

Transition Assessment: Start Early and Start Right

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A little about me

A Little About You

- When you were in high school, what career did you want?
- Did it happen?
- How did you find out the career was or was not for you?

What job should you have??



<https://www.buzzfeed.com/ashleyperez/what-career-should-you-have>



What is the purpose of special education as defined by IDEA 2004?

THE PURPOSE OF IDEA!

The Purpose of special education



... a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to

prepare them for further education, employment, and independent living.

How does IDEA Define Transition?

Transition is **results-oriented** - The transition requirements of IDEA have shifted to focus on a results-oriented approach so that the IEP documents the actions and goals identified in order to work toward the vision or future plans of the student.

Transition is **student-centered** – the student's vision and plans for the future are the driving force behind transition planning.

Transition is a **coordinated effort** – coordinating the student, family, school personnel, and possibly personnel from agencies outside of the school.

Transition Age!

- **IDEA 2004:** transition planning beginning not later than the first IEP to be in effect when the child is 16 and updated annually.
- But what does Texas Law Say??
- So question – when does the actual planning start?

SWITCH ROLES:

What is the purpose of
Rehabilitation Act? WIOA?

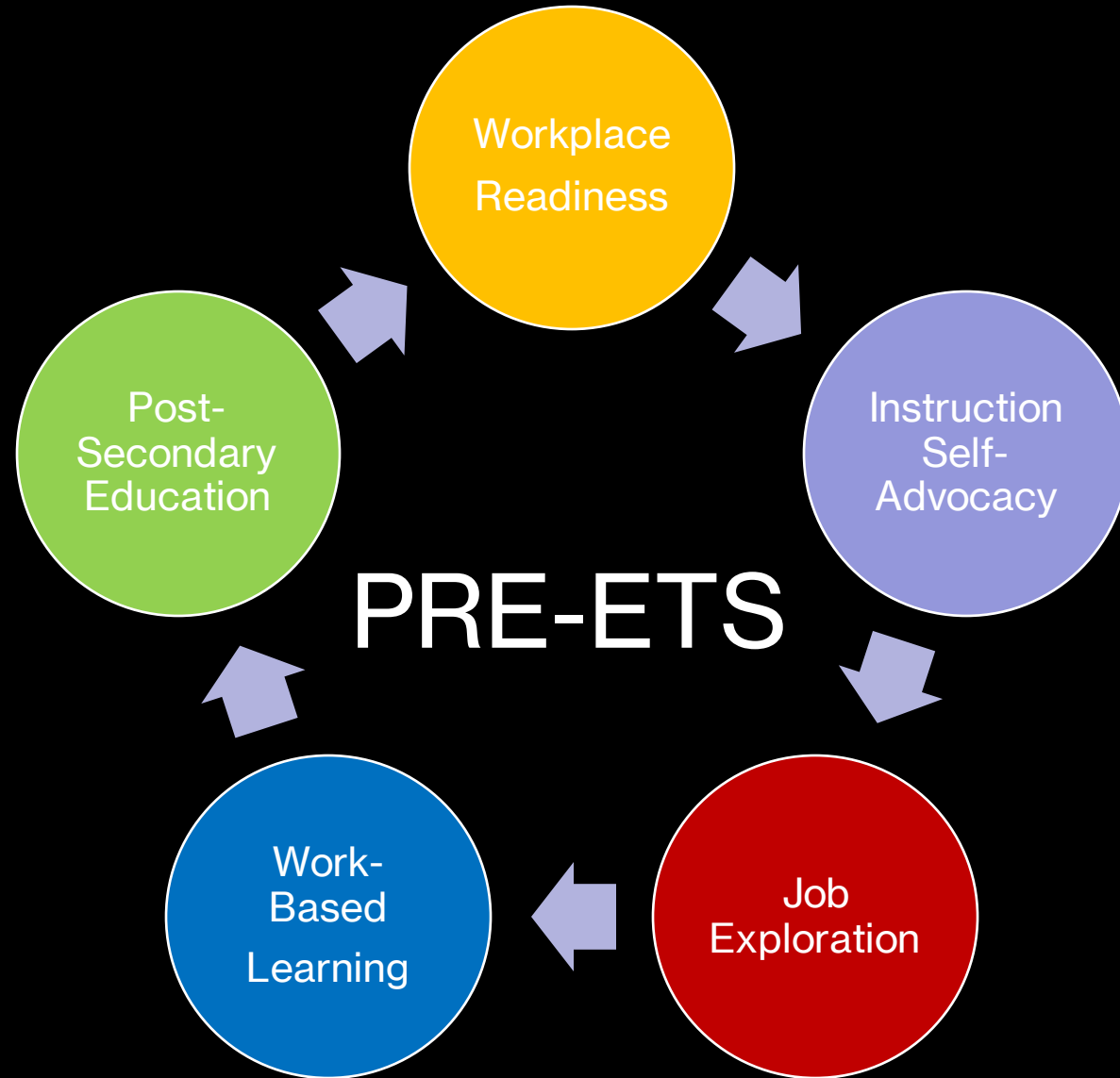
What is the purpose of Pre-
Employment Transition Services?

- In **2014**, the Workforce Innovation and Opportunity Act (WIOA) reauthorized the **Rehabilitation Act of 1973** and placed a strong emphasis on expanding the LEA and VR collaboration by requiring VR programs to set aside **15%** of their federal funds for the provision of **Pre-Employment** Transition Services (Pre-ETS) to students with disabilities, including potentially eligible students.

Who is eligible for Pre-ETS?

A Student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who

- is not younger than the earliest age for the provision of transition services under the Individuals with Disabilities Education Act unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age (i.e., age 14); and
- is not older than 21; unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act and is not older than that maximum age (i.e., age 22); and
- is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act or
- is an individual with a disability, for purposes of section 504.





Part B Indicator 13

Compliant and Transition
Rich IEPs

Compliant and Quality Transition Plans

=

Appropriate Transition Services

=

Better Post-School Outcomes

Gaumer-Erickson et al., 2014; Grigal, Test, Battie, & Wood, 1997; Landmark & Zhang, 2012; Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013; Test et al. 2009

Recommendations for Best practice

Implications for Best Practice

BEST PRACTICE!



Administer transition assessments every year (annually)



Use a variety of assessments (2+)



Use FORMAL Assessments (at least 1)

**Transition
Assessment
Areas
UNDER IDEA**

Education/Training

Employment

Independent Living



**Transition
Assessment
Areas
WIOA**

Job Exploration

Workplace Readiness

Self-Advocacy

Work-Based Learning

Post-Secondary Education

Building a Transition Assessment Battery



- 1. Annually
- 2. More than one
- 3. At least one formal
- 4. Address areas of
 - ?
 - ?
 - ?

What Types of Assessments Are There?

- Holistic Transition Inventories
- Career Interest Inventories
- Self-Determination
- Specific skill Assessment
- Independent Living
- Formal
- Informal

Holistic Transition Assessment





Post-Secondary Education

Workplace Readiness

Work-Based Learning

Instruction Self-Advocacy



Formal

Transition Assessment And Goal Generator (TAGG)

Assessment For Tyrus Thompson

General Instructions

For each statement, think about the student's behaviors over the last year. Rate on a scale of 1 to 5 how well you think each statement best describes the student's behavior.

1 = rarely performed the action within the past year

2 = performed the action a few times or did not do well when performing the action

3 = performed the action several times or did a fair job of completing this action

4 = performed the activity many times or did a good job of competing this action

5 = performed this activity often or was successful at completing this action

[▶ Play Audio](#) [▶ Play ASL Video](#)

Strengths and Limitations

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

[▶ Play Audio](#) [▶ Play ASL Video](#)

1. The student told someone what he or she does well.

[▶ Play Audio](#) [▶ Play ASL Video](#)

Rarely					Often
1	2	3	4	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. The student told someone what he or she has trouble doing.

[▶ Play Audio](#) [▶ Play ASL Video](#)

Rarely					Often
1	2	3	4	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Study Results Profile



Charts compare student's results to norm sample



Look at the Greatest & Relative Strengths by User



Look at the Greatest & Relative Needs by User



Read through summary of assessment results

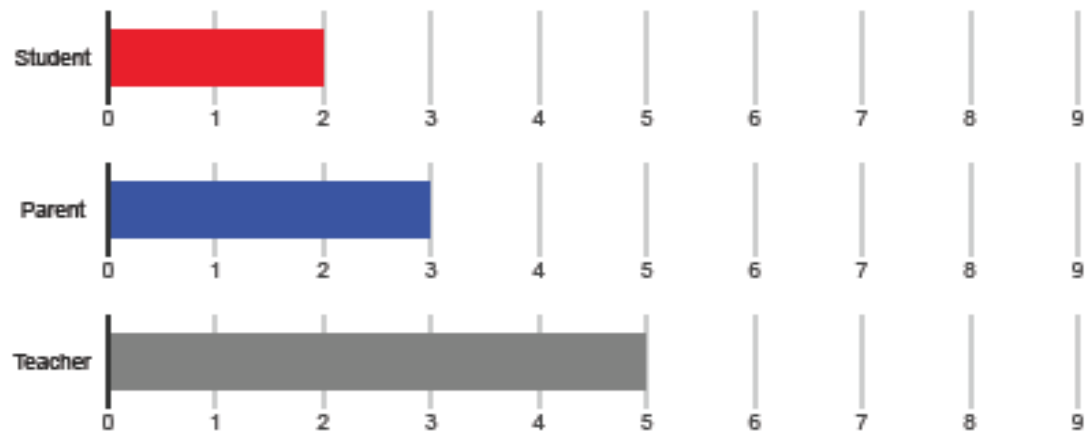


Read through suggested annual transition goals matched to greatest needs

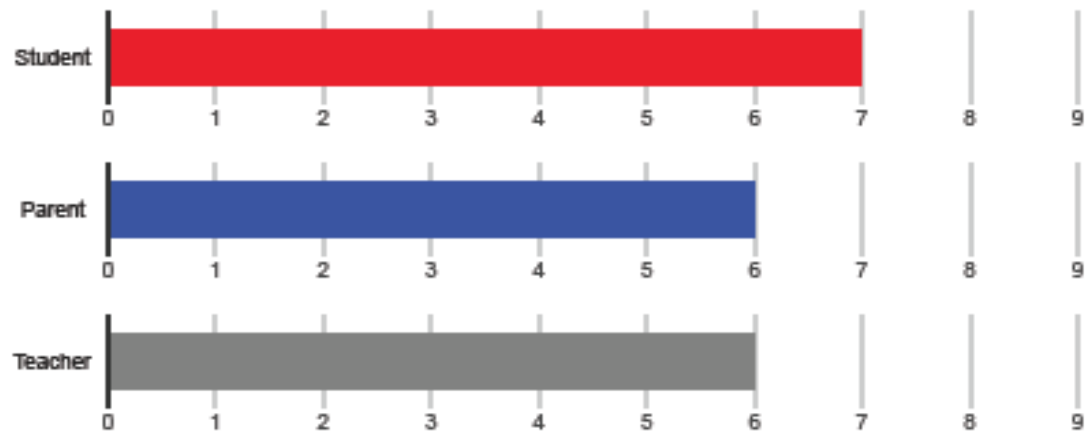
The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below describe each of the eight areas of behavior and this student's performance in those areas.

Overall

Strengths and Limitations



Disability Awareness



Strengths and Limitations (Based on Family Responses)

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

Goal Setting and Attainment (Based on Student Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

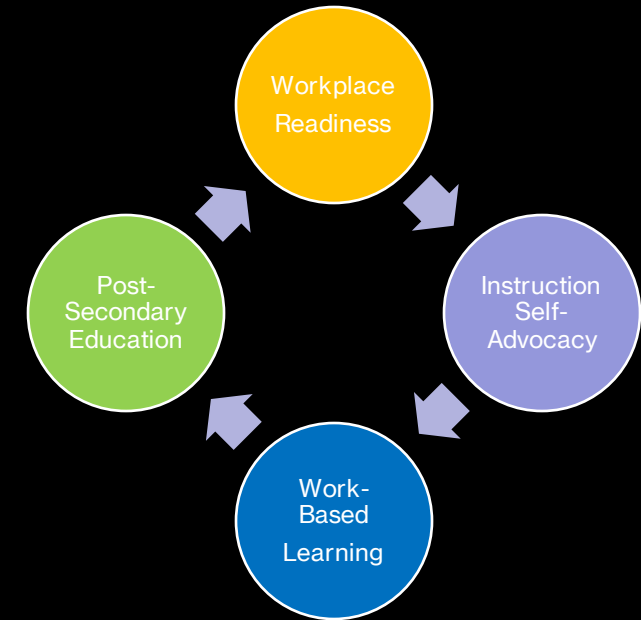
At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Employment (Based on Professional Responses)

The student will report to the class three unpaid jobs that he or she completed for family members and identify how two or more skills learned can be applied to a paid job with 100% accuracy as measured by a teacher-made rubric.

After completing two internships, the student will present to the class three or more of his or her job preference likes and dislikes with 100% accuracy as measured by a teacher-made rubric.

Transition Planning Inventory-3 (TPI-3)



<https://www.proedinc.com/Products/14165/tpi2-transition-planning-inventorysecond-edition.aspx>

LIVING: INDEPENDENT LIVING

26. Knows how to find a place to live when he/she leaves home.

- Knows how to evaluate and select living arrangements (e.g., independent roommate, supported living).
- Identifies strengths and limitations of various supported and independent living arrangements.
- Identifies house- and/or apartment-locating services and their costs, if available.
- Uses ads (newspaper and/or Internet) to locate an appropriate living arrangement.
- Knows the eligibility requirements of publicly funded (Section 8) housing.
- Identifies resources (e.g., local center for independent living or Section 8 office) for help with housing.
- Evaluates housing locations in relation to transportation needs for work, school, and other activities.
- Evaluates housing locations in relation to cost, safety, and convenience.
- Knows how to complete a rental or lease application.
- Knows the purpose for and implications of a security deposit.
- Identifies accommodations/modifications that may be necessary within an apartment or house.
- Evaluates residential options in terms of accessibility needs.
- Evaluates the cost associated with various living arrangement options.
- Knows how to budget for the next most logical and affordable living arrangement.
- Identifies information necessary for completing housing application materials.
- Identifies pertinent questions to ask a landlord or property manager.
- Describes the pros and cons of having one or more roommates.

27. Knows how to do routine household tasks.

- Participates in daily, weekly, monthly, seasonal, and/or annual cleaning schedules.

CURRENT EVENTS

- | Can your teenager | no | some | usually | always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| read the newspaper? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| watch the evening news and discuss current events? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| name the current president of the United States? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| find current online news? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TRANSPORTATION

- | Can your teenager | no | some | usually | always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| use public transit systems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| drive a car safely? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recognize minor mechanical problems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| take the car to a reputable mechanic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| change a tire? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| check the oil, water, transmission fluid, and windshield washer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EMPLOYMENT

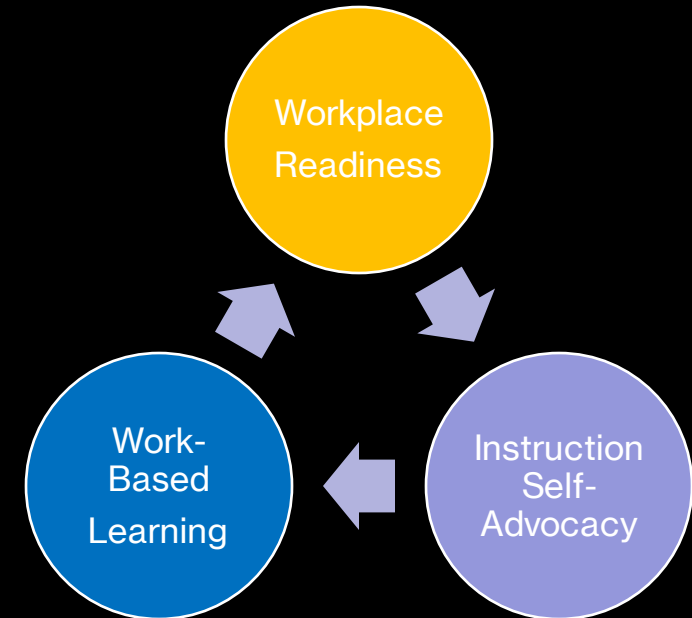
- | Does your teenager know how to | no | some | usually | always |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| apply for employment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fill out an application form? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| obtain a social security card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MONEY MANAGEMENT

- | Does your teenager know how to | no | some | usually | always |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| use a credit card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| pay monthly bills? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| balance a checkbook? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| open a checking account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| keep a bank account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| open a savings account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| apply for a loan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| write checks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fill out income tax forms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use an ATM? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use a debit card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Independent Living
Postsecondary
Education/Training
Employment

ABES (Adaptive Behavior Evaluation Scale)



<https://www.hawthorne-ed.com/pages/adaptive%20behavior/ab1.html>

- If the behavior/skill has not been observed because the student has not yet developed the behavior/skill or chooses not to display the behavior/skill, the rating should be

1

DOES NOT DISPLAY THE BEHAVIOR/SKILL.

- If the student is beginning to develop/display the behavior/skill, but it is not yet developed to the point where the student is successful; the rating should be

2

IS DEVELOPING THE BEHAVIOR/SKILL.

- If the student has developed the behavior/skill but does not display the behavior/skill on a regular basis, the rating should be

3

DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY.

- If the student successfully displays the behavior/skill the majority of the time except in a few instances, the rating should be

4

DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME.

- If the student is consistently successful in all situations relative to the behavior/skill, the rating should be

5

DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY.

2

22. Displays appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)

2

23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)

2

24. Displays appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)

2

19. Displays appropriate grooming habits (e.g., appropriate hair length, beard trimmed, fingernails trimmed, etc.)

3

20. Turns on faucet, flushes toilet, operates light switch, etc.

1

21. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)

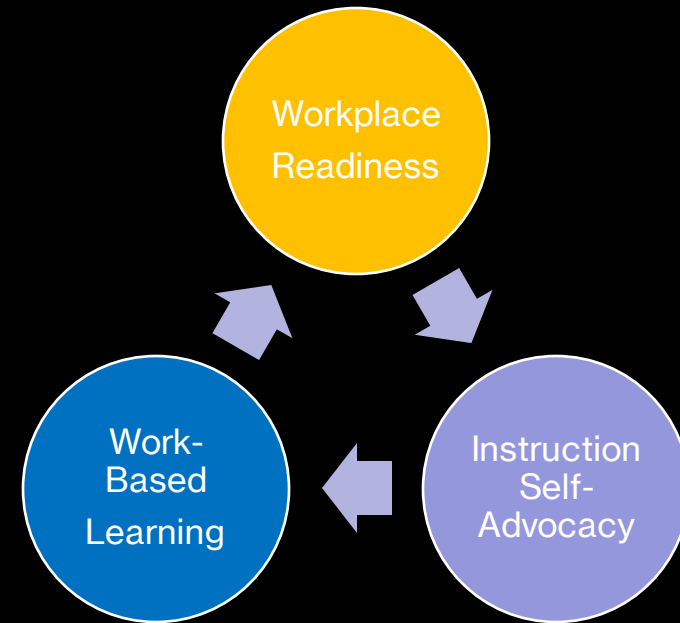
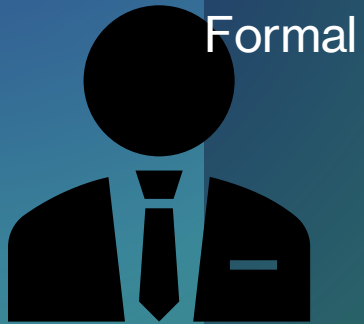
2

22. Displays appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)

2

23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)

Transition Behavior Scale



<https://www.hawthorne-ed.com/pages/transition/t2.html>

TBS

Work-Related, Interpersonal Relations, Social/Community

SOCIAL/COMMUNITY EXPECTATIONS

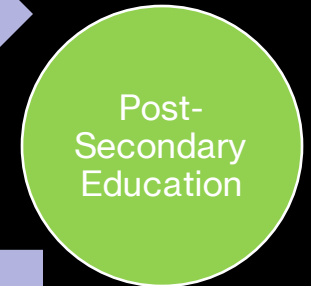
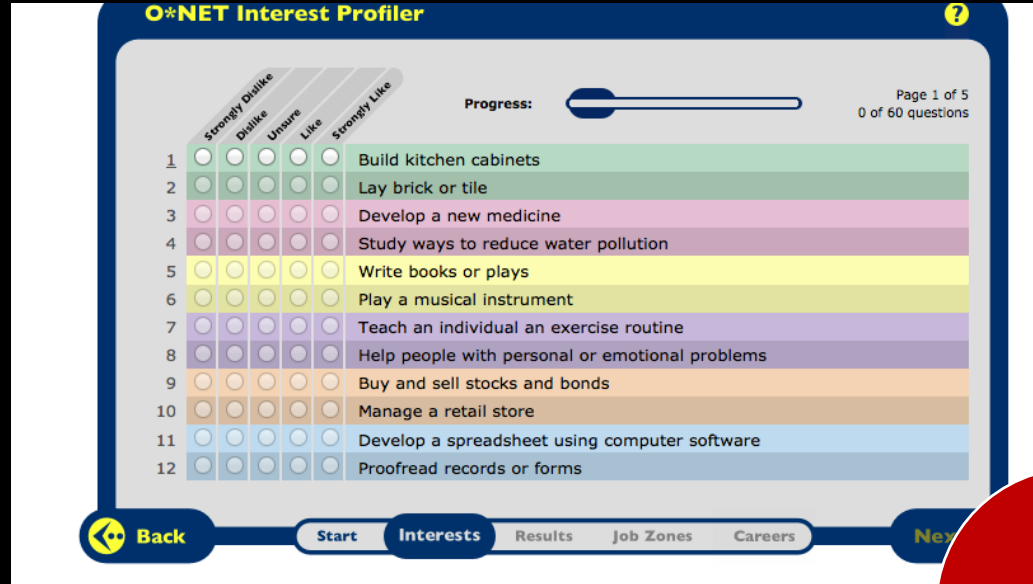
- 41. Is responsible for appropriate care of personal property
- 42. Responds appropriately to environmental cues (e.g., bells, signs, etc.)
- 43. Stays in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)
- 44. Follows the rules of the classroom
- 45. Demonstrates appropriate behavior in non-academic settings (e.g., hallways, restrooms, cafeteria, library, etc.)

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appendix A)	Percentile (Appendix B)	Standard Score SEM (Appendix D)
Work Related				
Interpersonal Relations				
Social/Community Expectations				

TOTAL SCORE			
Sum of Subscale SS	Quotient (Appendix C)	Percentile (Appendix C)	Quotient SEM (Appendix D)

Career Interest Inventories





<https://www.mynextmove.org/explore/ip>



My Next Move

O*NET Interest Profiler

Formal



Click to change your Job Zone:



Job Zone One
little or no job preparation

Careers that fit your interests and preparation level:

-   [Fishers & Related Fishing Workers](#)
-  [Helpers--Painters, Paperhangers, Plasterers, & Stucco Masons](#)
-   [Hunters & Trappers](#)
-  [Meat, Poultry, & Fish Cutters & Trimmers](#)
-  [Painting, Coating, & Decorating Workers](#)
-  [Plasterers & Stucco Masons](#)
-   [Roustabouts, Oil & Gas](#)

Click on a career to learn what they do.

EDUCATION



high school diploma/GED

or

no high school diploma/GED

usually needed

Get started on your career:



The educational level can help the student plan postsecondary goals for education – in this case the student would need a high school diploma/GED and in some cases a diploma or GED is not needed.



Packers & Packagers, Hand

Also called: Bagger, Inspector Packer, Packer, Selector Packer



What they do:

Pack or package by hand a wide variety of products and materials.

On the job, you would:

- Load materials and products into package processing equipment.
- Clean containers, materials, supplies, or work areas, using cleaning solutions and hand tools.
- Record product, packaging, and order information on specified forms and records.

KNOWLEDGE

Arts and Humanities

- English language

Business

- customer service

SKILLS

Basic Skills

- keeping track of how well people and/or groups are doing in order to make improvements

Social

- changing what is done based on other people's actions

ABILITIES

Hand and Finger Use

- hold or move items with your hands

Endurance

- exercise for a long time without getting out of breath

This information can help the student search for a job that will help him gain skills needed to become packager/handler.

TECHNOLOGY

You might use software like this on the job:

Spreadsheet software

- Microsoft Excel 🔥

Enterprise resource planning ERP software 🔥

- SAP 🔥

Office suite software

- Microsoft Office 🔥

The extra information helps create a course of study!

Career Clusters Student Interest Survey

The image shows a thumbnail of the 'Career Clusters Student Interest Survey' form. It includes fields for 'Name' and 'Date', and a 'Directions' section. The survey consists of three sections, each with a list of activities and a corresponding list of career clusters for selection. The clusters listed include: 1. Agriculture, 2. Architecture and Construction, 3. Arts and Media, 4. Business and Management, 5. Education and Training, 6. Health Science, 7. Information Technology, 8. Law, Public Safety, Corrections and Security, 9. Life Sciences, 10. Manufacturing, 11. Physical Science, 12. Social Science, 13. Transportation, Distribution, and Logistics, 14. Unemployed, 15. Other.

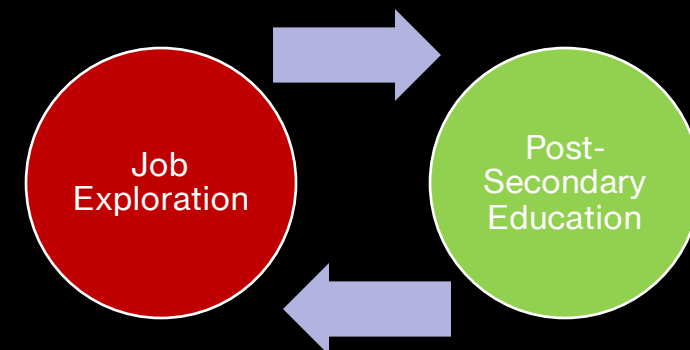
The Student Interest Survey for Career Clusters® is a career guidance tool that allows students to respond to questions and identify the top three Career Clusters of interest based on their responses. This pencil/paper survey takes about fifteen minutes to complete and can be used in the classroom or for presentations with audiences who have an interest in career exploration. A Spanish version of the survey can be downloaded [here](#). The Student Interest Survey for Career Clusters may be used for educational purposes only.

<https://careertech.org/resource/career-clusters-student-interest-survey>



Career Clusters

O*NET Interest Profiler



TWC Resources!

Jobs Ya'll

Texas Career Check

DISCOVER TEXAS INDUSTRIES

Eight industries - endless possibilities. Discover exciting careers in high-paying, fast-growing industries in Texas and learn from people working in the field. Select an industry to get started.



Search Texas Career Check X

TEXAS
Career Check

HOME | EXPLORE CAREERS -
EXPLORE EDUCATION -

Brought to you by:
TEXAS WORKFORCE COMMISSION
LABOR MARKET AND CAREER INFORMATION
Texas Workforce Commission

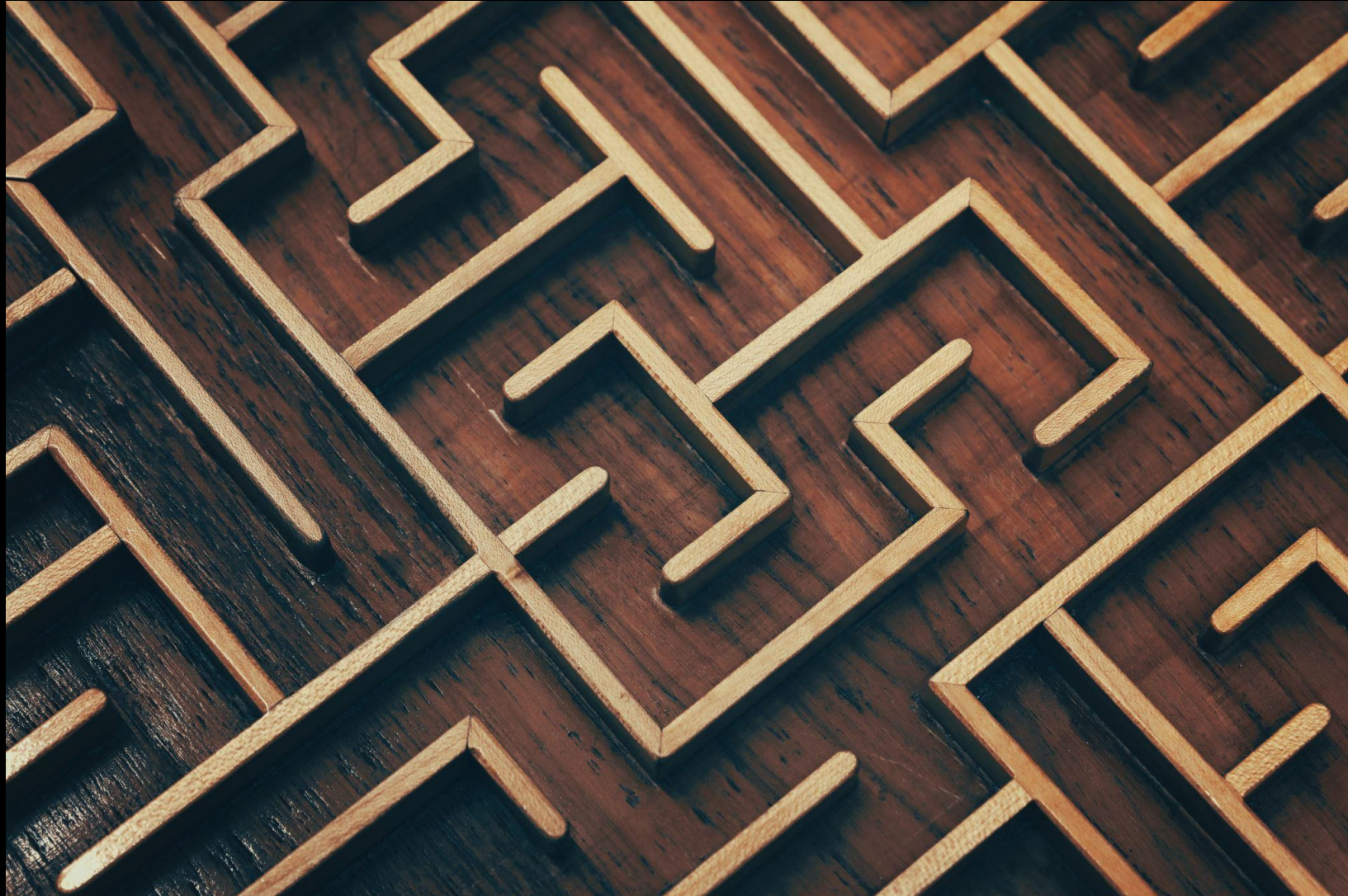
TEXAS REALITY CHECK

EXPLORE YOUR BRIGHT FUTURE

TEXAS CREWS | Texas Consumer Resource for Education and Workforce Statistics

Foundation High School Program Endorsement Career Links

Skill Assessment

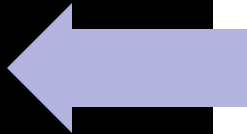
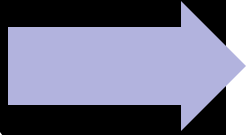


Assessing College Readiness

College-Bound Children with Learning Disabilities or AD/HD

Instruction
Self-
Advocacy

Post-
Secondary
Education



LANDMARK
COLLEGE

www.landmark.edu

Informal

Landmark Guide for Assessing College Readiness

http://tiny.cc/tap3_fz



Nonacademic Behaviors

Skills Assessment

DIRECTIONS

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (✓). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

Academic Skills

YES

1. Can you read up to 200 pages in a week?
2. Do you have a system for taking notes?
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?
4. Do you have a system for preparing for tests and exams?
5. Can you clearly summarize a college-level reading assignment?

Total from this section

Self-Understanding (Metacognition)

YES

1. Can you define and describe your diagnosis of a learning disability?
2. Have you read your psychoeducational testing?
3. Do you know your academic strengths?
4. Do you know which academic tasks give you the most difficulty?
5. Can you identify the academic supports you need to be successful?

Total from this section

Self-Advocacy

YES

1. Do you know your legal rights as a student with a learning disability or AD/HD?
2. When you run into difficulty, do you ask for help?
3. Do you schedule your own appointments with doctors, advisors and counselors?
4. Do you have access to your psychoeducational testing?
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?

Total from this section

Example Results for Preslie

Landmark College Guide to Assessing College Readiness

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	✘
5. Can you clearly summarize a college-level reading assignment?	✘

Self-Understanding (Metacognition)

- | | YES |
|---|-----|
| 1. Can you define and describe your diagnosis of a learning disability? | |
| 2. Have you read your psychoeducational testing? | ✘ |
| 3. Do you know your academic strengths? | |
| 4. Do you know which academic tasks give you the most difficulty? | ✘ |
| 5. Can you identify the academic supports you need to be successful? | |

Employability Life Skills Assessment



Employability/Life Skills Assessment

Ages 14-21 years

developed by
Roberta Weaver
And Joseph R. DeLuca

STUDENT INFORMATION

Name: _____ Birthdate: _____

RATIONALE

Employability skills are the social skills, work habits that are required by employers and young entry-level workers to obtain employment or success in the workplace. These are life skills that must be taught to students. The development of such skills is a performance being relative to the student's age. Skills at all age levels have the same skills.

GENERAL INFORMATION

This assessment is designed to be used early, beginning at the age of 14. It is identified by Ohio's Employment, Training and Technical Assistance Board using the following scale: 1 = never, 2 = seldom, 3 = sometimes, 4 = often.

EXAMPLES

I. SELF HELP SKILLS

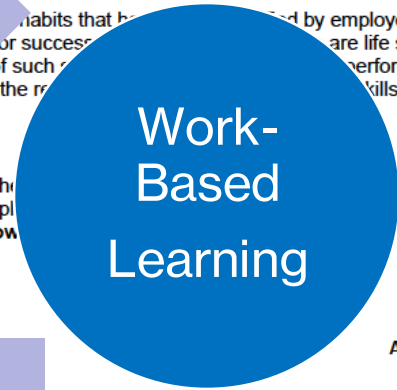
A. Demonstrates personal hygiene and grooming by:

	14	15	16	17	18	19	20	21
meeting teacher expectation for cleanliness.	2							
meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)	1							
meeting teacher expectation for consistent, independent personal hygiene and grooming.	1							
TOTAL	4							

B. Dresses appropriately by:

	14	15	16	17	18	19	20	21
choosing and wearing clothes that are appropriate for the weather/activity/social custom.	2							
identifying when clothes should not be worn (dirty, ill fitting, etc.).	3							
wearing clothes that are in good condition, clean and pressed with detail given to appearance.	1							
TOTAL	6							

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.



<https://tinyurl.com/zu2hz>

8x



IV. QUANTITY OF WORK

A. *Completes work on time by:*

- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

T

B. *Exhibits stamina by:*

- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

T

C. *Adapts to increased demands in workload by:*

- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.

T

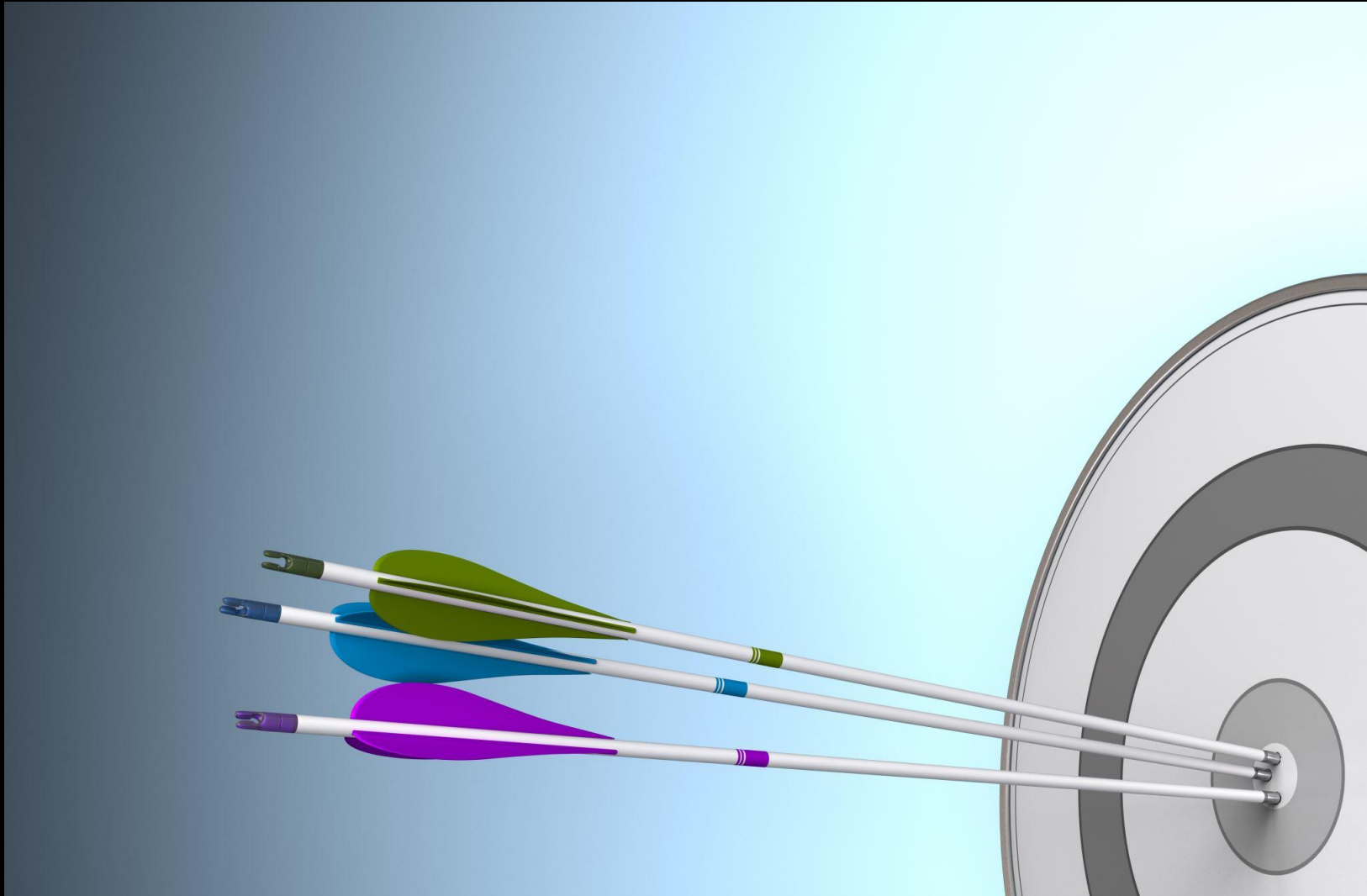
ELSA

- Education/Training
- Employment
- Independent living too!

- Skills Assessment

- Parent and Teacher Forms

Self-Determination Inventories



AIR Self-Determination Scale®

STUDENT FORM

Student's Name _____ Date _____

School Name _____ Your Grade _____

Your Date of Birth _____
Month Day Year

HOW TO FILL OUT THIS FORM

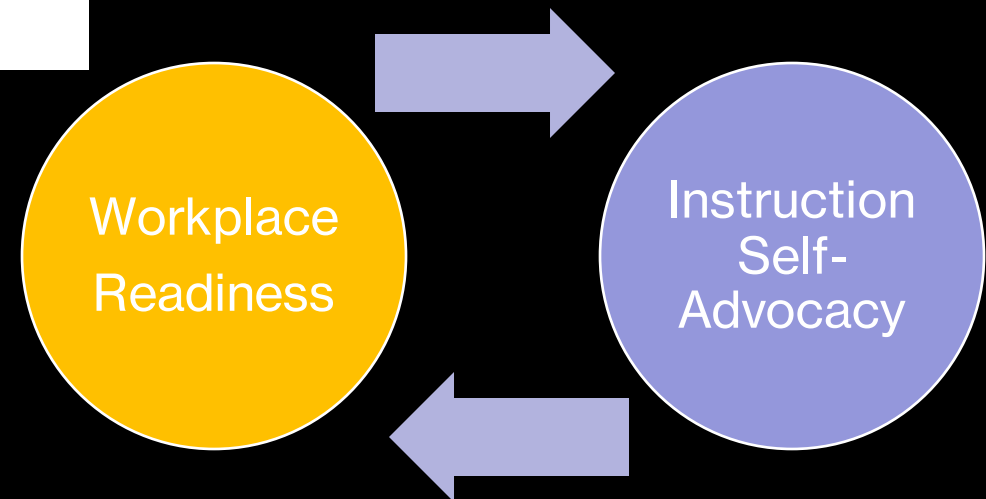
Please answer these questions about how you go about getting what you want or need. This may occur at school, or after school, or it could be related to your friends, your family, or a job or hobby you have.

This is not a Test. There are no right or wrong answers. The questions will help you learn about what you do well and where you may need help.



Formal

AIR Self- Determination Scale





AIR Self-Determination Scale

- Parent, Student, and Educator Versions
- Available in Spanish
- Ages: Kindergarten to 99

<https://tinyurl.com/AIRSDZC>

AIR Self-Determination Scale

- Capacity
- Opportunity
- Percentage Level of Self-Determination

The AIR Self-Determination Profile
Educator Form

Think Do Adjust			Think Do Adjust			Think Do Adjust			Think Do Adjust			Think Do Adjust					
1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6			
10			10			10			10			10					
9			9			9			9			9					
8			8			8			8			8					
7			7			7			7			7					
6			6			6			6			6					
5			5			5			5			5					
4			4			4			4			4					
3			3			3			3			3					
2			2			2			2			2					
1			1			1			1			1					
0			0			0			0			0					
6 5 4			6 6 5			4 5 6			4 5 5			4 5 4					
Knowledge			Ability			Perception			Opportunity at School			Opportunity at Home					
↓			↓			↓			↓			↓					
15			17			15			14			13					
↓						+						=					
47						27						74					
Capacity						Opportunity						Level of Self-Determination					
/90						/90						/90					

150 100%
140 90%
130 80%
120 70%
110 60%
100 50%
90 40%
80 30%
70 20%
60 10%
50
40
30
20
10
0

(Write sum in box and mark in column)

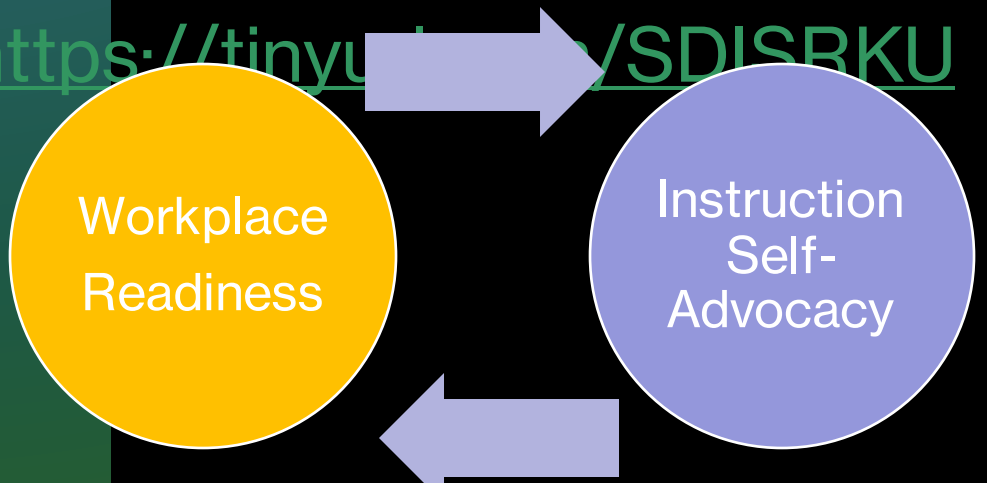
Student Name _____ Date _____

Let go try it out!

Self-Determinati on Inventory



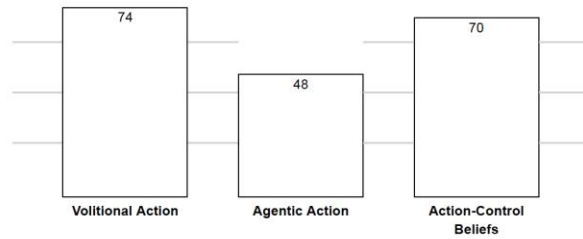
<https://tinyurl.com/SDISRKU>



Overall Self-Determination Inventory Student Report score (out of 100):

65

Scores for the three essential characteristics of self-determination:



SELF-DETERMINATION
INVENTORY:
STUDENT REPORT

SELF-DETERMINATION
INVENTORY:
PARENT/TEACHER



SELF-DETERMINATION INVENTORY

What were your scores?

How to use the information

- https://sdiprdwb.ku.edu/SDI_Student_Report_Guide.pdf

Volitional Action

Making intentional, conscious choices based on one's preferences and interests

Teaching and creating opportunities for choice-making, decision-making, goal setting, problem solving, and planning skills enables volitional action to develop.

Autonomy

Definition:

Acting based on one's preferences, interests and abilities without undue outside influence.

Example:

You identify and chose what clubs to be a part of at school based on what you are most interested in and what will support you in achieving your goals in life.

Teaching strategies:

- Integrate opportunities to explore activities to develop interests and preferences.
- Provide frequent opportunities to make choices.
- Promote participation in group decision-making (IEP meetings, person-centered planning, etc.)

Agentic Action

Self-directing and managing actions toward goals

Teaching and creating opportunities for self-management and goal attainment, problem solving, and self-advocacy skills enables agentic action to develop.

Self-Direction

Definition:

Directing the actions that you take toward your goals and responding to challenges and opportunities.

Example:

You want to be a captain on your football team, you work hard, and accept the position when it is offered to you.

Teaching strategies:

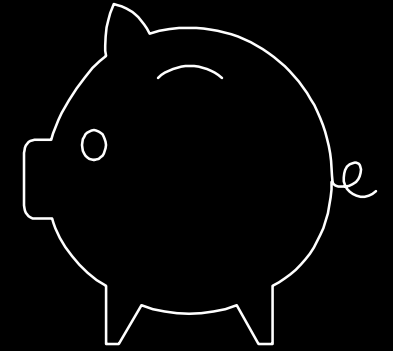
- Allow students to make and learn from mistakes.
- Teach language that can be used to advocate for personal rights and aspirations.
- Provide opportunities for leadership roles.

Independent Living





Free!



Informal

Life Skills Inventory

Workplace
Readiness

<https://tinyurl.com/LifeSKin>

Category F: Housing	
Basic - Must know 2 of 2:	
<input type="checkbox"/>	Understands the concept of renting.
<input type="checkbox"/>	Knows how to access emergency shelter.
Intermediate - Must know 3 of 4:	
<input type="checkbox"/>	Can read want ads for vacancies.
<input type="checkbox"/>	Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
<input type="checkbox"/>	Can calculate the costs associated with different types of housing.
<input type="checkbox"/>	Can describe pros and cons of choosing a roommate.
Advanced - Must know 6 of 9:	
<input type="checkbox"/>	Can identify type of housing that is within budget and meets current housing needs.
<input type="checkbox"/>	Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).
<input type="checkbox"/>	Can complete a rental application.
<input type="checkbox"/>	Can ask the landlord about the available apartment to determine if it meets their needs.
<input type="checkbox"/>	Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
<input type="checkbox"/>	Shows some concern for the rights of other residents with regard to property and noise.
<input type="checkbox"/>	Understands the consequences if the rights of other residents are not respected.
<input type="checkbox"/>	Understands the implication of the security deposit.
<input type="checkbox"/>	Knows the role of a landlord.
Exceptional - Must know at least 2:	
<input type="checkbox"/>	Demonstrates the ability to get along with other residents and the landlord.
<input type="checkbox"/>	Knows how to get help if there is a conflict with the landlord.
<input type="checkbox"/>	Can access emergency assistance for utilities.

15 domains

Rates as basic, intermediate, advanced, and exceptional

Category A: Money Management and Consumer Awareness

Basic - Must know 3 of 5 to advance to the next level of accomplishment:

- Knows values of coins and currency.
- Can make a transaction at a local store and count change.
- Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
- Understands the difference between "sale price" and "regular price".
- Can identify one way to save money on purchases.

Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:

- Can open a checking or savings account.
- Can write checks/make withdrawals and make deposits.
- Can record banking transactions (either checking or savings).
- Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
- Understands the difference between gross wage and take home pay.
- Can use a calculator to add, subtract, divide and multiply.

Category I: Job Seeking Skills

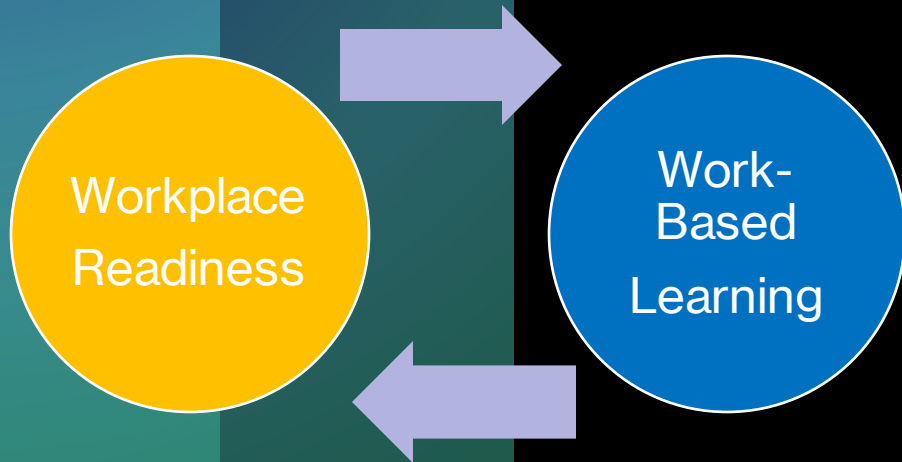
Basic - Must know 2 of 2:

- Has reasonable idea of the types of jobs available to him/her.
- Knows what the minimum wage is.

Intermediate - Must know 4 of 5:

- Can fill out a standard job application form.
- Can read the want ads and find appropriate leads.
- Can complete a mock interview giving appropriate answers to potential questions.
(see next page)

Behavior Specific



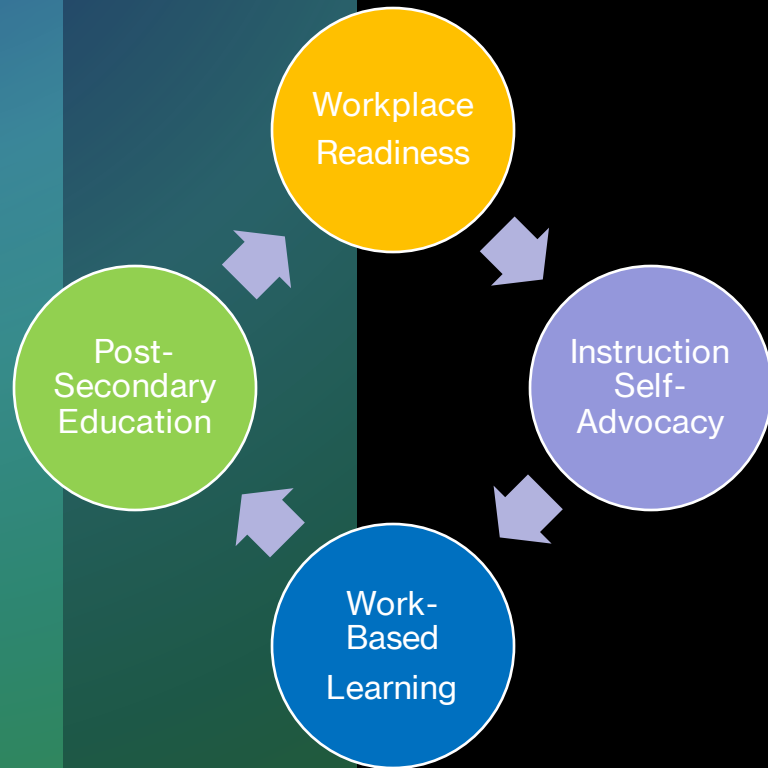
All transition areas

- 46. Demonstrates appropriate behavior in an academic group setting
- 47. Behaves appropriately in the absence of supervision (e.g., instructor is detained)
- 48. Responds appropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)
- 49. Follows verbal directions (e.g., from teachers, principals, etc.)
- 50. Comes to an activity at the specified time
- 51. Is in attendance unless legitimate reason is given
- 52. Waits appropriately for assistance from a supervisor

<https://tinyurl.com/CaseylifeSkills>



Informal



Casey Life Skills Assessment

Which assessment are you taking today?

- ✓ Casey Life Skills Assessment
 - Healthy Pregnancy
 - Parenting Infants
 - Parenting Young Children
 - Youth Assessment I: Elementary Ages
 - Youth Assessment II: Middle School Ages
 - Homeless Youth
 - American Indian
 - Education: Upper Elementary School
 - Education: Middle or Junior High School
 - Education: High School
 - Education: PostSecondary or Training
 - Educational Supports
 - Gay, Lesbian, Bisexual, Transgender, and Questioning
- the revised Privacy Policy will be posted on the web site.

What Information Does Casey Life Skills Collect?

I agree to the terms and conditions.

Start Assessment

**More than
just the
“original”**



All Things Zarrow

<https://tinyurl.com/zarrowsignup>

AUTISM SUPPORT PROGRAM



IMPACT 360°

Launching Fall 2023!

Services Include:

- Weekly meetings with Impact 360° Counselors
- Academic & Life Coaching
- Mentoring
- Goal Setting & Achievement Strategies
- Life and Independent Living Skills Instruction
- Tutoring
- Social Skill Instruction
- Advocacy & Outreach
- Assistance Accessing Campus Resources
- Peer Assistance with On- and Off-Campus Activities

Sign up for our mailing list for more information!

IMPACT360° at the Zarrow Institute on Transition & Self-Determination

impact360@ou.edu



The UNIVERSITY of OKLAHOMA

Impact 360° does not duplicate or replace ADRC services.
Students with disabilities should always register with the ADRC



SOONER WORKS

The UNIVERSITY of OKLAHOMA

◆ Intellectual Disabilities ◆ Inclusive Higher Education ◆



Four-Year College Program

- Learn valuable life skills
- Attend university courses
- Complete on- & off-campus internships
- Live in university housing
- Join student clubs & organizations

Zarrow Summer Institute 2023

Virtual Professional Development



Online Tuesdays,
June 6 - August 1, 2023
9 a.m. - 12:00 p.m. CST

Register Today!



<https://ZSI2023.eventbrite.com>

Transition Services 101
WIOA Pre-ETS + Transition Alignment
3 Tiers of Services
General Education & Co-Teaching
How to Teach Self-Determination
Preparing Students for PSE Programs
Online Transition Services
Career Development
Transition Related Services



ZARROW INSTITUTE
ON TRANSITION & SELF-DETERMINATION

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**Thank
you –
Further
Questions**

