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

Student Name: _____   Your Name:_____
Location(s) of Observation:_____
Date(s) of Completion of Form: _____
Team Members Contributing to Completion of Checklist:

Team Member Compiling Checklist Data:

Secondary School Success Checklist-Staff 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 assess skills 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 assess student skills:

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 Evaluation (left column)	Key for Step 2: Priority Ranking (middle column)
0= This is **not** like my student. • My student is not/rarely able to demonstrate this skill with the supports I provide to the group **1**=This is **sort of** like my student. • My student is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) **AND/OR** • My student is able to demonstrate this skill sporadically with the supports I provide to the group. **2**=This is **very much** like my student. • My student is able to demonstrate this skill regularly with the supports I provide to the group **N/O**= I have **not observed** this skill area for my student **N/A**= This skill area is **not applicable** to my student	**0**= **Not a concern** • Though the skill is not demonstrated consistently and or independently, it is not a concern or priority in this environment **1**= **Minor concern** • Demonstrating this skill consistently and/or independently would be helpful in this environment **2**= **Major concern** • Demonstrating this skill consistently and/or more independently is a requirement in this environment.

	Domain: **Independence and Behavior**				**Success Monitoring & Notes** (e.g. setting, with whom, examples)

Subdomain: **Organization**					**Notes/Examples:**
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			
0 1 2 N/O N/A	**O4. Materials/work space are organized** *Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location*	0 1 2			
0 1 2 N/O N/A	**O5. Identifies steps required to complete assigned activities*; completes assigned activities*** *Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems, beginning, and completing assignments*	0 1 2			
0 1 2 N/O N/A	**O6. Moves to and arrives at assigned location or activity on time** *Note: May include within classroom or across school/community*	0 1 2			
0 1 2 N/O N/A	**O7. Requests/Initiates meetings with work groups, staff, as appropriate**	0 1 2			
0 1 2 N/O N/A	**O8. Other:**	0 1 2			

Subdomain: **Self-Regulation of Emotion & Behavior** **Skill Evaluation**		**Priority Ranking**	**Success Monitoring & Notes** (e.g. setting, with whom, examples)
0 1 2 N/O N/A **0=not like student** **2=much like student**	**SR1. Engages in self-calming and coping strategies when needed** *Note: May include requesting to leave or take a break*	0 1 2 **0=no concern** **2=major concern**	**Notes/Examples:**
0 1 2 N/O N/A	**SR2. Manages reactions to sensory stimuli in environment** *Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task*	0 1 2	
0 1 2 N/O N/A	**SR3. Manages reactions to peers/colleagues in work space** *Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task*	0 1 2	
0 1 2 N/O N/A	**SR4. Manages aggressive behavior towards self** *Note: May include using calming or coping strategies,*	0 1 2	
0 1 2 N/O N/A	**SR5. Manages aggressive language/behavior towards others** *Note: May include using calming or coping strategies, requesting break, disengaging with peer/adult*	0 1 2	
0 1 2 N/O N/A	**SR6. Interacts with/uses materials appropriately** *Note: Refrains from breaking/damaging*	0 1 2	
0 1 2 N/O N/A	**SR7. Manages fears/phobias** *Note: Fears/phobias do not interfere with productivity, attention to activity, interactions with others*	0 1 2	
0 1 2 N/O N/A	**SR8. Manages repetitive/ritualistic behavior** *Note: Repetitive behavior does not interfere with productivity, attention to activity, interactions with others*	0 1 2	
0 1 2 N/O N/A	**SR9. Demonstrates appropriate frequency of classroom/jobsite participation** *Note: May include both under- and over-participation*	0 1 2	
0 1 2 N/O N/A	**SR10. Remains in assigned locations for duration of activities** *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)*	0 1 2	
0 1 2 N/O N/A	**SR11. Other**	0 1 2	

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

Domain: **Transition**			**Success Monitoring & Notes** (e.g. setting, with whom, examples)
Subdomain: **Problem Solving & Goal Setting**		**Priority Ranking**	**Notes/Examples:**
Skill Evaluation			
0 1 2 N/O N/A **0=not like student** **2=much like student**	**PS1. Seeks help from peers when appropriate*✦** *Note: Includes asking for materials/assignments, directions from peers*	0 1 2 **0=no concern** **2=major concern**	
0 1 2 N/O N/A	**PS2. Seeks help from adults when appropriate*✦** *Note: Includes asking for materials/assignments, directions from adults, job coach, co-workers, staff, etc.*	0 1 2	
0 1 2 N/O N/A	**PS3. Identifies/defines a problem in school/community setting*✦** *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*	0 1 2	
0 1 2 N/O N/A	**PS4. Generates possible solutions to problem, selects solution, and carries out solution*✦**	0 1 2	
0 1 2 N/O N/A	**PS5. Identifies goals related to life after high school (e.g. college, career interests)** *Note: This can be part of coursework/employment, part of transition planning*	0 1 2	
0 1 2 N/O N/A	**PS6. Makes choices at school/in community that match identified college/career goals*** *Note: Includes choosing courses that match goals as well as employment options, preferred leisure activities*	0 1 2	
0 1 2 N/O N/A	**PS7. Communicates goals and choices to others at appropriate times** *Note: Includes participation at IEP meetings*	0 1 2	
0 1 2 N/O N/A	**PS8. Tells staff about necessary accommodations/ modifications to complete school or work tasks**	0 1 2	
0 1 2 N/O N/A	**PS9. Participates in work experiences at school or in community** *Note: Includes career exploration as well as volunteer or paid work experiences off or on campus(e.g. internship, media center assistant, school store)*	0 1 2	

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Skill Evaluation		Priority Ranking	Success Monitoring & Notes
0 1 2 N/O N/A	**PS10. Manages free time appropriately*** *Note: Before, during, after school/work, break*	0 1 2	
0 1 2 N/O N/A	**PS11. Other:**	0 1 2	

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

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

👫 Domain: **Social**

Subdomain: Social Communication

Note: All items in this subdomain may include use of AAC or other communication devices/forms

Skill Evaluation		**Priority Ranking**	
0 1 2 N/O N/A **0=not like student** **2=much like student**	**SC1. Initiates conversation/interaction with adults consistently**✦	0 1 2 **0=no concern** **2=major concern**	

Skill Evaluation	Skill	Priority Ranking			Success Monitoring & Notes (e.g. setting, with whom, examples)
0 1 2 N/O N/A	**SC2. Initiates conversation/interaction with more than 1 peer consistently✦**	0	1	2	
0 1 2 N/O N/A	**SC3. Appropriately joins ongoing conversations/interactions**	0	1	2	**Notes/Examples:**
0 1 2 N/O N/A	**SC4. Asks on-topic questions during conversation exchange✦**	0	1	2	
0 1 2 N/O N/A	**SC5. Responds to questions during conversation exchange✦**	0	1	2	
0 1 2 N/O N/A	**SC6. Participates appropriately during conversation/interaction ✦** *Note: Includes making comments related to topic, taking turns during conversation, and listening while other person is talking*	0	1	2	
0 1 2 N/O N/A	**SC7. Maintains appropriate proximity to communication partner✦**	0	1	2	
0 1 2 N/O N/A	**SC8. Maintains appropriate eye contact with communication partners**	0	1	2	
0 1 2 N/O N/A	**SC9. Selects age & setting appropriate conversation topics✦**	0	1	2	
0 1 2 N/O N/A	**SC10. Ends conversation/interaction appropriately** *Note: May include using a closing phrase, saying good-bye*	0	1	2	
0 1 2 N/O N/A	**SC11. Other:**	0	1	2	

Subdomain: **Interpersonal Communication**

Skill Evaluation	Skill	Priority Ranking			
0 1 2 N/O N/A **0=not like student 2=much like student**	**IC1. Matches voice volume, tone, tempo to environment/situation**	0	1	2 **0=no concern 2=major concern**	
0 1 2 N/O N/A	**IC2. Requests clarifying information when necessary** *Note: Includes asking for additional instruction, repeating of information*	0	1	2	

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Skill Evaluation		Priority Ranking		
0 1 2 N/O N/A	**IC3. Greets others when appropriate**	0	1	2	**Success Monitoring & Notes** (e.g. setting, with whom, examples)
0 1 2 N/O N/A	**IC4. Introduces self when appropriate**	0	1	2	**Notes/Examples:**
0 1 2 N/O N/A	**IC5. Compliments others as appropriate**	0	1	2	
0 1 2 N/O N/A	**IC6. Appropriately communicates refusals**	0	1	2	
0 1 2 N/O N/A	**IC7. Invites others to join activity when appropriate**	0	1	2	
0 1 2 N/O N/A	**IC8. Appropriately provides feedback to others**	0	1	2	
0 1 2 N/O N/A	**IC9. Other:**	0	1	2	

Subdomain: Recognizing Emotions

Skill Evaluation		Priority Ranking		
0 1 2 N/O N/A 0=not like student 2=much like student	**RE1. Identifies emotions in self** *Note: May include communicating feelings to others (e.g. speaking, pictures, use of AAC)*	0 0=no concern 2=major concern	1	2	
0 1 2 N/O N/A	**RE2. Seeks support from other when emotions are overwhelming** *(e.g. sad, depressed, anxious, worried, angry)*	0	1	2	
0 1 2 N/O N/A	**RE3. Identifies emotions in others** *Note: May include communicating feelings of others (e.g. speaking, selecting from visual field, use of AAC)*	0	1	2	
0 1 2 N/O N/A	**RE4. Apologizes if necessary**	0	1	2	
0 1 2 N/O N/A	**RE5. Demonstrates sympathy for others when sad/upset**	0	1	2	
0 1 2 N/O N/A	**RE6. Congratulates others when something good happens**	0	1	2	

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Skill Evaluation		Priority Ranking			Success Monitoring & Notes
0 1 2 N/O N/A	**RE7. Appropriately communicates negative feelings to others**	0	1	2	**Success Monitoring & Notes** (e.g. setting, with whom, examples)
0 1 2 N/O N/A	**RE8. Other:**	0	1	2	**Notes/Examples:**

Subdomain: **Cooperation**

Skill Evaluation		Priority Ranking			
0 1 2 N/O N/A 0=not like student 2=much like student	**CP1. Offers and provides assistance to peers/staff as needed*✦**	0 0=no concern 2=major concern	1	2	
0 1 2 N/O N/A	**CP2. Contributes to group interaction/group project as necessary*✦** *Note: Group may have designated roles and student is able to participate in varied roles*	0	1	2	
0 1 2 N/O N/A	**CP3. Listens to group members*✦**	0	1	2	
0 1 2 N/O N/A	**CP4. Adapts to group rules/assignments/decisions**	0	1	2	
0 1 2 N/O N/A	**CP5. Other:**	0	1	2	

Domain: **Academic (Literacy Focus)**

Subdomain: **Comprehension**

Note: All items in this subdomain may include use of AAC or other communication devices/forms

Skill Evaluation		Priority Ranking			
0 1 2 N/O N/A 0=not like student 2=much like student	**COMP1. Accesses content area information (e.g. science, history) primarily through reading of/listening to text**	0 0=no concern 2=major concern	1	2	
0 1 2 N/O N/A	**COMP2. Identifies words that are not clear or understood when reading**	0	1	2	
0 1 2 N/O N/A	**COMP3. Asks questions about content that is not clear or understood while reading**	0	1	2	

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Skill Evaluation	Skill	Priority Ranking	Success Monitoring & Notes
0 1 2 N/O N/A	**COMP4. Uses clues to figure out words that are not clear or understood** *Note: Includes context clues, photos, title, personal experiences, etc.*	0 1 2	**Success Monitoring & Notes** (e.g. setting, with whom, examples)
0 1 2 N/O N/A	**COMP5. Answers questions about key details after reading or listening to text accurately** *Note: Answers verbally, in written form, with AAC device, or with visual cues*	0 1 2	**Notes/Examples:**
0 1 2 N/O N/A	**COMP6. Identifies main idea after reading or listening to text accurately** *Note: Answers verbally, in written form, with AAC device, or with visual cues*	0 1 2	
0 1 2 N/O N/A	**COMP7. Retells key details of text accurately** *Note: Retells verbally, with AAC device, or sequence visual cues*	0 1 2	
0 1 2 N/O N/A	**COMP8. Other:**	0 1 2	

Subdomain: **Activating and Applying Knowledge**

Skill Evaluation	Skill	Priority Ranking	
0 1 2 N/O N/A **0=not like student** **2=much like student**	**AAK1. Uses comprehension skills in meaningful ways** *Note. Includes reading manuals, website, recipes, bus routes, etc.*	0 1 2 **0=no concern** **2=major concern**	
0 1 2 N/O N/A	**AAK2. Reads/interacts with text for pleasure**	0 1 2	
0 1 2 N/O N/A	**AAK3. Interacts with a variety of texts** *Note: Includes job applications, magazine, newspaper, social media sites, books for coursework*	0 1 2	
0 1 2 N/O N/A	**AAK4. Connects text to life experiences** *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)*	0 1 2	
0 1 2 N/O N/A	**AAK5. Other:**	0 1 2	