

Name:

Behavior Chart

2015-16

	Mon	Tues	Wed	Thurs	Fri
I returned from bathroom break on time today.					
I followed instructions today.					
I finished my classroom job today.					
I raised my hand to talk in class today.					

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Self-Determination Checklist

Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

- 3 = almost always/most of the time**
- 2 = sometimes**
- 1 = rarely or never**

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

Name: _____ Date: _____

Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	School		Home/Community		DK
	Yes	No	Yes	No	
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Transition Planning Inventory*, by G. Clark and J. R. Patton, 1998, Austin: TX: PRO-ED. Copyright 1998 by PRO-ED, Inc. Reprinted with permission.

Name: _____

Date: _____

This Is How I See Myself

Please check your choice for each of the following. You may need some help understanding what these phrases really mean; ask your teacher!

Behavior	High	So-So	Low
I am patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when to keep quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a risk-taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am an activity-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do constructive arguing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Job Interests	High	So-So	Low
Building services (planning, construction, maintenance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanical and industrial (engineer, mechanic, shop supervisor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal services (counselor, lawyer, teacher, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerical and sales (secretary, clerk, computer operator, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical (doctor, therapist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality, food (chef, hotel, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoors (plants and animals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative arts (author, painter, actor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific (chemist, physicist, geologist, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Kind of Job I'd Like

- Work under pressure
- Like to meet deadlines
- Work with plants or animals
- Work with people
- Work with machines
- Sell products
- Sell ideas
- Take responsibility
- Regular hours
- Travel
- Help others
- Use math
- Use reading

High	So-So	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Areas

- Home
- Friends
- School work
- Personal

Many Problems	Some Problems	Few Problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Connections: A Transition Curriculum for Grades 3 Through 6*, by Jefferson County Public Schools, n.d., Denver, CO: Author. Copyright by Jefferson County Public Schools. Reprinted with permission.

Student _____
Evaluator _____

Date _____
Class _____

Vocational Behavior

 Circle the response that best evaluates the performance of the student, and make comments when appropriate.

Ability To Follow Directions

1. Needs little instruction and is able to follow through on a task
2. Needs moderate instruction and is able to follow through on a task
3. Needs a great deal of instruction and is able to follow through on a task
4. With a great deal of instruction, is unable to follow through on a task

Adaptability to New Tasks

1. Adjusts well to new tasks
2. Adjusts with minor difficulty to new tasks
3. Gives fluctuating attention to task at hand
4. Unable to apply self to task at hand

Frustration Tolerance

1. Generally sticks to task in face of obstacles or setbacks
2. Generally sticks to task but may show some distress
3. Has considerable difficulty sticking to task when faced with obstacles
4. Cannot complete task when faced with obstacles

Motivation To Do School Work

1. Completes all required assignments enthusiastically and looks for more to do
2. Completes required assignments enthusiastically
3. Does the minimum required to complete tasks without enthusiasm
4. Frequent incomplete work and frequent task avoidance behavior

Classroom Performance

1. Is doing above-average work
2. Is doing average work
3. Is doing below-average work
4. Is doing failing work

Punctuality

1. Excellent
2. Good
3. Fair
4. Poor

Comments

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Attendance

1. Excellent
2. Good
3. Fair
4. Poor

Reaction to Pressure

1. Works best under very little pressure
2. Works best under moderate pressure
3. Works best under constant but moderate pressure
4. Works best under strong, continual pressure

Ability To Accept Constructive Criticism

1. Accepts and improves from criticism and correction
2. Accepts but does not improve from criticism and correction
3. Does not accept criticism and correction
4. Rejects criticism and correction

Inappropriate Behavior or Mannerisms

1. No inappropriate behavior evident
2. Slightly inappropriate behavior evident
3. Moderately inappropriate behavior evident
4. Extremely inappropriate behavior evident

Relationship with Peers

1. Achieves quick and easy acceptance within group
2. Achieves acceptance with only a few of the group
3. Does not achieve acceptance within the group

Cooperation with Adults

(ability to converse, integrate, be respectful, trust and be honest, and take orders)

1. Is actively cooperative
2. Is passively cooperative
3. Is passively resistant
4. Is actively resistant

Appearance

1. Dress and grooming are very satisfactory
2. Dress and grooming are generally satisfactory
3. Dress and grooming need improvement
4. Dress and grooming are totally unsatisfactory

Comments

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