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 receives the majority of her special education services through the co-teaching model and is in the regular education setting 95% of the time. Victoria demonstrates difficulty with unknown vocabulary, decoding, making inferences, drawing conclusions, and solving multiple step math problems. Victoria mostly earns Bs and Cs for her final grades in classes. Victoria is a hard-working student and she requires extended time and a small group setting to complete grade-level tasks. Victoria’s strengths include goal setting, getting along with peers and adults, following directions, self-advocacy, completing independent tasks at home and being involved with her family. Victoria wants to improve her communication skills with unfamiliar listeners, stress management, and self-esteem. In terms of transitions, Victoria will become a Veterinarian Technician or Graphic Designer after high school and will attend college to study Animal Science or Graphic Design.

The domain selected as a high-priority area for comprehensive transition assessment is current and future employment. At the last IEP meeting, Victoria’s mother requested that the school provide more opportunities for career exploration because Victoria was still undecided on what she wanted to do after high school. Victoria’s goals of Veterinarian Technician or Graphic Designer illustrate the wide variety in what she has considered doing and are on different career pathways. Transitions assessments in the area of current and future employment can help Victoria develop a career pathway that aligns with her strengths, preferences, and interests.

In Running Project One, information was listed on what we already know about Victoria and what we need to learn about her. We know the fields Victoria is interested in, her values of working in small groups, having creativity, and family, that Victoria has limited work experience, and about her general temperament and personality. It was identified that we did not know what Victoria likes about Veterinarian Tech or Graphic Design, how Victoria would perform in different workplace environments and if her preferences would align with what she prefers at school, what pre-vocational skills Victoria has, and strategies to help Victoria with interaction with unfamiliar people and her frustration/stress levels.

In Running Project One possible assessments to use to gain better insight into Victoria were indicated on the transition assessment plan. These assessments were primarily selected 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. The assessments listed took into account Victoria’s ability to understand what the question was asking in order to rate herself accurately 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.

I administered several assessments over the course of a week. The formal assessment I used was the Transitions Planning Inventory. I did not have Victoria complete the questionnaire due to time constraints. The informal interviews included the Parent Interview Expanded Form with Victoria’s mother, the Student Self-Inventory, and an Interview Simulation with the college advisory, Ms. Gustafson. I felt it was important to do an interview simulation with a staff member that Victoria is not as familiar with. I also had the Counselor, Ms. Vandegrift do a situational assessment of Victoria in the school coffee shop (new environment) and during a group project in Geometry. I used the form from Transition Coalition and asked the Counselor to complete it based on her observation of Victoria in these two settings. For informal survey-type assessments I used: Reach for the Stars, Skills Fit, and the Career Clusters Interest Survey from the Missouri Career Guide, as well as an electronic version of the Employability Skills Survey from University of Oregon. I selected these assessments based on the assessments identified for the Employment Domain on the Assessment Plan in Running Project One and they will help to give a more comprehensive look in the area of employment and insight into how Victoria should build work experience that will help her in her post-secondary goals.

The Transitions Assessment Report provides a summary of the data collected from the assessments administered.

Transitions Assessments Report:

*Current and Future Employment*

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| *Name of Assessment:* ***Transition Planning Inventory***  *Date Administered:* 10/11/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria was asked to rate herself on transitions skills from 0-5 (5 meaning she can do the skill independently, 0 meaning she cannot do it even with support). The scores below reflect an average of how Victoria rated herself in each category.  Employment: 1  Further Education/Training: 1.6  Daily Living: 1.8  Leisure Activities: 1.6  Community Participation: 0.6  Health: 2.3  Self-Determination: 2.8  Communication: 3.5  Interpersonal Relationships: 0.1  These scores show that Victoria does not feel confident in independent living skills. Victoria rated herself lower when compared with how students answer these questions. This could be a result of a lack of self-confidence or not making the connection between what she already does and the skills they are linked to. |
| *Name of Assessment:* ***Employability Skills Survey***  *Date Administered:* 10/8/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria was asked to determine her level on workplace readiness skills from 1-4 (1 needs work, 4 very able). The scores below reflect an average of how Victoria rated herself in each category.  Basic Skills (Speaking, Listening, Reading, Writing, Math): 2.5  Thinking Skills (Creative Thinking, Problem-Solving, Decision): 3  Personal Qualities (Taking Care of Self, Honesty): 3.5  Resource Management (Time and Money): 2.5  Interpersonal Skills (Interacting with others): 2  Information Management: 2.5  Systems (Personal and Structural): 3.3  Technology: 4  Victoria indicates her strengths are hard work ethic, organization, respect, and listening. Victoria feels she needs to work on communicating and interacting with people she does not know and public speaking. Victoria’s scores indicate that she is average on employability skills. |
| *Name of Assessment:* ***Reach for the Stars***  *Date Administered:* 10/9/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria indicated which expressions align with her strengths, preferences, and interests. The sections with the greatest number of marks indicates areas that Victoria should further explore as career options:  *Health Sciences*  *Human Services*  *Communications, Media and Art*  These areas align with Victoria’s previously stated goal of Veterinarian Technician or Graphic Design. |
| *Name of Assessment:* ***Skills Fit***  *Date Administered:* 10/9/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria had to rate herself on skills needed for success in the workplace. 1 is considered a major strength and 4 is considered a weakness.  Socializing with Others: 3.25 (area needs improvement)  Communicating with Others: 3.3 (area needs improvement)  Directing and Helping Others: 1.6 (strength)  Organizing Others: 1 (major strength)  Working with Tools: 2.5 (neutral)  Being Original and Creative: 1.6 (strength)  Researching Problems: 3 (area needs improvement)  Solving Numerical Problems: 2.5 (neutral)  This indicates that Victoria’s strengths are organizing, directing and helping others, and being original and creative. |
| *Name of Assessment:* ***Career Interest Survey***  *Date Administered:* 10/3/19 *Test Administered by:* Kotowski  Key Findings/Results:  This survey helps to identify career clusters (fields) that best match a student’s likes and personality. Victoria’s three highest Career Clusters are:  *Health Science*  *Information Technology*  *Education and Training*  These areas align with Victoria’s previously stated goal of Veterinarian Technician or Graphic Design as well as what was seen on the Reach for the Stars assessment. |
| *Name of Assessment:* ***Parent Interview***  *Date Administered:* 10/11/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria’s mother confirms that Victoria is responsible and completes independent chores at home. She indicates that Victoria likes to dance, listen to music, do hair and nails and babysits the neighbor’s children. Victoria’s mother confirms that Victoria sometimes withdraws and does not like to work with others. Victoria has discussed with her mother possible plans for the future and her mother is supportive of her goals. |
| *Name of Assessment:* ***Student Self-Inventory (Interview)***  *Date Administered:* 10/11/19 *Test Administered by:* Kotowski  Key Findings/Results:  Victoria likes to dance, listen to music, care for children, do nails and hair and completes chores when she is at home. Victoria likes Science classes best along with Music and Technology. When asked what jobs Victoria would like she mentioned Veterinarian’s aide, Nurse’s aide, Cook, Day-care worker, and receptionist and added Graphic Designer. Victoria can already do many of the independent living skills she will need as an adult. Victoria generally describes herself in a positive way other than being reserved and quiet. |
| *Name of Assessment:* ***Interview Simulation***  *Date Administered:* 10/9/19 *Test Administered by:* Gustafson  Key Findings/Results:  When given an interview with the College Advisor, Victoria kept most of her answers brief. She repeated several times that she wants to be a vet tech or a graphic designer. Her reasons are that she likes animals and also likes to make pretty images on the computer. Victoria is able to articulate her strengths and what she needs to work on. Victoria needs to work on being more specific with her answers to interview questions. |
| *Name of Assessment:* ***Situational Assessments***  *Date Administered:* 10/10/19 *Test Administered by:* Vandegrift  Key Findings/Results:  Victoria was observed in two different settings to see how she performs on employability skills. The first setting was the Life Skills Room’s Coffee Shop which was a new environment for Victoria. The second setting was a group project in the Geometry class.  Ms. Vandegrift the counselor observed Victoria for about 20 minutes in both settings and compiled her observations based on employment screening forms. She found that Victoria:  -prefers to work in small group setting  -is reserved in interacting with those she does not know  -waits for directions rather than initiating movement  -could complete 4-6 tasks in a row at the coffee shop but only 2-3 in the classroom  -can perform essential job tasks assigned to her  -accepted criticism in the coffee shop, but withdrew during class  -does not demonstrate undesirable or inappropriate behaviors for the workplace  -feels comfortable asking both her peers and supervisor/teacher for help |

Overall, the transitions assessments align with what Victoria has previously stated so they should be considered valid. The assessments confirmed Victoria’s two employment passions of veterinarian technician and graphic designer. There was slightly more data leaning towards the health science pathway, but enough data to support the creative/technology pathway as well. The assessments also validated that Victoria’s strengths are in organization, listening, and self-advocacy and that her areas of growth are in communication and interacting with others. It is interesting that on the formal assessment Victoria rated herself lower than she appeared to have done on other assessments. Nevertheless, the data from the assessments identifies a potential area to address in the employment domain as interacting with others, communication in the workplace, and providing opportunities for Victoria to experience both health science and information technology fields.

Based on the results of the transition assessments, the following revisions will be made to Victoria’s IEP. Victoria’s measurable postsecondary goal in the domain of employment will be: After High School, I, Victoria, will become a veterinarian technician or graphic designer.

Even though there is slightly more data to support a career in the health science field, graphic design and the creative and technology had sufficient data to support Victoria’s interest in this field as well. Victoria’s present levels of academic and functional performance (PLAFP) will be updated to include the transition assessments and key findings in the summary of age-appropriate transition assessments section. This section will be written in the following way:

In interviews conducted with Victoria as part of her transitions assessments, Victoria indicated the following post-secondary goals:

After High School, Victoria will become a veterinarian technician or graphic designer. She will study Animal Science or Graphic Design in College. She will live independently from home and maintain her apartment and finances.

Formal Assessment: Transition Planning Inventory 10/11/19

Employment: 1; Further Education/Training: 1.6; Daily Living: 1.8; Leisure Activities:

1.6; Community Participation: 0.6; Health: 2.3; Self-Determination: 2.8; Communication:

3.5. Interpersonal Relationships: 0.1

These scores show that Victoria does not feel confident in independent living skills. Victoria rated herself

lower when compared with how students answer these questions.

Informal Assessments: assessments administered October 2019 including Employability

Skills Survey, Reach for the Stars, Skills Fit, Career Interest Survey, Student Self

Inventory, Interview Simulation, Parent Interview, and Situational Assessment

Based on these assessments, Victoria’s strengths include hard work ethic, organization,

respect, listening, helping others, creativity, and being independent. Victoria needs to

work on her communication skills and interpersonal interactions. Victoria prefers to

work in smaller groups and have freedom on how to complete tasks. Victoria’s interests

include animals, helping others, designing and creating images using technology, and

doing nails and hair. Victoria’s pre-employment skills are average compared to her

same-aged peers.

In addition to the transitions assessment section, the information about Victoria’s strengths should also be added to the strengths section of the PLAFP. This section also requires a statement explaining how Victoria’s strengths relate to her post-secondary employment goal:

Victoria's strengths will help her be successful in living independently and in her goal of becoming a

Veterinarian Technician or Graphic Designer because she will need to independently start and complete

tasks in College and in her career, she will need to follow directions and she will need to advocate for her

needs.  Victoria’s strength in Writing will help her in her coursework in College and constructing and

understanding reports in either the Veterinarian Technician or Graphic Design field.

For the section of the PLAFP about how the student’s disability affects their involvement and progress in the general education curriculum and to reach post-secondary goals, information about transitions also needs to be addressed. This will be done through the following statement:

Transitions:  
 Victoria has indicated that she will become a Veterinarian Technician or Graphic Designer after high

school.   After high-school she will study Animal Science or Graphic Design.   After High school, she will

live independently away from home.  Victoria's Specific Learning Disability will affect her ability to be

successful in college for animal science or Graphic Design because her reading skills will make it hard to

keep up with understanding course materials and completing work in a timely manner.  Victoria's Specific

Learning Disability will affect her employment goal of Veterinarian Technician or Graphic Design because

her basic reading level will affect her ability to understand reports about animals coming in or how her

designs are doing with consumers.  Victoria’s Specific Learning Disability will affect her goal of

living independently, because she will not understand contracts for rental agreements or utilities.

Form C of Victoria’s IEP will also need to be updated to revise needed transition services for Victoria in the employment domain. Transition services provided by the school to address Victoria’s needs should include the following:

The High school staff will:  
 -provide specialized instruction in reading fluency and comprehension skills so that Victoria can

understand all texts required of her job   
 -assist Victoria in creating a resume and compiling a personal reference list to be used when applying for employment.    
 -provide volunteer opportunities at local animal shelter.    
 -enroll Victoria in Graphic Design class through Mind Drive.    
 -practice job interviewing skills   
 -assist with learning how to fill out job application

-provide strategies for professional communication and interacting with unfamiliar people

-enroll Victoria in a Speech class to improve public speaking confidence  
 -help Victoria explore different jobs related to Veterinarian technician or Graphic Design

-organize job shadow visits to worksites similar to Veterinarian Technician or Graphic Design  
 -participate in Pre-Employment Transition Services activities   
 -connect Victoria with a Vocational Rehabilitation counselor who can assist Victoria with researching employment opportunities that are located on or near the College campus of choice, filling out job applications, and with transportation to job interviews if necessary.

An annual IEP goal needs to be included that addresses Victoria’s measurable post-secondary goal for employment and the strengths, preferences, interests and needs based on the transition assessment. The goal will be focused on communication because that is a skill that many assessments identified as a need and it is critical for success in current and future employment. It will be written in this way:

Given teacher-provided strategies for communicating and interacting with unfamiliar people, Victoria will

increase her professional communication skills by engaging in academic or work-related conversations for

at least 5 minutes with unfamiliar classmates or co-workers, on 7 out of 10 attempts on three consecutive

trials, by the end of the annual IEP cycle, as evaluated by teacher observation checklists.

Victoria’s academic IEP goals should all be related to her post-secondary goal of becoming a veterinarian technician or graphic designer. Overall, Victoria’s IEP should be revised with a focus on the employment domain because it is the prioritized transitions domain she needs and she is an 11th grade student.

Reflection:

Overall, using a student to develop and administering a comprehensive assessment plan specifically for transitions was super helpful for my practice. A major strength of this process is that it promoted the use of multiple assessments to cover a single domain of transitions. This process also helped me to implement different types of informal assessments like the situational assessment and the family interview. Previously, these types of assessments have only been used for our lowest-functioning students, but this process has helped me to see the benefit of using interviews, observations, and situational assessments involving multiple staff in the process. The process made me realize the importance of selecting assessments based on what we do not know about a student and need to in order to plan for transitions. In the past, I generally had selected assessments just based on age and disability category, but I was missing information on how to provide more specific services for the student. I believe the information gathered from these assessments is very useful moving forward in revising Victoria’s transition plan. I now can create a more specific plan tailored to her strengths, preferences, needs, and interests.

Some obstacles during this process included time constraints and understanding how to reword certain assessment items. This process took a lot more time than I expected. I only have a limited amount of time with Victoria because she is in the co-taught setting for the majority of the day. I could not get permission to pull her from her regular education classes so it was hard to figure out how to administer all these assessments. The other issue was sometimes Victoria would rate herself lower on a question because she misinterpreted what the question was saying. I was unclear on how much I should reword assessments, because that is not a support she will have in future employment due to her higher level of functioning. The situational assessment was also confusing, because Victoria is currently not in a work-based learning experience. I received permission to have her work in the coffee shop with the students in the life skills class at school, but this ideally should have been in an environment related to her field of interests. Fortunately, these obstacles can be improved upon as our district moves towards more comprehensive transition assessments.

To ensure comprehensive transition assessments are taking place, it will be important to start the process earlier. Transition assessment plans, like the one completed in Running Project One, should be completed for all students with a transitions plan for this year. This will help to better identify what assessments need to be made available as well as what potential situational assessment locations need to be considered. It was helpful to focus on one single domain, because otherwise the process could be too daunting and the results may not be specific enough on a domain to create goals and the coordinated set of activities as part of transitions services.

As far as cultural diversity and assessment, I think I would need to revise some of the questions to reflect my student’s experiences and cultural background. Some of the vocabulary on the forms is not regularly used in my school environment. This vocabulary either needs to be pre-taught or adjusted to reflect the students’ environment. Additionally, it was not an issue with Victoria, but with my school’s general population I will need to have many of these forms translated for families to understand. I believe that Victoria rating herself lower on independent living skills could be connected to her cultural background or family experiences. It will be important to take into consideration how students will interpret questions based on their exposure and experience to pre-vocational skills.

Overall, this project has emphasized the need to provide in-depth comprehensive transition assessments that address multiple skills and concepts in order to provide better transition services for students that will help them to reach their post-secondary goals in employment, education, and independent living.