

Self-Determination Goals and Checklists

Transition to Postsecondary Pathways—

Self Advocacy for Students (version 1)



Autism Programs and Services
Toronto Catholic District School Board



AUTISM PROGRAMS
School Support Program

Introduction

Everyone has the right to make day-to-day decisions and be supported so they can better advocate for themselves. A broader term, called self determination, includes skills that are important for **everyone** no matter what abilities they have and what pathway someone may take. These skills include self-awareness, self-advocacy, self-management, decision making, goal setting and choice making. Families, schools, and agencies should have the support they need to make sure that all individuals have the chance to learn such skills, put them into practice and even include them in educational planning such as Individual Education Plans (IEPs) and transition plans.

During school years, teachers know students' names, understand their learning needs and how to accommodate them. This will not happen after high school. The workplace and settings within the community follow the Human Rights Code not the Education Act. This means that accommodations will differ, and information will not automatically be shared. Relevant information needs to be communicated from the individual themselves.

About this Document

These checklists were designed with the IEP in mind and review skills to help with;

- ✓ Self-Awareness
- ✓ Active Participation in School Based Meetings
- ✓ Self-Advocacy
- ✓ Choice Making
- ✓ Self-Management/Self-Regulation

These checklists can generate ideas about skills that require development. Use the lists every year to determine progress and to set goals. Teachers may incorporate information from these categories into the alternative curriculum section of the IEP.

Using the Checklists:

Each checklist begins with a goal to develop while in high school (labeled **Alternative Curriculum Goal**; which stands for the alternative curriculum section of the IEP that's updated each year) and ends with a goal to strive to achieve upon graduation from high school (labeled **End Goal**). The box labeled **Next Steps** is where to plan for future goals

Follow this legend to complete each checklist.

Y- Yes I do this, N- No, I have not done this but I need to do this, S- Someone does this for me,

N/A- Not applicable to me.

1. Self-Awareness Skills

Self-awareness is the ability to identify your feelings, interests, learning style and strengths.

Alternative Curriculum Goal: The student will demonstrate self awareness skills.				
Does the student...	Y	N	S	N/A
Know their diagnosis? (eg. I have				
Know their strengths? (eg. I'm good at.....)				
Know their challenges? (eg. I need help with....)				
Know their interests? (eg. I like....)				
Know their non-interests? (eg. I don't like...)				
Identify what they are feeling? (eg. I feel sad, happy, etc.)				
Identify the cause/trigger of their emotions? (eg. I feel sad because...)				
Have a way to communicate this information? (visuals, verbal etc.)				
End Goal: The student will understand and communicate some information about themselves.				
Next Steps:				

2. Active Participation in School Based Meetings

Individuals should be provided with supports in order to have a visible and meaningful place in meetings. Supports may include; extra time to accommodate the communication and participation needs of each person, augmentative and alternative communication methods with easy-to-use formats.

Students don't necessarily need to know how to run their own IEP and understand every education policy. However, where appropriate they should have a role in the IEP meeting and know how to get what they need. Respectful communication is important when talking to or about people with DD. This includes using people first language, and speaking to them in a way that accounts for their unique communication abilities

Alternative Curriculum Goal: The student will participate in school based planning meetings.				
Does the student...	Y	N	S	N/A
Attend IEP/IPRC meetings?				
Attend transition planning meetings?				
Have the opportunity to share information in school meetings?				
Communicate their strengths during school based meetings?				
Communicate their challenges during school based meetings?				
Communicate their interests during school based meetings?				
Identify personal goals for the school year/life?				
End Goal: The student will be able to actively participate in school based meetings and communicate future plans and goals.				
Next Steps:				

3. Self-Advocacy Skills <https://www.youtube.com/watch?v=j-C4RXGSeeU&feature=youtu.be>

Self-advocacy does not mean “doing it all yourself” without the help of others. Learning self-advocacy skills is a process, and it takes time to acquire these skills.

Alternative Curriculum Goal: The student will begin to develop skills to get needs and wants met within their rights.

Does the student ...	Y	N	S	N/A
Recognize when they need help?				
Have a way to communicate that they need help?				
Know who to go to if they need help?				
Independently seek assistance from the appropriate person?				
Independently seek assistance at appropriate times?				

End Goal: I will communicate to achieve my wants and needs in my postsecondary pathway.

Next Steps:

4. Choice Making Skills

There are many opportunities to practice and develop self-advocacy skills throughout the day, an easy way is choice making. Making choices is a way to meaningfully express interests and preferences. The following ways can further promote preferences as well the ability to be more independent:

Timing of events – when to go to bed at night, when to get a haircut or when to eat dinner.

Personal choices – choosing what clothes to wear, what shampoo to buy or which cereal to eat.

Methods of training – where learning occurs, who will provide the support. ex: do you want to work at home or at the library? (Shogren, 2013).

Alternative Curriculum Goal: The student will be able to communicate choices on a regular basis.

Does the student ...	Y	N	S	N/A
Show preferences (academic activities, social activities, free time etc.)?				
Have an effective way to communicate choices? (verbal, pointing, eye gaze)				
Discriminate between preferred items and non-preferred items?				
Choose from an array of preferred and non-preferred items?				
Have choices around the activities I complete in school?				
Have choices around the order of the activities to be completed?				
Have choices around the materials to use in completing assignments/tasks?				
Have access to things they like when their work is done?				
Have opportunities to choose the peers to work with?				
Have opportunities to make increasingly complex choices?				
Have a choice as to what to eat for lunch/snack?				

End Goal: I will make choices in new and familiar environments.

Next Steps:

5. Self-Management/Self-Regulation Skills

Self-management is staying in control of emotions to handle stress, control impulses, and express emotions appropriately. (AIR, 2013).

Alternative Curriculum Goal: The student will use strategies to regulate emotions.				
Does the student?	Y	N	S	N/A
Label their feelings/emotions appropriately?				
Recognize when their emotions are becoming intense and out of control?				
Have prompts to calm them down (visual, auditory, gestural)?				
Know what causes them to be stressed (noises, tests, peers)?				
Have a way to cope with stress (yoga, visuals, breathing, fidget toy)?				
Recognize when they need to take a break?				
Have opportunities to take breaks when they are required?				
Have a way to communicate they need a break?				
Wait for items or events (lunch, reward, turn)?				
Follow appropriate behaviour of peers?				
Follow cues from the teacher/students to change behaviour?				
Have something to refer to in order to help regulate their behaviour?				
Know the teachers expectations?				
I will regulate my emotions and use positive coping strategies as independently as possible.				
Next Steps:				

Self-Management/Self-Regulation Skills

Annual goal: The student will use strategies to regulate emotions				
Objectives:	Y	N	S	N/A
Label their feelings/emotions appropriately?				
Recognize when their emotions are becoming intense and out of control?				
Have prompts to calm them down (visual, auditory, gestural)?				
Know what causes them to be stressed (noises, tests, peers)?				
Have a way to cope with stress (yoga, visuals, breathing, fidget toy)?				
Recognize when they need to take a break?				
Have opportunities to take breaks when they are required?				
Have a way to communicate they need a break?				
Wait for items or events (lunch, reward, turn)?				
Follow appropriate behaviour of peers?				
Follow cues from the teacher/students to change behaviour?				
Have something to refer to in order to help regulate their behaviour?				
Know the teachers expectations?				
Next Steps:				

