<table>
<thead>
<tr>
<th>Student: _____________________</th>
<th>Skill Level</th>
<th>Instructional Priority for this year?</th>
<th>Are there any ASOL that might be embedded in this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year: ________________</td>
<td>Emerging: E</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td></td>
<td>Partial: P</td>
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<tr>
<td></td>
<td>Skillful: S</td>
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</tbody>
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1. **Choice-Making**
   Makes choices regarding supports, accommodations, and activities.

2. **Decision Making**
   Makes meaningful decisions related to academic and leisure activities.

3. **Problem Solving**
   Identifies supports, accommodations and solutions that work best for him/her in a given situation.

4. **Goal-Setting and Attainment**
   Expresses interest and preferences for life when school is finished.

5. **Internal Locus of Control**
   Demonstrates a belief that he/she has control over outcomes that are important in his/her life.

6. **Positive Attributes of Efficacy Outcome Expectancy**
   Demonstrates confidence that he/she has the skills needed to attain a given outcome.

7. **Self-Regulation**
   Utilizes individualized supports to monitor his/her actions and behaviors.

Adapted from: Self-Determination Training and Technical Assistance Centers Project- UNC Charlotte
<table>
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<tr>
<th></th>
<th><strong>Skills Assessment/Planning Guide</strong></th>
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| 8. | **Self-Advocacy/Leadership**  
Communicates his/her needs,  
preferences and interests. |   |
| 9. | **Self-Awareness/Knowledge**  
Expresses his/her own strengths and  
needs and knows how to use them to  
attain goals. |   |
| 10. | **Self-Instruction**  
Demonstrates skills that assist him/her  
in using self selected prompts for  
independence. |   |

Adapted from: Self-Determination Training and Technical Assistance Centers Project- UNC Charlotte