

Transition Assessment for Students with Severe & Multiple Disabilities

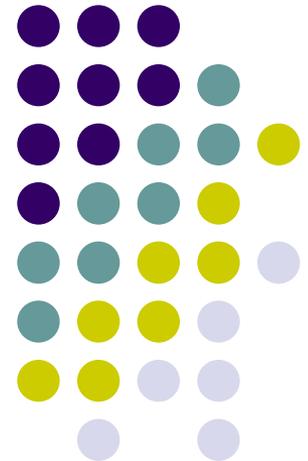
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University of Oklahoma
Zarrow Center

Email Jim: jemartin@ou.edu

Email Lorrie: lorrieslydog@ou.edu

Web:

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>

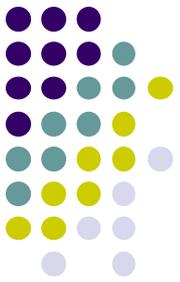




Agenda

- Introductions
- Part I
 - Descriptions
 - Recognizing abilities and expectations
 - What is a Satisfying Life?
- Part II - Three-Part Transition Assessment Process
 - Independent Living Assessments & the IEP
 - Career Interests/Skills & the IEP
 - Self-Determination Assessments & the IEP
- Part III - Summary

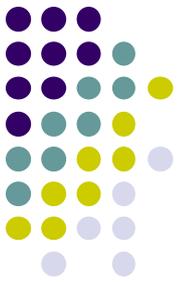
ASK QUESTIONS ALONG THE WAY!



Web Links

- Handout lists all the web sites used today
 - See us to copy onto thumb drive so they can be clicked while open on your computer
- Easy to read compared to PowerPoint slides

Transition Assessment Timeline



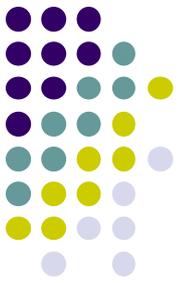
- By ability and age or grade level, list recommended assessments.
- Enables all educators to know what assessments to use and when.
- Allow flexibility to meet student needs and development in the field.

Description of Students with Severe and Multiple Disabilities



- Demonstrate diverse skills, strengths, limits, and support needs
- Multiple system impairments that impact the student, family, community participation, and severity of associated health conditions
- Two or more simultaneously occurring impairments
- Supports are usually pervasive and extensive in order to achieve community living, employment, and self-sufficiency.

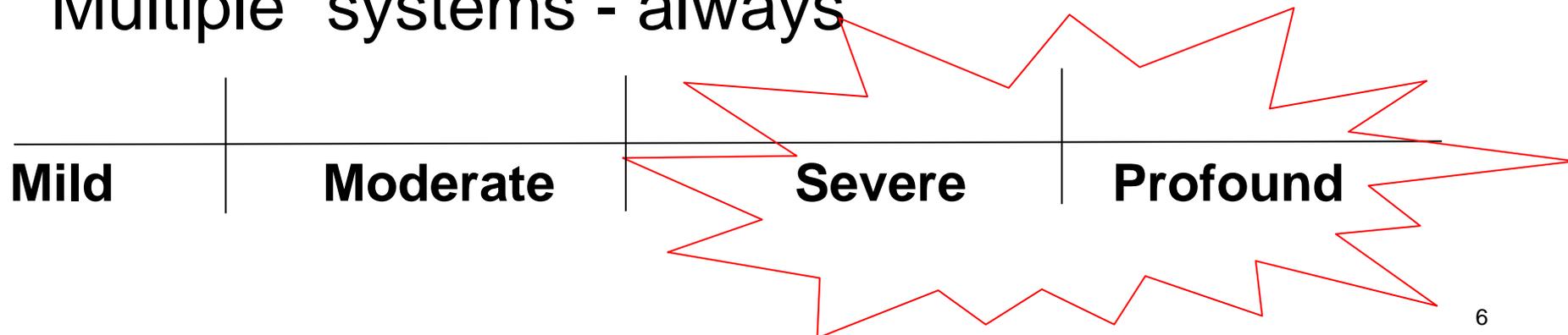
Description - continued



Severity Continuum

↑ *Severity* = ↑ *Supports*

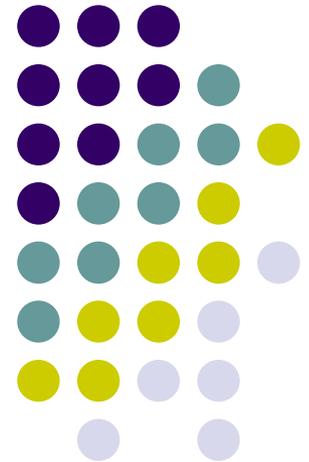
- Communication issues - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- “Multiple” systems - always

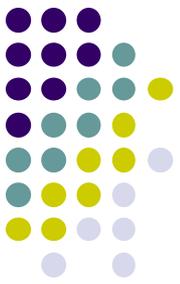


WHAT IS A SATISFYING LIFE FOR YOU?



WHAT IS A SATISFYING LIFE FOR PEOPLE WITH DISABILITIES?



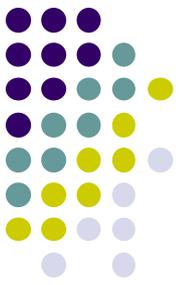


A Satisfying Life is...

- Home, career, social life, community lifestyle, spiritual well being (Romer, Frantangelo, & Fanjoy, 2009)
- **Personal Fulfillment?**
 - Right mix of opportunities and support to nourish the presence and contribution of a human being (Kendrick, 2009)
 - Outcome of high quality supports

A life that is uniquely ones own! (Simpson, 2009)

Satisfying Participation in Life Includes...



Realizing societal roles, with or without support,
in a meaningful and satisfying way

Work participation and being satisfied with life
is broader than just 'job satisfaction'...(Van
Campen & Cardol, 2007)

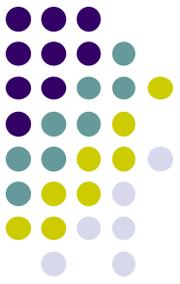
*Four years after high school, youth with
multiple disabilities were least engaged in
their communities (NLTS-2)*



Abilities and Expectations



Recognizing Ability



Lauren's Satisfying Life...



Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

1. Can the young adult express interests? If no, get information from parents and caregivers to develop transition plan.
2. What are special health care needs?
3. What are needs/challenges preventing the young adult from working outside the home?

Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

4. Who can provide education/training 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?

Postsecondary Goals

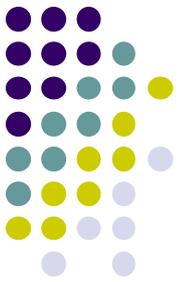
- Each student of transition age on an IEP, must have a postsecondary goal/vision listed on the top of the transition services plan page of the IEP.
- The transition age in Oklahoma is the first year of high school or age 16 – whichever comes first.
- This postsecondary goal must address: Education/training and employment. Independent living goals (as needed)...
- It must be observable.

Sample Postsecondary Goals

Education/Training: Jessie will audit childcare/early childhood classes at the local Career Tech Center with a full-time HTS.

Employment: With the help of a full-time HTS, Jessie will volunteer 3 afternoons a week at a childcare program.

Independent/Adult Living: Jessie will live in a group home and utilize public transportation to participate in her classes and job shadowing experiences.



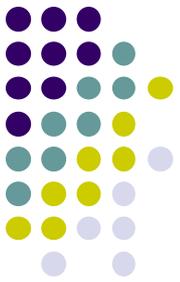
Annual Transition Goal

- Matches postsecondary goal
- Measureable and be accomplished in a year

Quiz Time!!!!



1. After high school, Calvin will live and participate as he can at home, volunteer at his church weekly, and work with job coach in supported employment project.
2. Using customized computer applications (auditory reader and voice activation) Calvin will complete a resume and job application with 90% accuracy.
3. After graduation, Kelly will take journalism classes at the Career Tech and seek intern experiences with a publisher.
4. Kelly will describe 5 accommodations she needs in the general education setting and why she needs them with 100% accuracy.

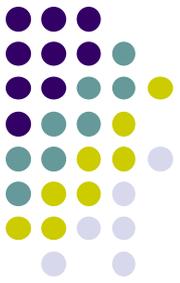


NSTTAC can help!

National Secondary Transition Technical Assistance Center (NSTTAC) has good and not so good examples of postsecondary goals. Check out more examples at:

http://www.nsttac.org/tm_materials/Default.asp

X



Three-Part Transition Assessment Model



The Purpose of SPED

... a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to prepare them for further education, employment, and independent living.



2004 IDEA Changed Secondary SPED



IDEA 2004 Post-Secondary Goals

- IEPs must include appropriate measurable postsecondary goals
 - based upon age-appropriate transition assessments
 - related to training, education, employment, and when appropriate, independent living



Student Transition Questions



- Postschool Goal Questions
 - Where do I want to live
 - Where do I want to work?
 - Where do I want to learn?

- Annual Transition Goal Question
 - What do I need to learn now to live where I want?
 - What do I need to learn now to do the career I want?
 - What do I need to learn now to be able to learn where I want?

Greene, G., & Kochhar-Bryant, C. A. (2003). *Pathways to successful transition for youth with disabilities*. New Jersey: Merrill Prentice Hall.

Transition Assessment Model Components



1. Independent Living Assessment
2. Vocational Interest and Skills Assessment
3. Self-Determination Assessment

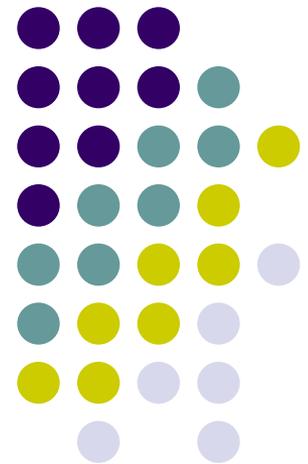


Most are informal and lack valid & reliable studies. They ARE good for instructional planning!!

Independent Living Assessments

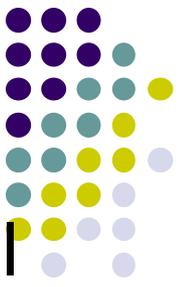
Part 1 of the 3-Part Transition Assessment Model

This is the area that oftentimes impacts so many other postsecondary pursuits for students with severe and multiple disabilities.



Our Belief

- The law states that an independent living goal be addressed “**when appropriate.**”
- We believe that to determine if an independent living goal needs to be written, an adaptive behavior assessment needs to be given. This provides evidence of needing an independent living goal or not. How else would a team determine if an independent living goal is needed?
- Need to be functionally easy to use!
- Need to be free or reasonably priced.



Independent Living Assessments – We'll Focus on a Few



- Personal Preference Indicators (PPI)
 - Adult Living and Employment Versions
- Supports Intensity Scale
 - Used by many adult service programs
- Enderle-Severson Transition Assessments
 - Great tool for students with significant support needs
- Life Skills Inventory
 - Informal and free
- Casey Life Skills
 - On-line and free

Supports Intensity Scale



American Association on
Intellectual and
Developmental Disabilities
(AAIDD)

Supports
Intensity Scale

USER'S MANUAL



Supports Intensity Scale

Interview and Profile Form

Adult Version (ages 16 and up)

99MT62

ID/TRACKING NUMBER

Name Simmons Darlene B. Date SIS Completed _____
LAST FIRST MIDDLE

Address 1105 Lancaster Drive 2003/11/13
STREET CITY STATE ZIP YEAR MONTH DAY

City, State, Zip Chicago Heights, IL 60411 Date of Birth 1968/108/04
CITY STATE ZIP YEAR MONTH DAY

Phone 708/555/3032 Language Spoken at Home English Age 35

Individuals or Organizations Providing Essential Supports: Gender Male Female

Name William & Ruthie Simmons Relationship Parents Phone 708/555/8333

Name Jackie Delmonte Relationship Residential Services Counselor Phone 708/555/3000

Name Angelina Rodriguez Relationship Vocational Services Counselor Phone 708/555/1961

Other Pertinent Information Receives services from Outlook, Inc. and supported employment

Respondent Name	Relationship to Individual	Language Spoken
1. <u>William & Ruthie Simmons</u>	<u>Parents</u>	<u>English</u>
2. <u>Jackie Delmonte</u>	<u>Residential Counselor</u>	<u>English</u>
3. <u>Angelina Rodriguez</u>	<u>Vocational Counselor</u>	<u>English</u>

Interviewer Melissa Anderson Position Case Manager

Agency/Affiliation Dept. of Human Services Phone 708/555/3724

Address 1217 Marion, Chicago Heights, IL 60911 Email MAnderson@dhs.state

Reorder Information

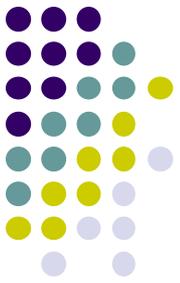
To order additional forms, call 301/604-1340, or email aaidd@brightkey.net
 Order number: #251—25 forms; #252—100 forms; #250—Manual + 25 forms; #253—Manual only.

James R. Thompson, PhD
 Brian R. Bryant, PhD
 Edward M. Campbell, PhD
 Ellis M. Craig, PhD
 Carolyn M. Hughes, PhD

David A. Rotholz, PhD
 Robert L. Schallock, PhD
 Wayne P. Silverman, PhD
 Marc J. Tassé, PhD
 Michael L. Wehmeyer, PhD

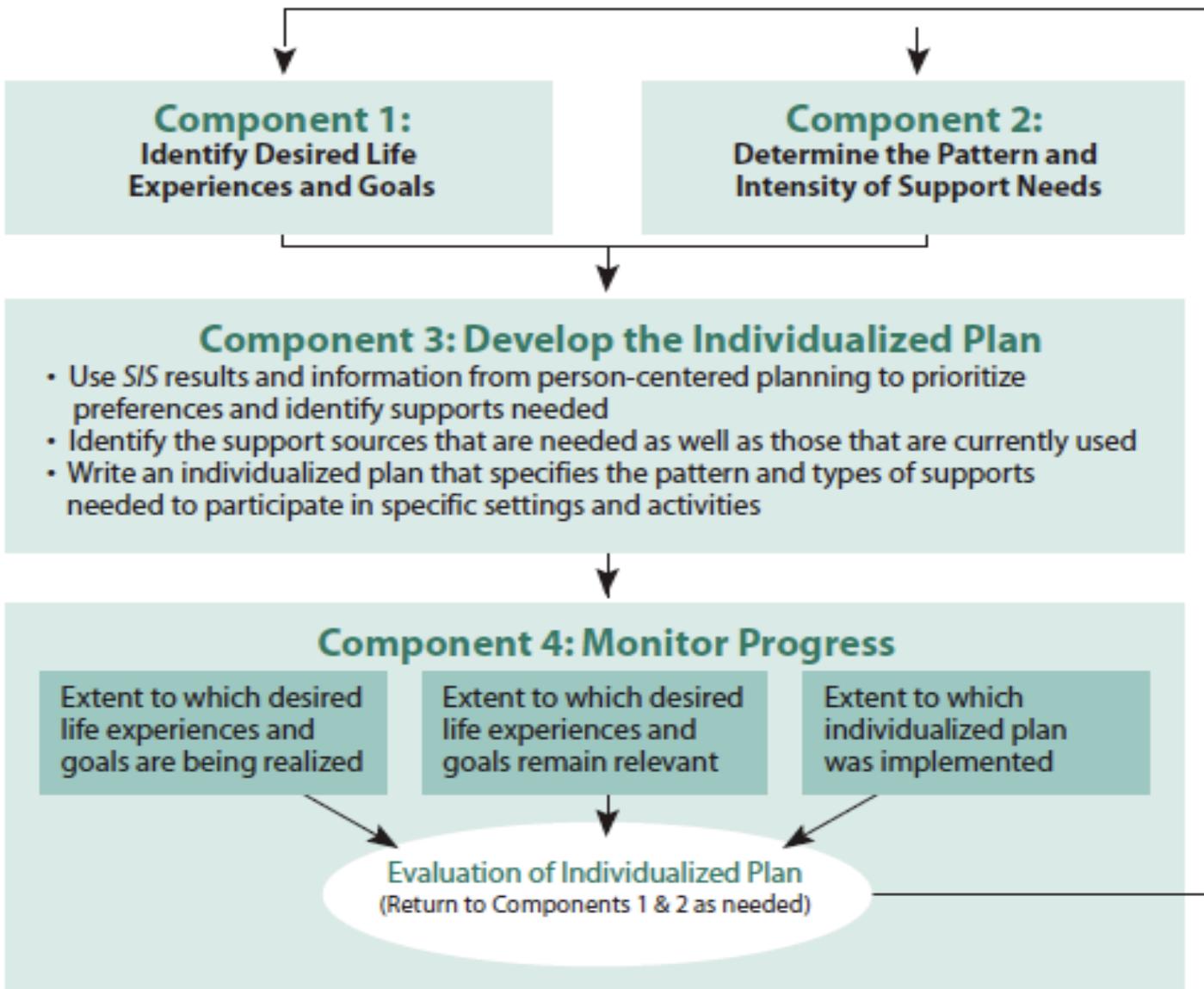
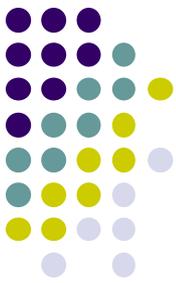


Supports Intensity Scale



- **American Association on Intellectual and Developmental Disabilities**
 - *444 North Capitol Street, NW • Suite 846*
 - *Washington, DC 20001*
 - *Ph: 202.387.1968 • Fax: 202.387.2193 •*
www.aaid.org
 - TO ORDER
 - **Call: 301-604-1340 to place order or request a Publications Order form**
 - **Price: Set: \$125.00**
 - **Manual: \$95.00**
 - **25 Interview forms: \$38.75**
 - **100 Interview forms: \$147.25**
- <http://www.siswebsite.org/>

Supports Intensity Scale Four-Component Planning Process



Supports Intensity Scale (SIS) Scoring Form & Profile



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ID/TRACKING NUMBER

Name
Darlene Simmons

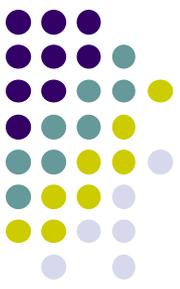
Date SIS Completed
2007 / 10 / 13 /
YR MO DAY

Name of interviewer
Vanessa Anderson

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 6.2.			
3. Enter the SIS Support Needs Index using Appendix 6.3.			
Activities Subscales	Total Raw Scores (From pages 2–5)	Standard Scores (See Appendix 6.2)	Subscale Percentiles (See Appendix 6.2)
A. Home Living	26	7	16
B. Community Living	23	5	5
C. Lifelong Learning	25	7	16
D. Employment	15	6	9
E. Health & Safety	6	3	1
F. Social	27	7	16
Standard Scores TOTAL (sum)		35	
SIS SUPPORT NEEDS INDEX (Composite Standard Score) (See Appendix 6.3)		71	
Percentile of Support Needs Index (See Appendix 6.3)			7

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 graph.								
Percentile	A. Home Living	B. Community Living	C. Lifelong Learning	D. Employment	E. Health & Safety	F. Social	SIS Support Needs Index	Percentile
99	17–20	17–20	17–20	17–20	17–20	17–20	> 131	99
	15–16	15–16	15–16	15–16	15–16	15–16	124–131	
90	14	14	14	14	14	14	120–123	90
	13	13	13	13	13	13	116–119	
80							113–115	80
	12	12	12	12	12	12	110–112	
70							108–109	70
							106–107	
60	11	11	11	11	11	11	105	60
							102–104	
50	10	10	10	10	10	10	100–101	50
							98–99	
40	9	9	9	9	9	9	97	40
							94–96	
30							92–93	30
	8	8	8	8	8	8	90–91	
20	7	7	7	7	7	7	88–89	20
	6	6	6	6	6	6	85–87	
10	5	5	5	5	5	5	82–84	10
							75–81	
1	1–4	1–4	1–4	1–4	1–4	1–4	< 70	1

Enderle-Severson Transition Rating



Form

- **ESTR-J**
 - Students with mild disabilities
 - Parent (available in Spanish) and Teacher version
 - Five Transition areas
- **ESTR-III**
 - Students with “more” disabilities
 - Parent and Teacher version
 - Five Transition areas
- **ESTR-S**
 - Students with severe/multiple impairments
 - Parent and Teacher (on-line only) versions
 - Employment, Rec/leisure, home living, community participation, and adult life
 - Estr.net (each costs \$2.00)

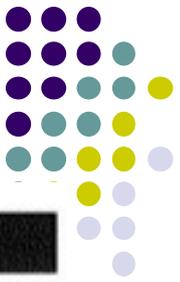
ESTR III Example



Employment

1. The learner exhibits the fine motor skills necessary to perform simple tasks, (e.g., grasping, stacking, turning, unwrapping, transferring).	0	1	2
2. The learner exhibits the gross motor skills necessary to perform simple tasks, (e.g., lifting, carrying, ambulation).	0	1	2
3. The learner demonstrates an awareness of time as it relates to events over the course of a day.	0	1	2
4. The learner demonstrates good attendance.	0	1	2
5. The learner has earned money doing part time jobs, (e.g., mowing lawns, shoveling snow, babysitting). Please list:	0	1	2
6. The learner demonstrates appropriate hygiene and grooming.	0	1	2
7. The learner adapts to changes in schedules and routines.	0	1	2
8. The learner understands the concept of how much time is needed, (e.g., getting to an appointment, catching the bus, getting ready for school).	0	1	2
9. The learner is punctual.....	0	1	2
10. The learner initiates tasks.	0	1	2

ESTR-S Example



Employment

1. My son/daughter demonstrates fine motor skills (check all that apply):

- Grasping objects
- Pushing objects
- Sweeping objects into containers
- Manipulating objects
- Putting two objects together
- Stacking objects
- Turning objects
- Unwrapping objects
- Transferring objects
- Pointing to objects/pictures
- Pressing buttons/switches
- Drawing/writing
- Opening containers
- Pouring
- Stirring

2. My son/daughter demonstrates gross motor skills (check all that apply):

- Sitting with supports
- Pushing to sit

Life Skills Inventory



- 15 domains (money, hygiene, safety, etc)
 - Includes Job skills too!
- Four levels: basic, intermediate, advanced, exceptional
 - Must know 3 of 5 to advance from basic to intermediate
- Must know the person
- Cost: free
- Google Life Skills Inventory or Download from http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

**LIFE SKILLS INVENTORY
INDEPENDENT LIVING SKILLS ASSESSMENT TOOL**



INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

☞☞ Scoring should be based on the lowest level of completion.

The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

☞☞ Completing Category O

It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

☞☞ Time frames for completion

All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

COVER SHEET

NAME OF YOUTH:	CAMIS PERSON ID:	DATE OF BIRTH:
----------------	------------------	----------------

PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT	DATE

CATEGORY	DATE SKILL ATTAINED			
	BASIC	INT.	ADV.	EXCEL
A	Money Management/Consumer Awareness			
B	Food Management			
C	Personal Appearance and Hygiene			
D	Health			
E	Housekeeping			
F	Housing			
G	Transportation			
H	Educational Planning			
I	Job Seeking Skills			
J	Job Maintenance Skills			
K	Emergency and Safety Skills			
L	Knowledge of Community Resources			
M	Interpersonal Skills			
N	Legal Skills			
O	Pregnancy Prevention/Parenting and Child Care			



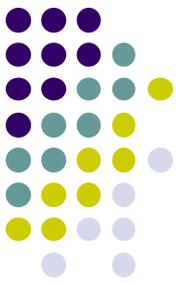
Category E: Housekeeping
Basic - Must know 3 of 4:
<input type="checkbox"/> Can wash dishes adequately using soap and hot water. <input type="checkbox"/> Can change a light bulb. <input type="checkbox"/> Can make a bed. <input type="checkbox"/> Knows how to dispose of garbage.
Intermediate - Must know 3 of 5:
<input type="checkbox"/> Can use vacuum cleaner properly and change bags. <input type="checkbox"/> Can change bed linen. <input type="checkbox"/> Knows how to prevent sinks and toilets from clogging. <input type="checkbox"/> Knows how to sweep floor and stairs, wash wood and linoleum floors, wash windows, dust, polish furniture, clean toilet, clean bathtub and sink. <input type="checkbox"/> Knows appropriate cleaning products to use for different cleaning jobs.
Advanced - Must know 5 of 7:
<input type="checkbox"/> Knows how to stop a toilet from running. <input type="checkbox"/> Knows how to use a plunger to unstop a toilet or sink. <input type="checkbox"/> Can defrost the refrigerator, if necessary. <input type="checkbox"/> Can clean a stove. <input type="checkbox"/> Knows how to conserve energy and water. <input type="checkbox"/> Perform routine house-cleaning to maintain the home in a reasonably clean state. <input type="checkbox"/> Uses drawers and closets appropriately for storage.
Exceptional - Must know at least 3:
<input type="checkbox"/> Knows what repairs a landlord should perform. <input type="checkbox"/> Can do minor household repairs. <input type="checkbox"/> Is able to contact the landlord and request repairs. <input type="checkbox"/> Can change a fuse or reset a circuit breaker. <input type="checkbox"/> Can measure a window for shades or curtains. <input type="checkbox"/> Knows how to get rid of and avoid roaches, ants, mice, etc.
Category F: Housing
Basic - Must know 2 of 2:
<input type="checkbox"/> Understands the concept of renting. <input type="checkbox"/> Knows how to access emergency shelter.
Intermediate - Must know 3 of 4:
<input type="checkbox"/> Can read want ads for vacancies. <input type="checkbox"/> Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.). <input type="checkbox"/> Can calculate the costs associated with different types of housing. <input type="checkbox"/> Can describe pros and cons of choosing a roommate.
Advanced - Must know 6 of 9:
<input type="checkbox"/> Can identify type of housing that is within budget and meets current housing needs. <input type="checkbox"/> Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items). <input type="checkbox"/> Can complete a rental application. <input type="checkbox"/> Can ask the landlord about the available apartment to determine if it meets their needs. <input type="checkbox"/> Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood. <input type="checkbox"/> Shows some concern for the rights of other residents with regard to property and noise. <input type="checkbox"/> Understands the consequences if the rights of other residents are not respected. <input type="checkbox"/> Understands the implication of the security deposit. <input type="checkbox"/> Knows the role of a landlord.
Exceptional - Must know at least 2:
<input type="checkbox"/> Demonstrates the ability to get along with other residents and the landlord. <input type="checkbox"/> Knows how to get help if there is a conflict with the landlord. <input type="checkbox"/> Can access emergency assistance for utilities.

Casey Life Skills



- Web based
- Spanish, French or English, with numerous supplemental assessments
- Youth and caregiver formats
- Automatically scored and sent to you
- Provides different levels of questions for students across functioning levels
 - Level 1 basic skills
 - Level 4 complex skills
- Caution: It over-estimates skills for students with the most disabilities
- Cost: free
- Available at: www.caseylifeskills.org

Casey Life Skills



[Home](#) | [Assessments](#) | [Learning Plan](#) | [Resources](#) | [Group Data Reports](#) | [Training](#)

Assessments: Ansell Casey Life Skills Assessment

If you do not know which assessment to take, please [click here for help](#).

[Click here](#) to access the Assessment Supplements.

[Click here](#) to access printable Assessments & Supplements.

	Youth	Caregiver
ACLSA - I	<input type="radio"/>	<input type="radio"/>
ACLSA - II	<input type="radio"/>	<input type="radio"/>
ACLSA - III	<input type="radio"/>	<input type="radio"/>
ACLSA - IV	<input type="radio"/>	<input type="radio"/>
ACLSA - Short	<input type="radio"/>	<input type="radio"/>

[>> Begin Assessment](#)

Adobe Acrobat Reader is required to view the assessment score reports.

[Click here](#) to download the free Adobe Acrobat Reader.



Cautions Interpretation!!



- Casey Life Skills may give inaccurate results for students with SMDD by *over-representing* skills!

Tolby's Assessment Results



Knowledge & Behavior Items

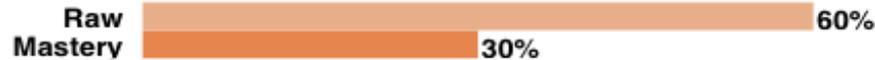
Mastery Score: The percentage of items answered very much like me (youth) or very much like the youth (caregiver).

Raw Score: The sum of the responses expressed in percentage of the maximum points possible. Not Like Me = 1 point | Somewhat Like Me = 2 points | Very Much Like Me = 3 points | Question Not Answered = 0 points

See the Score Key for more information.

Domains 0% 50% 100%

Communication



Daily Living



Home Life



Self Care



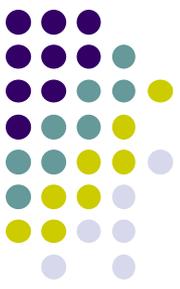
Work and Study Skills



Total Scores:



Functional Situational Assessment for Independent Living Skills



- **TASK ANALYSIS**

- A Task Analysis consists of a written list of the discrete steps required to complete a task, such as doing laundry, brushing teeth, mopping a floor, setting a table, maintaining a work setting, etc.

Sample Task Analysis - NSTTAC

Student Name: _____



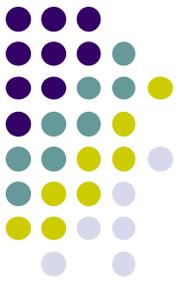
Task Analysis for Maintaining Work Area

Task	Completed	Quality	Comments
Retrieve assignment			
Materials on work surface			
Complete assignment			
Return finished product/completed assignment to completed station			
Return additional materials to original/proper locations			
Clean work area with spray bottle and rag*			
Retrieve next assignment or request break			

1 = poor quality (required 3 or more redirections, use of abusive/inappropriate language, task completed, but not to criterion)

2 = adequate quality (2 or fewer redirections, task completed to criterion)

3 = good quality (task completed with 1 verbal or visual prompt, task completed at or above criterion)



Task Analysis - Examples

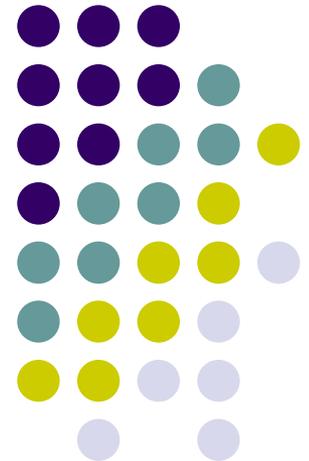
- <http://www.mothing.com/education/autism-sample-task-analysis-aba>
- http://www.nsttac.org/pdf/lesson_plans/appliances_laundry.pdf
- <http://www.brighthub.com/education/special/articles/25800.aspx>

Summary of Independent Living Assessments...

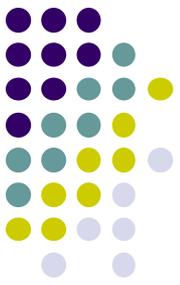


Vocational Interest and Skill Assessments

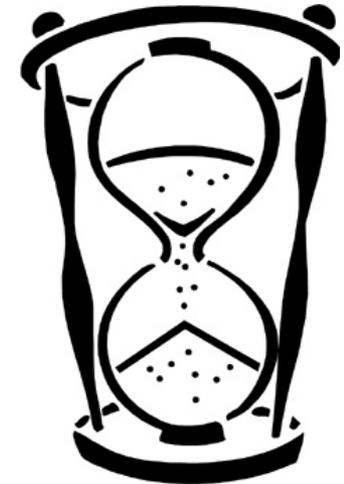
Part 2 of the 3-Part Transition
Assessment Process



Functional Vocational Assessment



- Over time
- Repeated Measures
Situational
Assessment



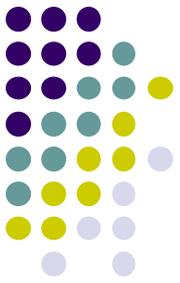
Belief

- Work benefits individuals emotionally and socially
- Enables individuals to contribute to society and to their own well being
- Can be done without fear of losing social security or other benefits
- Adds meaning to life

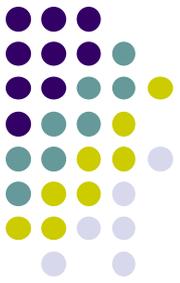


Employment Options

- Individual Competitive Employment
- Individual Supported Employment
- Group Supported Employment
- At Home or Community-Based Entrepreneurial Jobs



Career Development Stages



- Awareness
- Exploration
- Preparation
- Assimilation
- Advancement
- Job Change(s)
- Exiting to Retirement

Choice Making



- Logical choice making occurs when chosen preferences match available jobs.
- Discrepancy problems occur when
 - Chosen job, task, and characteristics do not match specific jobs
- Discrepancy problems diminish when job site characteristics match preferences
- Task is to provide ample opportunities for students to determine matches and non-matches.

Tolby's Sample Postsecondary Goal

Tolby will live at home with his mother, and with the support of a job coach, will volunteer at a local childcare facility where he will play music during dance and nap times.

Vocational Assessments – we'll focus on a few

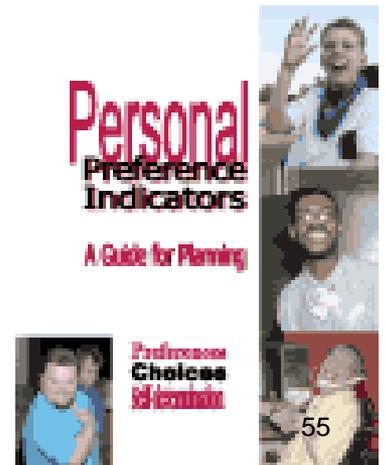


- Personal Preference Indicators (PPI)
 - Adult Living and Employment Versions
- Community Situational Assessment Process
 - Video: Choose and Take Action Vocational Assessment Software
 - Written: Choosing Employment Goals
 - Illustrated: Self-Directed Supported Employment
- Illustrated Interest Inventory
- Video Career Exploration
- Employability Skills Assessment

Personal Preference Indicators



- **Adult Living and Employment Supplement**
 - Interview format
 - Family members, friends, professionals who know student well
 - Likes, dislikes, social indicators, choices
 - Health, body clock, future
- <http://education.ou.edu/zarrow/>
- Cost: free
- Use the results in PLEP

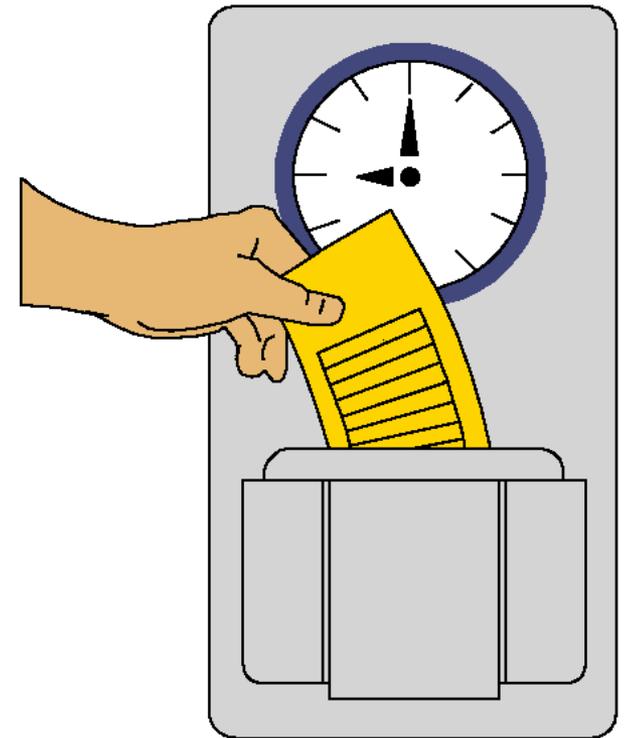




Choose and Take Action

Vocational Assessment Software

Use of a software program and community experiences to identify entry-level job interests

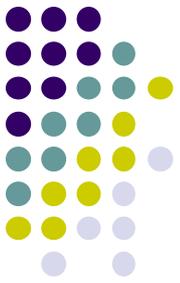


Target Population



Secondary students and adults with moderate to significant cognitive needs who:

- Have difficulty getting information from print
- Can attend to a computer screen
- Can follow simple 1 or 2 step directions
- Have limited to no previous work experience



CTA Constructs

- Vocational Choice Making
 - Characteristics
 - Setting
 - Activities (jobs)
- Planning
- Community Experience
 - Watch
 - Do
- Self-Evaluation
- Choose Again with Adjustment

CTA Choice Factors



14 entry-level vocational settings found in most communities

15 job activities repeated across two settings

Care for animals in a vet's office

Care for animals in a retail store

12 characteristics repeated across two or three activities

Working in a factory where it is inside and noisy

CTA Features

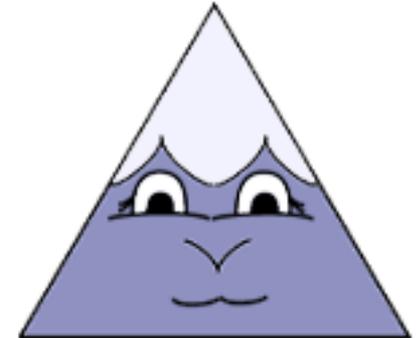
A navigator to give instructions and guide user through the program

Restricted mouse movements

Highlight critical features as navigator says them

Record made of all choices

Input options may include user installed touch screen





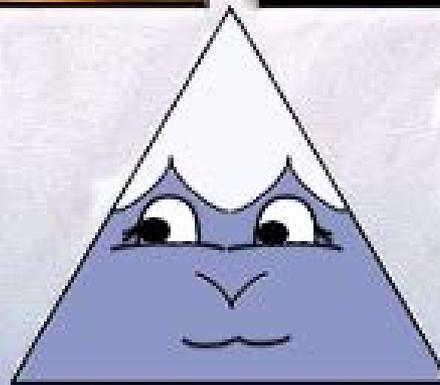
- ▶ Format designed so teachers can add comments on student performance
- ▶ Teacher can set number of video clips student can see in one trial
- ▶ Pair of video clips presented together
- ▶ Minimum teacher control over available video choices



Settings	Activities	Characteristics
Car repair shop	Bag items/bring carts	Big open space
Child care center	Care for animals	Small space
Construction site	Care for people	Clean
Factory	Care for plants	Messy
Greenhouse	Clean-up	Few people
Grocery store	Clear tables	Many people
Hospital	Filing	Inside
Hotel	Handle materials	Outside
Janitorial service	Heavy cleaning	Noisy
Landscape Company	Laundry	Quiet
Office	Move things	Wear own clothes
Restaurant	Do paperwork	Wear a uniform
Store	Stock shelves	
Vet Office	Wash dishes	
	Yard work	

vet office
take care of animals
inside
small space

restaurant
clear tables
noisy
many people



Back

Exit

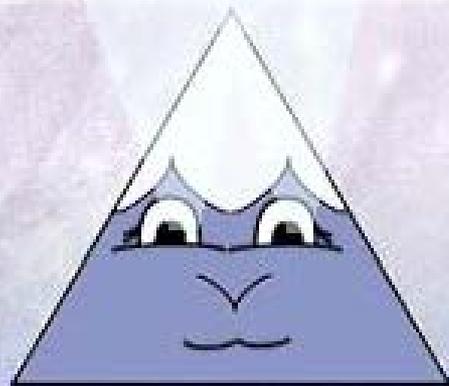
Laura

Laura

WATCH



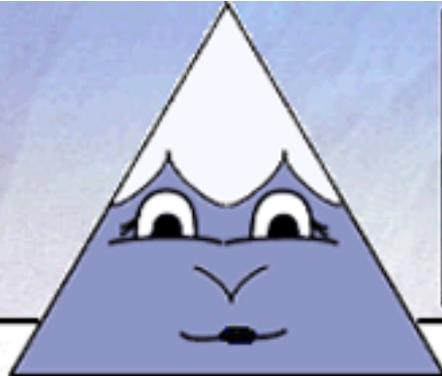
DO



Exit

Exit

Print



Laura

I will handle materials at a factory. It is inside and it is a small place.

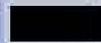
Student Plan

I will DO

Interests	"Did I Like..."	Student Evaluation		Skills	"Did I"	Student Evaluation					
		yes	no			yes	no				
	handle materials				work at the right speed?						
	factory				do the work correctly?						
	inside				ask questions if I didn't understand?						
	small space				listen carefully?						
	Other Characteristics?				follow directions?						
				Did I do a good job?							
				1	+	2	+	3	= good job	(3 or more YES on above questions)	(less than 3 yes)

Activities I Like

Clean Up



Move Things

Take Care of People



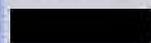
Do paperwork



Wash Dishes



Handle Materials



File Papers



Yard Work



Take Care of Plants

Bag Items etc..

Stock Shelves

Clear Tables

Do Laundry

Take Care of Animals

Bring in Carts

Heavy Cleaning



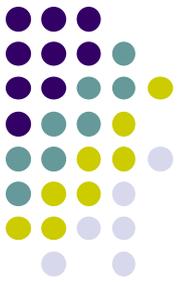
back

0

Number of times Chosen

20

print



Publisher

Choose and Take Action: Finding a Job for You

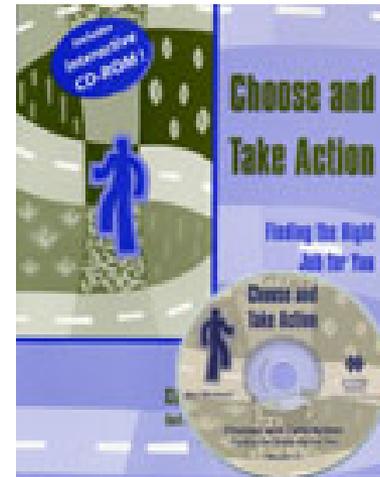
Sopris West

4093 Specialty Place

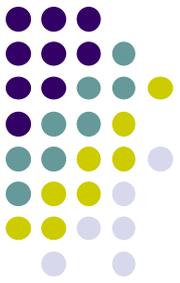
Longmont, CO 80504

800.547.6747

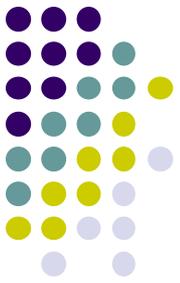
www.sopriswest.com



Community-Based Situational Assessment Process



- Repeated data collection across time
- Written assessments
- Illustrated assessment



Job Characteristics I Like

- ▶ Teach Job Characteristics
- ▶ Important selection factor
- ▶ Introduces Match Concept between
 - What I like
 - What's at their job
- ▶ Computes % of Matches



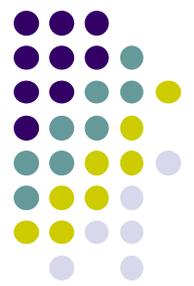
	What I Like	What Is Here	Matches	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO
9.	thinking work physical work	thinking work physical work	YES	NO
10.	detail important detail not important	detail important detail not important	YES	NO
11.	job same every day job different every day	job same every day job different every day	YES	NO
12.	work with people work with things	work with people work with things	YES	NO
13.	important to work fast not important to work fast	important to work fast not important to work fast	YES	NO
14.	little supervision a lot of supervision	little supervision a lot of supervision	YES	NO
15.	work outside work inside	work outside work inside	YES	NO

Key:
Determine Match Between What I Like and What's At Their Site



Characteristics		Times I Chose Each Characteristic													
1.	work alone														
	lots of people around														
2.	quiet workplace														
	noisy workplace														
3.	weekdays only														
	weekends too														
4.	easy job														
	challenging job														
5.	dress up for work														
	do not dress up														
	wear uniform														
6.	standing up														
	sitting down														
	moving around														

Each time student chooses a characteristic one more cell on the graph is marked



NAME:		DATE:		JOB SITE:		Page 2 of 2	
WHAT I LIKE before work				WHAT IS HERE after work			
Circle what you like. *Star top 10. ✓ 4 most preferred.				Circle what is here.			
				Matches			
 dress up for work	 do not dress up for work			 dress up for work	 do not dress up for work	<input type="radio"/>	<input type="radio"/>
 physical work	 thinking work			 physical work	 thinking work	<input type="radio"/>	<input type="radio"/>
 detail important	 detail not important			 detail important	 detail not important	<input type="radio"/>	<input type="radio"/>
 job same every day	 job different every day			 job same every day	 job different every day	<input type="radio"/>	<input type="radio"/>
 work with people	 work with things			 work with people	 work with things	<input type="radio"/>	<input type="radio"/>
 important to work fast	 important to work steady			 important to work fast	 important to work steady	<input type="radio"/>	<input type="radio"/>
 little supervision	 lot of supervision			 little supervision	 lot of supervision	<input type="radio"/>	<input type="radio"/>
 daytime work	 night work			 daytime work	 night work	<input type="radio"/>	<input type="radio"/>
 small business	 big business			 small business	 big business	<input type="radio"/>	<input type="radio"/>
other:				other:		<input type="radio"/>	<input type="radio"/>

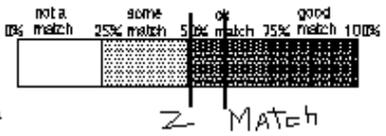
Characteristics I Like vs Here

Compares initial preferences to those experienced at a particular job site.

matches 11
available matches 19

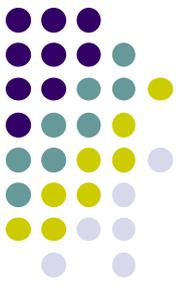
= $\frac{11}{19} = .58$ characteristics match

X 100 = 58 % characteristics match



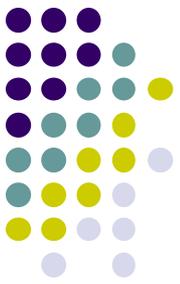
Directions for determining the Most Important Characteristics Match: After determining the top 4 characteristics and ranking them, place an OK beside each ranked item that matches the same characteristic circled in the WHAT IS HERE column.

OKs = $\frac{2}{4}$ X 100 = 50 % Most Important Characteristics Match



Build Forms

- Few vocational illustrations exists
- Cut and paste the SDSE illustrations to make forms
- Go to:
<http://brookespublishing.com/picturebank/>
- Use these with Pages or In-Design page layout program to build own forms electronically



Job Duties I Like

- ▶ Identifies job duties
 - Based upon current job or work experience
- ▶ Assess preferences for job duties
- ▶ Calculate % of Job Duties I Like



NAME: Joe Sample

DATE:

👤❤️ SOME JOB TYPES I LIKE: Circle at least four, then rank them 1-4, 4 is "best liked".

 store	 laundry	 food service	 maid service
 janitorial	 factory	 office	 child care
 animal care	 outdoor maintenance	 warehouse work	 car wash

👤❤️ SOME TASKS I LIKE: Circle at least four, then rank them 1-4, 4 is "best liked".

 pricing	 folding	 ironing	 wiping tables	 serving food	 working with machines
 cooking/baking	 washing dishes	 cleaning bathroom	 vacuum	 mow lawn	
 making beds	 dusting	 washing windows	 mopping	 taking out trash	 packaging/assembly
 mailing	 playing with children	 dusting videos	 carrying boxes	 straighten books	
 washing cars	 cleaning cages	 disciplining children	 sacking groceries	 filling up condiments	 stocking
 weed-eating	 carts	 watching children	 sanding	 sweeping	 dry cars



What Do I Like?



Name _____ Date _____ Site _____

Directions: In the Job Duties column, write each job duty that you performed at your job site. In the What I Like column, circle "YES" if you liked the job duty. Circle "NO" if you didn't.

Job Duties

Job Duty #1

Job Duty #2

Job Duty #3

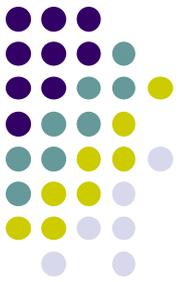
Job Duty #4

What I Like

I like this job duty

YES NO

Percent of Job Duties I Like

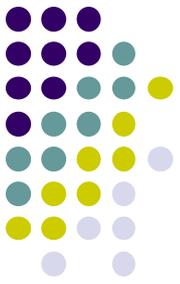


Job Duties - How I Did

- Job duties identified and written onto form
- Student evaluates speed, independent performance, and accuracy
- Supervisor evaluates speed, independent performance, and accuracy
- Match made between student and supervisor



Work, Social, & Personal Skills



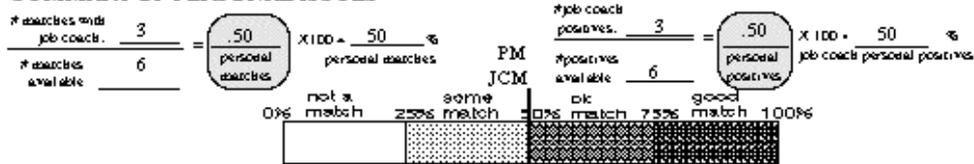
- ▶ Student rates performance
- ▶ Supervisor or teacher rate performance
- ▶ Calculates what supervisor thinks
- ▶ Calculates match between worker and supervisor





GOAL 	HOW?	EVALUATIONS 	best MATCH:	NEXT
 good grooming	By _____ _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input type="checkbox"/>  <input checked="" type="checkbox"/> 	YES NO	 good grooming
 positive attitude	By Think about my dog _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input checked="" type="checkbox"/>  <input type="checkbox"/> 	YES NO	 positive attitude
 good hygiene	By _____ _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input checked="" type="checkbox"/>  <input type="checkbox"/> 	YES NO	 good hygiene
 clean clothes	By _____ _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input type="checkbox"/>  <input checked="" type="checkbox"/> 	YES NO	 clean clothes
 clothes match work	By _____ _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input type="checkbox"/>  <input checked="" type="checkbox"/> 	YES NO	 clothes match work
 have things I need	By _____ _____	I Think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job Coeds <input type="checkbox"/>  <input checked="" type="checkbox"/>  Thinks <input checked="" type="checkbox"/>  <input type="checkbox"/> 	YES NO	 have things I need

SUMMARY OF PERSONAL ISSUES



Personal Improvement Contract



Name Joe Date _____ site Grocery Store

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor, Teacher, or Student Comments	Matches
Work				
1. <i>Work fast</i>	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. <i>Put items in correct place</i>	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3. <i>Read labels correctly</i>	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO

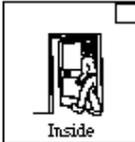
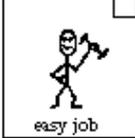
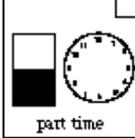
Self-Determination Contracts to solve on-the job problems

Name: Joe Sample Date: _____

CHARACTERISTICS I LIKE List top ten, then circle the four most important.

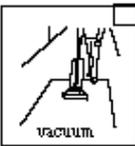
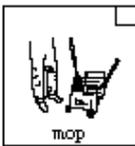
If employed, check what's here . Determine the match in the shaded boxes.

If not employed, check the boxes for each item that I want in my next job. Determine the match in the shaded boxes.

 Weekdays only	 Dress up for work	 Important to work fast	 thinking work	 Inside
 little supervision	 easy job	 sitting down	 day time work	 part time

% Match = # divided by # Available

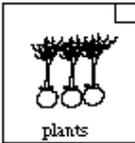
TASKS I LIKE

 vacuum	 laundry	 trash	 clean restrooms	 mop
---	--	--	--	--

% Match = # divided by # Available

JOBS I LIKE

Check one.

 Factory	 food service	 plants	 store	 car wash
--	---	---	--	---

SKILLS I NEED TO IMPROVE (WORK, SOCIAL, PERSONAL, TASK)

Can I improve the listed skills? Place a Y or N in the box.

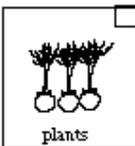
Match =

 ask for help	 follow directions	 little supervision	 positive attitude	 have things I need
--	---	--	---	--

% Match = # divided by # Available

MY JOB CHOICE

Check the box MY JOB CHOICE. If employed, circle the job I have.

 Factory	 food service	 plants	 store	 car wash
--	---	---	--	---

Avg. % Match = $\frac{\text{Sum of Matches}}{4}$

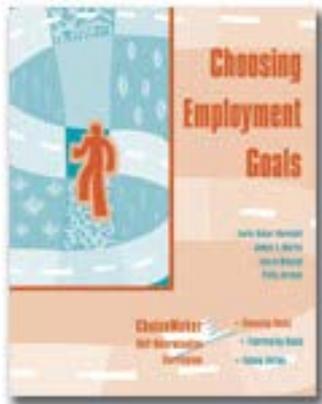
SIGNATURE: _____ DATE: _____



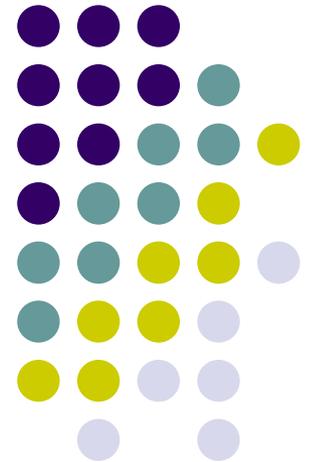
My Employment Plan

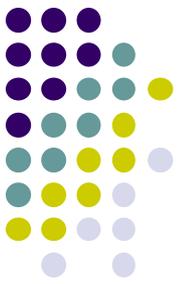
Written Forms Taken From:

Choosing Employment Goals
Sopris West Publishers
(www.sopriswest.com)



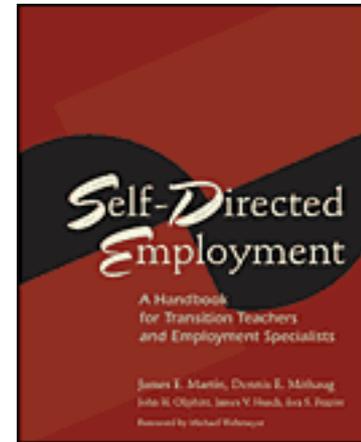
Requires reading and writing skills



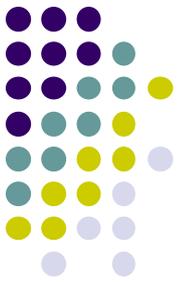


Illustrations Taken From

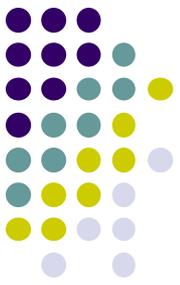
- *Self-Directed Employment*
 - Paul Brookes Publishing
 - Baltimore
 - www.brookespublishing.com
- Download free illustrations
 - www.brookespublishing.com/picturebank
- Can use words or illustrations
- Can do the same with digital pictures from your own camera



Illustrated Interest Inventories



- Trouble reading, but can understand concept.
- High level jobs



COPS-PIC

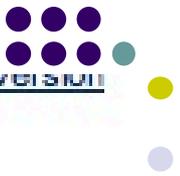
- Non-Verbal Assessment of Occupational Interest
- EDITS / P.O. Box 7234 / San Diego, CA 92167
- 800-416-1666 / 619-222-1666 / Fax 619-226-1666
- 25 copies for \$50.90



Career Awareness & Exploration via Video



- Video by Job Clusters
 - Video
 - <http://acinet.org/acinet/videos.asp?id=27,&nodeid=27>
 - Provides numerous videos for students to watch
 - English or Spanish
 - Job cluster and skill categories



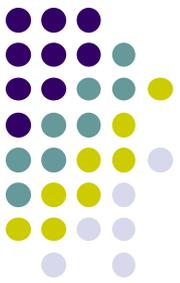
Videos

- **Cluster and Career Videos**
Videos showing the types of work people do in nearly 550 careers and videos for the 16 clusters recognized by the Department of Education.
- **Career Videos in Spanish**
Spanish language versions of over 300 videos.
[Ver videos de carreras en el campo de la salud.](#)
- **Skill and Ability Videos**
Videos about skills and abilities people use to do certain types of work.
- **Industry Videos**
Videos for specific industries like Health Service and Insurance.
- **Work Option Videos**
Videos about specific types of work like apprenticeship, on-the-job training, and non-traditional work.
- **Download Videos**
The One-Stop Career System Multimedia Career Video Library makes career, cluster, industry, and work option videos available for download.
(Download times may vary. Videos come in QuickTime and Mpeg formats.)



Employability Skills Assessment

- 8 Domains
- Self-Help Skills
- Work Habits
- Task Related
- Work Quality
- Relations with Supervisor
- Relations with Peer
- Work Attitudes
- Profile by age
- Cost Free – Google “Employability Skills Assessment”



V. QUALITY OF WORK

A. *Makes appropriate choices and decisions by:*

- choosing an appropriate solution when given options.
- making age-appropriate decisions without teacher intervention.
- responding to a problem situation with reasonable alternative solutions.

T

AGE

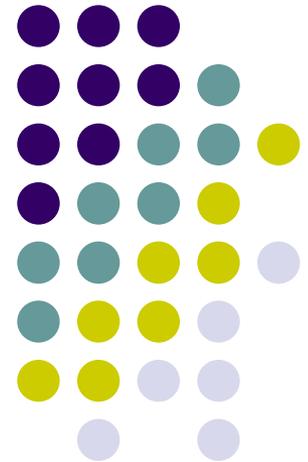
14	15	16	17	18	19	20	21

Summary of Vocational Assessments...



Self-Determination & Self-Advocacy Assessments

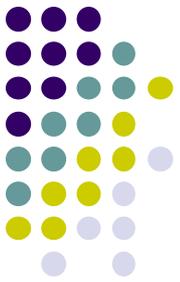
Part 3 of the 3-Part Transition
Assessment Model



Self-Determination Constructs

- Self-awareness
- Self-advocacy
- Self-efficacy
- Decision-making
- Use of self-management strategies to attain plan
- Self-evaluation
- Adjustment

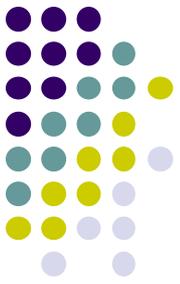




Why SD Assessment?

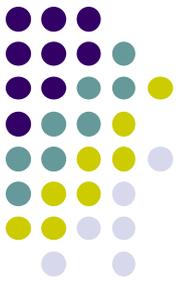
- Improved postsecondary outcomes
 - Goal setting during early adolescence
 - Awareness of disability
 - Goal attainment
- Improved academic performance
 - Limited studies so far

Self –Determination Assessments – We'll focus on a few



- Guide to Assessing College Readiness
- AIR Self-Determination Assessment
 - Student, Parent, Teacher Versions
- ARC Self-Determination Assessment
 - Student Version

Guide to Assessing College Readiness



- Landmark College “Parent” Assessment
- Read each item with student and discuss
- Provides Assessment for Self-Advocacy to include in annual transition goals
- Five Domains
 - Academic Skills
 - Self-Understanding
 - Self-Advocacy
 - Executive Functioning
 - Motivation and Confidence

AIR Self-Determination Assessment

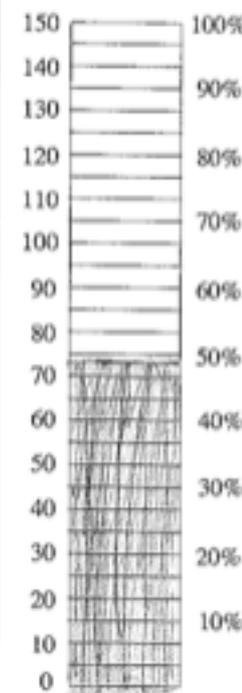


- Parent Version
- Teacher Version
- Student Version
- Available at
 - <http://education.ou.edu/zarrow>
- Cost: free

The AIR Self-Determination Profile Educator Form

Think Do Adjust			Think Do Adjust			Think Do Adjust		
1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								
<u>6</u> <u>5</u> <u>4</u>			<u>6</u> <u>6</u> <u>5</u>			<u>4</u> <u>5</u> <u>6</u>		
Knowledge			Ability			Perception		
↓			↓			↓		
15			17			15		

Think Do Adjust			Think Do Adjust		
1-2	3-4	5-6	1-2	3-4	5-6
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
<u>4</u> <u>5</u> <u>5</u>			<u>4</u> <u>5</u> <u>4</u>		
Opportunity at School			Opportunity at Home		
↓			↓		
14			13		



↓

47

Capacity
90

+

↓

27

Opportunity
60

=

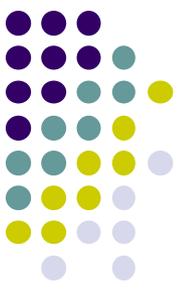
74

Level of Self-Determination

Student Name _____ Date _____

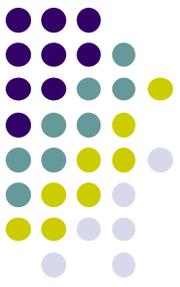
(Write sum in box and mark in column)

Example Present Level of Achievement Using the AIR Self Determination Assessment



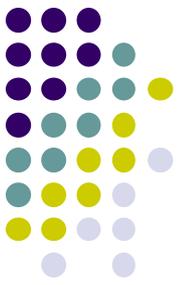
- Current Assessment Data
 - Bill obtained a 48% on the AIR Educator Self-Determination Assessment given on 11-8-09.
- Objective Statement
 - Bill has about half of the overall SD skills and opportunities needed to master these skills. He needs increased school and home opportunities to develop and master additional SD skills for success in welding school.
- Strengths
 - Knows own ability and limitation and can express these
 - Set goals
 - Change plan to accomplish goals
- Anticipated Effects
 - When provided the opportunity to set and express goals at his next IEP meeting, Bill can engage in this activity.
- Needs
 - Opportunities at school and home to learn and practice additional SD skills

Annual Transition Goal: Education/Training



- Goal
 - Bill will increase his overall self-determination score from 48% to 75% as measured on the AIR self-determination assessment.
- Objective/Benchmark
 - To demonstrate leadership at IEP meetings, Bill will increase his scores on the Expressing Goals section of the ChoiceMaker Self-Determination Assessment from 20% to 90%.
 - Bill will develop and implement a weekly goal attainment plan to attain two or more IEP goals by successfully completing 90% or more of the Take Action Goal Attainment process.

Annual Education/Training Coordinated Activities



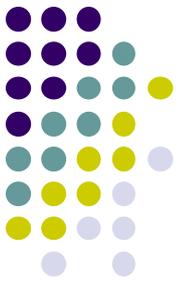
- Coordinated Activities
 - Bill will share his weekly goal attainment plan with his family.
 - Bill will build his SOP with his family to share at the IEP meeting.
- Responsible Parties
 - Bill and special education teacher
 - Bill and parents

ARC Self-Determination Assessment

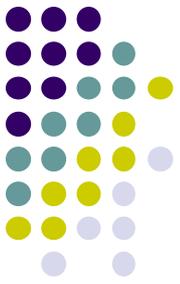


- Student version
- Must use the manual to score
- Cost: free
- Available at <http://education.ou.edu/zarrow>

Summary of Self-determination Assessments



Program Summary



**Creative Thinking Produces Meaningful Job, School, &
Independent Living Outcomes!**

