


**IMPROVING SELF-DETERMINATION  
AND PARAGRAPH WRITING WITH**

**GO 4 IT...NOW!**

**STRATEGY INSTRUCTION**

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# **DIRECTION**

- 1. Context/Background**
  - 2. What Is GO 4 IT...NOW! Strategy Instruction?**
  - 3. Why Should I Use It?**
  - 4. How Do I Get Started?**
  - 5. What Do Students and Teachers Think of GO 4 IT...NOW! Strategy Instruction?**
- 

**CONTEXT / BACKGROUND**

# WHAT ARE THE PROBLEMS?

- Tension in my classroom (and probably yours too)
  - Academic rigor—expectations keep going up!
  - Mandates (and ethical responsibility) for individualized, needs-based instruction/intervention
  - General curriculum and “special” curriculum

Does it have to be either-or?  
Can we do it all?




versus



*Building the Legacy: IDEA 2004*

## POSSIBLE (PARTIAL) SOLUTION

- Does it have to either-or? Can we do it all?
  - Some transition-related skills can be embedded within academic instruction
    - Skills related to self-determination—goal setting, self-awareness, self-advocacy, self-management—can be taught *while* teaching writing skills
    - Results may be synergistic in nature, maximizing instructional efficiency
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# WHAT WRITING SKILLS DO STUDENTS NEED?

- **Shift away from narrative writing toward writing to inform or persuade**
  - Introduce a topic
  - Organize ideas, concepts, and information
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- **Paragraph writing**
  - Ubiquitous IEP goal?



VERSUS &



**WHAT IS GO 4 IT...NOW!  
STRATEGY INSTRUCTION?**



# GOALS

- ✓ **Promote self-determination**
  - Teach students about the IEP process
  - Teach students to set meaningful goals
  - Teach students to self-evaluate their writing
- ✓ **Improve writing skills**
  - Teach students to write paragraphs
  - Teach students the writing process—how to strategically approach writing and revising
- ✓ **Get “more bang for the buck”**
  - Do all of the above, all at the same time

# OVERVIEW

- **19 ~45-min. lessons; 1:1 or small-group format**
  - 5 pre-instruction lessons
  - 5 GO 4 IT...NOW! Stage 1 lessons
  - 9 GO 4 IT...NOW! Stage 2 lessons
  
- **Will discuss in more detail later**

**GO 4 IT...NOW!**

A STRATEGY TO TEACH STUDENTS TO WRITE PARAGRAPHS ABOUT THEIR IEP GOALS.

**Strategy****G**oals**O**bjectives**4** (4 objectives)**I**dentify**T**imeline**N**ame your topic.**O**rganize details.**W**rap it up and  
restate topic.

**GO 4 IT...NOW!**

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**WHY SHOULD I USE GO 4 IT...NOW!  
STRATEGY INSTRUCTION?**

# GO 4 IT...NOW! DOES IT WORK?

- **Found effective in four experimental studies**
  - 4 high school students with multiple disabilities
  - 12 middle school students with high-incidence disabilities
  - 5 high school students with low-incidence disabilities
  - 3 middle school students with emotional disturbance

# Sample Paragraphs

## HS Student - Mild Intellectual & Physical Disabilities

### Pre-intervention

Multiply and divide fractions. I will try not to make many mistakes. I try do them correotly.

### Post-intervention

I will plan a trip in the commutiyi by myself. First, I will pick a place to go out. Second, I will get directions on a map. Third, I will call up for a bus. Fourth, I wil count money to take the bus. This is how I will plan a trip in the commuty by myself by the end of the school year.

# MS Student With AD/HD

## Pre-intervention

answer question the way so I can make a 100 on what I read. When we have to on a paper that the teacher gives me. Like if Mrs. R has a paper for us to do a if we make a 100

## Post-intervention

My goal is to be able to name my multiplication facts quickly. I will name my 3's. I will name my 7's. I will name my 8's. I will name my 12's. I will name my multiplication facts quickly in 1 year or less.



# SAMPLE PARAGRAPHS HIGH SCHOOL STUDENT WITH ASD

## Post-instruction

My favorite piece of clothing are  
Jeans. First, I look great in them.  
Second, I like the way they look.  
Third, I like the way they feel.  
Finally, They fit well when I put them  
on. These are the reasons why Jeans  
are my favorite piece of clothing.

# SAMPLE PARAGRAPHS

## HIGH SCHOOL STUDENT WITH ASD

### Post-instruction

My goal is to Wash, dry, and fold laundry by myself. First, I will put the dirty clothes in the Washer. Second, pour the right amount of Laundry detergent. Third, I will set the Washer at a certain time. Finally, I will put the clothes in the dryer and get them good and dry. I think I can reach my goal in 6 months.

# SAMPLE PARAGRAPHS

## HIGH SCHOOL STUDENT WITH ASD

### Post-instruction

I would like to make at least one new friend. I will start by saying hi to someone. Then I will invite someone to sit with me at lunch. third I will start talking with them. finally I will make eye contact when I make new friend. I will make one new friend in one year that is my goal.

# SAMPLE PARAGRAPHS

## HIGH SCHOOL STUDENT WITH MILD INTELLECTUAL DISABILITY

### Post-instruction

MY goal is to spell words  
well first I will sound the word out  
second I will ask somebody to help me  
spell it then I will practice spelling  
it finally I will use spell check I  
will reach my goal in one year

# Paragraph Samples: 7<sup>th</sup> Grader With EBD

## Pre-Intervention

14. Think of a rule in your home, school, or community that you feel is unfair. Name the rule and explain why you think it is unfair.

A rule that i think is  
unfair is  
Kid gets in  
trubel we all  
have to sit  
down they should  
punish that kid  
that got in  
trubel not

A rule that i think is unfair at  
school is when one kid gets in trubel  
we all have to sit down. Frist, the  
teacher should pull out the kid that got in  
trubel. Then, the teacher will punish  
the kid that got in trubel in sted of  
the hole class. Also, the kid that get in  
trubel <sup>and</sup> has to sit down. Finally, the kid get took  
out intil the kid aks pith. For these  
resons a rule that i think is unfair  
at school is when one kid get in  
trubel we all have to sit down.

Post-Feedback

# Goal Paragraphs: 5<sup>th</sup> Grader With EBD

## Baseline

I want to perform  
handers with  
I can I can  
with no help  
like subtraction

My goal is to control  
my anger. First, I will stay  
away from bad things that are  
going on. Next, I will try to  
calm down when I get mad.  
Then, I will talk out the  
problem. Finally, I will take  
a break in my room or  
the office. I will accomplish  
my goal of controlling my  
anger in one month.

After  
Intervention

# Paragraph Samples- After revisions

## Pre-Intervention

I need to read aloud without making too many mistakes because like I make mistakes when I read aloud that's all.

My goal is to be able to read aloud without making too many mistakes. First, I will look for books that I am going to read. Second, I will go to a place that does not have that many people so I can read aloud. Third, I will practice by reading more. Fourth, I will read aloud with a teacher so the teacher can help me if I mess up. I will meet my goal of being able to read aloud without making too many mistakes in one year.

After

feedback

**HOW DO I GET STARTED?**



# PROCEDURES

- **19 ~45-min. lessons; 1:1 or small-group format**
  - 5 pre-instruction lessons
  - 5 GO 4 IT...NOW! Stage 1 lessons
  - 9 GO 4 IT...NOW! Stage 2 lessons

# PROCEDURES (CONT'D)

- **Combined strategy instruction-explicit instruction**
  - Scripted lessons
  - Clear learning targets
  - Modeling
  - Active student responding with feedback
  - Memory strategies (mnemonic, flashcard practice)
  - Guided practice with prompt fading/mediated scaffolding
  - Planning for generalization
  - Self-evaluation

Lesson	Objectives	Sample Activities
Pre-1	Define <i>IEP</i> and describe its purpose.	Students read about and discuss the IEP document and process.
Pre-2	Identify 4 areas of transition. Write a vision statement.	Teacher provides examples of the 4 areas of transition. Students write vision statements.
Pre-3	Define <i>present level of performance</i> . Identify strengths.	Teacher explains list of strengths, and students highlight their own personal strengths.
Pre-4	Identify needs.	Students identify academic and non-academic needs.
Pre-5	Identify needs.	Students write needs identified in previous lesson on a summary sheet.
1	Describe GO 4 IT...NOW! and name paragraph parts.	Teacher shows examples and non-examples of paragraphs. Teacher introduces GO 4 IT...NOW!
2	Identify strong/weak goals. Match objectives to goals.	Teacher models turning poorly written goals into better ones. Students match objectives to goals.
3	Identify an annual goal based on a need.	Teacher shares verbs to use in writing goals. Teacher models turning needs into goals.
4	Describe GO 4 IT...NOW! strategy.	Teacher models strategy use with one academic need/goal.
5	Describe GO 4 IT...NOW! strategy.	Teacher models strategy use with one non-academic need/goal.
6	Describe how to apply the NOW portion of the strategy.	Teacher models NOW part of the strategy with an expository paragraph prompt.
7	Memorize GO 4 IT...NOW! strategy. Write a goal paragraph.	Students use flash cards to memorize mnemonic. Teacher assists as students develop a goal paragraph based on one of their identified needs.
8	Revise and self-evaluate a non-goal related paragraph.	Students rewrite a paragraph using a fill-in template and then self-evaluate it with checklist.
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**NEEDS: I NEED TO IMPROVE MY ABILITY TO...****READING**

sound out new words  
 read aloud without making too many mistakes  
 read fluently (reading \_\_\_\_\_ words per minute)  
 correctly answer questions about what I read  
 identify the main idea of a reading passage  
 answer questions about what someone else reads to me

**WRITING**

spell words well  
 write and edit sentences  
 write and edit paragraphs  
 write and edit essays  
 use elaboration to make my writing more interesting  
 use a computer to type essays and check spelling  
 use graphic organizers and other pre-writing strategies

**STUDY SKILLS/ORGANIZATION**

complete and turn in my homework  
 keep an organized book bag and notebook  
 come prepared and on time to class  
 take notes during class  
 create study guides or flashcards to study for tests

**MATH**

add whole numbers without a calculator  
 subtract whole numbers without a calculator  
 multiply whole numbers without a calculator  
 divide whole numbers without a calculator  
 add and subtract fractions  
 multiply and divide fractions  
 solve word problems on my own

name my multiplication facts quickly

**SOCIAL SKILLS/BEHAVIOR/VOCATIONAL**

make at least one new friend  
 solve conflicts with peers  
 self-monitor my own behavior  
 complete tasks in a reasonable amount of time  
 stay on task during class  
 ask for help from a peer or teacher when I need it  
 follow one-step directions  
 follow multi-step directions  
 participate in my next IEP meeting  
 research three jobs I am interested in  
 plan and prepare an entire meal by myself  
 wash, dry, and fold laundry by myself  
 complete important forms (job applications, tax forms, etc.)

## NEEDS SUMMARY

**Directions: Write 13 of the needs you highlighted or the other needs you identified in the blanks below.**

**I need to be able to...**

Used

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

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**GO 4 IT...NOW!**

Use the top part of this worksheet to do your prewriting.

**Goal** \_\_\_\_\_

**Objectives** \_\_\_\_\_

**4 (4 objectives)** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

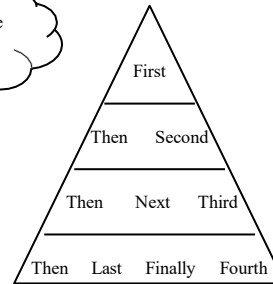
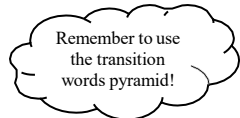
**Identify** \_\_\_\_\_

**Timeline** \_\_\_\_\_

**Name your topic.**

**Organize your details.**

**Wrap it up and restate topic.**




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16	Revise and self-evaluate non-goal related paragraph.	Students rewrite a paragraph using a fill-in template and then self-evaluate it with checklist.

## Use GO 4 IT...NOW! to Improve Your Paragraph

Dear \_\_\_\_\_,

I read your paragraph and it contains some good ideas. Now let's see if you can use what you learned about the GO 4 IT...NOW! strategy to organize it and make it stronger. Below you will see how many points your paragraph earned. Get ready to rewrite the paragraph on your own. Then we'll score it again and see if you can get all 10 points. Good luck!

	Before	After
Is the paragraph indented? (At least the width of your finger)		
Is the first sentence a complete topic sentence that names the topic in the prompt?		
Is the next sentence a complete sentence that gives a detail supporting the topic?		
Is the next sentence a complete sentence that gives a detail supporting the topic?		
Is the next sentence a complete sentence that gives a detail supporting the topic?		
Is the next sentence a complete sentence that gives a detail supporting the topic?		
Is the last sentence a complete sentence that wraps it up and renames the topic?		
Are the details in a good, logical order?		
Are there transition words used?		
Are all the sentences related to the topic?		
<b>TOTAL POINTS:</b>		

Remember,

**N**ame your topic with a complete sentence.

**O**rganize four details with four complete sentences.

**W**rap it up and restate the topic with a complete sentence.



**Prompt:** Think about a time when you were angry. Name what made you angry and explain why you were angry.

Copy and paste the writing prompt from last session's probe

Provide a sentence starter that supports the student in writing a topic sentence. Be sure to indent it.

There are many reasons why I got angry when \_\_\_\_\_

\_\_\_\_\_ . First, \_\_\_\_\_

Provide enough space for the student to write sentences. Insert periods and transition words.

\_\_\_\_\_ . Second, \_\_\_\_\_

\_\_\_\_\_ . Third, \_\_\_\_\_

Finally, \_\_\_\_\_

Provide a sentence starter that supports the student in writing a wrap-up sentence.

Add additional words if it makes sense. The goal is to provide enough support for a perfect paragraph.

\_\_\_\_\_ . For these reasons, \_\_\_\_\_

\_\_\_\_\_ made me angry.

**WHAT DO STUDENTS AND  
TEACHERS THINK?**

## STUDENTS' PERCEPTIONS

I think this is really helping me write in my other classes. It makes writing easier for me. I can think about how to put it together. My teacher even said my writing is getting better. It was challenging but not too difficult. I agreed that GO 4 IT...NOW! instruction can hear what they have to say and tell them some things I want to do."

- All student participants agreed or strongly agreed that GO 4 IT...NOW! instruction would be good for other students
- They liked GO 4 IT...NOW! instruction and believed this strategy helps them do better in school and it is helping me get better at writing."

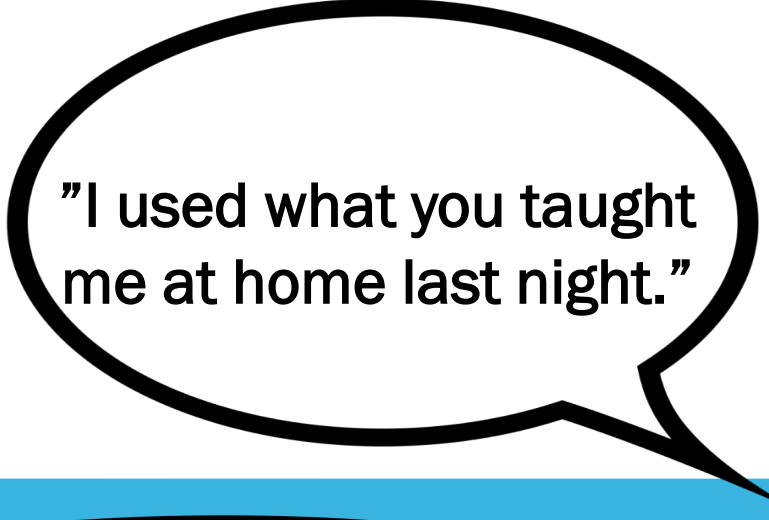
"This is going to make me the best writer ever!"



“I am using this in class and my writing is getting better.”



“Can I keep the flashcards so I can practice?”



“I used what you taught me at home last night.”



“I like coming to my writing tutor”

# TEACHERS' PERCEPTIONS

- **Special education teachers agreed/strongly agreed.....**
  - GO 4 IT...NOW! strategy instruction helped students learn to write paragraphs, state their goals, and learn about their IEPs
  - They would like to use GO 4 IT...NOW! strategy instruction in the future
- **General education English teachers...**
  - Agreed or strongly agreed that GO 4 IT...NOW! strategy instruction helped their helped students write paragraphs that were clearer, closer to grade level, and more cohesive
  - Consistently identified post-intervention paragraphs as better than baseline paragraphs
  - Identified many of the students' post-intervention paragraphs as acceptable for their general education classrooms



# BUILDING ON THE STRATEGY

- **Consider various ways to use students' goal paragraphs**
  - Have students share them with IEP invites or at meetings
  - Have students turn them into complete IEP essays
    - Intro = Present levels of performance
    - Thesis statement = Statement of needs
    - Body paragraphs = Goal paragraphs
    - Conclusion = Services, accommodations, LRE