



Welcome

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This Training is being Recorded.

***Please feel free to ask questions as they come up,
but we will have several Chat Box Check-Ins
throughout the training.***



Office Hours: Transition Assessments

Maine DOE
Office of Special Services
Monitoring Team

Updated 3/9/22



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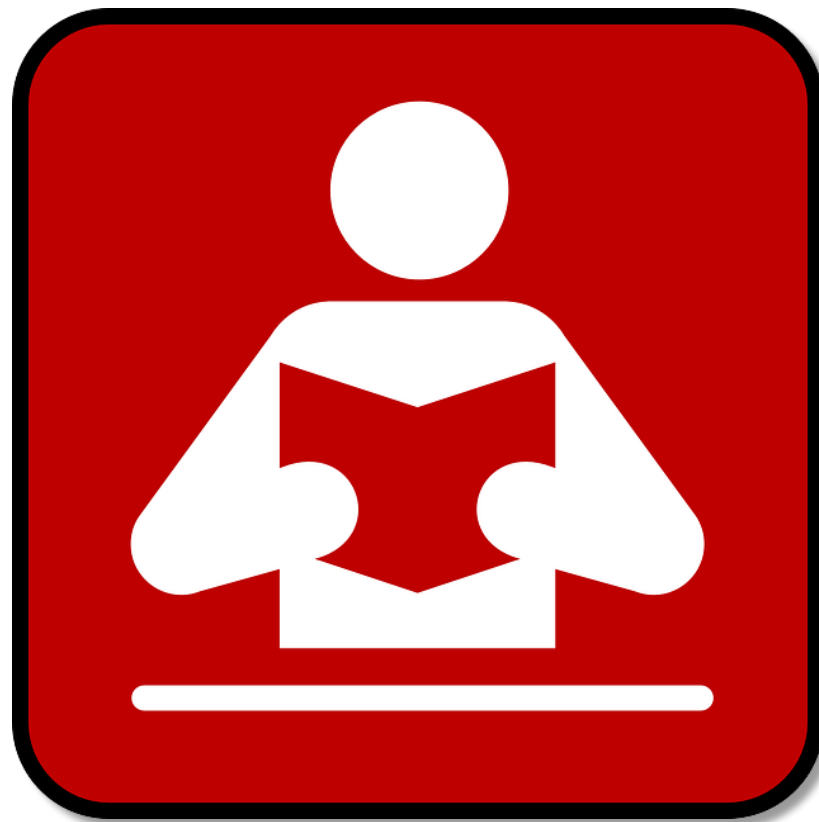
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Agenda

1. Introductions
2. B-13 Indicator
3. Transition Assessments
4. Resources
5. Questions

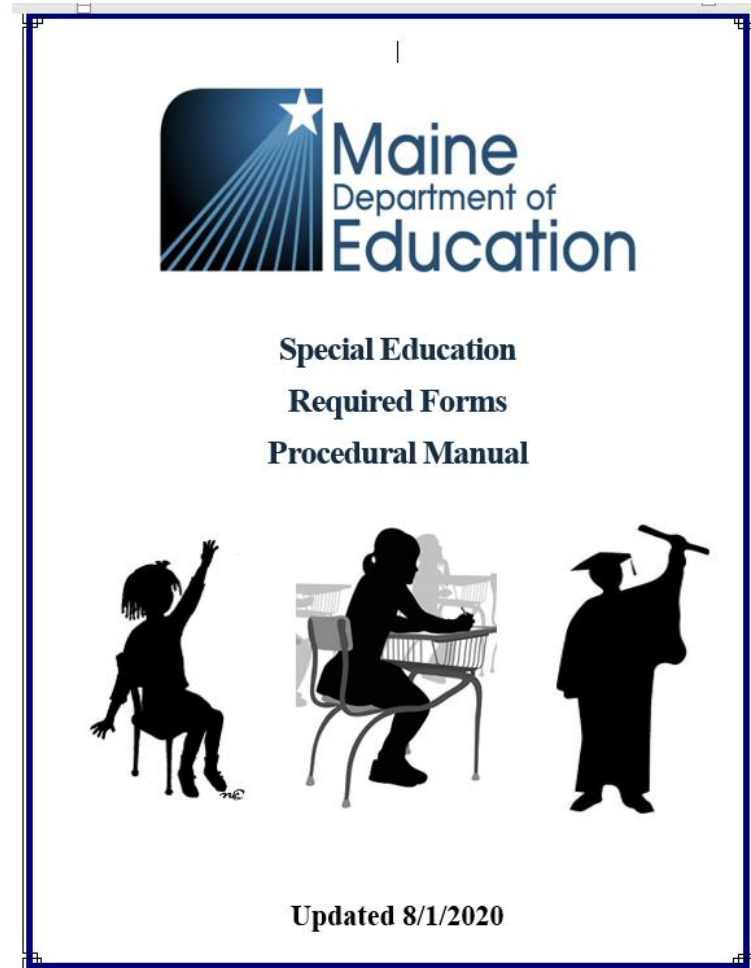


Procedural Manual link in chat box



Where are we today?

- Procedural Manual
37-41



Maine Unified Special Education Regulations (MUSER) link in chat box



05-071 Chapter 101

Maine Unified Special Education Regulation
Birth to Age Twenty

Effective Date:

August 25, 2017

Italicized text signifies State requirements

Non-italicized text signifies federal statutory or regulatory requirements



Clarification

Eligibility Forms/the Adverse Effect form is used to determine initial eligibility, continuing eligibility or to dismiss from Special Education.

- The Specific Learning Disability Eligibility Form is used for SLD
- The Speech or Language Eligibility Form is used for Speech or Language Eligibility (not necessary for related services)

The above eligibility forms have adverse effect for their respective disabilities embedded in the form.



Clarification

- The Determination of Adverse Effect on Educational Performance form is used for any disability EXCEPT: Speech or Language, SLD or Deaf Blind.

Directions:

- The use of the form is limited to:
 - Determination of eligibility for special education services.
 - Consideration of a change in eligibility for special education services.
 - Dismissal from special education services.

The procedure for determination of adverse effect applies only to the following eligibility categories: Autism, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness.



Clarification

- If the team is considering multiple disabilities using the Determination of Adverse Effect on Educational Performance Form, it is NOT necessary to complete multiple AE forms.
- It is only necessary to use multiple forms if considering SLD, Speech or Language and disability categories specific to the Determination of Adverse Effect form.



Clarification Examples

- If the IEP team is questioning Other Health Impairment and Specific Learning Disability, then please use the Determination of Adverse Effect Form and the Specific Learning Disability Eligibility Form.
- If the IEP Team is questioning OHI and Orthopedic Impairment, only the Determination of Adverse Effect Form is required.



Questions?





IDEA Part B

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- **Indicator 13: Transition in the IEP**
- **Indicator 14: Post-School Outcomes**
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

B-13 Indicator

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9B
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (<u>NOT</u> "Child will..." statements)	IEP 9F

Today's Focus: 9B

Section 9: POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE:

Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.

A. Projected Date of Graduation/Program Completion:

B. List of Transition Assessments Completed:

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

Effective Transition Planning:

Identify
Interests and
Preferences

- **Interests:** a measure of opinions, attitudes, and preferences
- **Preferences:** what the student values and likes

Set
Postsecondary
Goals

- **Postsecondary Education and Training**
- **Employment**
- **Independent Living**

Further Assess
Abilities,
Aptitudes, and
Skills

- **Abilities:** talents or acquired skills
- **Aptitudes:** characteristics that inform us of a student's learning strengths or proficiency in a particular area





Assessment

B. Transition Assessments Completed

- Indicate the age-appropriate transition assessments used to develop the post- secondary goals. As a means to show annual movement, it is encouraged, but not required, to include the year in which the assessment was provided.
- At least one transition assessment should be completed annually prior to the meeting where transition planning is being discussed. Cumulative list of transition assessments completed could be documented to show movement towards attainment or progress towards post-secondary goals.
- Completed transition assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP. Documenting transition assessment data and/or results in the IEP is encouraged, but not required. These results can be documented in Section 4 of the IEP but is not required.



Assessment

- When a child is in 9th grade, but no later than when the child is 16, whichever comes first, an age-appropriate, transition-focused assessment process must be used to identify post-secondary goals.
- Use formal and informal methods of gathering data related to the child's interests, preferences, aptitudes and abilities as they relate to and align with the skills needed for the child's given interest area.
- The assessment process considers multiple data sources to facilitate discussions and decision making in the development of the post-secondary transition plan; it is not the administration of a single assessment instrument. Types of transition assessments include: interview with child and/or parent, observations, behavioral assessment information, aptitude tests, interest and work values inventories, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.
- Transition assessments are not required for eligibility and may not require parental permission to administer.



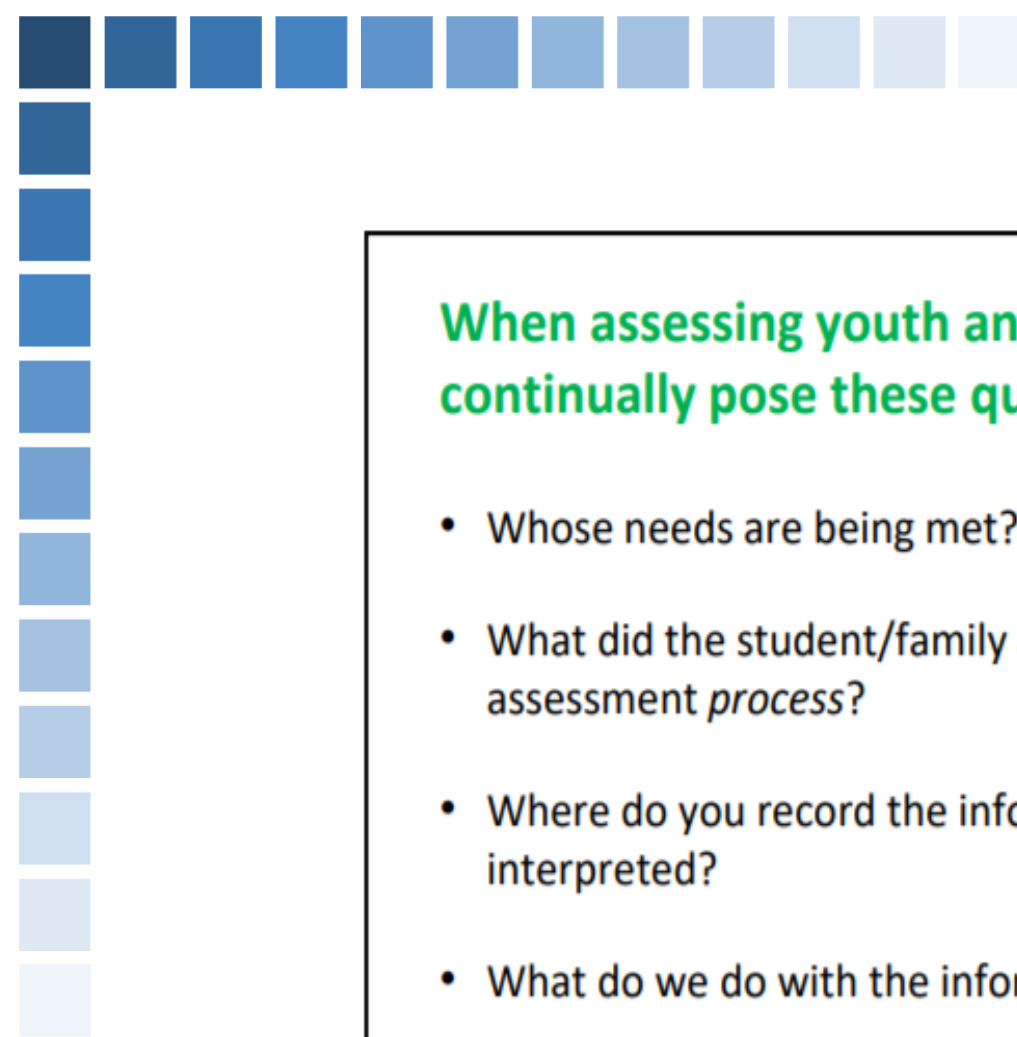
Example:

B. List of Transition Assessments Completed:

Informal student interview (2020)

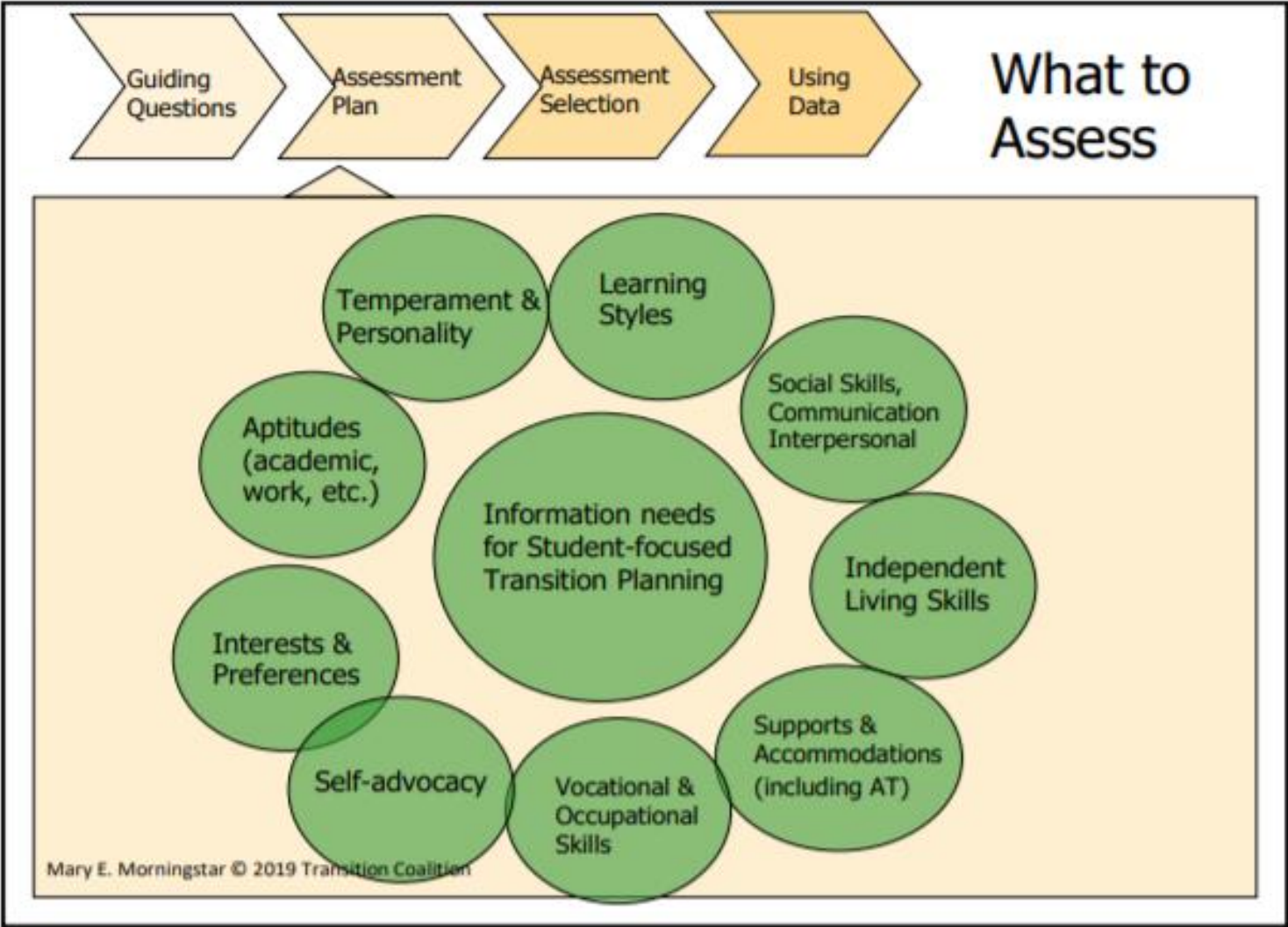
Career interest inventory (2021)

Classroom observation (2021)



When assessing youth and young adults, continually pose these questions:

- Whose needs are being met?
- What did the student/family and you learn from the assessment *process*?
- Where do you record the information – how is it interpreted?
- What do we do with the information – how is it utilized?





9B to 4A

- A summary of the results of the completed assessments *can be* recorded in the IEP.
 - Where in the IEP?
 - Section 4: Results of All Evaluations.
 - Why provide a summary?
 - Shows movement towards post-secondary goals.

*This is OPTIONAL- but recommended

Example:

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

November 2020: Informal Student Interview

Dan said that he would like to go to college to study marketing. His Uncle is in the field and has taken Dan to his office, and it looks interesting. Dan also enjoys carpentry projects and is going to take a vocational class to explore those skills further.

January 2021-Career Interest Inventory

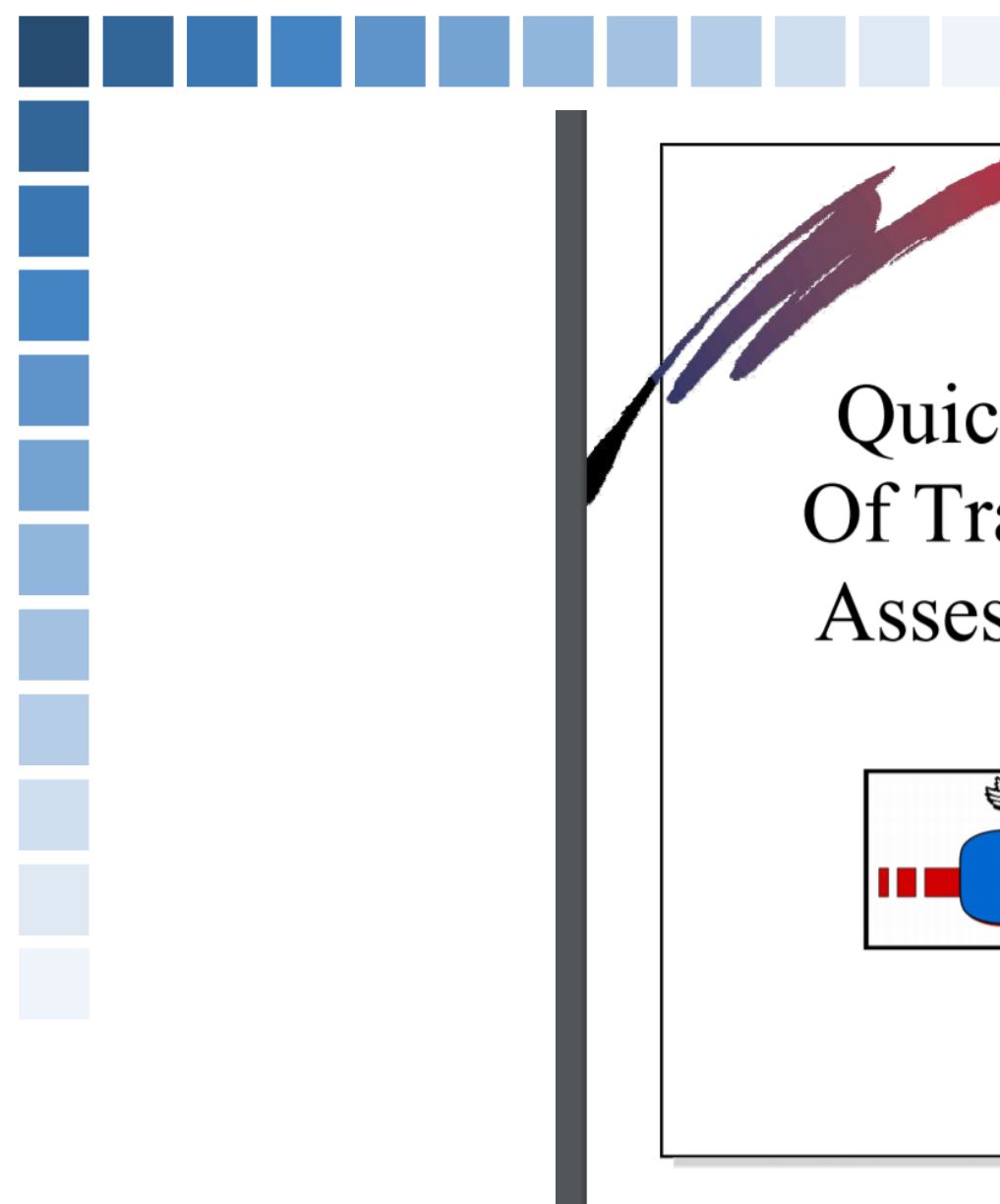
The results show that Dan enjoys hands on projects and is good with technology. This supports his continued exploration of marketing and carpentry.

April 2021-Classroom Observation

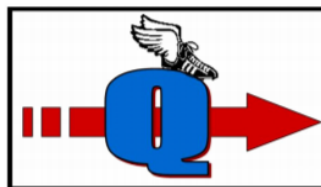
Dan's case manager observed him in Geometry class where he was able to accurately measure shapes and angles and use the results in various equations. This indicates that Dan's continued interest in carpentry may be a good option for him.



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QuickBook Of Transition Assessments





TIG Age Appropriate Transition Assessments & Resources

By: [bkenney](#)

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TIG Age-Appropriate Transition Assessments & Resources Guide

Section 1 - Comprehensive Transition Assessments & Resources

Section 2 - Career Planning and Exploration Assessments and Resources

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Section 4 - Self Advocacy and Self-Determination Assessments and Resources

Section 5 - Adult and Independent Living Assessments and Resources

Section 6 - Specific Areas of Need: Assessments and Resources

TIG Age Appropriate Transition Assessments & Resources



bkenney



Details

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TIG Age-Appropriate Transition Assessments & Resources Guide

Section 1 - Comprehensive Transition Assessments & Resources

- Assessments



Transition Assessment: The BIG Picture Training Module



IDEA (2004) requires identification of post-secondary goals that are “based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.” Therefore, it is vital that special educators use effective transition assessments and assessment processes.

<https://transitionta.org/transition-assessment-the-big-picture-training-module/>



Transition
T E N N E S S E E

FOR EDUCATORS ▾

FOR PROVIDERS ▾

FOR STUDENTS ▾

COMMUNITY

FAMILY RESOURCES ABOUT ▾

Supporting Strong Transitions for Youth With Disabilities

Welcome to Tennessee's online home for **training** and **resources** on preparing students with disabilities for life after high school. Our goal is to **improve transition outcomes** for youth and young adults with disabilities by sharing research-based practices and policies. Our site is organized into different sections for educators, for providers, and for students. Each includes free video-based lessons, ideas, resources, and much more.

Transition Tennessee is a partnership among the Tennessee Department of Education, Tennessee Department of Human Services, Vanderbilt University, and the Vanderbilt Kennedy UCEDD.

Transitiontn.org



Transition Assessment

Age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior) is routinely collected and:

- used to identify the student's preferences, interests, choices, and needs;
- reflected in the summary of student's present level of academic achievement and functional performance;
- used as a basis for developing measureable postsecondary goals in the IEP

▶ General assessment resources

▶ Compilations of assessments

▶ Self-determination assessments

▶ Assistive technology assessments

▶ Independent living assessments

▶ Vocational and career exploration assessments

▶ College readiness assessments



Resources

Age Appropriate Transition Assessment Fact Sheet (pdf)

This Fact Sheet, jointly developed by the Division on Career Development and Transition and the National Secondary Transition Technical Assistance Center, contains information on formal and information transition assessments, conducting an age appropriate transition assessment, and selecting assessment instruments.

Age Appropriate Transition Assessment Guide (4th edition) (pdf)

The third edition of this guide from the **National Secondary Transition Technical Assistance Center** contains comprehensive information on transition assessment including frameworks for assessment, selecting age-appropriate assessment instruments, and examples of transition assessments.

Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges

The downloadable guide contains information on selecting career-related assessments, determining when to refer youth for additional assessment, and issues such as accommodations, legal issues, and ethical considerations. Also contains a glossary of terms and information on developing interagency assessment collaborations.

Casey Life Skills Assessments

On-line assessments in English, Spanish, and French for the domains of home life, work life, housing and money management, and more. Also contains customized learning plans and teaching resources.

Child and Adolescent Scale of Participation (CASP)

This assessment measures the extent to which children participate in home, school, and community activities as reported by family caregivers. It was designed as part of the Child and Family Follow-up Survey (CFFS) to monitor outcomes and needs of children with traumatic and other acquired brain injuries (ABI). A youth report version is also available. The CASP is provided with open access for download.

Vocational Assessment: A Guide for Parents and Professionals (pdf)

Written by the National Information Center for Children and Youth with Disabilities, this article covers assessment types, benefits, uses, timing, trends, and other related information.

Vocational Fit Assessment

This assessment, often used by Project SEARCH sites, is a valid and reliable assessment of student abilities and internship demands that facilitate job matches.

Online Transition Assessment Tools



Skills, Interest and Preferences:

1. Mapping Your Future

<http://www.mapping-your-future.org/planning/skillsan.htm>

Mapping Your Future uses the Birkman Method with 24 easy to answer questions. The test is color coded to aid students with visual discrimination problems.

2. Princeton Review – Career Quiz

<https://www.princetonreview.com/quiz/career-quiz>

This short quiz consists of 24 multiple choice questions. It is designed to help estimate a student's personal interests. To answer each question, the student reads the two answer choices and selects the statement that best describes him/her. The report can be printed.

3. Career Zone Interest Assessment – New York Job Zone

<https://www.careerzone.ny.gov/views/careerzone/guesttool/ga.isf>

This short online survey helps students identify interests and then view matching job occupations.

<https://www.shsu.edu/centers/garrettcenter/educators/manager/assessment-tools/documents/Brief+Online+Tool+List-.pdf>


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 / [Centers and Outreach](#) / [Zarrow](#) / Self-Determination Assessments

Self-Determination Assessment Tools

The **ChoiceMaker Self-Determination Assessment** is a curriculum-referenced tool that measures students' self-determination skills and progress in the ChoiceMaker Self-Determination Curriculum. Educators complete a 5-point Likert scale response for each of the 62 items across the student skills and opportunities at school sections.

The **AIR Self-Determination Assessment** focuses on two main components: Capacity and Opportunity. Capacity refers to the knowledge, abilities, and perceptions which allow the student to be self-determined. Opportunity refers to the student's chances to use their knowledge and abilities. The AIR Self-Determination Scale is available free of charge in a variety of forms: student form, (Spanish) student form, parent form, and educator form.

The **ARC Self-Determination Scale** was developed by Dr. Michael Wehmeyer and colleagues to measure strengths and weaknesses of adolescents with disabilities, facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome, and assess student self-determination skills for research purposes.

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools>

Questions?



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Resources

Professional Development Calendar –

<https://www.maine.gov/doe/calendar>

Link for Recordings and Power Points –

<https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives>

Special Education Resources –

<https://www.maine.gov/doe/learning/specialed/resources>

Special Education Laws and Regulations –

<https://www.maine.gov/doe/learning/specialed/laws>

Special Education Forms and Reporting –

<https://www.maine.gov/doe/learning/specialed/data>



Contact hour(s) certificate is in the chat box.

**If you are watching this as a recording,
please email:**

Jennifer.Gleason@maine.gov
for a contact hour.

123 Certificates

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