



Developing a Transition Assessment Process

Transition Assessment Drives the Bus!

Take a minute to answer these questions about you...

- Who am I?
- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What options in the school and community will prepare me for what I want, now and in the future?

How do we help students find the answers to these questions??



What is Transition Assessment?

The Division on Career Development and Transition of the Council for Exceptional Children defines Transition Assessment as: (Sitlington, Neubert, & LeConte, 1997; p. 70-71), which is:



On-Going Process of
Collecting Data



 Preferences

 Interests

 Needs



Tool to Relate to Current
Demands



 Work/Employment

 Education/Training

 Independent Living

 Personal & Social Environments

Federal law requires “appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.”

Sec. 300.320 (b) – Individuals with Disabilities
Education Act

Purpose of Transition Assessment

Transition assessment information is

- A component of the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and is a **critical function** in guiding the development of the transition IEP.
- Based on Transition Assessment results, the transition process should:
 - Be **Student Driven** as much as possible; including students with significant impact of disability
 - A guide for school personnel in using assessment information to determine a student's **strengths, needs, preferences, and interests**.

Break down information to:

- Develop summary of academic and functional performance
- Determine and drive post-school goals
- Develop annual IEP goals related to post-school expectations
- Determine appropriate transition services and activities
- Facilitate meaningful course of study
- Guide instruction and services

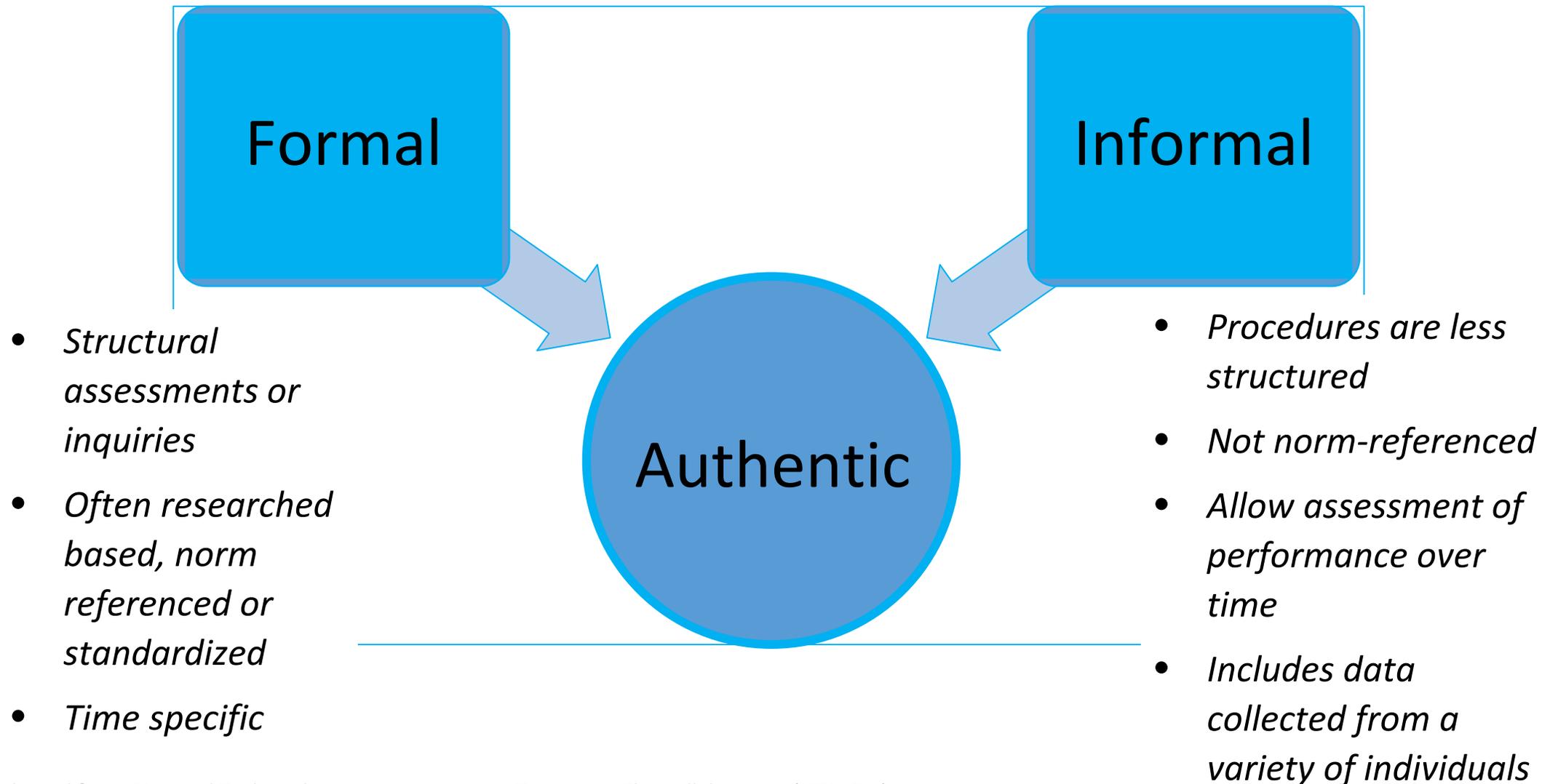
Educator Driven Process



Student Driven Process



Types of Transition Assessment



Examples of Transition Assessment Types

Formal

- Achievement tests
- Aptitude tests
- Adaptive behavior scales
- Intellectual functioning assessment
- Temperament inventories
- Self-determination scales
- Pre-vocational /Employability scales
- Interest Inventories
- Learning Style Inventories

Informal

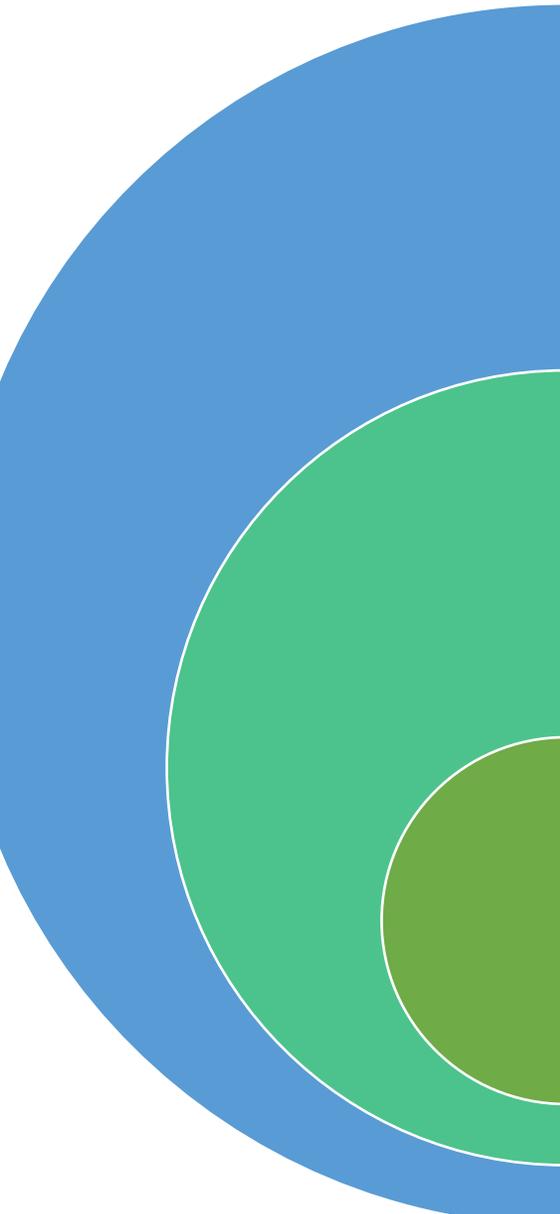
- Interest Inventories
- Situational assessment
- Interviews
- Direct observation
- Case file reviews
- Curriculum-based assessment
- Social history

Important considerations when determining Transition Assessment



- What is available to you?
- Can you assess multiple students at once?
- What must be individualized?
- How will the data be used/kept to determine student progress toward post-school goals?
- How can you be sure information follows a student from teacher to teacher/setting to setting?

Categories of Transition Assessment by Purpose



Screening to measure overall ability & critical skills

- Strengths, preferences, & interests
- First alert for students that need extra help
- Identify the need for additional assessment
- Shape IEP transition elements

On-going collection to measure progress

- Systematic monitoring
- Determine effectiveness of services
- Identify the need for additional assessment
- Highlight gaps between goals and current performance
- Shape IEP transition elements

Diagnostic to gather individualized information

- Identify current levels of transition skills: self-determination, work skills, soft skills, academic achievement, behavior, etc.
- Provide detailed information to develop intervention and/or instruction
- Shape IEP transition elements

Information collected from any type of assessment can be used for multiple purposes:



For Example:

- Diagnostic assessment data previously administered within the current year, could be reviewed to screen for students' strengths and needs or identify if additional assessment should be administered.
- The same diagnostic tool might also be used to systematically monitor progress in order to determine if any achievement gaps are closing and what next steps need to be taken.

**For a more in depth description of specific transition assessments see the Age Appropriate [Transition Assessment Toolkit 3rd Edition](#):

What does Transition Assessment look like?

Age Appropriate

- Be student Centered according to chronological age
- Focus on preferences, interests, strengths and needs
- Include student input, and can include families, educators, community members, outside agencies, or other individuals important to the student's plan

On-Going

- Progress monitoring data towards post school goals
- Evidence of the review and update of information in order to meet the current needs of the student
- Information that will be used to create a clear and comprehensive transition plan so the IEP team, including the student and family, can work together to increase student outcomes.

Measurable

- Education/Training
- Career/Employment
- Independent Living (When appropriate)

Locating the Appropriate Transition Assessment

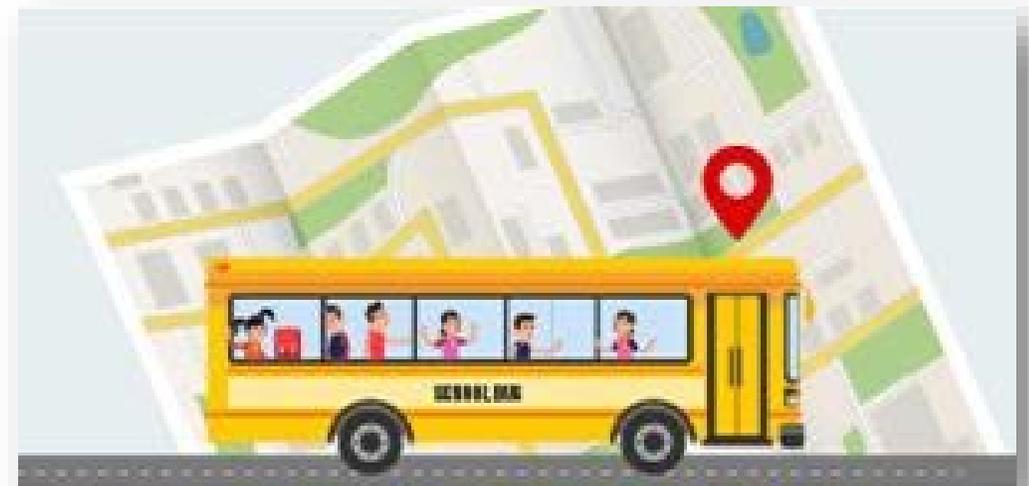
Tools for you to use:

[Age Appropriate Transition Assessment Toolkit 3rd Edition](#)

[Transition Assessment Finder & Resource Tool](#)

[Transition Assessment Bank](#)

- Education
- Employment
- Family Input/Engagement
- Independent Living Skills
- Self-Advocacy
- Transition Interviews
- Informal Assessments – Multiple Domains
- Student Self-Assessment – Multiple Domains



Transition Assessment - Information for Moving Forward

Transition assessment is:

- Ongoing and more than “one” assessment;
- A collection of data interconnected with other educational assessments, family input, outside agency input and other information identified to link, enhance and inform each other;
- To build a strong transition plan that meets student needs as they progress through their high school career and transition to adulthood;
- The foundation to create an environment where all students drive their plan go to college, build their career and/or prepare to be community ready!

The Transition Assessment process provides the foundation for:





**Questions,
Comments and
A-Ha's!**

Works Cited

Colorado Department of Education

<https://www.cde.state.co.us/cdesped/transitionassessment-defined>

<https://www.cde.state.co.us/cdesped/transitionassessment-typesofassessment>

National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

<https://transitionta.org/topics/secondary-education/transition-planning/>

National Secondary Transition Technical Assistance Center (nstattac)

<http://www.nstattac.org/content/age-appropriate-transition-assessment-toolkit/>

Transition Improvement Grant (TIG)

<https://witig.org/wp-content/uploads/2017/10/Age-Appropriate-Assessment-Guide.pdf>

Presented by:

Kacy Little Owl, 18-21 Teacher/Transition Coordinator, Weld re-8/3J Consortium

Abby Rowley, D49 Transition Coordinator/Teacher

Robin Halloran, Behavioral Specialist, San Juan BOCES

Rachel Manzanares, Transition Coordinator, Pueblo D60 Community Transition House

June 10, 2022

