

## Secondary School Success Checklist-Parent Version June 2014

The Secondary School Success Checklist (SSSC) is a tool that can be used by students, parents and families, and school staff to help identify priority goals for your son/daughter that will support a positive high school experience, and help in planning ahead for life after high school.

The SSSC has two steps that will help teams to choose priority goals:

1. **Skill Evaluation:** You will rate the level of support needed and demonstration of skills across 4 domains: Independence and Behavior, Transition, Social, and Academic
2. **Priority Ranking:** You will rank the importance of each skill which will help identify priority goals

The Secondary School Success Checklist includes 4 domains, 13 subdomains, and many specific behaviors that are proven to contribute to successful experiences during high school as well as to optimize outcomes after high school.

### Instructions

1. Complete as much of the Skill Assessment as possible.
2. Complete the Priority Rankings for non-mastered skills (i.e., scores of 0 or 1 in skill assessment).

Key for Step 1: Skill Assessment (left column)	Key for Step 2: Priority Ranking (middle column)
<p><b>0=</b> This is <b>NOT</b> like my son/daughter.</p> <ul style="list-style-type: none"> <li>• My son/daughter is not/rarely able to demonstrate this skill with the supports provided to the group</li> </ul> <p><b>1=</b>This is <b>sort of</b> like my son/daughter.</p> <ul style="list-style-type: none"> <li>• My son/daughter is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) <b>AND/OR</b></li> <li>• My son/daughter is able to demonstrate this skill sporadically with the supports provided to students in his/her classes.</li> </ul> <p><b>2=</b>This is <b>very much</b> like my son/daughter.</p> <ul style="list-style-type: none"> <li>• My son/daughter is able to demonstrate this skill regularly with the supports provided to students in his/her classes</li> </ul> <p><b>N/O=</b> I have <b>not observed</b> this skill area for my son/daughter</p> <p><b>N/A=</b> This skill area is <b>not applicable</b> to my son/daughter</p>	<p><b>0= Not a concern</b></p> <ul style="list-style-type: none"> <li>• Though the skill is not demonstrated consistently and or independently, it is not a concern or priority</li> </ul> <p><b>1= Minor concern</b></p> <ul style="list-style-type: none"> <li>• Demonstrating this skill consistently and/or independently would be helpful</li> </ul> <p><b>2= Major concern</b></p> <ul style="list-style-type: none"> <li>• Demonstrating this skill consistently and/or more independently is a requirement</li> </ul>



## Domain: Independence and Behavior

Success Monitoring & Notes (e.g. setting, with whom, examples)

### Subdomain: Organization

Skill Evaluation

Priority Ranking

Notes/Examples:

Skill Evaluation		Priority Ranking
0 1 2 N/O N/A 0=not like student 2=much like student	<b>O1. Accesses and follows daily schedule</b> <i>Note: Format &amp; length may vary based on student needs (e.g. written, objects, pictures, iPad); student refers to it throughout day</i>	0 1 2 0=no concern 2=major concern
0 1 2 N/O N/A	<b>O2. Uses tools to keep track of assignments/work tasks and/or scheduling</b> <i>Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack)</i>	0 1 2
0 1 2 N/O N/A	<b>O3. Brings appropriate materials to assigned location</b> <i>Note: Includes bringing home and turning in homework, bringing supplies to school or community setting</i>	0 1 2
0 1 2 N/O N/A	<b>O4. Materials/work space are organized</b> <i>Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location</i>	0 1 2
0 1 2 N/O N/A	<b>O5. Identifies steps required to complete assigned activities*; completes assigned activities*</b> <i>Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems, beginning, and completing assignments</i>	0 1 2
0 1 2 N/O N/A	<b>O6. Moves to and arrives at assigned location or activity on time</b> <i>Note: May include within classroom or across school/community</i>	0 1 2
0 1 2 N/O N/A	<b>O7. Requests/Initiates meetings with work groups, staff, as appropriate</b>	0 1 2
0 1 2 N/O N/A	<b>O8. Other:</b>	0 1 2

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([http://www.p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf)). Skills reflected in this document are noted with an \*.

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<b>Subdomain: Self-Regulation of Emotion &amp; Behavior</b>		Success Monitoring & Notes (e.g. setting, with whom, examples)
Skill Evaluation	Priority Ranking	Notes/Examples:
0 1 2 N/O N/A 0=not like student 2=much like student	<b>SR1. Engages in self-calming and coping strategies when needed</b> <i>Note: May include requesting to leave or take a break</i>	
0 1 2 N/O N/A	<b>SR2. Manages reactions to sensory stimuli in environment</b> <i>Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task</i>	
0 1 2 N/O N/A	<b>SR3. Manages reactions to peers/colleagues in work space</b> <i>Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task</i>	
0 1 2 N/O N/A	<b>SR4. Manages aggressive behavior towards self</b> <i>Note: May include using calming or coping strategies,</i>	
0 1 2 N/O N/A	<b>SR5. Manages aggressive language/behavior towards others</b> <i>Note: May include using calming or coping strategies, requesting break, disengaging with peer/adult</i>	
0 1 2 N/O N/A	<b>SR6. Interacts with/uses materials appropriately</b> <i>Note: Refrains from breaking/damaging</i>	
0 1 2 N/O N/A	<b>SR7. Manages fears/phobias</b> <i>Note: Fears/phobias do not interfere with productivity, attention to activity, interactions with others</i>	
0 1 2 N/O N/A	<b>SR8. Manages repetitive/ritualistic behavior</b> <i>Note: Repetitive behavior does not interfere with productivity, attention to activity, interactions with others</i>	
0 1 2 N/O N/A	<b>SR9. Demonstrates appropriate frequency of classroom/jobsite participation</b> <i>Note: May include both under- and over-participation</i>	
0 1 2 N/O N/A	<b>SR10. Remains in assigned locations for duration of activities</b> <i>Note: May include appropriately requesting to leave assigned location when appropriate (e.g. leaving class to use restroom, leaving pep rally for an agreed upon quiet area)</i>	
0 1 2 N/O N/A	<b>SR11. Other</b>	

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<b>Subdomain: Flexibility</b>		Priority Ranking	Success Monitoring & Notes (e.g. setting, with whom, examples)
Skill Evaluation			Notes/Examples:
0 1 2 N/O N/A 0=not like student 2=much like student	<b>F1. Responds appropriately to changes in schedule or routine*</b> <i>Note. Consider classroom and job site performance</i>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>F2. Responds appropriately to making mistakes*</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F3. Responds appropriately to mistakes of others</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F4. Responds appropriately to feedback from supervisors, peers, staff*</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F5. Continues to try when task is difficult*</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F6. Ignores others or situations when appropriate*</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F7. Disengages from activity when end is indicated</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
0 1 2 N/O N/A	<b>F8. Other:</b> <i>Note. Consider classroom and job site performance</i>	0 1 2	
<b>Subdomain: Self-Monitoring</b>			
0 1 2 N/O N/A 0=not like student 2=much like student	<b>SM1. Can identify/label behavior of concern</b> <i>Note: May include discussing it, accurately reporting it</i>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>SM2. Monitors and records own behavior accurately</b> <i>Note: May include keeping track of grades/assignments, or tracking behavior such as stereotyped behavior, academic or jobsite behavior, emotional states</i>	0 1 2	
0 1 2 N/O N/A	<b>SM3. Evaluates own behavior accurately</b> <i>Note: May include comparing recorded data to established goals or standards to determine status of job/behavior</i>	0 1 2	
0 1 2 N/O N/A	<b>SM4. Other:</b>	0 1 2	

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## Domain: Transition

**Success Monitoring & Notes** (e.g. setting, with whom, examples)

### Subdomain: Problem Solving & Goal Setting

**Notes/Examples:**

Skill Evaluation		Priority Ranking
0 1 2 N/O N/A 0=not like student 2=much like student	<b>PS1. Seeks help from peers when appropriate*</b> † <i>Note: Includes asking for materials/assignments, directions from peers</i>	0 1 2 0=no concern 2=major concern
0 1 2 N/O N/A	<b>PS2. Seeks help from adults when appropriate*</b> <i>Note: Includes asking for materials/assignments, directions from adults, job coach, co-workers, staff, etc.</i>	0 1 2
0 1 2 N/O N/A	<b>PS3. Identifies/defines a problem in school/community setting*</b> † <i>Note: May include challenges that arise in classroom/job site related to tasks, materials, schedule, relationships, etc. OR May include challenges that arise in hallways, break room, lunch room, social arenas related to schedule, relationships, group activities</i>	0 1 2
0 1 2 N/O N/A	<b>PS4. Generates possible solutions to problem, selects solution, and carries out solution*</b> †	0 1 2
0 1 2 N/O N/A	<b>PS5. Identifies goals related to life after high school (e.g. college, career interests)</b> <i>Note: This can be part of coursework/employment, part of transition planning</i>	0 1 2
0 1 2 N/O N/A	<b>PS6. Makes choices at school/in community that match identified college/career goals*</b> <i>Note: Includes choosing courses that match goals as well as employment options, preferred leisure activities</i>	0 1 2
0 1 2 N/O N/A	<b>PS7. Communicates goals and choices to others at appropriate times</b> <i>Note: Includes participation at IEP meetings</i>	0 1 2
0 1 2 N/O N/A	<b>PS8. Tells staff about necessary accommodations/ modifications to complete school or work tasks</b>	0 1 2
0 1 2 N/O N/A	<b>PS9. Participates in work experiences at school or in community</b> <i>Note: Includes career exploration as well as volunteer or paid work experiences off or on campus(e.g. internship, media center assistant, school store)</i>	0 1 2

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0 1 2 N/O N/A	<b>PS10. Manages free time appropriately*</b> <i>Note: Before, during, after school/work, break</i>	0 1 2	
0 1 2 N/O N/A	<b>PS11. Other:</b>	0 1 2	
<b>Subdomain: Personal Presentation</b>		<b>Priority Ranking</b>	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b>			<b>Notes/Examples:</b>
0 1 2 N/O N/A 0=not like student 2=much like student	<b>PP1. Selects school/job appropriate clothing and footwear</b>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>PP2. Clothes: Demonstrates general cleanliness</b>	0 1 2	
0 1 2 N/O N/A	<b>PP3. Hygiene: Demonstrates grooming of hair, teeth, nails, and skin</b> <i>(e.g. shaving, use of deodorant, brushing teeth)</i>	0 1 2	
0 1 2 N/O N/A	<b>PP4. Physical Wellness: Demonstrates behavior that supports a healthy lifestyle</b> <i>(e.g. choosing healthy snacks/lunch, participating in exercise during PE/sports)</i>	0 1 2	
0 1 2 N/O N/A	<b>PP5. Demonstrates setting appropriate behavior related to sexuality/sexual health</b> <i>Note: Includes touching of self/others, respecting personal space</i>	0 1 2	
0 1 2 N/O N/A	<b>PP6. Demonstrates age &amp; setting appropriate behavior related to bodily functions</b> <i>Note: Includes spitting, passing gas, belching, picking nose</i>	0 1 2	
0 1 2 N/O N/A	<b>PP7. Demonstrates appropriate table manners</b> <i>Note: Includes chewing with mouth closed, use of utensils</i>	0 1 2	
0 1 2 N/O N/A	<b>PP8. Washes hands after using restroom and/or before food preparation or consumption</b>	0 1 2	
0 1 2 N/O N/A	<b>PP9. Other:</b>	0 1 2	

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Subdomain: <b>Understanding of School/Community Culture</b>				Priority Ranking	Success Monitoring & Notes (e.g. setting, with whom, examples)	
Skill Evaluation					Notes/Examples:	
0	1	2	N/O N/A	0	1	2
<b>US1. Uses and/or understands common school/community terms</b> <i>Note: May include terms used for campus locations (e.g. "the quad") or activities</i>				0=no concern 2=major concern		
0	1	2	N/O N/A	0	1	2
<b>US2. Responds appropriately to authority figures across environments</b> ✦ <i>Note: May include principal, employer, job coach, teacher, tutor, etc.</i>						
0	1	2	N/O N/A	0	1	2
<b>US3. Follows school/job site/community rules and routines</b> <i>Note: Includes raising hand, waiting to be addressed, answering questions, signing in procedures at work</i>						
0	1	2	N/O N/A	0	1	2
<b>US4. Avoids risks in school/community settings</b> ✦ <i>Note: Includes recognizing dangerous situations (e.g. fire, chemical spill, unsafe work environment) and avoiding/leaving if necessary</i>						
0	1	2	N/O N/A	0	1	2
<b>US5. Navigates physical environments on campus</b> <i>Note: Includes knowing locations to avoid on campus, knows where to stay during lunch</i>						
0	1	2	N/O N/A	0	1	2
<b>US6. Navigates physical environments in community/at job site</b> <i>Note: Includes accessing transportation (e.g. walking, taking bus, calling for shuttle)</i>						
0	1	2	N/O N/A	0	1	2
<b>US7. Participates with peers in social media sites as appropriate</b> <i>Note: May include interacting on school website, Facebook, etc.</i>						
0	1	2	N/O N/A	0	1	2
<b>US8. Other:</b>						
				0	1	2
 <b>Domain: Social</b>						
<b>Subdomain: Social Communication</b> <i>Note: All items in this subdomain may include use of AAC or other communication devices/forms</i>						
Skill Evaluation				Priority Ranking		
0	1	2	N/O N/A	0	1	2
<b>SC1. Initiates conversation/interaction with adults consistently</b> ✦				0=no concern 2=major concern		
0=not like student 2=much like student						

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0 1 2 N/O N/A	<b>SC2. Initiates conversation/interaction with more than 1 peer consistently</b> ✦	0 1 2	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)	
0 1 2 N/O N/A	<b>SC3. Appropriately joins ongoing conversations/interactions</b>	0 1 2	<b>Notes/Examples:</b>	
0 1 2 N/O N/A	<b>SC4. Asks on-topic questions during conversation exchange</b> ✦	0 1 2		
0 1 2 N/O N/A	<b>SC5. Responds to questions during conversation exchange</b> ✦	0 1 2		
0 1 2 N/O N/A	<b>SC6. Participates appropriately during conversation/interaction</b> ✦ <i>Note: Includes making comments related to topic, taking turns during conversation, and listening while other person is talking</i>	0 1 2		
0 1 2 N/O N/A	<b>SC7. Maintains appropriate proximity to communication partner</b> ✦	0 1 2		
0 1 2 N/O N/A	<b>SC8. Maintains appropriate eye contact with communication partners</b>	0 1 2		
0 1 2 N/O N/A	<b>SC9. Selects age &amp; setting appropriate conversation topics</b> ✦	0 1 2		
0 1 2 N/O N/A	<b>SC10. Ends conversation/interaction appropriately</b> <i>Note: May include using a closing phrase, saying good-bye</i>	0 1 2		
0 1 2 N/O N/A	<b>SC11. Other:</b>	0 1 2		
<b>Subdomain: Interpersonal Communication</b>				
<b>Skill Evaluation</b>		<b>Priority Ranking</b>		
0 1 2 N/O N/A 0=not like student 2=much like student	<b>IC1. Matches voice volume, tone, tempo to environment/situation</b>	0 1 2 0=no concern 2=major concern		
0 1 2 N/O N/A	<b>IC2. Requests clarifying information when necessary</b> <i>Note: Includes asking for additional instruction, repeating of information</i>	0 1 2		

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0 1 2 N/O N/A	<b>IC3. Greets others when appropriate</b>	0 1 2	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)  <b>Notes/Examples:</b>
0 1 2 N/O N/A	<b>IC4. Introduces self when appropriate</b>	0 1 2	
0 1 2 N/O N/A	<b>IC5. Compliments others as appropriate</b>	0 1 2	
0 1 2 N/O N/A	<b>IC6. Appropriately communicates refusals</b>	0 1 2	
0 1 2 N/O N/A	<b>IC7. Invites others to join activity when appropriate</b>	0 1 2	
0 1 2 N/O N/A	<b>IC8. Appropriately provides feedback to others</b>	0 1 2	
0 1 2 N/O N/A	<b>IC9. Other:</b>	0 1 2	
<b>Subdomain: Recognizing Emotions</b>			
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
0 1 2 N/O N/A 0=not like student 2=much like student	<b>RE1. Identifies emotions in self</b> <i>Note: May include communicating feelings to others (e.g. speaking, pictures, use of AAC)</i>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>RE2. Seeks support from other when emotions are overwhelming</b> <i>(e.g. sad, depressed, anxious, worried, angry)</i>	0 1 2	
0 1 2 N/O N/A	<b>RE3. Identifies emotions in others</b> <i>Note: May include communicating feelings of others (e.g. speaking, selecting from visual field, use of AAC)</i>	0 1 2	
0 1 2 N/O N/A	<b>RE4. Apologizes if necessary</b>	0 1 2	
0 1 2 N/O N/A	<b>RE5. Demonstrates sympathy for others when sad/upset</b>	0 1 2	
0 1 2 N/O N/A	<b>RE6. Congratulates others when something good happens</b>	0 1 2	

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0 1 2 N/O N/A	<b>RE7. Appropriately communicates negative feelings to others</b>	0 1 2	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
0 1 2 N/O N/A	<b>RE8. Other:</b>	0 1 2	<b>Notes/Examples:</b>
<b>Subdomain: Cooperation</b>			
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
0 1 2 N/O N/A 0=not like student 2=much like student	<b>CP1. Offers and provides assistance to peers/staff as needed* ✦</b>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>CP2. Contributes to group interaction/group project as necessary* ✦</b> <i>Note: Group may have designated roles and student is able to participate in varied roles</i>	0 1 2	
0 1 2 N/O N/A	<b>CP3. Listens to group members* ✦</b>	0 1 2	
0 1 2 N/O N/A	<b>CP4. Adapts to group rules/assignments/decisions</b>	0 1 2	
0 1 2 N/O N/A	<b>CP5. Other:</b>	0 1 2	
 <b>Domain: Academic (Literacy Focus)</b>			
<b>Subdomain: Comprehension</b>			
<i>Note: All items in this subdomain may include use of AAC or other communication devices/forms</i>			
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
0 1 2 N/O N/A 0=not like student 2=much like student	<b>COMP1. Accesses content area information (e.g. science, history) primarily through reading of/listening to text</b>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>COMP2. Identifies words that are not clear or understood when reading</b>	0 1 2	
0 1 2 N/O N/A	<b>COMP3. Asks questions about content that is not clear or understood while reading</b>	0 1 2	

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0 1 2 N/O N/A	<b>COMP4. Uses clues to figure out words that are not clear or understood</b> <i>Note: Includes context clues, photos, title, personal experiences, etc.</i>	0 1 2	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
0 1 2 N/O N/A	<b>COMP5. Answers questions about key details after reading or listening to text accurately</b> <i>Note: Answers verbally, in written form, with AAC device, or with visual cues</i>	0 1 2	<b>Notes/Examples:</b>
0 1 2 N/O N/A	<b>COMP6. Identifies main idea after reading or listening to text accurately</b> <i>Note: Answers verbally, in written form, with AAC device, or with visual cues</i>	0 1 2	
0 1 2 N/O N/A	<b>COMP7. Retells key details of text accurately</b> <i>Note: Retells verbally, with AAC device, or sequence visual cues</i>	0 1 2	
0 1 2 N/O N/A	<b>COMP8. Other:</b>	0 1 2	
<b>Subdomain: Activating and Applying Knowledge</b>			
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
0 1 2 N/O N/A 0=not like student 2=much like student	<b>AAK1. Uses comprehension skills in meaningful ways</b> <i>Note: Includes reading manuals, website, recipes, bus routes, etc.</i>	0 1 2 0=no concern 2=major concern	
0 1 2 N/O N/A	<b>AAK2. Reads/interacts with text for pleasure</b>	0 1 2	
0 1 2 N/O N/A	<b>AAK3. Interacts with a variety of texts</b> <i>Note: Includes job applications, magazine, newspaper, social media sites, books for coursework</i>	0 1 2	
0 1 2 N/O N/A	<b>AAK4. Connects text to life experiences</b> <i>Note: Can identify aspect of text that relates to personal experiences (e.g. character in text is same age as student, text describes beach which is near student's home)</i>	0 1 2	
0 1 2 N/O N/A	<b>AAK5. Other:</b>	0 1 2	

**Notes:** Content for the **Secondary School Success Checklist** aligns with the 21<sup>st</sup> Century Student Outcomes

([http://www.p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf)). Skills reflected in this document are noted with an \*.

Content also aligns with the *Common Core & Extended Common Core State Standards*. Skills reflected in this document are noted with a †.

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