

# C3ForMe: Enhanced Self-Determination Training for Transition-Aged Adults with Disabilities



Presenter: Paige Webb and Mentor: Dr. Janae Duclos  
College of Education, Florida State University

## Introduction

- **Purpose:** The purpose of this study is to examine the influence of enhance self-determination training on transition-aged young adults with disabilities. The study uses C3 For Me conversation cue cards with activities that are meant for enhancing self-determination levels and a curriculum known as "Who's future is it anyway?"
- **Research question:** How does enhanced self-determination training influence the self-determination levels of young adults with disabilities?
- **Hypothesis:** Enhanced self-determination training completed during the study improved the self-determination levels in young adults with disabilities.

## Methods

**Participants:** 1 special education teacher and 10 transition aged young adults between ages 18 and 21.

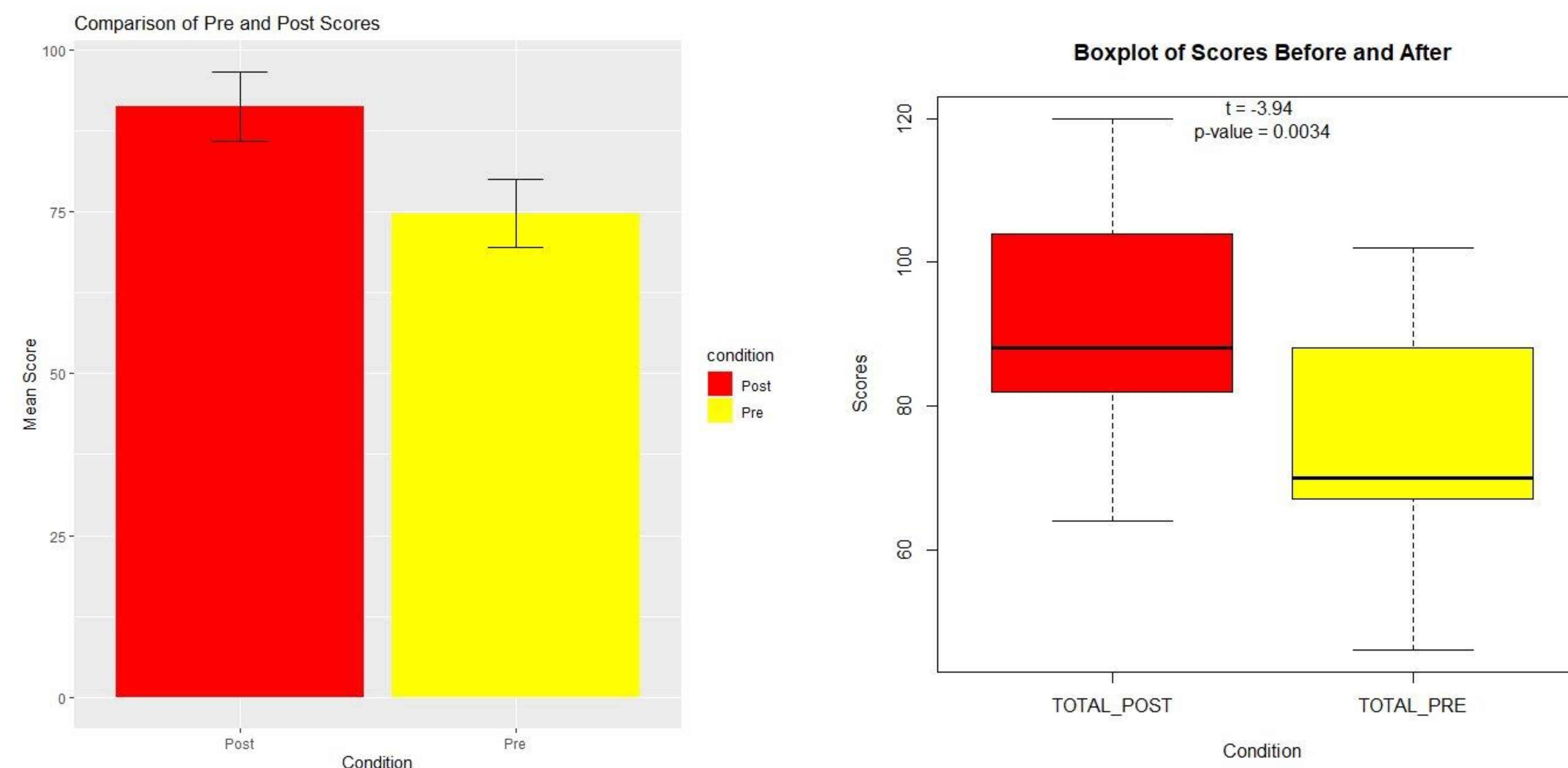
**Materials:** C3ForMe conversation cue cards, "Who's future is it anyway?" Self-determination lessons, and the AIR self-determination scale.

### Procedures:

1. Students must all take a pretest using the AIR self-determination scale which includes a list of questions the students answer on a scale of 1-5 and then a series of write in questions.
2. The teacher received a two-hour training to learn how to implement the self-determination training.
3. The students receive the enhance self-determination instruction. This includes "Whose future is it anyway?" Curriculum and the C3ForMe cue cards with extension activities.
4. The instruction is given over a 4 week time period. There are 2-3 lessons per week, lasting for 30 minutes to an hour each.
5. During the last week, the students completed the AIR self-determination scale as their post assessment to allow us to see any changes in the self-determination scores.

## Results

- The pre- and post- scores of self-determination given from the AIR Self-Determination scale was compared through a pairwise t-test.
  - Pre-test: M= 74.70; SD= 16.55
  - Post Test: M= 91.20; SD= 16.8
- The t-test showed an increased in self-determination levels from before the enhanced self-determination instruction to after.



The AIR Self-Determination Profile Student Form. It includes two sets of scales for "Think Do Adjust" and "What Happens at School" and "What Happens at Home". It also includes a section for "Capacity" and "Opportunity" and a final "Level of Self-Determination" scale. The form is titled "AIR Self-Determination Scale, Student Form" and includes fields for Name and Date.

## Conclusion

- Enhanced self-determination training completed during the study improved the self-determination levels in young adults with disabilities.
- The self-determination levels of transition aged students can be increased depending on the students' capability and the amount of opportunity and exposure provided to them.

## Background

- "Higher self-determination scores have been closely linked to better postschool outcomes for individuals with intellectual disabilities" (Benz, Lindstrom, & Yovanoff, 2000; Wehmeyer et al., 1998; Wehmeyer, Field, Doren, Jones, & Mason, 2004).
- "Significant positive correlations have been found between quality of life and levels of self-determination in adults with disabilities" (Lachapelle et al., 2005).
- Studies have shown that an increase in self-determination levels lead to having better employment opportunities, social lives, higher chance of success, greater independence, and a better overall quality of life.

## References

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