



Self-Determination Project Goals

By June 2011, students with disabilities within the pilot sites will:

- ❑ be provided with tools that will enable them to use self-determined skills as measured through school activity logs and individual student, teacher and parent pre and post test assessment scales.
- ❑ increase their participation in IEP meetings as measured through the IEP Participation Continuum Checklist.
- ❑ develop social networks within their communities and engage in positive and appropriate community activities (recreation/leisure/civic) as measured through a Quality of Life Assessment Scale.
- ❑ receive direct instruction focusing on self-determination skills beginning at the elementary level and continuing throughout the students' educational experiences as measured through the development and implementation of lesson plans for the elementary, middle and high school levels.
- ❑ become school and community advocates who influence school, local, state, and national policies regarding funding and services for people with disabilities as measured through anecdotal data and student pre and post test data associated with youth leadership training.
- ❑ improve attendance rates, graduation rates and have fewer discipline referrals in school settings as measured through comparisons of school data collected before the introduction of the pilot program and after each year the program is involved in the school.

By June 2011, disability awareness will be encouraged in the participating sites as measured through the project activity logs, and pre and post test self-determination assessment skills.

By June 2011, schools and communities agencies will engage in systems changes in order to utilize the core components of self-determination as evidenced by written agreements and actions plans.