

**6<sup>th</sup>-12<sup>th</sup> Self-Determination Continuum Student Outcomes**

6th	7th	8th	9th	
<ul style="list-style-type: none"> <li>a. demonstrate knowledge of their preferences, interests, and dreams</li> <li>b. demonstrate knowledge of individual strengths and needs</li> <li>c. demonstrate the ability to make informed decisions</li> <li>d. demonstrate knowledge of learning differences and disability awareness</li> <li>e. demonstrate the ability to appreciate their unique qualities, including strengths and challenges</li> <li>f. demonstrate knowledge of their rights and responsibilities as a student</li> <li>g. demonstrate the ability to treat others respectfully and understand that they have the right to be treated respectfully</li> <li>h. demonstrate the ability to take care of oneself emotionally and physically</li> </ul>	<ul style="list-style-type: none"> <li>a. identify a personal and/or academic goal based off of their needs</li> <li>b. write a measurable goal</li> <li>c. create a plan for goal attainment</li> <li>d. evaluate and make meaningful adjustments to goal/plan</li> <li>e. communicate and receive feedback in a socially acceptable manner</li> </ul>	<ul style="list-style-type: none"> <li>a. discuss the purpose/value/benefits of their IEP meeting</li> <li>b. discuss the benefits and legal requirements of attending their IEP meeting</li> <li>c. be involved in the invitation of IEP participants</li> <li>d. introduce the participants in their IEP meeting</li> <li>e. share their interests, skills, needs, and goals in the areas of personal and academic</li> </ul>	<ul style="list-style-type: none"> <li>a. participate in assessments and/or self-evaluate transition related skills</li> <li>b. demonstrate knowledge of their preferences, interests, and dreams</li> <li>c. demonstrate knowledge of strengths and needs</li> <li>d. demonstrate the ability to make informed decisions</li> <li>e. demonstrate knowledge of the impact of their disability</li> <li>f. demonstrate knowledge of their necessary accommodations</li> <li>g. demonstrate the ability to appreciate their unique qualities, including strengths and challenges</li> <li>h. acknowledge their disability</li> </ul>	<ul style="list-style-type: none"> <li>i. demonstrate knowledge of their rights and responsibilities as a student/adult</li> <li>j. demonstrate the ability to treat others respectfully and understand that they have the right to be treated respectfully</li> <li>k. demonstrate the ability to take care of oneself emotionally and physically</li> <li>l. identify goals in personal, academic and all necessary postsecondary areas based off of transition assessment</li> <li>m. write a measurable goal (this can include an IEP goal)</li> <li>n. create a plan for goal attainment</li> <li>o. evaluate progress towards their goal</li> <li>p. make meaningful adjustments to goal/plan</li> </ul>

10th		11th	12th	
a. demonstrate knowledge of the why, how, and when to disclose their disability	f. introduce the participants in their IEP meeting	a. disclose their disability in an assertive/respectful manner	a. demonstrate knowledge of the impact of their disability in relationship to postsecondary settings/services	g. use self-evaluation tools to determine their college/career/independent living readiness
b. communicate strengths and needs in an assertive/respectful (not aggressive/passive) manner	g. will participate in assessments and/or self-evaluate transition related skills	b. demonstrate awareness of societal perceptions of disability	b. participate in assessments and/or self-evaluate transition related skills	h. assist in developing connections with their postsecondary settings (i.e. college disability access center, employment support personnel)
c. discuss their disability and accommodation needs with their classroom teachers	h. will be able to share their interests, skills, needs, and goals (including post-school)	c. participate in assessments and/or self-evaluate transition related skills	c. lead IEP meeting	i. use disability disclosure as needed with postsecondary/workforce/independent living personnel
d. demonstrate the ability to receive and respond to constructive criticism in a socially acceptable manner	i. share current progress towards their goals	d. write their IEP goals	d. participate in the writing of their Summary of Performance	j. discuss their needs with postsecondary/workforce/independent living personnel
e. compose and send invitations to the IEP participants	j. ask or respond to questions regarding their interests, skills, needs, and goals addressed in their IEP	e. lead their IEP meeting	e. know when/how to use their Transition Portfolio	k. request accommodations as needed within instructional/vocational/independent living settings
	k. discuss their accommodations during the IEP meeting	f. identify in-school and post-school supports and services necessary to meet their future plans	f. identify adults who will support them as well as supports needed after leaving the high school setting	
	l. assist in the development of their course of study	g. request appropriate accommodations as needed within instructional and vocational settings		