self-determination, including choice and decision-making, problem-solving, goal-setting and attainment, independence, self-management, self-awareness, and self-efficacy. Autonomous functioning as an essential characteristic of self-determined people. Environmental factors influence self-determination.	A short-term educational residential programme (8-10 weeks) for adolescents with intellectual and developmental disabilities.
Shogren et al.	2012	USA	Effect of intervention with the self-determined learning model of instruction on access and goal attainment.	No definition of self-determination but mention the importance of teaching skills associated with self-determination to promote goal attainment and access to the general education curriculum.	<i>The Self-Determined Learning Model of Instruction (SDLMI)</i> . Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.

Shogren et al.	2018a	USA	Evaluating the differential impact of interventions to promote self-determination and goal attainment for transition-age youth with intellectual disability.	A dispositional characteristic manifested as acting as the causal agent in one's life. Self-determined people (i.e., causal agents) act in the service of freely chosen goals. It develops over the lifespan as young people are taught and have opportunities to practise skills leading to greater self-determination across life domains including academic, social, home, career development. Three essential characteristics define self-determined action: volitional action, agentic action and action-control beliefs.	<i>The Self-Determined Learning Model of Instruction (SDLMI) and Whose Future Is It? (WF)</i> . WF is technology-based and utilises features of universal design to guide the delivery of instruction on specific self-determination skills associated with transition planning.
Shogren et al.	2020	USA	Examining the impact of the SDLMI and Whose Future Is It? over a two-year period with students with intellectual disability.	A dispositional characteristic manifested as acting as the causal agent in one's life. It involves setting and going after goals by self-regulating one's actions over time.	<i>The Self-Determined Learning Model of Instruction (SDLMI) and Whose Future Is It? (WF)</i> . WF is technology-based and utilises features of universal design to guide the delivery of instruction on specific self-determination skills associated with transition planning.
Söderström et al.	2021	Norway	How using assistive technology for cognitive impairments improves the participation and self-determination of young adults with intellectual and developmental disabilities.	Ability to identify one's personal interests, strengths and preferences. Personal and environmental variables are equally important to one's capacity to practise self-determination.	By using a memo planner (MP) in a community-based home care service. An MP is an assistive device that provides people with a structure and overview of their schedules to provide predictability. It is also helpful as a memory aid of the activities to

					be carried out, and it supports communication with staff.
Taylor-Ritzler et al.	2001	USA	Promoting attainment of transition-related goals among low-income ethnic minority students with disabilities.	Favoured as people learn to recruit help from others since this facilitates their independence and reliance on new and multiple sources of potential help.	<i>The Choices-in-Transition Intervention.</i> Student works with a case manager to set personally relevant transition goals and recruit help for goal attainment.
Wehmeyer et al.	2000	USA	Promoting causal agency: The self-determined learning model of instruction.	Acting as a causal agents of one's own life. Self-determined people are actors in their lives instead of being acted upon; they make things happen in their lives. It is not synonymous with independent performance (i.e., doing everything for oneself). Instead, is about people being the catalysts in making things happen in their lives.	<i>The Self-Determined Learning Model of Instruction (SDLMI).</i> Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed.
Wehmeyer et al.	2012	USA	The impact of the self-determined learning model of instruction on student self-determination.	No definition of self-determination provided but the first author has previously proposed that self-determination refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	<i>The Self-Determined Learning Model of Instruction (SDLMI).</i> Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed. Students were asked to set two goals: one academic goal and one transition goal.
Wehmeyer et al.	2006	USA	Infusing self-determination into 18-21 services for students with intellectual or developmental disabilities: A multi-stage, multiple component model.	No definition of self-determination provided but the first author has previously proposed that self-determination refers to volitional	<i>Beyond High School (BHS).</i> Brings two programmes together: the SDLMI and Whose Future Is It Anyway?

				actions that enable one to act as the primary causal agent in one's life.	
Wehmeyer et al.	2013	USA	Establishing a causal relationship between intervention to promote self-determination and enhanced student self-determination.	No definition of self-determination provided but the first author has previously proposed that self-determination refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	Through research-based interventions that had been developed to promote self-determination including interventions to promote student involvement in transition planning. a) The ChoiceMaker Curriculum; b) Self-advocacy strategy; c) Steps to SD; d) Whose Future Is It Anyway?; e) The SDLMI; f) NEXT S.T.E.P. Curriculum.
Wehmeyer, Palmer, Lee et al.	2011	USA	A randomized-trial evaluation of the effect of Whose Future Is It Anyway? on self-determination.	No definition of self-determination provided but the first author has previously proposed that self-determination refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	<i>The Whose Future Is It Anyway?</i> Student-directed material. Students learn the concepts of transition and transition planning, self-advocacy skills, self- and disability-awareness. They also learn how to self-direct instruction, make decisions about transition, communicate effectively.
Wehmeyer, Palmer, Williams-Diehm et al.	2011	USA	Technology and self-determination in transition planning: The impact of technology use in transition planning on student self-determination.	No definition of self-determination provided but the first author has previously proposed that self-determination refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.	Through intervention programmes that aim to involve the student in educational and transition planning and decision making. The use of technology that incorporates universal design for learning features into curricular materials promote student involvement. a) Whose Future Is It Anyway?; b) The NEXT S.T.E.P. Curriculum;

					c) The self-directed IEP; d) The self-advocacy strategy.
Wong and Wong	2008	Hong Kong	Enhancing staff attitudes, knowledge and skills in supporting the self-determination of adults with intellectual disability in residential settings in Hong Kong: a pretest-posttest comparison group design.	Facilitated when people are given adequate support, learning opportunities and experiences from significant people, such as family and paid carers. People's face-to-face interactions greatly affect individuals' attainment and exercise of self-determination.	A staff training programme that uses an interactional attitude-knowledge-skills model.
Yakubova et al.	2017	USA	The effects of a self-determined career development model with an iPad-based instruction on progress towards job-related goals of a young adult with autism spectrum disorder.	No definition of self-determination provided. The focus of the study is on goal attainment. The authors state that goal attainment is related to positive outcomes in self-determination.	<i>The Self-Determined Career Development Model (SDCDM) which is a variation of the SDLMI.</i> Designed to enable educators to teach students to set goals, take action on those goals and adjust their goals/plans as needed. Focuses on adults' job and career-related goals. Intervention mediated by technology.
Zhang	2001	USA	The effect of Next S.T.E.P. instruction on the self-determination skills of high school students with learning disabilities.	A set of skills and behaviours that are essential for adolescents to achieve independence and to become empowered, both of which are keys to success in the adult world.	<i>The Next S. T.E.P. curriculum.</i> Teachers support students to learn self-evaluation, goal-setting, taking charge of transition meeting, following track on choices and keeping track of progress.

Appendix B. Participants' descriptions

Maria was 19 years old at the moment of data collection. She was student of fourth semester of the Building Bridges programme at University 1. Before joining Building Bridges, she attended a mainstream high school but left it unfinished. During the generation of data, María indicated that her father looked for educational options for her after being a victim of bullying and feeling that the educational level of high school was being difficult for her.

Conceptual:

- *Communication.* Maria generally understands spoken requests and other people's emotions when they are communicated to her. She greets as initiative and responds to greetings. She verbally communicates when she likes or dislikes something. She can engage in short conversations with peers. To understand written information, Maria understands written texts in easy reading. To understand more complex texts, she asks for support when needed.
- *Functional academics.* Maria has basic writing and mathematics skills that allow her to read restaurant menus, read time on digital clocks, and put her ideas into writing independently. The latter is an activity that she enjoys doing and on her own initiative she prepares texts about things/situations that she thinks about or experiences and posts messages to her friends on their Facebook walls. She needs supports such as easy reading to understand longer texts, for example the news on the internet.
- *Self-direction.* Maria usually starts and completes tasks and keeps to a schedule by herself but when she does not feel interest on the task, she might need verbal encouragement. She uses alarms to follow time limits. She might need support when solving unfamiliar problems, she tends to ask for help when she perceives it is necessary. She tends to mention to the Building Bridges coordinator, teachers and/or peers when she does not like something.

Social:

- *Leisure.* Maria decides what to do during her free time at home and during weekends. Her activities at home usually include watching movies/series and/or talking with friends on the phone or through social media. During weekends she spends time with friends at malls or eating in a restaurant. To carry out activities in the community, she requires someone to drive her to the place and to be available to support her if

necessary. She requires supervision to avoid putting herself in risky situations with strangers.

- *Social.* Maria gets along well with people, tends to make friends easily and keep old friendships. She requires support to be cooperative and sometimes to keep an adequate interpersonal distance.

Practical:

- *Community use.* Maria requires support to get around in the community including to be with someone more knowledgeable in this matter, ask her questions about where she is going, give her directions, remind her to be cautious when crossing the streets. When buying goods or paying for services, she needs support to make a budget and be reminded to count the change and store it safely.
- *Health and safety.* Maria mentions when she feels sick. Requires support to not indulge in cravings. When it comes to exercise, she requires constant motivation
- *Home-living.* Maria showers independently, gets dressed and groomed to her liking. She requires support and supervision to avoid risky activities at home, including her use of social media. She also requires support to prepare food, budget for purchases, doing chores.
- *Self-care.* Maria takes care of her personal hygiene and image by herself. She applies beauty products to her hair and face as initiative. Building Bridges teachers encourage the students to keep a good hygiene at university by taking actions such as changing clothes after a sports class, use deodorant and brush their teeth after lunch. Maria follows these directions consistently and additionally wears perfume. However, she can get to repeat clothes even if it is time to wash them, she requires support to keep her clothes tidy. She needs guidance on what to eat in order to eat healthily.
- *Work.* Maria is punctual, completes work tasks individually or through teamwork and has a good relationship with managers and colleagues. She follows directions and asks for support when she thinks she needs it. She likes to feel supported especially when she works under pressure. It is helpful for her performance to give her limited instructions at any one time, break down long tasks into small steps, and tasks to be modelled. She may feel overwhelmed by the workload or by the number of people requiring a service from her at any one time

Tobias was 19 years old. He was a student of second semester at University 1. He attended high school in an educational programme developed by Capys which consisted of attending some integrated classes in mainstream classrooms and others at a support classroom.

Conceptual:

- *Communication.* Tobias requires concrete language to understand spoken and written language. Regarding the latter, verbal support from another person improves his understanding. Support can include reading aloud, asking him concrete questions, repeat or rephrase questions/comments. He tends to refer his conversations to personal matters. He usually expresses his annoyance or discomfort with hermetic behaviours and little openness to expression. He can be supported to express his feelings assertively. He does not like something or if he is tired, he shows it with some but usually not verbally at the beginning. If asked, verbally communicates his emotions and what triggered them.
- *Functional academics.* Tobias can read the time on digital clocks. He requires support to understand simple texts such as easy reading, concrete language, ask him questions orally, repeat to him what he read. He requires support to write. He usually says what he wants to write, someone else would write it for him and then he would copy it. To write a text from scratch, it is helpful for him to say aloud the words that he is writing so he can listen to the letter sounds.
- *Self-direction.* Tobias gets easily distracted and tends not to ask for support, even if needed. He usually avoids tasks that he did not understand by talking about other topics. He requires verbal encouragement to start and complete tasks. He performs best carrying out short tasks or long tasks divided by steps. He needs to be reminded to follow time limits. Usually, he needs support to solve unfamiliar problems, but rarely asks for it. Usually, he shows with actions when he is upset/tired (e.g., he remains silent, rests his head on a table, makes some gestures/expressions that denotes anger/dislike). With support, he can assertively communicate his feelings and request that the situation be modified or that it not happens again.

Social:

- *Leisure.* Tobias decides what to do during his free time at home. He usually watches movies/videos and listens to music. At the community, he likes to ice-skate and to

play hockey. He requires someone to drive him to places and support with money management and to avoid putting himself in risky situations with strangers.

- *Social.* Tobias gets along well with people and is good at making new friends. He needs support in identifying with whom to share details of his private life.

Practical:

- *Community use.* Strengths, challenges, and supports are similar to María's.
- *Health and safety.* Tobias mentions when he feels sick. However, he requires guidance, supervision, and support to stay safe and healthy.
- *Home-living.* Strengths, challenges, and supports are similar to María's.
- *Self-care.* Tobias takes care of his personal hygiene and image by himself. He tells his mother the clothes he wants to wear the next day and his mother arrange them for him to get dressed the next morning by himself. To comb his hair, he needs support getting his hair wet. At university, he consistently follows the directions that Building Bridges teachers promote to keep a good hygiene. He tends to eat small amounts of food, so he requires supervision to eat adequate amounts.
- *Work.* During the data generation phase, Tobias did not carry out work activities, thus I could not observe his strengths or support needs in this area.

Paty was 21 and was studying the fourth semester of the Building Bridges programme at University 1. Before joining the programme, she was a student in a special education school.

Conceptual:

- *Communication.* Paty generally understands spoken requests and answers to questions. She can engage in short conversations with peers. She greets as initiative and responds to greetings. Paty needs support to identify and assertively communicate her feelings, as well as the reasons that lead her to feel that way. These supports are usually in the form of concrete questions. Paty tends to say out loud what she feels/thinks in the moment, so she needs support to regulate herself and not interrupt her peers. Paty also needs support to understand written language including easy reading she asks for support when she feels she needs it.
- *Functional academics.* Paty can read digital clocks, read a menu, understand simple notes and texts, and write simple texts independently.

- *Self-direction.* Paty needs verbal encouragement to start and complete tasks. She best performs short tasks or long tasks divided by steps. She uses alarms to follow time limits. When solving familiar/unfamiliar problems or when feeling upset/angry/tired, she might feel anxious and/or overwhelmed and, therefore she needs guidance and support to self-regulate and keep on working to solve the problem, or to identify and communicate her feelings and its cause.

Social:

- *Leisure.* Paty has many extracurricular activities during the week (e.g., sports and art classes) which she says she enjoys doing. Her mother drives her to classes. During weekends, Paty likes to invite friends to her house, eat together, and watch movies. In the community, she likes to eat at restaurants and go to the cinema. She requires supervision and support to self-regulate in the community, to pay for goods/services, and to avoid risky situations with strangers. Choosing from a wide variety of options is sometimes overwhelming for her so supporting her by synthesising the options is helpful.
- *Social.* Paty is friendly but requires support to be cooperative, to keep an adequate interpersonal distance, and to avoid interrupting others.

Practical:

- *Community use.* Paty requires support to get around in the community given that she tends to follow people without paying attention to where she is going.
- *Health and safety.* Paty mentions when she feels sick. However, she requires guidance, supervision, and support to stay safe and healthy.
- *Home-living.* Strengths, challenges, and supports are similar to María's.
- *Self-care.* Paty takes care of her personal hygiene and image by herself. She chooses her clothes and the way to wear her hair. At university, she consistently follows the directions that Building Bridges teachers promote to keep a good hygiene, however sometimes she forgets to bring a change of clothes to change after exercising. She needs guidance on what to eat in order to eat healthily.
- *Work.* During the data generation phase, Paty did not carry out work activities that I was allowed to observe. However, she and her teachers mentioned that she is punctual, follows instructions, and has a good relationship with her manager.

Gabriel was 21 and was studying the sixth semester at University 1. He attended high school in the same Capys' educational programme as Tobias. Gabriel mentioned during the data generation that changing the educational context, saying goodbye to his old friends, and the new routines, made this a very difficult transition that made him feel sad and angry until he got used to it.

Conceptual:

- *Communication.* Gabriel generally understands spoken requests and answers to questions and greetings when he is explicitly addressed. He communicates his feelings and when he likes/dislikes something but requires support in respecting comments that differ from his opinion, as well as support in not getting hooked on these comments or taking them personally. Gabriel has a strong interest in certain topics that he knows a lot about and can engage in conversations about these topics, when not interested, he tends to get distracted. He researches on the internet about topics of his liking out of curiosity which suggests that when a topic is of his interest, he understands written language without major adaptations required, nevertheless, he would ask questions if he does not understand something.
- *Functional academics.* Gabriel has writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks and texts. He sometimes needs support to finish writing texts as he can be easily distracted and omit letters or words. Moreover, his writing tends to be disorganised, so he requires that the spaces where he must write be delimited, as well as to be reminded to write in small print and with better quality. He also requires support to connect ideas in a coherent way when writing.
- *Self-direction.* Gabriel needs verbal encouragement to start and complete tasks. He best performs short tasks or long tasks divided by steps. He needs to be reminded to follow time limits. He might need support when solving unfamiliar problems, he tends to ask for help when he perceives it is necessary. He tends to say out loud when he does not like something to the Building Bridges coordinator, teachers and/or peers. He requires continuous dialogue, support, and time to overcome certain situations/feelings.

Social:

- *Leisure.* Gabriel decides what to do during his free time. Usually he watches movies/videos and listens to music. Gabriel also likes to go to the cinema with his

family. He requires someone to get him to places, and support to keep attentive when managing money. Gabriel tends to have fixated likings, therefore he requires encouragement to identify new topics of interest. In group activities, he requires support to negotiate and / or accept options that differ from what he likes.

- *Social.* Gabriel develops strong emotional bonds with people he considers his friends. He requires support to interact socially including keeping an adequate interpersonal distance and to avoid being too demanding.

Practical:

- *Community use.* Strengths, challenges, and supports are similar to Paty's.
- *Health and safety.* Strengths, challenges, and supports are similar to Maria's.
- *Home-living.* Strengths, challenges, and supports are similar to María's.
- *Self-care.* Gabriel takes care of his personal hygiene and image by himself. He chooses his clothes and usually follows routines that indicate him when to brush his teeth, take a shower, etc., both at home and at university. However, he needs support to pay attention to his personal image (e.g., if he is combed, if he is wearing his clothes appropriately). He also sometimes requires to be reminded to bring a change of clothes and his personal hygiene kit to university to brush his teeth and put on deodorant after exercising. He also needs supervision and support to eat healthily.
- *Work.* Gabriel can avoid his work if other activity of his interest is carried out at the same time. He needs to be constantly monitored to keep to his schedule when coming in and out of work. He completes work tasks individually or through teamwork but not always with the best quality. It is helpful for his performance to give him limited instructions, break down long tasks into small steps, model the tasks to him, encourage him to make his best effort while carrying out the activities, and constantly focus him on the task as he can get distracted easily.

Sebastian was 21 and was studying the sixth semester at University 1. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual:

- *Communication.* To verbally express his ideas, Sebastian requires thinking time, additionally, on many occasions he asks for help to remember certain words. He sometimes gets entangled when expressing himself. He sometimes requires support to understand what others are referring to. He can engage in short conversations with

peers. He greets as initiative and responds to greetings. He requires supports such as easy reading and concrete language to understand written information.

- *Functional academics.* He has basic writing and mathematics skills that allow him to read restaurant menus, the time on digital clocks and simple notes. It can take him a long time to think about how to write what he wants to express and requires support to put his ideas into text.
- *Self-direction.* He tends to have a slow work rate, which causes him delays in starting the next activity. He does not like to leave activities incomplete, thus he has to be constantly reminded of the amount of time he has left. Despite the alarms, it takes him a long time to get prepared for the next activity.

Social:

- *Leisure.* Sebastian decides what to do in his free time at the independent-living flat. He usually watches series or movies. At the community, he likes to go to the cinema. He can get to places in Uber taxis if he is with someone. He requires support to purchase goods/services.
- *Social.* Sebastian is friendly and likes to have friends but he finds it hard to make new friends because he tends to be shy to engage in conversations with young people that he does not know. He requires support to speak his mind clearly when engaging in conversations with other people. He also needs support in identifying with whom to share details of his private life.

Practical:

- *Community use.* Strengths, challenges, and supports are similar to María's. However, Sebastian can request and ride Uber taxis if he is with someone.
- *Health and safety.* Sebastian has epileptic seizures and requires continuous supervision in case one occurs. He has medications that he must take continuously. He sets reminders to take his medications but, on several occasions, he requires support to remember to take them at the right time. Sebastian identifies the onset of an epileptic seizure and thus communicates it to the people he is with at the time.
- *Home-living.* Sebastian prepares his food and do chores like washing dishes, cleaning surfaces and, with support, he does laundry. He requires support and supervision to avoid risky activities at the flat. He requires support to keep his spaces organised and to budget for purchases.
- *Self-care.* Strengths, challenges, and supports are similar to Paty's.

- *Work.* He is punctual, completes work tasks individually or as part of a team; it is helpful for his performance to give him limited instructions, break down and model him the tasks to be carried out.

Aaron was 23 and was studying the eighth semester at University 1. He attended high school in the same Capys' educational programme as Tobias and Gabriel.

Conceptual:

- *Communication.* Aaron does not usually communicate verbally as an initiative, but answers to questions, requests, and greetings when he is explicitly addressed. He sometimes needs support to express what he wants to say. He requires supports such as easy reading and concrete language to understand written information.
- *Functional academics.* Strengths, challenges, and supports are similar to Paty's. However, he requires verbal motivation to carry out activities, since he gets distracted by observing what other people is doing.
- *Self-direction.* Aaron usually starts and completes tasks. Nevertheless, his work is usually not the best quality, and he takes a long time to complete the activity if he did not understand it. He does not ask for support on his own initiative, even if he requires it, but he accepts support if it is offered to him. He uses alarms to follow time limits. When a situation/partner makes him feel angry/upset, he usually makes gestures or tells the person to stop doing what they are doing, but usually he requires support to say how he feels.

Social:

- *Leisure.* Aaron decides what to do with his free time at home. He usually watches movies/videos, listens to music, and plays de piano. He goes out with friends, but he does not usually plan outings on his initiative. He requires someone to drive him to the place. Aaron requires support and encouragement to take the initiative to plan leisure activities with others at his home and in the community.
- *Social.* Aaron gets along well with other people but does not share much with others verbally. He tends to take the role of listener rather than that of speaker in conversations with his friends. He requires support to share his experiences or ideas with his friends.

Practical:

- *Community use.* Strengths, challenges and supports are similar to Maria's. Additionally, he tends not to communicate promptly when faced with an inconvenience in the community.
- *Health and safety.* Aaron mentions when he feels sick. He knows that he has a food allergy and he refrains from eating that. Beyond this, he requires guidance and support to stay safe and healthy.
- *Home-living.* Strengths, challenges and supports are similar to María's.
- *Self-care.* Strengths, challenges, and supports are similar to Paty's.
- *Work.* Aaron is punctual, follows instructions, completes work tasks individually and has a good relationship with his manager. He has worked in the same context for a few semesters and has learned how to carry out most of the activities without support. However, he needs to get verbally encouraged to work with initiative and propose things.

Nicole was 25 and was studying the fourth semester at University 1. She graduated from a mainstream high school and tried to study for a degree at university but felt that the educational level was very difficult for her.

Conceptual:

- *Communication.* Nicole generally understands spoken requests and answers questions explicitly addressed to her or as an initiative. She greets as initiative and responds to greetings. She can engage in short conversations with peers. She understands written language better when the sentences are short and straightforward. She requires support to communicate assertively her (dis)likings, as she usually accepts situations to feel accepted/included.
- *Functional academics.* Strengths, challenges and supports are similar to Paty's.
- *Self-direction.* Nicole usually starts and completes tasks and keeps to a schedule by herself. She uses alarms to follow time limits. Sometimes she needs support when solving unfamiliar problems, she tends to ask for help when she perceives it is necessary.

Social:

- *Leisure.* Nicole decides what to do in her free time at the independent-living flat. She usually listens to music, talk with friends/boyfriend through social media and write poems. During weekends she spends time with friends/boyfriend at malls, eating in a

restaurant or in family gatherings. She knows how to use public transport but needs support to learn new routes. She also requires supervision to avoid putting herself in risky situations with strangers.

- *Social.* Nicole gets along well with other people. She is friendly but requires support to be cooperative and to identify with whom (not) to share details of her private life.

Practical:

- *Community use.* Nicole knows how to use public transport but requires support to learn new routes. She requires budgeting support before purchasing goods/services. She communicates when faced with an inconvenience in the community but requires support to solve problems.
- *Health and safety.* Strengths, challenges, and supports are similar to Maria's.
- *Home-living.* Nicole prepares her food and does chores (e.g., washing dishes, cleaning surfaces, throwing garbage). She requires support to keep her spaces organised and to budget for purchases.
- *Self-care.* Nicole takes care of her personal hygiene and image by herself. She chooses her clothes and the way to wear her hair. At university, she consistently follows the directions that Building Bridges teachers promote to keep a good hygiene, however sometimes she forgets to clean up and wear deodorant before/after changing her clothes. She needs motivation in order to stick to a healthy diet.
- *Work.* Nicole is punctual, completes work tasks individually or through teamwork, and has a good relationship with her manager. She follows directions and asks for support/clarifications when she needs it.

Salomon was 20 and was studying the second semester at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual:

- *Communication.* Strengths, challenges, and supports are similar to Aaron's.
- *Functional academics.* Strengths, challenges and supports are similar to Paty's.
- *Self-direction.* Salomon usually starts and completes tasks and keeps to a schedule by himself. He uses alarms to follow time limits. Sometimes he needs support to solve unfamiliar problems, but he does not always ask for it.

Social:

- *Leisure.* Salomon decides what to do in his free time at home. He watches movies/videos, listens to music, and/or talk with friends/girlfriend through social

media. He likes to go to the cinema. He requires someone to drive him and supervision with money management.

- *Social.* Salomon gets along well with others and is good at making new friends. He needs support to identify with whom (not) to share details of his private life.

Practical:

- *Community use.* Strengths, challenges and supports are similar to María's.
- *Health and safety.* Strengths, challenges, and supports are similar to Paty's.
- *Home-living.* Strengths, challenges, and supports are similar to María's.
- *Self-care.* Salomon takes care of his personal hygiene and image by himself. He chooses his clothes and the way to wear his hair. At university, he consistently follows the directions that Building Bridges teachers promote to keep a good hygiene. He needs guidance in order to eat healthily.
- *Work.* During the data generation phase, Salomon did not carry out work activities that I was allowed to observe. However, he and his teachers mentioned that he is punctual, completes tasks individually, and has a good relationship with his managers and co-workers.

Shaggy was 23 and was studying his final semester (i.e., eight) at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual:

- *Communication.* Shaggy generally understands spoken requests and answers questions. He can engage in short conversations with peers. He verbally communicates when he likes or dislikes something. He requires supports such as easy reading and concrete language to understand written information.
- *Functional academics.* Strengths, challenges and supports are similar to Paty's.
- *Self-direction.* Strengths, challenges, and supports are similar to Salomon's.

Social:

- *Leisure.* Shaggy decides what to do in his free time at home. He watches movies/videos, listens to music, and/or talk with friends/girlfriend through social media. He likes to go to the cinema and/or to eat in restaurants. He can use public transport on his own and have good money management skills to buy goods/services in the community.

- *Social.* Shaggy gets along well with others and is good at making friends. He requires support to be cooperative.

Practical:

- *Community use.* Shaggy knows how to use public transport on his own and have good money management skills.
- *Health and safety.* Strengths, challenges, and supports are similar to Paty's.
- *Home-living.* Shaggy showers independently, gets dressed and groomed to his liking. He does chores (e.g., washing dishes, cleaning surfaces).
- *Self-care.* Strengths, challenges, and supports are similar to Salomon's.
- *Work.* During the data generation phase, Shaggy did not carry out work activities that I was allowed to observe. However, he and his teachers mentioned that he is punctual, completes tasks individually, and has a good relationship with managers and co-workers.

Jupiter was 24 and was studying his final semester (i.e., eight) at University 2. He graduated from a mainstream high school with individualised supports and curricular adjustments.

Conceptual:

- *Communication.* Jupiter generally understands spoken requests and answers to questions and greetings when he is explicitly addressed. He requires support to express his ideas clearly. For example, from questions and paraphrasing what he expresses, Jupiter confirms or denies if what was paraphrased is what he meant originally. He requires supports such as easy reading and concrete language to understand written information.
- *Functional academics.* Strengths, challenges, and supports are similar to Sebastian's.
- *Self-direction.* Strengths, challenges, and supports are similar to Salomon's.

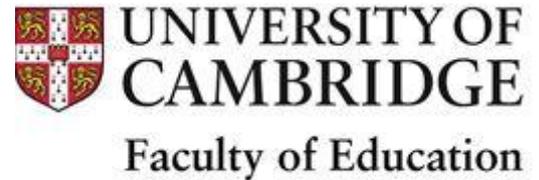
Social:

- *Leisure.* Jupiter decides what to do in his free time at home. He watches movies/videos and listens to music. He likes to spend time on his own. He requires encouragement to plan activities with friends on his own initiative. He can use public transport on his own and have good money management skills to buy goods/services in the community.
- *Social.* Jupiter is friendly but requires support to speak his mind clearly when engaging in conversations with other people.

Practical:

- *Community use.* Strengths, challenges, and supports are similar to Shaggy's.
- *Health and safety.* Strengths, challenges, and supports are similar to Paty's.
- *Home-living.* Strengths, challenges and supports are similar to Shaggy's.
- *Self-care.* Strengths, challenges, and supports are similar to Salomon's.
- *Work.* During the data generation phase, Jupiter did not carry out work activities, thus I could not observe his strengths or support needs in this area.

Appendix C. Consent forms



The decision-making process of students with intellectual disability Coordinator Information Sheet

Dear [name]
Coordinator of the Building Bridges programme

In my role as a PhD student at the Faculty of Education of the University of Cambridge, I would like to ask for your consent to carry out my research with students and teachers of the Building Bridges programme. Before consenting, it is very important that I explain to you what the objectives of the research are and what the research will involve. Please take time to read the following information carefully and feel free to discuss it with others if you wish to do so. At the end of this sheet you will find my contact details and those of my academic supervisor at the University of Cambridge. Please, do not hesitate to contact us if there is anything that is not clear or if you would like more information.

What are the objectives of the research?

The objectives of this research are to understand what self-determination means for students with intellectual disability in their transition from school to adulthood and to develop a pedagogy based on dialogue to support their self-determination process. These objectives are aimed at helping students deepen their understanding of their self-determination; as well as for participants to practice or learn new forms of dialogic communication such as asking questions, offering explanations, arguing, reaching agreements or giving feedback.

How will the intervention be carried out?

The main project will be carried out with nine students and three teachers. The parents of these students will be invited to participate in a group discussion at the end of the intervention to ask for their feedback on the project. Additionally, I would like to pilot some of the materials I will use with a triad of students and a teacher. Therefore, I would like to ask twelve students and four teachers of the Building Bridges programme for their participation.

The research will last approximately eight months in which I would like to carry out group discussions and make regular visits (three to five times a week) to universities, workplaces and independent-living flats where the Building Bridges programme is developed (see Timeline of activities below).

a. Group discussions

The educational intervention will be developed through group discussions in which triads of students, a teacher and I will discuss about issues related to self-determination. Each session will last one hour approximately.

I would like to ask for the participants' consent to audio and video record these sessions and make transcripts of the recorded data in order to carry out the data analyses. The recordings and transcripts are essential for the data analysis of this project. The participants' names, as well as all the names mentioned during the group discussions will be changed for pseudonyms to keep

identities anonymous. Furthermore, the students and/or teachers can ask me to stop recording at any time.

The analyses will focus on the students' experiences and understandings of self-determination, and the way the students interact with others when they make decisions. There are no right or wrong answers and I will not make any diagnoses or evaluations of students or teachers.

b. Observations

In addition, I would like to make observations of the interaction of students with peers and teachers in university, work and independent-living contexts, for example: in the recreational outings or in the independent-living flats. The places and times of the observations will be agreed with the students and teachers to respect the privacy of everyone involved.

Are there possible risks by taking part?

In relation to the group discussions, there are some potential risks that I would like you to consider before giving your consent. Firstly, while there is no intention to extend the group discussions into sensitive areas, the participants may bring to the discussions topics that may be considered sensitive (sexuality, prejudices, exclusion, discrimination). The teacher and/or I will let you know any information shared by the students that may be harmful to themselves or others. Secondly, it could be the case that in these groups, students become aware or share with their peers experiences that cause stress or anxiety in themselves and/or in others. If a situation like this occur, I will refer the students to their teachers and parents so that they can provide support to the students and talk with them about the issues that concern them.

What would happen to the data collected?

All personal data obtained will be stored in a password protected folder on my portable computer as well as on an external hard drive that I will keep in my room in Mexico and that I will take with me on my return to the UK. I will be the only person who will know the password of this folder. Raw data will only be available to my supervisor and me.

The data collected will be analysed and reported in a thesis to pursue a PhD degree in Education from the University of Cambridge. In the thesis, the name of the civil association CAPyS and its programme 'Building Bridges' will be mentioned to contextualise this research. The age of the participating students will also be mentioned. However, the names of students and facilitators will be changed to pseudonyms to protect their identity and no other personal information will be mentioned.

Additionally, I would like to publish the findings

Additionally, I would like to share the findings for educational and academic purposes. The results may be shared in national and international publications in written form (e.g., academic articles), and orally (e.g., conferences). Therefore, I would like to ask the participants their consent to use in these publications: a) transcripts of the discussions using pseudonyms, and b) materials and/or products produced with them in the sessions. Furthermore, in oral publications, I would like to show segments of videos of the group discussions. Consequently, I would like to ask for the consent of facilitators, students and parents to show segments of videos in conferences. I will provide three options: a) to consent to the use of videos showing their faces; b) to consent to the use of videos edited to keep their faces anonymous, c) or not to use videos in which the participant appears.

Granting permission for any use of recordings in publications is completely optional; facilitators and students may take part in this study without granting this permission.

Moreover, I would like to ask for your consent, and that of the participants, for me to keep the data for 10 years. Lapse of time in which the data could be used in other research projects and possibly shared with other researchers in anonymised form.

What are the possible benefits of taking part?

It is my belief that the results obtained from this research could inform the teaching-learning practices of the Building Bridges programme. Therefore, once the intervention finishes, I will share with you and the participants the results obtained. The results will be shared at two points. Firstly, in a report with preliminary results before leaving the context. Later, once I complete my thesis, I will send to you an electronic copy of this document with a summary report of the main findings.

The students' participation on the research could mean an opportunity for them to express preferences and make decisions. They also be participating in a context in which they could practice or learn new forms of dialogic communication such as arguing, reaching agreements or asking questions.

The participation of teachers in this research could mean an opportunity to practise and/or learn new dialogic teaching strategies which might further expand their repertoire of teaching strategies. This, in turn, could benefit students' learning. To support the teachers' learning process, I will share with them materials such as graphical representations of the educational intervention process, examples of prompts and questions to be developed in group discussions with students, examples of ground rules to promote dialogic interactions, and a Spanish version of a coding scheme for educational dialogue analysis. Upon my departure, the participating teachers will already be familiar with these materials because they will have used the materials in collaboration with me throughout the educational intervention.

Furthermore, if you and the teachers are keen, a session could be carried out where the participating teachers share with other colleagues their learning experiences about the use of dialogic interactions in educational practices. Some of the outcomes of the intervention, as well as the materials, could be shared with these colleagues.

Do I have to participate in this research?

Participation is voluntary and your decision whether or not the Building Bridges programme will participate in the research will not prejudice you, your teachers, your students or the association's future relations with the University of Cambridge. Furthermore, you and all the participants have the right to withdraw from the educational intervention at any time.

In the case of the students, however, after a first negative response to participate, or wanting to withdraw from the research, I will seek to dialogue with them to explore the reasons and to try to reach a mutual agreement. The students may choose a person they trust to accompany them to this conversation, if they so wish. This process will NOT involve violation of the student's autonomy by the imposition of my authority. Instead, it is thought of as a process based on dialogue and negotiation between the student, students' person of trust, a teacher, and myself. These negotiations in themselves may benefit the student's self-determination since he/she will make an informed decision and negotiate to reach agreement. If after this dialogue, the student is still reluctant to participate, the decision will be respected.

In case of withdrawal before the end of the project, I will suspend the observations to said participant and will not report any data on the observations made previously. Specific ideas expressed by the participant will not be analysed or reported. However, the number of turns uttered by the participant may be used anonymously in the context of group interaction in order to make sense of how the conversation developed in the group. Therefore, these data may be used for carrying out statistical analyses such as frequencies and percentages. If so, the participant's identity will keep anonymous.

If you have any questions about the study or require further information you are welcome to contact me at [email redacted], or my academic supervisor Ruth Kershner at [email redacted], We will be very pleased to answer all your doubts and queries.

Yours sincerely,

[signature]

Ana Luisa Rubio Jimenez

University of Cambridge

The study is being supervised by
Ruth Kershner
University Lecturer in Psychology of Education and Primary Education
Faculty of Education, University of Cambridge

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Consent form

I _____ coordinator of the Building Bridges Programme, confirm that I have read the Information Sheet, that I was given the opportunity to ask for further information, and that my questions were answered. Furthermore, I understand that the participation is voluntary, and that I or any of the participants of the study have the right to withdraw their participation at any moment and without any explanation.

Please circle either Yes or No for each of the statements below:

1. I have received information about the research project to be carried out with members of the Building Bridges programme. I confirm that all my doubts were discussed and solved. Yes No
2. I give my consent for this study to be explained to Building Bridges teachers, students and their families to request their consent to participate. Yes No
3. I understand and agree that the participants will be asked about their consent to use the recordings in publications. However, I understand that Building Bridges programme and its members may take part in the study without giving permission for any use of recordings in publications. Yes No
4. I give my consent for the researcher to keep the data for 10 years. Lapse of time in which the data could be used in other research projects and possibly shared with other researchers in anonymised form. Yes No
5. I give my consent for the Building Bridges programme to be part of this study in accordance with the details in the coordinator information statement. Yes No

Your signature:

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Timeline of activities

NOV 2018	DIC 2018		ENE 2019	FEB 2019	MAR 2019	ABR 2019	MAYO 2019	JUN 2019
Selection of participants Pilot Ethics session for explaining the research to students and ask for their consent to participate	SIX GROUP DISCUSSIONS (two per triad of students)	Christmas holiday	SIX GROUP DISCUSSIONS (two per triad of students)	THREE GROUP DISCUSSIONS (one per triad of students)	Evaluation sessions with students, teachers and parents			

Observations in students' universities, work placements and independent-living flats

The decision-making process of students with intellectual disability

Teacher Information Sheet

Dear Teacher,

My name is Ana and I am a PhD student at the Faculty of Education of the University of Cambridge. Before that, I was a student in the Faculty of Psychology of the UNAM. I talked with [coordinator's name] about my interest in doing my PhD research with members of the Building Bridges programme and she kindly let me ask the students and teachers for their consent to participate.

Before consenting, it is very important that I explain to you what the objectives of the research are and what the research will involve. Please take time to read the following information carefully and feel free to discuss it with others if you wish to do so. At the end of this sheet you will find my contact details and those of my academic supervisor. Please, do not hesitate to contact us or [coordinator] if there is anything that is not clear or if you would like more information.

What are the objectives of the research?

The objectives of this research are to understand what self-determination means for students with intellectual disability in their transition from school to adulthood and to develop a pedagogy based on dialogue to support their self-determination process. These objectives are aimed at helping students deepen their understanding of their self-determination; as well as for participants to practice or learn new forms of dialogic communication such as asking questions, offering explanations, arguing, reaching agreements or giving feedback.

How will the intervention be carried out?

The project will be carried out with nine students and three teachers. The parents of these students will be invited to participate in a group discussion at the end of the intervention to ask for their feedback on the project.

The main project will last one semester which will start in January 2019 and conclude in June 2019. In this period of time, I would like to carry out group discussions and make regular visits (three to five times a week) to universities, workplaces and independent-living contexts such as the flats of the Building Bridges programme and the recreational outings carried out as part of the programme. You can find the schedule of activities at the end of this document.

What would your participation imply?

I would like to ask for your consent to participate in the group discussions and let me observe the participating students when they interact with you. The places and times of the groups discussions and observations would be agreed with the students and yourself beforehand.

a. Group discussions

The intervention will be developed through group discussions in which a triad of students, you and I will discuss issues related to self-determination. Each session will last one hour approximately.

My interest is in the students' experiences and understandings of self-determination, and the way the students interact with others when they make decisions. There are no right or wrong answers and I will not make any diagnoses or evaluations of students or teachers.

I would also like to ask for your consent to audio and video record these sessions and make transcripts of the recorded data in order to carry out my analyses. The recordings and transcripts are essential for the data analysis of this project. The participants' names, as well as all the names mentioned during the group discussions will be changed for pseudonyms to keep identities anonymous. Furthermore, you and/or the students can ask me to stop recording at any time.

b. Observations

In addition, I would also like to ask for your consent to let me observe the students when they interact with you in university, work and independent-living contexts, for example: in the recreational outings or in the independent-living flats. The places and times of the observations will be agreed with the students and teachers to respect the privacy of everyone involved.

Are there possible risks by taking part?

In relation to the group discussions, there are some potential risks that I would like you to consider before giving your consent. Firstly, while there is no intention to extend the group discussions into sensitive areas, the participants may bring to the discussions topics that may be considered sensitive (sexuality, prejudices, exclusion, discrimination). If a situation like this occurs, I will ask for your help to guide the discussion in the way that you consider appropriate in relation to the students and their experiences. If any information shared by the student is considered to be harmful either for that student or others, I will refer this situation to [coordinator]. Secondly, it could be the case that, in these group discussions, students become aware or share with their peers experiences that cause stress or anxiety in themselves and/or in others. If this is the case, I will refer the students to you and his/her parents in order for the student to express his/her concerns and receive the support needed.

What would happen to the data collected?

All personal data obtained will be stored in a password protected folder on my portable computer as well as on an external hard drive that I will keep in my room in Mexico and that I will take with me on my return to the UK. I will be the only person who will know the password of this folder. Raw data will only be available to my supervisor at the University of Cambridge and me.

The data collected will be analysed and reported in a thesis to pursue a PhD degree in Education from the University of Cambridge. In the thesis, the name of the civil association CAPyS and its programme 'Building Bridges' will be mentioned to contextualise this research. The age of the participating students will also be mentioned. However, the names of students and facilitators will be changed to pseudonyms to protect their identity and no other personal information will be mentioned.

Additionally, I would like to publish the findings

Additionally, I would like to share the findings for educational and academic purposes. The results may be shared in national and international publications in written form (e.g., academic articles), and orally (e.g., conferences). Therefore, I would like to ask for your consent to use in these publications: a) transcripts of the discussions using pseudonyms, and b) materials and/or products produced with your collaboration in the context of this study. Furthermore, in oral publications, I would like to show segments of videos of the group discussions. Consequently, I would like to ask for your consent to show segments of videos in which you appear in conferences.

Please keep in mind that granting permission for any use of recordings in publications is entirely optional; you may take part in the study without giving this permission.

Moreover, I would like to ask for your consent for me to keep the data for 10 years. I ask for your consent to use these data in other research projects and possibly shared with other researchers in anonymised form.

What are the possible benefits of taking part?

It is my belief that the results obtained from this research could inform the teaching-learning practices of the Building Bridges programme. Therefore, once the intervention finishes, I will share with you, the rest of the participants, and [coordinator] the results obtained. The results will be shared at two points. Firstly, in a report with preliminary results before leaving the context. Later, once I complete my thesis, I will send to [coordinator] an electronic copy of this document with a summary report of the main findings.

Additionally, your participation in this research could mean an opportunity to practise and or/learn new dialogic teaching strategies which might further expand your repertoire of teaching strategies. This in turn, could benefit students' learning. I will share with you materials such as graphical representations of the educational intervention process, examples of prompts and questions to be developed in group discussions with students, examples of ground rules to promote dialogic interactions, and a Spanish version of a coding scheme for educational dialogue analysis. Upon my departure, you will already be familiar with these materials because we will have used them in collaboration throughout the educational intervention.

Furthermore, if you and [coordinator] are keen, a session could be carried out where you and the rest of the participating teachers share with other colleagues their learning experiences about the use of dialogic interactions in educational practices. Some of the outcomes of the intervention, as well as the materials, could be shared with your colleagues.

Do I have to participate in this research?

Your participation in this research is voluntary and your decision whether or not to participate in the research will not prejudice you or the association's future relations with the University of Cambridge.

Furthermore, even if you decide to participate now, you have the right to withdraw from the research at any time. In case of withdrawal before the end of the project, the specific ideas you expressed will be deleted from the transcripts and will not be analysed or reported. However, the number of turns you uttered may be used anonymously in the context of group interaction in order to make sense of how the conversation developed in the group. Therefore, these data may be used for carrying out statistical analyses such as frequencies and percentages. If so, your identity will keep anonymous.

If you have any questions about the study or require further information you are welcome to contact me at [email redacted], or my academic supervisor, Ruth Kershner at [email redacted], We will be very pleased to answer all your doubts and queries. If you prefer, you are also very welcome to contact the coordinator of the Building Bridges programme.

Yours sincerely,

[signature]

Ana Luisa Rubio Jimenez
University of Cambridge

The study is being supervised by

Ruth Kershner
University Lecturer in Psychology of Education and Primary Education
Faculty of Education
University of Cambridge

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Consent form

Please circle either Yes or No for each of the statements below:

- | | |
|--|-----------|
| 1. I have received information about this project and all my doubts were discussed and solved. | Yes No |
| 2. I understand that the participation is voluntary, and that I have the right to withdraw my participation at any moment and without any explanation. | Yes No |
| 3. I agree to participate in the project, this means that I agree to participate in the group discussions and to be observed when I interact with the participating students in the university, workplaces and independent-living flats. | Yes No |
| 4. I give my consent for the group discussions to be audiotaped for data analysis purposes. | Yes No |
| 5. I give my consent for the group discussions to be videotaped for data analysis purposes. | Yes No |
| 6. I understand that there is a possibility that my students wish to discuss further about the topics that will be touched in the group discussions. If this is the case, I will discuss with my students their concerns and doubts. | Yes No |

The following questions are related to your consent regarding the publications of the findings of this research. Please remember that giving permission for any use of recordings in publications is entirely optional. Therefore, your participation in the research can proceed even if you tick 'No' on one or all of the following statements.

- | | |
|--|-----------|
| 7. I give my consent to include in publications: | |
| a. paraphrase of my contributions but using pseudonyms. | Yes No |
| b. transcripts of conversations that quote my contributions verbatim but using pseudonyms. | Yes No |
| c. materials or products made by me in the context of this research. | Yes No |
| d. regarding the use of videos in presentations, please cross out the option you prefer: | |

I give my consent for my face to be shown in the videos.	
I give my consent to show videos where I appear as long as my face is blurred or with a black box in the eyes	
I do not give my consent to show videos in presentations where I appear	

- | | |
|--|-----------|
| e. I give my consent for the researcher to keep the data for 10 years and use it for other research projects but keeping all identities anonymous. | Yes No |
| f. I give my consent for the researcher to share the data with other researchers but keeping all identities anonymous. | Yes No |

Your name and signature: _____

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Timeline of activities

NOV 2018	DIC 2018		ENE 2019	FEB 2019	MAR 2019	ABR 2019	MAYO 2019	JUN 2019
Selection of participants Pilot Ethics session for explaining the research to students and ask for their consent to participate	SIX GROUP DISCUSSIONS (two per triad of students)	Christmas holiday	SIX GROUP DISCUSSIONS (two per triad of students)	THREE GROUP DISCUSSIONS (one per triad of students)	Evaluation sessions with students, teachers and parents			



The decision-making process of students with intellectual disability

Parent Information Sheet

Dear Parent,

My name is Ana and I am a PhD student at the Faculty of Education of the University of Cambridge. Before that, I was a student in the Faculty of Psychology of the UNAM. I talked with [coordinator's name] about my interest in doing my PhD research with members of the Building Bridges programme and she kindly let me ask the students and teachers for their consent to participate.

Before consenting, it is very important that I explain to the participants what the objectives of the research are and what the research will involve. Therefore, I have discussed my research project with teachers and students. I have given to the students an Information Sheet and Consent Form so that they have all the information to make an informed decision whether they want to participate in this research. I kindly ask you to discuss this information with your son/daughter to support his/her informed decision-making process.

In addition to the documents I gave to the students, in the following lines I describe to you the research project I intend to carry out. Please take time to read the following information carefully. Feel free to discuss it with others if you wish to do so. At the end of this sheet you will find my contact details and those of my academic supervisor. Please, do not hesitate to contact us or [coordinator] if there is anything that is not clear or if you would like more information.

What are the objectives of the research?

The objectives of this research are to understand what self-determination means for students with intellectual disability in their transition from school to adulthood and to develop a pedagogy based on dialogue to support their self-determination process. These objectives are aimed at helping students deepen their understanding of their self-determination; as well as for participants to practice or learn new forms of dialogic communication such as asking questions, offering explanations, arguing, reaching agreements or giving feedback.

How will the intervention be carried out?

The project would be carried out with nine students and three teachers. The parents of these students will be invited to participate in a group discussion at the end of the intervention to request their feedback on the project.

The main project will last one semester which will start in January 2019 and conclude in June 2019. In this period of time, I will carry out group discussions with students and teachers, and make regular visits (three to five times a week) to universities, workplaces and independent-living contexts such as the flats of the Building Bridges programme and the recreational outings carried out as part of the programme.

a. Discussion groups

The educational intervention will be developed through group discussions in which triads of students, a teacher and I will discuss about issues related to the students' self-determination. Each session will last one hour approximately.

I would like to ask for your son's/daughter's consent to audio and video record these sessions and make transcripts of the recorded data in order to carry out my analyses. The recordings and transcripts are essential for the data analysis of this project. I will use pseudonyms rather than real names in the transcriptions and analyses. Furthermore, the students and/or teachers can ask me to stop recording at any time.

The analyses will focus on the students' experiences and understandings of self-determination, and the way the students interact with others when they make decisions. There are no right or wrong answers and I will not make any diagnoses or evaluations of students or teachers.

b. Observations

I would like to make regular visits to the students' universities, work and independent-living contexts to observe the interaction of students with peers and teachers in these contexts. In order to respect the privacy of students, reduce my interference in their daily activities and safeguard the welfare of all involved, I will never be alone with the students and the times and places of my visits will be agreed in advance with the coordinator, students and teachers.

Are there possible risks by taking part?

In relation to the group discussions, there are some potential risks that I would like you to consider and discuss with your son/daughter, please. Firstly, while there is no intention to extend the focus group discussions into sensitive areas, the participants may bring to the discussions topics that may be considered sensitive (sexuality, prejudices, exclusion, discrimination). The teacher and/or I will keep this private but we will let [the coordinator] know if any information shared by the students could be harmful to themselves or others. Secondly, it could be the case that in these group discussions, students become aware or share with their peers experiences that cause stress or anxiety in themselves and/or in others. If a situation like this occurs, I will refer the students to their teachers and parents so that they can provide support to the students and talk with them about the issues that concern them.

What would happen to the data collected?

I will analyse the data collected and I would like to share with the students' parents some of the preliminary results of the research. I am very interested in knowing your opinion and receiving your comments on the results obtained. For this reason, I would like to invite the parents to a group session that will most likely be held in the month of June. The session will last approximately one hour. If you allow me, I would like to send you the invitation with all the details in due course. Please note that your decision to be invited to this session does NOT condition your son's/daughter's participation in the research. Your son/daughter can still participate if he/she consents even if you prefer not to be invited to the session.

All the personal data obtained in this research will be stored in a password protected folder on my portable computer as well as on an external hard drive that I will keep in my room in Mexico and that I will take with me on my return to the UK. I will be the only person who will know the password of this folder.

The data obtained throughout this educational intervention will be analysed and reported in a thesis to pursue a PhD degree in Education from the University of Cambridge. In the thesis, the name of the civil association CAPyS and its programme 'Building Bridges' will be mentioned to contextualise this research. The age of the participating students will also be mentioned. However, the names of students and facilitators will be changed to pseudonyms to protect their identity and no other personal information will be mentioned.

Additionally, I would like to publish the findings

Additionally, I would like to share the findings for educational and academic purposes. The results may be shared in national and international publications in written form (e.g., academic articles), and orally (e.g., conferences). Therefore, I would like to ask the participants their consent to use in these publications: a) transcripts of the discussions using pseudonyms, and b) materials and/or products produced with them in the sessions. Furthermore, in oral publications, I would like to show segments of videos of the group discussions. Consequently, I would like to ask for your and your son/daughter consent to show their faces in the videos.

Moreover, I would like to ask for your and your son/daughter consent for me to keep the data for 10 years. I ask for your consent to use these data in other research projects and to share the data collected with other researchers, always keeping the identities of those involved anonymous.

Please note that participation of your son/daughter can proceed without consent for use of recordings in publications – this is entirely optional.

What are the possible benefits of taking part?

Once the intervention finishes, I will share with you, [coordinator], and the participants the results obtained from the research. I believe these results could inform the teaching-learning practices of the Building Bridges programme.

Furthermore, the students' participation on the research could mean an opportunity for them to express preferences and make decisions. They also be participating in a context in which they could practice or learn new forms of dialogic communication such as arguing, reaching agreements or asking questions.

Do my son/daughter has to participate in this research?

Participation is voluntary and your daughter's/son's decision whether or not to participate in the research will not prejudice her/him in any way. Furthermore, your son has the right to withdraw from the research at any time. However, after a first negative response to participate, or wanting to withdraw from the research, I will seek to dialogue with the student to explore the reasons and to try to reach a mutual agreement. The students may choose a person they trust to accompany them to this conversation, if they so wish. This process will NOT involve violation of the student's autonomy by the imposition of my authority. Instead, it is thought of as a process based on dialogue and negotiation between the student, students' person of trust, a teacher, and myself. These negotiations in themselves may benefit the student's self-determination since he/she will make an informed decision and negotiate to reach agreement. If after this dialogue, the student is still reluctant to participate, the decision will be respected.

In case of withdrawal before the end of the project, the specific ideas expressed by the participant will not be analysed or reported. However, the number of turns uttered by the participant may be used anonymously in the context of group interaction in order to make sense of how the conversation developed in the group. Therefore, these data may be used for carrying out statistical analyses such as frequencies and percentages. If so, the participant's identity will keep anonymous.

If you have any questions about the study or require further information you are welcome to contact me at [email redacted], or my academic supervisor, Ruth Kershner at [email redacted], We will be very pleased to answer all your doubts and queries. If you prefer, you are also very welcome to contact the coordinator of the Building Bridges programme.

Yours sincerely,

[signature]

Ana Luisa Rubio Jimenez
University of Cambridge

The study is being supervised by
Ruth Kershner
University Lecturer in Psychology of Education and Primary Education
Faculty of Education
University of Cambridge

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Consent form

Please circle either Yes or No for each of the statements below:

1. I have received information about the research project to be carried out with members of the Building Bridges programme. Contact details have been provided to me in case I have questions or doubts related to this research project. Yes No

2. I discussed the information provided with my son/daughter in order to support his/her informed decision-making process. Yes No

3. I understand that there is a possibility that my daughter/son wishes to discuss further about the topics that will be touched in the discussion groups. If this is the case, I will discuss with my daughter/son her/his concerns and doubts. Yes No

4. I agree that an invitation be sent to me to participate in a group discussion with other participants' parents. This does NOT mean that I will accept to participate in the session, only that I would like to receive the invitation. I will make the decision on whether to participate in the session when I receive the invitation and the details.
Please remember that your son/daughter can still participate in the research if he/she consents, even if you prefer not to be invited to the session.
Please note that you can always change your mind by contacting me or [coordinator].

Yes, send me the invitation

No, I would prefer not to receive the invitation

The following questions are related to your consent regarding the publications of the findings of this research. Please remember that giving permission for any use of recordings in publications is entirely optional. Therefore, your son/daughter can participate in the research even if you tick 'No' on one or all of the following statements.

5. I give my consent to include in publications:
 - a. Paraphrase of the ideas mentioned by my daughter/son but using pseudonyms. Yes No

 - b. transcripts of conversations that quote my daughter/son verbatim but using pseudonyms. Yes No

 - c. materials or products created by my daughter/son in the context of this research. Yes No

 - d. regarding the use of videos in presentations, please cross out the option you prefer:

I give my consent for the face of my son/daughter to be shown in the videos	
I give my consent to show videos where my son/daughter appears as long as his/her face is anonymised. This is, editing the videos so that his/her face appears blurred or with a black box in the eyes	
I do not give my consent to show videos in presentations where my son/daughter appears	

6. I give my consent for the researcher to keep the data for 10 years and use it for other research projects but without mentioning my son's name. Yes No
7. I give my consent for the researcher to share the data with other researchers but without mentioning my son's name. Yes No

Student's name: _____

Parent's name and signature: _____

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

The decision-making process of students with intellectual disability Student Information Sheet

Dear student,

I would like to invite you to participate in a research project that I am carrying out. This document contains all the information about this research project. In this session, we are going to discuss this information and you can ask me all the questions you want. At the end of today's session, I invite you to take this document with you and discuss it with your parents and facilitators to decide whether or not you want to participate in this research project.

Who am I?

- I am Ana, a PhD student in the University of Cambridge, a university in England.
- [Coordinator] was my teacher when I was studying my undergraduate programme here in Mexico.
- [Coordinator] let me invite you to participate in a project that I am doing.
- You do not have to decide today whether you want to participate. Today we will only talk about the project. Then you will have time to speak with your parents, teachers and friends to decide whether you would like to participate or not.

What will happen in today's session?

- Firstly, I will explain what the project is about. You can ask all the questions you want related to the project.
- Then, I will give you some documents with all the information we talked about today. Discuss this information with your teachers and parents before making the decision to participate.
- In a few days, I will return to ask who wants to participate in the project.
- If you want to participate, you must bring a signed consent form. I will give you the Consent Form document at the end of this session and explain to you what it is about.

What is the project about?

- This project is about how students of your age make decisions about their future.
- Therefore, I would like to discuss with you and some of your peers about your experiences and thoughts regarding your decisions and plans for the future.

What will happen if you decide to participate in the project?

- Visits and observations
 - o I am interested in seeing how you talk with your peers and teachers in different places when you are making decisions. That's why I would like to make visits to your university, to your independent-living flat and to the place where you work. I would also like to go with you to the recreational outings you carry out with your Building Bridges classmates.
 - o You, the coordinator, your teacher and I will decide together the places and times in which I will make these visits.
 - o If at some point you find my presence uncomfortable, please tell me or to one of your facilitators because I do NOT want you to feel invaded or uncomfortable.

- Discussion groups
 - o You, some of your classmates, a teacher, and I will meet twice a month to talk about your experiences and thoughts regarding your decisions and plans for the future.
 - o Each meeting will last approximately one hour.
 - o There will not be right or wrong answers. I will not evaluate you.
 - o I would like to audio and video record these sessions.
 - o The recordings will be very useful because I want to write down what we discussed. However, I will change all the names with different names. This way, I will keep your identity anonymous. This means that the people reading what was discussed in our meeting will never know that you were the one talking.

There are other things I would like you to consider...

a. Privacy and respect

- The things discussed in the group discussions will be kept private. This means that I will change your name, as well as your peers' and teacher's names so that no one knows you were the one expressing what you expressed.
- However, if you say something that could be harmful for you or others, I will need to say this to [coordinator]. I would do this because it is very important for me to take care of your well-being and that of your peers.
- In a similar way, I ask you not to tell others what your peers express in this discussion groups. In this way we respect the privacy of our peers.
- If after a session you feel upset, worried, scared, or anxious about something discussed in the session, please approach your parents and teachers. They will be happy to talk with you about your concerns.
- I will save on my computer the videos and audios that I record in the discussion groups.
- I will also save the notes I will make when I visit you. These notes will help me remember what I observed during my visits.
- I will use this information to make a report that I am going to submit to my university in England to get evaluated by professors who knows something about students' decision-making process.
- In addition, I would like to share the results with other people interested in the decision-making process of young adults with intellectual disability. I will write articles and make presentations now and in the future. I will not say what your real name is but I will like to ask for your permission to show your face in videos used in presentations.

What if you decide to participate, but later, when the project starts, you do not want to participate anymore?

- Please come to talk to me or to [coordinator] or to your teacher about how you feel and why you no longer want to participate. You can ask someone to go with you when you come talk to us about this. We will take into account everything you tell us and we will try to reach solutions with you so that you feel more comfortable participating.
- If still, you do not want to participate anymore, your decision will be respected. In that case, I will not carry out any more observations of you in any context. I will not say anything about the ideas you have expressed in the group discussions. However, I may need to count and report the number of times you said something in the group discussions in order to make sense of how the conversations developed in the group. If this happens, I will do so without mentioning your name.

What would you gain from all this?

- Participate in a space dedicated to you to express your goals and plans for the future. As well as the experiences you have had making decisions. Listening to your classmates' plans may help you plan your own goals
- Throughout the project, I will talk to you about my interpretations of what you said for you to let me know if what I understood is what you really wanted to say or not.

Yours sincerely,
Ana Luisa Rubio Jimenez

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Consent form

Please circle either Yes or No for each of the statements below:

1. I agree to participate in the project. This is both, in the observations and in the group discussions:

Yes No

[illustrative image] [illustrative image]

Observations Group discussions

2. I agree to be audiotaped in the group discussions:

[illustrative image] Yes No

3. I agree to be videotaped in the group discussions:

[illustrative image] Yes No

4. I will respect the privacy of my peers by not telling other people the things said by my peers in our group discussion:

[illustrative image] Yes No

The following questions are about your permission for me to share the results with other people interested in the decision-making of young adults with ID. Remember that you can still participate in the project even if you respond ‘No’ to one or all of the following questions:

5. I would like to share the results of this project in conferences and articles **without** telling your real name. If I do this:

a. Would you like your ideas to be included? Yes No

b. Would you let me include phrases that you mentioned without mentioning your real name? Yes No

c. Would you let me show the materials you create? Yes No

d. Regarding the use of videos in presentations, cross out the option that you prefer:

You prefer to have your face shown in the videos	
You prefer the videos to be edited so that your face is blurred or with a black box on the eyes to keep you anonymous	
You prefer not to appear in videos shown in presentations	

e. Would you allow me to keep the recording and notes of the observations for 10 years and use them for further research in the future, without mentioning your name? Yes No

f. Would you allow me to share with other researchers the observations made and/or what we discussed in the group discussions, without mentioning your name? Yes No

Your name:

The project has received ethical approval from the Faculty of Education at the University of Cambridge.

Images used to illustrate the ethics session with the students

Mexico and England

[illustrative image of a map showing where Mexico and England are located]

Observations

[Five illustrative images.

Image 1 shows a woman writing down on a notebook. Image 2 shows a group of young adults talking together. Image 3 shows a young adult and a professor speaking. Image 4 shows a clock. Image 5 shows a flat]

Group discussions

[Illustrative image shows a group of people talking together]

Would you let me record the meeting?

[Three illustrative images.

Image 1 shows a woman being audio recorded. Image 2 shows a video camera. Image 3 shows someone writing on a laptop]

Stories told by others:

[Illustrative image of a person revealing a secret crossed out]

Doubts and concerns about my future:

[Illustrative image of two people talking together and a tick]

What will happen with the information collected?

[Illustrative image of a thesis, a graduation cap, and a diploma]

Would you let me...?

[Five illustrative images.

Image 1 shows a woman speaking to a public. Image 2 shows a journal publication. Image 3 shows a mind map. Image 4 shows a group of people speaking. Image 5 shows two concealed faces]

Appendix D. Script for feedback session with students

1. What do you think about the workshop?
2. What did you learn?
3. What did we review in this class that you had not reviewed in other Building Bridges classes?
4. What did you like?
5. What didn't you like?
6. What suggestions can you give me to improve a workshop like this for future occasions?

Appendix E. Script for feedback interview with teachers

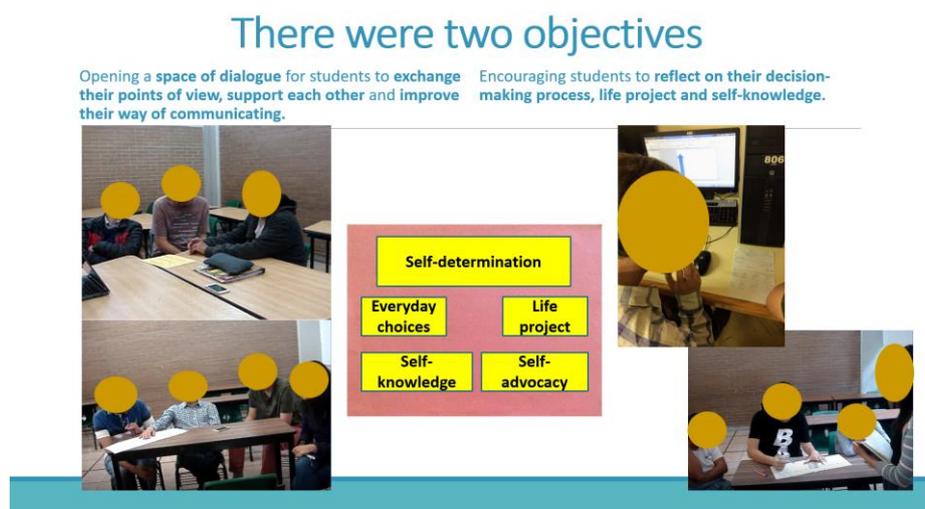
Thank you very much for your support, your time and for participating with me in this workshop. The support you provided was very helpful for moving forward with the discussions as you knew the students very well.

I know it is difficult, but please be very honest with me in all the feedback and opinions that you want to share. It would really help me a lot in my learning process and to improve.

The workshop that I carried out with the guys was a self-determination workshop with two main objectives:

- a) Opening a **space of dialogue** for students to **exchange their points of view, support each other** and **improve their way of communicating**.
- b) Encouraging students to **reflect on their decision-making process, life project and self-knowledge**.

Show the following image on iPad to teachers before proceeding.



Questions

1. What did you think about the workshop? Do you think it covered these goals?
2. From the first objective, do you remember that I shared this copy with you (I showed them the Appendix H which contains information on dialogic interactions that I shared with teachers), and do you think students were encouraged to use these ways of communicating? Why do you think it would be good to encourage students to communicate in these ways? Do you think these forms of communication are already being promoted in Building Bridges? Can you think of an example or class where they are already promoted?

3. From the second objective, throughout the semester I realised that the Building Bridges programme promotes self-determination of students in different ways. Do you think this self-determination workshop added any value to the programme? What do you think it was?
4. Beyond this workshop, have you heard the students talking about their self-determination? What do students say about this? (job, independent living, romantic relationships, life after graduating from Building Bridges).
5. What do you think about the students' plans for the future?
6. How do you talk to students about these topics?
7. Do you remember any conversation with the students about their plans for the future that you found especially interesting, surprising?
8. What role do you play as facilitators of the programme in the students' decision-making?
9. What obstacles do you face in supporting the students' decision-making?
10. What do you think is required for students to make their decisions about the future?
11. What obstacles do you think or have you seen that guys face in making their decisions?
12. Was there anything you particularly liked about the workshop?
13. Was there anything you didn't like about the workshop? Anything that you would think could have been done differently or any suggestions for improvement?
14. What do you take away from this experience?

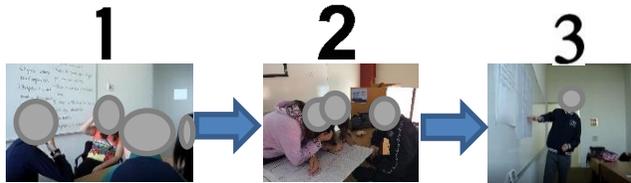
Appendix F. Brochure for parents with feedback survey

There were two objectives:

- Opening a **space of dialogue** for students to **exchange their points of view, support each other** and **improve their way of communicating**.
- Encouraging students to **reflect on their self-determination**. This concept refers to **decision-making** and is linked to their **life project and self-knowledge**.

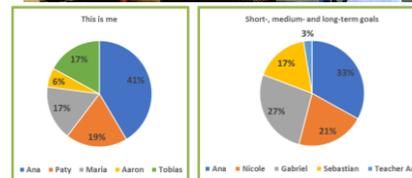
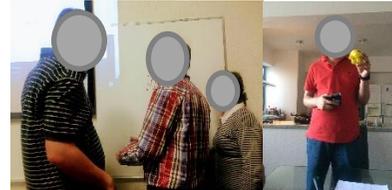


How did we carry out this workshop?



- The students discussed a topic of interest to them that was linked to their self-determination. Subsequently, I would review the recording of the session and transcribe what was discussed by the students. From these transcripts, I identified topics that the students could return to for in-depth discussion. I would make a list of these topics and the students would choose the new topic to be discussed.

- Once the new discussion topic had been chosen, the students created materials on the chosen topic using the computer.
- Using the material created, the students talked among themselves about the chosen topic. I and other facilitators who supported us asked them questions and guided the conversation, with the aim that, from this dialogue, the students would reflect on their self-knowledge and their plans for the future. Students were also encouraged to support each other.



A space of dialogue to reflect about self-determination

Parents' survey



Building Bridges
Semester January-July 2019

Dear parent, as mentioned earlier, this workshop was implemented as part of my PhD project. As part of this project, I would like your opinion about the workshop that I implemented with your son/daughter. If you would like to participate, would you be so kind as to answer the following survey and send a photo of your responses to the email alr50@cam.ac.uk? The answers will be used anonymously to complement my analysis. Thank you very much for your support! Atte. Ana Luisa Rubio Jiménez (University of Cambridge, England)

- 1. After your visit to the self-determination exposition, we would appreciate it if you could share what you thought about the projects your son/daughter created.**

- 2. Have you and your son/daughter discussed his/her future or decision-making before? We would appreciate your sharing an anecdote or conversation you have had with your son/daughter that you found especially interesting or surprising about his or her future plans or decision-making.**

- 3. This workshop was carried out through group discussions where students reflected on their self-knowledge and life project. What do you think about the participation of your son/daughter in discussion groups where he/she is encouraged to communicate his/her ideas, listen to the ideas of others, and is encouraged to reflect on these ideas?**

- 4. How do you think this workshop supports the development of your son/daughter?**

- 5. Would you like to share any suggestions that would have improved this workshop?**

Appendix G. An example of the fieldnotes created

Date	Place	Participants	Observation	Comments
21/03/2019	University 1, Building Bridges classroom	Gabriel, Aaron, other Building Bridges students and teachers	<p>We were in Building Bridges classroom at the end of the day (16:50pm). Parents pick up the students at 17:00pm in the University entrance.</p> <p>We were getting ready to leave the Building Bridges resource classroom. Today we will have the first group discussion in the independent-living flat. Gabriel, Nicole, Sebastian, Jupiter and I will ride to the flat together. Teacher Derek is waiting for us at the flat. Nicole, Sebastian and Paul live in independent-living flats. Gabriel has been invited but does not feel sure to move out from his parents' house. Similar to Gabriel, Aaron has also been invited but feels reluctant to move. As an initiative, Gabriel approaches to Aaron and tells him that he will be going to the flat with Nicole, Sebastian and me for my 'workshop'. Students and teachers refer to the group discussions as a 'workshop'. Gabriel asks Aaron if he will be joining us. Aaron says he won't. Gabriel tries to convince Aaron to join us: 'You should come! It will be fun!'. Aaron is not a member of this team but I have told Nicole, Gabriel and Sebastian that I would invite Aaron to join the group discussion in the flat. I ask these students to try to encourage Aaron to join us. I think this is the reason why Gabriel approached Aaron to motivate him to join us. Aaron answers, saying that he has a therapy session to attend that afternoon and cannot join us. I think he doesn't want to come to the sessions at the flat, but I don't know his reasons. I will ask him the next time the situation permits.</p> <p>We went to the flat in Sebastian's car. The car is driven by his family driver. The students enjoyed the ride very much. They were making jokes and we all laughed.</p>	<p>Peer conversation. Support/encouragement between peers. Independent-living flat. It seems to me that Aaron does not want to spend time in the independent-living flat. I must talk to him soon about this to explore his feelings/reasons.</p>

21/03/2019	Men's independent-living flat	Gabriel, Nicole, Sebastian, Jupiter, Paris, Teacher Derek	<p>Once at the flat, Gabriel seemed excited and comfortable to be there. He asked Sebastian for a glass of milk. Sebastian said 'sure!' and poured milk into a glass. He asked the rest of us if we wanted something to drink. We all said no. Gabriel asked if he could see the flat. Derek encouraged Sebastian to show him around and Sebastian did so. The flat has two bedrooms with two beds each. A kitchen, a bathroom, a dining table and a living room. Up to three students can live in that flat. Teacher Derek is the men's flat facilitator. At the time Jupiter, Paris and Sebastian were living at that flat.</p> <p>Derek suggested conducting the group discussion in a meeting room located on the first floor of the building. We went downstairs. That room was busy but we held the meeting in a different one.</p> <p>I was happily impressed by the motivation and happiness of Gabriel. He has been invited to move to the flat but he's feeling reluctant. Now that he's here, he looks very happy and comfortable. I hope these meetings that will start to take place every Thursday in the flat would help him to feel more confident about moving in.</p> <p>The objective of this session was to explain to Jupiter, Paris and Teacher Derek the activities that Nicole, Sebastian, Gabriel and I had carried out so far in the university. Gabriel, Nicole and Sebastian took the lead to explain the activities. The session finished at 7pm. They all seemed to have enjoyed it.</p> <p>Gabriel's mom arrived to pick him up. She told me she was pleased that Gabriel was participating in my project because these were opportunities for Gabriel to do different things outside his routine.</p>	<p>It surprised me the role of 'host' adopted by Sebastian when we came into his flat. He poured a glass of milk to his peer Gabriel as he asked for and asked the rest of us if we wanted something to drink. He also showed Gabriel around. It gave me the impression that Sebastian feels like a real tenant of the flat (Ownership? Happiness? Pride?). I hypothesise that Teacher Derek has modelled and taught the students how to be a 'good host' when visitors come to the flat because Sebastian acted with great naturalness. I will talk to Teacher Derek about this observation and my hypothesis.</p> <p>It also surprised me to see Gabriel feeling comfortable in the flat as he has been invited to move in but he is feeling reluctant.</p>
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Appendix H. Information on dialogic interactions provided for teachers

Ana Luisa Rubio Jiménez

Modified from SEDA y T-SEDA: <http://tinyurl.com/BAdialogue>

- **Dialogic interactions:** interactions in which students and teachers listen to each other, share their ideas, argue their contributions, evaluate different points of view. In this way, questions and relevant contributions are linked with each other. This allows knowledge to be built collectively in one session or over several sessions. Types of contributions that may be of interest due to their dialogic nature are mentioned below:
 - **Asking/inviting to develop ideas.** The student or teacher asks questions, or invites or asks others to elaborate, explain, justify, clarify, develop, evaluate, hypothesise, speculate.
Examples: What did you say? What do you think? Do you agree? Can you explain to me? What do you think would happen if...?
 - **Reasoning.** The student or teacher explains, argues, justifies, makes analogies or distinctions, formulates hypotheses, predicts, or speculates.
Examples: I think so *because*..., What you are saying is different *because*..., I think..., It is like..., Imagine that...
 - **Building on ideas.** The student or teacher builds, develops, clarifies or elaborates ideas of their own or of others that have been expressed in previous speaking turns.
Examples: As my peer says..., What I meant was..., What he meant was... That makes me think...
 - **Taking a stand.** The student or teacher takes a position in the dialogue, reaches agreement, expresses agreement or disagreement.
Examples: I agree with X, I do not agree.
 - **Reflecting.** The student or teacher evaluates and reflects in a 'metacognitive' way on the learning activity or on the dialogue.
Examples: I learned that..., I understood that..., I think we could do the activity better if..., we could communicate better if...
 - **Connecting.** The student or teacher refers to contributions, knowledge, experiences or contexts beyond the present one.
Examples: Something similar happened to me on vacation, at home..., At my previous school..., As we saw last class..., That reminds me...

- **Guiding.** The student or teacher assumes responsibility for guiding the activity or focusing the dialogue in a desired direction or uses strategies to support the dialogue or learning.

Examples: Look, it's done like this, remember that you have to use the calculator, What if we do...

- **Expressing ideas.** The student offers a relevant contribution to initiate or promote dialogue, but the contribution is not covered by other categories.

Examples: Brainstorming.

Appendix I. Adapted version of the notation system proposed by Jefferson (2004)

Symbol	Name	Use
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
°word°	Degree symbol	Indicates whisper, reduced volume, or quiet speech.
ALL CAPS	Capitalised text	Indicates shouted or increased volume in speech.
Underline	Underlined speech	Indicates the speaker is emphasising or stressing the speech.
:::	Three colons	Indicates prolongation of sound.
(hhh)	Three 'h' in parenthesis	Audible exhalation.
(text)	Parenthesis	Speech which is unclear or in doubt in the transcript.
((<i>italic text</i>))	Double parenthesis	Annotation of non-verbal activity, or explanation to enhance clarity of what has been expressed.
(# of seconds)	Timed pause	Time in seconds of a pause in speech.
[Square bracket	Denotes a point where overlapping speech occurs.
[]	Two square brackets enclosing word(s)	Indicates which parts of the speakers' utterances occur simultaneously.
=	Equal sign	Will be at the end of one turn and the start of the next, indicating latched speech. This is when there is no pause between the two turns.
“	Quotation marks	The speaker reports what someone else has said or thought, or what they themselves have said at another point in time.
{ }	Braces	Anonymised institutions replaced with general descriptions
text	Asterisks	Words/phrases added by the author to enhance clarity

Note.

Adapted from Glossary of transcript symbols with an introduction, by G. Jefferson, 2004, In G. H. Lerner (Ed), *Conversation Analysis: Studies from the First Generation* (pp: 13-31). Amsterdam: John Benjamins.

Appendix J. A formatted transcript

Team Thursday. Discussing goals and choosing Challenges of the Month.							
CS Session 7 took place on the 7th of March in University 1 at 8:30am. I have been assigned a big classroom next to the Building Bridges resource classroom. The students and I put together two tables and placed chairs around for Nicole, Sebastian, Gabriel and myself. Teacher Amy decided to sit at another table outside the frame of the camera. In the previous sessions, the students had presented their short-, medium- and long-term goals and received feedback from their peers, Amy and myself. The ‘Goals’ activity was concluded in this session. The objectives of Session 7 were that the students: made corrections to their ‘Goals’ presentations based on the feedback received; reflected on what they had learned from this activity and chose a goal they would like to achieve in approximately one month’s time.							
CE	SCE	Turn	Agent	Spanish	English	SEDA1	SEDA2
THU7CE11 Choosing the Challenges of the Month	THU7CE11.4 Sabates chooses his Challenge of the Month	1421	Sebastian	¡Ah ya se cuál!	Oh, I know which one!	E	
		1422	Facilitator	¿Cuál?	Which one?	I	
		1423	Sebastian	Traer lunch a la universidad	Bring breakfast to the university	E	
		1424	Facilitator	OK. Ese es tu reto, traer lunch a la universidad. ¿Cada cuánto?	OK. That's your challenge, bring breakfast to the university, how often?	I	

In the first row, I wrote down the team that participated in that discussion and the name I gave to the session. In the second row I included a description of the context in which the transcribed interaction had occurred (I called this Communicative Situation, CS). The third row was divided into eight columns. From left to right the columns were titled: Communicative Event (CE), Sub-Communicative Event (SCE), Turn, Agent, Spanish (verbatim transcription), English (translation), SEDA1, SEDA2 (SEDA refers to a coding scheme I used for analysis. I coded with up to two SEDA codes, one in each column. Using the same spreadsheet for the transcription in its original language, its translation into English and the encodings helped me to verify that my translations did not lose the meaning or the communicative function of what was communicated by the participants in Spanish, which was key for the analyses.

Appendix K. Refinement of semantic codes

First set	Changes	Second set
Decisions	Stayed as	Decisions
Facilitators/Teachers	Stayed as	Facilitators/Teachers
Feelings	Stayed as	Feelings
Health	Stayed as	Health
Parents/Family	Stayed as	Parents/Family
Psychologist/therapist	Stayed as	Psychologist/therapist
SAVI: Support Services for Independent Living	Stayed as	SAVI: Support Services for Independent Living
Schedules	Stayed as	Schedules
Studies	Stayed as	Studies
Travel	Stayed as	Travel
Free time	Rephrased to	Leisure
Independent-living flat	Rephrased to	Independent living
Learning new things	Rephrased to	Preparation
Move around alone	Rephrased to	Independent travel
Not entirely up to me	Rephrased to	Negotiation
The way I look	Rephrased to	Personal image
Work	Rephrased to	Employment
Friendships		Friends
Boyfriends/girlfriends	Merged into	Romantic partners
Marriage		Personal relationships
Having children		
Money	Merged into	Money
Own things		
Support	Merged into	Support
Use of technology		
Rights		
Discrimination/Exclusion	Merged into	Self-advocacy
Self-advocates		

The codes ‘Decisions’, ‘Facilitators/Teachers’, ‘Feelings’, ‘Health’, ‘Parents/Family’, ‘Psychologist/therapist’, ‘SAVI: Support Services for Independent Living’, ‘Schedules’, ‘Studies’, and ‘Travel’ remained the same.

I rephrased the code ‘Independent-living flat’ to ‘Independent living’ to address independent-living issues that did not necessarily involve the flat. Moreover, I rephrased the codes ‘Free time’, ‘Learning new things’, ‘Move around alone’, ‘Not entirely up to me’, ‘The way I look’, and ‘Work’ with nouns that seemed to me to best show their significance.

I realised that the students referred to their friends and romantic partners, while also referring to friendships, romantic relationships, marriage and having children. I thus created three codes: 'Friends', 'Romantic partners' and 'Personal relationships'. The first two were coded when students referred to specific people, and the latter when they talked in general about friendships, romantic relationships, marriage and having children.

I merged the code 'Own things' into the code 'Money'. I originally coded 'Own things' when the students mentioned goods they would like to buy in the future, such as cars or houses.

I merged the code 'Use of technology' into the code 'Support'. I originally coded 'Use of technology' when the students mentioned that they used alarms to help them remember to do certain things, like go to their classes or wake up.

I merged the codes 'Rights', 'Discrimination/Exclusion' and 'Self-advocates' into one new code titled 'Self-advocacy'. 'Self-advocacy' is a term that has become popular in matters concerning people with intellectual disabilities. Among other things, self-advocacy is about people advocating for their own and other's rights and standing up against discrimination (Mallander et al., 2018; www.aaid.org).

Appendix L. SEDA, condensed version
Cam-UNAM SEDA Condensed version ©2016: Cluster and Code Summary

	I – Invite elaboration or reasoning			R – Make reasoning explicit
I1	Ask for explanation or justification of another's contribution		R1	Explain or justify another's contribution
I2	Invite building on / elaboration / (dis)agreement / evaluation of another's contribution or view		R2	Explain or justify own contribution
I3	Invite possibility thinking based on another's contribution		R3	Speculate or predict on the basis of another's contribution
I4	Ask for explanation or justification		R4	Speculate or predict
I5	Invite possibility thinking or prediction			
I6	Ask for elaboration or clarification			B – Build on ideas
			B1	Build on /clarify others' contributions
	P – Positioning and Coordination		B2	Clarify/elaborate own contribution
P1	Synthesise ideas			
P2	Evaluate alternative views			C – Connect
P3	Propose resolution		C1	Refer back
P4	Acknowledge shift of position		C2	Make learning trajectory explicit
P5	Challenge viewpoint		C3	Link learning to wider contexts
P6	State (dis)agreement/ position		C4	Invite inquiry beyond the lesson
	RD – Reflect on dialogue or activity			G – Guide direction of dialogue or activity
RD1	Talk about talk		G1	Encourage student-student dialogue
RD2	Reflect on learning process/ purpose/ value/ outcome		G2	Propose action or inquiry activity
RD3	Invite reflection about process/ purpose/ value/ outcome of learning		G3	Introduce authoritative perspective
			G4	Provide informative feedback
	E – Express or invite ideas		G5	Focusing
E1	Invite opinions/beliefs/ ideas		G6	Allow thinking time <i>[optional when not verbally explicit]</i>
E2	Make other relevant contribution			



Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA)

Condensed version ©2016

PLEASE DO NOT EDIT!

This document contains the condensed version of the scheme, listing the 33 communicative acts, grouped within 8 clusters. A much more detailed, full version containing descriptions and illustrations of codes is available at

<https://docs.google.com/document/d/1De48c9GoUZKI0JHiquGR0fNhP9NSjZYeUFel3IYwhTA/edit?usp=sharing> and the cluster scheme is available at

https://docs.google.com/document/d/1_cFN7icdlwwGXhvuliPZ9vgIk-ZOAM4SjIMc0-e0aS4/edit?usp=sharing.

Further details of development and illustrated applications of the scheme are in our article: Hennessy, S.,

Rojas-Drummond, S., Higham, R., Torreblanca, O., Barrera, M.J., Marquez, A.M., García Carrión, R., Maine, F., Ríos,

R.M. (2016). Developing an analytic coding scheme for classroom dialogue across educational contexts. *Learning, Culture and Social Interaction* (<http://dx.doi.org/10.1016/j.lcsi.2015.12.001>).

Further information and updates on our work are available on the project website at <http://tinyurl.com/BAdialogue>.

The Scheme for Educational Dialogue Analysis is made freely available under a Creative Commons Attribution (CC BY4.0) licence (international):

<http://creativecommons.org/licenses/by/4.0/>. It can be used or adapted under conditions of attribution to the original research team using the following statement:

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Under the licence terms you must also indicate if changes were made. We request that those using or adapting SEDASHARE their applications and findings with us. Please contact us also if you would like to trial one of the sub-schemes under development for use by teachers, for analysing peer dialogue or for contexts of technology use. Contact details: sch30@cam.ac.uk; silviar@unam.mx.

Notes. Criteria used to order codes within clusters

1. Codes concerning others' views rather than own.
2. Higher order dialogue codes (more sophisticated forms).
3. Higher order thinking codes.
4. More specific codes rather than more general category codes (e.g. E2 is the most general).

Appendix M. Notes to inform coding after the SEDA reliability exercise

B- Build on ideas:

- It includes completing an idea or comment and linking ideas between two or more participants.
- *B2- Clarify/elaborate own contribution:* When a turn is coded B2 and the communicative function is the same as the previous contribution, leave B2 and do not code the communicative function again. For example, in one turn, the speaker is focusing the dialogue on a key aspect of the task (G5). In the following turn uttered by the same speaker, she is elaborating on her previous contribution (B2) in order to keep focusing on the conversation (G5). The former turn should be coded with a G5 and the latter with a B2 only.

C- Connect:

- *C3- Link learning to wider contexts:* Given the nature of the activity at hand, most of the conversations could be a constant C3 of students talking about wider contexts. To avoid overcoding, bear in mind what is the collective activity the students are talking about in order to identify links to wider contexts. For example, there is no C3 when a student talks about his own Challenge of the Month when discussing a peer's challenge because the collective activity is the discussion of the Challenge of the Month. It is coded as a C3, for example, when a student mentions the healthy-eating meal when talking about a challenge of eating healthily.
- A C3 can be coded along with a G2 when a student proposes a strategy to achieve a goal based on something he/she does regularly.

E- Express or invite ideas:

- *E2- Makes other relevant contribution:* Not every response is an E2, for example, short responses such as 'OK' or 'Yes' are usually left uncoded.
- E2 should be coded when the contribution moves the conversation forward, brings ideas not yet expressed, or proposes ideas in a brainstorm activity.

G- Guide direction of dialogue or activity:

- *G4- Provide informative feedback:* The feedback is on something previously expressed by another participant.

- *G5- Focusing:* When a participant is showing hints of a specific pre-emptive response, it is very probable that he/she is moving the conversation in a specific direction.
- Code with G5 when the teacher/facilitator brings the conversation back to the task at hand after a period of off-task/parallel conversation.
- Sometimes the students guide the dialogue towards key aspects of the activity by clarifying the teacher/facilitator's previous turn. In these cases, consider coding with Guide (G5) + Building on (B1).

G2- Propose action or inquiry activity

- *G2- Propose action or inquiry activity:* Propose a course of action in the context of a dialogue or collective activity, or propose an inquiry activity. It may also include inviting individuals or groups to conduct an independent investigation and bring back results to be collated and/or discussed as a whole class within the same lesson. This is not applicable to simple instructions which are not of a dialogic nature.
- Could be coded when a participant is proposing a strategy/tactic/plan to achieve their own or someone else's goal.
- Consider B2 (Clarify/elaborate own contribution) if the student is building on a course of action he/she previously proposed rather than proposing a new one.
- Consider B1 (Build on/clarify others' contributions) when the student builds on someone else's proposal for a course of action rather than proposing a new one.

I- Invite elaboration or reasoning:

- *I6- Ask for elaboration or clarification:* G5 and I6 may be coded alongside each other when the form of focusing (G5) involves asking for elaboration or clarification (I6). I6 and G5 could also be coded when a participant (e.g., a teacher) asks another participant (e.g., a student) to paraphrase what the rest of the participants had said as a strategy to encourage the student to build on what the group has said while focusing him/her on the key aspects of the discussion. I6 and G5 could also be coded together when the participant offers different options to answer the question. If the participant is asking for an elaboration without trying to steer the conversation or task towards a desired direction or a pre-emptive response, just I6 should be coded.

RD- Reflect on dialogue or activity:

- *RD2 and RD3- Reflect or invite reflection about learning process/purpose/value/outcome:* To code with RD2 or RD3, there must be an explicit statement that refers to the collective activity. Individual meta-cognition without such reference is not coded in this scheme. The students' Challenges of the Month were thought of as strategies/tactics/plans that the student would carry out individually to achieve a goal. Therefore the students' reflections on their challenge's progress took the form of individual meta-cognitions and could not be coded as a RD. Instead, when a participant talked about his/her progress, I considered coding the turn as a relevant contribution that moved the dialogue forward (E). If the participant also provided a reason, I coded the turn as Reasoning (R) instead. Otherwise, I left the turn uncoded (U). I also, considered coding with (E) when a teacher asked a student how he/she felt about carrying out his/her challenge.

U- Uncoded:

- *U- Uncoded:* When the turn is incomplete, consider leaving it uncoded, with more reason if the turn was uttered by a teacher/facilitator.
- Parallel conversations will be left uncoded as well.

Appendix N. SEDA workshop exercise

Choosing the challenges of the month

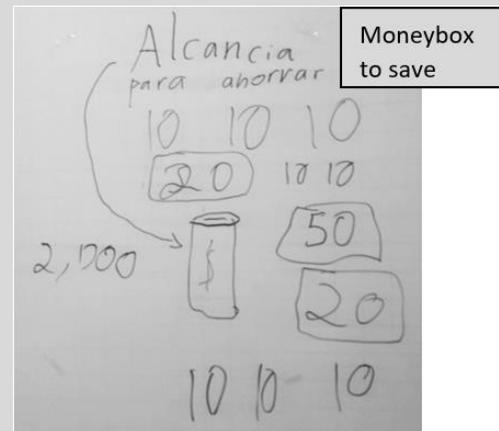
Participants: Nicole, Gabriel, Sebastian, Teacher Amy and me as facilitator.

a) Gabriel chooses his challenge

Gabriel chooses his challenge. Episode 1

Session 7 took place in the students' university. The students and I sat down around a table. Teacher Amy sat down near us but outside the camera frame.

In previous sessions the students shared their goals for the future and I suggested carrying out the 'challenge of the month' as an activity that could help them meet some of those goals. To achieve Gabriel's goal of buying a movie ticket himself, Sebastian and Nicole suggested he save money in a moneybox. The figures below show the moment where Nicole and Sebastian suggested this to Gabriel and they wrote on the blackboard while explaining this to Gabriel.



In this session but prior to this episode, I gave to the students the 'challenge of the month' form and Gabriel remembered that in previous sessions he had thought of 'saving money' as his challenge of the month. In this episode, the students were going to fill in their 'challenge of the month' forms.

Name: _____

My challenge of the month

My goal is: _____

MARCH						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Turn	Agent	English	SEDA1	SEDA2	Comments/thoughts/reasons
1203	Me	Let's think, what would you like to do as a challenge of the month. What would you like to do guys?			
1204	Nicole	Oh, I am between two! ((<i>she smiles and leans her head on the table</i>))			
1205	Sebastian	Oh, they give us too many challenges! Oh, we have too many ideas! ((<i>smiling and slightly shaking his head as saying 'no'</i>))			
1206	Me	Well, just- let's choose one first. ((<i>I see that Gabriel is looking at the table and seems distracted</i>)) You know which one already, right Gabriel?			
1207	Gabriel	Yes ((<i>Gabriel is still looking at the table</i>))			
1208	Me	Which one?			
1209	Gabriel	Which one? ((<i>Gabriel looks at me</i>))			
1210	Me	Uh-huh ((<i>expression that means affirmation</i>)), what was going to be your challenge of the month?			
1211	Gabriel	To save money ((<i>he writes this down in his challenge of the month form</i>))			
1212	Me	Ok, then your challenge of the month, here, here, here, here ((<i>I point out in Gabriel's form where to write down his challenge</i>))			

Appendix O. Example of a session segmented into CEs and SCEs

Communicative Situation (CS): This was the first session I carried out with the Friday Team. The session took place in a classroom at the students' university. My objective on this session was to inquire about the students' prior knowledge regarding key concepts that we would develop throughout the semester.					
Begin and end time	Communicative Event (CE)	What is going on?	Begin and end time	Sub-communicative Event (SCE)	What is going on?
00:00 - 00:36	FRI1CE1 Rapport				
Shift in: Purpose of communication, topic. Phrase that starts the new CE: (I speak) <i>'Hey guys, let me tell you. In this workshop we are going to talk about your life projects, your plans for the future, what you want to do when you finish university, or things you want to do while you are still at university, okay?'</i>					
00:36 - 06:00	FRI1CE2 Explanation of the workshop and its objectives	I gave the students a brief explanation of the workshop's objectives. I introduced the concepts we will be reflecting on during the workshop. I explained the type of sessions that we will have.			
Shift in: Purpose of communication, topic, task. Phrase that starts the new CE: (I speak) <i>'So then I tell you that no matter what topic we choose, there are certain concepts that I would like us to discuss throughout all sessions. One of them is self-knowledge. What does it mean to know oneself?'</i>					

06:00 - 01:09:45	FRI1CE3 Discussion of students' prior knowledge of key concepts		06:00 - 38:55	FRI1CE3.1 Self-knowledge	I put on the table a sheet with the word 'self-knowledge' written in the centre. The instruction is to write down their ideas in relation to that concept. The students say these ideas out loud and write them down. I make follow-up questions.	
		Shift in: topic. Phrase that starts the new CE: (I speak) <i>'OK, guys, let's change the subject, decisions about our future or what plans for the future do you have?'</i>				
			38:55 - 54:00	FRI1CE3.2 Decisions about our future	I put on the table a sheet with the phrase 'decisions about our future' written on the centre. The instruction is to write down their ideas in relation to that phrase. The students say these ideas out loud and write them down. I make follow-up questions.	
		Shift in: topic. Phrase that starts the new CE: (I speak) <i>'OK, so then we will pass on to the next topic which is this one. Start thinking about this one.'</i>				
		54:00 - 01:09:50	FRI1CE3.3 Self-advocacy	I put on the table a sheet with the phrase 'self-advocacy' written on the centre. The instruction is to write down their ideas in relation to that phrase. The students say these ideas out loud and write them down. I make follow-up questions.		

Shift in: purpose of communication. Phrase that starts the new CE: (I speak) ‘So let's see guys, today we talked about...’				
01:09:50	FRI1CE4	I recap the concepts we saw in the session.		
- 01:12:10	Session closure	I tell students what we will do in the next session.		

The table shows an example of how I segmented a session into CEs and SCEs. This session is the first one that I carried out with the Friday Team.

- In the first row of the table, I present a summary of the CS of the session.
- I titled each CE/SCE based on what happened in that segment of the session.
- I divided the CE titled ‘FRI1CE3 - Discussion of students’ prior knowledge of key concepts’ into three SCEs.
 - Throughout the whole CE, the task remained the same: to discuss the students’ prior knowledge regarding some key concepts.
 - Within the CE, we discussed three key concepts. I subdivided the CE when shifting the discussion to a different key concept. In this way, it was easier for me to identify the moments when certain key concepts were discussed with the students.

For the thematic analysis, I included the three SCEs in the table (FRI1CE3.1, FRI1CE3.2, FRI1CE3.3). In contrast, I did not include in the analysis the CEs ‘FRI1CE1’, ‘FRI1CE2’ and ‘FRI1CE4’ as no discussions were held that related to the students’ self-determination within them.

Appendix P. Distribution of sessions and the CE/SCEs analysed for thematic analysis

Friday Team (n of CE/SCE)		Monday Team (n of CE/SCE)		Thursday Team (n of CE/SCE)		OTHER SESSIONS (n of CE/SCE)	
FRI1	Key concepts (3)	MON1	Key concepts (4)	THU1	Key concepts (4)	FLATEX1	Independent-living flat (11)
FRI2	Key concepts (1)	MON2	Key concepts (2)	THU2	Key concepts (3)	FLATEX2	Independent-living flat (18)
FRI6	This is me (7) & Key concepts (1)	MON3	Who am I (1) & Key concepts (2)	THU4	Goals for the future (4)		
FRI7	This is me (6) & Key concepts (1)	MON7	Who am I (7)	THU5	Goals for the future (4) & Challenge of the month (1)		
FRI8	This is me (12)	MON8	Who am I (10)	THU6	Goals for the future (4) & Challenge of the month (1)		
FRI9	This is me (2) & Key concepts (5)	MON9	Key concepts (2)	THU7	Goals for the future (6) & Challenge of the month (6)		
FRI11	Goals for the future (10)	MON11	Goals for the future (5)	THU8	Key concepts (1)		
FRI12	Goals for the future (3)	MON12	Independent-living flat (3) & Goals for the future (4)	THU9	Challenge of the month (4)		
FRI13	Goals for the future (4) & Key concepts (1)	MON13	Goals for the future (6) & Key concepts (1)	THU10	Challenge of the month (6) & Key concepts (1)		
FRI14	Goals for the future (7) & Key concepts (1)	MON17	Key concepts (5)	THU11	Challenge of the month (6) & Key concepts (1) & Ideal romantic partner (1)		
FRI15	End-of-semester (3)	MONEX1	Independent-living flat (7)	THU12	Challenge of the month (1) & Ideal romantic partner (4)		

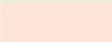
FRI16 End-of-semester (1)
FRI17 End-of-semester (1)
FRI18 End-of-semester (1)
FRI20 Key concepts (3)
FRI21 Key concepts (4)

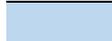
THU13 Challenge of the month (2) & Key concepts (1) & Ideal romantic partner (1)
THU14 Challenge of the month (1) & Key concepts (1)
THU15 Key concepts (3)
THU16 End-of-semester (8)
THU17 Key concepts (7)
THU18 Key concepts (3)

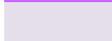
Appendix Q. Students' experiences relating to their decisions, aspirations, preparation, challenges, rights and supports with colours

	Overarching themes					
	Decisions	Aspirations	Preparation	Challenges	Self-advocacy	Supports
Students' experiences	To move or not to move to the independent-living flat is my decision.	I want to live independently.	There are skills one must learn in order to live independently.	Leaving my parents' house brings changes that make me afraid and sad.	Living in an independent-living flat makes me feel accepted and included.	Support agents - Facilitators/teachers; - Friends; - Parents/family; - Psychologist/therapist; - Romantic partners.
	I decide what I do in my free time.	I want to go from one place to another by myself.	I am learning to travel more independently in the city.	I know that some means of public transport are unsafe.		
		I want to decide where to work.	I am preparing to have a job in the community.	Problems and delays in arranging job opportunities for me make me angry and disappointed.	I have the right to have a job.	
		I want to have a job.		Society does not give everyone the same job opportunities.		
	Continuing my development in SAVI is my decision.	I want to earn money.	I am learning money management skills.	I do not want my job opportunities to be conditional on my SAVI membership.		
	I decide what to spend my money on.	I want to have more control over my money in the future. I want money to achieve my goals.				

I choose my friends.	I want to have a romantic relationship.	They teach me how a romantic relationship should be like.	It is a challenge for me to overcome my fear of starting a romantic relationship.	We all have the right to have a romantic partner.
I decide if I want to have a romantic relationship and with whom.	I want to progress in my romantic relationship in the future.		Sometimes what my parents/family want is not what I want for myself.	I have the right to education.
	I want to succeed in my studies.		Where and what to study is not entirely up to me.	I use tools that help me with my studies.
I make decisions to stay healthy.	I want to keep healthy.		Getting used to a healthy lifestyle is not always easy for me.	
I make decisions regarding my schedules.	I want to have more control over my schedules.			
I make decisions about how I look.	I want to make a good impression.			
	I want to make decisions about my travels.	To travel alone, I need to learn things.		
	I want to travel without my parents.			

Colour	Aspect
	Independent living
	Leisure
	Independent travel

Colour	Aspect
	Employment
	SAVI
	Money

Colour	Aspect
	Personal relationships
	Studies
	Health

Colour	Aspect
	Schedules
	Personal image
	Travel

Appendix R. Short-term goals Thursday team

a) Gabriel

Metas a corto plazo

- ▶ Acabar este semestre
- ▶ Tener buenas calificaciones
- ▶ Seguir viendo a mis amigos cuando pueda
- ▶ Pagar mi boleto de avión solo
- ▶ Pagar el cine solo
- ▶ Ir a Dallas

Short-term goals

- Finish this semester
- Get good grades
- Keep seeing my friends whenever I can
- Pay for my plane ticket by myself
- Pay for the cinema [*sic*] by myself
- Go to Dallas

[illustrative image of plane tickets]

b) Sebastian

Metas a corto plazo

- Meta a acostumbrarme al departamento.
- hacer practicas laborales para cuando tenga que trabajar.
- En tres semestres graduarme parairme savi.
- Tener novia no se con certeza que día.
- Combinar mejor la ropa y el aseo personal.
- Aprender ingles.

[illustrative image of a flat]

[illustrative image of the English language]

[illustrative image of a job placement]

[illustrative image of a couple]

[illustrative image of a man brushing his teeth]

Short-term goals

- Goal to get used to the flat.
- Do work placements for when I have to work.
- In three semesters, graduate to go to SAVI.
- Having a girlfriend, I don't know for sure what day.
- Match clothing better and personal hygiene [*sic*].
- Learn English.

c) Nicole

METAS A CORTO PLAZO

- Terminar el semestre con buenas calificaciones
- Continuar con mis prácticas laborales adentro de {universidad} o fuera de {universidad}
- Seguir en el depa
- Mantener mi dieta
- Tener clases nuevas
- Ahorrar el dinero que me da mi familia para mis gastos en {la universidad}

[illustrative image of a flat]

[illustrative image of three people working together]

[illustrative image of the healthy eating plate]

Short-term goals

- Finish the semester with good grades
- Continue with my work placements inside {university} or outside {university}
- Continue *living* at the flat
- Keep my diet
- Take new classes
- Save the money that my family gives me for expenses at {university}

Appendix S. Challenge of the Month form

Name: _____

My Challenge of the Month

My goal is: _____

MARCH						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Appendix T. Timeline of activities with Thursday Team

MONTH	January	February	March	April	May	June	July	
PLACE	UNIVERSITY: TEC		MEN'S INDEPENDENT-LIVING FLAT					
PARTICIPANTS	Students: Nicole, Sebastian, Gabriel. Teacher: Amy Facilitator: Me		Students: Nicole, Sebastian, Gabriel, Jupiter and Paris. Teacher: Derek Facilitator: Me		Students: Nicole, Sebastian, Gabriel. Teacher: Derek Facilitator: Me			
ACTIVITIES	Session 1. 'Key-concepts'. Students shared their ideas about self-knowledge, life project, daily choices, self-advocacy.		Session 7. 'Goals'. We concluded the 'Goals' activity. 'Challenge of the Month'. Nicole, Gabriel and Sebastian thought of goals they wanted to achieve through the activity called: 'The Challenge of the Month'.		Session 11. 'Challenge of the Month'. We reviewed the students' progress in their challenge of the month. 'Couples and friendships'. Discussion of a topic the students chose: 'Couples and friendships'.		Session 12. 'Couples and friendships'. We continued our discussion on the topic: 'Couples and friendships'. 'Challenge of the Month'. I gave the students the forms to track their progress during May until our next session in which we would conclude the activity.	
	Session 2. 'Talk about talk'. We reflected on how we communicated with each other in the last session and created a list of ground rules of communication.		Session 3. 'Goals'. The students created a PowerPoint presentation describing their short-, medium-, and long-term goals. Session 4. 'Goals'. Sebastian presented his short-, medium-, and long-term goals.		Session 8. 'Talk about talk'. We reflected on how we communicated with each other in the last sessions. 'Goals and key concepts'. The students reflected on how the Goals activity was useful for		Session 15. 'End-of-semester preparations'. Preparation of material about our work together to be presented at the end-of-semester event.	
				Recreational activity in the men's independent-living flat with guest students. The objective was that the students should become more familiar with what it meant to live in an independent-living flat.		Session 13. 'Challenge of the Month'. Gabriel and Sebastian concluded the Challenge of the Month activity. We also talked about an end-of-semester event that was approaching.		
						Session 16. 'End-of-semester preparations'. Preparation of material about our work together to be presented at the end-of-semester event. To elaborate this material, we talked about <i>the Challenge of the Month</i> and		
						Evaluation session. The students shared their opinions and feedback regarding our group discussions.		

		their self-knowledge, life project, daily choices and self-advocacy.		what the students learned by carrying it out.
	Session 5. 'Goals'. Nicole presented her short-, medium-, and long-term goals.	Session 9. 'Challenge of the Month'. Introduction to the 'Challenge of the Month' to the new students: Jupiter, Paris and teacher Derek.		Recreational activity in the independent-living flats and the coordinator's house with guest students. The goal was to familiarise these guest students with the flat. The students prepared and carried out an interview with their peers living in the flat and the flat facilitators. Session 17. 'Key-concepts'. Students shared their ideas about self-knowledge, life project, daily choices, self-advocacy and self-determination.
	Session 6. 'Goals'. Gabriel presented his short-, medium-, and long-term goals.	Session 10. 'Challenge of the Month'. We reviewed the students' progress in their challenge of the month. 'Key-concepts'. I introduced the concept 'self-determination'.		Session 14. 'End-of-semester preparations'. Preparation of material about our work together to be presented at the end-of-semester event organised by the Building Bridges' staff. 'Challenge of the Month'. Nicole concluded The Challenge of the Month. Session 18. 'End-of-semester preparations'. Preparation of material about our work together to be presented at the end-of-semester event.
OTHER EVENTS			15th to 26th April: Easter break	1st May: Nicole and Sebastian started an internship at a Mexican museum 24th June: University's end-of-semester event

Note that the sessions and activities coloured in orange were carried out at the students' university on Thursday mornings. The sessions coloured in blue were carried out at the men's independent living flat, usually on Thursday afternoons.

Appendix U. Summary of the CEs or SCEs not selected for analysis

THU7CE5: Introduction to the Challenge of the Month (28:22 – 35:48). I introduced the activity, the Challenge of the Month, by handing out the forms and asking the students ‘What do we need to do to achieve a goal?’. The students gave some answers and then I explained that the objective of the activity was going to be carrying out an action that would lead us to achieve our goals.

THU7CE11: Choosing the Challenges of the Month (01:05:00 – 01:29:06)

THU7CE11.2: Sebastian mentioned that the goal he wanted to accomplish was to have a girlfriend. The teacher and I explained that developing a love relationship required more than doing one action regularly because there were many factors outside of one's control. Therefore Sebastian said he would think about another challenge for this activity.

THU9CE3: Introduction of the Challenge of the Month activity to the new participants (16:30 – 49:17) Nicole, Gabriel, Sebastian and I briefly explained the Challenge of the Month activity to the new students, Jupiter and Paris. I encouraged them to think about challenges they would like to set themselves. Teacher Derek helped with this activity, proposing some challenges for the new students to choose from. The new students chose their challenges and filled in the forms accordingly.

THU10CE2: Reviewing the Challenge of the Month (00:15 – 54:56)

THU10CE2.1: Paris was the protagonist in this SCE. He talked about his progress regarding his Challenge of the Month.

THU10CE2.2: Jupiter was the protagonist in this SCE. He talked about his progress regarding his Challenge of the Month.

THU10CE2.3: Gabriel talks about friendships and conflicts between friends.

THU10CE2.4: Paris was the protagonist in this SCE. I asked him about his feelings regarding his progress with the Challenge of the Month.

THU10CE2.6: I asked Paris, Nicole and Jupiter to think about support they might require to achieve their goals.

THU10CE2.8: Gabriel was the protagonist on this SCE. He talked about two further challenges that he would like to accomplish.

THU10CE2.10: I distributed the forms for the April challenge and the students wrote down on the form the challenges and goals they wanted to achieve.

THU11CE1: Reviewing the Challenge of the Month (00:00 – 41:13)

THU11CE1.1: Introduction to the challenge of the month revision. In this SCE I asked the students to give an update to Teacher Derek regarding what we had done in our last session at which Derek could not be present.

THU11CE1.5: Jupiter was the protagonist in this SCE. He talked about his progress regarding his Challenge of the Month.

THU11CE1.7: Jupiter was the protagonist on this SCE. He talked about his progress regarding his challenge of the month.

THU11CE1.8: Paris was the protagonist in this SCE. He talked about his progress regarding his Challenge of the Month.

THU12CE4: Talking about the end of the Challenge of the Month activity

(01:21:33 - 01:23:13) I distributed the forms for the May challenge and told the students we would talk about their progress in their challenges in the next session.

THU13CE3: Conclusion of the Challenge of the Month (53:25 – 01:30:59)

THU13CE3.1: I told the students that we were going to conclude with the Challenge of the Month activity. The discussion was about to start when Gabriel asked if the noises outside the room were thunder. He mentioned he did not like thunder, therefore we paused the activity to explain to him that the thunder would not harm us and he would not get wet if it rained.

THU13CE3.4: Sebastian gave feedback regarding the Challenge of the Month activity.

THU13CE3.5: Gabriel gave feedback regarding the Challenge of the Month activity.

THU13CE3.6: I asked the students to think of ways in which I could improve the challenge of the Month activity if I were to implement it with other students. I also asked them how I could improve my role to support other students better.

THU14CE12: Conclusion of the Challenge of the Month (01:17:12 – 01:22:32)

THU14CE12.2: Nicole gave feedback regarding the Challenge of the Month activity.

THU14CE12.3: Sebastian remembered the challenge he carried out.

THU14CE12.4: Gabriel remembered the challenge he carried out.

THU16CE5: Creating the speeches to be recorded and included in the interactive presentation (27:00 - 01:49:37 AND 00:00 – 07:55 AND 00:00 – 02:48)

THU16CE5.1: Introduction to the task.

THU16CE5.2: Four key concepts: self-knowledge, self-advocacy, life project and daily choices.

THU16CE5.3: The goals project.

THU16CE5.4: Ground rules for communication.

THU16CE5.6: Change in our sessions from the university to the flat.

THU16CE5.7: Self-determination.

THU16CE5.8: Activities at the flat.

THU16CE5.9: Conclusion.

THU16CE5.10: Couples and friendships.

THU16CE5.11: Couples and friendships 2.

Appendix V. The interactive presentation created by the Thursday Team

SELF-DETERMINATION WORKSHOP
Nicole, Gabriel and Sebastian

1. SELF-KNOWLEDGE, LIFE PROJECT, EVERYDAY CHOICES AND SELF-ADVOCACY
2. SHORT, MEDIUM AND LONG TERM GOALS
3. RULES OF COMMUNICATION

1. CHALLENGE OF THE MONTH
2. SHIFT FROM UNIVERSITY TO THE FLAT
3. SELF-DETERMINATION

1. COUPLES AND FRIENDSHIP
2. CONCLUSION
4. FLAT ACTIVITIES

1. CLICK ON THE AUDIOS TO LISTEN TO THEM
2. CLICK ON THE UNDERLINED PHRASES TO LEARN MORE

The interactive presentation was displayed on a computer during the end-of-semester event. Attendees interacted with the presentation by listening to the audios recorded by the Thursday Team and looking at the pictures of their materials contained in each of the subsections underlined. Each section was explained by the students through their recorded audios.

Appendix W. SEDA codes assigned in the SCEs in which Sebastian was the protagonist of the activity

SCE THU7CE11.4

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	12	2	3	3	0	1	0	0	2	0	23
Nicole	10	0	1	0	0	0	0	2	2	0	15
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Facilitator (Me)	10	0	0	7	0	0	0	12	0	2	31
Total Students	22	2	4	3	0	1	0	2	4	0	38
Total Educators	10	0	0	7	0	0	0	12	0	2	31

SCE THU10CE2.7

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	17	2	5	1	4	3	0	0	4	0	36
Nicole	10	1	2	1	0	1	0	0	0	0	15
Gabriel	2	0	1	1	0	0	0	0	0	0	4
Other students	1	0	2	0	0	0	0	0	0	0	3
Facilitator (Me)	32	2	2	13	1	4	0	19	3	1	77
Total Students	30	3	10	3	4	4	0	0	4	0	58
Total Educators	32	2	2	13	1	4	0	19	3	1	77

SCE THU11CE1.4 and THU11CE1.6

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	20	3	13	0	6	4	0	0	2	0	48
Nicole	11	1	3	1	0	0	0	0	1	0	17
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Other students	3	0	2	0	0	0	0	0	0	0	5
Facilitator (Me)	35	6	4	8	0	1	0	15	1	0	70
Teacher Derek	15	2	1	5	1	0	0	13	2	1	40
Total Students	34	4	18	1	6	4	0	0	3	0	70
Total Educators	50	8	5	13	1	1	0	28	3	1	110

SCE THU13CE3.3

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	11	1	8	0	1	1	0	0	0	0	22
Gabriel	1	0	3	1	0	0	0	0	0	0	5
Facilitator (Me)	8	6	4	10	0	0	0	9	0	0	37
Teacher Derek	2	3	1	2	0	0	0	6	1	0	15
Total Students	12	1	11	1	1	1	0	0	0	0	27
Total Educators	10	9	5	12	0	0	0	15	1	0	52

SCE THU16CE5.5

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	17	1	3	0	0	0	0	0	0	0	21
Nicole	7	1	0	0	0	0	0	0	0	0	8
Gabriel	1	0	0	0	0	0	0	0	0	0	1
Facilitator (Me)	15	0	4	4	0	0	0	5	0	0	28
Total Students	25	2	3	0	0	0	0	0	0	0	30
Total Educators	15	0	4	4	0	0	0	5	0	0	28

Appendix X. Turns uttered in the SCEs selected for analysis organised by protagonist of the activity

Protagonist	SCE	<i>n</i>	Sebastian	Gabriel	Nicole	Other students	Facilitator (Me)	Teachers	TOTAL
Sebastian	THU7CE11.4	93	38.7%	3.2%	16.1%	N/A	41.9%	0 ¹	100%
	THU10CE2.7	180	35.6%	5.6%	12.2%	4.4%	42.2%	N/A	100%
	THU11CE1.4 and THU11CE1.6	223	31.4%	0	13.9%	5.4%	30.5%	18.8% ²	100%
	THU13CE3.3	108	30.6%	14.8%	N/A	N/A	35.2%	19.4% ²	100%
	THU16CE5.5	89	40.4%	3.4%	15.7%	N/A	40.4%	N/A	100%
Gabriel	THU7CE11.1	123	15.4%	31.7%	5.7%	N/A	41.5%	5.7% ¹	100%
	THU10CE2.9	63	4.8%	30.2%	20.6%	4.8%	39.7%	N/A	100%
	THU11CE1.2	131	9.9%	30.5%	14.5%	14.5%	30.5%	0 ²	100%
	THU13CE3.2	257	7.8%	44.0%	N/A	N/A	42.8%	5.4% ²	100%
	THU16CE5.5	63	14.3%	30.2%	14.3%	N/A	41.3%	N/A	100%
Nicole	THU7CE11.3 and THU7CE11.5	48	2.1%	12.5%	39.6%	N/A	45.8%	0 ¹	100%
	THU10CE2.5	67	3%	6%	20.9%	34.3%	35.8%	N/A	100%
	THU11CE1.3	26	0	0	42.3%	3.8%	53.8%	0 ²	100%
	THU14CE12.1	15	0	0	46.7%	N/A	53.3%	0 ²	100%
	THU16CE5.5	36	25%	8.3%	27.8%	N/A	38.9%	N/A	100%

n = Total number of turns

N/A = The participant was absent in the SCE.

¹Percentage of turns uttered by teacher Amy

²Percentage of turns uttered by teacher Derek

Appendix Y. SEDA codes assigned in the SCEs in which Sebastian, Gabriel or Nicole were the protagonist of the activity

a) Session seven – Choosing the challenges of the month

Protagonist: Sebastian. THU7CE11.4

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	12	2	3	3	0	1	0	0	2	0	23
Nicole	10	0	1	0	0	0	0	2	2	0	15
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Facilitator (Me)	10	0	0	7	0	0	0	12	0	2	31
Teacher Amy	0	0	0	0	0	0	0	0	0	0	0
TOTAL	32	2	4	10	0	1	0	14	4	2	69
Total Students	22	2	4	3	0	1	0	2	4	0	38
Total Educators	10	0	0	7	0	0	0	12	0	2	31

Protagonist: Gabriel. THU7CE11.1

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	8	0	0	1	1	0	0	1	2	0	13
Nicole	2	0	0	1	0	0	0	0	0	0	3
Gabriel	4	1	2	5	0	0	0	0	1	0	13
Facilitator (Me)	25	2	3	6	2	0	0	12	1	2	53
Teacher Amy	3	0	0	0	0	0	0	0	1	0	4
TOTAL	42	3	5	13	3	0	0	13	5	2	86
Total Students	14	1	2	7	1	0	0	1	3	0	29
Total Educators	28	2	3	6	2	0	0	12	2	2	57

Protagonist: Nicole. THU7CE11.3 and THU7CE11.5

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	1	0	0	0	0	0	0	1	0	0	2
Nicole	7	0	3	0	0	0	0	1	0	0	11
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Facilitator (Me)	8	2	1	6	0	0	0	7	1	1	26
Teacher Amy	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	2	4	6	0	0	0	9	1	1	39
Total Students	8	0	3	0	0	0	0	2	0	0	13
Total Educators	8	2	1	6	0	0	0	7	1	1	26

b) Session 11 – Reviewing the challenges of the month

Protagonist: Sebastian. THU11CE1.4 and THU11CE1.6

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	20	3	13	0	6	4	0	0	2	0	48
Nicole	11	1	3	1	0	0	0	0	1	0	17
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Other students	3	0	2	0	0	0	0	0	0	0	5
Facilitator (Me)	35	6	4	8	0	1	0	15	1	0	70
Teacher Derek	15	2	1	5	1	0	0	13	2	1	40
TOTAL	84	12	23	14	7	5	0	28	6	1	180
Total Students	34	4	18	1	6	4	0	0	3	0	70
Total Educators	50	8	5	13	1	1	0	28	3	1	110

Protagonist: Gabriel. THU11CE1.2

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	6	0	2	1	0	0	0	1	1	0	11
Nicole	6	0	3	0	0	0	0	0	0	0	9
Gabriel	6	0	10	1	0	0	0	0	0	0	17
Other students	10	0	2	0	0	0	0	2	0	0	14
Facilitator (Me)	11	2	3	10	0	0	0	18	0	0	44
Teacher Derek	0	0	0	0	0	0	0	0	0	0	0
TOTAL	39	2	20	12	0	0	0	21	1	0	95
Total Students	28	0	17	2	0	0	0	3	1	0	51
Total Educators	11	2	3	10	0	0	0	18	0	0	44

Protagonist: Nicole. THU11CE1.3

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	0	0	0	0	0	0	0	0	0	0	0
Nicole	2	0	2	0	0	0	0	1	0	0	5
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Other students	0	0	0	0	0	0	0	0	0	0	0
Facilitator (Me)	1	1	4	4	1	0	0	5	0	0	16
Teacher Derek	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	1	6	4	1	0	0	6	0	0	21
Total Students	2	0	2	0	0	0	0	1	0	0	5
Total Educators	1	1	4	4	1	0	0	5	0	0	16

c) Sessions 13&14 – Concluding the challenges of the month

Protagonist: Sebastian. THU13CE3.3

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	11	1	8	0	1	1	0	0	0	0	22
Gabriel	1	0	3	1	0	0	0	0	0	0	5
Facilitator (Me)	8	6	4	10	0	0	0	9	0	0	37
Teacher Derek	2	3	1	2	0	0	0	6	1	0	15
TOTAL	22	10	16	13	1	1	0	15	1	0	79
Total Students	12	1	11	1	1	1	0	0	0	0	27
Total Educators	10	9	5	12	0	0	0	15	1	0	52

THU13CE3.2 - Gabriel

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	9	2	3	0	0	0	0	1	1	0	16
Gabriel	24	0	12	5	0	4	0	0	1	0	46
Facilitator (Me)	40	11	3	22	1	0	0	32	1	2	112
Teacher Derek	7	2	0	1	1	0	0	0	0	0	11
TOTAL	80	15	18	28	2	4	0	33	3	2	185
Total Students	33	2	15	5	0	4	0	1	2	0	62
Total Educators	47	13	3	23	2	0	0	32	1	2	123

THU14CE12.1 - Nicole

Participant	B	C	E	I	P	R	RD	G	G2	IG2	TOTAL
Sebastian	0	0	0	0	0	0	0	0	0	0	0
Nicole	2	0	0	0	0	1	0	0	0	0	3
Gabriel	0	0	0	0	0	0	0	0	0	0	0
Facilitator (Me)	1	2	1	4	0	0	0	2	0	0	10
Teacher Derek	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	2	1	4	0	1	0	2	0	0	13
Total Students	2	0	0	0	0	1	0	0	0	0	3
Total Educators	1	2	1	4	0	0	0	2	0	0	10