Planning for Post-School Success
Local Education Agency Secondary Transition Assessment Toolkit

District of Columbia Office of the State Superintendent of Education (OSSE)

Academics and Schools Divisions of Postsecondary and Career Education (PCE), Teaching and Learning (TAL) and Systems and Support, K-12 (K12).

Planning for Post-School Success:
Local Education Agency Secondary Transition Assessment Toolkit
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OSSE Mission

As DC's state education agency, the Office of the State Superintendent of Education (OSSE) will set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved and hold everyone - including ourselves - accountable for results.

OSSE Vision

DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice.

What is the Secondary Transition Assessment Toolkit?

The Secondary Transition Assessment Toolkit is a comprehensive guide edited in partnership with SchoolTalk, Inc. that contains information and best practices to ensure that students with disabilities receive an excellent education and are prepared for postsecondary education, training and employment by ensuring that secondary transition assessments are compliant and high-quality. Completing age-appropriate transition assessments that inform transition plans and services will lead to students being more effectively prepared for their postsecondary goals.

While this guide is intended to help educators understand and apply special education best practices related to secondary transition, this guide is **not** meant to:

- Be a complete explanation of all special education laws and regulations;
- Give legal advice; or
- Supersede any local and/or federal law.

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Executive Summary

The Secondary Transition Assessment Toolkit was developed to support educators and other stakeholders in providing transition services based on age-appropriate transition assessment data. The toolkit provides a general overview of transition assessment, including guiding principles, a systematic model of the assessment process and descriptions of selected transition assessments. The toolkit includes six sections with brief descriptions of each below.

Transition Assessment Overview
The overview provides a brief history of the legislative mandates for transition assessment and the research-based components within a systematic approach to transition assessment planning and implementation.

Techniques and Resources for Developing an Individualized Transition Assessment Process
This section will identify the key steps to identifying appropriate transition assessments that will support each student in learning about themselves and provide the framework for developing individualized education programs (IEPs) that will encourage each student to move toward their postsecondary goals. A variety of techniques and resources are provided within this section to support the transition assessment process.

Student Case Studies
The two provided student case studies demonstrate an ongoing transition assessment process and describe the results of multiple transition assessments.

Beginning Library of Secondary Transition Assessments
This Beginning Library of Secondary Transition Assessments includes descriptions of each assessment outlining who the assessment is appropriate for, what it measures, the cost and how it is administered, as well as an example of assessment results and transition services. While most recommended assessments are free to print or complete online, assessments with a fee can be purchased for less than $1,000. These assessments were identified for recommendation here based on their array of items and response options, ease of use and price.

Additional Secondary Transition Assessment Resources
The assessments within this toolkit provide a strong starting point for transition assessment. Additional transition assessment resources are provided to support you in continually expanding your knowledge and skills and to supplement the toolkit with additional assessments that are helpful for specific students.

LEA Best Practice
Suggested practices for local education agencies (LEAs) are embedded throughout this document. These are simple tips and tricks professionals can use to apply the knowledge gained from this resource.

Secondary Transition Assessment Overview

I. The Need for Secondary Transition Assessment[1]

Since 1990, legislation has been in place to ensure that the IEP process incorporates student strengths, interests and preferences. Although Individuals with Disabilities Education Act of 2004 (IDEA) transition requirements center on transition outcomes, planning processes and student strengths, needs, interests and preferences, research shows that actual transition goals often lack quality and definition, being too broad or vague.[2] Inadequate information on students' strengths, preferences, interests and needs is one of the primary reasons for the lack of quality in transition goals.

✓ **DC LEGAL REQUIREMENT:**
Beginning July 1, 2016, or upon funding, whichever occurs later, the first IEP in effect after a child with a disability reaches **14 years of age** shall include secondary transition assessments and services, including:
a) Appropriate measurable postsecondary goals based upon **age-appropriate secondary transition assessments** related to training, education, employment and, where appropriate, independent living skills and the secondary transition services needed to assist the child in reaching those goals;
b) A statement of interagency responsibilities or any needed linkages before the child leaves the school setting; and
c) If the IEP team determines that secondary transition services are not needed, a statement to that effect and the basis upon which the determination was made. (Code of DC § 38-2614(a)1)

To provide the most helpful information possible, detailed descriptions of students' strengths, needs, interests and preferences should be written down as part of an ongoing process. Assessment for transition planning can occur daily within the context of the school day; much of the resulting information is in teachers' and other educators' heads. In other words, school staff continuously collect information but do not always take the time to write it down. The following statement provides an essential practice: Frequently write down what you know and learn. If it is not written down, it did not happen! So that everyone on the transition team has the most current information, it is critical to document information as it is learned or collected.

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[1] Noonan, P.M. & Gaumer Erickson, A.S. (2012). Transition Assessment Toolkit. Washington., DC: District of Columbia Office of the State Superintendent of Education. Reprinted with permission.

[2] Lohrmann-O'Rourke, S., Gomez, O. (2001). Integrating preference assessment within the transition process to create meaningful school-to-life outcomes. *Exceptionality, 9*(30), 157-174.

While secondary educators spend time each day assessing students to track academic progress, target areas for improvement and provide feedback, few consider the value and significance of systematic assessment for planning students' transitions into postsecondary settings. This may be due, in part, to negative opinions about testing in general and the pressures of statewide testing for academic performance. Remember that much of the information educators collect from daily checks on academic progress and state or high-stakes tests can complement and verify other forms of assessment for transition planning.

LEA Best Practice: Set up a process for collecting information about students in a central location. This should be easily accessible and editable by members of the IEP team in order to have current and relevant data.

Research also shows that schools have struggled to individualize assessment processes and have often limited the scope of assessments. It is common for schools to have appropriate transition assessment measures and methods, yet they often base the entire assessment process on the school or program's protocol, not the student's needs.[3] For example, transition assessment is often limited to occupational interests, which provides data that is questionable in many school settings.[4] Though occupational or career interests represent career assessment data that may be relevant to a student's transition goals and planning, it is very limited and does not represent or project the whole student.

LEA Best Practice: Create an inventory of secondary transition assessments that address all three secondary transition domains (education, employment and independent living) that are age-appropriate and can be administered with a variety of accommodations or modifications. Ensure teachers know how to access this inventory.

Practitioners can focus on critical components of meeting the individual needs of students with disabilities and impacting postsecondary outcomes by doing the following: (a) identify the critical areas of assessment for transition planning, (b) choose appropriate assessment techniques for each student, (c) implement assessment plans and (d) interpret and apply data. The most effective transition planning incorporates student input so that students grow related

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[3] Cohen, L.G., Spenciner, L.J. (1996). Research digest: Transition assessment. *Diagnostique 21*(3), 59-74.
[4] Lohrmann-O'Rourke, S., Gomez, O. (2001). Integrating preference assessment within the transition process to create meaningful school-to-life outcomes. *Exceptionality, 9*(30), 157-174.

skills to manage their progress after graduation and helps students see the connection between current academic programming and their longterm goals, thereby increasing engagement.[5]

II. Defining Assessment for Secondary Transition Planning

Embodying many different methods and approaches, "assessment for transition planning" is an umbrella term encompassing any assessment that targets areas critical for high-quality adult life for youth with disabilities. The Council for Exceptional Children, Division of Career Development and Transition (DCDT) defines secondary transition assessment as:

> "...The **ongoing process of collecting data** on the **individual's strengths, needs, preferences and interests** as they relate to the demands of current and future **working, educational, living, and personal and social environments**. Assessment data serve as the common thread in the transition process and form **the basis for defining goals and services** to be included in the IEP."[6]

> *Transition Assessment Starting Point*
> *Students must be sufficiently informed of their own strengths, interests, and preferences and how these relate to adult life.*
> *This will equip them to direct their own educational, transition, and rehabilitation planning process.*

Self-Determination: Assessment means gathering relevant information to make informed decisions that lead to effective educational, career and independent living planning. The ultimate goal of this process is to match a student's personal attributes or characteristics and the requirements of their desired postsecondary environments, along with the supports and accommodations needed for achieving success in those environments. Students should drive the assessment and planning process as much as possible while collaborating with others, which is why educators must teach and foster self-determination from elementary school throughout secondary school years. When beginning secondary transition planning, an assessment of a student's self-determination strengths, skills, needs and level of career development must be determined. The process must start by meeting the student where he or she is before collecting other data.

Review the *Self-Determination and Secondary Transition Planning* section below and the Student-Focused Planning Section of OSSE's *Secondary Transition Process Toolkit* for more information about self-determination.

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[5] Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., & Terrell, M. (2016). *Age Appropriate Transition Assessment Toolkit: 4.0 Edition*. Retrieved from https://transitionta.org/wp-content/uploads/docs/toolkit_Age-Appropriate-Transition-Assessment.pdf

[6] Sitlington, P.L. (1996). Transition assessment—where have we been and where should we be going? *Career Development for Exceptional Individuals, 19(*2), 159-168.

Multiple Stakeholders Across Environment, Domains and Time: The process includes collecting various information related to multiple domains from multiple stakeholders over a period of time that parallels the student's school career. Assessment does not happen just once per year but rather is an ongoing process of monitoring growth and refining goals and services to best prepare the student for postsecondary. Assessment requires collaboration. It cannot be provided by just one person. Each stakeholder involved with students' lives possesses different but relevant pieces of information useful for secondary transition planning.

Potential members of the team may include (but are not limited to):
- Student
- Family members
- Special education and general education teachers
- Related service providers
- Guidance/college counselors
- Community agencies
- Adult service agencies
- Volunteer or employment supervisors
- Religious leaders or mentors

LEA Best Practice: Provide planning templates to school teams that enable the student's team to identify key stakeholders across environments (family, outside agencies, employers, mentors, related service providers, teachers, coaches, etc.).

Connection to IEP Planning: Ultimately, age-appropriate secondary transition assessments and the resulting data lead to the creation of measurable postsecondary goals in the domains of education, employment and independent living. Understanding student postsecondary goals and current present levels enable teams to ensure that goals, services and accommodations throughout the IEP align. Since assessments happen throughout the year, goals and objectives can be written into the IEP that provide ongoing monitoring and help determine present performance levels. For example, a student may have a goal around career exploration. While providing transition services and tracking data related to their progress with career exploration, the team will also obtain new information about the student's career interests and be able to update present levels and ensure the IEP goals align as well as update present levels. Their career goals may impact academic goals as well as related services. Ultimately, the ongoing collection of data will begin to shape the Summary of Performance (the comprehensive student summary provided to the student 60 days before graduation or exiting), which must include up-to-date assessment information.

LEA Best Practice: Provide planning templates to school teams that enable the student's team to identify key stakeholders across environments (family, outside agencies, employers, mentors, related service providers, teachers, coaches, etc.).

III. Guiding Principles of Assessment for Secondary Transition Planning

Before a discussion of recommended practices around the assessment process can occur, it is necessary to address some guiding principles critical to secondary transition assessments. To understand these principles, one must raise the question, "Why assess?" Concerning secondary transition planning, assessments fulfill one key function—to facilitate self-awareness and family awareness for decision-making around critical life choices. Rojewski proposed four core types of principles to guide the planning and implementation of secondary transition assessments: humanistic, holistic, therapeutic and equitable.[7]

- A **humanistic** approach acknowledges that assessments should be unique for each individual, considering personal needs and situations.
- **Holistic** assessments consider the entire person in all relevant environments, including home and family roles, social/interpersonal relationships and community living.
- **Therapeutic** assessments strive to reduce anxiety and facilitate growth by providing numerous opportunities for self-discovery and life satisfaction. This assumption or belief presumes that every person can grow and change.
- **Equitable** assessments provide barrier-free access to environments, instruments and approaches as they strive to provide accurate, fair and valid (honest and true) processes.

These four principles should be key considerations when planning assessments for youth with disabilities and will prevent assessing solely for meeting a monitoring requirement, such as checking a box on an IEP form or documenting present levels. Best practices that operationalize humanistic, holistic, therapeutic and equitable assessments are contained in the following 12 fundamental practices:[8]

1. Use a **variety of methods and techniques**—again, using different methods, instruments, activities or techniques based on students' abilities, language, strengths and needs.
2. **Triangulate findings**—verify and validate each piece of assessment information by checking with at least two other sources, instruments, people, etc., to ensure accuracy and identify patterns.
3. **Behavior observation and personal interaction** are essential to the process.
4. The process is **ongoing** and should be **developmentally appropriate** for the student.

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[7] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.
[8] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.

5. Assessment is required to **make decisions and plan**.
6. Assessment **never stands alone**—it is integral to larger service systems or processes.
7. Results must be used to **have value** for students and stakeholders.
8. Requires **collaboration** and **multiple sources** of input.
9. The information must be **current, valid and relevant**.
10. Assessment must be **grounded in real environments** as much as possible (e.g., community, postsecondary educational, vocational and/or employment contexts).
11. Assessment is a **process, not a product**—though it produces a number of products (i.e., a student profile, recommendations for the IEP, etc.).
12. Assessment processes are **systematic and organized but flexible**.

IV. Purposes of Secondary Transition Assessment

The ultimate goal of assessment for secondary transition planning is to help students develop and accept a positive and realistic self-image that matches what they want for themselves after high school. As the student, educators and family members learn more about students via secondary transition assessment activities and techniques, they are provided information to advocate for future changes.[9] It is important to identify numerous attributes and match them to the needs and demands of other environments when conducting secondary transition assessments. In addition to determining individual strengths, needs, preferences, interests and postsecondary goals (including the status of self-determination and level of career development), practitioners can also identify:

- High school courses of study to achieve post-school goals;
- Programs, services, supports and resources to achieve postsecondary goals;
- Next levels or environments of services and what will be needed from these;
- Prescriptive instructional techniques that work; and
- All key players and stakeholders in the youth's life.

Four prominent uses of assessments are possible: prediction, discrimination, monitoring and evaluation.[10]
- *Prediction* is used to help an individual gauge probability of success;
- *Discrimination* is concerned with an individual creating opportunities to match their personal preferences with available options;
- *Monitoring* is used to continually self-evaluate progress and behavior; and
- *Evaluation* is used to determine levels of goal achievement.

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[9] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.
[10] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.

These four specific functions of assessment illustrate how assessments can lead to increased and more appropriate opportunities based on the individual's strengths, preferences and interests.

Prediction
One of the most challenging purposes of assessment involves trying to predict the future. Adolescents often change their minds; therefore, their goals may change frequently. Thus, the process of prediction is ongoing and additional environments and placement requirements should be assessed. Essentially, the goal for predictive assessments is to determine a student's potential when they seek placement in specific environments (e.g., general education English or playing on the school basketball team).

Discrimination
This could be the most important purpose because secondary transition assessment requires specificity about what works and what does not regarding methods and techniques that assist students' learning. For example, if a student wants to enter a specific training program or work in an occupational area, their assessment should include (a) prerequisite skills they need to be successful, (b) skills and abilities they need to successfully participate, and (c) exit skills they need to effectively complete the program or job. Included in prescriptive assessment information are the accommodations, special services, modifications, etc., that are needed for success. These should be spelled out in a detailed way so that the person receiving the student in a new program or at the next level of education will have a roadmap to follow, allowing for the student to know exactly which steps to take for successful goal achievement.
This process can also include exploration opportunities, allowing a student to visit, shadow, or try out a different environment without risk. For example, if a student wants to attend a four-year college or an aviation machinist's school, the student can interview, visit, shadow and even participate in a brief try-out of the program or new setting. Learning firsthand what is required, what the new environment is like and what others think of the place allows the student to assess the situation and alter or make decisions accordingly.

> For example: A student who wants to become a hair stylist, but who reads on the first-grade level and whose math performance is on the second-grade level will understand following a trial in a cosmetology training or Career and Technical Education (CTE) program that their skills do not match those required to pass the state boards or to succeed in such a program. Alternate career goals within cosmetology can then be explored if it remains an interest of the student.

Another example involves environmental requirements. A student wants to apply to a Licensed Practical Nursing program and has the prerequisite skills and high interest. However, when this student tries taking a patient's blood pressure and preparing the patient for an inoculation, the student breaks out in a severe rash. The student is allergic to latex gloves and the various chemical odors within a clinic. Given this situational example, the student may need to explore other clinics where the chemical smells are not as intense. The student will also need to be able to communicate with her supervisor that she requires non-latex gloves.

Secondary transition assessments are helpful in identifying how a student's interests match up or are congruent with her abilities and other personal attributes. These are not limited to vocational or career environments or situations. For instance, if someone wants to volunteer at a polling site on Election Day, she can try out the experience in the safety of a learning situation.

Monitoring

- Assessment can be used to detect values or experiences important to the student by measuring their behaviors or affect during career, educational, or life skills experiences. This can be done through behavior observations of students, performance assessments, or by having students self-assess their participation, behavior or progress. In this way, monitoring can both help the student and team understand the student's growth toward annual goals, but also provide additional information about any changes needed for postsecondary goals or transition services.
  For example, a student who thought she wanted to work in banking goes to job shadow a teller. At the job shadowing, the student's behavior was observed as being focused, engaged and successful at helping to troubleshoot a minor problem the teller experienced. The student completed a self-review of the job shadow experience and noted that she was excited by the work and wanted to continue learning more about the field, but that she also felt unsure of her ability to interact with customers. The case manager noted that additional social skills and customer service training might be needed for future goals.

Evaluation

Throughout transition planning process, the team can use assessments as evaluation to measure how well annual goals have been met or how specific skills have grown. This should be a continual part of the process, throughout the year, to ensure that students are receiving the supports they need.

> **Assessment as Intervention**
> Though it is not often used for this purpose, there are many instances where a student may want to participate in an assessment activity in a non-school environment; a secondary transition planning team could use this option as a reward if the student maintains acceptable and appropriate behavior.   Students often enjoy assessment processes and learn what could be in store for them in a different environment. Typically, students who may not behave appropriately in school will exhibit exemplary behaviors in an assessment environment, especially if it takes place in the community or in an employment or postsecondary setting. This also allows them to visualize themselves in these environments, including the world of work. These are examples that demonstrate that assessments can also serve as interventions. As a result of participating in assessment activities, students learn from their experiences. This learning can stimulate changes in their understanding of environments following their school careers, goals, interests, etc.

V. Self-Determination and Secondary Transition Planning

Legislation such as IDEA 2004 and the Rehabilitation Act of 1998 assert that individuals with disabilities should be equal partners with their families and the school in planning and decision making for their postsecondary goals. Individuals should direct their own educational, secondary transition and rehabilitation planning process. To do this, they must be sufficiently informed of their own strengths, interests and preferences and how these relate to adult life.[11] This is the basic starting point for secondary transition assessments.

The success of assessment for secondary transition planning depends greatly on the principles the process embodies. That is, if faulty principles underlie an assessment process, such as identifying only weaknesses and not using a strengths-based approach, the resulting effort will be limiting to the individual providing negative documentation of his or her weaknesses. In order to meet the principles of quality secondary transition planning assessment, skills in self-determination and student involvement must be fostered and imbedded in the curriculum as well as the assessment process.[12] The actions of self-determined people enable them to fulfill roles typically associated with adulthood. Self-determination can be defined as "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of

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[11] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.
[12] Wehmeyer, M.L. (2001). Assessment in self-determination: Guiding instruction and transition planning. *Assessment for Effective Intervention*, *16*(4), 41-49.

life free from undue external influence or interference."[13] Self-discovery leads to knowledge of the individual person, which better prepares the individual to make choices. Information gleaned from secondary transition assessments should encourage individuals with disabilities to make informed choices.[14]

It is important not only to provide multiple opportunities for the development of self-determination skills through instruction and participation in student-directed IEPs[15], but also to assess self-determination knowledge and skills, like any other secondary transition-related knowledge or skill area. Multiple assessment instruments can provide insight into levels of self-determination. Self-determination is a critical skill set for the secondary transition planning assessment process. Having this skill allows students to participate in assessment planning (selecting areas and instruments or activities), advocate for themselves in the interpretation of assessment data and engage in matching their data to instruction and service planning.

In order to identify strengths (i.e., abilities, knowledge and skills), preferences and interests humanisticly, holistically and therapeutically, it is critical to allow students to drive both the IEP and the secondary transition assessment process to the maximum extent possible. The person-centered planning approach is one useful method. Person-centered planning is a process for planning and supporting youth that builds upon the individual's capacity to engage in activities that promote community life and honor the individual's preferences, choices and abilities. The individual identifies family members, friends, educators and professionals who they would like to have involved in the planning process. The ultimate goal of person-centered planning is to facilitate a lifetime of self-determination to maximize community inclusion in adult life.[16]

In order to facilitate self-determination and incorporate recommended practices around person-centered planning, students with disabilities must become fully empowered members of the IEP team and provide input on information gained through assessment. As secondary transition planning assessment often occurs now, students with disabilities are passive recipients of assessment activities and seldom see the relevance to their current or future daily lives.[17] Another problem is that traditional assessments often use adult language and not the

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[13] Wehmeyer, M.L. (2001). Assessment in self-determination: Guiding instruction and transition planning. *Assessment for Effective Intervention*, *16*(4), 41-49.

[14] Sitlington, P.L., Clark, G.M. (2007). The transition assessment process and IDEIA 2004. *Assessment for Effective Intervention, 32*(3), 133-142.

[15] Martin, J. E., Mithaug, D. E., Oliphint, J., & Husch, J. V. (2002). *ChoiceMaker employment: A self- determination transition and supported employment handbook*. Baltimore, MD: Paul Brookes.

[16] Sax, C.L., Thoma, C.A. (2001). *Transition assessment: Wise practices for quality lives.* Baltimore, MD: Brookes Publishing Company.

[17] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

voice of students. The solution is that instead of adults primarily gathering data and interpreting results, students must be supported to self-assess, interpret results and create goals.[18]

Student-centered transition planning must be based upon an individual's awareness of his or her present level of functioning, a personal vision for the future and knowing what must be done to get where they want to be.[19]

Students can be directly involved in various phases of a secondary transition planning assessment process, such as expressing interests, preferences and abilities and assisting in the development of key, targeted questions, which serve as overarching questions throughout the assessment process. Students can also conduct and participate in data-gathering activities and develop strategies based on assessment results. This focus on student choice and self-directed activities should be the underlying component in developing and administering every secondary transition assessment process.

Review the Student-Focused Planning Section of OSSE's *Secondary Transition Process Toolkit for more information about self-determination.*

VI. Systematic Approach to Secondary Transition Assessment

As noted in the DCDT definition of assessment for secondary transition planning, it cannot be limited solely to vocational/career assessment but instead must include a more comprehensive view by looking at areas such as:

- interests and preferences (life interests and values as well as occupational);
- physical health and fitness;
- motor skills;
- speech and language skills;
- cognitive development and performance;
- adaptive skills;
- socialization skills;
- emotional development and mental health;
- independent and interdependent living skills;
- recreation and leisure skills;

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[18] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

[19] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

- self-determination skills;
- community participation, needed skills or information for next vertical transition;
- family or other supports; and
- needed linkages with support services[20]

> *Students can directly influence the transition planning assessment process by expressing interests, preferences, and abilities and helping develop key, targeted questions to guide the assessment process.*

To this end, assessment should be conceptualized as a series of procedures that include developing questions, collecting information and making decisions.[21] The figure below illustrates a systematic approach to secondary transition assessment.

Step 1: Guiding Questions

Sitlington and Clark suggested that school personnel should develop a secondary transition planning assessment approach that is not only in compliance with IDEA, but also incorporates recommended best practices by thinking about the following questions[22]:

- Do we currently have a useful framework for individual planning?
- Are students and families actively involved in the secondary transition assessment process?
- Are we satisfied that all pertinent school-based personnel are involved in the secondary transition assessment process?
- Does the school have the appropriate tools for individual assessment in secondary transition planning?
- What works in selecting and using age-appropriate assessment for secondary transition planning?
- What should be assessed for the secondary transition planning process?

These questions are important to consider as early as possible, even as the student enters the educational system, but no later than age 14 (in DC, 16 under IDEA), when secondary transition planning gets specific in terms of the course of study.

Step 2: Creating an Assessment Plan

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[20] Clark, G.M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: Pro-ed.

[21] Cohen, L.G., Spenciner, L.J. (1996). Research digest: Transition assessment. *Diagnostique 21*(3), 59-74.

[22] Sitlington, P.L., Clark, G.M. (2007). The transition assessment process and IDEIA 2004. *Assessment for Effective Intervention, 32*(3), 133-142.

The primary rule for creating an assessment plan is to individualize the types of assessments given to each student. Each secondary transition assessment should appear unique to that student, as it is selected with the student and family's participation. Students and families must influence the assessment process as active participants on the assessment.[23] When choosing assessment instruments, it is important to use multiple types and levels of assessments.

Secondary transition assessment should answer three basic questions:
1. Where is the student presently?
2. Where is the student going?
3. How will the student get there?[24]

The term assessment itself includes (a) standardized tests, (b) interviews, (c) direct observation, (d) functional assessment, (e) checklists and (f) curriculum-based assessment. These assessments can be generally categorized into two overarching categories: formal and informal.

Formal Assessments
In general usage, the term "formal" refers to standardized and highly standardized assessments, depending on the level of evidence around reliability and validity presented. Formal assessments encompass standardized instruments and procedures that contain validity and reliability data, provide detailed administrative and scoring information, and are often norm-referenced. Formal assessments can include: (a) academic achievement tests, (b) intellectual functioning assessment, (c) adaptive behavior scales, (d) interest inventories, (e) quality of life scales, (f) social skills inventories, (g) self-determination scales and (h) vocational skills assessments.[25]

Informal Assessments
The term "informal" refers to non-standardized methods.[26] In addition to the above methods, the following may be effective methods that require assessment information from a variety of secondary transition team members (a) parent and sibling questionnaires, (b) teacher

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[23] Sitlington, P.L. (1996). Transition assessment—where have we been and where should we be going? *Career Development for Exceptional Individuals, 19(*2), 159-168.

[24] National Secondary Transition Technical Assistance Center (2013). Age Appropriate Transition Assessment Toolkit Third Edition. University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L.Bethune. Available at http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit.

[25] Clark, G.M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: Pro-ed.

[26] Clark, G.M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: Pro-ed.

observations, (c) employer interviews, (d) situational assessments, (e) community-based checklists and profiles and (f) vocational training analyses may be effective methods.[27]

Understanding Potential Limitations
While formal measures of assessment are a good starting place in secondary transition assessment, there are several limitations. It is important to consider age, developmental level, reading ability, communication style, primary language and cultural background when selecting standardized assessments. It is important to be aware of the tendency to use results that label or stigmatize individuals. In formal assessments there is the possibility of errors such as test bias, poor validity or low reliability. Formal assessment results should be shared in the language that is best understood by the parent and student, so as not to further stigmatize or alienate the family.[28] Developing instructional programs exclusively from standardized measures seriously limits an educator's ability to develop effective programs for student learning. Focusing specifically on knowledge, while neglecting *application* of knowledge and skills, restricts the educator's capacity to determine relevance or effectiveness of instruction. Other methods, such as informal assessments, are needed as well.[29]

Informal assessments are prevalent in schools, often created or modified by practitioners, shared among educators and frequently available online at no cost. They provide critical information on student learning characteristics and effectively help teachers develop and implement more personalized, individualized instruction.[30] However, informal methods, such as (a) case file reviews, (b) social histories, (c) structured interviews, (d) situational assessment, (e) observations and (f) rating scales typically do not include validity or reliability.[31] Users need to identify ways to verify results and ensure reliability.

While they are an exceptionally valuable means for soliciting critical information, informal assessments are only as effective as the accuracy of the assessment questions and data collection. To address previously identified domain or skill areas, teams need to ask the right questions. This can prove challenging to a practitioner with limited time. However, as with standardized assessments, teams can develop protocols for informal assessments to assure

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[27] Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: Handbook on transition assessment* (2nd ed.)*.* Reston, VA: The Council for Exceptional Children.
[28] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.
[29] Daniels, V.I. (1999). The assessment maze: Making instructional decisions about alternative assessments for students with disabilities. *Preventing School Failure, 43*(4), 171-178.
[30] Daniels, V.I. (1999). The assessment maze: Making instructional decisions about alternative assessments for students with disabilities. *Preventing School Failure, 43*(4), 171-178.
[31] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.

fairness and high-quality feedback. These protocols may include (a) clearly stating the purpose of the instrument (b) getting consent to participate (c) assuring that the individual can decide not to continue at any time, relating that there are no right or wrong answers (d) identifying who will have access to the completed survey (e) honoring confidentiality and (f) allowing ample time for completion.[32]

Each type of informal assessment has benefits and limitations and it is critical that practitioners understand these limitations. For example, informal observation is a powerful tool, but inaccuracies in observations can occur due to unrepresentative behavior, the use of personal definitions of behavior rather than precise or stable definitions, bias resulting from unsystematic observations and/or difficulty in independently verifying subjective information.[33] Through careful preparation of an assessment plan and thorough understanding of the benefits and limitations of each type of assessment, informal assessment can be an invaluable tool.

Step 3: Assessment Selection
In addition to creating an assessment plan with the input of the student and family, several key guidelines dictate how to select various methods used in secondary transition assessment. Sitlington, Neubert and Leconte identify the below eight guidelines for selecting assessments[34]. These issues must all be considered to create and implement an assessment plan that ensures best practices around secondary transition assessment.

1. Assessment methods must be customized to gather specific types of information needed for upcoming decisions;
2. Methods must be appropriate to the learning characteristics of each individual;
3. Assessments must incorporate assistive technology or accommodations when necessary;
4. Assessments must occur in natural environments;
5. Assessment methods must produce outcomes that influence the development, planning and implementation of the secondary transition process;
6. Methods must be assorted and include multiple ongoing activities that sample behavior and skills;
7. Results must be verified by multiple methods and persons;
8. Assessment results must be stored in user-friendly formats.

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[32] Clark, G.M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: Pro-ed.
[33] Venn, J.J. (2000). *Assessing students with special needs.* Upper Saddle River, NJ: Prentice Hall.
[34] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

Step 4: Integrating Data

While administering assessments in a clear, motivating manner is a critical part of the assessment process, more important is what happens to the information after it is collected. An assessment tool is a means to an end, rather than the end in itself.[35] The assessment is only as valuable as how it is used and how the results are implemented for each individual student. To achieve this, some suggest that assessment results should be interpreted in functional terms rather than stated in percentiles.[36] As assessments identify relevant aspects of secondary transition planning, including vocational goals, learning styles, problem solving, student strengths and relationships between interests and aptitudes, there must be a link between assessment information and planning, classroom instruction and programming.[37]

In addition to crafting IEP goals and secondary transition services, educators should use assessment information to modify and individualize education to facilitate better instruction for each student. **As the ultimate goal of secondary transition assessment is full participation in the school and community, the outcomes must focus on recommendations for appropriate placements and services, instructional strategies and accommodations and accommodations in various environments that support an individual's strengths and abilities.[38]**

Assessment data must be synthesized and interpreted for students and their families and documented in a usable format.[39] Teachers have a critical role in this, but students should be involved to the extent possible in that synthesis and interpretation. To glean accurate information, assessments must include the individual's family. This requires practitioners to establish working relationships with families prior to creating the assessment plan and administration. As educators become more sensitive to family dynamics and more aware of cultural values, assessments will be more effective and produce more valuable information.[40]

In addition to families, assessment efforts should be coordinated with adult services providers. To do this, a secondary transition practitioner can involve outside agencies in the assessment process and structure the assessments to provide relevant information for adult providers as

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[35] Rojewski, J.W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*(1), 73-94.

[36] Cohen, L.G., Spenciner, L.J. (1996). Research digest: Transition assessment. *Diagnostique 21*(3), 59-74.

[37] Cohen, L.G., Spenciner, L.J. (1996). Research digest: Transition assessment. *Diagnostique 21*(3), 59-74.

[38] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

[39] Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: Handbook on transition assessment* (2nd ed.). Reston, VA: The Council for Exceptional Children.

[40] Lohrmann-O'Rourke, S., Gomez, O. (2001). Integrating preference assessment within the transition process to create meaningful school-to-life outcomes. *Exceptionality, 9*(30), 157-174.

well.[41] Results of ongoing assessment can be summarized and customized, and with the family and the individual's permission, transferred to adult providers.[42] Collaboration is key with vocational educators, assistive technology specialists, rehabilitation counselors, employers, employee co-workers, financial aid personnel, social security counselors and residential counselors.[43] This open line of communication can positively impact the quality of adult services and provide longevity to the usefulness of the assessment data that was so carefully collected by the school and family assessment team.

Assessment data and information should always be a guiding component of the yearly IEP meeting as present level of educational and functional performance. This information should be used to assist individuals with disabilities in making informed choices as he or she directs his or her own education, transition, and rehabilitation processes.[44] In preparation for the IEP meeting, schools should provide a student with tools needed to express his or her strengths, preferences, interests and needs within the meeting. Students can summarize the information obtained through the secondary transition planning assessment process using a variety of methods, such as picture profiles, videos, products, portfolios, performance samples, voice recorders and other methods.[45] Student roles are changing in the IEP process, from being a passive participant to actually leading and directing the IEP meeting by creating an agenda, inviting all participants, and running the meeting. Also, the current role of the special education teacher expands to include that of a group facilitator—providing as little or as much direction as needed for an individual student. Throughout the process of preparation for the IEP team meeting, performance at the IEP, and IEP implementation, self-determination skills can be assessed and developed.[46]

Secondary transition planning assessment continues to evolve to meet new challenges. It is important to identify guiding principles and establish practices that best meet the needs of youth with disabilities and lead to a higher quality adult life. While this is a long road to travel,

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[41] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

[42] Sitlington, P.L., Neubert, D.A., & Leconte, P.J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, *20*, 69-79.

[43] Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: Handbook on transition assessment* (2nd ed.)*.* Reston, VA: The Council for Exceptional Children.

[44] Sitlington, P.L., Clark, G.M. (2001). Career/vocational assessment: A critical component of transition planning. *Assessment for Effective Intervention, 26*(4), 5-22.

[45] Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: Handbook on transition assessment* (2nd ed.)*.* Reston, VA: The Council for Exceptional Children.

[46] Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: Handbook on transition assessment* (2nd ed.)*.* Reston, VA: The Council for   Exceptional Children.

there is an incredible amount to gain as we present youth with disabilities increased opportunities to achieve their goals and enjoy successes.

As research evolves, The Assessment to Practice Process, based upon *From Assessment to Practice: A Model for Teachers* from NTACT:C[47] provides a step-by-step process to effectively using assessments to guide transition planning. It is important to note that assessment includes gathering present level skills, future planning, and ongoing review of data to make changes to secondary transition goals and services.

The diagram below outlines the Assessment to Practice Process, including how assessment fits into secondary transition planning.

Analyze Secondary Transition Domain Assessment Data	• Conduct age-appropriate formal and informal assessments to determine student needs as it relates to secondary transition domains.
Consider Present Levels of Academic and Functional Performance	• A variety of formal and informal assessments should reflect the students' range academic and functional performance. The team considers the full scope of the student's present levels.
Write Postsecondary Goals	• Develop postsecondary goals based on student vision of the future in education/training, employment, and if necessary, independent living.
Identify Effective Predictors and Practices	• Identify services, attributes, and skills correlated with positive post-school outcomes of students with disabilities along with instructional practices for use in classroom or community.
Develop Secondary Transition Services & Course of Study	• Develop transition services that reflect a coordinated set of activities for a student focused on their postsecondary goals.
Write Annual Secondary Transition Goals	• Write high quality IEP goals that address specific skills a student needs to develop this year to make progress toward their postsecondary goals.
Develop and Analyze Data Collection & Evaluation Tools	• Collect data to monitor progress on goals and make changes as appropriate.

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[47] *National Technical Assistance Center on Transition: The Collaborative (2021). Assessment to Practice Model.* Available at https://transitionta.org/wp-content/uploads/docs/final_assessment-to-practice_2021.11.09_checked.pdf

Techniques for Developing an Individualized Transition Assessment Process

As outlined in the first section of this guide, secondary transition assessment as a process is good for the students, and by following a process, it can be uncomplicated, not unreasonably time-consuming and acceptable in cost for what it provides to students and families. This section shares techniques and resources for developing an individualized secondary transition assessment process.

STEP 1: Know your Assessments

When planning the process for how to provide an individual secondary transition assessment to a student, first consider what you already know about the student and what you need to find out (e.g., vocational interests, self-determination skills, family preferences, cognitive strengths). Next, identify ways you can assist the student in learning unknown information as early as possible.

> **Positive Personal Profile**
> Creating a positive personal profile is a way of looking at assessment data and present levels that pulls together various student attributes from multiple sources and environments, such as goals, skills, learning styles, interests, values, and experience. This creates a well-rounded picture of the student that the student can use to advocate for themselves and that the team can use when making decisions. A Positive Personal Profile is continuously updated over time as more information is gathered about the student and can identify areas where more assessments are needed. A sample Positive Person Profile template is available at https://transcen.org/wp-content/uploads/2019/06/Blank-Positive-Personal-Profile.pdf
> (Tilson, G. (n.d.). Developing a Positive Personal Profile. TransCen. retrieved from https://employmentfirstma.org/files/PositivePersonalProfile_Transcen.pdf)

This toolkit provides an overview of multiple secondary transition assessments, which can be considered a foundation for providing high-quality assessments. Review the descriptions of each assessment and consider the following:

- Who is it for?
- What does it assess?
- How is it administered?
- What might summary results look like?
- What secondary transition activities/services might be identified based on the results?
- Where do I get it?

Recognize how some of the secondary transition assessments are appropriate for all students, and some are specifically for students with developmental disabilities. Begin administering the assessments to students and reflect on the appropriateness and usefulness of each assessment. In a short period of time, you will have a good understanding of which assessments to use with each student, noting that each student will likely require a different set of assessments to address his or her secondary transition interests and needs.

In addition to the assessments listed in this toolkit, don't forget some of the secondary transition assessments you already do every day, such as interviews, behavioral observations, and situational assessments. A structured interview is more than just two people talking—it is structured question-asking for a predetermined purpose. It also allows for probing unanticipated responses or for clarification. However, an unstructured interview may be planned, partially planned, or completely spontaneous. Although it is usually conversational, it is still an opportunity for purposeful question-asking and should be documented within secondary transition assessment results.

LEA Best Practice: Create an inventory of secondary transition assessments that address all three secondary transition domains (education, employment and independent living) that are age-appropriate and can be administered with a variety of accommodations or modifications. Ensure teachers know how to access this inventory.

STEP 2: Develop a Secondary Transition Assessment Plan

Because secondary transition assessment is "the *ongoing process* of collecting data on the individual's *strengths, needs, preferences, and interests* as they relate to the demands of current and future *working, educational, living, and personal, and social environments,"* and "assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP,"[48] it is important to have a plan! The *Transition Assessment Planning Form*[49] helps you consider all three secondary transition domain areas by answering the following questions for each area:

- What do we already know about the student?
- What do we need to learn about the student?
- How will we gather this information? (e.g., interview, observation, *Transition Planning Inventory*, futures planning)
- Who will gather the information? (e.g., secondary transition specialist, school counselor, parent)
- When will the information be gathered? (e.g., spring, summer, annually, bi-annually, quarterly)

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[48] Sitlington, P.L. (1996). Transition assessment—where have we been and where should we be going? *Career Development for Exceptional Individuals, 19(*2), 159-168.

[49] A template for the Transition Assessment Planning form can be found here: https://www.vermontfamilynetwork.org/wp-content/uploads/2019/05/Transition_Assessment_Planning_Form_11-14.pdf

By using the form, you consider each component for assessment in addition to answering what, how, who, and when. The use of the form will also provide you with a secondary transition assessment plan. This plan can span more than one year. Some assessments could be given annually, while others might only be given once in high school, depending on the student.

STEP 3: Obtain Data from Multiple Sources

Collecting, interpreting, and integrating assessment data is the responsibility and charge of the IEP team as a whole. It is important to obtain assessment data from multiple sources, particularly when you consider that the overall purposes of secondary transition assessment are to:

- identify students' interests and preferences,
- determine post-school goals and options,
- develop relevant learning experiences (instruction) and secondary transition service needs,
- identify supports (linkages) needed to accomplish goals, and
- evaluate instruction and supports.

Multiple sources of data are critical for understanding fundamental information about all students, particularly for students with significant disabilities when teams need to understand nuanced areas such as communication style and preferences. When conducting a secondary transition assessment for a student with a significant disability, include a person that has a close relationship with that individual and has known him or her for a long time (e.g., parent or guardian). Listen carefully to this individual so that you can better understand and serve the student. Include extended family members and community support workers as much as possible throughout the process.

STEP 4: Using Assessment Data in IEP Planning

To achieve effective use of assessment data, assessment results should be interpreted in functional terms, meaning that they should identify relevant aspects of secondary transition, including vocational goals, learning styles, problem-solving, student environments and relationships between interests and aptitudes. As illustrated throughout the Toolkit, assessment results should be taken into consideration when planning a student's course of study, secondary transition activities, and services. Assessment results can also be used for much more than just developing IEP goals; educators often use assessment information to modify and individualize educational programs and facilitate more relevant instruction to each student.

One important technique for using assessment data in the IEP meeting is to have the student direct his/her IEP meeting by sharing assessment results in a systematic way. This strategy also increases parent attendance at the IEP meeting.

Case Studies

Case Studies Introduction

The following two cases studies are provided to demonstrate an ongoing transition assessment process and describes multiple transition assessments. The assessments administered to the case study students were selected based on individual characteristics and transition planning needs.

While reading each case study, consider what assessments were used, who provided information, how data was collected, and how the students was involved in the process of data collection and plan creation. Use those observations to develop transition processes for your students.

Case Study #1: Alix

Alix is a 16-year-old sophomore in high school. She receives special education services for a learning disability in mathematics and ADHD. She lives with her mother and stepfather half of the time and spends the other half with her father and stepmother. She takes medication for her ADHD but complains that disrupts her sleep and lowers her appetite. Her parents report that she will only take the medication if they hand it to her and watch her take it. Alix claims that she can never remember her medication on her own.

In informal interviews over the past two years, Alix has stated that she is unsure about a career; when asked to identify something that she might be interested in, she has mentioned interest in becoming a lawyer, a pastry chef, a concierge at a hotel, owning a daycare, or becoming a special education teacher.

On her last PARCC assessment, Alix received Level 3 in English and Level 2 in mathematics. Her grades fluctuate throughout each semester, and she frequently has two or three F's but raises them to D's by the end of the semester. Alix and her teachers report that her low grades are primarily to homework that has not been turned in. Alix's parents add that she often avoids homework because it is difficult for her. When her grades drop in one class, she focuses on completing all of her late work in that class and, in the process, forgets to complete assignments in other classes. Alix has also earned several A's, mostly in hands-on classes that do not include homework (Nutrition I, Child Care, Concert Choir, Advisory). In her high-achieving courses, Alix's teachers report that she is engaged and active in all tasks while being

very social and collaborative. In her low-achieving courses, Alix's teachers report that she would rather converse with her friends than focus on the coursework and that she is frequently off-task during teacher lectures and independent work. All teachers agree that Alix works well in groups, but someone else has to remind her to stay on task.

Across her freshman and sophomore years, Alix has completed a variety of formal and informal secondary transition assessments. The results of these assessments are provided below.

C.I.T.E. Learning Styles Instrument
Alix completed the *C.I.T.E. Learning Styles Instrument* in September of ninth grade. This self-assessment asked Alix to rate her learning preferences on items such as "I understand a math problem that is written down better than one I hear." Results showed that Alix does not have one major learning style, but four styles that support her learning. For information-gathering, Alix learns best through visual-language and visual-numerical styles (i.e., learning from seeing words and numbers). In other words, her learning is supported by having information written down. Auditory language is also a relative strength. A characteristic of this learning style is the need to vocalize what she is reading when trying to understand new material. In the area of work conditions, Alix works significantly better in groups than alone. In the area of expressiveness, Alix did not identify strengths in either oral or written expressiveness.

Secondary Planning Inventory
Alix, her father, and her English teacher completed the Transition Planning Inventory in October of Alix's ninth-grade year. Overall, Alix and her father had similar ratings, but her teacher marked "don't know" on many of the questions; therefore, school ratings were not taken into consideration for planning purposes. Based on the ratings, Alix's strengths are identified in the areas of (a) functional communication, (b) leisure activities, (c) health, (d) community involvement, and (f) interpersonal relationships. Areas of focus for further assessment and secondary transition services were identified in (a) career choice and planning, (b) employment knowledge and skills, (c) future education/training, (d) self-determination, (e) independent living, and (f) personal money management.

O*NET Work Importance Locator
In January of ninth grade, Alix completed the *O*NET Work Importance Locator*, an assessment that rated her values in the areas of achievement, relationships, working conditions, recognition, independence and support. Results revealed that Alix's highest work value was achievement (i.e., jobs that let her use her best abilities, see the results of her efforts and feel a sense of accomplishment). Her second highest category was relationships (i.e., jobs that let her be of service to others and have friendly coworkers). Within these two work values, Alix identified the following occupations of interest: (a) actor, (b) photographer, (c) creative writer, (d) pharmacist, (e) anesthesiologist, and (f) drama or language arts teacher.

Independent Living Postsecondary Goal IEP Team Decision Assistance Form
At Alix's IEP meeting in February of ninth grade, Alix and her team jointly completed the

Independent Living Postsecondary Goal IEP Team Decision Assistance Form. Alix expressed her desire to live independently after high school graduation, living in an apartment or college dorm with a roommate. Areas of independent living focus for the following year were identified in learning self-advocacy skills, money management, and understanding individual rights as a student and adult with a disability.

Student Engagement Instrument
In March, all ninth graders completed the Student Engagement Instrument that evaluated their psychological and cognitive engagement in school. Alix's results revealed that she has strong support from her peers for learning and that she believes that school is important for her future aspirations and goals. Alix identified relatively poor teacher/student relationships (mean = 2.4) and her ratings of family support for learning (mean = 2.75) and control and relevance of school work (mean 2.78) did not meet the engagement threshold of 3.0. These results suggest that Alix would benefit from additional teacher and parent engagement related to her studies. Alix is also extrinsically motivated, meaning that she does not feel the benefit of learning for her own sake but rather for the external reward that she receives.

O*NET Interest Profiler
In September of 10th grade, Alix completed the *O*NET Interest Profiler* which identifies careers that match the student's interests. Results revealed that Alix is artistic, defined as someone that likes "work activities that deal with the artistic side of things, such as forms, designs and patterns. They like self-expressing in their work. They prefer settings where work can be done without following a clear set of rules." Her second highest area was social, defined as someone that likes "work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people." Alix's third highest area was enterprising, and her lowest area was conventional. Based on the results, Alix identified the following careers of interest: (a) photographer, (b) preschool or kindergarten teacher, (c) fashion designer, (d) makeup artist, and (e) stage director.

AIR Self-Determination Scale
Alix and her father completed the AIR Self-Determination scale in October of her 10th grade year. Composite results revealed Alix's overall self-determination just under 60 percent (58 percent rated by Alix and 59 percent rated by her father). Both Alix and her father agreed that Alix has many opportunities to practice and demonstrate self-determination skills, but she does not demonstrate self-determined behavior consistently. Alix is stronger at planning goals, but often does not follow through with the actions to reach her goals or adjust her plan.

Casey Life Skills Assessment IV (Youth)
The *Casey Life Skills Assessment* was administered in January of 10th grade. Alix's results revealed that her areas of high mastery include social relationships (89 percent mastery) and self-care (73 percent mastery). She also showed moderate mastery in career planning (62 percent) and work life (62 percent). Areas of needed secondary transition services were

identified in housing and money management (21 percent mastery) and daily living (20 percent mastery).

Self-Determination Observation Checklist
In February of Alix's 10th grade year, her geometry teacher observed her behavior during one class period and identified the self-determination skills that Alix exhibited using the *Self-Determination Observation Checklist* from the *Self-Determination Battery*. Results revealed that Alix demonstrated 17 self-determined behaviors during the observation, though this is lower than the mean of 21.3 identified within the administration manual. The majority of Alix's observed behaviors were within the "Act" domain, but she demonstrated two behaviors in "Know Yourself" and "Experience Outcomes and Learn." Alix did not demonstrate any behaviors related to "Value Yourself" or "Plan." These are areas of focus for instruction and experiences within self-determination.

College Supports Questionnaire
In April of 10th grade, Alix completed the *College Supports Questionnaire*. Though she does not plan to attend college for a couple more years, this questionnaire identified experiences that would be beneficial for Alix to prepare college. Results revealed that Alix knows that she has ADHD and that it impacts her ability to pay attention in classes, stay focused on assignments, and complete tasks quickly. She also listed the medication that she is taking and identified side effects of never feeling hungry and not sleeping very much. Alix also reported that she does not receive accommodations in high school. This raises concerns since Alix's IEP lists accommodations of preferential seating, reminders to stay on task, weekly grade checks, and organization support from her Advocacy teacher. Results also showed that Alix has difficulty navigating new environments but uses maps and GPS devices to get where she needs to go. Generally, Alix has a high level of stress tolerance when encountering unexpected situations, but her stress is triggered by feeling overwhelmed with assignments and not understanding the material. She also reported that she becomes anxious when called upon in class, when instructors announce pop quizzes, and when instructors to talk after class about her work performance. Alix identifies her work as disorganized and messy and she does not know how or if she would disclose her disability to instructors or Disability Services, writing a question mark as her response regarding each disclosure/advocacy question.

Case Study #2: Nate

Nate is a 17-year-old student with autism spectrum disorder who is currently completing his junior year. Nate and his family completed a series of transition assessments over one year in the following secondary transition areas: postsecondary education, employment, independent living and community participation.

Data upon which assessment results are based:
- Individual student assessment
- Document review of confidential files
- Telephone interview with Nate's mother
- Interview with drama teachers
- Interview with inclusion specialist
- Completion of formal and informal assessment instruments
- Person-centered planning meeting with family

Results of Individual Student Transition Assessment

Both formal and informal assessment measures were used to inform the IEP team about Nate and his vision for the future. Furthermore, in addition to vocational assessments, best practices dictate that secondary transition assessment is expanded to include other post-school outcomes areas such as postsecondary education, independent living, community participation, and social relationships, as well as the ongoing focus on career development. In addition, secondary transition assessment must be focused on the student's strengths, needs, preferences and interests as they relate to the demands of current and future educational, living, and personal and social environments. Each instrument that was used to assess Nate is listed below, with a description of general results.

1. Transition Planning Inventory Analysis (TPI)

The Transition Planning Inventory (TPI) is an instrument for identifying and planning the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical secondary transition planning areas that are mandated by IDEA and that take into account the individual student's needs, preferences and interests. Information on secondary transition needs is gathered from the student, parents or guardians, and school personnel through the use of three separate forms designed specifically for each of the target groups. Results of Nate's, the family's and the school's TPI have been combined, and summarized below, under each of the nine domain areas.

2. Employment

Employment appears to be an area of need for Nate, who either disagreed or slightly agreed that he (a) knows job requirements and demands, (b) makes informed choices, (c) knows how to get a job, (d) demonstrates general job skills, and (e) has specific job skills. The school and home rating concur, as both disagree that Nate has demonstrated the above skills. One exception is that the school agreed that Nate demonstrates knowledge in general job skills and work attitude. It is strongly suggested that Nate have opportunities to develop the above critical skills before exiting secondary education.

3. Further Education and Training

Further education/training emerged as an area of need for Nate, who disagreed that he knows how to gain entry into a vocational/technical program and knows how to gain entry in college. School and home also disagreed. While the student, home, and school agree that Nate can succeed in a postsecondary program, it is unclear how prepared Nate is for gaining entry into such program and advocating for himself in this setting.

4. Daily Living

There was a consensus among the school, home, and student that Nate maintains personal grooming and hygiene; however, the home and student forms indicated that Nate does not yet have the skills to: (a) locate a place to live, (b) set up a living arrangement, (c) manage his own money, or (d) use local transportation. These are important skills for Nate to live as independently as possible in his community, and goals addressing these areas are recommended for inclusion in his IEP.

5. Leisure Activities

The school, home and student forms all agree or strongly agree that Nate has skills and some knowledge about indoor and outdoor activities that he can engage in for recreation and leisure. Efforts might be made to expand leisure options, but this did not emerge as a high-priority area for IEP planning.

6. Community Participation

Both the home and student disagree that Nate has demonstrated skills in the area of community participation. Nate is 17 and will soon reach the age of majority. He needs to understand certain legal rights he has as a citizen and a citizen with a disability. He also needs to acquire skills to locate community services and resources, use these services and obtain financial assistance. While Nate has some skills for participating in the community as an active citizen, he may need assistance and guidance in expanding those skills in such areas as community volunteer services.

7. Health

The school, home and student all agreed that Nate maintains good physical and mental health, but the home form indicated that Nate may not be knowledgeable of his own physical and mental health at times. The student and home form also indicated that the student does not know about reproduction or how to make informed choices regarding sexual behavior. This

might be an area for some further discussion, but in general, this area did not emerge as a high-priority area for IEP planning.

8. Self-Determination
Expressing his feelings and ideas confidently is a definite area of strength for Nate; however, Nate appears to have difficulty recognizing and accepting his strengths and limitations. Furthermore, the home and student forms identified that Nate needs to develop skills to set personal goals and make decisions. This is an important area for IEP planning.

9. Communication
The school form related information that Nate has the necessary speaking, listening and reading skills, but disagree that he has the needed writing skills. On the contrary, the home and student forms identified speaking, listening, reading and writing skills as critical areas of need. This appears to be an important area for discussion in planning for his IEP.

10. Interpersonal Relationships
Nate appears to have developed good interpersonal relationships at home and school. He gets along with family members and demonstrates skills for getting along with coworkers and supervisors; however, the home and student forms indicated that Nate is lacking in skills to establish and maintain friendships and display appropriate social behavior in a variety of settings. This appears to be an important area for discussion for IEP planning.

SECONDARY TRANSITION ASSESSMENT RESULTS

Futures Planning Meeting

Who is Nate?	What's his history?
Hard worker	Born in Washington, DC
Intelligent	Elementary school—participated in the play, *Alice in*
Energetic	*Wonderland* (fifth grade)
Good-hearted	Likes high school the best—more freedom and more
Funny	friends.
Friendly	Universal Studios in Florida every summer
Joker (likes to goof around)	In ninth grade, took four basic classes, swimming, and
Inquisitive	drama
Persistent	Has always liked to act—drama/performance
Determined	Loved going to the beach for a trip in fourth grade—
Handsome	particularly liked the sand and the ocean
Musical	Went to family camp. While there, enjoyed target
Brother	shooting and acting in the talent show.
Visual	
Tough guy	
Reserved	
Sweet boy	

What's the dream for the future?	What are the fears?
Working in special effects "The Industry"	Not understanding paperwork
Maybe a girlfriend	Lack of money management skills
Live in a big house with a pool table	Unaware of dangerous situations (very trusting)
Travel, potentially to Las Vegas	Not able to take care of himself/not self-sufficient
Own a car—preferably a Hummer	Not being able to explain himself or understand
Split time between his house Mom and	situations
Dad's houses	Loneliness
Play in a band	Not being able to get a driver's license or car; lack of
Go out with friends to see movies	transportation
	Having a crummy job
	College being too hard
	The community not understanding his unique needs

How do we get there?
Summer reading classes
Driver's education class
Look into/research: career center, volunteer opportunities; work/paid internships, classes in the area of special effects; summer jobs
Investigate adult services (eligibility and services)
Investigate college/community college entrance requirements/services and supports
Learn money management and independent living skills, such as cooking and laundry
Look at part-time job opportunities locally
Look for social training/clubs/connections

Matching Your Strengths, Preferences, and Interests with a Specific Occupation
Nate would like to train wolves as a career. Through an interview with a wolf trainer, this was identified as a physically demanding job with hazards related to working outdoors and with wild animals. Of the 13 job characteristics identified for training wolves, Nate currently possesses three of them (i.e., standing/walking for 5-6 hours, normal vision, normal hearing and the ability to take direction from a supervisor). Additional job demands and working conditions include (a) the ability to lift 30-60 pounds, (b) working for a full day, (c) using mechanical equipment safely, (d) exposure to cold and dirty conditions, and (e) responding to constructive criticism. To meet the requirements for being a wolf trainer, Nate will need to increase his physical stamina and learn to interpret and respond to constructive criticism.

Work Preferences and Values Inventory — from *Transition Planning Inventory, Informal Assessments for Transition Planning*; Nate completed and asked intermittent questions for clarification. Nate identified two jobs that he might one day have that would interest him: training animals (especially wolves) and working on special effects for movies.

He also identified the following work preferences: (a) work outdoors, (b) work with other people, (c) work with your hands, (d) be a boss yourself, (e) use plans someone else has made, (f) work in the country, (g) enjoy your job (over make money at a job you don't like), (h) have a job where you travel, (i) work outside your home, and (j) be famous.

Job-Related Interest and Preference Inventory—from *Transition Planning Inventory, Informal Assessments for Transition Planning*; Questions were delivered in the form of an interview as well as shown in text.

Nate identified potential jobs for himself: (a) <u>training animals</u>, (b) <u>special effects</u>, (c) <u>rescue operations</u>, and (d) <u>helping people get to the hospital (helping others).</u> He has some minimal experience with the "Mustang Morning News" learning about special effects and computer graphics. He took a class in eighth grade and learned PowerPoint. Additionally, Nate wants to train dogs to do tricks (wild animals preferred).

During the interview, Nate noted other important factors related to work. Nate enjoys sleeping in and playing music on the weekends. Therefore, he would like to work during school hours. When Nate completes his homework, he likes to sit in a quiet place and listen to rock music softly. Some noise when working is good, but not really loud noise. He prefers soft music playing in the work environment. Nate does not want to work at McDonald's … he likes to eat there but doesn't want to work in the food industry. He is OK with wearing a uniform to work if necessary. He is also willing to dress up in nice clothes for work. Nate wants to make $50,000 a year for 2-3 hours per work a day [note: Nate has little understanding of the concept of hourly work and pay/salary]. He named his favorite places in the community: Guitar Center, the mall (Galleria), and amusement parks. His favorite subjects at school are *drama* (acting/singing—was in Schoolhouse Rock play) and *swimming.*

6. Personal Strengths — from *Transition Planning Inventory, Informal Assessments for Transition Planning*; Nate completed and asked intermittent questions for clarification. Nate completed a checklist of personal strengths. He identified the following personal strengths as best describing him. Emphasized personal strengths are noted in bold.

I'm easy to get along with.	**I'm energetic.**
I like to help other people.	I'm usually on time.
I like to have a good time.	I'm a good friend.
I stick with things until they get done.	I'm a good student.
I ask others for help when I need it.	**I'm musical.**
I am good at many things.	I'm good with words.

7. Parents of Teenagers Survival Checklist — from *Transition Planning Inventory, Informal Assessments for Transition Planning*; Nate's family completed a checklist that quantified Nate's independent living skills in 17 domain areas (i.e., prepare cooked meals, comparison shopping, appliances, health, personal grooming). In general, Nate has attained some independent living skills, but several areas were identified for improvement. These areas, and some examples of concrete skills to develop, are listed below:
- Prepare cooked meals (i.e., prepare a balanced diet for a day, prepare a meal with meats and vegetables)

- Comparison shopping (i.e., purchase a week's supply of food within a budget, compare sizes and prices of goods, understand sales)
- Everyday math (i.e., calculate change for one dollar and ten dollars, measure things, budgeting)
- Reading (i.e., use a cookbook, interpret monthly statements)
- Home maintenance (i.e., mow the yard, trim walks, get a key made, clean a house, laundry, contact landlord, understand cleaning fluids)
- Appliances (i.e., operate a clothes washer, a dryer, a lawn mower)
- Health (i.e., decide when to go to the doctor, use a thermometer)
- Communication (i.e., call collect, find emergency numbers, write a letter and a thank-you note, state an opinion backed by facts)
- Transportation (i.e., use public transportation, drive a car, change a tire, check the oil)

Summaries for each Secondary Transition Domain Area and Potential Secondary Transition Activities/Services

Postsecondary Education/Training

The results of these secondary transition assessments indicated that Nate and his family are interested in planning for some form of postsecondary education and training (i.e., community college, vocational education and training). Nate and his family agree that with appropriate support, he can be successful. A critical need identified by the assessment process is the lack of knowledge about entry into postsecondary education systems. Additional experiences and goals pertaining to this specific skill are needed. In addition, the TPI revealed that Nate does not yet possess the self-determination skills necessary to be an advocate in postsecondary settings (e.g., recognizing and accepting his strengths, limitations and decision-making skills). This is a new area of need for Nate and one that will require immediate attention if he is to be successful in postsecondary and adult life. Two major career planning areas emerged from the secondary transition assessment process (i.e., working with animals and working in the theater/movie industry, particularly related to special effects), both of which should be explored over the next year in terms of identifying potential future education and training needs.

Potential Secondary Transition Activities/Services

- Obtain necessary credit units for graduation
- Pass the state exit exam - focus on purpose of the exit exam as just that and not as a diagnostic instrument to determine Nate's present level of performance
- Identify resources, services, and programs at secondary (e.g., Career Center) and postsecondary settings (e.g., Transition Program)
- Develop self-advocacy and self-management skills necessary to effectively communicate at the secondary and postsecondary levels with employers, friends, family members, and the community at large.

Career Development and Employment

Nate is interested in career development and employment. He consistently identified interest areas of working with animals and working in the theater/movie industry in special effects;

however, the school, family and Nate all agreed that employment skills and experience appear to be an area of need, as Nate does not have a good understanding of job requirements and demands and does not feel capable of making informed choices. Furthermore, Nate does not feel like he knows how to get a job or has acquired general or specific job skills. Assessment results also indicated that Nate prefers a certain type of work environment to succeed (e.g., semi-quiet, during the weekdays, not food-related, structured routine, etc.). Additionally, Nate does not appear to have a good understanding of earning a wage from labor and the true value of money.

While many areas of need were identified, the school interviews and person-centered planning process revealed that Nate has transferable skills that will help him succeed in the workplace. One teacher commented that Nate is recognized by peers as an exceptionally hard worker, while Nate himself commented, "I always finish what I start." Furthermore, the assessment process indicated that Nate will likely get along with people on the job, be a dedicated worker, and be helpful to co-workers and customers; however, it is difficult to prepare and be aware of Nate's future employment needs, given his lack of work experience. It is strongly suggested that Nate have opportunities to develop the above critical skills before exiting secondary education. These skills are critical for a high-quality adult life.

Potential Secondary Transition Activities/Services
- Gain needed employment skills (i.e., learn how to complete a job application) and participate in work exploration activities, such as a situation work assessment.
- Participate in a summer work internship experience targeting areas of career interests, such as special effects or working with animals.
- Identify resources, services, and supports tied specifically to Nate's expressed areas of occupational interest.

Independent Living & Community Participation
The results of the person-centered planning meeting indicated that Nate envisions a full life for himself, complete with a home, activities, a job, travel, a car and "maybe a girlfriend;" however, he and his family have concerns about how well he will be able to take care of himself, explain himself and develop a quality adult life. Preparation for independent living and community participation is a critical area of need for Nate. While Nate is a highly capable young man, he needs to work on acquiring additional skills necessary for independent living. Furthermore, Nate and his family want him to be able to maintain friendships and relationships with people in the community.

Potential Secondary Transition Activities/Services
- Driver's education instruction to support Nate to obtain a driver's license.
- Finical literacy instruction to support to Nate maintain his personal finances (e.g., budgeting for purchases and activities, establishing a checking account, paying a bill on a regular basis).
- Independent living skills instruction to develop Nate's daily care skills.
- Social skills instruction to support Nate to develop social connections with peers.

Beginning Library of Secondary Transition Assessments

Beginning Library Introduction

This Beginning Library of Secondary Transition Assessments provides an overview of 19 secondary transition assessments which can be considered a beginning library of secondary transition assessments for providing high-quality assessment. Many of the assessments are free, and those that must be purchased were selected for their quality and cost-benefit. The estimated cost for purchasing and printing all 19 assessments (tests and manuals) is $1,000. By mixing and matching these assessments, you can provide high-quality secondary transition assessments to a variety of students across all domains.

If you are new to secondary transition assessment, review each assessment and the following case studies and consider:
- Where do I get it?
- Who is it for?
- What does it assess?
- How is it administered?
- What might summary results look like?
- What secondary transition activities/services might be identified based on the results?
- Is this assessment appropriate for all students or specifically for students with developmental disabilities or other disabilities?

After you have familiarized yourself with the collection of assessments, begin administering the assessments to students and reflect on the appropriateness and usefulness of each assessment. In a short period of time, you will have a good understanding of which assessments to use with each student, noting that each student will likely require a different set of assessments to address their secondary transition interests and needs.

In addition to the assessments that are listed in this Toolkit, do not forget some of the secondary transition assessment that you already do every day, such as interviews, behavioral observations and situational assessments. An unstructured interview may be planned, partially planned, or completely spontaneous. Although it is usually conversational, it is still an opportunity for purposeful question-asking and should be documented within secondary transition assessment results.

Beginning Library of Secondary Transition Assessments List

PAGE	ASSESSMENT TITLE & COST (Free or $)	BRIEF DESCRIPTION	WEBSITE
ASSESSMENTS FOR ALL DOMAIN AREAS			
41	**BRIGANCE Transition Skills Inventory:** $	This inventory helps students recognize and build necessary post-secondary skills.	www.curriculumassociates.com/programs/brigance/special-education
43	**Futures Planning:** FREE	This manual provides guidance on person-centered planning.	rtc.umn.edu/docs/pcpmanual1.pdf
45	**Transition Planning Inventory-3:** $	The activities in this inventory support the collaborative creation and mapping of transition goals.	www.proedinc.com/Products/14898/tpi3-online-version.aspx
48	**Personal Preferences Indicators:** FREE	Personal preference indicators provide insight into a student's physical, emotional and social wants or needs.	www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf
50	**Transition Portfolio:** FREE	This portfolio helps students set longterm career goals and build related skills.	transitioncoalition.org/wp-content/uploads/2022/07/Transition_Portfolio1213302930.pdf
SELF-DETERMINATION ASSESSMENTS			
51	**AIR Self-Determination Scale:** FREE	This assessment measures a student's level of self-determination and suggests results-based IEP goals	www.ou.edu/education/zarrow/resources/assessments
52	**I'm Determined Student Rubric for IEP Participation and IEP Meeting Exit Survey:** FREE	Measures a student's knowledge of the IEP process and skills related to IEP meeting involvement. The Exit Surveys allows the team (student, parent, and staff) to evaluate the student's participation in the meeting.	www.imdetermined.org/wpcontent/uploads/2017/10/studentrubricforiepparticipation.pdf www.imdetermined.org/resources/?fwp_search_resources=exit%20survey&fwp_resource_format=document
54	**Self-Determination Assessment Battery:** $	This instrument measures traits associated with self-determination	www.ealyeducation.com
POSTSECONDARY EDUCATION & TRAINING ASSESSMENTS			

56	**C.I.T.E. Learning Styles Instrument:** FREE	This instrument provides insight into how a student prefers to process information, work, and communicate.	asutr.edu/sites/default/files/documents/trio/learning_styles.pdf
57	**College Supports Questionnaire:** FREE	This document enables a student to describe the effects of a disability and anticipate potential educational barriers.	dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf
VOCATIONAL & EMPLOYMENT ASSESSMENTS			
58	**CIPSI: Career Interests, Preferences, and Strengths Inventory Online:** $	This career exploration tool for students from fifth grade through high school, and later, identifies personal interests, strengths, general preferences, and favored careers. The student's choices are aligned with the US Department of Education 16 Career Clusters.	www.proedinc.com/Products/14254/cipsi-career-interests-preferences-and-strength.aspx?bCategory=TRAN?
59	**O*NET Interest Profiler:** FREE	Self-assessment career exploration tools that can help clients discover the type of work activities and occupations that they would like and find exciting. Clients identify and learn about broad interest areas most relevant to themselves. They can use their interest results to explore the world of work.	www.mynextmove.org/explore/ip
60	**O*NET Work Importance Locator:** FREE	Self-assessment career exploration tool that allows clients to pinpoint what is important to them in a job. It helps people identify occupations that they may find satisfying based on the similarity between their work values (such as achievement, independence and conditions of work) and the characteristics of the occupations.	www.onetcenter.org/WIP.html
INDEPENDENT LIVING ASSESSMENTS			

61	**Casey Life Skills Toolkit:** FREE	Tools that assess the independent skills youth need to achieve their longterm goals	www.casey.org/casey-life-skills
63	**Functional Independence Skills Handbook: Assessment and Curriculum for Individuals with Developmental Disabilities:** $	An assessment instrument that can assist the professional in determining goals for future educational or developmental training programs for a person with developmental disabilities and sample lesson plans with teaching technique examples for each item evaluated.	www.proedinc.com/Products/10900/fish-functional-independence-skills-handbook-ass.aspx
65	**Independent Living Checklist:** FREE	Tool to determine if independent living postsecondary goals are needed and what areas may need to be addressed.	transitioncoalition.org/wp-content/uploads/2022/07/Independent_Living_Postsecondary_Goal_Checklist1213302556.pdf
66	**Transition Health Care Checklist:** FREE	Paper/pencil scale containing 15 pages of questions about: Health Insurance Options, HIPAA/COBRA, SSA, Medical Assistance (Medicaid/Medicaid Funded Waivers), Special Health Conditions Programs, Mental Health and more.	www.health.pa.gov/topics/Documents/Programs/Infant%20and%20Children%20Health/The%20FINAL%20Transition%20May%209%202013.pdf
ASSISTIVE TECHNOLOGY ASSESSMENT			
68	**Assistive Technology Protocol for Transition:** FREE	Tool designed to help determine if additional assistive technology may be needed in a future environment.	www.sese.org/wp-content/uploads/2016/02/Assistive-Technology-Protocol-for-Transition.pdf

Brigance Transition Skills Inventory[50]

Who is it for?
Middle and high school students with disabilities. The _Brigance Transition Skills Inventory_ is specifically designed to assess an array of skills for students at all developmental levels.

What does it assess?
This criterion-referenced assessment covers a wide range of secondary transition skill areas, including: functional writing, career awareness, job-seeking, postsecondary opportunities, functional reading, speaking and listening, math, money and finance, technology, housing, food and clothing, health, travel and transportation, and community resources.

How is it administered?
The Brigance is administered by a facilitator who has reviewed the assessment by following the prompts provided. Some parts of the assessment require one-on-one administration with oral answers while other subsections can be completed on paper in a small group setting. Results are tabulated to provide an overall level of competency in the secondary transition skill area.

What is included?
More than 100 criterion-referenced assessments that address secondary transition skill areas, as well as instructional activities directly aligned to each of the assessments. An online management system is also available to manage the assessment data and track student progress.

What might summary results look like?
The Brigance Transition Skills Inventory contains four sections on postsecondary: Interests and Choices, Job-Related Writing Skills, Job-Related Knowledge and Skills, and Communication and Technology Skills.

For one student named Matthew, it was clear that he could identify computer parts, such as the monitor, speakers, printer, mouse and keyboard. He also was comfortable turning on and off the computer, using the mouse to open and close programs and printing documents. However, Matthew experienced difficulties determining which software to download and distinguishing when and when not to provide personal information. He was very distracted by ads and pop-up boxes and did not know how to disable these features. Additionally, he was unclear about upgrading software and allowing changes.

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students related to academic skills, postsecondary opportunities, independent living and community participation. It is recommended that secondary transition services align with the instructional activities identified within the assessment.

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[50] Brigance, A.H. (2010). Brigance Transition Skills Inventory. North Billerica, MA: Curriculum Associates

For the small portion of potential Brigance results included here, a few examples based on the summary results might include:

- Computer course as elective sophomore year
- One-on-one training in computer basics at the local Center for Independent Living

Where do I get it?
For a cost, it is available at: www.curriculumassociates.com/programs/brigance/special-education

Futures Planning[51]

Who is it for?
Adolescents and young adults with any disability, their families and professionals.

What does it assess?
Designed to address all secondary transition planning domains including:

- Personal Profile: likes, preferences, personality and strengths
- Relationships: people closest to student (e.g., family members, teachers, friends)
- Envision the Future: living, working, transportation, free-time and postsecondary education
- Goal and Obstacles: create specific and reachable goals for the future and brainstorm obstacles
- Available Resources: physical, people, community, social service and financial supports

How is it administered?
Through a facilitated meeting that includes the young adult with the disability, family members, and professionals for the purpose of planning future living, working and community participation. An option for preparing for the meeting is to have the student complete the (free) *It's My Choice* workbook over time or as part of a course curriculum, available at mn.gov/mnddc/extra/publications/Its-My-Choice.pdf.

What is included?
Facilitator manual with directions on how to prepare for futures planning, how to facilitate a plan, and resources and materials in PDF.

What might summary results look like?

Who is Nate?	What's his history?
- Hard worker - Intelligent - Energetic - Good-hearted - Funny - Friendly - Jokester (likes to goof around) - Inquisitive - Persistent - Determined - Handsome - Musical - Brother	- Born in Washington, DC - Elementary school—participated in play Alice in Wonderland (fifth grade) - Likes high school the best—more freedom and more friends. - Universal Studios in Florida every summer - In ninth grade, took four basic classes, swimming and drama - Nate has always liked to act in dramas and performances - Loved going to the beach for a trip in sixth grade—particularly liked the sand and the ocean

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[51] Amado, A. N. and McBride, M. (2001), Increasing Person-Centered Thinking: Improving the Quality of Person-centered Planning: A Manual for Person-Centered Planning Facilitators. Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration

• Visual • Reserved • Sweet boy	• Went to family camp at nearby lake. While there, enjoyed target shooting and acting in the talent show.
What's the dream for the future?	**What are the fears?**
• Working in special effects • Maybe a girlfriend • Live in a big house with a pool table • Travel, potentially to Las Vegas • Own a car—preferably a Hummer • Split time between my own house and mom and dad's house • Play in a band • Go out with friends to see movies	• Not understanding paperwork • Lack of money management skills • Unaware of dangerous situations (very trusting) • Not able to take care of himself/not self-sufficient • Not being able to explain himself or understand situations • Loneliness • Not being able to get a driver's license or car; lack of transportation • Having a crummy job • College being too hard • The community not understanding his unique needs
How do we get there?	
• Summer reading classes • Driver's education class • Look into/research: career center, volunteer opportunities; work; paid internships, classes in the area of special effects; summer jobs • Investigate adult services (eligibility and services) • Investigate college/community college entrance requirements/services and supports • Learn money management and independent living skills, such as cooking and laundry • Look at part-time job opportunities locally • Look for social training/clubs/connections	

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results included might be:
• Tour two local community colleges.
• Job-shadow stage-hand job at local community theatre.
• Visit the one-stop career center.

Where do I get it?
For free: www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf

Transition Planning Inventory[52]

Who is it for?

Adolescents and young adults with any disability who can respond to questions about themselves. The TPI-3 was field tested on students with disabilities in all disability categories identified within IDEA. The reading level of the student rating form is grade 5.7, but it can also be read aloud to students. Additional perceptions are obtained from home (e.g., parents or guardians) and school (e.g., teachers or other educators).

What does it assess?
Designed to address all secondary transition planning domains including:
- **Working**: Career choice and planning, employment knowledge and skills
- **Learning:** Future education/training, functional communication, self-determination
- **Living:** Independent living, personal money management, community involvement and usage, leisure activities, health, and interpersonal relationships.

How is it administered?

Paper/pencil administration of the 57-item survey with items rated on a scale from "strongly disagree" to "strongly agree." Student, school and home versions are included with a profile that compares the results from all three perspectives. An online version is also available as well as a Spanish version.

What is included?

Student rating form, home rating form, school rating form, summary profile and follow-up secondary transition assessment book with 52 informal assessments.

What might summary results look like?

The Transition Planning Inventory-3 (TPI-3) is an instrument for identifying and planning for the comprehensive transitional needs of students. Information on transition needs is gathered from the student, parents or guardians, and school personnel through the use of three separate forms designed specifically for each of the target groups. Results of Nate's, the family's and the school's TPI have been combined and summarized below, under each domain area.

The **Working** domain appears to be an area of need for Nate, who either disagreed or slightly agreed that he: knows job requirements and demands, makes informed choices, knows how to get a job, demonstrates general job skills, and has specific job skills. The school and home rating concur, as both disagree that Nate has demonstrated the above skills. One exception is that the school agreed that Nate demonstrates general job skills and work attitude. It is strongly suggested that Nate have opportunities to develop the above critical skills prior to exiting secondary education.

The **Learning** domain emerged as an area of need for Nate, who disagreed that he knows how to gain entry into a vocational/technical program and knows how to gain entry in college.

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[52] Clark, G. M., & Patton, J. R. (2021). *Transition planning inventory–3.* Austin, TX: PRO-ED

School and home also disagreed. While the student, home and school did all agree that Nate can succeed in a postsecondary program, it is unclear how prepared Nate is for gaining entry into such a program and advocating for himself in this setting. The school form related that Nate has the necessary speaking, listening and reading skills, but disagree that he has the needed writing skills. On the contrary, the home and student forms identified speaking, listening, reading and writing skills as critical areas of need. This appears to be an important area for discussion when planning for Nate's IEP.

The **Living** domain was identified as an area with mixed strengths and needs. There was a consensus among the school, home and student that everyone strongly agrees that Nate maintains personal grooming and hygiene. However, the home and student forms indicated that Nate does not yet have the skills to locate a place to live, set up a living arrangement, manage his own money and use local transportation. These are important skills for Nate to be able to live as independently as possible in his community and are recommended for inclusion in IEP goals.

The school, home and student forms all agree or strongly agree that Nate has a set of skills and some knowledge about indoor and outdoor activities that he can engage in for recreation and leisure. Efforts might be made to expand leisure options, but this did not emerge as a high-priority area for IEP planning.

Both the home and student disagree that Nate has demonstrated skills in the area of community participation. Nate is 17 and will soon reach the age of majority. He needs to understand certain legal rights he has as a citizen and a citizen with a disability. He also needs to acquire skills to locate community services and resources, use these services and obtain financial assistance. While Nate has some skills for participating in the community as an active citizen, he may need assistance and guidance in expanding those skills in such areas as community volunteer services.

The school, home, and student all agreed that Nate maintains good physical and mental health, but the home form indicated that Nate may not at times be knowledgeable of his own physical and mental health. The student and home form also indicated that the student does not know about reproduction or make informed choices regarding sexual behavior. This might be an area for some further discussion, but in general, this area did not emerge as a high priority area.

Expressing his feelings and ideas confidently is a definite strength area of strength for Nate; however, Nate appears to have difficulty with recognizing and accepting his strengths and limitations. Furthermore, the home and student form identified that Nate needs to develop skills to set personal goals and make decisions. This is an important area for IEP planning.

Nate appears to have developed good interpersonal relationships at home and at school. He gets along with family members and demonstrates skills for getting along with coworkers and supervisors. The home and student form indicate that Nate is lacking in skills to establish and maintain friendships and display appropriate social behavior in a variety of settings. This appears to be an important area for discussion when planning for the student's IEP.

What secondary transition activities/services might be identified based on the results?

A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results might include:

- Participate in internships to identify jobs of interest and expand employment skills
- Practice advocating for accommodations in classes
- Provide community-based instruction on the public transportation system
- Identify a personal goal that can be completed within the next year and monitor progress toward achieving it
- Develop a budget and monitor progress toward saving for college
- Identify five volunteer opportunities in the community
- Participate in a club or activity of interest to expand social network

Where do I get it?
For a cost, available at: www.proedinc.com/Products/14898/tpi3-online-version.aspx

Personal Preference Indicators[53]

Who is it for?

Adolescents and young adults with a developmental disability who can identify preferences collaboratively with someone who knows and has a positive relationship with the person over a period of time.

What does it assess?

Designed to address all transition planning domains including: preference indicators which identify the person's "favorites," emotion indicators which focus on the person's "feelings," socialization indicators to highlight the person's "social world" and relationships, self-determination indicators, physical indicators which center on the person's body clock, health indicators and his or her "role" in the family and community.

How is it administered?

The Personal Preferences Indicators are administered verbally through an interview/conversation format with data being recorded via paper/pencil or computer. The survey is not a checklist but a guide to accessing information about the person's preferences and can be used in pieces over time or all at once.

What is included?

Ten-page student/home questionnaire organized by domain areas. Includes questions (e.g., *What are the person's favorites? Do you know why? How can you tell? Any other things?)* with topical prompts (e.g., outside, inside, nighttime, foods, music, color).

What might summary results look like?

Rodney's mother completed the Personal Preferences Indicators with Rodney and the secondary transition coordinator in the spring of freshman year. Rodney is non-verbal with a significant developmental disability. Results of the "Favorites" section indicate that Rodney prefers to be inside with music playing and does not like being alone. Rodney enjoys watching television with the family, and particularly likes observing his two brothers play with the Wii. His favorite people are his brothers, and you can tell by his smile and excitement when they are near him.

When left alone for too long, Rodney can become upset, and he will begin rocking and banging his head. One way to calm Rodney is to play music or sing to him while holding his hand. He is motivated by playtime with his brothers and music, in particular hip hop. In regard to feelings, Rodney is generally happy, but dislikes extreme temperatures and unexpected loud noises. As a coping mechanism, he uses body movement and withdrawal (lack of eye contact).

What secondary transition activities/services might be identified based on the results?

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[53] Moss, J. (1997, 2006). *Personal Preferences Indicators.* Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center

A few examples based on the summary results might be:

- Identify Rodney's musical preferences by supporting him in choosing between two songs
- Vocational training using hand-over-hand demonstration

Where do I get it?
For free: www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf

Transition Portfolio[54]

Who is it for?
Adolescents and young adults with any disability, although the portfolio can easily be used classroom-wide with all students. The purpose of the Transition Portfolio is to "synthesize assessment information from a variety of sources (e.g., student, parent, teacher, psychologist, vocational/agency personnel) into a user-friendly, meaningful format."

What does it assess?
Designed to address all secondary transition domains including: name, know yourself, personal life vision, goals for the future, instruction, employment career goals, work experiences and community. Serves primarily as a repository of secondary transition information so that the student can be aware of how assessment results tie together and impact the future.

How is it administered?
The Transition Portfolio is an 11-page PDF with several open-ended questions on the topics of: (a) name, (b) know yourself, (c) personal life vision, (d) goals for the future, (e) instruction, (f) employment career goals, (g) work experiences, and (f) community. First, administer a variety of secondary transition assessments. Then, compile a summary of the assessment results with the student using the Transition Portfolio document. Create a binder with the completed Transition Portfolio along with important supplementary documents. Add to the binder throughout high school and use the information to create a Summary of Performance the year of exit. Other documents to include are:
- Most current IEP
- High School Transcripts and Diploma
- Teacher / Work Recommendations Letters
- Awards / Scholarships / Free Application for Federal Student Aid (FAFSA) info
- Personal Info (i.e., phone number, copy of ID)
- Vocational Assessments or Most Current Evaluation
- Resume
- Summary of Performance (exit year)

What is included? Eleven-page student PDF form with open-ended questions.

What secondary transition activities/services might be identified based on the results?
Collect documentation for inclusion in Transition Portfolio

Where do I get it?
For free: transitioncoalition.org/wp-content/uploads/2022/07/Transition_Portfolio1213302930.pdf

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[54] Thoni, C., Harvell, P. & Dawson, R. (n.d.). Transition Portfolio and Guide (9th-12th grade). California Department of Education Diagnostic Center North. Retrieved online

AIR Self-Determination Scale[55]

Who is it for?
Adolescents and young adults with any disability. The AIR Self-Determination Scale was field tested on students with and without disabilities between the ages of 6 and 25 including all disability categories identified within IDEA. The reading level of the student rating form is grade 4.0, but it can also be read aloud to students. Additional perceptions are obtained from parents and teachers.

What does it assess?
The scale is designed to address self-determination and is divided into four pages: things I do, how I feel, what happens at school, and what happens at home. Results provide data on the student's capacity in self-determination.

How is it administered?
The scale is administered on paper with 24-items rated on a scale from "never" to "always" and three open-ended short-answer items. Student, parent and teacher versions are included. Results are summarized on a profile that identifies the student's capacity (knowledge, ability and perceptions) and opportunity (at school and at home). These scores are added to calculate an overall level of self-determination.

What is included?
Student rating form, parent rating form, teacher rating form and an administration manual.

What might summary results look like?
Alix and her father completed the AIR Self-Determination scale in October of her 10th grade year. Composite results revealed Alix's overall self-determination just under 60 percent (58 percent rated by Alix and 59 percent rated by her father). Both Alix and her father agreed that Alix has many opportunities to practice and demonstrate self-determination skills but she does not demonstrate self-determined behavior consistently. Alix is stronger at planning goals (think domain), but she often does not follow through with the actions to reach her goals or adjust her plan (do and adjust domains).

What secondary transition activities/services might be identified based on the results?
A variety could be identified for different students, but a few examples might include:
- Learn about the rights of students and adults with disabilities.
- Advocate for accommodations needed in school.

Where do I get it?
For free: www.ou.edu/education/zarrow/resources/assessments

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[55] American Institutes for Research. (1994). *AIR Self-Determination Scale*. Washington, DC: Author

I'm Determined Student Rubric & IEP Exit Survey[56]

Who is it for?
Elementary through high school students who have IEPs.

What does it assess?
The Student Rubric for IEP Participation asks the student to identify his/her level of IEP awareness, IEP participation, knowledge of IEP content, abilities and disabilities awareness, knowledge of rights and responsibilities, and social and communication skills. The IEP Exit Surveys (including student, parent, and educator forms) identify the student's comfort, level of participation, and future suggestions for the IEP meeting.

How is it administered?
Students complete the rubric and the exit survey on paper. The rubric can be administered at any time, but the exit survey is designed to be administered following the IEP meeting. The reading level of the student rubric is grade 5.7 and the student IEP exit survey is 6.8, but both assessments can be read aloud to students. Parent and teacher exit surveys are also designed to be administered following the IEP meeting.

What is included?
The teacher resources on the I'm Determined website include the 2-page *Student Rubric for IEP Participation*, the two-page *IEP Exit Surveys* (with student, parent, and educator forms), Self-Determination Checklists (with student, parent, and educator forms), videos of students talking about their IEP meetings, as well as resources and modules for teaching self-determination and IEP team participation.

What might summary results look like?
On the *Student Rubric for IEP Participation*, Jessie identified that she has a disability and an IEP, but she is unsure on the accommodations that help her succeed in school. Jessie would like to become more involved in planning her secondary transition services, but she in uncomfortable talking to groups of adults. On the IEP Meeting Exit Survey, Jessie identified that she listened at the IEP meeting, but she did not share any information about herself. She would like to become more involved by creating a presentation to share her goals and interests.

What secondary transition activities/services might be identified based on the results?
Secondary transition activities and services might include:
- Developing a presentation on strengths, preferences, and interests to share at the next IEP meeting
- Role-play leading an IEP meeting
- Actively participate in IEP planning and the IEP meeting

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[56] I'm Determined Project. (2008). *Student Rubric for IEP Participation* and *IEP Meeting Exit Surveys.* Richmond, VA: Commonwealth of Virginia Department of Education

- Talk to each of my teachers about accommodations that I need
- Identify the rights and responsibilities as an individual with a disability

Where do I get it?
Free Rubric: www.imdetermined.org/wp-content/uploads/2017/10/studentrubricforiepparticipation.pdf

Free Exit Surveys:
www.imdetermined.org/resources/?fwp_search_resources=exit%20survey&fwp_resource_format=document

Self-Determination Assessment Battery[57]

Who is it for?

Adolescents and young adults with and without a disability. The Self-Determination Battery was field tested and normed on students with disabilities between the ages of 15 and 19 including all disability categories. The reading level of the student rating form is grade 3.1, but the User's Guide recommends that the assessment be read aloud to students. Additional perceptions and observation data are obtained from parents and teachers.

What does it assess?

The *Self-Determination Scale* is designed to address self-determination strengths and weaknesses within five subscales: know yourself, value yourself, plan, act, experience outcomes and learn. The *Self-Determination Observation Checklist* measures behaviors that are correlated with self-determination: planning, communicating and behaving independently.

How is it administered?

The *Self-Determination Student Scale* is administered on paper with 92-items rated as either "That's me" or "That's not me." It is scored using the Scoring Key on page 36 of the User's Guide. Parent and teacher perception scales include 30 items and are rated on a 5-point scale. The observation checklist is designed to be completed by a teacher and includes 38 items. The parent and teacher scales and checklist are scored by adding the responses.

What is included?

Self-Determination Student Scale, Self-Determination Parent Perception Scale, Self-Determination Teacher Perception Scale, Self-Determination Observation Checklist, and the *Self-Determination Assessment Battery User's Guide*.

What might summary results look like?
In February of Alix's 10th grade year, her geometry teacher observed her behavior during one class period and identified the self-determination skills that Alix exhibited using the *Self-Determination Observation Checklist* from the *Self-Determination Battery* by Hoffman, Field, and Sawilowsky. Results revealed that Alix demonstrated 17 self-determined behaviors during the observation, though this is lower than the mean of 21.3 identified within the administration manual. The majority of Alix's observed behaviors were within the "Act" domain, but she demonstrated two behaviors in "Know Yourself" and "Experience Outcomes and Learn." Alix did not demonstrate any behaviors related to "Value Yourself" or "Plan." These are areas of focus for instruction and experiences within self-determination.

What secondary transition activities/services might be identified based on the results?

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[57] Hoffman, A., Field, S., & Sawilowsky, S. (2004). *Self-Determination Battery.* Center for Self-Determination and Transition. Detroit, MI: Wayne State University

A variety of secondary transition activities and services in self-determination could be identified for different students, but a few examples based on the summary results might include:

- Learn about the rights of students and adults with disabilities
- Advocate for accommodations needed in school
- Develop a goal and monitor progress toward achieving the goal
- Encourage student to make personal decisions at school and home

Where do I get it?
For a cost, available at: www.ealyeducation.com

C.I.T.E. Learning Styles Instrument[58]

Who is it for?
Adolescents and young adults with and without disabilities who can respond to questions about themselves.

How is it administered?
Students complete the 45-statement inventory on paper. The reading level of the student rating form is grade 6.7, but it can also be read aloud to students.

What does it assess?
The instrument provides a summary of the student's learning style in the following areas: visual language, visual-numerical, auditory-language, auditory-numerical, auditory-visual-kinesthetic, social-individual, social-group, expressiveness-oral and expressiveness-written.

What is included?
Two-page instrument, worksheet for scoring the instrument, and description with teaching techniques for each learning style.

What might summary results look like?
Alix completed the *C.I.T.E. Learning Styles Instrument* in September during her ninth-grade year. This self-assessment asked Alix to rate her learning preferences on items such as, "I understand a math problem that is written down better than one I hear." Results showed that Alix does not have one major learning style, but four styles that support her learning. For information-gathering, Alix learns best through visual-language and visual-numerical (i.e., learning from seeing words and numbers). Her learning is supported by having information written down. Auditory language is also a relative strength. A characteristic of this learning style is the need to vocalize what she is reading when trying to understand new material. In the area of work conditions, Alix works significantly better in groups than alone. In the area of expressiveness, Alix does did not identify strengths in either oral or written expressiveness.

What secondary transition activities/services might be identified based on the results?
Secondary transition activities and services might include:
- Identify learning options within each course that match his/her learning style
- Research careers that support preferred learning style
- Identify study techniques that support preferred learning style

Where do I get it?
For free: asutr.edu/sites/default/files/documents/trio/learning_styles.pdf

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[58] Babich, Burdine, Albright, and Randol. (1976). *C.I.T.E. Learning Styles Instrument.* Wichita KS: Murdoch Teachers Center

College Supports Questionnaire[59]

Who is it for?
Adolescents and adults with disabilities that are considering enrollment in a college or vocational-technical program.

What does it assess?
The assessment is designed to address disability support services needs at a postsecondary college or training program, including the impact of the disability, housing needs, transportation needs, support network, stress tolerance, social issues and disclosure/advocacy.

How is it administered?
Paper/pencil administration primarily requiring short answer responses

What is included?
Six-page questionnaire

What might summary results look like?
In April of 10th grade, Alix completed the *College Supports Questionnaire*. Results revealed that Alix knows that she has ADHD and that it impacts her ability to pay attention in classes, stay focused on assignments, and complete tasks quickly. Alix also reported that she does not receive accommodations in high school. Generally, Alix has a high level of stress tolerance when encountering unexpected situations, but her stress is triggered by feeling overwhelmed with assignments and not understanding the material. She also reported that she becomes anxious when called upon in class, when instructors announce pop quizzes, and when she is asked by instructors to talk after class about her work performance. Alix does not know how or if she would disclose her disability to instructors or Disability Services and put a question mark as her response regarding each disclosure/advocacy question.

What secondary transition activities/services might be identified based on the results?
A variety of secondary transition activities and services could be identified based on the student's knowledge of support needs, stress tolerance,and disclosure/advocacy skills.
- Identify accommodations that support learning and advocate for those accommodations.
- Meet with a disability supports coordinator at a college.

Where do I get it? For free: dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf

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[59] North Iowa Area Community College Intake Questionnaire and the Ferris State University Disability Services Assessment (2011). College Supports Questionnaire.

CIPSI: Career Interests, Preferences, and Strengths Inventory Online[60]

Who is it for?

For students from fifth grade through high school, and later. Low reading level items.

What does it assess?

This tool identifies personal interests, strengths, general preferences and favored careers. Through the CIPSI analysis, the student's choices are aligned with the US Department of Education 16 Career Clusters.

How is it administered?

Can be administered individually through an online tool or through paper/pencil administration in small groups.

What is included?

- Interactive Interpretive Report
- 12-month subscription
- CIPSI User Manual discusses the latest approaches to career counseling
- Available in 25 count Inventory Booklet pack with Online access for 25 Students
- Use the convenient printed forms for administration and use online for easy scoring and generating extensive full-color reports.
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What might summary results look like?

Sample report is available here:
www.proedinc.com/Downloads/14256SampleInterpretiveReport.pdf

What secondary transition activities/services might be identified based on the results?
A variety of secondary transition activities and services could be identified for different students based on a student's proficiency in each study and learning skill, but a few examples based on the summary results included here might be:
- Investigate careers in certain clusters to identify ones that may be of interest
- Job shadow at a location for a career identified through the assessment

Where do I get it?
For a cost at www.proedinc.com/Products/14254/cipsi-career-interests-preferences-and-strength.aspx?bCategory=TRAN

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[60] Clark, G.M., Synatschk, K.O., Patton, J.R, and L. E. Steel. (2012), *Career Interests, Preferences, and Strengths Inventory (CIPSI)*. Austin, TX: PRO-ED

*O*Net Interest Profiler*[61]

Who is it for?
Middle school or older students and adults. It suggests that the individual completing the assessment have an eighth-grade reading level or higher if completing independently.

What does it assess?

Assesses interests as they relate to work. Based on responses to items, an interest profile is developed outlining the student's level of interest that are compatible with Holland's (1985) constructs: realistic, investigative, artistic, social, enterprising and conventional. Results reveal careers that are a match to the student within different job zones based on education level.

How is it administered?

Online administration of 180 statements rated on a 3-point scale., taking 20 and 60 minutes to complete. If completed online, scores are automatically generated, otherwise a paper/pencil version can be hand scored. A list of careers that match the areas of interest is provided.

What is included?

Website with items rated online and automatically generated results. A printable version and administration manual can be downloaded at www.onetcenter.org/IP.html.

What might summary results look like?
In September of 10th grade, Alix completed the *O*NET Interest Profiler* and results revealed that Alix is artistic, defined as someone that likes "work activities that deal with the artistic side of things, such as forms, designs and patterns. They like self-expressing in their work. They prefer settings where work can be done without following a clear set of rules." Her second highest area was social, defined as someone who likes "work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people." Based on the results, Alix identified the following careers of interest: Photographer, preschool or kindergarten teacher, fashion designer, makeup artist and stage director.

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results included here might be:
- Research careers in the fashion industry.
- Volunteer for the school musical, supporting costume, stage design and makeup.
- Enroll in a photography course and a child care course.
- Job shadow at the local preschool.

Where do I get it? For free from: www.mynextmove.org/explore/ip

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[61] U.S. Department of Labor Employment and Training Administration. (2000). *O*NET Interest Profiler.* Washington, DC: U.S. Government Printing Office

O*Net Work Importance Locator[62]

Who is it for?

Adolescents and young adults with and without a disability, age 16 and older who can prioritize statements of their personal values.

What does it assess?

Designed to assess the student's work values in the areas of achievement, independence, recognition, relationships, support and working conditions. The student then uses this information to identify careers that match his/her work values.

How is it administered?

Paper sorting of work value statements. A scoring sheet is provided to translate the sorted statements into work value scores.

What is included?

Twenty work value cards, work value card sorting sheet, work importance locator score report with careers related to each work value, and administration instructions.

What might summary results look like?

In January of ninth grade, Alix completed the *O*NET Work Importance Locator*, an assessment that rates her values in the areas of achievement, relationships, working conditions, recognition, independence, and support. Results revealed that Alix's highest work value is achievement (i.e., jobs that let you use your best abilities, see the results of your efforts, and feel a sense of accomplishment). Her second highest category was relationships (i.e., jobs that let you be of service to others and have friendly coworkers). Within these two work values, Alix identified the following occupations of interest: Actor, photographer, creative writer, pharmacist, anesthesiologist, drama or language arts teacher.

What secondary transition activities/services might be identified based on the results?

A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results included here might be:

- Research careers of interest to identify education requirements for each one.
- Volunteer with community theatre to support the young children's performance.
- Complete a photography course at the local camera store.
- Interview an anesthesiologist and a pharmacist about their careers and education requirements.
- Try out for the school theater production.

Where do I get it?

For free from: www.onetcenter.org/WIL.html

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[62] U.S. Department of Labor Employment and Training Administration. (2000). *O*NET Work Importance Locator.* Washington, DC: U.S. Government Printing Office

Casey Life Skills Toolkit[63]

Who is it for?

Adolescents and young adults with and without a disability. Five assessments are provided based on age ranges 8-18+, but it is recommended that the individual complete the assessment that matches his/her developmental level. The Casey Life Skills Toolkit (CLS) was designed for children in foster care, but they have been shown to be beneficial for other students. The reading level of the student assessments vary by age, but questions can also be read aloud in an interview format. Additional perceptions are obtained from caregivers.

What does it assess?

The *Casey Life Skills Toolkit (CLS)* assessments are designed to assess life skills. Domains include: communication, daily living, housing and money management, self-care, social relationships, and work and study skills. Subscales include: career planning, daily living, housing and money management, self-care, social relationship and work life.

How is it administered?

The assessments can be printed and administered on paper or through an interview. Each full-length assessment includes 39-121 items based on the age level and the short assessment includes 20 items.

What is included?

- 2021 CLS Standard Assessment PDF format
- 2021 CLS Standard Assessment Excel format
- 2021 CLS Short Assessment PDF format
- 2021 CLS Short Assessment Excel format
- 2021 CLS Supplement Support Systems PDF format
- 2021 CLS Supplement Support Systems Excel format
- Resource to Inspire Guide
- Practitioner's Guide

What might summary results look like?

The *Casey Life Skills Assessment* was administered in January of 10th grade. Alix's results revealed that her areas of high mastery include social relationships (89 percent mastery) and self-care (73 percent mastery). She also showed moderate mastery in career planning (62 percent) and work life (62 percent). Areas of needed secondary transition services were identified in housing and money management (21 percent mastery) and daily living (20 percent mastery).

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[63] Casey Family Programs (2022). *Casey Life Skills Toolkit.*

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results might include:

- Identify places within the community to access medical and academic supports.
- Cook one meal per week at home.
- Research local housing options and develop a budget of costs associated with living in an apartment.
- Monitor food intake for one week and identify the nutritional balance.
- Develop a plan to eat a more balanced diet and follow the plan, monitoring progress, for one month.

Where do I get it?
For free from: www.casey.org/casey-life-skills/

Functional Independence Skills Handbook[64]

Who is it for?
Adolescents and young adults with a developmental disability who can respond to questions about themselves or with someone who knows and has a positive relationship with the person over a period of time. The outcome of the program, when successful, is a direct increase in personal independence in those with autism, intellectual disabilities and related disorders.

How is it administered?

The Functional Independence Skills Handbook (FISH) is provided to students via paper or pencil method and then tallied to establish a baseline that reflects the specific level of independence possessed by the student for each domain. The lesson plans are used to teach specific skills (included). After a period of time, a follow-up assessment is performed that results in a graphic representation of any progress that occurred.

What does it assess?

FISH contains (a) an assessment instrument that can assist the professional in determining goals for future educational or developmental training programs for a person with developmental disabilities, and (b) sample lesson plans with teaching technique examples for each item evaluated. The FISH is a criterion-referenced series of 421 tasks. The assessment instrument and lessons are organized according to seven domains: Adaptive Behavior Skills, Affective (or Emotional) Skills, Cognitive Skills, Sensorimotor Skills, Social Skills, Speech and Language Skills, and Vocational Skills. Completion of this instrument should result in a list of skills that the person can perform independently.

What is included?

The FISH contains an assessment that directly relates to the accompanying curriculum. Student progress is visually observable and measurable. A book of lesson plans for each domain area is also included.

What might summary results look like?
As identified in the summary graph, Joe's areas of strength are in the areas of adaptive behavior and sensorimotor skills. He also demonstrates relative strengths in cognitive skills, socialization skills, and speech and language skills. Joe's highest areas of need are in affective behavior and vocational skills.

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students, but a few examples of lesson plans include:
• Develop an Adaptive Behavior Plan

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[64] Killion, W.K. (2003). *Functional Independence Skills Handbook (FISH): Assessment and Curriculum for Individuals with Developmental Disabilities*. Austin, TX: PRO-ED

- Develop an Affective Behavior Plan
- Develop a Cognitive Skills Plan
- Develop a Sensorimotor Skills Plan
- Develop a Socialization Skills Plan
- Develop a Vocational Skills Plan

Where do I get it?

For a cost from: www.proedinc.com/Products/10900/fish-functional-independence-skills-handbook-ass.aspx

Independent Living Checklist[65]

Who is it for?

For guardians, educators, or the IEP team to identify the independent living skills and needs of adolescents and young adults with disabilities.

How is it administered?

Paper/pencil administration with 37 items asking whether the student can perform the skill independently and consistently and six open-ended items that support IEP planning.

What does it assess?

Designed to identify the independent living skills that a student is able to perform independently and consistently, as well as the independent living skills that may need to be addressed in the IEP (e.g., postsecondary goal, secondary transition services, annual goal).

What is included?

Two-page instrument including both ratings and IEP team discussion questions.

What might summary results look like?

At Alix's IEP meeting in February of ninth grade, Alix and her team jointly completed the *Independent Living Checklist*. Alix expressed her desire to live independently after high school graduation, living in an apartment or college dorm with a roommate. Focus areas for independent living for the IEP year were identified in learning self-advocacy skills, money management, and about individual rights as a student and adult with a disability.

What secondary transition activities/services might be identified based on the results?

A variety of secondary transition activities and services could be identified for different students based on the student's proficiency in the specific independent living skills, but a few examples based on the summary results might be:

- Role play advocating for accommodations.
- Maintain a savings account to save $500 toward purchase of a car.
- Complete a course in consumer mathematics.
- Develop a presentation on the rights of individuals with disabilities under Section 504 of the Rehabilitation Act.
  Explain needed accommodations to each teacher within the first of school in 10th grade.

Where do I get it?

For free from: transitioncoalition.org/wp-content/uploads/2022/07/Independent_Living_Postsecondary_Goal_Checklist1213302556.pdf

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[65] Gaumer Erickson, A. (2012). Lawrence KS: University of Kansas Center for Research on Learning

Transition Health Care Checklist[66]

Who is it for?
Adolescents and young adults with any disability, their families and professionals to assist in making a successful transition to adult life that includes health and health care. "Youth at age 18: (a) are legally adults and can sign health care documents, (b) need to have their own legal signature, (c) need to give permission for family members to talk with hospitals, schools, police departments and other community agencies, and (d) need to understand that services change from entitlement to eligibility."

What does it assess?
Designed to address areas related to health around the broad topics of:
- Accept Yourself: Who Am I? (i.e., self-awareness, personal safety, communication methods, hearing and vision, medication)
- Declare Yourself: Who I Am (i.e., self-advocacy, money management, postsecondary considerations, employment considerations)
- Empower Yourself: I Am! (i.e., community living, medical management, activities of daily living)

How is it administered?

Paper/pencil scale contains 15 pages of questions where students answer: can do already, needs practice, accommodations, who and where, included in plan. Additionally, each of the 15 pages contains a half-page of blank space for "Planning for the future" discussion notes.

What is included?

Paper/pencil scale containing 15 pages of questions is included, along with Appendices about: Health Insurance Options, Tips to Maintain Health Insurance, Transition Timeline, Financial and Legal Concerns, HIPAA/COBRA, SSA, Medical Assistance (Medicaid), Medicaid Funded Waivers, Special Health Conditions Programs, Mental Health, and more.

Note, information is shared specifically for residents of Pennsylvania, but many of the services and programs are related to students nationally. Be sure to share local contact information for relevant services.

What might summary results look like?
Tammy already can do a variety of activities and topics in *Accept Yourself: Who Am I?* but needs practice in some areas related to medication. While she knows never to share medication and can recognize several medicines by appearance, she is not sure why, when and how to take medication. Additionally, while Tammy can purchase OTC medicine, she is unclear when and who to call for prescription refills as her mother does this on her behalf.

Regarding insurance and benefits, Tammy is:
- Able to use insurance cards appropriately

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[66] Pennsylvania Department of Health (2010), Transition Health Care Checklist: Transition to Adult Living.

- Aware of need to take all insurance cards to all appointments
- Able to understand what services are covered by insurance.

However, Tammy needs practice on the topics related to co-pay and the insurance plan such as pre-approval and pre-certification rules. She can fill out medical forms or ask for assistance when necessary but finds it difficult to remember and follow instructions from healthcare providers.

Regarding overall wellness, Tammy "can do already" a variety of activities and topics, such as:
- Participate in physical activity (with modifications as needed)
- Understand and deal safely with food allergies
- Understand specialized diet needs, foods, medical follow-up
- Follow routine health care: doctor visits, breast and testicular self-exams, pap test, prostate health
- Keep immunizations currentand records easily accessible
- Understand sexual awareness to prevent pregnancy, STDs & HIV/AIDS.

What secondary transition activities/services might be identified based on the results?
A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results are:
- Talk with local pharmacist about over the counter vs. prescription medication.
- Develop an organizational system for personal medical records and receipts.
- Visit to student nurse to learn how to treat minor cuts, scrapes and burns.

Where do I get it?
For free from:
www.health.pa.gov/topics/Documents/Programs/Infant%20and%20Children%20Health/The%20FINAL%20Transition%20May%209%202013.pdf

Assistive Technology Protocol for Transition[67]

Who is it for?
Adolescents or young adults with disabilities and the IEP team. When a student with a disability requires assistive technology in order to accomplish functional skills, the use of assistive technology should be assessed and included in effective secondary transition planning. This assessment assists the student's team in identifying needs in assistive technology, as well as coordinating and planning supports.

What does it assess?
The *Assistive Technology Protocol for Transition Planning* is designed to provide the secondary transition team with specific questions that will help them determine if additional assistive technology may be needed in a future environment. It focuses on practical activities and provides a variety of assistive technology solutions on the topics of daily living, transportation, tolerance, mobility, communication, computer access, and literacy. The *Student Information Guide for Self Determination and Assistive Technology Management* provides a tool for the team to use in helping the student develop critical self-determination and assistive technology management skills. It includes sections on Problem Solving Skills, Communication Skills, AT Devise Specific Skills, AT Management Skills, and Goal Setting Skills, and the IEP teams rates how a student demonstrates each of those skills (i.e., never, with assistance, independent, N/A).

How is it administered?
Paper/pencil administration of 5-page Assistive Technology Protocol for Transition Planning to student and the IEP team (including parents).

What is included?
The complete Assistive Technology and Transition PDF comes with:
- *Assistive Technology Protocol for Transition Planning.* The IEP team (including the parent and student) should review each of the content areas of the Protocol (Daily Living, Transportation, Tolerance of school day/work day, Mobility, Communication, Computer Access, and Literacy) and determine any areas that are of concern or skills that need to be improved.
- *Student Information Guide for Self Determination and Assistive Technology Management* to note which skills are Never Demonstrated, Demonstrated with Assistance, or Demonstrated Independently and identify skills that need to be developed or improved.
- *AT Goal Setting Worksheet* to facilitate the student's identification of goals of interest to him or her.
- *AT Planning Guide for Transition* to guide the team through the AT decision-making process.
- *Student Portfolio for Successful Transition with Assistive Technology*

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[67] Canfield, T. & Reed, P. (2001). Assistive Technology and Transition. Wisconsin Assistive Technology Initiative

What might summary results look like?

Name: Sean

Person Completing Report: IEP Team

Daily Living: Sean can independently eat, prepare food, laundry, groom himself and perform basic housekeeping activities without assistive technology. However, Sean has difficult managing time and following a schedule when alone. Areas for dialing living adaptations include: assistive time devices, assistive memory devices, and alarm systems.

Transportation: Sean can get into and out of vehicles independently and can arrange transportation for himself. He can also independently utilize public transportation.

Tolerance: Sean can physically, medically and environmentally tolerate a full school/work day, but he may need some supports related to emotionally tolerating a full school/work day. Tolerance adaptations could include electronic communication and organizers/day planners.

Mobility: Sean can independently navigate outside terrain and tolerate and be mobile at a reasonable pace for 3 city blocks. Sean can carry a 5-pound backpack and operate controls to activate community building access devices.

Communication: Sean can communicate needs and wants to a non-familiar communication partner, operate a telephone, and understand simple verbal instructions. He may need communication adaptations to understand and remember complex verbal instructions which may include: electronic organizers or a laptop computer.

Computer Access: Sean can perform manipulative tasks with a computer independently, including accessing the internet, controlling the cursor, seeing the computer screen and managing the keyboard. However, Sean has difficulty entering information using his current keyboard as it is time-intensive.

Literacy: Sean can manipulate books and newspapers independently, comprehend print materials prepared for the general public, read text visually, produce written information and communicate ideas in a written format at its expected level of proficiency.

What secondary transition activities/services might be identified based on the results?

A great variety of secondary transition activities and services could be identified for different students, but a few examples based on the summary results included might be:

- Student contacts assistive technology lending library and borrows electronic organizer.
- Student goes to computer lab and receives instruction in voice commands.
- Student records audio lecture using phone and replays.

Where do I get it?

For free from: www.sese.org/wp-content/uploads/2016/02/Assistive-Technology-Protocol-for-Transition.pdf

Additional Secondary Transition Assessment Resources

Students and their teams will need various assessment tools and resources to complete comprehensive assessments. In addition to the beginning library provided in this Toolkit, a wide variety of transition assessments are available. Below is a list of transition assessments and resources broken down into the following categories, with credit given to the Age-Appropriate Transition Assessments and Resources guide created by Transition Improvement Grant, to SchoolTalk's curated padlet list of assessments, and additional resources listed in the footnotes.[68]

1. Learn More About Age-Appropriate Secondary Transition Assessment
2. Comprehensive Transition Assessments and Resources
3. Self-Advocacy and Self-Determination Assessments and Resources
4. Vocation and Employment Assessments and Resources
5. Education and Training Assessments and Resources
6. Independent Living Assessments and Resources

1. Learn More About Age-Appropriate Assessment Tools

This section provides links to additional toolkits and assessment research for practitioners who wish to deepen their understanding of the secondary transition assessment process.

National Secondary Transition Technical Assistance Center
transitionta.org/
- **Age-Appropriate Transition Assessment Toolkit** updated 2016 - FREE
  transitionta.org/wp-content/uploads/docs/TransitionAssessmentToolkit_Updated_2023b.pdf
- **From Assessment to Practice: A Model for Teachers** - FREE
  transitionta.org/wp-content/uploads/docs/final_assessment-to-practice_2021.11.09_checked.pdf
- **Monitoring Student Progress for Transition: A Toolkit for Collecting Student Level Transition-Related Data** - FREE
  transitionta.org/wp-content/uploads/docs/toolkit_Student-Progress-Monitoring.pdf

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[68] Gaumer Erickson, A.S. & Morningstar, M.E. (2011). *Online Assessments and Resources.* Lawrence, KS: University of KS, Transition Coalition.

Noonan, P.M. & Gaumer Erickson, A.S. (2012). *Transition Assessment Toolkit.* Washington, DC: District of Columbia Office of the State Superintendent.

Transition Assessment: The Big Picture Module
Transition Coalition - FREE, Registration Required
transitioncoalition.org/courses/transition-assessment/

Virginia Commonwealth University Center on Transition Innovations - FREE
centerontransition.org/resources/

Transition Assessment Annotated Bibliography- FREE
www.nsttac.org/content/transition-assessment-annotated-bibliography/

2. Comprehensive Transition Assessments and Resources

This section provides links to additional assessments that address multiple domains of secondary transition or databases that allow users to filter assessments to meet specific needs.

Finding Age-Appropriate Transition Assessments
Indiana Secondary Transition Resource Center - FREE
instrc.indiana.edu/transition-resources/transition-matrix.html

Hands and Voices - The Transition Process from High School to Postsecondary Education (For Deaf and Hard of Hearing Students) - FREE
www.handsandvoices.org/needs/transition.htm

Informal Assessments for Transition Planning
PRO ED - $
www.proedinc.com/Products/14722/informal-assess-f-trans-plan2ebk-wacc-code.aspx

Pennsylvania Secondary Transition Guide for Deaf and Hard of Hearing – FREE
www.secondarytransition.org/disability/deaf_hard_of_hearing

Planning for Transition Assessment: A Guide for Multi-Agency Teams- FREE
ohioemploymentfirst.org/up_doc/Transition-Assessment-Planning-Guide-08052020.pdf

QuickBook of Transition Assessments - FREE
www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Tools for Assessing
Arkansas Transition Services: $ and FREE
arkansastransition.com/index.php/tools-and-resources/assessing-tools

Tool for Developing a Vision for Transition to Adulthood
Milestone Autism Resources - FREE
www.milestones.org/files/legacy/2012/02/tool-for-trans.-to-adult.pdf

Total Life Learning: Preparing for Transition. A Curriculum for All Students with Sensory Impairments - $

askhowe.perkins.org/sites/default/files/222482_EmGraph_PerkinsTL-FinalWeb.pdf

Transition and Students with Visual Impairment Resources - FREE

msb.dese.mo.gov/educators/documents/TransitionResourcesForBTF102215.pdf

Transition Assessment Database (can filter for age, disability, domain, etc)
Transition Tennessee - FREE (Must set up a user account as an educator)

transitiontn.org

Transition Assessment and Goal Generator (TAGG)
Zarrow Center (free to demo, minimal cost) - $

tagg.ou.edu/tagg/

Variety of Transition Surveys (student and family)
Teachers Pay Teachers - $ and FREE
www.teacherspayteachers.com/Browse/Search:iep%20transition%20surveys

3. Self-Advocacy and Self-Determination Assessments and Resources

This section includes resources to assess and increase self-determination and advocacy.

I'm Determined
All resources available for free: imdetermined.org/resources/
- Goal Plan Worksheet: imdetermined.org/resource/goal-plan/
- Parent Path to Success: www.imdetermined.org/resource/parent-path-to-success/
- Educator path to Success: www.imdetermined.org/resource/educator-path-to-success/

I'm Determined: Self-Determination Checklist Student Self-Assessment
Commonwealth of Virginia Department of Education Training and Technical Assistance Centers – 2008 - FREE
imdetermined.org/resource/transition-guide-self-determination/

It's My Choice (Person-Centered Planning) - FREE
mn.gov/mnddc/extra/publications/Its-My-Choice.pdf

Milestones Autism Resources
Autism Resource Site - FREE
milestones.org/individuals-with-asd/self-advocacy/

Self-Advocacy Checklist: Student Self-Assessment - FREE
uadvocate4u.weebly.com/activities.html

Self-Determination: Instructional and Assessment Strategies (2007) - FREE on Google Books
by Michael Wehmeyer and Sharon Field (Corwin Press)
books.google.com/books?id=puR0AwAAQBAJ&lpg=PR4&dq=Self-Determination%3A%20Instructional%20and%20Assessment%20Strategies%20(2007)%20by%20Michael%20Wehmeyer%20and%20Sharon%20Field%20(Corwin%20Press)&pg=PR7#v=onepage&q&f=false

Self-Determination is a Key Factor
OCALI (includes *The ARC's Self-Determination Scale)* - FREE
www.ocali.org/project/tg_aata/page/self_determination

"Speak Up" Becoming a Self-Advocate
Wisconsin Suite of Self-Advocacy Resources - FREE
becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html

4. Vocational and Employment Assessments and Resources

This section provides secondary transition assessment resources related to the vocational and employment domain, including assessments to determine student interests, needs, and strengths and collecting data through a portfolio.

Assessment: Find Your Strengths
Literacy Net - FREE
www.literacynet.org/mi/assessment/findyourstrengths.html

Career Discovery Tools - FREE
ohioemploymentfirst.org/up_doc/Updated_Career_Discovery_Guide.pdf

Career and Academic Coaching - $
www.hollandcodes.com/picture-interest-test.html

Career Interest Inventory (with pictures and descriptions) - FREE
www.cves.org/wp-content/uploads/2015/08/PictureCareerInterest_Inventory.pdf

Career/Job Initial Review - FREE
instrc.indiana.edu/pdf/transition_matrix/AA%20Job%20Initial%20Review.pdf

Career Kids - FREE
www.careerkids.com

Career Services - Picture Interest Career Survey - $
www.careerbookstore.com/Picture-Interest-Career-Survey-p/87013.htm

CAPS: Career Ability Placement Survey
EdITS - $
www.edits.net/via/abilities/

Career One Stop – Career Cluster Video Series
U.S. Department of Labor - FREE
www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx

COPES: Career Orientation Placement and Evaluation
EdITS - $
www.edits.net/via/values/

COPS Interest Inventory (grades 7 – 12)
EdITS - $
www.edits.net/via/interests/

COPS – P Interest Inventory (for college-bound students)
EdITS - $
www.edits.net/via/interests/cops-p/

COPS – PIC Interest Inventory (pictures)
EdITS - $
www.edits.net/via/interests/cops-pic/

Employability Life Skills Checklist (ELSA) - FREE
www.ocali.org/project/tg_aata/page/elsa_documents

Holland Code Career Test - FREE
www.truity.com/test/holland-code-career-test

Job Search Knowledge Scale
JIST Publishing - $
www.impactpublications.com/product/job-search-knowledge-scale-3rd-edition/

Mapping Your Future, Career Ship – FREE

mappingyourfuture.org/planyourcareer/careership/

- Match My Career Interests
- Review Careers by Cluster
- Career Search

Microcomputer Evaluation of Careers and Academics System (MECA)

Conover - $

www.conovercompany.com/education/meca/

National Collaborative on Workforce & Disability

www.ncwd-youth.info/

- Making the Move to Managing your own Personal Assistance Services – FREE
www.ncwd-youth.info/publications/making-the-move-to-managing-your-own-personal-assistance-services-pas-a-toolkit-for-youth-with-disabilities-transitioning-to-adulthood/
- 411 on Disability Disclosure- FREE
www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-families-educators-youth-service-professionals-and-adult-allies-who-care-about-youth-with-disabilities/
- Supporting Career Development of Youth with Learning Disabilities- FREE www.ncwd-youth.info/publications/charting-the-course-supporting-the-career-development-of-youth-with-learning-disabilities/

Occupational Aptitude Survey and Interest Schedule (OASIS-3)

PRO-ED - $

www.proedinc.com/Products/10130/oasis3as--occupational-aptitude-survey-and-interest-schedule--third-edition.aspx

Photo Career Quiz - FREE

www.truity.com/test/photo-career-quiz

Pictorial Interest Inventory (for non-readers) - FREE

www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf

Project Discovery – Job Ready, Life Ready

Education Associates - $

educationassociates.com/

Reading-Free Vocational Interest Inventory, Third Edition

ProEd- $

www.proedinc.com/Products/14244/rfvii3-readingfree-vocational-interest-inventor.aspx

RIASEC Inventory

Holland Codes - $
www.hollandcodes.com/riasec-inventory.html

Self-Directed Search- $
www.self-directed-search.com/

Self-Motivation Quiz
Richard Step - FREE
bit.ly/1G3BAIj

Strengths and Weaknesses Aptitude Test (RSWAT)
Richard Step - FREE
bit.ly/1HTfVra

Transition Portfolios
Perkins School for the Blind
Free guidance: www.perkins.org/resource/transition-portfolios/
Book available for purchase: www.amazon.com/School-Work-Transitional-Significant-Disabilities/dp/0974351091_AOvVaw1HiAIHMNtMdd9Y7J5okYc2&opi=89978449

Vocational Planning Tool- Free
ohioemploymentfirst.org/up_doc/Vocational-Planning-Tool-revised-May-2019-electronic-form.docx

Visual Resume Padlet
Wisconsin Transition Improvement Grant - FREE
padlet.com/jhilgendorf/gx2fuswzi7eg

What Do You like? - FREE
www.bls.gov/k12/

Xello Career Online Learning Platform/Portfolio- $ & FREE (Both)
xello.world/en/

5. Education and Training Assessments and Resources

This section provides secondary transition assessment resources related to postsecondary education, including learning styles, preparation for college, and study skills.

A Guide to Assessing College Readiness
Landmark College - FREE
www.collegechangeseverything.org/events/2018-media/Session-1I-College-Readiness-Guide.pdf

DISC Personality Test - FREE
www.123test.com/disc-personality-test/

Educational Planner: What Kind of Student are You?
Pennsylvania Higher Education Assistance Agency - FREE
bit.ly/1J2Rs49

Education Planner: What's Your Learning Style? 20 Questions
Pennsylvania Higher Education Assistance Agency - FREE
www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

Educational Planner: Which Study Habits Can You Improve?
Pennsylvania Higher Education Assistance Agency - FREE
bit.ly/1GqM0nL

Going to College Website - FREE
going-to-college.org/myplace/strengths.html

How to Study: Learning Styles Assessment
Mangrum-Strichart Learning Resources - FREE (Offered in Spanish)
https://www.how-to-study.com/learning-style-assessment/

Index of Learning Styles Questionnaire
North Carolina State University - FREE
www.webtools.ncsu.edu/learningstyles/

Multiple Intelligences Self-Assessment
Howard Gardner on Multiple Intelligences - FREE
www.businessballs.com/freepdfmaterials/free_multiple_intelligences_test_manual_version.pdf

Overview of College Resources for Students with Disabilities - FREE
www.bestcolleges.com/resources/students-with-disabilities/

Postsecondary Education and Training
PRO-ED - $
www.proedinc.com/Products/12479/informal-assessments-for-transition-postsecondary-education-and-training.aspx

Study Skills Inventory
Student Academic Resource Center, University of Central Florida - FREE
southcentral.edu/images/departments/ASC/documents/Study_Skills_Inventory.pdf

Transition Team Checklist for Inclusive Postsecondary Education Participation - FREE
thinkcollege.net/sites/default/files/files/resources/transition_team_checklist_MPetal.pdf

What is Your Learning Style - FREE
www.ldpride.net/learning-style-test.html

What is Your Learning Style?
From Marcia L. Conner - FREE
marciaconner.com/assess/learningstyle/

6. Independent Living Assessments and Resources

This section provides a variety of assessments and resources related to assessing and building skills for postsecondary independent living.

A Life for Me - FREE
www.alife4me.com/

Checklist for Assessing the Accessibility of Transportation and Mobility – FREE
www.nadtc.org/wp-content/uploads/NADTC-Checklist-for-Assessing-the-Accessibility-of-Transportation-and-Mobility.pdf

Community Based Skills Assessment
Autism Speaks - FREE
www.autismspeaks.org/tool-kit/community-based-skills-assessment

Developing Meaningful Independent Living Goals as an IEP Team
Transition Improvement Grant- FREE
witig.org/resources/developing-meaningful-independent-living-goals-as-an-iep-team/

Health Care Transition Readiness Assessment for Students - FREE
www.gottransition.org/resource/?tra-iep-english

Health Care Transition Quiz
Got Transition - FREE
www.gottransition.org/youth-and-young-adults/hct-quiz.cfm

Independent Living Skills (ILS) Checklist - FREE
mdelio.org/sites/default/files/documents/BVI/ECC/ILS/Checklists/ILS_Checklist_2018.pdf

Informal Inventories for Independent Living and Community Participation
PROED - $
www.proedinc.com/Products/12478E/informal-assessments-for-transition-independent-living-and-community-participation--ebook.aspx

Leisure Assessment Toolkit - FREE
heidiross.weebly.com/uploads/4/5/4/5/45450783/leisure_interest_assessment.pdf

LifeCourse Person Centered Tool (and Portfolio)- FREE
www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/

Life Skills Inventory: Independent Living Skills Assessment Tool
Washington State Department of Social and Health Services - FREE
bit.ly/1CbkpmH

Michigan Independent Living Skills Guide (visually impaired, exiting grade 10) - FREE
mdelio.org/sites/default/files/documents/BVI/ECC/ILS/Checklists/ILS_Guide_Exiting_10th_Grade_V1.4.pdf

Pathways Comics
Research and Training Center for Pathways to Positive Futures - FREE
www.pathwaysrtc.pdx.edu/comics

Recreation and Leisure Assessment Tool - FREE
www.livebinders.com/media/get/MTc4MzExMDU=

Social Skills Assessment- FREE
assessments.how-to-study.com/social-skills-assessment/

Teen Compass Wellness Notebook
Samaritan Family Wellness Foundation - FREE
shop.samaritanfamilywellness.org/products/the-teen-compass-wellness-notebook-pdf-file

Transition Planning Tool
Let's Get to Work- FREE
www.letsgettoworkwi.org/wp-content/uploads/2015/07/LGTW-Transition-Planning-Tool-June-2015.pdf

T.R.I.P. Toolkit Transportation Reference and Individualized Planning Toolkit - FREE
www.danecountyhumanservices.org/documents/pdf/Transportation/trip-toolkit.pdf

Youthhood: Life Maps - FREE
www.youthhood.org/

Youth Life Skills Assessment - FREE
nc.casaforchildren.org/files/public/community/programs/grants/Life_Skills_Assessment.pdf

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