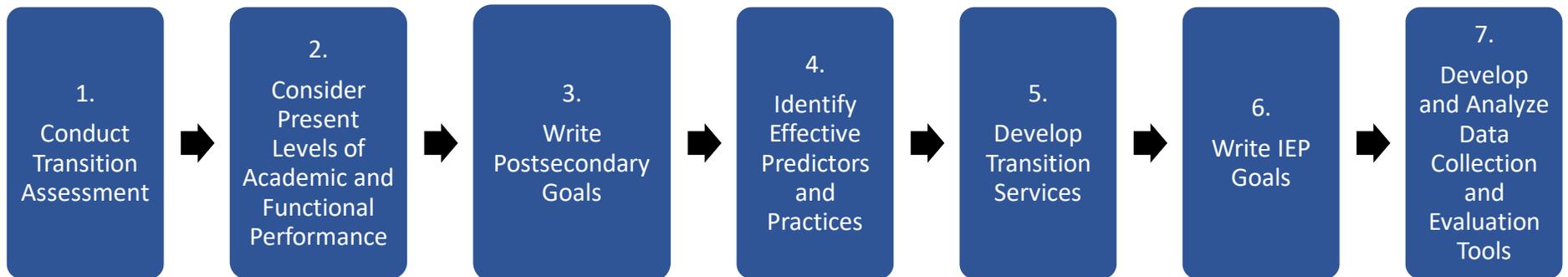




## **From Assessment to Practice: A Model for Teachers**

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 in 2017 to provide teachers with a process for incorporating these effective practices into the transition planning process; from transition assessment to classroom instruction. The model was updated in 2019 to include updated student case-studies as examples.

# From Assessment to Practice: A Model for Teachers



*This model is based on:*

Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children, 42*, 44–51. doi: <https://doi.org/10.1177/004005990904200205>

## Transition Assessment to Practice Steps: A Walk-Through

<b>Step 1: Conduct Necessary Transition Assessment</b>	
Conduct formal and informal assessment to determine student needs. Assess academic and functional performance. See the Age Appropriate Transition Assessment Toolkit: <a href="http://www.transitionta.org/Toolkits/TransitionAssessment">www.transitionta.org/Toolkits/TransitionAssessment</a>	
<b>Step 2: Consider and Report Present Levels of Performance</b>	
A variety of formal and informal assessments should reflect the students' range academic and functional performance.	
<b>Step 3: Write Postsecondary Goals</b>	
Develop postsecondary goals based on student vision of the future in education/training, employment, and if necessary, independent living. <a href="http://www.transitionta.org/TransitionPlanning/Indicator13/Checklist">www.transitionta.org/TransitionPlanning/Indicator13/Checklist</a>	
<b>Step 4: Identify Effective Predictors and Practices</b>	
<b>(a) Predictors</b>	<b>(b) Practices</b>
Identify services, attributes, and skills correlated with positive post-school outcomes of students with disabilities, according to quality research. Predictors can be found at: <a href="https://www.transitionta.org/postschool">https://www.transitionta.org/postschool</a>	Identify instructional practices for use in the classroom or in the community, based on quality research. Practices can be found at: <a href="http://transitionta.org/effectivepractices">http://transitionta.org/effectivepractices</a>
<b>Step 5: Develop Transition Services</b>	
Develop transition services that reflect a coordinated set of activities for a student focused on their postsecondary goals. Focus 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, accounting for their strengths, preferences, and interests, based on their transition assessment results. <i>Predictors from Step 4 may guide the selection of transition services.</i>	
<b>Step 6: Write IEP Goals</b>	
IEP goals (and objectives) should address specific skills a student needs to develop this year to make progress toward their postsecondary goals and align completion of transition services. Include all necessary components of a quality IEP goal. <i>The condition or teaching strategy component may include an effective instructional practice identified in Step 4.</i>	
<b>Step 7: Develop Data Collection/Evaluation System</b>	
Collect data to monitor progress on goals and make changes as appropriate. <a href="http://www.transitionta.org/Toolkits/StudentProgressMonitoring">www.transitionta.org/Toolkits/StudentProgressMonitoring</a>	

## Transition to Practice: Template

<b>Step 1: Conduct Necessary Transition Assessment</b>	
<b>Step 2: Consider and Report Present Levels of Performance</b>	
<b>Step 3: Write Postsecondary Goals</b>	
<b>Step 4: Identify Effective Predictors and Practices</b>	
<b>(a) Predictors</b>	<b>(b) Practices</b>
<b>Step 5: Develop Transition Services</b>	
<b>Step 6: Write IEP Goals</b>	
<b>Step 7: Develop Data Collection/Evaluation System</b>	

## **Transition Assessment to Practice: Case Study Example with Allison**

Allison is an 18-year-old junior who lives at home with her mom, dad, and six siblings. She enjoys spending time with friends during and after school; her favorite classes are ones with her friends. Allison was identified as having a specific learning disability that affects reading comprehension and written expression. In English Language Arts, Allison utilizes her content-specific accommodations and has maintained a B average. For written expression, she uses a word processor and receives extended time by an extra 50% for essays and tests. For reading comprehension, she listens to audio texts to improve her comprehension. Along with her interpersonal skills and friendly nature, Allison's oral expression skills are a strength for her. Allison is in all general education courses. Allison dedicated herself to meeting each of her IEP goals for the past year.

Allison reported on her school's career planning survey administered to all juniors that her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing her first year of teaching at an elementary school, which is near the family home. For fun, Allison visits her sister's classroom and helps make materials for lessons. When her special education teacher interviewed Allison to prepare for her IEP meeting, Allison explained that she enjoys spending her free time with others. She has decided that she wants to work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher. At the beginning of the school year, Allison completed the Career Employment Education Checklist, which indicated a preference for educational instruction and community and social service occupations and strengths with her interpersonal skills. After high school, Allison is planning to go to a four-year university, not a community college, which she also indicated on the school's junior year survey.

Allison likes to work out at the gym with friends and play softball on a county league team. She loves movies and shopping with her sisters. On the school's parent survey, Allison's parents indicated they are concerned about how her lack of homework completion will affect her in college. They also reported that Allison has not been managing her time well this year. They are concerned that Allison does not have the organizational skills to effectively manage her study time and social life. Allison also reported that her organizational skills could be a barrier to achieving her postsecondary goals. Allison has begun making changes to be more organized; however, she has yet to use her planner successfully. She regularly submits assignments after their deadlines, according to progress notes from teachers for her case manager.

Allison reports to each of her teachers about her disability and accommodation needs at the beginning of each semester. When in middle school Allison was "mortified" (her words) about having a disability. However, through a small group led by her guidance counselor for freshman with learning disabilities, Allison says she has gained an understanding about her disability and is proud about the challenges she has overcome. Nonetheless, on the AIR Self-

Determination Assessment, Allison did not rate herself at the highest level on demonstrating skills at school.

Because Allison wants to work with children, her parents are adamant that Allison attend a university that offers a degree in child development. In the parent interview, her parents expressed concern about spending money on college if it is not related to her postsecondary plans. In the interviews with Allison's parents and Allison, her special education teacher explained that Allison will need to meet with disability services at the universities she's considering, so she can determine a good match for supports for her. While she is proud of her accomplishments, Allison views her disability as a challenge and is afraid her disability may stop her from being successful at college. She expressed concern in her meeting with her special education teacher that she needs to make a good decision about finding a college with the best major and the best supports. Her teacher suggested Allison make an appointment with the school's counselor to ensure her course of study aligns with her postsecondary goals. Her teachers believe that Allison will be successful, but they know she will need to meet assignment and project deadlines.

Preferences:

- Being in classes with friends
- Enjoying free time with others
- Going to a four-year university not a community college
- Working with children but not sure she wants to be a teacher

Interests:

- Socializing with friends
- Helping her sister in her first-grade classroom
- Working out at the gym with friends
- Playing softball
- Going to the movies
- Shopping with sisters
- Working with children (in the future)

Needs:

- Clear understanding of postsecondary options that match her interests and skills
- Time-management and organization strategies
- Confidence for success in college

Strengths:

- Maintains B average
- Oral expression
- Interpersonal skills
- Met previous year's IEP goals
- Utilizes accommodations
- Describes her disability and accommodation needs to teachers

<b>Transition Assessment to Practice: Model for Allison</b>	
<b>Step 1: Conduct Necessary Transition Assessment</b>	
Assessment	<ul style="list-style-type: none"> <li>• AIR Self-Determination Assessment</li> <li>• ARC Self-Determination Scale</li> <li>• Student Dream Sheet</li> <li>• Observe Allison in class/across school or work settings and fill out task analysis</li> <li>• Informal Assessments for Transition: Employment and Career Planning</li> </ul>
Explanation	<p><i>These transition assessments were based on Allison’s profile. She is a student with mild disabilities and the transition assessments above are age-appropriate and are designed to capture information about her to aid in transition planning for students with mild disabilities. The ARC and the AIR are self-determination assessments that measure Allison’s self-determination skills (e.g., goal setting, self-advocacy, problem solving). The student dream sheet is a worksheet that Allison can fill out which allows her to write down her interests and preferences about future employment and education goals. Teachers gather data according to task analyses and evaluate students by observing them in a variety of settings to determine employment and academics skill strengths and needs. The Informal Assessments for Transition collect data on employment skills through checklists completed by teachers/ job coaches.</i></p>
<b>Step 2: Consider and Report Present Levels of Performance</b>	
Provided	<p><b>Academics:</b> Allison qualifies for special education services for her specific learning disability, which affects her reading comprehension and written expression. Allison spends most of her school day in general education classes, maintains a B average, and utilizes accommodations (i.e., extended time for essays and tests, word processing, and audio texts) (report card, teacher reports). Allison needs additional support with <b>writing organization, writing mechanics, and reading comprehension</b>, which she receives in a co-taught English Language Arts and self-contained resource class. With supports, Allison has maintained a B in English Language Arts, which indicates college readiness. To date, Allison has met state testing requirements.</p> <p><b>Functional:</b> Allison wants to work with children after obtaining a four-year degree (junior year survey). She needs to explore career options (student interview), but she has strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist). Allison describes her disability and accommodation needs to teachers (teacher reports, informal interviews).</p> <p>Allison <b>struggles meeting assignment deadlines and needs to improve</b></p>

	<b>organizational skills</b> to prepare for college expectations (teacher reports, parent interview, student interview).
<i>Explanation</i>	<i>This is a summary straight from the PLAAFP using the points in the provided in the case study.</i>
<b>Step 3: Write Postsecondary Goals</b>	
Provided	<p><b>Education:</b> After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</p> <p><b>Employment:</b> After college, Allison will be employed as a preschool teacher.</p> <p><b>Independent Living:</b> After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.</p>
<i>Explanation</i>	<i>These postsecondary goals were developed based on assessments administered and interviews conducted with Allison. Specifically, with employment goals, focus on competitive integrated employment options.</i>
<b>Step 4(a): Identify Effective Predictors</b>	
Provided	<p>Based on assessment data, priority of predictors to address include:</p> <ul style="list-style-type: none"> <li>• Exit Exam Requirement/ High School Diploma Status</li> <li>• Inclusion in General Education</li> <li>• Paid Work/ Work Experiences</li> <li>• Self-Determination</li> </ul>
<i>Explanation</i>	<ul style="list-style-type: none"> <li>• <i>The skills and services indicated above relate directly to the postsecondary and IEP goals written for Allison. By identifying specific skills and services, which tie to her goals based on the assessments in the first section, it allows effective practices to be identified and used in the classroom, on job sites, and in the community.</i></li> </ul>
<b>Step 4(b): Identify Effective Practices</b>	
Provided	<ul style="list-style-type: none"> <li>• Using Graphic Organizer to Teach Reading Comprehension <a href="http://www.transitionta.org/system/files/resources/LP_Graphic_Read2.pdf">http://www.transitionta.org/system/files/resources/LP_Graphic_Read2.pdf</a></li> <li>• Use Self-Determination Learning Model of Instruction to Teach Goal Setting and Attainment</li> </ul> <p>Effective Practices Matrix/ <a href="http://www.transitionta.org">www.transitionta.org</a></p>
<i>Explanation</i>	<i>These practices address the potential services and necessary skills to achieve the postsecondary goals listed above. These strategies will focus on teaching Allison to participate in her own IEP meeting and improve her reading comprehension.</i>
<b>Step 5: Develop Transition Services</b>	
Provided	<p>Transition services identified based on assessment data include:</p> <ul style="list-style-type: none"> <li>• Direct instruction on reading comprehension strategies (general education and resource teachers by 4th quarter of junior year)</li> <li>• Job shadow experience with children (work program coordinator by 4th quarter of junior year)</li> </ul>

	<ul style="list-style-type: none"> <li>• Instruction in use of a self-monitoring strategy</li> </ul>
<i>Explanation</i>	<i>Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.</i>
<b>Step 6: Write IEP Goals</b>	
Provided	<p>Given direct instruction on utilizing a graphic organizer for to comprehend complex literary texts, Allison will complete the graphic organizer with 80% accuracy as measured by teacher rubrics by the end of the 1st school semester.</p> <p>Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</p>
<i>Explanation</i>	<i>These IEP goals and objectives should address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.</i>
<b>Step 7: Develop Data Collection/Evaluation System – also see <i>Student Progress Monitoring Toolkit</i> at <a href="http://www.transitionta.org">www.transitionta.org</a></b>	
Provided	<ul style="list-style-type: none"> <li>• Teacher-made tests on content</li> <li>• Task analysis of job shadowing with questionnaire to reflect Allison’s perspectives</li> </ul>
<i>Explanation</i>	<i>Data collection should occur on a regular basis and the evaluation system should be based on criteria needed to achieve IEP goals and objectives.</i>

### Transition Assessment to Practice: Case Study Example with Lissette

Lissette is a 20-year-old student with Down Syndrome and moderate intellectual disability (WISC IV; Vineland-3 Adaptive Behavior, Supports Intensity Scale). In early adolescence, Lissette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall.

Lissette will graduate from public school in less than six months, but she is performing below average in math, reading and written expression (classroom data, portfolio, state/district assessments, benchmarks, curriculum-based measures). She plans to attend Community College of Allegheny County, with several other friends from her class, to take courses to gain skills related to academics and career preparation to be successful at work. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lissette wants to complete this application herself, without help from her parents.

Lissette is performing below average in math, reading, and written expression. Results of an adaptive behavior checklist completed by the teacher during Lissette's 12th grade year and when she was 20 years old indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life. However, she continues to need some support in this area, especially in novel settings or with different tools or equipment (e.g., taking the bus from a new stop, using a different microwave than what is in her home). She wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was "difficult" and reported that she almost fell (ecological assessment).

For the past few years, Lissette has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels. Lissette enjoys her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she does not have the skills necessary to be a cook or prep chef. Lissette needs to acquire new skills to reach her goal of working in a downtown restaurant. She expressed a desire to apply for jobs at a conveniently located chain restaurant to gain experience in a restaurant setting (interview with Lissette, Transition Assessment Goal Generator [TAGG]).

Lissette will engage in conversation with her family and friends at school as well as strangers, occasionally, but she is quiet at work. She finds it difficult for her co-workers to understand her sometimes, so she chooses not to communicate much. In order to better communicate with unfamiliar people, she just received an assistive technology voice output

device that is about the size of a palm pilot. Lissette is willing to use the device to be clearly understood, but she is still learning to use it effectively.

Currently, Lissette lives with her mother, father, and younger brother. Lissette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with another young woman. Lissette has expressed a desire to someday get married and have children, but she does not currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well (interviews with Lissette and parents, TAGG, Brigance Transition Assessment).

Lissette's parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lissette protect herself around unfamiliar people. Lissette also tends to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college. In addition, Lissette's parents would like some strategies to help Lissette get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money (information provided in parent interview, environmental analysis). Finally, Lissette reads at a third-grade level and is unable to read signs that she sees in unfamiliar places (classroom assessments, district/statewide assessments). She also has problems reading the time on analog clocks, which are found in most in food service environments (classroom assessments, district/statewide assessments).

Preferences:

- Jobs related to the food service industry; prefers to work in a restaurant downtown
- Socializing
- Being independent like others her age

Interests:

- Wants to get married and have children
- In a few years she wants to move out
- Wants to be a cook or prep chef; apply for jobs at local restaurant chain to gain experience
- Lissette and family are interested in community programs that will help Lissette protect herself around unfamiliar people

Needs:

- Mobility and communication are challenging for Lissette
- Efficient use of voice-output device – especially at work
- Safe socialization skills
- Strategies for independently preparing for school or work each day
- Telling time on an analog clock and reading comprehension above 3<sup>rd</sup> grade

Strengths:

- Successful employment at a pretzel shop in the mall

- Functional skills are strong and support readiness for independent living
- Lissette received an assistive technology voice output device that is about the size of a palm pilot; she is willing to use the device

<b>Transition Assessment to Practice: Model for Lissette</b>	
<b>Step 1: Conduct Necessary Transition Assessment</b>	
Assessments	<ul style="list-style-type: none"> <li>• Arc’s Self-Determination Scale</li> <li>• Student Dream Sheet</li> <li>• Ansell Casey Life Skills for Parent</li> <li>• Ansell Casey Life Skills for Teacher</li> <li>• Ansell Casey Life Skills for Student</li> <li>• Observe Lissette at a job site and fill out task analysis</li> <li>• Informal Assessments for Transition: Employment and Career Planning</li> </ul>
<i>Explanation</i>	<p><i>These transition assessments were based on Lissette’s profile. She is a student with Down Syndrome and moderate disabilities. The assessments are designed to capture information about her to aid in transition planning for students with disabilities. The Arc’s Self-Determination Scale is an age-appropriate self-determination assessment which self-determination skills (e.g., goal setting, self-advocacy, problem solving). Ansell Casey Life Skills will reflect the perspectives of multiple sources regarding Lissette’s daily living skills at home and at school. Teachers gather data according to task analyses and evaluate students by observing them in a variety of settings to determine employment and academics skill strengths and needs. The Informal Assessments for Transition collect data on employment skills through checklists completed by teachers/ job coaches.</i></p>
<b>Step 2: Consider and Report Present Levels of Performance</b>	
Provided	<p><b>Academics:</b> Lissette receives instruction following the Occupational Course of Study in a separate setting to ensure access to the General Curriculum with intensive modifications and accommodations. Based upon the WISC IV, Lissette qualifies for special education services under Intellectual Disability, which affects her academic, functional, and communication skill development. Lissette spends most of her school day in a separate setting following the Occupational Course of Study. <b><u>Lissette is performing below average in math, reading and written expression</u></b> (classroom data, curriculum-based assessments). Based on Brigance assessments in academic, functional, and transition skills, Lissette requires supports to access content and activities within school and work settings.</p> <p><b>Functional:</b> Based on the Vineland-3 Adaptive Behavior, Supports Intensity Scale, Lissette requires <b><u>supports to complete functional skills where mobility is a factor</u></b>. Physical Therapy is required to ensure stability and safety in all environments. <b><u>Functional communication is developing</u></b> (according to Vineland-3 Adaptive Behavior, Supports Intensity Scale, Brigance Assessment)</p>

	and increasing these skills will be critical to <b><u>ensure that Lissette develops more regularity with demonstrating self-determination skills</u></b> . Based on interviews with parents, teachers, and related transition service provider (VR) and assessments (YES Employment, Brigance, alternate assessments) Lissette requires intensive supports to complete job tasks. Ensuring that intensive supports are in place with help Lissette access postschool educational and employment activities.
<i>Explanation</i>	<i>This is a summary straight from the PLAAFP using the points in the provided in the case study.</i>
<b>Step 3: Write Postsecondary Goals</b>	
Provided	<p><b>Education:</b> After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.</p> <p><b>Employment:</b> After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college. After MCCC, Lissette will be employed in food preparation with a caterer or full service restaurant in her community.</p> <p><b>Independent Living:</b> After high school, Lissette will use public transportation to safely navigate throughout her community.</p>
<i>Explanation</i>	<i>These postsecondary goals were developed based on assessments administered and interviews conducted with Lissette. Specifically, with employment goals, focus on competitive employment options.</i>
<b>Step 4(a): Identify Effective Predictors</b>	
Provided	Based on assessment data, priority of predictors to address include: <ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Career and Technical Education</li> <li>• Community Experience</li> <li>• Paid Work/ Work Experiences</li> </ul>
<i>Explanation</i>	<i>The skills and services that indicated above relate directly to the postsecondary and IEP goals written for Lissette. By identifying specific skills and services, which tie to her goals based on the assessments in the first section, it allows effective practices to be identified and used in the classroom, on job sites, and in the community.</i>
<b>Step 4(b): Identify Effective Practices</b>	
Provided	<ul style="list-style-type: none"> <li>• Teaching Employment Skills Using Community-Based Instruction <a href="http://www.transitionta.org/system/files/resources/PD_CBI_Employment.pdf">http://www.transitionta.org/system/files/resources/PD_CBI_Employment.pdf</a></li> <li>• Using Counting-on Strategy for Purchasing</li> </ul>

	<a href="http://www.transitionta.org/system/files/resources/LP_CBI_Purchasing.pdf">http://www.transitionta.org/system/files/resources/LP_CBI_Purchasing.pdf</a>
<i>Explanation</i>	<i>These practices address may support services and skills needed to reach the postsecondary goals. These strategies will focus on teaching Lissette to participate in her own IEP meeting and improve her reading comprehension.</i>
<b>Step 5: Develop Transition Services</b>	
<i>Provided</i>	Transition services identified based on assessment data include: <ul style="list-style-type: none"> <li>• Enrollment in Culinary Arts II (commercial food safety)</li> <li>• Opportunities to work off campus</li> <li>• Community Experiences</li> </ul>
<i>Explanation</i>	<i>Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.</i>
<b>Step 6: Write IEP Goals</b>	
<i>Provided</i>	Given small group instruction in food safety class on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis in 5 out of 5 trials.  Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.  Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.
<i>Explanation</i>	<i>These IEP goals and objectives are meant to address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.</i>
<b>Step 7: Develop Data Collection/Evaluation System - also see <i>Student Progress Monitoring Toolkit</i> at <a href="http://www.transitionta.org">www.transitionta.org</a></b>	
<i>Provided</i>	<ul style="list-style-type: none"> <li>• Task analysis of hand washing self-monitoring</li> <li>• Permanent products with task analysis of job applications</li> <li>• Task analysis of using the bus for community navigation</li> </ul>
<i>Explanation</i>	<i>Data collection should occur on a regular basis and the evaluation system should be based on criteria needed to achieve IEP goals and objectives.</i>

### **Transition Assessment to Practice: Case Study Example with Lilly**

Lilly is a 20-year-old young woman with Multiple Disabilities according to eligibility documentation. Her IEP indicates that she receives special education services, due to a severe and profound intellectual disability (WISC IV; Vineland-III Adaptive Behavior, Supports Intensity Scale). She receives physical therapy services for 30 minutes daily, focused on strengthening muscles and stretching her muscles to maintain mobility. Progress notes from all three physical, occupational, and speech therapists are focused on her use of a wheel chair, equipped with assistive technology to increase her independent mobility and communication. She also receives nursing supervision as a related service, due to chronic illnesses associated with her digestive system requiring a colostomy, as well as a severe cardio-pulmonary condition. eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range. Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. She has a personal care attendant for eating, brushing her teeth, and combing her hair. A 2-person lift or mechanical device is required for all transfers and she has limited fine motor skills requiring hand-over-hand assistance for all activities.

Lilly is educated primarily in a classroom with other peers with high support needs. Lilly follows Extensions of the General Curriculum and participates in alternative assessments with specialized instruction in vocational, academic, and social skills. She participates in peer-supported adapted Physical Education and is in classrooms primarily with peers without disabilities for one additional elective course each semester. This semester she is enrolled in Family and Consumer Science and next semester is scheduled to enroll in Introduction to 3D Art, according to school records. Lilly participates in the high school's (school-based enterprise/SBE) Sip-Em Coffee shop and has participated in community-based work experiences the last two semesters, relying on hand-over-hand physical prompts to complete most tasks (copies of task analyses from job sites). In the coffee shop, she has recently been successful directing customers to complete their order form as they enter the shop, using a head-switch activated switch communication device on three occasions with verbal prompts (daily performance log for Sip-Em employees).

Lilly has limited functional communication skills; her primary mode of communication combines head movements and some sounds (e.g., she turns toward an activity or stimulus and makes a humming sound when she is content and turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity). Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. According to her parents', teacher, and classroom paraprofessional's completion of both the Supports Intensity Scale and Personal Preference Indicators, Lilly seems to enjoy receiving verbal and tactile attention from her family members and caregivers. Lilly enjoys listening to music and hearing the voices of her family members and caregivers. She has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities (classroom data, environmental analysis). According to a parent

interview, Lilly is awake approximately six hours out of a 24-hour period. Lilly's parents and teacher agree that, though there will always be health concerns to monitor, Lilly will be happiest and most productive after high school, spending multiple days every week in the presence of peers with an appropriate amount of activity. She becomes agitated when she is awake and the classroom, community setting, or home are quiet, according to her parents and educators (teachers and therapists). Her parents have been encouraged by Lilly's inclusion in the school-based enterprise coffee shop and are interested to understand more about how she could be supported to volunteer or work in the community – something they never dreamed possible when she was younger. They expressed that while they are sometimes overwhelmed by the expenses and physicality of Lilly's lifelong needs, they feel supported by their extended family and the inclusive atmosphere throughout Lilly's school district and community.

#### Preferences:

Being included in activities with others

- Having time to rest and stretch out of the wheelchair with music
- Communicates preference/interests with gestures/eye contact

#### Interests:

- Enjoys being included in group activities as she seems to enjoy receiving verbal and tactile attention from her family members, caregivers, and peers
- Music

#### Needs:

- Medical needs require the assistance of a nurse daily
- No sight, but her hearing is thought to be within the normal range
- Limited mobility requiring the use of a 2-person lift or mechanical device for transfers and assistance with personal care
- Limitation with motor skills and requires hand-over-hand assistance for all activities
- Limited functional communication skills; her primary mode of communication combines head movements and some sounds
- Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency

#### Strengths:

- Medical needs require the assistance of a nurse daily
- No sight, but her hearing is thought to be within the normal range
- Limited mobility requiring the use of a 2-person lift or mechanical device for transfers and assistance with personal care
- Limitation with motor skills and requires hand-over-hand assistance for all activities
- Limited functional communication skills; her primary mode of communication combines head movements and some sounds
- Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency

<b>Transition Assessment to Practice: Model for Lilly</b>	
<b>Step 1: Conduct Necessary Transition Assessment</b>	
Assessments	<ul style="list-style-type: none"> <li>• Brigance Transition Skills Inventory</li> <li>• Observe Lilly 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)</li> <li>• YES employment</li> <li>• Brigance Transition Skills Inventory</li> <li>• Brigance Employability Skills Inventory-Life Skills Inventory</li> <li>• Ansell Casey (parent/teacher measures)</li> </ul>
Explanation	<p><i>These transition assessments were based on Lilly's profile. She is a student with severe disabilities and the assessments described above are designed to capture information about her to aid in transition planning for students with more severe disabilities. The Brigance Assessments and observations across settings gather data considering functional, adaptive, employment and academics skill strengths and needs. Ansell Casey Life Skills will reflect the perspectives of multiple sources regarding Lilly's daily living skills at home and at school.</i></p>
<b>Step 2: Consider and Report Present Levels of Performance</b>	
Provided	<p><b>Academics:</b> Lilly receives specialized instruction on the Extended Content Standards in a separate setting to ensure access to and progress in the General Curriculum with intensive modifications and accommodations (Brigance assessments in academic and functional skills; teacher made formative assessments, state/district alternative assessments). Lilly qualifies for special education services under Multiple Disability, which affects her academic, functional, and communication skill development (WISC IV, Vineland-III Adaptive Behavior, and Supports Intensity). Lilly spends most of her school day in a separate setting and she is included in peer-supported adapted P.E. with general education classes (teacher observation, interviews, data kept by teachers). Lilly requires intensive supports to access content and activities within school (teacher observations, ecological assessments) and work settings (daily performance log and task analyses for <i>Sip-Em</i> employees). The special education teacher will work with Lilly to <b>increase functional math skills</b> (e.g., learn to make payments using the next dollar up strategy), and <b>increase functional reading skills</b> (e.g., learn to state actions that should be taken when encountering emergency signs in the community using head switch; respond to story elements questions following an age-appropriate adapted text using head switch and manipulatives).</p>

	<p><b>Functional:</b> Based on the Vineland-3 Adaptive Behavior, Supports Intensity Scale, Lilly requires intensive supports (hand-over-hand, physical, and consistent verbal prompts to use the AAC head switch) to complete academic, functional, adaptive behavior and employment-related skills. Full time nursing care is required to ensure Lilly’s medical safety and well-being. Functional communication is emergent, thus this will be be critical for ensuring that Lilly develops receptive and expressive communication more consistency by demonstrating self-determination skills. Based on interviews with parents, teachers, and related transition service provider (VR) and assessments (YES Employment, Brigance, alternate assessments) Lilly requires intensive supports to complete job tasks. Ensuring that intensive supports are in place and <b><u>increasing functional communication by implementing a head switch with consistency across settings</u></b> will help Lilly access and respond in postschool training and employment activities. <b><u>Increasing functional communication will lead to increasing self-determination skills</u></b> like self-advocacy.</p>
<i>Explanation</i>	<i>This is a summary directly from the PLAAFP, using the information provided in the case study.</i>
<b>Step 3: Write Postsecondary Goals</b>	
Provided	<p><b>Education:</b> After high school, Lilly will attend an adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills.</p> <p><b>Employment:</b> After high school, given supports from a job coach, Lilly will obtain a part-time competitive integrated employment position in a setting she enjoys (e.g., in a coffee shop, restaurant, or public music venue).</p> <p><b>Independent Living:</b> After high school, Lilly will use a system of communication so that she can effectively communicate her wants and needs.</p>
<i>Explanation</i>	<i>These postsecondary goals were developed based on assessments administered and interviews conducted with Lilly and caregivers/stakeholders in Lilly’s future. Specifically, with employment goals, focus on competitive employment options.</i>
<b>Step 4(a): Identify Effective Predictors</b>	
Provided	<p>Based on assessment data, priority of predictors to address include:</p> <ul style="list-style-type: none"> <li>• Community Experience</li> <li>• Self-Determination</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Skills</li> </ul>
<i>Explanation</i>	<i>The skills and services that are indicated above relate directly to the postsecondary and IEP goals written for Lilly. By identifying specific skills and services, which tie to her goals based on the assessments in the first section, it allows effective practices to be identified and used in the classroom, on job sites, and in the community.</i>
<b>Step 4(b): Identify Effective Practices</b>	
Provided	<ul style="list-style-type: none"> <li>• Use computer-assisted instruction to teach job specific skills- <a href="http://www.transitionta.org/sites/default/files/PD_CAI_JobSpecificSkills.pdf">http://www.transitionta.org/sites/default/files/PD_CAI_JobSpecificSkills.pdf</a></li> <li>• Use SDLMI to teach goal setting and problem solving- <a href="http://www.transitionta.org/sites/default/files/PD_SDLMI_GoalAttain.pdf">http://www.transitionta.org/sites/default/files/PD_SDLMI_GoalAttain.pdf</a></li> <li>• Use Whose Future is it Anyway to teach self-determination skills- <a href="http://transitionta.org/sites/default/files/PD_WF_0.pdf">http://transitionta.org/sites/default/files/PD_WF_0.pdf</a></li> <li>• Use simulation to teach social skills- <a href="http://transitionta.org/sites/default/files/PD_Sim_Social_0.pdf">http://transitionta.org/sites/default/files/PD_Sim_Social_0.pdf</a></li> </ul>
<i>Explanation</i>	<i>These practices may address the potential services and skills needed to achieve the postsecondary skills listed above. These strategies will focus on teaching Lilly to participate in her own IEP meeting and improve her reading comprehension. After the transition services are finalized, a final selection of practices to teach specific skills can be completed.</i>
<b>Step 5: Develop Transition Services</b>	
Provided	<p>Transition services identified based on assessment data include:</p> <ul style="list-style-type: none"> <li>• Instruction in functional communication</li> <li>• Assistive technology services</li> <li>• Job explorations at locations reflecting Lilly’s stated interests, strengths, and required supports</li> <li>• Community Experiences</li> </ul>
<i>Explanation</i>	<i>Transition services are identified based on assessment data and are intended to drive progress on IEP goals and objectives.</i>
<b>Step 6: Write IEP Goals</b>	
Provided	<p>Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom and community activities with 80% accuracy as measured by teacher rubrics by the end of the 1st school semester.</p> <p>Given direct instruction for completing a job-related task, and a system of least prompting, Lilly will complete two job-related tasks with 100% accuracy by the end of the 1<sup>st</sup> school semester.</p>
<i>Explanation</i>	<i>These IEP goals and objectives should address skills students are missing based on transition assessment data and drive progress toward postsecondary goals.</i>

<b>Step 7: Develop Data Collection/Evaluation System</b> - also see <i>Student Progress Monitoring Toolkit</i> at <a href="http://www.transitionta.org">www.transitionta.org</a>	
Provided	<ul style="list-style-type: none"> <li>• Task analysis of accurate expressions and responses using head switch</li> <li>• Task analysis of 1 – 3 step job skills</li> <li>• Frequency observation instrument for use head switch across environments</li> </ul>
<i>Explanation</i>	<i>Data collection should occur on a regular basis and the evaluation system should be based on criteria needed to achieve IEP goals and objectives.</i>



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