

Program Outcomes and Measuring Student Progress: The Supports Intensity Scale and Self-Determination

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on Postsecondary Education and Individuals
with Intellectual Disabilities

History the Disability Movement



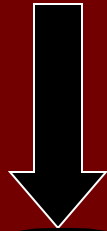
- First Wave:
Professionals
- Second Wave: Parents



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Historical Understandings of Disability

Disability



Personal
Incompetence



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Third Wave of the Disability Movement



- Self-Advocacy Movement
 - Community Inclusion
 - Empowerment
 - Self-Determination
- Independent Living and Disability Rights
- People First



Changing Expectations: Changing Understanding



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Implications of Changing Understandings of Disability

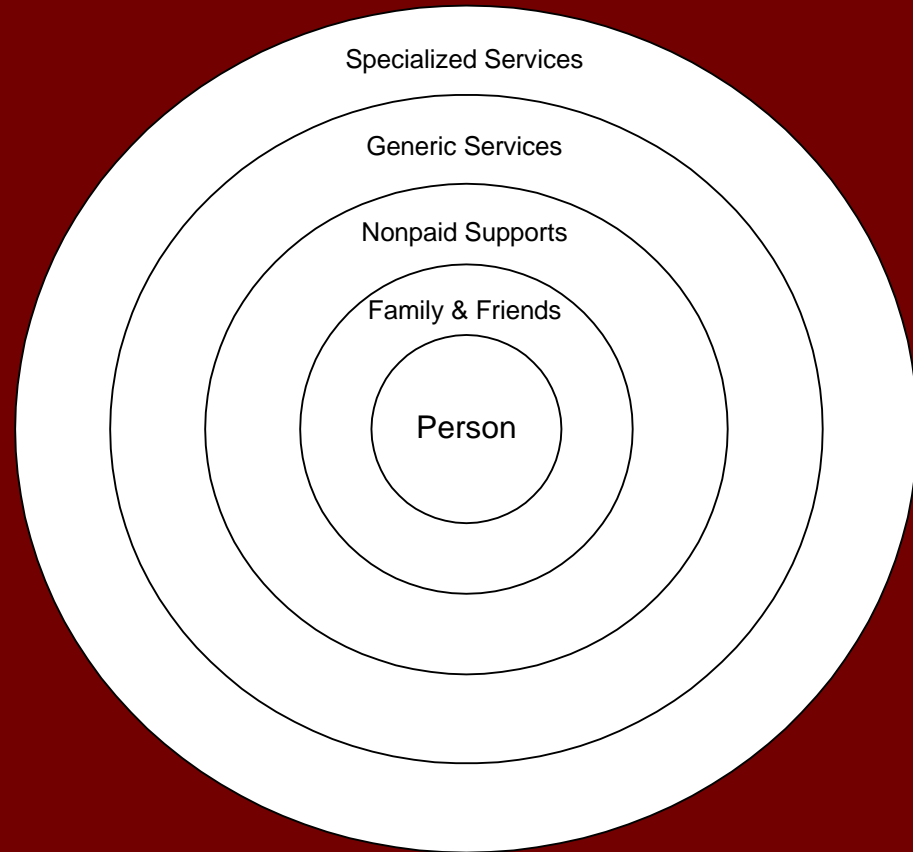
- Strengths-based
- Focus on environment/context fit, not “fixing” the individual.
 - Moves field toward Supports model

What are Supports?

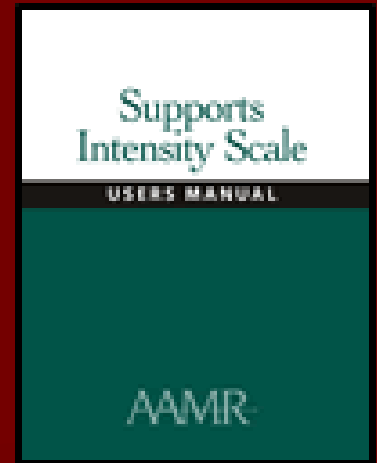
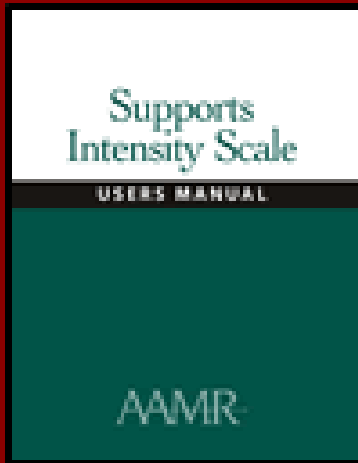
- (1) Supports pertain to resources and strategies, including individuals, money and other assets, assistive devices, and education and training;
- (2) Supports enable individuals to access other resources, information, and relationships within integrated environments; and
- (3) Supports use results in increased integration and enhanced personal growth and development

Array of Supports

- Luckasson and Spitalnik (1994) suggested that “supports refer to an array, not a continuum, of services, individuals, and settings that match the person’s needs” (p. 88).



Supports Intensity Scale



Why Was the SIS Developed?

- The need for supports is, in essence, a defining feature of mental retardation/intellectual disability within the AAIDD 1992/2002/2010 framework.
- Information on the *intensity and patterns of needed supports* becomes a critical feature in providing support services.
- The SIS was developed to provide a tool that allows for reliable and valid measurement of support needs.





The SIS is not a Measure of Personal Competence

- IQ tests and Adaptive Behavior scales measure aspects of personal competence, but do not measure support needs.





The Three Sections of the SIS

- **Section 1. Support Needs Scale:** Presents an array of life activities against which an individual's support needs in six parts (Home Living Activities, Community Living Activities, Life-long Learning Activities, Employment Activities, Health and Safety Activities, Social Activities) are rated in regard to frequency, duration, and time. Raw scores are totaled and converted to a standard score for each part, which scores are, in turn, totaled to compute the Support Needs Index (SNI) Score.
- **Section 2. Supplemental Protection and Advocacy Scale:** Promotes consideration of support needs related to protection and advocacy activities. Can be scored, but scores are not included in SNI.
- **Section 3. Exceptional Medical and Behavioral Support Needs:** Identifies exceptional support needs related to medical and behavioral concerns. Results in total scores for both exceptional medical and exceptional behavioral support needs.

How the SIS Was Developed

- Literature Review – 12 initial support areas
- A pool of 130 indicators across the 12 areas was developed.
- Q-Sort was used to reduced and validated the initial item pool
- An initial SIS requiring ratings of frequency, daily support time, and type was developed
- 4 Field Tests involving 1,700 consumers were used to expand and refine the instrument.





Reliability of the SIS

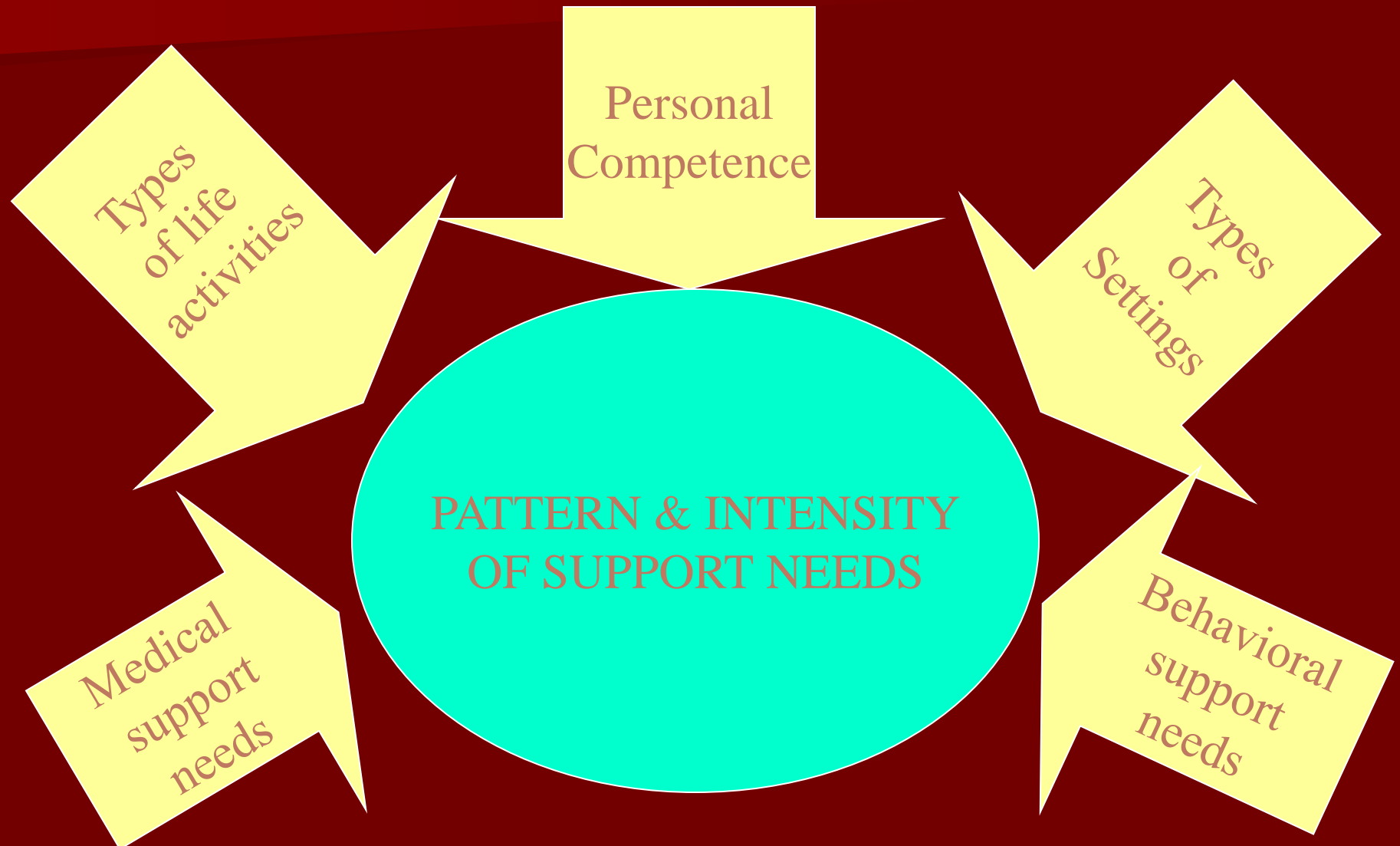
- Reliability
 - Internal Consistency Statistics Extremely High
 - Standard Error of Measurement Very Low
 - Interscorer Reliability is Excellent
 - Test-Retest Reliability is Good
 - Inter-rater reliability is Fair

Validity of the SIS

■ Validity

- Content Validity established through lit review and Q-Sort
- Content Validity verified through strong item discrimination index
- Criterion Validity confirmed through strong correlations with raters measures of support needs
- Construct validity was ascertained through item validity measures as well as correlations of SIS scores with AB and IQ measures

Inferring Support Needs from Measures of Personal Competence can be Misleading



Planning Supports

Mismatch of competency and demands

People with ID experience a mismatch between their personal competency and environmental demands

Creates support
needs

Individualized
Supports

Thoughtful
planning &
application of
individualized
Supports

Provides supports
leading to

Improved
personal
outcomes

May include more independence, better personal relationships, enhanced opportunities to contribute to society

Self-Determination

- Self-determined behavior refers to volitional actions that enable a person to be the causal agent in their lives.
 - People who are self-determined make or cause things to happen in their own lives.
- Research in K-12 education suggests that students with intellectual disability who are more self-determined:
 - Achieve more positive adult outcomes, including employment and independent living.
 - Gain access to the general education.
- It's likely that being self-determined is an important ingredient in postsecondary education success for students with intellectual disability.



Measuring Self-Determination

- The Arc's Self-Determination Scale (Wehmeyer et al)
 - Self-report measure of self-determination for adolescents and adults with cognitive disabilities.
- AIR Self-Determination Assessment (Mithaug et al)
 - Student, teacher, and parent report versions
- ChoiceMaker Self-Determination Assessment (Martin et al)
 - Curriculum referenced measure.
- Wayne State University Self-Determination Assessment Battery (Field et al.)
 - Student, parent, teacher versions, observation checklist
- All available online at OU Zarrow Center web site (<http://education.ou.edu/zarrow/>).