Assessment for Transition Planning and Preparation: Part Two

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OSSE Division of Specialized Education

Secondary Transition Webinar Series

Review of Part One: Transition Assessment

1. What is transition assessment?

2. How do we collect assessment information?

3. What roles might we play in the transition assessment process?

4. What are the 3 essential dimensions of the framework?

5. What is the "*Mantra for Assessment*?"

Webinar Overview

Objectives

- Define triangulation and explain why it is necessary and how to accomplish it

- Review assessment activities and options for various transition domains

- Practice translating assessment findings into transition goals
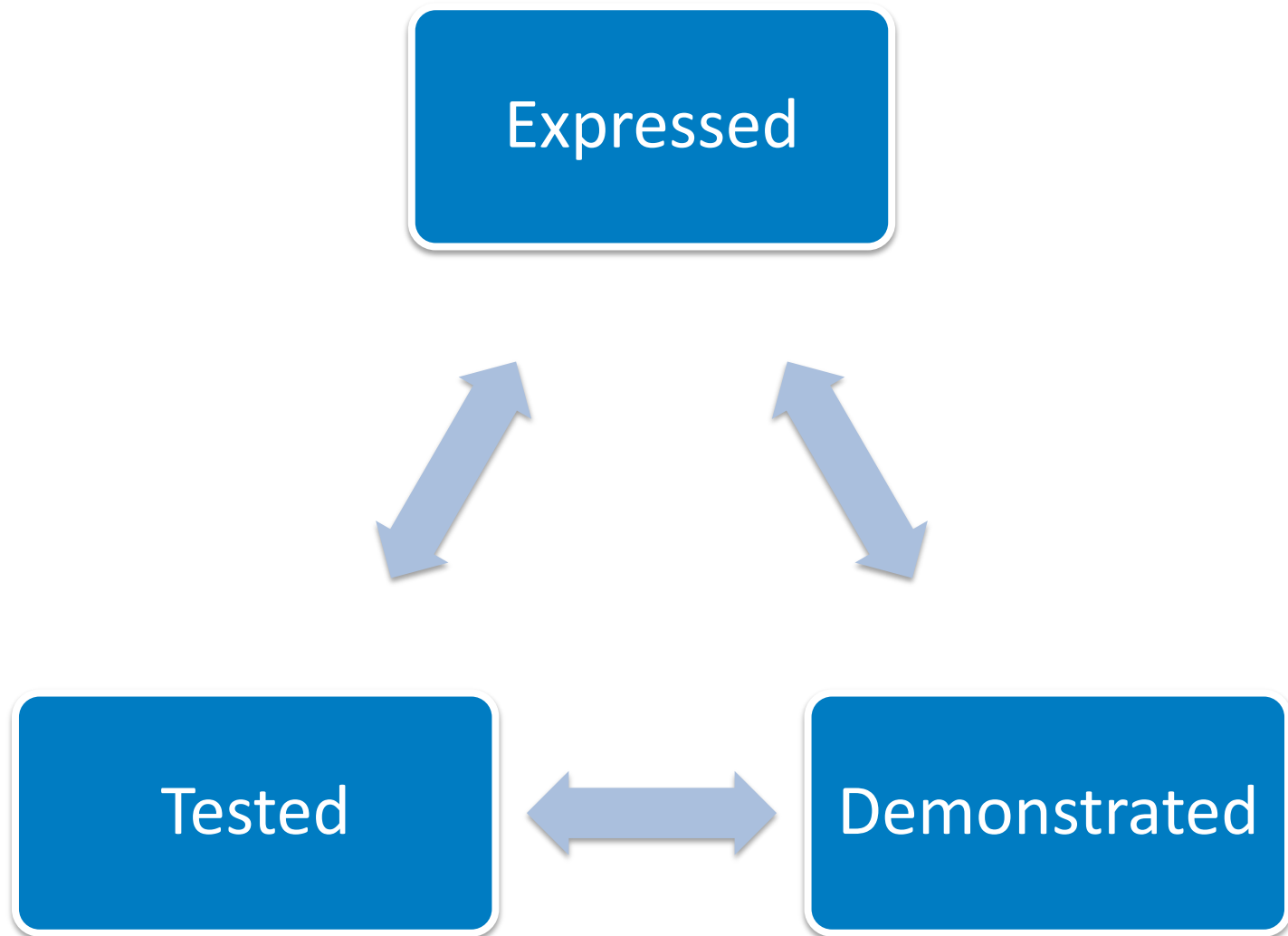
Guiding Questions

1. What is triangulation and how can we accomplish it?

2. How can we assess in different domains—and who can we ask to help us?

3. How do we translate assessment findings into annual and, even, long-term goals?

What is triangulation and how can we accomplish it?

Triangulation in Assessment

Expressed

Tested

Demonstrated

Triangulation

- The rule that all information needs to be verified, validated

- Information/data collected should include information that is expressed, inventoried/tested, and demonstrated or manifested

- Demonstrated information carries more weight or validity than the others

Triangulation in Assessment

Worker

Evaluator

Employer/
Coworker
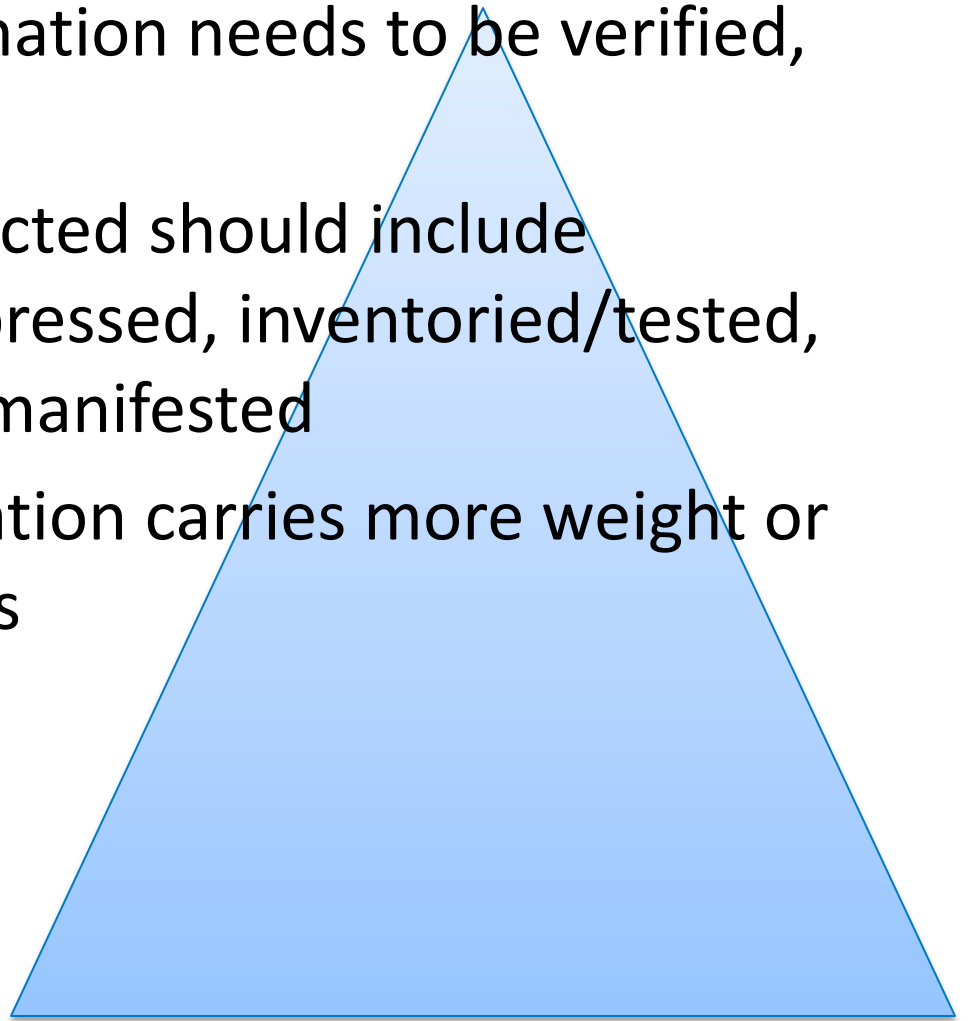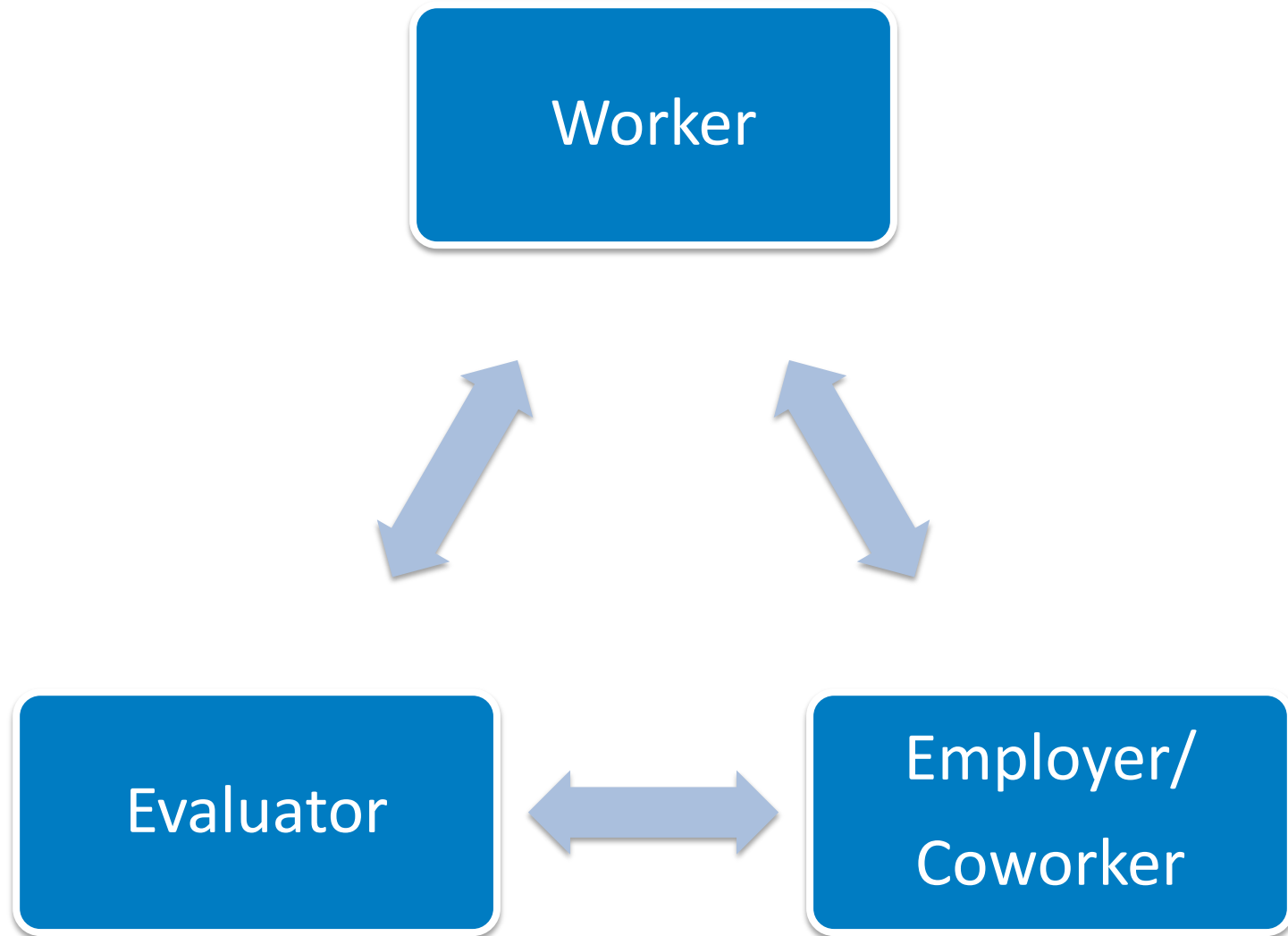
Principles of Transition Assessment:

1. Use a variety of methods and techniques (multiple sources)
2. Include all aspects of the I (individual) + E (ecologies) = C (congruence)
3. Triangulate findings
4. Behavior observation and personal interaction are essential to the process
5. Process is on-going and developmental
6. Is required to make decisions and plan
7. Never stands alone—it is integral to larger service systems or processes

Assess for Success

The second (most recent) edition includes assessment guidance for special educators and transition coordinators; it does not specifically address all transition domains (e.g., healthcare, recreation, personal responsibility).

http://www.corwin.com/
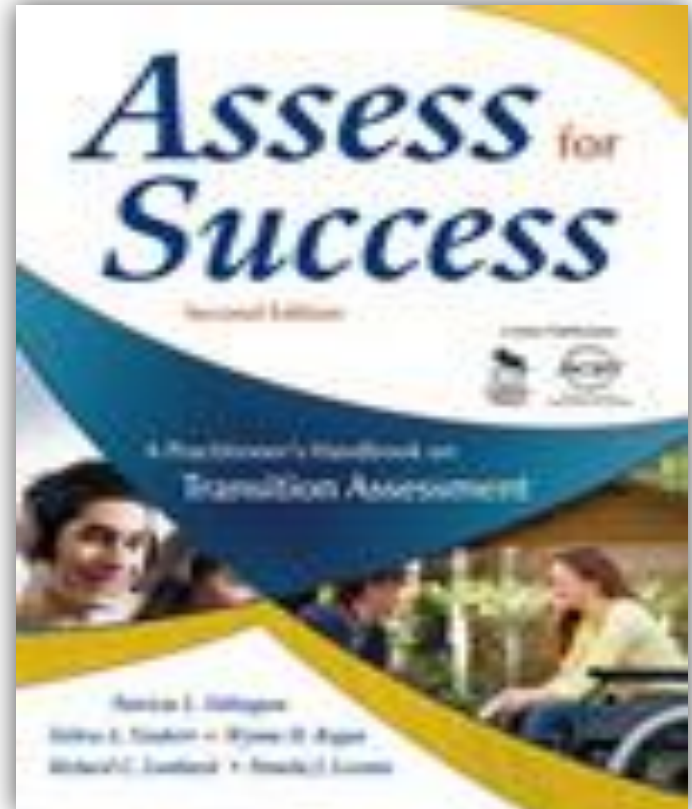
Assess for Success: A Practitioner's Handbook on Transition Assessment, 2nd ed.

How can we assess in different domains—and who can we ask to help us?

Domains/Content of Transition Assessment & Adulthood

Home and Family

Employment and Education

Leisure and Pursuits

Self Determination

Community Involvement

Physical and Emotional Health

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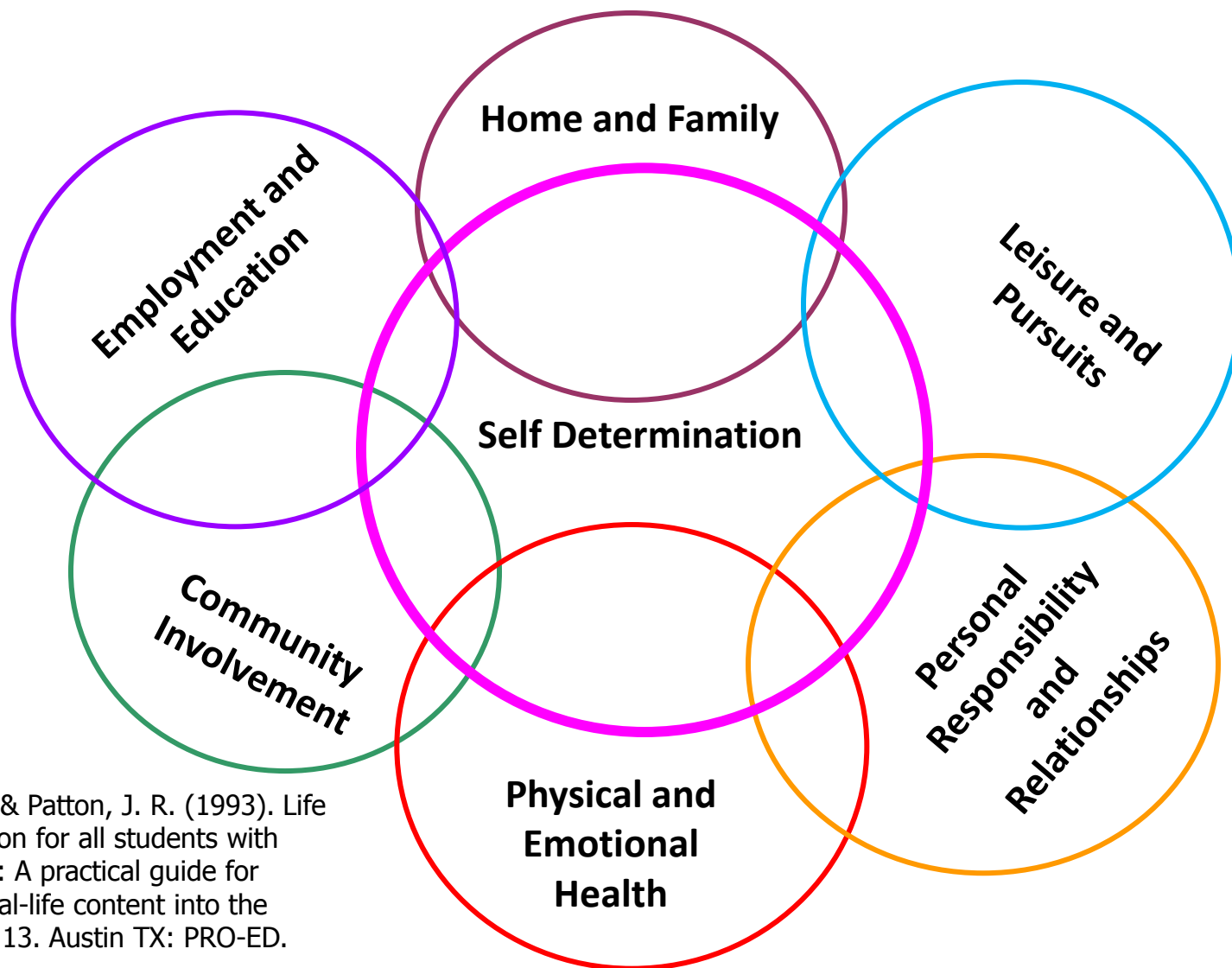
Cronin, M. E. & Patton, J. R. (1993). Life skills instruction for all students with special needs: A practical guide for integrating real-life content into the curriculum. p 13. Austin TX: PRO-ED.

Domains of Transition Assessment & Adulthood

Employment and Education Domain

[Careers]

Conducted within a
Career Development Context:
Knowing Where to Begin

Career Development—Essential for Transition Planning

"….is a lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational educational alternatives [options] life styles, and role options." Hansen, 1976

"…is the process through which people come to understand themselves as they relate to the world of work and their role in it." NOICC, 1992

Career Assessment occurs within this process.

Preferences Assessment Activity

I like to…	Last time/ Frequency	Indoor/ Outdoor	With People/ Alone	Head/Body	Time of day (M/A/E)
1. Swim	Last week	O	WP/A	B	M
2. Read	Today	I	A	H	M/A/E
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

How could this information be useful in the transition process?

Transition Domain

Home & Family

What?

Why?

Who?

How?

Home & Family

Examples of Family Assessment Tools

- ESTR Publications (Enderlee-Severson)
  - www.estr.net/
- Transition Planning Inventory, Gary Clark and Jim Patton
  - http://transitioncoalition.org/transition/assessment_review/view.php?id=11

Enderle-Severson Transition Rating Scale – Form J-Revised

(Transition assessment for learners with mild disabilities.)

ESTR-J-Revised

Learner Information

Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Date of Evaluation _____ Anticipated Date of Graduation _____

Previous ESTR-J Scale Total Performance Score(s) and Date(s) _____

_____

ESTR-J-Revised Profile:

Number of Items		# of Yes Items	Percent*
(13)	EMPLOYMENT	_____	_____
(4)	RECREATION AND LEISURE	_____	_____
(15)	HOME LIVING	_____	_____
(7)	COMMUNITY PARTICIPATION	_____	_____
(8)	POST SECONDARY EDUCATION	_____	_____
(47)	TOTAL PERFORMANCE SCORE	_____	_____

*number of yes items divided by number of items

Employment

My son/daughter demonstrates good attendance. .... Yes   No
- •Good attendance in school.
- •Good attendance in an employment situation (if applicable).

My son/daughter demonstrates appropriate hygiene and grooming. .... Yes   No

My son/daughter is punctual. .... Yes   No
- •Punctuality in school.
- •Punctuality in work situations (if applicable).

My son/daughter recognizes the need to eventually support himself/
herself. .... Yes   No
- •Understands the relationship between working and paying for personal needs.
- •Understands how work provides opportunity to develop personal relationships.
- •Understands how work contributes to self-confidence.
- •Understands how workers contribute to society.
- •Understands a paycheck.

My son/daughter responds appropriately to authority figures. .... Yes   No
- •Follows directions.
- •Shows respect.

Transition Planning Inventory

The *Transition Planning Inventory* helps educators address students' transition needs, including their preferences, interests, and **strengths**. Students, parents, and educators complete forms based on the student's abilities and experiences.

Developed by Clark and Patton
Sold by Pro-ED, Inc.
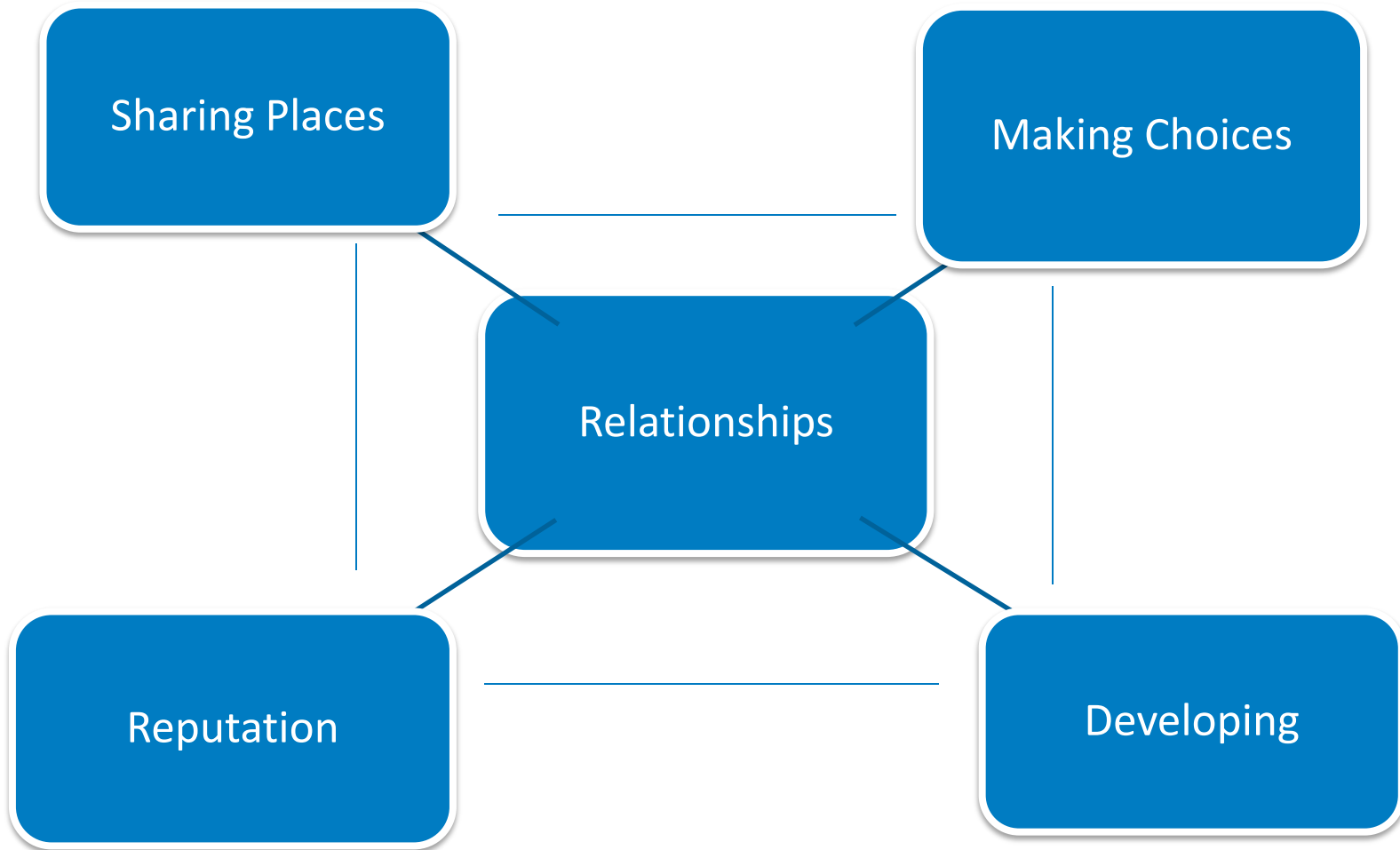http://www.proedinc.com

Transition Domain

Self Determination

Self-Determination is the ability to define and achieve goals based on a foundation of knowing and valuing oneself.

Five Accomplishments for a Valued Life

Sharing Places

Making Choices

Relationships

Reputation

Developing

Educator Self-Assessment of Values Towards Self-Determination

1. Have I asked students how I can best communicate and problem solve with them?

2. Do I see real human growth and potential in young adults or do I see "disability" and "limitations?"

3. Have I "checked out" my actions, feelings and language with people with disabilities?

Educator Self Assessment of Values

4. Do my actions:

- increase self-respect, self-confidence and self-reliance?

- encourage risk-taking?

- decrease dependence on me?

- teach students a "process" for making decisions, solving problems, and doing their own things on their own?

- increase students' opportunities to understand and participate in the decisions that affect his or her life?

Educator Self Assessment of Values

5. Is it okay for students with disabilities to:

- question my point of view?

- tell me that they don't need me and decide on their own?

- give me negative feedback about what I am doing?

- not see me as an "authority figure?"

Adapted from materials developed by People first of Washington State and the Helen Keller National Center, 1994. by J. Lehmann, 1995

Self-Determination Assessment

Zarrow Center – Free Instruments

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html

- *AIR Self-Determination Assessment*
  - Parent, teacher, and student versions
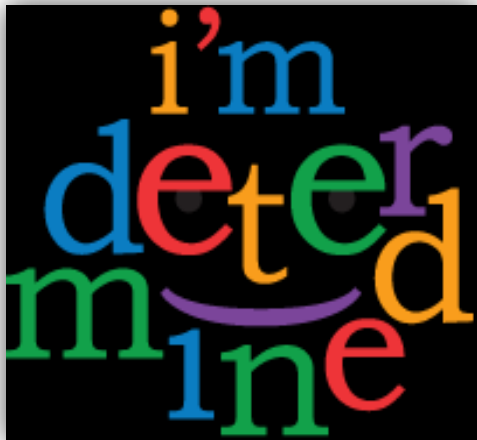- *ARC Self-Determination Assessment*
- *Field & Hoffman Self-Determination Assessment Battery*

ChoiceMaker Self-Determination Assessment

- Sopris West, Longmont, CO (www.sopriswest.com)

Developing Youth Leaders & Mentors

www.pyln.org

https://www.facebook.com/pages/Youth-Action-Council-of-Arizona-YAC-AZ/117305251852

http://www.imdetermined.org/

http://www.nyln.org/

Assessing IEP Self-Determination Skills

IEP Preparation

- Does the student understand the purpose of the IEP meeting?
- Has the student developed a list of personal goals for the meeting?

IEP Performance

- Did the student ask relevant questions?
- Is the student satisfied with the IEP meeting outcomes?

IEP Implementation

- Does the student request instructional support when needed?
- Is the student aware and working towards IEP goals?

Sitlington, et al. *Assess for Success (2007). Corwin Press.*

Transition Domains

Personal Responsibility & Relationships

Community Involvement
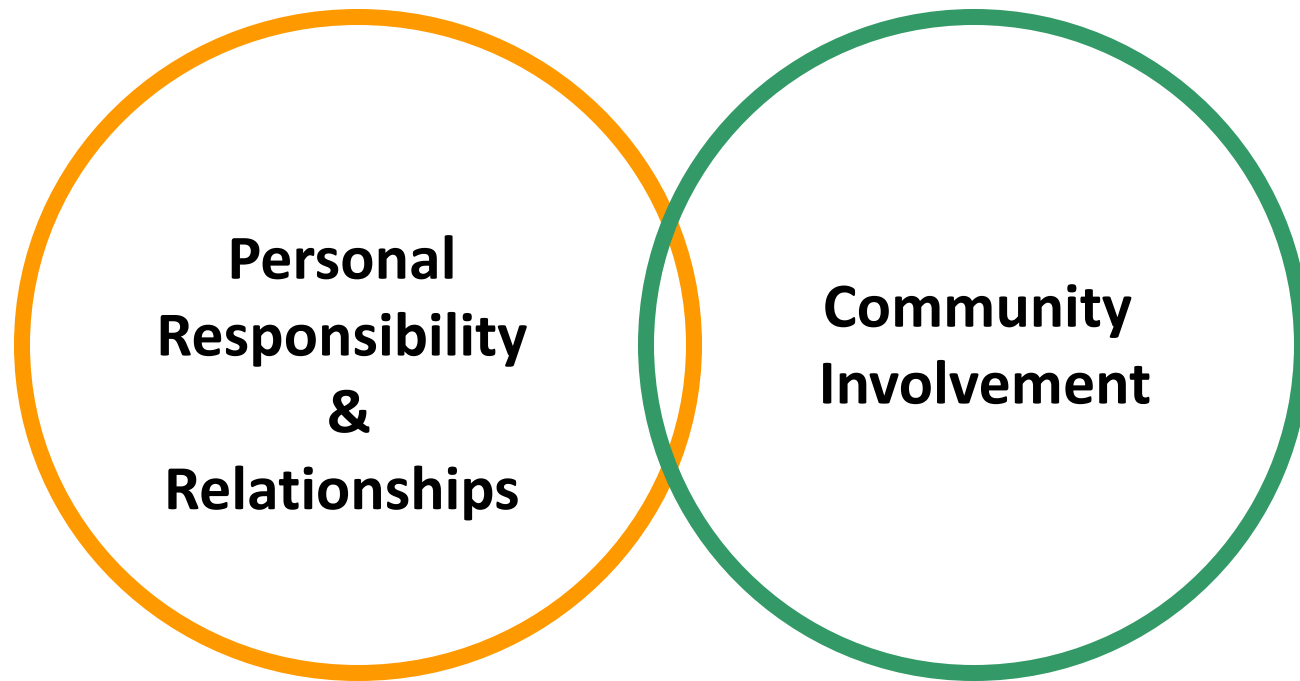
Volunteering

The PA Youth Leadership Development (www.pyln.org) presented a session at the 2011 PA Community on Transition Conference including some of the following slides, which provide assessment questions.

Personal Responsibility & Community Involvement

Create a checklist to begin this assessment, then brainstorm with your students other questions to add to the checklist.

Questions:

1. What does volunteering mean?

2. Where can you volunteer?

3. What benefits come from volunteering?

4. How can you volunteer?

5. Who can you contact?

Who Benefits from Volunteering?
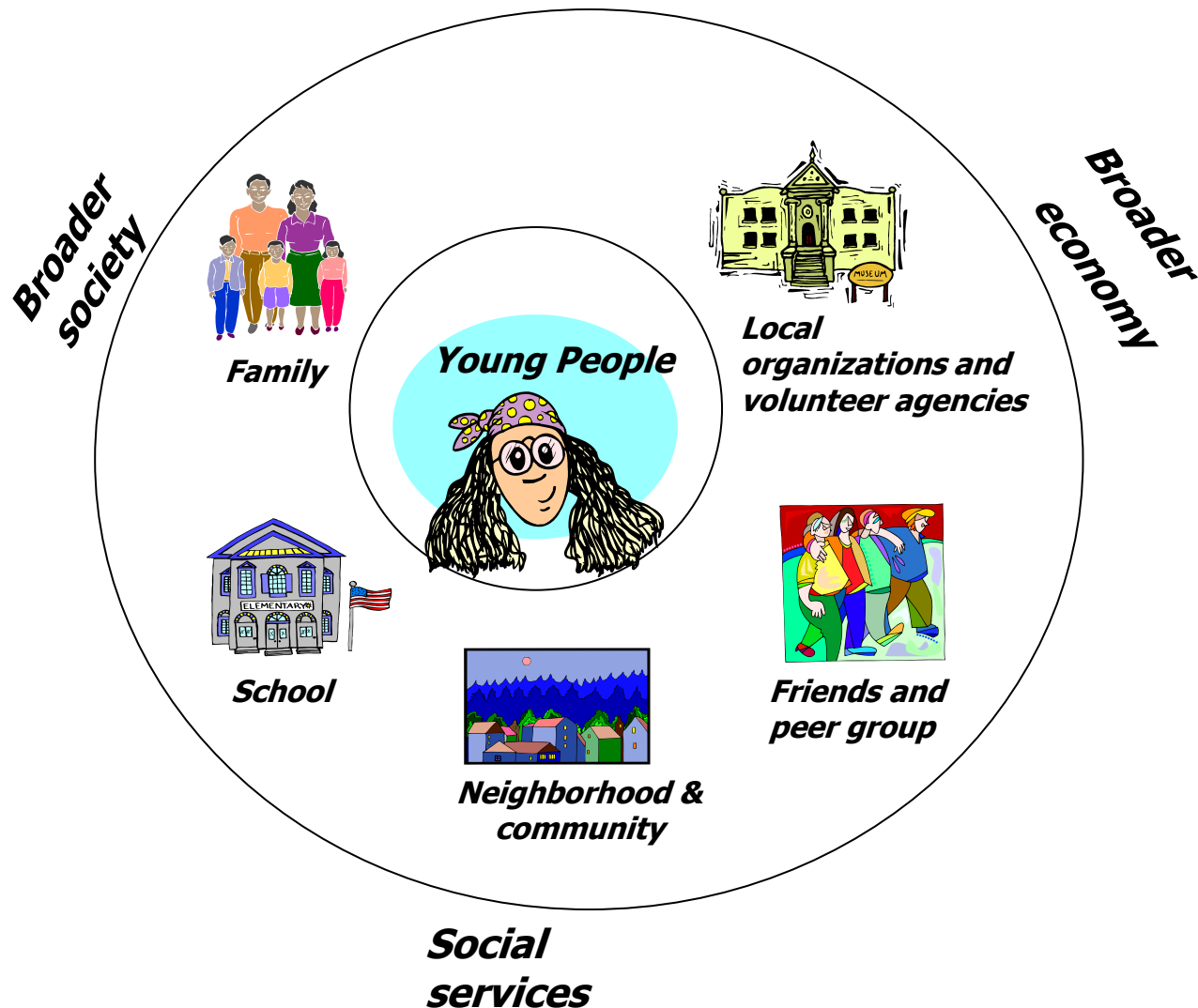
Places to Volunteer

- Senior Citizen Center
- Pet Adoption Centers
- Homeless Centers
- Red Cross
- Children's Hospitals
- State and Local Parks
- Libraries
- Habitat for Humanity
- Political Campaigns
- Food Banks
- Hospice Centers
- Theaters
- Museums

Transition Domain

Physical & Emotional Health

Physical & Emotional Health

Pennsylvania Department of Health

Transition Health Care Checklist:
Transition to Adult Living in Pennsylvania

OPPORTUNITY

INDEPENDENCE

EMPLOYMENT

EDUCATION
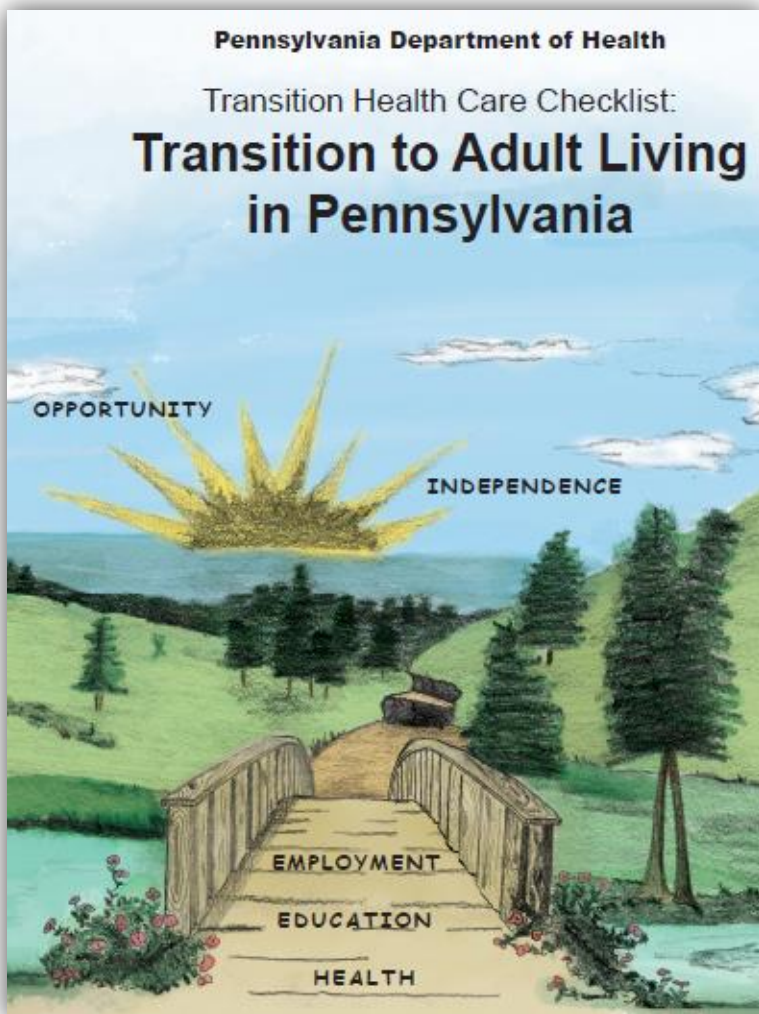
HEALTH

PA Department of Health: Transition Healthcare Checklist

Available at:
http://www.portal.state.pa.us/portal/server.pt/gateway/PTARGS_0_75878_978286_0_0_18/FINAL%20transition%20healthcare%20checklist.pdf

Physical & Emotional Health

ACCEPT YOURSELF: WHO AM I?

SELF-AWARENESS

	Can Do Already	Needs Practice	Accommodations	Who & Where	Included in Plan
Can describe likes & dislikes					
Know name, birthdate, address, telephone number, etc.					
Know height & weight					
Know when & how to ask for help					
Can describe needed accommodations					
Know present medical conditions/allergies					
Can describe disability					

Physical & Emotional Health

ACCEPT YOURSELF: WHO AM I?

SAFETY continued

HEALTH SAFETY	Can Do Already	Needs Practice	Accommodations	Who & Where	Included in Plan
Know signs and symptoms of personal health emergencies					
Know contact information for healthcare providers					
Can treat minor cuts, scrapes, burns					
Avoid tobacco, alcohol & drugs					
ENVIRONMENTAL SAFETY					
Understand dangers of hot & cold					
Know how to use household chemicals properly (do not mix)					
Know how to protect themselves by wearing gloves, safety glasses					
Can read & understand labels or know who to ask for help					

EMPOWER YOURSELF: I AM!

MEDICAL MANAGEMENT continued

TRANSITION TO ADULT HEALTHCARE PROVIDERS	Can Do Already	Needs Practice	Accommodations	Who & Where	Included in Plan
Able to respond to questions from healthcare providers					
Able to prepare questions for healthcare providers					
Aware of confidentiality & need to sign HIPAA forms					
Aware of differences between primary care providers & specialists					
Aware of benefits of interviewing prospective healthcare providers					
Able to evaluate accessibility of office & exam rooms					
Able to make appointments for specialists, family planning, genetic counseling, hospital & laboratory tests					
Able to call for referrals (as needed)					
Aware of Medical Home model					

Types of Assessments that Inform Transition

- Curriculum-based assessments
- Classroom quizzes comprehension checks, essays, checklists
- Ecological assessment
- Functional behavioral assessment
- Person-centered planning
- Teacher questionnaires
- Work samples
- Community mapping
- Community questionnaires

- Information from employers
- Situational assessment
- Information from students
- Student survey or interview
- Parent survey & sibling interview & questionnaires
- Observations (home/school/community)
- Developing e-portfolios (this process reveals new assessment information)

Guiding Question 3

How do we translate assessment findings into annual goals?

Translating assessment information into planning, plans and action

- **IDENTIFY** strengths, needs, preferences and interests (to comply with the law and to further transition planning)

- **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 goals

What Information Do You Have Already?

Rather than trying to collect more information, often the information transition partners have is not written down.

Translating Assessment Data: Case Study

- Selena is a tenth grade student with a learning disability in reading, with specific deficits in comprehension.

- She is fully included in the general education curriculum with supports that include co-teaching in American History as well as Biology.

- Her goal is to attend community college, and she has acceptable grades (all B's, some A's, and a few C's) due to coordinated support from her learning support teacher as well as her diligent work ethic.

Assessment Data: Reading

- Scored at low Basic on her last three 4Sight Reading Assessments. Item analysis shows lowest scores in skills with summarization, inferences and conclusions.

- Uses Study Island Reading for one period every other week in English class. She still needs work on inferences and conclusions, point of view, fact and opinion, bias and propaganda, and genre and purpose.

- Teachers report that
  - data is consistent with class performance
  - Selena struggles especially with expository text
  - Selena is most successful when provided with graphic organizers and study guides, and word banks for tests.

Assessment Data: Self-determination

- Selena is apprehensive about asking for assistance except from the LS teacher in the co-teaching classes

- She relies completely on her on teachers to provide accommodations

Translating Assessment Data into Goals

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given an expository reading passage, Selena will respond correctly to questions related to summarization, inferences, and conclusions for 3 of 4 consecutive opportunities.	Biweekly probes and practice activities. Note: Teachers will also share relevant classroom assessments, and 4Sight data will be reported after administration.	Every nine weeks.	

Translating Assessment Data into Goals

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given classroom assignments or assessments, Selena will *independently* approach the general education instructor to request assistance or clarification, at least one time per week for four out of five weeks. (Baseline is approximately two times per semester with prompting.)	Logging contacts in her assignment book, with weekly review.	Two times per quarter.	

Selena needs to become more comfortable with disclosing her disability and requesting accommodations in H.S. Possible activities might include:

- Make a list of accommodations that are most helpful for her this year and practice requesting assistance

- Watch video clips of post-secondary students disclosing to instructors (*ChoiceMaker*)

- Practice different ways of making requests until she is confident doing so.

- Practice disclosing her disability in her IEP meeting.

- Research the resources available at the community college with help, if necessary, from her counselor, LS teacher, and family.

Selena needs to learn ways to routinely disclose her disability and request specific accommodations in preparation for postsecondary education. Possible activities might include:

- Write out sample scripts of how to disclose her disability with support from her LS teacher.

- Review T*he 411 on Disability Disclosure: A Workbook for Youth with Disabilities* **http://www.ncwd-youth.info/resources_&_Publications/411.html**

- Review the 411 on Disability Disclosure: Maine Choices CEO Project (By YOUTH for YOUTH) http://choices.muskie.usm.maine.edu/new/disclosure-sessions.html

- Develop a list of effective accommodations that she can eventually share with college instructors/professors.

Selena needs to learn effective ways to seek help from others at the postsecondary program (Disability Student Services, tutors, Writing Clinic). Possible activities might include:

- Visit the campus after she applies and prior to graduation from high school to meet with staff at Disability Support Services and at the Writing Center.

- Share her disability, accommodation needs and useful strategies, and learn the process for using DSS and accessing the Writing Center.

- Write out scripts (for different types of classes, such as math, biology lab, distance learning courses, etc.) to describe what specific accommodations she needs to succeed.

What Accommodations and Resources Will Be Needed for Selena to Achieve Success?

- Personnel?

- Materials?

- Collaboration? Between whom?

- Cooperation from whom?

- Relaxing policies?

- How will you make this happen for Selena?

- How will you ensure that she "owns" the information?

Reasons for Participating in Transition Assessment

- To set baselines for dreams, goals, strengths, gifts, abilities, needs, etc.

- To identify gaps in transition planning that could prevent success and develop roadmaps that will help learners achieve their goals

- To help students become motivated and make education more personalized, authentic, and meaningful

- To plan both annual and long term goals and gauge/monitor student progress

Wrap Up

1. What is triangulation and how can we accomplish it?

2. How can we assess in different domains— and who can we ask to help us?

3. How do we translate assessment findings into annual and, even, long-term goals?

Benefits of Volunteering for Students

- Help people
- Develop planning and scheduling skills
- Learn new job skills
- Engage in different experiences
- Develop leadership & social skills
- Meet new people
- Explore different areas of the community