

Self-Determination Observation Checklist (SDOC)

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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.

Name _____ Date _____

Observe the Student

Does the student:

1. ____ask a question?	19.____negotiate with a peer?
2. ____examine an object in the room?	20.____make first person “I” statements?
3. ____provide an alternative to the teacher’s point of view?	21.____express an opinion or a belief?
4. ____provide an alternative to a peer’s point of view?	22.____alter tone or volume of voice to make a point?
5. ____make more than one attempt to accomplish a task?	23.____use an appropriate method to gain the teacher’s attention (e.g., raise hand)?
6. ____try more than one method to accomplish a task?	24.____use humor to communicate?
7. ____make a list of things to do?	25.____volunteer for activities?
8. ____use a calendar to plan?	26.____express disagreement with the teacher on an issue?
9. ____express satisfaction about an outcome?	27.____express disagreement with a peer on an issue?
10.____express disappointment about an outcome?	28.____make a suggestion?
11.____keep personal records or a diary?	29.____speak in a group?
12.____select a topic for an assignment?	30.____initiate a conversation with the teacher?
13.____select an item (e.g., from a lunch counter or a bookshelf)?	31.____initiate a conversation with a peer?
14.____work successfully alone?	32.____initiate an activity without a direct prompt from the teacher?
15.____work successfully in a group?	33.____initiate an activity without a direct prompt from a peer?
16.____participate in a conversation with the teacher?	34.____resolve a conflict?
17.____participate in a conversation with a peer?	
18.____negotiate with a teacher?	

Are the student’s:

35.____spoken communication skills understandable to the teacher?	37.____spoken communication indicative that he/she understands the teacher?
36.____spoken communication skills understandable to a peer?	38.____spoken communications indicative that he/she understands a peer?