

# Self-Determination in Research and Practice

Evan Dean, PhD, OTR,  
Sean Swindler, M.S.Ed.  
Linda Heitzman-Powell, PhD, MPH



KANSAS UNIVERSITY CENTER  
ON DEVELOPMENTAL  
DISABILITIES  
Life Span Institute

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

## Objectives – After completing this session, participants will

- 1) Understand what is meant by self-determination.
- 2) Be able to apply self-determination concepts to support a person with a disability




KANSAS UNIVERSITY CENTER  
ON DEVELOPMENTAL  
DISABILITIES  
Life Span Institute

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

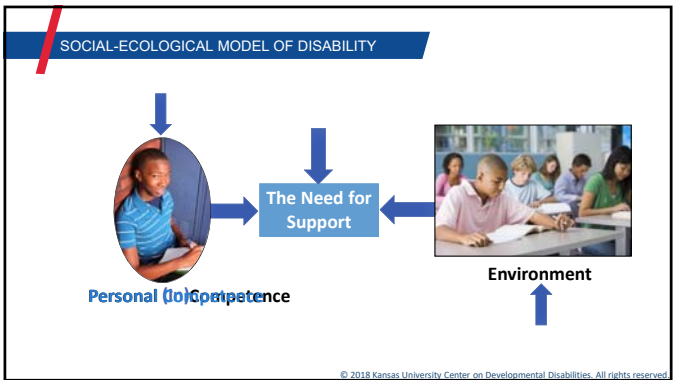
## Disclosure

- I have no relevant financial relationships with the manufacturers(s) of any commercial products(s) and/or provider of commercial services discussed in this CME activity
- I do not intend to discuss an unapproved/investigative use of a commercial product/device in my presentation.




KANSAS UNIVERSITY CENTER  
ON DEVELOPMENTAL  
DISABILITIES  
Life Span Institute

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.



## Being self-determined means acting or causing things to happen in your life.




KANSAS UNIVERSITY CENTER  
ON DEVELOPMENTAL  
DISABILITIES  
Life Span Institute

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

## Self-Determined Action is:

- ❖ Initiated by the person and enables a person to act autonomously [volitional]
- ❖ Goal-Oriented [agentic]
- ❖ Enacted with a belief that change will occur [action control beliefs]

Shogren, Wehmeyer, Forber-Pratt, Little, & Lopez (2015)



KANSAS UNIVERSITY CENTER  
ON DEVELOPMENTAL  
DISABILITIES  
Life Span Institute

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

## SELF-DETERMINATION TO PEOPLE WITH DISABILITIES

"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."

"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."



Shogren & Broussard (2011)

© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

## SKILLS ASSOCIATED WITH SELF-DETERMINATION

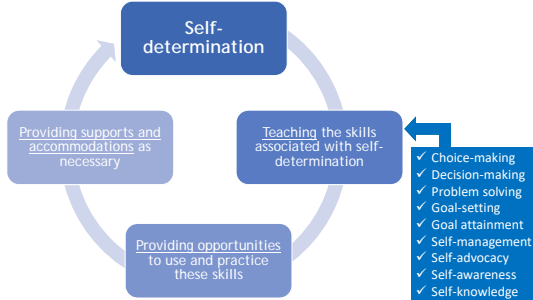
- Choice-making
- Decision-making
- Problem-solving
- Goal-setting and attainment
- Self-management
- Self-advocacy
- Self-awareness
- Self-knowledge

How many of you or people you know would benefit from support in one or more of these areas?



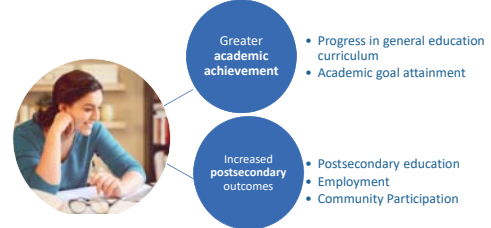
© 2018 Kansas University Center on Developmental Disabilities. All rights reserved.

## SELF-DETERMINATION IN PRACTICE



## OUTCOMES

When student self-determination is promoted, they achieve:



Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effect of intervention with the Self-Determined Learning Model of Instruction on access and goal attainment. *Remedial and Special Education, 33*, 320-320.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*, 256-267.

Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2012). The impact of the Self-Determined Learning Model of Instruction on student self-determination. *Exceptional Children, 48*, 136-153.

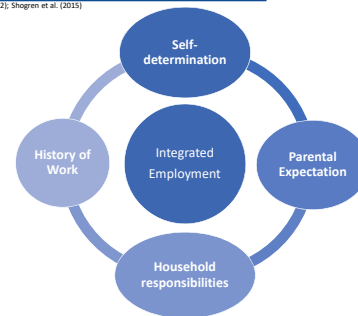
## Follow the Data

When determining the right amount of support to provide in each of the phases, remember to consider the person's skill. For example:

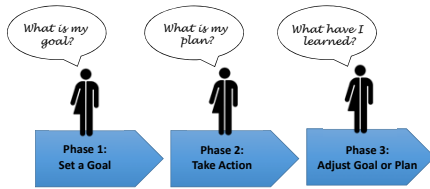
- How many opportunities does the person have to make decisions?
- How much support does the person need to make a decision (even if it is not the decision we want them to make)?
- How does the person learn best?
- In what environments is the person usually successful?

## Predictors of Integrated Employment after High School

Carter, Austin, & Trainor (2012); Shogren et al. (2015)



## Self-Determined Career Development Model (SDCDM)



(Wehmyer, Lattimore, Jorgensen, Palmer, Thompson, & Schumaker, 2003; Wehmyer, Palmer, Agran, Mithaug, & Martin, 2000)

## What is the SDCDM?

- **Teaching model** that combines:
  - Direct Instruction
  - Principles of Involvement
- Enables people of all abilities to use a problem-solving, goal-oriented strategy to:
  - Make **choices** and **decisions**
  - Develop action **plans** for goals
  - **Self-monitor** and **self-evaluate** progress toward goals

SELF-DETERMINATION.ORG

Thank you!

*This presentation was created by the Kansas University Center on Developmental Disabilities.*

To cite the presentation:

Kansas University Center on Developmental Disabilities (2017). *Self-Determination in Research and Practice*. Lawrence, KS: Author.

## ECHO Case Demonstration - Mateo



**Chief Concern:** Mateo wants to attend college, but needs to finish high school. He is currently not attending high school.

**Transition Interests:** Post-Secondary Education – Mateo reads college text books based on his interests, but is unsure how to find a suitable college and apply.

**Current Diagnosis:** ASD

**Plan:**

1. Support Mateo to set goals focused on finishing high school and finding a college. Mateo knows what he wants to do and the long-term goals he needs to set.
2. Teach him how to break down larger goals into more actionable objectives. Mateo needs more support with this area. Use the SDCDM to teach a planning process to turn goals into action.

## SDCDM in Action - Isabella

**Phase 1 – Set a Goal**

- Isabella set a goal to pass the entrance exam to cosmetology school to become a nail technician, which contained anatomy and physiology content Isabella was unfamiliar with.

**Phase 2 – Take Action**

- The Facilitator supported Isabella to take a practice exam and determine the supports she would need to pass.

**Phase 3 – Self Evaluate**

- During the process, Isabella determined that the entrance exam posed a barrier large enough that she would not apply to beauty school. Through guided reflection, Isabella determined that one reason for wanting to be a nail technician was to work with a wide range of people.