

C.R.O.S.S.ROADS™ Decision-Making Process
General decision-making * Goal-setting * Problem-solving * Conflict Resolution

Name Ms Tucker Date 10/2

Check one: General Decision-making Goal Setting Problem-solving Conflict Resolution

Life Principle/s - Identify LP that apply: Responsibility

1) **C - CHOICE - What is the choice being made?** I am deciding how to assist my students
experience success through achieving personal academic goals they set for themselves during the next year.

2) **R - REALITY - What is happening now? (facts)** I work to help my students be successful, but not
in a specific, well-defined way such as achieving individual goals will accomplish.

3) **O - OPTION/S - What are some choice options?**

Option - "If ..."	Results - "Then ..."
A) Introduce the <u>goal setting process</u> with the <u>Lesson Plan for Introducing Choice and Goal Setting</u>	The students will learn a simple process that will apply in any situation. Time in class will have to be dedicated initially to achieve this.
B) Have the students apply the <u>5 step choice process</u> verbally in real situations so it becomes a relevant life skill. Model by making a class goal of their choosing.	The students will see how goal setting applies to themselves personally and can be used in making decisions.
C) Use <u>Self-Assessment Tools</u> such as the <u>Student Choice Progress Evaluation Sheet</u> to develop evaluation skills.	Students will learn the importance of meaningful evaluation and revision of choices/goals.

4) **S - SELECT Option/s** A, B, C **and Create a plan.** (See C.R.O.S.S.ROADS™ Planning Sheet)

What specific personal effort is necessary to make my choice option/s happen?

Who and/or what are needed to make this happen?

When - What is the time line?

i.e. Goal setting - write out specific steps to achieve goal; (see Goal Planning Sheet)

i.e. Problem-solving - seek assistance, develop a procedure, etc.

i.e. Conflict Resolution - walk away, apologize, etc.

In the next week write lesson plans to introduce goal setting. After introducing the concept, have students select a class goal and practice the goal setting steps before moving to individual goals. Use regular goal progress checks to evaluate success.

5) **S - START OVER – Evaluate results of choice and use process to revise as needed.**

Choice will be evaluated on 10/13

(Date)

My Accountability Partner is: Mr. Thomas