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
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

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.
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 collect weekly/bi-weekly ratings for progress monitoring
Goal Attainment Scaling

<table>
<thead>
<tr>
<th>LEVEL OF ATTAINMENT</th>
<th>MEASURE 1</th>
<th>MEASURE 2</th>
<th>OTHER INFORMATION</th>
</tr>
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<tbody>
<tr>
<td>Much less than expected</td>
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<td>Somewhat less than expected</td>
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<td><strong>Expected Level of outcome</strong></td>
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## Sample GAS

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Measure 2</th>
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<tbody>
<tr>
<td>Much more than expected outcome (+2)</td>
<td>Student will maintain a B average in 4 core courses</td>
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<tr>
<td>Student will spend 25 minutes in study lab reading and taking notes.</td>
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<tr>
<td>Somewhat More than expected outcome (+1)</td>
<td>Student will maintain a B average in 3 core courses</td>
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<tr>
<td>Student will spend 20 minutes in study lab reading and taking notes.</td>
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<tr>
<td>Expected Level of Outcome (0)</td>
<td>Student will maintain a B average in 2 core courses</td>
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<tr>
<td>Student will spend 15 minutes in study lab reading and taking notes.</td>
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<tr>
<td>Somewhat Less than expected outcome (-1)</td>
<td>Student will maintain a B average in 1 core courses</td>
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<td>Student will spend 10 minutes in study lab reading and taking notes.</td>
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<tr>
<td>Much less than expected outcome (-2)</td>
<td>Student will maintain a B average in 0 core courses</td>
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<tr>
<td>Student will spend 5 minutes in study lab reading and taking notes.</td>
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<tr>
<th>Date</th>
<th>Score Measure 1</th>
<th>Score Measure 2</th>
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Date: April 17, 2015
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<td>Much more than expected outcome (+2)</td>
<td>Student will pick up 4 applications for summer employment</td>
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<tr>
<td>Somewhat More than expected outcome (+1)</td>
<td>Student will pick up 3 applications for summer employment</td>
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<tr>
<td>Expected Level of Outcome (0)</td>
<td>Student will pick up 2 applications for summer employment</td>
</tr>
<tr>
<td>Somewhat Less than expected outcome (-1)</td>
<td>Student will pick up 1 applications for summer employment</td>
</tr>
<tr>
<td>Much less than expected outcome (-2)</td>
<td>Student will pick up 0 applications for summer employment</td>
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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 live

- 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.