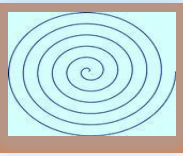
INTEGRATING ASSESSMENT RESULTS FOR TRANSITION PLANNING



Information originally presented at the PA Community on Transition Assessment Videoconference on March 23, 2010

Examine the Assessment Process for Transition Planning and Career Development

Continually pose these questions:

- What is the student/youth learning from assessment? Is it helpful, meaningful, and positive—does it lead to growth?
- Where are gaps in transition planning?
- Does the youth understand the 'why's' of assessment?
- Are his or her goals realistic, and, if not, how can they become so?
- Which stakeholders (family, adult service providers, related service personnel) can assist in assessing, identifying gaps, implementing steps to positive outcomes?

Examine the Assessment Process for Transition Planning and Career Development

Continually pose these questions:

- How are assessment activities integrated in IEPs? How are assessment outcomes integrated into IEPs and SoPs?
- Have we created and/or selected the most appropriate assessment activities?
- Are "next steps" clearly apparent to all stakeholders and the youth regarding assessment and transition implementation?
- Is assessment provided/conducted in a manner that fosters universal design for learning?
- Has the youth helped direct the assessment?

Youth Perspective

Some Things to Ponder…

Youth Perspective

What do we Learn from Listening to the Youth Perspective on Assessment?

- ✓How did formal assessment make you feel?
- ✓How could it have been a better experience for you?
- ✓Tell me how you felt about your work experiences while in school?
- ✓What did you learn about yourself?
- ✓What was the difference between the two for you?

Remember Essential Questions

- Whose needs are being met?
- What did the youth/student and you learn from the assessment *process*?
- Where do you record the information?
- What do we do next? (Planning)

Assessment Data to Drive the Transition Process

Looking at the Whole Student

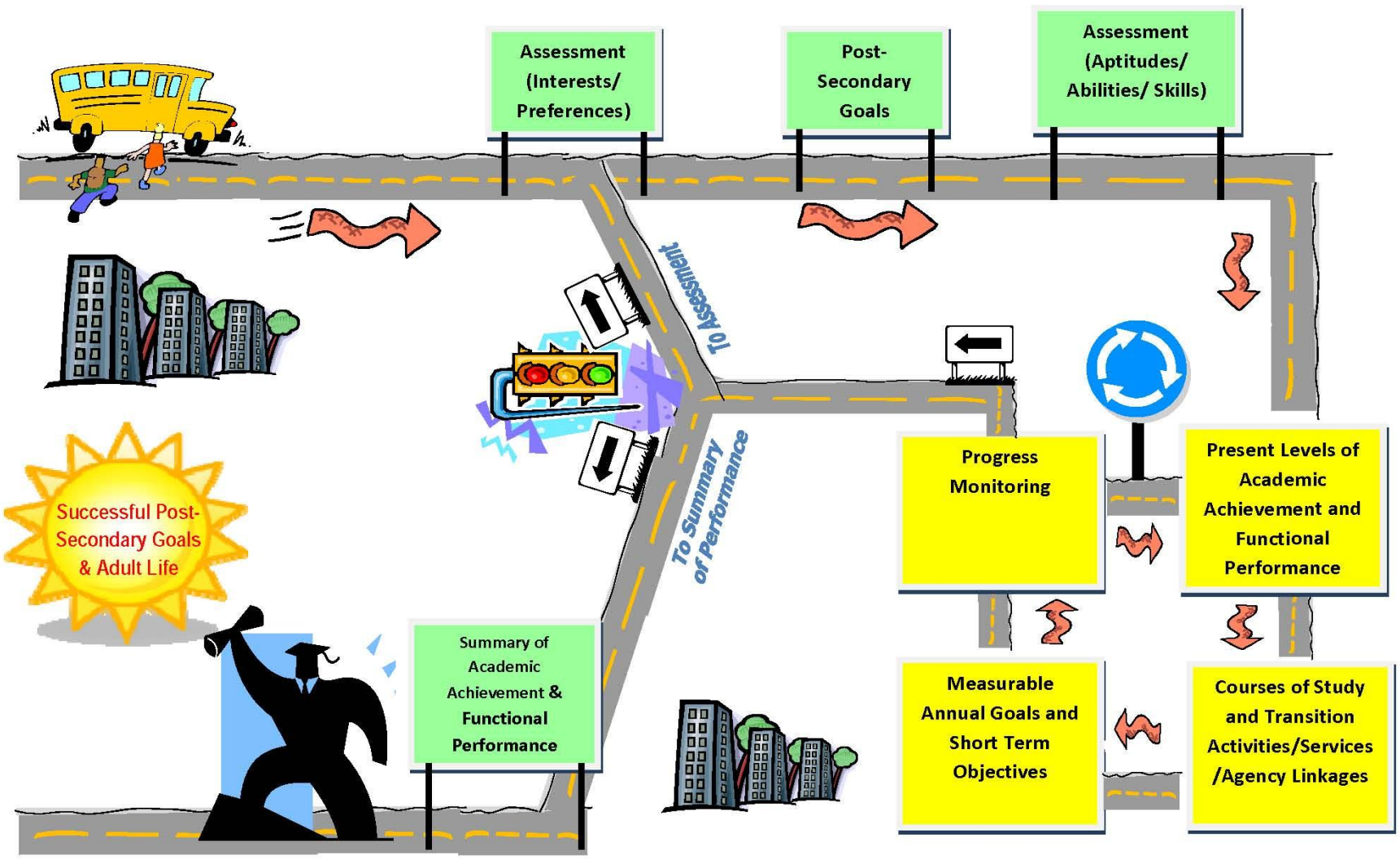
Assessing within Different Environments and Social Contexts: Information Needed in Secondary and Post-secondary Environments and Living

Domains For Transition Assessment

- *Life Goals including career and vocational ones*
- *Vocational and/or employment*
- *Academic*
- *Further education and training*
- *Community participation and involvement*
- *Physical/emotional health*
- *Home and family*
- *Leisure pursuits*
- *Personal responsibility & relationships*
- *Communication*
- *Self-determination*
- *Daily living & functional skills needed in adult living*

Clark and Patton

Secondary Transition in a Standards Aligned System: Roadmap



What information do you have already?

- Rather than trying to collect more information, often the information transition partners have is not written down.
  - How do you change processes to obtain the information and incorporate it into transition planning?
  - If youth you serve are included in classrooms and you do not have time to work with them, how do you collect assessment data?
  - How do you determine the student's level of self-determination?

Assessment and Planning

Who can provide information and what do you do with it?

What do You Do with Assessment Data?

Reggie is 15 years old, is struggling to stay in school, but wants to become a plumber or electrician. His GPA is 2.3, but he has failed English for the year. He participated in career assessment with the following results:

Reggie scored in the upper 10th percentile of the XYZ Aptitude Survey compared with vocational school students; he scored in the "above average" interest range for construction trades and "average range" for technical work on the XYZ Interest Inventory.

What does this mean—about his potential for achieving success in occupational goal areas? What IEP or IPE objectives should be developed?

What do You Do with Assessment Data?

- Kelly is 16 and in 11th grade; she earns "A" and "B" in electives (art, Metalwork Technology, and Computer-assisted Drafting and Drawing); she wants to drop out of school because she hates her other classes and to earn money. She participated in career assessment with the following results:

  Kelly reads at a tenth grade level and performs math at the 8th grade level; she scored high (87th percentile) on the Purdue Pegboard and used a variety of tools with ease. Scores on a computer programming instrument were below average. Scores on CAD, welding, graphic arts, and videography work samples were average or above.

What does this mean about her future? What IEP or IPE goals can be developed?

Case Scenario: Veronica

- Veronica is 18 years old and is in the life skills program. She lives with her mother and her brother, who lead busy lives. Veronica can follow directions using picture cues and is amiable. Often times so goes off task to socialize with others. She has completed two internships in the community: one separating hangers at Goodwill; the other cleaning tables and the floor at Starbuck's. She did not like either one of these experiences and states she wants to work with animals. She can recognize one-syllable words. She cannot count money or make change accurately. Her IEP team members include Veronica, her mother, her transition coordinator and special education teacher, her OVR counselor, a ODP supports coordinator, and a job coach from Goodwill.

Activity: Reggie, Kelly, and Veronica: Who can provide information and what do you do with it?

Assessment Data: What do you know?	What do you need to know?	What assessment might you use?	Who will complete the assessment?
List at least two areas for which an IEP goal might be appropriate for this student:			

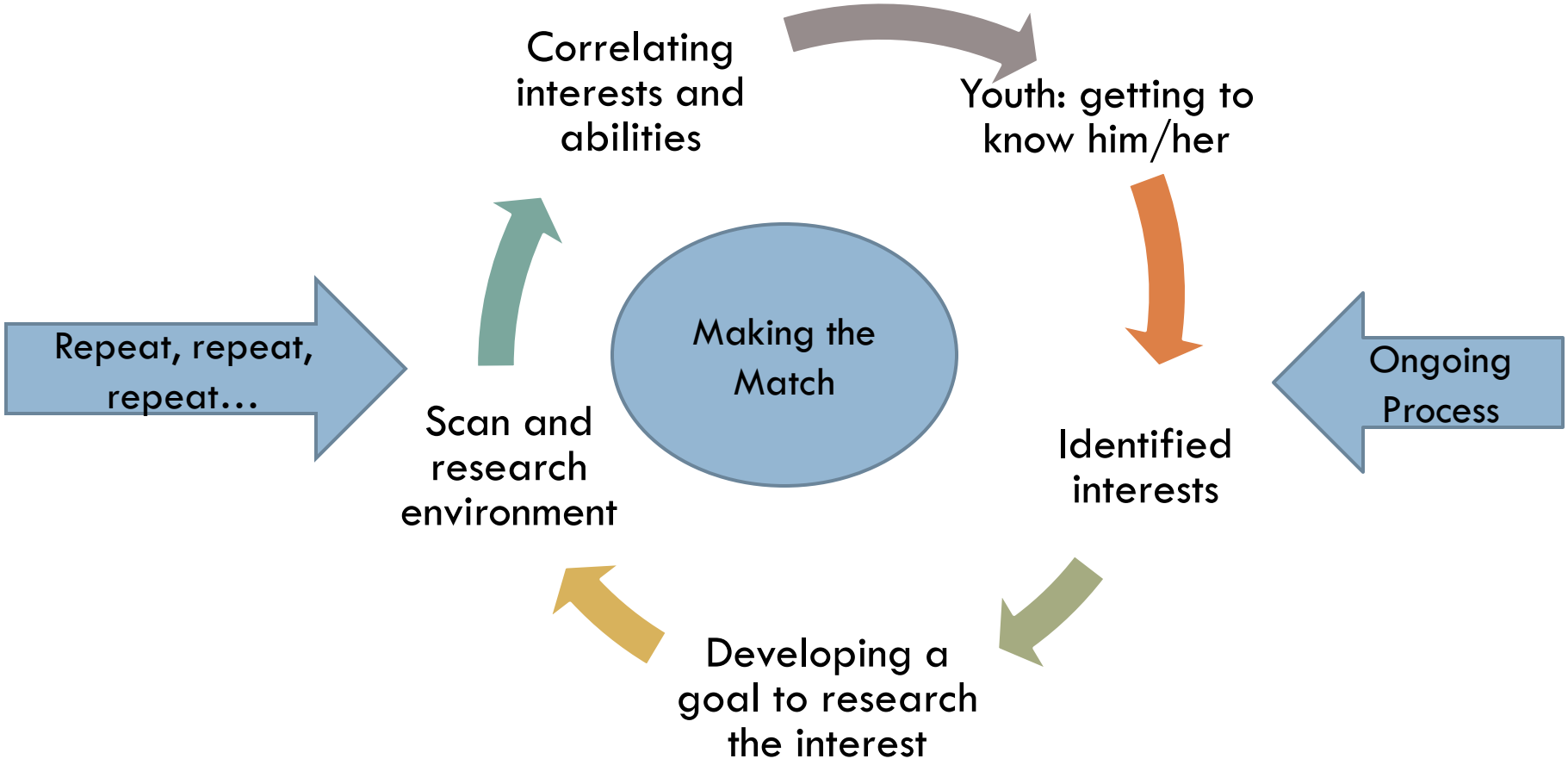
What information do you have and how can you document it?

- Ways in which you and colleagues can glean necessary transition planning information (that is assessment data) from members of the interdisciplinary and interagency team:
- Things to consider:
  - Strategies, methods, things that work already
  - Time and places to collaborate
  - Access to others
  - Form(ats) for documenting information
  - Other resources needed
  - How information will be transferred and translated to planning documents (IEP, SoP, IPE)

What processes do you currently have in place to collect and synthesize assessment data?

- Cross system assessment data gathering
- Synthesis of data
- Data from within your own system
- Data from youth
- Data from families
- Data from employers
- Data from work experience providers
- Using assessment data to empower youth (bring in the PYLN toolkit)

Ongoing Assessment Cycle



Ongoing Assessment Cycle

Interpreting and Synthesizing Assessment Information

Example:

Community-based Assessment

Activity: Interpreting & Synthesizing Assessment Results & Recommendations

Review the assessment data in the handout for this presentation.

Assessment Data: What do you know; what additional information do you need?	How could this information be included in the present levels?	What Goals Could you develop based on this data?	What activities could you include in the "grid" based on this data?

Interpreting and Synthesizing Assessment Information

Example:

Summary of Performance

Summary of Performance

Review the Summary of Performance provided in the related handout. Answer the following questions:

Assessment Data	Transition Domain	Potential source(s) of assessment data	Are there any gaps in the data – how might you collect this information?	Are there ways to improve the SOP to ensure that it is youth engaging?

What do we Learn from Assessment to Drive the Transition Planning Process?

- What does assessment for transition and career development look like? How is it provided?
- Why is universal design for learning necessary in assessment?
- How do you ensure assessment is an ongoing process?
- How do you apply the UDL framework to assessment?
- How often does assessment take place and when is it repeated?

Where to find age-appropriate and disability appropriate assessment resources.

- www.iel.org *Career Planning Begins with Assessment*. This contains an inventory of assessment instruments across a variety of categories.
- www.vecap.org *Vocational Evaluation and Career Assessment Professionals* website has numerous resources, including e-assessments; complete work samples for replication for VECAP members.
- www.ncda.org *A Counselor's Guide to Career Assessment Instruments.*
- *http://transitioncoalition.org The Transition Coalition.* This site contains information and resources regarding transition assessments including an online assessment tutorial.
- *http://www.unl.edu/buros/ Buros Center for Testing*. This site contains information and reviews regarding formal assessments.

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