New York State Education Department
Office of Special Education

Educational Partnership

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Transition Assessment for Students with Intellectual and Developmental Disabilities

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

Last updated on June 4, 2025

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Disclaimer

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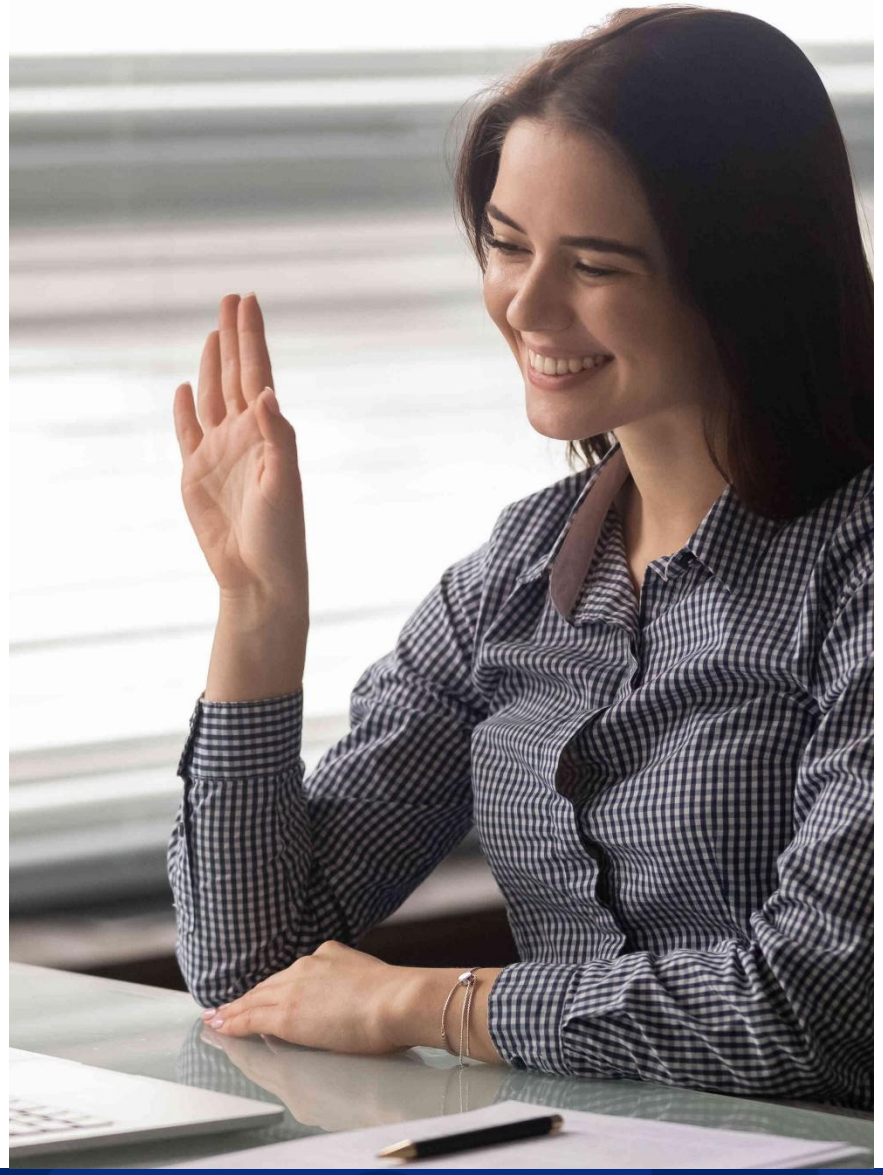


Introductions

Discussion

- Name
- Educational Organization (EO)
- Position/Role

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other’s needs

(Krownapple, 2017; Singleton & Hays, 2008; Singleton, 2015)

Learning Objectives

Participants will:

- Learn about research that supports transition assessment for students with intellectual and developmental disabilities.
- Identify and explore transition assessments for students with intellectual and developmental disabilities.
- Utilize transition assessment results for students with intellectual and developmental disabilities to inform transition planning and Individualized Education Program (IEP) development.

Materials

- Transition Assessment Resources for Students with Intellectual and Developmental Disabilities
- Transition Planning Across the IEP
- National Technical Assistance Center on Transition: the Collaborative (NTACT:C) From Assessment to Practice: A Model for Teachers
- Transition Assessment Planning Form
- Pictorial Interest Inventory—Fillable
- Task Analysis Supplement
- Parent Transition Interview Form
- Parent Transition Interview—Overview and Tips
- Employment Support Indicators
- ChoiceMaker: Choosing Employment Goals Reproducibles
- Lilly Case Study
- Family Involvement in the Transition Assessment Process
- Transition IEP Mapping Tool—Lilly
- Transition IEP Mapping Tool Template

What Research Tells Us

Why Is Transition Important for Students with Intellectual and Developmental Disabilities? (1 of 3)

- Students with intellectual and developmental disabilities who receive services from outside agencies early in their secondary school education have better employment outcomes than those who apply later (Brigman, 2014).
- Family expectations of paid employment and becoming self-supporting predict employment outcomes for students with intellectual and developmental disabilities (Carter et al., 2012; Doren et al., 2012; Martinez et al., 2012; Simonsen & Neubert, 2012).

Why Is Transition Important for Students with Significant Disabilities? (2 of 3)

- When families support goals for independent living and provide opportunities to interact with peers who also have career and independent living aspirations, the person is more likely to hold a job and live independently (Isakson et al., 2006).
- Having family members who are familiar with vocational supports needed, receive employment information from the school, and encourage and support engagement in social networks separate from the family also increases the likelihood of employment (Blustein et al., 2016; Eisenman, 2007).

Why Is Transition Important for Students with Intellectual and Developmental Disabilities? (3 of 3)

- Students with intellectual and developmental disabilities who experience paid work, full or part-time, summer or annual, are more likely to be employed after high school (Blustein et al., 2016; Papay & Bambara, 2014).
- Teacher expectations for student employment can significantly impact the post-school employment outcomes for students with intellectual and developmental disabilities (Blustein et al., 2016; Carter et al., 2010).
- Individuals with higher self-care skills are more likely to be employed, attend postsecondary education, and live independently (Blustein et al., 2016; Carter et al., 2011; Carter et al., 2012; Foley et al., 2012)

Overview of Transition Assessment

Transition Assessment

- Is an ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments.
- Provides a foundation for defining IEP goals and transition services and guides instructional decision-making.
- Results from initial assessments and should be the starting point for transition planning.
- Helps students with disabilities identify the skills needed to achieve post-school goals.
- Serves as a guide for students to make informed choices and take charge of their transition planning process.

(Sitlington & Payne, 2004)

Transition Assessment Should Address Three Areas

Handout

Education and Training

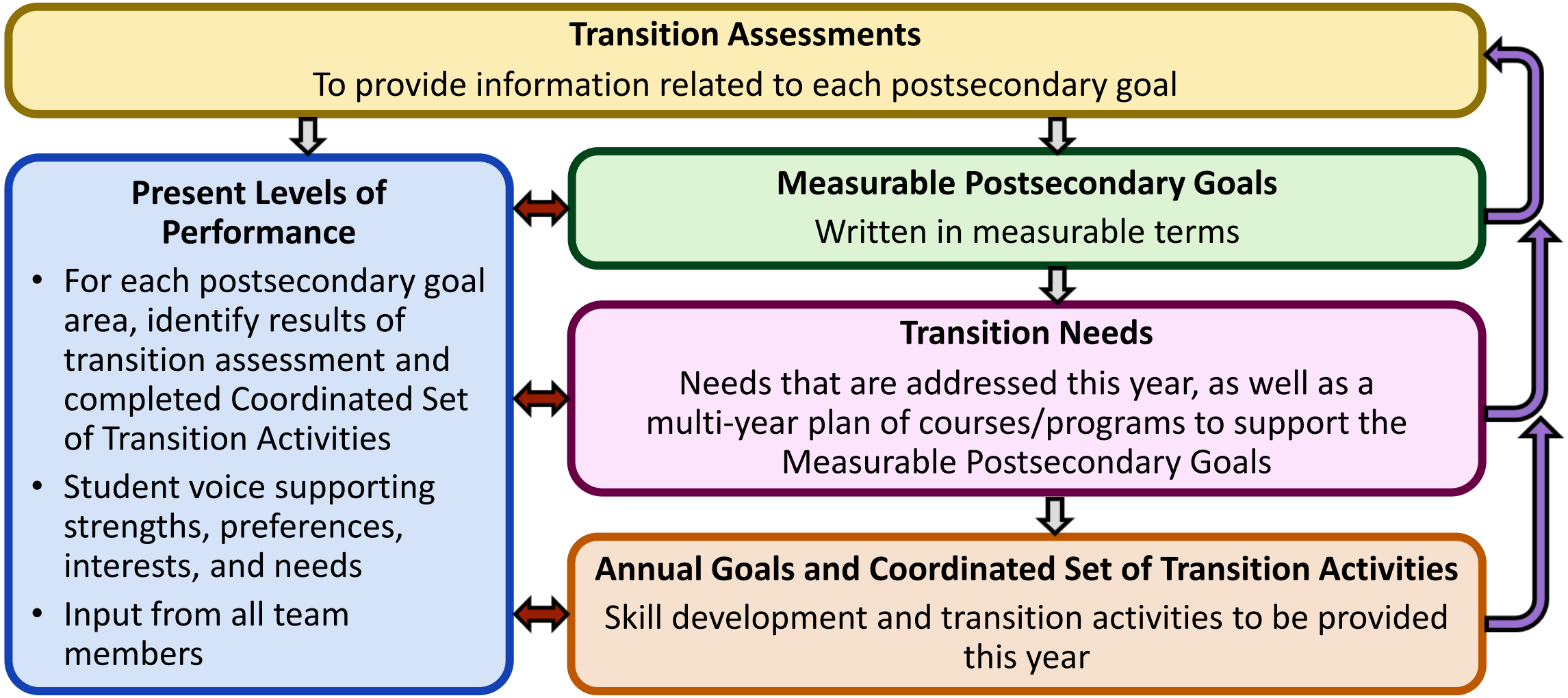
Employment

Independent Living
(if appropriate)

Transition Planning Across the IEP

Handout

Connected Transition Plan in the IEP



Transition Assessment Planning Form

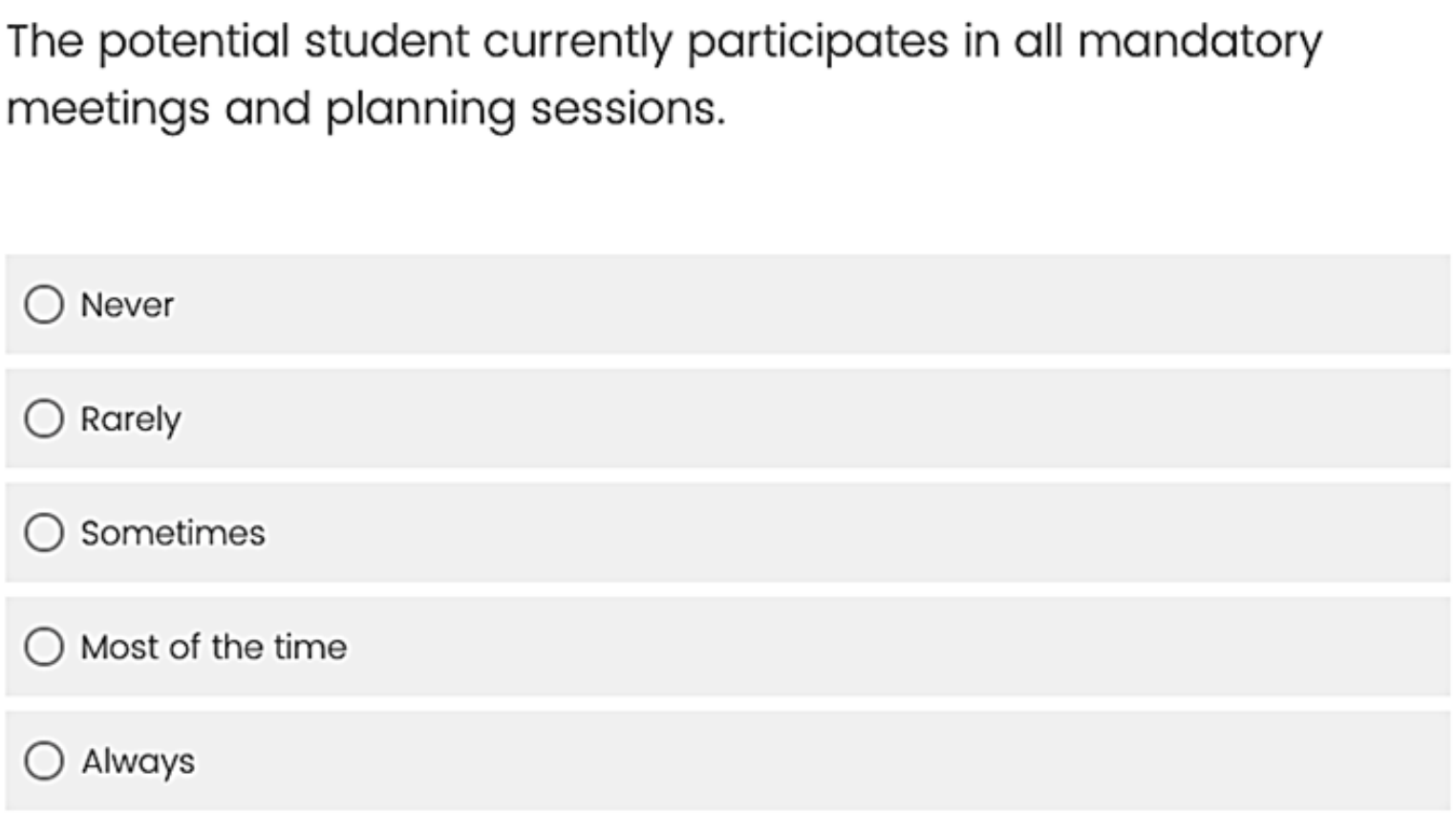
This planning form provides a fillable template that follows the student throughout the transition planning process. It will assist users to:

- Describe accurate present levels of performance, including the student's skills/strengths, preferences, interests, and needs related to postsecondary goals.
- Identify transition needs, services, and coordinated activities.
- Craft questions to pinpoint information and data needed by the team.
- Conduct, analyze, and summarize transition assessments.

Transition Assessments for Education and Training

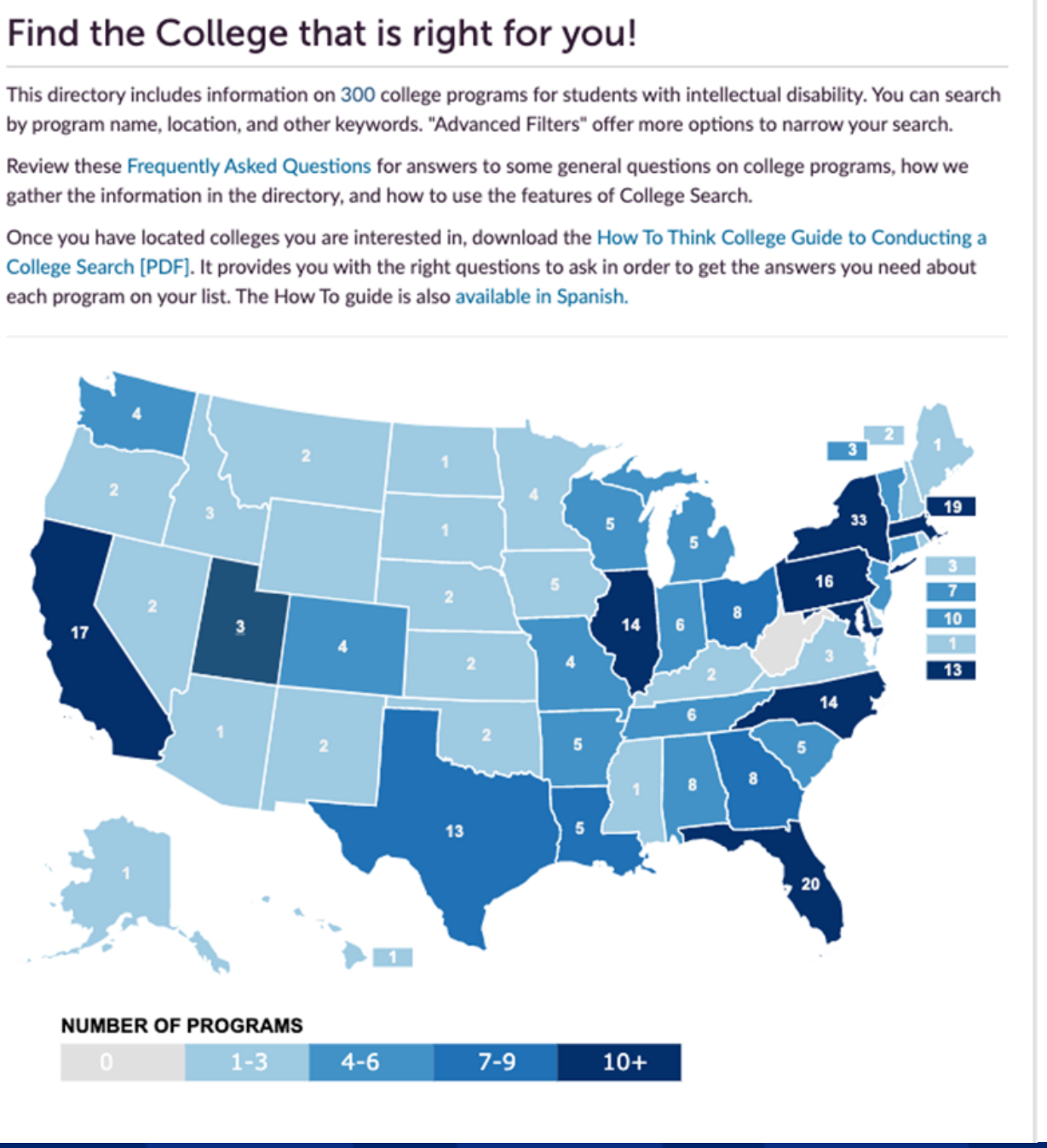
Postsecondary Education and Experience (PEaE) Assessment

- Results of this assessment support the development of a clear plan to evaluate, target, and teach the required skills students need to apply for any PEaE program.
- The PEaE Assessment consists of 71 questions for IEP teams to complete.
- These questions were evaluated, revised, and confirmed important by PEaE directors.



Think College

- A national organization dedicated to developing, expanding, and improving inclusive higher education options for people with an intellectual disability.
- Think College supports evidence-based and student-centered research and practice.



Transition Assessments for Employment

Picture-Based Career Interest Assessments

Handout

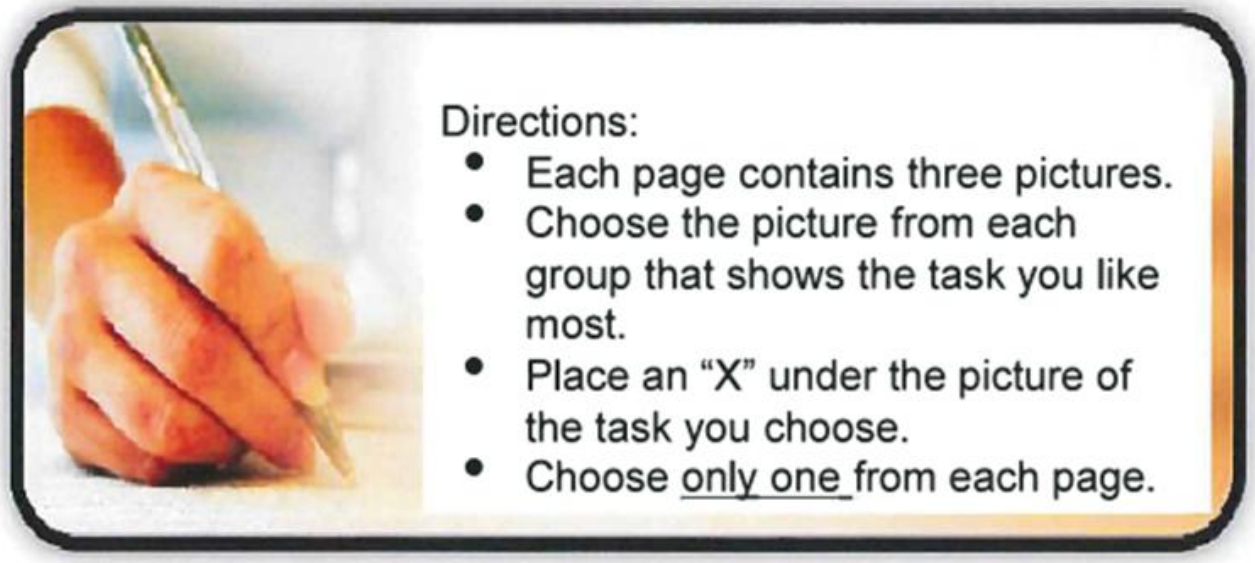
Pictorial Interest Inventory

Structured around eight different career fields

Student name: Today's Date:

Birth Date: Age:

How to Use This Inventory



Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

Pictorial Interest Inventory Sample

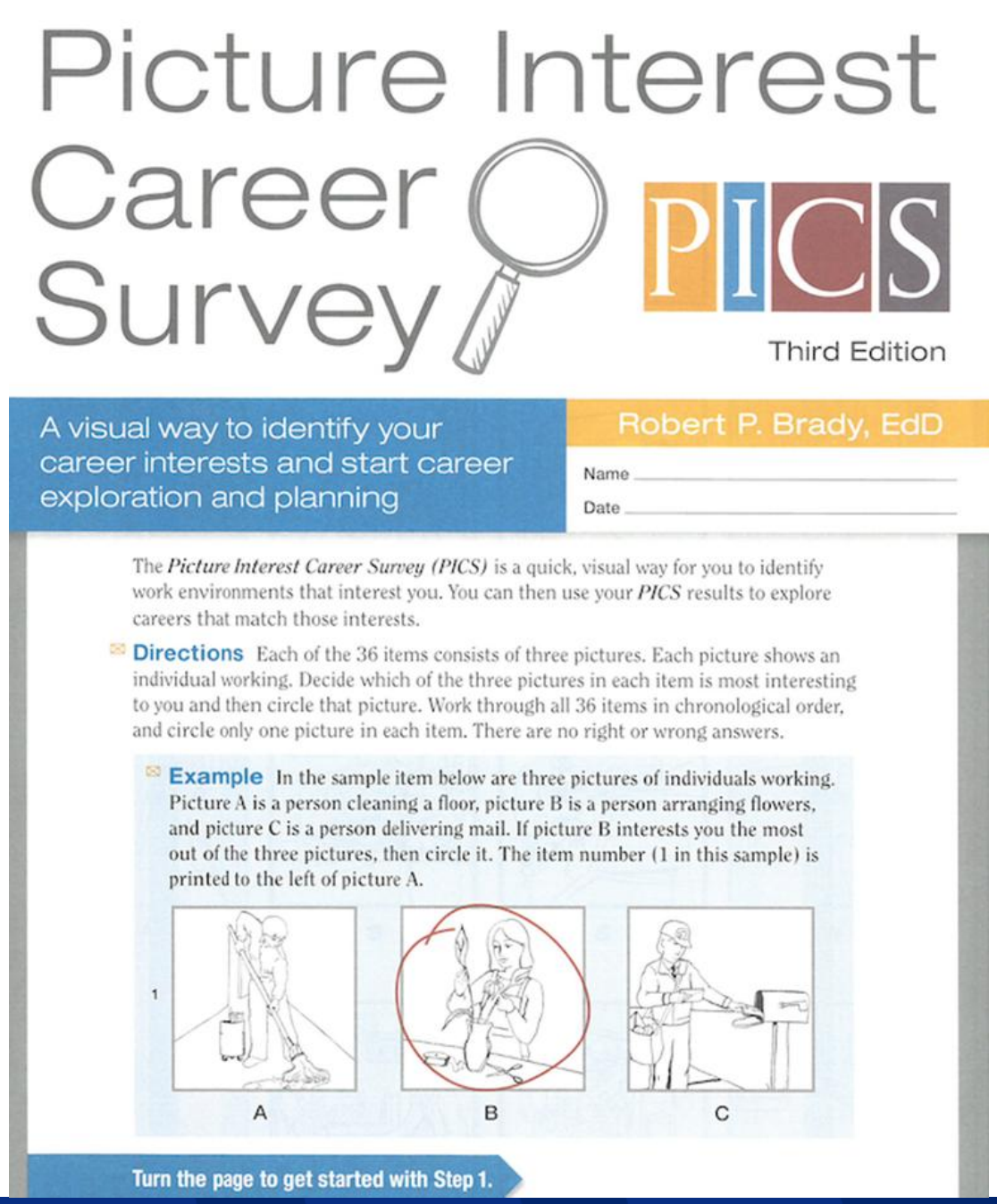
A

B

C

Picture Interest Career Survey (PICS) 3rd Edition

- This inventory is designed for people:
  - With limited familiarity with English
  - Who have a developmental or learning disability
  - With limited access to education
  - Who are chronically unemployed
- Uses the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) occupational coding system.
- Can be given to groups or individuals.
- Available in print or online. Cost: $75 for 25 copies.



PICS 3rd Edition (Continued)

9

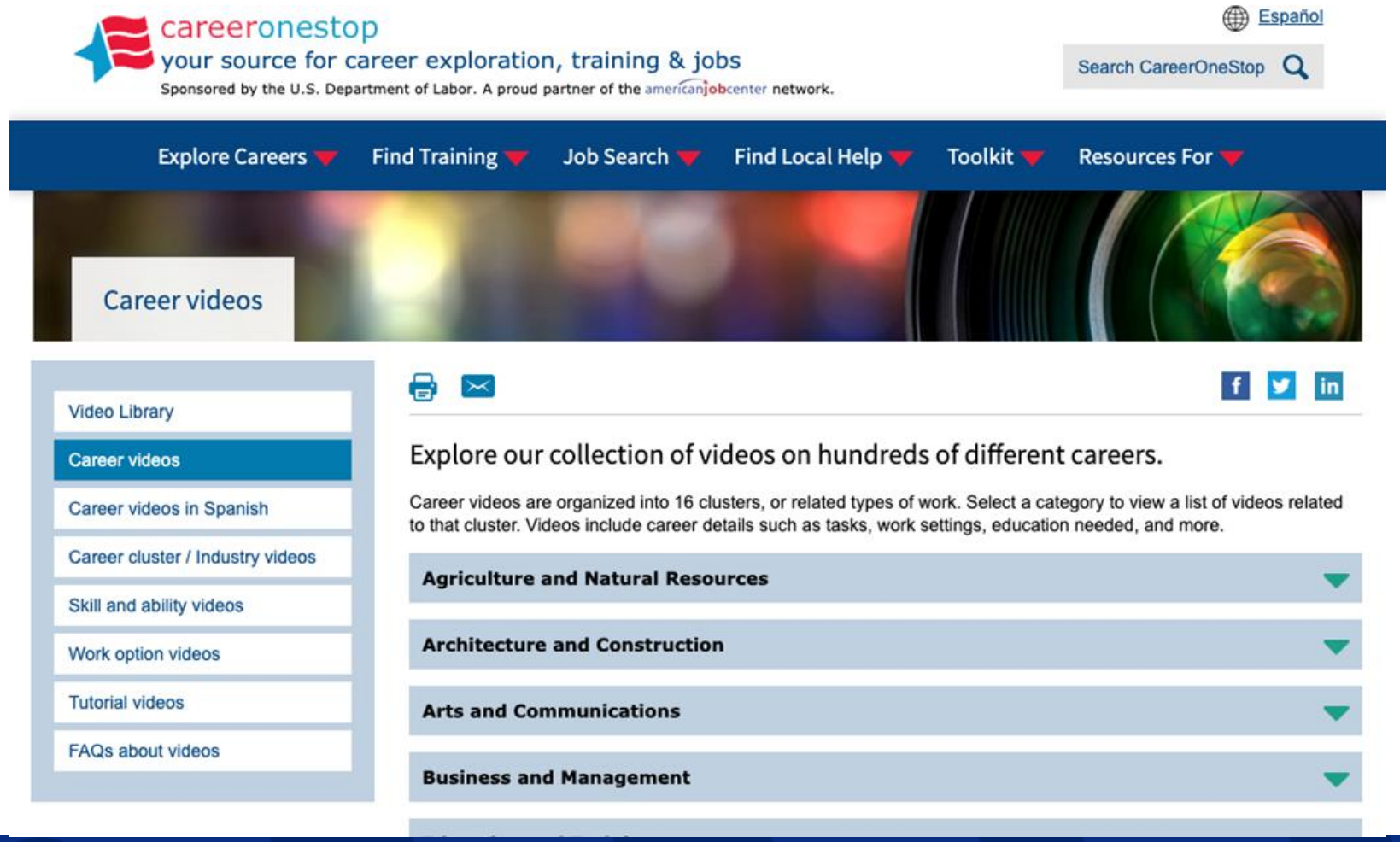
A

B

C

R	I	A	S	E	C
C		B	A		

CareerOneStop—Videos in English and Spanish



CareerOneStop—Career Videos

Transition Assessments for Independent Living

Life Skills Checklist

- Personal life skills
- Emergency/Safety skills
- Nutrition/Dietary skills
- Money management/Financial planning skills
- Healthcare skills
- Sexual health skills
- Interpersonal/Social skills
- Kitchen skills
- Laundry skills
- Household skills
- Community skills

MONEY MANAGEMENT/ FINANCIAL PLANNING SKILLS	Can Do Already	Needs More Practice	Plan to Start	Ongoing Support Needed	N/A
Knows the value of coins and currency	☐	☐	☐	☐	☐
Can make a purchase with a card or with cash	☐	☐	☐	☐	☐
Understands the concepts of banking balance and over drafts	☐	☐	☐	☐	☐
Can do simple math or use a calculator	☐	☐	☐	☐	☐
Knows how to compare prices/use coupons	☐	☐	☐	☐	☐
Understands the difference between needs and wants	☐	☐	☐	☐	☐
Has a bank account and is aware of financial limits when receiving government benefits (e.g., Medicaid, Social Security, etc.)	☐	☐	☐	☐	☐

Life Skills Inventory Independent Living Skills Assessment Tool

Category C: Personal Appearance and Hygiene
Basic - Must be able to do 4 of 4:
☐ Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion. ☐ Can bathe self. ☐ Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex. ☐ Brushes teeth regularly.
Intermediate - Must be able to do 3 of 3:
☐ Showers or bathes regularly. ☐ Keeps hair clean and neat. ☐ Dresses in reasonably clean clothing.
Advanced - Must be able to do 4 of 6:
☐ Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed. ☐ Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc. ☐ Can dry clothes in a dryer using appropriate settings. ☐ Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.). ☐ Can iron clothes. ☐ Can sew on buttons and make minor clothing repairs.
Exceptional - Must know at least 2:
☐ Can hand wash items following the instructions on the label. ☐ Knows appropriate clothing to wear for almost all occasions. ☐ Knows approximate cost of dry cleaning and can arrange for dry cleaning.

Task Analysis Supplement

Handout

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

1. Blank Task Analysis
2. Brushing Teeth
3. Using the Bathroom
4. Setting the Table
5. Peer Play with Trains
6. Tying Shoe (1)
7. Tying Shoe (2)
8. Dialing 911
9. Washing Hands (1)
10. Washing Hands (2)
11. Cutting Paper
12. Using Dictionary (1)
13. Using Dictionary (2)
14. Locating Website
15. Purchasing Items in Grocery Store
16. Alternative Task Analysis Format
17. Prerequisite and Long-Term Planning Goal Example
18. Bathroom Visual Supports

(Austin, 2011)

Target Skill: Using the Bathroom

Directions:

Describe each step, in order, for the behavior. Then, for each date on which the behavior is practiced, record the level of independence for each step of the behavior. Use the following symbols for your records:

I—Independent, Correct

M—Modeled, Gesture

V—Verbally Prompted

P—Physically Prompted

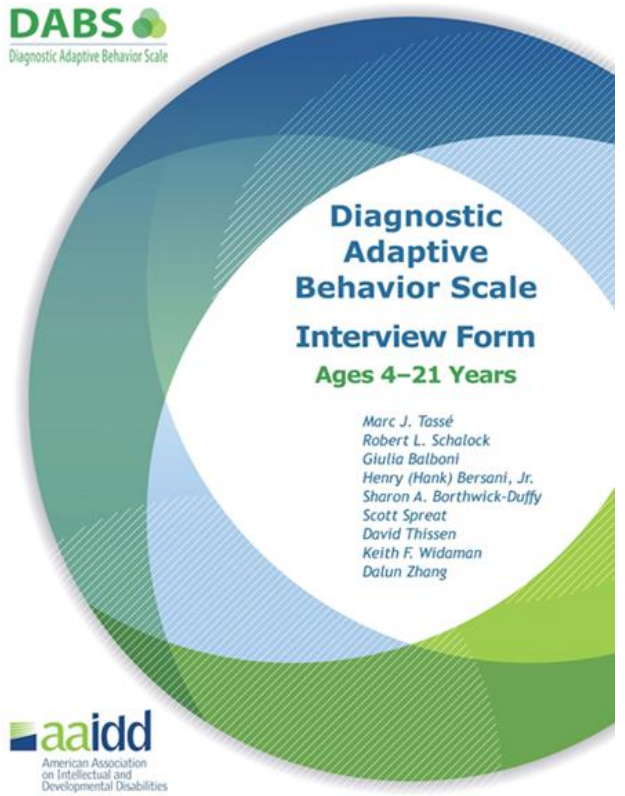
Step	Description of Step	Date:	Date:
1	Goes to the bathroom		
2	Closes bathroom door		
3	Pulls down pants		
4	Pulls down underwear		
5	Sits on toilet		
6	Voids in toilet		
7	Reaches for toilet paper holder		
8	Takes 5 pieces of toilet paper		
9	Wipes with toilet paper		
10	Drops paper in toilet		
11	Stands up		
12	Pulls up underwear		
13	Pulls up pants		
14	Flushes toilet		
15	Washes hands		
16	Exits bathroom		

Diagnostic Adaptive Behavior Scale (DABS) and User's Manual

Assesses:

- Conceptual Skills
  - Numbers, money, time, etc.
- Social Skills
  - Following rules, gullibility, avoiding victimization
- Practical Skills
  - Health care, transportation, safety

Cost: $155 (25 forms + Manual)



Diagnostic Adaptive Behavior Scale—25 Interview Forms plus manual

Supports Intensity Scale Children's Version (SIS-C)

Assesses ages 5-16 years:

- Medical conditions and behaviors that require substantial levels of support
- School participation
- Health and safety
- Advocacy
- Home living

Supports Intensity Scale Adult Version (SIS-A) for ages 16 years +:

- Uses similar measurement framework, rating system, and support needs domains

SIS-C Cost: $50 for 25 forms

SIS-A Cost: $55 for 25 forms

Transition Assessments that Generalize Across Areas

Employability/Life Skills Assessment (ELSA)

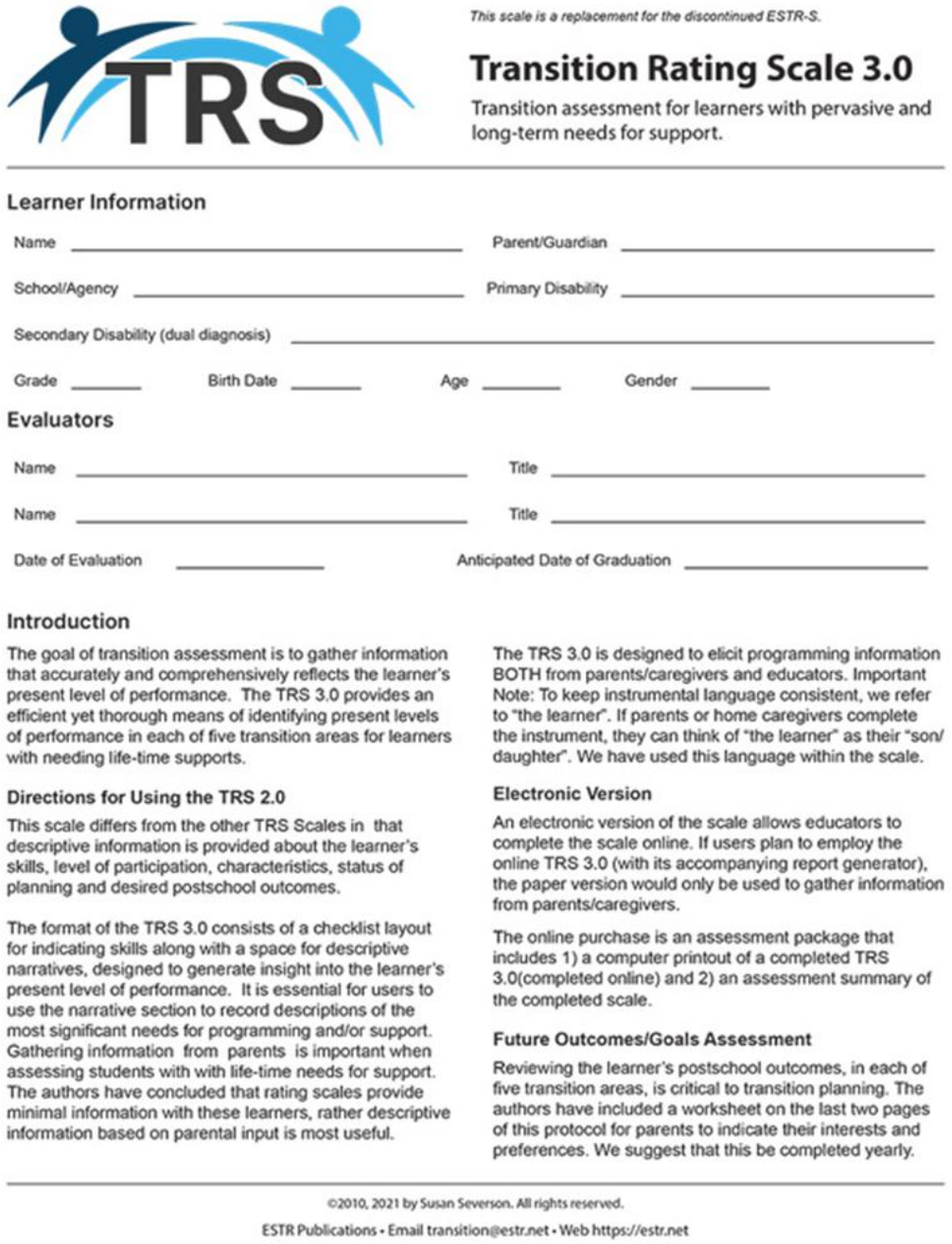
- Can be used with children, youth, and adults of any age, with or without a disability
- Forms for Professionals and Families
- Assesses 24 skills across eight categories, using a four-point rating scale
- Categories include self-help skills, work habits, task-related, work quantity, work quality, relations with supervisors and peers, and work attitudes
- Each version asks the same questions phrased to reflect each perspective
- Includes columns for multiple administrations, giving the ability to track responses over time

ELSA For Professionals

ELSA for Families

Transition Rating Scale (TRS) 3.0

- Cost $20 for a pack of 10 assessments.
- Transition assessment for learners with pervasive and long-term needs for support.
- Designed for educators and parents to complete.
- Assesses five areas:
  - Employment
  - Recreation and Leisure
  - Community Participation
  - Postsecondary Education
  - Future Outcome and/Goals Assessment



This scale is a replacement for the discontinued ESTR-S.

TRS

Transition Rating Scale 3.0

Transition assessment for learners with pervasive and long-term needs for support.

Learner Information

Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Secondary Disability (dual diagnosis) _____

Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____

Name _____ Title _____

Date of Evaluation _____ Anticipated Date of Graduation _____

Introduction

The goal of transition assessment is to gather information that accurately and comprehensively reflects the learner's present level of performance. The TRS 3.0 provides an efficient yet thorough means of identifying present levels of performance in each of five transition areas for learners with needing life-time supports.

Directions for Using the TRS 2.0

This scale differs from the other TRS Scales in that descriptive information is provided about the learner's skills, level of participation, characteristics, status of planning and desired postschool outcomes.

The format of the TRS 3.0 consists of a checklist layout for indicating skills along with a space for descriptive narratives, designed to generate insight into the learner's present level of performance. It is essential for users to use the narrative section to record descriptions of the most significant needs for programming and/or support. Gathering information from parents is important when assessing students with with life-time needs for support. The authors have concluded that rating scales provide minimal information with these learners, rather descriptive information based on parental input is most useful.

The TRS 3.0 is designed to elicit programming information BOTH from parents/caregivers and educators. Important Note: To keep instrumental language consistent, we refer to "the learner". If parents or home caregivers complete the instrument, they can think of "the learner" as their "son/daughter". We have used this language within the scale.

Electronic Version

An electronic version of the scale allows educators to complete the scale online. If users plan to employ the online TRS 3.0 (with its accompanying report generator), the paper version would only be used to gather information from parents/caregivers.

The online purchase is an assessment package that includes 1) a computer printout of a completed TRS 3.0(completed online) and 2) an assessment summary of the completed scale.

Future Outcomes/Goals Assessment

Reviewing the learner's postschool outcomes, in each of five transition areas, is critical to transition planning. The authors have included a worksheet on the last two pages of this protocol for parents to indicate their interests and preferences. We suggest that this be completed yearly.

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TRS 3.0 Employment Sample

Employment

1. The learner (or my son/daughter) demonstrates fine motor skills: *(check all that apply)*

- ☐ Grasping objects
- ☐ Unwrapping objects
- ☐ Pressing buttons/switches
- ☐ Stacking objects
- ☐ Turning objects
- ☐ Putting two objects together
- ☐ Pushing objects
- ☐ Transferring objects
- ☐ Opening containers
- ☐ Stirring
- ☐ Drawing/writing
- ☐ Manipulating objects
- ☐ Pouring
- ☐ Sweeping (manually moving) objects into containers
- ☐ Pointing to objects/pictures, especially when information is requested

2. The learner (or my son/daughter) demonstrates gross motor skills: *(check all that apply)*

- ☐ Sitting with supports
- ☐ Scooting on floor
- ☐ Pushing up to a sitting position
- ☐ Sitting without supports
- ☐ Rolling over
- ☐ Walking
- ☐ Using stairs/managing small evaluations such as door jams

TRS 3.0 Home Living Sample

Home Living

1. The learner (or my son/daughter) cares for personal toileting needs: *(check all that apply)*

- ☐ Asks to use toilet
- ☐ Indicates when wet or soiled
- ☐ Diapering required—learner cooperates with process
- ☐ Diapering required—learner resists process
- ☐ Uses toilet independently (and appropriately)
- ☐ Uses toilet with assistance - Describe assistance: _____

2. The learner (or my son/daughter) demonstrates hygiene and grooming skills: *(check the level of participation)*

- ☐ Completes grooming tasks without assistance
  Please list: _____
- ☐ Completes grooming tasks with assistance
  Describe assistance: _____
- ☐ Cooperates (without resistance) in hygiene tasks (washing hands & face, brushing teeth, bathing)
- ☐ Resists during hygiene tasks completed by others (washing hands & face, brushing teeth, bathing)

Parent Transition Interview

Parents and caregivers are integral to establishing a vision for the student's future. A structured transition interview or survey provides a way to gather input from them related to:

- Their hopes and dreams for the student's future
- Any concerns for the future
- How they see the student interacting within the home environment and the community
- Information about the student's strengths, preferences, interests, and needs

Personal Preference Indicators

- Interview format
- Designed for student's family members, friends, or professionals who know student well enough to provide information
- Free
- Available in English and Spanish
- Assesses likes, dislikes, social indicators, choices, health, body clock, and future

Personal Preference Indicators Guide

Personal Preference Indicator Sample Items

Discussion

FAVORITES
Individual Indicators

What are the person's favorites? Do you know why? How can you tell? Any other things?

- foods
- friends
- TV show
- games
- topics/objects
- animals
- music/sounds
- activities/place to go
- color
- smells
- being alone/with others
- clothes

Who are the person's favorite people? Do you know why? How can you tell?

What are the person's favorite things about himself or herself?

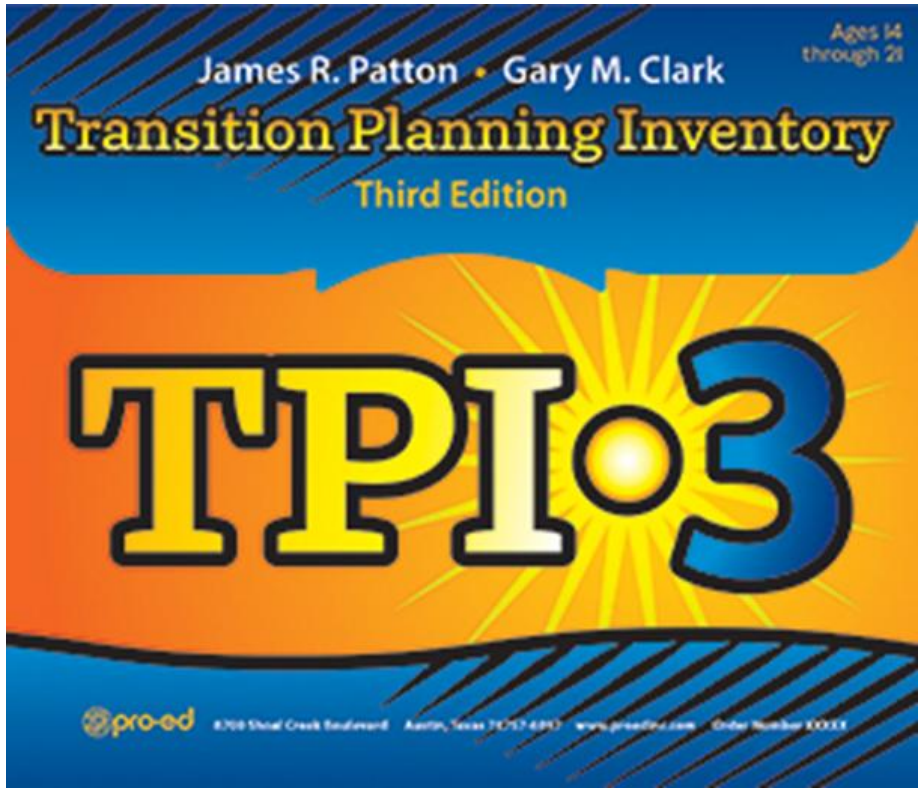
Transition Planning Inventory (TPI)-3 Modified Form

For Students With Autism or Other Significant Support Needs

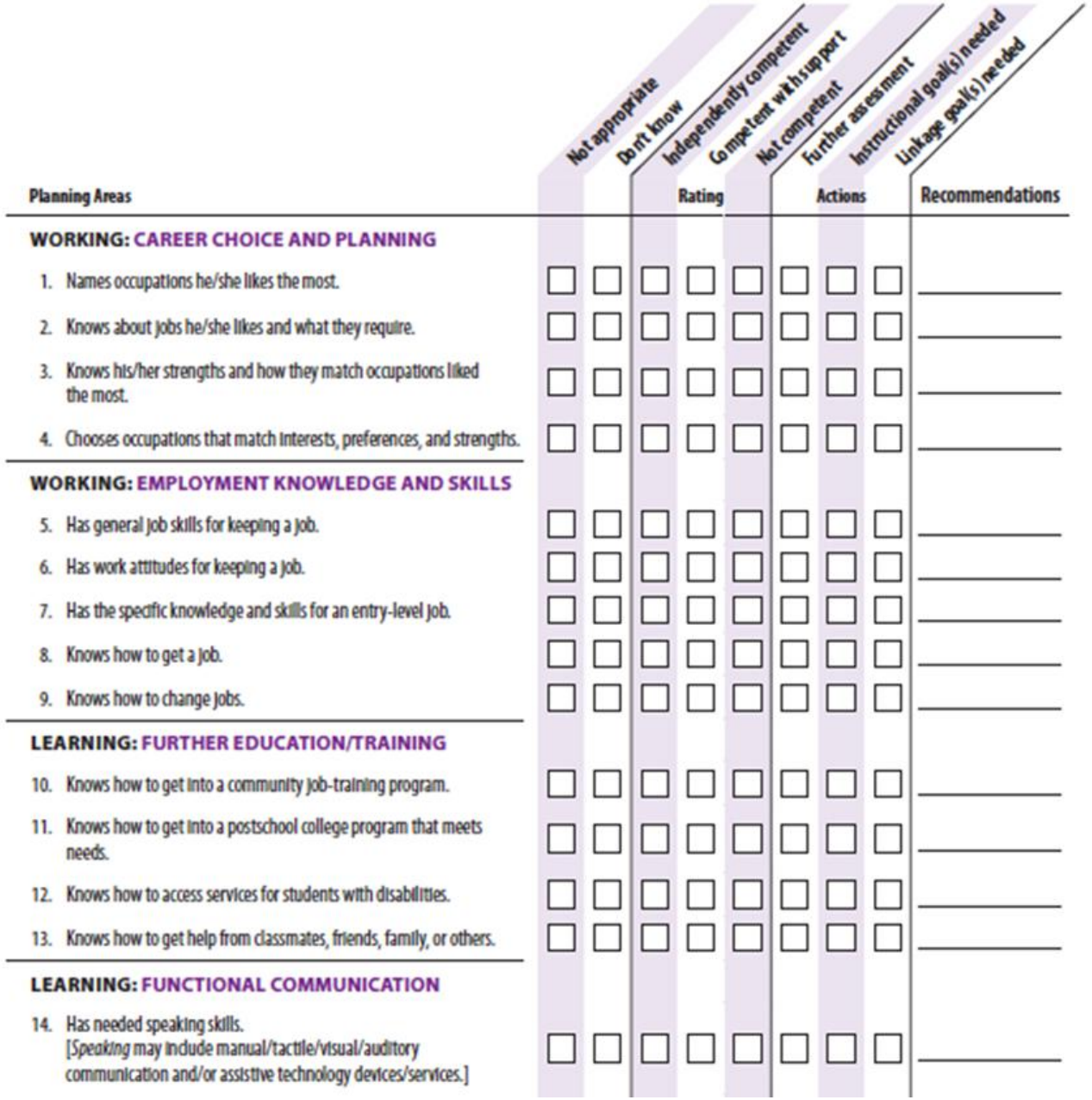
Assesses postsecondary areas of:

- Employment type
- Learning options
- Living situation
- Leisure activities
- Health

Cost: $41.00 (25 forms)



Sample TPI-3 Modified Items



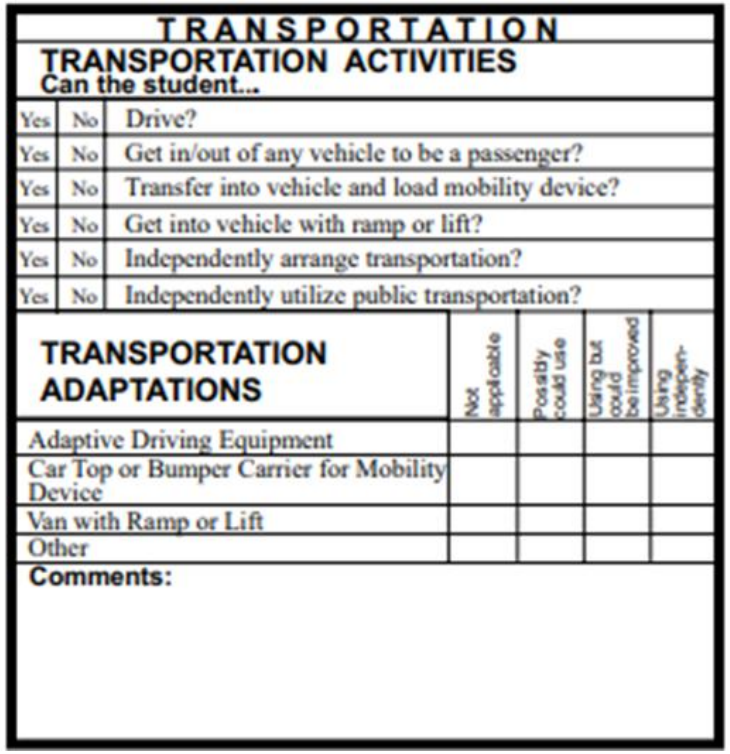
Planning Areas	Not appropriate	Don't know	Independently competent	Competent with support	Not competent	Further assessment	Instructional goal(s) needed	Linkage goal(s) needed	Recommendations
			Rating			Actions			
WORKING: CAREER CHOICE AND PLANNING									
1. Names occupations he/she likes the most.	☐	☐	☐	☐	☐	☐	☐	☐	_____
2. Knows about jobs he/she likes and what they require.	☐	☐	☐	☐	☐	☐	☐	☐	_____
3. Knows his/her strengths and how they match occupations liked the most.	☐	☐	☐	☐	☐	☐	☐	☐	_____
4. Chooses occupations that match interests, preferences, and strengths.	☐	☐	☐	☐	☐	☐	☐	☐	_____
WORKING: EMPLOYMENT KNOWLEDGE AND SKILLS									
5. Has general job skills for keeping a job.	☐	☐	☐	☐	☐	☐	☐	☐	_____
6. Has work attitudes for keeping a job.	☐	☐	☐	☐	☐	☐	☐	☐	_____
7. Has the specific knowledge and skills for an entry-level job.	☐	☐	☐	☐	☐	☐	☐	☐	_____
8. Knows how to get a job.	☐	☐	☐	☐	☐	☐	☐	☐	_____
9. Knows how to change jobs.	☐	☐	☐	☐	☐	☐	☐	☐	_____
LEARNING: FURTHER EDUCATION/TRAINING									
10. Knows how to get into a community job-training program.	☐	☐	☐	☐	☐	☐	☐	☐	_____
11. Knows how to get into a postschool college program that meets needs.	☐	☐	☐	☐	☐	☐	☐	☐	_____
12. Knows how to access services for students with disabilities.	☐	☐	☐	☐	☐	☐	☐	☐	_____
13. Knows how to get help from classmates, friends, family, or others.	☐	☐	☐	☐	☐	☐	☐	☐	_____
LEARNING: FUNCTIONAL COMMUNICATION									
14. Has needed speaking skills. [*Speaking* may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	☐	☐	☐	☐	☐	☐	☐	☐	_____

DAILY LIVING

DAILY LIVING ACTIVITIES
Can the student independently..

Yes	No	Eat?
Yes	No	Prepare food?
Yes	No	Do laundry?
Yes	No	Groom and take care of hygiene?
Yes	No	Perform housekeeping activities?
Yes	No	Manage time and follow a schedule?

DAILY LIVING ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils and Dishes				
Roll-in Shower				
Adaptive Hygiene Devices				



TRANSPORTATION

TRANSPORTATION ACTIVITIES
Can the student...

Yes	No	Drive?
Yes	No	Get in/out of any vehicle to be a passenger?
Yes	No	Transfer into vehicle and load mobility device?
Yes	No	Get into vehicle with ramp or lift?
Yes	No	Independently arrange transportation?
Yes	No	Independently utilize public transportation?

TRANSPORTATION ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with Ramp or Lift				
Other				

Comments:

Assistive Technology Protocol for Transition Planning

[Assistive Technology and Transition]

Life Vision—The Ride Ahead

- A tool developed collaboratively by the teams at The Ride Ahead documentary film and the LifeCourse Nexus.
- It uses the LifeCourse framework along with examples from the film to help transition-aged youth and young adults think about a more specific vision for their future across six Life Domains:
  - Daily Life & Employment
  - Community Living
  - Social & Spirituality
  - Healthy Living
  - Advocacy & Engagement
  - Safety & Security.

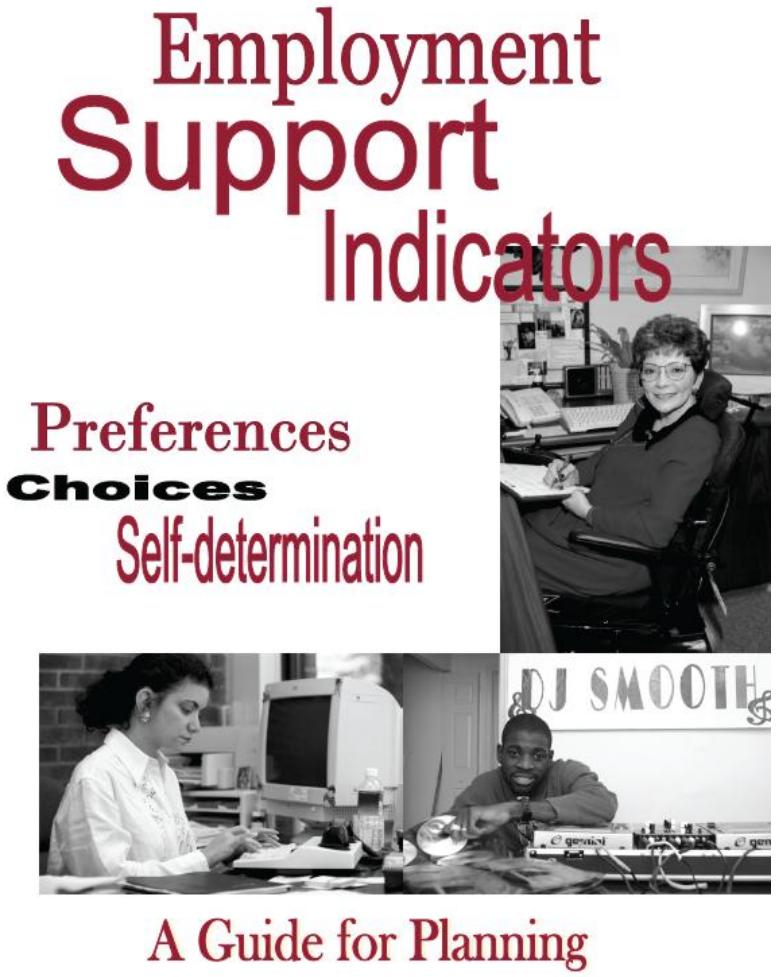
Functional Vocational Assessment

What Is a Functional Vocational Assessment?

- Functional vocational evaluation is an ongoing process that identifies a student's career interests, work-related aptitudes and skills, and need for training.
- In New York State (NYS), it is an assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences.

Employment Support Indicators

Handout



Domains

- Social supports
- Work setting supports
- Work style supports

Cost: Free

Sample Items

Discussion

SOCIAL SUPPORTS

Which statements best describe the social support needs of the job candidate?

Understanding Affect

- Understands facial expressions and gestures of others
- Understands own facial expressions and gestures
- Does not consistently interpret expressions and gestures of self or others
- Can express own feelings clearly

Interpersonal Skills

- Understands personal space (self and others)
- Understands what is appropriate to say to whom, when, and where
- Maintains appropriate voice volume
- Uses accepted nonverbal cues
- Needs support to get clarification or understand instructions from others in work setting
- Needs demonstration of tasks that are expected

Handling Criticism/Stress

- Accepts criticism and can change behavior
- Cannot accept criticism
- Takes appropriate steps to decrease stress

Communication

- Uses a combination of words, gestures and pictures to understand and communicate
- Uses assistive devices to communicate
- Needs interpreter services

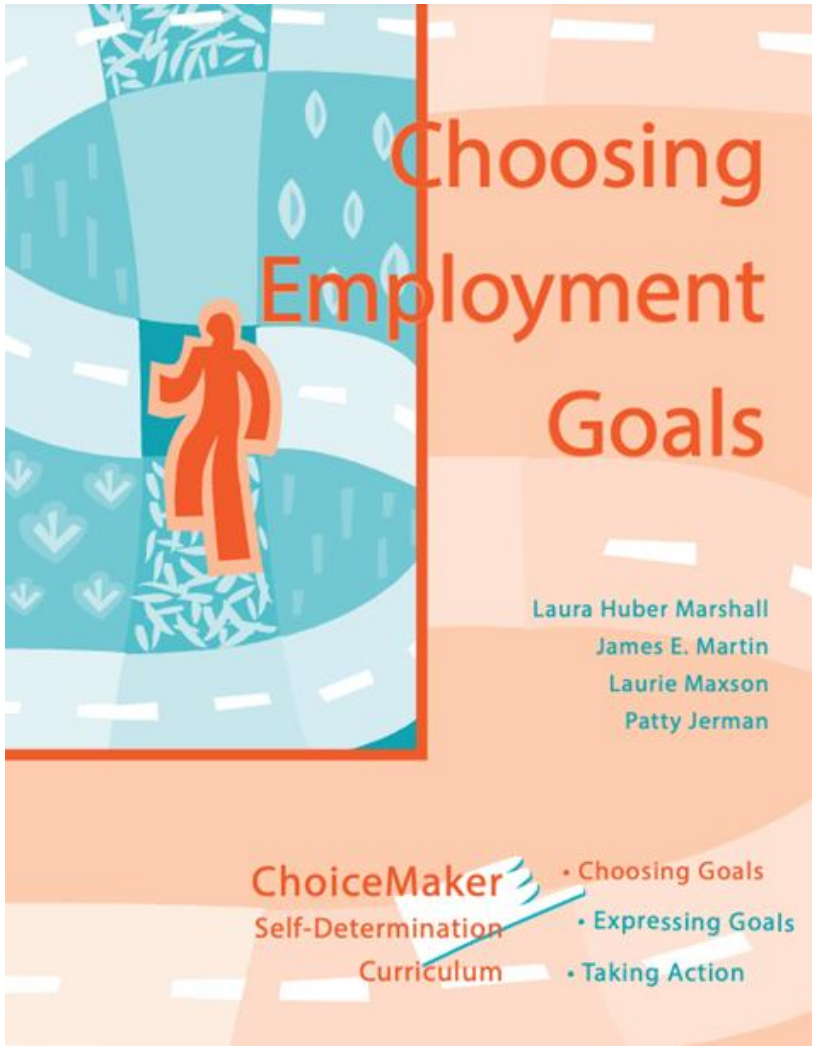
ChoiceMaker

Choosing Employment Goals

Lessons include:

- Choosing general goals
- Experience-based lessons
- Dream job lessons

Cost: Free



Functional Vocational Assessments

Handout

Job Characteristics I Like Worksheet

Name_____ Date_____ Site_____

	Circle the job characteristic or characteristics you like best. **What I Like**	Circle the job characteristic or characteristics that best describe what is at this job. **What Is Here**	Circle YES if what you circled in the first two columns is the same. Circle NO if it is not. **Matches**	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO

Situational Assessments

Job Duties—How I Did Worksheet

Handout

Name _____ Date _____ Site _____

Write the job duties you performed at your job site.	Circle 3, 2, or 1— whichever describes your performance.	Circle 3, 2, or 1— whichever describes student's performance.	Circle YES if your and your supervisor's evaluations are the same. If they are not the same, circle NO.
Job Duties	**How I Did**	**Supervisor Thinks**	**Matches**
Job Duty #1	SPEED very good 3, OK 2, needs improvement 1	SPEED very good 3, OK 2, needs improvement 1	YES NO
	INDEPENDENT very good 3, OK 2, needs improvement 1	INDEPENDENT very good 3, OK 2, needs improvement 1	YES NO
	ACCURATE very good 3, OK 2, needs improvement 1	ACCURATE very good 3, OK 2, needs improvement 1	YES NO
Job Duty #2	SPEED very good 3, OK 2, needs improvement 1	SPEED very good 3, OK 2, needs improvement 1	YES NO
	INDEPENDENT very good 3, OK 2, needs improvement 1	INDEPENDENT very good 3, OK 2, needs improvement 1	YES NO
	ACCURATE very good 3, OK 2, needs improvement 1	ACCURATE very good 3, OK 2, needs improvement 1	YES NO

Situational Tool for Exploring Possibilities (STEP)

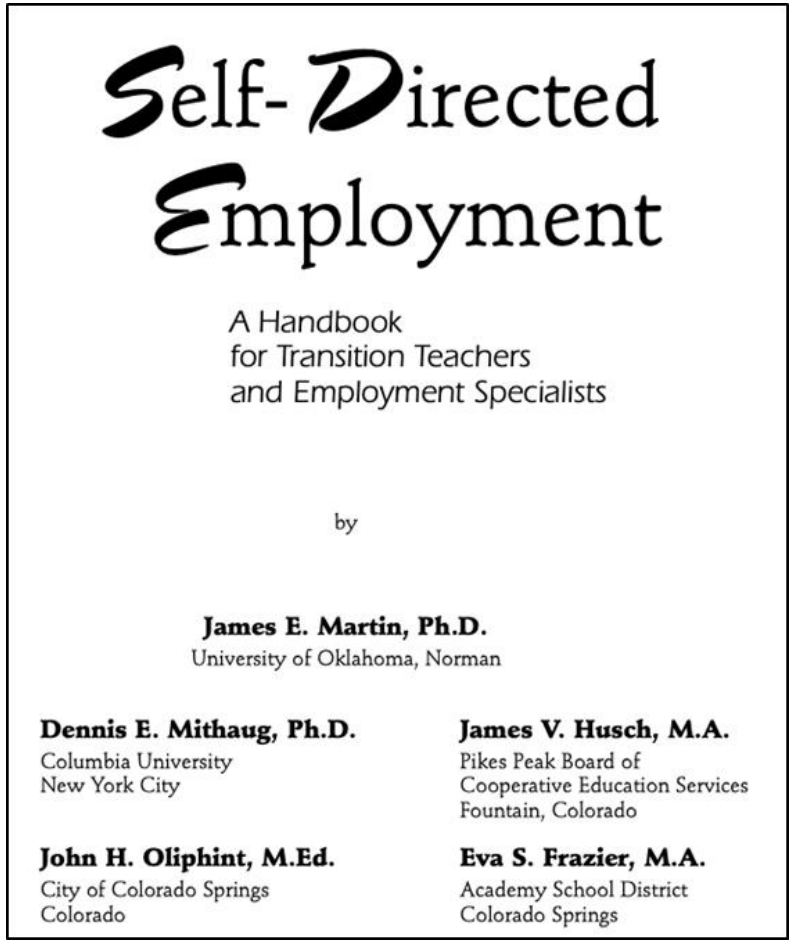
- Template for recording information gathered during a situational assessment with the student.
- Student performance is considered and documented in skill areas based on observation.
- Skill areas include:
  - General Skills
  - Time Management
  - Interpersonal Skills
  - Stress Management
  - Initiative and Motivation
  - Problem Solving Skills
  - Organizational Skills and Productivity

STEP

Self-Directed Employment

- Curriculum-based assessments including:
  - Making choices
  - Exploring choices
  - Testing choices
  - Final choices
  - Job matching skills
  - On the job assessments
- Includes a picture bank

Cost: Free


Self-Directed Employment

A Handbook
for Transition Teachers
and Employment Specialists

by

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Colorado Springs

Self-Directed Employment—A Handbook for Transition Teachers and Employment Specialists

II:E:20:2

My Employment Plan: Form B (page 2)

Finding a Job

Skills I need to improve: Write a Y in the box for each skill you can improve.

☑	☐	☑	☑	☑
☐	☐	☐	☐	☐

$$\frac{\text{Y's: } 4}{\text{Skills } 5} = .80 \times 100 = 80\%$$ Percentage of skills matches

Self-Directed Employment—Situational Assessment

II:E:20:2

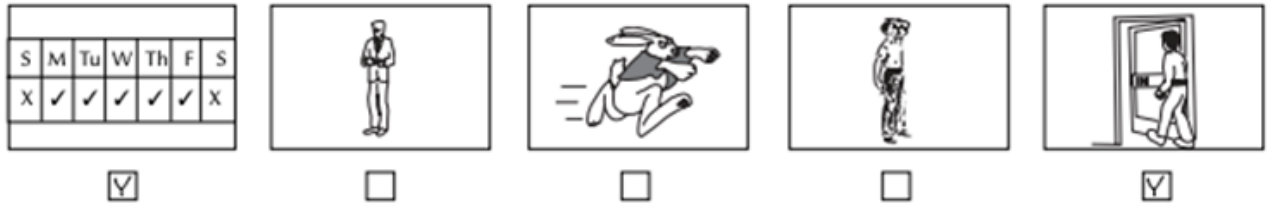
My Employment Plan: Form B (page 1)

Finding a Job

Name: Pat Sample Jobsite: Carla's Date: June 25, 2002

If employed, check what's here and determine the match. If unemployed, check the boxes for the items that you want in your next job.

Characteristics I like



☑ ☐ ☐ ☐ ☑

☑ ☑ ☐ ☐ ☑

Matches: 5 / Characteristis listed: 10 = .50 x 100 = 50% Percentage of characteristics matches

Tasks I like

☑ ☑ ☐ ☐ ☑

Matches: 3 / Tasks listed: 5 = .60 x 100 = 60% Percentage of tasks matches

Self-Directed Employment—My Employment Plan

How to Use Transition Assessment Results

Case Study—Lilly

- Lilly is an ungraded 20-year-old student with multiple disabilities who lives at home with her parents. Lilly is educated primarily in a special class with other peers who have high support needs.
- She participated in one transition assessment this school year:
  - Pictorial Career Interest Survey
- Lilly's parents also completed two transition assessments this year:
  - Personal Preference Indicators
  - Parent Transition Survey/Interview
- Lilly's teachers have completed task analyses and performance logs related to her work-based learning (WBL) experiences.

Lilly's Case Study: Using Transition Assessment Results (1 of 5)

When developing:

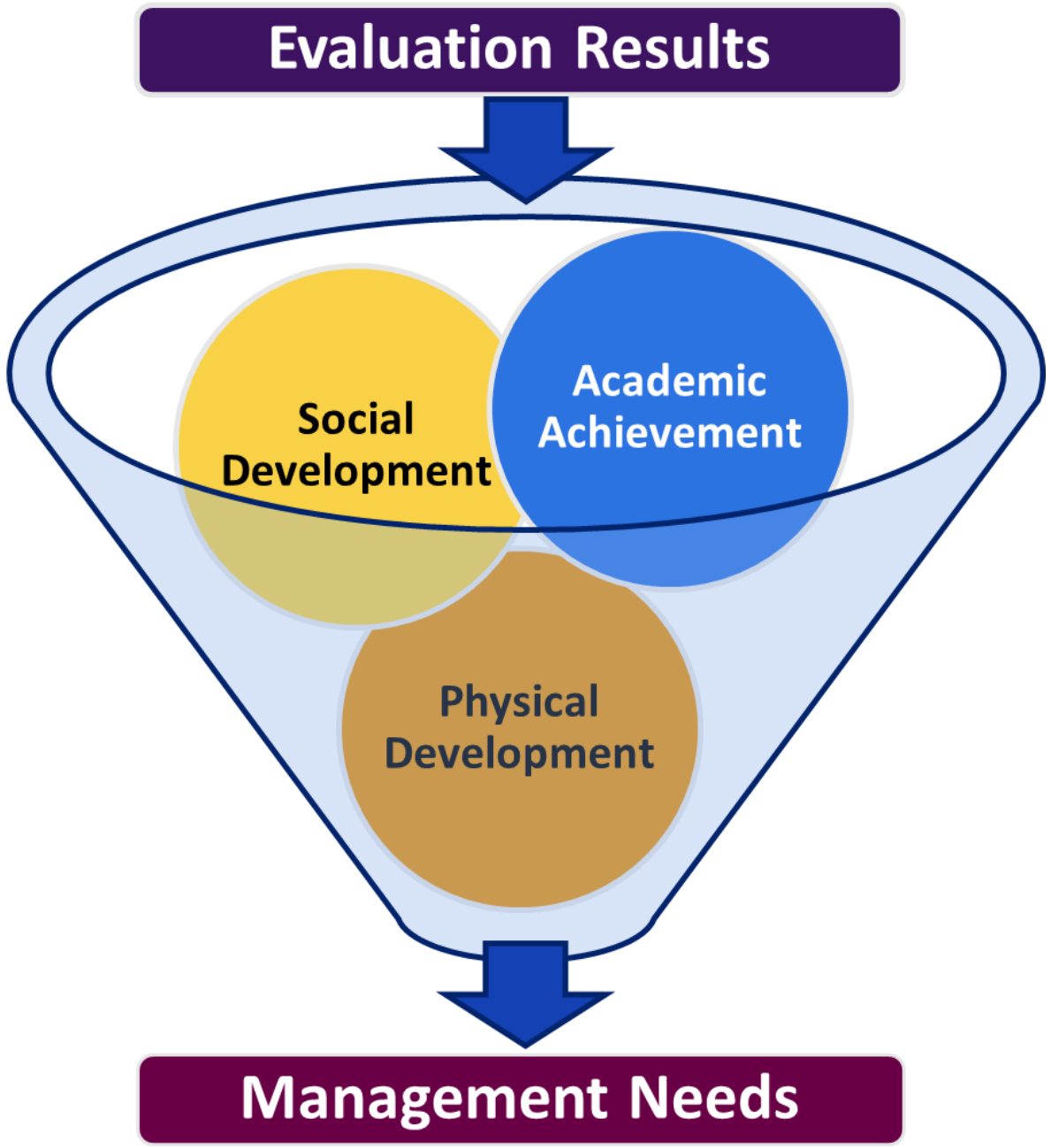
- **Present Levels of Performance**
- Measurable Postsecondary Goals
- Transition Needs (including Courses of Study)
- Annual Goals Related to Transition Service Needs
- Coordinated Set of Transition Activities

Lilly's Evaluation Results

Five areas addressed in documenting present levels of performance and individual needs

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



Lilly's Pictorial Interest Inventory

Score Sheet

Key Letter	Number of X's	Interest Area
A	0	Automotive
B	1	Clerical
C	4	Food Services (meal prep and helping customers)
D	2	Custodial/Housekeeping
E	1	Landscape/building trades
F	1	Materials and handling
G	3	Caring for others
H	4	Retail (helping customers and displays)

Lilly's Personal Preference Indicators

SOCIAL
Socialization Indicators

How does the person communicate on his/her own? Head turns and humming or grunting sounds

Does the person have a nickname? If so, what is it? Yes, we call her Lil

How accurately does the person relate information to you and to others? She can make choices but not speak

Does the person have a sense of humor? Yes! She makes noises whenever her brother is being funny

How does the person show affection? She turns her head towards the person and makes humming sounds

Does the person require excessive feedback and/or direction? Lilly needs hand-over-hand assistance

How would you describe the person's relationship with his/her peers? Lilly loves to be around peers

Does the person request to be with or visit someone—relative, friend, etc.? She likes to be around family and friends

Does the person have a concept about being cautious with strangers? Yes, she looks uncomfortable with strangers

Does the person respond to facial expressions? Which ones? How? Sometimes, she hums when we are laughing

Does the person use facial expressions to communicate? Which ones? What do they mean? Not really

Parent Transition Survey/Interview

Completed by Lilly's Parents

Handout

Parent/Guardian Questions

❶ What do you see as (*student's name*) greatest strengths?

Lilly tells us her wants/needs through head turns and humming or grunting sounds.

❷ What skills would you like to see (*student's name*) improve or learn over the next year?

We would like Lilly to increase her ability to use a head switch for communication.

❸ What goals would you like (*student's name*) to pursue?

We would like Lilly to attend a day program and volunteer or work in the community.

Lilly's Transition Assessment Information

In December 20XX, Lilly took the Pictorial Interest Inventory. In January 20XX, Lilly's parents completed the Personal Preference Indicators survey and a parent survey/interview.

- Lilly expressed interest in food services and retail.
- Lilly enjoys music and looking at window displays at the mall. She also likes to be in the kitchen while her parents cook dinner.
- Lilly enjoys being around people, especially her family and caregivers.
- Her parents would like to see her increase her use of functional communication by incorporating a head switch, or similar communication device.
- They would like Lilly to volunteer or work in the community in addition to attending a day program.

Lilly's Academic Achievement, Functional Performance, and Learning Characteristics

- Levels of knowledge and development in subject and skills and information:
  - Lilly requires intensive supports to access content and activities within the school. She receives specially designed instruction (SDI) with intensive modifications and accommodations.
- Student strengths, preferences, and interests:
  - She likes listening to music and has expressed interest in food services and retail.
  - She can communicate preferences and interests with gestures and/or eye contact.
  - At home, Lilly likes to help during meal preparation.
  - Lilly's parents report that she enjoys looking at window displays in a busy mall.

Lilly's Academic Achievement, Functional Performance, and Learning Characteristics (continued)

- Academic, developmental, and functional needs of the student:
  - Limitation with motor skills and requires hand-over-hand assistance for all activities.
  - Instruction and support on increasing the use of a head-activated switch with consistency.
  - Parents would like for Lilly to continue to work on her functional reading skills.

Lilly's Social Development

- The degree and quality of the student's relationships with peers and adults; feelings about self and social adjustment to school and community environments:
  - Lilly enjoys group activities but has difficulty adjusting quickly to different environments.
  - She responds well to adults/school staff that she knows and appears uncomfortable with initial interactions with strangers in the community.
- Student strengths:
  - Lilly communicates her likes by turning her head toward a preferred activity or humming. She communicates dislikes by turning her head away from an activity or grunting.
  - At her WBL site, Lilly was able to direct customers of the Sip-Em school-based enterprise to fill out order forms using a head switch with pre-recorded responses on three occasions with verbal prompts.

Lilly's Social Development (continued)

- Social development needs of the student that are of concern to the parent:
  - Lilly needs to increase her functional communication skills as indicated by structured teacher observations.
  - Lilly needs to practice self-determination skills by making choices on preferred activities/settings.
  - Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting.
  - Parents expressed a concern about balancing Lilly's preference for being around people and her need for downtime, due to her physical and medical needs. They would like to see her continue to work on using her head switch.

Lilly's Physical Development

- The degree and quality of the student's motor and sensory development, health, vitality, and physical skills pertain to the learning process:
  - Lilly relies on help from others to move her electric wheelchair with hand-over-hand support, especially when she is fatigued; and to place her in a chair, a stander, or on a mat for all activities.
  - She has limited fine motor skills requiring hand-over-hand assistance for all activities.
  - Due to Lilly's medical needs, she demonstrates limited stamina.

Lilly's Physical Development (continued)

- Student strengths:
  - Lilly can use head gestures to communicate and is receptive to hand-over-hand assistance to participate in classroom/vocational activities.
- Physical development needs of the student:
  - Lilly needs support moving from one activity to the next and requires a two-person lift or a mechanical device for all transfers.
  - She requires a schedule that accommodates periods of alertness, e.g., mid-morning.
  - Physical needs and self-care supports limit her ability to participate in numerous WBL experiences.
  - Lilly's parents want to ensure that her work experience at the Sip-Em coffee shop is meeting her physical needs and that Lilly is receiving enough downtime during the day.

Lilly's Management Needs

- The nature and degree to which environmental, human, or material resources are needed to address needs identified on previous slides.
  - **Environmental Modifications**—Lilly needs:
    - Adaptive equipment for transfers
    - Adaptive equipment for communication
    - Breaks to support stamina throughout the day
  - **Human Resources**—Lilly needs:
    - Nursing for medical needs
    - Adult support for mobility
    - Adult support to access the curriculum and safely travel between classes
  - **Material Resources**—Lilly needs:
    - Access to visual cues for attention
    - Instructional material in alternative formats

Case Study 1: Using Transition Assessment Results (2 of 5)

When developing:

- Present Levels of Performance
- **Measurable Postsecondary Goals**
- Transition Needs (including Courses of Study)
- Annual Goals Related to Transition Service Needs
- Coordinated Set of Transition Activities

Measurable Postsecondary Goals

Long-term goals for living, working, and learning as an adult

- Education/Training
- Employment
- Independent Living (when appropriate)
  - Independent Living Skills are required when a student is taught to alternate achievement standards.

Lilly's Measurable Postsecondary Goals

- **Education/Training**
  - After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.
- **Employment**
  - After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, a restaurant, or public music venue).
- **Independent Living**
  - After high school, Lilly will continue to live at home with family and use a head switch system of communication so that she can effectively communicate her wants and needs.

Lilly's Case Study: Using Transition Assessment Results (3 of 5)

When developing:

- Present Levels of Performance
- Measurable Postsecondary Goals
- **Transition Needs (including Courses of Study)**
- Annual Goals Related to Transition Service Needs
- Coordinated Set of Transition Activities

Lilly’s Transition Needs

- Consider the student’s strengths, preferences, and interests as they relate to transition from school to post-school activities.
- Review transition assessment results to identify needs and create annual transition goals, activities, and services based on the results.

What transition needs are identified through Lilly’s transition assessment results?

Lilly’s Courses of Study

Based on Lilly's assessment results and interests, Lilly will receive SDI in a modified general education curriculum that includes skill development in the following areas:

- Life Skills
- Functional Finance
- Modified Health
- Music Appreciation

In addition, Lilly will be working toward the achievement of the Career Development and Occupational Studies (CDOS) learning standards to support the Skills and Achievement Commencement Credential which includes participating in a supervised work experience.

Lilly's Case Study: Using Transition Assessment Results (4 of 5)

When developing:

- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Needs (including Courses of Study)
- **Annual Goals Related to Transition Service Needs**
- Coordinated Set of Transition Activities

Lilly's Postsecondary Goal: Education and Training

Postsecondary Education and Training Goal—After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

Transition Need—Lilly needs to continue to improve her communication and self-care skills.

Lilly's Annual Goal to Support Education/Training

Annual Goal: Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) actively respond in classroom activities with 70% accuracy as measured by teacher rubrics.

- Criteria: 70% accuracy over the course of 4 weeks
- Method: Teacher rubric
- Schedule: Weekly

Benchmark 1: Lilly will utilize a head switch to answer yes and no questions with moderate prompting (3–5 physical prompts).

Benchmark 2: Lilly will utilize a head switch to answer yes and no questions with minimal prompting (1–2 physical prompts).

Benchmark 3: Lilly will answer a story elements question with moderate prompting (2–5 verbal prompts).

Benchmark 4: Lilly will answer a story elements question with minimal prompting (1–2 verbal prompts).

Lilly's Postsecondary Goal: Employment

Postsecondary employment goal—After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, restaurant, or public music venue).

Transition need—Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting.

Lilly's Annual Goal to Support Employment

Annual Goal: Given explicit instruction, Lilly will direct customers with 75% accuracy.

- Criteria**:** 2 consecutive trials over 2 weeks
- Method: Structured teacher observation
- Schedule: Weekly

Short-term objective 1: Lilly will greet customers upon entering the coffee shop with minimal prompting (1–2 physical prompts).

Short-term objective 2: Lilly will direct customers to complete an order form with minimal prompting (1–2 physical prompts).

Short-term objective 3: Lilly will direct customers to place their completed order form in the order basket (1–2 physical prompts).

Lilly's Postsecondary Goal: Independent Living

Postsecondary independent living goal—After high school, Lilly will continue to live at home with family and use a head switch system of communication so that she can effectively communicate her wants and needs.

Transition need—Lilly needs to continue to develop her self-determination skills of choice-making.

Lilly's Annual Goal to Support Independent Living

Annual goal: Given four options for leisure activities to participate in during the school day, Lilly will identify her likes and dislikes by using her communication device.

- Criteria: In 3 out of 4 trials, over 4 weeks
- Method: Recorded observations
- Schedule: Weekly

Benchmark 1: By November, Lilly will express a like or dislike for one leisure activity by using her communication device.

Benchmark 2: By February, Lilly will express a like or dislike for two leisure activities by using her communication device.

Benchmark 3: By April, Lilly will express a like or dislike for three leisure activities by using her communication device.

Lilly's Case Study: Using Transition Assessment Results (5 of 5)

When developing:

- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Needs (including Courses of Study)
- Annual Goals Related to Transition Service Needs
- **Coordinated Set of Transition Activities**

Lilly's Coordinated Set of Transition Activities

Needed Activities	Service/Activity	District/Agency Responsible
Instruction	Specially Designed Instruction (SDI) in functional math and reading	Special Education Teacher, ABC District
Related services	Receive instruction on how to use a head-activated switch to increase functional communication	Speech-language Pathologist, ABC District
Community experiences	Visit community-based employment in preferred settings: record store, skating rink, and coffee shop	Job Coach, ABC District

Lilly's Coordinated Set of Transition Activities (continued)

Needed Activities	Service/Activity	District/Agency Responsible
Employment and other post-school adult living objectives	Tour postsecondary day habilitation programs for individuals with intellectual and developmental disabilities	Care Coordinator, XYZ Agency
Daily living skills (if applicable)	Identify options for participation in recreational activities in the community	Special Education Teacher, ABC District
Functional vocational assessment (if applicable)	Receive weekly situational assessments through task analysis and work performance logs	Job Coach, ABC District

Lilly's IEP Mapping Tool

Using Lilly's Transition Assessment Results to Inform Her IEP

Handout

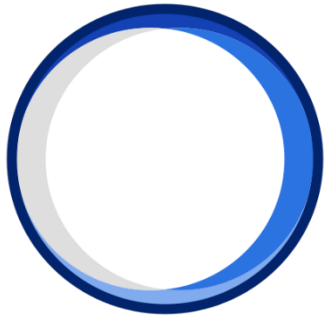
Transition Planning Individualized Education Plan (IEP) Mapping Template **Date** _____ **Student Name: Lilly**

Evaluation Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Annual Goals	Coordinated Set of Transition Activities
Transition Assessments: **Pictorial Career Interest Inventory:** Highest interest areas: • Food Services (meal prep and helping customers) • Retail (helping customers and displays) **Student Transition Survey:** At school Lilly likes work, art, and music. She would like to work with food,	Strengths: Lilly can communicate preferences with gestures, sounds, and eye contact. She is beginning to direct customers to fill out order forms using a head-switch and pre-recorded responses with verbal prompts. Preferences:	Education/Training: After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills. Employment: After high school, given intensive support from a job	Transition Needs: Lilly's transition needs include: • Improving functional reading skills. • Improving functional communication skills including instruction and support on increasing the use of a head-activated switch with consistency. • Practicing self-determination skills by making choices on preferred activities/settings	Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) actively respond in classroom activities with 70% accuracy as measured by teacher rubrics. • Criteria: 70% accuracy over the course of 4 weeks • Method: Teacher rubric • Schedule: Weekly	Instruction: Specially designed instruction in functional math and reading. Related Services: Instruction on how to use a head-activated switch to increase functional communication. Community Experiences: Visit community-based employment in

Wrap-Up Activity

Leaving in Good Shape

Reflection



What do you still have questions about?

What three things could you use from today moving forward?

What's squared away?

What do you really understand?

Resources (1 of 2)

- CareerOneStop Career Videos
- ChoiceMaker Self-Determination Lesson Materials
- Diagnostic Adaptive Behavior Scale (DABS)
- Employability Life Skills Assessment (ELSA) For Professionals
- ELSA for Families
- Employment Support Indicators
- Life Skills Checklist
- Life Skills Inventory Independent Living Skills Assessment Tool
- Life Vision—The Ride Ahead
- Personal Preference Indicators

Resources (2 of 2)

- Picture Interest Career Survey (PICS) 3rd Edition
- Postsecondary Education and Experience (PEaE) Assessment
- Self-Directed Employment
- Situational Tool for Exploring Possibilities (STEP)
- Supports Intensity Scales (SIS) for Children and Adults
- TPI-3 Modified Form for Students with Autism or Other Significant Support Needs
- Transition Rating Scale (TRS) 3.0

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