Teacher and student perceptions of self-determination

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TEACHER AND STUDENT PERCEPTIONS OF SELF-DETERMINATION

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A dissertation submitted in partial fulfillment
of the requirements for the

Doctor of Education Degree in Special Education
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ABSTRACT

Teacher and Eighth Grade Student Perceptions of Self-Determination

by

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University of Nevada, Las Vegas

For almost two decades, research efforts specific to self-determination have resulted in the development of curricula, assessments, instructional strategies, interventions, model programs, and proposed quality indicators (Field et al., 1998). Despite the combined efforts and perceptions of researchers, teachers, parents, employers, and college disability service providers related to these important aspects of self-determination research, limited attention has been devoted to understanding the perceptions of self-determination from secondary students with and without disabilities and their general and special education teachers.

The purpose of this study was to investigate teacher and student perceptions related to self-determination. Teacher perceptions were measured with the Self-Determination Teacher Perception Scale (Hoffman, Field, & Sawilowsky, 2004). Student Perceptions were measured with the Self-Determination Student Scale (Hoffman, Field, & Sawilowsky, 2004). Perceptions from students with disabilities were compared to the perceptions of their general and special education teachers. Results of the chi-square test
of independence indicate students and teachers disagree about the students’ self-determination skills, behaviors, and attitudes. In addition, the perceptions related to self-determination abilities of eighth grade students with disabilities were compared to the perceptions of eighth grade students without disabilities. Results of the independent t-test indicate no significant difference of perceptions between these two student groups.

Finally, special and general education co-teachers’ perceptions about students’ self-determination skills, attitudes, and behaviors were compared. Results of the dependent t-test indicate no significant difference between general and special education teachers’ perceptions about their shared eighth grade students with disabilities.

Students with disabilities now receive instruction in general education classes for much, if not all, of the school day. Co-teaching models have emerged to help teachers meet the needs of all students within the general education classroom. Thus, it is important for co-teachers to explore their own as well as their students’ perceptions related to self-determination to assist in planning appropriate instruction for this area of the curriculum.
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CHAPTER 1

INTRODUCTION

Disability as part of the human condition and human diversity is slowly becoming an accepted feature of American society (Wehmeyer, Bersani, & Gagne, 2000). Perceptions about the capabilities and expectations of people with disabilities change with the ever-evolving American social consciousness and sense of social justice. Altering societal perceptions about people with disabilities has been the focus of research, popular literature, social activism, and federal legislation. In describing his work as a disability advocate and author, Carlton (1998) writes “Beliefs and attitudes about disability are individually experienced but socially constituted” (p.51).

Raymond (2008) provides a history of the socially constructed perceptions of people with disabilities in the United States. The tradition of American society has been to exempt people with disabilities with regard to their opinions and human rights. During the 19th century, institutions under the titles of residential schools, correctional facilities, or asylums were established for the following reasons: (a) custodial care, (b) control of perceived threats from deviant behavior, (c) remediation, (d) protection, and (e) training of basic skills. Institutions were perceived to be where and how people with disabilities would recover from their maladies and conditions. However, people with disabilities
were not given the opportunity to express their perceptions about living in these institutional settings.

By the early 20th century, perceptions of people with disabilities changed as a result of the institutions becoming too expensive to operate without evident results of reducing or eliminating the disability. Consequently, the eugenics movement advanced the permanent removal of perceived defective genes to the forefront of the American social consciousness. At the time, it was believed that people with disabilities were defective and inferior thus requiring sterilization to prevent reproduction of the disability (Raymond, 2008). Again, the people who were sterilized were not given a chance to refuse, accept, or provide consent to the procedures. While institutions remained open, parents and a small group of professionals began to express concerns about the maltreatment and provisions for the education of the residents. The concerns caused parents to advocate for their children with disabilities and establish parent support organizations. Such changes led to the shift of institutional emphasis from basic care to age appropriate training for functional skills (Raymond, 2008). It has only been within the past 40 years that societal perspectives about people with disabilities have influenced legislation as a direct result of people with disabilities expressing themselves. The collection of individual experiences from people with disabilities is what informs society about necessary perceptual changes. Allowing and expecting people with disabilities to share their perspectives is integral to current social, political, and educational efforts to integrate people with disabilities into contemporary communities.

In the late 20th century, societal perspectives about people with disabilities shifted again. As a result of advocacy and the influence of the perspectives from people with
disabilities (actions which demonstrate self-determination), U.S. legislation recognized people with disabilities as a minority group. Moreover, the Office of Special Education Programs within the Department of Education funded a series of projects directly related to the promotion of self-determination for students with disabilities (Wehmeyer, 2006). Over the course of 15 years, initiatives supported the development of learning models, assessment instruments, intervention programs, and curricula to advance the understanding of the influence of self-determination for students with disabilities as they transition through their middle and high school years. Presently within the field of special education, the promotion of self-determination for students with disabilities is considered a best practice within the area of transition planning (Wehmeyer, 2006).

Statement of Problem

Before changes in perceptions about people with disabilities can occur, it is important to first determine whether a need for change in perceptions is warranted. One specific example of identifying a need to change perceptions is found when the paradox between students with disabilities in public school and their teachers is considered. Teachers of students with disabilities often perceive students as incapable or uninterested, not able to benefit from self-determination instruction, or not needing to be involved with their own educational planning (Wehmeyer, Agran, & Hughes, 2000). Furthermore, if student input is invited, the contributions of the student are not seriously considered because all too often it is the teacher who directs all educational planning. Yet, when asked about their perceptions of self-determination and students with disabilities, teachers agree that students with disabilities need to be self-determined in order to be successful
young adults and self-determination should be the goal of education for students with disabilities (Wehmeyer, Agran & Hughes, 2000).

The need for students with disabilities to demonstrate self-determined behavior is implied within the language of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) about transition planning (Grigal, Neubert, Moon, & Graham, 2003). Students with disabilities are to be involved with the development, implementation, and execution of the services and supports within their individualized education programs (IEP) in order to benefit from their participation in the general education curriculum. Such involvement requires a change in perception from teachers and students alike about the capabilities and expectations of students with disabilities.

Purpose of Study and Research Questions

Studies related to the perceptions of general or special education teachers regarding self-determination and secondary students with disabilities are limited (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000). Moreover, studies designed to compare the perceptions of general and special education teachers related to students with disabilities and self-determination are limited (Grigal, Neubert, Moon, & Graham, 2003). Comparisons between students and co-teachers’ perceptions appear to be absent from the literature. Therefore, the purpose of this study was to investigate teacher and student perceptions related to self-determination. To address this purpose, the following research questions were answered.
1. Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their general education teachers from whom they receive instruction?

2. Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their special education teachers from whom they receive instruction?

3. Do perceptions related to self-determination among eighth grade students with disabilities differ from the perceptions of eighth grade students without disabilities?

4. Do perceptions related to self-determination of students with disabilities among eighth grade general education teachers differ from those of eighth grade special education teachers?

Significance of the Study

Self-determination is arguably one of the most important aspects of adolescent development. Over the past decade, researchers have noted the critical importance for self-determination among individuals with disabilities. Specifically, self-determination needs related to self-advocacy, instruction, teacher education, and general education curriculum access have been noted.

Need for Self-Determination

Students with disabilities require multiple opportunities to practice being self-determined (Robinson & Lieberman, 2004) which requires time. “Self-determination is not a fixed concept. One does not reach a specific criterion and automatically become
self-determined. It is a fluid concept, meaning that self-determination can (a) be different things to different people depending on their level of ability and interest and (b) be experienced at varying levels by the same individual throughout his or her lifetime” (Field et al., 1998, p.149). Family members and education professionals who begin self-determination skill instruction and training in the early years acknowledge the importance of affording students with disabilities the time necessary for repeat practice opportunities. Waiting until high school during an annual IEP review meeting to begin planning self-determination instruction only prepares the student to function in a limited capacity with limited responsibilities and low expectations for life as a young adult (Levine, 2005; Eisenman & Chamberlain, 2001).

Beyond the need for time and opportunity, students with disabilities need to know how to self-advocate and request accommodations in college (Lock & Layton, 2001; Hurtubis-Shalen & Lehmann, 2006) or the workplace (Allen & Carlson, 2003; Izzo & Lamb, 2003). In order to self-advocate, the student with a disability needs to know about the characteristics of the disability which requires the student to know about personal learning style and strategies (Test, Fowler, Wood et al., 2005). Parents and teachers need to share factual information and provide instruction about learning preferences and strategies along with characteristics of the disability (Hughes & Williams-Graham, 1994; Schwarz, 2006).

Need for Self-Advocacy

An important component of self-determination is self-advocacy. Consensus exists that self-advocacy is very important in both postsecondary education and postsecondary employment.
Postsecondary issues. College admissions officers, course instructors and disability service providers stress the importance of students learning the difference between service provisions in high school and service provisions in college (i.e., ADA and 504 vs. IDEIA); (Brinckerhoff, 1994; Stern, 2002). When students with disabilities go to college without knowing or understanding their learning preferences, disability status, necessary accommodations, or rights and responsibilities they are at a disadvantage. The disadvantage often stems from students’ attempts to conceal the disability from their instructors in an effort to fit in or just get by with false hope that services and supports while in college will be unnecessary (Bashier, Goldhammer, & Bigaj, 2000). Consequently, they struggle more than their peers without disabilities because instructors and campus disability service providers are unaware of the students’ need for accommodation. Students with disabilities need to disclose their disability (Hadley, 2006) and utilize the available accommodations and services in order to maximize their college experience and complete their degree programs (Torkelson-Lynch & Gussel, 1996).

Employment issues. Young adults with disabilities who enter the workforce also need to self-advocate on behalf of disclosure and request accommodations on the job (Gerber & Price, 2003). Employers cannot specifically inquire about disability status during a job interview (Hughes & William-Graham, 1994) so young adults need to understand the advantages and disadvantages of disclosure. Roessler, Hennessey, and Rumrill (2007) suggest career education programs address self-advocacy specifically to the employment environment as a strategy for improving the transition and preparation of young adults with disabilities.
Need for Instruction

The need to teach adolescents and young adults with disabilities the skills to be self-determined is a repetitive theme across the literature (Brinckerhoff, Shaw, & McGuire, 1992; Field, Sarver, & Shaw, 2003). To guide secondary students with disabilities from the “K-12 patterns of dependent behavior” (Hadley, 2006, p.15), Brinckerhoff, Shaw, and McGuire (1992) outline activities and behaviors of college campus disability service providers that facilitate independence. For example, editing and correcting a student paper maintains dependence while teaching the student how to proofread and/or use word processing software facilitates independence. Hughes and Williams-Graham (1994) suggest teachers prepare students with disabilities about their rights and how to assume job search responsibilities by teaching students how to describe the disability and specific accommodations. Rath and Royer (2002) suggested that self-determination instructional needs include teaching strategies for: (a) time management, (b) study and test taking skills, (c) organization, (d) using assistive technology, and (e) effective communication. Other self-determination instructional needs include teaching students with disabilities about their IEPs (Burnette, 2000), modeling self-determination skills (Field, Sarver, & Shaw), and infusing self-determination into typical educational settings and contexts (Chambers, Wehmeyer, Saito, Lida, Lee, Singh, 2007). Education professionals need to provide self-determination instruction “Since many parents may have difficulty perceiving their youth with disabilities as empowered and self-determined adults, the cycle of dependency for too many of these youth will transfer from parents to teachers, job coaches, and welfare systems” (Field et al., 1998, p. 158).
Spiral reasoning applies to the needs of student self-determination. Specifically, college students and young adults with disabilities need to self-advocate and gain accommodations in order to maximize their experiences in postsecondary and employment settings. Secondary students with disabilities need instruction about self-advocacy and their IEPs if they are to be prepared for life after high school graduation. Opportunities for self-determination should begin in the early elementary years so students with disabilities have adequate time to practice important skills and develop realistic attitudes about capabilities.

Need for Teacher Education

Currently, the dual system of teacher education which prepares general education teacher candidates separately from special education teacher candidates, does not afford general education teachers with the necessary training to promote self-determination of students with disabilities (Grigal, Neubert, Moon, & Graham, 2003). The Council for Exceptional Children established performance standards for special education teacher preparation programs to include the self-determination subcomponent of self-advocacy for most specialty areas (Council for Exceptional Children, 2007), but information about how pre-service programs are addressing training to promote self-determination is limited (Wehmeyer, Field, Doren, Jones, & Mason, 2004). Research informs teacher educators about the need to prepare future teachers in the area of self-determination (Baum & King, 2006; Thoma, Baker, Saddler, 2002; Wehmeyer, Field, Doren, Jones, & Mason, 2004).

Although some textbooks used in special education courses have begun to include brief descriptions of self-determination (i.e. Bender, 2008; Salend, 2008), the topic of self-determination in teacher education is still a recently identified area of need (Thoma,
Baker, & Saddler, 2002). The fact that inclusive education practices are becoming the model norm for the delivery of special education services and accommodations means both general education and special education pre-service programs need to prepare teacher candidates to promote self-determination. Despite such efforts, teachers frequently believe themselves ill-prepared to provide instruction and implement strategies to promote self-determination in their classrooms (Thoma, Nathanson, Baker, & Tamura, 2002). Even when self-determination is mentioned in a graduate course, special education and general education teachers are typically enrolled in two different strands of coursework with self-determination reserved for special education courses (Grigal, Neubert, Moon, & Graham, 2003) leaving general education teachers without critical information and preparation for teaching in today's inclusive classrooms (Wehmeyer, Field, Doren, Jones, & Mason, 2004).

Pre-service teacher education programs must prepare teacher candidates to be responsive to the efforts of students who practice being self-determined. Responsive teachers are teachers who listen to students who voice their opinions, preferences, interests, and needs (Thoma, Nathanson, Baker, & Tamura, 2002). Moreover, responsive teachers are aware of how their attitudes about students with disabilities impact the quality of instruction and opportunities for inclusion (Bender, Vail, & Scott, 1995). Wehman and Kregel (1998) offer this statement about the need for a change in perceptions from teachers, “...student-driven practices cannot be implemented unless educators and other services providers assume a new role-one that empowers students to take control of their own lives” (p. 256).
In-service teachers are slightly familiar with the construct of self-determination (Grigal, Neubert, Moon, & Graham, 2003; Thoma, Nathanson, Baker, & Tamura, 2002) but only on a superficial level (Wehmeyer, Agran, & Hughes, 2000). Oftentimes, teachers acquire information about self-determination skills, resources, and strategies through a combination of graduate courses, journal articles, conference presentations, and workshops (Thoma, Nathanson, Baker, & Tamura).

Pelletier, Legault, and Seguin-Levesque (2002) studied teacher motivation and associated behaviors to discover the conditions that contribute to teachers’ sense of autonomy and control. Results indicate teachers who experience appropriate levels of autonomy and support from administrators are teachers who extend autonomy and support to their students. Conversely, the less autonomy and more control imposed by administrators, the less autonomy and control the teachers offered to their students. The authors conclude teachers who are self-determined tend to encourage and facilitate self-determination skills with their students. Future teachers need to be prepared for self-determination instruction which means teacher educators must provide instruction about self-determination.

Given the importance of self-determination within transition planning as per IDEIA (2004) regulations, the need for K-12 teachers to provide such instruction is implied. The Council for Exceptional Children (CEC, 2007) Professional Standards specifically state “teach self-advocacy” and “create an environment that encourages self-advocacy and increased independence” for almost all areas of specialization. As such, teacher educators have a responsibility to provide such instruction and experiences for teacher candidates to ensure adequate preparation as professional educators.
Need for General Education Curriculum Access

Self-determination skills have the potential to serve as an entry point for students with disabilities to access the general education curriculum (Palmer, Wehmeyer, Gipson, & Agran, 2004). Numerous benefits to the development of self-determination skills can occur when students with disabilities have access to the general education curriculum. Such benefits include: (a) opportunities for inclusion with peers without disabilities, (b) opportunities to practice problem solving, goal setting, and decision-making, and (c) promotion of self-determination skills across curricular content. Teachers value self-determination as a desired educational outcome for students with disabilities (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000) but do not believe they have the time to provide such instruction with a supplemental or separate curriculum. They seem to prefer integrating opportunities for self-determination skill practice within existing general education curricula, classroom routines, and school expectations (Eisenman & Chamberlin, 2001).

In summary, researchers and educators seem to agree that self-determination is an important concept related to individuals’ abilities to self-advocate within postsecondary educational and employment settings. Consensus also exists related to the importance of providing instruction in self-determination skills, but less is known about how to provide this needed instruction. With the current emphasis on providing students with disabilities access to the general education curriculum, self-determination is becoming increasingly important. The increase of co-teaching models being used in general education settings means that both general and special education teachers need to understand the importance of self-determination skills and need to agree upon appropriate instruction within this
content area. Perceptions of both the general and special education teacher related to students' current self-determination skills need to be examined to ensure that appropriate instruction is planned and both teachers support the instruction. One of the greatest challenges of co-teaching within inclusive settings is ensuring that the great diversity of students is met. Clearly, students' perceptions of their abilities and needs will influence their motivation and willingness to learn the content being taught. Thus, in addition to examining teacher perceptions about their students, it also was important to examine student perceptions about themselves. Finally, if instruction in self-determination is to result in positive outcomes for students, it becomes important to determine whether student and teacher perceptions differ. If differences occur, it will be very important to take these differences into consideration while planning and implementing instruction in self-determination. Another important implication of this research involves teacher education. The information gleaned from this research on student and teacher perceptions related to self-determination can help teacher educators prepare future teachers to address self-determination appropriately with their future students.

To conclude, this study added to and extended existing literature related to teacher and student perceptions of self-determination. Specifically, the results added to what is currently known about teacher beliefs, and to the very limited knowledge related to the similarities and differences between general and special education teachers involved with co-teaching instructional arrangements. Moreover, the results added to the apparently non-existent literature related to comparing student and co-teacher perceptions' of students' abilities in the area of self-determination.
Limitations

Prior to the implementation of this research, several delimitations were established that ultimately limit the generalization of findings. First, the study was delimited to one large urban school district. Thus, caution should be used when generalizing the results to other school districts, especially those in rural settings. Second, the study was delimited to eighth grade students. Replication of the research with students at other grade levels should occur prior to generalizing the findings to older or younger students. Third, the teacher participants were engaged in co-teaching arrangements and student participants received instruction within at least one co-taught classroom setting. Therefore, caution should occur with regard to generalizing the findings to teachers and students not engaged in co-taught instruction. Fourth, in order for teachers and/or students to participate in this study, their respective principals had to volunteer their schools to be research sites. There may be something inherently different about principals who welcome research within their schools. This difference may also influence the climate, teachers, and ultimately the students within the participating school settings. Thus, caution should be used when generalizing the findings to schools whose administrator’s may have different paradigms related to the value of research implementation. A final delimitation of this research involved the timing of data collection. The data collection took place during the second semester of the school year shortly before the administration of school-wide high stakes testing. Thus, caution should be used when generalizing the findings to schools who are not engaged in significant events such as testing to determine whether the students in the schools have made adequate yearly progress.
Definition of Terms

Specific definitions regarding participants of the study are addressed in Chapter 3. For the broad purpose of understanding this dissertation the following definitions were applied.

*Causal agent:* an individual who "... acts purposefully and planfully" to cause change (Wehmeyer, 2004, p.352).

*Co-teaching:* one certified general education teacher and one certified special education teacher who share instructional responsibilities for a single group of students within a single classroom as part of inclusive educational practices for delivery of special education accommodations and services (Friend & Bursuck, 2006).

*General education teachers:* public school teachers licensed in the United States to provide academic content instruction in grades kindergarten through 12.

*Individuals with Disabilities Education Improvement Act:* United States Public Law 108-446 which provides for the education of students with disabilities ages 3-21 (IDEIA, 2004).

*Middle schools:* public schools dedicated to the education of students enrolled in grades six, seven, and eight.

*Perceive:* to apprehend by the organs of sense or by the mind; to observe, to discern (Patterson, 2005).

*Self-advocacy:* to speak up for oneself regarding strengths/needs, interests, and visions for the future (Bursztyn, 2007).

*Self-awareness:* to know of one's own interests, preferences, strengths, needs, learning style, and attributes of disability (Test, Fowler, Wood, Brewer, & Eddy, 2005).
**Self-determination:** “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference” (Wehmeyer, 1996, p. 24).

**Self-disclosure:** to identify oneself as a person with a disability.

**Special education teachers:** public school teachers licensed in the United States to provide special education services and accommodations in grades kindergarten through 12.

**Students with disabilities:** students enrolled in public school kindergarten through grade 12 who currently receive (or are eligible for) special education services and accommodations as per criteria of IDEA 2004 regulations.

**Transition planning:** preparations related to the process used to facilitate the movement of a student with a disability from school to post-school activity (IDEIA, 2004).

**Summary**

A change of perceptions about the capabilities and expectations of students with disabilities is warranted because within the field of special education the promotion of self-determination for students with disabilities is considered a best practice in the area of transition planning (Wehmeyer, 2006). For almost two decades, research efforts specific to self-determination have resulted in the development of curricula, assessments, instructional strategies, interventions, model programs, and proposed quality indicators (Field et al., 1998). Yet for all the combined efforts and perceptions of researchers, teachers, parents, employers, and college disability service providers to promote self-determination for students with disabilities, there is very little literature that shares the
perspectives of self-determination from secondary students with disabilities and their
general and special education teachers. The details of this study are discussed in
subsequent chapters. A review of literature relevant to this study is presented in Chapter
2. Methodology used for implementation of the study is addressed in Chapter 3. The
results and discussion of their implications are reported in Chapters 4 and 5 respectively.
CHAPTER 2

REVIEW OF LITERATURE

This chapter begins with a discussion of the search procedures used to locate relevant literature for this review as well as the criteria used for inclusion. Then the definition of self-determination as it pertains to various theoretical frameworks is described. Next is an explanation of federal legislation specific to self-determination for people with disabilities in the United States and is followed by a description of self-determination within the context of current educational practices. The final section addresses literature related to the perceptions of self-determination among students with and without disabilities, their parents, K-12 teachers, and college faculty.

Search Procedures and Criteria for Inclusion

To investigate the need for research related to the perspectives about and from secondary students with disabilities and their teachers, a physical search of 16 textbooks about self-determination, students with disabilities, and transition was conducted in addition to an electronic database search. A complete list of the textbooks searched is available in Appendix A. Databases used were: a) Academic Search Premier, b) Professional Development Collection, c) ERIC, d) Child Development & Adolescent Studies, e) SocINDEX, and f) PsychARTICLES. Key terms included combinations of the following words: self, advocate, advocacy, determine, determination, determined,
In addition to including expert opinion and reviews of literature related to self-determination issues, published studies were selected for this literature review if students with disabilities, in-service teachers of students with disabilities, or new/pre-service teachers were included as the target population. The topics of the studies had to address self-determination in terms of current educational practices, perceptions, need, and/or teacher preparation programs. Studies were excluded if they did not address components of causal agency, quality of life, decision-making, and/or choices per Wehmeyer's (1996) definition of self-determination (i.e. "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (p. 24)).

Self-Determination Defined

Wehmeyer, Abern, Mithaug, and Stancliffe (2003) describe self-determination as a lifelong process of "...enabling people to make things happen in their lives" (p.20). It is an overarching psychological construct composed of skills, knowledge, and attitudes. The skills of self-determination are defined as: problem solving, decision-making, goal setting, self-advocacy, independent living, communication, social, and self-regulation (Wehmeyer et al., 2003). Self-determination knowledge refers to knowing oneself, rights and responsibilities, resources, and options. Attitudes associated with self-determination
include self-confidence, self-acceptance, feeling valued and in control of one’s life (Wehmeyer, Abery, Mithaug, & Stancliffe).

Another definition of self-determination is offered by Deci and Ryan (1985) who explain self-determination as an innate psychological need related to the construct of intrinsic motivation. They assert that “intrinsically motivated behaviors are by definition self-determined” (p.112). However, Wehmeyer, Abery, Mithaug, and Stancliffe (2003) contend that self-determination itself is not innate but rather the capacity for the skill of self-regulation is innate; “therefore, we conclude that learning to be self-determined is a consequence of learning to adjust to the challenges of meeting self-set goals” (p.151).

Attempts to define self-determination as a collection of behaviors that can be operationalized reveal limitations because of the difficulty related to measuring their occurrence. For example, when self-determination is viewed as behaviors that occur only when paired with positive reinforcement, considerations of cultural and regional differences tend to be disregarded. Defining self-determination as a single innate character trait is also limiting because such a definition does not account for human variation. For the purpose of this literature review, self-determination will be limited to the definition found within the special education literature as proposed by Sands and Wehmeyer (1996) as people with disabilities acting as causal agents of their own lives. Wehmeyer (2004) elaborates further by describing self-determination as an outcome in which people with disabilities “...have opportunities to exert control in their lives and are provided supports that enable them to take advantage of such opportunities in ways that respect their values, beliefs, and customs and those of their family and culture” (p.338). Self-determination is more than just making choices and attending a meeting or
performing all tasks, skills, or behaviors with perfect accuracy independently (Wehmeyer, Abery, Mithaug, Stancliffe, 2003). It is about acknowledging the value of people with disabilities exercising personal control over every aspect of daily life and functioning.

Self-Determination Theory

There are five theoretical perspectives about self-determination and people with disabilities that appear in the literature related to special education services, issues, and trends. The first is that self-determination is a matter of intrinsic motivation (Ryan & Deci, 2000). Second, self-determination is associated with positive psychology which is the model of concentrating on a person’s strengths and capabilities instead of attempting to remediate deficits (Shogren, Wehmeyer, Buchanan, & Lopez, 2006). The third perspective is that of, self-determination as causal agency (Wehmeyer 2004) and fourth self-determination as a matter of quality of life (Lachapelle, et al., 2005; Wehmeyer & Schwartz, 1998). Finally, self-determination is described from an ecological perspective (Wehmeyer, Abery, Mithaug, & Stancliffe, 2003).

Self-Determination as Intrinsic Motivation

According to Ryan and Deci (2000), self-determination is derived from research on intrinsic motivation. In their descriptive research, they did not concern themselves with the cause of intrinsic motivation but concentrated on identifying the conditions that sustain or diminish intrinsic motivation. They proposed that the conditions that influence intrinsic motivation are key to understanding human nature.
Based on this theoretical perspective, conditions that do not support intrinsic motivation are described as threats, imposed goals, pressured evaluations, and directives. Conditions that support intrinsic motivation are described as environmental interactions such as provision of choices, acknowledgement of emotions, and opportunities for autonomy. When these provisions are made, the psychological needs of competence, sense of belonging, and personal autonomy are reinforced. Ryan and Deci (2000) purport psychological needs are central to self-determination theory.

**Self-Determination as Positive Psychology**

In reaction to the interdisciplinary shift in psychology and education from a deficit model in need of remediation to a strengths and capabilities model, Shogren, Wehmeyer, Buchanan, Lopez, (2006) conducted a review of five journals within the literature on intellectual disabilities spanning 30 years. They investigated self-determination in relation to positive psychology. Positive psychology refers to the discipline of psychology concerned with the perspective of strengths and capabilities instead of the remediation of skill deficits (Shogren, et al., 2006). From 1975 to 2004 a total of 66 articles were published about self-determination. Of these 66, a total of five articles reflected specific positive psychology constructs. The results of the Shogren et al., analysis suggested the conceptual understanding of people with intellectual disabilities has shifted to a model of functionality with an emphasis on accomplishments and abilities.

**Self-Determination as Causal Agency**

Wehmeyer (2004) reviewed causal agency theory as a means to clarify confusion within the professional literature about intellectual disabilities. He described self-
determination as a lifelong process based on individual capability and opportunities to exert purposeful control over one’s life to achieve an outcome. A causal agent is described as “...someone who makes or causes things to happen in his or her life” (Sands & Wehmeyer, 1996; p. 24). Thus, according to this theoretical perspective, people with intellectual disabilities must be afforded opportunities to function as causal agents in order to become self-determined.

*Self-Determination as Quality of Life*

Researchers have examined the relationship of self-determination and quality of life for adults with intellectual disabilities. Specifically, Wehmeyer and Schwartz (1998) conducted a study with 50 adults who lived in group home settings in Texas. Results from interviews with the participants using the *Quality of Life Questionnaire* yielded a significant correlation between self-determination and a positive quality of life suggesting self-determination contributes to an improved quality of life.

Lachapelle et al. (2005) expanded the previous study to include 182 adults living in community settings across four countries. Again, using the *Quality of Life Questionnaire*, participants were interviewed about their satisfaction, productivity, empowerment, and social belonging. Results revealed higher quality of life scores but lower self-determination scores than the previous study. The authors questioned whether these results were related to lack of opportunities provided to people with intellectual disabilities to exercise self-determination.

*Self-Determination as Ecology*

From an ecological viewpoint (Wehmeyer, Abery, Mithaug, & Stancliffe, 2003), self-determination is based on the following basic assumptions: (1) people with
disabilities desire and are capable of self-determination, (2) self-determination exists on a continuum, (3) self-determination is a developmental and lifelong process, and (4) self-determination is the result of interactions between individuals and their environment. The central feature of these assumptions is the person with a disability and the previously mentioned competencies of self-determination. Extending outward from the person with a disability to the immediate circles of influence which include family, peers, school/work, and residential/child care services. All of these combined influences create a micro-system that is susceptible to the involvement of regulations, societal attitudes, changes over time, and laws that are part of the larger macro-system. According to this theoretical perspective, each system influences all the others and may be viewed as a circular structure that has no beginning or end to the cycle.

Self-Determination Legislation

Self-determination for people with disabilities has been a focus of legislation and policy initiatives for almost two decades. The Americans with Disabilities Act (ADA) of 1990 was the first major piece of legislation enacted specifically for and by the self-advocacy efforts of people with disabilities. The ADA was passed under the precedent of civil rights (Brotherson, Cook, Cunconan-Lahr, & Wehmeyer, 1995) and aims to provide inclusive experiences for people with disabilities in all facets of modern American life. The prohibition of discrimination on the sole basis of disability is the focus of the ADA. Brotherson et al. (1995) described the ADA in regards to opportunities for children with disabilities to practice self-determination within their physical environments.
The reauthorization of Section 504 of the Vocational Rehabilitation Act in 1992 officially recognized disability as a natural consequence of the human condition. Other items recognized by Congress with the reauthorization was that people with disabilities are one of the largest of all disadvantaged groups in modern society and should be provided with the skills and services necessary to achieve equal opportunity. “The significant change reflected in this conceptualization is that disability is no longer seen as aberrant, outside the norm, or pathological but instead is recognized as part of being human” (Wehmeyer, Bersani, Gagne, & 2000, p.110).

Next were the Self-Determination Initiative and the Robert Wood Johnson Initiative which funded projects to promote self-determination. The Self-Determination Initiative was sponsored by the United States Department of Education via the Office of Special Education and Rehabilitation Services. From 1990 to 1996 thirty-one projects to promote self-determination among students with disabilities were funded. Most of the projects were dedicated to the development of model demonstrations and only five of the projects were for the development of self-determination assessments (Wehmeyer, Bersani, Gagne, & 2000).

The Robert Woods Johnson Initiative was the second major initiative dedicated to funding projects for the promotion of self-determination for people with disabilities. A total of five million dollars was provided through the Robert Wood Johnson Foundation (Field & Hoffman, 2002a) for the purpose of helping states address ongoing systemic change regarding policies and reform efforts involving individual choices and opportunities for personal control. This initiative supported the creation of state agencies
and granted those agencies the authority to change state level policy based on principles of self-determination (Wehmeyer, Bersani, & Gagne, 2000).

Finally, the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 recognized the importance of active student involvement with transition planning and the development of individualized education programs (IEP). Self-determination has been implied within the language of the transition regulations of the IDEIA since 1990 (Brotherson, et al.). The transition regulations call for a results-driven series of coordinated activities that promote smooth movement from one educational context to the next such that a student with a disability benefits from special education services. These activities are to be “based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes-instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation” [§ 300.43(a)(2)(i-v)].

Transition planning and services are to begin with the IEP that is in effect when the student is no older than age 16. Such planning and service provisions must account for the student’s individual needs and age appropriate transition assessments. The intent of the transition regulations was to involve the student with transition and educational planning beyond just attending a meeting or completing a checklist of likes and dislikes (Brotherson et al.). Transition activities must consider individual student needs, strengths, preferences, and interests and to do so must include the student by allowing him or her opportunities for self-expression and contribution to the planning process.
The transition process is the appropriate method for facilitating student self-determination and understanding of rights, responsibilities, and protections as provided by United States federal legislation.

Current Educational Practices in Self-Determination

The professional literature about self-determination includes a plethora of information about current educational practices. Researchers have examined the promotion of self-determination for students with disabilities across various settings (Houchins, 2002; Palmer, Wehmeyer, Gipson, & Agran, 2004; Palmer & Wehmeyer, 2003), multiple models of instruction (Field, Hoffman, & Posch, 1997; Konrad, Walker, Fowler, Test, & Wood, 2008; Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000), and the influence of the home and educational environments (Field & Hoffman, 2002a; Wall & Dattilo, 1995). While self-determination is often intended for secondary students with disabilities in transition (Abery & Rudrud, 1995; Jones, 2006; Karvonen, Test, Wood, Browder, & Algozzine, 2004), promotion of self-determination should begin in early childhood (Sands & Wehmeyer, 1996). Parents and teachers must recognize within themselves that their well-intentioned efforts to protect a child with a disability may actually inhibit opportunities for the child to experience the dignity of risk (Wall & Dattlio, 1995). Children as young as five years old are capable of setting and achieving personal goals with the guidance and assistance of teachers (Palmer & Wehmeyer, 2003). In order for self-determination skills to develop, children with disabilities must have a solid foundation built on multiple practice opportunities for autonomy, self-regulation,

**Self-Determination Assessments**

A series of self-determination assessments were developed during the mid 1990s (Pennell, 2004). To date, five assessments are used to evaluate student characteristics and perceptions of self-determination.

1) The Self-Determination Assessment Battery (Hoffman, Field, & Sawilowsky, 2004)
2) The Arc’s Self-Determination Scale (Wehmeyer & Kelchner, 1995)
4) The Self-Determination Profile: An Assessment Package (Curtis, 1996)
5) AIR Self-Determination Scale and User Guide (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994)

These measures of self-determination are either validated psychometric or curriculum-based assessments exclusively for secondary students and young adults with disabilities. Each tool is described in detail in the work of Field, Martin, Miller, Ward, and Wehmeyer (1998) and is briefly addressed below.

**Validated Psychometric Assessments.** The Self-Determination Assessment Battery (Hoffman, Field, & Sawilowsky, 2004) is described as a measure of behavioral, cognitive, and affective factors related to self-determination. The battery is comprised of five subtests and can be administered using one or all of the subtests to compose a self-determination specific profile for a student with a disability. The subtests are: (a) The Self-Determination Knowledge Scale (SDKS), (b) The Self-Determination Observation Checklist (SDOC), (c) The Self-Determination Student Scale (SDSS), (d) The Teacher
Perception Scale (SDTPS), and (e) The Parent Perception Scale (SDPPS). Each subtest is constructed with a different format (i.e. true/false, multiple choice, self-reports, Likert ratings, checklists) and is meant to serve as potential instructional or intervention targets.

The Arc’s Self-Determination Scale (Wehmeyer & Kelchner, 1995) is the most used instrument to assess self-determination for secondary students with cognitive disabilities. The Scale is a self-report measure containing 72 items used to examine autonomy, self-regulation, psychological empowerment, and self-realization which are the essential characteristics of self-determination. Scale guidelines address seven topics: a) overview of self-determination, b) theoretical issues, c) construction, d) administration, e) scoring, f) norms, and g) reliability and validity (Wehmeyer, 1995). The primary purpose of The Arc’s Self-Determination Scale is to give secondary students with disabilities a method for representation in educational planning; while the secondary purpose is to provide an assessment tool about self-determination for educational researchers.

Self-determination assessment is a process that requires education professionals to function like service coordinators or consultants (Field et al., 1998) rather than direct service providers. Wehmeyer (1995) describes the qualifications of the user for The Arc’s Self-Determination Scale as not needing specific credentials or training related to psychometric evaluation. Instead the author claims the most important qualifications for the administration of the assessment “are difficult, if not impossible, to teach or train: (1) acceptance of the importance of student involvement in educational planning and decision-making; (2) commitment to involving the student as an equal partner in the
educational process; and, (3) respect for people with disabilities as equal and contributing
members of our society” (p.9).

In a follow up discussion, Wehmeyer (1996) emphasized a few key points about
The Arc’s Self-Determination Scale. First, the Scale is meant to assist students with
disabilities in the identification of personal strengths and limitations rather than identify a
specific cause for a lack of self-determination. A resulting low score should not
automatically be assumed to indicate a problem with the student who has a disability.
Second, because the Scale is not intended for use as a diagnostic tool, effective
application of the Scale should use repeated measures over time to gauge students’
individual performance and progress. Third, the aim of The Arc’s Self-Determination
Scale is to help students with disabilities and their educational planning teams promote
self-determination as an educational outcome.

AIR (American Institute for Research) Self-Determination Scale and User Guide
is used to assess the capacity and opportunity for self-determination of students with
disabilities at all secondary grade levels. Five point Likert scale ratings are used on the
teacher, parent, and student forms. Results of the assessment help to identify goals,
objectives, and strategies needed to develop self-determination.

Curriculum-Based Assessments. ChoiceMaker Self-Determination Assessment is
for secondary students with disabilities (Field et al., 1998) and is composed of two parts,
assessment and planning. The assessment portion is used to connect student
opportunities to perform self-determination skills at school with a personal profile and
priorities for instruction. The planning tool is used to measure students’ skills and
opportunities for choosing and expressing goals and then taking action related to those
goals within the school environment. The Self-Determination Profile: An Assessment Package is designed to assist secondary students and young adults with disabilities in identifying current as well as future preferences, activities, interests, and routines.

"It is critical that the process used to assess self-determination promote self-determination. Students need to be involved in reviewing and using assessment information" (Field et al., 1998, p. 48). Self-determination assessment is intended for promoting self-awareness, assisting with instructional planning, making accommodations, developing opportunities within the educational/home environments, and evaluating educational programs (Field et al., 1998). These key points must be remembered when selecting self-determination curricula and strategies, designing interventions, or planning for educational transitions.

Self-Determination Curricula

An outcome of the University of North Carolina at Charlotte Self-Determination Synthesis Project, was the compilation of more than 50 self-determination curricula published between 1993 and 2000 (Wood, Test, Browder, Algozzine, & Karvonen, 2004). Each curriculum was reviewed for application of the self-determination components of: a) choice and decision-making, b) goal setting and attainment, c) problem solving, d) self-evaluation, e) self-advocacy, f) IEP planning, g) relationships with others, and h) self-awareness. The review included information about the specific materials associated with each curriculum, intended audience, and whether or not the curriculum was field tested prior to publication. Publisher information and purchase price was also provided.

1) Is the curriculum supported by research?
2) Does the curriculum help to develop IEPs?
3) Does the curriculum describe teaching strategies?
4) Does the curriculum provide assistance with creating an environment that promotes self-determination?
5) Does the curriculum help the teacher be more self-determined?

Teachers who choose a curriculum after consideration of the above questions, will be more prepared to implement instructional strategies and interventions that successfully promote self-determination as an educational outcome than teachers who fail to consider these questions.

Self-Determination Strategies and Interventions

Strategies for instruction of self-determination skills have been applied to secondary students with disabilities who are in various stages of transition as mandated by IDEIA (2004). Frequently, self-determination strategy instruction is focused on the
component of self-advocacy skills (Hammer, 2004; Konrad & Test, 2007; Pocock, et al., 2002; Test & Neale, 2004) in an effort to get beyond the strategies being applied only to choice and decision-making (Field & Hoffman, 2002a and b; Wehmeyer, Abery, Mithaug, & Stancliffe, 2003). The instructional sequence for the self-advocacy strategies typically begins with teacher modeling of the specific skill, followed by guided practice that includes role play or simulation, and concluding with practical application of the skill. Oftentimes, the self-advocacy skill of effective communication training receives most of the attention in the professional and popular literature because effective communication skills are absolutely vital for secondary students with disabilities to gain special education services and accommodations.

"Many of the components of self-determination, from self-awareness and self-regulation to autonomy, simply cannot be taught using traditional teacher-directed models" (Field et al., 1998, p. 66). Strategies for self-determination instruction are frequently linked with the non-curricular elements of school; the classroom organization and associated rules, extra-curricular opportunities, and student-directed learning. Some specific strategies applicable to self-determination as outlined by Field et al., (1998) involve: a) self-instruction, b) self-monitoring, c) self-reinforcement, d) choices and prompts connected to naturally occurring cues within applied behavior analysis procedures, e) mentor programs, f) community-based instruction and experiences, g) school administrative support of students and staff self-determination opportunities, and h) parental encouragement of self-determination skills for their children with disabilities.

Intervention studies to promote self-determination were reviewed by three research teams (Konrad, Fowler, Walker, Test, & Wood, 2007; Test, Fowler, Brewer, &
Wood, 2005; Wood, Fowler, Uphold, & Test, 2005). The overall conclusions from each team included positive outcomes despite some identified flaws with single subject methodologies. Even though the age and small number of participants in some of the studies are identified as limitations, results from the aforementioned research teams suggest students with disabilities have the capacity to learn self-determination skills.

Wood, Fowler, Uphold, and Test (2005) identified eight self-determination intervention studies involving students age 8 to 21 with severe to profound intellectual disabilities. Results for all eight studies indicate self-determination skills increased post intervention and when maintenance data were collected. Also in 2005, Test, Fowler, Brewer, and Wood published a review of a total of 25 intervention studies specific to self-advocacy. Of the 25 studies reviewed, 18 included secondary students with disabilities as identified by IDEIA (2004) classifications. Outcomes of these 18 single subject design studies indicate self-determination skills increased, overall student performance and goal achievement improved, and students with disabilities participated more during IEP meetings. Despite a few methodological weaknesses (lack of procedural fidelity or generalization and maintenance data), conclusions of the review provide support for the capabilities of secondary students with disabilities for learning self-advocacy skills.

Konrad, Fowler, Walker, Test, and Wood (2007) compiled a review of 34 studies specific to self-determination interventions and academic skills for students with learning disabilities and/or attention deficit/hyperactivity disorder. The self-determination components of goal setting, self-management, self-advocacy, and self-awareness were the independent variables while academic skills related to productivity or quality were the
dependent variables. Studies took place between the years of 1979 to 2003. Some studies did not address social validity, describe participant selection, or include procedural fidelity data. However, the authors conclude results were stronger when the intervention combined self-management strategies with goal setting.

**Self-Determination and Transition**

The most popular strategy used to prepare secondary students with disabilities for life after high school is to expect the student to attend, contribute, and assume some responsibility for the individual education and transition plan (Fiedler & Danneker, 2007; Martin, Van Dycke, Christensen, et al., 2006a; Martin, Van Dycke, Greene et al., 2006b; Mason, Field, & Sawilowsky, 2004; Van Dycke, Martin, & Lovett, 2006). Students with disabilities who are active participants with the educational and transition planning processes are often described as self-determined. When students are taught how to actively participate with the transition process and eventually lead their own IEP meetings, they develop the self-determination skills and knowledge of self-awareness, self-advocacy, self-efficacy, decision-making, self-evaluation, and adjustment (Field et al., 1998). Such an approach to IEPs and transition planning can lead to a sense of celebration about the education of a student with a disability (Field et al., 1998) instead of a regulated responsibility of the special education teacher.

The quantity and quality of spoken sentences during IEP and transition planning meetings has functioned as the measurement of participation for students with disabilities (Martin et al., 2006a and 2006b). Special education teachers tend to monopolize the discussion of an IEP meeting and the students with disabilities typically do little more than make initial introductions (Martin et al., 2006b). While the importance of self-
determination skills is regularly mentioned by parents, teachers, and administrators during such meetings, rarely do the skills become incorporated in the actual IEP meeting or transition plan (Fiedler & Danneker, 2007). Without self-determination skills explicitly written into the transition plan, secondary students with disabilities are missing important instruction deemed necessary for positive post-high school outcomes.

Transition planning and preparation can begin in early childhood (Morrison, 1999; Wiltz, Watson-Thompson, Cawley, & Skelley, 2007) and should involve students with disabilities prior to the final year in high school (Thoma, Rogan & Baker, 2001). For secondary students with disabilities planning to go to college, Pierangelo and Guiliani (2004) outline some transition specific activities starting five years prior to high school graduation while Hartnell-Young, Smallwood, Kingston, and Harley (2006) describe specific activities associated with distinct phases of transition such as school to college, school to employment, college to employment, or employment to graduate study. As a result of their study of self-determination as a predictor of transition planning, Wehmeyer, Palmer, Soukup, Garner, and Lawrence (2007) suggest, “there is still a need to educate students on transition planning and its importance to their lives” (p.42). Even though a high percentage of the participants attended their most recent IEP, few knew of their transition goals and even a smaller percentage attended the IEP meeting and/or knew their transition goals.

It will take more than self-determination specific federal mandates, curricula, strategies, interventions, and assessments to involve students with disabilities as the center of current educational practices. For student-directed IEP and transition planning to become a truly student-directed and evidenced-based practice, education professionals
must adjust their perceptions and attitudes about the capabilities of students with
disabilities. "These student-driven practices cannot be implemented unless educators and
other service providers assume a new role-one that empowers students to take control of
their own lives" (Wehman & Kregel, 1998, p.256).

Perceptions of Self-Determination

Perceptions of self-determination skills, attitudes, and knowledge have been
studied from various viewpoints. The perspectives of students with and without
disabilities from fourth grade (Pearl, 2004) through college are represented or
summarized in the literature. However some of the research is more than a decade old
(Thompson & Dickey, 1994) or is from a school system outside of the United States
(Vogel, Fresko, & Wertheim, 2007). Common findings from all these perspectives
indicate self-determination skills are important (Agran, Snow, & Swaner, 1999;
Wehmeyer, Agran, & Hughes, 2000), instruction needs to begin during the early
elementary years (Erwin & Brown, 2003; Wehmeyer & Palmer, 2000), and parents are of
critical influence (Landmark & Zhang, 2006; Shogren & Turnbull, 2006).

Elementary Students with Disabilities

Research specific to the perceptions of self-determination for elementary aged
students with disabilities is limited to the action research of special education teacher
Cynthia Pearl (2004). She taught her fourth grade students with learning disabilities self-
advocacy skills after discovering the students' self-perception was reflective of
"derogatory comments from peers" (p.44). The students did not know how to respond to
such hurtful statements which led to the development of a three part series of mini
workshops. Pearl and her students wanted to increase disability awareness of all fourth grade students. The students with disabilities were involved with the discussions and planning of the workshops which increased their own awareness of the disability label SLD (specific learning disability). They prepared invitations, a student questionnaire, a presentation, and conducted the first workshop for their general education peers. The second workshop involved interactive simulation activities and the third workshop included written reflection of the experience. Most of the student comments expressed an increase of knowledge about SLD. Other comments described appreciation, understanding, support, or identified strengths of the students with learning disabilities.

*Secondary Students with Disabilities*

Perceptions of self-determination from secondary students with disabilities reveal a range of conclusions. Secondary students with disabilities express lower expectations for the future than non-disabled peers (Palmer & Wehmeyer, 1998) especially about postsecondary education attendance and degree completion (Wagner, Newman, Cameto, Levine, & Marder, 2007). They want information to develop self-realization (Eisenman & Tascione, 2002) even though students with learning disabilities are less likely to describe themselves as having a disability than students with intellectual disabilities or emotional disturbance (Wagner et al., 2007).

Palmer and Wehmeyer (1998) researched the expectations for the future of students with intellectual disabilities, learning disabilities, or without disabilities across four states. To have expectations for the future is dependent upon positive beliefs of oneself. Results confirmed the hypothesis that students with intellectual disabilities are
less hopeful about the future than their counterparts with learning disabilities or without disabilities.

Eisenman and Tascione (2002) identified five themes evident from their work with high school juniors and seniors with learning disabilities. The objective of the study was to increase student self-realization and understanding about their disabilities through writing assignments associated with an English class. Student perceptions collected through essays, class discussions, individual interviews, and journal entries were categorized into themes. The themes were identified as: a) silence about disability, b) misconceptions about special education, c) questions about individual characteristics, d) needing to learn more, and e) influence of adults regarding special education needs.

The authors concluded their intervention was successful because the self-realization of their students was integrated into the existing curriculum and stated that this type of embedded self-determination intervention has “several potential benefits” (p.44). To infuse self-determination instruction with existing curriculum acknowledges the fact that students with disabilities need repeat encounters and opportunities to explore information about their education. Given that most of the students could not remember discussing their disability or special education needs with an education professional or even their parents, it is important to understand “…when discussions of strengths, needs, disabilities, and special education services becomes normalized, the groundwork is laid for the more intensive strategy instruction that some young people may need” (Eisenman & Tascione, 2002, p.44).

Trainor (2007) analyzed comments from seven high school girls with learning disabilities. Focus groups, individual interviews, and an examination of the girls’ IEPs
were compared related to transition and educational programming and activities. Three
themes were identified: a) the girls believed they were self-determined regarding their
personal lives, b) their beliefs were not supported by the lack of developed self-
determination components, and c) their IEP and transition plans were not central to their
education. All the participants believed they were self-determined because they could
express preferences, make choices and decisions, self-advocate about independent living,
and set goals. However, they were not able to provide any examples about personal
strengths, preferences, or needs on behalf of life after graduation. The girls had “little
knowledge of job requirements or education prerequisites” (p.37) even though they spoke
with aspirations of future careers. The review of the IEP and transition plans was
consistent with the comments of the interviews: neither contained specific information or
plans to attend postsecondary education. Trainor (2007) concluded, “Participants in this
study sorely needed instruction and guided practice in self-determination” (p.41).

Brown, Higgins, Pierce, Hong, and Thoma (2003) gathered affective data with
two surveys about secondary students’ perceptions of alienation in school regarding
status based on disability, gender, and race. On average, secondary students receiving
special education services scored powerlessness, normlessness, meaninglessness, and
social estrangement worse than their general education peers; thus reporting more
negative feelings across all domains. The authors claim the students with disabilities feel
disconnected because of the model used to provide special education services and that
“these students are more likely to feel as if they have no control over what happens in
their lives” (p.234). Having a sense of control is developed through choices, decision-
making, and expressing preferences; all of which are integral to the development of self-determination (Wehmeyer, Abery, Mithaug, & Stancliffe, 2003).

The perception of competence was examined by Kotzer and Margalit (2007) using an electronic self-advocacy intervention for secondary students with and without disabilities in Israel. A sample of almost 400 students was divided into three groups: a) students with learning disabilities who received the e-self-advocacy intervention, b) students with learning disabilities who did not receive the intervention, and c) students without learning disabilities. The authors' intent was to increase student self-awareness and self-advocacy. The virtual program was developed and used in Israel to train students with learning disabilities about self-advocacy skills. A pre-post questionnaire was created and administered to all participants but only the data from students who completed both the pre-and post questionnaire were included in the final analysis.

Comparisons of perceptions of competence differed between students with learning disabilities who received the electronic intervention and students with learning disabilities who did not receive the intervention. The students with learning disabilities who received the intervention perceived themselves as more competent than their peers with learning disabilities who did not receive the intervention. Other differences between groups were not significant. The authors recognize a limitation of the study is the reliance upon student self-report on measures of perceived competence. Kotzer and Margalit (2007) suggest reports from teachers, parents, peers in addition to in-depth interviews with direct observations would provide more comprehensive information about self-advocacy and student competence.
Despite the range of negative conclusions related to the perceptions of self-determination among secondary students with disabilities, when asked about plans to attend college, half of the students with disabilities surveyed responded positively stating they “definitely will” (Wagner et al., 2007, p.66).

College Students

Thompson and Dickey (1994) developed a questionnaire to measure the perceptions of college students with learning disabilities about job search skills. Students from 16 universities in eight states rated items using a five point Likert scale to describe their ability to perform the specified skills. Highest ratings were calculated for abilities pertinent to job interviews (posture, eye contact, professional dress) while lowest ratings were for abilities related to ADA protections and employer tax credits for hiring someone with a disability. Abilities for which the college students felt uncertain were: a) disclosure of a disability to an employer, b) how to appropriately conduct a telephone interview, and c) locating new housing or transportation due to a new job. Conclusions of this exploratory study reinforce the need for job acquisition skills training as a necessary component to postsecondary education efforts for students with disabilities.

The remainder of this section of the chapter will address self-determination perceptions among adults. Given the limited number of studies that involve K-12 teachers and address perceptions of self-determination skills, knowledge, or attitudes of students with disabilities, it was necessary to broaden the perceptions search to include other adults (i.e., college faculty, and parents of children with disabilities). Thus, the remainder of this section addresses self-determination for students with disabilities from
the perspectives of K-12 educators, college faculty, and parents of children with disabilities.

**K-12 Teachers**

Perceptions of self-determination from teachers of K-12 students with disabilities are limited. Most studies involve the perspective from special education teachers (Agran, Hong, & Blankenship, 2007; Agran, Snow, & Swaner, 1999; Carter, Lane, Pierson, & Glaeser, 2006; Hogansen et al., 2008; Philips, 1990; Schreiner, 2007; Wehmeyer, Agran & Hughes, 2000). Only one study was found that involved the perspective of general education teachers (Grigal, Neubert, Moon, & Graham, 2003). The two most frequently cited studies about special education teacher perceptions of self-determination for students with disabilities were conducted by Agran, Snow, and Swaner (1999) and Wehmeyer, Agran, and Hughes (2000). The first study was a statewide survey involving 69 teachers of students with intellectual disabilities. Results identified self-determination as important to adult life and found that special education teachers supported the conceptual promotion of self-determination. Despite these positive findings, less than half of the special education teachers included self-determination goals in the IEP process or discussed self-determination with their students (Agran, Snow, & Swaner, 1999). Few of the special education teachers observed their students applying self-determination skills or demonstrating self-determined behavior and attitudes. A significant conclusion of this study was the following rhetorical consideration, “...if self-determination is a goal we wish our students to achieve, we must approach it as an educational goal, one to be pursued as seriously and systematically as any other skill areas we value” (p.301).
Wehmeyer, Agran, and Hughes (2000) conducted a nationwide replication of the same study and received 1,217 survey responses from special education teachers of secondary students with disabilities across all 50 states and two U.S. territories. Results mirrored those of the previous study by Agran, Snow, and Swaner, (1999) plus identified barriers to providing self-determination instruction. Barriers included: a) special education teachers perceive students won’t benefit from such instruction, b) special education teachers don’t believe they have time or authority for such instruction, c) special education teachers do not have adequate training or information about self-determination instruction, d) special education teachers believe their students need instruction in other skills areas, e) special education teachers are not aware of available self-determination materials, curricula, assessments, or strategies, and f) special education teachers believe someone else is responsible for providing self-determination instruction. The authors advise caution when interpreting results of this study as the respondents were sampled from membership lists of professional organizations and represent “…a best-possible scenario because teachers who are members of organizations such as TASH and CEC are more likely to be familiar with the self-determination construct” (Wehmeyer, Agran, & Hughes, 2000, p.67).

Self-determination from the perspective of inclusive general education teachers of secondary students with disabilities was found in one study (Grigal, Neubert, Moon, & Graham, 2003). Surveys were developed using a six point Likert scale to rate levels of agreement for ten statements specific to teacher beliefs about self-determination. Of the 248 surveys returned, 131 were from identified general education teachers but the data were only analyzed for specific differences between general education and special
education teachers with regard to teaching students with high or low incidence disabilities. No significant differences were found between general and special education teachers’ understanding of self-determination on behalf of students with low incidence disabilities. However, general education teachers rated their familiarity with the self-determination construct for students with high incidence disabilities (learning disabilities, emotional disturbance, mild intellectual disabilities, and communication disorders) as less than their special education colleagues. One conclusion of this study indicates a need for public schools to place more emphasis on self-determination instruction as part of school reform efforts. The other conclusion indicates a need for teacher preparation programs to provide future education professionals with the necessary theory and practice to promote self-determination in the K-12 inclusive classroom.

*Parents of Children with Disabilities*

Research about perceptions of self-determination includes the perceptions of parents with children with and without disabilities. Specific studies about parental perceptions have been designed to investigate the importance of self-determination for young children with disabilities (Shogren & Turnbull, 2006), adolescents with autism or learning disabilities (Field & Hoffman, 1999; Grigal, Neubert, Moon, & Graham, 2003) and young adults with disabilities (Timmons, Butterworth, Whitney-Thomas, Allen, & McIntyre, 2004). Landmark and Zhang (2006) surveyed parents of children with and without disabilities about the influences of culture, education, and socioeconomic status on the promotion of self-determination skills.

Across the previously mentioned studies, parents are identified as critical to the development of self-determination skills of their children. However, what seems to differ
is the manner in which parents facilitate self-determination skills (Landmark & Zhang, 2006). Given self-determination is mainly an Anglo-European value, parents of cultures and societies that do not share similar value systems may not promote or support the development of self-determination. An interesting outcome of the survey by Landmark and Zhang (2006) revealed parents of children without disabilities facilitate more opportunities for their children to develop self-determination skills than for children with disabilities.

Parents of children with disabilities share similar perspectives with special education teachers about the importance of teaching self-determination and the importance of student attendance and participation with IEP meetings (Grigal, Neubert, Moon, & Graham, 2003). Parents perceived it is within the responsibility of the school system to teach students with disabilities to be self-determined; yet they did not perceive specific instruction for self-determination to be provided. The researchers concluded that because school districts are not yet required by federal law or district level student performance standards to promote and teach self-determination, the only method for assuring it is provided is through parental involvement and advocacy (Grigal, Neubert, Moon, & Graham).

College Faculty

Three studies that addressed the perceptions of college faculty and the self-determination skills of students with disabilities were found (Houck, Asselin, Troutman, & Arrington, 1992; Janiga & Costenbader, 2002; Yost, Shaw, Cullen, & Bigaj, 1994). In each of the studies, the target population was students with learning disabilities. Campus disability service providers across the United States were the participants of the study by
Yost et al. while Janiga and Costenbader surveyed service providers in one northeastern state. Houck et al., investigated the perception of instructors and students without disabilities on one college campus with a student population of 23,000. Across these studies, there was overwhelming agreement about the perceived need for students with disabilities to disclose the disability and function as their own self-advocate.

Clearly self-determination for students with disabilities includes a range of perceptions. While a majority of the limited literature is dedicated to special education teachers perceptions' of secondary students with disabilities (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000), it is important to further examine and compare the perceptions of (a) secondary students with and without disabilities and (b) special and general education teachers.

Summary

Self-determination is a viable construct of the human condition with legislative support. Parents and teachers share similar perceptions about the valued need for supporting the development of self-determination competencies (Agran, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Wehmeyer, Agran, & Hughes, 2000). Research about self-determination within the field of special education has resulted in the development of assessment tools (Field, et al., 1998), curricula (Wood, Test, Browder, Algozzine, & Karvonen, 2004), and instructional strategies (Van Reusen, 1996). Individualized education and/or transition planning meetings, are a common strategy for including students with disabilities in the discussion of self-determination but frequently the transfer from discussion to the planning documents and classroom level
instruction are overlooked (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000). Limited research has been conducted related to special education teachers' perceptions of the self-determination skills among their students with disabilities. Additionally, only one study was located that involved an investigation of general education and special education teachers' perceptions of self-determination among secondary students with high and low incidence disabilities. Thus, research related to student perceptions appears to be absent from the literature. Furthermore, research designed to compare student and teacher perceptions appear to be nonexistent. Finally, there appears to be an absence of research designed to compare general and special education student perspectives. This proposed study will address both general and special education student and teacher perceptions.

Students with disabilities now receive instruction in general education classes for much, if not all, of the school day. Co-teaching models have emerged to help teachers meet the needs of all students within the general education classroom. Thus, it is important to explore the perceptions of both general and special education teachers and their students with and without disabilities. This knowledge has the potential to assist teachers with different professional preparation, reach common understandings of their shared students, particularly those with disabilities who typically struggle with both academic and self-determination abilities. A greater understanding of students' perceptions related to self-determination will help teachers plan appropriate instruction for this area of the curriculum.
CHAPTER 3

METHODOLOGY

Studies relevant to the perceptions of general and special education teachers related to self-determination and secondary students with disabilities are limited (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000). Furthermore, studies designed to compare the perceptions of general and special education teachers related to students with disabilities and self-determination are limited (Grigal, Neubert, Moon, & Graham, 2003). Comparisons between students and teachers appear to be lacking within the literature. The purpose of this study was to investigate teacher and student perceptions related to self-determination. Specifically, perceptions from students with disabilities were compared to the perceptions of their general and special education teachers. In addition, the perceptions of eighth grade students with disabilities were compared to the perceptions of eighth grade students without disabilities. Finally, special and general education teachers’ perceptions about students’ self-determination skills, attitudes, and behaviors were compared. The following research questions were answered.

1. Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their general education teachers from whom they receive instruction?
2. Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their special education teachers from whom they receive instruction?

3. Do perceptions related to self-determination among eighth grade students with disabilities differ from the perceptions of eighth grade students without disabilities?

4. Do perceptions related to self-determination of eighth grade students with disabilities among eighth grade general education teachers differ from those of eighth grade special education teachers?

The methodology used to answer these research questions is described in this chapter. The chapter content is organized into six sections: participants, setting, instrumentation, procedures, inter-rater reliability, and treatment of data.

Participants

The participants of this study included a total of 33 eighth grade students (12 with disabilities and 21 without disabilities). Their ages ranged from 13 to 15 years old. There were 18 males and 14 females and 1 student did not report gender. Of these 33 students, 1 was African-American, 1 was American-Indian, 1 was Asian-Hispanic, 20 were Caucasian, 1 was Indian, 4 were Hispanic, 1 was Hispanic-Caucasian, and 4 students did not report ethnicity. See Table 1 for specific demographic data related to the student participants with disabilities and the student participants without disabilities.
Table 1

*Student Demographic Data*

<table>
<thead>
<tr>
<th></th>
<th>Students With Disabilities</th>
<th>Students Without Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
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<td>10</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>10</td>
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<td>1</td>
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<tr>
<td><strong>Ethnicity</strong></td>
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<td></td>
</tr>
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</tr>
<tr>
<td>American-Indian</td>
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<td>0</td>
</tr>
<tr>
<td>Asian-Hispanic</td>
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<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic-Caucasian</td>
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<td>1</td>
</tr>
<tr>
<td>Indian</td>
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<td>1</td>
</tr>
<tr>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>14 years</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>15 years</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
A total of 11 eighth grade teachers participated in this study (i.e. 5 special education and 6 general education). There were 8 females and 1 male. Two teachers did not report gender. Of these teachers, 1 was Asian and 9 were Caucasian. One teacher did not report ethnicity. Years of experience among these teachers ranged from 4 to 19 years. One teacher did not report years of experience. See Table 2 for specific demographic data related to the special and general education teacher participants.

Table 2

*Teacher Demographic Data*

<table>
<thead>
<tr>
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<th>General Education</th>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td>Female</td>
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<td>3</td>
</tr>
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</tr>
<tr>
<td><strong>Ethnicity</strong></td>
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<tr>
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<td>1</td>
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<tr>
<td>Caucasian</td>
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<td>4</td>
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<td>1</td>
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<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - 7</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8 - 11</td>
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<tr>
<td>12 - 15</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>16 - 19</td>
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Table 2 (continued)

<table>
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<th>General Education</th>
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<td>1</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
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<td>1</td>
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<td>Licensure Area</td>
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<td></td>
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</tr>
<tr>
<td>English</td>
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<td>1</td>
</tr>
<tr>
<td>Hearing Impairments</td>
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<td>0</td>
</tr>
<tr>
<td>Math</td>
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<td>2</td>
</tr>
<tr>
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<td>(Generalist)</td>
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<td></td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Setting

Student participants, enrolled in co-taught general education classes, received self-report surveys from their teachers within their respective middle school settings. The surveys were completed within the students' home settings and then returned to one of the co-teachers at school. Teacher participants completed their surveys at school during non-instructional time or within their respective home environments. The schools
involved in this study were located in a large urban school district in the southwest region of the United States. The school district had a growing student population of 306,099 (Clark County School District, 2007) and provided special education services and accommodations to 42,617 students ages 3 through 21 (Nevada Department of Education, 2008).

Instrumentation

Self-Determination Teacher Perception Scale

The perceptions of self-determination from both general and special education teachers about their eighth grade students with disabilities were measured using the Self-Determination Teacher Perception Scale (SDTPS, 3rd edition) (Hoffman, Field, & Sawilowsky, 2004). See Appendix B. The SDTPS is a 30-item questionnaire designed for teachers to rate their students using a five-point Likert scale with zero indicating low self-determination and four indicating high self-determination skills, behaviors, and attitudes. An estimated 15 minutes per student was required for completion of the SDTPS.

Self-Determination Student Scale

Perceptions from eighth grade students with and without disabilities were measured with the Self-Determination Student Scale (SDSS, 3rd edition); (Hoffman, Field, & Sawilowsky, 2004) (see Appendix C). The SDSS is a 92-item self-report instrument with a Flesch-Kincaid readability level of 3.2 and is designed for students to indicate whether a behavior, skill, or attitude reflects him or her by marking the box labeled, “that’s me” or “that’s not me” for each item. An estimated 50 minutes was required to complete the SDSS.
Reliability and Validity

The SDTPS was normed with a sample of 371 teachers with a range of potential raw scores of 0 to 120. The mean score was 63.1 with a standard deviation of 21.6. Internal consistency was measured at .97 using Cronbach Alpha suggesting a high level of reliability. The SDSS was normed with a sample of 251 students with disabilities ages 14 to 22. For all 92 items of the SDSS a Cronbach Alpha was calculated at .91 also indicating a high level of reliability.

The entire Self-Determination Assessment Battery (Hoffman, Field, & Sawilowsky, 2004) was used in conjunction with an intervention to validate each of the subtests including the SDTPS and the SDSS. Both the SDTPS and SDSS were validated using multi-method, multi-trait, divergent/convergent construct techniques. Factor analysis was applied to the SDSS as part of the validation efforts.

Procedures

This study was conducted in five phases: 1) research preparation, 2) participant selection, 3) dissemination and collection of the SDTPS and SDSS, 4) research assistant training, and 5) scoring of the instruments. Each phase is described in this section.

Phase One: Research Preparation

Phase one involved obtaining permission to conduct the study. Permission to conduct this study in collaboration with middle schools of the local school district was secured from the Institutional Review Boards (IRB) of the University of Nevada, Las Vegas (UNLV) and the school district. The IRB process required researchers to obtain informed consent from participants and their parents (due to the status as minors) prior to
implementation of the study. District level support was requested and obtained from the Southeast Regional Director with the Student Support Services Division of the school district. Building level support was requested and obtained from specific school principals who expressed interest to participate with the research study.

Phase Two: Participant Selection

Phase two involved participant selection. The researcher emailed an informational letter about the study to the Program Coordinator for Student Support Services in the Division of Research and Professional Development for the local school district. The program coordinator agreed to forward the informational letter via email to potential middle school principals requesting their participation in the study. The Program Coordinator selected 12 middle school principals to receive the informational letter via email because their respective middle schools applied the co-teaching model of special education service delivery for eighth grade students with and without disabilities. Of the 12 contacted principals, two indicated a willingness to participate in the study. The researcher was then given permission to contact these two principals directly and progress with the research. An initial meeting between the researcher and the middle school principals who expressed interest in participating in the study was arranged to address questions, identify co-teaching pairs, and schedule dates/times for dissemination of the survey envelopes containing: a) teacher informed consent forms and the Self-Determination Teacher Perception Scale (SDTPS) and b) student assent forms, parent permission forms, and the Self-Determination Student Scale (SDSS).

Of the middle schools with permission to participate from the building principal, general and special education eighth grade co-teachers who volunteered to participate
were selected. *Only eighth grade students with and without disabilities who received instruction in at least one co-taught class and provided assent plus secured parent permission were selected as participants.*

**Phase Three: Dissemination and Collection of the SDTPS and SDSS**

Phase three of the study involved the dissemination and collection of the SDTPS and SDSS. The researcher met with the principals, general education, and special education teachers of each middle school who expressed interest in participation to determine two appropriate school weeks during second semester of the 2008-2009 school year for the dissemination and collection of the SDTPS and SDSS.

The researcher was provided a list of first names and last initial for students who were eligible for special education services and accommodations. From this list, the researcher randomly selected a maximum of four students per co-taught class for each participating teacher to evaluate using the SDTPS. The Monday of the agreed upon school week, the researcher delivered sealed plastic bags containing class sets of envelopes to each participating middle school administrator. The administrators then delivered the bags to participating co-teaching pairs of teachers. The plastic 2.5 gallon bag contained two 10 X 13 brown clasp envelopes (one for the general education teacher and one for the special education teacher) and a 9 X 12 brown clasp envelope for each student enrolled in the participating co-taught class. The 10 X 13 envelopes contained two copies of the teacher informed consent letter (one for the teacher to sign and return plus a copy to retain for personal records, see Appendix E) and the SDTPS instruments for the teachers to rate the randomly selected students. Each teacher was to complete one SDTPS instrument for each of the randomly selected students with disabilities. Thus, the
co-teachers were rating the students with disabilities who were enrolled in their co-taught
general education classroom. The 9 X 12 envelopes contained two copies of the student
assent letter (see Appendix H), two copies of the parent permission form (Appendix F),
and one SDSS instrument for the student to complete in their home setting. The two
copies of the student assent letter and parent permission form were provided so the
students and their parents would sign and return one copy then retain the others for their
personal records. Given 40% of the students enrolled in the school district speak English
as a second language (Regional Director, personal communication, July 21, 2008),
Spanish versions of the SDSS (Appendix D), parent permission letters (Appendix G),
and student assent letters (Appendix I) were also provided in the envelopes for home
distribution. The teachers at both middle schools disseminated one student envelope to
each student to take home on Monday of the second week of the second semester of the
school year. Students were advised to return their materials no later than Friday of the
same week.

Students took the envelopes home and those who decided to participate, signed
the student assent letter, and secured the signature of their parents on the parent
permission letter. The student assent and parent permission letters were returned along
with the completed SDSS to the same teacher from which they were received. The
researcher collected the signed teacher consent letters, completed SDTPS instruments,
signed student assent letters, signed parent permission forms, and completed SDSS
instruments during the agreed upon school hours of the next school week.

Due to a low return rate, (i.e., 25 SDSS and 47 SDTPS were returned) the
researcher obtained permission from the administrators at both middle schools to conduct
a second round of material dissemination with the goal of increasing participation. This second dissemination took place on the sixth week of the second semester for both middle schools. The researcher collected materials returned from the second round dissemination one week later (i.e. 8 SDSS and 17 SDTPS). The administrators at both schools indicated the second round would need to be the final round due to upcoming school-wide testing (i.e., testing to determine whether the students in the school had met the standards for adequate yearly progress as mandated through state and federal guidelines). The researcher delivered notes of appreciation to both school administrators for distribution to each class of students and their teachers upon completion of data collection at both schools.

**Phase Four: Research Assistant Training**

Phase four of the study involved training of the research assistant who was responsible for inter-rater reliability. One session was necessary to train the research assistant. The session began with an overview of the study and questions were addressed as they occurred. Next the researcher provided the research assistant with a sample copy of the SDTPS and the specific contents of the SDTPS were discussed. Given the simplicity of the scoring procedure for the SDTPS (i.e., simply adding the ratings for each item to achieve a sum total raw score), a mastery criterion of 100% accuracy was established. The research assistant achieved this scoring mastery criterion after one trial.

Next, the researcher gave the research assistant a copy of the SDSS and answer key for scoring. Specific contents of the SDSS were discussed. There were two columns on the SDSS: one labeled “That’s Me” and the other labeled “That’s Not Me.” Individual items marked under the column heading of “That’s Me” were worth two points and
individual items marked under the column heading "That's Not Me" were worth one point. Given the simplicity of the scoring procedure for the SDSS (i.e., adding the column totals), a mastery criterion of 100% accuracy was established. The research assistant achieved this scoring mastery criterion after one trial.

**Phase Five: Scoring of the Instruments**

Phase five of the study involved scoring the Self-Determination Teacher Perception Scales (SDTPS) and the Self-Determination Student Scales (SDSS). The researcher scored all 64 of the SDTPS and all 33 of the SDSS. To determine inter-rater reliability for the SDTPS, the research assistant scored 25% of the SDTPS for general education teachers and 25% of the SDTPS for special education teachers. These scores were compared to the researcher's scores. Reliability was calculated using the formula:

\[
\text{Agreements} \quad \frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100 = \% \text{ of agreement}
\]

To determine inter-rater reliability for the SDSS, the research assistant scored 25% of the completed scales for students with disabilities and 25% for students without disabilities. The scores were compared to the researcher's scores and the same formula for calculating agreement was applied.

**Treatment of Data**

Descriptive and inferential statistics were used to analyze and compare the data for similarities and differences between the groups as well as within the groups. Analysis procedures used for each research question are discussed in this section. An alpha level of .05 was used for all statistical tests.
Research Question One

Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their general education teachers from whom they receive instruction? Data from the Self-Determination Teacher Perception Scale (SDTPS) and the Self-Determination Student Scale (SDSS) (Hoffman, Field, & Sawilowsky, 2004) were analyzed to answer this research question. Questions 2, 3, 9, 13, 14, 20, and 26 on the SDTPS align with questions 19, 16, 11, 14, 18, 34, and 65 on the SDSS (see Table 3). Thus, general education teacher responses to questions 2, 3, 9, 13, 14, 20, and 26 were compared to student responses to questions 19, 16, 11, 14, 18, 34, and 65.

Teacher SDTPS Likert-scale ratings of High (3) and Very High (4) (indicating the student performs the identified self-determination skill to a high degree) received a score of two. Student SDSS responses of “That’s me” (indicating that the student believes the identified self-determination skill describes himself or herself) also received a score of two (see Table 3).

Teacher Likert-scale ratings of Low (1) and Very Low (0) (indicating the student performs the identified self-determination skill to a low degree) received a score of one. Student responses of “That’s not me” (indicating that the student believes the identified self-determination skill does not describe himself or herself) also received a score of one. Teacher Likert-scale ratings of Medium (2) received a score of zero because there was no equivalent response option on the SDSS (see Table 3). Total raw scores for the aligned questions found in Table 3 were calculated for all of the SDTPS instruments from the general education teachers and for all of the SDSS instruments from the students with
disabilities. A chi-square test of independence was used to determine if the
classifications by general education teachers and students with disabilities regarding self-
determination were related.

Table 3

Alignment of Questions for the SDTPS and SDSS

<table>
<thead>
<tr>
<th>SDTPS Questions</th>
<th>SDSS Questions</th>
<th>Reverse Scoring Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High / High Rating = 2</td>
<td>That’s Me = 2</td>
<td>For Chi Square Analysis</td>
</tr>
<tr>
<td>Very Low / Low Rating = 1</td>
<td>That’s Not Me = 1</td>
<td></td>
</tr>
<tr>
<td>Medium Rating = 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q2: To what degree does Q16:1 know my strengths?
the student know his or her strengths?

Q3: To what degree does Q16:1 do not know my weaknesses?
the student know his or her weaknesses?

Q9: To what degree does Q11:1 can be successful
the student find strength even though I have
that comes from weaknesses.

Q11: I can be successful

Q10: I know my strengths

Yes

62
Table 3 (continued)

<table>
<thead>
<tr>
<th>SDTPS Questions</th>
<th>SDSS Questions</th>
<th>Reverse Scoring Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High / High Rating =2</td>
<td>That’s Me = 2</td>
<td>For Chi Square Analysis</td>
</tr>
<tr>
<td>Very Low / Low Rating =1</td>
<td>That’s Not Me = 1</td>
<td></td>
</tr>
<tr>
<td>Medium Rating =0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q13: To what degree does the student set goals?  
Q14: I do not have any goals for this school year.  
Yes
Q14: To what degree does the student plan?  
Q18: I do things without a plan.  
Yes
Q20: To what degree does the student negotiate?  
Q34: I prefer to negotiate rather than demand or give in.  
Q26: To what degree does the student compare outcomes with my grades to those expected?  
Q65: At the end of the marking period, I compare expected.  

**Research Question Two**

Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their special education teachers from whom they receive instruction? Data from the Self-Determination Teacher Perception Scale and the Self-Determination Student Scale (Hoffman, Field, & Sawilowsky, 2004) were
analyzed to answer this research question. Questions 2, 3, 9, 13, 14, 20, and 26 on the SDTPS align with questions 19, 16, 11, 14, 18, 34, and 65 on the SDSS (see Table 3). Thus, special education teacher responses to questions 2, 3, 9, 13, 14, 20, and 26 were compared to student responses to questions 19, 16, 11, 14, 18, 34, and 65.

Teacher SDTPS Likert-scale ratings of High (3) and Very High (4) (indicating the student performs the identified self-determination skill to a high degree) received a score of two. Student responses of “That’s me” (indicating that the student believes the identified self-determination skill describes himself or herself) also received a score of two (see Table 3).

Teacher SDTPS Likert-scale ratings of Low (1) and Very Low (0) (indicating the student performs the identified self-determination skill to a low degree) received a score of one. Student responses of “That’s not me” (indicating that the student believes the identified self-determination skill does not describe himself or herself) also received a score of 1. Teacher Likert-scale ratings of Medium (2) received a score of zero because there was no equivalent response option on the SDSS (see Table 3). Total raw scores for the aligned questions found in Table 3 were calculated for all of the SDTPS instruments from the special education teachers and for all of the SDSS instruments from the students with disabilities. A chi-square test of independence was used to determine if the classifications by special education teachers and students with disabilities regarding self-determination were related.

Research Question Three

Do perceptions related to self-determination among eighth grade students with disabilities differ from the perceptions of eighth grade students without disabilities? Data
from The Self-Determination Student Scale (SDSS) (Hoffman, Field, & Sawilowsky, 2004) were analyzed to answer this research question. An independent t-test was used to determine whether the perceptions of self-determination from students with disabilities differed from the perceptions of self-determination from students without disabilities related to self-determination abilities.

Research Question Four

Do perceptions related to self-determination of eighth grade students with disabilities among eighth grade general education teachers differ from those of eighth grade special education teachers? Data from The Self-Determination Teacher Perception Scale (Hoffman, Field, & Sawilowsky, 2004) were analyzed to answer this research question. A dependent t-test was used to determine whether the perceptions of general education teachers differed from the perceptions of special education teachers related to the self-determination abilities of their students with disabilities.
CHAPTER 4

FINDINGS OF THE STUDY

The purpose of this study was to investigate teacher and student perceptions related to self-determination. Specifically the perceptions from students with disabilities were compared to the perceptions of their general and special education teachers. Also, the perceptions of self-determination among eighth grade students with disabilities were compared to the perceptions of self-determination among eighth grade students without disabilities. Finally, special and general education teachers’ perceptions about students’ self-determination skills, attitudes, and behaviors were compared.

A total of 12 eighth grade students with disabilities and 21 eighth grade students without disabilities participated in this study. Additionally, a total of six eighth grade general education teachers and five eighth grade special education teachers participated in this study. All student participants received instruction in at least one co-taught course and all teacher participants co-taught at least one course.

The instruments used to measure teacher and student perceptions related to self-determination were the Self-Determination Teacher Perception Scale (SDTPS) and Self-Determination Student Scale (SDSS). The student participants completed the SDSS within their respective home settings and returned the instruments to their respective teachers. The teacher participants completed the SDTPS during non-instructional time within either their respective school or home settings. After two rounds of dissemination,
inter-rater reliability was measured and data analysis took place. The purpose of this chapter is to report the findings obtained from these analyses. The first section of this chapter includes a report of inter-rater reliability. The second section includes the study results associated with each of the four research questions. The chapter concludes with a summary of the findings.

Inter-rater Reliability Results

To determine inter-rater reliability for the SDTPS, the research assistant scored 25% (10 of 40) of the instruments from general education teachers and 25% (6 of 24) of the instruments from special education teachers. Total raw scores were determined for each instrument and compared to the researcher's total raw scores and inter-rater reliability was calculated using the formula:

\[
\text{Agreements} \div (\text{Agreements} + \text{Disagreements}) \times 100 = \% \text{ of agreement}
\]

There were zero disagreements for the sample of general education teacher SDTPS instruments indicating 100% inter-rater reliability. Additionally, there were zero disagreements for the sample of special education teacher SDTPS instruments indicating 100% inter-rater reliability.

To determine inter-rater reliability for the SDSS, the research assistant scored 25% (3 of 12) of the instruments from students with disabilities and 29% (6 of 21) of the instruments from students without disabilities. An item-by-item review for the 92 items on the SDSS of each sample group (i.e., students with disabilities and students without
disabilities) was conducted and the same formula for calculating agreement was applied. For the sample group of SDSS from the students with disabilities, there was 100% agreement on the item-by-item review. Inter-rater reliability scores for the sample of SDSS instruments from students with disabilities are presented in Table 4.

Table 4

*Inter-rater Reliability for SDSS sample from Students with Disabilities*

<table>
<thead>
<tr>
<th>Source</th>
<th>Agreement Calculation</th>
<th>Percent of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 item Self-Determination</td>
<td>276 ÷ (276+0) x 100</td>
<td>100%</td>
</tr>
<tr>
<td>Student Scale</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the sample group of SDSS from the students without disabilities, there was 97.8% agreement on the item-by-item review. Inter-rater reliability scores for the sample of SDSS instruments from students without disabilities are presented in Table 5.

Table 5

*Inter-rater Reliability for SDSS sample from Students without Disabilities*

<table>
<thead>
<tr>
<th>Source</th>
<th>Agreement Calculation</th>
<th>Percent of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 item Self-Determination</td>
<td>540 ÷ (540+12) x 100</td>
<td>97.8%</td>
</tr>
<tr>
<td>Student Scale</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Questions and Related Findings

Four research questions were answered for this study. Following each research question is an explanation of the instrumentation used, data collected, and results. An alpha level of .05 was used for all statistical tests.

Research Question One

Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their general education teachers from whom they receive instruction? Data from the Self-Determination Teacher Perception Scale (SDTPS) and the Self-Determination Student Scale (SDSS) (Hoffman, Field, & Sawilowsky, 2004) were analyzed to answer this research question. A chi-square test of independence was used to determine if the classifications by general education teachers and students with disabilities regarding self-determination were related.

The six general education teachers returned 40 Self-Determination Teacher Perception Scales (SDTPS). SDSS were returned from 12 students with disabilities. The total raw scores for the aligned questions (see Table 3) on the SDSS were calculated. A total raw score of 11 or more for the aligned questions on the SDTPS (teacher perceptions) indicated that the general education teacher rated a student as exhibiting self-determination. Likewise, a raw score of 11 or more for the aligned questions on the SDSS (student perceptions) indicated that the student with a disability rated him or herself as possessing self-determination. Conversely, a total raw score of 10 or less for the aligned questions on the SDTPS (teacher perceptions) indicated that the general education teacher rated a student as not exhibiting self-determination. Likewise, a raw
score of 10 or less for the aligned questions of the SDSS (student perceptions) indicated that the student with a disability rated him or herself as not possessing self-determination.

The results revealed that only 6 of 40 students with disabilities (15%) were scored high enough by the general education teachers to be rated as exhibiting self-determination, while 9 of 12 students with disabilities (75%) rated themselves as possessing self-determination (see Table 6). The chi-square test of independence was significant ($X^2 = 16.19$, $p < .001$), indicating that students with disabilities were significantly more likely than general education teachers to rate themselves as possessing self-determination.

Table 6

*Self-determination Ratings from General Education Teachers and Students with Disabilities*

<table>
<thead>
<tr>
<th></th>
<th>General Education Teachers (SDTPS)</th>
<th>Students with Disabilities (SDSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibit self-determination</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Students do not exhibit self-determination</td>
<td>34</td>
<td>3</td>
</tr>
</tbody>
</table>
Research Question Two

Are perceptions related to self-determination among eighth grade students with disabilities associated with the perceptions of their special education teachers from whom they receive instruction? The Self-Determination Teacher Perception Scale and the Self-Determination Student Scale (Hoffman, Field, & Sawilowsky, 2004) were used to collect data for this research question. A chi-square test of independence was used to determine if classifications by special education teachers and students with disabilities regarding self-determination were related.

The five special education teachers returned 24 SDTPS. The total raw scores for the aligned questions on the SDTPS (see Table 3) were calculated. SDSS were returned from 12 students with disabilities. These were the same SDSS used to help answer research question one. The total raw scores for the aligned questions (see Table 3) on the SDSS were calculated. The criterion for exhibiting/not exhibiting self-determination was identical to research question one.

The results revealed that only 4 of 24 students with disabilities (16.7%) were scored high enough by the special education teachers to be rated as exhibiting self-determination, while 9 of the 12 students with disabilities (75%) rated themselves as possessing self-determination (see Table 7). The chi-square test of independence was significant ($X^2 = 11.8, p = .001$), indicating that students with disabilities were significantly more likely than special education teachers to rate themselves as possessing self-determination.
Table 7

*Self-determination Ratings From Special Education Teachers and Students with Disabilities*

<table>
<thead>
<tr>
<th></th>
<th>Special Education Teachers (SDTPS)</th>
<th>Students with Disabilities (SDSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibit self-determination</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Students do not exhibit self-determination</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

*Research Question Three*

Do perceptions related to self-determination among eighth grade students with disabilities differ from the perceptions of eighth grade students without disabilities? Data from The Self-Determination Student Scale (SDSS) (Hoffman, Field, & Sawilowsky, 2004) were analyzed to answer this research question. An independent t-test was used to determine whether the perceptions from the 12 students with disabilities differed from the perceptions of the 21 students without disabilities related to their self-determination skills, behaviors, and attitudes. Results indicated no significant difference ($t = -1.63, p = 0.113$) in the perceptions of students with disabilities and students without disabilities (see Table 8).
Table 8

*Self-determination Student Scale Scores for Students With and Without Disabilities*

<table>
<thead>
<tr>
<th>Self-Determination Student Scale</th>
<th>n</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>12</td>
<td>98</td>
<td>25.2</td>
</tr>
<tr>
<td>Students without Disabilities</td>
<td>21</td>
<td>110</td>
<td>17.9</td>
</tr>
</tbody>
</table>

*Research Question Four*

Do perceptions related to self-determination of eighth grade students with disabilities among eighth grade general education teachers differ from those of eighth grade special education teachers? Data from The Self-Determination Teacher Perception Scale (SDTPS) (Hoffman, Field, & Sawilowsky, 2004) was analyzed to answer this research question. Both the general and special education teachers rated the same 24 eighth grade students with disabilities. A dependent t-test was used to investigate the mean rating difference between teachers’ perceptions of the students with disabilities’ self-determination. Results of the dependent t-test revealed no significant difference ($t = .34, p = .732$) between teacher ratings (see Table 9).
Table 9

*Self-determination Teacher Perception Scale Scores for General and Special Education Teachers*

<table>
<thead>
<tr>
<th>Self-Determination Teacher Perception Scale</th>
<th>n</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Teachers</td>
<td>24</td>
<td>59.4</td>
<td>21.5</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>24</td>
<td>60.7</td>
<td>19.8</td>
</tr>
</tbody>
</table>

**Item Analysis Using Descriptive Statistics**

An item-by-item review of student responses was conducted for each student group and appears in Appendices J and K respectively. There were two items on the SDSS that were rated with a similar percentage of responses between both groups of students. Half of the students with disabilities (6 of 12) and half of the students without disabilities (11 of 21) rated the item, “I forget to take care of my needs when I am with my friends” as “That’s Me.” All but one student (32 of 33, or 97%) rated the item, “When going through the cafeteria line, I pick the first thing” as “That’s Not Me.”

Likewise, an item-by-item review of responses was conducted for each teacher group and appears in Appendices L and M respectively. The item-by-item review was conducted to identify a consistent response pattern between the teacher groups. Visual inspection of the total number of responses for each Likert scale category on the SDTPS from both general and special education teachers did not reveal any pattern of consistent responses. However, there was one item on the teacher perception instrument in which
the ratings from general education teachers were similar to the ratings of the special education teachers. The item, "To what degree does the student take care of herself/himself?" was rated as "High" or "Very High" by 53% (21 of 40) of the general education teachers and by 58% (14 of 24) of the special education teachers. The total number of responses for each Likert scale category are presented in Table 10.

Table 10

<table>
<thead>
<tr>
<th>SDTPS</th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Teachers</td>
<td>111</td>
<td>276</td>
<td>423</td>
<td>310</td>
<td>92</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>36</td>
<td>163</td>
<td>298</td>
<td>190</td>
<td>41</td>
</tr>
</tbody>
</table>

Summary of Findings

To determine inter-rater reliability for the Self-Determination Teacher Perception Scale (SDTPS), 25% (10 of 40) of the instruments from general education teachers and 25% (6 of 24) of the instruments from special education teachers were scored. Reliability was 100% for scoring of the SDTPS. Inter-rater reliability for the Self-Determination Student Scale (SDSS) was calculated for 25% (3 of 12) of the instruments from students with disabilities and 29% (6 of 21) of the instruments from students without disabilities. Reliability was 97.8 for scoring of the SDSS.

The perceptions of eighth grade students with disabilities were compared to the perceptions of their general and special education co-teachers from whom they receive
instruction. Results indicated that general and special education teachers did not rate students with disabilities as high on self-determination skills, behaviors, and attitudes as the students with disabilities did. The perceptions of self-determination among eighth grade students with disabilities were also compared to the perceptions of self-determination among eighth grade students without disabilities. Results indicated no significant difference for perceptions of students with disabilities and students without disabilities. Lastly, perceptions of general and special education co-teachers about their eighth grade students with disabilities were compared. Results indicated no significant difference between general and special education teachers’ perceptions of self-determination about their shared eighth grade students with disabilities.

An item-by-item review of the student instrument (SDSS) was conducted for each student group. Results indicate that both eighth grade students with disabilities and eighth grade students without disabilities forget to take care of personal needs when with friends and that 97% (32 of 33) of all the students do not select the first food item when going through the cafeteria line. Furthermore, an item-by-item review of the teacher instrument (SDTPS) was conducted for the general and special education teachers. Results indicate the absence of a consistent response pattern from either teacher group about the perceived self-determination skills, behaviors, and attitudes for their eighth grade students with disabilities.
CHAPTER 5

DISCUSSION

The purpose of this study was to investigate teacher and student perceptions related to self-determination. Perceptions from students with disabilities were compared to the perceptions of their general and special education teachers. In addition, the perceptions of eighth grade students with disabilities were compared to the perceptions of eighth grade students without disabilities. Finally, special and general education teachers’ perceptions about the self-determination skills, attitudes, and behaviors of students with disabilities were compared.

This study involved five phases: 1) research preparation, 2) participant selection, 3) dissemination and collection of the SDTPS and SDSS, 4) research assistant training, and 5) scoring of the instruments. In preparation for conducting the study, permission was sought from both the Institutional Review Boards (IRBs) of the university and the local school district. All selected teacher participants had to satisfy the study delimitations of: 1) provide content instruction in a co-teaching model of special education services delivery for eighth grade students, and 2) voluntarily provide written consent to participate. All selected student participants had to satisfy the study delimitations of: 1) receive content instruction in a co-taught classroom for at least one class period per school day, 2) voluntarily provide written assent to participate, and 3) secure parent signature and permission to participate. Student study materials were
distributed by classroom co-teachers for completion at home with the permission of their parents. Teacher study materials were completed during non-instructional time so as not to compete with classroom instruction. Due to a low return rate, a second round of study materials was disseminated and collected. All SDSS and SDTPS were scored by the researcher and then at least 25% were rescored by the research assistant to determine inter-rater reliability.

The purpose of this chapter is to discuss the findings, conclusions, practical implications, and recommendations for further study. The chapter is organized into five sections. The first section includes a discussion of the findings related to the four research questions. The discussion related to research questions one and two is combined due to similar results regardless of whether the student comparison was with general education teachers or special education teachers. The second section includes an explanation of the limitations of the study. Presented in the third and fourth sections are the conclusions based on the research questions and practical implications respectively. The chapter concludes with suggestions for future research.

Discussion of Findings

Research Questions One and Two

The findings of research questions one and two revealed that the eighth grade students with disabilities were significantly more likely than both their general and special education teachers to rate themselves as possessing self-determination. The perceptions of the teachers are not associated with the perceptions of the students with disabilities because the student and teacher ratings indicate disagreement. There are
several plausible explanations for these findings. First, it is possible that this
disagreement stems from the basic format difference found between the self-report
measure of the SDSS and the self-report measure of the SDTPS. Student perceptions
were measured with a yes or no indicator (i.e., “That’s Me” = 2 points or “That’s Not
Me” = 1 point) for each statement on the SDSS; whereas the teacher perceptions were
measured using a Likert rating scale. Although an attempt was made to align the Likert
scale ratings of the teacher perception instrument (i.e., Very High and High = 2 points,
Very Low and Low = 1 point) with the yes/no indicator of the student perception
instrument, it is possible that the compatibility of the instruments was compromised.

Another plausible explanation for the lack of association between teacher and
student perceptions between the teachers and students is the tendency of students with
disabilities to overestimate their skills, behaviors, and attitudes. This tendency has been
noted in relation to academic abilities (Stone & May, 2002), self-determination abilities
(Trainor, 2007), and emotional intelligence (Tucker, 2009). It is also possible that the
general and special education teachers underestimated the self-determination skills,
behaviors, and attitudes of students with disabilities. This possibility is supported
through the findings of Carter et al. (2006) and Hogansen et al. (2008) who indicated
teachers had lower expectations for their students with disabilities and underestimated
their capacity to be self-determined. This possibility also aligns with the findings of
previous researchers (Agran, Snow, & Swaner, 1999; Grigal et al., 2003; Wehmeyer,
Agran, & Hughes, 2000) who found that teachers perceive students with disabilities to
have limitations regarding self-determination.
In retrospect, results related to both research questions one and two would be stronger and easier to interpret if the general and special education teachers’ ratings of the students had been matched to the students who rated themselves. Although the general and special education teachers rated the same students with disabilities, and although the students who rated themselves were students of the general and special education teachers, there is no assurance that the randomly selected students for the teachers to rate were the same students who rated themselves.

Despite this limitation, it is important to note that previous research about perceptions related to self-determination has been limited to special education teachers (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000) with the exception of one study that involved general education teachers (Grigal, et al., 2003). Findings related to research questions one and two add to the literature about the perceptions of self-determination by including the comparison of perceptions between general and special education teachers and students with disabilities. The outcome of research questions one and two further contribute to the literature by supporting the findings of Carter et al. (2006) and Hogansen et. al. (2008) who noted that when compared to students with disabilities, special education teacher perceptions of self-determination skills of their students with disabilities were lower than the perceptions from the students. Additionally, previous researchers have not attempted to determine whether an association between perceptions of teachers and their students with disabilities exists. Hopefully, the current findings will serve as a springboard for future studies that involve comparisons between teacher and student perceptions.
Research Question Three

Do perceptions related to self-determination among eighth grade students with disabilities differ from the perceptions of eighth grade students without disabilities? There was no significant difference in the self-determination perceptions of students with and without disabilities. There are several plausible explanations for this finding. First, it is possible that as noted previously (related to research questions one and two) the students with disabilities in this study may have overestimated their skills, behaviors, and attitudes regarding self-determination. If the students with disabilities did indeed overestimate themselves, this may have narrowed the potential gap between students with and without disabilities related to their self-determination capabilities.

Another plausible explanation for this finding is that students with and without disabilities are more similar than different related to self-determination. For example, 94% of all the students reported the following items as “That’s Me.”

“I know what grades I am working toward in my classes.”

“Goals give my life direction”

“Personal hygiene is important to me.”

“I feel proud when I succeed.”

Another similarity between the two groups of students was that 94% of all the students reported the same response of “That’s Not Me” for “I do not have any goals for this school year” and “Nothing is important to me.” Thus, on these items, the perspectives of both student groups are very similar and indicate that both students with and without disabilities may share similar needs with regard to receiving additional support to develop
self-determination skills, behaviors and attitudes. Further analysis revealed that, 48% of all the students reported the following items as “That’s Me.”

“I would not practice in my mind giving a speech to a class because it would just make me nervous.”

“I make decisions without knowing if I have options.”

“I am frequently surprised by what happens when I do things.”

“When we are deciding what to do, I just listen to my friends.”

Thus, it may be appropriate to target content related to these items within self-determination instruction for these particular students.

A final plausible explanation for the finding related to research question three may be that the students in this study may have had similar prior opportunities to practice being self-determined so a difference of perceptions between the student groups is not evident. These students may have been exposed to previous instruction regarding self-determination from teachers they had earlier in their school careers and/or they may have parents who reinforce the skills, behaviors, and attitudes of self-determination that were measured with the SDSS.

Findings of this study differed from Wehmeyer and Palmer (1998) and Wagner et al. (2007) regarding students’ expectations of the future. These researchers found that students have low expectations for their futures. Students in this study rated the item, “There are no interesting possibilities in my future,” as “That’s Not Me” which indicates 88% of the students perceived interesting possibilities for their future. Furthermore, 94% students rated the item, “Goals give my life direction” as “That’s Me” which indicated they perceived themselves as having goals and direction.
Findings from this study also differed from Brown et al. (2003) regarding students with disabilities and the affective construct of powerlessness. Brown et al., defined powerlessness as a person who feels no sense of control over desired results. Having a sense of control is developed through choices, decision-making, and expressing preferences; all of which are critical to the development of self-determination (Wehmeyer et al., 2003). For the item, “I like to know my options before making a decision” 88% of the students rated it as “That’s Me” which indicated that students from both groups perceived themselves as having choices regarding decision-making. Another example of the students in this study demonstrating a sense of individual power was from the rating of the item, “I have the right to decide what I want to do” in which 79% of the students rated the item as “That’s Me.” A final example comes from the rating for the item, “I plan to explore many options before choosing a career path” in which 73% of the students rated the item as “That’s Me.” These ratings indicated that both students with and without disabilities perceived themselves as having some control and individual power.

Findings of this study also depart from previous research about students with disabilities not knowing their learning strengths and weaknesses (Eisenman & Tascione, 2002). The items, “I can be successful even though I have weaknesses” and “I know my strengths” were rated as “That’s Me” by 94% and 88% of the students respectively. Both groups of students rated the items, “I do not know my weaknesses” (79%) and “My weaknesses stop me from being successful” (85%) as “That’s Not Me.” These ratings indicated that both students with and without disabilities perceived themselves as being aware of their learning strengths and weaknesses.
A final distinction of this study from earlier student perception studies about self-determination is the involvement of middle school students with and without disabilities. Previous research about student perceptions of self-determination involved high school students with disabilities (Carter, et al., 2006; Grigal, et al., 2003; Hogansen, et al., 2008; Phillips, 1990; Trainor, 2007) or elementary students with disabilities (Pearl, 2004).

Lastly, the result from this research question supports the findings of Kotzer and Margalit (2007) who found no difference between secondary students with and without disabilities in their self-reported perceptions regarding an intervention for self-advocacy.

Research Question Four

Do perceptions related to self-determination of eighth grade students with disabilities among eighth grade general education teachers differ from those of eighth grade special education teachers? There was no statistically significant difference between general and special education teacher ratings. However, it is important to note that in 11 of the 24 paired teacher ratings the general and special education teachers disagreed on average by 15.79 points. These scores did not differ in the same direction suggesting the teacher groups were not consistent with their ratings. It was expected that teacher group (i.e., general or special) ratings would be consistent in one of three ways: 1) overrate the students with disabilities, 2) underrate the students with disabilities, or 3) rate similarly the students with disabilities on behalf of the skills, behaviors, and attitudes related to self-determination. Surprisingly, consistency of ratings did not occur (e.g., general education teachers rated one student 20 or more points lower than special education teachers, but then rated the next student 20 points higher than the special
education teachers). This lack of consistency is difficult to explain and raises a question related to the validity of the SDTPS instrument.

The Self-Determination Teacher Perception Scale (SDTPS) was selected as the instrument for research questions one, two, and four because it was developed for teachers to rate their perceptions of students regarding self-determination. The SDTPS is designed to be used independently or with the other subtests of the Self-Determination Assessment Battery (Hoffman, Field, & Sawilowsky, 2004) to create a student profile about self-determination skills, behaviors, and attitudes. The SDTPS was normed with a sample of 371 teachers with a range of potential raw scores of 0 to 120. The mean score was 63.1 with a standard deviation of 21.6. Internal consistency was measured at .97 using Cronbach Alpha suggesting a high level of reliability. The SDTPS was used in conjunction with an intervention to validate the entire Self-Determination Assessment Battery (Hoffman, Field, & Sawilowsky, 2004).

In addition to questions about instrument validity, there are several other plausible explanations for the finding related to research question four. Inconsistencies among teacher ratings may be related to the subjective nature of the wording for individual items on the SDTPS. It is possible that the teachers had varied interpretations of what the items meant. For example, item 16, “To what degree does the student demonstrate creativity?” Given that the word “creativity” was not defined, the teachers had to rely on their own understandings and interpretations of what it means to demonstrate creativity. Furthermore, items 22 and 23 on the SDTPS include the word “appropriately” which is a highly subjective term that may result in varied responses from teacher to teacher.
Another possible explanation for the inconsistencies among the teacher ratings may be related to the teachers' limited investment in the study. If the teachers did not see a direct benefit to themselves or their students, they may not have exercised as much thought or effort as expected while completing the SDTPS.

Prior research about the perceptions of self-determination has been typically limited to special education teachers (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000) with the exception of one study that involved general education teachers (Grigal, Neubert, Moon, & Graham, 2003). Although the Grigal et al. study included general education high school teachers, the perceptions of these teachers specific to their students' skills, behaviors, and attitudes related to self-determination, were not compared to the perceptions of self-determination from the special education teachers. This study differed in that participating teachers provided inclusive instruction via the co-teaching model of special education service delivery at the middle school level.

Study Limitations

There were several limitations to the study. First, there are inherent limitations related to findings of studies that rely on self-report measures. There is potential for participants to under or overrate their abilities and/or the abilities of others. Second, the sample size was small. Eighth grade students with and without disabilities completed the SDSS at home after signing the student assent letter and obtaining signatures of their parents on the permission letters. This may have reduced the student data pool because some students might have been unwilling or too busy to complete the SDSS at home. Additionally, some students may have completed the SDSS at home but failed to return it
to their teachers. Similarly, the general and special education teachers completed the
Self-Determination Teacher Perception Scale (SDTPS) (Hoffman, Field, & Sawilowsky,
2004) during non-instructional time (i.e. before or after school, during a preparation
period, or on personal time) in order to preserve class time for critical instruction and
learning. This may have reduced the teacher data pool for reasons similar to those stated
for students. Despite a second round of dissemination and collection with the intent of
increasing the participant pool, several other variables may have limited the response rate
as well. For example, it is possible that parents of English Language Learners (ELL)
were uncomfortable having their child participate in the study. Even though Spanish
versions of the parent permission form (Appendix G), student assent (Appendix I), and
Self-Determination Student Scale (Appendix D) were sent home with students who
received ELL support services at school, none of these materials were returned.
Specifically related to the teacher response rate, the teachers may have been preoccupied
with the upcoming state and federally mandated standardized exams. These exams took
place at both participating schools and have the potential to divert teacher attention away
from anything unrelated to test preparation. A third limitation related to this study was
the lack of a match between the randomly selected students with disabilities who were
rated by co-teachers and students with disabilities who rated themselves. Although the
general and special education teachers rated the same students with disabilities, and
although the students who rated themselves were students of the general and special
education teachers, there is no assurance that the randomly selected students for the
teachers to rate were indeed the same students who rated themselves.
Finally, this study was limited to one school district, one grade level, and participants engaged in co-teaching instructional arrangements. Therefore, caution must be used when generalizing findings to other school districts, grade levels, and/or individuals engaged in alternative instructional arrangements.

Conclusions

Based on the data collected, four conclusions can be drawn from this study. However, these conclusions must be viewed in relation to the limitations of the study.

First, the perceptions related to self-determination from general education teachers about their eighth grade students with disabilities are not associated with the perceptions of self-determination from eighth grade students with disabilities.

Second, the perceptions related to self-determination from special education teachers about their eighth grade students with disabilities are not associated with the perceptions of self-determination from eighth grade students with disabilities.

Third, as a group, the eighth grade students with disabilities perceive themselves as expressing similar self-determination skills, behaviors, and attitudes as their same-age peers without disabilities.

Fourth, the perceptions related to self-determination from general education teachers about eighth grade students with disabilities are not statistically different from the perceptions of self-determination from special education teachers about the same group of eighth grade students with disabilities. However, differences of opinions between the general and special education teachers about the self-determination skills, behaviors, and attitudes of their students were evident.
Practical Implications

Students with disabilities perceived themselves as more self-determined than their co-teachers. Consequently, general and special education co-teachers may want to conduct further assessments related to the self-determination abilities of their co-taught students. It may be helpful to assess actual performance related to a variety of self-determination skills rather than relying on self-report methodology. If further assessments related to self-determination reveal a need for instruction in these skills, explicit instruction with sufficient opportunities to practice should be provided.

In addition to providing further assessment and possible instruction related to self-determination among students with and without disabilities, co-teachers may benefit from discussions and self-assessment of their perceptions related to the abilities of their co-taught students. Co-teachers who identify appropriate goals, expectations, and ongoing monitoring systems to evaluate the progress of students for the various components of self-determination may increase the accuracy of their individual perceptions. The increased accuracy of co-teacher perceptions has the potential to improve self-determination instruction and subsequently benefit co-taught students.

Since students with and without disabilities perceived similar needs regarding self-determination, it may be possible to embed self-determination instruction in the general education curriculum and provide this instruction within co-taught classes. A benefit of embedded self-determination instruction is the ease of implementation. It is logistically easier and more likely to be implemented if all students are provided the same instruction for components of self-determination rather than just a subset of students. Given that 80% of students with disabilities are spending at least half the school day in
general education settings (Jones, 2009), it is not only important for both general and special education teachers to provide content instruction with a unified approach but it is also important for co-teachers to provide a consistent approach for self-determination instruction.

Suggestions for Future Research

Based on the results of this study, the following areas are suggested for future research.

1. Investigate the comparison of teacher and student perceptions of self-determination using a similarly formatted instrument instead of attempting to compare perceptions across two different formats (i.e., Likert scale ratings of the teacher perception scale and the “That’s Me / That’s Not Me” of the student scale).

2. Investigate the comparison of teacher and student perceptions related to self-determination with replication studies that include larger sample sizes, a different age range or grade level, and involve direct contact between the researcher and participating teachers.

3. Investigate general and special education teacher willingness to integrate self-determination instructional opportunities within the curricula.

4. Investigate the degree to which teacher educators prepare future special and general education teachers to implement self-determination.

5. Investigate the promotion of self-determination within co-teaching instructional arrangements.
Summary

The purpose of this study was to investigate teacher and student perceptions related to self-determination. Perceptions from students with disabilities were compared to the perceptions of their general and special education teachers. The perceptions of eighth grade students with disabilities were also compared to the perceptions of eighth grade students without disabilities. Special and general education teachers' perceptions about students' self-determination skills, attitudes, and behaviors were also compared. The findings from this study indicated that students with disabilities perceived themselves as more self-determined than the ratings of general and special education teachers about their students with disabilities. The perceptions of the co-teachers about their eighth grade students with disabilities were not associated with the perceptions of the eighth grade students with disabilities because the student and teacher ratings indicated disagreement. Findings of this study also indicated students with disabilities share similar perceptions of self-determination when compared to the perceptions of self-determination from their same-age peers without disabilities. Both students with and without disabilities have relatively strong perceptions related to their skills, behaviors, and attitudes of self-determination. Findings related to the comparison of perceptions between general and special education teachers indicated no significant differences of perceptions between the groups of teachers. However, it is important to note that differences of opinion and inconsistency of ratings occurred among both groups of teachers. Based on the inconsistencies among the teacher ratings, further assessment related to the validity of the SDTPS is warranted.
The findings of this study concur and differ from earlier research about perceptions of self-determination. One finding that concurs with previous research involved the difference of perceptions from teachers about students with disabilities regarding self-determination (Agran, Snow, & Swaner, 1999; Grigal et al., 2003; Wehmeyer, Agran, & Hughes, 2000). Another finding which supports earlier research is the lack of significant difference of perceptions between students with and without disabilities as found in Kotzer and Margalit (2007). A finding that differs from previous research (Agran, Snow, & Swaner, 1999; Grigal et al., 2003; Wehmeyer, Agran, & Hughes, 2000) involved the comparison of self-determination perceptions between general and special education co-teachers. This study contributes to the literature about the perceptions of self-determination by considering the construct of self-determination within the general education setting that applies the co-teaching model of special education service delivery.
APPENDIX A

TEXTBOOKS USED FOR LITERATURE REVIEW


APPENDIX B

SELF-DETERMINATION TEACHER PERCEPTION SCALE
Permission to Use Copyrighted Material

University of Nevada, Las Vegas

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I also agree that the author may execute the standard contract with University Microfilms, Inc. for microform reproduction of the completed dissertation including the materials to which I hold the copyright.


Name (Typed): _College of Education, Wayne State University_

Representing
Rate your perception of the student based on your accumulated knowledge of her or him and place an “X” in the appropriate box. The rating scale ranges from 0 (very low) to 4 (very high).

For example, to what degree does the student:

A. communicate for herself/himself?  
   Very Low | Low | Medium | High | Very High
   0  | 1  | 2  | 3  | 4
   X |   |   |   |   

B. use self-management strategies?  
   Very Low | Low | Medium | High | Very High
   0  | 1  | 2  | 3  | 4
   |   |   |   | X

Please turn to NEXT PAGE
To what degree does the student:

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. express dreams or possibilities?</td>
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<tr>
<td>2. know her/his strengths?</td>
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<tr>
<td>3. know his/her weaknesses?</td>
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<td>4. know his/her preferences?</td>
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<td>5. know his/her needs?</td>
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<td>6. explore options?</td>
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<td>7. make decisions?</td>
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<td>8. accept and value herself/himself?</td>
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<td>9. find strength that comes from acknowledging weaknesses?</td>
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<td>10. recognize her/his rights?</td>
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<td>11. recognize her/his responsibilities?</td>
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<td>12. take care of herself/himself?</td>
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<td>13. set goals?</td>
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<td>14. plan?</td>
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<td>15. anticipate consequences?</td>
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<td>16. demonstrate creativity?</td>
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<td>17. take risks?</td>
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<td>18. demonstrate appropriate communication skills?</td>
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<td>19. access resources and support?</td>
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<td>20. negotiate?</td>
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<td>21. use humor?</td>
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<td>22. deal appropriately with conflict?</td>
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</tbody>
</table>

Please turn to NEXT PAGE
To what degree does the student:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. deal appropriately with criticism?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. initiate actions?</td>
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<tr>
<td>25. persist until a goal is accomplished?</td>
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<tr>
<td>26. compare outcomes to expectations?</td>
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<tr>
<td>27. evaluate his/her performance?</td>
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<tr>
<td>28. acknowledge her/his successes?</td>
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</tr>
<tr>
<td>29. adjust behavior to improve performance?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30. express self-determination</td>
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</tr>
</tbody>
</table>
APPENDIX C

SELF-DETERMINATION STUDENT SCALE-ENGLISH VERSION
Self-Determination Student Scale

©1995, 2004

Alan Hoffman, Ed.D.  Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Directions: Read each statement carefully. If the statement describes you or your beliefs, place an “X” in the box labeled “That’s me.” If the statement does not describe you or your beliefs, place an “X” in the box labeled “That’s not me.”

For example, if the statement below describes you, an “X” is placed in the square “That’s me.”

A. I prefer sporting activities to academic studies

<table>
<thead>
<tr>
<th>That’s me</th>
<th>That’s not me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

That’s me  That’s not me

1. I am a dreamer.
2. I know what is important to me.
3. I have the right to decide what I want to do.
4. When I do not get something I want, I try a new approach.
5. I forget to take care of my needs when I am with my friends.
6. To help me the next time, I evaluate how things turned out.
7. There are no interesting possibilities in my future.
8. Nothing is important to me.
9. No one has the right to tell me what to do.
10. I can only think of one way to get something I want.
11. I can be successful even though I have weaknesses.
12. I can figure out how to get something if I want it.
13. Sometimes I need to take risks.
14. I do not have any goals for school this year.
15. I would not practice in my mind giving a speech to a class because it would just make me nervous.
16. I do not know my weaknesses.

Please turn to NEXT PAGE
17. My weaknesses stop me from being successful.  
18. I do things without making a plan.  
19. I know my strengths.  
20. I do not know where to find help when I need it.  
21. It is a waste of time to reflect on why things turned out the way they did.  
22. I dream about what my life will be like after I finish school.  
23. I tell others what I want.  
24. If I want something, I keep at it.  
25. I think about how I could have done something better.  
26. I make decisions without knowing if I have options.  
27. I forget to think about what is good for me when I do things.  
28. I am frequently surprised by what happens when I do things.  
29. I am too shy to tell others what I want.  
30. I am too scared to take risks.  
31. Criticism makes me angry.  
32. I am embarrassed when I succeed.  
33. I plan to explore many options before choosing a career.  
34. I prefer to negotiate rather than to demand or give in.  
35. I would rather have the teacher assign me a topic for a project than to create one myself.  
36. I am unhappy with who I am.  
37. My life has no direction.  
38. I imagine myself failing before I do things.  
39. I like to know my options before making a decision.  
40. I think about what is good for me when I do things.  
41. Before I do something, I think about what might happen.  
42. My friends are lucky to know me.

Please turn to NEXT PAGE
<table>
<thead>
<tr>
<th></th>
<th>That's me</th>
<th>That's not me</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.</td>
<td>I know what grades I am working toward in my classes.</td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Doing well in school does <strong>not</strong> make me feel good.</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>When I want something different from my friend, we find a solution that makes us both happy.</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>It is important for me to know what I do well in being a good friend.</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>In an argument, I am responsible for how I act on my feelings.</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>I wish someone would tell me what to do when I finish school.</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>I like who I am.</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Goals give my life direction</td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>I imagine myself being successful.</td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>Personal hygiene is important to me.</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>My experiences in school will <strong>not</strong> affect my career choice.</td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>When I am with friends, I tell them what I want to do.</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>If I am unable to solve a puzzle quickly, I get frustrated and stop.</td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>I make changes to improve my relationship with my family.</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>I do <strong>not</strong> know if my parents' beliefs are important to me.</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>If I need help with a school project, I can figure out where to get it.</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>I am easily discouraged when I fail.</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>I do things the same way even if there might be a better way.</td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td>I know what is important when choosing my friends.</td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>I could not describe my strengths and weaknesses in school.</td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>I like to solve puzzles.</td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>Nothing good could come from admitting to myself that I am having difficulty in a class.</td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td>At the end of the marking period, I compare my grades to those I expected.</td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>It is silly to dream about what I will do when I finish school.</td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td>I do <strong>not</strong> participate in school activities because I have nothing to contribute.</td>
<td></td>
</tr>
</tbody>
</table>

Please turn to NEXT PAGE  ⇢
68. I accept some criticism and ignore some. | That's me | That's not me |
69. I give in when I have differences with others. |   |   |
70. I do not look back to judge my performance. |   |   |
71. I tell my friends what I want to do when we go out. |   |   |
72. I know how to compensate for my weaknesses in sports. |   |   |
73. I ask directions or look at a map before going to a new place. |   |   |
74. I like to be called on in class. |   |   |
75. When I am angry with my friends, I talk with them about it. |   |   |
76. I like it when my friends see me do well. |   |   |
77. When going through the cafeteria line, I pick the first thing. |   |   |
78. I know how to get help when I need it. |   |   |
79. I prefer to flip through pages, rather than to use the index. |   |   |
80. I think about how well I did something. |   |   |
81. I do not volunteer in class because I will be embarrassed if I am wrong. |   |   |
82. I do not know where to get help to decide what I should do after I finish school. |   |   |
83. If my friends criticize something I am wearing, I would not wear it again. |   |   |
84. I do not like to review my test results. |   |   |
85. Before I give a report in class, I go over it in my mind. |   |   |
86. I talk about people without considering how it might affect them. |   |   |
87. I feel proud when I succeed. |   |   |
88. When we are deciding what to do, I just listen to my friends. |   |   |
89. When deciding what to do with my friend, it is not possible for both of us to be satisfied. |   |   |
90. When I want good grades, I work until I get them. |   |   |
91. If my team wins, there is nothing to be gained by reviewing my performance. |   |   |
92. Before starting a part-time job or extracurricular activity, I think about how it might affect my school work. |   |   |
APPENDIX D

SELF-DETERMINATION STUDENT SCALE-SPANISH VERSION
Nombre _______________________________ Fecha ______________

Escala de Auto-determinación del estudiante
©1995, 2004

Alan Hoffman, Ed.D. Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Instrucciones: lee con cuidado cada una de las declaraciones. Si la declaración describe tu personalidad o la forma en que piensas marca con una “X” la casilla en la columna “Si soy así” Si la declaración no te describe a ti o a tu forma de pensar marca con una “X” la casilla en la columna “No soy así”. Por ejemplo si la siguiente declaración te describe, marcas con un “X” el cuadro bajo la columna “Si soy así”.

A. Prefiero actividades deportivas en lugar de académicas  
   Si soy así  No soy así
   
   1. Soy un soñador.  
   2. Sé lo que es importante para mí.  
   3. Tengo el derecho de decidir lo que quiero hacer.  
   4. Cuando no obtengo lo que quiero, cambio de estrategia.
   5. Cuando estoy con mis amigos me olvido de mis necesidades.
   6. Para no cometer el mismo error, evalúo las situaciones.
   7. No hay posibilidades interesantes en mi futuro.
   9. Nadie tiene derecho de decirme que hacer.
   10. Solo puedo pensar en una forma de obtener lo que quiero.
   11. Puedo tener éxito aúcn mis debilidades.
   12. Puedo encontrar la manera de obtener lo que quiero.
   13. En ocasiones tengo que tomar riesgos.
   14. No tengo metas para la escuela este año.
   15. Ni siquiera puedo imaginar tener que hablar frente a mi grupo
       Porque me pondría nervioso.
   16. No se cuales son mis debilidades...

Pasa a la siguiente PAGINA  ☀
<p>| | | | | |</p>
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<tbody>
<tr>
<td>17.</td>
<td>mis debilidades me impiden tener éxito.</td>
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<tr>
<td>18.</td>
<td>Pienso las cosas sin planear.</td>
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<tr>
<td>19.</td>
<td>Se cuales son mis cualidades.</td>
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<tr>
<td>20.</td>
<td>No sé dónde buscar ayuda cuando la necesito.</td>
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<tr>
<td>21.</td>
<td>Es una pérdida de tiempo el reflexionar porque</td>
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<td>las cosas salieron de esa manera.</td>
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</tr>
<tr>
<td>22.</td>
<td>Sueño en cómo mi vida será después de terminar la escuela.</td>
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</tr>
<tr>
<td>23.</td>
<td>Comento con los demás lo que quiero.</td>
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<tr>
<td>24.</td>
<td>Si quiero algo soy persistente.</td>
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<tr>
<td>25.</td>
<td>Pienso en cómo puedo hacer las cosas mejor.</td>
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<tr>
<td>26.</td>
<td>Tomo decisiones sin saber si tengo otras opciones.</td>
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<tr>
<td>27.</td>
<td>Me olvido de lo que es bueno para mí cuando hago las cosas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>me sorprende de lo que pasa cuando hago las cosas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Me da pena comentar a otros lo que quiero.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Me da miedo tomar riesgos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Me molesta que me critiquen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Me da pena cuando sobresalgo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Pienso ver varias opciones antes de elegir una carrera.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Prefiero negociar antes de exigir o desistir de algo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Prefiero que el maestro me asigne un tema para un trabajo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>que yo elegir uno.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>No estoy feliz de cómo soy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Mi vida no tiene sentido.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Me imagino que fracaso antes de hacer las cosas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Me gusta saber mis opciones antes de tomar una decisión.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Pienso en lo que es bueno para mí cuando hago las cosas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Antes de hacer las cosas pienso en lo que puede pasar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Mis amigos son afortunados de conocerme.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pasa a la siguiente PAGINA**
<table>
<thead>
<tr>
<th></th>
<th>Si soy así</th>
<th>No soy así</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Sé que calificaciones quiero tener en mi clase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Tener buenas calificaciones no me hace sentir bien.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Cuando no coincido con mis amigos buscamos una solución donde todos estemos contentos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Es importante para mi saber que hago bien para ser un buen amigo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. En una discusión yo soy responsable de cómo actúo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Quiero que alguien me diga que hacer al terminar la escuela.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Me gusta como soy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Tener metas le da sentido a mi vida.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Me imagino como una persona exitosa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Mi higiene personal es importante para mí.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Las experiencias en clase no me afectaran para elegir mi carrera.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Cuando estoy con mis amigos les comento lo que quiero hacer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. Si no puedo resolver un problema o juego rápido, me frusto y lo abandono.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. hago cambios para mejorar mi relación con mi familia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. No se si lo que piensan mis padres es importante para mi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. si necesito ayuda para un trabajo de la escuela, se dónde encontrarla.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Me desanimo fácilmente cuando fracaso.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. Pienso de la misma forma aun cuando existe una mejor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Sé que es importante en el momento de elegir a mis amigos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. No puedo describir mis debilidades y ventajas como alumno.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Me gusta resolver problemas y juegos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Nada bueno puede pasar si admito que necesito ayuda en una de mis clases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Al obtener mis calificaciones al fin del periodo las comparo con las calificaciones que esperaba.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Es infantil el soñar en lo que haré cuando termine la escuela.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. No participo en actividades de la escuela por que no tengo nada que contribuir.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pasa a la siguiente PAGINA ✞
<table>
<thead>
<tr>
<th>Núm.</th>
<th>Frase</th>
<th>Si soy así</th>
<th>No soy así</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.</td>
<td>Acepto algo de crítica y también la ignoro.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>Tiendo a ceder cuando tengo diferencias con otros.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>70.</td>
<td>No veo hacia atrás para juzgar mi actuación.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>71.</td>
<td>Le digo a mis amigos lo que quiero hacer cuando salimos.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>72.</td>
<td>Se como compensar mis debilidades en los deportes.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>73.</td>
<td>Pido direcciones o veo un mapa antes de ir a un lugar.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>74.</td>
<td>Me gusta participar en clase.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>75.</td>
<td>Cuando estoy molesto con mis amigos, lo comento.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>76.</td>
<td>Me gusta que mis amigos vean que me va bien.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>77.</td>
<td>en la línea de la cafeteria, tomo la primer cosa.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>78.</td>
<td>Sé cómo obtener ayuda cuando la necesito.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>79.</td>
<td>Prefiero hojear el libro que usar el índice.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>80.</td>
<td>pienso en lo bien que hice algo.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>81.</td>
<td>No participo en clase porque me daría pena si hago algo mal.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>82.</td>
<td>No sé donde conseguir ayuda para decidir que hacer cuando termine la escuela.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>83.</td>
<td>Si mis amigos critican la ropa que uso, no la vuelvo a usar.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>84.</td>
<td>No me gusta revisar los resultados de mis exámenes.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>85.</td>
<td>Antes de presentar un reporte en clase, lo repaso en mi mente.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>86.</td>
<td>Comento acerca de las personas sin considerar como los puedo estar afectando.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>87.</td>
<td>Me siento orgulloso cuando tengo éxito.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>88.</td>
<td>Cuando estamos decidiendo que hacer solo escucho a mis amigos.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>89.</td>
<td>Cuando estamos decidiendo que hacer es imposible Ponernos de acuerdo.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>90.</td>
<td>Cuando quiero buenos calificaciones me esfuerzo por ellas.</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
91. Si mi equipo gana, no se obtiene nada al revisar mi desempeño.

92. Antes de empezar un trabajo de medio tiempo o actividad extracurricular pienso en cómo me afectará en mis estudios.
Teacher Informed Consent

Investigating Teacher and Eighth Grade Student Perceptions of Self-Determination

Background
I write to request your consent to participate in a research study designed to investigate teacher and student perceptions of self-determination. Before you decide, it is important you understand why the research is being done and what you will be asked to do as part of the study. Please take time to read the information carefully and discuss it with colleagues if you wish. Feel free to contact me with the phone number or email address provided below if you have questions or would like further information.

Perceptions of self-determination from both general and special education teachers about their eighth grade students with disabilities will be measured using the Self-Determination Teacher Perception Scale 3rd edition (SDTPS; Hoffman, Field, & Sawilowsky, 2004). The SDTPS is a 30-item questionnaire that teachers use to rate their students using a five-point Likert scale with 0 indicating low self-determination to 4 indicating high self-determination skills, abilities, and behaviors. An estimated 15 minutes per student is required to complete the SDTPS. Perceptions from eighth grade students with disabilities will be measured with the Self-Determination Student Scale 3rd edition (SDSS; Hoffman, Field, & Sawilowsky, 2004). The SDSS is a 92-item self-report scale that students use to indicate whether a behavior, skill, or ability reflects himself or herself by marking the box labeled, “that’s me” or “that’s not me” for each item.

Purpose of the Study
The purpose of the study is to investigate teacher and student perceptions of self-determination.

Participants
You are being asked to participate in the study because you are a co-teacher in an eighth-grade classroom that includes students with and without disabilities.

Procedures
The student investigator of this study will provide a copy of the SDTPS to general and special education teachers who provide instruction to eighth grade students using a co-teaching model of instructional and special education service delivery during at least one class period of a typical school day. The co-teachers will complete a questionnaire for four eighth grade students with a disability (learning disability, emotional disturbance, intellectual disability, or communication disorder) registered for the specific class period where co-teaching is applied.

Specifically you are being asked to do the following.
1. Identify yourself as part of a co-teaching pair for eighth grade students with and without disabilities. You will be asked to supply demographic information to the student investigator about your years of teaching experience, years of service with the Clark County School District, gender, ethnicity, licensed areas of instruction, and special education eligibility for the students with disabilities.

2. Collaborate with the researcher to determine a school week for distribution and collection of both the SDTPS and SDSS protocols.
Teacher Informed Consent

Investigating Teacher and Eighth Grade Student Perceptions of Self-Determination

3. Complete four SDTPS protocols during non-instructional time on behalf of four eighth grade students with disabilities who are currently enrolled in at least one class period for which you are a co-teacher.

4. Send home envelopes containing Parent Permission letters, Student Assent Forms, and SDSS protocols with all eighth grade students enrolled in your co-taught class so they may be completed in the students’ home environment.

5. Collect student envelopes containing signed Parent Permission letters, signed Student Assent Forms, and completed SDSS protocols from eighth grade students who agreed to participate with the study.

Benefits of Participation
The proposed study will help further the field of special education with an understanding of both general and special education teacher perspectives about self-determination. The direct benefit may be an increased awareness of self-determination skills, abilities, and behaviors that could assist with lesson development, transition planning, and educational supports for secondary students with disabilities.

Risks of Participation
The risks related to this study are minimal. It is possible you may experience some uncertainty or minimal discomfort when rating the self-determination skills of your eighth grade students with learning, emotional, intellectual, or communication disabilities. If this occurs you may withdraw from participation at any time knowing any questionnaire data collected will be immediately destroyed. Your answers will not influence evaluations by building administrators.

Cost Compensation
There will be no financial cost to you to participate in this study. It will take you approximately one hour to complete the SDTPS for four of the students with high incidence disabilities who are enrolled in your class. You will not be compensated for your time.

Contact Information
If you should have questions or require further information about participating in this study, please contact Dr. Susan Miller or Mrs. Jenn Black by either telephone or email.

Dr. Susan Miller  
702-895-1108  
millersp@unlv.nevada.edu

Mrs. Jenn Black, M.Ed.  
702-895-3205  
blackj10@unlv.nevada.edu
Teacher Informed Consent

Investigating Teacher and Eighth Grade Student Perceptions of Self-Determination

Voluntary Participation
Giving your consent to participate in this study is completely voluntary and you may withdraw your participation at anytime without consequence. There are not costs to you for participating. All materials will be provided by the student investigator.

Confidentiality
All of the information collected about you, your co-teaching partner, and your students will be kept confidential. This information will be stored in a locked filing cabinet in the Department of Special Education at the University of Nevada, Las Vegas and will only be accessible to project personnel. The data from this study will be stored for 3 years after completion of the study and then shredded. Computer files will be erased. No names (yours, students’, school, or district) will be used when the study results are disseminated.

Consent
By signing this consent form I confirm that I have read the above information. I have had the opportunity to ask questions. My participation is voluntary and I may withdraw at any time without reason or consequence. I will be given a copy of this signed consent form and voluntarily agree to take part in this study.

__________________________________________  ____________________________
Signature of Participant                        Date

__________________________________________
Print

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.
APPENDIX F

PARENT PERMISSION FORM-ENGLISH
Purpose of the Study
Your son/daughter is invited to participate in a research study. The purpose of the study is to investigate teacher and student perceptions of self-determination.

Participants
Your son/daughter is being asked to participate in the study because s/he is enrolled in the 8th grade and has a class co-taught by two teachers (one general education teacher and one special education teacher).

Procedures
If you allow your son/daughter to participate in this study, your son/daughter will be asked to read statements on a survey and decide if the statement “does” or “does not” describe him/her (e.g. I am too shy to tell others what I want.). There is no right or wrong answer and reading assistance will be provided if needed. The survey will take 50 minutes.

Benefits of Participation
There may not be direct benefits to your son/daughter as a participant in this study. However, we hope the results of the study will help raise awareness about self-determination and be useful to you, your child, and your child’s teachers in the future education planning and support for your son/daughter.

Risks of Participation
The risks of this study are minimal. Some students may experience fatigue before finishing the survey or discomfort from thinking about him/herself. This risk will be minimized as much as possible. Your child will be told there are no right or wrong answers and that the survey results will not effect his/her grades in any way.

Cost/Compensation
There will be no financial cost to your child for participating in this study. The study will take 50 minutes of his/her time. You will not be compensated for your time.

Contact Information
If you have any questions, concerns, or require further information about this study you may contact Susan P. Miller at (702) 895-1108 or Jenn Black at (702) 895-3205. For questions regarding the rights of research participants, any complaints or comments regarding the manner in which the study is being conducted, or if you would like to withdraw from the study, please contact Susan P. Miller at (702) 895-1108.
TITLE OF STUDY: Teacher and Eighth Grade Student Perceptions of Self-Determination
INVESTIGATORS: Susan P. Miller, Ph.D. and Jenn Black, M.Ed.
CONTACT PHONE NUMBER: 895-1108

conducted you may contact the UNLV Office for the Protection of Research Subjects at 702-895-2794.

Voluntary Participation
Your child's participation in this study is voluntary. S/he may refuse to participate in this study or in any part of this study. S/he may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the study.

Confidentiality
All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for at least 3 years after completion of the study. After the storage time expires, the information gathered will be shredded and digital files will be destroyed.

Parent Permission
I have read the above information and agree to allow my son/daughter to participate in this study. I am at least 18 years of age and a copy of this form has been given to me.

_________________________      __________________
Parent Name                  Date

_________________________
Signature of Parent

_________________________
Child's Name

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.
APPENDIX G

PARENT PERMISSION FORM-SPANISH
PERMISO DE LOS PADRES

Departamento de Educación Especial

TEMA DEL ESTUDIO: Percepción de auto-determinación en Maestros y alumnos del octavo grado
INVESTIGADORES: Susan P. Miller, Ph.D. and Jenn Black, M.Ed.
NUMERO TELEFONICO: 895-1108

Proposito del estudio
Su hijo o hija a sido invitado a participar en un estudio de investigación. El propósito de este estudio es investigar la percepción de maestros y alumnos sobre la auto-determinación.

Participantes
Se le ha pedido a su hijo o hija participar en este estudio por ser alumno del octavo grado. También por tener llevar una clase co-impartida por dos maestros (un maestro de educación general y un maestro de educación especial)

Procedimiento
Si usted autoriza a su hijo o hija a participar en este estudio, se le dará a leer un cuestionario con declaraciones, su hijo o hija tendrá que decidir si la declaración “le describe” o “no le describe” (ejemplo: Soy muy tímido para decirle a los demás lo que quiero). No hay respuesta correcta o incorrecta y si es necesario se proporcionara asistencia para leer las declaraciones. La encuesta tomará 50 minutos.

Beneficios al participar
Como participante de este estudio probablemente no haya beneficios directos hacia su hijo o hija. Sin embargo esperamos que los resultados del estudio ayuden a incrementar el conocimiento sobre la auto determinación de los alumnos. Dándonos información útil para usted, sus hijos y los maestros de sus hijos y en el futuro planear la educación y el apoyo a los alumnos.

Riesgos al participar
El riesgo de este estudio es mínimo, Probablemente Algunos de los alumnos experimenten fatiga antes de terminar la encuesta o se sientan incómodos de estar pensado en como son. Es nuestra intención minimizar Estos riesgos lo mas posible. Al momento del estudio se les hará saber a los alumnos que no hay respuesta correcta o incorrecta y que los resultados de la encuesta no afectaran de ninguna manera sus calificaciones.

Costo / Compensacion
No habrá ningún costo monetario por participar en este estudio. El estudio tomará 50 minutos del tiempo de su hijo o hija. Usted no recibirá ninguna compensación por su tiempo
PERMISO DE LOS PADRES

Departamento de Educación Especial

TEMA DEL ESTUDIO: Percepción de auto-determinación en Maestros y alumnos del octavo grado
INVESTIGADORES: Susan P. Miller, Ph.D. and Jenn Black, M.Ed.
NUMERO TELEFONICO: 895-1108

Información
Si tiene cualquier pregunta, preocupación o requiere de mayor información acerca de este estudio puede contactar a Susan P. Miller al (702) 895-1108 o Jenn Black al (702) 895-3205. Para preguntas relacionadas con los derechos de los participantes, quejas o comentario referente a la forma en que este estudio esta siendo realizado. Usted puede contactar a “UNLV Office for the Protection of Research Subjects” al 702-895-2794.

Participación voluntaria
La participación de su hijo o hija en este estudio es voluntaria. El alumno puede negarse a participar en este estudio o cualquier parte del mismo. El alumno puede retirarse del estudio en cualquier momento que lo decida sin perjudicar su relación con la Universidad. Lo invitamos a hacer preguntas sobre este estudio al inicio o durante el estudio.

Confidencialidad
Toda la información obtenida de este estudio se mantendrá en completa confidencialidad. No se hará referencia por escrito o verbal que lo relacione con este estudio. Al completar el estudio todos los registros serán almacenados bajo llave en las instalaciones de “UNLV” por un periodo de 3 años. Al concluir este lapso la información será destruida y archivos digitales serán almacenados.

Permiso de los padres
E leído la información en este documento y estoy de acuerdo en permitir a mi hijo/hija participar en este estudio. Tengo por lo menos 18 años de edad y se me ha proporcionado una copia de este documento.

Nombre del padre

Firma del padre                                      Fecha

Nombre del participante (Letra de molde)

Nota:
Por favor no firme este documento si el sello de aprobación no aparece o está vencido

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Student Form
Assent to Participate in a Research Study

Investigating Teacher and Eighth Grade Student Perceptions of Self-Determination

1. My name is Mrs. Black and I am a student at the University of Nevada Las Vegas.

2. We are asking you to take part in a research study because we are trying to learn more about students' beliefs about themselves.

3. If you agree to be in this study, you will be given a list of statements. If the statement describes you, you will check the box under the column labeled, “that’s me.” If the statement does not describe you, you will check the box under the column labeled “that’s not me.” There is no right or wrong answer and I can help with reading the statements. This survey will take 50 minutes of your time.

4. It is possible you might get tired of reading the statements or thinking about yourself before finishing the entire list.

5. We hope that some of the information learned from this study will be helpful to you, your parents, and your teachers when planning your education.

6. Please talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this study. Even if your parents say “yes” you can still decide not to participate.

7. If you do not want to be in this study, you don’t have to participate. Remember, being in this study is up to you and no one will be upset if you do not want to participate or even if you change your mind later and want to stop.

8. You can ask any questions that you have about this study. If you have a question later that you didn’t think of now, you can call me (702) 895-3205 or send me an email (blackj10@unlv.nevada.edu).

9. Signing your name at the bottom means you agree to participate in this study. You and your parents will be given a copy of this form after you have signed it.

Signature of Participant ____________________ Date ______________

Participant Name (Please Print) ____________________

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.
APPENDIX I

STUDENT ASSENT FORM—SPANISH
Forma Para Estudiantes

Consentimiento de participación para un estudio de investigación

Investigando la percepción de Maestros y estudiantes sobre la auto-determinación

1. Soy la señora Black y soy estudiante de la Universidad de Nevada en Las Vegas.

2. Estamos pidiendo tu participación en esta investigación en un intento por aprender acerca de como los estudiantes piensan de sí mismos.

3. Al aceptar participar en este estudio se te proporcionara una lista de declaraciones. Si te identificas con la declaración marca con una “x” la caja debajo de la columna “SI soy así”. Si la declaración no te identifica marca con una “x” la columna “NO soy así”. No hay respuesta correcta o incorrecta y yo te puedo asistir con la lectura de la encuesta la cual solo tomara 50 minutos de tu tiempo.

4. Es posible que al leer las declaraciones o al estar pensado en tu persona te sientas cansado antes de terminar la lista.

5. Esperamos que parte de la información obtenida de esta investigación sea útil para ti, tus padres y maestros en el momento de planear tu educación.

6. Por favor antes de decidir tu participación en esta investigación consulta con tus padres. También solicitaremos el consentimiento de tus padres para que te permitan tomar parte de este estudio, aun cuando ellos hayan aceptado es tu decisión el participar o no.

7. Si tú no quieres formar parte de este estudio, tu no tiene que hacerlo. Recuerda, el participar en este estudio depende únicamente de ti, nadie se molestara si tú decides no hacerlo o si luego cambias de parecer y no deseas continuar.

8. Tú puedes hacer cualquier pregunta acerca de este estudio. Si en el futuro tienes alguna otra pregunta puedes llamar al (702) 895-3205 o enviar un correo electrónico a mi dirección (blackj10@unlv.nevada.edu).

9. Al firmar esta forma tú aceptas participar en este estudio. Después de firmar se proporcionara a tus padres una copia de este documento.

______________________________  __________________________
Firma del participante          Fecha

______________________________
Nombre del participante (Letra de molde)

Nota:
Por favor no firmes este documento sí el sello de aprobación no aparece o esta vencido
APPENDIX J

STUDENTS WITHOUT DISABILITIES ITEM-BY-ITEM RESPONSES
Self-Determination Student Scale
©1995, 2004
Alan Hoffman, Ed.D.     Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Directions: Read each statement carefully. If the statement describes you or your beliefs, place an “X” in the box labeled “That’s me.” If the statement does not describe you or your beliefs, place an “X” in the box labeled “That’s not me.” For example, if the statement below describes you, an “X” is placed in the square “That’s me.”

A. I prefer sporting activities to academic studies

That’s me  That’s not me

1. I am a dreamer.  15  6
2. I know what is important to me.  18  3
3. I have the right to decide what I want to do.  17  4
4. When I do not get something I want, I try a new approach.  17  4
5. I forget to take care of my needs when I am with my friends.  11  10
6. To help me the next time, I evaluate how things turned out.  15  6
7. There are no interesting possibilities in my future.  3  18
8. Nothing is important to me.  1  20
9. No one has the right to tell me what to do.  11  10
10. I can only think of one way to get something I want.  2  19
11. I can be successful even though I have weaknesses.  20  1
12. I can figure out how to get something if I want it.  18  3
13. Sometimes I need to take risks.  17  4
14. I do not have any goals for school this year.  1  20
15. I would not practice in my mind giving a speech to a class because it would just make me nervous.  9  12
16. I do not know my weaknesses.  4  17

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<tr>
<td>17.</td>
<td>My weaknesses stop me from being successful.</td>
<td>3</td>
<td>18</td>
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<td>18.</td>
<td>I do things without making a plan.</td>
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<td>19.</td>
<td>I know my strengths.</td>
<td>19</td>
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<td>If I want something, I keep at it.</td>
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<td>25.</td>
<td>I think about how I could have done something better.</td>
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<td>26.</td>
<td>I make decisions without knowing if I have options.</td>
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<td>My life has no direction.</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>38.</td>
<td>I imagine myself failing before I do things.</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>39.</td>
<td>I like to know my options before making a decision.</td>
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<td>2</td>
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<td>40.</td>
<td>I think about what is good for me when I do things.</td>
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<td>4</td>
</tr>
<tr>
<td>41.</td>
<td>Before I do something, I think about what might happen.</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>42.</td>
<td>My friends are lucky to know me.</td>
<td>18</td>
<td>3</td>
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<td>43. I know what grades I am working toward in my classes.</td>
<td>20</td>
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<td>44. Doing well in school does not make me feel good.</td>
<td>2</td>
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<td>45. When I want something different from my friend, we find a solution that makes us both happy.</td>
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<tr>
<td>46. It is important for me to know what I do well in being a good friend.</td>
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<td>3</td>
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<tr>
<td>47. In an argument, I am responsible for how I act on my feelings.</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>48. I wish someone would tell me what to do when I finish school.</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>49. I like who I am.</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>50. Goals give my life direction</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>51. I imagine myself being successful.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>52. Personal hygiene is important to me.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>53. My experiences in school will not affect my career choice.</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>54. When I am with friends, I tell them what I want to do.</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>55. If I am unable to solve a puzzle quickly, I get frustrated and stop.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>56. I make changes to improve my relationship with my family.</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>57. I do not know if my parent's beliefs are important to me.</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>58. If I need help with a school project, I can figure out where to get it.</td>
<td>19</td>
<td>2</td>
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<tr>
<td>59. I am easily discouraged when I fail.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>60. I do things the same way even if there might be a better way.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>61. I know what is important when choosing my friends.</td>
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<td>4</td>
</tr>
<tr>
<td>62. I could not describe my strengths and weaknesses in school.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>63. I like to solve puzzles.</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>64. Nothing good could come from admitting to myself that I am having difficulty in a class.</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>65. At the end of the marking period, I compare my grades to those I expected.</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>66. It is silly to dream about what I will do when I finish school.</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>67. I do not participate in school activities because I have nothing to contribute.</td>
<td>5</td>
<td>16</td>
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<th>That's not me</th>
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<tbody>
<tr>
<td>68.</td>
<td>I accept some criticism and ignore some.</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>69.</td>
<td>I give in when I have differences with others.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>70.</td>
<td>I do not look back to judge my performance.</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>71.</td>
<td>I tell my friends what I want to do when we go out.</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>72.</td>
<td>I know how to compensate for my weaknesses in sports.</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>73.</td>
<td>I ask directions or look at a map before going to a new place.</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>74.</td>
<td>I like to be called on in class.</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>75.</td>
<td>When I am angry with my friends, I talk with them about it.</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>76.</td>
<td>I like it when my friends see me do well.</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>77.</td>
<td>When going through the cafeteria line, I pick the first thing.</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>78.</td>
<td>I know how to get help when I need it.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>79.</td>
<td>I prefer to flip through pages, rather than to use the index.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>80.</td>
<td>I think about how well I did something.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>81.</td>
<td>I do not volunteer in class because I will be embarrassed if I am wrong.</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>82.</td>
<td>I do not know where to get help to decide what I should do after I finish school.</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>83.</td>
<td>If my friends criticize something I am wearing, I would not wear it again.</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>84.</td>
<td>I do not like to review my test results.</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>85.</td>
<td>Before I give a report in class, I go over it in my mind.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>86.</td>
<td>I talk about people without considering how it might affect them.</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>87.</td>
<td>I feel proud when I succeed.</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>88.</td>
<td>When we are deciding what to do, I just listen to my friends.</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>89.</td>
<td>When deciding what to do with my friend, it is not possible for both of us to be satisfied.</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>90.</td>
<td>When I want good grades, I work until I get them.</td>
<td>18</td>
<td>3</td>
</tr>
</tbody>
</table>
91. If my team wins, there is nothing to be gained by reviewing my performance.

92. Before starting a part-time job or extracurricular activity, I think about how it might affect my school work.
Self-Determination Student Scale
©1995, 2004

Alan Hoffman, Ed.D. Sharon L. Field, Ed.D. Shlomo S. Sawilowsky, Ph.D.

Directions: Read each statement carefully. If the statement describes you or your beliefs, place an "X" in the box labeled "That's me." If the statement does not describe you or your beliefs, place an "X" in the box labeled "That's not me." For example, if the statement below describes you, an "X" is placed in the square "That's me."

A. I prefer sporting activities to academic studies

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<tr>
<th>Statement</th>
<th>That's me</th>
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</thead>
<tbody>
<tr>
<td>1. I am a dreamer.</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2. I know what is important to me.</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>3. I have the right to decide what I want to do.</td>
<td>9</td>
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<td>4. When I do not get something I want, I try a new approach.</td>
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<td>I know what grades I am working toward in my classes.</td>
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<td>44.</td>
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<tr>
<td>49.</td>
<td>I like who I am.</td>
<td>10</td>
</tr>
<tr>
<td>50.</td>
<td>Goals give my life direction</td>
<td>11</td>
</tr>
<tr>
<td>51.</td>
<td>I imagine myself being successful.</td>
<td>9</td>
</tr>
<tr>
<td>52.</td>
<td>Personal hygiene is important to me.</td>
<td>11</td>
</tr>
<tr>
<td>53.</td>
<td>My experiences in school will not affect my career choice.</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>When I am with friends, I tell them what I want to do.</td>
<td>8</td>
</tr>
<tr>
<td>55.</td>
<td>If I am unable to solve a puzzle quickly, I get frustrated and stop.</td>
<td>3</td>
</tr>
<tr>
<td>56.</td>
<td>I make changes to improve my relationship with my family.</td>
<td>8</td>
</tr>
<tr>
<td>57.</td>
<td>I do not know if my parent's beliefs are important to me.</td>
<td>8</td>
</tr>
<tr>
<td>58.</td>
<td>If I need help with a school project, I can figure out where to get it.</td>
<td>10</td>
</tr>
<tr>
<td>59.</td>
<td>I am easily discouraged when I fail.</td>
<td>6</td>
</tr>
<tr>
<td>60.</td>
<td>I do things the same way even if there might be a better way.</td>
<td>7</td>
</tr>
<tr>
<td>61.</td>
<td>I know what is important when choosing my friends.</td>
<td>10</td>
</tr>
<tr>
<td>62.</td>
<td>I could not describe my strengths and weaknesses in school.</td>
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</tr>
<tr>
<td>63.</td>
<td>I like to solve puzzles.</td>
<td>7</td>
</tr>
<tr>
<td>64.</td>
<td>Nothing good could come from admitting to myself that I am having difficulty in a class.</td>
<td>5</td>
</tr>
<tr>
<td>65.</td>
<td>At the end of the marking period, I compare my grades to those I expected.</td>
<td>2</td>
</tr>
<tr>
<td>66.</td>
<td>It is silly to dream about what I will do when I finish school.</td>
<td>4</td>
</tr>
<tr>
<td>67.</td>
<td>I do not participate in school activities because I have nothing to contribute.</td>
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Please turn to NEXT PAGE
<table>
<thead>
<tr>
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<th>That's not me</th>
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<tr>
<td>68</td>
<td>I accept some criticism and ignore some.</td>
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<tr>
<td>69</td>
<td>I give in when I have differences with others.</td>
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<td>8</td>
</tr>
<tr>
<td>70</td>
<td>I do not look back to judge my performance.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>71</td>
<td>I tell my friends what I want to do when we go out.</td>
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<td>7</td>
</tr>
<tr>
<td>72</td>
<td>I know how to compensate for my weaknesses in sports.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>73</td>
<td>I ask directions or look at a map before going to a new place.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>74</td>
<td>I like to be called on in class.</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>75</td>
<td>When I am angry with my friends, I talk with them about it.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>76</td>
<td>I like it when my friends see me do well.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>77</td>
<td>When going through the cafeteria line, I pick the first thing.</td>
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<tr>
<td>78</td>
<td>I know how to get help when I need it.</td>
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<td>4</td>
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<tr>
<td>79</td>
<td>I prefer to flip through pages, rather than to use the index.</td>
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<td>6</td>
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<tr>
<td>80</td>
<td>I think about how well I did something.</td>
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<td>3</td>
</tr>
<tr>
<td>81</td>
<td>I do not volunteer in class because I will be embarrassed if I am wrong.</td>
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<td>6</td>
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<tr>
<td>82</td>
<td>I do not know where to get help to decide what I should do after I finish school.</td>
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<td>7</td>
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<tr>
<td>83</td>
<td>If my friends criticize something I am wearing, I would not wear it again.</td>
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<td>8</td>
</tr>
<tr>
<td>84</td>
<td>I do not like to review my test results.</td>
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<td>7</td>
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<tr>
<td>85</td>
<td>Before I give a report in class, I go over it in my mind.</td>
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<td>5</td>
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<tr>
<td>86</td>
<td>I talk about people without considering how it might affect them.</td>
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<tr>
<td>87</td>
<td>I feel proud when I succeed.</td>
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</tr>
<tr>
<td>88</td>
<td>When we are deciding what to do, I just listen to my friends.</td>
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</tr>
<tr>
<td>89</td>
<td>When deciding what to do with my friend, it is not possible for both of us to be satisfied.</td>
<td>3</td>
<td>9</td>
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<tr>
<td>90</td>
<td>When I want good grades, I work until I get them.</td>
<td>8</td>
<td>4</td>
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</tbody>
</table>
91. If my team wins, there is nothing to be gained by reviewing my performance.

92. Before starting a part-time job or extracurricular activity, I think about how it might affect my school work.
APPENDIX L

GENERAL EDUCATION TEACHER ITEM-BY-ITEM RESPONSES
Rate your perception of the student based on your accumulated knowledge of her or him and place an "X" in the appropriate box. The rating scale ranges from 0 (very low) to 4 (very high).

For example, to what degree does the student:

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
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<th>Very High</th>
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</thead>
<tbody>
<tr>
<td>A. communicate for herself/himself?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. use self-management strategies?</td>
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</tbody>
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Please turn to NEXT PAGE
To what degree does the student:

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<td>4. know his/her preferences?</td>
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<td>6. explore options?</td>
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<td>7. make decisions?</td>
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<td>11</td>
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<td>8. accept and value herself/himself?</td>
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<td>4</td>
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<td>9. find strength that comes from acknowledging weaknesses?</td>
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<td>12. take care of herself/himself?</td>
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<td>13. set goals?</td>
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<td>5</td>
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<td>18. demonstrate appropriate communication skills?</td>
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<td>7</td>
<td>16</td>
<td>12</td>
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<td>3</td>
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<td>19. access resources and support?</td>
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<tr>
<td>20. negotiate?</td>
<td>4</td>
<td>11</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>21. use humor?</td>
<td>5</td>
<td>9</td>
<td>19</td>
<td>7</td>
<td>0</td>
<td>5</td>
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<tr>
<td>22. deal appropriately with conflict?</td>
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<td>20</td>
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Please turn to NEXT PAGE
To what degree does the student:

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<th>Medium</th>
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<td>23. deal appropriately with criticism?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>24. initiate actions?</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>25. persist until a goal is accomplished?</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>26. compare outcomes to expectations?</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>27. evaluate his/her performance?</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>13</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>28. acknowledge her/his successes?</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>5</td>
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</tr>
<tr>
<td>29. adjust behavior to improve performance?</td>
<td>3</td>
<td>10</td>
<td>13</td>
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</tr>
<tr>
<td>30. express self-determination</td>
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<td>8</td>
<td>15</td>
<td>10</td>
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</table>
APPENDIX M

SPECIAL EDUCATION TEACHER ITEM-BY-ITEM RESPONSES
Rate your perception of the student based on your accumulated knowledge of her or him and place an “X” in the appropriate box. The rating scale ranges from 0 (very low) to 4 (very high).

For example, to what degree does the student:

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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</table>

A. communicate for herself/himself?  

B. use self-management strategies?  

Please turn to NEXT PAGE  ☝
To what degree does the student:

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<td>9</td>
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<tr>
<td>2. know her/his strengths?</td>
<td>0</td>
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<td></td>
</tr>
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<td>3. know his/her weaknesses?</td>
<td>0</td>
<td>0</td>
<td>15</td>
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<tr>
<td>4. know his/her preferences?</td>
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<td>6. explore options?</td>
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<td>7. make decisions?</td>
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<td>9. find strength that comes from acknowledging weaknesses?</td>
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<td>11. recognize her/his responsibilities?</td>
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<td>12. take care of herself/himself?</td>
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<td>9</td>
<td>9</td>
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</tr>
<tr>
<td>15. anticipate consequences?</td>
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<tr>
<td>16. demonstrate creativity?</td>
<td>1</td>
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<td>18. demonstrate appropriate communication skills?</td>
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<td>19. access resources and support?</td>
<td>2</td>
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<td>21. use humor?</td>
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<td>22. deal appropriately with conflict?</td>
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Please turn to NEXT PAGE
To what degree does the student:

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<td>24. initiate actions?</td>
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<td>25. persist until a goal is accomplished?</td>
<td>4 5 8 6 1</td>
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<td>27. evaluate his/her performance?</td>
<td>2 9 7 6 0</td>
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<td>28. acknowledge her/his successes?</td>
<td>2 3 10 7 2</td>
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<td>29. adjust behavior to improve performance?</td>
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147


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VITA

Graduate College
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