



Using Take Action: Making Goals Happen Curriculum to Teach Goal-Setting and Attainment

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound single-case study across nine participants.

Where is the best place to find out how to do this practice?

The best place to find out how to implement *Using Take Action: Making Goals Happen Curriculum* to Teach Goal-Setting and Attainment is through the following research to practice lesson plan starters:

- [Using the Take Action: Making Goals Happen Curriculum to Teach Goal-Setting and Attainment \(Martin, Martin, & Osmani, 2014\)](#)

With who was it implemented?

- Students with
 - Moderate Intellectual Disabilities (1 study; n =9)
- Ages (teenagers in tenth and eleventh grade)
- Males (n=5), females (n=4)
- Ethnicity
 - Caucasian (n=8)
 - African American (n=1)

What is the practice?

Self-determination has been defined as “a dispositional characteristic manifested as acting as the causal agent in one’s life. Self-determined people (i.e., causal agents) act in service to freely chosen goals.” (Shogren et al., 2015, p. 258). Components of self-determination include: goal-setting, choice and decision making, problem-solving, self-management, self-advocacy, adaptive perception of control, efficacy, and self-awareness (Field, Martin, Miller, Ward, & Wehmeyer, 1998). *Take Action: Making Goals Happen* instructional package systematically teaches goal-setting to students that benefit from explicit instruction (Marshal et al., 1999) by breaking long-term goals into short-term goals using a six-component plan involving identifying the standard, motivation, strategy, schedule, support, feedback required to attain goals. Students are taught to systematically plan for goals, act on the goals, evaluate the action, and adjust the plan or make a plan to attain the next goal.

In the study used to establish the evidence base for using *Take Action: Making Goals Happen Curriculum* to teach goal-setting and attainment included:

- Using *Take Action: Making Goals Happen Curriculum* to teach goal setting and attainment measured percent correct on quizzes, percent of goals attained, percent of action taken, percent of no evaluations adjusted, percent of plan written correctly, and percent of adjustments adopted in their next plan. Overall, students increased goal attainment knowledge and generalized knowledge to increase attainment of transition goals. The intervention was most effective when a combination of antecedent prompts and feedback after implementing the components were provided and faded.

Where has it been implemented?

- Special education classrooms across two different schools (1 study).

How does this practice relate to the Common Career Technical Core?

- Career Ready Practice addressed: www.careertech.org/CCTC
 - Act as a responsible and contributing citizen and employee
 - Consider the environmental, social and economic impacts of decisions
 - Utilize critical thinking to make sense of problems and persevere in solving them

References used to establish this evidence base:

Martin, J. D., Martin, J. E., & Osmani, K. J. (2014). Teaching students to attain annual transition goals using the Take Action goal attainment lessons. *Career Development and Transition for Exceptional Individuals*, 37, 72-83. doi: 10.1177/2165143413476544

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