

# Planning for Post-School Success

## Local Education Agency Transition Assessment Toolkit



Office of the State  
Superintendent of Education

**District of Columbia's Office of the State Superintendent of Education**

**Division of Elementary, Secondary, and Specialized Education**

**Transition Assessment Toolkit**

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## **OSSE Mission**

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life.

## **OSSE Vision**

All District residents receive an excellent education.

The Transition Assessment Toolkit is a comprehensive guide which contains information and best practices to ensure that students with disabilities receive an excellent education and are prepared for postsecondary education, training, and employment. Additionally, this guide was developed to provide District of Columbia Local Educational Agencies (LEAs) and other providers that serve District students with a framework to improve their inclusionary practices and effectively serve all District students.

This guide is aimed at providing educators, school professionals, and others with meaningful strategies to connect with the full range of diverse learners who exist in the classroom. While this guide is intended to help educators understand and apply special education best practices, 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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# INTRODUCTION

This 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. Brief descriptions of each section are provided below.

## **Transition Assessment Overview**

The overview provides a brief history of the legislative mandates for transition assessment and the components within a systematic approach to transition assessment planning and implementation.

## **Techniques and Resources for Developing an Individualized Transition Assessment Process**

It can feel overwhelming to identify appropriate transition assessments that will support each student in learning about him or herself and provide the framework for developing Individual Education Programs (IEPs) that will encourage each student to move toward his or her postsecondary goals. A variety of techniques and resources are provided within this section to support the transition assessment process. Multiple sources (e.g., students, parents, siblings, teachers, teachers, counselors) should be sought to provide transition assessment information and multiple instruments or activities should be used.

## **Student Case Studies**

Two student case studies are provided that demonstrate an ongoing transition assessment process and describe the results of multiple transition assessments. The assessments administered to the case study students were selected based on the students' individual characteristics and transition planning needs.

## **Recommended Transition Assessments**

A table of recommended transition assessments with ordering information is followed by descriptions of each assessment outlining who the assessment is appropriate for, what it measures, and how it is administered, as well as an example of assessment results and transition services. While the majority of the recommended assessments are available free to print or complete online, assessments with a fee can be purchased for less than \$700. While a multitude of other assessments are available, assessments were identified for recommendation based on their array of items and response options, ease of use, and price. A guiding principle regarding any assessment, including transition assessment, is that multiple assessment sources, instruments, activities, etc. should be used to gather desired and relevant information.

## **Additional Free Transition Assessment Online Resources**

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

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### **THE NEED FOR TRANSITION ASSESSMENT**

Since 1990, legislation has been in place to ensure that the Individualized Educational Program (IEP) process incorporated student strengths, interests, and preferences, yet schools still struggle to understand the best way to capture and utilize this information.

Although IDEA 2004 transition requirements center on transition outcomes, planning processes, and students' strengths, needs, interests, and preferences, actual transition goals often lack quality and definition, being too broad or vague (Lohrmann-O'Rourke & Gomez, 2001). Inadequate information on students' strengths, preferences, interests, and needs is one of the primary reasons for the lack of quality in transition goals.

#### **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.*

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

Schools have included more appropriate transition assessment measures and methods, yet they often base the entire assessment process on the protocol of the school or program, not the needs of the student (Cohen & Spenciner, 1996). For example, transition assessment is often limited to occupational interests, which provides data that is questionable in many school settings (Lohrmann-O'Rourke & Gomez, 2001). 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 (see the Hierarchy of Assessment below). Other research indicates that the focus on academic achievement in today's large-scale academic assessment environment often results in too narrow a range of assessment (Sitlington & Clark, 2006).

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. Practitioners continue to struggle to

(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—all critical components of meeting the individualized needs of students with disabilities and impacting adult outcomes.

## **I. Defining Assessment for Transition Planning**

Embodying many different methods and approaches, “assessment for transition planning” is an umbrella term encompassing any assessment that targets areas critical for a high quality adult life for youth with disabilities. The Council for Exceptional Children, Division of Career Development and Transition (DCDT) defines 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” (Sitlington, 1996).

The process includes collecting a variety of information related to multiple domains from multiple stakeholders over a period of time that parallels the student’s school career. Initially, assessment of a student’s self-determination strengths, skills, and needs and level of career development must be determined. The process, thus, must start by meeting the student where he or she is prior to collecting other data.

Simply put, assessment means gathering relevant information to make informed decisions that lead to effective educational, career, and postsecondary planning. Assessment requires collaboration. It cannot be provided by just one person. Each stakeholder involved with students’ lives possesses different, but relevant pieces of information that is useful for transition planning, but not sharing this information in team meetings or documenting it in student files is a disservice to students.

Practitioners sometimes confuse transition assessment with career or vocational assessment. The following hierarchy attempts to explain the different content of transition, career, and vocational assessment. This hierarchy has been accepted by many transition specialists and states. Try to think of transition assessment as the umbrella term that is more general, but that includes both career and vocational assessment processes. Sometimes, specialists such as Certified (CVE) or Professional Vocational Evaluators (PVE) are called upon to provide intensive, comprehensive, work and/or community-based vocational assessment. This is called a vocational evaluation. There are too few CVEs and PVEs in the country to provide all the evaluations needed, thus, educators must often work collaboratively with other educators and/or rehabilitation personnel to provide these services to the best of their abilities.

## II. Types of Assessment Processes:

- **Transition Assessment** is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.
- **Career Assessment** is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to life-long career development for all life roles.
- **Vocational Assessment and Evaluation** is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to work and employment.

The ultimate goal of this process is to match a student's personal attributes or characteristics and the requirements of his or her desired postsecondary environments along with the supports and accommodations needed for achieving success in those ecologies or environments. This reinforces the idea that the student 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.

To ensure transition assessments are provided in a systematic, ongoing way, specific assessment goals and objectives can be written into the IEP as well as results of monitoring or determining present levels of performance. Among the outcomes of the assessment process are advanced levels of self-knowledge, greater understanding of the world of postsecondary education, employment, careers, and community services and resources. For example, an assessment planning goal could state that the student shall reassess his career interests to determine if they have changed since last year, or transition planning questionnaires should be completed by the student's special education teacher, a parent/guardian, and/or a sibling to verify that the student's planning and goals are still relevant and current. These outcomes begin to shape the Summary of Performance (the comprehensive student summary that is provided to the student 60 days before graduation or exiting), which is required to include up-to-date assessment information.

## III. Guiding Principles of Assessment for Transition Planning

Before a discussion of recommended practices around the assessment process can occur, it is necessary to address some guiding principles critical to transition assessments. To understand these principles, one must raise the question, "Why assess?" Concerning transition planning, assessments fulfill one key function—to facilitate self-awareness and family awareness for decision-making around critical life choices. Rojewski (2002) proposed four core types of principles to guide the planning and implementation of transition assessments: humanistic, holistic, therapeutic, and equitable (Leconte, 1994; Interdisciplinary Council on Vocational Assessment and Evaluation, 1991).



- A **humanistic** approach acknowledges 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. Adopting these guiding principles will prevent assessing solely for the sake of meeting a monitoring requirement, such as checking a box on an IEP form or documenting present levels of performance.

Best practices that operationalize humanistic, holistic, therapeutic, and equitable assessments are contained in 12 fundamental practices are founded on these beliefs and assumptions and guide all assessment processes. The 12 fundamental practices are:

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.
  - a. For example, if a student states/expresses interest in becoming a sportscaster, you can ask her parents if this is her current interest or goal and administer an interest inventory to verify the information. It is important to remember that you will have two forms of self-report from the student: his or her statements to you and results of the inventory.
3. Behavior observation and personal interaction are essential to the process.
4. The process is on-going and should be developmentally appropriate for the student.
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. 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: a student profile, recommendations for the IEP, information/findings that translate to IEP goals, etc.
12. Assessment processes are systematic and organized, but flexible.

#### **IV. Purposes of Transition Assessment**

The ultimate goal of assessment for 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. In doing so, four prominent uses of assessments are possible: prediction, discrimination, monitoring, and evaluation (Rojewski, 2002).

- *Prediction* is used to help an individual gauge probabilities of success;
- *Discrimination* is concerned with an individual creating opportunities to match his/her 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 (Rojewski, 2002).

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.

Other key purposes of transition assessment include:

#### *Prescriptive*

This could be the most important purpose because 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, his or her assessment should include (a) prerequisite skills he or she needs to be successful, (b) skills and abilities he or she needs to successfully participate, and (c) exit skills he or she needs 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.

#### *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 he or she seeks placement in specific environments (e.g., general education English or playing on the school basketball team).

### *Placement*

Part of the transition assessment process, should include narrowing the postsecondary education options that are of interest to a student. For example, if a student wants to attend a community college, he or she can (a) visit the campus, (b) meet with a counselor and some students, and (c) sit in on classes. If a student is interested in attending a Career and Technical program, he or she could meet with the instructor and some students, and attend a few classes to verify interest and potential.

### *Exploration*

Another purpose of assessing is to allow a student to visit, shadow, or try-out a different environment without risk. For example, if a student wants to attend a 4-year college or an aviation machinist's school, he or she 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.

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 Technical Education program that his or her 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 prepares the patient for an inoculation, she breaks out in a severe rash. She is allergic to the 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. She will also need to be able to communicate with her supervisor that she requires non-latex gloves.

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 within the safety of a learning situation.

### *Behavior Change*

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 transition planning team could use this option as a reward if the student maintains acceptable and appropriate

behavior. In many cases, students enjoy assessment processes and learn what could be in store for them within 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.

*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.*

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, behaviors, goals, interests, etc.

#### *Advocacy*

As the student, educators, and family members learn more about students via transition assessment activities and techniques, they are provided “ammunition” with which to advocate for changes in their futures (Neubert, 1985; Leconte, 1986).

It is important to identify numerous attributes and match them to the needs and demands of other environments when conducting transition assessments. In addition to determining individual strengths, needs, preferences, interests, and postsecondary goals (including 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.

## **V. Self-Determination and Transition Planning**

Legislation such as IDEA 2004 and the Rehabilitation Act 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, 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 (Sitlington, Neubert & Leconte, 1997). This is the basic starting point for transition assessments.

The success of assessment for 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 transition planning assessment, skills in self-determination and student

involvement must be fostered and imbedded in the curriculum as well as the assessment process (Wehmeyer, 2001). 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 life free from undue external influence or interference” (Wehmeyer, 2001). Self-discovery leads to knowledge of the individual person, which better prepares the individual to make choices. Information gleaned from transition assessments should encourage individuals with disabilities to make informed choices (Sitlington & Clark, 2006).

It is important not only to provide multiple opportunities for the development of self-determination skills through instruction and participation in student-directed IEPs (Martin, Mithaug, Oliphint, & Husch, 2002), but also to assess self-determination knowledge and skills, like any other 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 transition planning assessment process. Having this skill allows students to participate in assessment planning (selecting areas and instruments or activities), advocate for themselves in 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 humanistically, holistically, and therapeutically, it is critical to allow students to drive both the IEP and the 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 which honor the individual's preferences, choices, and abilities. The individual identifies family members, friends, educators, and professionals that he/she would like to have involved in the planning process. The ultimate goal of person-centered planning is to facilitate a lifetime of self-determination in order to maximize the level of community inclusion in adult life (Sax & Thoma, 2002).

In order to facilitate self-determination and incorporate recommended practices around person-centered planning, students with disabilities must become a fully empowered member of the IEP team and provide input on information gained through assessment. As transition planning assessment often occurs now, students with disabilities are passive recipients of assessment activities and seldom see relevance to their current or future daily lives (Sitlington et al., 1996). Another problem is that traditional assessments often use adult language and not the 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 (Sitlington et al., 1996).

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 he or she wants to be (Sitlington et al., p. 48).

Students can be directly involved in various phases of a 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 the development and administration of every transition assessment process.

### **SYSTEMATIC APPROACH TO TRANSITION ASSESSMENT**

As noted in the Division on Career Development and transition (DCDT) definition of assessment for 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;
- self-determination skills;
- community participation, needed skills or information for next vertical transition;
- family or other supports; and
- needed linkages with support services (Clark, 2007).

To this end, assessment should be conceptualized as a series of procedures that include developing questions, collecting information, and making decisions (Cohen & Spenciner, 1996). The figure below illustrates a systematic approach to transition assessment.



#### **Step 1: Guiding Questions**

Sitlington and Clark (2007) suggested that school personnel should develop a transition planning assessment approach that is not only in compliance with IDEA, but also incorporates recommended best practices by thinking about the following questions:

- Do we currently have a useful framework for individual planning?
- Are students and families actively involved in the transition assessment process?

- Are we satisfied that all pertinent school-based personnel are involved in the transition assessment process?
- Does the school have the appropriate tools for individual assessment in transition planning?
- What works in selecting and using age-appropriate assessment for transition planning?
- What should be assessed for the 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 16, when transition planning gets specific in terms of the course of study.

## **Step 2: Creating an Assessment Plan**

The primary rule for creating an assessment plan is to individualize the types of assessments given to each student. Each 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 team (Sitlington et al., 1996). When choosing assessment instruments, it is important to use multiple types and levels of assessments. Initial selection of assessments should be based on how they address these key questions in a student's individual transition plan: *Who am I?* and *What do I want in life, now and in the future?* (Clark, 2007).

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. In general usage, the term "formal" refers to standardized and highly standardized assessments, depending on the level of evidence around reliability and validity presented. The term "informal" refers to non-standardized methods (Clark, 2007). In addition to the above methods, the following may be effective methods that require assessment information from a variety of transition team members (a) parent and sibling questionnaires, (b) teacher observations, (c) employer interviews, (d) situational assessments, (e) community-based checklists and profiles, and (f) vocational training analyses may be effective methods (Sitlington et al., 2007).

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 (Clark, 2007).

While formal measures of assessment are a good starting place in 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 language that is best understood by the parent and student, so as not to further stigmatize or alienate the family (Rojewski, 2002). 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 (Daniels, 1999).

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 (Daniels, 1999). 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 data (Rojewski, 2002). 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 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 (Clark, 2007).

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 (Venn, 2000). 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 transition assessment. Sitlington, Neubert, and Leconte (1996) identify the following eight guidelines for selecting assessments:

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 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.

These issues must all be considered to create and implement an assessment plan that ensures best practices around transition assessment.

#### **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 (Rojewski, 2002). 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 (Cohen & Spenciner, 1996). As assessments identify relevant aspects of 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, or it is all a waste (Cohen & Spenciner, 1996).

In addition to crafting IEP goals and transition services, educators should use assessment information to modify and individualize education to facilitate better instruction for each student. **As the ultimate goal of 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** (Sitlington et al., 1997).

Assessment data must be synthesized and interpreted for students and their families and documented in a usable format (Sitlington et al., 2007). 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 (Lohrmann-O'Rourke & Gomez, 2001).

In addition to families, assessment efforts should be coordinated with adult services providers. To do this, a transition practitioner can involve outside agencies in the assessment process and

structure the assessments to provide relevant information for adult providers as well (Sitlington, 1996). Results of ongoing assessment can be summarized and customized, and with the family and the individual's permission, transferred to adult providers (Sitlington, 1996). Collaboration is key with vocational educators, assistive technology specialists, rehabilitation counselors, employers, employee co-workers, financial aid personnel, social security counselors, and residential counselors (Sitlington et al., 2007). 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 (Sitlington & Clark, 2001). 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 transition planning assessment process using a variety of methods, such as picture profiles, videos, products, portfolios, performance samples, voice recorders, and other methods (Lohrmann-O'Rourke & Gomez, 2001; Sitlington & Clark, 2007). 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 (Sitlington et al., 1996).

## **VI. Conclusions**

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

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# TECHNIQUES AND RESOURCES FOR DEVELOPING AN INDIVIDUALIZED TRANSITION ASSESSMENT PLAN

## **INTRODUCTION**

As teachers, we are, at times, asked to incorporate new strategies and procedures into our work that seem to have an unclear meaning or purpose. As outlined in the first section of this guide, transition assessment as a process is arguably 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. In this section, we share techniques and resources for developing an individualized transition assessment process.

## **STEP 1: Know your Assessments**

When planning the process for how to provide an individual 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.

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

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

Recognize how some of the 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 transition interests and needs.

In addition to the assessments that are listed in this toolkit, don't forget some of the transition assessments that 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 transition assessment results.

# TECHNIQUES AND RESOURCES FOR DEVELOPING AN INDIVIDUALIZED TRANSITION ASSESSMENT PLAN

## STEP 2: Develop a Transition Plan

Because 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" (Sitlington, 1996), it is important to have a plan! The *Transition Assessment Planning Form* helps you consider the domain areas of Employment, Postsecondary Education, and Independent Living 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., transition specialist, school counselor, parent)
- When will the information be gathered? (e.g., spring, summer, annually, bi-annually, quarterly)

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

## STEP 3: Obtain Data from Multiple Sources, particularly for Students with Significant Disabilities

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 transition assessment are to:

- identify students' interests and preferences,
- determine post-school goals and options,
- develop relevant learning experiences (instruction) and 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 students with significant disabilities, such as communication style and preferences. When conducting a 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 as much as possible throughout the process.

# TECHNIQUES AND RESOURCES FOR DEVELOPING AN INDIVIDUALIZED TRANSITION ASSESSMENT PLAN

## **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 transition including vocational goals, learning styles, problem solving, student ecologies 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, 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 to facilitate instruction that is more relevant 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 STUDY: 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 it makes it so that she can't sleep and doesn't want to eat. 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 up 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 (Foods 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 in the group often has to remind her to stay on task.

Across her freshman and sophomore years, Alix has completed a variety of formal and informal 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 9<sup>th</sup> 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

## CASE STUDY: ALIX

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.

### **Transition Planning Inventory**

Alix, her father, and her English teacher completed the Transition Planning Inventory in October of Alix's 9<sup>th</sup> grade year. Overall Alix and her father had similar ratings, but her teacher marked "don't know" to 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 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 9<sup>th</sup> 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 Checklist**

At Alix's IEP meeting in February of 9<sup>th</sup> 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. 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 9<sup>th</sup> 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.



# CASE STUDY: ALIX

## **O\*NET Interest Profiler**

In September of 10<sup>th</sup> 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 10<sup>th</sup> grade year. Composite results revealed Alix's overall self-determination just under 60% (58% rated by Alix and 59% 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 she often does not follow through with the actions to reach her goals or adjust her plan.

## **Ansell-Casey Life Skills Assessment IV (Youth)**

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

## **Self-Determination Observation Checklist**

In February of Alix's 10<sup>th</sup> 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, 2004. 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 10<sup>th</sup> 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 prior to entering college. Results revealed that Alix knows that she

## CASE STUDY: ALIX

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 she 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 she's asked by 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.

# SECONDARY TRANSITION ASSESSMENTS

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 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 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, 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 for the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical transition planning areas that are mandated by the Individuals with Disabilities Education Act (IDEA) and that take into account the individual student's needs, preferences, and interests. 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 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

## SECONDARY TRANSITION ASSESSMENTS

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 prior to 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 did all 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 be able 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 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.

### **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.

# SECONDARY TRANSITION ASSESSMENTS

## 8. Self-Determination

Expressing his feelings and ideas confidently is a definite area of strength for Nate; however, Nate appears to have difficulty with 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.

## TRANSITION ASSESSMENT RESULTS

### Futures Planning Meeting

Who is Nate?	What's his history?
Hard-worker Intelligent Energetic Good-hearted Funny Friendly Joker (likes to goof around) Inquisitive Persistent Determined Handsome Musical Brother Visual Tough guy Reserved Sweet boy	Born in Washington, DC Elementary school—participated in play Alice in Wonderland (5 <sup>th</sup> grade) Likes high school the best—more freedom and more friends Universal Studios in Florida every summer In 9 <sup>th</sup> grade, took 4 basic classes, swimming and drama Has always liked to act—drama/performance Loved going to the beach for a trip in 4 <sup>th</sup> grade—particularly liked the sand and the ocean Went to family camp. 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 "The Industry" Maybe a girlfriend	Not understanding paperwork Lack of money management skills

## SECONDARY TRANSITION ASSESSMENTS

<p>Live in a big house with a pool table</p> <p>Travel, potentially to Las Vegas</p> <p>Own a car—preferably a Hummer</p> <p>Split time between my his house and Mom and Dad’s house</p> <p>Play in a band</p> <p>Go out with friends to see movies</p>	<p>Unaware of dangerous situations (very trusting)</p> <p>Not able to take care of himself/not self-sufficient</p> <p>Not being able to explain himself or understand situations</p> <p>Loneliness</p> <p>Not being able to get a driver’s license or car; lack of transportation</p> <p>Having a crummy job</p> <p>College being too hard</p> <p>The community not understanding his unique needs</p>
<p><b>How do we get there?</b></p> <p>Summer reading classes</p> <p>Driver’s education class</p> <p>Look into/research: career center, volunteer opportunities; work/paid internships, classes in the area of special effects; summer jobs</p> <p>Investigate adult services (eligibility and services)</p> <p>Investigate college/community college entrance requirements/services and supports</p> <p>Learn money management and independent living skills, such as cooking and laundry</p> <p>Look at part-time job opportunities locally</p> <p>Look for social training/clubs/connections</p>	

### 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 thirteen 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 strength and stamina, as well as 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 as: 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.

## SECONDARY TRANSITION ASSESSMENTS

**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 as: (a) training animals, (b) special effects, (c) rescue operations, and (d) helping people get to the hospital (helping others). He has some minimal experience with the “Mustang Morning News” learning about special effects and computer graphics. He took a class in 8<sup>th</sup> grade and learned PowerPoint. Additionally, Nate wants to train dogs to do tricks (wild animals preferred).

In terms of time of day, Nate would like to work during school hours eventually, as he enjoys sleeping in on the weekends and playing music on Saturday and Sunday.

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. He prefers soft music playing in the work environment.

Nate does not want to work at McDonalds...he likes to eat there, but doesn't want to work in the food industry.

In terms of dressing for work, Nate is okay with wearing a uniform to work if necessary. He is also willing to dress up in nice clothes for work.

Nate wants to make 50K for 2-3 hours per work a day [note: Nate has little understanding of the concept of hourly work and pay/salary]

Favorite places in the community: guitar center, the mall (Galleria), and amusement parks

Favorite subjects at school: *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 like to help other people.**

I like to have a good time.

I stick with things until they get done.

I ask others for help when I need it.

I am good at many things.

**I'm energetic.**

I'm usually on time.

I'm a good friend.

I'm a good student.

**I'm musical.**

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).



# SECONDARY TRANSITION ASSESSMENTS

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., make change for one dollar and ten dollars, be able to 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, wash and iron clothing, 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 Transition Domain Area and Potential Transition Activities/Services**

### **Postsecondary Education/Training**

The results of these 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 how to gain entry into postsecondary education systems. Clearly, 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 and limitations, 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 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 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)



## SECONDARY TRANSITION ASSESSMENTS

- Develop self-advocacy and self-management skills necessary to effectively communicate at the secondary and postsecondary levels as well as 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, with high routine). 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 does indeed have some excellent 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 prior to exiting secondary education. These skills are critical for a high-quality adult life.

### **Potential 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 high 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 that are necessary for independent living. Furthermore, Nate and his family want him to be able to maintain high quality friendships and relationships with people in the community.

### **Potential Transition Activities/Services**

## SECONDARY TRANSITION ASSESSMENTS

- Support Nate to study for and request appropriate accommodations to obtain his driver's license
- Develop skills related to taking care of personal finances (e.g., budgeting for purchases and activities, establishing a checking account, paying a bill on a regular basis)
- Support Nate in developing daily care skills and independent living skills
- Support Nate in developing high quality social connections with peers

## SECONDARY TRANSITION ASSESSMENTS

This Toolkit provides an overview of 24 critical transition assessments which can be considered a beginning library of 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 24 assessments (tests and manuals) is \$700. The entire collection should fit on two shelves of your bookshelf to create a group of critical transition assessments. By mixing and matching these assessments, you can provide high quality transition assessments to a variety of students.

If you are new to 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 transition activities/services might be identified based on the results?

Recognize how some of the transition assessments are appropriate for all students and some are specifically for students with developmental 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 transition interests and needs.

In addition to the assessments that are listed in this Toolkit, do not forget some of the transition assessment that you already do every day, such as interviews, behavioral observations, and situational assessments. Many times we know information about a student but cannot articulate why we know it or where it came from. 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 transition assessment results.

## SECONDARY TRANSITION ASSESSMENTS

PAGE	ASSESSMENTS FOR ALL DOMAIN AREAS	
38	BRIGANCE Transition Skills Inventory	<a href="http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI">http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI</a>
40	Futures Planning	<a href="http://rtc.umn.edu/docs/pcpmanual1.pdf">http://rtc.umn.edu/docs/pcpmanual1.pdf</a>
43	Transition Planning Inventory – 2	<a href="http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord">http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord</a>
46	Personal Preferences Indicators	<a href="http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf">http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf</a>
48	Transition Portfolio	<a href="http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/HSGuide1214275954.pdf">http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/HSGuide1214275954.pdf</a>

PAGE	SELF-DETERMINATION ASSESSMENTS	
50	AIR Self-Determination Scale	<a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html</a>
52	I'm Determined Student Rubric for IEP Participation & IEP Exit Surveys	<a href="http://www.imdetermined.org/educators/">http://www.imdetermined.org/educators/</a>
54	Field & Hoffman Self-Determination Assessment Battery	<a href="https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery">https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery</a>

PAGE	POSTSECONDARY EDUCATION & TRAINING ASSESSMENTS	
56	C.I.T.E. Learning Styles Instrument	<a href="http://www.wvabe.org/CITE/cite.pdf">http://www.wvabe.org/CITE/cite.pdf</a>
58	College Supports Questionnaire	<a href="http://dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf">http://dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf</a>
60	Study & Learning Skills Inventory	<a href="http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord">http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord</a>

## SECONDARY TRANSITION ASSESSMENTS

PAGE	VOCATIONAL & EMPLOYMENT ASSESSMENTS	
62	Envision Your Career	<a href="http://www.impactpublications.com/envisionyourcareerlanguage-freevideocareerinterestinventorydvd.aspx">http://www.impactpublications.com/envisionyourcareerlanguage-freevideocareerinterestinventorydvd.aspx</a>
64	Matching Your Strengths, Preferences & Interests	<a href="http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord">http://www.proedinc.com/customer/ProductView.aspx?ID=6063&amp;sSearchWord</a> Included with the Transition Planning Inventory
66	O*NET Ability Profiler	<a href="http://www.onetcenter.org/AP.html">http://www.onetcenter.org/AP.html</a>
68	O*NET Interest Profiler	<a href="http://www.mynextmove.org/explore/ip">http://www.mynextmove.org/explore/ip</a>
70	O*NET Work Importance Locator	<a href="http://www.onetcenter.org/WIP.html">http://www.onetcenter.org/WIP.html</a>

PAGE	INDEPENDENT LIVING ASSESSMENTS	
71	Ansell-Casey Life Skills Assessments	<a href="http://www.caseylifeskills.org">http://www.caseylifeskills.org</a>
73	Functional Independence Skills Handbook	<a href="http://www.proedinc.com/customer/productView.aspx?ID=1392">http://www.proedinc.com/customer/productView.aspx?ID=1392</a>
75	Independent Living Checklist	<a href="http://transitioncoalition.org/blog/tc-materials/independent-living-checklist/">http://transitioncoalition.org/blog/tc-materials/independent-living-checklist/</a>
76	Transition Health Care Checklist	<a href="http://www.health.state.pa.us/transitionchecklist">www.health.state.pa.us/transitionchecklist</a>

PAGE	ASSISTIVE TECHNOLOGY ASSESSMENT	
78	Assistive Technology Protocol for Transition	<a href="http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/attransitionpacket1224259340.pdf">http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/attransitionpacket1224259340.pdf</a>

# BRIGANCE TRANSITION SKILLS INVENTORY

## *Assessment for All Domain Areas*

### **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 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 transition skill area.

### **What is included?**

More than 100 criterion-referenced assessments that address 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.

# BRIGANCE TRANSITION SKILLS INVENTORY

## *Assessment for All Domain Areas*

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

A great variety of 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 transition services align with the instructional activities identified within the assessment.

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?**

<http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI>

### **Reference**

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

# FUTURES PLANNING

## *Assessment for All Domain Areas*

### Who is it for?

Adolescents and young adults with any disability, their families, and professionals.

### What does it assess?

Designed to address all 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 [http://www.mnddc.org/extra/publications/choice/Its\\_My\\_Choice.pdf](http://www.mnddc.org/extra/publications/choice/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?
<ul style="list-style-type: none"><li>• Hard-worker</li><li>• Intelligent</li><li>• Energetic</li><li>• Good-hearted</li><li>• Funny</li><li>• Friendly</li><li>• Jokester (likes to goof around)</li><li>• Inquisitive</li><li>• Persistent</li><li>• Determined</li><li>• Handsome</li><li>• Musical</li><li>• Brother</li></ul>	<ul style="list-style-type: none"><li>• Born in Washington, DC</li><li>• Elementary school—participated in play Alice in Wonderland (5<sup>th</sup> grade)</li><li>• Likes high school the best—more freedom and more friends.</li><li>• Universal Studios in Florida every summer</li><li>• In 9<sup>th</sup> grade, took 4 basic classes, swimming and drama</li><li>• Nate has always liked to act in dramas and performances</li><li>• Loved going to the beach for a trip in 6<sup>th</sup> grade—particularly liked the sand and the ocean</li></ul>



# FUTURES PLANNING

## Assessment for All Domain Areas

<ul style="list-style-type: none"> <li>• Visual</li> <li>• Reserved</li> <li>• Sweet boy</li> </ul>	<ul style="list-style-type: none"> <li>• Went to family camp at nearby lake. While there, enjoyed target shooting and acting in the talent show.</li> </ul>
<b>What's the dream for the future?</b>	<b>What are the fears?</b>
<ul style="list-style-type: none"> <li>• Working in special effects</li> <li>• Maybe a girlfriend</li> <li>• Live in a big house with a pool table</li> <li>• Travel, potentially to Las Vegas</li> <li>• Own a car—preferably a Hummer</li> <li>• Split time between my own house and Mom and Dad's house</li> <li>• Play in a band</li> <li>• Go out with friends to see movies</li> </ul>	<ul style="list-style-type: none"> <li>• Not understanding paperwork</li> <li>• Lack of money management skills</li> <li>• Unaware of dangerous situations (very trusting)</li> <li>• Not able to take care of himself/not self-sufficient</li> <li>• Not being able to explain himself or understand situations</li> <li>• Loneliness</li> <li>• Not being able to get a driver's license or car; lack of transportation</li> <li>• Having a crummy job</li> <li>• College being too hard</li> <li>• The community not understanding his unique needs</li> </ul>
<b>How do we get there?</b>	
<ul style="list-style-type: none"> <li>• Summer reading classes</li> <li>• Driver's education class</li> <li>• Look into/research: career center, volunteer opportunities; work; paid internships, classes in the area of special effects; summer jobs</li> <li>• Investigate adult services (eligibility and services)</li> <li>• Investigate college/community college entrance requirements/services and supports</li> <li>• Learn money management and independent living skills, such as cooking and laundry.</li> <li>• Look at part-time job opportunities locally</li> <li>• Look for social training/clubs/connections</li> </ul>	

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

A great variety of 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?

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

# FUTURES PLANNING

## *Assessment for All Domain Areas*

### **Reference**

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.

# TRANSITION PLANNING INVENTORY—2

## *Assessment for All Domain Areas*

### Who is it for?

Adolescents and young adults with any disability who can respond to questions about themselves. The TPI-2 was field tested on students with disabilities in all disability categories identified within the Individual with Disabilities Education Act (IDEA, 2004). 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 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.

### What is included?

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

### What might summary results look like?

The Transition Planning Inventory-2 (TPI-2) 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. School and home also disagreed. While the student, home and school did all agree that Nate

# TRANSITION PLANNING INVENTORY—2

## *Assessment for All Domain Areas*

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.

# TRANSITION PLANNING INVENTORY—2

## *Assessment for All Domain Areas*

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

A great variety of 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?**

<http://www.proedinc.com/customer/ProductView.aspx?ID=6063&sSearchWord>

### **Reference**

Clark, G. M., & Patton, J. R. (2012). *Transition planning inventory—2*. Austin, TX: PRO-ED.

# PERSONAL PREFERENCES INDICATORS

## *Assessment for All Domain Areas*

### **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 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 transition activities/services might be identified based on the results?**

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

# PERSONAL PREFERENCES INDICATORS

*Assessment for All Domain Areas*

**Where do I get it?**

<http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf>

## **Reference**

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

# TRANSITION PORTFOLIO

## *Assessment for All Domain Areas*

### **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 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 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 eleven 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 (h) community. First, administer a variety of 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 / 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 transition activities/services might be identified based on the results?**

- Collect documentation for inclusion in Transition Portfolio

### **Where do I get it?**

<http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/HSGuide1214275954.pdf>



# TRANSITION PORTFOLIO

*Assessment for All Domain Areas*

## Reference

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

# AIR SELF-DETERMINATION SCALE

## *Self-Determination Assessment*

### **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 the Individual with Disabilities Education Act (IDEA, 2004). 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 and opportunity to demonstrate self-determined behavior.

### **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. The student rating form is also available in Spanish.

### **What might summary results look like?**

Alix and her father completed the AIR Self-Determination scale in October of her 10<sup>th</sup> grade year. Composite results revealed Alix's overall self-determination just under 60% (58% rated by Alix and 59% 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).

# AIR SELF-DETERMINATION SCALE

## *Self-Determination Assessment*

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

A variety of 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.
- Parent - Encourage student to make personal decisions at home.

### **Where do I get it?**

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

### **Reference**

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

# I'M DETERMINED STUDENT RUBRIC FOR IEP PARTICIPATION & IEP EXIT SURVEY

## *Self-Determination Assessment*

### **Who is it for?**

Elementary through high school students who have Individualized Education Programs (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 2-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 transition services, but she is 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.

# I'M DETERMINED STUDENT RUBRIC FOR IEP PARTICIPATION & IEP EXIT SURVEY

## *Self-Determination Assessment*

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

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
- 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?**

<http://www.imdetermined.org/educators/>

### **Reference**

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

# FIELD & HOFFMAN SELF-DETERMINATION ASSESSMENT BATTERY

## *Self-Determination Assessment*

### **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 10<sup>th</sup> 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 transition activities/services might be identified based on the results?**

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

# FIELD & HOFFMAN SELF-DETERMINATION ASSESSMENT BATTERY

## *Self-Determination Assessment*

- 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?**

<https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery>

### **Reference**

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

# C.I.T.E. LEARNING STYLES INSTRUMENT

## *Postsecondary Education & Training Assessment*

### **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 9<sup>th</sup> 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 did not identify strengths in either oral or written expressiveness.



# C.I.T.E. LEARNING STYLES INSTRUMENT

## *Postsecondary Education & Training Assessment*

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

Transition activities and services might include:

- Identify learning options within each course that match his/her learning style
- Create visual displays to represent data
- Research careers that support preferred learning style
- Identify study techniques that support preferred learning style

### **Where do I get it?**

<http://www.wvabe.org/CITE/cite.pdf>

### **Reference**

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

# COLLEGE SUPPORTS QUESTIONNAIRE

## *Post-Secondary Education & Training Assessment*

### **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 10<sup>th</sup> grade, Alix completed the *College Supports Questionnaire*. While she does not plan to attend college for a couple of years, this questionnaire identified experiences that would be beneficial for Alix prior to entering 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 identifies side effects of never feeling hungry and not sleeping very much. Alix also reported that she does not receive accommodations in high school. Results also showed that Alix had difficulty navigating new environments, but she 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 she is asked by 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, and put a question mark as her response regarding each disclosure/advocacy question.

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

A variety of transition activities and services could be identified based on the student's knowledge of support needs, stress tolerance, and disclosure/advocacy skills.

# COLLEGE SUPPORTS QUESTIONNAIRE

## *Post-Secondary Education & Training Assessment*

- Identify accommodations that support learning and advocate for those accommodations in the classroom.
- Meet with a disability supports coordinator at a college.
- Interview a college student with a disability to identify support options and ways to request support.

### **Where do I get it?**

[http://dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College\\_Supports\\_Questionnaire.pdf](http://dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf)

### **Reference**

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

# STUDY & LEARNING SKILLS INVENTORY

## *Postsecondary Education & Training Assessment*

### **Who is it for?**

Adolescents and young adults with and without disabilities who are taking academic courses.

### **What does it assess?**

Designed to address study and learning skills including: reading rate, listening, graphic aids, library usage, reference materials, test taking, note-taking and outlining, report writing, oral presentations, time management, self-management, and organization.

### **How is it administered?**

Paper/pencil administration with items rated on a 4-point scale from “not proficient” to “highly proficient.” The inventory can be completed either by the student or by a teacher. The reading level is 10.2, but it can be read aloud to the student.

### **What is included?**

Inventory includes 2-page assessment and 1-page summary of learning skills. The assessment is included in a book of 52 informal transition assessments addressing all transition domains.

### **What might summary results look like?**

In November of her 9<sup>th</sup> grade year, Alix’s language arts teacher completed the *Student and Learning Skills Inventory* and discussed the results with Alix. Both Alix and her teacher agreed that oral presentations and report writing are relative strengths for Alix. Her greatest areas of need are test-taking and time management. Alix struggles with identifying the most important information to study and organize the material when studying. She often does not allot enough time to study effectively and becomes easily distracted by other stimuli. Alix also often turns in assignments late and mentioned that she doesn’t notice when other people are turning in an assignment. When going through Alix’s binder, multiple partially-completed assignments were found that had not been turned in.

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

A variety of transition activities and services could be identified for different students based on the student’s proficiency in each study and learning skill, but here are a few examples based on the summary results:

- Practice time-management skills including keeping a weekly schedule
- Follow a study guide when reviewing information for a test

# STUDY & LEARNING SKILLS INVENTORY

## *Postsecondary Education & Training Assessment*

- Study for ½ hour each of three days before a test
- Check in with teachers to ensure that all assigned work has been turned in
- Set personal goals for grades on tests within language arts and mathematics courses, and evaluate the effectiveness of study techniques following each test

### **Where do I get it?**

<http://www.proedinc.com/customer/ProductView.aspx?ID=6063&sSearchWord>

### **Reference**

Study and Learning Skills Inventory. In Gaumer Erickson, A.S. Clark, G.M. & Patton, J.R. (2012). *Informal Assessments for Transition Planning* [2<sup>nd</sup> edition]. Austin, TX: PRO-ED. Included with the Transition Planning Inventory.

# ENVISION YOUR CAREER

## *Vocational & Employment Assessment*

### **Who is it for?**

Adolescents and young adults “with limited or no English language skills, those with limited reading and writing skills, people who are deaf and hard of hearing, and other differently-abled people.”

### **What does it assess?**

After all of the 66 occupations have been presented and examinees have finished recording their responses, the scoring sheet may be collected and scored. Each column on the scoring sheet corresponds to one of John Holland’s occupational clusters:

Column 1 (R) = Realistic

Column 2 (I) = Investigative

Column 3 (A) = Artistic

Column 4 (S) = Social

Column 5 (E) = Enterprising

Column 6 (C) = Conventional

Each two-letter code symbolizes the highest-scoring clusters represents the examinee’s areas of greatest occupational interest.

### **How is it administered?**

This language-free occupational interest inventory is designed to measure career interest in people who have little or no English skills or limited reading and writing abilities. It consists of 66 live-action images showing people performing typical job duties in actual work environments. Using a score sheet, viewers rate each occupation on a scale of 1 to 5. The scores are then totaled for each occupational type: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Envision Your Career is formatted to be used in standard videocassette recorders (VCRs) or DVD players, making the instrument both convenient and cost-effective. This format also makes Envision Your Career suitable for individual as well as group assessments. The duration of the video is approximately 22 minutes.

Each instructional segment is followed by a sample test consisting of three sample occupational scenes. Examinees use this segment to practice viewing the occupational scenes and marking their scoring sheets in the time provided. The sample test is followed by the assessment itself, which presents all 66 occupations individually. The video consists of 66 different occupational scenes. Each occupational scene lasts a total of 11 seconds and is followed by a 6-second pause, in which time the viewer marks the appropriate response on his or her scoring sheet. During the 6-second pause, the screen presents a visual countdown using eight colored balls which disappear one by one until there are no balls remaining. This helps both hearing and hard-of-hearing viewers understand that the next occupational scene is about to begin. Numbers are also used to identify each occupational scene. These numbers remain in the bottom right

# ENVISION YOUR CAREER

## *Vocational & Employment Assessment*

corner of the screen to help viewers match each occupation with its corresponding number on the scoring sheet.

### **What might summary results look like?**

Ben completed the Envision Your Career assessment and determined that his area of greatest occupational interest is: Conventional (C): Organizing and Maintaining

“Conventional environments are structured settings that require people to organize and maintain functional, working systems. Activities often include data/recordkeeping, filing, copying, cleaning, organizing, sorting, and prioritizing. People working in conventional environments use math, data analysis, record keeping, clerical, and computer skills to order and execute repetitive tasks. Order, accuracy, efficiency, precision, stability, predictability, and security are valued in these environments. Common conventional environments include credit bureaus, banks, loan offices, copy centers, computer departments, and finance/accounting agencies.”

11 occupations from each cluster are presented for each occupational interest area. For Ben, 11 careers to discuss are: Building Inspector, Budget Analyst, Cost Accountant, Secretary, Data Entry Clerk, Enlisted Personnel, Stock Clerk, Medical File Clerk, Receptionist, Dry Cleaner, Postal Clerk.

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

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

- Visit the post office to learn about potential jobs
- Develop a personal budget with checking account at local bank
- Job shadow experience at local Wal-Mart in stocking

### **Where do I get it?**

<http://www.impactpublications.com/envisionyourcareerlanguage-freevideocareerinterestinventorydvd.aspx>

### **Reference**

Kenneally, E. and Strelkogg, Y. (2005) Envision Your Career: A Language-Free Video Career Interest Inventory (DVD). Impact Publications.

# **MATCHING YOUR STRENGTHS, PREFERENCES & INTERESTS**

## *Vocational & Employment Assessment*

### **Who is it for?**

Adolescents and young adults with and without disabilities who are interested in a specific career or type of job. The reading grade level is 7.7, but it can be read aloud to the student.

### **What does it assess?**

Designed to evaluate job requirements and demands that the student can perform including: physical demands of the job, physical working conditions, educational requirements, and social interaction demands on the job. Through an interview or internet research, the student or teacher then identifies the requirements of the job. When the requirements match the student's ability, the job is considered to be a good match for the student.

### **How is it administered?**

Paper/pencil administration with students putting a checkmark next to items that they can do. The student, teacher, or employer then identifies the skills associated with the specific job.

### **What is included?**

One-page instrument. The assessment is included in a book of 52 informal transition assessments addressing all transition domains.

### **What might summary results look like?**

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 thirteen 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 the ability to lift 30-60 pounds, working for a full day, using mechanical equipment safely, exposure to cold and dirty conditions, and responding to constructive criticism. To meet the requirements for being a wolf trainer, Nate will need to increase his strength and stamina, as well as learn to interpret and respond to constructive criticism.

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

A variety of 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:

- Build physical strength by participating in a physical education course.
- Role play situations where constructive criticism is provided on work performance.
- Job shadow with an animal trainer.



# MATCHING YOUR STRENGTHS, PREFERENCES & INTERESTS

## *Vocational & Employment Assessment*

**Where do I get it?**

Order from: [www.proedinc.com](http://www.proedinc.com)

### **Reference**

Matching Your Strengths, Preferences & Interests with a Specific Occupation. In Gaumer Erickson, A.S. Clark, G.M. & Patton, J.R. (2012). *Informal Assessments for Transition Planning* [2<sup>nd</sup> edition]. Austin, TX: PRO-ED. Included with the Transition Planning Inventory.

# O\*NET ABILITY PROFILER

## *Vocational & Employment Assessment*

### **Who is it for?**

Adolescents and young adults with and without a disability, aged 16 and older, who can respond to academically-oriented questions. It is suggested that participants have a minimum of a sixth grade reading level.

### **What does it assess?**

Designed to assess the student's ability in arithmetic reasoning, verbal ability, spatial ability, computation, clerical perception, and form perception. An additional five exercises can be included to measure motor coordination, manual dexterity, and finger dexterity.

### **How is it administered?**

Paper/pencil administration of six separately timed exercises (approximately 2 hours for administration). Time limits can be increased for students with disabilities on selected portions of the assessment. Additional reasonable accommodations and administration procedures are outlined in the administration manual.

### **What is included?**

52-page *Ability Profiler*, answer sheet for manual data entry, 172-page administration manual, 89-page scoring program user's guide. Based on results, an ability profile is developed with percentile scores in each ability area and a list of occupations that match the ability levels. All materials can be downloaded from the "Administration" tab on the website, and the scoring software is available by completing a short online registration under the "Scoring" tab.

### **What might summary results look like?**

Under the subheading, "What is your Ability Profile?", the individual's summary of scores and percentiles for each exercise completed are illustrated by graphs. The height of each bar column on the graphic profile provides a quick view of the student's strength on a particular ability as compared with that ability as it occurs in the general public. Each bar is a graphic representation of the percentile score for that ability. Viewing the bar columns together provides a good picture of the student's overall ability profile; the relative strengths of the various abilities are made evident. The "Your No. Correct/Total No. Questions" score is simply a tally of the number of items the client answered correctly out of the total number of items on the exercise. The percentile score indicates the percentage of the norming group (a large sample exhibiting the characteristics of the general population) that scored at or below the level of the student. For example, a percentile score of 60 indicates that 60 percent of the norming group received a total-correct exercise score that was less than or equal to the student's score. The average percentile score is 50.

The profile is followed by an explanation for using the score report information to explore occupations under the subheading, "What occupations are linked with your Ability Profile?" Students' scores are linked to occupations based on the shape of their ability profiles compared

# O\*NET ABILITY PROFILER

## *Vocational & Employment Assessment*

with the shape of the ability profiles of occupations. Thus, students will be directed to that occupation if their strongest abilities are required for the occupation.

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

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

- Job shadow or work opportunity in identified occupations that fit strengths
- Elective course in identified area of strength for which student might want to receive more training and education
- Develop list of postsecondary training options in identified occupations that fit student's strengths.

### **Where do I get it?**

<http://www.onetcenter.org/AP.html>

### **Reference**

U.S. Department of Labor Employment and Training Administration. (2002). *O\*NET Ability Profiler*. Washington, DC: U.S. Government Printing Office.

# O\*NET WORK INTEREST PROFILER

## *Vocational & Employment Assessment*

### **Who is it for?**

Middle school or older students and adults. It suggests that the individual completing the assessment have an 8<sup>th</sup> grade reading level or higher if completing the assessment independently.

### **What does it assess?**

Assesses interests as they relate to the world of 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 then reveal careers that are a strong match to the student within different job zones based on the level of education.

### **How is it administered?**

Online administration of 180 statements rated on a 3-point scale (like, unsure, dislike). It can take between 20 and 60 minutes to complete. If completed online, scores are automatically generated. A list of careers that match the areas of interest is also provided. A paper/pencil version can also be administered and hand scored.

### **What is included?**

Website with items rated online and automatically-generated results. A printable version and administration manual can also be downloaded at <http://www.onetcenter.org/IP.html> under the "Download" tab.

### **What might summary results look like?**

In September of 10<sup>th</sup> 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: Photographer, preschool or kindergarten teacher, fashion designer, makeup artist and stage director.

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

A great variety of 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.

# O\*NET WORK INTEREST PROFILER

## *Vocational & Employment Assessment*

- Volunteer for the school musical, supporting costume and stage design, and helping performers administer makeup.
- Complete a first-aid course.
- Enroll in a photography course and a child care course.
- Job shadow at the local preschool.

### **Where do I get it?**

<http://www.mynextmove.org/explore/ip>

### **Reference**

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

## *Vocational & Employment Assessment*

### **Who is it for?**

Adolescents and young adults with and without a disability, aged 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?**

20 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 9<sup>th</sup> 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 transition activities/services might be identified based on the results?**

A great variety of 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.

### **Where do I get it?**

<http://www.onetcenter.org/WIL.html>

# O\*NET WORK IMPORTANCE LOCATOR

## *Vocational & Employment Assessment*

### Reference

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

# ANSELL-CASEY LIFE SKILLS ASSESSMENTS

## *Independent Living Assessment*

### **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 Ansell-Casey Life Skills Assessments were 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 *Ansell-Casey Life Skills Assessments (ACLSA)* are designed to assess life skills. Domains within the ACLSA-III Youth scale include: communication, daily living, housing and money management, self-care, social relationships, and work and study skills. Subscales within the ACLSA-IV Youth scale include: career planning, daily living, housing and money management, self-care, social relationship, and work life.

### **How is it administered?**

The ACLSA can be administered online for both the youth and the caregiver by setting up an account that requires providing an email address. The assessments can also 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. Through online administration, an individual score report is developed that identifies the percentage of mastery in each domain, total mastery, raw score in each domain, and total raw score.

### **What is included?**

ACLSA-I (ages 8-9), ACLSA-II (ages 10-12), ACLSA-III (ages 13-15), ACLSA-IV (ages 16 and up), and ACLSA-Short (ages 11-18) for both youth and caregivers. ACLSA assessments are available in English, Spanish and French. The website also provides lesson plans and resources related to domains assessed, as well as a companion life skills curriculum.

### **What might summary results look like?**

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



# ANSELL-CASEY LIFE SKILLS ASSESSMENTS

## *Independent Living Assessment*

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

A great variety of 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?**

<http://www.caseylifeskills.org>

### **Reference**

Casey Family Programs (2009). *Ansell-Casey Life Skills Assessments*. Author.

# FUNCTIONAL INDEPENDENCE SKILLS HANDBOOK

## *Independent Living Assessment*

### **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 transition activities/services might be identified based on the results?**

A great variety of transition activities and services could be identified for different students, but a few examples of lesson plans include:

- Develop an Adaptive Behavior Plan
- Develop an Affective Behavior Plan
- Develop a Cognitive Skills Plan

# FUNCTIONAL INDEPENDENCE SKILLS HANDBOOK

## *Independent Living Assessment*

- Develop a Sensorimotor Skills Plan
- Develop a Socialization Skills Plan
- Develop a Vocational Skills Plan

### **Where do I get it?**

<http://www.proedinc.com/customer/productView.aspx?ID=1392>

### **Reference**

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

# INDEPENDENT LIVING CHECKLIST

## *Independent Living Assessment*

### **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 6 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, 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 9<sup>th</sup> 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 transition activities/services might be identified based on the results?**

A variety of 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 towards 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 10<sup>th</sup> grade.

### **Where do I get it?**

<http://transitioncoalition.org/blog/tc-materials/independent-living-checklist/>

### **Reference**

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

# TRANSITION HEALTH CARE CHECKLIST

## *Independent Living Assessment*

### **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 & 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

# TRANSITION HEALTH CARE CHECKLIST

## *Independent Living Assessment*

- 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 & testicular self-exams, pap test, prostate health
- Keep immunizations current & records easily accessible
- Understand sexual awareness to prevent pregnancy, STD's & HIV/AIDS.

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

A great variety of 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?**

[www.health.state.pa.us/transitionchecklist](http://www.health.state.pa.us/transitionchecklist)

### **Reference**

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

# ASSISTIVE TECHNOLOGY PROTOCOL FOR TRANSITION

## *Assistive Technology Assessment*

### **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 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 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 Device 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.

# ASSISTIVE TECHNOLOGY PROTOCOL FOR TRANSITION

## *Assistive Technology Assessment*

- *AT Planning Guide for Transition* to guide the team through the AT decision-making process.
- *Student Portfolio for Successful Transition with Assistive Technology*

### **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 difficulty 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.



# ASSISTIVE TECHNOLOGY PROTOCOL FOR TRANSITION

## *Assistive Technology Assessment*

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

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

- Student contacts AT 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? :**

<http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/attransitionpacket1224259340.pdf>

### **Reference**

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

# ADDITIONAL TRANSITION ASSESSMENTS

## **A Life for Me**

<http://www.alife4me.com/>

## **Career Kids**

[www.careerkids.com](http://www.careerkids.com)

## **Career Test**

<http://assessments.careers.org/>

## **Dream It Do It**

<http://www.dreamit-doit.com/content/toolkit/quiz.php>

- Dream Career Quiz
- Career Calculator

## **DVC Learning Styles Survey for College**

[http://www.metamath.com/multiple/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)

## **Employer Evaluation**

<http://www.tbactc.org/student-services/Employer%20Evaluation%20Form.pdf>

## **Know How to Go (to College)**

<http://www.knowhow2go.org/>

- College Preparation Checklists by Grade

## **I'm Determined**

<http://www.imdetermined.org/youth/resources/>

- Writing My Present Levels
- Goal Plan Worksheet
- Goal Setting & Attainment

## **It's My Choice (Person-Centered Planning)**

[http://www.mnddc.org/extra/publications/choice/Its\\_My\\_Choice.pdf](http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf)

## **Iowa Transition Assessment Tools**

<http://www.heartlandaea.org/>

## **Mapping Your Future, Career Ship**

<http://www.mappingyourfuture.biz/planyourcareer/careership/>

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

# ADDITIONAL TRANSITION ASSESSMENTS

## My Future Career Tools & Checklists

<http://www.myfuture.com/careers/tools-checklists/>

- Resume Builder
- Checklist: Tips for Successfully Wrapping up an Interview
- Checklist: Job Search

## National Collaborative on Workforce & Disability

<http://www.ncwd-youth.info/>

- Making the Move to Managing your own Personal Assistance Services <http://www.ncwd-youth.info/sites/default/files/pas-toolkit-052610-print-final.pdf>
- 411 on Disability Disclosure <http://www.ncwd-youth.info/topic/disability-disclosure>
- Supporting Career Development of Youth with Learning Disabilities [http://www.ncwd-youth.info/sites/default/files/ld-guide\\_2.pdf](http://www.ncwd-youth.info/sites/default/files/ld-guide_2.pdf)

## National Secondary Transition Technical Assistance Center

<http://transitionta.org/>

## NEFE High School Financial Planning Program

<http://hsfpp.nefe.org/channels.cfm?chid=100&tid=1&deptid=14>

## Self-Directed Search

<http://www.self-directed-search.com/>

- Daydreams
- Activities
- Competencies
- Occupations
- Self-Estimates

## Transition Coalition

<http://www.transitioncoalition.org/transition/index.php>

## Transition Tennessee Assessment Database

<https://transitiontn.org/assessment-database/>

## What Do You like?

[www.bls.gov/k12/index.htm](http://www.bls.gov/k12/index.htm)

## What is Your Learning Style

<http://www.ldpride.net/learning-style-test.html>

# ADDITIONAL TRANSITION ASSESSMENTS

## Youthhood

<http://www.youthhood.org/>

- High School Life Map
- Job Center Life Map
- Community Center Life Map
- Hangout Life Map
- Health Clinic Life Map
- Apartment Life Map

## Zarrow Center

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

- ARC Self-Determination Assessment <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html>

## Additional References

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.