



Using Self-Monitoring to Teach Decision Making for Leisure Activities

Objective: To teach students to choose and participate in leisure activities.

Setting and Materials:

Settings: Classroom

Materials: Picture Board: symbols to represent the four decision making steps

- i. -Goal
- ii. -Additional Options
- iii. If, Then
- iv. -Decide

Content Taught

- 1) Prior knowledge requires that students have exposure to a variety of, and examples of, different appropriate options for leisure activities.
- 2) Teach the Decision Making in Leisure Model (DML): The model consists of teaching four parts:
 - a. Identify a desired leisure activity
 - b. Identify possible alternatives
 - c. Identify and describe consequences for each of the possible alternatives:
 - i. Amount of enjoyment you will receive
 - ii. Are other people required to do the activity?
 - iii. How much does it cost?
 - iv. Where does the activity take place and how will you get there?
 - v. What equipment is required and what do you need to wear?
 - d. Choose the best alternative activity that fulfills the desired experience
- 3) Teach process of using and meaning of symbols using a picture board
 - a. Goal-what the desired activity is
 - b. Options- possible alternatives
 - c. If, then- consequences of alternatives
 - d. Decide- make your choice
- 4) Teach student self-instruction
 - a. Teach students to look at the picture board to cue themselves for the next step in the decision making process using the four steps:
 - i. Goal
 - ii. Options
 - iii. If, Then
 - iv. Decide

Teaching Procedures

1. Set up the picture board with the four symbols in order.
2. Allow students an opportunity to cue themselves.
3. If after 10 seconds the student has not self-instructed through the step supply a verbal cue: "What is your goal?"
4. Wait another 10 seconds
5. If the student still has not identified a desired activity, offer suggestions
6. Repeat steps 2-5 for each of the four steps in the decision making process.

Evaluation

- Data can be collected on :
 - The number of times students engage independently in the self-instruction.
 - How often verbal cues are needed to move from one step to the next
 - If students have "no response", that should also be documented.

Lesson Plan Based on:

Mahon, M.J., & Bullock, C.C. (1992). Teaching adolescents with mild mental retardation to make decisions in leisure through the use of self-control techniques. *Therapeutic Recreation Journal*, 26. 9-26

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Self-Monitoring to Teach Decision Making for Leisure Activities*

