



Self-Determination Rubric and Needs Assessment

Please list the **individual(s)** completing this self-assessment. We encourage multiple perspectives and recommend a collaborative, team-based approach for completing this form. Additionally, please indicate the **setting** your request is targeting (e.g., classroom, grade level, school, division, etc.).

For the three sections below, please **rate each item on a scale of 0-3**. The table below can guide your ratings:

Rating	Description
0	This statement does not currently apply to students/staff in our setting. (i.e., <i>never applies</i>)
1	This statement applies to about 25-50% of students/staff in our setting. (i.e., <i>sometimes applies</i>)
2	This statement applies to about 50-75% of students/staff in our setting. (i.e., <i>often applies</i>)
3	This statement applies to 75% or more of students/staff in our setting. (i.e., <i>almost always applies</i>)

Please complete this self-assessment as honestly as possible. Your responses will help inform our planning and will best enable us to provide effective support and meet you where you are.

Individual(s) completing this form: _____

Setting of focus (e.g., classroom, grade level, school, division): _____

Competence

Area	Rating			
We educate students about their rights as students with disabilities.	0	1	2	3
We expect students to know their IEP goals and accommodations.	0	1	2	3
We teach students how to identify their own accommodations.	0	1	2	3
Students have knowledge of their own strengths, preferences, interests, and needs.	0	1	2	3
We teach students the social and communication skills they need to participate in their IEP meetings.	0	1	2	3
We support students in developing self-advocacy skills.	0	1	2	3
We teach students choice and decision-making skills.	0	1	2	3
We teach students self-efficacy skills.	0	1	2	3

Evidence supporting your ratings above:

Total Competence Score:

Autonomy

Area	Rating			
We support students attending their IEP meetings.	0	1	2	3
We expect students to attend their IEP meetings.	0	1	2	3
We support students in preparing to lead their IEP meetings.	0	1	2	3
We teach students how to set and attain goals.	0	1	2	3
We teach students self-regulation skills.	0	1	2	3
We teach students about internal locus of control.	0	1	2	3
We teach students how to assist in writing their own Present Level of Academic and Functional Performance.	0	1	2	3
We support students in participating in the development of their transition plans.	0	1	2	3

Evidence supporting your ratings above:

Total Autonomy Score:

Relatedness

Area	Rating			
We assist students with disabilities in understanding their strengths and needs.	0	1	2	3
We teach and support disability awareness with teachers and students without disabilities.	0	1	2	3
We support self-determination skills for all grade levels within our school.	0	1	2	3
We use person-centered planning tools for students with disabilities.	0	1	2	3
We teach students problem-solving skills.	0	1	2	3
We support students in developing their self-awareness.	0	1	2	3
We include students with disabilities in academic classes with general education peers.	0	1	2	3
We include students with disabilities in extracurricular activities.	0	1	2	3
We include students with disabilities in specialty/elective classes.	0	1	2	3

Evidence supporting your ratings above:

Total Relatedness Score:

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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](#)