ABSTRACT

This qualitative action research study investigated the observed behaviors and reported experiences when self-determination skills were promoted through individualized and group goal setting in the learning support classroom.

The study was conducted with seven learning support students during the support portion of the day. All students participated in goal setting and group discussion on a weekly basis with the guidance of the learning support teacher. The students self-monitored their self-selected goals each week. This study discusses the improvement of self-determination levels through a pre- and post questionnaire. The text further discusses increased student achievement and the development of a positive learning environment. An increase in the students’ communication skills was also noted.