



Transition & Career Assessment: Looking at the Whole Student

PA Community on Transition Videoconference: January 20, 2010

Activity 1: What Do We Know and Learn from our Current Assessment Practices? (Your Baseline)

1. Describe your professional role and its relevance to transition and career assessment and planning.
2. Using the chart below, describe transition and career assessment processes that are in place currently.
3. Using the chart, describe what information is collected.
4. Using the chart, describe how or where assessment information collected is used.
5. Specify why, when, where, how, and how often youth are involved in assessment activities. Also, identify who is responsible for these assessments currently.
6. Identify any gaps in information.



7. What additional assessment information is needed for

Grade Level	Assessment Process or Activity	Information Collected	How or where is the information used?
Middle School Years			
8th			
9th			

students?



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Grade Level	Assessment Process or Activity	Information Collected	How or where is the information used?
11th			
12th			
Additional Year(s)			



Activity 2: Assessment Contributions from Multiple Sources

1. Within your group(s) assign at least one person for each of the following roles. Make sure each person is assigned a role.
 - Youth
 - Family Member
 - General Educator
 - Special Educator
 - Agency Representative
 - Employer or Community Member
2. Based on your role, what assessment information can you provide?
3. When would you provide the information?
4. How can you create an environment where youth feel able to express their goals, dreams, and fears?
5. How will you use the information for transition planning and action?
6. What will you do with the information (e.g., where will you record it, with whom will you share it)?



7. When will you update the information?

Data	Youth	Family Member	General Educator	Special Educator	Agency Rep	Employer or Community Member
Information to provide						
When information can be provided						
Creating an safe environment to engage youth						



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Data	Youth	Family Member	General Educator	Special Educator	Agency Rep	Employer or Community Member
Uses of the information for transition planning and action						
Using the information						
When the information will be updated						
<i>What did you learn about multiple sources and ways of collecting and using transition and career assessment information?</i>						



Activity 3: Collecting Background/Baseline Information for Assessment Planning

CASE STUDY:

Lea: Planning for her future

Lea is fifteen, is a new, single mother, and is in the eighth grade. She lives with her grandparents along with two brothers. Her mother is in rehab for drug addiction; she has no father. Lea reads at the 8th grade level (with effort), has computational skills at the 4th grade level, and has about a C average.

English	C
Social Studies	D
Math	C
PE	C
Art	B
Science	C
Family & Consumer Sciences	C+
Career Planning (one semester)	C

She had four brothers, two of whom are in foster care—the oldest one was in “juvey” for 6 months (he and another brother who lives with her were also in special education for ADHD and Emotional Disorders. Lea lived in foster care for several months when she was in first, third, and fourth grades.



Lea likes drawing and writing; she writes and illustrates poems and short stories. She is returning to school for the first time since having her baby. At the beginning of the year she told her English teacher she wanted to go to college, but lately, she says she thinks she'll get a job at the local convenience store when she gets old enough. "It is close to my house, I can make good money, take care of my baby, and meet boys."

Diagnosis: learning disability ("dyslexia") along with Attention deficit disorder. Teacher comments:

First grade: "Quiet but lovely; wants to please. She came to us in October (very dirty) and apparently had not attended school since Kindergarten when she lived in the city."

Grades: mostly Satisfactory with Above Average in art and PE.

Second grade: "Quiet, does not have friends, was absent a lot—often wears the same clothes several days in a row." Wants to be a ballerina. Grades: Satisfactory.

Third grade: "Referred for diagnostic evaluation, suspect a learning disability; tries hard to do good work. Lea came back to us after attending another school for four months; she looks lost much of the time."

Grades: Below Average seems to be behind developmentally. Retained in third grade.

Fourth grade: "Diagnosed LD, responds to extra help from the teacher's aide; talks only with the teacher and aide. Misses too much school; I wonder if she has a trouble seeing—she improved her work when I moved her to the front row." Special Ed case manager note: she moved three times this year, but seems to be adjusting; tries hard to please." She prefers to stay in at recess to practice her writing and reading. Wants to become an artist or a poet.



Grades: C average

Fifth grade: Quiet in classes; “does not ask for help” and “does not turn in homework”.

Sixth grade: was bullied by some other girls in the cafeteria; does not participate in activities in PE. The IEP team agreed to try Lea in General Education classes. She missed so much school that the team changed her IEP to general education classes in English and Science and to ‘resource room’ for the remainder of her major courses.

Grades: Failed Science; earned a B in English and Art; C’s in all other subjects; failed PE.

Seventh grade: transferred back to this school in November after living with her mother for several months. Is withdrawn and has 23 absences for the last two quarters. Receives resource services and works with a mentor tutor for Science.

Grades: Passed all courses with C’s and D’s; earned Bs in English and Career Planning.

Eighth grade: Lea expressed an interest in participating in a Summer Jobs program and in attending the Career Technical Center in the future.

Complete the following with your group.

Needs, strengths, preferences, interests, and abilities.

What are the student’s goals?

What are we going to implement in the next year?



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What are we going to implement after next year?

Domain	Information Available	Information We Still Need	Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Life Goals (including career and vocational)			1. 2. 3.		
Vocational And/or Employment			1. 2. 3.		
Academic			1. 2. 3.		
Further Education and/or Training			1. 2.		



Domain	Information Available	Information We Still Need	3. Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Daily Living and Functional Skills Needed in Adult Living			1. 2. 3.		
Community Participation			1. 2. 3.		
Leisure Activities			1. 2. 3.		
Communication			1. 2.		



			3.		
Domain	Information Available	Information We Still Need	Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Self-determination			1. 2. 3.		
Physical and Emotional Health			1. 2. 3.		
Home and Family			1. 2. 3.		
Interpersonal Relationships			1.		



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and Skills			2.		
			3.		

What is your overall impression of the youth?

Who knows the youth best?

Who will serve as an on-going advocate?

What additional assessment information is relevant and should be collected?



Activity 4: Collecting Information for Assessment Planning: Working Backwards

CASE STUDY

Maury: Planning for his future

Maury just turned 16 and is in the ninth grade for the second time. He was referred for special education evaluation three years ago when his family returned to the states from overseas. He had been attending school in Germany and was doing well until he suffered a gunshot wound to the head (he had locked himself in the bathroom and tried to commit suicide); he did not attend school for over a year due to hospitalizations.

His mother is a German national and his father is a sergeant in the U.S. Army. He and his father do not get along as Maury was artistic, fun-loving, popular, but earned average to poor grades and did not meet his parents' expectations. Since the 'accident' his father ignores him rather than hitting him as he did in the past. His siblings, both girls, do not seem to have the same issues with their parents. He previously spoke English and some German, since his injury, this has reversed—he speaks mostly German and struggles with English. Maury wants to live with a friend and move out of his parents' home.

His personality has changed in that he now has trouble making friends and on occasion he will shout out obscenities in class, mostly due to frustration. The principal suspended him for seven days last year; this year the vice principal suspended him five times for a total of nine days—after the last suspension he was not permitted to attend his English class and spends that period in



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the library with the librarian (whom he likes). He missed additional days due to several short-term hospitalizations.

Maury was referred to the school psychologist for counseling, but she has been out on family leave since January. His school guidance counselor met with him when he entered the school and again this year during a group orientation to the Career Tech Ed Center.

Following his diagnostic evaluation, he attended self-contained classes, but when his school converted to “inclusion” he now takes his major subjects in general education classes with some instructional support from a special education teacher for math and science and an aide for English and ‘social studies.’ He has earned D’s in all major subjects except Math where he has an A and English which he is failing.

His favorite classes are art—his teacher reports that he has talent that should be nurtured—and Industrial Technology, where has performed on par with some of his classmates. He has an A in Art and a B in Industrial Tech. He wants to become a graphic artist.

Last year he tried to do his homework with his younger sister’s help; this year he tried until about November and stopped.

His IEP team has agreed that he should continue to work on basic skills and behavior. His mother attends IEP meetings with her 13-year old daughter (who translates when she doesn’t understand). His special education teacher wants him re-evaluated as she thinks his cognitive skills have improved; the vice principal disagrees and has told Maury’s mother and sister that he will never change until he stops being lazy and learns to do what teachers instruct him to do.



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Complete the following with your group.

Using the transition domains, identify Maury's goals.

Determine steps needed to help him achieve his goals.

Identify needs, strengths, preferences, interests, and abilities.

Identify steps to implement this year through his high school career.

Domain	Information Available	Information We Still Need	Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Life Goals (including career and vocational)			1. 2. 3.		
Vocational And/or Employment			1. 2. 3.		



Domain	Information Available	Information We Still Need	Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Academic			1. 2. 3.		
Further Education and/or Training			1. 2. 3.		
Daily Living and Functional Skills Needed in Adult Living			1. 2. 3.		
Community Participation			1. 2.		



Domain	Information Available	Information We Still Need	3. Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Leisure Activities			1. 2. 3.		
Communication			1. 2. 3.		
Self-determination			1. 2. 3.		
Physical and Emotional Health			1. 2.		



			3.		
Domain	Information Available	Information We Still Need	Who Can Provide the Information?	Timeline for Collecting Information	Data is Verified by the Youth (Date)
Home and Family			1. 2. 3.		
Interpersonal Relationships and Skills			1. 2. 3.		