

National Consortium on Leadership and Disability for Youth



Am I Learning To Lead?

This self-assessment is designed to help you look at how you're growing as a leader. When you're involved in a program, it's hard to know how much you're growing as a person. You may feel like a program has a big impact on your life, but you may not be sure how. That's where tools like this are important. Instead of being centered on what program staff do, this focuses on YOU. Who better to tell us what you're getting out of the program than you? The goal is to get you and the staff you work with talking about where you're doing great and what other things you need to practice.



Directions: Fill out the self-assessment by scoring your experience in each of the following questions. In the right-hand column, fill in the number that best matches your level of knowledge or experience as described by the sentence in the left-hand column. At the end of each section, add up your total score and divide by the number of questions to determine your average score.

Remember, one program can't cover all areas of development, so it's normal to have a higher score in one section than another.

NAME:

LEARNING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. I can read and do math well.	<input type="radio"/>					
2. I am able to think clearly and deeply and to compare options before making a positive decision.	<input type="radio"/>					
3. I know how to make a sensible decision based on my experiences.	<input type="radio"/>					
4. I know my strengths and weaknesses in school and how much more I need to learn.	<input type="radio"/>					
5. I am able to determine my own skills and areas of academic weakness or where I need further education and training.	<input type="radio"/>					
6. I am creative.	<input type="radio"/>					
7. I always want to learn and I seek out ways to learn more.	<input type="radio"/>					
8. I am educated on how to use individual transition plans to drive my instruction.	<input type="radio"/>					
9. I am informed about specific and individual learning accommodations.*	<input type="radio"/>					
10. I am taught how to request <i>reasonable accommodation</i> in educational settings.*	<input type="radio"/>					
11. I am able to identify transitional support staff, who may or may not be school staff.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 11: _____

LEARNING SECTION AVERAGE: _____

GENERAL INSTRUCTIONS:

Determine the level at which you agree or disagree with the content described by the sentence on the left. Fill in the circle for the number that matches the extent to which you agree or disagree with each sentence.

Fill in **1** if you **STRONGLY DISAGREE**
 Fill in **2** if you **MODERATELY DISAGREE**
 Fill in **3** if you **MILDLY DISAGREE**
 Fill in **4** if you **MILDLY AGREE**
 Fill in **5** if you **MODERATELY AGREE**
 Fill in **6** if you **STRONGLY AGREE**

CONNECTING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. I have positive relationships with adults and peers.	<input type="radio"/>					
2. I have skills to talk with people, build trust, handle conflict, value differences, and listen actively.	<input type="radio"/>					
3. I feel like I am an important part of a group or of a larger community.	<input type="radio"/>					
4. I'm able to feel for others and step into their shoes.	<input type="radio"/>					
5. I know who I am on my own and with other people.	<input type="radio"/>					
6. I know people, places, and things in my community and am able to find them.	<input type="radio"/>					
7. I am able to talk to people so that I can have personal and work relationships.	<input type="radio"/>					
8. I am able to communicate well in order to get a point across.*	<input type="radio"/>					
9. I am able to influence others.*	<input type="radio"/>					
10. I am able to encourage and motivate others.*	<input type="radio"/>					
11. I am given the opportunities and skills I need to seek out role models who are leaders.*	<input type="radio"/>					
12. I have opportunities to serve as a role model for others, including peers.*	<input type="radio"/>					
13. I am able to request and acquire appropriate assistive technologies.*	<input type="radio"/>					
14. I am familiar with what to do and who to talk to in order to get around in my community.*	<input type="radio"/>					
15. I am familiar with and able to access programs and services that will help me live independently after leaving school.*	<input type="radio"/>					
16. I am informed of the benefits I receive—and others available to me—and how such benefits might interact with my potential income.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 16: _____

CONNECTING SECTION AVERAGE: _____

THRIVING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. I understand my physical and emotional growth.	<input type="radio"/>					
2. I know about and have good nutrition and hygiene.	<input type="radio"/>					
3. I know how to exercise regularly in the way that's best for me.	<input type="radio"/>					
4. I know how to make choices that will keep me safe.	<input type="radio"/>					
5. I know how to deal with different situations on my own.	<input type="radio"/>					
6. I learn from bad situations and stay away from them in the future.	<input type="radio"/>					
7. I know when something is too risky and avoid it.	<input type="radio"/>					
8. I feel good about myself, how I think, and what I look like.	<input type="radio"/>					
9. I am given support in changing from my pediatric doctors and specialists to adult doctors and specialists.*	<input type="radio"/>					
10. I have learned the importance of mental and physical health and have access to these services.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 10: _____

THRIVING SECTION AVERAGE: _____

WORKING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. I am able to make decisions about my job and/or career.	<input type="radio"/>					
2. I have the skills I need to be ready to work.	<input type="radio"/>					
3. I know what kinds of jobs are out there and what I can do with my future.	<input type="radio"/>					
4. I want to finish school and training so that I can get a job and go further in the career I want.	<input type="radio"/>					
5. I have a job I like where I can learn, be successful, and live independently.	<input type="radio"/>					
6. I feel good about my ability to work in my current job and to grow in my future career.	<input type="radio"/>					
7. I have opportunities to shadow successful adults and to visit different workplaces.*	<input type="radio"/>					
8. I am provided with opportunities to learn and practice work skills.*	<input type="radio"/>					
9. I understand the relationship between any benefits I receive and any income I earn.*	<input type="radio"/>					
10. I know what types of accommodations I need to do my job.*	<input type="radio"/>					
11. I am comfortable requesting <i>reasonable accommodation</i> in my workplace or other work-related places.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 11: _____

WORKING SECTION AVERAGE: _____

LEADING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. I am able to say what's important to me.	<input type="radio"/>					
2. I know how my actions affect other people.	<input type="radio"/>					
3. I am active in my community and work to make it a better place.	<input type="radio"/>					
4. I respect and care for myself and others.	<input type="radio"/>					
5. I know that I am responsible to myself and to people around me.	<input type="radio"/>					
6. I am true to what I think is important.	<input type="radio"/>					
7. I set high goals—for myself and my community.	<input type="radio"/>					
8. I have goals and do activities that matter.	<input type="radio"/>					
9. I am okay with following others.	<input type="radio"/>					
10. I am able to motivate others.*	<input type="radio"/>					
11. I am able to share power and distribute tasks.*	<input type="radio"/>					
12. I am able to work as a team member.*	<input type="radio"/>					
13. I am able to resolve conflicts with my peers.*	<input type="radio"/>					
14. I can create and communicate a vision.*	<input type="radio"/>					
15. I am able to manage change and I value continuous improvement.*	<input type="radio"/>					
16. I am engaged in formal and informal peer-to-peer mentoring opportunities.*	<input type="radio"/>					
17. I can observe role models in different settings.*	<input type="radio"/>					
18. I am educated in self-advocacy, self-efficacy, self-determination, and self-sufficiency.*	<input type="radio"/>					
19. I have opportunities that allow me to exercise leadership and program control.*	<input type="radio"/>					
20. I am exposed to mentors with and without disabilities.*	<input type="radio"/>					
21. I am familiar with:						
a. Disability public policy, including rights. *	<input type="radio"/>					
b. Disability history.*	<input type="radio"/>					
c. Disability culture.*	<input type="radio"/>					
d. Disability community.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 24: _____

LEADING SECTION AVERAGE: _____

PERSONAL

DISAGREE Strongly Disagree Moderately Disagree Mildly Agree Mildly Agree Moderately AGREE Strongly

	1	2	3	4	5	6
1. My disability has had a great impact on my career choice.	<input type="radio"/>					
2. I am comfortable disclosing my disability in the following settings:						
a. School:	<input type="radio"/>					
b. Work:	<input type="radio"/>					
c. Social:	<input type="radio"/>					
3. My disability presents barriers in living my life the way I want to in the following settings:						
a. School:	<input type="radio"/>					
b. Work:	<input type="radio"/>					
c. Social:	<input type="radio"/>					
4. I am interested in becoming involved in the disability community.	<input type="radio"/>					
5. I am proud to be a person with a disability.	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 9: _____

PERSONAL SECTION AVERAGE: _____

FINAL SCORING INSTRUCTIONS:

Compute your final program score from your average section scores. Compare your scores to see how well you're doing and where you need some improvement. After you've finished reviewing the results, sit down with your mentor, program staff, family members, or other supportive adults and talk about those areas in which you're doing well in and those where you'd like to grow and improve. In some areas, you may be doing so well that you can work with others who want to improve their skills! Remember, part of being a leader in any field is teaching what you know to others!

NCLD/Y has many tools that can help with these discussions and with your growth as a leader. After you finish check out our website, <http://www.nclid-youth.info>.

LEARNING Section Average: _____

CONNECTING Section Average: _____

THRIVING Section Average: _____

WORKING Section Average: _____

LEADING Section Average: _____

= Subtotal: _____

Divide by 5: _____

FINAL PROGRAM SCORE: _____

Highest Area: _____

Lowest Area: _____

PERSONAL Section Average: _____

More About the NCLD/Y Leadership Self-Assessment

The NCLD/Y leadership self-assessment tool was designed for participants of youth leadership and development programs serving youth with disabilities. Strong and effective youth programs have youth development at their core. Young people do best in youth leadership programs that focus on individual growth linked with specific, targeted work on the leadership side. Young people who participate in youth leadership and youth development activities tend to do better in school, are more active in their communities, and have an easier time moving onto adulthood. Youth with disabilities are often left out of these kinds of opportunities because these programs don't know what youth with disabilities need or how to meet those needs.

Developed by youth with disabilities for youth with disabilities, this self-assessment tool is published and distributed by the National Consortium on Leadership and Disability for Youth. It was created for youth development/youth leadership programs that a.) already serve youth with disabilities and want to assess how well they are doing and b.) do not yet serve youth with disabilities and are curious about what additional supports and opportunities need to be in place to do so.

This tool was designed to be given to the participants of youth leadership programs, like you, to evaluate your experience based on the five areas of development used by the Forum for Youth Investment—**learning, connecting, thriving, working, and leading.**



The National Consortium on Leadership and Disability for Youth (NCLD-Youth) is a youth-led resource, information, and training center for youth and emerging leaders with developmental disabilities, housed at the Institute for Educational Leadership and funded by a grant/contract/cooperative agreement from the U.S. Department of Health and Human Services, Administration on Developmental Disabilities (Number #90DN0206). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Health and Human Services. Nor does mention of tradenames, commercial products, or organizations imply endorsement by the U.S. Department of Health and Human Services.

For more information on this, or other products developed by the National Consortium on Leadership and Disability/Youth, please contact Rebecca Hare at 202-822-8405 x127 or <http://www.ncl-d-youth.info>.

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