

Introduction to Self-Determination

Students will demonstrate knowledge of legal rights as individuals with a disability. 1.0

1 Examine contents of the Individuals with Disabilities Act of 2004 (IDEA). 1.1

- A Describe how he/she meets criteria for special education services. 1.1A
- B Explain Free and Appropriate Public Education (FAPE). 1.1B
- C Identify Least Restrictive Environment. 1.1C
- D Articulate personal relevance of transition planning. 1.1D

2 Discuss how disability rights laws affect the education of minor students. 1.2

- A Discuss the types of supports, accommodations, and modifications necessary to achieve success in learning. 1.2A
- B Articulate the impact that the IEP has on courses of study. 1.2B

3 Describe the rights that will transfer from parent to student upon reaching age of majority. 1.3

- A Define the term "age of majority." 1.3A
- B Compile a list of rights assumed upon reaching age of majority. 1.3B

Students will understand their unique learning differences and its effect on learning. 2.0

1 Read eligibility documentation. 2.1

- A Set appointments to read eligibility documentation. 2.1A
- B Discuss and analyze disability information with case manager and parents. 2.1B

2 Define his/her specific disability. 2.2

- A Analyze personal profile of strengths and challenges in relation to disability. 2.2A
- B Articulate that the impact of the disability varies from one environment to another. 2.2B

3 Explain how the disability affects learning in a particular class. 2.3

- A List specific accommodations needed in specific areas. 2.3A
- B Articulate classes requiring compensatory strategies. 2.3B

4 Identify academic strengths. 2.4

- A List two or more classes in which he/she experiences academic success. 2.4A
 - B Discuss why he/she performs better in one class as opposed to another. 2.4B
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Students will display knowledge of individual strengths necessary for achieving personal and academic success. 3.0

1 Examine learning styles and adapt learning strategies to his or her unique style. 3.1

- A Complete a learning styles assessment. 3.1A
 - B Articulate how individual learning style affects how new information is learned. 3.1B
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2 Analyze personal achievements and successes at school, home, and in the community. 3.2

- A Document successes and achievements and add to transition portfolio. 3.2A
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3 Identify personal strengths relating to organizational skills, test-taking strategies, and study skills. 3.3

- A Keep homework, class assignments, and assignment book in organized manner. 3.3A
 - B Verbalize test-taking and study skills strategies that are personally successful. 3.3B
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4 Practice time management skills. 3.4

- A Maintain assignments through a variety of sources (e.g., assignment book, online applications, etc.) 3.4A
 - B Meet class deadlines with regard to assignments and project due dates. 3.4B
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5 Identify and model skills required for success in the classroom. 3.5

- A Articulate requirements for each teacher and class relating to the social skills, deadlines, and study skills. 3.5A
 - B Demonstrate compliance of class requirements. 3.5B
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6 Adjust learning strategies to teaching styles of specific teachers. 3.6

- A Analyze teaching styles and instructional delivery models. 3.6A
 - B Identify strengths and needs of individual learning styles in relation to particular teaching styles utilized by current teachers. 3.6B
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Student will complete assessments to assist in postsecondary planning.

4.0

1 Complete a learning style assessment. 4.1

- A Identify personal learning style by analyzing results of assessment. 4.1A
- B Analyze how their learning style affects classroom performance and need for accommodations. 4.1B

2 Complete an interest inventory. 4.2

- A Research and match career groups to identified interest areas. 4.2A
 - B Develop long-term goals related to interests. 4.2B
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3 Complete an aptitude assessment. 4.3

- A Compare interests and aptitudes to determine best fitting careers. 4.3A
 - B Use aptitude and interest results as a basis to investigate future career and training options. 4.3B
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4 Complete a personality inventory. 4.4

- A Analyze how personality affects learning and career choices. 4.4A
 - B Articulate how personality traits affect social interactions. 4.4B
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5 Complete a career interest assessment. 4.5

- A Determine level of training needed for identified career interest areas. 4.5A
 - B Explore potential and appropriate careers using a variety of resources. 4.5B
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Students will identify appropriate accommodations to facilitate learning.

1 Articulate the difference between accommodations and modifications. 5.1

- A Articulate that accommodations equalize the educational playing field. 5.1A
 - B Discuss the difference between modifications and accommodations. 5.1B
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2 Analyze the disability, learning styles, and class requirements to determine the adjustments needed to learn successfully. 5.2

- A Describe the interdependence of the student's disability and learning style. 5.2A
 - B Analyze class requirements and how the student can function in class at optimal levels using identified strengths and needed accommodations based on personal history. 5.2B
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3 Identify strengths and needs for a particular class. 5.3

- A Accentuate strengths and uses to their advantage. 5.3A
 - B Develop an academic plan to accommodate the student's disability 5.3B
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4 Analyze accommodations to determine those that are and are not successful. 5.4

- A Practice using a variety of accommodations, including assistive technology as appropriate. 5.4A
 - B Evaluate, prior to and during the IEP meeting, which modifications or accommodations are successful and why. 5.4B
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Students will demonstrate knowledge of the IEP process. 6.0

1 Determine IEP team member roles and responsibilities. 6.1

- A Participate in a collaborative process with the student's case manager to review who his or her IEP team members are and why they are invited to the IEP meeting. 6.1A
- B Verbalize to the student's case manager the types of information each team member will bring to the IEP meeting. 6.1B

2 Review current IEP with case manager. 6.2

- A Sign access form in the student's special education file indicating review of the IEP= 6.2A
- B Compile a list of questions regarding IEP content and review the questions with the student's case manager and parent. 6.2B

3 Review IEP goals/objectives each grading period. 6.3

- A List initial goal and objective sheets in his or her IEP each grading period indicating review of progress. 6.3A

4 Actively participate in IEP meetings. 6.4

- A Submit comments regarding strengths, concerns, needed modifications/accommodations, and course preferences to the IEP team. 6.4A
- B Participate in a collaborative meeting with the case manager prior to the IEP meeting. 6.4B
- C Submit and review a student concerns sheet in the IEP team. 6.4C

5 Analyze the components of the student's IEP= 6.5

- A Enumerate the components of the IEP. 6.5A

Students will actively participate in transition planning. 7.0

1 Work collaboratively with school personnel to develop/update a four-year plan of study. 7.1

- A Analyze the results of career investigation and determine the courses needed in high school to facilitate specific post-secondary goals. 7.1A
- B Update four-year plan of study based on long-term goals and submit the plan to transition portfolio. 7.1B

2 Review high school cumulative file. 7.2

- A Set an appointment with the school counseling department to review cumulative file. 7.2A
- B In conjunction with parents and/or case manager, request copies of test scores, report cards, and transcript to be submitted to the transition portfolio. 7.2B

3 Become familiar with the roles of the key players in the transition process. 7.3

- A Identify the key players in the transition planning process. 7.3A
- B Compile a list of transition providers, including contact information. 7.3B

4 Complete a transition planning questionnaire. 7.4

A Submit completed transition planning questionnaire to transition portfolio. 7.4A

5 Update personal transition portfolio. 7.5

A Collect and submit interest, aptitude, learning styles, and career assessments to transition portfolio. 7.5A

Students will demonstrate the self-advocacy skills required for assuming responsibility for learning. 8.0

1 State individual strengths to IEP team. 8.1

A Complete a self-assessment to describe strengths, challenges, and learning styles. 8.1A

B Use completed self-assessment as prompt when participating in the IEP meeting. 8.1B

2 Articulate individual concerns for learning. 8.2

A Identify areas on class syllabus that are of concern. 8.2A

B Meet with classroom teacher to discuss learning strategies. 8.2B

3 Ask for accommodations for a particular class, test, or assignment. 8.3

A Practice asking for accommodations from peer, parent, or special educator. 8.3A

B Schedule a meeting with classroom teacher to discuss needed accommodations for project, assignment, or test. 8.3B

4 Set appointment to review special education file with case manager. 8.4

A Sign access to file record in special education file. 8.4A

5 Use assertive communication to articulate to teachers the need for specific accommodations. 8.5

A Respond in positive and informative manner regarding need for accommodations. 8.5A

B Seek assistance from special education staff when assistance is required to communicate specific learning needs to general education teachers. 8.5B

6 Using practical scenarios that can be generalized, understand the decision-making process (e.g. asking questions, leveraging resources, anticipating consequences) reflect and learn from decisions made. 8.6

A Evaluate the advantages and disadvantages of decisions that impact learning in a particular class. 8.6A

B Assume responsibility for decisions rather than place blame elsewhere if consequences are not positive. 8.6B

7 Defend a position related to legal rights as a person with a disability. 8.7

- A Explain to teachers or peers the legitimacy of his or her need for accommodations. 8.7A
- B State what his or her educational rights are as a student with a disability. 8.7B