

# PARENTING DURING THE EARLY YEARS



**EVENT DATE:** January 10, 2021

**HOSTED BY:**



**To Create Unimagined Change**

**Engage Parents In Education**

INSTITUTIONALIZED EQUITY, LLC  
<https://engageparentsineducation.com>

# PRESENTATION



The Parent Role in Child Development and Learning



Parent Resource Overview

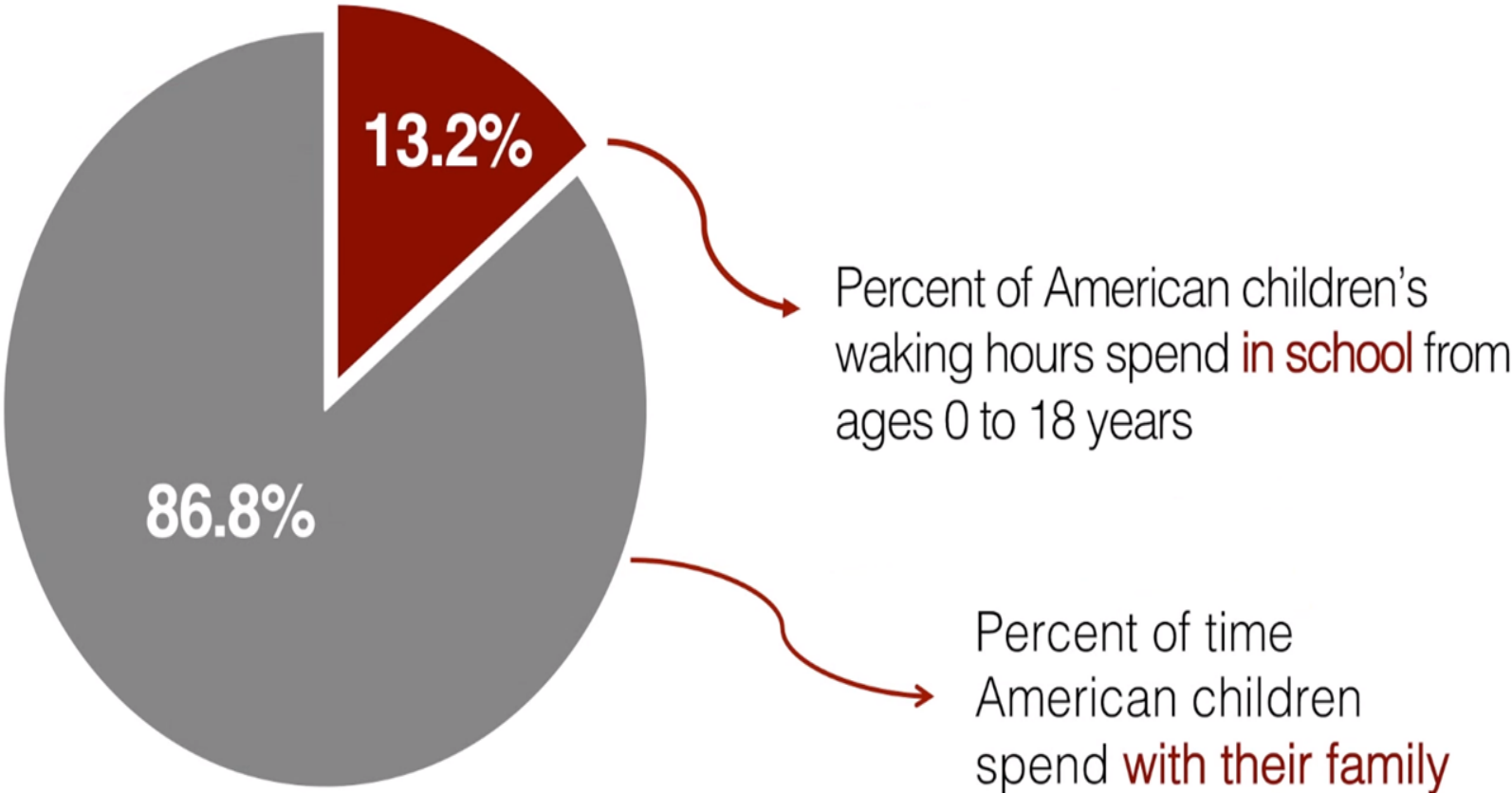


Q&A Session



The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.

# Time at home eclipses time at school





## The Descriptions of Families Whose Children are Doing Well in School Repeatedly Mention These Characteristics and Examples



- 1. Establish a daily family routine** -- providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
- 2. Monitor out-of-school activities** -- setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- 3. Model the value of learning, self-discipline, and hard work** -- Communicating through questioning and conversation, demonstrating that achievement comes from working hard, using reference materials and the library.
- 4. Express high but realistic expectations for achievement** -- settings goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
- 5. Encourage children's development/progress in school** -- maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
- 6. Encourage reading, writing, and discussions among family members** -- reading, listening to children read and talking about what is being read.

--Henderson 1994

## **GOLD STANDARD** [Learning at Home]

"High-achieving children from all backgrounds tend to spend approximately 20 hours a week in constructive learning activities outside of school. Supportive guidance from adults is a critical factor in whether such opportunities are available.

In a given week, this would consist of four or five hours of discussion with knowledgeable adults or peers; four or five hours of leisure reading; one or two hours of various types of writing, such as grocery lists, telephone messages, letters, or diary entries; five or six hours of homework or study; several hours devoted to hobbies; two or three hours of chores; and four to five hours of games."

**Clark, Reginald M.** *"Why Disadvantaged Students Succeed: What Happens Outside School is Critical"*  
Public Welfare, Spring 1990, pp. 17-23

# Life Cycle Skill Formation



- Skill formation is a life cycle process. It starts in the womb and goes on throughout life.
- Families play a role in the process that is far more important than the role of schools.
- There are multiple skills and multiple abilities that are important for adult success.
- Skill attainment at one stage of the life cycle raises skill attainment at later stages of the life cycle (self-productivity).



“Different tasks require different skills in different levels and proportions.”

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**Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success --OECD**



The **Kindergarten Readiness Milestone** requires mastery of 51 distinct measures of knowledge, skills and behaviors in 10 specific domains.











# DRDP-K (2015)

A Developmental Continuum for Kindergarten

## Measures at-a-Glance

For use with kindergartners

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation		1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development		1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development		1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development		1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science		1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science		1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development		1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health		1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science		1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts		1	Visual Art
		2	Music
		3	Drama
		4	Dance
Spanish		1	Language Comprehension
		2	Language Production
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish



# COG: MATH 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less</b>	<b>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</b>	<b>Uses counting to add or subtract one or two objects to or from a group of at least four objects</b>	<b>Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</b>	<b>Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation;</b>  <b>and</b>  <b>Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., <math>7=5+2</math>; <math>7=6+1</math>)</b>	<b>Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction</b>
<b>Possible Examples</b> <ul style="list-style-type: none"> <li>Communicates, "Now we have more," when an adult combines markers from the shelf with some on the table.</li> <li>Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket.</li> <li>Notifies when another child's bowl has more beads than own bowl, and asks an adult to add beads to own bowl.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "Now we have three," when adding a third snail to the two collected from the yard.</li> <li>Communicates, "Only two left," when an adult removes a torn bean bag from a group of three bean bags.</li> <li>Gives one of two cars to another child, and then communicates, "I have one and you have one."</li> </ul>	<ul style="list-style-type: none"> <li>Adds one counting bear to a group of four, and counts, "I have one ... two ... three ... four ... five."</li> <li>Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.</li> <li>Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.</li> <li>Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "I had four hair clips, but I gave one to my sister. Now I have three."</li> <li>Brings six papers to the table after adult communicates, "We usually have four children, but today we have two visitors, so how many papers do we need altogether?"</li> <li>Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"</li> </ul>	<ul style="list-style-type: none"> <li>Holds up five fingers on one hand and three fingers on the other hand and counts to self, "1, 2, 3, 4, 5, 6, 7, 8," when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons.</li> <li>Solves the problem: "7 + 2," presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles.</li> <li>Removes three cars and counts the number of cars left. "1, 2, 3, 4, 5, 6, 7," and replies "7" when adult asks, "You have 10 cars, if I took 3 away, how many would you have left?"</li> <li>Creates a group of three manipulatives and a group of five manipulatives and communicates, "I have eight. I can also do four and four and still have eight."</li> </ul>	<ul style="list-style-type: none"> <li>Writes the equation "11 + 3," then counts aloud, "11, 12, 13, 14," and replies "14," when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count-on strategy)</li> <li>Communicates, "12 minus 2 is 10, and then 10 minus 1 is 9," when explaining her solution to the problem: "12 minus 3." (make a 10 strategy)</li> <li>Communicates, "8 plus 2 is 10, so it is two," when presented with the subtraction problem: "10 minus 8." (subtraction is inverse to addition strategy)</li> <li>Communicates, "7 plus 3 is 10 and then 2 more is ... 10, 11, 12. There are 12," when solving the equation: "7 plus 2 plus 3." (make a 10 and count-on strategies)</li> </ul>

○ Child is emerging to the next developmental level

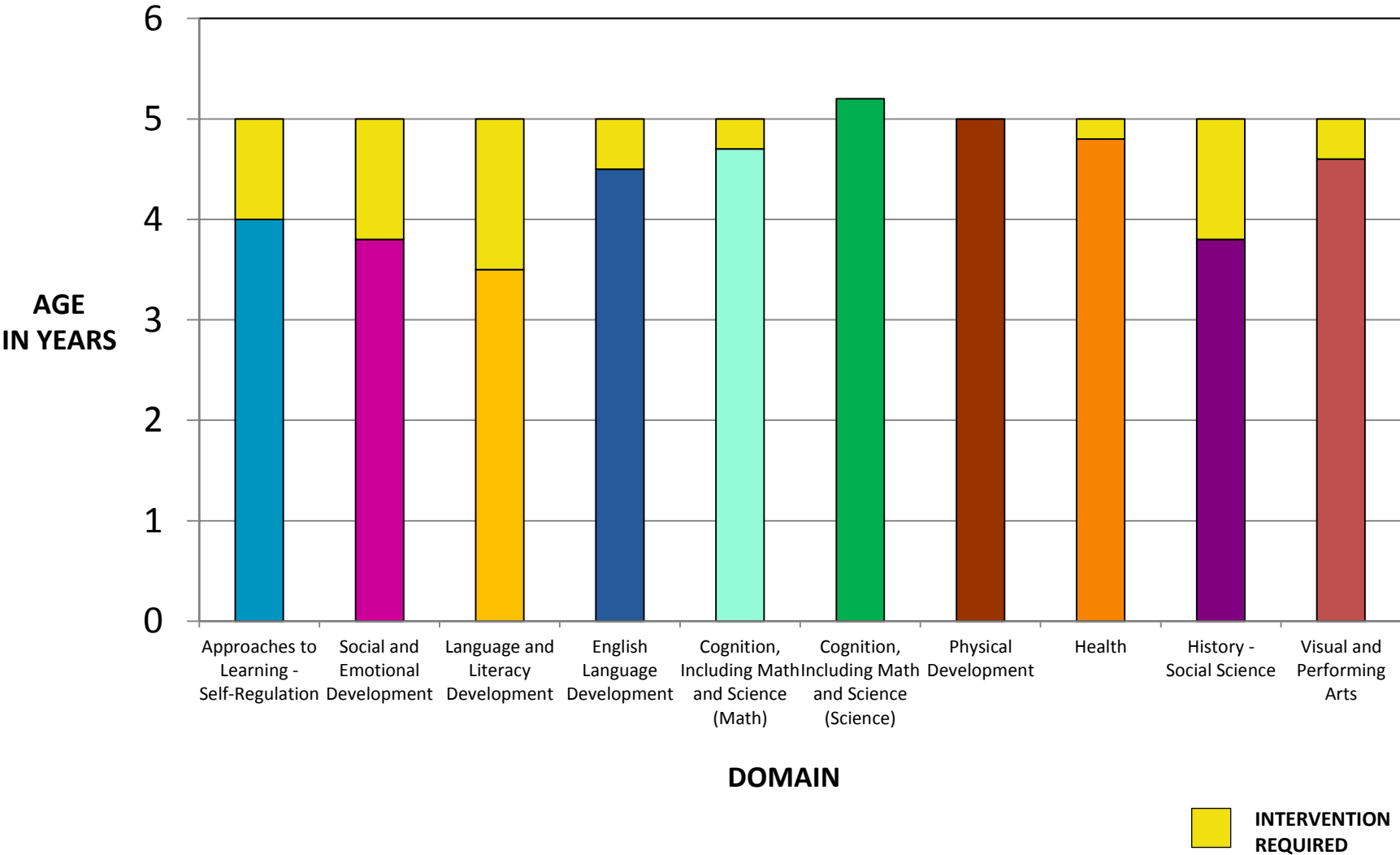
○ Unable to rate this measure due to extended absence

COG: MATH 3 (of 6)

Number Sense of Math Operations

COG: MATH 3 (of 6)

# KINDERGARTEN READINESS EVALUATION



# UNIVERSAL FOUNDATIONAL COMPETENCIES

## Tier 1

Personal Effectiveness  
Competencies

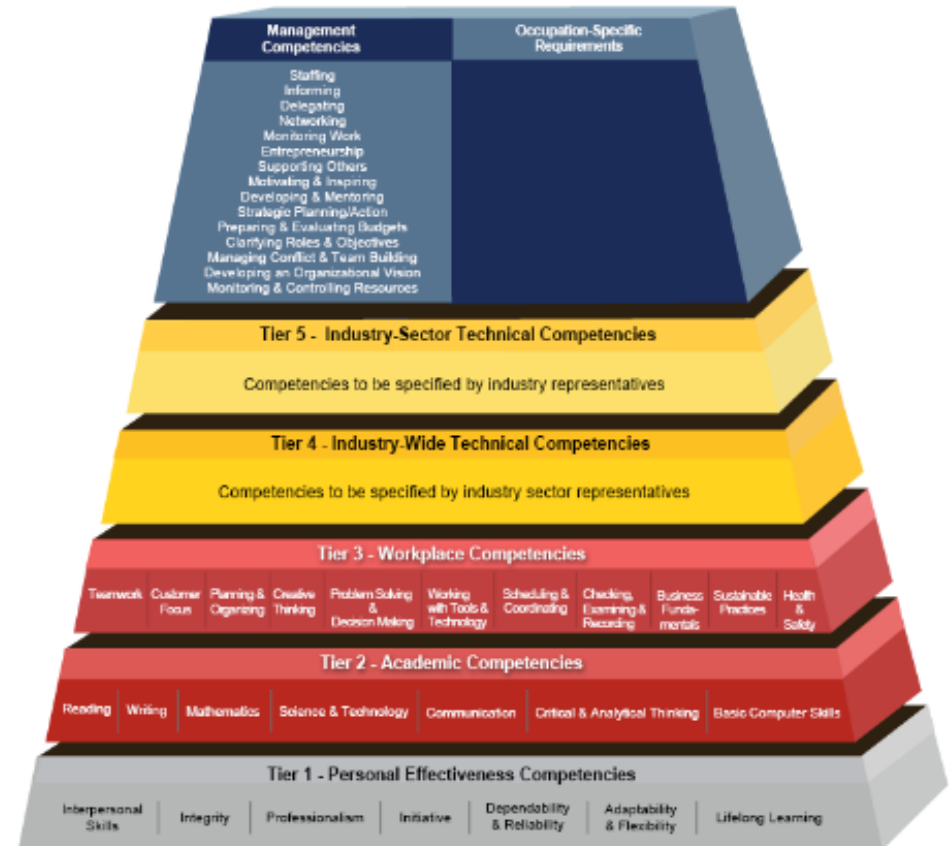
## Tier 2

Academic Competencies

## Tier 3

Workplace Competencies

## Building Blocks for Competency Models Foundational Competencies





## Student Profile Report

**Academic year:** Current (2012-2013)

**Class:** sponseller reading

**Show:** Test 1 - 01/16/13

**Select Students by:** Class

**Student:**

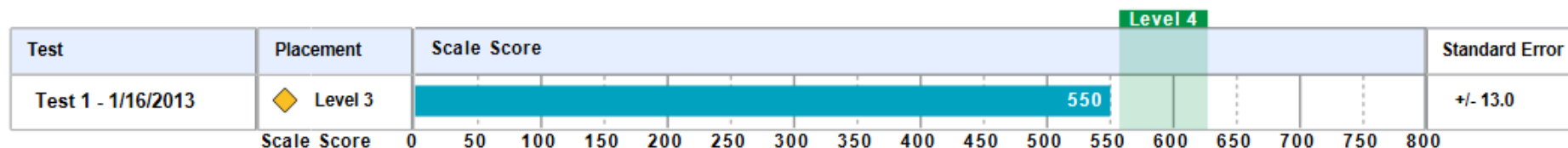
**School:** GLENWOOD MIDDLE SCHOOL

**Define "On Level":** Standard View

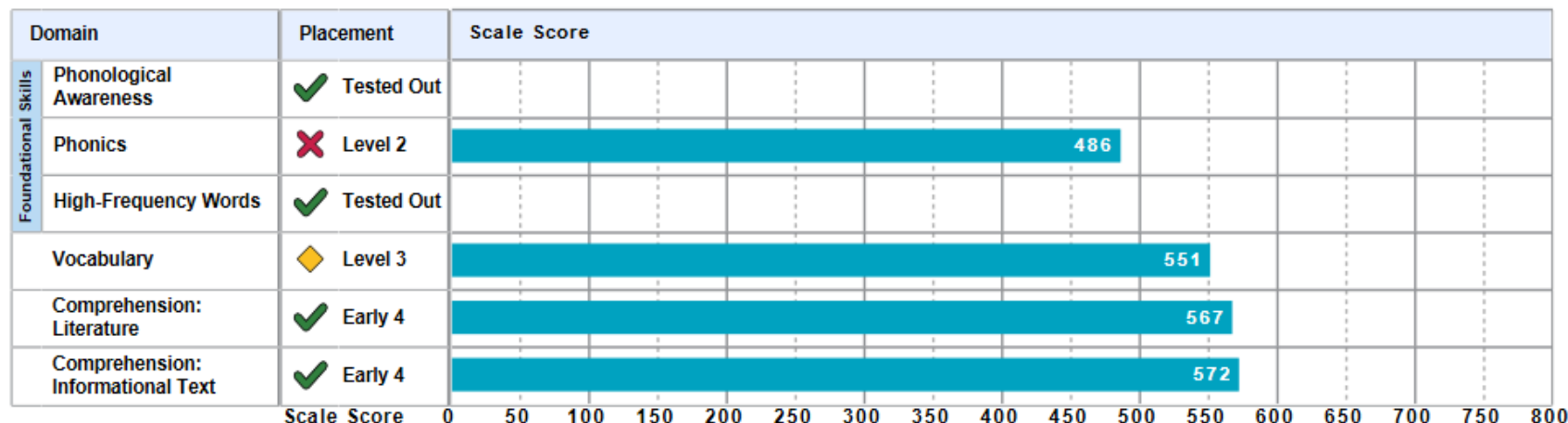
Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

### Overall Performance

✓ On or Above Level    ◆ < 1 Level Below    ✗ > 1 Level Below



### Detail for Test 1 - 01/16/13





# COLLEGE AND CAREER READINESS

**ACT**

(2015 Norms Percentile)

**75 PERCENTILE +**

## READING

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
<b>NWEA Median</b>	<b>Fall</b>	<b>141</b>	<b>161</b>	<b>175</b>	<b>188</b>	<b>198</b>	<b>206</b>	<b>211</b>	<b>214</b>	<b>217</b>	<b>220</b>	<b>220</b>	<b>223</b>	<b>50</b>
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

Higher Achievement

Lower Achievement



# COLLEGE AND CAREER READINESS

**ACT**

(2015 Norms Percentile)

**83 PERCENTILE +**

Higher  
Achievement

Lower  
Achievement

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:  
230 Introduction to Algebra; 235 Algebra; 245 Geometry

AUTOMATICITY is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice. [Wikipedia](#)



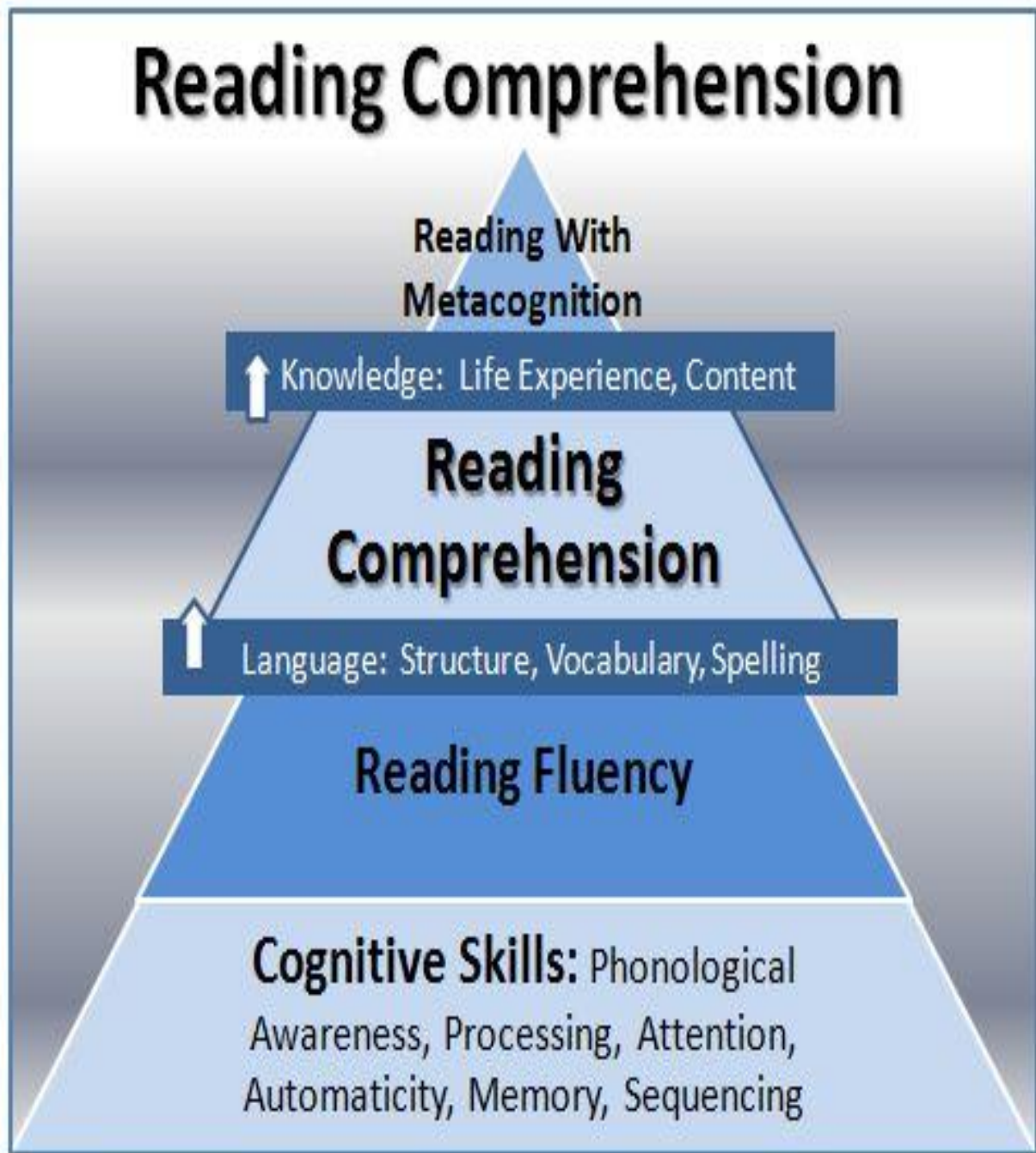
The acquisition of higher-level skills is dependent on the automaticity of foundational skills.



## CRITICAL READING WITH METACOGNITION

“It’s about putting information in context, connecting it to prior knowledge, interpreting, analyzing and contrasting it to previously held understanding with a view to revising that understanding.”

<http://www.gemmlearning.com>



**Why is it so important for students to develop strong foundational skill competencies in the early years?**

**Learning, as students get older, becomes more complex.**

### **EXAMPLE**

**In Algebra I alone, there are hundreds of topics a student should know and there are more than a 1 Trillion feasible knowledge states a student can construct. Source:**





IN FOCUS

10

education policy education policy education policy education policy education policy education policy education policy

## What can parents do to help their children succeed in school?

- Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in PISA 2009 than students whose parents read with them infrequently or not at all.
- The performance advantage among students whose parents read to them in their early school years is evident regardless of the family's socio-economic background.
- Parents' engagement with their 15-year-olds is strongly associated with better performance in PISA.



# Scaffolding Learning

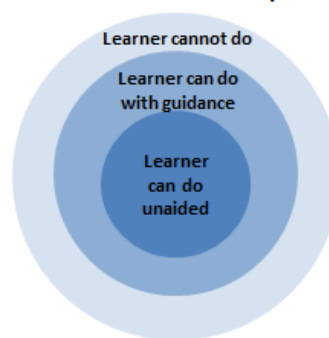
## CONVERSATIONAL TURNS

Back-and-forth exchanges boost children's brain response to language: Study finds engaging children in conversation is more important for brain development than "dumping words" on them.

Anne Trafton | MIT News Office  
February 13, 2018



Zone of Proximal Development



## ZONE OF PROXIMAL DEVELOPMENT

ZPD, is the difference between what a learner can do without help, and what they can't do. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help.

Zone of Proximal Development  
Lev Vygotsky (1896 – 1934)  
Wikipedia





# 40 DEVELOPMENTAL ASSETS® FOR EARLY CHILDHOOD (Ages 3 to 5)

Developmental Assets® – that help young children grow up healthy, caring, and responsible.



## 40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> <li><b>Family support</b>—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.</li> <li><b>Positive family communication</b>—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</li> <li><b>Other adult relationships</b>—With the family's support, the child experiences consistent, caring relationships with adults outside the family.</li> <li><b>Caring neighbors</b>—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.</li> <li><b>Caring climate in child-care and educational settings</b>—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.</li> <li><b>Parent involvement in child care and education</b>—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.</li> </ol>
	Empowerment	<ol style="list-style-type: none"> <li><b>Community cherishes and values young children</b>—Children are welcomed and included throughout community life.</li> <li><b>Children seen as resources</b>—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.</li> <li><b>Service to others</b>—The child has opportunities to perform simple but meaningful and caring actions for others.</li> <li><b>Safety</b>—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.</li> </ol>
	Boundaries & Expectations	<ol style="list-style-type: none"> <li><b>Family boundaries</b>—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.</li> <li><b>Boundaries in child-care and educational settings</b>—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.</li> <li><b>Neighborhood boundaries</b>—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.</li> <li><b>Adult role models</b>—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</li> <li><b>Positive peer relationships</b>—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</li> <li><b>Positive expectations</b>—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.</li> </ol>
	Constructive Use of Time	<ol style="list-style-type: none"> <li><b>Play and creative activities</b>—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.</li> <li><b>Out-of-home and community programs</b>—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.</li> <li><b>Religious community</b>—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>Time at home</b>—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.</li> </ol>
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> <li><b>Motivation to mastery</b>—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.</li> <li><b>Engagement in learning experiences</b>—The child fully participates in a variety of activities that offer opportunities for learning.</li> <li><b>Home-program connection</b>—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</li> <li><b>Bonding to programs</b>—The child forms meaningful connections with out-of-home care and educational programs.</li> <li><b>Early literacy</b>—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.</li> </ol>
	Positive Values	<ol style="list-style-type: none"> <li><b>Caring</b>—The child begins to show empathy, understanding, and awareness of others' feelings.</li> <li><b>Equality and social justice</b>—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.</li> <li><b>Integrity</b>—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.</li> <li><b>Honesty</b>—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</li> <li><b>Responsibility</b>—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</li> <li><b>Self-regulation</b>—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.</li> </ol>
	Social Competencies	<ol style="list-style-type: none"> <li><b>Planning and decision making</b>—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.</li> <li><b>Interpersonal skills</b>—The child cooperates, shares, plays harmoniously, and comforts others in distress.</li> <li><b>Cultural awareness and sensitivity</b>—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.</li> <li><b>Resistance skills</b>—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.</li> <li><b>Peaceful conflict resolution</b>—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</li> </ol>
	Positive Identity	<ol style="list-style-type: none"> <li><b>Personal power</b>—The child can make choices that give a sense of having some influence over things that happen in her or his life.</li> <li><b>Self-esteem</b>—The child likes her- or himself and has a growing sense of being valued by others.</li> <li><b>Sense of purpose</b>—The child anticipates new opportunities, experiences, and milestones in growing up.</li> <li><b>Positive view of personal future</b>—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</li> </ol>



# MODELING

## Infants Can Learn the Value of Perseverance by Watching Adults








After observing grown-ups struggling with tasks, 1-year-old babies make more effort themselves

<https://www.theatlantic.com/science/archive/2017/09/infants-can-learn-the-value-of-perseverance-by-watching-adults/540471/>

# A PARENT'S EFFORT MATTERS MOST

## The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
 <b>Express Care</b> Show me that I matter to you.	<ul style="list-style-type: none"> <li>• <b>Be dependable</b>.....Be someone I can trust.</li> <li>• <b>Listen</b>.....Really pay attention when we are together.</li> <li>• <b>Believe in me</b>.....Make me feel known and valued.</li> <li>• <b>Be warm</b>.....Show me you enjoy being with me.</li> <li>• <b>Encourage</b>.....Praise me for my efforts and achievements.</li> </ul>	
 <b>Challenge Growth</b> Push me to keep getting better.	<ul style="list-style-type: none"> <li>• <b>Expect my best</b>.....Expect me to live up to my potential.</li> <li>• <b>Stretch</b>.....Push me to go further.</li> <li>• <b>Hold me accountable</b>.....Insist I take responsibility for my actions.</li> <li>• <b>Reflect on failures</b>.....Help me learn from mistakes and setbacks.</li> </ul>	
 <b>Provide Support</b> Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> <li>• <b>Navigate</b>.....Guide me through hard situations and systems.</li> <li>• <b>Empower</b>.....Build my confidence to take charge of my life.</li> <li>• <b>Advocate</b>.....Stand up for me when I need it.</li> <li>• <b>Set boundaries</b>.....Put limits in place that keep me on track.</li> </ul>	
 <b>Share Power</b> Treat me with respect and give me a say.	<ul style="list-style-type: none"> <li>• <b>Respect me</b>.....Take me seriously and treat me fairly.</li> <li>• <b>Include me</b>.....Involve me in decisions that affect me.</li> <li>• <b>Collaborate</b>.....Work with me to solve problems and reach goals.</li> <li>• <b>Let me lead</b>.....Create opportunities for me to take action and lead.</li> </ul>	
 <b>Expand Possibilities</b> Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> <li>• <b>Inspire</b>.....Inspire me to see possibilities for my future.</li> <li>• <b>Broaden horizons</b>.....Expose me to new ideas, experiences, and places.</li> <li>• <b>Connect</b>.....Introduce me to people who can help me grow.</li> </ul>	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

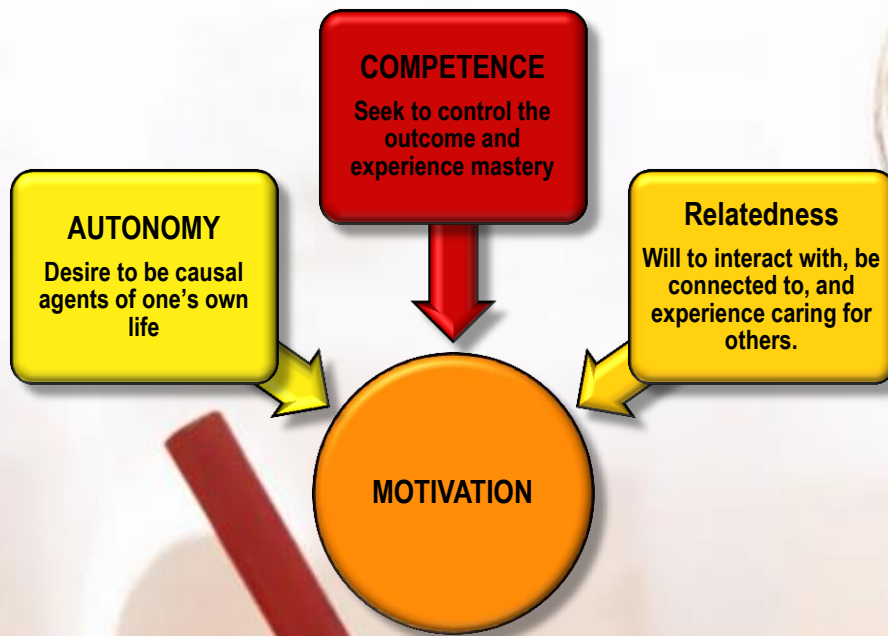




## **PARENTS PLAY A CRITICAL ROLE IN THEIR CHILD'S DEVELOPMENT**

**“With some exceptions, the field of early intervention has failed to engage parents as active and primary mediators of the developmental services their children receive. This failure is incompatible both with the developmental theories on which early intervention services are based, as well as the substantially greater number of opportunities parents have to influence children’s learning and development compared with school personnel and intervention specialists.”**

**Gerald Mahoney and Bridgette Wiggers  
Case Western Reserve University, 2007**



# SELF-DETERMINATION THEORY (Wikipedia)



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