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LIFESPAN DEVELOPMENT
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THE PROVISION OF PERSONAL LIBERTIES TO INDIVIDUALS WITH
INTELLECTUAL DISABILITY (127 pp.)

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The present study was designed to measure educators' attitudes toward providing daily personal liberties to transition-age students with intellectual disability. A non-experimental, causal comparative design was utilized. Differences in attitude with regard to previous experience taking an ethics course, type of discipline (i.e., special education versus general education), enrollment in a Behavior Intervention Specialist Certificate Program, and familiarity with a professional membership's ethical guidelines were examined. To investigate group comparisons, a 20-item Likert scale titled Personal Liberties and Transition-Age Students Scale (PLATSS-ID) was developed. Psychometric properties were examined. Results indicated that educators who had previously taken an ethics course had significantly lower PLATSS-ID scores, indicating less support towards providing personal liberties, than educators with no prior experience taking an ethics course. No significant difference in PLATSS-ID scores were observed with regard to type of discipline, enrollment in a Behavior Intervention Specialist Certificate Program, or familiarity with a professional membership's ethical guidelines. An examination of the psychometric properties of the PLATSS-ID revealed support for the reliability of scale items (Cronbach's Alpha = 0.777). Concerning validity, correlations between items on the PLATSS-ID and items on established scales measuring related concepts (i.e., Attitude

Toward Inclusion Instrument and Community Living Attitude Scale – Empowerment Subscale) were low at, or less than, $r = 0.418$. Results concerning the psychometric properties of the PLATSS-ID should be considered when interpreting group comparison data from this study. Future research should focus on refining content on the PLATSS-ID to create an improved tool to examine educator’s ethical decision-making.