

10. I identify myself as a person with a disability in order to get the support services I deserve from my employer.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
11. I am able to independently contact the adult service providers that will help me reach my postsecondary education goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
12. I lead my own IEP team meetings.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
13. I state my goals and aspirations for each school year during the annual IEP team meeting.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
14. I can independently request and effectively use accommodations on the job.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
15. I have identified my long-term employment goals for after high school and I can state and discuss these long-term goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
16. I am able to identify and discuss the amount and type of postsecondary education or training I will need to reach my long-term employment goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

6. My young adult can list and discuss his/her rights for reasonable academic accommodations under the law.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

7. My young adult can identify himself/herself as a person with a disability in order to get the support services that he/she deserves in postsecondary education.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

8. My young adult can list and discuss the support services he/she need in postsecondary education in order to be successful.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

9. My young adult can state accommodations that he/she needs in the workplace that are guaranteed by law.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | 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 himself/herself as a person with a disability in order to get the support services that he/she deserves from an employer.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

11. My young adult is able to independently contact the adult service providers that will help her/him reach his/her postsecondary education goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

12. My young adult leads his/her own IEP meetings.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

13. My young adult states goals and aspirations for each school year at his/her annual IEP meeting.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

14. My young adult can independently request and effectively use accommodations on the job.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

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

Self-Determination and Self-Advocacy Skills Questionnaire

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.

Self-Determination and Self-Advocacy Skills Questionnaire

Student and Teacher Interview: Performance Battery

1. 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:
 1. _____
 2. _____
 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:
 1. _____
 2. _____
 3. _____

- 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:
 - 1. _____
 - 2. _____
 - 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:
 - 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 *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.

From *Transition Assessment: Planning Transition and IEP Development for Youth with Mild Disabilities* by Robert J. Miller, Richard C. Lombard, and Stephanie A. Corbey, © 2007, Boston, MA: Pearson Education. Permission is granted to reproduce this page.

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									X
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									X
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

From *Transition Assessment: Planning Transition and IEP Development for Youth with Mild Disabilities* by Robert J. Miller, Richard C. Lombard, and Stephanie A. Corbey, © 2007, Boston, MA: Pearson Education. Permission is granted to reproduce this page.