

Lesson Plan

Objective: To teach students self-determination skills (**self-efficacy, empowerment, psychosocial adjustment**).

Settings and materials

- TAKE CHARGE, a multi-component self-determination model (Powers, Sowers, Turner, Nesbitt, Knowles, & Ellison, 1996).
- School, home, and community environments are needed.

Content taught

- Students participate in TAKE CHARGE for 5 months.
- Intervention includes:
 - (a) individualized, 50 minute weekly coaching sessions for students
 - (b) monthly community-based workshops for students, their parents and successful adult mentors
 - (c) community activities performed by mentors and students
 - (d) telephone and home visit support for parents

Teaching procedure

- Each strategy is presented as a series of simple steps.
- The steps for problem solve are:
 - (a) Identify the parts of an activity
 - (b) Decide which parts may be hard for you
 - (c) Pick the easiest way to do each part
- Teachers review each strategy with the students and assist them to apply the steps to achieve their goals.
- Students are also introduced to adult mentors with similar disabilities who live independently, have an active vocation, and present a positive view of disability as evidenced through structured interview and reference checks.
- Mentors are matched to students based on gender, interests, and similarity of challenge.
- Mentors can be recruited from the local independent living center, area colleges, and/or universities.
- Mentors participate in a 4-hour training during which the purpose and components of TAKE CHARGE, the role of mentors, and the study procedures are detailed.
- Mentors are coached to anticipate and take advantage of “mentoring moments” or opportunities that could naturally arise during their interactions with students in which they could demonstrate a behavior or provide some information.

Monthly Activities

- 2-hour long workshops are conducted for youth, parents and mentors.
- Workshop topics include:
 - (a) living with a disability
 - (b) personal advocacy
 - (c) friendships and dating
 - (d) jobs and careers
- Students and their mentors also perform independent community activities, such as riding the public bus, applying for vocational rehabilitation services, visiting the mentor's college or place of employment, participating in a novel recreational activity like skiing or skating, and visiting the mentor's home.
- Parents are provided additional information and support in the form of a guide describing the TAKE CHARGE approach and presented some strategies helpful in supporting the self-determination of their sons and daughters (Matuszewski & Powers, 1998).
- Three phone call informational updates are provided to parents by the coaches who are working with their children at school.
- Individualized parent support is provided by the Parent Support Coordinator.

Method of evaluation

- Level of personal accomplishment is assessed by asking students to name all of their activity accomplishments for the three months prior to the intervention and the final three months of the intervention.
- The Personal Adjustment and Role Skills Scale (PARS III) is used to measure adolescent psycho-social adjustment (Walker, Stein, Perrin, & Jessop, 1990).
- Disability-related self-efficacy is measured with the Disability-Related Self-Efficacy Scale (Powers, Sowers & Stevens, 1995).
- Youth empowerment is assessed with the Family Empowerment Scale (Koren, Dechillo, Friesen, 1992).

Lesson plan based on: Powers, L.E. & Turner, A. (in press). A controlled field test of TAKE CHARGE: A multi-component intervention to promote adolescent self-determination. Career Development for Exceptional Individuals.