

Lesson Plan

Objective: To teach **self-determination** to secondary school students by emphasizing skills that prepare them for the expectations of the next environment.

Setting and materials: Students choose a family member or friend to accompany and support her or him through the learning experience. The Steps to Self-Determination curriculum (Field & Hoffman, 1992) handouts and worksheets and teaching transparencies are to be provided. The transparencies include both text-based explanations and cartoon figures to illustrate concepts. Participant manuals are provided for students. These manuals have a place for students to record their experiences in the program, including worksheets, homework, and progress toward their personal goals.

Content taught

Orientation session: Overview of curriculum/planning for the workshop (What is self-determination?)

Workshop:

1. Getting to know each other
2. Overview of curriculum
3. Self-awareness
4. Self-acceptance
5. Rights and responsibilities
6. Accessing support from families and friends
7. Supporting the self-determination of others

Session 1: Dreaming to open possibilities

Session 2: What is important to me?

Session 3: Creating options for long-term goals

Session 4: Setting long-term goals

Session 5: Steps to short-term goals

Session 6: Planning steps to reach short-term goals

Session 7: Planning activities to reach short-term goals

Session 8: Taking the first step (risk taking)

Session 9: Creative barrier breaking

Session 10: A little help from my friends (the power of the group in solving problems)

Session 11: Journey to self-determination (role models: disability and self-determination)

Session 12: Assertive communication I

Session 13: Assertive communication II

Session 14: Negotiation

Session 15: Conflict resolution

Session 16: Where do we go from here?

Teaching procedure

- Designed to be delivered in one 55-minute orientation session, one 6-hour workshop session, and 16 sessions of approximately 55 minutes.
- The curriculum is to be delivered either as part of a regularly scheduled class or scheduled as an extracurricular activity.
- Optimal class size is 15 to 16 students.
- The planning is conducted in class, where teachers are available as resources, and the applied learning takes place both in class and in the community.
- Homework consists of completing the steps of the student's individualized plan to attain her or his goal.
- Opportunities to share their work or experience are provided to the students each week at the beginning of the class.

Method of evaluation

- **Self-Determination Observation Checklist (SDOC)**
The SDOC is a behavioral observation checklist that may be administered by teachers or other appropriate school personnel. The student is observed for five 1-minute intervals during a class period. Thirty-eight behaviors that have been found to be correlates of self-determination in the classroom are checked if they are present during the time interval, resulting in a frequency count of the available behaviors as the score.
- **Self-Determination Knowledge Scale (SDKS)**
The SDKS contains a pretest and a posttest based on the Steps to Self-Determination curriculum. These consist of 30-item structured-response tests designed to assess the student's cognitive knowledge of information and skill of self-determination taught in the curriculum. The reading level for these tests is approximately fifth grade, enabling their use with students with mild-to-moderate cognitive disabilities.

Lesson plan based on: Hoffman, A., & Field, S. (1995). Promoting self-determination through effective curriculum development. Intervention in School and Clinic, 30, 134-141.