### ChoiceMaker Self-Determination Transition Curriculum Matrix

<table>
<thead>
<tr>
<th>Sections</th>
<th>Constructs</th>
<th>Teaching Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Choosing Goals</strong>&lt;br&gt; (through school &amp; community experience)</td>
<td>A. Student IEP Understanding&lt;br&gt; A1. Indicate goal setting purpose &amp; component</td>
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<td></td>
<td>B. Student Interests&lt;br&gt; B1. Express school interests</td>
<td>B1. Express school interests</td>
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<td>C. Student Skills &amp; Limits&lt;br&gt; C1. Express school skills &amp; limits</td>
<td>C1. Express school skills &amp; limits</td>
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<td>D. Student Goals&lt;br&gt; D1. Indicate options &amp; choose school goals</td>
<td>D1. Indicate options &amp; choose school goals</td>
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<td><strong>2: Expressing Goals</strong>&lt;br&gt; E. Student Leading IEP Meeting&lt;br&gt; E1. Begin meeting &amp; introduce participants</td>
<td>E2. Review past goals &amp; performance</td>
<td>E3. Ask questions if don’t understand</td>
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<td></td>
<td>F. Student Reporting&lt;br&gt; F1. Express interests (from B1-7)</td>
<td>F2. Express skills &amp; limits (from C1-6)</td>
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<tr>
<td><strong>3: Taking Action</strong>&lt;br&gt; G. Student Plan&lt;br&gt; G1. Break general goals into specific goals that can be completed now</td>
<td>G2. Establish standard for specific goals</td>
<td>G3. Determine how to get feedback from environment</td>
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<td>H. Student Action&lt;br&gt; H1. Record or report performance</td>
<td>H2. Perform specific goals to standard</td>
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<td>I. Student Evaluation&lt;br&gt; I1. Determine if goals are achieved</td>
<td>H3. Obtain feedback on performance</td>
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<td>J. Student Adjustment&lt;br&gt; J1. Adjust goals if necessary</td>
<td>H4. Motivate self to complete specific goals</td>
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<td>H5. Use strategies to perform specific goals</td>
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<td>H6. Obtain support needed</td>
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<td>H7. Follow schedule</td>
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<td>I2. Compare performance to standards</td>
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<td>I3. Evaluate feedback</td>
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<td>I4. Evaluate motivation</td>
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<td>I5. Evaluate effectiveness of strategies</td>
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<td>I6. Evaluate support used</td>
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<td>I7. Evaluate schedule</td>
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<td>I8. Evaluate belief</td>
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<td>J2. Adjust or repeat goal standards</td>
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<td>J3. Adjust or repeat method for feedback</td>
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<td>J4. Adjust or repeat motivation</td>
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<td>J5. Adjust or repeat strategies</td>
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<td>J7. Adjust or repeat schedule</td>
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<td>J8. Adjust or repeat belief that goals can be obtained</td>
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</tbody>
</table>

**ChoiceMaker Self-Determination Matrix**

**Teaching Objectives**

- A1. Indicate goal setting purpose & component
- B1. Express school interests
- C1. Express school skills & limits
- D1. Indicate options & choose school goals
- E2. Review past goals & performance
- F2. Express skills & limits (from C1-6)
- G2. Establish standard for specific goals
- H2. Perform specific goals to standard
- I2. Compare performance to standards
- J2. Adjust or repeat goal standards
- A2. Identify student rights
- B2. Express employment interests
- C2. Express employment skills & limits
- D2. Indicate options & choose employment goals
- E3. Ask questions if don’t understand
- F3. Express options & goals (from D1-6)
- G3. Determine how to get feedback from environment
- H3. Obtain feedback on performance
- I3. Evaluate feedback
- J3. Adjust or repeat method for feedback
- A3. Identify goal setting roles & timelines
- B3. Express post-high school education interests
- C3. Express post-high school education skills & limits
- D3. Indicate options & choose post-high school education goals
- E4. Ask for feedback
- F4. Express options & goals (from D1-6)
- G4. Determine motivation to complete specific goals
- H4. Motivate self to complete specific goals
- I4. Evaluate motivation
- J4. Adjust or repeat motivation
- B4. Express personal matters interests
- C4. Express personal matters skills & limits
- D4. Indicate options & choose personal matters goals
- E5. Deal with differences in opinion
- F5. Express personal matters & limits (from C1-6)
- G5. Determine strategies for completing specific goals
- H5. Use strategies to perform specific goals
- I5. Evaluate effectiveness of strategies
- J5. Adjust or repeat strategies
- B5. Express housing & daily living interests
- C5. Express housing & daily living skills & limits
- D5. Indicate options & choose housing & daily living goals
- E6. Close meeting by summarizing decisions
- F6. Express housing & daily living goals & limits (from C1-6)
- G6. Determine support needed to complete specific goals
- H6. Obtain support needed
- I6. Evaluate support used
- J6. Adjust or repeat support
- B6. Express community participation interests
- C6. Express community participation skills & limits
- D6. Indicate options & choose community participation goals
- E7. Obtain support needed & limits (from C1-6)
- F7. Determine support & limits needed
- G7. Prioritize & schedule to complete specific goals
- H7. Follow schedule
- I7. Evaluate support used
- J7. Adjust or repeat schedule
- B7. Express what is most important
- C7. Express community participation skills & limits
- D7. Indicate options & choose community participation goals
- E8. Obtain support needed & limits (from C1-6)
- F8. Determine support & limits needed
- G8. Express belief that goals can be obtained
- H8. Obtain support needed
- I8. Evaluate belief
- J8. Adjust or repeat belief that goals can be obtained
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