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What is the ABLE programme?

ABLE is an innovative programme designed to provide adolescents with strategies to enhance their potential achievement levels. ABLE will provide these students with the opportunity to develop, rehearse and internalise the skills to become capable in the future.

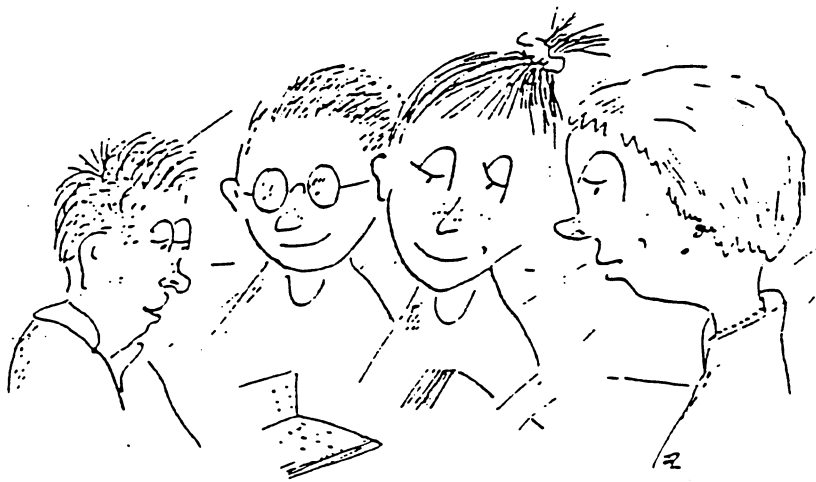
These skills are:

- creative problem solving
- assertiveness for negotiation and communication
- self-awareness
- reflective thinking and monitoring
- critical thinking
- self-perception
- attributional retraining
- future expectation and aspiration

The ABLE programme is made up of three parts: a **Teacher's Section**, a **Student Handbook** and a **Parent Handbook**. There are **11 units** which provide an opportunity for the teacher to extend or integrate the programme to cater for the individual needs of the students.

Student Handbooks are also available in sets of 5 and 10. These handbooks enable students to work independently, extend activities and maintain a complete record of the programme.

Parent Handbooks may also be purchased in sets of 5 and 10.



INTRODUCTION

The ABLE programme consists of eleven integrated units designed to provide a suggested agenda for teachers, students and parents to work collaboratively.

The aim of the ABLE programme is to provide underachieving adolescents, particularly underachieving adolescent gifted girls with strategies to enhance their achievement levels. The ABLE programme's theoretical genesis comes from the extensive literature on underachieving girls (see Mason, 1992).

The ABLE programme uses a combination of behavioural and cognitive problem-solving methods (Hughes, 1988). In this combined approach, underachieving students are given the cognitive strategies associated with thinking, evaluation of actions, decision making, reflective thinking and understanding their actions within their social environment. The behavioural aspect relates to how the programme is structured

involving modelling, role play, guided practice, generalisation of initially learned strategies and the use of social reinforcers associated with group work to assist in the development of motivation (Mason, Hay and McMeniman, in press).

The ABLE programme provides students with metacognitive strategy training as well as skills in assertion and inner-control which are expected to improve their sense of personal control, decision making and self-worth.

The ABLE programme includes:

- problem-solving strategies
- cognitive modelling
- metacognitive questioning
- assertiveness training

The conceptual framework of the ABLE programme will be discussed from a *strategy training* and *assertiveness training* perspective.

ABLE AUDIENCE

The ABLE programme is an 11-week course. The 11 lessons have been designed to run for 45 to 50 minutes per session.

The ABLE programme can be taught as an *inclusive programme* for a mixed ability/gender class or can be taught as a *withdrawal programme* such as for Year 9 girls or multi-aged gifted girls.

The ABLE programme includes a section for *parent involvement*. Parent involvement provides an opportunity for students to practise and transfer their learning in their home and in the school environment (Marsh, 1990). This involvement also gives parents an opportunity to reinforce the learning collaboratively.