

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

Dr. Lisa Fournier

Transition Specialist, South Coast Educational Collaborative

Elena Varney, MS, CRC

Transition Coordinator, King Philip Regional School District



# Agenda

- **What changes at 14?**
- **Transition Assessment Regulations/Overview**
- **How is Transition Assessment different?**
- **Transition Assessment Process**
- **Parent/Family involvement**

# Transition Is The Lens...



# What Changes at Age 14?

- ◆ **MA Transition Planning Form**
- ◆ **Student invited to IEP meeting**
- ◆ **Student vision drives the process**
- ◆ **Student participation in IEP meeting**

# IDEA & MA DESE Guide Practice

**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 & NTACT 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**

# How is Transition Assessment Different?

- ◆ **Not a limited “toolkit” of 2-3 tools/instrument (e.g. psych, OT, etc.)**
- ◆ **Team thinks broadly about approach, rather than highly specialized formal assessment**
- ◆ **Needs to be chronologically and age appropriate**



# Transition Assessment: An Individualized Process

- **What do we already know about the student?**
- **What gaps exist?**
- **Gather information from all involved**
- **Determine appropriate methods**
- **“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**

**Social Skills**

**Self-Determination**

**Related Services**

**Community Safety**

**Financial Literacy**

**Higher Education Preparedness**

**Recreation and Leisure**

**Vocational Interests/Awareness**

**Health**

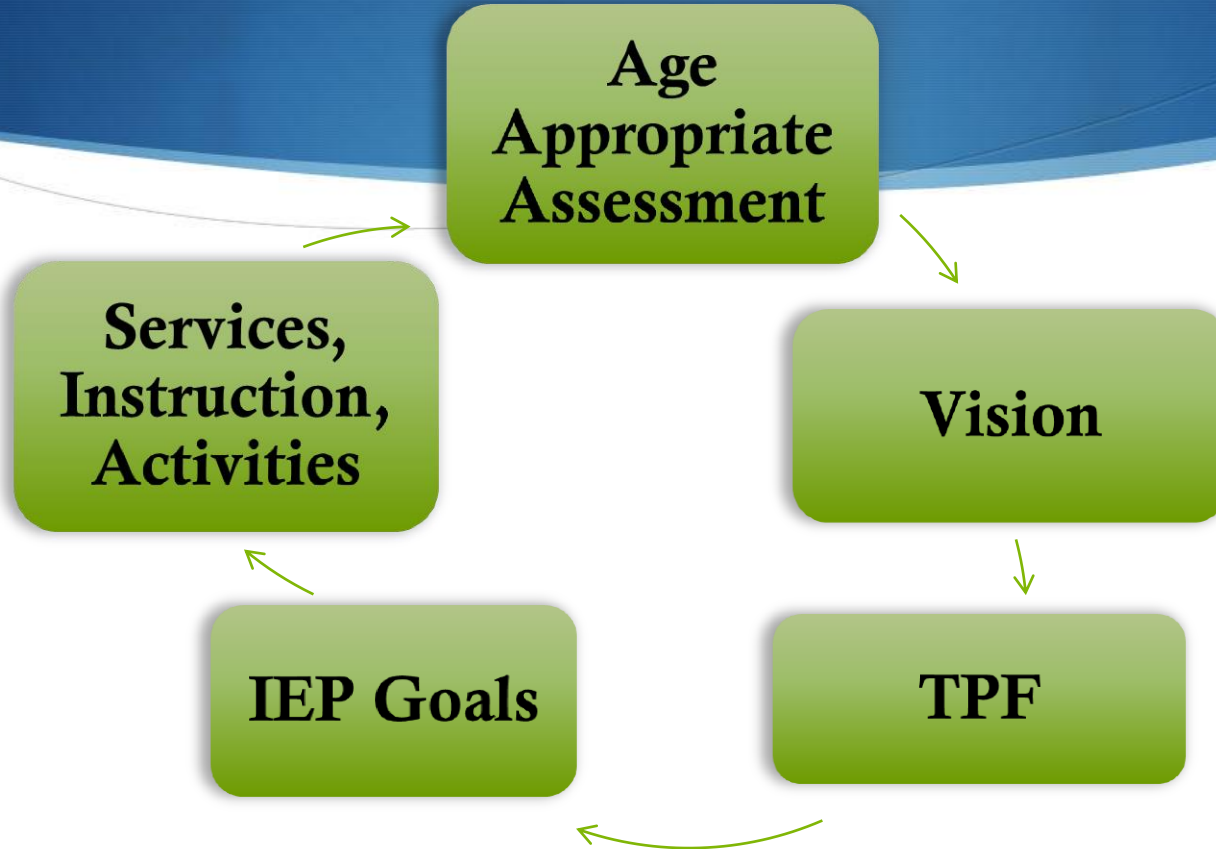
**Life Skills**

**Travel/Transportation**

# Consent

- ◆ ***Required*** if not given to all, not part of regular programming and not part of ongoing progress monitoring
- ◆ ***Not required*** for assessments administered to all
- ◆ ***Not required*** if part of routine programming
- ◆ ***Not required*** for screening purposes

# Transition Process





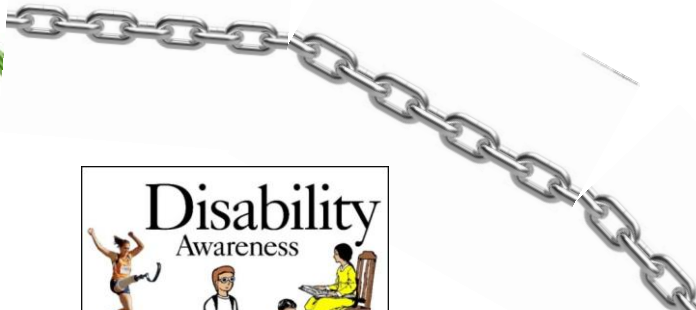
# VISION

Student's  
post-secondary  
goals



Disability-related  
needs: challenges,  
supports, etc.

Transition Assessment may help the student to identify his/her vision, and the supports and steps needed to move toward that vision.



Clear link between  
vision and IEP goals



Given the challenges, IEP & TPF goals are the action steps to move toward the vision

# 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**



# 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

- **MA Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2014-4: Transition Assessment in the Secondary Transition Planning Process** <http://www.doe.mass.edu/sped/advisories/2014-4ta.html>
- **CEC DCDT Position Paper on Transition Assessment** <http://www.dcdt.org/docs/position-sit-1997.pdf>
- **National Technical Assistance Center on Transition: Transition Assessment Toolkit 4th Edition** <https://transitionta.org/>
- **Transition Coalition:** <http://transitioncoalition.org>

QUESTIONS ??  
COMMENTS 😊  
CONCERNS

