Transition Assessment and Students with Significant Disabilities: Developing a Comprehensive Planning Process

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### Postschool Outcomes

**2005**

**Overall Engagement**
- MR=52%; Multiple=54%

**Postsecondary Ed & Training (any)**
- MR=15%; Multiple=15%

**Employment**
- MR=17%; Multiple=13%

**Community Living**
- MR=16%; Multiple=6%

**Leisure Activities**
- TV: MR=41%; Multiple=28%
- Computer: MR=14%; Multiple=18%
- Phone: MR=9%; Multiple=6%
- Sports: MR=16%; Multiple=17%
- Hobbies: MR=5%; Multiple=12%

**Participation in Community**
- Group: MR=24%; Multiple=22%
- Volunteer: MR=23%; Multiple=29%

**2009**

**Overall Engagement**
- MR=66%; Multiple=65%

**Postsecondary Ed & Training (any)**
- MR=27%; Multiple=35%

**Employment (4 F’s)**
- MR=31%; Multiple=49%

**Community Living**
- MR=14-74%; Multiple=5-94%

**Leisure Activities Not reported**

**Participation in Community**
- Group: MR=11%; Multiple=19%
- Volunteer: MR=19%; Multiple=34%

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**Thinking about Adult Life…**

- What do you consider to be a successful adult life for students with significant disabilities?

- What information do you need about a student to support him/her and family to get there?
Preparing for Adulthood

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Think about the Transition to Supported Adulthood!
– Supported Employment
– Supported Living
– Supported Membership in the Community
– Supported Self-Determination

Reauthorization of IDEA 2004: Better Transition Plans

• Measurable Postsecondary Goals (employment, education/training, independent living if appropriate)
• Transition assessment to identify goals & track progress is required
• Annual IEP goals must be tied to MPGs
• Transition services must be tied to MPGs (instruction, community experiences, related services, employment, adult living, etc.)
• Must have a course of study focused on improving movement from school to postsecondary goals
• If outside agencies are to provide or pay for services, then the representative must be invited to the meeting
• Students are to be invited to attend transition meetings
• Parents are to be informed about transition meetings
• A Summary of Performance must be developed when students exit special education services
Steps to Transition Assessment Planning for Students with Significant Disabilities

1. Identify desired life experiences (vision for future)
2. Identify student’s strengths, interests and preferences
3. Determine the levels of support needed
4. Develop an individualized transition plan
   - Measurable postsecondary goals
   - Prioritize preferences and support needed
   - Specify relevant learning experiences (instruction); types of transition services (community experiences, related services, etc.) and supports (linkages, natural) needed to participate
5. Evaluate and Monitor Progress
   - Extent to which desired goals are realized
   - Extent to which goals remain relevant
   - Extent to which plan was implemented
   - Effectiveness of instruction and supports
6. Share Results


Transition Assessment: Where Do You Start?

Guiding Questions
Assessment Plan
Assessment Selection
Using Data


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### What to Assess: Skills & Supports

<table>
<thead>
<tr>
<th>General Transition Areas/ Skills</th>
<th>Functional Life Skills &amp; Functional Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Interests, Awareness, Skills</td>
<td>Physical/Mobility</td>
</tr>
<tr>
<td>Preferences &amp; Interests</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>Leisure &amp; Social Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Medical &amp; Health</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Special Skills/Interests</td>
</tr>
</tbody>
</table>

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Transition Assessments

- **Transition Planning Inventory (TPI) Modified**
- **Enderle-Severson Transition Rating Scale-S**

- Now have modified versions for students with significant disabilities
- Provide general assessment across multiple transition domain areas
- Good for younger students, those you don’t know well, those graduating
- Provides direction for areas the students needs to concentrate on for the transition and goals of the IEP. Helps to narrow down the areas for the student, parent and IEP team

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TPI-Modified

- Formal instrument (reliability & validity but no standardized score/norms)
- To provide a method for determining transition needs for IEP Planning
- Completed by parent/guardian and school personnel
- Ratings includes 8 different options across different responses (NA, FA; IC, CS, NC; IG, LG; DK)
- Domains

Source: Clark & Patton (2008)
<table>
<thead>
<tr>
<th>ESTR-III Moderate/Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employment</strong></td>
</tr>
<tr>
<td>1. The learner exhibits the fine motor skills necessary to perform simple tasks, (e.g., grasping, stacking, turning, unwrapping, transferring) .................................................................</td>
</tr>
<tr>
<td>2. The learner exhibits the gross motor skills necessary to perform simple tasks, (e.g., lifting, carrying, ambulation) ........................................................................................................</td>
</tr>
<tr>
<td>3. The learner demonstrates an awareness of time as it relates to events over the course of a day ...........................................................................................................................................</td>
</tr>
<tr>
<td>4. The learner demonstrates good attendance ..................................................................................................................................................................................</td>
</tr>
<tr>
<td>5. The learner has earned money doing part time jobs, (e.g., mowing lawn, shoveling snow, babysitting) ..................................................................................................................</td>
</tr>
<tr>
<td>Please list: ..................................................................................................................................................................................................................</td>
</tr>
<tr>
<td>6. The learner demonstrates appropriate hygiene and grooming ..................................................................................................................................................................</td>
</tr>
<tr>
<td>7. The learner adapts to changes in schedules and routines ...............................................................................................................................................................</td>
</tr>
<tr>
<td>8. The learner understands the concept of how much time is needed, (e.g., getting to an appointment, catching the bus, getting ready for school) .................................................................................</td>
</tr>
<tr>
<td>9. The learner is punctual ...........................................................................................................................................................................................................</td>
</tr>
<tr>
<td>10. The learner initiates tasks ......................................................................................................................................................................................................</td>
</tr>
<tr>
<td>11. The learner recognizes the need to eventually support himself/herself ........................................................................................................................................</td>
</tr>
<tr>
<td>12. The learner responds appropriately to authority figures ................................................................................................................................................</td>
</tr>
<tr>
<td>13. The learner understands that different jobs require varying levels of training, (e.g., college, technical schools, high school, other) ..................................................................................................</td>
</tr>
</tbody>
</table>

**Enderle-Severson Transition Rating Scale-S**

- Criterion-referenced Instrument (reliability & validity)
- ESTR-S designed for student with severe and multiple disabilities
  - Rating scales format, completed by parent (paper version) and then school personnel posts these results plus adds to them into an online form (that then produces a summary report)
  - Domains: Employment; Recreation/Leisure; Home Living; Community Participation; Postsecondary Ed;
  - Section for Parents to indicate postschool outcomes = ties to IEP planning & SOP.
- ESTR--III designed for moderate to severe disability
  - Same 5 Domains as ESTR-S
  - 120 items rated on a 3-point scale (2=performs skill independently or consistently; 1=perform skill w/assistance or is inconsistent; 0=does not perform)
  - Section on IEP planning
Transition Assessments Reflection

Which of these transition assessments would you use?

How would you use it?

What areas would it cover on the transition planning form?

Informal Assessments for Transition Planning:

- Postsecondary Ed and Training
- Independent Living and Community Participation
- Employment and Career Planning

www.proedinc.com
WordWise

Adapted Interview
Informal Assessments: Adapted Responses

Project My Voice: Picture Choices

Vocational and Career Assessments

- Reading-Free Vocational Interest Inventory: 2 (R-FVII:2), 2nd Edition
- Picture Interest Career Survey (PICS)
- COPS-PIC: Picture Inventory of Careers
- Wide Range Interest & Occupation Test: WRIOT2, 2nd Ed
- Personal Data Wizard
- Choose and Take Action: Finding the Right Job for You
- Your Employment Selection (YES)

The Environmental Job Assessment Measure: E-JAM
Situational Assessments
Job Information Form
Reading-Free Vocational Interest Inventory: 2

COPS-PIC

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**Picture Based Vocational Assessments: PICS**

**Picture Interest Career Survey**

The Picture Interest Career Survey (PICS) is a quick and easy way for teens to identify their occupational interest areas. For each statement, circle the number that indicates the interest level for each area. After completing the entire test, total the points for each area to determine the teen's area of interest.

**Sample Item:**

A. What do you like to do when you have free time? (Circle 1-5)

1. Read books
2. Watch TV
3. Play video games
4. Do homework
5. Use the computer

1 = dislike
2 = a little
3 = undecided
4 = a little like
5 = like

**Wide Range Interest & Occupation Test-2 (WRIOT-2)**

This assesses vocational interests for people ages 4-17. Each page consists of 4 pictures. The teen is expected to circle the picture of the activity that they like the most for each area. There are 23 areas in total, with 4 pictures for each area. The teens are expected to circle the picture that represents their interest the most.

**References:**

Pearson Assessments
http://www.pearsonassessments.com/
Vocational Interests via Career Exploration

**Choosing Employment Goals**

- Requires reading and writing skills

**Choose and Take Action**

- Video selection

Sopris West Publishers
(www.sopriswest.com)

Adapted from: Martin, J (2008). Four-Part Transition Assessment Model

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Choose and Take Action: Finding a Job for You

www.sopriswest.com
Your Employment Selection: YES

http://www.yesjobsearch.com/index.cfm

• Your Employment Selections (YES!) is motion-video, Internet-based job preference program
• Allows participants with limited or no reading skills to watch videos of jobs, listen as narrator describes key tasks in each job, and select preferred jobs.
• Video for 120 different jobs. When 2-3 preferred jobs are selected, a facilitator rates student’s various work dimensions based on skill levels.
• The result is identification of the best-matched job, strengths and weaknesses, and training priorities.
Environmental Job Assessment Measure E-JAM

Instructions:
1. For each environmental cluster, have the respondent rate each descriptor and mark on the rating scale as indicated.
2. Identify and Set Goals: How critical is the respondent's ability to identify and set goals for the job? Rate the goal if needed, use comment area for additional notes.
3. Rate probability of possible Accommodations/Modifications in the environment for each descriptor. If needed, use comment area for additional notes.
4. Note possible environmental Supports, if needed, use comment area for additional notes.

Demands of the Job (Environmental Clusters)

- Accommodations/Modifications
- Supports

Can be downloaded from: www.transitioncoalition.org
### Situational Assessment

**Customer:** ____________________  **Person Completing Form:** ____________________  **Date:** ____________________

**Directions:** Indicate the response for each item in the appropriate category based on information gathered from the customer’s parent, teacher, and observations during the situational assessment. For each item describe the behavior, characteristics, or activity. When applicable, include the frequency of its occurrence and the environment where it occurs (anticipate, consequences, location, people).

<table>
<thead>
<tr>
<th>ITEMS LOCATED ON THE CUSTOMER</th>
<th>CONDITION OF SCREENING FORM</th>
<th>SITUATIONAL ASSESSMENT I</th>
<th>SITUATIONAL ASSESSMENT II</th>
<th>SITUATIONAL ASSESSMENT III</th>
<th>OTHER</th>
<th>PARENT OR GUARDIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength:</strong> Lifting and Carrying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Poor (1-10 lbs.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Fair (10-25 lbs.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Average (26-50 lbs.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Strong (&gt; 50 lbs.)</td>
<td></td>
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<tr>
<td><strong>Endurance:</strong></td>
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<tr>
<td># Works &lt; 2 hours</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td># Works 2-4 hours</td>
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<td></td>
<td></td>
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<tr>
<td># Works &gt; 4 hours</td>
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<tr>
<td><strong>Orienting:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td># Small area only</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># One room</td>
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<td></td>
<td></td>
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<tr>
<td># Several rooms</td>
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<tr>
<td># Building-wide</td>
<td></td>
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<td></td>
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<tr>
<td># Building and grounds</td>
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</tr>
<tr>
<td><strong>Physical Mobility:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Sit and in one area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Fall application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Maintain obstacles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Physical abilities</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### JOB INFORMATION FORM

**Employment Information**

Business: ____________________________________________

Employer: ___________________________________________

Address: ____________________________________________

Supervisor: __________________________________________

Phone: ______________________________________________

**Job Information**

Job Title: ____________________  Rate of Pay: ____________________

Work Schedule: __________________________________________

Company Benefits: _______________________________________

<table>
<thead>
<tr>
<th>Co-workers</th>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Uniform:

Breaks: _______________________________________

Lunch: _______________________________________

**Employee Information**

Name: ____________________________________________

Address: __________________________________________

Home contact Person: ____________________  Phone: ____________________

Phone: _________________________________________

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Assessment Reflections: Vocational & Career

- Reading-Free Vocational Interest Inventory: 2 (R-FVII:2), 2nd Edition
- Picture Interest Career Survey (PICS)
- COPS-PIC: Picture Inventory of Careers
- Wide Range Interest & Occupation Test: WRIOT2, 2nd Ed
- Personal Data Wizard
- Choose and Take Action: Finding the Right Job for You
- Your Employment Selection (YES)
- Environmental Job Assessment Measure
- Situational Assessments
- Job Information Form

✔ Pros and Cons… would you use it?

Assessing Preferences and Supports

- Person-centered Planning
- Planning for the Future
- Personal Preference Indicators: A Guide for Planning
- Supports Intensity Scale
- Project My Voice
- Representational Portfolio
- Vocational Profile
Features of Person-Centered Planning

- Focus on and driven by the student’s strengths, interests and preferences
- Focus on capabilities and opportunities – developing a vision for the future
- Process is flexible, dynamic and informal
- Requires collaborative team work with commitment to action
- Requires an effective facilitator


Adapting the MAPS Questions for Transition

MAPS Questions
1. What is individual's history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are individuals needs?
6. What are the individual's strengths?
7. What would an ideal school day look like?

Adaptations
1. Who is individual?
2. What is individual's history?
3. What is the vision for his/her adult life?
4. What are some things individual doesn't want in his/her future
5. What are individual's greatest strengths and contributions for community involvement?
6. What does individual need to be successful in his/her career?
7. What would an ideal day look like?
Making Dreams Happen: How to Facilitate the MAPS Process

A MANUAL

Using A Personal Futures Planning Model to Develop IEP/Transition Plans

Written by:
Katie Shepherd Furney

With Contributions from:
Nancy Carlson
George Salembier
Lia Cravidi-Cheng
Stacy Blow

Adapted from:

Download pdf from: www.transitioncoalition.org
From PCP to Postsecondary Goals

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>Postsecondary Education &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• needs experiences with lots of different places</td>
<td>• go on to college</td>
</tr>
<tr>
<td>• Expand her social life</td>
<td></td>
</tr>
<tr>
<td>• Transportation is problem</td>
<td></td>
</tr>
<tr>
<td>• going to movies, fishing, camping, horseback riding</td>
<td></td>
</tr>
<tr>
<td>• likes to help people</td>
<td>• needs experiences with lots of different places</td>
</tr>
<tr>
<td>• retail experience</td>
<td>• Expand her social life</td>
</tr>
<tr>
<td>• wants to work &amp; save money</td>
<td>• Work on safety when alone (e.g., tipping out of wheelchair)</td>
</tr>
<tr>
<td>• Likes animals – possible job</td>
<td>• independent living skills</td>
</tr>
<tr>
<td>• Eager to please; friendly</td>
<td></td>
</tr>
</tbody>
</table>

Employment

Community Living


From MAPS to Transition IEPs

**Summarize Information from the MAPS and Other Sources**

**Organize information from the MAPS into the 4 Quadrants:** Employment; Community Living; Community Participation; Postsecondary Education and Training

**Develop MEASURABLE POSTSECONDARY GOALS** based on Vision for Future

**Iron out the Details:**
1. What will be worked on this year, next, etc. (e.g., IEP Goals; Course of Study)
2. What types of transition services will be needed (Instruction, community experiences, etc.)
3. What outside agencies will need to be involved?
4. How will transition assessment data be collected?

**Transfer Information to Transition IEP:**
1. Present levels of functional and academic performance (Transition Assessment)
2. Statement of Measurable Postsecondary Goals
3. Courses of Study & Transition Services
4. IEP Annual Goals
5. Interagency Linkages and Services & Student Involvement
The Personal Preference Indicators: A Guide for Planning

Moss (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center

Go to: http://education.ou.edu/zarro/

Click on Preferences Indicators

- Favorites
- Feelings
- Social
- Choices
- Body Clock
- Health
- Roles
Planning for the Future

Download from: www.transitioncoalition.org

Representational Portfolios

From: http://ruralinstitute.umt.edu/Transition/portfolio.asp

- A marketing tool to represent job seekers to employers by making presentations on their behalf.
- A pictorial representation of the individual’s contributions and capabilities.
- The Portfolio is comprised of two components:
  - The first half of the Portfolio introduces the concept of Customized Employment to the employer
  - The second half introduces the job seeker and shares information about their potential contributions to an employer through narrative and pictures.

Mike likes computers and technology and uses search engines to find new information on the internet.

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Reflections on Assessments: Preferences and Supports

- Planning for the Future
- Personal Preference Indicators: A Guide for Planning
- Supports Intensity Scale
- Representational Portfolio
- Imdetermined.org

✓ Pros and Cons… which would you use?
Functional Independence Skills Handbook (FISH)

- Functional Independence Skills Handbook (FISH)
- Choosing Outcomes and Accommodations for Children (COACH)
- Transition Health Care Checklist
- The Syracuse Community-Referenced Curriculum Guide: for Students with Moderate and Severe Disabilities
- AIR Self-Determination Scale
- Arc Self-Determination Scale
- Imdetemined.org
- Alife4me.org

http://www.functionalability.com/fish/index.html
### Lesson VOC 26

**Task:** Wrap items in plastic wrap.

**Preparation:** APE 3, CODA, SEN 12, SEN 13, VOC 5

**Concepts:** In this activity, items are wrapped in plastic wrap but not sealed. Examples might include wrapping food items for a later date, preparing items for shipment, or wrapping food in a specialty store. Both fine-motor and gross-motor skills are involved in the activity. To obtain consent of the plastic material, permission is often required in writing.

**Behavioral Objective:** When requested to “please wrap” the specific items pictured in the specific activity, the student will exert from a collection or an adequate amount of plastic wrap and completely cover the referenced items in a 90% accuracy level for 20 trials.

**Materials:** Plastic wrap, preferably on rolls with its own cutter, and enough items that might be wrapped in a retail setting such as small food store or a series of items that would be prepared for shipment.

**Task Analysis:**

1. Assess the student in developing the ability to hold the plastic wrap container in the correct hand. Practice being able to hold it firmly.
2. Guide the student to begin gripping the wrap using the dominant hand and to pull on enough plastic wrap to cover the item selected for wrapping. This is a visual signal to show that the student is really working on the process.
3. Display the item to an assigned adult, an appropriate, and guide the student to take the plastic wrap from the container.
4. Guide the student to wrapping the item with the wrap obtained from Step 2.
5. Complete the process of Steps 1 through 4 and reduce guidance until only a verbal signal request is needed.

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### Choosing Outcomes and Accommodations for Children

**A Guide to Educational Planning for Students with Disabilities**

- **Parent Interview – extensive**
- **Identify Priorities in the areas:**
  - Having a home, now & in the future
  - Being Safe and Healthy
  - Having Meaningful relationships
  - Having choice & control
  - Participate in meaningful activities
- **Identify Additional Learning Outcomes**
- **Plan General Supports**
- **Develop IEP goals, objectives**
- **Identify needed Adaptations for Inclusion**
### COACH

**Skill Areas:**
- Communication
- Socialization
- Personal Management
- Leisure & Recreation
- Selected Academics
- Home
- School
- Community
- Vocational
- Additional Learning Outcomes
  - General Ed classes

### Transition Health Care Checklist

**Steps for Success Include This Document**

1. **Identify the health care needs of the individual in transition:**
   - Work on the current health care needs.
   - Plan for the transition of health care needs.

2. **Identify a health care provider who can assist you and/or your family:**
   - Transition care planning
   - Reviewing the Transition Health Care Checklist

3. **Review specific health care or needed needs:**
   - Transition Health Care Checklist
   - Age-related health care needs
   - Transition Health Care Checklist

4. **Determine whether all current providers have “age restrictions” for providing care:**
   - Transition Health Care Checklist
   - Age-related health care needs
   - Transition Health Care Checklist

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The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

The Arc’s Self-Determination Scale
### AIR Self-Determination Scale

#### THINGS MY CHILD DOES

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Almost</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child knows what (she needs, likes, and is good at.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My child sets his or her own goals to satisfy wants or needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(she thinks about his or her own abilities when setting goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My child figures out how to meet goals alone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(she makes plans and decides what to do independently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My child begins work on plans to meet his or her goals as soon as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My child checks his or her own progress when completing his or her plan. (she asks others what they think of his or her progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. If my plan doesn’t work, my child tries another one to meet my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Review: Functional Living

- Functional Independence Skills Handbook (FISH)
- Choosing Outcomes and Accommodations for Children (COACH)
- Transition Health Care Checklist
- The Syracuse Community-Referenced Curriculum Guide: for Students with Moderate and Severe Disabilities
- Self-Determination Scale

✔ Pros and Cons… would you use it?
Communication Assessments

- Every Move Counts: Clicks and Chats
- Tangible Symbol System
- Design to Learn: An Environmental Inventory
- All Kids Communicate
- Communication Matrix
- Behavior Indication Assessment Scale (BIAS)
- Inventory of Potential Communicative Acts (IPCA)

All Kids Communicate

How to Build and Use a Communication Dictionary
With Nonsymbolic Learners

A Multimedia Training Program for Early Intervention Professionals and Parents

Behavior State Code Definitions

<table>
<thead>
<tr>
<th>Child's name</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation location:</td>
<td>Date:</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

Each child may have state behaviors that are different from those listed in the code definitions. This form should be used to list those differences as well as to describe each state that is coded during this particular observation session.
Communication Dictionary

Environmental Code Definitions

<table>
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**Behavior Indication Assessment Scale (BIAS)**

Inventory of Potential Communicative Acts (IPCA)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name of the individual:</th>
<th>Name of the informant:</th>
<th>Informant’s relationship with the individual:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>Parent</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How long have you known this individual?</td>
<td>years</td>
<td>months</td>
</tr>
<tr>
<td></td>
<td>Individual’s date of birth:</td>
<td></td>
<td></td>
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<td>Social convention</td>
<td>Please describe how the individual...</td>
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Every Move Counts Clicks and Chats

http://www.everymovecounts.net

- Sensory Approach to Assessing for Communicative Intent
- Switch assessment
- AAC assessment

Tangible Symbol Systems

www.designtolearn.com

Assessment Reflections: Communication

- Every Move Counts Clicks and Chats
- Tangible Symbol System
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- Behavior Indication Assessment Scale (BIAS)
- Inventory of Potential Communicative Acts (IPCA)
- Communication Matrix

✓ Pros and Cons… would you use it?

Summary….

- Every student is different, every assessment process will be different
- Assessment should focus on preparing students for transition to supported adulthood

Snowball….

What is one thing you can go back and start doing?