A Teacher's Guide to Implementing the

Self-Determined Learning

Model of Instruction

Early Elementary Version

Susan B. Palmer and Michael L. Wehmeyer

Beach Center on Disability

The University of Kansas

IDEAs that Work

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Implementing the
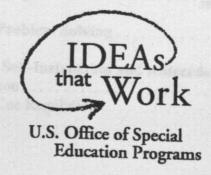
Self-Determined Learning

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Illustrated by Sharon Falkner

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Introduction

The Self-Determined Learning Model of Instruction for Early Elementary-Age

Students was first used with teachers to help students learn problem solving and goal

setting. Parents can use this model to support school learning at home or to work on

problems or goals in the home. A Parents' Guide to the Self-Determined Learning Model

is available from the Beach Center on Disability. This model enables teachers and

parents to help children to begin the process to become self-determined. Young students

can make choices and begin to understand problem solving and goal setting.

Children work with adults to use the Self-Determined Learning Model of

Instruction. Children's ideas are valued and can be used with the questions in the model.

Children's interests support their motivation. If we listen carefully to what children have

to say, adults can structure support for children's learning without taking total control.

These interests of a child tend to support motivation to achieve goals.

Try using the sequence of questions presented later in this Teacher's Guide for

problem solving with your students. These questions can help you guide support for your

students in making choices and decisions, and to set goals for school and home

Chapter 1

Self-Determination in Early Education

Self-determination provides a framework for a lifelong pursuit of individually determined abilities and outcomes. For young children, self-determination relates to the interests, choices, decisions, and problems that are solved, usually with adult support. Recent interest in the developmental aspects of self-determination has lead educators to emphasize the factors that influence later self-determination. As children grow and mature, they can take on more independent outcomes related to choice and decision making, in addition to being able to advocate for themselves, solve their own problems, and set and achieve goals with help. These abilities and outcomes will affect quality of life and the pursuit of success for all people, but especially those with disabilities.

Self-determination provides the support for capacity building and opportunity for our young people to experience more control in their lives and learn to make decisions and solve problems. Although there are many definitions of self-determination, this Teacher's Guide will be based on the work of Wehmeyer (1992, 1996), defining self-determination as an educational outcome. Deci and Ryan (1985) view self-determination as "the capacity to choose and have those choices be the determinants of one's actions". But choice alone is not enough to support life-long self-determination. Self-determination is "acting as a primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference", according to Wehmeyer. A causal agent is someone who makes things happen, as opposed to being acted upon. To support this view of self-determination, Wehmeyer identified four *Essential Characteristics* of an activity that reflect self-determination:

1) Making choices and decisions, as needed (acting autonomously);
2) Having some personal control over actions (behaviors are self-regulated);
3) Feeling capable and acting that way, (initiating and responding to events in a "psychologically empowered" manner); and
4) Understanding the effects of their actions (acting in a self-realizing manner).

A child may begin to display some of these *essential characteristics* in his or her behavior, but not to the extent that an adolescent or adult would. We should not expect young children to be fully self-determined. However, there are developmental components that support behavior that is autonomous, self-regulated, psychologically empowered, and self-realizing:

- Choice making
- Decision making
- Problem solving
- Goal-setting and attainment

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- Choice making
- Decision making
- Problem solving
- Goal-setting and attainment

- Self-observation, self-evaluation, and reinforcement (being self-regulated)
- Self-instruction
- Positive beliefs that one is effective and can expect certain outcomes
- Self-awareness and self-knowledge (knowing what you do well and what you need help to do
- Self Advocacy skills (speaking up for oneself).

These developmental components are the focus of our efforts with young students, as well as older ones, to promote later self-determination. Some of these components are present early in life and can be supported continuously. For example, choice making can occur in infancy, but may continue to need support when a child is *seven* or even *seventeen* years old. Others, such as goal setting and self-advocacy develop as children become more capable. A more in-depth discussion of the definition of self-determination and *Essential Characteristics* can be found in Wehmeyer, (1996).

The Self-Determined Learning Model of Instruction for Elementary Age Students encourages students and teachers to work on the development of a number of *Component Elements* of self-determination such as choice making, problem solving and decision making. These abilities will support later independence in chosen activities.

Self-Determination and Development

Self-determination is a developmental process that families, teachers, and therapists can promote in the earliest elementary grades. Parents can also encourage the development of fundamental capabilities of children prior to school attendance. Children begin the process of becoming self-determined through experiences in many settings and by learning about, and doing, many different things (Doll, Sands, Wehmeyer & Palmer, 1996).

Beginning to think of self-determination when children are younger has many advantages:
- Sufficient time for maturation and competency,
- Significant adults can provide practice and guidance in needed skills,
- Time to practice and refine abilities before becoming independent,
- Prevention of over-dependence and low sense of self-efficacy, and
- Learning opportunities can easily be infused into the developmental structure of early childhood to support developmental skills for self-determination. (Aberry & Zajac, 1996)

Doll, Sands, Wehmeyer, and Palmer (1996) focus on the development of the component skills such as choice making and problem solving. Many parents know that a young child can make choices early in their life and express interests related to activities, people, and food if they are given assistance and opportunities. Children begin to communicate to express their choices, first in pointing to objects and then in naming the

objects. Young children begin to differentiate between self and others at about 15 to 18 months, becoming increasingly more self-aware.

Young children include future plans in their play. Boys and girls talk about what they want to be when they grow up. When children begin to set goals, the goals often relate to finding information about something in which they are interested. Cause and effect learning relates to goal setting, and is usually achieved after five years of age. In early elementary grades, children, with support of teachers and parents, can set short-term goals to learn self-evaluation, use self-monitoring, and other skills that promote later self-determination. The Self-Determined Learning Model of Instruction is based on universal principles of child development. While children with special needs develop in much the same way that other children do, their development may be delayed and may not be in the same order as others (Giola, 1993; Hodapp, Burack, & Zigler, 1990). However, as Sands and Doll (1996) point out, children can use adaptive means to function, if their development is altered due to disability. All children can learn to make choices, decisions, and solve problems in preparation for adulthood.

The home, school, and community provide support for an individual to become self-determined. Parents and others impact the development of self-determination through providing opportunities for a child. Parents can support and expect self-determined activities for children and youth with disabilities. In early intervention services, specialists and therapists can encourage independent function and development of abilities with the support and assistance of parents. At school, the teacher can support and expect higher levels of independence, with the help of parents and therapists. In the community, interacting with others supports growth and development.

Children with disabilities can be supported and encouraged by people who spend time in practice with them and who collaborate with others on the educational or support team, to promote later self-sufficiency and self-determination. Teachers and parents can encourage children to consider alternatives, make choices, increase social interaction, and support the process of learning through play. Young children can enjoy play for fun as well as for learning. Play includes play with toys or things of interest around the house and social play with other people.

Specific contexts, such as home, school, and community can offer opportunities for skill development. The physical environment at home and school can promote the opportunity for the development of independence. According to Cook, Brotherson, Weigerl-Garrey and Mize (1996), the home offers children their earliest opportunities to make choices, experience control, and exhibit competence. Home is not simply a place, but also can provide a territory for ownership, the nurturing to support development, privacy, sociability, and opportunities for stimulation and manipulation. Wachs (1986) listed dimensions of the physical environment that may relate to school or home. The aspects that were positively related to various cognitive parameters in typically developing children were: the availability of stimulus materials, the variety of stimulus materials, the responsiveness of the environment, and the regularity of scheduling of

activities. The elements that were negatively related to cognitive parameters were: ambient background noise, overcrowding, and physical restraints upon exploration.

Rules and limits for both home and school behaviors help young people manage their own behavior, learn self-regulation, and become a valued part of our society. Of course, children do need limits placed on territory and behavior. Within workable limits, the physical and psychological environments can support independent functioning, both at home and in school.

The home, school, and community provide opportunities for children to learn, through the physical and social environments:
- Activities to help children learn can occur regularly and be directed by children's interests;
- Different materials can be made available to stimulate child learning;
- Regular feedback can be provided to children about their learning.

Teachers and parents can encourage children to consider alternatives, make choices, increase social interaction, and begin the process of learning through cognitive and social play. It has become more common for students with disabilities of all ages to have more involvement in their Individualized Planning Meetings, as well as to learn to lead these meetings. However, young students do not often attend their meetings, unless a parent, principal, or special educator supports this practice. *Our philosophy is that students should not only be involved in their annual planning meetings, but also work on day- to-day self-directed plans.* This builds capacity for self-determination.

Many community activities for young children could occur with parents and other family members, such as:
- Family trips to the library, where a young child can choose books to "read" or educational videos to watch,
- Story time for young children and their parent to support learning,
- Religious services for families to provide contact with other children for the child with disabilities,
- An activity or play group provides opportunities for a small group of children to play with toys, make choices about food for snacks, and learn to get along with others, and
- Child care, preschool, or possibly Head Start can provide both consistent care and learning opportunities.

If you suggest out of home care for a child with significant delays, consider if this child can maintain self-regulation if he or she is away from a parent over time. Depending on level of comfort, social emotional development, and need for independence many young children still need a consistent caregiver with them to benefit from activities outside the home.

Family Beliefs and Self-Determination

Being self-determined means that a person can make choices and decisions about what is important to them, supported by their family or cultural beliefs. But it is also important for young people with disabilities to be safe and secure in their world, and to have the ability to speak up or advocate for themselves at school or work, as needed. A balance between making every choice and decision for oneself, and allowing others to make these for us is something each person must find. For example, many adults drive a car, but choose not to learn about car repairs. They find someone to do the repairs for them, making a conscious decision to have someone else do this. A person with a disability may not choose to live independently, but this option should be there for them, if they want to do so, with support from family, friends, and service providers. For young children, choices may be smaller in scope, but equally important in practicing the process of goal setting and problem solving.

Cultural sensitivity to family needs must be considered in self-determination. Each family is individually choosing their own beliefs, rather than assuming a specific cultural norm for African American or Hispanic or Chinese cultures, for example. Even though a family closely identifies with a specific culture or religion, they may hold somewhat different beliefs and customs. Our consideration of self-determination and quality of life adds the elements of self-determination and independent functioning to that array of differences. Families need to decide the level of independence for their own members, depending upon their own beliefs, financial resources, and ability to support unique circumstances. And families need to decide what is best for their own members. For example, young children in some family groups may not be encouraged to make their own choices during preschool years since parents in their culture usually make these for them. However, when a child with a disability reaches school age some family flexibility must be possible, as these same children will probably be encouraged to learn to choose among alternatives at school.

Self-determination is sometimes linked with total independence. However, one can be self-determined in some capacity, even though they are unable to make more than a few decisions for themselves due to having a severe disability. For example, a person with multiple disabilities might make the decision about his/her own caregiver – rather than have someone helping them who is chosen by another person. Although young children will not be independent from their families (except in some special circumstances), the process of becoming self-determined does not equate with total independence for anyone of any age. It merely provides the support for capacity building and opportunity for our young people to experience more control in their lives and learn to make decisions and solve problems with some guidance from adults.

Developmentally Appropriate Practice and Self-Determination

Developmentally appropriate practice in instructional settings encourages the skills of self-determination to evolve. The position statement of the National Association for the Education of Young Children (NAEYC) on developmentally appropriate practice is often used as a guideline in the education of children from birth through eight years of age. (Bradencamp & Copple, 1996). Developmentally appropriate practice is the result of educators making decisions about the education and well being of children based on several kinds of knowledge:

1) Child development and learning,
2) Strengths, interests, and needs of each individual child in the group, and
3) Social and cultural contexts in which children live.

Each kind of knowledge is dynamic, so teachers of young children need to remain active learners and open to change throughout their careers (Bradencamp & Copple, 1996).

Twelve principles of child development and learning are discussed in the NAEYC guidelines. Several of these are closely related to the development of self-determination in school-age children, according to Hanline, (1998):

- Children are active learners, drawing on direct physical and social experience, as well as culturally transmitted knowledge to construct their own understanding.
- Play is an important for children's social, emotional and cognitive development,
- Children demonstrate different modes of knowing and learning and different ways of representing what they know.
- Children develop and learn in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

One way to support early self-determination is through scaffolding. As long as teachers include the student in the scaffolding process as *more* than a *receiver of information*, this method can be effective for students of any age (Stone, 1998; Wong, 1998; Reid, 1998). Teachers should use the student's individual abilities and knowledge to aid instruction that is mutually determined, not only flowing from the teacher to student. Emphasizing some student direction in a learning activity will be beneficial to learning. Using Vygotsky's zone of proximal development, adults can structure activities somewhat (but not too far) above the current level of functioning of a child in order to promote learning and development, (Vygotsky, 1978). Maslin-Cole and Spieker (1990) suggest a variety of strategies and issues to support children by scaffolding:

- Keep a child motivated and working toward an end goal,
- Use sensitive contingent reinforcement to help maintain enthusiasm for a task, and
- Effectively reduce child frustration by being sensitive (knowing when a child needs to have a break or is finished for the day).

As teachers provide children with a rich variety of experiences worthy of children's attention, developmentally appropriate principles are in use to promote learning. By providing meaningful choices and time to explore these choices, teachers can support students to gain experience for later self-determination. Teachers can offer opportunities to practice and expand newly acquired skills, as well as use scaffolding within the child's zone of proximal development to extend these skills. These developmentally appropriate practices encourage further learning and future self-determination.

Teaching about ideas, skills, critical thinking, and how to talk about these issues, aids students to learn how to learn. In the Self-Determined Learning Model of Instruction, students decide "what it is they want to do or learn", within teacher guidelines. This process is powerful – due to the impact of self-directed learning. Student-directed learning is considered best practice in early childhood classrooms (age 3-5 years) using materials from High/Scope Press and principles of Reggio Emilia (Abramson, Robinson & Ankenman, 1995). Choice is encouraged in classrooms of young children to promote active involvement in learning. Teachers encourage children to consider alternatives, make choices, increase social interaction, and begin the process of learning through cognitive and social play. Socialization and development of individual skills are the goals of early childhood classes at the preschool level.

Classrooms in elementary school assume a different focus. When the task of the school is more academic in nature, Direct Instruction is widely used and the opportunity for student choice markedly decreases. Although a certain amount of directed activity is needed to impart knowledge, students can also benefit from self-directed learning.

How can students between age 5 and 8 years benefit from self-determined learning? Mithaug (1998) studied six children ages 6 to 8 years in an activity to solve two of the problems of self-determined learning: how to plan what to do, and how to adjust behavior based on that plan. Following a period of direct instruction to select work tasks, specifying the number of tasks that would be completed, recording the number of tasks completed, and indicating whether their plans had been correct, students worked independently. Time on task was increased, along with independent management of goals and their attainment for independent work. Mithaug's study illustrates the efficacy of this type of self-regulated task for young children with disabilities.

Chapter 2

Using the Self-Determined Learning Model

The Self-Determined Learning Model of Instruction for Early Elementary Age Students is an adaptation of a version for adolescents (Wehmeyer, Agran, Palmer & Mithaug, 1998). Younger students *can* benefit from the structure and support of the model, as seen in a field test conducted in two states (Palmer & Wehmeyer, In press). We found that younger students need to talk more about what interests them, what a problem is, and what the word 'goal' means. But first, what exactly is a model of teaching?

Models of Teaching

Models of teaching include role playing, cooperative learning, contingency management, and direct instruction. Joyce and Weil (1996), write that increasing student aptitude to learn is one of the fundamental purposes of using models of teaching. Models of teaching are *models of learning*, according to Joyce and Weil. *The Self-Determined Learning Model of Instruction is designed to provide a means to teach students to become more self-determined and to learn to self-direct their own learning through goal setting and problem solving.* By using student direction combined with teacher support, children can acquire information, ideas, skills, values, ways of thinking, and learn how to express themselves to support emerging skills of self-determination.

An unintended outcome of special education, according to Sands and Doll (1996), is that "many students depend on adults to manage their learning, instead of directing their own success in academics and other tasks in school", (p. 59). This may be due to the individualization of instruction that teachers do to support student learning. But, teachers can encourage students to develop self-determination by using teaching models such as the Self-Determined Learning Model that help students with disabilities, or any student, to assume more self-direction in their learning.

The Self-Determined Learning Model of Instruction for Early Elementary Age Students is designed for teachers to help young students develop abilities leading to later self-determination. This model provides a way for teachers and students to use problem solving and goal setting with almost any subject within the curriculum. But it is a teaching model - for use by teachers to guide students to learn self-direction and start the process of becoming self-determined. Teachers need to help students use the model, rather than have students use it alone.

The model is designed for teachers to *enable* students to learn to use goal setting and problem solving in their daily activities. By directly involving students in this process, children become part of an active learning environment, engaging in the process of exploring their ideas, strengths, and limitations. Joyce and Weil (1996) describe models of teaching using the following terms: *Syntax* (the orderly system of any model), *Social System* (that drives the model), *Principles of Reaction* (that support the teacher role in interacting with students), and *Support System* (any materials or other strategies that help model use). The Self-Determined Learning Model of Instruction is outlined using these same terms.

Children (with teacher support) answer *Student Questions* of the model to provide a way to get from "where I am now" to "where I want to be", (goal achievement). These *Student Questions* provide the *Syntax* of the Self-Determined Learning Model of Instruction. By implementing *Teacher Objectives (Social System of model)* that accompany each Student Question, teachers are guided to help students think about each question and what needs to happen to facilitate learning. This non-directive teaching and facilitating are the *Principles of Reaction* that occur when talking with students about their interests, goals, and how to solve the problems and achieve outcomes. The *Support System* for setting goals and solving problems is instruction by teachers using *Educational Supports* from the model. The *Educational Supports* (choice making instruction, self-instruction, and others), implement strategy development for students to set a goal, develop a plan to meet that goal, and evaluate a plan.

The *Student Questions* of the model are important, but only outline the goal setting process. The real activity begins by talking together. You and a student or small group of students can decide what to do, what needs to happen, agree when and what will take place, and other details about goal setting and problem solving. Use the sequence of questions presented later in this guide for goal setting and problem solving with children. These questions can help you learn to support students in making choices and decisions, and to set goals for home and school. But first, talk with the students about interests, goals, and problems so that you are thinking about similar ideas as you talk.

Learning about Interests, Goals, and Problems

Examples of actual student answers for Interests and the Student Questions will be used to illustrate each step of model use. Students' names have been changed, but the ages and need for support reflect actual model use. As with any model of teaching, you can adapt and maintain some flexibility in use with different students. But keeping a means-end, logical problem solving sequence of questions and steps is important.

Activity One – What are Interests? Interests motivate behavior. The Self-Determined Learning Model is built on the principles of student-directed learning involving child interests, which motivate child behavior. So the suggestions for what children wish to do or learn provide the basis for setting a goal within the model. Student

examples will be presented in italics throughout this guide. These students worked on actual goals with teachers in field tests conducted by research project staff.

Anna is age 5 and in an early childhood class to support her need for services for developmental delay. She said that she was interested in playing in her doll house, going to Ms. B's class to work, doing things in Centers (the Teacher Center is her favorite), spelling names, working in small group time to make things, and using her symbol that is beside her name to learn to draw. First, she and her teacher talked about interests and what they meant. Then they sat together and talked about Anna's specific interests. Anna's interest page is on page 12.

You can work with a student to use the model by valuing the child's interests as well as setting necessary limits to help with goals. We asked young students this question: "If someone says "what are you interested in doing?' do you know what he or she means?" Students often were unable to give an answer, even when the question was restated in different words. Many young children and students with more severe disabilities need to think about *what interests are* and *about their own interests first*. Listen carefully to what children have to say and structure your supports for this child's learning without taking total control of the situation.

Steve, a second grader, has been identified with learning disabilities and is getting extra help in reading. He and his teacher spent some time talking about what Steve really liked to do. They mentioned so many things that there was not enough room on the sheet, so they divided the spots to include more information. Steve's teacher was amazed at all the things that Steve liked to do. She knew about some of them, but mainly was aware of what Steve did not like – being in school. Look on page 13 for Steve's Interests.
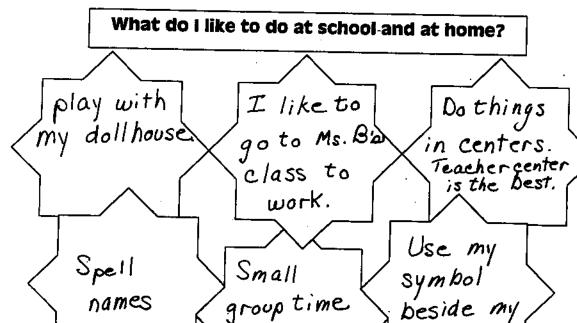
A blank "Exploring My Interests" page of the model is in Appendix C. You can copy this to use with your students. Encourage children to fill in words or draw pictures related to their interests at home or school on the top part of the page. You can help children write this or have them do it, depending on how they *can* and *want* to communicate. But first talk about interests together or in a small group of students.

Dan, a third grader with learning disabilities, needed to spend more time on task when he was in learning situations. His interests included riding bikes, playing soccer, going to his friend's house, spelling, and doing better in math. Dan and his teacher thought really hard about what interests were and Dan finally was able to list the ones above. But, Dan's teacher knew that Dan still needed a lot of support to maintain his interest and motivation for school activities. See page 14 to look at Dan's page.

Anna

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- play with my dollhouse.
- I like to go to Ms. B's class to work.
- Do things in centers. Teacher center is the best.
- Spell names
- Small group time to make things
- Use my symbol beside my name.

??

???

What do I want to learn?

- To write my name and my friend's names. *
- Learn to read.
- Learn to draw symbols. *

Choose one box and start the Child Questions on the next page.

Just one!

* selected by student.

Steve

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- Recess, PE write on chalk board. Playing on computer.
- Math I love numbers adding and subtracting.
- My resource room-playing on computer, drawing.
- Ride the 4-wheeler Eat and cook (I'm learning to cook).
- Play Nintendo 64
- Ride in the truck with my dad.

??

???

What do I want to learn?

- * Read better.
- Learn to write sentences faster.
- Learn multiplication.

Choose one box and start the Child Questions on the next page.

Just one!

Dan

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

Ride my bike

Do computer games at School.

Go to Joe's house.

Do math better.

Spell words right.

Play soccer.

??

???

What do I want to learn?

Spelling

Math *

Computers

Choose one box and start the Child Questions on the next page.

Just one!

Exploring Interests as a Group Activity. In groups of children, you can talk about having the same or different interests. Make a chart of the various activities on the board as students name activities. For example, students may say that after school they plan to ride bikes, play, shop with their parent, go to after-school care, or watch television. More than one child might choose the same activity and each child's name can be listed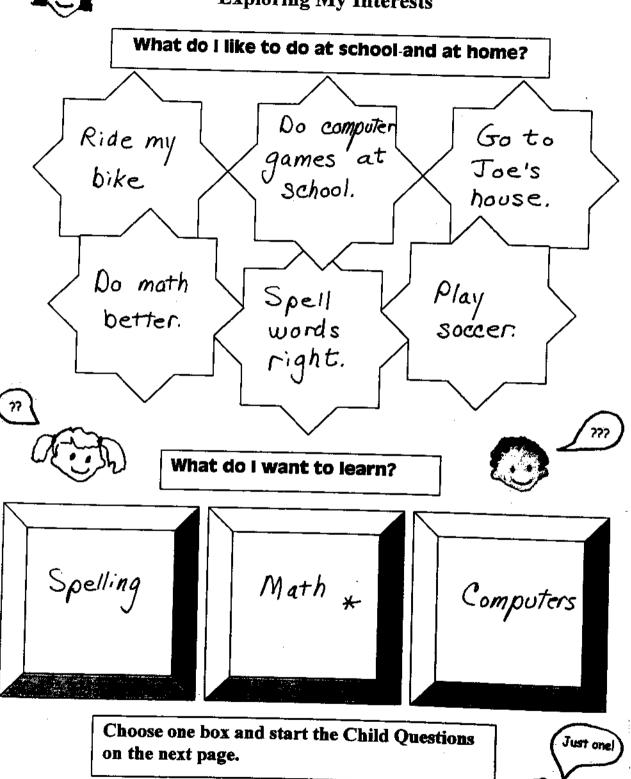 under their preferred or expected activity. Or you can make a mark beside each child's interests and add how many in the class like to do each one. This will illustrate that children may have similar or different interests, and how they spend time. Use recess, to talk about interests: "What do you like to do during recess?" Children can be asked to draw a picture, write or tell a story about what they like to do best, describing their interest in a certain activity. Below is an example of a chart to display interests.

What's your favorite thing to do after school? (just pick one)

Ride Bikes	Play outside	Go shopping	Go to After School Care	Watch TV	See my friends
8	4	3	2	4	4

Activity Two – What is a Goal? At the lower part of the Exploring My Interests page, teachers and students will be thinking about a goal as something you want to learn or do. The word goal in the model relates to something you want to learn or do. Another meaning for goal that occurs to young children is a score in soccer or football, but this is not what we're thinking of now. You can talk about examples of goals that students might set, such as learning math addition facts or reading a book. Use examples that apply to what you usually teach or a specific subject area.

The three boxes at the bottom of Exploring My Interests direct children to choose several things they want to work on (topics for goals). Take time to listen to children's ideas to help them think about goals. Student's interests will motive them to work on their goal. You can make suggestions and set limits on the goal topics to make them more realistic, safe, and applicable to what subject you are teaching. *Students can select three possible goal topics, putting one in each box at the bottom of the Interest page.*

Anna thought that she might like to write her name and her friends' names, as well as learn to read, and learn to draw the symbols her teachers use beside everyone's names. Dan decided that he wanted to learn about math, spelling, and computers for some possible goals. Steve focused his attention on better reading, learning to write sentences faster, and learning multiplication.

When you talk with students about goals teachers should:
- Discuss the meaning of the word, goal as something you set out to do;
- Talk about various goals that students might want to work on in elementary school such as reading Dr. Seuss books, playing with friends at recess, or working for longer times on class work;

- Limit student-set goals to the subject matter you are responsible for teaching, your ability to monitor the goal within the school setting, and the ability and interest of the student; and
- Ask students to think about a possible goal, and spend a few minutes with each student to talk about the goal.

The Self-Determined Learning Model of Instruction works most effectively on immediate goals, with time limitations for accomplishing them – within the 6- or 8-week grading period or fall/spring semester. The goals that students set in Phase 1of the model will be followed by a Plan in *Phase 2*. *Phase 3* is an evaluation of that plan or goal. By working through the *Student Questions*, use of *Teacher Objectives*, and implementing *Educational Supports*, students and teachers can begin to work together on goals and problems in a logical, effective way that investigates student interests, abilities, strengths and weaknesses, and the environment in which goals are set. See Chapter 4 of this guide for more information on goals.

Activity 3 – What are Barriers or Problems? *Barriers* are in the way of goal attainment. *Problems* are related to goals and the goal-setting process. You can talk about problems and barriers by using some examples from everyday life. Encourage your students to think about problems, give examples of a problem, and decide what the word 'problem' or 'barrier' means for them and others. Before beginning the model, teachers can talk informally with their students several times about problems, interests, and goals.

Use of examples and illustrations of problems will be helpful. Read an appropriate story or picture book about problem solving to introduce or reinforce the idea. Some suggestions for early elementary children's books about problem solving are contained in Appendix A. For example, in the book, *Ice Cream for Rosie*, by Ronda and David Armitage, Rosie solves a problem about having enough ice cream. You can read this book, stop at various spots and talk about how Rosie might solve this problem. There are other books for early elementary students listed in Appendix A.

Teachers encourage students to think about their idea of a problem, give illustrations of a problem, and determine exactly what the word problem means for them and others. Talk about academic or social problems that you can impact at school. Set up guidelines that discourage talking about concerns about home, since you rarely can monitor these sufficiently to note change. You can share the model with a family to work on personal goals.

Some suggestions for these discussions include:
- Discuss the meaning of the word "problem" within your school context;
- Explain that a problem is something that keeps people from getting what they want or need;
- Use role playing (described in Chapter 9), to talk about the many ways there are to solve problems. (For example,"If you need to get ready for reading group on time,

what can you do?" or "Sammy lost his sweatshirt at recess. How can he find it again?");
- Talk about reasons why problems are not solved. (For example, people may not want to think about them, it takes some time, they are difficult, problems may appear to be too large to solve, etc.);
- Discuss what barriers or difficulties are: something in the way of a solution, such as a student who wants to be in the choir, but can not read the hard words in the music; and
- Remind students that problems are not necessarily bad things, but simply are things that need work. (For example, a science project is due next month, or a student needs to learn how to work in small groups to do geo-boards in math.)

Discussions about problems should be held more than once, to include continued student input and interaction. Ongoing discussion of problems supports students to understand this concept. If only a few of your students will be using the model, the discussion can be adapted to meet the specific needs of these students.

Thinking about Other Details of Instruction

Time. The first time that students work on their goals using the Self-Determined Learning Model of Instruction, it may take more time than if the student has already used the model several times. Teachers should interact with students over time and teach the skills that will be useful for goal attainment. The *Teacher Objectives* provide a means of interaction and the *Educational Supports* outline some skills for direct instruction for a variety of goals, but each student's needs might be different. Over time, teacher report the time spent working through the model becomes more focused and shorter in length, with the student assuming more responsibility for learning. By including the student as a learning partner, teachers can use the student's interests, abilities, and skills as building blocks for goal attainment. Continue to use your regular classroom rules, behavior standards and regulations to support self-determination as you encourage student involvement.

Standards and Benchmarks. Problem solving and goal setting are essential parts of the general curriculum for all students in most every state. These guidelines are usually listed under social studies or language arts objectives, but are clearly stated as fundamental needs at each grade level for all students. Use of The Self-Determined Learning Model of Instruction will provide a way to teach and practice these essential elements for self-determination and education, as well as comply with standards and benchmarks that are part of the general curriculum.

IEP's. Many of the students involved in goal setting using the Self-Determined Learning Model of Instruction will have an Individualized Education Plan (IEP). How will the model fit with such a plan? IEP objectives are written to last for one year – a more long-term goal. The student can be encouraged to select a benchmark from the general

standard or subject matter of one of his/her IEP objectives. The Self-Determined Learning Model supports student direction of what the student wants to learn (within teacher limits), and should be selected by students when discussing goals.

IEP Meetings. *Students can work on day-to-day plans AND be involved in their annual planning meetings using the Self-Determined Learning Model of Instruction.* It has become more common for students to be involved in Individualized Planning Meetings, and to even lead these meetings. A parent, principal, or special educator can facilitate student attendance at meetings. Work within your system to facilitate more student participation, if possible.

Chapter 3

How to Use the Three Phases of the Model

Now that your students understand what the words "interests", "goals" and "barriers or problems" mean (see Chapter 2), you can move on to working on the actual Self-Determined Learning Model. The model has three phases: *Set a Goal, Take Action,* and *Adjust Goal or Plan. Student Questions, Teacher Objectives,* and *Educational Supports* are associated with each phase. The three phases of the Self-Determined Learning Model of Instruction are listed in Tables 1.1-1.3 in this chapter.

Student Questions

Each of three parts or phases has four *Student Questions.* Again, the questions are the *Syntax* or orderly system of the model. The wording of these questions can be changed to make sure that children understand them. But teachers should keep the meaning the same even if they change some of the words. The questions represent a *problem solving sequence,* beginning with *Question 1,* "What do I want to learn?", *Question 2,* "What do I know about it now?", *Question 3,* "What must change for me to learn what I don't know", and moving finally to *Question 4,* "What can I do to make this happen?". These questions begin with a problem and move in a sequence to help children decide how they will solve the problem by setting a goal. This same sequence of problem solving is contained in *each* of the three phases of the model: *Set a Goal, Take Action,* and *Adjust Goal or Plan.*

Student Questions are written in *child voice,* (i.e. "What do *I* like to do at school and at home?" and "What do *I* want to learn?"), to remind you that your student should be answering these questions (with your assistance). This will help students have some voice in what they choose to learn or do. Then after a student is familiar with the steps in the problem solving process, he or she can use these questions more independently (but still with adult guidance) while setting goals and solving problems in many different settings. See Appendix C for a set of model questions that you can copy to use with your students.

Teacher Objectives

Each phase of the Self-Determined Learning Model of Instruction includes *Teacher Objectives* that you should use to guide students through the *Student Questions.*

Remember, *Teacher Objectives* are the *Social System* of the model that drives its progress. Of course, teachers can generate additional objectives as they become familiar with model use. However, it is important for the teacher to continue to look at the *Teacher Objectives* associated with each *Student Question*, so that effective teaching occurs during this process. For example, in Phase2, Take Action, Question 8 - "When will I take action?" the teacher should enable the student to determine a schedule for the action plan, work to enable students to implement the stated action plan, and/or enable the student to self-monitor progress. Each of these *Teacher Objectives* is critically important to building student capacity for self-regulated problem solving and goal setting.

Teacher Objectives drive the learning process for students and should always be considered, even after a student becomes more familiar with the model. The questions and paired objectives are the focal point for student-teacher interaction that is important to this teaching and learning process. For example, if a student moves through the questions of *Phase 1* independently, answering model questions without pause or discussion with the teacher, a great deal of the working process of the model is neglected – the interaction that provides a "window" to the thought of the student and the support of the teacher is missing. These *Teacher Objectives* scaffold student learning to a higher level than what might be done without help. Discussion of the *Student Questions* supports children to be active participants in learning. And teachers provide guidance and direction during the sequence of questions.

The Self-Determined Learning Model of Instruction combines at least one, if not more *Teacher Objectives* with *Student Questions*. (For example, in Question 1, Phase 1 "What do I want to learn?" the stated objective for teachers is to "Enable students to identify specific strengths and instructional needs". Teachers should help students to:
1) Answer the *Student Questions* supporting the process with the *Teacher Objectives*,
2) Use questions adapted to fit the student's learning ability and understanding,
3) Maintain the problem solving sequence in each phase of the model by keeping the order of the *Student Questions* intact, and
4) Use picture cues or prompts for students who are non-readers or poor readers to enable students to experience both the verbalization of the question and a visual cue.

Educational Supports

Educational Supports are suggested for each Phase of the model. These supports can be used in whole-group instruction or taught individually to meet the needs of any student. Although teachers have a primary role in the support of the learner and should set boundaries and limits related to the process, the student is the primary agent for choices, decisions, and actions, within the teacher's guidelines. Student involvement does not cancel out teacher involvement and guidance in teaching and learning. Instead, it supports a bi-directional learning process with both student and teacher being actively involved. *Educational Supports* are the *Support System* of the Self-Determined Learning Model of Instruction.

Instructional and self-management strategies can be used for instruction of any student within each phase of the model. Problem solving instruction, self-scheduling, choice making instruction, assertiveness training, and self-monitoring are *Educational Supports* representing another "skill set" that students can be taught in order to include more self-directed learning and problem solving/goal-setting in their educational plan. Depending on the situation, the student can learn to use many of these *Educational Supports* following some direct teaching of the skills by teachers. However, it is also possible that many of these supports will continue to be teacher-directed within the model sequence.

The Self-Determined Learning Model of Instruction is a model of teaching to promote student self-determination and student-involvement in learning. It is important that teachers *monitor student activities carefully*, that teachers directly teach *Educational Supports* of the model, and that *students demonstrate competency in actions*, not just in the words that they use to answer *Student Questions*.

Self-determination does not necessarily mean independent action or activity. Teachers should continue to monitor student activities, use student interest and involvement to motivate skill acquisition, and assist students in becoming causal agents in their lives at least within the school setting. In the home, parent support of choice and decision making will extend and generalize these skills for children. Use of the Self-Determined Learning Model of Instruction with young children supports the development of self-determination in combination with typical activities throughout the school curriculum, depending on the focus/subject orientation of the teacher. The model enables learners to begin the process of becoming self-regulated problem solvers.

Helping Your Students Through the Model Phases

The Self-Determined Learning Model of Instruction can be introduced to students in a group setting or individually, depending on the ability level of students and size of the classroom. First, teachers need to decide whether they will initially work with one individual, a small group, or a larger group. Younger children will need more preparation than older children, so the age of the group should be considered, as well as their general developmental level. If the children who will be involved in the discussion understand abstract concepts like problem, interests, and goals, then the teacher can move quickly through the initial model preparation described in Chapter 2. However, one should not assume that students understand these concepts without clearly discussing them with children first.

When you talk about the questions within the model, listen carefully to your students, rather than supplying words for them. Ask open-ended questions that need more than a one- or two-word answers and use effective listening. *Effective listening* means restating answers that the student gives to clarify meaning, and focusing on each child in the conversation, rather than on what you will be saying next. You will need to wait after asking a question for a student to give an answer. Wait time could be a minimum of 10

to 15 seconds of silence, to give the students time to gather their thoughts and express these in their own words. If a student is unable to answer, reword the question, and wait again.

Only after giving students adequate time and opportunity to supply answers, should you suggest what the student might consider. You can provide this support for students to work on a goal even if at first some children can't independently answer the questions to work on in the model. Children can learn about goal setting while they are doing it, with you as their support to explain things. As you use all the *Student Questions* in the three phases of the model, *write down* the reworded version for future use with this student. This will provide you with a list of *Student Questions* to use each time.

Phase 1-Set a Goal. Teachers should explain the purpose of using the Self-Determined Learning Model to their students: 1) to become better problem solvers, 2) to learn to work on setting goals and making decisions at school, and 3) to learn new things. Talk about interests, goals, and problems or barriers in general. Following the general discussion of goals and problems, start *Phase 1* by saying the first *Student Question*, "What do I want to learn?" Refer to the Exploring My Interests page and the three learning goals that the student listed. Help the student select one goal to answer the first *Student Question*. Discuss what Question 1 means with the student, and if necessary, use alternate phrasing such as "What do I want to be able to do?" or "What do I want to know more about?" The student's answer will let you know whether to reword the question and try again.

As students and teachers move through the *Student Questions*, keep in mind the *Teacher Objectives*. For example, for Student Question 1, the Teacher Objectives are:
- Enable students to identify specific strengths and instructional needs;
- Enable students to communicate preferences, interests, beliefs, and values; and
- Teach students to prioritize needs.

The needs of individuals students related to their goal will drive the objective(s) that you use each time.

Student examples of actual answers will illustrate how various student-teacher teams responded to model questions. *Phase 1*, Set a Goal, is what teachers and students talk about after thinking about Interests and Goals. Remember, Anna is 5 years old and her teachers use some alternative communication symbols to build literacy and understanding with her young students. Continuing with our students, *Anna wanted to learn about drawing symbols and writing names (Student Question 1- What do I want to learn?). For Question 2, "What do I know about it now?" she replied that she could draw Josie's happy face symbol, her own flower, and Tracy's ice cream cone symbol (that are beside everyone's name on their boxes and around the room). Anna's answer to Question 3, What must change for me to learn what I don't know? is, "I need to learn to draw better." Finally, on Question 4, Anna said that she must keep drawing and practice*

to make this happen. Anna's teacher used a curriculum that included a lot of choices for activities, so Anna was already familiar with student-directed learning.

A second grader may be able to answer the Student Questions more independently than a younger student. In this case, Steve's teacher supplied some of the more technical reading words, but Steve supplied the basic ideas. *Steve decided to focus his goal on reading better (Question 1 – What do I want to learn?). When his teacher asked him, "What do I know about it now?" – Question 2, he said, "I know the letter sounds, how to sound out words, and know a lot of sight words", with support from his teacher. For Question 3, "What must change for me to learn what I don't know?", Steve thought that he needed to learn more sight words and more sounds. He also thought he needed to practice more and read more books. What can I do to make this Happen? – Question 4, was to read a lot more books (one book each week and learn two new words, according to Steve.*

Dan had decided to work on adding and subtracting with carrying (regrouping)- Question 1- What do I want to learn?. He said that he knew how to add and subtract without regrouping- Question 2, What do I know about it now? For Question 3, What must change for me to learn what I don't know? Dan needed some more help. His teacher helped him to decide that during math, he often was not paying attention and sometimes he got in a hurry. Dan agreed that this might be the case. He decided that if he listened to the teacher and did his classwork and homework, that he might learn the math goal. This was Question 4 – What can I do to make this happen? For Dan, a third grader, the questions in the model helped to focus his need to learning regrouping through more efficient work and paying attention in class. He and his teacher came to an understanding that Dan really did want to learn, but was neglecting his individual study time, as well as the direct attention he needed to bring to learning.

As you investigate a student's beliefs, preferences, and interests, be sure to:
- Narrow the focus of the discussion to the subject matter for which you are responsible or that you wish to cover,
- Think about the purpose of the model - to set goals that are measurable and attainable, and
- Remember the guidelines and limits that are usually in force in your classroom.

Goals may take any form, depending on the interests and developmental level of students and your direction as a teacher. Primarily, goals should be self-identified and learning should be self-directed, to the greatest degree possible. Goals can be related to academics or social skills with behavioral outcomes being imbedded in these categories. For young children, it is difficult to focus on discrete behaviors for the goal. Rather, the behaviors that are keeping them from learning can be addressed as learning barriers or difficulties. The goal-setting process may start with an immediately appropriate, manageable goal for the individual. Dan might say, "I don't want to have the other kids

Table 1.1: Phase 1 of Self-Determined Learning Model of Instruction

Self-Determined Learning Model, Phase 1: Set a Goal *Problem for Student to Solve: What is my goal?*	
Student Question 1: What do I want to learn? **Teacher Objectives** • Enable students to identify specific strengths and instructional needs. • Enable students to communicate preferences, interests, beliefs and values. • Teach students to prioritize needs. ***Student Question 2: What do I know about it now?*** **Teacher Objectives** • Enable students to identify their current status in relation to the instructional need. • Assist students to gather information about opportunities and barriers or problems in their environments. ***Student Question 3: What must change for me to learn what I don't know?*** **Teacher Objectives** • Enable students to decide if action will be focused toward capacity building, modifying the environment or both. • Support students to choose a need to address from prioritized list. ***Student Question 4: What can I do to make this happen?*** **Teacher Objectives** • Teach students to state a goal and identify criteria for achieving goal.	**Educational Supports** Student self-assessment of interests, abilities, and instructional needs Awareness Training Choice making Instruction Problem Solving Instruction Decision making Instruction Goal-Setting Instruction

Table 1.2: Phase 2 of Self-Determined Learning Model of Instruction

Self-Determined Learning Model, Phase 2: Take Action *Problem for Student to Solve: What is my plan?*	
Student Question 5: What can I do to learn what I don't know? **Teacher Objectives** • Enable student to self-evaluate current status and self-identified goal status. ***Student Question 6: What could keep me from taking action?*** **Teacher Objectives** • Enable student to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status. ***Student Question 7: What can I do to remove these barriers or problems?*** **Teacher Objectives** • Collaborate with student to identify most appropriate instructional strategies. • Teach student needed student-directed learning strategies. • Support student to implement student-directed learning strategies. • Provide mutually agreed upon teacher-directed instruction. ***Student Question 8: When will I take action?*** **Teacher Objectives** • Enable student to determine schedule for action plan. • Enable student to implement action plan. • Enable student to self-monitor progress.	**Educational Supports** Self-Scheduling Self-Instruction Antecedent Cue Regulation Choice making Instruction Goal-Attainment Strategies Problem Solving Instruction Decision making Instruction Self-Advocacy Instruction Assertiveness Training Communication Skills Training Self-Monitoring

Table 1.3: Phase 3 of Self-Determined Learning Model of Instruction

Self-Determined Learning Model, Phase 3: Adjust Goal or Plan	
Problem for Student to Solve: What have I learned?	
Student Question 9: What actions have I taken?	
Teacher Objectives • Enable student to self-evaluate progress toward goal achievement.	**Educational Supports** Self-Evaluation Strategies
Student Question 10: What barriers or problems have been removed?	Goal Setting
Teacher Objectives • Collaborate with student to compare progress with desired outcomes.	Choice making Instruction Problem solving Instruction Decision making Instruction
Student Question 11: What has changed about what I don't know?	Goal-Setting Instruction
Teacher Objectives • Support student to re-evaluate goal if progress is insufficient. • Assist student to decide if goal remains the same or changes. • Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal. • Assist student to change action plan if necessary.	Self-Reinforcement Strategies Self-Monitoring Strategies Self-Recording Strategies
Student Question 12: Do I know what I want to know?	
Teacher Objectives • Enable student to decide if progress is adequate, inadequate or if goal has been achieved.	

See Appendix C for **Student Questions** formatted with visual cues for the elementary age student.

make fun of me when I don't finish my work or forget to turn it in on time". This goal statement would necessitate outcomes including self-management of time and attention. Or a student might identify a larger issue that must be adapted due to scope, time limitations, or abilities of the student in order to be manageable for this process. For example, another student might say, "I want to have lots of friends at school". If, in fact, this student has no friends at the time, then social skills will be the topic of need and the goal should be shaped to reflect what the student will do within his or her class to make friends. By focusing on their regular curriculum and skills to assist students to achieve goals, asking each student about related interests and goals provides a way to use student-direction and involvement for goal attainment. See the Goal Setting and Goal-Attainment section in Chapter 4 of this manual for additional suggestions on this topic.

We suggest a limited focus for initial goals, so the student and teacher can work through the three phases of the model in a shorter period of time, to encourage active student participation in learning the goal-setting process. *If the student truly believes that their goal should be a large one, then it might be necessary to help the student work through the entire three phases of the model so that the goal is shaped to a more manageable size or scope through answering the Student Questions.* That is, the questions will help streamline a very large goal into one of more manageable size.

These questions can be modified to meet student needs, as previously discussed. The *Teacher Objectives* for Question 1 and the initial steps of beginning the model have already been discussed. Moving on to Question 2, "What do I know about it now?". The Teacher Objective is to assist students to gather information about opportunities and barriers or problems in their environment. The student and teacher need to discuss any ideas that the student generates related to the topic that is mentioned. Teachers can provide suggestions for the student to think about, related to what they already know and on which they might need to find more information, if the student has difficulty generating these.

Then using Question 3, "What must change for me to learn what I don't know?" *Teacher Objectives* include: 1) enable students to decide if action will be focused toward capacity building, modifying the environment, or both, and 2) support students to choose a need to address from a prioritized list. Thus, as the student identifies what it is they want to learn (Question 1), moves on to "What do I know about it now?" (Question 2) some sense of what the student actually needs to accomplish emerges and the barriers or problems are discussed in Question 3. This third question will probably require the introduction of the *Educational Supports* of problem solving and decision making, plus the student self-assessment of abilities and instructional needs. If the student has been able to generate strengths and needs related to the topic, then decision making must be accomplished. If no information has been considered, problem solving should be taught, so that students learn to generate alternatives. And, of course, choice making is used to choose the most likely course of action.

The initial phase of the Self-Determined Learning Model of Instruction should enable a student and his or her teacher to explore desired outcomes, identify the skills and determine what the student needs to do to achieve that outcome. Then, an action plan will be developed during *Phase 2*.

Phase 2 – What is my Plan? *Phase 2* investigates the student problem, "What is my plan?" Again, there are four Student Questions that guide the process. Question 5 in the model is "What can I do to learn what I don't know?" with the Teacher Objective to enable students to self-evaluate current status and self-identify goal status. *Anna (the youngest student in our group of 3), answered that she wanted to draw her symbol and those of her friends. Steve (our reader) answered that he would read one new book per week that his teacher thought was at the right level, as well as write two new words he learned. The teacher thought that having Steve make a bookworm with the body being the name of the book he read and the two legs having the new words would help him have a visual record of his work. Dan (math) decided to focus on following directions from teachers and doing his work.* Question 6, "What could keep me from taking action?" asks a student to identify what it is they can do. This could be either some within-person change or it could be a wider environmental issue that needs changed (or both). *For this question, two of the students mentioned within person changes (Steve and Dan) and Anna talked about things that other people did to interrupt her.*

Student Question 7 in *Phase 2*, "What can I do to remove these barriers or problems?" poses a problem for the student to solve, and teachers should collaborate with the student to identify the most appropriate instructional strategies, teach the student the strategies, support the student as he or she implements the strategies, and provide mutually agreed upon teacher-directed instruction, if needed. The final question in *Phase 2* is, "When will I take action?"(Question 8). *Teacher Objectives* for this question include enabling the student to determine the schedule for the Action Plan, helping them implement the plan, and assisting with student self-monitoring of the plan. Teachers, meanwhile, need to enable the student to determine a plan of action to bridge the gap between the self-evaluated current status and the self-identified goal status. The *Educational Supports* for *Phase 2* include: self-scheduling, self-instruction, antecedent cue regulation, choice making instruction, goal-attainment strategies, problem solving and decision making instruction, self-advocacy and self-awareness instruction, communication skills training, and self-monitoring. Using the supports that are needed by each student, a teacher can directly teach strategies within the context of the selected goal. These supports can be used with whole-group lessons, or be specifically tailored to match individual student needs.

At this point, the students will indicate when they will use *Phase 2*'s plan of action. *Anna loved to practice her symbols and writing. Her teacher found a notebook for her to do this, and Anna worked on her writing consistently when she had free time. With Steve, reading was something that he did at home (with cooperation from his mother, and that he talked about with his teacher during resource time. He was able to consistently complete one book per week and make his bookworm grow. His parent*

structured his time at home to include study time and made riding his bike a contingent activity, depending on what he accomplished. Having cooperation from a parent was really supportive, according to Steve's teacher. Dan needed more help to work on his goal, so his teacher and Dan worked on self-monitoring and charting his math work, as well as his time on task. They used a simple checklist that had Dan mark when he did his homework and classwork, and included a category for paying attention in class. Each student's teacher decided when to start evaluating the goal, depending on goal progress, activities in school, testing dates, and other details that are part of their school calendar.

When some activity has taken place toward goal attainment, the student and teacher should work on *Phase 3*, to determine "What have I learned?" This will show if the Action Plan is supporting student progress. Note: it is fine to go back to either phase of the model, if the student is uncertain about what to do. If he or she does not have a clear idea of their goal, then a review of *Phases 1* and *2* should be done. If the student has not taken any action toward goal attainment, perhaps the teacher and student need to talk about the action plan again. Work through *Phase 3* (evaluation) and decide.

Phase 3 – What Have I Learned? In *Phase 3*, you enable your students to self-evaluate progress toward goal achievement, as *Question 9* is answered. The teacher and student can answer *Question 10* related to the barriers or problems that have been removed. As the student begins to answer *Question 11*, "What has changed about what I don't know?", the *Teacher Objectives* include: supporting students to re-evaluate goals with insufficient progress, assisting the student or students to decide if the goal remains the same or changes, collaborating with the student to identify if the action plan is adequate or inadequate, and assisting student to change their action plan if necessary. *Question 12*, "Do I know what I want to know?" can be answered by the student with your support to determine if progress is adequate. *Phase 3* may require instruction in the Educational Supports of self-management (self-evaluation, self-monitoring, self-reinforcement), choice and decision making, problem solving, and goal setting.

Anna's Phase 3 answers showed that she had changed her environment a bit, ("I found a quiet place to work" (Question 10), that she learned to draw everyone's symbols and some names, (Question 12), and she felt happy and knew that she learned to write. For Steve, Phase 3 was a realization that he actually knows more words, is paying attention and reading better, as well as learning to read harder books. Dan said that he had achieved his goal in math and that he had removed the barriers of playing, talking, and not looking at the math problems (Question 10). His answer to whether he knows what he wants to know (Question 12) is a resounding "YES!". For Dan, he was able to experience some success and learn some more about study habits. The complete sets of Student Questions for Anna, Steve and Dan are in Appendix C.

Phase 3 represents student self-evaluation of a goal, a critical part of the learning process. Evaluation is often left to chance, or is only determined from adult feedback. *Phase 3* introduces students to the process of self-evaluation and self-awareness. These are elements of Self-Determination that are often overlooked in teaching, since teacher

evaluation is used a great deal. Here we are asking students to begin learning how to self-evaluate. Learning to engage in self-evaluation and becoming more self-aware will assist students to become more independent learners.

The intent of initially investigating interests (Chapter 2) is to provide motivation for student-directed activity. As teachers and students work through the model, the process of determining action and evaluating that action will give some added insight into the goal selection process. For example, if a student (with teacher assistance) sets a goal that does not hold his or her interest over several weeks, then the goal-setting process can be revisited to set another goal (if mutual agreement for this action is reached).

The Self-Determined Learning Model of Instruction is recursive in that at any point in time, the student can return to previous questions in the model. For example, a student can revisit the initial Student Question, "What do I want to learn?" and refocus their attentions on a similar, but adjusted goal, as long as both teacher and student agree on this strategy. Or a student might need to return to a previous model phase to clarify their goal and/or plan. A student should be guided toward a goal that is educationally relevant and one that they will be interested in doing. This will support use of the full model aspects of developing a plan and evaluating that goal or plan. Working through all three phases of the model is the best source of feedback about self-regulated problem solving.

Chapter 4 – Educational Support:

Goal Setting and Goal Attainment

Goal setting and goal attainment strategies are used throughout the Self-Determined Learning Model of Instruction to explain a goal in such a way that both teacher and student know when the outcome has been achieved. Individuals are motivated to change by experiencing a discrepancy between "where I am now" and "where I want to be". This discrepancy between what you know and what you *want to know* may be apparent to teachers, but may not be so easily identified by students. This is part of the process of goal identification. As students gain experience in identifying goals and problems, they will become more independent, achieve self-efficacy, and be more self-directed learners. Then, as goals are achieved, the sense of completion that results will serve as motivation to start working on other clearly identified goals and problems.

Goals should be chosen by supporting a student to investigate their interests and preferences, helping them discover some discrepancy between "where I am now" and "where I want to be", and assisting them in selecting a goal which is quantifiable, obtainable, and specific to the situation in which the goal is set. A student may have many interests in activities that occur after-school, but if the teacher has no role here, goals should relate to school-based themes. Since the teacher and student are working collaboratively on the discussion of goals, then the subject matter should be relevant to both individuals. Teacher and students can mutually establish certain limits or criteria for goals, such as the (a) subject matter, (b) amount of time in which the goal should be obtained, (c) time spent on goal achievement during class, or (d) other people who will be involved in the student's goal attainment. Promote student voice and self-direction in this process, to the highest degree possible.

"Educational efforts to promote goal setting and attainment skills should focus on teaching students to identify and enunciate specific goals, develop objectives and tasks to achieve these goals, and identify actions necessary to achieve a desired outcome", (Wehmeyer, Agran, Palmer, & Mithaug, 1998, p. 71). The following points are important for setting goals. Goals should be: 1) specific and measurable, 2) attainable, 3) reflective of something that the students want to improve, 4) specific, and have practical starting and finishing dates, 5) written (rather than just spoken), 6) stated in terms of anticipated outcomes, and 6) able to be tracked visually for progress (Martino, 1993). The Self-Determined Learning Model of Instruction provides *Student Questions* to clearly delineate the goals and provide written documentation of many of the points mentioned by Martino. However, the teacher and student must decide the beginning and conclusion of each goal, determine the plan for the goal, and decide whether the goal is achieved.

Goal setting and goal attainment are used primarily in *Phase 1*, Set a Goal, and *Phase 3*, Adjust Goal or Plan of the Self-Determined Learning Model of Instruction. The *Student Questions* in *Phase 1* address the student's interests, preferences, limits,

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values, beliefs, and needs. Mutual discussion of the questions helps students to identify their strengths and needs, and to learn to prioritize these. Use of the *Exploring Your Interest* page of the model (Chapter 2) also helps with this. Barriers or problems related to goals are identified, along with physical and social environments, and opportunities to succeed. By the end of *Phase 1*, a student will have clearly identified a goal or problem to solve by choosing among alternatives, determining what barriers or problems are in the way, and be ready to proceed to the next stage, *Phase 2, What is my plan?*

Then in *Phase 3*, goal setting and attainment strategies are used to assess and evaluate changes in students' situations and determine if their plan to achieve the goal is working or not. Through teacher collaboration with students on the *Student Questions* of *Phase 3*, the student and teacher can determine the effectiveness of the plan and whether or not the goal is attained.

Doll and Sands (1998) recommend six application principles for effective teaching of goal setting at all grade levels:

1) Assist students to set and define their goals in specific terms, so that it is clear when the goals have been met.
2) Help students set realistic goals that are achieved within a certain time period (i.e., a class period, a day, week, month, or semester). Shorter time intervals provide for more frequent feedback on progress and suggestions for adjustment.
3) Goals should be challenging, within the "zone of proximal development" described in the introduction of this document, or within reach - but not easily obtained. The important idea here is to set goals which demand some work, but are not set so high that the students are overwhelmed.
4) Goals should be relevant to the environment of the student. There should be meaningful connections between their learning and life domains.
5) Help students set goals that define or describe the processes they will use to achieve their goal. Process goals help students focus on the processes of learning, not just the task being completed.
6) If students are unable to set goals, then teachers can set relevant, interesting, and valuable goals with the student's approval. Teachers and students should collaborate on goals as much as possible, at the initial stages of this process.

Academic or social goals may contain behavioral components, but a purely behavioral goal may focus mainly on negative aspects versus positive ones. Young students may have a more positive initial experience working with the Self-Determined Learning Model of Instruction using Academic or Social goals with behavior needs embedded within them, as identified as a learning barrier or problem. For example, Mr. James thought Jose might learn better if Jose did not get out of his chair constantly. Rather than stating a negative outcome, this teacher guided Jose to focus on adequate completion of reading exercise in the workbook and mentioned that a barrier to success is the constant movement around the room that Jose did. Jose charted the number of exercises he finished each day AND the number of times he left his seat during reading. After some discussion, during the second week Jose's number of reading exercise

completions was up and the interfering behavior had decreased. Both the academic need and the behavior were addressed using the model, rather than an exclusive focus on behavior. Mr. James discussed the goal with Jose and they identified a need for Jose to have reassurance when he first stated his work, in order to feel confident enough to continue. Once Jose's needs were met through a peer support partner, he increased his academic completions and decreased competing behavior.

An academic or social goal often contains elements of behavior change. Usually, student behavior can be included as a barrier to goal success (i.e. *Phase 1, Question 3 –* What must change for me to learn what I don't know; Phase 2, Question 6 – What could keep me from taking action?; and *Phase 3 – Question 10 –* What barriers have been removed?). One example of a purely behavioral goal is included in Appendix C– that of Tom, who showed a great deal of tenacity when his teacher tried to redirect goal focus to academics.

Below is a summary checklist for use in goal setting and attainment activities. It is helpful to logically consider possible goals, using this framework.

Is the goal?

_____ Specific (not too narrow in focus, or too broad)

_____ Measurable or directly observable

_____ Relevant for student's environment <u>and/or</u> . . .
_____ An attempt to modify the environment of the student

_____ Attainable, <u>but</u> . . .
_____ Challenging enough

_____ Some issue or topic the student really wants to work on, <u>and</u>...
_____ Teacher approved

_____ Capacity building for the student <u>or</u>
_____ Process related

_____ Academic
_____ Social
_____ Behavioral

Chapter 5

Educational Supports:
Choice and Decision Making

Choice

Choice is one of the most important factors in determining one's quality of life and involvement in decisions. Choice making has two components, according to Reid, Parsons & Green, (1991): the act of choosing and the identification of a preference. Choice making opportunities occur early in life and continue throughout the lifespan, but adults can structure the child's environment to encourage this. Parents should encourage choice making as soon as a child has some way to communicate (pointing, gesturing, or words). By starting with simple choices of which of two shirts to wear, or "more milk or juice?", children can learn increasingly complex choice making with multiple options as they grow and develop. Teachers also have a role in promotion of choice making, by consciously providing opportunities during learning activities to implement choice.

Choice making is an *Educational Support* that is used extensively in the Self-Determined Learning Model of Instruction. It appears in all three phases of the model. In *Phase 1*, Set a goal, students need to identify strengths and instructional needs, as well as communicating preferences, interests, beliefs, and values. Students must be able to choose and make decisions regarding their priorities, resources, and barriers or problems. Later, in *Phase 2*, students choose a plan of action to work on their stated goal. *Phase 3* uses choice and decision making to evaluate goals and their outcomes.

Although many children in elementary school may be adept at making choices, learning activities need to be structured so that there is continued opportunity for choice making. In addition, students may need to be taught the best way to communicate their preferences, once they have made a choice. The process of communicating preferences includes learning social skills such as listening (receptive) and expressive communication, and using situation-appropriate means to do so. Teachers have the task of incorporating student choice throughout the curriculum. A model by Brown, Belz, Corsi & Wenig (1993) gives seven potential areas of choice within an activity:
- Choice of materials,
- Choice among different activities,
- Choice to refuse to participate in an activity,
- Choice of people to be included or excluded in an activity,
- Choice of location of an activity,
- Choice of time an activity should occur, and
- Choice to end a particular activity.

Providing choice in educational activities, often decreases challenging behavior, increases motivation, and supports general academic improvements (Cooper et al, 1992).

Decision making

Choice is part of the concept of decision making. Besides choosing among alternatives, and indicating preferences, individuals must use problem solving to determine the best, most effective solution in order to make a decision. Choice and decision making should be directly taught in educational settings. The processes can be learned and practiced by students, with guidance and support from interested adults. Decision making should be taught in elementary schools to enable students to practice this skill related to achieving self-determination.

Like choice making, decision-making is an *Educational Support* in all three Phases of the Self-Determined Learning Model of Instruction. When students are setting a goal (*Phase 1*), they must decide between possible alternatives. Then when adopting a plan (*Phase 2*) and adjusting that plan (*Phase 3*), decisions regarding self-evaluation must be made. At the end of the model, students must decide whether they have achieved their goal, if they want to set a new goal, or work on the current one longer, perhaps by adjusting their plan.

Many students with disabilities have little opportunity to make decisions about their education. When students have some experience in decision making, they will be better prepared to use this ability. Students who have not worked on this skill before will need additional time and scaffolding to support acquisition and generalization of the decision making process. Young people can practice decision making in their homes, with the support and assistance of their parents.

By direct teaching of the steps in the process, children can begin to learn and use effective decision making in many aspects of their lives. Patience is required, of course, and time factors may not always permit a full review of all alternatives. However, wherever possible, teachers and parents should include children in decision making related to *age-appropriate considerations*. Children experience relief when parents actually make major decisions for them and set appropriate limits of behavior. Adult protection and guidance is needed in issues that impact children's health, safety, well being, and future. Practice in decision making can be scaffolded by adults in a way which protects and preserves children from undue exposure to physical and psychological risk.

Sands and Doll (1998) list a number of application principles on the use of decision making in classrooms. These are adapted to reflect the early elementary-age focus of this Teacher's Guide:

- Plan classroom activities that encourage students to set their own goals.
- Provide additional options or help students to generate more options, since students are often limited by the number of options.

- Help students identify additional information that might be needed, or to check the accuracy of given information, in order to make effective choices and decisions.
- Have students think aloud when analyzing their decisions, so that student understanding of key information can be monitored. (Use Effective Listening, described in Chapter 3, to support this process).
- Encourage students to examine the relevance of information they have collected regarding a particular decision and to disregard information that is irrelevant or unimportant. Students need to realize that information sources may have a vested interest in providing biased information, and that they have to consider the source of the information and exercise caution regarding information use. Information from the Internet is not always accurate.
- Assist students with consideration of the risks and benefits of each solution that is generated. Help them consider the consequences of various plans of action. Enable students to realize both the positive and negative results for their options.
- Help students to analyze erroneous thinking patterns, with the understanding that adults and teenagers may attribute different values to risks and benefits.
- Enable students to rule out several alternatives, and then re-examine the remaining solutions, before making a final decision.
- Show sensitivity to student emotions, since many decisions are emotion-laden. Try to help students to realize that emotions or their impulsivity might cause them to make an immediate judgment, rather than one that is based on consideration of risk and benefits.
- Be understanding of the influence of conflict on decisions. Introduce the idea of compromising and negotiating in situations of conflict.
- Work with students who may be reluctant to make decisions by having them write down the information regarding various solutions, and the actual decision that they made.
- Assist students to think about the impact of their decisions, evaluate their effectiveness, and make changes as appropriate. *Phase 3* of the model provides a framework for evaluation.

Use of student-driven goals and problems to solve will focus the interest of children on decision making. Parents and teachers can introduce the idea of making choices and decisions, scaffold the activity so that it is within the zone of proximal development (not too hard or too easy), and enable children to begin the process of becoming independent decision-makers. Through guided practice of the process of decision making, children can start to become aware of personal strengths and weaknesses, understand concepts, become more involved in their world, work toward later independence of thought and actions, and gain a sense of self-efficacy or accomplishment related to academics and other knowledge.

Chapter 6

Educational Support: Problem solving

The Self-Determined Learning Model of Instruction is a model based on problem solving. Teachers can use the model to teach learners to use problem solving strategies effectively. The children in the picture above have a problem. Both Tara and Stan want to use the computer at the same time. In order to solve this problem, both children generate a number of solutions to the problem, a hallmark of problem solving. In order to resolve the dilemma, Tara and Stan talk about the solutions and decide on one that might work. Problem solving is often confused with decision making. In decision making, one solution is chosen from many possible solutions, while the process of problem solving involves the *generation of, not merely the selection* of possible solutions. Through model use, students can become more effective, self-regulated problem solvers - able to recognize a problem, be able to generate solutions, and select one of these solutions to achieve a goal. Problem solving is a skill that is essential to the development of self-determination.

Agran and Wehmeyer (1999) define a problem as any task, activity, or situation for which a solution is not immediately identified, known, or obtainable. By using discussions, role playing, and direct teaching of problem solving procedures, teachers can assist students to gain skills in this process which is critical to later self-determination. Problem solving is the identification of solutions for a task, activity, or situation for which a solution does not readily exist. In the context of the Self-Determined Learning Model of Instruction, problem solving is often rephrased as goal-driven behavior, since problem solving tends to have many negative connotations.

Self-regulated problem solving refers to the idea that self-determined people "persistently regulate their problem solving to meet their own goals in life", (Wehmeyer et al., 1998). When people with disabilities are part of the community, they can experience a succession of problems. Self-regulation is the ability to examine one's environment and coping responses, to make decisions on how to act, to take action, to determine the outcomes of the action, and to revise plans, if necessary, (Whitman, 1990). Bronson (2000) suggests that self-regulation is a concept related to self-control, self-direction, and positive strategies for coping with life situations. It is synonymous with self-discipline, and possible from birth throughout the lifespan, depending on innate factors (temperament), related to social competence. Self-regulation is highly influenced by the environment. The skills associated with self-regulation include *goal-setting* (setting an achievable goal), as well as *self-monitoring* (observing and recording one's performance), and *self-reinforcement* (selection and delivery of a reinforcer), (Agran, 1997). Self-monitoring and self-reinforcement are discussed in Chapter 9.

According to Bransford and Stein (1984), "a problem exists when there is a discrepancy between an initial state and a goal state, and there is no ready-made solution for the problem solver", (p.7). A problem can be posed for which a person can generate a number of solutions, or the possible solutions must be researched through various means, because they are not known.

Teachers need to directly teach problem solving skills in the use of the model. Problem solving is included in all model phases and is an integral part of the self-determination skills that are needed for real-world functioning. In *Phase 1* of the Self-Determined Learning Model of Instruction, students are asked to solve the problem, "What is my goal?" Here, students are using the first component of a problem solving process by defining what exactly is the problem to solve. In other words, in order to solve a problem, the problem must first be identified. Students with disabilities are often unable to complete this first step of identifying and clearly stating the problem.

Phase 2 uses problem solving as a support strategy in setting up an action plan to work on the identified goal. In this phase, students will begin to design a solution and start implementing the solution, two more important steps in the problem solving strategy. *Phase 3*, the evaluative phase of the Self-Determined Learning Model of Instruction, uses the final component of problem solving, evaluating the effectiveness of the selected solution. Thus, by having the student thoughtfully complete the last four *Student Questions*, he or she is actually using evaluation to determine the effectiveness of the problem solving process, and how close to a solution, they have come. Then the student decides whether to work harder on the goal, choose a new one since they have completed it, or adjust their plan, so that their goal will be attained after further work.

Problem solving strategies may take extra time to teach during first use and initial practice. But these skills fulfill a life-long need to be able to approach a difficulty in a way that is productive, useful, and effective, depending on the expertise of the problem-solver. These strategies can be taught individually or in a group setting. Since all children could benefit from a review of the steps in problem solving, a group lesson would be helpful. But if the problem being discussed is one that may be private and confidential, an individual problem solving session would be necessary. In the case of the Self-Determined Learning Model of Instruction, if students have similar goals, then the process can be discussed as a small group, with necessary individualization, as needed. Care should be taken so that students have a voice in the process, rather than being influenced by classmates or the teacher to come to a conclusion that is not their own.

Another factor that might influence the time spent on the process of problem solving is the number of alternatives that are generated as solutions. Depending on the time that is available for the process, and the impact of the decision, teachers can support students to (1) define the problem, (2) generate solutions, (3) implement a solution, and (4) evaluate the effectiveness of the solution. In order to directly teach problem solving, the teacher may focus on any of the four components mentioned in this paragraph using

role playing as a possible introductory strategy. The amount of instruction used with any component will depend on the needs of the student. For example, a student who is unable to define the problem (or in the case of the model, is unable to say "What is your goal?") will need to spend time on defining the problem and identifying the situation. The student who already knows what the problem is, but is unable to generate solutions, may need some assistance in that aspect of problem solving.

Student-involvement in setting goals related to problems can provide the motivation that is needed for learning. By being involved in this aspect, student interest in changing their behavior or orientation is already assured.

The school environment provides many problems for which solutions must be generated. For example, two students wish to spend their free period working on math computation on the computer. There are two students and only one computer. What solutions could be determined to solve this problem? Who will solve the problem, teacher or students? Another example is a student who wants to learn to read well enough to enter the annual public library reading contest. A plan can be determined that will generate a possible solution to this problem, depending on the abilities and work ethic of the student. This gap between a person's current situation and the expected outcome will be closed.

Chapter 7
Educational Supports:
Self-Instruction and Antecedent Cue Regulation

Self-Instruction

Self-instruction is the verbalization that a student does prior to performing a task. It is also called "self-talk", the process of verbalizing thoughts to monitor the cognitive process of an individual, or in this case, activate the performance of a task. For example, a student with lower cognitive skills may have difficulty remembering the sequence of a procedure they need to perform – such as how to start the computer and access the program that they wish to run. Many computers are set up so that students can easily access the information they wish to find, if the steps are followed in sequence. Written, verbal, or picture cues should be given, the student can access these, and then perform the action. The cue can be faded after the student begins anticipating the sequence, and verbalization can be continued by the student until the process becomes automatic.

Self-instruction provides a means for students with disabilities who have problems with short-term memory and retention of details, to rehearse their thoughts and perhaps give verbal cues to their actions in any problem solving activity. Teachers can begin to teach this skill in a group setting and then follow up individually, with students who need extra assistance, or specific instruction. In *Phase 2*, in the "Take Action" part of the model, self-instruction can be used to teach students a problem solving strategy tailored to their goal. *Student Questions 5* through *9* serve as a model for specifying self-instruction prompts that a child can begin to use to determine their Action Plan.

The first step in determining the script for self-instruction is to define the target behavior or action. In a goal that is set, some activity must occur in order to make progress. For example, Mary, a second grader, wants to learn to be the helper who maintains the classroom sports equipment for recess. In order to do this, there are certain required activities associated with this job, such as hanging the jump rope on the correct nail by the picture of the rope, and putting the soccer ball in the ball basket. By matching up the equipment with the picture posted near the required location, Mary can complete the task. The initial verbalization might be "I need to put the rope on the nail by the picture of the rope. Then I need to put the ball back in the ball basket. Perhaps a problem can be identified, such as "The green ball is missing, what do I do?" The solution might be that "I saw John playing with it, does he know where it might be? I need to ask John". Then, the response would be that "I need to go to John and ask him about the green ball". When the ball is found and stored, Mary may give herself some reinforcement for a job well done, such as saying "I did a good job!" This statement can serve as positive reinforcement for the tasks that were completed. Although many students may be able to do this activity without self-instruction cues, a child with developmental disabilities often

will need assistance, especially when it is a new task. Again, the language that is verbalized is linked with the thought that must take place for task completion.

Self-instruction is helpful for students who set a goal related to work completed independently during class. The impulsive student can use self-talk to continue to work when interrupted. At first a student may say steps out loud, but soon these can be completed silently using only thought to control the behavior. If a child does not use self-talk, after instruction occurs, either the child has not yet learned to use this private speech to control behavior or they can use it so effectively that control occurs through covert speech. Watch a student carefully to see if they use the learning steps or if they need more instruction in self-talk.

In the case of complex task sequences, a script, using the words. "Did, Next, Now" could help. The younger student can verbalize, "I *did* turn off the electronic game, and *next* I should put it in the box. *Now* I need to set the box back on the shelf, exactly where the teacher wants it." Or, "When I used the telephone, I *did* pick up that part you listen in and *next*, I pushed the right numbers, I need to wait to see if someone answers".

For students who have a lot of problems using just verbalization in self-instruction, picture cues can be used, to learn the steps in any process. Students can then *match their activities and verbalizations* to the pictures in order to focus on the steps needed to complete the sequence. This is discussed in the next section, Antecedent Cue Regulation.

Antecedent Cue Regulation

Antecedent cue regulation involves the use of pictures, symbols, or other overt prompts such as audiotapes to encourage specific behaviors in learning. For students who do not read, picture cues can be the reminder notes or word cues that many people use in everyday life. Students may also prefer picture cues, so talk together to determine student preference. Some students with cognitive disabilities will need prompting to support completion of some unfamiliar tasks and many complex tasks, even if they are familiar. Picture cues have been demonstrated to be effective for students with limited verbal and reading skills, who may forget what to do next. This is one way that the student can adjust their environment to support their learning. Each of the prompts must be meaningful to the student and should be decided mutually by the student and teacher, to guarantee effectiveness.

These cues will be helpful during *Phase 2* of the Self-Determined Learning Model of Instruction, as the student decides what their plan will be and follows through with the plan. Picture cues may be necessary for students with more severe disabilities. However, many students in the early elementary grades enjoy this type of prompt more than reading the words, or in combination with written language.

Antecedent cues can be helpful for a variety of purposes. For the student who has difficulty staying on task, a tape or wristwatch might be set to automatically beep at specific intervals to remind the student to attend to task. If the student is working "on task" at the time of the beep, he or she can mark on a card that they are doing so. Intervals can be changed or completely faded, depending on the progress of the student. In this case the student is using self-instruction, self-monitoring, and self-scheduling to adjust their behavior through use of the prompts. Another student may need symbols to remember to prepare his or her materials for math class or another special time during the day. By using a checklist with symbols on it, this student can become more independent and prepared.

Some steps to work with a student using antecedent cue regulation are:
- Identify a task;
- Teacher and student must agree on the type of cue that works best;
- Consider complexity of the picture or drawing: photos, line drawings, symbols, or magazine pictures might work;
- Use trial and error to find the most effective cue;
- Once the cue is in place and the student is able to perform the task with more independence, teacher supervision of student activity will be decreased.

Direct teaching of the cue will need to be done. The student must be able to look at the picture cue or cues, perform the task, or follow the sequence. With some students, you will have to ensure that the student is able to recognize the symbol and identify it. Then the student must be taught to refer to the prompt and to perform the needed activity. The format for presentation of the cues may be a notebook, desktop cue card, or another such organizer of the pictures or symbols. If a student needs to perform the task in many different places, it should be portable for easy use and effective generalization of the skill. The student may need to be prompted to attend to the pictures as cues for a period of time, but the teacher can begin to fade their attention to this process as the student becomes more capable. After successful task completion over a period of time, the student may no longer need the picture prompts. However, if the student appears to need the prompts to promote independent activity of tasks, then they should be a necessary part of the task.

Chapter 8

Educational Support: Self-Management - Self-Monitoring, Self-Evaluation, and Self-Reinforcement

Self-management is an individual's use of documentation to monitor, evaluate, and/or reinforce his or her own behavior (King-Sears & Carpenter, 1997). This process actively involves students in monitoring and controlling their behaviors. Self-management has been very effective when used with students in elementary school to complete their work, follow classroom rules, increase on-task behavior, and decrease disruptive or inappropriate behaviors. The three major components of self-management (self-monitoring, self-evaluation, and self-reinforcement) will be discussed both individually and collectively, since there is some overlap in processes and terminology.

The Self-Determined Learning Model of Instruction uses each of these three *Educational Supports* in *Phase 2*, as the student answers *Student Questions* related to developing and following a plan to achieve a goal. Students can be taught to use a self-monitoring strategy to effect behavior change related to the student's goal. In *Phase 2*, students use self-evaluation in the self-monitoring process to compare their own behavior to the standard that is set in the self-monitoring task. Self-evaluation is also used in *Phase 3* of the model, when the Student Questions are related to evaluation of the actions and thoughts related to goal achievement. Self-reinforcement is used in *Phase 2*, related to self-monitoring and self-evaluation. As a student sets a goal in *Phase 1* and then develops a plan and activates that plan in *Phase 2*, some mutually determined reinforcement could be used to encourage goal completion. The natural consequences of the results of goal progress would be the primary unit of reinforcement. Other reinforcers are those that are realistic, practical, and available in the context of the school or home.

Self-regulated behavior uses some aspects of self-management, which include self-monitoring, self-evaluation, and self-reinforcement. Use of self-management provides a way for a student to use more independent performance and begin to become more self-determined. A teaching plan for enabling a student to use self-management techniques should include the following:

Self-Monitoring:
- Identification and understanding of the goal behavior or effort and the appropriate performance level using simple, concise language (Teacher and Student discussion),
- Development of a self-monitoring form or card using pictures, symbols, or words to provide a concrete way to measure behavior. (Teacher and Student discussion),
- Teacher instruction of the form or card, so that student understands its use,
- Student practice in using the form, with appropriate positive and negative feedback, from the teacher,

- Reinforcement of adequate performance, and
- Deciding when and where to use the monitoring process and what reward will be used for effective work (Teacher and Student).

Self-Evaluation:
- Comparing student performance with a standard or scale (for example, how does the number of student check marks compare to the specific standard that was set?) (Student, with teacher assistance)
- Talk about the effect of self-monitoring on the intended behavior. (Student and teacher)

Self-Reinforcement:
- Determining an appropriate reinforcement strategy within the natural environment (Student and Teacher)
- Talking about when to implement the reinforcement strategy (Student and teacher).

There are many benefits for teachers to assist students with disabilities and students in the general curriculum to use self-management. Use of self-management techniques may reduce the need for verbal prompts or physical reminders. Teachers and classroom aides can then spend more time working with students on additional activities. As students use self-management and become more self-aware, they become more independent and are able to use more self-directed strategies. Special education should encourage students to be more self-directed and self-regulated problem-solvers. Using self-management provides a means to achieve this important goal for special education and for general education, as well.

Self-Monitoring

Self-monitoring is the process that involves the student recognizing and recording the occurrence or nonoccurrence of a behavior. First, the student must use self-observation to note the behavior and then record the action on a checklist or recording form.

After student goals are determined, teachers can enable student self-monitoring with goals that are observable, have discrete behaviors involved, and generally lend themselves to a recording of behavior occurrences. These behaviors should occur frequently enough to warrant monitoring, such as the number of times a student raises his hand and answers a question during class, working effectively during pre-determined blocks of seatwork time, or using social skills such as greeting others or talking to different students during recess.

With use of self-monitoring, a student is taught to recognize the behavior that is named, and how that behavior should occur in their environment. Direct teaching is needed to effectively implement self-monitoring. There is a reactive effect for self-monitoring with behavior change that is the result of the process of focusing on the monitored behavior. Even if the student does not chart their behavior as accurately as the

teacher, the focus of self-monitoring on specific behaviors tends to change behavior in the desired direction. Mahoney and Thoresen (1974) found that self-regulated behaviors are increased through the process of being attended to and recorded.

Here is one example of a self-monitoring chart for a student's reading assignment. It can be used for the child to record what he or she accomplished to keep a visual record of time spent and activities completed. A calendar or other simple chart can be used to self-monitor, depending on the activity.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Read 15 min.							
Tell about what I read							

Self-Evaluation

Self-evaluation is the comparison of one's own behavior with that of a self-or externally determined standard. Not only does a student need to know that a behavior has been changed in some way (through self-monitoring), but the student must also be able to compare the behavior to some standard and then make some judgement about the quantity or quality of their performance (King-Sears & Carpenter, 1997). Self-evaluation should follow self-monitoring of behavior and determine self-reinforcement. This makes self-evaluation a critical skill to enhance student self-involvement in goal setting and problem solving activities.

Self-Reinforcement

Self-reinforcement follows self-evaluation in the group of self-management behaviors. It is an important step that occurs when a student selects a consequence for behavior performance (or non-performance), after meeting pre-established performance standards. According to King-Sears and Campbell (1997), students can self-reinforce when they are able to recognize the occurrence of the specific behavior and determine whether the level of performance meets the criteria. If the behavior is sufficient, then the student rewards him or herself. This reward is often more effective than teacher delivery of a reward, since it is often more meaningful, is mutually determined by student and teacher, and delivered immediately following task completion. Rewards can be socially delivered, but token systems are also quite effective. If possible, tangible rewards should be replaced with praise, or situation specific reinforcers such as time to draw, write, or play games.

Self-reinforcement requires the ability to discriminate the behavior that is the target and the subsequent delivery of the reinforcer, if adequate standards are met. Direct teaching of the recognition of target behavior can be accomplished during self-monitoring. The student should be able to identify what the behavior encompasses and what it does not. If the student can not discriminate the behavior, then self-reinforcement will not be suitable. The teacher and student need to clearly identify the contingent reward, which could be time at the computer, time to draw, extra free time, or a sticker. However, the reinforcer must be available in the environment so that the student can deliver this when needed, rather than waiting for the teacher to recognize the occurrence. The student-determined, teacher-approved reinforcer provides opportunities for the student to experience increased control of his or her learning.

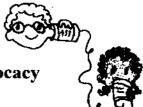Teachers should consider the following points when implementing a self-management procedure with students:
- Student and teacher must mutually decide on the topic for self-management activities,
- Start with simple tasks and uncomplicated systems of self-management,
- Direct instruction of procedures should be done at least the first three times the procedure is used, with follow-up monitoring to ensure that the student understands the task,
- Formal teacher observation of student self-monitoring should occur at least once a week, with daily informal monitoring to promote success,
- Teachers should chart the performance of students so that progress (or the lack of progress) is visible over time,

If self-management activities are to be meaningful, teachers should extend the use of these techniques to promote generalization. King-Sears and Carpenter (1997) make suggestions to extend the use of self-management activities to other skills and behaviors:
- Develop self-management forms and checklists which can be used for various behaviors with little adaptation,
- Talk with families regarding the things that their child could learn to do at home and assist in a self-management tool for a child to remember to make their bed, put away their clean clothes, or similar tasks,
- Make sure that each adult who has some contact with the child knows the behaviors that are being self-managed, to ensure generalization across settings and groups,
- Have materials for self-management (checklists, paperwork) available in other settings,
- Remember to fade use of materials when desirable or independent behavior is occurring,
- If tangible reinforcers are used, replace as soon as possible with social reinforcers,
- Increase the interval of time that a student must wait for reinforcement, depending on student characteristics, the nature of the task, and time limits within the environment,
- Monitor appropriate behavior, even after self-management techniques are no longer being used.

The Self-Determined Learning Model of Instruction uses many Educational Supports, but self-management is one that can be universally effective – especially with behavioral or task completion outcomes. Being able to self-manage, self-evaluate, and self-reinforce are critical abilities that lead to self-regulated learning throughout life.

Chapter 9

Communication Skills and Self-Advocacy

Communication Skills Training

Young children need to be able to communicate in their world – at home, school, and in the community. Communication skills in the context of this model include social skills that are individual and assist with peer relationships. These skills move from simple interaction and choice making to more complex social problem solving. When talking about the development of self-determination in young children, the issues of assertiveness training and self-advocacy instruction co-occur with communication and social skills training. Some young children with disabilities need to become more assertive/less passive, in order to manage their learning and social abilities. Social interaction is often a problem for many young children, but especially so for young children with cognitive disabilities.

Communication skills training can be used in all three phases of the Self-Determined Learning Model of Instruction. If a problem related to communication and social skills is identified, what should a teacher or parent do? As the child works on the *Student Questions* of the Self-Determined Learning Model of Instruction, there will be some opportunity to discuss social skills. A social goal provides a forum for further discussion of social skills. If another type of goal is set, there are always barriers or problems related to attainment that must be discussed. Social skills can be addressed when answering questions related to "What must change for me to learn what I don't know?" or "What can I do to make this happen?" in *Phase 1*. Then again in making a plan (*Phase 2*) and evaluating the plan or goal (*Phase 3*), social skills can be encouraged. A student may need assistance with communicating their answers to any of the twelve *Student Questions*. Training in communication skills will be needed to assist in every phase of a goal concerning social interaction, if that is one the student selects.

Teachers, according to McClellan and Katz (1991), should consider the following information prior to assisting young students with communication skills:
- Children have distinct personalities and temperaments,
- Family relationships affect social behavior,
- Social behavior is culturally determined, so the teacher's cultural norms and the culture of the school may conflict with that of the student,
- Teachers should assist in helping students of all cultures and/or abilities to work with and enjoy each other,
- Teachers should be proactive in creating an open, honest and accepting classroom community.

It is ethical to discuss social skills in the context of the classroom and school environment. Even though each student has distinct influences from their own home and family, they also need to learn to conform to classroom rules and regulations, if at all possible. It is appropriate and desirable for children to learn to be able to make adjustments based on each situation and context. If information is posed in terms related to school success and peer interaction within the school culture, teachers can be relatively certain that they are being culturally fair. Teachers also need to be aware of individual differences that result from a child's disability and sensitive to how these affect relationships within the classroom.

Many programs for developing social skills are commercially available. Teachers can adapt parts of these to work in conjunction with identified needs for their students. Group instruction using role playing is effective as a way to model appropriate behavior. Role playing can be adapted to many specific topics, especially social problems and their solutions. The problems should be general enough to include most members of the group, not highlight the individual differences of one member.

Joyce and Weil (1996), offer suggestions for role playing another educational model:
(1) Warm up the group by identifying the problem in an explicit way, exploring issues, and explaining role playing in general,
(2) Select participants by analyzing the roles and accepting volunteers or selecting role players from the group,
(3) Set the stage for activity by delineating the action that will take place, restating the roles of the participants, and examining the problem again.
(4) Prepare the observers by deciding what to look for and assigning observation tasks to others who do not have a direct part,
(5) Begin the role playing until it comes to a defined end,
(6) Discuss and evaluate the activity by reviewing the action, looking at the focus, and set the stage for another enactment of the action,
(7) Reenact role playing, using revised roles, suggesting the next steps or skills that should be used,
(8) Discuss and evaluate the activity again, highlighting focus, and what occurred,
(9) Share experiences and generalize by relating the problem to the current situation and talking about general principles of behavior.

It is often difficult to isolate a reason for a child's inability to communicate. The work of McClellan and Katz (1991) provides a clear profile for examining social skills for children in the early grades of elementary school. The checklist for early childhood is divided into three sections: Individual Attributes, Social Skill Attributes, and Peer Relationship Attributes and is adapted for ages 5-8 years.

Individual Attributes: The child . . .
_____ Is usually in a positive mood
_____ Is not excessively dependent on the teacher, teacher assistant, or other adults
_____ Usually comes to the class or setting willingly
_____ Usually copes with problems and limitations easily
_____ Can empathize with others
_____ Enjoys positive relationships with one or two peers (cares about them, misses them if they are absent
_____ Has the capacity for humor
_____ Does not appear to be consistently lonely

Social Skills Attributes: The child usually:
_____ Approaches others positively
_____ Can express wishes and preferences clearly
_____ Has reasons for actions that he or she takes
_____ Asserts rights and needs appropriately
_____ Is not easily intimidated by bullies
_____ Can express anger or frustration without harming others
_____ Can play or work with others by gaining access to these groups
_____ Can participate in an ongoing discussion, by making appropriate contributions
_____ Takes turns fairly easily
_____ Shows interest in others
_____ Can exchange information with peers
_____ Negotiates and compromises with others
_____ Does not draw inappropriate attention to self
_____ Accepts and enjoys peers and adults of different ethnic groups
_____ Displays non-verbal interaction with other children

Peer Relationship Attributes: The child is
_____ Usually accepted versus neglected or rejected by other children
_____ Sometimes invited by other children to join them in play, friendship, and work.

These skills should be evaluated over a period of time, as opposed to a short-term evaluation. Several months is suggested, so that a child has time to adjust to new situations and people. As skill deficits are identified, these can be addressed using direct instruction, modeling, structured skill rehearsal, generalizing the skill to other settings, and. role playing – if applicable to the situation.

Some additional suggestions for intervention with social needs include:
• Find a quiet time and place to talk with the child,
• As you work on *Student Questions* of the model, talk further about social issues,
• Use open-ended questions to find out whether the child acknowledges the difficulty he or she is experiencing,

- If he or she does not acknowledge it, focus attention on difficulties in a calm, but specific manner,
- Assist the child to consider the possibility of altering his/her behavior and seeing positive consequences from this change,
- Help identify alternate behavior to replace actions which are causing difficulty,
- Anticipate situations which will need this type of action or behavior and talk about these,
- Determine a mutual way that the child can monitor and practice this improved behavior,
- Use role playing, discussion, and direct teaching methods to illustrate behaviors and the consequences, and
- Offer praise and support over time for improvement in social skills.

Social problem solving uses communication and social skills in combination to solve a problem related to a social situation. By use of choice and decision making combined with problem solving, an individual can find a solution to a social problem. Platt and Hermalin (1989) list several skills required for social problem solving: (1) recognition of the problem, (2) optional thinking or generation of alternatives, (3) causal thinking, (4) means-end thinking or step-by-step planning, (5) consequential thinking, and (6) role-taking or metarepresentation.

Social problem solving is not easy to teach, but deserves attention for remediation. Hechinger (1992) assures us that problem solving skills can be taught and that "it is a great mistake to assume that young people will acquire these skills automatically", (p.128). Otherwise students will move through their school years without such instruction and be unprepared to assume roles in the community upon graduation. By scaffolding developing skills in social problem solving, young children with disabilities can become more self-determined as they continue to practice these skills. Use of the Self-Determined Learning Model of Instruction, the identification of problems and solutions, and the evaluation of those activities also can assist in the process of practicing social skills.

Advocacy and Speaking Up for Yourself

Advocacy means to speak up for oneself or for a cause or position. Students in elementary school are rarely called upon to be their own advocate. However, there are times that being able to make something happen at school or in the community requires the ability to be an advocate. The skills for self-advocacy are based in social interaction and communication skills: knowing when and where to talk, how to take turns listening to others, and deciding who is the best person or office to approach. People who are self-advocates can communicate their feelings, points of view, and desires, as well as information about disabilities to others. A child who can speak up for him/herself will practice this role throughout school and display self-determined behavior in many settings. Young children can begin to use self-advocacy skills with an adult's help.

Social interaction is sometimes a challenge for young children, but especially so for children with cognitive disabilities. Depending on his or her disability, a child may be limited by language or may not have a way to communicate that is easily understood by others. Children who are unnaturally quiet or often worried about what others will think need support to be more active communicators, rather than being passive much of the time. On the other hand, children who tend to speak out unasked in the classroom or who verbally express their priorities need to communicate more effectively and quietly. A balance needs to occur, depending on the individual differences of the child who is developing advocacy skills.

Children can learn advocacy skills, practice these skills, and then begin to generalize these abilities to other settings. Learning to talk about what you like and do not enjoy is a way to become more assertive. Practicing at home about what to say and do in various situations will benefit a child's communication and understanding. Using the skills that are learned and practiced will be easier at school if teachers can give some cues to children as well as help them understand when to use their advocacy skills or generalize what is known to other situations. Generalizing skills relates to being able to use the same or a similar skill in many different places, not just the one where you learned to do it. Supporting self-advocacy can begin when children are younger. This provides more time for children with disabilities to practice and generalize abilities for advocacy.

Parents may wish to help children with self-advocacy and speaking up for oneself in everyday situations such as the grocery store, the library, or a fast food restaurant. Children can be supported to make some choices and decisions about food, books or other topics and then be part of making those selections happen using advocacy skills. Parents can help their children become more self-sufficient in familiar places that they visit often, to support continued self-advocacy for later years. School provides a number of opportunities for self-advocacy training. For example, Hank's favorite subject is science. Because of his speech therapy schedule, he was unable to be in science class. Hank asked for help from the special educator to coach him in the best way to ask for a change in his schedule.

Other ideas for practicing self-advocacy might be in groups with other students – remembering to take a turn to speak rather than waiting for someone to ask your opinion or listen when needed, rather than talking all the time. An older child may need to ask their paraprofessional to "Just help me when I ask for it – I need to get my materials ready for class just like all the other kids do". Or, if someone asks about an apparent disability, a child should have some phrase to say that explains that their disability does not define them as a person. For example, when asked about her hearing aid, Charlene can say, "These help me hear better, but otherwise I am the same as other kids".

Teachers notice when a task is too hard for children to complete. They can remind students to ask for help when it is needed. Speaking up for oneself can be used

with the Self-Determined Learning Model if the student's goal relates to such an issue, or if a barrier to success can be overcome by being assertive.

In order to organize your thinking about self-advocacy, you might work with your students on being able to identify themselves and their disability. Also, understanding the rules of home or school would be helpful in supporting your child's behavior and communication. Below is a short form that may be useful for students to prepare for self-advocacy with your support. Children can start to become their own advocate, so that they can learn to be safe and feel important. There are many opportunities for children to be answering some of the many questions that might arise due to their disability. A blank Who am I? form for self-advocacy is in Appendix C to copy for your students.

Who am I?

My first name is: _Betty_   **My last name is:** _Zay_

Parent name(s): _John and Mary Zay_

My brothers and sisters: _Jerry (age 3)_

I live at: _100 Smith Drive_   in _Everywhere_

   in the state of _Happiness_

My telephone number is: _000-0000_

Things I like to do: _draw pictures, read books_

Here's what I say to tell people what I can do for myself: _I can get to class and hang up my jacket and put my books away myself. I go to the school library to check out books, but I might need your help to reach a book on the top shelf. I can cut my sandwich_

up but would like you to carry my tray to the tray return when we are finished with lunch. I can push my chair myself, but thank you for your offer of help.

Here's what I say to tell people what I may not be able to do alone: _Getting my wheelchair to be where everyone else is playing, having someone help me on the playground_

Rules and Extra Help:

At *school* I know the rules of my classroom. These are the ones that are really important: _Be kind to everyone, say only nice things, ask the teacher for help when I need it, and remember to put away my drawings before I do classwork._

At *home* I know the rules and expectations of my parents. These are the ones that are really important: _Let my mother or dad know when I need help lifting something heavy, pick only one television show to watch every night, and be sure my baby brother is not under the wheels of my chair when I move it._
I need to ask questions *at school or home* when: _I don't know what to do next, I am hungry, or I don't know something._

At *school*, I help these people (list of people and what I do for them): _Mrs. Jones–I put the menu on the bulletin board, Mr. Jeffries–help put up the flag, Amanda–I am her reading buddy to help with words. Terry–trade seats during math so he can see better._

At *school*, I can ask these people if I have a question or need something: _Mr. Jones, Miss Henry, Mr. Smith, and Sarah, my buddy for this week_

In my *neighborhood and at home*, I can help these people (names and what I do for them): _Mr. Baxter- play with his dog, Snoopy; Mrs. Smith–say hello to her and talk with her when she is outside her house; Annie–help her do her math homework after school; my little brother–play with him so my mother can cook dinner_

In *my neighborhood and at home*, I can ask these people if I have a question or need something: _Barbie, Suzy, Mary, and Mrs. Perkins, Mom, and Dad_

Here's how I ask people to help me:
First, I look at them to make sure they are looking at me. Then, I ask them to hold the door for me, or to put my books in my backpack. If they are busy, I ask someone to help.

I need to remember to do this to communicate better: Look at people when I talk with them, so that they look at me, too.

If someone asks, here's how I explain about any disability I have: _When I was born, I could not move my legs, so I have to sit in a wheelchair to move very far._

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Appendix A

Children's Books about Problem Solving

Children's Books about Problem Solving

Parents and teachers can read these books to children and talk about how the characters in the stories solve problems and set goals. They can also enjoy being together and sharing the pleasure of reading and the discovery of "new friends" in children's literature.

Alexander, Martha. *You're a Genius, Blackboard Bear.* Cambridge, MA: Candlewick Press, 1995, 22 pp.
   ISBN: 1-56402-238-2
   Pictures: Color
   Level: K–1
   Brief Description: Anthony gets some help from Blackboard Bear to build a spaceship to the moon.

Allen, Pamela. *Who Sank the Boat?* New York: Putnam, 1982, 28 pp.
   ISBN: 0-698-11373-X   28
   Pictures: Color
   Level: K–1
   Brief Description: The reader is invited to guess who causes the boat to sink when five animals of varying sizes decide to go for a row.

Ames, Michael. *The Wonderful Box.* New York: E. P. Dutton, 1978, 26 pp.
   ISBN: 0-525-43200-0
   Pictures: Black and white
   Level: K–3
   Brief Description: Three children find a large, beautifully wrapped box, turn it in at the police station, and wait thirty days while wondering what is inside.

Armitage, Ronda & Armitage, David. *Ice Cream for Rosie.* London: Deutsch, 1981, 28pp.
   ISBN: 0-233-97361-3
   Pictures: Color
   Level: K–3
   Brief Description: Rosie's shop runs out of ice cream, and she solves the problem.

Atwater, Robert & Atwater, Florence. *Mr. Popper's Penguins.* Boston: Little, Brown & Co., 1938 and 1966, 139 pp.
   ISBN: 0-316-05842-4
   Pictures: Black and white
   Level: 2–3
   Brief Description: Mr. Popper, a house painter, dreams of going to the polar regions. An unexpected delivery of a large crate of Antarctic penguins changes his life.

Berenstain, Stan & Berenstain, Jan. *The Berenstain Bears' Trouble with Money.* New York: Random House, 1983, 30 pp.
   ISBN: 0-394-85917-0
   Pictures: Color
   Level: K–3
   Brief Description: Brother and Sister Bear learn some important lessons about earning and spending money.

Brillhart, Julie. *Story Hour - Starring Megan.* Morton Grove, IL: Albert Whitman & Co., 1992, 28 pp.
   ISBN: 0-8075-7628-X
   Pictures: Color
   Level: K–1
   Brief Description: When Megan's mother, the librarian, cannot read to the children at a story hour, beginning reader Meagan takes over the job.

Brown, Marc. *Arthur's Eyes.* Boston: Little, Brown & Co., 1979, 30 pp.
   ISBN: 0-316-11063-9
   Pictures: Color
   Level: K–3
   Brief Description: When Arthur gets his new glasses, his friends tease him, but soon he learns to wear the glasses with pride.

Brown, Marc. *Arthur Goes to Camp.* Boston: Little, Brown & Co., 1982, 31 pp.
   ISBN: 0-316-11218-6
   Pictures: Color
   Level: K–3
   Brief Description: Arthur does not want to be at Camp Meadowcroak, and when mysterious things start happening there, he decides to run away.

Brown, Marc. *Arthur Meets the President.* Boston: Little, Brown & Co., 1991, 30 pp.
   ISBN: 0-316-11265-8
   Pictures: Color
   Level: K–2
   Brief Description: Arthur's essay wins a contest, and he has to recite it to the President of the United States. Arthur is nervous.

Brown, Marc. *Arthur's Computer Disaster.* Boston: Little, Brown & Co., 1997, 30 pp.
   ISBN: 0-316-11016-7
   Picture: Color
   Level: K–3
   Brief Description: Arthur disobeys his mother by playing his favorite game on her computer. He learns a lesson in taking responsibility for his actions.

Browne, Anthony. *Bear Hunt.* New York: Doubleday, 1979, 22 pp.
ISBN: 0-385-41568-0
Pictures: Color
Level: K–1
Brief Description: Bear goes for a walk in the jungle and solves his problem of escaping the hunters by using his magic pencil.

Browne, Eileen. (Illustrated by David Parkins.) *No Problem.* Cambridge, MA: Candlewick Press, 1993, 32 pp.
ISBN: 1-56402-176-9
Pictures: Color
Level: K-2
Brief Description: Mouse's friends take turns putting together the pieces that come in a box as a birthday present, but only Shrew, who takes the time to read the instructions, is able to build something that really works.

Buchanan, Heather S. *George and Matilda Mouse and the Moon Rocket.* New York: Simon & Schuster, 1991, 25 pp.
ISBN: 0-671-75864-0
Pictures: Color
Level: K–1
Brief Description: When George and Matilda Mouse search, with a rocket, for a missing moon, Matilda nearly loses her life.

Cleary, Beverly. (Illustrated by Mary Stevens.) *The Real Hole.* New York: William Morrow & Co., 1960, 30 pp.
ISBN: 60-5797 (Library of Congress)
Pictures: Some Color
Level: K–1
Brief Description: Jimmy likes to do real things, so his father gives him a shovel and he digs a hole. Jimmy's dad solves the problem of what to do with the hole.

Clymer, Ted & Mills, Miska . (Illustrated by Leslie Morrell) *Horse and the Bad Morning,* New York: E.P. Dutton, 1982, 27 pp.
ISBN: 0-525-45103X
Pictures: Black and white
Level: K-2
Brief Description: Of all the animals in the barnyard, only Horse can find nothing good about his morning and what he sees every day. His friend, Mouse, comes up with a plan to make him feel better.

Cole, Babette. *Princess Smartypants.* New York: Putnam, 1986, 29 pp.
ISBN: 0-399-21409-7
Pictures: Color
Level: K–3
Brief Description: Princess Smartypants does not want to marry any of her royal suitors. She finds difficult tasks that no one can solve--except one person.

Cooney, Nancy Evans. (Illustrated by Diane Dawson.) *The Blanket That Had to Go.* New York: Putnam, 1981, 27 pp.
ISBN: 0-399-20716-3
Pictures: Color
Level: K–1
Brief Description: Suzie takes her blanket everywhere. Her mother tells her she can't take the blanket with her to kindergarten. What does Suzie do?

Cooney, Nancy Evans. *Donald Says Thumbs Down.* New York: Putnam, 1987, 27 pp.
ISBN: 0-399-21373-2
Pictures: Color
Level: K–1
Brief Description: Donald is too old to suck his thumb. His preschool friends laugh at him when he does it. Donald finally decides how to solve his problem.

Demerest, Chris L. *No Peas for Nellie.* New York: Aladdin Books, 1991, 29 pp.
ISBN: 0-689-71474-2
Pictures: Color
Level: K–1
Brief Description: Nellie tells her parents all the things she would rather eat than peas (spider, aardvarks, crocodile). While she talks about peas, she finishes them all.

Galdone, Paul. *The Magic Porridge Pot.* New York: Seabury Press, 1976, 30 pp.
ISBN: 0-8164-3173-6
Pictures: Color
Level: 2–3
Brief Description: The porridge pot makes food for the little girl, but problems start when her mother tries to use it.

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt.* New York: Alfred A. Knopf, 1993, 31 pp.
ISBN: 0-679-82311-5
Pictures: Color
Level: 2–3
Brief Description: In order to get out of the fields, Clara learns how to sew, but as she learns her trade, she also figures out a way to make a quilt with a map pattern that guides her and others to freedom in the North.

Hughes, Shirley. *An Evening at Alfie's.* New York: William Morrow, 1984, 29 pp.

ISBN: 0-688-04122-1
Pictures: Color
Level: K–1
Brief Description: While Alfie's parents are out one evening, a burst pipe causes chaos, but Alfie, his babysitter, and the sitter's parents find a solution.

Hutchins, Pat. *The Doorbell Rang.* New York: Greenwillow Books, 1986, 22 pp.
ISBN: 0-688-052-5
Pictures: Color
Level: K–1
Brief Description: Every time the doorbell rings, more people arrive to share the cookies.

Keats, Ezra Jack. *Goggles!* New York: Macmillan, 1969, 32 pp.
ISBN: 70-78081
Pictures: Color
Level: K–1
Brief Description: Peter finds some motorcycle goggles, but some older boys want to take them away from him. Peter; Willie, his dog; and his friend Archie figure out how to get away from the older boys and still keep the goggles.

Keats, Ezra Jack. *Whistle for Willie.* New York: Viking Press, 1964, 28 pp.
ISBN: 670-76240-7
Pictures: Color
Level: K–1
Brief Description: Peter wished that he could whistle, but he couldn't. So as he played, he continued to try to whistle until he finally learned how.

Kellogg, Steven. *The Mystery of the Stolen Blue Paint.* New York: Dial Press, 1982, 27 pp.
ISBN: 0-8037-5654-2
Pictures: Black, white, and blue
Level: K–1
Brief Description: Belinda has set out to paint a picture and is followed along by her cousin and some of his friends. When a windstorm blows up, she has to chase her picture down. Meanwhile, her blue paint has disappeared. That is when Inspector Belinda Baldini takes over to find the blue paint.

Krischanitz, Raoul. *Nobody Likes Me!* New York: North-South Books, 1999, 26 pp.
ISBN: 0-7358-1055-9
Pictures: Color
Level: K–3
Brief Description: Buddy is a new dog in town, and when he tries to make new friends, he gets the idea that nobody likes him. A fox that sees him crying gives him an idea to find out why nobody likes him.

Krous, Robert & Krous, Bruce. *The Detective of London.* New York: Windmill Books and E. P. Dutton, 1978, 30 pp.
ISBN: 0-525-61568-7
Pictures: None
Level: 2–3
Brief Description: Professor Herringbone has unearthed bones of great dinosaurs, which are to be displayed for the Queen of England until they mysteriously disappear. The Detective of London uses many different approaches to find them.

Lobel, Arnold. *A Treeful of Pigs.* New York: Greenwillow Books, 1979, 26 pp.
ISBN: 0-688-80177-3
Pictures: Color
Level: K–1
Brief Description: A farmer decides to buy some pigs and promises his wife that he will help her take care of them. He is very lazy, however, so his wife uses a variety of creative solutions to motivate him.

Mahoney, Daniel J. *The Saturday Escape.* New York: Clarion Books, 2002, 31 pp.
ISBN: 0-618-13326-7
Pictures: Color
Level: K-1
Brief Description: Three friends feel guilty about going to story hour at the library
instead of doing what their parents told them to do.

Maris, Ron. *Hold Tight, Bear!* New York: Delacorte Press, 1988, 28 pp.
ISBN: 88-18102
Pictures: Color
Level: K–1
Brief Description: Bear and his friends decide to go for a picnic. After traveling a long way, everyone is tired except Bear. While the others take a rest, Bear continues exploring and then ends up falling over a ledge. A robin flies back to get Bear's friends, and they find a way to save Bear.

McDonald, Megan. *The Great Pumpkin Switch*. New York: Orchard Books, 1991, 34 pp.
ISBN: 0-531-05450-0
Pictures: Color
Level: 2–3
Brief Description: A grandfather tells a story of how he and his friend accidentally smashed a pumpkin that his sister was growing for a contest and how they found a replacement.

Muth, Jon J. The Three Questions. New York: Scholastic Inc., 2002, 28 pp.
ISBN: 0-439-19996-4
Pictures: Color
Level: K-3
Brief Description: Nicolai asks his animal friends to help him answer three important
questions: "When is the best time to do things?" "Who is the most important one?" and "What is the right thing to do?

Silverstein, Alvin, Silverstein,Virginia, & Nunn, Laura Silverstein. *A Pet or Not?*
Bookfield, CT: Twenty-first Century Books, 1999, 48 pp.
ISBN: 0-7613-3230-8
Pictures: Color
Level: K–3
Brief Description: This book discusses some strange pets. Children can use it to find out more about some strange animals and what these animals may be like as pets.

Small, David. *Imogene's Antlers*. New York: Random House, 1985, 32 pp.
ISBN: 0-517-56242-1
Pictures: Color
Level: 2–3
Brief Description: Imogene grows antlers and has a few problems getting through her day.

Titus, Eve. *Anatole and the Cat*. New York: McGraw-Hill, 1957, 32 pp.
ISBN: 57-10229
Pictures: Color
Levels: K–1
Brief Description: Anatole Mouse works as a cheese taster at a cheese factory and runs into a cat one night. He comes up with a solution on how to work without worrying about the cat.

Appendix B

Suggestions for Further Reading

Suggestions for Further Reading

Communication/Social Emotional Issues

Title: *Childhood Speech, Language, and Listening Problems: What Every Parent Should Know,*
   2nd ed., 218 pp.
Author: Patricia McAleer Hamaguchi
Publication Date: 2001
Publisher: John Wiley & Sons
Address: Professional, Reference and Trade Group, 605 Third Avenue, New York, NY 10158-
   0012
Written for: Parents
Price: $15.95, paperback
ISBN: 0-471-38753-3
Topics: Communication problems
Age Range: All
Summary: This is a guide for parents who are concerned that their child is not progressing
typically with communication skills. Its purpose is to provide parents with general information
about communication and advice for parents who fear that their child is falling behind in speech,
language, and listening skills. The first part of the book addresses how children learn to
communicate, when parents should seek help, and what kinds of services and professionals are
available. The second part focuses on specific communication problems and how they are
diagnosed, characterized and treated; what parents can do to help their child; and causes or
conditions associated with speech, language, and listening problems. The appendixes include
lists of organizations and agencies for more information about communication problems and
associated disabilities. The book contains a list of suggested reading resources and a glossary.

Title: *Choices: Opportunities for Life, 32 pp.*
Authors: Carolyn Anderson, parent advocate, with Virginia Richardson, parent training
   manager, and Betty Binkard
Publication Date: 1996
Publisher: PACER Center
Address/Phone No.: 4826 Chicago Avenue South, Minneapolis, MN 55417-1098. (612) 827-
   2966
Written for: Parents
Price: $8.00
Topic: Developing decision making in young children with disabilities
Age Range: Primarily young children, but applicable to children of all ages
Summary: This straightforward book for parents explains the importance of decision making for
young children and its positive effects as they grow into adulthood. Basic steps and techniques

are outlined to provide parents with a place to start allowing decision making to become a part of everyday life for their children. Parents learn how to develop and provide opportunities for their children to use their decision-making skills continually.

Title: *How to Talk So Kids Can Learn—At Home and in School*, 272 pp.
Authors: Adele Faber & Elaine Mazlish
Publication Date: 1996
Publisher: Fireside
Address: Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020
Written for: Parents and teachers
Price: $12.00
ISBN: 0-684-82472-8
Topics: Communication skills
Age Range: All
Summary: Although written from a teacher's point of view, this book is for both teachers and parents. It discusses traditional methods of communication, punishment, praise, and criticism; and it offers alternative methods that help build cooperation, self-esteem, confidence, and self-discipline. Its format incorporates problem-solving methods, cartoons to show how situations can be handled, and questions and stories from parents and teachers. A resource for additional reading is also provided.

Inclusion

Title: *A Place for Me: Including Children With Special Needs in Early Care and Education Settings*, 85 pp.
Author(s): Phyllis A. Chandler
Publication Date: 1994
Publisher: The National Association for the Education of Young Children
Address/Phone No.: 1509 16th Street, NW, Washington, DC 20036-1426 202/232-8777 800/424-2460
Written For: Early Childhood Teachers
Price: $ 4.50
ISBN: 0-935989-59-5
Topics: Including children with special needs in early childhood education programs
Summary: This book provides basic information about including children with special needs into a childcare, preschool, or kindergarten through 3rd program. It helps teachers understand the benefits of including children with special needs into a typical early childhood environment and addresses common feelings about persons with special needs. The book offers practical information on how to prepare the classroom environment, the importance of understanding and knowing the child with special needs, enabling children with typical needs to understand

differences, and working with parents and other agencies that are involved in the child's educational goals.

Title: *Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities*, 139 pp.
Author(s): Michael F. Giangreco, Ph.D.
Publication Date: 1997
Publisher: Paul H. Brookes Publishing Co.
Address / Phone No.: P.O. Box 10624, Baltimore, Maryland 21285-0624 800-638-3775
Written For: Teachers
Price: $21.95 paperback
ISBN: 1-55766-303-3
Topics: Inclusion of students with disabilities
Age Range: All
Summary: This is a guidebook for teachers needing concise and quick tips and information to facilitate the inclusion of students with disabilities in the regular education classroom. The book is divided into 5 "Quick-Guides" which cover the issues of including students with disabilities, partnerships with parents, partnerships with paraprofessionals, supportive services, and positive behavioral supports. Each "Quick-Guide" introduces the content with a letter to the teacher, gives a list of 10 "Guidelines-at-a-Glance," provides a page for each guideline, and contains a set of selected references.

Title: *Quick-Guides to Inclusion 2: Ideas for Educating Students with Disabilities*, 139 pp.
Author(s): Michael F. Giangreco
Publication Date: 1998
Publisher: Paul H. Brooks Publishing Co.
Address / Phone No.: P.O. Box 10624, Baltimore, Maryland 21285-0624 800-638-3775
Written For: Teachers
Price: $21.95 paperback
ISBN: 1-55766-335-1
Topics: Inclusion of students with disabilities
Age Range: All
Summary: This is the companion book to Quick-Guides to Inclusion. It adds 5 more "Quick-Guides" dealing with curriculum, instructional strategies, communication systems, administration, and transition from school to adult life. It is arranged like the original: a teacher letter to introduce the content, a list of the Guidelines-at-a-Glance, a page of text for each "guideline," and a list of references. This guide builds on the important issues in the first guidebook and both together offer tremendous information in quick, easy-to-read formats.

Title: *Social Skills Activities for Special Children*, 405pp.
Author(s): Darlene Mannix
Publication Date: 1993
Publisher: The Center for Applied Research in Education
Address/Phone Number: West Nyack, NY 10994
Written For: Teachers of children with special needs, some portions are directed to parents for reinforcement at home.
Price: $ 33.50 - The Psychological Corp. 1-800-211-8378
ISBN: 0-87628-868-9
Topics: Social Skills
Age Range: Elementary, possibly through 8th grade depending on presentation
Summary: This book is a tool for teachers to use when guiding students in the understanding of social skills. It contains 3 sections: Accepting Rules And Authority At School, Relating To Peers, and Developing Positive Social Skills. Each section contains different parts, which emphasize specific social skill areas. The lessons within these parts include an objective, thinking questions that help to focus on problem solving, an activity page, and ideas for follow-up. Each section begins with parent letters to facilitate communication between the classroom and home, classroom ideas for extending learning to other areas, and a story whose characters are learning and developing appropriate social skills.

Title: *Playground Politics: Understanding the Emotional Life of Your School-Age Child,*
        315 pp.
Author: Stanley I. Greenspan, M.D., with Jacqueline Salmon
Publication Date: 1993
Publisher: Addison Wesley
Written for: Parents
Price: $13.00, paperback
ISBN: 0-201-40830-9
Topics: Understanding the emotional challenges of the middle years of childhood.
Age Range: 5 to 12
Summary: *Playground Politics* goes far beyond informing parents of what happens on the playground. It revisits the grade-school years and helps parents understand the changes and challenges children encounter as they face emotional milestones. The authors explain how children see themselves and how they relate to others. They introduce five steps that parents can use to support their children through this development. The book highlights stories of children with emotional challenges and describes how their parents learned to use the process to support their children as they worked through them. It addresses such issues as aggression, rivalry, competition, self-esteem, and peer relations, and it examines learning challenges and other school-related topics, as well as sexuality and puberty, and balancing fantasy and reality. The afterward identifies the milestones for the different stages of the middle years and describes the general expectations for children in each stage.

Title: *Why Don't They Like Me? Helping Your Child Make and Keep Friends,* 162 pp.
Author: Susan M. Sheridan, Ph.D.
Publication Date: 1998
Publisher: Sopris West
Address/Phone No.: 4093 Specialty Place, Longmont, CO 80504. (303) 651-2829
Written for: Parents—and a good resource for teachers
Price: $18.50, paperback
ISBN: 1-57035-124-4
Topic: Social skills
Age Range: 7 to 13
Summary: Although written for parents, teachers will also find this book a valuable resource for teaching, coaching, and modeling problem-solving skills to their children to enhance their development of social skills. The book contains reproducible pages, removable social skills cards, and scripted role-plays.

Title: *You Can't Say You Can't Play,* 134pp.
Author(s): Vivian Gussin Paley
Publication Date: 1993
Publisher: Harvard University Press, Cambridge, Massachusetts, & London, England
Written For: Teachers
Price: $ 10.85
ISBN: 0-674-96590-6
Topic: Exclusion in the classroom
Summary: *You Can't Say You Can't Play* is a book that explores exclusionary practices by children in play situations. It takes place in Vivian Gussin Paley's kindergarten classroom where she has observed the act of excluding during play over and over each year. In her efforts to keep children from being rejected, she creates a story about being left out and feeling lonely and shares it with the children. Before making "You can't say you can't play" a rule, Mrs. Paley investigates the habit of rejection that the children have, she inquires about the fairness of the rule by talking to her students as well as older students, and then she makes the decision to make it a rule. All of the investigating she does is shared and discussed quite openly with the children in her class and all have the opportunity to respond. As she introduces "You can't say you can't play" to her students, her story unwinds to help the children better understand the importance of including everyone.

Development/Medical Issues

Title: *Caring for Your School-Age Child: Ages 5 to 12,* 596 pp.
Author: Edward L. Schor, M.D., F.A.A.P., (Editor-in-Chief)
Publication Date: 1996
Publisher: Bantam Books

Publisher Address: 1540 Broadway, New York, NY 10036
Written for: Parents and teachers
Price: $ 17.95
ISBN: 0-553-37345-5
Topics: Children's health and well-being
Age Range: 5 to 12

Summary: Although this book is a resource and reference guide for parents, it would be beneficial to teachers of 5- to 12-year-old children. It consists of nine parts: Promoting Health and Normal Development, Nutrition and Physical Fitness, Personal and Social Development, Behavior and Discipline, Emotional Problems and Behavior Disorders, Family Matters, Children in School, Chronic Health Problems, and Common Medical Problems. Each part includes information about the general topic and specific information on important issues. It does not offer cures or solutions to problems, but it does suggest possible strategies. Resources for professional help are listed. Each section contains a quick reference box that identifies health issues of special importance and states the position of the American Academy of Pediatrics on those issues.

Title: *Developmental Continuity Across Preschool and Primary Grades: Implications for Teachers,* 93 pp.
Author(s): Nita H. Barbour and Carol Seefeldt
Publication Date: 1993
Publisher: Association For Childhood Education International
Address / Phone No.: 11501 Georgia Ave., Suite 315, Wheaton, MD 20902   301-942-2443, 800-423-3563
Written For: Teachers
Price: $ 15.00
ISBN: 0-87173-128-2
Topics: Designing early childhood curriculum to create a continuous flow of learning
Age Range: Pre-K through primary grades

Summary: This book is a tool for teachers to use to develop an action plan to put the principles of developmental continuity to work in their classrooms. It contains six chapters, each one building on the other to help the teacher understand the importance of developmental continuity and the steps to take to bring about change in their classrooms. The chapters discuss the meaning of developmental continuity and its history, ideas for implementing the process of change, organizational changes necessary to facilitate developmental continuity, creating curriculum, understanding the environment of continuity, and authentic assessment and evaluation. A bibliography and categorized reference list is provided for further investigation into the many components of developmental continuity.

Title: *Developmentally Appropriate Practice in Early Childhood Programs-Revised Edition,* 185 pp.
Author(s): Sue Bredekamp and Carol Copple, Editors
Publication Date: 1997
Publisher: National Association for the Education of Young Children
Address/Phone Number: 1509 16th Street, NW, Washington, DC 20036-1426   202/232-8777 or 800/424-2460
Written for: Teachers
Price: $ 8.00
ISBN: 0-935989-79-X
Topics: NAEYC Position Statement, The Early Childhood Teacher as Decision maker, Developmentally Appropriate Practice for Infants and Toddlers through 6 to 8 year olds in the Primary Grades, Examples of appropriate and inappropriate practices for each of the groups
Age Range: Birth through Age 8

Summary: Part 1 describes the NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. The position statement provides a look at the current practices of early childhood programs, a rationale for the position, principles of child development and learning, and guidelines for decisions about developmentally appropriate practices. Part 2 discusses NAEYC's definition of developmentally appropriate practice. It emphasizes the importance of knowledge about child development and learning, individuality of children, and how the social and cultural context should be considered when making decisions regarding the child's learning and development. Resolving contradictions that may arise because of individual needs is also addressed. Part 3 provides guidelines for developmentally appropriate practice for infants and toddlers. It describes the general expectations of the child at certain periods of development, the appropriate responses of the caregiver, and how families and caregivers work together to support the child's development. Part 4 provides information and guidelines to assist teachers of 3- through 5-year-olds in the following areas: physical development, language and communication development, cognitive development, social and emotional development, and how to handle transitions. Part 5 addresses the same topics for 6- through 8-year-olds. Parts 3, 4, and 5 all include examples of appropriate and inappropriate practices for each of the age groups. All of the parts provide extensive references and resources for further reading.

Title: *Yardsticks: Children in the Classroom Ages 4-14; A Resource for Parents and Teachers,* 204 pp.
Author(s): Chip Wood
Publication Date: June 1997
Publisher: Northeast Foundation for Children
Address/Phone No.: 71 Montague City Rd., Greenfield, MA 01301   1-800-360-6332
Written For: Parents & Teachers
Price: $ 14.95

ISBN: 0-9618636-4-1
Topics: Children 4 to 14: Developmental issues and Considerations

Summary: *Yardsticks* is a resource written for parents and teachers. It provides information on developmental issues that affect all children from age 4 to age 14. Specific issues discussed are: mixed-age grouping, racial and cultural considerations, ability grouping, retention, food, exercise, the school day, and curriculum. The book then provides information on major developmental considerations, which are the "milestones" for each age. Each "Yardstick" contains a narrative description, information on growth patterns, classroom implications, and appropriate curriculum. References, favorite books for different ages, and books for parents and teachers are also included.

Learning/ School Resources

Title: *Emergent Curriculum*, 148 pp.
Author(s): Elizabeth Jones & John Nimmo
Publication Date: 1994
Publisher: National Association for the Education of Young Children
Address/Phone Number: 1509 16th Street, NW, Washington, DC 20036-1426 202/232-877 800/424-2460
Written For: Preschool / Kindergarten Teachers
Price: $ 6.00
ISBN: 0-935989-62-5
Topics: Developing curriculum that draws on the children's interests
Age Range: 2- to 5-year olds, but can be adapted for older students
Summary: *Emergent Curriculum* is a book that describes a year of learning at a childcare center. It is written in narrative form and follows the conversations, meetings, and thoughts of the childcare director and staff. The authors of the book are observers watching the growth of curriculum for 2- to 5-year olds as led by the center director. Ideas are generated through looking at the interests teachers and children and brainstorming and "webbing". Webbing refers to taking the ideas generated by brainstorming, and seeing how they connect and where they can go from there. The whole purpose is to identify concepts to introduce to the children. The children develop their own curriculum based on their interests in the concepts. The teachers each started with an idea, and allowed the children to lead or direct their learning. Ideas and concepts can be built upon, bridged to another idea, or they can simply be placed aside until the children are ready for them. Monthly meetings are held to identify what was good, and focus on planning for the next month. Throughout the year, the teachers constantly evaluate and modify their ideas to follow the flow of how the children are learning. This book contains many good ideas on how to help the curriculum emerge from how the children learn. It provides a look into how teachers collaborate and brainstorm ideas together to create environments for play and learning. The book ends with the center's director and staff synthesizing what went on throughout the year and asking themselves what was learned?, what was important?, and what emerged? The book

includes extensive notes from the book, resources for webbing information, and resources for teachers-as-researchers.

Title: *A Good Kindergarten for Your Child* (NAEYC order #524); *A Good Primary School for Your Child* (NAEYC order #579)
Publication Date: 1997
Publisher: National Association for the Education of Young Children
Address/Phone No.: 1509 16th Street, NW, Washington, D.C. 20036-1426. (202) 232-8777 or (800) 424-2460
Written for: Parents
Price: Single copies 50¢ each; 100 copies for $10
Topics: Guidelines for good kindergarten and primary schools
Summary: Both brochures outline the attributes of a good school. The authors explain how a good school helps children to learn and how intellectual development, social and emotional development, physical development, and language development support children's learning. The brochures contain information on curriculum and the reasons for providing children with opportunities to connect their skills and knowledge between subject areas.

Title: *High/Scope K- 3 Curriculum Series: Language & Literacy*, 237 pp.
Author(s): Jane M. Maehr
Publication Date: 1991
Publisher: The High/Scope Press
Address / Phone No.: 600 North River Street, Ypsilanti, Michigan 48198 313/485-2000
Written For: K - 3 teachers
Price: $ 22.95
ISBN: 0-929816-23-4
Topics: Literacy development
Summary: This curriculum guide defines the essential characteristics of High/Scope K - 3 classrooms. The first part of the guide is devoted to looking at the history of learning to read and write and offers new approaches to language and literacy development. Information on designing a classroom environment, which offers ample opportunities for children to actively engage in learning activities, is provided as well as guidelines for selecting materials. Part 2 highlights the milestones that children should encounter on their journey through language and literacy development. The milestones, called "key experiences," are divided into the categories of speaking and listening, writing, and reading. The guide provides examples of activities designed for each category and notes possible outcomes from engaging in the activity. The last chapter of the book discusses methods of assessment. A bibliography and 3-part appendix provide resources for teachers such as books and journal articles, children's literature, computer software, and reading and writing checklists and inventories.

Title: *Learning Opportunities beyond the School,* 2nd ed., 93 pp.
Authors: Barbara Hatcher and Shirley S. Beck, Editors
Publication Date: 1997
Publisher: Association for Childhood Education International
Address/Phone No.: 17904 Georgia Avenue, Suite 215, Olney, MD 20832. (301) 570-2111 or (800) 423-3563.
Written for: Parents and teachers
ISBN: 0-87173-138-X
Topic: Extending learning into the community
Age Range: All
Summary: Designed for parents and teachers who realize the importance of a holistic approach to learning, the book presents a variety of ideas on how to integrate formal and informal learning in: *places*, such as libraries, museums, and zoos; *arenas*, such as ecology, service, and community; and *resources*, such as the family or the technological environment. Most sections also offer activities and tips on how to make the most of the informal learning environment. Each section ends with a list of references and resources.

Title: *Models of Early Childhood Education, 257pp.*
Author(s): Ann S. Epstein, Lawrence J. Schweinhart, Leslie McAdoo
Publication Date: 1996
Publisher: High/Scope Press
Address / Phone No.: High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48198-2898   313/485-2000
Written For: Early Childhood Teachers
Price: $ 25.95
ISBN: 0-929816-95-1
Topics: Comparison of 6 Models of Early Childhood Education
Age range: 0 through 8
Summary: This book compares 6 popular curriculum-based early education models: the Montessori method, the Bank Street Developmental-Interaction approach, the High/Scope Curriculum, the Kamii-DeVries constructivist perspective, Teaching Strategies' Creative Curriculum, and the Direct Instruction model. This is a resource for teachers, students, directors, and administrators who are looking to implement a quality curriculum program for their students. The models were compared through a variety of categories including curriculum issues, training issues, and dissemination issues. The six models were chosen because of their recognition in the field and the availability of information.

Title: *On Their Side: Helping Children Take Charge of Their Learning,* 141 pp.
Author(s): Bob Strachota
Publication Date: 1996
Publisher: Northeast Foundation for Children

Address / Phone No.: 71 Montague City Road, Greenfield, MA 01301   800-360-6332
Written for: Teachers
Price: $ 12.95
ISBN: 0-9618636-3-3
Topics: Understanding children and ways to use problem solving in the learning process.
Age Range: All
Summary: Every teacher someday will reach the point where he or she question what and how they have been teaching. Many will ask the question: "How can I make it more meaningful?" On Their Side is a book that may be the direction that they are looking for. It is written by a teacher who asked himself the same question and started searching for answers. The book details the feelings and reactions about teaching that typically surface when teachers are faced with the many challenges of their day. It then provides a rationale and plenty of stories as examples of how trying to understand children and why they do the things they do can lead to children taking charge of their learning through discussion and problem solving. Using the practices outlined throughout the book results in children learning to take responsibility for their own learning and for their actions. The book concludes with a categorized bibliography of books and articles and a list of references for further investigation.

Title: *Self-Determination Across the Life Span: Independence and Choice for People with Disabilities,* 353 pp.
Author(s): Deanna J. Sands and Michael L. Wehmeyer
Publication Date: 1996
Publisher: Paul H. Brookes Publishing Co.
Address / Phone No.: P.O. Box 10624, Baltimore, Maryland 21285-0624   800-638-3775
Written For: Teachers and Parents
Price: $ 35.00
ISBN: 1-55766-238-X
Topics: Self-Determination skills as an educational outcome
Age Range: all
Summary: This is a resource that provides an extensive overview of self-determination and suggestions for promoting self-determination in school as well as at home. The contributors of the book include people with disabilities, parents of children with disabilities, and professionals in the field. This mix of perspectives on the importance of self-determination throughout life offers valuable information, strategies, and encouragement for those seeking to promote self-determination.

Title: *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition,* 354 pp.
Author(s): Michael L. Wehmeyer, Martin Agran, and Carolyn Hughes
Publication Date: 1998
Publisher: Paul H. Brookes Publishing Co., Inc.

Address / Phone No.: P.O. Box 10624, Baltimore, MD 21285-0624   800-638-3775
Written For: Teachers
Price: $ 34.95
ISBN: 1-55766-302-5
Topics: Self-Determination skills
Age Range: All
Summary: This is a book that provides strategies for teaching self-determination skills to students with developmental disabilities. It contains six sections that outline the fundamental characteristics of self-determination as an educational outcome. Four sections are devoted to the essential characteristics of self-determined people: autonomous behavior, self-regulated behavior, psychological empowerment, and self-realization. This book contains strategies which are applicable to children of all ages.

Title: *Teaching Self-Management to Elementary Students with Developmental Disabilities, 53pp.*
Author(s): Margaret E. King-Sears & Stephanie L. Carpenter
Publication Date: 1997
Publisher: American Association on Mental Retardation
Address/Phone No.: 444 North Capitol Street, NW, Suite 846, Washington, DC 20001-1512
Written for: Teachers
Price: $ 19.95
ISBN: 0-940898-48-9
Topics: Self-Monitoring, Self-Evaluation, & Self-Reinforcement
Age Range: Elementary
Summary: This is a great resource for teachers to implement self-management strategies for students in their classrooms. The authors have developed a set of Instructional Principles to guide the teacher through the process of teaching self-management. The design implementation of self-management is divided into 4 phases: Select Behavior for Self-Management, Prepare to Teach Self-Management, Teach the Student to Use Self-Management, and Evaluate Student's Performance. It explains the process of teaching self-management step by step and provides examples of self-monitoring, self-evaluation, and self-reinforcement forms. There are tables which highlight important principles and strategies as well as classroom scenarios modeling the different self-management components. For additional information, the authors have provided a bibliography of research in self-management.

Title: *Self-Directed Behavior: Self-Modification for Personal Adjustment,* 352 pp.
Author(s): David L. Watson and Roland G. Tharp
Publication Date: 1997
Publisher: Brooks/Cole Publishing Company
Address/ Phone No.: 511 Forest Lodge Road, Pacific Grove, CA 93950

Written For: Parents and Teachers
Price: $ 32.95
ISBN: 0-534-34481-X
Topics: Self-modification
Age Range: All
Summary: This is one book that although not specifically written for early childhood audiences, has the vital skills and techniques necessary to learn important self-determination skills. Development of these skills early in life leads to more self-determined individuals with more control over their life. This book takes you step by step as you learn about goal-setting, observation and recording, antecedents, behavior, and consequences, how to develop a successful plan, and problem solving strategies. Ten chapters cover these areas. Each chapter begins with an outline and learner objectives and ends with a chapter summary, tips for typical topics, and individual steps to support you through your own self-determination project. As mentioned earlier, this book is not written for the early childhood audience, but the skills and techniques can be modified to fit individual needs for self-adjustment at any age.

Title: *The Special-Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals,* 318 pp.
Author(s): Wilma K. Sweeney
Publication Date: 1998
Publisher: Woodbine House
Address / Phone No.: 6510 Bells Mill Rd., Bethesda, MD 20817   800-843-7323
Written For: Parents & Teachers
Price: $18.95
ISBN: 0-933149-74-3
Topics: Information resources on all disabilities
Age Range: All
Summary: This is an invaluable resource for parents and professionals searching for information on virtually any disability. The books and periodicals chosen for use in this guide are up-to-date, accurate, and written in clear, understandable language. The book is divided into 2 sections: Part 1: All Disabilities, and Part 2: Specific Disabilities. Part 1 provides reviews of books and publications on general subjects relating to disabilities. Some of these include: disability awareness, education, health care, and technology. Part 2 provides reviews of publications on specific disabilities from attention deficit disorders to visual impairments and blindness. Each section provides annotations of books, periodicals, web sites, and organizations. The sections are organized by specific topics such as basic information, education, parents, siblings, children, etc. The appendix contains publishers' addresses and phone numbers and the indices include organizations, authors, titles, and subjects.

Parenting

Title: *The Challenging Child: Understanding, Raising, and Enjoying the Five "Difficult" Types of Children*, 318 pp.
Author: Stanley I. Greenspan, M.D., with Jacqueline Salmon
Publication Date: 1997
Publisher: Addison Wesley
Written for: Parents
Price: $13.00, paperback
ISBN: 0-201-44193-4
Topic: Parenting difficult children
Age Range: Birth to 8
Summary: This book for parents of children with challenging personality types outlines five difficult types of children: sensitive, self-absorbed, defiant, inattentive, and active/aggressive. Each personality trait is characterized and defined to help parents better understand their children. Dr. Greenspan offers information on types of parenting patterns to avoid and provides parents with steps to take to match parenting skills to their child's personality.

Title: *Involving Parents: A Handbook for Participation in Schools*, 227 pp.
Author(s): Peggy Lyons, Al Robbins, and Allen Smith
Publication Date: 1982
Publisher: The High/Scope Press
Address / Phone No.: 600 North River Street, Ypsilanti, Michigan 48197 (313) 485-2000
Written For: Teachers / Administrators
Price: $ 12.95
ISBN: 0-931114-19-5
Topics: Creating effective parent involvement in schools
Age Range: All
Summary: This handbook is the product of the "Study of Parental Involvement in Four Federal Education Programs" which was conducted by the System Development Corporation of Santa Monica, California, under contract with the U.S. Department of Education. The study examined the five functional areas of parental involvement: project governance, instruction, non-instructional support, community-school relations, and parent education. The handbook takes research into practice by describing the successful parental involvement practices found in the study and organizing them into steps to take in planning and implementing parental involvement activities. The handbook is organized into 3 different parts: How to Set Up Parental Involvement Activities, The Self-Assessment Manual, and a Resource Guide. Part 1 gives specific information on setting up parental involvement activities and identifying the different ways parents can become involved in their child's school. Part 2 is the Self-Assessment Manual, which helps to evaluate the current parental involvement to identify areas of concern that may need improvement. It has several forms and checklists to guide you through the process in each of the 5 parental involvement areas. Part 3 is an extensive resource guide containing reading materials, forms and documents, and training and technical assistance service providers.

Title: *No Directions on the Package: Questions and Answers for Parents with Children from Birth to Age 12*, 215 pp.
Author: Barbara Kay Polland, Ph.D.
Publication Date: 2000
Publisher: Celestial Arts
Address: P.O. Box 7123, Berkeley, CA 94707
Written for: Parents
Price: $12.95, paperback
ISBN: 0-89087-976-1
Topic: Parenting strategies
Age Range: Birth to 12
Summary: A guide for parents of children up to 12 years of age, this book, in a question-and-answer format, addresses problems or questions that typically arise in early years. The book is divided into sections: establishing a daily routine; fostering mental development, self-esteem, autonomy, and social and emotional growth; family dynamics; and setting limits on behavior.

Title: *Parenting Young Children: Systematic Training for Effective Parenting (STEP) of Children under Six*, 138 pp.
Authors: Don Dinkmeyer, Sr.; Gary D. McKay; James S.; Don Dinkmeyer, Jr.; and Joyce L. McKay
Publication Date: 1997
Publisher: American Guidance Service, Inc.
Address/Phone No.: Circle Pines, MN 55014-1796. (800) 328-2560
Written for: Parents
Price: $15.95, paperback
ISBN: 0-679-77797-0
Topic: Parenting strategies
Age Range: Birth to 5
Summary: This tool for parents takes a positive and democratic approach based on a program called STEP, Systematic Training for Effective Parenting. The seven chapters discuss behavior, self-esteem, communication, cooperation, discipline, and the social and emotional development of young children. At the end of each chapter is a suggestion for using the strategies. Important points are outlined, tips and ideas are presented on how to use the strategies with adults, and each chapter ends with a chart that summarizes the key points.

Title: *Raising a Thinking Child, Workbook,* 201 pp.
Author: Myrna B. Shure, Ph.D., with Teresa Foy Digemoimo, M.Ed.
Publication Date: 1996
Publisher: Henry Holt & Co.
Address: 115 West 18th Street, New York, NY 10011
Written for: Parents
Price: $14.95
ISBN: 0-8050-4383-7
Age Range: 4 to 7
Summary: Designed to teach children to think about their actions and how they might affect other people, this workbook can be used as a companion to *Raising a Thinking Child* or it can be used independently. It contains activities that use the I-Can-Problem-Solve program to address many common parent-child and child-child problems. The workbook is sequential. Each section includes activities for the child, scripting and directions for parents, and activities for parents. The pages may be reproduced to accommodate multiple children in a family.

Title: *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development,* 154 pp.
Author: Martha B. Bronson
Publication Dates: 1995, 1997
Publisher: National Association for the Education of Young Children
Address/Phone Number: 1509 16th Street, NW, Washington, D.C. 20036-1426. (202) 232-8777 or (800) 424-2460
Written for: Parents and teachers
Price: $ 11.00
ISBN: 0-935989-72-2
Topic: Appropriate play and learning materials
Age Range: Birth to 8
Summary: Designed to identify the most beneficial play and learning materials for children, this handbook furnishes information to teachers, caregivers, directors, and principals. It is also useful to parents who wish to provide their children with appropriate play and learning materials at home. Chapters 2 through 7 are devoted to each developmental group: young infants, older infants, young toddlers, older toddlers, preschool and kindergarten children, and primary-school children. Each chapter focuses on the child's general abilities and play interests in the areas of motor skills, perceptual-cognitive abilities, and social-linguistic abilities. The book includes initial appropriateness considerations and suggestions. Categories of play and learning materials include: social and fantasy play; exploration and mastery play; music, art, and movement play; and gross-muscle motor play. Each chapter concludes with an overview of play materials, as

well as discussions of priorities and special considerations. A resource list and bibliography are available, along with a Guide to Play Materials by Type in chart form for easy reference.

Title: *The Special-Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals,* 318 pp.
Author: Wilma K. Sweeney
Publication Date: 1998
Publisher: Woodbine House
Address/Phone No.: 6510 Bells Mill Road, Bethesda, MD 20817. (800) 843-7323
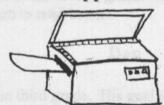Written for: Parents and teachers
Price: $18.95
ISBN: 0-933149-74-3
Topics: Information resources on all disabilities
Age Range: All
Summary: This is a resource book for parents and professionals searching for information on virtually any disability. The books and periodicals chosen for use in this guide are up-to-date, accurate, and written in clear language. The book is divided into two sections. Part 1 provides reviews of books and publications on general subjects relating to disabilities, such as disability awareness, education, health care, and technology. Part 2 provides reviews of publications on specific disabilities, from attention deficit disorders to visual impairments and blindness. Each section provides annotations of books, periodicals, Web sites, and organizations. The sections are organized by topics, such as basic information, education, parents, siblings, children, etc. The appendix contains publishers' addresses and phone numbers. The indexes include organizations, authors, titles, and subjects.

Appendix C

Student Examples and Sample Forms to Copy

Model Examples:

Anna

Anna is five years old and getting special education services in a pre-kindergarten setting. Her goal about drawing symbols and writing names is described in the Chapters concerning the model.

Steve

Steve is eight years old and in the second grade. His story is in the Chapters of the model. Steve wants to learn to read better.

Dan

Dan is nine years old and in third grade. His goal to add and subtract using re-grouping is also described in the Chapters concerning the model.

Tom

Tom is eight years old in the second grade. His special education services are delivered in conjunction with his same age peers, except for the last period of the day that he spends in the resource room. Then, the special educator helps him work on any assignments, as well as working on some social skills with Tom. His disability is psychiatric in nature, but it impacts his learning and attentiveness, as well as social skills. Tom's teacher confided that she tried her best to have him concentrate on a learning goal, but his focus was clearly on sitting by his friend. Thus, she structured the model to meet this need, implementing some self-monitoring and behavior implications. As his general education teacher supported his goal, Tom was able to make particularly good progress toward learning. This example of a behavior-oriented goal is included to illustrate the flexibility of the model.
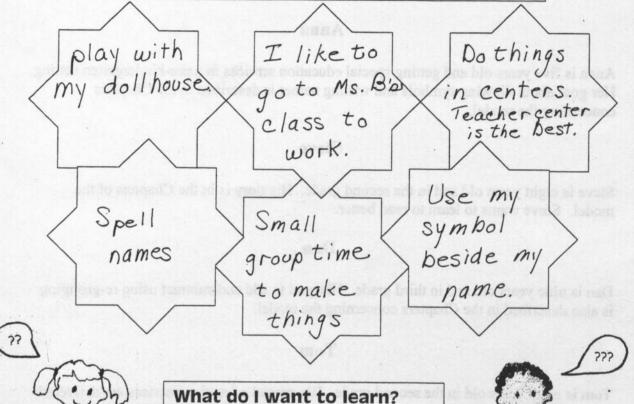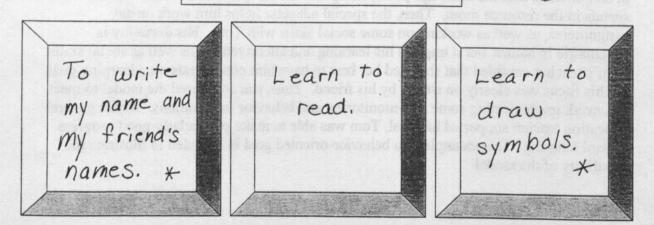
Harriet

Harriet is age nine and in the third grade. She decided to learn her math facts, but needed to keep her distractions at a minimum, especially as she tried to work at home. Harriet learned to change her environment in order to do better on her work. Harriet's teacher reported, "Her persistence has really paid off. Her confidence has soared!".

Anna

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

play with my dollhouse.

I like to go to Ms. B's class to work.

Do things in centers. Teacher center is the best.

Spell names

Small group time to make things

Use my symbol beside my name.

What do I want to learn?

To write my name and my friend's names. *

Learn to read.

Learn to draw symbols. *

??

???

Choose one box and start the Child Questions on the next page.

Just one!

* selected by student.

Anna

Phase 1, Set a Goal

Name Anna   Date March 25

Problem to Solve: What is my goal?   ???

1. What do I want to learn?

!!! Drawing symbols and writing names.

2. What do I know about it now?

I know!

I can draw Josie's ☺ my 🐟, and Tracy's

3. What must change for me to learn what I don't know?

I need to learn to draw better.

Me?

Something else?

4. What can I do to make this happen?

?? Learn to draw or write better by practicing.

End of Phase 1...Go on to Phase 2.

Anna

Phase 2, Take Action

Name _Anna_   Date _March 27_

Problem to Solve: What is my plan?

5. What can I do to learn what I don't know?

I know!

Draw symbols for Josey, Steve, Nicole, David, Mimi, and me.

6. What could keep me from taking action?

Kids interrupt me. They erase my work. I talk instead of working.

zzzzz......

7. What can I do to remove these barriers?

??

Write it again. Write it on paper.

8. When will I take action?
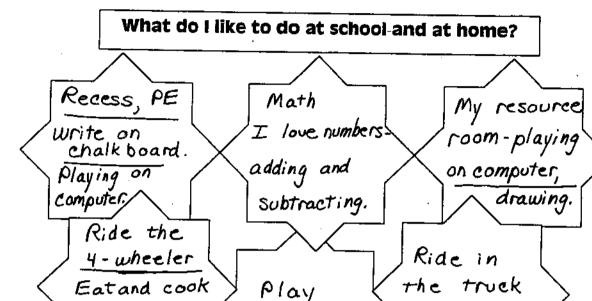
On Monday.

MAY

End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Anna

Phase 3, Adjust Goal

Name _Anna_   Date _April 30_

Problem to Solve: What have I learned?

9. What actions have I taken?

I learned how to write.

10. What barriers have been removed?

I found a quiet place to work.

11. What has changed about what I don't know?

What's new?

I started writing and it worked.

12. Do I know what I want to know?

Yes? No?

I can draw everyone's symbol and some names.

Here's how I feel about what I did!

I feel happy. Now I can write because I work hard.

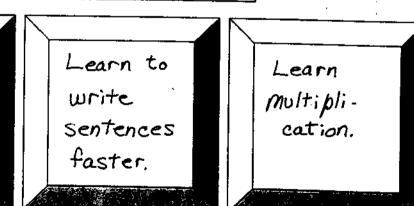# The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- Recess, PE
  write on chalk board.
  Playing on computer.
- Math
  I love numbers—adding and subtracting.
- My resource room—playing on computer, drawing.
- Ride the 4-wheeler
  Eat and cook (I'm learning to cook).
- Play Nintendo 64
- Ride in the truck with my dad.

??

???

What do I want to learn?

* Read better.

Learn to write sentences faster.

Learn multiplication.

Choose one box and start the Child Questions on the next page.
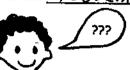
Just one!

Phase 1, Set a Goal

Name _Steve_   Date _November 10_

Problem to Solve: **What is my goal?** ???

1. What do I want to learn?

Read better.

2. What do I know about it now?   I know!

I know all the letter sounds, how to sound out words. I know a lot of sight words.

3. What must change for me to learn what I don't know?   Me?   Something else?

I need to learn more sight words, more sounds. I need to practice more and read more books.

4. What can I do to make this happen?

Read a lot more books: one each week and learn two new words.
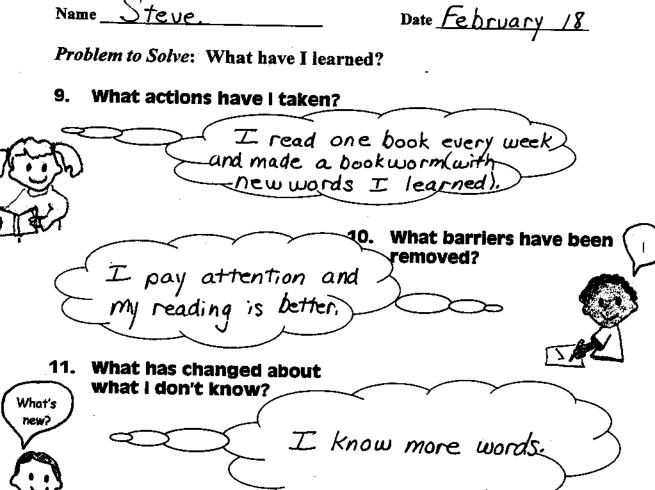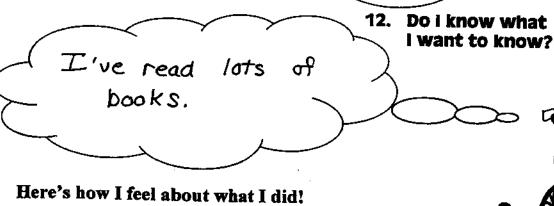
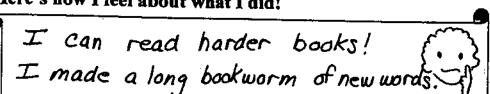**End of Phase 1...Go on to Phase 2.**

Steve

Phase 2, Take Action

Name _Steve_   Date _November 15_

Problem to Solve: **What is my plan?**

5. What can I do to learn what I don't know?

I know!

I will read one new book each week, that is approved by my teacher.

6. What could keep me from taking action?

- Bad mood
- Sick
- Dr. appointment
- Watching too much tv

zzzzz......

7. What can I do to remove these barriers?

??

Stay well, be in a good mood. Watch my time - don't waste it.

8. When will I take action?

Tomorrow.

MAY

End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Steve

Phase 3, Adjust Goal

Name _Steve_   Date _February 18_
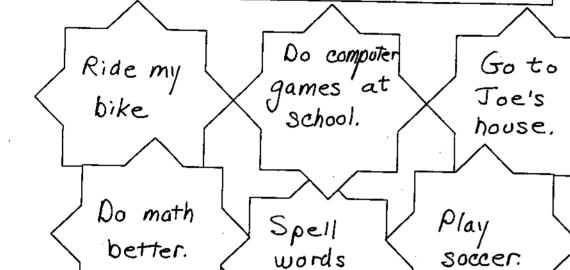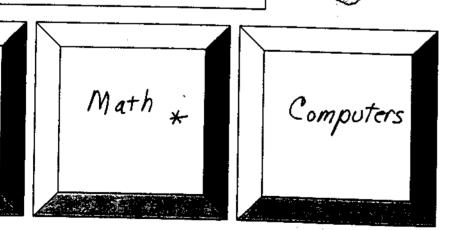
Problem to Solve: **What have I learned?**

9. What actions have I taken?

I read one book every week and made a bookworm (with new words I learned).

10. What barriers have been removed?

I pay attention and my reading is better.

11. What has changed about what I don't know?

What's new?

I know more words.

12. Do I know what I want to know?

Yes? No?

I've read lots of books.

Here's how I feel about what I did!

I can read harder books! I made a long bookworm of new words.

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- Ride my bike
- Do computer games at school.
- Go to Joe's house.
- Do math better.
- Spell words right.
- Play soccer.

What do I want to learn?

Spelling	Math *	Computers

Choose one box and start the Child Questions on the next page.

Just one!

Phase 1, Set a Goal

Name __Dan__   Date __January 6__

Problem to Solve: **What is my goal?** ???

1. What do I want to learn?

Add and subtract using re-grouping.

2. What do I know about it now? *I know!*

I know how to add and subtract without re-grouping.

3. What must change for me to learn what I don't know? *Me?* *Something else?*

I need to pay attention and be careful in math.

4. What can I do to make this happen?

- Listen to the teacher
- Do my classwork and homework.

End of Phase 1. . .Go on to Phase 2.

Phase 2, Take Action

Name __Dan__   Date __January 8__

Problem to Solve: **What is my plan?**

5. What can I do to learn what I don't know?

I know!

. Follow directions from teachers.
. Do my classwork and homework.

6. What could keep me from taking action?

. Not paying attention
. Looking around the room
. Not doing classwork or homework.

zzzzz......

7. What can I do to remove these barriers?

??

. Pay attention to the teacher.
. Remember my homework.
. Work hard and don't talk in class

8. When will I take action?

Today! Dan

End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal

Name __Dan__   Date __May 8__

Problem to Solve: **What have I learned?**

9. What actions have I taken?

. I learned to add and subtract large numbers.
. Listen to the teacher.
. Look at teacher, follow directions.

10. What barriers have been removed?

. playing
. Talking
. Not looking at math problems.

11. What has changed about what I don't know?

What's new?

. I can add and subtract well.
. I know how to study at home.
. I do my homework.
. I passed my math test.

12. Do I know what I want to know?

Yes? No?

Yes!

Here's how I feel about what I did!

☺

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- play with Jim
- I like music class.
- I like to draw pictures and make books.
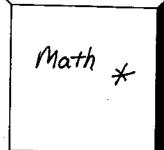- Playstation Games
- Watch television.
- I like to have Jim come to my house.

What do I want to learn?

- Stars in the sky
- Where food comes from: watermelon, water, chicken, french fries.
- Math *

Choose one box and start the Child Questions on the next page.

Just one!

Phase 1, Set a Goal

Name **Tom**   Date **February 4**
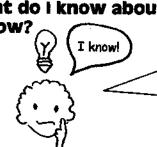
Problem to Solve: **What is my goal?**   ???

1. What do I want to learn?

> I want to sit by my friend, Jim, in class. We want to play a game together.

2. What do I know about it now?   I know!

> I don't get to sit by Jim because I don't pay attention to the teacher.

3. What must change for me to learn what I don't know?   Me?   Something else?

> I must listen to the teacher, answer questions, do my work, and talk nicely to people.

4. What can I do to make this happen?

> If I listen and follow the rules during math for one week then I can sit by Jim the next week.
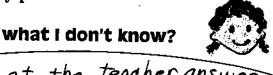
End of Phase 1...Go on to Phase 2.

Phase 2, Take Action

Name _Tom_   Date _February 11_

Problem to Solve: What is my plan?

5. What can I do to learn what I don't know?

I know!

Look at the teacher, answer questions, listen quietly, do my work, talk nicely to people.

6. What could keep me from taking action?

If I play with things in my desk, put my head down, talk mean to people.

zzzzz.....

7. What can I do to remove these barriers?

??

Put things away in my desk, look at the teacher.

8.   When will I take action?

Tomorrow.

MAY

End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal

Name _Tom_   Date _February 16_

Problem to Solve: What have I learned?

9.   What actions have I taken?

I was good and got all "yesses" in math. I colored my chart.

10. What barriers have been removed?

I do what the teacher says.

11.   What has changed about what I don't know?

What's new?

I get to sit by Jim or play games on Friday.

12. Do I know what I want to know?

Yes? No?

If I can be good in math class and do my work, I can sit by Jim

Here's how I feel about what I did!

Yes, I don't get into trouble.

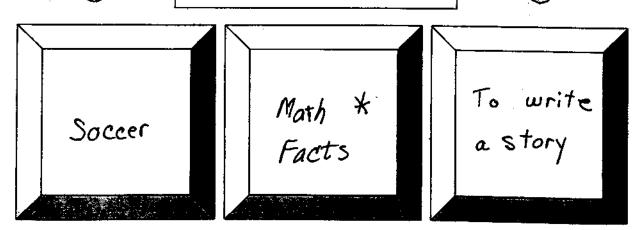## The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

- Play
- Learn Soccer
- Play "Teacher"
- Piano
- Television
- Spend time with my family

?? ???

What do I want to learn?

| Soccer | Math * Facts | To write a story |

Choose one box and start the Child Questions on the next page.

Just one!

Phase 1, Set a Goal

Name **Harriet**   Date **October 20**

Problem to Solve: **What is my goal?** ???

1. What do I want to learn?

!!! *I want to learn my "+ + -" math facts.*

2. What do I know about it now?

I know! *I know how to add and subtract.*

3. What must change for me to learn what I don't know?
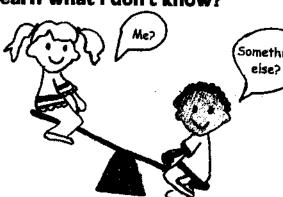
. Stop watching so much television

Me?   Something else?

4. What can I do to make this happen?

??   *Study and write down the math facts I know and how much time I study.*

End of Phase 1. . .Go on to Phase 2.

Harriet

Phase 2, Take Action

Name _Harriet_   Date _October 25_

Problem to Solve: **What is my plan?**

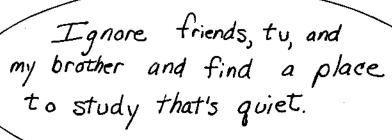**5. What can I do to learn what I don't know?**

I know!

Practice my math facts.

6. What could keep me from taking action?

My friends, the television, or my little brother.

zzzzz......

7. What can I do to remove these barriers?

??

Ignore friends, tv, and my brother and find a place to study that's quiet.

8. When will I take action?

When I get home from school Today.

MAY

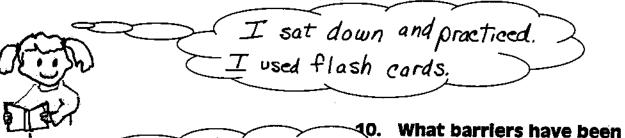**End of Phase 2. . .I will start working on my plan and then go on to Phase 3.**

Harriet

Phase 3, Adjust Goal

Name _Harriet_   Date _December 5_

Problem to Solve: **What have I learned?**

9. What actions have I taken?

I sat down and practiced.
I used flash cards.

10. What barriers have been removed?

!
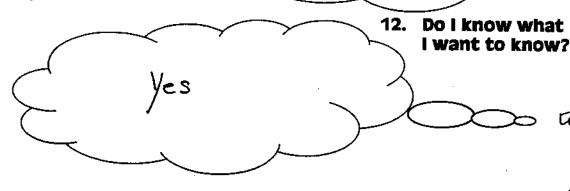
I found a place and some time to study.

11. What has changed about what I don't know?

What's new?

I know almost all of my math facts.
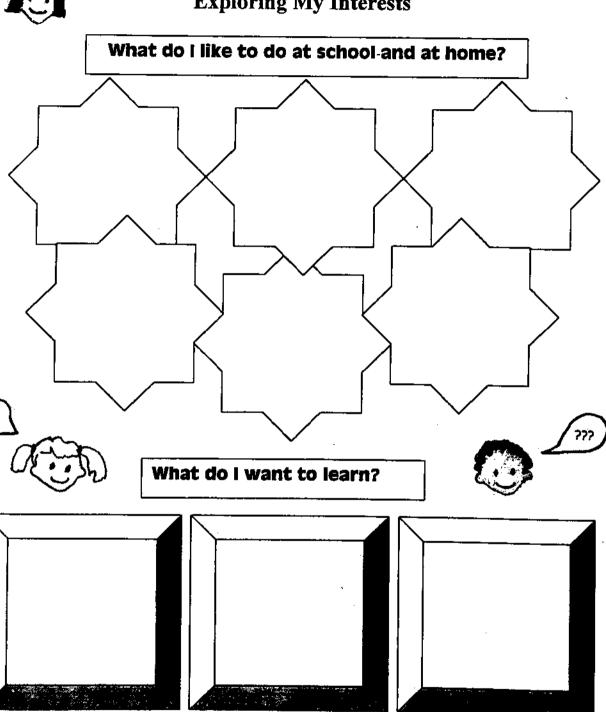
12. Do I know what I want to know?

Yes?
No?

Yes

Here's how I feel about what I did!

I feel good!

The Self-Determined Learning Model

Exploring My Interests

What do I like to do at school and at home?

What do I want to learn?

Choose one box and start the Child Questions on the next page.

??

???

Just one!

Name _____   Date _____

Problem to Solve: What is my goal? *???*

1. What do I want to learn?

!!!

2. What do I know about it now?

I know!

3. What must change for me to learn what I don't know?

Me?

Something else?

4. What can I do to make this happen?

??

End of Phase 1. . .Go on to Phase 2.

Phase 2, Take Action

Name _____ Date _____

Problem to Solve: What is my plan?

5. What can I do to learn what I don't know?

I know!

6. What could keep me from taking action?

zzzzz.....

7. What can I do to remove these barriers?

??

8. When will I take action?

End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal

Name _____ Date _____
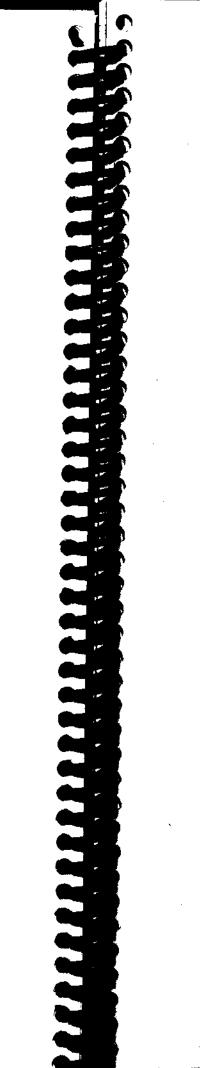
Problem to Solve: What have I learned?

9. What actions have I taken?

10. What barriers have been removed?

11. What has changed about what I don't know?

What's new?

12. Do I know what I want to know?

Yes? No?

Here's how I feel about what I did!

Who am I?

My first name is: _____ My last name is: _____

Parent name(s): _____

My brothers and sisters: _____

I live at: _____ in _____

      in the state of _____

My telephone number is: _____

Things I like to do: _____

Here's what I say to tell people what I can do for myself: _____

_____

_____

Here's what I say to tell people what I may not be able to do alone: _____

_____

_____

Rules and Extra Help:

At *school* I know the rules of my classroom. These are the ones that are really important: _____

_____

_____

At *home* I know the rules and expectations of my parents. These are the ones that are really important: _____

_____

_____

I need to ask questions *at school or home* when: _____

_____

At *school*, I help these people (list of people and what I do for them):

_____

_____

_____

At *school*, I can ask these people if I have a question or need something: _____

_____

_____

In my *neighborhood and at home*, I can help these people (names and what I do for them): _____

_____

_____

In *my neighborhood and at home*, I can ask these people if I have a question or need something: _____

_____

_____

Here's how I ask people to help me: _____

_____

_____

I need to remember to do this to communicate better: _____

_____

_____

If someone asks, here's how I explain about any disability I have: _____

_____

_____

_____