

A Meta-Analysis of Interventions to Promote Self-Determination for Students with Disabilities



Kathryn M. Burke, M.Ed.* , Sheida K. Raley, M.Ed.* , Karrie A. Shogren, Ph.D.,
Mayumi Hagiwara, M.S., Cristina Mumbardó Adam, M.Ed., Hatice Uyanik, M.A., Sarah Behrens, M.S.W.

*Co-first authors

Introduction

Self-Determination is defined as a "...dispositional characteristic manifested as acting as the causal agent in one's life" (Shogren et al., 2015, p. 258).

- Research shows students with disabilities who are more self-determined achieve **education-related goals** at a higher rate and **more positive post-school outcomes** (Shogren, Wehmeyer, Palmer, Rifenbark, & Little, 2015).
- Skills associated with self-determination:
 - ✓ choice-making,
 - ✓ decision-making,
 - ✓ problem solving,
 - ✓ goal setting and attainment,
 - ✓ planning,
 - ✓ self-management,
 - ✓ self-advocacy,
 - ✓ self-awareness, and
 - ✓ self-knowledge (Shogren et al., 2015)

Purpose

Conduct an up-to-date review of the literature on interventions to promote overall self-determination and skills associated with self-determined action as the previous comprehensive review was conducted in 2001 (Algozzine, Browder, Karvonen, Test, & Wood)

Method

Research Questions

1. What interventions to promote self-determination of students with disabilities have been studied in the school context?
2. How have interventions intended to promote self-determination of students with disabilities been implemented?
3. What populations of students with disabilities have been targeted in interventions designed to promote self-determination?
4. What was the rigor of the body of research on interventions designed to promote self-determination of students with disabilities?

5. What were the outcomes of interventions designed to promote self-determination of students with disabilities?

Search Procedure

- Search of ERIC and PsychINFO for peer-reviewed articles from 2000 to 2017
- Keywords: *self-determination, disability*, choice-making, decision-making, problem solving, goal setting and attainment, planning, self-management, self-advocacy, self-awareness, self-knowledge, multicomponent*

Discussion

- All studies suggested positive outcomes of intervention.
- Studies were implemented across grade levels, disability groups, and settings using a variety of instructional methods.

Implications for Research

- Explore the impact of interventions to promote self-determination on academic and transition-related goals in general education contexts

Implications for Practice

- Interventions to promote self-determination can be effective for students across grade levels, disability labels, and settings.

Results

Article	Number of Effect Sizes	Mean	Effect Size Interpretation
Campbell-Whatley (2008)	1	0.70	Very large effect
Glago et al. (2009)	4	0.67	Large effect
Hagner et al. (2012)	2	0.61	Large effect
Lee et al. (2011)	2	0.07	Not significant
Palmer et al. (2004)	2	0.40	Medium effect
Palmer et al. (2012)	1	0.26	Small effect
Powers et al. (2001)	1	0.79	Very large effect
Seong et al. (2015)	2	0.67	Large effect
Sheppard and Unsworth (2011)	2	0.43	Medium effect
Wehmeyer, Palmer, Lee, et al. (2011)	2	0.10	Small effect
Wehmeyer, Palmer, Williams-Diehm, et al. (2011)	2	0.17	Small effect
Wehmeyer et al. (2013)	2	0.10	Small effect

Note: Reflective of only group-design studies with sufficient information to calculate effect size.

Outcomes

Quality Indicator (number of criteria)	At least one criteria met	More than one criteria met	All criteria met
Context and setting (1)	25 (73.5%)	---	25 (73.5%)
Participants (2)	27 (79.4%)	19 (55.9%)	19 (55.9%)
Intervention agent (2)	29 (85.3%)	21 (61.8%)	21 (61.8%)
Description of practice (2)	32 (94.1%)	29 (85.3%)	29 (85.3%)
Implementation fidelity (3)	20 (58.8%)	11 (32.4%)	3 (8.8%)
Internal validity (9)	33 (97.1%)	17 (50.0%)	15 (44.1%)
Outcome measures/dependent variables (6)	34 (100.0%)	18 (52.9%)	17 (50.0%)
Data analysis (3)	34 (100.0%)	18 (52.9%)*	18 (52.9%)*

Note: * = Reflective of only studies that used a group design.

Article	Tau-U	p-value	95% CI
Agran et al. (2001)	0.43	<0.001	0.02-0.65
Agran et al. (2002)	1.00	0	0.73-1.00
Agran et al. (2000)	0.68	0	0.43-0.94
Kelly & Shogren (2014)	0.85	0	0.58-0.98
McGlashing-Johnson et al. (2003)	0.91	0	0.54-1.00
Test & Neale (2004)	1.00	0	0.63-1.00

Note: Reflective of only single-case design studies with sufficient information to calculate Tau-U.

Rigor of research

References and Contact

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Kathryn M. Burke, M.Ed. kathryn.burke@ku.edu
 Sheida K. Raley, M.Ed. raleys@ku.edu