Using Transition Assessment Data to Write Measurable Postsecondary Goals
Objectives

After this presentation, participants will be able to:

- Describe the importance of transition assessment
- Identify various types of transition assessment
- Utilize information/data gathered from transition assessments for transition planning and in writing measurable annual and postsecondary goals
“All Florida students deserve to graduate high school with knowledge and skills they need to succeed in college, careers and life”

(Florida Department of Education, Florida Standards)

Schools should focus on quality transition planning, not solely obligatory compliance, in order to support students with disabilities in transitioning successfully to adulthood.
Basic Requirements for Secondary Transition
“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs.”

(20 U.S.C. 1416(a)(3)(B))
“...an ongoing process of collecting information on the student’s strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments”

(Sitlington, Neubert, Begun, Lombard, & Leconte, 2007, p. 2)
Definition of “Age-Appropriate” Transition Assessment

- Age-appropriate means activities, assessments, content, environments, instruction and/or materials that reflect a student’s chronological age.

- Age-appropriate assessments may necessitate adaptations to their administration for some students so that meaningful data are obtained.

Note: Transition assessment should take Universal Design for Learning (UDL) principles into account.

(NSTTAC, 2009)
(1) To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he/she attains the age of 16 years. This process must include, but is not limited to:
(1)(a) Consideration of the student’s need for instruction in the area of self-determination and self-advocacy to assist the student’s active and effective participation in an IEP meeting

Question: What is the difference between self-determination and self-advocacy?

Question: How will a student’s need for instruction in self-determination and self-advocacy be determined?
Assessing students strengths, preferences, and interests

Considering the need for instruction in self-determination and self-advocacy

Setting measurable postsecondary education and career goals

Selecting the type of standard diploma and identifying a course of study, including digital tools and industry certifications

Identifying transition services needs
Steps in Quality Transition Planning

Transition Assessment
- A process of collecting data from informal or formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders regarding (a) academic skills, (b) career interests and aptitudes, (c) self-determination skills and opportunities, and (d) independent living skills.
- These data can be collected in a portfolio format and follow a student throughout his/her career - facilitating multiple transitions.

Postsecondary Goals
- Training, Education
- Employment
- Independent Living
- The measurable goals are based on the transition assessment data and knowledge of postsecondary options and the input of the entire educational planning team, including the student.

Instruction, Services
- Identification of Transition Services or Activities (including courses of study) that will prepare the student for their identified postsecondary goals.
- Identification of annual instructional goals (IEP Goals) that will support the transition services or completion of the courses of study to prepare the student to achieve their identified postsecondary goals.
- Involvement of additional agencies or stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments.
- Again, students are central to the decisions made regarding needed services of activities, including course completion or career development activities in school or out of school that will facilitate achievement of their postsecondary goals.

(National Technical Assistance Center on Transition [NTACT], n.d.)
Transition Assessment
Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP).

(Sitlington, Neubert, & Leconte, 1997)
Transition planning may be used to:

- Develop postsecondary goals; related transition services and annual goals and objectives for the IEP
- Make instructional programming decisions
- Include information in the present level of performance related to a student’s interests, preferences, and needs
- Learn about individual strengths outside of academics and career ambitions
- Help students learn about themselves so as to better prepare them for taking an active role in their career development
Transition Assessment Key Points

- Begin transition assessments as early as possible, including elementary school (kindergarten)
- Develop Assessment Timeline
- Incorporate universal design to ensure student has access to assessments that are age appropriate
- Share results with families
Eight assessment areas that are considered minimum requirements for academic and functional transition assessment

1. Interests
2. Preferences
3. Cognitive development and academic achievement
4. Adaptive behaviors
5. Interpersonal relationship skills
6. Emotional development and mental health
7. Employability and vocational skills
8. Community participation

(Sitlington & Clark, 2007)
Sitlington, Neubert and Leconte (1997) make the following recommendations for transition assessment:

- Assess in environments that resemble real education, training, employment or community environments
- Use methods that are appropriate for the learning characteristics of the individual, including cultural and linguistic differences
- Ensure that assessment information is current, valid or verified and relevant to transition
Produce outcomes that contribute to ongoing development, planning and implementation of “next steps”

Synthesize and interpret data to students with disabilities, their families and the transition team

Document data in a format that can be used to facilitate transition planning

Incorporate assistive technology or accommodations as needed

(Sitlington, Neubert, & Leconte, 1997)
Types of Assessment

Formal (norm referenced)

- College Entrance Test
- PSAT, SAT, ACT, CPT
- Transition Planning Inventory
- Brigance
- Life Centered Education (LCE)
- Statewide Standardized Assessments (i.e. FSAA, EOC, FSA)

Informal

- Curriculum-Based/Teacher-Made Tests
- Interest Inventories
- Self-Determination
- Situational
- Questionnaires/Surveys/Interviews/Observations
- Checklists
Formal Assessments

- Documentation on individual student’s IEP
- Established accommodations
- Request prior to testing

Informal Assessments

- Documentation on individual student’s IEP
- No set accommodations
- Implemented on demand
What transition assessments are you, or your school/district, currently using?
Over time multiple individuals may gather a student’s transition assessment data. To ensure effective and linked communication it is recommended to develop an “assessment map”.

- Creates a general timeline for conducting the various assessments
- Avoids unnecessary duplication of assessments
- Links information from one grade to another, including elementary to middle school and middle to high school

(LRP Publication, 2015)
Florida is implementing a new comprehensive education and career planning system to help students and adults prepare a plan to achieve their education and career goals.

www.FloridaShines.org

Website features online tools and resources customized specifically for Florida for students, elementary through postsecondary education and adults.
Transition assessments will provide practical information to assist in all facets of transition planning and IEP development.

**Age-appropriate transition assessment must** be used to develop students’ measurable postsecondary goals.

- Annual goals must be in alignment with students’ postsecondary goals
- Supports and services should be determined based on what is needed to help students achieve their postsecondary goals
The results of transition assessments should be used in making recommendations for instructional strategies, accommodations in instruction and environments to meet the student’s strengths and needs. The results also should help students make a connection between their individual academic program and their post-school ambition.

(NSTTAC, 2013)
Data Captured through Transition Assessment

- Academic and functional performance
- Strengths, needs, preferences, and interests:
  - Training
  - Education
  - Employment
  - Independent living
  - Self-Determination
Students are required to be invited to attend their IEP meetings for the IEP which will be in effect at age 14 and future years.

“If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student’s preferences and interests are considered.”

34 CFR (Sec. 300.344(b)(2))

Question: How are you obtaining a student’s authentic input in the transition IEP process if they are unable to attend a meeting?
### Checking for Understanding

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<td>1. Transition assessment is a one time event.</td>
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<td>2. Transition data should indicate strengths, preferences and interests of the student.</td>
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<td>3. Transition assessment only considers present environments</td>
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<td>4. Transition assessment results must be used in the development of measurable postsecondary goals and other components of the IEP</td>
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<td>5. Only one person can gather transition information</td>
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<td>6. Staff should be sensitive to cultural diversity when choosing transition assessments</td>
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Measurable Postsecondary Goals
(2)(c) Beginning no later than age 16, the IEP must include

- Measurable long-term postsecondary education and **career goals** based on age-appropriate transition assessments related to:
  - Training
  - Education
  - Employment/Career
  - Independent living, if appropriate
  - Transition services
  - Courses of study to assist these goals
A measurable postsecondary goal may address more than one of the designated areas and **must meet the following requirements:**

- **It must be measurable;** you must be able to “count it” or observe it.
- **It must be intended to occur** after the student leaves school.
- **It must be reviewed annually,** but may be updated during the year if needed.
Process for Writing a Postsecondary Goal

By (date), [student name] will [behavior/action] where and how.

(NSTTAC, 2013)
1. **Employment:** Within six months of graduating from high school Freddy will be employed at least 20 hours per week in a sporting goods store with the support of a job coach and assistive technology.

2. **Career:** Within five years of graduating from high school Freddy will meet his career goal of working on a commercial fishing boat.
1. Within three months of graduation from high school, Franklin will participate in an in-home or hospital based program designed to provide vocational training with medical and therapeutic supports.

2. Within one month of graduating from high school, Tury will enroll in the Massage Therapy Program at Miami Dade College.
1. Within one year of graduation from high school, Carly will use public transportation to travel to work and social activities.

2. By September 2020, Lisa will continue living with her parents and participate in her daily care routines to the greatest extent possible. She will participate in one to two age-appropriate community-based activities per week in horticulture, socialization with young adults, animals, and/or music.
It is important to note that there is no requirement for reporting progress on measurable postsecondary goals. If the student is making adequate yearly progress toward attaining their measurable annual goals and other transition services within the IEP, then the student should be making progress toward attaining his or her measurable postsecondary goals.

In addition, if there is a change in course of study or shift in interest which impacts the postsecondary goal(s), the IEP should be updated.
Developing Quality IEPs: A Guide for Instructional Personnel and Families

- http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/index.stml
- Annual Goals
- Writing Objectives

Online modules for registered users of CPALMS (http://www.cpalms.org)
Developing and Facilitating Quality IEPs: Transition Planning

Florida Diagnostic and Learning Resources Systems
FDLRS Administration Project

DRAFT
Questions and Thank You!

Questions, concerns, or recommendations?

Thank you for your attendance and input today!


References


**Presenter**

**Contact Information**

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and  
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<td><strong>Project 10: Transition Education Network</strong></td>
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Updated March 2017