

Improving Self-Determination: A Strengths-Based Transition Intervention for a Youth with ASD

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At the end of the session, you will be able to:

- Discuss** the concept of self-determination, its measurement, and literature related to self-determination in youth with autism spectrum disorder (ASD).
- Identify** actions therapists, parents, and other professionals can take in implementing approaches to fostering self-determination for youth with ASD.

What is Self Determination?

Why is Self-Determination Important?

What Do We Know about Self-Determination?

What Do We Know about Self-Determination?

- Evidence-based approaches exist to support youth in developing self-determination
 - ACCESS Program (Oswald et al., 2017)
 - ChoiceMaker (Martin, Marshall, Maxson, & Jerman, 1996)
 - Self-Advocacy Strategy (Van Reusen, Bos, Schumaker, & Deshler, 1994)
 - Self-Determined Learning Model of Instruction (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000)
 - Steps to Self-Determination (Field & Hoffman, 1996)
 - Whose Future Is It Anyway? (Wehmeyer et al., 2004)

Note: This Literature pertains to samples with a variety of youth with disabilities

What Do We Know about Self-Determination in Autism?

- ❑ **Self-determination is lower among youth with autism spectrum disorders**, as compared to youth with intellectual disability, and youth with learning disabilities (Chou, Wehmeyer, Palmer, Lee, 2014)
- ❑ **WHY? Unknown. Potential Reasons:**

How do we know when someone has improved in their self-determination?

Three valid and reliable measures have been examined for use in youth with autism; one new one that has not been evaluated.

1. **The Arc's Self-Determination Scale** – Student self report
(Wehmeyer et al., 1995; Wehmeyer, Shogren, Palmer, & Lee, 2014; Chou, Wehmeyer, Palmer, & Lee, in press)
72 items, 4 domains:
 - Autonomy (32 items)
 - Self-Regulation (9 items)
 - Psychological Empowerment (16 items)
 - Self-Realization (15 items)
 - Normed on over 500 individuals with disabilities
2. **The AIR Self-Determination Scale (AIR)** –Student, Parent, Educator versions available
(Wolman, Campeu, Dubois, Mithaug, & Stolarski, 1994)
 - 24 items with 2 subscales:
 - Capacity (“Things I Do”, “How I Feel”)
 - Opportunity (perceptions of opportunity)
3. **Seven Component Self-Determination Skills Survey (Carter et al., 2013)**--less studied
 - Two domains: Performance and Importance
 - Performance Scale:
 - Choice-making,
 - decision-making,
 - goal-setting,
 - problem-solving,
 - self-advocacy/leadership,
 - self-awareness/self-knowledge,
 - self-management/self-regulation
 - Importance Scale

How do we know when someone has improved in their self-determination?

4. Self-Determination Inventory-Student Report (SDI:SR)—less studied

- Designed for 13-22 years of age
- 20 minutes
- Online, has built in accommodations
- Assesses three areas
 - Volitional action
 - Agenic action
 - Action-control beliefs
 - www.self-determination.org

How to Improve Self-Determination

References for Existing Self-Determination Curricula

- www.Self-Determination.org
- http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2016/03/SDI-Student-Report-Guide_small.Final_.pdf
- Field, S., & Hoffman, A. (1996). *Steps to self-determination*. Austin, TX: Pro-Ed Publishers.
- Martin, J. E., Marshall, L. H., Maxson, L., & Jerman, P. (1996). *Self-directed IEP* (2nd ed.). Longmont, CO: Sopris West.
- Van Reusen, A. K., Bos, C. S., Schumaker, J. B., & Deshler, D. D. (1994). *The self-advocacy strategy for education and transition planning*. Lawrence, KS: Edge Enterprises, Inc.
- Wehmeyer, M. L., Lawrence, M., Kelchner, K., Palmer, S. B., Garner, N., & Soukup, J. (2004). *Whose future is it anyway? A student-directed transition planning process*. Lawrence, KS: Kansas University Center on Developmental Disabilities.
- Wehmeyer, M. L., Palmer, S. B., Agran, M., Mithaug, D. E., & Martin, J. E. (2000). Promoting causal agency: The Self-Determined Learning Model of Instruction. *Exceptional Children*, 66, 439-453.

References of Measurement Tools

- American Institutes for Research (AIR)(1994). *AIR Self-Determination Scale and User Guide*. Author. Retrieved at: <https://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>

- Wehmeyer, M. and the Arc of the United States (1995). *The Arc's Self-Determination Scale: Procedural Guidelines*. Author. Retrieved at: <http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html>
- Article which examines these two measures:
- Chou, Y., Wehmeyer, M.L., Palmer, S.B., & Lee, J.H. (in press). Autism and self-determination: Factor analysis of two measures of self-determination. *Focus on Autism and Other Developmental Disabilities*. Available at: https://www.researchgate.net/publication/283540292_Autism_and_Self-Determination_Factor_Analysis_of_Two_Measures_of_Self-Determination

Other References

- Nota, L., Ferrari, L., Soresi, S., & Wehmeyer, M. (2007) Self determination, social abilities, and the quality of life of people with intellectual disabilities. *Journal of Intellectual Disability Research*, 51, 850-865.
- Shogren, K.A., Wehmeyer, M.L., Palmer, S.B., Rifenbark, G. & Little, T. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *Journal of Special Education*, 48(4), 256-267
- Wehmeyer, M. L., Palmer, S. B., Lee, Y., Williams-Diehm, K., & Shogren, K. (2011). A randomized-trial evaluation of the effect of Whose Future is it Anyway? on self-determination. *Career Development for Exceptional Individuals*, 34, 45-56. doi: 10.1177/0885728810383559
- Wehmeyer, M.L., & Palmer, S.B., (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. *Education and Training in Developmental Disabilities*, 38, 131-144.
- Wehmeyer, M. & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow up study of youth with mental retardation or learning disabilities. *Exceptional Children*, 63, 245-255.

Links to Videos and Other Resources

- <https://vimeo.com/45742131>
- <http://www.imdetermined.org/>
- http://www.imdetermined.org/resources/detail/tips_for_parents
- <http://www.imdetermined.org/parents/videos/>
- <http://ngsd.org/everyone/what-self-determination>
- <http://autismnow.org/at-home/learn-and-understand-autism/self-determination-principles/>
- https://www.autismspeaks.org/docs/family_services_docs/SelfDetermination.pdf
- http://www.ocali.org/project/tg_aata/page/self_determination
- http://www.gaspdg.org/sites/www.gaspdg.org/files/resources/documents/georgia_doe_self_determination_guide.pdf

Articles:

- http://www.daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2010v45_Journals/ETDD_201012v45n4p475-476_Evidence-Based_Principles_Practices_Educating_Students_Autism.pdf