Instructions for Teachers

This checklist contains items designed to measure three behaviors associated with being self-determined (planning, communicating, and behaving independently). Because this is a behavioral checklist, limit your responses to behaviors exhibited during the observation period. More specific instructions follow:

1. Select one class period expected to provide the student with opportunities to demonstrate behaviors represented on the checklist. For example, small group discussions and cooperative learning groups would be appropriate; but, viewing a film or listening to a lecture would provide less opportunity for independent behaviors.

2. During the selected class period, the teacher should observe a specific student several times for a total of about five minutes.
   a. Be aware of the student’s behavior and place a check mark when behaviors on the checklist occur.
   b. Deliberately observe the student about five times during the period (i.e., even if the student does not first draw the teacher’s attention).
   c. Items need to be checked only once, regardless of how often the behavior occurs.

3. Place a check mark in the blank next to each item describing the student’s behavior.

For example, if the following two items appeared on the SDOC, and, during the observation period, the student exhibited the behavior of looking up information in a book, but not self-reinforcement, you would mark the sheet like this:

Does the student:

1. ✓ look up information in a book?
2. ___ use self-reinforcement strategies?

NOTE:
Check the behaviors that occur whether you consider them appropriate or inappropriate.
Observe the Student

Does the student:

|   | Ask a question? | Examine an object in the room? | Provide an alternative to the teacher’s point of view? | Provide an alternative to a peer’s point of view? | Make more than one attempt to accomplish a task? | Try more than one method to accomplish a task? | Make a list of things to do? | Use a calendar to plan? | Express satisfaction about an outcome? | Express disappointment about an outcome? | Keep personal records or a diary? | Select a topic for an assignment? | Select an item (e.g., from a lunch counter or a bookshelf)? | Work successfully alone? | Work successfully in a group? | Participate in a conversation with the teacher? | Participate in a conversation with a peer? | Negotiate with a peer? | Make first person “I” statements? | Express an opinion or a belief? | Alter tone or volume of voice to make a point? | Use an appropriate method to gain the teacher’s attention (e.g., raise hand)? | Use humor to communicate? | Volunteer for activities? | Express disagreement with the teacher on an issue? | Express disagreement with a peer on an issue? | Make a suggestion? | Speak in a group? | Initiate a conversation with the teacher? | Initiate a conversation with a peer? | Initiate an activity without a direct prompt from the teacher? | Initiate an activity without a direct prompt from a peer? | Resolve a conflict? | Spoken communication skills understandable to the teacher? | Spoken communication indicative that he/she understands the teacher? | Spoken communication skills understandable to a peer? | Spoken communications indicative that he/she understands a peer? |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Are the student’s: