Goal Attainment and Quality of Life through Inclusive College for Individuals with Intellectual Disability

Kate Strater, Ed.D.
Calvin University
Something I’ve learned...
Key Takeaway

• Self-determined goal setting and monitoring
• College environments supportive of participant voice
Why Important?

**TIME**

**RESOURCES**
College Access for Students with Intellectual Disability (ID)
The Academy

• 4-year college inclusion program developed for transition-age young adults with IDD
Need

- Academy Objectives
- Research Objectives
Research Questions

R1: How does participation in the Academy affect goal attainment?

R2: Is quality of life maintained after program exit?

R3: How does participation in the Academy affect quality of life?
Participants

• 14 participants, ages 18-26
• 2 campuses
• Some participate for multiple years
• 1st – 4th year students
• 2 Academy graduates
• Identified as having intellectual disability
Method: Mixed-method, exploratory

Schedule

• Phase 1: September

• Phase 2: January/February

• Phase 3: April/May

Activities

• Goal setting interview; goal attainment scaling (GAS)

• Goal progress interview; GAS; and quality of life rating scale

• Goal progress interview and GAS
Quality of Life Domains

• Emotional well-being
• Interpersonal relations
• Material well-being
• Personal development
• Physical well-being
• Social inclusion
• Self-determination
• Rights
Tools and Frameworks

• Self-Determined Learning Model of Instruction
• Quality of Life Domains
• Goal Attainment Scaling
• Quality of College Life Experience for Individuals with Intellectual Disabilities
Goal Distribution by Domain

76 total goals
Personal Development Domain

- Parenting, driving, evangelism, dance, entrepreneurship: 23.3%
- College course content: 17.6%
- Volunteer/service opportunities: 11.8%
- Skills for employment in particular field: 17.6%
- Learn a non-academic skill (i.e., parenting): 23.3%
- Organization skills: 5.9%
- Time Management: 11.8%
- Learning potential campus activities: 5.9%
- Spiritual formation: 5.9%
A note about Covid-19

• Disruption to data collection in 2019 – 2020
• Completed full academic year 2020-2021
Sample Goal: Graciela*

- Year in program: 3
- Domain: Self-determination
- Goal Statement: I want to live on my own with roommates but have the option to live alone.
- End-of-year self-rating: 5
- GAS rating: +1
End of Year Interview: Graciela*

• My space
• Chores and cooking on my own
• “I want to do it by myself”
## Goal Attainment Scaling

<table>
<thead>
<tr>
<th>Scale</th>
<th>Progress</th>
<th>Evaluation Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>Much less than expected progress</td>
<td>No continued interest</td>
</tr>
<tr>
<td>-1</td>
<td>Less that expected progress</td>
<td>Continued interest; no engagement with curriculum or program-based supports</td>
</tr>
<tr>
<td>0</td>
<td>Expected level of outcome</td>
<td>Continued interest; engagement with curriculum or program-based supports</td>
</tr>
<tr>
<td>+1</td>
<td>Somewhat more that expected progress</td>
<td>Continued interest; engagement with curriculum or program-based supports; emerging or supported skill development</td>
</tr>
<tr>
<td>+2</td>
<td>More than expected progress</td>
<td>Full satisfaction with progress; engaged in curriculum or program-based supports; emerging or supported independence</td>
</tr>
</tbody>
</table>
Sample Goal: Lena*

• Year in program: 1st
• Domain: Material well-being
• Goal Statement: I want to help people with the storm damage and volunteer at the Red Cross.
• End-of-year self-rating: 3
• GAS rating: 0
End of Year Interview: Lena*

• Interests
• First aid class in college
• Volunteer opportunities
• Research presentation on Red Cross
• Keep working
Results – Self-Report and GAS 2020-2021

2020-2021 Self-Rating Frequency

2020-2021 GAS Frequency
Results – GAS 2019-2021
Thematic Analysis

- Increased participation in social activities and relationships
- Voting, political engagement
- Employment in field of interest
Quality of Life Survey

• High level of satisfaction with quality of life overall
• Lower satisfaction
  • Choice in employment
  • Choice in courses
  • Choice volunteer activities
  • Feelings of contribution to community
  • Choice in where to live, who to live with
Links

• Social activities → choice in living situation, volunteer activities

• Voting, political engagement → contribution to community

• Employment → choice in courses, choice in employment
Discussion

• Self-determined goal setting and monitoring
• College environment supportive of participant voice
Questions?
References


References Continued


Session Evaluation

• Your feedback helps shape future programming.

• Thank you for attending!