

# Measuring Outcomes and Implementation in a Field-Initiated Employment Project

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# Self-determination and Employment

*funded by the National Institute on Developmental Disability and Rehabilitation Research (NIDRR)*

## ***Determining the Efficacy of the Self-Determined Career Development Model of Instruction to Improve Employment Outcomes for Adults with Developmental Disabilities***

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## Discussion Topics

- The Self-Determined Career Development Model (SDCDM)
- Project Objectives and Study Design
- Two groups – Why? How assigned?
- Study Surveys – Pre- and Post- measures
- Participants
- Outcomes
- Challenges
- Sustainability



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## The Self-Determined Career Development Model (SDCDM)

- Developed to enhance the capacity of state and community vocational rehabilitation service providers to enable persons with disabilities to get the careers and jobs they want.<sup>1</sup>
- Offers people with disabilities a way to develop skills and supports that will enhance their ability to achieve goals, satisfy their personal needs, and focus on individual preferences through a self-regulated problem solving process.
- Modification of the Self-Determined Learning Model of Instruction (SDLMI).<sup>2</sup>

<sup>1</sup>Wehmeyer, Lattimore, Jorgensen, Palmer, Thompson, & Schumaker, 2003

<sup>2</sup>Mithaug, Wehmeyer, Agran, Martin, & Palmer, 1998; Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000



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## The Facilitator

- A facilitator, or model instructor, is someone who will enable the person with the disability to succeed by:
  1. Providing support for working through the model to promote model understanding,
  2. Supporting a nonjudgmental atmosphere where efforts are valued, and
  3. Acting as an advocate for consumer success.
- Level of support the facilitator provides will vary depending upon the person with the disability.
- Problem solving activities can be regulated by the facilitator to ensure that actions and results address the wants and needs of the person with the disability.



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## Self-Directed Learning

- Self-directed learning is the foundation of this model.
- Means that the person with the disability:
  1. Sets his or her own career and job-related goals,
  2. Participates in decisions related to developing a plan of action to meet goals,
  3. Implements the action plan,
  4. Evaluates his or her actions, and
  5. Modifies actions or goals to achieve the desired outcome.
- Self-determination emerges as people with the disabilities become active participants, learn to adjust their behaviors and actions to fit the circumstances, become active advocates for their own needs and interests, and take action when necessary to effectively deal with obstacles.



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## Self-Determination

- We understand self-determination to refer to a characteristic of a person that leads them to:
  - ✓ Make choices and decisions based on their own preferences and interests;
  - ✓ To monitor and regulate their own actions; and
  - ✓ To be goal-oriented and self-directing.





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## Causal Agency

- More than being in charge of choices and decisions
- Emphasizes change toward a specific end
- The intent is that the individual directs the process and is actively involved
- The interests and preferences of people with disabilities are used to drive decisions about their goals and interventions, and to provide support to engage in all activities to the greatest extent possible



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## Research

- Research Shows that Self-Determined People:
  - ✓ Set employment and career goals based on their abilities, interests and preferences.
  - ✓ Solve problems that arise in work environments and reduce barriers to obtaining desired jobs.
  - ✓ Advocate on their own behalf for better jobs or better job conditions.
  - ✓ Identify the supports, both natural and other, and accommodations they need to succeed.



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## The SDCDM

- The Model has 3 phases and each phase is directed by a separate problem for consumers to solve:
  1. What is my goal?
  2. What is my plan?
  3. What have I learned?



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## Three Phase Model

### Set a Goal:

1. What career and job do I want?
2. What do I know about it now?
3. What must change for me to get the job and career I want?
4. What can I do to make this happen?

### Take Action:

1. What actions can I take to reach my career or employment goals?
2. What could keep me from taking action?
3. What can I do to remove these barriers?
4. When will I take action?

### Adjust Goal or Plan:

1. What actions have I taken?
2. What barriers have been removed?
3. What has changed to enable me to get the job and career I want?
4. Have I achieved what I want?



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## Project Objectives

- To help employment facilitators learn to use the SDCDM (training, technical assistance, coaching).
- To measure the impact of the SDCDM goal setting process on achieving employment and career-related goals.
- To measure the impact of the SDCDM on individual levels of autonomy and self-regulation
- To share results of this study with a wider audience of employment specialists and individuals with disabilities.



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## Study was a Pre-Test, Post-Test Control Group Design:

- Both groups recruited participants; both groups conducted surveys at about the same times.
- At Time 1, Group A began working on using the SDCDM for employment immediately, Group B waited to use the SDCDM.
- Survey data were collected at the end of Time 1.
- During Time 2, All Groups used the SDCDM.
- After Time 2, survey data were collected again.



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## What else is important to know?

- Every facilitator received training, technical assistance, and coaching on the Self-Determined Career Development Model (SDCDM).
- People with disabilities who participated learned a flexible way to set and achieve goals.



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## How did we recruit participating sites?

- We asked the Division of Developmental Disabilities and the Missouri Association of County Developmental Disabilities Services who were providing employment supports.
- Made presentations throughout the state to groups and organizations interested in employment of people with I/DD.
- Invited every organization that provides Job Discovery Preparation Services.
- Invited SB 40s that were providing employment services.





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## Facilitators were asked to:

- Complete the CITI training.
- Select people with intellectual and/or developmental disabilities who need help with career goals to be part of the study.
- Obtain signed consent forms from each person with IDD or their guardian.
- Obtained assent from the individual before each interview.



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## What does assent mean?

- People with intellectual and/or developmental disabilities are considered to need some protection under the rules of our Institutional Review Board agreement – protection of human subjects.
- Every time we work with a study participant, we asked if it is all right to talk about goals, or all right to do a survey now.
- There was a script everyone used to make sure we acknowledged a person's right to choose to be a part of the study – either just that day, or for long-term.



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## Why would a person with a disability want to be in this study?

- To learn a way to set goals for jobs and career (and to set goals for other things that are important, too).
- To learn more about yourself and about being self-determined
- To receive a small payment for taking surveys (\$ 20 gift card each time x 3 times = \$60 total).



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## Who participated in the study?

- 198 people with an identified cognitive disability
- 110 men and 88 women
- Ages ranged from 1 – 76, mean age of 35
- People who could answer questions on the ARC Self-determination scale



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## Surveys used to measure outcomes

1. The Arc's Self-Determination Survey – Adult Version  
A 72-item self-report scale of an individual's Autonomy, self-regulation, psychological empowerment, and self-efficacy.
2. The Autonomous Functioning Checklist  
A 79-item survey that has four parts: 1) Self-and Family Care, 2) Management, 3) Recreational Activity, and 4) Social and Vocational Activity



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## Other Measurement -Goal Attainment Scale

- The Goal Attainment Scale was used to measure whether or not made progress on their goals.
- Facilitators helped participants set a goal.
- We will help to set up a 5-point rubric that you can rate when the person in the study has finished working on a goal.



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## Outcomes

1. Facilitators were able to implement the SDCDM with participants and this had an impact on autonomy for the SDCDM treatment group.
2. The slow nature of the growth over time suggests that considering long-term supports related to self-determination in the context of career development may be important, particularly for people who have a long history of other-directedness in employment supports.
3. Organization and facilitator factors impact outcomes, highlighting the importance of organizational culture and structure on both staff and people receiving supports.

Shogren, K.A., Gotto, G.S., Wehmeyer, M.L., Shaw L., Seo, H., Palmer, S., Snyder, M., & Barton, K.N. (2016). The impact of the self-determined career development model on self-determination. *Journal of Vocational Rehabilitation, 45*, 337-350.



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## Outcomes - Continued

4. Attending to environmental factors that influence consumers and staff within organizations is critical to enable positive outcomes for all.
5. This study provides preliminary information that can be used to shape future research and practice directions and considerations and highlights the need to ensure the consideration of community, organization, and support provider factors as well as participant factors





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## Limitations

- Attrition
  1. Organizations
  2. Facilitators
  3. Individuals
- Resources at the organizational level
- Logistics of working with employment support providers



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## Sustainability

- It has been used with collaborative teams of stakeholders who impact employment in rural communities.<sup>1</sup>
- It has been used to impact the knowledge of personal strengths, interests, and needs among adult job seekers with IDD<sup>2</sup>
- It has been utilized in Rhode Island to enhance student self-determination related skills to plan for transition from school to work.<sup>3</sup>
- A web-based app of the SDCDM is nearing completion.

<sup>1</sup>Shogren, K.A., Dean, E., Griffin, C., Steveley, J., Sickles, R., Wehmeyer, M.L., Palmer, S. (2017). Promoting change in employment supports: Impacts of community-based change model. *Journal of Vocational Rehabilitation*, 47, 19-24.

<sup>2</sup>Dean, E.E., Burke, K.M., Shogren, K.A., & Wehmeyer, M.L. (2017). Promoting self-determination and integrated employment through the self-determined career development model. *Adv. Neurodev. Disord.*, 1, 55-62.

<sup>3</sup>Shogren, K. A., Burke, K. M., Antosh, A., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Raley, S. (2017). Impact of the Self-Determined Learning Model of Instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies*, 1044207318792178.

# Questions and Wrap Up

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