Self-Determination as an Intervention to Improve Intrinsic Motivation in Middle School Students with Individualized Education Plans

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School and Teaching Context

The school in this action research study is part of a large, urban district. It is an Elementary school that serves students grades kindergarten through eighth grade and has around five hundred students. It is highly ranked. Scores in all areas of standardized tests are consistently over ninety five percent. Less than 20% of students at this school receive a free and reduced lunch, apart from the majority of the district where the average around 85%, and even the state where the average is 50%. Less than 2% of students are English Language Learners.

There is some racial/ethnic diversity, though about half of the students are white, over 20% is hispanic, around 10% African American, around 5% Asian, very small percentage of American Indian, Multi-Racial, and Pacific Islander. Although it is within a diverse city, many people of different races and ethnicities tend to live in different pockets of the city, so most schools have very little diversity, and tend to have a majority of students from the same race/ethnic background, depending on the neighborhood it serves.

The average homeroom class size is 32, however it has around a 20 student to teacher ratio, due to the additional Math and Reading teachers it employs.

Students with Individualized Education Plans (IEPs) make up around 10% of the student population, and around the same in the district and in the state. In the Special Education profession, it is recognized that in communities with high numbers of students from low socio-economic backgrounds and/or English Language Learner populations that the number of students with IEPs is inflated due to misdiagnosed learning difficulties associated with these challenges rather than actually having a disability. Due to our student demographics at the school, this is generally not the case here, although it is noted that due to higher percentages of opportunities at Selective Enrollment High Schools for students with IEPs or 504s, some parent pressure related to IEPs and 504s exist, and many parents bring in outside evaluations, which does not typically happen at most schools.

The number of students “chronically truant” held steady from 2009-2011 around 1%, then grew a few percentage points in 2012 and in 2013, though it stays below the average percentage of truant across the district and state by a couple of percentage points.

Technology at our school is very limited, especially for a school with students from a higher socio-economic status. We have a technology lab, a class set of computers in the library, one class set of chromebooks, and one class set of iPads.

I am the 6th-8th grade Learning Behavior Specialist (commonly referred to as Special Education Teacher). I see one mixed-ability class per grade level in each subject, Science and Social Studies. I have twenty-two students with IEPs on my caseload. This does not include students with 504s that are in the classrooms I serve.

Background on Self Determination and Motivation

As humans, we can agree that motivation is the key to any successful undertaking. In the classroom, motivating students is an integral part of a productive learning community, yet most teachers report struggling to do so (Ames, 1990). Educators across the nation strive to get ahead of the wave of new technology and thinking to help our students succeed. Unfortunately, this is becoming increasingly difficult as we are faced with learners who are more and more disengaged. Success and graduation has become a calculated process, an algorithm of sorts. Follow these steps and you can get good grades and a diploma. As I stare out at the sea of faces of students, I wonder how many of them are truly engaged. Which students are there to learn, not to earn an "A," or go to a "good school," but learn because they are interested? I worry about the disengaged but "successful," the students who follow the right steps, and pass, but to what end? "These disengaged students pass the tests and get passing grades, but they limp to a tainted graduation and a diploma that papers over their lack of readiness for successful postsecondary learning and work," (Washor and Majkoski, 2014, p.9). They leave school unprepared to independently tackle real world challenges or navigate roadblocks that may come their way. Can we as educators teach motivation as part of our curriculum to better prepare our students?

Motivation can be described as either intrinsic or extrinsic. Intrinsic motivation implies that the reason behind the motivation is simply because it is "inherently interesting," whereas extrinsic motivation leads to a "separable outcome" (Ryan & Deci, 2000, p. 55). As teachers, we may automatically believe that a student is authentically motivated or not motivated based on their willingness to complete the task at hand. This is not necessarily the case. "Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of value or utility of task," (Ryan & Deci, 2000, p. 55). It is important to get to uncover the true motive for learning, whether it is conscious or subconscious.

Motivation related to earning good grades, attending a good school, or entering a specific career are considered extrinsic. All of these, though honorable, are separable outcomes, outside motivators for learning. They all come with external values and pressures that vary student to student based on culture, family background, community, socio-economic background, and life experiences. Motivation may end when one or all of these external goals are met. True intrinsic motivation can follow a student for life. Teaching content and assessing mastery of core subjects

is an essential part of education, yet learning content is only as valuable as it is perceived in the eyes of the learner.

As a teacher, I look to provide my students with the skills they need to be productive and positive citizens. By helping students to develop their intrinsic motivation, they will be given the gift of knowledge that keeps giving. They will become active learners, responsible and accountable for their own life-learning, in whichever field they pursue. I want to teach my students to be intrinsically motivated, a skill that they will carry with them for life.

The idea of intrinsic motivation leaves educators like myself asking seemingly unanswerable questions that I have sought to address in my research such as, how do we build intrinsic motivation in our students to better prepare them to use the content knowledge they have learned? What specific skills can we emphasize and teach in our classrooms? “Grit” and “social emotional learning” appear all around us in the field as the newest buzzwords. It is no mystery that these things are important to develop a well-rounded student, but the true mystery is how do we teach these things in the classroom in addition to the content that is given primary priority? I began by examining what characteristics I would like my students to possess. A short list included wanting to learn for the sake of learning, having high personal standards, be a self-starter, and take initiative. These types of characteristics are all qualities of intrinsic motivators, and align directly with self-determination skills.

Through my action research using the questions above, I sought to prove that teaching self determination skills will provide the students with the knowledge and competence needed to foster their own personal intrinsic motivation. Once developed, their intrinsic motivation will help them to be successful in all they strive to achieve.

The National Gateway to Self-Determination (n.d.) defines self-determination as “a characteristic of a person that leads them to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions and to be goal-oriented and self-directing.” Wehmeyer and Field (2007) stress that self-determination needs to be explicitly taught to all students, but particularly to students with learning differences. They argue that when incorporated into the classroom curriculum, these skills help to increase student ownership, responsibility, and motivation. Students with Individual Education Plans (IEPs) benefit when taught to be self-determined because they learn essential life skills that they will need to be successful in real-world situations. “In addition to real-world experience, youth benefit from open, supportive acknowledgement and discussion of their disability,” (Bremer, Kachgal, and Schoeller, 2003, p.2).

In the field of special education, self-determination skills are primarily used for goals for students with IEPs. It can be argued that in most schools and classrooms self-determination is not addressed with general education students. Students with disabilities are not the only students lacking these skills. Wehmeyer and Field (2007) state that they "believe that issues pertaining to self-determination are important for all students, not only for students with disabilities," and stress that the strategies and interventions should be used for all students (p.1). Self-determination is a skill that needs to be taught and fostered in the classroom to facilitate any other content learning that may follow.

If I want other educators to follow my path in teaching self determination skills within core content, I must establish relevance and buy-in. To ensure relevance to all students within our district, I worked with a colleague and the transition specialist to create a city-wide survey on self-determination skills. The survey was sent to a variety of college and universities throughout the area, as well as small, medium, and large businesses. The survey asked recipients to rate the importance of self-determination skills based on their importance in the field or school. Once they rated the importance of the skills, the respondents rated the level of independence in which they feel their employees or students typically demonstrated those skills.

At the time of publication, our survey received fifty responses. Of the respondents, 50% reported these skills as a five on the likert scale, or "critical" to success in their business or university with another 34% reporting it as a four on the likert scale, or "often important." Although 84% report these skills as essential to success, only 4% of our respondents report these skills as independently demonstrated in their students and employees. 8% respond as this skills are never demonstrated, and 20% responded as rarely demonstrated, even with prompting.

The results of our local survey tell us that although employers and universities feel these skills are needed to be successful in postsecondary outcomes, the overwhelming majority of students and employees lack the ability to independently and consistently demonstrate these skills. It is up to us as educators to make a change in how we are addressing these skills in the classroom to better prepare our students.

With the political push for more accountability for teachers and education, linking any best-practice to state or nation-wide standards are almost always an essential component to create buy-in. In the past, social-emotional learning (SEL) has been an additional curriculum, taught in isolation, if at all, in small time blocks allocated by administrators. In the Society for Research in Child Development Social Policy Report (2012), researchers push educators to incorporate social emotional learning within the academic curriculum rather than alongside it. Historically, social-emotional learning has been seen as secondary to academics. In addition, having a separate time for SEL gives students the impression that there is a time and place for

using those strategies, rather than generalizing the strategizes to all life situations. SEL strategies like self-determination can have a positive impact on mental health, behavior, academic achievement, cognitive regulation, relationships, classroom management, and prosocial norms (Jones & Bouffard, 2012). Knowing that SEL has a positive impact on academic achievement and social emotional well-being, the question then becomes "How do we implement SEL strategies and interventions successfully in the classroom?"

Currently, Illinois is one of three states to have free-standing standards for SEL at a K-12 level. Eight other states have some level of standards in place, but they are not comprehensive and do not cover all grade levels (CASEL, 2014). Luckily, we reside in Illinois; however, accountability and enforcement of the use of these standards is limited at best. Administrators, policy-makers, and school leaders can use these standards as a starting point to encourage SEL strategies in every classroom.

Once the decision is made to integrate SEL standards in the classroom, the next step is to identify where instructional focus should begin. Depending on the researcher you refer to, there are anywhere from eight to twelve documented self-determination skills. Just as you would not attempt to teach all math standards in one lesson, SEL standards also need to be broken down and prioritized. Academic teaching pedagogy begins with a curriculum-based measure taken to determine students' current readiness and knowledge. The same approach can be taken when teaching SEL such as self-determination.

The self-determination core component skills I will focus on to provide a RICh education for my students is internal locus of control and self knowledge (reflection), self-advocacy and leadership (input), and choice-making. My strategy to increase my students' self-determination and therefore their intrinsic motivation can be summarized as student reflection, input, and choice, or as I intend to call it, RICh. By providing education and support in these areas I hope to see increased intrinsic motivation and self determination skills in my students.

In order to determine a baseline for my students' current level of self-determination and to monitor it over the term of implementation, I will use a variety of qualitative and quantitative data collection.

General Self Determination Data Collection

There are many published surveys available to synthesize students' needs. One way is the Arc. According to Wehmeyer (1995), the Arc was created for students with disabilities as a self-report measure of self-determination. The Arc measures the essential characteristics of a "self-determined" student: choice-making, decision-making, problem solving, goal setting and task performance, self-observation, evaluation and reinforcement, internal locus of control,

positive attributes of efficacy and outcome expectancy, self awareness, and self knowledge (p. 7). It is meant to be a tool to help students "evaluate their own beliefs about themselves and their self-determination, work collaboratively with educators and others to identify individual areas of strengths and limitations related to self-determination goals and objectives, and self assess progress in self-determination over time," (p. 8). Its creators hoped that the Arc would be used to help increase student involvement in their Individual Education Plans (IEPs). The authors also stress the importance of using the tool to monitor student growth over time, rather than use scale scores in an evaluative manner.

I gave the ARC to nine of my students. The questions are broken down into four categories: Autonomy, self-regulation, psychological empowerment, and self-realization. I found this scale more useful in finding specific areas for improvement for my students. There were multiple questions under each category, and autonomy was broken down even further to represent different environments. Unfortunately, I found this scale difficult to score. It requires a higher level of understanding related to interpreting data, and a considerable amount of time. However, of the two standardized scales for self-determination (the ARC and the AIR), I prefer this one, the ARC, and will continue to use it in the future.

An additional self-determination rating scale is the AIR. According to the AIR Self-Determination Scale and User Guide (1994), the AIR was created to identify strengths and areas needing improvement related to a student's self-determination so that areas needing goals for IEPs can be determined and created (p.9). On this assessment, the self-determination process is broken down into three components: thinking, doing and adjusting (p.10). The AIR provides opportunity to measure self-determination using points that translate to percentages that can be compared to analyze student functioning and growth.

I gave this scale to seven of my students. This survey gives a variation of the same six questions for categories: things I do, how I feel, what happens at school, and what happens at home. Although listed as a scale of self-determination, all six questions are related to goal setting and monitoring. I think that by having the students take this survey, it helped to draw my attention to the fact that my students had not reflected on their own goal setting skills, as well as the fact that they were not sure how to set goals. This helped me to select some of my lessons, however, I do not feel that it gave me an accurate sense of their overall level of self determination as advertized, rather a level of their feelings towards their own abilities to goal set. There was a parent version of this same scale, and it had almost the same questions. I do not feel the parent scale gave me any valuable information or insight that the student scale had not.

Reflection: Data Collection and Intervention

The first area in which I began my intervention is "reflection." Locus of control and self-knowledge are two areas of self-determination that I hoped to develop in my students through reflection. In order to make the maximum impact, I used researched-based interventions suggested by experts in the field.

To help improve one's locus of control, it is important to understand how one's actions influence the world. "Individuals who believe that their own behavior or characteristics determine or cause events possess an internal locus of control. On the other hand, people who think that reinforcement following an action is not entirely contingent upon their own actions but instead perceived as luck, fate, chance, or other forces beyond their control have an external locus of control," (Yemen & Clawson, 2003, p. 3). In order to help students develop their sense of control, three reflection interventions were implemented. These interventions are attribution training, feedback ladder, and self-monitoring.

Although they are not explicitly tied together, perceived locus of control can have an impact on motivation. To establish a current level of locus of control, I will administer a variation of Rotter's Locus of Control survey created by Pettijohn, (2003). Similar to a "self-fulfilling prophecy," Rotter believed that whether or not you perceive control over a situation influences the outcome, (Yemen & Clawson, 2003). If a teacher helps a student feel in control over their learning, the student will in turn take responsibility for their education. Figure 1.1 is a table of the results of the Locus of Control instrument created by Pettijohn (2003), and figure 1.2 provides the ranges for each Locus of Control category.

Figure 1.1: Locus of Control

Student	BOY Score	EOY Score	BOY Category	EOY Category
A	50	50	Both Internal and External	Both Internal and External
B	55	60	Both Internal and External	Both Internal and External
C	65	65	Internal LoC	Internal LoC
D	55	65	Both Internal and External	Internal LoC
E	60	75	Both Internal and External	Internal Lol
F	35	55	External LoC	Both Internal and External
G	90	65	Very strong internal LoC	Internal LoC
H	60	65	Both Internal and External	Internal LoC
I	50	40	Both Internal and External	Both Internal and External
J	75	65	Internal LoC	Internal LoC
K	45	50	Both Internal and External	Both Internal and External
L	50	50	Both Internal and External	Both Internal and External
M	70	65	Internal LoC	Internal LoC
N	50	70	Both Internal and External	Internal LoC
P	65	65	Internal LoC	Internal LoC

*BOY = Beginning of Year, EOY = End of Year

Figure 1.2: Locus of Control

Category	Score Range
Very Strong External Locus of Control	0-15
External Locus of Control	20-35
Both Internal and External	40-60
Internal Locus of Control	65-80
Very Strong Internal Locus of Control	85-100

Looking at the beginning of year scores, of the fifteen students that completed the instrument, four students responded in such a way that indicated they feel an internal locus of control, while nine scored both internal and external, and one scored in external control. Of the students that scored both, their scores average 53, which falls study in the center of the "Both Internal and External" category. This information told me that I needed to help my students develop their internal locus of control through explicit instruction. I wanted to reduce the number of students who have scored as "both," as well as increase the number of students with an internal locus of control and eliminate any students scoring as having an external locus of control.

Attribution and locus of control go hand in hand. Anderman and Medgley (1998) state that "Students who believe their poor performance is caused by factors out of their control are unlikely to see any reason to hope for improvement," (p.2). Students who are not performing well in school may blame their struggle on the difficulty of the assignment, the way the teacher conveyed the information, or the interest level of the topic. These students see no reason to try, because they do not feel like they can control the reasons they are not doing well. This decreases their intrinsic motivation. "When students have a history of failure in school, it is particularly difficult for them to sustain the motivation to keep trying," (Anderman, & Midgley, 1998, p.2). Through the use of an attribution checklist, Hong et al., 2007; Merlone & Moran, 2008, state that students will be taught how to "analyze the events and actions that lead to their success and failure," (as cited in Salend, p. 345, 2011). Attribution training is a well documented self-determination intervention.

My students used an attribution checklist created by me to help them reflect on the actions they take and the impact it has on their scores. The left side of the checklist lists ways that a student can prepare for an assessment, including accommodations they may receive during instruction. Before beginning the assessment the students check off the items that apply to that particular assessment. The right side lists accommodations and strategies that the students' use during the assessment. Once the assessment is completed, the students complete the right side and the bottom, which asks the students to reflect on how they feel they did on the assessment. After the assessment is graded, the students complete the final section, asking them to reflect on their score. Over time, the students become more aware of the fact that their actions pre-assessment

make a direct impact on their scores. When asked which strategies were most helpful to them, one student claimed, “Reflection [because I could] really see how I did that day and if it was bad or good that week or day.” This told me that having my students actively reflecting on steps they are taking and the outcomes associated with those steps was helpful to their progress in the classroom.

Another way to reinforce attribution to students in a positive way is to use Harvard University’s Ladder of Feedback (“Ladder of Feedback/Making Learning Visible,” n.d.). The Ladder of Feedback is a protocol that suggests that providing feedback in the particular way outlined makes the recipient most likely to accept the feedback productively. The protocol is “Clarify, Value, State your concerns, and Suggest” (“Ladder of Feedback/Making Learning Visible,” n.d.). It is essential for the fidelity of the process to follow the precise steps outlined. When clarifying, the person giving feedback asks questions to help them understand the perspective of the person receiving the feedback. Next, the evaluator provides positive comments about what they like about the work, not using any qualifiers like “but” or “although.” How a person states their concerns can significantly impact the productivity of the entire feedback opportunity. It is important to “avoid criticizing personal character or ability and focus on ideas, products, or particular aspects,” and not use absolutes like “what is wrong is,” instead one should make statements like, “it seems to me,” (“Ladder of Feedback/Making Learning Visible,” n.d.). Finally, suggestions are made, sometimes in conjunction with step three, stating concerns (“Ladder of Feedback/Making Learning Visible,” n.d.).

I found this intervention to be most difficult to implement with fidelity. To begin, I was the only teacher that provided feedback in this format. In addition, the time I have in front of the students is very limited, and the opportunities to use this type of feedback even more so. Although I would consider it a best practice to use this type of feedback on a regular basis, I do not feel that I used it with enough fidelity and consistency to be considered an intervention that made a significant impact in this study.

Finally, I used the intervention of self-monitoring. Schloss & Smith (1998), as cited in Wehmeyer & Field (2007), give four steps to self-monitoring. First, there must be a clearly defined behavior that is observable and measurable. Next, the students must understand the purpose of self-monitoring. Then teacher must model the self-monitoring strategy. Finally, students practice with role-playing. In order to monitor and reflect on their own personal accommodations and study habits, the students completed the survey below. Once goal areas were identified based on the survey and following the self-monitoring implementation steps, the students monitored their own progress in this area. After collected and analyzing the data described below, I implemented the self-monitoring intervention with my students.

This data was collected using a teacher-created survey titled “Effort, Motivation, and Scores.” The survey includes a basic rating scale of 1-10 in which students, two general education teachers, and myself score the students individually. The response set is as follows:

Effort:
Above Average = 9, 10
Average, Hardworking = 6, 7, 8
Some, inconsistent = 3, 4, 5
None, little to none = 1, 2

Motivation:
Above Average = 9, 10
Average, Little to no prompting = 6, 7, 8
Some, Mostly prompting = 3, 4, 5
None, little to none = 1, 2

Scores
As, As and Bs = 9, 10
Cs, Mostly Bs = 6, 7, 8
Some/Occasional Ds, Cs = 5, 4, 3
Fs, Ds and/or Fs = 1, 2

Once the data was collected, students were walked through a reflection activity in which they discussed what it means to show effort in the classroom, as well as what it means to show motivation in the classroom. We created a chart to list the information gathered.

Once determined, the facilitator (myself) revealed their teachers’ opinions related to how students can demonstrate effort and motivation in the classroom. The students then compared their own rating with the ratings their teachers gave them, and reflect on how they can close the gap between their perception and their teachers’.

In Figure 2 below, the first three columns are the student, general education teachers, and special education teacher’s rating of the students’ effort, the next three columns their ratings of the student’s motivation, and the final three columns their rating of the students’ scores.

Figure 2: Effort, Motivation, and Scores Pre- Intervention Survey

Student	SE	GTE	STE	SM	GTM	STM	SS	GTS	STS
A	5	1	4	7	1	6	6	1	4
B	10	5	9	9	4	9	8	5	6
C	9	4	9	10	3	9	8	4	7
D	9	6	10	7	6	1	8	5	7
E	8	3	7	5	3	2	7	4	6
F	7	6	9	6	6	8	6	6	9
G	8	4	3	9	5	2	8	6	8
H	6	3	4	10	4	2	8	5	7
I	5	2	8	6	1	8	4	3	6
J	7	7	10	8	7	8	7	7	8
K	5	6	9	3	6	6	9	6	8
L	3	8	10	5	8	10	9	8	8
M	9	7	10	9	7	8	10	7	10
N	4	3	10	2	5	10	4	5	8
P	8	5	2	7	4	1	8	5	2
Average	6.9	4.7	7.6	6.9	4.7	6	7.3	5.1	6.9

SE=Student Effort, SM = Student Motivation, SS= Student Scores, GTE= GenEd Teacher Effort, GenEd Teacher Motivation, GenEd Teacher Scores, STE= SpEd Teacher Effort, STM= SpEd Teamer Motivation, STS= SpEd Teacher Scores

By reviewing the ratings, it was determined that in almost all the cases, the students reported much higher ratings than their teachers, especially their general education teachers. As a teacher, this information tells me that I need to purposefully address expectations for effort and motivation with my students. My conversations with the students regarding the difference in scores determined that it was not that the students were not putting forth effort and motivation, rather they were not demonstrating it in ways that were valued by their teachers.

The biggest discrepancies tended to be with the sixth grade students. This could be attributed to the fact that middle school teachers have different expectations than elementary school teachers. In a few cases, the students were much harder on themselves than their teachers. From a qualitative perspective, these students have low self-confidence yet consistently meet or even exceed teacher's expectations. I have identified these students as having low self confidence due to their actions in the classroom. They rarely ask or answer any questions. When talking with the teachers, they often make statements related to their work being subpar, even when it surpasses the teachers' expectations. Their eyes usually gaze downward, and hold their shoulders in a timid stance. These characteristics of low self-confidence are echoed in other surveys discussed here, as well as qualitative responses on reflections.

Students reviewed these scores and reflected on them. They had an in-depth discussion defining effort and motivation in observable and measurable terms, and compared their definition their teachers'. They then set goals for themselves in each of these areas. I created an individualized summary sheet including the definitions and self-created goals for each student. We discussed

the importance of self-monitoring, and how it could help them improve their effort, motivation, and scores in the eyes of their teachers. Using the Elmo projector, I modeled how I would complete the self-monitoring goal sheet each week. The students then listed off examples of things they could write down from that day.

I was unhappy in the student products from this exercise. Students' reflections lacked detail and scope. Although I pointed out evidence for them to document throughout the day, most did not write it down. In retrospect, I would keep track of my comments to them so that I could use them for the more specific follow-up conversations that I had with them. Surprisingly, several students mentioned that this intervention in particular helped them build motivation. For example, one stated, "When I talk to my teacher they say what I need to do better when I know what I need to do better that helps…[sic]"

The Locus of Control survey, and Effort, Motivation and Scores survey were repeated in May to determine growth. This growth represents the students' growth in the Self-Determination skills of having an internal locus of control, as well as self-knowledge, which aligns with the **R**eflection portions of this intervention. The Locus of Control data is incorporated in figure 1 above, and Effort, Motivation, and Scores is found below in figures 2.1 and 2.2.

Figure 2.1: Effort, Motivation, and Scores Post-Intervention Survey

Student	SE	GTE	STE	SM	GTM	STM	SS	GTS	STS
A	7	3	5	6	3	7	8	3.5	6
B	6	8.5	9	7	9	9	9	8	9
C	8	5	5	10	4	6	8	4	6
D	5	8.5	10	4	8.5	10	8	9	10
E	1	3.5	5	1	3.5	5	4	3.5	5
F	6	8	10	5	8.5	10	4	7	8
G	5	5	7	5	5.5	7	5	9	8
H	7	4.5	5	8	4	5	6	3.5	5
I	5	3	5	6	2.5	5	5	2.5	5
J	8	4.5	5	7	4.5	5	6	4.5	8
K	6	7.5	8	5	7.5	8	6	8.5	8
L	8	8.5	10	8	9	10	9	9.5	10
M	9	8	8	9	8.5	8	9	9	9
N	7	5.5	7	6	5	7	7	5.5	9
P	5	3.5	2	5	3	2	6	3.5	2
Average	6.2	5.8	6.7	6.1	5.7	6.9	6.7	6	7.2

SE=Student Effort, SM = Student Motivation, SS= Student Scores, GTE= GenEd Teacher Effort, GenEd Teacher Motivation, GenEd Teacher Scores, STE= SpEd Teacher Effort, STM= SpEd Teamer Motivation, STS= SpEd Teacher Scores

Figure 2.2: Effort, Motivation, and Scores Intervention Survey Averages

	SE	GTE	STE	SM	GTM	STM	SS	GTS	STS
Pre-Intervention EMS Average	6.9	4.7	7.6	6.9	4.7	6	7.3	5.1	6.9
Post-Intervention EMS Average	6.2	5.8	6.7	6.1	5.7	6.9	6.7	6	7.2

SE=Student Effort, SM = Student Motivation, SS= Student Scores, GTE= GenEd Teacher Effort, GenEd Teacher Motivation, GenEd Teacher Scores, STE= SpEd Teacher Effort, STM= SpEd Teamer Motivation, STS= SpEd Teacher Scores

As you can see by reviewing the data in the figures represented, both surveys indicate some improvement. Looking at Locus of Control, the number of students who scored as feeling an internal locus of control almost doubled, and no students scored in having an external locus of control. The Effort, Motivation, and Scores survey depicts interesting results. Figure 2.2 represents the average of the students' ratings.

Interestingly, these averages indicate that the students' ratings of themselves decreased, while in almost all categories the teachers' ratings increased. Overall, the range of scores decreased, meaning that the students' and teachers' scores become closer together, or more similar. My interpretation of this outcome is that perhaps the students became more aware of their efforts, motivation, and scores, hence the decrease that brought their rating closer to that of their teacher's. In addition, the students did put forth more effort, hence the increase in the teachers' ratings of them.

Input: Data and Intervention

With explicit instruction in how to reflect, students may still feel that there are things that the teacher can do or change to help them be more successful. These conversations can be difficult, creating power struggles and creating tension between teacher and student. It takes good intentions to communicate in this situation. This leads naturally into the second step of the intervention, input. In the RICh strategy, input addresses the self-determination core skill of advocacy.

By providing explicit instruction related to self-advocacy, I hope to help students feel their input matters in the classroom. In a survey of middle school special and general education teachers, Stang, Carter, Lane, & Pierson (2009) found that self-advocacy and leadership was the least frequently taught self-determination skill. They also found that although self-determination is associated with improved in and post-school outcomes, and should be taught in the general education setting, it was rated as less important by general education teachers then special education teachers. Incorporating the instruction into the general education classroom will help the students apply what they are being taught to "real life" situations and in the setting they will actually use the skill.

Teaching self-advocacy will help students have positive and productive conversations with teachers and others who control their education, and provide students with a sense that their input in their education matters. To provide students opportunities to vocalize their needs in classroom instruction, I provided surveys (both oral and written) that help determine the methods of instruction in the classroom and helped me to create the assignments and assessments. One example of this is a student's response that said, "Have you ever hade some one help you to much thats what I feel like you love to help out every bit you can but it gust gets to confusing In science when we have test I have to go to your room and I like to stay in [other teacher's] room I'm Saing we shood choose Wich path we Whant to go You do help but there are times I don't need the help" [sic]. I spoke with the student that made this comment and planned times where he could stay in the general education setting, and when it was essential for him to come with me for further instruction and/or accommodations. This made him feel more in control over the situation, and like he was an active partner in the decisions related to his education. Another student said "for example, when she sends sources, she puts in tutor sites where I can have MORE help." In this case, I understood which of the accommodations I had been providing was most helpful, so that I could be sure to continue to provide them consistently.

Students with IEPs also need to be involved in their IEP process in order to learn self-advocacy skills (Schreiner, 2007). As part of this intervention, students have active roles in their IEP development and meetings, and monitor their goals. They express their needs per their IEPs to teachers verbally and in written form. Explicit instruction and guidance in this area includes assistance in structuring and writing emails to teachers, asking questions during class, and requesting additional assistance from the general education teachers when they are not performing well in class.

My students were involved in their IEPs through the creation of a powerpoint that hit all the topics covered in IEP meetings. With varying degrees of assistance, the students completed the powerpoint prior to their meeting, and then presented the powerpoint during the first fifteen minutes of the meeting. The teachers used the information they provided to assign accommodations, create goals, as well as to elaborate on general information about the students and their needs.

The IEP powerpoint includes the following slides: My strengths, my needs, learning style, school assessments, developmental/functional needs, communication needs, transition information, accommodations, and goals. Although this seems difficult for a student in middle school, I found that teaching them this vocabulary helped us to develop a common language, and made the students feel like the understood their documents and why they had them. As the level of their

participation becomes required and more extensive in high school, they will feel prepared to contribute in more meaningful ways.

The first survey given to the students' at the start of this process was a teacher-created survey related to the students' knowledge and application of their IEPs. They were completed in September of 2014. The questions relate to self-determination goals, specifically self-advocacy and choice set by their teacher. The students used a Likert scale to rate themselves for each question, a one being completely disagree, and a 5 being totally agree.

Figure 3.1 below is a key that lists each question indicated on the student survey. There are fifteen questions total.

Figure 3.1 Student IEP Survey: Questions

Question#	Question
1	I know what an IEP is.
2	I know why I have an IEP.
3	I know what goals are written in my IEP.
4	I know what accommodations help me learn.
5	I feel like I can remind teachers of my accommodations.
6	I know who attends my meetings.
7	I know what happens at my meetings.
8	I feel involved in my plan.
9	I track my progress towards my goals.
10	I get the help I need to be successful.
11	I can communicate my needs to teachers.
12	I am proud of who I am.
13	My teacher teaches me about my IEP.
14	I participate in IEP meetings.
15	I give input on what I learn and how I show my learning.

Figure 3.2 outlines each of the students' rating for each of the fifteen questions.

Figure 3.2 Student IEP Survey: Beginning of the Year Results

Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Ave
A	4	1	1	2	2	2	1	3	4	4	4	4	2	4		2.7
B	1	1	1				2	1	3	4	3	5	1	1	3	2.2
C	5	5	5	5	1	5	5	5	5	5	5	5	1	5	5	4.5
D	3	4	1	3	3	2	4	4	4	5	4	3	2	4	4	3.3
E	1	1	1	3	5	5	5	1	4	5	1	5	2	1	1	2.7
F	3	4	1	1	1	1	1	1	2	2	1	2	1	1	1	1.5
G	1	1	1	3	3	1	2	1	3	4	3	5	1	1	3	2.2
H	4	5	1	1	1	4	5	4	1	5	3	5	3	3	5	3.3
I	1	3	3	4	5	1	1	2	4	3	3	4	4	1	3	2.8
J	3	4	3	4	4	5	5	5	4	2	2	5	4	2	4	3.7
K	3	3	1	3	3	3	1	2	2	3	3	3	2	1	1	2.3
L	3	4	4	1	1	3	4	1	5	3.5	4	2	4	4	2	3.3
M																
N	2	2	3	4	1	4	3	3	3	3	2.5	2.5	2.5	3.5	2.5	2.8
P	5	1	2	1	2	5	4	1	2	5	4	5	3	1	3	2.9
Average	2.8	2.8	2.0	2.7	2.5	3.2	3.1	2.4	3.3	3.8	3.0	4.0	2.3	2.3	2.9	2.9

As demonstrated in Figure 3.2, question numbers 3, 5, 8, and 13, 14 are have the lowest average score. These questions are: "I know what goals are written in my IEP," "I feel like I can remind my teachers of my accommodations," "I feel involved in my plan," "my teacher teaches me about my IEP," and "I participate in my IEP meetings" respectively. Low scores on these areas indicate that the students don't feel involved in the development or implementation of their IEPs. Since student involvement is essential to buy-in and motivation, these are the areas which require explicit instruction throughout the duration of the RICh strategy.

It should be noted that questions 6, 9, 10, and 12 score the highest average. These questions are "I know who attends my meetings," "I track my progress towards my goals," "I get the help I need to be successful," and "I am proud of who I am." I interpret this as students feel supported in the classroom, even if they do not fully understand their accommodations and how their IEP help them.

Figure 3.3 Student IEP Survey: End of the Year Results

Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Ave.
A	4	2	2	2	2	3	2	3	3	4	3	4	5	5	3	3.1
B	5	3	5	2	2	5	5	3	5	3	5	5	1	5	3	3.8
C	5	5	5	5	5	1	5	5	5	5	4	5	3	3	5	4.4
D	4	3	2	3	4	4	4	3	4	3	3	4	2	5	4	3.5
E	2	3	2	1	1	5	3	3	3	5	3	2	1	1	2	2.5
F	3	4	1	1	4	4	4	3	1	4	4	5	2	2	4	3.1
G	4	4	4	3	2	4	4	3	2	3	4	2	4	4	4	3.4
H	5	4	5	1	3	5	5	4	3	5	5	4	1	1	5	3.7
I	3	3	4	3	2	4	3	3	3	3	2	3	3	2	3	2.9
J	5	5	5	4	4	5	5	3	5	5	5	5	4	1	4	4.3
K	5	4	1	1	3	5	3	2	2	3	3	1	3	3	3	2.8
L	4	3	3	3	3	3	3	3	4	3	3	1	4	3	3	3.1
M	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4
N	4	4	4	4	3	4	4	3	2	3	2	3	4	4	3	3.4
P	5	5	5	5	3	5	5	4		5	4	5	3	5	4	4.5
Average	4	3.6	3.5	2.9	3.1	3.9	3.9	3.4	3.4	4.1	3.6	3.8	3	3	3.8	3.5

At the beginning of the year, the average for all the students' questions was 2.9 out of 5. This falls between "disagree" and "agree somewhat" on the scale provided. This told me that most of my students did not feel like they understood the IEP process, and did not feel like an active participant in the creation of their document. After using the RICh strategy which included specific interventions related to student goal setting, teacher modeling, and active participation with specific and purposeful feedback, the average for the students' questions was 3.5 out of 5. This falls between "agree somewhat" and "agree." I feel that this is an important positive increase in their perspective for the short few months in which the strategy was implemented.

What was even more impressive was the differences in their qualitative responses. In the original survey, students frequently left the explanation portion blank or wrote "I don't know." In the survey given at the end of the year, every student wrote detailed and accurate explanations for almost all the the questions. This leads me to believe they are more knowledgeable and confident in the subject matter.

Looking more closely at the final results, question numbers 3, 5, 8, and 14 are have the largest growth in the average scores. These were the same questions that had the lowest scores in the beginning. These questions are: "I know what goals are written in my IEP," "I feel like I can remind my teachers of my accommodations," "I feel involved in my plan," and "I participate in my IEP meetings" respectively. One question, number 13 was one of the larger increases, but not among the top. This question, "my teacher teaches me about my IEP," is an area that I will continue to try to improve. In the qualitative portion of their responses, a few students mentioned

wanted to look over their actual document. This is something that I can help them do in the future.

Choice-making: Data and Intervention

The final skill and characteristic related to self-determination that will be addressed in this intervention is choice-making (Wehmeyer & Field, 2007). Providing students with opportunities for choice makes students feel as though they are heard and respected. Doing this is easier said than done. Not all students know how to make choices. I will provide explicit instruction around how to make choices using the eight major steps outlined in the text Self-Determination: Instructional and Assessment Strategies (Wehmeyer & Field, 2007, p. 85). In addition to this instruction, I will build in opportunities for choice in content assignments and assessments. Building self-determination into all subject areas in the classroom will help students of all ability levels become more successful.

Another way to gather information related to student motivation and self-determination is the Mindset Assessment. Based on research by Dweck and Blackwell of Stanford University, the Learning Mindset teaches students to "focus on improvement instead of worrying about how smart they are," and to "work hard to learn more and get smarter," (The Science: Why the Growth Mindset, 2008-2012). The assessment on this site provides opportunities for discussion around the science of learning in a way that students can understand. This survey will give additional information related to students' sense of locus of control, self-knowledge, and feelings of choice related to their own intelligence and learning experiences.

This survey does not give outcomes in numbers. Instead the information provided is a qualitative description related to a student's growth mindset. Items addressed include whether or not a student believes they can grow intellectually, whether or not a student cares about learning, ready to work hard to learn, cares about learning instead of a score earned, seeks challenges or is scared of risk, and whether or not they are discouraged by negative feedback. In Figure 4 below, an "x" indicates that the student received that particular qualitative feedback in their summary following the survey. The column labelled "total" lists the number of students that received that feedback.

Figure 4: Pre-Intervention Mindset Survey

Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	P	Total
Growth mindset	x		x			x		x		x						5
can work on	x					x		x		x						4
unsure		x		x	x				x		x	x	x	x	x	9
work hard	x		x			x		x		x						5
want to learn, care about perform	x			x	x	x	x		x	x	x	x	x	x	x	13
not work hard		x		x	x		x		x		x	x	x	x	x	10
learn vs score	x					x				x						3
seeks challenges	x		x			x										3
discourage poor		x		x	x		x		x		x	x	x	x	x	10
scared of risk		x			x						x	x	x	x		6
work on negative feedback	x		x					x		x						4
deter from chall		x		x	x				x		x	x	x	x	x	9
productivity			x					x								2
willing to make mistakes			x													1
Stressed about failure		x														1

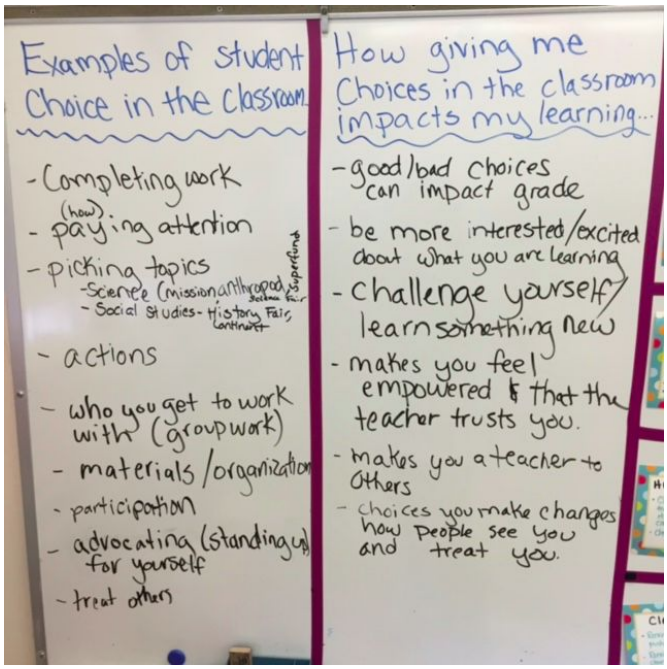
Of the fifteen students surveyed, only five have what is considered a "growth mindset." Nine of the students felt that they were unsure whether or not you can grow from your current intelligence level. As an educator, this concerns me. If my students don't feel they can improve their intelligence level, they may not have the motivation to work hard in school. Thirteen of the students' surveys indicated that they cared about their performance and want to learn, but ten thought that learning shouldn't be hard and were discouraged with poor results. This survey helped me understand my students' mindset. I needed to teach them that learning is hard, but that you can learn from your mistakes, and persevere. I want my students to believe that if they struggle through a task, in the end they will get to feel success through hard work, motivation, and dedication.

Some may recognize that learning can come from failure. However, "failure is a learning experience only if it is followed by success," (Wehmeyer & Field, 2007, p. 85). If a student fails but does not seek to discover why, a learning opportunity is lost. In the classroom, it can be difficult to maintain the level of feedback and opportunities needed to monitor whether or not students are self-directed in making these connections. Teachers can build in different levels of work that all address the same learning standard, which provides opportunities for students of all ability levels to learn from failure, as well as provide opportunities for success. When students feel a sense of accomplishment and achievement, they will become more motivated to learn.

Linking their choices to their own success builds their external locus of control, and intrinsic motivation to continue to challenge themselves.

It is very easy for students to feel as though they do not have control over classroom instruction. Be that as it may, most teachers provide choices in the classroom on a daily basis. Perception and fact are not always the same. It is important for teachers to be explicit in pointing out opportunities for choice-making. Some examples include but are not limited to topics for research papers, science fair experiments, independent reading books, group members, and degree of class participation. Purposeful conversations around these everyday choices helps to build students' decision-making skills, and are a simple way to give students the perception of control in the classroom with little effort related to lesson planning.

Whether or not to complete homework is a choice students make daily. Upon talking with my students, they did not feel homework completion was a choice. This lead to a productive conversation about consequences for choices. Some choices have consequences so heavy that they no longer feel as though there is any option. Reflection on those choices help students see that they already have the capability to weigh out possible scenarios using the decision-making process, helping them to use the same process why debating more ambiguous choices in other areas. The picture below is from our classroom discussion about examples of student choice in the classroom, as well as how the students feel providing choices impacts their learning in the classroom.



Other surveys that I used to gather data include student reflective journal entries and recorded conversations related to academics. I also took qualitative observations in the form of notes to determine student participation and observed motivation. Below are some excerpts from written documents from students, teachers, and parents.

The following quotes from students' reflection activities and surveys tell me that the students recognize that these RICh strategies that we have used in the classroom have helped them become more successful. "I think that my IEP meetings help me do better in my classes." "My goals are getting better." "Before I had trouble with communication and later I increased it more often. [sic]" "I understand what I need to work on more so I can get better."

This is from an email I received from another teacher. The teacher copied me on the email because she felt that the student had gone above and beyond to change their typical behavior around assignment submission. "Thanks for getting the [assignment] in -- and even more, for checking that I got it! Well done!"

This quote is from yet another teacher, commenting on the growth in maturity he had witnessed in a student. "I just wanted to follow up with you regarding [J's] behavior. Over the last 2 to 3 weeks his effort level has really improved… I'm really proud of the progress that he has show recently."

This parent had noticed that her child had suddenly begun doing a better job communicating his needs to her. "I've noticed some changes that are quite new and emotional for me to witness in all his years...for the first time ever, he is explaining things… It's as if he woke up one day with clarity and communication."

And finally, this parent noticed that her child had developed communication skills that involved active negotiation around a controversial topic in their household. "...asked us not to help her with a paper...make a big deal if she got an 80 or higher...if 79 or less we could help her next time."

Unfortunately, there is still much work to be done. I had hoped to observe more cases of active involvement in the general education classroom discussions throughout this process. Although I did notice some markable progress, there was significant pushback from my students to ask and answer questions in front of the whole class. The following excerpts give a picture as to why my students were hesitant to take those risks in the general education setting. "I am sometimes...put down by my friends." "One time I heard a kid say this to his friends: 'I just want her to go up there and see her embarrass herself.' I knew immediately that the kid was talking about me." Other students are not the only thing impacting the students' participation in the general

education classroom. Some students mention things like, “the teacher always changes the subject when we ask them questions,” or “the teachers sighs or rolls their eyes when I raise my hand” in their reflections.

Regardless of whether the student is falsely reading into others’ actions or if this is a true depiction of what is happening, the students’ feelings should be addressed. Perhaps the students that report feeling judged by other students and teachers feel this way because they are self-conscious of their own abilities. If we were to create school cultures that value effort, not grades, as well as emphasize the importance of failure and struggle in the learning process, some of this pressure may be alleviated. The implementation of the RICh strategy and focusing on SEL goals and self determination skills would significantly help model valuing effort and learning through challenges and self-improvement.

The strategy area of “choice” was one in which I felt I could have implemented more interventions. After discussion with colleagues, I decided that when implementing the RICh strategy next year I will be adding the Wheel of Choice to my interventions. This intervention teaches students to create pre-planned choices that can be applied to a variety of choice-making scenarios. I hope that the addition of this intervention will help me see stronger results in this area.

Whole School Actions

In addition to implementing the RICh strategy to tackle self determination in my classroom, there are whole school initiatives that I participated in. I see these initiatives as an essential component to the implementation of Self Determination instruction in schools. Without whole-school participation in recognizing the value to these skills, individual progress in the classroom could be inhibited. If I were not to recognize these whole-school initiatives, I would not be disclosing all factors that may have contributed to my students’ progress in the develop of their self-determination skills.

To begin, I created the Peer Mentor Club for middle school students. This club focuses on transition as a primary objective, but also works to address social-emotional needs across the grade band. The Peer Mentor Club is a student-driven club comprised of volunteer middle school students. The students work together to prepare a welcome basket for students who transfer to our school during middle school. The basket includes a school tee shirt, pencils, a flash drive, a student-written welcome letter, a student drawn school map, and a pencil case. During the first week of school, the Peer Mentors welcome the transfer students with the basket and a breakfast where they get to socialize and form friendships with the mentors. Throughout the year, the Peer Mentors meet to create programs that address social-emotional issues across the Middle School. This year the Peer Mentors orchestrated an assembly for incoming 6th, 7th and 8th graders. At

the assembly six students presented on time management, managing workload, sleep, and friendships. The students worked myself and the librarian to research the topics selected by the Peer Mentors and created an hour long presentation providing tips to the middle school students. Prior to the presentation, incoming 6th graders were able to address concerns they had about middle school in the form of a student panel.

Another way I have made an impact using self-determination at my school is through my work on the Social Emotional Learning Committee. As a committee, we created a catch phrase entitled "The (insert school name) Way." This phrase reminds students to respect others, themselves, and the environment. Students receive tickets for demonstrating these characteristics, and students that go above and beyond in these areas receive recognition over the announcements as a "Hero." Once a month, Heros from that month are invited to attend a breakfast in their honor.

Last year I was part of the school mission and vision committee. This committee helped to facilitate the creation of the school mission and vision. Many self-determination skills are present in our school vision and mission.

Finally, as part of the Social Emotional Learning Committee, we helped to facilitate school rounds concentrating on the Illinois Social Emotional Learning Standards, which encompass and encourage implementation of self-determination skills. Through the data we gathered in these rounds, we will work to come together as a school to create goals for further self-determination instruction in our classrooms.

These whole-school components to teaching and modeling self-determination skills in order to support student success help to build intrinsically motivated learners and a learning community that encourages positive risk-taking to achieve goals. Over time students will value struggling through problems, engaging in challenges, and collaborating with others to achieve mutual goals.

Summary of Results

In summary, prior to intervention, I had only four students that had feelings of internal locus of control, and nine after intervention. When students and teachers rated the students' effort and motivation, there was a large discrepancy between student and teacher's ratings, particularly from with the general education teachers before the RICh strategy was implemented. After, the gap closed. General education teachers rated the students higher than before (around a 23% increase), reporting that students are showing more effort and motivation. However, students rated themselves lower. Perhaps they have set a higher bar for themselves? Or even more likely, they became more aware of their efforts and how their actions are interpreted by their teachers. Surveys related to the students' self reported knowledge of their IEP process as well as the feeling of input they give showed a 21% increase.

These results indicate that by implementing the Reflection, Input, and Choice (RICh) strategy which incorporates the self-determination skills of locus of control, self knowledge, self advocacy, and choice making, teachers can make an impact on the overall intrinsic motivation of their students. Further study is needed to determine the impact when implemented over a longer period of time, and more consistently across content areas.

Conclusion and Policy Recommendations

Self-determination as a whole is a broad but important topic that pertains to many different aspects related to taking ownership over education. Due to its expansive nature, self determination can be overwhelming and difficult to address in the classroom. Sometimes, valiant attempts can be implemented in ways that are counter productive.

Like most teachers, I have attempted to intervene in my students' motivation in the past. The article "6 Common Mistakes That Undermine Motivation," (2014) outlines my errors well. This article mentions that many teachers fail to make a difference in student motivation by doing six things: Using "because we have to," having a negative attitude towards a subject because you feel the students will automatically not like it, trying to show relevance by stating, "when you grow up," saying statements like, "architects use geometry," saying "you need to know this for college," and making learning a novelty, like playing games, (Cooper, 2014, p. 11-17). These common errors can have a negative impact on motivation. For example, teachers are told to make connections to real-life uses for our lessons. In an attempt to implement this strategy, teachers will use statements like "when you grow up," "architects use geometry," or "you need to know this for college." Cooper (2014) points out that "when you grow up" is not relevant enough, because students interpret that as something they need later rather than now. If a student has no interest in becoming an architect, telling students that they use geometry does not motivate the student to pay attention. The same logic goes for needing to know something "for college." This leverage either can create a situation where the student puts off the need to learn the material until it is "needed," or dismisses the lesson altogether where the student who is not interested in college. These setbacks in impacting student motivation serve as a reminder of the importance of implementing interventions with integrity.

In order to support students in the most effective way possible, my recommendations are that all schools implement self-determination instruction incorporated into content area class work starting in primary grades. In addition, self-determination instruction should be taught explicitly in a tiered approach for students who struggle in this area. Using RICh as a strategy to introduce self-determination as an explicitly taught intervention is one way educators can address the needs of students and develop their intrinsic motivation in the classroom. Through RICh,

self-determination skills are targeted, SEL goals are met, and the implementation enhances rather than detracts from core content instruction.

Limitations

The first limitation that I found while conducting my research was a need for better monitoring instruments. The ARC and the AIR, which are the two instruments most associated with monitoring self-determination are lacking in many ways. They are lengthy to complete as well as score, do not allow for frequent monitoring, and do not assess all self-determination skills. Also, there are little to no tools that directly monitor and score internal motivation. This made it difficult to assess the implementation of my strategy.

Another limitation was time constraints. As a learning behavior specialist, better known as a special education teacher, providing almost all inclusive support to students, I had little to no control over when I could access my students for this process. I had to balance their need for the core content instruction with their need for acquisition of these skills. This is one of, but not the only reasons I advocate for all students to be taught these skills within the general education setting, entwined with content instruction. The primary reason for advocating for school-wide implementation is the positive effects for all students, particularly when they are practiced within the setting they are used rather than being taught as a separate skill.

I found that I wished I had more data on other teacher's opinions of self determination instruction and the ability of students to change their behavior. I think this would have been helpful when analyzing their ratings of student growth in these skills. Many students reported things like "it's hard to change our image. I know some teachers still just see me as goofing off a lot, because I used to." These types of statements make me wonder what impact teacher's preconceived notions on students' ability to change their behavior has on their overall perception of improved motivation and effort.

Finally, further investigation is needed on the existence and use of SEL goals across the States. With Common Core spreading, it seems to me that created Common SEL goals would be beneficial. These goals can be incorporated directly into Common Core standards.

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