### **Student Form**

	-
Student's Name	Today's Date
Oldden 3 Name	Today's Date
Grade	Age
Glade	Age
A state stand some desetters allsta	D1++1/10+
Anticipated graduation date	Disability

The following questionnaire was developed to identify your level of knowledge and skill in issues related to self-determination and self-advocacy. After reading each of the following sixteen skills statements, please circle the **one number** that best describes your level of skill.

1.	I can list and discuss the acad 1 Not at all	emic accommoda 2	tions I need to be 3	successful in high 4	scho 5	ol. 6 All the time
2.	I can list and discuss the supp 1 Not at all	ort services I need 2	d on the job in orde 3	er to be successful 4	5	6 All the time
3.	I am able to independently cor employment goals.	ntact the adult serv	vice providers that	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 an 1 Not at all	nd effectively use 2	academic accomm 3	nodations in all my 4	clas: 5	ses. 6 All the time
5.	I can list and discuss the acco 1 Not at all	mmodations I will 2	use to be success 3	ful in my job. 4	5	6 All the time
6.	I can list and discuss my rights 1 Not at all	s for reasonable a 2	cademic accommo 3	odation under the la 4	aw. 5	6 All the time
7.	I identify myself as a person w stsecondary education.	rith a disability in c	order to get the sup	oport services I des	serve	in
pot	1 Not at all	2	3	4	5	6 All the time
8. suo	I can list and discuss the supp	ort services I will r	need in postsecon	dary education in c	order	to be
out	1 Not at all	2	3	4	5	6 All the time
9.	I can state accommodations I 1 Not at all	need in the workp 2	lace that are guara 3	anteed to me by la 4	w. 5	6 All the time

	<ol> <li>I identify myself as a person with a disability in order to get the support services I deserve from my employer.</li> </ol>					from my
1 Not at		2	3	4	5	6 All the time
	ble to independently cor tion goals.	ntact 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 1 Not at	my own IEP team meeti all	ngs. 2	3	4	5	6 All the time
13. I state 1 Not at	my goals and aspiratior all	s for each school 2	year during the an 3	nual IEP team me 4	eting. 5	6 All the time
14. I can i 1 Not at	ndependently request ar all	nd effectively use a 2	accommodations o 3	n the job. 4	5	6 All the time
	identified my long-term erm goals.	employment goals	for after high scho	ool and I can state	and	discuss these
1 Not at	all	2	3	4	5	6 All the time
	ble to identify and discus ch my long-term employ		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

Parent Name	Today's Date
	· · · · · · · · · · · · · · · · · · ·
Student Name	Grade
Student Name	Glade
Student Age	Anticipated Graduation Date
Student Age	Anticipated Gladuation Date
Student Disability (please be specific)	
Diddent Disability (please be specific)	

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 **one number** that best describes her/her level of skill.

1. My young adult can list and discuss the academic accommodations he/she needs to be successful in high school.

	1 Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills ir	n this area. (Please	e check only if app	licab	le.)
2. suce	My young adult can list and dis cessful.	cuss the support s	ervices he/she ne	eds on the job in c	order	to be
	1 Not at all	2	3	4	5	6 All the time
3. read	My young adult is able to indep ch his/her employment goals		he adult service p	roviders that he/sh	ne wil	l need to help
	1 Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills ir	n this area. (Please	e check only if app	licab	le.)
4. clas	My young adult can independe	ently request and e	ffectively use acad	demic accommoda	tions	in his/her
orac	1 Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills ir	n this area. (Please	e check only if app	licab	le.)
5.	My young adult can list and dis 1 Not at all	cuss the accomm 2	odations he/she w 3	ill use to be succe 4	ssful 5	in a job. 6 All the time
	I am not aware of my son's	/daughter's skills ir	n this area. (Please	e check only if app	licab	le.)

6.	My young adult can list and dis law.	scuss his/her rights	s for reasonable ad	cademic accommo	datic	ons 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 i	n this area. (Pleas	e check only if app	licab	ole.)
7.	My young adult can identify his services that he/she deserves			bility in order to ge	t 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 i	n this area. (Pleas	e check only if app	licab	ole.)
8.	My young adult can list and dis order to be successful.	scuss the support	services he/she ne	ed in postseconda	ary eo	ducation in
	1 Not at all	2	3	4	5	6 All the time
9.	My young adult can state acco	mmodations that I	he/she needs in th	e workplace that a	re gu	aranteed by
law.	1 Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills i	n this area. (Pleas	e check only if app	licab	ole.)
10.	My young adult can identify hir services that he/she deserves			bility in order to ge		support
	1 Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills i	n this area. (Pleas	e check only if app	licab	ole.)
11.	My young adult is able to indep his/her postsecondary educati		the adult service p	roviders that will h	elp h	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 i	n this area. (Pleas	e check only if app	licab	ole.)
12.	My young adult leads his/her o	-		4	F	6
	Not at all	2	3	4	5	6 All the time
	I am not aware of my son's	/daughter's skills i	n this area. (Pleas	e check only if app	licab	ole.)
13.	My young adult states goals at 1	nd aspirations for e	each school year a 3	it 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 i	n this area. (Pleas	e check only if app	licab	ole.)
14.	My young adult can independe 1 Not at all	ently request and e 2	effectively use accord	ommodations on th 4	ne job 5	o. 6 All the time
	I am not aware of my son's	/daughter's skills i	n this area. (Pleas	e check only if app	olicab	ole.)

15.	My young adult has identi discuss his/her long-term	0	employment goals fo	or after high schoo	ol and can sta	te and
	1	2	3	4	5	6
	Not at all				A	All the time
	I am not aware of my s	on's/daughter's	s skills in this area. (	(Please check onl	y if applicable	e.)
16.	My young adult is able to training that he/she will ne				ondary educa	tion or
	1	2	3	4	5	6
	Not at all				A	All the time

I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

## **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**

Stu	dent Name			Date		
Tea	cher Name			Grade		
	ase circle the one number that h of the statements below.	best describes the	above student's	knowledge and ski	ll leve	el related to
1.	The student can list and discu classes.	ss the academic a	ccommodations	needed to be succe	essfu	l 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	emic accommodatic	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 c	rder to get the sup	oort s	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 ser	vices needed in p	oostsecondary educ	catior	n in order to be
	1 Not at all	2	3	4	5	6 All the time
11.	The student is able to indeper		adult service pro	oviders that will help	him	/her reach
	postsecondary education goal 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	gs. 3	4	5	6 All the time
13.	The student states goals and 1 Not at all	aspirations for eac 2	h school year at 3	her/his annual IEP 4	team 5	meeting. 6 All the time

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

Student Name			Date			
Teacher Name						
Please circle the one number tha each of the statements below.	t best describes th	e above student's	knowledge and sk	ill lev	el related to	
2. The student can list and disc	uss the support se	rvices he/she will	need on the job to	be su	uccessful.	
1 Not at all	2	3	4	5	6 All the time	
3. The student is able to independ bis/her employment goals.	ndently contact the	adult service pro	viders that he/she	will ne	eed to reach	
1 Not at all	2	3	4	5	6 All the time	
5. The student can list and disc	uss the accommo	dations he/she will	l use to be success	ful or	n a job.	
1 Not at all	2	3	4	5	6 All the time	
9. The student can state accom	modations needed	d in the workplace	that are guarantee	ed uno	der the law.	
1 Not at all	2	3	4	5	6 All the time	
10. The student can identify him guaranteed under law.	self/herself as a pe	erson with a disabi	lity in order to get t	he su	pport services	
1 Not at all	2	3	4	5	6 All the time	
<ul><li>14. The student can independen</li><li>1</li><li>Not at all</li></ul>	tly request and eff 2	ectively use neede 3	ed accommodation 4	s on 1 5	the job. 6 All the time	
15. The student has identified his/her long-term employment goals for after high school and can state and discuss his/her long-term goals.						
Not at all	2	3	4	5	6 All the time	
16. The student is able to identify	y and discuss the a	amount and type c	of postsecondary ed	ducat	ion or training	
needed to reach his/her long-tern			4	5	6	

Not at all All the time

#### Student and Teacher Interview: Performance Battery

- Please list and discuss the academic accommodations you use in high school classes.
   a. 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 list and discuss support services you need on the job to be successful.
  - a. 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:

    - 3.
- 3. Please list and discuss the adult service providers with whom you have communicated over the past two years 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 two years.

b. Student identified adult service providers with whom he/she had contact over the past two years.

- c. Adult service providers discussed by the student included:
- 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.

- 4b. In the first question in this interview, you listed academic accommodations you use in high school. Please explain how you effectively use those accommodations in your classes.
  - 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. Please tell me what your rights are for reasonable accommodation under federal law.
  - a. 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:

    - 3. \_\_\_\_\_
- 7. Let's pretend that I am a college disabilities coordinator and that you are applying for support services from my university. Give me an example of how you would identify yourself as a person with a disability to get support services.

a. Student was *not able* to adequately role-play identification of a self as a person with a disability.

b. Student was *able* to adequately role-play identification of self as a person with a disability.

8. Please list and discuss the support services you will use in postsecondary education in order to be successful.

- 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:
- 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 *not able* to *realistically discuss* the amount of postsecondary education or training needed to reach long-term employment goals.

b. Student was *able* to *realistically discuss* the amount of postsecondary education or training needed to reach long-term employment goals.

## **Scoring Summary**

#### For the Self-Determination and Self-Advocacy Skills Questionnaire

Student Name Te	esting Date
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#### 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 Skille									$\langle \rangle$
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

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