Self-Determination Component Operational Definition

Choice-making skills (CMa) Making a choice involves the indication or communication of a preference from among two or more options. Teaching choice-making skills involves teaching students to identify interests and preferences and to appropriately select an option based on those preferences and interests.

Problem-solving skills (PSa) A problem is a task, activity, or situation for which a solution is not immediately known or attainable. Teaching problem-solving skills involves teaching students to identify and define a problem and to generate potential solutions.

Decision-making skills (DMa) Decision making is a process of selecting or coming to a conclusion about which of a set of potential solutions is the best. Teaching decision-making skills involves teaching students to use problem-solving skills.

Goal setting and attainment skills (GSAa) Goal-directed behavior involves actions that enable a person to reach a specified preferred outcome. Teaching goal-setting and attainment skills involves teaching students to define and articulate a goal, identify current status in relation to the goal, develop an action plan, and evaluate progress toward achieving the goal.
Self-regulation skills (SGa)
* Self-observation
* Self-evaluation
* Self-reinforcement

Self-regulation refers to the human response system that enables individuals to examine their environments and their repertories of responses, and to revise their strategies as necessary. Teaching selfregulation skills includes teaching students to solve problems or employ self-management strategies (e.g., anger control).
Self-advocacy (SAa)
* Knowledge
* Individual
* System

Self-advocacy means to advocate on one's own behalf, while leadership skills are those needed for a person to lead, guide, or direct. Teaching self-advocacy and leadership skills involves teaching students about their basic rights and responsibilities (knowledge), how to use self-advocacy skills and how to be effective team members (at an

individual and/or system level).

Self-awareness or self-knowledge (SWa) Self-awareness or self-knowledge refers to a comprehensive and reasonably
accurate knowledge of one's strengths and limitations.
Teaching self-knowledge involves teaching students to identify common
psychological and physical needs of people, recognize differences
among people, and understand how one's actions influence others.

Self-efficacy (SEb) Self-efficacy refers to an individual's belief in his or her ability to successfully
engage in a specific behavior within a certain context. Selfefficacy
is not usually taught directly, but it may be enhanced through
repeated successful experiences in applying the skills/components listed
above.

References:

"The Self-determination Focus of Transition Goals for Students with Mental Retardation," by M. L. Wehmeyer and M.Schwartz, 1998b, *Career Development for Exceptional Individuals, 21*(1), pp. 75-86.

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"Planning," by Powers et al., 2001, *Career Development for Exceptional Individuals, 24,* pp. 89-103.