



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





# Transition Assessment:

## Part 2—Using Transition Assessment Results Throughout the Individualized Education Program (IEP)

**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:

- Learn to incorporate transition assessment results into the IEP
- Review two case studies
- Analyze transition assessment results
- Use assessment results to identify transition strengths and needs, and develop individualized goals and services

# Materials

- National Technical Assistance Center on Transition: The Collaborative (NTACT:C) From Assessment to Practice: A Model for Teachers
- Student Dream Sheet
- Career Clusters Interest Survey—Fillable
- Measurable Postsecondary Goal Template
- Transition Individualized Education Program (IEP) Mapping Tool—Johnny
- Transition IEP Mapping Tool Template
- AIR Self-Determination Assessment—Fillable Forms (folder)



# Using Age-Appropriate Transition Assessment to Develop the IEP

# 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 Should Address Three Areas

## Education and Training

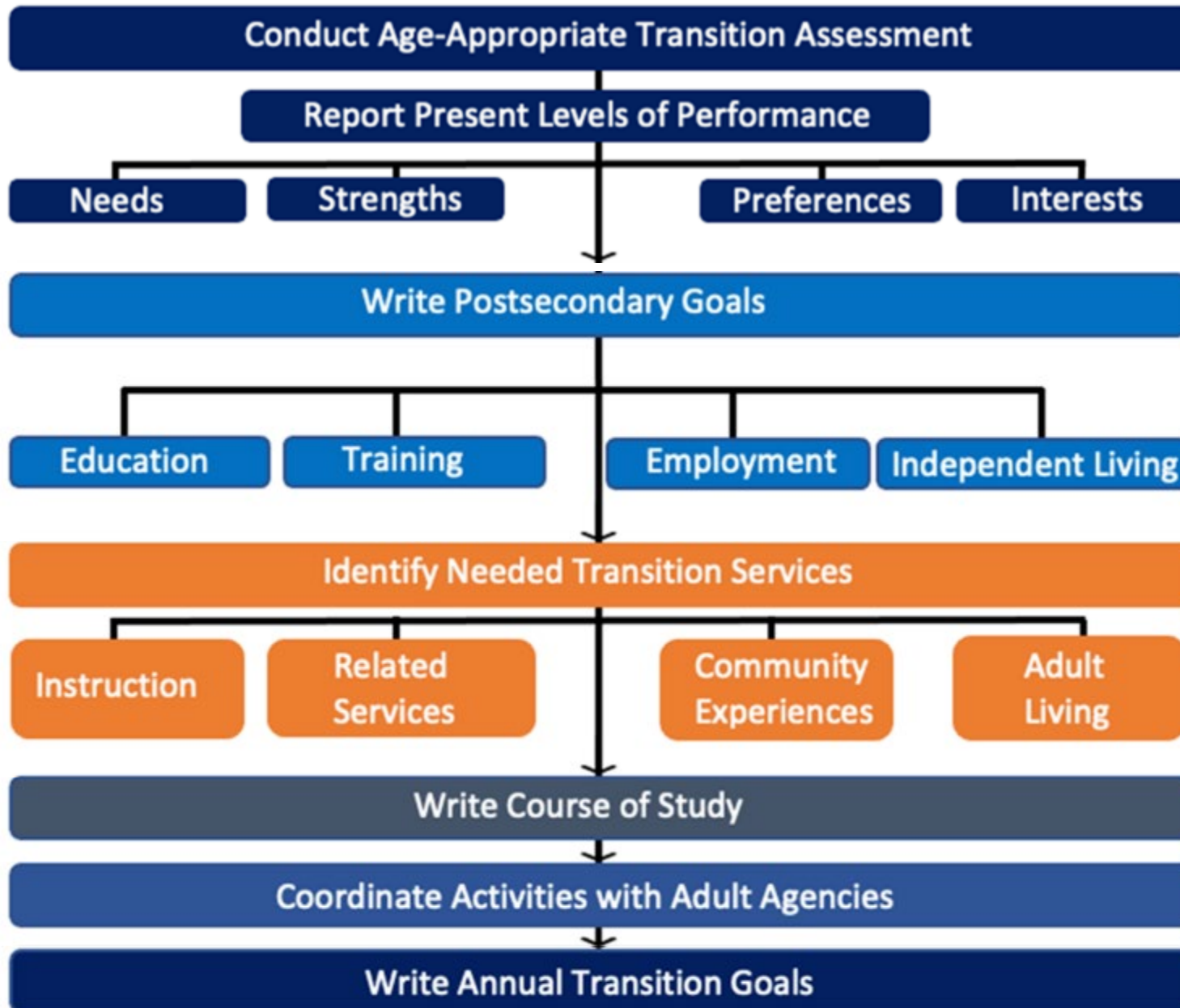


## Employment



## Independent Living (if appropriate)





# From Transition Assessment to Practice

# How to Use Transition Assessment Results—Johnny

# Case Study #1—Johnny

- Johnny is a freshman who has been identified as a student with a disability in the classification of Emotional Disability. He lives with his grandmother.
- He completed three transition assessments this school year:
  - Student Dream Sheet
  - Career Clusters Interest Survey
  - Informal Assessments for Transition Planning—Second Edition Independent Living Assessment
- In addition, Johnny’s grandmother completed a parent survey/interview.



# Case Study 1: Using Transition Assessment Results (1 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

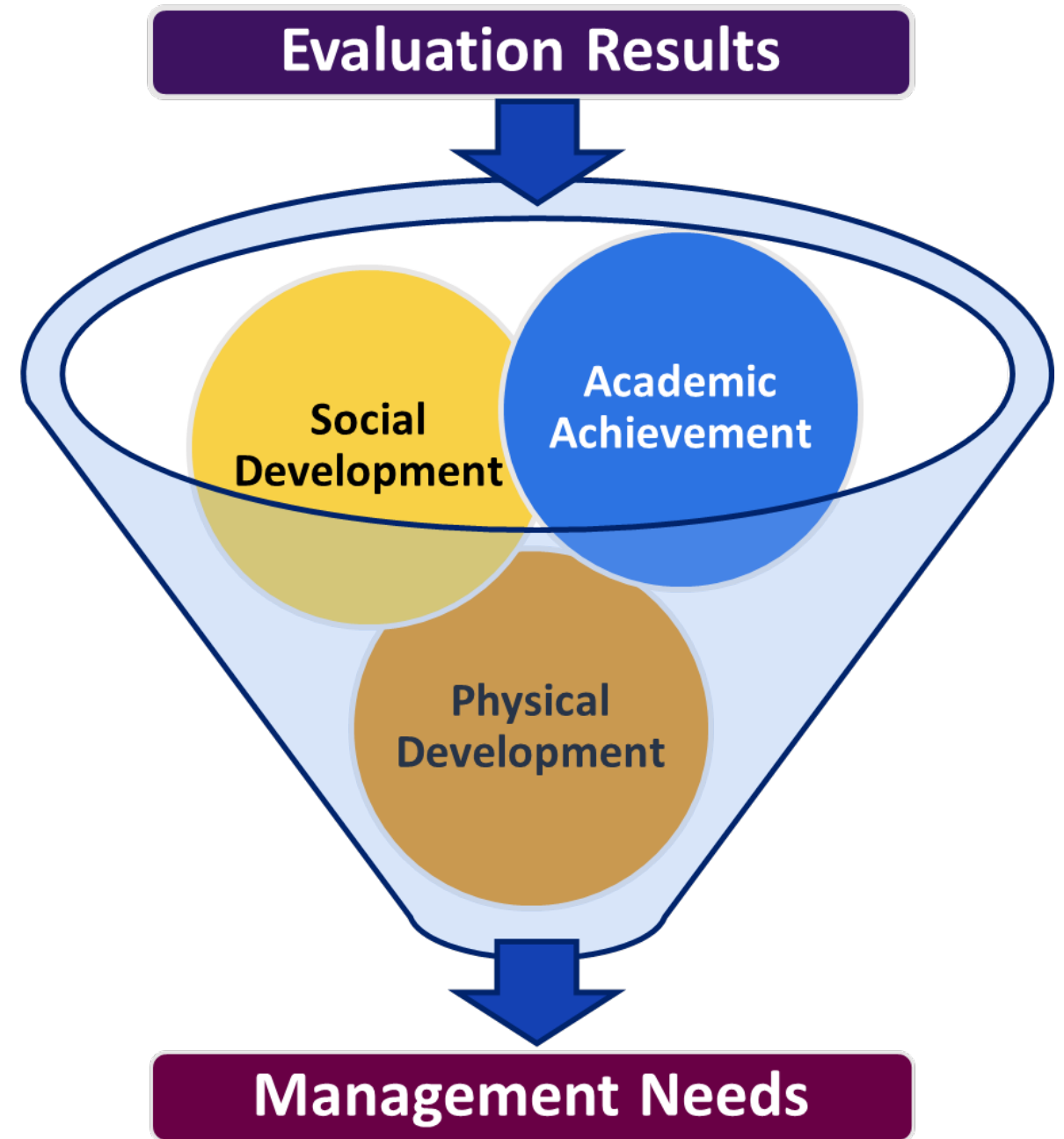
Coordinated Set of Activities

# Johnny's Evaluation Results

Four areas addressed in documenting present level of performance and individual needs

Including:

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





# Johnny's Student Dream Sheet



## My strengths

I am good at art, skateboarding, and building things. I'm a good listener.

## Support I need

I need to get better at handing in my assignments on time.

## My Dream

I'm not sure. I want a job where I can use my art skills. I do not want to go to college, I have had enough school.

## Steps for achieving my dream

I need to figure out exactly what I want to do after high school.

# Parent Survey/Interview

Completed by Johnny's Grandmother

## Parent/Guardian Questions

① What do you see as *(student's name)* greatest strengths?

Johnny is fantastic at building furniture, socializing, and drawing.

② What skills would you like to see *(student's name)* improve or learn over the next year?

I think Johnny needs to believe in himself. He needs to understand he can do anything he sets his mind to, and he can go to college.

③ What goals would you like *(student's name)* to pursue?




I can see Johnny using his art skills in a career in marketing. I know he can complete college and I really want him to go.

# Johnny's Education/Training Transition Assessment Results

- On Oct.01.20XX, Johnny completed the Student Dream Sheet.
- On Oct.17.20XX, Johnny's grandmother completed Parent Interview/Survey.
- Both reported Johnny's strengths, skills, dreams, and what is needed for his future.
- While there was some agreement, Johnny's grandmother reported she would like him to explore options for college even though Johnny currently states he does not want to go to college after high school.

# Career Clusters Interest Survey



<p>14</p>  <p><b>M</b>arketing</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><b>S</b>cience, Technology, Engineering &amp; Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p><b>T</b>ransportation, Distribution &amp; Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. Arts, AV Technology, and Communication
2. Manufacturing
3. Architecture and Construction

# Johnny's Employment Transition Assessment Results

- On 10.31.XX, Johnny completed the Career Clusters Interest Survey. His highest area of interest was Arts, Audio/Video, Technology, and Communications.
- Johnny reported the results were too vague. He is still not sure of a career path and needs to conduct career exploration to obtain more detailed information on occupations aligned with his interests and requirements of each.

# Informal Assessments for Transition Planning— Second Edition Independent Living Assessment

## 49. Knows how to address mental health problems that arise.

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- |                                     |                                     |                                     |   |
|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Verbalizes emotional needs.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Identifies self-defeating behaviors.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Identifies excessive and/or inappropriate behaviors.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Understands how excessive and/or abusive behaviors affect victims (including self).                   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Develops a relationship with someone (e.g., friend, professional, mentor) in whom he/she can confide. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Can develop and implement a plan (with others) to minimize and eliminate self-defeating behaviors.    |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Practices strategies to minimize effects of stress.   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Identifies and implements strategies to improve self-esteem.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Recognizes warning signs of addiction, depression, and/or other possible mental health inhibitors.    |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Uses strategies for refusing illicit substances.  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Identifies mental health professionals within his/her community.                                      |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Seeks out counseling services when needed.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Takes prescribed medication appropriately and consistently.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | Obtains emotional support for disability-related mental health needs, when needed.                    |

# Johnny's Independent Living Transition Assessment Results

- On 11.14.XX, Johnny, his special education teacher, and his grandmother completed the *Informal Assessments for Transition Planning—Second Edition* Independent Living Assessment.
- Results revealed Johnny needs to develop skills to express his emotional needs, strategies to minimize stress and improve his self-esteem and increase his knowledge of community mental health providers.

# Johnny's Academic Achievement, Functional Performance, and Learning Characteristics

- Levels of knowledge and development in subject, skills, and information:
  - Johnny is aware of his academic strengths, yet his grandmother was able to contribute additional strengths.
  - He is currently unsure of a future career path and has expressed he does not currently want to attend college after high school.
- Student strengths, preferences, and interests:
  - Johnny's self-reported strengths and interests include art, listening, building things, and skateboarding. His grandmother reported strengths in hands-on activities and refurbishing furniture.



# Johnny's Academic Achievement, Functional Performance, and Learning Characteristics (continued)

- Academic, developmental, and functional needs of the student:
  - Johnny and his grandmother reported Johnny needs more opportunities to explore possible career paths.
  - He and his grandmother are unsure of how Johnny can use his artistic strengths to create a transition plan that will reflect his interests.
  - Johnny self-reported that he needs to hand in assignments on time. Johnny's teacher reported that 12 out of 18 assignments were submitted late this quarter.

# Johnny's Social Development

- The degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments:
  - Johnny needs to develop skills to express his emotional needs, strategies to minimize stress and improve his self-esteem, and increase his knowledge of community mental health providers.
- Student strengths:
  - Johnny's social strengths are that he is a good listener and gets along well with others.
- Social development needs of the student that are of concern to the parent:
  - Grandmother is concerned Johnny does not have the self-esteem to pursue careers that require college or additional training.

# Johnny's Physical Development

- The degree and quality of the student's motor and sensory development, health, vitality, and physical skills pertaining to the learning process:
  - Johnny has the physical ability to participate in large artistic projects such as refurbishing furniture.
- Student strengths:
  - Johnny currently uses creative methods to deconstruct and reconstruct furniture after painting and upholstering.
- Physical development needs of the student:
  - Johnny and his grandmother have no concerns about his physical development at this time.

# Johnny's Management Needs

- The nature and degree to which environmental, human, or material resources are needed to address needs identified on previous slides.
  - **Human Resources:** Johnny needs access to a school mental health professional/counselor for support with stress management and self-esteem.
  - **Material Resources:** Johnny needs access to a calendar for time management of assignments.

# Case Study 1: Using Transition Assessment Results (2 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities

# Measurable Postsecondary Goals



## Long-term goals for living, working, and learning as an adult

- Education/Training
- Employment
- Independent Living (when appropriate)
  - Rarely is a student ready to fully live independently after high school. We will discuss independent living skills assessments and needs as if independent living is required.

# Johnny's Measurable Postsecondary Goals

- **Education/Training**

- After graduation from high school, Johnny will attend a vocational training program to achieve a career that utilizes his art skills.

- **Employment**

- Upon graduation, Johnny will work full-time in a career that utilizes his art skills.

- **Independent Living**

- After graduating high school, Johnny will continue to live with his family until he saves enough money to make his own living arrangements.

# Johnny's Transition Needs



- Consider the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.
- Review transition assessment results to identify needs and create annual transition goals, activities, and services based on the results.

What transition needs are identified through Johnny's transition assessment results?



# Case Study 1: Using Transition Assessment Results (3 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

**Annual Goals Related to  
Transition Service Needs**

Courses of Study

Coordinated Set of Activities

# Johnny's Annual Goal to Support Education/Training and Employment

## **Postsecondary Education/Training Goal—**

After graduation from high school, Johnny will attend a vocational training program to achieve a career that utilizes his art skills.

## **Postsecondary Employment Goal—**

Upon graduation, Johnny will work full-time in a career that utilizes his art skills.

**Transition Need—**Johnny needs to develop time management strategies to complete and hand in assignments on schedule.

**Annual Goal—**When given a calendar and specially designed instruction (SDI) on how to use one, Johnny will add his assignment due dates to the calendar with 90% accuracy.

- Criteria: 3 out of 4 trials, weekly
- Method: Structured data collection
- Schedule: Daily

# Johnny's Annual Goal to Support Independent Living

**Postsecondary Independent Living Goal**—After graduating high school, Johnny will continue to live with his family until he has saved enough money to make his own living arrangements.

**Transition Need**—Johnny needs to develop skills to express his emotional needs, strategies to minimize stress and improve his self-esteem and increase his knowledge of community mental health providers.

**Annual Goal**—When given a hypothetical stress-inducing scenario, Johnny will identify two coping strategies.

- Criteria: 4 out of 5 trials over 4 consecutive weeks
- Method: Structured data collection
- Schedule: Every 2 weeks

# Case Study 1: Using Transition Assessment Results (4 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities

# Johnny's Course of Study

Based on assessment results and Johnny's interests, in addition to the courses required to earn a diploma, Johnny will participate in art electives or woodworking courses and a financial literacy course to achieve his goal of living independently.



# Case Study 1: Using Transition Assessment Results (5 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities

# Johnny's Coordinated Set of Transition Activities

<b>Needed Activities</b>	<b>Service/Activity</b>	<b>District/Agency Responsible</b>
<b>Instruction</b>	Media Arts class	General Education Teacher, ABC District
<b>Related services</b>	Counseling to increase self-esteem and stress management skills	Social Worker, ABC District
<b>Community experiences</b>	Participate in 2 job shadow experiences in art-related occupations and complete a written reflection on each	<ul style="list-style-type: none"> <li>• Transition Coordinator, ABC District</li> <li>• Job Coach, Pre-Employment Transition Services (Pre-ETS) provider</li> </ul>

# Johnny's Coordinated Set of Transition Activities (continued)

Needed Activities	Service/Activity	District/Agency Responsible
<b>Employment and other post-school adult living objectives</b>	Use a career exploration website such as CareerOneStop to compare and contrast 3 art-related careers (training required, average salary, job outlook, skills needed, and how the career would highlight personal strengths)	School Counselor, ABC District
<b>Daily living skills (if applicable)</b>	Present at his Committee on Special Education (CSE) meeting to discuss his strengths, goals, accommodations, and needs	Special Education Teacher, ABC District
<b>Functional vocational assessment (if applicable)</b>	Considered and not needed	N/A



# Johnny's IEP Mapping Tool



## Using Johnny's Transition Assessment Results to Inform His IEP

Transition Planning IEP Mapping Template

Date \_\_\_\_\_

Student Name: Johnny

Evaluative Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Transition-Related Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u>  <b>Student Dream Sheet:</b>                      Good at art, skateboarding, building, and listening. Wants a job that uses his art skills but is unsure of careers. Does not want to go to college. Needs to improve turning assignments in on time.</p> <p><b>Parent</b></p>	<p><u>Strengths:</u>                      Johnny and his grandmother both report that he is good at art and building things. Interpersonal skills (i.e., listening and social skills) are also a strength.</p> <p><u>Preferences:</u>                      Johnny prefers to work with his hands and does not want to go to college after high school. His grandmother would</p>	<p><u>Education/Training:</u>                      After graduation from high school, Johnny will attend a vocational training program to achieve a career that utilizes his art skills.</p> <p><u>Employment:</u>                      Upon graduation, Johnny will work full-time in a career that utilizes his art skills.</p> <p><u>Independent Living:</u>                      After graduating high</p>	<p><u>Transition Needs:</u>                      Johnny's transition needs include:</p> <ul style="list-style-type: none"> <li>• Conducting career exploration to identify career paths that align with artistic strengths.</li> <li>• Believing in himself and developing self-determination skills including goal setting.</li> <li>• Expressing his emotional needs</li> </ul>	<p><u>Education/Training and Employment Goal:</u>                      When given a calendar and specially designed instruction on how to use one, Johnny will add his assignment due dates to the calendar with 90% accuracy.</p> <ul style="list-style-type: none"> <li>• Criteria: 3 out of 4 trials, weekly</li> <li>• Method: Observation of specific skill</li> <li>• Schedule: daily</li> </ul>	<p><u>Instruction:</u>                      Media Arts class</p> <p><u>Related Services:</u>                      Counseling to increase self-esteem and stress management skills.</p> <p><u>Community Experiences:</u>                      Participate in 2 job shadow experiences in art-related occupations and complete a written reflection on each.</p>

# How to Use Transition Assessment Results—Sean

# Case Study #2—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 Armed Services Vocational Aptitude Battery ([ASVAB](#))
  - Life Skills Inventory Independent Living Skills Assessment Tool
- In addition, Sean's mother completed the AIR Self-Determination Scale Parent Form.

# Case Study 2: Using Transition Assessment Results (1 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

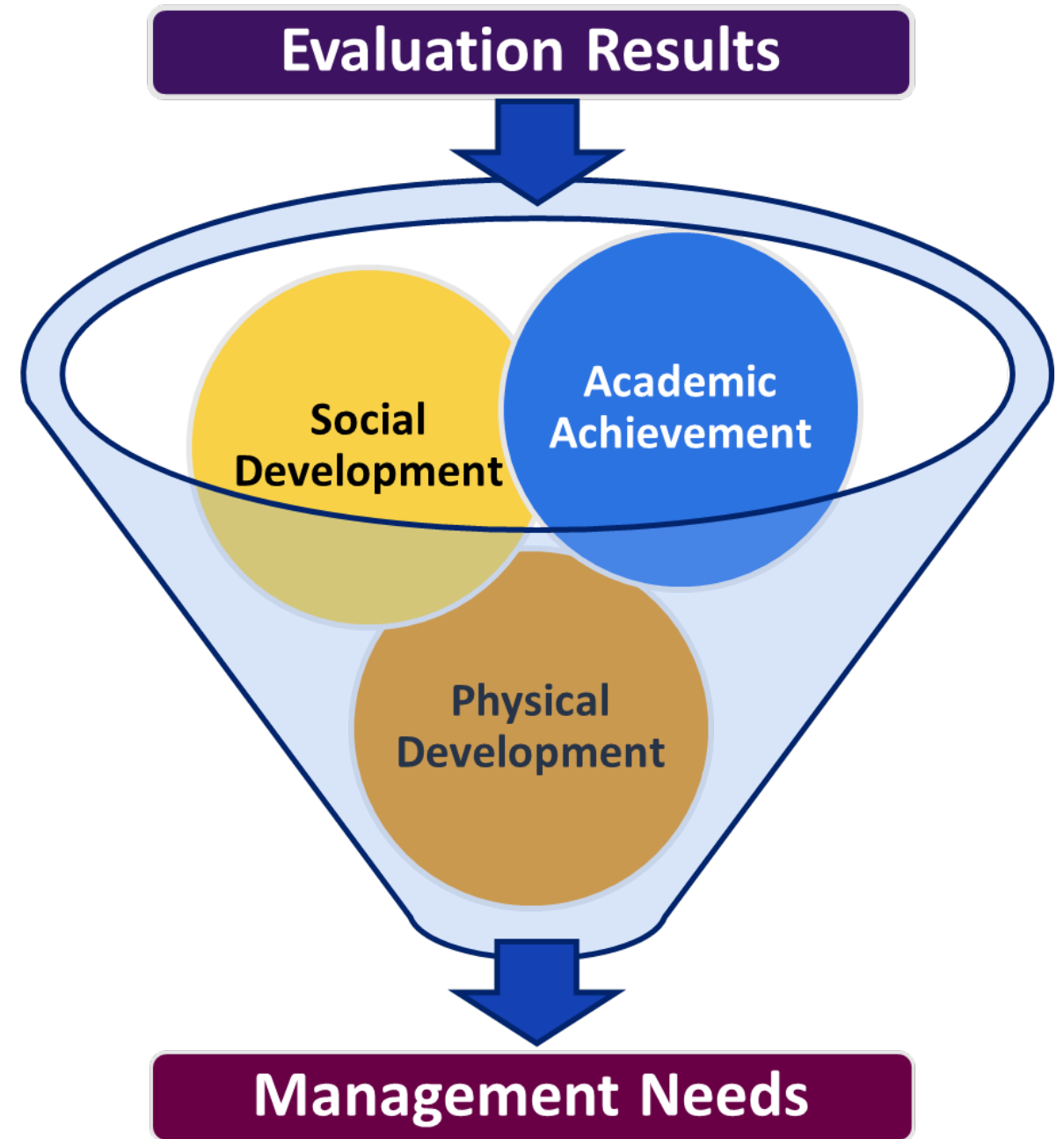
Coordinated Set of Activities

# Sean's Evaluation Results

Four areas addressed in documenting present level of performance and individual needs

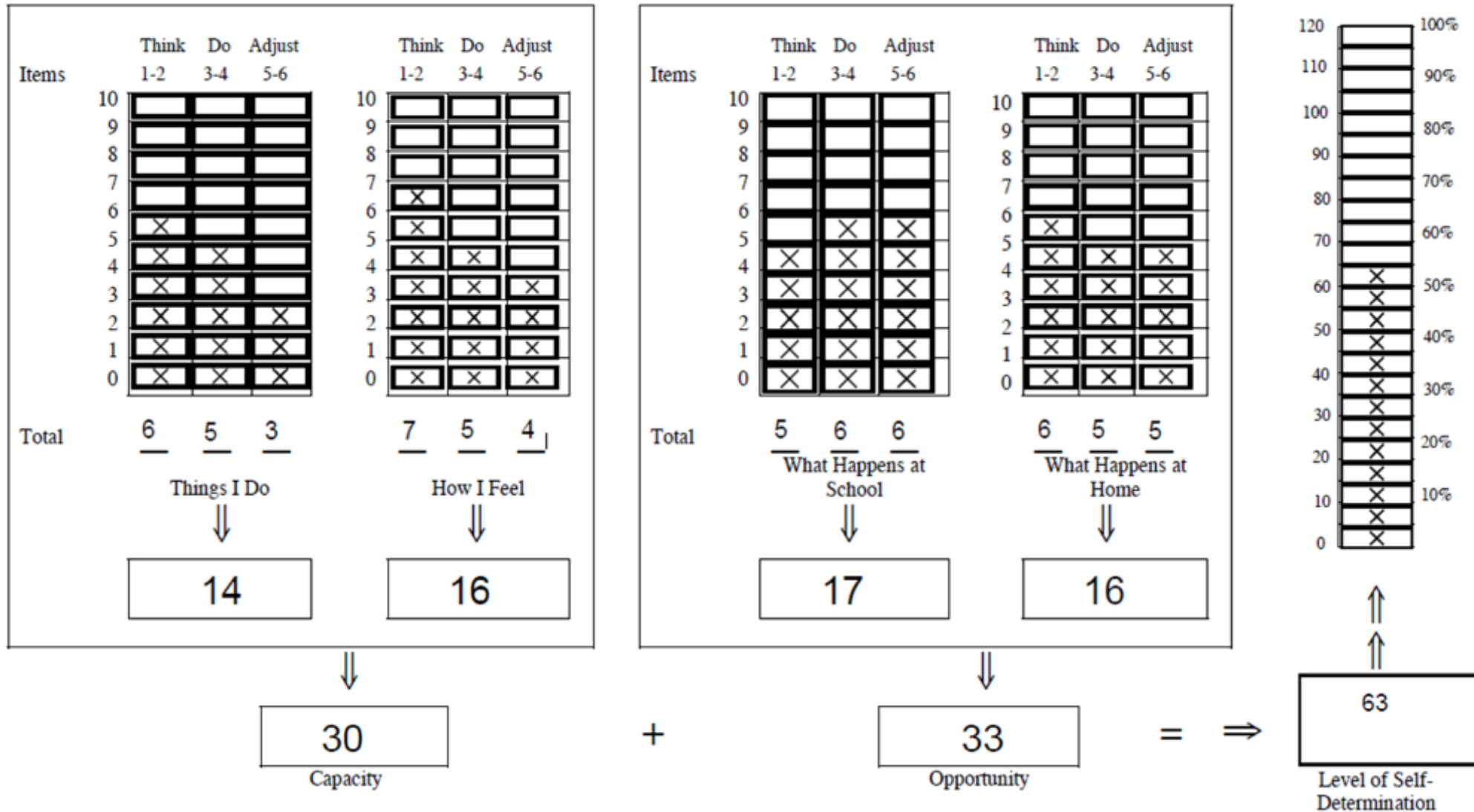
Including:

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





# 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.

# 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.

# Sean's Academic Achievement, Functional Performance, and Learning Characteristics

- Levels of knowledge and development in subject, skills, and information:
  - Sean is a strong reader and knows math is not a strength of his; he is very motivated to work on it this year.
- Student strengths, preferences, and interests:
  - Sean's favorite sport is football, and he enjoys classes that include hands-on learning. He is excited to take automotive courses because he enjoys disassembling and reassembling motors and engines for fun. He would like to become an aircraft mechanic.
  - Sean demonstrates an aptitude for working with his hands and creating artistic projects and has a particular interest in working with aircraft.
  - He has articulated dreams for his future—enlisting with the military and living on his own.

# Sean's Academic Achievement, Functional Performance, and Learning Characteristics (continued)

- Academic, developmental, and functional needs of the student:
  - Sean does not feel comfortable advocating for his needs with new adults. He needs to improve his self-advocacy skills.
  - Sean needs guidance and instruction on the skills required to live independently, including managing finances.
  - In math, Sean's teachers report that he needs to slow down and apply strategies he has been taught. When Sean hurries through his work, he makes multiple mistakes, especially when solving multiple step problems; however, Sean performs well by being reminded to slow down and take his work one step at a time. Overall, three out of five teachers identified rushing to complete tasks as an area of need.



# Sean's Social Development

- The degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments:
  - Sean is not comfortable advocating for his needs with new adults.
- Student strengths:
  - Sean is comfortable expressing needs with his mother.
- Social development needs of the student that are of concern to the parent:
  - Sean's mother is concerned that he is hesitant to speak up for himself when she is not around.

# Sean's Physical Development



- The degree and quality of the student's motor and sensory development, health, vitality, and physical skills pertaining to the learning process:
  - Sean has the physical ability to play football and participate in hands-on learning activities.
- Student strengths:
  - Sean is physically fit and participates in athletics, specifically football.
- Physical development needs of the student:
  - Sean and his mother are not concerned about his physical development at this time.

# Sean's Management Needs

- The nature and degree to which environmental, human, or material resources are needed to address needs identified on previous slides.
  - **Human Resources:** Sean needs assistance with pacing his work.
  - **Material Resources:** Sean needs physical cues for self-advocacy.

# Case Study 2: Using Transition Assessment Results (2 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities

# Measurable Postsecondary Goals Reviewed



## Long-term goals for living, working, and learning as an adult

- Education/Training
- Employment
- Independent Living (when appropriate)
  - Rarely is a student ready to fully live independently after high school. Most students need additional training to live independently after high school.

# Sean's Measurable Postsecondary Goals

- **Education/Training**

- After graduation from high school, Sean will receive additional education in the Marine Corps.

- **Employment**

- Upon graduation, Sean will work full-time as an aircraft mechanic.

- **Independent Living**

- After graduating high school, Sean will live on base.

# Sean's Transition Needs



- Consider the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.
- Review transition assessment results to identify needs and create annual transition goals, activities, and services based on the results.

What transition needs are identified through Sean's transition assessment results?



# Case Study 2: Using Transition Assessment Results (3 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities

# Sean's Annual Goal to Support Education/Training

## **Postsecondary Education/Training**

**Goal**—After graduation from high school, Sean will receive additional education in the Marine Corps.

**Transition Need**—Sean needs to follow all required steps when completing multi-step tasks.

**Annual Goal**—With the support of a checklist, when given a multi-step question, prompt, or task, Sean will complete the question, prompt, or task with 80% accuracy.

- Criteria: 3 out of 4 trials, over 2 weeks
- Method: student work samples
- Schedule: weekly

# Sean's Annual Goal to Support Employment

**Postsecondary Employment Goal**—Upon graduation, Sean will work full-time as an aircraft mechanic.

**Transition Need**—Sean needs to further develop self-determination skills.

**Annual Goal**—Given self-advocacy sentence stems and a role play situation; Sean will advocate for his needs in 2 out of 3 opportunities.

- Criteria: 4 consecutive trials, over 4 weeks
- Method: structured observation data collection sheet
- Schedule: every 2 weeks

# Sean's Annual Goal to Support Independent Living



## Postsecondary Independent Living

**Goal**—After graduating high school, Sean will live on base.

**Transition Need**—Sean needs instruction in understanding the difference between gross wages and take-home pay, making a monthly budget, and reading and reconciling bank statements.

**Annual Goal**—When given 10 financial literacy problems and instruction in schema-based strategies, Sean will solve the problems with 80% accuracy.

- Criteria: 3 out of 4 trials, over 2 weeks
- Method: student work samples
- Schedule: weekly

# Case Study 2: Using Transition Assessment Results (4 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities



# Sean's Course of Study



Based on assessment results and Sean's interests, beyond the courses required to earn a diploma, Sean will take a functional math course, Career Technical Education (CTE) automotive course, and an electronics technology elective.

# Case Study 2: Using Transition Assessment Results (5 of 5)

## When developing:

Present Levels of Performance  
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to  
Transition Service Needs

Courses of Study

Coordinated Set of Activities



# Sean's Coordinated Set of Transition Activities



<b>Needed Activities</b>	<b>Service/Activity</b>	<b>District/Agency Responsible</b>
<b>Instruction</b>	SDI in math computation	Math Teacher, ABC District
<b>Related services</b>	Considered and not needed	N/A
<b>Community experiences</b>	Conduct an informational interview with an individual in a military or aviation occupation	Work-Based Learning Coordinator, ABC District

# Sean's Coordinated Set of Transition Activities (continued)

Needed Activities	Service/Activity	District/Agency Responsible
Employment and other post-school adult living objectives	Meet with a Marine Corps recruiter	School Counselor, ABC District
Daily living skills (if applicable)	Utilize CareerZone to develop a monthly budget based on lifestyle choices	Special Education Teacher, ABC District
Functional vocational assessment (if applicable)	Considered, not needed	N/A

# Sean's IEP Mapping Tool

## Using Sean's Transition Assessment Results to Inform His IEP



Transition Planning IEP Mapping Template

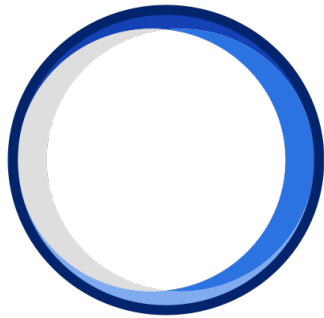
Date \_\_\_\_\_

Student Name: \_\_\_\_\_

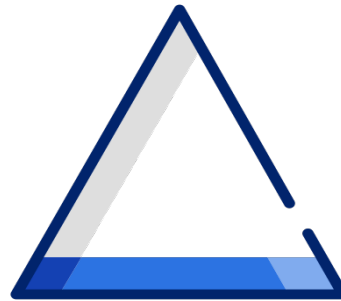
Evaluative Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Transition-Related Annual Goals	Coordinated Set of Activities
<u>Transition Assessments:</u>	<u>Strengths:</u>  <u>Preferences:</u>	<u>Education/Training:</u>  <u>Employment:</u>	<u>Transition Needs:</u>	<u>Education/Training Goal:</u>  <u>Employment Goal:</u>	<u>Instruction:</u>  <u>Related Services:</u>  <u>Community Experiences:</u>

# Wrap-Up Activity

## Leaving in Good Shape



What do you still  
have questions  
about?



What three things  
could you use from  
today moving  
forward?



What's squared  
away?  
What do you really  
understand?

# Resources

[AIR Self-Determination Assessments](#)

[ASVAB Career Exploration Program](#)

[Career Clusters Interest Survey](#)

[CareerOneStop](#)

[Informal Assessments for Transition—Postsecondary Education and Training](#)

[Informal Assessments for Transition Planning—Second Edition](#)

[Life Skills Inventory Independent Living Skills Assessment Tool](#)

[Student Dream Sheet](#)

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# Contact Us

## TAP for Transition

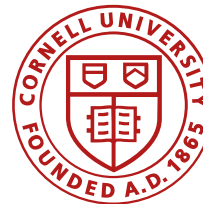
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New York State  
EDUCATION DEPARTMENT  
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New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Transition



**Cornell University**

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