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The Correlation Between Student Self-Advocacy and Postsecondary Success

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**A Research Study of the Correlation Between Student Self-Advocacy and
Postsecondary Success**

By

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Special Education

Submitted in Partial Fulfillment of the
Requirements for the Degree of Bachelor of Arts
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Abstract

This project incorporated ideas of a previous study that examined the effects of self-advocacy and conflict resolution training modules on the ability of four high school seniors with mild disabilities to ask for their accommodations (Holzberg, et al., 2019). The survey I will be using: Self-Determination/Self-Advocacy Checklist, from the transition planning inventory, will be used for the pre and post assessment in order to measure the increase from student indicated don't knows to yes. I will be compiling student data using student surveys. I will reflect and analyze survey responses as my sample size and student demographics will be different. I will also implement an intervention in the form of social emotional learning lessons focused on self-advocacy that were taught to the participants in order to increase self-advocacy skills seen on the student survey. Replicating certain factors in this study will allow for reliable, valid, and standardized data.

Introduction

Self-Advocacy is arguably one of the most important skills to teach students with disabilities, especially students nearing completion or graduation of high school. Self-Advocacy skills also often align with IEP goals or state standards. In recent years, the Horry County school district has adopted a Social Emotional Learning curriculum for all their schools ranging K-12. This curriculum along with given topics is implemented as a part of the normal routine daily instruction, and will be included within the lessons taught for the purpose of this study. Topics included within this curriculum are self and social awareness, overcoming boundaries, conflict resolution, relationship skills, and responsible decision making. Self-Advocacy skills are one of the most valuable set of skills a student can possess as they leave school. An article published on the Huffington Post website, states the importance of self-advocacy skills. This article written by

Antonio Lucio expresses the ideas that self-advocacy is a way for students to express themselves in positive ways, allowing them to gain confidence and leadership skills (Lucio, 2012). Lucio also goes on to state how important self-advocacy skills are within the workplace and how leadership skills correlate with self-advocacy skills. This project will examine whether the use of district given social emotional learning topics, focusing on self-advocacy n will increase the students confidence. This level of confidence in these skills will be demonstrated when they mark yes on the posttest, along with student work examples. During the training, I will also discuss how high school students will use these skills after graduating.

Method

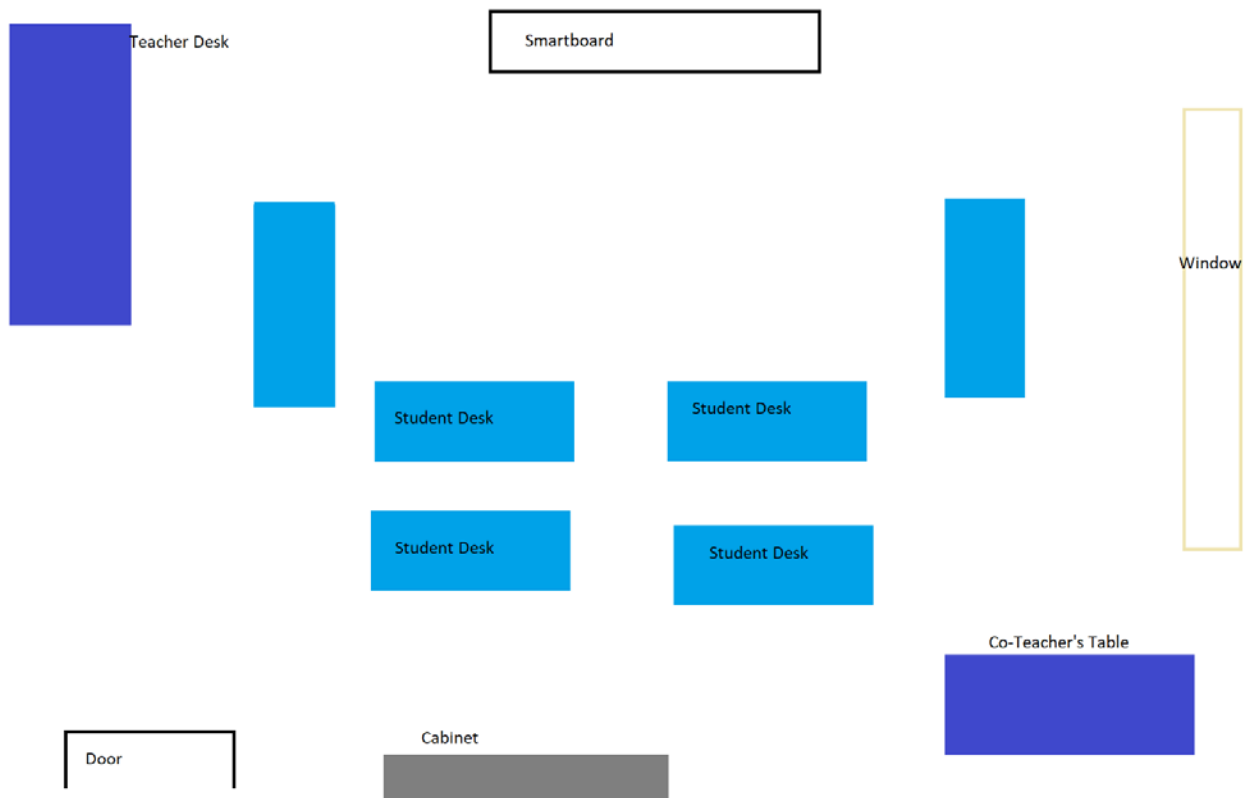
Setting

This study was conducted in a suburban public-school serving grades 9-12, catering to students with disabilities by serving them with modified degree/completion options. This high school serves approximately 1,500 students. An estimated percentage of 40% of students live in a low socioeconomic status household. The most predominant races present at this school are: African American (23%), Caucasian (61%), and Hispanic American or Latino students (9%). Students with disabilities that receive services represent an estimated 47% of the student population at this school. There was also a large number of Multi-Language Learners (MLLs) at the school, approximately 13% of students.

The classroom where this study was conducted in was a Co-Teach or Inclusion class, consisting of mostly freshman and is an English 1 class. The students in this class are receiving a regular SC High School Diploma. Every student had access to their personal laptop or one-to-one devices. Due to social distancing practices because of COVID-19, the desk space was limited and the room often seemed much too small. The classroom consisted of long rectangular

tables that seated 2-3 students. The desks were arranged so they formed a “U-Shape” facing the Smartboard, whiteboard, and projector. This made it very difficult for the teachers to walk around to monitor the students working. When entering the classroom, the doorway opened to the rear of the room. The content teacher’s desk was in the top left corner, while the co-teacher had a table in the front right. There were a couple windows on the right side of the classroom. There is an example of the setting/classroom below.

Figure 1: Classroom Map



Materials

Materials included the following: (a) Self-Advocacy/ Self- Determination Transition Planning Survey (citation needed here), (b) essay prompts- correlating with topics related to the study, (c) a multimedia presentation (Google Slides) with explicit instructions for each objectives of the related activities, (d) a computer and projector for viewing the presentations, (e) graphic organizer. Examples of these materials can be found in the appendix.

Participants

There were 29 students total within this class. This included A and B day, as high schools in Horry County still operated on the hybrid schedule. Of these 29 students there were 19 males and 10 females. All the students are in 9th grade. Seventeen percent of the class was African American, 13% was Hispanic American or Latino, and 41% were White. The most prevalent disability category within the class was students with a Specific Learning Disability (9 students); there was one student with Autism, and one student with an Emotional Disability. In this class there were also 10 students served by ESOL services and had an Individualized Language Plan or ILP. . Most of the class age falls between 14-15 years old, except for a student who is 16 years old. The RIT Reading scores and Lexile scores were from the most recent test taken by the student. Most of these scores were from Spring 2019 or Fall 2020. The Lexile score shows the correlating reading level where the student is placed. These RIT Reading scores also determine the students' instructional level. The majority of the RIT scores show that the students are at least 3 or more grade levels below performance of peers. Most of the students' learning accommodations as stated on their IEP are as follows: extended time on assignments, tests, and quizzes, oral administration, calculator, and small group for tests and quizzes. The students are

served by an English content area teacher as well as a student intern serving as the special education co-teacher. Figure 2 shows other student related characteristics and contextual factors related to the participants in this study.

Figure 2: Participants Description

Student	Age	Gender	Ethnicity	Grade	Disability If applicable (Or ESOL services)	Accommodations (As on IEP or ILP) If applicable	RIT Reading Score	Lexile
1	15 y 5m	M	African American	9th	Gen Ed	N/A	209	865
2	15 y 7m	F	White	9th	SLD	-Extended time on assignments, tests, and quizzes	203	725
3	15 y 0m	F	White	9th	SLD	-Extended time on assignments, tests, and quizzes -Oral administration -Calculator -Small group for tests and quizzes	208	1035
4	16 y 3m	M	Hispanic American or Latino	9th	ESOL Level 4, Developing	-General education class: Activate prior knowledge, Collaborate with ESOL teacher -Reading/Content classes: Extended time on classroom assessments, Pre-teach vocabulary	216	990
5	14 y 11m	M	White	9th	Gen ed	N/A	221	1095
6	16 y 1m	M	White	9th	Multiple Disabilities	-Oral administration -Extended time on tests and quizzes -Multiple and frequent breaks	213	940

7	15 y 3m	F	White	9th	Gen Ed.	N/A	219	940
8	14 y 5m	F	White	9th	SLD	-Extended time on tests and quizzes -Oral Administration - Calculator -Small group setting	196	615
9	14 y 8m	F	White	9th	Gen Ed.	N/A	< 3 years old	N/A
10	14 y 11 m	F	Hispanic American or Latino	9th	ESO L	-General education class: Activate prior knowledge, Collaborate with ESOL teacher -Reading/Content classes: Extended time on classroom assessments, Pre- teach vocabulary	165	15
11	14 y 10 m	F	White	9th	Gen Ed	N/A	208	845
12	15 y 11 m	M	White	9th	SLD	-Extended time on tests and quizzes -Oral Administration	194	545
13	15 y 0m	M	White	9th	Gen Ed	N/A	207	825
14	14 y 6m	M	Hispanic American or Latino	9th	ESO L	-General education class: Activate prior knowledge, Collaborate with ESOL teacher -Reading/Content classes: Extended time on classroom assessments, Pre- teach vocabulary	230	1270
15	14 y 0m	F	White	9th	SLD	-Extended time on tests and quizzes -Oral Administration	197	630

						-Small group		
16	15y 1m	M	White	9th	Autism	-Multiple or frequent breaks -Extended time for tests and quizzes -Small group setting -Preferential seating	213	940
17	14y 8m	M	Hispanic American or Latino	9th	ESOL Level 2	-General education class: Activate prior knowledge, Collaborate with ESOL teacher -Reading/Content classes: Extended time on classroom assessments, Pre-teach vocabulary	N/A	N/A
18	14y 10m	M	White	9th	Gen Ed	N/A	219	1050
19	14y 5m	M	African American	9th	ESOL	None listed	220	1075
20	15y 5m	M	White	9th	SLD	-Extended time on tests and quizzes -Calculator -Small group setting	230	1270
21	14y 5m	F	White	9th	ED	-Preferential Seating -Small group -Multiple/frequent breaks	212	920
22	14y 5m	M	African American	9th	SLD	-Oral Administration -Extended time on tests and quizzes -Calculator -Small group	205	785
23	15y 7m	M	White	9th	Gen Ed	N/A	213	940
24	15y 7m	M	White	9th	SLD	-Extended time on tests or quizzes -Small group	221	1095
25	14y 10m	M	White	9th	Gen Ed	N/A	225	1170
26	14y 8m	M	White	9th	Gen Ed	N/A	209	850

27	15y 1m	M	White	9th	Gen Ed	N/A	237	1125
28	14y 6m	M	African American	9th	SLD	-Extended time on tests and quizzes -Small group -Oral Administration -Calculator	210	880

Data Collection Procedures

The primary dependent variable was the number of *don't know* or *yes* responses for each student from the pre and post surveys. The other dependent variable was the students' ability to implement these self-advocacy skills within their content classes. This knowledge was obtained from the case manager or literacy numeracy teacher during conferences and email contact. This information is being measured and tracked by the literacy numeracy teacher and reported to the case manager teacher on a weekly basis.

General Procedures

Each student participated in the intervention lessons for three, 20-min sessions, not including the pre- and post- assessment days (2). These sessions included explicit and direct instruction, repeated reading, written/open response opportunities, and given scenarios for discussion. Correct responses were acknowledged with positive verbal feedback. Correct responses were also graded on their assessments, as some correct responses counted as completion. Prior to the first lesson, students completed the written self-assessment survey in order to assess the baseline of their self-advocacy skills. After this pre-test survey data was collected, the instructional lessons began.

Prebaseline Procedures

Prior to baseline, students viewed a PowerPoint presentation reviewing past covered topics related to self-advocacy and social emotional learning. After reviewing this presentation

students were required to write down 2 things to work on or improve relating to self-advocacy. They were also instructed to discuss these 2 things with their case manager or literacy numeracy teacher.

Baseline

Each student was asked to fill out a 23-question survey designed to self-assess self-advocacy skills relating to school and home/community skills. A portion of this assessment plan will include prior knowledge of students' beliefs relating to self-advocacy and self-determination. The assessment includes 23 questions as some were omitted (3 and 11) from the original survey as not all of my students have disabilities or are serviced by special education. The test gives the teachers a baseline of what the student feels their strengths and weaknesses are. All of the questions require *yes*, *no*, or *don't know* responses for two categories. The two categories are school and home/community. This test will also allow the teachers to aid the students in what goal to pick to work on. This assessment will be scored by 100% completion. For example, questions 1, 2, 4, 22, and 23 relate to strength, weaknesses, asking for help, knowing how to look for support/help, developing a plan of action, evaluating the plan of action, and making changes. Students were not given any instruction during baseline. All sessions were monitored by two teachers not involved in the instruction of this unit for interobserver reliability.

Experimental Condition

The current study was working to evaluate the effects of increasing self-advocacy with social/emotional learning skills. In total there was a unit plan of 5 days with lessons ranging from 20-25 minutes each in duration at the end of the block. Data was collected and graphed according to the number of *don't know* responses. The goal was to move *don't know responses* into a *yes* on the final post test survey.

Lesson 1

Lesson 1 included the short-term objective/benchmark as listed: Students will be able to write and design long or short-term goals for themselves with 100% accuracy and completion using the given graphic organizer. For this lesson students needed to access their prior background knowledge. Students had background knowledge of their goals from the previous lesson. Students will also have general knowledge of how to reach a goal and the process of setting a goal from previously covered topics during Social-Emotional Learning (SEL) time in prior classes. Students will have prior knowledge on setting goals and what that process looks like. The desired skill for this lesson will be to fill out the graphic organizer with a short- or long-term goal based on completion and accuracy. The teacher will then move into the graphic organizer. The teacher will project the examples onto the board of goals, explaining the differences between short- and long-term goals. The teacher will then let the students talk quietly as they brainstorm goals, then the students will think-pair-share with a partner.

Lesson 2

Lesson 2 included the short-term objective/benchmark as listed: Students will be able to write two persuasive paragraphs for the point of view given a scenario meeting the teacher created rubric guidelines and using correct grammar and punctuation. The background prior knowledge needed for this objective will be grammar, punctuation, and parts of speech knowledge covered in previous courses as well as previous units within our class. The students will also need to know what persuasive writing is as well as what makes a complete paragraph. Students will be accommodated by projected examples, class discussions, and being allowed to either type or write their assignment.

Lesson 3

Lesson 3 included the short-term objective/benchmark as listed: Students will be able to write two persuasive paragraphs for the opposite point of view given a scenario meeting the teacher created rubric guidelines and using correct grammar and punctuation. The background prior knowledge needed for this objective will be grammar, punctuation, and parts of speech knowledge covered in previous courses as well as previous units within our class. The students will also need to know what persuasive writing is as well as what makes a complete paragraph. Students will be accommodated by projected examples, class discussions, and being allowed to either type or write their assignment.

Maintenance

Maintenance data was collected after 2 weeks after the intervention condition to determine if the students-maintained skills that were acquired due to this unit instruction.

Generalization

Each student met with their literacy numeracy teacher in order to conference about self-advocacy skills to better display in their content classes prior to the baseline data collection. The students also worked to apply these learned skills with their content teachers in their other classes. These students were also asked to conference with their literacy numeracy teacher as well as the co-teacher of our English 1 class.

Postintervention generalization data was collected for students 5 and 13 with the literacy numeracy teacher for 3 weeks after the ending of instruction. Data collection followed the previously described procedures. This was done in order to determine if the students were capable enough to successfully request and speak on their own behalf for accommodations, as a demonstration of self-advocacy skills. In order to ensure that the intervention lessons were

correctly implemented the content and co-teacher would observe the intern teaching in order to ensure reliable data is being collected.

Experimental Design

A pre and post test model was used to examine the effects and impacts of focused instruction to improve self-advocacy skills on 28 high school students in ninth grade general education classes. In order to accurately measure growth, the pretest and the posttest are the same survey given before and after the unit. This allowed for reliable and valid data. Data was collected and analyzed for the pre and post test on the 23 question survey.

Results

The whole group had an average of 4.7% statements marked as *don't know* per student on the pretest. The whole group had an average of 1.39% marked as *don't know* on the whole posttest, with an overall gain of 75%. The highest score on the pretest was a 0/23 *don't knows* and the lowest score on the pretest was a 11/23 *don't knows*. All of the students made improvements on the whole assessment from the pretest to the posttest.

Figure 3

Student #	Pre Test (Number of <i>Don't knows</i>)	Post Test (Number of <i>Don't knows</i>)	Movement from <i>Don't knows</i> to <i>Yes</i>	Overall Growth
6	1/23	0/23	1/23	4%
3	0/23	0/23	0/23	0%
19	7/23	4/23	3/23	13%
23	9/23	5/23	4/23	17%
1	7/23	4/23	3/23	13%
2	6/23	2/23	4/23	17%
4	0/23	0/23	0/23	0%
5	0/23	0/23	0/23	0%
7	2/23	0/23	2/23	9%
8	2/23	0/23	2/23	9%
9	2/23	0/23	2/23	9%
10	4/23	2/23	2/23	9%
11	4/23	2/23	2/23	9%
12	4/23	0/23	0/23	0%
13	2/23	0/23	2/23	0%
14	5/23	2/23	3/23	13%
15	7/23	4/23	3/23	13%
16	0/23	0/23	0/23	0%
17	7/23	2/23	5/23	22%

18	6/23	0/23	6/23	26%
20	7/23	2/23	5/23	22%
21	7/23	0/23	6/23	26%
22	6/23	1/23	5/23	22%
24	8/23	1/23	7/23	30%
25	10/23	0/23	10/23	43%
26	11/23	2/23	9/23	39%
27	4/23	1/23	3/23	13%
28	0/23	0/23	0/23	0%
29	3/23	0/23	3/23	13%

Discussion

Limitations and Suggestions for Future Research and Implications for Practice

Based on the findings from this study there are a couple ways that this instruction could be utilized and found to be successful for future educators. This can be utilized by teachers who teach students with and without disabilities. This instruction could also be modified to work for a differing age or disability group. However, there are a few changes that could be made to make this practice more successful. Learning goal 2 was listed as follows: Students will be able to write two persuasive paragraphs meeting the teacher created rubric guidelines and using correct grammar and punctuation. This learning goal was asking students to defend the opposing stance when writing a persuasive paragraph after reading a given scenario focused on self-advocacy and social emotional skills. This learning goal was challenging because thus far in English 1 as high school freshman we have not covered persuasive writing. At this point in the semester the class

has completed a personal narrative and a literary text dependent analysis. This lesson should have waited to complete this portion of my unit later in the semester, or the instructor should have given more general instruction and examples related to persuasive writing. This extra scaffolding and change of pacing/timing when introducing this learning goal would lead to more success from my students. Another possible reason for a lack of success would be that the instructor had students hand write this writing assessment. With most writing assessments, these students are allowed to type and turn in electronically; this is actually heavily encouraged. Due to the fact that my students struggle with organization and spelling, it is believed that they struggled to format their ideas when handwriting their assignment. Students also struggled without having electronic spell-check on their computers, so they were hesitant to use a richer vocabulary to enhance their writing, as well as not writing as much during the given time period. This hesitation and lack of writing more was also because my students were fearful to do poorly as they were not as used to handwriting as assignment, as electronically submitting assignments has more resources to offer. The purpose of this study was to evaluate the effects and impacts of related instruction to improve self-advocacy and social/emotional learning skills on 28 high school students graduating with a regular SC High School diploma. Some of these students have disabilities and are served by Special Education while other students were not. The overall goal of this instruction was to increase the students' *don't knows* to *yes* on their surveys. The indication of their progress was also monitored with student work and written assessments. The results of this study are presented in Figure 3. Upon visual reflection it is evident that there was an impact on student feelings about self-advocacy skills after instruction.

Conclusion

Students with disabilities become less likely to advocate for themselves as they get older. However, the acquisition of these self-advocacy and leadership skills can lead to them being more successful in postsecondary settings. The results of this study continue to add evidence that social/emotional learning and self-advocacy skills can impact student ability and success. Students' self-advocacy plays a major role in advocating for accommodations and identifying their academic needs. In addition, this research also showed that this unit can be taught in only a few short lessons and still create an impact on student skills. Therefore, this intervention process proves to be beneficial to students with and without disabilities when teaching self-advocacy.

References

- Holzberg, D., Test, D., & Risher, D. (2019). Self-Advocacy instruction to teach high school seniors with mild disabilities to access accommodations in college. *Remedial and Special Education, 40*(3), 166–176. <https://doi.org/10.1177/0741932517752059>
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Appendix

Figure A: Self-Advocacy/ Self- Determination Transition Planning Survey

Name: _____ Date: _____

Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	School		Home/Community		DK
	Yes	No	Yes	No	
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Transition Planning Inventory*, by G. Clark and J. R. Patton, 1998, Austin: TX: PRO-ED. Copyright 1998 by PRO-ED, Inc. Reprinted with permission.

Figure E: Graphic Organizer

determined! Goal Plan

Name: _____

Today's Date: _____

My Goal

Next Steps to Reach My Goal

Outcomes

People Who Can Support Me to Reach My Goal

The graphic organizer is a structured form for goal setting. It features a header with the 'determined!' logo and the title 'Goal Plan'. Below the header are two input fields for 'Name' and 'Today's Date'. The main body is divided into four colored sections: an orange 'My Goal' section, a blue 'Next Steps to Reach My Goal' section, a red 'Outcomes' section, and a green 'People Who Can Support Me to Reach My Goal' section. A red arrow points from the 'My Goal' section to the 'Next Steps' section, and an orange arrow points from the 'Next Steps' section to the 'People Who Can Support Me' section. The 'Outcomes' section is positioned below the 'My Goal' section and contains three vertical columns. The 'People Who Can Support Me' section is positioned below the 'Next Steps' section and contains a large empty space. Small colorful arrows (purple, green, blue, yellow, red) point from the 'My Goal' section towards the 'Outcomes' section.