The Effects of Instruction on Self-Determination on Transition Students' Levels of Goal-Setting, Goal Expression and Action

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THE EFFECTS OF INSTRUCTION ON SELF-DETERMINATION ON
TRANSITION STUDENTS' LEVELS OF GOAL SETTING,
EXPRESSION AND ACTION

by

Scott Sorensen

A creative project submitted in partial fulfillment of the
requirements for the degree

of

MASTER OF EDUCATION

in

Special Education and Rehabilitation

Approved:

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UTAH STATE UNIVERSITY
Logan, Utah
2013
Students with disabilities in transition from school to adulthood often experience problems with self-determination skills, especially goal-related skills (e.g., goal setting, expression, and taking action). Instruction in these skills is needed. This project examined the effect of instructing portions of the self-determination intervention *Whose Future is it Anyway?* (WFA) dealing with goal-related skills and its effect on goal setting, expressing, and taking action. Participants included five students with disabilities in a transition program ages 18 to 21. Procedures involved a pretest using the ChoiceMaker Assessment and the Arc Scale, followed by the implementation of the WFA intervention, and posttests using the same two assessments as well as a rating scale completed by teachers independent of the study administered immediately following the intervention. The measures of participants' goal-setting, expression, and taking action as measured by
teachers independent of the study increased using the ChoiceMaker assessment and Teacher's Scale showed a degree of growth during the intervention. The student-reported measures using the Arc scale did not show an increase due to a poor match between the curriculum and the researcher's choice of questions from the scale. The results that were obtained have implications in terms of knowing that goal-related skills can be increased through the use of self-determination interventions. These finding may have implications for additional research and curriculum usage in high schools.
INTRODUCTION

As students with disabilities make the transition from high school to postsecondary education and into adulthood, they often struggle with many skills necessary in post-school environments, including choosing and expressing goals, determining their own paths, and taking action to reach goals (Wehmeyer, Palmer, Lee, Williams-Diehm, & Shogren, 2011). The National Council on Disability (2004) noted that 30% percent of students with disabilities drop out of high school. Only 56% of students with disabilities graduate with a diploma. At this critical time of transition, many students find themselves without the skill set of being able to establish and maintain goals (Wehmeyer, Shogren, Zager, Smith, & Simpson, 2010). This skill deficit impacts their ability to get a job and go to college. The desire that parents and teachers have is that the transition student may establish and reach goals in order to have a successful postsecondary education and transition to adulthood (Wehmeyer et al., 2010). It is necessary to determine ways in which transition students can actively determine their own goals in order to presumably increase successful postsecondary outcomes.

In the early 1990s, a social movement grew out of the field of adult services for individuals with disabilities called self-determination (Field, Martin, Miller, Ward, & Wehmeyer, 1998). Self-determination is described as:

A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and
attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society (Field et al., 1998, p. 2).

Self-determination includes many skills including self-efficacy, making decisions, self-awareness, self-advocacy, independent performance, self-evaluation, and adjustment (Martin et al., 1995). For the most part, goal choosing, goal expression, and taking action towards reaching goals are skills not explicitly taught to high school students with disabilities. Thus, it is not surprising that students with disabilities in transition often exhibit lack of direction and uncertainty about the future.

The skill of goal choosing consists of, "three sets of skills: (a) how to identify interests, skills, and limits, (b) how to identify educational opportunities, and (c) how to develop educational goals based on identified interests, skills, limits, and available opportunities" (Martin, Marshall, Hughes, Jerman, & Maxson, 2000, p. 2). The skill of expressing goals consists of the ability of, (a) reviewing past goals and performance, (b) expressing interests, (c) expressing skills and limits, and (d) expressing options and goals. (Martin, Marshall, Maxson, & Jerman, 1996). The skill of taking action on goals consists of , "[a] process [that] teaches students to develop a plan to obtain their goals by deciding: (a) standard for goal performance, (b) a means to get performance feedback, (c) what motivates them to do it, (d) the strategies they will use, (e) needed supports, and (f) schedules" (Marshall, et al. 1999, p. 1).

**Literature Review**

In researching this topic, I searched for articles that related to self-determination and goal setting skills. On the EBSCO Host Database (ERIC and Academic Search Premier), I searched using the term *self-determination* and found 3013 articles. After I
examined the large variety of articles on self-determination, I focused on one subset of self-determination, namely goal setting. I used the terms: self-determination, transition, and goal setting, and narrowed the search down to 15 articles. I wanted to focus on transition-aged participants (i.e., 16 to 22), and so I excluded articles that dealt with younger participants. I did not want to focus on just one disability, which was the case with many of the articles. This narrowed the research down to 12 articles, of which I have reviewed three. I chose those three articles because they focused on implementation of social skills interventions with an emphasis on self-determination with pre/posttests and measurement of treatment fidelity.

Research indicates that self-determination interventions are effective when they are implemented with fidelity. Implementation fidelity refers "to the determination of how well an intervention is implemented in comparison with the original program design" (O'Donnell, 2008, p. 1). A study by Zhang (2001) found that the implementation of a social skills intervention, Next S.T.E.P., had a positive influence on self-determination skills for ninth graders. Next S. T. E. P. is an acronym for Student Transition and Educational Planning. The intervention instructs participants in: (a) planning their own transition, (b) evaluating themselves, (c) developing their own goals, (d) implementing their own goals, and (e) directing their own student-centered meetings. This study focused on 71 ninth grade participants that were classified with various disabilities. The participants were from two public schools districts in Louisiana. The research was conducted in a resource setting. The purpose of the study was to determine whether self-reported self-determination scores would increase as a result the implementation of the Next S.T.E.P. intervention as measured by scores on pre/post-tests.
Researchers formed an intervention and control group by random assignment. They measured self-determination levels using the Arc’s Self-Determination Scale. The Arc scale is a participant self-report assessment, which measures autonomy, self-regulation, psychological empowerment, and self-realization. The results showed the group receiving the intervention had higher average scores of self-determination when compared to the control group. Based on the findings in this study, participants increased planning, goal setting, and self-evaluating skills as a result of Next S.T.E.P. These findings illustrate that self-determination can be increased by using a social skills intervention, although the results were limited to self-report ratings that are affected by bias.

Martin et al. (2006) researched the effects of the Self-Directed IEP (SDI) intervention on student self-directed IEPs. SDI consisted of a video modeling, scripted lessons, and a student workbook. Researchers observed 130 IEP meetings in which 764 people attended. The meetings took place in middle and high school settings in five school districts in a southwestern state. The study was designed to measure the IEP meeting skills of the students after the SDI intervention was implemented. Participants in a control group and an intervention group were randomly assigned. Researchers measured the effects of the SDI intervention with the ChoiceMaker Self-Determination Assessment as a pre/posttest, participant and adult surveys, and 10 s momentary time-sampling. The ChoiceMaker assessment is a teacher-completed assessment that has three categories: Choosing goals, expressing goals, and taking action on goals. This assessment was administered prior to the IEP meeting and again at the end of the year. The adult and student surveys were administered immediately after the IEP meeting. They measured four categories: (a) prior knowledge, (b) transition issues, (c) participant’s meeting
behavior, and (d) perceptions of the just completed IEP meeting. Observers used a momentary time-sampling method (i.e., an observation at pre-selected points in time) to determine which IEP meeting participant was speaking during the meeting. The results showed several different finding. The implementation of SDI increased participant verbalization in IEP meetings from 3% to 6% of total observations. Participants lead more of the IEP meetings and showed more leadership skills which was verified by the Choicemaker assessment. Participants self-reported more positive perceptions of their IEP meetings in surveys conducted after the IEP meetings. Both adults and participants reported more time spent talking about transition issues. The length of the meetings were not significantly different between self-directed and teacher-directed IEP meetings.

These results suggest a positive change when self-determination skills are put into practice. Wehmeyer et al. (2011) found a correlation between instruction in a self-determination focused social skills intervention and an increase in self-determination levels. There were 493 middle and high school-aged participants in the study, all of whom were receiving special education services. Thirty-one percent of the participants were classified as having learning disabilities and 27% with intellectual disabilities. They ranged in age from 11 to 21 with an average age of 16. The participants were from school districts in six states. WFA, which consisted of 36 lessons, was implemented with an intervention group. A control group, which did not receive instruction, was also monitored. The researchers used two different self-determination assessments, The Arc scale and American Institute for Research Self-Determination Scale (AIR) to measure self-determination levels. The Arc scale, as mentioned above, measured autonomy, self-regulation, psychological empowerment, and self-realization and is a participant self-
report. The AIR consisted of versions for three different raters: educators, teachers, and self-reports. AIR measured four components: the level of self-determination, the areas of strengths and weaknesses, the goals, and the ways to develop self-determination. Results showed that participants in both the intervention and control group increased their level of self-determination. There was a large increase in self-determination levels for participants in the intervention group, whereas there was a small increase in the control group. The participants in the intervention group showed better transition skills and knowledge than the control group.

In reviewing the above articles collectively, the research found that there was a correlation between high self-determination levels and success in posttest scores. Many studies indicated that self-determination can be measured as a pre/posttest as a whole (Martin et al., 2006; Wehmeyer et al., 2011; Zhang 2001). These were measured with a broad focus on many self-determination skills, but there were specific aspects that were not focused upon: goal choosing, expressing, and taking action.

**Purpose Statement and Research Questions**

The purpose of this project was to investigate methods to increase scores representing self-determination skills, specifically choosing, expressing, and taking action on goals of transition students in order to assist them in obtaining skills necessary to become gainfully employed.

Specific research questions include the following:

1. For transition students aged 18-21, to what extent will the implementation of the self-determination intervention WFA increase student scores estimating goal
choosing, expressing, and action taking as measured by the ChoiceMaker assessment?

2. Can students who have been taught the self-determination intervention detect differences in their own level of goal choosing, expressing, and action taking from pretest to posttest as measured by the Arc scale immediately following the intervention?

3. Can teachers independent of the research and the self-determination intervention detect differences in the level of students’ goal choosing, expressing, and action taking from pretest to posttest as measured by the Teacher's scale immediately following the intervention?

4. Can students and teachers independent of the research and the self-determination intervention detect differences in the level of the students’ goal choosing, expressing, and action taking from pretest to posttest as measured by the Teacher's scale, ChoiceMaker assessment, and Arc scale four weeks following the intervention?

Method

Participants and Setting

Participants in this study included five transition high school students ranging from mild to severe disabilities aged 18-21 who are attending a post-high school program. The study began with nine participants with the goal of at least five participating in the entire study. One of the participants never attended, two participants only came once, and one participant missed two sessions and came late for four sessions. These four were dropped from the study. Each of the participants were receiving special
education services identified under IDEA. Most of the participants come from low SES backgrounds and live with their parents. Criteria for participating in this study were (a) consistent attendance, and (b) a desire to attend a postsecondary educational institution, or currently attending a postsecondary educational institution.

There were several others who also participated in the administration of this study. The student researcher is the author of this study and implemented the intervention. Two data collectors who are licensed special education teachers at the post-high program with years of experience who are familiar with the participants administered the ChoiceMaker assessments. A third data collector was a university professor who observed several of the sessions for treatment integrity. Also, teachers independent of the research were the participants' teachers that instruct them in the subject areas at the postsecondary educational institution.

The instructional setting within the transition school was a regular-sized classroom. The class consisted of the student researcher and the five participants. Each session took place in the classroom which gave all participants the ability to sit and face the student researcher. Instructional material included the participant workbook with worksheets, representations on the icons from the intervention, and copies on the participants' IEP goals. The sessions took place after the participants’ regularly scheduled class time.

**Informed Consent**

Each of the participants were given an informed consent form, which was approved by both the transition school and the university institutional review board. The participants signed the form and agreed to participate in the study.
Dependent Variables

For this study, three dependent variables were measured: goal choosing, expressing, and taking action. As mentioned above, goal choosing consists of the following: identifying interests, skills, and limits; identifying educational opportunities; developing educational goals based on identified interests, skills, limits, and available opportunities (Martin, et al., 2000). The skill of expressing goals consists of reviewing past goals and performance, expressing interests, skills, limits, and expressing options and goals (Martin, et al. 1996). The skill of taking action on goals consists developing a plan to obtain goals by deciding: (a) a standard for goal performance, (b) a means to get performance feedback, (c) a motivation for them to do it, (d) a set of strategies they will use, (e) a set of needed supports, and (f) a schedule (Marshall, et al. 1999). These three dependent variables are related to the content in the ChoiceMaker assessment, Arc scale, and the Teacher’s Self-Determination Rating Scale.

Response Measurement

Participant responses were measured by the student researcher and the data collectors. The measurement of the participants' level of goal choosing, expressing, and taking action involved two pretests, followed by the implementation of a goal setting portion of the self-determination intervention WFA, and two posttests. The pretest consisted of the ChoiceMaker assessment and the Arc scale. The student researcher then implemented six goal-setting lessons from the WFA intervention. Following the lessons, the same tests were administered by the data collectors as posttests. After intervention the Teacher's Scale was administered to teachers independent of the study to detect differences in the level of students’ goal choosing, expressing, and action taking during
the three weeks of the intervention. A second posttest which would have been
administered one month following the first set of posttests including the Arc scale,
ChoiceMaker assessment, and Teacher's scale was anticipated, but the timeline for the
project did not allow for their administration.

Pretests

Based on participant interview responses, the data collectors filled out the
ChoiceMaker Self-Determination Assessment (Appendix D), which is a measure of self-
determination skills. This assessment is made up of three parts. The first section measures
53 self-determination skills which are measured on a Likert-type scale from 0-4 and
includes subsections on goal choosing, expressing and taking action. Some responses that
are measured include (a) indicating options and choosing education goals, (b) expressing
skills and interests, and (c) determining how to receive feedback from the environment.
The second section lets the participant graphically display data and see their progress.
The third section helps the student researcher determine which skills need to be focused
on. Sections two and three are not relevant for the purposes of this study. The test is
divided into three sections that include (a) goal choosing, (b) goal expressing, and (c)
taking action on goals. These sections correspond to the measures used in this study with
the exception of Section D which measures the participants' levels of goal expression
following an IEP meeting. Section D is not relevant to this study since none of the
students had IEP meeting during the course of the intervention and this skill was not
taught in the intervention. The data collectors informally interviewed the participants in
order to make informed decisions regarding the participant's initial goal setting self-
determination levels.
The Arc’s Self-Determination Scale (Appendix C) is a measure of self-determination skills that is self-reported by participants for the purpose of finding participant's strengths and weaknesses in regard to self-determination. The student researcher administered the Arc scale with each participant to obtain a measure of the participant's rating of their own goal-setting ability. For the purposes of this study, only the first section was administered. Section one measures different areas of autonomy. Parts 1E and 1F especially deal with postsecondary goals and personal expression (Part 1E measures post-school directions and Part 1F measures personal expression) and are relevant to this study. The other parts in section one, parts 1A, 1B, 1C, and 1D, do not directly correlate to this study, but were administered as a control measure. Part 1A measures routine personal care and family oriented functions, Part 1B measures interaction with the environment, Parts 1C measures recreational and leisure time, and Part 1D measures community involvement and interaction. The determination for inclusion or non inclusion in this study was based on the part's relevance with goal related behaviors. No differences were anticipated between pretest and posttest scores in these subparts. As indicated in Table 1, the questions in parts 1E and 1F were assigned to one of the three areas of measure by the student researcher: goal choosing, expressing, and taking action. This was based on the nature of the question and which skill it most closely relates to. Responses were measured on a continuum of four choices, and were the same for each question, (a) I do not even if I had a chance, (b) I do sometimes when I have a chance, (c) I do most of the time I have a chance, and (d) I do every time I have a chance. A mean score was calculated in each of the three areas of measure with a score of 0 to 3. The lowest answer, "I do not even if I had a chance" would score a 0 and the
highest answer, "I do every time I have a chance" would score a 3. Some of the participants struggled with the reading level of the assessment, and the student researcher gave the assessment orally to those students.

**Pilot test.** Prior to the pretests, a pilot test was conducted by the student researcher with a student independent of this study to determine the best way to administer the assessments. The student researcher determined that the Arc scale and ChoiceMaker assessment could be conducted in one short session of 15 to 30 minutes.

**Training Procedures**

The student researcher, who implemented the social skills intervention, trained himself in its use and procedures by reading through the administration manual so that it could be implemented with fidelity.

Table 1

*Summary of the Arc Self-Determination Assessment Questions in Parts 1.D and 1.E and their assignment into goal choosing, goal expressing, or taking action on goals*

<table>
<thead>
<tr>
<th>Part</th>
<th>Question Number</th>
<th>Question</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.E</td>
<td>22</td>
<td>I do school and free time activities based on my career interests.</td>
<td>Goal Expressing</td>
</tr>
<tr>
<td>1.E</td>
<td>23</td>
<td>I work on school work that will improve my career chances.</td>
<td>Taking Action</td>
</tr>
<tr>
<td>1.E</td>
<td>24</td>
<td>I make long-range career plans.</td>
<td>Goal Expressing</td>
</tr>
<tr>
<td>1.E</td>
<td>25</td>
<td>I work or have worked to earn money.</td>
<td>Taking Action</td>
</tr>
<tr>
<td>1.E</td>
<td>26</td>
<td>I am in or have been in career or job classes or training.</td>
<td>Taking Action</td>
</tr>
<tr>
<td>1.E</td>
<td>27</td>
<td>I have looked into job interests by visiting work sites or talking to people in that job.</td>
<td>Goal Choosing</td>
</tr>
<tr>
<td>1.F</td>
<td>28</td>
<td>I choose my clothes and the personal items</td>
<td>Goal Choosing</td>
</tr>
</tbody>
</table>
Lesson content. There were six lessons out of the thirty-six in WFA curriculum that were taught: (a) identifying goals in your plan, (b) identifying goals for work, (c) identifying goals for more school, (d) identifying goals for living, (e) identifying goals for fun, and (f) keeping track of your goals. Each lesson focused on one goal-setting skill. Each lesson had several questions that the participant answered on the worksheet as well as verbally in the group. By the end of the lessons, participants were able to identify a goal, look at the goal completely, identify outcomes, and write a goal.

Direct instruction procedures. Each lesson in the WFA intervention is scripted (see Appendix A). This made the implementation by the student researcher very simple and standardized. The lessons have built-in questions for comprehension and application. These questions are answered by writing on the participant worksheet and responding verbally to the student researcher’s script.

Number of sessions and duration. There were six lessons that were completed in six class sessions. The sessions took between 20 min and 60 min each. The lessons were taught over the course of 3 weeks. In one case a participant missed a session, the student researcher and the participant redid that session before the posttests were administered.
Posttests

The ChoiceMaker assessment and the Arc scale were administered as posttests as well as the Teacher's Self-Determination Rating Scale. The Teacher's Scale is a self-determination rating scale (Appendix E) created by the student researcher and based on the ChoiceMaker assessment that measures the degree of growth that the participants' teachers note in the previous month in the areas of goal choosing, expressing, and taking action. The scale consists of six questions scored on a Likert-type scale from 0 to 3. The lowest answer, "I have seen a decrease in growth" would score a 0 and the highest answer, "I have seen a large increase in growth" would score a 3.

The posttests and the Teacher's scale were administered during the four days following the final session of the intervention. For the posttests, the ChoiceMaker assessments were completed by the data collectors. In order to complete the assessment; the data collectors interviewed the participants in order to make informed decisions regarding the participant's changes in goal setting self-determination levels.

The Arc scale was also administered as a posttest by the student researcher to each participant. The Arc scale was completed in a one-on-one session four days following the intervention with the student researcher.

The Teacher's Scale was administered by the student researcher and completed by the participants' subject area teachers that are independent of the study and the self-determination intervention four days following the intervention.

Treatment Integrity

The student researcher was trained in the use of the WFA intervention prior to its implementation so that the intervention was taught with integrity. A data collector
observed 50% of WFA sessions to ensure that the intervention was being implemented with integrity as measured by the WFA instructions. The treatment integrity checklist consisted of the following items: (a) instructor introduces lesson content, (b) instructor introduces the lesson objective, (c) instructor follows the lesson script, (d) instructor uses icons and words from the intervention, (e) instructor reviews key words and concepts, (f) participants provide feedback to each other, (g) participants answers written questions, (h) instructor and participants review the summary sheet, and (i) participants complete the Wigout Checklist (see Appendix B). The measure of treatment integrity was calculated by dividing checklist items marked + by total items across all observed sessions times 100. The data collector reported 100% treatment integrity.

**Data Collection**

The student researcher collected testing protocols from both self-determination assessments. The student researcher ensured that all of the testing protocols were filled out completely so that the pre to posttest scores can be compared. Once all of the assessments were administered and the protocols determined to have been filled out completely, the trained student researcher analyzed the data.

**Data Analysis**

The student researcher scored the protocols. The ChoiceMaker assessment was scored using the Likert-type score from the protocol with a score of zero being a low level and a four being a high level. The Arc scale was scored in a similar manner, with a low score being a zero and a high score being a three. The mean score was calculated using the test questions for each of the three measures on both the ChoiceMaker assessment and the Arc scale as well as the control measure on the Arc scale.
This made a total of seven areas that were compared from pretest to posttest: (a) goal choosing on the ChoiceMaker assessment, (b) goal expressing on the ChoiceMaker assessment, (c) taking action on goals on the ChoiceMaker assessment, (d) goal choosing on the Arc scale, (e) goal expressing on the Arc scale, (f) taking action on goals on the Arc scale, and (g) the control measure on the Arc scale.

The Teacher's Scale was also scored using the Likert-type score from the protocols with a low score being a zero and a high score being a three. The mean score was calculated for each of the three areas for each student: (a) goal choosing, (b) goal expressing, and (c) taking action on goals.

**Results**

**ChoiceMaker assessment results.** The pretest ChoiceMaker assessment data for Participant 1 were lost during the course of the intervention. This was discovered after the intervention had been completed. The data collectors, who have know the participant for a long period of time, and are licensed special education teachers with many years of experience were able to redo this assessment. This may cause a potential fidelity problem in this study by recreating these data which are meant to show the participant's pretest performance.

As noted in Figure 1, the pretest levels of goal choosing as measured by the ChoiceMaker assessment showed that the participants varied in their levels scoring between 1.22 and 3.11. Posttest scores ranged from 2.44 and 3.89. Scores for participants 1, 2, and 5 increased from pre to posttest. Scores for participant 4 stayed the same and scores for participant 3 showed a decrease from pre to posttest. The mean change was an increase of 0.53.
As noted in Figures 2, the pretest levels of goal expression as measured by the ChoiceMaker assessment showed that the participants varied in their levels scoring between 0.67 and 3. Posttest scores ranged from 2.67 and 3.67. Scores for participants 1, 2, 4, and 5 increased from pre to posttest. Scores for participant 3 stayed the same from pre to posttest, this was likely due to the ceiling effect since the participant had a high pretest score. The mean change was an increase of 0.73.

As noted in Figure 3, the pretest levels of taking action as measured by the ChoiceMaker assessment showed that the participants varied in their levels scoring between 1.03 and 1.84. Posttest scores ranged from 2.13 and 3.03. Scores for all five participants increased from pre to posttest. The mean change was an increase of 1.17.

*Figure 1.* Data showing the self-determination level of goal-choosing from ChoiceMaker assessment.
Figure 2. Data showing the self-determination level of goal-expressing from ChoiceMaker assessment.

Figure 3. Data showing the self-determination level of taking action on a goal from ChoiceMaker assessment.

Arc Scale Results. The levels of goal choosing, goal expression, and taking action as measured by As shown in Figure 4, the pretest levels of goal choosing as measured by the Arc scale for the five participants showed considerable variability,
scoring between 2 and 2.6. Posttest scores ranged between 1.6 and 3. Scores for participants 1, 3, 4, and 5 each increased from pre to posttest. Participant 2 showed a decrease. The mean change was an increase of 0.07.

As shown in Figure 5, the pretest levels of goal expression as measured by the Arc scale for the five participants showed that the participants varied in their levels scoring between 0.67 and 3. Posttest scores measured between 1.67 and 2.67. Scores for participants 1 and 3 increased from pre to posttest. Scores for participants 2 and 4 stayed the same and scores for participant 5 showed a decrease from pre to posttest. The mean change was an increase of 0.27.

As shown in Figure 6, the pretest levels of taking action as measured by the Arc scale showed that the participants varied in their levels scoring between 1.67 and 2.67. Posttest scores ranged from 1.67 and 3. Scores for participants 1, 4, and 5 increased from pre to posttest. Scores for participant 2 stayed the same and scores for participant 3 showed a decrease from pre to posttest. The mean change was an increase of 0.2.

As noted in Figure 7, the control measure of the Arc scale showed that the participants varied in their levels scoring between 1.52 and 2.42. Posttest scores ranged from 1.48 and 2.67. Scores for participants 1, 3, and 5 increased from pre to posttest. Scores for participants 2 and 4 decreased from pre to posttest. The mean change was an increase of 0.1.
Figure 4. Data showing the self-determination level of goal-choosing from the Arc Scale.

Figure 5. Data showing the self-determination level of goal-expressing from the Arc Scale.
Figure 6. Data showing the self-determination level of taking action on a goal from the Arc Scale.

Figure 7. Data showing the self-determination level as the control measure from the Arc scale.
**Teacher's scale results.** The Teacher's scale showed that participants varied in their levels. Each area showed a mean increase. As noted in Figure 8, for goal choosing the mean score for all participants was 1.7. As noted in Figure 9, for goal expression the mean score was 1.8. As noted in Figure 10, for taking action the largest increase was observed with a mean score of 2.1

*Figure 8.* Data showing the self-determination level of goal-choosing from the Teacher's scale.
Figure 9. Data showing the self-determination level of goal-expressing from the Teacher's scale.

![Teacher's Scale- Taking Action](image)

Figure 10. Data showing the self-determination level taking action on a goal from the Teacher's scale.

**Discussion**

**ChoiceMaker assessment.** The results of this study showed that, as measured by the ChoiceMaker assessment, teachers were, to some degree, able to detect differences in student levels of goal choosing, expressing, and taking action upon completion of the WFA? intervention. Measures in each of these areas showed an increase. Goal choosing increased an average of 0.53 and goal expressing showed an average increase of 0.73. The largest change that occurred was in taking action on goals with an average increase of 1.17. This showed that teachers perceived a large increase in the participants taking action on goals. Changes in goal choosing and goal expression also increased for the participants 1, 2, and 5. Only participant 3 showed a decrease in any of the measures on the ChoiceMaker assessment, which was in the area of goal choosing. This may have been due to the data collector noting that the participant had limited success in her chosen
program at the post-secondary institution during the school year and she was thinking about changing programs. Participant 4 showed the same level on both assessments in the area of goal choosing, but an increase in the area of goal expression.

For transition students aged 18-21, the implementation of the self-determination intervention WFA? did increase student scores estimating goal choosing, expressing, and action taking as measured by the ChoiceMaker assessment.

**Arc scale.** The students themselves rated their own levels of goal choosing, goal expressing, and taking action differentially as measured by the Arc scale. Only participant 1 showed consistent growth in all three areas form pre to posttest. This may have been due to the student's success in his post-secondary program and the anticipation of getting a paid job. Participants 2, 3, 4, and 5 showed an increase in one or more areas and a decrease in one or more areas from pre to posttest.

All three areas of the Arc scale showed a mean increase. Goal choosing increased a mean of 0.07; goal expressing increased a mean of 0.27; and taking action increased a mean of 0.2. While there was a slight increase in scores in all three of these areas, the control measure also showed an increase of 0.1.

After analyzing the questions that were presented to the participants on the Arc scale sections 1E and 1F in each of the three areas that the student researcher assigned, it was noted that many of the questions selected did not correlate with what was taught in the WFA? curriculum. This is likely why the scores are so much higher on the other assessments. Only questions 22 and 24 correlated to the WFA? curriculum. These questions were: *I do school and free time activities based on my career interests* and *I make long-range career plans.* These two questions correspond with goal expressing.
When looking at the mean change from pre to posttest, these two questions showed an increase of 0.4 as compared to an average increase of 0.1 for the average of all the other questions on the Arc scale.

Based on these data, students who have been taught the self-determination intervention can detect differences in their own level of goal expressing as measured by the Arc scale immediately following the intervention. Since many of the questions on the Arc scale with regard to goal choosing and taking action did not correlate well with the WFA? intervention, the student researcher was unable to determine if the participants could detect differences in the students' own level of goal choosing and taking action as measured by the Arc scale.

**Teacher's scale.** The Teacher's scale also showed that upon completion of the WFA? intervention teachers independent of the study were able to detect differences in student levels of goal choosing, expressing, and taking action with all three areas showing as increase. Once again, the largest increase was in the area of taking action on goals, with a mean change score of 2.1. Goal choosing also increased with a mean change score of 1.67 and goal expressing increases with a mean change score of 1.8. None of the teachers reported a decrease in the skills during the intervention.

Based on these data, teachers independent of the research and the self-determination intervention can detect differences in the level of students’ goal choosing, expressing, and action taking from pretest to posttest as measured by the Teacher's scale immediately following the intervention.

**Findings.** When looking at the three assessments as a whole, participants showed growth in the areas of goal expression and taking action. The largest change came in the
area of taking action on goals. In this area the participants increased on the ChoiceMaker assessment by a mean of 1.17 and the Teacher's scale showed a mean of 2.1. The area of goal expressing also consistently showed an increase across the assessments. On the ChoiceMaker assessment the participants showed a mean increase of 0.73 and on the Teacher's scale the participants showed a mean of 1.8. Even on the Arc scale the participants showed a mean increase of 0.4 in this area on the questions that correlated to the intervention. These increases may have been due to the time of year that the study was conducted and due to some of the participants graduating soon after the intervention. The participants at this time in their lives may be more focused on taking action and expressing goals rather than making new goals.

This study extends the research in the field by showing that there is a correlation between goal setting, expressing, and taking action and the implementation of the self-determination intervention WFA as measured by the ChoiceMaker assessment, Teacher's scale, and certain questions on the Arc scale. This is an important finding because it indicates that participants can be taught goal-related self-determination skills. This will guide teachers and researchers as they implement goal-setting IEP goals and goal-related instruction in the future.

There are several limitations with this study. One limitation is the small number of participants. The results of this study, due to the limitations of numbers of participants, may not represent accurately the entire population, therefore, generalization of findings cannot be made. Another limitation is that the study is only measuring self-reported and teacher-reported levels of self-determination goal skills, not whether the intervention is
actually changing participants’ behaviors and whether the participants are actually making progress on goals.

Another limitation was that there were no questions that correlated well to the student-reported levels of goal choosing and taking action on the Arc scale. It is important that the assessment tool is measuring what is being taught. In the case of the Arc scale, the student researcher felt that they questions that were picked out correlated well with the WFA? intervention. After the intervention the student researcher found that questions like: *I am in or have been in career or job classes or training* and *I have looked into job interests by visiting work sites or talking to people in that job* were not well-match to the study. Although the questions measure goal choosing and taking action, these would not show a change during the short duration of the study.

Future research is needed on a larger group of participants to see if the results will generalize to a larger population. Also, future research will be needed to determine how well generalization occurs to see if participants change their actions as a result of the implementation of the intervention and increase their achievement of goals. Future research with pre and post intervention interview questions such as "what goals do you have?" or having participants describe in detail the goals in areas of employment, post secondary education, living skills etc. may be useful. Additionally, further research is needed in order to measure students own self-perceived levels of goal choosing and taking action. Goal-related self-determination is a growing focus in transition research, more research is needed to fill in the gaps so that postsecondary outcomes are improved for students in transition.
References


Appendix A

Session 23 - Identifying goals for fun

goals, objectives and the future – Identifying goals for fun

WHOSE FUTURE GOALS? You will identify goals for recreational and leisure time outcomes.

It’s that time once again! Time to look at those goals that were written for you at your last IEP meeting. Time to write some new goals. Time to stay awake in class.

Let’s see...you’ve done employment and vocational outcomes,

post-secondary education outcomes

and residential and living outcomes.

What’s next?

Work, learn, live and.....

PLAY!

The most important outcome, of course!

A recreational or leisure outcome is what you expect to do with your spare time (and money!). Like exercising,

doing sports, traveling or going to movies.

After all, all work and no play makes for a pretty dull life!

Of course, if your job is to play golf on professional golf tour all the time,

then all work and no play means playing all the time. But, unless you great golfer, maybe it’s a good idea to go ahead and take a look at the recreational and leisure goals that have been included on your transition plan.

Time to look at goals related to the recreation and leisure time outcomes

that were written on your current IEP. Take one more look at that School Record Survey Sheet from Session 5 to see if it gives you any ideas about what recreational and leisure time outcomes were selected for you.
If there was one of the outcomes listed, like those discussed in *Session 17*, there should be a goal written about that outcome.

Once you find the right goal, use your *WIGOUT!* rules from *Session 19* to look at them more closely.

When you look at the goals you identified from your IEP that relate to recreational and leisure outcomes, use the *Checklist* to learn more about each goal.

Done? Finished? That’s it? Good!

Now you know what goals on your IEP are about recreational and leisure outcomes.

None there? Well, I think I’d protest. You have to do all the work for those other outcomes that aren’t nearly as fun. The least you can get in return is one less recreation and leisure goal.

But that was then and this is now. Back to the future! Time to come up with one recreation and leisure goal that you want to see in next year’s IEP.

Use the DO IT! process to come up with a recreation and leisure outcome you might like to work toward. That should be easy... all you have to do is choose between the 800,000 things you like to do with your spare time and money! When you narrow those 800,000 outcomes to one preferred outcome (remember prioritizing?), use the *Workup* to come up with a goal to reach that outcome.
WIGOUT! Workup

1. Outcome identified in the DO IT! process:

2. Skills that I need to work on to achieve this outcome:

3. Which skill seems most important?

4. What would show I had learned this skill? Paint a water color picture.

5. How long would it take me to learn this skill? Six months if I take classes at the recreation center in town.

GOAL - I will paint a water color picture

(Write in the skill you will learn an outcome, like in question 4) by six months from when I start taking classes.
(Write in the date when you will be finished or how long it will take you to learn that skill, like in question 5)

Example

1. Outcome identified in the DO IT! process: Paint using water colors.

2. Skills that I need to work on to achieve this outcome: Using the brush, mixing color, brush strokes.

3. Which skill seems most important? All of them!

Okay. Let’s look at what you’ve covered this session.

☐ You identified the r________ and l______ goals in this year’s IEP.

☐ You used a set of r____ to look at them more completely.

☐ You used a decision-making process to identify the recreational and leisure o______ you might want to work on.
Session 23 – Manifesting goals for fun

☐ You wrote another recreational and leisure goal.

Before the next session, you should have:

☐ Finished evaluating your current recreational and leisure goals.

☐ Written another recreational and leisure goal.

Okay. So that’s it for now.

Later.
Session 23 Summary Sheet - Identifying goals for fun

Your future goal is: You will identify goals for recreational and leisure time outcomes.

- You identified the recreational and leisure goals in this year's IEP.
- You used a set of rules to look at them more completely.
- You used a decision-making process to identify the recreational and leisure outcome you might want to work on.
- You wrote another recreational and leisure goal.
WIGOUT! Checklist
Recreational and Leisure Time Outcomes

Goal: ____________________________________________

________________________________________________

(write the goal in the line above)

Did you help write this goal? □ Yes □ No

Is this goal based on your unique interests and abilities? □ Yes □ No

If so, what interest or ability does the goal reflect? ________________________________

________________________________________________

Is this goal something that can be reached? □ Yes □ No

Is this goal one that you can control reaching? □ Yes □ No

Is this goal measurable? □ Yes □ No

If so, write how it can be measured. ________________________________

________________________________________________

Does it have a starting time and an ending time? □ Yes □ No

If so, when does (did) it start? ________________________________

When does (did) it end? ________________________________

Is it based on an outcome? □ Yes □ No

If so, what is that outcome? ________________________________
Reference Citation

Appendix B

Treatment Integrity Checklist for *Whose Future is it Anyway?* observation

<table>
<thead>
<tr>
<th>Intervention Step</th>
<th>Observed +</th>
<th>Not Observed -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor introduces lesson content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor introduces the lesson objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor follows the lesson script</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor uses icons and words from the intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor reviews key words and concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants provide feedback to each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants answers written questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor and participants review the summary sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants complete the Wigout Checklist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

The Arc's Self-Determination Scale

The Arc’s Self-Determination Scale (Adolescent Version) is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities. The scale has two primary purposes: to provide students with cognitive disabilities and educators a tool that assists them in identifying student strengths and limitations in the area of self-determination, and to provide a research tool to examine the relationship between self-determination and factors that promote it.

The scale has 72 items and is divided into four sections: Each section examines a different essential characteristic of self-determination. A comprehensive discussion and explanation of the self-determination scale and subscales in each of the four essential characteristics of self-determination under the heading "The Arc’s Self-Determination Scale (Adolescent Version) Revised Edition" by Kathy Kechter, Ed.D., Project Director, Self-Determination Assessment Project is gratefully acknowledged to the generality of these researchers.

The scale measures four core characteristics of self-determination: Autonomy, Self-Regulation, Psychological Empowerment, and Self-Realization. Each section has unique questions that should be read and discussed in the context of the self-determination and factors that promote it.
| 10. | A. | The exposure to music that I hear. |
|     | B. | My exposure to music while engaged in activities我喜欢。 |
|     | C. | The exposure to music that I hear. |
|     | D. | The exposure to music that I hear. |
|     | E. | The exposure to music that I hear. |
|     | F. | The exposure to music that I hear. |
|     | G. | The exposure to music that I hear. |
|     | H. | The exposure to music that I hear. |
|     | I. | The exposure to music that I hear. |
|     | J. | The exposure to music that I hear. |

Directions: Check the answer on each question that BEST fits how you act in that situation.
Please check Section One. A. This is the only one answer for each question.

Section One: Personal History

1. Do you have any current or past health issues?
   - Yes
   - No

2. Have you ever been hospitalized?
   - Yes
   - No

3. Do you have any family history of chronic illnesses?
   - Yes
   - No

Section Two: Education

4. What is your highest level of education completed?
   - High School
   - Bachelor's
   - Master's
   - PhD

Section Three: Employment

5. Have you ever been employed?
   - Yes
   - No

6. What was your most recent job?

Section Four: Interests and Abilities

7. What are your hobbies and interests?

Section Five: Community Involvement and Interests

8. Have you volunteered in the community?
   - Yes
   - No

9. Do you belong to any community organizations?
   - Yes
   - No

10. Have you participated in any community events?

Section Six: Personal Beliefs

11. What are your personal beliefs?

Section Seven: Future Goals

12. What are your future career goals?

Section Eight: Personal Preferences

13. What are your personal preferences?

Section Nine: Personal History

14. Have you ever been involved in any legal issues?
   - Yes
   - No

15. Have you ever been arrested or convicted of a crime?
   - Yes
   - No

Section Ten: Personal Background

16. What is your background?

Section Eleven: Personal Information

17. What is your current mailing address?

Section Twelve: Personal Information

18. What is your current phone number?

Section Thirteen: Personal Information

19. What is your current email address?

Section Fourteen: Personal Information

20. What is your current job title?

Section Fifteen: Personal Information

21. What is your current employment status?

Section Sixteen: Personal Information

22. What is your current marital status?

Section Seventeen: Personal Information

23. What is your current address?

Section Eighteen: Personal Information

24. What is your current age?

Section Nineteen: Personal Information

25. What is your current income?

Section Twenty: Personal Information

26. What is your current occupation?

Section Twenty-One: Personal Information

27. What is your current education level?

Section Twenty-Two: Personal Information

28. What is your current employment history?
### Section 4: Subtotal

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. I am confident in my abilities.</td>
<td></td>
</tr>
<tr>
<td>53. Other people like me.</td>
<td></td>
</tr>
<tr>
<td>54. I can do most anything.</td>
<td></td>
</tr>
<tr>
<td>55. I know what I do best.</td>
<td></td>
</tr>
<tr>
<td>56. I give love.</td>
<td></td>
</tr>
<tr>
<td>57. I am loved because</td>
<td></td>
</tr>
<tr>
<td>58. I am afraid of doing</td>
<td></td>
</tr>
<tr>
<td>59. I don't get along with</td>
<td></td>
</tr>
<tr>
<td>60. I can show my feelings even</td>
<td></td>
</tr>
<tr>
<td>61. I can lie to people even when</td>
<td></td>
</tr>
<tr>
<td>62. I get into arguments with</td>
<td></td>
</tr>
<tr>
<td>63. I feel</td>
<td></td>
</tr>
<tr>
<td>64. I do not feel ashamed.</td>
<td></td>
</tr>
<tr>
<td>65. I do not feel embarrassed.</td>
<td></td>
</tr>
</tbody>
</table>

#### Directions:
- There are no right or wrong answers.
- Choose only the answer that BEST fits you.
- Tell whether you think each of these statements describes how you feel about yourself.
- Please use the DAQ for each item.
### Scoring Step 1:
Using the convolution tables, record the raw scores in each section from the individual's responses.

### Scoring Step 2:
Calculate the total scores for each domain.

### Scoring Step 3:
Convert the raw scores into percentages relative to the norm sample for each domain.

### Scoring Step 4:
Plot the percentile scores on the graph provided.

### Scoring Step 5:
Fill in the graph for the individual's percentile scores for each domain.
Appendix D

ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

Part I: The ChoiceMaker Assessment consists of three sections that rate the student’s skills and proficiency in performing each of the 33 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.

Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.

Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each “Teaching Objective” relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration: The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress toward the goals. You may also use the information from the Assessment to make program changes where the “Opportunity at School” was low.

Reliability: A multi-state test-retest reliability study found a # or higher significant correlation between the first administration and a second administration given two weeks later.

Instructions to Part I

ChoiceMaker Assessment

Student Skills: Rate the student from “0” to “4” indicating the skill level and fluency with which the student performs each of the 54 skills. In the “Student Skills” column a rating of “0” means the student does not perform any part of the skill; a rating of “4” means the student performs the skill in its entirety and whenever needed. If you have not observed the

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**Part I: ChoiceMaker Assessment**

**SECTION 1: Choosing Goals**

<table>
<thead>
<tr>
<th>A. Student Interests</th>
<th>Student Skills (Does the student do this?)</th>
<th>Opportunity at School (Does school provide structured time?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(not at all) (100%)</td>
<td>(not at all) (100%)</td>
</tr>
<tr>
<td>A1. Express education interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>A2. Express employment interests (e.g., jobs, careers)</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>A3. Express personal interests (e.g., relationships, recreation, health)</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

Subtotal

**B. Student Skills and Limits**

| B1. Express education skills and limits | 0 1 2 3 4 |
| B2. Express employment skills and limits | 0 1 2 3 4 |
| B3. Express personal skills and limits | 0 1 2 3 4 |

Subtotal

**C. Student Goals**

| C1. Indicate options and choose education goals | 0 1 2 3 4 |
| C2. Indicate options and choose employment goals | 0 1 2 3 4 |
| C3. Indicate options and choose personal goals | 0 1 2 3 4 |

Subtotal

TOTAL (A+B+C)

End of SECTION 1: Choosing Goals

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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### Part I: ChoiceMaker Assessment (cont’d)

#### SECTION 2: Expressing Goals

**D. Student Leading Meeting**

<table>
<thead>
<tr>
<th></th>
<th>Student Skills (Does the student do this?)</th>
<th>Opportunity at School (Does school provide structured time?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(not at all)</td>
<td>(not at all)</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>D1.</td>
<td>Begin meeting by stating purpose</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D2.</td>
<td>Introduce participants</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D3.</td>
<td>Review past goals and performance</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D4.</td>
<td>Ask for feedback</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D5.</td>
<td>Ask questions if you don’t understand</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D6.</td>
<td>Deal with differences in opinion</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D7.</td>
<td>State needed support</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>D8.</td>
<td>Close meeting by summarizing decisions</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Subtotal</th>
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</tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**E. Student Reporting**

<table>
<thead>
<tr>
<th></th>
<th>Student Skills (Does the student do this?)</th>
<th>Opportunity at School (Does school provide structured time?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(not at all)</td>
<td>(not at all)</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>E1.</td>
<td>Express interests (from A1-3)</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>E2.</td>
<td>Express skills and limits (from B1-3)</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>E3.</td>
<td>Express options and goals (from C1-3)</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Subtotal</th>
<th>Subtotal</th>
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<tbody>
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</tbody>
</table>

**End of SECTION 2: Expressing Goals**

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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### Part I: ChoiceMaker Assessment (cont’d)

#### SECTION 3: Taking Action

<table>
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<tr>
<th></th>
<th>Student Skills</th>
<th>Opportunity at School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Does the student do this?)</td>
<td>(Does school provide structured time?)</td>
</tr>
<tr>
<td>F. Student Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1. Break general goals into specific goals that can be completed now</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F2. Establish standards for specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F3. Determine how to receive feedback from environment</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F4. Determine motivation to complete specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F5. Determine strategies for completing specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F6. Determine support needed to complete specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F7. Prioritize and schedule to complete specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>F8. Express belief that goals can be obtained</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G. Student Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1. Record or report performance</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G2. Perform specific goals to standard</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G3. Obtain feedback on performance</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G4. Motivate self to complete specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G5. Use strategies for completing specific goals</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G6. Obtain support when needed</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>G7. Follow schedule</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H. Student Evaluation</td>
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</tr>
<tr>
<td>H1. Determine if goals are achieved</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H2. Compare performance to standards</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H3. Evaluate feedback</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H4. Evaluate motivation</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H5. Evaluate effectiveness of strategies</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H6. Evaluate support used</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H7. Evaluate schedule</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>H8. Evaluate belief</td>
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<tr>
<td>I. Student Adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1. Adjust goals if necessary</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I2. Adjust or repeat goal standards</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I3. Adjust or repeat method for feedback</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I4. Adjust or repeat motivation</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I5. Adjust or repeat strategies</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I6. Adjust or repeat support</td>
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<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I7. Adjust or repeat schedule</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>I8. Adjust or repeat belief that goals can be obtained</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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</table>

**End of SECTION 3: Taking Action**

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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Part II: ChoiceMaker Assessment Profile

SECTIONS

<table>
<thead>
<tr>
<th>Percent of Self-Determination Points by Section</th>
<th>1. Choosing Goals</th>
<th>2. Expressing Goals</th>
<th>3. Taking Action</th>
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</table>

Date 1 | Date 2 | Date 1 | Date 2 | Date 1 | Date 2 | Date 1 | Date 2 |

TOTALS

| Skill | Opportunity at School | Skill | Opportunity at School | Skill | Opportunity at School |

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# Part III: ChoiceMaker Curriculum Matrix

**Instructions**: Circle each objective that you marked "0," "1," or "2" on the "Student Skills" portion of Part I. Consult the lesson for each objective circled.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Teaching Goals</th>
<th>Teaching Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student Interests</td>
<td>A1. Express education interests</td>
<td></td>
</tr>
<tr>
<td>B. Student Skills &amp; Limits</td>
<td>B1. Express education skills &amp; limits</td>
<td></td>
</tr>
<tr>
<td>C. Student Goals</td>
<td>C1. Indicate options &amp; choose education goals</td>
<td></td>
</tr>
<tr>
<td>D. Student Leading Meeting</td>
<td>D1. Begin meeting by stating purpose</td>
<td></td>
</tr>
<tr>
<td>E. Student Reporting</td>
<td>E1. Express interests (from A1-3)</td>
<td></td>
</tr>
<tr>
<td>F. Student Plan</td>
<td>F2. Establish standards for specific goals</td>
<td></td>
</tr>
<tr>
<td>G. Student Action</td>
<td>G1. Record or report performance</td>
<td></td>
</tr>
<tr>
<td>H. Student Evaluation</td>
<td>H1. Determine if goals are achieved</td>
<td></td>
</tr>
<tr>
<td>I. Student Adjustment</td>
<td>I1. Adjust goals if necessary</td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>J1. Adjust or repeat goal standards</td>
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<tr>
<td>K.</td>
<td>K1. Adjust or repeat method for feedback</td>
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<tr>
<td>L.</td>
<td>L1. Adjust or repeat motivation</td>
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</tr>
<tr>
<td>M.</td>
<td>M1. Adjust or repeat support</td>
<td></td>
</tr>
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</table>

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Appendix E

Teacher's Self-Determination Rating Scale

Teacher Name______________________
Date______________________________
Student Assessed____________________

Teacher Instructions: Rate the degree in which you have noticed your student change in each of the goal related skills in the last month. Rate the student on a scale from 0 to 3.

A rating of:

"0" indicates a decrease in the skill
"1" indicates no change in the skill
"2" indicates a small increase in the skill
"3" indicated a large increase in the skill

Goal Choosing: To what extent have you seen growth in these areas with this student in the last month?

<table>
<thead>
<tr>
<th></th>
<th>Decrease</th>
<th>No Change</th>
<th>Small Change</th>
<th>Large Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in Class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in Future</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
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</table>

Goal Expressing: To what extent have you seen growth in these areas with this student in the last month?

<table>
<thead>
<tr>
<th></th>
<th>Decrease</th>
<th>No Change</th>
<th>Small Change</th>
<th>Large Change</th>
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</thead>
<tbody>
<tr>
<td>Expressed a Desire for Feedback</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Expressed Personal Goals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
**Taking action:** To what extent have you seen growth in these areas with this student in the last month?

<table>
<thead>
<tr>
<th></th>
<th>Decrease</th>
<th>No Change</th>
<th>Small Change</th>
<th>Large Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Classwork</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Motivation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>