



# **Transition Assessment Resource Guide**

*A publication of the*

**Indiana Secondary Transition Resource Center**

*at the*

**Center on Community Living and Careers  
Indiana Institute on Disability and Community  
Indiana University**



The *Transition Assessment Resource Guide* was produced by Mary Held, Teresa Grossi, and Linda DaWalt from the Indiana Secondary Transition Resource Center and funded by the Indiana Department of Education, Office of Special Education. The Indiana Secondary Transition Resource Center is part of the Center on Community Living and Careers, one of seven centers located at the Indiana Institute on Disability and Community, Indiana University, Bloomington. The work of the Indiana Institute encompasses the entire life span, from birth through older adulthood, and addresses issues that include:

- Young children and families
- School inclusion
- Secondary transition services
- Employment
- Community living
- Aging
- Autism
- Information and referral
- Planning and policy studies
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- Individual and family perspectives

The Indiana Institute on Disability and Community pursues its mission with support from Indiana University and funding from federal and state agencies and foundations.

The mission of the Center on Community Living and Careers is to promote partnerships between people with disabilities, their families, and their communities to build capacity and effect systems change through research, education, and service.

The center focuses on improving secondary transition and adult services through person-directed approach, career development, community living, and community membership.

For more information, please contact the Indiana Institute on Disability and Community at 2853 E. Tenth Street, Bloomington, Indiana 47408-2696 or see our website at: [www.iidc.indiana.edu/cclc](http://www.iidc.indiana.edu/cclc)

All materials developed by the Indiana Institute are available in alternative formats upon request.

# Transition Assessment Resource Guide

*Note: This guide supplements the Transition Assessment tutorial found at <http://breeze.iu.edu/transitionassessment>.*

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## What's Inside?

Welcome to the *Transition Assessment Resource Guide*! The purpose of this resource guide is to assist teachers with implementing transition assessments for students 14 years and older. The guide supplements the Transition Assessment tutorial that can be found at <http://breeze.iu.edu/transitionassessment>. The resource guide is not intended to be an exhaustive list of assessments, rather, it contains many ready-to-use assessment tools for teachers (and families) in order to gain valuable information about the student. The Indiana Secondary Transition Resource Center does not endorse any particular assessment tool.

The Transition Assessment Resource Guide includes the following:

- Section I. **Transition Assessment Fundamentals**—reviews legal requirements, important definitions, and examples of transition services and activities.
- Section II. **Transition Assessment Framework**—explains the transition assessment process and includes a set of guiding questions that will help in collecting information about a student's strengths, preferences, interests, and needs.
- Section III. **Transition Assessment Timeline**—is divided by grade level and postsecondary goal areas of education/training, employment, and independent living. This section also lists *possible* age-appropriate assessments and *suggested* transition activities for teachers to consider.
- Section IV. **Transition Assessment Tools**—is a compilation of free, user-friendly transition assessment tools. These tools are divided among postsecondary goal areas of Education/Training, Employment, and Independent Living. Additional information important to assessing secondary students during transition planning process is also included.

In addition to the online Transition Assessment tutorial <http://breeze.iu.edu/transitionassessment>, a number of extra resources can be found in the Appendices that may be useful in the transition assessment process.

Accompanying the *Transition Assessment Resource Guide* is the Student Transition Assessment and Planning Folder. The folder provides a teacher with a place to document key transition assessments, services and activities that have occurred across a student's secondary school program. The folder also offers a location to secure the "evidence" of the assessments for each student. The folder can also be downloaded to be used electronically at <http://instrc.indiana.edu> under "Professional Development Resources" and click on "Student Development." To obtain copies of the Student Transition Assessment and Planning Folder please contact:

Center on Community Living and Careers  
Indiana Institute on Disability and Community  
Indiana University  
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## Section I. Transition Assessment Fundamentals

Information in this section includes legal requirements and definitions of transition assessment. For more in-depth information about transition assessment in the transition planning process, please see <http://breeze.iu.edu/transitionassessment>.

### Transition Services Defined

... a **coordinated set of activities for a student with a disability** that 1) are designed to be within a **results-oriented process focused on improving the academic and functional achievement of the student with a disability**; 2) are incorporated into the student's individualized education program; and 3) facilitate movement from the school to post-school activities, including, but not limited to: (A) postsecondary education, (B) vocational education, (C) integrated employment including supported employment, (D) continuing and adult education, (E) adult services, (F) independent living, or (G) community participation.

A coordinated set of activities must be based on the individual student's needs, taking into account the student's **strengths, preferences, and interests**, and include the following: 1) instruction; 2) related services; 3) community experiences; 4) the development of employment and other postschool adult living objectives; and 5) if appropriate, (A) acquisition of daily living skills and (B) provision of a functional vocational evaluation (Indiana's Special Education rules Article 7 - 511 IAC 7-32-100).

To meet the intent of the law, Table 1 illustrates some examples of coordinated sets of activities and services.

**Table 1. Examples of Transition Services and Activities**

<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Social skills training</li> <li>• Self-advocacy or self-determination training</li> <li>• Career tech programs</li> <li>• Tutoring in study skill strategies related to education/training goal</li> <li>• Computer skills instruction</li> </ul>	<p><b>Related Services</b></p> <ul style="list-style-type: none"> <li>• Counseling services to manage anger/behavior supports</li> <li>• Occupational therapy services to improve feeding skills</li> <li>• Use of augmentative communication device in job site</li> <li>• Orientation/mobility services for community participation</li> <li>• Transfer of therapy services to adult service arena</li> </ul>
<p><b>Community Experiences</b></p> <ul style="list-style-type: none"> <li>• Visit colleges</li> <li>• Volunteer</li> <li>• Use public transportation</li> <li>• Participate in work-based learning or job shadowing</li> <li>• Community-based instruction to apply skills</li> </ul>	<p><b>Employment &amp; Adult Living</b></p> <ul style="list-style-type: none"> <li>• Career exploration or after-school work</li> <li>• Health and medical needs</li> <li>• Housing and transportation</li> <li>• Self-sufficiency, money management, financial stability</li> <li>• College planning</li> </ul>
<p><b>Linkages to Adult Services</b></p> <ul style="list-style-type: none"> <li>• Apply for college and disability support services</li> <li>• Refer to Vocational Rehabilitation Services</li> <li>• Apply for Medicaid Waiver</li> <li>• Apply for Social Security work incentives/benefits</li> </ul>	

**Transition Assessment Defined**

According to the Individuals with Disabilities Education Act 2004 and Indiana’s Special Education Rules (Article 7), when a child turns 14 the Individual Education Program (IEP) must include appropriate measurable postsecondary goals based upon *age appropriate transition assessments* related to education and training, employment, and where appropriate, independent living skills.

Transition assessment is defined as an

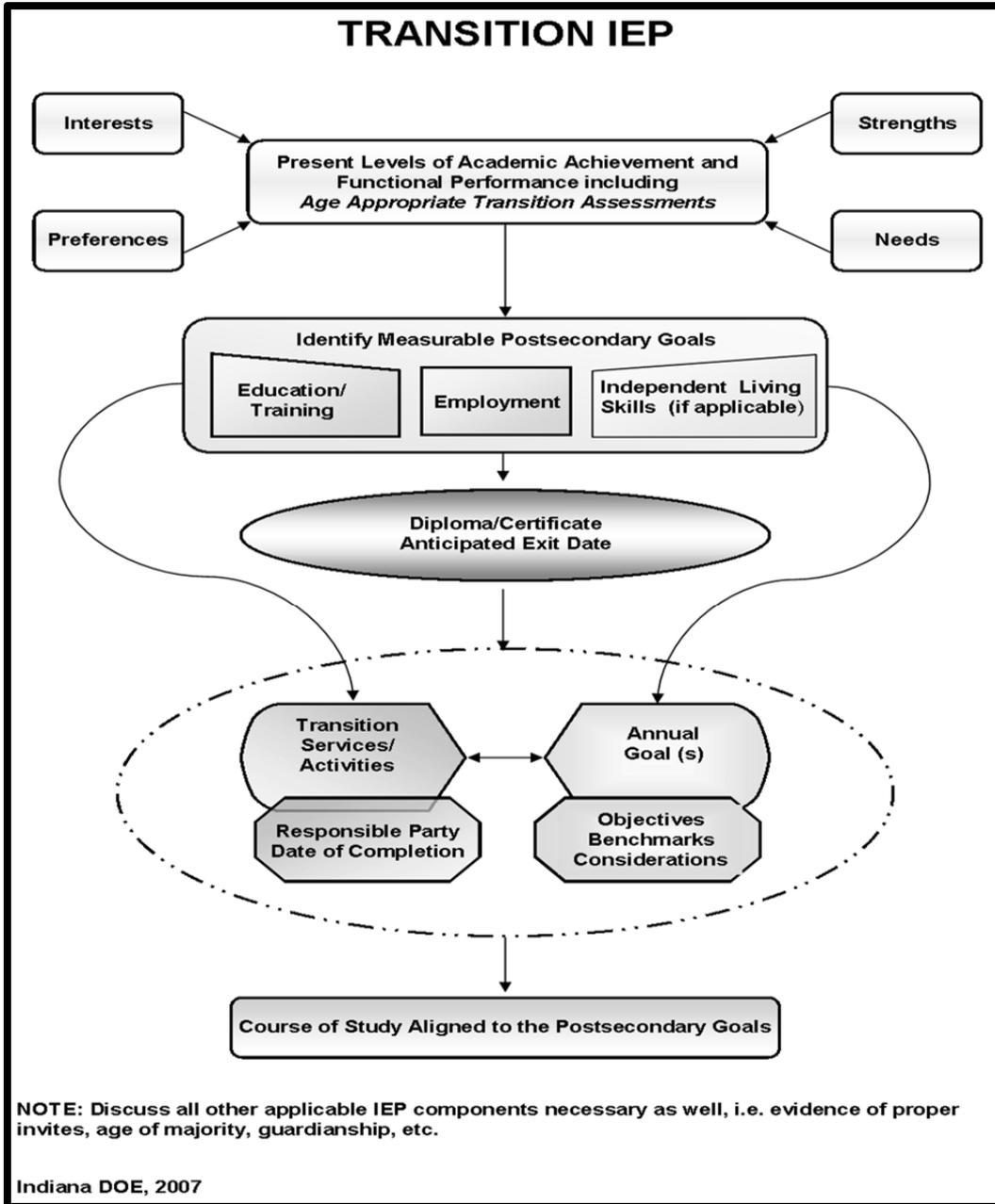
...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living and personal and social environments (Sitlington, Neubert, & Leconte, 1997, p. 70-71; Division of Career Development and Transition).

Age-appropriate refers to a student's chronological, rather than developmental age (Wehmeyer, 2002).

### **Indiana Transition IEP Flowchart**

The Transition IEP must be in place during the year the student turns 14 years of age. Figure 1 describes the required Transition IEP components and how they are interconnected. The starting point is the present level of academic and functional performance including age-appropriate transition assessment. Think of the student's strengths, interests, preferences and needs as the guideposts in developing the Transition IEP. Every year, information is gathered and used to build upon "the picture" of who the student is and his/her desired future goals. The summary of the results of the present levels and transition assessments is included in the Transition IEP to help guide the process and identify transition services and activities and annual goals for the upcoming year. The course of study is aligned to help the student meet her/his postsecondary goals. For more in-depth information about the Transition IEP process, please see *Transition IEP: A Self-guided Tutorial on What You Need to Know to Write Quality Compliant Transition IEPs* at <http://breeze.iu.edu/transitionieps>.

Figure 1. The Transition IEP Flowchart

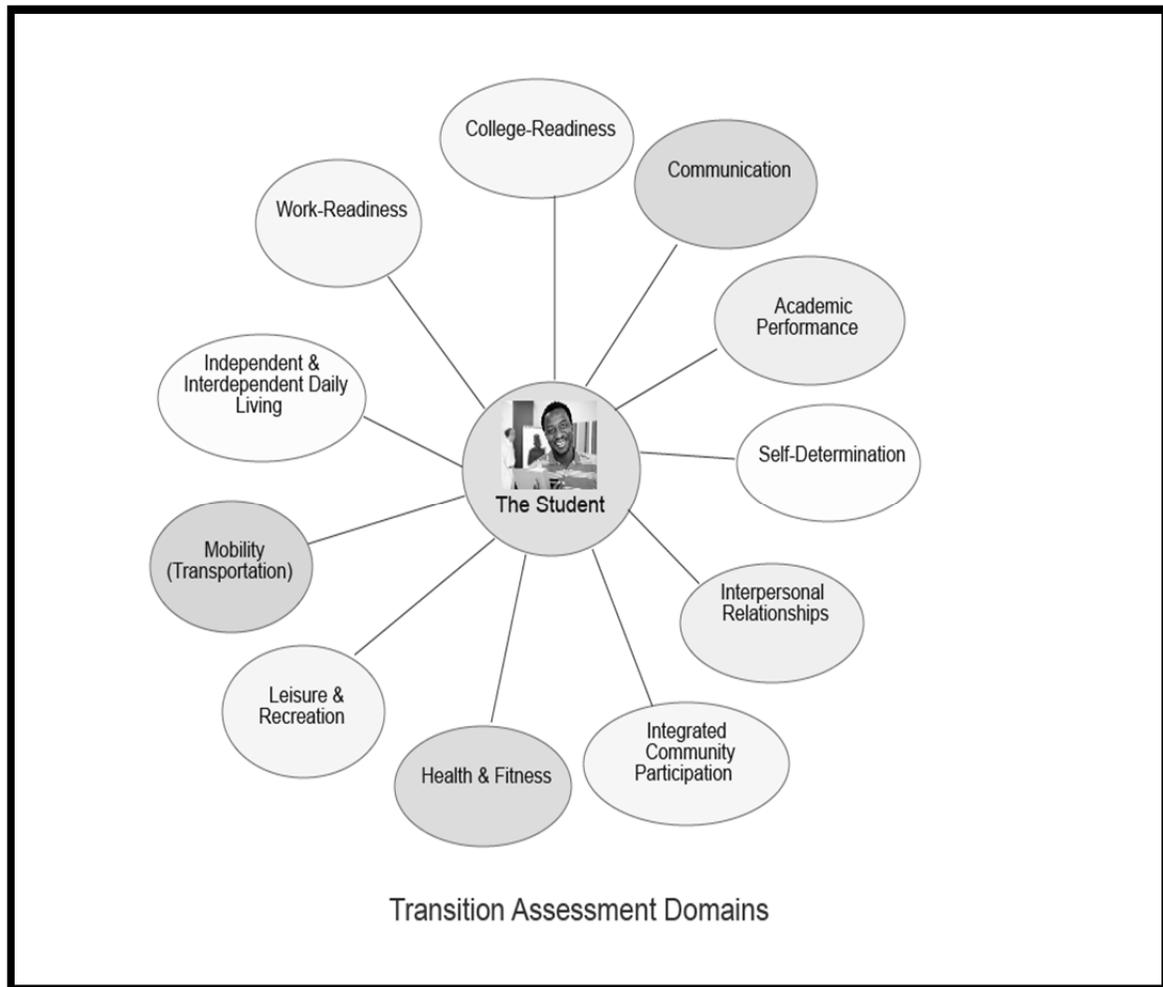


### Transition Assessment Domains

Sitlington, Neubert and Clark (2010) present the knowledge and skill domains that a Case Conference Committee should consider when planning to conduct

transition assessments. Within the domains, students, families, and educators are responsible for determining each student's strengths, preferences, interests, and needs. Information gathered in the assessment process should relate to the domains that the Case Conference Committee is addressing in the Transition IEP process.

**Figure 2. Transition Assessment Domains**



Source: Sitlington, P. L., Neubert, D. A., Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities*, 5<sup>th</sup> ed., p.77. Reprinted by permission of Pearson Education Inc. Upper Saddle River, NJ

### **Things to Remember:**

- \* The process of transition assessment requires that there be a focus on the knowledge and skills needed for the student to reach their postsecondary goals.
- \* It is important to use age-appropriate tools.
- \* In middle school, information will be more general and broad. As the student nears graduation or exiting high school, the information will be more focused with details and specificity related to the postsecondary goals.
- \* Good transition assessment uses both formal (e.g., achievement tests, interest inventories, self-determination assessments) and informal methods (e.g., interviews and questionnaires, direct observations, person-centered planning tools).
- \* Good assessment should be conducted by multiple assessors (e.g., teacher, family, student, transition personnel); in multiple settings (e.g., classroom, work, community-based settings); and at different times (e.g., throughout and across the years).
- \* Don't "reinvent the wheel" – ask your guidance counselors what they use for career interest inventories, graduation/career planning, and other activities for all students.

## Section II. Transition Assessment and Planning Framework

The framework for transition assessment and planning processes uses 4 key questions (Sitlington & Clark, 2006) to learn about a student's strengths, preferences, interests and needs as they relate to each of the measurable post school goals. This ongoing process is used to *validate* existing information and data; *explore* a variety of options and opportunities to *identify* the strengths, preferences, interests and needs; *build upon* the information over the years to determine priorities and pace of student's high school program; and aim at *focusing or narrowing* a student's post school goals or outcomes.

### 1. What do I already know about this student that will be helpful in developing their postsecondary goals?

- Is there existing information that may help us learn more about the student?

Examples might include:

- NWEA, ISTEP/ECA results
  - Current grades
  - Formal academic achievement tests and results (e.g., Brigance, Peabody)
  - Student/parent interviews
  - Observation and task analysis data
  - Record review and prior IEP information
  - Class projects
  - Medical records
  - Person-centered planning summaries
  - Prior transition assessment information
- How does the existing data inform you about the student's strengths, interests, preferences, and needs?

## **2. What information do I need to know about this student to determine postsecondary goals?**

- What specific transition assessments need to be conducted to further identify or explore the student's strengths, interests, preferences, and needs?
- What knowledge and skills does the student need to learn to be successful in future environments?
- What specific transition services or activities need to occur this year?
- Are there specific adult service linkages that need to occur this year?

## **3. What methods will provide this information?**

Consider a variety of methods such as:

- Formal/Informal transition assessments
- Work-based learning
- Community-based instruction information
- Class project information
- Student/family surveys
- Person-centered planning processes
- Specific instruction and/or courses identified
- Extracurricular activities

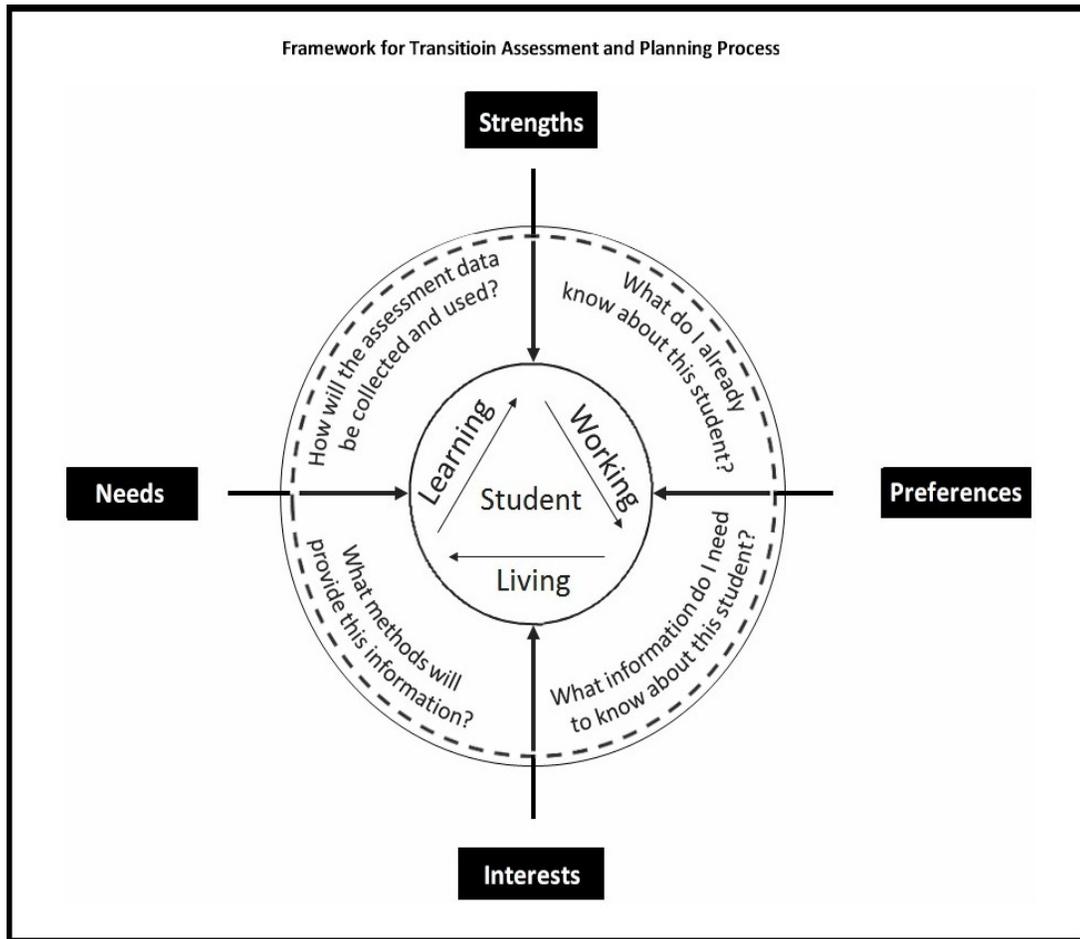
## **4. How will the assessment data be collected and used in the Transition IEP?**

- Who will collect the information?
- Does the information build on the prior year's data?
- Does the information support each of the postsecondary goals?
- Does the Summary of Performance include key information from the assessment data?

Figure 3 illustrates the framework for transition assessment and planning. As shown, transition assessment is an ongoing process that uses the four questions described above in order to identify strengths, preferences, interests, and needs that

will drive the planning process and lead to the development of the postsecondary goals.

**Figure 3. Framework for Transition Assessment and Planning**

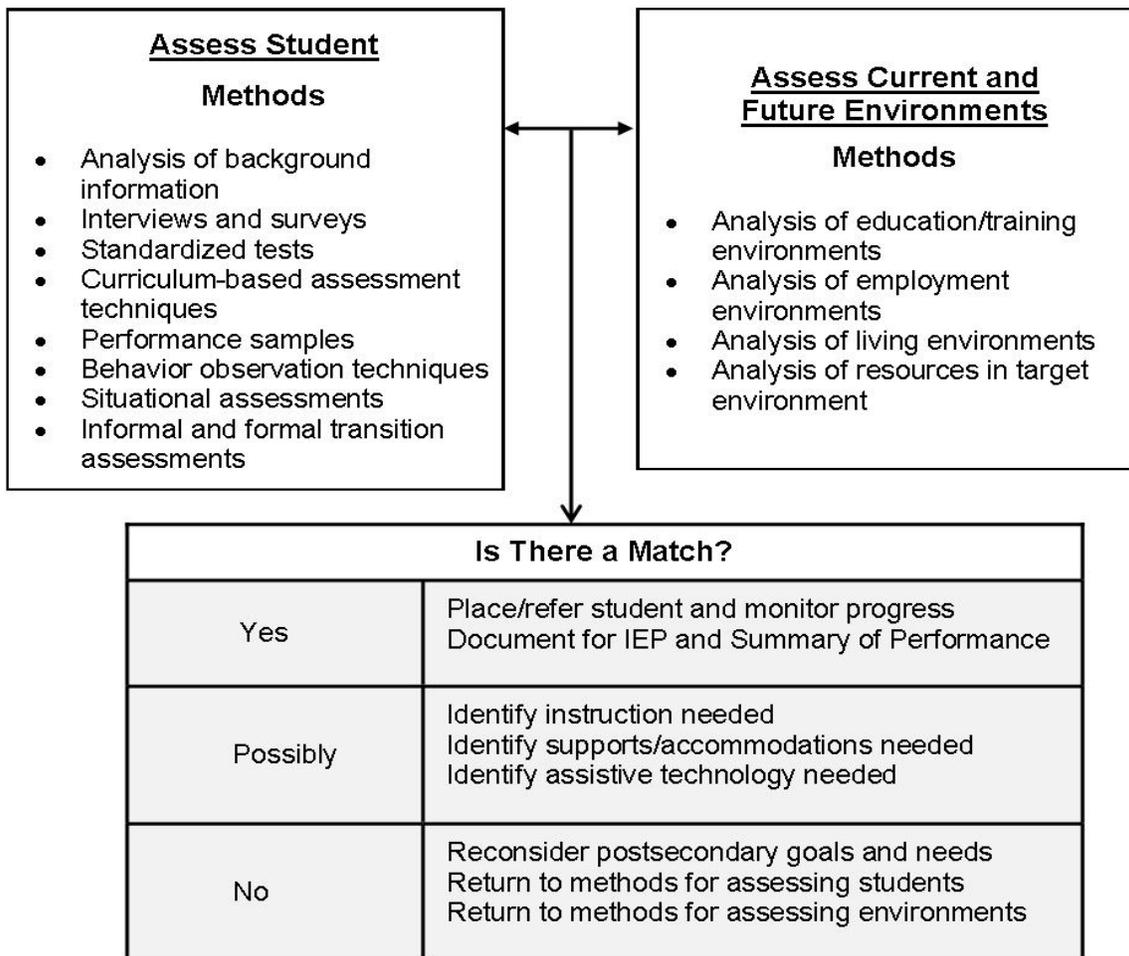


### **Making the Match**

Assessments about a student’s strengths, preferences, interests, and needs must be “matched” to expectations and demands of the postsecondary environments of education/training, employment, and independent living, as illustrated in Figure 4 (Sitlington, Neubert, & Clark, 2010). For example, a student would like to pursue broadcasting as a career. A thorough student assessment using age-appropriate methods listed in the box on the left should occur. Next an

assessment of the potential environments of a broadcaster should be carried out using the methods in the box on the right. A comparison will then help determine the match between the student and the environment(s) of the desired career. The “Is There a Match?” box identifies next steps, depending on whether or not there is a match.

**Figure 4. Transition Assessment: Matching for Success**



Source: Sitlington, P.L., Neubert, D.A., Begun, W.H., Lombard, R.C., and LeConte, P.J., (2007). *Assess for Success: A Practitioner’s Handbook on Transition Assessment*, 2<sup>nd</sup> ed., p.112. Reproduced with permission by Sage Publications, Inc.

**Things to Remember:**

- \* Deciding on specific transition assessments to use for a student begins with what you already know about the student and what you need to find out to help him/her develop desired postsecondary goals.
- \* Use a variety of transition assessments in a variety of settings over time.
- \* Include the information you gathered in the Transition IEP process.
- \* The information gathered should help “match” the student to his/her desired postsecondary goals.

### Section III. Transition Assessment Timeline

As students move through their middle and high school years, different assessment needs may emerge. The transition assessment timeline is a resource of *suggested* assessments and possible services and activities across grade levels. This list is not intended to be exhaustive and only represents *suggestions* and *examples* to consider. As always, please check with your guidance counselor on career interest inventories, graduation/career planning and other activities for all students.

Using the questions described in *Section II. Transition Assessment Framework*, you may select assessments from any of the grade levels depending on the unique needs of the student. For example, if a student wants to go to college and has a high interest in the field of broadcasting, then the focus of assessment may be around exploring the educational requirements, the job market, and fields related to broadcasting.

In addition to the tools listed in this section (the actual assessment tools can be found in Section IV), Appendix B includes a list of online assessments that require web-based access and are included in the timeline. Appendix C is a list of transition assessment and curricula matrix that contain many assessment tools and teaching materials. The Indiana Secondary Transition Resource Center does not endorse any specific assessment tool or curricula.

7 <sup>th</sup> /8 <sup>th</sup> Grade			
Education and Training	Employment	Independent Living	Possible Transition Services and Activities
<ul style="list-style-type: none"> <li>- Student /family interview surveys</li> <li>- Things That Are Difficult for Me</li> <li>- Choice-making self-check</li> <li>- Student self-assessment and reflections</li> <li>- Drive of Your Life*</li> </ul>	<ul style="list-style-type: none"> <li>- Student Dream Sheet</li> <li>- Career Interest Inventories</li> <li>- “What’s My Bag”</li> <li>- Career Clueless</li> <li>- Drive of Your Life*</li> <li>- Data from simulated “Reality Store”</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Planning for Community Living worksheet</li> <li>- Self-care Abilities listings</li> <li>- Adolescent Autonomy Checklist</li> <li>- Task analysis data</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in Drive of Your Life*</li> <li>- Participate in simulated “Reality Store”</li> <li>- Complete specific transition assessment</li> <li>- Attend HS orientation</li> <li>- Take part in orientation and mobility training</li> <li>- Gather information or apply for Medicaid Waiver</li> <li>- Participate in community-based instruction</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

<b>9th Grade</b>			
<b>Education and Training</b>	<b>Employment</b>	<b>Independent Living</b>	<b>Possible Transition Services and Activities</b>
<ul style="list-style-type: none"> <li>- Learning Styles Inventories</li> <li>- Study Skills Inventory</li> <li>- World Wide Web Skill Checklist</li> <li>- Student Self-Assessment and Reflections</li> <li>- Self-Directed IEP Self-Assessment</li> <li>- PERC Self-Advocacy Checklist</li> <li>- Learn More Indiana*</li> </ul>	<ul style="list-style-type: none"> <li>- Career Clusters Interest Survey</li> <li>- Career Interest Inventories (Learn More Indiana)</li> <li>- This is How I See Myself</li> <li>- Data from work-based learning</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Life-skills Inventory</li> <li>- Independent Living Assessment</li> <li>- Task analysis data</li> <li>- Person-centered planning tools</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Explore careers</li> <li>- Complete specific transition assessment</li> <li>- Participate in service learning (volunteer)</li> <li>- Complete graduation/ career plan with guidance counselor</li> <li>- Participate in extracurricular activities for leadership and social skills</li> <li>- Community-based instruction</li> <li>- Complete adult roles and responsibilities course</li> <li>- Participate in in-school jobs</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

10 <sup>th</sup> Grade			
Education and Training	Employment	Independent Living	Possible Transition Services and Activities
<ul style="list-style-type: none"> <li>- Student Self-Assessment and Reflections</li> <li>- Study Habits Questionnaire</li> <li>- Writing Self-Assessment: Skills and Attitudes</li> <li>- Self-Determination/ Student Self-Assessment</li> <li>- Learn More Indiana*</li> </ul>	<ul style="list-style-type: none"> <li>- Career Portfolio</li> <li>- Satisfactions You Need</li> <li>- JobTIPS*</li> <li>- Self-Determination Self-Advocacy Checklist</li> <li>- Data from work-based learning experience</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Transportation needs assessment</li> <li>- Daily-living skills assessment</li> <li>- Task analysis data</li> <li>- Person-centered planning tools</li> <li>- School and Community Social Skills Rating Checklist</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Explore career-tech programs</li> <li>- Explore specific occupations through O'Net*</li> <li>- Participate in in-school jobs</li> <li>- Participate in community-based instruction</li> <li>- Obtain state ID</li> <li>- Learn about rights and responsibilities of IEP and ADA</li> <li>- Complete graduation/ career plan with guidance counselor</li> <li>- Learn and practice daily living skills</li> <li>- Attend local Transition Fair</li> <li>- Obtain information about community resources, including Vocational Rehabilitation</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

<b>11<sup>th</sup> Grade</b>			
<b>Education and Training</b>	<b>Employment</b>	<b>Independent Living</b>	<b>Possible Transition Services and Activities</b>
<ul style="list-style-type: none"> <li>- Student Self-Assessment and Reflections</li> <li>- Self-Determination Self-Advocacy checklist</li> <li>- AIR Self-Determination Scale</li> <li>- Learn More Indiana*</li> </ul>	<ul style="list-style-type: none"> <li>- Social and Vocational Abilities Listing</li> <li>- Personal Professional Goals Worksheet</li> <li>- Job-related Preference Inventory</li> <li>- Employee Social Skills Checklist</li> <li>- Skills Identification Checklist</li> <li>- Data from work-based learning experience</li> <li>- Person-centered planning tools</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Transition Healthcare Assessment</li> <li>- Assessment of Financial Skills and Abilities</li> <li>- Parents of Teenagers Survival Checklist</li> <li>- Task analysis data</li> <li>- Person-centered planning tools</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in work-based learning or Career Tech</li> <li>- Participate in job shadowing</li> <li>- Use O'Net* for career requirements</li> <li>- Attend college night and career fairs</li> <li>- Attend local Transition Fair</li> <li>- Meet guidance counselor for ACT/SAT information</li> <li>- Manage healthcare</li> <li>- Explore transportation options or obtain a driver's license</li> <li>- Take part in daily living skills training</li> <li>- Apply for Vocational Rehabilitation Services</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

12 <sup>th</sup> Grade			
Education and Training	Employment	Independent Living	Possible Transition Services and Activities
<ul style="list-style-type: none"> <li>- Student Self-Assessment and Reflections</li> <li>- Self-Determination Observation Checklist</li> <li>- Values Inventory</li> <li>- Learn More Indiana*</li> </ul>	<ul style="list-style-type: none"> <li>- Work Personality Profile</li> <li>- Job-site data (Task Analysis)</li> <li>- Vocational Profile</li> <li>- Vocational Behavior</li> <li>- Data from work-based learning</li> <li>- Community-based assessment questionnaire</li> <li>- Situational assessments</li> <li>- Person-centered planning tools</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Survey of Indoor-Outdoor Recreation Activities</li> <li>- Task analysis data</li> <li>- Person-centered planning tools</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Explore Selective Services</li> <li>- Participate in work-based learning or paid work</li> <li>- Visit College and Office of Disability Services</li> <li>- Complete FAFSA forms</li> <li>- Meet your guidance counselor for college information</li> <li>- Meet with a Vocational Rehabilitation Counselor</li> <li>- Visit an Independent Living Center</li> <li>- Attend local Transition Fair</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

<b>Services for 18-21 Year Olds</b>			
<b>Education and Training</b>	<b>Employment</b>	<b>Independent Living</b>	<b>Possible Transition Services and Activities</b>
<ul style="list-style-type: none"> <li>- Arc Self-Determination Scale</li> <li>- Person-centered planning tools</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Observation and Self-Assessment Data</li> <li>- Vocational Profile</li> <li>- Functional Vocational Evaluation</li> <li>- Work-based learning data</li> <li>- Community-based assessment questionnaire</li> <li>- Person-centered planning tools</li> <li>- Employability/Life Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Task analysis data</li> <li>- Person-centered planning tools</li> <li>- Survey of Indoor-Outdoor Recreation Activities</li> <li>- Personal Preference Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Use public transportation</li> <li>- Participate in paid work experience or paid work</li> <li>- Participate in community-based instruction</li> <li>- Connect to specific community resources and adult services</li> <li>- Participate in self-determination and self-advocacy training</li> <li>- Perform service learning and volunteer work</li> <li>- Obtain guardianship information</li> <li>- Obtain benefits planning information</li> <li>- Attend local Transition Fair</li> </ul>

\* online assessment and/or curriculum. Information can be found in Appendix B or C

## Section IV. Transition Assessment Tools

### A. Education and Training

- ◇ CITE Learning Styles Inventory
- ◇ Study Habits Questionnaire
- ◇ Student Self-Assessment Reflections
- ◇ Study Skills Inventory
- ◇ What's Your Learning Style
- ◇ World Wide Web Self-Assessment Skill Checklist
- ◇ Writing Self-Assessment: Skills and Attitudes

### B. Employment

- ◇ Career Clueless
- ◇ Career Clusters Interest Survey
- ◇ Career Portfolio
- ◇ Community-Based Assessment Questionnaire
- ◇ Employability/Life Skills Assessment (Teacher and Parent version)
- ◇ Job-Related Interest and Preference Inventory
- ◇ JobTIPS Self-Assessment (Parts 1 and 2)
- ◇ Personal and Professional Goals Worksheet
- ◇ Satisfactions You Need
- ◇ Skills Identification
- ◇ Social and Vocational Abilities Listing
- ◇ Student Dream Sheet
- ◇ Task Analysis Form
- ◇ This Is How I See Myself
- ◇ Transition Assessment Student and Parent Interview Form
- ◇ Transition Inventory
- ◇ Vocational Behavior
- ◇ Vocational Profile
- ◇ What's My Bag?
- ◇ Work Personality Profile

### **C. Independent Living**

- ◇ Adolescent Autonomy Checklist
- ◇ Assessment of Financial Skills and Abilities
- ◇ Daily Checklist
- ◇ Independent Living Assessment Instrument
- ◇ Independent Living Skills Assessment Tool
- ◇ Parents of Teenagers Survival Checklist
- ◇ Personal Preference Indicators to Postsecondary Adult Living, Employment, and Education
- ◇ Planning for Community Living Worksheet
- ◇ Self-Care Abilities Listing
- ◇ Survey of Indoor and Outdoor Recreational Activities
- ◇ Transition Healthcare Assessment
- ◇ Transportation Needs

### **D. Self-Determination**

- ◇ AIR Self-Determination Scale
- ◇ The Arc's Self-Determination Scale
- ◇ PERC Self-Advocacy Checklist
- ◇ Personal Preference Indicators: A Guide for Planning
- ◇ Self-Determination/Self-Advocacy Checklist
- ◇ Self-Determination Observation Checklist
- ◇ Self-Determination Checklist/Student Self-Assessment
- ◇ Student Information Guide for Self Determination and Assistive Technology Management
- ◇ Student Progress Self-Evaluation
- ◇ Things That Are Difficult For Me
- ◇ Values Inventory

### **E. Other Assessments**

- ◇ Assistive Technology Protocol for Transition Planning
- ◇ AT Goal-Setting Worksheet
- ◇ Communication Summary Form
- ◇ Getting To Know Your Anger
- ◇ School and Community Social Skills Rating Checklist

- ◇ Let's Look At Interpersonal Relationships
- ◇ Sexuality Assessment
- ◇ Person-Centered Planning Forms
  - 4+1 Questions
  - Sorting Important to/for
  - Thinking About What's Important To Me In The Future Around Work

# References

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