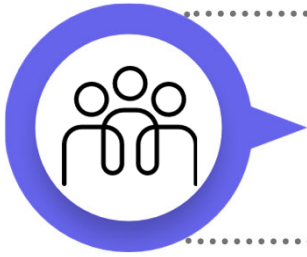


Transition Assessments

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

Gather information about youth's strengths, preferences, interests, and needs (SPIN).

Share ideas about future plans.

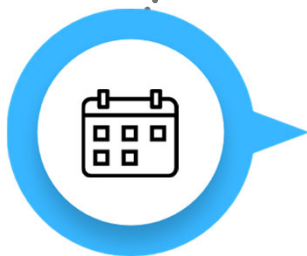


How

Start with the Educational Development Plan (EDP) in middle school (ask your team for a copy if you haven't seen the EDP yet) Continue by collecting work samples from favorite projects, classroom observations, conversations with youth and family, interest inventories, and standardized transition assessments.

Some examples of standardized transition assessments are:

- Adolescent Autonomy Checklist
- Student Transition Assessment Tool (STAT-R)
- Career Cruising
- Talk to your IEP Team about the tools they often use

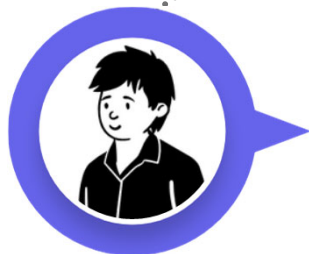


When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Examples of Transition Assessments

TRANSITION IEP



Noah

Baseline Data:

Adolescent Autonomy Checklist

- Completed by student on September 3
- Completed by parent on September 8

Impact:

There is a discrepancy between Noah's self-perceived autonomy level and what his family perceives. Noah needs assistance to set realistic goals for himself and to connect with community supports.

Resulting Needs:

Noah needs personalized, direct instruction in life skills and future planning.



Yasmin

Baseline Data:

Adaptive Behavior Assessment System (ABAS-3)

- General Adaptive Composite (GAC) Standard Score (SS)
 - 67 parent survey
 - 69 teacher survey

Impact:

Yasmin needs significant supports for daily activities. Yasmin needs direct instruction in activities of daily living, self-care, and health/safety. Yasmin enjoys activities related to art and animals.

Resulting Needs:

Yasmin thrives in the structure of the ISD's 18-26 transition program. She and her family will apply for the county's community mental health services, so she will have services in place when she is ready to exit the school system.



Bella

Baseline Data:

Career Profile Assessment

- Career Cluster #1: Information Technology
 - IT support, Network administrator, Database administrator
- Career Cluster #2: Arts, A/V Technology, and Communication
 - Social media manager, A/V systems programmer, Audio producer

Impact: Bella has a clear vision for a career in technology that will accommodate her mobility needs.

Resulting Needs: Bella will continue taking courses that lead to a fully endorsed Michigan Merit Curriculum (MMC) high school diploma. Bella will apply for Early Middle College at the end of 9th grade. Bella will join the school Chess Club, and will help organize local chess tournaments online.



Jack

Baseline Data:

- Final project from 9th grade ELA on the topic of health care careers
- Student Transition Assessment Tool – Revised (STAT-R):
Career/Employment 67%, Postsecondary Ed/Training 52%, Adult Life 59%,
Community Participation 54%, Overall 58%

Impact: Jack needs to develop more community participation and life skills. Jack will explore career-related programs at the local community college.

Resulting Needs: Jack will continue taking courses that lead to a fully endorsed Michigan Merit Curriculum (MMC) high school diploma. Jack will continue volunteering as a member of the Make-A-Wish Foundation Club, and will join Healthcare Careers Club. to explore careers in health care.