STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

TRANSITION ASSESSMENTS

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships
NTACT’s Purpose

- Assist:
  - State Education and Vocational Rehabilitation Agencies,
  - Local Education Agencies,
  - VR Service Providers
- To implement evidence-based and promising practices
- Ensuring students with disabilities, including those with significant disabilities,
- Graduate prepared for success in postsecondary education and employment

Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of age-appropriate transition assessment during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide
Key Reminders

• Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.

• Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.

• Planning for a successful Secondary Transition begins with a vision

The Secondary Transition Process

• Eight areas of focus
• 2020-21 Secondary Transition Series for Families
The Secondary Transition Process

- Youth and Young Adult Driven
- Outside Agencies Collaborating with Schools & Families
- **Age-Appropriate Transition Assessment**
  - Post Secondary Education/Training, Employment and Independent Living Goals
  - Thoughtful Course of Study
  - Transition Services & Activities aligned to Post-Secondary Goals
  - Measureable Annual IEP Goals aligned to Post-Secondary Goals
  - Ongoing secondary transition process that includes progress monitoring, assessment

Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website Coming Soon! www.transitiondiscoveries.org
Indicators with Assessment Components

- Transition Planning
- Youth Development
- Person and Family-Directed Planning
- Independent Living and Community Engagement

Transition Assessment
Why do we assess?

Without assessment we cannot:
- Plan
- Set goals
- Achieve outcomes

Assessment drives transition!

Assessment is…

- A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).
- Information gathered from multiple people and places over a period of time.
- Different for every young adult.
Considerations for the Assessment Process

• Are there gaps in transition planning?
• Does the youth understand the ‘why’s’ of assessment?
• Which stakeholders (family, adult service providers, related service personnel) can assist in assessing, identifying gaps, implementing steps to positive outcomes?
• Are the most appropriate assessment tools and activities being used?
• How are assessment results integrated into the IEP?
• Are “next steps” clearly apparent to all stakeholders and the youth regarding assessment and transition implementation?

The Big Picture

• Results from initial assessments should be the starting point for transition planning
• Driving force for determining individualized services that help ensure students with disabilities have the skills needed to achieve in-school and post-school goals
• Serves as a guide for instruction and activities, while simultaneously helping students make informed choices and take charge of their transition planning process
• Types of skills to assess:
  • Academic Skills (reading, writing, math)
  • Life Skills (self-sufficiency, banking, money management, transportation)
  • Non-cognitive skills (self-determination, persistence, self-efficacy, problem-solving)
  • Must assess knowledge and application

Assessments should help the young person answer:
  • What are my unique talents and interests?
  • What do I want in life, now and in the future?
  • What are some of life’s demands that I can meet now?
  • What are the main barriers to getting what I want from school and my community?
  • What are my options in the school and community for preparing me for what I want to do, now and in the future?
How can families participate in the assessment process?

- What are my child’s strengths?
- What is my child interested in doing now and in the future?
- What is my child good at doing?
- In what areas does my child struggle?
- What are my child’s academic, employment, and independent living goals?
- What is the gap between what my child wants to do and how he or she currently functions?

Obtain assessment data from multiple sources
- Identify what other agencies families may be currently working with, as well as what other agencies may be able to support the student in achieving their post-school goals and outcomes
- Consider which agency is best positioned to conduct a specific assessment to avoid duplication of services, and determine how information will be shared between agencies and the process to obtain required parental consent.
- Remember - Parental consent is needed for outside agencies to work with a student.
Assessment Data from Families: It is Real!

- On an ongoing basis, schools gather and synthesize all assessment information gathered from families
- Families observe the young person within the context of genuine environments (home, community, etc.)
- Behavioral observations provided by those who know the young person the best (family) can provide valuable insight into the transition planning process

How can students participate in the process?

- Develop an understanding of their disability, including its impact on learning, living, and employment
- Discuss their strengths, abilities, and needs for a long-range vision for their life
- Discuss effective studying, test-taking, time-management, and social skill strategies
- Understand personal information, such as school and medical records
Select Appropriate Assessments

- Many lack depth and meaning
- Any one assessment does not provide a comprehensive understanding of specific content
- Consider questions related to each student’s specific strengths, interests, needs, and preferences.
- What skills will each student on your caseload need to successfully attain their post-school goals?

Types of Transition Assessments

Formal & Informal
Types of Transition Assessments

**Formal:**
- To learn about a wide variety of skill levels in various areas (e.g., vocational, academic, social)
- Published tests
- Normed tests: scores that compare students to others
- A starting point

**Informal:**
- Observing the student in various academic and work experiences
- Talking with the student about likes and dislikes
- Setting up experiences to allow the student to try something that may be of interest
- Curriculum-based assessments
- Often teacher-made
- Often does not result in a numerical score
Several Types of Transition & Career Assessment Instruments

- Academic Achievement
- Functional Performance
- Self-Determination
- Values
- Interests & Preferences
- Learning Style Preferences
- Temperaments, Personality & Worker Styles
- Aptitudes & Abilities
- Skills & Transferable Skills

Person-Driven Planning Tools

- Charting the LifeCourse
- Making Action Plans (MAPS)
- Planning Alternative Tomorrows with Hope - (PATH)
- Use of a Positive Personal Profile
- Resilience, Empowerment, Natural Supports, Education, and Work (RENEW) – for students with mental and behavioral health needs
**Guiding Considerations:**

- Utilize a multi-disciplinary approach (i.e., involve multiple people, over multiple days, using multiple assessments)
- Be familiar with the assessment instrument and have the right materials on hand (e.g., test protocols)
- Recognize and honor a student’s cultural and linguistic differences, build rapport, and ensure the student has an effective way to communicate responses

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**Examples**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Critical Players</th>
<th>Assessment/Follow Up</th>
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</thead>
<tbody>
<tr>
<td><strong>Example: Goals related to post-secondary employment</strong></td>
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</tbody>
</table>
| Tier 1: Job Shadowing                   | • Student  
• Special Education Teacher  
• General Education Teacher | • Informational interview with employer  
• Career interest inventory | |
| Tier 2: Job try-outs                    | • Student  
• Special Education Teacher  
• Parent  
• Vocational Teacher | • Job site analysis  
• Ecological assessment  
• Task-analysis  
• Employer interview | |
| Tier 3: On-the-job training with supports from job coach | • Student  
• Special Education Teacher  
• Parent  
• Vocational Teacher  
• Other Adult Service providers | • Ecological assessment  
• Employer evaluation  
• Functional Vocational Evaluation | |
Interest inventories, interviews, and observations rely on the person administering the assessment to interpret, or make meaning, out of the results.

Looking for actionable knowledge (i.e., information you can use to make a decision).

Communicate results to students, parents, and other IEP team members.

**Big Question:** How do findings match experiences, perceptions, and expectations?

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Developing present levels of academic and functional performance (PLAAFP)

Determine post-school goals

Develop annual IEP goals

Determine appropriate transition services

Determine appropriate course of study

Guide instruction
Making Sense of the Data

- No matter how assessment data is obtained...
  - Formal
  - Informal
  - Student as informant
  - Parent or teacher as informant
  - Observational
  - Team-based
  - Interpret data in the present levels of the IEP

To Have Value, Assessment and Results must be Interpreted and Utilized

- Use and create a variety of assessment/learning opportunities
- Interpret and use the results and findings in IEPs
- Share with other agencies to include in their plans.
- Use portfolios as a vehicle for collecting and synthesizing assessment information
- Use results in the Summary of Performance
Ashley McFall & Student

Guest Speakers

Reminders

• Even with the best plans...
  • Lives change.
  • Adjust your plan as your needs change with time.

• Remember, you are not alone in the process...
  • Use all available resources.
  • Ask for help.
Resources

• Assessment Examples Handout
• Flyer for PaTTAN Training

2020-21 Secondary Transition Series for Families

Next Session:
• January 26
• Post-Secondary Education, Employment & Independent Living Goals

Visit www.pealcenter/transitiontuesdays to review handouts
NTACT invites you to…

❖ Explore our website: www.transitionta.org
❖ Sign up for our listserv: http://bit.ly/2iG6o1G
❖ “Like” us & follow us on Facebook: at transitionta
❖ …and on Twitter: @transitionta
❖ …and on Pinterest: @transitionta
❖ …and on Teachers Pay Teachers
❖ Contact us: ntactmail@uncc.edu

Thank You!

www.pealcenter.org • info@pealcenter.org • 866-950-1040
@PEALCenter @PEALyouth