

Lesson Plans: Student Development

Choice-Making, Decision-Making, Goal Setting, Problem Solving, Self-Awareness & Self-Advocacy

Choice Making

1. Choice Making for Students with Severe Disabilities

(1) Browder, D. M., Cooper, K. J., & Lim, L. (1998). Teaching adults with severe disabilities to express their choice of settings for leisure activities. *Education and Training in Mental Retardation and Developmental Disabilities*, 33, 228-238.

<http://www.nsttac.org/LessonPlanLibrary/20.pdf>

2. Choice Making in Residential Preferences

Fox, R. M., Faw, G. D., Taylor, S., Davis, P. K., & Fulia, R. (1993). Would I be able to? Teaching clients to assess the availability of their community living life style preferences. *American Journal on Mental Retardation*, 98, 235-248.

<http://www.nsttac.org/LessonPlanLibrary/21.pdf>

3. Choice Making in Leisure Skills

Nietupski, J., Hamre-Nietupski, S., Green K., Varnum-Teeter, K., Twedt, B., LePera, D., Scebold, K., & Hanrahan, M. (1986). Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps. *Education and Training of the Mentally Retarded*, 21, 259-264.

http://www.nsttac.org/LessonPlanLibrary/10_22.pdf

4. Choice Making and Turn-Taking

Sigafoos, J., Roberts, D., Couzens, D., Kerr, M. (1993). Providing opportunities for choice-making and turn-taking to adults with multiple disabilities. *Journal of Developmental and Physical Disabilities*, 5, 297-309.

<http://www.nsttac.org/LessonPlanLibrary/23.pdf>

5. Choice Making for Students with Severe Disabilities

(2) Stafford, A. M., Alberto, P. A., Fredrick, L. D., Heflin, F.J., & Heller, K. W. (2002). Preference variability and the instruction of choice making with students with severe intellectual disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(1), 70-88.

<http://www.nsttac.org/LessonPlanLibrary/24.pdf>

Decision Making

6. Decision Making and Goal Setting

Phillips, P. (1990). A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students, teachers, and parents perceptions of program effects. *Journal of Learning Disabilities*, 90, 466-471.

http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf

Goal Setting

7. IEP Daily Goal Attainment

German, S. L., Martin, J. E., Marshall, L. H., & Sale, P. R. (2000). Promoting self-determination: Using Take Action to teach goal attainment. *Career Development for Exceptional Individuals*, 23, 27-38.

<http://www.nsttac.org/LessonPlanLibrary/26.pdf>

8. IEP Meeting Involvement Using Person-Centered Planning

Miner, C.A., & Bates, P.E. (1997). The effects of person centered planning activities on the IEP/transition planning process. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 105-112.

http://www.nsttac.org/LessonPlanLibrary/2_27_35.pdf

Lesson Plans: Student Development

Choice-Making, Decision-Making, Goal Setting, Problem Solving, Self-Awareness & Self-Advocacy

9. Decision Making and Goal Setting

Phillips, P. (1990). A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students, teachers, and parents perceptions of program effects. *Journal of Learning Disabilities*, 90, 466-471.

http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf

10. Transition Planning Involvement Using Take Charge for the Future

Powers, L.E., Turner, A, Westwood, D., Matuszewski, S., Wilson, R. & Phillips, A. (2001). TAKE CHARGE for the Future: A controlled field-test of a model to promote student involvement in transition planning. *Career Development for Exceptional Individuals*, 24, 89-104.

http://www.nsttac.org/LessonPlanLibrary/3_29_33.pdf

11. Transition Planning Involvement Using Whose Future Is It Anyway?

Wehmeyer, M., & Lawrence, M. (1995). Whose Future is it Anyway? Promoting student involvement in transition planning. *Career Development for Exceptional Individuals*, 18, 69-83.

http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Problem Solving

12. Problem Solving to Complete an Independent Living Task

Hughes, C., Hugo, K., & Blatt, J. (1996). Self-instructional intervention for teaching generalized problem-solving within a functional task sequence. *American Journal on Mental Retardation*, 100, 565-579.

<http://www.nsttac.org/LessonPlanLibrary/31.pdf>

13. Problem Solving

Prater, M.A., Bruhl, S., & Serna, L.A. (1998). Acquiring social skills through cooperative learning and teacher-directed instruction. *Remedial and Special Education*, 19, 160-172.

<http://www.nsttac.org/LessonPlanLibrary/32.pdf>

14. Transition Planning Involvement Using Take Charge for the Future

Powers, L.E., Turner, A, Westwood, D., Matuszewski, S., Wilson, R. & Phillips, A. (2001). TAKE CHARGE for the Future: A controlled field-test of a model to promote student involvement in transition planning. *Career Development for Exceptional Individuals*, 24, 89-104.

http://www.nsttac.org/LessonPlanLibrary/3_29_33.pdf

15. Transition Planning Involvement Using Whose Future Is It Anyway?

Wehmeyer, M., & Lawrence, M. (1995). Whose Future is it Anyway? Promoting student involvement in transition planning. *Career Development for Exceptional Individuals*, 18, 69-83.

http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Self-Awareness

16. IEP Meeting Involvement Using Person-Centered Planning

Miner, C.A., & Bates, P.E. (1997). The effects of person centered planning activities on the IEP/transition planning process. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 105-112.

http://www.nsttac.org/LessonPlanLibrary/2_27_35.pdf

Lesson Plans: Student Development

Choice-Making, Decision-Making, Goal Setting, Problem Solving, Self-Awareness & Self-Advocacy

17. Decision Making and Goal Setting

Phillips, P. (1990). A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students, teachers, and parents perceptions of program effects. *Journal of Learning Disabilities*, 90, 466-471.

http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf2_27_35.pdf

18. IEP Meeting Participation Using Self-Advocacy Strategy

(3) VanReusen, A.K., Deshler, D.D., & Schumaker, J.B. (1989). Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. *Learning Disabilities*, 1, 23-34.

http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf

19. Transition Planning Using Whose Future Is It Anyway?

Wehmeyer, M., & Lawrence, M. (1995). Whose Future is it Anyway? Promoting student involvement in transition planning. *Career Development for Exceptional Individuals*, 18, 69-83.

http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Self-Advocacy Skills

See also: IEP Development Student Participation Strategies in Student Focused Planning section of the Research to Practice Lesson Plan Library.

20. Help Recruiting Skills

Balcazar, F. E., Fawcett, S. B., & Seekins, T. (1990). Teaching people with disabilities to recruit help to attain personal goals. *Rehabilitation Psychology*, 36, 31-41.

<http://www.nsttac.org/LessonPlanLibrary/39.pdf>

21. Social Competence

Castles, E. E., & Glass, C. R. (1986). Training in social and interpersonal problem-solving skills for mildly and moderately mentally retarded adults. *American Journal of Mental Deficiency*, 91, 35-42.

<http://www.nsttac.org/LessonPlanLibrary/40.pdf>

22. IEP Meeting Participation Using Self-Advocacy Strategy

(3) VanReusen, A.K., Deshler, D.D., & Schumaker, J.B. (1989). Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. *Learning Disabilities*, 1, 23-34.

http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf