CALI – Functional Skills for Independence Domain: Self-Determination  
Scoring Protocol ­­― Level 1

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Setting: | | | |
| Name of Assessor: | | Dates: | |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Self-Determination Skills*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Interview

* Record responses in the scoring protocol.
* **Confirmation**: for skills, evaluated through an interview, that require further assessment or observation to obtain a more complete picture of the learner’s capabilities, observe the learner in their natural environment or set up an opportunity to observe them demonstrate a particular skill. If such an observation is impossible, seek further information from an individual who has observed the learner demonstrate the skill.

Interview

Self-Determination

|  |  |
| --- | --- |
| Learner’s name: | Relationship to learner: |
| Date: | |

10.1.2 Self-Advocacy

Can the learner identify their strengths, interests, goals and dreams?

Does the learner understand the characteristics of their disability? Can they identify when accommodations or supports are needed?

Does the learner know how to reformulate what their asserter is saying in their own words and verbalize them to demonstrate their understanding?

Does the learner use appropriate phonation and tone when they communicate? Can they read other people’s body language and use appropriate body language of their own?

Does the learner demonstrate listening skills?

Does the learner demonstrate the ability to negotiate and to compromise?

10.1.3 Personnal Assistive Devices – Self Care

Does the learner know the purpose and reason for the assistive device?

Does the learner know when to use the device in class to support learning? Do they request the device when needed?

Does the learner know how to position or carry the device?

10.1.5 Problem-Solving

Can the learner identify problems that need to be solved and possible solutions to those problems?

10.1.6 Choice-Making

Does the learner identify preferences for their leisure activities and make choices to participate in them?