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:


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