

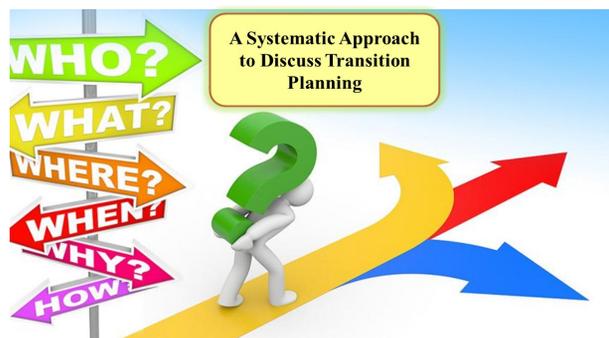
OVERVIEW

Background Information

Students must have self-awareness and self-knowledge of their specific strengths, needs, and goals to advocate for themselves. Self-determination is critical for students to make a successful transition to post-12 settings (Carter et al., 2011; Peterson et al., 2012; Wehmeyer, 2015). Evidence exists how to teach self-determination (McCormick & McIlvanna, 2012), but little help is available to guide interagency systematic discussions for transitioning students. Students, parents, educators, and agency professionals frequently experience communication frustration in the transition process.

Problem

Currently the school's self-determination measure is not validated and there is no shared collaborative interdisciplinary method that allows the student to systematically document and discuss transition planning, make data-driven decisions regarding eligibility for support services, or transfer existing data to outside agencies.



Purpose

Support a public school district to evaluate the ability of the ActNow tool to:

1. improve student self-determination
2. engage with post school providers, and
3. aid collaboration with stakeholders involved in the transition process.

METHOD

Questions

1. How reliable is the SASK as a measure of self-determination?
2. What changes in self-determination are observed after use of ActNow?
3. Is engagement with post school providers increased by use of ActNow?

Design

One year randomized controlled trial (RCT).
Repeated Measures ANOVA to measure self-determination.
Chi-square to measure engagement.
Matched pairs on key variables (IEP, 504, gender, grade)

Participants

Students with disabilities in one large public high school (student body \approx 2,000) in northern Utah.

Grade	IEP	504	Female	Male	N
10th	45	30	14	30	45
11th	60	40	32	68	85
12th	47	38	35	50	85

Instruments

SASK– Teacher developed, district approved inventory to determine student self-determination
SDI:SR– Student self-determination inventory
ActNow– collaborative interdisciplinary discussion tool for transition planning

Procedures

Obtained student assent and parental consent for study participation. Students administered the SDI:SR and the SASK inventories at the beginning and end of the school year to provide data on pre and post self-determination. Treatment students had at least 2 uses with tool within 6 months. Stakeholders participated in focus groups.

RESULTS

Findings

Reliability of Instrument
SASK found to be highly reliable ($\alpha=.87$).

Self-Determination
SASK: Treatment group made greater gains than control group.
SDI: No significant differences.

	Pre		Post	
	M	se	M	se
Tx	62.61	1.37	70.00	1.66
Cont	62.79	1.34	63.62	1.63

Engagement
Treatment group had significantly more applications, acceptances ($p = 0.02$), contacts with post school providers than control group.

Summary

- SASK appears to be valid measure.
- ActNow is an effective practice to improve student self-determination
- Collaboration between various providers can happen when a shared language and platform exists.

Next Steps

Further analyses will include breaking out impact of ActNow on specific subgroup populations such as 504 students and IDEA categories.

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