

Age Appropriate Transition Assessment

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Adapted from DCDT's fact sheet on age appropriate transition assessment.
and
NSTTAC's age appropriate transition assessment guide.

What is transition assessment?

IDEA 2004 states that “beginning no later than the first IEP to be in effect when the child turns 16, or younger if deemed appropriate by the team, and updated annually, thereafter, the IEP must include...

Appropriate measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills”.

So what's the real definition of transition assessment?

- Not officially defined in the law
- The intent was defined (by DCDT) and approved by DOE.

DCDT's approved definition:

Transition assessment is an 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.

So what's the real definition of age appropriate?

A student's chronological age, rather than developmental age.

(Wehmeyer, 2000)

Types of Transition Assessment

- Formal

- Informal

Formal

Typically involves using a standardized procedure for administering, scoring, and interpreting an assessment. Generally, these instruments also have reviews in texts (e.g., *A Counselor's Guide to Career Assessment Instruments* 4th ed).

Informal

- Informal assessment procedures are less structured and do not allow comparison with other students.
- Allow for measurement of student performance over time (useful to measure results of instructional intervention)
- Includes data collected from a variety of individuals using a variety of non-standard methods.

Examples of informal...

- Interviews and questionnaires
- Direct observation
- Environmental or situational analysis

Interviews and questionnaires

- What is currently known about a student, and her or his family, that can be used to help develop postsecondary outcomes and to plan a course-of-study.
- Part of this data collection process involves gathering information about a student and his or her family's current and future resources (college, transportation).

Direct Observation

- Conducted within the natural environment, or school, employment, postsecondary, or community setting.
- Sometimes called “community-based or situational assessment”
- Is student happy, sad, frustrated, bored?
- What is the students performance telling us about the match?

Environmental or situational analysis

- Involves carefully examining environments where activities normally occur.
- Investigate transportation needs and the expectations at the YMCA to take a community based class.
- Conduct a job analysis comparing requirements of the job to the student's skills.
- Critical part of the analysis - identify types of accommodations that could be provided to help a student perform the necessary functions of the job.

Examples of formal assessment

- Adaptive Behavior / Daily Living Assessments can help identify the type and amount of support an individual may require.
- Examples include The Vineland Adaptive Behavior Scales, The Adaptive Behavior Scales.

Formal continued...

- General and specific aptitude tests (to measure a specific skill or ability).
- Two types, multi-aptitude and single aptitude.
- “Multi” measures a wide range of aptitudes and combination of aptitudes (e.g., general knowledge, spatial relations, form perception, color discrimination) and provide information that can be used in career decision making.
- Single measures specific aptitudes such as manual dexterity, clerical ability, artistic ability, or types of work.

Examples of aptitude tests

- *Armed Services Vocational Aptitude Battery (ASVAB)*
- *OASIS-III Aptitude Survey*
- *Wiesen Test of Mechanical Aptitude*

Formal continued...

- Achievement Tests examples include : WJ III, Kaufman Test of Individual Achievement.
- Intelligence Tests examples include: WISC-IV, WAIS-III, Stanford-Binet.

Formal...

- Interest Inventories provide information about an individual's preferences for certain careers, occupational activities or types of work. Examples include:

www.careercruising.com

www.bridges.com

www.kuder.com

Other inventories include; The Strong Interest Inventory, The Harrington O-Shea, The Self-Directed Search.

Example of online interest inventory:

- www.careercruising.com

Results of transition assessments need to help:

1. Develop realistic and meaningful IEP goals and objectives.
2. Make instructional programming decisions.
3. Provide information for the present level of performance related to a student's strengths, interests, preferences and needs.

4. Learn about individual students, especially their strengths outside of academics and their career ambitions.
5. Help students make a connection between their individual academic program and their post-school ambitions.
6. Help to inform the Summary of Performance.

Two approaches to transition assessment

First approach uses three levels

Level one: This level is for most students and might include some of the following:

- review of existing information (intelligence and achievement data from the most current psychological report)
- student interview
- interest assessment
- temperament assessment
- aptitude testing

Level two

Level two assessment targets students who are having difficulty making a career choice or clarifying their interests, preparing for adult living, or contemplating leaving school as a dropout. Level two could expand to include assessments targeting information as to one's work-related behaviors, general career maturity, and daily or independent living skills.

Level three

Level three assessment is for students needing additional assistance with identifying long term employment, education, and/or independent living goals, when earlier transition assessments were inconclusive, or for those with more significant disabilities. This level generally takes several days and is conducted by a vocational assessment specialist.

Second approach to transition assessment

Assess, Plan, Instruct and Evaluate (APIE)

- Model for transition assessment developed by (Test, Aspel, & Everson, 2006).

Assess

Educators assess the student's interests, preferences, and needs related to his/her post school outcomes using both formal and/or informal assessments.

Plan

Interpreting the results from the assessments and incorporating them into the student's transition plan.

Instruct

Students learn the skills
they will need to reach their post school goals.

Evaluate

Students and educators evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives.

No matter the process decided upon, Sitlington, Neubert, and Leconte (1997) suggest nine ideas when conducting a transition assessment:

1. Methods must incorporate assistive technology or accommodations that allow an individual to demonstrate his or her abilities and potential.

2. Methods must occur in environments that resemble actual education/ training, employment, independent living, or community environments.

3. Methods must produce outcomes that contribute to ongoing development, planning, and implementation of “next steps” in an individual’s transition process.

4. Methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.

5. Data must be verified by more than one method and by more than one person.

6. Data must be synthesized and interpreted to students with disabilities, their families, and transition team members.

7. Data and results must be documented in a format that can be used to facilitate transition planning.

8. Methods should be appropriate for learning characteristics of the individual, including cultural and linguistic differences.

9. Information should be current, valid or verified, and relevant to transition in order to better inform the Summary of Performance.

How do I select assessment instruments?

DCDT and NSTTAC suggest selecting methods that help the student answer the following questions:

1. Who am I?
2. What do I want in life, now and in the future?
3. What are some of life's demands that I can meet now?
4. What are the main barriers to getting what I want from school and my community?
5. What are my options in the school and community for preparing me for what I want, now and in the future?

DCDT and NSTTAC further suggest:

- Select approaches that are appropriate for your students in terms of cognitive, cultural sensitivity, and language comfort.
- Always interpret and explain assessment results in formats that students and families can understand easily.

This presentation was adapted from the following DCDDT Fact Sheet on age appropriate transition assessment:

[http://www.dcdt.org/pdf/Trans Assess Fact Sheet%20.pdf](http://www.dcdt.org/pdf/Trans_Assess_Fact_Sheet%20.pdf)

Questions?



Resources

Books:

Informal Assessment for Transition Planning. Author :
Clark, Patton and Moulton.

Case Studies in Assessment for Transition Planning.
Author: Trainor, Patton and Clark.

Transition Assessment: Wise practices for Quality Lives.
Author: Sax and Thoma.

Transition Assessment: Planning Transition and IEP
Development for youth with mild to moderate
disabilities. Author: Miller, Lombard and Corbey.

Links:

www.nsttac.org

www.dcdt.org

www.transitioncoalition.org

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