Age Appropriate Transition Assessment

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Ohio Secondary Transition Improvement Grant (OSTIG)

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Ohio Center for Autism and Low Incidence (OCALI)

Gateways Conference
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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 in 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

<table>
<thead>
<tr>
<th>IS NOT</th>
<th>IS</th>
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</thead>
<tbody>
<tr>
<td>• Using the same assessment tool or method with all students with disabilities</td>
<td>• Choosing assessment tools and methods, formal and informal based on information needed</td>
</tr>
<tr>
<td>• Listing the names of tests and test results in Section 4 of the IEP</td>
<td>• Summarizing and interpreting what various test results mean for the student's skills related to adult environments</td>
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<tr>
<td>• Done once or during a certain time period or grade level</td>
<td>• Ongoing throughout high and used to develop a multi year transition plan that is summarized in sections 4 and 5 of the IEP</td>
</tr>
<tr>
<td>• A standard set of instruments or battery of tests given to all students with disabilities</td>
<td>• An ongoing and dynamic process and guided by assessment questions</td>
</tr>
<tr>
<td>• Only formal and standardized tests</td>
<td>• A comprehensive array of formal and informal methods and instruments</td>
</tr>
<tr>
<td>• Only new information</td>
<td>• Discussing and analyzing new and existing information in the light of what it means for the student’s skills related to adult environments</td>
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<tr>
<td>• Used only to inform the student’s achievement of current IEP annual goals</td>
<td>• To inform the student’s multi-year transition needs in reference to his/her measurable post-school goals</td>
</tr>
<tr>
<td>• One test or one assessment process, such as an evaluation at a career center</td>
<td>• Choosing assessment tools and methods to gather information that answers a question regarding the student’s capacity to achieve post-school intentions</td>
</tr>
<tr>
<td>• Only about academics</td>
<td>• Holistic assessment of the student’s preferences, interests, needs and strengths as they relate to adult roles of working, learning and living</td>
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<tr>
<td>• Only information gathered by special education professionals in a separate assessment event</td>
<td>• Including students with disabilities in all whole school career-oriented events and activities and incorporating results into transition assessment</td>
</tr>
<tr>
<td>• Only valid if gathered by educational professionals</td>
<td>• Information provided by the student, family and others informally as well as by more formal methods</td>
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</table>
Transition Leaders Seminar, April 2010

More formal

Student
Implementing the Age Appropriate Transition Assessment Requirements of IDEA 2004

Mary E. Morningstar, Ph.D.

mmorningstar@ku.edu
www.transitioncoalition.org
1. Transition assessment uses a specific protocol, and it is important to administer it as instructed.

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.
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.

**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

**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 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

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.

FALSE
6. “Age-Appropriate” means Developmental Age.

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

<table>
<thead>
<tr>
<th>Assessment Info</th>
<th>Developmental View</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reads on first grade level</td>
<td>• Focus on reading first grade materials/primers</td>
</tr>
<tr>
<td>• Cries when she is corrected</td>
<td>• Ignore her cries (do not reinforce with attention) OR</td>
</tr>
<tr>
<td></td>
<td>Comfort her with hugs and rocking (as one would do a young child)</td>
</tr>
<tr>
<td>• Enjoys playing with young children / juvenile games</td>
<td>• Play games with her in the classroom such as Candyland</td>
</tr>
</tbody>
</table>
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

**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 a career opportunity that involves both children and pets?
7. AATA include only standardized instruments that will render a valid and reliable score

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?

Information Needs for Student Focused Transition Assessment

- Learning Styles
- Background Information
- Independent Living Skills
- Interests
- Supports and Accommodations (academic & others)
- Vocational and Occupational Skills
- Social Skills, Socialization, Social Awareness, Social Understanding
- Temperament
- Aptitudes

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 podcasts 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 skills are those personal social behaviors and daily living habits that have been identified by employees 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 ages levels have the responsibility to teach employability skills.

GENERAL DIRECTIONS

This items-oriented checklist may be used yearly, beginning at the age of 12, to assess student’s level of performance in the twenty-four critical employability skill areas identified by Ohio’s Employability Skills Project. These 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

<table>
<thead>
<tr>
<th>A. Demonstrates personal hygiene and grooming by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Washing hands and face/brush teeth after meals.</td>
</tr>
<tr>
<td>2. Maintaining personal cleanliness.</td>
</tr>
<tr>
<td>3. Wearing clean, appropriate clothing.</td>
</tr>
</tbody>
</table>

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

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

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<thead>
<tr>
<th>MG</th>
<th>Verbal and Nonverbal Communication</th>
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<tbody>
<tr>
<td></td>
<td>Advocating for Self</td>
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<tr>
<td></td>
<td>Listening Well</td>
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<tr>
<td></td>
<td>Paying Attention to Speaker</td>
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<tr>
<td></td>
<td>Following Directions Promptly</td>
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<tr>
<td></td>
<td>Following Verbal Directions Well</td>
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<tr>
<td></td>
<td>Following Written Instructions/Procedures Well</td>
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<tr>
<td></td>
<td>Comprehending Written Information Well</td>
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<td></td>
<td>Writing Clearly and to the Point</td>
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<tr>
<td></td>
<td>Conversing Effectively on the Telephone</td>
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<td></td>
<td>Speaking Appropriately in the Workplace</td>
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<td></td>
<td>Presenting Ideas in a Clear and Logical Manner</td>
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<td></td>
<td>Promoting Own Ideas Effectively &amp; Appropriately</td>
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<table>
<thead>
<tr>
<th>MG</th>
<th>Restrictive, Repetitive Patterns of Behavior</th>
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<tbody>
<tr>
<td></td>
<td>Controlling Obsessive and Repetitive Behaviors</td>
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<td></td>
<td>Accepting Consequences</td>
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<td>Dealing Safely with Others</td>
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<td></td>
<td>Coping with Stress</td>
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<td></td>
<td>Using Good Judgement</td>
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<td></td>
<td>Being Trustworthy, Honest, and Ethical</td>
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<td>Making Effective Decisions</td>
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<td>Setting and Achieving Important Goals</td>
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<td>Showing a Desire to Work</td>
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<td></td>
<td>Coming Promptly and Prepared</td>
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<td></td>
<td>Being Personally Organized</td>
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<td>Completing Tasks on Time and to Expectations</td>
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<td></td>
<td>Developing Good Nutritional Habits</td>
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<td></td>
<td>Participating in Regular Health Care</td>
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<td></td>
<td>Saying &quot;No&quot; in Difficult Situations</td>
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<tr>
<th>MG</th>
<th>Social Interaction</th>
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<tr>
<td></td>
<td>Taking the Perspective of Others</td>
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<td></td>
<td>Being in Control of Emotions</td>
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<td>Showing Respect for Self and Others</td>
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<td></td>
<td>Accepting Responsibility for Actions</td>
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<td></td>
<td>Interacting Well in a Group Setting</td>
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<td></td>
<td>Disagreeing Appropriately</td>
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<td></td>
<td>Being Willing to &quot;Give and Take&quot;</td>
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<td></td>
<td>Handling Teasing and Bullying</td>
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<td></td>
<td>Working Towards Group Goals</td>
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<td>Working Well with Co-Workers</td>
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<td>Working Well with Limited Supervision</td>
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<td>Making an Appropriate Impression</td>
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<td>Having Two-Way Conversations</td>
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<td></td>
<td>Getting People's Attention Appropriately</td>
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<td></td>
<td>Practicing Personal Grooming and Hygiene</td>
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<td></td>
<td>Participating in Leisure Activities</td>
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<td></td>
<td>Developing and Maintaining Friendships</td>
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<td></td>
<td>Maintaining Positive Relationships</td>
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<td>Dating Successfully</td>
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<tr>
<th>MG</th>
<th>Miscellaneous</th>
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<tr>
<td></td>
<td>Solving Problems Effectively</td>
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<tr>
<td></td>
<td>Carrying Out Math Calculations with Accuracy</td>
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<td>Taking Effective Notes</td>
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<td></td>
<td>Maintaining Personal Fitness</td>
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<td></td>
<td>Practicing Good Citizenship</td>
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<td></td>
<td>Accessing Community Resources</td>
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<td></td>
<td>Using Computer and Internet</td>
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<td></td>
<td>Managing an Email Program</td>
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<td></td>
<td>Managing Assistive Technology (AT) Devices</td>
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<td></td>
<td>Using Effective Money Management Strategies</td>
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<td></td>
<td>Keeping a Checkbook</td>
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<td></td>
<td>Maintaining a Home</td>
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<td></td>
<td>Finding Employment Opportunities</td>
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<td></td>
<td>Having an Effective Resume</td>
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<td></td>
<td>Respecting Effective Interviewing Skills</td>
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</table>
# Taking the Perspective of Others

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date Set __________</th>
<th>Met __________</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Date Met</th>
<th>NA</th>
</tr>
</thead>
</table>

## Identifies emotions (feelings).
- Recognizes emotions (feelings) in self.
- Recognizes emotions (feelings) in others.
- Identifies cues which indicate specific emotions (feelings).
  - verbal
  - nonverbal

## Recognizes and understands verbal emotional cues.
- Recognizes verbal emotional cues.
  - statements of emotion
  - joking, sarcasm, other vocal tones
- Understands the meaning of verbal emotional cues.
- Asks for clarification when does not understand.

## Recognizes and understands nonverbal emotional cues.
- Recognizes nonverbal emotional cues.
  - facial expressions
  - gestures/ body language
- Understands the meaning of nonverbal emotional cues.
- Asks for clarification when does not understand.

## Recognizes and understands nonliteral statements.
- Recognizes nonliteral statements (figures of speech).
- Understands the meaning of nonliteral statements.
# Coping with Stress

<table>
<thead>
<tr>
<th>Knows what causes stress.</th>
<th>Date Met</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aversions and fears.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities: family, job, and friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure: timelines, deadlines, competition, and expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situations: events, gatherings, accidents, and problems.</td>
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<td></td>
</tr>
<tr>
<td>Intensity: pushing hard, striving, driving, and focusing on success.</td>
<td></td>
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</tr>
<tr>
<td>Lack of routine: not eating, sleeping, and relaxing regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illness: colds, injuries, infections, and allergic reactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional stress: arguments, disagreements, and conflicts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental factors: extremes in temperature, weather, light.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manages day-to-day stress.</th>
<th>Date Met</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes personal stress limits and works to live within limits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes body indicators of stress.</td>
<td></td>
<td></td>
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<tr>
<td>- rapid heartbeat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- increased body temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sweating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- red face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- pacing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- rocking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- chewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets up routines (eating, sleeping, and exercising).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurtures relationships and participates in social activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedules leisure time (exercise, recreation, relaxation).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses coping strategies for stress reduction.</th>
<th>Date Met</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has system for self-monitoring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes sensory activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Trains</th>
<th>Airports</th>
<th>Maps</th>
<th>Movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trucks</td>
<td>Airplanes</td>
<td>Geography</td>
<td>Computer Games</td>
</tr>
<tr>
<td>Subways</td>
<td>Cars</td>
<td>Travel</td>
<td>Video Games</td>
</tr>
<tr>
<td>Streetcars</td>
<td>Motor-cycles</td>
<td>Buses</td>
<td>Sitcoms</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Untangling yarn in fabric store</th>
<th>Detailing team for cars</th>
<th>Department Store Removing string from new clothing, rugs, blankets, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packaging Company</td>
<td>Gift Wrapping</td>
<td>Stock Area</td>
</tr>
<tr>
<td>Crafts Store</td>
<td>Cleaning</td>
<td>Artist</td>
</tr>
</tbody>
</table>
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
  – Preferences
  – Interests
  – Needs
  – Strengths/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

Transition Leaders
Seminar, April 2010
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.
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.

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