

Transition Assessment for Students with Significant Cognitive Disability

Susan Loving

Nov. 8, 2011

Purpose of SpEd

...a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to

**prepare them for further
education, employment, and
independent living.**

IDEA Post-Secondary Goals

- IEPs must include appropriate measurable postsecondary goals
 - Based on age-appropriate transition assessments
 - Related to further education, employment, and when appropriate, independent living.
- When would an independent living postsecondary goal not be appropriate for these students?
- Assessments must be **age-appropriate** and **functional**.

Transition Assessment Implementation Timeline

- Establish a comprehensive transition assessment plan
- Build by grade and skill level
- Identifies what, who, when, and how often
- Can establish school or district wide implementation of a sequential transition model
- North Dakota's Transition Assessment Matrix
 - <http://www.dpi.state.nd.us/transitin/matrix/matrix/shtm>
- Iowa Transition Assessment
 - www.transitionassessment.northcentralrrc.org
- Handout – sample Transition Assessment Timeline

Student-Focused Planning Principles

Basic principles

- Students complete transition assessment student versions along with family members and educators completing their versions
 - No assessment without direct student input
- Transition assessments provide students information to make decisions on postsecondary and annual transition goals
 - Implies that students be taught the meaning of assessment results

Questions to Ask and Answer

Postsecondary Goal Questions

- Where do I want to work when I'm out of high school?
- Where do I want to learn when I'm out of high school?
- Where do I want to live when I'm out of high school?

Questions to Ask and Answer

Annual Transition (IEP) Goal Questions

- What do I need to learn now to be able to work where I want after completing high school?
- What do I need to learn now to be able to learn where I want after completing high school?
- What do I need to learn now to be able to live where I want after completing high school?

Implications

- Use transition assessments that include student versions
 - Student input as important as educator and family member input
- Students need to be taught to understand results of transition assessment
- Students (or teachers) write summary of transition assessment and present at IEP meeting
 - Include statement for PLAAFP - strengths and needs
 - If identified in PLAAFP as a need, must address in IEP through accommodations/modifications or annual IEP goal
- Students describe match between present skills and requirements for postsecondary goals and what needs to be learned or changed to attain postsecondary goals.

Sample Summary

Area	Score/Results	Implications for Learning	Implications for Classes	Implications for Agency Involvement
Self-Determination: AIR Self-Determination Scale	Capacity – 36 Opportunity – 22 Level – 58 (48%)	Provide opportunity for practice; teach “adjust” skills	Indicate need for accommodations; Place in classes where she can practice skills	VR – employment options DSPD – self-directed supports

Three-Part Transition Assessment Model

- Vocational Interest and Skills Assessment

- Self-Determination and Self-Advocacy Assessment

- Independent Living Assessment

Vocational Interest and Skills Assessment

Belief:

- Work benefits individuals emotionally and socially
- Enables individuals to contribute to society and to their own well being
- Can be done without fear of losing social security or other benefits
- Adds meaning to live

Employment Options

- Individual competitive employment
- Individual supported employment
 - Support Work Incentive (SWI)
- Group supported employment
- At home or community based entrepreneurial jobs
- Volunteerism

Functional Vocational Assessment

- Choice Making
- <http://brookespublishing.com/picturebank/>
- Self-Directed Employment
 - Paul Brookes Publishing
 - Just went out of print
- Personal Preference Indicators
 - Use Supplemental Preference Form
 - Interview format – someone who knows student well
 - Likes, dislikes, social indicators, choices
 - Free
 - <http://education.ou.edu/zarrow/>

- Choose and Take Action: Finding a Job for You
 - Vocational Assessment Software
 - 14 entry-level vocational settings found in most communities
 - 15 job activities repeated across two settings
 - 12 characteristics repeated across two or three activities
 - Sopris West
 - www.sopriswest.com
 - About \$129 for 5 computers

- Reading Free Interest Inventory
 - www.proedinc.com
 - \$110
- COPS-PIC
 - Non-verbal Assessment of Occupational Interest
 - <http://www.edits.net/component/content/article/40/225-cops-pic.html>
 - <http://career-lifeskills.com/copsystem-24/cops-pic-118/>

- Transition Behavior Rating Scale
 - Hawthorne Educational Services, Inc.
 - <http://www.hawthorne-ed.com/pages/transition/t2.html>
 - Intervention manual also available

Self-Determination and Self-Advocacy Assessments

- AIR Self-Determination Assessment
 - Parent version
 - Student version
 - Teacher version
 - <http://education.ou.edu.zarrow>
 - Free
- ARC Self-Determination Assessment
 - Student version
 - Must use the manual in scoring
 - <Http:///education/ou.edu/zarrow>
 - free

- Field and Hoffman Self-Determination Assessments
 - Student scale
 - Parent scale
 - Teacher scale
 - Observation checklist
 - User's guide
 - <http://education.ou.edu/zarrow>
 - Free

Independent Living Assessments

- Personal Preferences Indicators
- Life Skills Inventory
 - Informal and free
 - http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf
- Transition Planning Inventory
 - ProEd
 - www.proedinc.com
- Supports Intensity Scale
 - <http://www.siswebsite.org>
 - Manual plus 25 forms - \$150.

- Informal Assessments for Transition Planning
 - ProEd Inc
 - www.proedinc.com
 - About \$35
- Enderele-Severson Transition Rating Form
 - ESTR-S
 - www.estr.net
 - About \$2 per form
- Casey Life Skills
 - www.caseylifeskills.org
 - May over-rate abilities for students with significant and/or multiple disabilities
 - Free

Summary

- Transition assessment is a critical part of transition planning
- Must be a collaborative effort
- Should be conducted annually to assess changes in student's interests, skills
- Must always include student input

Questions?

- Contact

Susan Loving

Susan.loving@schools.utah.gov

(801) 538-7645