
**Implementation Checklist for the POW-TREE Strategy**

Based on observed delivery of instruction, indicate in the box next to each step:

- 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

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<th>Observation (circle obs. #)</th>
<th>1</th>
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**Step 1.** Teacher activates prior knowledge of self-determination

- Discusses the 7 powerful self-determined behaviors by presenting the acrostic the “Don’t Go Sneaking Past Any Mad Elephants”
  - Provides overview of what each first letter represents:
    - D, decision making;
    - G, goal setting;
    - S, self-awareness;
    - P, problem-solving;
    - A, advocacy (self-);
    - M, monitoring (self-);
    - E, efficacy (self-)
  - Provides examples of how students can advocate for themselves using persuasive writing

**Step 2.** Teacher activates students’ prior knowledge of their present levels of performance

- Teacher provides students with copies of previous assessments, progress reports, etc.
- Teacher provides students an opportunity to complete self-evaluations of their academic or behavioral performance
- Teacher provides students an opportunity to review the IEP and determine accommodations that have worked well for them in the past

**Step 3.** Teacher introduces the POW + TREE strategy

- Teacher provides examples of how each of the 7 self-determined behaviors can be applied during the writing process
- Teacher models the entire writing process from completing the POW + TREE graphic organizer to evaluating progress, and refining final product.
- Teacher emphasizes use of self-statements to increase self-efficacy and verbalize application of the 7 self-determined behaviors when writing

**Step 4.** Support strategy use through guided practice

- Teacher provide students opportunities to write persuasive essays on topics related to self-advocacy with teacher guidance
- Teacher provides positive and corrective feedback
- Teacher provides an opportunity for students to make revisions based on feedback prior to moving to independent practice

**Step 5.** Support strategy use through independent practice

- Teacher provides students with the self-evaluation/monitoring checklists and
- Teacher instructs students to write a persuasive essay with no support materials and evaluate their use of the strategy
- Teacher provides students an opportunity to practice the strategy independently using the self-evaluation checklist
- After students have completed the self-evaluation checklist, teacher reviews evaluation with students and provides feedback
- Provide students the opportunity to make revisions based on feedback

**Total**

**Fidelity of Implementation:**
Total number of points or N/A Marked: ________ ÷ 36 = ________ × 100 = _______%

**Scoring Key:** 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

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