TAGG: An Online Transition Assessment

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Transition & The Courts

• Prince, Plotner, and Yell (2014) examined district court findings and recommend
  – using multiple assessments across transition domains,
  – not solely relying on informal assessments, and
    • This means at least one transition assessment needs supporting validity evidence.
  – maximizing student participation in the transition planning process.
Case Law Decision

Case involved inadequate transition assessments. Decision:

• Ruled in favor of the family. School needed to focus on meaningful, non-academic goals to prepare students for post-school life.

Massachusetts Bureau Of Special Education Appeals and Currently Under Appeal In Federal Court, Dracut Public Schools, BSEA #08-5330, 15 MSER 78 (2009).
1. TAGG Overview
2. TAGG Development
3. In-Brief: Validity Evidence
4. Sample TAGG Screen Shots
5. Obtain TAGG
6. Teaching TAGG Skills
Thanks to the National Center for Special Education Research (NCSER)

• The TAGG was developed with
  – a grant from the National Center for Special Education Research (NCSER) and
  – the University of Oklahoma Zarrow Center for Learning Enrichment Funds
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.
TAGG OVERVIEW
TAGG Purpose

• Assesses non-academic skills associated with and predictive of post-school further education and employment

• Provides IEP team student strengths, needs, a written summary, and annual transition goals matched to common core standards to facilitate writing Indicator 13-compliant IEPs
**Whom?**

• TAGG Designed to Assess
  – Secondary-aged students with IEPs who plan to be competitively employed and/or enrolled in further education after graduation
    • 14 years and older
    • Students who are seeking jobs in community as a graduation goal
    • Students who are planning on attending colleges, universities or technical schools
  – Useful across disability categories
Whom?

• Each TAGG set includes 3 versions
  – Student (TAGG-S)
  – Family (TAGG-F)
  – Professional (TAGG-P)
Versions

• Online — English and Spanish (student & family)
  – Emailed through link or through professional sign-in
  – May be printed and taken by hand
    • item scores must be entered into website to produce results
Formats

- English and Spanish audio

• Users may choose to listen to audio or watch ASL videos for TAGG instructions and items
Reading Level

• Student: 4.8 Grade Level
• Family: 5.7 Grade Level
• Professional: 10.4 Grade Level
TAGG Web-Generated Results Profile

- Graphic results by constructs
- Written summary
- Relative and greatest strengths
- Relative and greatest needs
- Annual transition goals
- Components may be copied and pasted into IEP
Questions So Far?
TAGG DEVELOPMENT
Development of TAGG Items

• TAGG items derived from research studies that identified behaviors of former students with disabilities engaged in post-high school employment and/or further education

• The research team initially used the research studies to develop
  – 10 construct definitions
  – Items developed from constructs

• 15 iterative TAGG versions were created before field testing began
Initial Structure: Ten Initial Constructs

• Knowledge of strengths and limitations
• Actions related to strengths and limitations
• Disability awareness
• Employment
• Goal setting and attainment

• Persistence
• Proactive involvement
• Self-advocacy
• Supports
• Utilization of resources
# After FA: Professional and Family TAGG

<table>
<thead>
<tr>
<th>Stayed</th>
<th>Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengths and Limitations</td>
<td>1. Actions Related to Strengths and Limitations</td>
</tr>
<tr>
<td>2. Disability Awareness</td>
<td>2. Utilization of Resources</td>
</tr>
<tr>
<td>3. Persistence</td>
<td></td>
</tr>
<tr>
<td>4. Interacting with Others</td>
<td>TAGG-P: $\chi^2=1043.62$, $df=499$, RMSEA=.058, CFI=.92, TLI=.91, RMSR=.0597</td>
</tr>
<tr>
<td>5. Goal Setting and Attainment</td>
<td>TAGG-F: $\chi^2=862.74$, $df=499$, RMSEA=.057, CFI=.91, TLI=.90, RMSR=.058</td>
</tr>
<tr>
<td>6. Employment</td>
<td></td>
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<tr>
<td>7. Student Involvement in IEP</td>
<td></td>
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<tr>
<td>8. Support Community</td>
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</tr>
</tbody>
</table>
## Student Version Constructs After FA

### After FA Constructs

1. Strengths and Limitations & Support Community
2. Disability Awareness
3. Persistence
4. Student Involvement in IEP
5. Interacting with Others
6. Goal Setting and Attainment
7. Employment

### Dropped Constructs

1. Actions Related to Strengths and Limitation
2. Utilization of Resources

### Combined Constructs

1. Strengths and Limitations
2. Support Community

### TAGG-S: \( \chi^2 = 819.00, df = 505, \) RMSEA = .047, CFI = .89, TLI = .88, RMSR = .064
Replicate Factor Structure

• Two additional studies from TAGG users across the country
• Results confirmed strong factor structure
Three Years of Data Collection

- 2,556 participants from 42 states and 162 schools
  - 1,291 secondary students with disabilities who had postsecondary further education and/or competitive employment goals
  - 172 professionals completed TAGG on 7 to 8 of their students
  - 847 family members completed TAGG on their child
Final TAGG Constructs

- Strengths and Limitations
- Disability Awareness
- Student Involvement in the IEP
- Persistence
- Goal setting and attainment
- Interacting with Others
- Employment
- Support Community
TAGG Construct Definitions

• Strengths and Limitations
  – Expresses personal areas of mastery and limited ability,
  – Describes personal strengths and limitations,
  – Knows how strengths and limitations impact them, and
  – Identifies situations in which successes and failures occur.

• Disability Awareness
  – Knows they have a disability and can express needs in a non-stigmatizing manner,
  – Demonstrates knowledge of the disability and expresses positive and negative aspects, and
  – Expresses how disability impacts life and what supports are needed.
TAGG Construct Definitions

• **Student Involvement in the IEP**
  – Involved in their IEP meeting,
  – Actively participates or leads transition IEP meetings, and
  – Discusses level of performance and academic plan in relation to their postsecondary goals.

• **Persistence**
  – Believe in their own ability to overcome obstacles presented to them,
  – Spending ample time or effort to reach a goal,
  – Modifies strategies as needed to stay on task, and
  – Accepts failures as an opportunity to learn to succeed.
TAGG Construct Definitions

• **Goal Setting and Attainment**
  – Sets and attains goals,
  – Defines realistic goals that match interests and skills,
  – Breaks long-term goals, into manageable short—term goals, and
  – Prioritizes and completes smaller steps in a logical order to achieve long-term goals.

• **Interacting with Others**
  – Effectively interacts with family, friends, classmates, educators, and other adults while participating in school organizations or in community social organizations.
TAGG Construct Definitions

• **Employment**
  – Participated in a paid job during high school, inducing in the summer or on weekends, and
  – Expresses a desire or need for job, especially one matching interests and abilities.

• **Support Community**
  – Identifies, in a variety of situations, individuals who are a positive source of support and those who are not positive sources of support, and
  – Creates, maintains, and utilizes a positive support system.
VALIDITY EVIDENCE
Internal Reliability

• Generally, a score between .7 and .8 is considered “good”
  – Each TAGG version has great overall internal consistency and satisfactory subscale consistency (ranging from $\alpha = .89$ to $\alpha = .95$)
Test-Retest Reliability

• Scores of .7 or higher represent good or satisfactory test-retest reliability
  – 14 weeks after the first TAGG was completed, same users completed the TAGG again
  – A large correlation was found between the first and second administrations
    • .80 for professional TAGG
    • .70 for family TAGG
    • .70 for student TAGG
Fairness Validity Evidence: Gender

- Do differences exist by gender?
  - No difference in total score by gender across all three versions
  - On TAGG-F small total score differences
    - Family members scored females slightly higher than males
  - Some construct differences exist. On TAGG-S
    - Females rated themselves higher on student involvement in IEP than males
    - Males rated higher on employment
Fairness Validity Evidence: Disability Categories

• No overall total score difference, but construct differences do exist, however, these are small differences
  – 5 Disability Categories were included
    • Autism, ED, ID, OHI, and SLD
Fairness Validity Evidence: SES

- Free/reduced lunch eligibility
  - No significant differences for construct scores on TAGG-P or TAGG-S. Only small differences for TAGG-F scores.

- Family education
  - Significant differences- Highest family education lower TAGG scores
How Close Are Students, Professionals, and Family TAGG Scores?

• How closely do the different TAGG versions assess the same student?
  – Medium correlations across Parent, Educator, and Student versions when assessing the same student
  – This is excellent for this type of assessment
TAGG & AIR Self-Determination Assessment

• Same users completed TAGG and AIR Self-Determination Assessment
  – Medium Correlation

• This implies the TAGG addresses some self-determination skills and assesses other skills, too.
Predictive Validity Process

• Follow-up of 297 former high school students who completed the TAGG while in high school
• Logistic regressions examined relations between TAGG non-academic behavior constructs and postsecondary education and employment
Constructs Predicting Further Education

- Interacting with Others
- Student Involvement in the IEP
- Support Community
- Goal Setting and Attainment
Constructs Predicting Employment

- Employment
- Student Involvement in IEP
- Support Community
- Interacting with Others
Item Response Theory

• Advantages of IRT include
  – The ability to scale different item types
  – Provides a common metric for scales with different number of items
  – Weights items differentially by their validity for assessing the construct of interest
TAGG SCREEN SHOTS OF SAMPLE STUDENT—BOOMER SOONER
**TAGG-P Screen Shot**

**Strengths and Limitations**

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

1. **The student told someone what he or she does well.**

2. **The student told someone what he or she has trouble doing.**
4. I knew the assignments I would have trouble with as soon as the teacher gave them to me.

5. I know how to talk about my disability in a way that will get me the most help.

6. I told someone about the support or accommodations I need because of my disability.
Instrucciones: Por favor lea cada frase y piense en lo que ha hecho durante el año pasado. Marque X el cuadro que más le parezca a lo que sabe o lo que ha hecho en el último año.

1. Yo sé lo que hago bien.

2. Yo sé lo que es difícil para mí.
TAGG-S, TAGG-F, and TAGG-P: Combined Score Profile

Strengths and Limitations

- **Student**: Well Below Average
- **Parent**: Well Below Average
- **Professional**: Well Below Average
TAGG-S, TAGG-F, and TAGG-P: Combined Score Profile
TAGG-S, TAGG-F, and TAGG-P: Combined Overall Score Profile

Combined Overall Score

- **Student**: Well Above Average
- **Parent**: Average
- **Professional**: Above Average
TAGG-S, TAGG-F, and TAGG-P: Combined Score Profile

• The overall score is a weighted combination of all items.
• The overall score is *not* an average of all the construct scores.
## Greatest and Relative Strengths

### Area of Greatest Strength
Areas of greatest strengths represent constructs with the highest scaled scores.

<table>
<thead>
<tr>
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<th>Professional</th>
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### Areas of Relative Strength
Areas of relative strengths represent constructs with comparatively high scores.

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<td>Student Involvement in the IEP</td>
</tr>
<tr>
<td>Employment</td>
<td>Persistence</td>
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</tr>
</tbody>
</table>
Greatest and Relative Needs

Area of Greatest Need
Areas of greatest need represent constructs with the lowest scaled scores.

Student
Interacting With Others

Family
Interacting With Others

Professional
Interacting With Others

Areas of Relative Need
Areas of relative need represent constructs with comparatively low scores.

Student
Goal Setting and Attainment
Student Involvement in the IEP
Disability Awareness

Family
Goal Setting and Attainment
Student Involvement in the IEP
Employment

Professional
Goal Setting and Attainment
Disability Awareness
Employment
Suggested Annual Transition Goals Ranked by Areas of Greatest Need

TAGG Goals

**Interacting With Others (Based on Family, Student, and Professional Responses)**

Given explicit instruction on appropriate communication skills (e.g., say hello, ask questions or report concerns) in a community setting, the student will demonstrate appropriate communication skills during community-based activities 4 out of 6 opportunities for the duration of the current school year.

Given instruction and role-play activities, the student will demonstrate positive and appropriate social interactions with others (e.g., greeting, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) while participating in activities and instruction for one hour four times per week during one semester with 100% accuracy as measured by a teacher-made checklist.

**Common Core Standard**

Present Levels of Performance
(Summary Statement)

Present Levels of Performance

Boomer Sooner's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Boomer Sooner's overall results are average. Boomer Sooner's scores indicate greatest strengths in the areas of Strengths and Limitations. Boomer Sooner's relative strengths include Support Community, Persistence, Employment, Disability Awareness, and Student Involvement in the IEP. TAGG scores indicate the greatest needs in the areas of Interacting With Others compared to similar students and relative needs in the areas of Goal Setting and Attainment, Student Involvement in the IEP, Disability Awareness, and Employment.
Questions So Far?
OBTAIN THE TAGG
TAGG Details

• $3 per set (Student, Family, and Professional versions)
  – Used to pay for ongoing TAGG development and operational costs
• TAGG profiles saved for 7 years
• Data kept on high-speed secure cloud servers
• Purchased credits may be transferred to other registered TAGG users
TAGG Website Location

1. The TAGG Web Page
   https://tagg.ou.edu/tagg/

2. The TAGG Section of the Zarrow Center’s Web Page
   http://zarrowcenter.ou.edu
Questions about the TAGG??
Teaching TAGG Skills
Two Lesson Packages to Teach Three TAGG Constructs

• Disability Awareness
• Interacting with Others
• Strengths and Limitations
Me!

Lessons for Teaching Self-Awareness & Self-Advocacy
Details

• Time to Teach
  – Approximately 20 hours
  – 10 units with 23 lessons taking 45-60 minutes each

• Where to Teach
  – Resource English, Social Studies, Transition class or Study Skills class

• Cost
  – FREE – download at http://zarrowcenter.ou.edu/
Units

• **Getting Started**
  – Understanding Self-awareness & Self-advocacy
  – Understanding What It’s all About

• **Learning About Special Education**
  – Learning About the History of Disability
  – Learning About Special Education: How & why did I get here?
  – Creating My History

• **Understanding My Individualized Education Program**
  – Getting to Know My IEP
• **Understanding My Rights and Responsibilities**
  – Learning About My Rights & Responsibilities in High School
  – Learning About My Rights & Responsibilities After High School
  – Where do I go from Here?

• **Improving My Communication Skills**
  – Learning How to Communicate Effectively
  – Knowing What to Share and Who to Share It With
• **Increasing My Self-Awareness**
  – Starting My Self-Awareness Project
  – Completing My Self-Awareness Project
  – Presenting My Self-Awareness Project

• **Advocating For My Needs in High School**
  – Planning How to Advocate
  – Learning From Experience
• **Advocating For My Needs After High School**
  – Using My New Skills on the Job
  – Using My New Skills at Postsecondary School
  – Reporting My Findings

• **Developing My Resources**
  – Completing My Summary of Performance and Goals

• **Assessing My Progress & Portfolio**
  Assessing My Progress
Me!

Transition Bell
Details

• Time to Teach
  – 5-10 minutes once a week at the beginning of the class period
  – 150 Transition Bell Ringers Total (50 Elementary Transition, 50 Secondary Transition, 50 Secondary Financial Literacy)

• Skills
  – self-awareness
  – disability awareness
  – goal setting
  – knowledge to lead an IEP

• Cost
  – FREE – download at http://zarrowcenter.ou.edu/
Transition Bell Ringers

• PowerPoint Already Created on Topics like:
  
  – ME! Lesson Plans
    • Use a dictionary and/or the internet to determine the meaning of self-awareness.
    • Use 10 words or phrases to describe the person you admire the most.
    • If someone besides yourself had to write one paragraph to describe you, what would you want them to say about your personality and accomplishments? (This can true be fictional)
  
  – Math
    • What happens if you do not pay your taxes?
    • Explain the difference between a bank and credit union?
    • What is the difference between a checking account and savings account?
  
  – Elementary
    • What do you feel you are good at doing? It can be at school or home.
    • What are 3 things at school you DO NOT enjoy doing? Why do you not like these things?
    • What are your favorite classes at school? Why do you like those classes?
Five Lesson Packages to Teach Five TAGG Constructs

- Employment
- Goal Setting and Attainment
- Persistence
- Student Involvement in the IEP
- Support Community
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Details

Skills
- essential goal attainment skills
- students learn to break their long-term goals into short-term goals
- lessons can be applied to any goal or project, including students’ IEP goals.

Cost
- FREE – download at http://zarrowcenter.ou.edu/
**Take Action Major Steps: Plan**

- Establish standards
- Determine how to get feedback
- Identify motivation to attain goal
- Select strategies, support, and schedule

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**Kristal’s Take Action (page 1)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Kristal</th>
<th>Date</th>
<th>June 15</th>
</tr>
</thead>
</table>

**Long-Term Goal**

- **Get A Job**

**Short-Term Goal**

- Complete 10 Job Applications

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### Part 1: Student Plan

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>MOTIVATION</th>
<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I be satisfied with?</td>
<td>Why do I want to do this?</td>
<td>What methods should I use?</td>
<td>When will I do this?</td>
<td>What help do I need?</td>
<td>How will I get information on my performance?</td>
</tr>
<tr>
<td>I want to get a job by winter break</td>
<td>To be able to spend my own money on things I want.</td>
<td>Complete job applications online or on paper.</td>
<td>During homeroom/activity class hour.</td>
<td>Mrs. Jones will help me.</td>
<td>Mrs. Jones will give me feedback on the correctness of the job application.</td>
</tr>
</tbody>
</table>
## Take Action Major Steps: Action

### Part 1: Student Plan

<table>
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<tr>
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</table>

Did I meet my short-term goal? **YES**

### Part 2: Action

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>MOTIVATION</th>
<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Did I meet the standard?</td>
<td>Was I motivated?</td>
<td>Did I use the strategy?</td>
<td>Did I follow the schedule?</td>
<td>Did I use support?</td>
<td>Did I get feedback?</td>
</tr>
</tbody>
</table>

Mrs. Jones will help me.
**Take Action Major Steps: Evaluate**

- Understand why action was or was not taken

<table>
<thead>
<tr>
<th><strong>Did I meet my short-term goal?</strong></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 2: Action</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I meet the standard?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td><strong>MOTIVATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was I motivated?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td><strong>STRATEGY</strong></td>
<td></td>
<td></td>
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<tr>
<td>Did I use the strategy?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td><strong>SCHEDULE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Did I follow the schedule?</td>
<td>yes</td>
<td>no</td>
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<tr>
<td><strong>SUPPORT</strong></td>
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<td></td>
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<tr>
<td>Did I use support?</td>
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<td>no</td>
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| **Part 3: Evaluate**             |     |    |    |    |    |    |
| **STANDARD**                     |     |    |    |    |    |    |
| Was it the right standard?       | yes | no |
| **MOTIVATION**                   |     |    |    |    |    |    |
| Did it work?                     | yes | no |
| **STRATEGY**                     |     |    |    |    |    |    |
| Did it work?                     | yes | no |
| **SCHEDULE**                     |     |    |    |    |    |    |
| Did it work?                     | yes | no |
| **SUPPORT**                      |     |    |    |    |    |    |
| Did it work?                     | yes | no |
| **FEEDBACK**                     |     |    |    |    |    |    |
| Was the feedback helpful?        | yes | no |

- I still really want a job.
- I have completed 3 job applications.
- I didn’t complete the application in activity hour.
- She didn’t say anything and made me laugh.
- Mrs. Jones was too busy in activity hour.
Take Action Major Steps: Adjust

- Propose changes to actions that did not work

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<tr>
<td><strong>STANDARD</strong></td>
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<tr>
<td>Was it the right standard?</td>
<td>yes</td>
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</tr>
</tbody>
</table>

I really want my driver’s license before school starts.

I really need to practice!

I had to wait until my friend was ready.

She didn’t say anything, and made me laugh.

My friend didn’t give me any!

**Short-term Goal?**

<table>
<thead>
<tr>
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<th>MOTIVATION</th>
<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>If standard wasn’t right, what will I change?</td>
<td>If I wasn’t motivated, what will I change?</td>
<td>If my strategy didn’t work, what will I change?</td>
<td>If I didn’t follow my schedule, what will I change?</td>
<td>If my support didn’t work, what will I change?</td>
<td>If feedback wasn’t helpful, what will I change?</td>
</tr>
</tbody>
</table>

| Keep | Keep | Keep | Complete applications in English class. | Mrs. Reed. | Mrs. Reed really helped me complete applications. |
**Take Action Major Steps: Adjust**

- Adopt suggested plan adjustments

<table>
<thead>
<tr>
<th>Short-term Goal?</th>
<th>OK or change? If change, new short-term goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD</strong></td>
<td>If standard wasn’t right, what will I change?</td>
</tr>
<tr>
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<td>If I wasn’t motivated, what will I change?</td>
</tr>
<tr>
<td><strong>STRATEGY</strong></td>
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</tr>
<tr>
<td><strong>SCHEDULE</strong></td>
<td>If I didn’t follow my schedule, what will I change?</td>
</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td>If my support didn’t work, what will I change?</td>
</tr>
<tr>
<td><strong>FEEDBACK</strong></td>
<td>If feedback wasn’t helpful, what will I change?</td>
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<table>
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<th>STANDARD</th>
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<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep</td>
<td>Keep</td>
<td>Keep</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Get job by spring break.**

**To be able to spend my own money.**

**Complete job applications.**

**During English class I completed 10 job applications.**

**Mrs. Reed helped me with the first few, I completed the rest by myself.**

**Feedback was really helpful!**

---

*The University of Oklahoma Zarrow Center*
Employment

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Details

• Skills
  – identify post-secondary employment goals by:
    • choosing general goals lessons
    • experience-based lessons
    • dream job lessons
    • community job sites and in the classroom
    • reflect upon their experiences
    • draw conclusions about themselves
    • learn about community opportunities that match their interests and skills

• Cost
  – FREE – download at http://zarrowcenter.ou.edu/
## Job Characteristics I Like Worksheet

**Name: __________________________  Date: ______________________  Site: ______________________**

<table>
<thead>
<tr>
<th>What I Like</th>
<th>What Is Here</th>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. work alone lots of people around</td>
<td>work alone lots of people around</td>
<td>YES NO</td>
</tr>
<tr>
<td>2. quiet workplace noisy workplace</td>
<td>quiet workplace noisy workplace</td>
<td>YES NO</td>
</tr>
<tr>
<td>3. weekdays only weekends too</td>
<td>weekdays only weekends too</td>
<td>YES NO</td>
</tr>
<tr>
<td>4. easy job challenging job</td>
<td>easy job challenging job</td>
<td>YES NO</td>
</tr>
<tr>
<td>5. dress up for work do not dress up wear uniform</td>
<td>dress up for work do not dress up wear uniform</td>
<td>YES NO</td>
</tr>
<tr>
<td>6. standing up sitting down moving around</td>
<td>standing up sitting down moving around</td>
<td>YES NO</td>
</tr>
</tbody>
</table>
## Job Characteristics I Like Graph

**Name** 

**Period Covered:** from ______ to ______

**Directions:**

For each characteristic you chose in the “What I Like” column on the Job Characteristics I Like Worksheet, fill in the first box that is blank to the right of that characteristic listed here.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Times I Chose Each Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. work alone</td>
<td></td>
</tr>
<tr>
<td>lots of people around</td>
<td></td>
</tr>
<tr>
<td>2. quiet workplace</td>
<td></td>
</tr>
<tr>
<td>noisy workplace</td>
<td></td>
</tr>
<tr>
<td>3. weekdays only</td>
<td></td>
</tr>
<tr>
<td>weekends too</td>
<td></td>
</tr>
<tr>
<td>4. easy job</td>
<td></td>
</tr>
<tr>
<td>challenging job</td>
<td></td>
</tr>
<tr>
<td>5. dress up for work</td>
<td></td>
</tr>
<tr>
<td>do not dress up</td>
<td></td>
</tr>
<tr>
<td>wear uniform</td>
<td></td>
</tr>
<tr>
<td>6. standing up</td>
<td></td>
</tr>
<tr>
<td>sitting down</td>
<td></td>
</tr>
<tr>
<td>moving around</td>
<td></td>
</tr>
</tbody>
</table>
Use to Collect Meaningful On-the-Job Assessment Data Results

Self-Directed Employment

A Handbook for Transition Teachers and Employment Specialists

James E. Martin, Dennis E. Mithaug, John H. Oliphint, James V. Husch, Eva S. Frazier

Foreword by Michael L. Wehmeyer
Details

• Provides step-by-step instructions on how to infuse self-directed employment strategies into your school transition or agency-supported employment programs.

• Cost
  – FREE – download at http://zarrowcenter.ou.edu/
Curriculum Guide Sections

• Making Choices
• Exploring Choices
• Testing Choices
• Final Choices
• Finding a Job Matching Skills & Preferences
• Solving On-The-Job Problems
Methods

• Assessments
  – Use Repeated Measure Situational Assessment Process
  – Characteristics I like
  – Jobs I like
  – Tasks I like

• Solving On-The-Job Problems
  – Use of self-management skills
    • Self-Evaluation
    • Adjustment
    • Goal Setting
**Characteristics I Like versus What Is Here: Form B**

(page 1)

<table>
<thead>
<tr>
<th>What I like (Before)</th>
<th></th>
<th>What is here (After)</th>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work alone</td>
<td>★</td>
<td>√</td>
<td>Yes</td>
</tr>
<tr>
<td>Work in a quiet place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Work part-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work weekdays only</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Work weekends, too</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Work a hard job</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Work an easy job</td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Name:** __________________

**Jobsite:** __________________
Welcome, readers of *Self-Directed Employment*! Here you can download pictures of jobs, tasks, activities, objects, people, places, and other items to use with the blank forms that appear in the book.

To **download all of the pictures at once in a single file**, choose the "Download All Pictures" button below. Otherwise, pick and choose among the picture sets on the right. If you plan to download all of the pictures at once, please note that the file is near 6.1 MB, which could take several minutes to download on computers with slower connections to the Internet.

<table>
<thead>
<tr>
<th>Download individual picture sets:</th>
<th></th>
</tr>
</thead>
</table>
| Jobs, Tasks, and Activities | ![download](download)
| Objects | ![download](download)
| People | ![download](download)
| Places | ![download](download)
| Other | ![download](download)

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