

NEWSLETTER

Featuring Transition Assessments



Age Appropriate Transition Assessments

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Federal law regarding the education of students with disabilities 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]). The Kansas Special Education Process Handbook states “The LEA must conduct age-appropriate transition assessment at a minimum in the areas of education/training, employment, and where appropriate, independent living. The purpose of

transition is to provide information to develop and write practical, achievable measurable postsecondary goals and assist in the identification of transition services necessary in helping the student reach those goals.... It is important to consider and understand transition assessment as having the potential of being a reevaluation” (p. 4-23, 2008).

Age appropriate transition assessments reflect data from more than one person, are intended to be ongoing, based upon an individual’s chronological age, and include information gathered through formal and informal measures, including situational work assessments. Informal procedures may include interviews or questionnaires, direct observations, environmental or situational analysis, anecdotal records, curriculum based assessments, interest inventories, preference assessments, and transition planning inventories. Formal measures may include adaptive behavior and independent

Calendar

March 3-4, 2011

Autism Works - A National Conference on Autism & Employment. Registration is \$175 for two days, \$95 for one day. More information at <http://www.dps.missouri.edu/Autism.html?cmpGAS> - Location: St. Louis, MO.

March 8, 2011

Webinar Series: PECs Intro, Reinforcer Assessment, Phase 1-2 presented by Lori Chambers - Online, across Kansas

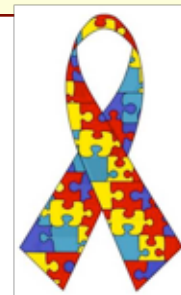
March 29-30, 2011

ADT Training (Autism Diagnostic Training) - Facilitated by Sarah Hoffmeier - Topeka, KS

For more information and registration information on Trainings, please visit:

www.KansasASD.com

& check out the Training Calendar



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living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

My experience has been that there is no one “correct” transition assessment format or set of tests appropriate for all students with disabilities. The individualized transition assessments I have participated in have required planning, with meaningful participation from the student, family, and educational team members, to assure that the right questions were being asked, centering on the needs, interests, aptitudes, abilities, and circumstances of each student. Once the issues have been identified, a set of tools can be selected for use in collecting the types of information necessary to answer the transition questions and ultimately, provide direction for plans specific to the needs, strengths and interests of the student. Customizing transition assessments to meet the needs of individuals and following up with them through on-going assessment has proven to be time well spent and ‘quality of life’, changing.

Two sources of information on Secondary Transition specific to autism, I recommend to readers, are: 1) The Ohio Center for Autism and Low Incidence’s published resource on Transition to Adulthood for Individuals with Autism Spectrum Disorders (ASD)(OCALI, 2008). The guide addresses the specific challenges individuals with ASD and their families face throughout the transition process; 2) The Organization for Autism Research also has a published resource specific to transition and autism, Life Journey Through Autism: A Guide for Transition to Adulthood (OAR, 2006). The guide is written to be useful, informative, and accessible to educators, transition specialists, administrators, employers and other community members.

Resources:

The website of the National Secondary Transition Technical Assistance Center (NSTTAC) www.nsttac.org contains a wealth of information on all aspects of Secondary Transition.

The Age Appropriate Transition Assessment Toolkit provides details and suggestions regarding who, when, and what in selecting formal and informal measures.

The KSDE, website www.ksde.org (click Special Education, and then Secondary Transition) provides access to information and links specific to Kansas.

For the OCALI Transition To Adulthood Guidelines, visit www.ocali.org/trans/transition_guidelines.php

For the OAR Guide for Transition to Adulthood, visit www.researchautism.org



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