1. Record Nr. UNINA9910814279903321 Autore Wehmeyer Michael L. **Titolo** Self-determination: instructional and assessment strategies // Michael L. Wehmeyer, Sharon L. Field; acquisitions editor Kathleen McLane; copy editor Colleen B. Brennan; cover designer Scott Van Atta Thousand Oaks, California:,: Corwin Press,, 2007 Pubbl/distr/stampa ©2007 **ISBN** 1-4522-9343-0 1-4522-9693-6 Descrizione fisica 1 online resource (208 p.) Disciplina 371.9/043 Children with disabilities - Education Soggetti Autonomy (Psychology) Choice (Psychology) Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. Nota di contenuto ""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Authors"": ""Chapter 1 - Self-Determination: What is it and why is it Important to Students with Disabilities?""; "" Self-Determination: What is it?""; ""A Functional Model of Self-Determination""; ""A Five-Step Model of Self-Determination""; ""Self-Determination: Why is it Important to Students with Disabilities? ""; ""Impact of Promoting Component Elements of Self-Determined Behavior""; ""Impact of Promoting Self-Determination""; ""Chapter 2 - Self-Determination in the Era of Standards-Based Reform"" ""Promoting Self-Determination in the General Education Curriculum"""" Self-Determination Content in General Education Standards""; ""Self-Determination and Curriculum Modifications""; ""Infusing Instruction into the General Education Curriculum ""; ""Planning""; ""Curriculum Content""; ""Chapter 3 - Educational Planning and Student Involvement""; ""IEP Planning, Access to the General Education Curriculum, and Self-Determination""; ""Supplementary Aids and

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""Self-Advocacy and Student Involvement in Educational Planning"""
Promoting Self-Advocacy""; ""Student Involvement in Educational
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Indicator #1: Knowledge, Skills, and Attitudes for Self-Determination
are Addressed in the Curriculum, in Family Support Programs, and in
Staff Development""; ""Quality Indicator #2: Students, Parents, and Staff
are Involved Participants in Individualized Educational Decision Making
and Planning""

""Quality Indicator #3: Students, Families, Faculty, and Staff are Provided with Opportunities for Choice""""Quality Indicator #4: Students, Families, Faculty, and Staff are Encouraged to Take Appropriate Risks""; ""Quality Indicator #5: Supportive Relationships are Encouraged""; ""Quality Indicator #6: Accommodations and Supports for Individual Needs are Provided""; ""Quality Indicator #7: Students, Families, and Staff have the Opportunity to Express Themselves and be Understood""; ""Quality Indicator #8: Consequences for Actions are Predictable""

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""Chapter 6 - Student-Directed Learning and Peer-Mediated

""Chapter 6 - Student-Directed Learning and Peer-Mediated Instructional Strategies""

Sommario/riassunto

This teacher-friendly guide presents research-proven instructional techniques that empower students with disabilities to become their own advocates and use effective choice-making, problem-solving, and goal-setting skills.