

Transition Planning: Assessments

Wyoming Department of Education
Special Education Programs Division

Transition Planning & Indicator 13

Age-Appropriate Transition Assessments

The requirements of 34 C.F.R. §300.320(b)(1) states;

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

Sources of assessment information include, but are not limited to:

- Formal interest surveys, aptitude tests, other surveys
- Current psychological assessment data indicating areas of strength and weakness
- Student interviews
- Student completion of interest inventories
- Questionnaires to establish student interests and preferences
- Functional vocational evaluations
- Interviews with the family

Transition Planning & Indicator 13

Career/Employment Considerations

- How can the child's interests be used in planning for life after high school?
- What choices does he/she have for classes that will enable the use of strengths and acquisition of new skills?
- What job skills/training will the child need to do the kind of work he/she wants?
- What kinds of experiences are available now to prepare the child for what he/she wants to do after high school?
- What kinds of jobs can be done at school or in another arena that will allow the child practice at real life work?

Transition Planning & Indicator 13

Postsecondary Education/Training Considerations

- What classes does the child need to take in high school in order to apply for the higher education/training he/she will need to accomplish goals?
- What will he/she need to have in order to apply for higher education/training?
- What supports are available in the higher education setting?
- Which schools offer more for students with disabilities?
- What kinds of vocational services and supports are available?
- Are scholarships or financial aid available?

Transition Planning & Indicator 13

Independent Living/Community Participation Considerations

- Where will the child live as an adult?
- Where will he/she spend time in the community? (work, recreation, volunteer, medical/health services, church, shopping, etc.)
- How will he/she get where he needs to be?
- What supports and services will he/she need?
- What does he/she need to learn, and how will this happen?
- Does the child need a guardian? Are there alternatives to this?

Transition Planning & Indicator 13

Planning Considerations and Suggestions

- Begin with age-appropriate transition assessments
- Set goals for after high school
- Discuss classes that are available, and think about the skills the child will need upon graduation
- What kinds of transition activities will prepare the child for life after high school?
- What additional supports, modifications, and services will the child need?
- Who will be involved in implementing the transition activities? Are they at the table?
- Draft the transition plan

Transition Planning & Indicator 13

1. Is there a measurable postsecondary goal or goals for education/training, career/employment, and independent living, if appropriate?

- Can the goal be counted (as either having occurred or not occurred)?
- Will the goal occur *after* the student graduates from school?
- Based on the information available about this student, does the goal seem *appropriate* for this student?

Best Practice

- Use *active* verbs, rather than passive verbs.
- Make sure the goal is a GOAL... not just an activity

Transition Planning & Indicator 13

3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

- Do the goals relate directly to the results of the age-appropriate transition assessment(s)?
- Be sure to attach the results of transition assessments if you check the box that says “Results Attached.”
- Include summary statements for each area, even if you attach results of transition assessments.

Choosing Assessments

Don't reinvent the wheel! Use resources that already exist.

<https://ou.edu/content/dam/Education/zarrow/transition-resources/other-resources/Timeline%20of%20Transition%20Activities.pdf>

Sources for Transition Assessments

<https://instrc.indiana.edu/transition-resources/transition-matrix.html>

[https://www.ocali.org/up doc/Quickbook of Transition Assessment.pdf](https://www.ocali.org/up_doc/Quickbook of Transition Assessment.pdf)

Enderle Severson

TPI-3

TBS-3

OASIS

WYOMING DEPARTMENT OF EDUCATION OUTREACH SERVICES FOR DEAF/HARD OF HEARING STUDENTS TRANSITION SUPPORT

Hearing loss almost always impacts a students' access to education. It is rare that a student has no educational impact, even when grades are fine.

If grades are fine, why would a student need transition support services through an IEP?

College drop-out rates: Hearing students-47%, Deaf students-71%¹

Employment rates: Employed-53%, Unemployed-3.8%, Not in the labor force-43% (Deaf)
Employed-76%, Unemployed-3.4%, Not in the labor force-21% (Hearing)²

Why?

Students indicate a lack of support, feelings of isolation and are often unsure how to get assistance.

Transition services and self-advocacy education should be addressing "how to get assistance".

¹ College drop-out rates as reported by Dr. Ronald R. Kelly, Ph.D., Professor, Department of Research and Teacher Education, National Technical Institute for the Deaf, Rochester Institute of Technology, New York

² Deaf People and Employment in the United States:2019, National Deaf Center on Postsecondary Outcomes



What resources are available to support Deaf/Hard of Hearing students?

WDE Outreach Services for Deaf/Hard of Hearing students:



Billie Wortham-Supervisor for the Outreach program, audiologist

Christie Fritz-Teacher of the Deaf

Meagan Thomasson-Teacher of the Deaf, Transition Specialist

Wyoming Instructional Network: <https://wyominginstructionalnetwork.com>

Outreach Services for Deaf/Hard of Hearing has a list of resources on this page. Transition resources are included.

On the transition page, [Phonak Transition planning guide](#) and [The Minnesota Compensatory Skills Checklist](#) are great places to start.

Deaf & Hard of Hearing Services

- [About Outreach Services for Deaf/Hard of Hearing](#)
- [Events](#)
- [Online Trainings](#)
- [Adaptive/Online Learning Resources for Deaf/Hard of Hearing Students](#)
- [Assessment](#)
- [Audiology](#)
- [Classroom Technology](#)
- [Early Intervention for Deaf/Hard of Hearing \(Birth-5 Years\)](#)
- [Outreach Library \(WYLD affiliated for online searches\)](#)
- [Resources](#)
- [Sign Language](#)
- [Special Education Law Related to Deaf Education](#)
- [Transition](#)
- [Wyoming Deaf/Blind Project](#)



Wyoming Instructional Network
Supporting Success for Students with Disabilities

[NOTES](#)
[Request Assistance](#)

[HOME](#) [OUTSCHOOL SERVICES](#) [PROFESSIONAL DEVELOPMENT](#) [IEP & SPECIAL ED RESOURCES](#) [ADDITIONAL RESOURCES](#) [CONTACT US](#) [CALENDAR](#)

HOME / Outschool Services / Definition of Hearing Services / Transition DHH

Transition (D/HH)

Transition from high school into adulthood can be daunting at times. IDEA requires that transition planning start by the time the student reaches the age of 16 years old.

- Assistive Technology
- College Readiness
- Employment
- Frequently Asked Questions (FAQ) About Transition
- IDEA's Definition of Transition Services
- Obtain Parent Permission for Transition Testing? (2022 Update)
- Personal Transition Planning Guide 
- Self-Advocacy
- These Hands (short videos about deaf individuals in careers)
- Transition Resources
- Transition Skills (videos)
- Transition Support Agencies
- Videos about Transition



Wyoming Instructional Network
Supporting Success for Students with Disabilities

[NOTES](#)
[Request Assistance](#)
[HOME](#) [OUTSCHOOL SERVICES](#) [PROFESSIONAL DEVELOPMENT](#) [IEP & SPECIAL ED RESOURCES](#) [ADDITIONAL RESOURCES](#) [CONTACT US](#) [CALENDAR](#)

HOME / Outschool Services / Definition of Hearing Services / Transition DHH / Self-Advocacy

Self-Advocacy

Self-advocacy, also called self-determination, is a valuable skill for students with disabilities. Self-Advocacy involves learning how to speak up for oneself, making one's own decisions about life, learning how to find information, identifying supports, knowing one's rights and responsibilities, problem solving, reaching out to others for help, and learning about self-determination. WIN supports students learning how best to self-advocate for themselves starting as young as preschool.

Related Links:

- Success for Kids with Hearing Loss
- Self-Advocacy for Deaf & Hard of Hearing Students (parents and voices)
- Minnesota Transition Guide for Teachers of Deaf/HOH
- Fostering Self-Advocacy in Elementary Students with Hearing Loss (webinar)
- Perspectives From DHH Counselor: Article Summary
- Tips for more Effective Advocacy (NAAD)

Related Handouts:

- Guide to Self-Advocacy Skill Development
- How Do Students who are D/HH Learn to Self-Advocate?
- Planning Checklist for Self-Advocacy and Communication Access (K. Anderson)
- SEAH for School Success: Checklist (K. Anderson)
- Self-Determination Checklist
- Informal Inventory of Independence and Self-Advocacy Skills
- Minnesota Compensatory Skills Checklist 
- Transition Skills Checklist
- Transition Planning Checklist

Additional Resources:

Transition Planning Inventory

Second Edition



39092 08719017 1

Wyoming Outreach Library Services f/t D/Hh
539 S. Payne, Casper, WY 82609

WYLD #

PLEASE RETURN!

TPI • 2

James R. Patton
Gary M. Clark



8700 Shoal Creek Boulevard

Austin, Texas 78757-6897

www.proedinc.com

Order Number 14165

GAP Transition Checklist¹

The purpose of this checklist is to guide you, and your parents or caretakers and the professionals who provide you support, information about the acquisition of important skills and activities that lead to successful transitions from high school to independent living, a job, college, or vocational training. This checklist should be completed with the help of your teachers, parents or others who are responsible to assist in your transition planning.

Directions:

1. Begin by thinking about and discussing your plans and goals for after high school and enter the information into the Post School Goals section of the checklist.
2. Complete the remaining sections of the checklist to identify specific topics where training is needed or activities need to be initiated.
3. Enter identified topics as “Learning Objectives” and “Activities to Complete” into the **Transition Planner** along with timelines and persons responsible for teaching you or assisting you with completion of the activities.

Name:

Date Completed:

Section 1

HEARING LOSS AND HEARING TECHNOLOGY SKILLS

Please indicate "Yes/In Process/No/Does Not Apply" for the following areas related to your hearing loss and hearing technology skills.	Yes	In Process	No	Does Not Apply
a. I can explain basic concepts of hearing and hearing loss, basic causes of hearing loss, and procedures to treat hearing loss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can explain my hearing loss and my audiogram.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can explain how my hearing instrument (hearing aid/cochlear implant/Baha) works to my employer/educator/friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



GAP Self-Assessment: Understanding and Using Hearing Access and Hearing Assistance Technology

Directions: This purpose of this self-assessment is to determine information you know, and may need to learn, about your hearing loss, communication needs, and use of hearing assistance technology. By completing this self-assessment you will identify information that you may want to explore further so that you are more knowledgeable in advocating for your communication needs and accommodations. Complete the GAP Self-Assessment Planner to outline your learning objectives based on this assessment.

Your Name:

Date:

1. What do you currently use for your personal hearing technology? Check all that apply.

☐

I wear a hearing aid or hearing aids

☐

I wear a cochlear implant(s)

☐

I wear a BAHA (Bone Anchored Hearing Aid)

☐

I do not use amplification.

☐

Other (please describe)

Pictorial Interest Inventory

Structured around eight different career fields

Student name:

Today's Date:

Birth Date:

Age:

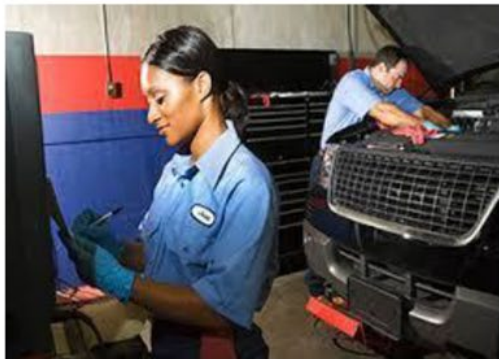
How to Use This Inventory



Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

A



B



C

