Transition Assessment in Action

• Lisa Fournier, M.Ed., Transition Specialist, South Coast Educational Collaborative
• Casey Hatten, SAC, CRC, Transition Coordinator, Bi-County Collaborative
• Jan Hollenbeck, OTD, OTR/L, Coordinator of Transition & Related Services, Medford Public Schools
• Deb Holman, MBA, Transition Coordinator, TEC, The Education Cooperative
Introduction

This presentation will describe the individualized process of assessing the transition needs of two students with very different profiles who share similar interests and visions. These composite cases reflect the experiences of 4 different school systems.
Key Concepts
Transition Assessment is:

- Individualized
- Student-Centered
- Strengths-based
- Driven by questions to be answered
- Not prescriptive
- Ongoing...a process
It takes a village...

- Student
- Parents/family
- SAC/LICSW
- Transition Coordinator
- Special educator
- Occupational Therapist
- Speech/Language Path.
- Physical Therapist
- Friends
- Mentors
- Caseworkers

- Guidance Counselors
- Team leader
- Community Connections
- Worksite supervisor
- Job Coaches
- Paraprofessionals
- Community agencies / home service providers
- Nurses
- and more!
Introducing...

Ricky
• In public high school
• 16 years old, 10th grade

Lucy
• In collaborative program
• 20 years old, 12+ grade
Meet Our Students

• Background Information
• Parent/Student Concerns
• Key Evaluation
• Strengths & Challenges
• Vision
Vision

Ricky
- Wants to get high school diploma/graduate with class
- Wants to get a part time job working with animals
- Wants to go to college
- Wants to play basketball at the local YMCA
- Plans to live with parents until finished with school/college

Lucy
- Wants training to learn to work with animals
- Wants to get a part time job working with animals
- Wants to be with similar peers in social settings
- Parents plan on Lucy living in their home as long as possible
Questions to be answered in the Transition Assessment Process

<table>
<thead>
<tr>
<th>Ricky</th>
<th>Lucy</th>
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<tbody>
<tr>
<td>1. What are Ricky's current preferences, strengths, and interests and how do these translate to his vocational interests?</td>
<td>1. What are Lucy's current preferences, strengths, and interests and how do these strengths translate to working with animals?</td>
</tr>
<tr>
<td>2. What skills are needed to help him secure part time employment?</td>
<td>2. What are some other vocational interests?</td>
</tr>
<tr>
<td>Ricky</td>
<td>Lucy</td>
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<tr>
<td>3. How can we help Ricky meet his social/recreational goals?</td>
<td>3. How can we help Lucy meet her social/recreational goals?</td>
</tr>
<tr>
<td>4. What schools/programs is he interested in, what will he need to do/know to meet his post secondary education goals?</td>
<td>4. What are Lucy's self care skills and what are the prioritized needs in preparing for adulthood?</td>
</tr>
<tr>
<td>5. Is Ricky on track to graduate with a diploma?</td>
<td>5. What are Lucy's mobility and safety skills in the community?</td>
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</tbody>
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Evaluation Procedures - Individualized – here's where we diverge...Ricky

- Transition Planning Inventory (TPI)
- Evaluation of Social Pragmatics
- Self Determination - ARC or AIR
- Interest Inventory/Ability Profiler
- Learning Style Inventory
- Recreation and leisure interest inventory
- Record review
- Educational, psychological testing
- Teacher input for academic/college readiness
- Assistive technology
- Situational Assessment
Evaluation Procedures - Individualized - here's where we diverge...Lucy

- ESTR-S School
- ESTR-S Family
- Casey Life Skills
- Personal Preference Indicator - Zarrow
- Community Based Work Data Collection
- Daily Living Skills Data Collection
- Situational Assessment
- Student Job Journals
- Related Services testing (OT/PT/Speech)
Answering the Questions: #1

Ricky
What are Ricky's current preferences, strengths, and interests and how do these translate to his vocational interests?

Lucy
What are Lucy's current preferences, strengths, and interests and how do these strengths translate to working with animals?
Answering the Questions: #2

Ricky
What skills are needed to help him secure part-time employment?

Lucy
What are some other vocational interests?
Answering the Questions: #3

Ricky
How can we help Ricky meet his social/recreational goals?

Lucy
How can we help Lucy meet her social/recreational goals?
Answering the Questions: #4

Ricky
What schools/programs is he interested in, what will he need to do/know to meet his post secondary education goals?

Lucy
What are Lucy's self care skills and what are the prioritized needs in preparing for adulthood?
Answering the Questions: #5

Ricky
Is Ricky on track to graduate with a diploma?

Lucy
What are Lucy's mobility and safety skills in the community?
Tips for the Evaluation Report

• Include the questions to be answered
• Background information
• Evaluation Results
• Answer the questions!
• Provide recommendations for team discussion and consideration
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Massachusetts Student-Driven Secondary Transition Model

Post Secondary Goals
Tips

It takes many sources to develop a cohesive transition assessment:

• Pull together and use information from the team, e.g. other assessments, staff interview
• Collect ongoing information/data
• Create a system for gathering and storing ongoing data, information - portfolio/binder
• Identify who is responsible for what
Tips

• Identify team members to research and trial assessment tool & methods in order to:
• Create a battery of assessment tools, checklists and resources so that a range of assessment methods are readily available in your program
• Understand the assessments – be able to justify why you selected what you did
• Establish evaluation questions!
What does the process look like for your district?

- Identify existing practices in your district
- Who is involved?
- Who else can be involved?
- All are set up differently, job titles vary by district, and all should be handled differently.

- What are your district’s next steps?
Questions
References

Transition Planning Inventory (TPI) [pro-ed]

ARC Self-Determination Scale [Zarrow Center]

AIR Self-Determination Assessment [Zarrow Center]

Personal Preference Indicators: A Guide for Planning [Zarrow Center]

Enderle-Severson Transition Rating Scale (ESTR-S)

http://www.estr.net/

Casey Life Skills Assessment http://lifeskills.casey.org/
Contact Information

- Lisa Fournier, South Coast Educational Collaborative
  lfournier@scecoll.org
- Casey Hatten, Bi-County Collaborative
  chatten@bicounty.org
- Jan Hollenbeck, Medford Public Schools
  jhollenbeck@medford.k12.ma.us
- Deb Holman, TEC - The Education Cooperative
  dholman@tec-coop.org