

Promoting Student Leadership, Self-Advocacy, Decision Making, and Self-Determination

Learner Profile:

1. Does _____ participate in meetings that impact his/her life in school (e.g., IEP meetings or other planning processes)? If so, describe these meetings.

2. If _____ does not currently participate in any meetings that impact life in school, which meetings could we invite her/him to attend?

3. Does _____ have the desire, will, and ability to participate in meetings? If not, what skills should be taught and modeled to help him/her take this important step in self-determination?

4. What information has _____ contributed in meetings to promote her/his passions and interests? What could we do to help her/him have a voice or contribute? Would creating a mission statement about goals she/he wants to achieve be helpful?

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5. What classroom opportunities are there to promote _____'s self-advocacy, decision-making, and leadership skills?
6. What community opportunities are there to promote _____'s self-advocacy, decision-making, and leadership skills?
7. Are there any interesting, well-matched school clubs or activities that will promote _____'s leadership skills?