

ChoiceMaker Self-Determination Transition Curriculum Matrix

<i>Sections</i>	<i>Constructs</i>	<i>Teaching Objectives</i>							
<i>1: Choosing Goals</i> (through school & community experience)	<i>A. Student IEP Understanding</i>	A1. Indicate goal setting purpose & component	A2. Identify student rights	A3. Identify goal setting roles & timelines					
	<i>B. Student Interests</i>	B1. Express school interests	B2. Express employment interests	B3. Express post-high school education interests	B4. Express personal matters interests	B5. Express housing & daily living interests	B6. Express community participation interests	B7. Express what is most important	
	<i>C. Student Skills & Limits</i>	C1. Express school skills & limits	C2. Express employment skills & limits	C3. Express post-high school education skills & limits	C4. Express personal matters skills & limits	C5. Express housing & daily living skills & limits	C6. Express community participation skills & limits		
	<i>D. Student Goals</i>	D1. Indicate options & choose school goals	D2. Indicate options & choose employment goals	D3. Indicate options & choose post-high school education goals	D4. Indicate options & choose personal matters goals	D5. Indicate options & choose housing & daily living goals	D6. Indicate options & choose community participation goals		
<i>2: Expressing Goals</i>	<i>E. Student Leading IEP Meeting</i>	E1. Begin meeting & introduce participants	E2. Review past goals & performance	E3. Ask questions if don't understand	E4. Ask for feedback	E5. Deal with differences in opinion	E6. Close meeting by summarizing decisions		
	<i>F. Student Reporting</i>	F1. Express interests (from B1-7)	F2. Express skills & limits (from C1-6)	F3. Express options & goals (from D1-6)					
<i>3: Taking Action</i>	<i>G. Student Plan</i>	G1. Break general goals into specific goals that can be completed now	G2. Establish standard for specific goals	G3. Determine how to get feedback from environment	G4. Determine motivation to complete specific goals	G5. Determine strategies for completing specific goals	G6. Determine support needed to complete specific goals	G7. Prioritize & schedule to complete specific goals	G8. Express belief that goals can be obtained
	<i>H. Student Action</i>	H1. Record or report performance	H2. Perform specific goals to standard	H3. Obtain feedback on performance	H4. Motivate self to complete specific goals	H5. Use strategies to perform specific goals	H6. Obtain support needed	H7. Follow schedule	
	<i>I. Student Evaluation</i>	I1. Determine if goals are achieved	I2. Compare performance to standards	I3. Evaluate feedback	I4. Evaluate motivation	I5. Evaluate effectiveness of strategies	I6. Evaluate support used	I7. Evaluate schedule	I8. Evaluate belief
	<i>J. Student Adjustment</i>	J1. Adjust goals if necessary	J2. Adjust or repeat goal standards	J3. Adjust or repeat method for feedback	J4. Adjust or repeat motivation	J5. Adjust or repeat strategies	J6. Adjust or repeat support	J7. Adjust or repeat schedule	J8. Adjust or repeat belief that goals can be obtained

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