

Transition Assessment Planning Form

Student: Victoria Specific Learning Disability Grade: 11

Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Current and Future Employment	Occupational Interests & Values	-interested in Veterinarian Tech and Graphic Design -values working in small groups, creativity, independence, family	What does Victoria like about these 2 fields? How do we help her decide between the two paths?	Reach for the Stars Informal Assessment Career Cluster Inventory Job Shadow/ Work Site Visit & Reflection Transition Planning Inventory	School Counselor Special Education Teacher Transitions Coordinator	Advisory During re-evaluation process
	Work Aptitude	-Limited work experiences	-how Victoria performs in different workplace environments	Skills Fit Informal Assessment Employability Skills Checklist Rating Scales	Transitions Coordinator VR	Advisory Transitions counseling time
	Work Readiness/ Prevocational Skills	-Limited work experiences	-what prevocational skills does Victoria already have?	Employability Skills Checklist Rating Scales	Transitions coordinator Special Education teacher	Gen. ed classroom observations Volunteer/work experience visits

				Classroom observations		
Assistive Technology	Victoria can independently navigate Chromebook & MacBook. Victoria can find resources that help with her difficulties in reading like Natural Reader and Rewordify.	-no further assessments needed in this area	N/A	N/A	N/A	N/A
Temperament/ Personality	-generally hard worker, more reserved in interacting with others, asks for help readily, gets frustrated easily if work is too hard	-Strategies that will help Victoria with interaction and frustration/stress levels	Situational Assessment Social Emotional Skills Student Form Classroom observations	Transitions Coordinator VR	Classroom observations	
Manual Dexterity	Victoria is able to do fine motor skills with no issues. She has neat handwriting, does hair and nails for herself and others	-no further assessments needed in this area	N/A	N/A	N/A	N/A

		which indicates a strength in this area.				
	Work Environments	Victoria prefers working in small groups, not too noisy (but also not silent), and where she can move around.	How will Victoria react in a different setting (other than school)? Will she still have same preferences?	Needs Fit Informal Assessment Situational Assessment Classroom observations	Transitions coordinator Special Education teacher	Career Exploration Field Trips/ Work Site Visits Advisory Gen. ed classes
Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do you need about the student?	How will you learn this information?	Who will gather the information?	When will the information be gathered?
Education and/or Training	Academic Achievement	-Likes to write -Finds math and science difficult -feels she takes longer than other to understand things -plans to go to College to earn a 2-year degree -her learning disability is for Reading Comprehension & Basic Reading skills	-what concerns does Victoria have about classes and college? -does she know what classes she would need to take in college to be successful as a vet tech or graphic designer? -can Victoria perform at the college level?	-Student Interview -ACT scores -curriculum based assessments -High School to College Transition Questionnaire -Choosing a Course Major Informal Assessment -Parent interview -WIAT -Records review	-School coordinator -Transitions coordinator -Special Education teacher	-during Junior Seminar or Advisory

		-generally, passes her classes but transcript is mostly Bs and Cs	-What is Victoria's mom perspective on college?			
	Learning Styles	-Visual learner -Needs time to process independently	-More specific information on what helps Victoria learn in class	-Observations -Student interview -CITE Learning Styles Inventory	Special Education Teacher	Advisory Gen. ed classroom
	Intelligence	-Victoria is of average intelligence (FSIQ of 75) -She has a great working memory -Her processing speed is on the lower end of her scores.	-How does Victoria's processing speed affect her performance in the classroom?	-Wechsler Intelligence Scale -Classroom observations -Records review	Special Education Evaluator Special Education Teacher	During re-evaluation process
	Accommodations	-Frequently used accommodations: extended time on tests and assignments, small group setting for tests, additional check-ins regarding directions, use of visuals in the class, repeated review and drill	-Are there any additional accommodations Victoria needs to be successful? -Do these accommodations align with post-secondary institutions? -Does Victoria know what	-Student interview -Informative interview with Office of Disability Services -Records Review	Special Education Teacher	College visits

			additional resources she can use?			
Independent Living	Self-Awareness	-Victoria is aware that she has a learning disability	-Self esteem -How she feels about others knowing she has a disability?	-Self Esteem Profile Informal Assessment -Student interview -Transition Planning Inventory	Special Education Teacher	Advisory time
	Self-Determination/ Self-Advocacy	-Victoria can ask for help individually if she needs it. -Victoria sets goals for herself and takes actions to achieving those goals. -Victoria is not comfortable advocating for herself or others in front of a large group -Victoria wants to increase her confidence in speaking with others	-Are there specific areas that Victoria is more comfortable with than others in regards to self-determination?	-Self Determination Checklist -Rating Scale -AIR Self Determination Formal Assessment	Special Education Teacher	Advisory time

	Money Management	-Victoria can count and make change with coins and bills -Victoria knows the importance of saving money -Victoria does not know how to create and maintain a budget	-Does Victoria have a checking/savings account? -Does Victoria know what types of bills she will be expected to pay?	-Student Interview -Parent Interview -Money Management Informal Assessment -Budget Simulation Tasks	Special Education Teacher	Math class Junior Seminar (personal finance units) Advisory
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	Areas of Assessment to Consider	What do we already know about the student?	What do you need about the student?	How will you learn this information?	Who will gather the information?	When will the information be gathered?
Independent Living	Home Living	-Victoria has a stable living environment with her mother and brother -Victoria cares for basic needs	-Independent Living Skills for when she is on her own	Student Interview Ansell Casey Life Skills Home Living Assessment	Transitions Coordinator	Advisory
	Recreation & Leisure Interests	-Victoria enjoys dancing and listening to music.	-What other activities does Victoria participate in outside of school?	-Student interview	Transition Coordinator	Advisory
	Transportation	-Victoria does not have a driver's license. -Victoria does not know how to use	How does Victoria plan to travel after high school?	-Student interview -Functional Analysis of Transportation	Transition Coordinator	Advisory

		public transportation. -Victoria knows where she lives and can general directions to/from her house.		Behavior (informal assessment)		
Personal Safety		-Victoria does not engage in risky behaviors. -Victoria is aware of basic laws and rules.	-No further assessment needed	N/A	N/A	N/A
Medical & Health		-Victoria is generally in good health condition and at school the majority of time.	-Can Victoria advocate for herself at the doctors? -Does Victoria know about health insurance?	-Transition Health Care Checklist -Student Interview	School Nurse	As needed
Communication		-Victoria exhibits appropriate modes of communication. -Victoria is more reserved and does not like talking to people she does not know.	-Can Victoria be understood by those unfamiliar with her? -Can Victoria use professional language as needed?	-Parent interview -Rating scale -Situational assessment	Transitions Coordinator Special Education Teacher	Advisory Workplace Visits
Adaptive Behavior		-Victoria can take care of her basic needs without	-No further assessment needed in this area.	NA	NA	NA

		support or reminders.				
	Interpersonal Relationships	-Victoria is able to maintain close friendships. -Victoria works well in small groups. -Victoria is not comfortable in large groups of people. -Victoria is more reserved when she is in groups of people she does not know.	-More specific information on whether she is just reserved or if she needs support in communicating with others. -How will this impact her in choice of post-secondary path?	-Social Emotional Skills Student Form -Peer Interaction Skills -Student Interview -Observations	Transitions Coordinator Special Education Teacher	Gen. ed classes
	Community Participation	-Spends time with friends and brother outside of school	-What groups (if any) is Victoria a part of in her community? -Can Victoria find resources in her community?	-Community Involvement Skills Informal Assessment -Transition Planning Inventory	Transition Coordinator Counselor	Advisory

Victoria is a 17-year-old, 11th grade student with a Specific Learning Disability in Reading Comprehension and Basic Reading at Guadalupe Centers High School. Victoria is African American, female, and comes from a single parent household. Victoria lives in a home with her mother and her older brother. Victoria is in the general education setting 95% of the time with co-teachers in her English class and her Geometry class. Victoria receives transition services in the special education setting (5% of the week) during Advisory.

In terms of academics, Victoria's disability affects her in the general education classroom in the following ways. Victoria struggles to decode unknown words. When presented with unknown vocabulary, Victoria pauses and struggles to sound out the words, often not being able to distinguish root words and/or prefixes/suffixes incorporated in the word. Victoria reads haltingly and takes several pauses when reading. Victoria requires extended time to read grade level texts so that she may read at her pace. Victoria also demonstrates difficulty with understanding what she is reading and she has a hard time making inferences or drawing conclusions from the text. Although Victoria does not have a learning disability in Math, she has always struggled with multiple step problems and determining what operation to use given a problem. Victoria's overall GPA is a 2.7, which indicates that most of her classes she earns Bs or Cs as her final grade.

Victoria's functional performance is commensurate with her same age peers. Victoria is respectful and gets along with her peers and teachers. She is cooperative and follows direction easily. Victoria takes initiative in starting new tasks. Victoria is a good advocate for herself and is very protective of her family and friends. Victoria helps out at home with completing independent tasks and takes care of her personal needs. Victoria is more reserved and is anxious about talking with people she does not know. She wants to improve her communication skills so she can feel more

comfortable with others. Victoria is generally critical of herself and struggles with stress management. Victoria has some self-esteem issues, but she does have some close relationships at school and in her community.

In terms of transitions, Victoria will become a Veterinarian Technician or Graphic Designer after high school. Victoria will attend college to study Animal Science or Graphic Design. Victoria will live independently from home. Based on the Independent Living Goals Worksheet from Missouri Department of Elementary and Secondary Education, Victoria's areas that had "no" marked were Transportation and Money Management and her strengths were in Self-Advocacy and Interpersonal Relationships. Victoria is able to set goals for herself and take actions to accomplish those goals. Victoria and her mother have asked for additional services in the area of transitions, because Victoria still does not have a clear path for after graduation. The IEP team agreed that Victoria would benefit from smaller group instruction in the area of transitions in addition to the general education Seminar classes.

For Victoria, transition assessments should be more focused on Employment and Education and Training. Some assessments need to be done in Independent Living such as money management and interpersonal relationships, but overall Victoria has learned independent living skills adequately at home and in the community. The school should focus on helping her develop a career pathway and determine what post-secondary education program would best fit Victoria's needs and pathway.

In terms of formal assessments, Victoria has not yet been administered the Transition Planning Inventory. Victoria will have a re-evaluation this year, so that is an assessment that will give a good overall picture of Victoria's transition strengths, preferences, needs and interests. The TPI is selected because it will provide more specific information on what Victoria knows in regards to the transition domains. Victoria will need to be

pulled out of class by the Transition Coordinator for a one-on-one administration of this assessment. Victoria's mother and special education teacher will also have the opportunity to provide input. Victoria will also take more curriculum-based assessments like the Missouri End of Course Assessments and the ACT. These tests will provide better insight into how Victoria will do in a College program. Victoria will have the accommodations of extended time and small group setting as consistent with the accommodations she receives for classroom tests. Therefore, formal assessments like the TPI, curriculum-based test, and ACT will determine how well Victoria's interests align with her abilities to succeed in post-secondary programs.

The majority of the assessments will be informal assessments because they provide a qualitative look at Victoria and better insight into what specific supports Victoria needs. Victoria's numbers (cognitive and academic achievement) have never been a full picture of what she needs in the classroom, so it is important that this is also the case for her transitions planning. Although, Victoria is a student with a specific learning disability in the area of Reading Comprehension and Basic Reading, she is able to independently read and complete the majority of checklists and written surveys by asking clarifying questions. Victoria is a visual learner so she prefers to see the information rather than through an interview. The assessments indicated on the transition assessment plan are from the text series: Synatschk, K. O., Clark, G. M., & Patton, J. R. (2008). *Informal Assessments for Transition Series Combo Kit. Austin, TX: Pro ed.* Informal assessments were selected from all three texts (Independent Living and Community Participation, Post-Secondary Education and Training, and Employment and Career Planning) to ensure that a full picture of Victoria's transition strengths and needs could be developed based on all of the domains. The informal assessments listed were selected to gather more specific information on Victoria. They also took into account Victoria's ability to understand what the question was asking in order to rate herself accurately

Gaumer Erickson, A.S., Morningstar, M. E., Lattin, D.L., & Cantrell, L. (2008). *Transition Assessment Planning Form.* Lawrence, KS: University of Kansas, Transition Coalition.

as well as the fact that she is more self-aware and a higher functioning student with a disability. These assessments would primarily be administered during the transitions advisory services so that Victoria would be in a small group and would have a quiet space to self-reflect. Directions would be repeated for Victoria so she understands what she needs to do and Victoria would be encouraged to ask clarifying questions about what skills were being identified. Informal assessments for some areas also included completing observations in the general education classroom or at workplace visits. Therefore, the informal assessments were selected based on what is already known about Victoria and her level as well as what specific information is needed to better support in her selecting an appropriate career path and determining the post-secondary education path aligned with it.

Overall, the transition assessment plan was completed by reviewing Victoria's current records and information, as well as what is already known about her from past experience working with her, student and parent interviews, and observations. The plan helps to ensure that all areas and skills are being considered and addressed. This aids the IEP team and transition coordinator in determining what activities and assessments are needed for Victoria to be successful in her post-secondary life.