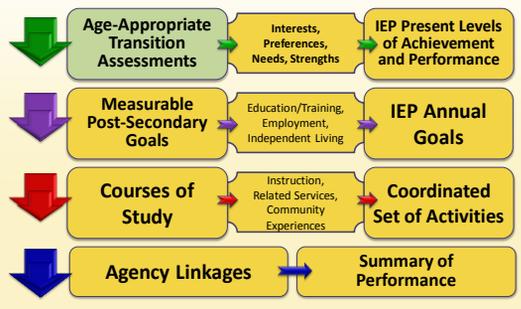


BUILDING A TRANSITION ASSESSMENT PLAN: FROM THE GENERAL EDUCATION CURRICULUM TO INDIVIDUALIZED TECHNIQUES

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The Transition Process



Texas Education Agency



Transition Assessment Domains

POST-SCHOOL DOMAINS

- Employment
- Postsecondary Education & Training
- Independent Living
 - Community Participation
 - Leisure Activities
 - Health

COLLEGE & CAREER READINESS COMPETENCIES

- Intrapersonal/Self-Determination Skills
- Interpersonal Skills
- Cognitive/Critical Thinking Skills



Formal Assessment

Standardized instruments and procedures that have been

- norm-referenced or
- criterion-referenced,
- and contain sufficient evidence of validity and reliability, and require detailed administrative and scoring procedures (Clark, 1998).

They include measures such as:

- academic achievement tests,
- intellectual functioning assessment
- adaptive behavior scales
- social skills inventories
- vocational skills assessments



Driver License Practice Tests

<http://mvd.azdot.gov/mvd/PracticeTest/test1.asp>

Driver License Practice Test #1

This is a sample of the type of questions asked on an Arizona driver license examination and is designed to help you check your Questions in the sample test, and in the actual examination, are taken from the Arizona [Driver License Manual](#). Please thorough required to pass the actual examination.

More than one answer may be correct; choose the best one.

1. A school bus is picking up or dropping off children, you must:
 - Stop regardless of your direction of travel
 - Stop if you are driving in the same direction
 - Slow down and be prepared to stop
2. If a dust storm is approaching or you encounter one while driving, you should:
 - Be cautious and drive through it, since dust storms usually don't last very long
 - Slow down, carefully pull completely off the road, turn off your lights, take your foot off the brake and wait until the storm passes
 - Slow down, carefully pull completely off the road, turn on your lights and wait until the storm passes
3. The speed limit when approaching a school crossing is:
 - 10 mph
 - 15 mph
 - 25 mph
4. You must notify MVD of an address change within:
 - 10 days
 - 30 days
 - 45 days



Informal Assessment

- **Informal assessments** are prevalent in schools, and are often created or modified by practitioners and shared among educators. These measures can provide critical information on student learning characteristics, interests, preferences, aptitudes, and critical thinking skills, and are often effective in helping teachers develop and implement more personalized, individualized instruction (Daniels, 1999).



Types of Non-standardized or Informal Assessments

- Interviews
- Surveys and questionnaires
- Behavioral observations
- Situational assessments
- Rating Scales
- Curriculum-based assessments
- Performance-based & portfolio
- Person-centered planning
- Environmental or ecological assessments
- Medical and health appraisals
- Assistive technology analysis



Interviews

- A **structured interview** is more than just two people talking. It is structured question-asking for a predetermined purpose.
- An **unstructured interview** may be planned, partially planned, or completely spontaneous. Although it is usually conversational, it is still an opportunity for purposeful question-asking.



Personal Preferences Indicators

What calms the person? Do you know why? How can you tell? Anything else?

- holding
- rocking
- smells/odors
- music
- lights
- laughter
- being sung to
- colors
- being talked to
- animals (which ones?)
- playing (alone? with others?)
- other???

What makes the person happy? How do you know?

- outdoors
- games
- a special place
- food
- playing (alone? with others?)
- indoors
- visiting
- music or sounds
- toys (which ones?)
- other???

What motivates the person? How can you tell?

- free time
- animals
- time of activities?
- playtime
- food
- ...

• <https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf>



AIR Self-Determination Scale

THINGS MY CHILD DOES

	Never	Almost Never	Sometimes	Almost Always	Always
1. My child knows what (s)he needs, likes, and is good at.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. My child sets his or her own goals to satisfy wants or needs. (S)he thinks about his or her own abilities when setting goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>



Situational Assessment

Situational assessment is the arrangement of conditions or the use of existing conditions to assess desired behaviors.

It is often the activity for structured behavior observations, social behavior, work performance, or response to situational conditions in the community.



Student Employee Evaluation

http://transitioncoalition.org/transition/file.php?path=files/docs/StudentEmployeeEvaluation213293290_40.pdf

QUALITY OF WORK (1-Needs Improvement, 3-Meets Expectations, 5-Excellent)						
Understanding of Assigned Duties	1	2	3	4	5	N/A
Quality of Performance	1	2	3	4	5	N/A
Ability to Organize Work	1	2	3	4	5	N/A
Quality of Work Performed	1	2	3	4	5	N/A
COMMENTS:						
DEPENDABILITY (1-Needs Improvement, 3-Meets Expectations, 5-Excellent)						
Performance with Direct Supervision	1	2	3	4	5	N/A
Adherence to Specific Working Hours	1	2	3	4	5	N/A
Dependability in Meeting Deadlines	1	2	3	4	5	N/A
Initiative in Performance of Duties	1	2	3	4	5	N/A
Introduces New Ideas	1	2	3	4	5	N/A
COMMENTS:						
OTHER CHARACTERISTICS (1-Needs Improvement, 3-Meets Expectations, 5-Excellent)						
Tact and Diplomacy with Others	1	2	3	4	5	N/A
Composure/Effectiveness Under Pressure	1	2	3	4	5	N/A
Efforts toward Self-Improvement	1	2	3	4	5	N/A
Communication with Others	1	2	3	4	5	N/A
Attitude toward Receiving Supervision	1	2	3	4	5	N/A
Grooming and Suitability of Dress	1	2	3	4	5	N/A
COMMENTS:						

Job Interview: Are You Ready to Answer Questions?

- WORK EXPERIENCE AND PREFERENCES**
- 1. Have you held any part-time or full-time jobs?
 - 2. What duties did you perform on your job?
 - 3. What did you like most about that job? What did you like least?
 - 4. Why did you leave that job?
 - 5. Did you and your employer get along well?
 - 6. How much do you expect to be paid on this job?
 - 7. Do you believe that you can perform the duties required on this job?
 - 8. Where did you learn about this job opening?
 - 9. What are your best and worst qualities?
 - 10. Do you prefer to work alone or with other people?
 - 11. What kind of an immediate supervisor do you prefer?

Informal Assessments for Transition Planning, Second Edition



Sportsmanship Skills

Sportsmanship Assessment

For each item, choose the best response.

When I was playing the game,	All the time	Most the time	Some of the time	A little bit
I paid attention				
I followed the rules				
I shared with others				
I played safely & in control				
I was careful with the equipment				
I considered the feeling of others				
I helped and encouraged others				
I participated in appropriate conversations				
My voice was at the correct level (not too loud or too soft)				
I gave the other people, appropriate physical space				
I was respectful of the location & other people in it				

Rating Scales

Rating scales try to put performance, behaviors, characteristics, beliefs, attitudes, or opinions in some type of relative comparison. Ratings are most useful when they reflect a formal rubric or predetermined standard.



12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

3. My interests change from year to year.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

4. Setbacks don't discourage me.
 - Very much like me
 - Mostly like me

<http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf>

Career Cruising



<http://public.careercruising.com/us/en/>



Work Attitudes Inventory

Work Attitudes	Not Like	Sometimes	Very Much
	Me	Like Me	Like Me
1. I want to have a job that I enjoy doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I am asked to do something new, I do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I want my employer to like how I work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I care about where I work more than what kind of work it is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It is important to me not to miss a day working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I look forward to quitting time at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Appearance is important to me on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. If I am tired or in a bad mood, it is OK to stay home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. If someone teases me on the job, I will tease back.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I look forward to making friends at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Informal Assessments for Transition Planning, Second Edition

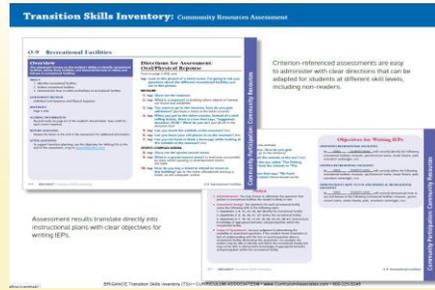


Curriculum-Based Assessment

Curriculum-based assessment attempts to measure educational attainment based on student progress in the local school curriculum or a single teacher's instructional program.



Brigance Transition Skills Inventory



<http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI>



Performance-Based Assessments

- **Performance-based assessment** require the student to demonstrate knowledge and skills. These can include curriculum-based assessment or situational assessments. These assessments are clearly defined tasks or projects with explicit criteria, general in the form of a rubric, for success.



Performance Assessment Links in Science

<http://pals.sri.com/tasks/tasks9-12.html>



Portfolio Assessments

- **Portfolio assessment** can monitor a student's growth across a period of time. An example is a compilation of the student's writing across a year in a language arts class.



Transition Portfolio

The Special Education Transition Portfolio

7th Grade

Date	Age	Academic Self-Advocacy Questionnaire	Print / Edit
Date	Age	Accommodations Questionnaire	Print / Edit
Date	Age	Anticipated Course of Study Planning Guide	Print / Edit
Date	Age	Community-Based Instruction Activity Record	Print / Edit
Date	Age	Computer-Based Career Exploration Record	Print / Edit
Date	Age	Diploma Options Discussion with Case Manager	Print / Edit
Date	Age	IEP Meeting - Attendance	Print / Edit
Date	Age	Independent Living Skills Questionnaire	Print / Edit
Date	Age	Learning Styles Questionnaire	Print / Edit
Date	Age	Self-Advocacy Questionnaire	Print / Edit
Date	Age	SOL Discussion with Case Manager (for next year)	Print / Edit
Date	Age	VAAP	
Date	Age	VITC Sheets	
Date	Age	Volunteer Work Record	Print / Edit
Date	Age	Work Experience Record	Print / Edit
Date	Age	www.vanier.vt.edu	Print / Edit
Date	Age	"Your Path To A Successful Tomorrow" Brochure	Print
Date	Age	Other	

http://www.rockingham.k12.va.us/rcps_speed/SVR9/Transition-Portfolio.htm

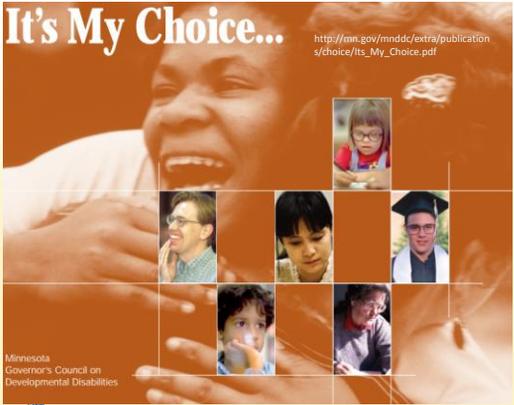


Person-Centered Planning

Person-centered planning is a group process beginning with structured question-asking that provides immediate planning implications.

Examples of structured question-asking:
Who is ____? What are ____'s dreams?
What are ____'s fears? What are ____'s strengths?
What is our plan?

 <http://www.pacer.org/tatra/resources/personal.asp> 



Environmental Assessments

Environmental assessments focus on the setting(s) in which a student is expected to perform and identify the specific expectations/demands of the setting for that student.

Bottom Line Reminders for Informal Assessment

- Both formal and informal assessments can differ in appropriateness. Choose carefully.
- Informal assessments that go into more depth to get specific information are more likely to provide more meaningful results than more general transition assessments.
- Get confirmation of data whenever there is any question about accuracy or defensibility.



School-Wide Transition Assessment Framework Components

Assessment Tiers

Core Assessments (administered to students in core content course or to all students at a specific grade level)

Small Group/Elective Assessments (administered to students in an optional course or learning experience such as CTE classes, internships, extracurricular, work studies/experiences, etc.)

Individual Assessments (administered based on a student's stated/documentated interests, preferences, strengths, or needs).



Core Assessment Example

	Assessment Title	Information Gained	When administered
Employment	ASVAB	Aptitude and interests in military careers	10 th Grade Retake before exit to improve scores
	ONET Work Importance Locator	Work values	10 th Grade
	ONET Ability Profiler	Work aptitude	12 th Grade
	Career Report and Presentation	Specific career knowledge and interest	9-12 th Grades, Core class activity
	Online Portfolios (Bridges, Naviance, etc.)	Work values, Work aptitude	9-12 th Grades
	Education and Career Action Plans (ECAPS)	Work values, Work aptitude	9-12 th Grades. Completed annually



Small Group Assessment Example

	Assessment Title	Information Gained	When administered
Employment	Internship Observation	Employer ratings of internship work aptitudes	Internship experience in 11 th Grade
	Resume Development	Resume-writing skills	Careers 101
	Test Prep Review (testprepreview.com)	Required/expected knowledge for MPGs	9-12 th Grades
	Campus & community work/vocational programs	Employer and teacher evaluation/ feedback on job performance. Strengths & limitations. Create goals based on needs.	9 th -12 th
	Transition School to Work programs (contract with VR)	Employer and teacher evaluation/ feedback on job performance. Strengths & limitations. Create goals based on needs.	9 th -12 th



Individual Assessment Example

	Assessment Title	Information Gained	When administered
Employment	Transition Planning Inventory	Skills in all domain areas	9 th and 11 th grades to students with
	Situational Assessments	Actual strengths observed related to MPGs	9-12 th grades
	Summary of completed coursework designed to meet their MPG	Actual academic and functional strengths observed related to MPGs Actual work skills and aptitude strengths observed related to MPGs	9-12 th grades
	Summary of completed coordinated activities designed to meet their MPG	Actual functional strengths observed related to MPGs Actual work skills and aptitude strengths observed related to MPGs	9-12 th grades
	The accumulative file for each student's attendance	Attendance behavior	9-12 th grades
	The accumulative file for each student's discipline	Interpersonal Skills	9-12 th grades
	Community job, volunteer, internship	Assessment of work skills	9 th -12 th

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