

Utah State Board of Education
Age Appropriate Transition Assessments

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Introduction

"...beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals" (34 C.F.R. §300.320(b)).

While the law requires the administration of "age appropriate transition assessments," clarification of the type of assessment required was determined to be not necessary by the U.S. Department of Education when addressing the concern in the IDEA Regulations "...because the specific transition assessments used to determine appropriate measurable postsecondary goals will depend on the individual needs of the child, and are, therefore best left to States and districts to determine on an individual basis" (*Federal Register*, Vol. 71, No. 156, August 14, 2006, p. 46667).

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC) defines transition assessment as 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. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (Sitlington, Neubert, & Leconte, 1997, pp. 70-71). The DCDT further defines "age appropriate" as defined by the student's chronological, rather than developmental age (Wehmeyer, 2002).

Transition assessments are conducted for a variety of purposes, including the development of postsecondary goals and related transition services, as well as annual goals and objectives for the transition component of the IEP; to make instructional programming decisions; and to include information in the present level of performance statement related to a student's interests, preferences, and needs within the IEP. Perhaps the most important reason to conduct transition assessments is to help students learn about themselves as part of their preparation for taking an active role in determining postsecondary education, employment, and independent living goals. To this end, assessment of self-determination/self-advocacy skills should be part of the assessment process.

Transition assessments may be formal or informal. Formal assessments usually follow a standardized procedure for administration, scoring, and interpretation. Some formal assessments are standardized, allowing comparison between the individual student's score and that of the normed group. Informal transition assessments are less structured and do not allow comparison with other students. Informal assessments do allow assessment of a student's performance over time, and are useful in designing and evaluating the effects of instructional interventions. They may also be used to collect data from others (e.g., parents, teachers, employers, etc.).

Examples of formal assessment methods include adaptive behavior/daily living skills assessments, general and specific aptitude tests, interest inventories, intelligence tests, achievement tests, temperament inventories/instruments, career maturity or employability tests, self-determination assessments, and transition planning inventories.

Examples of informal transition assessment methods include interviews and questionnaires, direct observation, curriculum-based assessment (CBA), and environmental analysis.

When selecting transition assessment instruments, the following steps should be followed:

1. Become familiar with different types of transition assessments and their characteristics, including reading their respective manuals, seeking independent information (e.g., test reviews, professional articles), and talk with local adult service providers and employers. The ongoing use of multiple evaluations is recommended.
2. Select assessment instruments and methods that help the student answer the following questions:
 - a. Who am I?
 - b. What are my unique talents and interests?
 - c. What do I want in life, now and in the future?
 - d. What are some of life's demands that I can meet now?
 - e. What are the main barriers to getting what I want, from school and my community?
 - f. What are my options in the school and community for preparing for what I want to do, now and in the future?
3. Select instruments and methods that are appropriate for your students. Key considerations include the nature of their disability (e.g., reading level and general intelligence), their post-school ambitions (e.g., college versus other training options or immediate employment), and community opportunities (e.g., local training options, employers and adult service providers) (Age Appropriate Transition Toolkit, 3rd Edition, NSTTAC).

Whatever type of transition assessment is used, the results need to:

- Help the team develop realistic and meaningful IEP goals and objectives.
- Help the team make instructional programming decisions.
- Provide information for the present level of performance related to a student's strengths, interests, preferences, and needs.
- Provide information about individual students, especially their strengths outside of academics and their career ambitions (Kortering, Sitlington, & Braziel, 2004).
- Help students make a connection between their individual academic program and their post-school ambitions.
- Inform the Summary of Performance (Adapted from "Age Appropriate Assessment Fact Sheet", DCDT).

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

Conducting a Transition Assessment

Both IDEA and the Utah Special Education Rules are silent on consent requirements for transition assessment(s). Under IDEA, parental consent is required to conduct any individual assessment; if the assessment is given to all students in a class, grade, building or district-wide, it is not considered an individual assessment (34.C.F.R. §300,300(d)(1)). The USOE Special Education Section recommends parental or adult student consent be obtained if any of the information gathered during the transition assessment process will be used to determine the student's initial or continued eligibility for special education services.

How a transition assessment is conducted will depend on the assessment(s) selected and various student characteristics. The DCDT Fact Sheet on Age Appropriate Transition Assessment ([DCDT](#)) contains information about two different methods:

- One approach uses three levels of transition assessment (Rojewski, 2002). *Level one* is for most students and might include a review of existing information (e.g., intelligence and achievement data from the student's most current psychological report), student interview, interest assessment, temperament assessment and, if indicated (e.g., a student shows promise in a given aptitude), aptitude testing. *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* 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 (Sarkees-Wircenski & Scott, 1995).
- A second process is called the Assess, Plan, Instruct, and Evaluate (APIE) model for transition assessment (Test, Aspel, & Everson, 2006). In the first step (assess), educators assess the student's interests, preferences, and needs related to his/her post-school outcomes using both formal and/or informal assessments. The second step (plan) involves interpreting the results from these assessments and incorporating them into the student's transition plan. In the third step (instruct), students learn the skills they will need to reach their post-school goals. In the last step (evaluate), students and educators evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives. It is important for assessment information to be collected continuously with periodic

checkpoints, because students may change their minds (e.g., interests, preferences) and attributes (e.g., skills, knowledge, strengths).

The major questions to ask when planning a transition assessment are:

- What do we need to know about the student?
- Where can we get the information?
- Who should be doing the assessment?
- How will we use the information?
- How should the information be organized?
- When do we begin, and what do we do?

Examples of Transition Assessments

Appendices A-J contain links to a variety of transition assessments, sorted by category (e.g., postsecondary education/training, self-determination, etc.). An effort was made to find no-cost assessments that may be downloaded from the Internet or purchased assessments that may be reproduced.

These assessments may be conducted by teachers, special education specialists, other school personnel, parents or family members, the student or others.

The Utah State Board of Education does not endorse any particular publisher or product, and does not require the use of any specific product.

It is the responsibility of the assessment user to read and understand any and all educational or licensure requirements for assessment administration.

The student's file will contain information about the student's current functioning levels in the areas of academics, language, behavior, and social skills. This information should be used to guide development of an individual program that will facilitate the student's movement to postsecondary education and training.

Appendix A: Self-Determination/Self-Advocacy

Research has indicated that individuals who have higher levels of self-determination have better employment outcomes, including higher wages. Research also indicates that individuals who have higher levels of self-determination have a better quality of life, including independence, productivity, community integration, and satisfaction.

Self-Determination Checklist: Student Self-Assessment

The "[I'm Determined](#)" [website](#) includes a variety of informal assessment activities, as well as numerous resources for educators, parents, and students. (FREE)

The AIR Self-Determination Assessment

The [AIR Assessments website measure](#) two broad self-determination components, capacity and opportunity. Capacity refers to students' knowledge, abilities, and perceptions that enable them to be self-determined. Opportunity refers to students' chances to use their knowledge and abilities. (FREE) (Available in Spanish)

The ARC Self-Determination Scale

The [ARC Self-Determination Scale](#) was developed and normed to (1) assess the self-determination strengths and weaknesses of adolescents with disabilities, (2) facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome, (3) develop self-determination goals and objectives, and (4) assess student self-determination skills for research purposes. Results are provided as percentile scores. (FREE)

Choice Maker Self-Determination Assessment

[The Choice Maker Self-Determination Assessment](#) is a curriculum-referenced tool that measures students' self-determination skills and progress in the Choice Maker Self-Determination Curriculum. Educators use the Choice Maker Self-Determination Assessment to assess middle and high school students' with mild to moderate disabilities self-determination skills and opportunities at school to exercise these skills across three areas: (a) choosing educational, vocational, and personal goals, (b) students' involvement in their IEP meetings, and (c) students' attainment of IEP goals, including developing a plan, implementing the plan, self-evaluation of plan progress, and adjusting any of the plan parts.

Personal Preference Indicators: A Guide for Planning

The [Personal Preference Indicators](#) enables the planning team to identify and focus on preferences connected to choice-making activities, person-centered planning, and self-determination efforts. These indicators assist in developing education, transition, employment, or health management plans.

Appendix B: Postsecondary Education/Training

The following assessments may provide information that will guide the student in developing postsecondary education goals and help the IEP team identify skills the student needs to move toward that goal.

C.I.T.E. Learning Styles Inventory

[The Center for Innovative Teaching Experiences' C.I.T.E. Learning](#) The C.I.T.E. Instrument (Babich, Burdine, Albright, and Randol, 1976) was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students. It is divided into three main areas: Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination. Work conditions focus on whether a student works better alone or in a group. Expressiveness considers if a student is better at oral or written communication. (FREE)

A Guide to Assessing College Readiness

This guide is designed as a first step in helping students understand the complex sets of skills, abilities, and practices associated with five foundation areas. Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student's potential, or to provide a diagnosis. (FREE)

College Readiness Survey

Eastern Iowa Community College District

The purpose of this survey is to identify areas of need for high school students with disabilities planning to attend college. The scoring grid will provide a score for each section to help students identify specific areas of need. The Activity Guide provides suggested activities to help the students attain proficiency in each specific areas of need. (FREE)

Transition Assessment and Goal Generator (TAGG)

The TAGG is a new on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG items derive from research identified student behaviors associated with post high school employment and education. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals. Numerous studies demonstrated that the TAGG produces valid and reliable results. A grant from the U.S. Dept. of Education's National Center for Special Education Research supported TAGG development. (COST)

Informal Assessments in Transition Planning:

[Postsecondary Education and Training](#)

The *Informal Assessments for Transition: Postsecondary Education and Training* resource helps determine students' preferences for postsecondary training, their match with particular types of institutions, and the need for accommodations and modifications. These informal assessments are reproducible and practical, and can be used with students, parents, and teachers. (COST) (MAY BE REPRODUCED)

Teaching Study Skills

Teaching Study Skills contains an assessment called *Study Skills Inventory* that helps teachers rate students on study skills such as listening, test taking, note taking and outlining, time management, and organization. Teachers rate students on a scale from "not proficient" to "highly proficient". The assessment can help

teachers focus their study skills instruction. The book gives educators methods to help students learn 12 essential study skills. It provides example IEP goals for teaching study skills and examples for teaching the skills, as well as reproducible forms. (COST) (REPRODUCIBLE FORMS)

Appendix C: Employment

The following assessments may provide information that will guide the student in developing postsecondary employment goals and help the IEP team identify skills the student need to move toward those goals.

[Career One Stop Assessment](#)

US Department of Labor Interest Assessment online interest indicator. (FREE)

[Ability Explorer \(3rd Edition\) Impact Publications.](#)

This assessment ranks strengths in the 12 abilities important in today's workplace. In less than 30 minutes, individuals learn their strongest abilities, plus related courses, activities, and careers for developing and using these abilities. Written at an eighth grade reading level. Self-scoring and self-interpreting. (COST)

[What Do I like to Do?](#)

Assists school counselors, career development professionals, and counselor educators in the measurement of a student's interests and provides reproducible activities for immediate use. Short checklists and hands-on, practical, fun activities help students understand themselves, and begin to plan for the achievement of educational and career goals. Specific instructions for using the activities to teach measurable outcomes are included. (COST)

[CIPSI: Career Interests, Preferences and Strengths](#)

This informal career exploration tool for students, fifth grade through high school, will help them identify personal interests, strengths, general preferences, and favored careers. Choices are aligned with the U.S. Department of Education 16 career clusters. (COST)

[O*Net](#)

This assessment helps individuals match their work values to careers in which these values are important. This inventory scores the six core work values of achievement, independence, recognition, relationships, support, and working conditions. (COST)

[Transition Planning Inventory 2 \(TPI\)](#)

The Transition Planning Inventory—Second Edition (TPI-2) provides school personnel with a systematic way to address critical transition planning areas that are mandated by the Individuals With Disabilities Education Act of 2004 and to account for individual students preferences, interests, strengths, and needs. Key information is gathered from students, parents, guardians, and school personnel through the use of rating scales and open-ended questions. (COST)

[The Career Key](#)

The Career Key uses personality type to allow individuals to identify jobs that will match their strengths and interests. This assessment can be used with students in middle school to adults and only takes about 15 minutes to complete. (COST)
(AVAILABLE IN SPANISH)

[The Environmental Job Assessment Measure: E-JAM](#)

This assessment tool has been used extensively with adolescents with ED and those with high-risk behaviors (Bullis & Davis, 1999). E-JAM was designed to assist in determining an employment placement and the support and accommodations that might be needed. (FREE)

[Career Clusters Interest Survey](#)

Four-page questionnaire in 16 Career Cluster Inventory areas. (FREE)

[Career Decision-Making System—Revised \(CDM-R\)](#)

The CDM-R provides a self-scored assessment that helps students and career planners identify their occupational interests, values, and abilities, and match these dimensions to career options. This tool pinpoints career clusters and yields results that can be linked to future job area interests and opportunities. (COST)

[COPS II: Intermediate Inventory](#)

Written at a fourth grade reading level, this self-assessment is useful for young students and those at higher grade levels for whom reading or language present difficulties, or where motivational considerations are of special concern. (COST)
(LOW READING LEVEL)

[CAPS: Career Ability Placement Survey](#)

CAPS is designed to measure abilities keyed to entry requirements for the majority of jobs in each of the fourteen occupational clusters. (COST)

[COPES: Career Orientation Placement and Evaluation Survey](#)

COPES, currently revised and expanded, provides measurement of work values for use in career planning. (COST)

[Career Game Explorer: How to Find the Best Job for You](#)

These are booklets with good graphic format that match interests to careers. Online interest inventories are also available. (COST)

[ASVAB: Today's Military Service](#)

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students, through many high school guidance programs. (FREE)

[OASIS-3:AS—Occupational Aptitude Survey and Interest Schedule, Third Edition](#)

The *Occupational Aptitude Survey and Interest Schedule, Third Edition* (OASIS-3) consists of two related tests: the OASIS-3 Aptitude Survey and the OASIS-3 Interest Schedule. The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The OASIS-3 Interest Schedule measures 12 interest factors directly related to the occupations listed in the Guide of Occupational Exploration. (COST) (AVAILABLE SEPARATELY)

[YES! Your Employment Selections](#)

Your Employment Selections (YES!) is motion-video, Internet-based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of jobs, listen as a narrator describes key tasks in each job, and select preferred ones. The program shows motion video for 120 different jobs. When 2-3 preferred jobs are selected, a facilitator (such as a teacher) rates the job seeker on various work dimensions

based on the job seeker's skill levels. The result is identification of the best-matched job, strengths and weaknesses, and training priorities. (COST)

[Transition to Work Inventory](#)

This assessment helps those with little or no prior work experience identify future career options. This test uses non-work related activities and interests to match students to possible jobs. (COST)

[Career Priorities Profile \(CPP\)](#)

The **Career Priorities Profile (CPP)** provides an easy yet structured way for individuals to identify and compare their work needs, skills, interests, desires, and education to the realities of jobs. This tool provides a comprehensive way of assessing an individual's career needs and wants and matching them to occupations. (COST)

[Informal Assessments for Transition: Employment and Career Planning](#)

Informal Assessments for Transition: Employment and Career Planning helps determine students' transition needs in employment and career planning. Included are more than 60 informal assessments that encompass four areas critical to transition planning: interests and preferences, abilities and skills, career exploration, and job search and securing. (COST) (ASSESSMENTS MAY BE REPRODUCED)

[Vocational Preference Inventory \(VPI\)](#)

The VPI is a psychological personality-interest inventory composed entirely of occupational titles that yields a broad range of information about interests, interpersonal relationships, values, self-conceptions, coping behaviors, and identifications. (COST)

[Becker Work Adjustment Profile \(BWAP\)](#)

The Becker Work Adjustment Profile (BWAP) helps evaluate work habits, attitudes, and skills important for job readiness, work adjustment, and job employability. It may be suitable for workers and trainees who are physically, intellectually or learning disabled, have a mental health diagnosis, or are economically disadvantaged. (COST)

Appendix D: Reading-Free Career Interest Inventories

These inventories with limited or no text may be useful as part of a transition assessment process for students who are non-readers or English learners.

[COPS-PIC: Picture Inventory of Careers](#)

The COPS-PIC provides job activity interest scores using pictures only, yielding measurement of the 14 COPS system clusters for non-readers. The COPS-PIC can be used for those with motivational or language difficulties to measure interests. (COST)

[Picture Interest Career Survey \(PICS\)](#)

The Picture Interest Career Survey (PICS) is a way for individuals with limited reading ability or special needs to explore their career interests and find a job that fits. Instead of using text-based items, PICS uses pictures to help individuals identify their occupational interests. (COST)

[Envision Your Career: A Language-Free Video Career Interest Inventory](#)

A language-free visual career interest inventory designed to be used as an initial assessment of occupational interest for students with little or no English skills and/or limited reading and writing abilities. It is composed of 66 brief video clips of various occupations beyond the stereotypes from Holland's Theory of Types. Instructor's Guide and scoring sheets may be downloaded for free. (COST)

[Career Assessment Battery](#)

Participants watch and listen to live-action occupational situations while making informed choices. This assessment considers all career-related factors, such as work areas, aptitudes, education level, work environment, etc. Students' interests are matched to jobs listed in the Department of Labor's Occupational Outlook Handbook and the O*Net Dictionary. (COST)

Appendix E: Independent Living Skills

The following assessments may provide information that will guide the student in developing postsecondary independent living goals and help the IEP team identify skills the student needs to move toward those goals

[Supports Intensity Scale](#)

The Supports Intensity Scale is a state-of-the-art assessment tool to measure the daily supports required by a person with an intellectual and developmental disability to live in community settings. (COST)

[Financial Literacy Inventory \(FLI\)](#)

The Financial Literacy Inventory (FLI) measures a person's basic knowledge of money management. This 60-item assessment feeds into five scales: Income and Careers, Banking and Budgeting, Credit and Debt, Saving and Investing, and Rights and Risks. The FLI helps individuals determine how much they know about effectively managing their money, giving them individualized scores on each scale as well as an overall assessment of their financial literacy. The FLI then offers guidance on how to improve the individual's financial literacy and manage his/her money better through specific suggestions and online resources. Finally, the FLI provides a personal finance checklist and goal-setting worksheet for individuals to better plan their financial futures. (COST)

[Functional Independence Skills Handbook \(FISH\): Assessment and Curriculum for Individuals with Developmental Disabilities](#)

The Functional Independence Skills Handbook (FISH) measures a person's ability to perform functional activities throughout his/her daily life. Developed for special education teachers and parents, the FISH program increases the personal independence of those with developmental disabilities. (COST)

[Checklist of Adaptive Living Skills \(CALS\)](#)

The CALS is a checklist of behaviors organized into skill modules in four broad domains: Personal Living Skills, Home Living Skills, Community Living Skills, and Employment Skills. Each behavior in CALS has a corresponding instructional unit in ALS (see Curriculum section). (COST)

[Vineland Adaptive Behavior Scales, Second Edition \(Vineland II\)](#)

This assessment measures adaptive behavior of individuals from birth through adulthood. It includes a Survey Interview Form, Parent/Caregiver Rating Form and Teacher Rating Form. (COST)

[Informal Assessments for Transition: Independent Living and Community Participation](#)

The Informal Assessments for Transition: Independent Living and Community Participation resource helps determine students' transition needs in independent living and community participation. More than 60 informal assessments that encompass transition planning are included, on topics such as communication, interpersonal skills, self-advocacy and self-determination, daily living skills, health, community participation, leisure, and transportation. (COST) (MAY BE REPRODUCED)

[Leisure Diagnostic Battery](#)

The Leisure Diagnostic Battery (LDB) consists of self-report instruments to assess perceived freedom in leisure (PFL). Perceived freedom in leisure is a set of beliefs

the individuals have about their ability to participate and derive personal benefits from participation in recreation activities(COST)

[The Ansell-Casey Life Skills Assessment \(ACLSA\)](#)

The *Ansell-Casey Life Skills Assessment* helps educators determine students' independent living skills. Assessments are completed by the student and his/her caregivers. This assessment is culturally sensitive and is appropriate for all students regardless of their living circumstances. Life skill areas addressed include career planning, communication, daily living, home life, housing and money management, self-care, social relationships, work life, and work and study skills. (FREE)

[Transition Health Care Checklist](#)

The Transition Health Care Checklist was created to help students with special health care needs and includes areas such as communication, financial and legal concerns, HIPAA/COBRA, SSI/SSDI/Ticket to Work, Medicare, Medicaid-Funded Waivers, Office of Vocational Rehabilitation, and Assistive Technology, among others. Students, family members, health care professionals, educators, and others complete the checklist and work together to help students with special health care needs transition successfully. NOTE: The Checklist is now part of the *Transition to Adult Living in Pennsylvania* manual, revised 2012. (FREE)

Appendix F: Parent Surveys

Parents are part of the transition planning team; it is important to recognize their hopes and fears for their child's future. Parents also may have seen the child perform skills not observed in the school setting.

[The New Parent Transition Survey](#)

This survey was originally created by a local transition council, and was updated in 2014. The purpose of the survey is to assist in identifying parents'/family members' preferences and thoughts for their son/daughter for life after high school. (FREE)

[Parent Checklist for Transition Planning](#)

This checklist is designed to be completed by student and parent together prior to the IEP meeting to facilitate parent input in the transition planning process. (FREE)

[Transition Skills Checklist for Parents/families](#)

Transition Skills Checklist. Wisconsin Community of Practice on Transition Practice Group on Health. (FREE)

[Transition Checklist for Parents](#)

This is one of few checklists for students with health issues. (FREE)

Appendix G: Multiple Domains

Many of these assessments cross multiple domains, such as education and employment, education and independent living, etc.

[Life-Centered Education \(LCE\) Transition Assessment Instruments](#)

The LCE includes three types of field-tested assessment instruments—competency rating scale (assess through observation and interview with teacher/parent), knowledge battery (criterion-referenced test to identify student's instructional needs), and performance battery (assesses students' ability to apply LCE competencies). Results may be used by the IEP team to establish present levels of performance, develop IEP goals, guide program planning and instructional content, and measure student progress toward instructional goals. (COST)

[Responsibility and Independence Scale for Adolescents \(RISA\)](#)

The Responsibility and Independence Scale for Adolescents (RISA) is a nationally standardized instrument specifically designed to measure adolescents' behavior in terms of responsibility and independence. Most measures of adaptive behavior target low-level skills, but RISA assesses higher level behaviors. This is especially important when dealing with students with mild disabilities, as well as juvenile offenders. (COST)

[Transition Planning Inventory, Second Edition \(TPI-2\)](#)

The *Transition Planning Inventory, Second Edition (TPI-2)* provides school personnel with a systematic way to address critical transition planning areas that are mandated by the Individuals with Disabilities Education Act of 2004 and to account for individual student's preferences, interests, strengths, and needs. Information is gathered from students, parents, guardians and school personnel through rating scales and open-ended questions. (COST)

[Enderle-Severson Transition Rating Scale](#)

The Enderle-Stevenson Transition Rating Scale provides scores in five different areas (Employment, Recreation and Leisure, Home Living, Community Participation, and Post-Secondary Education). Forms are available for student, parent, and educator input. It offers a simple way of recording answers, only marking a "yes" or "no" for each item. Most items have examples for assistance in deciding if a student has the skill evaluated. (COST) (AVAILABLE IN SPANISH)

[Informal Assessments for Transition Planning](#)

Informal Assessments in Transition Planning helps determine a student's transition needs. Informal assessments that encompass nine domains are included: employment, further education/training, self-determination, daily living, communication, health, interpersonal relationships, leisure activities, and community participation. (COST) (MAY BE REPRODUCED)

[Brigance Transition Skills Inventory \(TSI\)](#)

The BRIGANCE® Transition Skills Inventory (TSI) helps educators assess independent living, employment, and additional post-secondary skills to support transition planning for middle and high school students. (COST) (STUDENT BOOKLET FOR USE OVER MULTIPLE YEARS)

[Planning for the Future](#)

A workbook to help students, their families, and professionals to plan for life after high school. This workbook uses a person-centered approach to identify student strengths and facilitates a problem-solving approach to develop a plan of **action and**

[Transition Behavior Scale, Third Edition \(TBS-3\)](#)

The Transition Behavior Scale, Third Edition (TBS-3) was developed as a measure of a student's readiness for transition to employment and independent living. The greatest threat to success in employment and independent living is behavior which is inappropriate for those situations. The TBS-3 provides a measure of those behavioral characteristics most predictive of behavior in society in general and employment specifically. The TBS-3 subscales measure a student's behavior in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations. (COST) (INTERVENTION MANUAL AVAILABLE SEPARATELY)

[Career Exploration Inventory EZ, Second Edition](#)

Designed with an easy-to-read format, the CEI-EZ guides students and job seekers in exploring and planning three major areas of life—work, leisure activities, and learning. Scores connect the test taker to 16 career interest areas based on the U.S. department of Education career clusters. Related jobs, education and training options, and leisure activities are listed for each interest area. An action plan helps individuals focus on their top interest areas and consider short- and long-range goals. (COST)

[Work Motivation Scale](#)

The Work Motivation Scale helps individuals explore their needs and values—the key factors that motivate them to not only do their work, but to find fulfillment through it. In the assessment, test takers rate 32 brief statements about what motivates them. These statements are scored for eight work values and included in one of four motivation levels. Based on their results, test takers can focus their career exploration or reevaluate their current job situations to make more informed decisions. A worksheet helps users plan for a more satisfying and rewarding career. (COST)

[Utah Futures](#)

This interactive website allows users to answer questions about themselves, explore occupational matches, learn more about occupations, and identify programs of study and schools that offer them. (NOTE: Beginning in fall 2014, parents will need to provide consent for students to create an individual student profile.) (FREE)

[It's My Choice](#)

This workbook is designed to facilitate person-centered planning for individuals with more significant disabilities, for whom other transition assessments may not be appropriate. (FREE)

Appendix H: Additional Transition Assessment Resources

[QuickBook of Transition Assessments](#)

Adapted from the South Dakota Transition Services Liaison Project by the Ohio Center for Autism and Low Incidence (OCALI), this technical assistance manual contains informal assessments, checklists, parent surveys and transition planning guides multiple domains. (FREE)

[Assess for Success: Handbook on Transition Assessment, Second Edition](#)

Helps the IEP team decide what to assess and how assessment data should be collected and used within the context of career development. (COST)

[Transition Assessment Resource Guide](#)

The new Transition Assessment Resource Guide is a publication created by the Indiana Secondary Transition Resource Center for teachers and administrators. Sections of the guide include education/training, employment, independent living and self-determination tools and strategies for use in the classroom and at home. The accompanying Student Transition Planning Folder is a tool for organizing assessments and other important transition documents. (FREE)

[Age-Appropriate Transition Assessment Toolkit, 3rd Edition](#)

The Transition Toolkit was created, published, and distributed by the National Transition Technical Assistance Center (NATTAC), a national technical assistance center funded under a grant from the Office of Special Education Programs (OSEP). The Toolkit defines transition assessment and includes information about selecting and conducting transition assessments. (FREE)

["Ask the Expert" Article on Transition Assessment](#)

Gary Clark, Ph.D., an expert on transition assessment, answered questions and posted resources regarding transition and transition assessment on the Missouri Community of Practice October, 1-12, 2007. The event was hosted by DESE and The Transition Coalition. The Missouri Community of Practice can be accessed through the [Transition Coalition website](#). (FREE)

[Transition Coalition](#)

Located at the University of Kansas, Department of Special Education, the Transition Coalition maximizes professional development focusing on secondary school reform and transition at the national, state, and local levels. The website contains excellent professional development modules. (FREE)

[Iowa Transition Assessment](#)

The Iowa Model for Transition Assessment proposes a simple process for assessing an individual's transition needs by requiring the IEP team to answer four questions about the student's postsecondary goals, the skills needed to meet those goals, the student's current skills, and the discrepancy between needed and current skills (Iowa Model for Transition Assessment). The Transition Matrix provides links to assessments based on planning areas, e.g., interests or skills, and postsecondary areas, e.g., living, learning, or working. (FREE)

[The TAGG: Transition Assessment and Goal Generator](#)

The TAGG is a new on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG items derive from research identified student behaviors associated with post high school employment and education. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals. Numerous studies demonstrate that the TAGG produces valid and reliable results. A grant from the U.S. Department of Education's National Center for Special Education Research supported TAGG development. (COST)

Appendix I: Transition Curriculum

Brigance Transition Skills Activities

The BRIGANCE® Transition Skills Activities helps educators deliver data-driven instruction to build students' skills in key transition areas. Each lesson includes a variety of activities and modifications to support a broad range of student abilities and interests. The Transition Skills Activities is directly aligned to assessments in the Transition Skills Inventory (TSI) and covers the following skill areas: Post-Secondary Education/Training; Employment; Independent Living; and Community Participation. (COST) (STUDENT WORKBOOK)

The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

Serving learners from kindergarten through age 21, this field-tested curriculum is written for professionals and parents devoted to directly preparing a student to function in the world. It examines the role of community living domains, functional academics, and embedded skills, and includes practical implementation strategies and indispensable information for preparing students whose learning needs go beyond the scope of traditional academic programs. (COST)

Transition Behavior Scale IEP and Intervention Manual

The Transition Behavior Scale IEP and Intervention Manual provides goals, objectives, and interventions for each specific behavior problem on the scale, thus making the vital link between transition behavior assessment and intervention. By carefully following assessment results with intervention, the likelihood of student success in employment and independent living is maximized. (COST)

Adaptive Living Skills Curriculum

The ALSC is a complete curriculum based on important, real-life behaviors that individuals need to live successfully and independently in natural community settings. It provides an instructional unit for each behavior in the Checklist of Adaptive Living Skills (see Assessments: Independent Living Skills). Each unit provides goals and precise, measurable training objectives; specifies the most natural setting and materials for teaching the skill; introduces concepts and vocabulary; provides a range of activities for developing the skill; and states performance standards for evaluating the objective. (COST)

Career Choice

Career Choices and the online 10-year plan is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and well-researched goals for their future. (COST)

ChoiceMaker Self-Determination Series

The six instructional packages in this series focus on skills that are critical for secondary students to learn in order to be successful in school, in the workplace,

and in life. Primary topics include choosing educational, vocational, and personal goals and taking action to meet those goals. Each component, including the Self-Directed IEP module, may be included separately. (COST)

Next S.T.E.P. (Student Transition and Educational Planning)

Students select and implement a variety of transition goals that relate to jobs, education and training, personal life, and living on their own. The ultimate goal of this curriculum is to help students assume responsibility for important life decisions with support from teachers and parents.

The curriculum works with all kinds of students and has been used successfully in both special and general education settings. Although designed primarily for high school students, the curriculum has also been used effectively in some middle-school and some post-high school settings. (COST)

Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals (2nd edition)

Steps to Self-Determination is a curriculum designed to help secondary students learn to define and achieve goals that are important to them. Major areas included in the curriculum are progress tracking with the Self-Determination Knowledge Scale pretest/post-test, identifying strengths, weaknesses, needs, and preferences, developing decision-making skills, identifying rights and responsibilities, goal setting, anticipating consequences, enhancing creativity, developing communication skills, accessing resources and support, developing negotiation skills, and experiencing and learning from outcomes. (COST)

Pathfinder: Exploring Career & Educational Paths, 4th Edition

This workbook allows junior high school students to explore their interests and skills so they can make informed education and career choices.

Self-Advocacy Strategy for Education & Transition Planning

Students are taught skills needed to be active participants in planning their education by identifying strengths and needs, setting their own goals, and by learning a set of behaviors to use to express their ideas to others. (Manual and CD also available at (COST)

Transitions Curriculum

There are three sections (kits) in this curriculum: Personal Management, Career Management, and Life Management. Each kit, available separately, includes a teacher's guide, teacher-developed lessons, reproducible handouts, and a CD with black-line masters. (COST)

Tuning In To My Future

1070994&subject=10&category=86 Tuning In To My Future is a career exploration and education planning workbook and CD program specifically designed to help guide junior high/middle school or early high school students toward fulfilling futures. (COST)

Understanding Occupational Vocabulary

Sherrilyn K. Fisher, Gary M. Clark, James R. Patton

An instructional package for teachers and therapists to use with student who need some direct instruction in vocabulary related to getting and keeping a job. (Out of print from original publisher; available through Amazon and other outlets) (COST)

A Functional Curriculum for Teaching Students with Disabilities

These books are intended as a guide for educators, special education teachers, school administrators, counselors, and other professionals involved in rehabilitation services for individuals with disabilities. Newly added is the instrument Assessing and Monitoring Progress of Functional Skills (AMPFS), which helps teachers target skills for instruction and measure progress toward skill mastery.

Volume 1: Self-Care, Motor Skills, Household Management, and Living Skills

Volume 2: Nonverbal Communication, Oral Communications, and Literacy Preparation

Volume 3: Functional Academics

Volume 4: Interpersonal, Competitive, Job-Finding, and Leisure-Time Skills

(Books are available separately) (COST)

Life-Centered Education (LCE) Transition Curriculum

The LCE curriculum is designed for students who have learning disabilities, mild intellectual disabilities, autism spectrum disorders, and students whose ability to live independently is in question.

LCE identifies three critical domains for adult living in the 21st century—daily living skills, self-determination and interpersonal skills, and employment skills. LCE further divides these domains into 20 competencies and 94 sub-competencies, further broken down by objective. Within each objective are at least three lesson plans that follow an Awareness, Explanation, Preparation (AEP) learning sequence to ensure true content mastery. (COST)

ME! Lessons for Teaching Self-Awareness and Self-Advocacy

All of the lessons and supplemental information needed to teach the ME! lessons can be found at this site. Educators using these lessons may modify all lesson materials as needed to better meet individual student and teacher needs. (FREE)

Student-Directed Transition Planning

The eight Student-Directed Transition Planning (SDTP) lessons facilitate high school to adult life planning partnerships between students, their families, and educators. Educators use eight SDTP lessons to teach their students the knowledge needed to actively participate in their transition-focused IEP meetings. (FREE)

Appendix I: Additional Transition Resources

[Zarrow Center for Learning Enrichment](#)

The Zarrow Center is an excellent resource for transition assessments (self-determination assessments, transition assessment-severe disabilities) and transition education materials, including several workshop and conference presentation materials. (FREE)

[Transition Planning in the Schools: Using the Enderle-Severson Transition Rating Scales, 4th Ed. \(ESTR\)](#)

This book not only serves as a technical manual for the ESTR scales, but is a valuable resource to anyone involved in transition planning, as it defines and outlines a process for transition planning based on language contained in federal law. It also assists in administering, scoring, and interpreting the ESTR scales; provides format and instruction for infusing transition goals into the IEP; and contains helpful worksheets, forms, and case studies of assessment and IEP planning for three learners with disabilities. (COST)

[Individual Program Plan Resource Manual](#)

This resource manual is designed to facilitate the adoption of the values that lead to person-centered individual program planning. It is intended for use by all those who participate in person-centered planning. It was developed with extensive input from consumers, families, advocates and providers of service and support. Developed by the State of California, Department of Developmental Services. (FREE)

[National Collaborative on Workforce and Disability/Youth \(NCWD/Youth\)](#)

NCWD/Youth has an array of briefs, background papers, guides, manuals, and other materials to address issues for youth with and without disabilities, youth service professionals, workforce development professionals, policymakers, and many more. (Updated frequently.) (FREE)

[Infusing Real-Life Topics into Existing Curricula: Recommended Procedures and Instructional Examples for the Elementary, Middle, and High School Levels](#)

This book is a practical resource that presents a step-by-step procedure for integrating real-life (i.e., life skills) content into curricular materials used in classrooms. (COST)

[PRO-ED Series on Transition—Complete Kit](#)

The *PRO-ED Series on Transition* consists of seven individual titles related to various facets of the transition personnel with practical resources on a variety of topics that are critical to the process of preparing individuals for the transition from school to post-school life. Each book in the series contains valuable, ready-to-use information on a specific transition topic. Books in the series are appropriate for students with a wide range of strengths and needs. Each book is also available separately. (COST)

[WorkAbility Utah](#)

WorkAbility Utah strives to link employers in the business community with the qualified workforce of people with disabilities. Goals include increased communication, reduction of barriers, and creation a comprehensive system of work incentives and supports for both the employer and the individual with disabilities. One section of the webpage is devoted to resources for youth in transition. (FREE)