

Student, Parent, and Teacher Perspectives of Self-Determination in High School Students with Autism Spectrum Disorder

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BACKGROUND

- **Self-determination** refers to an individual being a causal agent in their daily activities including the ability to express their own needs, interests, and wants to make choices, set goals, and act upon plans and goals.
- Self-determination is critical during adolescence and has been linked to positive educational outcomes in individuals with disabilities.

OBJECTIVES

- Test the reliability and factor structure of student, parent, and teacher reports of self-determination using the AIR-Self-Determination Scale (AIR-SDS).
- Examine the extent to which adaptive behavior, autism symptoms, family empowerment, and family burden predicted self-determination.

METHODS

- Participants were drawn from the Center on Secondary Education for Students with Autism Spectrum Disorder (N=488), their parents, and teachers who completed the AIR-SDS.
- Teachers completed the *Vineland Adaptive Behavior Scales-II* and the *Social Responsiveness Scale-2nd edition*.
- Parents completed the *Family Empowerment Scale* and the *Zarit Burden Inventory*.

The AIR-Self-Determination Scale measures self-determination reliably on the student, parent, and teacher forms in high school students with ASD, but have small associations between them.

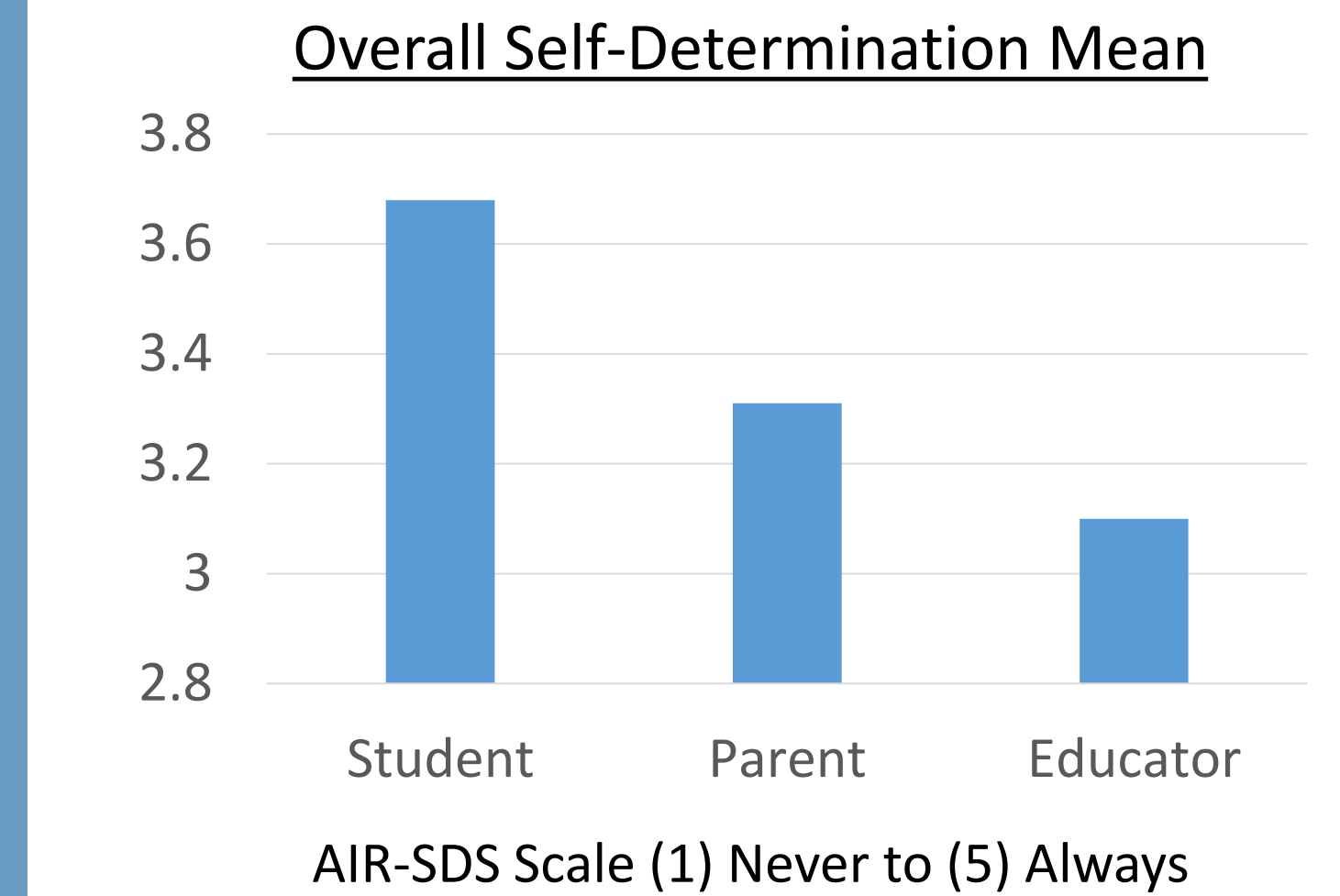
Greater adaptive behavior skills, higher levels of family empowerment, and lower family burden are associated with higher self-determination.

METHODS

AIR-SDS Sample Items

Student Form	Parent Form	Educator Form
Capacity I know what I need, what I like, and what I'm good at.	Capacity If my plan doesn't work, my child tries another one to meet his or her goals.	Capacity Student knows how to make choices, decisions, and plans to meet own goals and expectations.
Opportunity People at school let me know that I can set my own goals to get what I want or need.	Opportunity At home, my child is allowed to act on his or her plans right away.	Opportunity Student has opportunities at school to get results of actions taken to meet own plans.

RESULTS



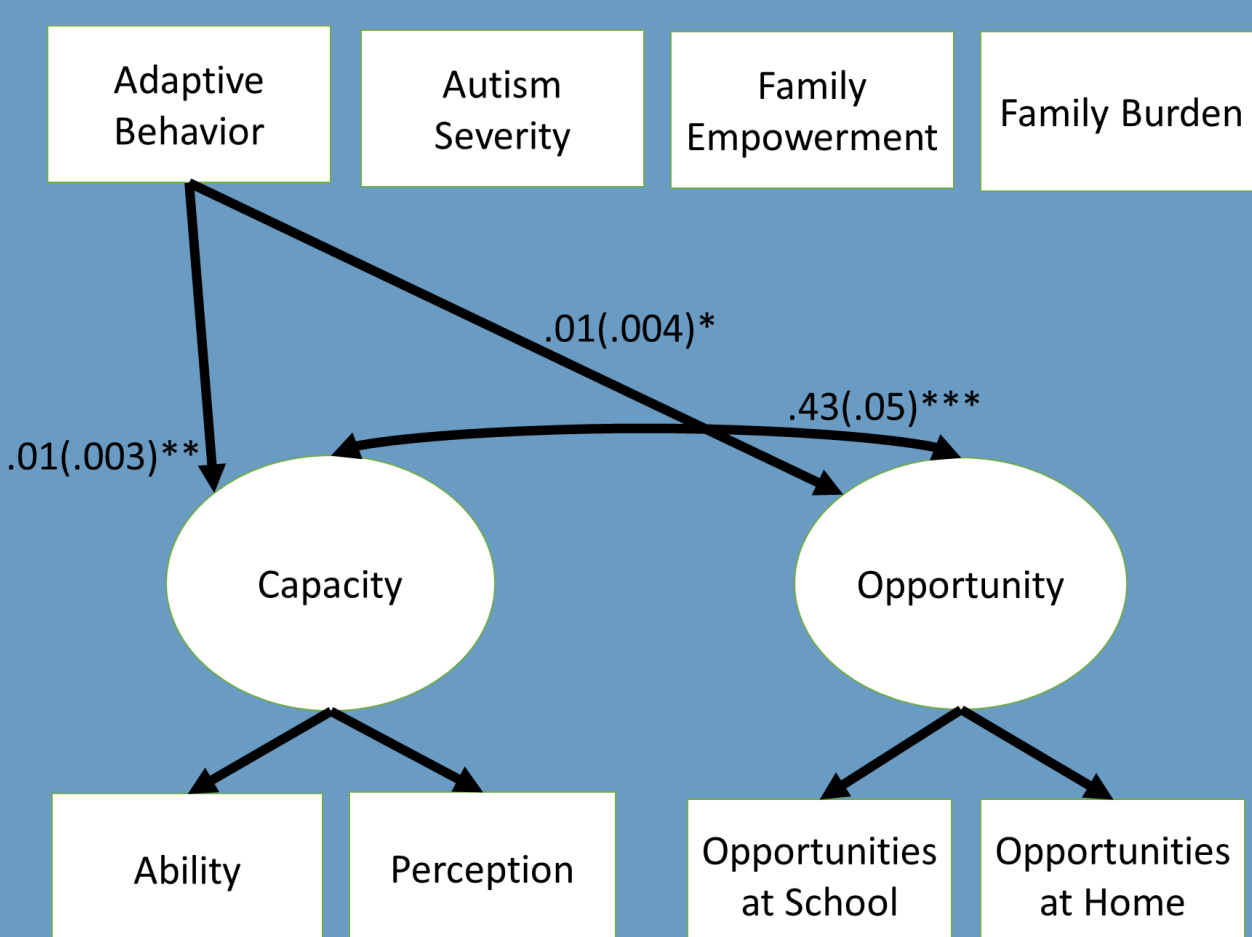
Correlations among Student, Parent, and Teacher Reported Self-Determination

	Parent	Teacher
Student	.11*	.11*
Parent		.27***

DISCUSSION

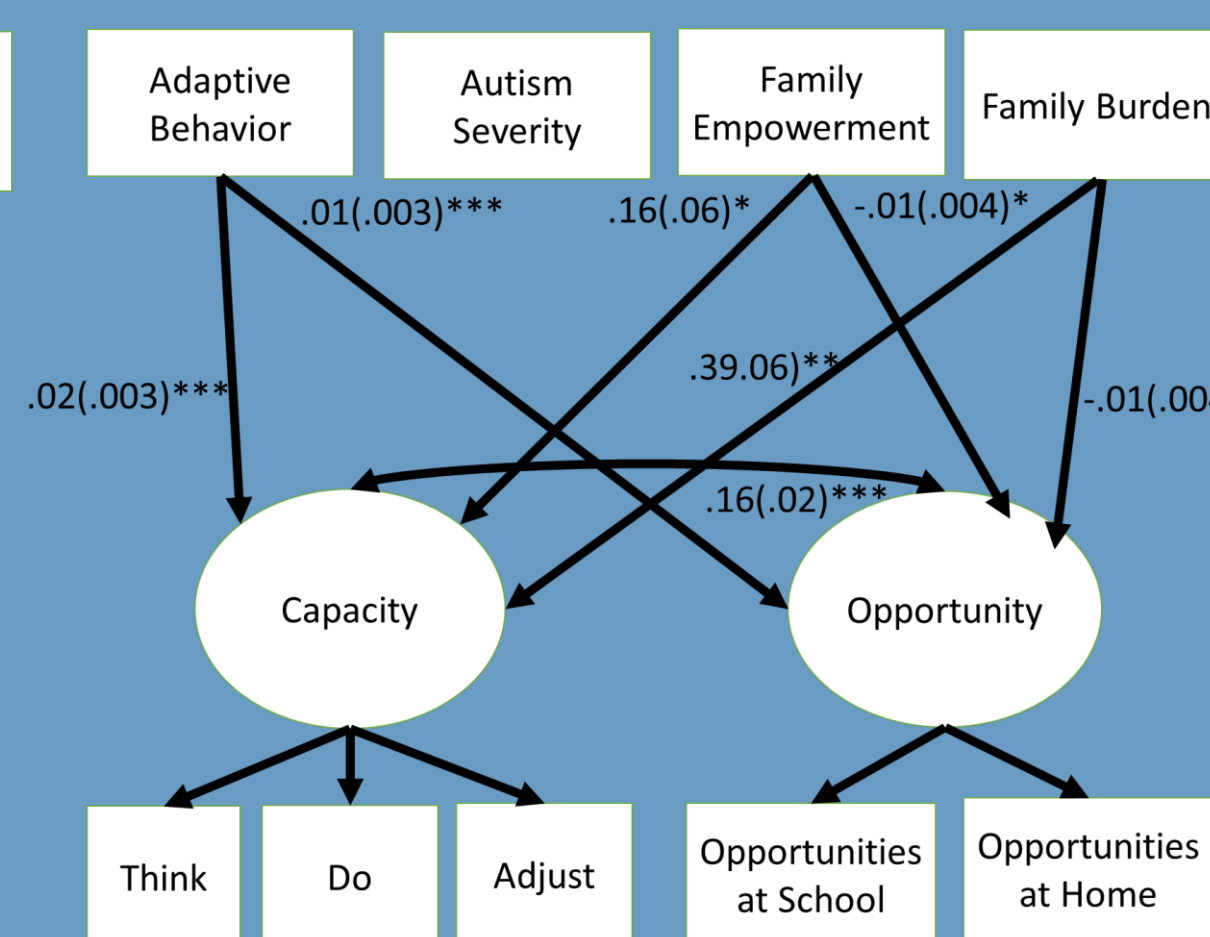
- The current study provides support for use of the AIR-SDS with high school students with ASD, their parents, and teachers and highlights the importance of incorporation of multiple reporters.
- Promoting adaptive behavior, supporting family empowerment, and reducing family burden may help to increase self-determination.

Student Form Confirmatory Factor Analysis and Significant Predictors



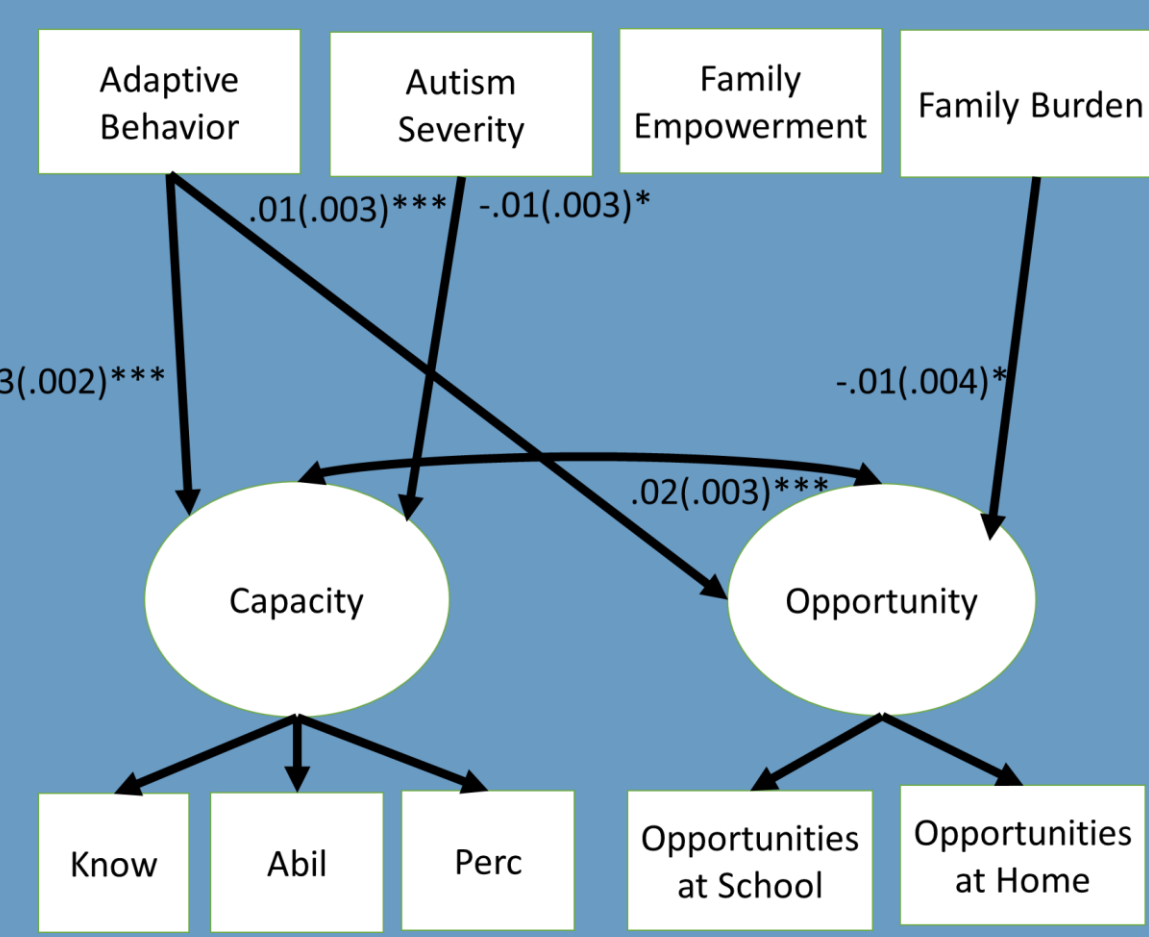
Model Fit-RMSEA = .06 (90% CI [.03, .10]), CFI = .98, TLI = .96
Internal Consistency-Cronbach's α = .92

Parent Form Confirmatory Factor Analysis and Significant Predictors



Model Fit-RMSEA = .06 (90% CI [.04, .09]), CFI = .99, TLI = .97
Internal Consistency-Cronbach's α = .96

Teacher Form Confirmatory Factor Analysis and Significant Predictors



Model Fit-RMSEA = .06 (90% CI [.04, .09]), CFI = .99, TLI = .97
Internal Consistency-Cronbach's α = .96



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