








Skill Development: Self-Advocacy & Personal Independence

Name: _____ Grade: _____ School: _____

<p>Reflection</p> 	<p>What are my self-advocacy and independence strengths and areas I need to develop?</p>	
<p>Goal Setting</p> 	<p>What self-advocacy and independence goal(s) will I focus on? Choose 1-2.</p>	
<p>Supports</p> 	<p>What strategies and/or people will support my skill development?</p>	
<p>Personal Evaluation</p> 	<p>How will I know I have met my goals?</p>	
<p>Timeline</p> 	<p>When do I want to reach my goal(s)?</p>	
<p>Social Awareness</p> 	<p>How will this/these goal(s) impact others?</p>	
<p>Moving Forward</p> 	<p>How will I make sure that I maintain my skills?</p>	

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RUBRIC: Self-Advocacy and Personal Independence Skills		Completed with/by: <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Student
Skill	Score 0 -not at all 1 -limited 2 -some of the time 3 -all of the time	Notes N/A – not applicable G - Goal setting R – Revised Goal O - other
Able to make a decision when presented with a choice of options.	0 1 2 3	
Follows multi-step directions (with or without the support of a visual).	0 1 2 3	
Identifies safe community members (ie: transit worker, police, etc).	0 1 2 3	
Accepts feedback appropriately.	0 1 2 3	
Awareness of strangers and rules governing interaction with strangers.	0 1 2 3	
Recognizes when to ask for help and who to ask for help.	0 1 2 3	
Is able to decline offers of help politely when it is not needed.	0 1 2 3	
Takes action to avoid dangerous situations/obstacles.	0 1 2 3	
Aware of own sensory needs and has strategies to deal with them (ie: loud noises cause anxiety - listen to calming music in headphones).	0 1 2 3	
Spends time independent of direct supervision at home or in the community.	0 1 2 3	
Navigates environment (ie: assigned a task to drop off item in a particular classroom and reports back immediately).	0 1 2 3	