

Age Appropriate Transition Assessment: Planning Tips

<p>Purpose of AATA</p>	<ul style="list-style-type: none"> ➤ To identify the student’s Post School Goals in Employment, Adult Education and Community Participation (Independent Living). ➤ To identify the needed supports, services and education to assist the youth to make progress towards post school goals ➤ To monitor progress of skills and knowledge towards achievement of milestones for post school goals
<p>AATA Reflects Elements</p>	<ul style="list-style-type: none"> ➤ Ongoing ➤ A cyclic process of identifying: <ol style="list-style-type: none"> 1. Questions that will be answered by AATA 2. Tools and Methods that will be used to answer the questions 3. Gathering and Synthesizing the AATA data to make decisions and identify more questions ➤ Uses authentic environments that reflect adult life ➤ Use currently available data in light of the student’s adult life goals/ outcomes ➤ Multiple locations ➤ Multiple reporters: Student, Family, ➤ Vary Time – Across Time ➤ Multiple Methods – Formal and Informal ➤ Identify and describe the accommodations that the student needs to be successful
<p>Frequently Asked Questions</p>	<p>Questions to be answered by AATA include the following questions that a student will ask:</p> <ul style="list-style-type: none"> ➤ “Who Am I?” [<i>What are my Preferences, Interests, Needs, Skills?</i>] ➤ “What type of employment do I wish to do as an adult?” ➤ “How will I continue my adult learning?” ➤ “Where do I want to live as an adult?” ➤ “How do I wish to participate in my community?” ➤ “How will I navigate my community?” ➤ “What are the barriers I may face and to achieving my adult goals?”
<p>High Priority Areas to Consider for AATA</p>	<ul style="list-style-type: none"> ➤ Interests and Skills <ul style="list-style-type: none"> ○ For future careers, employment and community involvement ➤ Independence <ul style="list-style-type: none"> ○ Skill level needed and effective supports to enhance independence ➤ Academic skill <ul style="list-style-type: none"> ○ Requirements and supports or accommodations that create success ➤ Social Competencies and skills <ul style="list-style-type: none"> ○ Skills needed for future success, as well as effective social supports ➤ Self Management, Self Regulation, Coping Skills <ul style="list-style-type: none"> ○ To assist the youth to be successful in future environments
<p>Steps to Follow For Each Priority Area to Identify AATA Tools and Methods</p>	<ol style="list-style-type: none"> 1. Identify where the youth ‘is going’. What is the student’s desired achievement (skill, knowledge, connections, etc.) for the priority area at graduation? 2. Identify where the youth ‘is now’? What is the current assessment of the youth’s skills in the priority area? 3. What questions does the team have related to the priority area? 4. What tools and methods will be used to gather the needed information to answer the questions?