Assessing Students with Significant Disabilities for Supported Adulthood: Exploring Appropriate Transition Assessments

Dr. Mary E. Morningstar
mmorningstar@ku.edu

Mary Pearson
mmpson@ku.edu

University of Kansas
How are Students with Significant Disabilities Doing Postschool?

- “Postsecondary Ed & Training
  - MR=15%; OHI=39%; Autism=46%; Multiple=15%
  - Employment-related transition goals
- Community Living (on own)
  - MR=16%; OI=16%; Autism=3.5%; Multiple=6%
- Leisure Activities
  - TV: MR=41%; OI=40%; Autism=44%; Multiple=28%
  - Computer: MR=14%; OI=29%; Autism=49%; Multiple=18%
  - Phone: MR=9%; OI=2%; Autism=2.7%; Multiple=6%
  - Sports: MR=16%; OI=10%; Autism=17%; Multiple=17%
  - Hobbies: MR=5%; OI=15%; Autism=8%; Multiple=12%
- Participation in Community
  - Group: MR=24%; OI=46%; Autism=33%; Multiple=22%
  - Volunteer: MR=23%; OI=40%; Autism=31%; Multiple=29%
Preparing for Adulthood

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

• Think about the Transition to Supported Adulthood!
  – Supported Employment
  – Supported Living
  – Supported Membership in the Community
Defining Transition Assessment

What’s YOUR Definition?

Division of Career Development & Transition

Transition assessment is "the ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. 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 IEP" (Sitlington, 1996).

How does it compare?
Planning for Transition Assessment

1. Identify desired life experiences and goals
2. Determine the level of support needed
3. Develop an individualized [transition] plan
   • Prioritize preferences and support needed
   • Write plan to specify pattern and types of support needed to participate in postschool settings/activities
4. Monitor Progress
   • Extent to which desired goals are realized
   • Extent to which goals remain relevant
   • Extent to which plan was implemented

<table>
<thead>
<tr>
<th>What to Assess</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Adaptive Skills</strong></td>
</tr>
<tr>
<td><strong>Vocational Skills/Interests</strong></td>
<td><strong>Physical/Mobility</strong></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td><strong>Assistive Technology</strong></td>
</tr>
<tr>
<td><strong>Sensory needs</strong></td>
<td><strong>Leisure &amp; Social Skills</strong></td>
</tr>
<tr>
<td><strong>Speech/Communication</strong></td>
<td><strong>Medical Needs</strong></td>
</tr>
<tr>
<td><strong>Self Determination</strong></td>
<td><strong>Special Skills/Interests</strong></td>
</tr>
</tbody>
</table>
Think - Pair - Share

• Think of a student with significant disabilities with whom you have worked
• Pair up with the person beside you
• Discuss what his or her future might look like from the perspective of Shared Adulthood
  – Supported living, employment, community participation
• Identify areas for further assessment using “What to Assess” table
Questions to Consider when Planning Assessment

1. Can the young adult express his or her interests? If not, obtain as much information from parents and caregivers as possible to develop the transition plan.

2. What are special health care needs that must be addressed?

3. Describe needs or challenges that will prevent the young adult from working outside of the home?

4. Who can provide the education/training activities to assist the young adult?

5. What can the young adult accomplish without assistance?

6. What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist (HTS), or other caregiver?

From: Oklahoma Workgroup (1/29/2008)
How to Assess

- **Standardized**
  - Norm-referenced
  - Criterion-referenced

- **Informal**
  - Analysis of background info.
  - Interviews (Parent & others)
  - Curriculum-based assessments
  - Observations & situational assessments
  - Career interest inventories
  - Alternative assessments

- **Assessing Environments**
  - Ecological Inventories
  - Community Supports
  - Vocational Integration

- **Person-Centered Planning**
  - MAPS
  - Personal Futures Planning
  - PATH Plans
Show-n-Tell

- Person-centered Plans
- Supports Intensity Scale
- Functional Independent Skills Handbook
- COACH
- Behavior States Assessment
- Assistive Technology

- Career Interest Inventories
- Leisure Inventory
- Transition assessments (TPI, ES, TBS)
- Assessing Environments

transitioncoalition.org
Features of Person-Centered Planning

• Focus on and driven by the student’s strengths, interests and preferences
• Focus on capabilities and opportunities – developing a vision for the future
• Process is flexible, dynamic and informal
• Requires collaborative team work with commitment to action
• Requires an effective facilitator

PLANNING ALTERNATIVE TOMORROWS WITH HOPE

1. Identify the “North Star”
2. Identify the GOAL
3. Look at life NOW & identify differences between NOW and GOAL
4. Identify steps to move person from NOW to GOAL
5. Identify FIRST STEP

MAKING ACTION PLANS (MAPS)

1. What is the individual’s history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are the needs?
6. What are the individual strengths?
7. What would an ideal school day look like?

ESSENTIAL LIFESTYLES PLANNING

1. Non-negotables
2. Strong preferences (Needs)
3. Highly desirables (Wants/enjoy)
4. Person’s positive reputation
5. Things we need to do to help person stay healthy
6. Things we need to do to be successful in supporting the person
7. Unresolved Issues/Questions
8. How the person communicates with us

PERSONAL FUTURES PLANNING

1. Create a personal profile
   - Person’s background and history
   - Relationships
   - Places
   - Choices
   - Preferences
   - Focus on the future
2. Review Trends in Environment
3. Find desirable images of the future
4. Identify obstacles and opportunities
5. Identify strategies
6. Getting started (Action Planning)
7. Identify the need for systems change
8. Create a network/Circle of Friends
Supports Intensity Scale

Section 1. Support Needs Scale, continued

Circle the appropriate number (0-4) for each measurement. (See rating key.) Complete ALL items, even if the individual is not currently performing a listed activity. Add the scores across to get a Raw Score. Add the Raw Scores down each column to get a Total Raw Score.

Part B: Community Living Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Daily Support Time</th>
<th>Type of Support</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting from place to place</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Participating in recreation/leisure activities</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Using public services in the community</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Going to visit friends and family</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Participating in preferred community activities (church, volunteer, etc.)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Shopping and purchasing goods and services</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Interacting with community members</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Accessing public buildings and settings</td>
<td>0</td>
<td>1</td>
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</table>

TOTAL Raw Score

Part C: Lifelong Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Daily Support Time</th>
<th>Type of Support</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacting with others in learning activities</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. Participating in training/educational decisions</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Learning and using problem-solving strategies</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Using technology for learning</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Accessing training/educational settings</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Learning functional academics (reading signs, counting change, etc)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Learning health and physical education skills</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>8. Learning self-determination skills</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>9. Learning self-management strategies</td>
<td>0</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

TOTAL Raw Score

Supports Intensity Scale (SIS) Scoring Form & Instructions

Section 1A: Support Needs Ratings

1. Enter the Raw Scores for parts A-F from pages 2-5.
2. Enter the Standard Scores and Percentiles using Appendix 6-A.
3. Enter the SIS Support Needs Index using Appendix 6-B.

Section 1B: Support Needs Profile

Circle the Standard Score for each Activities Subscale and the SIS Support Needs Index. Then, connect the subscale circles to form a line graph.

Section 2: Support Considerations Based on Protection and Advocacy Scores

List the 4 highest ranked Protection and Advocacy Activities from page 5.

Section 3: Support Considerations Based on Exceptional Medical and Behavioral Support

A. MEDICAL
1. Enter the number of Total points from page 6.
2. Is this Total larger than 5? yes/no
3. Is at least one “9” circle filled in Medical Support Needed on page 7? yes/no

B. BEHAVIORAL
1. Enter the number of Total points from page 7.
2. Is this Total larger than 5? yes/no
3. Is at least one “9” circle filled in Behavioral Support Needed on page 7? yes/no

Percentage of Support Needs Index (See Appendix 6-C)
### Functional Independence Skills Handbook

**FISH Assessment Booklet**

<table>
<thead>
<tr>
<th>Summary Box and Graph</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Baseline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Baseline</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Behavior Skills (ADT)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Affective Skills (AFF)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Cognitive Skills (COG)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Sensorimotor Skills (SEN)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Social Skills (SOC)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Speech and Language Skills (S&amp;L)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Vocational Skills (VOC)</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Graph**

- **KEY**
  - □ = Baseline
  - □ = Follow-Up

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**F.I.S.H.**

*Functional Independence Skills Handbook*

Assessment and Curriculum for Individuals with Developmental Disabilities

*William K. Killion*
Lesson VOC 26

Task: Wrap items in plastic wrap.

Prerequisites: ADT 3, COG 6, SEN 12, SEN 13, VOC 5

Concept: In this activity, items are wrapped in plastic wrap but not sealed. Examples might include wrapping food items for a bake sale, preparing items for shipment, or wrapping food in a grocery store. Both fine-motor and gross-motor skills are involved in this activity. To obtain control of the plastic materials, repetition is the best teaching method. This sample lesson is generically presented and should be modified based on the specific work task that will or may occur.

Behavioral Objective: When requested to “please wrap” five specific items pointed to by a “supervisor,” the student will remove from a roller/container an adequate amount of plastic wrap and completely cover the referenced items to a 90% accuracy level for 20 trials.

Materials: Plastic wrap, preferably in a box with its own cutter, and sample items that would be wrapped in a work setting such as small food items or a series of items that could be prepared for shipment.

Task Analysis:

1. Assist the student in developing the ability to hold the plastic wrap container in the nondominant hand. Practice being able to hold it firmly.
2. Guide the student to begin gripping the wrap, using the dominant hand, and begin to pull out enough plastic wrap to fully cover the item selected for wrapping. This is a visual–spatial relationship skill that may require some practice. To demonstrate that the amount of wrap selected is sufficient, you should proceed to show the student the remainder of the process.
3. Prompt the student to use an upward or downward movement, as appropriate, and guide the student to cut the plastic wrap from the container.
4. Guide the student in wrapping the item with the wrap obtained from Step 3.
5. Combine the concepts of Steps 1 through 4 and reduce guidance until only a total-task verbal request is needed.
<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcomes</th>
<th>Circle Score</th>
<th>Needs Work?</th>
<th>Rank up to 5 Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Brushes/Flosses Teeth</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Selects Appropriate Clothing to Wear (e.g., selects items needed for time of day, weather conditions, style, matching)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Cares for Personal Hygiene Needs (e.g., bathes, showers, cares for nails, uses deodorant, shaves)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Picks Up After Self</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Prepares Food (e.g., snacks, cold meals, hot meals)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Does Household Chores (e.g., dusts, sweeps, mops, vacuums, washes/dries dishes, takes out garbage, recycles, makes bed, stores groceries, yardwork)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Cares for Clothing (e.g., puts laundry in designated place when clean or dirty, washes/dries, folds, irons, mends)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Uses Telephone (e.g., answers, calls, uses directory)</td>
<td>E P S N Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Scoring Key (use scores for Step 1.3 alone or in combination):
E = Early/Emerging Skill (1% - 25%)   P = Partial Skill (25% - 80%)   S = Skilled (80% - 100%)

### School

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcomes</th>
<th>Circle</th>
<th>Score</th>
<th>Needs Work?</th>
<th>Rank up to 5 Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>Travels to and from School Safely (e.g., on bus, as a pedestrian)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Participates in Small Groups (e.g., tolerates situation, takes turns, is actively involved, responds to instructions)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Participates in Large Groups (e.g., tolerates situation, takes turns, is actively involved, responds to instructions)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Works at Task Independently (e.g., starts, sustains, completes, at nonfrustrational level)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Manages School-Related Belongings (e.g., backpack, materials, books, lockers, gym equipment)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Follows School Rules/Routines (e.g., understands and follows class and school rules, changes classes, follows schedule)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Uses School Facilities (e.g., playground, cafeteria, library, bookstore)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Makes Purchases in School (e.g., cafeteria, bookstore, event tickets)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Participates in Extracurricular Activities (e.g., clubs, sports, service organizations, drama, music)</td>
<td>F</td>
<td>E</td>
<td>Y</td>
<td></td>
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</tbody>
</table>

### Community

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcomes</th>
<th>Circle</th>
<th>Score</th>
<th>Needs Work?</th>
<th>Rank up to 5 Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>Travels Safely in the Community (e.g., crosses intersections, uses crosswalks and sidewalks, acts appropriately with strangers, finds destination)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Uses Restaurants (e.g., orders food, finds seating, eats meal, pays bill)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Uses Recreational Facilities (e.g., movies, arcades, parks, recreation centers, fitness clubs)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Makes Purchases of Merchandise or Services (e.g., food stores, clothing/department stores, specialty stores, post office, hair salon, laundry/cleaner, knows purpose of different kinds of stores, finds merchandise or services desired, pays bill)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Uses Vending Machines (e.g., drinks, food, stamps, newspaper, public transportation tickets/tokens)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Uses Banking Facilities (e.g., deposits, withdraws, uses automated teller machines)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Travels by Public Transportation (e.g., bus, subway, trolley, taxi, ferry)</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Uses Pay Phone</td>
<td>E</td>
<td>S</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Scoring Key (use scores for Step 1.3 alone or in combination):**
- **E** = Early/Emerging Skill (1% - 25%)
- **P** = Partial Skill (25% - 80%)
- **S** = Skilled (80% - 100%)
## Communication Assessments

### Behavior State Code Definitions

<table>
<thead>
<tr>
<th>Child’s name:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation location:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Each child may have state behaviors that are different from those listed in the code definitions. This form should be used to list those differences as well as to describe each state that is coded during this particular observation session.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SLEEP</td>
<td></td>
</tr>
<tr>
<td>DROWSY</td>
<td></td>
</tr>
<tr>
<td>DAZE</td>
<td></td>
</tr>
<tr>
<td>AWAKE</td>
<td></td>
</tr>
<tr>
<td>INTERACT</td>
<td></td>
</tr>
<tr>
<td>STEREO</td>
<td></td>
</tr>
<tr>
<td>CRY/ADJ</td>
<td></td>
</tr>
<tr>
<td>AGGRESS/SELFINJ</td>
<td></td>
</tr>
<tr>
<td>SEIZURE</td>
<td></td>
</tr>
</tbody>
</table>
Communication Dictionary

Environmental Code Definitions

Child’s name: ________________          Observer: ________________

Observation location: ___________      Time: ___________  D:

Describe the various environmental variables present:

SOCIAL CONTACT – who is available; relationship to child; number 1

PHYSICAL PARAMETERS & CHANGES
ACTIVITY LEVEL:

LIGHT:

NOISE:

DESCRIBE KINDS OF MATERIAL USED/AVAILABLE

DESCRIBE PHYSICAL SPACE

LIST TYPES OF ACTIVITIES

DESCRIBE ANY EQUIPMENT USED

DESCRIBE TEMPERATURE OF ROOM/AREA

Communication Form and Function Questionnaire

1. What reasons does your child have to communicate?

2. What communication signals does your child use?
   - When does he or she use these signals?
   - What is the result?
   - How clear are the signals?
   - Can other people see these signals, or would they have to be trained to recognize them?

3. Does your child make noise or vocalizations?
   - When alone?
   - When playing with someone else?
   - When playing with a toy?

4. How does your child currently let you know:
   - What he or she wants?
   - When he or she wants you to do something?
   - When he or she want you to pay attention to something?
   - When he or she does NOT want something?

5. Is there one person with whom your child is most successful in getting needs or wants met?
   - What signals is this partner recognizing?
# Wisconsin Assistive Technology Initiative

## Assistive Technology Protocol for Transition Planning

<table>
<thead>
<tr>
<th>Name:</th>
<th>Person Completing Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Date of Report:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Expected Date of Graduation:</td>
</tr>
</tbody>
</table>

### Purpose
The purpose of this protocol is to review the student's assistive technology needs when transitioning planning.

### Ratings
In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capabilities. Consider their abilities with and without assistive technology.

### Please Read and Consider Each Item
Any NO answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a YES rating, there may still be a benefit from using assistive technology for this function.

Next, consider the examples of types of assistive technology that might be used to address these barriers.

---

## DAILY LIVING

### ACTIVITIES
- Can the student independently...
  - Yes
  - No

### ADAPTATIONS
<table>
<thead>
<tr>
<th>Dressing Aids</th>
<th>Bathroom Aids</th>
<th>Mobility Aids</th>
<th>Communication Aids</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Clothing</td>
<td>Adaptive Kitchen Utensils and Dishes</td>
<td>Roll-in Shower</td>
<td>Adaptive Hygiene Devices</td>
<td>Environmental Controls</td>
</tr>
<tr>
<td>Color Coded Items</td>
<td>[Other / please describe]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

---

## TRANSPORTATION

### ACTIVITIES
- Can the student...
  - Yes
  - No

### ADAPTATIONS
- Wheelchair
- Rollator
- Mobility Scooter
- Lift
- Ramp
- Other
- [Other / please describe]...

### Comments:

---

## TOLERANCE

### TOLERANCE (to school/community/work environment)
- Can the student...
  - Yes
  - No

### ADAPTATIONS
- [Other / please describe]...

---

Visit [www.wati.org](http://www.wati.org/) for more resources and information.
The Picture Interest Career Survey (PICS) is a quick and easy way for you to identify your occupational interest areas. You can then use your PICS results to further explore careers that match those interests.

DIRECTIONS: Each of the 36 items consists of three pictures. Each picture shows an individual working. Decide which one of the three pictures in each item is most interesting to you and circle that picture. Then go on to the next item. There are no right or wrong answers. Choose only one picture in each item to circle. Complete all 36 items.

SAMPLE ITEM: In the sample item below, there are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If the individual taking the PICS chose picture B as the most interesting to them out of the three pictures, then that person would circle picture B as shown below.

To get started, simply turn the page and begin with item 1.
R-FVII: 2

READING-FREE VOCATIONAL INTEREST INVENTORY
Second Edition

Ralph L. Becker, Ph.D.

Inventory Booklet

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Birth Date</th>
<th>Age: Yrs</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School/Other</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
</table>
COPS-PIC

Picture Inventory of Careers

DIRECTIONS

In this booklet are pictures of people doing many different kinds of jobs. You are to decide if you would like to do the activity pictured. You may not be too familiar with some of the activities shown and for some jobs you will need training which you may not have had. However, with every item, try to determine your feeling toward the activity. Disregard considerations of salary, status or future advancement. Different people are shown doing each activity. Disregard the physical appearance or sex of the person or persons in the picture. You should imagine yourself doing each activity. For each item decide the degree of your interest or disinterest in the activity, and mark your booklet according to the following scale:

LIDD

Like very much
Like moderately
Dislike moderately
Dislike very much

Use a Number 2 pencil and fill in completely the answer space corresponding to your answer. If you wish to change your answer, erase your first mark completely. There is no time limit, but work rapidly and do not spend too much time on any one item. Be sure to answer every item.

Before you begin the Inventory, be sure to enter your name, your sex, your grade and/or age, and the other information called for in the spaces to the right.

Name

Institution or Occupation

Date

ERAS
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Printed in U.S.A. Made in U.S.A. (HC4 3990-HC 021)
Your Employment Selection: YES

http://www.yesjobsearch.com/index.cfm

- Your Employment Selections (YES!) is a motion-video, Internet-based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of jobs, listen as a narrator describes key tasks in each job, and select preferred ones. The program shows motion video for 120 different jobs. When 2-3 preferred jobs are selected, a facilitator (such as a teacher) rates the job seeker on various work dimensions based on the job seeker's skill levels. The result is identification of the best-matched job, strengths and weaknesses, and training priorities.
Data Wizard

http://www.hrop.org/wizard

Functions of the Personal Data Wizard

Over 50 school sites and districts currently using Personal Data Wizard!

Build a Resume

The Personal Data Wizard will produce a resume after entering personal information and choosing from several pull-down menus addressing skills, classes, activities and job objectives.

The system has editing and saving capabilities and can be printed.

For additional editing capabilities, all Personal Data Wizard documents can be transferred to Microsoft Word.

There are five different resume styles to choose from.

Letter Builder

1. Cover Letter
2. Thank You Letter
3. Resignation Letter

The information that has been entered will automatically transfer to the Cover Letter, Thank You Letter, and Letter of Resignation Builder.

The system will format the sentences with the student’s personal information.

The letters can be edited, saved and printed.

Interest Assessment

- Minimal reading
- Results categorized according Holland Grouping
- Approximately 500 pictures of entry level job activities
- Results linked to D’Net Research

Build an Annual Budget

Students can enter estimated monthly wages and estimated costs of 25 items such as rent, groceries, utilities, savings, cash, etc.

The Personal Data Wizard produces a spreadsheet showing monthly totals.

Students can go back and edit expenses to balance their budget.

Test Wizard

- Sample ASVAB test
- Complete DMV Driver’s license study test
- Sample employment test

Other Available Resources

- Files containing useful information are available to download. Examples of files are:
  - Job search, resources, techniques & checklists
  - Reference and Recommendation requests
  - Information about turning 18
  - Selective Service information & registration
  - Information about buying a used car
  - Information about banking and credit
  - Interviewing skills and more

Printed by the Humboldt County Office of Education • 10/94

Test accounts:

www.transitioncoalition.org

Models of Success
**Leisure Diagnostic Battery**

**The LEISURE DIAGNOSTIC BATTERY**

**Users Manual**

Developed by
Peter A. Witt and Gary D. Ellis

---

<table>
<thead>
<tr>
<th>PERCEIVED FREEDOM IN LEISURE SHORT FORM—VERSION A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions: Please read each of the following items and indicate the extent to which you agree or disagree. If you Strongly Agree, circle “SA.” If you Agree, circle “A.” If you Neither agree nor disagree, circle “N.” If you Disagree, circle “D.” If you Strongly Disagree, circle “SD.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My recreation activities help me feel important.</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2. I know a lot of fun recreation activities.</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>3. I can do things to improve my skills in my leisure activities.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>4. I am good enough to do all the recreation activities I want to.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>5. Sometimes during a recreation activity there are short periods of time when I feel I can do anything.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6. It is easy for me to pick a recreation activity to do.</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>7. I can do things during recreation activities that will make other people like me more.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>8. My recreation activities help me to get along with others.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>9. I can make a recreation activity as fun as I want it to be.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>10. I can do things during an activity that will make everyone have more fun.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>11. I usually decide who I do recreation activities with.</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>12. I am good at the activities I do with other people.</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>13. I am good at most of the recreation activities I do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>14. I can have fun in the recreation activities I do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>
Transition Assessments

- Transition Planning Inventory
- Transition Behavior Scale 2nd Ed.
- Enderle-Severson Transition Rating Scales
TPI

Transition Planning Inventory

Gary M. Clark
James R. Patton

Assessing Transition Needs
TPI Planning Areas

- Employment
- Further Education/Training
- Daily Living
- Leisure Activities
- Community Participation

- Health
- Self-Determination
- Communication
- Interpersonal Relationships

Source: Clark & Patton (1997)
Enderle-Severson Transition Rating Scales

- ESTR-J designed for mild disabilities of any age
- ESTR--III designed for moderate to severe and multiple disability groups of any age
- Rating scales format, completed by school and parent jointly or separately
- 47 items rated on a two point scale (Yes, performs skill independently or consistently; No, does not perform skills or does not perform skills independently or consistently)
Enderle-Severson Transition Rating Scales,

- A worksheet for indicating student preferences and interests across the five subscale areas
- Subscales include:
  - Employment
  - Home Living
  - Recreation and Leisure
  - Community Participation
  - Post Secondary Education
Transition Behavior Scale
(2nd ed.)

- Designed for any disability group, ages 14 through postsecondary age; mild to severe levels of disability
- Two versions (Student self-report version and School version completed by one or more teachers)
- Subscales include Work-Related Behaviors, Interpersonal Relations, Social/Community Expectations
Assessing the Environment

- Ecological inventories
- Supports Inventory
- Vocational Integration Index
- E-Jam
## Adapted Informal Assessments

**Adaptation of Life Design Interview**

<table>
<thead>
<tr>
<th>Academic: Reading/Math/Science (Woodcock Johnson)</th>
<th>Adaptive Skills: Need to update knowledge of what skills student has (Vineland)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Skills/Interests: Interested in outside jobs (YES and Career Class and job shadowing)</td>
<td>Physical Skills (PT/OT): Continuing work on fine motor (OT referral)</td>
</tr>
<tr>
<td>Behavior: Argues a lot with authority. Need to work on (Psych assess)</td>
<td>Assistive Technology: Possibly for writing? (Refer for AT assess)</td>
</tr>
<tr>
<td>Sensory needs: Fine motor? Test vision and hearing again (Refer for AT assess/audiologist/school nurse)</td>
<td>Leisure: Need expanded ideas for family (Vineland and other leisure informal assess)</td>
</tr>
<tr>
<td>Speech/Communication: Receptive especially (Refer to SLP)</td>
<td>Social Skills: Girl/boy interactions (Adaptive and observation)</td>
</tr>
<tr>
<td>Integration needs/Self Determination: How he can be more independent (observation)</td>
<td>Special Skills/Interests: Wants to learn how to drive (pre-test driving skills)</td>
</tr>
</tbody>
</table>
Adaptation Interview
Adaptation Interview

At work?

Goal:

Know

read

Teach

Calculator

Stapler

Notebook

dormir

bailar

solar

transiciones
Picture or “Stare” Assessment
Adaptations

transitioncoalition.org
bicycle

bake
Adapt Informal Assessments: Likert Scales with Pictures

Informal Assessments for Transition

Employment and Career Planning

Katherine O. Synatschk  Gary M. Clark
James R. Patton  L. Rozelle Copeland

Qualities Checklist

For each characteristic, indicate whether it describes you "rarely," "sometimes," or "often" by placing an X in the appropriate column. Those you mark "often" can be considered strengths, and those marked "rarely" are areas to work on.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able To Work Alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambitious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you take extra tasks to get ahead?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you express ideas easily, both verbally and in writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheerful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you friendly to customers and co-workers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your work thorough?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you give 100% effort at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you do your part on teams?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decisive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you make decisions under pressure?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do people trust you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diplomatic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you handle difficult situations with grace and tact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discreet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you guard confidentiality?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you plan your time well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotionally Stable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you maintain self-control and stay even-tempered and cool?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you interested in and excited by your life?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good with Your Hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you build or make things?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you tell the truth and give credit and accept blame honestly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imaginative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you come up with new ideas?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you work hard, resisting interruptions?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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Adapt Informal Assessments: Likert Scales with Pictures

Sample Job Survey with Picture Likert Scale


1. How do you like working by yourself?

   ![I like that](image1)
   ![okay](image2)
   ![I don't like that](image3)

2. How do you like doing extra work when you haven’t been asked to?

   ![laugh](image4)
   ![happy](image5)
   ![angry](image6)
   ![tantrum](image7)

3. How much do you like to explain things by talking?

   ![I want](image8)
   ![interested](image9)
   ![scared](image10)
   ![do not enter](image11)