



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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Office of Special Education  
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# Transition Assessment

## Part 1—The Essentials

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**Presenter Name**

Produced by the Technical Assistance Partnership for Transition at Cornell University.

*Last updated on November 6, 2023*



# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Meet and Greet



Introduce yourself (name, school/district, role)

Think about what it means to be Career and Self-Aware

Share your answer with the group

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

# Learning Objectives

## Participants will:

- Identify what transition is and why it's important
- Learn basic career development theory and how it connects to transition assessment
- Identify validity and reliability evidence
- Explore transition assessments for education and training, employment, independent living, and those that generalize across areas
- Use assessment results to identify transition strengths and needs, to develop individualized goals and services

# Materials

- Why Is Transition Important?
- Individuals with Disabilities (IDEA) and New York State (NYS) Regulations Comparison Activity
- Understanding NYS Age 12 Assessment
- National Technical Assistance Center on Transition: The Collaborative (NTACT:C) From Assessment to Practice: A Model for Teachers
- Family Involvement in the Transition Assessment Process
- NTACT:C Collaborative Assessment Guide for Transition Planning
- Transition Assessment Planning Form
- Guide to Creating and Using a Transition Assessment Toolbox
- Transition Assessment Resources for Students with Disabilities
- Study Skills Assessment Questionnaire
- Preparing for the American College Test (ACT)
- Pulos' Career Awareness and Exploration Toolkit (P-CAET)
- Career Clusters Interest Survey Fillable Form
- Casey Life Skills (folder)
- Family Cultural Asset Profile—Fillable Forms (folder)
- Student Dream Sheet
- AIR Self-Determination Assessment—Fillable Forms (folder)
- Transition Individualized Education Program (IEP) Mapping Tool Template

# Richie Parker

Imagine you have a student who was born without arms.



- Think about your expectations.
- What types of career opportunities are available for this student?
- What accommodations will this student need?

# An Introduction to Transition Assessment



# Why is Transition Important?

## Outcomes for Students with Disabilities



Education

Employment

Independent  
Living

Disability  
Awareness and  
Self-Advocacy

Graduation and  
Dropout

# Federal Law and State Regulations



# NYS Regulations for Transition Assessment



## §200.4(b)(6)(viii)—Individual Evaluation and Reevaluation

School districts shall ensure that students age 12, and those referred to special education for the first time who are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes, and interests.

## §200.4(d)(2)(ix)(a)(2)—Transition Services

For those students beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), appropriate measurable postsecondary goals **based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills.**

# Connecting Career Development Theory and Transition Assessment

# Brolin's Four Stages of Career Development

## Awareness

- Why people want to work; contributions to lifestyle and life choices

## Exploration

- Job shadowing and trial work experiences to narrow career choices

## Preparation

- Confirmation of one career field; refine interviewing and job seeking skills for work experience positions

## Assimilation

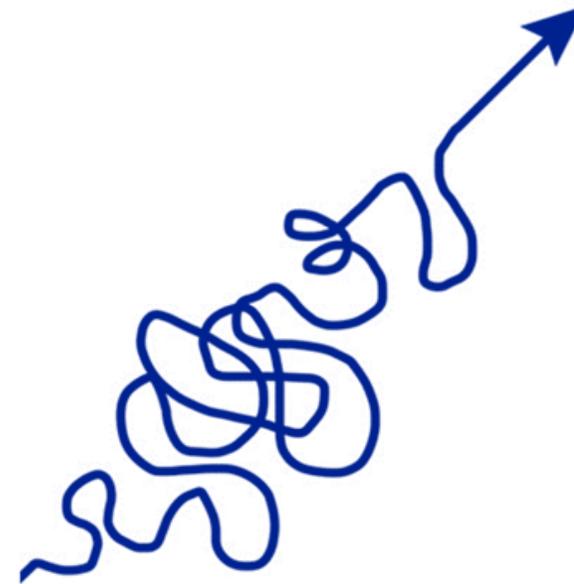
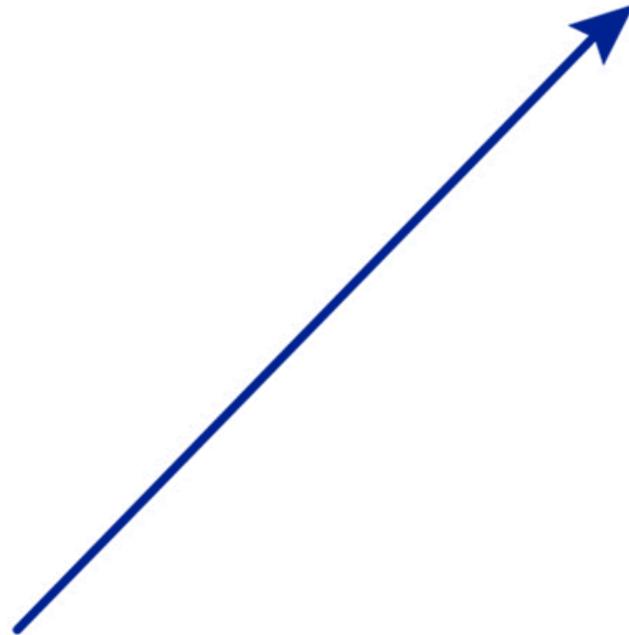
- Participation in employee activities, to support satisfaction between career and worker

# Career Development Today Is Rarely Linear



SUCCESS

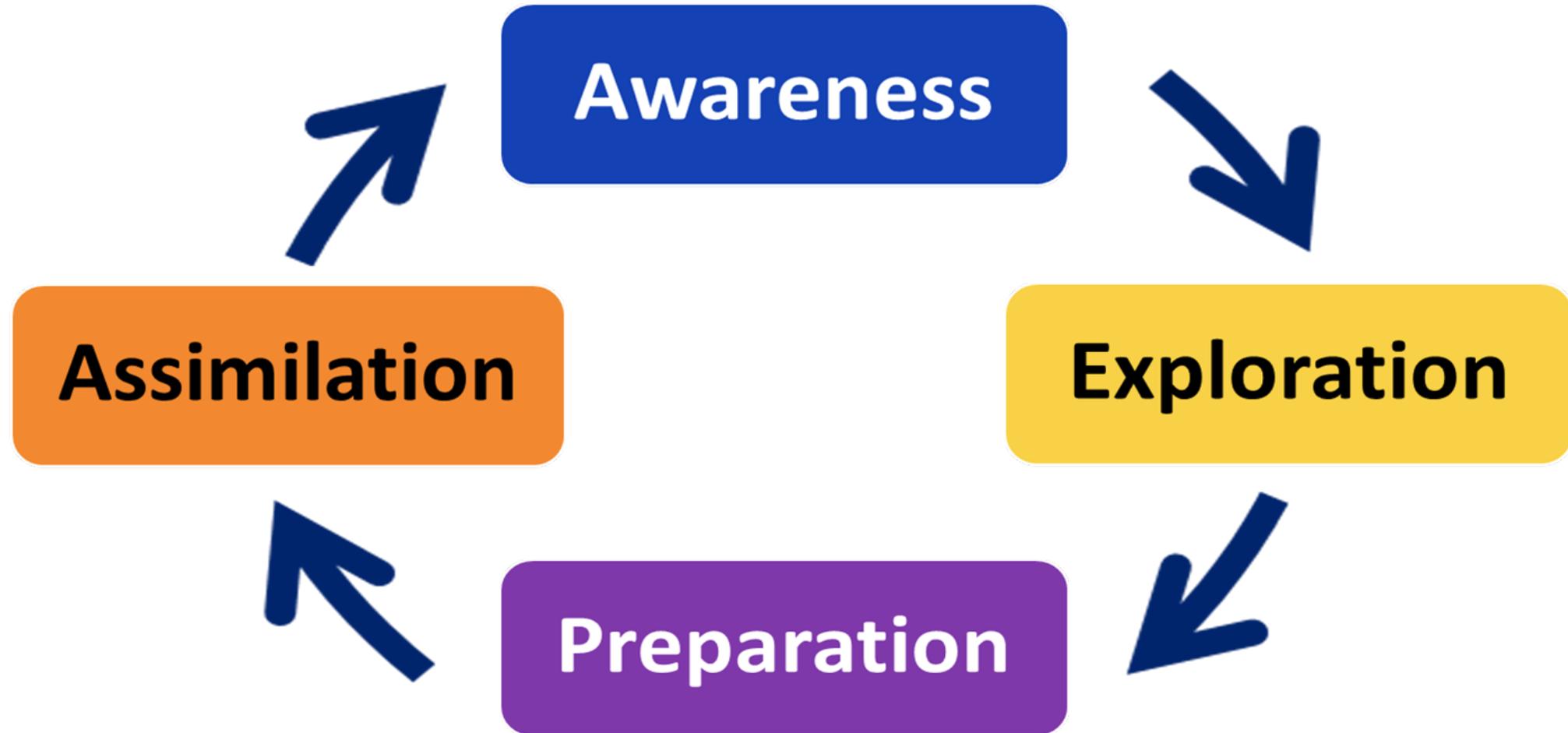
SUCCESS



what people think  
it looks like

what it really  
looks like

# What Brolin's Theory Looks Like Today





# What Is Transition Assessment?

- An ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments
- Provides a foundation for defining IEP goals, transition services, and guides instructional decision-making
- Results from initial assessments should be the starting point for transition planning
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals
- Serves as a guide for students to make informed choices and take charge of their transition planning process



# Transition Assessment Is Strengthened When



- Teachers across curriculum areas collaborate to conduct transition assessments related to specific content areas.
- School counselors and educators work together to gather transition assessment information.
- Families and students are involved in the process.

# Clarifying Leveled Assessments

- Level 1, Level 2, and Level 3 are terms **no longer used** to describe transition assessments in NYS.
- In NYS, at least one **age-appropriate transition assessment** is required to write appropriate measurable postsecondary goals.

# Types of Transition Assessments

Transition assessment includes a variety of instruments such as:

Interest  
Inventories

Self-  
Determination  
Scales

Situational  
Assessments

Adaptive  
Behavior Scales

Task Analysis

Interviews and  
Questionnaires

Independent  
Living Skills  
Assessments

Study Skills  
Assessments

# Formal vs. Informal Assessments



- Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.
- Formal assessments are standardized instruments that include descriptions of their norming process, reliability and validity, and recommended uses.

# What is Validity?

- Validity refers to the degree to which evidence and theory support the interpretations of test scores for the proposed use of the test.
- Sources of validity evidence include:
  - **Content:** Does it measure what it says it does?
  - **Response processes:** Analyses of user thought processes of items and results.
  - **Internal structure:** Do the items fit within the constructs?
  - **Relations to other variables:** e.g., does family income affect results?
  - **Consequences of testing:** Intended and unintended.

# What is Reliability?

- Correlation between scores on two equivalent forms of the test
- Consistency of scores across replications of a test
- Reported in terms of:
  - Standard errors
  - Reliability coefficients
  - Item Response Theory

# Basic Validity and Reliability Assessment Questions

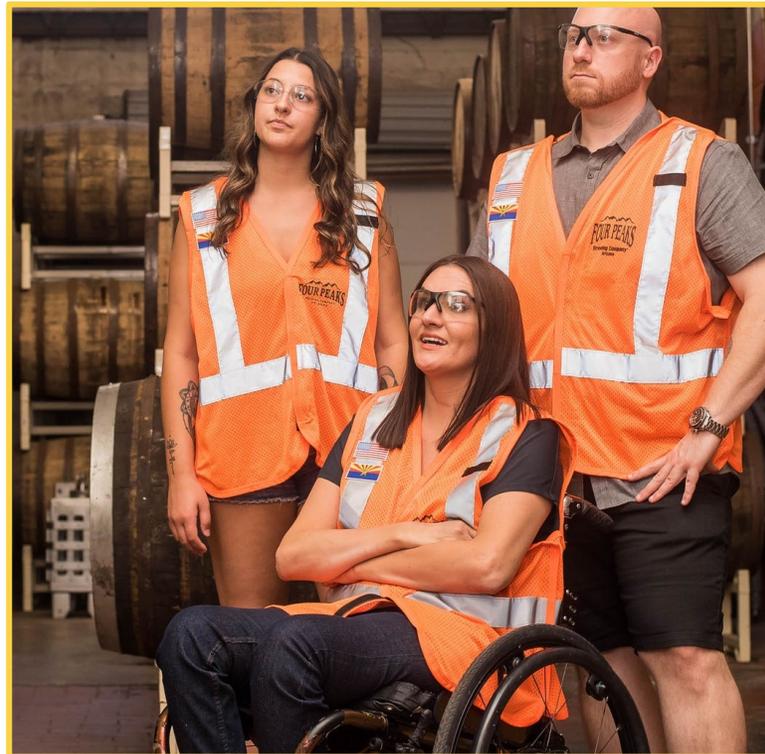
- What is the purpose?
- For whom is the assessment designed?
- How were the items developed?
- Does ample evidence exist for:
  - Adequate factor structure
  - Internal reliability
  - Test-retest reliability
  - Predictive validity
  - No or minimal bias by gender, placement, grade point average, grade, disability category, socioeconomic status

# Transition Assessment Should Address Three Areas

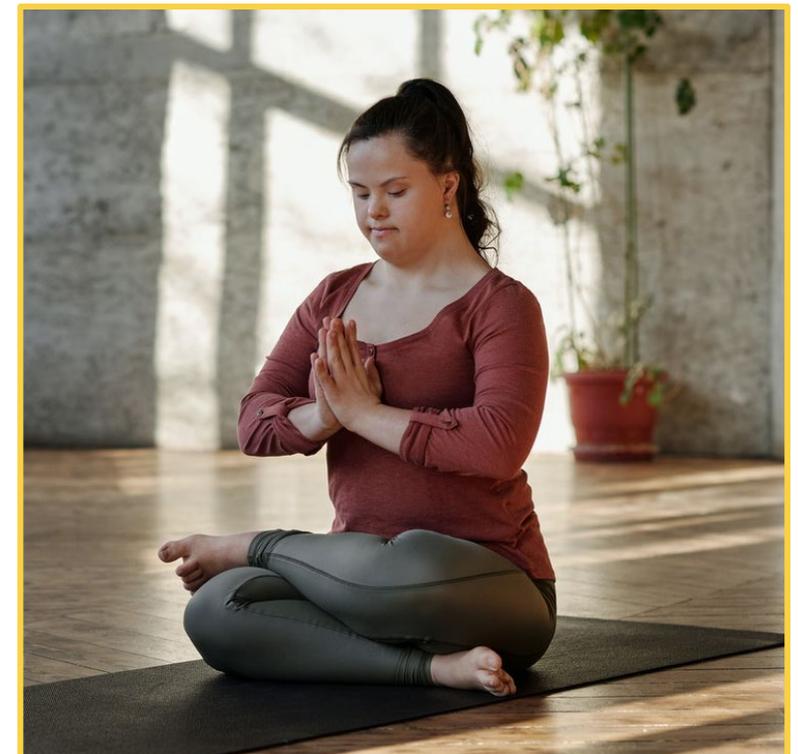
## Education and Training



## Employment



## Independent Living (if appropriate)



# Transition Assessment Planning Form



This planning form provides a fillable template that follows the student throughout the transition planning process. It will assist users to:

- Describe accurate present levels of performance, including the student's skills/strengths, preferences, interests, and needs related to postsecondary goals.
- Identify transition needs, services, and coordinated activities.
- Craft questions to pinpoint information and data needed by the team.
- Conduct, analyze, and summarize transition assessments.

# Guide to Creating and Using a Transition Assessment Toolbox



The guide provides reflective questions and graphic organizers to assist with:

- Creating a repository of high-quality transition assessments
- Supporting staff in determining and completing age-appropriate transition assessments
- Understanding transition assessment results
- Using transition assessment results to develop the IEP
- Sharing transition assessment results with students, families, and school staff

# Connecting Youth to Careers

A Journey to Employment Success



# Assessments



# Education Assessments

# Study Skills Assessment Questionnaire

**Section 1:** Time Management and Procrastination

**Section 2:** Concentration and Memory

**Section 3:** Study Aids and Note-Taking

**Section 4:** Test Strategies and Test Anxiety

**Section 5:** Organizing and Processing Information

**Section 6:** Motivation and Attitude

**Section 7:** Reading and Selecting the Main Idea

**Section 8:** Writing

# Study Skills Assessment Example

## Section 3: Study Aids and Note-Taking



### Assessment

Use the scale below to indicate how often each statement applies to you:

1 = Never    2 = Sometimes    3 = Usually    4 = Always

Your Response	Statement
	<ul style="list-style-type: none"><li>• While I am taking notes I think about how I will use them later.</li></ul>
	<ul style="list-style-type: none"><li>• I understand the lecture and classroom discussion while I am taking notes.</li></ul>
	<ul style="list-style-type: none"><li>• I organize my notes in some meaningful manner (such as outline format).</li></ul>
	<ul style="list-style-type: none"><li>• I review and edit my notes systematically.</li></ul>
	<ul style="list-style-type: none"><li>• I take notes on supplementary reading materials.</li></ul>
	<ul style="list-style-type: none"><li>• I have a system for marking textbooks.</li></ul>
	<ul style="list-style-type: none"><li>• When reading, I mark or underline parts I think are important.</li></ul>
	<ul style="list-style-type: none"><li>• I write notes in the book while I read.</li></ul>
0	<b>Total</b>



Based on your interests, identify up to five course areas *which you might like to major in* or in which you might like to take introductory courses, even if you don't major in that field.

Agriculture

Agriculture

Animal Science

Forest and Rangeland

Landscape Architecture

Arts

Art

Computer Graphics

Culinary Science

# My Majors

# ACT Prep



- Test prep suggestions
- Prohibited behavior during testing guidance
- Sample scoring form
- Practice multiple choice sections
- Practice essay prompts
- Answer key
- Explanation of scores

# ACT Writing Rubric



## The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<p><b>Score 6:</b> Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.</p>	<p>The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.</p>	<p>The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.</p>	<p>The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>
<p><b>Score 5:</b> Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.</p>	<p>The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.</p>	<p>The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.</p>	<p>The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>

# Scholastic Aptitude Test (SAT) Prep

- Test prep suggestions
- Prohibited behavior during testing guidance
- Sample scoring form
- Practice multiple choice sections
- Practice essay prompts
- Answer key with explanations
- Explanation of scores

- Download a full-length practice test
- Watch videos showing step-by-step solutions to missed or challenging problems
- Practice with unreleased questions from real SATs provided by College Board

# **Khan Academy SAT Prep**

# Postsecondary Education and Experience (PEaE) Assessment

- A Delphi method was used to identify and validate skill requirements for postsecondary experience programs across the country.
- The PEaE Assessment consists of 71 questions for IEP teams to complete.
- These questions were evaluated, revised, and confirmed important by PEaE directors.

The potential student currently participates in all mandatory meetings and planning sessions.

Never

Rarely

Sometimes

Most of the time

Always

# Think College

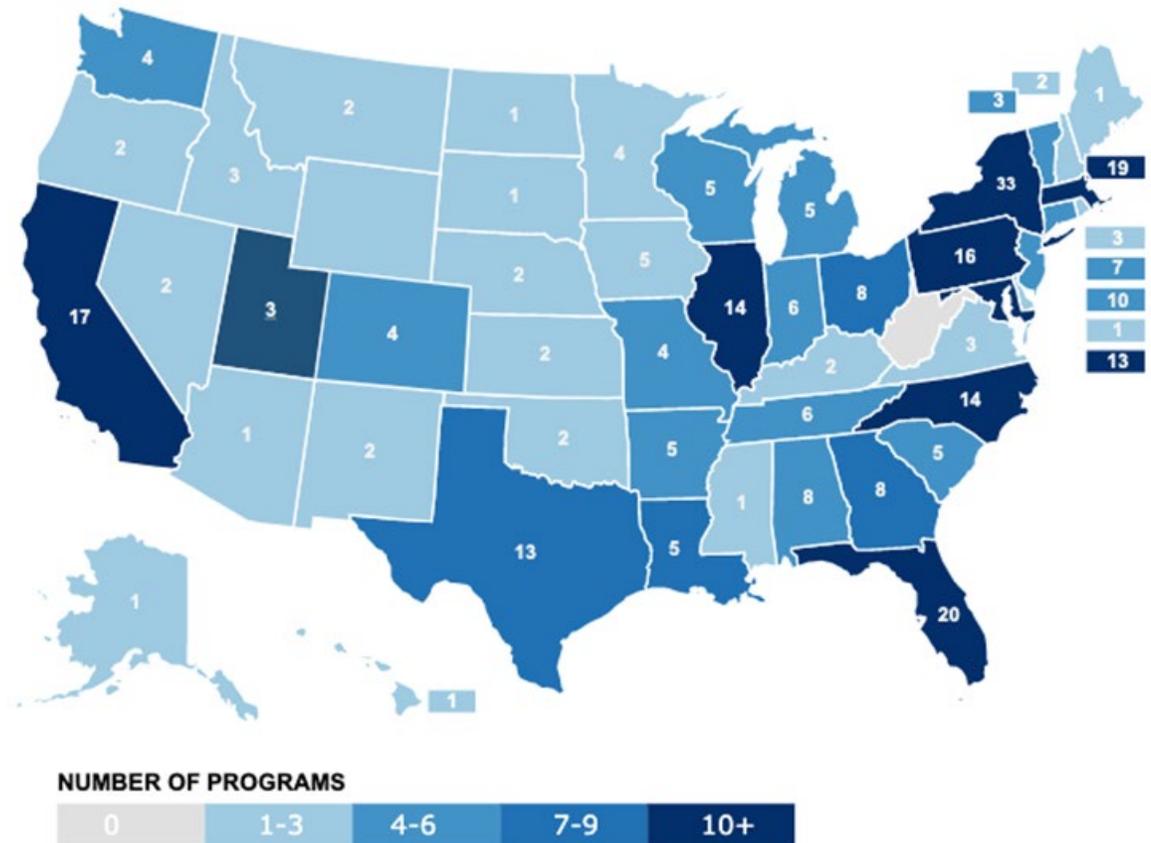
- A national organization dedicated to developing, expanding, and improving inclusive higher education options for people with an intellectual disability
- Think College supports evidence-based and student-centered research and practice

## Find the College that is right for you!

This directory includes information on 300 college programs for students with intellectual disability. You can search by program name, location, and other keywords. "Advanced Filters" offer more options to narrow your search.

Review these [Frequently Asked Questions](#) for answers to some general questions on college programs, how we gather the information in the directory, and how to use the features of College Search.

Once you have located colleges you are interested in, download the [How To Think College Guide to Conducting a College Search \[PDF\]](#). It provides you with the right questions to ask in order to get the answers you need about each program on your list. The How To guide is also [available in Spanish](#).



# Let's Practice #1



## Study Skills Assessment Questionnaire

# Training Assessments

# Armed Services Vocational Aptitude Battery (ASVAB)

			P&P ASVAB # of test items	CEP ICAT # of test items
 Verbal	 Math	 Science/Technology		
<b>General Science</b>	Measures knowledge of life science, earth and space science, and physical science		25	16
<b>Arithmetic Reasoning</b>	Measures ability to solve basic arithmetic word problems		30	16
<b>Word Knowledge</b>	Measures ability to understand the meaning of words through synonyms		35	16
<b>Paragraph Comprehension</b>	Measures ability to obtain information from written material		15	11
<b>Mathematics Knowledge</b>	Measures knowledge of mathematical concepts and applications		25	16
<b>Electronics Information</b>	Measures knowledge of electrical current, circuits, ?devices, and electronic systems		20	16
<b>Auto Information</b>	Measures knowledge of automotive maintenance repair		25	11
<b>Shop Information</b>	Measures knowledge of wood and metal shop practices			11
<b>Mechanical Comprehension</b>	Measures knowledge of the principles of mechanical devices, structural support, and properties of materials		25	16

# Sample ASVAB Test Questions

## AUTO INFORMATION

Q1. The radiator on a car is part of the

- A. cooling system..
- B. ignition system.
- C. electrical system.
- D. lubrication system.

## ARITHMETIC REASONING

Q2. A faucet gives 20 gallons of water in 5 seconds. How many gallons does it give in 7 seconds?

- A. 24
- B. 26
- C. 28
- D. 30

# ASVAB Branch Requirements

## Armed Forces Qualification Test (AFQT)

Each service determines the qualifying AFQT score for enlistment purposes.

Service Branch	Required AFQT Score*
Army	30
Navy	35, or 26 with waiver
Marine Corps	32
Air Force	31
Coast Guard	36, or 32 with waiver



# **Pulos' Career Awareness and Exploration Toolkit (P-CAET)**

- Designed to help students with disabilities build awareness and exploration of different career pathways leading to entry-level jobs (i.e., an entry point into a specific chosen profession).
- Based on John Holland's structural theory of career development, the results are divided into six types corresponding with a variety of overarching thematic work environments: (a) Realistic, (b) Investigative, (c) Artistic, (d) Social, (e) Enterprising, and (f) Conventional (RIASEC).

# P-CAET Realistic Example



Realistic (R)

## Landscape Gardener



[O\\*Net Summary: 37-3011.00](#)

Career Cluster: AGR

[Landscaping and Groundskeeping  
Workers Career Video](#)

## Painting, Coating, and Decorating Workers



[O\\*Net Summary: 51-9123.00](#)

Career Cluster: MAN

[Painting, Coating, and Decorating  
Workers Career Video](#)

## Brickmasons and Blockmasons



[O\\*Net Summary: 47-2021.00](#)

Career Cluster: A/C

[Brickmasons and Blockmasons  
Career Video](#)

# Indiana Secondary Transition Resource Center— *Career/Job Initial Review*

## Career/Job Initial Review

An Authentic Assessment

I am interested in the following career/job: \_\_\_\_\_

This is what I know about this career/job:

I learned more about this job by \_\_\_\_\_ (internet research, interviewed someone who has the job, job shadowing, etc.)

After researching this career/job I found out:

The main requirements for this career/job include:

I currently have the following skills that will help me reach this career/job goal:

If I want to have this career/job, I will need to do the following:

# Occupational Interview Information

An Authentic Assessment

I interviewed: \_\_\_\_\_

The reason I interviewed this person is:

This job/career this person has is;

His/her job title is:

Location of work:

Hours of work:

Requirements to hold this position/career

Education:

Experience:

Other skills:

This field/career/employer is hiring:

# Indiana Secondary Transition Resource Center— *Occupational Interview Information*

# Employment Assessments

# New York Career Zone

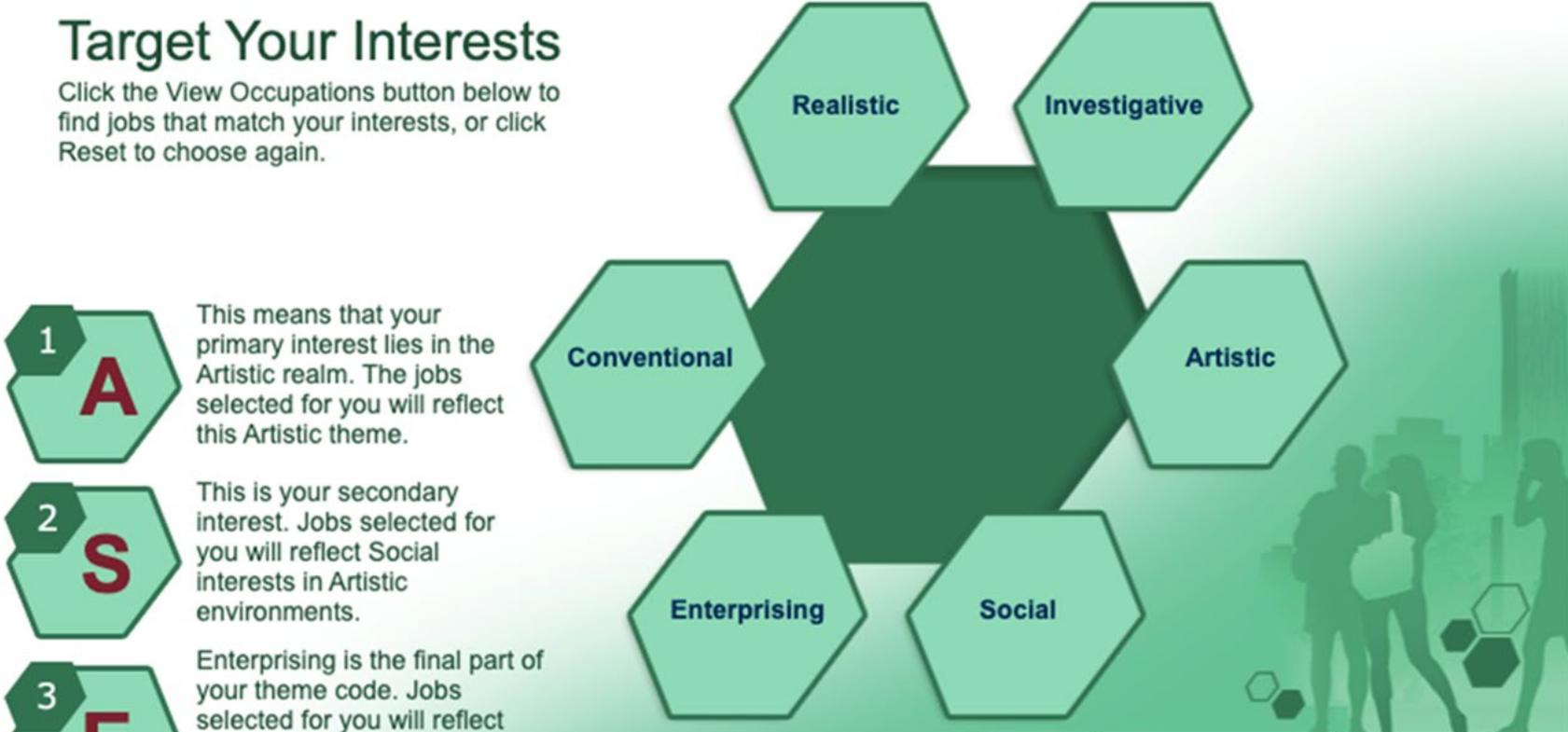


# Career Zone—Interests

Interests | Work Values

## Target Your Interests

Click the View Occupations button below to find jobs that match your interests, or click Reset to choose again.



**1 A** This means that your primary interest lies in the Artistic realm. The jobs selected for you will reflect this Artistic theme.

**2 S** This is your secondary interest. Jobs selected for you will reflect Social interests in Artistic environments.

**3 E** Enterprising is the final part of your theme code. Jobs selected for you will reflect Artistic interests in Social environments with Enterprising goals.

Reset | Back to Portfolio | View Occupations

# Career Zone—Work Values

Interests | **Work Values**

## Target Your Values

Click the View Occupations button below to find jobs that match your values, or click Reset to choose again.



**1 Ach** This means that your primary work value is Achievement. The jobs selected for you will reflect this theme.

**2 Rec** This is your secondary work value. Jobs selected for you will reflect Achievement and Recognition values.

**3 Rel** Relationships is the final part of your theme code. Jobs selected for you will reflect Achievement, Recognition, and Relationships values.

Reset | Back to Portfolio | View Occupations

# Career Zone—Assessment Results

## Job Zone 2

Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

☆☆☆☆ [Forest Firefighters](#) **Ach Rel Sup** ☀️ 🏠

☆☆☆☆ [Athletes and Sports Competitors](#) **Ach Rec Rel**

☆☆☆☆ [Floral Designers](#) **Ach Rel Ind** 🏠

☆☆☆☆ [Door-To-Door Sales Workers, News and Street Vendors, and Related Workers](#) **Rel Ach Ind**

☆☆☆☆ [Singers](#) **Rel Ach Rec**

[See all 6 matching occupations in this zone](#)

Preparation  
Required

## Job Zone 3

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

☆☆☆☆ [Dancers](#) **Ach Rel Wkc**

☆☆☆☆ [Sheriffs and Deputy Sheriffs](#) **Ach Rel Sup** ☀️

☆☆☆☆ [Police Patrol Officers](#) **Ach Rel Sup** ☀️ 🏠

☆☆☆☆ [Radio and Television Announcers](#) **Ach Rec Ind**

☆☆☆☆ [Musicians, Instrumental](#) **Ach Rel Rec**

[See all 12 matching occupations in this zone](#)

Strength of  
Match

# Career Zone—Search Results

## Search Results

Below are search results that match your criteria. Learn more details about each occupation by clicking on the occupation title.

437 Results Found					
10 Items per Page (4 of 44)					
Occupation	Description	Opening	Sort By		Action
<a href="#"><u>Bakers</u></a>	Mix and bake ingredients to produce breads, rolls, cookies, cakes, pies, pastries, or other baked goods.	<a href="#"><u>JOBS</u></a>			
<a href="#"><u>Bicycle Repairers</u></a>	Repair and service bicycles.	<a href="#"><u>JOBS</u></a>			
<a href="#"><u>Biochemical Engineers</u></a>	Develop usable, tangible products, using knowledge of biology, chemistry, or engineering. Solve problems related to materials, systems, or processes that <a href="#"><u>more...</u></a>	<a href="#"><u>JOBS</u></a>			
<a href="#"><u>Biochemists and Biophysicists</u></a>	Study the chemical composition or physical principles of living cells and organisms, their electrical and mechanical energy, and related phenomena. May <a href="#"><u>more...</u></a>	<a href="#"><u>JOBS</u></a>			
<a href="#"><u>Bioinformatics Scientists</u></a>	Conduct research using bioinformatics theory and methods in areas such as pharmaceuticals, medical technology, biotechnology, computational biology, proteomics, <a href="#"><u>more...</u></a>	<a href="#"><u>JOBS</u></a>			
<a href="#"><u>Biological Technicians</u></a>	Assist biological and medical scientists in laboratories. Set up, operate, and maintain laboratory instruments and equipment, monitor experiments, make <a href="#"><u>more...</u></a>	<a href="#"><u>JOBS</u></a>			

# Create a Career Zone Account

careerZONE®

GUEST TOOLS ASSESS YOURSELF MY PORTFOLIO SEARCH RESOURCES HELP

## My Portfolio - Create an account

In order to use the portfolio, you must first create an account. Please select one of the two options below to proceed.

**New User**  
Create Account

**Existing User**  
User Name:   
Password:   
Login

What is a portfolio? Forgot your username?  
Forgot your password?

The portfolio section of CareerZone allows users to create a secure password protected account in order to save interests, activities, occupation searches, and other information.

# My Portfolio

## Did you know?

Firms with between 10 to 99 workers employ the largest number of Central New York workers.

### 01 Personal Info

Keep your information up to date and get the most out of CareerZone.

### 02 Interest Profiler

Need to know what career might be right for you? Enter some activities, and get suggestions of occupations to explore.

### 03 Journal

Keep track of your past to help you make decisions about your future.

---

### 04 Abilities

What are you good at? Keep a list to get a jump on writing a resume.

### 05 Job Readiness Skills

Find an occupation that matches the skills you already have and learn about other skills you would like to obtain.

### 06 School Classes

Keep track of which courses you are taking and how you feel about them.

### 07 Areas for Growth

No matter how great you are, there's always room for improvement. Identify where you need to grow, and get some suggestions to help you do it.

### 08 Life Skills

### 12 Volunteer Experience

Civic minded and responsible? You should be proud of working to make a difference. Keep track of all your good deeds and volunteer work experiences here.

### 13 Work Experience

Keep track of your jobs, and the responsibilities and accomplishments you had there. This will be really handy when you create a resume.

### 14 Work Importance Profiler

Identify and explore occupations that you may like, based on what you are looking for and what different occupations can offer you.

### 15 Colleges

Keep track and visit the webpages of the colleges you have selected to add to your portfolio.

### 16 Education History

Keep a record of your educational accomplishments, past and present, then choose which ones to include on your resume.

### 17 Final Activity

You'll be graduating soon, and moving on to new experiences. Stop and admire how far you've come so far by describing the school activity that best displays your career development accomplishments. Your career path will be a long one. It's been a long road to get this far, and you'll keep walking it for the rest of your life.

# Career Zone— My Portfolio

# Career and Technical Education (CTE)—Career Clusters



## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	<b>School subjects that I like:</b> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	<b>Total number circled in Box 1</b>  <input style="width: 40px; height: 40px;" type="text"/>

<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	<b>School subjects that I like:</b> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	<b>Total number circled in Box 2</b>  <input style="width: 40px; height: 40px;" type="text"/>

# My Next Move



A proud partner of the americanjobcenter® network



## O\*NET Interest Profiler



Strongly Dislike  
Dislike  
Unsure  
Like  
Strongly Like

Progress:



Page 1 of 5  
0 of 60 questions

	Strongly Dislike	Dislike	Unsure	Like	Strongly Like	
1	<input type="radio"/>	Build kitchen cabinets				
2	<input type="radio"/>	Lay brick or tile				
3	<input type="radio"/>	Develop a new medicine				
4	<input type="radio"/>	Study ways to reduce water pollution				
5	<input type="radio"/>	Write books or plays				
6	<input type="radio"/>	Play a musical instrument				
7	<input type="radio"/>	Teach an individual an exercise routine				
8	<input type="radio"/>	Help people with personal or emotional problems				
9	<input type="radio"/>	Buy and sell stocks and bonds				
10	<input type="radio"/>	Manage a retail store				
11	<input type="radio"/>	Develop a spreadsheet using computer software				
12	<input type="radio"/>	Proofread records or forms				



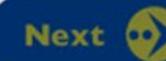
Start

Interests

Results

Job Zones

Careers



# My Next Move—Interest Profiler

## O\*NET Interest Profiler ?

Interest Type	Score
Realistic	27
Investigative	21
Artistic	22
Social	24
Enterprising	26
Conventional	24

Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

- [Realistic](#)
- [Investigative](#)
- [Artistic](#)
- [Social](#)
- [Enterprising](#)
- [Conventional](#)

Print

Back Start Interests Results Job Zones Careers Next

# My Next Move—Choose a Preferred Educational Level

**O\*NET Interest Profiler** ?

**Explore the Job Zones**

Select each Job Zone below to read more about the experience, education, and training needed. Read carefully to find the Job Zone that's right for you.

You can click on any Job Zone below to learn more. When you're ready, click **Next** to continue.

1. [little or no job preparation](#)
2. [some job preparation](#)
3. [medium job preparation](#)
4. [high job preparation](#)
5. [extensive job preparation](#)

 **Print**

 **Back**   **Start**   **Interests**   **Results**   **Job Zones**   **Careers**   **Next** 

# My Next Move—Interest Profiler Careers

**O\*NET Interest Profiler** ?

Click to change your Job Zone:

**2** Job Zone Two  
some job preparation

**Careers that fit your interests and preparation level:**

**Best fit** **Great fit** **Bright Outlook** **green** **REGISTERED APPRENTICESHIP**

 <a href="#">Aircraft Cargo Handling Supervisors</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <a href="#">Ambulance Drivers &amp; Attendants</a>	<input checked="" type="radio"/>	<input type="radio"/>	
 <a href="#">Athletes &amp; Sports Competitors</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <a href="#">Automotive Glass Installers &amp; Repairers</a>	<input type="radio"/>	<input type="radio"/>	
 <a href="#">Baggage Porters &amp; Bellhops</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <a href="#">Bailiffs</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click on a career to learn what they do. Print

**Back** Start Interests Results Job Zones **Careers** Find More Careers

# My Next Move—Career Profile

Print Share

## Aircraft Cargo Handling Supervisors

**Also called:** Cargo Supervisor, Equipment Service Lead, Operations Supervisor, Ramp Supervisor

### What they do:

Supervise and coordinate the activities of ground crew in the loading, unloading, securing, and staging of aircraft cargo or baggage. May determine the quantity and orientation of cargo and compute aircraft center of gravity. May accompany aircraft as member of flight crew and monitor and handle cargo in flight, and assist and brief passengers on safety and emergency procedures. Includes loadmasters.

### On the job, you would:

- Distribute cargo in such a manner that space use is maximized.
- Calculate load weights for different aircraft compartments, using charts and computers.
- Direct ground crews in the loading, unloading, securing, or staging of aircraft cargo or baggage.

## KNOWLEDGE

### Transportation

- movement of people or goods by air, rail, sea, or road

### Safety and Government

- public safety and security

### Business

- customer service
- management

### Arts and Humanities

- English language

## SKILLS

### Basic Skills

- listening to others, not interrupting, and asking good questions
- keeping track of how well people and/or groups are doing in order to make improvements

### Problem Solving

- noticing a problem and figuring out the best way to solve it

### Social

- changing what is done based on other people's actions
- teaching people how to do something

## ABILITIES

### Verbal

- communicate by speaking
- listen and understand what people say

### Attention

- pay attention to something without being distracted
- do two or more things at the same time

### Ideas and Logic

- notice when problems happen
- use rules to solve problems

### Visual Understanding

- see hidden patterns

## PERSONALITY

People interested in this work like activities that include **leading**, **making decisions**, and business.

They do well at jobs that need:

- **Leadership**
- **Dependability**
- **Integrity**
- **Adaptability/Flexibility**
- **Attention to Detail**
- **Self Control**

## TECHNOLOGY

You might use software like this on the job:

### Spreadsheet software

- Microsoft Excel

### Electronic mail software

- Microsoft Outlook

### Word processing software

- Microsoft Word

# CareerOneStop—Skills Matcher



**careeronestop**  
your source for career exploration, training & jobs  
Sponsored by the U.S. Department of Labor. A proud partner of the americanjobcenter network.

🌐 Español

Explore Careers ▼
Find Training ▼
Job Search ▼
Find Local Help ▼
Toolkit ▼
Resources For ▼

Skills Matcher








Select your skill level.

Use the examples to help choose your levels. Think about whether you have done the example activity, or something like it in your own field.

Skill	Beginner	Basic	Skilled	Advanced	Expert
<b>1. Administration and Management</b> How much do you know about business planning and leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a timesheet			Monitor project progress to complete it on time		Manage a \$10m company
<b>2. Biology</b> How much do you know about plant, animal and cell functions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care for a pet			Investigate effects of pollution on plants		Identify a new virus
<b>3. Body Coordination</b> How well can you coordinate moving your arms, legs, and torso together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get in and out of a truck			Swim one pool length, or play a ball sport		Perform ballet choreography
<b>4. Building and Construction</b> How much do you know about construction materials, methods, and tools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hang a picture			Fix a plumbing leak in ceiling		Build a high-rise

# CareerOneStop—Videos in English and Spanish

The screenshot displays the CareerOneStop website interface. At the top left is the logo with the text "careeronestop your source for career exploration, training & jobs" and "Sponsored by the U.S. Department of Labor. A proud partner of the americanjobcenter network." At the top right is a search bar labeled "Search CareerOneStop" and a globe icon with the text "Español". Below the header is a navigation bar with links: "Explore Careers", "Find Training", "Job Search", "Find Local Help", "Toolkit", and "Resources For". The main content area features a banner with the text "Career videos" and a background image of a camera lens. Below the banner is a sidebar menu with the following items: "Video Library", "Career videos" (highlighted), "Career videos in Spanish", "Career cluster / Industry videos", "Skill and ability videos", "Work option videos", "Tutorial videos", and "FAQs about videos". To the right of the sidebar is a section titled "Explore our collection of videos on hundreds of different careers." with a subtext: "Career videos are organized into 16 clusters, or related types of work. Select a category to view a list of videos related to that cluster. Videos include career details such as tasks, work settings, education needed, and more." Below this text is a list of 16 categories, each with a dropdown arrow: "Agriculture and Natural Resources", "Architecture and Construction", "Arts and Communications", "Business and Management", "Education and Training", "Finance", and "Government and Public Administration".

careeronestop  
your source for career exploration, training & jobs  
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Español

Search CareerOneStop

Explore Careers Find Training Job Search Find Local Help Toolkit Resources For

Career videos

Video Library  
Career videos  
Career videos in Spanish  
Career cluster / Industry videos  
Skill and ability videos  
Work option videos  
Tutorial videos  
FAQs about videos

Explore our collection of videos on hundreds of different careers.

Career videos are organized into 16 clusters, or related types of work. Select a category to view a list of videos related to that cluster. Videos include career details such as tasks, work settings, education needed, and more.

Agriculture and Natural Resources  
Architecture and Construction  
Arts and Communications  
Business and Management  
Education and Training  
Finance  
Government and Public Administration

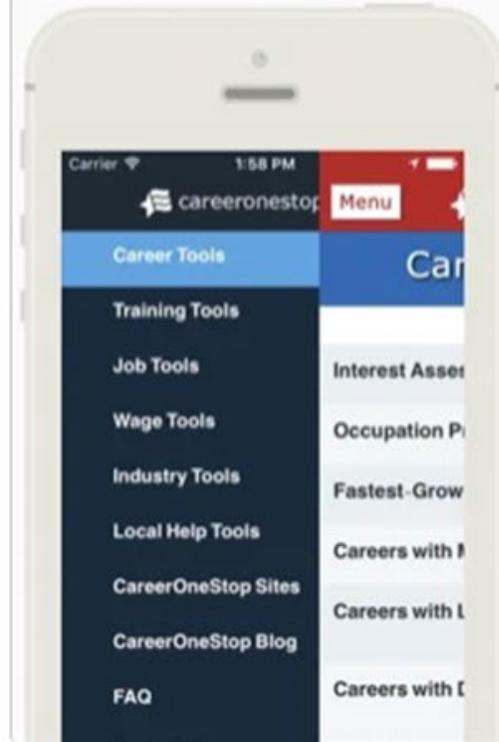
# CareerOneStop Mobile Applications

- **Job Finder** provides local job postings for any city, state, or ZIP code.
- **Veterans Job Finder** matches military experience to civilian careers and displays local job listings for those careers.
- **Local Training Finder** helps you locate local education and training programs—search by occupation, program, or school.
- **Unemployment Benefits Finder** helps to find state’s unemployment program information—including how to file by phone or online.

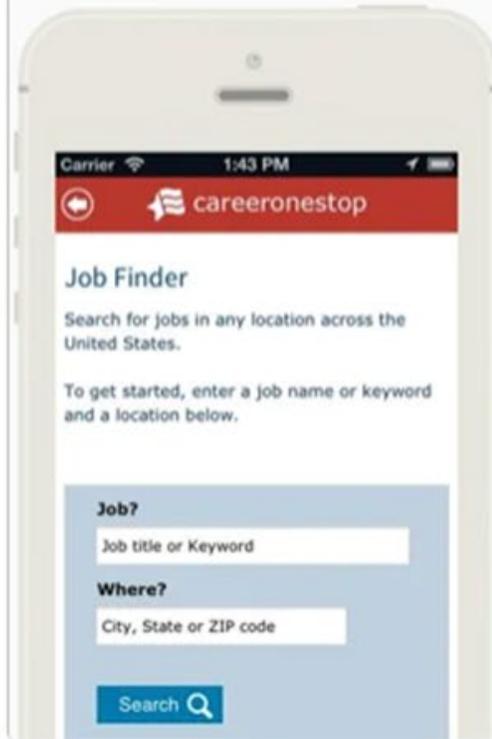


# CareerOneStop Mobile Application— Activities

Find your next job with CareerOneStop!  
Search for local jobs, salary information, and training programs.



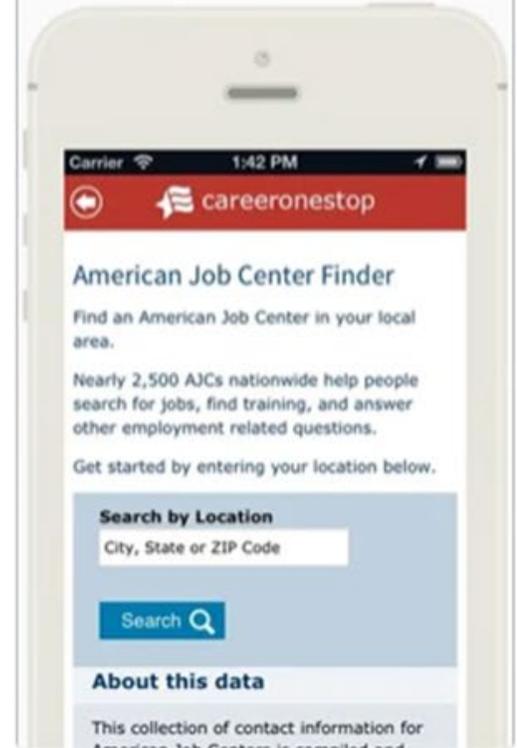
Search for local job postings for any city, state, or ZIP code.



Your pathway to career success  
Find the latest career information on our CareerOneStop Blog



Quickly locate and contact your closest American Job Center.



# Let's Practice #2



O\*Net My Next Move—Interest Profiler

# Independent Living Assessments

# Informal Assessments for Transition Planning—Sample Assessment

## LIVING: INDEPENDENT LIVING

### 26. Knows how to find a place to live when he/she leaves home.

---

- |                          |                          |                          |   |                          |                          |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows how to evaluate and select living arrangements (e.g., independent, with or without roommate, supported living). | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies strengths and limitations of various supported and independent living options.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies house- and/or apartment-locating services and their costs, if any.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses ads (newspaper and/or Internet) to locate an appropriate living arrangement.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows the eligibility requirements of publicly funded (Section 8) housing.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies resources (e.g., local center for independent living or Section 8 HUD office) to assist with housing.      | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates housing locations in relation to transportation needs for work, school, and social life.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates housing locations in relation to cost, safety, and convenience.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows how to complete a rental or lease application.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows the purpose for and implications of a security deposit.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies accommodations/modifications that may be necessary within an apartment or house.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates residential options in terms of accessibility needs.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates the cost associated with various living arrangement options.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows how to budget for the next most logical and affordable living arrangement.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies information necessary for completing housing application materials.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies pertinent questions to ask a landlord or property manager.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describes the pros and cons of having one or more roommates.  | <input type="checkbox"/> | <input type="checkbox"/> |

### 27. Knows how to do routine household tasks.

---

- |                          |                          |                          |   |                          |                          |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participates in daily, weekly, monthly, seasonal, and/or annual cleaning schedules. | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|

# Life Skills Inventory Independent Living Skills Assessment Tool

<b>Category F: Housing</b>
<b>Basic - Must know 2 of 2:</b>
<input type="checkbox"/> Understands the concept of renting. <input type="checkbox"/> Knows how to access emergency shelter.
<b>Intermediate - Must know 3 of 4:</b>
<input type="checkbox"/> Can read want ads for vacancies. <input type="checkbox"/> Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.). <input type="checkbox"/> Can calculate the costs associated with different types of housing. <input type="checkbox"/> Can describe pros and cons of choosing a roommate.
<b>Advanced - Must know 6 of 9:</b>
<input type="checkbox"/> Can identify type of housing that is within budget and meets current housing needs. <input type="checkbox"/> Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items). <input type="checkbox"/> Can complete a rental application. <input type="checkbox"/> Can ask the landlord about the available apartment to determine if it meets their needs. <input type="checkbox"/> Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood. <input type="checkbox"/> Shows some concern for the rights of other residents with regard to property and noise. <input type="checkbox"/> Understands the consequences if the rights of other residents are not respected. <input type="checkbox"/> Understands the implication of the security deposit. <input type="checkbox"/> Knows the role of a landlord.
<b>Exceptional - Must know at least 2:</b>
<input type="checkbox"/> Demonstrates the ability to get along with other residents and the landlord. <input type="checkbox"/> Knows how to get help if there is a conflict with the landlord. <input type="checkbox"/> Can access emergency assistance for utilities.

# Casey Life Skills

Cost: Free



- Assesses life skills youth need for their well-being, confidence, and safety
- Designed for students ages 14 to 21
- Students may take one section at a time
- Available in Spanish

## **Types of life skills assessed:**

- Maintaining healthy relationships
- Work and study habits
- Using public transportation
- Cooking and cleaning
- Budgeting and paying bills
- Computers and the Internet

# Casey Life Skills—Items

Name \_\_\_\_\_ Date \_\_\_\_\_

## Daily Living

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know where to go to get on the Internet.					
I can find what I need on the Internet.					
I know how to use my email account.					
I can create, save, print and send computer documents.					
I know the risks of meeting someone in person that I met online.					
I would not post pictures or messages if I thought it would hurt someone's feelings.					
If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.					
I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.					
An adult I trust, other than my worker, checks in with me regularly.					
When I shop for food, I take a list and I compare prices.					
I can make meals with or without using a recipe.					

# Casey Life Skills—Scoring Profile

Daily Living average

3.47

## STATEMENTS

## RESPONSES

I know where to go to get on the Internet

I can find what I need on the Internet.

I know how to use my email account.

I think about what I eat and how it impacts my health.

I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has.

I can create, save, print and send computer documents.

I know how to do my own laundry.

I keep my living space clean.

I know the products to use when cleaning the bathroom and kitchen.

I know the risks of meeting someone in person that I met online.

I would not post pictures or messages if I thought it would hurt someone's feelings.

An adult I trust, other than my worker, checks in with me regularly.

If someone sent me messages online that made me feel bad or scared, I would know what to do or who to talk to.

I know at least one adult, other than my worker, who would take my call in the middle of the night if I had a problem.

When I shop for food, I take a list and I compare prices.

I can make meals with or without using a recipe.

I know how to use a fire extinguisher.

YES

MOSTLY YES

SOMEWHAT

MOSTLY NO

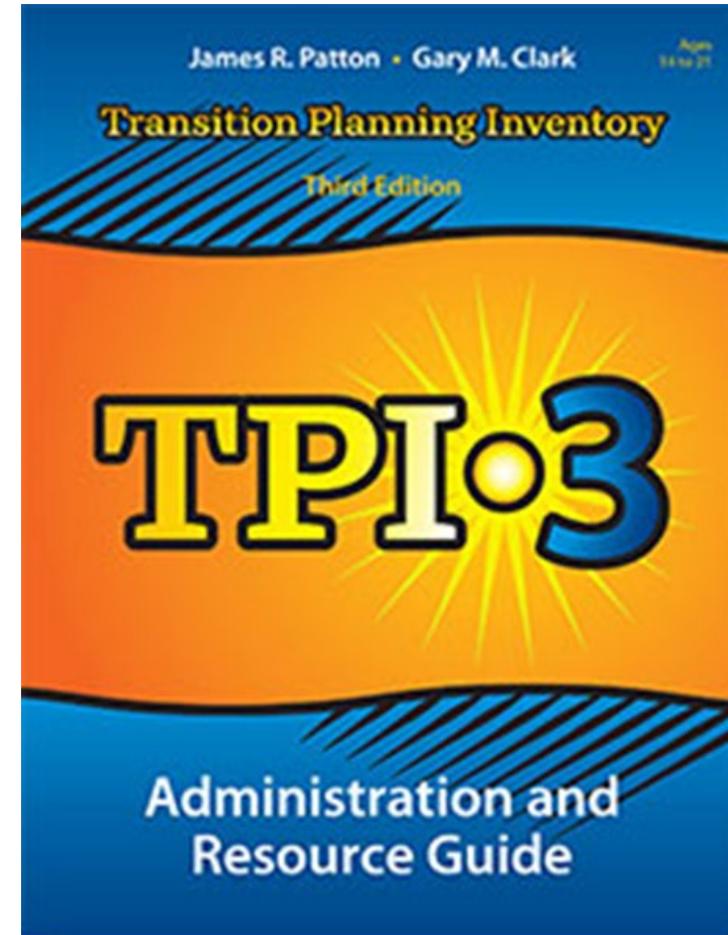
NO

# Transition Planning Inventory 3 (TPI-3)

## The TPI-3 contains nine forms:

- Student preferences and interests forms (basic and advanced)
- Home preferences and interests forms
- Student, home, and school rating forms
- Profile and further assessment recommendations form
- Modified form for students with autism or other intellectual and developmental support needs
- Summary of performance exit form

Complete Kit \$381.00

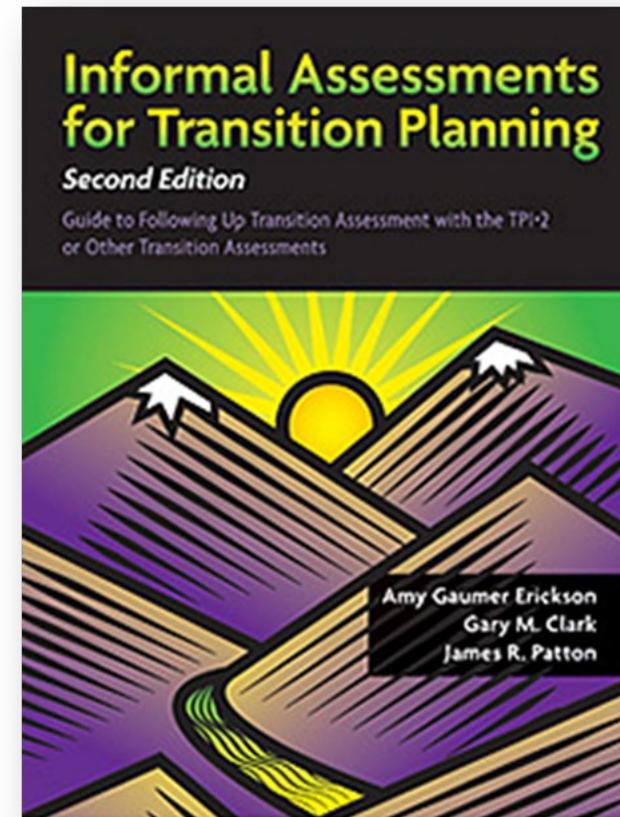


# Informal Assessments for Transition Planning—Second Edition E-Book

Book \$37.00

## Includes 52 Informal Assessments

- Includes instructions for administering, adapting, and/or interpreting each instrument and an estimated reading level.
- Informal assessments may be photocopied and used with students or parents.
- Additional resources includes all instruments as reproducible PDFs.



# Let's Practice #3



## Life Skills Inventory Independent Living Skills Assessment Tool

# Transition Assessments That Generalize Across Areas

# Family Cultural Asset Profile



- Assessment based on Yosso's cultural wealth model (Yosso, 2005)
- Cultural assets
  - Aspirational assets
  - Linguistic assets
  - Familial and social assets
  - Navigational assets
  - Resistance assets
- Family, student, and educator versions

# Family Cultural Asset Profile— Example Questions

## Child, Family, and Community Assets

**1. Aspirational Assets** are defined as the **hopes and dreams** that the parents, families, and the child’s support network hold for their child regarding future employment training/education and adult living outcomes.

1. My student with a disability should work or participate in income generating activities in the future (e.g., self-employment, part-time job).

Yes (specify) \_\_\_\_\_ No  Not Sure  Decline to answer

Explain: \_\_\_\_\_

2. My student with a disability should acquire training or education after high school (e.g., college, CPR training, university)

Yes (specify) \_\_\_\_\_ No  Not Sure  Decline to answer

Explain: \_\_\_\_\_

# Family Cultural Asset Profile— Example Results

	<b>Cultural Asset Domain</b>	<b>Key Resources/Assets Identified</b> (e.g., aunt with a business, public speaking skills, interest in self-employment)	<b>Matching Transition Domain</b> (Employment, Education & Training, Adult living, other)	<b>Recommendation</b>
1	Aspirational	<ul style="list-style-type: none"> <li>Student would like to start a photography business</li> </ul>	<ul style="list-style-type: none"> <li>Employment</li> <li>Education</li> </ul>	<ul style="list-style-type: none"> <li>Student to complete online tutorials on photography</li> <li>Student and family to apply for small business grant to buy photography equipment</li> </ul>
2	Linguistic	<ul style="list-style-type: none"> <li>Student speaks sign language, English &amp; Khmer</li> <li>Great at public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Employment</li> <li>Education</li> </ul>	<ul style="list-style-type: none"> <li>Counselor to assist student explore careers in special education, politics, journalism</li> </ul>
3	Familial & Social	<ul style="list-style-type: none"> <li>Has a cousin who goes to Cerritos college</li> <li>Grandparents can provide accommodation</li> <li>Family friend who is a school counselor</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Adult Living</li> </ul>	<ul style="list-style-type: none"> <li>Cousin will assist with campus visit and applications</li> <li>Grandparents to provide housing</li> </ul>
4	Navigational	<ul style="list-style-type: none"> <li>Guardian receives care through the Affordable Care Act (ACA)</li> </ul>	<ul style="list-style-type: none"> <li>Adult Living</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and guardian to teach student about healthcare transition and access to services provided under ACA</li> <li>Area of need to be addressed in the ITP</li> </ul>
5	Resistance	<ul style="list-style-type: none"> <li>Not identified</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Area of need to be addressed in the transition plan</li> </ul>
	<b>Areas of need</b>	<ul style="list-style-type: none"> <li>Self-advocacy</li> <li>Racial socialization</li> <li>Career development</li> <li>Participation in faith communities</li> <li>Networking</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Adult living</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Student will enroll in ethnic studies course</li> <li>Teacher &amp; family to assist student to become a Cambodian Advocacy Intern</li> <li>Teacher to make curricula accessible to mosque that run homework programs</li> </ul>

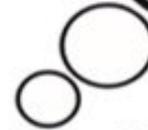
# Student Dream Sheet

My strengths

Support I need



My dream



Steps for achieving  
my dream

# AIR Self-Determination Scale



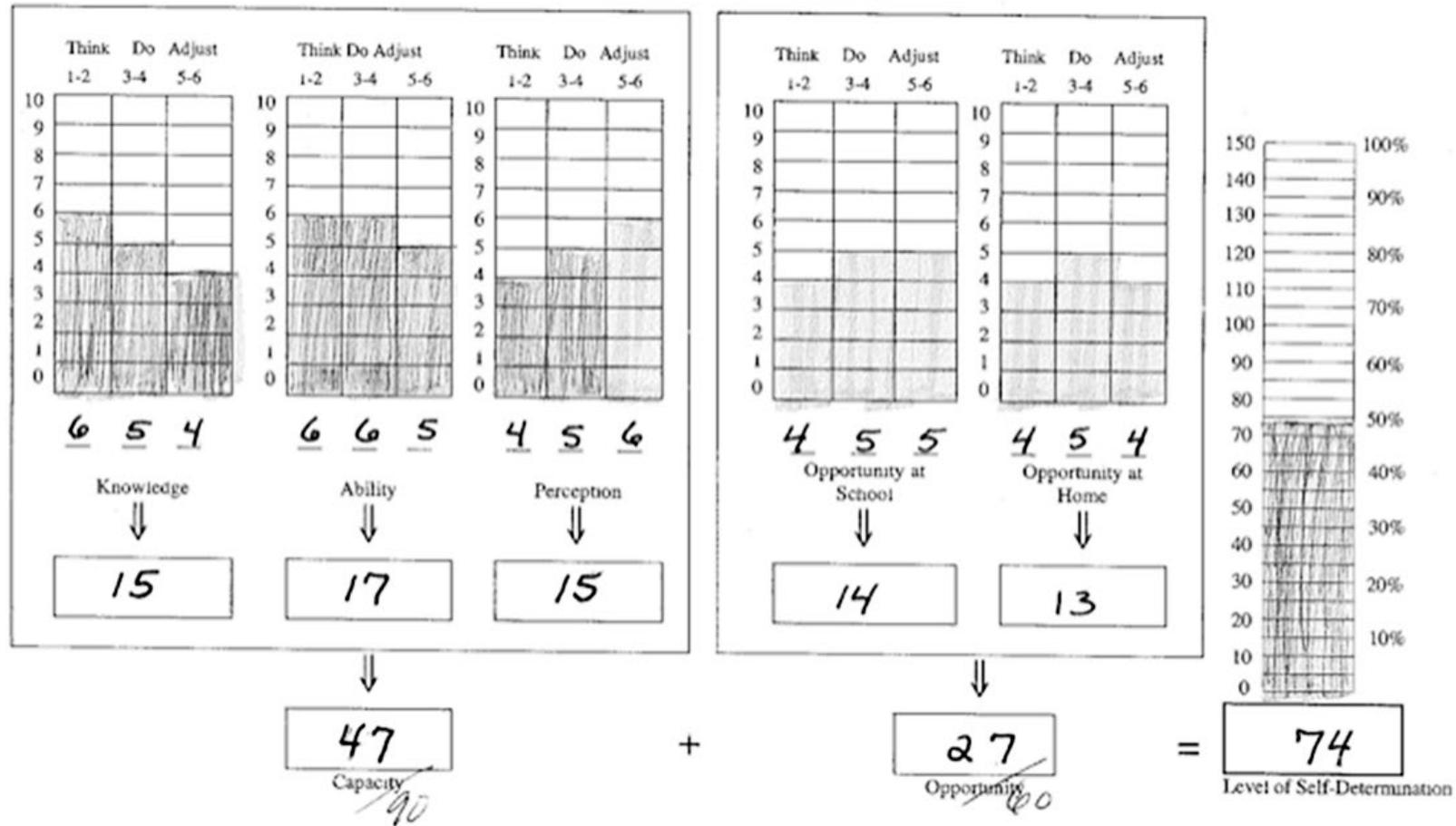
- The three AIR Scales measure two broad self-determination components.
- Capacity refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined.
- Opportunity refers to the student's opportunities to use their knowledge and abilities.

## WHAT HAPPENS AT SCHOOL

1. People at school listen to me when I talk about what I want, what I need, or what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. People at school let me know that I can set my own goals to get what I want or need.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
What Happens at School – Total Items 1 + 2					
3. At school, I have learned how to make plans to meet my goals and to feel good about them.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. People at school encourage me to start working on my plans right away.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

# AIR Self-Determination Assessment— Profile

The AIR Self-Determination Profile  
Educator Form



Student Name \_\_\_\_\_ Date \_\_\_\_\_

(Write sum in box and mark in column)

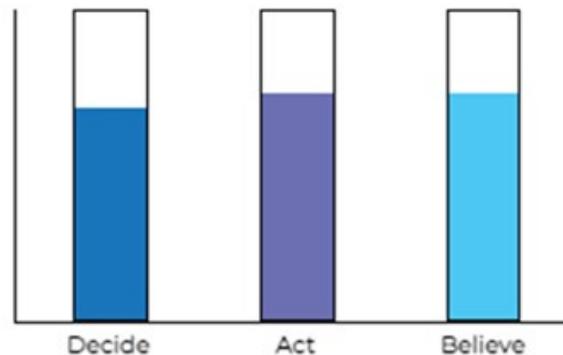
# Self-Determination Inventory System (SDIS)

The SDIS Data Dashboard allows users to create user accounts, assign surveys to participants, take surveys, and view survey results.

The screenshot displays the 'SELF-DETERMINATION.ORG' logo at the top. Below it, the 'Student Survey' section shows a progress bar for 'Amount of the survey you've completed:'. Three survey items are listed, each with a play button icon and a progress bar. The first item is 'I have what it takes to reach my goals.' with a play button and a progress bar that is nearly full, ending with a checkmark and the word 'Agree'. The second item is 'I think of more than one way to solve a problem.' with a play button and a progress bar that is nearly full, ending with a checkmark and the word 'Agree'. The third item is 'I consider many possibilities when I make plans for my future.' with a play button, a 'Define "possibilities"' button, and a progress bar that is nearly full, ending with a checkmark and the word 'Agree'.

# Self-Determination Inventory— Student Report (SDI:SR) Profile

## MY SELF-DETERMINATION INVENTORY



Remember, your self-determination is continuously changing. There is always room to grow!

This is a snapshot of your self-determination on the day you took the SDI.

Knowing where you are in your self-determination helps you identify:

- actions you are using now to cause the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community

### Actions you may take...

### Skills you may use...

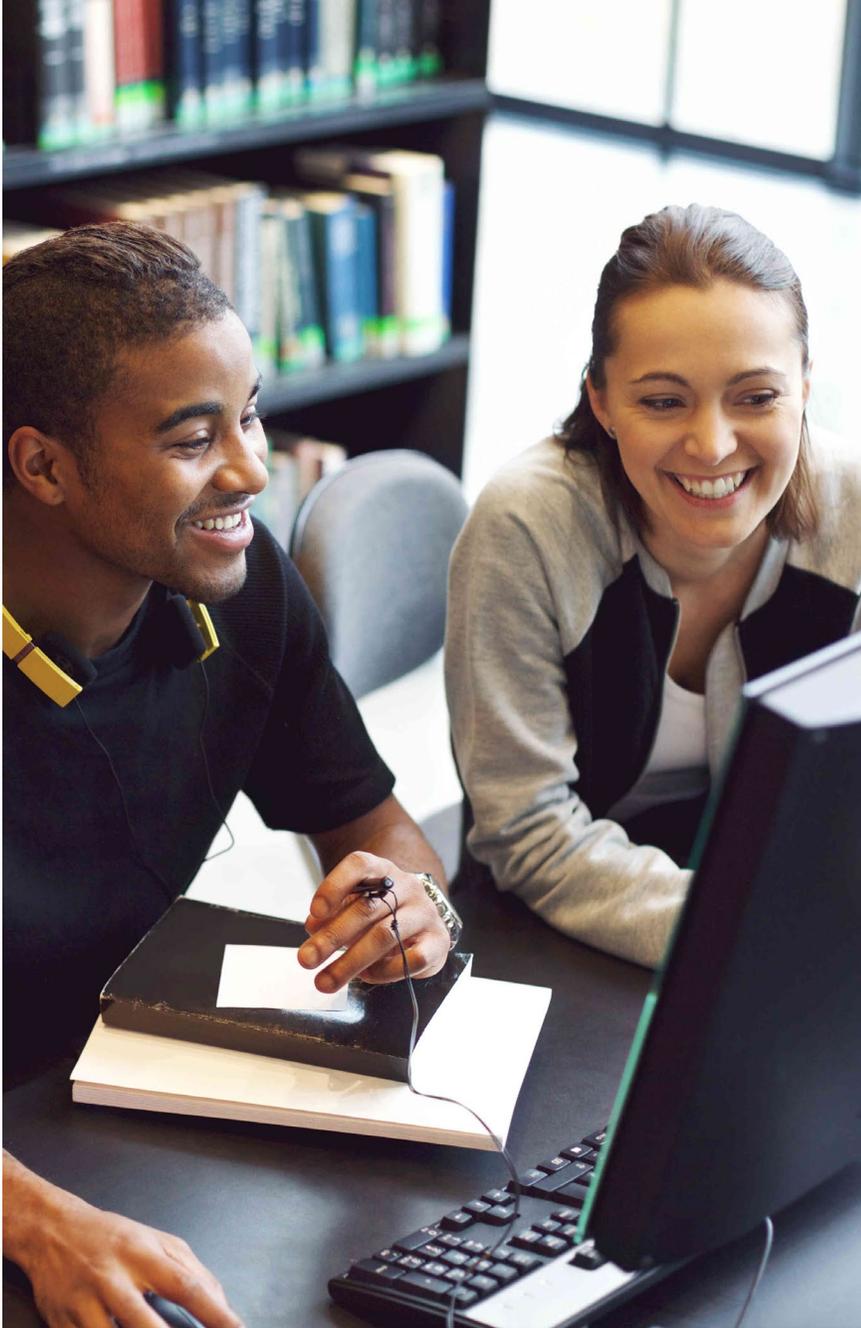
 Decide	Knowing strengths and areas of need Setting goals based on a vision for the future	Choice making Decision making Goal setting Problem solving Planning
 Act	Solving problems in working towards goals Thinking about different pathways to move through barriers	Self-management Goal attaining Problem solving Self-advocacy
 Believe	Feeling empowered to reach goals Knowing one can make changes and be supported in their life	Self-awareness Self-knowledge

For more information about DECIDING, ACTING, and BELIEVING, click here for the SDI Guide (PDF)

# Let's Practice #4



## Self-Determination Inventory: Assessments



# What Age-Appropriate Assessments Are You Using?

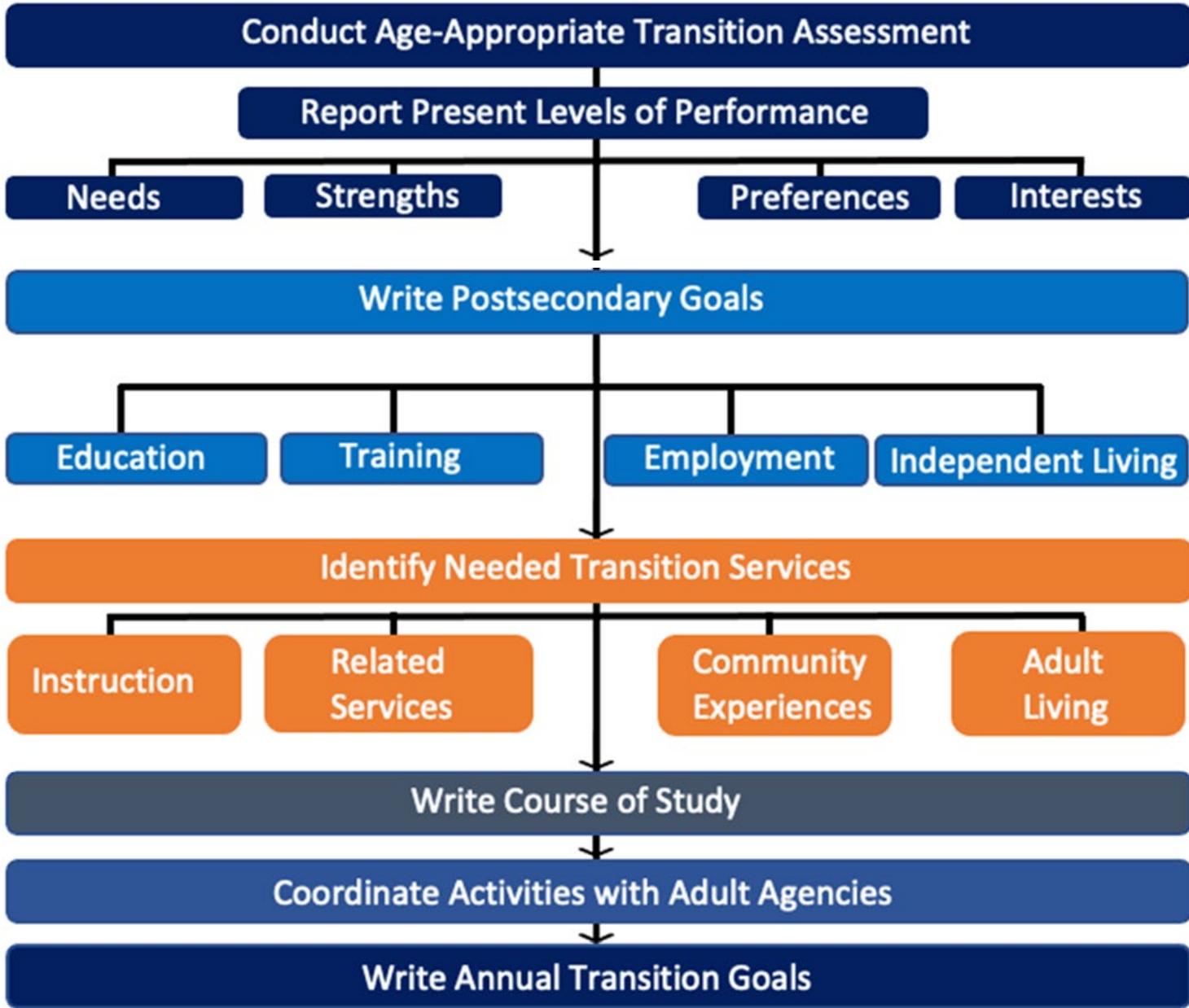


Please share with the group:

- Are any of the transition assessments discussed today already being completed in your school?
- Are there other transition assessments you use that you have found valuable?
- Which ones reviewed today would you consider trying with students?

# Using Results to Develop the IEP



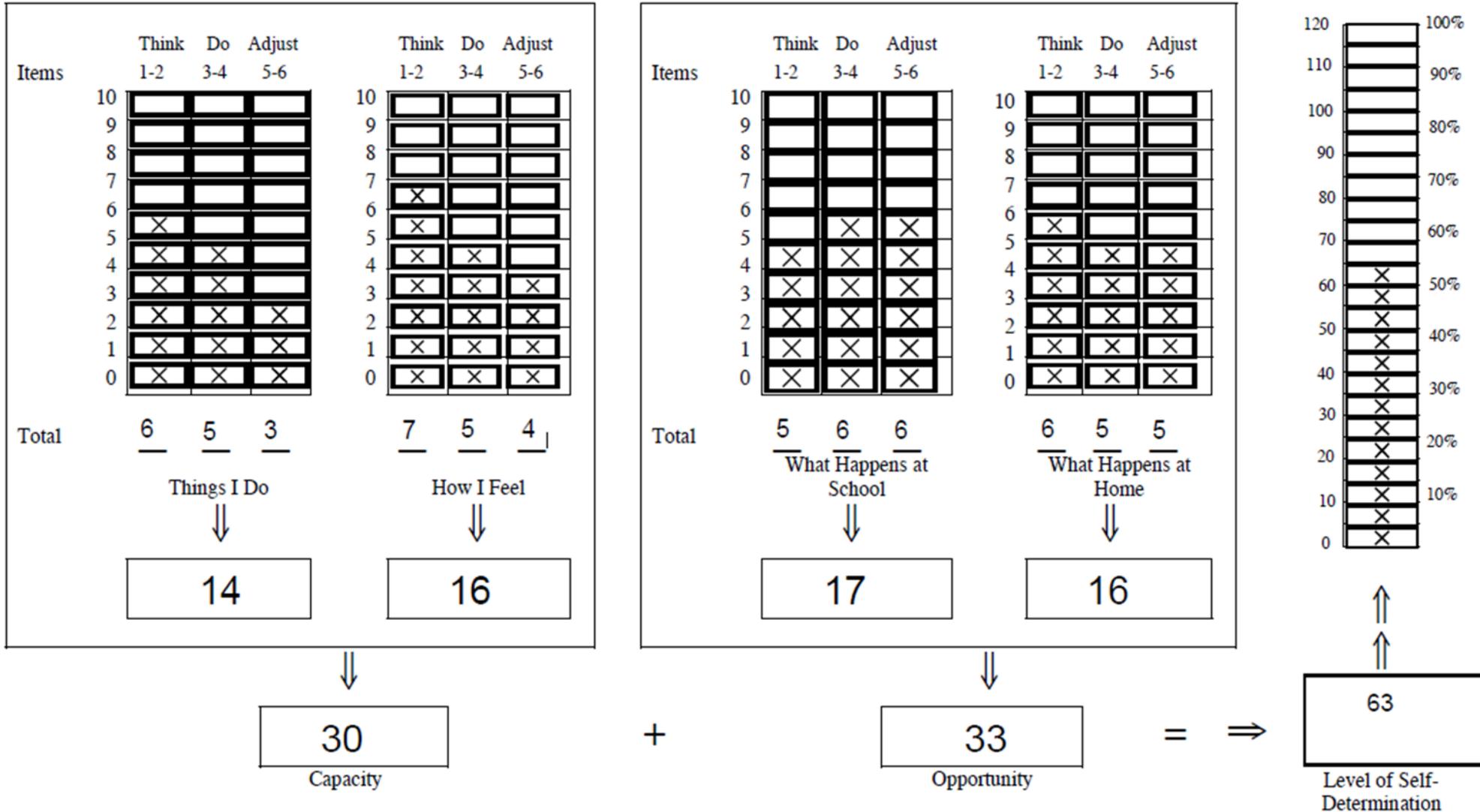


# From Transition Assessment to Practice

# Case Study—Sean

- Sean is a junior with a learning disability who lives at home with his mother. Sean is enrolled in courses with his peers without disabilities throughout the school day. He stated he would like to join the Marine Corps to become an aircraft mechanic.
- He participated in three transition assessments this school year:
  - AIR Self-Determination Scale – Student Form
  - Practice ASVAB
  - Life Skills Inventory Independent Living Skills Assessment Tool
- In addition, Sean's mother completed the AIR Self-Determination Scale – Parent Form

# Sean's AIR Self-Determination Scale



# Sean's Self-Determination Assessment Results

- Transition Assessment—Oct 20XX—Sean and his mother completed the AIR Self-Determination Scale.
- Results indicate Sean needs to improve his self-determination skills.
- When speaking with his IEP case manager, Sean agreed he does not feel comfortable speaking with new teachers about his learning needs.
- Sean's mother is concerned that Sean is hesitant to speak up for himself and worries about him at times (or in the future) when she is not around.

# Practice ASVAB

- To join the Marine Corps, Sean must take the ASVAB test. For enlistment into the Marine Corps, he must score in the 35th percentile.
- Sean needs to score a minimum standard score of 105 on the mechanical maintenance (MM) portion of the ASVAB to qualify as an aircraft mechanic.
- MM is the sum combination of mathematics knowledge (MK) + auto and shop information (AS) + mechanical comprehension (MC) + electronics information (EI)
- No outside help is allowed while taking the ASVAB, including the math sections of the test. That means he cannot use a calculator to take the ASVAB.

# Sean's ASVAB Results

## ASVAB Tests:

- General Science: 20
- Arithmetic Reasoning: 24
- Word Knowledge: 40
- Paragraph Comprehension: 45
- Mathematics Knowledge: 19
- Electronics Information: 17
- Auto and Shop Information: 30
- Mechanical Comprehension: 15

**MM Score—MK (19) + AS (30) + MC (15) + EI (17) = 81**

# Sean's Education/Training and Employment Transition Assessment Results

- On 11.15.XX, Sean completed the online practice ASVAB.
- Sean scored high enough to become a Marine; however, he needs to improve his mathematics knowledge, electronics information, and mechanical comprehension to qualify to become a marine aircraft mechanic.

# Sean's Life Skills Inventory Independent Living Skills Assessment Tool

Category A: Money Management and Consumer Awareness	
<b>Basic - Must know 3 of 5 to advance to the next level of accomplishment:</b>	
<input checked="" type="checkbox"/>	Knows values of coins and currency.
<input checked="" type="checkbox"/>	Can make a transaction at a local store and count change.
<input checked="" type="checkbox"/>	Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
<input checked="" type="checkbox"/>	Understands the difference between "sale price" and "regular price".
<input checked="" type="checkbox"/>	Can identify one way to save money on purchases.
<b>Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:</b>	
<input checked="" type="checkbox"/>	Can open a checking or savings account.
<input checked="" type="checkbox"/>	Can write checks/make withdrawals and make deposits.
<input checked="" type="checkbox"/>	Can record banking transactions (either checking or savings).
<input checked="" type="checkbox"/>	Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
<input type="checkbox"/>	Understands the difference between gross wage and take home pay.
<input checked="" type="checkbox"/>	Can use a calculator to add, subtract, divide and multiply.
<b>Advanced - Must know 4 of 6 to advance to the next level of accomplishment:</b>	
<input type="checkbox"/>	With assistance can make out monthly budget covering regular expenses for independent living.
<input type="checkbox"/>	Shows some "sales resistance" to "something for nothing" advertising and "low weekly payment" credit plans.
<input type="checkbox"/>	Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
<input checked="" type="checkbox"/>	Can comparison shop using unit pricing information.
<input type="checkbox"/>	Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
<input checked="" type="checkbox"/>	Knows how to clip and use coupons.

# Sean's Independent Living Transition Assessment Results

- On 11.28.XX, Sean completed the Life Skills Inventory Independent Living Skills Assessment Tool
- Results revealed Sean needs assistance understanding the difference between gross wage and take-home pay; making a monthly budget; reading monthly bank statements; and understanding filing tax forms, information needed for filing taxes, and where to go to get assistance in filing taxes.



# Reflection and Action Planning



- What are your biggest takeaways from this session?
- What did you learn today about transition assessments that you did not previously know?
- How are you going to use this information?
- What additional information would you like?

# Questions?



# Resources (1 of 3)

- [AIR Self-Determination Assessment](#)
- [ACT](#)
- [ASVAB](#)
- [Bureau of Labor Statistics News Release](#)
- [Career Clusters Interest Survey](#)
- [CareerOneStop Skills Matcher](#)
- [CareerOneStop Career Videos in English and Spanish](#)
- [Casey Life Skills](#)
- [Ed 2d Law](#)
- [Indiana Secondary Transition Resource Center—Career/Job Initial Review](#)

# Resources (2 of 3)

- [Indiana Secondary Transition Resource Center—Occupational Interview Information](#)
- [Indiana Secondary Transition Resource Center Transition Assessment Matrix](#)
- [Informal Assessments for Transition Planning—Second Edition E-Book](#)
- [Informal Assessments for Transition Planning—Three Book Set](#)
- [Khan Academy SAT Prep](#)
- [Life Skills Inventory Independent Living Skills Assessment Tool](#)
- [Military Entrance Processing Stations](#)
- [My Majors](#)
- [My Next Move](#)

# Resources (3 of 3)

- [New York Career Zone](#)
- [PACER Center Connecting Youth to Careers](#)
- [PEaE Assessment](#)
- [P-CAET](#)
- [SAT Prep](#)
- [Self-Determination Inventory System \(SDIS\)](#)
- [Story of Richie Parker, Hendrick Motorsports Designer—Chevy Hardcore](#)
- [Student Dream Sheet](#)
- [Study Skills Assessment Questionnaire](#)
- [Think College](#)
- [Transition Planning Inventory 3 \(TPI-3\)](#)

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# Contact Us

## TAP for Transition

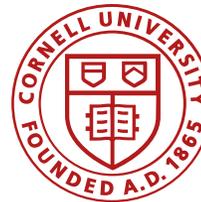
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New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Transition



**Cornell University**

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.