



Age Appropriate Transition Assessment

Sue Beck

Ohio Secondary Transition Improvement Grant (OSTIG)

Chris Filler

Ohio Center for Autism and Low Incidence (OCALI)

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Age Appropriate Transition Assessment

What is the purpose?

What is it? Where do you get it?

What do you do with it?

How much info do you need?

Who does it and when?

Age Appropriate Transition Assessment (AATA)

- IDEIA requires the use of AATA
- Defining AATA and understanding the process surrounding the use of AATA is confusing and can result in vague and insufficient information
- This can be particularly challenging for students with significant multiple or complex disabilities

What is AATA?

- Read the statements related to AATA
- What words and phrases have meaning?
- What information is functional?
- What concepts offer concrete understanding?

Collective Work

Your Definition

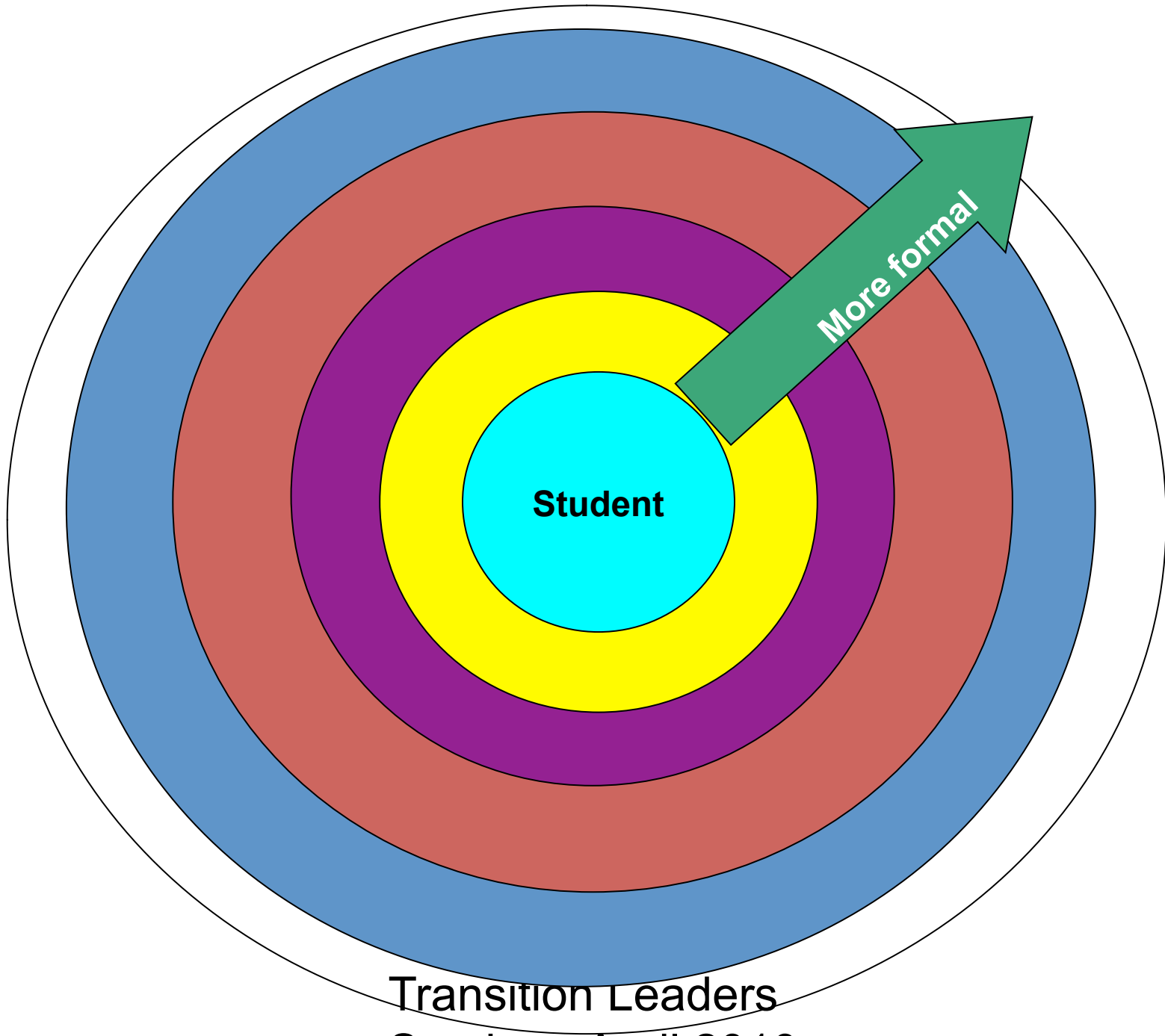
- Process of discovery
- Ongoing assessment
- Identifies gaps and skills
- Individualized
- Rich meaningful portrait
- May NOT result in specific direction
- Informal (Interviews/Observations)
- Team decision (collective thinking)
- Relates student
- Chronological
- Strength Based

Collective Work

Your Definition

- Individualized
- Ongoing
- Identification of Student Interests
- Formal and Informal Observation
- Process of Discovery
- Exposure

Age Appropriate Transition Assessment	
IS NOT	IS
<ul style="list-style-type: none"> ▪ Using the same assessment tool or method with all students with disabilities 	<ul style="list-style-type: none"> ▪ Choosing assessment tools and methods, formal and informal based on information needed
<ul style="list-style-type: none"> ▪ Listing the names of tests and test results in Section 4 of the IEP 	<ul style="list-style-type: none"> ▪ Summarizing and interpreting what various test results mean for the student's skills related to adult environments
<ul style="list-style-type: none"> ▪ Done once or during a certain time period or grade level 	<ul style="list-style-type: none"> ▪ Ongoing throughout high and used to develop a multi year transition plan that is summarized in sections 4 and 5 of the IEP
<ul style="list-style-type: none"> ▪ A standard set of instruments or battery of tests given to all students with disabilities 	<ul style="list-style-type: none"> ▪ An ongoing and dynamic process and guided by assessment questions
<ul style="list-style-type: none"> ▪ Only formal and standardized tests 	<ul style="list-style-type: none"> ▪ A comprehensive array of formal and informal methods and instruments
<ul style="list-style-type: none"> ▪ Only new information 	<ul style="list-style-type: none"> ▪ Discussing and analyzing new and existing information in the light of what it means for the student's skills related to adult environments
<ul style="list-style-type: none"> ▪ Used only to inform the student's achievement of current IEP annual goals 	<ul style="list-style-type: none"> ▪ To inform the student's multi-year transition needs in reference to his/her measurable post-school goals
<ul style="list-style-type: none"> ▪ One test or one assessment process, such as an evaluation at a career center 	<ul style="list-style-type: none"> ▪ Choosing assessment tools and methods to gather information that answers a question regarding the student's capacity to achieve post-school intentions
<ul style="list-style-type: none"> ▪ Only about academics 	<ul style="list-style-type: none"> ▪ Holistic assessment of the student's preferences, interests, needs and strengths as they relate to adult roles of working, learning and living
<ul style="list-style-type: none"> ▪ Only information gathered by special education professionals in a separate assessment event 	<ul style="list-style-type: none"> ▪ Including students with disabilities in all whole school career-oriented events and activities and incorporating results into transition assessment
<ul style="list-style-type: none"> ▪ Only valid if gathered by educational professionals 	<ul style="list-style-type: none"> ▪ Information provided by the student, family and others informally as well as by more formal methods



Transition Leaders
Seminar, April 2010

Adapted from a presentation by Mary Morningstar

Implementing the Age Appropriate Transition Assessment Requirements of IDEA 2004

Mary E. Morningstar, Ph.D.

mmorningstar@ku.edu
www.transitioncoalition.org

Test yourself...

1. Transition assessment uses a specific protocol, and it is important to administer it as instructed.

TRUE

FALSE

FALSE

Schools often base the entire assessment process on a pre-established protocol designed by the district and based on a commercial product, and not on the needs of the student (Cohen & Spenciner, 1996). In reality, transition assessments should be *developed and individualized with each student in mind*. Student participation in developing the types and methods of assessment is the best way to go.

2. Transition assessment is an ongoing process that takes place throughout and across the secondary school years

TRUE

FALSE

TRUE

While transition assessment is often thought of as a *once-a-year* event completed by one person and occurring over a short period of time to develop the IEP, it is in fact most useful when thought of within a broader context (Cohen and Spenciner, 1996). In order to be *effective and meaningful* to the student and the school program, the transition assessment process *must be ongoing throughout the school year*.

3. Information for the AATA is only information gathered from age 14 and older.

TRUE

FALSE

FALSE

While IDEIA REQUIRES that information be gathered starting at age 14, it is important to document what we already know about the student from previous experiences. Much information can be collected related to the student's learning style, medical background, preferences and interests well before age 14.

4. Transition assessment is primarily for youth with severe disabilities

TRUE

FALSE

FALSE

Many assessment approaches may be created with one disability population in mind, other assessments are appropriate for all youth. What is most important is for you to familiarize yourself with each assessment measure and determine it's usefulness to the overall transition process. Don't assume that a certain instrument or method is not appropriate for a particular student because of his or her *label or disability category*. Oftentimes, accommodations can be made so that a particular assessment can be used effectively to meet the ability level of the student.

5. The purpose of AATA is to provide data that serves as the common thread in the transition process. It is used as the basis for defining measurable post-secondary goals and services aligned with/ or in support of the student's identified future plans

TRUE

FALSE

TRUE

The information obtained from AATA assists to prioritize educational activities and experiences, assists in progress monitoring and will allow teams to identify gaps in important skill development related to the post-secondary goals.

6. “Age-Appropriate” means Developmental Age.

TRUE

FALSE

FALSE

Age Appropriate refers to CHRONOLOGICAL Age
NOT Developmental.

AATA should include activities, assessments, content, environments, instruction and/or materials that reflect a student’s chronological age and focus and inform future environments, regardless of the functioning level of the student or the current skill levels

Yvette : 17 year old student

PS Goal: To work for a pet groomer

Assessment Info

- Reads on first grade level
- Cries when she is corrected
- Enjoys playing with young children / juvenile games

Developmental View

- Focus on reading first grade materials/ primers
- Ignore her cries (do not reinforce with attention) OR
Comfort her with hugs and rocking (as one would do a young child)
- Play games with her in the classroom such as Candyland

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- Cries when she is corrected
- Enjoys playing with young children / juvenile games

Chronological View

- What information will she need to be able to read and understand related to pet grooming? Pet name? Owner Name? Allergies?
- What coping skills will she need when her boss corrects her work? When a customer is unhappy with work?
- Is there are career opportunity that involves both children and pets?

7. AATA include only standardized instruments that will render a valid and reliable score

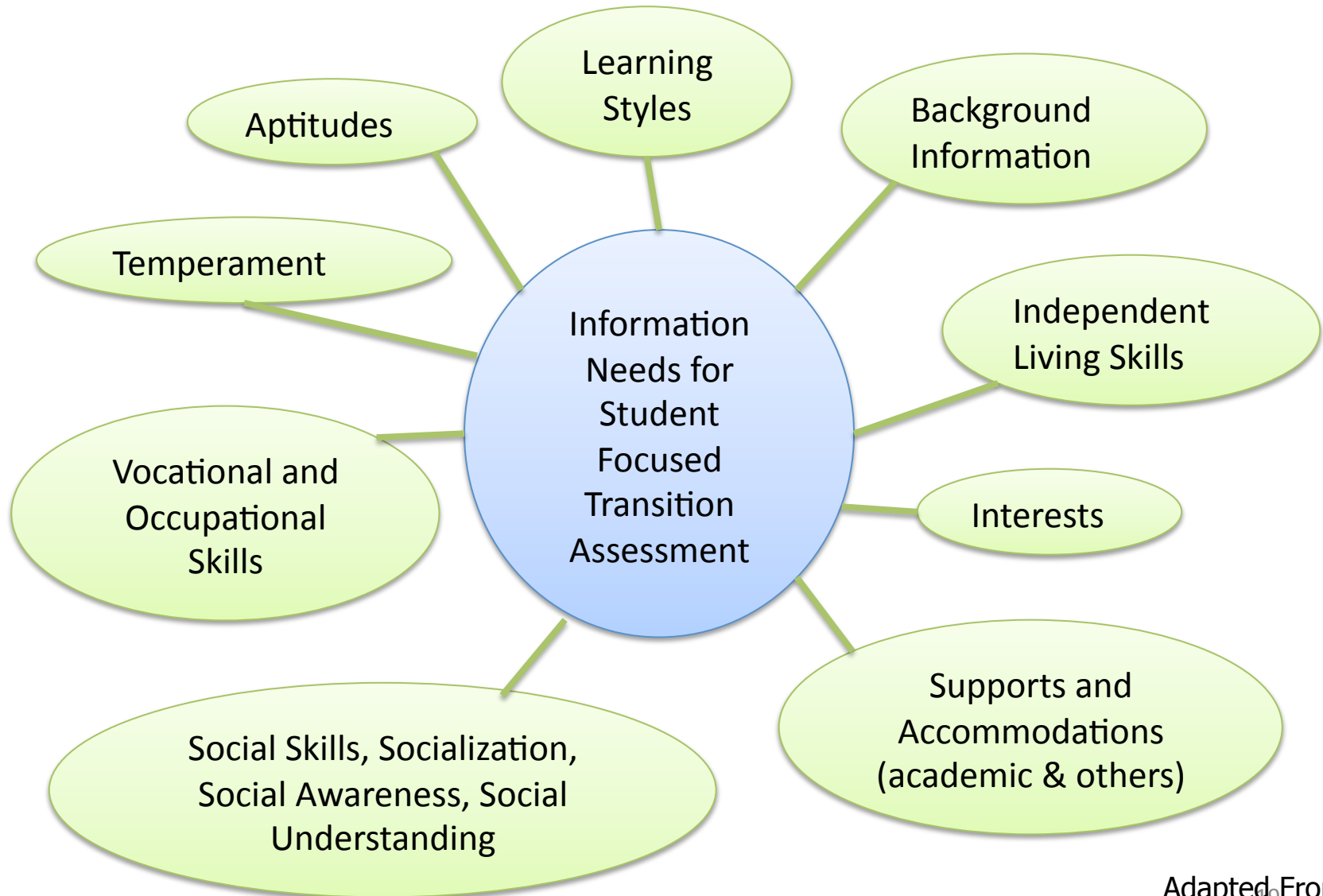
TRUE

FALSE

FALSE

AATA includes formal and informal assessments. Observation, checklists, interviews are very appropriate and often necessary to gain meaningful information. This is especially true for students with low incidence disabilities that may not respond well to formal, standardized instruments. Types of Non-Standardized or Informal Assessments that might be used include: Interviews and Surveys, Behavior Observation Forms, Rating Scales, Situational Assessments, Curriculum Based Assessments, Environmental or Ecological Assessments, Medical Information Person-Centered Planning Procedures

What Areas should be considered?



Adapted From:
P. Kohler (2004)

Quick Talk

Current Practices



- What does transition assessment look like in your district/setting?
 - Is one person in charge?
 - How does the team plan assessment activities?
 - What kind of assessment activities have typically been used?
 - What happens to the results?
 - What type of information do you include in the summary of the AATA data on the IEP?

Planning Assessment Activities

- CURRENT?: What do we know already and how does that relate to the next environment (adult life)?
- FUTURE?: What do we need to know in light of future plans, visions, goals?
- HOW?: What is our systematic, synchronized plan to gather the necessary information?
- ACTION STEPS?: How do we use the information?



Place of Intersection

- AATA is a point in the process that can involve many partners
- AATA includes information gained from family, student, and community partners
- Adult service partners can help guide/expand a student's AATA process to include information that will help establish eligibility or help clarify the focus of services

Department of DD

- AATA can focus on information that will be helpful when meeting requirements for eligibility for DD Services or for defining service
- Example:
 - Level of Independence
 - Access and Use of Transportation
 - Functional Communication
 - Social-Emotional Skills
 - Safety Skills
 - Historical information related to successful support systems and strategies

Rehabilitation Services Commission (RSC)

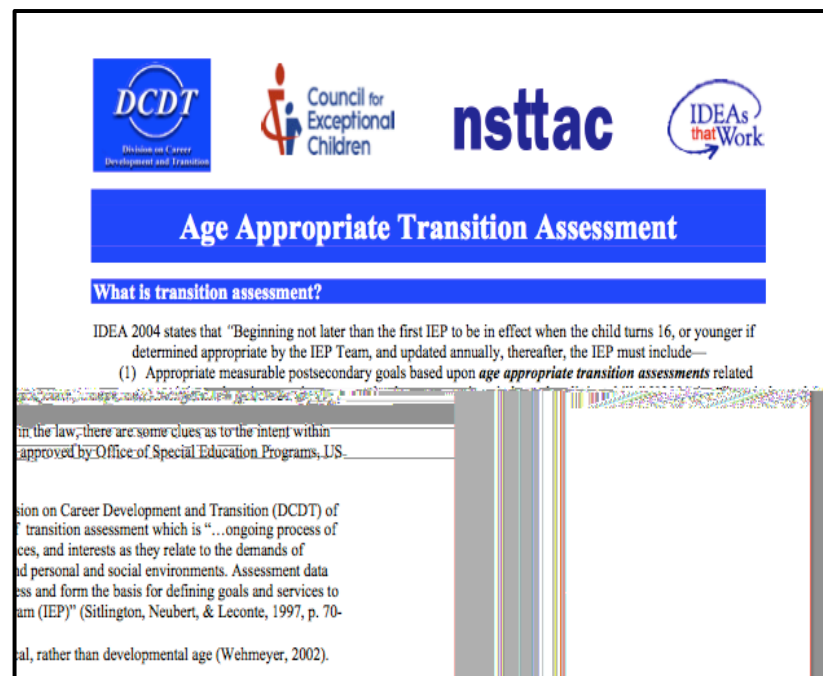
- AATA can also identify information that will help RSC/BVR better able to qualify individuals for service and tailor the service
- Examples:
 - Defining an individualized, realizable employment goal
 - Identification of necessary accommodations
 - Documentation of employability skills
 - Evidence of self-determination

Assist in AATA Implementation

- In some cases, adult service partners can not only help plan AATA or use the information gained from AATA. In some situations they can assist in gathering the information
- Examples
 - Vocational Assessment
 - Situational Assessments
 - Travel/Mobility Assessments

Types of Assessment Activities

- What can be included in the “Systematic, Synchronized Plan”?
- DCDT Fact Sheet



Overview and Resources

National Secondary Transition Technical Assistance Center (NSTTAC) Transition Assessment Guide

- www.nsttac.org/?FileName=tag
- Describes how to conduct and select instruments for a transition assessment.
- Gives examples of sample instruments for both informal and formal assessments
- Includes links to pod casts and articles on transition assessment.

Examples of AATA Tools and Strategies

- Work/Community Experiences provide much information
 - CANNOT BE STRESSED ENOUGH!
- Employability skills checklists
- Interest/Motivation Inventories & Checklists
- Rubrics for Transition by TenSigma
- Interviews with Student, Family, and others that know the student well

Resources for Transition Assessment

- ELSA is a tool that highlights employability skills that are often difficult for students with LI disabilities:
 - social, communication, organization, hygiene
- ELSA completed by teacher, student, parent
- Criterion referenced assessment – can be used flexibly

Ohio's Employability Life/Skills Assessment

Employability/Life Skills Assessment

Ages 14-21 years

developed by
Roberta Weaver
And Joseph R. DeLuca

STUDENT INFORMATION

Name: _____ Birthdate: _____

RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

EXAMPLE (for a 14 year old student)

I. SELF HELP SKILLS

AGE

AGE

- A. Demonstrates personal hygiene and grooming by:
- meeting teacher expectation for cleanliness.
 - meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)
 - meeting teacher expectation for consistent, independent personal hygiene and grooming.

	14	15	16	17	18	19	20	21
2								
1								
1								
T	4							

- B. Dresses appropriately by:
- choosing and wearing clothes that are appropriate for the weather/ activity/social custom.
 - identifying when clothes should not be worn (dirty, ill fitting, etc.).
 - wearing clothes that are in good condition, clean and pressed with detail given to appearance.

	14	15	16	17	18	19	20	21
2								
3								
1								
T	8							

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

O C S	GROUP SKILLS			WORK SKILLS			LIFE SKILLS			SOCIAL SKILLS			PERSONAL SKILLS			RELATIONSHIP SKILLS			OTHER ATTITUDES			O C S	T
	COMMUNICATION	TEAMWORK	PROBLEM SOLVING	WORK ETHIC	WORK HABITS	WORK SAFETY	PERSONAL RESPONSIBILITY	PERSONAL ORGANIZATION	PERSONAL FINANCE	PERSONAL HEALTH	PERSONAL SAFETY	PERSONAL WELL-BEING	PERSONAL APPEARANCE	PERSONAL CLEANLINESS	PERSONAL GROOMING	PERSONAL HYGIENE	PERSONAL FITNESS	PERSONAL INTERESTS	PERSONAL HOBBIES	PERSONAL RECREATION	PERSONAL LEISURE		

***“Puzzle of
Lifestyle
Planning”***

www.iidc.indiana.edu/irca/adultoptions/puzzle.html

Puzzle of Lifestyle Planning

The Puzzle of Lifestyle Planning, IRCA Articles, Access Autism

The Puzzle of Lifestyle Planning

Contributed by Nancy Kalina

Everyone makes choices daily that impact life. For example, people decide where they will work, with whom they will live, and in what extracurricular activities they will engage. For individuals with autism spectrum disorders these decisions are often made by others and without the person's input. Lifestyle planning allows people to explore possibilities, brainstorm strategies, and identify outcomes that are typically beyond what is offered by traditional services. Quite simply, lifestyle planning is a method for supporting individuals with autism spectrum disorders in making choices which reflect preferences, areas of strength, and their own visions. The individual is supported by friends, family members, and professionals to construct a map for his/her life. Below are questions that can facilitate decisions about:

Education

1. Would the person be interested in taking classes at the post- secondary level?
2. Would the person be interested in taking classes at a local vocational training school?
3. Would the individual be interested in taking classes through the YMCA or YWCA?
4. Would the individual be interested in taking an adult education class through the community schools or local library?

Employment

1. Does the person want to be employed part-time or full-time?
2. Does the person want to work at one job or two jobs?
3. Would the person be interested in volunteering instead of working?
4. Would the person be interested in working and volunteering?
5. Is the wage important to the person?
6. What is the minimum amount of money that s/he is willing to accept?
7. Would the person be interested in being self-employed?
8. Does the person want to sample a number of different jobs to determine what s/he likes?

Transportation

1. How does the person get to his/her job?
2. Is car pooling possible?
3. How does the person get to the grocery store?
4. How does the person want to travel to school?
5. Are some methods of traveling better than others depending upon the time of day?
6. Does the person feel comfortable traveling in a crowded bus?
7. What means of transportation make sense now and what are the person's goals for the future?
8. Does the person want to hire a driver to get to and from work?
9. Is the person eligible for support money for transportation through Supplemental Security Income (SSI), e.g., Individual Work Related Expense (IWRE), Plan for Achieving Self Support (PASS plans)?
10. What transportation is available if the person wishes to take part in social gatherings in the evening?

Residential

1. Does the person want to live in a group home?
2. Does the person want to live in his/her own apartment?
3. Does the person want to rent or own?
4. Would the person rather live in a house, an apartment, or a duplex?
5. Does the person want to have a roommate? If so, how many?
6. Does the person want to live alone?
7. Does the person want to live in a foster family situation?
8. Does the person want to live with someone in particular?
9. Where does the person want to live?
10. Does s/he want to live in the city or on the outskirts of town?
11. Does the person want to rent an apartment that is within someone else's home?
12. Does the person want to live in a dorm?
13. How much does the individual feel s/he can spend on rent?
14. Does the person want to rent something that is furnished or unfurnished?

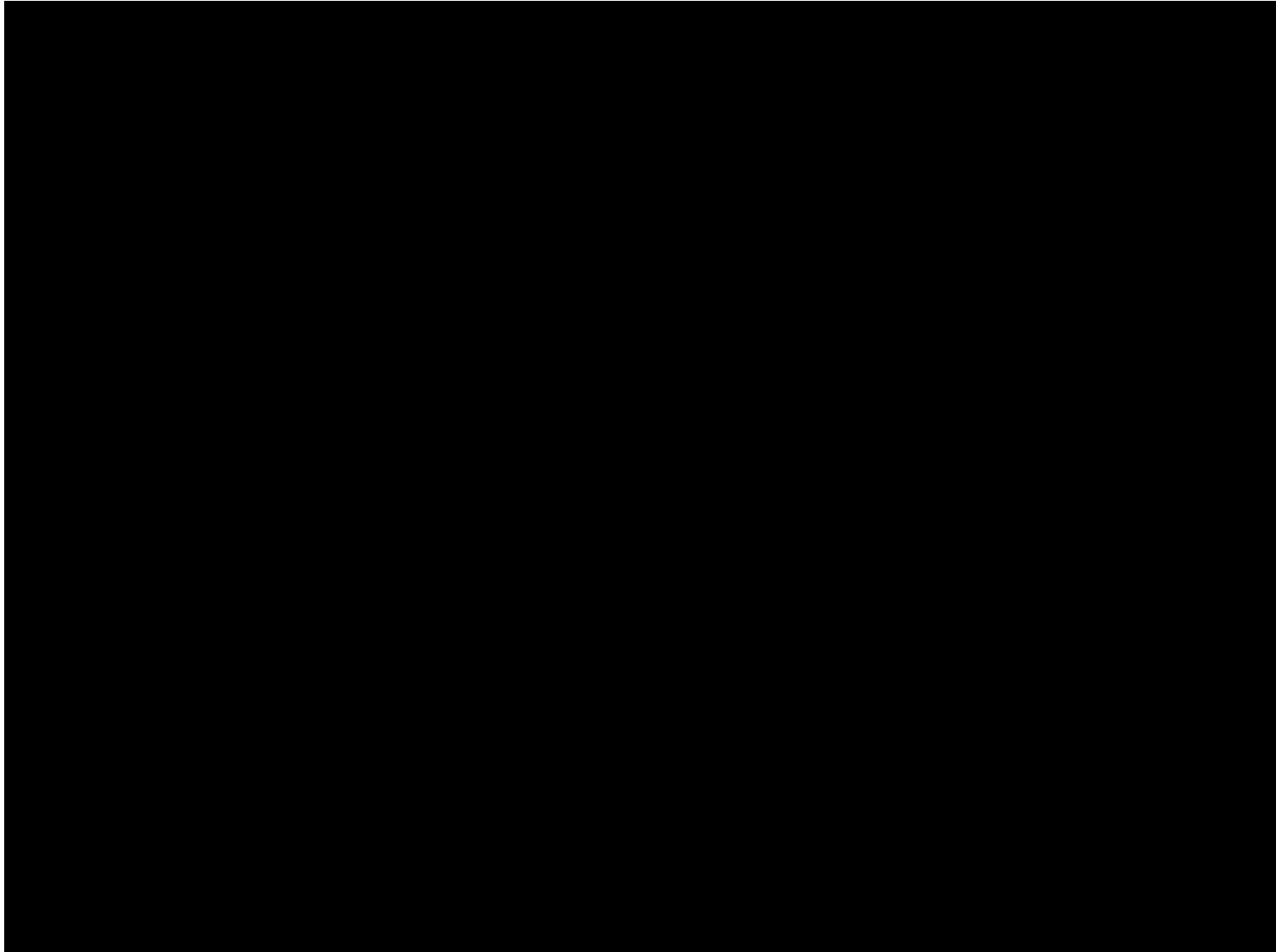
Supports

1. How much and what type of support does the person want? (This may change with different tasks and different days.)
2. How much and what type of support does the person need within the home?
3. How much and what type of support does the person need when using transportation?
4. How much and what type of support does the person need in the community? For example, could a grocery store offer assistance to the individual when s/he is doing the shopping?
5. How much and what type of support does the person need at work?
6. Can coworkers offer any of the supports that are needed?
7. How much and what type of support does the person need to take classes? Can the teacher offer support? Can a friend offer support?
8. Is the person interested in getting a canine companion?
9. How does the individual want the support person to describe himself/herself?
10. What supports can be offered to an individual who does not self-medicate so that the individual feels as if s/he is respected?
11. How do the people who surround the person support the individual's decisions?
12. How do the people who are in the individual's life support the person to try something new?

www.careeronestop.org

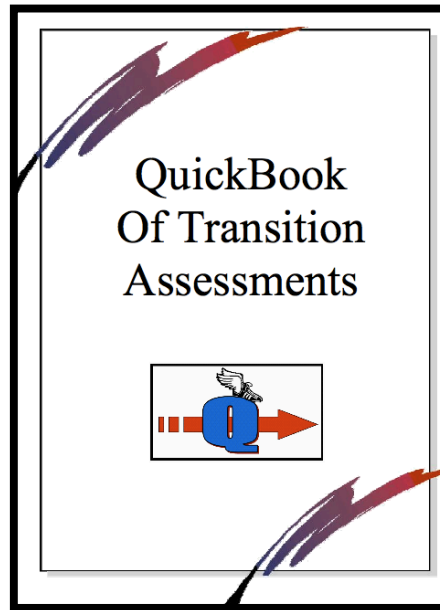


Career One Stop Videos (“Skill and Ability”)



“Quick Book”

from the Transition Services Liaison Project in SD



www.tslp.org/docsQuickbookIEPChecklistFinal091407.pdf

Resources for Transition Assessment

Rubrics for Transition III: for Autism Spectrum Students



The *Rubrics for Transition III: for Autism Spectrum Students* manual is designed for students whose behavior is on the Autism Spectrum.

The manual contains rubrics that define 63 research-based transition skills for students on the Autism Spectrum in the areas of verbal and nonverbal communication, social interaction, restrictive and repetitive patterns of behavior, and miscellaneous skills.

http://www.tensigma.org/transition/material/rubrics_manuals/index.html

Mark "S" for strengths and "N" for skills that need improvement (leave others blank). Then circle priorities.

MG	Verbal and Nonverbal Communication
	Advocating for Self
	Listening Well
	Paying Attention to Speaker
	Following Directions Promptly
	Following Verbal Directions Well
	Following Written Instructions/Procedures Well
	Comprehending Written Information Well
	Writing Clearly and to the Point
	Conversing Effectively on the Telephone
	Speaking Appropriately in the Workplace
	Presenting Ideas in a Clear and Logical Manner
	Promoting Own Ideas Effectively & Appropriately

MG	Social Interaction
	Taking the Perspective of Others
	Being in Control of Emotions
	Showing Respect for Self and Others
	Accepting Responsibility for Actions
	Interacting Well in a Group Setting
	Disagreeing Appropriately
	Being Willing to "Give and Take"
	Handling Teasing and Bullying
	Working Towards Group Goals
	Working Well with Co-Workers
	Working Well with Limited Supervision
	Making an Appropriate Impression
	Having Two-Way Conversations
	Getting People's Attention Appropriately
	Practicing Personal Grooming and Hygiene
	Participating in Leisure Activities
	Developing and Maintaining Friendships
	Maintaining Positive Relationships
	Dating Successfully

MG	Restrictive, Repetitive Patterns of Behavior
	Controlling Obsessive and Repetitive Behaviors
	Accepting Consequences
	Dealing Safely with Others
	Coping with Stress
	Using Good Judgement
	Being Trustworthy, Honest, and Ethical
	Making Effective Decisions
	Setting and Achieving Important Goals
	Showing a Desire to Work
	Coming Promptly and Prepared
	Being Personally Organized
	Completing Tasks on Time and to Expectations
	Developing Good Nutritional Habits
	Participating in Regular Health Care
	Saying "No" in Difficult Situations

MG	Miscellaneous
	Solving Problems Effectively
	Carrying Out Math Calculations with Accuracy
	Taking Effective Notes
	Maintaining Personal Fitness
	Practicing Good Citizenship
	Accessing Community Resources
	Using Computer and Internet
	Managing an Email Program
	Managing Assistive Technology (AT) Devices
	Using Effective Money Management Strategies
	Keeping a Checkbook
	Maintaining a Home
	Finding Employment Opportunities
	Having an Effective Resume
	Developing Effective Interviewing Skills

Taking the Perspective of Others

Name _____ Date Set _____ Met _____

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p>Identifies emotions (feelings).</p> <p><input type="checkbox"/> Recognizes emotions (feelings) in self.</p> <p><input type="checkbox"/> Recognizes emotions (feelings) in others.</p> <p><input type="checkbox"/> Identifies cues which indicate specific emotions (feelings).</p> <p style="padding-left: 20px;">- verbal</p> <p style="padding-left: 20px;">- nonverbal</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands verbal emotional cues.</p> <p><input type="checkbox"/> Recognizes verbal emotional cues.</p> <p style="padding-left: 20px;">- statements of emotion</p> <p style="padding-left: 20px;">- joking, sarcasm, other vocal tones</p> <p><input type="checkbox"/> Understands the meaning of verbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands nonverbal emotional cues.</p> <p><input type="checkbox"/> Recognizes nonverbal emotional cues.</p> <p style="padding-left: 20px;">- facial expressions</p> <p style="padding-left: 20px;">- gestures/ body language</p> <p><input type="checkbox"/> Understands the meaning of nonverbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands nonliteral statements.</p> <p><input type="checkbox"/> Recognizes nonliteral statements (figures of speech).</p> <p><input type="checkbox"/> Understands the meaning of nonliteral statements.</p>	<p>_____</p>	<p>_____</p>

Coping with Stress

Name _____ Date Set _____ Met _____

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p>Knows what causes stress.</p> <p><input type="checkbox"/> Aversions and fears.</p> <p><input type="checkbox"/> Responsibilities: family, job, and friends.</p> <p><input type="checkbox"/> Pressure: timelines, deadlines, competition, and expectations.</p> <p><input type="checkbox"/> Situations: events, gatherings, accidents, and problems.</p> <p><input type="checkbox"/> Intensity: pushing hard, striving, driving, and focusing on success.</p> <p><input type="checkbox"/> Lack of routine: not eating, sleeping, and relaxing regularly.</p> <p><input type="checkbox"/> Illness: colds, injuries, infections, and allergic reactions.</p> <p><input type="checkbox"/> Emotional stress: arguments, disagreements, and conflicts.</p> <p><input type="checkbox"/> Environmental factors: extremes in temperature, weather, light.</p>	<p>_____</p>	<p>_____</p>
<p>Manages day-to-day stress.</p> <p><input type="checkbox"/> Recognizes personal stress limits and works to live within limits.</p> <p><input type="checkbox"/> Recognizes body indicators of stress.</p> <ul style="list-style-type: none"> - rapid heartbeat - increased body temperature - sweating - red face - pacing - rocking - chewing <p><input type="checkbox"/> Sets up routines (eating, sleeping, and exercising).</p> <p><input type="checkbox"/> Nurtures relationships and participates in social activities.</p> <p><input type="checkbox"/> Schedules leisure time (exercise, recreation, relaxation).</p>	<p>_____</p>	<p>_____</p>
<p>Uses coping strategies for stress reduction.</p> <p><input type="checkbox"/> Has system for self-monitoring.</p> <p><input type="checkbox"/> Utilizes sensory activities.</p>	<p>_____</p>	<p>_____</p>



Career Direction Formula

How to Find Work That Works for People with Asperger Syndrome

--Gail Hawkins

- Sample Interest List
- Brain Stretching Chart
- Job Viability Checklist

Sample Interest List

Trains	Airports	Maps	Movies
Trucks	Airplanes	Geography	Computer Games
Subways	Cars	Travel	Video Games
Streetcars	Motor-cycles	Buses	Sitcoms

Brain Stretching Exercise

Airports

- Online ticket agent
- Baggage handler
- Security officer
- Office support
- Cleaner
- Flight attendant
- Ground traffic controller
- Online ticket agent
- Shuttle driver
- Ticket seller
- Courier
- Information booth attendant

Develop a Job Viability Chart

- Education
- Special training
- Experience
- Knowledge
- Judgment
- Oral communication
- Speed
- Accuracy
- Gross motor
- Fine motor
- Social interaction
- Written communication

Another Interest List

String

Animals

Videos and Cartoons

Music

Eating

Cars

Pacing

Brain Stretching

String

Untangling yarn in fabric store	Detailing team for cars	Department Store Removing string from new clothing, rugs, blankets, etc.
Packaging Company	Gift Wrapping	Stock Area
Crafts Store	Cleaning	Artist

Viability

- Social Skills?
- Social Understanding and Knowledge?
- Communication Skills?
- Steps in the Task/Job?
- Requesting Help?
- Fine Motor Skills?

AATA Data on the IEP

- Should be reflected in
 - Profile/present levels/other information/ETR/future planning (entire ETR is AATA), SOP... everywhere!
 - Impacts all aspects of IEP development
 - Should see documentation of the types of assessments used, the resulting information AND how this has impacted not only the PS goals, but also current program

Use of Assessment Information

- Inform all components of the IEP – including Future Planning
 - Assist to Prioritize
 - Monitor Progress
- How to fill the gaps and what do we need to know now? How to get from here to there?
- NOT to Direct
- NOT to Limit options
- Process to use data and facts to confirm or refute that student's post school intentions are a good “fit”

Process for Gathering and Using AATA

- **Continuous loop of asking and answering questions**
- **Gathering information about student's**
 - **P**references
 - **I**nterests
 - **N**eeds
 - **S**trengths/Skills
- **PINS**

So Let's Apply This Process



Meet Jeffery

Jeffrey's Future Plans

Jeffrey will live with his parents after high school. His family may consider a supervised living situation in the community for him, eventually. His family sees him being employed in the community doing tasks that make use of his skill with using his hands and his interests in tools, computers and plumbing. He also likes attending sporting events in the community. Jeff would benefit from ongoing adult education in the areas such as daily living skills and sexuality.

Jeffrey's Profile

Jeffrey has good eye-hand coordination and achieves high scores on the video games which he enjoys playing with friends. He is also perfectly content by himself, playing games or watching TV. He is adept at using hand tools to take things apart, such as computers and plumbing, and will do so without close supervision at home and school. He does not put them back together.

Jeffrey's Profile (cont.)

Jeffrey smiles easily and is a tall, thin, nice-looking young man. He does not independently monitor his own appearance or remember to wear clean clothes, shower or comb his hair. Jeffrey's speech is limited and often unintelligible to strangers, although that doesn't prevent Jeffrey from attempting to engage people at the mall, for example, in conversation. He enjoys loud music with an uneven beat. Jeffrey likes to eat ice and chew gum. Behavior issues can result when he can't engage in or continue a favorite activity. Transition to a new activity is very difficult.

Age Appropriate Transition Assessment

Jeffrey completed a career assessment in the 9th grade. He scored in the average range in tasks requiring manual dexterity and/or visual spatial perception. He also participated in a situational assessment in an auto repair class. Using visual supports and verbal cues he successfully removed a tire and completed an oil change.

Age Appropriate Transition Assessment (cont.)

Jeffrey is eligible for DD services and his SSA works with the family on behavior issues at home. He is on a waiting list for eventual group home placement and the Medicaid Waivers. He is currently included in general education classes for English, Gym and Math, working on a modified curriculum in core subject areas. He is easily distracted in larger classes and tends to get caught up in just watching others rather than attending to his own assignments. He will stay on task and complete his work when rewarded with video game or television time.

Jeffrey's Age 14 Statement

A STATEMENT OF TRANSITION SERVICE NEEDS OF THE CHILD THAT FOCUSES ON THE CHILD'S COURSE OF STUDY"

- Modified general curriculum
- Some in general education classroom
- Some in resource room (smaller class size)
- Life Skills class
- Opportunities for paid work experience, in school and in the community

Jeffrey's Post Secondary Goals

- After leaving high school, Jeffrey will work in the community with supported or customized employment in a job that makes use of his interests and strengths
- Once Jeffrey has completed high school, he will enroll in adult education classes to further his daily living and independence skills.
- Jeffrey will live at home with his parents after he finishes high school until he is eventually able to move into a supervised group home.

Jeffrey's Backward Planning Chart

After leaving high school, Jeffrey will work in the community with supported or customized employment in a job that makes use of his interests and strengths		Once Jeffrey has completed high school, he will enroll in adult education classes to further his daily living and independence skills			Jeffrey will live at home with his parents after he finishes high school until he is eventually able to move into a supervised group home.	
Transition Area	16	17	18	19	20	21
Instruction	Functional Behavior Assessment, BIP	Observation of transition in various environments in and out of school	Implement cues, prompts, supports interventions with work supervisors		Continue	Transition without incident from one activity to another
Community Experiences	Observational Assessment of skills related to community ex: safety, shopping, etc.	Access community setting to practice social and safety skills	Continue	Explore potential adult education classes Community Travel assessment	Participate in adult service class of choice	Enroll in selected adult service classes
Employment Objectives	Interest Inventories, i.e. Choicemaker Becker Reading Free	Job Shadow in areas matching preference and strengths	Supervised in school work experiences	Job Coach for community job	Job Coach for community job	Part-time supported employment in the community
Adult Living Objectives	ELSA Daily grooming checklist with video game reward	Instruct in grooming skills specific to work place	Daily hygiene routines following gym class	Use Video Modeling re: appearances in various community environments		Independent, consistent with hygiene and personal appearance
Linkages with Adult Services	Invite SSA to IEP meeting Explore waivers	Make referral to RSC	Application to SSI	Continue RSC and DD meetings and updates	Meet with Potential adult service providers	Waiting list for group home Job coach
Related Services	Choose a communication device or system Speech/AT eval	How to use device in structured social environments (SLP/ AT Specialist)	Instruct in use of device in specific work situations (SLP)	Expand instruction use of device in additional work environments	Travel Training	Communicate with peers and adults at work and home

In Summary

Age Appropriate Transition Assessment is:

- Continuous and dynamic, not an event
- Planned uniquely for each student
- Guided by questions that describe what needs to be known about the student
- Defines any gap between current skills and demands of future endeavors
- Specific to the context of the student's future intentions and environments