The SSSC: A New Multi-Informant Assessment for High School Students with Autism Spectrum Disorder
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Introduction

The Individuals with Disabilities Education Act (IDEA) mandates that the student be included in the development of educational plans that consider the postsecondary goals for the child and the related transition services needed. Currently there are few standardized measures designed to assess student goals and preferences, particularly students with autism spectrum disorders. The Secondary School Success Checklist (SSSC) is a new measure developed to allow students to describe their current skill level as well as rank their priorities for goal setting. The SSSC is designed to collect data from the perspective of multiple informants including the student, their parents, and the student’s teacher. Our research question was to examine reliability of the instrument and describe student findings.

Method

Data were drawn from a larger ongoing study of high school students with ASD. For the present study, data were available from the first cohort of students who completed the SSSC and also from parents/caregivers and teachers (or other school staff).

<table>
<thead>
<tr>
<th>Number of Student Participants</th>
<th>279</th>
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<tbody>
<tr>
<td>Age (between 13-22 years)</td>
<td>M = 16.3, SD = 1.5</td>
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<tr>
<td>Sex</td>
<td>83.9% Male</td>
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<tr>
<td>Ethnicity</td>
<td>75.1% White</td>
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The parent version of the SSSC included 105 items while the student version of the SSSC had 25 items (see Figure 1 for example). Both sets of items were representative of four key domains:

- independent behavior
- transition
- social
- academic

For each item, participants indicated on a Likert-type scale if the behavior was:

- 0 = not like student
- 1 = like student
- 2 = much like student

Items from each domain were then averaged to create four total scores, with higher scores reflecting better skills. Respondents also provided a priority ranking for learning each item. The priority ranking was used to calculate the proportion of students who “really wanted to learn” each skill.

Figure 1. Example SSSC Form for Student

Results

- Total scores for each domain of the SSSC demonstrated moderate to high internal consistency with Cronbach alphas ranging from .50 to .82 for parents and .38 to .85 for teachers. The alphas for students were lower, ranging from .33 to .56.
- Agreement was strongest between parents and teachers, with correlations ranging from .39 to .56. There was less agreement between students and parents/teachers (most rs < .25).
- In general, students reported lower levels of skills across domains than adults.
- Notably, student report of priority rankings (i.e., what they really wanted to learn) was highly aligned with past literature on educational needs for students with ASD, suggesting students had insight into their own areas of difficulty.

Conclusions

Findings suggest that the SSSC is a promising tool for developing educational goals for high school students with ASD. Further, students had fairly good insight into their areas of need and indicated interest in learning skills related to core domains.

Acknowledgements

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