

**TRANSITION
ASSESSMENT and
Student Centered Planning**

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IDEA 2004 requires that:

Students with disabilities have individualized education programs (IEP) that are "designed to meet their unique needs and prepare them for employment, further education, and independent living".



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IDEA 2004 requires that:

The content of the IEP, for students 16 and older, include "appropriate measurable postsecondary goals" based upon age appropriate transition assessments related to education or training, employment, and where appropriate, independent living skills.

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IDEA 2004 requires that:

The content of the IEP identify the **transition services and activities**, including the **course of study**, needed for students to pursue their postsecondary goals

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Transition, as defined by the IDEA

represents an attempt to :

- make education relevant and meaningful to students with disabilities and their families,
- to integrate the student into the planning process and harness the natural motivation of the student.

High school education becomes *relevant* to the student if the student believes the educational program is based on his or her goals and aspirations.

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Transition Planning Consideration

#1

Students, Parents, and educators need to decide:

- Where will the student live?
- Where will the student work?
- Where will the student receive job training?
- Where will the student receive education after high school?



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Transition Planning Consideration #2

- Design the school years to ensure that students have the **opportunity**, and gain the skills needed to achieve post-school education, employment, and living goals.



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Transition Planning Consideration #3

- Enable students to attain postschool goals, involve students in identifying and making linkages to post-school supports and programs before exiting the school system.



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Why Do Transition Assessment?

- Longitudinal Outcome studies tell us that we need to be more targeted in our planning for postsecondary results.
- Transition assessments will give us the information to do a better job of transition services planning. 
- IDEA 2004 requires it. Indicator 13 of the State Performance Plan, as required by OSEP

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ND Internal Monitoring Transition Requirements Checklist (Indicator 13)

1. Are there measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
5. **Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?**
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

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In order to develop

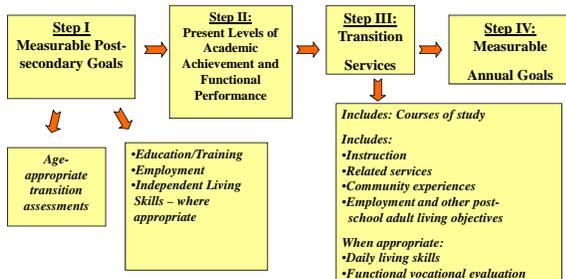
a coordinated set of activities that is within a "results oriented process", based on student needs, taking into account preferences and interests

transition assessment must occur.

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IDEA 2004 IEP Results Process for Transition Services

O'Leary, E. 2005 © copyright



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Transition Assessment also provides a way for IEP teams to collect the information needed for the Summary of Performance (SOP)

The SOP provides a way for schools to compile the assessment data and to provide students and families with valuable information as they exit the school system.

SOP must include:

- Summary of academic achievement & functional performance
- Recommendations for how the student will meet his/her postsecondary goals.

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When Should Transition Assessments Be Conducted?

An Assessment Plan should be developed:



- Prior to the student reaching the age of 16
- Prior to the development of the postsecondary goals
- Prior to the identification of the transition services needed to assist the student in reaching their measurable postsecondary goals.
- Updated annually as part of the IEP review process.

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Transition Assessment is an ongoing process...

- Provides data from which to plan and make decisions that assist the student to move to postsecondary activities of living, learning, and working.
- Involves a collaborative effort and input from the student, family, school personnel, and other relevant stakeholders, such as adult service agencies, related services personnel (the IEP team).

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Transition 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 Individualized Education Program (IEP).

Source: DCDT Position paper on transition assessment

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Transition Assessment Umbrella

- DCDT* views transition assessment as an umbrella term which includes:
 - Transition Assessment-relates to all life roles and the supports needed before, during and after the transition to adult life.
 - Career assessment-relates to a lifelong career development, which affects all life roles.
 - Vocational assessment-relates to the role of the worker.

(CEC) Division on Career Development and Transition

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Career Maturity

- Readiness or ability to participate in the career decision making process.
- It is imperative that students and their transition teams identify “where they are” in the career development process of career awareness, career exploration, career preparation and career assimilation.

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Career Development

See Handout 2

- Career Awareness
 - Sees self as worker
 - Elementary level
- Career Exploration
 - Explore interests in relation to jobs
 - Middle or beginning of high school
- Career Preparation
 - Skill acquisition that matches interest and skills
 - High school and/or after high school
- Career Assimilation
 - Post school movement into job

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Informal Transition Assessment Instrument

Handout

Sample Questions to Ask to Gauge Career Maturity of the Student



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Selecting Instruments To Do Transition Assessments



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Instruments selected for the assessment process for students with disabilities ages 16-21 should focus on transition into adult life and should address the following questions:

- What knowledge and skills does the student need to successfully enter employment, postsecondary education, adult services, independent living or community participation?
- What knowledge and skills does the student currently demonstrate in each of these areas?
- What knowledge and skills does the student still need to acquire over the next few years?

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Assessment Considerations:

- Become familiar with the different types of transition assessments and their characteristics. It is recommended that you use multiple assessments and do them on an ongoing basis.
- Select instruments that answer specific questions with the student.
- Select *appropriate* instruments. Consider nature of the disability, post-school ambitions, and community opportunities.

[Clark, G.M. (1996)]

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Selecting instruments.....

students with more significant disabilities may be best served by a “*person centered*” planning approach.

- Nature of their disability may preclude relevancy of most standardized tests
- interest surveys and other instruments that do not require reading or minimal reading levels.
- special accommodations may be needed during the assessment.

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Case Study

Handout

Brian's Assessment Plan



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The Suggested Guidelines for selecting Transition Assessment Methods

Assessment Methods must:

- be tailored to the types of information needed and the decisions to be made regarding transition planning and various postsecondary outcomes.
- be appropriate for the learning characteristics of the student, including cultural and linguistic differences.
- incorporate assistive technology or accommodations.

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- occur in environments that resemble vocational training, employment, independent living, or community environments.
- produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in the individual transition process.
- be varied and include a sequence of activities that sample an individual's behavior and skills over time.
- be verified by more than one method and more than one person.

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➤ be synthesized and interpreted to the student with disabilities, their families and transition team members; and

➤ Assessment data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning.

(Sitlington, Neubert, and Leconte (1997))

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Whatever the methods used in assessment,

the end result should be a deeper and more *comprehensive understanding* of the

student's *skills and readiness* for the postschool environment.

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Methods of Gathering Information

Examples of Informal Transition Assessment Methods:

>Analysis of background information
Cumulative file review, (previous IEPs, previous formal and informal assessment results, information from other agencies working with student).

>Interviews
Provides information about what is actually happening now in the student's life, what has happened in the past, and what the interviewee would like to see happen in the future.

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Methods of Gathering Information, continued...

- >Situational assessments for the Transition to Work
Job analysis
- >Situational assessments for the Transition to Life in the Community
home environment, immediate and broader community (shopping, banking, leisure, etc)
- >Situational assessments for the Transition to Postsecondary Education
program analysis, supports and accommodations

Methods of Gathering Information, continued...

- >Person-Centered Planning/Future Planning
Component of the transition assessment process in which the student articulates his or her vision of their future life and begins developing plans to accomplish these goals.
Dependent on data gathered in other assessment processes including assessment of the self-determination and self-advocacy skills of the student.

Future Planning Inventory 3 Forms Handout 5

Student Form
What are your plans during high school and after graduation? Please complete this future planning document and bring it to your next Individual Educational Planning conference.

Educator Form
Parent Guardian Form

- Complete and update by student, parent, and educator on an annual basis.
- Future planning areas are consistent with the transition planning requirements as identified in Idea 2004.

Source: *Transition Assessment: Planning Transition and IEP Development for Youth with Mild Disabilities* by Robert J. Miller, Richard C. Lombard, and Stephanie A. Corbey, © 2007, Boston, MA: Pearson Education. Permission is granted to reproduce this page.

Future Planning Inventories gather information in the following areas:

- (vocational/postsecondary education options,
- home living options,
- Recreation/leisure options
- Transportation options
- Financial support
- Health-related needs
- Greatest future concerns

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Methods of Gathering Information, continued...

>Curriculum Based Assessments

Typically designed by educators to gather information about a student's performance in a specific curriculum and to develop instructional plans

Task analysis, work sample analysis, portfolio assessments, and or criterion-referenced test.

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Methods of Gathering Information, continued...

Examples of Formal Transition Assessment Methods:

- >Adaptive Behavior Assessments
- >Interest and Work Values Inventories
- >General and Specific Aptitude Tests
- >Intelligence Tests
- >Achievement Tests
- >Personality or Preference Tests
- >Career Maturity or Readiness Tests
- >Self Determination Assessments
- >Work Related Temperament Scales
- >Functional Life skill assessments

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Methods of Gathering Information, continued...

Functional life skills assessment is integral to a comprehensive transition evaluation

Haring, Lovett, and Smith (1990) conducted a follow up study that found that

-79% of young adults with learning disabilities live at home after graduation

-57% of parents of the youth in the study preferred to have their sons or daughters living independently

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Methods of Gathering Information, continued...

Examples of Functional Life Skills Assessments:

Social skill assessments (behavior rating scales, behavior checklists, sociometric)

Comprehensive transition assessment instruments (Enderle Severson Transition Rating Scale, Life Centered Career Education Instruments, Transition Planning Inventory.)

Brigance Assessment System

Based on need, life skills instruction is appropriate for *all* students

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Possible Age appropriate Assessments

Employment: I would like to obtain a career in computer networking.

Assessments: Interest survey, Self-directed search, aptitude

Education: I am planning on enrolling at Bismarck Community College and obtaining a degree in computer networking.

Assessments: Test results, Cognitive functioning, Visual Motor, Academic functioning, School Social Work, observation reports.

Independent Living Skills: I would like to independently live in my own home.

Assessments: Adult Living skills assessment (self identification of areas that need to be addressed, Enderle Severson Rating Scale.

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Using Outcomes of Assessment for IEP Planning

IDEA 2004 provisions underscore the need for transition assessment to occur **before** the development of the IEP.

Mandates:

- Transition assessment as basis for the transition services included in the IEP
- Postsecondary goals based on transition assessment
- Present Level of educational performance expanded definition. (academic and functional performance)
- Student must be invited to the IEP. When student cannot attend school must ensure preferences & interests are considered.

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Three major components of the Transition Assessment:

Methods – Assess the Student



Methods – Assess Current & Future Environments



Is There A Match?

- ✓ **Yes**
- Place/refer the student & monitor progress
- Document for IEP & SOP
- ✓ **Possibly**
- Identify instruction needed
- Identify supports/accommodation/assistive technology needed
- ✓ **No**
- Reconsider postsecondary goals
- Return to methods for assessing students
- Return to methods for assessing environments

(Sitlington, et al, Access for Success)

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Key Players in the Transition Assessment Process

Who is responsible for transition assessment?

Everyone involved with the student – including the student and the IEP transition planning team.



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Key Players in the Transition Assessment Process

For professionals seeking to help students on this journey, the process involves

- Forming linkages among education and other human service agencies, including employment and training, adult services, and rehabilitation.

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Case Studies #2 & #3

Handouts

- Student History
- Transition Assessments
- Assessment Results
- Transition Planning
- Statement of Needed Transition Services
- Annual Goals



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The Office of Special Education (OSEP)

National Longitudinal Transition Study 2

10 year study to evaluate the transition challenges for youth with disabilities and their ability to overcome these challenges.

-two thirds of postsecondary students with disabilities who were interviewed were not receiving accommodations because of lack of disclosure.

-approximately half of these students did not consider themselves to have a disability

-an additional 7% of the students surveyed classified themselves as having a disability but chose not to disclose.

(Wagner, Newman, Cameto, Garza, & Levine, 2005)

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Role of **Self-Determination** in the Transition Process

Historically, educators assumed sole responsibility for test administration, test interpretation and all curriculum and placement decisions were made as a result of testing.

IDEA requires that students 16 and older be invited to participate in meetings where their IEPs are being developed and that transition planning be based on the student's interests and needs.

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Students who are engaged in self-determination activities early in secondary school...

Have been shown to take *greater responsibility* for their lives after high school



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Purposes of the Transition Assessment Process:

- Helping Students Make Informed Choices
- Helping Students Take charge of the Process
- Helping Students Understand Skills Needed for Post-School Environments

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Self Determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior.

Self Determination is a *key skill* that can be developed to assist students with disabilities in becoming strong self advocates as they move through their educational experience

Self determination is an understanding of one's strengths and limitations together with a belief in oneself as capable and effective.

When acting on the basis of these skills and attitudes, individuals have a greater ability to take control of their lives and assume roles of adults in our society.

(Field, Martin, Miller, Ward, Weymeyer, 1998b)

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Excellent Resource for assisting students in gaining the skills needed to disclose their disability:

THE 411 ON DISABILITY DISCLOSURE
A WORKBOOK FOR YOUTH WITH DISABILITIES

National Collaborative on Workforce and Disability
www.ncwd-youth.info

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Self-Determination and Self-Advocacy Skills Questionnaire

Handout

Student Form
Parent Form
Student and Teacher Interview: Performance Battery
Teachers forms A Academic Skills
Teachers Forms B Employment Skills
Scoring Battery

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Preparation for transition from school to adult life involves changes in the self-concept, motivation, and development of the individual and is a fragile passage for the adolescent seeking to make difficult life choices. (German, Martin, Marshall, & Sale, 2000; Michaels 1994).

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National Publications for Transition Assessments

(Resources used in this presentation)

(NSTTAC) National Secondary Transition Technical Assistance Center www.nsttac.org and DCDT (Division on Career Development and Transition) www.dcdt.org

- Age Appropriate Assessment Guide
- DCDT Fact Sheet on Age Appropriate Assessment
- DCDT Fact Sheet on Transition Specialist Competencies

Assess for Success: A Practitioner's Handbook on Transition Assessment (Sitlington, et al)

Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities (Miller, Lombard, & Corbey)

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National Alliances & T.A. Centers

National Secondary Transition Technical Assistance Center www.nsttac.org

National Collaborative on Workforce and Disability www.ncwd-youth.info

National Community of Practice on Transition www.sharedwork.org

National Postschool Outcomes Center www.psocenter.org

National Dropout Prevention Center for Youth with Disabilities www.dropoutprevention.org

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