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Abstract

Purpose: The purpose of this study was to examine the impact of modified self-determination forms on youth with Intellectual Disabilities and their work production while in secondary education. This study is a conceptual replication of the two separate experiences, “Increasing Self-Determination: Teaching Students to Plan, Work, Evaluate, and Adjust,” (Martin, et.al, 2003) and “Improving Supervisor Evaluations using Self-Determination Contracts” (Woods & Martin, 2004).

Method: The method used in this study was a single-case design, specifically a multiple-probe design across participants.

Results: The results demonstrate a small effect across participants.

Conclusion: While the effect was small, social validity data suggest the teachers were encouraged by the opportunity to connect behavior the real world and employment experience

CHAPTER 1: INTRODUCTION

This project is special to me because I see students with disabilities come to nonprofit organizations with dreams of being successful and a genuine interest to achieve their career aspirations. One of the programs in my department was the Work Adjustment Training (WAT) class. As a contractor for the state Vocational Rehabilitation Services, this nonprofit submits a proposal to the Transition Division each year discussing goals of the curriculum, a plan to deliver on-the-job training, and job placement goals. During these 4 years, I watched many students enter the program with employment skills and leave with a solid job and daily living skills. I believe every student must have employment skills, vocational training, and a good sense of what they define as success. I became concerned when I discussed career goals with one group of students. The students could tell me how to apply for a job, how to have a successful interview, and even how to get along with coworkers. The goals from their individual employment plan were achieved, but then I asked the students to describe to me how they would request any needed accommodations and if they were able to adjust when they had difficulty performing tasks job-related. The students gave very different answers. Some said they were unable to discuss their disability. One student reported that she does not have a disability. According to this student, it is not a good practice to talk about one's weaknesses too much because employers will resist hiring those with an intellectual disability. I believe it is important to provide youth with an intellectual disability with an intervention to help them navigate the social aspect of employment. Understanding how to use your voice to choose your employer and looking at what you produce in an employment setting, critique your own work and improve it is a promising practice to having success on the job over time.

The Education for All Handicapped Children Act of 1975 established policies initially to assist youth who are transitioning from secondary to postsecondary education and employment

(National Council on Disability, 2008) which later became the Individuals with Disabilities Education Act (IDEA). The last reauthorization of IDEA in 2004 provided direction in transition planning. In 1990, the American with Disabilities Act (ADA) provides protection from discrimination regarding obtaining employment termination, pay, training, and promotions within the employment setting. The ADA expanded protections that further defined work conditions, such as sheltered workshops and provided protections against segregating people with disabilities when they should be mainstreamed and providing paying subminimum wage to individuals who should be fully compensated for their work just to name one main contribution. While these protections are in place, youth with disabilities and their parents reflect on their expectations of employment success after graduation.

The National Longitudinal Transition Study 2 (NLTS2; Wagner et al., 2007) reported results from a nationally representative random sample of students, including expectations for future employment and financial independence. Of those surveyed, 99% of youth expected to achieve employment (p. 68; see Table 1).

Table 1

National Longitudinal Transition Study Results

	Students			Parents		
	Definitely	Probably	Probably not	Definitely	Probably	Probably not
Find employment	95%	4%	1%	88%		
Financially self-supporting	65%	29%	6%	47%	40%	13

Note. Adapted from *Perceptions and Expectations of Youth with Disabilities. A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2)*, by M. Wagner, et al, 2007, Menlo Park, CA: SRI International. Available at http://www.nlts2.org/reports/2007_08/nlts2_report_2007_08_complete.pdf.

Statement of Problem

Current research demonstrates that creating academic and occupational education is feasible. However, very few such programs have provided clarity of what happens between instruction and employment success for youth with disabilities (Guy et al., 2009; Hitchings, et al, 2005; Rusch, et al, 2009). Students with disabilities report being placed in unfulfilling jobs, resulting in their terminating employment (Trainor et al., 2011).

Epistemological and Theoretical Stance

This study will use the epistemological approach of pragmatism and learning theory. “Pragmatism states that knowledge is an improbable goal, but it is worthy of pursuit” (Maddux & Donnett, 2015, p. 65). The method also entails that knowledge is understood and agreed upon even if the understanding does not replicate reality. This approach connects with self-determination. Self-determination is a concept built on the principles that allow a person with a disability to have control over their lives (Wehmeyer, et al, 1998). Pragmatism advocated, “knowledge is radically contingent as well as incremental in operation” (Maddux & Donnett, 2015, p. 65). Pragmatism asserts that “people are active in the construction of their world and the meaning we derive in our lives is the outcome...” (Maddux & Donnett, 2015, p. 65) is the critical concept of connecting self-determination. The central purpose of self-determination for people with disabilities is to make available to this population the skills to decide what they want, determine what they need to do to get there, carry out their plan and adjust their strategy as their lives change (Wehmeyer et al., 1998).

Purpose of the Study

In this study, I will examine the impact of self-determination contracts on work production for youth with disabilities who are attending a work adjustment program as they transition into the workforce. The purpose of this study is to figure out whether self-

determination contracts help with work production and help youth to make adjustments that help them maintain competitive employment. This is not the first time an intervention using self-determination contracts has been examined (Martin et al., 2003; Wood & Martin, 2004). Wolfensberger et al. (1972) discussed how the earlier youth with disabilities can learn and use self-determination skills the better they are in the long-term of their lives (p. 45). Self-determination is considered the most pivotal skill to teach (Ward, 1996). Self-determination skills provide an operational perspective on achieving goals. Self-determination skills can be applied across every aspect of a person's life (academic, employment, independent living). Students who use self-determination can make daily goals that lead to employment success. Through systematic literature reviews, researchers continue to predict that self-determination is a predictor of post-school outcomes in employment (Haber et al., 2015; Mazzotti et al., 2016; Test et al., 2009). In this study, the focus will be on employment goals, specifically work production. This study will examine if self-determination contracts are an effective intervention in gaining employment success.

Self-determination has become an important part of the discussion around providing services to youth with disabilities and is cited in such legislation as the Rehabilitation Act amendments of 1992 and 1998, the National Council of Disability of 2004, and the Individuals with Disabilities Education Act of 2004. This study will extend work conducted by Martin et al. (2003) and Wood and Martin (2004), using a daily contract with five sections: (a) plan, (b) work, (c) evaluate, (d) adjust, and (e) supervisor feedback to increase self-determination and provide an intervention that can help youth with disabilities use self-determination skills and make needed adjustments to maintain gainful employment.

Historically, self-determination contracts developed from self-management strategies. Woods and Martin (2004) pointed out the Adaptability Instructional Model from Mithaug et al.

(1987) provided instruction to students with disabilities attending a school-to-work program that encompassed decision-making, independent performance, self-evaluation, and adjustment. The Adaptability Instruction Model served as a precursor to the Self-Determined Learning Model of Instruction with a focus on adapting to being the agent of change by (a) setting goals, (b) taking action, and (c) adjusting the plan to achieve the student's goals (Mithaug et al., 1988; Wehmeyer et al., 2000).

This current study will help students with disabilities that are about to transition into the world of work gain successful employment experiences. This work may be even more vital in the years to come, considering how funding for services can be re-evaluated and reduced. We need to provide youth with opportunity to set goals to achieve daily goals using self-determination in a structured plan. The self-determination skills provide the opportunity to make adequate adjustments and seek feedback that will lead to employment success (German et al., 2000; Martin & Marshall, 1995; West & Parent, 1994).

Importance of the Study

Students with intellectual disabilities need to self-advocate their concerns, goals, and preferences to adults and have those interests valued. My goal is to add a viewpoint to the special education and vocational-rehabilitation literature that advocates for the perspective of students with intellectual disabilities. This study will examine self-determination contracts as a method to help youth with disabilities gain and keep employment. To improve work production for youth with disabilities, I will use research-based strategies and practices to help youth with disabilities gain and maintain employment. Researchers agree that educating youth and adults with disabilities through coworker training, mentorship on the job, video training, and video job assessments could improve job retention. Transitioning workers need help to set improved, detail-oriented, work-production goals by breaking down long-range goals into goals that can be

reached daily. Once goals are set, the youth receive feedback from their employer or teacher to set new goals for the next day or week. This is critical to youths' employment success because it provides a system that presents clarity of expectations and room to improve work production (Achterberg et al., 2009; Agran et al, 2010; German et al., 2000; Martin et al., 2003; Martin & Marshall, 1995; West & Parent, 1994).

Research Questions

The following research question will be addressed in the study.

1. Is there a functional relation between using a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* and an increased mean level of work performance for three secondary students with an Intellectual Disability who attend a work base learning program in an employment setting?
2. Is there a functional relation between teacher/supervisor feedback using a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* and an increased mean level of work performance for three secondary students with an Intellectual Disability who attend a work base learning program in an employment setting?
3. What is the teachers, students, and parents feedback from using a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* of the modified pre and post Ci3T social validity assessment?

CHAPTER 2: LITERATURE REVIEW

Over 30 years ago Fuchs and Fuchs (1986) discussed how the literature does not provide extensive analysis using multiple interventions covering the exact action to replicate what drives one to success and how to maintain successful outcomes as it relates to employment. The urgency is relevant in current research advocating for the replication of single-case designs in special education (Richards, 2014; Coyne et al., 2016). Replication through the use of single-case designs is what builds confidence in stating an intervention is effective and helps build generalizability of the intervention to various contexts and populations of learners. The literature will provide established methods and concepts that address transition success by looking at the following: (a) self-determination, from an education perspective (b) goal setting as a part of self-determination, (c) practices for increasing self-determination, (d) goal attainment, (e) work production, (f) social validity and reliability (g) summary.

Self-Determination

Definition of Self-Determination

There are many definitions of self-determination. Researchers define self-determination differently concerning their theoretical perspective. Hoffman and Field (1994, 1999) state self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. With the application of these skills and attitudes, individuals have a greater ability to control their lives and assume the role of successful adults in society. A person with the ability to define and achieve goals based on a foundation of knowing and valuing oneself. Martin's (1995, 2000, 2005, 2013, 2014) definition encompasses students' understanding of their interests, strengths, and weaknesses, using this information to establish and attain their goals.

Individuals define goals for themselves and take the initiative needed to achieve their goals. Self-determined individuals know what they want and how to get it. From awareness of personal needs, self-determined individuals choose goals-then doggedly pursue them. Self-determination is distinguished by the fact that it seeks to maximize the involvement of individuals in decisions and self-directed actions that affect their lives rather than to rely on those decisions being made by others. Self-determination involves developing a plan and acting on the plan, evaluating progress, and making needed adjustments if the goal was not attained. Wehmeyer (1992, 2005, 2015) defined self-determined behavior as “volitional actions that enable one to act as the primary causal agent in one’s life”(p.117). Self-determined people are actors in their own lives; they act based upon their own volition rather than the will of other people or the pressures of circumstances or environments. Mithaug (2003, 2005) discussed how self-determination methodology skills teach that learning to adjust to reach the desired goal is also necessary for success in life. If students learn how to align their decisions, actions, evaluation, and adjustments with self-identified needs and interests they will experience success.

Abery et al. (1994) defined self-determination as the intrinsic drive of humans to be the primary determiners of their thoughts, feelings, and behaviors. It generates the attitudes and abilities that lead us to take charge of our lives, to make choices, and to set goals based on our needs, interests, and values. All of us, regardless of the severity of the disability, possess the drive to be self-determined and need the opportunities and skills to act on it (p.11). Students learn to control their adjustments while learning to control their lives. Martin et al. (2002) report there are main components that researchers across the field agree that self-determination starts from awareness of needs, strengths, and interests. The researchers agree that people with disabilities who are self-determined set goals and actively work to achieve their goals (Martin et

al., 2002). Achieving these goals, involve creating a plan, taking action to achieve the goals created on the plan, and assessing the process (Baron & Brown, 1991; Deci, et al., 1992; Gothelf et al., 1994; Guess et al., 1985; Martin & Marshall, 1995 Martino, 1993; Murtaugh & Zetlin, 1990; Wehmeyer, 2005; Wehmeyer et al., 2000; Wehmeyer et al, 2013).

The literature reviewed in this chapter covers self-determination and work production in the employment setting of students with intellectual disabilities. This review offers a picture of the momentum towards achieving successful employment for youth with disabilities. This chapter also attempts to display the processes expressed within the field to help students in achieving their employment goals and retain employment. Researchers agree that transition services that provide training and support to help youth with disabilities to identify goals, understand how to self-advocate, and how to monitor their progress have demonstrated employment success and these skills are correlated with self-determination (Flexer et al., 2011; Skinner, 2004; Trainor et al., 2011). Overall, the goal of this study is to determine whether the use of self-determination contracts (a) creates an improvement in the supervisor's perception of the youth, and (b) provides youths with skills to navigate and adjust to employment conditions successfully through the transition period and continuing a successful pursuit of their career and employment goals. Currently, special education literature covers students with disabilities receiving training to develop goals and achieve goals. However, the research did not cover an analysis of what happens between goal setting and goal attainment in the employment setting. This study will attempt to ascertain if students with Intellectual Disabilities (ID) can develop goals, achieve their goals, evaluate modifications to existing goals, and set new goals in the employment setting using self-determination contracts.

Martin et al. (2002) point out how early philosopher John Locke and the 1776 American Declaration of Independence express self-determination with John Locke stating, “men can determine themselves” (p. 293). The American Declaration of Independence states that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness” (U.S. Declaration of Independence, Paragraph 2, 1776).

However, considering racial implications for people with disabilities with regard to defining self-determination and employment expand the perspective considering the Shogren et al (2016) study that articulates how meaningful opportunities for development of self-determination aligned with youth’s cultural beliefs and values is limited for youth in secondary education (p. 3). Shogren et al. (2016) also discuss how African Americans across disabilities categories have lower financial independence (p. 2). The researchers went on to articulate how females with intellectual disabilities report low financial independence and employment (p. 2). Martin et al. (2002), John Locke and the writers of the American Declaration of Independence do not discuss the racial impact and the possible equitable application of gaining employment. Students with disabilities from minority backgrounds could be required to adapt to employment settings with additional adjustments that are not congruent with their cultural norms and thereby forced to embrace standards that compel them to assimilate at a lower financial gain as compared to other racial counterparts. Self-determination by researchers assert how youth with disabilities should be the change agent in their lives, however self-determination does not account for elements out of the students control that could prevent them from asserting and realizing their ideal employment outcome.

Mithaug et al. (1987) discuss how the *Adaptability Instruction Model* is a process to help students adapt to changes within the secondary and employment setting. The *Adaptability*

Instructional Model is the precursor to the *Self-Determination Model of Instruction* where the focus moved from adapting to the person determining their life (Mithaug et al., 1987). Martin et al. (2014) discuss how projects such as the *Choice Maker Curriculum* (Martin & Marshall, 1995) and the *Self-Determined Learning Model of Instruction* (Wehmeyer et al, 2000) expanded the *Adaptability Instructional Model* to provide positive results for youth with disabilities (p. 72). Devlin (2008) used the Self-Determined Career Development Model (SDCDM) to determine if the model was effective with work performance. The researcher provided lessons in self-instruction, self-monitoring to participants and goal attainment scaling, which is a method suggested by Kiresuk and Sherman (1968). The researcher reported that using the SDCDM enhanced work performance and could be used by job coaches, supervisors, and case managers (Devlin, 2008). However, this research does not provide evidence that self-monitoring was not the driving factor in the participants' success.

Several scholars have pointed out improved outcomes for post-secondary employment, education, and community living, (Martorell et al., 2008; Test et al., 2009; Wehmeyer & Schwartz, 1997). Self-determination is a vital skill that is now taught in secondary school and supported employment programs (Browning, 1997, Halloran, 1993, Phelps, & Hanley-Maxwell, 1997; Ward, 1996; West, 1995). Martin et al. (2002) point out how the reauthorization of the Individuals with Disabilities Education Act of 1993 and 1997 provides a mandate that transition services are goal oriented. The law states that self-determined activities must be developed, and the student must be invited to participate. This mandate is to support the student's preferences while decisions are being made about their transition services. In contrast these studies do not provide a strong connection between self-determination and work production outcomes.

Self-Determination Themes

Martin et al. (2014) discussed two themes that emerged within Self-determination theory: (1) the choice strand, and (2) the goal setting and attainment strand. Within this study I will refer to four central themes, these themes support the essence of self-determination and how this theory derives impact on youth with disabilities and their ability to gain and maintain employment. The themes are described as choices (Nirje, 1969,1972), ableism (Groch, 1998), goal setting (Locke & Latham, 2002), and goal attainment (Oades & Deane, 2009). These themes come from the definition of self-determination.

Choice

Nirje (1969,1972) stated that choice is significant when the rights of people with disabilities are at focus. Their aspirations and wishes are a central focus within the normalization principle and are a central theme to decisions affecting them (as cited in Martin et al., 2002). Wolfensberger et al. (1972) also discussed how services were provided based on two arguments (1) agencies were not equipped to provide the services needed for people with an individualized need and (2) the perception that people who were considered to be different should be removed from mainstream and placed with people with similar differences (p. 45) This position conveys the issues of segregation and ableism. Deci and Ryan (1986) describe how choice comes from a motivational framework from a psychological perspective and how choice starts the process of self-determination and adds vigor to move to action. This study does not address a connection between self-determination and work production. They are also similar as both studies advocate to value the choice of the student, and both consider the choice to be a central component of self-determination.

Ableism

Groch (1998) define Ableism as “the belief in the natural physical and mental superiority of non-disabled people and the prejudice and discriminatory behavior that arise as a result of this

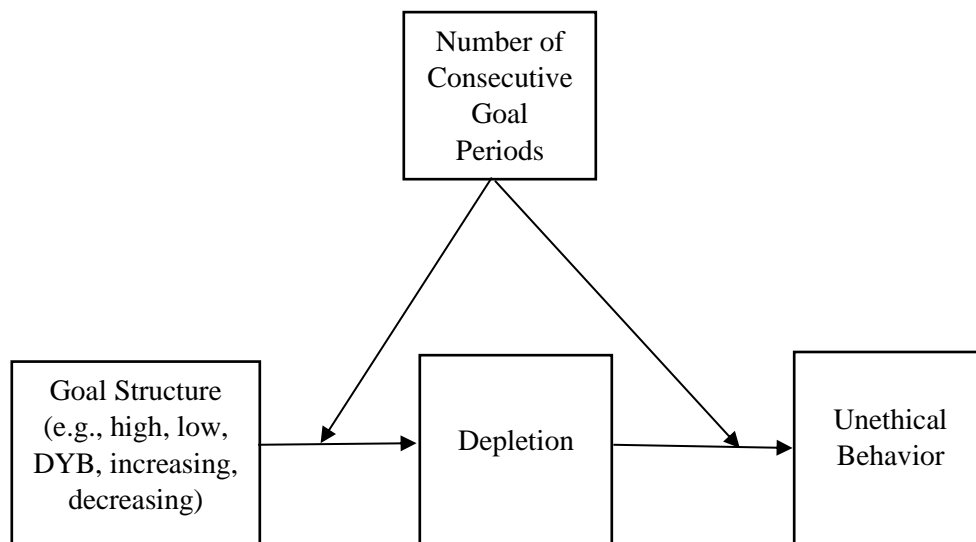
belief (p. 151) Martin et al. (2002) cited historically people with cognitive disabilities were informed where they could work: “employment programs unknowingly suspend basic employment rights that people without disabilities enjoy” (Martin & Mithaug, 1990, p. 87). Gordon et al. (1955), Hanel & Martin (1980), Inge et al. (1993), and Moore et al. (1989) assigned performance goals to people with disabilities who were attending supported employment, sheltered workshop, or in residential programs. Martin et al. (2002) argue how the battery of aptitude test, checklist, vocational interest provides a moment in time glance using benchmark scores to determine job placement suitability have not proven to be beneficial (as cited in Martin et al., 2002, p. 14; Parker et al., 1989). Martin et al. (2002) went on to say the assessment process is systematic, and the process can be replicated. However, self-determination is a valid perspective that rendered the structured vocational interest assessment process to be invalid because it did not provide a genuine choice-making mechanism that gave its consumers an ultimate choice in service delivery (O’Brien et al., 1997). The way to achieve a choice in employment according to the research is to map out a course to achieve the choice. This is accomplished through goal setting.

Goal Setting

Locke and Latham (2002) defined goal setting as a theory in 1970. Goal mechanisms affect performance with four functions: goals must have direction, be energizing, have persistence, and provide arousal. Moderators to goals are commitment, finding importance in the goal, and believing in attaining the goal. Locke and Latham (2002) discuss how employees have experienced success on the job using goal setting techniques. According to Locke and Latham (2002), the main variable in self-regulation is goal setting. Performance goals generated an increase in scores in the employment setting (Locke & Latham, 2002). This study provided a connection with performance on the job and goal setting while students exiting from high school

need skills to obtain employment. Izzo et al., (2010), use two instruments—the Information Technology Literacy Survey and The Ohio State University Career Survey—addressed three domains: (a) tool mechanics on the Internet, (b) research process, and (c) application to career research (Izzo et al., 2010). Students in the experimental group showed greater gains in goal setting, finding employment, and information about postsecondary education. Still, this study does not address if these students were successful once they gained employment. Two curricula demonstrated improvement in students’ acquisition of skills needed to succeed in a technologically focused society (Izzo et al., 2010). This study does not address a connection between self-determination and work production they are similar as they both advocate that goal setting performance goals and both consider goal setting for employment.

Figure 1
Theoretical Diagram



Note. DYB = Do Your Best. From Welsh & Ordóñez, (2014) p. 84

Welsh and Ordóñez (2014) examined goal setting using behavioral, ethical, and self-regulatory resource theory. Sequentially setting high goals can intensify unethical behavior after

a period. This continual impetus could negatively affect self-regulatory resources (Welsh & Ordonez, 2014). This study provided a connection with performance on the job and goal setting. Brusso and Orvis (2013) examined how unrealistic goal setting negatively affect employees' progress, using video game-based training. Trainers provide advisement early in video game-based training. When employees set a goal without advisement, negative outcomes resulted. The researchers used self-regulation as a mediator of the relationship between goal setting and successful outcomes but were unsuccessful at connecting this relationship (Brusso & Orvis, 2013). They both advocate that goal setting performance goals and both consider goal setting for employment. Wehmeyer and Bolding (1999) discuss how connecting and integrating within their communities develop a reciprocal relationship. While fostering experiences that allow youth with disabilities to make choices that provide an opportunity to refine goal-setting skills to achieve more confidence in their ability to assume more control over their lives (p. 361). There's a gap in the research when it comes to what happens after goal setting between goal achievement. Haase et al. (2008) suggest goal engagement as a solution to what happens during this time. Haase et al. (2008) examine data from cohorts of youth in a longitudinal study. The researchers examine goal engagement as it pertains to transitioning from school to work or post-secondary education (Haase et al., 2008). The researchers report that goal engagement had a positive effect on youth before graduation. This study did not connect youth with disabilities gaining employment and increasing work production. Special education does not offer a solution currently that covers what's going on between goal setting and goal attainment for youth with disabilities who are in transition. There is a need for more research in this area. Both studies advocate that goal setting performance goals and both consider goal setting for employment.

Goal Attainment

Oades and Deane (2009) Goal Theory identifies specific factors found to promote goal attainment by enhancing motivation and directing attention. The researchers discuss goal attainment factors as the identification of goals that are clearly defined, measurable, and challenging. While setting goals promote self-efficacy and are relevant to the individual. The researchers also discussed how developing strategies or plans to attain a goal, while setting a time frame for goals to be reviewed are helpful to goal attainment (Oades & Deane, 2009). The researchers also suggest that monitoring goal progress, provision for regular feedback about performance, and problem-solving potential barriers likely to impede goal progress are also helpful. SMART (specific, measurable, agreed to, realistic, timely) goals in goal theory identify specific factors found to promote goal attainment by enhancing motivation and directing attention (Oades & Deane, 2009, p. 292). This process of goal development is essential to assisting youth with disabilities in processing the idea of what they would like to accomplish in operational tasks. Taylor-Ritzler et al. (2001) addressed the effects of the Choice-in-Transition intervention in students' goal attainment. The researchers stressed the significance of students developing help-seeking skills, in conjunction with the help they received in attaining their goals. Goal attainment is a part of self-determination and the connection to self-determination contracts comes from setting and attaining an employment goal every day to achieve progress in meeting the employment goal (Woods & Martin, 2004). Taylor-Ritzler et al. (2001) report how help-seeking skills positively impacted goal attainment in that 85% of participants attained at least one of their transition goals, and 44% attained all their goals. (Taylor-Ritzler et al., 2001; Wehmeyer & Palmer, 2013; Wehmeyer & Schwartz, 1997). While these concepts provide an understanding of each component of self-determination the research up to this point does not provide evidence

that self-determination directly correlates to improving production on the job for youth with disabilities.

Self-Determination Contracts

It is important to point out how the focus has maintained momentum over the years. The Steps to Self-Determination Curriculum which contains an 18-session based on a self-determination model with five major components. The Self-Determined Learning Model of Instruction is an instructional curriculum designed to provide a model of teaching that enables educators to teach their students to self-direct their transition programs. This instructional model was designed to enable students to self-regulate their work behavior. Woods and Martin (2004) state when people with disabilities receive explicit adjustment instruction, they demonstrate an increased regulation of expectations. Participants in this study “completed daily self-determination contracts to plan their work outcomes” (Woods & Martin, 2004, p. 207). Researchers report that participants achieved gains in their evaluations from their supervisors. These participants were in jeopardy of losing their jobs. The participant’s assessment progressed from not meeting to meeting expectations within four days of using the self-determination intervention (Field & Hoffman, 1996; German et al., 2000; Wehmeyer et al., 2000 p. 442). The objective of the current study is to use the Woods & Martin (2004) self-determination contract as a pre-employment intervention.

Self-Monitoring

Wacker and Berg (1983) and Wacker (1985) used self-monitoring to teach students using picture prompts and checklists to achieve accuracy on-task behaviors. The researchers report that self-monitoring through picture prompts and a recruitment-training package was effective and

both students within the study completed their tasks with accuracy (Rouse et al., 2004, p. 313; Rouse et al., 2004, p. 321).

Throughout the field, researchers used video-based (Cavaiuolo & Gradel, 1990; DeRoo & Harolson, 1971) picture cues (Martella et al., 1992), video iPod, written prompts, verbal correspondence (Crouch et al., 1984) and multicomponent intervention packages (Copeland et al., 2002). Some researchers have used Job Observation Behavior Scales (Bennet et al., 2009) to improve the transition from the classroom to supported employment. These methods help researchers to measure productivity. The combination of self-monitoring and asking for feedback result in successful outcomes during the application of these interventions (Cavaiuolo, & Gradel, 1990; Copeland et al., 2002; Crouch et al., 1984; DeRoo & Harolson, 1971; De Roo & Marchand-Martella, 1992). However, throughout the literature even with the reported increase of performance, it is noted that once the intervention is withdrawn the maintenance data demonstrate a regression, which demonstrates a lower rate of performance as compared to the intervention stage. Mank (1985) suggests implementing a self-solicitation procedure if productivity starts to decline. The researcher also suggested doing a follow-up to ensure the accuracy of self-monitoring and to help youth to make decisions based on their data.

Bates et al. (1980) used a changing criterion procedure with people in a sheltered workshop who were terminated or who were not excelling in production. The researchers used a self-administered reinforcement system. By gradually increasing the expectation, the participants improved their production (Bates et al., 1980). Rusch et al. (1985) developed an overview of two strategies to teach people with developmental disabilities to maintain appropriate work behavior (p. 182). The researchers report how studies were developed with competitive community-based employment however, the researchers did not incorporate a systematic process to continue after

the intervention is withdrawn (Rusch et al., 1985, p.182). Rusch et al. (1985) went on to report, “it was assumed that adaptive behavior achieved would stay consistent by the environment naturally” (p. 182).

Wehmeyer and Bolding (1999) used a matched samples design by using the answers from participants with intellectual disabilities based on their living or work conditions from two main instruments: The Arc’s Self-determination scale: Adult version and the Autonomous Functioning checklist: self-report version to improve on-task behavior and advocated for community-based employment options. The authors used a matched-samples design with people with intellectual disabilities. The matched samples consisted of people with intellectual disabilities who lived in community supported or independent living, competitive employment, or community-based employment such as workshop or group home (p.356). The authors used The Arc’s Self-determination scale the adult version, the autonomous functioning checklist: Self Report, the Life Choices Survey, and The Lifestyle Satisfaction scale of people with intellectual disabilities. The researchers reported how there is a need to increase opportunities to make decisions and advocate. The researchers reported how there is a need for more opportunities to be in an integrated environment, have independence and productivity. The researchers reported how “where one lives or works have a relationship to gaining self-determination” (p.360). The researchers also report how people with intellectual disabilities who worked in community-based settings had higher autonomy and were more self-determined (p360). Hughes and colleagues (2002) found that four students with developmental or multiple severe disabilities use self-monitoring strategies. According to researchers, the students showed improvement across many skill areas, ranging from performing expected social behaviors to completing a written worksheet (Hughes et al., 2002). Researchers found that youth with disabilities who participated in work-

study programs (Bear et al., 2001; Kapur et al., 2005) generated no statistically significant results. Cimera (2010) discusses how students who received transition services were more successful than those who did not receive services.

Work Production

Elements of self-determination become more salient during a study in 1961 (Ladas, 1961) where researchers examine the production of trainees in an employment training facility. The researcher advocates how work production could be dictated by a person's ability to learn employment performance tasks in a prevocational evaluation while using the assessment of work sample learning rates (Ladas, 1961). Ladas advocates how during the prevocational evaluation period, a thorough evaluation of the facility "workshop," each person's productivity can be tracked using feedback from their supervisor (Ladas, 1961). The researcher discusses using assessments to determine if people with developmental disabilities can learn and adapt to the operational tasks in the workplace (Ladas, 1961). The researcher examined the rate of production by tracking assembly tasks (Ladas, 1961). The current disposition is to provide instruction in an integrated setting that is meaningful for individuals with disabilities (Ladas, 1961). However, it did not support non-vocational programs; researchers question the transferability from non-training programs to the employment setting (Ladas, 1961). Rhodes (1986) discusses how state agencies report an issue with cost-effectiveness. The researcher went on to state that cost disincentive to move people who are in the lowest level of the service continuum (Rhodes, 1986). The results indicate how youth with disabilities who are in transition depart from instruction (Rhodes, 1986) The researcher also assert how youth with disabilities are also leaving programs that segregate when it is not necessary to do so as an attempt to answer for low wages, and lack of matriculation (Rhodes, 1986).

Termination. Salzberg et al. (1988) performed an article review of the employment termination of people with disabilities (p.153). The researchers advocate that people with disabilities need support and training with social skills, response to criticism, and feedback (p. 153). The researchers report termination findings within three domains: Job responsibility, Task Production Competence, and Personal-Social Competence (p.168). Greenspan and Shoultz (1981) articulate a social aspect to employment, that can be considered as productive and responsible (as cited in Salsberg et al., 1988). The researchers discuss how entry-level workers are terminated for these perceptions (p.153)

Summary of Research

When looking at studies about people with intellectual disabilities and work production, I found studies about people with intellectual disabilities and work production who worked in the sheltered workshop. The studies that covered work production in the sheltered workshop out of 14 studies that cover goals: Six out of 14 studies allowed participants to select their goals as they pertain to employment production (Flexer et al., 1979; Flexer et al., 1980; Flexer et al., 1982 Hall, 2014; Kliebhan, 1967; Principo et al, 1982). Four out of fourteen studies noted how the researcher and the participant selected goals jointly for work production (Gordan et al., 1955; Hanel & Martin, 1980; Ingle et al., 1993; Moore et al., 1989). Four out of the 14 studies listed how the researcher selected goals for the participants (Didneko & Martin, 1986; Grossi & Heward, 1998; Mullen & Martin, 1988; Srikameswaran & Martin, 1984). Five out of the 14 listed utilizing visual cues to promote self-monitoring, and self-instruction that cause an increase in production or productivity (Flexer, et al., 1979; Flexer, et al., 1980; Flexer, et al., 1988; Mullen & Martin, 1988; Srikameswaran & Martin, 1984). Six out of the 14 studies apply social praise within their research to generate improvement in their production and productivity (Flexer

et al., 1979; Flexer et al., 1980 Gordon et al., 1955; Grossi & Heward, 1998; Hanel & Martin, 1980; Srikameswaran & Martin, 1984). Three self-determination concepts which are self-monitoring, self-reinforcement, and feedback are noted across research that supports positive outcomes that contribute improvement in work production and work productivity (Flexer et al., 1980; Flexer et al., 1982; Hanel & Martin, 1980; Ingle et al., 1993; Kliebhan, 1967; Srikameswaran & Martin, 1984; Moore et al., 1989; Mullen & Martin, 1988).

Gordon (1955), Kliebhan (1967) and Flexer, et al. (1980) all discuss areas within their research where there was no significant improvement in production rates. A commonality among them is a lack of instructional strategy. The research supports providing self-determination skills in a way that produces results as seen in Table 5. These results manifest into increased employment production and improve the quality of work. This increase in production is important because once youth with a disability can manage their employment setting successfully, they can translate the same decision-making process to every aspect of their life (Flexer et al., 1982; Gordon, 1955; Grossi, 1988; Kliebhan, 1967; Mullen, 1988; Principo, 1983; Srikameswaran, 1984). Self- Determination contracts could provide the instructional support to increase work production within a workshop or community employment setting.

Conclusion

Youth with disabilities should have access to interventions that evolve as they gain employment and aspire for advancement on the job. The current research does not connect the concept of self-determination with employment stability for youth with disabilities. The research demonstrates that youth with disabilities achieve progress when self-monitoring, interventions are provided during transition. The research also stated that students who receive transitional services after graduation are more likely to gain successful employment, however, the current literature does not connect self-determination with successful employment retention. Cobb et al.

(2013) requests that Special Education consider providing research in this area however the field has not responded. According to the US Census unemployment rates for people with disabilities is currently 3.9% in 2019 from 3.7% in 2018. The unemployment rate in for people with disabilities is double 8.0% the rate of people without a disability 3.7% (National Center for Education Statistics report, 2019). While the unemployment rate is low overall the field of Special Education must develop pre-employment interventions to provide options for youth with disabilities to use as they are starting their careers to support their success.

Chapter 3 will entail the methodology utilized to answer each research question. Chapter 3 will also provide clarification about the self-determination contracts used along with ethical considerations taken to ensure the participants are protected within this study

CHAPTER 3: METHODOLOGY

The following research questions will be addressed in the study.

1. Is there a functional relation between the use of a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* and an increase in the mean level of work performance for three high school students with an intellectual disability who attend a work-based learning program in an employment setting?
2. Is there a functional relation between teacher/supervisor feedback using a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* and an increase in the mean level of work performance for three high school students with an intellectual disability who attend a work-based learning program in an employment setting?
3. What are the teachers, students, and parents feedback from using a modified self-determination contract from the *Take Action: Making Goals Happen Lesson Package* of the modified pre and post Ci3T social validity assessment?

Participants

To be included in this study, participants needed to meet the following inclusion criteria: (a) be between the ages of 18 and 21 years old, (b) receive special education services through IDEA (2004) under the category of intellectual disability (ID), (c) receive vocational rehabilitation services, (d) have a minimum 90% attendance rate, (e) attend a work-based learning program in an employment setting, and (f) pass initial screening measures related to oral reading fluency and written communication. Recruitment information was sent out to all students attending the work-based learning program who met the inclusion criteria. In total, three students

consented to participate (one student declined to participate) and were included in the study. A parent questionnaire was sent home to obtain the participants' relevant demographic information and the participants' teacher and teaching assistant provided their own demographic information. Teachers provided additional educational information about the participants. Demographic information is reported in Table 3 and Table 4.

Table 3*Demographic Information for Participants*

Student	Ethnicity	Gender	Age/Grade	FARMS	ELL	Primary Disability	Secondary Disability	Assessment Results
Abey	Native American	F	12th	Yes	No	ID	Speech Impairment	1 Functional Limitation (Self-direction)
Lori	W	F	8th	Yes	No	ID		1 Functional Limitation (Self-direction)
Franklin	B	M	11th	Yes	No	ID		1 Functional Limitations (Self-direction)

Note. FARMS = Free or Reduced Meals, serves as a proxy for socioeconomic status. ELL = English Language Learner status. Order of Selection / Rationale for determining serious functional limitations related to employment

Table 4*Demographic Information for Supervisors*

Supervisor	Ethnicity	Gender	Age	Education	Experience	Job Title
Teacher	Black	Female		Masters Degree and SPED Teaching Certification	30 years	IDD Special Education Teacher
Teaching Assistant	Black	Female			10 years	IDD Special Education Class Assistant

Setting

This study was conducted within a local city public school in the southwestern region of the United States. According to the strategic profile of the school (located on the local public school's website), 358 students are enrolled, and the school has 33 full-time teachers, yielding a student–teacher ratio of 10 to 1. Within this school, 89% of the students are eligible for the free lunch program. Furthermore, the student body is 74.5% Black, 9% White, and 10.5% Hispanic 1.2% American Indian, .3% Asian, 0% Hawaiian/Pacific Islander, 4.5% multi.

This study was scheduled to take place at a nonprofit agency, but it had to be restructured to fit the restrictions resulting from the outbreak of COVID-19. At the time of this study, the school district restricted all activities to the school premises. In other words, students could not leave the campus for field trips or other off-campus learning experiences. Therefore, the project took place in a room within the school's administration office in the services division. The room was 36' × 26' and was equipped to accommodate five students, one teacher, and the researcher. A table with chairs was situated in the middle of the room and there was a corkboard on the wall. Work-based training was offered at two different times each day: once in the morning and once in the afternoon. Students attended one session each day.

Materials

The study adopted a self-determination contract modified to a self-monitoring form. During the intervention phase, I provided each student with a Job Production sheet to complete and review each day before and after each shift. The self-monitoring form included four sections: (a) plan, (b) work, (c) evaluate, and (d) adjust for the next day (Woods & Martin, 2004) see Figure 6). I discussed the assigned work tasks with each student. I assembled a shelf and stocked it with grocery items as a model, then I discussed how to stock the shelf with each student. This

discussion was intended to make sure the student fully understood what was expected. I explained the expectations for each task to maintain clarity about employment expectations.

The self-determination form served as the primary intervention. Each self-monitoring form had four sections to be used each workday: (a) the Plan section allowed students to set their goals for production each day, (b) the Work section allowed students to record their production during the day, (c) the Evaluate section allowed students to evaluate their performance against their plan for the day and the supervisor's performance standard, and (d) the Adjust section allowed students to make a plan for the following day with adjustments based on the current self-evaluation.

Figure 6.

Self-Determination Contract Modified to a Self-Monitoring Form.

Self-Determination Contract						
Name:			Date:			
Work Station:			Task:			
I read my last adjustment statement:						
Start Time	Schedule	Task	Goals	Objectives	End Time	Approval
_____	_____	Bagging groceries	3 of customers	#correct	_____	_____
_____	_____	Stocking Shelves	#of customers	# correct	_____	_____
_____	_____	Cleaning	# of tasks	#correct	_____	_____
_____	_____	Social	Serv events	# correct	_____	_____
Work						
Start Time	Schedule	Task	Goals	Objectives	End Time	Approval
_____	_____	Bagging groceries	# of Customers	# correct	_____	1 2 3 4
_____	_____	Stocking Shelves	# of shelves	# correct	_____	1 2 3 4
_____	_____	Cleaning	# of tasks	# correct	_____	1 2 3 4
_____	_____	Social	Serv events	# correct	_____	1 2 3 4
Evaluate						
		Bagging Groceries	Stocking Shelves	Cleaning	Social	
Began on time?		Yes No	Yes No	Yes No	Yes No	
Completed planned number?		Yes No	Yes No	Yes No	Yes No	
End on time?		Yes No	Yes No	Yes No	Yes No	
Adjust						
Next Time	Bagging Groceries	Stocking Shelves	Cleaning	Social		
Begin Work	_____	_____	_____	_____		
Earlier	_____	_____	_____	_____		
Later	_____	_____	_____	_____		
Same Time	_____	_____	_____	_____		
Complete	_____	_____	_____	_____		
More	_____	_____	_____	_____		
Same Number	_____	_____	_____	_____		

Produce ____ Number of _____	_____	_____	_____	_____
More	_____	_____	_____	_____
Same Number	_____	_____	_____	_____
Produce ____ Number of _____	_____	_____	_____	_____
More	_____	_____	_____	_____
Same	_____	_____	_____	_____
End Work	_____	_____	_____	_____
Earlier	_____	_____	_____	_____
Later	_____	_____	_____	_____

Note. Adapted from Martin et al, 2003, p. 437.

Each day, the students set goals to achieve the next day. These tasks were associated with Stocking shelves-making sure the items were stocked in the designated places, all label facing, and all items were pulled up to the edge of the shelf. The specific tasks were the same form day to day. After the students stocked the shelf, they let me know they had completed their task. The students were given three chances to stock the shelf. I took a picture of their completed work after each attempt. The last part of the day was reserved for student-researcher debriefing, during which the students filled out the self-monitoring form. During this time each student and I looked at the picture of the student's work, and the student provided an evaluation of their work and generated goals based on their own evaluation and that of their teacher.

Students began their day by noting the start time on the worksheet and circling the task for the moment. Once they had completed the task, they noted the end time in the worksheet, wrote out their goals for the next day, and submitted the worksheet to me.

Measures

Prior to starting the program, I made the teachers aware of the screening measures and the teachers suggested students who met the screening measures in the class. Vocational

Rehabilitation Services offer the Wide Range of Achievement Test (WRAT), and the school district used the Dynamic Indicators of Basic Early Literacy (DIEBELS) scores. This study investigated the effects of two dependent measures: The effects of using the self-monitoring form on the production standard (i.e., the ranking on a Likert scale achieved correctly on the self-monitoring form) and the effects of the supervisors' evaluation in the Work section of the self-monitoring form. This study also examined the effects of using the Plan section under objectives of the self-monitoring form and the work production form.

Work production standard. The first dependent measure examined the effects of using the modified self-monitoring form on work production. These data were taken from the rating section of the supervisor evaluation with a scale ranging from 1 being the least correct to 5 being a perfect set-up. The students used the Production Planning self-monitoring form. Woods and Martin's (2004) study did not measure students' production but counted the number of "yes" and "no" statements from the supervisor's evaluation and reported the percentage of increase in "yes" statements.

Supervisor evaluation. The second dependent measure was the effects of the supervisor's evaluation who was the teacher of the student's work production when using the modified self-monitoring form. Woods and Martin (2004) used a daily evaluation as the dependent measure to address the participant's work performance and used evaluation responses of "yes" or "no." The researchers then graphed the "yes" and "no" responses. Within this Woods and Martin (2004) the feedback was gathered daily from the supervisor using the self-monitoring form in the Work section under the objective of number correct and the approval Likert scale. The self-monitoring form reflected whether youth with an ID met work production standards. On the self-monitoring form, the supervisor evaluated each student's work production daily (specific tasks of the job site). The students' progress was analyzed from the supervisor's responses on the

self-monitoring form in the work section (number correct and approval Likert scale). Each day, the students recorded their work production in the self-monitoring form. Once the current production was recorded, each student compared the current day's production with (a) the previous day and (b) the production recorded by the supervisor. The student reflected on the current day, discussed any concerns, and made necessary adjustments for the next day's work production goal. Further, the student noted any new goals or changes, if any, required for the next day.

Social validity and health questionnaire. I provided the parents/guardians or representatives with the social validity questionnaire to determine if they noticed any changes in the student while they were participating in the study. I modified the Ci3T to assess the implementation of the self-monitoring forms and the integrity of the implementation within the current study. The pre- and post-intervention surveys contained 17 questions each rated on a six-point Likert type scale ranging from "strongly disagree" to "strongly agree" (Carter, 2010). The pre- and post-surveys also contained four open-ended questions to allow participants to discuss their perspective on the intervention.

Experimental Design

A multiple-probe design (MPD) across students was used to determine if the self-determination contracts from the *Take Action: Making Goals Happen Lesson Package* modified to a self-monitoring form determined an increased mean level of work performance. This involved specifically looking at the number of correct tasks achieved with the three high school students with an ID who were participating in a workforce development program.

I selected a MPD across students for several reasons. As Ledford and Gast (2014) stated, this design "provides a practical means for evaluating programs designed to teach academic and functional limitational skills that are nonreversible once acquired... improve social behaviors

that are difficult to establish and would be inappropriate to reverse” (p. 253). This design is appropriate because a MPD can be used to support the ethical consideration of nonmaleficence (Kitchner, 1984). According to Christ (2007), an MPD involves a concurrent series of AB designs with staggered phase changes. MPD design does not require the need to take data every day from all participants as appose to the multiple baseline design where the design requires consecutive daily data collection. The MPD provides the ability to take data from all students without forcing students in baseline to provide consecutive daily data that could cause the students to become tired of participating before they ever start the intervention phase. Within the MPD, (a) formative assessment procedures are employed to establish baseline performance; (b) after stabilization of the dependent measure has been established, an intervention is engaged for one data series while baseline performance continues for the remaining data series; and (c) as performances in baseline and intervention phases stabilize and support performance evaluation, this process continues for each successive data series (Christ, 2007, p. 452). An MPD can control for threats to internal validity by demonstrating marked changes that correspond with the intervention while baseline levels remain stable. Replication across participants occurs as the experimental manipulation is implemented in a staggered, incremental timeframe for each successive data series (Christ, 2007).

For the current experiment, the independent variables were the self-determination contract modified to a self-modification form, and the production form. Self-determination contracts evolved from self-management strategies (Woods & Martin, 2004). Just like the self-determination contract, the self-modification form was designed, as Woods and Martin (2004) stated, to provoke engagement, as employment engagement has an impact on performance adjustments that improve performance on the job. The self-monitoring form served as the primary intervention.

The dependent variables were the supervisor's evaluation, operationalized as a critique of tasks assigned by the supervisor/teacher to the student, and work production, operationalized as a Likert scale under Objectives in the Work section of the self-monitoring form.

According to What Works Clearinghouse (2020), an MPD must have a minimum of six phases with at least five data points per phase to meet standards without reservations. The baseline phase was facilitated using temporal sequencing. I collected a minimum of five consecutive data points for the first case and entered the intervention phase once stable data were obtained. I entered the second case into the intervention once the first case started to respond to the intervention. I followed the same method for the first, second, and third cases at the school with an interrater agreement rating of 90% or greater based on dual scoring of 30% of the supervisor/teacher evaluations while the intervention was not implemented (Kennedy, 2005).

Inter-observer Agreement and Fidelity of Implementation

Achieving reliability within behavior assessment was integral to demonstrating stability within the assessment and data collection methods. Barlow et al. (2017) suggested that there should be a primary observer and a secondary observer who can observe simultaneously but independently. The primary and secondary observers compared their observations of the identified behaviors, and the observations were "quantified for a mathematical estimate of consistency" (Barlow et al., 2017, p. 130). This was the inter-observer agreement (IOA). The primary observer was the teacher. When the teacher could not be present the teacher's assistant would come and observe. It is important to achieve a high IOA because it demonstrates stability in the observational method (Barlow et al., 2017). Fidelity of implementation refers to the system or checklist researchers use to ensure that data collection occurs in the intended manner (Kennedy, 2005).

Inter-observer agreement. Before the study began, the observers were trained on instructional fidelity and interrater agreement. The highest fidelity or interrater agreement checks at 87% during the baseline and instructional phase, as mentioned in Kennedy (2005) and the What Works Clearinghouse handbook. Every day for the length of the study, independent observers and raters were recertified by reaching at least 90% agreement on three consecutive fidelity and three production-rate checks. The IOA result was total agreement. The total agreement percentage was 83% for Lori, 87% for Abbey, and 71% for Franklin, and the total agreement for all students was 82%.

During each phase of the study and across at least 20% of the baseline and instructional sessions, the observers watched me deliver lessons and determined the quality of this implementation within each phase and across cases (What Works Clearinghouse, 2020).

Fidelity of implementation. During each phase of the study and across at least 30% of the baseline and instructional sessions, the observers watched the teacher deliver lessons and determined the quality of this implementation. I followed the general guidelines as stated in the What Works Clearinghouse Handbook and collected initial baseline data across participants (students). The baseline collection occurred before the intervention across participants. See the instructional fidelity data collection sheet in Figure 4. One main component was measured in the Work section—namely, the ranking of students’ abilities to reconstruct the shelf display correctly.

Procedures

Baseline.

Once the students had arrived and the teacher took attendance, the students received their self-monitoring forms containing their goals from the previous day’s evaluation. The students attended their classes as usual and came to the room for the study. The students continued their

day performing their normal job tasks. The baseline procedures included what Cruise and Sargeant (2008) termed the Pendleton model, which includes four steps: (a) The learner/student states what was good about his or her performance, (b) the teacher/supervisor states areas of agreement and elaborates on the good performance, (c) the learner/student states what areas were poor or could have been improved, and (d) the teacher/supervisor states what he or she thinks could have been improved (p. 1293). The teacher/supervisor filled out the self-monitoring form, and provided each student with a rating that indicated the accuracy of each student's the replication of the model at the end of each shift. During baseline, I tracked the data by using the Likert scale in the Work section of the self-monitoring form. A stable baseline of at least five consecutive data points was taken to determine the predictability of behavior.

Intervention

Supervisor training. The supervisor/teachers received training on how to use the self-monitoring form and the Pendleton model. The teacher/supervisor stated what she thought could be improved (Cruise & Sargeant, 2008) before the baseline phase began. The supervisor/teacher also received the schedule to initiate the prompts and feedback to students.

Model Replication. Each day the students observed the demonstration of how the shelves should be stocked. The students each made an attempt to reproduce the model set up. The students were given three times to attempt the reproduction set up. After each attempt the student would inform the researcher when they were finished with the attempt. The researcher would then take a picture of the attempt. After the student performed all three attempts the student would then look at the pictures of their attempts and compare their progress to the picture of the model. The students would then fill out the Job Production form.

Job Production Form. Each day the students filled out the Job Production form. This form was used to provide details for the self-determination contract form. The students would

answer the questions on the Job Production form. The students were also provided with the observation feedback from the teacher. It at this point that the students would set their goals for the self-determination form.

Data analysis procedure

To ensure the study met Single Case Design (SCD) standards, I conducted a visual analysis of the data, graphed in four steps with the six features described by Kratochwill et al. (2013). Step 1 entailed presenting documentation of a predictable and stable baseline. Step 2 involved presenting an analysis of the data within each phase of the study to analyze the within-phase patterns. Step 3 focused on comparing the data from baseline to intervention to determine if the manipulation of the intervention (independent variable) had an effect. Step 4 included integrating all the phases of the study to analyze if there were at least three demonstrations of a functional limitation.

I used analysis techniques to determine the suitability of the process and whether the data were appropriate. I examined the effects within the SCD's six outcome measures used within and between phase data patterns, called the Criteria for Demonstrating Evidence of a Relation Between an Independent Variable and Outcome Variable: (a) level – the overall average (mean) of the outcome measures within a phase; (b) trend – the slope of the best-fitting straight line for the outcome measures within a phase and in the context of visual analysis; (c) variability – the range, variance, or standard deviation of the outcome measures about the best fitting line; (d) immediacy of effect – the change in level between the last three data points and the three data points in the intervention phase; I overlap – since the intervention's effects are gradual, this analysis examined the proportion of data from the previous phase; and (f) the consistency of patterns across similar phrases – using the analysis of data within a phase by looking at the data from all phases within the same condition while examining the extent to which there is

consistency in the data patterns across phrases (Kratochwill et al., 2013, p. 32). I stated the observed pattern of each student's work production along with the supervisors' feedback, and I estimated the value of their work production by forecasting with the understanding that there was no change in the use of the self-monitoring form or supervisor evaluation (Kratochwill et al., 2013).

Quantitative procedures. To quantify the treatment effect, I used the Tau-U index. This approach allowed me to estimate the percentage of intervention data that improved from the baseline data when correcting for baseline trend (Parker et al., 2011). I also selected the Tau-U index because it is more robust than other non-overlap indices and can provide confidence intervals around the point estimate. To compute the index, I used a free online calculator available at singlecaseresearch.org. I input baseline data for each case and specified this as phase "A" and input intervention data for each case and specified this as phase "B" to obtain a point estimate for each case. I then aggregated effects across cases using an inverse variance weighting scheme to report an aggregated Tau-U effect size for the study.

Social Validity and Safety

To determine social validity and safety, I provided the supervisor/teacher and parent or caretaker before with modified pre-survey and after the study with a post-survey to determine their perceptions of issues, concerns, and effectiveness of sending students through the study. See Table 5 for a list of the social validity and safety questions. As Lane et al. (2009) stated, such questions are intended to indicate a positive relation between social validity and treatment integrity. To provide this level of validity, I provided the teachers, researchers, and caretakers with social validity pre- and post-surveys along with attendance and service-related criteria. The development of instruments to evaluate social validity can be traced to researchers such as Carter (2010), who extended the research by implementing the Intervention Rating Profile (IRP). The

IRP was designed to connect educational treatments and practitioners aware of acceptable practices among educators (Carter, 2010). Carter and Wheeler (2019) modified the IRP to develop the Children's Intervention Rating Profile (CIRP) to enable children to assess educational interventions. Common and Lane (2017) developed a three-tier Ci3T model to prevent behavioral challenges using an efficient process. This assessment model utilized the AB design to provide a more holistic approach by examining student performance, treatment integrity, and social validity (Common & Lane, 2017). This assessment allows for gaining feedback on work performance. I modified the Ci3T to assess the implementation of the self-modification form and the integrity of the current study. The 17-question pre- and post-intervention surveys were rated on a six-point Likert scale ranging from "strongly disagree" to "strongly agree" (Carter, 2010). In addition, the pre- and post-surveys contained four open-ended questions to allow respondents to discuss their perspective on the intervention. According to Common and Lane (2017), the higher the score, the better the chances are that an intervention can achieve social validity.

Safety concerns have been paramount since the outbreak of COVID-19 across the world. On their websites, the State Department of Education and State Department of Health discuss how coronaviruses vary and how they can infect animals. These viruses can mutate and spread to humans. Once humans contract these viruses, they can spread from one person to another. The latest strain of these viruses is known as COVID-19.

This virus can cause symptoms that range from those of the common cold to those associated with pneumonia. The effects of these viruses reached a pandemic level and entire communities and countries enacted shutdowns of regular activities and mandates to wear masks to help protect people from contracting the virus. These shutdowns included closing schools. The Centers for Disease Control and Prevention (CDC) provided school districts with prevention

strategies to determine if it was safe to reopen schools and what methods to adopt, where needed, to keep students safe. One method recommended by the CDC involved a prevention strategy at the level of community transition. The CDC defined level of community transmission as the total new cases per 100,000 persons in the past 7 days (low, 0–9; moderate, 10–49; substantial, 50–99; high, ≥ 100) and the percentage of positive tests in the past 7 days (low, $< 5\%$; moderate, 5–7.9%; substantial, 8%–9.9%; high, $\geq 10\%$).

Given this new information on the effects of COVID-19, I added information concerning safety measures to be taken during this project. The project was delayed due to the school district closing to keep students and staff safe while the cases per 100,000 people increased. During this time, the school districts provided instruction virtually. Students returned to in-person instruction while maintaining CDC-recommended safety measures. The students wore masks and maintained six feet between them. The students also used hand sanitizer when soap and water were not available.

CHAPTER 4: RESULTS

The previous chapter discussed the design and methodology of the study. This chapter presents the results. One of the four students chose to withdraw from the project. Therefore, her data were not included in the intervention. All participants and the students' parents gave consent, and three students were retained for full participation in the study. The following results reflect the findings of these student participants the teacher and the teaching assistant.

Population

The study focused on youth with an ID who were receiving vocational rehabilitation transition services from their local Department of Rehabilitation Services. However, due to COVID-19, the school district was closed for six months. One of the effects of the pandemic was that the local school district administration decided not to allow students to leave the campus for field trips. This change necessitated an adjustment to the project to fit the school district's temporary restrictions. I made the decision to use a convenience sample due to the start date of the project.

Sample

An announcement was made to the class about the project. Students who were interested were given consent forms and the teacher contacted their parents about the project. The site of this study was a junior high school/high school for Grades 8–12. This special education class had students diagnosed with an ID who ranged from Grades 8 to 12 as well. The teacher also suggested which students should participate in the project.

Four students, two teachers, and one support staff agreed to participate. After the first day of the study one student decided to stop the project.

Results

Lori

Lori was an 8th grade student whose primary diagnosis was ID. Each day, the student would come in excited about working. However, Lori's excitement about working led to distraction during the project. I provided Lori with positive reinforcement and discussed the importance of focusing on the task at hand. Once the intervention was introduced, Lori looked at her work production sheet and repeated what the goal was for that day. Lori's ability to replicate the process of stocking the shelves improved and remained consistent.

The baseline data demonstrate at least three data points in each phase in a predictable pattern. This demonstrates that the student did not achieve a high rating on her work production during the baseline phase. During baseline Lori achieved a rating between 1 and 2 with 1 being the lowest score you can achieve and 5 being the highest score you can achieve. The baseline level was low, the baseline trend for Lori's data was a low upward trend that leveled off. The last three data points were a score of 2. The variability in Lori's baseline was low. The intervention was introduced, and Lori's data demonstrated an immediacy effect with a score of 4 with the first three data points. Once Lori started using the work production sheet, her performance increased. The level of Lori's data moved into a positive direction. The trend of Lori's intervention data had a slight upward trend. The variability was not high as well. After a demonstration of the work tasks, Lori stocked shelves and recreated the model. Once Lori started using the work production sheet and working toward her stated goals, her work production improved by a score of 2 at baseline to a 4 and a 5 rating by the last day of the intervention. Once a pattern was determined for Lori, to demonstrate an index of control, I then compared the first three data points in the intervention phase to the Abbey and Franklin's baseline data. Abbey's baseline data was stable and Franklin's baseline data was stable.

Lori's work production is the first verification of the basic effect of using the self-monitoring form (a modification of the self-determination contract). The overall trend moved in a positive direction. The immediacy of the effect in Lori's data demonstrates that this was a significant effect. The baseline data do not overlap. The change in baseline data is consistent with a slight variability of increase and remains stable.

Abbey

Abbey was a 12th grade student whose primary diagnosis was ID with a secondary speech impairment. Abbey's baseline level was low and stable. The trend of Abbey's baseline trend was a slight increase with low variability. During the intervention phase Abbey's data has a positive trend level with a low immediacy effect. The first three data points in the intervention phase demonstrate a small increase from the last three data points in Abbey's baseline data. The variability is constant in Abbey's intervention phase. The vertical analysis I compared Lori and Franklin where stable. Each day, Abbey came in and replicated the stocked shelf model. During the project, I provided Abbey with positive reinforcement. Once the intervention began, Abbey performed the task of stocking the shelves however, she did not complete the tasks with continued prompts. Abbey also had frequent absences and was pulled away from the project to attend graduation events. During the baseline phase, Abbey performed her tasks to recreate the stocked shelf model. She received feedback, but her ability to recreate the model was low. Abbey stocked shelves and worked to improve her rating each day. Her work production remained consistent. She demonstrated some improvement, but it was not at a high rate. During the intervention phase, she improved, but her scores began to drop.

The baseline data overlap, and Abbey's work production did not demonstrate substantial improvement. Comparing three data points at intervention against the other two students, Abbey

simply did not improve, while Lori continued to demonstrate constant improvement. This verification is not successful in determining a basic effect of using the self-monitoring form.

Franklin

Franklin was an 11th grade student whose primary diagnosis was ID. Franklin's baseline level was low. The baseline trend was a small positive trend. Franklin's baseline data pattern was consistent. Comparing the last three data points in the baseline phase with the first three data points in the intervention phase demonstrate a small effect. Franklin's feedback scores increased by one point and sustained the improvement in the intervention phase. The vertical analysis demonstrated a comparison of Lori's intervention was constant and Abbey's data started in a positive trend and dropped at the end. The Each day, Franklin came in and replicated the stocked shelf model. During the project, I provided Franklin with positive reinforcement. Once the intervention started, Franklin performed the task of stocking the shelves. Franklin could perform the tasks, but he would become distracted. Once Franklin knew the project was ending, he performed the tasks with improved results, focusing on the goals listed. Franklin became sick and missed several days during the project. Considering the current climate and sensitivity around COVID-19, Parents are very careful when their student present any symptoms of COVID-19 and they took extra precaution to make sure their student did not contract COVID-19. The school district would test students who are presenting COVID-19 symptoms. If they their test was negative, then the student could return to class. If the student who presented symptoms test positive, then the school district sent the student home and made sure that every student's family who the student came in contact with the COVID-19 positive student were notified. Those students who encountered the positive COVID-19 student had to be tested and they had to quarantine for 14 days. Each time Franklin came back, he was excited to participate in the project.

During the baseline phase, Franklin performed his tasks and spent his time laughing and talking. Franklin was personable and easy to talk to during the project. He was assigned the task of recreating the stocked shelf model presented each day. During the baseline phase, Franklin's data were predictable. Comparing baseline to intervention shows an increase. There is overlap with the baseline data, but the last data points evince Franklin's improved performance. However, the improvement was not high.

The graph below demonstrates each students' progress during throughout the study. Baseline data were taken for each student and each student participated during the intervention. There were breaks in the data collection due to absences form school. The graph below also demonstrates six phases of data taken across three participants.

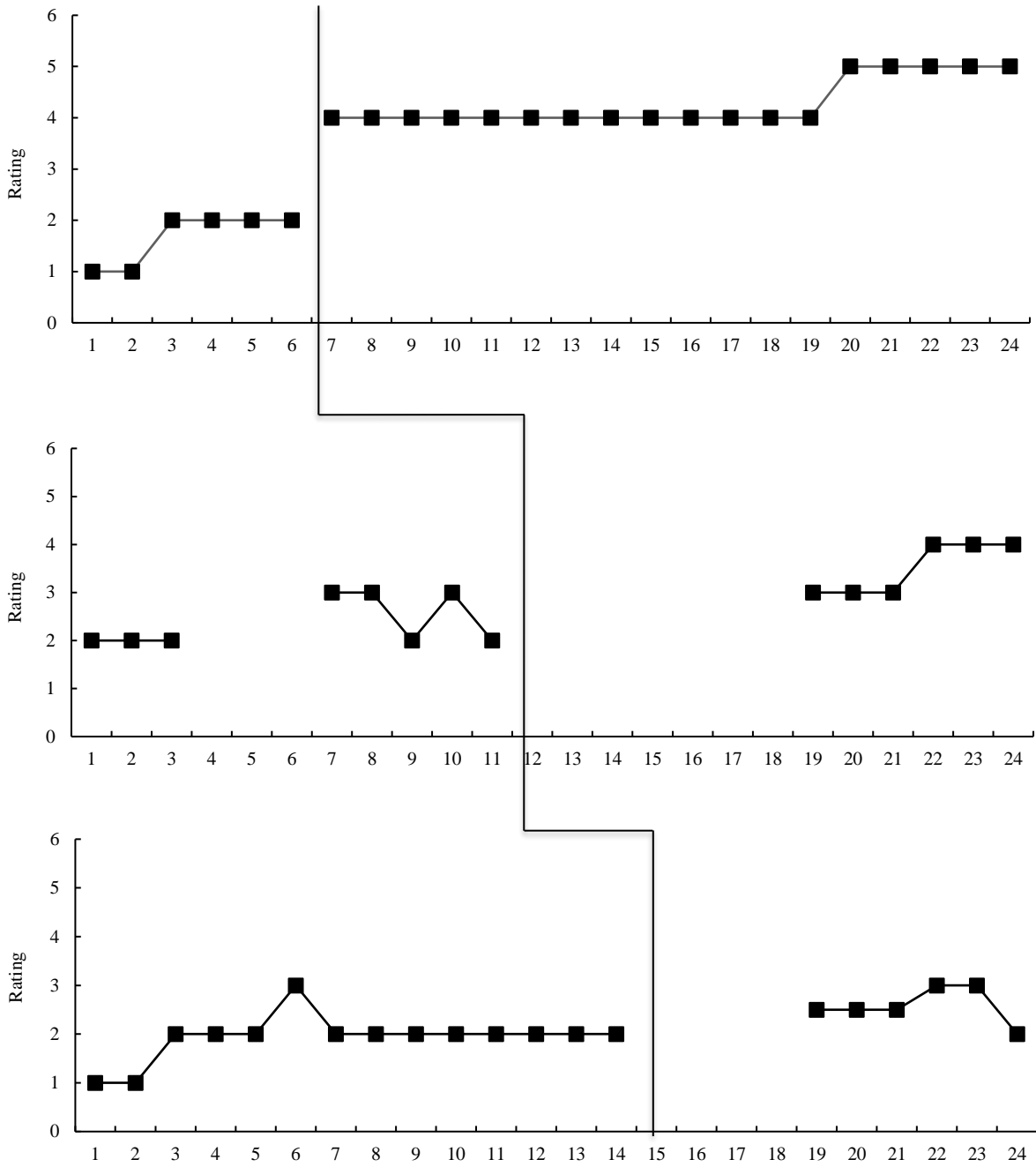


Figure 3. Ranking score of replicating attempts of stacking shelves correctly

Quantitative Measures

In the data analysis, I used Tau-U to quantify the amount of nonoverlap between phases. The Tau-U for Lori was 0.53, Abbey was 0.39 and Franklin was 0.17. The *p*-value for Lori was 0.13, for Abbey was 0.14 and 0.54 for Franklin. The overall Tau-U score was at a 95% confidence interval reflecting a small effect, with a *p*-value of 0.0003.

Procedural Integrity and Inter-observer Agreement

All baseline and intervention reproductions along with pictures of the model shelves were provided to the teacher, and I and the teacher observed the model shelves and scored each student's third attempt. During the data analysis, I used visual analysis techniques and Tau-U to calculate overlay. The Tau-U score was 0.5899, indicating a small effect. IOA was obtained for 90% of the dependent and independent variables. Agreement for Lori was 83% for tasks replicating the model correctly, agreement for Abbey was 87% for tasks replicating the model correctly, and agreement for Franklin was 71% for replicating the model correctly. The total agreement for overall observations throughout the project was 81.5%. Data were graphed and analyzed visually for the trend (is the data increasing, decreasing or no trend), level (where the data fall on the y-axis, high, medium and low), and variability (is the data stable and predictable or is it unstable and unpredictable is it high or low overall) (Kazdin, 2011).

Work Production Form and Feedback Sessions

Throughout the project, each day, the students came into the project area and could see the stocked shelf model to replicate.

During the baseline phase, the students became used to removing all items from the shelf and restocking them in accordance with the model. After each student made an attempt to replicate the model, the student would tell me they were finished. I then took a picture of the attempt. I collected a minimum of five data points with each student in each phase.

During the intervention phase, the students came into the project area each day and could see the stocked shelf model to replicate. The students were asked to take all the items off the shelves and restock them in the same manner shown in the model. After each student told me they had finished restocking the shelf, I took a picture of each attempt. After all attempts were complete, I met with each student, and they compared their attempts to the model. The students used the Job Production form and read the feedback for their teacher. The students wrote down their goal for the next day.

Teacher

The teacher observed the students during their attempts to restock the shelves and provided an evaluation and feedback on what they had accomplished for the day. During this session, the student filled out the Job production form and discussed the areas in which they had performed well and areas in need of improvement. The students discussed what their goal should be the next day on the basis of what they had observed and the feedback from their teacher.

The students performed the shelf stocking tasks including feedback from the supervisor/teacher using the Pendleton model. The students received the self-monitoring form at the beginning of their day and filled it out throughout the shift. Feedback was initiated at scheduled intervals and the student received scheduled prompts to complete the form throughout the shift. At the end of each shift, the supervisor/teacher provided their evaluation using the Work section of the self-monitoring form for each student to evaluate daily. The supervisor/teacher noted the work production standard and the number of times the student completed a task correctly on the self-monitoring form (Martin et al., 2003; Woods & Martin, 2004). The student reviewed their self-monitoring form and completed each section of the form, noting their goal for the next day, and returned the self-monitoring form to me. Once this was done, I analyzed the data to determine if the data in the second phase followed the pattern in the

first phase. That is, I analyzed the data to determine if there was a basic effect between the two phases—a functional relation between baseline and intervention (Horner & Machalicek, 2018). I performed additional analyses to determine the level of data in a phase, the mean of the data within a phase, the trend (the slope of the best-fit straight line describing the data within a phase), and the variability (the deviation of data around the slope [range] within a phase) to also determine the immediacy of change between phases (Horner & Machalicek, 2018). Further, I analyzed for consistency within each phase. The trend analysis proceeded until the data demonstrated stability (Ledford & Gast, 2018). The verification process included comparing the application of the intervention to baseline data to determine if the intervention was effective (Ledford & Gast, 2018).

Social Validity and Safety

Prior to starting the study, the researcher distributed the modified Ci3T social validity and safety questionnaire. The teacher filled out the pre-assessment at the end of the study. I asked the parents to participate in a small group session. The Ci3T had questions rated on a Likert scale and a set of open-ended questions. The teacher provided her answers on the Likert scale with the potential to score between 15 and 90. The teacher's assessment scored 86. Feedback indicated that one of the most beneficial aspects of the study was “the use of pictures as an aide to help the students to critique their replication of the model.” The teacher also stated that she had observed the students' behavior and social and learning problems improve, and that the self-monitoring provided talking points for the students and helped in relating behavior in the classroom with what is expected in a work environment. The teacher went on to state that she felt safe and that it is important to continuously remind students to wear their masks and practice social distancing. She further underlined that students need to get the COVID-19 vaccine when it is available.

I recruited two teachers and one paraprofessional to participate in the study. One of the teachers did not spend time observing the students, but she did participate in the viewing of the students' modeling replication review at the end of the study. The paraprofessional observed two days of the project, but since one teacher observed the whole project, I decided to use her observational data and exclude the other teacher's data.

CHAPTER 5: INTERPRETATION AND RECOMMENDATIONS

I suggest that future researchers start working with students at younger ages. IDEA allows transition-related activities for students as young late as 16. The field has neglected to provide interventions to help students develop employability skills that would support a decision-making mechanism that could directly relate to improving their work production. The disconnect is still present for youth with ID during transition as it relates to self-monitoring and evaluating work production for improvement. Instead of waiting until youth are adults who are losing their jobs or are experiencing the transition period into the world of work, we should work with students as early as 8th grade. This will allow them time to learn the concepts and use them in different areas of their lives. Once the students learn the concept of self-monitoring, the process will be natural by the time they transition from high school into the world of work.

Discussion

The research project was delayed when the school district closed for four months due to COVID-19. The school district also had to approve the research project. After I obtained this approval, the project was delayed for another three months. The project began six weeks before the school year ended. The original plan had been for the project to take place through a local nonprofit agency, but since the school district was not allowing students to leave the school premises for any field trips, I had to modify the project significantly. Instead of accompanying the students to a local grocery store, I had to choose one task and create a replica of a store shelf. Instead of using the original criteria of working with participants between the ages of 16 and 21 years, I had to use a convenience sample of the students who were in the ID classroom. The school where the project took place was a junior high school/high school with students aged 14–21 years.

The aim of this project was to determine if the modified self-determination contract could be used to improve work production for youth with disabilities. This intervention can be applied at an early stage to help youth with disabilities develop a skill that could potentially assist them in creating successful experiences in the workforce.

I spoke with the special education teacher, and she provided the recruitment form to parents and students. The parents were skeptical and asked questions. One parent stated that they simply did not want to read the information provided and wanted a verbal description of what the project was about. Each parent agreed to allow their child to participate after they spoke with me or the special education teacher.

Originally, four students agreed to participate in the project, but after the project began, one student decided to withdraw. On the first day, I spoke to the students in a group about work and how to perform the task of stocking the shelves.

Each day, the students came into the project area and saw a model of the groceries stacked on the shelf with labels that indicated where and how each item should be stocked on the shelf. Each student was given three chances to replicate the model if time permitted. After each replication, the student would let me know they were finished and I would take a picture of the replication with an index card providing the student's name, the date, and the first, second, or third try, and once the intervention was introduced, the card indicated their goal. During the evaluation after the students had completed all three replications, they had an opportunity to look at a picture of the model and compare it to their three attempts on that day. The students also read the teacher's evaluation and then set their goal for the next day.

During the project, there were many distractions. One day, there was a fight, and the students could not leave their classroom, which meant that I could not go to the students to continue the project that day. There were also programs to celebrate the graduating seniors that

called for all students and staff to see the graduates in their caps and gowns and attend other ceremonial programs.

By the end of the project, the students were beginning to enjoy replicating the tasks. They discussed their interest in doing more projects to prepare for employment and inquired about this option for the next year. This was encouraging, but unfortunately, the project was not set up to take place for an extended amount of time.

I believe the students were using the self-monitoring forms and were experiencing success. Some success was small, whereas some was significant. As the students began to achieve their goals, these evolved from work production to goals relating to their social behavior. Self-monitoring is effective. I believe it can be difficult to start, but the students demonstrated a sense of accomplishment after they had a chance to assess their progress throughout the program.

Implications for Future Research

Providing youth with disabilities with employment-related services at an early stage is a positive and helpful perspective to embrace. Youth with disabilities who are interested in pre-employment experience should have the opportunity to gain exposure to employment. Providing youth with skills to navigate the employment setting along with skills to reflect on their current work production while setting goals to improve their work production will lay a foundation to achieve success. Replicating this research on providing support services to youth with disabilities before they graduate will provide time to allow the youth to learn these skills and demonstrate them in a protected environment.

Implications for Practice and Recommendations

There should be more research that explores interventions to help youth with disabilities improve their work production to gain and maintain employment. Adults with disabilities gain employment through various social service programs, however, I have observed throughout my

career that people with disabilities are left to navigate these employment opportunities without the necessary tools to adjust to fluctuating employment standards and navigate a professional relationship with supervisors to correct or improve their employment outcomes. In my years of working in the domain of disability services, I have seen people gain employment and not need additional assistance as well as those who needed additional assistance, who were continuously losing jobs, while trying to maintain their independence.

From my view of employment support services for youth with ID, when these youth are unable to maintain employment, their families and social service providers step in, but the concentration is on telling the person with an ID to get another job or give up and sit at home. From what I observed in my years of experience, the people in this situation needed interventions and training to help them set goals and adjust their work production to a satisfactory level set by employers.

Connecting with employers that are willing to hire and work with youth with disabilities is not a new idea. However, more support must be provided to employers who incorporate initiatives that benefit youth and adults with disabilities. Funding fluctuates for these types of initiatives and people with disabilities must adjust to harsh cuts and are still expected to perform on the job at the production rates and standards of people without disabilities.

Theoretical Implications

Reflecting on the self-monitoring concept using picture prompts (Wacker, 1985; Wacker & Berg, 1983), I adapted the current research project using the materials and modifying them from Woods and Martin's (2004) self-determination contract. The objective was to use their self-determination contract as a pre-employment intervention. Using pictures and the modified self-determination contract as a self-monitoring intervention demonstrated enough significance to determine that there is a need for more research to solidify the depth of its effectiveness. Using

this method to equip students with disabilities with the necessary skills to adjust their work production is vital to longevity in employment.

Limitations

Due to the COVID-19 pandemic, related district restrictions, and the late start of the project, I had to make decisions according to what was made available for the project. As the students could not leave school to attend the workforce adjustment training program, I had to develop a simulated version of what the students would experience in a grocery store. This limitation meant that I could not observe the students in the community. I believe this is significant because the students were not participating in a real work setting.

Furthermore, I isolated the data collection and analysis to observing the work task of stocking shelves to collect meaningful data.

Conclusion

In conclusion, the students appeared to benefit from using the modified self-monitoring intervention. The overall effect was small in this study, but I believe with more time and support, students with disabilities can benefit from self-monitoring interventions in a meaningful way. With practice and support, the self-monitoring intervention could provide a direction for youth with disabilities to use to achieve success in the workforce.

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Table. 2

Self-Determination Comparison

Martin & Huber (1995)	Flexer, Newberry, & Martin (1979)	Flexer et al (1982)	Didenko & Maritin (1986)	Grossi & Howard (1998)	Mullen & Martin (1998)	Srikameswarrent & Martin (1984)	Abery, B., (1994)
Self-Awareness identify needs to identify interests identify and understand strengths limitation identify own values	Strengths and limitations	The participant selected long-term & short-term goals (performance criterion)	jointly set goals	Jointly set goals by researcher and participant	Jointly set goals between the trainer based on past performance	Jointly set goals between the trainer based on past performance	Realizing your vision, identifying values and goals
Self-Advocacy assertively state wants assertively state rights to determine support needs pursue needed support to obtain and evaluate needed support conduct own affairs	development of goals	Self-monitoring, self-reinforcement (Purchasing training and goal-setting with picture cues			Self-monitoring, visual cues, verbal prompt	self-monitoring, goal setting, verbal cues, social praise	Conducting Family Meetings, Personal Advocacy
Self-Efficacy expects to obtain goals	Not mentioned	Not mentioned	Not mentioned	Not mentioned	Not mentioned	Not mentioned	Not mentioned
Decision-making assess situational demands set goals set standards to identify information needed to make decisions consider past solutions for new situations generate new, creative solutions consider options choose an option to develop a plan	Participants selected long-term goals, a researcher assigned short-term goals	goal setting considering past performance	goal setting based on past performance	goal setting performance criteria	self-reinforcement	Decision making	Decision-making, goal setting

Independent Performance initiate tasks on time complete tasks on time use self-management strategies perform tasks to standard follow-through on the plan	Visual cues, verbal instruction	Visual cues	Visual cues, Visual reminders	Self-Monitoring		self-monitoring, goal setting, verbal cues, social praise	Activity Plans
Self-Evaluation monitor task performance compare performance to standard evaluate the effectiveness of self-management strategies determine if the plan is completed and goal met	Performance criteria based on performance	self-setting, goals	verbal feedback on performance	Self-Evaluation, Feedback, Social Praise	feedback	feedback	
Adjustment change goals change plan change strategies change support persistently adjust	Not mentioned	Not mentioned	Not mentioned	Self-Monitoring, Self-Instruction	self-monitoring	self-reinforcement	not mentioned

Note. Adapted from “Self-directed employment: A handbook for transition teachers and employment specialists.” By J.E. Martin, D.E. Mithaug, J.V. Husch, & E.S. Frazier, p.34-38. By Baltimore: Brookes Publishing

Appendices

Figure 2

Self-Determination Contract Modified to a Self-Monitoring Form

Name: _____				Date: _____		
Work Station: _____				Task: _____		
I read my last adjustment statements: _____						
Plan						
Time Begin	Schedule	Task	Goals	Objectives	Time End	Approval
_____	_____	Bagging Groceries	# of customers _____	# correct _____	_____	
_____	_____	Stock Shelves	# of Shelve _____	# correct _____	_____	_____
_____	_____	Cleaning detail	# of Tasks _____	# correct _____	_____	_____
_____	_____	Social	Serv Events _____	# correct _____	_____	_____
Work						
Time Begin	Schedule	Task	Goals	Objectives	Time End	Approval
_____	_____	Bagging Groceries	# of customers _____	# correct _____	_____	1 2 3 4 5 6
_____	_____	Stock Shelves	# of Shelve _____	# correct _____	_____	1 2 3 4 5 6
_____	_____	Cleaning detail	# of Tasks _____	# correct _____	_____	1 2 3 4 5 6
_____	_____	Social	Serv Events _____	# correct _____	_____	1 2 3 4 5 6
Evaluate						
	Bagging Groceries		Stock Shelves		Cleaning details	
Began on time?	Yes	No	Yes	No	Yes	No
Completed planned number?	Yes	No	Yes	No	Yes	No

Completed planned number correctly?	Yes No	Yes No	Yes No	Yes No
End on time?	Yes No	Yes No	Yes No	Yes No
Adjust				
Next Time	Bagging Groceries	Stock Shelves	Cleaning detail	Social
Begin Work				
Earlier	_____	_____	_____	_____
Later	_____	_____	_____	_____
Same Time	_____	_____	_____	_____
Complete				
More	_____	_____	_____	_____
Same Number	_____	_____	_____	_____
Produce _____ number of				
More	_____	_____	_____	_____
Same	_____	_____	_____	_____
End Work				
Earlier	_____	_____	_____	_____
Later	_____	_____	_____	_____

Note. Adapted from “Increasing Self-Determination: Teaching Students to Plan, Work, Evaluate, and Adjust,” 2003, *Council for Exceptional Children*, 69(4), p. 437.

Figure 4.
Social Validity Questionnaires

Name: _____ Date: _____
 School: _____ School district: _____

Primary Intervention Rating Scale:

PRE-IMPLEMENTATION

Thank you for providing your views about the Self-Monitoring form designed for your Workforce Development Program. The purpose of this survey is to obtain information that will aid in your students with gaining and improving employment retention.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This self-monitoring form would be acceptable for this employer.	1	2	3	4	5	6
2. Most educators would find this self-monitoring form appropriate.	1	2	3	4	5	6
3. This self-monitoring form should prove to be effective in meeting the stated purpose(s).	1	2	3	4	5	6
4. I would suggest the use of a self-monitoring form to other educators.	1	2	3	4	5	6
5. This form is appropriate to meet the employers' needs and mission.	1	2	3	4	5	6
6. Most educators would find this self-monitoring form suitable for the described purpose(s) and mission.	1	2	3	4	5	6
7. I would be willing to use this self-monitoring form in this work setting.	1	2	3	4	5	6
8. This self-monitoring form would not result in negative side effects for the students.	1	2	3	4	5	6
9. This self-monitoring form would be appropriate for a variety of students	1	2	3	4	5	6
10. This self-monitoring form is consistent with those I have used in other school settings.	1	2	3	4	5	6
11. The self-monitoring form components are a fair way to fulfill the plan's purposes.	1	2	3	4	5	6
12. This self-monitoring form is reasonable to meet the stated purpose(s).	1	2	3	4	5	6
13. I like the procedures used in this self-monitoring form.	1	2	3	4	5	6
14. This self-monitoring form is a good way to meet the specified purpose(s).	1	2	3	4	5	6
15. This self-monitoring procedure is manageable	1	2	3	4	5	6
16. This primary plan's monitoring procedures will give the necessary information to evaluate the plan.	1	2	3	4	5	6
17. Overall, this self-monitoring form would be beneficial for this age group of students.	1	2	3	4	5	6

Total (Sum all points circled; higher scores acceptability; range =15-90): _____

5. Open-Ended Questions:

- A) What do you feel is most beneficial about this self-monitoring form's components?
- B) What is the least beneficial part?

Do you think that your and your students' participation in this self-monitoring study will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?

- 6. What would you change about this study (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?
- 7. What other information would you like to contribute to this study?

Note: Adapted from Lane, K. L., et al. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Eds.) Advances in school psychology, Vol. 4 (pp. 251-288)

Figure 5

Social Validity Questionnaire Post Survey

Name: _____ Date: _____

School: _____ School

district: _____

Self-Monitoring Intervention Rating Scale

Thank you for providing your views about the Self-Monitoring intervention being implemented in your work adjustment training program. The purpose of this survey is to obtain information that will aid in determining the effectiveness and usefulness of the self-monitoring form that is intended to be used by educators and employers. Please think about the current school year, read the following statements regarding the self-monitoring form, and choose the response that best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. The self-monitoring form is acceptable for this employer.	1	2	3	4	5	6
2. Most educators find the self-monitoring form appropriate.	1	2	3	4	5	6
3. The self-monitoring form should prove effective in meeting the stated purpose(s).	1	2	3	4	5	6
4. I would suggest the use of a self-monitoring form to other educators.	1	2	3	4	5	6
5. The self-monitoring form is appropriate to meet the employer's needs and mission.	1	2	3	4	5	6
6. Most educators find the self-monitoring form suitable for the described purpose(s) and mission.	1	2	3	4	5	6
7. I am willing to use the self-monitoring form in this work setting.	1	2	3	4	5	6
8. This self-monitoring form will not result in negative side effects for the students.	1	2	3	4	5	6
9. This self-monitoring form is appropriate for a variety of students.	1	2	3	4	5	6
10. This self-monitoring form is consistent with those I have used in other employment settings.	1	2	3	4	5	6
11. The self-monitoring form components are a fair way to fulfill the plan's purposes.	1	2	3	4	5	6
12. The self-monitoring form is reasonable to meet the stated purpose(s).	1	2	3	4	5	6
13. I like the procedures used in the self-monitoring form.	1	2	3	4	5	6
14. The self-monitoring form is a good way to meet the specified purpose(s).	1	2	3	4	5	6
15. The self-monitoring form's monitoring procedures are manageable.	1	2	3	4	5	6
16. The self-monitoring form's monitoring procedures give the necessary information to evaluate the plan.	1	2	3	4	5	6
17. Overall, this self-monitoring form is beneficial for this age group of students.	1	2	3	4	5	6

Total (Sum all circled; higher scores indicate higher score acceptability; range = 15-90): _____

5. Open-Ended Questions:

1. A) What do you feel is most beneficial about this self-monitoring form's components?
B) What is the least beneficial part?
2. Do you think that you and your students' participation in this study will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?
3. What would you change about this study (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?
4. What other information would you like to contribute to this plan?

Note: Adapted from Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Eds.) Advances in school psychology, Vol. 4 (pp. 251-288).

Figure 6

Modified Job Production Sheet

Job Production Sheet

Name _____ Date _____

Time	Boss told me what to do	Self-Instruction	Employment Standard	How many will I do?	Number Produced	Total Parts	Did I do What I said I would do?
7:00-8:00	Yes No	Yes No					Yes No
8:00-9:00	Yes No	Yes No					Yes No
9:00-10:00	Yes No	Yes No					Yes No
10:00-11:00	Yes No	Yes No					Yes No
11:00-12:00	Yes No	Yes No					Yes No
12:00-1:00	Yes No	Yes No					Yes No
1:00-2:00	Yes No	Yes No					Yes No
2:00-3:00	Yes No	Yes No					Yes No
3:00-4:00	Yes No	Yes No					Yes No
4:00-5:00	Yes No	Yes No					Yes No

Did I meet my production goals? Yes No

Tomorrow, in how many time blocks will I meet my hourly goal? _____

Figure 2. Self-Monitoring Form- *Adapted from* Woods, L. L., & Martin, J. E. (2004) Improving Supervisor Evaluations Through the Use of Self-Determination Contracts. *Career Development for Exceptional Individuals*, 27, 207–220.

Figure 4. Pre-Intervention Survey- *Adapted from* Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Eds.) *Advances in school psychology*, Vol. 4 (pp. 251-288).

Figure 5. Intervention Survey- Pre-Intervention Survey- *Adapted from* Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Eds.) *Advances in school psychology*, Vol. 4 (pp. 251-288).

Figure 3. Visual data for each participant. The number correct for work production from the Self Determination contract from the Take Action: Making Goals Happen Lesson Package modified to a Self-Monitoring form, from the work section, number correct section.

Figure 6. Modified Job Production Sheet *Adapted from* Woods, L. L., & Martin, J. E. (2004) Improving Supervisor Evaluations Through the Use of Self-Determination Contracts. *Career Development for Exceptional Individuals*, 27, 207–220.