

### Transition Assessment Planning Form: HEATHER

Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
<b>Current and Future Employment</b>	Occupational Interests & Values	No real career interests	Her career interests in order to plan for her postsecondary educational plans.	Career Interest Inventory  <i>SDS Career Explorer Self-Assessment and Careers booklets</i>  <i>Informal Assessments for Transition: Employment and Career Planning.</i>	School  Transition Coordinator  Guidance Counselor Career Counselor	
	Work Aptitude	Limited work experiences		Rating Scale  <i>Occupational Aptitude Survey &amp; Interest Schedule (OASIS-3).</i>		
	Work Readiness/ Prevocational Skills	Limited work experiences		Work Sample	VR School	

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<b>Current and Future Employment</b>	Assistive Technology	Uses limited AT		Observation Interview	School Counselor	
	Temperament/ Personality			Situational Assessment  <i>Work Personality Profile.</i>	VR School	
	Manual Dexterity			Work Sample  <i>VALPAR</i>	VR	
	Work Environments			Ecological Inventory  <i>The Environmental Job Assessment Measure: E-JAM</i>		

<b>Education and/or Training</b>	Academic Achievement	Loves reading Likes English & Social Studies best  Wants to go to college but not sure of what to study	We first need more information about how she is doing in her classes – grades, accommodations, interests, concerns, etc.	Curriculum-based Assessments; Grades; ACT  <i>Study Skills Inventory</i>	School	
	Learning Styles	Has difficulty in classes due to visual and auditory distractions	More specific information about these issues and possible accommodations	Survey Interview Observation Rating Scale  <i>C.I.T.E. Learning Styles Instrument.</i>	School	
	Intelligence			IQ Test		
	Accommodations	Does not use AT	More on what accommodations she needs in classes to prepare for college	Survey Interview Observation		
<b>Independent Living</b>	Self-Awareness	More aware of her differences but developed some self-confidence	How she feels about herself and her disability – self-efficacy, self-esteem	Survey Interview Rating Scale		
	Self-Determination/ Self-Advocacy	Wants to increase her self-determination	Her skills with self-determination,	Survey Interview Rating Scale  <i>AIR Self-Determination</i>		

	<b>Areas of Assessment to Consider</b>	<b>What do we already know about the student?</b>	<b>What do you need about the student?</b>	<b>How will you learn this information?</b>	<b>Who will gather the information?</b>	<b>When will the information be gathered?</b>
<b>Independent Living</b>	Money Management		Can she use a checking account/money card? Budgeting? Paying Bills?			
	Home Living	Lives with her father	Independent living skills – when she is going to college and living in a dorm or apartment	Survey Interview Rating Scale  <i>Ansell-Casey Life Skills</i>  <i>Informal Assessments for Transition: Independent Living and Community Participation.</i>		
	Recreation & Leisure Interests			Survey Interview		
	Transportation		Can she use public transportation?	Interview Observation		

	Personal Safety			Interview Observation		
	Medical & Health			Interview Review of records  <i>Transition Health Care Checklist</i>		
	Communication	Does not know sign language	Possible accommodations; how she communicates best	Survey Interview Rating Scale Standardized Assessment		
	Adaptive Behavior					
	Interpersonal Relationships	Wants to improve her social skills	More about her specific social skills			
	Community Participation	Spends time at the mall with girlfriends				