

Developmental Components and Acquisition of Self-Determined Behaviour

	Pre-school to kindergarten (2 - 5 years old)	Early elementary years (6 - 8 years old)	Late elementary years (9 - 11 years old)	Secondary years (12 - 18 years old +)
Typically present skills	<p>Students can</p> <ul style="list-style-type: none"> • <i>recognize and express preferences</i> • <i>make choices based on restricted awareness of options</i> 	<p>Students can</p> <ul style="list-style-type: none"> • <i>identify, and are more likely to implement, solutions to problems that complement their abilities</i> • <i>generalize solutions from one problem to future problems</i> • <i>exert more control over their social context</i> • <i>set some basic goals and work toward them over brief time periods</i> 	<p>Students can</p> <ul style="list-style-type: none"> • <i>begin to set personal goals spontaneously</i> • <i>apply those goals to their actions</i> • <i>recognize when a specific course of action is not working and correct that course</i> • <i>understand the effects of effort, talent, and luck or chance on an outcome, and...</i> • <i>apply understanding to selecting appropriate strategies</i> • <i>with guidance, students can self-evaluate their needs based on their strengths and weaknesses</i> 	<p>Students can</p> <ul style="list-style-type: none"> • <i>demonstrate decision-making skills similar in most respects to those of adults</i> • <i>generalize successful problem-strategies from one situation to another</i> • <i>focus on long-term goals and objectives</i> • <i>revise plans to achieve goals</i> • <i>assume some control over their lives</i> • <i>provide an increasing level informed consent</i> • <i>use their perspective-taking skills to negotiate and compromise on important issues</i>
Limitations	<p>However, they have</p> <ul style="list-style-type: none"> • <i>an inaccurate and overly optimistic estimate of their abilities</i> • <i>an egocentric social perspective, limiting their ability to direct the behaviours of others to achieve desired end</i> • <i>difficulty to systematically or spontaneously revise their choice of actions based on the success or failure of the choice</i> 	<p>However, they</p> <ul style="list-style-type: none"> • <i>fail to correct their course plan of action based on the outcome of that action</i> • <i>require considerable adult support to complete goals</i> 	<p>However, they</p> <ul style="list-style-type: none"> • <i>lack the structure for systematic analysis of the consequences of various options from which they choose</i> • <i>cannot articulate a clear reason or rationale for decisions</i> 	<p>However, they</p> <ul style="list-style-type: none"> • <i>require support to analyze their decisions systematically and critically evaluate the information they use to make decisions</i> • <i>have a tendency toward emotionality</i>