Scoring Guide, Reflective Questions, and Resources

After totaling your scores by section, please refer to the corresponding reflective questions below.

Competence

Score Range	Reflective Questions
0-6	- What is one **skill instruction area** that you will prioritize in working with students with disabilities? - How might you **evaluate** student skill development? - How might you support students in becoming **more familiar** with their IEPs?
7-15	- How can you increase opportunities for students to practice **decision-making skills**? - How might you know when students have sufficient **social and communication skills** to participate in their IEP meetings? - What **assessments** or tools could you use to evaluate students' self-determination skills?
16-24	- What steps are you taking to support students in **generalizing** self-determination skills to new settings (e.g., workplace, community)? - How can you support students in evaluating their own skills and growth areas through **self-monitoring**?

Competence Resources from I'm Determined Center:

- Student Rubric for IEP Participation
- Video Series: Student Involvement in the IEP Process
- Problem Solving
- IEP Participation Brochure
- Student Rights Brochure

Autonomy

Score Range	Reflective Questions
0-6	- What barriers exist related to **student participation** in IEP meetings? - What potential benefits could result from including **student input** in their own IEP goals? - Why is student participation in **transition planning** critical?
7-15	- What instruction must happen to prepare students to **lead** their IEP meeting, rather than just attending? - How might you prepare students to contribute to their own **present levels of performance**?
16-24	- How might the advocacy skills developed through student-led IEPs generalize to **postsecondary settings**? - What does the student-led IEP process look like for individuals with **communication differences** (e.g., AAC users, students with complex disabilities)? - How can you better prepare other IEP team members to let **students lead**?

Autonomy Resources from I'm Determined Center:

- Video: Value of Student Involvement in IEPs
- Set Your Goal, Get Your Goal
- Students, Parents, and Educators on Student Input in IEPs
- How Do You Build Leadership?

Relatedness

Score Range	Reflective Questions
0-8	- How do you currently discuss **preferences, interests, needs, and strengths** with students? - How might you make other teachers and students **more aware** of disability? - What barriers exist related to creating a **school/division climate** that is more inclusive of individuals with disabilities?
9-18	- What components of the IEP process are already **person-centered**, and which could be adjusted? - What opportunities exist for **increased inclusion** with general education peers? - How can a student's identification of their own **strengths and needs** be helpful in future settings?
19-27	- What steps can you take to encourage self-determination instruction across **all grade levels**? - What must happen or change in our school/division to shift from disability awareness to **true inclusion** of students with disabilities? - How can school/division staff encourage **belonging and inclusion** across the broader community (i.e., outside of school)?

Relatedness Resources from I'm Determined Center:

- Elementary School IEP Involvement
- The Importance of Self-Determination in Elementary School
- Nic's Advice to Elementary Students Starting I'm Determined
- The Importance of Accessibility