Next Steps NH Series

Course 1:
Transition Assessment:
Knowing the Options and How to Use Them

Making the Most of a G2M

- Muting & unmuting
- Using chat function
- Group activities
- Webcams

Learning Objectives

In this session participants will:
- Define transition assessment,
- Learn about a variety of formal and informal transition assessments and procedures
- Map current transition assessment
- Determine actions for improving transition assessment practices.

Materials for Today

- Slides
- Jammerro Transition Planning Worksheet
- Transition Assessment Mapping Tool
- Sample Instruments Handout
- Sample Transition Procedures

NSNH Essentials

Next Steps NH offers training and coaching on embedding evidence-informed transition practices in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

- Training introduces and illustrates the practice.
- Coaching supports putting the training to use.

NSNH Essentials

Transition practices include:
- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.
Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity. When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

Putting the Pieces Together

1. EXPLORATION
   • Develop & Meet w/ Project Teams (Leadership – ELO – FEG – RENEW)
   • Complete Fidelity tools

2. INSTALLATION
   • Develop action plans
   • Participate in foundational trainings
     • RENEW student mapping
     • Pilot a high quality ELO, EI transition practices
     • Offer parent education

3. INITIAL IMPLEMENTATION
   • Implement action plans
   • Identity & address challenges
   • Scale up ELOs, RENEW & Transition Practices
   • Integrate family-school partnership strategies

4. FULL IMPLEMENTATION
   • Processes & procedures in place
   • System recalibrated to accommodate & support new initiatives

PRE-WORK REVIEW

What were the outcomes of your last Indicator 13 monitoring visit, with respect to transition assessment? Who was involved in that process?

Does your Next Steps action plan have any priorities that are related to transition assessment? What are they?

Rules

Individuals with Disabilities Education Act 2004

- When child turns 16
- Or younger if determined by IEP Team
- Appropriate measurable postsecondary goals based upon age appropriate transition assessments
- Goals in training/education, employment, and, where appropriate, independent living skills
- Transition services (including courses of study) needed to reach goals

NH RULES for the Education of Children With Disabilities:

- at age 14, or younger if determined by the IEP team,
- Anticipated Courses of Study section completed

Compliance to Best Practice

- Compliance=Indicator 13

- Transition Assessment = Data about College, Career and Life Readiness

- Best practice =
  - schoolwide practices inclusive of students in special ed and at-risk
  - Targeted and intensive practices when needed
Defining Transition Assessment

• The **ongoing** process of collecting data on the individual’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, and personal and social environments

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Defining Transition Assessment

• Assessment data serve as the **common thread** in the transition process

• Forms the **basis for defining goals and services** to be included in the Individualized Education Program

(CEC-DCDT, 1997)

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Purpose of Transition Assessment

- Make informed choices
- Take charge of the transition process
- Understand the skills needed for post-school environments

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Transition Assessment Informs us about future:

- Employment
- Independent Living
- Education/Training

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Transition Assessment Gathers information about:

- Self-Determination Skills
- Independent Living Skills
- Vocational Interests & Skills
- Career Exploration Skills
- Academic Skills

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What Assessment Should I Choose?

1. What is the student’s intended plan? What are the Post-Secondary Goals?
2. Does the student have the skill, knowledge and behavior needed to reach his or her goals?
3. Does the student have all the information needed to fully understand his/her goals?
4. What is the best way to gather the needed information?
ACTIVITY: PART 1

What is the student’s intended plan?
What are their Post-Secondary Goals?
What are they interested in?

Types of Transition Assessments

**Formal:**
- To learn about a wide variety of skill levels in various areas (e.g., vocational, academic, social)
- Published 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
- Often teacher-made
- Often does not result in a score

Types of Formal Assessments

- Learning style inventories
- Academic achievement tests
- Adaptive behavior scales
- Aptitude tests
- Interest inventories

Types of Informal Assessments

- **Observation:** watching or listening to an individual’s behavior and recording relevant information
- **Interviews/Questionnaires:** structured or unstructured conversations through question-and-answer format
- **Environmental Analysis:** carefully examining the environment in which an activity normally occurs
- **Curriculum based assessments:** task-analysis, portfolio assessments, work sample analysis, criterion-referenced tests

(Test, Aspel, & Everson, 2006 - Transition Methods for Youth with Disabilities)
ACTIVITY: PART 2

How do you help students determine if they have the skill, knowledge and behavior needed to reach his or her goals?
How do you help students determine if they have all the information needed to fully understand goals?

Compilations of Assessments

- Next Steps NH website: Nextstep-nh.org
- Transition Coalition Assessment Reviews http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48

Self-Determination Assessments

AIR Self-Determination Assessment

- Parent, Teacher Version, and Student Version
- Available at: http://www.ou.edu/zarrow/sdetermination.html
- Cost: free

AIR Self-Determination Assessment

Formal Self-Determination Assessment

- Parent, Teacher Version, and Student Version
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- Cost: free

I’m Determined

Informal Transition Assessment

- Virginia Department of Education Self-Determination Project website
- Free
- LOTS of other GREAT STUFF to assist student and team in self-directed future planning.
Independent Living Skills Assessments

Vineland Adaptive Behavior Scale

- Formal Transition Assessment
- Norm-referenced Assessment
- Use the search functions at: http://www.pearsonassess.ca/
- Ages birth to 90
- Range of options, starting at: $117.00

The Life Skills Inventory

- Independent Living Skills Assessment Tool
- Identify if individual is prepared with the appropriate life skills to live independently.
- 15 different categories; 4 levels of accomplishment; requirements for moving on to the next level.
- http://www.sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Independent%20Living/Life%20Skills%20Inventory_Independent%20Living.pdf
- FREE!!

Casey Life Skills

- Web based and FREE!!!
- Spanish or English, with numerous supplemental assessments
- Youth and caregiver formats
- Automatically scored and sent to you
- Can obtain class summaries
- Provides different levels of questions for students across functioning levels
- http://lifeskills.casey.org/

Teacher-made Independent Living Skills Survey

- Informal Transition Assessment
- Teacher-made
- Questionnaire or survey
- Free
Teacher-made Independent Living Skills Survey
Informal Assessment of Independent Living Skills

Date: ____________________
Student: ____________________

<table>
<thead>
<tr>
<th>Area Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure</td>
<td>Work</td>
</tr>
<tr>
<td>Which one means having fun?</td>
<td></td>
</tr>
<tr>
<td>Which one is about having a job?</td>
<td></td>
</tr>
<tr>
<td>Which one is about learning?</td>
<td></td>
</tr>
<tr>
<td>Which one is about where you will live?</td>
<td></td>
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</tbody>
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Vocational/ Career Exploration Assessments

Brigance Transition Skills Inventory

Formal Transition Assessment

- Middle and high school students
- TSI Kit $259.00
- Transition Skills Inventory $199.00
- TSI Record Books 10-Pack $35.00
- www.curriculumassociates.com

Brigance Transition Skills Inventory

Formal Transition Assessment

- Pre-employment/functional writing
- Career awareness
- Job-seeking
- Post-secondary opportunities
- Functional reading
- Speaking and listening
- Math
- Money and finance
- Technology
- Housing
- Food and clothing
- Health
- Travel and transportation
- Community resources

YES!
(Your Employment Selections)
Informal Transition Assessment

- Reading free, video based job preference program
- Videos for 120 jobs
  - Accessed by characteristics or job choices
  - Matched to training and qualifications
- Can access from CD ($395) or web ($20 per person for 3 months)
- www.yesjobsearch.com

Common Informal Transition Assessments used in NH

- Extended Learning Opportunities & Work-Based Learning
  - Student Reflection
  - Employer/Community Member Reflections
- Student Centered Mapping
  - Intensive
  - First stage of RENEW
ACTIVITY PART 3

What else do you want to do?

HOW TO USE IT

ACTIVITY PART 4

Action Planning
Select an aspiration, one that is achievable.

How to Use It

- The Common Thread
- Transition-Focused IEPs
  - Summarized in present level sections.
  - Used when writing Measurable postsecondary goals, transition services and annual goal
- Orient new staff with this training @Nextsteps-nh.org under resources)
- Seek further training at The Iris Center or Transition Coalition (free!)

How to Use It

- Develop departmental procedures
- Program Development
  - Work-based learning opportunities
  - Guest interviewers, Information interviewing, Job shadows/trials, Interactive career fairs
- Use transition data to build personalized alternative learning pathways that include ELOs
Thank You!

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