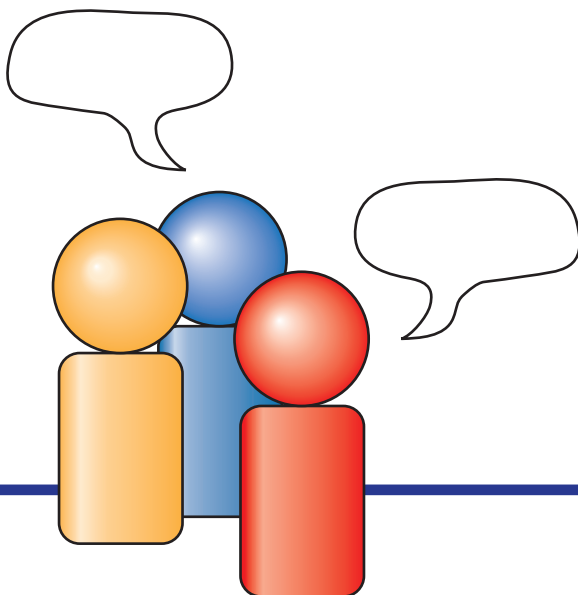


# MODULE STUDY GUIDE:

Transition  
Assessment:  
The **Big**  
Picture



**Transition Coalition Module Study Guide:  
*Transition Assessment: The BIG Picture***



Developed by:

Dana Lattin and Mary Morningstar

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**Reference:** Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide: *Transition Assessment: the BIG Picture*. Transition Coalition, University of Kansas, Lawrence, KS.

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# Transition Coalition Module Study Guide:

## *Transition Assessment: The BIG Picture*

### Study Guide Overview

The Transition Coalition (TC) *Module Study Guides* are designed to extend the knowledge you gain and activities you complete as part of the Transition Coalition online training modules. In addition, each TC Online Module Study Guide provides you with ways to reflect on your own materials/resources, teaching practices, and transition planning practices in order to help you identify what enhancements or improvements you can make.

There are TC Module Study Guides for the following modules on the Transition Coalition website ([www.transitioncoalition.org](http://www.transitioncoalition.org)).

- *Best Practices in Planning for Transition*
- *Transition Assessment: The BIG Picture*
- *Enhancing Employment Outcomes*
- *The Essentials of Self-Determination*
- *Working with Families*
- *Transition for Youth with ED/BD*
- *Secondary Transition & Cultural Diversity*

Key elements of each TC Module Study Guide include:

- How to access the TC modules and other resources on our website
- Extension activities for applying knowledge and information from the module
- Activities for **individual professionals** who are working independently to improve practice
- Activities and discussion questions **groups of professionals** can use for professional development

### Purpose of the *Transition Assessment: The BIG Picture* Module

The purpose of this module is to provide a review of recommended practices in transition assessment. You will gain an understanding of various types of and approaches to assessment, and relate assessment to the overall transition process. In addition, you will have access to various assessments as well as tools you can use in implementing a quality transition assessment process. The learning objectives include:

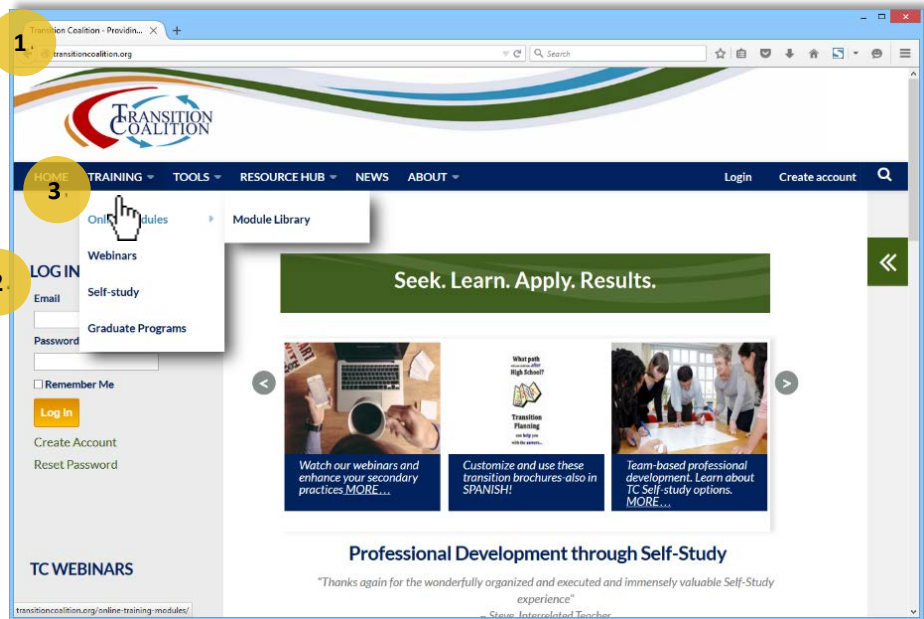
- Define transition assessment, including a description of the foundational elements of transition assessment (e.g. self-determination and person-centered planning) and the assessment process.
- Identify and describe the roles of various stakeholders involved in assessment.
- Understand the critical components of a transition plan and how to complete one for students.
- Distinguish among various types of assessments (e.g. formal, informal, and environmental), the benefits and limitations of each, and factors to consider when administering various assessments.
- Describe key components in what to do with assessment data after it has been collected and interpreted including presenting the information to students, families, and staff.

This study guide is designed to help you reflect on your own practices as they relate to the content of the training module. In addition, some activities are provided below that are designed for you to review your current practice, consider what you learned in the module, and identify ways you can enhance or improve how you develop and implement IEPs for transition-aged youth.

## How to Access the Modules

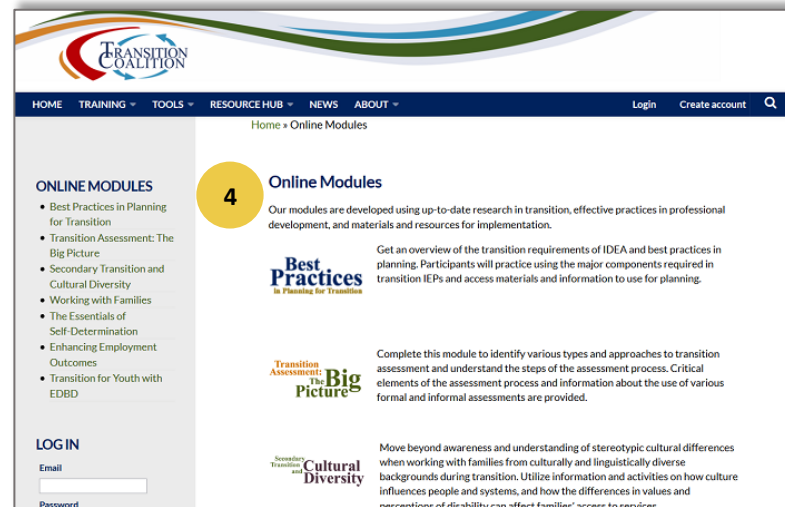
Before you start working through the Study Guide, you will need to complete the module at [www.transitioncoalition.org](http://www.transitioncoalition.org). To do so, please follow these easy steps:

1 Go to [transitioncoalition.org](http://transitioncoalition.org)



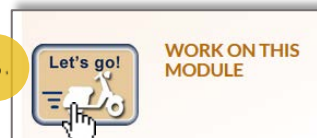
2 Log in OR Create an account

3 Click on Training > Online Modules



4 Click on the module you'd like to work on

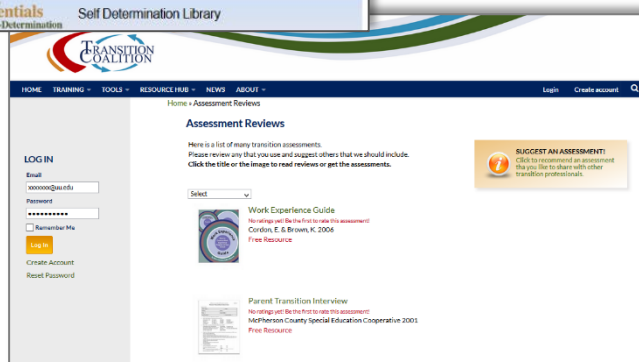
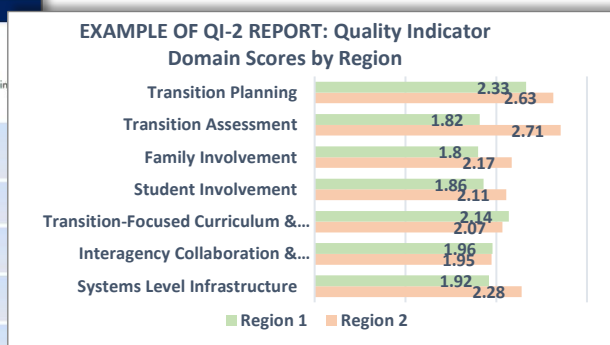
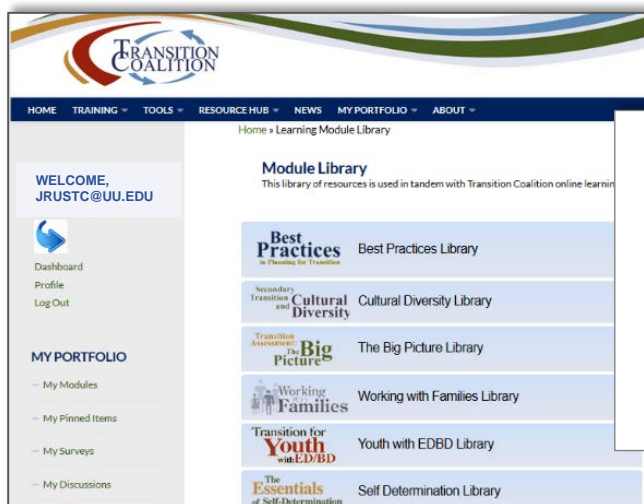
5 Click and get ready to go!



## Features of TC Website that Enhance This Module

Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- **Module Library** – This is a library of resources that are referenced within the module.
- **My Portfolio** - My Portfolio keeps all of the work you have completed on the TC website in one place where you can easily find it and access it.
- **Summary Sheet & Certificate** – The Transition Coalition website, through My Portfolio>My Modules, helps you track your progress on modules and obtain the information you need to share the work you have done on the modules you complete. The Summary Sheet provides you with your test scores and responses to questions. When you finish a module, you have access to an Certificate indicating you have completed it.
- **My Pinned Items** - You can pin your favorite items from the Transition Coalition website (including modules) to My Pinned Items in My Portfolio. Whenever you are logged into the Transition Coalition website, you can quickly and easily access these resources.
- **Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2)** – The QI-2 allows you to evaluate your transition program and identify priority areas for enhancement.
- **Other items** on the Transition Coalition page for things that may help you implement transition plans with your students. Some of them are **Transition Tips** and **Assessment Reviews**.



# Extension Activities

## Activity 1: Individual Reflection on How You Currently Use the Transition Assessment Process

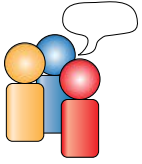


Consider what you have learned about the transition assessment process and reflect on your current practice, then complete the chart below.



	<b>STATUS</b> ★ Never ★★ Sometimes ★★★ Always	LIST 2 OF YOUR STRENGTHS	LIST 2 IMPROVEMENTS YOU WILL MAKE THIS SCHOOL YEAR
<b>Guiding Questions</b>	When planning for transition assessment, how often do you start with some of the guiding questions? ★★★★★	1.  2.	1.  2.
<b>Assessment Plan</b>	How often do you develop a transition assessment plan for each of your students? ★★★★★	1.  2.	1.  2.
<b>Assessment Selection</b>	How frequently do you identify assessments specific to each students' needs? ★★★★★	1.  2.	1.  2.
<b>Using Data</b>	When planning for transition assessment, how often do you start with some of the guiding questions? ★★★★★	1.  2.	1.  2.

## Activity 1: Group Discussion Questions



- What are some consistent strengths we have in our transition assessment process?
- What do we need to improve about our transition assessment process?
- Do we need additional policies, procedures or guidance on improving quality transition assessment? If so, what does it need to include?
- How should we share the improvements with others?
- What steps should we take to start making these improvements?

## Activity 2: Individual Application of the Transition Planning Form



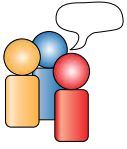
Now that you've learned about the transition assessment process, it's time to apply some of what you've learned to your practice. Download the *Transition Assessment Planning Form*. This is in the *Transition Assessment: the BIG Picture* Module Library under Session 3.

A thumbnail image of the 'Transition Assessment Planning Form'. The form has a header with the 'Transition Coalition' logo and title. Below the header are several sections: 'Student Information' (Name, Address, Phone, Email, Date of Birth, Date of Assessment, Date of Birth of Student), 'Assessment Information' (Assessment Name, Date of Assessment, Assessor, Assessor Title, Assessor Contact Information), and a large table for 'Assessment Results' with columns for 'Assessment Name', 'Date of Assessment', 'Assessor', 'Assessor Title', 'Assessor Contact Information', and 'Assessment Results'. The table has multiple rows for data entry.

- Step 1:** Identify a current student for this activity. Consider starting with a student who is somewhat typical of most of your students. Choosing the most challenging student or the student you know the most about may not give you the most realistic experience using the form.
- Step 2:** Use the *Transition Assessment Planning Form* with at least one of your students. Complete as much of it as you can using assessment information (both formal and informal) you currently have.
- Step 3:** Prioritize 2-3 areas you'd like to assess in the coming month and notate that on the form.
- Step 4:** Identify some assessments you might use to assess the areas you identified. If you need to find some assessments, you can start by using the Assessment Reviews on the Transition Coalition website. Also check with your colleagues or other district resources to find assessments.
- Step 5:** After you've completed the *Transition Assessment Planning Form* for the student, respond to the following questions:
- What did you like best about the *Transition Assessment Planning Form*?
  - Were you able to easily find assessment information (formal and informal) from previous years to complete the plan for your student?
    - If yes, where might you find that information in the future?
  - Did you have access to assessments to address the areas you prioritized?
    - If no, what steps will you take to find some assessments that you can use with your students?
  - How will completing the *Transition Assessment Planning Form* help you develop an overall transition assessment planning process?



### Activity 3: Group Discussion Questions



- Review the questions in the Individual Activity 2 and discuss as a group.
- What did everyone like best about completing the *Transition Assessment Planning Form*?
  - Should we develop a district/building-wide process for all special education teachers to use the *Transition Assessment Planning Form* and add to it each year?
  - How might we go about that?
  - Where should the Planning Forms be stored so that everyone has access to update them regularly?
- What were any similar barriers that you encountered in completing the form?
  - How can we address these barriers to improve a process of transition assessment for our district/building?
- How easy/difficult was it to find student assessment information (formal and informal) from previous years?
  - How can we improve this?
- What was your experience finding assessments you need to implement with your students?
  - Do we have enough in our district/school?
  - Where did you find them?
  - What types of assessments do we need to acquire?
  - How can we ensure everyone has access to a variety of transition assessments?



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