

Partnering for Transition Assessment: Putting it into Action for Youth and Young Adults with Complex Support Needs

Orientation: January 10 through January 14, 2022

Course: January 18 through March 11, 2022

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Topic and Focus

This short course is designed for local educators and VR professionals to work together to learn about and apply information about how to best leverage assessment methods for quality transition planning. This short course will focus on both education and VR requirements for supporting students and youth with complex support needs including those from culturally diverse experiences. The course will consider both similarities and differences among assessment approaches and services for educators and VR. The course focuses on a multi-phase assessment planning developed by NTACTC:C for students with complex support needs.

An emphasis will be placed on:

- who participates on the planning team,
- the role of the student and family, including those who are culturally diverse
- essential preferences, interests, skills and experiences to be assessed,
- how the interagency team can identify types and approaches to transition-assessments for students with disabilities,
- and using results for planning and services, including within the IEP and/or IPE.

The outcome of the course is a shared plan that participants can use to improve planning for youth and young adults with complex support needs.

Learning Objectives

Orientation:

- Become familiar with the layout of the short course and technology requirements.
- Get to know your short course participants.
- Identify a student/youth with complex support needs to apply what you are learning as a case study throughout the course. *The student should be known to the VR program (VR eligible students) as well as participating in IDEA transition planning and services.*

Unit 1: Multiple Systems Process of Assessment for Students with Complex Support Needs:

- I can identify key steps and varying degrees of the assessment planning process.
- I can describe the importance of assessment for students/youth with complex support needs including those from culturally diverse.
- I can build an effective planning team including culturally diverse student/youth, family members, education, VR professionals, and community agency professionals; and other stakeholders.
- I understand how the purpose for, and various degrees of assessment are different yet complementary, and person-driven, for transition age students as regulated under IDEA and for students and youth pursuant to the Rehabilitation Act as amended by WIOA.

Unit 2: What to Assess and Assessment Selection:

- I can identify what, how, and when to use formal/informal assessments for my student/youth.
- I can identify multiple tools, guides, and resources that support transition assessment and job exploration across student/youth groups including those who are culturally diverse.
- I can create a plan for gathering information during transition.

Unit 3: How to Assess – Conducting Assessments and Analyzing Results:

- I can describe different approaches in assessing students/youth to meet their unique experiences including cultural diversity.
- I can collect and interpret information from assessments.
- I can support my student/youth in leading the exploration of interests and assessment process with support from their diverse network (family, school, and agencies) and making informed choices.
- I can create a plan of action for sharing information during transition planning, including IEP and IPE development.

Unit 4: Using Assessment Data:

- I can facilitate an asset-driven assessment process and identify unique opportunities for the student/youth, including those from diverse backgrounds, to share talents/skills.
- I can describe and utilize different approaches to summarizing and sharing assessment data that meets the needs of diverse groups of families and youth and reduce duplication of assessment information.
- I can use assessment results and information as part of the transition planning process, including in my IEPs and/or IPEs.
- I can determine how to effectively partner to present assessment information with students/youth, families, including those from culturally diverse backgrounds, and agency and/or school partners.

Schedule of Topics and Activities

Unit	Topic	Activity	Participant To-Do's
	Orientation Jan. 10 - Jan. 14, 2022	<ul style="list-style-type: none"> • Watch: Orientation Online Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Pre-Survey <input type="checkbox"/> Login to Canvas <input type="checkbox"/> Introduce yourself on Canvas discussion board <input type="checkbox"/> Create/Update Transition Coalition Account <input type="checkbox"/> Join Transition Coalition Online Module PD Hub Roster <input type="checkbox"/> Identify goals for the Short Course by posting to the Canvas discussion board
1	Multiple Systems Process of Assessment for Students with Complex Support Needs Jan. 18 – Jan. 28, 2022	<ul style="list-style-type: none"> • Watch: Overview of the Assessment Planning Process Online Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: Transition Assessment: The Big Picture Online Module: Session 1: Understanding Transition Assessment <input type="checkbox"/> Respond: Unit 1 Discussion Questions <input type="checkbox"/> Reflect: KWL + Action Unit 1
2	What to Assess and Assessment Selection Jan. 31 – Feb. 11, 2022	<ul style="list-style-type: none"> • Watch: What to Assess and Assessment Selection Online Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: Transition Assessment: The Big Picture Online Module: Session 2: Types and Approaches <input type="checkbox"/> Complete: Assessment Scavenger Hunt <input type="checkbox"/> Respond: Unit 2 Discussion Questions <input type="checkbox"/> Reflect: KWL + Action Unit 2

3	<p>How to Assess: Conducting Assessments and Analyzing Results</p> <p>Feb. 14 – Feb. 25, 2022</p>	<ul style="list-style-type: none"> • Watch: How to Assess and Analyze Results Online Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: Transition Assessment: The Big Picture Online Module: Session 3: Assessment Process <input type="checkbox"/> Engage: Transition Assessment Review <input type="checkbox"/> Respond: Unit 3 Discussion Questions <input type="checkbox"/> Reflect: KWL + Action Unit 3
4	<p>Using Assessment Data</p> <p>Feb. 28 – March 11, 2022</p>	<ul style="list-style-type: none"> • Watch: How to Use Assessment Data for the IEP & IPE Online Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Respond: Unit 4 Discussion Questions <input type="checkbox"/> Reflect: KWL + Action & Final To-Do List <input type="checkbox"/> Complete: Post-Survey