Self-Advocacy Strategy

Packet C

Self-Advocacy Scoring Practice Activity
THE SELF-ADVOCACY STRATEGY
SCORING PRACTICE ACTIVITY

What your goal is:

To provide an opportunity for those preparing to teach The Self-Advocacy Strategy to:
- apply the scoring procedures used during the individual practice activity (Stage 6)
- ask questions about the scoring procedures for individual mastery

What you need:

- Individual Mastery Checklist (one per person)
- Evaluation Guidelines
- Practice Scoring Transcript
- Tape recorder and tape (optimal)

How to Prepare:

1. **Gather the listed materials.** Make copies of the Individual Mastery Checklists as needed.

2. **Make sure each participant has access to the Evaluation Guidelines.**

3. **Organize the setting.** Arrange furniture so that you and the participants can see and hear one another clearly and set up the tape recorder if it is going to be used. If you are going to have the participants practice scoring with one another, set up the furniture to facilitate this arrangement. You will need extra copies (one per team) of the practice transcript for a team arrangement.

4. **Review the purpose of the practice scoring activity.** Before you provide the directions for the practice scoring activity, remind the participants of the purpose of Stage 6 in providing students an opportunity to individually practice and use the "SHARE" Behaviors and the "I PLAN" steps. Emphasize the use of careful observation and correct scoring during the simulated conference and the importance of providing a student with positive and corrective feedback.

How much time to allow:

Allow approximately 15-20 minutes.
The Self-Advocacy, Scoring Practice Activity, p.2

What to do:

1. Review the Evaluation Guidelines for Individual Practice [Ensure each participant has access to the guidelines.]

   Ask one of the participants:
   * Name the "SHARE" Behaviors.
   Ask a second participant to:
   * Name the "I PLAN" steps.
   Ask a third participant to:
   * Tell why each step should be used.

   [If a participant does not remember the "SHARE" behaviors, or the "I PLAN" steps, direct the participant to the cue cards in the manual.]

2. Give an advance organizer.

   a. State the purpose of the practice activity. "In order to let you become comfortable with the scoring procedures used for the individual mastery check, we're going to practice scoring by using a simulated individual conference. You'll need to have a copy of the "Individual Mastery Checklist" and something to write with. I'll be the student. When I point to you, ask me a question from the checklist. For example, the first person I point to will ask the first question. The second person I point to win ask the second question and so on until I've been asked all the questions from the checklist. After I've been asked a question, please score my response and behaviors using the checklist. When we've completed all the questions, Pd like each person to give me some feedback. Are there any questions?

   [Begin the practice scoring activity. Use the provided transcript. Be sure to modify your behavior on some responses to reflect inappropriate use of the "SHARE" Behaviors and the "I PLAN" Steps.

   This procedure can be used in a team or pair activity where one participant provides responses to individual mastery questions and another participant scores the responses using the Checklist and then roles are switched. If this format is used, the professional developer needs to monitor individual group performance and provide positive and corrective feedback.]
I PLAN: SCORING PRACTICE ACTIVITY
INDIVIDUAL PRACTICE 'TRANSCRIPT

1. "What do you think are your strongest learning skills?"

Response: "My strongest learning skills are in reading, writing, math, and in knowing how to study. Some of my reading strengths are knowing how to use a dictionary, and using the index and glossary in my books. I know how to skim a chapter and find the answers to questions. I like to read short stories. My writing strengths: I can write neatly; I can print and write in cursive, but I don't take good notes. Some of my math strengths are that I know my numbers, I can count, add, subtract, multiply and divide, but fractions give me a bunch of trouble. In studying, I know how to check my understanding of what I read. I know how to practice my spelling words."

[After each question and response, ask the participants to share their scores. Discuss disagreements.]

2. "What do you think are your strongest social Skills?"

Response: "I know how to ask somebody for help when I don't understand something or need help. I dress neatly, and I know how to look at someone when I'm talking to them. I like meeting people."

3. "What are your strongest vocational skills?"

Response: "I know how to use most of the tools in shop class. I know how to get along with my boss at work, and I think I know what I want to do after I get out of school, become a construction worker. I think I also want to go in the Navy first."

4. "Your test results and grades indicate you have difficulty in (appropriate skill area)."

Response: "I agree with that, I think I need some help in that area."

5. "Your performance on the psychometric testing we did shows that you have a significant dysfunction in information processing."

Response: "I'm not sure I know what that means. Could you explain it to me?"
The Self Advocacy Strategy, Individual Practice Transcript, p.2

6. "What are some other areas in which you're having difficulty?"

Response:  "I don't always check my work, get my homework finished or turn it in on time. I don't take good notes, and I don't know how to write reports. Spelling gives me trouble too"

7. "I've reviewed your WISC-III scores, and it's very clear that your Perceptual Organization Score is significantly lower than your Freedom for Distractibility Score."

Response: "Boy, you've really got me there. What are whisky Scores and how do I get my precepts organized? I didn't even know I had good distraction scores."

8. "What goals do you want to work on next year that will help you do better in school?"

Response:  "I know I need to learn how to take better class notes, so I want to work on that. I also want to work on my spelling and know how to write a report cause I didn't do good on that this year. I also want to learn how to read faster."

9. "Are there any after-school activities which you want to continue or begin?"

Response: "Next year I want to tryout for the basketball team and also try and get me a job. I want to get a car when I'm old enough."

10. "I'm concerned about your (relevant behavior)."

Response. "I agree with that. (relevant behavior) really gives me a lot of trouble. Do you have any ideas on how I could work on that?"

11. "What size learning or study group works best for you?"

Response:  "I work the best when I work with someone else like with one or two other kids. Sometimes I like to work by myself if I know what I'm doing. I really get lost in big classes where you gotta work by yourself all the time."

12. "What kinds of materials have you found useful for learning in your classes?"

Response:  "Do you mean what kinds materials do I like to use to learn? I think having a calculator helps me. If I can make or build something, I like that. I've used flash cards for remembering my times numbers. I like using the computer at school."
13. "On what kinds of test questions do you do best?"

Response: "Would you repeat that?" (Have the participant repeat the question.) "Easy ones! Only kidding. I do well on math problems and true-false and multiple choice tests. I don't do good on fill-ins."

14. "Have we forgotten anything you want to mention?"

Response: "Yeah. What do I have to do to get out of this special class?"

15. "Well, I guess we've just about covered everything."

Response: "Let me make sure I understand what I've got to work on. I'm going to get help and work on my spelling. You're going to teach me how to write reports, and I'm gonna learn how to take notes in my classes. Who's gonna teach me that?"

[Have the participants compare and discuss their scores. Repeat any responses for clarity. Ask for and answer any questions about the scoring procedure or requirements for mastery.]