

Quick Reference Guide:

Transition Assessment

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QUICK REFERENCE GUIDE: TRANSITION ASSESSMENT

Why:

To ensure quality and compliance –

Does the IEP identify?

- **Where the student wants to go?**
(Post-secondary vision)
- **Where the student currently is?**
(Assessment that reveals: strengths, preferences, interests, needs, academic achievement and functional performance)
- **How will the student get there?**
(Goals, course of study, transition activities)

It's the Law

Sec 602(34)(B) "Documentation that the goals are based upon age-appropriate transition assessment related to...."

What:

Transition Assessment (Definition and Process)

Transition Assessment:

- is a planned, continuous process of obtaining, organizing, and using information to assist individuals with disabilities of all ages and their families in making all critical transitions in students' lives both successful and satisfying. – Clark 1998
- is a process that is measurable, demonstrates improvement and leads towards the student's desired post-secondary goals (vision)
- evolves over time, is ongoing, and is not a one time or annual event
- requires student engagement
- involves more than one person
- involves more than one tool

- reveals what skills the student possesses and what skills the student must acquire
 - can be formal, informal, or both
 - needs to be completed for all students with an IEP. The initial assessment may indicate area(s) in need of a more in-depth assessment, IEP goals, transition services and/or transition activities.
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Transition Assessment Areas

(not all-inclusive)

- Adult Living**
- Career Goals
- Communication
- Community Involvement/Expectations
- Education*
- Employment*
- Health
- Interpersonal Relationships
- Learning Styles
- Leisure
- Needed Accommodations
- Organization Skills
- Planning
- Self-Determination/Awareness
- Needed Supports
- Training*
- Work Values

* Required by law

** When appropriate: required by law

How

Using Transition Assessment Information

Linking Transition Assessment Information back to the IEP:

Transition assessment provides data that supports each of the following:

- Annual Goals
- Course of Study
- PLAAFP
- Post Secondary Vision
- Transition Activities
- Transition Planning
- Transition Services and Agency Linkages
- School services, programs and accommodations

Definitions:

- **Age Appropriate** - assessments whose presentation and language is appropriate to the age of the student.
- **Formal Assessment** – a tool that provides standardized data and is valid and reliable.
- **Functional performance** – the skills needed for independent living (i.e., cooking, shopping, managing money, using public transportation, knowing how to be safe in the community, organizational skills, etc.).
- **Informal Assessment** – a tool that provides pertinent yet non-standardized data and information.
- **Interests** - an activity or area that particularly captures a student's attention (i.e., careers, hobbies, clubs, sports,).
- **Needs** – the supports or learning activities that the student requires to be successful in the general education curriculum and in achieving his/her post secondary goals.
- **Preferences** – what the student would choose given a range of choices from among his/her various interests.
- **Strengths** – what the student is good at or does well
- **Vocational Evaluation/Assessment** – a component of a transition assessment that helps define career interests, employability skills, career values, abilities and aptitudes.

- **Work Values** – what the student wants to get out of a job and things that bring job satisfaction (i.e., good salary, independence, variety, working with others, working with hands, etc.)
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Reference Section

1. Internet Links –

- AIR Self determination Assessment
www.ou.edu/zarrow/sdetermination.html
- Casey Life Skills (web based and free assessment)
www.caseylifeskills.org
- Age appropriate transition assessment www.nsttac.org
- online interest inventories:
<http://www.myfuture.com/toolbox/workinterest.html>
www.careervoyages.com
www.careercluster.org (download in pdf format)
www.mydreamexplorer.org

2. Formal Assessments (not all inclusive):

- Brigance of Inventory of Basic Skills (www.brigance.net)
- ESTR (www.estr.net)
- Formal Career Interest Inventories: Career Cruising (www.careercruising.com), Michigan Occupational Inventory System (MOIS) (www.mois.org), Self Directed Search (SDS) (www.self-directed-search.com), Cops/Copes/Caps (P.O. Box 7234 San Diego, Ca. 92167), My Dream Explorer (www.mydreamexplorer.org)
- James Stanfield Transition Assessments (www.stanfield.com)
- Life Centered Career Education (LCCE) (www.cec.sped.org)
- Next Steps (www.nextsteps.org)
- Reading Free Vocational Interest Inventory (www.proedinc.com)
- Steps to Self-Determination (www.coe.wayne.edu:16080/selfdetermination)
- Transition Planning inventory (TPI) (www.proedinc.com)

- Transition Behavior Scale (TBS)
(www.unl.edu/buros/bimm/html/index19.html)
- Vineland Adaptive Behavior Scale
<http://ags.pearsonassessments.com>
- Choice maker self determination assessment (www.sopriswest.com) search by author –James E. Martin
- COPS-PIC (Edits, P.O. box 7234 San Diego, Ca. 92167)
- Wide Range Interest and Occupation test2 (WRIOT2) (www.proedinc.com)

3. Informal Assessments (not all inclusive):

- Gary Clark's – Informal Assessment for Transition Planning (book)
- Situational Assessments – observation and documentation of real life experience that reveal areas of strength and concern.
- Student and Parent Interviews
- Student Transition Assessment Tool (STAT)
- Teacher Developed or Observation
- Your Employment Selections (YES)
www.yesjobsearch.com

This assessment guide is developed on best practices and quality and goes above and beyond the state and federal requirements.