

EFFECTIVE SOCIAL SKILLS CURRICULUM FOR STUDENTS WITH EMOTIONAL AND  
BEHAVIORAL DISORDERS THAT FOCUSES ON SKILL GENERALIZATION ACROSS  
SETTINGS

by

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## Project Description

Finding creative and engaging ways to effectively teach social skills to students with emotional and behavioral disorders is a common goal for many special education teachers. Additionally, finding ways to increase the generalization of these skills across setting and post-high school, is another important goal area that student teams work to address as they develop meaningful transition plans. This capstone project answers the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?*

This capstone project includes a six week unit that focuses on specific social skill acquisition, creative and engaging methods for practice and experiences that foster the generalization of these skills across settings. Guiding students to become self-determined and involved members of their individualized education plan (IEP) team through student-led IEP meetings culminates the unit. This capstone project provides teachers with a daily lesson plan, identifies specific materials needed, and outlines options for assessing student learning and progress.

This unit was designed for students in grades 9 - 12. They attend school in a setting four, behavior support building and all of the students receive special education services for 100% of their school day. Students participating in this unit qualify for special education services under the disability category of emotional and behavioral disorders.

## **Using Social Skills and Self Determination to Access the Community and Gain Independence**

### **A Six Week Unit**

#### Point System Summary:

- Students will earn points for in class participation, for using the social skills taught and reviewed, and for demonstrating appropriate classroom behavior.
- Students will keep a point sheet on their desk and will be rewarded points throughout class. This point sheet can be unique to each teacher. It should include a column for the student to write the demonstrated skill name, a column for the points awarded and a column for staff initials.
- Staff will award students 500 points for displaying average/satisfactory participation and classroom behavior. Example: John, thank you for following that instruction to open up your computer and log in, please record 500 points for following instructions.
- Staff will award students 1000 points for displaying excellent participation and classroom behavior. Example: Jennifer, I really like how you got started on your own, for staying on task please record 1000 points.
- Point amounts awarded are arbitrary and can be modified based on what works best for the teacher and the students in the class.
- During Week 1 points will be non-contingent and will be awarded as a whole group. Example: Everyone can write down 1000 points for listening to the steps to following instructions and for recording them in your document.
- Beginning Week 2, points will be contingent on participation and appropriate classroom behavior and the fading of non-contingent group points will take place.
- This process can be slow or fast, depending on the student group.
- Students will record their points and staff will sign off on them once they have been recorded.
- At the end of each class period, students should total up earned points and spend their points on preferred items in the class store. Students can save points as well and should document in a ledger.
- Items for purchase should be determined with student interest in mind! Pricing should be done in a way that makes sense for potential daily point totals. Items should be priced in a way that is attainable for students. For example: a receipt for skipping an assignment, a receipt for 20 minutes of free computer time, packs of gum, snack items, bottles of gatorade.

<b><u>Week One:</u></b>		
<p><b><u>Monday:</u></b></p> <p>Objectives:</p> <p>Students learn the steps to following instructions.</p> <p>Students will review reasons for using the skill, following instructions and will record the reasons in a shared document.</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Introduce the skill of the week, following instructions.</li> <li>2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> <li>a. For example: How should you say “okay” when someone gives you directions? Would eye contact and a nod be sufficient? What should your tone of voice sound like?</li> <li>b. For example: Think of a time when you might need to check back? How could you check back?</li> <li>c. This conversation can go many different directions depending on the age of your students. It can be focused on being a good citizen, following laws/posted signs and rules, etc.. as well.</li> </ol> </li> <li>3. Have the students start a shared Google Folder. Label it with the student’s last name and the name of your class. Describe that this document will be ongoing and is a place to store information related to each skill, the community outings and will eventually contain the agenda for their student led IEP meeting.</li> <li>4. Have students create a document within their folder and label it: Following Instructions.</li> <li>5. Create headings: <ol style="list-style-type: none"> <li>a. Skill Name</li> <li>b. Skill Steps</li> <li>c. Reasons for Using</li> <li>d. Examples</li> <li>e. Community Outing</li> </ol> </li> <li>6. Once steps three - five are complete, move on to a group conversation that follows up your introduction to the skill and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document.</li> </ol>

		<p>7. Preview the community outing for the week. Students will be choosing a recipe to make at home over the weekend. They will use the recipe to create a shopping list and will shop for the items during the community outing. Set an approximate price limit for each student (Example: \$15 per student). Go to the website for the local business. Give students basic information about the location and expectations while shopping.</p>
<p><b><u>Tuesday:</u></b> Objectives:</p> <p>Students will complete a brief role-playing activity related to following instructions.</p> <p>Students will complete a social skills, self-inventory checklist.</p> <p>Students will choose a recipe to cook at home over the weekend and will email to the teacher for printing.</p> <p>Students will create a grocery list that they will use to shop during Friday's community visit.</p>	<p>Assessment:</p> <p>Social Skills Self-Assessment (Appendix E)</p> <p>Materials:</p> <p>Social Skills, Self Assessment (Appendix E) *Teachers may use a social skills self-assessment tool that the school district has purchased and has approved for use.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to following instructions.</li> <li>2. Role-Playing Activity:       <ol style="list-style-type: none"> <li>a. Place students in groups of two.</li> <li>b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for following instructions.</li> <li>c. Example: Pretend you are attempting to get your car washed and an employee asks you to use a different lane other than the one you are in. Write a short dialogue that includes a business employee giving a customer a direction and include the customer's response.</li> <li>d. Guide students as they complete this activity.</li> </ol> </li> <li>3. Explain to students that throughout this unit, gaining and practicing social skills in real-life settings is one the primary goals. One way to specifically target skills, is to first identify areas of strength and areas of need. Define self-assessment to students.</li> <li>4. Show students the Skills Self-Assessment. Explain how to complete it and model it to the whole group. Reassure students that the information will remain confidential.</li> <li>5. Allow students time to complete the Skills Self-Assessment. Once complete, ask students to turn it in. The teachers should scan each self-assessment and upload it to</li> </ol>

		<p>each student's shared, electronic folder.</p> <p>6. Wrap up class by allowing students time to begin looking for recipes that will be used during the community outing. Keeping in mind budget, avoiding frozen items and storage, etc.. Show sample recipes that might be good for this activity. (Example: homemade pizza with boxed dough, sauce in a jar and shredded cheese.)</p>
<p><b><u>Wednesday:</u></b> Objectives:</p> <p>Students will complete a Career Interest Profiler.</p>	<p>Assessment:</p> <p>Student Career Interest Profiler completion and results.</p> <p>Materials:</p> <p>Student Career Interest Profiler *Teachers may use a career or interest inventory tool that the school district has purchased and has approved for use.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Review the steps for following instructions and discuss ways in which this skill will need to be used during Friday's community outing to the grocery store. Remind students that one of the objectives is to purchase ingredients to make a recipe at home over the weekend.</li> <li>2. Throughout this unit, community exploration will spark student interest in future jobs, careers, and areas of interest. Explain to students the value of a career/interest inventory in helping them identify potential career options that would best suit their strengths and skills.</li> <li>3. Provide students with their login information to your district's career/interest inventory tool.</li> <li>4. Model using the tool and explain the rating scale.</li> <li>5. Allow students 30+ minutes to complete the tool. Once students receive their results, give directions for saving to the shared, electronic folder and for labeling the document.</li> <li>6. Wrap up class by previewing Thursday's lesson.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member to discuss following instructions with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity of their</li> </ol>

<p>Students will choose a simple recipe to prepare at home over the weekend.</p> <p>Students will make a shopping list.</p> <p>Students will write a short paragraph describing how they will use the skill of the week during the community outing.</p>	<p>assessment and understanding: recipe, grocery shopping list, three - five sentences describing the skill of the week</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>choosing related to the skill.</p> <ol style="list-style-type: none"> <li>2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the grocery store and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions.</li> <li>3. Demonstrate finding a simple recipe online and provide students with three websites that are easy to use and access. Demonstrate taking a recipe and turning it into a grocery list that is in the electronic, shared folder. Label it with the recipe name.</li> <li>4. Give students time to search for a recipe and time to generate a shopping list based on their choice. Print these for students after class.</li> <li>5. Once students have chosen their recipe, give them the following writing prompt: Please write three-five complete sentences describing how you will use the skill of following instruction during tomorrow's community outing. Please be specific.</li> <li>6. Wrap up class by giving any last minute reminders and information about Friday.</li> </ol>
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will attend a community outing to a local grocery store and will purchase items for a recipe of their choosing.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Students will need their grocery shopping list.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the grocery store. Overview the process for purchasing items, this may vary by school district and grocery store. (One idea would be to have gift cards purchased ahead of time for each student.)</li> <li>2. Hand out printed grocery shopping lists.</li> <li>3. Go on the community outing.</li> <li>4. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>5. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

<b><u>Week Two:</u></b>		
<p><b><u>Monday:</u></b> Objectives:</p> <p>Students learn the steps to asking for help.</p> <p>Students will review reasons for using the skill, asking for help and will record the reasons in a shared document.</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Introduce the skill of the week, asking for help.</li> <li>2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> <li>a. For example: What should your tone of voice sound like when asking for help? How do you know if you need help or not?</li> <li>b. This conversation could go many different directions depending on the age of your students. It can be focused on asking for help at home, in the community or on the job.</li> </ol> </li> <li>3. Have the students go to their shared, electronic folder. Have students create a document within their folder and label it, Asking for Help.</li> <li>4. Create headings: <ol style="list-style-type: none"> <li>a. Skill Name</li> <li>b. Skill Steps</li> <li>c. Reasons for Using</li> <li>d. Examples</li> <li>e. Community Outing</li> </ol> </li> <li>5. Once steps three - five are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document.</li> <li>6. Additionally, have students either make a list or participate in a group activity that identifies activities or places where they might need help and activities or places where they might not need help.</li> <li>7. Preview the community outing for the week. Go to the website for the local retail store. Give students basic information about the location and expectations while</li> </ol>



		shopping. Students will be given \$10 to buy personal care items they need. If there is extra time, students can browse the website and can begin pricing items for purchase.
<p><b><u>Tuesday:</u></b> Objectives:</p> <p>Students will review the steps for asking for help.</p> <p>Students will practice asking for help via role playing, video self-modeling and practice with staff members and peers.</p> <p>Students will set goals using information obtained in the social skills, self-inventory and the interest inventory.</p> <p>Students will create a document used to record the information from their two self assessments and for documenting their goals.</p> <p>Students will complete the goal document and will review progress weekly with the teacher.</p>	<p>Assessment:</p> <p>Participation in the role-playing activity.</p> <p>Goal setting shared document.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to asking for help.</li> <li>2. Have a class conversation about ways in which students can increase the likelihood of someone getting the help that they need.</li> <li>3. Role-Playing Activity:       <ol style="list-style-type: none"> <li>a. Place students in groups of two.</li> <li>b. Give students pre-scripted, brief scenarios for asking for help, or have the students write their own brief scenarios for asking for help.</li> <li>c. Example: Pretend you at a self-checkout machine at the store and it begins giving you an error message. Role-play asking the store employee for assistance. Consider your tone of voice, voice volume and the words that you choose to say.</li> <li>d. Guide students as they complete this activity.</li> </ol> </li> <li>4. Explain to students that throughout this unit, gaining and practicing social skills in real-life settings is one the primary goals. One way to do so is through goal setting. Ask students if they have done goal setting before and to list examples.</li> <li>5. Review the results of the social skills self-assessment and of the career/interest inventory tool used in Week 1.</li> <li>6. Discuss basic information about goal setting. Goals should be: specific, simple and attainable. Describe what each of these descriptors mean while modeling goal writing.</li> <li>7. Ask students to create a shared document and title it.</li> <li>8. Ask students to write two-three personal goals related to the results of their two</li> </ol>

		<p>self-assessments. Provide examples.</p> <ol style="list-style-type: none"> <li>9. Relate goal setting to the skill of the week.</li> <li>10. Wrap up class by asking if anyone would like to share a goal that they have written.</li> </ol>
<p><b><u>Wednesday:</u></b> Objectives:</p> <p>Students will begin planning for the community trip.</p> <p>Students will practice asking for help via role playing, video self-modeling and practice with staff members and peers.</p> <p>Students will practice and role play asking for help.</p>	<p>Assessment:</p> <p>Student created self-modeling videos.</p> <p>Materials:</p> <p>Students will need access to a video recording device.</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Review the steps for asking for help and discuss ways in which this skill will need to be used during Friday's community outing to a retail store. Remind students that one of the objectives is to purchase personal care items.</li> <li>2. As a group, identify questions that might need to be asked during the community outing. Write them on the board. Once the list is complete, have students break into small groups or partners and practice asking each of the questions identified.</li> <li>3. Next, describe video self-modeling. Describe to students that they need to produce two videos of themselves asking for help. They can choose to do this independently or with a partner.</li> <li>4. Model to students how to complete this activity.</li> <li>5. Allow students work time and ask them to upload their videos to the shared, electronic folder.</li> <li>6. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will choose and price personal care items to purchase at the store.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: shopping list, three-five sentences describing the skill</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member to discuss asking for help with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity of their choosing related to the skill.</li> <li>2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the store and for their return to school. Relate these expectations to the skill of the week.</li> </ol>

<p>Students will make a shopping list.</p> <p>Students will write a short paragraph describing how they will use the skill of the week during the community outing.</p>	<p>of the week</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>Allow for students to ask questions.</p> <ol style="list-style-type: none"> <li>3. Demonstrate finding and pricing personal care items online. Demonstrate making a shopping list that is in the electronic, shared folder.</li> <li>4. Give students time to search for items and time to generate a shopping list based on their choices. Print these for students after class.</li> <li>5. Once students have made their shopping list and it has been approved, give them the following writing prompt: Please write three-five complete sentences describing how you may use the skill of asking for help during tomorrow's community outing. Please be specific. Also, please attach or link your self-modeling videos at the end of this paragraph.</li> <li>6. Wrap up class by giving any last minute reminders and information about Friday.</li> </ol>
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will attend a community outing to a local retail store.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Students will need their grocery shopping list and a pre-purchased gift card.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the store. Overview the process for purchasing items, this may vary by school district and grocery store. (One idea would be to have gift cards purchased ahead of time for each student.)</li> <li>2. Hand out printed shopping lists.</li> <li>3. Go on the community outing.</li> <li>4. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>5. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

<p><b><u>Week Three:</u></b></p>		
<p><b><u>Monday:</u></b> Objectives:</p>	<p>Assessment:</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Introduce the skill of the week, working</li> </ol>

<p>Students learn the steps to working with others.</p> <p>Students will review the reasons for using the skill, working with others and will record the reasons in a shared document.</p> <p>Students will revisit their goal document and will review progress weekly with the teacher.</p>	<p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>with others.</p> <ol style="list-style-type: none"> <li>2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> <li>a. For example: How could you go about assigning tasks? What should you do if someone doesn't want to do the assigned task?</li> </ol> </li> <li>3. Have the students go to their shared electronic folder. Have students create a document within their folder and label it, Working With Others.</li> <li>4. Create headings: <ol style="list-style-type: none"> <li>a. Skill Name</li> <li>b. Skill Steps</li> <li>c. Reasons for Using</li> <li>d. Examples</li> <li>e. Community Outing</li> </ol> </li> <li>5. Once steps three and four are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document. Discuss why or why not students like working with others.</li> <li>6. Preview the community outing for the week. This week's outing should take into consideration the results of the interest inventories and should be chosen ahead of time by the staff. Go to the website for the local business. Give students basic information about the location and expectations of this particular community outing. For example: Is it just a tour? Will students be able to participate in an activity while there or will it be purely informational?</li> <li>7. Goal Setting Check-In: Ask students to review the goals they set in Week Two. Have they met any of those goals yet? What progress has been made towards achieving these goals? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met</li> </ol>
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		or if they need to be modified.
<p><b><u>Tuesday:</u></b> Objectives:</p> <p>Students will review the steps for working with others.</p> <p>Students will work with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to working with others.</li> <li>2. Role-Playing Activity: <ol style="list-style-type: none"> <li>a. Place students in groups of two.</li> <li>b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for working with others.</li> <li>c. Guide students as they complete this activity.</li> </ol> </li> <li>3. Cup Stacking Activity: <ol style="list-style-type: none"> <li>a. Place students in pairs. Give each student group 20 plastic cups and ask them to work together to build the tallest pyramid they can, taking turns and working together.</li> <li>b. Review the steps for working with others one more time prior to this activity.</li> <li>c. Debrief: What went well? What didn't go well and how can it be done differently next time?</li> </ol> </li> <li>4. Skill of the Week Presentation: <ol style="list-style-type: none"> <li>a. Students will work with a partner to create an electronic presentation that showcases each of the skills taught during this unit. The presentation must include: <ol style="list-style-type: none"> <li>i. The name of each skill and the steps.</li> <li>ii. Reasons for Using</li> <li>iii. Examples</li> <li>iv. Community Outing information.</li> <li>v. Self-modeling videos and/or photographs of each student demonstrating the skill.</li> <li>vi. Students can refer to the individual document they have been adding to each week as a new skill is</li> </ol> </li> </ol> </li> </ol>

		introduced. vii. Allow for 30+ minutes of work time.
<p><b><u>Wednesday:</u></b> Objectives: Objective:</p> <p>Students will begin planning for the community trip.</p> <p>Students will work with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to working with others.</li> <li>2. Allow class time to work on the Skill of the Week Presentation.</li> <li>3. Wrap up class by previewing Thursday and reminding students about the community outing on Friday.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member to discuss working with others with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to participate in the next activity.</li> <li>2. Pyramid Building Activity:       <ol style="list-style-type: none"> <li>a. Put students in pairs or groups of three.</li> <li>b. Give each group the following supplies: 30 toothpicks, 15 large marshmallows and 30 small marshmallows.</li> <li>c. Ask each group to work together to build a structure that can stand on its own with the materials provided within an allotted amount of time.</li> <li>d. Debrief: What went well? What could have been done differently?</li> </ol> </li> <li>3. Give students an overview of Friday's community outing. Describe expectations</li> </ol>

	browser.	<p>for the bus ride, their time at the local business and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions.</p> <ol style="list-style-type: none"> <li>4. Give students the following writing prompt: Please write three-five complete sentences describing how you have used the skill of the week in this week's activities. Please be specific.</li> <li>5. Wrap up class by giving any last minute reminders and information about Friday.</li> </ol>
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will attend a community outing to a local business.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the business.</li> <li>2. Go on the community outing.</li> <li>3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

<b><u>Week Four:</u></b>		
<p><b><u>Monday:</u></b> Objectives:</p> <p>Students learn the steps to accepting decisions of authority.</p> <p>Students will review the reasons for using the skill, accepting decisions of authority and will record the reasons in a shared document.</p> <p>Students will revisit</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Introduce the skill of the week, accepting decisions of authority.</li> <li>2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> <li>a. For example: If you are unable to remain calm, what else can you do at that time? Is this a challenging skill for you? Why is that?</li> </ol> </li> <li>3. Have the students go to their shared electronic folder. Have students create a document within their folder and label it, Accepting Decisions of Authority.</li> <li>4. Create headings: <ol style="list-style-type: none"> <li>a. Skill Name</li> <li>b. Skill Steps</li> </ol> </li> </ol>

<p>their goal document and will review progress weekly with the teacher.</p>	<p>students to create and share a document with their teacher.</p>	<ul style="list-style-type: none"> <li>c. Reasons for Using</li> <li>d. Examples</li> <li>e. Community Outing</li> </ul> <ol style="list-style-type: none"> <li>5. Once steps three and four are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document.</li> <li>6. Preview the community outing for the week. This week's outing should take into consideration the results of the interest inventories and should be chosen ahead of time by the staff. Go to the website for the local business. Give students basic information about the location and expectations of this particular community outing. For example: Is it just a tour? Will students be able to participate in an activity while there or will it be purely informational?</li> <li>7. If this week's community outing is a business that could be a potential job site, encourage the employee or manager you are working with to tie their information into the skill of the week.</li> <li>8. Goal Setting Check-In: Ask students to review the goals they set in Week Two. Have they met any of those goals yet? What progress has been made towards achieving these goals? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified.</li> </ol>
<p><b><u>Tuesday:</u></b> Objectives:  Students will review the steps for accepting decisions of authority.  Students will work</p>	<p>Assessment:  Skill of the Week electronic presentation and group work.  Materials:</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to accepting decisions of authority.</li> <li>2. Role-Playing Activity:             <ul style="list-style-type: none"> <li>a. Place students in groups of two.</li> <li>b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for</li> </ul> </li> </ol>



<p>with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Students will need access to software for making a presentation or document.</p>	<p>working with others.</p> <p>c. Examples:</p> <ol style="list-style-type: none"> <li>i. You are driving and are pulled over for not making a complete stop at a stop sign. You disagree with the police officer because you remember making a complete stop, how can you accept decisions of authority in this situation?</li> <li>ii. You asked your Mom if you can go out of town with a friend over the weekend and she says no, because she isn't comfortable with it. How can you accept her decision?</li> </ol> <p>d. Guide students as they complete this activity.</p> <p>e. Have students document one of the role-playing scenarios either by photograph or by video. This will be used in their electronic presentation.</p> <p>3. Skill of the Week Presentation:</p> <ol style="list-style-type: none"> <li>a. Students will continue working on their presentation.</li> </ol>
<p><b><u>Wednesday:</u></b> Objectives:</p> <p>Students will begin planning for the community trip.</p> <p>Students will listen to a guest speaker discuss skills needed to obtain and hold employment, as well as current local job opportunities.</p> <p>Students will take</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need the materials to take notes during the speaker.</p> <p>Students will need access to their goal</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by reviewing the steps to accepting decisions of authority.</li> <li>2. Guest Speaker:       <ol style="list-style-type: none"> <li>a. Invite the school district's work coordinator to speak to the class about the skills needed to obtain and hold employment.</li> <li>b. Ask this staff member to bring a sample job application, resume and cover letter to review with the class.</li> <li>c. Ask this staff member to talk specifically about ways that employees might have to accept decisions of authority, work with</li> </ol> </li> </ol>

<p>notes during the guest speaker's presentation and will ask or write down one question at the end of the presentation.</p> <p>Students will revisit their goal document and will review progress weekly with the teacher.</p>	<p>setting document.</p>	<p>others, follow instructions and ask for help on the job.</p> <ol style="list-style-type: none"> <li>d. Preview current employment opportunities in the community.</li> <li>e. During the speaker, have the students take notes. Each student should either ask or write down one question at the end of the presentation.</li> </ol> <ol style="list-style-type: none"> <li>3. Goal Setting Check-In:       <ol style="list-style-type: none"> <li>a. Review the goals written during Week Two. After listening to the speaker, do you want to make any changes? Are these goals still relevant to you? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified.</li> </ol> </li> <li>4. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member to discuss working with others with the class. This staff member should revisit the steps, but should also speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity to go along with their discussion.</li> <li>2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local business and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions.</li> <li>3. Give students the following writing prompt: Please write three-five complete sentences describing how you have used the skill of the week in your life. Describe what you would do if you find yourself in a situation in which you are unable to be calm. Please be specific.</li> </ol>

	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>4. Wrap up class by giving any last minute reminders and information about Friday.</p>
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will attend a community outing to a local business.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the business.</li> <li>2. Go on the community outing.</li> <li>3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

<b><u>Week Five:</u></b>		
<p><b><u>Monday:</u></b> Objectives:</p> <p>Students learn about and understand what self-determination means.</p> <p>Students will look at and explore their own Individualized Education Plans (IEP).</p>	<p>Assessment:</p> <p>Skill of the Week electronic document.</p> <p>Class discussion participation.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Review the skills taught so far during this unit.</li> <li>2. Define self-determination for students.</li> <li>3. Understanding what self-determination is: know yourself, value yourself, plan, act and experience outcomes and learn (Ankeny &amp; Lehmann, 2011).</li> <li>4. Read the article, "Self-Determination Theory and Motivation" by Kendra Cherry as a whole group.</li> <li>5. After reading, discuss the following: <ol style="list-style-type: none"> <li>a. Why is self-determination important and relevant to high school students?</li> <li>b. What are ways individuals can work towards being self-determined?</li> <li>c. How does attitude affect self-determination?</li> <li>d. How does an IEP relate to</li> </ol> </li> </ol>

	a copy of their own IEP.	<p>self-determination and post-school goal setting/outcomes?</p> <ol style="list-style-type: none"> <li>6. Add self-determination and a definition of self-determination to the shared electronic document.</li> <li>7. Provide students with an overview of the main sections of an IEP and give examples of what a student might read or find in that section. This may vary by district. Create an outline of an IEP based on your district's IEP format.</li> <li>8. Wrap up today's lesson by reviewing self-determination and the main components of an IEP.</li> </ol>
<p><b><u>Tuesday:</u></b> Objectives:</p> <p>Students will conference 1:1 with the teacher and will discuss and describe their strengths, challenges and preferred accommodations.</p> <p>Students will continue to work in small groups on their Skill of the Week Presentation.</p>	<p>Assessment:</p> <p>During the student conference, the teacher should check in regarding whether or not the students have a solid understanding of their own IEP.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need a copy of their own IEP.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Pass out IEPs and give students a chance to read theirs over. Ask them to break it into sections and staple or paperclip accordingly. Encourage students to ask for help reading complicated portions and to ask questions. If you have enough staff, this would be a good time to put students 1:1 with a staff.</li> <li>2. Have students highlight parts of their IEP that describe their strengths.</li> <li>3. Choose a different color, and have students highlight each of their specific accommodations.</li> <li>4. Choose another color and have students pick out items within their IEPs that describe things that could be challenging to them.</li> <li>5. Next, allow students to have time to work on their Skill of the Week Presentation and to add self-determination.</li> <li>6. During work time, conference 1:1 with students about their IEPs. Ask questions, answer questions and help students develop a more thorough understanding of the IEP component and their specific goals, objectives and accommodations.</li> <li>7. Wrap up today's lesson by previewing the community outing for this week.</li> </ol>
<b><u>Wednesday:</u></b>	Assessment:	Lesson Plan:

<p>Objectives:</p> <p>Students will review and understand the components of an IEP.</p> <p>Students will plan for their visit to a local community college.</p>	<p>During the student conference, the teacher should check in regarding whether or not the students have a solid understanding of their own IEP.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need a copy of their own IEP.</p>	<ol style="list-style-type: none"> <li>1. Continue with Tuesday's lesson. Allow students time to either finish reading their IEP and conferencing with a staff member and/or to continue adding skills to their Skill of the Week Presentation.</li> <li>2. Preview the community outing for this week. Students will be visiting a local community college and will be going on a tour. Help each student access the website and give them time to explore it and answer any questions students may have.</li> <li>3. Preview and describe a college campus tour. Give example questions the students may ask the tour guide. Go over behavioral expectations for this trip.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member to discuss self-determination with the class. This staff member should revisit the definition, but should also speak about personal experiences related to using this skill. Encourage this staff member to bring an activity to go along with their discussion.</li> <li>2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local college and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions.</li> <li>3. Give students the following writing prompt: Please write three-five complete sentences describing how you can be self-determined. Please be specific.</li> <li>4. Wrap up class by giving any last minute reminders and information about Friday.</li> </ol>

	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will attend a community outing to a local university or technical/community college.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations.</li> <li>2. Go on the community outing and campus tour.</li> <li>3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

<b><u>Week Six:</u></b>		
<p><b><u>Monday:</u></b> Objectives:</p> <p>Students will complete the Student IEP Input Sheet and will take home the Family IEP Input Sheet.</p> <p>Students will learn how to write an IEP meeting agenda and will write an agenda outline for their own IEP meeting.</p>	<p>Assessment:</p> <p>Student IEP Input Sheet. (Appendix C)</p> <p>Student created IEP agendas.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Review previously taught Skills of the Week, including reviewing the definition of self-determination.</li> <li>2. Remind students that one of the unit goals is to teach students how to facilitate and lead their own IEP meeting. Preview this week's activities/lessons. Reassure and simplify tasks for students that seem to be overwhelmed.</li> <li>3. Show an example IEP agenda to the class and discuss each of the components. Use an agenda used by actual special education teachers within your district (don't use any real students names or information).</li> <li>4. Make a copy of your IEP agenda and share it electronically with each student.</li> <li>5. Next, go over both the Student and Family Input Sheets. Reading information from both sheets should be a part of your agenda. It can be a great way to start off</li> </ol>

	<p>Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>the meeting.</p> <ol style="list-style-type: none"> <li>6. Allow students time to complete the Student IEP Input Sheet.</li> <li>7. Send email to parent/guardian/family member with information regarding the Family IEP Input Sheet and ask them to complete it prior to the student's next IEP meeting.</li> </ol>
<p><b><u>Tuesday:</u></b> Objectives:</p> <p>Students will complete the Student IEP Input Sheet and will take home the Family IEP Input Sheet.</p> <p>Students will observe a mock student-led IEP meeting.</p>	<p>Assessment:</p> <p>Student IEP Input Sheet. (Appendix C)</p> <p>Student created IEP agendas.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin class by allowing time for questions/comments/general thoughts related to this unit, IEP meetings, self-determination or anything that students are thinking about.</li> <li>2. Invite another staff member to class and hold a mock IEP meeting between two staff members, one acting as the teacher, and one acting as the student. Use a mock agenda to lead the meeting. Pass out the mock agenda to each student ahead of time and ask them to follow along.</li> <li>3. Hold and record a mock IEP meeting.</li> <li>4. Debrief with students. What went well? Do students have any questions? What parts did students like, what parts did they not like or think were necessary?</li> <li>5. Outline the student's role in the meeting: <ol style="list-style-type: none"> <li>a. Create the agenda.</li> <li>b. Facilitate the agenda (the case manager will give the team progress report information, will propose new goals and objectives and any other changes necessary).</li> <li>c. To read the information from the IEP Input Sheet to the IEP team.</li> <li>d. Will end the meeting.</li> </ol> </li> <li>6. Wrap up today's lesson by previewing the lesson for Wednesday, Thursday and Friday.</li> </ol>
<p><b><u>Wednesday:</u></b> Objective:</p> <p>Students will create their own IEP</p>	<p>Assessment:</p> <p>Use the student created IEP meeting agenda to</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>5. Begin class by reviewing the template for an IEP meeting agenda.</li> <li>6. Give students ample time to create an IEP meeting agenda. Conference 1:1 with</li> </ol>

<p>meeting agenda.</p> <p>Students will review their personal goals during a 1:1 conference with the teacher.</p>	<p>check for understanding.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>students during this work time regarding the particular progress.</p> <ol style="list-style-type: none"> <li>7. Goal Setting Check-In:             <ol style="list-style-type: none"> <li>a. Review the goals written during Week Two. Do you want to make any changes? Are these goals still relevant to you? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified. Facilitate a conversation about what it could look like to translate these short-term goals into long-term goals.</li> </ol> </li> <li>8. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.</li> </ol>
<p><b><u>Thursday:</u></b> Objectives:</p> <p>Students will listen to an outside staff member or former student about their experiences leading an IEP meeting.</p> <p>Students will practice leading their own IEP meeting using the agenda they created.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1. Begin today's lesson by inviting an outside staff member or a former student to discuss leading an IEP meeting. Ask the speaker to give tips and tricks for a successful IEP meeting.</li> <li>2. Place students in pairs. Allow them time to practice leading an IEP meeting. Encourage them to watch the mock IEP meeting one more time as an example.</li> <li>3. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local college and for their return to school. Relate these expectations to the previously taught skills of the week. Allow for students to ask questions.</li> <li>4. Give students the following writing prompt: Please write three-five complete sentences describing how you are feeling about the IEP process. Please be specific.</li> <li>5. Wrap up class by giving any last minute reminders and information about Friday.</li> </ol>



	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	
<p><b><u>Friday:</u></b> Objectives:</p> <p>Students will each lunch at a local restaurant. Students will order and pay for their own meal.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Pre-purchased gift cards.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> <li>1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the restaurant. Overview the process for purchasing items, this may vary by school district. (One idea would be to have gift cards purchased ahead of time for each student.)</li> <li>2. Go on the community outing and celebrate the culmination of this unit. Encourage students to order and pay independently.</li> <li>3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling.</li> <li>4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.</li> </ol>

Additional ways to assess student understanding:

- Throughout this unit students created a Skill of the Week Presentation. If there is time, encourage students to present their projects. The staff member can also meet with each individual group and conference regarding their projects.
- Students should be given the opportunity to take the Social Skills Self-Assessment post-unit. Staff should conference 1:1 with students and facilitate a conversation about growth, areas of strength and areas for growth.
- At the end of this unit, students should be prepared to facilitate and lead their own IEP meeting using the agenda they created. However, their next IEP team meeting might be several months after this unit is complete. Please meet individually with students and review this process, offer them time to practice and answer any questions they may have closer to their actual IEP team meeting date.

**Appendix B**

# Following Instructions

1. Look at the person.
2. Show that you understand. Say, “Ok.”
3. Do what is asked.
4. Check back with the person to let them know you have finished.

# Working With Others

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share his or her ideas.
4. Work on tasks until completed.

# Asking For Help

1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help that you need.
4. Thank the person for helping.

# Accepting Decisions of Authority

1. Look at the person.
2. Remain calm and monitor your feelings and behavior.
3. Use a pleasant or neutral tone of voice.
4. Acknowledge the decision by saying “Okay” or “Yes, I understand.”
5. If you disagree, do so at a later time.
6. Refrain from arguing, pouting, or becoming angry.

# Self-Determination

**Definition:** A person's ability to make choices and manage their own life. Know yourself, value yourself, plan, act and experience outcomes and learn.

**Why is this important:** Feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with the things that they do. Being self-determined can improve relationships personally and professionally.

**Places self-determination is important:**

- At home
- With friends and in social situations
- At school
- At work

**Ways to improve self-determination:**

- Engage in goal setting and base actions on goals
- Believe in oneself
- Take responsibility for one's own actions

**Appendix C**

Student IEP Input Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do you like to do at home?	
What do you like to do at school?	
Where do you like to visit or go when you aren't at school?	
What are you really good at doing?	
What schoolwork do you like best?	
What schoolwork do you like least?	
What is easy for you at school?	

What is hard for you at school?	
What helps you do better at school?	
Is there anything at school that isn't working?	
What do you want life to look like after you graduate? <ul style="list-style-type: none"><li>● Where do you want to live?</li><li>● Where do you want to work?</li><li>● What do you want to do for fun?</li></ul>	
Are there some things you need to learn that you feel are more important than other things?	
Is there anything else you would like the team to know about you?	



**Appendix D**

Family IEP Input Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are your child's favorite things to do at home?	
What are your child's favorite things to do at school?	
What does your child like doing in the community?	
What is your child really good at doing?	
What does your child struggle with at home?	
What are your child's strengths at school?	
What parts of school does your child find challenging?	

<p>What helps your child learn better?</p>	
<p>Is there anything at school that isn't working?</p>	
<p>What do you want for your child's future?</p> <ul style="list-style-type: none"><li>• Where do you see them living, working?</li><li>• What do you see them doing for fun?</li></ul>	
<p>Are there any supports or services you think your child would benefit from that he doesn't have now?</p>	
<p>Is there anything else you would like the team to know?</p>	

### Appendix E

Name \_\_\_\_\_

Date \_\_\_\_\_

#### SKILLS SELF-ASSESSMENT

Using the following scale, please write the number that best describes you in the box next to each statement.  
4 = always    3 = often    2 = sometimes    1 = rarely    0 = never

1. I take care of my things.					<input type="checkbox"/>
2. I finish things on time.			<input type="checkbox"/>		
3. I can talk about what bothers me.				<input type="checkbox"/>	
4. I control myself when I am mad or frustrated.	<input type="checkbox"/>				
5. I work well in groups with other kids.		<input type="checkbox"/>			
6. I ask for help when I'm having a problem I can't solve on my own.					<input type="checkbox"/>
7. I keep my word.					<input type="checkbox"/>
8. I admit when I have made a mistake.					<input type="checkbox"/>
9. I can come up with more than one way to solve a problem.					<input type="checkbox"/>
10. I don't always have to do things the same way.				<input type="checkbox"/>	
11. I can tell how someone else is feeling.		<input type="checkbox"/>			
12. I play fairly.		<input type="checkbox"/>			
13. I am organized.			<input type="checkbox"/>		
14. I can calm down when I am upset.	<input type="checkbox"/>				
15. I am able to change my mind.				<input type="checkbox"/>	

16. I can handle a change in plans.					<input type="checkbox"/>		
17. I return things I have borrowed.							<input type="checkbox"/>
18. If I have a problem with someone I can talk to them about it.		<input type="checkbox"/>					
19. I pay attention in school.			<input type="checkbox"/>				
20. I can "change my brainwaves" if I feel upset.	<input type="checkbox"/>						
21. I care about other people's feelings.		<input type="checkbox"/>					
22. I notice when there is a problem.						<input type="checkbox"/>	
23. I stick with things, even if they are hard for me.			<input type="checkbox"/>				
24. I think before I act.			<input type="checkbox"/>				
25. If I have a problem, I can say what's wrong.				<input type="checkbox"/>			
26. I can switch from one thing to another, even if I'm not quite finished with what I'm doing.					<input type="checkbox"/>		
27. I understand what other people say to me.				<input type="checkbox"/>			
28. If I make a mistake I try to fix it.							<input type="checkbox"/>
29. I am willing to compromise or give a little to solve a problem.					<input type="checkbox"/>		
30. If my first solution to a problem doesn't work, I try another idea.						<input type="checkbox"/>	
<b>TOTALS</b>							
	DF	PS	GD	SU	BF	PS	AR

**KEY**

DF = Dealing with Feelings (Emotional Regulation)

PS = People Skills (Social Skills)

GD = Getting it Done (Executive Functioning)

SU = Speaking and Understanding (Expressive and Receptive Language)

BF = Being Flexible/Going with the Flow (Cognitive Flexibility)

PS = Problem-Solving

AR = Acting Responsibly

Everybody has strengths and weaknesses. Looking at this list, what kinds of things are you best at?

What skills are hardest for you?

Can you think of a way that you can get better at those things?

### References

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