Transition Assessment: Find Their PINS

Kriss Rita, TNF
Margie Blackmore, TNF

Find a Partner

Follow up Questions...

- How did you feel as the interviewer? Interviewee?
- Did areas of support become evident?
- Did a dream become evident?
- Did a pathway for support or instruction begin to reveal itself?
- Did you realize anything about yourself while being interviewed?
- Did you realize anything about the interviewee?

Agency Collaboration

Preferences
Interest
Needs
Strengths

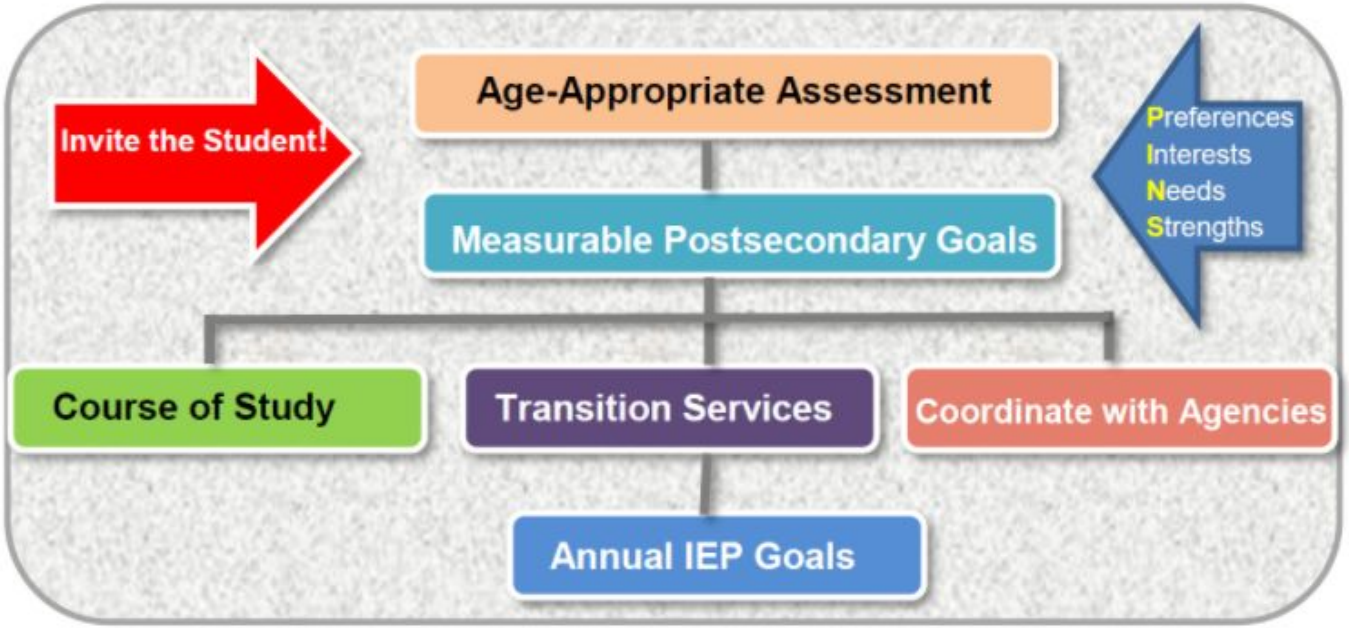
Life after School

- Training
- Education
- Employment
- Independent Living

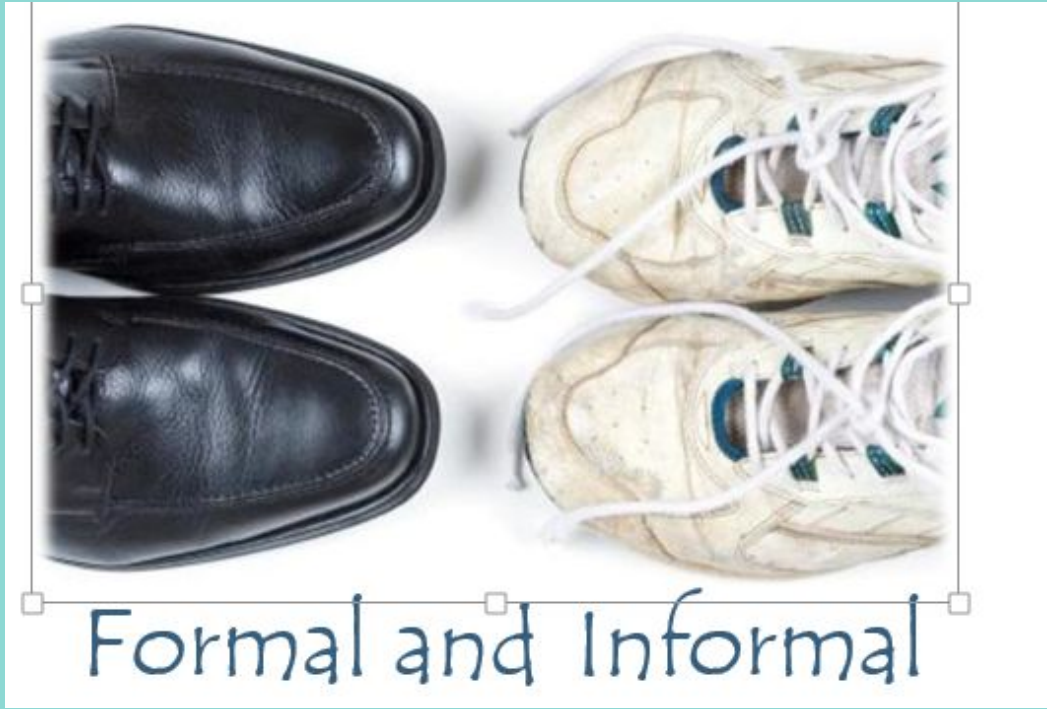
THE WHY

Transition Flow Chart

Developed by Seattle University Center for Change in Transition Services



Transition Assessment



Age Appropriate Transition Assessments

Formal:

-Standardized surveys and tests, e.g. TAGG, Casey Life Skills, etc.

-High School Grades

-Current Assessment data e.g. WIAT, Woodcock Johnson

-College entrance exam scores

Informal:

-Interviews with students, families, professionals

-Interest inventories, questionnaires

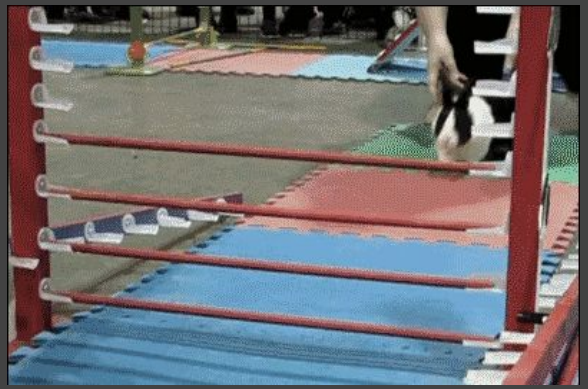
-Functional vocational evaluations

-Student Observations

Transition Assessment

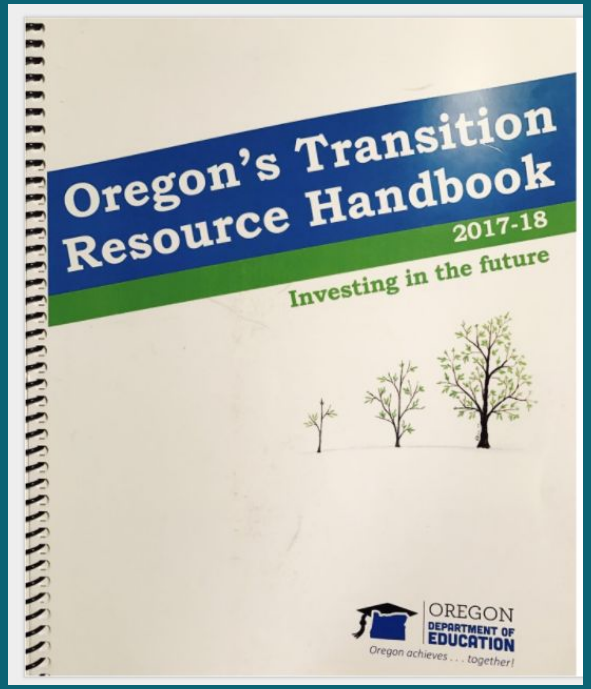
Barriers

Solutions



Oregon's Transition Resource Handbook Transition Assessments (pg 15…)

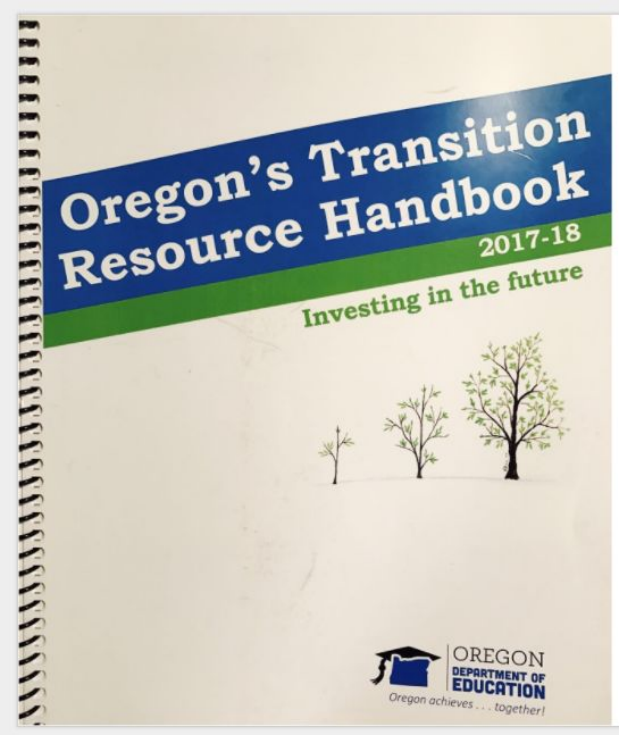
http://triwou.org/projects/tcn/resourcebooklet



AGE-APPROPRIATE TRANSITION ASSESSMENT TOOLKIT

Transition Assessment Methods		Definition	Examples	Website	Approx. Cost
Informal	Informal Transition Assessment Methods	**Interviews and questionnaires** allow you to gather information to be used to determine a youth's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, collected information helps you to better understand what is currently known about a youth, their perceptions of transition-related factors, and familial influences on the career development process. This information, in turn, helps you and the youth to develop post-school ambitions, plan a course-of-study and identify transition services and activities that will help them reach their ambitions. **Direct observation** of student performance should be conducted within the natural school, employment, education or training, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "situational assessment" (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007; Sitlington & Clark, 2001), direct observations are often done by a job coach, co-worker, recreation specialist, or vocational educator. However, in keeping with a self-determined philosophy, youths should learn to record their (performance) data.	Dream Sheet	http://transitionta.org/sites/default/files/dreamsheet.pdf	Pdf online
			Transition Planning Inventory	http://www.proedinc.com/customer/productView.aspx?ID=6063	$269
			Brigance Transition Inventory	http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI	$599
			Enderle-Severson Transition Rating Scales	https://www.estr.net/	$20 for 10
			Task Analysis	http://www.ttacnews.vcu.edu/2012/08/task-analysis-teaching-multistep-skills-made-easy/	Free online documents
			Transition Matrix (online resource center for identifying assessments need for students)	https://instrc.indiana.edu/transition-resources/transition-matrix.html	Online
Formal	Emerging Issues	There are prominent and emerging issues affecting transition assessment. First, the role of the internet and technology-based resources is rapidly evolving. Several publishers offer software packages for assessment and	American College Testing (ACT) preparation	http://www.actstudent.org/testprep/index.html	$24.95 personal online

Oregon Transition Resource Handbook Pre-ETS Resources! (pg 50…)



Resources -- Pre-Employment Transition Skills (Pre-ETS)

Job Exploration and Counseling

Life Skills	Resource Room
1. Histogram – Career Family Tree http://triwou.org/projects/tcn/topicspage/854 http://vacareerview.org/	
Name of Activity: Histogram – Career Family Tree **Review/Summary**: A histogram or career family tree is a hands on activity that gives students an opportunity to reflect on the career or occupational choices made by family members and how it may influence their career choices. The idea is to have students identify the careers or occupations of each of their immediate and extended family members then reflect on those choices asking themselves questions such as: Would I like to do that job? Why or Why Not? Is there a pattern? What might I like about that job? Dislike? A Google Search for "career family tree" will net lots of templates and examples.	
2. Career Jeopardy Game **Name of Activity:** Career Jeopardy Game http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm **A template for making your own game:** http://pages.minot.k12.nd.us/votech/Jeopardy/games/Education.ppt	
Review/Summary: This is a great activity for those days where students need a more relaxed interactive activity. Students enjoy the game as they learn about different career options. It is played just like Jeopardy on television only the categories correspond to training required. Teachers can adapt this activity by teaching each of the occupations in the game first or downloading the PPP and adding visuals. At the bottom of the page you will find several elementary level games which include careers suitable to most any age. The language is simpler on these games.	
3. Career Interest Survey **https://www.trainoregon.org/trainoregon/career-assessment** http://www.capregboces.org/RSE-TASC/PDFs/PictureCareerinterest_Inventory.pdf https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf	**3. Career Interest Inventory** https://www.mynextmove.org/ https://www.trainoregon.org/trainoregon/career-assessment https://oregoncis.uoregon.edu This system is Oregon based and designed for use in schools and has other features useful for the teacher. Vocational Rehabilitation Offices throughout Oregon use this system. There is a small subscription fee for this site though many schools in Oregon already have it.

Pictorial Inventory Test

Pictorial Interest Inventory

Structured around eight different career fields

Student name: Today's Date:

Birth Date: Age:

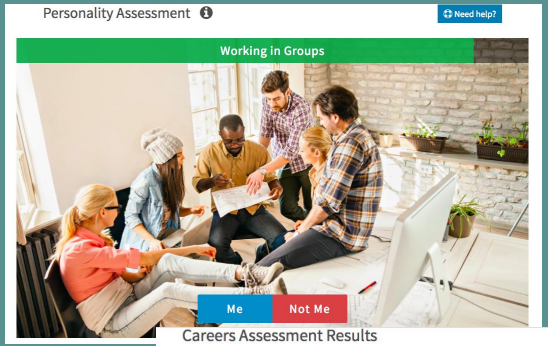
How to Use This Inventory

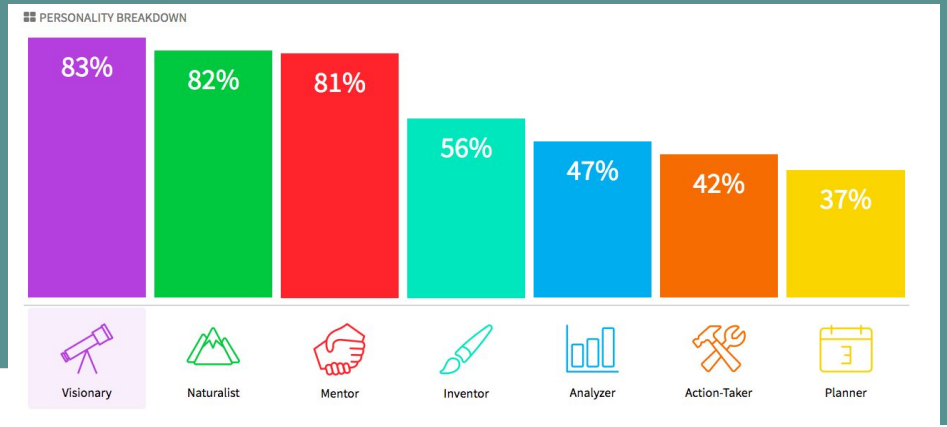
Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf

Traitify… https://www.trainoregon.org/trainoregon/career-assessment



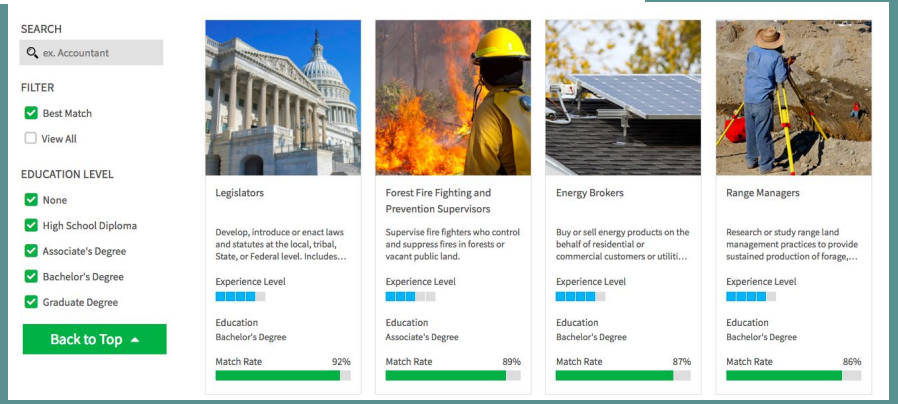


Careers Assessment Results

PERSONALITY BLEND

Visionary/Naturalist

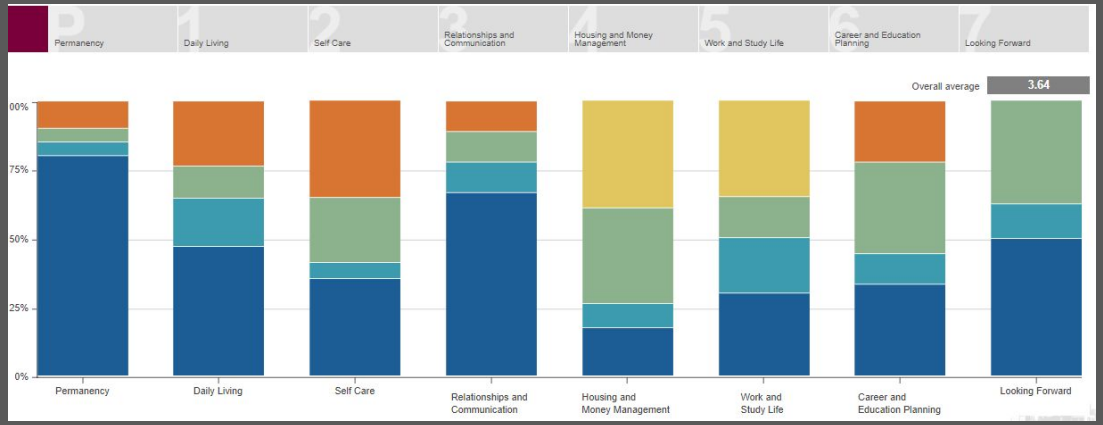
You are an energetic natural leader. You feel most at ease when experiencing nature, and you try to be outdoors as much as possible. You have a fondness for animals and don't shy away from hard work. You are very hands-on in your approach to work and life, and others are often drawn to you. You enjoy being around other people and often emerge as the life of the party. However, you recharge outside, surrounded by the natural world and often animals as well. You are always ready to join friends for hikes, camping trips, or even to help in the garden, combining the best of both social worlds for you.



Casey Life Skills

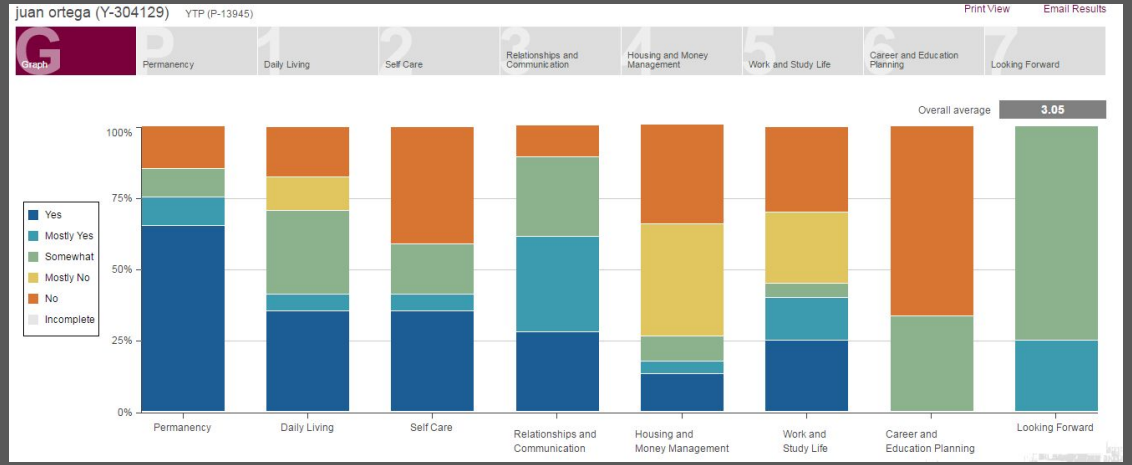
Now 3.64

Strengths:
communication & relationship
work and study life
looking forward



Last year 3.05

Strengths:
daily living
communication & relationship



https://caseylifeskills.secure.force.com/clsa_homepage

Indiana Secondary Transition Resource Center

https://instrc.indiana.edu/transition-resources/transition-matrix.html

INDIANA UNIVERSITY BLOOMINGTON

Indiana Secondary Transition Resource Center

ABOUT | TRANSITION RESOURCES | RESOURCE COLLECTIONS | CADRES OF TRANSITION LEADERS | FAMILY INVOLVEMENT | TRAINING

- Resource Search
- Transition Assessment Matrix
- Tuesday's Transition Tips
- State and National Links

Home / Transition Resources

TRANSITION ASSESSMENT MATRIX

Finding Age-Appropriate Transition Assessments

The Transition Assessment Matrix was developed for secondary education transition teachers by the Indiana Northeast Cadre of Transition Leaders and the Indiana Secondary Transition Resource Center (INSTRC). Assessments included in the Matrix have either been created by INSTRC, are available online, or are those for which INSTRC has received permission from the original publisher. Recent Matrix updates make it easier to navigate and identify

Considerations for choosing transition assessments…

Considerations for choosing career / vocational assessments:

- ❑ Is it easy for the student to use?
- ❑ Is it age/grade appropriate?
- ❑ Can students relate to the language?
- ❑ Does it stereotype career choices?
- ❑ Is it easy to read and interpret? (Does it assess interests or reading skills?)
- ❑ Does it provide feedback that leads to reflection?
- ❑ Does it enhance insights?
- ❑ Does it reflect the current and emerging job market?

Questions, Comments, Ah-ha's

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