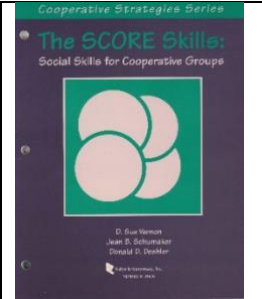
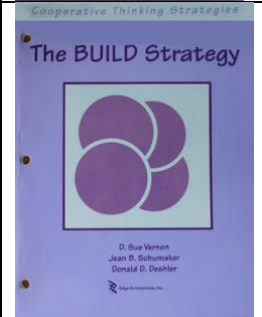
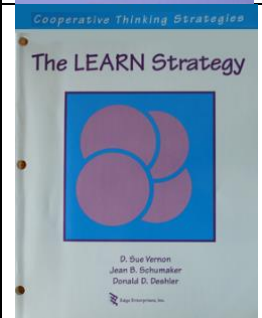
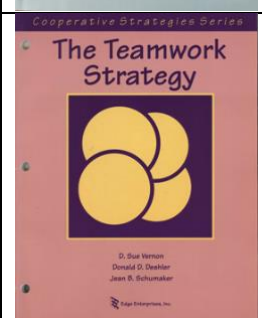
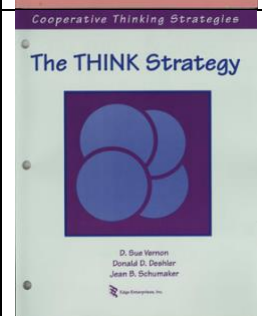
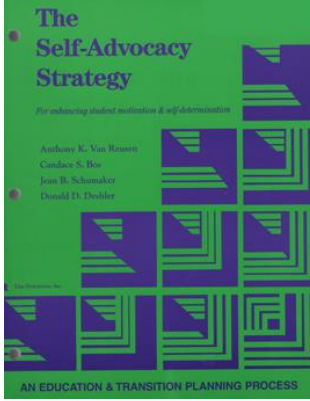
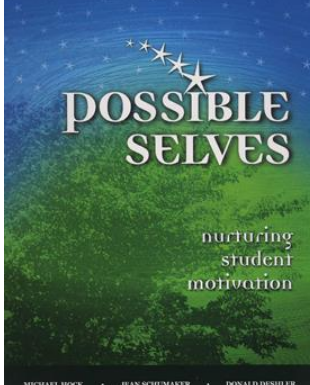


## Cooperative Thinking Strategies

	<p><b>SCORE Skills: Social Skills for Cooperative Groups</b> describes a set of social skills that are fundamental to effective groups. Students learn to share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control. The skills can be used to establish and maintain good relationships with others in most everyday situations. <b>The SCORE Skills strategy is a prerequisite to the other cooperative thinking strategies (BUILD, LEARN, THINK, and Teamwork).</b></p>
	<p>The purpose of the <b>BUILD Strategy</b> is to enable students to work together to make decisions using a process similar to a debate. Students learn to examine an issue and define opposing sides, gather information, understand the consequences of decisions, identify possible compromises, review facts, make a personal decision, and conduct a team vote.</p>
	<p>The <b>LEARN Strategy</b> was designed to enable students to work in teams to learn together. Each step promotes creative cooperation; students think together to generate ideas to help them learn. Students learn how to organize information both as members of a team and as independent learners</p>
	<p>The <b>Teamwork Strategy</b> provides a framework for organizing and completing tasks in small groups. Students analyze an assignment and divide it into specific tasks, equitably assign those tasks to individuals, offer and request help to complete the individual jobs, ask for and give feedback to other group members, assemble the individual jobs into one product, and evaluate the process used to complete the project and assess the interpersonal skills of group members.</p>
	<p>The <b>THINK Strategy</b> is used by students working together in teams to systematically solve problems. Students learn to analyze and identify a problem, examine what's been done in the past, brainstorm new solutions, discuss the advantages and disadvantages of new solutions, choose the best one, devise a plan to implement it, and review how they worked together.</p>

## Cooperative Thinking Strategies

 The cover of the book 'The Self-Advocacy Strategy' features a green background with a grid of purple squares. Each square contains a white geometric pattern of lines and dots. The title 'The Self-Advocacy Strategy' is at the top in white, with the subtitle 'For enhancing student motivation & self-determination' below it. The authors' names are listed in the middle: Anthony K. Van Riesen, Candace S. Bos, Jean B. Schumaker, and Donald D. Deshler. At the bottom, it says 'AN EDUCATION & TRANSITION PLANNING PROCESS'.	<p><b>The <i>Self-Advocacy Strategy</i></b> helps students prepare for and participate in education or transition planning conferences. Students learn to determine and list their perceived strengths, areas in which they need to improve or learn, education and transition goals, needed accommodations, and more. They then use steps of the strategy to share their lists during conferences, listen and respond to others, ask questions, and communicate their goals.</p> <p>When students learned the <i>Self-Advocacy Strategy</i>, 86 percent of the goals they most valued were found in their IEPs. Students who had not learned the <i>Self-Advocacy Strategy</i> had only 13 percent of their desired goals in their IEPs</p>
 The cover of the book 'Possible Selves' has a blue sky with white stars at the top, transitioning to a green field of trees at the bottom. The title 'POSSIBLE SELVES' is written in large, white, serif capital letters. Below the title, the subtitle 'nurturing student motivation' is written in a smaller, white, sans-serif font. At the very bottom, the authors' names 'MICHAEL HOCK • JEAN SCHUMAKER • DONALD DESHLER' are listed in small white capital letters.	<p><b><i>Possible Selves</i></b> is designed to increase student motivation by having students examine their futures and think about goals that are important to them. Students think about and describe their hoped-for possible selves, expected possible selves, and feared possible selves. They set goals, create plans, and work toward their goals as part of this program.</p>