SEEM COLLABORATIVE

Creating Successful Futures...

But I'm Not A Transition Specialist

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Transition Services

Using A Team Approach for Transition Assessment

Objectives:

- What is a transition assessment?
- How can every team member contribute?
- What is the All-Some-Few model?
- What tools are in your Assessment Toolbox?

IDEA 2004, on Transition Assessment

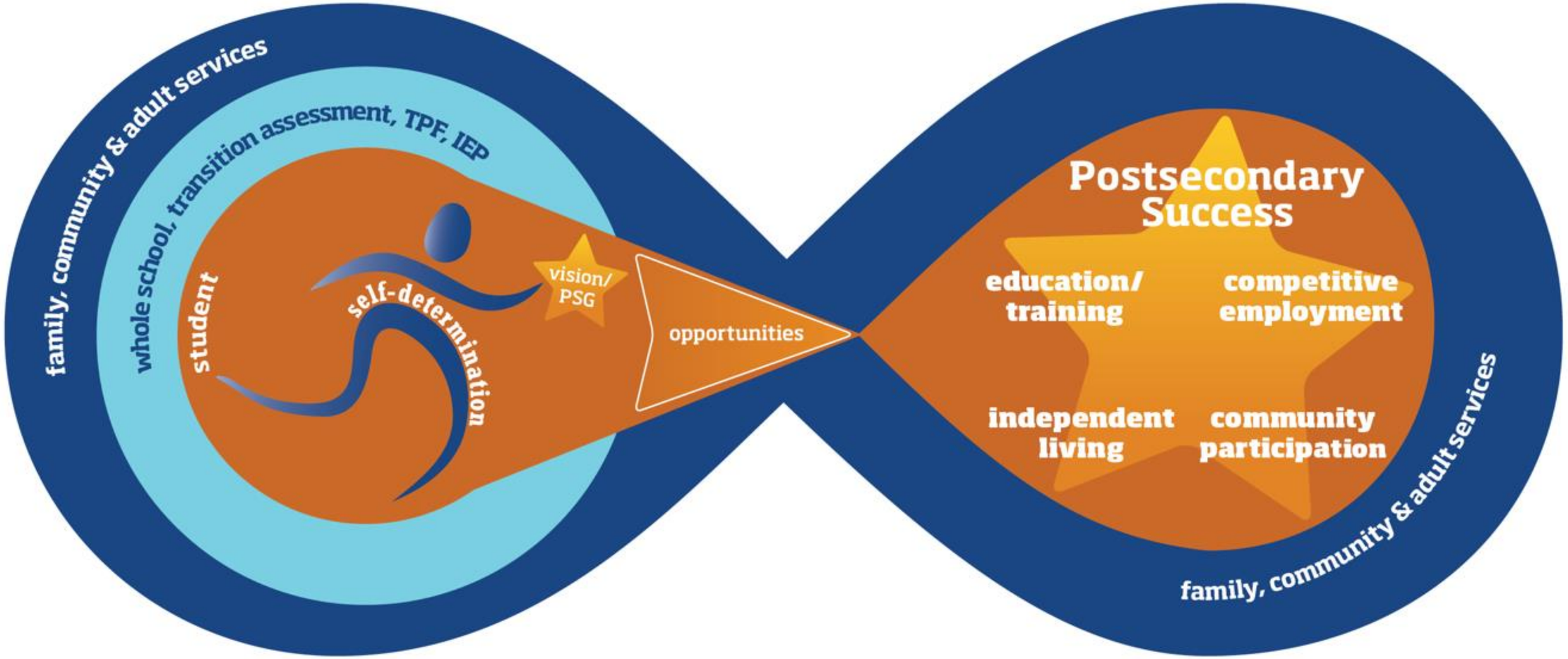
Starting at Age 16 or younger	Employment	Age Appropriate Trasition Assessments
Independent Living	Annual Measureable Postseondary Goals	Training, Education

Self-Determination: *The Fourth Domain*?

Self-Determination includes skills critical to adult living:

- **Self-Awareness & Regulation**
- **Choice & Decison Making**
- **Goal Setting & Planning**
- **Self-Advocacy**

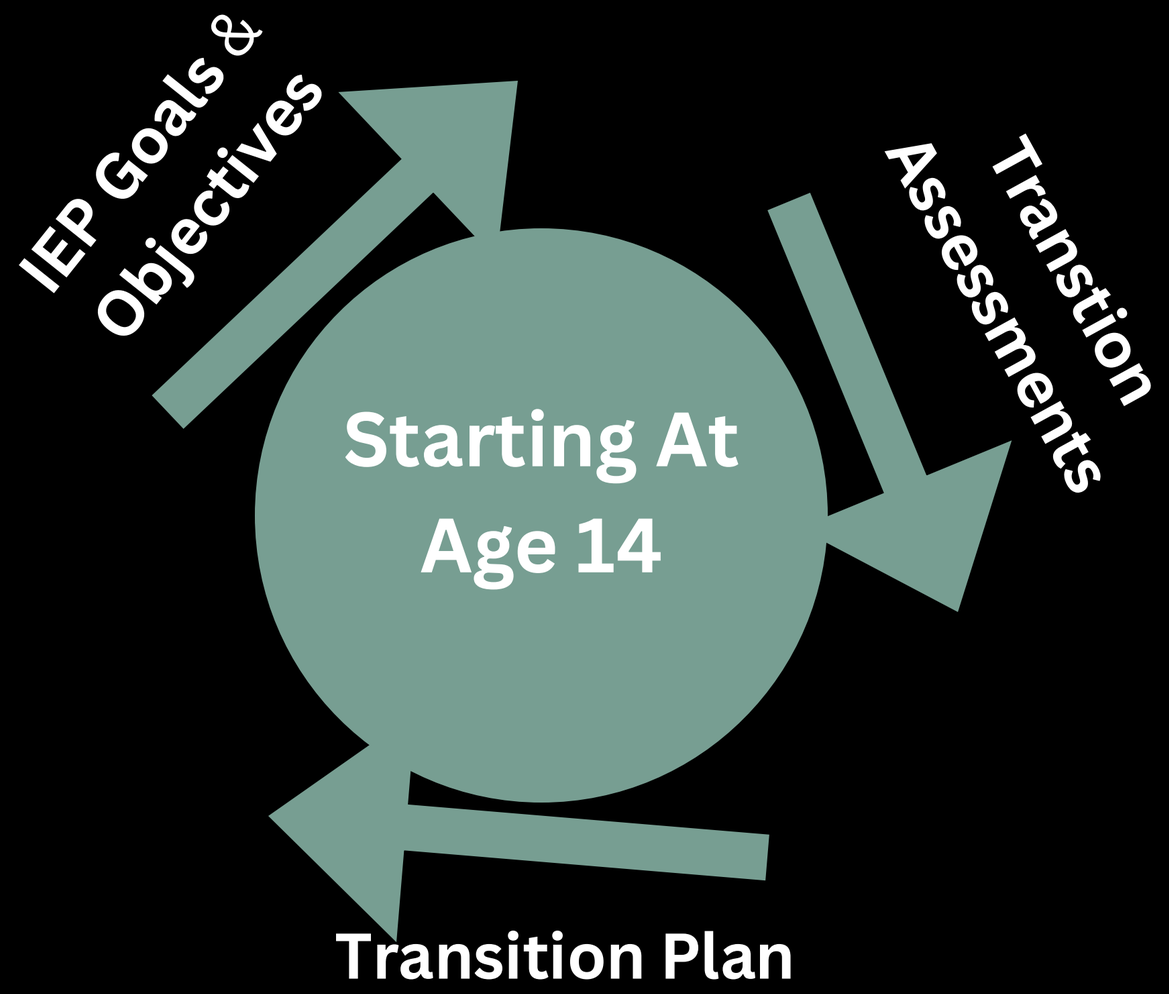
Massachusetts Student-Driven Secondary Transition Model



MA DESE Technical Assistance Advisory SPED 2014-4

Mittnacht, M. T*echnical Assistance Advisory SPED 2014-4: Transition Assessment in the Secondary Transition Planning Process*. [online]: https://www.doe.mass.edu/specialeducation/policy/dese/advisories/2014-4ta.html

In Massachusetts Transition Assessment:



- Explores Education/Training, Employment, and sometimes Independent Living.
- Identifies needs, strengths, preferences, and interests.
- Measures current performance and progress.

Transition Assessment is On-Going:

- Part of the Annual IEP Cycle
- Part of Whole-School Programming

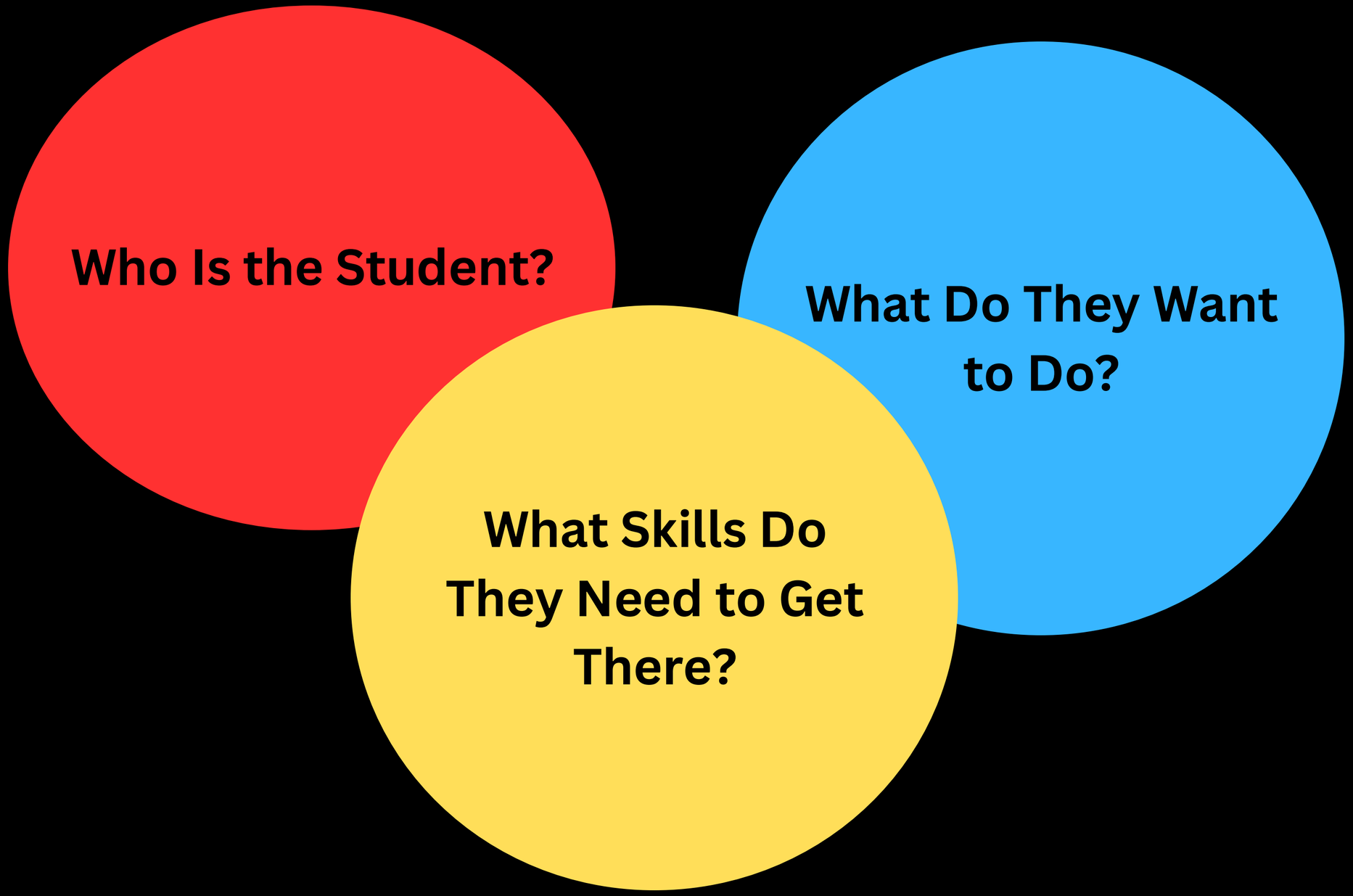
On-Going Asessment:

- **Review Previous Transition Plan**
- **Examine Existing Data**
- **Update Transition Plan**
- **Make Sure IEP Goals Address Transition Needs**

Transition Assessment is Age-Appropriate

Consider the student’s chronological age when choosing assessment tools and developing goals.

Guiding Questions



Rather than a highly formal assessment… think broadly

Collect data from:

- Special Education
- General Education
- Guidance
- Work & Community-Based Learning

“Any assessment that is conducted when a student on an IEP is aged 14-22 can be viewed as a transition assessment…”

Everyone on the Team is an expert - Including the Student & Family!

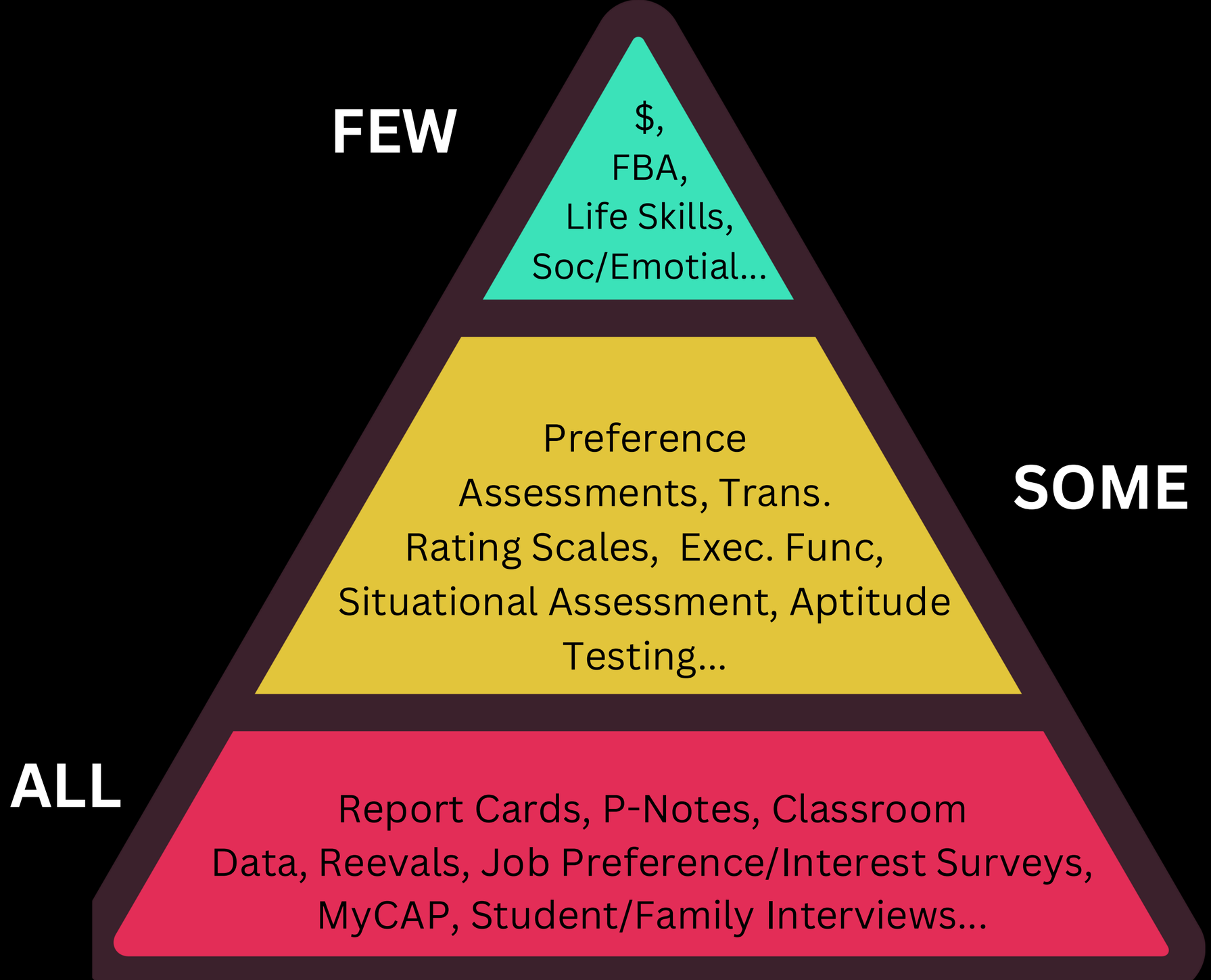
Look through a Transition Lens

Transition Planning is part of the Basis of Referral

Starting the year the student turns 14, every assessment should state that it is being used for transition planning.

BASIS FOR REFERRAL:

[redacted] is a 16-year-old student attending [redacted] High School. A transition assessment was completed on behalf of [redacted] Public Schools, to help identify needs and assist with transition planning.


FEW
$,
FBA,
Life Skills,
Soc/Emotial...
SOME
Preference
Assessments, Trans.
Rating Scales, Exec. Func,
Situational Assessment, Aptitude
Testing...
ALL
Report Cards, P-Notes, Classroom
Data, Reevals, Job Preference/Interest Surveys,
MyCAP, Student/Family Interviews...

Developing a Transition Assessment Toolkit

- How can you use your current battery of assessments?
- What additional questions need exploration?
- Who is the Best Expert for the question?
- Plan who will cover information ahead of time.

DESE's Transition Assessment Examples

What This Might Look Like

SPED Teacher/Liaison

- Asks student about postsecondary goals.
- Uses classroom data and/or additional testing on organizational and study skills (college readiness).
- Runs a general transition rating scale (TPI-2, CLS) as part of ed eval.

School Psychologist

- Interviews family as part of student history.
- Reports on social/emotional, and/or adaptive behavior testing and implications for adult living.
- Explains how executive functioning impacts the completion of household chores.

What This Might Look Like

SLP

- Considers how pragmatic social skills impact coworker relations.
- Makes recommendations to improve the student's ability to communicate their needs in the community.

OT/PT

- Looks at fine/gross motor issues that interfere with completion of certain work tasks.
- Discusses work environments that the student may find overwhelming.
- Offers strategies to help the student navigate their community, and/or college campus.

What This Might Look Like

BCBA

- Uses FBA to target behavior in home and community settings.
- Sets criteria for fading job coaching support based on observations.

Guidance

- Gathers MyCAP data to make connections between the student's skills, preferences, and career choices.
- Identifies college pathways that meet the student's academic needs and career path.

What Do SEEM's "Comprehensive" Assessment Look Like?

- History Review
- Student & Family Interviews
- Worksite and/or Community Observations

- Formal and Informal Testing to Explore:
  - Self-Determination
  - Independent Living Skills
  - Career Preferences and Employment Skills
  - Postsecondary Education Planning and Readiness

Team Approach:

- Allows for many voices and more expertrise.
- Recommendations from folks familiar with the student and programs.
- Generates IEP goals and objectives from folks who will be responsible for implementation.

Comprehensive Assessment:

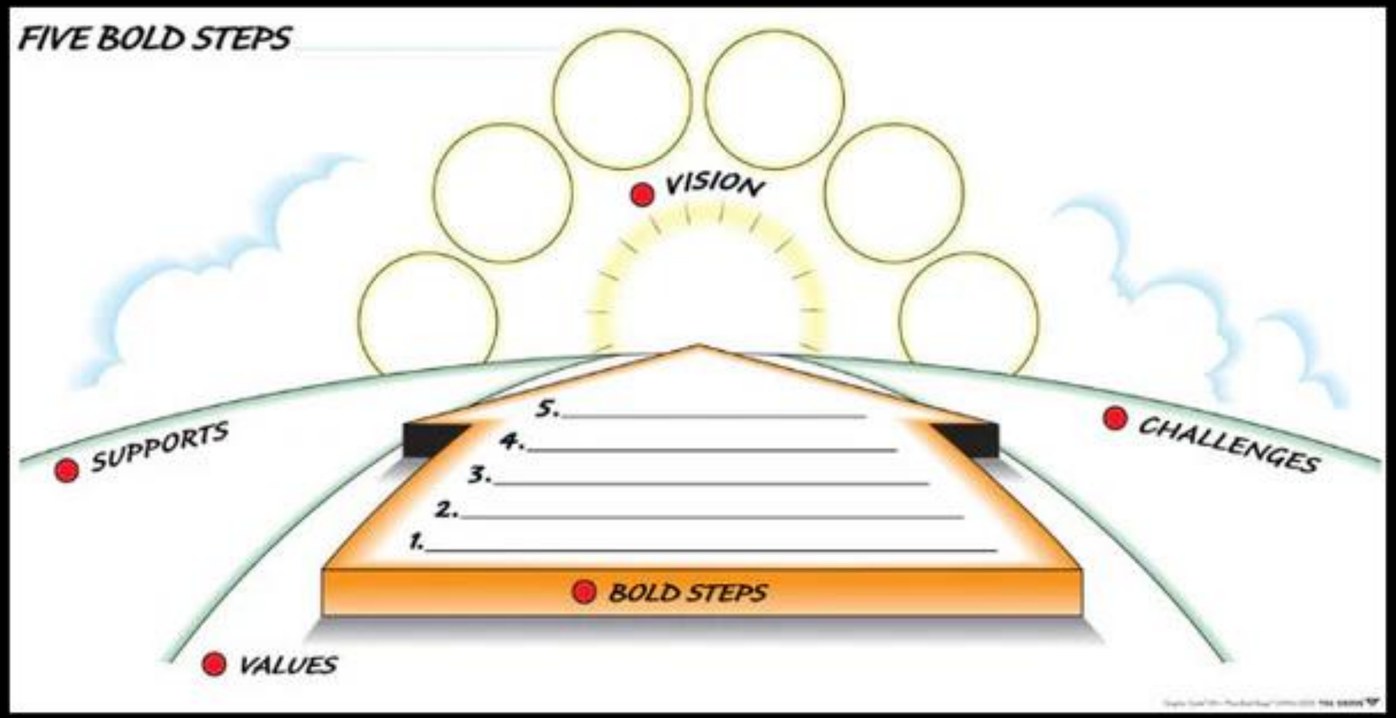
- Provides recmmendations from 1-2 professionals.
- Can provide an outside point of view.
- May reinforce findings of other Team evaluations
- All transition data in one document.

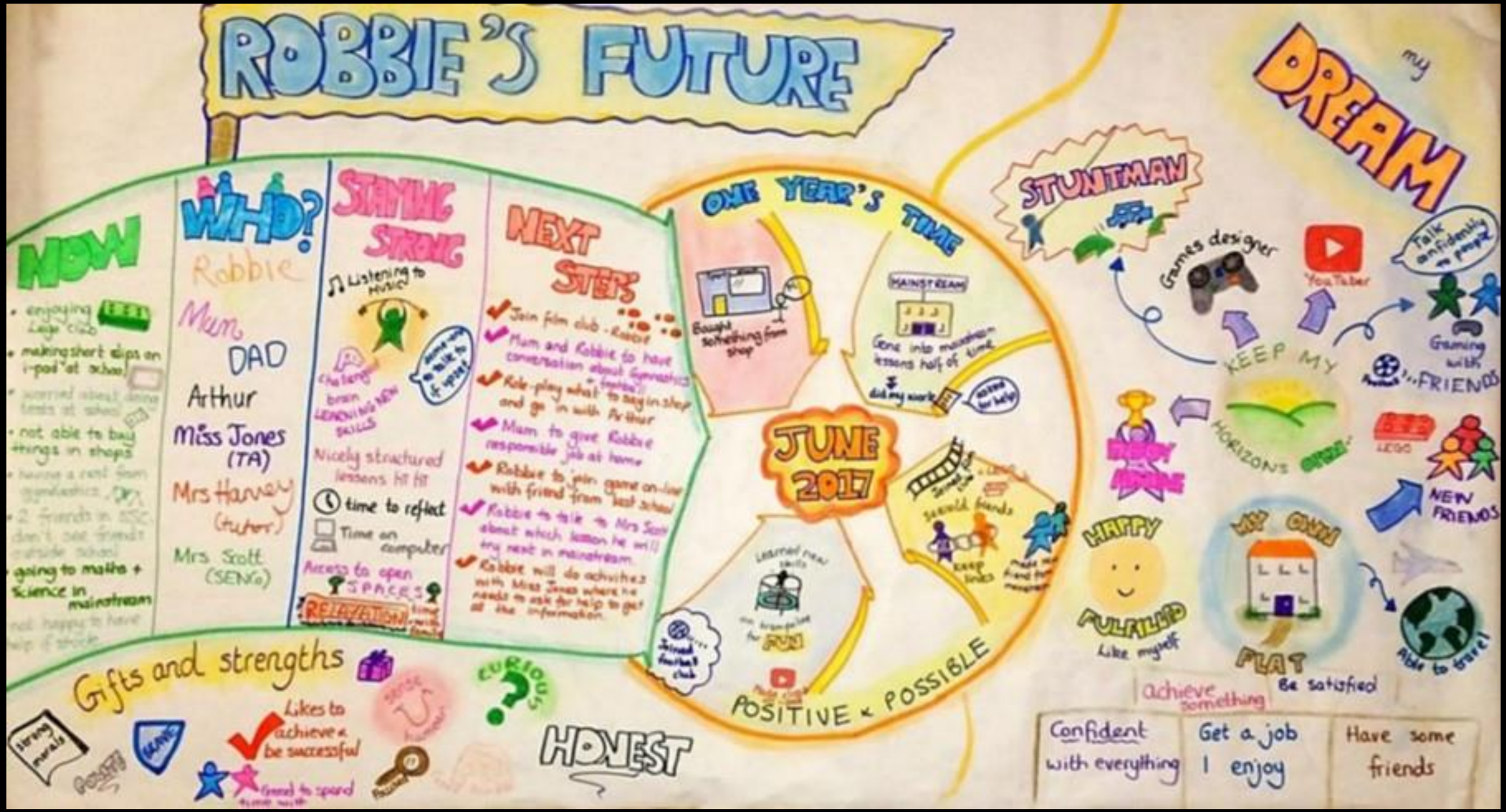
Transition Specialist Assessment Training:

- Focus on Student Strengths & Preferences
- Capture the student and family voices.
- Use a varieity of formal & informal measures.
- Person-Centered Planning

Keep Transition Assessment Student & Family Focused

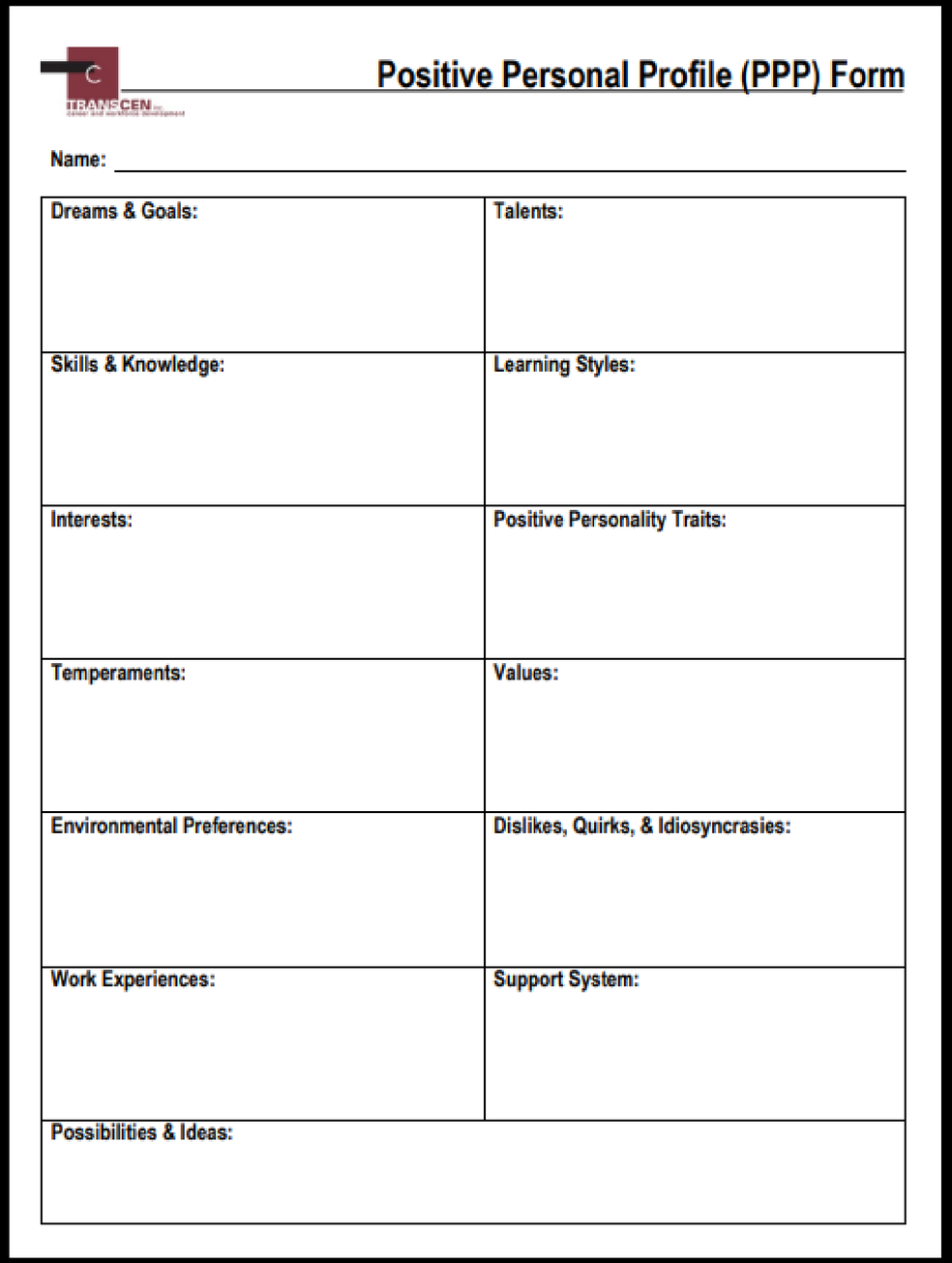
- Person Centered Planning
- Student & **Family Interviews**
- Include Family in Testing




ROBBIE'S FUTURE
my DREAM
NOW
enjoying Lego club
making short clips on i-pad at school
not able to buy things in shops
going to maths + science in mainstream
WHO?
Robbie
Mum
DAD
Arthur
Miss Jones (TA)
Mrs Harvey (tutor)
Mrs Scott (SENCo)
STAYING STRONG
Listening to music
Challenged brain LEARNING NEW SKILLS
Nicely structured lessons
time to reflect
Time on computer
Access to open SPACES
RELAXATION
NEXT STEPS
Join film club - Robbie
Mum and Robbie to have conversation about Gymnastics + football
Role-play what to say in shop and go in with Arthur
Mum to give Robbie responsible job at home
Robbie to join game on-line with friend from last school
Robbie to talk to Mrs Scott about which lesson he will try next in mainstream
Robbie will do activities with Miss Jones where he needs to ask for help to get all the information
ONE YEAR'S TIME
Bought something from shop
MAINSTREAM
Gone into mainstream lessons half of time
did my work
asked for help
JUNE 2017
Learned new skills
Joined football club
POSITIVE & POSSIBLE
Gifts and strengths
strong morals
Likes to achieve & be successful
Good to spend time with
CURIOUS
HONEST
STUNTMAN
Games designer
YouTuber
Talk confidently to people
KEEP MY
Gaming with FRIENDS
HORIZONS
LEGO
NEW FRIENDS
HAPPY
FULFILLED
Like myself
MY OWN
FLAT
Be satisfied
Able to travel
achieve something
Confident with everything
Get a job I enjoy
Have some friends

The Positive Personal Profile (PPP)

- Developed by TransCen, in Maryland.
- Helps the individual , and/or family and Team to consider interests, stregths, and traits. Includes space for problem solving.
- Use as PCP, in lieu of interview questions, or as a graphic organizer.



Positive Personal Profile (PPP) Form

Name: _____

Dreams & Goals:	Talents:
Skills & Knowledge:	Learning Styles:
Interests:	Positive Personality Traits:
Temperaments:	Values:
Environmental Preferences:	Dislikes, Quirks, & Idiosyncrasies:
Work Experiences:	Support System:
Possibilities & Ideas:	

Use the information from the PCP/Interviews to help the student answer Vision Questions.

STUDENT AND TEAM VISION

Student's Vision/Postsecondary Goals(required for ages 14–22, may be completed earlier if appropriate)	
While I am in high school, I want to:	While in high school I want to do well in my classes. I want to connect with my peers. I would like to keep my job in the snack shop and work on getting my drivers license.
After I finish high school, my education or training plans are:	Eventually I'd like to take some classes at a community college, possibly to become a vet tech.
After I finish high school, my employment plans are:	I would like to get a part time job in the community during my senior year. I'd like to keep working after I graduate.
After I finish high school, my independent living plans are:	I'm planning to continue to live with my family for the foreseeable future. I'm planning on getting my drivers license and being more independent with transportation.
Additional Team Vision Ideas	
In response to the student's vision, this year:	The Team would like to see [redacted] continue to make progress preparing for independence after high school. They would like to see him have the skills to realize his vision and be able to access the support that he needs to be successful. They would like to see him with the skills to navigate the many social relationship that he will encounter after high school. They would like to see him prepared for his next steps after graduation.
In response to the student's vision, in 5 years:	The Team's vision is for [redacted] to be engaged in further education and able to fully engage in the workplace in a field of his interest. They would like to see him accessing his community for healthy for social and recreational activities.

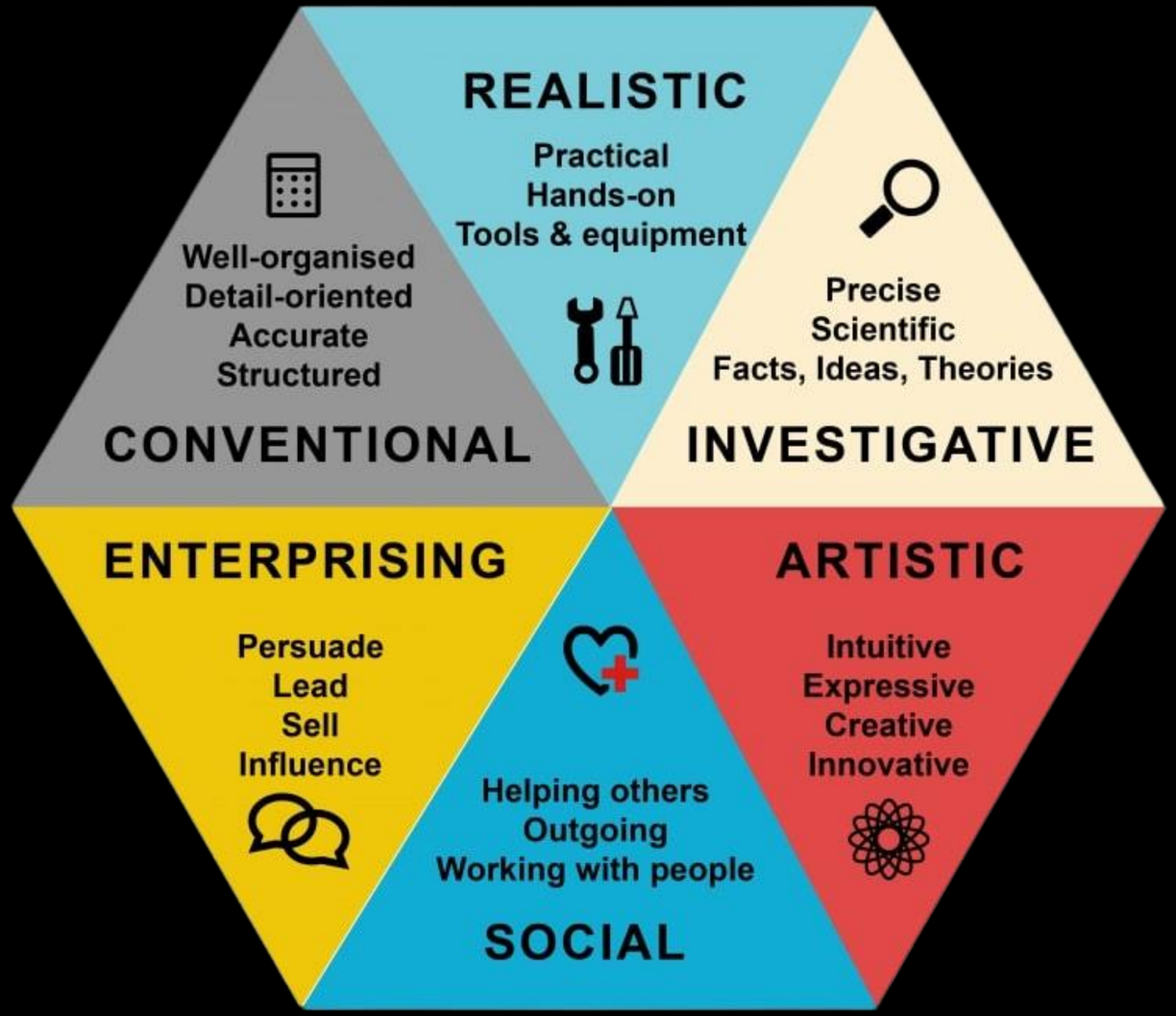
Use Vision & Data to Complete the Transition Plan

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transiti
Education/Training: <u>Plouffe, SEEM Transition Assessment, 2025:</u> [redacted] plans on graduating in June 2027, but has been advocating for a post-12th grade transition program to continue to work on his social/emotional needs. He is not sure about attending college but is "keeping my options open". [redacted] reports that he completes his homework at school.	<u>Plouffe, SEEM Transition Assessment, 2025:</u> Teacher and Student reporting on the **TPI-3** indicate that [redacted] has strong listening, reading and writing skills, and a good foundation study and organizational skills. Based on the **Brigance TSI-2 Organizational Skills Rating Scale,** [redacted] is punctual, organized, and cleans-up after completing a task. He is usually able to prioritize assignments, and predict how long work will take.	<u>Plouffe, SEEM Transition Assessment, 2025:</u> Teacher and Student reporting on the **A Self-Determination Scale** show that [redacted] lacks confidence in his abilities and needs help planning how to achiev his goals. According to the Brigance TSI-2 **Organizational Skills Rating Scale,** [redacted] needs to continue working on breaking complex activities into smaller parts, keeping track of assignment and exam dates, and completing work on-ti even if it is not perfect. The **TPI-3** indicates that [redacted] is not familiar with the college application process, and is not aware of how to access informal or formal academic supports in college.
Employment:		

IEP Goals & Objectives Reflect the Student's Transition Needs

With adult support, will create a schedule for testing (e.g., SATs, Accuplacer, Union Aptitude Testing, etc) and applying to colleges and training programs.

“But the Student’s Goals Aren’t Realistic”



- Think of what motivates the student - Why did they choose these goals?
- Nobody started off as an astronaut. Dream big, but focus on the smaller immediate steps.
- Where can the student find info and experience to make informed decisions?

What To Know About Career Planning

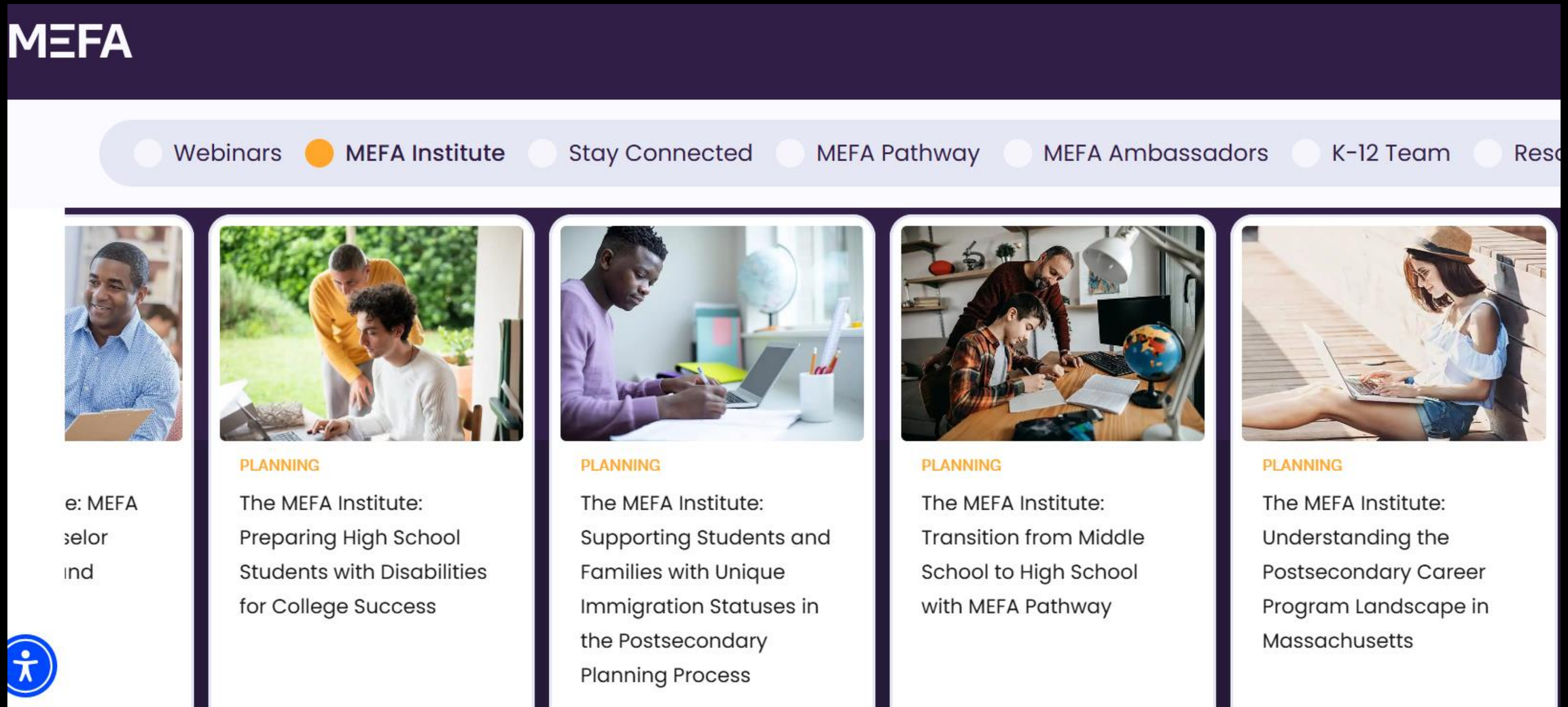
- Focus less on specific careers, more on general skills, abilities, and preferences.
- Executive Functioning & SEL Skills are durable work skills.
- Take advantge of MyCAP data.
- Make sure your PreETS provider is invited to Team Meetings.

What To Know About Postsecondary Education

- Talk about study and organizational skills.
- Make connections between career interests and high school/college courses.
- Can the student advocate for their accommodations?
- Work with Guidance to explore appropriate college/training options.

MEFA Pathways has Great Info on College & Career Pathways

https://www.mefa.org/for-counselors/



What To Know About Independent Living

- High academic achievement does not always translate to strong independent living skills.
- Money management is a big concern for youth. Does your school offer financial literacy courses?
- What are some transportation options for the student? Walkscore.com

Connect with Your District's Service Coordinators

MassAbility

Free Resources for Your Transition Assessment Toolkit:

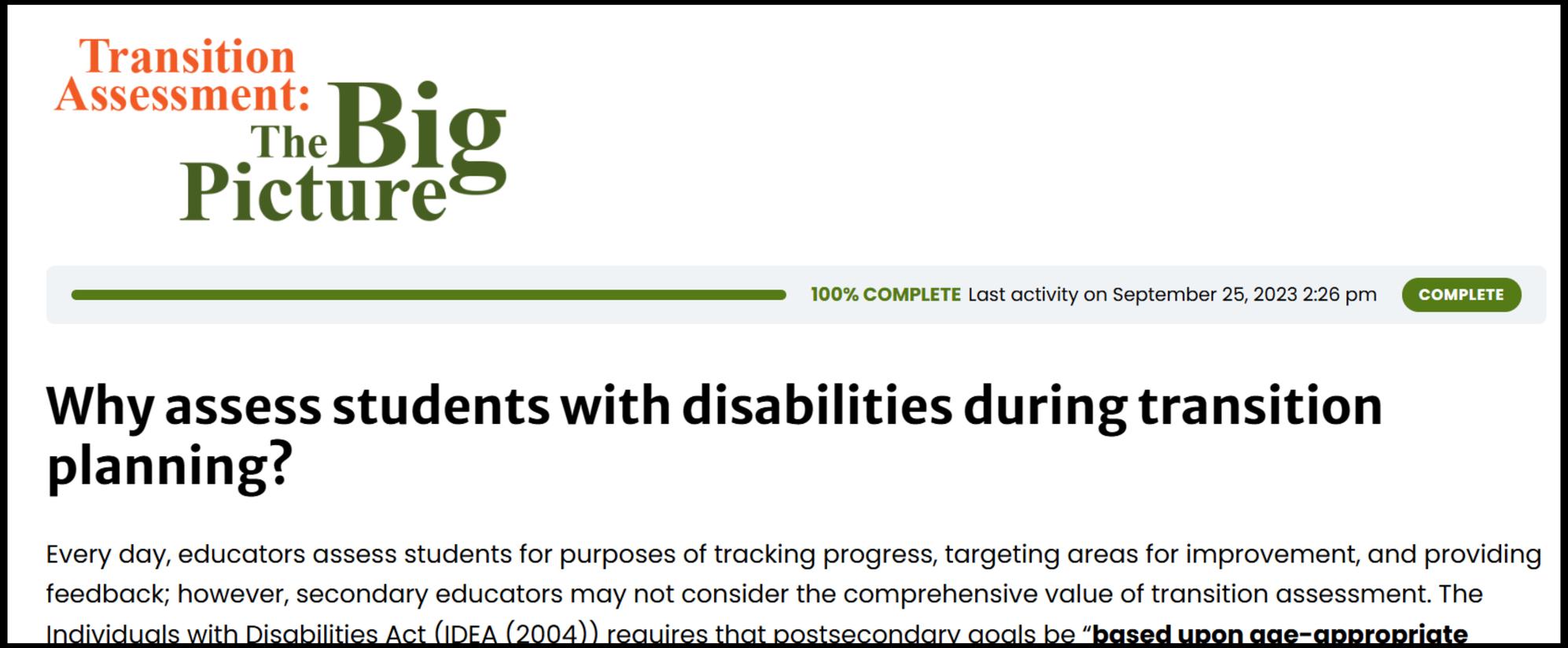
- *O*Net Online*: https://www.onetonline.org/
- *My Next Move*: https://www.mynextmove.org/
- *MassHire Career Information System*: https://portal.ma.cis360.org/
- *MEFA Pathway*: https://www.mefapathway.org
- *Casey Life Skill Assessment*: https://www.casey.org/casey-life-skills/
- *Self-Determination Inventory*: https://selfdetermination.ku.edu/
- *Northstar Digital Literacy Assessment*: https://www.digitalliteracyassessment.org/

Paid Resources for Your Transition Assessment Toolkit:

- *Transition Planning Inventory, Third Edition* (TPI-3): https://www.proedinc.com/Products/14865/tpi3-transition-planning-inventorythird-edition.aspx?bCategory=TRAN!TRAN

- *Brigance Transition Skills Inventory, Second Edition* (TSI-2): https://www.curriculumassociates.com/programs/brigance/transition-skills

- *Reading-Free Vocational Interest Inventory, Third Edition* (RFVII-3): https://www.proedinc.com/Products/14244/rfvii3-readingfree-vocational-interest-inventor.aspx?bCategory=TRAN!TRAN

Transition Coalition/University of Kansas Self-Paced Modules

Transition Assessment: The Big Picture:
https://transitioncoalition.org/courses/transition-assessment-2025/