

Developmental Targets for Self-Determination Skills

The chart below identifies developmental targets for some Self-Determination skills

SKILL	TEAM 1 (grades 3-6)	TEAM 2 (grades 7&8)	TEAM 3 (grades 9&10)	TEAM 4 (grades 11&12)
General Goals	<p>Awareness & Acceptance Student becomes self-aware of SLD, feels accepted and learns to accept others. Provided models & practice</p>	<p>Explore & Experience Student learns and grows through multisensory experiences. Provided explicit guidelines & steps</p>	<p>Support & Strategies Student identifies and accesses available support and develops effective strategy usage through practice & review. Provided opportunities for success</p>	<p>Independence & Identity Student demonstrates independent problem solving, agency & decision-making. Provided opportunities for autonomy & self-expression</p>
Self-knowledge and self-awareness Skills	<p>Student knows they have a Specific Learning Disability (S.L.P.).</p> <p>Student understands that every brain has different strengths and weaknesses</p> <p>Student knows what kind of tasks are most difficult for them</p> <p>Student knows what they enjoy and what their strengths are</p>	<p>Student has a strong understanding of how their S.L.D. (and any other issues/disorders) impacts their learning across subject areas</p> <p>Student knows their strengths and how to capitalize on them</p>	<p>Student is aware of the complexity and range of S.L.D.s</p> <p>Student can clearly articulate the rationale for the strategies they use</p> <p>Student can clearly articulate what they need in order to learn and be successful</p>	<p>Student:</p> <ul style="list-style-type: none"> -positively identifies as having ADHD and/ or LD -accurately identifies learning preferences, with a range of supportive and successful strategies -identifies learning preferences -accurately identifies strengths and areas for growth with knowledge of how to grow / develop -identifies aptitude -accepts self
Self-advocacy skills	<p>Student can approach a staff member for help</p> <p>Student is able to make "I" statements about their feelings and needs</p>	<p>Student can actively contribute to IPP goals</p> <p>Student can ask each teacher for accommodation as set out in IPP</p>	<p>Student is able to advocate to their peers, parents and staff for their needs (IPPs, class, tests, etc...)</p> <p>Student identifies some potential post High School goals and actively investigates them</p>	<p>Student can:</p> <ul style="list-style-type: none"> -clearly articulate specific learning disability, its implications, and any associated issues/disorders -identify accommodations used in the past to support learning -request support & accommodations -independently access resources to support wellness/ learning
Self-regulation skills	<p>Student understands the different 'Zones of Regulation'</p> <p>Student can respond to regulation cues prompted by the teacher</p>	<p>Student knows what types of strategies work best to help them regulate</p> <p>Student can implement these strategies with teacher support</p>	<p>Student is independently able to connect their Zone to a corresponding strategy to successfully:</p> <ul style="list-style-type: none"> -regulate time -regulate materials -regulate emotions -regulate focus and attention -develop & maintain healthy relationships/boundaries -contribute to a community 	