



Transition Assessment

Understanding Transition Assessment



Myth/Reality

1. Transition assessment is an ongoing process that takes place throughout and across the secondary school years.
2. The transition assessment process is developed using a specific protocol at each school, and it is important to follow the same protocol with each student.
3. Transition assessment is primarily for youth with severe disabilities.
4. Transition assessment is not required by IDEA; it is just a good thing to do in preparation for the IEP.
5. The main purpose of transition assessment is to identify future employment goals for students with disabilities.
6. Assessment is very important during transition and, if executed correctly, it can provide us with information we need to know.

Defining Transition Assessment

Think about your definition of transition assessment, and how you have applied it with students. Write your definition of transition assessment

Purpose of Assessment

"Why assess?"

In general, assessment facilitates self-awareness and decision-making around critical life choices through identifying, informing, discussing, and providing transition services.

Self Determination, Transition Assessment

Why do you think including self-determination as part of this transition assessment module is necessary?

- Make informed choices
- Take charge of the transition process
- Understand the skills needed for post-school environments

Person Centered Planning for Transition Assessment

Allowing students to drive both the IEP and transition assessment is critical for identifying strengths, preferences, skills, and interests – one method for doing this is **person-centered planning**.

Process to plan and support youth and families

Strengths based lens, focused on capacity

- Personal Futures Planning
- Making Action Plans (MAPS)
- Whole Life Planning
- Planning for the Future (Black & Ornelles, 2001)

Student Role

- helping with planning assessment for specific areas,
- identifying which assessments they want to complete,
- participating in the assessment process through each year,
- and using information gathered during assessment to develop their transition plans.

Case Study #1

Describe two strengths of the assessment process used at the school.

Describe two weaknesses of the assessment process used at the school.



Summary and Review

What have you learned that will help you think about and implement transition assessment differently?

Types and Approaches



Formal Assessments

Formal assessment measures include standardized instruments and procedures that are norm-referenced, contain sufficient evidence of validity and reliability, and require detailed administrative and scoring procedures.

- academic achievement tests
- intellectual functioning assessment
- adaptive behavior scales
- interest inventories
- quality-of-life scales
- social skills inventories
- self-determination scales
- vocational skills assessments
- comprehensive transition inventories

Formal Assessments

What formal assessment measures do you have available for use through your district?

Identify one formal assessment that is most appropriate for gathering information specific to transition for the students you work with.

What are some limitations of the formal assessment used by your district as they pertain to transition?

What are some advantages of the formal assessment used by your district as they pertain to transition?

Informal Assessments

Informal assessments are prevalent in schools, and are easily created or modified and shared among educators.

Informal methods include:

- case file reviews
- oral histories structured interviews
- situational assessment
- observations
- rating scales
- curriculum-based assessments

Informal Assessments

What type of information would this assessment provide?

What would this assessment be more appropriate for some students than others?

Are there any limitations in using this assessment and if so, what are they?

What would you do with the results of this assessment in planning and providing transition services?

What is the best type of environment for administering this assessment?
Why?

Quiz

- A structured set of questions specifically for parents and family members that can be used to collect information about home and community skills and characteristics. **Parent and Family Questionnaires**
- A collection of personal stories told in the first person for the purpose of preserving historical data regarding a certain period of time. **Oral Histories**
- The use of systematic observation techniques to evaluate performance in real or simulated environments such as vocational training settings, simulated work stations, job tryouts, and other community-based settings. **Situational Assessments**
- Scales where behavior may be rated in a single evaluation or repeatedly over a period of time to provide the rater's overall impression around various characteristics. **Rating Scales**

Quiz

- Testing that compares an individual score to the scores of those in a comparison group(Venn, 1994). **Norm Referenced**
- The accuracy and consistency of test scores and other measures of skills, abilities, and behaviors of students(Venn, 1994). **Reliability**
- Examination of school and other records based on a predetermined set of criteria regarding a specific topic. For example, this might focus on developing a history of career development experiences and skills for the student. **Case File Reviews**
- An assessment approach that measures educational success based on student progress in the local school curriculum rather than in relation to scores on standardized, norm-referenced tests(Venn, 1994) **Curriculum Based Assessment**

Quiz

- This term refers to the structuring test materials, administration procedures, scoring methods, and techniques for interpreting results. It makes it possible to give a test in the same way to a group of students or to the same student more than once. **Standardization**
- This refers to the effectiveness of assessment instruments and is considered the most important characteristic of a test. The basic question concerns “How well does the test measure what it was designed to measure?” or “Does the test do what it is supposed to do?” (Venn, 1994). **Validity**

Quiz

- Measuring and evaluating student performance in real-life, natural settings (e.g., at home, on the job, and in the community) for identifying proficiency in performing practical, applied skills(Venn, 1994). **Functional Assessment**
- A score that shows relative standing by ranking a student in comparison to those in a corresponding norm group. The 50th percentile signifies the average ranking or average performance(Venn, 1994). **Percentile**
- The process of evaluating employment and career development skills using both formal and informal assessment instruments(Venn, 1994). **Vocational Assessment**

Quiz

- This process, conducted orally, in person, or over the phone, uses a predetermined set of questions that is developed and adhered to with very little deviance. **Structured Interviews**
- The process of assessing performance by listening or watching a student over a period of time in a structured, systematic manner(Venn, 1994). **Direct Observation**

Summary and Review

What have you learned that helps you think about and implement transition assessments differently?

Assessment Process



Transition Assessment Process



Transition Assessment Process

Implementing effective transition services requires information about many student domain areas, such as:

- health and wellness
- communication
- academic progress
- social and interpersonal engagement
- emotional development/ mental health
- adult roles and responsibilities
- recreation and Leisure skills and activities
- self-determination and self-advocacy
- community participation
- needed family or other supports
- interagency linkages with support services

Remember, transition assessment is the ongoing process of collecting data on a student's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments.

Case Study #2 and #3

James and Heather:

Let's talk about James and Heather



Guiding Questions



1. What do we already know about the student's strengths, preferences, interests, and needs related to employment, postsecondary education, and independent living?
2. What do we need to know about the student's strengths, preferences, interests, and needs related to employment, postsecondary education, and independent living?
3. What methods and sources will we use to collect the information we need?
4. Who will gather the information and what role will the student play in the assessment process?
5. When will the data be collected and used for transition planning?
6. Is the student making progress toward their measurable postsecondary goals (e.g. employment, education, living)?

Guiding Questions



Think about what you know and what you need to learn about James and Heather for employment.

What do we already know about James or Heather's occupational interests and values?

What still needs to be learned about James or Heather's occupational interests and values?

Assessment Plan



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

Continue to develop the plan

Using the 6 Guiding Questions from earlier, continue developing your assessment plan for James and Heather.

All educators must collect ongoing assessment data throughout student's academic career. This must be more than just a snapshot.

1. What do we already know?
2. What do we need to learn?
3. How we we gather this information?
4. Who will gather the information?

Assessment Selection



Individualize the types of assessments you give to each student, ensuring they are responsive to the student's response strengths and support needs.

Use multiple types and approaches

Transition Assessments

1. **Parent Transition Survey** to provide information on independent living skills
2. **NTACT:C Transition Assessment Toolkit**
3. **Zarrow: Transition Assessment & Goal Generator Assessment**
4. **Transition Health Care Checklist**
5. **O*Net Online Soft Skills**
6. **Woodcock-Johnson III Diagnostic Reading Battery**
7. **Transition Planning Inventory 3rd Edition (TPI-3)**
8. **Environmental Job Assessment Measure (E-JAM)** to learn more about the demands of a specific work environment

The assessments you reviewed are listed above. In the checklist below, identify 3 that you think are the best options for Heather and James.

Transition Assessments



<https://bit.ly/TransitionResourceIdeas>

Using Assessment Data



What happens to assessment information after you've collected it?

For Heather how could assessment information about Heather's social skills help her?

How could the results of James' assessment information be used to support him in participating fully in school and community.

Integrating Assessment Data

Student & Family

Special Educators

School Psychologist

General Educator

Vocational Rehabilitation Counselor

School Counselor

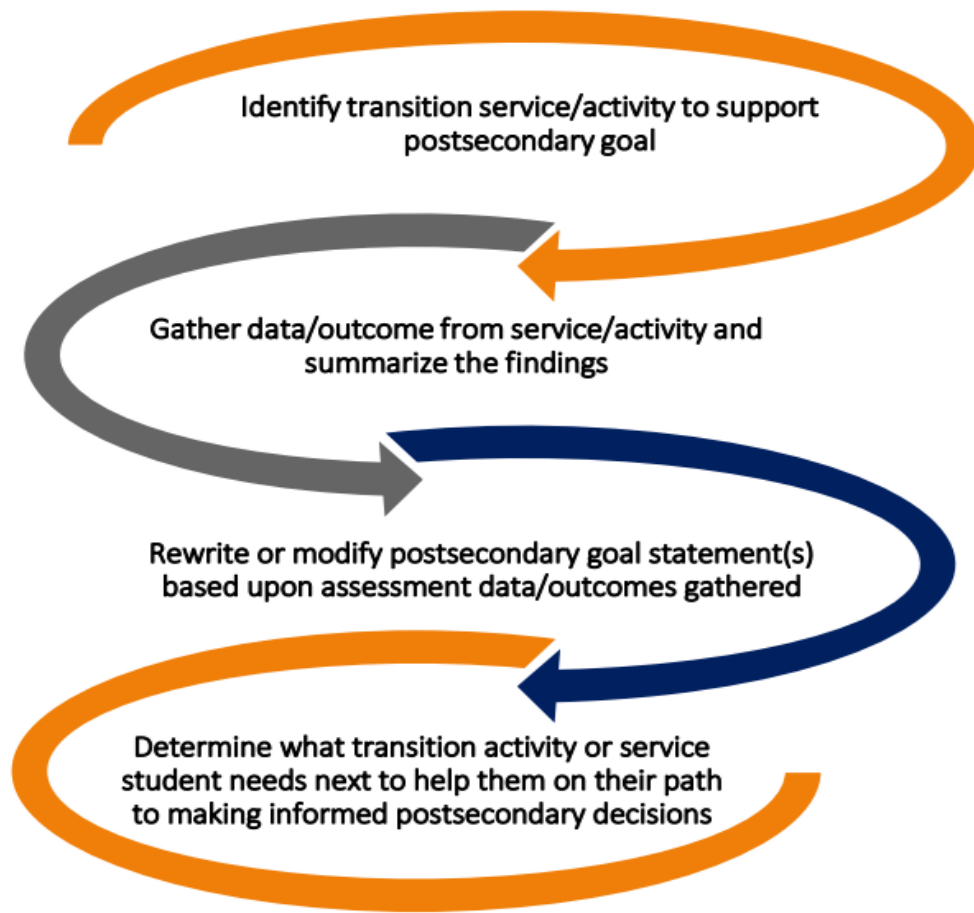
Others as appropriate

Assessment and the IEP

- Required under IDEA
- In Present Levels
- Student moves from being passive participant to leader at IEP meeting.
- Informed Choices related to MPG
- Coordinated Set of Activities
- Data collection

Assessment and the IEP

- Activities



Postsecondary Goal The current 'I will...' statement

**Transition Services/Activity(ies)
What can the student do to help inform his/her decision making?**

Assessment(s) if appropriate What will help inform future conversations/decisions?

Employment:

Employment:

Employment:

Education/Training:

Education/Training:

Education/Training:

Independent Living:

Independent Living:

Independent Living:

CASE STUDY

Summary and Review

- Transition assessment should be a process of developing questions, collecting information, and making decisions about a variety of transition-related domains.
- Remember, transition assessment is ongoing, focusing on a student's strengths, needs, preferences, and interests.
- Developing a plan for assessing students during transition will lead to more effective transition planning.
- Finally, sharing information and assessment results with students, families and community agencies is important for post-school success.



A-HA

An idea that you hadn't considered before, but that makes a ton of sense to you



AGREED

An idea that validates something that you are already doing in your work



NOW WHAT

An idea that you are going to take back and begin using immediately

Evaluation

<https://bit.ly/3xlyQaZ>



References

Zarrow Center: Transition Resources

Zarrow Center: Assessments

NTACT: Person-Centered Planning Practice Description

University of Oklahoma Center for Learning and Leadership Preference Indicators

Transition Assessment Review Form

Transition Assessment Planning Form

AIR Self-Determination Assessment



Let's Connect!



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