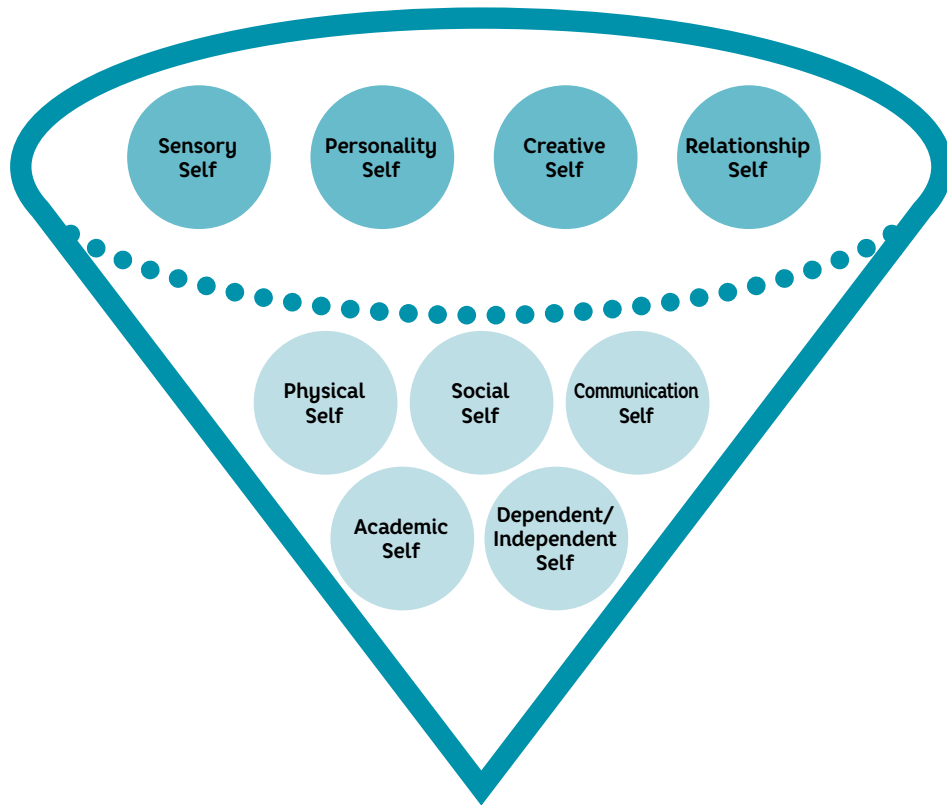




Getting Started

Using visual strategies to support and guide the development of a positive sense of identity of students with intellectual disabilities

By Dolly Bhargava



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Acknowledgements

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Dolly Bhargava has developed this resource in collaboration with the teaching staff, students and families at Carson Street School and Leeming Education Support Centre. Dolly Bhargava is a speech pathologist with a Masters in Special Education. She works with children, adolescents and adults with a range of disabilities in a variety of settings such as family homes, childcare centres, preschools, schools, and corrective services. She provides consultancy and training services on a range of issues relating to communication, behaviour management, literacy, emotional literacy, vocation and social skills both nationally and internationally. She has authored a number of books and developed apps to extend knowledge and skills of people supporting individuals with disabilities. For more information, visit www.dollybhargava.com and www.behaviourzen.com

Suggested Reference

Bhargava, D. (2016). Getting Started: Using Visual Strategies to supporting and guide the development of a positive sense of identity of students with Intellectual disabilities' Perth, Australia: Department of Education of Western Australia.

Introduction to the development of a positive sense of identity

Identity is a concept that one develops about themselves and is recognised by others over time. Developing a sense of one's identity contributes to an understanding of who they are, their capacities, what shapes their interests, their value and meaning to others, and their own sense of growing into a positive and enjoyable future (Department of Education and Training, 2016; Vander Ven, 2008).

The process of identity development is not something that is fixed instead it is under constant construction. As we interact with people, engage in activities and learn from our experiences in everyday settings at home, school and in the community identity is continually being constructed, co-constructed and reconstructed (Göncü, 1999; Smailes & Street, 2011).

A positive sense of identity is linked to positive self-esteem (McCormack, 1997; Sigelman & Shaffer, 1995), internal locus of control (Bandura, 1982; Girdano & Everyly, 1986), self-regulated learning (Corno, 1992; Paris & Newman, 1990), high self-efficacy (Bandura, Barbaranelli, Caprara & Pastorelli, 1996; Zimmerman, 1989) and positive educational outcomes (Ainley, Batten, Collins & Withers, 1998; Day, 1994; and Yeung, 2003). Having a positive sense of identity is also aligned with belonging, the sense of feeling included and secure in the social settings (family, school and community) (Department of Education and Training, 2016).

Students with disabilities face a unique range of challenges that are associated with having a disability. If the student is in a setting where they are consistently experiencing prejudicial and discriminatory attitudes and practices, low expectations and reduced opportunities a negative sense of identity can develop. These negative messages can make the student feel unworthy, inadequate, and ashamed. If not addressed it will lead to the student experiencing negative educational outcomes (Cole & Sapp, 1988; Nolen-Hoeksema, Girus & Seligman, 1986; and Cornwall & Soan, 2004). The long-term consequences for many of these students includes a lifetime of compromised social, economic, financial and personal wellbeing such as: poorer physical and mental health; higher mortality rates; lower wages and greater financial insecurity; increased instances of homelessness; drug and alcohol abuse and criminal activity (Burns et al., 2008; Chapman et al., 2002; Owens, 2004; Rumberger, 1987; Vinson, 2004).

Having a positive sense of identity doesn't mean the student won't experience hardship, sadness, or a sense of failure at times. It means that they will have a basis for coping with daily challenges and keeping things in perspective. For these reasons, as educators it is critical that we change the nature of what happens in our classrooms. By actively supporting our students with disabilities develop and maintain a positive sense of identity we can help them reach their full potential.

Components of identity

Our sense of identity is the result of the integration of various components. The components include:

- **Sense of self**
Involves having a realistic view of one's abilities, needs and preferences in each of our different selves that together make us who we are.
- **Sense of competence**
Involves being provided the opportunities to participate in activities to learn, extend and reflect on our skill development.
- **Sense of self-advocacy**
Involves the "ability to stand up for oneself ...by speaking up, speaking out and speaking loud" (Pennell, 2001, p. 223).
- **Sense of connectedness**
Involves having a sense of belonging i.e. the feeling of being valued, accepted and included in the social settings they are in.
- **Sense of purpose**
Involves doing things that the individual believes is important and meaningful for themselves and others.
- **Sense of future**
Involves feeling that one has some measure of control over the things that happen to them (Scales & Leffert, 1999) and a sense of growing into a positive and enjoyable future (Vander Ven, 2008).

The background consists of several overlapping, semi-transparent shapes in various shades of teal and blue. These shapes include triangles, rounded rectangles, and irregular polygons, creating a layered, geometric effect. The colors range from a light, pale blue to a deep, dark navy blue. The overall composition is abstract and modern.

Sense of Self

Strategies to support and guide development of positive sense of self

Involves having a realistic view of one's abilities, needs and preferences in each of different selves that together make us who we are.

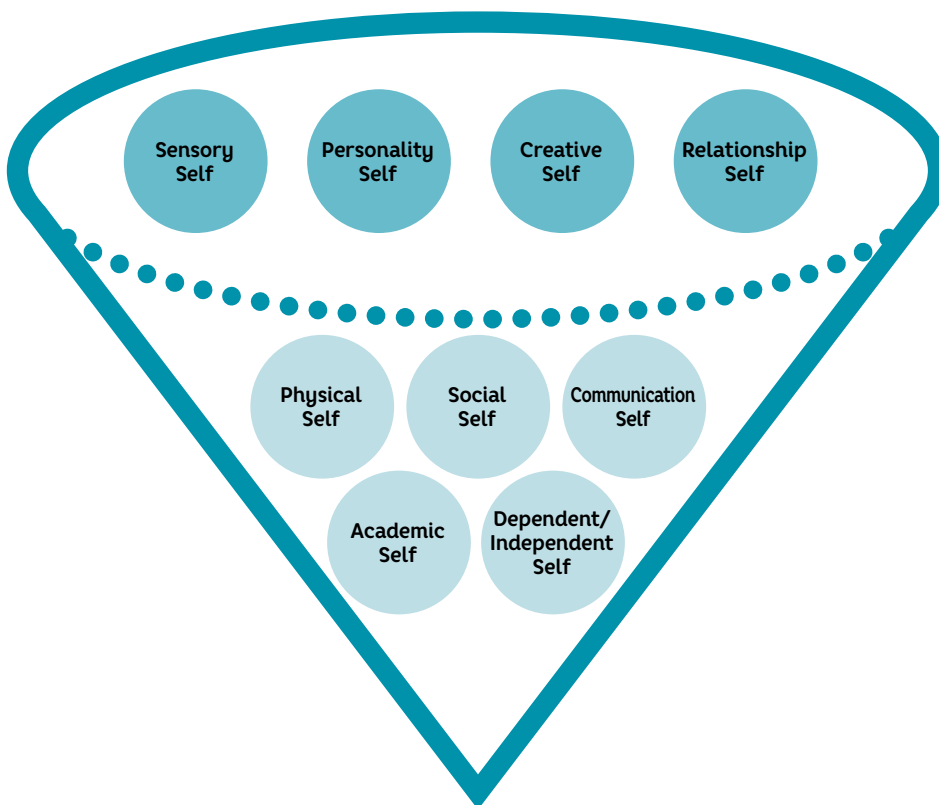
The figure below showcases the various selves that together *makes us (the whole self) who we are*.

To cultivate a positive sense of self it is important to:

1. Discuss the idea that the whole self is *the sum* total of our *different* selves.
2. Identify the various selves that are a part of us.
3. Acknowledge abilities in each of these selves.
4. Understand that nobody is perfect in each of the individual selves.
5. Recognise that it is the combination of the various selves that makes each of us unique.

On the following pages are examples of worksheets you could provide your student to help them identify their abilities, needs and interests in each of the selves.

Worksheet 1 – The different selves that make us



NB: you may discuss some or all of the different selves shown.

Worksheet 2 – For each of the selves encourage the student to identify their preferences and abilities.

Sense of Self → Academic Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their academic self.

The table below lists the skills the student needs to perform to communicate the sense of their academic self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of self	Skill	Age and level of prompting (refer to key)					
Academic self	Communicate like or dislike of a subject.						
Academic self	Communicate the reason/s for the like or dislike of a subject.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

Skill - Communicate like or dislike of a subject



Computer class



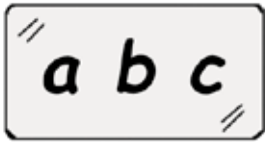
Library



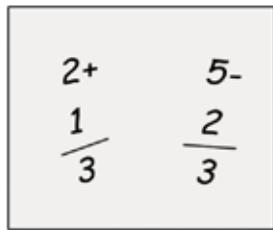
Diary



Science



English



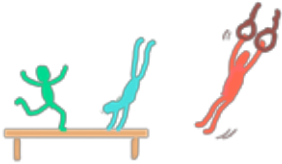
Maths



Physical Education



Independent Living



Gym



Drama class



Woodwork



Cooking



Horticulture



Bushrangers



Music



Dance



Art class



Sports



Other

Skill - Communicate the reason/s for the like or dislike of a subject



I think it is easy



I think I am good at it



I think it is fun



I have done this before
why do I need to do it
again



I think it is hard



I think I am not good
at it



I think it is boring



I do not know how to
do it



I had difficulty the last
time I did it



Other

Sense of Self → Social Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their social self.

The table below lists the skills the student needs to perform to communicate the sense of their social self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of self		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Social self	Communicate like or dislike of a person.						
Social self	Communicate like or dislike of an activity that involves other people.						
Social self	Communicate the reason/s for the like or dislike of a person/ activity.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

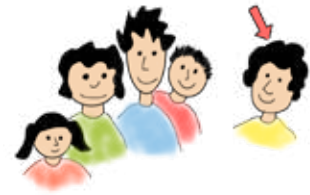
Skill – Communicate like or dislike of a person



Brother



Sister



Aunt



Uncle



Cousin



Friend



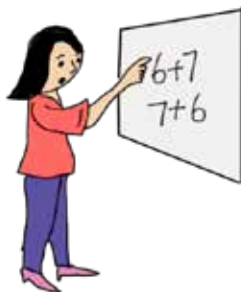
Mum



Dad



Grandparents



Teacher



Other

Skill – Communicate like or dislike of an activity that involves other people



Going on a holiday



Going for a drive



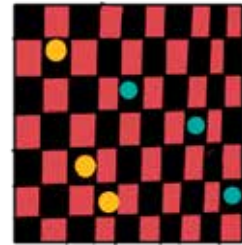
Dancing



Hanging out



Having a BBQ



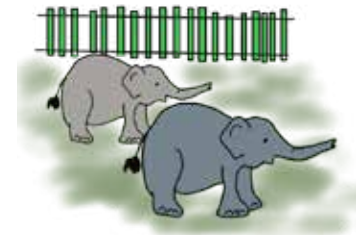
Playing board games



Picnic



Ski resort



Zoo



Church



Movies



Concert



Beach



Park



Library



Camp



Cafe



Visiting places



Other

Skill - Communicate the reason/s for the like or dislike of a person/ activity



Quiet



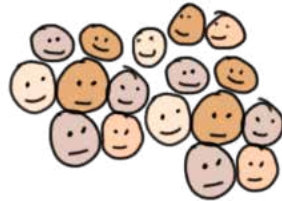
Friendly people



Helpful people



Funny people



Too many people



Too noisy



Too hot



Don't know the people



Rude people



Other

Sense of Self → Communicative Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their communicative self.

The table below lists the skills the student needs to perform to communicate the sense of their communicative self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Self		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Communicative self	Identify the different methods they use to communicate.						
Communicative self	Communicate the reason/s for the like or dislike of the communication method.						

Level of prompting key

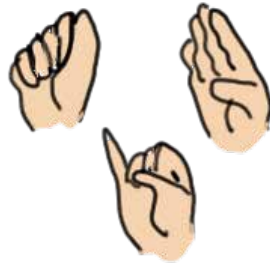
Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

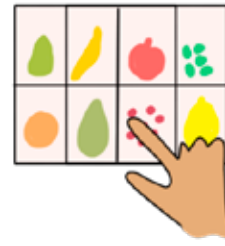
Skill - Identify the different methods they use to communicate



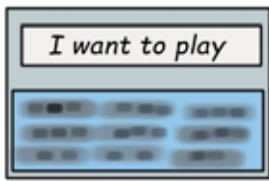
Talk



Sign



Pictures



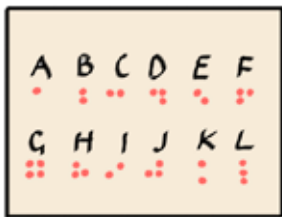
Communication device



Body language



Objects



Braille



Writing



Facial expression



Eye gaze



Other

Skill - Communicate the reason/s for the like or dislike of the communication method



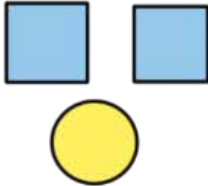
It takes a long time



It is hard



It makes me feel tired



It looks different



It is easy



I don't know how to do it



Other

Sense of Self → Independent Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their independent self.

The table below lists the skills the student needs to perform to communicate the sense of their independent self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of self		Age and achievement record (refer to key)					
Student to demonstrate the following skills and knowledge							
Independent self	Identify activities they can do independently.						
Independent self	Communicate like or dislike of the activity.						
Independent self	Communicate the reason/s for the like or dislike of doing the activity.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

Skill - Identify activities they can do independently (home). Identify like / dislike of activity.



Wipe tables



Cook



Wash clothes



Vacuum



Wash dishes



Wipe table



Put your dirty clothes in laundry



Hang washing



Sweep floor



Clean room



Make bed



cooking



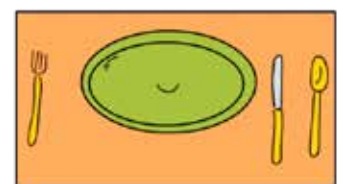
Wash car



Vacuuming



Pack/unpack bag



Set the table



Dry dishes

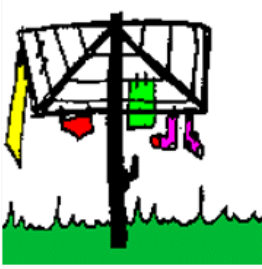


Sweep the backyard



Other

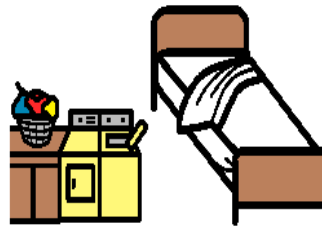
Skill - Identify activities they can do independently (home). Identify like / dislike of activity.



Hang out swimming towel and bathers



Sweep floor



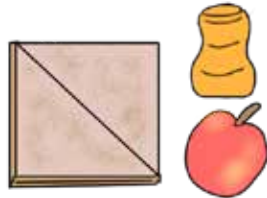
Strip bed



Take bin outside/inside



Carry shopping



Make lunch



Wash dishes



Shower



Use money



Take medication



Shave



Brush teeth



Use toilet



Dress/Undress



Brush hair



Other

Skill - Identify activities they can do independently (school). Identify like / dislike of activity.



Do my work



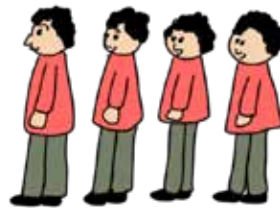
Ask questions



Hang out recess/lunch



Catch school bus



Line up



Look after my things



Take medication



Use computer



Get around



Cross the road

Canteen



Use school canteen



Use toilet



Other

Skill - Identify activities they can do independently (community). Identify like / dislike of activity.



Go to shops



Use the bank



Ask for help



Visit the doctor



Pay at the counter



Use toilet



Use transport



Visit friends



Other

Skill - Communicate the reason/s for the like or dislike of doing the activity.



I don't know how to do it



I am worried that I may make a mistake



It is too hard



I feel lazy



I like to be independent



I like to be helpful



I know I can do it



It is easy



It is fun



Other

Sense of Self → Creative Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their creative self.

The table below lists the skills the student needs to perform to communicate the sense of their creative self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of self		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Creative self	Communicate like or dislike of a creative activity.						
Creative self	Communicate the reason/s for the like or dislike of a creative activity.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

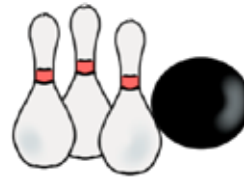
- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



fishing



Bike riding



bowling



Videography



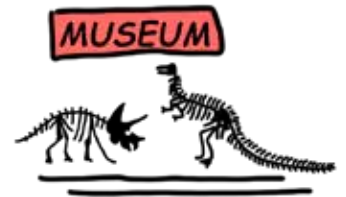
Visit art gallery



Dancing



Art



Museums



Animals



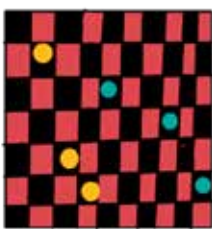
Astronomy



Astrology



Cooking



Board games



Computer



Computer games



Relaxing



Collections



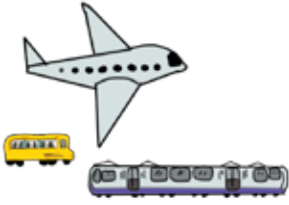
Craft



Photography



Watching TV



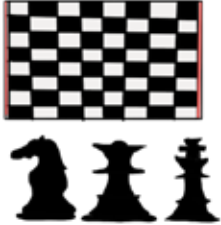
Travelling on transport



Sports



Writing



Chess



Electronics



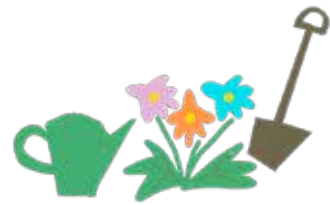
Video games



Exercise



Making things



Gardening



Music



Reading



Camping



Drama



Singing



Other



It is boring



It is hard



It is easy



It is fun



Other

Sense of Self → Personality Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student's ability to communicate the sense of their personality self.

The table below lists the skills the student needs to perform to communicate the sense of their personality self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Self		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Personality self	Communicate their personal quality.						
Personality self	Communicate like or dislike of a personal quality.						
Personality self	Communicate the reason/s for the like or dislike of a personal quality.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

Skill - Communicate their personal quality.
Communicate like or dislike of a personal quality.



Kind



Honest



Hard working



Loving



Helpful



Smart



Brave



Strong



Cool



Fun to be with



Don't give up



Talkative



Friendly



Helpful



Happy

Skill - Communicate their personal quality.
Communicate like or dislike of a personal quality.



Funny



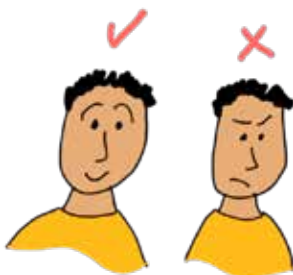
Building things



Neat and tidy



Have good ideas



Flexible



Positive



Religious



Cultured



Aggressive



Rude



Bully



Shy



Other

Skill - Communicate the reason/s for the like or dislike of a personal quality



I miss out on doing things



People are rude to me



I don't like myself



Other

Sense of Self → Physical Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their physical self.

The table below lists the skills the student needs to perform to communicate the sense of their physical self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Self		Age and achievement record (refer to key)					
Student to demonstrate the following skills and knowledge							
Physical self	Communicate like or dislike of a physical activity.						
Physical self	Communicate the reason/s for the like or dislike of a physical activity.						

Achievement Record Key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

Skill - Communicate like or dislike of a physical activity



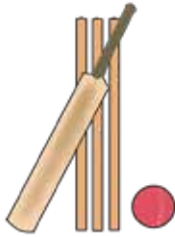
Bike riding



Exercise



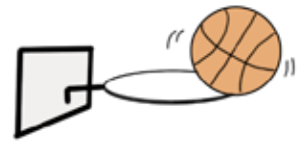
Golf



Cricket



Running



Basketball



Netball



AFL



Swimming



Karate



Soccer



Tennis



Other

Skill - Communicate reasons for like or dislike of a physical activity



It is boring



It is hard



It is easy



It is fun



Other

The background consists of several overlapping, semi-transparent geometric shapes in various shades of teal and blue. These shapes include triangles, quadrilaterals, and rounded rectangles, creating a layered, abstract composition. The colors range from a light, pale blue to a deep, dark navy blue. The overall effect is modern and clean.

Sense of Competence

Strategies to support and guide development of positive sense of competence

Involves being provided the opportunities to participate in activities to learn, extend and reflect on their skill development.

To cultivate a positive sense of competence in the context of daily routines, activities and interactions it is important to:

- Provide the student with the necessary supports so that they are set up for success (e.g. reduce distractions, schedules, choice boards, cue cards, mini schedules, activity checklists and rule charts).
- Provide the student with the opportunity to gradually increase the students level of participation in activities that they find challenging. For example, initially the student may engage in observer participation i.e. be physically present but does not actively partake in the activity → partial participation i.e. actively partakes in one or more tasks within the activity → complete participation i.e. actively partakes in the entire activity.
- Identify level of prompting required to teach a skill (e.g. most to least prompting hierarchy: full physical assistance → partial physical assistance → modelling → gesture → verbal → independent) and then systematically fade down to lower level prompts as your student masters the skill.
- Providing repeated practice of the skills before progressing onto the next skill.
- Provide the student with opportunity to reflect on what they are doing so that they attribute their competence to the results on their skills, effort and perseverance.
- Provide specific positive feedback on the student's effort, improvement, level of participation and displays of confidence.
- Keep visual records tracking skill development and achievements for the student to reflect on.

The background consists of several overlapping, semi-transparent geometric shapes in various shades of teal and blue. These shapes include triangles, circles, and irregular polygons, creating a layered, abstract composition. The colors range from a deep, dark blue to a lighter, bright teal. The overall effect is modern and dynamic.

Sense of Self Advocacy

Strategies to support and guide development of positive sense of self advocacy

Involves the "ability to stand up for oneself ...by speaking up, speaking out and speaking loud" (Pennell, 2001, p. 223).

Pennell (2001) defines self-advocacy as "...the ability to stand up for oneselfby speaking up, speaking out and speaking loud" (p. 223) to express service needs, against personal discrimination and for personal rights (Hartman, 1993; Orr & Rogers, 2003). Self-advocacy is an important self-enabling skill through which empowerment, access to the environment and learning can become a reality.

Barriers that may prevent student with disabilities developing advocacy skills include limited communication skills, poor self-concept and limited social skills. Also, many students may have not been allowed to make decisions for themselves so don't have the skills to make choices or decisions. Alternatively, some students don't even see self-determination as an option and instead have learnt to comply without questioning. Shore (2005) states that the ramifications from failing to acquire sufficient self-advocacy skills can be very debilitating as they are crucial for enabling success in life. Hence, students with disabilities should be provided with specific instruction to develop and cultivate self-advocacy skills.

The worksheets on the following pages offer suggestions on how to help the student develop a knowledge of what they need to succeed. With this understanding you can then guide the student to advocate for themselves.

Sense of Self Advocacy → Academic Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their academic self.

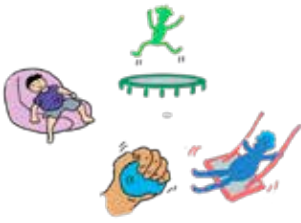
The table below lists the skills the student needs to perform to communicate the sense of their academic self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Self-Advocacy		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Education needs	Recognize they need help to participate in class.						
Education needs	Ask help from appropriate person/s.						
Education needs	Ask for help in a timely manner.						
Education needs	Clearly communicate what help they need.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Sensory breaks



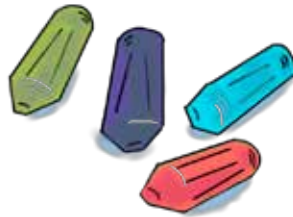
Angled worktop



Pen/Pencil grips



Adapted scissors



Chunky crayons and markers



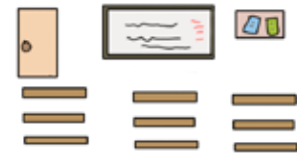
Carrell desk



Headphones, ear plugs



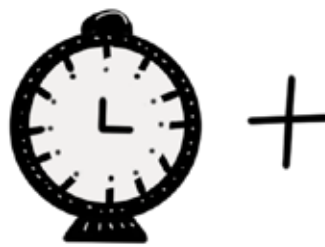
Sun glasses



Seating arrangement



Print modifications



Extra time



Structured work



Other



Time management skills



Simplifying complex directions



Assistive technology



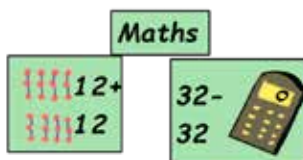
Organisational skills



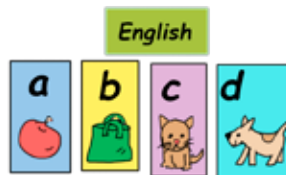
Social skills



Appropriate behaviour



Maths



English



Other

Sense of Self Advocacy → Social Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their social self.

The table below lists the skills the student needs to perform to communicate the sense of their social self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Social needs	Understand that everyone needs help with learning how to get along with others.						
Social needs	Explore the benefits of getting along with others.						
Social needs	Classify their own behaviors that make it easier and harder to get along with others.						
Social needs	Ask for help for improving their current behaviours in a timely manner.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Personal space skills



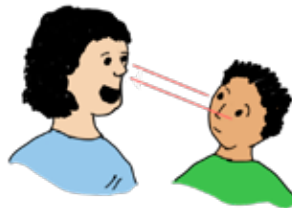
Listening skills



Volume skills



Chatting skills



Looking skills



Conflict management skills



Emotional management skills



Apologising skills



Friendship skills



Group work skills



Greeting skills



Other

Sense of Self Advocacy → Communicative Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their communicative self.

The table below lists the skills the student needs to perform to communicate the sense of their communicative self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and achievement record (refer to key)					
Student to demonstrate the following skills and knowledge							
Communication needs	Learn the importance of communicating with another person.						
Communication needs	Recognize when they have difficulties with communication.						
Communication needs	Ask for help when they do not understand from an appropriate person in a timely manner.						
Communication needs	Ask for help when they have difficulty with expressing themselves from an appropriate person in a timely manner.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

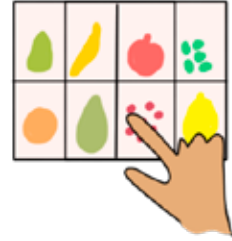
- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



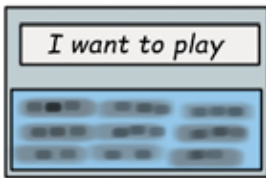
Talk



Sign



Pictures



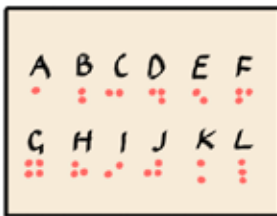
Communication device



Body language



Objects



Braille



Writing



Facial expression



Eye gaze



Other

Sense of Self Advocacy → Independent Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their independent self.

The table below lists the skills the student needs to perform to communicate the sense of their independent self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Independent needs	Understand the concept of doing things independently.						
Independent needs	Recognize staff as being there to support them, not to do things for them.						
Independent needs	To do as much as possible within an activity before asking for help.						
Independent needs	Clearly communicate what they have attempted and the specific help they need.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Schedule



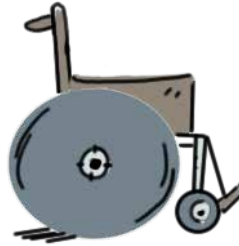
Checklist



Rules



Labelling environment



Wheelchair



Toileting



Medication



Relaxation



Grooming



Adapted cutlery



Modifying food

Canteen



Canteen skills



Travel training



Thickened drinks



Other

Sense of Self Advocacy → Creative Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their creative self.

The table below lists the skills the student needs to perform to communicate the sense of their creative self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Creative needs	Clearly communicate their choice of creative activity they want to participate in.						
Creative needs	Understand the importance of engaging in creative activities within set time limits.						
Creative needs	Ask for help from appropriate person/s on how to further develop their creative interests.						

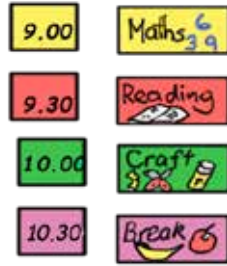
Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Offer me choices



Schedule my choices



Teach me the steps



Encourage me



Other

Sense of Self Advocacy → Personality Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their personality self.

The table below lists the skills the student needs to perform to communicate the sense of their personality self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Personality needs	Understand that everyone needs help with improving some of their personal qualities.						
Personality needs	Explore the benefits of improving personal qualities.						
Personality needs	Clearly communicate the personal qualities they would like to improve.						
Personality needs	Ask for help from appropriate person/s on how to improve their personal qualities.						

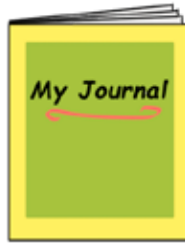
Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Help me put together an 'About me Book'



Journal to learn about myself



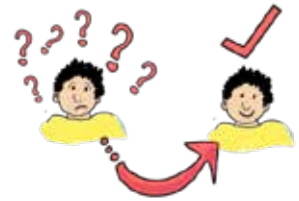
Help me cope with my worries



Encourage me



Be assertive



Solve problems



Other

Sense of Self Advocacy → Social Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their physical self.

The table below lists the skills the student needs to perform to communicate the sense of their physical self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Understanding needs		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Physical needs	Understand the importance of physical activity and nutrition to achieve a healthy lifestyle.						
Physical needs	Understand the impact of their decisions related to their physical activity and nutrition.						
Physical needs	Make healthy physical activity and nutrition decisions.						
Physical needs	Ask for help with self-management skills in the context of maintaining a healthy lifestyle, managing stress and maintaining their self-esteem from an appropriate person/s.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance



Help me learn about healthy eating



Help me learn about healthy drinking



Help me learn about healthy exercise



Help me learn about healthy sleep



Offer me choices



Schedule my choices



Teach me the steps



Encourage me



Other

The background consists of several overlapping, semi-transparent geometric shapes in various shades of teal and blue. These shapes, including triangles and rounded polygons, create a layered, abstract composition. The colors range from a light, airy blue to a deep, dark teal. The overall effect is modern and dynamic, with the shapes appearing to float and overlap in a non-linear fashion.

Sense of Connectedness

Strategies to support and guide development of positive sense of connectedness

Involves having a sense of belonging i.e. the feeling of being valued, accepted and included in social setting they are in.

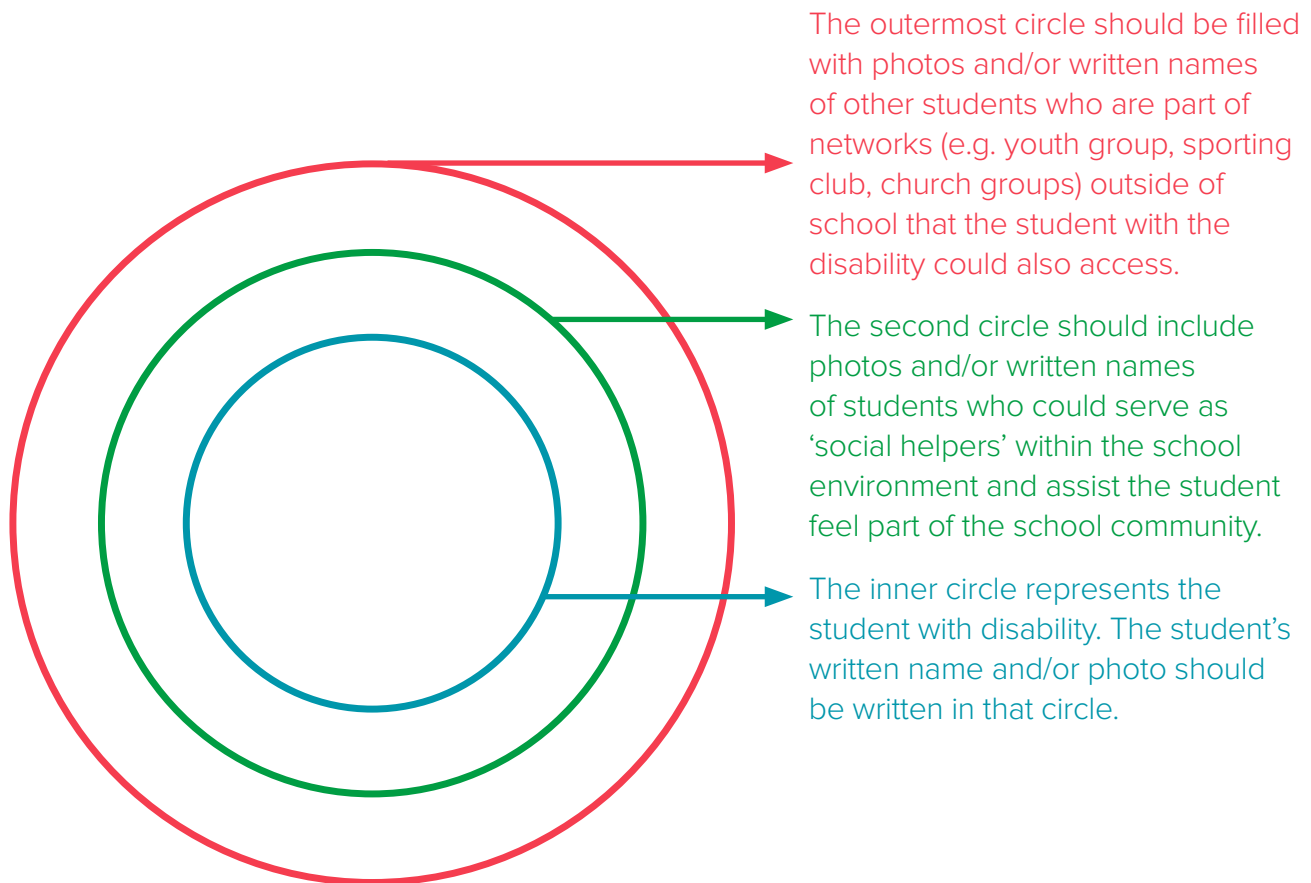
Interactions with others influences how a student views themselves, how they interact with others now and in the future. It also sets up their expectations for successful interactions or rejections (Thompson & Virmani, 2010).

Teachers can play a significant role in influencing and shaping their student's identity. According to Kostelnik et al. (2014) the five key elements that adults need to help the child foster positive judgements about themselves include:

- Warmth
- Acceptance
- Genuineness
- Empathy
- Respect

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). While it is not possible to force the student into a relationship or a network, to cultivate a positive sense of connectedness it is possible to create opportunities for the student that encourages the development of such connections. As an educator you can guide the student to make and maintain these connections by setting up a Circle of Connections'. Circle of Connections is a support structure that aims to provide opportunities, support and encouragement to the student to make connections. It is made up of a group of students who are intentionally invited to come together in friendship to support the student with disability, so that their dreams of being connected have a better chance of becoming a reality. The students in this circle offer emotional and practical support in a planned way so that the student with disability can make changes in their life.

Once the students who would like to assist the student with disability have been identified (called 'social helpers'), set a meeting time where you can begin the program. As a group discuss with all the invited students the importance of friendships and what it would be like not to have friends. Inform them you will be starting a program called Circle of Connections. This program will assist students who would like to make connections, but for a number of reasons are finding it difficult. Draw 3 concentric circles as shown on the next page to guide the discussion. Instead of circles you could use a different shape e.g. rectangle, square etc.



During the meeting, explore the social skills that the student needs to learn. The “social helpers” can be assigned responsibilities of assisting the student develop the social skills needed in different school location areas and networks. For example, all “social helpers” have to greet the student, be friendly and helpful to the student as appropriate throughout the day. Some “social helpers” can be then assigned to help the student specifically in the playground, whereas others can be responsible for helping the student in the cafeteria, and so on. The hope is that practice and repetition of the skills within context will help the student develop their social skills. Along with assisting the student, encourage the “social helpers” to think of ways in which they can become true friends.

It is important that the “social helpers” are provided support and given opportunities to talk. Initially, a weekly meeting needs to be organised so that they have the opportunity to talk about the good things that happened during the week and to discuss issues that may have arisen. Suggestions on how to deal with problems can be provided.

In conclusion, it is important to re-emphasise that the development of social competencies, peer relationships and being part of networks can't be left to chance. 'Rome wasn't built in a day'. Similarly, to build a supportive 'Circle of Connections' will not happen overnight, but as educators we must do all in our power to promote connectedness.



Sense of Purpose

Strategies to support and guide development of positive sense of purpose

Involves doing things that the individual believes is important and meaningful for themselves and others.

To cultivate a positive sense of purpose we need to create opportunities for the student to engage in things that are important and meaningful to them by:

- Creating times when the student can engage in their special interest.
- Show genuine interest and engage with them in their special interest.
- Build learning opportunities around their interest.
- Provide them with opportunities to share their special interest with their peers.
- Involve their special interest into curricular activities.
- Find other people who have the same interests.
- Nason (2014)

To cultivate a positive sense of purpose we also need to create opportunities for the student to do things for others. When they have done things for others it is important to explicitly acknowledge and provide feedback on the difference they have made to others.

On the next page is an example of a journal that was used to help a student record all the positive things they did for other people and positive things other people did for them which helps to affirm a sense of purpose and happiness.

My Purpose Journal – What is something positive I did for others today?

My name is: _____ Today the date is _____

Today I helped:

Teacher _____ (write name)

Class mate _____ (write name)

Visitor _____ (write name)

Other _____ (write name)

I helped them:

In an activity by _____

Do a job by _____

With their feelings by _____

Other _____

How did I feel about helping?

What did the other person think about me helping them?

My Purpose Journal – What is something positive that someone else did for me today?

My name is: _____ Today the date is _____

Today I was helped by:

Teacher _____ (write name)

Class mate _____ (write name)

Visitor _____ (write name)

Other _____ (write name)

They helped me:

In an activity by _____

Do a job by _____

With their feelings by _____

Other _____

How did I feel about them helping me?

What did the other person think about helping me?

The background consists of several overlapping, semi-transparent shapes in various shades of teal and blue. These shapes include triangles, rounded rectangles, and organic, flowing forms that create a layered, geometric effect. The colors range from a light, airy blue to a deep, dark teal. The overall composition is abstract and modern.

Sense of Future

Strategies to support and guide development of positive sense of future

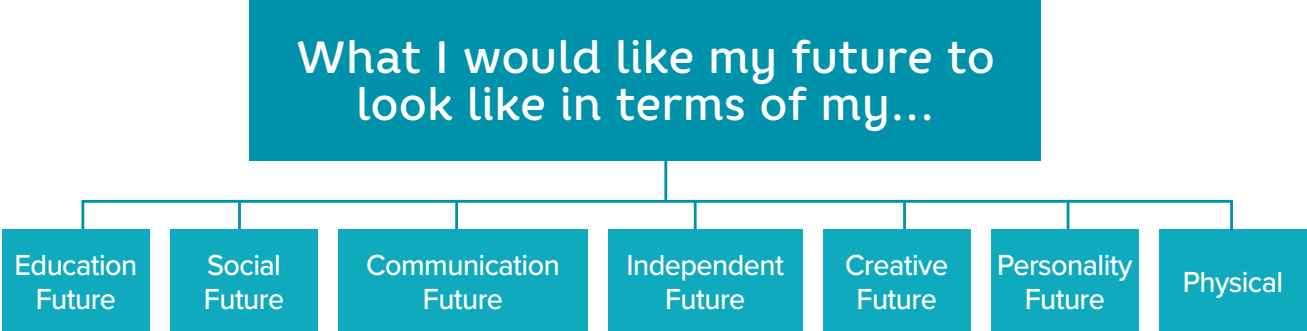
Involves feeling that one has some measure of control over the things that happen to them (Scales & Leffert, 1999) and a sense of growing into a positive and enjoyable future (Vander Ven, 2008).

To cultivate a positive sense of future we need to guide our students to learn how to:

- Identify things they like and are interested in
- Use their likes and interests as guides for choice making, decision making and goal setting
- Focus on the positives in a situation
- Understanding differences and celebrating uniqueness
- Recognise they always have options
- Support the student to face challenges in a gradual manner so that they can build resilience
- Learn how to set goals to move towards the future of their choice.

On the next pages are worksheets that can be used to help students identify what they would like their future to look like and set goals accordingly.

Visuals to support, supplement or enhance the student's ability to communicate their sense of future



Sense of Future → Academic Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their academic self.

The table below lists the skills the student needs to perform to communicate the sense of their academic self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Education future	Communicate like or dislike of each option.						
Education future	Communicate the reason/s for the like or dislike of the option.						
Education future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

Education Future



Complete high school



University



Traineeship



Apprenticeship



TAFE



Other

Sense of Future → Communicative Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their communicative self.

The table below lists the skills the student needs to perform to communicate the sense of their communicative self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Communication future	Communicate like or dislike of each option.						
Communication future	Communicate the reason/s for the like or dislike of the option.						
Communication future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

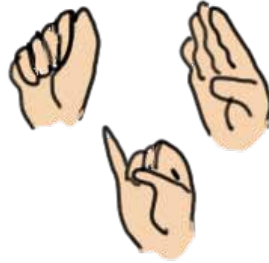
- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

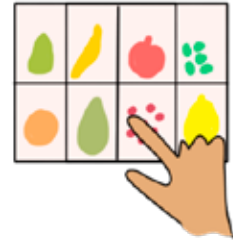
Communication Future



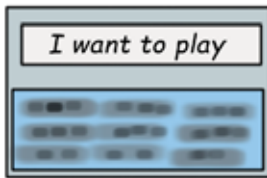
Talk



Sign



Pictures



Communication device



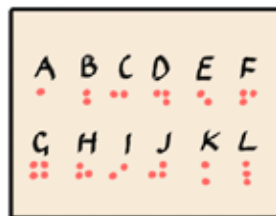
Facial expression



Body language



Objects



Braille



Writing



Eye gaze



Other

Sense of Future → Independent Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their independent self.

The table below lists the skills the student needs to perform to communicate the sense of their independent self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Independent future	Communicate like or dislike of each option.						
Independent future	Communicate the reason/s for the like or dislike of the option.						
Independent future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

Independent future - Work



Hospitality



Retail



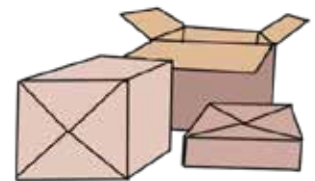
Manufacturing



Working with animals



Office work



Packaging



Building and construction



Health



Working with children



Mining



Horticulture



Artist



Food industry



Warehousing



Other

What would I like my future to look like?

Independent future - Accommodation



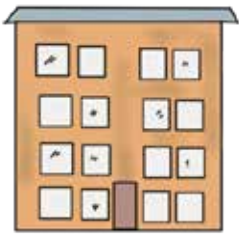
Live in family home



Live with friends



House



Unit/Flat



Shared accommodation
with people I don't know



Other?

What would I like my future to look like?

Independent future - Community



Using community services



Being part of community events



Being in community meetings



Getting along with people in the community



Other

What would I like my future to look like?

Independent future - Travel



Western Australia



Australia



Overseas



Cruise



Aeroplane



Train



Bus



Car



Campervan

Sense of Future → Social Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their social self.

The table below lists the skills the student needs to perform to communicate the sense of their social self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Social future	Communicate like or dislike of each option.						
Social future	Communicate the reason/s for the like or dislike of the option.						
Social future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

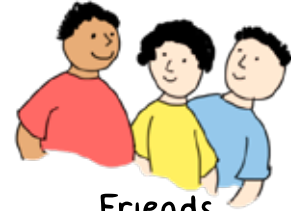
Social Future



Dating



Married



Friends



Children



Part of my family



Community



Other?

Sense of Future → Personality Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student's ability to communicate the sense of their personality self.

The table below lists the skills the student needs to perform to communicate the sense of their personality self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Personality future	Communicate like or dislike of each option.						
Personality future	Communicate the reason/s for the like or dislike of the option.						
Personality future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

Personality Future



Kind



Honest



Hard working



Loving



Helpful



Smart



Brave



Strong



Cool



Fun to be with



Don't give up



Talkative



Friendly



Helpful



Happy

What would I like my future to look like?

Personality Future



Funny



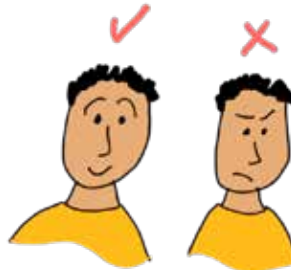
Building things



Neat and tidy



Have good ideas



Flexible



Positive



Other?



Connection with language



Connection with religion



Connection with history



Connection with Totems and symbols



Connection with dancing



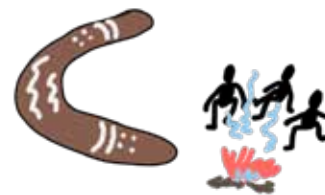
Connection with food



Connection with values



Connection with music



Connection with customs

Sense of Future → Physical Self

The worksheets on the following pages provide examples of visuals that can be used to support, supplement or enhance the student’s ability to communicate the sense of their physical self.

The table below lists the skills the student needs to perform to communicate the sense of their physical self. You can record their age and the level of prompting you have to provide to teach and assist the student to perform the skill.

Sense of Future		Age and level of prompting (refer to key)					
Student to demonstrate the following skills and knowledge							
Physical future	Communicate like or dislike of each option.						
Physical future	Communicate the reason/s for the like or dislike of the option.						
Physical future	Clearly communicate what option they want in the future.						

Level of prompting key

Identifying level of prompting required to teach and assist the student to perform the skill (e.g. least to most prompting hierarchy)

- I Independent** - student can do things on their own
- VP Verbal prompt** - student was helped by someone giving suggestions
- VH Visual prompt** - student was helped by someone using visual prompts such as gestures, pictures, signing or showing actions
- PP Partial physical prompt** - student was helped by someone who provided with some physical assistance
- FP Full physical prompt** - student was helped by someone who provided with some physical assistance

What would I like my future to look like?

Physical Future



Eating healthy



Drinking healthy



Healthy exercise habits



Healthy sleep habits



Other?



Well done!! Now that you have thought about what you would like your future to look like. To help you make your future dreams come true you need to set goals. A goal helps you think about what your want and how to get it.

Construct a plan...how do I get there?

1. What is your goal?

Construct a plan...how do I get there?

2. When would you like to reach your goal?

January

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Construct a plan...how do I get there?

3. Make your goal a SMART goal.

S

SPECIFIC

M

MEASURABLE

A

ACHIEVABLE

R

RELEVANT

T

TIMELY

Examine goals periodically...

4. What is working? What is not working?

Creating Smart Goals

STEP 1

Specific Goal

Be clear about what exactly you want



STEP 2

Measurable Goal

Think of how you will know if you have reached your goal or not



STEP 3

Achievable Goal

Think is your goal do-able



STEP 4

Relevant Goal

Think is your goal going to help you reach your dream?



STEP 5

Timely Goal

Make a timeline so you know how much time you have to achieve your goal. Decide on a start and finish date.



Examine goals periodically...

5. What needs to change?

Stay on track...

6. What do I need to do stay motivated?

Success Recognition...

7. What are my successes?

Conclusion

A positive sense of identity is developed over a lifetime as we all experience the many highs and lows that are part of the journey through life. As educators our role is help our student understand who they are, accept their whole self and help them learn the skills they need so that they can feel more capable when faced with any of life's many challenges.

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