

Background

Little is known about self-determination of students with autism spectrum disorder (ASD). The limited research suggests that **children and youth with ASD report lower levels of self-determination and have fewer opportunities to build self-determination skills** than their peers, but that **promising practices** have emerged to support enhanced self-determination.

Purpose: to examine the trends in the self-determination outcomes literature that includes children and adolescents with ASD

Systematic review of the literature

Inclusion criteria:

- Students with ASD
- Ages between 5 and 21 years
- K-12 or 18-21 settings
- Peer-reviewed journals
- English language

Databases: ERIC & Psycinfo

Search terms:

self-determin* AND (autis* OR asperger* OR pervasive development) AND (child* OR adolescen* OR student OR youth OR young)

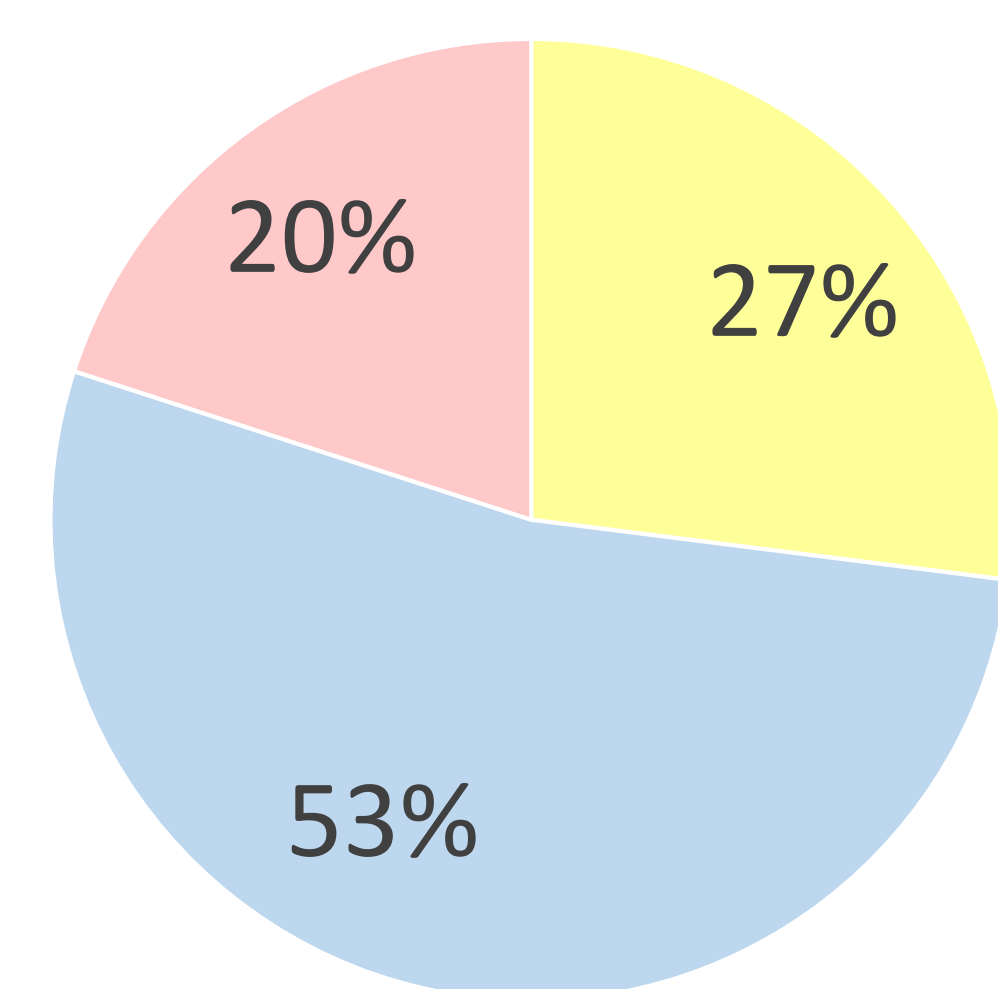
Articles: initially 229 records

Results

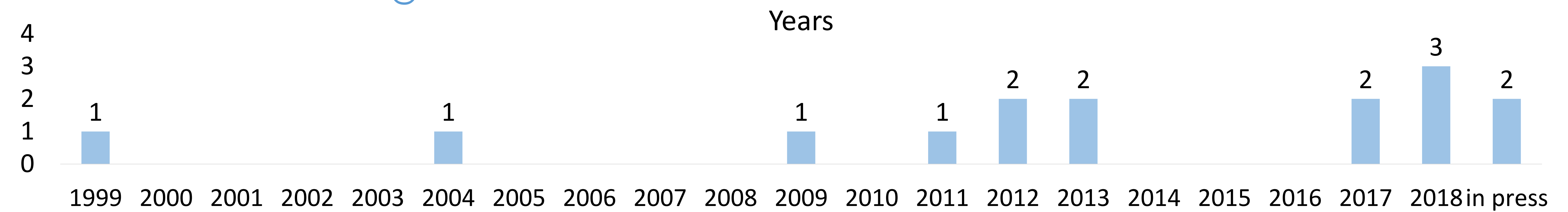
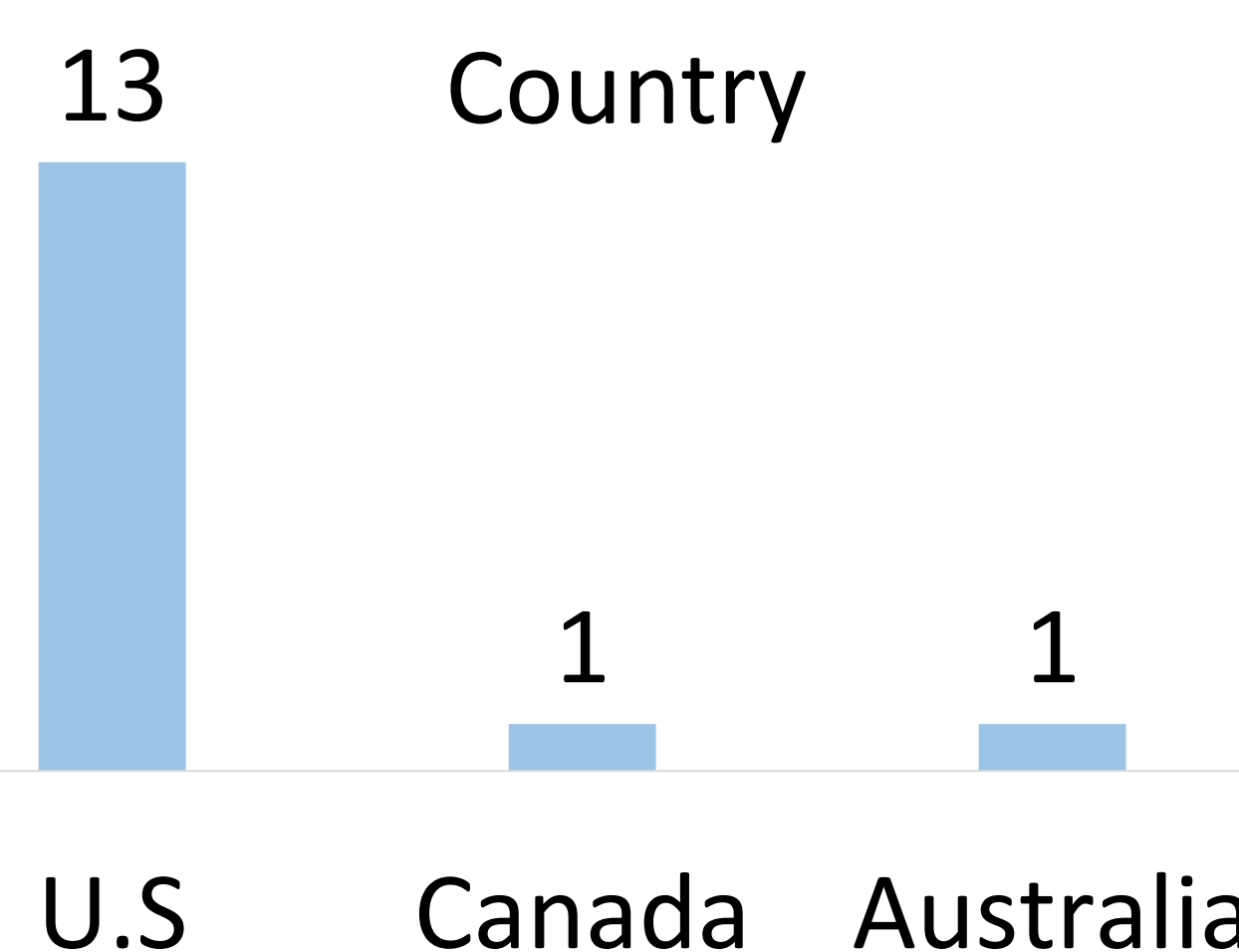


15 studies including participants with ASD

Article categories



- Stakeholder perspectives
- Interventions
- Contextual analysis



Category	Definition	Author, year	Participants with ASD	Measure/ intervention
Contextual analysis	Articles that examine the effect of individual or environmental factors on self-determination outcomes	Chou et al. (2016)	N= 74 (33%)	SDS
		Lee et al. (2012)	N= 7 (4%)	SDS, AIR/ WFA
		Shogren et al. (2018a)	N= 230 (5%)	SDI
Interventions	Articles that report data about the implementation of interventions to enhance self-determination outcomes	Fullerton et al. (1999)	N=23 (100%)	PFD
		Hagner et al. (2012)	N= 47 (100%)	Family-centered transition program
		Hatfield et al. (2017)	N= 94 (100%)	BOOST-A™
		Held et al. (2004)	N=1 (100%)	Next S.T.E.P., SDLMI
		Nadig et al. (2018)	N= 26 (100%)	McGill transition program
		Shogren et al. (2018b)	N= 37 (10%)	SDLMI, WFA
		Shogren et al. (in press)	N= 31 (13%)	SDLMI, WFA
Stakeholders perspectives	Articles that provide information about perceptions of different stakeholders concerning self-determination outcomes.	Wehmeyer et al. (2011)	N= 27 (5%)	WFA
		Carter et al. (2009)	N=14 (10%)	AIR
		Carter et al. (2013a)	N= 333 (53%)	AIR and ad hoc survey
		Carter et al. (2013b)	N= 15 (23%)	AIR
		Cheak- Zamora et al. (in press)	N= 476 (100%)	AIR

Note. SDS = The Arc's Self-Determination Scale; AIR = AIR Self-Determination Scale ; WFA = Whose Future is it Anyway?; SDI = Self-determination Inventory; PFD = Putting feet on my dreams; BOOST-A™ = Better Outcomes & Successful Transitions for Autism; SDLMI = Self-Determined Learning Model of Instruction

Conclusions

- ✓ Self-determination research that includes participants with ASD has increased in the currently decade. However, **only a handful of studies separately analyze outcomes for children and youth with ASD**
- ✓ **Three categories of articles were identified** in the self-determination literature that included participants with ASD:
 - Contextual analysis:** several factors (autism diagnosis, race, socioeconomic status and dispositional, instructional and knowledge variables) were predictors of self-determination.
 - Interventions:** Family-centered and McGill transition programs, Next Step, PFA, SDLMI and WFA were related to increased overall self-determination.
 - Stakeholders perspectives:** although parents valued the development of SD skills, they reported their children perform these skills at low levels.