

ASSESSMENT FOR TRANSITION



Introduction

The transition from school to work, post-secondary education, and/or community adult living can be difficult for all students—and uniquely so for those with disabilities. The tasks of choosing a job and preparing for work, deciding to go to college or trade school, deciding where to live and with whom and other areas of decision making present youth with disabilities the challenge of having to make complex decisions. Professionals can assist students in making these decisions by involving students in meaningful assessments that will assist in matching the students' abilities and preferences to appropriate academic, vocational and functional education programs.

Purpose of Transition Assessment

A clear understanding of the student's strengths and needs is critical to developing and implementing effective transition plans. The purpose of transition assessment is to help Individualized Education Program (IEP) teams determine the appropriate courses of study and community/vocational experiences that the student will need to be successful in post-school goals. Whether a student is interested in pursuing postsecondary education, trade school, employment (supported included) or other activities associated with adult living, assessments will provide valuable information about the student's abilities and deficits.

Transition assessment can assist teams to:

- Meet IDEA mandate
- Determine strengths, abilities, and deficits
- Determine future planning needs and goals
- Identify interests and preferences
- Determine and evaluate appropriate instructional settings and supports
- Determine level of self-determination skills
- Determine level of independent living skills
- Determine necessary accommodations, supports, and services
- Develop goals/ objectives for the IEP and the transition component of the IEP
- Identify supports (linkages) needed to accomplish goals
- Track progress
- Provide feedback

Types of Transition Assessments:

- Aptitude tests/ Achievement tests
- Behavioral Assessment information
- Informal interviews with student and family

- Personality tests
- Self-determination assessments
- Vocational assessments
- Interest inventories
- Work-related temperament scales
- Teacher observations
- Formal assessments
- Previous IEP and diagnostic summaries
- Checklists/ questionnaires

Adapted from www.transitioncoalition.org

Age Appropriate Assessment Guide

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future employment, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)” (p. 70-71).

IDEA 2004 requires that students receive age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. IDEA 2004 also states that age appropriate assessments will help IEP teams make informed decisions about students reaching their postsecondary goals.

Selecting Appropriate Assessments

First, become familiar with your student. Read through the IEP thoroughly, including the psychological and eligibility report. Review behavioral observations and if possible, interview the student.

Second, become familiar with the different types of transition assessments and their characteristics. It is recommended that you use multiple evaluations and do them on an ongoing basis.

Third, select assessment instruments that assist in answering the following questions with the student:

- Who am I?
- 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?

Fourth, select an instrument that is appropriate for your students. Key considerations include:

- The nature of their disability
- Post-school ambitions
- Community opportunities
- Assure that test instruments selected are valid and reliable for all youth populations being assessed
- Cultural appropriateness of the assessments

For example, students with more involved disabilities may best be served by a person centered planning approach. The nature of their disability may preclude the relevancy of most standardized assessments, notable exceptions include interest inventories that do not require reading (e.g., Beck’s Reading Free Interest Inventory, Wide Range Interest and Opinion Test – Revised) and other instruments that require minimal reading levels (Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment.

By carefully selecting instruments and procedures, you will be able to select informative and useful transition assessment tools.

Conducting an age appropriate transition assessment

Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. However, Sitlington, Neubert, and Leconte (1997) suggest that the following guidelines may be followed when selecting methods to be used in the process:

1. Methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.
2. Methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.
3. Methods must produce outcomes that contribute to ongoing development, planning, and implementation of “next steps” in the individual’s transition process.
4. Methods must be varied and include a sequence of activities that sample an individual’s behavior and skills over time.
5. Data must be verified by more than one method and by more than one person.
6. Data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.
7. Data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning.
8. Methods should be appropriate for learning characteristics of the individual, including cultural and linguistic differences.
9. Information should be current, valid or verified, and relevant to transition in order to better inform the Summary of Performance.

Informal Transition Assessment Methods

Interviews and questionnaires

Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her family, that can be used to help develop post-school outcomes and to plan a course-of-study that will help the student reach her goals? An important part of this data collection process involves gathering information about a student and her family's current and future resources. For example, if a student's future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible what financial resources a family might have or need. Another example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or for other students in a high school program. (Test, Aspel, & Everson, 2006, pp. 74).

Direct observation

Direct observation of student performance should be conducted within the natural or school employment, postsecondary, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "situational assessment" (Sitlington & Clark, 2001), direct observations are often done by an "expert" in the environment such as a job coach, co-worker, recreation specialist, and/or general/vocational educator. However, in keeping with a self-determined philosophy, students should be taught to record their own performance data. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if you are observing at a worksite, and a student quickly and accurately completes her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting a student appears withdrawn, this may be an indication that the particular situation may not be suitable for her. (Test, Aspel, & Everson, 2006, pp. 74).

Environmental or Situational Analysis

Environmental analysis, sometimes referred to as ecological assessment and/or job analysis, involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending karate classes at the local YMCA. In this case an environmental analysis might be conducted to look at transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, an environmental job analysis could be conducted comparing requirements of the job to the student's skills (Griffin & Sherron, 1996). A critical part of a job analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant) (Griffin & Sherron, 1996). (Test, Aspel, & Everson, 2006, pp. 74)

Curriculum-based assessments (CBA)

CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum (McLoughlin & Lewis, 2005)...(and) to develop

instructional plans for a specific student. To gather (these) data...an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests. (Test, Aspel, & Everson, 2006, pp. 78).

Student Record Reviews

Reviewing a student's educational, behavioral, medical, emotional, social history and other information is a form of an assessment. One must take into consideration not only where the student is currently, but also where the student has been in all aspects of his or her life prior to the assessment. For many students, information pertaining to the past has relevance on planning for the future.

Formal Transition Assessment Methods

Choosing Published Tests and Assessments

There are a number of factors to consider when choosing tests and assessments. The ideal assessment instrument is 1) reliable, 2) fair, 3) valid, 4) cost effective, 5) of appropriate length, 6) well matched to the qualifications of the test administrator and 7) easy to administer and interpret. The instrument should also provide information on cultural considerations and accommodations for youth with disabilities. Results should be provided in easy to understand language and formats. (adapted from Assessment, National Collaborative on Workforce and Disability for Youth <http://www.ncwd-youth.info>)

Adaptive Behavior Assessment information

Adaptive behavior assessment helps determine the type and amount of special assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes for adults.

Each test relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed. With some tests respondents are interviewed; with other tests respondents fill out a response booklet directly. Examples include:

- The Scales of Independent Behavior - Revised (SIB-R)
- The Vineland Adaptive Behavior Scales
- AAMR Adaptive Behavior Scales (ABS)
- The Inventory for Client and Agency Planning (ICAP)

General and Specific Aptitude Tests

An aptitude test is a measure of a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes and provide valuable information that can be used in career decision making. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or musical ability. Examples include:

- Differential Aptitude Test (DAT)
- Armed Services Vocational Aptitude Battery (ASVAB)

- Inventory of Work-Relevant Abilities (IWRA)
- OASIS-III Aptitude Survey
- ONET Ability Profiler
- Wiesen Test of Mechanical Aptitude
- Bennett’s Mechanical Comprehension Test

Interest and Work Values Inventories

Strong (1943) was one of the original vocational theorists to stress the importance of gathering data concerning individuals’ likes and dislikes for a variety of activities, objects, and types of persons commonly encountered. Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups. Fouad (1999) states that regardless of which specific measure is used interest inventories appear to be generalizable across time. Examples of Interest Inventories include:

- Career Interest Inventory – Levels One and Two
- The Strong Interest Inventory
- Self-Directed Search Form R, E, and Career Explorer
- The Harrington/O’Shea System for Career Decision-Making
- Wide Range Interest-Opinion Test Revised (WRIOT-R)

Intelligence Tests

Intelligence tests involve a single test or test battery to assess a person's cognitive performance. Examples include:

- The Stanford-Binet Intelligence Scale, Form L-M (SBL-M)
- The Wechsler Intelligence Scale for Children-III (WISC-III)
- The Wechsler Intelligence Scale for Adults – Revised (WAIS-R)
- The Wechsler Abbreviated Scale of Intelligence™ (WASI™)
- Kaufman Brief Intelligence Test (K-BIT)
- Kaufman Adolescent & Adult Intelligence Test (KAIT)

Achievement Tests

Achievement tests measure learning of general or specific academic skills. Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation (such as vocabulary). They are usually either general survey batteries covering several subject areas or single-subject tests. They can be criterion-referenced, norm-referenced, or both. Achievement tests are usually identified by grade level. It is important to establish the specific purpose for giving an achievement test to decide what type to use. Examples include:

- Stanford Achievement Test (STAT)
- Wide Range Achievement Test-Revision 3 (WRAT 3)
- Basic Achievement Skills Inventory (BASI)
- Basic Achievement Individual Screener (BASIS)
- Kaufman Test of Educational Achievement, Second Edition
- Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
- Woodcock Johnson III

- Adult Basic Learning Examination (ABLE)

Personality or Preference Tests

Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or opposition to a, career under consideration. The score alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests. Examples include:

- Sixteen Personality Factor Questionnaire (16PF, Fifth Edition)
- Personal Career Development Profile (PCDP) and PC/DP Plus
- Myers-Briggs Type Indicator® (MBTI®) Instrument
- Student Styles Questionnaire (SSQ)

Career Maturity or Readiness Tests

Career maturity inventories are designed to measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum. Examples include:

- Career Maturity Inventory (CMI)
- Career Thought Inventory (CTI)
- Career Beliefs Inventory (CBI)
- Career Development Inventory (CDI)
- Career Decision Scale (CDS)

Self-Determination Assessments

Self-determination assessments provide information as to one's readiness to make decisions related to their postsecondary ambitions. Such assessments provide data to help a student identify their relative strengths and limitations related to self-determination and factors that may be promoting or inhibiting this outcome. Examples include:

- The Arc's Self-Determination Scale – Adolescent Version
- Self Determination Assessment Battery
- Choice Maker Self-Determination Assessment

Work-related Temperament scales

These tools assess work-related temperament and can help develop individual transition components of the IEP for students with disabilities. An example is:

- The Work Adjustment Inventory (WAI)

Transition Planning Inventories

Transition planning inventories involve a process which identifies transition strengths and needs. These areas encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. Examples include:

- Transition Planning Inventory
- Transition to Work Inventory (TWI)
- www.caseylifeskills.org

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The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.

Examples of Informal Transition Assessments

Employment Related Survey

1. What do your parents/ guardians do for work?
2. Do you have any older brothers/sisters?
 - a. If yes, what do they do?
 - b. Did they finish high school?
3. Do you have any relatives or other persons you know that have what you think is a neat job?
 - a. Describe the job and the person.
4. What are your strengths?
5. What are your weaknesses?
6. What is your favorite class in school? Why?
7. What is your least favorite class in school? Why?
8. What classes would you like to take?
9. Do you plan on graduating from high school?
10. What do you plan to do after high school?
11. Where do you plan to live?
12. Do you have a driver's license?
13. Do you have access to reliable transportation? Explain.
14. Describe your job history or any work experience you have.

15. How many days of school did you miss last year?
16. Do you belong to any school, church, or community groups?
 - a. If yes, what groups?
17. What are your hobbies or special interests?
18. What do you like to do on the weekends?

Self-Determination and Self-Advocacy Skills Questionnaire

The following questionnaire was developed to identify your knowledge and skills in issues related to self-determination and self-advocacy. After reading each of the following statements, please circle **one number** that best describes your level of skill.

1. I can list and discuss the academic accommodations I need to be successful in high school.

1	2	3	4	5	6
Not at all					All of the time
2. I can list and discuss the support services I need on the job in order to be successful.

1	2	3	4	5	6
Not at all					All of the time
3. I am able to independently contact the adult service providers that I will need to help me reach my employment goals.

1	2	3	4	5	6
Not at all					All of the time
4. I can independently request and effectively use academic accommodations in all my classes.

1	2	3	4	5	6
Not at all					All of the time
5. I can list and discuss the accommodations I will use to be successful in my job.

1	2	3	4	5	6
Not at all					All of the time
6. I can list and discuss my rights for reasonable academic accommodations under the law.

1	2	3	4	5	6
Not at all					All of the time
7. I identify myself as a person with a disability in order to get the support services I deserve in postsecondary education.

1	2	3	4	5	6
Not at all					All of the time

8. I can list and discuss the support services I will need in postsecondary education in order to be successful.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
9. I can state accommodations I need in the workplace that are guaranteed to me by law.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
10. I identify myself as a person with a disability in order to get the support services I deserve from my employer.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
11. I am able to independently contact the adult service providers that will help me reach my postsecondary education goals.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
12. I lead my own IEP team meetings.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
13. I state my goals and aspirations for each school year during the annual IEP meeting.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
14. I can independently request and effectively use accommodations on the job.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
15. I have identified my long-term employment goals for after high-school and I can state and discuss these long-term goals.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |
16. I am able to identify and discuss the amount and type of postsecondary education or training I will need to reach my long-term employment goals.
- | | | | | | |
|------------|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All of the time |

Student-Centered Data/ Student Interview Format

(Modify these questions as needed—choose questions that pertain to ability)

I. Attitudes toward Special Needs

1. Do you have any sort of disability or special needs?
2. Are you limited in any way by your disability or special needs?
3. Are you in a special needs program? Which one? Why?
4. How do you feel about being in this program?
5. How do your family and friends feel about it?

II. Abilities/ Strengths

1. What do you like to do?
2. What do you do well?
3. What do people compliment you on?

III. Interests and Activities

1. What do you do in your leisure time? Sports? Hobbies? Church?
2. Do you have any jobs at home? What are they?
3. What job do you think you would like to do and be good at?
4. What job(s) do you really think you would not like? Why?
5. What do you spend your money on?

IV. Occupational and Career Awareness

1. What have you done to earn money?
2. What do you see yourself doing in five years?
3. Name three jobs available in the field you are interested in.
4. What are ways to find out about job openings?
5. What do employers look for when they hire someone?
6. What are some reasons people get fired from jobs?
7. What would an employer like about you? Not like?

V. Work and Classroom Preferences

1. How do you learn best?
2. What teachers do you like best? Why?
3. Do you like to work by yourself or with a group?
4. On a job, would you rather sit most of the time or move around a lot?
5. Would you rather work outside or inside, or both?
6. How would you feel about working where it is cold? Hot? Wet? Where there

are dangerous things?

7. How would you feel about jobs that use math skills, such as counting money?
8. What kinds of people do you NOT like to work with?

VI. Educational Interests

1. What courses would you like to take? Which would you NOT like to take?
2. Would you like to enroll in vocational training now or later? What kind?
3. What classes, here at _____ school, would help you train for _____(job interest are)?

VII. Functional Skills

1. If you lived by yourself and had a job, what are some of the things you would *have* to spend your money on each month?
2. Can you use a telephone? How do you dial emergency?
3. If you had a job, how would you get to work? Can you drive?
4. Do you go shopping by yourself? What do you buy?
5. If you save money, how do you do it?

VIII. Family

1. How do your parents/guardians feel about you working?
2. Do they trust you?
3. What kinds of responsibilities does your family assign to you?
4. What do your parents say they want you to do?

Adapted from *Transition Assessment: Planning Transition and IEP Development for Youth with Mild Disabilities* by Robert J. Miller, Richard C. Lombard, and Stephanie A. Corbey. © 2007, Boston, MA: Pearson Education.

Ready to Manage Your Own Health Care?

Youth can take care of their own mental health conditions or disabilities in a variety of ways. Read the following statements then decide how much the statement is like you. Select one best answer for each statement.

General Medical Information	Agree	Kind of Agree	Kind of Disagree	Disagree
1. I know about my medical insurance and I carry a card				
2. I take good care of myself				
3. I know where my private medical records are kept				
4. I know how to get my mental health and health questions answered				
5. I have plans and know whom to contact in case of an emergency or mental health crisis				
6. I think smoking, drinking, and drugs can affect my health				
7. I only see the doctor/psychologist/psychiatrist when someone makes me				
8. I know how to use transportation to get to medical/psychological appointments				
9. I schedule my own doctor/psychologist/psychiatrist appointments				
10. I have a doctor/psychologist/psychiatrist who takes care of adult patients, not just kids				
11. I know all about my physical changes in becoming an adult. (Such as puberty, sexuality, pregnancy and sexually transmitted disease)				
Personal & Professional Interactions	Agree	Kind of Agree	Kind of Disagree	Disagree
12. It is easy to talk to psychologist/psychiatrists/doctors about my mental health concerns				

13. I trust the mental health professionals who work with me				
14. I like to have someone with me when I visit my doctor/psychologist/psychiatrist				
15. If needed, I know how to get help with my mental health care				
16. I feel afraid of the people I work with or live with				
17. I live in a safe place				
Disability or Mental Health Diagnosis -- <i>List your disabilities or mental health conditions and write in space below</i>	Agree	Kind of Agree	Kind of Disagree	Disagree
18. I know a lot about my condition/ disability				
19. I feel my condition/ disability controls my life				
20. I worry about my health and/or mental health				
21. I think my condition/disability will get in the way of what I want to do in the future				
22. I know how to access county mental health case management				
23. I am embarrassed about my condition/disability				
Medications & Treatments	Agree	Kind of Agree	Kind of Disagree	Disagree
24. I get help with taking any medications or treatments I need				
25. I think that the treatments or medications that I take for my condition will make a difference in my mental health				
26. I can get the things I need for my mental health condition				
27. I know how to get and refill prescriptions and over-the-counter medications				
28. I know what medications I take and when I need to take them				
29. I know the possible side effects of the medication I take and how to monitor for side effects and allergic reactions				

Adapted from the Children’s Mental Health Network website: www.cmh.n.org

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Parent Transition Survey

Use the following scale to rate the **FREQUENCY** of each item:

1= Not Applicable 2= Never 3= Sometimes 4= Often 5= Always

Education and Vocation: Establishing education and career goals

I encourage employment as a goal for my child	1	2	3	4	5
I provide daily opportunities for my child to make his/her own decisions	1	2	3	4	5
My child has specific chores to complete	1	2	3	4	5
I establish a safe environment where my child can make mistakes and have opportunities to try again	1	2	3	4	5
I allow my child to experience natural consequences	1	2	3	4	5
I provide for a variety of opportunities to help my child identify his/her interests	1	2	3	4	5
I talk to my child about different jobs	1	2	3	4	5
I invite my child to visit and help out at my place of employment	1	2	3	4	5
I encourage my child to volunteer	1	2	3	4	5
I promote, model, and teach self-advocacy	1	2	3	4	5
I plan activities that use and develop my child's strengths	1	2	3	4	5
I make sure my child's IEP includes job-related goals to prepare	1	2	3	4	5

him/her for the transition to work and adult life					
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Social Relationships and Communication: acquiring appropriate social skills

1= Not Applicable 2= Never 3= Sometimes 4= Often 5= Always

I listen to the concerns of my child and respect his/her positive and negative feelings	1	2	3	4	5
I promote self-esteem by listening to my child	1	2	3	4	5
I encourage my child to join social clubs and meet new people	1	2	3	4	5
I encourage my child to participate in activities and events	1	2	3	4	5
I provide my child with many opportunities for interaction with other peers with and without disabilities	1	2	3	4	5
I help my child plan activities such as sleepovers, camping, going to the movies or mall with his/her peers	1	2	3	4	5
I encourage community-based activities: work, church, leisure activities	1	2	3	4	5
I allow and encourage choice in order to foster confidence and competence	1	2	3	4	5
I teach my child how to take criticism without becoming upset	1	2	3	4	5
I discuss with my child what positive criticism means	1	2	3	4	5
I teach my child to cooperate with others	1	2	3	4	5
I teach my child how to ask for help when needed	1	2	3	4	5
I teach my child how to express feelings in a socially appropriate manner	1	2	3	4	5
I teach my child how to read body language	1	2	3	4	5

Independent Living: Developing skills for living independent

1= Not Applicable 2= Never 3= Sometimes 4= Often 5= Always

I offer my child choices for personal control in clothing, hairstyles, activities, music, etc.	1	2	3	4	5
I emphasize my child's abilities	1	2	3	4	5
I respect and promote my child's privacy	1	2	3	4	5
I encourage my child to "speak up" on his/her own behalf	1	2	3	4	5
I encourage and promote problem-solving skills	1	2	3	4	5
I respect my child's decisions, even if they differ from mine	1	2	3	4	5
I promote opportunities at home and school for my child to feel successful, supported, and appreciated	1	2	3	4	5
I take steps to ensure that my child participated in family activities, decisions, and problem-solving	1	2	3	4	5
I allow my child to experience the consequences of his/her actions	1	2	3	4	5
I help my child with awareness of his/her limitations related to his/her disability	1	2	3	4	5
I explore the supports needed to gain as much independence as possible	1	2	3	4	5
I promote a strong sense of self-worth and the confidence to believe in one's potential and the right to participate fully in society	1	2	3	4	5
I talk with my child about marriage and intimate relationships	1	2	3	4	5

Money Management and Budgeting: Taking responsibility for money and finances

1= Not Applicable **2**= Never **3**= Sometimes **4**= Often **5**= Always

I teach my child about money: units, handling and receiving money	1	2	3	4	5
I allow my child opportunities to make buying choices and selections	1	2	3	4	5
I allow my child to purchase items on his/her own	1	2	3	4	5

I guide my child as he/she creates a working budget	1	2	3	4	5
I help my child to be able to identify, find, and access community resources to assist with living, medical, transportation, educational expenses, etc.	1	2	3	4	5
I teach and guide my youth about banking options	1	2	3	4	5
I provide guidance, if necessary, as my youth applies for social security benefits	1	2	3	4	5
I talk to my child about the importance of maintaining financial records	1	2	3	4	5
I help my child set up a record keeping system	1	2	3	4	5

Personal Appearance and Hygiene: Taking responsibility for his/her own personal appearance

1= Not Applicable 2= Never 3= Sometimes 4= Often 5= Always

I teach my child the importance of, and the steps necessary for, good personal hygiene: hair, face, body, teeth, and nails	1	2	3	4	5
I teach my child to watch for skin break down from orthotic devices	1	2	3	4	5
I discuss and point out current styles and trends with my child	1	2	3	4	5
I help my child identify what styles look good on him/her	1	2	3	4	5
I teach my child to match clothing for outfits	1	2	3	4	5
I allow my child to pick out the outfit he/she wants to wear	1	2	3	4	5
I teach my child how to shop for, pick put, and purchase his/her own clothing	1	2	3	4	5

Orientation and Mobility: Taking responsibility for his/her own safe orientation and mobility

1= Not Applicable 2= Never 3= Sometimes 4= Often 5= Always

I teach my child how to maintain his/her wheelchair/equipment	1	2	3	4	5
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I teach my child to gather the tools necessary to maintain and repair his/her equipment	1	2	3	4	5
I encourage my child to attend training seminars on how to maintain the equipment	1	2	3	4	5
I teach my child how to safely cross the street	1	2	3	4	5
I identify various ways in which my child could get around the community: drive, public transportation, Dial-A-Ride, etc)	1	2	3	4	5
I identify which transportation options are available to my child	1	2	3	4	5
I help my child identify and outline what steps he/she will need to access systems of public transportation	1	2	3	4	5

** This survey is adapted from the text of PACER material

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**