

Increasing Student Self-Determination: Impact of the Self-Determined Learning Model of Instruction

Karrie A. Shogren
Susan B. Palmer
Michael L. Wehmeyer

SDLMI Efficacy Study

- 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

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%

Intervention

- Self-Determined Learning Model of Instruction
 - Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000
- During Year 1 of the project, teachers at treatment campuses were trained in the SDLMI
 - Teachers at control campuses continued with typical instruction
 - Year 1 provided a pretest-posttest control group comparison study
- During Year 2, teachers on control campuses were trained in the SDLMI in the same fashion
 - Teachers at treatment campuses continued implementing the SDLMI with participating students
 - All students received intervention in Year 2

Outcome Measures

- ▶ The Arc's Self-Determination Scale
 - SDS; Wehmeyer & Kelchner, 1995
- ▶ The AIR Self-Determination Scale
 - AIR; Wolman et al., 1994
- ▶ ACCESS-CISSAR
 - Soukup et al, 2007 for access score
- ▶ Goal Attainment Scaling
 - Kiresuk, Smith, & Cardillo, 1994

Research Questions

- Are there differences in the latent self-determination means of students assigned to the control group and the treatment group over time as a function of exposure to the SDLMI?
- Do students with intellectual disability and learning disabilities who receive instruction using the Self-Determined Learning Model of Instruction show greater attainment of academic and transition goals than students who do not receive instruction using the Self-Determined Learning Model of Instruction?
- Do students with intellectual disability and learning disabilities who receive instruction using the Self-Determined Learning Model of Instruction show enhanced access to the general education curriculum compared to students who do not receive such instruction?

Key Findings: Self-Determination

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

Findings: Goal Attainment

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

	Academic GAS Scores		Transition GAS Scores	
	Mean	SE	Mean	SE
Learning Disability - Control	44.78	1.79	45.03	1.87
Learning Disability – Treatment	50.51*	1.63	46.15	1.65
Intellectual Disability - Control	48.07	0.98	40.98	1.12
Intellectual Disability – Treatment	48.30	1.15	50.44**	1.24

Key Findings: Access

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

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

Conclusions

- ▶ Instruction in self-determination skills has a significant impact on self-determination, access, and goal attainment
 - ▶ But, how do we support educators to implement this type of instruction?
 - ▶ And, what factors impact the delivery of this instruction?
- 