



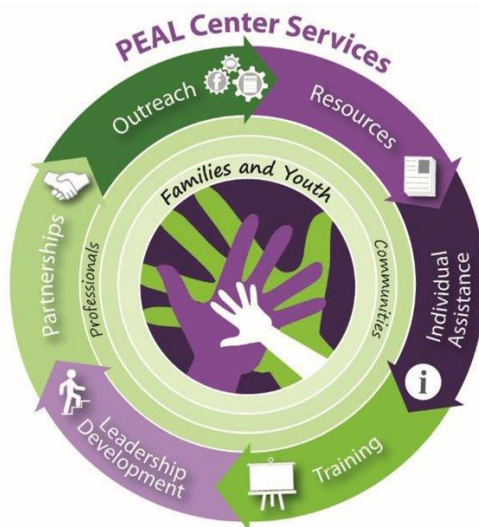
STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

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



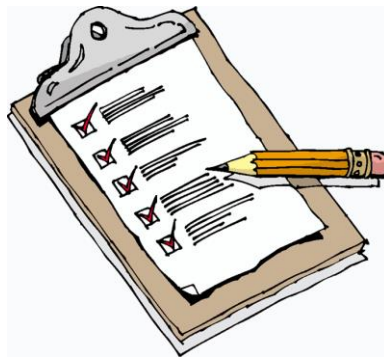
Person and Family-Directed
Planning



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

Determine What to Assess

- 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?

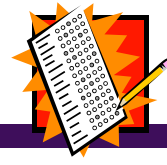
How can families participate in the assessment process?

- 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?

Determine Stakeholders

- 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



Types of Transition Assessments

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 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

Conduct Assessments

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

Examples

Activity	Critical Players	Assessment/Follow Up
<i>Example: Goals related to post-secondary employment</i>		
Tier 1: Job Shadowing	<ul style="list-style-type: none"> • Student • Special Education Teacher • General Education Teacher 	<ul style="list-style-type: none"> • Informational interview with employer • Career interest inventory
Tier 2: Job try-outs	<ul style="list-style-type: none"> • Student • Special Education Teacher • Parent • Vocational Teacher 	<ul style="list-style-type: none"> • Job site analysis • Ecological assessment • Task-analysis • Employer interview
Tier 3: On-the-job training with supports from job coach	<ul style="list-style-type: none"> • Student • Special Education Teacher • Parent • Vocational Teacher • Other Adult Service providers 	<ul style="list-style-type: none"> • Ecological assessment • Employer evaluation • Functional Vocational Evaluation

Analyze Assessment Results

- 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?

Using Assessment Data

- 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

PEAL CENTER PRESENT

TRANSITION TUESDAYS!

A WEBINAR SERIES

Steps for Successful Secondary Transition Planning

f If registration is full, the webinar will be streamed on Facebook Live

Families of youth ages 13-21 with IEPs are encouraged to attend
Register for the Webinar Series:
bit.ly/TransitionTuesdays2020

Schedule of Topics	
Sept 22 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 26 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process including Progress Monitoring & Assessment

Visit www.pealcenter.org/transitiontuesdays for more information and to view recorded sessions

Next Session:

- January 26
- Post-Secondary Education, Employment & Independent Living Goals

Visit www.pealcenter.org/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](https://www.facebook.com/transitionta)
- ❖ ...and on Twitter: [@transitionta](https://twitter.com/transitionta)
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Thank You!



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



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