

The Self-Advocacy Measure for Youth SAMY

Name of youth: _____ Age: _____ Grade: _____

Name of person completing form: _____ Relation to youth: _____

Date completed: _____ How many days per week do you interact with this youth? _____

How long have you known this youth? _____ years _____ months

Instructions:

Based on your observations of and interactions with this youth, use the response scale within each item to indicate his or her current ability to demonstrate each of the following skills:

Knowledge of Self: This youth can...	Response Scale
<p>1. State the technical name of his or her diagnosis</p> <ul style="list-style-type: none"> • The youth does not know the name at all • The youth says an abbreviated name or nickname with prompting or assistance • The youth says an abbreviated or nickname without assistance • The youth says the full name with minimal assistance or inconsistently • The youth can consistently state the full name of the diagnosis independently 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>2. Describe several main characteristics (symptoms) of his or her diagnosis</p> <ul style="list-style-type: none"> • The youth cannot describe any of the characteristics • The youth describes 1 or 2 characteristics with prompting or assistance • The youth describes 1 or 2 characteristics without assistance • The youth can describe 3 or more characteristics sometimes or inconsistently • The youth can and does independently describe 3 or more key symptoms independently 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>3. Based on the characteristics or symptoms of the diagnosis, the youth can describe at least two symptoms that he or she has difficulty with (i.e., this youth's particular challenges)</p> <ul style="list-style-type: none"> • The youth cannot describe any personally challenging symptoms • The youth describes 1 challenging symptom with prompting or assistance • The youth describes 1 challenging symptom without assistance • The youth can describe 2 personally challenging symptoms sometimes or inconsistently • The youth can and does independently describe at least 2 challenging symptoms consistently 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>4. For each challenging symptom described in Question #3 above, the youth can state a strategy that someone else could do that helps him or her address the challenge (i.e., an accommodation a teacher can make, a way a peer could provide assistance, etc.)</p> <ul style="list-style-type: none"> • The youth cannot state any appropriate strategies • The youth states a strategy for one of his or her challenges with some assistance • The youth states a strategy for each of his or her challenges with some assistance • The youth states one strategy without assistance and additional strategies with assistance • The youth states at least one strategy per challenge independently and consistently 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

5. For each challenging symptom described in Question #3 of this section, the youth can describe at least one strategy he or she can personally implement to address the challenge	
• The youth cannot state any appropriate strategies to personally implement	1
• The youth states a strategy for one of his or her challenges with some assistance	2
• The youth states a strategy for each of his or her challenges with some assistance	3
• The youth states one strategy without assistance and additional strategies with assistance	4
• The youth states at least one strategy per challenge independently and consistently	5
6. Describe at least one long-term academic goal he or she is aiming for	
• The youth cannot describe any personal long-term academic goals	1
• The youth states a basic academic goal with prompting or assistance	2
• The youth states a basic academic goal without assistance (e-g-, I want to go to the next grade; I want to go to college)	3
• The youth states a specific academic goal with some details with minimal assistance (e.g., want to get at least a C in all my classes so that I pass to the next grade)	4
• The youth independently and consistently describes at least one specific, long-term academic goal	5
7. Describe a personal strength he or she can use to help reach identified goals	
• The youth cannot describe any personal strengths	1
• The youth a personal strength with prompting or assistance	2
• The youth states a personal strength without assistance, but is not yet able to relate how to use the strength to help reach his or her goats	3
• The youth can state a personal strength and is beginning to be able to relate how to use the strength to help reach his or her goals inconsistency or with minimal assistance	4
• The youth independently and consistently describes at least one personal strength and how to use that strength to reach his or her goals	5
Total:	

Knowledge of Rights: This youth can...	Response Scale
1. State the name of the legal accommodation plan the youth has (IIP, BIP)	
• The youth does not know the name at all	1
• The youth says an abbreviated name or nickname with prompting or assistance	2
• The youth says an abbreviated or nickname without assistance	3
• The youth says the full name with minimal assistance or inconsistently	4
• The youth can consistently state the full name of the plan independently	5
2. Explain why he or she has this plan	
• The youth cannot explain why he or she has the plan	1
• The youth states a basic reason with prompting or assistance (Le., it provides assistance, provides rights, etc.)	2
• The youth states a basic reason without assistance	3
• The youth states a specific reason for the plan with some details with minimal assistance (e.g.. My plan tells my teachers what works for me to help me be able to show what I know)	4
• The youth independently and consistently can explain at least one specific reason why he or she has the legal accommodation plan	5

<p>3. State several individual accommodations included in his or her plan</p> <ul style="list-style-type: none"> • The youth cannot state any of the accommodations • The youth states 1 or 2 accommodations with prompting or assistance • The youth states 1 or 2 accommodations without assistance • The youth can state 3 or more accommodations sometimes or inconsistently • The youth can and does independently state 3 or more accommodations independently 	<p>1 2 3 4 5</p>
<p>4. Demonstrates an understanding of when the accommodations included in the plan apply</p> <ul style="list-style-type: none"> • The youth cannot yet explain when the plan applies at all • The youth demonstrates a basic understanding of when the plan applies with prompting or assistance (i.e., in all of my classes, when I'm taking a test, etc.) • The youth demonstrates a basic understanding of when the plan applies without assistance • The youth demonstrate an in depth understanding of when the plan would and would not apply inconsistently or with some assistance • The youth independently and consistently demonstrates an in depth understanding of when the plan would and would not apply 	<p>1 2 3 4 5</p>
<p>5. Describe the steps to take in order to make changes to the current plan</p> <ul style="list-style-type: none"> • The youth does not yet understand any steps to changing his or her plan • The youth demonstrates a beginning understanding of the steps (i.e., the team decides at a meeting) • The youth describes several steps in making changes to his or her plan with some prompting or assistance • The youth describes several steps in making changes to the plan independently • The youth independently explains the whole process involved in making changes to his or her plan 	<p>1 2 3 4 5</p>
<p>6. Describe an appropriate action to take when the plan has been violated (not implemented correctly)</p> <ul style="list-style-type: none"> • The youth does not yet understand that the plan can be violated • The youth describes a basic action to take with prompting or assistance (i.e., I can remind my teacher that I get extra time) • The youth describes a basic action to take without assistance • The youth describes a detailed plan of what to do when his or her plan has been violated inconsistently or with some assistance • The youth independently and consistently explains what to do if the plan has been violated 	<p>1 2 3 4 5</p>
<p>7. Participate to the extent allowed in the development of his or her plan</p> <ul style="list-style-type: none"> • The youth does not yet participate in the development of his or her plan • The youth provides some input in the development of the plan when prompted (such as by indicating preferences when asked) • The youth is beginning to participate in the development of his or her plan with some independence (such as by asking questions or making requests) • The youth moderately participates in the development of his or her plan (such as by helping to set up or run the meeting, helping to draft the plan, etc.) • The youth consistently participates in the development of his or her plan to the extent allowed (such as by running the majority of the meeting, creating a draft of goals, etc.) 	<p>1 2 3 4 5</p>
<p style="text-align: right;">Total:</p>	

Communication Skills: This youth can...	Response Scale
<p>1. Identify the appropriate circumstances (situations) to communicate about his or her disability to adults</p> <ul style="list-style-type: none"> • The youth does not yet demonstrate this skill • The youth sometimes identifies appropriate circumstances to explain his or her disability to adults with assistance or prompting • The youth sometimes identifies appropriate circumstances to explain his or her disability to adults without assistance • The youth often identifies appropriate circumstances to explain his or her disability to adults with minimal assistance • The youth typically independently understands when it is appropriate to explain his or her disability to adults with minimal assistance 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>2. Request accommodations and support from adults using appropriate assertiveness (i.e., confidently; in a polite, yet firm manner)</p> <ul style="list-style-type: none"> • The youth does not yet ask for accommodations or support from adults • The youth is beginning to ask for accommodations or support from adults with assistance or prompting • The youth sometimes or inconsistently asks for accommodations or support from adults using appropriate assertiveness without prompting • The youth often asks for accommodations or support from adults with appropriate assertiveness with minimal assistance • The youth typically independently asks for accommodations or support from adults with appropriate assertiveness (demonstrates mastery of this skill) 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>3. Identify the appropriate circumstances (situations) to communicate about his or her disability to peers</p> <ul style="list-style-type: none"> • The youth does not yet demonstrate this skill • The youth sometimes identifies appropriate circumstances to explain his or her disability to peers with assistance or prompting • The youth sometimes identifies appropriate circumstances to explain his or her disability to peers without assistance • The youth often identifies appropriate circumstances to explain his or her disability to peers with minimal assistance • The youth typically independently understands when it is appropriate to explain his or her disability to peers (demonstrates mastery of this skill) 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>4. Listen to and incorporate (or include) another person's opinion into his or her verbal response</p> <ul style="list-style-type: none"> • The youth does not yet demonstrate this skill • The youth sometimes listens to and incorporates another person's opinion into his or her responses with assistance or prompting • The youth sometimes listens to and incorporates another person's opinion into his or her responses without assistance • The youth often listens to and incorporates another person's opinion into his or her responses with minimal assistance • The youth typically independently listens to and incorporates another person's opinion into his or her responses (demonstrates mastery of this skill) 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

5. Problem-solve through negotiation and/or compromise with adults	
• The youth does not yet use negotiation and/or compromise to problem-solve with adults	1
• The youth sometimes uses negotiation and/or compromise to problem-solve with adults with assistance or prompting	2
• The youth sometimes uses negotiation and/or compromise to problem-solve with adults without assistance	3
• The youth often uses negotiation and/or compromise to problem-solve with adults with minimal assistance	4
• The youth typically independently uses negotiation and/or compromise to problem-solve with adults (demonstrates mastery of this skill)	5
6. Problem-solve through negotiation and/or compromise with peers	
• The youth does not yet use negotiation and/or compromise to problem-solve with peers	1
• The youth sometimes uses negotiation and/or compromise to problem-solve with peers with assistance or prompting	2
• The youth sometimes uses negotiation and/or compromise to problem-solve with peers without assistance	3
• The youth often uses negotiation and/or compromise to problem-solve with peers with minimal assistance	4
• The youth typically independently uses negotiation and/or compromise to problem-solve with peers (demonstrates mastery of this skill)	5
Total:	

Leadership Skills: This youth can...	Response Scale
1. Demonstrate understanding that other people can have the same diagnosis	
• The youth does not yet understand that others can have the same diagnosis	1
• The youth is beginning to understand that others can have the same diagnosis with assistance or prompting	2
• The youth sometimes or inconsistently understands that others can have the same diagnosis without prompting or assistance	3
• The youth often understands that others can have the same diagnosis with minimal assistance	4
• The youth has fully grasped the concept that other people can have the same diagnosis	5
2. Help others understand the overall characteristics of people with this diagnosis (not just relative to him or herself, but to the whole group)	
• The youth does not yet help others understand the overall characteristics of people with this diagnosis	1
• The youth sometimes helps others understand the overall characteristics of people with this diagnosis with assistance or prompting	2
• The youth sometimes helps others understand the overall characteristics of people with this diagnosis without assistance	3
• The youth often helps others understand the overall characteristics of people with this diagnosis with minimal assistance	4
• The youth independently helps others understand the overall characteristics of people with this diagnosis on a consistent basis	5

<p>3. Help others understand the general needs of people with this diagnosis (not just relative to him or herself, but to the whole group)</p> <ul style="list-style-type: none"> • The youth does not yet help others understand the general needs of people with this diagnosis • The youth sometimes helps others understand the general needs of people with this diagnosis with assistance or prompting • The youth sometimes helps others understand the general needs of people with this diagnosis without assistance • The youth often helps others understand the general needs of people with this diagnosis • The youth independently helps others understand the general needs of people with this diagnosis on a consistent basi 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>4. Negotiate plans for change or action on behalf of the overall groups' expressed needs</p> <ul style="list-style-type: none"> • The youth does not yet negotiate plans for change or action on behalf of the group • The youth is beginning to negotiate plans for change or action on behalf of the group with assistance or prompting • The youth sometimes negotiates plans for change or action on behalf of the group without assistance • The youth often negotiates plans for change or action on behalf of the group with minimal assistance • The youth independently negotiates plans for change or action on behalf of the overall group's needs on a consistent basis 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>5. Motivate others to work together in order to meet the group's expressed needs</p> <ul style="list-style-type: none"> • The youth does not yet motivate others to work together in order to meet the group's needs • The youth is beginning to motivate others to work together in order to meet the group's needs with assistance or prompting • The youth sometimes motivates others to work together in order to meet the group's needs without adult assistance • The youth often motivates others to work together in order to meet the group's needs • The youth independently motivates others to work together in order to meet the group's needs consistently 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Total:</p>	

Knowledge of Self Total _____/35

Knowledge of Rights Total _____/35

Communication Skills Total _____/30

Leadership Skills Total _____/25

Total Scale Score _____/125