You Can Do It!

FOSTERING INDEPENDENCE THROUGH A FOCUS ON SELF-DETERMINATION
Set Your Goals!!

- PearDeck
My Goals for You

1. TO BUILD A PERSONAL DEFINITION OF GRIT AND SELF-DETERMINATION
2. TO UNDERSTAND THE PROCESS OF BUILDING GRIT, SELF-DETERMINATION AND INDEPENDENCE
3. TO GAIN RESOURCES TO USE IN THE CLASSROOM
You cannot build character and courage by taking away man's initiative and independence.

- ABRAHAM LINCOLN
Grit:

GOOGLE DEFINES IT AS:

**noun**

1. small, loose particles of stone or sand
   "she had a bit of grit in her eye"
   synonyms: sand, dust, dirt

2. courage and resolve; strength of character
   "he displayed the true grit of the navy pilot"
   synonyms: courage, bravery, pluck, mettle, backbone, spirit, strength of character, strength of will, moral fiber, steel, nerve, fortitude, toughness, hardness, resolve, resolution, determination, tenacity, perseverance, endurance

**verb**
What Is My Level of Grit?

▶ Assess Yourself!
https://www.youtube.com/watch?v=H14bBuluwB8
Self Determination

ENCOURAGING STUDENTS TO CONTROL THEIR SUCCESS - INDEPENDENCE
Self-Determination Theory (SDT) is a theory of motivation. It is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways. SDT has been researched and practiced by a network of researchers around the world.

http://selfdeterminationtheory.org/
What Gives Students the Greatest Sense of Self Worth?

- Autonomy
- Independence
- Relatedness
- Competence
Autonomy

- The sense of willingness and choice for one’s actions
  - Personal Validation
  - Choice

Ryan & Deci; 2000
Competence

The action of effectively managing one’s behaviors and outcomes

Ryan & Deci; 2000
Relatedness

The need to be understood or appreciated by, connected to, or cared for by others

Ryan & Deci; 2000
Self Determination Development is a Process

**Self Value**

| Student Dreams | Strengths and Weaknesses | Identify Options |

**Planning**

| Goal Setting and Plans | Anticipate Results | Identify Choices and Options |

**Actions**

| Take Risks | Accessible resources and supports | Communicate Progress |

**Experiences, Outcomes, Learning, and Success**
Self Value

How do we encourage this:

- Help Them Identify Their Greatness!
- Relate Successes with Dreams
### What Is Your Portfolio?
### Who Are You?

<table>
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<th>Strengths</th>
<th>Challenges</th>
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Pick a Struggling Student From Your Classroom?

What Is Their Portfolio?

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How Do We Develop a Portfolio of Greatness?

3 Stands of the Nurtured Heart Approach:

- Increase Positive Connections with Positive Emotion
- Recognize Positive Personality Characteristics
- Clear and Consistent Expectations

Howard Glassner (2016).
Reward Vs. Greatness (5:27)

https://www.youtube.com/watch?v=9lXNI8NpyuY
Let’s Try It..............

▶ Instead of..............

“You are so smart!”
You tried so hard on that and you never gave up!

Wow! You showed such a positive attitude towards that assignment!

You are not afraid of a challenge, I like your commitment!

I can tell you studied really hard and worked on your skills.
Let’s Try It Again…………..

▶ Instead of……………

“You’re a Rockstar!”
I appreciate how helpful you were to your classmates, you showed how caring you are.

You were so organized and remembered your assignment today, thank you!

What a creative way to think about that story problem. You demonstrated strong critical thinking skills.

You were a great friend and helped him/her solve their problem.
Embed Greatness Everywhere

- Catch Them In the Act
- Activities During Reading or Writing Activities
- Use It During Science Lessons
- Encourage Exploration

No matter where or when
Even if it feels odd
Dig deep if you have to
# Self Determination Curriculum

Lessons to Support Grades K-5 In Developing Self-Determination

http://www.beselfdetermined.com/blog/early-steps-to-self-determination-available-for-preview/

## Early Steps to Self-Determination

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<td>Third Grade</td>
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<tr>
<td>Fourth Grade</td>
<td>296</td>
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<tr>
<td>Fifth Grade</td>
<td>311</td>
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<td>324</td>
</tr>
</tbody>
</table>
How Do I Find Out Middle School Values?

Ask Them….They Will Often Tell You!

Read Books to teach and embed greatness....

Start the Connections Early!

What Are Your Students Values, Hopes, and Dreams?

What Are Their Dreams?

How Does Their Greatness Relate?

What Personality Traits Do They Have That Will Support Dreams?
Self Determination Development is a Process

Self Value
- Student Dreams
- Strengths and Weaknesses
- Identify Options

Planning
- Goal Setting and Plans
- Anticipate Results
- Identify Choices and Options

Actions
- Take Risks
- Accessible resources and supports
- Communicate Progress

Experiences, Outcomes, Learning, and Success
Planning

How do we encourage this process:

- Offer Choices
- Set Goals for Every Task
- Task List/Review
- Video Modeling with Students
- Rehearse Tasks
Remember that Skills Are Not Innate Within Many Students

We teach students to write
We teach students to read
We teach students to add
We teach students to write
We punish for behaviors impeding with goal setting, organization, planning, etc.

Remember that Direct Teaching of All Skills is a Necessary Component of Every Classroom
1) Offer Choices

- Increase Motivation
- It doesn’t matter how big or little the choice is
- Think! What can we live with?
- Remember......It is ok to “Lose control”
Keep It Simple!

- Homework Bingo
- Free Time Lists/Bags
- Learning Stations
- Use Rubrics for Flexibility but equal grading

### Word Study Choice Board

<table>
<thead>
<tr>
<th>Triangle Spelling</th>
<th>Abc Order</th>
<th>Rainbow Spelling</th>
<th>Color Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do dog</td>
<td>Write your words in ABC Order</td>
<td>Write your words. 5 each with different colors.</td>
<td>Write the Vowels Blue and Consonants Red</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Silly Sentences</th>
<th>Silly letters</th>
<th>Backwards to Forwards</th>
<th>Type your Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write each word in a silly sentence.</td>
<td>Write each word using crazy letters.</td>
<td>Write each word backwards and then write it forwards. (dogs)</td>
<td>If available, type your words on the computer or other device.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Context Clues</th>
<th>Bubble Letters</th>
<th>Dictionary Dig</th>
<th>Picture Perfect</th>
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<tr>
<td>Write a detailed sentence with each word.</td>
<td>Write each of your words using bubble letters.</td>
<td>Look up 10 of your words in the dictionary and write the definition.</td>
<td>Write the word and draw a picture to represent it.</td>
</tr>
</tbody>
</table>
Create Choice Options Quickly

Resources:

Word/Tables
Boardmaker
Lesson Pix- http://lessonpix.com/
Apps
2) Goal Setting

Encourage Students to Set Goals in All Tasks

- Can be written or visual
- Can be verbal
- Should be simple
Bag Ladies Projects!!!

- Have Student Create Goal Setting Materials
Use Interactive Classroom Tools

PearDeck
Google
Edmodo-
https://www.edmodo.com/
3) Task Lists/Visual Lists for Planning

Use this for:

- Behavior
- Math Support
- Writing Support
- Reading Support

<table>
<thead>
<tr>
<th>Goal</th>
<th>Transitioning from Class to Class-Put Items into backpack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Something to Write With</td>
</tr>
<tr>
<td>2</td>
<td>Subject Binder</td>
</tr>
<tr>
<td>3</td>
<td>Subject Book</td>
</tr>
<tr>
<td>4</td>
<td>Subject Workbook</td>
</tr>
<tr>
<td>5</td>
<td>Homework to Turn in</td>
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</tbody>
</table>
Steps for Effective Task Analysis

1) Think of daily activities within your classroom. Especially those areas that students may struggle or need more of your support.

2) Identify every step of that process......think beyond what comes natural to you!

3) What specific actions are needed in that process?

4) Consider the skills necessary to be successful.

5) Create clear and concise lists or steps of a process
Let’s Practice

1) Activity-Process
2) Steps of Process
3) Actions for successful Outcomes
4) What Skills are Needed?
5) Task Process List
Tips and Tricks:

Always offer both methods: Auditory and Visual
Ask students to repeat steps
Embed them everywhere in every way
Make it as Simple as Necessary
4) Video Modeling to Plan for Activities

Video Modeling can be done to meet needs in any academic and behavioral area.

https://www.youtube.com/watch?v=s5qZXQcWHCs
What Evidence Exists?

Video modeling is a highly effective means of teaching all children.....

“In a meta-analysis of 23 studies published between 1987 and 2005, Bellini and Akullian (2007) concluded that “video modeling is an effective intervention strategy for addressing skills important to self-determination for students with ASD, including behavioral functioning, social-communication skills and functional skills. As would be expected according to Bandura’s theory of modeling, students performed best when they were highly motivated and attentive because they enjoyed watching the videos.”

Bellini, S., & Akullian, J.
Exceptional Children, 73, 261-284, 2007
Different Methods of Modeling

**Types**

- Video modeling = video others
- Video self-modeling = video student (may require significant editing)
- Point of view = filmed from the students visual point of view
- Prompting = presented to student in segments for practice of sequence of behaviors

**Uses**

- Community Independence
- Social Skill Independence
- Self-regulation Independence
- Academic Independence
How to Use Video Modeling

- The student watches the model demonstrate the skill/skills.

- After watching the video, the student begins to imitate skills from the video. Skills performed can be either new skills learned or changes to existing behaviors.

- The student then begins to generalize or utilize that skill in his or her normal environment. This usually requires intervention and practice in the environment.
Make It Simple

- Use Video recorder on basic device
4) Rehearse
Expectations/Tasks
Self Determination Development is a Process

**Self Value**
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**Planning**
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**Actions**
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- Communicate Progress

**Experiences, Outcomes, Learning, and Success**
Action Phase

How do we encourage this process:

- Allow the “Dignity of Risk” / Fade Our Support
- The Less Language The Better: Use Visual prompts or cueing
- Task Lists
- Visual Schedules/Task Lists
- Video Modeling
- Guided Work
- Peer Support and Pairing
- Fade Proximity and Support
1) Offer “Dignity of Risk”

We all have learned from our mistakes - we should be sharing those with students!

Allow students to try to solve problems and fade in and out for support.
Risk=Imagination and Individuality

Activity........

► What Is Your Outcome??????
► What Did You Learn About Imagination?
Start With Small Problems......

- **PLAN** Opportunities
- Provide Modeling and Support if the risk did not prove successful...Do we do everything right in the classroom? **VERBALIZE**
- **TEACH** after success does not happen

What are some opportunities in your classroom?
Fading

• Increase ownership in tasks.

• “Fading assistance means systematically reducing the type and level of support given to a student. Fading support can reduce the negative impact of adult support and allow for more natural supports to occur.”

   -Causton-Theoharis
Remember!
Focus on their Greatness!

Praise the values, not the end result!
2) Task Lists/Visual Lists

Use this for

- Behavior
- Math Support
- Writing Support
- Reading Support

Goal

Increase Independence in Transitioning from Class to Class-Put Items into backpack

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Concrete Abstract Concepts:

Offer Opportunities for Visual Guidance To Support Academics and Increase Independence

Evidence:
You Try It!

**Elementary:**
2 + 5 + 10 =

**Middle School:**
Averaging
25 + 50 + 27 + 35 / 4
Again....

The Process to Draw a Tree
3) Video Modeling

How Do I Use It for Academic Tasks?

How Does It Increase Independence?
4) Guided Work or Differentiation Process

Guided Math
Guided Writing
Guided Notes
Sometimes It’s as Simple As the Typography

What Have I Used and Seen That Worked?

- Write Out Problems Instead of Using the Book
- Increase the Font and Thickness of Words
- Create File Folder Viewers
- Use A Binder for Reading or Geometry
- Visual Cues
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**Experiences, Outcomes, Learning, and Success**
Outcomes and Learnings

How do we encourage this process:

- Examine Goal Attainment
- Have Students Self Chart/Examine
- Outcome Celebrations
Allow Students to Self Guide

Offer Checklists or Charts

Use Created Resources:


Self Created Rubrics
Remember!!

Celebrate the personality characteristics that lead to the success.........

- You showed great persistence
- You demonstrated strong patience in that group setting
- You were so caring on the playground, you’re a great friend!
- You’re reasoning skills were top notch!
- You impressed me with your communication skills!
Revisit Goals....

- Pear Deck
References


SNOW, K. (2002). REVOLUTIONARY COMMON SENSE. WWW.DISABILITYISNATURAL.COM