

Administrator Walkthrough Checklist: Transition & Self Advocacy Practices

This checklist should be used to guide observations made to determine whether autonomy and self-advocacy skill building are intentionally taught and practiced across settings. Use of developmentally appropriate expectations should be included when observing across grade levels.

Student Skill Development Is Visible

- ☐ Students explain their communication preferences
- ☐ Students identify supports that help them access learning
- ☐ Students practice asking for clarification or repetition
- ☐ Students describe their own strengths and learning needs

Instruction Includes Advocacy Practice

- ☐ Teachers model advocacy language and strategies
- ☐ Self-advocacy is directly taught — not assumed
- ☐ Students practice communication repair strategies
- ☐ Role-play or scenario practice is observed

Student Voice in Planning

- ☐ Students participate in goal setting
- ☐ Students contribute to planning meetings when appropriate
- ☐ Student input is documented and referenced
- ☐ Choice-making is built into instruction

Access Knowledge Is Explicit

- ☐ Students can name tools/supports they use (interpreters, captions, visuals, tech)
- ☐ Staff reinforce access awareness across environments
- ☐ Advocacy is framed as a skill, not a behavior problem

NOTES

[illegible]