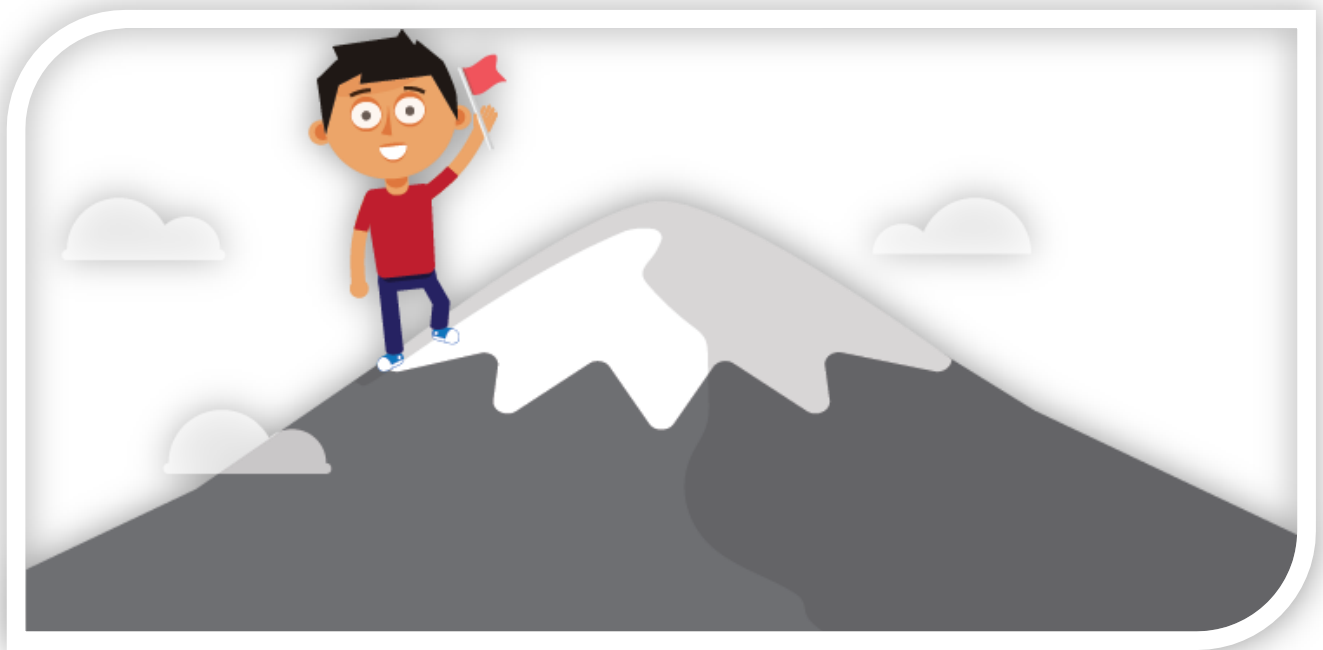




**Your Journey to Self-Determination Series**  
**Facilitator Guide: Supporting Students' Journeys**  
*Supplemental Activities and Resources*



These courses are funded in part by the JAMS Foundation and the US Department of Education, Office of Special Education Programs.

## Partners



**Special thanks to Amy Burrow, a retired special education teacher rock star,  
who volunteered numerous hours.**

**Thank you to all of the people who assisted with the coordination and implementation of the pilot at  
various locations across the country and to the individuals who participated!**

CADRE produced this document in part under JAMS Foundation Grant Agreement in response to its proposal, "Preparing for Transition: Conflict Resolution Online Learning Modules for Students with Disabilities.

CADRE produced this document in part under U.S. Department of Education, Office of Special Education Programs Cooperative Agreement No. H326X130001. Tina Diamond, Ph.D., served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: CADRE (2017). *Your Journey to Self-Determination Series Facilitator Guide: Supporting Students' Journeys*, Eugene, Oregon. If this publication contains hyperlinks and URLs created and maintained by outside organizations, they are provided for the reader's convenience and may not be updated. The Department is not responsible for the accuracy of this information. Publication Date: December 13, 2017.

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## **Purpose of Guide**

The purpose of this Guide is to assist teachers, parents/guardians, and mentors who are assisting students in completing the series of online Journey to Self-Determination courses. Information included in this Guide will assist you in helping students, including students with disabilities, become more self-determined by:

- 1) developing the attitude and skills needed to advocate for themselves; and
- 2) becoming more actively engaged in their educational planning.

Self-determination skills are defined as the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions (Rowe et al., 2015). Self-determination skills are critical to ensuring a student's in-school and post-school success.

## **About the Online Learning Courses**

### **Accessible, Self-directed, Online Learning Courses for Students**

The Journey to Self-Determination series includes six accessible, self-directed, online learning courses for students. They are as follows:

#### Course 1: Your Journey to Self-Determination

- Lesson 1: Introduction
- Lesson 2: What it Takes
- Lesson 3: Students with IEPs
- Lesson 4: The Bigger Picture
- Course 1 Quiz

#### Course 2: Finding Your Voice

- Lesson 1: Self-Awareness
- Lesson 2: Goal Setting
- Lesson 3: Telling Your Story
- Lesson 4: Creating Assertive Messages
- Course 2 Quiz

#### Course 3: Listening for Understanding

- Lesson 1: What It Means and Why It's Important
- Lesson 2: Listening and Responding Behaviors
- Course 3 Quiz

#### Course 4: Managing Emotion and Conflict

- Lesson 1: Managing Your Own Emotions
- Lesson 2: Responding to Emotions
- Lesson 3: Managing Conflict
- Course 4 Quiz

## Course 5: Collaborative Problem Solving

Lesson 1: Problem Solving

Lesson 2: Collaborative Problem Solving

Course 5 Quiz

## Course 6: Educational Planning Meetings

Lesson 1: Preparing for *Any* Meeting

Lesson 2: Preparing for IEP Meetings

Lesson 3: During the Meeting

Course 6 Quiz

These six courses are intended to be relatively short *introductions* to key concepts and skills needed to support students in becoming self-determined and engaging in one's educational planning. Many of the skills addressed in these online courses are skills outlined in the Common Core State Standards (CCSS). The CCSS include college and career readiness skills or anchor standards that specifically address components of self-determination (e.g., demonstrate independence). As per CCSS, problem-solving, collaboration, communication, and critical-thinking skills are intertwined into the standards. Although these courses and lessons are self-directed, the lessons are intended to compliment other activities, discussions, and practice opportunities necessary for students to develop self-determination skills. This Guide will provide teachers, parents/guardians, and mentors with strategies and supplemental activities to further student learning. In addition to the supplemental activities, there is a list of other resources in Appendix A to support students in their journey toward self-determination.

## **Target Audience**

These courses are targeted specifically to 13- and 14- year-old students, including students with disabilities, who would benefit from developing the knowledge and skills needed to be self-determined. Specific attention has been given to the design of this series to provide benefit to the many students with disabilities who are preparing to participate in their Individualized Education Program (IEP) meetings. Younger and older students may also find the content and supplemental activities in the courses beneficial but adjustments may be necessary.

## **Background Information**

### **Self-Determination**

“Self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.” (Field, Martin, Miller, Ward & Wehmeyer, 1998, p. 2) In other words, self-determination is the ability to act intentionally in a positive way to influence what happens in one's life. Self-determined people know their interests, preferences, strengths, and needs and can share them with others. They set goals and make plans to reach those goals. They also understand that while they sometimes might need extra support from family members or trusted friends, they are the key drivers in what happens in their lives.

Why is self-determination so important? Research studies show that students who are more self-determined:

- have greater responsibility and control over their lives;
- are more motivated to work towards goals that they set for themselves;
- are more likely to live outside the family home, have a savings and checking account, be employed; and
- are likely to earn more money than their peers who are not self-determined (Cobb, Lehman, Newman-Gonchar, & Alwell, 2009; Field, Sarver, & Shaw, 2003; Lee, Wehmeyer, Palmer, Soukup, & Little, 2008; Martin et al., 2006).

## **Educational Planning**

One way in which students can become more self-determined is by taking on a larger role in their educational planning. Educational planning can be broadly defined and may include any type of formal or informal meeting in which an individual student's education is discussed. The following are all examples of educational planning opportunities in which students can become more involved:

- a conversation with a teacher about some late assignments
- a meeting with the guidance counselor to discuss next year's classes
- a problem-solving team meeting
- a positive behavior intervention and support team meeting (see <https://www.pbis.org/school>)
- an individualized education program (IEP) meeting (see <http://idea.ed.gov/explore/view/p/root,dynamic,TopicalArea,1,.html>)
- a meeting to discuss a student's 504 plan (see <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf> )
- parent-teacher conferences (student-led conferences)

Why is student participation in educational planning important? In addition to providing students with multiple opportunities to practice self-determination skills gained from these lessons, students can:

- learn more about their strengths, interests, preferences, and challenges;
- see how they have grown and made progress;
- possibly observe others collaboratively problem solve; and
- be involved in the development of a plan or solution that, with their participation, is more likely to reflect their interests, preferences, strengths and needs.

In addition, when plans and solutions are developed with a student, the student is more likely to be motivated to do the necessary work.

## **Social Emotional Learning**

Social and emotional development begins at a very early age, and the social and emotional skills that many youths acquire throughout elementary school form the foundation for the more advanced or refined skills developed in later years. Social and emotional skills allow students (and adults) to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;

- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.

In case you are not familiar with socioemotional skills, you can view a brief video by Edutopia that explores the above five keys to successful social and emotional learning: <https://www.edutopia.org/keys-social-emotional-learning-video>. It is assumed that the students taking these courses already have some foundational social and emotional skills (e.g., the ability to identify emotions). That being said, students with limited social and emotional skills may still benefit from taking these courses but may need more substantial support from an adult.

Social and emotional learning is a life-long learning process and students’ social and emotional development can be supported by:

- Providing explicit instruction through curricula or teachable moments
- Continuing our own social and emotional development and modeling our competencies
- Integrating social and emotional learning with other subject areas or activities
- Giving students opportunities to practice skills
- Promoting autonomy, competence, and connectedness (Niemiec & Ryan, 2009)  
(Some ways in which we can do this include: providing students with decision-making opportunities, encouraging students to develop friendships and be involved in school activities, having high expectations, and using positive language that promotes learning [Mazzotti et al., 2015])

Additional web resources on promoting social and emotional development include Center on Social Emotional Foundations for Learning, Parent Toolkit on Social and Emotional Development, and the Collaborative for Academic, Social, and Emotional Learning. See Table 1 for web-links and site descriptions.

**Table 1. Web Resources for Promoting Social and Emotional Development**

Web Resource	Description
<p><b>Center on Social and Emotional Foundations for Early Learning:</b>  <a href="http://csefel.vanderbilt.edu/">http://csefel.vanderbilt.edu/</a></p>	<p>Although the site is focused on promoting social emotional development and school readiness of young children (birth - age 5), it provides some useful resources for families and teachers or caregivers that could be adapted to fit the context of an older student. For example, the site includes tools for working on building relationships and teaching social emotional skills (e.g., problem solving, understanding emotions).</p>
<p><b>Parent Toolkit on Social &amp; Emotional</b></p>	<p>This site provides families benchmarks for the</p>



<p><b>Development</b>  <a href="http://www.parenttoolkit.com/topics/social-and-emotional">http://www.parenttoolkit.com/topics/social-and-emotional</a></p>	<p>development of self-awareness, self-management, social awareness, relationships, and responsible decision-making. It provides numerous video examples and other recommended activities to help youth develop social emotional skills (some of which are recommended throughout this Guide).</p>
<p><b>CASEL, the Collaborative for Academic, Social, and Emotional Learning:</b>  <a href="http://www.casel.org/">http://www.casel.org/</a></p>	<p>This site includes information regarding the research behind socioemotional learning and includes a clearinghouse of tools that are informed by research, practice, and policy.</p>

Students may need additional support beyond the online modules. This Guide provides supplemental activities to support student learning of the content presented in each of the courses. Some students may also need encouragement or other behavior supports to complete the modules and apply the lessons to their particular situations. To this end, it is important to identify some initial steps to increase the student’s level of success with the course and practicing the skills outside of the course (e.g., reinforcement strategies). See Table 2 for web-links and site descriptions.

**Table 2. Other Resources to Support Student Engagement**

<b>Web Resource</b>	<b>Description</b>
<p>Center for Parent Information and Resources:  <a href="http://www.parentcenterhub.org/repository/behavior-at-home/">http://www.parentcenterhub.org/repository/behavior-at-home/</a></p>	<p>This site is intended to provide families with additional resources and supports to help students with behavior in the home and school. It provides several brief tip sheets and links to other resources to support you in supporting the student in managing their own behavior. For example, this site includes a link to a parent-friendly guide to functional assessment and support and a description of the top seven behavior management tips.</p>

<p>National Center on Intensive Intervention: <a href="http://www.intensiveintervention.org/sites/default/files/Reinforcement_Strategies_508.pdf">http://www.intensiveintervention.org/sites/default/files/Reinforcement_Strategies_508.pdf</a></p>	<p>This brief describes a set of reinforcement strategies to support youth in achieving positive outcomes. Strategies include reinforcement assessment, differential reinforcement, non-contingent reinforcement, and schedules of reinforcement. Each strategy includes critical information needed for implementation (i.e., description of the purpose and overview; behavior(s) addressed; implementation procedures and considerations; sample scripts or formats; potential intensification strategies; and additional resources).</p>
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# Getting Started

## Course Structure

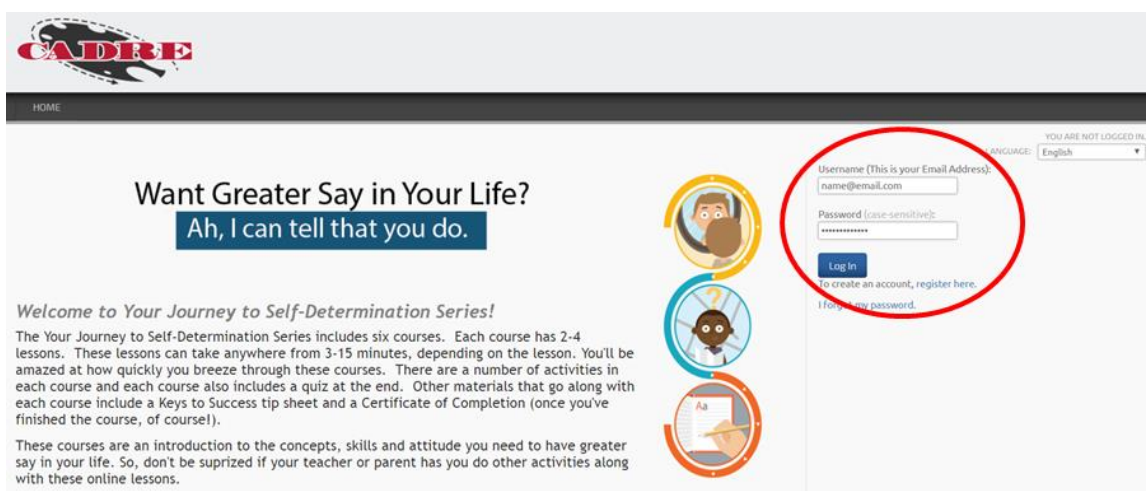
The principles of universal design were used throughout the development of courses. In addition, measures have been taken to make all courses 508 accessible. This means that students will be able to access the content in various ways. There will also be a number of ways for students to interact with the content with immediate feedback provided throughout each course. In addition, there are lessons specifically designed for students with disabilities who have individualized education programs (IEPs).

Links to course materials are included on the student learning dashboard. These resources include: a Keys to Success document and possibly other worksheets referenced in this guide or in the course. As a facilitator, you can instruct students to print out and complete various worksheets accordingly. We recommend students complete all of the courses in this series and that all courses and lessons are taken in the order in which they appear on the dashboard.

## Technology Requirements

These online courses were designed to be accessed via PCs and mobile devices. The best mobile experiences will occur on iPads and Chrome books. These courses work with most browsers. Keyboard navigation, however, only works with Internet Explorer (It is not uncommon to get an error message when closing the lesson when using IE. Data, however, will still be recorded.). These courses are not compatible with Mozilla Firefox at this time and some activities will not work when that browser is used. The courses, Facilitator Guide, Keys to Success tip sheets, accessibility information, and other related course materials can be accessed through: <https://www.cadeworks.org/resources/your-journey-self-determination-series>.

Facilitators and students will need to create an account to view the courses and an email address is required for each account.



A dashboard will be created for each student. From the dashboard students will see which courses have been completed.

## Spacing of Lessons

Many of the lessons in each course are relatively quick, lasting 5-20 minutes. It is however, recommended that supplemental activities that include opportunities to discuss content and practice skills are provided to optimize learning. In addition it is recommended some spacing between courses (and perhaps even some lessons) occurs to prevent fatigue and give students a chance to apply skills over a longer time-frame occurs (Metcalfe & Xu, 2016; Thalheimer, 2006). This time-frame may vary depending on the needs of the student(s) and other circumstances. Based on a small pilot that was conducted in the spring of 2018, teachers found that a 12 week time period would be ideal and provide a sufficient amount of time to collect parent permission forms, create student accounts, adequately implement all *introductory* online courses and sufficient supplemental activities, space content out appropriately, and attend to any scheduling issues (e.g., testing, spring break). If this is not possible, any spacing between lessons or activities is better than no spacing at all.

## Preparing to Work with Students

To begin with, you'll probably want to check out the courses and materials found on the student learning platform to better familiarize yourself with the content and structure of the courses. This will help you guide the student(s) through the process of accessing the lessons and resources. It will also help you better plan any supplemental activities. Remember, repetition of content in a variety of formats and retrieval of that content help the learning stick.



### Notes for Parents

Parents play an important role in helping their students become self-determined. You are a role model and it's essential you partner with teachers and other professionals to support him/her in developing self-determination skills. Visit the I'm Determined site to learn more:

[https://www.imdetermined.org/quick\\_links/modules/module\\_three](https://www.imdetermined.org/quick_links/modules/module_three).

Although all strategies and supplemental activities outlined in this Guide should be considered suggestions, it is important to be consistent and persistent. Once you begin, try to devote some time every day, every few days, or every week to these types of discussions and activities. Overall, the process will take time—but it is worth it. The idea is to move slowly, giving students plenty of opportunities to discuss, reflect, practice, review, and practice more.

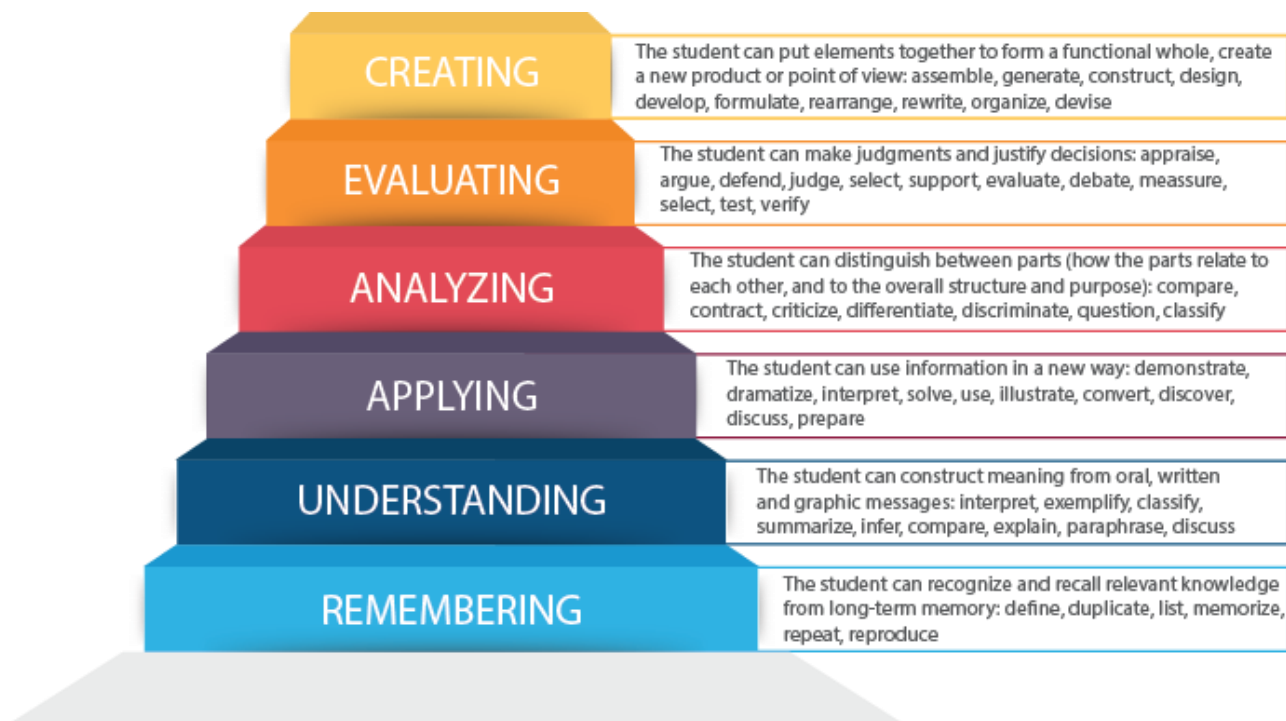
Before students begin the online courses, it might be helpful to spend some time giving students a positive look at what's ahead for them in the coming months. Explain what they will be working on and how you will be there to support them through the process. Introduce the courses that accompany this Guide. Explain that these courses are meant to introduce the key concepts and skills needed for self-determination and students' greater involvement in their educational planning. Let them know how any other supplementary activities will be used to enhance their learning.

Introduce the topic of *learning* to students. Spend some time talking with students about learning—how they learn, what's easy for them to learn, what helps them learn, what's hard for them to learn, what they (or others) can do to help them learn what's difficult. You may wish to write their comments and observations and see if the students can find any similar learning approaches. Are there any differences?

Identifying what works and what doesn't is a key part of what students need to know to have greater say in their educational planning.

The Journey to Self-Determination series is intended to help students remember, understand, and begin to apply the skills needed to have a greater say in their lives. Students may need additional support outside of the online learning modules to begin demonstrating higher order thinking skills to begin:

- a) seeing how what they learn in the modules relates to what is happening in real life (analyzing);
- b) making judgments and justifying their decisions (evaluating); and
- c) putting all the elements in place to generate a sound action plan for themselves to support them in achieving their goals (creating).



This Guide will provide supplemental pre-planning and post-course activities to support the student in making informed decisions and pursuing their goals. Skills addressed in each course align with skills identified as important college and career readiness skills outlined in the Common Core State Standards (CCSS, 2010). When possible the supplemental activities describe evidence-based practices as identified by the National Technical Assistance Center on Transition (NTACT, 2017; <https://transitionta.org/effectivepractices>).

## Before Starting the Courses

Help students to identify risks of communicating their needs (e.g., fear of alienation, failure). Students may or may not want to openly discuss this topic. Although everyone has stuff they don't like doing or things that just creep them out, not everyone likes to admit it out loud. You can allow your students to express themselves through words or pictures. Have them keep a journal throughout the course sequence so they can see for themselves what has changed.



### Notes for Parents

You may have to present the journal as some top-secret diary where your son/daughter can take notes related to things happening at home versus school. Consider presenting a home scenario versus a school scenario as the prompt. For example, *a sibling saved enough money from his/her allowance to purchase a new video game. You only have one TV and the sibling is consumed with the video game. You want to watch your favorite TV show that comes on in 15 minutes but your parents said the sibling could play for an hour (30 minutes to go).*

For the first journal entry, have them think about the following scenario and answer the questions that follow.

*It is your first day at the middle school. You are new to the school this year. You do not know very many students there and have not met any of the teachers. It is a big school. You are going to have five classes a day with five different teachers. You know you have struggled in the past staying organized and keeping up with assignments. Your parents are expecting you to do well.*

- Define your needs, wants, ideas, and feelings about this particular situation.
- How do you feel about communicating your needs?
- What do you wish you could do?
- What do you think you could do when it comes to communicating your needs?
- What do you hope to learn from these courses that will help you communicate your needs?
- What do you want to be able to do in the future as a result of participating in these courses?

### Potential Accommodations:

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

My Journal	Date:
I feel....	
I wish...	
I think...	
I need...	
I hope...	
I want...	

- If students are willing, you can discuss the journal entry with them.
- Start by sharing your own thoughts about:
  - How you feel about communicating your needs?
  - What you wish you could do?
  - What you think you could do when it comes to communicating needs?
- Then ask students how they feel about communicating their needs and what they wish they could do.
- Journaling should happen before and after each course to facilitate ongoing reflection and to document any questions students may have along the way.

## Course 1: Your Journey to Self Determination

<b>Overview</b> <i>Course One: Your Journey to Self-Determination</i>	
<b>Course 1 Objective</b>	<p>As a result of participation in course one (lessons 1, 2, and 4), students should be able to identify:</p> <ol style="list-style-type: none"> <li>a) what they need to know and be able to do to have greater say in their life, and</li> <li>b) what it means to become self-determined and why it matters.</li> </ol> <p>Note, students with Individualized Education Programs (IEPs) who have completed lesson 3, should be able to identify some key aspects about their rights and what information is included in an IEP.</p>
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li> <li>• CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
<b>Estimated Time</b> (online lessons)	<p>The <i>Your Journey to Self-Determination</i> Course begins with an introduction to self-determination. The <i>Introduction</i> lesson shows teens some basic strategies they can use to influence their lives on a daily basis. The basic strategies covered in this lesson include: know what you want, tell others what you want and why, and ask for support when needed.</p> <p>The second lesson in the course is all about <i>What It Takes</i> to have greater say in one's life. The lesson includes several interactions and provides students with the following tips:</p> <ul style="list-style-type: none"> <li>• Have a “can do” attitude to help you meet your goals.</li> <li>• Give yourself time to learn and develop new skills. Practice and then practice some more!</li> <li>• Become self-aware. Know your interests, preferences, strengths and challenges. Pay attention to how you feel and respond in different situations.</li> <li>• Know what your options are and what resources are available.</li> <li>• Find your voice. Tell people what you want and why it's important to you.</li> <li>• Develop positive relationships with others and turn to them for support when needed.</li> <li>• Work with others to come up with solutions to your problems.</li> <li>• Listen for understanding. We can come up with the best solutions for</li> </ul>
<i>Introduction</i> (6 minutes)	
<i>What It Takes</i> (12 minutes)	
<i>Students with IEPs</i> (20-30 minutes)	
<i>The Bigger Picture</i> (4 minutes)	



everyone when we listen for “why” someone wants something.

- Understand what upsets you and identify strategies that can help you manage your emotions and conflicts.

Several lessons within the other courses will unpack or reinforce these concepts. The third lesson is specifically for *Students with IEPs*. This lesson provides an overview of what additional information students with IEPs should know to be involved in their educational planning. The topic areas students are introduced to and/or encouraged to learn about include: their rights under IDEA, their IEP, their disability, and IEP meetings.

The fourth lesson, *The Bigger Picture*, provides students with a more complete picture of what self-determination is and why it’s so important. Students also have an opportunity to see three examples of young adults who are at various stages of developing self-determination skills and how it is helping them meet their goals.

## Supplemental Activities

### Course One: *Your Journey to Self-Determination*

Although the first course spends some time describing self-determination and why it's important, it could be advantageous to have an introductory discussion on self-determination before even talking about the online courses. Many times adolescents and pre-teens believe that they don't have much, if any, say in what happens in their lives. They have to find their way in a world in which all these conditions or rules exist and often believe that external forces control what happens. Introducing the idea of them developing the attitude and skills to influence or impact the outcomes in their lives might seem daunting at first but it can be done in many different ways.



#### Notes for Parents

Your support doesn't need to be delivered through a formal or a structured discussion or activity. You have many more opportunities to plant seeds about self-determination (e.g., ask questions in the car, make some comments during dinner, etc.). That being said, the supplemental activities provide a number of ideas that can be helpful to you as you support your son or daughter.

Prior to the student beginning course one, here are a few things to consider doing with students to get them interested in the topic, help them understand why you are asking them to complete these online courses, and to ensure they have sufficient amount of support to be successful:

#### Pre-Instruction Supplemental Activities:

**Activity 1** (*Supplement to Lesson 1*): Initially, you might want to regularly point out examples of people influencing or impacting the outcomes in their lives. Ask students if they can come up with any examples from movies or books. Then ask students to think of examples in their personal lives. Finally, have them self-reflect. Have they ever positively acted in a way to get something they wanted? Self-determination is possible and it all begins with the *belief* that it is possible.

#### Potential Accommodations/Supports:

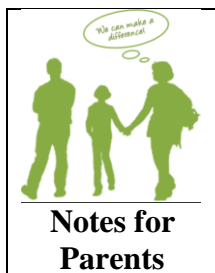
- Use popular media to illustrate the concept for students prior to asking for additional examples. An example using the Pixar movie *Inside Out* can be found here: <http://www.parenttoolkit.com/news/more-than-a-movie-the-parenting-opportunity-of-inside-out>.
- May need to provide students with a sentence starter to get them thinking of ways they have acted positively to get something. For example, "To get \_\_\_\_\_, I did..."

**Activity 2** (*Supplement to Lesson 2*): Students will be asked to think about the people they turn to for support and how these people have supported them in the past. To help prepare students for this lesson, it may be beneficial to work with students to identify family members, friends, other teachers, or support personnel who will encourage and support students in reaching their goals.

- Have students develop a circle of support that they can reference during the online modules. Partners in Policy Making has developed a template students can follow: <http://www.mn.gov/mnddc/pipm/employment-ez/pdf/worksheet-01.pdf>.
  - Some additional circle of support activities can be found here: <http://trainingpack.personcentredplanning.eu/index.php/en/circles>.
- Questions for students to think about include:
  - Who are the people you are close to (consider people in your family, at school, and neighbors)? Who are the people you do things with, talk to, and turn to for help?
  - You can use a circle of support graphic to facilitate this conversation. Typically, the closer the name is to the center, the more comfortable people are in asking for support and the more likely those identified will provide support.

**Potential Accommodations:**

- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)
- Use of assistive technology such as speech to text



Your son/daughter may need your assistance identifying some family members close to them that could be potential supporters. The family treasure map: <http://trainingpack.personcentredplanning.eu/index.php/en/communityconnecting/family-treasure-map> can help you further explore your family resources.

**Post-Instruction Activities:**

**Activity 1** (*Supplement to Lessons 1-4*): Encourage students to reflect in their journals. Have them answer the following questions:

- How do you feel about self-determination?
- What do you wish you could do?
- What do you think you could do when it comes to being self-determined?
- What did you learn from this course that will help you become more self-determined and communicate your needs?
- What do you want to be able to do in the future as a result of what you learned in this course?

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 2** (*Supplement to Lessons 1-4*): View this video clip about becoming more resourceful with your students:

<https://www.edutopia.org/article/developing-independent-learners-guiding-students-be-more-resourceful>.

- Discuss with your students ways in which they can be more empowered to support their learning and manage their lives.
- Have students list additional skills they need to know to feel more empowered.

**Potential Accommodations:**

- Closed caption for video
- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 3** (*Supplement to Lesson 3*): Review Individualized Education Program (IEP) or another Educational Plan with Student.

- Have students identify strengths and needs listed in their IEP or other educational plan.
- Have students determine if the annual goals listed in their IEP or educational plan will assist them in improving skills needed to be successful in school, community, and life after high school.

**Potential Accommodations:**

- Focus on one section of the IEP at a time.
- Use of assistive technology such as text to speech.
- Read sections of the IEP aloud.

## Course 2: Finding Your Voice

<b>Overview</b> <i>Course Two: Finding Your Voice</i>	
<b>Course 2 Objective</b>	As a result of participation in course two, students should be able to: <ol style="list-style-type: none"> <li>a) identify ways to learn more about themselves,</li> <li>b) set SMART goals,</li> <li>c) share information about themselves with others in multiple ways, and</li> <li>d) create assertive messages.</li> </ol>
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>
<b>Estimated Time</b> (online lessons)	<p>The <i>Finding Your Voice</i> course describes strategies to help students tell their story and successfully stand up for themselves. There are additional tools on the student dashboard to assist them in completing some of the online activities.</p> <p>This course begins with an introduction to self-awareness. This first lesson helps students identify clues that tell them a bit more about their strengths, interests, and needs.</p> <p>The second lesson focuses on goal setting. It provides step-by-step guidance on how to write S.M.A.R.T. goal (i.e., Specific, Measurable, Attainable, Realistic, and Time-bound). The lesson includes several interactions and provides examples of S.M.A.R.T. goals to get them started.</p> <p>The third lesson helps students tell their story by providing tips about what is included in written profiles. Students may find sharing information about themselves or standing up for themselves in various settings stressful. This lesson provides a few strategies to reduce anxiety when sharing information about oneself.</p> <p>The fourth lesson, <i>Creating Assertive Messages</i>, focuses on strategies for communicating needs. It specifically describes three distinct communication</p>
<b>Self-Awareness</b> (10-15 minutes)	
<b>Goal Setting</b> (10-15 minutes)	
<b>Telling Your Story</b> (5 minutes)	
<b>Creating Assertive Messages</b> (5-7 minutes)	
<b>Quiz</b> (5 minutes)	

	<p>styles (passive, aggressive, assertive) and discusses which style is the most preferred when advocating for your needs. It provides students the following tips for assertive communication:</p>
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- Use “I” statements
- Focus on behaviors
- Keep your responses short
- Monitor your tone of voice and nonverbal messages
- Listen
- Maintain appropriate eye contact

**Supplemental Activities**  
*Course Two: Finding Your Voice*

**Pre-Instruction  
Supplemental  
Procedures/  
Activities:**

**Activity 1** (*Supplement to Lesson 1*): Course two focuses on building self-awareness. It will be helpful if students begin to thinking about themselves. Prior to students completing the online course, have them:

- Complete an assessment of their self-awareness knowledge and skills. How do students compare to the grade level benchmarks outlined here: <http://www.parenttoolkit.com/explore-your-toolkit?t=benchmarks&fs=Self-Awareness?>
- To activate prior knowledge of positive attributes of individuals, have students describe someone they admire and why they admire them.
- Then, have students draw or write three things they like about themselves. These things can be physical characteristics, skills, or talents. Keep it broad. Remember they will learn more about this as the complete the online course. This activity is simply to get them into the mindset.

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 2** (*Supplement to Lesson 1-2*): Help students define and summarize critical skills needed to persist in middle and high school (e.g., time management, organization, academic content, self-advocacy).

- Help students identify their strengths, weaknesses, opportunities, and threats to successful academic and functional achievement (e.g., language deficits, social skills, asking for help). To do this, you can work with students to conduct a SWOT analysis.
- Use the chart below to assist students in identifying their strengths, weaknesses, opportunities, and threats to successful educational planning and academic and functional achievement.



Some resources that will support you in helping your students can be found here: <http://jfmueLLer.faculty.noctrl.edu/toolbox/chapter2.pdf>.

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Post-Instruction Procedures/ Activities:**

**Activity 1 [Part of Lesson 1]:** In lesson one, students are encouraged to engage in new experiences and printout the reflection sheet included on their dashboard in their materials folder for this lesson. It is identical to the reflection sheet below. As students engage in new experiences, have them document the experiences by conducting an ecological assessment. An ecological assessment is nothing more than observing the environment and how one might fit into the environment. For example, Jane may walk into a convenience store. She observes the employees and the physical environment of the store. She may notice that the store is cluttered and has bright lights. Jane may reflect that this environment makes her feel anxious and uncomfortable. Have students use the following reflection sheet to learn more about their physical and emotional responses to new or different situations.



**Notes for Parents**

Encourage your son/daughter to have new experiences. Ask him/her about his/her experiences. Communicate the message that sometimes we need to experience something a few times to get a good sense of what the activity is really like to know what we think about it.



**Reflection Sheet**

**People in the environment seem:**

<input type="checkbox"/> relaxed	<input type="checkbox"/> friendly	<input type="checkbox"/> tense	<input type="checkbox"/> scared	<input type="checkbox"/> anxious	<input type="checkbox"/> sad	<input type="checkbox"/> happy	<input type="checkbox"/> other
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**This makes me feel:**

<input type="checkbox"/> relaxed	<input type="checkbox"/> friendly	<input type="checkbox"/> tense	<input type="checkbox"/> scared	<input type="checkbox"/> anxious	<input type="checkbox"/> sad	<input type="checkbox"/> happy	<input type="checkbox"/> other
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**Other Observations:**

**Physical Environment (check all that apply):**

<input type="checkbox"/> bright lights	<input type="checkbox"/> dim lights	<input type="checkbox"/> small space	<input type="checkbox"/> large space	<input type="checkbox"/> quiet	<input type="checkbox"/> noisy	<input type="checkbox"/> smelly
<input type="checkbox"/> face-paced	<input type="checkbox"/> slow paced	<input type="checkbox"/> clean	<input type="checkbox"/> cluttered	<input type="checkbox"/> crowded	<input type="checkbox"/> empty	<input type="checkbox"/> other

**Other Observations:**

**Tasks to Complete in Environment:**

<input type="checkbox"/> Tasks are easy, I could do by myself.	<input type="checkbox"/> I would need support to do this task.	<input type="checkbox"/> Tasks seem safe.	<input type="checkbox"/> This is a task I could see myself doing again.
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**This makes me feel:**

<input type="checkbox"/> relaxed	<input type="checkbox"/> friendly	<input type="checkbox"/> tense	<input type="checkbox"/> scared	<input type="checkbox"/> anxious	<input type="checkbox"/> sad	<input type="checkbox"/> happy	<input type="checkbox"/> other
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**What do you like most about this environment?**

**What do you like least about this environment?**

**Is this experience something you can see yourself doing again? Why or why not?**

**If this is not the first time you have had this experience, has your response changed from the last time you experienced this environment?**

**Potential Accommodations:**

- Use of pictures or picture symbols to illustrate concepts on the ecological assessment form (students can draw pictures, or use pre-printed pictures)
- Use of audio recorder to document thoughts about the environment the student is experiencing
- Scribe (to document youth's thoughts about the experience)

**Activity 2 (Supplement to Lesson 1):** Some students may need to explore their

interests even further after the completion of lesson one. The Going to College website includes some great activities and e-resources to support students in further exploration of their interests. Have students visit the exploring my interest tab on the Going to College Website found here: <http://www.going-to-college.org/myplace/interests.html>.

- Have students review the information and listen to the audio track found on the page, (also found here: [http://www.going-to-college.org/audio/module1/1\\_interests.mp3](http://www.going-to-college.org/audio/module1/1_interests.mp3)).
- Have students complete the worksheet for identifying interests, values, and strengths adapted from Cornell University found here: <https://www.dropbox.com/s/cp1fzcnhvjnw027/Worksheet%20draft.docx?dl=0> . Once they have completed the worksheet, you could facilitate a conversation with the class about interest, values, and strengths and how they all relate using a think, pair, share format.

**Potential Accommodations:**

- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts listed on the worksheet (students can draw pictures, or use pre-printed pictures)

**Activity 3** (*Supplement to Lesson 2*): Some students will need additional review and practice with writing SMART goals.

- Have students watch the following brief video on writing SMART goals: <https://www.youtube.com/watch?v=NEo5PwmXjgo>.
- Have students draft out their SMART goals using the following SMART goal planner:

SMART Goal Planner		
SMART Goal Component	Considerations	Notes
Specific	What exactly do I want to happen?	
Measurable	I will know I have reached my goal when...	
Attainable	With hard work, is it possible to reach this goal by the deadline?	
Realistic/Results Focused	My goal is important enough for me to put a plan into action.	
Time bound	I will reach my goal by...	

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)


**Activity 3** (*Supplement to Lesson 3*): Have students create their individual student profile (often referred to as a “one-pager”). The student profile or one-pager can take on several forms. If students are struggling with how to format their one-pager, have them view the following video from the I’m Determined site:

[http://www.imdetermined.org/resources/detail/differentiating\\_the\\_one\\_pager#sthash.VRSLjfNO.dpbs](http://www.imdetermined.org/resources/detail/differentiating_the_one_pager#sthash.VRSLjfNO.dpbs).

- The one-pager implementation guide is located here:  
[http://www.imdetermined.org/files\\_resources/493/one\\_pager\\_implementation\\_guide.pdf](http://www.imdetermined.org/files_resources/493/one_pager_implementation_guide.pdf).
- The link to the template can be found here:  
[https://www.imdetermined.org/quick\\_links/one\\_pager/](https://www.imdetermined.org/quick_links/one_pager/).
- Samples of other students’ one-pagers can be found under Youth Resources on the I’m Determined site:  
<http://www.imdetermined.org/youth/#sthash.XvZhAT5k.dpbs>.

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures) [Note: There are examples located on the I’m Determined site]

<b>Mnemonic</b>		<b>Task</b>
<b>P</b> ick an idea or opinion		Formulate an opinion and clearly state what the opinion is.
<b>O</b> rganize and generate notes and ideas for each part of the tree		Organize notes using a graphic organizer
	<b>T</b> opic Sentence	Formulate a topic sentence expressing what your need is (e.g., extra time on assignments)
	<b>R</b> eason	Give at least 3 reasons to support your need (e.g., take more time to process information)
	<b>E</b> xplanation	Explain your reasons (e.g., I have a learning disability in reading. It takes me a while to read text.)
	<b>E</b> nding	Formulate a statement to summarize your need
<b>W</b> rite and say more		Write a complete paragraph.

**Activity 4** (*Supplement to Lesson 4*): Have students begin to think about things they want and reasons for why they would like these things. Students can use the POW+TREE Mnemonic Device to help develop their thoughts. POW+TREE is a writing strategy to help students learn how to write a persuasive essay. This strategy can be used to advocate for oneself. See the IRIS Center for more information on this particular mnemonic strategy:

<https://iris.peabody.vanderbilt.edu/module/pow/cresource/q2/p04/>.

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 5** (*Supplement to Lessons 1-4*): Encourage students to reflect in their journals. Have them answer the following questions:

- How do you feel about yourself?
- What do you wish you could do?
- What did you learn from this course that will help you become more self-determined and communicate needs?
- What do you want to be able to do in the future as a result of what you learned in this course?

**Potential Accommodations:**


- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

## Course 3: Listening for Understanding

<b>Overview</b> <i>Course Three: Listening for Understanding</i>	
<b>Course 3 Objective</b>	As a result of participation in course three, your student should be able to a) Identify effective listening and responding techniques.
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>• CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• CCSS.ELA-LITERACY.SL.7.1. B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>
<b>Estimated Time</b> (online lessons)  <b>What It Means and Why It's Important</b> (5-7 minutes)  <b>Listening and Responding Behaviors</b> (6 minutes)  <b>Quiz</b> (2 minutes)	<p>The <i>Listening for Understanding</i> course describes strategies for effective listening. In lesson one, students will learn about challenges of communicating with others. It highlights the steps to active listening (1) pay close attention, (2) understand the message being sent, and (3) respond to what is being said. This first lesson contains several interactions to help students identify how to better listen for understanding.</p> <p>Lesson two focuses on active listening. Students are taught the following tips for active listening:</p> <ul style="list-style-type: none"> <li>• Be interested in what is being said.</li> <li>• Be open to the possibility of new ideas and reserve judgment.</li> <li>• Listen carefully for what is behind the story being told. Why is this important to this person?</li> <li>• Stay quiet and wait before you respond.</li> </ul>

## Supplemental Activities

### *Course Three: Listening for Understanding*

<p><b>Pre-Instruction Supplemental Procedures/ Activities:</b></p>	<p><b>Activity 1</b> (<i>Supplement to Lesson 1-2</i>): Have students evaluate their listening habits and then discuss with their peers or an adult on areas for improvement. Have students reflect on the following statements (adapted from West Virginia Department of Education, 2007).</p> <ol style="list-style-type: none"> <li>1. I allow the other person to finish what s/he is saying before I speak.</li> <li>2. I pay attention even when I don't like the speaker.</li> <li>3. I ignore distractions when I am listening.</li> <li>4. I easily remember what other people say to me.</li> <li>5. I ask the speaker questions when I don't understand something.</li> <li>6. I look at people when they are talking to me.</li> <li>7. I do not do other things when I am listening.</li> <li>8. I keep listening even when the message is complicated.</li> <li>9. I ignore behavior or appearances that bother me and listening to what the speaker is saying.</li> </ol> <p>Discuss with students that if they answered yes to any of the statements it demonstrates they have some active listening skills and are taking responsibility for understanding the speaker's message. If the indicated no by any statement, then these are areas of active listening in which they can improve upon. It is important to note that there may be cultural factors that may affect whether someone is perceived as listening. For example, not all cultures expect or are comfortable with direct eye contact, particularly when there are status differences. Encourage students to discuss their assumptions about listening behaviors.</p> <p><b>Potential Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Use of assistive technology such as speech-to-text software</li> <li>• Use of response cards (yes, no)</li> <li>• Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)</li> </ul>
<p><b>Post-Instruction Procedures/ Activities:</b></p>	<p><b>Activity 1</b> (<i>Supplement to Lesson 1-2</i>): Provide students with some listening scenarios and have them reflect on which listening habits the speakers did well and which ones they could improve upon.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p style="text-align: center;"><b>Notes for Parents</b></p> <p>You have many conversations with your son/daughter on a day-to-day basis. Take a moment during these conversations to encourage him/her to reflect on his/her listening skills. Have your teen practice active listening. If he/she misses a step in the conversation, have your teen repeat the step. For example, you provided some instructions for your son/daughter to pick up a few things at the grocery store. After you provide instructions, have your son/daughter summarize what you said to ensure understanding.</p> </div>

Sample listening scenarios include (adapted from West Virginia Department of Education, 2007):

- Chris is so upset about his interactions with his classmates before class that he does not pay attention to Ms. Smith’s directions about the essay due next week. Although Chris turned in a nice 5-paragraph essay, he did not include examples from the text they have been reading in class, which Ms. Smith asked the class to include. What listening skill would have been most helpful for Chris?
- Sandra is riding her bicycle to the Extreme Yogurt to meet some friends for a snack and games. She asks her mom for directions. Her mom says, “You ride your bicycle down to the second stop light and take a right turn. I am not sure the name of the street. It begins with a ‘W,’ I believe. Then ride on the bike path until you get to the Domino’s Pizza. It is near the gas station. Once you get to the Domino’s turn left. The yogurt shop should be on your right. If you get to the Friendly market you have gone too far.” What is Sandra trying to find? What should she do at the end of the conversation to make sure she understands? Could you find the business Sandra is looking for by following her mom’s instructions?

**Potential Accommodations:**

- Use of assistive technology such as text to speech software
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 2** (*Supplement to Lesson 1-2*): Have students review the video on active listening found here:

<https://www.mindtools.com/CommSkill/ActiveListening.htm>, then review with students the following rules for active listening (adapted from West Virginia Department of Education, 2007):

- Look at the speaker.
- Focus on what the speaker is saying.
- Do not interrupt the speaker.
- Do not get distracted by noises or other things going on around the speaker.
- Let the speaker know you are understanding what s/he is saying either through verbal (e.g., Yes, okay, I understand) or nonverbal (head nodding, smiling, eye contact) language.
- Ask questions.
- Summarize what the speaker said.

Have students practice listening to one another. Have students share a story about a past experience. It could be a past experience in a class, a past experience with an afterschool or extracurricular activity, or an experience from home. Have students practice active listening skills. Students can self-evaluate or evaluate each other on their demonstration of active listening using the

statements posed in Activity 1 above.

**Potential Accommodations:**

- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)
- Separate setting

**Activity 3** (*Supplement to Lesson 1-2*): Encourage students to reflect in their journals. have them answer the following questions:

- How do you feel about listening for understanding?
- What do you wish you could do?
- What do you think you could do when it comes to listening for understanding?
- What did you learn from this course that will help you become a more effective listener?
- What do you want to be able to do in the future as a result of what you learned in this course?

**Potential Accommodations:**

- Use of assistive technology such as speech-to-text software
- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)




## Course 4: Managing Emotions and Conflict

<b>Overview</b> <i>Course Four: Managing Emotions and Conflict</i>	
<b>Course 4 Objective</b>	As a result of participation in course four, students should be able to <ol style="list-style-type: none"> <li>a) identify ways to manage their emotions,</li> <li>b) identify ways to respond to others when intense emotions are expressed, and</li> <li>c) identify ways to manage conflict effectively.</li> </ol>
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>• CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• CCSS.ELA-LITERACY.SL.7.1. B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>
<b>Estimated Time</b> (online lessons)  <b>Managing Your Own Emotions</b> (5-7 minutes)  <b>Responding to Emotions</b> (5-7 minutes)  <b>Managing Conflict</b> (10-15 minutes)  <b>Quiz</b> (2 minutes)	<p>The Managing Emotion and Conflict course shares strategies to help students manage emotions and conflict effectively. Lesson one encourages students to:</p> <ul style="list-style-type: none"> <li>• Practice self-care.</li> <li>• Identify triggers.</li> <li>• Use strategies that work best for them and the situation.</li> <li>• Wait to continue the conversation until they are calm.</li> </ul> <p>Lesson two focuses on how to respond to others when they are experiencing strong emotions. This lesson encourages students to use empathy and provides examples showing what this might look like.</p> <p>Lesson three encourages students to:</p> <ul style="list-style-type: none"> <li>• Pay attention to how they manage conflicts.</li> <li>• Ask questions to figure out what approach to use (the best approach often depends on the people involved, the situation, and what is most important to that person).</li> </ul> <p>Lesson three also provides a couple of interactive scenarios in which students choose how they would respond to a specific conflict. The students see how the conflict plays out and then have an opportunity to learn more about the response or approach that they chose. Students can also go back and try other responses so they can learn about a variety of approaches and how they may or may not</p>

	work in different situations.
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**Supplemental Activities**  
*Course Four: Managing Emotion and Conflict*

<p><b>Pre-Instruction Supplemental Procedures/ Activities:</b></p>	<p><b>Activity 1</b> (<i>supplement to lesson 1</i>): If students are struggling with understanding stress triggers, you can have them view this brief video of other students talking about the things that trigger stress in their lives at Kidshealth.org. Students can read or listen to an article that explores things that may cause anxiety, stress, or anger. It also includes some breathing exercises to assist youth in changing their mood from a bad one to a more positive one: <a href="http://kidshealth.org/en/teens/stress.html">http://kidshealth.org/en/teens/stress.html</a>.</p> <p><b>Potential Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Use of assistive technology such as speech-to-text software (audio clips embedded into site)</li> </ul> <p><b>Activity 2</b> (<i>supplement to lesson 2</i>): Identifying emotions can be challenging. If students are struggling, you can play a game of Emotion Bingo. View the following video clip and see if your student can identify how the students feel: <a href="https://www.youtube.com/watch?v=Qt5KdVrGgTA">https://www.youtube.com/watch?v=Qt5KdVrGgTA</a>.</p> <p><b>Potential Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Use of a scribe</li> <li>• Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Notes for Parents</b></p> <p>Managing emotion and conflict skills can occur at home during the day-to-day activities of raising a child. Use these moments to help your son or daughter generalize what has been learned in this course. Remember your teen’s brain is still developing. This means a teen may not be able to see the big picture in terms of consequences of his or her behavior. Let your child tell his or her story, then model how to respond by (a) listening to your teen, (b) making eye contact, and (c) explaining your view briefly in simple and non-judgmental terms.</p> </div> </div> </div>
<p><b>Post-Instruction Procedures/ Activities:</b></p>	<p><b>Activity 1:</b> Encourage students to reflect in their journals. Have them answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do you feel about conflict?</li> <li>• What do you wish you could do when conflict arises?</li> <li>• What do you think you could do when it comes to managing emotions and conflict?</li> <li>• What did you learn from this course that will help you become better at managing emotions and conflict?</li> <li>• What do you want to be able to do in the future as a result of what you learned in this course?</li> </ul>

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|  | <ul style="list-style-type: none"><li>• What triggers you to be sad, happy, or angry?</li></ul> |
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## Course 5: Collaborative Problem Solving

<b>Overview</b> <i>Course Five: Collaborative Problem Solving</i>	
<b>Course 5 Objective</b>	As a result of participation in course five, your student should be able to: <ul style="list-style-type: none"> <li>a) identify the steps to solve a problem</li> <li>b) identify steps to work with others to solve a problem</li> </ul>
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• There are no specific standards provided.</li> <li>• As per CCSS, problem-solving, collaboration, communication, and critical-thinking skills are intertwined into the standards.</li> </ul>
<b>Estimated Time</b> (online lessons)  <b>Problem Solving</b> (4-5 minutes)  <b>Collaborative Problem Solving</b> (5-7 minutes)  <b>Quiz</b> (2 minutes)	<p>The <i>Collaborative Problem-Solving</i> course describes the basic steps involved in solving problems and working with others. Lesson one introduces students to some basic problem-solving steps. It focuses on staying calm and understanding what the problem is. It also discusses how to prioritize solutions.</p> <p>Lesson two focuses on problem solving with others. It provides guidance on how to work with a group of people to collectively solve a problem. It includes the following guiding questions:</p> <ul style="list-style-type: none"> <li>• What do I hope to accomplish?</li> <li>• What is motivating me?</li> <li>• What do I think will happen if I don't get my way?</li> <li>• What am I afraid of?</li> </ul> <p>Using these guiding questions, students can tell others what is important to them and share ideas. Students are also encouraged to have an open mind, listen for understanding, focus on why people want something, and see if any solutions will work for everyone. This lesson provides interactions and examples that show how this process can work.</p>

## Supplemental Activities

### Course Five: Collaborative Problem Solving

#### Pre-Instructional Supplemental Procedures/Activities:

**Activity 1** (*supplement to lesson 1-2*): Assist students in developing self-regulation skills. Instruction in self-regulation can help youth improve their self-control and performance. Self-regulated strategy development is an evidence-based practice often taught in tandem with other academic strategies (e.g., mnemonics). Self-regulation of behaviors an important first step to problem solving. To learn more about self-regulated strategy development complete the online module found at the IRIS Center: <https://iris.peabody.vanderbilt.edu/module/srs/challenge/#content>. The module walks you through how to teach the six-step strategy to youth.



#### Notes for Parents

When your son or daughter is having a difficult time solving a problem, a structured problem-solving worksheet can help guide your teen through the process. See activity 2.

**Activity 2** (*supplement to lesson 1*): Provide students with a problem and a structured problem-solving worksheet such as the one found here: [http://fishwah.com/wp-content/uploads/2014/03/Problem\\_Solving\\_Worksheet.pdf](http://fishwah.com/wp-content/uploads/2014/03/Problem_Solving_Worksheet.pdf). The structured worksheet includes a 5-step approach to solving problems and can assist students in breaking down the problem, identifying all the possible solutions for consideration, and evaluating how well the solution worked. This worksheet includes a slight variation to the problem-solving approach presented in the course but can reinforce the lesson's content.

#### Potential Accommodations:

- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

#### Post-Instruction Procedures/Activities:

**Activity 1** (*supplement to lesson 2*): If students need additional examples of group problem-solving in academic settings or additional guidance, they can visit Edutopia's Teaching Group Work: Building Student Collaboration and Agency at <https://www.edutopia.org/practice/teaching-group-work-building-student-collaboration-and-agency>. This site provides step-by-step instruction for how to teach students skills in group collaboration. After students review the video, have them reflect on the following questions:

- How were ideas/solutions generated and evaluated?
- Were you able to build on other students' ideas or combine ideas?
- When conflicts came up, how did you handle them?

- Did you focus on *why* each person wanted something to see if you could come up with a solution that would work for everyone?

**Potential Accommodations:**

- Close captioning
- Use of assistive technology such as text-to-speech software

**Activity 2** (*supplement to lessons 1-2*): Have students practice a formal problem-solving process with facilitator generated or student generated scenarios. Ask students to apply the problem-solving process as they encounter life problems at home, school, or community. The I'm Determined site introduces a 4-square method to solve problems. See

[http://www.imdetermined.org/files\\_resources/224/ms-problem-solvingproblemsweface\\_copy.pdf](http://www.imdetermined.org/files_resources/224/ms-problem-solvingproblemsweface_copy.pdf) for a full lesson plan. Have students practice the problem-solving strategies to address classroom issues creating problems for the teachers and/or students, or issues at home posing problems for the parents and/or students. This activity could be completed as a class or on an individual basis during an educational planning meeting.

- How were ideas/solutions generated and evaluated?
- Were you able to build on other students' ideas or combine ideas?
- When conflicts came up, how did you handle them?
- Did you focus on *why* each person wanted something to see if you could come up with a solution that would work for everyone?

**Potential Accommodations:**

- Use of a scribe
- Use of pictures or picture symbols to illustrate concepts (students can draw pictures, or use pre-printed pictures)

**Activity 3:** (*supplement to lesson 1*): Have students download the Problem Resolution iPad app. This app allows students to resolve interpersonal issues by self-reflecting through sharing their story and identifying steps towards resolution.

- Search Problem Resolution in the Appstore, <https://itunes.apple.com/us/app/problem-resolution/id924177272?mt=8> and find this icon to download



- An overview of the app can be found here: [http://www.imdetermined.org/files\\_resources/766/2.\\_problem\\_resolution\\_-\\_feature\\_overview.pdf](http://www.imdetermined.org/files_resources/766/2._problem_resolution_-_feature_overview.pdf).

**Potential Accommodations:**

- App includes an accessible mode

**Activity 4:** Encourage students to reflect in their journals and have them answer the following questions:

- How do you feel about problem solving? Collaborative problem solving?
- What do you wish you could do?
- What do you think you can do when it comes to problem solving? Collaborative problem solving?
- What did you learn from this course that will help you in the future?
- What do you want to be able to do in the future as a result of what you learned in this course?



## Course 6: Educational Planning Meetings

<b>Overview</b> <i>Course Six: Educational Planning Meetings</i>	
<b>Course 6 Objective</b>	As a result of participation in course six, your students should be able to: <ol style="list-style-type: none"> <li>a) Understand how to prepare for any educational planning meeting</li> <li>b) Understand how to participate in any educational planning meeting</li> </ol>
<b>Sample Common Core State Standards (CCSS) Addressed</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>• CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• CCSS.ELA-LITERACY.SL.7.1. B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>
<b>Estimated Time</b> (online lessons)  <b>Preparing for Any Meeting</b> (8-10 minutes)  <b>Preparing for IEP Meetings</b> (3-5 minutes)  <b>During the Meeting</b> (4 minutes)  <b>Quiz</b> (2 minutes)	<p>The <i>Educational Planning Meetings</i> course helps tie all the skills the students have learned thus far in the preceding modules together, and apply them to educational planning meetings they may have with their teachers, parents, or other support personnel. It discusses participation in both formal and informal meetings to support students in persisting through school. Lesson one provides an overview of how to participate in an educational planning meeting. It provides example interactions to walk students through step-by-step planning for and carrying out an educational meeting including:</p> <ul style="list-style-type: none"> <li>• <u>Why</u> you are meeting</li> <li>• <u>When</u> the meeting will happen</li> <li>• <u>Where</u> the meeting will happen</li> <li>• <u>Who</u> will be there</li> <li>• <u>What</u> you will say and do</li> </ul> <p>Lesson two is specifically for students with disabilities who have Individualized Education Programs or IEPs. This lesson discusses the logistics of an IEP meeting and how students can be engaged in the pre-planning and the actual meetings.</p> <p>In lesson three, students will learn about what happens on the meeting day. It provides guidance on when to speak and what to say. It provides tips to follow when they do not understand something being said or they feel themselves getting upset and needing a break. The lesson provides the following tips for students when a meeting does not go as planned:</p> <ul style="list-style-type: none"> <li>• Stay calm.</li> <li>• Speak up.</li> <li>• Ask for a break.</li> </ul>

- Ask to leave.

As students work through course six, they may need supplemental activities in order to better understand the content and apply it to their situations. Here are some additional activities to consider doing with the students to support them as they learn how to engage in their educational planning.

## Supplemental Activities

### Course Six: Educational Planning Meetings

#### Pre-instruction Supplemental Procedures/ Activities:

**Activity 1** (*supplement to lesson 2*): For students still wanting to learn more about how to take control of their education, have them complete Module Four: Students Determined to Take Control of Their Education and Their Lives on the I'm Determined website:

[http://www.imdetermined.org/quick\\_links/modules/module\\_four#sthash.ykjBBIfq.dpbs](http://www.imdetermined.org/quick_links/modules/module_four#sthash.ykjBBIfq.dpbs)

This module includes tools to help students get started:

- Brochures to learn about parts of the IEP
- Sample Student Power Points
- One-pager to describe a student's history and the impact of their disability on their lives.
- Sample forms
- Portfolio samples
- Goal forms

**Activity 2** (*supplement to lesson 2*): To really engage in student-led conferences and actively participate in educational meetings it is important students understand their abilities as well as their limitations. Prior to completing lesson two, have students review the following video on the importance of knowing their disabilities. This video presents a youth leader talking about his disability and how he uses that information about his strengths and limitations for future planning: <https://vimeo.com/100993221>.



#### Notes for Parents

Sometimes young people struggle asking for help. It's important for your child to know there is more than one way to ask. He or she has the option to ask now, ask in person, email, call, or even text. You can support your son or daughter by modeling different ways to ask for help. The following link provides sample phrases students could adapt to fit their context:

<https://jameskennedymonash.wordpress.com/2015/06/08/how-to-ask-your-teacher-for-help/>.

#### Post-Instruction Procedures/ Activities:

**Activity 1** (*supplemental to lesson 1*): To learn more about student led conferences, have students watch the following video on Edutopia:

<https://www.edutopia.org/practice/student-led-conferences-empowerment-and-ownership>. In addition to the video, this site includes other resources useful to students, such as:

- Sample questions for student-led conferences
- A guide to implementing student-led conferences
- Student –led conference worksheet
- Student portfolio manual

**Activity 2:** (*supplemental to lesson 1*): For students who want see an example of how their planning meetings might change from focused on progress to a focus on the future, have them watch the following video by Edutopia:

<https://www.youtube.com/watch?v=ydTim51Jf7U>.

**Activity 3:** Encourage students to reflect in their journals. Have them answer the following questions:

- How do you feel about participating in educational planning meetings?
- What do you wish you could do before, during, and after educational meetings?
- What do you think you could do when it comes to being self-determined during your educational planning meetings?
- What did you learn from this course that will help you share your story and communicate your needs during educational planning meetings?
- What do you want to be able to do in the future as a result of what you learned in this course?

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## Appendix A: Additional Resources

Resource	Description
Discover Education: <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</a>	<ul style="list-style-type: none"> <li>• A variety of free lesson plans regarding resolving conflicts that may be helpful in supporting students as they work through the lesson in course four</li> <li>• Several activities, extension activities, and suggested readings for students</li> </ul>
Edutopia (2013). 5 Keys to Successful Social and Emotional Learning: <a href="https://www.edutopia.org/keys-social-emotional-learning-video">https://www.edutopia.org/keys-social-emotional-learning-video</a>	<ul style="list-style-type: none"> <li>• Video that describes keys to successful social and emotional learning</li> </ul>
Edutopia (2014). Training the Brain to Listen: A Practical Strategy for Student Learning and Classroom management. Retrieved from: <a href="https://www.edutopia.org/blog/training-the-brain-to-listen-donna-wilson">https://www.edutopia.org/blog/training-the-brain-to-listen-donna-wilson</a> .	<ul style="list-style-type: none"> <li>• Provides guidance on teaching students to focus and listen</li> </ul>
PBISWorld: <a href="http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/">http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/</a>	<ul style="list-style-type: none"> <li>• Includes additional strategies to teach conflict resolution skills</li> </ul>
Person Centered Planning: <a href="http://www.personcenteredplanning.org/">http://www.personcenteredplanning.org/</a>	<ul style="list-style-type: none"> <li>• Helps students to develop life and career goals</li> <li>• Includes several person-centered planning tools to assist you in having those conversations</li> </ul>
Positive Behavior Interventions & Supports: OSEP Technical Assistance Center  <a href="https://www.pbis.org/school">https://www.pbis.org/school</a>	<ul style="list-style-type: none"> <li>• Provides resources for PBIS for schools, families, and community</li> <li>• Provides training materials regarding PBIS</li> <li>• Provides description of research supporting PBIS</li> </ul>
Self-Advocacy and Conflict Resolution Strategies...Made Easy  <a href="http://dholzberg.wixsite.com/sacrinstruction/resources-1">http://dholzberg.wixsite.com/sacrinstruction/resources-1</a>	Includes Self-Advocacy and Conflict Resolution (SACR) instruction, such as: <ul style="list-style-type: none"> <li>• Scripted lesson plans</li> <li>• Role-play note cards</li> <li>• Data collection sheets</li> <li>• Operational definitions</li> <li>• PowerPoint presentation for high school and post-secondary education</li> </ul>

	<ul style="list-style-type: none"> <li>• Links to the Office of Civil Rights websites for students preparing for postsecondary education</li> </ul>
<p>Self-Determined Learning Model of Instruction</p> <p><a href="http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2017/04/SDLMI-Teachers-Guide_4-2017.pdf">http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2017/04/SDLMI-Teachers-Guide_4-2017.pdf</a></p>	<ul style="list-style-type: none"> <li>• Demonstrates the Self-Determined Learning Model of Instruction (SDLMI) which is one evidence-based strategy to assist youth in better understanding the problems at hand and taking action to solve issues</li> <li>• Includes a SDLMI teachers guide that walks you through step-by-step how to support youth in problem solving and coming up with solutions to reach their goals</li> </ul>
<p>U.S. Department of Education, Office for Civil Rights, <i>Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools</i> (December 2016).</p> <p><a href="https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf</a></p>	<ul style="list-style-type: none"> <li>• Overviews requirements of Section 504 of the Elementary and Secondary Education Act (e.g., services, complaint procedures);</li> <li>• Provides examples of how section 504 is applied in various elementary and secondary schools</li> <li>• Includes information regarding the Individuals with Disabilities Education Act (2004) and the Americans with Disabilities Act (1990).</li> </ul>
<p>U.S. Department of Education. Building the Legacy: IDEA 2004.</p> <p><a href="http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalArea,1,.html">http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalArea,1,.html</a></p>	<ul style="list-style-type: none"> <li>• Provides topic briefs on the individualized education program, team meetings, and changes to the IEP, and IEP training modules</li> <li>• Includes dialogue guides, presentations and other support documents describing IEPs</li> </ul>
<p>West Virginia Department of Education (2007). Listening for Understanding Instructor Manual. Retrieved from: <a href="https://wvde.state.wv.us/osp/Transition/19%20Listening%20for%20Understanding.pdf">https://wvde.state.wv.us/osp/Transition/19%20Listening%20for%20Understanding.pdf</a>.</p>	<ul style="list-style-type: none"> <li>• Provides a lesson to support students in improving listening skills</li> <li>• Objectives include: students ability to recognize attending skills, reflective skills, obstacles to listening, and incongruence between verbal and nonverbal language</li> </ul>
<p>The Whose Future Is It Anyway?</p> <p><a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway.html</a></p>	<ul style="list-style-type: none"> <li>• Provides supplementary curriculum for the Journey to Self Determination online lessons</li> <li>• Presents an evidence-based 36 lesson package, available for free, which includes content related to the content addressed in this course (e.g., preferences, interests, setting goals,</li> </ul>

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