RELATIONSHIP BETWEEN THE SUPPORTS INTENSITY SCALE FOR CHILDREN AND THE ARC-INICO ASSESSMENT OF SELF-DETERMINATION SCALE

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INTRODUCTION

Focusing on enhancing personal outcomes/human rights encourages organizations to develop person centered planning, provide individualized supports and involve people in the decision making of their own lives and supports (Verdugo, Navas, Gómez, & Schalock, 2012).

Assessing individual support needs and self-determination (through proper tools) is a key step to provide supports which guarantee independent life and self-determination. There is still a demand to develop new assessment tools in this field and analyze the relationship among them.

The purpose of this study was to examine the relationship between two scales (in the final process of development): one of them to assess support needs of children and adolescents with intellectual disability (The Supports Intensity Scale for Children or SIS-C) and the other one to evaluate their self-determination level (The ARC-INICO Scale).
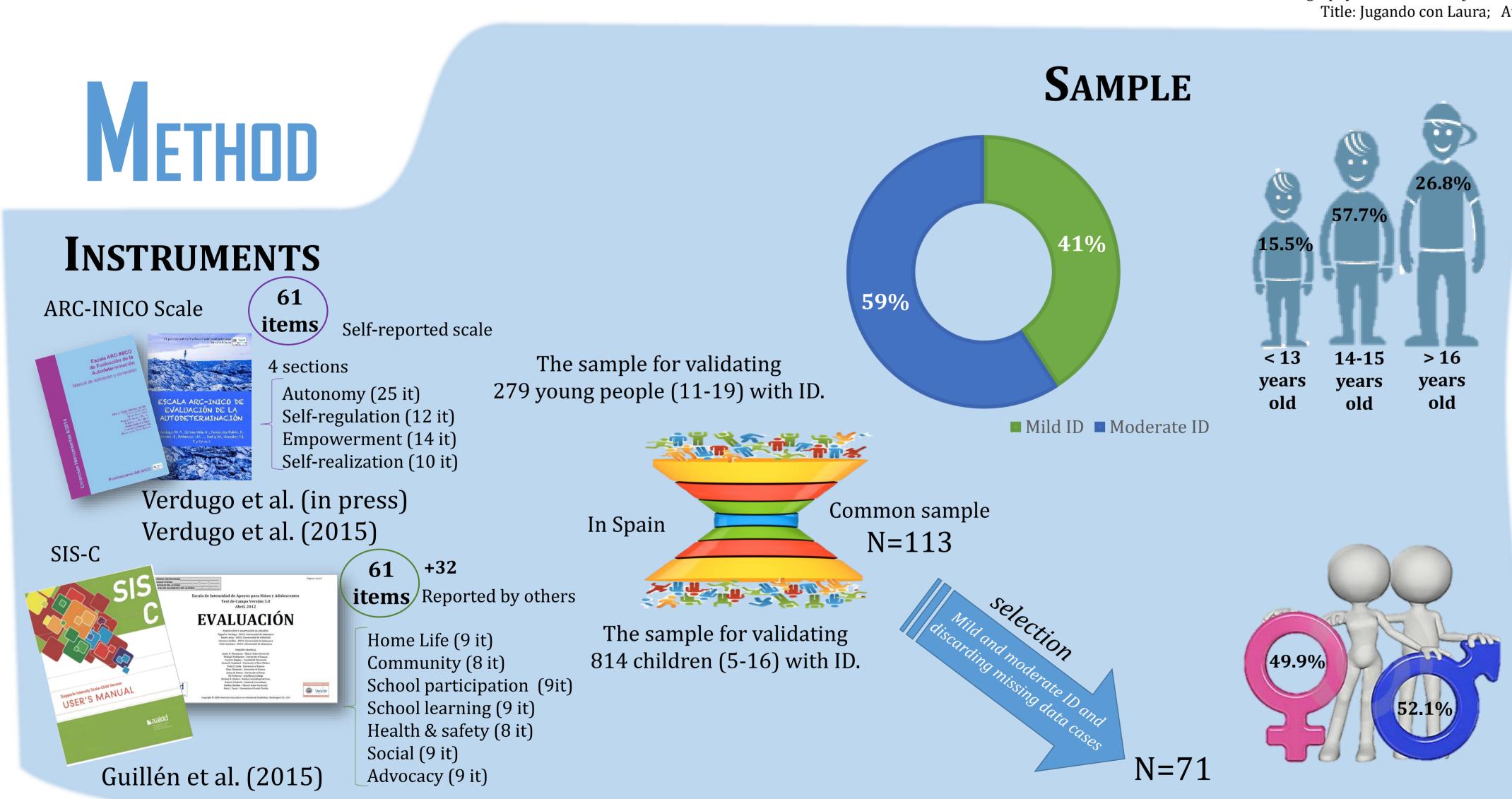
Picture from Photography Contest - 2014 [INICO-Fundación Grupo Norte].
Title: Jugando con Laura; Author: Felipe Pérez Garre

METHOD

INSTRUMENTS

ARC-INICO Scale
61 items Self-reported scale

4 sections
Autonomy (25 it)
Self-regulation (12 it)
Empowerment (14 it)
Self-realization (10 it)

Verdugo et al. (in press)
Verdugo et al. (2015)

SIS-C

61 items +32 Reported by others

EVALUACIÓN
USER'S MANUAL

Home Life (9 it)
Community (8 it)
School participation (9 it)
School learning (9 it)
Health & safety (8 it)
Social (9 it)
Advocacy (9 it)

Guillén et al. (2015)

SAMPLE

41% Mild ID
59% Moderate ID

15.5% < 13 years old
57.7% 14-15 years old
26.8% > 16 years old

The sample for validating 279 young people (11-19) with ID.

In Spain   Common sample N=113

The sample for validating 814 children (5-16) with ID.

selection   Mild and moderate ID and discarding missing data cases

N=71

49.9%   52.1%

RESULTS

Pearson Correlations

DOMAINS	1. Autonomy	2. Self-regulation	3. Empowerment	4. Self-realization	Self-Determination
A. Home Life	-.332**	-.233	-.361**	-.196	-.352**
B. Community & Neighborhood Living	-.340**	-.224	-.358**	-.186	-.350**
C. School Participation	-.256*	-.183	-.294*	-.191	-.284*
D. School Learning	-.120	-.108	-.147	-.161	-.155
E. Health & Safety	-.235*	-.260*	-.436**	-.303*	-.359**
F. Social	-.170	-.188	-.370**	-.255*	-.281*
G. Advocacy	-.195	-.283*	-.412**	-.353*	-.350**
SIS-C	-.276*	-.246*	-.397**	-.273*	-.356**

The obtained results showed that there were inversely proportional relationships between the scores on each scale. High-scores on self-determination were related to lower levels of support needs. The same results were obtained among the subscales of both scales, with the exception of the School Learning Activities Subscale. This subscale was not correlated to the self-determination score and its domains.
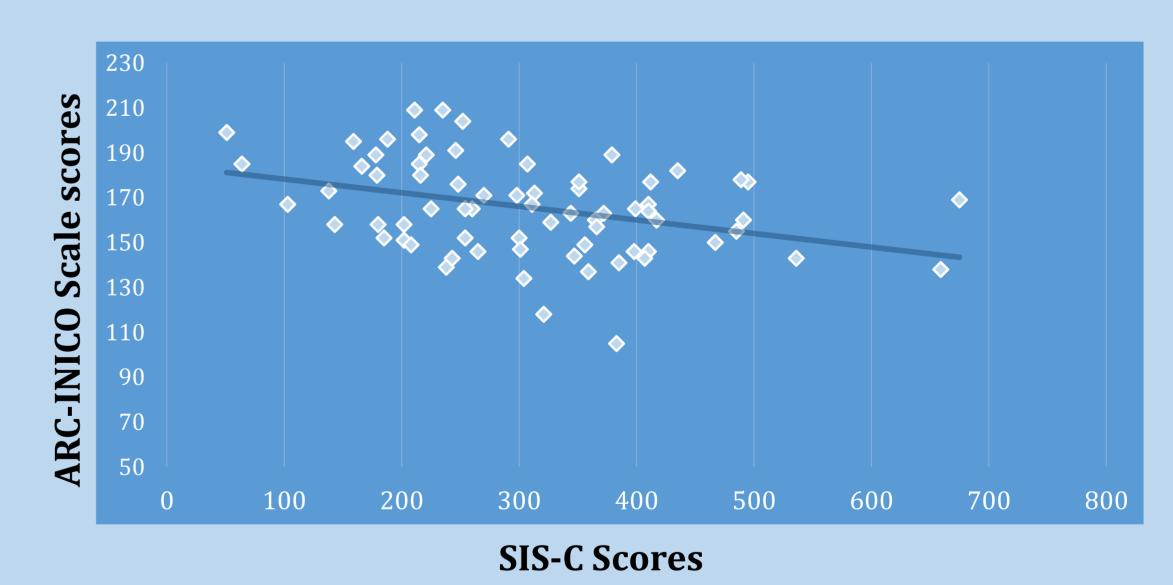
Simple Linear Regression

The results showed that there were inversely proportional relationships between the support needs scores and self-determination scores.

$$t(69) = -3.165, p = .002$$

The support needs scores explained a significant proportion of the variance in self-determination scores.

$$F(1, 69) = 10.017, p = .002, r^2 = .127$$

ARC-INICO Scale scores
SIS-C Scores

CONCLUSION

Results indicate that students with higher support needs exhibited significantly lower level of self-determination than their peers with less support needs. This finding contributes to enhance understanding of self-determination from the current approach which establishes supports as a main resource to improve the individual functioning. Using reliable and valid tools to meet the support needs of children and teenagers with intellectual disabilities and increase their self-determined behavior will contribute to promote evidenced-based practices.

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