

Assessment for Transition Planning and Preparation: Part One

Presented by Jessica Mattis



OSSE Division of Specialized Education
Secondary Transition Webinar Series

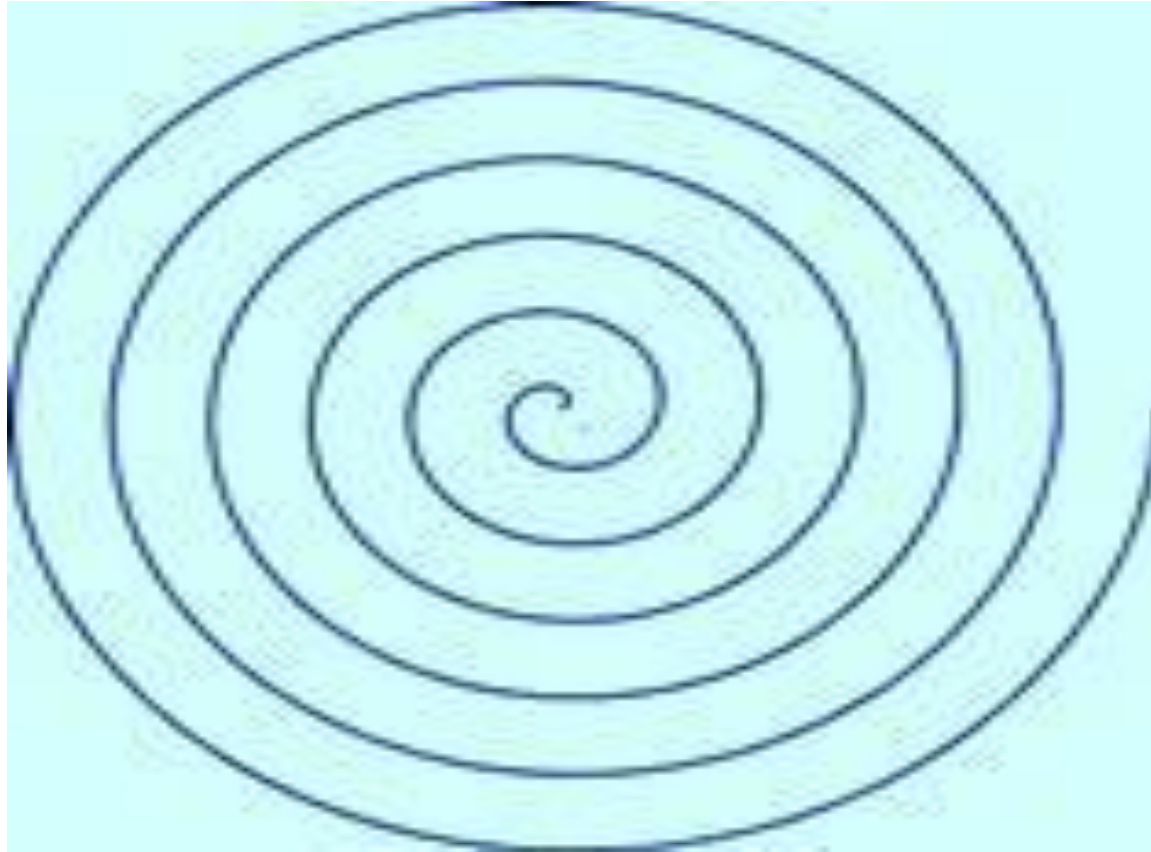
Objectives

1. Learn the “mantra” of all assessment processes
2. Define transition assessment
3. Identify the purposes (goals) of transition assessment
4. Describe the domains of transition assessment
5. Identify how to assess for transition planning using multiple sources of assessment
6. Define your role within the transition assessment process
7. Describe the essential framework for transition assessment ($I + E = C$)

Guiding Questions

1. What is transition assessment?
2. How can we collect assessment data?
3. What are my potential roles in transition assessment?
4. What is the essential conceptual framework for transition assessment?

Assessment → Development



Evolving Spiral Of Growth

Guiding Question 1

What is transition assessment?



Assessment is...

A ***process*** of gathering **relevant** information to plan, evaluate, and make decisions (academic, transition, career, vocational, social).

- It is on-going— NEVER STOPS
- It produces GROWTH and DEVELOPMENT

Assessment Mantra: Essential Questions

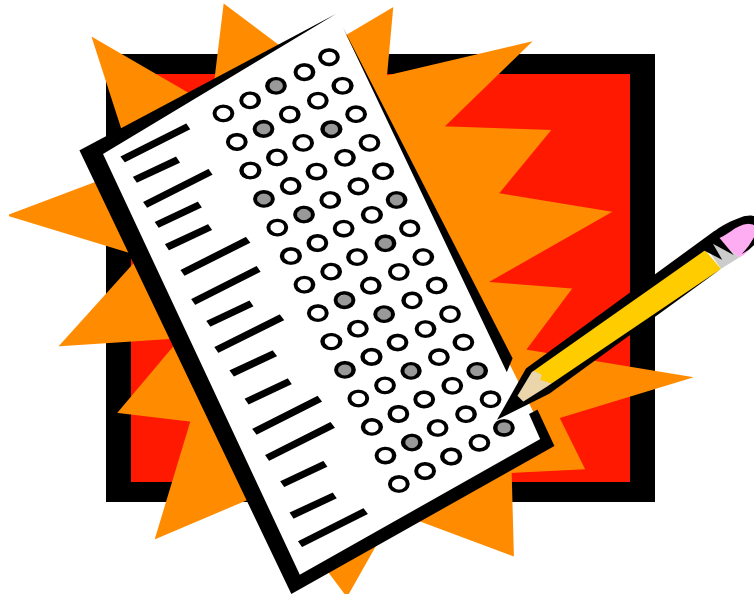
- Whose needs are being met?
- What did the student, you, and the team **learn** from the assessment *process*?
- Where did you record the information?
- What do we do next? Are our next steps understood by everyone?

This is Our Mantra, our “Chorus”

Assessment \neq test

Assessment = gathering information

Assessment can be formal, informal or a combination of both.



Types of Assessment

TRANSITION ASSESSMENT



CAREER ASSESSMENT

**VOCATIONAL ASSESSMENT &
EVALUATION**

EDUCATIONAL ASSESSMENT

Why do we assess?

Without assessment we cannot plan, set goals, or achieve them

Assessment drives transition!

Purposes of Transition Assessment

Collect information to

- Make transition decisions
- Establish a baseline of information for instruction and student development
- Develop transition planning goals and objectives
- Build a process of meeting transition needs
- Identify student preferences
- Describe student interests
- Define student strengths and abilities
- Create, track and maintain meaningful transition plans that will extend beyond secondary education

Transition Assessment

“Transition assessment is an ongoing process of collecting information on the student’s strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning and working environments.”

All stakeholders participate in the process of information gathering and decision-making.

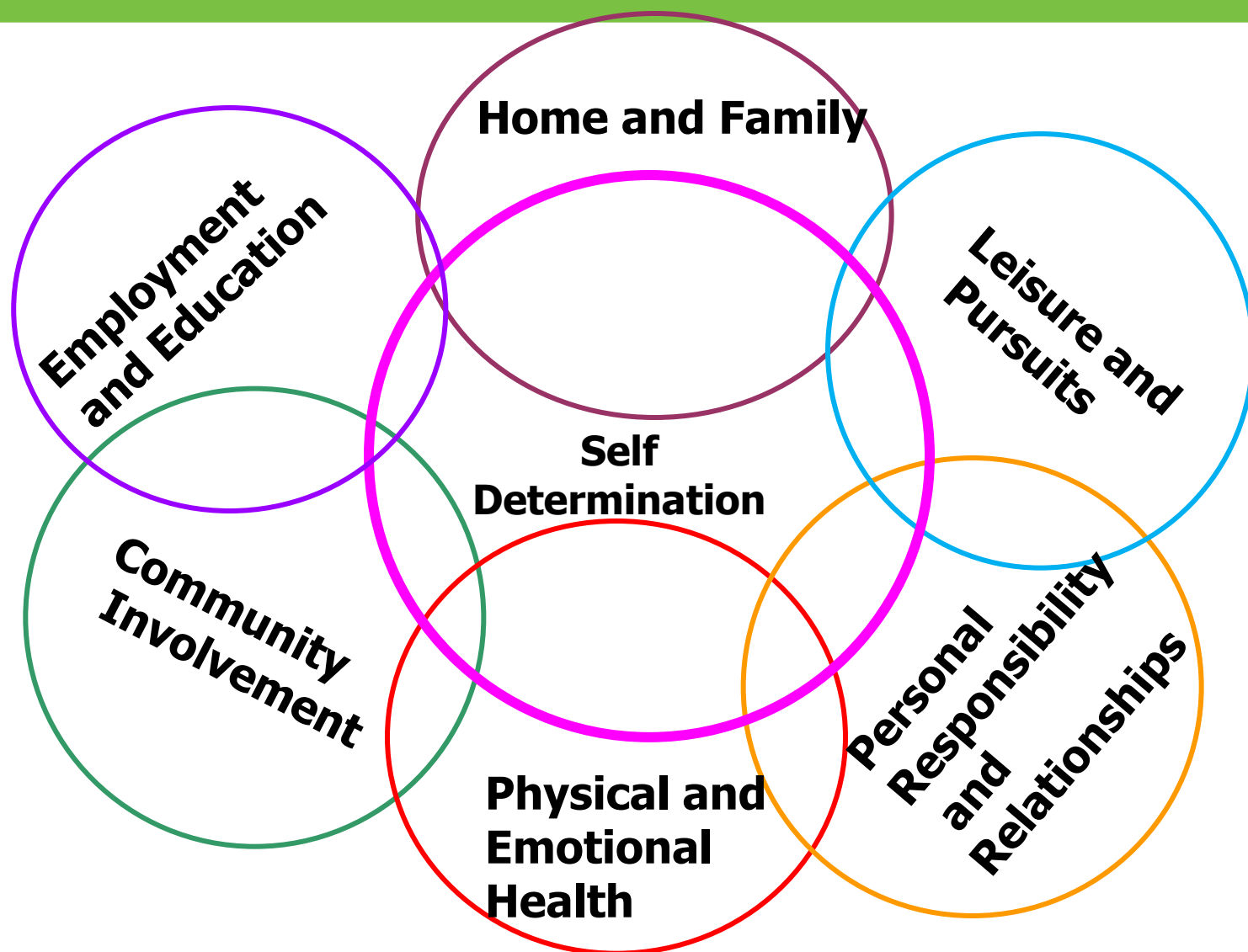
2007 Corwin Press. *Assess for Success: A Practitioner’s Handbook on Transition Assessment*, 2nd ed., by Stillington, Neubert, Begun, Lombard, and Leconte

Guiding Question 2

**How can we collect
assessment data?**



Domains/Content of Transition Assessment & Adulthood



Cronin, M. E. & Patton, J. R. (1993). Life skills instruction for all students with special needs: A practical guide for integrating real-life content into the curriculum. p 13. Austin TX: PRO-ED.

Assessing within Domains

Digging deeper and dissecting the domains to identify “hidden” aspects of the domains to assess more deeply and meaningfully



Support Network Activity

Social Support Network Worksheet

Family/Relatives

Neighbors



Friends/Acquaintances

Name: _____

Date: _____

Co-workers/Classmates

Staff/Professionals

Number One Touchstone (Unconditional Support) Person in my life: _____

Review: What is transition assessment?

- First and foremost it is an **INTERVENTION**
- Participating in a *meaningful* assessment process
 - Causes change
 - Motivates
 - Spurs new planning or alters plans
 - Advances one's level of career development and knowledge of the post-secondary world
 - Results in learning within all domains

How to plan for transition assessment

- Collaborate with all team members* – include the student and family in all decisions.
- Plan a sequence of assessment activities with target dates throughout each year—or refine what you do currently
- Begin the sequence in middle school and continue through exit from secondary education

**Include contingency plans: if someone leaves the team, be sure to replace him or her*

How to plan for transition assessment

Obtain or develop protocols and procedures needed for transition assessment and planning

- Be creative when assessing (gathering information to make decisions)
- Contact other transition educators—ask them to share what they do
- Initiate new transition assessment activities or processes (e.g., community mapping, scavenger hunts on O*NET, administering support networks)

Assessment is an organized, routine, and ongoing process

Types of assessments that inform instruction, career planning, and transition

- Curriculum-based assessments
- Classroom comprehension checks, essays, checklists
- Ecological assessment
- Functional behavioral assessment
- Person-centered and/or futures planning
- Community mapping
- Creating questions for America's Career Info Network Videos
- Information from employers (e.g., interviews, tours of businesses, job shadowing)
- Situational assessments
- Information from student and family members
- Student survey or interview
- Parent survey/interview
- Observations (Home/School/Community)
- Recorded observations and interview results

Value Assessments and Results

- Use and create a variety of assessment/learning opportunities
- Use the results and findings in IEPs--transition planning
- Use portfolios (e-portfolios) as a vehicle for collecting and synthesizing assessment information; students help create and maintain these
- Use results in Summaries of Performance and in Individual Plans for Employment (you can support the VR Counselor or DDA Case Manager with this), etc.

Your Transition Assessment Baseline

Process for identifying and learning from your current transition assessment practices

Tasks:

- 1. Record** the process of transition assessment you currently implement.
- 2. Identify** any gaps in your process and sequence.
- 3. Share** your process and sequence with a colleague at your school or an educational professional from another school
- 4. Add** a new idea to your current process and discuss it with your colleague.
- 5. Set** short and long terms goals for changing the process to meet your students' transition assessment needs

Guiding Question 3

What are my possible roles in transition assessment?



Possible Roles

- **Assessor** – collect information
- **Documenter** – write down what you and others collect
- **Interpreter** – describe what information means
- **Translator** – share assessment information with others in a language they can understand and convert it into goals and objectives

Multiple Sources of Information

Youth

Agency
representative

Family
member

1. What assessment information can you provide?
2. When would you provide the information?
3. How can you create an environment where youth feel able to express their goals, dreams, and fears?
4. How will you use the information for transition planning and action?
5. What will you do with the information (e.g. where will you record it, with whom will you share it)?
6. When will you update the information?


Community
member

Special
educator

General
Educator

Employer

Assessment for All Students

1. Focus on the questions...the data will follow
2. Document questions and answers
3. Be skeptical of easy answers...always look for the

4. Become assessment literate
5. Use informed judgment (meaning you need to know the student and the contexts, such as work, post-secondary education, living requirements)
6. Think beyond test scores—they are a small, less authentic part of one's data

Partially adapted from M. Scherer (2008)

Guiding Question 4

What is the essential conceptual framework for transition assessment?



Essential Framework for Assessment

- Assess all characteristics of the Individual (student) that you can.
- Assess as many attributes of the student's Ecology (e.g., environment) as you can.
- Compare (do a discrepancy analysis of) the student's individual characteristics and his ecological attributes to determine matches and congruence.

Framework for Transition, Career & Vocational Assessment

Examples of an Individual's Attributes

- Interests
- Level of Career Development
- Temperaments
- Behaviors
- Preferences (ways of learning/Learning styles preferences, etc.)
- Needs
- Strengths and Resilience
- Attitudes
- Aptitudes and Skills
- Values and Satisfiers
- “Can Do’s”/Different Intelligences
- Self-Efficacy, Esteem, Concept
- Self-Determination

Examples of Ecological Attributes *Past, Present and Future*

- Environments
- Circumstances
- Relationships
- Situations
- Resources (support networks, assistive technology needs, financial, governmental, etc.)

Potential barriers and challenges in different settings.

Individual + Ecology = Congruence

Ecological Assessment

- Finances and means for living (financial literacy)
- Places to live; living situations
- Post-secondary settings (colleges, training)
- Scholarships, loans, etc.
- Transportation
- Social support networks
- Advocate(s) & “touchstone”
- Employment
- Healthcare
- Self-determination in community environments
- Civic participation
- Potential barriers and challenges

Ask *‘what’* and *‘why’* before asking *‘how to’*

- Avoid planning around “instruments” we have available or those which require minimal preparation
- Plan around
 - “what” the person needs,
 - attributes person possesses, and
 - ecologies they inhabit and seek and the congruence between these

This leads to comprehensive, holistic profiles from which you and the student can take meaningful action steps

Translating assessment information into planning, plans and action

- **Identify** strengths, needs, preferences and interests
- **Develop** recommendations for future action by various stakeholders –and for each recommendation provide rationale or evidence
- **Share** these with the team
- **Convert** the recommendations into IEP objectives

Converting Findings Into Goals/Objectives

- **Findings:** to succeed in truck driving school she needs to operate a GPS, read maps, and figure cargo weights, and figure miles per gallon
- **Goals/Objectives:** the student will use two types of GPS devices, will add, subtract, multiply and divide pounds per truckloads, and calculate miles per gallon for trips of various lengths

Beginning to Create a Systemic Change for Assessment of All Students

Ask specific questions several times a year and include everyone:

- Do we have plans for it? What are they?
- How often will we assess?
- What do we assess?
- How will we assess? What will the students experience?
- Who is responsible and for what aspects of the process?
- Is it customized for the individual student?
- Do we have checkpoints and benchmarks for the on-going *process*?
- Are we doing “whatever it takes” to assess?
- Is the process accessible to all?

Wrap Up

How will I implement my role and responsibilities in assessment for transition planning?





You got to be careful if you don't know where you're going, because you might not get there.
-Yogi Berra