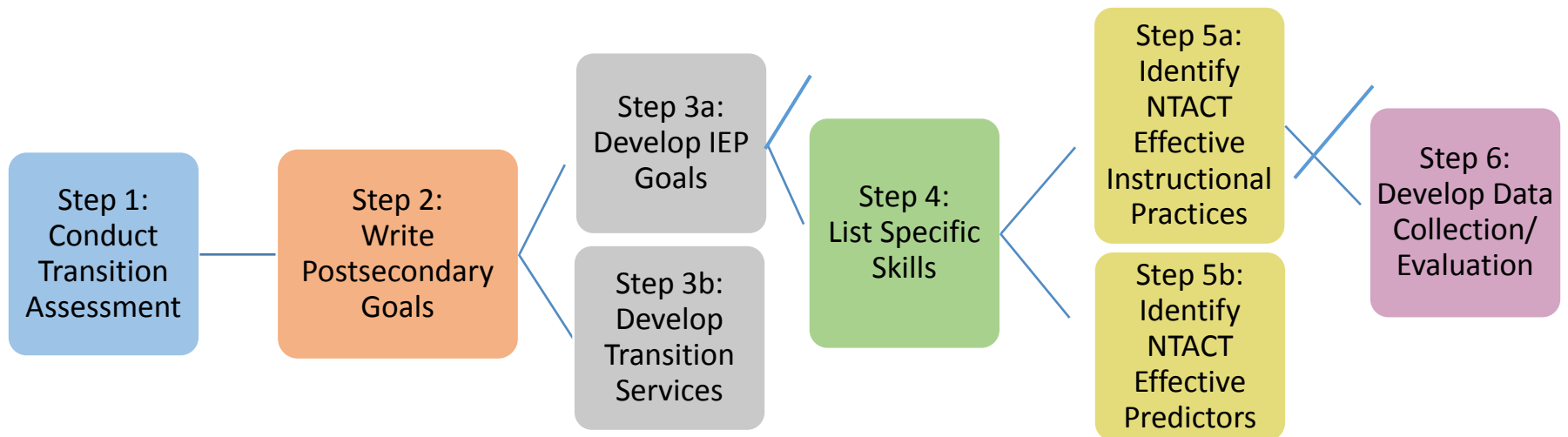


From Assessment to Practice: A Model for Teachers

The National Technical Assistance Center on Transition (NTACT) has identified instructional practices and predictors for improved post school success based on the best available evidence. The following model was developed to provide teachers with a process for incorporating them into the transition planning process; from transition assessment to classroom instruction.



Step 1: Conduct Necessary Transition Assessment	
Conduct formal and informal assessment to determine student needs	
Step 2: Write Postsecondary Goals	
Develop postsecondary goals based on student vision of the future in education, employment, and if necessary independent living.	
Step 3a: Develop IEP Goals and Objectives	Step 3b: Develop Transition Services
Develop IEP goals and objectives designed to address needs identified in transition assessment and align with postsecondary goals	Develop transition services that are a coordinated set of activities for a student with a disability that is designed to be a results-oriented process. They should be focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Services are based on the individual student's needs, taking into account their strengths, preferences, and interests, based on transition assessments and aligning to postsecondary goals
Step 4: List Specific Skills	
Make a list of skills based on a students' IEP goals and objectives and transition services that you will teach students to improve their post-school outcomes.	
Step 5a: Identify NTACT Effective Instructional Practices	Step 5b: Identify NTACT Effective Predictors
Identify practices and strategies based in research are going to be used in the classroom, on experimental job sites, or in the community to teach specific transition related skills to students. They can be found at: http://transitionta.org/effectivepractices	These are the identified services and skills that have been shown by coordinated research to support positive post-school outcomes of students with disabilities. They can be found at: http://transitionta.org/sites/default/files/Pred_Outcomes_0.pdf
Step 6: Develop Data Collection/Evaluation System	
Collect data to monitor progress on goals and make changes as appropriate	

Case Study Moderate-Severe Disabilities- David

David is a 16 year old male with severe multiple mental and physical disabilities. He receives specially designed instruction with an alternate curriculum in a self-contained setting throughout the school day. He receives the following related services: occupational therapy, physical therapy, and nursing care. David's medical needs require the assistance of a nurse daily. He has a tracheotomy and uses a ventilator with oxygen to breathe. He is fed through a G-tube. He also has a severe seizure disorder which has resulted in a dependence on medication and 24 hour supervision.

David is an inquisitive individual. He stays awake and alert throughout most of the school day and seems to always want to be a part of the conversations that take place around him. He enjoys receiving verbal and tactile attention from his peers and teachers. He is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. He is also able to activate a variety of devices (i.e., radio, computer) using a switch with assistance.

David has limited functional communication skills. His primary mode of communication is facial gestures. He offers a smile when he enjoys an activity and is content with his current state and a blank stare when he is displeased or wants to discontinue an activity. Attempts to use augmentative communication devices have been unsuccessful; however, he is beginning to use a prerecorded switch during class activities with a moderate level of physical prompts.

David relies on a manual wheel chair to navigate his surroundings. He requires assistance to maneuver his wheel chair in and out of classrooms and in small spaces. He is able to push his chair using one hand but takes a long time to get from point A to point B. He requires a 2-person lift or mechanical device for all transfers. He has limited fine motor skills and requires handover- hand assistance for all activities. He is dependent on a personal care attendant to care for all of his personal care needs (i.e., toileting, brushing teeth, combing hair).

Model for David

Step 1: Conduct Necessary Transition Assessment
Brigance Transition Skills Inventory
Observe David in class and fill out task analysis on academic skills (e.g., math problem solving) or self-determination skills (e.g., asking for needed materials)
Ansell Casey Life Skills from parents

Ansell Casey Life Skills from teacher
<p>These transition assessments were based on David’s profile. He is a student with moderate to severe disabilities and above assessments are designed to capture information about him to aid in transition planning for students with more severe disabilities. The Brigance and observation are tools which help teachers gather data and evaluate students by observing them in a variety of settings and help determine what employment and academics skills a student like David has. The Ansell Casey will help establish what daily living skills a student like David has both at home and at school.</p>
Step 2: Write Postsecondary Goals
<p>Education: After graduating from high school David will enroll in CAP services and attend functional courses at the community college 2 days per week.</p> <p>Employment: After graduating from high school David will obtain a job with help from a job coach and Vocational Rehabilitation.</p> <p>Independent Living: Within 2 months of graduating from high school David will use a prerecorded switch to communicate his wants, needs, and desires such as when he doesn’t feel well, is finished with a task, or wants to participate in an activity with family members.</p>
<p>These postsecondary goals were developed based on assessments administered and interviews conducted with David. Specifically, with employment goals, focus on competitive employment options.</p>
Step 3a: Develop IEP Goals and Objectives
<p>Given explicit instruction on appropriate self-advocacy skills (e.g., ask for help, ask questions or report concerns to boss) in a community vocational training site, David will demonstrate appropriate self-advocacy skills during community-based vocational training at least once each day he is in the community setting throughout the duration of his annual IEP.</p> <p>Given whole task instruction using a task analysis and a weekly work schedule, David will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of her IEP.</p> <p>Given instruction and opportunities to role play, David will express a need and ask for help from at least one teacher, job coach, and work supervisor at least once a day for five days a week for the duration of his IEP.</p>
<p>These IEP goals and objectives are meant to address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.</p>
Step 3b: Develop Transition Services
<p>Transition services identified based on assessment data include:</p>

Community Experiences
Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.
Step 4: List Specific Skills
Based on assessment data, specific skills to teach include: Self-Advocacy/ Self-Determination Social Skills Vocational Skills
These skills were derived from transition assessment data. For David in the area of self-advocacy, his teacher could focus on teaching choice making, in social skills his teacher could focus on teaching communication skills and communication initiation.
Step 5a: Identify NTACT Effective Instructional Practices
Use computer-assisted instruction to teach job specific skills- http://www.transitionta.org/sites/default/files/PD_CAI_JobSpecificSkills.pdf Use SDLMI to teach goal setting and problem solving- http://www.transitionta.org/sites/default/files/PD_SDLMI_GoalAttain.pdf Use Whose Future is it Anyway to teach self-determination skills- http://transitionta.org/sites/default/files/PD_WF_0.pdf Use simulation to teach social skills- http://transitionta.org/sites/default/files/PD_Sim_Social_0.pdf
These practices address the services and can be used to teach the skills listed above. These instructional strategies will focus on teaching David self-determination skills, employment skills, and social skills.
Step 5b: Identify NTACT Effective Predictors
Based on assessment data, priority of predictors to address include: Community Experience Vocational Education
The skills and services that are checked off above relate directly to the postsecondary and IEP goals written for David. By identifying specific skills and services which tie to his goals based on the assessments in the first section, it allows for effective practices to be identified and used in the classroom, on job sites, and in the community.
Step 6: Data Collection/Evaluation
<ul style="list-style-type: none"> • Task Analysis of work schedule • Calendar to use as data collection to count number of times David self-advocates and asks for help
Data collection should occur on a regular basis and the evaluation system should be based on criterion needed to achieve IEP

goals and objectives.

Case Study Mild-Moderate Disabilities-Jodi

Jodi is a 17-year old student with mild cognitive disabilities. She is currently in her third year of high school, but she plans to go to school until she is 21 years old. She is completing a specialized course of study that includes both applied academics and vocational preparation to receive a high school diploma. Jodi lives at home with her mother, who is a real estate agent. Jodi's mother is supportive of her plans, and has a special interest in improving Jodi's ability to read. Jodi likes to look at magazines, store advertisements, and newspapers. Sometimes she can decode the words in them. She has never had an opportunity to budget her money although she identifies all bills and coins. She can also make change and pay for items in simulated and community experiences.

After high school, Jodi wants to go to the community college and work at a large department store running the register or stocking items on the shelves. This year, she worked at a discount store during school hours, and did well. There, she mostly stocked shelves, but a few days she ran the register with her job coach nearby to assist when needed. She can make change independently, but she got confused and nervous when customers asked her questions she could not answer. Jodi will need to get herself to work each afternoon, but her mom will be able to pick her up. Neither Jodi nor her mother has ever taken a city bus to get anywhere. Furthermore, her mother is scared of the idea of her talkative daughter sitting on the bus with strangers.

Jodi's mother believes that she would be happy in a retail position, but she would like Jodi to get to explore other jobs within the retail environment, such as janitorial tasks, organizational tasks, and jobs within the store café. Jodi expressed that any of those jobs would be fine, as long as she could earn money. However, her special education teacher has concerns that Jodi's hygiene skills are not adequate for a food service environment. She frequently touches her hair and face during the day, although she always appears clean. At her most recent vocational experience, Jodi's site supervisor was pleased with her work ethic but indicated that he had to provide consistent prompting to Jodi about excessive talking when she should have been working. He expressed concern that this could ultimately cause her to lose a job in the future, because as her talking increased, her productivity decreased.

Model for Jodi

Step 1: Conduct Necessary Transition Assessment

Arc's Self-Determination Scale

Student Dream Sheet

Ansell Casey Life Skills for Parent

Ansell Casey Life Skills for Teacher

Ansell Casey Life Skills for Student

Observe Jodi at a job site and fill out task analysis

Informal Assessments for Transition: Employment and Career Planning

These transition assessments were based on Jodi's profile. She is a student with mild to moderate disabilities and above assessments are designed to capture information about her to aid in transition planning for students with disabilities. The Arc's Self-Determination Scale is a self-determination assessment and will help determine what self-determination skills (e.g., goal setting, self-advocacy, problem solving) skills Jodi has. The Observation is a tool which help teachers gather data and evaluate students by observing them in a variety of settings and help determine what employment and academics skills a student like Jodi has. The Ansell Casey will help establish what daily living skills a student like Jodi has both at home and at school.

Step 2: Write Postsecondary Goals

Education: After graduating from high school, Jodi will enroll in a community college program which specializes in academic, functional, and occupational preparation for individuals with disabilities.

Employment: After graduating from high school, Jodi will obtain employment at large department store working at least 10 hours per week.

Independent Living: After graduating from high school, Jodi will have a bank account in her name in which she will manage her money on a daily basis.

These postsecondary goals were developed based on assessments administered and interviews conducted with Jodi. Specifically, with employment goals, focus on competitive employment options.

Step 3a: Develop IEP Goals and Objectives

Given explicit instruction on appropriate work skills and opportunities to roll play, Jodi will increase her productivity at her job site as demonstrated by completing all steps on a task analysis.

Given direct instruction, Jodi will increase reading comprehension as demonstrated by correctly reading a text with no more than 1 error per paragraph.

Given direct instruction, Jodi will increase math skills as demonstrated by making purchase with 100% accuracy in community

settings.
These IEP goals and objectives are meant to address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.
Step 3b: Develop Transition Services
Transition services identified based on assessment data include: Interagency Collaboration Opportunities to work off campus Community Experiences
Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.
Step 4: List Specific Skills
Based on assessment data, specific skills to teach include: Self-Care/ Independent Living Skills Vocational Skills Inclusion in General Education
These skills were derived from transition assessments that were conducted. In the area of self-care/independent living skills, Jodi's teacher could focus on financial literacy and teaching banking skills.
Step 5a: Identify NTACT Effective Instructional Practices
Teaching Employment Skills Using Community-Based Instruction http://www.transitionta.org/system/files/resources/PD_CBI_Employment.pdf Using Counting-on Strategy for Purchasing http://www.transitionta.org/system/files/resources/LP_CBI_Purchasing.pdf Using Peer Assisted Learning Strategies to Increase Reading Comprehension http://www.transitionta.org/system/files/resources/LP_Peer_Read1.pdf
These practices address the services and can be used to teach the skills listed above. The lesson plans will address specific skills Jodi needs to learn including making purchases, employment skills, and reading comprehension.
Step 5b: Identify NTACT Effective Predictors
Based on assessment data, priority of predictors to address include: Career Awareness Community Experience Interagency Collaboration Vocational Education

Inclusion in General Education
The skills and services that are checked off above relate directly to the postsecondary and IEP goals written for Jodi. By identifying specific skills and services which tie to her goals based on the assessments in the first section, it allows for effective practices to be identified and used in the classroom, on job sites, and in the community.
Step 6: Develop Data Collection/Evaluation
<ul style="list-style-type: none"> • Task Analysis of Work Schedule • Data Collection form accuracy of making purchases • Data Collection form accuracy of reading fluency
Data collection should occur on a regular basis and the evaluation system should be based on criterion needed to achieve IEP goals and objectives.

Case Study Mild Disabilities- Jason

Jason just completed his junior year of high school. He is 16 years old. He is a bright, friendly student with a specific learning disability in reading and reading comprehension. He is treasurer of the student council and plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a freshman and they have been dating for about six months. On weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time. On Saturdays during the school year, he earns spending money by working in his uncle's legal firm, answering the telephone and filing various documents.

Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students. At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

Model for Jason

Step 1: Conduct Necessary Transition Assessment
AIR Self-Determination Assessment ARC Self-Determination Scale Student Dream Sheet Observe David in class and fill out task analysis Informal Assessments for Transition: Employment and Career Planning
These transition assessments were based on Jason's profile. He is a student with mild disabilities and above assessments are designed to capture information about him to aid in transition planning for students with mild disabilities. The ARC and the AIR are self-determination assessments and will help determine what self-determination skills (e.g., goal setting, self-advocacy, problem solving) skills Jason has. The student dream sheet is a worksheet Jason can fill out which allows him to write down his interests and preferences about future employment and education goals. Observation is a tool which help teachers gather data and evaluate students by observing them in a variety of settings and help determine what employment and academics skills a student like Jason has. The Informal Assessments for Transition are checklists which teachers can fill out to determine what employment skills Jason has.
Step 2: Write Postsecondary Goals
Education: After graduating from high school, Jason will enroll in a four-year college and major in a teacher education program. Employment: After graduating from college, Jason will obtain a teaching job with a local school district. Independent Living: After graduating from high school, before his college classes starting, Jason will meet independently with the office of student support and discuss his need for classroom accommodations.
These postsecondary goals were developed based on assessments administered and interviews conducted with Jason. Specifically, with employment goals, focus on competitive employment options.
Step 3a: Develop IEP Goals and Objectives
Given explicit instruction on appropriate self-advocacy skills and involvement in the IEP, David will demonstrate appropriate self-advocacy skills during preparation for and the IEP meeting as demonstrated by attending, presenting his present levels of performance, goals and objectives, and accommodations and modifications at his annual IEP meeting. Given direct instruction on identifying themes of a text and instruction on how to use a graphic organizer, Jason will successfully analyze literature as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st

school semester.
Given instruction and opportunities to role play, Jason will communicate his accommodations with his general education teachers at least twice during his IEP.
These IEP goals and objectives are meant to address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.
Step 3b: Develop Transition Services
Transition services identified based on assessment data include: Access to general education
Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.
Step 4: List Specific Skills
Based on assessment data, specific skills to teach include: Goal Setting Self-Advocacy/ Self-Determination Inclusion in General Education
These skills are based on transition assessments that were conducted. Jason's teacher could focus on academic skills as a way to provide inclusion in general education. His teacher could teach him to set academic goals and communicate about his accommodations with his other teachers.
Step 5a: Identify NTACTION Effective Instructional Practices
Using Published Curricula to Teach Student Involvement in the Individualized Education Program (IEP) Meeting http://www.transitionta.org/sites/default/files/PD_Published_IEP_2.pdf Use Whose Future is it Anyway to teach self-determination skills- http://transitionta.org/sites/default/files/PD_WF_0.pdf Using Graphic Organizer to Teach Reading Comprehension http://www.transitionta.org/system/files/resources/LP_Graphic_Read2.pdf
These practices address the services and can be used to teach the skills listed above. These strategies will focus on teaching Jason to participate in his own IEP meeting and improve his reading comprehension
Step 5b: Identify NTACTION Effective Predictors
Based on assessment data, priority of predictors to address include: Exit Exam Requirement/ High School Diploma Status Inclusion in General Education

The skills and services that are checked off above relate directly to the postsecondary and IEP goals written for Jason. By identifying specific skills and services which tie to his goals based on the assessments in the first section, it allows for effective practices to be identified and used in the classroom, on job sites, and in the community.

Step 6: Develop Data Collection/Evaluation

- Teacher Made Tests on content
- Calendar data collection for number of times Jason self-advocates and participates in his IEP

Data collection should occur on a regular basis and the evaluation system should be based on criterion needed to achieve IEP goals and objectives.

Blank Template

Step 1: Conduct Necessary Transition Assessment

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Step 2: Write Postsecondary Goals

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Step 3a: Develop IEP Goals and Objectives
Step 3b: Develop Transition Services
Step 4: List Specific Skills
Based on assessment data, specific skills to teach include:



Step 5a: Identify NTACT Effective Instructional Practices

Empty space for notes related to Step 5a.

Step 5b: Identify NTACT Effective Predictors

Based on assessment data, priority of predictors to address include:

- Community Experience
- Exit Exam Requirement/ High School Diploma Status
- Inclusion in General Education
- Interagency Collaboration
- Paid Employment/ Work Experience
- Program of Study
- Student Support
- Transition Program
- Work Study

Step 6: Develop Data Collection/Evaluation

Empty space for notes related to Step 6.