Guidance and Suggestions on Age-Appropriate Transition Assessments

Transition Assessment Background: Transition assessments are used to identify a child's interests, preferences, strengths and needs. IDEA 2004 requires that the student has appropriate measurable postsecondary goals based on age-appropriate transition assessments. IEPs and the transition planning components are expected to be individualized. Transition assessments should likewise be individualized and part of an ongoing process. One frequently overlooked outcome of the transition assessment process is the realization of the need to conduct further transition assessment(s) to identify or refine postsecondary goals and transition services.

The Transition Assessment process should go beyond minimum compliance and be designed to help students to both (1) Identify and to (2) Achieve their postsecondary goals. A transition assessment summary/report must be prepared and provided to the parents – this may prompt meaningful transition discussions. Greater focus on identifying and addressing transition service needs can result in more students achieving their postsecondary goals.

The February 2019 OSEP "Letter to Olex" states that parent permission is only mandated when transition assessment is part of an initial evaluation or 3-year re-evaluation for eligibility. *Parent permission is not required for transition assessment completed outside of the eligibility process*.

Comprehensive Transition Assessments That Meet Basic Compliance Requirements
(Suggested for the student's first or three-year transition assessments)

Transition Rating Scales (TRS-1.0, TRS 2.0, TRS 3.0)   (Formerly known as ESTR)
The Transition Rating Scales provide basic assessment tools for identifying strengths, needs, interests and preferences in various transition domains. The Transition Rating Scales also have an optional Online Report Generator feature.
TRS 1.0 - for learners with mild disabilities
TRS 2.0 - for students with moderate to significant support needs
TRS 3.0 - for learners with pervasive and long-term needs for support.
https://estr.net/index.cfm

Transition Planning Inventory - 3 (TPI-3)
Provides schools a systematic way to address critical transition planning areas that are mandated by IDEA. It also accounts for individual student preferences, interests, strengths, and needs. Key information is gathered from students, parents, guardians, and school personnel through the use of core and specialized rating scales and open-ended questions. The TPI-3 can serve as the main vehicle for identifying transition needs or can complement existing procedures that are being used in a school district. In many cases, it can serve as a framework for acquiring more detailed assessment information. The TPI-3 now includes online access to additional resources that are useful for transition planning. https://www.proedinc.com/Products/14865/tpi3-transition-planning-inventorythird-edition-complete-kit.aspx

Supplemental or Targeted Transition Assessments to Enhance Transition Planning

SD MyLife (Xello) – Available to all students in South Dakota through SD Career & Technical Education office. SD My-Life is the state-purchased Guidance suite recommended for the state-required 8th grade interest assessment and the 10th grade aptitude assessment. This computer-based program is accessed with a student ID and password. SD MyLife can be used for assessment, career research, planning coursework, ACT preparation, portfolio development; and it is available free of charge to SD students in grades 6-12. **Many features match Indicator 13 requirements.** Advantages of this tool include:

- Can assist students in identifying employment & education/training postsecondary goals
- "Ongoing" - can be revisited over time–portfolio can be developed-Parent portal is available

Disadvantages:

- Not a strong tool for identifying transition strengths and needs
- Students with significant disabilities may require one-on-one assistance to complete assessments and to derive much benefit

https://sdmylife.com/

Transition Tackle Box – Quickbook of Transition Assessments
These informal assessments cover a wide range of transition topics and can be excellent sources of supplemental or further transition assessment information. If using these assessments only, make certain that the chosen assessments help students to establish postsecondary goals, and identify strengths and needs related to employment, further education/training & independent living.
https://tslp.org/writing-ieps/#1543520171349-0b05b2cd-6ff6

ASVAB Career Exploration (Armed Service Vocational Aptitude Battery)
The ASVAB is an additional assessment tool for career research for students who are unsure of their future plans. It is free, available to all students at most high schools, incorporates interests and aptitudes (strengths), can be used for military entrance.
Disadvantages: Viewed by some as just a military entrance exam, usually given junior year, may not provide useful information for students who do not do well on paper and pencil testing. https://www.military.com/join-armed-forces/asvab

Structured Interviews and Questionnaires
Advantages: Quick, can verify or update interests and preferences, can target specific transition areas with students or parents.
Disadvantages: may not be very thorough, not ideal for students who are unsure of what they will do in the future, may not account for aptitudes, may not be strong in assessing transition strengths and needs since answers may come from one respondent.

Job Shadowing/Unpaid Internships and/or Project Skills Reports
Paper and pencil or computer-based transition assessments may not always be the best way to gain insight into the interests, preferences, strengths and needs of some students. Many students are able to identify what they like after getting out of the classroom and into the real world. Information from these real-world experiences can be documented and reviewed at the IEP meeting as part of a career development process.

Paid Work Experience (Evaluations and History) Job performance information from employers, job coaches or the student can provide information useful in the transition planning process.

College or Postsecondary Education Achievement Assessments
- ACT – College Entrance exam for Juniors and Seniors
- PRE-ACT – 8th - 10th grade pre-ACT assessment
- COMPASS – Used as a placement examination for students with marginal ACT test scores at many colleges/universities (English and Math).
- PSAT – Junior year, PSAT 10 – Sophomore year, PSAT 8 and 9
- ACCUPLACER – Entrance/Placement assessment. Replacing the Compass and TABE for entrance and placement at South Dakota Technical Colleges.

http://www.act.org/ or https://collegereadiness.collegeboard.org/educators

Postsecondary Education Checklists for students with disabilities
(See Catch the Wave or Quick Book documents or "A Guide to Assessing College Readiness").
Supplements more general transition assessments such as the ESTR or TPI-2.
Highly encouraged for students considering postsecondary education.
https://tslp.org/post-secondary-education/#1543961037601-d06dfa13-d4dd
http://tslp.org/catch-the-wave/

Ansell- Casey Life Skills
Originally developed for youth in foster care. This free tool is very strong in assessing strengths and needs of at-risk, SLD, ED students in the life skills area. Also covers other transition areas. http://lifeskills.casey.org/

Transition Assessment and Goal Generator (TAGG) – An on-line protocol for student, family and school that assesses behaviors and experiences associated with success in post school employment and education. TSLP can assist schools to try out this tool. https://tagg.ou.edu/tagg/

Person-Centered Thinking/Planning Tools
These tools can help planning teams to identify job and career options for students with significant disabilities who require more in-depth tools (to supplement traditional interest and aptitude surveys) for the identification of career and life goals.   The SD Divisions of Developmental Disabilities and Rehabilitation Services both use these tools to assist youth and adults. SD Parent Connection has certified trainers. https://dhs.sd.gov/PCT.aspx

School Attendance Records – may help teams when planning with a student for employment and/or further education/training.

Ability Assessment – A review of component scores from the current ability assessment can help the IEP Team to identify relative strengths and needs that can be helpful in transition planning.

AIR Self-Determination Scale
Paper and pencil tool – quick to administer – good for individuals or a small group

https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment

Learning Styles Assessments
Students can review results with a teacher or counselor to gain insight into how they prefer to learn information. This can be helpful in deciding what further education or training matches how the student learns best. SDMyLife includes a learning styles assessment.
https://sdmylife.com/personal-learning-plan/understanding-your-options

High School Capstone Experiences – SD Career and Tech Ed promotes Youth Internships, Senior Experiences, Service Learning, and Entrepreneurship Experiences for all students at high schools around the state.   Participating in these experiences can help all students, including those with disabilities, to refine career goals and build skills. https://doe.sd.gov/cte/capstone.aspx

Assistive Technology Assessment – Often overlooked, but can assist students to identify low and high-tech tools that will help them to be more successful with employment, post-secondary education and training, and independent living. DakotaLink is one source for these assessments.
https://www.dakotalink.net/

Brigance Transition Skills Inventory – This highly-structured formal assessment helps to identify strengths and needs that can be used to develop individualized transition instruction.
https://transitioncoalition.org/blog/assessment-review/brigance-transition-skills-inventory-tsi/

ICAP – Inventory for Client and Agency Planning. This adaptive behavior assessment (for youth and adults) is currently used by the South Dakota Division of Developmental Disabilities to establish eligibility for Waiver services including Family Support 360 and HCBS.
https://www.ascendami.com/ami/Services/IDDAssessments/InventoryforClientandAgencyPlanning.aspx

Situational Assessments
A tool used by Vocational Rehabilitation to help people to try out jobs of interest to see how they do at a job or a few job sites. Employment support professionals observe and record information.

Adult Agency Checklist – Originally part of the Quick Book of Transition Assessments, this tool can be used by Parents or School staff to identify specific agencies that can assist students as they transition to adulthood. https://tslp.org/wp-content/uploads/2019/02/Adult-ServicesSD-1.pdf

iTransitonSD App – (Not specifically identified as a transition assessment) Free Online – Do before IEP! 14-part questionnaire that students can complete to help them to develop and to understand their transition plans. This tool provides specific recommendations for services and activities. It works well for a transition class or can be completed individually. Includes South Dakota specific information. http://www.itransitionsd.org/

The Oasis-3 (Occupational Aptitude Survey and Interest Schedule) is one normed paper and pencil assessment that helps students to compare their results to over 20,000 jobs in the Dictionary of Occupational titles.
https://www.proedinc.com/Products/10130/oasis3as--occupational-aptitude-survey-and-interest-schedule--third-edition.aspx

Indiana Transition Assessment Matrix – helps to identify possible transition assessments based on: Postsecondary goal area(s), Student grade level and disability.
https://www.iidc.indiana.edu/styles/iidc/defiles/cclc/transition_matrix/transition_matrix.html

Transition Coalition Transition Assessment Reviews
https://transitioncoalition.org/tc-assessment-reviews/