

Transition

ASSESSMENT

Why? What? How?



What is a Transition Plan?

The plan and process used to assist students in identifying and obtaining their goals for the future in...

- ☐ **Employment,**
- ☐ **Education/Training,**
- ☐ **Independent Living, if appropriate**

Note: all areas must be assessed to determine needs.



Why Have a Transition Plan and Do Transition Assessment?

The purpose of a transition plan is to:

- Coach students and families to think about **long-range** goals.
 - Design high school experiences to ensure the student stays in school and is prepared for post-school goals.
 - IDENTIFY and LINK students to any needed post-school services, supports, or programs before they leave the high school setting.
- **Unrecognized potential and ability during the school years can result in wasted time and delayed or NO access to post-secondary dreams and goals.**

Measurable Postsecondary Goals (MPSGs) are the heart of a transition plan.



MPSGs are the goals students want to achieve after graduating or “aging out” of the school system.

But how do we determine what the student’s goals are?



Before The Assessment: Student Goals and Self-Determination

To set realistic goals, students should be able to:

- Identify needs
- Identify interests
- Understand their strengths and limitations
- Have self-awareness
- Make decisions for themselves
- Speak up for themselves

How do we help students become self-determined?

- Zarrow Institute on Transition and Self-Determination
<https://www.ou.edu/education/zarrow/resources/curriculum>
 - ChoiceMaker Self-Determination Transition Curriculum
 - The Me! Curriculum
 - Pulos' Career Assessment and Exploration Tool Kit (P-CAET)
 - Student-Directed Transition Planning

And more!



Students and their IEP Teams need to think about:

- Where do I want to live?
 - What do I need to learn now to live where I want?
- Where do I want to work?
 - What do I need to learn now to get the job I want?
- Where do I want to learn?
 - What do I need to learn now to get the education I want?

ASSESSMENT



Career Exploration

To determine what a student's MPSGs should be, we need to explore what their interests are.

- Most teenagers are only familiar with what they see every day. (Family members' jobs, fast food, teacher, etc.)
- Career exploration can open the door to a world of careers and options they've never considered.
- All 8th graders should be completing career exploration and assessment as part of their school curriculum.



SD MyLife

<https://sdmylife.com/>

- Career Exploration
- Aptitude
- Planning
- Skills Lab
- World of Work articles
- Used in most South Dakota schools



Matchmaker

What careers match your interests?



Start the quiz!

Select the career clusters that interest you:

	Architecture & Construction		Agriculture, Food & Natural Resources		Arts, A/V Technology & Communications
	Education & Training		Finance		Government & Public Administration
	Human Services		Hospitality & Tourism		Information Technology
	Manufacturing		Marketing		Science, Technology, Engineering & Math

Career Exploration (cont.)

Vocational Rehabilitation Services:

- Pre-Employment Transition Skills (Pre-ETS)
 - Begins as early as age 14
 - Job exploration counseling
 - Unpaid work-based experiences
 - Post-secondary education counseling
 - Workplace readiness training
 - Instruction in self-advocacy

Talk to your local VR Counselor



Even More Career Exploration!

O*NET OnLine (onetonline.org)

- Find Occupations
- Job Accommodations
- O*NET Interest Profiler

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

TSLP.org/employment/

- Online resources in employment
- Let's Talk Work events

Transition Resources Handbook:

<https://dhs.sd.gov/content/dam/digital/united-states/south-dakota/sdo/pdf/division-of-rehabilitation-services/Information%20-%20Transition%20Resources%20booklet.pdf>

What career exploration tools are you using in your classroom?



How do we put it all together?

Once the student has become self-determined and can identify their choices:

- Determine what skills the student already possesses
- Determine the student's limitations
- Determine what skills need to be taught to bridge the skills gap to meet their goals

How do we do this? Transition assessment!

It might help to think of transition assessment as skill-based assessment for life skills. Transition assessment helps identify what the student needs to work on to meet their life goals.



Think **SPINs**!



- **S** = Strengths (What does the student already know? What are their proficiencies?)
- **P** = Preferences (What does the student like? Indoor/outdoor settings? Quiet or noisy environment, etc.)
- **I** = Interests (What does the student want to learn more about or pursue?)
- **N** = Needs (What is the gap between the student's present levels and the student's ultimate goals?)

Transition assessments help identify these answers.



Transition Assessment

- Transition assessments are not standardized. There is no requirement to use any particular assessment.
- No single assessment will work for every student, and utilizing only one assessment is often not enough to get the information needed to develop a comprehensive transition plan.
- Transition assessment may include:
 - Paper and pencil tests
 - Structured student and family interviews
 - Community or work-based assessments
 - Curriculum-based assessments
 - Adaptive behavior assessments



LET'S LOOK AT SOME SAMPLES:

Formal Assessments:

- Transition Rating Scales (TRS – formerly the ESTRS)
- Transition Planning Inventory – Third Edition (TPI-3)
- Brigance Transition Skills Inventory 2
- Inventory for Client and Agency Planning (ICAP)
- Transition Assessment and Goal Generator (TAGG)

Formal assessments generally assess all required areas of transition, but often must be purchased, including replenishing protocols.

However, the same protocol could be reused for annual transition review.



Transition Rating Scale (TRS)

- Structured Inventory
 - Includes all required areas plus a structured interview
- Parent, Teacher, and Student Questionnaires
- Includes narrative descriptions
- Leveled (1.0, 2.0, 3.0)

Employment

1. The learner demonstrates good attendance.

☐ Yes ☐ No

- Good attendance in school (95-100% when not ill).
- Good attendance in an employment situation if the learner is employed (nearly 100% as appropriate).
- Understanding the importance and having the skills to communicate absences (e.g., reasons for not attending, communicating via phone, e-mail/text or other appropriate format).

Comments

2. The learner demonstrates punctuality.

☐ Yes ☐ No

- Punctual in completing tasks outside of school.
- Punctual in getting to school.
- Punctual in getting to class and completing tasks in school.
- Punctuality in work situations if the learner is employed.

Comments

3. The learner demonstrates hygiene and grooming appropriate to settings and contexts.

☐ Yes ☐ No

Comments (be specific about areas of concern)

4. The learner can communicate, when asked, why there is a need to eventually support himself/herself.

☐ Yes ☐ No

- Can communicate the relationship between working and paying for personal needs.
- Can communicate how work provides opportunity to develop personal relationships.
- Can communicate how work contributes to self-confidence.
- Can communicate how workers contribute to society.

Comments (Be specific about areas of concern)

5. The learner responds appropriately to authority figures.

☐ Yes ☐ No

- Follows directions.
- Shows respect in communications (including responsible use of technology).
- Responds appropriately to corrective feedback.
- Understands self-advocacy when appropriate.

Comments

Transition Planning Inventory – Third Edition (TPI-3)

- Structured Inventory
 - Includes all required areas plus a structured interview
- Basic and Advanced forms to use as students get closer to graduation
- Modified form for students with significant support needs

[illegible]

Transition Assessment and Goal Generator (TAGG)

- Administered and scored online at the Zarrow Institute on Transition and Self-Determination website (<https://www.ou.edu/education/zarrow>)
- High School, Alternate, and Middle School levels
- Professional, Student, and Family versions

17. The student set goals that match his or her strengths and interests while taking into consideration what the family or community wants him or her to do.

[▶ Play Audio](#) [▶ Play ASL Video](#)

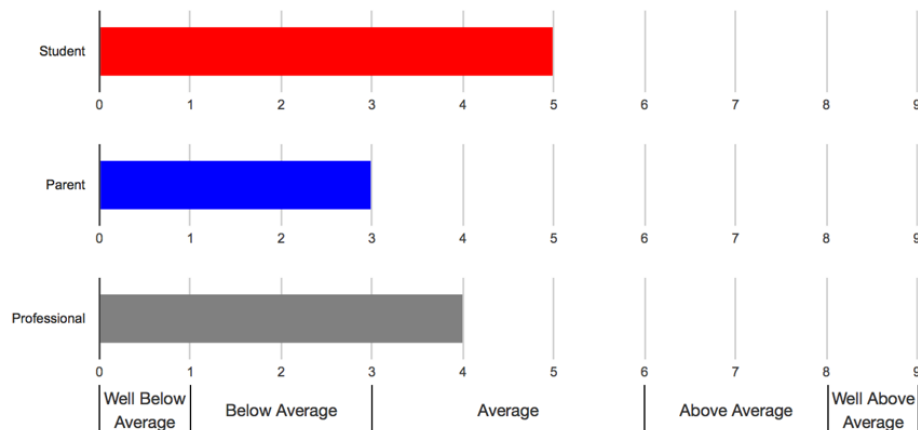
Rarely			Often		
1	2	3	4	5	
☐	☐	☐	☐	☐	

18. The student creates short-term goals to attain long-term goals.

[▶ Play Audio](#) [▶ Play ASL Video](#)

Rarely			Often		
1	2	3	4	5	
☐	☐	☐	☐	☐	

Strengths and Limitations



Informal Assessments:

Could include...

- Interviews and Questionnaires
- Observations
- Interest Inventories
- SD My Life (Xello)
- Person-Centered Thinking/Planning Tools (Charting the LifeCourse)
<https://www.lifecoursetools.com/>
- Teacher-made checklists and interviews



LifeCourse Tools

- Can be used for a variety of activities and problem solving
- Identifies skills and supports already in place and those that are needed.
- Shows both desired and undesired outcomes.

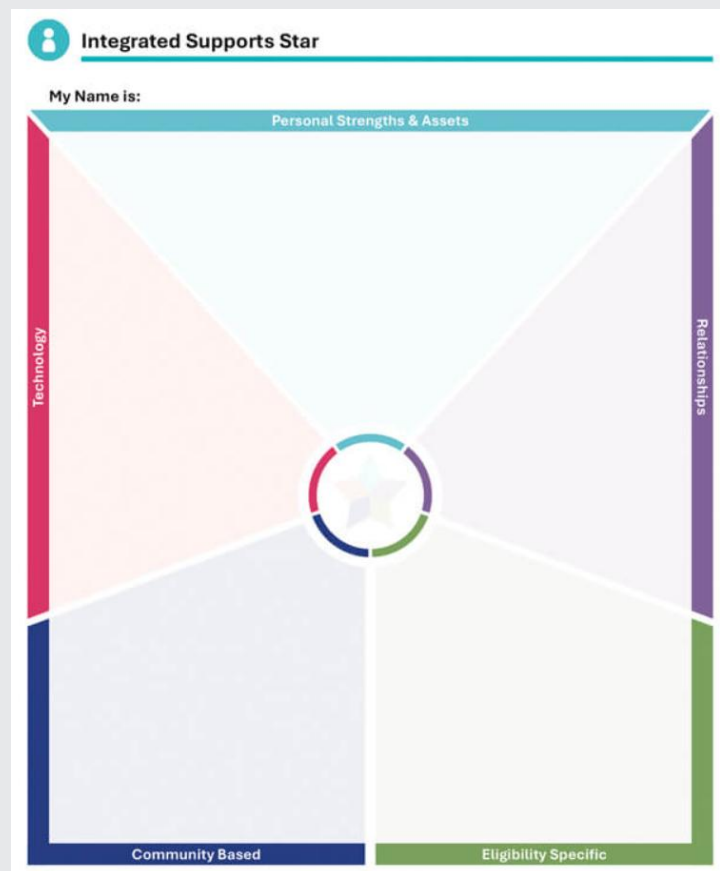
GOAL:

DEFINE SUCCESS	SUCCESS SCALE						
Describe what exceeds expected success would look like for this goal:	★★★★★						
	★★★★						
Describe what expected success looks like for this goal:	★★★						
	★★						
Describe what minimum success would look like for this goal:	★						

SUCCESS: What's working?

Barriers: What's not working?

STRATEGIES	SUPPORTS	START DATE	TARGET END DATE



Life Trajectory | Planning

Past Experiences:

List past life experiences and events that have supported your vision for a good life.

Moving Forward:

List current or future life experiences or goals that will continue to support your good life vision.

Vision for What I Want:

List what you want your "Good Life" to look like:

List past life experiences that guided your trajectory toward things you don't want.

List things to avoid that could keep you from your good life vision or lead to what you don't want.

What I Don't Want:

List the things you don't want or what is NOT a "Good Life".

Creating the LifeCourse Framework and Tools, integrating and owned developed by the LifeCourse team at UIC. Students of the University of Illinois at Chicago (UIC) and UIC students at the University of Illinois at Chicago (UIC) and UIC students at the University of Illinois at Chicago (UIC).

But Wait! There's More!

Zarrow Center Assessments Online

<https://www.ou.edu/education/zarrow/resources/assessments>

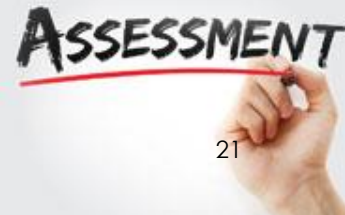
Includes:

- AIR Self-Determination Assessment
 - Forms in English, Spanish, French, and Japanese
- ARC Self-Determination Scale
- Casey Life Skills
 - Several Assessment Options
 - Standard Assessment in Spanish
- Choice Maker Self-Determination Assessment



Other Career and Life Skills Assessments

- STEM Careers Coalition Career Finder
 - <https://app.discoveryeducation.com/static/interactives/cep/scc/career-finder/#/>
- Career Girls Quiz
 - <https://www.careergirls.org/explore-careers/career-quiz/>
- Big Future Career Quiz
 - <https://bigfuture.collegeboard.org/career-search>
- Employability/Life Skills Assessment (ELSA)
 - <https://ocali.org/storage/ocali-ims-sites/ocali-ims-ocali/documents/ELSA-For-Professionals-01052021.pdf>
- Life Skills Inventory Independent Living Assessment Tool
 - https://www.elmbrookschoools.org/uploaded/Documents/District_Documents/Transition_Resources/Life_Skills_Inventory.pdf



<https://tslp.org/transition-iep-plan/>



Family Member | Student | **Professional** | TSLP Events | State Resources

At TSLP.org, click on the **Professionals** tab, then **Transition IEP**.

PROFESSIONAL RESOURCES

Transition IEP

Employment

Post-Secondary Education

Independent Living



TRANSITION IEP

Professional Resources



Transition planning is a formal process that helps students with IEPs figure out what they want to do after high school and how to get there. It's required by the *Individuals with Disabilities Education Act (IDEA)*.

IEP transition planning is more than just a hopeful exercise or brainstorming session. During planning, the student will work on specific goals and also receive services to help achieve those goals. The purpose of transition planning is to help students with disabilities prepare to be independent young adults.

 TSLP Parent Brief

Scroll down to the **Transition Assessments** section.

Writing IEPs

Transition Assessments

Transition assessments need to answer three questions. **Where is the student presently? Where is the student going? How does the student get there?** Conducting a transition assessment is the ongoing process of collecting data on the individual's needs, strengths, preferences, and interests as they relate to:

- Employment
- Education/Training
- Independent Living

ASSESSMENT

Transition Assessments

Transition assessments need to answer three questions. **Where is the student presently? Where is the student going? How does the student get there?** Conducting a transition assessment is the ongoing process of collecting data on the individual's needs, strengths, preferences, and interests as they relate to:

- **Employment**
- **Education/Training**
- **Independent Living**

Assessment data serves as the "common thread" in the transition planning process. Transition assessment information is truly the "foundation" of the transition plan.

Assessment Toolkits

- **Guidance and Suggestions on Transition Assessments** provides guidance on the types of transition assessments used in South Dakota.
- **NTACT-C Age Appropriate Transition Assessment** provides guidance for selecting and using formative and summative transition assessments.
- **Northeast Indiana Cadre of Transition Leaders** provides a list of transition assessments that are appropriate for students with disabilities at appropriate grade level(s), and disabilities area types and kinds of transition assessments that are appropriate for students with disabilities.
- **QuickBook of Transition Assessment: TSLP** provides a document on a regular basis.
- **Transition Assessment Review:** Discover transition assessment information.

Transition Assessments for Students with Significant Cognitive Disabilities

Self-Determination/Advocacy

- **Adaptive Behavior Scale – School Version Sample**
- **Choice-Maker Self-Determination Lesson Materials (free)**
- **Transition Assessment and Goal Generator (TAGG-A) (small fee per student)**

Independent Living

- **Transition Planning Inventory (TPI-3) (for purchase)**
- **Brigance Transition Skills Inventory (for one time purchase)**
- **Life Skills Rating Checklist (for purchase)**

Employment

- **Career Awareness and Exploration Videos (free)**
- **Picture Interest Inventory (for purchase)**
- **Pictorial Interest Inventory (free)**
- **Vocational Interest Inventory (for purchase)**
- **Transition Rating Scale (TRS – 3.0) – formerly known as the ESTR – S (for purchase)**

Transition Assessments for Students with Disabilities

Self-Determination/Advocacy

- **AIR Self-Determination Assessment (free)**
- **ARC Self-Determination Assessment (free)**
- **Choice-Maker Self-Determination Lesson Materials (free)**
- **Field and Hoffman Self-Determination Assessment (for purchase)**
- **Interests & Preferences – List of Inventories (free)**
- **ME! Lessons for Teaching Self-Awareness & Self-Advocacy (free)**
- **Whose Future Is It Anyway?: A Student-Directed Transition Planning Process (free)**
- **Functional Skills Transition Assessment (free)**
- **Transition Assessment and Goal Generator (TAGG-HS) (small fee per student)**

Employment

- **California Career Zone: Quick Assessment; Interest Profiler; Skills Profiler and Work Importance Profiler (free)**
- **Career Clusters (free; Not an assessment; a free framework for developing a student's plan of study)**
- **Career Clusters Interest Survey (free)**
- **Holland Code Career Test yourself (free)**
- **ISEEK Career Interest Survey (free)**
- **My Next Move (free)**
- **Picture Interest Career Survey (for purchase)**
- **Xello/SDMyLife**
- **Wisconsin Technical College Career interest Questionnaire (free)**
- **Wisconsin Statement Transition Initiative Vocational Assessment**
- **Brigance Transition Skills Inventory (for one time purchase)**
- **Functional Skills Transition Assessment (free)**
- **PAWS in Jobland: Elementary (for purchase)**

Education/Training

- **College Accuplacer**
- **ACT**
- **Guide to Assessing College Readiness (free)**
- **O'Net Interest Profiler/Dr. Kit Career (free)**
- **QuickBook of Transition Assessmentpgs.19-20 (free)**
- **Xello/SDMyLife**
- **Tying the Knot (free)**
- **I'm Determined (free)**
- **Overcoming Obstacles (free)**
- **How Do I Explore My Work Options?; Self-Assessments (free)**

Independent Living

- **Casey Life Skills (free)**
- **Transition Rating Scale (TRS – 1.0, 2.0) – formerly known as the ESTR – J and ESTR – III (for purchase)**
- **Brigance Transition Skills Inventory (for one time purchase)**
- **PEASTC Life Skills Checklist (free)**
- **Got Transition (free/some parts are for purchase)**
- **Hands on Banking (free)**
- **Functional Skills Transition Assessment (free)**

Community Participation

- **Transition Rating Scale (TRS – 1.0, 2.0) – formerly known as the ESTR – J and ESTR – III (for purchase)**
- **Casey Life Skills (free)**
- **Brigance Transition Skills Inventory (for one time purchase)**
- **Functional Skills Transition Assessment (free)**

Behavior

- **ALSUP 2020 (free)**

On the TSLP website, you'll find links to numerous options in all areas of transition skills.

You Are Not Alone!

☆The Student is the Star☆

The student should be actively involved in ALL aspects of transition planning and decision making to the extent possible.

(Nothing about me without me.)

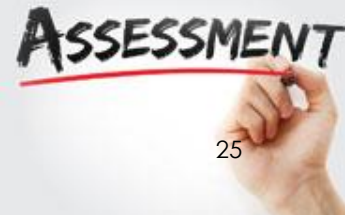
But it takes a village! Utilize your team to gather information and formulate a plan.

- Family
- Teachers and School Staff
- Administrators
- Related Service Providers
- Appropriate Outside Agency (VR, Independent Living Choices, Western Resources for Independent Living, Employer, Services for the Blind and Visually Impaired, SD Deaf Resources and Outreach Programs, Community Support Provider, Family Support Coordinator, etc.)

ASSESSMENT

Some reminders:

- Be sure to summarize the results of transition assessment in a report to present to the team. Include:
 - Name of assessment
 - Date of assessment
 - Who administered/facilitated/completed the assessment
 - Who interpreted the assessment
 - Strengths and needs in each area of transition
- ☯ If it is determined an independent living goal is not necessary, note the team's reasoning in the PPWN.
- Bring assessment strengths and needs into the PLAAFPs



Now that we understand the student's MPSGs and assessed the skills they need, get ready for the IEP meeting!

iTransition App

itransitionsd.org

- Completed online by the student
- 13 questions
- Helps determine where the student wants help
- Formulates a “sample” transition plan that the student can use as a script at the IEP meeting.

I want to get a job:

☒ Yes

☐ No

☐ Not Sure

I want to work:

☐ Full Time

☒ Part Time

I want to work part time in the area of:

Area

I am interested in jobs in the following career clusters (you can choose multiple):

☐ Arts, Communication, and Information

☐ Environmental and Agricultural Systems

☐ Business, Marketing and Management

☐ Human Resources and Services

☐ Health Science

☐ Industrial, Manufacturing and Engineering Systems

I am interested in jobs in the following career clusters:

- [Arts, Communication, and Information](#)

I request my IEP team explain the different types of jobs available with each career cluster listed above.

More information can be found on the KSDE Career Clusters at www.ksde.org

Skills I'm good at: [computers](#), [language](#), [creative](#)

I request my transition services include the acquisition of all the following skills:

- [I am interested in a work experience while in high school](#)
- [Finding a job](#)
- [Interview skills](#)
- [Job coaching](#)
- [Job mentoring](#)
- [Attention to detail](#)
- [Staying organized](#)

Student-Led IEP Script

<https://tslp.org/wp-content/uploads/2023/10/Student-Led-IEP-Script.docx>

- Students can use the script to provide input into the entire IEP.

Student-Led IEP Meeting Script

Student _____ IEP Date _____

Hi, thank you for coming to my meeting. I would like everyone to introduce himself or herself. I will pass around the front page of the IEP so everyone can sign and indicate their presence at the meeting.

The purpose of this meeting is to _____.

After I graduate from high school I want to _____

(Describe if you would like to go to college/technical school. What do you want to study? Do you want to get a job? What kind of job? Where do you want to live?)

Based on my previous testing my area of disability is _____

I would like to review how I have done over the last year. (Review progress on the IEP goals and objectives).

Let me tell you the things that work for me and do not work for me as a learner. My strengths are _____

Let's Look at Your IEPs

- Look over the scenario you've been given.
- What information do we know?
- What information do we need to find out and how would we do that?
- What gaps do we find between the student's current skills and their MPSGs?

Contact Your Liaison

Transition Coordinator

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Thanks for attending!

