



# Every Student Has a Story

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Choosing the right transition assessments  
to honor the student

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Denise Geiger & Samantha Blanton

**LEANDER**  **ISD**  
LEADING TO A BRIGHT FUTURE

# Introductions

## **Denise Geiger**

*Leander ISD Special Programs*

Senior Transition Coordinator

[denise.geiger@leanderisd.org](mailto:denise.geiger@leanderisd.org)

## **Samantha Blanton**

*Leander ISD Special Programs*

Transition & Truancy Prevention Specialist

[samantha.blanton@leanderisd.org](mailto:samantha.blanton@leanderisd.org)



# Topics



- ★ Transition Assessments Tell A Story
- ★ The Four Life Domains
- ★ How To Administer Transition Assessments
- ★ How To Leverage Data
- ★ Telling A Story - Case Study
- ★ Library of Transition Assessments
- ★ Questions





# Transition Assessments

## Tell a Story



**Strategically** pick your assessments to paint a full picture of the student.

When curating a set of assessments, consider...

- What will give me an accurate baseline of skills?
- What are the student's strengths, preferences, interests and needs?



# The Four Life Domains

1. Social Rec Leisure
2. Adult Living
3. Lifelong Learning
4. Employment

Pick assessments that tell the whole story.

Results show Independence Level in each life domain.

Full  
Independence



Functional  
Independence



Supported  
Independence



Participation



# Transition Assessments

## ★ Transition Matrix

- covers the four life domains

## ★ Vocational Competencies

- informal assessment
- assess top 25 work skills
- results drive vocational services
  - needs extensive vocational training
  - needs work-based learning
  - ready for vocational paid placement

## ★ Student Independence in the Classroom

- assess top 8 classroom skills for students

## ★ Self-Advocacy Checklist

## ★ Life Skills Inventory Information Assessment

# Transition Matrix

## Four Life Domains

1. Social Rec Leisure
2. Adult Living
3. Lifelong Learning
4. Employment

## Each Area has 20 skills

Check the appropriate independence level box by each skill, based on the support that the student needs



### Leander ISD Secondary Transition Matrix

Circle one:  Teacher  Parent  Student  Support Staff

#### Secondary Transition Matrix - **Employment**





Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Independence Level: 4 - Full 3 - Functional 2 - Supported 1 - Participation

	Indicate to which level best describes the young adult's ability to complete or participate in each skill listed below.	4 Independently No support	3 With minimal Reminders (< 3)	2 With 3 or more prompts/assistance	1 With Full Support	
1	Able to follow directions					
2	Stays on task for 30 to 45 minutes					
3	Completes tasks given					
4	Stays on task for 1-2 hours					
5	Follows safety guidelines in work environment					
6	Uses technology to communicate					
7	Communicates needs to trusted adult					
8	Follows 3 step directions					
9	Returns to work after break					
10	Interacts appropriately with co-worker and customers					
11	Uses voicemail (leave one, listen to, respond)					
12	Maintains a paid job					
13	Uses email (log on, read, respond)					
14	Can complete a job application					
15	Can identify a problem at work					
16	Manages and communicates work schedule					
17	Communicates needs and concerns with employer					
18	Able to write an ADA letter and use it appropriately					
19	Able to write a resume					
20	Able to participate in an interview					
Count checks and multiply by value given. Add all four columns for <b>summary total</b> .		=	x4	x3	x2	x1

# Transition Matrix Scoring

## ★ Scored by The Four Independence Levels

<p>Participation</p> 	<p>Supported Independence</p> 	<p>Functional Independence</p> 	<p>Full Independence</p> 
<p>Completes task with full support from others or others do task for them and needs continuous prompting</p>	<p>Completes task with assistance from others and needs several reminders (2+ prompts)</p>	<p>Independently recognizes what is needed, goes to ask for help and completes task with minimal reminders (1 or no prompts)</p>	<p>Independently completes task with no support or prompting</p>



# Totalling and Calculating the Score

1. Count the number of checks in each column.
2. Multiply this total by either x4 x3 x2 or x1 to get column value.
3. Add all column values together, giving you the score for this specific domain.

		2 checks	8 checks	6 checks	3 checks
p activity (project or social)		Take the checks in this column and x 4	Take the checks in this column and x 3	Take the checks in this column and x 2	Take the checks in this column and x 1
dships					
eness of safety needs in public					
by value given. summary total.	= <b>47</b>	x4 8	x3 24	x2 12	x1 3

# Scoring the Matrix

## Transfer totals from each domain to Summary Page.

There is a column for:

- Student (S)
- Parent (P)
- Teacher (T)

## Identify three Target Skills for each domain



**Leander ISD Secondary Transition Matrix**

Please Print Name of person being out from:  
Child name: \_\_\_\_\_ Parent: \_\_\_\_\_ Student: \_\_\_\_\_ Support Staff: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Campus: \_\_\_\_\_

**Secondary Transition Matrix - Social/Recreation/Leisure**

Student Name:	Campus:			Date:		
	1 - Full	2 - Supported	3 - Participation	1 - Full	2 - Supported	3 - Participation
Indicates to which level best describes the young adult's ability to complete or participate in each skill listed below:	Independently (no support)	With minimal Reminders (1-3)	With 1 or more prompts/assistance	With Full Support		
1 Participates appropriately in social activities		X				
2 Communicates with friends and family	X					
3 Able to safely recognize community/school			X			
4 Can receive social activities within given direction		X				
5 Can RSVP to social activity/RSVP and participate here			X			
6 Participates in physical activities		X				
7 Shows written invitation or event information	X					
8 Understands appropriate time and place for personal needs		X				
9 Follows safety rules in a vehicle		X				
10 Calculates an appointment/calendar session with teacher		X				
11 Needs support for emotional needs				X		
12 Understands appropriate social media/text phone etiquette			X			
13 Can set up transportation as needed/ knows where to catch school bus like a bus/home			X			
14 Participates in social events outside the home/school			X			
15 Can search and identify local/school events			X			
16 Contacts trusted person			X			
17 Can plan a group activity (project or social)				X		
18 Maintains friendships					X	
19 Maintains awareness of safety needs in group			X			
20 Checks and replies to social group text/has text partners for emergency			X			
Grand Total	47	14	24	12	13	

**Transition Matrix ECSE - 1st - Play/Social Skills**

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_

	Campus:			Date:		
	1 - Full	2 - Supported	3 - Participation	1 - Full	2 - Supported	3 - Participation
Indicates to which level best describes the young adult's ability to complete or participate in each skill listed below:	Independently (no support)	With minimal Reminders (1-3)	With 1 or more prompts/assistance	With Full Support		
1 Follow rules of a basic game (e.g. board game, Go Fish, etc.)	X					
2 Plays a basic game with at least 1 other peer (e.g. board game, Go Fish, etc.)		X				
3 Initiates turn during a game			X			
4 Cleans up after finished with game				X		
5 Follows peers around play area					X	
6 Communicates with adult during play	X					
7 Communicates with peers during play			X			
8 Initiates a conversation/interaction with adult		X				
9 Initiates a conversation/interaction with peer						X

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Circle the total for each page in the correct column

	Social/Rec/Leisure			Adult Living			Life Long Learning			Employment		
	S	P	T	S	P	T	S	P	T	S	P	T
<b>Full Independence</b>	80	80	80	80	80	80	80	80	80	80	80	80
<b>Functional Independence</b>	75	75	75	75	75	75	75	75	75	75	75	75
<b>Supported Independence</b>	65	65	65	65	65	65	65	65	65	65	65	65
<b>Participation</b>	20	20	20	20	20	20	20	20	20	20	20	20

List out 3 Skills to Target from each Life Domain to focus on

Social/Rec/Leisure	Adult Living
1.	1.
2.	2.
3.	3.

Life Long Learning	Employment
1.	1.
2.	2.
3.	3.

# Leverage the Data: Transition Matrix Summary

- ☐ Gives specific summary scores to determine level of independence.
- ☐ Lists skills to target in each domain that can be used to write goals in the IEP
- ☐ Identify strengths and areas of celebration

5

Leander ISD Secondary Transition Matrix  
Secondary Transition Matrix - Summary

Student Name: ██████████ Campus: SELF 18+ Date: 11/28/22  
Directions: Circle the total for each page in the correct column

	Social/Rec/Leisure			Adult Living			Life Long Learning			Employment		
	P/S	JC	T	P/S	JC	T	P/S	JC	T	P/S	JC	T
Full Independence ★	80	80	80	80	80	80	80	80	80	80	80	80
	75	75	75	75	75	75	75	75	75	75	75	75
	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-
Functional Independence ★ ★	65	65	65	65	65	65	65	65	65	65	65	65
	60	60	60	60	60	60	60	60	60	60	60	60
	55	55	55	55	55	55	55	55	55	55	55	55
Supported Independence ★ ★ ★	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-
	45	45	45	45	45	45	45	45	45	45	45	45
	40	40	40	40	40	40	40	40	40	40	40	40
Participation ★ ★ ★ ★	35	35	35	35	35	35	35	35	35	35	35	35
	30	30	30	30	30	30	30	30	30	30	30	30
	25	25	25	25	25	25	25	25	25	25	25	25
	20	20	20	20	20	20	20	20	20	20	20	20

List out 3 Skills to Target from each Life Domain to focus on

Social/Rec/Leisure	Adult Living
1. Participate in physical activity	1. Maintains appropriate behaviors
2. Seeks support for emotional needs	2. Budget/spend money wisely
3. Understand appropriate use of cell phone	3. Identify when she has a problem
Life Long Learning	Employment
1. Follow routines	1. Use technology to communicate
2. Identify disability and its effects on life	2. Return to work after break/interruption
3. Maintain calendar system	3. Identify problems at work

# Vocational Competencies Assessment

## Assessment

- Looks at 25 skills necessary to obtain paid employment

## Three Levels of Competency

- Needs Extensive Vocational Training
- Needs Work-based Learning
- Ready for Vocational Paid Placement

### Leander ISD Vocational Competencies Informal Assessment

Vocational Competencies Informal Assessment – For Vocational Training/Employment Options  
(Adapted from Lawrence McCarron, Ph.D.)

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date completed: \_\_\_\_\_

Completed by: Responder A: \_\_\_\_\_ Responder B: \_\_\_\_\_ Responder C: \_\_\_\_\_

**MARK THE STATEMENT WHICH BEST DESCRIBES THE STUDENT**

	Needs Extensive Vocational Training			Needs Work-based Learning			Ready for Vocational Paid Placement		
	A	B	C	A	B	C	A	B	C

	Needs Extensive Vocational Training			Needs Work-based Learning			Ready for Vocational Paid Placement		
	A	B	C	A	B	C	A	B	C
<b>Mannerisms/Behaviors</b>	Demonstrates annoying behaviors frequently			Sometimes demonstrates or has annoying behaviors			Demonstrates good behavior on a consistent basis		
<b>Appearance</b>	Usually looks messy, not clean, and wears inappropriate clothing for setting, doesn't wear deodorant, take shower regularly			Sometimes looks messy, not clean and sometimes wears inappropriate clothing for setting, sometimes wears deodorant/takes shower			Always looks clean and wears appropriate clothing for setting, regularly showers and wears deodorant		
<b>Interactions with Others</b>	Has some inappropriate actions or behaviors towards others			Interacts with a limited number of people they know appropriately			Interacts appropriately with many different people on a consistent basis		
<b>Following Verbal Directions</b>	Does not follow verbal directions			Sometimes follows or needs help with verbal directions			Consistently follows verbal directions		
<b>Written Directions</b>	Does not follow written directions			Sometimes follows or needs help following written directions			Can follow written directions		
<b>Safety Standard</b>	Does not follow safety rules on their own or in front of others			Needs reminders of safety rules at work and doing chores			Follows all safety rules while working or doing chores		
<b>Retention of Information/Task completion</b>	Needs a lot of help and someone mentoring to complete tasks			Needs some instruction to start or complete tasks, may not ask for help when needed			Can start and complete tasks on their own and will ask for help when needed		
<b>Responsibility/Reliability</b>	Other persons have to take responsibility for work to be completed			Sometimes will not take responsibility for completing work tasks			Takes responsibility to complete all work tasks		
<b>Adherence to Standards</b>	Often does not follow rules or work schedule/complete chores			Sometimes will not follow rules, work schedule or finish chores			Always follows rules, work schedule, and completes chores		
<b>Adaptability Learning New Skills</b>	Has problems learning needed skills to complete work task or chore			Needs help from others to use skills learned to complete work tasks, generalize across environments			Can use all skills to work, learn new tasks on the job or chores at home with no prompts		
<b>Flexibility</b>	Will stop work progress and/or have poor behavior when there is a change to the work tasks/work place or home expectations			Will stop working for a short time and/or have some poor behaviors with changes in work tasks/chores/work place			Able to make changes in work tasks, work place, or chores without a change to work completion or behaviors		
<b>Work Stability Focus</b>	When distracted will stop work/chores and not restart without being told			When distracted will stop work/chore, but is able to restart in a moment or two or with 1 prompt			Continues work/chore even when there is a distraction		
<b>Persistence</b>	Does not stay with the task until it is finished			Needs some encouragement to stay on tasks until complete			Can stay on task until work is complete		
<b>Learning Capacity Productiveness</b>	Works very slow and not able to complete work on time			Will sometimes complete work or chore on time			Always completes work or chore on time		
<b>Quality</b>	Has poor work habits produces sloppy, incomplete work with many mistakes			Sometimes has good work habits – can complete one part well, but not all parts of task			Always completes work/chore well and makes few mistakes		

# Leverage the Data

Mark each skill at the level the student is currently demonstrating Score by adding up each list at the bottom of the assessment and list skills needed to target.

Totals		X 1 point	3	X 2 points	42	X 3 points	42
Overall Total		48 points					
Campus Based Instruction		25 to 40 pts		Community Sites Work-Based Learning		48	
		6 Skills to work On					
1.							
2.							
3.	List out 6 Skills to address						
4.							
5.							
6.							

**Leander ISD Vocational Competencies Informal Assessment**

Vocational Competencies Informal Assessment – For Vocational Training/Employment Options  
(Adapted from Lawrence McCarron, Ph.D.)

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date completed: \_\_\_\_\_  
 Completed by: Responder A: \_\_\_\_\_ Responder B: \_\_\_\_\_ Responder C: \_\_\_\_\_

**MARK THE STATEMENT WHICH BEST DESCRIBES THE STUDENT**

	Needs Extensive Vocational Training			Needs Work-Based Learning			Ready for Vocational Paid Placement					
	A	B	C	1p	A	B	C	3pt	A	B	C	3pt
<b>Manners/Behaviors</b>	Demonstrates annoying behaviors frequently			X	Sometimes demonstrates or has annoying behaviors				Demonstrates good behavior on a consistent basis			
<b>Appearance</b>	Usually looks messy, not clean and wears inappropriate clothing for setting, does not wear deodorant, does not shower regularly				Sometimes looks messy, not clean and sometimes wears inappropriate clothing for setting, sometimes wears deodorant/takes shower				Always looks clean and wears appropriate clothing for setting, regularly showers and wears deodorant			X
<b>Interactions with Others</b>	Has some inappropriate actions or behaviors towards others			X	Interacts with a limited number of people they know appropriately				Interacts appropriately with many different people on a consistent basis			
<b>Following Verbal Directions</b>	Does not follow verbal directions				Sometimes follows or needs help with verbal directions			X	Consistently follows verbal directions			
<b>Following Written Directions</b>	Does not follow written directions				Sometimes follows or needs help following written directions			X	Can follow written directions			
<b>Safety Standard</b>	Does not follow safety rules on their own or in front of others			X	Needs reminders of safety rules at work and doing chores				Follows all safety rules while working or doing chores			
<b>Retention of Information/Task completion</b>	Needs a lot of help and sometimes forgetting to complete tasks				Needs some instruction to start or complete tasks, may not ask for help when needed			X	Can start and complete tasks on their own and will ask for help when needed			
<b>Responsibility/Reliability</b>	Other persons have to take responsibility for work to be completed				Sometimes will not take responsibility for completing work tasks			X	Takes responsibility to complete all work tasks			
<b>Adherence to Standards</b>	Often does not follow rules or work schedule/complete chores				Sometimes will not follow rules, work schedule or finish chores				Always follows rules, work schedule, and completes chores			X
<b>Adaptability Learning New Skills</b>	Has problems learning needed skills to complete work task or chore				Needs help from others to use skills learned to complete work tasks, generalize across environments			X	Can use all skills to work, learn new tasks on the job or chores at home with no prompts			
<b>Flexibility</b>	Will stop work progress and/or have poor behavior when there is a change to the work task/work place or home expectations				Will stop working for a short time and/or have some poor behaviors with changes in work tasks/chores/work place			X	Able to make changes in work tasks, work place, or chores without a change to work completion or behaviors			
<b>Work Stability Focus</b>	When distracted will stop work/chores and not restart without being told				When distracted will stop work/chores, but is able to restart in a moment or two or with 1 prompt			X	Continues work/chores even when there is a distraction			
<b>Persistence</b>	Does not stay with the task until it is finished				Needs some encouragement to stay on tasks until complete				Can stay on task until work is complete			X
<b>Learning Capacity Productiveness</b>	Works very slow and not able to complete work on time				Will sometimes complete work or chore on time			X	Always completes work or chore on time			
<b>Quality</b>	Has poor work habits produces sloppy, incomplete work with many mistakes			X	Sometimes has good work habits – can complete one part well, but not all parts of task				Always completes work/chores well and makes few mistakes			

# Student Independence in the Classroom

## Looks at 8 areas of behavior

- Assignment Completion
- Self-Advocacy Skills
- Organization
- Classroom Behavior
- Participation
- Peer Cooperation
- Goals
- Time Management

Student Independence in the Classroom

	Participation	Supported Independence	Functional Independence	Full Independence
<b>Assignment Completion</b>	Assignments are completed by end of two weeks or not completed at all	Completes assignments within 1 day of assignment due date	Completes assignments by assignment due dates with reminders	Completes assignments by assignment due dates without reminders
<b>Self-Advocacy Skills</b>	Is unaware of modifications or accommodations in IEP and unaware of need to ask questions for clarification when confused	Does not <del>self-advocate</del> or have others advocate for the use of or use the necessary modifications or accommodations according to IEP in order to be successful in class and does not ask questions for clarification when confused	Advocates needs to <del>teacher</del> <del>add</del> has them advocate to the classroom teacher for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. tracking teacher reminds teacher of modifications or teacher must send student to Passing Zone) and occasionally asks questions for clarification when confused	<del>Self-advocates</del> for the use of necessary modifications or accommodations according to IEP in order to be successful in class ( <del>teacher</del> reminds teacher of modifications or asks to go get more help) and asks questions for clarification when confused.
<b>Organization</b>	Has others track assignments and keep student organized	Needs assistance with an assignment notebook and/or staying organized	Needs reminders to use assignment notebook and/or stay organized	Uses assignment notebook and/or stays organized
<b>Classroom Behavior</b>	Unable to follow class rules and procedures	Follows class rules and procedures with daily reminders	Follows class rules and procedures with occasional reminders	Follows class rules and procedures
<b>Participation</b>	Unaware of opportunity to participate in class	Does not participate in class, but aware of class lecture	Participates in class with encouragement	Participates in class without encouragement
<b>Peer Cooperation</b>	Unable to work with peers	Works cooperatively with peers if group is teacher selected and teacher stays with group	Works cooperatively with peers if group is teacher selected	Works cooperatively with all peers
<b>Goals</b>	Unaware of <del>academic</del> goals (college/work/job)	Does not work towards long range goals (college/work/job)	Works toward <del>long-range</del> goals (college/work/job) with support that is less than 3 prompts	Works toward <del>long-range</del> goals (college/work/job)
<b>Time Management</b>	Unable to manage time/planner/plans ahead/adjust and revise for change	Manages time/planner/plans ahead/adjusts and revises for change with daily reminders	Manages time/planner/plans ahead/adjusts and revises for change with occasional reminders (less than 3 reminders)	Manages time/planner/plans ahead/adjusts and revises for change

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
 Course: \_\_\_\_\_ Teacher: \_\_\_\_\_ Current Grade in Class: \_\_\_\_\_

## The Four Independence Levels

- Participation     Supported Independence
- Functional Independence     Full Independence

# Leverage the Data

Each person marks the level to which the student is currently functioning

These skills can be integrated into goals/objectives, listed in the PLAAFP

Student Independence in the Classroom

	Participation	Supported Independence	Functional Independence	Full Independence
Assignment Completion	Assignments are completed by end of six weeks or not completed at all	Completes assignments within 1 day of assignment due date	Completes assignments by assignment due dates with reminders	Completes assignments by assignment due dates without reminders
Self Advocacy Skills	Is unaware of modifications or accommodations in IEP and unaware of need to ask questions for clarification when confused	Does not self advocate or have others advocate for the use of or use the necessary modifications or accommodations according to IEP in order to be successful in class and does not ask questions for clarification when confused	Advocates needs to others and has them advocate to the classroom teacher for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. tracking teacher reminds teacher of modifications or teacher must send student to Passing Zone) and occasionally asks questions for clarification when confused	Self advocates for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. reminds teacher of modifications or asks to get more help) and asks questions for clarification when confused.
Organization	Has others track assignments and keep student organized	Needs assistance with an assignment notebook and/or staying organized	Needs reminders to use assignment notebook and/or stay organized	Uses assignment notebook and/or stays organized
Classroom Behavior	Unable to follow class rules and procedures	Follows class rules and procedures with daily reminders	Follows class rules and procedures with occasional reminders	Follows class rules and procedures
Participation	Unaware of opportunity to participate in class	Does not participate in class, but aware of class lecture	Participates in class with encouragement	Participates in class without encouragement
Peer Cooperation	Unable to work with peers	Works cooperatively with peers if group is teacher selected and teacher stays with group	Works cooperatively with peers if group is teacher selected	Works cooperatively with all peers
Goals	Unaware of long range goals (college/work/job)	Does not work towards long range goals (college/work/job)	Works toward long range goals (college/work/job) with support that is less than 3 prompts	Works toward long range goals (college/work/job)
Time Management	Unable to manage time/planner/plan ahead/adjust and revise for change	Manages time/planner/plans ahead/adjusts and revises for change with daily reminders	Manages time/planner/plans ahead/adjusts and revises for change with occasional reminders (less than 3 reminders)	Manages time/planner/plans ahead/adjusts and revises for change

Student Name: A

ID#: \_\_\_\_\_

Grade Level: 18+

Today's Date: \_\_\_\_\_

Course: 18+ Transition

Teacher: Mc  
JC: AN SSCPSV

Current Grade in Class: COMM

# Self-Advocacy Checklist

## Elementary/LID Checklist

10 skills assessed

## Secondary Checklist

20 skills assessed

## Who Completes?

Teacher

Student/Parent



Secondary Self-Advocacy Checklist

	Student		Teacher		Match yes / no
	Yes	No	Yes	No	
1. I speak clearly and keep eye contact when talking with others	___	___	___	___	yes / no
2. I feel comfortable talking with my teachers or Supervisors	___	___	___	___	yes / no
3. I participate in discussions at class and at work	___	___	___	___	yes / no
4. I can ask for assistance without getting angry	___	___	___	___	yes / no
5. I ask teachers/supervisors for help when I do not understand what I am to do	___	___	___	___	yes / no
6. I can explain my strengths	___	___	___	___	yes / no
7. I can explain how I learn best	___	___	___	___	yes / no
8. I can explain what does not help me learn	___	___	___	___	yes / no
9. I can explain my weaknesses/challenges	___	___	___	___	yes / no
10. I can describe why I am in special education	___	___	___	___	yes / no
11. I helped plan my schedule for this school year	___	___	___	___	yes / no
12. I attended my last IEP/ARD meeting	___	___	___	___	yes / no
13. I can explain what my disability means	___	___	___	___	yes / no
14. I have seen my evaluation results	___	___	___	___	yes / no
15. I can name pros/cons for problems	___	___	___	___	yes / no
16. I can name pros/cons for solutions	___	___	___	___	yes / no
17. I can solve problems effectively at school/work	___	___	___	___	yes / no
18. I can explain my evaluation results	___	___	___	___	yes / no
19. I can tell teachers/work supervisors how they can help make learning easier for me and how I learn best	___	___	___	___	yes / no
20. I will keep asking appropriately for what I need, even if I don't get it the first time	___	___	___	___	yes / no
21. I can run my ARD/IEP meeting and negotiate all of my needs effectively	___	___	___	___	yes / no
22. I set weekly goals for myself and accomplish them	___	___	___	___	yes / no

Revised by Kimberly Steer and Jessica Decker, Lander LEA December 2005. Modified by Kimberly Steer, Lander LEA, 2007. Original published by Dr. Gary Clark



# Leverage the Data

- Student checks YES or NO
- Teacher checks YES or NO
- Compare answers to determine if they match

Identify strengths and areas of need.

- ★ These skills can be integrated into a goal and/or listed in the PLAAFP and Transition SPIN.

**Essential Low Incidence Self-Advocacy Checklist**  
Promoting Self-Determination in Leander ISD

Student's Name: A

Date filled out: \_\_\_\_\_

Person filling it out: Teacher Parent Student SLP LSSP OT/PT APE Other \_\_\_\_\_

	Student		Teacher		Match
	Yes	No	Yes	No	
1. I feel comfortable talking with adults that I know.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
2. I ask teachers for help when I do not understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
3. I can speak clearly and maintain eye contact when talking with others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
4. I attended my last IEP/ARD meeting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
5. I can explain my strengths.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	no
6. I persist in asking my teachers for help when I do not understand what I am supposed to do. yes / no	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	yes/no
7. I can explain my weaknesses and challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	yes/no
8. I can describe why I am in special education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	yes/no
9. I can ask for assistance without getting angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	yes/no
10. I can participate in class discussions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no

Totals for this page 7/4 3/6 3 7 5 5

Average of all totals \_\_\_\_\_

Strengths	Needs at this time
<ul style="list-style-type: none"><li>comfortable talking to adults I know</li><li>Attended my last meeting (ard)</li><li>participate in class discussions</li></ul>	<ul style="list-style-type: none"><li>speaking clearly</li><li>maintaining eye contact</li><li>explain my disability</li><li>explain strengths and weakness</li><li>ask for assistance without anger</li></ul>

# Life Skills Inventory

Includes more than 125+ different skills

## Sectioned into eight areas:

- Morning Skills/Personal Hygiene
- Ready for School
- Phone Skills
- Personal Information
- Shopping
- Restaurant Skills
- Preparing Meals
- Chores

Life Skills Inventory      Person Filling Out      Date: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_      Age: \_\_\_\_\_

Life Skills Inventory Informal Assessment						
Morning Skills/Personal Hygiene	Student Completes Independently	Asks for help vs needing prompts	Needs multiple prompts	Parent completes for student	Not completed daily	unknown/does not do
Set Alarm/Wakes Up						
Toileting						
Brushes Teeth						
Shower/Bathe						
Dries off after Shower/bathing						
Puts on Deodorant						
Puts on Lotion						
Puts on Pants						
Puts on shoes						
Ties shoes						
Makes breakfast						
Makes a drink						

# Leverage the Data

## Scored by the following levels

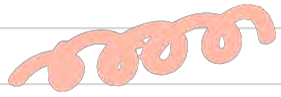
- Student Completes Independently
- Asks for help vs needing prompting
- Needs Multiple Prompts
- Parent Completes for the student
- Not Completed Daily
- Unknown/Does Not Do

Life Skills Inventory      Person Filling Out      Date: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ A \_\_\_\_\_      Staff/Parents      Age: \_\_\_\_\_

Life Skills Inventory Informal Assessment

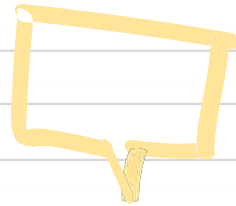
Morning Skills/Personal Hygiene	Student Completes Independently	Asks for help vs needing prompts	Needs multiple prompts	Parent completes for student	Not completed daily	unknown/does not do
Set Alarm/Wakes Up		x				
Toileting		x				
Brushes Teeth			x			
Shower/Bathe		x				
Dries off after Shower/bathing				x		
Puts on Deodorant			x			
Puts on Lotion			x			
Puts on Pants			x			
Puts on shoes			x			
Ties shoes					x	
Makes breakfast				x		
Makes a drink				x		

- ★ These skills can be used to write goals, objectives, or list levels in their PLAAFP relating to the Adult Living Domain.



# Let's Tell a Story

- Case Study
- Two Students



# Student A

## Assessments Completed

- Transition Matrix
- Vocational Competencies
- Self-Advocacy Checklist (LID level)
- Independence in the Classroom
- Life Skills Inventory

- 20 years of age
- Disability:
  - Orthopedic
  - Other Health Impairment
  - Intellectual Disability
  - Speech
- Parent has Guardianship
- Program:
  - 18+ Transition Services

# Transition Matrix

## Scored by

- Parent
- Student
- Teacher
- Staff

## Level

- Supported Independence

## Leander ISD Secondary Transition Matrix Secondary Transition Matrix - Summary

Student Name: Vika Hopp Campus: SELF 18+ Date: 11/28/22

Directions: Circle the total for each page in the correct column

	Social/Rec/Leisure			Adult Living			Life Long Learning			Employment		
	P/S	JC	T	P/S	JC	T	P/S	JC	T	P/S	JC	T
Full Independence	80	80	80	80	80	80	80	80	80	80	80	80
Functional Independence	65	65	65	65	65	65	65	65	65	65	65	65
Supported Independence	45	45	45	45	45	45	45	45	45	45	45	45
Participation	25	25	25	25	25	25	25	25	25	25	25	25

List out 3 Skills to Target from each Life Domain to focus on

Social/Rec/Leisure	Adult Living
1. Participate in physical activity	1. Maintains appropriate behaviors
2. Seeks support for emotional needs	2. Budget/spend money wisely
3. Understand appropriate use of cell phone	3. Identify when she has a problem
Life Long Learning	Employment
1. Follow routines	1. Use technology to communicate
2. Identify disability and its effects on life	2. Return to work after break/interruption
3. Maintain calendar system	3. Identify problems at work

# Vocational Competencies

## Assessment

### Scored by

- Parent
- Student
- Teacher
- Staff

### Level

- Needs: Work-Based Learning
  - Ready for Community Sites WBL
- 

# Self-Advocacy Checklist

## Scored by

- Student
- Teacher
- Parent

## Skills

- Strengths Listed at bottom
- Behaviors to Work on listed at bottom



## Essential Low Incidence Self-Advocacy Checklist

Promoting Self-Determination in Leander ISD

Student's Name: A

Date filled out: \_\_\_\_\_

Person filling it out: Teacher Parent Student SLP LSSP OT/PT APE Other \_\_\_\_\_

	Student		Teacher		Match
	Yes	No	Yes	No	
1. I feel comfortable talking with adults that I know.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(yes/no)
2. I ask teachers for help when I do not understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	yes/no
3. I can speak clearly and maintain eye contact when talking with others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
4. I attended my last IEP/ARD meeting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(yes/no)
5. I can explain my strengths.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
6. I persist in asking my teachers for help when I do not understand what I am supposed to do. yes / no	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(yes/no)
7. I can explain my weaknesses and challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
8. I can describe why I am in special education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(yes/no)
9. I can ask for assistance without getting angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	yes/no
10. I can participate in class discussions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(yes/no)

Totals for this page 7/4 3/6 3 7 55

Average of all totals \_\_\_\_\_

Strengths	Needs at this time
<ul style="list-style-type: none"> <li>• Comfortable talking to adults I know</li> <li>• Attended my last meeting (ARD)</li> <li>• participate in class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• speaking clearly</li> <li>• maintaining eye contact</li> <li>• explain my disability</li> <li>• explain strengths and weakness</li> <li>• ask for assistance without anger</li> </ul>



# Student Independence in Classroom

## Scored by

- Teacher
- Job coaches/assistants
- Staff

## Level

- Supported Independence

Student Independence in the Classroom

	Participation	Supported Independence	Functional Independence	Full Independence
<b>Assignment Completion</b>	Assignments are completed by end of six weeks or not completed at all	Completes assignments within 1 day of assignment due date	Completes assignments by assignment due dates with reminders	Completes assignments by assignment due dates without reminders
<b>Self Advocacy Skills</b>	Is unaware of modifications or accommodations in IEP and unaware of need to ask questions for clarification when confused	Does not self advocate or have others advocate for the use of or use the necessary modifications or accommodations according to IEP in order to be successful in class and does not ask questions for clarification when confused	Advocates needs to others and has them advocate to the classroom teacher for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. tracking teacher reminds teacher of modifications or teacher must send student to Passing Zone) and occasionally asks questions for clarification when confused	Self advocates for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. reminds teacher of modifications or asks to go get more help) and asks questions for clarification when confused.
<b>Organization</b>	Has others track assignments and keep student organized	Needs assistance with an assignment notebook and/or staying organized	Needs reminders to use assignment notebook and/or stay organized	Uses assignment notebook and/or stays organized
<b>Classroom Behavior</b>	Unable to follow class rules and procedures	Follows class rules and procedures with daily reminders	Follows class rules and procedures with occasional reminders	Follows class rules and procedures
<b>Participation</b>	Unaware of opportunity to participate in class	Does not participate in class, but aware of class lecture	Participates in class with encouragement	Participates in class without encouragement
<b>Peer Cooperation</b>	Unable to work with peers	Works cooperatively with peers if group is teacher selected and teacher stays with group	Works cooperatively with peers if group is teacher selected	Works cooperatively with all peers
<b>Goals</b>	Unaware of long range goals (college/work/job)	Does not work towards long range goals (college/work/job)	Works toward long range goals (college/work/job) with support that is less than 3 prompts	Works toward long range goals (college/work/job)
<b>Time Management</b>	Unable to manage time/planner/plan ahead/adjust and revise for change	Manages time/planner/plans ahead/adjusts and revises for change with daily reminders	Manages time/planner/plans ahead/adjusts and revises for change with occasional reminders (less than 3 reminders)	Manages time/planner/plans ahead/adjusts and revises for change

Student Name: A

ID#: \_\_\_\_\_

Grade Level: 18+

Today's Date: \_\_\_\_\_

Course: 18+ Transition

Teacher: Mc  
JC: AN SSCPSV

Current Grade in Class: COMM

# Life Skills Inventory Informal Assessment

## Scored by

- Parent
- Student
- Teacher
- Staff

Skills can be used to write goals and objectives

Information can be listed in the Activities of Daily Living section of the Transition Section of the IEP

Life Skills Inventory

Student's Name:     A    

Person Filling Out

Staff/Parents

Date: \_\_\_\_\_

Age: \_\_\_\_\_

Life Skills Inventory Informal Assessment

Morning Skills/Personal Hygiene	Student Completes Independently	Asks for help vs needing prompts	Needs multiple prompts	Parent completes for student	Not completed daily	unknown/ does not do
Set Alarm/Wakes Up		X				
Toileting		X				
Brushes Teeth			X			
Shower/Bathe		X				
Dries off after Shower/bathing				X		
Puts on Deodorant			X			
Puts on Lotion			X			
Puts on Pants			X			
Puts on shoes			X			
Ties shoes					X	
Makes breakfast				X		
Makes a drink				X		

# Telling the Story Based on the Data - Student A

## Independence Levels

### Transition Matrix





- ★ Social/ Recreation/ Leisure
  - Supported Independence
- ★ Adult Living
  - Supported Independence
- ★ Lifelong Learning
  - Supported Independence
- ★ Employment
  - Supported Independence

### Vocational Competencies

- ★ Ready for Community Work-Based Learning

### Student Independence in the Classroom

- ★ averaged at Supported Independence

Participation	Supported Independence	Functional Independence	Full Independence
			
Completes task with full support from others or others do task for them and needs continuous prompting	Completes task with assistance from others and needs several reminders (2+ prompts)	Independently recognizes what is needed, goes to ask for help and completes task with minimal reminders (1 or no prompts)	Independently completes task with no support or prompting

# Telling the Story Based on Data - Student A

## Strengths

- ❑ Our student is a social student, who loves to plan parties and tell jokes.
- ❑ She can use a microwave for simple meals, find items in a store, and help pay for them.
- ❑ Can state her personal info, clean up after a meal, put trash in the can, dust and wipe down glass and counters.
- ❑ Ask for help with activities, follow a simple checklist, interact with others, complete tasks with reminders, and attended her ARD.
- ❑ Follow 1 step directions, work for 30 with support, and is always clean and showered, with deodorant applied.

# Telling the Story Based on Data - Student A

## Working On

- Identifying and understanding how her disability affects her life
- Stating her strengths and weaknesses
- Follow multi-step directions
- Returning to work after a break/distraction
- Working until finished
- Following safety rules at work
- Maintaining appropriate behaviors in all environments
- Growing her list of chores that she can complete independently
- Identifying when she has a problem
- Using technology appropriately
- Budgeting/understanding a bank account
- Developing long term employment and living goals
- Managing her own time/planner/calendar
- Interacting appropriately with others all the time
- Growing her meal preparation skills

# Student B

## Assessments Completed

- Transition Matrix
- Vocational Competencies
- Self-Advocacy Checklist
- Independence in the Classroom

- 19 years of age
- Disability
  - Autism
  - Intellectual Disability
- Program
  - 18+ Transition Services

# Transition Matrix

## Scored by

- Student
- Teacher

## Level

- Functional to Full Independence

### Secondary Transition Matrix - Summary

Student Name: [Redacted] Campus: SELF 18+ Date: [Redacted]

Directions: Circle the total for each page in the correct column

	Social/Rec/Leisure			Adult Living			Life Long Learning			Employment		
	S	P	T	S	P	T	S	P	T	S	P	T
Full Independence ★	80	80	80	80	80	80	80	80	80	80	80	80
	75	75	75	75	75	75	75	75	75	75	75	75
	70	70	70	70	70	70	70	70	70	70	70	70
Functional Independence ★★	65	65	65	65	65	65	65	65	65	65	65	65
	60	60	60	60	60	60	60	60	60	60	60	60
	55	55	55	55	55	55	55	55	55	55	55	55
Supported Independence ★★★	50	50	50	50	50	50	50	50	50	50	50	50
	45	45	45	45	45	45	45	45	45	45	45	45
	40	40	40	40	40	40	40	40	40	40	40	40
Participation ★★★★	35	35	35	35	35	35	35	35	35	35	35	35
	30	30	30	30	30	30	30	30	30	30	30	30
	25	25	25	25	25	25	25	25	25	25	25	25
	20	20	20	20	20	20	20	20	20	20	20	20

List out 3 Skills to Target from each Life Domain to focus on

Social/Rec/Leisure	Adult Living
1. Schedule appointments	1. Access/Use Bank Account
2. Plan activities with friends	2. Schedule medical/agency appointments
3. Set up transportation	3. Problem Solving
Life Long Learning	Employment
1. Identify disability and affects	1. ADA/Resume
2. Complete Admission paperwork for classes	2. Communication to
3. Identify Training needed	3. employer/family/Rides

# Vocational Competencies

## Scored by

- Student
- Teacher

## Level

- Ready for Supported Employment - Paid work (has a job)

Leander ISD Vocational Competencies Informal Assessment

	Needs Extensive Vocational Training			Needs Work-Based Learning			Ready for Vocational Paid Placement			
	A	B	C	A	B	C	A	B	C	
<b>Response to Training and Correction</b>	Does not follow suggestions or corrections when working			Follows some suggestions and corrections, but will ignore if other times			Follows suggestions and follows corrections			A B
<b>Self-Regulation</b>	Does not accept consequences of their own actions			Sometimes accepts consequences of their actions		AB	Accepts consequences of their actions			AB
<b>Requesting Help Clarification Support</b>	Does not ask for help when they are stuck or request needed accommodations			Sometimes asks for help when they are stuck or requests needed/approved accommodations			Always asks for help when they have a problem or requests needed/approved accommodations			AB
<b>Problem solving</b>	Does not know how or will not solve problems when they happen at work (in class) or doing chores			Sometimes can solve problems or ask for help to solve problems when they happen at work/in class/chores		B	Can always solve problems or seek help to solve problems when they happen at work/in class/chores			A
<b>Improvement of Skills</b>	Work/in class work/chore skill shows little or no improvement with training			Work/in class work/chore shows slow but steady improvement with training			Work/in class work/chore skills show improvement and are steady with training			AB
<b>Stress Tolerance Emotional Stability</b>	Becomes easily upset and disorganized			Sometimes becomes upset, but can settle down and go back to work in a short amount of time		AB	Can remain calm even when under stress			AB
<b>Impulse Control</b>	Unable to wait turn, acts without thinking of what will happen			Sometimes does not wait turn, but is able to regain self-control			Always has good behavior and can keep control of self			AB
<b>Work Attitude Work Satisfaction</b>	Not happy with work, work place, school work or completing chores			Does not care whether they work, where they work, doing school work or chores		B	is happy when working, where they work, doing school work or chores given			A
<b>Self-Image</b>	Not positive about self, has negative outlook about school, work, future or living on their own			Does not have a concern about self, school work, job for future, or living on their own		AB	Likes themselves, enjoys school, wants to work in the future and live on their own			AB
<b>Employment Pay</b>	Does not think they need to work, thinks that others will pay for their needs			Does not have a concern about where money comes from or how things are paid for		A	Understands that you work to make money and pay for your wants and needs			B
<b>Totals</b>	X 1 point			X 2 points			10 <sup>3</sup> X 3 points			
<b>Overall Total</b>	65 points									

Campus Based Instruction 25 to 40 pts	Community Sites Work-Based Learning 41 to 59 pts	VAC Lab or VAC Supported Employment 60 – 75pts
		A B

- 6 Skills to Work On
1. Interactions with others
  2. Flexibility
  3. Quality
  4. Self-Regulation
  5. Stress Tolerance
  6. Self-Image



# Self-Advocacy Checklist

## Scored by

- Student
- Teacher

## Skills

- Strengths Listed at bottom
- Behaviors to Work on listed at bottom



# Student Independence in the Classroom

## Scored by

- Teacher
- Job coaches/assistants
- Staff

## Level

- Supported to Full Independence

Student Independence in the Classroom

	Participation	Supported Independence	Functional Independence	Full Independence
<b>Assignment Completion</b>	Assignments are completed by end of six weeks or not completed at all	Completes assignments within 1 day of assignment due date	Completes assignments by assignment due dates with reminders	Completes assignments by assignment due dates without reminders
<b>Self Advocacy Skills</b>	Is unaware of modifications or accommodations in IEP and unaware of need to ask questions for clarification when confused	Does not self advocate or have others advocate for the use of or use the necessary modifications or accommodations according to IEP in order to be successful in class and does not ask questions for clarification when confused	Advocates needs to others and has them advocate to the classroom teacher for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. tracking teacher reminds teacher of modifications or teacher must send student to Passing Zone) and occasionally asks questions for clarification when confused	Self advocates for the use of necessary modifications or accommodations according to IEP in order to be successful in class (i.e. reminds teacher of modifications or asks to go get more help) and asks questions for clarification when confused
<b>Organization</b>	Has others track assignments and keep student organized	Needs assistance with an assignment notebook and/or staying organized	Needs reminders to use assignment notebook and/or stay organized	Uses assignment notebook and/or stays organized
<b>Classroom Behavior</b>	Unable to follow class rules and procedures	Follows class rules and procedures with daily reminders	Follows class rules and procedures with occasional reminders	Follows class rules and procedures
<b>Participation</b>	Unaware of opportunity to participate in class	Does not participate in class, but aware of class lecture	Participates in class with encouragement	Participates in class without encouragement
<b>Peer Cooperation</b>	Unable to work with peers	Works cooperatively with peers if group is teacher selected and teacher stays with group	Works cooperatively with peers if group is teacher selected	Works cooperatively with all peers
<b>Goals</b>	Unaware of long range goals (college/work/job)	Does not work towards long range goals (college/work/job)	Works toward long range goals (college/work/job) with support that is less than 3 prompts	Works toward long range goals (college/work/job)
<b>Time Management</b>	Unable to manage time/planner/plan ahead/adjust and revise for change	Manages time/planner/plans ahead/adjusts and revises for change with daily reminders	Manages time/planner/plans ahead/adjusts and revises for change with occasional reminders (less than 3 reminders)	Manages time/planner/plans ahead/adjusts and revises for change

Student Name: Student #B

ID#: \_\_\_\_\_

Grade Level: 12

Today's Date: 2-1-22

Course: Vocational

Teacher: \_\_\_\_\_ Current Grade in Class: \_\_\_\_\_

Additional Information for Meeting: \_\_\_\_\_

# Telling the Story Based on the Data - Student B

## Independence Levels

### Transition Matrix




- ★ Social/ Recreation/ Leisure
  - Functional Independence
- ★ Adult Living
  - Functional Independence
- ★ Lifelong Learning
  - Functional Independence
- ★ Employment
  - Functional Independence

### Vocational Competencies

- ★ Ready for Paid or Supported Employment

### Student Independence in the Classroom

- ★ Averaged at Functional to Full Independence

Participation	Supported Independence	Functional Independence	Full Independence
			
Completes task with full support from others or others do task for them and needs continuous prompting	Completes task with assistance from others and needs several reminders (2+ prompts)	Independently recognizes what is needed, goes to ask for help and completes task with minimal reminders (1 or no prompts)	Independently completes task with no support or prompting

# Telling the Story Based on the Data - Student B

## Strengths:

- ❑ Participates in social activities, communicates with friends and family, makes and maintains friendships, navigates the community safely, chooses social activities, and participates in physical activities.
- ❑ Can use a microwave, make purchases, complete all the shopping steps, find a recipe, seek help in an emergency, cook simple meals, and identify when she has a problem.
- ❑ Uses a calendar to stay organized, follows class rules, participates in discussions, works cooperatively with others, completes assignments with reminders, asks for help, follows a checklist, multi-step directions, communications personal info, attended and ran her ARD.
- ❑ Has TX ID, stays on task for more than 2 hours, maintains a paid job, communicates needs and concerns with employer, start and complete task, takes responsibility for her tasks, follows suggestions and corrections, ask for help to solve problems, and has good behavior on the jobsite.

# Telling the Story Based on the Data - Student B

## Working On:

- Speaking clearly and keeping eye contact
- Accepting all consequences for her actions appropriately
- Solving problems on the worksite
- Interacting with a larger group of people
- Looking clean, wearing clean clothes, wearing deodorant consistently
- Completing activity in allotted time
- Scheduling appointments
- Setting up her own transportation
- Managing medications independently
- Understanding appropriate cell phone and social media etiquette
- Planning an activity and following through with it
- Spending and saving money wisely
- Identifying her disability
- Having realistic job choices
- Completing admissions process for higher education
- Using Email
- Completing her own ADA letter and job applications

# Links to Assessment PDFs

- ★ **Transition Matrix** [[ECSE - 1st](#)], [[2nd - 5th](#)], [[Middle School](#)], [[High School & 18+](#)] [[Adult](#)]
- ★ **Vocational Competencies** [[link](#)]
- ★ **Self -Advocacy Checklist** [[Elementary](#)] [[LID](#)] [[Secondary](#)]
- ★ **Life Skills Inventory** [[link](#)]
- ★ **Student Independence in the Classroom** [[Elementary](#)], [[Secondary](#)], [[Secondary with Gen Ed language](#)]

pg 1 | Transition Assessment Library

**LEANDER ISD**  
SPECIAL PROGRAMS

**Transition Assessment Library**

In Tasks, transition must be addressed in the IEP by a student's 14th birthday (7EC 228.011).




**Assessment Categories:** (can always be jump to this section)

- [Independence in the 4 Life Domains](#)
- [Education](#)
- [Strengths, Interests, Abilities and Needs](#)
- [Employment Skills](#)
- [Career Interest/Clusters](#)
- [Self-Determination](#)
- [Life Skills](#)
- [Independent Living](#)
- [Social Skills](#)
- [Parent Assessment](#)

**indicates newly added assessment**

[Click to view directions for the Three REQUIRED Transition Assessments in the Secondary IEP.](#)

**Independence in the 4 Life Domains**

Assessment	Description
 Independence Levels PDF <a href="#">Link</a>	Master DMI Summary Sheet with Independence Levels
 ECSE - 1st Transition Matrix <a href="#">Link</a>	Assess the four life domains: Developing Work Skills, Play/Social Skills, Academic Skills, Self-Help and Daily Living Skills
 2nd - 5th Transition Matrix <a href="#">Link</a>	Assess the four life domains: Developing Work Skills, Play/Social Skills, Academic Skills, Self-Help and Daily Living Skills

Need help choosing an assessment or selecting the right assessments for your student?  
Email Transition Specialist, Catherine Blanton, [cblanton@leanderisd.org](mailto:cblanton@leanderisd.org)

Leander ISD's  
Transition  
Assessment  
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# Every Student Has a Story

Choosing the right transition assessments to honor the student



## Denise Geiger

*Leander ISD Special Programs*  
Senior Transition Coordinator  
[denise.geiger@leanderisd.org](mailto:denise.geiger@leanderisd.org)

## Samantha Blanton

*Leander ISD Special Programs*  
Transition & Truancy Prevention Specialist  
[samantha.blanton@leanderisd.org](mailto:samantha.blanton@leanderisd.org)



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