Getting To Know You: Transition Assessment as the Key to Planning a Future

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Agenda

• What changes at 14?
• Transition Assessment Overview
• Parent/Family Involvement
• Transition Specific Assessments
IDEA 2004 states that “Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills” [§300.320 (b) (1)].

-Age Appropriate Transition Assessment DCDT & NSTTAC Fact Sheet

MA law mandates that transition planning begin at age 14
MA DESE Technical Assistance Advisory

- Technical Assistance Advisory SPED 2014-4: Transition Assessment in the Secondary Transition Planning Process
- Provides clear and specific guidance for the TA process in MA
- Infused throughout our presentation
- Important to access and read this advisory!
What is transition assessment?

- An individualized, ongoing process of data collection on a student’s needs, preferences, interests
- A mix of formal and informal assessment tools and information
- A tool to help guide the development of postsecondary goals
- A process that is determined by guiding questions
Transition Is The Lens...
Transition Assessment: an individualized process

- What do we already know about the student?
- What gaps exist?
- Gather information from all involved
- Determine appropriate tools
- “All, Some, Few Model”
Existing Transition Info

MCAS

Progress Reports and Report Cards
Tests and Quizzes
Related Services Evaluations
Behavior Plans
Psychological Evaluations

Previous IEPs/TPFs

Correspondence and Notes

Guidance Process

ASVAB

FBA
Specific Transition Domains

Academic Achievement

Self-Determination

Community Safety

Higher Education Preparedness

Vocational Interests/Awareness

Life Skills

Social Skills

Related Services

Financial Literacy

Recreation and Leisure

Health

Travel/Transportation
Transition Process

Age Appropriate Assessment

Services, Instruction, Activities

IEP Goals

Vision

TPF
TA Takes a Village!

- Student
- Parents/family
- Clinical Staff
- Transition Coordinator
- Special Educator
- Occupational Therapist
- Speech/Language Path.
- Physical Therapist
- Friends
- Mentors
- Caseworkers
- Guidance Counselors
- Team leader
- Regular Educators
- Community Connections
- Worksite supervisor
- Job Coaches
- Paraprofessionals
- Community agencies / home service providers
- Nurses
- and more!
Parent Involvement

- Transition supports/services are most effective when there is coordination and support from home.

- Reinforce age appropriate expectations and level of support across settings (home, work, school, community).

- Work with the team to determine appropriate services to maximize student success and independence.

- Your family involvement continues after young adult turns 22; work with your team to develop strategies to use when school based support ends.
Sample Informal Assessments

Observations
• May occur in school, work, home, or community settings
• May be focused on:
  • Specific skills
  • Broader experience or task
  • Social interactions
  • Communication strategies
  • Skill generalization to a different setting

Student and Family Interviews
• Engages student and family in the assessment process
• Provides background/history to guide the process
• May identify additional areas of transition to focus on
Reviewing Reports

• Provides opportunity to view previous testing through a transition lens

• Creates connection between 3 year re-evaluation testing and transition planning
  • “Translate” report and recommendations to non-high school setting
Situational Assessments

- Informal tool to document basic transferable work skills
- Basic employability skills
- Used to determine skills and may inform placement and a MWBLP
Transition Planning Inventory - 2

• Three step screening tool

• 11 Transition Domains categorized by Working, Learning & Living

• 3 Forms - Parent, Student, School

• Provides a general overview and provides guidance for further assessments
Massachusetts Work Based Learning Plan

- Online database to assess students in community based vocational work experiences
- Assess Foundation and Career Specific Skills
- Used to improve skills, determine level of supports and identify strengths
O*NET Interest Inventory

- Online and paper interest inventory
- https://www.mynextmove.org/explore/ip
- Find out interests and how they relate to the world of work
- Make decisions about potential careers to explore
- Self assessment, requires reading
OASIS-III: Occupational Aptitude Survey and Interest Schedule

• Self-assessment of interests and aptitudes

• Measures 6 broad aptitude factors & 12 interest areas

• Requires ability to read, lengthy assessment

• Explore connection between interests and abilities to identify next steps for career exploration
AIR Self-Determination Scale

- Developed by the American Institutes for Research (AIR)
- Assessment of student’s level of self-determination
  - 4 sections:
    - Things I do
    - How I feel
    - What happens at school
    - What happens at home
- Identifies areas of strength as well as areas for further development
- Offers student, parent, and educator forms but completing all three forms is not required
Ansell Casey Life Skills Assessment

• Online self report for Life Skills
• Assesses 8 Life skill domains
• Used to determine areas for instruction and/or further assessment
ARC Self Determination Scale

• Self Report on self determination skills

• Helps determine level of self knowledge, autonomy and empowerment a student feels

• Helpful for students entering post secondary education, workforce and participating in their IEP
Financial Literacy Inventory

- Paper & Pencil informal self report
- Assesses financial literacy in 5 areas
- Used to determine areas for needed experience and instruction
- Nice resource suggestions in all 5 areas
Summary

- All Assessment is transition assessment for students 14-22
- Used to inform vision/post secondary goals that drive skill based IEP annual goals
- Varied tools and methods
- Individualized process to maximize student independence and success as they move into adulthood
Resources


• Transition Coalition: [http://transitioncoalition.org](http://transitioncoalition.org)
QUESTIONS ??
COMMENTS 😊
CONCERNS