



Program Reflection Checklist: Autonomy & Advocacy Indicators

This checklist is meant to help programs reflect on how well autonomy, self-advocacy, and access advocacy skills are intentionally taught, practiced, and supported across the school experience.

Systems Support Skill Building

- ☐ Self-advocacy instruction is built into curriculum
- ☐ Transition skills are taught across grade levels
- ☐ Staff use consistent advocacy language and expectations
- ☐ Students practice advocacy skills regularly — not only discuss them

Early Access Awareness

- ☐ Students learn about tools and supports that provide access to information, language, and/or services
- ☐ Students are taught when and how to request supports to provide equitable access to information
- ☐ Students learn that access to information, language, and services is both a right and a learned skill
- ☐ Students learn to recognize when access to information is reduced or missing

Student Input Is Embedded in Planning

- ☐ Students participate in goal setting (both in IEP/504 meetings and learning outcomes)
- ☐ Student perspectives inform instructional planning and learning objectives
- ☐ Students help identify their own strengths and needs for learning targets and skill development
- ☐ Student leadership and choice-making opportunities are available

Skills Are Practiced Across Settings

- ☐ Advocacy skills are practiced in multiple environments
- ☐ Students apply skills with different adults and peers
- ☐ Opportunities exist to practice independence regularly
- ☐ Students' skill growth is reviewed and reflected on over time

NOTES

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