

Bethlehem Central School District – Secondary Special Education Self-Determination Rubric

	1	2	3	4 Proficient	5
	Has no to little awareness. Requires direct instruction and maximum direct support for any awareness, advocacy, choice or decision making	Demonstrates some awareness and advocacy in supported environments. Needs direct instruction and requires cues, prompts and supports for awareness, advocacy, choice or decision making in any environment.	Demonstrates awareness and advocacy in supported environments but does not consistently demonstrate in natural settings. Requires presets, prompts and supports for awareness, advocacy, choice or decision-making in natural settings.	Is proficient in supported environments. At times requires presets and cues or prompts and supports for awareness, advocacy, choice or decision-making in new settings.	Is proficient in most settings. May require presets and cues for new settings.
Self awareness <ul style="list-style-type: none"> • Identifies and describes disability • Identify and describe own strengths, weaknesses, abilities, limitations 					
Self advocacy How to advocate <ul style="list-style-type: none"> • Identifies the difference between Assertion vs aggression • Uses assertive techniques for advocacy • Identifies and uses Effective communication strategies • Identifies and uses Negotiation techniques • Identifies strategies for Compromise • Identifies and Uses strategies of persuasion • Defines and uses Active listening What to advocate <ul style="list-style-type: none"> • Identifies and can ask for IEP needs • Identifies Legal rights and can state actions to take to obtain legal rights • Identifies and can ask for Individual preferences 					

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Choice and Decision making <ul style="list-style-type: none"> • Lists relevant action alternatives • Identifies possible consequences of each alternative action • Assess the probability of each consequence occurring if action is taken • Establishes the relative importance of each consequence • Integrates decision making values and probabilities to identify the most attractive course of action 					
Goal setting, monitoring, and attainment <ul style="list-style-type: none"> • Participates in pre-CSE meeting • Attends CSE meeting • Participates in CSE meeting • Identifies priority goals • Identifies a plan for actions needed to achieve goal • Identifies a plan for evaluating and monitoring/charting progress on goal 					