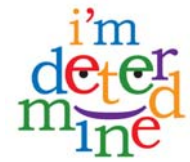


Needs Assessment Self-Determination



Use the following scale to respond to the statements below:

- 0 = We have few or no practices in place for any students with disabilities.
- 1 = We have some practices in place for some students with disabilities.
- 2 = We have many practices in place for some students with disabilities.
- 3 = We have many practices in place for all students with disabilities.

Rating				Area.	Evidence
0	1	2	3	We educate students about their rights as students with disabilities.	
0	1	2	3	We expect students to attend their IEP meetings.	
0	1	2	3	We expect students to know their IEP goals.	
0	1	2	3	We expect students to know the accommodations included in their IEP.	
0	1	2	3	We support students in attending their IEP Meetings.	
0	1	2	3	We teach students how to identify their own accommodations.	
0	1	2	3	We teach students how to develop their IEP goals.	
0	1	2	3	We teach students how to assist in writing their own Present Level of Performance.	
0	1	2	3	We support students in participating in the development of their transition plans.	
0	1	2	3	We encourage students to lead their IEP Meetings.	

Use the following scale to respond to the statements below:

0 = We have few or no practices in place for any students with disabilities.

1 = We have some practices in place for some students with disabilities.

2 = We have many practices in place for some students with disabilities.

3 = We have many practices in place for all students with disabilities.

<i>Rating</i>				<i>Area.</i>	<i>Evidence</i>
0	1	2	3	We encourage students to lead their IEP Meetings.	
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 problem-solving skills.	
0	1	2	3	We assist students with disabilities in understanding their abilities and disabilities.	
0	1	2	3	We teach/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 support the development of leadership skills for students with disabilities.	
0	1	2	3	We educate parents about self-determination skills.	
0	1	2	3	We use person-centered planning tools for students with disabilities.	