

Transition Assessments Online

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION

Today's Agenda

- ✓ Brief overview of the Transition Planning Process
- ✓ DSCVR Framework for Transition Assessments
 - ✓ COVID-19 Options for Transition Assessments
- ✓ Best practices for developing Measurable Postsecondary Goals (MPGs)

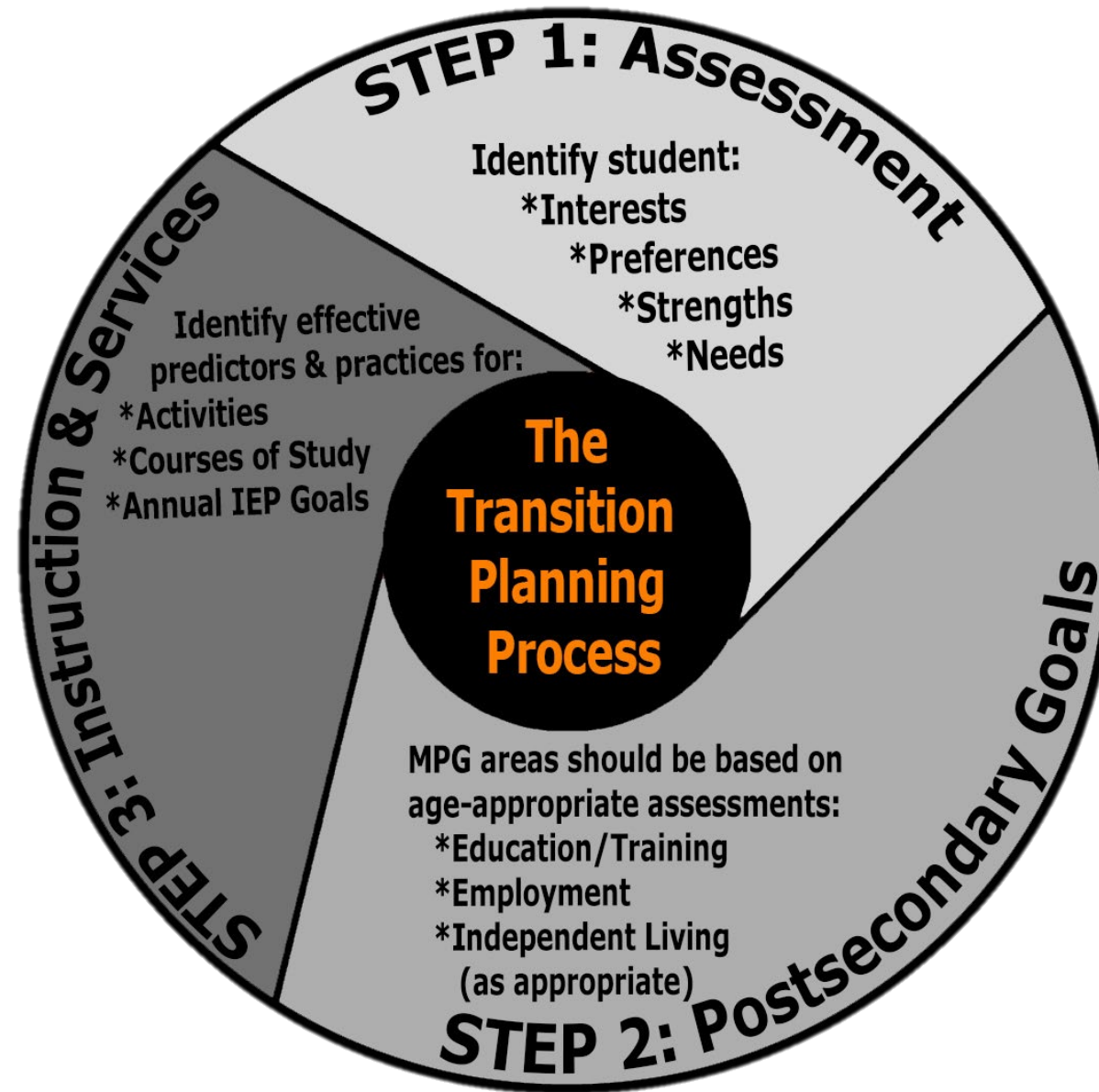
Secondary Transition Planning

Ongoing planning that helps students develop independence, which in turn helps them to make progress in reaching their career and adult-living goals

**Beyond
compliance...
Effective Best
Practice
Strategies**

FOR INFORMATION ON COMPLIANCE:

- ✓ [ADE ESS Program Support & Monitoring Webpage](#)
- ✓ [2019-20 Guide Steps](#)
- ✓ [IDEA website](#)



Step 1

Age- Appropriate Transition Assessments

Data to drive informed decisions

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

PINS

Interests

- ✓ Expression of LIKES/WANTS
- ✓ Interest does not always mean preference or strength

Preferences

- ✓ Requires ACTION/EFFORT from the student
- ✓ Were the activities accomplished?
- ✓ Was the coursework completed?

Strengths

- ✓ Measure of HOW WELL the student does on the activities and coursework
- ✓ Basic knowledge & skills needed to be a successful job candidate

Needs

- ✓ Limitation(s) related to knowledge & skills that
- ✓ Make it more difficult for the student to pursue the MPGs OR
- ✓ When addressed make MPG attainment possible (AT/Accommodations)

DSCVR Framework

Determining What to Assess

Selecting Appropriate Assessments

Conducting the Assessments

Viewing & Analyzing the Results

Results-driven Decisions

Determining What to Assess?

The process should help the team determine:

- ✓ Where is the student presently?
- ✓ Where is the student going?
- ✓ How does the student get there?

Assessments should help the student determine:

- ✓ Who am I?
- ✓ What are my unique talents and interests?
- ✓ What do I want in life, now and in the future?
- ✓ What are the main barriers to getting what I want?
- ✓ What are my options?

Selecting Appropriate Assessments

Informal Assessments

Informal interviews
- Student, Parent, Teacher, etc.
Interest inventories
Situational assessments
Person-centered planning notes
Grades/Transcripts
Related services & nurse's files
SETT (AT selection process)
Outcome(s) for STEP 3

Formal Assessments

Achievement tests
Intellectual functioning assessment
Adaptive behavior scales
Aptitude tests (Accuplacer/ASVAB)
Temperament inventories
Self-determination scales
Pre-vocational/employability scales
Personality & preference tests
Career development measures

Assessment Examples (NOT an exhaustive list)

Selecting Appropriate Assessments



What has already happened this school year?

- ✓ Review existing documents and available information.
- ✓ Summarize what has been completed so far in the school year showcasing a student's PINS. Examples:
 - ✓ Transition activities – college or job tours, TSW or Pre-ETS work, community involvement, etc.
 - ✓ Courses of study – specific assignments related to MPGs
 - ✓ Aligned IEP goals – progress on transition-related annual goals

Selecting Appropriate Assessments



What is currently happening at home?

- ✓ Current activities, when summarized, can be turned into assessment information.
- ✓ Record those abilities on a task analysis or observational assessment.
 - ✓ Practicing a skill can be an activity.
 - ✓ Task analysis of a skill could be an assessment.

Ideas to Get You Started...

Age-Appropriate Transition Assessments Padlet

- ✓ Online & printable assessments
- ✓ Observation & situational assessments
- ✓ Transition-related interview questions



Conducting the Assessment

All DSCVR steps should be individualized.

Offer Accommodations

- ✓ Communication
- ✓ Physical
- ✓ Behavioral
- ✓ Learning

Use a variety of strategies to gather information

- ✓ Observations (preferences)
- ✓ Hobbies
- ✓ Favorite academic area(s)
- ✓ Situational Assessment

Ask the right questions

- ✓ What activities do you enjoy that cause you to lose track of time?
- ✓ What do people ask you for help with?
- ✓ What problem would you like to solve in the world?

BE CREATIVE



Other Considerations for COVID-19

- ✓ Documentation
- ✓ Collecting results
- ✓ Available resources

Conducting Assessments Remotely

Online

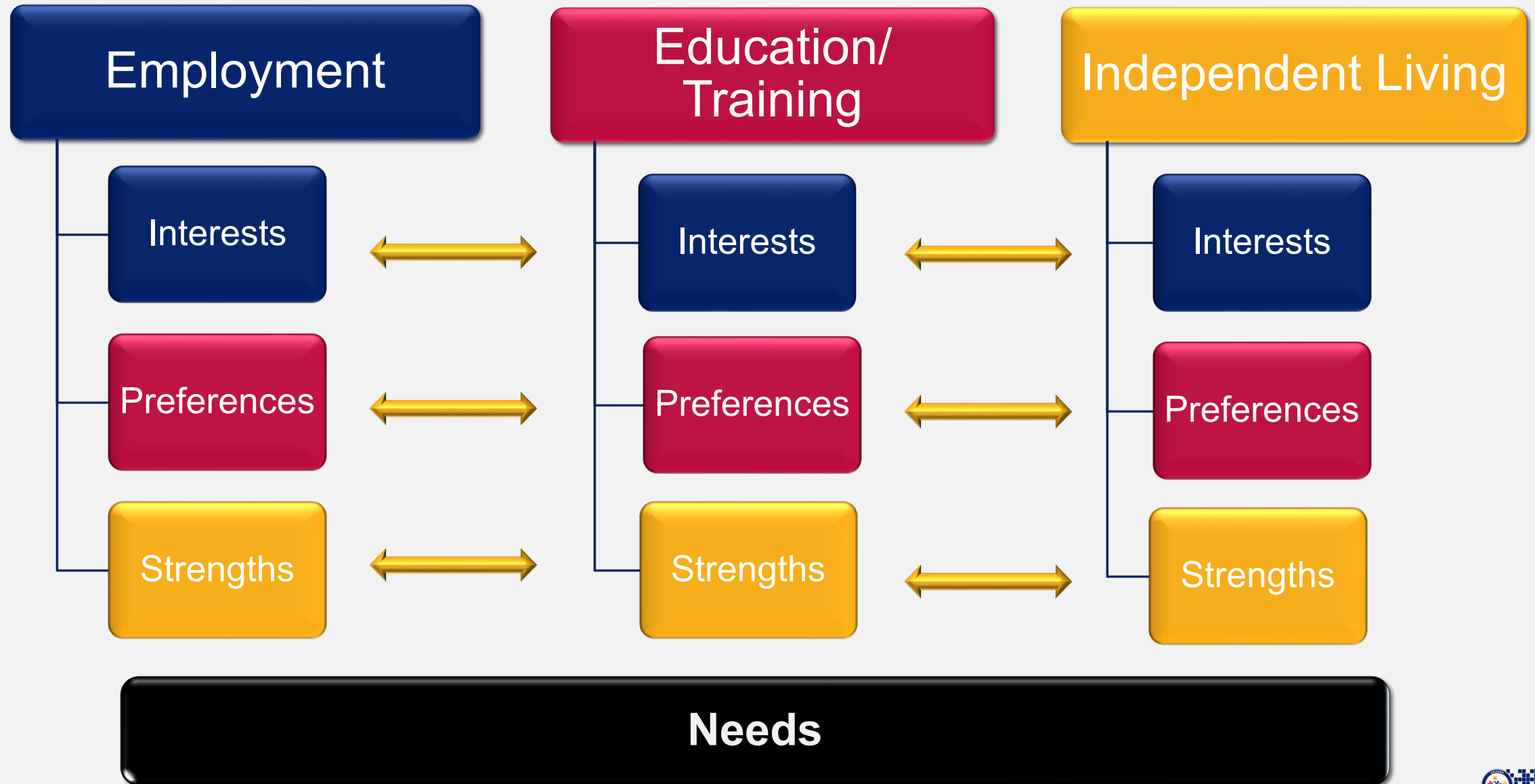
- ✓ AzCIS portfolio and similar tools
- ✓ Create Google Form to complete and submit assessments
- ✓ Copy/paste the questions from an assessment into an email and have students respond
- ✓ Create a QR code to bring a student directly to an assessment if he/she only has Internet on a cellphone
- ✓ Use email, an app, or virtual platforms to have discussions/interviews with student and/or parent

Conducting Assessments Remotely

Offline

- ✓ Conduct a phone interview with student and/or parent
- ✓ Student has a computer, but no Internet?
 - ✓ Put assessments on jump/flash drives
- ✓ Adapt assessments to be paper/pencil format
- ✓ Consider how to share and collect assessments
 - ✓ Mailed directly to the student
 - ✓ Designated pick-up time for school meals or other school materials

Viewing & Analyzing the Results



Results-driven Decisions

- ✓ All MPG areas must be developed based on assessment data.



- ✓ Employment First practices ensure process is effective
 - ✓ Allow the data to drive the process
 - ✓ Remove personal opinions & biases from the process

Employment First encompasses the belief that competitive integrated employment is the expectation for all Arizonans who have disabilities.

DSCVR Framework

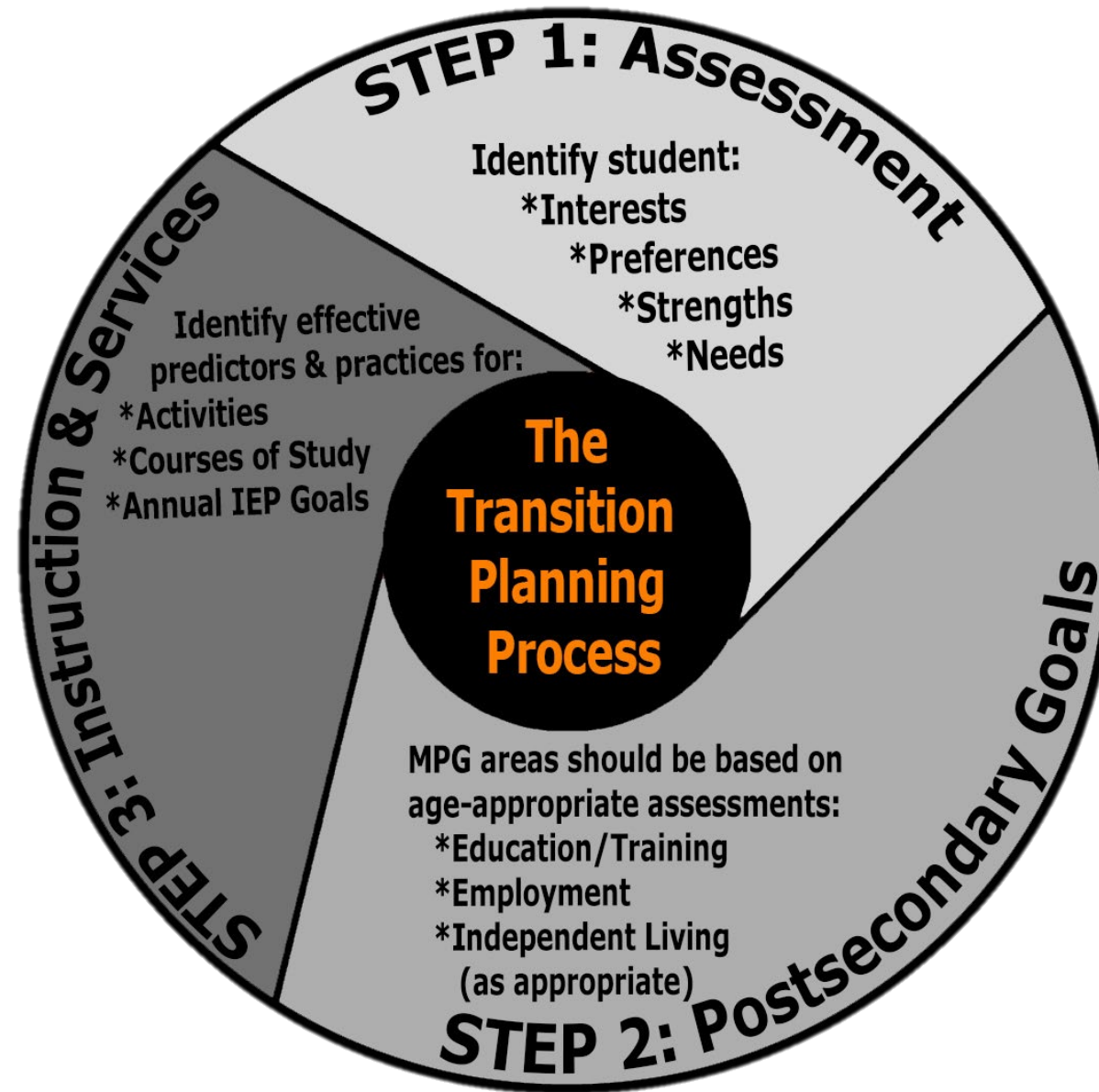
Determining What to Assess

Selecting Appropriate Assessments

Conducting the Assessments

Viewing & Analyzing the Results

Results-driven Decisions



Step 2 - Measurable Postsecondary Goals



Follow the Sequence

MPG Examples

Employment

After graduation, Susie will work full-time as a Pediatric Phlebotomist at Town Hospital.

**Education/
Training**

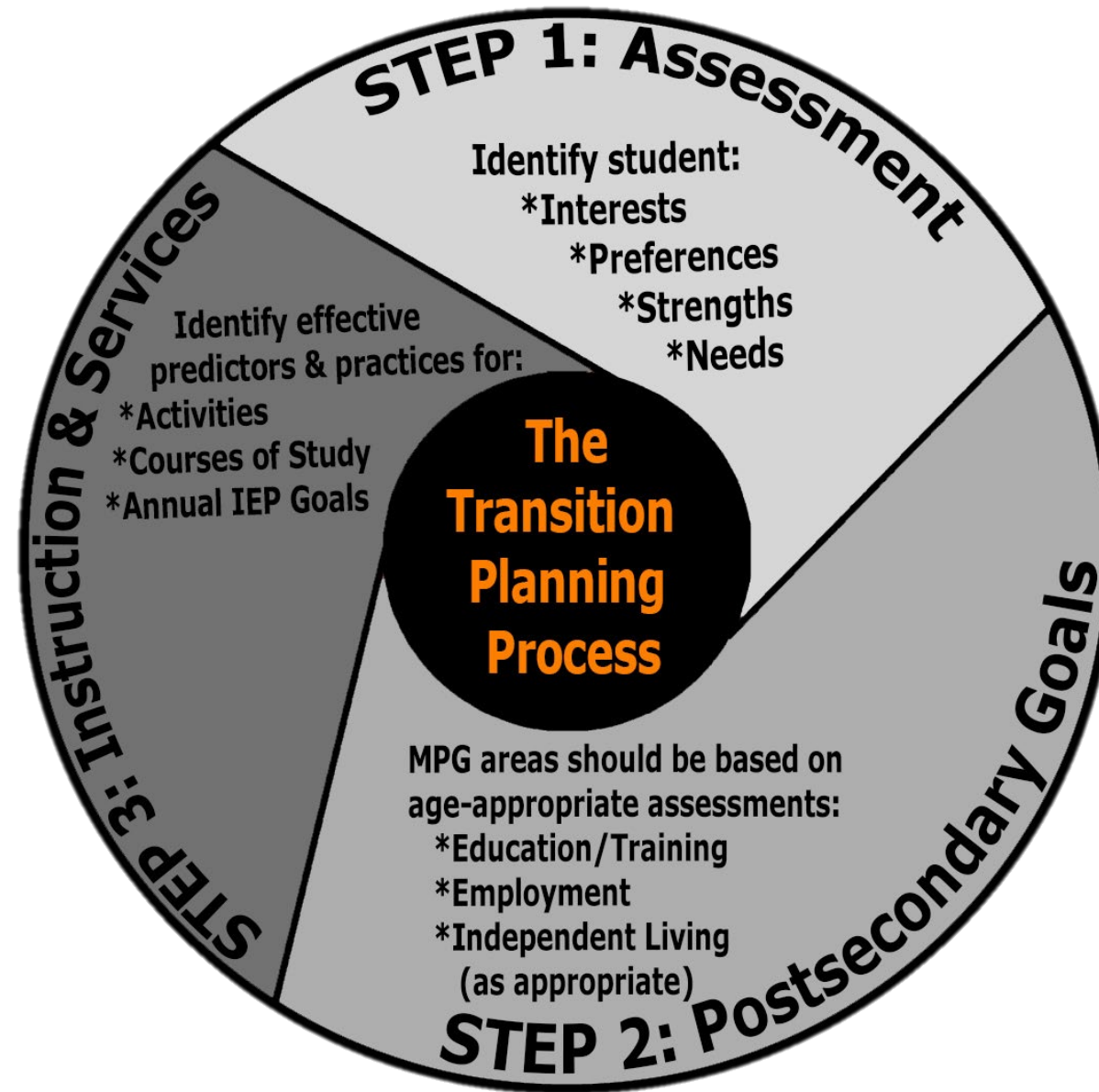
After graduation, Susie will enroll at Gateway Community College (GCC) to complete the phlebotomist training program.

**Independent
Living**

After graduation, Susie will independently use Read&Write for Google Chrome to complete her GCC assignments.

Examples are BEST PRACTICE

Examples are BEST PRACTICE



Using the Best Practice Rubric to Evaluate Transition Plans

Developed by
ADE Secondary
Transition
Specialists

Based on NTACT
best practices and
ADE guide steps

SECONDARY TRANSITION BEST PRACTICE RUBRIC

Component	4 Points	3 Points	2 Points	0 Points
Assessments	Multiple assessments are listed; data clearly summarized where PINS are identified and aligned to each MPG	At least 1 of the following strategies are evident: Multiple assessments are listed; summarized with some alignment to each MPG	One or more assessment(s) are listed that aligns to each MPG	Assessments not mentioned; alignment of PINS missing for at least one MPG
MPGs	All MPGs are career focused and align with PINS; contain "after graduation/exit" statements; level of specificity on all MPGs are based on age of student	At least 2 of the following strategies are evident: All MPGs are career focused and align with PINS; contain "after graduation/exit" statements; level of specificity on all MPGs are based on age of student	All MPGs are measurable (employment, education & if appropriate IL MPG); all MPGs to take place post-secondary	At least one or more MPGs are not measurable; will not occur after high school; not based on PINS

Technical Assistance

ADE Secondary Transition Best Practice Implementation Project



You participated in the training

You learned the process



The ADE secondary transition specialists want to help you see if you're

Putting It All Together



We are inviting participants to send redacted IEPs to the email address below.

Secondary transition specialists will use a rubric based on the NACT best practice strategies as presented in the workshop.

Scores and feedback will be provided to the participant via email.



What's the catch?? Absolutely NO CATCH! This information will not be used for monitoring; this is for technical assistance and your benefit only!



INTERESTED?

Contact the ADE Secondary Transition Specialists at ESSTransition@azed.gov

Contact Information



Secondary Transition Team

Mailing Address:

1535 W. Jefferson St., Bin #24
Phoenix, AZ 85007
(602) 542-3855

Virtual Connection Information:

<http://bit.ly/AZsecondarytransition1>
ESSTransition@azed.gov

Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition

- ✓ <http://www.azed.gov/specialeducation/transition/>
- ✓ Or use the bitly link @: bit.ly/AZsecondarytransition1

Foundations of Vocational Rehabilitation, (Rubin & Roessler)

National Technical Assistance Center for Transition (NTACT)

- ✓ <http://transitionta.org/>

Use a Variety of Strategies to Gather Information. | Transition Coalition. (2019). *Transition Coalition*. Retrieved 16 October 2019, from <https://transitioncoalition.org/blog/tip/use-a-variety-of-strategies-to-gather-information/>

Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., and Terrell, M. (2019). *Age-appropriate transition assessment toolkit*. Retrieved 16 October 2019, from <https://www.transitionta.org/system/files/tool>