

RSE-TASC REPORTER

LOWER HUDSON REGIONAL SPECIAL EDUCATION TECHNICAL ASSISTANCE AND SUPPORT CENTER

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Student Goal-Setting & Self-Monitoring: A Critical Life Skill

By Patti Slobogin, PdD, RSE-TASC Director



of all this, studies have found that it has high social validity among students; that is, students report enjoying using the strategy! A selected bibliography of this research appears at the end of this article.

Nonetheless, self-regulation strategies are not appropriate for every situation. Self-regulation strategies are appropriate for increasing behaviors already in a student's repertoire, that is, something the student knows how to do and can control but is not doing at the desired level. And the teacher has to explicitly *teach* the student the self-regulation skills and strategies. Here are four critical components of this process as described in a short guide produced by Vanderbilt University¹:

- ◇ Come to consensus with the student on the definition of the target behavior

(cont'd on pg. 3)

The first principle of the *New York State Blueprint for Improved Outcomes for Students with Disabilities* states: Students engage in self-advocacy and are involved in determining their own educational goals and plans. The Blueprint clarifies that students with disabilities should be creating and monitoring their own progress towards academic and social goals. (For more information on the Blueprint, see the School Tool on page 3.) Why is this the first principle of the Blueprint? Because student self-regulation, which includes goal-setting and self-monitoring, has consistently been proven to have a powerful positive impact across achievement areas for students with disabilities.

The research support for teaching students with disabilities to monitor and

regulate their own learning cuts across classifications, grade levels and content areas. The strategy has been used effectively with students with intellectual and developmental disabilities, with behavioral challenges, with attention deficit disorder and with learning disabilities. It has been implemented in preschool, elementary, middle and high school settings, and in special education, general education and alternative education settings. It has been shown to positively impact academic achievement in reading, writing, mathematics and science; to improve academic behaviors like time on task, homework completion and accuracy of responding; to decrease inappropriate behaviors while increasing replacement behaviors; and to increase student feelings of self-efficacy and independence. On top

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LOWER HUDSON REGIONAL SPECIAL EDUCATION TECHNICAL ASSISTANCE AND SUPPORT CENTER

Come Learn with us at our upcoming Regional Trainings!

School-Wide Systems

Transition

November

- The Forum: The OPWDD Eligibility and Application Process, 11/2
- Work-Readiness Options for Students with Disabilities: An Overview of Community Work-Based Learning, 11/7
- Work-Readiness Options for Students with Disabilities: National Work Readiness Credentials, 11/7
- Exploring CareerZone, 11/15
- Putnam County Transition Consortium, 11/17
- Transition in the IEP: Indicator 13 Self-Review, 11/21 *WAIT LIST*
- Transition Assessment & Planning for Career Bound Students, 11/29

December

- Work-Readiness Options for Students with Disabilities: How Career and Technical Education Aligns with the CDOS Commencement Credential, 12/7
- Work-Readiness Options for Students with Disabilities: Registered Work-Based Learning Programs, 12/7
- Putnam County Transition Consortium, 12/8
- CAN*DO Consortium, 12/12
- Graduation Options, 12/20

Behavior & Discipline Supports

November

- Team Implementation Guidance for Social & Behavioral Supports, 11/1
- PBIS Coaches' Forum, 11/10
- New Coaches' PBIS Basic Training, 11/10
- PBIS TAC Regional Forum, 11/29

December

- PBIS Tier 2 Supports with Dr. Terry Scott, 12/16

Individualized Education Planning and the CSE Process

November

- IEP Institute 2: Developing Quality IEP Goals (2-Day), 11/7 and 11/14 *WAIT LIST*
- IEPs for English Language Learners, 11/17
- Language Acquisition vs. Learning Disability, 11/22 *WAIT LIST*
- Language Acquisition vs. Learning Disability, 11/30 *WAIT LIST*

December

- Student Directed IEPs (INVITATION ONLY), 12/5
- Student Directed IEPs: Part 2, 12/9

View our Training Calendar & Register at
<http://rsetasc.pnwbores.org/events/>

Instructional Practices

November

- Understanding Specially Designed Instruction for Students with Disabilities, 11/2 *WAIT LIST*
- Turning Research Into Practice for Students with Disabilities and ELLs (5-Day), 11/3, 12/14, 1/10, 2/8, 3/9 *WAIT LIST*
- Understanding Cultural and Linguistic Diversity, 11/14
- Literacy for English Language Learners: What's Different?, 11/21
- Explicit Direct Instruction for Non-District Settings (4-Day), 11/18, 1/12, 3/22 and 5/19

December

- Special Education 101 for ENL Teachers, 12/2
- Understanding Cultural and Linguistic Diversity, 12/6
- Improving the Sentence, 12/12
- Literacy for English Language Learners: What's Different?, 12/13

Leadership

December

- CSE Roundtable, 12/7
- Effective Implementation of Evidence-Based Practices, 12/13
- CPSE Colloquium, 12/14

To register for our Regional Workshops: please go to www.pnwbores.org/catalog. Click on the down arrow next to the box that says "Click one or more options...", select RSE-TASC and click "Search". Scroll down the webpage to the workshop in which you are interested and click on its name to see details and enroll.

Community Trainings

From PNW BOCES, www.pnwbores.org/catalog:

- Manhattanville College: ABA, Early Childhood, Sp Ed, Bilingual, TESOL, 11/7
- Behavior Plans for Individual Students in Self-Contained Classes, 11/8
- Instructional Strategies that Support Success for English Language Learners (Secondary Educators), 11/29
- Meeting the Needs of All Learners: Unpacking the Social Studies Practices, 11/30
- Assistive Technology Forum December 2016, 12/1

From Rockland BOCES, www.rocklandbores.org:

- Supporting Special Education/ENL Students in the Math Classroom Grades 6-8, 11/18
- Community Options for Students with Developmental Disabilities, 12/9

From WIHD, www.wihd.org:

- New Special Education Regulations and Updates, 11/16
- Preparing for the Transition to College, 11/17

From SW BOCES, <http://swbores.org/support.cfm>:

- Supporting Students with Social Differences and Disorders, 11/9
- Strengthening Instruction: Classroom Management, Learning Centers, and Transitions, 11/14
- Differentiating and Adapting for Different Learners: Grades K-2, 11/15; Grades 3-5, 11/22
- Finding the Spark: Using Teacher Communication Tools to Battle Learned Helplessness & Engage the Unmotivated Student, 11/30

School Tools

Happy Birthday to the Blueprint for Improved Outcomes for Students with Disabilities!!

This powerful document, which provides a map of how New York State can ensure that students with disabilities 1) benefit from high-quality instruction; 2) reach the same standards as all students; and 3) leave school prepared to successfully transition to post-school learning, living and working; was published by the New York State Office of Special Education just a year ago this month. As we share it in our trainings and meetings, regional educators tell us they have used it to assess their own work and inspire staff. Find a link to the Blueprint at the What Works portal on our website:

<http://rsetasc.pnwboces.org/what-works/>



Diving Deeper with Student Goal-Setting & Self-Monitoring

For more on teaching students to set goals and self-monitor, explore this self-guided learning module on *Helping Students Become Independent Learners* from the Iris Center at Vanderbilt Peabody College at <http://iris.peabody.vanderbilt.edu/module/sr/#content>



For over 2,000 specific lesson plans on teaching students of all ages to self-monitor, visit Lesson Planet at <https://www.lessonplanet.com/search?utf8=%E2%9C%93&keywords=self-monitoring>

(cont. from pg. 1)

- ◇ Develop a simple self-monitoring form
- ◇ Set a goal for and with the student
- ◇ Provide consistent reinforcement for meeting the goal or correctly monitoring the behavior

Goals and target behaviors need to be simple, observable and clearly described; examples provided in the guide include, “I will be on task with my eyes on the teacher or my work at least 75% of period”, or “I will complete 100% of in-class assignments with at least 85% accuracy”. Students can then monitor their own performance on a simple 3x5 form like that in Figure 1.

For many of us, this type of goal-setting and monitoring behavior is second nature (think of your daily To Do list). If we truly want our students with disabilities to be independent learners, let’s take the time to explicitly teach this critically important life skill as well.

¹ <http://vkc.mc.vanderbilt.edu/RTI2B/wp-content/uploads/2013/03/Self-Monitoring-Brief.pdf>

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Lane, KL, Menzies, HM, Bruhn, AL & Crnobori, M. (2011) Self-monitoring. In *Managing Challenging Behaviors in Schools* (pp. 131-155). NY: Guildford Press.

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Smith, DJ, Nelson, JR, Young KR & West RP (1992). The effect of a self-management procedure on the classroom and academic behavior of students with mild handicaps. *School Psychology Review, 21*, 59-72.

Figure 1.

Name	Date	
Goal: I will be on task (i.e., eyes focused on the teacher or on my work) at least 75% of the 25-minute reading block.		
At this exact moment, am I on task?	Yes	No
5 minutes		
10 minutes		
15 minutes		
20 minutes		
25 minutes		

Bright Spot!

This month our Bright Spot comes from students in the Yonkers Public School District where last year Kit Casey, RSE-TASC Transition Specialist, worked with Kim Longville, Global Studies teacher, and Don Solimene, Principal, as well as students to create work-based learning opportunities.

What were students able to achieve?

⇒ Students at Riverside High School developed a club called the Riverside Entrepreneurs Club. The club raised seed money for school-based enterprises, and students filled important roles like co-managing funds as club treasurer. Students successfully ran a business selling plants and this year they are using money from that enterprise to open a café in school. Last June, six students were hired for summer employment with the City of Yonkers.

What practices or systems made this possible?

⇒ Ms. Longville created a career center in her classroom and students spent several months researching careers, writing resumes and developing community connections. She also connected with local businesses and service agencies like the Yonkers Workforce Team to solicit donations for fund raisers and learn about local employment opportunities.

What can we learn from this?

⇒ Studies of post-secondary success for students with disabilities have identified experience in an authentic work setting during high school as a research-based practice for improving education and employment outcomes. Supporting students in creating and running school-based enterprises can have a lasting impact on their lives.



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Providing regional technical assistance and support to educators in implementing evidence-based practices and systems that ensure success for students with disabilities

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