#### **Student Form**

Not at all

Student's Name			Today's Date			
Gra	Grade Age					
Ant	icipated graduation date			Disability		
sel	e following questionnaire was f-determination and self-advoc cle the <b>one number</b> that best o	acy. After reading	each of the follow			
1.	I can list and discuss the aca 1 Not at all	ademic accommod 2	ations I need to b	e successful in high 4	scho 5	ol. 6 All the time
2.	I can list and discuss the sup 1 Not at all	pport services I nee 2	ed on the job in or 3	der to be successfu 4	II. 5	6 All the time
3.	I am able to independently comployment goals.	ontact the adult se	rvice providers the	at I will need to help	me r	each my
	1 Not at all	2	3	4	5	6 All the time
4.	I can independently request 1 Not at all	and effectively use 2	e academic accom 3	nmodations in all my 4	/ clas: 5	ses. 6 All the time
5.	I can list and discuss the acc 1 Not at all	commodations I wil 2	II use to be succes	ssful in my job. 4	5	6 All the time
6.	I can list and discuss my righ 1 Not at all	nts for reasonable 2	academic accomr 3	nodation under the 4	law. 5	6 All the time
7.	I identify myself as a person stsecondary education.	with a disability in	order to get the s	upport services I de	serve	e in
P	1 Not at all	2	3	4	5	6 All the time
8. suc	I can list and discuss the sup	port services I will	need in postseco	ondary education in	order	to be
ou.	1 Not at all	2	3	4	5	6 All the time
9.	I can state accommodations	I need in the work	place that are gua	aranteed to me by la	aw. 5	6

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All the time

10.	I identify myself as a person wi employer.	th a disability in or	der to get the sup	port services I des	erve	from my
	1 Not at all	2	3	4	5	6 All the time
11.	I am able to independently con education goals.	tact the adult serv	ice providers that	will help me reach	my p	oostsecondary
	1 Not at all	2	3	4	5	6 All the time
12.	I lead my own IEP team meetir 1 Not at all	ngs. 2	3	4	5	6 All the time
13.	I state my goals and aspiration 1 Not at all	s for each school g	year during the an 3	nual IEP team med 4	eting 5	6 All the time
14.	I can independently request an 1 Not at all	d effectively use a 2	accommodations o 3	on the job. 4	5	6 All the time
15.	I have identified my long-term long-term goals.	employment goals	for after high sch	ool and I can state	and	discuss these
	1 Not at all	2	3	4	5	6 All the time
16.	I am able to identify and discus to reach my long-term employr		type of postsecor	idary education or	traini	ng I will need
	1 Not at all	2	3	4	5	6 All the time

#### **Parent Form**

raient Name			Today's Dat	Today's Date		
Stuc	Student Name Grade					
Stuc	udent Age			Anticipated	Graduation Date	е
Stuc	Student Disability (please be specific)					
self	The following questionnaire was developed to identify the level of knowledge and skill in issues related to self-determination and self-advocacy of your young adult. After reading each of the following sixteen skills statements, please circle the <b>one number</b> that best describes her/her level of skill.					
1. high	My young adult can list school.	and discuss the ac	ademic accommod	dations he/she n	eeds to be su	ccessful in
	1 Not at all	2	3	4	5	6 All the time
	☐ I am not aware of m	ny son's/daughter's	skills in this area. (	(Please check or	nly if applicable	e.)
2. suc	My young adult can list	and discuss the su	pport services he/s	she needs on the	e job in order t	o be
	1 Not at all	2	3	4	5	6 All the time
3. read	My young adult is able ch his/her employmen		ontact the adult ser	rvice providers th	nat he/she will	need to help
	1 Not at all	2	3	4	5	6 All the time
	☐ I am not aware of m	ny son's/daughter's	skills in this area. (	(Please check or	nly if applicable	e.)
4.	My young adult can inc	dependently request	t and effectively us	e academic acco	ommodations	in his/her
olac	1 Not at all	2	3	4	5	6 All the time
	☐ I am not aware of m	ny son's/daughter's	skills in this area. (	(Please check or	nly if applicable	e.)
5.	My young adult can list 1 Not at all	t and discuss the ac 2	ccommodations he	/she will use to b 4	5	n a job. 6 All the time
	☐ I am not aware of m	ny son's/daughter's	skills in this area. (	(Please check or	nly if applicable	e.)

6.	My young adult can list and dis law.	scuss his/her rights	for reasonable ac	ademic accommod	datio	ns under the	
	1 Not at all	2	3	4	5	6 All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
7.	My young adult can identify hir services that he/she deserves			oility in order to get	the	support	
	1 Not at all	2	3	4	5	6 All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
8.	My young adult can list and disorder to be successful.	scuss the support s	services he/she ne	ed in postseconda	ry ed	ducation in	
	1 Not at all	2	3	4	5	6 All the time	
9. law.	My young adult can state acco	mmodations that h	e/she needs in the	e workplace that ar	e gu	aranteed by	
	1 Not at all	2	3	4	5	6 All the time	
	☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)						
10.	My young adult can identify hir services that he/she deserves	from an employer.	_				
	1 Not at all	2	3	4	5	6 All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
11.	My young adult is able to indep his/her postsecondary education		·		-	er/him reach	
	1 Not at all	2	3	4	5	6 All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
12.	My young adult leads his/her o	wn IEP meetings.	3	4	5	6	
	Not at all	_		•	Ū	All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
13.	My young adult states goals ar	nd aspirations for e 2	each school year a	t his/her annual IE 4	P me 5	eeting. 6	
	Not at all					All the time	
	☐ I am not aware of my son's	/daughter's skills ir	this area. (Please	e check only if appl	icab	le.)	
14.	My young adult can independe 1 Not at all	ently request and e 2	ffectively use acco	mmodations on the 4	e job 5	o. 6 All the time	
	☐ I am not aware of my son's	/daughter's skills ir	n this area (Please	e check only if appl	icah		
	a.m.not aware of my 30m3/	adaginoi o omilo II	a.ca. (1 10asc	z chock offig it appi	.cab	,	

	discuss his/her long-term goa	ls.				
	1	2	3	4	5	6
	Not at all					All the time
	☐ I am not aware of my son's	s/daughter's skills i	n this area. (Pleas	e check only if app	olicab	ole.)
16.	My young adult is able to identraining that he/she will need	•	• •	•	edu	cation or
	1 Not at all	2	3	4	5	6 All the time
	☐ I am not aware of my son's	s/daughter's skills i	n this area. (Pleas	e check only if app	olicab	ole.)

15. My young adult has identified long-term employment goals for after high school and can state and

#### Teacher Forms A and B

Today's Date
Student Name
Grade
Anticipated Graduation Date
Student Disability
Teacher Name

Unlike the student and parent instruments, the teacher form of this instrument is divided into Form A and B. Form A includes only those foils regarding accommodations relating to academic needs in secondary school and future postsecondary education. Form B includes all foils regarding employment related issues. These forms may be used in a number of manners. A case manager/teacher may choose to complete both Form A and B if appropriate. The case manager/teacher may choose to request that Form B of the instrument be completed by a teacher who works with the student directly in a tech-prep, school-to-work, or career/vocational area of education. The case manager/teacher may choose to complete only Form A or only Form B of the instrument as appropriate based on their observations of the student in either an academic or vocational setting.

Form A includes eight foils (numbers 1, 4, 6, 7, 8, 11, 12, and 13) related to academic skills and postsecondary education. Form B includes eight foils (numbers 2, 3, 5, 9, 10, 14, 15, and 16) related to employment skills. These numbers correspond with the numbered foils found on the student and parent forms to simplify the graphing and presentation of all data.

### **Teacher Form A: Academic Skills**

Student Name			Date			
Tea	cher Name			Grade		
	Please circle the one number that best describes the above student's knowledge and skill level related to ach of the statements below.					
1.	The student can list and discu classes.	ss the academic a	ccommodations i	needed to be succe	ssful	in high school
	1 Not at all	2	3	4	5	6 All the time
4.	The student can independentl I teach.	y request and effe	ctively use acade	mic accommodation	ns in	the class that
	1 Not at all	2	3	4	5	6 All the time
6.	The student can list and discu	ss her/his rights fo	r reasonable aca	demic accommoda	tions	under the law.
	1 Not at all	2	3	4	5	6 All the time
7.	The student identifies his/hers is entitled to in postsecondary		h a disability in o	rder to get the supp	ort se	ervices she/he
	1 Not at all	2	3	4	5	6 All the time
8.	The student can list and discu successful.	ss the support serv	vices needed in p	oostsecondary educ	ation	in order to be
	1 Not at all	2	3	4	5	6 All the time
11.	The student is able to indeper postsecondary education goal		adult service pro	viders that will help	him/	her reach
	1 Not at all	2	3	4	5	6 All the time
12.	The student leads his/her own 1 Not at all	IEP team meeting 2	js. 3	4	5	6 All the time
13.	The student states goals and a 1 Not at all	aspirations for eac 2	h school year at l 3	her/his annual IEP t 4	team 5	meeting. 6 All the time

## **Teacher Form B: Employment Skills**

Stud	Student Name			Date		
Tea	Teacher Name					
	Please circle the one number that best describes the above student's knowledge and skill level related to each of the statements below.					
2.	The student can list and discu	ss the support serv	vices he/she will	need on the job to b	e su	ccessful.
	1 Not at all	2	3	4	5	6 All the time
	The student is able to independent her employment goals.	dently contact the a	adult service pro	viders that he/she w	ill ne	ed to reach
	1 Not at all	2	3	4	5	6 All the time
5.	The student can list and discu	ss the accommoda	ations he/she will	use to be successf	ul on	a job.
	1 Not at all	2	3	4	5	6 All the time
9.	The student can state accomm	nodations needed	in the workplace	that are guaranteed	d und	ler the law.
	1 Not at all	2	3	4	5	6 All the time
10.	The student can identify himse guaranteed under law.	elf/herself as a per	son with a disabi	lity in order to get th	e su	pport services
	1 Not at all	2	3	4	5	6 All the time
14.	The student can independently 1 Not at all	y request and effec 2	ctively use neede 3	ed accommodations 4	on tl 5	ne job. 6 All the time
	The student has identified his/ cuss his/her long-term goals.	her long-term emp	loyment goals fo	r after high school a	ınd c	an state and
uist	1 Not at all	2	3	4	5	6 All the time
	The student is able to identify			f postsecondary ed	ucati	on or training
nee	eded to reach his/her long-term 1 Not at all	employment goals 2	3	4	5	6 All the time

### **Student and Teacher Interview: Performance Battery**

1.	Please a.	list and discuss the academic accommodations you use in high school classes. Student did not identify any academic accommodations he/she is using.
	b.	Student identified some, but not all, academic accommodations he/she is using.
	C.	Student provided a comprehensive list of academic accommodations, as identified on the student's IEP.
	d.	Academic accommodations discussed by the student included:
		a
		b
		C.
2.	Please a.	list and discuss support services you need on the job to be successful. Student did not identify any support services that he/she will need on the job.
	b.	Student identified support services that he/she will need on the job.
	C.	Support services discussed by the student included:
		1
		2
		3
3.		list and discuss the adult service providers with whom you have communicated over the past rs to assist you in reaching your employment goals.
	a.	Student did not identify any adult service providers that he/she had contacted over the past years.
	b.	
	yea	irs.
	C.	Adult service providers discussed by the student included:
		1

- 4a. You are starting a new academic class. Let's pretend I am the teacher of that class and I don't know you. Give me an example of how you would request accommodations in that class.
  - a. Student was *not able* to role-play an adequate request for accommodations.
  - b. Student was *able* to role-play an adequate request for accommodations.

/h	In the fi	rst question in this interview, you listed academic accommodations you use in high school.
<b>∓</b> D.		explain how you effectively use those accommodations in your classes.  Student did not discuss the effective use of accommodations.
	a.	Student did not discuss the effective use of accommodations.
	b.	Student was able to discuss the use of some, but not all, accommodations.
	C.	Student discussed the effective use of all accommodations.
5.	Please	list and discuss the accommodations you use on your job.
	a.	Student did not identify any accommodations he/she is using on the job.
	b.	Student identified some, but not all, accommodations he/she is using on the job.
	C.	Student provided a comprehensive list of accommodations as identified on the student's IEP.
	d.	Accommodations focused on the job discussed by the student included:
		1
		2
		3.
6. I	Please te a.	ell me what your rights are for reasonable accommodation under federal law. Student did not identify any specific rights, under IDEA, Section 504, or ADA.
	b.	Student identified a few rights under IDEA, Section 504, or ADA.
	C.	Student provided a substantial list of rights under IDEA, Section 504, or ADA.
	d.	Rights identified by the student included:
		1
		2.
		3.
fron	n my uni	tend that I am a college disabilities coordinator and that you are applying for support services versity. Give me an example of how you would identify yourself as a person with a disability to
get	support :	services. Student was <i>not able</i> to adequately role-play identification of a self as a person with a
	b.	disability Student was <i>able</i> to adequately role-play identification of self as a person with a disability.
	Please lis cessful.	st and discuss the support services you will use in postsecondary education in order to be
	a.	Student did not identify any support services he/she will use in postsecondary education.
	b.	Student identified some support services he/she will be using in postsecondary education.
	C.	Student services discussed by the student included:
		1.
		2.
		3.

- 9. Please identify accommodations you need in the workplace that are guaranteed to you by law.
  - a. Student was not able to identify accommodations in the workplace guaranteed by law.
  - b. Student was able to identify accommodations in the workplace guaranteed by law.
  - c. Accommodations listed by the student included:

1.	
2.	
3.	

- 10. Let's pretend you were just hired for a new job and I am your new employer. Give me an example of how you would identify yourself to me as a person with a disability.
  - a. Student was *not able* to adequately role-play identification of self as a person with a disability in an employment situation.
  - b. Student was *able* to adequately role-play identification of self as a person with a disability in an employment situation.
- 11. (Give the student access to a phone in a private location.) Please call and contact one adult service provider with whom you are currently working in preparation for high school graduation.
  - a. Student was not able to independently contact an adult service provider.
  - b. Student was able to independently contact an adult service provider.
- 12. Student can lead own IEP meeting.
  - a. Student does not participate in IEP meetings.
  - b. Student attends and participates in IEP meetings.
  - c. Student assumes a leadership role in own IEP meetings.
- 13. Let's pretend you are currently at an IEP meeting. Please state your goals and aspirations for the next academic school year.
  - a. Student could not identify goals and aspirations for next academic school year.
  - b. Student identified goals and aspirations for next academic school year.
- 14a. You are starting a new job in the community. Give me an example of how you would request accommodations on the job site.
  - a. Student was not able to role-play an adequate request for accommodations on the job.
  - b. Student was able to role play an adequate request for accommodations on the job.
- 14b. In question 5 in this interview, you identified accommodations you would use on the job. Please explain how you use those accommodations on the job effectively.
  - a. Student did not discuss the effective use of accommodations.
  - b. Student was able to discuss the use of some, but not all, accommodations.
  - c. Student discussed the effective use of all accommodations.
- 15. Please discuss your long-term employment goals after high school.
  - a. Student could not identify and discuss long-term employment goals.
  - b. Student identified long-term employment goals and discussed those long-term goals.

16. Please identify and discuss the amount and type of postsecondary education or training you will need to reach your long-term employment goals.				
a.	Student was <i>not able</i> to <i>realistically discuss</i> the amount of postsecondary education or training needed to reach long-term employment goals.			
b.	Student was <i>able</i> to <i>realistically discuss</i> the amount of postsecondary education or training needed to reach long-term employment goals.			
	ition Assessment Diaming Transition and IED Development for Venth with Mill D. 1977			
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## **Scoring Summary**

For the Self-Determination and Self-Advocacy Skills Questionnaire

Student Name	Testing Date

#### **Academic Skills**

Question #	1	4	6	7	8	11	12	13	Average
Parent (Likert score)									
Student (Likert score)									
Teacher (Likert score)									
Needed area									
SD/SA Skills Questionnaire: Performance Battery									

#### **Employment Skills**

Question #	2	3	5	9	10	14	15	16	Average
Parent (Likert score)									
Student (Likert score)									
Teacher (Likert score)									
Needed area									
SD/SA Skills Questionnaire: Performance Battery Scoring Key									

#### Scoring Key

Need Area:

K-Knowledge and skills needed in this area (rankings of two of three raters [Parent, Student, Teacher]) 4 or less.

O-Team member scores are dissimilar (two or more points discrepant)

KO-Both

SD/SA Skills Questionnaire: Performance Battery
A-student demonstrated **adequate** knowledge and skill
L-student demonstrated **limited** knowledge and skill

N-student demonstrated *significant discrepancy* in knowledge and skill