

Questions to Guide the AATA Planning Process

Age appropriate transition assessment planning is an individualized process. Developing a clear vision about what the student's life will entail after leaving school will lead to questions that the team will need to answer before developing goals to lead the student to achieving their vision. This is a necessary FIRST step before planning which transition assessments are appropriate for each student. The 'Student and Parent Questionnaire' (pg. 81-89) and 'Parent and Guardian Attitude Survey' (pg. 90-99) found in the Quickbook of Transition Assessments can be utilized with some modifications to guide the visioning process and finding out what you need to know from AATA.

- Based upon the student's home/community living, vocational and educational/training vision...
 - What do we need to know from assessments in order to achieve vision?
 - What information do we have currently?
 - What questions need to be answered?

The inquiries that are developed from the visioning process will guide the team to determine which age-appropriate transition assessments are needed. When developing a plan for AATA, be certain to consider specific characteristics of individuals with ASD including sensory sensitivities and preferences, social and communication, executive functioning and organization, and ritualistic and repetitive behaviors.

How to Use This Guide: Questions that might develop during the visioning process are listed in the first column. Assessments that can be used to answer those questions are listed in the second column. The assessments that are included in the binder are highlighted.

*NOTE: The transition assessments included in the Quickbook of Transition Assessments have not been included as hard copy assessments in the binder. Many of the assessments found in that resource cover several transition categories ("Transition Assessment Tools" pg. 46-56) It will be beneficial to review those assessments separately to determine which ones are useful for each particular situation.

Independent Living: Home

“Tips Transition Planning Guide: Independent Living” Quickbook pg. 13-14

Questions	Assessment
What types of adult residential assistance will this student be able to access?	<ul style="list-style-type: none"> - Contact adult agencies to assess student for eligibility. - Survey providers in the community to determine available services.
What type of residential situation would this student prefer? <ul style="list-style-type: none"> - Live with parents/caregivers? - Live on own in his/her own apartment or house? - Live with roommate(s) in his/her own apartment or house? - Live in group home? - Has the student explored different residential options? Have they observed different residential options? 	<ul style="list-style-type: none"> - Interview with student, family/caregiver
Can the individual follow <i>daily routines</i> necessary to live independently in his/her residential situation of choice (e.g. time management, cooking, cleaning, home management)? <ul style="list-style-type: none"> - What skills are necessary in the particular environment? - What can the student already do? - What skills need to be taught? - What kind of support is currently necessary? - What supports may be needed in the future? 	<ul style="list-style-type: none"> - Interview with student, family/caregiver - Portions of Washington state’s “Life Skills Inventory Independent Living Skills Assessment Tool” (included) - Portions of “Adolescent Autonomy Checklist” (included) - Portions of “The Learning Clinic Transition & Independent Living Skill Assessment” (included) - www.caseylifeskills.org (online transition self-assessment) - http://www.youthhood.org/ (interactive website that uses curriculum-based tools to help students and young adults plan for life after high school) - Task analysis of daily routines needing to be taught to determine level of independence with each step. - Situational assessments of student participating in activity (rubrics, task analysis checklists, etc.) “Task Analysis Form” (included)
Does the individual maintain <i>personal and hygiene</i> skills (e.g. select and care for clothes, clean self, medical)? <ul style="list-style-type: none"> - What skills are necessary for that student? - What can the student already do? - What skills need to be taught? 	<ul style="list-style-type: none"> - Interview with student, family/caregiver - Portions of Washington state’s “Life Skills Inventory Independent Living Skills Assessment Tool” (included) - Portions of “Adolescent Autonomy Checklist” (included) - Portions of “The Learning Clinic Transition & Independent Living Skill

<ul style="list-style-type: none"> - What kind of support is currently necessary? - What supports may be needed in the future? 	<p>Assessment" (included)</p> <ul style="list-style-type: none"> - www.caseylifeskills.org (online transition self-assessment) - "Transition Health Care Assessment" (included) - "Sexuality Assessment" (included) - Portions of "Rubrics for Transition: I & III" - Situational assessments of student participating in activity (rubrics, task analysis checklists, etc.) "Task Analysis Form" (included)
<p>Can the individual <i>manage money</i> appropriately for his/her level of income (e.g. pay bills, budgeting, bank accounts)?</p> <ul style="list-style-type: none"> - What skills are necessary for that student? - What can the student already do? - What skills need to be taught? - What kind of support is currently necessary? - What supports may be needed in the future? 	<ul style="list-style-type: none"> - Interview with student, family/caregiver - Portions of Washington state's "Life Skills Inventory Independent Living Skills Assessment Tool" (included) - Portions of "Adolescent Autonomy Checklist" (included) - Portions of "The Learning Clinic Transition & Independent Living Skill Assessment" (included) - www.caseylifeskills.org (online transition self-assessment) - "Assessment of Financial Skills and Abilities" (included) - Situational assessments of student participating in activity (rubrics, task analysis checklists, etc.) "Task Analysis Form" (included)
<p>Is the individual able to take the necessary steps during an <i>emergency</i> situation?</p> <ul style="list-style-type: none"> - What skills are necessary? - What can the student already do? - What skills need to be taught? - What kind of support is currently necessary? - What supports may be needed in the future? 	<ul style="list-style-type: none"> - "Transition Health Care Assessment" (included) - Task analysis of emergency preparedness skills needing to be taught to determine level of independence with each step. "Task Analysis Form" (included)
<p>What supports or accommodations does the individual need to function in an independent living situation?</p>	<ul style="list-style-type: none"> - "Planning for Community Living Worksheet" (included)

Independent Living: Community and Recreation/Leisure

“Tips Transition Planning Guide: Recreation and Leisure & Community Participation” Quickbook pg. 15-18

Questions	Assessment
<p>What types of <i>recreation or leisure activities</i> does the student enjoy?</p> <ul style="list-style-type: none"> - What activities is the student currently participating in? - Is there anything else the student would like to try? - What skills are needed to participate in each particular recreational activity? - What kind of support is currently necessary? - What kind of support may be needed in the future? 	<ul style="list-style-type: none"> - Interview with student and family. - “Survey of Indoor and Outdoor Recreational Activities” (included) - “Leisure Interest Checklist” Quickbook pg. 106-107 - Rubrics created to assess specific skills related to participation (planning, transportation, money, social skills, time) - Situational assessments of student participating in activity (rubrics, task analysis checklists, etc.) “Task Analysis Form” (included)
<p>What types of <i>recreation or leisure activities</i> are available in the student’s community?</p>	<ul style="list-style-type: none"> - Survey of surrounding area within a radius that is appropriate for the type of transportation available to student.
<p>What <i>services are found in the student’s community</i> (stores, banks, dry cleaners, etc.)?</p>	<ul style="list-style-type: none"> - Survey of surrounding area within a radius that is appropriate for the type of transportation available to student.
<p>What <i>community services</i> will the student need to access on a regular basis?</p> <ul style="list-style-type: none"> - What skills are necessary for accessing needed services? - What kind of support is currently necessary? - What kind of support may be needed in the future? 	<ul style="list-style-type: none"> - Interview with student and family. - “Planning for Community Living Worksheet” (included) - Rubrics created to assess specific skills related to access of community services (planning, transportation, money, social skills, time) - Situational assessments of student participating in activity (rubrics, task analysis checklists, etc.) “Task Analysis Form” (included)
<p>What type of <i>transportation</i> is available to the student?</p> <ul style="list-style-type: none"> - How does the student currently access transportation? - What kind of support is currently necessary? - What kind of support may be needed in the future? 	<ul style="list-style-type: none"> - Interview with student and family. - “Transportation Needs” survey (included) - Situational assessments of student accessing specific transportation option (rubrics, task analysis checklists, etc.) “Task Analysis Form” (included)
<p>Is the student able to manage their own <i>medical needs</i>?</p> <ul style="list-style-type: none"> - Is the student able to communicate effectively with medical professionals? - Is the student able to monitor and manage their own health 	<ul style="list-style-type: none"> - Interview with student and family. - “Transition Health Care Assessment” (included)

conditions?	
<p>What types of individuals would the student prefer to <i>socialize</i> with?</p> <ul style="list-style-type: none"> - Is the student able to initiate and maintain opportunities for socialization? - What type of support does the student need during those opportunities? 	<ul style="list-style-type: none"> - Interview with student and family. - Situational assessments of student participating in a variety of social situations. "Task Analysis Form" (included)
<p>Does the student know about which behaviors displayed outside the home that may require <i>emergency personnel</i> (police, hospital services)?</p> <ul style="list-style-type: none"> - Does the student know what behaviors could put them in jeopardy of going to jail? - Does the student know which actions are against the law? 	<ul style="list-style-type: none"> - Review of current laws that may be applicable to the student's community and situation. - Interview with student and family - Curriculum based measure according to laws that are applicable to the student's community and personal situation/history of maladaptive behaviors.

Vocational

“Tips Transition Planning Guide: Employment” Quickbook pg. 11-12

Questions	Assessments
<p>What are the student’s <i>strengths and interests</i> in regards to future employment? - What is the student’s vision for employment after high school?</p>	<ul style="list-style-type: none"> - “Satisfactions” checklist (included) - “Career Clusters Interest Survey” (included) - “The Right Match: Employment” (included) - “Student Dream Sheet” (included) - “Values Inventory” (included) - JobTIPS http://www.do2learn.com/JobTIPS/index.html - US Department of Labor O*Net (Interest Profiler, Ability Profiler, Work Importance Profiler) www.onetcenter.org
<p>Has the student explored different <i>career choices</i>? - What basic skills are necessary for a specific career choice? - What education or training is necessary for a specific career choice? - What type of working style is necessary?</p>	<ul style="list-style-type: none"> - US Department of Labor O*Net- My Next Move www.onetcenter.org (information about specific careers (knowledge/skills/abilities needed, personality , technology, education, and job outlook)) - Video examples of different career clusters and skill categories- http://acinet.org/acinet/videos.asp?id+27,&nodeid=27 - Authentic experiences including job shadowing, observation, and volunteering
<p>What types of <i>employment options are available</i> to this student? - What adult and community agencies are available to support employment? - Will the student participate in supported employment? Competitive employment?</p>	<ul style="list-style-type: none"> - Contact adult agencies to assess student for eligibility. Request vocational assessments. - Survey providers in the community to determine available services.
<p>What types of <i>universal employability skills</i> does this student possess? - What universal employability skills does the student need to develop? - Does the student know how to find a job? Apply for a job?</p>	<ul style="list-style-type: none"> - “Career Portfolio” (included) - “Vocational Behavior” (included) - “Career Development Questionnaire and Checklist” Quickbook pg. 159-162 - JobTIPS http://www.do2learn.com/JobTIPS/index.html
<p>Once a career choice has been established, what does the student need to learn in order to be as independent and successful as possible? - What <i>job-specific skills</i> does the student already possess? - What job-specific skills are lacking?</p>	<ul style="list-style-type: none"> - “Community Based Assessment Questionnaire” (included) - Interview with employer or supervisor. - Interview with potential job coach. - Situational assessments of student participating in authentic job

<p>- What type of education or training is necessary for career choice?</p>	<p>experience (job specific rubrics, task analysis checklists, etc.) “Task Analysis Form” (included) - Exploration of US Department of Labor O*Net www.onetcenter.org</p>
<p>Does the student have the <i>universal social skills</i> needed for employment?</p>	<p>- “JobTIPS Social Skills Assessment: Part 1 & 2” (included)</p>
<p>What type of <i>financial assistance</i> will be available to this student? - Is financial assistance a consideration for employment planning? - What type of job benefits will the student need to close the gap?</p>	<p>- Contact adult agencies to assess student for eligibility. (SSI,SSDI, Waivers, food stamps, housing subsidies)</p>

Post-Secondary and Training

“Tips Transition Planning Guide: Post-secondary and Lifelong Learning” Quickbook pg. 19-20

Questions	Assessments
What <i>high school courses</i> are necessary for admission to chosen college or training program?	<ul style="list-style-type: none"> - Interview with college or training program admissions professional. - Interview with high school guidance counselor.
What <i>admission tests</i> are needed for admission to chosen college or training program? <ul style="list-style-type: none"> - What accommodations are allowed for college admission tests? 	<ul style="list-style-type: none"> - Student with disabilities eligibility form should be submitted approx. 6-8 weeks prior to secure accommodations (www.collegeboard.com/ssd/student/index.html and www.act.org/aap/disab/index.html)
What <i>type of college experience</i> would be the best fit for this student?	<ul style="list-style-type: none"> - “<i>The Right Match: Post-secondary</i>” (included) - Visits to various institutions and interviews with personell
Does the student need assistance in selecting an institution? <ul style="list-style-type: none"> - Does the student need assistance filling out application forms? - Does the student need assistance applying for financial aid? 	<ul style="list-style-type: none"> - Interview with student and family. - Situational assessments based upon simulated processes and applications.
What <i>subjects/major</i> is the student interested in studying?	<ul style="list-style-type: none"> - http://www.mymajors.com/ (quiz to determine the student’s interests and match to college major) - “<i>Career Clusters Interest Survey</i>” (included) - “<i>Values Inventory</i>” (included)
What <i>accommodations or modifications</i> are needed for this student when taking college courses? <ul style="list-style-type: none"> - What accommodations and modifications are allowable at the chosen college or training program? - What services are available through the college or training program? 	<ul style="list-style-type: none"> - “<i>Accommodations Questionnaire</i>” Quickbook pg. 112-122 - Interview with college Disability Coordinator to determine which accommodations are available. - Review of accommodations and modifications required by ADA - Review of current accommodations and modifications currently being offered to the student as part of IEP
Is the student able to <i>self-advocate</i> for their own learning needs to professors and administrators?	<ul style="list-style-type: none"> - “<i>Self Advocacy Questionnaire</i>” Quickbook 124-125 - Situational assessments through role-playing various situations in which the student may need to self-advocate
Is the student able to access the type of transportation necessary for the student to attend classes? <ul style="list-style-type: none"> - Is the student able to manage travel within the campus 	<ul style="list-style-type: none"> - Interview with student and family. - “<i>Transportation Needs</i>” survey (included) - Situational assessments of student accessing specific transportation

<p>environment?</p> <ul style="list-style-type: none"> - What type of transportation will the student be using while on campus to get to and from classes (shuttle, walking, bicycling)? - Is the student able to use a campus map? 	<p>option (rubrics, task analysis checklists, etc.) "Task Analysis Form" (included)</p> <ul style="list-style-type: none"> - Tour of campus to discern the types of transportation typically used by students.
<p>What is this student's <i>learning style</i>?</p> <ul style="list-style-type: none"> - How can the student use their learning strengths to help them succeed in college or training courses? 	<ul style="list-style-type: none"> - "CITE Learning Styles Inventory" (included) - "What's Your Learning Style?" (included) - "Learning Style Questionnaire #2" Quickbook pg. 102-104
<p>Does the student express appropriate <i>social skills</i> required for continuing education programs?</p>	<ul style="list-style-type: none"> - "School and Community Social Skills Rating Checklist" (included)
<p>What <i>study habits</i> does this student possess?</p> <ul style="list-style-type: none"> - What skills are needed in the areas of: <ul style="list-style-type: none"> -organization - time management - note taking - report writing - informational reading - oral presentations - test taking - using reference materials/researching - What types of support does this student need to use study skills effectively? 	<ul style="list-style-type: none"> - "Study Skills Inventory" (included) - " Study Habits Questionnaire" (included) - "Study Habits Questionnaire" Quickbook pg. 109-110 - Situational assessments based upon students daily study behavior in within classroom and home environment (rubrics, checklists, etc.)

Self-Determination

* Should be completed for all students

- The ARC's Self Determination Scale (included)

- AIR Self-Determination Scale (included)

- Self-Determination Student Scale (included)

Sources:

- OCALI- Transition to Adulthood Guidelines <http://www.ocali.org/center/transitions>
- Indiana Institute for Disability and Community- Transition Assessment Resource Guide <http://www.iidc.indiana.edu/index.php?pageId=3468>
- Quickbook of Transition Assessments <http://www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf>
- Colorado Department of Education- Transition Toolkit <http://www.cde.state.co.us/cdesped/TK.asp>

Books:

Clark, G., Patton, J.R. & Moulton, L.R. (2000). Informal Assessments for Transition Planning. Austin, TX: PROED, Inc.

Hughes, C. & Carter, E. (2000). The Transition Handbook: Strategies for High School Teachers That Work. Baltimore, MD: Brookes Publishing.