

# The Secondary School Success Checklist (SSSC):

A Transition Planning Tool for High School Students on the Autism Spectrum

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## Background

- Individuals with Disabilities Education Act (IDEA)
  - Transition services
  - Student involvement in development of postsecondary goals
- Few standardized measures assess student preferences

(Mazzotti et al., 2009; Szidon, Rupper, & Smith, 2015)





## Development of the (SSSC)

- Developed to allow students to describe their current skill and to rank priorities for goal setting
- Designed to collect data from the perspective of multiple informants: student, parents, student's teacher
- Adolescents with ASD are typically overlooked
  - Impacts performance in high school and beyond





## Research Questions

- Does the SSSC produce reliable scores as judged by assessment of internal consistency?
- How do students describe priorities of learning?



### Methods: Data

- Drawn from larger ongoing study of high school students with ASD
- First cohort
- Reports from students, parents, and teachers (or other school staff)



# Demographic Information: Students

Student Race	N (total 279)	%
White	172	75.1
Black	21	9.2
Asian	7	3.1
American Indian	5	2.2
Multi/Biracial	18	7.9
Other	6	2.6
Student Age	M 16.3	SD 1.5





# Demographic Information: Students

	n	%
Student Gender		
Male	234	83.9
Female	45	16.1
Diploma Type		
Standard Diploma	162	58.3
Modified Diploma	116	41.7
Missing	1	





### Methods: Versions

- Parent & teacher version (105 items) student version (25 items)
  - 4 key domains: independent behavior, transition, social, and academic
- Likert-type scale, if behavior was
  - 0 = not like student
  - -1 = like student
  - 2 = much like student
- Priority ranking





# Example SSSC Form for Parent & Teacher

Domain: Independence and Behavior				
1	Organization			
Skill Evaluation		Prior	ity Rank	king
	O1. Accesses and follows daily schedule			
0 1 2 N/O N/A	Note: Format & length may vary based on student needs (e.g. written,	0	1	2
0=not like student 2=much like student	objects, pictures, iPad); student refers to it throughout day		concern jor concer	m
	O2. Uses tools to keep track of assignments/work tasks and/or			
0 1 2 N/O N/A	scheduling	0	1	2
	Note: Format may vary (e.g. planner, calendar, technology, putting			
	information in backpack)			
	O3. Brings appropriate materials to assigned location			
0 1 2 N/O N/A	Note: Includes bringing home and turning in homework, bringing supplies	0	1	2
	to school or community setting			



# Example SSSC Form for **Student**

Skill	This is <u>NOT</u> like me.	This is <u>sort of</u> like me.	This is <u>very</u> <u>much</u> like me.	I have <u>not had a</u> <u>chance</u> to try this.	Not sure	I would <u>NOT</u> like to learn this.	I would <u>sort of</u> like to learn this.	I <u>really want</u> to learn this.	l already know how to do this.
1. Read each skill:	2. Cho		answer in the g cribes you <u>toda</u>	rey boxes that be บุ <b>บ</b> .	est		ose <u>one</u> answer es how much yo		
I keep track of my     homework and turn it     in on time.									
I bring everything I need to my classes.									
I ask teachers for help if I need it during class.									



#### Results

- Total scores
  - Moderate internal consistency
    - Parents (.50 to .82), Teachers (.38 to .85), and Students (.33 to .56)
- Agreement strongest between parents and teachers
  - .39 to .56
- Student report of priority rankings





## Internal Consistency (Cronbach's Alpha)

	Student (n=237)	Parent (n=181)	Staff (n=217)
Independent Behavior	.64	.79	.85
Transition	.63	.80	.78
Social	.77	.91	.92
Academic	n/a	.85	.75





## Areas of Priority for Learning: Student

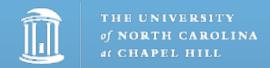
Reported Areas of Priority for Learning	Percentage	Skill Domain
When I have a problem in class I can figure out a solution	27.2%	Independent Behavior
I have ideas about what I want to do after high school	27.1%	Transition
I can figure out what other people are feeling	27.0%	Social
I know how to stay calm when I am mad about something	25.5%	Independent Behavior
I understand what I read in my classes	21.7%	Academic





#### Correlations between sources on SSSC domains

Independent Behavior						
	Student	Parent	Teacher			
Student	1.00					
Parent	0.25**	1.00				
Teacher	0.24***	0.39***	1.00			
Transition						
	Student	Parent	Teacher			
Student	1.00					
Parent	0.24**	1.00				
Teacher	0.37***	0.41***	1.00			





### Correlations between sources on SSSC domains

Social						
	Student	Parent	Teacher			
Student	1.00					
Parent	0.17*	1.00				
Teacher	0.24**	0.41***	1.00			
Academics						
	Student	Parent	Teacher			
Student	No student section					
Parent		1.00				
Teacher		0.56***	1.00			





#### Conclusions

- Promising tool for educators in developing high quality educational goals for students on the autism spectrum
  - Specifically for high school students in consideration of postsecondary goals and transition services
- Students
  - Insight into areas of need
  - Interest in learning skills in core domains







Version of SSSC available online: http://csesa.fpg.unc.edu/

Questions? Contact Tara Regan: teregan@live.unc.edu

