

TransitionME

Tuesday Power Hour Series

3 pm to 4 pm

2023 Schedule

Titus O'Rourke, MS Ed

Eligibility + 18 & Transition Specialist

Office of Special Services and Inclusive Education

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Transition Tuesdays

Best Practices Forum
Office Hours Schedule
2022 – 2023

Presenter: Titus O'Rourke – titus.orourke@maine.gov

Transition Tuesdays – Best Practices Forum is an opportunity for our state educators and transition leaders to grapple with and actuate strategies and support for our scholars' diverse needs and pathways to post-secondary opportunities. Together we will develop a framework to enhance academic and functional achievement and facilitate movement from school to post-school activities. These activities include post-secondary employment, education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Guest Speakers, Regional, District and school-based Transition Leaders will share their transition best practices, processes and tools including assistive technology to engage support transition, inclusion, vocational rehabilitation, Pre ETS and eligibility, barriers and recommendations and spotlighting Maines Transition successes.

To review schedule for TransitionME Power Hour series, [click here](#)

For link to all recorded Tuesday Power Hour recorded sessions: [click here](#)





Please take a moment and add **your name**, **position** and **district** in the **chat box**.

We like to know who we are talking to!

AGENDA ---

- Purpose of Training
- Objective(s)
- Transition Goals
- Annual Goals
- Know the difference

Stop me at any time to ask clarifying questions...you do not have to wait to the end of the presentation



What you should know about Age-appropriate transition assessments

Context for Improving your Transition Practice

(1) “appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills” (§300.320[b][1]).

(2) The transition services (**including courses of study**) needed to assist the child in reaching those goals. (§300.320[b][2]).

References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.

What?



Why?

Objective(s):

1. What Is Transition Assessment?

2. How Do I Conduct an Age Appropriate Transition Assessment?

Transition assessments or procedures come in two general formats :

How?

Formal

- adaptive behavior &
- independent living assessments,
- aptitude tests,
- interest assessments,
- intelligence tests,
- achievement tests,
- personality or preference tests,
- career development measures,
- on the job or training evaluations, & measures of self-determination.

Informal

- interviews or questionnaires,
- direct observations,
- anecdotal records,
- environmental or situational analysis,
- curriculum-based assessments,
- interest inventories,
- preference assessments, &
- transition planning inventories.

Transition assessment
should answer **three
basic questions:**

1. Where is the student presently?
2. Where is the student going?
3. How does the student get there?



Reasons include:

(a) to develop postsecondary goals, and related transition services and annual goals and objectives for the transition component of the IEP),

(b) to make instructional programming decisions, and

(c) to include information in the present level of performance related to a student's interests, preferences, and needs in the IEP

Why Conduct Transition Assessments?



How Do I Conduct an Age Appropriate Transition Assessment?

Assessment methods must...

1. ...**assistive technology or accommodations** that will allow an individual to demonstrate his or her abilities and potential.
2. ... **occur in environments that resemble** actual vocational training, employment, independent living, or community environments.
3. ... **produce outcomes that contribute to ongoing** development, planning, and implementation of “next steps” in the individual’s transition process.
4. ... **be varied and include a sequence of activities** that sample an individual’s behavior and skills over time.
5. ... **be verified by more than one** method and by more than one person.
6. ... **be synthesized and interpreted** to individuals with disabilities, their families, and transition team members
7. Assessment data and the results of the assessment process **must be documented in a format that can be used to facilitate transition planning.**



**Age
appropriate
transition
assessment is
NOT...**

**The same assessment given
every year**

**Age appropriate
transition assessment
is ...**

Selected assessment tools that are
**appropriate for the learning
characteristics** of the individual,
including cultural and linguistic
differences.



Transition assessments:

actively involve the student

- gather new information each year

- must address employment, education/training, and independent living (if needed)

- must directly lead to each of the student's specific long-term postsecondary goals

- include an initial assessment for independent living

- are "real," useful, and age-appropriate

- include a thorough summary of findings

- help a student find a path, stay on a path, or find a new path

Transition Assessment Implementation Timeline

Suggestions for Assessment



Skills, Interests, Needs



Skills, Interests, Needs

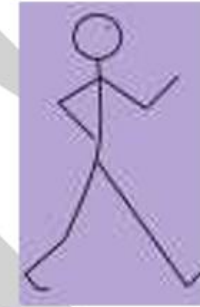


9th Grade



Skills, Interests, Needs

10th Grade



11th Grade



Skills, Interests, Needs

12th Grade +

Academic Assessment

Does the student have Academic needs? Use one or more of the following Assessments to find out. Remember, you are trying to help the student answer the following questions:

- Who am I?
- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want, now and in the future?

Link to assessment timeline - [CLICK HERE](#)

Finding Age Appropriate Transition Assessments

Use the Transition Assessment Matrix:

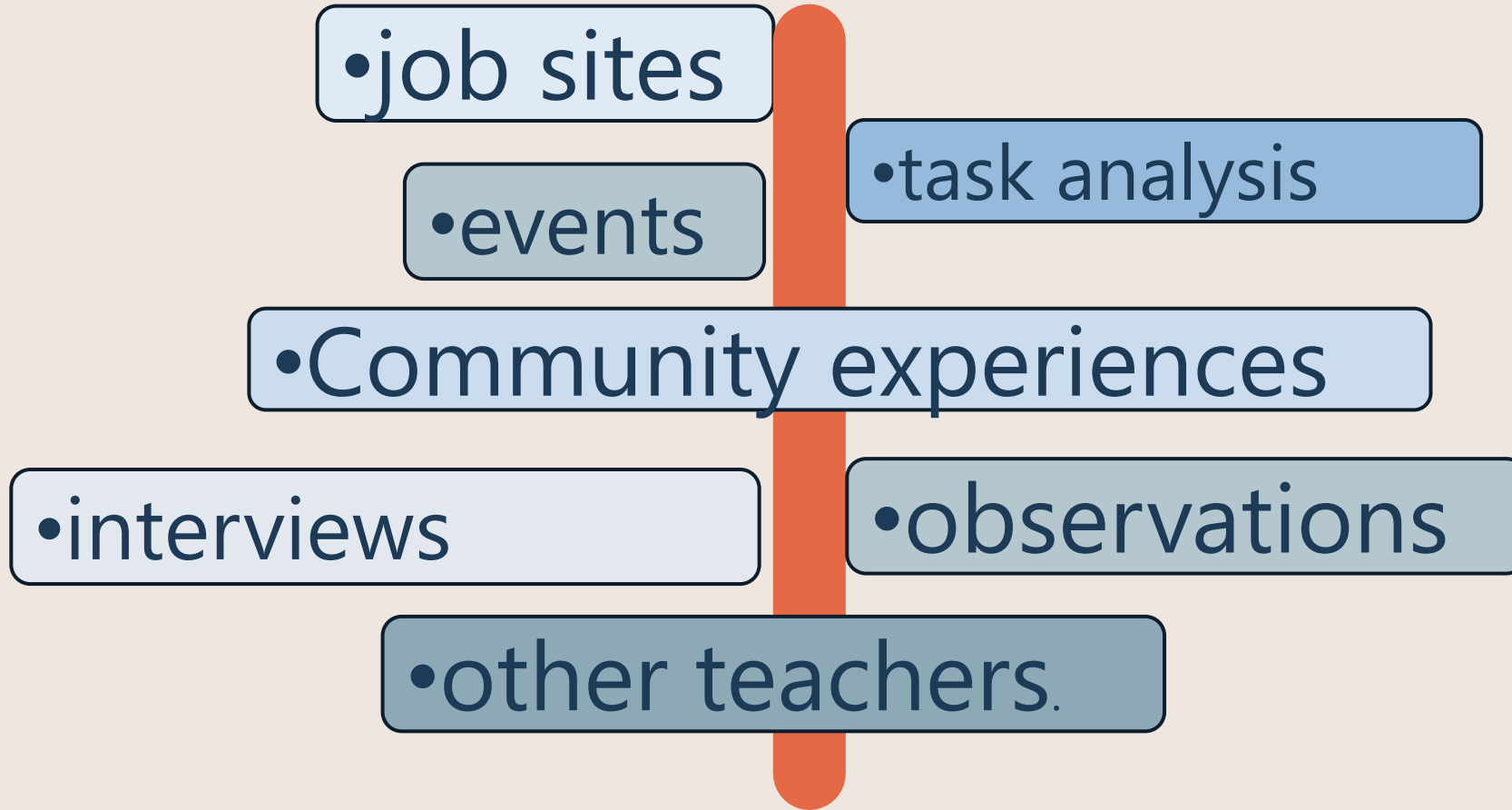
ASK
YOURSELF

- the topic area you are hoping to assess (Employment, Education/Training, Independent Living),
- the grade level of student you are working with (6-8, 9-10, 11-12),
- assessments in Spanish or Burmese,
- assessments for students with high support needs.

How?

Authentic Assessments

Record information learned from:













[Job Shadow Feedback Reflection \(Links to an external site.\)](#)

[Career/Job Initial Review \(Links to an external site.\)](#)

[Career and Technical Education Report](#)

Transition Assessment List

Transition Assessments				
Del	Pos	New Pos	Date Completed	Assessment
<input type="checkbox"/>	1	<input type="checkbox"/>	04/26/2019 	Career Technical Education Report - Authentic Assessment (Employment & Education and Training)
<input type="checkbox"/>	2	<input type="checkbox"/>	01/25/2019 	Kuder Career Interests Assessment (Employment)
<input type="checkbox"/>	3	<input type="checkbox"/>	03/11/2019 	College Campus Visit Reflection - Authentic Assessment (Employment, Education and Training)
<input type="checkbox"/>	4	<input type="checkbox"/>	04/30/2018 	Kuder Skills Confidence Assessments (Employment & Education and Training)
<input type="checkbox"/>	5	<input type="checkbox"/>	01/23/2018 	Super's Work Values Inventory - Revised (Employment)
<input type="checkbox"/>	6	<input type="checkbox"/>	05/05/2017 	Person Centered Plan (Employment, Education and Training, Independent Living Skills)
<input type="checkbox"/>	7	<input type="checkbox"/>	02/14/2017 	This is What I Know: Career in the Military (Employment, Education and Training)
<input type="checkbox"/>	8	<input type="checkbox"/>	11/07/2016 	Student Dream Sheet (Employment, Education and Training, Independent Living Skills)
<input type="checkbox"/>	9	<input type="checkbox"/>	08/16/2016 	Parental Interview - Independent Living Skills
<input type="checkbox"/>	10	<input type="checkbox"/>	08/10/2016 	Self-Determination Self Advocacy Checklist (Education and Training, Independent Living Skills)

[Add Transition Assessment](#)



Summary of Findings from... (Section 5)

Age-Appropriate Transition Assessments

!!! In the IEP, the Summary of Findings describes what you have learned about the student from a transition assessment. !!!



Transition Tip

Independent Living Assessments

If the IEP team has determined the student does not require an independent living postsecondary goal, the initial assessment for independent living must still be included in the IEP.

In the Independent Living area of the Summary of Findings cite:

- The name of the assessment
- Date given
- Summary describing why a goal is not needed including examples of the student's current independent living skills

Indicator B13 - Transition Plans

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (<u>NOT</u> "Child will..." statements)	IEP 9F



Transition ASSESSMENT RESOURCES

Web-Based Transition Assessment Resources

Career Tool Search tool for information on occupations and colleges.

Career Perfect Survey to help determine work style preferences. Clarifies what you value in terms of work style to assist you in making more fulfilling and rewarding career and employment decisions.

The Big Five Personality Test While this personality assessment is not strictly career-oriented, it does provide insight that can be applied to careers. It ranks you on scales of closed-minded vs. open to new experiences; disorganized vs. conscientious; introverted vs. extraverted, disagreeable vs. agreeable, calm vs. high-strung.

True Colors Personality Assessment The results can help you define your skills and talents – and possibly direct you to various career paths.



Transition ASSESSMENT RESOURCES

Web-Based Transition Assessment Resources

Career Zone-Target Your Interests An extremely bare-bones, 3-question assessment.

Personality Type This 38-question assessment, a sample of the full RHETI which has 144 questions, looks at personality types.

Suitable Careers What will you be when you grow up?

Work Style Assessment After finishing the test, you will receive a full report with detailed, personalized interpretation of all your test scores, introduction, graphs, list of strengths and weaknesses and some practical advice. Click on different tabs to get the various results.

Needs Assessment This needs profile will help you know yourself better.

Self-Esteem Test Take the Self-esteem Test to find out your true sense of self.

Index of Learning Styles Learning styles inventory with a link to understand scores.





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Complete Survey to receive your Contact Hour certificate

Link to SURVEY: [CLICK HERE](#)



Transition Planning Resources:

<https://www.maine.gov/doe/learning/specialed/transition>

Professional Learning Page:

<https://www.maine.gov/doe/learning/specialed/pl/transitionplanning>



Contact Info:



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