

C3ForMe: Enhanced Self-determination Instruction for Transition-aged



Young Adults with Disabilities

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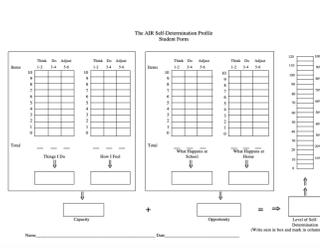


Introduction

- Correlational research has found self-determination skill development to be an in-school predictor of post-secondary outcomes for young adults with disabilities in three areas: education, employment, and independent living (e.g., Haber et al., 2016; Mazzotti et al., 2016, 2021; Test et al., 2009).
- C3ForMe is an effective supplementary solution to transition planning;
 - Person-centered, collaborative approach that promotes authentic and meaningful participation
 - Compliant with federal and state regulations.
 - Supports student communication of preferences, strengths, and interests to set attainable goals and prepare for a quality life after high school.
- C3ForMe partnered with a summer transition program to examine the influence of enhanced self-determination instruction on student self-determination levels.
- Purpose:** The purpose of this study was to determine the influence of enhanced self-determination instruction on transition-aged students with disabilities self-determination levels using small-group communication activities (C3ForMe) alongside a published self-determination curriculum (“Whose Future Is It Anyway?”)
- Research Question:** How does enhanced self-determination instruction influence the self-determination skills of transition-aged young adults with disabilities?
- Hypothesis:** There is a significant influence on transition-aged students’ self-determination level after receiving enhanced self-determination instruction.

Methods

- Participants:** 10 transition-aged young adults (ages 18-21) and one special education teacher at a summer transition institute
- Materials:** C3ForMe Conversation Cue Cards with extension activities, “Whose Future Is It Anyway?” self-determination lessons, and AIR Self-Determination Scale
- Procedure:**
 - Teacher participated in a two-hour professional development training to learn how to implement enhanced self-determination training
 - Students completed the AIR Self-Determination Scale as a pre-assessment measure to measure self-determination levels
 - Enhanced self-determination instruction using “Whose Future Is It Anyway?” Curriculum and C3ForMe conversation cue cards with extension activities was given 2 to 3 times per week over a period of 4 weeks (totaling 12 lessons) for 30 minutes to an hour.
 - During the final week of the study, students completed the AIR Self-Determination Scale as a post-assessment



Results

- A pairwise t-test was conducted to compare the results from the pre- and post-assessments.
- Results from the t-test revealed a statistically significant increase in student self-determination levels after receiving the enhanced self-determination instruction.
- Pre-test: M=74.70, SD=16.55
- Post-test: M=91.20, SD= 16.8

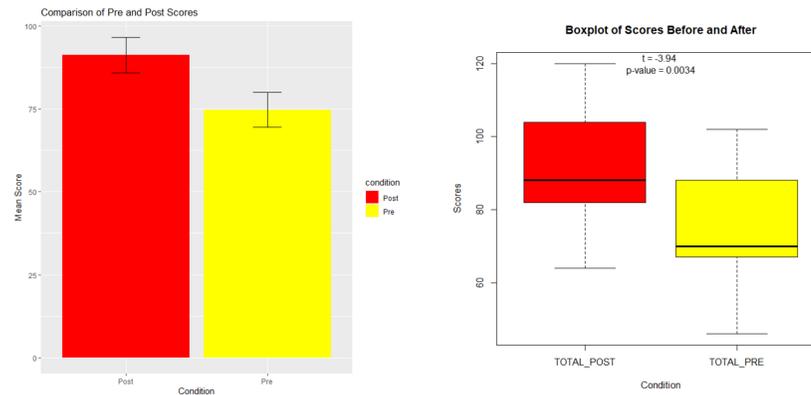


Table 1. Paired Samples T-Test of Pre- and Post-Test Scores on the American Institute for Research Self-Determination Scale (AIR SDS)

AIR SDS PRE M (SD)	AIR SDS Post M (SD)	t	df	p	Hedges' g	SE	95% CI for Hedges' g	
							Lower	Upper
74.70 (16.55)	91.20 (16.8)	-3.94	9	0.003	-.90	0.34	-1.48	-.33



Conclusion

- The results from this study indicate that enhanced self-determination instruction is associated with higher self-determination skills in transition-aged students with disabilities.
- Given exposure and opportunity coupled with the student’s capacity, self-determination skills can be developed and increase over time.
- Results from this study are from the initial pilot study that was conducted.

Future Directions

- We are in the process of extending this study with a larger sample size and increased duration of the self-determination instruction process.
- This new study will have 65-70 transition-aged students and three teachers.
- This new study will include 12 weeks of enhanced self-determination instruction.
- This new study will be done using a quasi-experimental design.

References

- Haber, M. G., Mazzotti, V. L., Mustian, A. L., Rowe, D. A., Bartholomew, A. L., Test, D. W., & Fowler, C. H. (2016). What works, when, for whom, and with whom: A meta-analytic review of predictors of postsecondary success for students with disabilities. *Review of Educational Research*, 86(1), 123-162
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