New York State Education Department
Office of Special Education
Educational Partnership

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Transition in the Individualized Education Program (IEP) Series

Part 1.1: Transition in the IEP Overview
Part 1.2: Age-Appropriate Transition Assessment

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

Last updated on December 6, 2022

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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)

Take a moment... what does transition mean to you?

Share your answer with your elbow partner

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 and learning styles

What Will Be Covered in the Series?

- **Part 1.1—Transition in the Individualized Education Program (IEP) overview**

- **Part 1.2—Age-appropriate transition assessments**

- **Part 2**—Measurable Postsecondary Goals and Annual Goals

- **Part 3**—Interagency Collaboration, Student Engagement, and Coordinated Set of Activities

- **Part 4**—Linking the State Performance Plan (SPP) Indicators and Transition

Part 1.1 and 1.2: Learning Objectives

Participants will:

- Identify key components of high-quality Transition IEPs and understand the transition planning process.

- Identify high-quality Transition Assessments.

- Identify key elements of the Present Levels of Performance.

- Be able to directly apply and implement today's concepts into practice.

Training Materials

- April 2017 State Education Department (SED) Memorandum—Transition Planning and Services for Students with Disabilities

- Transition IEP Mapping Template (optional)

- Color-coded Transition IEP Mapping Template (optional)

- Student Dream Sheet

- About My Child

- One-page Profile Template—English

- One-page Profile Template—Spanish

- Career Development and Occupational Studies (CDOS) Standard 3A, Universal Foundation Skills

- Transition Age Case Study: Allison (adapted from National Technical Assistance Center on Transition [NTACT] Indicator 13 One-hour presenter guide.)

- Transition Planning Across the IEP

- Transition Age Case Study: Allison—IEP Mapping Template Example

- Your copy of an active student's IEP

Transition in the IEP

10

Activity—Text Tag

- "I Time" – read the SED Policy Brief: Transition Planning and Services for Students with Disabilities

- Highlight key points and tag:
  - ***** Aha – new information
  - **!** Something you already know or do
  - **?** Need to clarify or question to ask

- Be prepared to share.....

The University of the State of New York
New York State Education Department
Office of Special Education

April 2017	Transition Planning and Services for Students with Disabilities

This is one in a series of policy briefs prepared by the New York State Education Department on topics pertaining to implementation of the Individuals with Disabilities Education Act (IDEA) in New York State and Part 200 of the Regulations of the Commissioner of Education relating to students with disabilities.

What is transition planning?	*Transition planning* is a process that requires a partnership among the student, family, and school district and, as appropriate, other agencies that can provide transition activities to help students with disabilities move from school to adult life. By its very nature, transition planning is a collaborative effort and must be thought of as an ongoing process across multiple school years. Effective transition planning is based on the student's strengths, preferences, and interests and focuses attention on how the student's educational program, including instruction and career and educational experiences, can be planned to help the student make a successful transition to his or her goals for life after high school.
When must transition planning begin?	Beginning with the first individualized education program (IEP) to be in effect when the student turns age 15 (and at a younger age, if determined appropriate) and updated annually, the IEP must include: • a statement (under the student's present levels of performance) of the student's needs, taking into account the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities; • appropriate measurable postsecondary goals; • a statement of needed transition services; • needed activities to facilitate the student's movement from school to post-school activities; and

Part 1.1: Transition in the IEP

- What does high quality transition planning mean?
- Why is it important?
- Why is it important for the student and family to be involved in the process?
- How can the student's voice be reflected in the IEP planning process?

State Performance Plan Indicators Specific to Secondary Transition

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

Indicator	Measurement
Indicator 1	Graduation Rates
Indicator 2	Dropout
Indicator 13	Secondary Transition with IEP Goals
Indicator 14	Post-School Outcomes

Transition Planning

Percent of youth age 15 with IEP aged 15* and above with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;

- Transition services, including courses of study, which will reasonably enable the student to meet those postsecondary goals;

- and annual IEP goals related to the student's transition services and needs.

*The federal requirement is for transition services to be documented in the student's IEP beginning not later than the first IEP to be in effect when the student is age 16.

Transition Planning (continued)

Percent of youth age 15 with IEP aged 15 and above with an IEP that includes:

- There also must be evidence that the student was invited to the Committee on Special Education (CSE) meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the CSE meeting with the prior consent of the parent or student who has reached the age of majority. (§200.4(d)(4)(i)(c))

When Does Transition Planning Start?

NY State regulations require transition planning be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15.

Transition planning can start at an earlier age if determined appropriate.

NY State regulations require students age 12, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.

Students are at the center of transition planning.

Research Shows

Students who are engaged in the transition planning process:

- Are more likely to perform required tasks and meet their own goals in school (Benz et al., 2000).

- Are more likely to stay in school because they are engaged in planning their education, so it is meaningful (Smith, 2008).

- Have higher levels of self-determination and are more likely to be engaged in employment and independent living after graduation (Morningstar et al., 2010; Wehmeyer & Schwartz, 1997).

Transition Planning Process

- Identify strengths, preferences, interests, and needs.
- Develop measurable postsecondary goals based on age-appropriate assessments.
- How will we (teachers, related service providers, school counselors, etc.) support the student to achieve their goals?
- Transition planning is an ongoing process.

Transition Planning Reflected in the IEP

- Age-appropriate Transition Assessments

- Present Levels of Performance

- Student's Strengths, Preferences, and Interests

- Parent/Guardian Concerns

- Measurable Postsecondary Goals

- Course of Study and Transition Needs

- Annual Goals

- Coordinated Set of Activities

Where Does It Go?

Transition Planning

1. Strengths, Interests, and Preferences
2. Future Goals (Post-High School)
3. Transition needs (what is needed to achieve Measurable Postsecondary Goals?)
4. Address student's needs (what can the district do to help the student achieve Measurable Postsecondary Goals?)
5. Reference Transition Assessments

IEP Location

1. Present Levels of Performance
2. Measurable Postsecondary Goals
3. Present Levels of Performance and Transition Needs
4. Annual Goals and Coordinated Set of Activities
5. In Evaluative Results, and areas of Present Levels of Performance

Transition Planning IEP Mapping Template

Transition Planning IEP Mapping Template   Date _____   Student Name _____

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
Transition Assessments:	Strengths:

Preferences: | Transition Needs:

Accommodations and Supports: | Education/Training:

Employment: | | Instruction:

Related Services:

Community Experiences:

Employment and Other Post School Living Objectives: |

CSE: Transition Planning Team

Tip: Increase student engagement. Have the student invite members to their CSE meeting. This can be a creative process.

Special education teacher

Related services specialists

Student and Family

General education teacher

Interagency providers
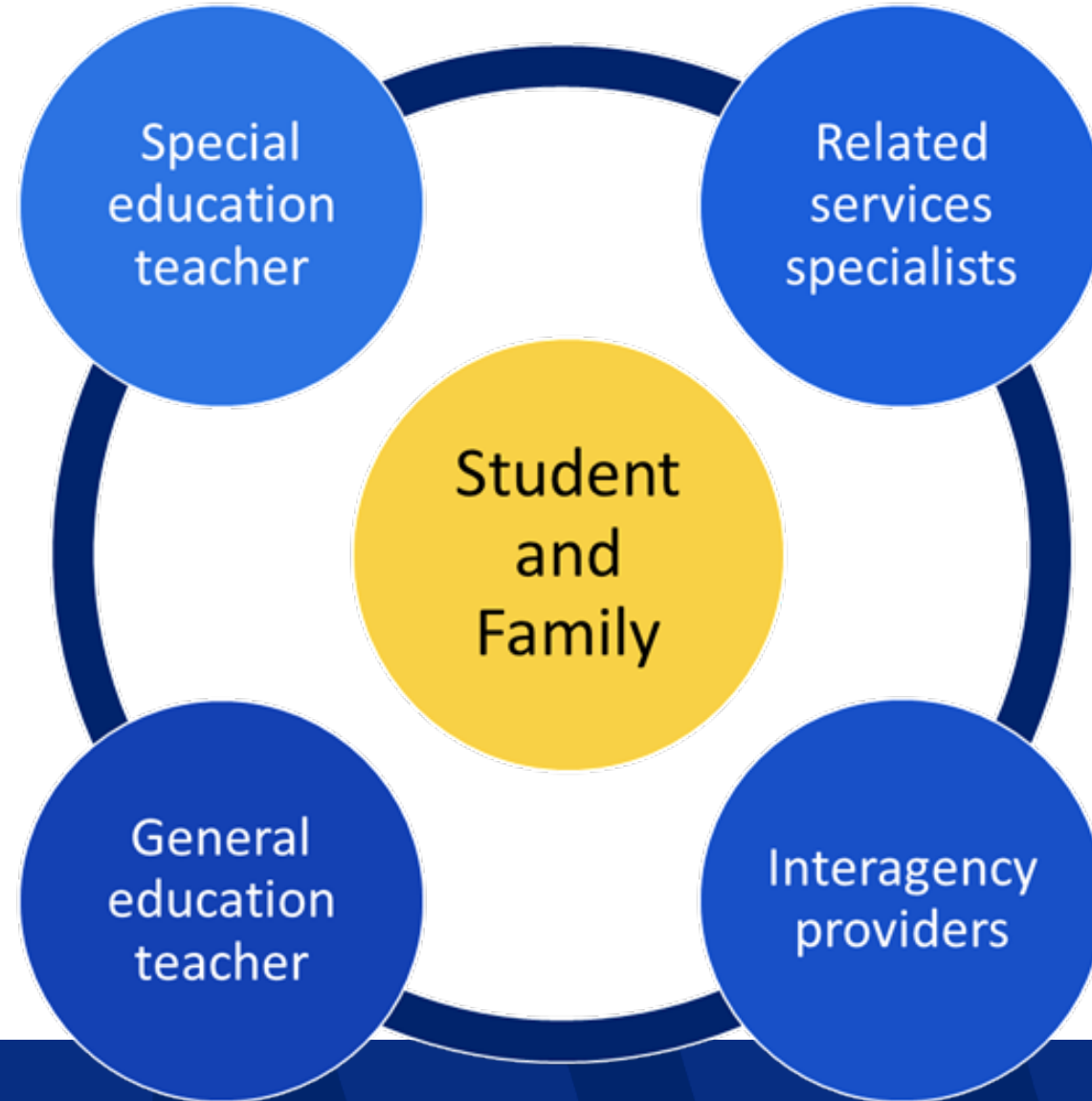
Student and Family Involvement

- How can students be directly involved in their transition planning?
  - Student facilitates IEP development at CSE meeting (student-directed IEPs).
- Where and how is the student's voice reflected?
  - Student statements or perspective evident across IEP areas: Present Level of Performance, Measurable Postsecondary Goals, Transition Needs, Coordinated Set of Activities, etc.

Student and Family Involvement (continued)

- How is the family involved?
  - What are the hopes and dreams for your child?
  - What are your child's strengths and needs?

- Culturally responsive engagement
  - Understanding students' and parents'/families' frameworks and cultures (Gay [2018], Banks [2015])

Predictors Related to Student and Family Involvement

National Technical Assistance Center on Transition (NTACT) Predictors by Post-School Outcome Area

- Goal-Setting
- Parent Expectations
- Parental Involvement
- Psychological Empowerment (new)

- Self-Determination/Self-Advocacy
- Self-Realization (new)
- Youth Autonomy/Decision-Making

Effective Practice

Parent Training in Transition—Evidence Based

- Parents were trained using different methods (face-to-face/brochure, computer-aided instruction, and face-to-face) to increase their knowledge of transition requirements (writing goals, determining service, and agency supports) (Boone, 1992; Rowe & Test 2010, Young et al., 2016).

High Expectations

Students with families who have high expectations for their future and are involved in transition planning are more likely to graduate, have better employment outcomes, and be enrolled in postsecondary educational settings.

(Newman, 2004)

The Dream Sheet

My strengths

Support I need

My dream

Steps for achieving my dream

Handout

About My Child Handout Example

About My Child

Child's Name: _____   Date: _____

Academic   Consider: Activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, learning style.

♦   Strengths: _____

_____

_____

_____

_____

♦   Weaknesses / Needs: _____

_____

_____

_____

_____

♦   Management needs: _____

_____

One-Page Profile Example

ABOUT ME AND MY VISION STATEMENT

STRENGTHS & ATTRIBUTES

THINGS I'M WORKING ON

HOW BEST TO SUPPORT ME

WHAT DOESN'T WORK

FACT Oregon Template (Sept 2019) www.factoregon.org

TODO ACERCA DE MI Y MI VISION DEL FUTURO

FORTALEZAS / DONES

MIS METAS

QUE FUNCIONA

QUE NO FUNCIONA

FACT Oregon Template (Sept 2019) www.factoregon.org

Parent Involvement Activities Resource

Parent Involvement Activities For Transition

√	Activity Type	Examples
	1. Parenting Workshops	School offers speakers on how to parent an adolescent with disabilities during transition years.
	2. Events	Parents and families attend programs where students with disabilities discuss their future with younger students
	3. Decisions	Schools work with parents in helping students to practice making decisions and self-advocacy skills
	4. Learning at home	Teachers and parents discuss how the student learns best so they can practice good learning habits in school and home
	5. Parents helping parents	Experienced parents mentor parents just beginning the transition process
	6. Transition workshops	School offers speakers on variety of transition topics
	7. Newsletter for parents	Schools send home transition newsletter to parents on a regular basis
	8. Community links	School use parents as volunteers to help find community opportunities for students with disabilities
	9. Parent partners	Parents serve on advisory boards, making decisions about

Activity One

- Review the sample tools provided.
- Discuss and share other tools that you may be using with your students and parents.
- How will these tools and activities support your current practices?
- Be prepared to share out.

Activity

Questions?

Part 1.2

Age-Appropriate Transition Assessment

Activity: What Age-Appropriate Assessments Are You Using?

Activity

List the types of transition assessments that your students and/or staff currently complete.

Age-Appropriate Transition Assessments

Why use them?

Transition Assessment:

"The **ongoing process** of collecting data on the student's **needs, preferences,** and **interests** as they relate to the demands of current and future working, educational, living, personal, and social environments."

(Sitlington & Payne, 2004)

Age-Appropriate Transition Assessments (continued)

We begin the process with transition assessments, including:

• Ongoing assessments

• Age-appropriate assessments

• Assessments from multiple sources

• Formal and informal assessments

The transition assessment information should be the basis for identifying postsecondary goals in education or training, employment, and independent living (as appropriate) (Fowler & Terrell 2016).

Transition Assessment: Age 12 Requirement

§200.4(b)(6)(viii)

- Students age 12 and over 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
  - Parent and student interviews

- To determine vocational skills, aptitudes, and interests.

Transition Assessments

- Individualized to each student

- Identify student preference, interest, needs, and strengths

- Use results to form Measurable Postsecondary Goals

- Plan for parent/family input or interviews

- Share results with student and family

- Information gathered from transition assessments should be used to assist individuals with disabilities in making informed choices

Formal Assessments

- **Formal assessments** have data to support the conclusions made from the test.

- Could be standardized or norm referenced measures.

- These tests have been tested on students and have statistics that support the conclusion, such as, "The student is reading below average for his age."

- The data is mathematically computed and summarized. Scores such as percentiles, stanines, or standard scores are most commonly given from this type of assessment.

Informal Assessments

- Could assess students in the environment where a skill typically occurs and will be used (Ecological Emphasis).

- Could involve observing students and talking with students and significant others.

- Usually do not result in a score.

- Could examine learning and performance and suggests instructional interventions, evaluation, and monitoring procedures.

Types of Transition Assessments

Formal

- Academic achievement tests

- Intellectual functioning assessment

- Adaptive behavior scales

- Interest inventories

- Quality of life scales

- Self-determination scales

(These assessments have technical manuals including norms, reliability, validity, reading level, and directions for administration)

Informal

- Task analysis for job shadowing

- Situational assessments

- Job try-outs

- Activities in community

- Interviews

(Neubert & Leconte, 2013)

Interest Assessments

Individuals can use the results to learn about themselves.

Who am I?

What do I like?

What are my interests?

A starting point

What are my strengths?

What are my talents?

What do I need to learn?

Transition Assessment Is Strengthened

- When teachers across the curriculum areas collaborate to conduct transition assessments related to specific content areas.

- When families and students are involved in the process.

Family Engagement

- Invite, encourage, and support parental/family involvement.
- Address specific parental needs by recognizing, respecting, and addressing cultural and socio-economic differences.
- Help parents/families feel comfortable and a part of the school community.

- Recruit, support, and value the roles of parents as: teachers, leaders, resources, decision makers, advocates, and trainers of others.
- Set high expectations. Parents should be aware of the fact that the school values them and their partnership.

Student Involvement: Student-Driven

- Self-determination assessments

- Share outcomes of their transition assessments

- Students demonstrate self-advocacy skills in IEP: sharing their strengths, preferences, interests, and needs

Transition Assessment

Self-Determination
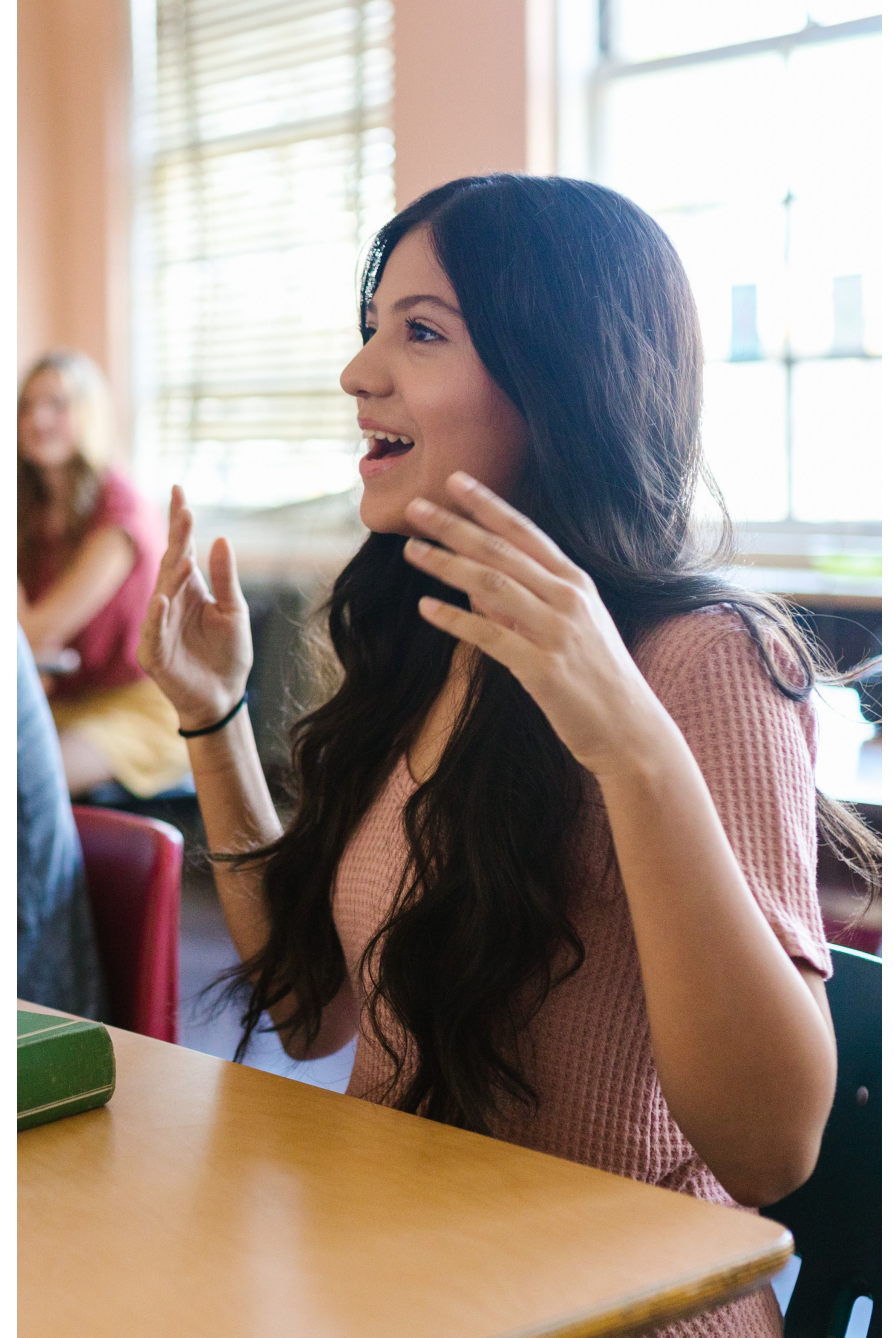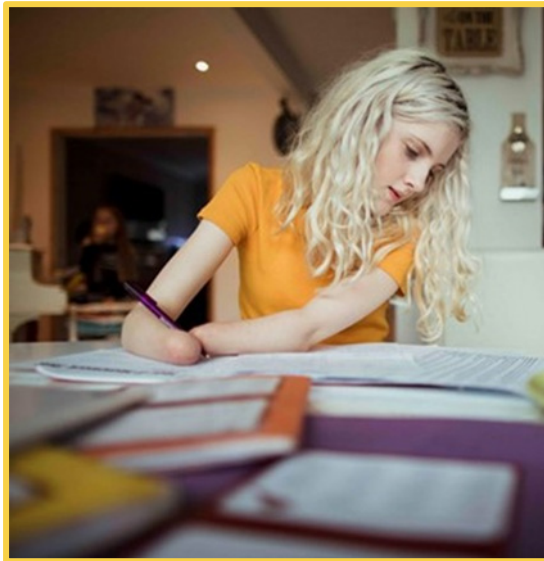
Education/Training   **Employment/Training**   **Independent Living Skills**

Transition Assessment Is KEY to Successful Transition Planning

- Assessment data serves as the common thread in the transition process.
- It forms the basis for defining goals and services to be included in the IEP.

Self-Determination Assessment

Evaluates the student's:

- Choice-Making Skills

- Problem-Solving Skills

- Self-Regulation Skills

- Goal Setting and Attainment Skills

- Self-Awareness Skills

- Self-Efficacy Skills

- Self-Advocacy Skills

Ongoing Assessment

SCANS and CDOS

Elementary School
- Career awareness
- Self-awareness

Middle School
- Career exploration
- Academic foundations
- Job shadowing and mentoring

High School
- Career cluster selection
- Advanced academic skills
- Related work experience

21st Century Skills

Living
Independently
With support

Learning
College/university
Trade school
Adult education

Earning
Professional/technical
Entry level
Supported employment

Universal Foundation Skills

Basic Skills:
- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities:
- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities

Thinking Skills:
- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems:
- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Universal Foundation Skills (continued)

Managing Resources:
- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:
- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
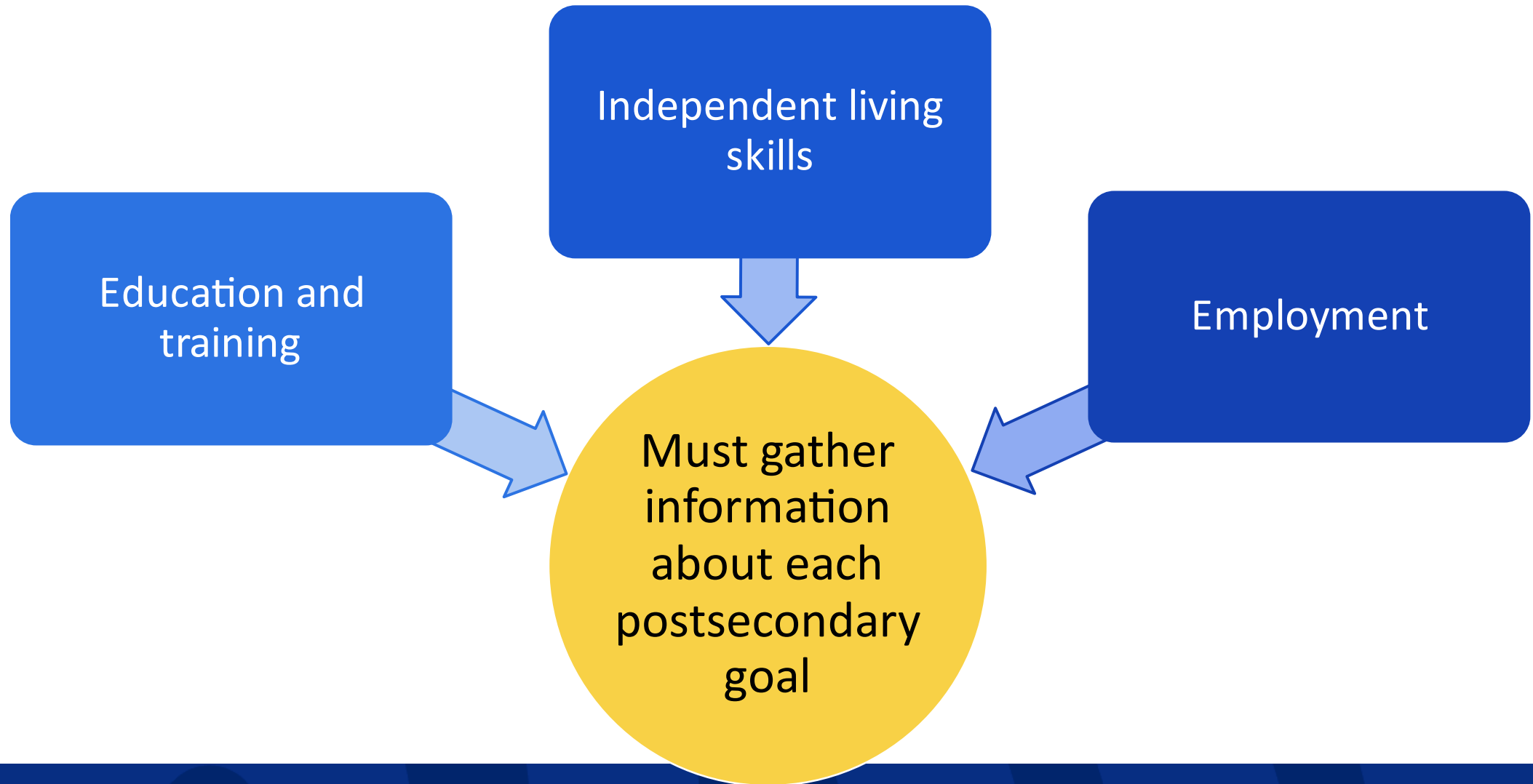- Uses computers to enter, modify, retrieve and store data

Technology:
- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:
- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

Transition Assessment Areas

Independent living skills

Education and training

Employment

Must gather information about each postsecondary goal

Transition Assessments Lead to Measurable Postsecondary Goals
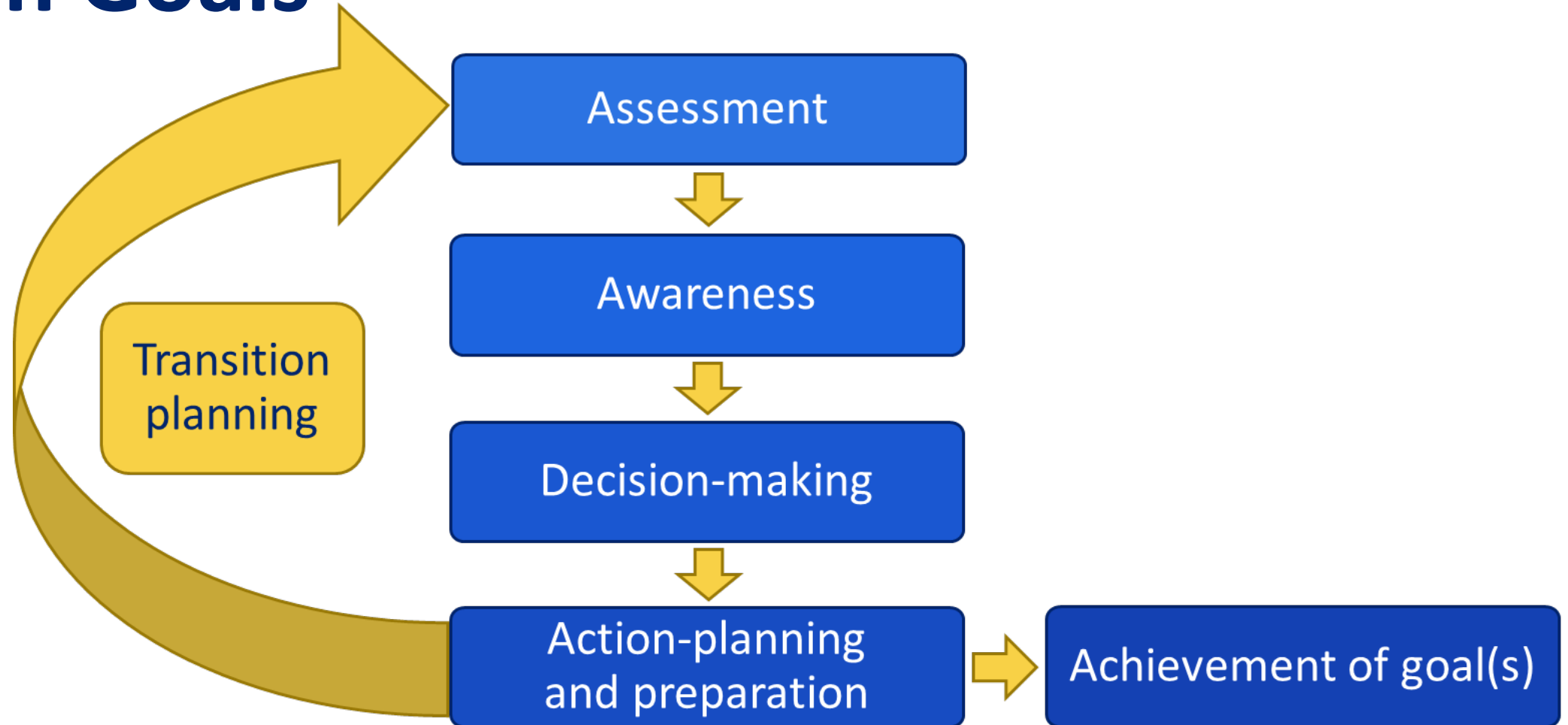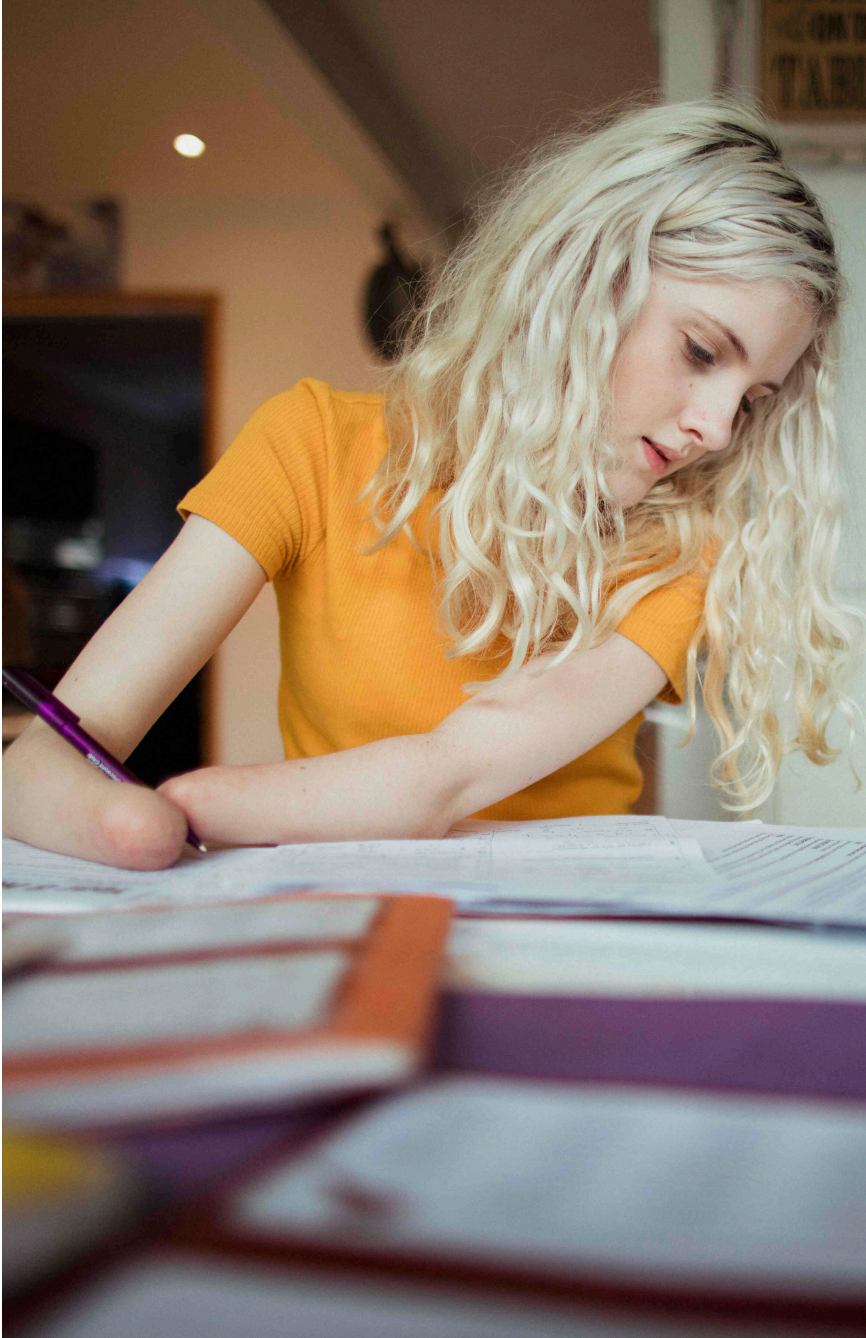
Assessment Area Questions

- What do you want to study?
- What do you want to do when you grow up?
- Where do you want to live?

Measurable Postsecondary Goals

- Education and/or Training
- Employment
- Independent Living

Ongoing Process for Identifying Long-Term Goals

Transition planning

Assessment → Awareness → Decision-making → Action-planning and preparation → Achievement of goal(s)

Transition Assessment: Education and/or Training

Handout

Areas of assessment to consider:

- Academic achievement

- Functional skills

- Accommodations and supports

(Morningstar et al., 2008)

Transition Assessment: Employment

Areas of assessment to consider:

- Occupational interests and values
- Work aptitude
- Work readiness/prevocational skills
- Assistive technology
- Temperament/personality
- Manual dexterity
- Work environments

(Handout)

(Morningstar et al., 2008)

Transition Assessment: Independent Living

Areas of assessment to consider:

- Self-awareness
- Self-determination/self-advocacy
- Money management
- Home and community living
- Recreation and leisure interests

(Morningstar et al., 2008)

Guiding Questions

- What are your hopes and dreams?

- What are your strengths, interests, and abilities?

- What jobs match your interest areas?

- Could you do the typical daily tasks, duties, and skills of this job?

- Could you use the tools and technology required?

- Do you have the necessary knowledge for this position?

- Are there job openings in this area?

Where Do We Record the Results of Transition Assessments?

- Where is this information going to be used?

- Who needs to see it?

- Where would it be most accessible for the student and their team?

Transition Assessment Results in the IEP

Transition Assessment Results	IEP Location
Name of the Transition Assessment and date of completion	Evaluation results section
Transition Assessment Results	Present Levels of Performance
Any needs or areas of support identified in the assessment results	• Transition needs section • Present Levels of Performance areas • Annual Goals

Sample Transition Assessment

Present Levels of Performance: Evaluation Results

Transition Assessment:

- On 10.31.XX, Johnny completed the paper version of the Career Clusters assessment. His identified areas of interest were Arts, Audio/Video, Technology, and Communications.

- Oct 20XX—Sean and his mother completed the AIR Self-Determination Scale. Results indicate Sean needs to improve his self-advocacy skills.

Sample Transition Assessment Results—Present Levels of Performance

Based on the Career Clusters Assessment, Johnny has expressed an interest in careers related to art, however additional inventories could expand and identify other career paths and education needed. He has currently expressed he does not want to attend college after high school. Yet, he and his grandmother agree further exploration could change his current outlook. His grandmother has reported that he has strengths in hands-on-activities such as re-finishing furniture. He needs instruction in evaluating living arrangements and in understanding the eligibility requirements of publicly funded housing and how to complete rental applications. In addition to interests in art, he enjoys skateboarding and is a good listener.

Allison Case Study

- Junior in high school

- 18 years old

- Learning disability in reading and writing

Sample Transition Assessment Results—Present Levels of Performance: Allison Evaluation Results

Transition: Based on transition assessments (January 20XX), Allison has stated she wants to work with children after obtaining a four-year degree (junior year survey). Allison reported on her school's career planning survey administered to all juniors her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing up her first year of teaching at an elementary school, which is near the family home.

Sample Transition Assessment Results—Present Levels of Performance: Allison Evaluation Results (continued)

For fun, Allison visits her sister's classroom and helps make materials for lessons. She wants to work with preschoolers or kindergarteners but is not sure if she wants to be a classroom teacher. Although she needs to explore other career options (student interview), she has identified strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist).

Present Levels of Performance: Sample Transition Assessment Results (1 of 3)

After completing a (*transition assessment name)* on *(month, date, year)*, *(Student Name)* indicated an interest in (*identify career)* and (*identify career)*.

(Transition assessment name) identified *(Student Name's)* strengths include *(list topic/skill), (list topic/skill)*, and *(list topic/skill)*. His weaknesses are in *(identify skills)*.

His favorite classes are _____ and _____ because the teacher uses *(identify strategy)* to teach, and he is able to draw upon his strength in _____.

Present Levels of Performance: Sample Transition Assessment Results (2 of 3)

Results of the Ansell-Casey Life Skills Inventory completed on _(month, date, year)_, indicate _(Student Name)_ has good communication skills and continues to develop good social relationships with peers and adults.

She needs to improve in the areas of Daily Living Skills, as well as Managing Resources (organization/planning) and Money Management.

Present Levels of Performance: Sample Transition Assessment Results (3 of 3)

According to results of the Career Cluster Interest Survey completed on _(month, date, year)_, _(Student Name)_ identified Manufacturing, Marketing, and Transportation Distribution as his top three Career Clusters of interest.

This corresponds to results from the CareerZone interest inventory taken in _(month, year)_, which indicated careers such as Industrial Truck and Tractor Operator, Dispatcher, and Transportation Vehicle Systems Inspector.

Sample Transition Assessments

- Student Transition Interview
- Self-Determination/Self-Advocacy Checklist
- Study Skills Assessment
- Strengths, Interests, and Preferences Worksheet
- Career Interests, Preferences, and Strengths Inventory (CIPSI)
- Secretary's Commission on Achieving Necessary Skills (SCANS) Assessment
- Career Cluster Interest Inventory

CDOS Commencement Credential

- Career Plan
- Employability Profile

EMPLOYABILITY PROFILE

Student Name:		Identification Number:		School Name:	
Type of Work-based Learning Experience(s):		**Worksite Name/Location(s):**		**Description of Experience(s)**	

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					

US Department of Labor
[CareerZone](#)

This is the Department of Labor's comprehensive career exploration site for students, younger job seekers, and others who may not yet be prepared to use the Department of Labor's [JobZone](#) site for adult job seekers.
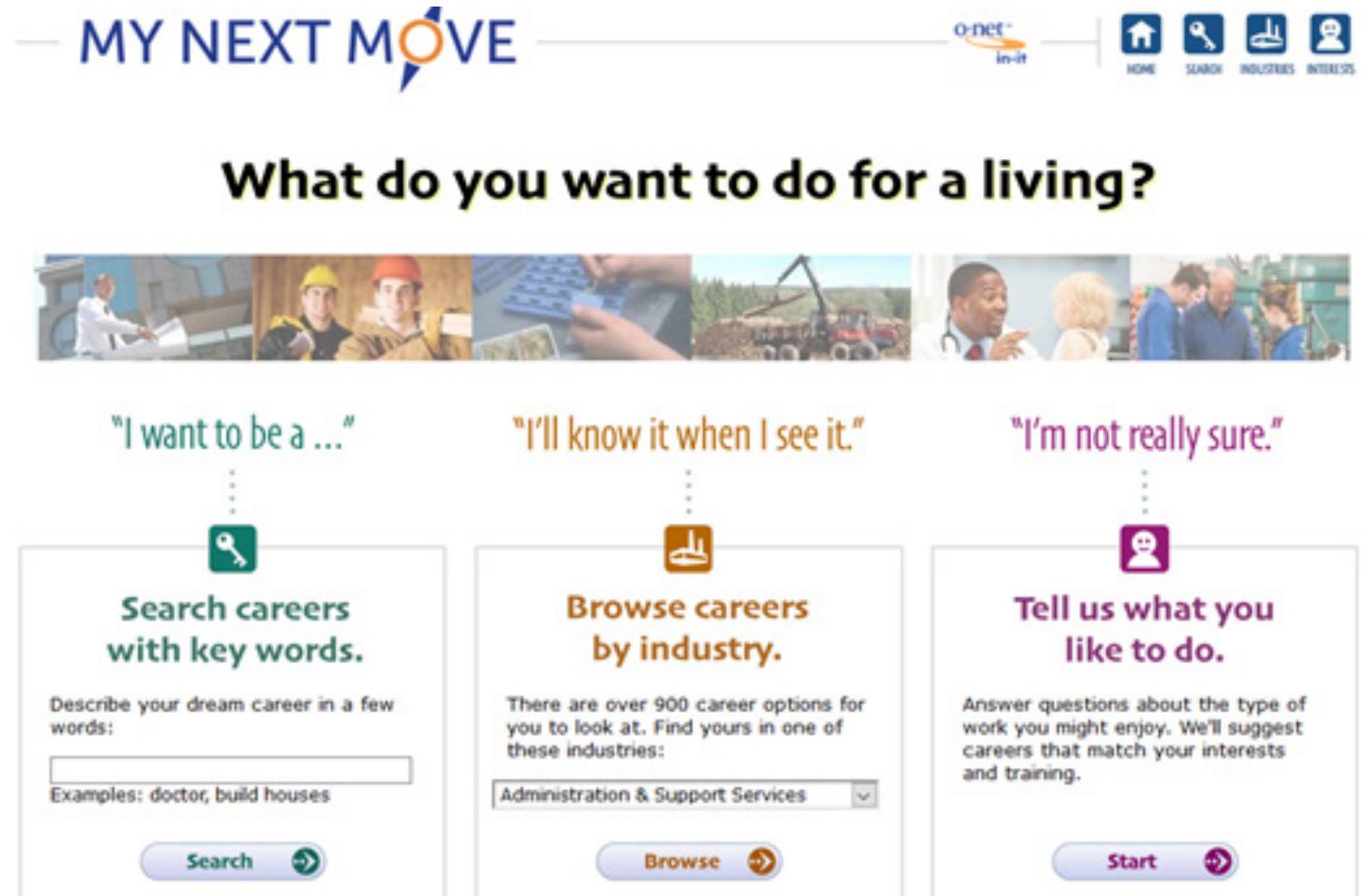
(Available in multiple languages)

My Next Move is developed and maintained by the National Center for O*NET Development, under the sponsorship of the US Department of Labor/ Employment and Training Administration. My Next Move has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through multiple types of search methods.

(Available in Spanish)

MY NEXT MOVE

What do you want to do for a living?

"I want to be a …"

Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search

"I'll know it when I see it."

Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

"I'm not really sure."

Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start

Transition Assessment Resources (4 of 5)

O*NET has detailed descriptions of the world of work for use by job seekers, workforce development and human resources professionals, students, researchers, and more. Every job title has been classified by the Dr. John Holland codes.

MyMajors.com: Online tool for high school counselors, principals, and teachers to help students find a major, college, and career. Create a free high school account for the student assessment and be able to access their results.

Transition Assessment Resources (5 of 5)

- ARC Self-Determination Scale

- Life Skills Inventory

- Career One Stop—Skills Matcher

- Career One Stop—Work Values Assessment

- Transition Assessment Matrix—Indiana University

Questions About Transition Assessments?

Present Levels of Performance

Four Areas Addressed in Documenting Present Level of Performance and Individual Needs

Including:
- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent

Evaluation Results

Social Development

Academic Achievement

Physical Development

Management Needs
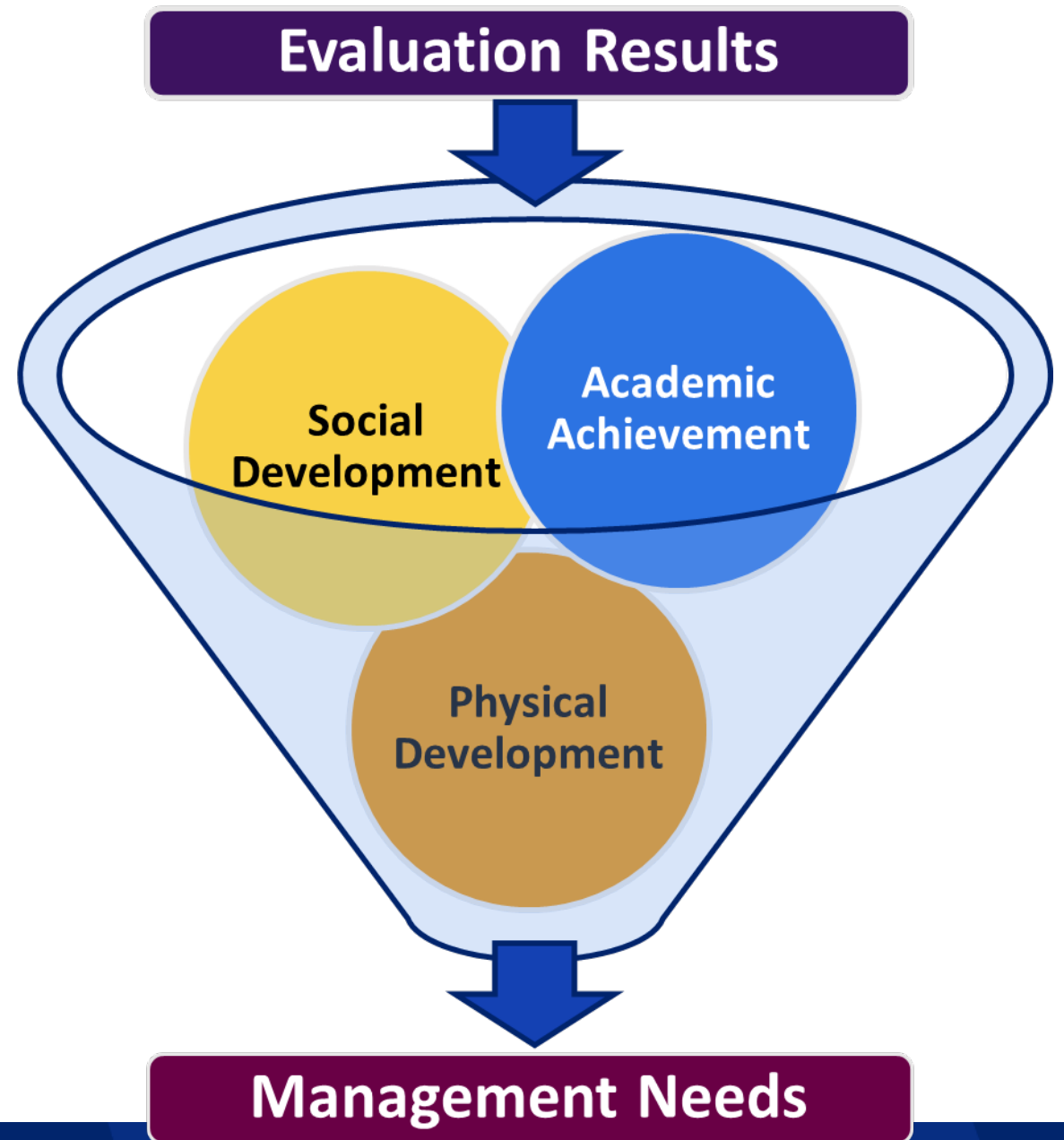
Student's Present Level of Performance

§200.4(d)(2)(ix)(a)(1)

- Under the student's present levels of performance, the IEP includes a statement of the student's needs, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.

Present Levels of Performance: Comprehensive Profile

- Describes the needs of the student to be addressed through the provision of special education services, including a student's strengths, interests, and preferences and concerns of the parents.

- Identifies the current level of functioning, including the strengths of the student, related to those areas.

- The foundation on which the committee builds to identify goals and services to address the student's individual needs.

Student's Strengths, Preferences, and Interests

What information is gathered?

• Look to your age-appropriate transition assessments

What is the quality of the information?

• Gather a full picture of the student

Does it support what the student identified as their postsecondary goals?

• Strengths, preferences, and interests relate to measurable postsecondary goal areas

Allison Case Study Example

Strengths: Maintains B average, oral expression, interpersonal skills, has met previous year's IEP annual goals, utilizes accommodations, describes her disability and accommodation needs to teachers.

Preferences: Being in classes with friends, enjoying free time with others, going to a four-year university not a community college, working with children but not sure she wants to be a teacher.

Interests: Socializing with friends, helping her sister in her first-grade classroom, working out at the gym with friends, playing softball, going to the movies, shopping with sisters, working with children (in the future).

Present Levels of Performance Support IEP Alignment

Present levels of academic and functional performance are directly linked to other components of the IEP.

Measurable postsecondary goals	Coordinated set of activities
Transition needs and course of study	Transition-related annual goals

Present levels of performance
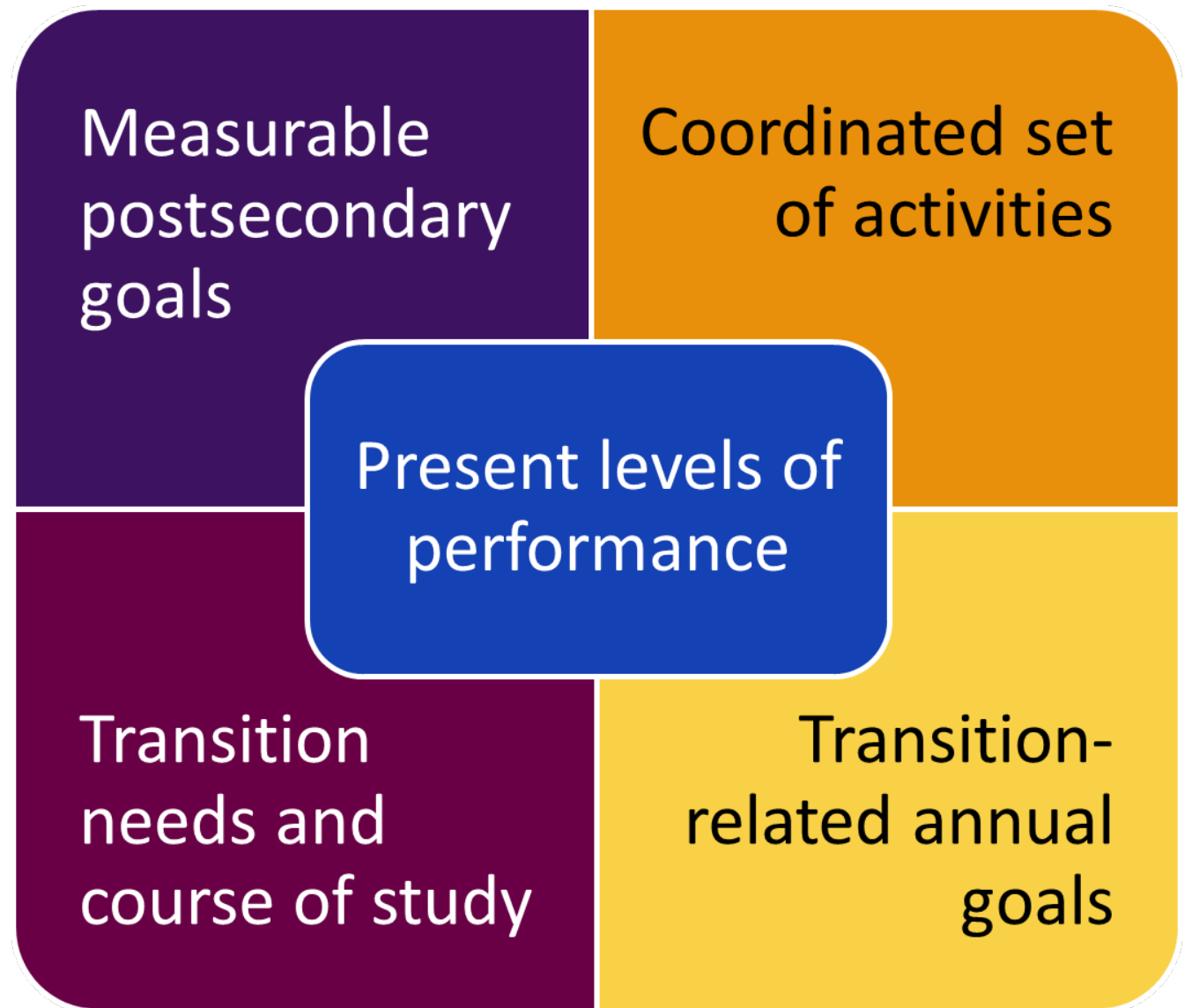
Transition Planning Across the IEP

Connected Transition Plan in the IEP

Handout

Transition Assessments
- To provide information related to each postsecondary goal

Present Levels of Performance
- For each postsecondary goal area, identify results of transition assessment and completed coordinated activities
- Student voice supporting strengths, preferences, interests, and needs
- Input from all stakeholders

Measurable Postsecondary Goals
- Written in measurable terms

Transition Needs (to be addressed this year for each Measurable Postsecondary Goal)

Course of Study (courses/programs to support Measurable Postsecondary Goals)

Annual Goals and Coordinated Activities
- Skill development and transition activities to be provided this year

Allison: Transition Planning IEP Mapping Template

Transition Planning IEP Mapping Template   Date _____   **Student Name** Allison_____

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
Transition Assessments: **Career Planning Survey:** Responsibilities at home include caring for younger siblings and doing light household chores. She Is planning to go to a four-year university. **Career Employment Education Checklist:** Allison indicated a preference for educational	Strengths: • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of	Transition Needs: • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available	Education/Training: After graduation from high school, Allison will attend a four-year college and take courses in Child Development. The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross. Employment:	Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas. Given explicit instruction on organization strategies, Allison will use her assignment notebook to record	Instruction: • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) Related Services: • Not Applicable Community Experiences: • Attend college fair at local college to explore programs

Activity: Transition Planning IEP Mapping Template Activity

Transition Planning IEP Mapping Template　　　Date _____　　Student Name _____

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
Transition Assessments: Preferences:	Strengths:	Transition Needs: Accommodations and Supports:	Education/Training: Employment:		Instruction: Related Services: Community Experiences: Employment and Other Post School Living Objectives:

Wrap-up Activity

Activity

1. Look at the Present Levels of Performance area on your student's IEP, record the information reflecting transition planning on the IEP mapping template provided.

2. Identify and complete key transition planning information across all Present Levels of Performance areas.

3. Take note of areas that are missing information. Where do you see existing gaps?

4. Discuss areas to improve with your colleagues or table partners.

5. Be prepared to share out.

Reflections

Reflection

- List one takeaway from today
- List one practice you are going to start implementing
- Make sure to take note (or take a picture) of listed assessments on chart paper
- Fill out evaluations

Questions About Present Levels of Performance?

Resources

- CDOS Credential—Career Plan and Employability Profile

- Directions to Model IEP

- Guide to Quality IEP Development and Implementation—Dec. 2010

- NTACT Allison Case Study (available in Resources folder)

- OSERS Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities—Revised August 2020

- Parent Involvement Activities for Transition

- Transition Planning and Services for Students with Disabilities

- CDOS Resource Guide

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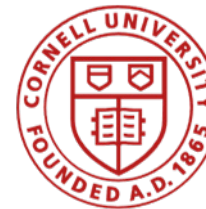
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