

**Week One Assignment:**

**Thesis Proposal Draft**

Katherine Weston

School of Business and Leadership, Nyack College

LDG 660: Principles of Research Methods

Dr. Nicholas Bowersox

November 23, 2020

# Thesis Proposal Draft

## Chapter I: Introduction

### Purpose Statement

The past several decades have witnessed remarkable transformation in society's view and treatment of individuals with intellectual and developmental disabilities (I/DD). In California, the 1977 adoption of the Lanterman Act led to the creation of a regional center system which coordinates community based services for qualifying individuals, and mandated that service delivery be planned on an individualized, person-centered basis, and paved the way for deinstitutionalization across the state ("Lanterman act and related laws: CA Department of developmental services," 2020). Today, some 350,000+ individuals with disabilities in California are supported to be valued members of their home communities (*CA Department of Developmental Services*, n.d.). Nationally, initiatives such as the 1990 Americans with Disabilities Act ("Introduction to the ADA," n.d.), the 1999 Olmstead Decision ("Olmstead decision," n.d.), the 2014 CMS Final Rule ("Home and community based services," n.d.), Workforce Innovation and Opportunity Act ("Workforce innovation and opportunity act," n.d.), and the Employment First initiative ("Employment first," n.d.) have acknowledged the value and need for legislative protections for vulnerable populations.

Scholars in the field of self-determination recognize that in order for individuals to behave in a self-determined manner, that is, the capacity to make choices and act based on one's own will or volition (Wehmeyer & Field, 2007), they must have a) the ability and b) the opportunity (Mithaug, 2003). For individuals with I/DD to fully exercise their rights as provided by the aforementioned regulations, they must be supported and encouraged to understand and make choices and decisions regarding their own lives. In multiple studies, increased self-determination has been positively linked to measurably better outcomes, including lower stress, better health, and overall a higher quality of life

(Smith & Dillahunt-Aspillaga, 2016, p. 3).

The intent of this study is to examine how self-determination in individuals with I/DD is impacted by the level of support and mutuality they experience in their personal and/or community relationships, as measured by levels of perceived quality of social support; the sense that one is loved, valued, and esteemed by others (Pierce et al., 1992). Secondly to the relationship between these two variables, this study will also explore the impact of buffering experiences such as employment and membership of groups such as churches, clubs, or online communities.

### **Significance of the Study**

The existing body of literature does explore relationships between social support and self-determination, typically within a unique population such as Taekwondo practitioners (Iso-Ahola & Park, 1996), Canadian science students (George M. et al., 2013), homeless young adults (Krabbenborg et al., 2017), HIV-infected women of color (Toth, M. et al., 2013), and so on. The majority of the research published in regards to social support and the disability community is primarily focused on parents of a child with a disability, and factors for parents finding camaraderie in the unique challenges of raising a child with special needs (Halstead et al., 2018; Slattery et al., 2017; Kroese et al., 2002;). Literature published in regards to social support and the adult community of individuals with I/DD is heavily weighted towards adults with autism spectrum disorder (ASD). This includes work by Darren Hadley, et al., discussing increased risk of suicide among adults with ASD (2017), and by Lauren Bishop-Fitzpatrick, et al., who published findings (2018) showing that adults with ASD experience decreased social support and quality of life (QoL) as compared to neurotypical participants.

The prevalence of self-determination literature focuses on the benefit of self-determination and its impact on an individual's quality of life (Angel et al., 2010, Nota, et al., 2007; Smith & Dillahunt-Aspillaga, 2016). Documented ability to develop a youth's self-determination is impacted by “age,

gender, race/ethnicity, disability label, culture, family factors, social networks, school factors, teacher characteristics, school program characteristics, disability support systems, community factors, and opportunities for self-determination” (Smith & Dillahunt-Aspillaga, 2016, p.3). Among Michael Lee Wehmeyer's numerous contributions to self-determination literature, he substantiated in two notable studies that “promoting self-determination results in enhanced self-determination, and that enhanced self-determination results in more positive adult outcomes, including employment and community inclusion” (Shogren et al., 2015, p. 10).

This study proposes to build upon previous research and fill a gap in the literature by examining the relationship between two variables that each contribute a significant impact on quality of life. As the I/DD population is generally underrepresented in research, the findings will be of interest to both researchers as well as direct support professionals. Despite the inclusive changes to regulation, mentioned previously, a wide swath of the population remains unconvinced that individuals with I/DD can experience meaningful relationships, or benefits from the ability to make decisions about their own lives.

In the 2010 article *Advice From Adults with Physical Disabilities on Fostering Self-Determination During the School Years*, by Maureen E. Angell et al., a participant insightfully noted: “Support is very important because there are a lot of times I don't want to keep going, but I know I have family and friends who love me and care about me. And [they] don't want to see me give up or get hurt, and they want to see me succeed. I think it's hard living with a disability but it can be done.” (p. 69) Clearly, additional attention to this area will be very beneficial.

## **Definition of Variables**

### **Independent Variable: Social Support**

In this study, the independent variable is perceived quality of social support. Among researchers, social support is defined as “the presence or accessibility of people we can trust and rely on and who care about us” (Şahin et al., 2019, p. 70).

### **Dependent Variable: Self-Determination.**

In this study, the dependent variable is self-determination, “a...dispositional characteristic manifested as acting as the causal agent in one’s life. Self-determined people (i.e., causal agents) act in service to freely chosen goals. Self- determined actions function to enable a person to be the causal agent in his or her life... Self-determined action does not imply control over events or outcomes. Instead it refers to the degree to which action is self-caused; that is the degree to which behavior is volitional and agentic, driven by beliefs about the relationships between actions (or means) and ends” (Shogren et al., 2015, pp. 17, 19).

## **Research Question**

Sample Research Question:

- What is the relationship between social support and self-determination in individuals with I/DD?

## **Hypotheses**

This study proposes the following hypotheses. Statistical tests are yet to be finalized.

H1: There is a relationship between social support and self determination. (Pearson)

H2: There is a difference between employment status and self determination. (T-test or Anova)

H3: There is a difference between membership in a social group and self determination.

H4: There is a difference between gender and self determination. (T-test)

H5: There is a difference between employment status and social support. (T-test or Anova)

H6: There is a difference between membership in a social group and social support.

H7: There is a difference between gender and social support. (T-test)

## **Chapter II: Literature Review**

### **Introduction**

The purpose of this chapter is to provide a critical review of the literature as it relates to understanding the meaning of the research variables, and the relationship between them. This chapter is divided into 5 sections: Dependent Variable, Independent Variable, Theoretical Framework Relationship between both variables, and Connecting Theory.

### **Self-Determination (DV)**

Scientist and Professor Dr. Michael Lee Wehmeyer (2018) is the predominant theorist for the concept of self-determination in individuals with disabilities, named as the author or co-author of more than 450 peer reviewed journal articles or book chapters on topics including self-determination, disability, and the education of students with significant support needs.

In his writing, Wehmeyer (1996) defines self-determination as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference” (p. 282). Wehmeyer measures self-determined behavior via a functional model (1999) that identifies four essential domains: autonomy, acting independently, according to one’s own preferences and abilities; self-regulation, evaluating a situation, deciding what skills to use, and implementing a course of action, and revising as necessary; empowerment, acting on one’s beliefs that one is capable of successfully exerting behaviors that direct outcomes in one’s life; and self-realisation, applying a thorough and realistic knowledge of one’s self to act in a beneficial manner (Cudré Maouroux et al., 2019; Wehmeyer, 1996). In Wehmeyer’s construct, the above are skill-based behaviors that can be taught and developed for measurably improved outcomes in the lives of individuals with disabilities (Wehmeyer, 1996). The development of various skills related to decision-making and problem-solving (Wehmeyer, 2007) “promotes self-monitoring, self-advocacy, self-

awareness, and self-knowledge, which enables individuals to be conscious agents in their own decision-making” (Chamblesa et al., 2019, p. 200).

Alternatively, Dennis Mithaug’s self-determined theory is primarily applicable to students and learning: it examines how students achieve self; this is dependent on both capacity (knowledge, ability, and perceptions) and opportunity (chances provided to students to apply their knowledge) (Chamblesa et al, 2019), and is reinforced through a process of learning and adjustment (Mithaug, 2003). When either capacity or opportunity are diminished in a consistent manner, the individual will not succeed in exerting their right to be self-determined (Wolman et al., 1994). Mithaug’s publications focus on applications within educational settings, particularly for assessment of and instruction to students with disabilities (Mithaug, 2003), to prompt them along a path of thinking, doing and adjusting (Wolman et al., 1994). Mithaug’s AIR Self-Determination scale is an instrument specifically designed for special education teachers in an educational setting, to identify areas for skill development over the next academic session. While Mithaug’s approach is data-driven and applicable, it serves a specific and narrow swath of the population.

Literature on self-determination does find consensus defining self-determined individuals as those who “understand their strengths, weaknesses, needs, and goals, as well as methods they can use to achieve their goals. Thus, they can independently create satisfying and meaningful lives” (Chu, 2018, p. 673). In short, they “know what they want and how to get it” (Martin, 1995), and can “make things happen” (Angeli et al., 2010).

#### **Quality of Social Support (IV)**

Among researchers, social support is defined as “the existence or availability of people on whom we can rely, people who let us know that they care about, value, and love us.” (Sarason et al., 1983. p. 127) and, more specifically, “the actual or potential support and contribution of personal

resources and of individuals, groups, communities, and systems that an individual has relation to” Şahin et al., 2019, p. 70). In 2008, Hinson Langford, et al, published a review of studies on the topic, which suggest that social support can be evaluated in light of four primary attributes: emotional, instrumental, informational, and appraisal. However, a growing amount of research indicates that the measurable benefits of social support are more directly linked to one's *perception* of available support, than to actual support received (Lakey, 1988; Pierce, 1992); therefore, the concept of social support is now studied in terms of not just received social support, but also perceived social support, the *experience* (emphasis added) [of] being valued, respected, cared about, and loved by others who are present in one's life (Gurung, Cohen, 2000). 2006).

Studies on stress, and the measurement thereof, proliferated in the mid to late 1970's, and it had been a natural progression for researchers such as epidemiologist John Cassel (1974) to then look at the buffering effect of social support. The topic began to draw greater attention in the 1980's amongst dominant researchers such as Peggy A. Thoits (1995), and has evolved through the work of other major contributors such as Sidney Cohen (2000) and Barbara Sarason (1983).

## **Chapter III: Methodology**

### **Purpose Statement**

The purpose of Chapter III is to describe the methodology that will be used to explain the relationship between social support and self-determination. This chapter is divided into six sections: Research Setting and Sample, Selection of Organization, Data Collection Strategies, Sample Characteristics, Instrument and Measures and Data Analysis Plan.

### **Research Setting**

The Research Setting is a non-profit organization in the western United States that serves eligible individuals with intellectual / developmental disabilities (I/DD). The organization is responsible for developing, purchasing, and managing services for over 25,000 individuals and their families. Geographically, the organization covers a ten county catchment area that includes both urban and rural settings.

### **Selection of Organization**

This researcher will meet with the leadership (Director of Community Services and Supports Department) of the identified organization to present the project and obtain approval to conduct research. The researcher anticipates the director to agree that the organization's social media channels (Facebook, Instagram, Twitter) and email network may be utilized for communicating with individuals with I/DD, their families, as well as other caregivers / service providers about the opportunity to participate in this project. The researcher will develop a 3-part questionnaire on Google Forms, and coordinate with the organization's communication specialist to share it with the organization's network. The organization will be notified that participants shall be informed of the following: the survey is anonymous and confidential, with no identifying information collected; administered to adults over the

age of 18 who are able to provide legal consent, and that participants have the right to discontinue or withdraw from participation at any time.

## **Data Collection Strategies**

### **Begin with, on the day of data collection**

On the day of data collection, participants will receive access to a 3-part questionnaire on Google Forms. This will be shared with the organization's network over a 1 week timeframe in March of 2021. An introductory letter will advise participants of the following: the survey is anonymous and confidential, with no identifying information collected; administered to adults over the age of 18 who are able to provide legal consent, and participants have the right to discontinue or withdraw from participation at any time. Participants will also be notified of the purpose of the survey, that respondents may utilize the assistance of a support person for reading and/or completing the survey, and that respondents are requested to answer as honestly as possible, as no response is right or wrong.

The survey itself includes three components: the first will take demographic information, including gender, employment status, and membership in a social group. No identifying information will be collected, and the researcher will not be aware of the identity of the participants.

The window for survey completion will be one week. On the day the survey goes live, participants will be notified via email, and will receive the necessary link, access code, and a cover letter that describes the purpose of the survey, assurance of confidentiality, and qualifications such as: must be over the age of 18, able to provide legal consent, and must identify with an intellectual or developmental disability.

## **Sample Characteristics**

Fifty participants are expected to take part in this study. Participants will all be adults over the age of 18, who reside in a ten county catchment area in the western United States and are eligible for services due to a diagnosis of intellectual or developmental disability (I/DD). Participants are not required to have the ability to read and/or complete the online survey independently; they may utilize a support person to assist in completing the survey if they so choose. Participants must be unconserved and able to provide their own legal consent. If fewer than 50 participants respond from the original organization, the researcher will invite individuals from one or more other similar organizations to participate.

Of the participating respondents, XXX were male and XXX were female. XXX indicated that they live with a family member, XXX live alone, with or without support, and XXX reside in a board and care facility that is responsible for providing care and supervision of the individual. In regards to day activity, XXX reported none, XXX reported enrollment in school or post-secondary education, XXX reported a stable job or volunteer position, and XXX reported other, such as an Adult Development Center or Community Integration Training Program. Regarding membership in a social (such as Kiwanis Club) or spiritual organization (such as church or synagogue), XXX reported membership/belonging, XXX reported no such membership/belonging.

***Add: Chart after results***

## **Instrument and Measures**

A three section, XXX item survey incorporating self-reporting measures on demographics, quality of social support, and self-determination will be administered to 50 adults with intellectual and/or developmental disabilities. The Independent Variable (IV) is quality of social support (social

relationship, loneliness). Survey Instrument Name: Quality of Social Support Scale. Goodenow, C., Reisine, S. T., & Grady, K. E. (1990). The Dependent Variable (DV) is self-determination (Autonomy, Self Regulation, Empowerment, Self Realization). Survey Instrument Name - ARC-INICO Self-Determination Scale. Verdugo, M. A., Vicente, E., Fernández-Pulido, R., Gómez-Vela, M., Wehmeyer, M. L., & Guillén, V. M. (2015).

## **Demographics**

This study proposes to look at three demographics that relate to social support and self-determination:

- Gender – Due to biological differences between males and females, in addition to varying levels of opportunity related to social expectation and tradition (i.e. parents may feel more protective of daughters than sons), the researcher expects to find differences between males and females in terms of levels of self-determination and perceived social support. This is supported by studies such as *Self-determination, social abilities and the quality of life of people with intellectual disability* (Nota et al., 2007).
- Employment Status – There are multiple acknowledged benefits of employment, which has led to the federal Department of Labor's adoption of an “Employment First” policy for all citizens, including individuals with I/DD (“Employment first,” n.d.). The researcher expects to find a relationship between employment status and levels of self determination and perceived social support.
- Membership in a Social Group (Church, Club, Online, etc.) - Group membership is positively correlated with increased perception of social support, and also provides opportunity for members to develop individual friendships and supportive relationships with one another. Examples include churches (Nooney & Woodrum, 2002) and online communities (Obst et al.,

2010). The researcher will explore the frequency of group membership in the sample population, as well as the correlation with reported levels of self-determination and perceived social support.

### **ARC-INICO Self-Determination Scale**

The Dependent Variable (DV) is self-determination. The survey instrument used to assess this data is the ARC-INICO Self-Determination Scale (Verdugo et al., 2015), a bilingual (Spanish/English) version adapted from Wehmeyer's original ARC Self-Determination scale (1995). This scale is a 61 item inventory / questionnaire that examines self-determination across four domains: Autonomy (25 items), Self Regulation (12 items), Empowerment (14 items), and Self Realization (10 items); with total response scores ranging between 61–208. A sample item on this survey is, “*I tell people when I think I can do something that they tell me I can't.*” The survey uses a Likert-type scale with four options based on frequency for the Autonomy section, ranging from 1 (*I never do*) to 4 (*I always do*). The remaining sections used a 3 point scale, with items ranging from 1 (*I never do*) to 3 (*I always do*) (Muñoz-Cantero, J., & Losada-Puente, L. 2019).

The authors of the instrument grant permission to reproduce test content and use for non-commercial research and educational purposes without seeking written permission. The scale was developed in Spanish, and published with an English translation provided. For the purpose of this study, the scale was selected in preference to Wehmeyer's original ARC scale (1995), as the adapted version strictly uses a Likert scale format, and does not require the subjective assignment of numerical scores to respondents' narrative answers.

Minor changes were made to the following survey items identified below, for clarity in English:

- I go to movies, concerts, and dancefloors. (**change translation of “discotecas” from dancefloors to “nightclubs”?**)

- I can make good choice. (**change to – I can make good choices**)

## **Quality of Social Support Scale**

The Independent Variable (IV) is quality of social support (social relationship, loneliness). The survey instrument used to assess this data will be the Quality of Social Support Scale (Goodenow et al., 1990). The instrument is a 17 item survey that operationally defines Social Support across six domains: Task Assistance, Relationship Strain, Affirmation or Ego Support, Physical Affection, Information and Feedback, and Opportunity for Confiding. Participants are asked to rate statements on a 4 point Likert scale, ranging from 1 (*never true*), to 4 (*always true*), on items such as: *The people I'm close to treat me like a worthwhile person and make me feel I have something positive to contribute* (Goodenow, et al. 1990).

After reversing Relationship Strain and other negatively worded items, the items may be summed for a total score ranging between 17 (no social support) to 68 (complete support in all areas). The authors of the instrument grant permission to reproduce test content and use for non-commercial research and educational purposes without seeking written permission. This researcher does not intend to make any modifications to the scale; it shall be delivered as originally designed.

## **Data Analysis Plan**

This study proposes the following hypotheses. Statistical tests are yet to be finalized.

H1: There is a relationship between social support and self determination. (Pearson)

H2: There is a difference between employment status and self determination. (T-test or Anova)

H3: There is a difference between membership in a social group and self determination.

H4: There is a difference between gender and self determination. (T-test)

H5: There is a difference between employment status and social support. (T-test or Anova)

H6: There is a difference between membership in a social group and social support.

H7: There is a difference between gender and social support. (T-test)

Each hypothesis will be tested at the 0.5 level of significance, and the R square is used to determine effect size.

**For Chapter 5:**

This researcher intends to demonstrate the value for support persons (both family members and paid service providers) in facilitating development and maintenance of stable relationships in the lives of individuals with I/DD.

**References:**

- Angell, M. E., Stoner, J. B., & Fulk, B. M. (2010). Advice from adults with physical disabilities on fostering self-determination during the school years. *TEACHING Exceptional Children*, 42(3), 64-75. <https://doi.org/10.1177/004005991004200307>
- Bishop-Fitzpatrick, L., Mazefsky, C. A., & Eack, S. M. (2017). The combined impact of social support and perceived stress on quality of life in adults with autism spectrum disorder and without intellectual disability. *Autism*, 22(6), 703-711. <https://doi.org/10.1177/1362361317703090>
- (n.d.). CA Department of Developmental Services. <https://www.dds.ca.gov/>
- Cassel, J. (1974). An epidemiological perspective of psychosocial factors in disease etiology. *American Journal of Public Health*, 64(11), 1040-1043. <https://doi.org/10.2105/ajph.64.11.1040>
- Cohen, S., Underwood, L. G., & Gottlieb, B. H. (2000). *Social support measurement and intervention: A guide for health and social scientists*. Oxford University Press.
- Chamblessa, C.E., McCormick, S., Ipsen, C., Kurth, N., & Hall, J. (2019) Teaching self-determination to youth with disabilities: The ASPIRE model. *Journal of Vocational Rehabilitation* 51, 199–210. DOI:10.3233/JVR-191038
- Chu, S. (2018). Perspectives of Taiwanese families: A preliminary study on promoting self-determination skills of young children with disabilities. *Early Childhood Education Journal*, 46(6), 673-681. <https://doi.org/10.1007/s10643-018-0909-7>
- Cudré Mauroux, A., Piérart, G., & Vaucher, C. (2019). The importance of the relational needs of

people with learning disabilities in the promotion of self-determination. *British Journal of Learning Disabilities*, 47(3), 174-180. <https://doi.org/10.1111/bld.12268>

*Employment first*. (n.d.). U.S. Department of Labor.

<https://www.dol.gov/agencies/odep/initiatives/employment-first>

George, M., Eys, M. A., Oddson, B., Roy-Charland, A., Schinke, R. J., & Bruner, M. W. (2013). The role of self-determination in the relationship between social support and physical activity intentions. *Journal of Applied Social Psychology*, 43(6), 1333-1341.

<https://doi.org/10.1111/jasp.12142>

Goodenow, Carol, Reisine, Susan T., & Grady, Kathleen E. (1990). Quality of social support and associated social and psychological functioning in women with rheumatoid arthritis. *Health Psychology*, 9(3), 266-284. doi: <https://dx.doi.org/10.1037/0278-6133.9.3.266>

Gurung, R. A. (2006). *Health psychology: A cultural approach*. Wadsworth Publishing Company.

Halstead, E. J., Griffith, G. M., & Hastings, R. P. (2017). Social support, coping, and positive perceptions as potential protective factors for the well-being of mothers of children with intellectual and developmental disabilities. *International Journal of Developmental Disabilities*, 64(4-5), 288-296. <https://doi.org/10.1080/20473869.2017.1329192>

Hedley, D., Uljarević, M., Wilmot, M., Richdale, A., & Dissanayake, C. (2017). Brief report: Social support, depression and suicidal ideation in adults with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(11), 3669-3677.

<https://doi.org/10.1007/s10803-017-3274-2>

*Home and community based services.* (n.d.). Centers for Medicare & Medicaid Services | CMS. <https://www.cms.gov/newsroom/fact-sheets/home-and-community-based-services>

*Introduction to the ADA.* (n.d.). ADA.gov. [https://www.ada.gov/ada\\_intro.htm](https://www.ada.gov/ada_intro.htm)

Iso-Ahola, S. E., & Park, C. J. (1996). Leisure-related social support and self-determination as buffers of stress-illness relationship. *Journal of Leisure Research*, 28(3), 169-187.

<https://doi.org/10.1080/00222216.1996.11949769>

Krabbenborg, M. A., Boersma, S. N., Van der Veld, W. M., Vollebergh, W. A., & Wolf, J. R. (2016).

Self-determination in relation to quality of life in homeless young adults: Direct and indirect effects through psychological distress and social support. *The Journal of Positive Psychology*, 12(2), 130-140.

<https://doi.org/10.1080/17439760.2016.1163404>

Lakey, B., & Heller, K. (1988). Social support from a friend, perceived support, and social problem solving. *American Journal of Community Psychology*, 16(6), 811- 824.

<https://doi.org/10.1007/bf00930894>

Langford, C. P., Bowsher, J., Maloney, J. P., & Lillis, P. P. (1997). Social support: A conceptual analysis. *Journal of Advanced Nursing*, 25(1), 95-100. [https://doi.org/10.1046/j.1365-](https://doi.org/10.1046/j.1365-2648.1997.1997025095.x)

[2648.1997.1997025095.x](https://doi.org/10.1046/j.1365-2648.1997.1997025095.x)

*Lanterman act and related laws: CA Department of developmental services.* (2020, March 2). CA Department of Developmental Services.

<https://www.dds.ca.gov/transparency/laws-regulations/lanterman-act-and-related-laws/>

Martin, J. E., & Marshall, L. H. (1995). ChoiceMaker: A comprehensive self-determination transition program. *Intervention in School and Clinic, 30*(3), 147-156.

<https://doi.org/10.1177/105345129503000304>

Michael Wehmeyer. (2018, March 29). Department of Special Education.

<https://specialedu.ku.edu/michael-wehmeyer>

Mithaug, D. (2003). *Self-determined learning theory: construction, verification, and evaluation*.

Mahwah, NH: Lawrence Erlbaum Associates, Publishers.

Muñoz-Cantero, J., & Losada-Puente, L. (2019). Validación del constructo de autodeterminación a través de la escala ARC-INICO para adolescentes. *Revista Española de Pedagogía, 77*(272), 143-162. <https://doi.org/10.22550/rep77-1-2019-04>

Nota, L., Ferrari, L., Soresi, S., & Wehmeyer, M. (2007). Self-determination, social abilities and the quality of life of people with intellectual disability. *Journal of Intellectual Disability Research, 51*(11), 850-865. <https://doi.org/10.1111/j.1365-2788.2006.00939.x>

Nooney, J., & Woodrum, E. (2002). Religious coping and church based social support as predictors of mental health outcomes: Testing a conceptual model. *Journal for the Scientific Study of Religion, 41*(2), 359-368. <https://doi.org/10.1111/1468-5906.00122>

*Olmstead decision*. (n.d.). Olmstead Rights. <https://www.olmsteadrights.org/about-olmstead/>

Obst, P., & Stafurik, J. (2010). Online we are all able bodied: Online psychological sense of community and social support found through membership of disability-specific websites promotes well-being for people living with a physical disability. *Journal of Community & Applied Social Psychology*, 20(6), 525-531. <https://doi.org/10.1002/casp.1067>

Pierce, G. R., Sarason, B. R., & Sarason, I. G. (1992). General and specific support expectations and stress as predictors of perceived supportiveness: An experimental study. *Journal of Personality and Social Psychology*, 63(2), 297-307. <https://doi.org/10.1037/0022-3514.63.2.297>.

Şahin, D. S., Özer, Ö., & Yanardağ, M. Z. (2019). Perceived social support, quality of life and satisfaction with life in elderly people. *Educational Gerontology*, 45(1), 69-77. <https://doi.org/10.1080/03601277.2019.1585065>.

Sands, D. J., & Wehmeyer, M. L. (1996). *Self-determination across the life span: Independence and choice for people with disabilities*. (pp. 15–34). Paul H Brookes Publishing Company.

Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: The social support questionnaire. *Journal of Personality and Social Psychology*, 44(1), 127-139. <https://doi.org/10.1037/0022-3514.44.1.127>

Shogren, K. A., Wehmeyer, M. L., & Palmer, S. B. (2017). Causal agency theory. *Development of Self-Determination Through the Life-Course*, 55-67. [https://doi.org/10.1007/978-94-024-1042-6\\_5](https://doi.org/10.1007/978-94-024-1042-6_5)

Singh, M. (2018). Quality of life in relation to social support: A study of Hindu couples. *Indian*

*Journal of Health and Well-being*, 9(1), 1-8.

Slattery, É., McMahon, J., & Gallagher, S. (2017). Optimism and benefit finding in parents of children with developmental disabilities: The role of positive reappraisal and social support. *Research in Developmental Disabilities*, 65, 12-22. <https://doi.org/10.1016/j.ridd.2017.04.006>

Smith, T.J.; Dillahunt-Aspillaga, C.J. (2016). Gauging the impact of discovery on the self-determination of youth with developmental disabilities. *American International Journal of Contemporary Research*, 6(3). <https://doi.org/10.30845/aijcr>

Stenfert Kroese, B., Hussein, H., Clifford, C., & Ahmed, N. (2002). Social support networks and psychological well-being of mothers with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 15(4), 324-340. <https://doi.org/10.1046/j.1468-3148.2002.00128.x>

Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? *Journal of Health and Social Behavior*, 35, 53-79. <https://doi.org/10.2307/2626957>

Toth, M., Messer, L. C., & Quinlivan, E. B. (2013). Barriers to HIV care for women of color living in the southeastern US are associated with physical symptoms, social environment, and self-determination. *AIDS Patient Care and STDs*, 27(11), 613-620. <https://doi.org/10.1089/apc.2013.0030>

Verdugo, M. A., Vicente, E., Fernández-Pulido, R., Gómez-Vela, M., Wehmeyer, M. L., & Guillén, V. M. (2015). ARC-INICO self-determination scale. *PsycTESTS Dataset*. <https://doi.org/10.1037/t58497-000>

Wehmeyer, M. L. (1995). Arc's self determination scale. *PsycTESTS Dataset*.

<https://doi.org/10.1037/t03340-000>

Wehmeyer, M. L. (2007). *Promoting self-determination in students with developmental disabilities*.

Guilford Press.

Wehmeyer, M. L., & Field, S. L. (2007). *Self-determination: Instructional and assessment strategies*.

Corwin Press.

Wolman, J. M., Campeau, P. L., DuBois, P. A., Mithaug, D. E., & Stolarski, V. S. (1994). AIR Self-

Determination Scale and user guide. Washington, DC: American Institutes for Research.

*Workforce innovation and opportunity act*. (n.d.). U.S. Department of Labor.

<https://www.dol.gov/agencies/eta/wioa>