



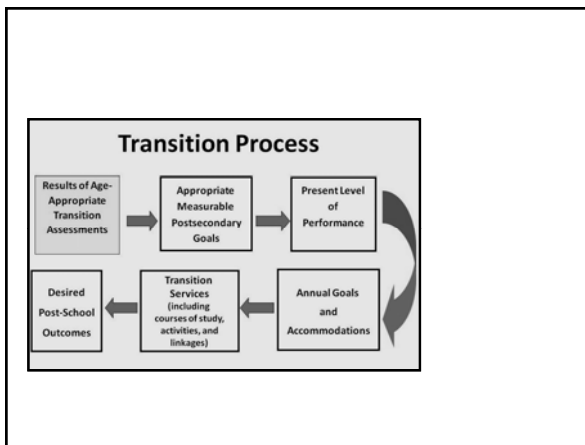
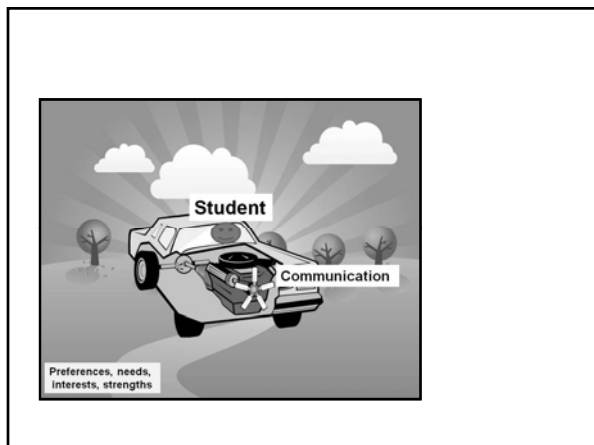
Understanding the Transition Assessment Process for Students with Intellectual Disabilities

Kelly E. Ligon
Katherine M. Wittig

Virginia Department of Education's
Training & Technical Assistance Center
Virginia Commonwealth University

- ### Today's Objectives
- Apply knowledge about the elements of communication across students and environments to assess students' interests, preferences, strengths and needs
 - Develop a basic understanding of required components of the secondary transition IEP emphasizing age-appropriate transition assessment administration
 - Understand the modification process for a transition assessment to use with students with intellectual disabilities.



SPP: Indicator 13

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
(20 U.S.C. 1416(a)(3)(B))

SPP: Indicator 13

Age-appropriate assessments were considered in the development of postsecondary goals.

IDEA 2004

States that the “coordinated set of activities” that make up “transition services” ...

(B) ...is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests...
 §300.43(a)(2)

“...must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and independent living skills, where appropriate...”

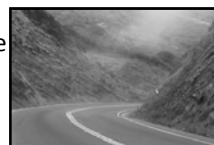
§300.320(b)(1)

Measurable postsecondary goals are based upon age appropriate transition assessments.



Age appropriate transition assessment can be described as ...

an ongoing process of collecting information on the student’s strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning and working environments.



(Sitlington, Neubert, Begun, Lombard, and Leconte, 2007)

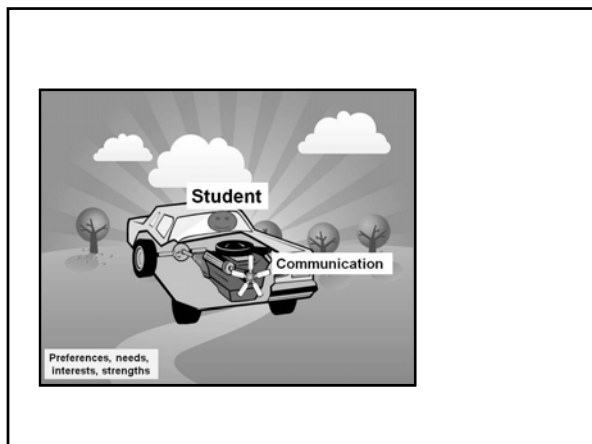
Guide:

- **Review** the Transition IEP for supporting information
- **Scan** the present level of performance for identification of assessments
- **Locate** in the student’s file summaries of transition assessments that were completed
- **Examine** the assessments to determine if they are age appropriate and were used to develop the student’s measurable postsecondary goals

The student’s input will drive the Transition IEP

Gather input from all participants involved with each Transition IEP





The Communication Process

Kelly Ligon

Not being able to speak is not the same thing as not having anything to say. -- Syracuse University

Not being able to speak is not a reason to ignore the value and importance of involving all students in meaningful transition assessments...

- ### Elements of Communication
- 4 major elements of communication:
 1. The Sender
 2. The Receiver
 3. The Means of Expression (FORM of communication)
 4. The Topic (FUNCTION of communication)



Sender & Receiver

- Let's think about these 2 very important elements of communication.
- Need both in order for communication to occur!
- **Sender**= Person relaying the message
- **Receiver**= Person to whom the message is sent



Next Element of Communication

FORM

The Means of Expression

FORM of communication

- What the communication LOOKS like – the “HOW” we communicate with our students and how they communicate with us.
- Students are trying to understand messages as well as getting messages across to the listeners.
- Two Types: Pre-symbolic and Symbolic

Challenges for Students with ID

- No competent partners
- Form is not clear
- Limited life experience leads to nothing to talk about
- Left with little or no purpose / reason to communicate

Ways to assist students

- Encourage interactions with peer role models
- Develop a Communication Dictionary to share with partners to assist with understanding of student’s communication
- Provide opportunities for students to explore outside the school building, connect with the community; use the internet to connect to world
- Identify what interests and motivates students



Communication Dictionary

Name: _____

IDENTIFY LANGUAGE SKILL GOALS	IDENTIFY CURRENT SKILL GOALS	IDENTIFY CURRENT FORMS
Turning head away	Repeating	Stop activity

Pre-symbolic communication

- Even though the student’s FORM of communication doesn’t look or sound typical, it can be INTENTIONAL communication
- Significant because listeners assign meaning to the behaviors and begin to respond in predictable ways.

Ways to facilitate learning while student is using pre-symbolic FORM of communication

- Adults provide opportunity for predictable sequences around regular routines. **ABSOLUTELY CRITICAL!** Good stage to use scripted routines!
- Adults begin using cues to alert student to routines
- Adults provide adequate “WAIT TIME” during routines. This is so hard!



**Second FORM –
Symbolic communication**

- Uses something (e.g. objects, signs, pictures, words, etc.) to represent a concept or meaning. It permits us to talk beyond the "here and now" about things in another time or place

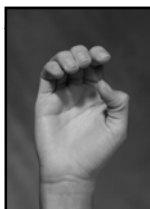
- Can be **ABSTRACT SYMBOLIC** and/or **CONCRETE SYMBOLIC**



Ways to facilitate learning while student is using a Symbolic Form

- Adults must never assume receptive skills are always intact
- REMEMBER context is everything as words are developing meaning
- Adults expect and require communication across activities
- Adults facilitate communication assuring communication with peers includes shared experiences, topics, and vocabulary that is understood

While our student's FORM of communication may not be typical, we can begin to establish a better communication system if we understand the FUNCTION of their communication.



FUNCTION of communication

- What is the reason for the communication?
- The "WHY" we communicate
- Your students have just as many reasons to communicate, but we sometimes don't observe well enough to figure out the WHY

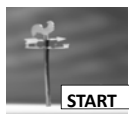


Basic communication FUNCTIONS

- Making choices
- Requesting
- Getting attention
- Rejecting

These are excellent starting points in teaching communication!

Students gain IMMEDIATE power over his or her life as a result of these functions!



Making Choices

The objective for this function is to allow the student to communicate a preference

- The FORM (HOW) of communicating their preference may not be vocalizations – they may look at, reach for, or smile at, etc. to make their choice
- Preferences are presented using tangible symbols



But, what if we know the student has chosen incorrectly?

“The only way for a student to learn the power of communication, and the necessity to use it accurately, is by experiencing the consequences of his or her choices.”

(Beukelman & Mirenda, 1992)

What if the student doesn't make choices ?

- We need to investigate further!

→ is the student aware of the symbols?

→ do the symbols need to be repositioned?

→ are the symbols sufficiently MOTIVATING?

→ does the student understand what is being offered?

Requesting

- Can be done spontaneously with or without an item being presented or available.
- Students are motivated because they get what they want.
- Often this is the initial teaching point for communication instruction.



Two types of requests

- General = most powerful because it's the easiest. Ex.: “want” can be used to ask for anything. Often taught first. The drawback is sometimes the listener has to determine exactly what the student wants.
- Specific = student must be more specific. Ex.: “want headphones; want break.” Can be confusing at first.

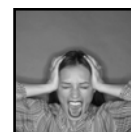
Getting attention

- This an important communicative function, but often difficult for our students.
- Sometimes just the student's behaviors get attention, be it positive or negative, and the student doesn't have to initiate appropriate communication skills.



Rejecting

- Students may show rejection in a negative form. We must teach them how to say “No” more appropriately.
- Listeners must be aware of the earliest indications a student is going to reject and replace inappropriate behaviors with more appropriate ways.



Communication Style Assessment

- Used to help identify a student's strengths, preferences, interests and needs
- Think of a student in your classroom, fill in this Communication Style Assessment
- Use this information to involve students in the transition process

Communication Style Assessment

COMMUNICATION STYLE ASSESSMENT

Individual's name _____ Age _____
 Completed by _____ Date _____

1. How does the individual generally make himself or herself understood (e.g., reciting, gesturing, pointing, object cues)?
2. How do you communicate with the individual?
3. What kinds of information does the individual communicate spontaneously?
4. How does the individual gain your attention when you are not paying attention to him or her?
5. How does the individual ask questions for information, personal needs, and directions?
6. When the individual likes something, how does he or she communicate it (gestures, smiles, verbal, vocalization)?
7. When the individual dislikes something, how does he or she communicate it (gestures, scowling, looks away, etc.)?
8. Under what circumstances does the individual interact with others (play games with others, have a conversation)?
9. How does the individual communicate choices or indicate preferences?

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Tools for the Transition Assessment Process

Katherine Wittig

Transition Assessment relates to all life roles and the supports needed before, during and after transition to adult life; it serves as an umbrella for career & vocational assessment & evaluation.



(Kester, Dojonovic, Leconte, Smith, 2008)

Transition Assessments Measure

- Achievement
- Learning Styles
- Learning Strategies
- Behavior/Social Skills
- Work Readiness
- Work Samples
- Aptitude
- Situational Assessment



How will you acquire transition assessment data?

1. Locate
2. Collect
3. Conduct



How will students drive the process?



Introducing Patrick

Patrick is a 16 year old student who attends a suburban high school. He is learning new skills in the community.



TPI
Transition Planning Inventory
Modified Form
for Students with
Intellectual Disabilities

Section I. Student Information
 Student's Name: _____
 Date: _____ Date of Next IEP: _____
 Date of Birth: _____ Age: _____
 School/Program Setting: _____
 Name of Person(s) Completing Form: _____



Introducing Christi

Christi is an 18-year old woman who uses a picture exchange communication system. She is on track to earn a special education diploma in 3 years.



Community Living Access Skills Inventory

Adapted with permission
 September, 09



www.ttaconline.org/assessment.vaap

ASOL/VAAP Instructional Resources

7. Skills Assessment/Planning Guide

- a. Communication
- b. Self-Management
- c. Community Access
- d. Home Living
- e. Social Skills
- f. Vocational
- g. Self-Determination

The Skills Assessment/Planning Guides are designed to allow teachers to determine which functional life skills are going to be priorities for instruction for a student. It also acts as a planning tool for a teacher to determine how to embed ASOL into functional life skill priorities.

Assessments may :

- use an interview format
- be a locally developed instrument
- be purchased from a publisher
- obtained from a free resource such as a website.

Choose and Take Action:

- This CD-ROM program allows students and young adults to make job choices from a DVD and evaluate their own work performances.



The Career Game



- Some students complete the Career Game booklet with support, then go online to my.careergame.com and match job possibilities with their personal interests.

Note: VDOE's TTAC at VCU does not endorse any particular commercial assessment

Interest Inventories

- Are used to develop career awareness and to help facilitate the career exploration process.
- Provide information about a student's preferences for certain types of work.



Note: VDOE's TTAC at VCU does not endorse any particular commercial assessment

Free transition assessment:

<http://www.caseylifeskills.org>

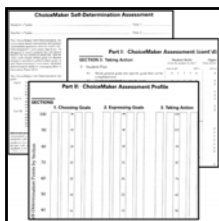


Transition Assessments Measure

- Achievement
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Self Determination in the Transition Assessment Process



Note: VDOE's TTAC at VCU does not endorse any particular commercial assessment

"I'm Determined" Student Survey



With support, Patrick completed the "I'm Determined" student survey.

<http://www.imdetermined.com>

- What additional factors should you consider when planning / conducting transition assessments



- Avoid planning around formal instruments if they do not fit your student's needs.



- It is helpful to use the tenets of UDL with students with intellectual disabilities.



- <http://www.cast.org>

Who is available to assist the student in the transition assessment process?

- Student and family members
- General educators
- Para-educators
- School counselors
 - School nurses
 - School psychologists
 - Vocational evaluators

- Community services representatives
- Occupational therapists
- Physical therapists
- Job coaches
- Employers
- Speech/language therapists
- Other related service providers

How might you organize and use the transition assessment data after they have been collected?

Transition Assessments
 My measurable post-school goals are based upon the following assessments:

Date	Assessment Tool	Area		
		Education	Employment	Independent Living

