

# An Assessment Approach for An Assessment Approach for Planning in the IEP/ITP Planning

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## Presentation Notes

### Major Questions

- What do we need to know about students ?
- Where can we get information?
- Who should be doing the assessment?
- How will we use information?
- How should information be organized?
- When do we begin and what do we do?

### Assessment Issues

- Useful framework
- Family and student involvement
- Proper “tools”
- Appropriate timing
- Using other school-based personnel
- What is effective assessment?
- What will schools accept?

### Transition Planning Transition Planning Process

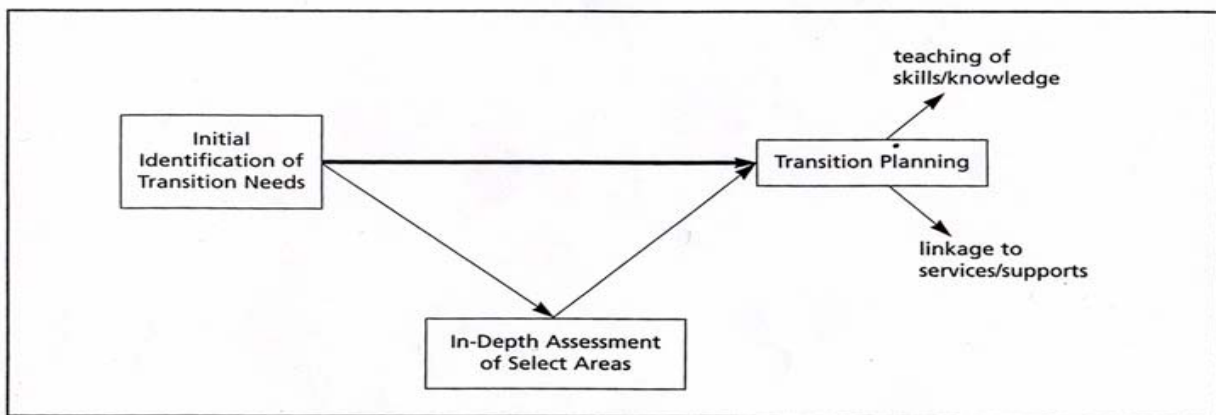


Figure 3.1. Transition planning process.

Source: Clark, G. M. & Patton, J. R. (1997). Transition Planning Inventory: Administration and Resource Guide. Austin, TX: PRO-ED, p. 26.

## **Comprehensive Planning Individual Needs Assessment Starts with the Questions:**

- “What do we need to know for planning?”
- “Where can we get this information?”

### **“What do we need to know for planning?”**

- Student’s personal interests and preferences
- Family preferences for student
- Self--determination knowledge and skills
- Cognitive strengths
- Academic strengths
- Community participation and community living skills
- Vocational skills
- Social skills
- Physical and mental health status
- Student and family support needs

### **“Where can we get this information?”**

- Standardized assessments
- Non-standardized (informal) assessments

#### **Types of Standardized Assessments**

- Academic achievement tests
- Intellectual functioning assessment
- Adaptive behavior scales
- Aptitude tests
- Interest inventories
- Personality scales
- Quality of life scales
- Prevocational/ employability scales
- Vocational skills scales
- Self-determination scales
- Transition knowledge and skills inventories

#### **Types of Non-standardized Assessments**

- Interviews and surveys
- Behavioral observation forms/rating scales
- Situational assessments
- Curriculum-based assessments
- Checklists
- Environmental or ecological assessments
- Medical appraisals
- Person-centered planning procedures

## **Transition Assessment Instruments**

- Enderle-Severson Transition Rating Scales (ESTR-R and ESTR-III)
- LCCE Performance & Knowledge Batteries
- Transition Skills Inventory (TSI)
- Transition Behavior Scale (2/e) (TBS)
- Transition Planning Inventory (TPI)
- BRIGANCE® Life Skills Inventory
- BRIGANCE® Employability Skills Inventory
- Responsibility and Independence Scale for Adolescents
- Transition Competence Battery for Deaf Adolescents and Adults

### **Enderle-Severson Transition Rating Scales**

- ESTR-J designed for mild disabilities of any age
- ESTR--III designed for moderate to severe and multiple disability groups of any age
- Rating scales format, completed by school and parent jointly or separately
- 47 items rated on a two point scale (Yes, performs skill independently or consistently; No, does not perform skills or does not perform skills independently or consistently)
- A worksheet for indicating student preferences and interests across the five subscale areas
- Subscales include:
  - ✓ Employment
  - ✓ Home Living
  - ✓ Recreation and Leisure
  - ✓ Community Participation
  - ✓ Post Secondary Education
- Scores provided on each subscale and a Total Performance Score (percentage of Yes ratings)
- ESTR-III provides item response options indicating “Yes, with supports”
- No estimation of completion time in manual

### **Life-Centered Career Education (LCCE) Competency Assessment Batteries**

- Curriculum-based assessment related to LCCE Curriculum
- Knowledge Battery contains 200 multiple-choice items covering 20 of the 22 LCCE competency areas
- Performance Battery contains 105 open-ended or actual performance tasks related to 21 of the 22 LCCE competency areas
- Knowledge Battery is standardized with norms
- Designed for grades 7-12, students with mild cognitive disabilities, moderate-severe learning disabilities, and mild-moderate behavior disorders

### **Transition Skills Inventory**

- Curriculum-based assessment embedded in *NEXT S.T.E.P.: Student Transition and Educational Planning*
- Self-evaluation tool for planning, with parallel forms completed by a teacher and

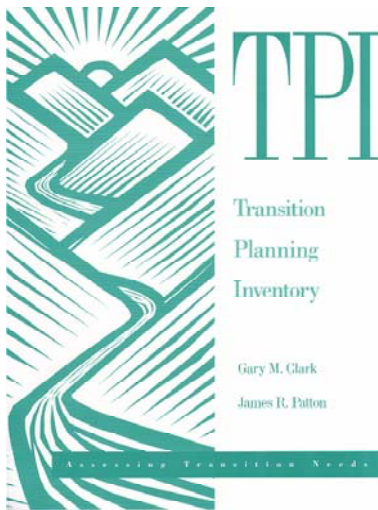
parent/guardian/advocate

- 76 items over four major areas: Personal Life, Jobs, Education and Training, and Independent Living

### **Transition Behavior Scale (2nd ed.)**

- Designed for any disability group, ages 14 through postsecondary age; mild to severe levels of disability
- Two versions (Student self-report version and School version completed by one or more teachers)
- Subscales include Work-Related Behaviors, Interpersonal Relations, Social/Community Expectations
- 6-point rating scale
- Estimated completion time is 15-20 minutes
- Scores in percentile ranks are based on national norms

### **Transition Planning Inventory (TPI)**



### Assessment Areas

- Employment
- Further Education/Training
- Daily Living Skills
- Leisure Activities
- Community Participation
- Health
- Self—Determination
- Communication
- Interpersonal Relationships

## TPI Features

- Student, home, and school ratings of competence on 46 items
- Additional items can be added to rate students
- 0-5 rating scale (Agree-Disagree)
- Vocabulary adjusted for responding groups
- Raters can respond with 'Don't know' or 'Not appropriate' to each item
- 3 formats for administration
- Student form has 15 open-ended questions related to interests and preferences
- Profile and Further Recommended Assessment Form
- Administration and Resource Guide
- Informal Assessments for Transition Planning Computer Version

## **Uses of Transition Assessment Uses of Transition Assessment Information**

- Individual planning
- Placement decisions
- Instructional planning
- Student counseling and guidance
- Parent and family collaboration
- Curriculum planning
- Referrals and linkages

## **School-Based Personnel Who Can Assist in Assessment**

- school psychologist
  - speech/language pathologist
  - school nurse
  - guidance counselor
  - occupational therapist
  - physical therapist
  - school social worker
  - assistive technology specialist
  - general education teacher
- ### **Recommendations for Assessment in Transition Planning**
- Include students and families in the assessment plan as well as the assessment process itself
  - Select assessment procedures on the basis of what will answer the key questions in transition planning
  - Make transition assessments on-going
  - Use multiple types and levels of assessmentPlan assessment procedures in terms of efficiency and effectiveness
  - Organize assessment data for easy access to the student, family and school staffDesignate someone for primary responsibility in obtaining assessment permissions and coordinating various assessments for transition planning
  - Develop and use a transitions assessment approach that is not only culture/language fair, but also culture/language enhanced.

**Frank Layden, Utah Jazz President, on a former player (circa 1991):**

“I told him, ‘Son what is it with you? Is it ignorance or apathy?’ He said, ‘Coach, I don’t know and I don’t care.’”

**A thought about a session such as this one on transition:**

If I die, let me die during Gary Clark’s workshop because the transition from life to death would be so subtle.

**Th-th-that’s all, folks! Thanks for coming.**

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