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THE EFFECTS OF THE *SELF-DETERMINED LEARNING MODEL OF INSTRUCTION* ON KNOWLEDGE OF THE *SDLMI* PROCESS AND READING COMPREHENSION OF MIDDLE SCHOOL STUDENTS WITH HIGH-INCIDENCE DISABILITIES

by

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ABSTRACT

LA' SHAWNDRA CHARLENE SCROGGINS. The effects of the *Self-Determined Learning Model of Instruction* on knowledge of the *SDLMI* process and reading comprehension of middle school students with high incidence disabilities. (Under the direction of DR. DAVID W. TEST)

The current study examined the effects of the *Self-Determined Learning Model of Instruction* (SDLMI) on self-selected reading comprehension goals with middle school students with high incidence disabilities. The *SDLMI* teaching model is designed for students to select and then self-monitor academic and/or nonacademic goals. Participants were four middle school students in 7th grade with reading addressed on their Individualized Education Program. Instruction in reading was provided by the special education teacher using the *Fusion* reading program, as well as by general education teachers across curricula. Using a multiple-probe across participants design, results indicated a functional relation between the *SDLMI* and acquisition of the *SDLMI* process. Although there was no functional relation between *SDLMI* and reading comprehension scores, there was statistical significance, $p < .05$, for percentile and standard scores between pre-post scores on the Woodcock Reading Mastery Test-NU2. Students' level of self-determination was also assessed using a pre-/posttest measure completed by the general education teacher, special education teacher, and students. Three of four students increased in levels of self-determination as rated by teachers and themselves. Suggestions for future research and implications for practice are provided.

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CHAPTER 1: INTRODUCTION

Despite federal mandates and initiatives implemented by key stakeholders, students with disabilities continue to experience poor post-school outcomes in important transition domains. Data collected and analyzed by the National Longitudinal Transition Study-2 (NLTS2; Newman et al., 2011) indicate that employment outcomes for students with disabilities are not as positive as they are for students without disabilities. Specifically, Newman et al. (2011) found differences exist in the percentage of young adults with disabilities employed versus those without disabilities (60.2% vs. 66.1%). Types of jobs held by youth with disabilities include (a) food preparation and serving related (13%), (b) sales (12%), (c) office and administrative support (9%), (d) construction (8%), (e) personal care and service (8%), and (f) transportation and material moving (8%). Additional findings regarding employment outcomes for students with disabilities when compared to their peers without disabilities include (a) fewer number of hours worked per week (i.e., 35.8 versus 37.1), (b) lower salary (i.e., $9.40 per hour versus $13.20 per hour), and (c) reduced benefits (i.e., paid vacation or sick leave [54.6% versus 56.6%]; health insurance [47% versus 55.5%]; Newman et al., 2011). In addition to findings reported in the employment domain, NLTS2 data indicate poor outcomes in the domain of postsecondary education (Newman et al., 2011). Similar to the findings reported for employment, postsecondary education outcomes for students with disabilities are not as positive as students without disabilities (Newman et al., 2011). In a

comparison of students ever enrolled in postsecondary education, students with disabilities are enrolling at a rate of 60.1% while students without a disability are enrolling at a rate of 67.4%; a statistically significant difference between groups (Newman et al., 2011). Students with disabilities who have pursued postsecondary education options have done so in a variety of settings. Of those attending college, 44% were more likely to attend 2-year colleges (Newman et al., 2011). This statistic is more than double that of students in the general population who were found to attend 2-year colleges at a rate of 21% (Newman et al., 2011). Additionally, students with disabilities are attending vocational schools at a rate higher than the general population (32% vs. 20%; Newman et al., 2011). Unfortunately, for students with disabilities, the numbers attending a 4-year institution is not as comparable. According to Newman et al. (2011), students without disabilities attended 4-year institutions at a rate of 40% compared to students with a disability who enrolled at a rate of 19% (Newman et al., 2011). This statistically significant finding is troublesome because research indicates those who graduate with a 4-year degree have better jobs (Newman et al., 2011).

Differences in the rate of participation in postsecondary employment and education continue to persist between students with disabilities and students without disabilities. Improvements in post-school outcomes may be realized if students are better prepared in public school (i.e., Kindergarten through 12th grade) to become self-determined young adults (Test et al., 2009). Self-determination skills may be effective in increasing students' academic and non-academic skills while in public school settings, allowing them to generalize those skills in their adult life.

Self-determination is a construct that includes a number of components that help lead individuals to independence. Wehmeyer, Kelchner, and Richards (1996) defined self-determination as an individual's ability to be primarily responsible for their quality of life through choice- and decision-making, absent of the influence of others. In addition to defining self-determination, Wehmeyer et al. (1996) suggested self-determination was composed of several components including (a) choice-making, (b) problem-solving, (c) decision-making, (d) goal setting and attainment, (e) positive attribution of efficacy and outcome expectancy, (f) self-awareness, (g) self-management, (h) leadership skills, (i) internal locus of control, (j) self-knowledge, and (k) self-advocacy. Incorporating these skills into classroom instructional practices may be an effective way to increase students with disabilities' performance on academic and non-academic tasks. Research has documented students exiting school with self-determined behaviors are more likely to achieve positive post-school outcomes (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997). Specifically, Wehmeyer and Schwartz (1997) found youth with high self-determination indicated they were more likely to (a) live independently from their families, (b) obtain a checking or savings account, and (c) secure paid employment, when compared to same-age peers who were not characterized as being self-determined. Additionally, Wehmeyer and Schwartz (1997) found students with high levels of self-determination, as measured by parent reporting, had higher wages one year after leaving school.

In addition to correlational research relating to a positive relation between self-determination and post-school outcomes (Test et al., 2009), stakeholders (e.g., researchers, educators) have also identified instruction in self-determination as essential

for students with disabilities to become successful adults (Wehmeyer, Agran, & Hughes, 2000; Wehmeyer & Schwartz, 1997). In a survey of special education teachers working with transition-aged youth, educators indicated they valued self-determination; however, only 22% responded that students they taught had Individualized Education Program (IEP) goals that addressed self-determination (Wehmeyer et al., 2000). The most cited reasons self-determination instruction was not provided inclluded (a) the belief students would not benefit from learning the construct, (b) insufficient training in teaching self-determination, (c) lack of authority in teaching the construct, and (d) the belief that there are other instructional priorities (Wehmeyer et al., 2000). Nevertheless, 73% of respondents indicated they taught, or were teaching, students self-reinforcement strategies, 72% were teaching self-evaluation strategies, 65% were teaching goal setting or behavioral contracting, and 52% were teaching self-monitoring strategies (Wehmeyer et al., 2000).

Often, students with disabilities do not possess adequate levels of self-determination skills necessary for them to experience positive in-school or post-school success (Carter, Lane, Pierson, & Glaeser, 2006). Although educators have indicated challenges in providing effective instruction in self-determination, research also indicates they see value in teaching self-determination skills to students (Stang, Carter, Lane, & Pierson, 2009). With continued emphasis on increasing access to general curriculum (e.g., Individuals with Disabilities Education Act [IDEA], No Child Left Behind [NCLB]), improved post-school outcomes are at the forefront of many discussions (Wehmeyer, Field, Doren, Jones, & Mason, 2004). Instruction in self-determination may play a pivotal role in improving how students successfully achieve positive outcomes. To

do this, educators and researchers should consider infusing instruction in self-determination into existing curriculum instead of delivering it as a separate instructional topic (Palmer, Wehmeyer, Gipson, & Agran, 2004).

To date, research has demonstrated that some components of self-determination can be infused into academic areas and help students increase performance in general education classes (Konrad, Fowler, Walker, Test, & Wood, 2007). For example, research has been conducted demonstrating using a number of self-determined components to improve the academic performance of students with learning disabilities and ADHD (Konrad et al., 2007) including (a) self-management, (b) self-management combined with another component, (c) goal-setting, and (d) self-advocacy. Additionally, Wood, Fowler, Uphold, and Test (2005) conducted a review of literature of the effects of teaching self-determination skills to students with severe disabilities. Of the 21 studies reviewed to teach self-determination skills to students with severe disabilities, 10 studies used choice making, five used self-management, four taught a combination of components of self-determination, one taught problem solving skills, and one facilitated multiple components of self-determination (i.e., self-awareness, self-advocacy, choice making, decision making, goal setting) to increase student involvement in the IEP process. Nine studies reviewed taught components of self-determination to increase independent living or leisure activities, seven taught vocational skills, and five taught academic support skills. Instruction in the self-determination component of goal setting has been effective in increasing achievement in academic and non-academic tasks. Goal setting is defined as "the process through which performance criteria, or a desired level of performance is established and the solutions necessary to achieve the specified level of performance are

identified and used in an attempt to meet the established goal" (as cited in Smith & Nelson, 1997, p. 88). One academic area in which goal setting has been used successfully is reading (Jenkins & Terjeson, 2011; Schunk & Rice, 1989; Schunk & Rice, 1991; Swain, 2005).

For example, Schunk and Rice (1991) conducted a study to examine the effects of goals and goals with progress feedback on reading comprehension. Results indicated students' outcomes were enhanced when presented with a goal to learn a strategy and feedback was provided on their learning progress. Scores in self-efficacy and reading skills were found to be statistically significant for students in the process goal with feedback condition compared to students in product goal ($p < .01$) and process goal ($p < .05$) conditions. Findings suggested reading comprehension outcomes for students may improve when they are provided with learning goals and feedback on the academic progress.

Goal setting has also been combined with self-monitoring (Lee, Palmer, & Wehmeyer, 2009). Monitoring of academic goals is needed in order to determine if progress is being made (Lee, Palmer, & Wehmeyer, 2009). When students monitor goals set by themselves, they have demonstrated progress towards targeted behaviors (Hughes et al., 2002; Rock, 2005). Self-monitoring, a subcomponent of self-management, is defined as "an individual recording the occurrences of his or her own target behavior. Two stages are involved. First, the person observes his or her own behavior to determine that the specified behavior has occurred. Second, the person records the occurrence of the observed behavior" (Nelson & Hayes, 1981, p. 3). Students' self-monitoring of academic productivity compliments the goal setting process. After setting a goal, the

process of monitoring to determine the rate in which students are making progress towards a goal can be motivating. Self-monitoring has been found effective in increasing academic productivity in reading comprehension (Jitendra, Hoppes, & Xin, 2000).

For example, Shimabukuro, Prater, Jenkins, and Edelen-Smith (1999) investigated the effects of self-monitoring of academic accuracy, academic productivity, and on-task behavior on academic performance (i.e., mathematics, written expression, reading comprehension). Using a multiple-baseline design across academic areas, results indicated a functional relation between the self-monitoring intervention and academic performance (i.e., reading comprehension and mathematics) at levels of 90% or greater, evidenced by the completion of all or most independent assignments. Although all students demonstrated an increased level of productivity, gains were stronger for reading comprehension and mathematics than for written expression.

When combined, instruction in goal setting and self-monitoring has been effective in increasing academic performance for students with disabilities (Figarola et al., 2008; Maag et al., 1992; Olympia et al., 1994; Trammel et al., 1994). For example, Figarola et al. (2008) conducted a study that examined the effects teacher-assigned goals and self-monitoring (i.e., self-graphing) had on achievement in mathematic calculation of students with disabilities. An aim-line was created for each student prior to self-graphing performance data for self-monitoring purposes. An ABAB design was used for two students and an AB design was used for the third student because of the need to continually modify the intervention. Results indicated two of three students met or exceeded their goal. The third student was able to consistently demonstrate performance

when modifications to the intervention were made. Findings suggested that goal setting with self-monitoring may improve student fluency in mathematics.

One effective way to teach the components of goal setting and self-monitoring in academic areas, as well as non-academic behaviors is through the use of the *Self-Determined Learning Model of Instruction* (*SDLMI*; Wehmeyer et al., 2000). Established as an evidence-based practice by the National Secondary Transition Technical Assistance Center (2011), the *SDLMI* is a teaching model designed to prepare students to be their own causal agent. This teaching model was designed to provide educators with an effective way to teach self-determination to students through the use of goal setting and self-monitoring of their classwork, homework, and/or social behaviors (Wehmeyer et al., 2000). In this three-phase teaching model, students are taught to identify (a) a problem, (b) viable solutions to the problem, (c) barriers to solving the problem, and (d) possible consequences of each solution (Wehmeyer et al., 2000). Each phase consists of an overarching question with four specific questions to be answered by students. Phase one requires students to set a goal. Using problem-solving, students ask themselves, "What is my goal?" In order to be able to answer this question, students are provided instruction that will allow them to answer more specific questions: (a) What do I want to learn?, (b) What do I know about it?, (c) What must change for me to learn what I don't know?, and (d) What can I do to make this happen? Phase two of the model helps students take action. Students use problem-solving to answer the question, "What is my plan?" To answer this question, students must answer the following questions (a) What can I do to learn what I don't know?, (b) What could keep me from taking action?, (c) What can I do to remove these barriers?, and (d) When will I take action? Finally in phase three,

students examine the process by answering the question, “What have I learned?” In order to answer this overarching question, students are taught to answer the following questions (a) What actions have I taken?, (b) What barriers have been removed?, (c) What has changed about what I don’t know?, and (d) Do I know what I want to know? Research on the efficacy of the *SDLMI* in classrooms has been conducted with elementary (Fowler, 2007), middle (Agran, Caven, Wehmeyer, & Palmer, 2006), and high school (Agran & Wehmeyer, 2000) students.

The *SDLMI* has been used to teach students strategies to set a goal and self-monitor a variety of academic tasks. For example, Palmer, Wehmeyer, Gipson, and Agran (2004) examined the effects of instruction in self-determination to promote student involvement and progress (i.e., problem-solving, goal setting) in the general education curriculum (i.e., social studies, science, language arts). Twenty-two middle and junior high school students age 11 through 15 with intellectual disability and learning disabilities (20 and 2, respectively) participated across three school districts in the Midwest. Using a modified interrupted time series with switching replication design, results indicated students with intellectual disability significantly improved their knowledge and skills in problem solving ($p < .01$) and study planning ($p < .01$). Findings suggested students were able to achieve educational goals at or greater than expected levels when they are tied to district-level standards.

Next, Fowler (2007) examined the effects of using the *SDLMI* on goal attainment in the academic area of writing, acquisition of the *SDLMI* process, and level of self-determination with elementary aged students with emotional or behavioral disorders. Results indicated all four students made progress toward their writing goals, but only two

students made progress towards their academic goals. Two students were able to generalize use of the *SDLMI* process to a new goal, however only one of the students made measurable gains.

Significance of the Study

Although reading has been a focus of research with students with disabilities (Jitendra, Hoppes, & Xin, 2000; Malone & Mastropieri, 1992), there has not been a focus on examining growth towards mastery of existing IEP goals in the area of reading. A review of literature on increasing reading comprehension of students with disabilities indicated students have demonstrated growth when combined with a self-determination intervention (Schunk & Rice, 1991; Swain, 2005). Reading comprehension at grade level is important for success in postsecondary education and employment settings, as well as independent living. Additionally, if students are expected to be self-determined upon graduating from high school, researchers need to find ways to help students confidently discuss their strengths and needs, as well as self-monitor mastery of academic goals addressed on their IEPs. One way to do this is to teach students to use the *SDLMI*.

To date, research on the *SDLMI* has a number of limitations. While previous studies focused on the academic areas of science, geography, social studies, and language arts, none have focused specifically on reading comprehension. Although there has been some research to increase reading comprehension using goal setting (Schunk & Rice, 1989; Schunk & Rice, 1991) or self-monitoring (Jitendra et al., 2000; Malone & Mastropieri, 1992; Shimabukuro, Prater, Jenkins, & Edelen-Smith, 1999) there is no research using both components of self-determination utilizing the *SDLMI*. Second, research needs to be conducted to determine if students can learn the *SDLMI* process.

While Fowler (2007) found elementary aged students could learn the process, research is needed with other age groups. Third, generalization of the *SDLMI* process to another academic goal has only been conducted in one study (Fowler, 2007), demonstrating a need for generalization data collection in future research. Finally, previous studies have not examined whether or not use of the *SDLMI* impacts students' progress in academic performance in general education classes.

Purpose

The purpose of this study was to examine the effects of instruction on the *Self-Determined Learning Model of Instruction (SDLMI)* on knowledge of the *SDLMI* process and reading comprehension of middle school students with high-incidence disabilities. Data were collected on students' (a) knowledge of the *SDLMI* process, (b) self-determination, (c) academic goal attainment in the area of reading, and (d) reading comprehension. A multiple-probe across participants design was used to analyze student knowledge of the *SDLMI* process and reading comprehension. Additionally, a paired-samples t-test was used to analyze reading comprehension growth and levels of self-determination.

This study attempted to answer the following research questions:

1. What effect does the intervention have on acquisition of the *SDLMI* process for adolescent students with a high incidence disability (i.e., learning disability, emotional/behavior disorder, mild intellectual disability)?
2. What is the effect of *SDLMI* on reading comprehension of students with high incidence disabilities using the Maze-CBM?

3. What is the effect of *SDLMI* on reading comprehension of students with high incidence disabilities using the WRMT-R?
4. What is the effect of *SDLMI* on students' ability to generalize goal setting to an academic area outside of reading (e.g., writing, mathematics)?
5. What is the participant's perception of the effect the SDLMI had on their level of self-determination?
6. What is the general educator's perception of the effect the SDLMI had on student level of self-determination?
7. What is the special educator's perception of the effect the SDLMI had on student level of self-determination?
8. What is the special education teacher's perception of the use of *SDLMI* to increase students' ability to self-select and monitor reading comprehension goals?
9. What is the participants' perception of the use of *SDLMI* to increase their ability to set goals and self-monitor reading comprehension goals?

Delimitations

There were two delimitations in this study. First, the primary research design used in this study was a single-subject design. Therefore, results of the investigation were limited to the specific population represented in the study.

Second, the interventionist was the author of the study. As a result, there may be subject reactivity where students may have performed at a higher level because they received instruction from someone that they did not know and they were aware that they were part of a research study.

Definitions

Emotional or behavioral disorders. The Individuals with Disabilities Education Act 2004 defines an emotional or behavioral disorder as

" a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; and (e) a tendency to develop physical symptoms or fears associated with personal or school problems…includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section" (IDEA, 2004, § 300.8 [a][4][i]).

Goal setting. Goal setting is "the process through which performance criteria, or a desired level of performance is established and the solutions necessary to achieve the specified level of performance are identified and used in an attempt to meet the established goal" (Smith & Nelson, 1997, p. 88).

High-incidence disabilities. Students identified as having emotional/behavioral disabilities, learning disabilities, and mild intellectual disabilities are considered to have a high-incidence disability (Sabornie, Evans, & Cullinan, 2006).

Learning disabilities. The IDEA identifies learning disabilities as

"a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations…

includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia" (IDEA, 2004, § 300.8 [a][10][i]).

Mild intellectual disability. The IDEA 2004 defines intellectual disability, formerly termed mental retardation, as

"significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance "(IDEA, 2004, § 300.8 [c][6).

Reading comprehension. Reading for comprehension is essentially reading for understanding. It has been defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language…comprehension entails three elements: (a) the reader who is doing the comprehending, (b) the text that is to be comprehended, and (c) the activity in which the comprehension is a part" (Snow, 2002, pg. 11).

Self-determination. Wehmeyer, Kelchner, and Richards (1996) defined self-determination as a construct defined as an individual's ability to be primarily responsible for their quality of life through choice- and decision-making, absent of the influence of others. Viewed as a fundamental human right by many, self-determination is also described as the right to "govern or direct one's own life without unnecessary interference of others" (Wehmeyer & Palmer, 2003).

Self-monitoring. Nelson and Hayes (1981) defined self-monitoring as an individual's ability to assess whether or not they have met the target behavior involved in recording of the results.

Social validity. Social validity refers to “the extent to which target behaviors are appropriate, intervention procedures are acceptable, and important and significant changes in target and collateral behaviors are produced” (Cooper, Heron, & Heward, p. 704, 2007).

CHAPTER 2: REVIEW OF LITERATURE

Current State of the Problem

Participation of students with high incidence disabilities in general education classes has increased significantly as a result of the inclusion movement. At the same time, the adoption of the Common Core Standards by the majority of states has increased the rigor of curricula and instruction in the general education setting. The increase in rigor may result in continued increases in reading gaps between students with a disability in reading and their peers without a disability. With formal reading instruction (e.g., decoding, fluency, comprehension) often ending in elementary school (Kim, Linan-Thompson, & Misquitta, 2012), transition-aged youth (i.e., 14 and older) are challenged with how to increase their growth in reading comprehension so that they may be able to tackle grade-level requirements. Failure to address the need to increase reading comprehension of students in upper grades will negatively impact their in-school and post-school outcomes.

One way to positively increase in-school and post-school outcomes of students with disabilities appears to be infusing self-determination skills into academic skills. Of the 11 components of self-determination suggested by Wehmeyer et al. (1996) in Chapter 1, goal setting and self-monitoring are most often infused with academics. The Self-Determined Learning Model of Instruction (*SDLMI*), is a model that teaches students

goal setting and self-monitoring as a way to set and achieve academic goals (refs) and may be used as a strategy to increase reading comprehension for students with disabilities. As a result, this review of literature will discuss (a) self-determination, (b) goal setting, (c) self-monitoring, (d) reading comprehension, and (e) the *SDLMI*.

Self-Determination

Promoting self-determination of children with disabilities has become increasingly prevalent in educational settings (Chambers et al., 2007; Lee, Wehmeyer, Palmer, Soukup, & Little, 2008; Wehmeyer, Field, Doren, Jones, & Mason, 2004). Self-determination is defined 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" (Wehmeyer, Kelchner, & Richards, 1996, p.22). Researchers have identified studies that reported correlations between students who are self-determined and better post-school outcomes (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Konrad, Fowler, Walker, Test, & Wood, 2007; Mason, Field, & Sawilowsky, 2004). With a federal emphasis on self-determination and provisions of funding to support research on the construct, there has been an increase in the amount and types of instructional resources available to teach self-determination to youth with disabilities (Wehmeyer et al., 2004).

The increased interest in self-determination has also resulted in the publication five literature reviews and meta-analyses of self-determination research. Therefore, these reviews will be described instead of individual studies. All of the reviews examined the effect of self-determination as an intervention on academic and/or non-academic behaviors.

First, Algozzine, Browder, Karvonen, Test, and Wood (2001) conducted a literature review examining the effects of self-determination interventions on children and youth with disabilities. Literature on teaching self-determination was identified using electronic databases, manually looking through journals, and requests from researchers and practitioners in the field of special education. There were six inclusion criteria (a) articles had to be published or in press in a peer-reviewed journal between 1972 and 2000, (b) participants had to be identified with a disability under IDEA, (c) participants aged 3 through adulthood, (d) results of a data-based intervention had to be reported, (e) participants had to have learned new skills or been presented with new opportunities as a result of the intervention, and (f) the dependent variable had to be some component of self-determination. A total of 51 studies (i.e., 26 group experimental studies, 25 single-subject studies) met the inclusion criteria. Of the studies meeting criteria, nine group studies provided the data needed to be included in the meta-analysis to calculate effect sizes and 13 single-subject studies were included when calculating percentage of non-overlapping data (PND). The remaining 29 studies were summarized in narrative form. Results of the meta-analysis indicated that, of the self-determination interventions taught, self-advocacy and choice making were used most often. Choice making was most often used with individuals with mental retardation (i.e., 15 studies), whereas self-advocacy was most often used with individuals identified with learning disabilities or mental retardation (i.e., 19 studies). Components of self-determination that were least taught were knowledge of self-advocacy (i.e., 5 studies) and self-efficacy (i.e., 2 studies). Average effect size for the group studies was 1.38, indicating small increases in outcomes measured. Single-subject studies produced an average PND of 95%, with

seven studies producing PND of 100%. Additionally, self-management was found to be effective in promoting self-determination. Self-determination components were taught in large group and individually with the majority of instruction taught in school settings (i.e., 22). Of the studies reviewed, only seven examined quality of life post-intervention. Overall, findings suggested self-determination could be taught and learned.

Second, Malian and Nevin (2002) conducted a literature review of self-determination and self-advocacy published between 1992 and 1999. Eleven research-based articles on the effectiveness of self-determination interventions were reviewed. One article focused on assessment, four on model or program evaluations, and six on research on instructional strategies. Both quantitative and qualitative research methodologies were used in the literature reviewed. Results of the assessment of self-determination indicated age was not a factor in psychological empowerment and self-realization (Wehmeyer, 1996). Results from the four model and program evaluations indicated statistically significant increases in self-determination in two studies (Abery et al., 1995; Hoffman & Field, 1995) and positive gains in student attitude and motivation to stay in school for one (Kaiser and Abell, 1997). The final study (Wehmeyer & Lawrence, 1995) was a field-test of a student-directed transition planning program that used pre- and post-test measures to assess (a) independence, (b) personal efficacy, (c) locus of control, (d) motivation, and (e) self-realization. Results of the six studies on instructional strategies indicated students were able to demonstrate the ability to be self-determined. Overall, increases in self-determination were found for individuals identified with (a) learning disabilities, (b) mental retardation, (c) emotional disabilities, (d) autism,

(e) Down syndrome, and (f) cerebral palsy. Findings suggested that students with a range of disabilities were able to acquire skills in self-determination.

Next, Chambers et al. (2007) conducted a literature review on interventions and outcomes measuring global self-determination. Global self-determination was defined as "the impact of components leading to self-determination, like the impact of goal setting and goal-oriented behavior" (Chambers et al., 2007, p. 4). A computerized search of the term *self-determination* was conducted on five online databases resulting in over 1,000 articles. Of the articles found, only 33 met the criteria for inclusion in this literature review. Articles were grouped into three categories: (a) nonintervention or descriptive studies (n = 14), (b) perceptions of self-determination (n = 9), and (c) efficacy of self-determination interventions (n = 10). Results of nonintervention or descriptive studies indicated that more positive post-school outcomes were realized when there was evidence of instruction and opportunities for individuals to engage in self-determined behavior. Results from the nine studies on perceptions of self-determination indicated that although educators value self-determination, they were not providing students with instruction for a variety of reasons including (a) lack of knowledge or preparation, (b) time limitations or perception of scope of responsibility, or (c) perception of its impact on students. Results also indicated students placed a higher value on self-determination than their parents or teachers (Grigal et al., 2003) and parents believed that schools do not provide ample opportunities for students to practice self-determination skills. Similar to the previous two literature reviews, specific curricula and multi-component self-determination interventions (e.g., self-regulation, goal setting) were used.

In a fourth study, Fowler, Konrad, Walker, Test, and Wood (2007) conducted a literature review of the effects of self-determination interventions on academic performance of students identified with a developmental delay. Intervention studies were reviewed using a four-step process using electronic and manual searches. Inclusion criteria were: (a) articles were from peer-reviewed journals published through 2005; (b) student(s) identified with a disability, (c) intervention took place in a school setting; (d) skills in self-determination were the independent variable; (e) at least one dependent variable was an academic skill (i.e., any course or subject area involving academic skills such as reading, writing, math, or spelling); and (f) experimental, quasi-experimental, or qualitative methodology was used. A total of 11 studies were reviewed, 10 single-subject and one group experimental. The quality of the group design was measured using quality indicators described by Gersten, Fuchs, Compton, Coyne, Greenwood, and Innocenti (2005), whereas quality indicators described by Horner, Carr, Halle, McGee, Odom, and Wolery (2005) were used to measure single-subject design. Although the effect size for the one group design could not be calculated, the PND for single-subject designs were calculated. Results indicated studies using self-management interventions had a median PND of 84% for academics, studies using choice-making interventions had a median PND of 81% for accuracy and productivity of homework assignments, and self-advocacy interventions had a median PND of 11% for productivity and quality in language arts. When more than one component of self-determination was used as the intervention, the median PNDs rose to 100% on self-determination. Additionally, results indicated 36.4% of studies used self-management as an intervention, 9.1% used choice-making, goal setting, and self-advocacy, and an additional 36.4% used a combination of components of

self-determination. Maintenance data were collected for 45.5% of studies, 36.4% collected generalization data, and 45.5% collected social validity. Effects of self-determination interventions were stronger for organization skills in academic tasks like spelling accuracy and productivity in math. Additionally, effects were stronger in productivity for math and language arts than for accuracy.

Finally, Konrad, Fowler, Walker, Test, and Wood (2007) conducted a literature review examining the effects of self-determination interventions on academic skills of students with learning disabilities and/or attention deficit/hyperactivity disorder. Through a four-step review process of articles published between 1972 and May 2005, 34 studies were identified within 31 articles. The primary independent variables were components of self-determination and dependent variables were academic skills (e.g., math, reading, writing, spelling). Academic skills were measured on (a) quality, (b) productivity, or (c) performance on standardized academic assessments. The effect sizes of self-determination interventions utilizing group experimental studies were calculated using Hedges *g*, while the PNDs were calculated for single-subject studies. Group experimental studies were assessed using Gersten et al.'s (2005) quality indicators, while single-subject studies were assed using Horner et al.' s (2005) quality indicators. Results indicated when self-management was used alone, the median PND was 52% across all dependent variables; however, when self-management was combined with another component of self-determination the median PND increased to 81.5% across all dependent variables. Self-management on productivity yielded a median PND of 50% while self-management on quality measures yielded a median PND of 64%; however, when self-management was combined with another component of self-determination the

median PND for productivity was 94% and quality was 56%. Additional results indicated researchers found interventions focusing on self-management were used in 88.2% of studies; either alone (i.e., 19 studies), with another component of self-determination (i.e., goal setting, self-advocacy), or goal setting and self-awareness. Just over 35% of studies used goal setting as the intervention either alone or with another component of self-determination. Three studies (11.3%) used self-advocacy as the primary intervention either alone or in combination with self-management. Effects of self-determination interventions focused on increasing student productivity were stronger when self-management was combined with goal setting. The strongest effect in student work quality was found when goal setting interventions were used to increase skills in mathematics.

Summary of Self-Determination

Self-determination is a construct encompassing 11 components (Wehmeyer et al., 1996). Research in self-determination interventions have found that self-management is taught most often (Fowler, Konrad, Walker, Test, & Wood, 2007; Konrad, Fowler, Walker, Test, & Wood, 2007) and was found to be an effective way to incorporate self-determination into academic and non-academic tasks (Chambers et al., 2007; Fowler et al., 2007; Konrad et al., 2007). Self-determination has also been found effective for teaching students identified with a learning disability a variety of academic skills (Fowler et al., 2007). When combined with another component of self-determination, goal setting was found to be effective with academic and non-academic tasks (Fowler et al., 2007; Konrad et al., 2007). Additionally, student productivity increased when self-

determination interventions combined self-management with goal setting (Konrad et al., 2007).

Goal Setting

Goal setting has been found to be integral in student motivation and learning for students in kindergarten through 12th grade (Zimmerman, 2008). Locke et al. (1981) defined goal setting as "what an individual is trying to accomplish; it is the object or aim of an action" (Locke, Shaw, Saari, & Latham, 1981, pg. 126). Setting goals is an activity that allows goal setters to determine a level of achievement either in the short-term or long-term. The process of goal setting also involves the ability to monitor one's progress towards a goal. Schunk (2003) found individuals who are committed to attaining goals are more likely to monitor their progress by comparing their performance with their goals as they complete tasks. The process of goal setting may be viewed as a way to enhance cognitive and social development (Scarborough, Lewis, & Kulkarni, 2010). Students are able to self-select or have a goal selected for them to achieve. Educators have indicated that they see the value in teaching students goal setting because it is an important skill that may increase their self-determination (Carter, Lane, Pierson, & Stang, 2008). Goal setting has been effective in enhancing performance when academic and organizational skills are taught (Zimmerman, 2008), thus increasing students' access to the curriculum. Researchers have found goal setting to be educationally beneficial for students with and without disabilities (Wehmeyer, Kelchner, & Richards, 1996).

The focus of goal setting research for students with disabilities has been on either organizational skills or academic skills (Locke, Saari, Shaw, & Latham, 1981). Some research on organization skills has addressed homework (Miller & Kelly, 1994), whereas

research focusing on academic content areas addressed writing (Graham, MacArthur, Schwartz, & Page-Voth, 1992), mathematics (Figarola et al., 2008), and reading (Gaa, 1973).

Goal setting and homework. Traditionally, teachers have assigned homework to students as a way of extending instruction taught that day. Homework assignments are a way for teachers to assess students' ability to complete assigned tasks independently. Assessing students' work can only happen if students are completing the assigned work. Often, teachers find that some students have difficulty completing homework accurately and completely. Two empirical studies were identified that examined the effects of goal setting on homework completion and/or accuracy of elementary and middle school aged students with disabilities.

First, Miller and Kelley (1994) conducted a study that investigated the effects of student goal setting combined with contingency contracts on homework performance of elementary aged children with disabilities. Using a combination of ABAB and multiple baseline designs, results indicated all students demonstrated an increase in homework accuracy from 66% during initial baseline to 92% after intervention. All students demonstrated an increase in on-task behavior from 71% during initial baseline to 88-97% after they received instruction in goal setting. Findings suggested that when student goal setting is accompanied with a contingency contract students are able to increase their homework performance.

Second, Olympia, Sheridan, Jenson, and Andrews (1994) conducted a study that examined the effects of an intervention package on improving homework completion and accuracy when goals were self-selected verses teacher-selected. Using a single subject

reversal design across two conditions (i.e., self-selected goals, teacher selected goals), results indicated all students who selected their goals experienced an increase in homework completion rate. When teachers selected goals, the homework completion rate for students increased from 34.8% in baseline to 60.5% in the treatment phase. When students self-selected their goals, homework completion rates increased from 40.6% in baseline to 74.1% during the treatment phase. Homework accuracy rates for students assigned to the condition in which the teacher selected goals increased from 52.3% in baseline to 76.1% during the intervention phase and from 59.8% in baseline to 79.7% during intervention for students selecting their own goals. Overall, there was a functional relation between the intervention and students who selected their goals in academic achievement in both standardized and curriculum-based measures. There was also a functional relation between the intervention and homework completion and accuracy. This suggests that self-selection of goals may be particularly effective in homework completion.

Goal setting in mathematics. Mathematics is an academic content area in which teachers are able to provide instruction by breaking tasks into multiple parts. To help students solve mathematical problems, both short-term and long-term goals may be set to help increase academic performance. Three empirical studies were identified that examined the effects goal setting had on mathematic performance of students in elementary, middle, and high school.

First, Fuchs, Bahr, and Rieth (1989) examined the effects of teacher-assigned versus student-selected goals in mathematics for high school students with a learning disability. Twenty high school students identified with a learning disability participated.

Each student had goals in mathematics identified on their Individualized Education Program (IEP). Students were randomly assigned to one of four treatment groups (a) assigned goal with noncontingent gameplay, (b) self-selected goal with noncontingent gameplay, (c) assigned goal with contingent gameplay, and (d) self-selected goal with contingent gameplay. Mathematics instruction was provided using a modified version of the Computer Managed Math Remediation System to assess achievement. Using group experimental design, results indicated a statistically significant effect of time $F(2,32) = 3.42$, $p < .05$ and goal by time interaction $F(2,32) = 8.26$, $p < .05$. Over time, students who selected their own goals demonstrated statistically significant improvements in math computation over students who had goals assigned to them, $F(1, 18) = 6.52$, $p < .05$. Findings suggested having students self-select goals may have a positive impact on academic achievement in the area of mathematics.

Second, Schunk (1985) conducted a study that examined the effects goal setting had on self-efficacy and skills on students identified with a learning disability in subtraction skills. Thirty middle school students aged 12 through 14 participated. Students were randomly assigned to one of three treatment groups (a) self-set goals, (b) assigned goals, and (c) no goals. Using a pretest, posttest experimental design, results indicated a statistically significant difference in self-efficacy $F(2, 26) = 4.96$, $p < .05$ and skill development in subtraction, $F(2, 26) = 4.10$, $p < .05$ for students whose goals were self-selected compared to students who were assigned goals and those with no goals. Students who set their own goals yielded high expectations of attaining their goals, which lead to stronger performance in subtraction skills at $p < .05$ than students assigned goals or with no goals. Consequently, students whose goals were assigned to them had lower

initial expectations of attaining their goals than students who set their own goals at $p <$ .01. Findings suggested goal setting increased skill development in the area of mathematics and self-efficacy for students with a learning disability.

Finally, Figarola et al. (2008) conducted a study that examined the effects of teacher-assigned goals and self-graphing on achievement in mathematic calculation of students with disabilities. Three female students ages seven through eight and identified with a disability (i.e., mild intellectual disability, significant developmental delay/learning disability, learning disability) participated in the study. Instruction took place in students' special education resource class. Initial goals were based on the average rate of correct digits during baseline. An aim line was created for each student prior to self-graphing performance data for self-monitoring purposes. Instruction was adjusted if students' progress was below the aim line for three consecutive days. An ABAB design was used for two students and an AB design was used for the third student because of the need to continually modify the intervention. Results indicated two of three students met or exceeded their goal. The third student was able to consistently demonstrate performance when modifications to the intervention were made. Findings suggested that goal setting with self-graphing may improve student fluency in mathematics.

Goal setting in writing. Writing is a skill students are initially taught in the primary grades, but continue to struggle with through high school. When students are taught specific strategies on how to write, they tend to demonstrate improvement in quality and quantity. Use of writing strategies may be enhanced when they are combined

with goal setting. Three empirical studies examined the effects goal setting had on student writing.

First, Graham, MacArthur, Schwartz, and Page-Voth (1992) conducted a study to examine the effects of goal setting on essay writing. Four 5th grade students, aged 11 through 13, identified with a learning disability participated. A multiple probe design across subjects, was used to assess the effects of a composition strategy (i.e., *PLANS*) on (a) number of words, (b) elements, (c) coherence, and (d) quality of essays. Using *PLANS*, students chose a product goal (i.e., purpose, structure, fluency) and developed at least one process goal to help accomplish selected product goals. Results indicated a functional relation between the intervention and essay quality. Students demonstrated improved writing performance that was maintained over time. As part of planning for their posttreatment essays, students spent 8 minutes planning them by utilizing part or all of the PLANS substrategy. Perceptions of what good writers do shifted from focusing on mechanics to planning and content generation for three out of five students. When students received the intervention, the amount of time they spent developing their essays increased approximately 179%. Findings suggested opportunities to practice goal setting can improve components, length, and overall quality of essay writing of students with disabilities.

Second, Graham, MacArthur, and Schwartz (1995) conducted a study investigating the effects of three different approaches of goal setting on writing and revising with elementary students with disabilities. Sixty-seven students in grades 4 through 6, identified with a learning disability participated in the study. Students were randomly assigned to one of three treatments: (a) general goal (i.e., 20 students); (b) goal-

to-add information (i.e., 23 students); and (c) goal-to-add information plus procedural facilitation (i.e., 24 students). Results indicated when students were assigned to the general goal condition in which they were prompted to revise their work, approximately 70% did so by changing (a) capitalization, (b) punctuation, (c) spelling, or (d) format. When students assigned to either of the two goal-to-add information conditions they were three times more likely to make revisions that changed the meaning of, and preserved, their message of their writing, $F(2, 59) = 3.99$, $p < .05$. Students in these groups also demonstrated a more balanced approach to revisions, resulting in higher quality writing products, $F(2, 58) = 4.93$, $p < .05$. Seventy-five percent of students in the goal-to-add information combined with procedural facilitation condition added three or more items, derived from their planning sheets, to their paper. These findings suggested goal setting to add information in the writing process is an effective way to improve the quality of writing products for students with writing and other learning disabilities.

Finally, Page-Voth and Graham (1999) conducted a study that examined the effects of goal setting on writing performance. All 30 participants experienced difficulty with learning and writing and were identified with a learning disability. Students were in grades 7 through 8 and aged 12 to 15 years old. Random assignment by grade was used to place students in one of three treatment conditions (a) goal setting, (b) goal setting plus strategy, and (c) control. Students were assessed on (a) functional elements of their essay, (b) quality of essay, and (c) essay length. Using a group experimental design, results indicated a statistically significant difference for total number of functional elements ($p < .001$), length of essays ($p < .05$), and essay quality ($p < .001$). Established goals specifying what to include in compositions had an immediate effect on the quality

of students' writing. Additionally, students receiving challenging goals focusing on supporting reasons and refuting counterarguments provided more reasons for supporting their premise and generated longer essays with more elements. Overall, students who were assigned goals developed essays of higher quality than their peers not receiving goals. Findings of this study contributed to existing literature findings suggesting goal setting is an effective way to enhance both composition performance and behavior for students who have difficulty with writing.

Goal setting in reading. Finally, four studies examined the effects goal setting had on students in the area of reading. Of these studies, two were conducted with low achieving general education students, while two were conducted with students with learning disabilities. All interventions used teacher-selected goals.

First, Jenkins and Terjeson (2011) conducted a study investigating the effects of goal setting on number of instructional change prompts produced by curriculum-based measurements (CBM) in reading. Participants were 31 students in grades 2 through 6 identified with a learning disability who had reading as an academic area addressed in their IEP. A 3 x 3 experimental design was used to determine the effects of the three independent variables (a) goal setting/ambitiousness, (b) on reading progress monitoring/evaluation frequency, and (c) method of evaluation. The number of instructional change prompts created from these conditions were measured based on students' CBM data. Results indicated that for goal levels .05, 1.0, and 1.5 instructional change prompts were generated for 23, 36, and 49 proportions of the sample, respectively. When teachers' goals were too ambitious for students, they achieved those

goals at a rate lower than expected. Findings suggested teachers continue to face difficulty selecting learning goals that are challenging enough for students yet achievable.

Second, Swain (2005) conducted a study examining the effects of goal setting combined with curriculum-based measures on understanding of reading goals. Nineteen students in 6th and 7th grades identified with a learning disability participated. Four special education teachers provided instruction in a self-contained setting. Students were assigned to one of two conditions: CBM with goal setting and control group. A computerized version of CBM was used to monitor students' progress towards their reading goals for each condition throughout the study. Using a group experimental design, results indicated students provided with specific guidelines on how to self-select goals still had difficulty setting realistic goals. Daily goals set by students were only met 38% of the time while only achieving 48% of the goals they set using the guidelines provided. Although students in the goal setting condition demonstrated difficulty achieving self-selected goals, they were better able to articulate specific reading goals than those in the other condition. Students receiving the intervention were also able to meet 78% of the end-of-intervention goals set by the teacher. Findings suggested teacher involvement in CBM assessments might be necessary for students to demonstrate progress in achieving goals set in reading.

Next, Schunk and Rice (1989) conducted a study examining the effects of goal setting on self-efficacy and reading comprehension. Thirty-three fourth grade and fifth grade students receiving remedial instruction in reading comprehension participated. Random assignment within gender and grade level placed students equally in one of three experimental conditions: (a) process goal; (b) product goal; and (c) control (i.e., general

goal). Students in the process goal condition were told that they would "learn how to use the steps to answer questions about what you've read" (Schunk & Rice, 1989, P. 286). Students in the product goal condition were simply told they would "be trying to answer questions about what you've read" (Schunk & Rice, 1989, P. 286). Finally, students in the control condition were told to do their best. Students were assessed on self-efficacy of their perception of correctly responding to a variety type of questions addressing comprehension of main ideas and the number of reading comprehension questions they correctly answered. Results indicated students in the process goal group demonstrated a statistically significant effect ($p < .01$) for higher comprehension skill when compared to the control group. The emphasis on learning the steps was statistically higher for students assigned to the process goal group when they were compared to the product goal group ($p < .05$), as well as the importance they placed on becoming a better reader ($p < .05$). Students assigned to the process goal condition of learning how to use a reading comprehension strategy or product goal condition of answering specific reading questions experienced higher self-efficacy when it was presented as part of an instructional program. Findings suggested that student achievement was positively impacted when students were provided with specific learning goals.

Finally, Schunk and Rice (1991) conducted a study examining the effects of goals and goals with progress feedback on reading comprehension. Thirty students in fifth grade receiving remediation services in reading participated in the study. Reading comprehension was measured by number of correctly answered questions. Using a group experimental design, students were randomly assigned to one of three conditions (a) product goal, (b) process goal, and (c) process goal plus feedback conditions. Results

indicated students' achievement outcomes were enhanced when they were presented with a goal to learn a strategy and feedback was provided on their learning progress. Scores in self-efficacy and reading skills were statistically significant for students in the process goal with feedback condition but not for students in product goal ($p < .01$) and process goal ($p < .05$). Findings suggested achievement outcomes for students might improve academic progress when they were provided with process goals and progress feedback.

Summary of Goal Setting

Setting goals is a viable way to achieve success in homework completion, mathematics, writing, and reading for students in elementary, middle, and high school with disabilities. Goal setting has been identified as an important component of self-determination in which students need to receive instruction (Carter et al., 2008). Researchers have found students who have been taught how to set goals demonstrated improvement in (a) homework (Trammel, Schloss, & Alper, 1994), (b) writing (Graham et al., 1992), (c) mathematics (Fuchs, Bahr, & Rieth, 1989), and (d) reading (Jenkins & Terjeson, 2011). Schunk (2003) found that by themselves, goals do not enhance motivation or learning. In order to enhance learning and motivation, students must have goals that include specific performance standards (Schunk, 2003). Setting goals for homework and class work is a good way for students to become accountable and has been found to help improve academic progress. There were mixed results when evaluating outcomes in terms of goals set by educators versus goals set by students. Although students did demonstrate growth in academic performance when teachers set goals for students (Page-Voth & Graham, 1999; Schunk & Rice, 1991), teachers had difficulty selecting goals at the appropriate levels that will allow them to demonstrate

growth (Jenkins & Terjeson, 2011). On the other hand, when students set their own goals they demonstrated an increase in achievement and performance when they self-selected academic (Fuchs, Bahr, & Reith, 1989; Graham, MacArthur, Schwartz, & Page-Voth, 1992; Schunk & Rice, 1989) and non-academic (Olympia, Sheridan, Jenson, & Andrews, 1994; Trammel et al., 1994) goals. Although students receiving goal setting instruction in reading comprehension demonstrated an increase in performance (Schunk & Rice, 1989; Schunk & Rice, 1991), none of the goals were directly tied to areas of need indicated in students' IEPs. Goal setting was explicitly paired with self-monitoring in two studies (Figarola et al., 2008; Olympia et al., 1994).

Self-Monitoring

Self-monitoring, a component of self-management, is a strategy that allows students to observe their behavior, determine if a targeted behavior has occurred, and then record the occurrence (Nelson & Hayes, 1981). Using self-monitoring in educational settings has been shown to increase academic productivity, on-task behavior, and accuracy. Students are able to take ownership of their learning and increase engagement in instruction and when attending to assignments. Seven studies were found examining the effects of self-monitoring for on-task behavior and academic performance and self-monitoring for academic productivity and accuracy.

Self-monitoring for on-task behavior and academic performance. Monitoring on-task behavior and academic performance has been successfully taught to students in general education and special education settings with a variety of disabilities (Konrad et al., 2007). Five empirical studies investigated the effects of self-monitoring for on-task behavior and academic performance.

First, Harris (1986) investigated the effects of self-monitoring of on-task behavior (i.e., eyes focused on a book, paper, or self-monitoring card; eyes closed or word covered and moving lips, writing words, checking words) and academic productivity (i.e., total of correctly written spelling words). Four elementary aged students identified with a learning disability participated in this study. Students received instruction on the self-monitoring intervention in a self-contained classroom during their spelling period. A counter-balanced multiple-baseline design was used to introduce interventions. Results indicated an increase for attention for all students; however, results for academic productivity varied for each student.

Second, Maag, Rutherford, and DiGangi (1992) examined the effects self-monitoring and contingent reinforcement on academic productivity (i.e., total math problems attempted divided by total number of math problems) and on-task behavior (i.e., eyes focused on assigned material or self-monitoring card, writing answers, checking problems, receiving help from teacher, seated, talking only to ask questions about related assignments). Six students identified with a learning disability aged 7 to 11 participated. Two students were recruited from 2nd, 4th, and 6th grade classrooms. Using a multiple-treatment design, students received instruction on four different types of self-monitoring: (a) self-observation; (b) self-observation and self-recording; (c) self-observation, self-recording, and contingent reinforcement phase one; and (d) self-observation, self-recording, and contingent reinforcement phase two. In phase one of self-observation, self-recording, and contingent reinforcement students collected data for on-task and off-task behavior and the teacher reviewed it and provided verbal reinforcement if students demonstrated an increase from the previous session. In phase

two, teachers and students set task performance goals that showed a successive increase in level over the previous session. Students and teachers set performance goals that were an increase from the level attained in the previous session. Results indicated self-monitoring of on-task behavior resulted in increases in academic productivity and on-task behavior. Self-observation alone was not effective. The inclusion of contingent reinforcement had a positive impact on on-task behavior for three students; whereas adding a goal to the contingent reinforcement increased on-task behavior for two students. The inclusion of goal setting to contingent reinforcement increased academic productivity for all students. Additionally, when self-observation was paired with any of the other forms of self-monitoring, students' on-task behavior increased to levels similar to their grade level peers; however, the largest gains were observed in the goal setting plus contingent reinforcement phase.

Third, Maag, Reid, and DiGangi (1993) compared the effects of self-monitoring attention (i.e., percentage of on-task behavior), academic productivity (i.e., number of problems completed), and academic accuracy (i.e., percentage of problems completed correctly) on mathematics performance. Six students with a learning disability in 4th or 6th grade participated. Instruction in self-monitoring was delivered by the special education teacher in a resource class prior to students' receiving mathematics instruction in a general education class. Using a combined multiple schedule with multiple-baseline across participants design, intervention was introduced in three phases. In phase one, self-monitoring (i.e., productivity, attention, accuracy) was taught. In phase two, students chose which component they wanted to monitor. In the final phase self-monitoring was faded. Maintenance data were collected after fading. Results indicated a functional

relation between self-monitoring and on-task behavior for fourth grade students in each treatment condition. There was also a functional relation between self-monitoring for productivity and number of problems completed for sixth grade students. When sixth grade students monitored for accuracy, they increased the percentage of correct problems whereas when students self-monitored for productivity they increased the number of problems completed. Findings suggest that self-monitoring is an effective way for students to increase accuracy or productivity in mathematics.

Next, Shimabukuro, Prater, Jenkins, and Edelen-Smith (1999) investigated the effects of self-monitoring of academic accuracy (i.e., calculating number correct versus number completed expressed in percentage), academic productivity (i.e., number of items completed versus number of items assigned), and on-task behavior on academic performance (i.e., mathematics, written expression, reading comprehension). Participants were three male students in 6^{th} and 7^{th} grade identified with a learning disability and attention deficit disorder or attention deficit hyperactivity disorder. Students received instruction in a private school for students with learning disabilities. Instruction was delivered in mixed grade classes (i.e., grades 6-8). A multiple-baseline across academic areas design was used. Findings indicated a functional relation between the self-monitoring intervention and academic performance (i.e., reading comprehension and mathematics) at levels of 90% or greater, evidenced by the completion of all or most independent assignments. Productivity improved for written expression, but average mean scores hovered at or below 80%. When students monitored for academic performance, then they demonstrated stronger gains in academic productivity and accuracy. When students self-monitored for academic performance, there was an

increase of on-task behavior during independent class work. Although all students demonstrated an increased level of improvement of productivity, gains were stronger for reading comprehension and mathematics than for written expression. Finally in accuracy, students performed better in mathematics than the other two academic areas.

Finally, Rafferty and Raimondi (2009) conducted a study that examined self-monitoring of attention versus self-monitoring of performance on academic (i.e., number of math problems completed correctly) and on-task behavior (i.e., looking at the self-monitoring card or math practice sheet, writing on either, using manipulatives to count, asking the teacher for help) of elementary aged students. Three students identified with an emotional disturbance participated. Students were in the 3rd grade and ages ranged from 8 to 9 years. Students received individual instruction on self-monitoring for attention and self-monitoring for performance. They were also given a choice of which intervention they preferred to use during the last phase of the study data collection. Using a multiple-baseline across participants design, results indicated students performed better when they self-monitored for academic performance rather than attention. Results indicated a functional relation between on-task behavior and self-monitoring for performance. When provided a choice, all students opted to use the intervention focusing on self-monitoring for academic performance. Findings suggest self-monitoring for performance may result in higher academic performance than self-monitoring for attention.

Self-monitoring for academic productivity and accuracy. Increases in academic performance have been realized while using self-monitoring. Self-monitoring for performance allows students to assess for productivity, accuracy, or use of a strategy

(Reid, 1996). Focusing on productivity allows students to examine the number of problems or questions attempted. Accuracy examines the number of correct responses; whereas strategy use assesses whether or not steps of the strategy were utilized. Two empirical studies investigated the effects of self-monitoring on academic productivity and accuracy with students identified with a learning disability. One study focused on mathematics instruction (Dunlap & Dunlap, 1989) while the other study focused on homework completion (Trammel, Schloss, & Alper, 1994).

First, Dunlap and Dunlap (1989) conducted a study that investigated the effects of self-monitoring on subtraction with regrouping. Three students identified with a learning disability, in grades 5th to 6th, and aged 10 to 13 participated. A multiple-baseline across participants design with a two-phase baseline (i.e., traditional baseline, and then a two-point incentive per correct response) was used to determine the effects of self-monitoring on the percentage of correct responses to subtraction problems. Students utilized an individualized checklist based on a compilation of every error made previously when solving subtraction with regrouping problems. The checklist was a specific reminder for students of specific steps needed to solve subtraction problems in which they recorded a minus next to the step if they failed to perform it. Results indicated a functional relation between self-monitoring using checklists and correct responses to subtraction problems. When students were no longer permitted to use checklists, they continued to demonstrate increased levels of correct responses and were able to maintain those levels throughout the maintenance phase. Findings suggested consistent use of self-monitoring checklists might be more effective for increasing performance levels than incentives alone.

Second, Trammel, Schloss, and Alper (1994) investigated the effects of self-monitoring (i.e., self-recording, self-evaluation, self-graphing) on homework completion and accuracy. Eight students identified with a learning disability aged 13 to 16, in grades 7 through 10 participated. The teacher provided self-monitoring instruction in a resource classroom. On a weekly assignment sheet, students recorded daily if (a) they completed and turned in an assignment, (b) the assignment was incomplete and/or not turned in, or (c) if there was not assignment. Students graphed data obtained from weekly homework sheets in three-day intervals. Graphed data were used by students to set goals for the following three days. Using a multiple-baseline across participants design, results indicated a functional relation between the self-monitoring intervention and assignment completion of all students. Students increased their number of completed assignments to four to six each day and were able to continue to perform at this level throughout maintenance. Findings suggested students with learning disabilities' ability to self-monitor were enhanced when they are taught to set goals and self-graph.

Summary of Self-monitoring

The studies reviewed examined the effectiveness of self-monitoring on academic-related tasks. The majority of the studies were conducted with elementary aged students (Dunlap & Dunlap, 1989; Harris, 1986; Maag et al., 1993; Maag et al., 1992; Marshall et al., 1993; Rafferty & Raimondi, 2009), while only one study was conducted only using participants at the middle school level (Shimabukuro et al., 1999). When students were required to self-monitor for academic accuracy or performance, they did so primarily in mathematics (Dunlap & Dunlap, 1989; Magg, Reid, & DiGangi, 1993; Magg, Rutherford, & DiGangi, 1992; Rafferty & Raimondi, 2009). Only one study measured

the effects of self-monitoring in reading comprehension (Shimbabukuro et al., 1999); however, in that study participants were given a choice to select mathematics, written expression, or reading comprehension.

Three studies reviewed provided self-monitoring instruction that included self-recording or self-graphing outcomes (Dunlap & Dunlap, 1989; Maag et al., 1992; Trammel et al., 1994). Students who participated in self-recording did so using checklists (Dunlap & Dunlap, 1989). Two self-monitoring studies (Maag et al., 1992; Trammel et al., 1994) included goal setting, resulting in increased academic productivity. A review of goal setting and self-monitoring literature underscores the need for goal setting and self-monitoring to be taught together in order to increase academic performance of students with disabilities (Maag et al., 1992; Trammel et al., 1994).

Self-Determined Learning Model of Instruction

The Self-Determined Learning Model of Instruction (*SDLMI*), an instructional model that combines goal setting and self-monitoring, is designed for teachers to promote skills in self-determination within existing academic and non-academic curricula (Wehmeyer et al., 2000). This instructional model has been used with students with a range of disabilities in a variety of settings and curricula. Components of self-determination taught using the *SDLMI* such as goal-setting (Agran & Wehmeyer, 2000) and self-monitoring (Mazzotti, Wood, Test, & Fowler, 2012) have made it possible for students to realize success in both academic (Lee et al., 2008) and non-academic settings (McGlashing-Johnson, 2003).

The *SDLMI* was developed from the *The Adaptability Instruction Model* (Mithaug, Martin, & Agran, 1987). This initial model focused on preparing youth to

transition from school to work. Preparation for transition occurred by providing youth with sequential instruction skills in (a) decision making, (b) independent performance, (c) self-evaluation, and (d) adjustments. In response to the theoretical shift that individuals with disabilities needed to learn how to advocate for their own needs and interests and to be able to make necessary changes in circumstance, the *SDLMI* was created (Wehmeyer et al., 2000). Using the premise that individuals need to be able to adapt to their changing environment so that they may achieve their goals based on needs and interest, the *SDLMI* extended the intent of *The Adaptability Instruction Model*. The *SDLMI* was able to enhance its predecessor with the inclusion of "self-regulated problem-solving strategies to achieve self-selected goals using student-directed instructional strategies" (Wehmeyer et al., 2000, p. 441). Within the *SDLMI* model there are three instructional phases: (a) setting a goal, (b) developing a plan to achieve the goal, and (c) problem solve to determine if adjustments need to be made to the goal or plan (Wehmeyer et al., 2000). In the goal setting phase, students have to solve a problem and determine what their goal is. They have to answer four questions (a) What do I want to learn?, (b) What do I know about it now?, (c) What must change for me to learn what I don't know?, and (d) What can I do to make this happen? In the second phase, students determine what their plan will be by answering the following questions: (a) What can I do to learn what I don't know?, (b) What could keep me from action?, (c) What can I do to remove these barriers?, and (d) When will I take action? In the final phase, students are guided through processing what they have learned by answering (a) What actions have I taken?, (b) What barriers have been removed?, (c) What has changed about what I don't know?, and (d) Do I know what I want to know? Students are guided through answering these questions

with supports from the individual providing instruction. Instructional resources such as graphic organizers, activity sheets, and memory aids (i.e., index card with steps) are suggested as ways to enhance learning of the *SDLMI* (Wehmeyer, Agran, Palmer, & Mithaug, 1999).

A total of 15 studies using the *SDLMI* were reviewed. Seven studies examined the effects of the *SDLMI* on academic support skills, two studies examined the effects of the *SDLMI* on academic support skills combined with academic skills, and six studies examined the effects of the *SDLMI* on academic skills.

Use of *SDLMI* with academic support skills. Academic support skills help students to effectively prepare for and tend to tasks in an effort to increase academic performance. When students were taught the *SDLMI* process, they were able to set, achieve, and self-monitor their goals. Seven studies examined the effects of the *SDLMI* on academic support skills.

First, Agran and Wehmeyer (2000) field-tested the *SDLMI* to determine its efficacy in teaching transition-related goals and the extent students increased self-determination and goal-attainment of target behaviors in a variety of settings (i.e., work, social, academic, community living skills). Nineteen students in middle school (i.e., three), high school (i.e., eight), and a postsecondary education program (i.e., eight) participated in the study. Students were identified as having intellectual disability, cerebral palsy, and/or learning disability. A multiple-baseline across three groups design was used to investigate the effects of *SDLMI* on target behaviors that were related to students' IEP goals. Results indicated a functional relation between the *SDLMI* and selected target behaviors for all but two students. Pre- and post Goal Attainment Scale

(GAS) scores indicated all but two students met or exceeded expectations of teachers in achieving their goals. Findings suggested students with disabilities were able to successfully self-direct their learning towards goals that are transition-related.

Second, Agran, Blanchard, Wehmeyer, and Hughes (2001) conducted a study that examined the effects of the *SDLMI* on classroom behavior of students in the general education classroom setting. Six high school students (i.e., 10th, 11th grades) with intellectual disability, multiple disabilities, learning disabilities, and other health impairment received instruction using two interventions. The first intervention was a package consisting of self-regulation strategies (i.e., goal setting, self-monitoring, self-evaluation, self-reinforcement). Second, students received problem-solving instruction using the *SDLMI*, which synthesized previous strategies taught from the intervention package. Interventions were used with non-academic tasks that were directly related to each student's Individualized Education Program (IEP) goals (i.e., organizational skills, initiating conversations). Cash reinforcement in addition to reinforcers selected by students in groups two and three that were received at home and in school. Using a multiple-baseline across groups design, the instruction was delivered in three dyads by three general education teachers. Results indicated a functional relation between the intervention and target behaviors that were self-selected, self-monitored, self-evaluated, and reinforced by students. Results of the Goal Attainment Scale (GAS) indicated students exceeded expectations (i.e., 80%) set by teachers and themselves.

Third, Agran, Blanchard, Wehmeyer, and Hughes (2002) conducted a study that investigated the effects of the *SDLMI* on general education classroom behaviors (i.e., increase appropriate touching, following directions, class contribution). Four middle

school students in the 7th and 8th grades with autism, intellectual disability, or multiple disabilities participated in this study. Using a multiple-baseline across participants design, results indicated a functional relation between the *SDLMI* and increases in targeted behaviors. All students consistently performed target behaviors at a significantly lower percentage than pre-intervention. Performance and maintenance levels for each student reached 100%. Performance of students exceeded teacher-expectations as indicated by GAS scores.

Next, McGlashing-Johnson, Agran, Sitlington, Cavin, and Wehmeyer (2003) examined the effects of the *SDLMI* on job performance (i.e., using bus transit, job task completion, following directions on the job) of students in a work-based learning program. Participants included two male and two female students ages 17 through 20 with mental retardation. Students' Individualized Education Programs (IEPs) were used as a source in selecting target behaviors. Students selected goals and teachers identified five potential outcomes to be measured using the GAS. A multiple-baseline across participants design was used to determine the effects of the *SDLMI* on the percentage of correct responses on the task analysis for each target behavior. Results indicated a functional relation between instruction using the *SDLMI* and observed changes in target behaviors. All students demonstrated increases in target behaviors during intervention and three students continued with their gains throughout maintenance. GAS scores for three students indicated they performed target behaviors at teacher expected levels, whereas one student performed their target behavior slightly below teacher expected levels. Findings suggested that instruction using the *SDLMI* was effective in teaching students with cognitive disabilities how to set and achieve job related goals.

In a fifth study, Palmer and Wehmeyer (2003) conducted a study to determine the effects of the *SDLMI* on promoting self-determination in young children. Participants included 50 students in grades Kindergarten through 3rd grade. Students were either identified with a disability or were receiving enrichment services. A total of 14 teachers across five school districts in a variety of settings (i.e., rural, suburban, urban) implemented the teaching model. Both teachers and students were administered the GAS. Students were also administered a pre-test and post-test of an adapted version of the *American Institutes for Research Self-Determination Scale* (AIR SDS) on knowledge of their understanding of goals and interests. Teachers provided students support in setting either academic or social skills goals. Using a group experimental design, results of the GAS indicated mean scores from teachers and students was average or slightly above average of teacher expectations. The GAS also indicated more students exceeded expectations of teachers rather than failing to meet them. There was a statistical significance in students' responses to question on their goal ($p < .03$) and interest ($p < .05$). Findings suggest school age children as young as 5 years old were able to set academic and social skills goals and utilize the model with support teacher support.

In another study, Wehmeyer et al. (2012) used a group-randomized, modified equivalent control group time series design to evaluate the effects of *SDLMI* on self-determination. Three hundred twelve participants in this study were randomly assigned to treatment and control groups on each campus. Participants were identified as having either an intellectual disability or learning disability and were ages 13 to 21 years old. Classroom teachers implemented instruction using the *SDLMI* teaching model across three years. Teachers provided students with support selecting one academic and one

transition goal. During year one, teachers were trained to implement the self-determination teaching model with students in a treatment group while another group of students served as the control group. The second year, all students received instruction using the *SDLMI*. At the end of the third year, data from the *Arc's Self-Determination Scale* (SDS) were collected from 94 students in the control group and 88 students in the treatment group, as well as the 96 control group and 88 treatment group participants. Results indicated statistically significant differences across measurements for self-determination for participants in treatment and control groups. Students receiving the intervention demonstrated significant increases in self-determination as evidenced by Arc's SDS and AIR SDS scores. Students not receiving the intervention did not demonstrate an increase in self-determination, suggesting that the increase was a result of the intervention. Students with a learning disability experienced greater increases in self-determination than students with intellectual disability post-intervention. Although participants in the treatment and control group received instruction in different years, findings indicated that the impact of instruction using *SDLMI* was the same.

Finally, Mazzotti, Wood, Test, and Fowler (2012) conducted a study that examined the effects of a computer-assisted delivered version of *SDLMI* on knowledge of the *SDLMI* process and disruptive behavior of students (i.e., talking during instruction, annoying other students, attending to other stimuli, doodling, note writing, spitting, finger sucking, moving around without permission, sitting in chair with legs off the floor, calling out). Three 10-year old students identified with either a specific learning disability or intellectual disability and attention-deficit hyperactivity disorder participated in this study. Instruction was delivered through the use of Microsoft PowerPoint, which

was uploaded onto school computers. Student responses to the intervention were recorded using Microsoft Word. Using a multiple probe across participants design, results indicated a functional relation between instruction and increased knowledge of the *SDLMI* process and reduction in disruptive behavior. Additionally, all students were able to decrease the occurrence of disruptive behavior to levels comparable to students considered best-behaved by the classroom teacher.

Use of *SDLMI* on academic support skills and academic skills. Use of academic support skills (e.g., public speaking, asking questions) may promote active engagement and access to the general education curriculum for students with cognitive disabilities. An effective way to increase academic support skills is to infuse it in academic curricula. Two studies examined the effects of the *SDLMI* on academic support skills and academic skills.

First, Agran, Wehmeyer, Cavin, and Palmer (2008) conducted a study that examined the effects of the *SDLMI* on promoting active engagement (i.e., public speaking, asking questions, preparing food) and access to curriculum of students in general education classrooms based on the school district's standards and benchmarks. Three junior high students with cognitive disabilities received instruction using the *SDLMI*. Using a multiple-baseline across participants design, results indicated a functional relation between the use of the *SDLMI* and target behaviors. All students achieved mastery in performance and were able to maintain from the intervention through the maintenance phase. Duration in the maintenance phase varied for each student. Maintenance data were collected on the first student for two months, one month for the second student, and one week for the last student.

In a second study, Agran, Wehmeyer, Cavin, and Palmer (2010) examined the effects of the *SDLMI* on promoting active engagement (i.e., increase formal and informal speaking ability, increase number of questions asked, prepare various foods in class) and access to the general education curriculum. Three students in grades 8 through 9 with cognitive disabilities participated in this study. Using a multiple-baseline across participants design, results indicated a functional relation between the *SDLMI* and target behaviors. Students' average performance on target behaviors during the intervention phase were (a) 80% in public speaking skills, (b) 76% in asking relevant questions, and (c) 81% in following direction from a recipe. Duration in the maintenance phase depended on courses students took in relation to their goal. One student was in maintenance for one week, one for two weeks, and another for five weeks. All three students were able to maintain their growth during the maintenance phase at a level of 80% or higher.

Use of *SDLMI* with academic behaviors. Since its development, researchers have also examined the effectiveness of the *SDLMI* on (a) enhancing academic performance, (b) providing access to the general education setting, and (c) completing of academic tasks. Academic content areas addressed include: (a) social studies, (b) science, (c) language arts, (d) mathematics, and (e) writing. Six studies examined the effects of the *SDLMI* on academic behaviors across content areas.

First, Wehmeyer, Palmer, Agran, Mithaug, and Martin (2000) conducted field-test to determine the effects of the *SDLMI* on students achieving goals that were educationally valuable and levels of self-determination. Forty students ages 14 through 17 identified as having either: (a) mental retardation (i.e., 13), (b) learning disability (i.e.,

17), or (c) emotional behavioral disorder (i.e., 10) participated in this study. Twenty-one teachers were trained to implement the *SDLMI* across two states. A total of 43 goals were selected by students to be addressed using the model focusing on (a) acquiring or modifying social skills or knowledge, (b) classroom behavior, or (c) academics. Students were assessed on their ability to: (a) attain goals, (b) enhance self-determination, (c) perceive degree of control based on instruction, (d) psychological empowerment, and (e) goal orientation. Using a group experimental design, results of the GAS indicated students attained educationally relevant goals at the expected level identified by their teachers with a mean score of 49.13. Thirty percent of students exceeded teachers' expectations in goal achievement. Over 80% of students made some progress towards their goal following intervention, while 55% achieved or exceeded their goal. Considering students were only provided instruction on the *SDLMI* once and time was limited, results of this field test were promising because most students made progress towards their goal and more than half met or exceeded it.

Second, Palmer, Wehmeyer, Gipson, and Agran (2004) examined the effects of instruction using the *SDLMI* problem-solving and goal setting in the general education curriculum (i.e., social studies, science, language arts). Target behaviors of problem solving (i.e., addressing personal, cultural, society issues) and goal setting (i.e., accomplishing daily, weekly, long-term learning tasks and projects) were taken from the school districts' curriculum. Twenty-two middle and junior high school students age 11 through 15 with intellectual disability and learning disabilities participated across three school districts in the Midwest. Using a modified interrupted time series with switching replication design, results indicated students with intellectual disability significantly

improved their knowledge and skills in problem solving ($p < .01$) and study planning ($p < .01$). Findings suggested students were able to achieve educational goals, at or at greater than, expected levels when they are tied to district-level standards.

In a third study, Agran, Cavin, Wehmeyer, and Palmer (2006) investigated the effects of the *SDLMI* on academic performance (i.e., participation in lab activities, identification of different types of maps, identification and functions of major body systems) in a variety of general education content courses (i.e., physical science, geography, life science). Target behaviors were aligned with the school district's standards in content courses. Participants were three 7th and 8th grade students with moderate to severe intellectual disability, moderate intellectual disability, and autism spectrum disorder. Using a multiple-baseline across participants design, results indicated a functional relation between the *SDLMI* and students' ability to learn academic skills based on standards established by school districts. Skills were maintained at the mastery level for 3.5 months for two students and two months for the third student.

Next, Lee, Wehmeyer, Palmer, Soukup, and Little (2008) investigated effects of the *SDLMI* on engagement and non-engagement academic behaviors, as well as curriculum augmentation. Forty-two participants ages 14 through 19 and in grades 9 through 12 participated. Students were identified as having (a) ADD/ADHD, (b) ED or BD, (c) OHI, (d) LD, or (e) autism. Of the 42 students, 20 received the intervention while the remaining 22 served as the control group. Instruction using the *SDLMI* took place in English, math, social students, and science classes. Twenty-nine general education teachers (i.e., 17 control group, 12 experimental group) implemented the intervention. Using a pretest-posttest randomized trial control group design, results

indicated students who received instruction using the *SDLMI* achieved self-selected goals at a higher rate when they were linked to the general education curriculum. GAS mean scores for students was 52.80, indicating students were able to achieve their goals at levels at or higher than what was expected. Findings suggested using the *SDLMI* might be effective in promoting general curriculum access.

In another study, Shogren, Palmer, Wehmeyer, Williams-Diehm, and Little (2011) conducted a study that examined the effects of *SDLMI* on student attainment of goals related to academics and transition. Access to the general education curriculum was also examined using the Access Version of the Code for Instructional Structure and Student Academic Response (Access CISSAR). Participants were 312 high school students identified with either a learning disability (70%) or intellectual disability (30%). Fifty-four special education teachers in 39 high schools delivered instruction across 20 school districts. GAS scores indicated a significant difference for students with learning disability in control and treatment groups at $p < .02$ and for students with intellectual disability in control and treatment groups at $p < .001$. All students demonstrated statistically significant increases in access scores. Individuals with an intellectual disability in both treatment and control groups demonstrated significant gains in access to general education; however, students in the treatment group experienced significantly higher gains at $p < .001$. Students in the treatment condition with a learning disability showed significant gains in access to general education. Findings suggested use of the *SDLMI* was an effective way to increase goal attainment and student access to the general education curriculum.

Finally, Fowler (2007) conducted a study to investigate the effects of *SDLMI* on knowledge of goal setting process, level of self-determination, and writing skills. Four students aged 6 through 10, in 1st through 4th grades, and identified with emotional behavior disabilities participated. Instruction on the *SDLMI* took place in a self-contained classroom. Using a multiple probe across skills, replicated across participants design, findings indicated a functional relation between *SDLMI* and student acquisition of using the *SDLMI* process. In addition, all students demonstrated progress towards their academic goals; however, only two met their self-selected academic goal. Additionally, two of the four students were able to generalize the use of the *SDLMI* process to a new academic goal. Since this was the first study to measure if students learned the *SDLMI* strategy, additional research with other populations is needed.

Summary of *SDLMI*

Of the 15 studies reviewed, 12 were conducted with middle and high school students (Agran et al., 2001; Agran et al., 2002; Agran et al., 2006; Agran & Wehmeyer, 2000; Agran et al., 2008; Agran et al., 2010; Lee et al., 2008; McGlashing-Johnson et al., 2003; Palmer et al., 2004; Shogren et al., 2011; Wehmeyer et al., 2000; Wehmeyer et al., 2012). Only two studies assessed the effects of the *SDLMI* using a multiple probe design (Fowler, 2007; Mazzotti et al., 2012). Students demonstrated the ability to generalize self-determination strategies to a new goal in another academic area in only one study (Fowler, 2007). Although a number of studies focused on some aspect of academics (Agran et al., 2006; Fowler, 2007; Lee et al., 2008; Palmer et al., 2004; Shogren et al., 2011; Wehmeyer et al., 2000), none of them focused on the effects of the *SDLMI* on reading comprehension. Instruction in goal setting and self-monitoring strategies has

been found to increase students' performance in reading comprehension (Maag et al., 1992; Trammel et al., 1994). Unfortunately, there have been no teaching models, such as the *SDLMI,* used to teach goal setting and self-monitoring to increase reading comprehension.

Reading Comprehension

Reading comprehension is defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement in written language" (Snow, 2002, p. 11). Reading comprehension consists of three key elements: (a) the reader who is comprehending, (b) text to be comprehended, and (c) an activity that is part of comprehension (Snow, 2002). Reading comprehension across content areas continues to be of concern to educators in both general and special education. Students in grades 4 and higher are expected to read to learn for information in expository text through comprehending and recalling main ideas or themes (Stevens, Slavin, & Farnish, 1991); however, many continue to struggle to understand what they read. Texts required as students approach middle school and high school become more technical and specialized, requiring students to apply and synthesize readings (Duke, Bennett-Armistead, & Roberts, 2003; Flynn, Zheng, & Swanson, 2012). Without a high level of comprehension of what is read, it becomes more challenging for students to effectively tend to higher order thinking skills that are necessary for them to be college and career ready (Heller & Greenleaf, 2007). New Common Core State Standards (CCSS) require "the progressive development of reading comprehension so that students advancing through grades are able to gain more from whatever they read…through a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects"

(Key Points of the English Language Arts Standards in CCSS Initiative, 2012, p.1). Reading instruction in general education classes and resource and/or special education classes may be effective in providing students with access to text and increase likeliness of student mastering reading goals identified in their IEPs.

Reading comprehension skills are critical to students' success in school, employment, and independent living. Difficulty with reading comprehension impacts students' ability to successfully access text and master and demonstrate essential academic skills (Flynn et al., 2012). The ability to comprehend what is read in content classes provides students with the opportunity to access to general education content areas essential to graduation such as math, science, history, and foreign languages; a predictor of post-school success (Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler, 2009). In addition, students with aspirations of attending postsecondary education institutions (e.g., 2-year colleges, 4-year colleges/universities) must be prepared to read, synthesize, and apply knowledge obtained from large volumes of text. Individuals with reading difficulties tend to select jobs that have relatively low reading requirements which limits the types of jobs they may obtain (Adelman & Vogel, 1990). This has a direct impact on number of hours worked per week and wages and benefits (Newman et al., 2011). Finally, reading comprehension is essential to being able to have successful outcomes in the area of independent living.

The use of components of self-determination with reading instruction may be a viable option to increase reading comprehension skills and post-school outcomes. Goal setting and self-monitoring have been found to increase reading comprehension skills of students with disabilities.

Reading comprehension using goal setting or self-monitoring. Although the *SDLMI* has been used in other content areas, it has not been used to increase reading comprehension skills. However, there have been studies conducted using components of the *SDLMI* (i.e., goal setting, self-monitoring) to increase reading comprehension. Five studies were reviewed on the effects of goal setting or self-monitoring on reading comprehension of students with disabilities.

First, Schunk and Rice (1989) conducted a study examining the effects of goal setting on self-efficacy and reading comprehension. Students were randomly assigned within gender and grade level in either: (a) process goal; (b) product goal; or (c) control (i.e., general goal) conditions. Students were assessed on self-efficacy of their perception of correctly responding to a variety type of questions addressing comprehension of main ideas and the number of reading comprehension questions correctly answered. Results indicated students in the process goal group demonstrated a statistically significant effect ($p < .01$) for higher comprehension skill when compared to the control group. The importance students assigned to the process goal group placed on becoming a better reader was statistically higher when compared to the product goal group ($p < .05$). Students assigned to the process goal condition of learning how to use a reading comprehension strategy or product goal condition of answering specific reading questions experienced higher self-efficacy when it was presented as part of an instructional program. Findings suggested that learning the process of goal setting benefitted students in reading comprehension.

Second, Schunk and Rice (1991) conducted a study examining the effects of goals and goals with progress feedback on reading comprehension. Using a group

experimental design, students were randomly assigned to one of three conditions (a) product goal, (b) process goal, and (c) process goal plus feedback conditions. Results indicated students' reading comprehension skills were enhanced when they were presented with a goal to learn a strategy and feedback was provided on their learning progress. Scores in self-efficacy and reading comprehension skills were statistically significant for students in the process goal with feedback condition but not for students in product goal ($p < .01$) and process goal ($p < .05$). Findings suggested reading comprehension outcomes for students can improve when taught a process goal strategy.

In a third study, Malone and Mastropieri (1992) investigated the effects of summarization and self-monitoring on reading comprehension of students with disabilities. Forty-five students with a learning disability in grades 6 through 8 participated. Participants were randomly assigned to one of three conditions: (a) summarization, (b) summarization with self-monitoring, or (c) regular reading comprehension instruction. The summarization strategy consisted of students reading a passage and answering two questions regarding what or who the paragraph was about and what was happening to them. Participants in the summarization with self-monitoring strategy condition learned the same strategy as students in the summarization only condition, but they also checked their use of the summarization strategy against a card containing the listed steps. Reading comprehension of students was assessed by reading a new passage that measured: (a) posttest of training (i.e., another new, unaltered reading passage requiring a summary sentence and completion of another passage-specific recall measure); (b) near-transfer (i.e., a new, unaltered reading passage requiring a summary sentence and completion of a passage-specific recall measure); (c) far-transfer (i.e.,

reading of a social students passage and completion of a passage-specific recall measure); and (d) a postintervention strategy. Results indicated students in both intervention groups made statistically significant gains compared to students receiving typical training in reading comprehension. Students receiving the two interventions demonstrated significant increases in strategic knowledge. On the far-transfer measure, students receiving instruction in summarization with self-monitoring outperformed students receiving only instruction in summarization. Findings suggested the inclusion of a self-monitoring strategy with a specific reading strategy increased the level of reading comprehension of students with a learning disability more than it did without self-monitoring.

In a fourth study, Shimabukuro, Prater, Jenkins, and Edelen-Smith (1999) investigated the effects of self-monitoring of academic accuracy, academic productivity, and on-task behavior on reading comprehension and mathematics. Findings indicated a functional relation between the self-monitoring intervention and academic performance (i.e., reading comprehension and mathematics) at levels of 90% or greater, evidenced by the completion of all or most independent assignments. Although all students demonstrated an increased level of improvement of productivity, gains were stronger for reading comprehension and mathematics than it was for written expression.

Finally, Jitendra, Hoppes, and Xin (2000) examined the effectiveness of instruction in main idea and self-monitoring on increased reading comprehension. Thirty-three middle school students (i.e., grades 6 to 8) identified as having a high-incidence disability (i.e., learning disability, serious emotional disturbance) participated in this study. Eighteen students were assigned to the experimental group and 15 were

assigned to the control group. The intervention was provided by a doctoral student in small groups during reading instruction. Students in the experimental group were provided instruction in finding the main idea and self-monitoring. Main idea instruction required students to select and generate the main idea of given passages. Students were assessed using a pre-test prior to instruction and a post-test immediately following instruction by reading a passage, determining the main idea, and selecting the best answer or writing a main idea sentence. To help students receiving the intervention self-monitor their use of the strategy taught, a prompt card was used cuing questions to ask when finding the main idea. Students were expected to check off the card if they (a) read the passage, (b) used the prompt card to complete the steps of the strategy, (c) applied the strategy to identify and construct the main idea of the passage, and (d) selected or wrote the main idea. Using a group experimental design, results indicated students receiving the intervention statistically outperformed students in the control group on posttest training requiring selection and production responses (2.71 and 1.28 effect sizes, respectively). Additionally, participants demonstrated the ability to maintain skills when administered the delayed posttest. Findings suggested instruction in reading comprehension and self-monitoring procedures had a positive effect of selection (e.g., multiple choice) and written responses for students with high-incidence disabilities.

Summary of Reading Comprehension

Reading comprehension skills were enhanced when they were taught with goal setting skills (Schunk & Rice, 1989; Schunk & Rice, 1991) or self-monitoring skills (Jitendra et al., 2000; Malone & Mastropieri, 1992; Shimabukuro, Prater, Jenkins, &

Edelen-Smith, 1999). Unfortunately, there have been no studies examining the effects of goal setting combined with self-monitoring to increase reading comprehension

Summary of Review of Literature

Research has indicated that teaching students components of self-determination infused with academic content areas (e.g., reading, writing, mathematics) is an effective way to increase student performance for students with disabilities (Figarola et al., 2008; Fowler et al., 2007; Jitendra et al., 2000; Maag et al., 1992; Malone & Mastropieri, 1992; Olympia et al., 1994; Trammel et al., 1994). Teaching students self-monitoring strategies along with goal setting has been found to be an effective way to improve academic performance (Fowler et al., 2007; Konrad et al., 2007). In addition, the effects of self-monitoring on reading comprehension were examined in three studies (Jitendra et al., 2000; Malone & Mastropieri, 1992; Shimbabukuro et al., 1999). Goal setting has been used as a strategy to increase reading comprehension of students with disabilities (Jenkins & Terjeson, 2011; Schunk & Rice, 1991; Swain, 2005). When goal setting and self-monitoring were combined, they were also found to enhance students' academic performance (Figarola et al., 2008; Maag et al., 1992; Olympia et al., 1994; Trammel et al., 1994). Finally, the *SDLMI* has been found to be an effective way to teach goal setting and self-monitoring with academic skills to students with high incidence disabilities (Fowler, 2007).

The current study proposes to examine the use of the *Self-Determined Learning Model of Instruction (SDLMI)* on knowledge of the *SDLMI* process and impact on reading comprehension of middle school students with high-incidence disabilities. Data will be collected on students' (a) knowledge of the *SDLMI* process, (b) level of self-

determination, (c) academic goal attainment in the area of reading, and (d) increase in reading comprehension. A multiple-probe across participants design will be used to analyze student knowledge of the *SDLMI* process and growth in reading comprehension. A pretest/posttest will be used to determine level of growth in reading comprehension, level of self-determination, and academic goal attainment.

CHAPTER 3: METHOD

Participants

Participants in this study consisted of four 7th grade students receiving reading instruction using Fusion Reading (Deshler, Hock, & Brasseur-Hock, 2009) in a resource class. Students' ages ranged from 12 to 13 years (See Table 1). Inclusion criteria for participation in this study included (a) participation in reading comprehension instruction on a daily basis, (b) identified as having a high incidence disability or visual impairment, (c) an Individualized Education Program (IEP) that included a reading comprehension goal, (d) no more than one absence per month, (e) signed parental consent (see Appendix A), and (f) signed student assent (see Appendix B).

Clemson was a 13 year-old Caucasian male. His primary disability was a specific learning disability and his secondary disability is attention deficit hyperactivity disorder. He receives specialized instruction in reading, mathematics, and written expression. According to the school's diagnostic benchmark administered at the beginning of the school year, his instructional level and grade equivalent was 2.7. Areas he demonstrated having the most difficulty in reading were (a) identifying and understanding elements of the plot, (b) drawing conclusions, (c) identifying and understanding main ideas, and (d) identifying details.

Wayne was a 12 year-old Caucasian male. He was identified for special education services initially because of a medically diagnosed degenerative visual

impairment. His secondary disability was a specific learning disability. Academic areas addressed on his IEP were reading and mathematics. According to the school's diagnostic benchmark administered at the beginning of the school year, his instructional level and grade equivalent was 2.7. Areas he demonstrated having the most difficulty in reading were (a) making predictions, (b) drawing conclusions, (c) identifying and understand elements of plot, and (d) understanding comparison and contrast.

Princess was a 13 year-old African-American female. Her primary disability was a specific learning disability. She received specialized instruction in reading, mathematics, and written expression. Princess also received speech and language therapy as a related service. According to the school's diagnostic benchmark administered at the beginning of the school year, her instructional level was 3.9 and grade equivalent is 4.5. Areas she demonstrated having the most difficulty in reading were (a) making predictions, (b) drawing conclusions, (c) recognizing an accurate summary of text, and (d) identifying and understanding elements of plot.

Nicki was a 13 year-old African-American female. Her primary disability was a specific learning disability. She received specialized instruction in reading, mathematics, and written expression. According to the school's diagnostic benchmark administered at the beginning of the school year, her instructional level was 3.7 and grade equivalent was 4.1. Areas she demonstrated having the most difficulty in reading were (a) understanding cause and effect, (b) drawing conclusions, (c) identifying and understanding sequence, and (d) identifying and understanding elements of plot.

Table 1: Participant Demographics

Participant	Age	Ethnicity	Grade	Gender	Disability	Instructional Reading Level
Nicki	13	African-American	7th	Female	SLD	3.4 Grade Equivalent
Princess	13	African-American	7th	Female	SLD	3.9 Grade Equivalent
Clemson	13	Caucasian	7th	Male	OHI	2.7 Grade Equivalent
Wayne	12	Caucasian	7th	Male	VI	2.7 Grade Equivalent

One special education teachers and three general education teachers provided information on self-determination of students. In addition, the special education teacher provided information on social validity of the intervention. A signed consent form was obtained prior to the study (see Appendix C).

Setting

This study took place at a middle school in a medium-sized, suburban school district in a Southeastern state in the United States. Implementation of the study began in November 2012 and concluded in late January 2013. Instruction took place in a conference room located in the school's main office. The conference room was well lit and included a medium-sized table, chairs, and a whiteboard for the interventionist and participant.

Materials

Sessions were recorded daily using an audio recorder. Daily lesson plans were used to guide instruction on targeted strategies. Students' IEP reading goals and most current reading assessments (e.g., formal and summative) were used to help students set reading goals. Activity sheets were developed to assist students with setting goals, as well as monitoring goals. A set of probe questions was used at the end of each session to measure students' knowledge on the *SDLMI* process. Curriculum-based measures in reading (i.e., Maze) based on students' grade levels were used to measure students' reading comprehension after they were probed. A computer with graphing abilities (e.g., Microsoft Excel©) was used to monitor students' progress of acquisition of the *SDLMI* and reading comprehension. Students used graph paper to self-monitor their progress of acquisition of the *SDLMI* and reading comprehension.

Interventionist/Researcher

The interventionist for this study was the researcher. She has an Education Specialist degree in special education and a K-12 Non-categorical teaching license. She has taught students with learning disabilities, mild and moderate intellectual disability, traumatic brain injury, autism, Asperger's, emotional and behavioral disorders, and other health impairments. Currently, she is working on her doctorate in special education. The interventionist taught for three years at the high school level (i.e., resource class, inclusion) and then served as a special education administrator for three years.

Dependent Variables

Three dependent variables were measured in this study. The first variable measured was students' knowledge of *SDLMI* process. SDLMI knowledge was defined

as the students' ability to correctly answer questions about the *SDLMI* process. *SDLMI* knowledge was measured using a 27-point probe across the three phases of the *SDLMI* (see Appendix D). Probe questions were adapted from Mazzotti (2010), Fowler (2008), and Palmer and Wehmeyer (2003). First, students answered a major question for each of the three major parts of the *SDLMI* (i.e., set a goal, make a plan, adjust the plan). For the major question of each phase, students' scores were recorded on the probe checklist with a single response (i.e., 0 = incorrect; 1 = correct; see Appendix D) (i.e., What question do you ask yourself to set a goal?, What question do you ask yourself to make a plan?, What question do you ask yourself to adjust your goal?). Then they answered four supporting questions for each of the three major parts. For the four supporting questions in each phase, students' scores were recorded on the probe checklist using a 3-point Likert scale (i.e., 0 = incorrect; 1 = partially correct; 2 = correct; see Appendix D). Probe questions were presented to participants after each day after the intervention was administered. Individual scores from the 27-point probe checklist were converted to a percent in order to compare with other dependent measures. An 18-point probe checklist was used to collect generalization data (i.e., Phase one, Phase two; see Appendix E).

Reading comprehension was the second dependent variable measured. Reading comprehension was defined as students' ability to draw meaning of phrases, sentences, and paragraphs (Durkin, 1979). Reading comprehension was measured in two ways. First, reading comprehension was measured using the Maze reading comprehension curriculum-based measure (Maze-CBM; AIMSweb, 2012; see Appendix F). This instrument was selected because middle school students have demonstrated statistically significant growth ($p < .0001$) over time when administered the Maze (Espin, Wallace,

Lembke, Campbell, & Long, 2010). The Maze-CBMs consisted of multiple-choice cloze tasks students complete while reading the passage silently. Every seventh word of Maze-CBM passages were deleted and replaced with three words for students to choose from (i.e., multiple choice; Shin, Deno, & Espin, 2000). Of the three choices, one answer was correct and the other two were clearly incorrect (Shin et al., 2000). Students circled the correct answer on the Maze passage sheet (see Appendix F). Participants were administered two Maze-CBMs (AIMSweb, 2012). The first passage was on participants' instructional level and the second passage was on their grade level. The Maze-CBMs were administered during baseline, daily after each *SDLMI* instructional session, and in the maintenance phase. Participants received a different passage each time they were probed. The Maze-CBM took three minutes to administer per passage. Passages were scored immediately after they were completed. To score, the total number of items was counted up to the last word the student circles within the three-minute time limit. Student answers were compared to correct answers on the corresponding answer key. A slash was placed through incorrect responses. The number of incorrect answers was subtracted from the total number of items attempted to obtain the score. The total number of correct answers, followed by the number of errors was recorded on the answer sheet. Total number of correct replacements was graphed. When middle school students were administered different passages, a test-retest reliability mean of .74 was obtained (Tolar et al., 2011). In addition, Tolar et al. (2011) reported mean concurrent and predictive coefficients as moderate.

Reading comprehension was measured using the Woodcock Reading Mastery Tests-Revised NU (WRMT-R NU; Woodcock, 1998), a norm-referenced assessment, as

a pre/post-test. Specifically, the Passage Comprehension subsection was administered to participants. Students were assessed individually. Administration of the subtest was done by the interventionist and took approximately 20 minutes to complete. Internal reliability tests were conducted of the WRMT-R NU. Pearson (2012) reported a median score of .91 with a range of .68 to .98 for internal consistency. A split-half test resulted in cluster median score of .95, ranging from .87 to .98, and total median score of .97 (Pearson, 2012). Validity tests of the WRMT-R measured intercorrelations, content, and concurrent (Pearson, 2012). Scoring of assessment was done by hand. Scores derived from the Passage Comprehension subsection was in the form of (a) standard scores, (b) percentiles, (c) raw scores, and (d) by age and grade equivalents.

Finally, student level of self-determination was measured. Self-determination was defined as an individual's ability to be primarily responsible for their quality of life through choice- and decision-making, absent of the influence of others (Wehmeyer, Kelchner, & Richards, 1996). Self-determination was measured using a version of the *AIR Self-Determination Student and Educator Scales* (SDS; see Appendices G and H) adapted by Wolman, Campeau, Dubois, Mithaug, and Stolank (1994). Developed by Wolman et al. (1994), the *AIR SDS* is a tool for students of all ages used to (a) measure level self-determination, (b) identify areas of strengths and needs for improvement, (c) determine specific educational goals and objectives, and (d) develop strategies that build capacity and increase students' opportunities to become self-determined adults. The *AIR SDS* breaks the self-determination process into three components: (a) thinking, (b) doing, and (c) adjusting. These three components fit into the capacity and opportunity sections that are to be addressed. The capacity section assesses (a) ability, (b) knowledge, and (c)

perceptions; while the opportunity section assesses opportunity at home and at school (Wolman, Campeau, DuBois, Mithaug, & Stolanki, 1994). Three reliability tests have been conducted of the *AIR SDS*. An alternative-item correlation was used to determine item consistency. A split-half-test measured internal consistency of the *AIR SDS*. Finally, a test-retest measured the stability of results over time. These tests examined six self-determination variables that were incorporated in question items (a) knowing and expressing one's needs, interests, and abilities; (b) setting expectations and goals; (c) making choices and plans; (d) acting on plans; (e) evaluating results of actions; and (f) altering plans and actions to effectively meet goals (Wolman et al., 1994). Validity of the *AIR SDS* was used to assess relationships of the constructs (i.e., capacity-opportunity, home-school, knowledge-ability-perception) and item scores of the tool (Wolman et al., 1994). The *AIR SDS* was administered as a pretest to determine current levels of self-determination and again as a posttest to assess changes in self-determination as a result of the intervention. Students and their teachers were administered the *AIR SDS* to gather pre/posttest data by the interventionist individually.

Interobserver agreement. One doctoral student collected interobserver agreement (IOA) data on knowledge of the *SDLMI* process. An audio recorder was used to collect data for IOA on *SDLMI*. First, data on knowledge of the *SDLMI* was collected daily after instruction was provided using probe questions (see Appendix D). The formula used to calculate interobserver agreement was item-by-item on 30% of the probes. Item-by-item scores were calculated by dividing the number of items agreed upon over the total items and multiplying by 100 to get the percentage of agreement. The observer was trained by the interventionist on how to collect data using data collected in baseline. Three rounds

of IOA occurred until 100% agreement was reached. Training consisted of the interventionist and doctoral student using baseline data collected from participants on knowledge of the *SDLMI* process. The item-by-item process described above continued using baseline data until 100% agreement is reached.

Next, interobserver agreement for reading comprehension was calculated by the interventionist and a doctoral student by scoring a Maze passage and then comparing the scores item-by-item for 30% of probes. Item-by-item was calculated by dividing the number of items agreed upon over the total items and multiplying by 100 to get percentage of agreement. Training consisted of the interventionist and doctoral student using reading comprehension baseline data collected from participants using the Maze. The item-by-item process described above continued using baseline data until 100% agreement was reached.

Social Validity

Social validity data were collected to measure social acceptability of outcomes and procedures. They were measured using student and (Appendix G) special educator (Appendix H) questionnaires. Two special educators completed the questionnaire designed for teachers. The student questionnaire for social validity consisted of nine items that were measured using a Likert scale. This Likert scale measured student satisfaction of participating in the study from one, “I strongly disagree”, to six, “I strongly agree.” The items asked students to respond to statements regarding the sound acceptability of procedures and outcomes of being taught goal setting and self-monitoring using the *SDLMI* and the impact the intervention had on their reading achievement. The special education teacher questionnaire for social validity consisted of 10 questions

measured on a Likert scale. Measurement of teacher satisfaction of student goal setting and self-monitoring in reading comprehension using the *SDLMI* ranged from one, "I strongly disagree", to six, "I strongly agree." Teachers were asked questions about student performance and use of the intervention.

Experimental Design

The experimental design used was multiple-probe across participants (Gast, 2010; Horner & Baer, 1978). Data were collected and graphed daily. Once three data points, or more if necessary, had been collected for each participant, the researcher examined the data to determine stability in data points. Baseline data collection for Nicki was delayed because she replaced a student who decided he no longer wanted to participate in the study after baseline data had been collected on him. Following baseline data collection, the student demonstrating the most need and stable data points received the intervention first. In addition to receiving the *SDLMI* probe questions after each session; students were probed using the Maze-CBM. A different Maze-CBM passage was used for each session. Once the first student has stable data at the mastery level (i.e., 80%) on knowledge of the *SDLMI* for three consecutive probes during intervention, all students who have not been introduced to the intervention will receive another baseline probe. The student demonstrating the next greatest need was introduced to the intervention. The same pattern was followed for the remaining students in the study. In addition to the multiple-probe design used to determine growth in reading comprehension, a one-sample t-test and nonparametric test were used to determine if there was a statistical significance. A paired sample t-test was used to analyze Maze-CBM and WRMT-R NU. This statistical test procedure was used because a test of normality indicated the majority of

these data sets were normally distributed. Additionally, the Wilcoxon, a nonparametric test, was used to analyze *AIR SDS* because these data were not found to be normally distributed. Although data were not found to be normally distributed, a paired samples t-test was also used to analyze *AIR SDS* data.

Procedures

The intervention in this study took approximately 40 school days to implement across all participants. Maintenance data were collected for three weeks once a week. One generalization data point was collected after the maintenance phase ended.

AIR pretest. The AIR pretest was administered to students, general education teachers, and special education teachers prior to the collection of baseline data (see Appendices E and F). The *AIR SDS* assessment was administered by the researcher to participants individually to determine current levels of self-determination prior to instruction using the *SDLMI* teaching model.

WRMT-R pretest. The WRMT-R was administered prior to the implementation of the *SDLMI* teaching model to determine reading comprehension levels of participants. Students were assessed individually using the Passage Comprehension subtest. Results of the pretest were compared to participants' reading comprehension scores using the same assessment after the intervention.

Baseline. Baseline data were collected simultaneously for three participants. During initial baseline collection, one student decided he/she no longer wanted to participate in the study. The fourth student to be included, Nicki, was probed as soon as consent was obtained. Three probes were included in the baseline phase of this study. Probe one assessed participants' knowledge of the steps of the *SDLMI* (see Appendix C).

Probe two assessed participants' reading comprehension level using the Maze (see Appendix D). Probe three, generalization data, assessed participants' ability to use goal setting to identify a goal in an academic area other than reading comprehension (e.g., writing, math). During baseline, no instruction in the *SDLMI* was provided. Probe questions were administered to participants individually. The interventionist administered the probe questions to students and recorded responses on the response sheet for the *SDLMI* and Maze. Three baseline data points were collected in this phase for knowledge of *SDLMI*. One generalization data point was collected in baseline. Baseline sessions were audio recorded for the interventionist to observe and collect data. Participants did not receive any prompts or reinforcement that may have encouraged them to respond a specific way, instead, general praise for completing the probes were given.

SDLMI teaching model. Instruction using the *Self-Determined Learning Model of Instruction* was composed of three phases (a) set a goal, (b) make a plan, and (c) adjust the plan. The interventionist collaborated with special education teachers to compile a list of reading comprehension goals students could choose from to set based on their IEP goals and reading instruction they will receive in their reading class. During phase one of the intervention, students were asked to select one goal they will self-monitor. Each lesson lasted approximately 45 minutes (see Appendix I).

Phase one consisted of three lessons designed to teach students to set a goal. The students were taught to answer the question, "What is my goal?" In order to be able to answer this question, students were provided instruction that allowed them to answer more specific questions: (a) What do I want to learn?, (b) What do I know about it?, (c)

What must change for me to learn what I don't know?, and (d) What can I do to make this happen? In the first lesson, students (a) defined the word *goal*, (b) were guided in the steps of the goal setting lessons, and (c) identified strengths and needs. In the second lesson they learned about (a) setting goals, (b) compared strengths to classroom expectations, (c) compared needs to classroom expectations, and (d) identified things they can do to change academic behaviors. Finally, in the third lesson they reflected on the strengths, needs, and changes they needed to make as identified in previous lessons and used that knowledge to set a goal in reading comprehension.

Phase two consisted of three lessons developed to teach students to make a plan. Students were taught to answer the question, "What is my plan?" To answer this question, students must answer the following questions: (a) What can I do to learn what I don't know?, (b) What could keep me from taking action?, (c) What can I do to remove these barriers?, and (d) When will I take action? Lesson four of the intervention was designed to teach students to identify barriers that may prevent them from reaching their goals and generate solutions that may help them to overcome the barrier. Lesson five guided students through identifying supports that they have, or may need, to achieve their goals. Within lesson six students finalized their plan to achieve their goal.

Finally, phase three consisted of two lessons developed to teach students to adjust the plan. Students were taught to answer the question, "What have I learned?" In order to answer this overarching question, students were taught to answer the questions (a) What actions have I taken?, (b) What barriers have been removed?, (c) What has changed about what I don't know?, and (d) Do I know what I want to know? Lesson seven taught students how to track progress towards their goals using graph paper. Students graphed

their progress after each probe. Finally, lesson eight guided students through the process of adjusting their goal when needed. Complete lesson plans for each phase can be found in Appendix I.

Maintenance. Once a student completed the intervention, maintenance data were collected. Students moved into the maintenance phase once they reached mastery of the *SDLMI* (i.e., 80%) and completed all phases of the intervention. During the maintenance phase, students were administered *SDLMI* and Maze-CBM probe questions once a week for three weeks.

AIR posttest. The *AIR SDS* was administered again after the intervention phase to students and teachers to determine if participants' levels of self-determination increased as a result of instruction using the *SDLMI*. Scores of the pre-test and posttest was recorded in an Excel© spreadsheet and converted into a graph for visual analysis. Additionally, general education teacher and special education teacher data were assessed using the Wilcoxin and paired samples t-test to determine if there was a statistically significant difference between the pre-test and posttest for knowledge and ability.

WRMT-R posttest. The WRMT-R was administered after the maintenance phase in order to determine if students increase their performance in reading comprehension. Scores were compared to their pre-test scores for determination of growth using a paired samples t-test.

Generalization. Data were collected to determine whether or not participants were able to use their knowledge of the *SDLMI* process to set academic goals in areas (i.e., mathematics, writing) other than reading. Students were assessed on their ability to state a new goal and make a plan for achieving the new goal. Participants were

individually probed using an 18-point probe consisting of the same set of probe questions (i.e., Phase one, Phase two) administered during the intervention phase. One generalization point was collected one week after the final collection of maintenance data.

Procedural fidelity. A doctoral student gathered procedural fidelity data. Procedural fidelity data were gathered by observing 30% of instructional sessions using an adapted version of *SDLMI* lessons (see Appendix I). Procedural fidelity was collected by listening to audio recordings. The lesson plans were used as a checklist of procedures to determine if (a) lesson objectives were stated, (b) lessons were introduced, (c) each step of the lesson was followed, and (d) student activities were explained and assigned. Steps in each lesson plan was scored a "1" if implemented by the script and a "0" if there are significant deviations from the script. Procedural fidelity was calculated by dividing the number of items correctly completed on the lesson plan by the total number of steps completed, yielding a score in percent.

CHAPTER 4: RESULTS

Findings of this study are presented. Results for interrater reliability and procedural fidelity are presented first, followed by the results for each research question in relation to individual student results.

Interrater Reliability

Student Acquisition of the *SDLMI* Problem-Solving Process

A doctoral student collected interrater reliability data on 30% of probes on student's knowledge of the *SDLMI* process. Reliability was calculated using an item-by-item process. Overall interrater reliability ranged from 89% to 100% with a mean of 96.9%. Interrater reliability ranged from 89% to100% with a mean of 97.25% during baseline. During intervention, interrater reliability ranged from 90% to 100% with a mean of 98%. Interrater reliability during maintenance ranged from 95% to 100% with a mean of 98.3%.

Procedural Fidelity

Procedural Fidelity for *SDLMI* Lessons

Fidelity measures of *SDLMI* lessons were conducted to ensure instruction was provided as intended. Procedural fidelity data were collected on 32% of all instructional lessons across participants using scripted lesson plans as the checklist. Treatment integrity ranged from 97% to 100% with a mean of 99.6% (see Table 2). There was one lesson, day three, 100% fidelity was not reached. Towards the end of this lesson, the

participant was asked, “What question do you ask yourself to set a goal?” The correct response was “What is my goal?” The interventionist indicated the participant provided the correct response; however, the second observer had difficulty hearing the correct response because the participant spoke very low.

Table 2: Procedural Fidelity for SDLMI Lessons

Lesson	1	2	3	4	5	6	7	8	Mean
% Fidelity	100	100	97	100	100	100	100	100	99.6%

Effects of Intervention on Primary Dependent Variables

Effects of *SDLMI* on acquisition of process

1. What effect did the intervention have on acquisition of the SDLMI process for adolescent students with a high incidence disability (i.e., learning disability, emotional/behavior disorder, mild intellectual disability)?
2. What was the effect of SDLMI on students’ ability to generalize goal setting to an academic area outside of reading (e.g., writing, mathematics)?

Figure 1 displays acquisition of the *SDLMI* for individual students. Through visual analysis, there is evidence of a functional relation between the *SDLMI* and the acquisition of the *SDLMI* process. All four participants were able to maintain goal setting and self-monitoring skills learned using the *SDLMI* teaching model.

Clemson. Figure 1 represents scores earned by Clemson in baseline, intervention, and maintenance phases. During baseline phase, his percentage of correct responses ranged from 11 to 19%, with a mean of 15%. During intervention his percentage of correct responses ranged from 30 to 100%, with a mean of 60.75%. Clemson obtained

mastery after lesson five, which was in the second phase (i.e., Make a Plan) of the *SDLMI* Process. During maintenance his percentage of correct responses was 100% for the first two data points and 94% for the final data point.

In terms of generalization, during baseline Clemson chose a writing goal of adding more details to his writing. During baseline, Clemson scored 17% on his ability to use the *SDLMI* process with his goal. Post-intervention, Clemson chose the same goal as baseline and he scored 94% on using the *SDLMI* process with his writing goal.

Wayne. Figure 1 represents scores earned by Wayne in baseline, intervention, and maintenance phases. During baseline, his percentage of correct responses ranged from 15 to 44%, with a mean of 31%. During intervention, his percentage of correct responses ranged from 37 to 100%, with a mean of 79.6%. Wayne obtained mastery after taught lesson four, which is in the second phase (i.e., Make a Plan) of the *SDLMI* Process. During maintenance, his percentage of correct responses ranged from 96 to 100%, with a mean of 97%.

In terms of generalization, during baseline Wayne chose a goal in the content area of science. Specifically, he focused on context clues and learning new vocabulary. During baseline, Wayne scored 44% when probed on his ability to use the *SDLMI* process with a goal. Post-intervention, Wayne chose the same goal as baseline and he scored 94% on using the *SDLMI* process with his science goal.

Princess. Figure 1 represents scores earned by Princess in baseline, intervention, and maintenance phases. During baseline phase, her percentage of correct responses ranged from 26 to 52%, with a mean of 37.5%. During intervention, her percentage of correct responses ranged from 70 to 100%, with a mean of 88.9 %. Princess obtained

mastery after taught lesson three, which is in the first phase (i.e., Set a Goal) of the *SDLMI* process. During maintenance, her percentage of correct responses ranged from 96 to 100, with a mean of 98.7%.

In terms of generalization, during baseline Princess chose a goal in mathematics. During baseline, she scored 28% when probed on her ability to use the *SDLMI* process with her goal. Post-intervention, her goal focused on algebraic equations. She scored 100% on using the *SDLMI* process with her math goal.

Nicki. Figure 1 represents scores earned by Nicki in baseline, intervention, and maintenance phases. During baseline phase, her percentage of correct responses ranged from 26 to 37%, with a mean of 28.2%. During intervention, her percentage of correct responses ranged from 59 to 100%, with a mean of 87.5%. Nicki obtained mastery after taught lesson four, which is in the second phase (i.e., Make a Plan) of the *SDLMI* Process. During maintenance, her percentage of correct responses ranged from 96 to 100%, with a mean of 98.7%.

In terms of generalization, during baseline Nicki chose a goal in mathematics to work on understanding and solving word problems better. During baseline, she scored 26% when probed on her ability to use the *SDLMI* process with her goal. Post-intervention, Nicki chose the same goal as baseline and she scored 89% with her mathematics goal.

Summary of acquisition of *SDLMI* process. There was a functional relation between *SDLMI* and acquisition of the *SDLMI* process for all students. Princess and Nicki reached mastery after instruction on day three, while Clemson and Wayne reached mastery after the fourth day of instruction. During lesson three, students set their reading

comprehension goal. Clemson was the only student who obtained 100% correct responses during maintenance. The remaining three students maintained between 97% and 98%. During maintenance Wayne scored 96% on sessions one and two. In session one he received partial credit (i.e., 1 point) when asked what has changed about your reading in Phase 3: Adjust Your Goal. In session two within Phase 1: Set a Goal when he was asked what he knows about her reading comprehension now she got the answer partially correct earning 1 point. On the final day of maintenance collection he scored 100%. Princess scored a 96% on day two for maintenance. In Phase 1: Set a Goal, when she was asked what she knows about her reading comprehension now she got the answer partially correct earning 1 point. She scored 100% on day one and three of maintenance. Nicki scored 100% during session one and two of maintenance. On the third session she received partial credit in Phase 1: Set a Goal when she was asked what could she do to make this happen (follow-up to previous question of what needs to change for your to improve your reading). All students were able to generalize acquisition of the *SDLMI* process to another academic area other than reading (See Table 4). Clemson set a goal for writing that was related to his reading comprehension goal; whereas Wayne set a goal in the area of science. Princess set a math goal, specifically with algebraic equations. Nicki set a goal linked to word problems in math.

Table 3: Participants' Reading Comprehension Goals

Participant	Reading Comprehension Goal
Clemson	My reading comprehension goal is to ask two questions and identify details.
Wayne	My reading comprehension goal is to work on drawing conclusions.
Princess	My reading comprehension goal is to work on drawing conclusions.
Nicki	My reading comprehension goal is to work on understanding a story's plot.

Table 4: Participants' Generalization Goals

Participant	Content Goal Pre-intervention	Content Goal Post-intervention
Clemson	My goal is to improve my writing.	My goal is to include more details in my writing.
Wayne	My goal is to improve in science.	My goal is to work on science terms and organization.
Princess	My goal is to improve in algebra.	My goal is to work on algebraic equations.
Nicki	My goal is to improve in algebra.	My goal is to work on word problems.

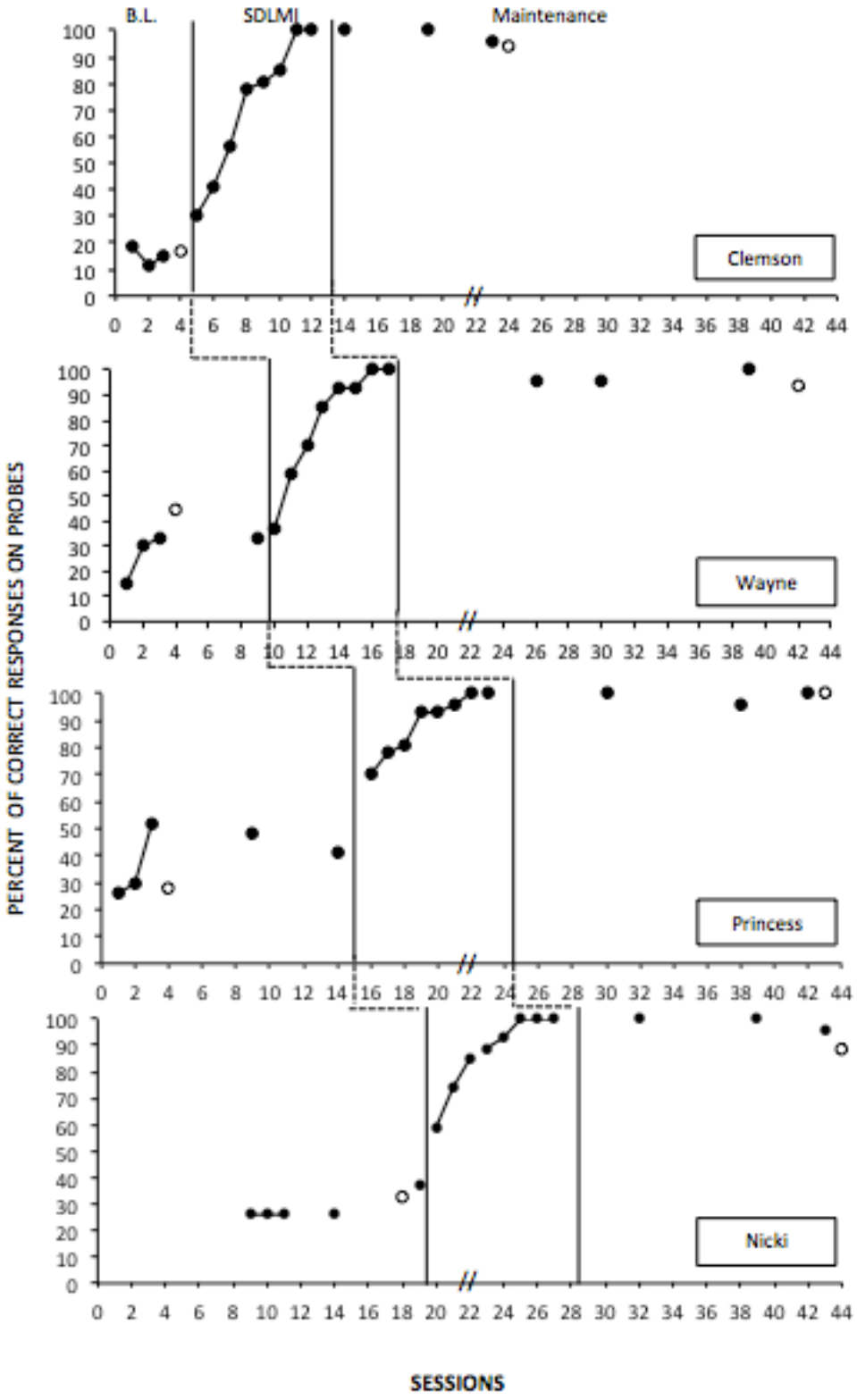

Figure 1: Student acquisition of SDLMI process (● = probe data; ○ = generalization probe; // = Christmas break)

Effects of *SDLMI* on Reading Comprehension

3. What was the effect of SDLMI on reading comprehension of students with high incidence disabilities using the Maze-CBM?

Participants were assessed on the effects of the *SDLMI* on their reading comprehension using the Maze-CBM. The effect of the *SDLMI* on reading comprehension was assessed using grade level and instructional passages. No functional relations were observed for the effects of *SDLMI* on reading comprehension for all participants using instructional or grade level passages. Figure 2 represents data collected on participant's instructional reading level while Figure 3 represents data collected on participant's grade reading level.

Clemson. On instructional level reading passages during baseline, Clemson's correct responses ranged from 13 to 14 with a mean of 13.33 correct responses. During intervention, his correct responses ranged from 7 to 16 with a mean of 12.75 correct responses. During maintenance, his correct responses ranged from 17 to 25 with a mean of 20.33 correct responses.

On grade level passages during baseline, Clemson's correct responses ranged from 5 to 9 with a mean of 7.33 correct responses on grade level passages. During intervention, his correct responses ranged from 6 to 15 with a mean of 10 correct responses. During maintenance, his correct responses ranged from 9 to 18 with a mean of 12 correct responses.

Wayne. On instructional level reading passages during baseline, Wayne's correct responses ranged from 18 to 25 with a mean of 21 correct responses. During

intervention, his correct responses ranged from 20 to 31 with a mean of 25.88 correct responses. During maintenance, Wayne obtained 28 correct responses each session. On grade level passages during baseline, Wayne's correct responses ranged from 13 to 21 with a mean of 15.75 correct responses. During intervention, his correct responses ranged from 9 to 26 with a mean of 19.63 correct responses. During maintenance, his correct responses ranged from 24 to 29 with a mean of 26.33 correct responses.

Princess. On instructional level reading passages during baseline, Princess's correct responses ranged from 26 to 37 with a mean of 30 correct responses. During intervention, her correct responses ranged from 25 to 39 with a mean of 34.75 correct responses. During maintenance, her correct responses ranged from 30 to 40 with a mean of 35 correct responses.

On grade level passages during baseline, Princess's correct responses ranged from 18 to 25 with a mean of 22.8 correct responses. During intervention, her correct responses ranged from 22 to 35 with a mean of 28.5 correct responses. During maintenance, her correct responses ranged from 32 to 36 with a mean of 34 correct responses.

Nicki. On instructional level reading passages during baseline, Nicki's correct responses ranged from 26 to 29 with a mean of 26.6 correct responses. During intervention, her correct responses ranged from 31 to 39 with a mean of 34.88 correct responses. During maintenance, her correct responses ranged from 28 to 39 with a mean of 32 correct responses.

On grade level passages during baseline, Nicki's correct responses ranged from 24 to 30 with a mean of 27.2 correct responses. During intervention, her correct

responses ranged from 21 to 31 with a mean of 27.75 correct responses. During maintenance, her correct responses ranged from 20 to 26 with a mean of 23 correct responses.

Statistical analysis of Maze-CBM. Although there was no functional relation observed between *SDLMI* and the Maze-CBM, students demonstrated growth. Using a paired sample t-test, results indicated no statistically significant difference between baseline and intervention phases for instructional or grade level passages (see Table 5). There was a statistically significant difference at $p < .05$ between baseline and maintenance instructional level reading comprehension; however, there was no statistically significant difference found for grade level reading comprehension (see Table 6).

Table 5: Maze-CBM Instructional and Grade Level Results Across Baseline and Intervention Phases using Paired Samples t-test

Level	*t*	Df	SD	*p*
Instructional	-2.310	3	3.881	.104
Grade	-2.961	3	2.161	.059

$p < .05$

Table 6: Maze-CBM Instructional and Grade Level Results Across Baseline, Intervention, and Maintenance Phases using Paired Samples t-test

Level	*t*	Df	SD	*p*
Instructional	-13.056	3	.957	.001*
Grade	-1.558	3	7.143	.217

$p < .05$

Summary of reading comprehension using the Maze-CBM. While overall, participants demonstrated an increase in correct responses when assessed using

instructional and grade level Maze-CBM passages a functional relation between use of *SDLMI* and reading comprehension was not present. Clemson's gains during intervention were small, but increased once he was in maintenance. He went down a little in his instructional level during intervention, but went up during maintenance. Clemson went up an average of two correct words when administered grade level passages during intervention and maintenance.

Wayne increased his number of correct words in intervention by just over four words when administered instructional passages. During maintenance, he increased his number of correct responses by an additional three correct words. When he was administered grade level reading passages he increased the number of correct words by just over 10 from baseline to maintenance.

Princess increased her number of correct words in intervention by almost five words when administered instructional level passages. During maintenance, she increased her number of correct words slightly. When Princess was administered grade level reading passages she increased her number of correct words by almost 12 words. Finally, Nicki increased the number of correct words from baseline to intervention when administered instructional level passages by eight words. She made a small increase when administered grade level passages.

Although there were no functional relations observed in the multiple-probe design, growth in student's reading comprehension was evident when data were run using a paired sample t-test (see Table 3). Results indicated a statistically significant difference for participants as a group between baseline and maintenance, $p<.05$ with instructional passages level passages. There was no statistically significant difference for grade level.

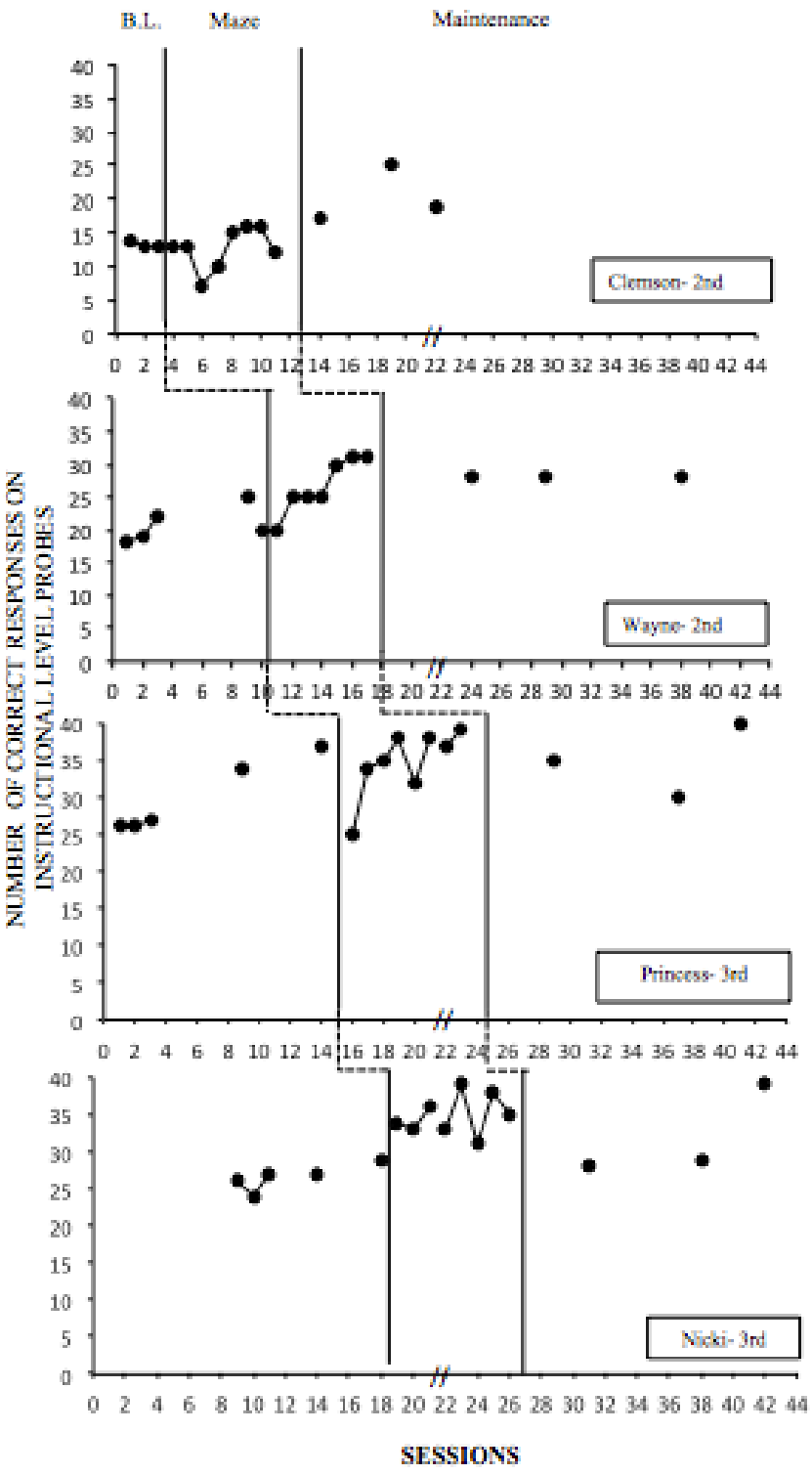

Figure 2: Student scores on Maze-CBM instructional level passages (// = Christmas break)

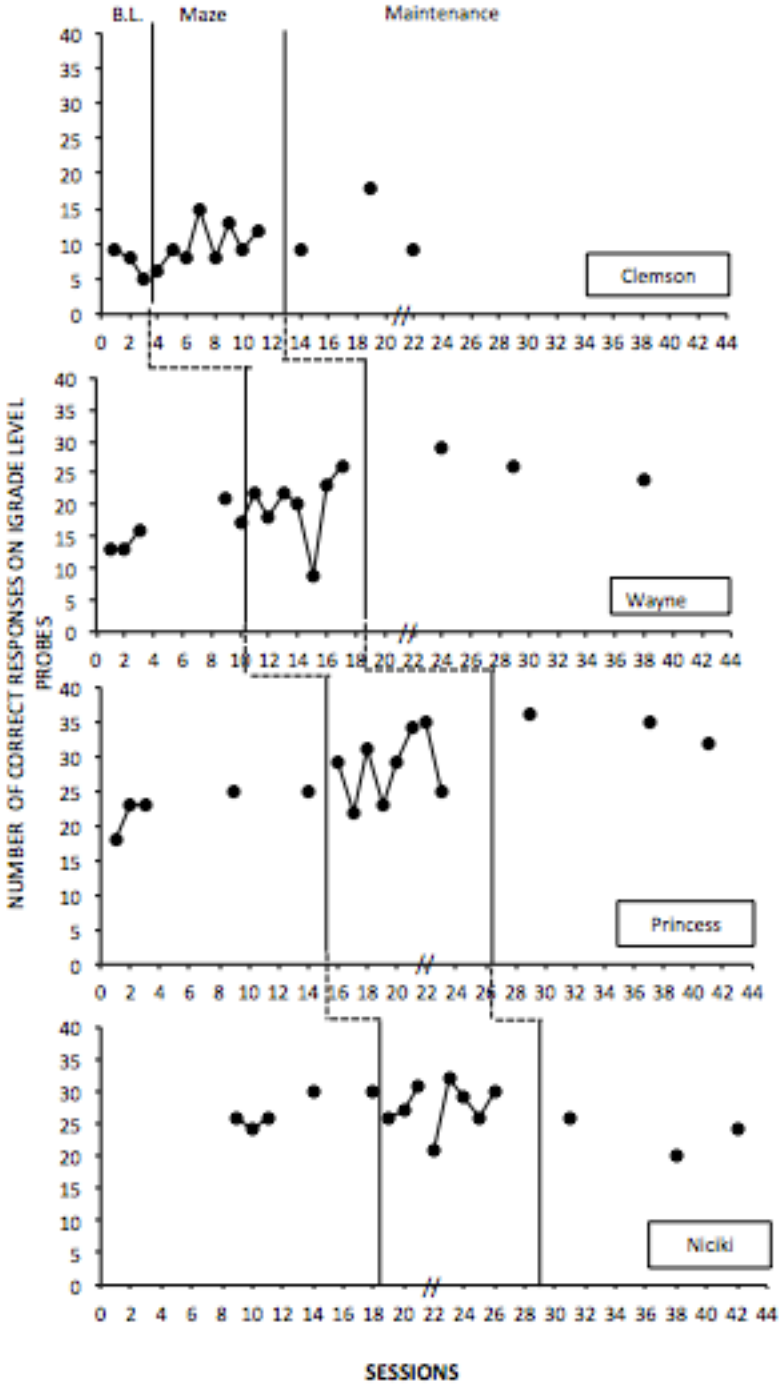

Figure 3: Student scores on Maze-CBM grade level passages (// = Christmas break)

Table 7: Individual Student Maze Instructional and Grade Level Statistics (Wilcoxin)

	Median Difference	*p*
Clemson Instructional Maze	0	.317
Clemson Grade Level Maze	0	.317
Wayne Instructional Maze	0	.317
Wayne Grade Level Maze	0	.317
Princess Instructional Maze	0	.317
Princess Grade Level Maze	0	.317
Nicki Instructional Maze	0	.317
Nicki Grade Level Maze	0	.317

$p < .05$

4. What is the effect of SDLMI on reading comprehension of students with high incidence disabilities using the WRMT-R NU?

The Woodcock Reading Mastery Test- Revised NU (WRMT-R NU) Passage Comprehension subtest was also administered prior to and post- intervention to assess the effects of the *SDLMI* on student reading comprehension. Results of the assessment are reported by (a) raw score, (b) standard score, (c) grade equivalent, and (e) percentile. Overall, students demonstrated an increase in reading comprehension levels when compared to same age and same grade level peers (see Table 4).

Clemson. When the WRMT-R NU was administered prior to intervention, Clemson received a raw score of 26 on the passage comprehension subtest. Post-intervention his raw score increased to 31. His standard score was 55 on the pretest and 68 on the posttest. Clemson's grade equivalent increased from 2.5 prior to intervention to 3.0 post-intervention. His percentile rank increased from .2% on the pretest to 2% on the posttest.

Wayne. When the WRMT-R was administered prior to the intervention, Wayne received a raw score of 32 on the passage comprehension subtest. Post-intervention his raw score increased to 43. His standard score was 101 on the pretest and 100 on the posttest. Wayne's grade equivalent increased three grade levels from 3.1 prior to intervention to 6.1 post-intervention. His percentile rank increased from 3% on the pretest to 35% on the posttest.

Princess. When the WRMT-R was administered prior to the intervention, Princess received a raw score of 33 on the passage comprehension subtest. Post-intervention her raw score increased to 46. Her standard score was 72 on the pretest and 99 on the posttest. Princess's grade equivalent increased from 3.3 prior to intervention to 7.4 post-intervention. Finally, her percentile rank increased from 3% on the pretest to 47% on the posttest.

Nicki. When the WRMT-R was administered prior to the intervention, Nicki received a raw score of 37 on the passage comprehension subtest. Post-intervention his raw score increased to 47. Her standard score was 80 on the pretest and 100 on the posttest. Nicki's grade equivalent increased from 3.9 prior to intervention to 7.9 post-intervention. Finally, her percentile rank increased from 9% on the pretest to 51% on the posttest.

Using a paired samples t-test, results indicated a statistical significance between pre- and posttest raw scores, standard scores, and percentile at $p < .05$ (see Table 5).

Table 8: Woodcock Reading Mastery Test- Revised NU2

	Raw Score		Standard Scores		Grade Equivalent		Percentile	
Participant	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Clemson	26	31	55	68	2.5	3.0	.2	2
Wayne	32	43	71	94	3.1	6.1	3	35
Princess	33	46	72	99	3.3	7.4	3	47
Nicki	37	47	80	100	3.9	7.9	9	51

Table 9: WRMT-R NU2 Reading Passage Subtest

	t	df	SD	*p*
Raw Score Pretest & Posttest	14.078	3	3.403	.011*
Standard Score Pretest & Posttest	13.273	3	5.909	.006*
Percentile Pretest & Posttest	3.036	3	19.487	.054*

$p < .05$

Summary of reading comprehension using WRMT-NU2. Although there was not a functional relation observed when participants were assessed with instructional and grade level Maze-CBM passages, there were increases on the WRMT-R NU. Using a paired samples t-test, results indicated a statistical significance between pre- and posttest raw scores, standard scores, and percentile at $p < .05$ (see Table 5).

Effects of *SDLMI* on Self-Determination

5. What is the participant's perception of the effect the SDLMI had on their level of self-determination?
6. What is the general educator's perception of the effect the SDLMI had on student level of self-determination?

7. What is the special educator's perception of the effect the SDLMI had on student level of self-determination*?*

Participants were administered an adapted version of the *AIR Self-Determination Scale* (AIR SDS) prior to intervention and after intervention to determine the effect of the *SDLMI* on their level of self-determination. In addition to students self-rating their level of self-determination, general education and special education teachers were administered the *AIR SDS* for educators. Participant's English Language Arts teachers completed the assessment on behalf of general educators.

Participants' Perception of *SDLMI* on Self-Determination

Clemson. Prior to intervention, Clemson received a total of 20 points on the student version of the *AIR SDS*. The areas he rated himself as *never* doing were (a) trying many different ways to meet his goals, (b) finishing planned activities on time, (c) finding out why plans do not work, and (d) looking for ways at school to reach his goal. He rated himself as *always* setting goals that are of interest to him often and improving school opportunities to reach his goal. After the intervention, Clemson received a total of 32 points. He did not rate himself as *never* for any of the questions, but indicated he sometimes (a) trying many different ways to meet his goals, (b) finishing planned activities on time, and (c) trying another plan if his current plan does not work. In addition to the questions he responded *always* to on the pre-assessment, Clemson also indicated he *always* (a) make plans to meet his goals, (b) finishing planned activities on time, and (c) looking for ways at school to improve his goals.

Wayne. Prior to intervention, Wayne received a total of 21 points. The area he rated himself as *never* doing was setting goals that are interesting to him. He indicated

that he *usually* finishes each planned activity and finishes planned activities on time. Clemson indicated *sometimes* for remaining questions. After the intervention, Wayne received a total of 21 points. He did not indicate *ever* for any of the questions, but only indicated that he *usually* finishes each planned activities. For the remaining responses he indicated *sometimes*.

Princess. Prior to intervention, Princess received a total of 26 points. She rated herself as *sometimes* (a) thinking about what interests her most, (b) finishes each planned activity, (c) finishes each planned activity on time, (d) finding out why plans do not work, and (e) trying another plan when the current plan does not work. Princess indicated that she *always* makes plans to meet her goals often. After the intervention, Princess received a total of 27 points. She rated herself as *usually* (a) thinking about what interests her, (b) finishing each planned activity, and (c) finishing planned activities on time. Princess indicated she *always* find out why her plans do not work and trying to improve school opportunities to reach her goal.

Nicki. Prior to intervention, Nicki received a total of 19 points. She indicated that she *sometimes* (a) thinks about what interests her most, (b) sets goals that are interesting to her, (c) finishes each planned activity on time, and (d) finding out why her plan does not work. Nicki indicated that she *always* finishes each planned activity. After the intervention, Nicki received a total of 27 points. She indicated she *usually* sets goals that are interesting to her. Nicki indicated she *always* (a) finishes each planned activity on time, (b) tries another plan if her current plan does not work, and (c) tries to improve school opportunities to reach her goal.

Although all participants, except Wayne, increased their perception of self-determination levels from pretest to posttest there was no statistical significance for self-determination. Using a paired sample t-test the *p*-value was greater than .05 (see Table 10).

Table 10: AIR SDS Student (Adapted)

	t	df	SD	*p*
AIR SDS Pretest & Posttest	-1.830	3	3.109	.165

$p < .05$

Educators' Perception of *SDLMI* on Self-Determination

Table 11 represents data collected from the *AIR SDS* questionnaire for teachers completed by general educators. Individual scores for each question along with the mean scores by question and student are reported.

General education teachers. The educator's version of the *AIR SDS* questionnaire is divided into two categories (a) knowledge of self-determination behaviors and (b) ability to perform self-determination behaviors. This questionnaire was completed by participant's English Language Arts (ELA) teachers (see Table 11). Two ELA teachers completed the questionnaire.

Prior to the intervention, Clemson's ELA teacher rated him *almost never* on his knowledge of setting expectations and goals that satisfy his needs and interests and for knowledge on how to take actions to complete his own plans successfully. She indicated he sometimes knows how to change his actions or plans to meet his goals and satisfy his needs and wants. Within the area of ability to perform self-determined behaviors, his ELA teacher indicated he *sometimes* sets expectations and goals that satisfies his own

interests, needs, and wants. She also indicated that he *almost never* initiates actions on his own choices and plans and he does not have the ability to change his own actions or plans to satisfy expectations and goals when necessary. Post-intervention, Clemson's ELA teacher rated him *almost never* for all statements in both categories.

Prior to learning the *SDLMI* process, Waynes's ELA teacher rated him *almost never* for all statements in both categories. Post-intervention, Wayne's ELA teacher rated him *almost never* for knowing how to set expectations and goals that satisfy his own interests and needs and knowing how to take actions to complete his own plans successfully within the knowledge category. She rated him as *sometimes* knowing how to change actions or plans to meet goals and to satisfy his wants and needs. Within the category of ability, his teacher indicated he *almost never* sets expectations and goals that will satisfy his own interests, needs, and wants and for changing his own actions or plans to satisfy expectations and goals when necessary. She rated him *sometimes* for initiating actions on his own choices and plans.

Prior to learning the *SDLMI* process, Princess' ELA teacher rated her as *sometimes* knowing how to set expectations and goals that satisfy her own interests and needs and *almost always* for knowledge of how to take actions to successfully complete her own plans and how to change actions or plans to meet her goals and satisfy her needs and wants. Princess' ELA teacher rated her *almost always* for all statements focused on the ability to perform self-determined behaviors. Post-intervention, Princess' ELA teacher indicated she *almost always* knows how to take actions to complete her own plans successfully and she knows how to change actions or plans to meet goals and satisfy her needs and wants within the knowledge category. She indicated Princes *always* knows

how to set expectations and goals that satisfy her own interests and needs. Within the category of ability, her teacher indicated she *sometimes* initiates actions on her own choices and plans and that she is able to change her own actions or plans to satisfy expectations and goals when necessary. Her ELA teacher indicated she *almost always* sets expectations and goals to satisfy her own interests, needs, and wants.

Prior to learning the *SDLMI* process, Nicki's ELA teacher rated her as *sometimes* for all statements within both categories. Post-intervention, Nicki's ELA teacher indicated she *sometimes* knows how to take actions to complete her own plans successfully and she knows how to change actions or plans to meet goals and satisfy her needs and wants within the knowledge category. She also indicated Nicki *almost always* knows how to set expectations and goals that satisfy her own interests and needs. Within the category of ability, Nicki's ELA teacher indicated she *sometimes* sets expectations and goals that will satisfy her own interests, needs, and wants and she is able to change her own actions or plans to satisfy expectations and goals when necessary. Finally, her ELA teacher indicated she *almost always* initiates actions on her own choices and plans. Results of a paired samples t-test indicated there was no statistically significant difference between pretest and posttest on knowledge and ability of the *AIR SDS* administered to general education teachers (see Table 12). Additionally, results of the Wilcoxin indicated no statistically significant difference between pretests and posttests in knowledge and ability.

Table 11: Selected AIR SDS Questions for General Education Teachers Pre-/Posttest

Question	Clemson		Wayne		Princess		Nicki		Mean	
Knowledge of Self-Determination Behaviors										
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Student knows how to set expectations and goals that satisfy own interests and needs.	2	2	2	2	3	5	3	4	2.5	3.3
Student knows how to take actions to complete own plans successfully.	2	2	2	2	4	4	3	3	2.8	2.8
Student knows how to change actions or plans to meet goals and satisfy needs and wants.	3	2	2	3	4	4	3	3	3	3
Average	2.3	2	2	2.3	3.7	4.3	3	3.3	2.8	3
Ability to Perform Self-Determination Behaviors										
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Student sets expectations and goals that will satisfy own interests, needs, and wants.	3	2	2	2	4	4	3	3	3	2.8
Student initiates actions on own choices and plans.	2	2	2	3	4	3	3	4	2.8	3
Student changes own actions or plans to satisfy expectations ad goals, if necessary.	2	2	2	2	4	3	3	3	2.8	2.5
Average	2.3	2	2	2.3	4	3.3	3	3.3	2.8	2.8

Table 12: AIR SDS General Education Teacher (paired samples t-test)

	t	df	SD	*P*
Knowledge Pretest & Posttest	-1.000	2	.433	.423
Ability Pretest & Posttest	.500	2	.289	.667

$p < .05$

Table 13: AIR SDS General Education Teacher (Wilcoxin)

	Median Difference	*p*
Knowledge Pretest & Posttest	0	.317
Ability Pretest & Posttest	0	.564

$p < .05$

Special education teacher. One special education teacher completed the *AIR SDS* questionnaire. Results of the *AIR SDS* completed by the special education teacher can be found on Table 14. Prior to Clemson receiving instruction on the *SDLMI* process, the special education teacher rated him *never* for all statements within the knowledge and ability category of self-determination behaviors (See Table 14). Post-intervention, the special education teacher selected *sometimes* for all statements within the knowledge and ability category for Clemson.

Prior to Wayne receiving instruction on the *SDLMI* process, the special education teacher rated him *never* for all statements within the knowledge and ability category of self-determination behaviors. Post-intervention she rated him *almost never* knows how to set expectations and goals to satisfy his own interests and needs within the knowledge category. She indicated that he *sometimes* knows how to take actions to complete plans of his own successfully and knows how to change actions or plans to meet goals and satisfy his needs and wants. Within the category of ability, she indicated Wayne *almost never* changes his own actions or plans to satisfy expectations and goals when necessary. She also indicated he *sometimes* sets expectations and goals that will satisfy his own interests, needs, and wants and he initiates actions on his own choices and plans.

Prior to receiving instruction on the *SDLMI* process, Princess' special education teacher rated her *sometimes* knowing how to set expectations and goals to satisfy her own interests and needs and for knowing how to take actions to successfully complete her plans. She was rated *almost never*, for knowledge of how to change actions or plans to meet her goals and satisfy her needs and wants. Under the category of ability, the special education teacher rated Princess as *almost never* setting expectations and goals that satisfy her own interest, needs, and wants and for making changes to her own actions or plans to satisfy expectations and goals when necessary. Princess received a rating of *sometimes* for initiating actions on her own choices and plans. Post-intervention, Princess's special education teacher indicated she *almost always* for every statement in both categories except for her knowing how to set expectations and goals that satisfy her own interests and needs. For this statement the teacher rated her as *always*.

Prior to receiving instruction on the *SDLMI* process, Nicki's special education teacher rated her *sometimes* for all statements within both categories of self-determination. Post-intervention, Nicki's teacher indicated she *sometimes* knows how to take actions to complete her own plans successfully and she knows how to change actions or plans to meet goals and satisfy needs and wants within the category of knowledge. She also indicated Nicki *almost always* knows how to set expectations and goals that satisfy her own interests and needs. Within the category of ability, the teacher indicated Nicki *sometimes* changes her own actions or plans to satisfy expectations and goals when necessary, but that she *almost always* sets expectations and goals that will satisfy her own interests, needs, and wants and initiates actions on her own choices and plans.

Results of teacher ratings of self-determination indicated general educators rated students' levels of self-determination higher than special educators during the pretest; however, special education teachers rated students higher on the posttest (see Figure 4 The Wilcoxon, a nonparametric test of median scores, was used to run these data. Results of the Wilcoxon indicated no statistically significant difference between pretest and posttest scores on knowledge and ability of students' levels of self-determination (see Table 15). Although data were not normally distributed, a paired samples t-test were also run using these data. Results indicated a statistically significant difference between pretest and posttest rating on knowledge and ability (see Table 16). When special education teachers' ratings were compared to general education teachers' ratings, there was no statistically significant difference between pretest and posttest ratings in the category of knowledge or ability when the Wilcoxin was run (see Table 17). When a paired sample t-test was run, results indicated there was a statistically significant

difference between general education and special education teachers' ratings on ability between pretest and posttest at $p < .05$ (see Table 18).

Table 14: Selected AIR SDS Questions for Special Education Teachers Pre-/Posttest

Question	Clemson		Wayne		Princess		Nicki		Mean	
Knowledge of Self-Determination Behaviors										
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Student knows how to set expectations and goals that satisfy own interests and needs.	1	3	1	2	3	5	3	4	2	3.5
Student knows how to take actions to complete own plans successfully.	1	3	1	3	3	4	3	3	2	3.3
Student knows how to change actions or plans to meet goals and satisfy needs and wants.	1	3	1	3	2	4	3	3	1.8	3.3
Average	1	3	1	2.7	2.7	4.3	3	3.3	1.9	3.3
Ability to Perform Self-Determination Behaviors										
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Student sets expectations and goals that will satisfy own interests, needs, and wants.	1	3	1	3	2	4	3	4	1.8	3.5

Table 14: Selected AIR SDS Questions for Special Education Teachers Pre-/Posttest Continued

Student initiates actions on own choices and plans.	1	3	1	3	3	4	3	4	2	3.5
Student changes own actions or plans to satisfy expectations and goals, if necessary.	1	3	1	2	2	4	3	3	1.8	3
Average	1	3	1	2.7	2.3	4	3	3.7	1.8	3.3

Table 15: AIR SDS Special Education Teacher (Wilcoxin)

	Median Difference	*P*
Knowledge Pretest & Posttest	0	.102
Ability Pretest & Posttest	0	.109

$p < .05$

Table 16: AIR SDS Special Education Teacher (Paired Samples t-test)

	t	Df	SD	*p*
Knowledge Pretest & Posttest	-17.000	2	.144	.003
Ability Pretest & Posttest	-10.392	2	.250	.009

$p < .05$

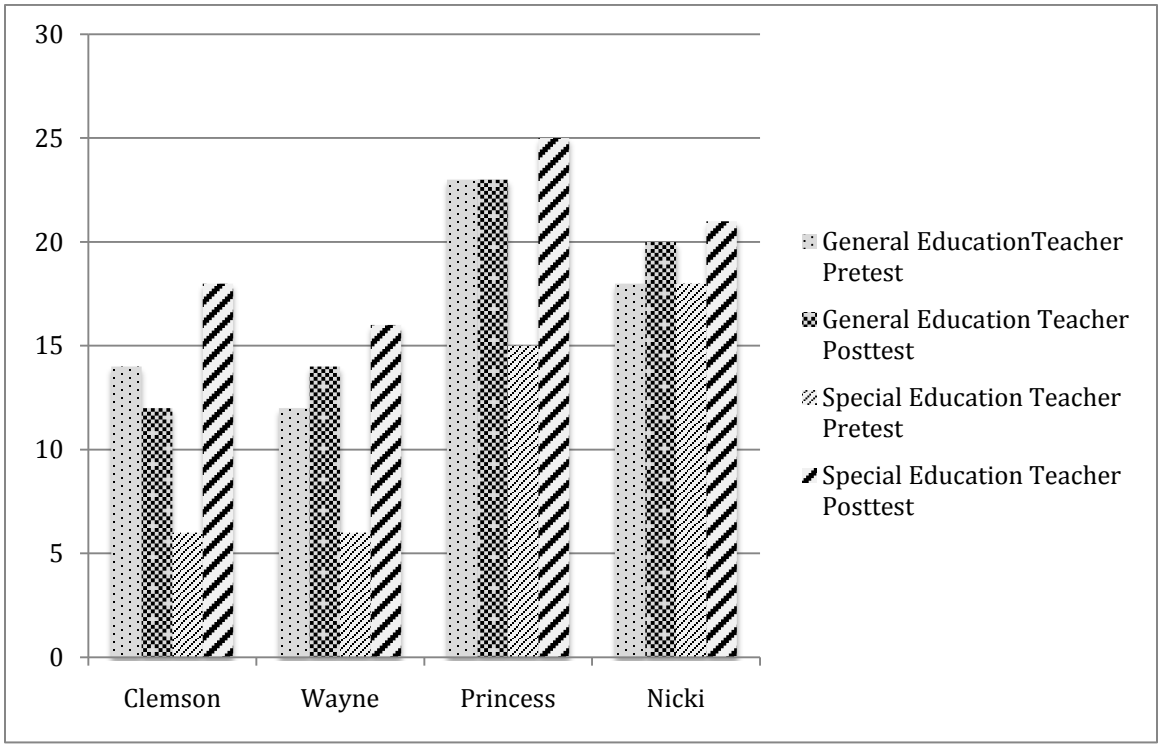

Figure 4: General educator and special educator pretest and posttest AIR SDS ratings

Table 17: AIR SDS General Education versus Special Education Teacher (Wilcoxin)

	Median Difference	*p*
Gen Knowledge Pretest & SPED Knowledge Pretest	0	.109
Gen Knowledge Posttest & SPED Knowledge Posttest	0	.102
Gen Ability Pretest & SPED Ability Pretest	0	.109
Gen Ability Posttest & SPED Ability Posttest	0	.102

$p < .05$

Table 18: AIR SDS General Education Teacher versus Special Education Teacher (Paired Samples t-test)

	t	Df	SD	*p*
Gen Knowledge Pretest & SPED Knowledge Pretest	3.78	2	.382	.06
Gen Knowledge Posttest & SPED Knowledge Posttest	-4.00	2	.144	.06
Gen Ability Pretest & SPED Ability Pretest	6.93	2	.250	.02*
Gen Ability Posttest & SPED Ability Posttest	-7.00	2	.144	.02*

$p < .05$

Summary of self-determination levels. There was an increase in level of self-determination by all participants except for Wayne when students completed their questionnaire. Clemson and Nicki rated their level of self-determination much higher after intervention while, Princess had a minimal increase. Wayne rated himself the same on the pre- and post-assessments. General education teachers rated participants higher in levels of self-determination than special education teachers when given the pre-assessment. Clemson was rated lower in the post-assessment, while Wayne and Nicki's self-determination level went up and Princess's remained the same. Although the special

education teacher rated participants' levels of self-determination prior to the assessment much lower than the general education teachers, she indicated much higher levels of self-determination for all students post-intervention. When the Wilcoxin was run, results indicated there was not a statistically significant difference between general and special education teachers on students' knowledge or ability to be self-determined on the pretest and posttest; however, when the paired samples t-test was run there was a statistically significant difference between general education teacher and special education teacher pretest and posttest ratings of students' ability to be self-determined.

Social Validity

8. What is the special education teacher's perception of the use of SDLMI to increase students' ability to self-select and monitor reading comprehension goals?
9. What is the participants' perception of the use of SDLMI to increase their ability to set goals and self-monitor reading comprehension goals?

Special Education Teacher's Perception of Use of *SDLMI*

Table 19 presents data reported by special education teachers on the social validity of the *SDLMI*. The special education teacher indicated she agreed the *SDLMI* lessons were adequately challenging for participants and she was likely to use the *SDLMI* teaching model in the future with all of her students and infuse the lessons into her instructional practice. The special education teacher indicated she strongly agreed that (a) students enjoyed the lessons, (b) the pace of the lessons was appropriate with the materials, (c) students identifying and working on their own goal, and (d) the questions to access learning the process made sense and the organization of the *SDLMI* was clear to students.

Table 19: Special Educator Social Validity Questionnaire

	I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
The lessons on the *SDLMI* were adequately challenging for my students.	1	2	3	4	(5)	6
My students seemed to enjoy the lessons.	1	2	3	4	5	(6)
The pace of the lessons was appropriate to the material.	1	2	3	4	5	(6)
The questions to access learning the process made sense to my students.	1	2	3	4	5	(6)
I was comfortable with students identifying then working on their own goal.	1	2	3	4	5	(6)
The *SDLMI* is a teaching model that I may use in the future with all of my students.	1	2	3	4	(5)	6

Table 19: Special Educator Social Validity Questionnaire Continued

The organization of the *SDLMI* was clear to my students.	1	2	3	4	5	(6)
The method of assessing student goal attainment was logical.	1	2	3	4	(5)	6
The *SDLMI* was well-sequenced and reflected how I would like to teach goal setting and attainment and self-monitoring to students.	1	2	3	4	(5)	6
I plan to infuse the lessons from this teaching model in my instructional practice.	1	2	3	4	(5)	6

Participant's Perception of Use of *SDLMI*

Table 20 presents data reported by participants on the social validity of the *SDLMI*. Individual student responses are presented as well as mean scores by question and participant.

Clemson. Clemson agreed he liked (a) setting goals for himself using the *SDLMI* model. He also indicated (a) he liked checking his progress; (b) the lessons on setting goals and making plans helped with his reading; (c) the lessons were easy to follow; and (d) he will continue to set goals, make plans, and check his progress in other academic

and/or nonacademic activities. Additionally, Clemson indicated he strongly agreed (a) he liked planning steps to goal setting using *SDLMI*, (b) lessons on goal setting and making plans can help him in other subjects, (c) the way he was taught goal setting made sense, and (d) the way he monitored his progress in setting goals and making plans seemed fair.

Wayne. Wayne indicated that he agreed the way he was able to check his progress using the *SDLMI* model on goals and plans. He indicated he somewhat agreed to the other statements.

Princess. Princess indicated she agreed to (a) liking planning steps to goal setting using *SDLMI*, (b) checking her progress using the model on goals and plans, and (c) thinking the lessons on goal setting can help her in other subjects. She also agreed that the way she monitored her progress in setting goals and making plans was fair and that she would continue to set goals, make plans, and check progress in other academic and/or nonacademic activities. Princess indicated she strongly agreed (a) liking setting her own goal using the *SDLMI* model, (b) thinking the lessons on setting goals and making plans can help her in other subjects, (c) the lessons were easy to follow, and (d) the way she was taught about setting goals and making plans made sense.

Nicki. Nicki indicated she somewhat agreed to like checking her progress using the *SDLMI* model on goals and plans and the way she monitored her progress seemed fair. She indicated that she would have chosen a different checklist to monitor her progress. During the intervention, she chose the general self-monitoring checklist over one created specifically for her reading comprehension goal. Nicki indicated she agreed with other statements on the questionnaire.

Table 20: Participant Social Validity Questionnaire

Question	Clemson	Wayne	Princess	Nicki	Mean
I liked setting a goal for myself using the *SDLMI* model on goals and plans.	5	4	6	5	5
I liked planning steps to the goal using the *SDLMI* model on goals and plans.	6	4	5	5	5
I liked checking my progress using the *SDLMI* model on goals and plans.	5	5	5	4	4.8
I think the lessons on setting goals and making plans helped me in my reading.	5	4	6	5	5
I think the lessons on setting goals and making plans can help me in other subjects.	6	4	5	5	5
The lessons were easy for me to follow.	5	4	6	5	5
The way I was taught about setting goals and making plans made sense.	6	4	6	5	5.3

Table 20: Participant Social Validity Questionnaire Continued

The way I monitored my progress in setting goals and making plans seemed fair.	6	4	5	4	4.8
I will continue to set goals, make plans, and check progress in other academic and/or nonacademic activities.	5	4	5	5	4.8
Average	5.4	4.1	5.4	4.8	4.9

Summary of social validity data. The special educator teacher indicated she agreed that the lessons students were taught using the *SDLMI* model were challenging for students and she was likely to infuse the model in her current instructional practice. She strongly agreed that participants enjoyed the lessons and setting and working on their own goals. Results from participants were mixed. The two who liked setting their own goal, Clemson and Princess, had more favorable responses to the questionnaire. Clemson and Princess also rated the social validity of the goal setting lessons the highest of all four participants with an average score of 5.4 out of a possible 6 each. They indicated they strongly agreed to like setting their own goal using the *SDLMI* model and the lessons on setting goals and making plans helped them in other subjects. Overall, Wayne rated the social validity of the goal setting lessons a 4.1 out of 6. He indicated he *somewhat agreed* to most of the statements except for monitoring his own progress of his reading comprehension goal. Finally, Nicki rated the goal setting lessons a 4.7. She indicated she *somewhat agreed* the progress monitoring seemed fair, but she would have chosen a

different self-monitoring tool. Overall, students rated the social validity of the goal setting lessons 4.9. Questions participants rated lowest were (a) I liked checking my progress using the *SDLMI* model on goals and plans; (b) the way I monitored my progress in setting goals and making plans seemed fair; and (c) I will continue to set goals, make plans, and check progress in other academic and/or nonacademic activities with a mean score of 4.8. Overall, participants rated the question "the way I was taught about goals and making plans made sense" the highest with a mean score of 5.3.

CHAPTER 5: DISCUSSION

The purpose of this study was to investigate the effects of the *Self-Determined Learning Model of Instruction* on goal setting and self-monitoring of Individualized Education Program reading goals with middle school students with high-incidence disabilities. The interventionist implemented the *SDLMI* with four middle school students taught reading using the *Fusion* reading program, as well as instruction in reading across their curricula. Eight lessons were taught to students one-on-one over a course of approximately two months.

Using a multiple-probe design across participants, results demonstrated a functional relation between *SDLMI* intervention and students' acquisition of the *SDLMI* process. All four participants in this study learned to answer all 15 questions pertaining to the *SDLMI* process. Mastery of acquisition of the *SDLMI* process was reached by all participants by lesson four. Reading comprehension was assessed to determine if there was an effect of *SDLMI* on participants' scores on Maze-CBM reading passages at instructional and grade levels. No functional relation was observed with these assessments. Using a paired samples t-test, results indicated a statistically significant difference for the pre-post Maze-CBM reading passages at the instructional level for participants at $p < .05$, but not for grade level. The test also indicated statistical significance for participants as a group when they were administered the WRMT-R NU pre-post at $p < .05$. Additionally, there was a statistically significant difference between

general education teachers and special education teacher posttest ratings for student level of self-determination at $p < .05$. Results contribute to existing literature that instruction in *SDLMI* is effective to increase academic performance.

Analysis of Effects of Intervention on Knowledge of the *SDLMI* Process

A primary dependent variable in the current study was acquisition of the *SDLMI* process. All participants demonstrated they were able to learn components of goal setting and self-monitoring using *SDLMI* lessons and there was a functional relation observed between *SDLMI* and acquisition of the *SDLMI* process. Results from this dependent variable contribute to findings reported by Fowler (2007) and Mazzotti et al. (2012). These studies were the first studies examining knowledge of the *SDLMI* process. Although Palmer et al. (2004) measured middle school students' ability to attain self-set goals and self-determination, it did not measure students' knowledge of the *SDLMI* process through answering the three essential questions of goals setting nor supporting questions. Prior studies primarily examined effects of the *SDLMI* on participants' ability to achieve goals (Agran et al., 2001; Wehmeyer et al., 2000; Shogren et al., 2011) or increase levels of self-determination (Agran & Wehmeyer, 2000; Palmer & Wehmeyer, 2003; Wehmeyer et al., 2012) without directly determining if students had learned to use the *SDLMI* process. In the current study, participants reached mastery on using the *SDLMI* process the day after they selected the reading comprehension goal they would work on. This study supports findings by Fowler (2007) and Mazzotti et al. (2012) on students' ability to learn to use the *SDLMI* process of goal setting and self-monitoring for both academic and classroom behaviors.

Effects of *SDLMI* on Student Goals

Previous studies using the *SDLMI* measured students' attainment of their goal using the GAS (Agran & Wehmeyer, 2000; Agran et al., 2001; McGlashing-Johnson et al., 2003; Palmer & Wehmeyer, 2003). The GAS is an indirect measure requiring educators to utilize a checklist to determine if students have met their academic and/or nonacademic goals. The current study used a direct measure to determine if students made progress towards their self-selected goals. In this study, student level of reading comprehension was directly measured in two ways using the Maze-CBM and the WRMT- R NU. Participants were assessed prior to the intervention and afterwards in reading comprehension to determine if they were able to demonstrate improvements. In addition to this pre-/posttest, participants were probed daily with a curriculum-based measure to assess any increase in reading comprehension. This direct measure contributes to the research conducted by Fowler (2007) and Mazzotti (2012) who also used direct measures of academic and classroom behaviors to assess participants' goal attainment.

Level of Self-Determination

The effects of the *SDLMI* on level of self-determination were positive in this study as they were in findings in previous studies (Fowler, 2007; Mazzotti, 2012). In previous *SDLMI* studies, measures of self-determination have been collected using either the *Arc Self-Determination Scale* (Wehmeyer et al., 2012) or *AIR SDS* (Fowler, 2007; Mazzotti et al., 2012; Palmer & Wehmeyer, 2003). The current study used the *AIR SDS* to measure levels of self-determination. In the current study two English Language Arts teachers and one special education teacher completed the *AIR SDS* indicating their ratings of participants' levels of self-determination before and after the intervention. This

extends the research because in previous research only the special education teacher assessed level of self-determination (Fowler, 2007; Mazzotti et al., 2012). In the current study, results of the Wilcoxin indicated there was not a statistically significant difference between general education teachers and special education teacher ratings of students' knowledge or ability to be self-determined. Results of a paired samples t-test indicated a statistically significant difference, $p < .05$, between general education teachers and special education teachers in the category of ability. Although the sample size was small in the current study, results suggest the special education teacher believed students with disabilities had the ability to be self-determined at a rate higher than general education teachers.

Overall, student data indicated they rated themselves as having moderate levels of self-determination. All students, levels of self-determination increased post-intervention except for Wayne. Self-determination ratings reported by students were most comparable to the special education teacher ratings. Although Wayne did not indicate an increase in growth on levels of self-determination, his special education teacher rated him higher from pretest to posttest.

There were differences between general education teachers and the special education teacher on pretest and posttest ratings. Initially, general education teachers rated students as having much higher levels of self-determination in both knowledge and abilities compared to the special education teacher. Post-intervention, general education teachers rated students lower than they did prior to the intervention and the special education teacher rated them higher. There was a statistically significant difference between general education teachers' and the special education teacher ratings post-

intervention in the category of students' ability to demonstrate self-determined behaviors. This difference in ratings could be due to the amount of time students spend with special education teacher versus their ELA teachers. Since the special education teacher provides services in resource and inclusive settings, the differences in ratings could be a result of the special education teacher spending more time with students and observing their growth in self-determination levels. Although there was no statistically significant difference between general education teachers and the special education teacher's ratings in the category of knowledge, special education teachers rated students higher post-intervention.

Reading Comprehension

The *SDLMI* has been used with academic and non-academic behavior and tasks. In previous studies, participants were taught to achieve goals using the *SDLMI* teaching model in academic areas of (a) mathematics (Wehmeyer et al., 2008); (b) science (Agran et al., 2006); (c) language arts (Palmer et al., 2004); and (d) writing (Fowler, 2007). While the effects of the *SDLMI* on these variables have been positive, prior to this study there was no study conducted to determine the effects of the *SDLMI* on goal setting and self-monitoring in the academic area of reading comprehension. One study that directly measured the impact of the *SDLMI* on an academic skill was Fowler (2007). In Fowler's (2007) study, students selected writing goals and were taught writing strategies to achieve their goals. There was a functional relation between *SDLMI* and writing for students. To measure students' growth, a direct curriculum-based measure in writing was used to assess growth. The current study extends this research. Students selected reading comprehension goals. Although students were not provided with direct instruction from

the interventionist in reading comprehension, participants were enrolled in a reading program in their school. Additionally, reading across the curriculum was a school-wide initiative. As in the Fowler (2007) study, students were assessed daily using a curriculum-based measure.

Reading achievement. The current study used goal setting and self-monitoring components of self-determination with reading comprehension. These results add to the sparse data collected on use of self-determination skills (i.e., goal setting, self-monitoring) on reading comprehension. Schunk and Rice (1989) and Schunk and Rice (1991) found students were able to increase their reading comprehension skills when they set a reading goal. Additionally, Jitendra et al. (2000), Malone and Mastropieri (1992), and Shimbakuro et al. (1999) found students were able to increase their reading comprehension when they were taught self-monitoring skills. The current study is the first to use both components of self-determination (i.e., goal setting, self-monitoring) utilizing the *SDLMI* teaching model. Participants in previous research worked towards goals selected by their teacher or interventionist whereas the current study required participants to self-select their own reading comprehension goals. Students chose to focus on one of the following reading comprehension skills as their goal to work on: (a) asking questions and identifying details, (b) drawing conclusions, or (c) understanding a story's plot. Studies examining the effects of goal setting or self-monitoring on reading comprehension have used direct measures to assess growth in reading comprehension such as comprehension questions (Jitendra et al., 2000; Malone & Mastropieri, 1992; Schunk & Rice, 1989); however, none of them used formal assessment measures. The

current study has been the only study that used the Maze-CBM and the WRMT-R NU to assess growth in reading comprehension.

Rate of increase. Previous studies indicated statistically significant increases in reading comprehension (Malone & Matropieri, 1992; Schunk & Rice, 1989; Schunk & Rice, 1991) or a functional relation (Shimabukuro et al., 1999) as a result of using goal setting and self-monitoring strategies during instruction. Using the Maze-CBM, the current study examined the number of correct words on instructional and grade level reading comprehension passages. According to the national norms for the Maze-CBM, the average weekly growth for students in 6th grade is .40 words. Students in the current study achieved growth rates at an average of 6.1 words post-intervention with instructional level passages. There was a statistical significance at $p < .05$ between baseline and maintenance for students when they were assessed using instructional level passages. There was also a statistical significance at $p < .05$ on the WRMT-R NU between pretest and posttests for (a) raw scores, (b) standard scores, and (c) percentile. These results provide preliminary evidence that instruction on goal setting and self-monitoring can increase reading comprehension levels of students with high incidence disabilities. The current study contributes to the literature because 7th grade students demonstrated when they were taught goal setting and self-monitoring using *SDLMI* their reading comprehension scores increased.

Social Validity

In the current study, students viewed the *SDLMI* intervention as useful and that using the intervention generated positive feelings about progress they made. These social validity results are consistent with other *SDLMI* studies conducted (Fowler 2007;

Mazzotti et al., 2012) who found participants agreed or strongly agreed the goal setting lessons taught them how to set goals and students generally found goal setting and self-monitoring lessons useful. In the current study, a relationship between student social validity ratings and dependent variables were observed. Clemson rated the social validity of *SDLMI* with high scores. Consequently, he did well on acquisition of the *SDLMI* process. Although he did not demonstrate gains in reading as large as other participants, he made steady progress and during generalization the number of correct words answered on the Maze-CBM was higher than during intervention. This increase was higher than other participants from intervention to maintenance. Wayne rated social validity of the goal setting lessons relatively low compared to other participants. His performance on knowledge of the *SDLMI* was typical; however, he did not demonstrate as much interest as other participants. He was most interested in the reading assessments and how he demonstrated growth in reading comprehension. It may have been difficult for him to connect the goal setting lessons to how they would have a direct effect on his reading comprehension. He did enjoy self-monitoring his growth in reading comprehension and purposefully tried to improve his scores from session to session. Nicki was another student who rated social validity relatively low. Of all students, Nicki had the most difficult time acquiring knowledge of the *SDLMI* process. She was the only student requiring several examples during lessons. On the other hand, Nicki was probably the strongest in the area of reading comprehension. Like Wayne, it was probably a challenge for her to make the connection from the goal setting lessons to increased levels of reading comprehension.

Educators have also indicated the SDLMI is an effective teaching model to use to increase students' self-determination skills, specifically in goal setting and self-monitoring (Agran et al., 2000; Agran et al., 2001; Agran et al., 2006; Fowler, 2007; Mazzotti et al., 2012; McGlashing-Johnson et al., 2003; Palmer & Wehmeyer, 2003; Shogren et al., 2011). The *SDLMI* was designed to promote self-determination skills in existing curricula (Wehmeyer, 2000). In the current study, the special education teacher indicated she could easily infuse *SDLMI* lessons into existing instructional practices. This contributes to existing literature on the ease of using *SDLMI* in academic and non-academic tasks.

Limitations and Suggestions for Future Research

Several limitations can be noted in this study. First, the current study was limited to eight lessons and students did not set their goal until lesson three. Depending on the goal selected by students, it may take them longer and require closer supervision to actually reach their goal. Although participants were familiar with the reading comprehension skill they selected as a goal to work on, it was difficult to determine if they truly understood what it meant and how to put their goal into action. Each participant received reading instruction using the *Fusion* reading program. This was the first year the school began using it. The scope and sequence included (a) establishing the first year (i.e., established classroom procedures); (b) skill of prediction (i.e., reading strategy teaching students to make predictions before and while they read); (c) examining their possible selves (i.e., a motivation strategy helping students understand the connection between becoming expert readers and how it impacts their futures); (d) bridging (i.e, a reading strategy teaching students to phonetically pronounce multi-

syllabic words); (e) strategy integration (i.e., teaches students how to use all reading strategies together); and (f) ending the first year. Novels read in year 1 for the "Thinking Reading" component of the day were (a) Coach Carter, (b) The Bully, (c) Brothers in Arms, (d) Call of the Wild, (e) Great Stories, and (f) Secrets in the Shadows. Students also went to the library bi-weekly to check out books to read that were on their instructional level. Although students did receive direct reading instruction, it was difficult to determine how they incorporated using their selected goals in their everyday classroom practices. Participants did share they most often practiced putting their goal into action at home with their self-selected library books. Future research examining the effects of the *SDLMI* should include close collaboration with the teacher to monitor students' actual instruction on knowledge and application of their goal in the classroom setting.

Second, through visual analysis of the graph on the effect of the *SDLMI* on instructional reading comprehension level appears indicate that comprehension gains may have been even greater if participants were in the intervention longer. Additionally, only three maintenance data points were collected. Student scores may have increased if they were probed longer. Future research should consider extending the *SDLMI* lessons when teaching a skill such as reading comprehension beyond eight lessons.

Third, in light of the fact the most recent study found examining effects of goal setting or self-monitoring to improve reading comprehension (Jitendra et al., 2000), additional research needs to be conducted using these components of self-determination to examine their effects on reading comprehension. The current study examined the effects of goal setting and self-monitoring on 7th grade students with high incidence

disabilities. Research needs to extend from elementary to high school students and across all grade levels.

Fourth, only 7th grade students identified with a high incidence disability were included in the present study. Future studies should examine the impact of instruction using the *SDLMI* to set goals and self-monitor with students identified with low incidence disabilities in the academic area of reading comprehension.

Fifth, this study focused on the academic area of reading comprehension because many students with high-incidence disabilities have reading addressed on their IEP. Future research should examine the effects of the study with other academic areas addressed on IEPs such as mathematics and written expression as well academic subjects such as (a) science, (b) social studies, and (c) language arts. As with the current study, future studies should assess growth using direct measures in these academic areas.

Sixth, the *MAZE* reading passages varied in length. This affected the number of correct responses students' were able to obtain on instructional passages. It was also confusing to participants when they began to self-monitor. They realized that the maximum number of correct responses they could receive in one session might be less than they could receive the following session. This resulted in some students feeling disappointed they were sometimes unable to score more than they did the previous session. A ceiling effect may be the explanation for why this occurred. All participants were between instructional grade levels (e.g., 2.7). They were provided with passages of the actual grade without taking the months into consideration. Future studies should consider rounding up to the nearest grade for instructional level reading comprehension passages.

Finally, participants in this study were enrolled in the Fusion reading program. Instruction in a specific reading program in middle schools is atypical. Future studies should examine the impact of teaching the *SDLMI* with reading comprehension in a typical middle school setting where direct instruction in reading comprehension is not taught.

Implications for Practice

Educators should practice a higher level of transparency in terms of students' strengths, needs, and what is addressed on their IEPs. Increasing students' level of self-determination by having them self-monitor their progress of IEP goals may be a motivator to attain goals and allow them a greater level of accountability. Students in this study demonstrated the ability to learn how to set goals and monitor them for progress. There are several implications for practice.

First, the current study used the *SDLMI* to improve students' ability to comprehend text read. Research has shown the *SDLMI* to be effective in student's improving specific skills in writing as well (Fowler, 2007). Teachers may find the *SDLMI* to be an easy teaching model to use when introducing new concepts. The *SDLMI* has been found to be an easy, effective way to infuse in existing curricula. For example, the *SDLMI* has been infused in work-based learning programs (McGlashig-Johnson et al., 2003), general education classroom behaviors (Agran et al., 2002), and in the academic area of writing (Fowler, 2007).

Second, instruction in self-determination skills has been found to be a predictor of both in-school and post-school success for secondary students (Test et al., 2009). Although participants were at the middle school level, teachers may want to consider

providing instruction using components of self-determination at an earlier age for academic and nonacademic tasks. For example, elementary-aged children may be taught how to set short-term goals in reading, writing, and mathematics. Children in elementary may also be taught how to monitor their goals and then readjust them as needed. Early instruction in self-determination at the elementary level will have an impact on students' knowledge and ability to be self-determined at the middle school level. In turn, students receiving instruction in self-determination while in middle school may be better able to fully utilize these skills once they are in high school.

Summary

This study was designed to examine the effects of the acquisition of the *SDLMI* process on goal setting and self-monitoring of reading comprehension goals, contributing to existing research (Fowler, 2007; Mazotti et al., 2012). Reading comprehension was selected as a dependent measure in the current study as a result of the positive effects the *SDLMI* had on writing (Fowler, 2007). Preliminary evidence on successful acquisition of the *SDLMI* process can be found for middle school students with high incidence disabilities.

The current study contributes to the current research measuring the effects of the *SDLMI* on academic achievement using a curriculum-based measure. The current study directly measured academic achievement in reading comprehension using the Maze-CBM and WRMT- R NU. Fowler (2007) was the first to use a curriculum-based measure to assess achievement. Academic goal attainment was measured through students' abilities to generalize goal setting to another academic area. This contributes to the research conducted by Fowler (2007) who measured goal attainment by students' ability

to generalize goal setting to an academic area other than writing. Future research using procedures and measures of the current study using *SDLMI* on goal setting and self-monitoring should be conducted to address limitations identified in the current study.

This study builds on previous research and their findings that the *SDLMI* is effective in teaching middle school students with high-incidence disabilities the *SDLMI* process to attain reading goals. Previous studies have been conducted with students identified with an emotional/behavior disorder (Fowler, 2007; Mazzotti, 2012) or high incidence disabilities (Lee et al., 2008; Shogren et al., 2011). Additional studies are needed using the *SDLMI* with students with high incidence disabilities across grade levels and in a variety of academic content areas. Preliminary evidence on successful acquisition of the *SDLMI* process can be found for middle school students with high incidence disabilities. Finally, with the nation-wide college and career readiness initiative it is imperative for researchers to continue conducting research on the effects of interventions such as the *SDLMI* on reading comprehension.

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APPENDIX A: INFORMED PARENT CONSENT

UNC CHARLOTTE
College of Education

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8828 f/ 704.687.2916 www.uncc.edu

Informed Consent for
The effects of the *Self-Determined Learning Model of Instruction* on goal setting and self-monitoring of reading comprehension goals of middle school students with high incidence disabilities.

Project Title and Purpose

Title: Increased Student Knowledge of Goal Setting and Self-monitoring and Performance in Reading Comprehension
The purpose of this study will be to investigate the effectiveness of an instruction using a self-determination teaching model designed to teach students with disabilities to set goals and self-monitor their progress on their goals. During this study, students will learn how to set a goal, identify barriers to achieving the goal, make a plan to achieve the goal, and adjust the goal when needed.

Investigator(*s*)

La' Shawndra Scroggins and Lauren Bethune: students in the doctoral program at UNC Charlotte
Dr. David Test, faculty member, UNC Charlotte

Eligibility

Your son or daughter may participate in this project if they are (a) enrolled in the Fusion reading program; (b) identified with a learning disability, emotional disability, mild intellectual disability; (c) an Individualized Education Program (IEP) that includes a reading comprehension goal; (d) ages 12-14; (e) and are in the 7th grade.

Overall Description of Participation

This study will increase students' knowledge of how to set a goal and self-monitor to increase their performance in academic and nonacademic tasks. Students will be taught about how to examine their strengths and needs in order to select an academic goal to achieve and how to identify barriers to achieving their goal and solutions to those barriers. Additionally, in this study students will make a plan to achieve the goal and learn how to adjust their plan when needed. All of the instruction will occur during the regular school day and take approximately eight weeks. There will be four student participants, one teacher, and two researchers.

Length of Participation

Baseline procedures will occur in the classroom. Baseline data will be collected for at least four days until data is stabilized. Collection of baseline data consists of students answering probing questions regarding their knowledge of the goal setting process and their performance in reading comprehension. The baseline data will be administered to all participants over the same time period. The lead investigator, La' Shawndra Scroggins, will provide students with instruction accompanied by an activity for approximately eight consecutive days. After each lesson, one per day, students will be probed on their knowledge of the *SDLMI* process and reading comprehension. After students have completed all lessons, they will be probed for maintenance data once per week. Additionally, generalization data will be collected one week after students complete all lessons. The students will be scored based on their response to probe questions. After the first student reaches mastery, another student will be introduced to the research project. This sequence of instruction and probing or "testing" continues until all students have been introduced to the instruction.

Data Collection

Data for this study will be collected using audio recording and a recording sheet. Researchers will use these recordings to ensure instruction and use of the *Self-Determined Learning Model of Instruction* teaching model is done correctly and to record student responses to probing questions.

Risks and Benefits of Participation

The project does not involve risks. The benefits will be the increased use of goal setting and self-monitoring to improve academic and non-academic tasks.

Volunteer Statement

Your child will be a volunteer. The decision to participate in this study is completely up to you and your son or daughter. If your child decides to be in the study, they may stop at any time. They will not be treated any differently if they decide not to participate in the study or if they stop once they have started.

Confidentiality

Confidentiality Statement

Any information about your child's participation, including your identity, is completely confidential. The following steps will be taken to ensure this confidentiality: Participants names will be changed to pseudonyms in any written documentation of this project. All personal information and hard copy data will be kept in a locked filing cabinet. Electronic data will be stored on a flash drive and kept with hard copy data.

Statement of Fair Treatment and Respect

UNC Charlotte wants to make sure that you and your child are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your child should be treated as a participant. If you have any questions about the actual project or study please contact La' Shawndra Scroggins at (704) 687-8838 or Dr. David Test at the university at (704) 687-8853.

Approval Date

This form was approved for use on *Month, Day, Year* for use for one year.

Participant Consent

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____
Child's Name (PRINT)

_____
Parent's Name (PRINT)

_____ _____
Parent's Signature DATE

_____ _____
Investigator Signature DATE

APPENDIX B: INFORMED STUDENT ASSENT

UNC CHARLOTTE
College of Education

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
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Informed Assent for
The effects of the *Self-Determined Learning Model of Instruction* on goal setting and self-monitoring of reading comprehension goals of middle school students with high incidence disabilities.

Project Title and Purpose

Title: Increased Student Knowledge of Goal Setting and Self-monitoring and Performance in Reading Comprehension

The purpose of this study will be to investigate the effectiveness of an instruction using a self-determination teaching model designed to teach students with disabilities to set goals and self-monitor their progress on their goals. During this study, students will learn how to set a goal, identify barriers to achieving the goal, make a plan to achieve the goal, and adjust the goal when needed.

Investigator(*s*)
La' Shawndra Scroggins and Lauren Bethune: students in the doctoral program at UNC Charlotte
Dr. David Test, faculty member, UNC Charlotte

Eligibility

You may participate in this project if you (a) are enrolled in the Fusion reading program, (b) are identified with a disability, (c) have an Individualized Education Program (IEP) that includes a reading comprehension goal, (d) ages 12-14, (e) and are in the 7th grade.

Overall Description of Participation

This study will increase your knowledge of how to set a goal and self-monitor to increase your performance in academic and nonacademic tasks. You will be taught about how to

examine your strengths and needs in order to select an academic goal to achieve and how to identify barriers to achieving your goal and solutions to those barriers. Additionally, in this study you will make a plan to achieve the goal and learn how to adjust your plan when needed. All of the instruction will occur during the regular school day and take approximately eight weeks. There will be four student participants, one teacher, and two researchers.

Length of Participation

Baseline procedures will occur in the classroom. Baseline data will be collected for at least four days until data is stabilized. Collection of baseline data consists of students answering probing questions regarding their knowledge of the goal setting process and their performance in reading comprehension. The baseline data will be administered to all participants over the same time period. The lead investigator, La' Shawndra Scroggins, will provide students with instruction accompanied by an activity for approximately eight consecutive days. After each lesson, one per day, students will be probed on their knowledge of the *SDLMI* process and reading comprehension. After students have completed all lessons, they will be probed for maintenance data once per week. Additionally, generalization data will be collected one week after students complete all lessons. The students will be scored based on their response to probe questions. After the first student reaches mastery, another student will be introduced to the research project. This sequence of instruction and probing or "testing" continues until all students have been introduced to the instruction.

Data Collection

Data for this study will be collected using audio recording and a recording sheet. Researchers will use these recordings to ensure instruction and use of the *Self-Determined Learning Model of Instruction* teaching model is done correctly and to record student responses to probing questions.

Risks and Benefits of Participation

The project does not involve risks. The benefits will be the increased use of goal setting and self-monitoring to improve academic and non-academic tasks.

Volunteer Statement

You will be a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you stop once you have started.

Confidentiality

Confidentiality Statement

Any information about your participation, including your identity, is completely confidential. The following steps will be taken to ensure this confidentiality: Participants names will be changed to pseudonyms in any written documentation of this project. All personal information and hard copy data will be kept in a locked filing cabinet. Electronic data will be stored on a flash drive and kept with hard copy data.

Statement of Fair Treatment and Respect

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you should be treated as a participant. If you have any questions about the actual project or study, please contact La' Shawndra Scroggins at (704) 678-8838 or Dr. David Test at the university at (704) 687-8853.

Approval Date

This form was approved for use on *Month, Day, Year* for use for one year.

Participant Consent

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am under 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____
Participant's Name (PRINT)

_____ _____
Participant's Signature DATE

_____ _____
Investigator Signature DATE

APPENDIX C: INFORMED TEACHER CONSENT

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8828 f/ 704.687.2916 www.uncc.edu

Teacher Consent for
The effects of the *Self-Determined Learning Model of Instruction* on goal setting and self-monitoring of reading comprehension goals of middle school students with high incidence disabilities.

Project Title and Purpose

Title: Increased Student Knowledge of Goal Setting and Self-monitoring and Performance in Reading Comprehension

The purpose of this study will be to investigate the effectiveness of an instruction using a self-determination teaching model designed to teach students with disabilities to set goals and self-monitor their progress on their goals. During this study, students will learn how to set a goal, identify barriers to achieving the goal, make a plan to achieve the goal, and adjust the goal when needed.

Investigator(*s*)

La' Shawndra Scroggins and Lauren Bethune: students in the doctoral program at UNC Charlotte
Dr. David Test, faculty member, UNC Charlotte

Eligibility

You may participate in this project if you are a special education teacher and teach the Fusion reading program or a general education teacher of a participant.

Overall Description of Participation

This study will increase students' knowledge of how to set a goal and self-monitor to increase their performance in academic and nonacademic tasks. Students will be taught about how to examine their strengths and needs in order to select an academic goal to achieve and how to identify barriers to achieving their goal and solutions to those

barriers. Additionally, in this study students will make a plan to achieve the goal and learn how to adjust their plan when needed. All of the instruction will occur during the regular school day and take approximately eight weeks. There will be four student participants, four teachers, and two researchers. Before and after the study, teachers will be asked to complete the *AIR Self-Determination Scale* to measure gains in self-determination. Additionally, teachers will be asked to complete a social validity questionnaire at the end of the study.

Length of Participation

Baseline procedures will occur in the classroom. Baseline data will be collected for at least four days until data is stabilized. Collection of baseline data consists of students answering probing questions regarding their knowledge of the goal setting process and their performance in reading comprehension. The baseline data will be administered to all participants over the same time period. The lead investigator, La' Shawndra Scroggins, will provide students with instruction accompanied by an activity for approximately eight consecutive days. After each lesson, one per day, students will be probed on their knowledge of the *SDLMI* process and reading comprehension. After students have completed all lessons, they will be probed for maintenance data once per week. Additionally, generalization data will be collected one week after students complete all lessons. The students will be scored based on their response to probe questions. After the first student reaches mastery, another student will be introduced to the research project. This sequence of instruction and probing or "testing" continues until all students have been introduced to the instruction.

Data Collection

Data for this study will be collected using audio recording and recording sheets. Researchers will use these recordings to ensure instruction and use of the *Self-Determined Learning Model of Instruction* teaching model is done correctly and to record student responses to probing questions.

Risks and Benefits of Participation

The project does not involve risks. The benefits will be the increased use of goal setting and self-monitoring to improve academic and non-academic tasks.

Volunteer Statement

You will be a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you stop once you have started.

Confidentiality

Confidentiality Statement

Any information about your participation, including your identity, is completely confidential. The following steps will be taken to ensure this confidentiality: Participants names will be changed to pseudonyms in any written documentation of this project. All personal information and hard copy data will be kept in a locked filing cabinet. Electronic data will be stored on a flash drive and kept with hard copy data.

Statement of Fair Treatment and Respect

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you should be treated as a participant. If you have any questions about the actual project or study, please contact La' Shawndra Scroggins at (704) 678-8838 or Dr. David Test at the university at (704) 687-8853.

Approval Date

This form was approved for use on *Month, Day, Year* for use for one year.

Participant Consent

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am under 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____

Participant's Name (PRINT)

_____ _____

Participant's Signature DATE

_____ _____

Investigator Signature DATE

APPENDIX D: *SDLMI* PROBE QUESTIONS

***SDLMI* Questions**	**Student Responses**	**Score**		
Phase I: Set a Goal				
		Incorrect		Correct
What question do you ask yourself to set a goal?	"What is my goal?"	0		1
		Incorrect	Partially Correct	Correct
What do you want to do to improve your reading comprehension?	Example: "Practice using a specific strategy."	0	1	2
What do you know about your reading comprehension now?	Example: " I have difficulty with understanding what I read."	0	1	2
What needs to change for you to improve your reading?	Example: "I need to practice reading more often and write down questions I have about what I am reading."	0	1	2
What can you do to make this happen?	Example: "Schedule 40 minutes of reading time at home when I get home from school." "Ask my teacher(s) for additional/specific support."	0	1	2
Total Possible Points: 9		**Student Score:** ___/9 = ____%		
Phase II: Make a Plan				
		Incorrect		Correct
What question do you ask yourself to make a plan?	"What is my plan?"	0		1
		Incorrect	Partially Correct	Correct
What can you do to do to improve your reading comprehension?	Example: "Focus on a specific strategy to work on."	0	1	2
What barrier could keep you from improving your reading comprehension?	Example: "When I am in settings that are too loud."	0	1	2
What can you do to remove these barriers?	Example: "Go to quiet places so that I can focus on what I am reading."	0	1	2
When will you begin?	Example: "Today."	0	1	2
Total Possible Points: 9		**Student Score:** ___/9 = ____%		
Phase III: Adjust Your Goal				
		Incorrect		Correct
What question do you ask yourself to adjust your goal?	"What have I learned?"	0		1
		Incorrect	Partially Correct	Correct
What have you done to improve your reading comprehension?	Example: " I go to the library after school and read for 40 minutes." "I focus on a specific strategy to work on while I am reading to help build on my understanding."	0	1	2
What barriers have been moved out of your way?	Example: "I go to a space where there is not a television or computer and I put my cell phone away."	0	1	2
What has changed about your reading?	Example: "I enjoy reading now, so I read more often than I did before."	0	1	2
Did you reach your goal?	(a) Yes (b) Not Yet (c) I am adjusting my goal.	0	1	2
Total Possible Points: 9		**Student Score:** ___/9 = ____%		
		Total Score: ____/27 = ____%		

APPENDIX E: *SDLMI* GENERALIZATION PROBE QUESTIONS

***SDLMI* Questions**	**Student Responses**	**Score**		
Phase I: Set a Goal				
		Incorrect		Correct
What question do you ask yourself to set a goal?	"What is my goal?"	0		1
		Incorrect	Partially Correct	Correct
What do you want to do to improve your _____?	Example: "Practice using a specific strategy."	0	1	2
What do you know about your _____ now?	Example: " I have difficulty with understanding _____."	0	1	2
What needs to change for you to improve _____?	Example: "I need to practice _____ more often."	0	1	2
What can you do to make this happen?	Example: "Schedule 40 minutes of _____ at home when I get home from school." "Ask my teacher(s) for additional/specific support."	0	1	2
Total Possible Points: 9		**Student Score:** ___/9 = ____%		
Phase II: Make a Plan				
		Incorrect		Correct
What question do you ask yourself to make a plan?	"What is my plan?"	0		1
		Incorrect	Partially Correct	Correct
What can you do to do to improve _____?	Example: "Focus on a specific strategy to work on."	0	1	2
What barrier could keep you from improving _____?	Example: "When I am in settings that are too loud."	0	1	2
What can you do to remove these barriers?	Example: "Go to quiet places so that I can focus on _____."	0	1	2
When will you begin?	Example: "Today."	0	1	2
Total Possible Points: 9		**Student Score:** ___/9 = ____%		
		Total Score: ____/18 = ____%		

APPENDIX F: *7TH GRADE MAZE CBM*

Sample Probe

Books were everywhere, and Mrs. Tuttle, the person responsible for the books, was getting frantic. Her predicament started in October when **(odd, hair, she)** found the book supply running low.

(Her, That, Mrs.) Tuttle was a very organized person. **(She, Even, Only)** ordered more books immediately, requesting that **(they, more, all)** be delivered by air. Air mail **(cup, was, just)** always the speediest way to receive **(mail, books, cloud)**. By November, it was obvious that **(morning, uniform, someone)** messed up somewhere. She was sure **(age, get, she)** had not ordered this many books!

(As, By, He) usual, flocks of birds delivered the **(show, books, lemon)**. Mrs. Tuttle would find the birds **(disregard, waiting, gathered)** on the steps of her library **(her, in, the)** the morning. Each bird would flap **(one, saw, its)** wings and remove the leather bound **(books, around, caught)** tied to its legs by straps **(was, to, of)** ribbon. They would wait for her **(it, to, or)** unlock the doors with her skeleton **(dew, less, key)**. Some days they were not patient, **(low, and, had)** they would peck holes in her **(bead, gift, socks)**. She would end up shouting, "Stop! **(do, I, as)** am moving as quickly as I **(way, can, but)**!"

Mrs. Tuttle was usually cool and **(necklace, abruptly, composed)**, but now she was beside herself **(hues, with, way)** worry. She did not have enough **(black, once, room)** in her library for this many **(middle, books, path)**.

"That's it! I've had enough! Someone **(will, deny, true)** have to call off these birds," **(box, Mrs., all)** Tuttle screamed one afternoon. A flock **(had, so, of)** flamingos with packs of dictionaries had **(back, just, held)** stumbled through the doors. She marched **(lost, best, over)** to the telephone, dialed, and waited. **(She, Page, Back)** tapped her foot in annoyance.

"Hello, **(gift, black, this)** is Mrs. Tuttle from the library. **(Outside, Someone, Pasture)** will have to call off this **(attention, stockings, multitude)** of birds. I have more than **(someone, enough, already)** books."

"You can never have enough **(books, share, black)**," said the person who answered the **(cheerless, completely, telephone)**. The voice sounded different to Mrs. **(woman, Tuttle, clouds)**, as if the speaker had a **(beak, lost, sugar)**.

"I have stacks of books here **(explain, taller, mundane)** than I am," Mrs. Tuttle huffed.

(White, Just, Soon) then a hummingbird fluttered by her **(intricate, dreamed, shoulder)** carrying a tiny book of poems. **(Told, They, Mrs.)** Tuttle gave the bird one of **(that, her, saw)** sternest looks, but instead of flying **(where, many, away)**, the bird began to chirp and **(sing, when, calm)**. Mrs. Tuttle sighed and slowly hung **(bow, up, far)** the receiver.

APPENDIX F continued

"My, you're pretty," she **(ash, told, slice)** the hummingbird. "Can you help me **(fantasized, surrounds, straighten)** out this mess?"

APPENDIX F continued

Answer Key

Books were everywhere, and Mrs. Tuttle, the person responsible for the books, was getting frantic. Her predicament started in October when (odd, hair, **she**) found the book supply running low.

(Her, That, **Mrs.**) Tuttle was a very organized person. (**She**, Even, Only) ordered more books immediately, requesting that (**they**, more, all) be delivered by air. Air mail (cup, **was**, just) always the speediest way to receive (mail, **books**, cloud). By November, it was obvious that (morning, uniform, **someone**) messed up somewhere. She was sure (age, get, **she**) had not ordered this many books!

(**As**, By, He) usual, flocks of birds delivered the (show, **books**, lemon). Mrs. Tuttle would find the birds (disregard, waiting, **gathered**) on the steps of her library (her, **in**, the) the morning. Each bird would flap (one, saw, **its**) wings and remove the leather bound (**books**, around, caught) tied to its legs by straps (was, to, **of**) ribbon. They would wait for her (it, **to**, or) unlock the doors with her skeleton (dew, less, **key**). Some days they were not patient, (low, **and**, had) they would peck holes in her (bead, gift, **socks**). She would end up shouting, "Stop! (do, **I**, as) am moving as quickly as I (way, **can**, but)!"

Mrs. Tuttle was usually cool and (necklace, abruptly, **composed**), but now she was beside herself (hues, **with**, way) worry. She did not have enough (black, once, **room**) in her library for this many (middle, **books**, path).

"That's it! I've had enough! Someone (**will**, deny, true) have to call off these birds," (box, **Mrs.**, all) Tuttle screamed one afternoon. A flock (had, so, **of**) flamingos with packs of dictionaries had (back, **just**, held) stumbled through the doors. She marched (lost, best, **over**) to the telephone, dialed, and waited. (**She**, Page, Back) tapped her foot in annoyance.

"Hello, (gift, black, **this**) is Mrs. Tuttle from the library. (Outside, **Someone**, Pasture) will have to call off this (attention, stockings, **multitude**) of birds. I have more than (someone, **enough**, already) books."

"You can never have enough (**books**, share, black)," said the person who answered the (cheerless, completely, **telephone**). The voice sounded different to Mrs. (woman, **Tuttle**, clouds), as if the speaker had a (**beak**, lost, sugar).

"I have stacks of books here (explain, **taller**, mundane) than I am," Mrs. Tuttle huffed. (White, **Just**, Soon) then a hummingbird fluttered by her (intricate, dreamed, **shoulder**) carrying a tiny book of poems. (Told, They, **Mrs.**) Tuttle gave the bird

APPENDIX F continued

one of (that, **her**, saw) sternest looks, but instead of flying (where, many, **away**), the bird began to chirp and (**sing**, when, calm). Mrs. Tuttle sighed and slowly hung (bow, **up**, far) the receiver.

"My, you're pretty," she (ash, **told**, slice) the hummingbird. "Can you help me (fantasized, surrounds, **straighten**) out this mess?"

APPENDIX G: STUDENT *AIR SDS* (ADAPTED) GOALS QUESTIONNAIRE

Name: _____ Date: _____

There are no right or wrong answers to these questions. Please think about each question before you answer it. Check one box for each question.

1.	How often do you think about what <u>interests</u> you most?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
2.	How often do you <u>set goals</u> that are interesting to you?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
3.	How often do you <u>make plans</u> to meet your goals?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
4.	How often do you try <u>many different</u> plans to meet your goals?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
5.	How often do you <u>finish</u> each planned activity?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
6.	How often do you finish each planned activity <u>on time</u>?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
7.	If your plan doesn't work, how often do you find out <u>why</u> it did not work?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
8.	If you plan does not work, how often do you <u>try another plan</u>?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
9.	How often do you look for ways at <u>school</u> to reach your goal?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*
10.	How often do you try to <u>improve</u> your <u>school</u> opportunities to reach your goal?	☐ *Never*	☐ *Sometimes*	☐ *Usually Do*	☐ *Always Do*

Thank you for taking time to think about these questions!

APPENDIX H: SELECTED *AIR SDS* QUESTIONS FOR TEACHERS

Knowledge of Self-Determination Behaviors	1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
1. **Student knows how to set expectations and goals that satisfy own interests and needs-** *Example:* Lee wants to attend college and knows that to get good grades, she needs to work hard on her assignments and complete them on time.	1	2	3	4	5
2. **Student knows how to take actions to complete own plans successfully-** *Example:* Kenneth knows how to follow through on a scheduled plan to complete his work accurately and on time.	1	2	3	4	5
3. **Student knows how to change actions or plans to meet goals and satisfy needs and wants-** *Example:* Jose understands that to get an A in math, he may need to study one hour every night; if that doesn't work he may have to work two hours every night; and if that doesn't work he may have to learn to study more effectively.	1	2	3	4	5

ABILITY to Perform Self-Determination Behaviors	1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
1. **Student sets expectations and goals that will satisfy own interests, needs, and wants-** *Example:* Loving to spend time drawing and doing art, Daniel sets the goal of finding art classes that he can take after school once a week.	1	2	3	4	5
2. **Student initiates actions on own choices and plans-** *Example:* Ming begins work right away each time he gets an assignment or is asked by someone to help with a project.	1	2	3	4	5
3. **Student changes own actions or plans to satisfy expectations ad goals, if necessary-** *Example:* Ricardo tries different approaches to solve problems and to complete tasks that are difficult for him.	1	2	3	4	5

APPENDIX I: *SDLMI* SOCIAL VALIDITY QUESTIONNAIRE- SPECIAL EDUCATION TEACHER VERSION

	I strongly disagree	**I disagree**	**I somewhat disagree**	**I somewhat agree**	**I agree**	**I strongly agree**
1. The lessons on the *SDLMI* were adequately challenging for my students. (O)	1	2	3	4	5	6
2. My students seemed to enjoy the lessons. (O)	1	2	3	4	5	6
3. The pace of the lessons was appropriate to the material. (P)	1	2	3	4	5	6
4. The questions to access learning the process made sense to my students. (P)	1	2	3	4	5	6
5. I was comfortable with students identifying then working on their own goal. (P)	1	2	3	4	5	6
6. The *SDLMI* is a teaching model that I may use in the future with all of my students. (O)	1	2	3	4	5	6
7. The organization of the *SDLMI* was clear to my students. (P)	1	2	3	4	5	6
8. The method of assessing student goal attainment was logical. (P)	1	2	3	4	5	6
9. The *SDLMI* was well-sequenced and reflected how I would like to teach goal setting and attainment and self-monitoring to students. (P)	1	2	3	4	5	6
10. I plan to infuse the lessons from this teaching model in my instructional practice. (O)	1	2	3	4	5	6

Additional comments:

"O" = Outcome "P" = Procedures

APPENDIX J: *SDLMI* SOCIAL VALIDITY QUESTIONNAIRE- STUDENT VERSION

	I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1. I liked setting a goal for myself using the *SDLMI* model on goals and plans. (P)	1	2	3	4	5	6
2. I liked planning steps to the goal using the *SDLMI* model on goals and plans. (P)	1	2	3	4	5	6
3. I liked checking my progress using the *SDLMI* model on goals and plans. (P)	1	2	3	4	5	6
4. I think the lessons on setting goals and making plans helped me in my reading. (O)	1	2	3	4	5	6
5. I think the lessons on setting goals and making plans can help me in other subjects. (O)	1	2	3	4	5	6
6. The lessons were easy for me to follow. (P)	1	2	3	4	5	6
7. The way I was taught about setting goals and making plans made sense. (P)	1	2	3	4	5	6
8. The way I monitored my progress in setting goals and making plans seemed fair. (P)	1	2	3	4	5	6
9. I will continue to set goals, make plans, and check progress in other academic and/or nonacademic activities. (O)	1	2	3	4	5	6

Additional comments:

"O" = Outcome "P" = Procedures

APPENDIX K: LESSON PLANS

PHASE I: Set a Goal

Lesson 1

Objectives:	
SWBAT identify specific strengths and instructional needs SWBAT communicate preferences, interests, beliefs, and values SWBAT prioritize needs SWBAT identify their current status in relation to reading comprehension SWBAT determine opportunities and barriers in their environments	
Student Questions:	
What do I want to learn? (1) What do I know about it now? (2)	
Materials:	
• Chart paper • Markers • *SDLMI* model (see Appendix L) *Strengths and Needs* activity sheet (see Appendix M)	
Instruction:	***1 = yes; 0= no***
T: Today you are going to begin to learn how to Set Goals for School Success. I am going to guide you through Goal Setting Lessons. Goal setting lessons have three parts: (a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Here is a graphic organizer of the three parts (show students a copy of the *SDLMI* model; see Appendix L). These parts are in order. Let's go over them together. I will say them and then you will say them after me. ▪ The three parts of the Goal Setting Lessons are a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Now your turn. What are the three parts of the Goal Setting Lessons?	
S: Response: ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any other answer than the correct answer or not in order; ***Teacher Feedback:*** No. That's not the correct answer. Let's try again. I will name the three parts of Goal Setting Lessons using the graphic organizer first. Then I will name them without the graphic organizer in order and then you will name the three parts after me. I want you to practice using the graphic organizer and then not using it.	

1. The three parts of the Goal Setting Lessons are a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Now your turn. What are the three parts of the Goal Setting Lessons? ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal.; ***Teacher Feedback:*** Correct!	
T: For the next several days we will focus on Part 1 of the Goal Setting Lessons. What is Part 1 of the goal setting lessons?	
S: ***Correct response:*** Set a goal.; ***Teacher Feedback:*** Correct! ***Incorrect response:*** make a plan, adjust the plan (any other answer than the correct answer); ***Teacher Feedback:*** No. That's not the correct answer. Try again. There are three parts. You have named others. Let's write down the ones you have named and determine which part they belong to and maybe you can remember Part 1 (continue with prompting until student responds with the correct answer).	
T: We are going to focus on setting a goal. The question I ask myself to set a goal is "What is my GOAL?" Let's practice together. 1. I will go first. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any other answer than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: Now we are going to define the word *goal*. What do you think a goal is?	
S: Response: ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** something you set or any other answer than the correct answer; ***Teacher Feedback:*** Incorrect or You're close! We will define a goal now.	
T: A *goal* is something a person wants to achieve. So when I set a goal, I set out to do something that I want to achieve. Let's practice together. I will go first.	

1. A GOAL is something I want to achieve. When I set a goal, I set out to do something that I want to achieve. Now I am going to see if you can remember what a goal is. What is a goal? ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** something you set or any other answer than the correct answer; ***Teacher Feedback:*** Incorrect or You're close! Let's try again. I will go first. 2. A GOAL is something I want to achieve. Now I'm going to ask you what a goal is and you are going to give me the answer. What is a goal? ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct!	
T: Now we are going to talk about reading goals. At schools you are expected to achieve reading goals like: ▪ Use context clues ▪ Look for main ideas and details ▪ Describe characters ▪ Describe setting ▪ Describe the problem and solutions ▪ Connect to what you already know or what you have read Does this sound familiar to you?	
S: Response.	
T: Good. Now I am going to get you started with setting your own reading goals by identifying your strengths and needs. We will begin with strengths. *Strengths* are things a person is good at. Here are some examples (write neatly, multiplication, spelling, running). I want you to think about some of your strengths. Look at this example of two students: Jared and Jada. Both used their names to identify strengths (go through each strength of each student; see Appendix N). Now I want you to record on this strengths worksheet 2 of your strengths in reading (Appendix M) and then read them aloud to me. If you would like to use your name like the example with Jared and Jada, then you may do that afterwards (keep that worksheet on hand for possible use in the future). ▪ ***Correct response:*** Examples: playing basketball, swimming, baking cakes, drawing; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Anything that is not something that they could be good at; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ Strengths are things a person is good at. Name some things that you are good at. ▪ ***Correct response:*** Examples: playing basketball, swimming, baking cakes, drawing; ***Teacher Feedback:*** Correct! Now I want you to record them on your strengths worksheet (see Appendix M).	

T: Now we are going to focus on *needs*. *Needs* are what you need to do better in or at. For example, some needs that a person might have in reading may be: ▪ Read in a quiet space ▪ Predicting what you think may happen next ▪ Asking questions to yourself as you read Now I want you to think of 2 of your needs for improving your understanding of what you read. I want you to write them down on the needs section of the worksheet and then read them aloud to me. ▪ ***Correct response:*** Examples: reread sentences, underline words I don't understand and look them up, practice reading (a set amount of time a day), do character maps; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Anything that will not improve reading comprehension; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I want you to think about some things that you can do to increase your understanding of what you read. Think about some of the things that you may do now or was taught to do, but that you may not do as often as you should. ▪ ***Correct response:*** Examples: reread sentences, underline words I don't understand and look them up, practice reading (a set amount of time a day), do character maps; ***Teacher Feedback:*** Correct!	
T: Let's quickly recap what we have discussed. We have talked about strengths and needs. Now we are going to briefly discuss what you can do to change your behavior so that you can work on your needs. ***For example:*** If I do not understand what I am reading, then I need to read the sentences over again. I may need to change my environment and go to a quiet place. Now I want you to give me two examples of what you can do to change any of your behaviors so that you can work on your needs that you listed on your worksheet.	
S: Response: ▪ ***Correct response:*** Examples: If I do not know understand the main idea of the passage, then I will read the titles and subtitles closely. I will ask my teacher for specific reading strategies that will help me to understand the text.; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Anything that is not a change from their usual behavior; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I want you to think of what you can do to change any of your behaviors so that you can work on your needs. ***For example:*** When I am at home I can turn off my TV	

so that I can focus on what I am reading. Now, I want you to tell me some things that you can change so that you can work on the needs that you listed on your worksheet. ▪ ***Correct response:*** Examples: reread sentences, underline words I don't understand and look them up, practice reading (a set amount of time a day), do character maps; ***Teacher Feedback:*** Correct!	
T: You are off to a good start of getting to think about your *strengths* (i.e., what you are good at) and your *needs* (i.e., what you might need to improve). Being able to explain your strengths and needs can help you to make better decisions. Let's do one more quick review. I will go first: The 3 parts of the Goal Setting Lessons are in order: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL Your turn. What are the three parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct!	
T: We're almost done. We will now review the question you ask to set a goal. I will go first. The question I ask myself to help me set a goal is "What is my GOAL?" Now your turn. I will ask you the question and you will provide me the answer like we did earlier. What question do you need to ask yourself to set a goal?	
S: Response:	

▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: Nice work! That is it for today!	

Lesson 2

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
What must change for me to learn what I don't know? (3) What can I do to make this happen? (4)	
Materials:	
• Chart paper • Markers • *Strengths and Needs* activity sheet (see Appendix M) • *Strengths* example (see Appendix N) • *What Good Readers Do* activity sheet (see Appendix O) *What Do I Need to Change?* Activity sheet (see Appendix P)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today you are going to figure out how to work on getting better at your needs. First we are going to discuss the parts of our goal setting lessons again. Can you remember how many parts there are?	
S: Response: ▪ ***Correct response:*** 3; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any answer other than the correct answer.; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. Think about the number of parts of the Goal Setting	

Lessons. How many parts are there? ▪ ***Correct response:*** 3; ***Teacher Feedback:*** Correct!	
T: Let's go through the parts together using a graphic organizer: (a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Great job! For the next couple of days we are going to focus on Part 1 of the goal setting lesson. Can you remember what Part 1 is?	
S: Response: ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal.; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any other answer than the correct answer or not in order; ***Teacher Feedback:*** No. That's not the correct answer. Let's try again. I will name the three parts of Goal Setting Lessons using the graphic organizer first. Then I will name them without the graphic organizer in order and then you will name the three parts after me. I want you to practice using the graphic organizer and then not using it. 1. The three parts of the Goal Setting Lessons are a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Now your turn. What are the three parts of the Goal Setting Lessons? ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal.; ***Teacher Feedback:*** Correct!	
T: For the next several days we will focus on Part 1 of the Goal Setting Lessons. What is Part 1 of the goal setting lessons?	
S: ***Correct response:*** Set a goal.; ***Teacher Feedback:*** Correct! ***Incorrect response:*** make a plan, adjust the plan (any other answer than the correct answer); ***Teacher Feedback:*** No. That's not the correct answer. Try again. There are three parts. You have named others. Let's write down the ones you have named and determine which part they belong to and maybe you can remember Part 1 (continue with prompting until student responds with the correct answer).	
T: We are going to focus on setting a goal. The question I ask myself to set a goal is "What is my GOAL?" Let's practice together. 1. I will go first. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any other answer than the correct answer); ***Teacher Feedback:***	

Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: A *goal* is something a person wants to achieve (written on chart paper). So when I set a goal, I set out to do something that I want to achieve. Let's practice together. I will go first. 1. A GOAL is something I want to achieve. When I set a goal, I set out to do something that I want to achieve. Now I am going to see if you can remember what a goal is. What is a goal?	
S: Response: ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** something you set or any other answer than the correct answer; ***Teacher Feedback:*** Incorrect or You're close! Let's try again. I will go first. 1. A GOAL is something I want to achieve. Now I'm going to ask you what a goal is and you are going to give me the answer. What is a goal? ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct!	
T: Last time you identified 2 strengths (things you are good at) and 2 needs (things that you need to do better). Today you will figure out how to get "better" at your needs in reading comprehension. When we talk about getting "better" at something it could mean: ▪ "I want to do better than last time." ▪ "I want to do as well as my friends do." ▪ "I want to do better each time." When we talk about getting "better" in reading comprehension, it could mean: ▪ Spending more time reading ▪ Focusing on important details in the text ▪ Working on a specific reading strategy ▪ Focusing on the setting and the people/characters Knowing exactly what to do about your needs helps you get better at your *needs*. In order to get better at your *needs*, you need to know what the expectations are for you in reading comprehension and then compare them to your strengths and needs.	

T: Let's compare your *strengths* to the expectations of what you should doing in reading. Remember, strengths are things you are good at in reading. There are some clear things that good readers do (have list in front of student). Now, let's compare your *strengths* to what good readers do (see Appendix O). Yesterday you identified 2 strengths (hand student their paper from yesterday; see Appendix M). What were they?	
S: Response: ▪ ***Correct response:*** What is written on their strengths worksheet.; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response that is not on their strengths worksheet.; ***Teacher Feedback:*** Incorrect. Try again. Just read to me the strengths that you identified on your worksheet. ▪ ***Correct response:*** What is written on their strengths worksheet.; ***Teacher Feedback:*** Good!	
T: Let's compare your *needs* to the expectations of what you should be doing in reading. Remember, strengths are things you are good at in reading. There are some clear things that good readers do (have list in front of student; see Appendix O). Now, let's compare your *needs* to what good readers do. Yesterday you identified 2 *needs* (hand student their paper from yesterday; see Appendix M). What were they?	
S: Response: ▪ ***Correct response:*** What is written on their worksheet.; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response that is not on their worksheet.; ***Teacher Feedback:*** Incorrect. Try again. Just read to me the strengths that you identified on your worksheet. ▪ ***Correct response:*** What is written on their worksheet.; ***Teacher Feedback:*** Good!	
T: To improve your *needs* changes need to happen. For example, to change your behavior so that you understand what you are reading, you need to change what you do by looking for the main idea and details in non-fiction text. Another example is to change your environment so that you can focus quietly while you are reading, you may need to ask the teacher to move to a quieter place.	
S: Response.	

T: Remember, To Work on Your Needs you can: ▪ Change your behavior ▪ ***For example:*** If I am not reading for 40 minutes a day, then I need to do it ▪ Change your surroundings ▪ ***For example:*** If my brother has the television on at home, then I will go to my room so that I can concentrate on what I am reading We are going to practice. I will go first and then you will follow. 1. To improve my behavior, I ask myself two questions. The first question I ask to improve my behavior is: ▪ Do I need to change something that I do? Your turn. What is the first question that you ask yourself to improve your behavior? ▪ ***Correct response:*** Do I need to change something that I do?; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response other than the correct response.; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ To improve my behavior, I ask myself two questions. The first question I ask to improve my behavior is: ▪ Do I need to change something that I do? ▪ Your turn. What is the first question that you ask yourself to improve your behavior? ***Correct response:*** What is written on their worksheet.; ***Teacher Feedback:*** Good! 2. The second question I ask to improve my behavior is: ▪ Do I need to have something change AROUND me? Your turn. What is the second question that you ask yourself to improve your behavior? ▪ ***Correct response:*** Do I need to have something change AROUND me?; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response other than the correct response.; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ To improve my behavior, I ask myself two questions. The second question I ask to improve my behavior is: ▪ Do I need to change something that I do? ▪ Your turn. What is the first question that you ask yourself to improve your behavior? ***Correct response:*** What is written on their worksheet.; ***Teacher Feedback:*** Good!	
T: Here are some ways you may answer the questions:	

1. Do I need to change something that I do? ▪ To change my behavior to reading for 40 minutes each day, I need to change what I do by reading as soon as I get home from school so that I do not put it off and end up not doing it. 2. Do I need to have something change AROUND me? ▪ To improve my behavior to looking for main ideas and details when reading, I need to talk to my teacher about strategies to help me to figure out what the main idea is and what the details are. Now it's your turn to practice.	
S: Response.	
T: I want you to identify two ways that you can change your behavior (2 more examples will be provided based on student's needs; student will name changes and record them on their worksheet; see Appendix P). I want you to write them down and then share with me.	
S: Response.	
T: Good job. I know that was hard! It's never easy to look at what we're not doing very well. Now we can start thinking about what you need to do to improve your reading comprehension. Don't forget about things you do well and like to do. Do you have any questions?	
S: Response.	
T: Great job today! Next time we are going to set goals based on the needs you identified. That is all for today!	

Lesson 3

Objectives:	
SWBAT self-evaluate current status and self-identified goal status SWBAT determine plan of action to bridge gap between self-evaluated current status and self-identified goal status	
Student Questions:	
What can I do to learn what I don't know? (5) What could keep me from taking action? (6)	
Materials:	
• Chart paper • Markers • *Strengths and Needs* activity sheet (see Appendix M) • *What Do I Need to Change?* Activity sheet (see Appendix P) • *Goal Setting* activity sheet (see Appendix Q)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Are you ready to set a reading goal?	

S: Response.	
T: Let's go through the parts together using a graphic organizer: (a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Great job! For the next couple of days we are going to focus on Part 1 of the goal setting lesson. Can you remember what Part 1 is?	
S: Response: ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal.; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any other answer than the correct answer or not in order; ***Teacher Feedback:*** No. That's not the correct answer. Let's try again. I will name the three parts of Goal Setting Lessons using the graphic organizer first. Then I will name them without the graphic organizer in order and then you will name the three parts after me. I want you to practice using the graphic organizer and then not using it. 2. The three parts of the Goal Setting Lessons are a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal. Now your turn. What are the three parts of the Goal Setting Lessons? ▪ ***Correct response:*** a) Part 1: Set a Goal, (b) Part 2: Make a Plan, and (c) Adjust Your Goal.; ***Teacher Feedback:*** Correct!	
T: For the next several days we will focus on Part 1 of the Goal Setting Lessons. What is Part 1 of the goal setting lessons?	
S: ***Correct response:*** Set a goal.; ***Teacher Feedback:*** Correct! ***Incorrect response:*** make a plan, adjust the plan (any other answer than the correct answer); ***Teacher Feedback:*** No. That's not the correct answer. Try again. There are three parts. You have named others. Let's write down the ones you have named and determine which part they belong to and maybe you can remember Part 1 (continue with prompting until student responds with the correct answer).	
T: We are going to focus on setting a goal. The question I ask myself to set a goal is "What is my GOAL?" Let's practice together. 3. I will go first. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 4. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any other answer than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first.	

3. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 4. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: A *goal* is something a person wants to achieve (written on chart paper). So when I set a goal, I set out to do something that I want to achieve. Let's practice together. I will go first. 2. A GOAL is something I want to achieve. When I set a goal, I set out to do something that I want to achieve. Now I am going to see if you can remember what a goal is. What is a goal?	
S: Response: ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** something you set or any other answer than the correct answer; ***Teacher Feedback:*** Incorrect or You're close! Let's try again. I will go first. 2. A GOAL is something I want to achieve. Now I'm going to ask you what a goal is and you are going to give me the answer. What is a goal? ▪ ***Correct response:*** Something you want to achieve; ***Teacher Feedback:*** Correct!	
T: Over the last couple of days you identified 2 *strengths*—things that you are good at. Let's revisit your list (have worksheet available; see Appendix M). Can you read them to me?	
S: Response: ▪ ***Correct response:*** What is written on their strengths worksheet.; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response that is not on their strengths worksheet.; ***Teacher Feedback:*** Incorrect. Try again. Just read to me the strengths that you identified on your worksheet. ▪ ***Correct response:*** What is written on their strengths worksheet.; ***Teacher Feedback:*** Good!	
T: You also identified 2 *needs*—things that you need to do better. Can you read them to me?	
S: Response: ▪ ***Correct response:*** What is written on their worksheet.; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response that is not on their worksheet.; ***Teacher Feedback:*** Incorrect. Try again. Just read to me the strengths that you identified on your worksheet. ▪ ***Correct response:*** What is written on their worksheet.;	

Teacher Feedback: Good!	
T: You also found out that what you currently do to improve in reading comprehension is not what good readers do based on your *needs* (see comparison of needs to what goo readers do). Read over *What Good Readers Do* (see Appendix O).	
T: You also identified changes that need to happen so that you can read the way your teacher expects for you to in class (have sample sentences written on chart paper). 1. I need to change my behavior by _____ and _____. (have student write their responses from lesson 2) 2. I need to change my surroundings by _____ and _____, so that I can _____. (have student write their responses from lesson 2)	
S: Response.	
T: Excellent! Today you are going to use your strengths, needs, and changes you need to make to set your reading goal (includes strengths, needs, and changes). Are you ready?	
S: Response.	
T: Good. Now you are going to answer some questions to help you set your reading goal. We are going to go through a process of answering four questions to help you set your reading goal (see Appendix Q). 1. What do you want to learn to improve your reading comprehension? (provide student with examples [e.g., what good readers do]). Now I want you to write down what you want to learn to improve your reading comprehension and then read your response to me.	
S: Response: ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Read better, read faster, pronounce words I don't understand or any other response that is not about comprehension; ***Teacher Feedback:*** Incorrect. Try again. 1. What do you want to learn to improve your reading comprehension? Let's look at the list of what good readers do again and maybe you can come up with some ideas (provide student with examples [e.g., what good readers do]). ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: Question number 2 is: 2. What do you know about your reading comprehension now? Think about your strengths and needs in reading comprehension. Now I want you to write down what you know about your reading comprehension now and then read your response to me.	

S: Response: ▪ ***Correct response:*** *Examples:* I know how to describe characters and settings; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with; ***Teacher Feedback:*** Incorrect. Try again. 1. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: Question number 3 is: 3. What needs to change for you to improve your reading comprehension? Let's look back at what you wrote about things that you would change. Now I want you to write down what needs to change for you to improve your reading comprehension and then read them aloud to me.	
S: Response: ▪ ***Correct response:*** *Examples:* Focus on a reading comprehension skill to work on, ask for extra help, practice by reading everyday, go to a quite place to read; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know or any response that is not a change from what they normally do (based on previous activities); ***Teacher Feedback:*** Incorrect. Try again. 1. What needs to change for you to improve your reading comprehension? We will look back at the responses that you wrote before on your worksheet and talk them through. ▪ ***Correct response:*** *Examples:* Focus on a reading comprehension skill to work on, ask for extra help, practice by reading everyday, go to a quite place to read; ***Teacher Feedback:*** Good!	
T: Question number 4 is: 4. What can you do to make the changes happen? Look back at what you wrote for question number three. These are some changes that you said that you would need to make now. What can you do to make the changes happen? Now I want you to write down what you can do to make the changes happen and then read your response aloud to me.	
S: Response: ▪ ***Correct response:*** *Based on response for number 3*; ***Teacher***	

Feedback: Good! ▪ ***Incorrect response:*** Does not reference response to number 3; ***Teacher Feedback:*** Incorrect. Try again. 1. What can you do to make the changes happen? Let's look back at what you wrote for question 3. Read me your changes. Now talk to me about ways that you can make those changes happen. ▪ ***Correct response:*** *Based on response for number 3*; ***Teacher Feedback:*** Good!	
T: You've done a really good job! Now all of the work that we have done today has helped prepare you to Set Your Goal. Remember, a *goal* is something that you want to achieve. I want you to think about what "good readers do," what you currently do, and what you may need to do. Here is a list of reading comprehension skills that I have compiled based on what you have shared with me and what your teacher and I came up with. Using this list, I want you to set your reading comprehension goal! I want you to read the reading comprehension skills listed aloud. What goal do you want to set to improve your reading comprehension? Think about the question that you ask yourself when you want to set a goal and then I want you to write it down your goal in a complete sentence and then read it aloud. *An example is (written on chart paper):* My reading comprehension goal is to identify the main idea and two details in text read.	
S: Response: ▪ ***Correct response:*** My reading comprehension goal is to… Any reading comprehension skill listed on their goal setting worksheet; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with; ***Teacher Feedback:*** Incorrect. Try again. 1. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: Let's do a quick review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:**	

1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: We're almost done. What question do you need to ask yourself to set a goal?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: What reading comprehension GOAL did you set for yourself?	
S: Response: ▪ ***Correct response:*** The goal they listed on their Goal Setting worksheet; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any goal not listed on their worksheet; ***Teacher Feedback:*** Incorrect. Let's try again. Read over the goal you wrote a few minutes ago. ▪ ***Correct response:*** The goal they listed on their Goal Setting worksheet; ***Teacher Feedback:*** Correct!	
T: Great job! You did a really good job today! You should feel proud because YOU set your reading goal! Next time, we are going to make a plan for you so you can meet your goal.	

PHASE 2: Make a Plan

Lesson 4

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
What must change for me to learn what I don't know? (3) What can I do to make this happen? (4)	
Materials:	
• Chart paper • Markers • *My Barriers* activity sheet (see Appendix R) • *Make a Plan* cards (see Appendix S)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today you are going to learn to make a plan to achieve your goal. First we will begin with a review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: We're almost done. What question do you need to ask yourself to set a goal?	

S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: You just finished Part 1 of your goal setting lessons. For the next couple of days we are going to focus on goal setting lesson Part 2 – Make a Plan. The question I ask myself to make a plan is "What is my PLAN?" Let's practice together. I will go first. The question I ask myself to make a plan is "What is my PLAN?" Your turn. What question do you need to ask yourself to make a plan? (Have two cards with answer choice "a" and "b"; see Appendix S) Choose a or b: (a) "what is my job?" or (b) "what is my plan?"	
S: Response: ▪ ***Correct response:*** (b) What is my PLAN?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What is my job?; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to make a plan is "What is my PLAN?" Now, your turn. 2. What question do you need to ask yourself to make a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my PLAN?; ***Teacher Feedback:*** Correct!	
T: A GOAL is something you want to achieve. Last time, you set your reading goal: (include student reading goal). Sometimes things get in the way of reaching your goal – those things are called barriers. Let's define *barrier* together (have written on chart paper). A *barrier* is something that gets in the way of reaching your goal. Let's practice together. I will go first. A *barrier* is something that gets in the way of reaching your goal. What is a *barrier*?	
S: Response: ▪ ***Correct response:*** Something that **gets in the way of**	

reaching your goal (must include words in bold).; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any response except the correct answer; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. A *barrier* is something that gets in the way of reaching your goal. 1. What is a barrier? ▪ ***Correct response:*** Something that **gets in the way of reaching your goal** (must include words in bold).; ***Teacher Feedback:*** Correct!	
T: (Hand student the barriers worksheet; see Appendix R) *Barriers* that might get in the way of you reaching your reading comprehension goal might be: (provide examples of barriers based on student goal: not scheduling time to practice, watching TV or playing video games instead of reading, not asking for help when I need it). I want you to write down some possible barriers that might get in the way of you reaching your reading comprehension goal and then share them.	
S: Response: ▪ ***Correct response:*** Anything that gets in the way of students reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Anything that might not be a barrier to reaching their reading comprehension goal; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. A *barrier* is something that gets in the way of reaching your goal. What is getting in the way of you reaching your reading comprehension goal? 1. What are some possible barriers that might get in the way of your reaching your reading comprehension goal? ▪ ***Correct response:*** Anything that gets in the way of students reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct!	
T: Let's talk about ways to remove *barriers*. Let's think about the goal you've been working on since last time we met. Your goal is: (list student reading goal on chart paper). Now, I want you to think about: *barriers* that might keep you from reaching your goal and what you could do to move those barriers out of your way. I want you to answer two questions. The first question is: 1. What is going to get in the way of my reading goal?	
S: Response: ▪ ***Correct response:*** Anything that gets in the way of students reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct!	

▪ ***Incorrect response:*** Anything that might not be a barrier to reaching their reading comprehension goal; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. A *barrier* is something that gets in the way of reaching your goal. What is getting in the way of you reaching your reading comprehension goal? 1. What are some possible barriers that might get in the way of your reaching your reading comprehension goal? ▪ ***Correct response:*** Anything that gets in the way of students reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct!	
T: The second question is: 2. What am I going to do about it?	
S: Response: ▪ ***Correct response:*** A solution that will remove the barrier of them reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Anything that is not a solution to removing a barrier to reaching their reading comprehension goal; ***Teacher Feedback:*** Incorrect. Let's try again. Look at your barriers. 1. What are you going to do to remove your barriers? ▪ ***Correct response:*** A solution that will remove the barrier of them reaching their reading comprehension goal.; ***Teacher Feedback:*** Correct!	
T: You came up with solutions. Today you told me about barriers that you will need to remove or get out of your way to meet your reading goal. Before our next lesson, I want you to think about steps you can take to meet your reading comprehension goal. Now, say your reading comprehension goal one more time.	
S: Response: ▪ ***Correct response:*** My reading comprehension goal is to… Any reading comprehension skill listed on their goal setting worksheet; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with; ***Teacher Feedback:*** Incorrect. Try again. 2. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension	

skills; ***Teacher Feedback:*** Good!	
T: Great job! That is all for today!!	

Lesson 5

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
What must change for me to learn what I don't know? (3) What can I do to make this happen? (4)	
Materials:	
• Chart paper • Markers • *Make a Plan* cards (see Appendix S) • *Timeline for Plan* activity sheet (see Appendix T) • Tools: Cue Card (see Appendix U), Self-Directed Contract (see Appendix V), and Self-Monitoring Checklist (see Appendix W)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today you are going to learn to make a plan to achieve your goal. First we will begin with a review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL	

2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: We're almost done. What question do you need to ask yourself to set a goal?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: You just finished Part 1 of your goal setting lessons. For the next couple of days we are going to focus on goal setting lesson Part 2 – Make a Plan. The question I ask myself to make a plan is "What is my PLAN?" Let's practice together. I will go first. The question I ask myself to make a plan is "What is my PLAN?" Your turn. What question do you need to ask yourself to make a plan? (Have two cards with answer choice "a" and "b"; see Appendix S) Choose a or b: (a) "what is my job?" or (b) "what is my plan?"	
S: Response: ▪ ***Correct response:*** (b) What is my PLAN?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What is my job?; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to make a plan is "What is my PLAN?" Now, your turn. 2. What question do you need to ask yourself to make a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my PLAN?; ***Teacher Feedback:*** Correct!	
T: Yesterday you also identified 2 ways to remove barriers so you can achieve your goal (see Appendix R). What were the two ways or solutions that you came up with to remove barriers?	
S: Response: ▪ ***Correct response:*** Solutions listed on their worksheet; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** Any solution not on their worksheet; ***Teacher Feedback:*** Incorrect. Let's try again. Look on your barriers worksheet and read what you wrote.	

▪ ***Correct response:*** Solutions listed on their worksheet; ***Teacher Feedback:*** Correct!	
T: Today we are going to identify STEPS you can take so you can achieve your goal. Some steps you might take to achieve your goal are: (provide examples based on student goal). I want you to think about the steps you can take to achieve your goal and when you might start working on those steps.	
S: Response.	
T: Let's create a timeline for you goal (hand student the timeline worksheet; see Appendix T). A timeline let's you know when you want to start working on your goal and when you might reach your goal. For example, you might decide to start working on your goal today, or maybe you have already been working on your goal. So you would say something like "I will start working on my goal today and I want to reach my goal in 2 weeks." (have current calendar so student can identify a start date and dates to reach goal). Write down the day you want to start or did start working on your goal. Now I want you to read it to me.	
S: Response.	
T: Good. Now I want you to write down a date to reach your goal and then read it aloud. Let's look at a calendar.	
S: Reads the date of their goal	
T: Nice work. Now that you have identified a timeline to achieve your goal, we are going to review some TOOLS to help you achieve your goal. Tool #1 is a cue card reminder (provide explanation of tool and example; Appendix U).	
T: Another TOOL you could use is a self-directed contract (provide explanation of tool and example; Appendix V).	
T: Another TOOL you could use is a self-monitoring checklist (provide explanation of tool and example; Appendix W).	
T: Now it's your turn to choose a tool. I want you to choose one of these tools to use to help you work towards your goal. Do you want to use a cue card reminder, a self-directed contract, or a self-monitoring checklist to help you work towards your goal?	
S: Response.	
T: You have done a great job today!!! You are on the right track to meeting your goal! You are going to be able to use these tools to reach your goal. Now I want you to tell me your reading comprehension goal.	
S: Response: ▪ ***Correct response:*** My reading comprehension goal is to… Any reading comprehension skill listed on their goal setting worksheet; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with;	

Teacher Feedback: Incorrect. Try again. 3. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: Great job! That is all for today!!	

Lesson 6

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
What must change for me to learn what I don't know? (3) What can I do to make this happen? (4)	
Materials:	
• Chart paper • Markers • *Make a Plan* cards (see Appendix S) • *My Timeline* activity sheet (see Appendix T) • *Overcoming My Barriers* activity sheet (see Appendix X)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today we are going to work on finalizing your plan to achieve your goal. Let's begin. First we will begin with a review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are:	

1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to set a goal?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to make a plan? (Have two cards with answer choice "a" and "b"; see Appendix S) Choose a or b: (a) "what is my job?" or (b) "what is my plan?"	
S: Response: ▪ ***Correct response:*** (b) What is my PLAN?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What is my job?; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to make a plan is "What is my PLAN?" Now, your turn. 2. What question do you need to ask yourself to make a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my PLAN?; ***Teacher Feedback:*** Correct!	
T: Today we are going to finalize your plan so that you can achieve your goal. I want you to read your reading goal to me.	
S: Response: ▪ ***Correct response:*** My reading comprehension goal is to… Any reading comprehension skill listed on their goal setting worksheet; ***Teacher Feedback:*** Good!	

▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with; ***Teacher Feedback:*** Incorrect. Try again. 4. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: Over the last couple of days you have identified (a) you goal (list goal on chart paper), (b) barriers to reaching your goal (list barriers), (c) ways to overcome those barriers (list), (d) your timeline for reaching your goal (list), and (e) you have chosen the tool that is going to help you reach your reading comprehension goal. Now you are going to use all of these things to help you answer 4 questions and finalize your plan to overcome barriers and reach your reading comprehension goal (students will be provided with list of the above on chart paper and the goal setting worksheet; see Appendix X). **Question 1:** What can you do to improve your reading comprehension? *You might say something like: Use my tool to <u>self-monitor my reading comprehension goal</u> or use my tool as a <u>reminder of the steps of the goal setting process</u>.* Now I want you to answer the question, "What can you do to improve your reading comprehension?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Identify effective ways of using their tool; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Not including their tool; ***Teacher Feedback:*** Incorrect. Try again. 1. What can you do to improve your reading comprehension? *You might say something like: Use my tool to <u>self-monitor my reading comprehension goal</u> or use my tool as a <u>reminder of the steps of the goal setting process</u>.* ▪ ***Correct response:*** Identify effective ways of using their tool; ***Teacher Feedback:*** Good!	
T: Good job. **Question 2:**	

What barriers could keep you from improving your reading comprehension? Look back at what you have written in previous lessons. Now I want you to answer the question: "What barriers could keep you from improving your behavior?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Barriers indicated in previous lessons; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Barriers not previously identified and that are not impacting students' progress towards achieving their goal; ***Teacher Feedback:*** Incorrect. Try again. 1. What barriers could keep you from improving your reading comprehension? Again, I want you to look through the barrier activity sheets from previous lessons. ▪ ***Correct response:*** Barriers indicated in previous lessons; ***Teacher Feedback:*** Good!	
T: Nice work. **Question 3:** What can you do to remove these barriers? Look back at what you wrote in previous lessons. Now I want you to answer the question "What can you do to remove these barriers?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Use responses indicated on barriers work activity sheet; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** Any response that was not previously shared or does not remove barriers to achieving reading comprehension goal; ***Teacher Feedback:*** Incorrect. Try again. 1. What can you do to remove these barriers? Again, I want you to look at and read over your barriers activity sheet. ▪ ***Correct response:*** Use responses indicated on barriers work activity sheet; ***Teacher Feedback:*** Good!	
T: Good. Now we will look at the final question. **Question 4:** When will you begin? Write down when you will begin working on your plan (remind student about timeline). (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Now or the day the created their timeline; ***Teacher Feedback:*** Good!	

▪ ***Incorrect response:*** I don't know, a day after today or the date to achieve their goal; ***Teacher Feedback:*** Incorrect. Try again. 1. When will you begin working on your goal? Again, I want you to look at your timeline. ▪ ***Correct response:*** Now or the day the created their timeline; ***Teacher Feedback:*** Good!	
T: You have done a great job today!!! You now have a plan to achieve your goal and now I know you can meet your goal within the next few weeks. Next time, we will take a look at how to record your progress towards your goal and we will review your plan. Do you have any questions?	
S: Response.	
T: Great job! That is all for today!	

PHASE 3: Adjust the Plan

Lesson 7

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
What must change for me to learn what I don't know? (3) What can I do to make this happen? (4)	
Materials:	
• Chart paper • Markers • *What Have I Learned?* Cards (see Appendix Y) • Graph of student's progress in *SDLMI* and reading comprehension	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today you are going to learn track your progress toward your goal. Let's begin. First we will begin with a review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct!	

▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to set a goal?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to make a plan? (Have two cards with answer choice "a" and "b") Choose a or b: (a) "what is my job?" or (b) "what is my plan?"	
S: Response: ▪ ***Correct response:*** (b) What is my PLAN?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What is my job?; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to make a plan is "What is my PLAN?" Now, your turn. 2. What question do you need to ask yourself to make a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my PLAN?; ***Teacher Feedback:*** Correct!	

T: Over the past six sessions you worked on Part 1 and Part 2 of your goal setting lessons. For the next couple of days we are going to focus on goal setting lesson part 3 – Adjust Your Plan. The question I ask myself to adjust my plan is "What have I learned?" Let's practice together. I will go first and then you will follow. The question I ask myself to adjust my plan is "What have I learned?" What question do you ask yourself to adjust your plan? (Have index cards with answer choice "a" on one and "b" on the other; see Appendix Y). Choose either "a" or "b": (a) What game do I play? Or (b) What have I learned?	
S: Response: ▪ ***Correct response:*** (b) What have I learned?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What game do I play?, What is my plan; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to adjust my plan is "What have I learned?" Now, your turn. 2. What question do you need to ask yourself to adjust your plan? ▪ ***Correct response:*** (b) What have I learned?; ***Teacher Feedback:*** Correct!	
T: For this last part you'll be thinking about how you're doing toward meeting your goal and how well your plan is working. Let's review your reading goal and timeline for reaching your goal (hand student goal and timeline). Have them read goal aloud and review their timeline aloud	
S: Response.	
T: Today you are going to learn how to graph you reading as it improves so that you can reach your goal. This is a graph of your reading since I have been working with you. This helps me see how you're doing with learning how to set and meet your reading goal and how you are doing in class. This is where you started. See how the dots have gotten higher on the graph. This means your reading has improved since you started working on goal setting lessons and using your tool to monitor your reading.	
T: Now you are going to graph your own reading comprehension using your self-monitoring checklist and a graph. You are going to record your reading comprehension score today, and I will give you feedback and help you with monitoring your reading when I meet with you in the future. (students will graph on graph paper; instructions will be provided) You have done a great job today!!! You now know how to graph your progress toward your reading goal and I know you can meet the goal in about another week. Next time, we will take a look at your progress towards your goal and see what you have done to improve your reading. Do you have any questions?	

S: Response.	
T: Great job! That is all for today!!	

Lesson 8

Objectives:	
SWBAT decide if action will be focused toward capacity building, modifying the environment, or both SWBAT choose a goal to address from the prioritized list SWBAT state a goal and identify criteria for achieving that goal	
Student Questions:	
Materials:	
• Chart paper • Markers • *Adjust My Plan* activity sheet (see Appendix Z)	
Instruction:	***1 = yes; 0= no***
T: Good morning! Today you are going to learn track your progress toward your goal. Let's begin. First we will begin with a review. What are the 3 parts of the Goal Setting Lessons in order?	
S: Response: ▪ **Correct response:** 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** None of the parts, missing any of the parts, not reciting them in order; ***Teacher Feedback:*** Incorrect. Let's try again. ▪ I am going to first. The three parts of the Goal Setting Lessons in order are: 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ Now it is your turn. What are the three parts of the Goal Setting Lessons in order? 1. Set a GOAL 2. Make a PLAN 3. Adjust your GOAL ▪ ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to set a goal?	
S: Response: ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:***	

Correct! ▪ ***Incorrect response:*** set a goal, What is my plan? (any answer other than the correct answer); ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to set a goal is "What is my GOAL?" Now, your turn. 2. What question do you need to ask yourself to set a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my GOAL?; ***Teacher Feedback:*** Correct!	
T: What question do you need to ask yourself to make a plan? (Have two cards with answer choice "a" and "b") Choose a or b: (a) "what is my job?" or (b) "what is my plan?"	
S: Response: ▪ ***Correct response:*** (b) What is my PLAN?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What is my job?; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to make a plan is "What is my PLAN?" Now, your turn. 2. What question do you need to ask yourself to make a goal (have cards with the correct answer and incorrect answer)? ▪ ***Correct response:*** What is my PLAN?; ***Teacher Feedback:*** Correct!	
T: Now we will review goal setting lesson Part 3 – Adjust Your Plan. The question I ask myself to adjust my plan is "What have I learned?" Let's practice together. I will go first and then you will follow. The question I ask myself to adjust my plan is "What have I learned?" What question do you ask yourself to adjust your plan? (Have index cards with answer choice "a" on one and "b" on the other; see Appendix Y). Choose either "a" or "b": (a) What game do I play? Or (b) What have I learned?	
S: Response: ▪ ***Correct response:*** (b) What have I learned?; ***Teacher Feedback:*** Correct! ▪ ***Incorrect response:*** (a) What game do I play?, What is my plan; ***Teacher Feedback:*** Incorrect. Let's try again. I will go first. 1. The question I ask myself to adjust my plan is "What have I learned?" Now, your turn. 2. What question do you need to ask yourself to adjust your plan?	

▪ ***Correct response:*** (b) What have I learned?; ***Teacher Feedback:*** Correct!	
T: Today we are going to review what you've been working on for the past few days. You're going to be able to make some decisions about what you need to do differently to reach the goal you set – Let's review your goal. I want you to read your reading comprehension goal to me.	
S: Response: ▪ ***Correct response:*** My reading comprehension goal is to… Any reading comprehension skill listed on their goal setting worksheet; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know, I understand what I am reading or any reading comprehension skill that they have challenges with; ***Teacher Feedback:*** Incorrect. Try again. 5. What do you know about your reading comprehension now? Again, I want you to think about your strengths and needs in reading comprehension. I want you to talk about them out loud first and then you will record them on your Set a Goal worksheet. OK. ▪ ***Correct response:*** *Examples:* how to understand characters, how to ask question as I read or any reading comprehension skills; ***Teacher Feedback:*** Good!	
T: This is a graph of your reading since I have been working with you. This is where you started. See how the dots have gotten higher on the graph. This means your reading has improved since you started working on goal setting lessons and using your tool to monitor your reading.	
S: Response.	
T: Now let's look at the graph you started yesterday. I want you to think about whether or not your tool is helping you reach your goal. This is your goal setting worksheet (see Appendix M). During Part 1 of your goal setting lessons – Set a Goal, you answered the question "What is my goal?" *(Include student goal)*. In Part 2 of your goal setting lessons – Make a Plan, you answered the question "What is my plan?" *(Include student plan)*.	
T: Now we are going to answer four questions on adjusting your plan (see Appendix Z). The first question is: **Question 1:** What have you done to improve your reading comprehension? Now I want you to answer the question "What have you done to improve your reading?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Strategies students have come up with that have helped them towards reaching their goal (examples: reading more, focusing on one strategy at a time); ***Teacher Feedback:*** Good!	

▪ ***Incorrect response:*** Nothing or any response that does not improve reading comprehension skills; ***Teacher Feedback:*** Incorrect. Try again. 1. What have you done to improve your reading comprehension? Think about some things that you have done to get better in reading comprehension. ▪ ***Correct response:*** Strategies students have come up with that have helped them towards reaching their goal (examples: reading more, focusing on one strategy at a time); ***Teacher Feedback:*** Good!	
T: Good job. Now we are going to move to the second question. **Question 2:** Which barriers have been moved out of the way? Now I want you to answer the question "Which barriers have been moved out of the way?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** I don't have the TV on while I'm reading, I ask for help from my teacher; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** I don't know or anything that is not a barrier; ***Teacher Feedback:*** Incorrect. Try again. 1. Which barriers have been moved out of the way? Let's look at the barriers you identified. Which ones have you moved out of the way so that you could achieve your reading comprehension goal? ▪ ***Correct response:*** I don't have the TV on while I'm reading, I ask for help from my teacher; ***Teacher Feedback:*** Good!	
T: Let's compare your reading before you started your goal setting lessons. Take a look at your reading now. As you can see, your reading improved since you started your goal setting lessons. *(This may change based on whether or not the student has improved reading to include how and why changes may need to be made to their goal.)* Do you have any questions?	
S: Response.	
T: Now let's answer another question. **Question 3:** What has changed about your reading comprehension? Now I want you to answer the question "What has changed about your reading comprehension?" (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** It has gotten better, I can understand texts in my other classes, I am good at identifying main ideas and details;	

Teacher Feedback: Good! ▪ ***Incorrect response:*** I don't know, Nothing, or anything that does not represent a "change" in the students' reading comprehension; ***Teacher Feedback:*** Incorrect. Try again. 1. What has changed about your reading comprehension? Let's look back at what you said that you wanted to change about your reading comprehension or your *needs* and then tell me if your were able to make a change. ▪ ***Correct response:*** It has gotten better, I can understand texts in my other classes, I am good at identifying main ideas and details; ***Teacher Feedback:*** Good!	
T: Now let's answer one more question. **Question 4:** Have you reached your reading comprehension goal? (*Student will write answer on worksheet and then read aloud)*.	
S: Response: ▪ ***Correct response:*** Yes; ***Teacher Feedback:*** Good! ▪ ***Incorrect response:*** No; ***Teacher Feedback:*** Why don't you think that you have met your reading comprehension goal?	
T: Maybe you haven't reached your goal yet, so you will need to continue to work hard to achieve your goal by following your plan and adjusting it when you need to. Do you have any questions?	
S: Response.	
T: You have done a good job today!!! I am so proud of you! Today was the last day of our Goal Setting Lessons, but you will still have to work on your reading goal. You will keep working on your reading by using your self-monitoring checklist and graphing your reading each day over the next couple of weeks. So, even though we won't talk about it as much, you should keep working toward your goal and track your progress. You have really done a great job and I thank you for participating. Keep working on your Reading Goal!!!	

APPENDIX L: SDLMI GRAPHIC ORGANIZER

Self-Determined Learning Model of Instruction

APPENDIX M: STRENGTHS AND NEEDS IN READING

Strengths and Needs in Reading

Name: _____ Date: _____

What do I like to do in reading? _____

_____

My strengths in reading are:

1. _____

   _____

2. _____

   _____

My needs in reading are:

1. _____

   _____

2. _____

   _____

APPENDIX N: STRENGTHS

Strengths

Juggling many tasks
Always helpful
Reads every day
Encouraging others
Dancing

Jumping rope
Acting
Dancing
Always helpful

APPENDIX O: WHAT GOOD READERS DO

What We Do in Reading

- Make connections to:
  - What they already know
  - Other text
  - Our experiences
- Visualize
  - Create pictures in your mind
- Ask questions:
  - **Before reading** (e.g., Are there pictures, graphs, maps, titles, or headings that can help me?)
  - **During reading** (e.g., How does this connect to what I know?)
  - **After reading** (e.g., What do I know now that I did not know before?)
- Draw or make inferences
  - Take what you already know, gather clues from the text, and make a judgment
- Predict
  - Determine what will happen next based on clues from the text
- Determine important or main ideas
- Look for details
- Synthesize information
- Combine new information with what you already know
- Monitor comprehension and understanding

APPENDIX O continued

- Knowing when you understand what you have read and when you do not
- Try to correct misunderstandings as they come up

APPENDIX P: WHAT DO I NEED TO CHANGE?

What Do I Need to Change?

1. **What behavior can I change**?

_____

_____

2. **What can I change about my surroundings?**

_____

_____

APPENDIX Q: GOAL SETTING

Goal Setting Worksheet

1. What do I want to do to improve my reading comprehension? _____

_____

2. What do I know about my reading comprehension now? _____

_____

3. What must change for me to improve my reading comprehension? _____

_____

4. What can I do to make the changes happen? _____

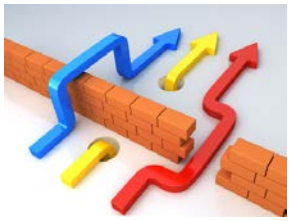
_____

5. My reading comprehension goal is to

   _____

   _____

APPENDIX R: BARRIERS



My Barriers

1. What is going to get in my way? _____

_____

2. What am I going to do about it? _____

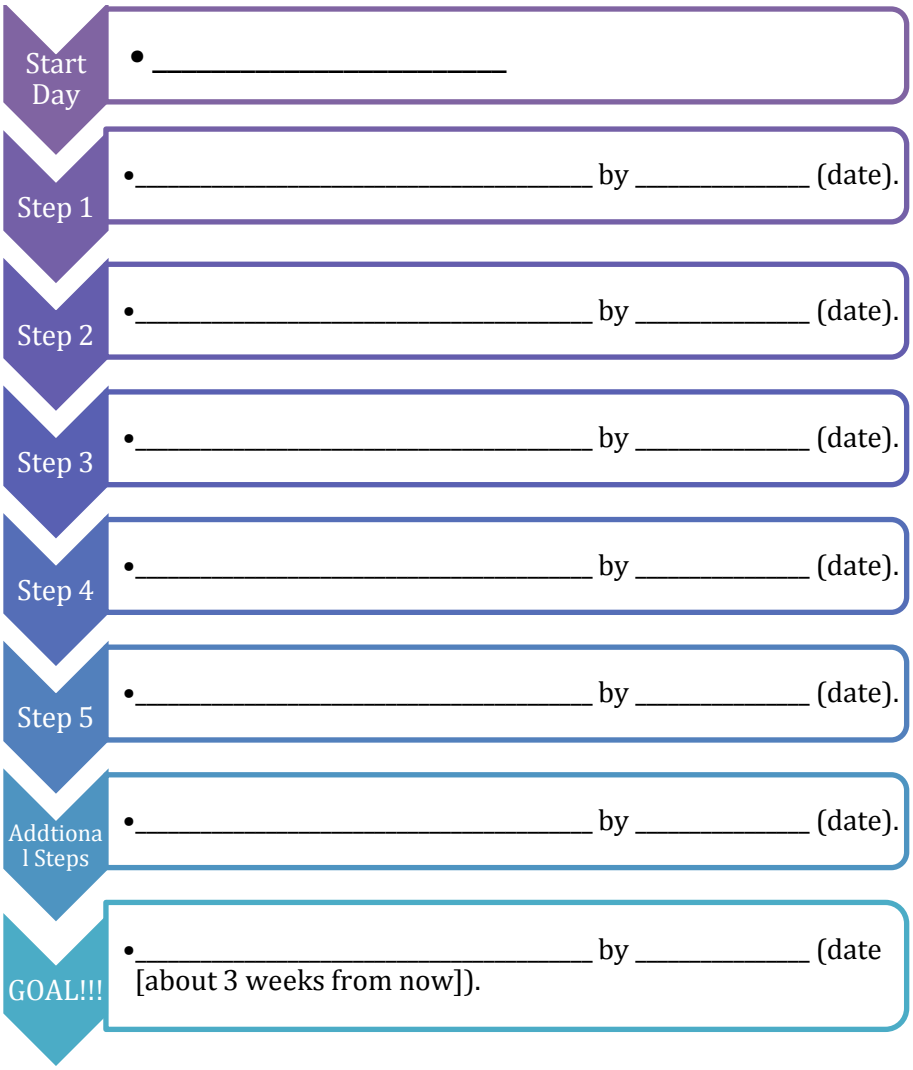
_____

APPENDIX S: WHAT IS MY PLAN? CARDS

(a) What is my job?
(b)What is My Plan?

APPENDIX T: PLAN TIMELINE

Timeline for Plan



APPENDIX U: SELF-MONITORING CUE CARD

Phase 1: Set a goal

- What do I want to learn?
- What do I know about it now?
- What must change for me to learn what I don't know?
- What can I do to make this happen?

Phase 2: Make a plan

- What can I do to learn what I don't know?
- What could keep me from taking action?
- What can I do to remove these barriers?
- When will I take action?

Phase 3: Adjust my plan

- What actions have I taken?
- What barriers have been removed?
- What has changed about what I don't know?
- Do I know what I want to know?

APPENDIX V: SELF-DIRECTED CONTRACT SAMPLE

Sample of Self-Directed Contract

Self-determination contract regulates the adjustment of student behaviors to meet their goals

Because I want to learn to _____, I agree to _____ (#) of days each week at school. I also agree to _____ for homework 2 days each week. Ms. _____ and Ms. _____ agree to help me complete these steps by providing me with instruction, assignments to complete, and feedback on my performance. I agree to _____ when reminded by my teachers, or given an assignment in my work folder. If Ms. _____and Ms. _____follow this contract, they will know they are helping me write better. If they do not follow this contract, they will know that have not helped me learn to write better. If I follow this contract each day I will probably improve my writing and will have the opportunity to earn points. If I do not follow the contract, I may not improve my writing and I may lose points.

_____ _____
Mr/Ms. _____(teacher) Date

_____ _____
Mr/Ms. _____ (para) Date

_____ _____
Student Date

APPENDIX W: SELF-MONITORING CHECKLIST SAMPLE

Sample Self-Monitoring Checklist

Varies based on students' goal.

Before Reading

▪

During Reading

▪

After Reading

▪

APPENDIX X: OVERCOMING MY BARRIERS

Overcoming My Barriers

1. **What can I do to improve my reading comprehension?**

_____

_____

_____

2. **What barriers can keep me from improving my reading comprehension?**

_____

_____

_____

3. **What can you do to remove these barriers?**

_____

_____

_____

4. **When will you begin?**

_____

_____

_____

APPENDIX Y: WHAT HAVE I LEARNED? CARDS

(a) What game do I play?
(b) What have I learned?

APPENDIX Z: ADJUST MY PLAN

1. **What have you done to improve your reading comprehension?**

_____

_____

_____

2. **Which barriers have been moved out of the way?**

_____

_____

_____

3. **What has changed about your reading comprehension?**

_____

_____

_____

4. **Have you reached your reading comprehension goal?**

_____

_____