High school students with disabilities is an underserved population in intervention research in spite of the potential to improve student academic and behavioral outcomes.

**Purpose**
The main aim of this study was to evaluate the usefulness of I-Connect a discrete technologically delivered self-monitoring intervention.

**Research Questions**
1. Does the intervention demonstrate efficacy in improving on-task behavior for participating high school students with disabilities?
2. Is the intervention considered acceptable and efficacious by participating classroom teachers and students with disabilities?

**Participants**
Criteria:
- Presence of a diagnosed disability as evidenced by Individualized Educational Plans
- Teacher-referred difficulties with maintaining on-task behavior in the classroom that was contributing to academic struggles with the possibility of grade failure to insufficient lesson completion.

Student Demographics:
- 17-year-old White male in 11th grade with a Specific learning disability
- 17-year-old White male in 11th grade with Autism Spectrum Disorder
- 15-year-old White female in 9th grade with an Intellectual disability

**Measurement**
- 30 minute direct observations
- 15 second momentary time-sampling recording system

**Social Validity**
- Teachers and students completed Consumer Satisfaction Rating scales.
- Indicated to what extent they believed I-Connect was efficacious in improving on-task behavior and classroom performance at the end of the study.

**Results**
Utilizing I-Connect increased on-task behavior for all participants.

**Technological innovations hold promise for schools attempting to maximize intervention resources.**