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**		
Subdomain: Organization		
Skill Evaluation		**Priority Ranking**
☐ ☐ ☐ ☐ ☐ 0 1 2 N/O N/A 0=not like student 2=much like student	**O1. Accesses and follows daily schedule** *Note: Format & length may vary based on student needs (e.g. written, objects, pictures, iPad); student refers to it throughout day*	☐ ☐ ☐ 0 1 2 0=no concern 2=major concern
☐ ☐ ☐ ☐ ☐ 0 1 2 N/O N/A	**O2. Uses tools to keep track of assignments/work tasks and/or scheduling** *Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack)*	☐ ☐ ☐ 0 1 2
☐ ☐ ☐ ☐ ☐ 0 1 2 N/O N/A	**O3. Brings appropriate materials to assigned location** *Note: Includes bringing home and turning in homework, bringing supplies to school or community setting*	☐ ☐ ☐ 0 1 2

Example SSSC Form for **Student**

Skill	This is **NOT** like me.	This is **sort of** like me.	This is **very much** like me.	I have **not had a chance** to try this.	**Not sure**	I would **NOT** like to learn this.	I would **sort of** like to learn this.	I **really want** to learn this.	I **already know how to do this.**
(START) 1. Read each skill:	*2. Choose only **one** answer in the grey boxes that best describes you **today**.*					*3. Then choose **one** answer in the white boxes that best describes how much you want to learn the skill.*			
1. I keep track of my homework and turn it in on time.	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. I bring everything I need to my classes.	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. 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

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CSESA
The Center on Secondary Education for
Students with Autism Spectrum Disorders

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/

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