

Survey of Transition Assessment Planning Practices

2016

About this survey: Thank you for your willingness to participate in this survey. This survey will help us gather data about current transition assessment practices in the state to aid in planning state resources, technical assistance, and professional development activities. We anticipate a follow up survey to measure our state's progress.

Time: This 12-item survey should take no more than 20 minutes to complete.

Reference: The creation of this survey was due to the collaboration between the National Secondary Transition Technical Assistance Center (NSTTAC), Utah State Office of Education, Department of Special Education Transition, and the Michigan Transition Outcomes Project (MITOP), University of Oklahoma, University of Massachusetts, Boston.

Section One: School-wide Information

This section is to help us gather information about the general practices existing in your school. Please select the answers that best represent the school-wide practices, not special cases.

1. In general, when does your school **first** administer transition assessments to students with disabilities? *(please select one from the following two lists)*

I do not know the answer to this question

Age or Grade	
<input type="checkbox"/> 10 years	<input type="checkbox"/> 4 th
<input type="checkbox"/> 11 years	<input type="checkbox"/> 5 th
<input type="checkbox"/> 12 years	<input type="checkbox"/> 6 th
<input type="checkbox"/> 13 years	<input type="checkbox"/> 7 th
<input type="checkbox"/> 14 years	<input type="checkbox"/> 8 th
<input type="checkbox"/> 15 years	<input type="checkbox"/> 9 th
<input type="checkbox"/> 16 years	<input type="checkbox"/> 10 th
<input type="checkbox"/> 17 years	<input type="checkbox"/> 11 th
<input type="checkbox"/> 18 years	<input type="checkbox"/> 12 th

2. In general, how often does your school administer transition assessments for an individual student? *(please select one from the following list)*

I do not know the answer to this question

How often?
<input type="checkbox"/> Several times per year
<input type="checkbox"/> One time per year
<input type="checkbox"/> Every other year
<input type="checkbox"/> Every third year
<input type="checkbox"/> One time only

3. In general, who administers the transition assessment(s)? *(please select all that apply)*

I do not know the answer to this question

Who administers?
<input type="checkbox"/> Student self-assessment
<input type="checkbox"/> Parent
<input type="checkbox"/> Special education teacher
<input type="checkbox"/> General education teacher
<input type="checkbox"/> Para-professional
<input type="checkbox"/> Transition coordinator
<input type="checkbox"/> Counselor
<input type="checkbox"/> OT/PT/SLP
<input type="checkbox"/> Administrator

Section Two: Participant Information and Transition Assessments

This section is to help us gather information about your current practices using transition assessment. Please select the answers that best represent your practices, not special cases.

4. Demographics: Which of the following is your primary role in transition:

Role:	
<input type="checkbox"/> Special education teacher	<input type="checkbox"/> Para-professional
<input type="checkbox"/> General education teacher	<input type="checkbox"/> Transition coordinator
<input type="checkbox"/> Counselor	<input type="checkbox"/> Administrator
<input type="checkbox"/> OT/PT/SLP	<input type="checkbox"/> Outside agency representative
	<input type="checkbox"/> Other:

5. What transition assessment domains* do you assess for **most** of your students?

Domains:	
<input type="checkbox"/> Academic performance	<input type="checkbox"/> Self-determination
<input type="checkbox"/> Communication	<input type="checkbox"/> Mobility/transportation
<input type="checkbox"/> College readiness	<input type="checkbox"/> Leisure and recreation
<input type="checkbox"/> Work readiness	<input type="checkbox"/> Health and fitness
<input type="checkbox"/> Independent daily living skills	<input type="checkbox"/> Interpersonal relationships
<input type="checkbox"/> Integrated community participation	

*Adapted from Sitlington, P.L., Neubert, D.A., & Clark, G.M. (2010). *Transition Education and Services for Students with Disabilities, 5th ed.*, p.77.

Transition Assessments: Transition assessment is a structured, coordinated effort to collect data on students' strengths, needs, preferences, and interests related to their postsecondary goals (Sitlington, et. al, 2007). Federal law requires "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills" (§300.320[b][1]). **Formal assessments** are standardized instruments that include descriptions of their norming process, reliability and validity, and recommended uses (NTACT, 2016). In contrast, **informal assessments** generally provide descriptive information but lack formal norming procedures (NTACT, 2016).

Please identify what formal and informal measures you use to collect this information.

6. What **formal** transition assessment instruments do you administer for **most** of your students?

Formal – Achievement Tests
<input type="checkbox"/> Adult Basic Learning Examination (ABLE)
<input type="checkbox"/> Basic Achievement Skills Inventory (BASI)
<input type="checkbox"/> Basic Achievement Individual Screener (BASIS)
<input type="checkbox"/> Kaufman Test of Educational Achievement, Second Edition
<input type="checkbox"/> Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
<input type="checkbox"/> Stanford Achievement Test (STAT)
<input type="checkbox"/> Wide Range Achievement Test-Revision 3 (WRAT 3)
<input type="checkbox"/> Woodcock Johnson III

Formal - Adaptive Behavior Assessment Information

- AAMR Adaptive Behavior Scales (ABS)
- Brigance Life Skills Inventory
- Independent Living Scales (ILS)
- Inventory for Client and Agency Planning (ICAP)
- Scales of Independent Behavior-Revised (SIB-R)
- Social Skills Rating System (SSRS)
- Vineland Adaptive Behavior Scales

Formal - General and Specific Aptitude Tests

- Armed Services Vocational Aptitude Battery (ASVAB)
- Bennett's Mechanical Comprehension Test
- Occupational Aptitude Survey and Interest Schedule-3rd (OASIS-3)
- O*NET Ability Profiler
- Wiesen Test of Mechanical Aptitude

Formal-Interest Inventories

- Becker Reading Free Interest Inventory – Revised
- COPS Interest Inventory
- Career Cruising
- Career Decision-Making System Revised (CDM-R)
- CareerForward
- Life Centered Career Education (LCCE) inventories
- myDreamExplorer
- OASIS – 3 Interest Schedule
- O*NET Career Interest Inventory
- Picture Interest Career Survey
- Reading-Free Vocational Interest Inventory:2 (R-FVII:2)
- Self-Directed Search Form R and CE
- The Strong Interest Inventory
- Utah FUTURES
- Wide Range Interest-Opinion Test Revised (WRIOT-R)

Formal – Intelligence Tests

- Comprehensive Test of Nonverbal Intelligence (CTONI)
- Kaufman Brief Intelligence Test (K-BIT)
- Kaufman Adolescent & Adult Intelligence Test (KAIT)
- Peabody Picture Vocabulary Test – 3rd Ed. (PPVT-III)
- The Stanford-Binet Intelligence Scale, Form L-M (SBL-M)
- The Wechsler Abbreviated Scale of Intelligence™ (WASI™)
- The Wechsler Intelligence Scale for Children-IV (WISC-IV)
- The Wechsler Intelligence Scale for Adults – III (WAIS-III)
- Wonderlic Basic Personnel Test

Formal-Personality or Preference Tests

- 16 Personality Factor Questionnaire (16PF, Fifth Edition)
- Myers-Briggs Type Indicator®(MBTI®) Instrument

Formal – Agency Planning
<input type="checkbox"/> Inventory for Client and Agency Planning (ICAP)
Formal - Career Development Measures
<input type="checkbox"/> CAPS Ability Battery <input type="checkbox"/> Career Beliefs Inventory (CBI) <input type="checkbox"/> Career Decision Scale (CDS) <input type="checkbox"/> Career Thought Inventory (CTI) <input type="checkbox"/> COPEs Work Values <input type="checkbox"/> Job Search Aptitude Survey – 3 rd Ed.
Formal – On-the-Job or Training Evaluations
<input type="checkbox"/> Becker Work Adjustment Profile <input type="checkbox"/> Job Observation and Behavior Scale (JOBS) <input type="checkbox"/> Work Adjustment Inventory <input type="checkbox"/> Work Personality Profile
Formal – Further Education and Employment Transition Planning Inventory
<input type="checkbox"/> Transition Assessment and Goal Generator (TAGG)
Formal – Self-Determination Assessments
<input type="checkbox"/> American Institutes for Research Self-Determination Scale (AIR) <input type="checkbox"/> Choice Maker Self-Determination Assessment <input type="checkbox"/> STEPS to Self-Determination Assessment <input type="checkbox"/> The Arc’s Self-Determination Scale – Adolescent Version (ARC)

7. What **informal** transition assessment instruments do you administer for **most** of your students?

Informal – Adaptive Behavior
<input type="checkbox"/> Checklist of Adaptive Living Skills (CALs) <input type="checkbox"/> Functional Living Skills and Adaptive Behavior (FISH) <input type="checkbox"/> UCLA Pathway Skills and Behavior Assessment <input type="checkbox"/> UI REACH Behavioral Assessment
Informal – Assistive Technology
<input type="checkbox"/> WATI Assessment Package
Informal – Interviews and Questionnaires
<input type="checkbox"/> Transition Planning Inventory (TPI) <input type="checkbox"/> Enderle-Severson Transition Rating Scales (ESTR) <input type="checkbox"/> Teacher-Created Transition Interview or Survey
Informal – Direct Observation
<input type="checkbox"/> Task Analysis
Informal - Environmental or Situational Analysis
<input type="checkbox"/> Job Site Analysis Survey <input type="checkbox"/> MA Work Based Learning Plan (WBLP)

Informal – Curriculum-Based Assessments

- Brigance Employability Skills Inventory
- Brigance Life Skills Inventory
- Brigance Transition Skills Inventory
- Choice Maker Set
- Life Centered Career Education (LCCE)

Informal-Interest Inventories

- California Career Zone Self Assessment
- CareerOneStop Skills Assessment
- Career View
- Drive of Your Life Career Exploration Game
- Indiana Career Explorer
- Virginia Career Town Career Exploration Game

Informal-Postsecondary Readiness Assessments

- Landmark’s Assessing College Readiness
- A-STEP Mentee Tracking Form
- Ohio Employability/Life Skills Assessment 14-21 years
- Think College Postsecondary Readiness Rubric

Informal – Transition Planning Inventories

- Casey Life Skills (<http://lifskills.casey.org/>)
- Choosing Outcomes and Accommodations for Children 3 (COACH3)
- Future Planning Inventory
- Gary Clark’s – Informal Assessment for Transition Planning
- Washington’s Life Skills Inventory: Independent Living Skills Assessment Tool
- Quickbook of Transition Assessments
- STAT-R
- Supports Intensity Scale (SIS)
- TEACCH Transition Assessment Profile
- Transition Planning Inventory
- Transition to Work Inventory (TWI)

Informal – Self-Determination Assessments

- Barsch Learning Styles Inventory
- C.I.T.E. Learning Styles Inventory (<http://bit.ly/1rvwrAA>)
- CO Goal Attainment Scaling Self-Advocacy Assessment
- Kaleidoscope Profile Learning Preferences
- edutopia Multiple Intelligences Self-Assessment
- NCSU Learning Styles Questionnaire
- Odessa Learning Styles Inventory
- Personal Preference Indicators
- UMN Learning Styles Survey
- VARK

Adapted from NACT’s Age Appropriate Transition Assessment Toolkit 4.0 Edition at transitionta.org, Zarrow Center presentations and materials, and DCDT materials

8. What other **formal** transition assessment do you use with most of your students?

9. What other **informal** transition assessment do you use with most of your students?

10. How and when do students first find out their transition assessment results?

11. How is **administration** of transition assessments documented in the IEP? *(please check all that apply)*

Documentation
<input type="checkbox"/> Box checked on the IEP stating that transition assessments are administered
<input type="checkbox"/> Summary report in the IEP file
<input type="checkbox"/> Protocols in the IEP file
<input type="checkbox"/> Summary in PLAAFP
<input type="checkbox"/> Other: _____

12. How are the **results** of transition assessments documented in the IEP? *(please check all that apply)*

Documentation
<input type="checkbox"/> Box checked on the IEP stating that transition assessments are administered
<input type="checkbox"/> Summary report in the IEP file
<input type="checkbox"/> Protocols in the IEP file
<input type="checkbox"/> Summary in PLAAFP
<input type="checkbox"/> Other: _____