Evidence-Based Practices to Promote Self-Determination

Karrie A. Shogren
shogren@ku.edu
University of Kansas
The work presented today represents the combined efforts of multiple researchers, teachers, and students

– Michael Wehmeyer
– Susan Palmer
– Todd Little
– Multiple graduate students
– Students, teachers, and schools from across the country
Meaning of Self-Determination
(Shogren & Broussard, 2011)

- I choose where to live. I like my job. I like what I do. I go to church on Sundays. I have a family. I go visit my family very often. My staff take me to the store, they take me to Wal-Mart or wherever I need to go.

- It’s being able to advocate for myself and others too if they need it.

- Self-determination is being able to talk about what you want in your life and set goals and dreams for yourself. You have to go do something or you won’t be nothing at all.
What is Self-Determination?

• Self-Determination is a
  …dispositional characteristic manifested as acting as the causal agent in one’s life. Self-determined people (i.e., causal agents) act in service to freely chosen goals. Self-determined actions function to enable a person to be the causal agent is his or her life.
  – Volitional Action
    • Self-initiated actions that function to enable a person to act autonomously (i.e., engage in self-governed action)
  – Agentic Action
    • Enable a person to make progress toward freely chosen goals and respond to opportunities and challenges in their environments
  – Action Control Beliefs
    • Enable a person to act with self-awareness and self-knowledge in an empowered, goal-directed manner

Shogren et al. (2014)
Components Elements of Self-Determined Behavior

- Choice-making skills
- Decision making skills
- Problem-solving skills
- Goal-setting and attainment skills
- Self-management skills
- Self-advocacy skills
- Self-awareness
- Self-knowledge
Promoting self-determination involves…

• **Teaching** the component elements of self-determined behavior (choice-making, problem-solving, goal setting skills)

• **Providing opportunities** to use and practice these skills

• **Providing supports and accommodations** as needed
What Do We Know about Self-determination and Students with Disabilities?

• Research shows that youth/adults with disabilities are less self-determined than their non-disabled peers
  – It is important, however, not to assume that this in any way reflects the capacity of people with disabilities to become self-determined
  – Research clearly shows that people with disabilities have many fewer opportunities to make choices and express preferences across their daily lives

• Role of
  – Capacity
  – Opportunity
  – Supports
Is Self-Determination Important for Students with Disabilities?

• Current research suggests that self-determination status:
  – Predicts a higher quality of life
  – Correlates with more positive post-secondary outcomes, including employment, independent living, and community inclusion
What Do We Know About Interventions to Promote Self-determination?

• Despite wide acceptance of the importance of self-determination, research has consistently found that explicit instruction to promote self-determination is limited
  – Growing body of research and evidence-based practices in school context
  – Emerging research and evidence-based practices in employment context
  – Need more work in other domains

• Barriers to promoting self-determination include:
  – Beliefs about whether the individual will benefit;
  – Insufficient time;
  – Insufficient training to and knowledge about promoting self-determination.

• Lack of evidence-based practices
What do we know about the impact of self-determination?

• Five Year Longitudinal Study
  – Purpose: Examine the effects of interventions to promote self-determination
  – Randomized trial, placebo control group design study
  – 50 school districts in six states (Arkansas, Kansas, Missouri, Nebraska, Oklahoma, and Texas)
  – Students with diverse disability labels and their teachers participated
  – Student’s school campuses were randomly assigned to a treatment or control group
Participants

- 493 middle and high school students
- Age
  - Range: 11-22 years
  - Mean: 16 years (SD 2.2)
- Disability
  - Learning Disability - 31%
  - Intellectual Disability - 27%
  - Other Health Impairment – 11%
  - Emotional /Behavioral Disorder – 9%
  - Autism – 5%
  - Other – 17%
- Gender
  - Female – 36%
  - Males - 64%
- Race / Ethnicity
  - Native American - 1%
  - Asian - 2%
  - African American - 19%
  - White - 60%
  - Hispanic – 18%
  - Other – 1%
Interventions

• The ChoiceMaker Curriculum (with The Self-Directed IEP materials)
  – Martin, Marshall, Maxson, & Jerman, 1993
• NEXT S.T.E.P. Curriculum
  – Halpern, Herr, Doren, & Wolf, 2000
• Self-Advocacy Strategy
  – Van Reusen, Bos, Schumaker, & Deshler, 2002
• Steps to Self-Determination (2nd Ed.)
  – Hoffman & Field, 2005
• Self-Determined Learning Model of Instruction
  – Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000
• Whose Future is it Anyway? (2nd Ed.)
  – Wehmeyer, Lawrence, Kelchner, Palmer, Garner, & Soukup, 2004
Whose Future is it Anyway?

- Whose Future is it Anyway?
  - Getting to know you.
  - Making decisions (DO IT!)
  - How to get what you need, Sec. 101.
  - Goals, objectives, and the future.
  - Communicatin’

http://www.attainmentcompany.com
Findings: AIR Self-Determination Scale
Findings: The Arc’s Self-Determination Scale

(Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013)
Follow-Along Study: Self-Determination and Adult Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>S.E</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Access – 1 Year Post*</td>
<td>1.078</td>
<td>0.293</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Community Access – 2 Years Post*</td>
<td>0.948</td>
<td>0.363</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Employment – 1 Year Post*</td>
<td>0.504</td>
<td>0.215</td>
<td>.01</td>
</tr>
<tr>
<td>Employment – 2 Years Post</td>
<td>0.238</td>
<td>0.208</td>
<td>.25</td>
</tr>
<tr>
<td>Financial Independence – 2 Years Post</td>
<td>-0.449</td>
<td>0.214</td>
<td>.04</td>
</tr>
</tbody>
</table>

(Shogren, Wehmeyer, Palmer, Rifenbark, & Little, in press)
What do we know about the impact of self-determination interventions?

- Two Year Longitudinal Study
  - Purpose: Examine impact of the Self-Determined Learning Model of Instruction on self-determination, access to the general education curriculum and the attainment of academic and transition related goals
  - Randomized trial, modified placebo control group design study
  - 20 school districts participated in three states (Kansas, Missouri, and Texas)
  - Students with intellectual disability and learning disabilities and their teachers participated
  - Student’s school campuses were randomly assigned to a treatment or control group
Self-Determined Learning Model of Instruction

- Set a Goal
- Take Action
- Adjust Goal or Plan
Instructional Process for SDLMI

Each phase has a problem to solve

- Phase 1: What is my goal?
- Phase 2: What is my plan?
- Phase 3: What have I learned?

The problem in each phase is solved by answering a set of four questions that change based on the problem to be solved, but that represent the four steps in any problem solving process:

1. Identify the problem
2. Identify potential solutions to the problem
3. Identify barriers to solving the problem
4. Identify consequences of each solution
Framework of the Model:

Each phase has **three components:**

1. Student Questions
2. Facilitator Objectives
3. Educational Supports
Today we will...

- Review *self-awareness*

- Create list of your reading *strengths and weaknesses*

- Use list to create a *reading goal*
What is self-awareness?

- Self-awareness is *knowing who you are*.

- Self-awareness helps us *know what we need to achieve our goals*.

- We become self-aware by knowing what we *like and dislike* and understanding our *strengths and weaknesses*. 
Reading and Writing Self-Assessment

- Remember that assessment you did?
- Let’s create a list of your reading and writing strengths and weaknesses...
# Reading and Writing Self-Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neutral</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read most three-letter words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I speak a language other than English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read two-page passages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can type on the computer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can summarize a story in five sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introducing Me

By

Jake
Strengths and Talents

Everyone has strengths and talents.

My strengths and talents are things I can do well and enjoy doing:

1. Foreign languages
2. Music
3. Remembering details
4. Perfect pitch
5. Calendar calculation
Another thing about me is that I have Autism. Most children do not have Autism, but some do. I am one of the children who has Autism.

There are children and adults all over the world who have Autism. I might not know any other people who have Autism, but maybe someday I will meet others.

People with Autism are different from each other. Some talk a little and some talk a lot!

I have a special kind of Autism called high-functioning Autism or Asperger Syndrome. Sometimes it is called PDD or PDDNOS. It can be called Autism Spectrum Disorder. All of these terms are related to Autism.
What is Autism?

• Autism is invisible. No one can see Autism. It is one of the things that make me who I am.
• Autism affects the way my brain works. The brain is like a computer which is always on and keeps people living and learning. Autism causes my brain to sometimes work differently than other people’s brains.
• Having a brain with Autism is like having a computer with an Autism Operating System (AOS), while most other people have a Plain Operating System (POS).
• Autism makes me experience the world in a certain way. Sometimes it’s the same as most people, but sometimes I experience the world differently.
Why Do I Have Autism?

No one knows why I have Autism. Scientists are not sure what causes Autism in particular people. They are trying to find out why some children have Autism and others do not. Autism is still a mystery. But they do know some things about it.
Styles Of Learning

Everyone learns. Sometimes learning is easy and sometimes learning is difficult. Children learn in different ways. Everyone has his or her own style of learning.

I like it when:

• I can watch what people are doing.
• There are pictures I can see.
• There are words I can read.
• Someone reads to me.
• It’s my special interest.
• People talk a lot.
• If I feel motivated.
Routines and Familiarity

Children with Autism like routines and familiarity. A routine is when I do the same things in the same ways. Familiarity means being used to something.

Routines make me feel good because I know what to expect. I like to know what is going to happen and when it will happen. I usually feel better when things are familiar to me.
Dreams

• To sing “The Star Spangled Banner” for an athletic event for my school
• To be a opera singer someday.
• To make All-State Choir
• To get a “1” for a fourth time in UIL Solo & Ensemble contest
• To be a keynote speaker
• To sing “I Believe I Can Fly” at the end of a public speaking event
Participants

• 312 high school students

• Age
  – Range: 14 to 21
  – Mean: 17 years (SD 1.4)

• Disability
  – Learning Disability - 70%
  – Intellectual Disability - 30%

• Eligible for free and/or reduced lunch – 45%

• Gender
  – Female – 44%
  – Males - 56%

• Race / Ethnicity
  – Native American - 1%
  – Asian - 1%
  – African American - 20%
  – White - 57%
  – Hispanic – 22%
  – Other – 1%
### Key Findings: Impact on Self-Determination

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Latent d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M$ (95% C.I.)</td>
<td>$M$ (95% C.I.)</td>
<td>$M$ (95% C.I.)</td>
<td></td>
</tr>
<tr>
<td>AIR Self-Determination Scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Group</td>
<td>.00 (.00 – .00)</td>
<td>.07 (-.17 – .31)</td>
<td>.30 (.08 – .52)*</td>
<td>.31</td>
</tr>
<tr>
<td>Control Group</td>
<td>.16 (-.10 – .42)</td>
<td>.11 (-.15 – .37)</td>
<td>.17 (-.10 – .44)</td>
<td>.01</td>
</tr>
<tr>
<td>Latent $d$</td>
<td>-.20</td>
<td>-.05</td>
<td>.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arc’s Self-Determination Scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Group</td>
<td>.00 (.00 – .00)</td>
<td>-.06 (-.21 – .10)</td>
<td>.24 (.06 – .42)*</td>
<td>.24</td>
</tr>
<tr>
<td>Control Group</td>
<td>-.01 (-.27 – .25)</td>
<td>-.06 (-.32 – .21)</td>
<td>.03 (-.26 – .33)</td>
<td>.05</td>
</tr>
<tr>
<td>Latent $d$</td>
<td>.01</td>
<td>.00</td>
<td>.23</td>
<td></td>
</tr>
</tbody>
</table>

(Wehmeyer, Shogren, et al., 2012)
KEY Findings: Goal Attainment

Least Square Means for Disability*Treatment Groups for Academic and Transition GAS Scores

<table>
<thead>
<tr>
<th></th>
<th>Academic GAS Scores</th>
<th>Transition GAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SE</td>
</tr>
<tr>
<td>Learning Disability - Control</td>
<td>44.78</td>
<td>1.79</td>
</tr>
<tr>
<td>Learning Disability – Treatment</td>
<td>50.51*</td>
<td>1.63</td>
</tr>
<tr>
<td>Intellectual Disability - Control</td>
<td>48.07</td>
<td>0.98</td>
</tr>
<tr>
<td>Intellectual Disability – Treatment</td>
<td>48.30</td>
<td>1.15</td>
</tr>
</tbody>
</table>

(Shogren et al., 2012)
## Key Findings: Access

### Estimates for Access Score Intercept and Slopes for the Disability and Treatment Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Access Score at the Beginning of the Year (SE)</th>
<th>Access Score at the End of the Year (SE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>2.2 (.44)</td>
<td>3.3 (.49)</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>3.3 (.24)*</td>
<td>3.4 (.26)</td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>2.5 (.51)</td>
<td>4.6 (.52) †</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>3.6 (.35)*</td>
<td>5.1 (.37)* †</td>
</tr>
</tbody>
</table>

*Significant difference, †P-value < 0.05
Key Findings: Teacher Perceptions

Time by treatment interaction on capacity (left) and opportunity (right) on the AIR Self-Determination Scale - Educator

(Shogren et al., in press)
Promoting self-determination involves…

• **Teaching** the component elements of self-determined behavior (choice-making, problem-solving, goal setting skills)

• **Providing opportunities** to use and practice these skills

• **Providing supports and accommodations** as needed
• Working on self-determination has opened my eyes that I could do it, but I think I’ve opened a lot of eyes too…

(Jake, personal communication, July 17, 2012)

• I think I found my voice when I went to my first self-advocacy meeting and people were talking about dreams and hopes. I got to thinking about my dreams and hopes.

(Shogren & Broussard, 2011, p. 91)

• She needs to learn [to solve problems] because we are not always going to be around her, to fix things, to guide her all the time. So she needs to learn.

(Shogren, in press)

• We do not have to be told what self-determination means. We already know what it means. We already know that it is just a ten dollar word for choice. That it is just another word for freedom. We already know that self-determination is just another word for describing a life filled with rising expectations, dignity, responsibility, and opportunity. That is just another word for having the chance to live the American Dream.

(Williams, 1989, p. 16)
Questions & Discussion

shogren@ku.edu