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?
Guiding Question 1

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/
• Chapter 1  Overview of Transition Assessment
• Chapter 2  Career Development as a Context for Transition Assessment
• Chapter 3  The Role of Self-Determination in the Transition Assessment Process
• Chapter 4  Using Outcomes of Assessment for IEP Planning
• Chapter 5  Role of Key Players
• Chapter 6  Methods of Gathering Information
• Chapter 7  Matching Students to Environments: Making Transition Assessment a Success
Guiding Question 2

How can we assess in different domains—and who can we ask to help us?
Domains/Content of Transition Assessment & Adulthood

- Home and Family
- Physical and Emotional Health
- Self Determination
- Employment and Education
- Community Involvement
- Leisure and Pursuits
- Personal Responsibility and Relationships

Domains of Transition Assessment & Adulthood

Employment and Education Domain

[Careers]

Conducted within a Career Development Context:
Knowing Where to Begin
“....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.**
Assess within a Career Development Context for Transition Planning

Career Journey

Awareness

Exploration

Growth, Change & Expansion

Assimilation

Preparation
## Preferences Assessment Activity

<table>
<thead>
<tr>
<th>I like to...</th>
<th>Last time/Frequency</th>
<th>Indoor/Outdoor</th>
<th>With People/Alone</th>
<th>Head/Body</th>
<th>Time of day (M/A/E)</th>
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<tbody>
<tr>
<td>Swim</td>
<td>Last week</td>
<td>O</td>
<td>WP/A</td>
<td>B</td>
<td>M</td>
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<tr>
<td>Read</td>
<td>Today</td>
<td>I</td>
<td>A</td>
<td>H</td>
<td>M/A/E</td>
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How could this information be useful in the transition process?
Transition Domain

Home & Family

What?
Why?
Who?
How?
Examples of Family Assessment Tools

• ESTR Publications (Enderlee-Severson)
  – www.estr.net/

• Transition Planning Inventory, Gary Clark and Jim Patton
Enderle-Severson Transition Rating Scale – Form J-Revised
(Transition assessment for learners with mild disabilities.)

**ESTR-J-Revised**

<table>
<thead>
<tr>
<th>Learner Information</th>
<th>Parent/Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>School/Agency</td>
<td>Primary Disability</td>
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<tr>
<td>Grade</td>
<td>Birth Date</td>
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<tr>
<td></td>
<td>Age</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Name</th>
<th>Title</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Date of Evaluation</th>
<th>Anticipated Date of Graduation</th>
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<tr>
<th>Previous ESTR-J Scale Total Performance Score(s) and Date(s)</th>
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</table>

**ESTR-J-Revised Profile:**

<table>
<thead>
<tr>
<th>Number of Items</th>
<th># of Yes Items</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(13) EMPLOYMENT</td>
<td></td>
<td></td>
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<td>(4) RECREATION AND LEISURE</td>
<td></td>
<td></td>
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<tr>
<td>(15) HOME LIVING</td>
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<td></td>
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<tr>
<td>(7) COMMUNITY PARTICIPATION</td>
<td></td>
<td></td>
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<tr>
<td>(8) POST SECONDARY EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(47) TOTAL PERFORMANCE SCORE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*number of yes items divided by number of items

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ESTR Publications
ESTR Publications • 1907 18th St. S • Moorhead, MN 56560 • (218) 287-8477
Fax: (218) 236-5199
www.estr.net
Circle Yes Only if Performed Independently and Consistently = 1
Circle No if Not Performed or Performed Inconsistently = 0

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.
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
Self-Determination is the ability to define and achieve goals based on a foundation of knowing and valuing oneself.
The Five Accomplishments for a Valued Life in the Community for Individuals with Disabilities (John O’Brien, 1986)
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?
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?
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

• 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)
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?

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.
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?

Young People

Family

School

Neighborhood & community

Local organizations and volunteer agencies

Friends and peer group

Social services

Broader society

Broader economy
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
Physical & Emotional Health
Physical & Emotional 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
## ACCEPT YOURSELF: WHO AM I?

<table>
<thead>
<tr>
<th>SELF-AWARENESS</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Accommodations</th>
<th>Who &amp; Where</th>
<th>Included in Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can describe likes &amp; dislikes</td>
<td></td>
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<tr>
<td>Know name, birthdate, address, telephone number, etc.</td>
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<tr>
<td>Know height &amp; weight</td>
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<tr>
<td>Know when &amp; how to ask for help</td>
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<tr>
<td>Can describe needed accommodations</td>
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<td>Know present medical conditions/allergies</td>
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<tr>
<td>Can describe disability</td>
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</table>
# Physical & Emotional Health

## Accept Yourself: Who Am I? (continued)

### Health Safety

- 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

- 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.
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.
• 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

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
<th>Describe HOW the student’s progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
</tr>
</thead>
</table>
| **Include:** Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.) | 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. |

Given an expository reading passage, Selena will respond correctly to questions related to summarization, inferences, and conclusions for 3 of 4 consecutive opportunities.
## Translating Assessment Data into Goals

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
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<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</td>
<td>Logging contacts in her assignment book, with weekly review.</td>
<td>Two times per quarter.</td>
<td></td>
</tr>
</tbody>
</table>

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