

Inclusion

Exploring Self-Determination Outcomes of Racially and Ethnically Marginalized Students with Disabilities in Inclusive, General Education Classrooms --Manuscript Draft--

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Abstract:	<p>Opportunities and experiences for all students, including students with intellectual and developmental disabilities, to build self-determination abilities and skills is critical to enable positive postsecondary outcomes (e.g., competitive and integrated employment, community access participation). However, racially and ethnically marginalized students with disabilities might experience fewer opportunities to build self-determination due to systemic issues (e.g., absence of policies emphasizing equity and racial justice, lack of understanding of students' social and cultural capital). The present study is an initial, exploratory analysis to determine if students with disabilities from racially and ethnically marginalized backgrounds reported different self-determination outcomes as they engaged in the Self-Determined Learning Model of Instruction (SDLMI) in inclusive, general education classrooms. Findings suggested African American/Black students with and without disabilities as well as Hispanic/Latinx students without disabilities scored highest in self-determination at the beginning of the academic year (baseline) and that including disability status crossed with race/ethnicity as a predictor of self-determination baseline improved understanding of the data patterns. Implications for systemic changes to enable equitable education across research and practice are discussed.</p>

March 10, 2021

Dr. Thoma:

Attached please find a revised version of the manuscript titled *Exploring Self-Determination Outcomes of Students with Disabilities from Diverse Races/Ethnicities in Inclusive, General Education Classrooms*. Thank you and the reviewers for the feedback on the initial submission. We have integrated this feedback, as detailed below, and feel these recommendations have further strengthened the manuscript. We look forward to ongoing feedback to further strengthen the manuscript. We have highlighted major changes in the attached manuscript using track changes, and detailed the response to reviewer feedback, below.

Editor

1. We value the comments from the Editor and reviewers to remain as centered as possible on implications for students with IDD. We attempted to, in our revision, further highlight the implications of the limitations in our data for inclusive education for students with IDD (e.g., emphasizing that all too few students with IDD are participating in inclusive instruction), as well as the implications of the analyses we were able to conduct for future research and practice promoting inclusive self-determination instruction for students with IDD given the preliminary findings that students with IDD, when collapsed with students with other disability labels, benefit from self-determination interventions in inclusive general education classes.

Reviewer #1

1. We appreciated the reviewers comments about the lack of focus on other racial and ethnic groups as the title and abstract may suggest throughout the paper. We attempted, throughout the paper, to further clarify this issue. We attempted to stay focused on the limitations introduced by small samples sizes that were inherent to the study design, while also being clearer in our description of the implications for the various racial and ethnic groups represented in the sample. This is reflected in the Results, but was also addressed by adding additional discussion in these issues in each section.
2. We appreciated the push to consider to more deeply consider the implications, particularly of self-determination levels dropping following baseline, and the role of school related contextual factors and policies in the implications section. We added additional language on p. 19 and 20 that specifically addressed the need to examine school level factors that perpetuate systemic racism and ablism.

Introduction

1. We appreciate the feedback on the introduction, and did editing throughout the introduction to reduce redundancies, improve readability (consistent with Reviewer 2's recommendations) and address specific comments. We addressed the specific concerns noted by Reviewer 1 either directly or through editing and streamlining the sections:
 - a. We eliminated the comma from this sentence.
 - b. We checked all citations for APA 7th style.

- c. We rephrased this sentence.
- d. We clarified the target population.
- e. We reworked the sentence about scores of students with intellectual disability.

Method

1. We appreciated the recommendation to use consistent labeling derived from the research questions; we changed this throughout the method and results section.
2. We moved the discussion of the implications of the Bojanek et al. study from the Method to the Discussion (p. 20) section.
3. We added additional background on the norming and validation of the SDI:SR (p. 8).
4. We added an internal consistency value based on the sample (i.e., $\omega = .91$) to document high internal consistency.

Results

1. We added additional discussion of the findings from all racial and ethnic groups reported in Table 3 on p. 12, but also continued to acknowledge given the small sample sizes for some groups that these must be considered as the most preliminary findings.
2. We modified the language throughout to be consistent in describing the groups. In the Introduction and Discussion, we use “racially and ethnically marginalized” and in the research questions and methods/results, we use “student race/ethnicity when crossed with disability status” to describe the specific variables used in the analyses.

Discussion

- We appreciated the recommendation to reference Trainor (2008) and Trainor et al., (2020) as this strengthens this discussion point. This can be found on p. 18

Reviewer #2:

We appreciate the Reviewer’s candid feedback about finding the paper hard to follow, and value the opportunity to clarify the presentation of our argument and findings. We worked to address this valuable feedback in several ways.

1. We did a careful read and edit of the entire manuscript, attempting to shorten and break up sentences, and present complex statements in more straightforward ways.
2. We attempted to streamline the presentation of the background research and justification for the paper in the Introduction, limiting discussion to the key background work that led to our research questions.
3. We restructured the analysis section per the suggested order. That is, we now introduce Bayesian MLM first to contextualize the analysis before discussing the DIC. This order seems logical given that DIC is used specifically within the context of Bayesian model comparison.
4. We agree that the findings led to an array of potential implications, including a major focus on the need for future research to further refine understanding of the generalizability of key findings. We attempted to strengthen our presentation of the implications for future research and practice and create a more logical flow and a strong connection to the data analysis as implemented (see p. 17-21).

5. Finally, consistent with the recommendations of the Editor and Reviewer 1, we attempted to further target discussion of the implications of the findings for advancing access to inclusive opportunities for students with IDD, given the very small sample that was included in general education classrooms in the broader trial in which this data was collected.

Thank you for the opportunity to think through these issues and refine this paper.

The Authors

SELF-DETERMINATION AND RACE / ETHNICITY

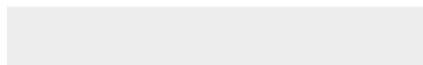
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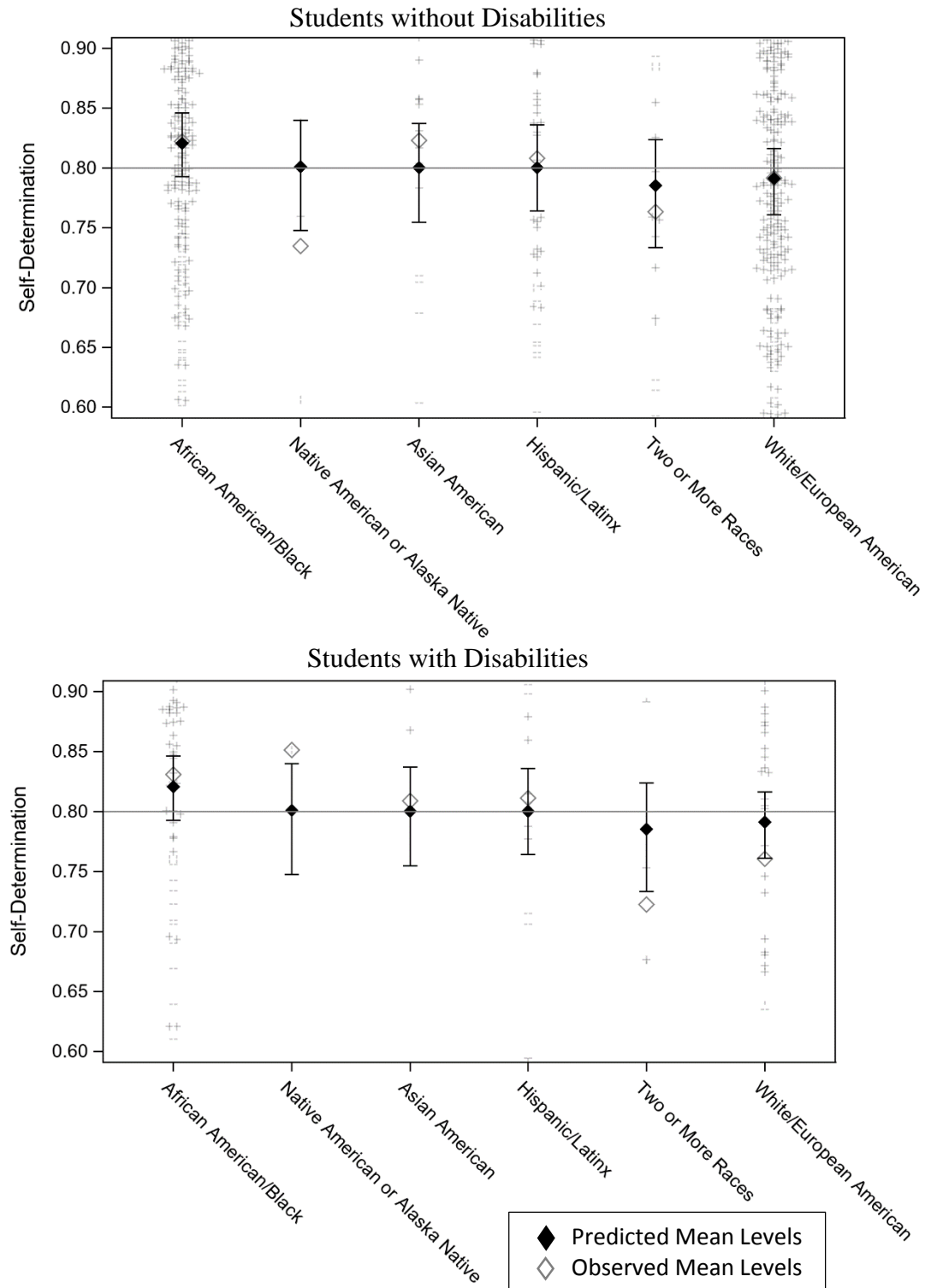


Figure 1. A caterpillar plot of model-implied group effects at baseline. Only baseline results are shown based on DIC analysis. These model-implied group effects correct for imbalanced sample sizes. The plot also shows how group effects compare to one another with respect to direction.

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