



KU THE UNIVERSITY OF
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Self-Determination and Outcome Measures



Measuring Impacts and Outcomes

For goals set with the SDLMI and SDCDM to track goal attainment

- Goal Attainment Scaling
- At the beginning and end of the year for all students
 - Self-Determination Inventory
 - Student Report
 - **Teacher Report**
- For high school and post-high school students at beginning of the year
 - Transition Empowerment Scale
 - Satisfaction with Life Scale



Self-Determination Inventory System

- Self-Determination Inventory: Student Report (SDI:SR)
 - Newly development measure of self-determination
 - Includes items from the established measured, The Arc's Self-Determination Scale
 - Consists of
 - 51 items in domains relevant to self-determination
- Self-Determination Inventory: Teacher Report (SDI:TR)
 - Newly development measure of self-determination that enables teachers to provide information on student self-determination
 - Items are parallel to those on the SDI: Student Report
 - Includes 45 items



Administering the SDI:SR

- Tell the student
 - “I am going to help you with a survey about your ideas – what YOU think. There are no wrong answers. We want to hear what you have to say.”
- You can:
 - Write/mark answers for students
 - Read the items aloud
 - Explain / provide context for the item
- Do not
 - Give clues to the the desired answer



SDI:SR

▪ Multiple Sections

▪ Volitional Action

- Autonomy
- Self-Initiation

▪ Agentic Action

- Self-Direction
- Pathways Thinking
- Self-Regulation*

▪ Action Control Beliefs

- Psychological Empowerment
- Self-Realization
- Control Expectancy



Self-Determination Inventory Self-Report (SDI-SR)

Part I: Volitional Action

Directions:

- 1) Read each item.
- 2) Mark a line to show how much you disagree or agree with the statement. Darker black shows agreement.

Example:

I go to events when I want.

Disagree

Agree

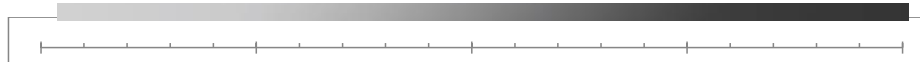


Autonomy

1. I plan weekend activities I like to do.

Disagree

Agree



2. I choose activities I want to do.

Disagree

Agree



SDI: SR – Psychological Empowerment

Psychological Empowerment

24. I tell people when I think I can do something.

Disagree

Agree



25. I think trying hard helps me get what I want.

Disagree

Agree



26. I keep trying even after I get something wrong.

Disagree

Agree



Self-Regulation

Directions:

The next items show a story with a beginning and ending, and you have to pick the **BEST** and **WORST** middle to complete the story.

Example:

Here's an example,

BEGINNING - you get up in the morning...

ENDING - you go to school or work.

What goes on in the middle, between the time you get up and leave for school or work? The **BEST** answer might be that you might get dressed, exercise, eat breakfast, or pack lunch during the middle. The **WORST** answer might be that you might put on your pajamas or eat dinner during the middle part of this example.

The next items show a story with a beginning and ending, and you have to pick the **BEST** and **WORST** middle to complete the story. You should look at all the middle answers and write down the **BEST** answer for the middle. Write the word **BEST** next to your choice. Then, decide on the **WORST** answer for the middle to complete the story. Write the word **WORST** next to your choice.

Self-Regulation

46.

BEGINNING: You want to take a class in Hotel Management. An academic advisor wants you to take a Family and Child Care class. You can only take one of the classes.

Write down which is the **BEST** and **WORST** middle to the story

- _____ "I tell my advisor my reasons to take hotel management and I sign up for it."
- _____ "I decide not to listen to my advisor and take the class I want."
- _____ "I want to take a class where I can learn to work in hotel management."

ENDING: The story ends with you taking a class in Hotel Management.

SDI:TR

Volitional Action

Autonomy

Mark the spot on the line that reflects your level of agreement with the follow statements for the **person you are completing this survey about**.

1. This student plans weekend activities he/she likes to do.

Disagree

Agree



2. This student chooses activities he/she wants to do.

Disagree

Agree



3. This student texts, e-mails or talks on the phone to friends or family when he/she chooses.

Disagree

Agree



4. This student goes to restaurants he/she likes.

Disagree

Agree





Goal Attainment Scaling

- GAS involves establishing goals and specifying a range of outcomes or behaviors that would indicate progress toward achieving those goals
- Process:
 - **After** goal is set (i.e., Phase 1 of the SDLMI/SDCDM completed), objective and measurable individualized outcomes are determined by teacher/support person.
 - Outcomes are rated on a five point scale of -2 (*much less than expected*) to 2 (*much more than expected*), with 0 being expected levels of performance.
- Data Collection
 - Collect at the end of Phase 3 to document outcomes
 - You can also can also collect weekly/bi-weekly ratings for progress monitoring

Goal Attainment Scaling

| LEVEL OF ATTAINMENT | MEASURE 1 | MEASURE 2 | OTHER INFORMATION |
|----------------------------------|-----------|-----------|-------------------|
| | _____ | _____ | |
| | _____ | _____ | |
| Much less than expected | | | |
| Somewhat less than expected | | | |
| Expected Level of outcome | | | |
| Somewhat more than expected | | | |
| Much more than expected | | | |
| Comments | | | |

Sample GAS

| | Measure 1 | Measure 2 |
|------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------|
| Much more than expected outcome (+2) | Student will spend 25 minutes in study lab reading and taking notes. | Student will maintain a B average in 4 core courses |
| Somewhat More than expected outcome (+1) | Student will spend 20 minutes in study lab reading and taking notes. | Student will maintain a B average in 3 core courses |
| Expected Level of Outcome (0) | Student will spend 15 minutes in study lab reading and taking notes. | Student will maintain a B average in 2 core courses |
| Somewhat Less than expected outcome (-1) | Student will spend 10 minutes in study lab reading and taking notes. | Student will maintain a B average in 1 core courses |
| Much less than expected outcome (-2) | Student will spend 5 minutes in study lab reading and taking notes. | Student will maintain a B average in 0 core courses |

| Date | Score Measure 1 | Score Measure 2 |
|-------|-----------------|-----------------|
| 03-02 | | |
| 03-09 | | |
| 03-11 | | |
| 03-18 | | |
| 03-25 | | |
| 04-01 | | |
| 04-08 | | |
| 04-15 | | |
| 04-22 | | |

Sample GAS

| | Measure 1 | Measure 2 |
|------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------|
| Much more than expected outcome (+2) | Student will pick up 4 applications for summer employment | Start to work on finding out about careers with animals. |
| Somewhat More than expected outcome (+1) | Student will pick up 3 applications for summer employment | Find out about at least 2 different careers about animals. |
| Expected Level of Outcome (0) | Student will pick up 2 applications for summer employment | Choose which career you want to look into first. |
| Somewhat Less than expected outcome (-1) | Student will pick up 1 applications for summer employment | Locate a place in the community where people work with animals. |
| Much less than expected outcome (-2) | Student will pick up 0 applications for summer employment | Visit the place and find out more about working with animals. |

| Date | Score Measure 1 | Score Measure 2 |
|-------|-----------------|-----------------|
| 03-02 | | |
| 03-09 | | |
| 03-11 | | |
| 03-18 | | |
| 03-25 | | |
| 04-01 | | |
| 04-08 | | |
| 04-15 | | |
| 04-22 | | |



Transition Empowerment Scale (Powers, Turner et al., 2001)

- Self-report measure of youth empowerment in the transition planning process
 - Assesses the degree to which youth feel they can manage their day to day circumstances, services, and advocate

- Consists of
 - 31 questions
 - Rated on a scale of 0 (*Not True at All*) to 4 (*Very True*)

- Adequate reliability and validity in the measurement of adolescent empowerment (Powers, Ellison et al., 2001; Powers, Turner et al., 2001; Shogren et al., 2007)

Transition Empowerment Scale

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|---------------|-------------|-----------|
| 1. I feel that I have a right to approve all services I receive. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |
| 2. When problems arise related to my disability, I handle them pretty well. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |
| 3. I feel I can have a part in helping other students who need extra help. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |
| 4. I know what to do when I feel I'm not getting the kind of help I need from my school or different agencies that are supposed to help me. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |
| 5. I make sure that my teachers understand what I think about the help that people give me. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |
| 6. I know what to do when I have problems because of my disability. | Not True At All | Mostly Not True | Somewhat True | Mostly True | Very True |



Satisfaction with Life Scale (Diener et al., 1985)

- Self-report measure of overall satisfaction with life
- Consists of
 - Five questions
 - Rated on scale of 1 (*Strongly Disagree*) to 7 (*Strongly Agree*)
- Adequate reliability and validity for youth without disabilities (Diener et al., 1985)

The Satisfaction with Life Scale

By Ed Diener, Ph.D.

DIRECTIONS: Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be open and honest in your responding.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

- _____ 1. In most ways my life is close to my ideal.
- _____ 2. The conditions of my life are excellent.
- _____ 3. I am satisfied with life.
- _____ 4. So far I have gotten the important things I want in life.
- _____ 5. If I could live my life over, I would change almost nothing.