SISD instructions for Quality Practices Review activity

In each SISD Area, you will see Skills/Components that correspond. Think about your own practices related to the overall area and each of the skills/components.

- Share the definition of each SISD Area with the team
- Discuss each SISD area definition and skills/components
- Each member fills out the form individually
- Come back together as a team to discuss

Here's a quick definition of each area and how to complete the form:

Supporting students to make intentional choices and decisions
Helping students understand how to make choices and decisions based on their preferences, interests, and strengths, from *their* own perspective.

- Identify the curriculum or instructional materials to teach these skills
- Write down how you provide opportunities for students to practice these skills
- Across all the skills/components, circle your level of implementation of these practices
- Identify and take notes on your strengths and needs

Supporting students to take action:
Self-initiation to act toward your goals and responding to challenges and opportunities that arise on the way.

- Identify the curriculum or instructional materials to teach these skills
- Write down how you provide opportunities for students to practice these skills
- Across all the skills/components, circle your level of implementation of these practices
- Identify and take notes on your strengths and needs

Supporting students to believe in themselves:
Going beyond giving students the tools to be successful by helping them believe that they can use their skills and the resources available to reach their goals.

- Identify the curriculum or instructional materials to teach these skills
- Write down how you provide opportunities for students to practice these skills
- Across all the skills/components, circle your level of implementation of these practices
- Identify and take notes on your strengths and needs

Next, let's explore an example.

You all remember TJ and his Resource Teacher, Mr. Golden, from *The Essentials of Self-Determination* module you recently completed. Mr. Golden is thinking about TJ and a few of his other students as he evaluates his own practices using the *SISD Quality Practices Review*.

Has he encouraged and supported his students to make intentional choices and decisions? As he looks at the first SISD Area, **Supporting students to make intentional choices and decisions**, here are his thoughts:

- He believes he provides frequent opportunities to make **choices**
- He makes sure students have opportunities to explore to identify their interests and preferences.
- He knows his students need more experience setting and working toward personal goals
- He is unsure about how to give his students opportunities to practice problem-solving in a natural context.

So here is how he *MIGHT** fill out the first chart of the *SISD Quality Practices Review* (see below for example):

(Remember, this is subjective and about YOUR practices! So, do a gut check and really think about how you would personally rate each area as you individually complete this activity.)

SISD Quality Practices Review						
SISD Area	**Skills/Components**	**What curriculum or instructional materials do you use to teach?**	**How do you provide opportunities for practice?**	**Level of Implementation**		
Supporting students to make intentional choices and decisions	Choice-making Decision-making Goal-setting Problem solving	• Instructional strategies • Preference indicators for TA	• Instructional strategies become learning strategies as students select and apply appropriate ones • Students attend their IEP meetings, try to work on goal-setting in this way	**1** Not implemented	**2** Partially implemented	**3** Fully implemented
Strengths: Notes:	X Choice-making • I believe I provide frequent opportunities to make choices	X Decision-making • I make sure the students have opportunities to explore different arenas, so they can develop interests and preferences.	☐ Goal-setting	☐ Problem-Solving		
Needs: Notes:	☐ Choice-making	☐ Decision-making	X Goal-setting • I need to work on goal setting more and would like to discover curriculum for this	X Problem-Solving • I need resources and instructional tools to help me teach problem solving and how to give opportunities to practice this skill.		