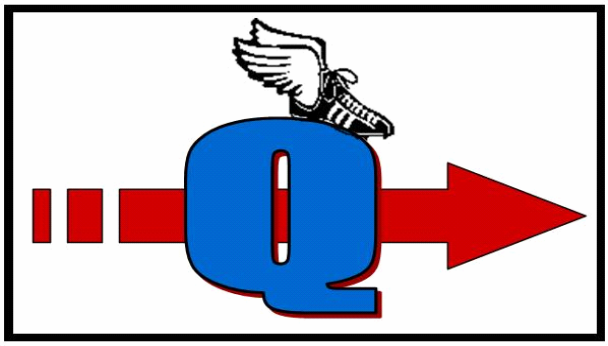
QuickBook Of Transition Assessments



Quickbook of Assessments
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Update 2005

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PREFACE

Quick Book of Assessments

This guide will provide technical assistance to school districts and/or agencies that provide special education or special education and related services to youth with disabilities.

It is helpful to think in terms of what your student's peers are doing at this age, how they are dreaming and planning for their lives after high school, and then attempt to help students with disabilities seek out activities to help them look at their dreams and goals as well.

Just like students without disabilities, students with disabilities, now have many options to explore and many adult service providers to choose who they may receive services from.

When students with disabilities leave special education, the school will no longer provide services. Assistance may be provided by several different agencies serving adults. This is a big change. Families are confronted with a maze of public and private agencies in the community.

Application procedures, funding sources, and eligibility requirements differ for each agency. For students and their families to learn about agencies and to help students acquire the skills they will need, transition planning must begin at age 16 or earlier if determined appropriate. Transition planning is a lifeline to adulthood.

The Individual Education Program (IEP) is designed to help the student begin thinking of where they may want to work and live (with supports as needed) 3 to 5 years following high school. It also has five areas of transition that lead us to a well rounded life. These areas are: employment, independent living, community participation, post secondary training and adult service connections. Short-term goals are established in each of these areas that directly relate to the students' long term goals. Using this methodology, students can decide if their long-term goals are attainable or desired, and this provides an opportunity for them to alter their goals or to reach their goals through careful planning.

If the student will turn age 16 during the year that the IEP is being implemented, the transition plan must be written at age 15, or an additional IEP must be developed with transition planning at the time the student turns 16. The initial transition plan generally focuses on the student's course of study, until age 16. At that time more extensive community connections are coordinated.

Requirements that make a difference!

Before looking at the following assessments in this guide, keep in mind the following requirements!

1. ***What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP? How are the student's preferences and interests determined?***

The student must have the opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. If the student does not attend the IEP meeting when transition services are discussed, the district must ensure that the student's interests and preferences are considered during the development of the statement of needed transition services. To accomplish this, the school district may use checklists and other relevant self assessments including personal interviews and situational assessments. Family members and peers could also provide information to assist in determining a student's preferences and interests.

2. ***If a student does not attend the IEP meeting, what steps should the district take to ensure that the student's preferences and interests are considered?***

Neither P.L.105-17 nor P.L.101-476 Regulations prescribe the steps required. However, the best practice suggest that if a student does not plan to attend the meeting, the school district may consider the other methods for obtaining student input prior to the meeting such as: student conferences and inventories, family conferences and inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from peers and other persons who know the student. It is required that the student's interests and preferences are considered during development of the statement of needed transition services.

3. ***Every IEP* must include:**

☐ -a statement of the child's present levels of educational performance (including how the disability affects involvement and progress in the general curriculum)

☐ -a statement of measurable annual goals including measurable benchmarks or short-term objectives

☐ -a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child

- ☐ -an explanation of the extent, if any, to which the child will not participate with non disabled children in the regular class and extracurricular activities

- ☐ -a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in such assessment. If the IEP team determines that the child will not participate in such assessments, a statement of why that assessment is not appropriate for the child and how the child will be assessed.

- ☐ -a projected date for beginning of services and modifications, and anticipated frequency, location, and duration of the services

- ☐ -beginning at age 16, and updated annually, a statement of the transition service needs of the child that focuses on the child's courses of study (such as participation in advanced placement courses or a vocational education program)

- ☐ -beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages

- ☐ -beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority, a statement of how the child's progress toward annual goals will be measured, how the children's parents will regularly be informed of progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve them by the end of the year.

Transitions Assessment

by Gary M. Clark, EdD

What do we need to know about students and why?

Most professionals in special education have a general understanding of the term *assessment*. The main question in using the term *transition assessment* is whether or not there is an understanding of the term *transition*. Since the mid-1980s, when the word first became popular, writers have attempted to define it, explain it, and shape it. These definitions and explanations are important in communicating not only with one another in the field, but also with the students and families with whom we work and with others outside the field.

If we let federal initiatives, legislation, or definitions shape our understanding of the word transition, we may allow those terms to limit our thinking about assessment. For example, professionals in early childhood special education actually staked a claim to the term transition in 1989 when the Education of the Handicapped Act Amendments of 1986 (P.L. 99-457) required that a transition plan be developed by age 3 for all children being served in early childhood programs as specified in Part H (now Part C) of the act. This transition plan was intended to facilitate the planning for interagency linkages between providers of special services of young children (ages 0-3) and Part B public school providers of young children (ages 3-5). Naturally, if early childhood advocates view this specific transition as *the* transition rather than as one of many important transitions, it is likely that their definition of transition assessment will relate only to this transition.

Similarly, when secondary school professionals want to define transition only in terms of school to work (or careers), school to postsecondary education, or school to adult community living, they limit themselves as well. With such a narrow view of transition, assessment policies and procedures will reflect a similarly narrow perspective. We ask the questions, we are interested in as they relate to the primary outcomes we consider in the targeted environment or setting for the transition process.

Defining transition in relation to a developmental age or level is not wrong, however, if it is clear that each developmental definition is legitimate and that all life transitions are important. From this broader perspective, transition assessment may be better described as *transitions assessments*, and explained as *appropriate multiple assessments for particular multiple transitions throughout life*.

Unfortunately, limiting a definition of transition to a developmental stage is not the only way we have limited our concept of transition. When the term *transition* began to be popular in the mid 1980's, transition planning and service initiatives were directed most aggressively toward populations with severe disabilities; even by 2005, some high school programs for students with moderate to severe disabilities were still labeled "transition" programs. By implication, this naming convention has led to a distinction between these "transition" programs and other educational programs and services provided to all other students with disabilities. Because most of these early programs

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were community-based employment programs, school-based and traditional academic programs for other disability groups were not perceived as being related to transition. This was, and is, an unfortunate distinction, because it makes the acceptance of the broader idea of transition programming more difficult (Halpern, 1985: Sitlington & Clark, 2006).

How can assessment for lifelong transitions be defined in a way that embraces all age and developmental levels as well as all types and severity levels of disabilities? To frame discussion in this book and to present a point of view to advocates of transition, I offer the following working definition of transitions assessment:

Transitions assessment is a process of obtaining, organizing and using information to assist all individuals with disabilities of all ages and their families in making all critical transitions in those individuals' lives both successful and satisfying.

Patton and Dunn (1998) proposed that there are both vertical and horizontal transition events in each person's life. Vertical transition events refer to age and developmental events or benchmarks in life through which most people go-infant to toddler, toddler to elementary school-age child, elementary-school-age child to preadolescent, and so on up through old age. Most of these transition events are anticipated, natural life events. Horizontal transition events refer to change events that occur within any one of the vertical transition stages, and which require some adjustments. Some of these events are deliberately created or chosen (e.g., moving to another location, taking a certain job, going to college, getting married). Other events are unexpected or "forced" on individuals by chance or external circumstances (e.g., death, divorce, illness, accidents). For example, a toddler with a disability may need to make the horizontal transition from being an only child to being a sibling; a preadolescent would need to make a horizontal transition if the parents divorce or the family moves; an adolescent would need to make major horizontal transitions in life goals if he or she has a permanently disabling traumatic head injury; an adult would need to make a horizontal transition from employment to unemployment if he or she is laid off.

In vertical as well as horizontal transitions, what is considered successful or satisfying depends upon an individual's goals and the extent to which those goals are achieved. Most individuals feel successful in some transition event (e.g., new job, new role, new status) if they have achieved their prior goals related to that event or if they are satisfied with the process, the outcomes, or both. Good transitions assessment addresses each individual's goals and expectations for a transition period or event. Good transitions assessment also suggests planning areas, preparation needs, or decision making that would increase the likelihood of achieving and being satisfied with those goals and expectations. In other words, using the definition above, vertical and horizontal transitions assessment should help individuals and their families define goals for all of the individual's transition needs across the life span.

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TIPS TRANSITION PLANNING GUIDE

Student & Family Interview
Employment
Independent Living
Recreational and Leisure
Community Participation
Postsecondary & Life Long Learning
Adult Services/Resources

Suggested Transition Activities
Employment
Independent Living
Recreational and Leisure
Community Participation
Postsecondary & Life Long Learning
Adult Services/Resources

TIPS TRANSITION PLANING GUIDE
STUDENT & FAMILY INTERVIEW
Employment

(Job seeking and keeping skills, participation in volunteer or vocational activities and the ability to achieve meaningful employment.)

Student Information:

Student Name:_____ Grade:_____ Date:_____
Person Responding:_____ID:_____
Interviewer:_____ School Year:_____

Question 1:

What are your future (adult) goals for a career or a job? To help you decide, you may want to consider some of your interests, skills, preferences or needs. You may also want to include information from your career interest assessment.

_____ part time employment	____ full time employment
_____ indoor work	____ outdoor work
_____ quiet, non-active work	____ active, physical work
_____ large business setting	____ small business setting
_____ near home	____ can travel some
_____ work by myself	____ working with a group
_____ paid employment	____ volunteer activities

_____
_____

Question 2:

What are you currently doing to help you towards your goal in jobs/career training? To help you answer, include any activities, classes or accomplishments you had to help you move towards a job or career such as:
What classes or community job training have you had?
What kind of jobs or volunteer activities have you had?
What are your work skills, academic skills or behavior/social skills?

_____
_____

Question 3:

What do you need to do or learn in the next year to help you move towards your goal in jobs or career training? See the list on the next page for ideas. Be sure to include your academic, behavior or medical or physical needs.

_____
_____
_____

Team Work, 1997 Minneapolis Public Schools & University of Minnesota, 1993 Student and Family Interview – This tool may be photocopied.

SUGGESTED TRANSITION ACTIVITIES
Employment

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE
1 ……Consider for this year
2 ……Already in progress
3 ……Already addressed and completed

Suggested Grade 8-9	10	11	12				
•	•	•	•	1	2	3	Participate in work responsibilities (chores) at home.
•	•	•	•	1	2	3	Visit possible employment sites and shadow employees.
•	•	•	•	1	2	3	Become aware of career opportunities and interests.
•	•	•	•	1	2	3	Receive vocational training within the community.
•	•	•	•	1	2	3	Develop interpersonal skills necessary to maintain employment.
	•	•		1	2	3	Participate in summer employment.
	•	•		1	2	3	Identify people and agencies who can assist in job search.
	•	•		1	2	3	Apply for support from Rehabilitation Services.
	•	•		1	2	3	Identify and check eligibility requirements for other job supports.
	•	•		1	2	3	Identify and apply for day training and habitation services.
	•	•		1	2	3	Identify and arrange for transportation to and from work.
				1	2	3	Other: _____
				1	2	3	Other: _____

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW
Independent Living

(Where you live as an adult and the necessary skills to function in a desired living situation)

Student Information:
Student Name: _____Grade: _____Date:_____
Person Responding: _____ID:_____
Interviewer: _____School Year:_____

Question 1:
What are your future (adult) goals for independent living or where you want to live? To help you decide, you may consider some of your skills, strengths and needs you need to:

_____ live alone or independently
_____ live with parents or foster parents
_____ live with husband or wife
_____ other
_____ live with friends or roommates
_____ live with other relatives
_____ live in supervised residential

_____
_____
_____
_____

Question 2:
What are you currently doing to help you towards your goal in home or independent living? To help you answer, include any classes, activities, or jobs/responsibilities at home that have helped you in this area.

_____
_____
_____
_____

Question 3:
What do you need to do or learn in the next year to help you move towards your goal in home or independent living? See the list on the next page for ideas. Be sure to include your academic, behavior or medical needs.

_____
_____
_____
_____

SUGGESTED TRANSITION ACTIVITIES
Independent Living

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE
1 ……Consider for this year
2 ……Already in progress
3 ……Already addressed and completed

Suggested Grade 8-9	10	11	12				
•	•	•	•	•	1	2	3	Develop personal care skills including hygiene, health, private and public behavior.
•	•	•	•	•	1	2	3	Develop acceptable intimate/sexual behavior.
•	•	•	•	•	1	2	3	Develop housekeeping and cooking skills.
•	•	•	•	•	1	2	3	Develop budgeting skills.
•	•	•	•	•	1	2	3	Identify who to call and what to do in emergency situations.
			•	•	1	2	3	Participate in independent living training program.
			•	•	1	2	3	Identify persons or services to assist in locating a place to live.
			•	•	1	2	3	Apply for county case management services, if applicable.
•	•	•	•	•	1	2	3	Identify neighborhood services and supports.
			•	•	1	2	3	Identify and apply for financial support (i.e., SSI).
•	•	•	•	•	1	2	3	Identify resources and support for child care, if necessary.
•	•	•	•	•	1	2	3	Identify transportation services near home.
					1	2	3	Other: _____
					1	2	3	Other: _____

Team Work Minneapolis Public Schools & University of Minnesota, 1993 Student and Family Interview – This tool may be photocopied.

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW
Recreation and Leisure
(Recreation, leisure and social activities after high school)

Student Information:
Student Name: _____Grade: _____Date:_____
Person Responding: _____ID:_____
Interviewer: _____School Year:_____

Question 1:
What are your future (adult) goals for leisure, social or recreational activities after high school? To help you decide, you may want to consider the interests you have now, and the skills or accomplishments you have. You may also want to think of things such as:

_____ hobbies
_____ spectator sports
_____ cultural activities
_____ vacation, travel
____ participatory sports
____ social activities
____ relaxation activities
____ other

_____
_____
_____
_____

Question 2:
What are you currently doing to help you towards your goal in recreation, leisure or social activities? To help you answer, include any activities you enjoy doing now.

_____
_____
_____
_____

Question 3:
What do you need to do or learn in the next year to help you move towards your goal in recreation and leisure? See the list on the next page for ideas. Be sure to include academic, behavior, medical or physical needs you may have.

_____
_____
_____
_____

SUGGESTED TRANSITION ACTIVITIES

Recreation and Leisure

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE
1 ……Consider for this year
2 ……Already in progress
3 ……Already addressed and completed

Suggested Grade 8-9	10	11	12				
•	•	•	•	•	1	2	3	Develop an array of specific recreation/leisure skills.
•	•	•	•	•	1	2	3	Develop spectator or audience member skills.
•	•	•	•	•	1	2	3	Identify acceptable dress behavior for a variety of situations.
•	•	•	•	•	1	2	3	Identify transportation options.
			•	•	1	2	3	Arrange social activities.
			•	•	1	2	3	Establish exercise routines.
			•	•	1	2	3	Identify local health clubs for possible membership.
			•	•	1	2	3	Identify and possible social supports through family and community.
			•	•	1	2	3	Identify activities through community education classes.
•	•	•	•	•	1	2	3	Other: _____
					1	2	3	Other: _____

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW
Community Participation
(Involvement in community activities after high school)

Student Information:
Student Name :_____Grade: _____Date:_____
Person Responding: _____ID:_____
Interviewer: _____School Year:_____

Question 1:
What are your future (adult) goals in community participation? To help you decide, think about what kinds of activities adults are involved in with your community. Consider things such as:

_____ voting
_____ accessing health care
_____ banking
_____ religious activities
_____ library
____ shopping
____ using public/personal transportation
____ club or neighborhood organizations
____ adult agency support
____ other

_____
_____
_____

Question 2:
What are you currently doing in the community to help you towards your future goal? To help you answer, include any activities, classes or experiences you have had.

_____
_____
_____

Question 3
What do you need to do in the next year to help you move towards your goal in community participation? To help you answer, consider your academic, behavior or medical or physical needs. See the list on the next page for ideas.

_____
_____
_____

SUGGESTED TRANSITION ACTIVITIES
Community Participation

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE
1 ……Consider for this year
2 ……Already in progress
3 ……Already addressed and completed

Suggested Grade 8-9	10	11	12				
•	•	•	•	1	2	3	Become aware of community interests and options.
•	•	•	•	1	2	3	Develop shopping skills.
•	•	•	•	1	2	3	Learn to order and dine at restaurants.
•	•	•	•	1	2	3	Develop skills to ensure personal safety.
	•	•	•	1	2	3	Assess vulnerability status.
•	•	•	•	1	2	3	Learn to use public transportation.
	•	•	•	1	2	3	Obtain driver's license.
•	•	•	•	1	2	3	Obtain a state identification card.
	•	•	•	1	2	3	Open and learn to use a bank account.
•	•	•	•	1	2	3	Learn to schedule appointments.
•	•	•	•	1	2	3	Become aware of rights regarding physical accessibility.
			•	1	2	3	Identify and check eligibility requirements for adult support.
			•	1	2	3	Register for military selective service.
			•	1	2	3	Register to vote and learn to vote at local precinct.
		•	•	1	2	3	Explore guardianship issues.
				1	2	3	Other: _____
				1	2	3	Other: _____

Team Work Minneapolis Public Schools & University of Minnesota Student and Family Interview – This tool may be photocopied.

TIPS TRANSITION PLANNING-GUIDE
STUDENT & FAMILY INTERVIEW
Post-secondary & Life Long Learning
(Education and training after high school)

Student Information:
Student Name: _____Grade: _____Date:_____
Person Responding: _____ID:_____
Interviewer: _____School Year:_____

Question 1:
What are your future (adult) goals for post-secondary education? To help you decide, think about the education needed to meet your career goals. Consider things such as:

_____ 2 year Community College
_____ Trade or Business School
_____ 4 year College, University
_____ other
____ Technical College
____ Community Education Classes
____ Military Service
____ No interest at this time

_____
_____
_____

Question 2:
What are you currently doing to help you towards your future goal in post-secondary or life long learning? In your answer, include any activities, classes or accomplishments which have helped you move towards post-secondary education such as:

_____ What classes are you taking now?
_____ What are your academic skills?
_____ What accommodations or modifications do you use?
_____ Have you visited a post-secondary school?

_____
_____
_____

Question 3:
What do you need to do in the next year to help you move towards your post-secondary goal? See the list on the next page for ideas. To help you answer, consider your academic, behavior or medical needs.

_____
_____
_____

SUGGESTED TRANSITION ACTIVITIES
Post-secondary & Life Long Learning

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE
1 ……Consider for this year
2 ……Already in progress
3 ……Already addressed and completed

Suggested Grade 8-9	10	11	12				
•	•	•	•	1	2	3	Identify personal learning styles.
•	•	•	•	1	2	3	Become aware of career interests and options.
•	•	•	•	1	2	3	Become aware of post-secondary enrollment options.
		•	•	1	2	3	Visit post-secondary institutions.
		•	•	1	2	3	Register and take college entrance exams.
		•	•	1	2	3	Develop a resume and request letters of recommendation.
		•	•	1	2	3	Identify and apply to post-secondary institutions.
		•	•	1	2	3	Identify supports needed at post-secondary sites.
		•	•	1	2	3	Identify and check eligibility requirements for adult support.
•	•	•	•	1	2	3	Check courses and credits toward high school graduation.
		•	•	1	2	3	Apply for financial aid, scholarships, etc.
		•	•	1	2	3	Arrange for transportation and housing, if necessary.
				1	2	3	Other: _____
				1	2	3	Other: _____

Assessment Checklist

Teacher/Student Version

Date:_____
Name of Student: _____
School: _____
Grade: _____ Age: _____
Name/title of person completing this form: _____

At or before age 16, school staff are required to invite potential adult service providers to student IEP meetings. The IEP must also include a statement of interagency responsibilities or any needed linkages.

Please check which adult services you feel this student may need now or continue to benefit from following completion of secondary services. Discuss results at student's IEP meeting.

_____ **Division of Vocational Rehabilitation (DVR).** DVR funds the "Project Skills" program, a paid work experience program available for students age 16 and older who qualify. DVR assists individuals with physical or mental disabilities to obtain employment and live independently. Services may include: counseling, training, job placement and more.

_____ **Service to the Blind and Visually Impaired (SBVI).** Can offer services to individuals who have blindness or a visual impairment, such as adjustment to blindness training, rehabilitation counseling, assistance in finding and keeping a job, tools and supplies needed to reach goals, vocational training, post-secondary preparation, assistive technology, and more.

____ **Social Security Administration**. Manages two different disability programs – SSDI and SSI. Both programs provide a monthly income for people with disabilities, but the rules that affect eligibility for them are different.

____ **Centers for Independent Living**. Staff at several Centers located throughout the state could assist in these areas: housing, community resources, independent living skills, peer support, employment, self-advocacy, personal safety, individual rights, and attendant management.

____ **Mental Health Centers**. Provide a full range of mental health services, including: emergency care, evaluations, case management, consultation, and outpatient care.

_____ **One-Stop Career Centers/Career Learning Centers**. Can provide job listings and help with making applications and employer contacts.

_____ **Assistive Technology**. DakotaLink has four centers around the state that can provide assistance to individuals of all ages to help locate, acquire and use the latest available assistive devices that best meet the need to maintain independence at home, work, classroom or in leisure activities.

_____ **Adjustment Training Centers (ATC).** ATC's are located throughout the state and provide day and/or residential services to individuals with developmental disabilities, primarily age 16 and older. Services include: community living training, home/community based services, follow-along services, pre-vocational and vocational training.

_____ **Advocacy Services.** S.D. Advocacy Services provides services such as information and referral, advocates, client assistance program for adults with disabilities, self-advocacy training and more.

_____ **Resource Coordinator.** The Division of Developmental Disabilities employs statewide Resource Coordinators to assist individuals with developmental disabilities and their families in accessing services.

_____ **Health service providers.** Can be provided by public health nurses or other health care providers depending on individual student needs.

_____ **Post –Secondary Schools**. Post-secondary education can be pursued through avenues such as public or private colleges, universities, community colleges, technical colleges, and business and traditional schools. Post-secondary schools have staff specifically assigned to counsel students with disabilities.

_____ **Employers.** Can offer job sites for work-based learning, Project Skills program, or provide information on what work habits and skill levels are needed for certain kinds of work.

_____ **Legal Guardianship.** The S.D. Guardianship Program provides professional guardianship, conservatorship, and related protective services for adults with disabilities. Other services include: consultation, estate planning assistance, information/resources, future planning, and trustee services.

_____ **Easter Seals.** Serves persons with disabilities of all ages across the state. Family services provided include: medical equipment loan, equipment matches, wheelchair clinics, hearing aid lending, AgrAbility, and more.

_____ **Communication Services for the Deaf (CSD).** Serves deaf and hard-of-hearing people in South Dakota. Some services provided include: interpreting, advocacy and consultation, employment services, communication equipment, independent living, mentoring and more.

** A complete listing of these resources is also available through the "Resource Guide for People with Disabilities", developed and distributed by Center for Disabilities. To get a free copy, call 1-800-658-3080.

Assessment Checklist

Parent Version

Date:_____
Name of Student: _____
School: _____
Grade: _____ Age: _____
Name of person completing this form: _____

At or before age 16, school staff are required to invite potential adult service providers to student IEP meetings. The IEP must also include a statement of interagency responsibilities or any needed linkages.

Please check which adult services you feel your son/daughter may need now or continue to benefit from following completion of secondary services. Discuss results at their IEP meeting.

_____ **Division of Vocational Rehabilitation (DVR).** DVR funds the "Project Skills" program, a paid work experience program available for students age 16 and older who qualify. DVR assists individuals with physical or mental disabilities to obtain employment and live independently. Services may include: counseling, training, job placement and more.

_____ **Service to the Blind and Visually Impaired (SBVI).** Can offer services to individuals who have blindness or a visual impairment, such as adjustment to blindness training, rehabilitation counseling, assistance in finding and keeping a job, tools and supplies needed to reach goals, vocational training, post-secondary preparation, assistive technology, and more.

____ **Social Security Administration**. Manages two different disability programs – SSDI and SSI. Both programs provide a monthly income for people with disabilities, but the rules that affect eligibility for them are different.

____ **Centers for Independent Living**. Staff at several Centers located throughout the state could assist in these areas: housing, community resources, independent living skills, peer support, employment, self-advocacy, personal safety, individual rights, and attendant management.

____ **Mental Health Centers**. Provide a full range of mental health services, including: emergency care, evaluations, case management, consultation, and outpatient care.

_____ **One-Stop Career Centers/Career Learning Centers**. Can provide job listings and help with making applications and employer contacts.

_____ **Assistive Technology**. DakotaLink has four centers around the state that can provide assistance to individuals of all ages to help locate, acquire and use the latest available assistive devices that best meet the need to maintain independence at home, work, classroom or in leisure activities.

_____ **Adjustment Training Centers (ATC).** ATC's are located throughout the state and provide day and/or residential services to individuals with developmental disabilities, primarily age 16 and older. Services include: community living training, home/community based services, follow-along services, pre-vocational and vocational training.

_____ **Advocacy Services.** S.D. Advocacy Services provides services such as information and referral, advocates, client assistance program for adults with disabilities, self-advocacy training and more.

_____ **Resource Coordinator.** The Division of Developmental Disabilities employs statewide Resource Coordinators to assist individuals with developmental disabilities and their families in accessing services.

_____ **Health service providers.** Can be provided by public health nurses or other health care providers depending on individual student needs.

_____ **Post–Secondary Schools**. Post-secondary education can be pursued through avenues such as public or private colleges, universities, community colleges, technical colleges, and business and traditional schools. Post-secondary schools have staff specifically assigned to counsel students with disabilities.

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_____ **Communication Services for the Deaf (CSD).** Serves deaf and hard-of-hearing people in South Dakota. Some services provided include: interpreting, advocacy and consultation, employment services, communication equipment, independent living, mentoring and more.

**Ask school staff to provide you with contact names/phone numbers for any of the above listed resources. A complete listing of these resources is also available through the "Resource Guide for People with Disabilities", developed and distributed by Center for Disabilities. To get your free copy, call 1-800-658-3080.

Transition Road Map

Transition Planning to Next Grade Level

7th Grade Assessments
8th
9th
10th
11th
12th
13th
14th

Please note: Transition Planning to Next Grade Level

Extra planning and support are necessary for most students to make a successful transition to the next grade level. Often times the receiving teacher has to depend on informal contact with the sending teacher, casual observations, and documentation in order to gain information about their next students. A more formal approach is necessary for students who need adaptations in goals, methods, or approaches in order to ensure their success. Planning for a successful transition of a student is basically a process of sharing information effectively and efficiently.

The student's planning TEAM will want to include the receiving classroom teacher in the transition planning. The team may also want to include the student and friends/classmates, if appropriate.

It is important to start early enough so that all team members have enough time to convey the information that is necessary. The receiving teacher can spend time observing the student in his or her current classroom. The student could visit the receiving teacher's class.

Investing time in the transition process will ensure that the educational gains made over the school year are maintained and built upon the following year.

Things to Consider:

Learning Characteristics	♦ What is the student's learning style? ♦ What is the student's learning rate?
Instructional Approaches/Styles of Interaction	♦ What types of instructional approaches seem most successful? ♦ Are there particular styles of interaction which are best suited to the student?
Physical Setting	♦ Does the student need physical support in seating? ♦ Does the room arrangement need to be modified to accommodate any equipment the student may use?
Interests and Motivations	♦ What gets the student excited? ♦ What are the student's hobbies?
Communication	♦ How does the student communicate? ♦ Is the student able to express their needs?
Friendships/Social Skills	♦ Will any of the student's friends be moving on with the student?

	♦ Does the student make friends easily? ♦ How does the student interact socially?
Parent/Professional Partnerships	♦ How much involvement does the parent/care giver prefer to have? ♦ What form does parent/school communication take and what is the frequency? (i.e. daily notebook, weekly phone calls?)
Achievement in Different Curricular Areas	♦ Reading ♦ Writing ♦ Math ♦ Content Areas ♦ Special Area Classes
Functional Routines	♦ Self-help skills ♦ School jobs ♦ Free-time skills ♦ Community skills
Other School Routines	♦ Concerns about the bus or walking/wheeling toschool ♦ Breakfast program ♦ Lunch ♦ Extracurricular activities/ participation ♦ Recess ♦ Transitions between activities
Health/Safety Concerns	♦ Medications ♦ Allergies ♦ Seizures
Equipment/Adaptations	♦ Does the student use any material aids or adaptations (i.e., picture schedule, pencil grip, calculator, picture lists)? o Are testing modifications or adaptations needed?

Planning Your Dreams: A Roadmap For Life After High School For Students With Disabilities And Their Families

Transition Road Map
(this process can start as early as 7th grade, if appropriate)

	This process can start as early as 7th grade
Assessment	❑ Complete Transition Interview
Needs	❑ Establish IEP team responsibilities ❑ Determine student's basic standards testing status/profiles of learning ❑ Begin to discuss and develop an awareness for long range transition goals ❑ Address transportation/mobility needs and contact district mobility specialist if needed
Activities/Agency Linkages	❑ Enroll student (with parent involvement) into appropriate high school ❑ Introduce parent to "Resource Guide for People with Disabilities" and discuss what services are available to them ❑ Develop an awareness of adaptive sports and other extracurricular activities available

Transition Road Map

PLANNING YOUR TRANSITION Grade 8

	8th grade - 14 years
Assessments	❑ Complete Enderle-Severson Transition Rating Scale (ESTR) or other Transition Assessment, such as TPI, Brigance, etc. ❑ Introduce transportation options
Needs	❑ Establish IEP team responsibilities ❑ Determine student's basic standards testing status
Activities/Agency Linkages	❑ Enroll student (with parent involvement) into appropriate high school

Transition Roadmap
PLANNING YOUR TRANSITION
Grade 9

	Four to Five Years Before Graduation (Grade 9)
Learning After High School	❑ Learn your personal learning style ❑ Become aware of options for further education (for example, colleges or trade schools) through your guidance counselor ❑ Check on your courses and credits toward high school graduation ❑ Look into college or continuing education schools or programs, and their admission requirements. ❑ Identify sources of financial support ❑ Contact DRS (Division of Rehabilitation Services) to find out about their services ❑ Explore agency services such as Family Support Program; Resource Coordinators ❑ Identify course requirements for post-high school programs
Jobs & Job Training	❑ Begin career exploration (CHOICES Program Interest Inventories, etc) ❑ Take introductory courses on "the world of work" ❑ Begin pre-employment or plan out high school course work ❑ Locate or obtain Social Security card ❑ Visit possible employment settings and shadow employees ❑ Participate in summer employment ❑ Volunteer in your community ❑ Find out about assistive tools that can help you in your future employment ❑ Learn about your school district's vocational education program ❑ Know how you learn best and what accommodations you need to do well in school and at work ❑ Explore your job and career interests and skills. Complete interest and career inventories, and think about other schooling or training you would need ❑ Start financial planning (financial aid for college or continuing education). ❑ Save samples of your best school work and achievements. ❑ Explore changes to volunteer in the community. ❑ Take part in informational interviews or job shadowing experiences.

Community Participation	❑ Contact your local school to help you explore community interests and options ❑ School shopping and buying items ❑ Learn to order and dine at restaurants ❑ Learn to use public transportation ❑ Obtain a state identification card from the Drivers License bureau ❑ Learn to schedule appointments ❑ Become aware of your legal rights regarding accessibility ❑ Identify neighborhood services and supports
Recreation & Leisure	❑ Take a community education class ❑ Attend events to learn spectator or audience member skills ❑ Learn how to act and dress in a variety of social situations ❑ Learn how to plan recreation and leisure activities (where, when, cost of transportation) ❑ Establish exercise routines ❑ Join a club or organization in your school or community
Independent Living & Personal Skills	❑ Get explanation of the purpose of your IEP/Transition meeting and participation ❑ Develop personal care skills including hygiene, knowledge of health needs, private and public behavior ❑ Learn about acceptable intimate/sexual behavior: talk with your family doctor, your parents, and other adults you trust ❑ Participate in chores at home ❑ Develop housekeeping and cooking skills ❑ Identify transportation services near home. ❑ Credit history for housing? Pre paid credit card? ❑ Identify technology and/or adaptive living services ❑ Explore peer mentoring (vocational and recreational) ❑ Plan a course of instruction based on assessments ❑ Health safety (managing medical condition) ❑ Think about where and how you would like to live, and supports you would need to do this. ❑ Begin learning skills you'll need for independent living. ❑ Look into assistive technology that can make it easier to have a job and be part of your community. ❑ Become more involved in your community and make new friends. ❑ Look into and learn to use public transportation (like buses). ❑ Think about skills you'll need for taking care of your money (budgeting, savings, checking account). ❑ Get an identification card and learn when and how to give out personal information.

	❑ Learn and practice personal health care.
Being Your Own Advocate	❑ Learn to make clear to others your interests, wishes, and needs. ❑ Be able to explain your abilities and disabilities and any accommodations you might need. ❑ Learn and practice how to make informed decisions. ❑ Self advocacy skill training
Assessment	❑ Verify completion of 8th grade activities ❑ Complete Enderle-Severson Transition Rating Scale or other transition assessment (TPI, etc.) ❑ Schedule basic standards testing/arrange accommodations or alternative ❑ Discuss competency testing plan ❑ Interest Inventory/Aptitude ❑ Student, and Parent Questionnaires ❑ Checklists ❑ CHOICES Program and/or Brigance Inventories ❑ Achievement (KTEA) ❑ Brigance Inventories, Curriculum Based Assessments, Abilities Testing ❑ Daily living (observational, ICAP and/or Vineland) ❑ Self advocacy assessment
Needs	❑ Learn disability awareness ❑ Learn compensatory skills ❑ Learn self advocacy skills
Activities/Agency Linkages	❑ Initiate application to adult service agencies ❑ Arrange assistive technology assessment ❑ Involve work experience coordinator, Project Skills, etc. ❑ Verify graduation plan ❑ Seek information on summer jobs

*Adapted from "Planning Your Dreams: A Roadmap for Life After High School."

Transition Road Map
PLANNING YOUR TRANSITION Grade 10

	Three Years Before Graduation (Grade 10)
Learning After High School	❑ Visit an educational institution (college or trade school) to see what support services they offer ❑ Learn more about colleges and other adult education schools and programs, and the support services they offer. Make plans for accommodations to take college entrance exams and complete applications. ❑ Contact Social Security to determine eligibility for services ❑ Apply for DRS (invite representative to IEP meeting) ❑ Discuss post high school training plans with your teacher, school ❑ Learn about different adult services and possible funding sources (Family Support Services; Resource Coordinators) ❑ Evaluate and adjust course of study for post-secondary school requirements
Jobs & Job Training	❑ Talk with a school guidance counselor about your career Interests. ❑ Match career interests and skills with vocational (job-related courses and work experiences in the community. ❑ Begin a resume and make changes to it as needed. ❑ Seek summer employment (intern in your career interest area). ❑ Take part in job shadowing experiences that are offered. ❑ Get involved in a high school work experience program; earn credits for learning on the job ❑ Apply to DRS (Division of Rehabilitation Services) to see if you are eligible for services from them. ❑ Take vocational courses that are of interest to you ❑ Volunteer in your local community ❑ Learn to be on time for work, appointments, and social activities ❑ Develop vocational plan (map out steps to take to help discover vocational goals, skills needed/requirements) ❑ Develop resume; cover letter and/or data card ❑ Explore one or more of the following: a. employability program with the Department of Labor b. in school work experiences ❑ community/school job shadows
Community Participation	❑ Attend local SCHOOL activities and meetings ❑ Explore guardianship issues ❑ Join a local club or organization such as 4-H, Big

	Brothers, or the YWCA ❑ Explore activities such as community education classes, volunteering, participating in local fairs or shows ❑ Find out about community services that can help you
Recreation & Leisure	❑ Explore new ways to use your free time ❑ Self initiate recreational and leisure activities ❑ Continue exercise routine ❑ Identify supports needed to participate in activities of Interest
Independent Living & Personal Skills	❑ Learn about community supports offered by community and state agencies. ❑ Invite adult service providers, friends, and others to the IEP/Transition meeting. ❑ Start learning about appropriate adult services (Division of Rehabilitation Services, Social Services, Social Security, etc.) visit them and ask questions about their services and how they could provide or could create to meet your needs. ❑ Look into affordable housing options and get on waiting lists (Public Housing) ❑ Learn about all living options ❑ Learn how to comparison shop ❑ Learn how to open a bank account, write a check, use a credit card, budget money ❑ Figure out what personal assistant services you need, and how to manage these services. ❑ Choose health care providers and learn about sexuality and family planning. ❑ Continue independent living training plan ❑ Males age 18: register for Military Selective Service by completing form at Post Office ❑ Continue self advocacy skill training plan ❑ Participation in IEP/transition planning
Supports	❑ Figure out your need for income support and health care support like SSI (Supplemental Security Income), Independent Living Services and Medicaid. ❑ Work with your parents on setting up trusts, if needed. ❑ Practice how to communicate best with others at work, at school, with friends, and in the community. ❑ Make plans to be sure you will still have assistive technology you need after you leave high school.

Being Your Own Advocate	❑ Look into the legal status about decision-making before becoming a legal adult. ❑ Learn about the laws that affect the rights of people with disabilities (Americans with Disabilities Act (ADA), Rehabilitation Act, etc.)
Assessment	❑ Verify completion of 9th grade activities ❑ Update transition assessments ❑ Review IEP/schedule basic standards testing/arrange accommodations or alternative testing ❑ Update Career Planning Profile ❑ Establish graduation date ❑ ICAP (required for placement in Adjustment Training Centers) ❑ Optional: ❑ Situational Assessment ❑ On the Job Assessment ❑ Brigance Life Skill Inventory ❑ Street Survival Skills Questionnaire ❑ Brigance Inventory of Essential Skills ❑ Checklist of Adaptive Living Skills ❑ Brigance Diagnostic Employability Skills Inventory ❑ Self advocacy assessment ❑ Interest and aptitude inventory
Needs	❑ Provide career exploration, community participation (involve ILC)
Activities/Agency Linkages	❑ *Verify graduation plan ❑ Discuss need for SSI, Medicaid/Medicare ❑ Discuss need for Medical Assistance ❑ Apply for Vocational Rehabilitation services ❑ Sign up for Project Skills (work experience program) ❑ Explore driver's education need ❑ Complete a driver potential assessment (if needed) ❑ Seek information on summer jobs ❑ Initiate application to adult service agencies ❑ Invite appropriate agencies to IEP (i.e. Vocational Rehabilitation, Independent Living Center , Adjustment Training Center)

Transition Road Map
PLANNING YOUR TRANSITION GRADE 11

	Two Years Before Graduation (Grade 11)
Learning After High School	❑ Focus in on your course of study and career goals ❑ Register and take college entrance exams: request accommodations as needed ❑ Identify, visit, and apply to educational institutions ❑ Identify and check eligibility requirements for adult services and support at colleges and trade schools ❑ Apply for financial aid, scholarships, etc. ❑ Arrange for transportation and housing, if necessary ❑ Take classes to prepare you for college ❑ Continue career planning with your teacher, school counselor and rehabilitation counselor ❑ Explore need for possible continuing guardianship or payee after age 18 (remind parents that when child turns 18, they become an independent adult) ❑ Evaluate and adjust course of study for post-secondary school requirements by career cluster ❑ Begin visiting with adult service providers; make application, if appropriate and explore funding (Vocational Rehabilitation can assist students with supported employment as well)
Jobs & Job Training	❑ Identify people and agencies who can assist in your job search ❑ Learn how to interview, write resumes, cover letters, and do a job search ❑ Identify and check eligibility requirements for post-graduation job supports: ask your case manager or IEP manager ❑ Identify and arrange for transportation to and from work ❑ Focus on a career choice ❑ Learn specific job skills ❑ Choose a career cluster (Discover Program/ASVAP Vocational Aptitude Test) ❑ Receive vocational planning/guidance ❑ Explore one or more of the following: a. competitive employment b. supported employment (with job coaching or natural supports) c. work experiences (volunteer or paid) d. job shadowing e. situational assessments f. employability program/Dept. of Labor

Community Participation	❑ Attend local school meetings and activities ❑ Get driver's license or problem solve about transportation needs ❑ Engage in more community activities ❑ Join and participate in community organizations ❑ Join local clubs & activities ❑ Continue exercise routine
Recreation & Leisure	❑ Try additional recreation and leisure activities
Independent Living & Personal Skills	❑ Participate in an independent living training program ❑ Identify persons or services to assist in locating a place to live ❑ Identify and apply for financial support (i.e. SSI-Supplemental Security Income) ❑ Continue to work on self-advocacy, communication, and time-efficiency skills ❑ Continue to work on home living and personal skills ❑ Identify medical resources: a. medicare/medicaid (SSI) b. health insurance c. medical care d. dental care e. Indian Health Services ❑ eye care ❑ Identify post high housing options/issues: a. with family members b. shared living c. adult foster care d. group home e. supervised apartment f. monitored living (follow along) g. residential placement h. independent (renter/home owner) i. complete application for subsidized housing by age 18 ☐ Continue independent living training plan ☐ Explore transportation options/needs ☐ Obtain driver's license or State identification card (from Driver License Bureau) ☐ Apply self advocacy skills ☐ Increase involvement with IEP/transition planning for IEP meeting
Assessment	☐ Verify completion of 10th grade activities ☐ Update transition assessments ☐ Review IEP/schedule basic standards testing/arrange accommodations or alternative ☐ Update Career Planning Profile

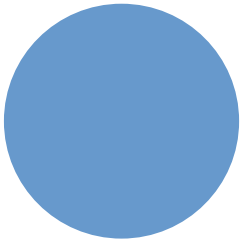
	☐ Take College ACT/SAT (if needed) ☐ Assess need for post senior high school support ☐ Assess needs and supports for future living arrangements ☐ Confirm graduation date ☐ Brigance Inventories, Curriculum Based Assessments, Abilities Testing ☐ Independent Living Assessments (Observational) ☐ Self Advocacy Assessment ☐ Interest and Aptitude Inventory, Student, and Parent Questionnaires ☐ CHOICES Program ☐ ASVAB Vocational Aptitude Test
Needs	❑ Consider additional specialized training in all transition areas
Activities/Agency Linkages	❑ Verify graduation plan ❑ Apply for Medical Assistance ❑ Apply for and schedule periodic appointments with DRS counselor

Transition Road Map
PLANNING YOUR TRANSITION GRADE 12

	One Year Before Graduation (Grade 12)
Learning After High School	❑ Decide on university, college or technical college to attend ❑ Set up accommodations and supports ❑ Make plans on how you will get to school, work, etc (bus, car, friends) ❑ Be sure the high school completes and evaluations needed by adult service providers or colleges, and that they make these records available. ❑ Meet with adult service providers and complete applications(s) ❑ Finalize plans for post-high school training with your counselor ❑ Check on ACT accommodations ❑ Complete college or vo-tech school entrance exams, complete Free Application for Federal Student Aid, and complete school applications
Jobs & Job Training	❑ Obtain a paid job along with supports if needed ❑ Go on informational interviews with employers ❑ Build a resume of job skills and experiences ❑ Get copies of transcripts and other important records from your school before you graduate ❑ Write your resume and get letters of recommendation from teachers before you graduate. Explore one or more of the following: a. competitive employment b. supported employment (with job coach or natural supports) c. work experiences (paid or non paid) d. on the job exploration, assessment or training e. internship f. employability program/Dept. of Labor g. Job Corp (Job Service) h. Military i. Refine vocational goals ❑ Update resume/job data card
Community Participation	❑ Identify eligibility requirements and apply for adult support ❑ Register for military selective service (males, age 18) at the post office ❑ Register to vote and learn to vote at local precinct (age 18): visit or call your county voter registration office

Recreation & Leisure	❑ Continue to take part in activities of interest
Independent Living & Personal Skills	❑ Continue to learn communication and organization skills ❑ Continue to work on independent living skills ❑ Make detailed plans for living on your own if that's your goal. Keep practicing your independent living skills. ❑ Learn to take care of your health care needs (make appointments, fill and take prescriptions, etc.) ❑ Make a list of people and agencies that can help you if problems come up. ❑ Register to vote ❑ Continue independent living training program ❑ Increase knowledge of, and self management of medical condition (if appropriate) ❑ Apply self advocacy skills ❑ Increased participation in transition planning for IEP/transition meeting
Supports	❑ Have in place any income and health care support programs you might need (SSI, Independent Living Services, Medicaid) ❑ Build detailed plans of supports you will need with adult service agencies. ❑ Begin transitioning into your new adult service plan.
Being Your Own Advocate	❑ Work on communication skills and self-advocacy skills (standing up for and speaking up for yourself). ❑ Become involved with advocacy and support groups.
Assessment	❑ Verify completion of 11th grade activities ❑ Update transition assessments ❑ Include adult service providers in transition planning ❑ Determine need for post senior high school support ❑ Discuss with team whether extended services are required ❑ Independent Living assessment (IL Centers can provide) ❑ Vocational Assessments ❑ If pursuing Adult Service Program/VR ICAP and current evaluation including Psychological Evaluation & Adaptive Behavior is required (Current within last 3 years) ❑ Brigance Inventories ❑ Self Advocacy Assessments ❑ LCCE Assessments ❑ Interest and Aptitude Inventories, Questionnaires ❑ Situational assessments (vocational and independent living)
Activities/ Agency Linkages	☐ Verify graduation plan ☐ Register for Selective Service ☐ Provide community resource list ☐ Apply for post secondary vocational services

	☐ Complete intakes for needed services, Career Learning Center or Department of Labor ☐ Develop long term financial support plan ☐ Develop specific post secondary/job/ community/ recreation/home living plan with adult service agencies



Planning Your Dreams

Grade 13 & 14

PLANNING YOUR DREAMS

	One or Two Years After Graduation (Grade 13 or 14)
Learning After High School	❑ Continue to use the accommodations you need ❑ Check on referral status with Vocational Rehabilitation Services/SBVI; coordinate services ❑ Check on referral to Independent Living program; support services; coordinate services
Jobs & Job Training	❑ Use resume when applying for jobs ❑ Acquire full-time employment ❑ Ask for support when you need it! ❑ Explore one or more of the following: o competitive employment o supported employment (with job coach or natural supports) o on the job evaluation, exploration or training o continuing education (workshops/classes)
Community Participation	❑ Identify eligibility requirements and apply for adult services ❑ Register for military selective services (males, age 18) ❑ Register to vote and learn to vote at local precinct (age 18) ❑ Join and participate in adult clubs and activities ❑ Plan & host an activity ❑ Sign up for Community Education class or Park & Recreation class
Recreation & Leisure	❑ Join and participate in adult recreation activities
Home Living & Personal Skills	❑ Get the support you need in new living situations ❑ Make decisions regarding living options following high school ❑ Complete applications for support services ❑ Complete applications for independent living programs ❑ Continue independent living training plan ❑ Continue self advocacy training plan
Assessment	❑ On the job assessment ❑ Brigance Life Skill Inventory ❑ Street Survival Skills Questionnaire ❑ Brigance Inventory of Essential Skills

	❑ Checklist of Adaptive Living Skills ❑ Brigance Diagnostic to Employability Skills Inventory ❑ Curricula Assessments ❑ Independent Living Assessment (hands on observation or with agency) ❑ Informal Questionnaire ❑ Self Advocacy Assessment

If you reach a roadblock or lose direction call ...
your local school district or
Transition Services Liaison Project at 800-224-5336

Transition Assessment Tools

Transition Skills Assessment

Created to help young people progress for their transition from high school to adult life.

Student Name:	Date:

Rating Scale: I do (or ____does) this:

0=no, or no experience in this area
1=yes, with help or modifications
2=yes, no problem

EMPLOYMENT

Knowing about jobs	Student	Parent	Teacher	Average
1. Can you describe the different kinds of jobs that are available to young people in your community or state?	☐	☐	☐	☐
2. Can you describe several different possible jobs that fit well with your skills and interests?	☐	☐	☐	☐
Finding a job				
3. Do you use different ways to hunt for jobs, like reading want ads and asking friends or family members for leads?	☐	☐	☐	☐
4. Do you prepare a good resume, with the right kinds of information on it?	☐	☐	☐	☐
5. Do you complete job applications properly and perform well in a job interview?	☐	☐	☐	☐
Skills on the Job				
6. Is your attendance at work acceptable?	☐	☐	☐	☐
7. Do you arrive to work and leave the job on time?	☐	☐	☐	☐
8. Is your employer satisfied with the amount of work you do and how well you do it?	☐	☐	☐	☐
9. Do you get along well with the other workers?	☐	☐	☐	☐

LIFELONG EDUCATION AND TRAINING

Reading	**Student**	**Parent**	**Teacher**	**Average**
10. Do you accurately read short phrases and sentences? Some examples are (1) short questions on a test, (2) restaurant menus, and (3) newspaper headlines.	□	□	□	□
11. Do you accurately read short paragraphs? Some examples are (1) directions for cooking food, and (2) instructions for doing homework.	□	□	□	□
12. Do you accurately read lengthy materials? Some examples are: (1) newspaper and magazine articles, and (2) novels.	□	□	□	□
13. Do you accurately read difficult materials? Some examples are: (1) textbooks, and (2) manuals for operating a dishwasher or stereo system.	□	□	□	□
Writing				
14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test.	□	□	□	□
15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place.	□	□	□	□
16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications	□	□	□	□

Math	**Student**	**Parent**	**Teacher**	**Average**
17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator?	□	□	□	□
18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time.	□	□	□	□
19. Do you use math skills to help solve problems in school or in the community? Examples include (1) the length of a trip, and (2) developing a budget.	□	□	□	□

	Student	**Parent**	**Teacher**	**Average**
Post-Secondary Education				
20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c)	□	□	□	□
	□	□	□	□

county social services, d) other adult services, e) financial assistance. ☐ ☐ ☐ ☐

21. Can you identify a variety of post-secondary training/learning options that match your career goal? ☐ ☐ ☐ ☐
22. If you have a disability, do you ask for accommodations (when needed)?

HOME LIVING

Self Care

23. Do you have good sleeping habits? ☐ ☐ ☐ ☐
24. When you are having personal problems, do you go to friends or family members for help? ☐ ☐ ☐ ☐
25. Do you have good health habits? ☐ ☐ ☐ ☐

Nutrition and Fitness

26. Do you eat well balanced, healthy meals each day? ☐ ☐ ☐ ☐
27. Do you maintain your weight at a good level? ☐ ☐ ☐ ☐
28. Do you exercise at least three times a week? ☐ ☐ ☐ ☐

Personal Management

29. Do you get yourself up in the morning? ☐ ☐ ☐ ☐
30. Do you prepare meals for yourself? ☐ ☐ ☐ ☐
31. Do you manage money effectively? ☐ ☐ ☐ ☐
32. Do you manage time effectively? ☐ ☐ ☐ ☐

Money Management

	Student	Parent	Teacher	Average
33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change.	☐	☐	☐	☐
34. Do you shop carefully and get things for good prices?	☐	☐	☐	☐
35. Do you use a checking or savings account to manage your money?	☐	☐	☐	☐
36. Do you budget your money well enough to pay for the things you want and need?	☐	☐	☐	☐

Medical

37. Do you know what to do in emergency situations? ☐ ☐ ☐ ☐
38. Do you independently take medication? ☐ ☐ ☐ ☐
39. Do you make doctor's appointments? ☐ ☐ ☐ ☐

40. Do you know the difference between serious and minor illnesses? ☐ ☐ ☐ ☐
41. If you have a disability, can you explain it to medical personnel? ☐ ☐ ☐ ☐

COMMUNITY PARTICIPATION

42. Do you use the telephone to get information about things that you need? ☐ ☐ ☐ ☐
43. Do you know how to find transportation when needed? ☐ ☐ ☐ ☐
44. Do you have a driver's license? ☐ ☐ ☐ ☐
45. Do you use relevant community resources (e.g., health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylists)? ☐ ☐ ☐ ☐
46. Do you make appointments in the community and keep them? ☐ ☐ ☐ ☐
47. Do you locate unfamiliar destinations by asking for directions and/or using a map? ☐ ☐ ☐ ☐

RECREATION/LEISURE

Socialization/Friends	**Student**	**Parent**	**Teacher**	**Average**
48. Do you have friends your age?	☐	☐	☐	☐
49. Do you have different kinds of personal relationship (intimate friends, close friends, acquaintances)?	☐	☐	☐	☐

Leisure/Recreation Activities

50. Do you have a hobby? Some examples are (1) using, a computer (2) playing an instrument and (3) painting.	☐	☐	☐	☐
51. Do you participate in school activities?	☐	☐	☐	☐
52. Do you participate in community activities?	☐	☐	☐	☐
53. Do you find information on leisure activities of interest to you?	☐	☐	☐	☐

PERSONAL LIFE (crosses all transition areas)

Communicating With Other People	**Student**	**Parent**	**Teacher**	**Average**
54. Do you look people right in the eye when you talk to them or they talk to you?	☐	☐	☐	☐
55. Do you listen carefully to other people when they talk to you and try to understand what they are saying?	☐	☐	☐	☐

Relating to Authorities

56. If you don't understand what a teacher or employer wants you to do, do you ask questions?
57. If teachers or employers try to correct something you are doing, do you accept their help?
58. If you think that a teacher or employer isn't treating you fairly, do you stand up for your rights?

Relating to Peers

59. Do you get along well with people your own age?
60. If something isn't going well with your friends, do you work it out?
61. If you need something from a friend, do you ask for help?
62. If somebody tries to take advantage of you, do you stand up for yourself and stop this from happening?

Self Awareness

63. Do you participate in your IEP/transition planning?
64. Do you understand and effectively talk about your limitations/needs as well as strengths?

Responsibility

65. Do you complete your school assignments on time?
66. Do you come to classes regularly and on time?
67. Do you follow through on things that you tell people you will do?

Solving Problems	**Student**	**Parent**	**Teacher**	**Average**
68. When you have a problem, do you think of several ways of solving it?				
69. When you can't think of a good way of solving a problem, do you ask other people for help?				
70. After you make a decision, do you follow through on doing what you have decided?				

Independent Living Assessment in regards to the Employment Goal (from DRS)

Consumer Name:_____

Date of Evaluation:_____

Employment Goal:_____

Instructions: This is an assessment that Division of Rehabilitation Services uses to assess some consumers. This assessment is intended to obtain a general overview of an individual's independent living situation. It is designed to review arrangements that may complement or cause potential barriers to obtaining or maintaining employment. Some individuals may need a more comprehensive assessment in areas such as personal attendant care or other areas. This assessment is not intended to replace other IL assessments. Answer each question with a narrative description to include strengths, weaknesses, and issues. Some of these questions can be answered by interviewing the individual while other questions can be best answered by observations. It is best to interview and observe the individual in their current living environment.

Living Situation:

1. What is the individual's current housing situation?

2. Would the individual's housing situation interfere with employment?

3. Does the individual have the means to obtain or make lunches/snacks?

4. Does the individual have children, if yes are adequate arrangements available?

Financial:

5. Does the individual have the means to adequately manage their pay check?

6. Can the individual use vending machines?

7. Does the individual have the ability to budget their finances?

Personal Appearance:

8. Does the individual have appropriate clothes for interviews?

9. Does the individual keep their clothes neat and clean for employment?

10. Does the individual demonstrate appropriate personal hygiene to get and keep employment?

Getting to Work:

11. Does the individual have difficulty waking up in the morning?

12. Does the individual have adequate time management skills to complete all tasks required to go to work?

13. Does the individual need services to get ready for work?

14. Can the individual get to and from work for jobs that are in walking distance?

15. Does the individual have means for transportation when the employment is not in walking distance?

Socialization/Personal:

16. Does the individual have any hobbies or recreational activities?

17. Could these activities interfere with employment?

18. Are there any cultural, religious or extended family considerations?

19. Does the individual have the ability to schedule and prioritize their activities?

Summary:

Independent Living Issues that could jeopardize or be barriers to the employment goal?

Independent Living Strengths that would complement the employment?

Recommendations:

The following questions have a description of the type of information that should be assessed for each question (in the prior Independent Living assessment). It is not possible to list all the types of situations that should be considered and the list below is a general list for consideration.

Living Situation:

1. What is the individual's current housing situation?
    - The physical housing situation such as owning, renting, subsidized, house, or apartment.
    - Other people living with the consumer such as children, roommates, spouse,
    - Description of the current location such as in high crime area, rural, next to noisy areas,
    - Description or other barriers in the individual's living situation that may impact the ability to gain or maintain employment.

2. Would the individual's housing situation interfere with employment?
    - If the person is receiving subsidized housing, are they complying with the requirements?
    - Could other people living with the individual be potential problems for the consumer to attend work?
    - Could other people who are not living with the individual be potential problems?
    - Could the noisy area impact the person's ability to get adequate sleep?.
    - Other people living with the consumer such as children, roommates, spouse,

3. Does the individual have the means to obtain or make lunches/snacks?
    - Can the individual make their lunch for work?
    - If not, does the individual have someone who can assist them in making lunches?
    - Is the individual capable of a buying luncheon supplies from a store?
    - Can the individual purchase or obtain lunches at or near their work?
    - Is this an affordable option?

4. Does the individual have children, if yes are daycare and backup daycare arrangements available?
    - Does the individual have children or other dependents in the family unit they take responsibility for?
    - Is there someone else at the home to provide daycare services? If yes, are they reliable?
    - Does the individual have a reliable daycare provider? If yes, are they reliable
    - Does the individual have a backup daycare provider?
    - Does the individual have a plan for the children in the event of a medical emergency?

Financial:

5. Does the individual have the means to adequately manage their pay check or income?
    - Has the individual ever received a paycheck before?
    - Can or does the individual do direct deposit with their paycheck?
    - How much is the person's monthly living expenses?
    - Is the individual keeping up with their bills?
    - Does the individual have any major outstanding bills?
    - Has the individual over extended their credit cards?
    - Does the individual have any legal issues pending due to financial circumstances?
    - Are there any outstanding judgements against the person?
    - Does the individual understand if they have SSI or SSDI, when they get their payment and how much it will be?
    - Is the individual capable of reporting their wages to SSA?
    - Does the individual have any current issues or overpayment payment problems from SSA?

6. Can the individual use vending machines?
    - Can the individual count small amounts of money?
    - Is the individual capable of operating a vending machine?
    - Could accommodations on a vending machine assist the individual?

7. Does the individual have the ability to budget their finances?
    - Does the individual maintain a checking account?
    - Does the individual have a history of balancing their budget and managing their income?
    - Does the individual have support services to help them maintain their budget?

Personal Appearance:

8. Does the individual have appropriate clothes for interviews?
    - Does the individual have appropriate clothes and shoes to wear for an interview?
    - Does the individual have the knowledge and ability to launder and iron their clothes?

9. Does the individual keep their clothes clean and presentable for employment?
    - Does the individual keep their clothes hung on hangers or folded on shelves?
    - Does the individual have access to a washing facility?
    - Does the individual have access to an iron and iron board?
    - How often does the individual wash their clothes?
    - How often does the individual change their clothes?
    - Does the individual need special clothing because of their disability?

- Does the individual have difficulty finding clothes to wear?
- Describe the amount and condition of clothes the individual has.

10. Does the individual demonstrate appropriate personal hygiene to get and keep employment?
    - Does the individual appear to have good personal hygiene?
    - How often does the individual bathe?
    - Does the individual have any medical conditions that effect their personal hygiene?
    - Does the individual have adequate personal hygiene skills and financial resources for personal hygiene?
    - Does the living arrangement cause problems with regular bathing?

Getting to Work:

11. Does the individual have difficulty waking up in the morning?
    - Does the individual have an alarm clock?
    - Does the individual have a history of over sleeping and missing appointments?
    - Is the individual taking any medications that cause problems related to waking up in the morning?
    - Does the individual feel they are a morning or evening person?
    - What time of day does the individual usually wake up?
    - How long does it take the individual to get ready in the morning?

12. Does the individual have adequate time management skills to complete all tasks required to go to work?
    - Is the individual capable of learning new methods to meet their timelines?
    - Can accommodations be made to complete all tasks required?
    - Can the individual's schedule or routine be changed to complete all tasks?

13. Does the individual need services to get ready for work?
    - Does the individual remember to take their medication on a regular basis?
    - Does the individual allow enough time to get prepared for work?
    - Is the person's disability such that they need someone to provide them assistance in getting ready in the morning? Describe.

14. Can the individual get to and from work for jobs that are in walking distance?
    - What distance is the individual capable of walking in poor weather conditions?
    - If the individual could walk to work, are there any weather conditions that would impact the person's ability to walk to work?

15. Does the individual have means for transportation when the employment is not in walking distance?
    - Does the individual live close to or have access to public transportation?

- Are there any restrictions to the public transportation for the individual, i.e. para-transit eligibility, etc.?
- Would the individual be able to ride a bike to work?
- Does the individual have friends, family or support services to provide transportation to and from work?

Socialization/Personal:

16. Does the individual have any hobbies or recreational activities?
    - Does the individual have regular sports or social events that they participate in?
    - Does the individual tend to be consume alcohol or party to a level it could interfere with employment?

17. Could these activities interfere with employment?
    - How often does the individual participate in these activities?
    - How late would the person get home?
    - Do these activities require time during the day?
    - Is the individual willing to miss these activities at times if they had to work late or travel.

18. Are there any cultural, religious or extended family considerations?
    - Does the individual have any cultural, religious or extended family who might impose on the individual's current living situation? This could include issues with child care arrangements, brothers, sisters or parents.
    - Are there any issues related to these people that could cause issues for the individual's employment?
    - Does the individual attend cultural or religious events on a regular basis?
    - Could cultural or religious activities interfere or restrict the person's work schedule?

19. Does the individual have the ability to schedule and prioritize their activities?
    - Is the individual flexible in adjusting their schedule at home to accommodate work?
    - What does the individual express as their highest priority?
    - Where is employment in their list of priorities?
    - What is the individual's goal to live more independently?

DIVISION OF REHABILITATION SERVICES
APPROVED FEES FOR ACCREDITED COMMUNITY
REHABILITATION PROGRAMS - PROVIDER TYPE I

SERVICE	FEE RATE
Comprehensive Vocational Evaluation	$ 1,025
Limited Vocational Evaluation	$ 470
Situational Evaluation	$ 30/hr
Situational Assessment Incentive	$ 848
In House Work Adjustment (Segregated)	$ 234/wk
Half-Time	$ 129/wk
Out of House Work Adjustment (Integrated)	$ 256/wk
Half-Time	$ 141/wk

Job Development\Placement Packages

Individual placed into employment*(Successful Placement only)	$630
Placed into employment within 30 days	$105
Maintained Employment 90 Days	$ 103
Successful 26 Closure	$ 229
Significant Disability	$ 105
Wages meet or exceed current average annual wage ***	$ 115
Maximum Fee --	$1,287

If the services does not result as a placement into community Employment. The base 25 hour package ---------- $ 500 package
In situations where the individual does not complete services and less then 25 hours were provided, the services are prorated at --- $ 20/ hour

Individual placed into employment ** (Enclave Placement)	$ 105
Placed into employment within 30 days	$ 105
Maintained Employment 90 Days	$ 103
Successful 26 Closure	$ 229
Significant Disability	$ 105
Wages meet or exceed current average annual wage ***	$ 115
Maximum Fee --	$ 762

Job Coaching *	**$ 30/hr**
Employment\Follow Along *	**$ 30/hr**
Independent Living Evaluation & Training (Community Based)	**$ 30/hr**

APPROVED FEES FOR CONSUMER CERTIFIED PROVIDERS - PROVIDER TYPE II

SERVICE	FEE RATE
Job Coaching *	**$ 30/hr**
Employment\Follow Along *	**$ 30/hr**
Independent Living Evaluation & Training (Community Based)	**$ 30/hr**
Billable time for services above for Provider II will include any time directly related to a consumer's rehabilitation.	

APPROVED FEES FOR DEPARTMENT CERTIFIED PRIVATE PROVIDERS - PROVIDER TYPE III

SERVICE	FEE RATE
Job Coaching *	**$ 30/hr**
Employment\Follow Along *	**$ 30/hr**
Independent Living Evaluation & Training (Community Based)	**$ 30/hr**
Situational Evaluation	**$ 30/hr**
Situational Assessment Incentive	**$ 848**

Job Development\Placement Packages

Individual placed into employment *(Successful Placement only)	**$ 630**
Placed into employment within 30 days	**$ 105**
Maintained Employment 90 Days	**$ 103**
Successful 26 Closure	**$ 229**
Significant Disability	**$ 105**
Wages meet or exceed current average annual wage ***	**$ 115**
Maximum Fee --	**$1,287**

If the services does not result as a placement into community Employment. The base 25 hour package ---------- $ 500 package
In situations where the individual does not complete services and less then 25 hours were provided, the services are prorated at – $ 20/ hour

Individual placed into employment ** (Enclave Placement)	**$ 105**
Placed into employment within 30 days	**$ 105**
Maintained Employment 90 Days	**$ 103**
Successful 26 Closure	**$ 229**
Significant Disability	**$ 105**
Wages meet or exceed current average annual wage ***	**$ 115**
Maximum Fee --	**$ 762**

Billable time for Job Coaching and Follow Along Services for Provider II will include any time directly related to a consumer's rehabilitation.

*** Units in Billable Time.**

These fee rates are for billable time only. Billable time for these services includes the time spent providing direct services for the client. Billable time can also include the time spent on travel as described below. Time spent in meetings, writing reports, and other non service activities are already part of the hourly costs and should not be duplicated.

**** Placement into Enclaves.**

A one time job placement package of $612 is allowable when an enclave is initially developed and the DRS\SBVI client authorized for placement services is the first successful placement in the enclave. Additional placements and placements in an existing enclave would use the $102 package rate.

***** Current Annual Wages** An incentive of $111 will be paid if the individual's income at the time of the 26 closure, meets or exceeds the annual income of $12,000.

COMPENSATION FOR TRAVEL

Costs for local travel is included in all fee rates. But to promote services in rural areas and compensate these additional costs, the following reimbursement procedure has been established:

- Reimbursement is allowable when authorized services are provided at a location of 20 miles out of city limits where the facility is located.
- Travel time will be reimbursed at a minimum of $18/hr or 80% of the current fee rate, which ever is greater.
- Reimbursement must be authorized by the counselor prior to the start of services.

Reimbursement may include travel time and mileage. Travel time will be calculated from portal to portal. Mileage will to be paid in accordance with the rates and rules established by the South Dakota State Board of Finance Travel Regulations. For billing purposes, the number of hours worked, and odometer readings must be included in the report.

Situational Assessments

Situational assessments are essentially the observations of people performing work situations in real work settings. It involves a practice of observing, evaluating, and reporting over a period of time. During this assessment, a consumer's behavior and work performance in a job situation and interaction with other employees is observed. This type of evaluation helps the consumer learn the role of a worker and allows the evaluator to assess many more work behaviors than can be explored with standardized vocational testing approaches.

Requirements

For situational assessments to be effective, an appropriate work site must be utilized, adequate supervision provided and a means to gather information. Situational assessments funded by DRS and SBVI must include the following requirements:

1. Work site must be with a business in the community, not a segregated workshop.
2. Work site must be in the area of the consumer's interest and choice.
3. Work site must not be part of an enclave, mobile crew or other group models. (These models should utilize Work Adjustment rates)
4. Consumer must perform the work duties as part of the assessment. Receiving a tour or observing a job is not considered part of a situational assessment.
5. Observations and comments will be recorded on a Situational Assessment report form DHS-347.

The amount of hours authorized needs to be individualized based upon the employment setting, difficulty of the job, individual's stamina and other potential factors. The billable time for a situational assessment is the actual amount of time the provider spends with the consumer at the job site or gathering information from the employer for input in assessment. Compensation for travel time is not paid unless the provider has to travel more then 20 miles out of city limits to provide the service. Report writing or meeting time is already included in the cost of the fee rate and should not be paid as billable time.

Incentive Fee Rate

Good situational assessments are developed specifically to meet the needs and interest of a consumer. At times good situational assessments will lead into permanent employment for a consumer. To help promote the development of innovative

assessments and quality services, a financial incentive of $848 will be paid to a provider when all the following conditions are met:

1. The individual had an IPE with a specific vocational goal prior to starting the assessment;
2. The individual wants to continue working at the employment site of the situational assessment;
3. The employer offers a paid position with a definitive start date; and
4. The individual's case is a successful closure (26 closure as defined by DRS & SBVI).

This incentive pay can be authorized at the time of the situational assessment or prior to closing the consumer's case successfully rehabilitated.

Insurance Coverage

The most significant barrier to establish an employment site for a situational assessment is the employer's concern on insurance coverage. Enclosed is a copy of the insurance policy that has been purchased specifically for DRS & SBVI consumers participating in situational assessments. This policy will cover $10,000 for medical expenses and $5,000 for death benefits. Only DRS or SBVI consumers who are authorized for a situational assessment are covered under this policy. In the event a consumer gets injured or dies during a situational assessment, please contact the VR Counselor as soon as possible.

Situational Assessment

Situational Assessments are essentially the observations of people in work situations. It involves a practice of observing, evaluating, and reporting over a period of time. During this assessment, a consumer's behavior and work performance in a job situation with other employees is observed. This type of evaluation helps the consumer learn the role of a worker, allows the evaluator to access many more work behaviors than can be explored with standardized vocational testing approaches.

For situational assessments to be effective an appropriate work site must be utilized, adequate supervision provided and a means to gather information. Situational assessments funded by DRS and SBVI must include the following requirements:

1. Work site must be with a business in the community, not a segregated workshop.
2. Consumer must perform the work duties as part of the assessment. Receiving a tour or observing a job is not considered part of a situational assessment.
3. Observations and comments will be recorded on a Situational Assessment report form approved by the Division of Rehabilitation Services.

CONDUCT SITUATIONAL
ASSESSMENTS TO DETERMINE:

1. ENDURANCE
2. STRENGTH
3. COMMUNICATIONS SKILLS
4. RESPONSE TO SUPERVISION
5. JOB PREFERENCES
6. RESPONSE TO FACTORS IN THE ENVIRONMENT (i.e., noise, movement, objects, space, etc.)
7. OPTIMAL TIME OF WORK PERFORMANCE
8. RESPONSE TO CO-WORKERS, ETC.

Some materials that can assist your students in identifying their work interests, skills and abilities include:

- Career Development Checklist (see attached)
- Awareness Phase (see attached)
- Situational Assessment (see attached)
- Reading Free Interest Inventory (your cooperative)
- Junior Choices (computer disk at each middle school)
- Career O'Roma (computer CD at each middle school)
- Future Choices (computer disk at each high school)
- Discover Program (computer program at each high school)
- The Career Game (pamphlet at each high school & middle school)

SITUATIONAL ASSESSMENT FORM

Consumer Name: _____ Date: _____

Employment Specialist: _____Hours:_____

Location of Assessment: _____ Type of Job: _____

I. Referral Reason:

_____
_____
_____
_____

II. Description of Job and Employment Setting:

_____
_____
_____
_____

III. Evaluation:

DIRECTIONS: Record an "X" in the appropriate space that best describes the consumers abilities, behaviors, characteristics, or activities. Record “NO” if the situation was not observed. Record “NA” if the section does not apply. In the comment section, describe the behavior, characteristic, or activity when appropriate. When applicable, include the frequency of its occurrence and the environment it occurs. (Include the antecedent, consequences, location, people, etc.).

1. Strength, Lifting and Carrying

_____ less than 10 lbs. _____ 10-29 lbs. _____ 30-40 lbs. _____ more than 40 lbs.

Comments:

_____
_____
_____

2. Ability to Grip and Hold Objects

_____ Small, light objects _____ Small, heavy objects _____ Large, light objects

_____ Large, heavy objects _____ Needs assistance when holding objects

Explain grip strength by using examples:
_____
_____
_____

3. Endurance
___ Less than 2 hours ___ 2-3 hours ___ 3-4 hours ___ More than 4 hours

Comments:
_____
_____
_____

4. Physical Mobility
_____ Sit/Stand in One Area _____ Fair Ambulation _____ Stairs/Minor Obstacles
_____ Physical Abilities _____ Mobility assistance is needed (describe below, wheelchair, walker, etc.)
Comments:
_____
_____
_____

5. Independent Work Rate (no prompts)
_____ Slow pace _____ Steady/average pace
_____ Above average/sometimes fast pace _____ Continual fast pace
Comments:
_____
_____
_____

6. General Appearance
_____ Unkept/poor hygiene _____ Unkept/clean _____ Neat/clean but clothing unmatched
_____ Neat/clean and clothing matched _____ Wears appropriate work place attire (shoes, boots, etc.)
Comments:
_____
_____
_____

7. Communication
____ Uses sounds/gestures ___ Uses key words/signs _____ Does not speak clearly

____ Communicates clearly ___ Uses a communication device ___ Intelligible to strangers
Comments:
_____
_____
_____

8. Social Interactions
_____ Polite, responses appropriate _____ Initiates social interactions
_____ Initiates social interactions infrequently _____ Rarely interacts appropriately
Comments:
_____
_____
_____

9. Ability to handle stress
_____Shows no sign of stress or fatigue ____Shows some sign of fatigue
_____Shows stress or fatigue frequently
Comments:
_____
_____
_____

10. Observations during breaks
__ Operates vending machine without assistance __ Takes breaks and returns to work on time
__ Interacts appropriately during break
Comments:
_____
_____
_____

11. Correspondence
____ Reads simple words ____ Reads sentences ____ Reads and understands written material
___Writes simple words ___Writes complete sentences ___Types and is able to use a computer
Comments:
_____
_____
_____

12. Attention to Task/Perseverance

_____ Frequent prompts, cues and supports required _____ Intermittent prompts required

_____ Infrequent prompts/low supervision _____ No prompts required

Comments:

_____

_____

_____

13. Independent Sequencing of Job Duties

_____ Unable to perform tasks in sequence _____ Performs 2-3 tasks in sequence

_____ Performs 4-6 tasks in sequence _____ Performs 7 or more tasks in sequence

Comments:

_____

_____

_____

14. Initiative/Motivation

___ Always seeks work ___ Sometimes volunteers ___ Waits for directions ___ Avoids next task

Comments:

_____

_____

_____

15. Adapting to Change

_____ Change easily _____ Rigid routine required _____ Some difficulty _____ Great difficulty

Comments:

_____

_____

_____

16. Reinforcement Needs

_____ Frequent required _____ Daily _____ Weekly ___ Reinforcements available at work site

Describe the type and amount of reinforcement needed:

_____

_____

_____

17. Interest (Observed) in Working in this Environment/Job

_____ Very _____ Some w/reservations _____ Unsure

_____ Not interested

Comments:
_____
_____
_____

18. Discrimination Skills of Work Supplies
___ Not capable ___ Has difficulty/needs cues ___ Distinguishes between work supplies
Comments:
_____
_____
_____

19. Time Awareness
___ Unaware of time and clock function ___ Identifies breaks/lunch ___ Tells time to the hour ___ Returns to work after break/lunch ___ Tells time in hours/minutes
Comments:
_____
_____
_____

20. Handling Criticism/Stress
_____ Resistive/argumentative _____ Withdraws into silence
_____ Accepts criticism/does not change _____ Accepts criticism/attempts to improve
If this varies, indicate with whom, male or female, co-worker and/or supervisor etc..
Comments:
_____
_____
_____

21. Orienting to the Environment
_____ Small Area Only _____ One Room _____ Several Rooms
_____ Building Wide _____ Building and Grounds
Comments:
_____
_____
_____

22. Travel Skills
_____ Requires bus/cab training _____ Street crossing abilities (difficulty crossing street) _____ Able to make own travel arrangements _____ Uses bus/cab independently (with or w/out transfers)
Comments:
_____

_____
_____

23. Behaviors that are not typical or acceptable of the workplace
_____ None _____ Few _____ Many
If so, describe behavior and the time of day and who may be close to him/her at the time.
Comments:
_____
_____
_____

24. Asking for Assistance
_____ Peers _____ Co-workers _____ Acquaintances _____ Persons in authority
_____ Does not ask
Comments:
_____
_____
_____

IV. Summary/Recommendations:

1. Functional Limitations in Performing the Job Duties
_____ Many _____ Some _____ None _____ Can be improved with accommodations or training
Explain:
_____
_____
_____
_____
_____

2. Recommendation for Job Restructuring or Accommodations
Explain:
_____
_____
_____
_____
_____

3. Recommended Services/Supports that May be Needed to Perform Job Duties

___ Clothing/uniform ___ Transportation ___ Medication (monitoring)

___ Financial Planning ___ Assistive device/accommodations ___ Tools/equipment
___ Job coaching ___ Other
Explain:

_____
_____
_____
_____
_____
_____
_____
_____

Parent Letter Examples

Example #1

Dear Parent:

Transition Planning begins when your son or daughter turns 16 years old, or younger if appropriate. This simply means that we want to ensure that your son or daughter has the same learning opportunities as their non disabled classmates. Your child is learning and developing skills needed to live in the community and work in the community with supports as needed. Your child will leave the school system with dreams and high expectations. We will assist you and your child throughout these years in connecting up with community services to assist in this transition process.

We will be exploring interests and skills in the areas of work, independent living, community participation, adult service programs (community services), after high school work training/educational opportunities, and various assessments to assist us in identifying your child's interests and skills in these areas.

You could assist us in this process by letting us know your thoughts to the following questions...

1. What type of job has your child talked about doing when they grow up?

2. What kinds of things does your child like to do in their free time?

3. What topics does your child talk about at home?

4. Does your child have friends that he/she participates with on a weekly basis?

5. What kinds of tasks does your child do around the home to help out?

6. What kinds of community activities does your child participate in?

7. What would you like me to know about your child?

8. What do you hope your child learns this year?

Thank you for helping us get to know you and your child better! If you have any specific questions about transition planning please let me know.
Very Sincerely,

Example # 2

Dear _____

During the IEP meeting this year we will be trying something new -- Transition Planning. This is a process in which the IEP team will do long term planning. We will look at where the student is going and what skills and linkages to other agencies he/she needs. The goal is to work together to ensure that the student has the opportunity to gain employability, social, and living skills important to make the transition from school to work and community living. Not only are these foundation skills important for your child, but we are working to provide you with resources and information about adult services so your son's/daughter's transition after high school is as easy as possible.

For the school to work with you and other agencies in getting your child ready for the world of work, the following information would be helpful for transition planning.

Student Name _____
Other agencies involved with student either currently or projected after graduation.

_____
_____

When your student made a transition in the past, e.g. from one school to another, what were the problems encountered, if any.

_____
_____

I. Vocational Needs:

1. When your student graduates from public school would you like your student to participate in:

   _____ Supported Employment / Job Coach
   _____ Vocational School
   _____ Competitive Part-Time Employment
   _____ Competitive Full-Time Employment
   _____ College
   _____ Others

2. Which kind of jobs does your student seem interested in?_____
   _____

3. What kinds of jobs does he/she dislike?_____
   _____

4. Are there any medical concerns relating to your student placement. If so, what?_____

5. What skills do you think need to be developed to help your student reach his/her vocational goals?_____
   _____

6. What vocational classes would you like your student to be enrolled in?_____
   _____

7. What academic classes would your student need to prepare for future employment._____
   _____

II. Personal Management / Living Arrangement

1. What duties or responsibilities does your student presently have at home?__
   _____

2. What other duties would you like your student to be able to do at home?
   _____
   _____

3. Following graduation from the public school, what do you think your student's living situation will be? _____
   _____

Which of these independent living areas do you feel your student needs instruction in?

_____ Clothing care
_____ Meal preparation/nutrition
_____ Hygiene/grooming
_____ Transportation
_____ Parenting
_____ Household management
_____ Consumer skills
_____ Community awareness
_____ Money management
_____ Safety
Sex education
_____ Health/First Aid
_____ Others _____
_____
_____

III. Leisure/ Recreation Needs

1. What leisure/recreation activities does your student participate in when alone?
   _____
   _____

2. What leisure/recreation activities does your student participate in with your family?
   _____
   _____

3. What leisure/recreation activities does your student participate in with friends?
   _____
   _____

4. Are there any other leisure/recreation activities you would like your student to participate in? _____
   _____

5. Are there any leisure/recreation activities you do not want your student to participate in? _____
   _____

6. What classes/activities would you like your student to participate in to develop more leisure interest and skills? _____
   _____

IV. Financial

1. Will your student have:

_____ earned income
_____ insurance
_____ food stamps
_____ Supplemental Security Income (SSI)
_____ unearned income
_____ general public assistance
_____ trust/will
_____ other support

What would you like the school district staff to do to assist you in planning for your student's needs during high school and after graduation?

We will be contacting you before fall conference to set up a specific time to meet. Let us work together to ensure a smooth transition for your student.
Sincerely

Example #3

The following is a Transition Assessment for Parents, a tool for transition at the IEP meeting.

ASSESSMENT FOR PARENTS

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment:
I think my son/daughter could work in:

_____ Full time regular job (competitive employment)
_____ Part time regular job (competitive employment)
_____ A job that has support and is supervised, full or part time (supported employment)
_____ Military Service
_____ Volunteer work
_____ Other:

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that…

To work, my son/daughter needs to develop skills in:

Education:
Future education for my son/daughter will include (check all that apply):
_____ College or University
_____ Community College
_____ Vocational training
_____ On-the-job training
_____ Personal development classes
_____ Other

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

Residential/Living:
After graduation my son or daughter will live:
_____ On his/her own in a house or apartment
_____ With a roommate
_____ In a supervised living situation (group home, supervised apartment)
_____ With family
_____ Other:

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:
When my son/daughter graduates I hope he/she is involved in (check all that apply):
_____ Independent recreational activities
_____ Activities with friends
_____ Organized recreational activities (clubs, team sports)
_____ Classes (to develop hobbies, and explore areas of interest)
_____ Supported and supervised recreational activities
_____ Other:

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that:

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Transportation:
When my son/daughter graduates he/she will (check all that apply):

_____ Have a driver's license and car
_____ Walk, or ride a bike
_____ Use transportation independently (bus, taxi, train)
_____ Use supported transportation (family, service groups, car pool, special program)
_____ Other:

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.

Social/Interpersonal:

_____ Making friends
_____ Setting goals
_____ Family relationship
_____ Handling legal responsibilities
_____ Handling anger
_____ Communicating needs/wants
_____ Relationships with the opposite sex
_____ Counseling
_____ Other:

Personal Management:

_____ Hygiene Safety
_____ Mobility/transportation
_____ Domestic skills
_____ Money management/budgeting
_____ Time/time management
_____ Personal care
_____ Other:

Health:

_____ Ongoing care for a serious medical condition
_____ Sex education
_____ AIDS awareness
_____ Information on drug/chemical abuse
_____ Other:

Community Supports:

____ Cooperative Extension Source
____ Independent Hiring Center
____ College Students
____ DakotaLink (Assistive Technology Systems)
____ Planned Parenthood
____ Neighbors
____ Red Cross Safety Course
____ YWCA
____ Drivers Education
____ Employment Services
____ Child Care

Example #4

STUDENT / PARENT QUESTIONNAIRE

The following questions will help you (and your parents) think about your preferences and interests as well as services you will need after leaving high school. School staff will use your answers to assist you in planning and locating services that match your future plans. Your parent/guardian can help you answer these questions.

1. Please give your age, grade level and date of graduation:

   Age _____ Grade _____ Graduation Date (if known) _____

2. What do you plan to do after you leave school?

3. What are your preferences and interests in moving into the adult world?

4. What do you want for yourself during the next year after leaving school; in 5 years; 10 years?

   Employment:

   Education:

   Living Arrangements:

5. What most concerns you about your future?

6. Are you presently in contact with any agencies that will or may be involved with you after graduation? Do you plan to make or maintain contact?

7. Do you feel you can advocate for yourself when you graduate from high school, or does your parent/guardian or someone else need to advocate for you on your behalf?

8. With whom and where would you like to live?

9. Where would you like to work? What kind of work would you like to do?

10. What recreational/leisure facilities have you used? Which ones would you like to use when you graduate from high school?

11. In what areas do you feel that you will need assistance to plan when you leave school?

____ Vocational	_____ Placement
____ Work training	_____ Financial
____ Residential placement	_____ Recreation/leisure
____ Social relationships	_____ Independent living
____ Transportation	_____ Sexual awareness

Adopted from Mark Murphy, Santa Clare County

TRANSITION QUESTIONNAIRE

What are your dreams and goals for your future?

What worries you the most about your future?

How can your parents, teachers, and school help you reach your goal?

EDUCATION:

What classes do you like the most?

What classes are you successful in? Why?

What classes are the hardest for you? Why?

Are your classes modified to help you succeed?

How do you learn best?

What skills do you want to learn that could be taught in school?

What further educational training do you want to get?

CAREER QUESTIONS:

What job would you like to have in 2 years? _____
5 years? _____
10 years? _____

What skills will you need to get the job you want?

What kinds of things do you think you're good at?

What are you not good at?

What kind of training or education would you like to have after high school?

What would your ideal job be?

What do you need to reach your job/career goals?

What job shadowing or job try-outs would you like to explore?

What kind of work experience have you had?

COMMUNITY/RESIDENTIAL QUESTIONS:

Where do you want to live after you leave school?

What will you have for transportation after you leave school?

What chores or jobs do you do at home that will help you be more independent as an adult?

What household skills do you need help with (cooking, cleaning, budgets, etc.)?

What will you do to take care of your money after school?

Do you need help with money and banking skills?

MEDICAL/LEGAL QUESTIONS:

Do you have a family doctor? _____
dentist? _____

Do you have any medical needs that will have to be looked after after you leave school?

If you have a legal problem, how will you handle it? Who would help you?

Who would you contact in case of emergency?

What kinds of insurance will you need, and how will you pay for it?

RECREATION AND LEISURE QUESTIONS:

What do you like to do for fun?

What are your hobbies and interests?

Is there something you'd like to learn how to do? (bowling, swimming, etc.)

Are there any school activities that you would like to take part in?

Do you like to spend your free time alone or with others?

SOCIAL AND INTERPERSONAL QUESTIONS:

How do you handle conflicts and solve problems?

Who do you go to when you have a problem?

Do you have someone that you can talk to when things are not going well?

List the friends you hang out with.

Example #5

Parent/Guardian Attitude Survey

As a person with responsibility for a person with mental retardation, your knowledge and experience are needed to help educators to develop better programs for people with mental retardation of all ages. By taking 10 minutes to answer these questions about your son or daughter, you will be performing a service for all people with mental retardation. Because this questionnaire goes to parents and guardians of both children and adults, some of the questions will be more appropriate than others to your situation. Choose the best response for each item and write its corresponding numbers in the box provided. If you care for more than one person with mental retardation, answer these questions about the oldest one. If you and other caregivers share responsibility for the person, the person with the most knowledge of the individual's daily life should complete the questionnaire. The information you provide will be strictly confidential.

1. What is the sex of your son or daughter?

☐
   1. Female
   2. Male

2. What is his or her age?

☐
   1. 17 years or less
   2. 18-22 years
   3. 23-30 years
   4. 31-40 years
   5. 41 or over

3. What is his or her approximate developmental (IQ) level?

☐
   1. Profound retardation (IQ 19 or below)
   2. Severe retardation (IQ 20-35)
   3. Moderate retardation (IQ 36-51)
   4. Mild retardation (IQ 52-67)
   5. Borderline (IQ 68-83)

4. Where does he or she live?

☐
   1. In a state residential facility
   2. In an intermediate care facility
   3. With his or her own parent(s) or guardian(s)
   4. In a group home
   5. In an apartment with other people with disabilities
   6. Other (Please describe)

      _____

5. What is his or her primary way of communicating with others?

☐
   1. Does not communicate meaningfully
   2. Communicates with sounds or gestures
   3. Speaks in one- or two-word phrases
   4. Uses limited manual sign or picture/symbol communication (vocabulary under 10 words)
   5. Speaks in sentences but speech is not clear to others
   6. Speaks clearly in sentences
   7. Uses manual sign or picture/symbol communication in a fluent manner

6. How much help does your son or daughter require in personal care (e.g., feeding, toileting, dressing, bathing)?

☐
1. Nearly total assistance required
2. Major assistance required
3. Some assistance required
4. Minor assistance required
5. No assistance required

7. Please check one or more of the items below that describe(s) the physical abilities of your son or daughter.

____ 1. Has no physical, visual, or hearing impairment(s)

____ 2. Has visual or hearing impairment(s) not correctable by glasses or hearing aid

____ 3. Has impaired use of one or both hands

____ 4. Uses wheelchair regularly but is usually pushed by others

____ 5. Uses wheelchair regularly but usually propels chair independently

____ 6. Usually walks but needs some help or is very slow

Questions 8-27 ask about the daily activities of your son or daughter in a day program or on the job.

8. At present, how much money does your son or daughter make, on the average, for his or her daily work activities?
    1. No pay
    2. Less than $1 hour
    3. $1.01-$2.50 per hour
    4. $2.51-$3.35 per hour
    5. Above $3.35 per hour
    6. Don't know or not applicable

9. In your opinion, under ideal working conditions, how much do you believe your son or daughter should earn?
    1. No pay

2. Somewhat less than now
3. Same as now
4. Somewhat more than now
5. Much more than now

10. At present, how often does your son or daughter have contact with people without disabilities other than supervisors or teachers in daily work activities?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
11. In your opinion, how much contact with people without disabilities would be best for your son or daughter during his or her work activities?
    1. Much less than now
    2. Somewhat less than now
    3. Same as now
    4. Somewhat more than now
    5. Much more than now
12. At present, how often does your son or daughter have the opportunity to advance to a job that pays more or has more responsibility?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
13. In your opinion, how often should your son or daughter have the opportunity to advance to a job that pays more or has more responsibility?
    1. Much less than now
    2. Somewhat less than now
    3. Same as now
    4. Somewhat more than now
    5. Much more than now
14. At present, how often does your son or daughter perform tasks on his or her own, without a supervisor nearby to help?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
15. How much of the time would you prefer that your son or daughter perform tasks on his or her own without a supervisor nearby to help?
    1. Much less than now
    2. Somewhat less than now
    3. Same as now
    4. Somewhat more than now
    5. Much more than now

16. At present, how often is your son or daughter expected to look and act as a "normal" adult in his or her work activities?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
17. In your opinion, how often should your son or daughter be expected to look and act as a "normal" adult in his or her work activities?
    1. Much less than now
    2. Somewhat less than now
    3. Same as now
    4. Somewhat more than now
    5. Much more than now
18. At present, how often does your son or daughter complete the same work tasks as people without disabilities?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
19. In your opinion, how often should your son or daughter complete the same work tasks as people without disabilities?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
20. At present, how often is your son or daughter teased or taken advantage of by others during work activities?
    1. Never
    2. Rarely
    3. Sometimes
    4. Frequently
    5. Don't know or not applicable
21. In your opinion, how capable is your son or daughter of protecting him- or herself from being teased or taken advantage of during work activities?
    1. Not at all capable
    2. Slightly capable
    3. Somewhat capable
    4. Very capable
    5. Don't know or not applicable
22. How do you feel about the following statement, "Work should be a normal part of life for my son or daughter"?
    1. Strongly agree
    2. Mildly agree

3. Not sure
4. Mildly disagree
5. Strongly disagree

23. Are the work activities that your son or daughter performs most of the time too easy, too hard, or about right, considering his or her ability?
    1. Too hard
    2. About right
    3. Too easy
24. Overall, how satisfied are you with your son's or daughter's present work activities?
    1. Not very satisfied
    2. Somewhat satisfied
    3. Satisfied
    4. Very satisfied
25. At present, where does your son or daughter spend most of his/her working hours?
    1. Activities center with other individuals with mental retardation (e.g., training may include cooking, recreation, and work skills development but clients are generally not paid)
    2. Sheltered workshop (e.g., he or she works with other persons with disabilities performing assembly or production contract work for piece-rate wages, usually below minimum wage)
    3. Enclave (e.g., he or she is still enrolled in a workshop program but works in a group or crew with other persons with disabilities in a regular community business or industry)
    4. Competitive employment (e.g., he or she works for a regular community business or industry with nondisabled persons performing regular jobs for at least minimum wage)
    5. Other (Please describe)

       _____
       _____
26. If you have your choice, where would you prefer your son or daughter to spend most of his or her working hours? (Refer to question 25 for descriptions)
    1. Activities center with other individuals with mental retardation
    2. Sheltered workshop
    3. Competitive employment
    4. Other (Please describe)

       _____
       _____
27. For how many years has your son or daughter been in his or her current job or program?
    1. Less than 1 year
    2. 1-2 years
    3. 3-4 years
    4. 5 years or more

Questions 28-32 ask for information about you and your family.

28. How far did you go in school?
    1. Grades 1-8
    2. Grades 9-12
    3. After high school technical school
    4. College
29. What type of job is held by the main wage earner in your household?
    1. Farmer or rancher
    2. Protective or service worker (firefighter, police officer, domestic worker, repair person, attendant, sales person, etc.)
    3. Manual worker (laborer, carpenter, etc.)
    4. Clerical worker (office worker, secretary, typist, etc.)
    5. Business person (outside sales, insurance, real estate, banker, etc.)
    6. Proprietor or manager
    7. Professional
    8. Not working

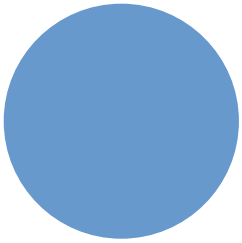
30. What is your sex?
    1. Female
    2. Male

31. What is your relationship to the person with mental retardation asked about in these questions?
    1. Mother or father
    2. Other relative (Please describe)

       _____
    3. Legal guardian
    4. Foster parent
    5. Counselor
    6. Friend
    7. Other (Please describe)

       _____

32. Are you or anyone in your household a member of The Arc?
    1. No
    2. Yes



LEARNING STYLE QUESTIONNAIRE

#1

Learning Style

	Most Like Me			- Least Like Me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It is harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I do not mind doing written assignments.	4	3	2	1
11. I remember things I hear better than things I read.	4	3	2	1
12. I remember more of what I learn if I learn it alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel that I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add, I can usually get the right answer without writing it down.	4	3	2	1
16. I like to work in a group because I can learn from	4	3	2	1

others in the group.

17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were spoken, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done if I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things that I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1

33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really do not understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I cannot think as well when I work with someone else as when I work alone.	4	3	2	1

CITE Inventory Score Sheet

34-40= Major Learning Style
20-32= Minor Learning Style
10-18= Negligible Use

Visual Language
5_____
13_____
21_____
29_____
37_____
Total_____ x 2 = _____(score)

Visual Numerical
9_____
17_____
25_____
33_____
41_____
Total_____ x 2 = _____ (score)

Auditory Language
3_____
11_____
19_____
36_____
44_____
Total_____ x 2 = _____ (score)

Auditory Numerical
7_____
15_____
23_____
31_____
39_____
Total_____ x 2 = _____ (score)

Tactile-Kinesthetic
1_____
18_____
26_____
34_____
42_____
Total_____ x 2 = _____ (score)

Social-Individual
4_____
12_____
20_____
28_____
45_____
Total_____ x 2 = _____(score)

Social-Group
8_____
16_____
24_____
32_____
40_____
Total_____ x 2 = _____(score)

Expressiveness-Oral
6_____
14_____
22_____
30_____
38_____
Total_____ x 2 = _____(score)

Expressiveness-Written
2_____
10_____
27_____
35_____
43_____
Total_____ x 2 = _____(score)

Team Work, 1997
C.I.T.E. Learning Styles Inventory – This tool may be photocopied

1. Major: The Student prefers this mode of learning, feels comfortable with it, and uses it for important learning. A student does not necessarily have one and only one preferred style.
2. Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.
3. Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

CITE Learning Styles

Visual Language:	I learn well from seeing words in books, on the chalkboard, or in workbooks. I remember and use information if I have read it.
Visual Numerical:	I have to see numbers on the board, in a book, or on paper to work with them. I am more likely to understand math facts if I have seen them.
Auditory Language:	I learn from hearing spoken words. I will be more capable of understanding and remembering information if I hear it.
Auditory Numerical:	I learn from hearing numbers and oral explanation. I may do as well without math books because written materials are not as important. I can probably compute problems in my head.
Tactile-Kinesthetic:	I learn best by experiencing—doing, self-involvement. I definitely need manipulation of material along with accompanying sights and sounds. I seem unable to understand or keep my mind on my work unless I am totally involved.
Social-Individual:	I get more work done alone. I think best and remember more when I learn by myself. I care more for my opinions than for the ideas of others.
Social-Group:	I strive to study in groups and I do not accomplish much individually. Group interaction increases my learning and subsequent fact recognition.
Expressiveness-Oral:	I easily tell you what I know. I speak fluently, comfortably, and precisely. I am not shy about giving reports or talking to the teacher or classmates.
Expressiveness-Written	I write fluently and qualify answers to convey my knowledge. I feel less comfortable perhaps even “stupid”, when giving oral answers. My thoughts are better organized on paper.

Team Work C.I.T.E. Learning Styles Inventory – This tool may be photocopied

#2

Name_____ Date_____

Learning Style Questionnaire

1. What are your strong points as a student? (Give your skills, talents, and abilities, not school subjects.)_____
2. What do you feel are your weaknesses as a student?_____
3. What part of the classwork in an English class would be most difficult for you?
   _____
4. Which of your strong points could you use to make up for your weaknesses in an English class?_____

Circle the mark that shows how likely you are to use each method.

	Not Likely	Somewhat Likely	Likely	Very Likely
5. When you are learning a new subject, which method(s) would you prefer to use?				
read the textbook	|	|	|	|
watch someone do experiments	|	|	|	|
take notes from reading assignments	|	|	|	|
remember what is said in lecture	|	|	|	|
remember what is said in lecture	|	|	|	|
take notes from the lecture	|	|	|	|
do an experiment	|	|	|	|
6. Which method(s) would you rather use to show a teacher what you've learned?				
make a drawing	|	|	|	|
tell about it	|	|	|	|
writes answers to questions	|	|	|	|
do a demonstration	|	|	|	|
do a project	|	|	|	|

	Not Likely	Somewhat Likely	Likely	Very Likely

7. When you memorize something, which method(s) are you likely to use?

picture in your mind what you are memorizing				
associate it with something else you know				
draw pictures, charts, or diagrams				
repeat it out loud				
write it down				

8. When you study, which of these problems is likely to give you trouble?

reading too slowly to finish on time				
studying hard and forgetting what you studied				
being distracted				
organizing your thoughts poorly on paper				
forgetting instructions				
taking notes too slowly				
not understanding a teacher's spoken directions				
not understanding written directions				

9. Which of the following methods are likely to help you learn?

taping lectures				
watching demonstrations or videos in class				
discussing reading assignments during class				
doing experiments in a laboratory				
explaining at the beginning of the period what the class will be doing				
writing assignments on the board				

	Not Likely	Somewhat Likely	Likely	Very Likely
being able to ask questions before, during, and after class				
being able to choose projects rather than take written tests				
getting individual help from the teacher				
getting and following a clear outline of the course				
getting a list of class assignments and due dates				
getting class handouts and worksheets				

Learning Styles Chart

If your learning style is	you learn best by	Then these are the best methods for you
Auditory	verbal instructions discussions/talking with others sounding out words remembering by saying things out loud over and over talking through problems talking rather than listening *Too much noise will distract you.*	
Visual	seeing, watching staring into space to visualize concepts remembering words or ideas by their shape or configuration organizing thoughts on paper by making lists, using calendars to plan ahead *Too much visual stimulation, movement, or disorder will distract you.*	
Kinesthetic	direct involvement reading action stories remembering things you've done trying things out (touching, feeling, manipulating) addressing problems physically (through activity) using gestures when speaking *It is difficult for you to learn from visual and auditory presentations that don't physically involve you.*	

LEISURE INTEREST CHECKLIST

	Do	Don't Do	Interest	No		Do	Don't Do	Interest	No
BARBEQUES	___	___	___	___	MANUAL ARTS	___	___	___	___
BASEBALL	___	___	___	___	MATH	___	___	___	___
BASKETBALL	___	___	___	___	MENDING	___	___	___	___
BIKE RIDING	___	___	___	___	MODEL BUILDING	___	___	___	___
BILLIARDS	___	___	___	___	MOSAICS	___	___	___	___
BOWLING	___	___	___	___	MOVIES	___	___	___	___
BRIDGE	___	___	___	___	NEEDLEWORK	___	___	___	___
CAMPING	___	___	___	___	PAINTING	___	___	___	___
CARD PLAYING	___	___	___	___	PARTIES	___	___	___	___
CARPENTRY	___	___	___	___	PHOTOGRAPHY	___	___	___	___
CAR REPAIR	___	___	___	___	PIANO	___	___	___	___
CERAMICS	___	___	___	___	PING PONG	___	___	___	___
CHESS	___	___	___	___	PLAYS	___	___	___	___
CLASSICAL MUSIC	___	___	___	___	POKER	___	___	___	___
CLOTHES	___	___	___	___	POLITICS	___	___	___	___
COLLECTING	___	___	___	___	POOL	___	___	___	___
CONCERTS	___	___	___	___	POPULAR MUSIC	___	___	___	___
CONVERSATION	___	___	___	___	PUZZLES	___	___	___	___
COOKING	___	___	___	___	RADIO	___	___	___	___
CROCHETING	___	___	___	___	READING	___	___	___	___
DANCING	___	___	___	___	RELIGION	___	___	___	___
DATING	___	___	___	___	SCIENCE	___	___	___	___
DECORATING	___	___	___	___	SCOUTING	___	___	___	___
DRAMATICS	___	___	___	___	SCRABBLE	___	___	___	___
DRIVING	___	___	___	___	SERVICE GROUPS	___	___	___	___
DRUMS	___	___	___	___	SEWING	___	___	___	___

	___	___	___	___		___	___	___	___
EXERCISE	___	___	___	___	SHUFFLEBOARD	___	___	___	___
FOOTBALL	___	___	___	___	SHOPPING	___	___	___	___
GARDENING	___	___	___	___	SINGING	___	___	___	___
GOLF	___	___	___	___	SOCIAL CLUBS	___	___	___	___
GUITAR	___	___	___	___	SOCIAL STUDIES	___	___	___	___
HAIRSTYLING	___	___	___	___	SOLITAIRE	___	___	___	___
HISTORY	___	___	___	___	SWIMMING	___	___	___	___
HOLIDAYS	___	___	___	___	TABLE GAMES	___	___	___	___
HOME REPAIR	___	___	___	___	TELEVISION	___	___	___	___
HORSE RIDING	___	___	___	___	TENNIS	___	___	___	___
JEWELRY MAKING	___	___	___	___	TRAVELING	___	___	___	___
KNITTING	___	___	___	___	UPHOLSTERY	___	___	___	___
LANGUAGES	___	___	___	___	VISITING	___	___	___	___
LAWN GAMES	___	___	___	___	VOLLEYBALL	___	___	___	___
LEATHERWORK	___	___	___	___	WOODWORKING	___	___	___	___
LECTURES	___	___	___	___	WRITING	___	___	___	___

Please list any other special interests not listed above:

Study Habits Questionnaire

Name _____ Date_____

Study Habits Questionnaire

Circle the mark that shows how likely you are to use each method.

	Not Likely		Somewhat Likely	Very Likely
1. You are given an assignment that requires using some resource materials (dictionary, encyclopedia, atlas, almanac, etc.). How likely are you to:				
ask the librarian for help	|	|	|	|
ask the learning disability specialist for help	|	|	|	|
ask a parent for help	|	|	|	|
ask a friend for help	|	|	|	|
search on your own	|	|	|	|
2. You have a very demanding schedule- a full class load and a part-time job. How likely are you to:				
aside a certain time each day set for studying	|	|	|	|
study whenever you get the chance	|	|	|	|
plan a study schedule each week, based on assignments	|	|	|	|
study just on the night before tests	|	|	|	|
study just enough to keep up	|	|	|	|
write assignments on a calendar according to when they're due	|	|	|	|
3. When preparing for and taking tests, how likely are you to:				
wonder what will be on the test	|	|	|	|
lose points for incomplete essay answers	|	|	|	|
be confused by the directions	|	|	|	|
panic before or during the test	|	|	|	|
run out of time before completing the test	|	|	|	|

	Not Likely		Somewhat Likely	Very Likely

4. You have just started college. After buying a new textbook for a class, how likely are you to do the following before the first class begins:

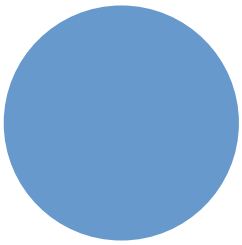
page through the book and set it aside				
get started early by reading the first chapter				
look through the book at study questions, glossary, chapter headings, table of contents				
set the textbook aside until the class begins				

5. Some study habits are listed below. How likely are you to:

remember assignments for a specific class				
finish assignments without being reminded				
set aside time from other activities to study				
finish an assignment once you've started				
keep your materials together without losing them				
organize books and materials				

6. In a lecture class, how likely are you to find:

you didn't take enough notes				
you have gaps in your notes				
you have more notes than you need				
you can't write fast enough to keep up				
you can't understand your notes when you review them				



Accommodations Questionnaire

Name _____ Date _____

Accommodations Questionnaire

1. When you enter a post-secondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)

_____

Circle the mark that shows how likely you are to use each method.

	Not Likely	Somewhat Likely	Likely	Very Likely
2. When you need extra help in a class, which of these are most likely to help you:				
taped lectures	|	|	|	|
extra time on assignments	|	|	|	|
class notes	|	|	|	|
taped textbooks	|	|	|	|
using a word processor	|	|	|	|
alternative tests/assignments				
asking questions during a lecture				
joining a study group	|	|	|	|
3. When preparing for a test or exam, which of these accommodations would be most helpful to you:				
asking for extra time on the test	|	|	|	|
asking to take the test in another room	|	|	|	|
asking to have the test read to you	|	|	|	|
asking for writing assistance	|	|	|	|
asking to read your answers into a tape recorder	|	|	|	|
4. If you have reading difficulties, which of these are most likely to help you:				
asking to have textbooks taped	|	|	|	|
asking for someone to read to you	|	|	|	|
asking for study guides	|	|	|	|
asking for extra time to read	|	|	|	|
enrolling in a reading skills class	|	|	|	|

5. If you have writing difficulties, which of these are most likely to help you:

using a computer for word processing				
asking for proofreading help				
dictating written work to someone				
asking to give oral rather than written reports				
asking for a notetaker				
tape recording lectures				

6. If you have math difficulties, which of these are most likely to help you:

asking for extra explanations				
listing steps of a process in your notes				
setting up time to work alone with teacher				
using graph paper				
using a calculator				

7. If you have trouble with organization, which of these are mostly likely to help you:

asking for a syllabus (course schedule) ahead of time				
getting assignments ahead of time				
keeping a calendar of assignments				
breaking large assignments into parts				

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ACCOMMODATIONS CHECKLIST

Accommodations are helpful tools to allow someone to compete, using alternative strategies. Attached are some checklists that may be beneficial in determining the types of accommodations or modifications that may be useful.

- Modifications and Supplemental Aids/Services or Supports
- Modifications
- Ideas for Adaptations and Modifications

Modifications and Supplemental Aids/Services or Supports for Student and/or School Personnel

Student Name _____

Describe accommodations/program modifications and frequency of these modifications/program modifications to be used in general and special education, including supplemental aids/services or supports for school personnel that will be provided to the student.

Frequency

All Areas unless otherwise specified)	English/Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related Services	Goal(s) #	Goal(s) #	Other:	State or district	**Comments:** **Modifications/ Accommodations**	Daily	Weekly	Monthly	Other:
														1. Small group instruction				
														2. Guided to unguided instruction				
														3. Taped texts				
														4. Highlighted texts				
														5. Taping lectures				
														6. Note taking assistance				
														7. Extended time for assignment completion				
														8. Shortened assignments				
														9. Assignment notebooks				
														10. Peer tutoring				
														11. Study guides				
														12. Repeated review/drill				
														13. Preferential seating				
														14. Frequent breaks				
														15. Concrete/positive reinforcers				
														16. Special instructional/adaptive equipment				
														17. Increased verbal response time				
														18. Directions given in a variety of ways (Specify)				
														19. Alternative materials (Specify)				
														20. Adjustments for speech intelligibility/fluency				
														21. Alternative setting				
														22. Oral tests				
														23. Short answer tests				
														24. Extended time for test completion				
														25. Taped tests				
														26. Multiple test sessions				
														27. Other:				
														28. Other:				
														29. Other				
														Supports For School Personnel				
														30. Consultant service (Specify)				
														31. Specialized material (Specify)				
														32. Other:				

Consideration of Special Factors

Is the student limited English proficient? Yes No
If the answer to this question is “yes”, please explain the language needs of the student as these needs relate to the student's IEP.

Are there any special communication needs? Yes No
If the answer to this question is “yes”, what direct instruction will be provided in the student's mode of communication?

Does the student require Braille? Yes No
If the answer to this question is “yes”, what Braille services will be provided?

Does the student's general classroom behavior impede learning? Yes No
If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?

Assessment State and/or District-wide (Circle the form(s) of assessment that student will take.)

☐ Student will be taking the assessment without accommodations and/or modifications.

☐ Student will be taking the assessment with the accommodations and/or modifications identified on Page 5.

☐ Student will not be participating in the state and/or district-wide assessment for the following reasons: (Please justify.)

☐ Student not required to take district or statewide assessment at this grade level.

_____
_____
_____
_____

How will this student be assessed? (Please indicate the alternative assessment method that will be used. Required.)

_____
_____
_____
_____

MODIFICATIONS

Student Name _____ Date _____

Content Modification

_____ Extra time to complete assignments and projects
_____ Directions/instructions given orally and in writing
_____ Long-range projects broken down into short-term (small) assignments
_____ Provide multi-sensory, hands-on instructions or activities
_____ Modify reading assignments
- ____ Shortened length
- ____ Adapted reading level
- ____ Tape summary of reading material

_____ Modify math assignments
- ____ Shorten length
- ____ Divide assignment into steps
- ____ Give problems on appropriate level _____

_____ Modify written assignments
- ____ Shortened length and requirements
- ____ Grammar, spelling, punctuation errors are noted but not evaluated
- ____ Extra time to complete written assignments
- ____ Allow someone to write answers for the student
- ____ Provide alternatives such as oral presentation, drawings, tape recordings, etc.

_____ Other modifications
- ____ Provide a script/notes/study guide of lectures
- ____ Supplemental visual materials
- ____ Minimize memory demands
- ____ Vocabulary list prior to lesson
- ____ Repetition of explanation; practice

Environmental Modifications

_____ Structures environment
_____ Limited distractions
_____ Consistent expectations and consequences
_____ Preferential seating
_____ Regular feedback and progress check
_____ Utilize techniques to increase productivity
_____ Other _____

CDE NEXT STEPS, Susan McAlown

Modification in Evaluation

____ Extra time to complete tests, quizzes
____ Tests given/taken orally or with reading assistance
____ Allow to use notes/study guide/textbook on tests
____ Daily work/participation evaluated in lieu of tests
____ Modify tests
____ Evaluate individually
____ Grade based on potential instead of program standards
____ Other_____

Comments and Other Suggestions

_____
_____
_____
_____
_____

Student Characteristics

_____
_____
_____
_____
_____

Reading Level _____

Math Level _____

Spelling Level _____

Vocabulary Level _____

Ideas for Adaptations and Modifications

Use of a Tape Recorder

Record on tape:
- Directions
- Stories
- Specific Lessons

Can help improve:
- Understanding of directions
- Understanding of concepts
- Reading skills

Clarify or Simplify Written Directions

- Underline or highlight the significant parts of the directions.
- Rewrite the directions.

Present Small Amounts of Work

- Tear pages from workbook
- Reduce the amount of work by requesting only certain problems. (i.e. odd problems, problems with a star by them.)
- Provide responses to several items and ask the student to complete the rest.

Highlight Essential Information

If a student can read a regular textbook but has difficulty finding the essential information use a highlight pen on this information.

Change Response Mode

Allow student to:
- Underline answers
- Select from multiple choice
- Sort
- Mark
- Extra space for answers
- Use an individual chalkboard

Written Assignments

- ✓ Substitute an oral report or other alternative assignment for written assignment
- ✓ Tape record reports or assignments
- ✓ Dictate assignments
- ✓ Shorten assignments
- ✓ Allow extra time to complete written assignments
- ✓ Write directions in a different color
- ✓ Use framed outlines for note taking
- ✓ Arrange for students to work as partners to develop stories for writing assignments
- ✓ Use of color coding for-spelling
- ✓ Permit students to use pictures and diagrams as part of their written products

Reading

- ✓ Use taped books
- ✓ Use material at student reading level
- ✓ Highlight text
- ✓ Substitute study guide or outline for text
- ✓ Shorten reading assignment
- ✓ Read text to student
- ✓ Allow extra reading time
- ✓ Omit more difficult reading assignments
- ✓ Pre-Teach vocabulary
- ✓ Use only legible, well-spaced photocopies
- ✓ Don't ask student to read aloud
- ✓ Use assisted or choral reading

Math

- ✓ Use graph paper
- ✓ Highlight key words in directions
- ✓ Use of consistent math terms
- ✓ Group problems of same process
- ✓ Copy problems for student
- ✓ Box or circle each problem
- ✓ Read story problems to student
- ✓ Use of a calculator
- ✓ Number line, counters or computation charts
- ✓ Use of multiplication tables
- ✓ Shorten assignments
- ✓ Use of manipulatives
- ✓ Provide additional practice
- ✓ Review key concepts frequently

Study Skills

- ✓ Reduced quantity of material to be memorized
- ✓ Use of flash cards
- ✓ Use of mnemonic devices (i.e. FIRST LISTS)
- ✓ Develop a system for organizing papers
- ✓ Assignment notebook with checking system
- ✓ Use peer proofing
- ✓ Break long term assignments into steps
- ✓ Use of Triangular Review, Tiny Teach
- ✓ Allow a friend to use carbon paper to take notes
- ✓ Set up study group

Technology

- ✓ Colored overlays
- ✓ Screen color / adaptations
- ✓ Closed circuit television
- ✓ Screen magnifier
- ✓ Screen enlarging software
- ✓ Talking dictionary, word processor, calculator
- ✓ Screen reading system
- ✓ Electronic note taker
- ✓ Computer with voice dictation

Test Taking

- ✓ Provide study guide
- ✓ Read test to student
- ✓ Use simple wording and format for test questions
- ✓ Allow project versus an exam
- ✓ Test review with teacher, tutor, etc.
- ✓ Dictated responses on essay tests
- ✓ Flexible time limit for tests
- ✓ Test smaller units of study at a time
- ✓ Allow open-book / open-note tests

For adapting the curriculum for students with disabilities, the following should be considered:

☆ Goals and objectives should reflect chronologically age-appropriate skills and activities;

☆ Consider student learning styles, appropriate material, and equipment adaptations; and

☆ Modifications or adaptations MUST BE RELATED to the curriculum being taught to ALL students.

South Dakota Statewide Systems Change/Deaf-Blind Project

Self Advocacy Questionnaire

Name _____ Date _____

Self-Advocacy Questionnaire

	Never	Sometimes	Whenever I need it
1. How often do you ask for help from a teacher?			

2. Imagine that you are going to seek assistance in college because of your learning disability. You need to prove that you have a learning disability. What materials would you bring to the meeting?

_____

_____

3. When you enter college or a technical or vocational school, who will you ask for help?

_____

	Not Likely	Somewhat Likely	Likely	Very Likely
4. When you need help, which of these are likely to be difficult for you?				
taking the initiative and asking for help				
making your needs clearly understood				
asking in a positive way				
knowing what help you need and asking for it specifically				
5. When you enter post-secondary school, when are you most likely to identify yourself as learning disabled to the appropriate people?				
before school starts				
during the first week				
after you get used to school				
after you find out you need help				
never, you don't want people to know you have a learning disability				
only if you really need the help to pass				

	Not Likely	Somewhat Likely	Likely	Very Likely
6. Imagine that you're already in college or technical or vocational school and aren't sure you can cope with your classes. Would you:				
get the textbook early and read it or have it taped				
get a vocabulary list and learn the words				
find out what special help is available on campus				
ask the learning disability specialist to write letters to your instructors				
ask for a change in graduation requirements, such as being excused from taking a foreign language				
7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?				
parent				
friend or classmate				
teacher of the class				
learning disability specialist				
you'd figure it out on your own, without asking				
8. When you need help from a teacher, how would you feel:				
embarrassed to have anyone know you need special attention				
frustrated with the teacher and with yourself				
confused about just what sort of help to ask for				
comfortable about asking the teacher for help				

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Transfer functional skills

Competencies to pursue:

Supported Employment

Vocational Training

Four Year College

Competitive Employment

Student:_____ Date Completed:_____
School:_____Grade:_____
Completed By:_____

Please complete using the following code:

+ to indicate mastery of skill listed
- to indicate an area which requires instruction
V to indicate that one or more verbal prompts are needed
A to indicate that advocacy is needed
* to indicate that assistive technology is needed

SUPPORTED EMPLOYMENT

SELF-DETERMINATION Competencies needed to understand one's abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

_____ 1. Knows where to got assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Is self-accepting
_____ 14. Identifies and requests appropriate accommodations

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

_____ 1. Speaks at a level needed for projected adult living and work environments
_____ 2. Understands communications necessary to complete a task
_____ 3. Reads at a level needed for projected adult living and work environments
_____ 4. Writes at a level needed for projected adult living and work environments
_____ 5. Possesses math skills needed for projected adult living and work environments
_____ 6. Uses a calculator accurately to compute basic math problems
_____ 7. Makes local telephone calls

_____ 8. Responds appropriately to incoming telephone calls
_____ 9. Uses a pay telephone
_____ 10. Accurately uses TDD or Relay South Dakota (hearing impaired students only)

Lifelong Learning

_____ 1. Follows a problem solving strategy
_____ 2. Makes choices
_____ 3. Understands cause/effect relationship
_____ 4. Discriminates size, shapes, and colors
_____ 5. Follows sequence of steps
_____ 6. Identifies community resources
_____ 7. Attends during instruction
_____ 8. Follows verbal directions
_____ 9. Follows written directions
_____ 10. Remains on-task
_____ 11. Is able to verbalize understanding of instructions given
_____ 12. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently as possible and desired.

Housekeeping

_____ 1. Selects adequate housing
_____ 2. Maintains a comfortable room temperature
_____ 3. Gathers housekeeping supplies
_____ 4. Strips and makes beds
_____ 5. Recognizes when specific things need cleaning
_____ 6. Cleans bathroom fixtures
_____ 7. Cleans floors
_____ 8. Collects and disposes of trash
_____ 9. Vacuums carpet
_____ 10. Dusts furniture
_____ 11. Performs dishwashing tasks
_____ 12. Cleans refrigerator and freezer

Food Preparation

_____ 1. Sets and clears table
_____ 2. Follows simple recipes
_____ 3. Plans nutritious meals
_____ 4. Makes purchases from a grocery store
_____ 5. Stores food properly
_____ 6. Prepares food from packages
_____ 7. Operates small appliances
_____ 8. Operates a microwave oven

_____ 9. Operates a conventional oven/stove

Clothing Care

_____ 1. Sorts laundry according to care label
_____ 2. Load/unloads washer/dryer
_____ 3. Chooses and measures detergent
_____ 4. Starts washer/dryer
_____ 5. Folds laundry
_____ 6. Puts away folded laundry
_____ 7. Recognizes when clothing repair is necessary
_____ 8. Performs simple mending

Manage Clothing

_____ 1. Puts possessions in designated place (i.e. locker)
_____ 2. Adjusts own clothing
_____ 3. Identifies own clothing
_____ 4. Keeps track of personal items
_____ 5. Chooses clothing appropriate to environment
_____ 6. Shops for and chooses own clothing
_____ 7. Utilizes comparison shopping techniques
_____ 8. Chooses and wears clothing appropriate in size, color, pattern and style

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Exhibits Proper Grooming and Hygiene

_____ Maintains a clean body
  _____ a. Consistently washes using soap
  _____ b. Consistently uses deoderant
_____ 1. Maintains a neat appearance
_____ 2. Locates public restroom
_____ 3. Has own grooming supplies available
_____ 4. Initiates use of tissue
_____ 5. Practices good oral hygiene

Manages Meals Away From Home

_____ Uses cafeteria or restaurant independently
_____ Reads and chooses from menu
_____ Orders meal According to available funds
_____ Pays for meal, including tip

Manages Personal Health Needs

_____ 1. Practices preventive health care

_____
_____ 2. Treats minor illnesses
_____ 3. Determines temperature by reading thermometer
_____ 4. Recognizes emergency situations
_____ 5. Implements emergency procedures
_____ 6. Knows when and how to seek medical advice
_____ 7. Takes prescription and non-prescription medicines appropriately

LEISURE: Academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

_____ 1. Participates in age-appropriate individual activities
_____ 2. Participates in simple interactive games
_____ 3. Demonstrates cooperative skills
_____ 4. Chooses appropriate free time activity
_____ 5. Initiates involvement in recreation/leisure activities
_____ 6. Plans and attends activities outside the home
_____ 7. Entertains friends and others at home

MOBILITY: Academic and functional competencies needed to interact and travel within and outside of the community.

_____ 1. Demonstrates knowledge of traffic rules
_____ 2. Demonstrates knowledge of safety practices
_____ 3. Reads and interprets public transportation schedules
_____ 4. Demonstrates appropriate behavior needed for use of public transportation
_____ 5. Is able to locate and get to relevant community resources
_____ 6. Has a means of transportation for accessing community environments

MONEY -MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

_____ 1. Identifies money and makes correct change
_____ 2. Plans and uses a simple budget
_____ 3. Utilizes comparison shopping techniques
_____ 4. Pays bills on time
_____ 5. Maintains a checking account
_____ 6. Maintains a savings account
_____ 7. Keeps basic financial records
_____ ____ a. health
_____ ____ b. auto
_____ ____ c. personal property
_____ ____ d. life
_____ ____ e. disability
_____ 8. Files personal income tax

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction With Others

_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responds to Social Contacts

_____ 1. Respects “personal space” of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts “no” for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability to work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Displays acceptable attendance

_____
_____ 2. Displays acceptable punctuality
_____ 3. Checks in with supervisor
_____ 4. Responds appropriately to criticism
_____ 5. Works without complaining
_____ 6. Maintains productivity with change in routine
_____ 7. Listens to and follows instructions
_____ 8. Remembers instructions from day to day
_____ 9. Pays attention to work
_____ 10. Displays initiative
_____ 11. Seeks help when needed and waits for assistance
_____ 12. Continues working in spite of difficulties
_____ 13. Organizes work efficiently
_____ 14. Follows safety procedures
_____ 15. Follows work schedule
_____ 16. Records time worked
_____ 17. Maintains work productivity with reduced supervisor contacts
_____ 18. Independently awakens each day in time to meet appointments/ maintain schedule
_____ 19. Demonstrates balance and coordination necessary for lifting, carrying, etc.
_____ 20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
_____ 21. Demonstrates stamina and endurance required to work at a job _____ hours
_____ 22. Identifies occupational aptitudes
_____ 23. Identifies occupational interests
_____ 24. Identifies requirements of available jobs
_____ 25. Makes realistic occupational choices
_____ 26. Recognizes and uses break time appropriately

<u>OCCUPATIONALLY SPECIFIC SKILLS</u>: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

_____ 1. Demonstrate ability to loarn job specfic skills
_____ 2. Demonstrates ability to maintain employment in the community
_____ 3. Improves quality of work with experience
4. Improves quantity of work with experience
_____ 5. Does more work than assigned

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Student:_____ Date Completed:_____
School:_____ Grade:_____
Completed By:_____

Please complete using the following code:

+ to indicate mastery of skill listed
- to indicate an area which requires instruction
* to indicate that assistive technology is needed

VOCATIONAL TRAINING

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Sets long-term goals
_____ 15. Is self-accepting
_____ 16. Identifies and requests appropriate accommodations
_____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

_____ 1. Has reading skills that are adequate for college program selected
_____ 2. Uses dictionary
_____ 3. Demonstrates basic grammar, punctuation, and spelling skills
_____ 4. Can develop sentences into paragraph
_____ 5. Can develop outline
_____ 6. Writes about own experiences
_____ 7. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
_____ 8. Knows how to use word processor
_____ 9. Makes local telephone calls
_____ 10. Responds appropriately to incoming telephone calls

_____
_____ 11. Uses a pay telephone
_____ 12. Accurately records telephone messages

Mathematic Skills
_____ 1. Use a calculator accurately
2. Computes without calculator
___ a. addition
___ b. subtraction
___ c. multiplication (without using times table)
___ d. division (without using division table)
___ e. all decimal operations
___ f. all fmction operations
___ g. positive-negative numbers
___ h. measurements
___ i. percentages
___ j. averages
___ k. algebra
___ l. geometry

Science Skills
_____ 1. Has background adequate for selected vocational program

Social Studies
_____ 1. Has background adequate for selected vocational program
_____ 2. Is aware of current events
_____ 3. Reads newspaper to gain information

Study Skills
_____ 1. Sets realistic goals
_____ 2. Practices time management
_____ 3. Uses personal planner
_____ 4. Is prompt
_____ 5. Has necessary supplies and equipment
6. Utilizes various resources (text, study guides, handouts, etc.) when
_____ preparing for tests
_____ 7. Summarizes written or verbal information
_____ 8. Uses self-management strategies to complete assignments
_____ 9. Completes assigned work by deadlines
_____ 10. Takes notes
_____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking
_____ 1. Independently prepares for tests
_____ 2. Can manage test anxiety
_____ 3. Brings needed supplies
_____ 4. Knows day, time and location of test

_____
_____ 5. Knows format of test and skills needed to pass test
_____ 6. Knows what topics the test will cover

Lifelong Learning
_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problem solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Attends during instruction
_____ 11. Follows verbal directions
_____ 12. Follows written directions
_____ 13. Remains on-task
_____ 14. Able to verbalize instructions given
_____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently

Selects, Manages & Maintains a Home
_____ 1. Selects adequate housing

Buys & Prepares Food
_____ Plans balanced meals
_____ Purchases food
_____ Prepares meals
_____ Cleans food preparation areas
_____ Stores food

Buys and Cares for Clothing
_____ Washes clothing or chooses appropriate alternatives
_____ Irons and stores clothing
_____ Performs simple mending
_____ Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs
_____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment

_____
_____ 3. Demonstrates adequate personal hygiene

Emergencies
_____ 1. Recognizes emergency situations
_____ 2. Knows what to do in an emergency
_____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure
_____ 1. Knows activities and available community resources
_____ 2. Uses recreational facilities in the community
_____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.
_____ 1. Demonstrates knowledge of traffic rules & safety practices
_____ 2. Drives a car
3. Demonstrates ability to read and interpret public transportation
_____ schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances
_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjusts a budget
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts

Insurance Planning
1. Identifies resources for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability
2. Utilizes comparison shopping techniques for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction With Others

_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responses to Social Contacts

_____ 1. Respects “personal space” of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts “no” for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Follows directions
_____ 2. Exhibits collaborative work skills

_____
_____ 3. Works at a satisfactory rate
_____ 4. Accepts supervision
_____ 5. Displays acceptable attendance
_____ 6. Is punctual
_____ 7. Produces quality work
_____ 8. Demonstrates occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility
_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities
_____ 1. Identifies personal values met through work
_____ 2. Identifies social values met through work
_____ 3. Identifies financial value of work
_____ 4. Is familiar with job clusters
_____ 5. Identifies job opportunities available locally
_____ 6. Identifies sources of job information

Selects & Plans Occupational Choices
_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriate and available jobs
_____ 4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills
_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance
_____ 4. Demonstrates sensory discrimination

<u>OCCUPATIONALLY SPECIFIC SKILLS</u>: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill
_____ 1. Is cognizant of job specific skills required for career choice
_____ 2. Completes vocational courses with accommodations as needed
_____ 3. Selects and enrolls in a post-secondary vocational training program

Adapted from materials developed by Westem Hills Area Education Agency, Sioux City, Iowa.

VOCATIONAL EVALUATION

STUDENT:_____
Last Name First Sex Grade School
DP#_____ Date of Birth _____Age_____

Parent/Guardian:_____Address:_____

Evaluator:_____
Date_____

DIRECTIONS: 1. Check appropriate column indicating student Proficiency Level for related behaviors.

1 - LOW 2 - MEDIUM 3 - HIGH

WORK RELATED BEHAVIORS

Social Behaviors Rating

1. Handles stress and frustration. _____
2. Handles failure. _____
3. Admits mistakes. _____
4. Accepts praise. _____
5. Makes eye contact. _____
6. Has neutral or pleasant facial expression. _____
7. Respects the feelings of others. _____
8. Responds to friendly gestures/smiles. _____
9. Refrains from unnecessary social interaction. _____
10. Sets personal goals. _____

Communication

1. Participates in social conversation. _____
2. Expresses personal needs. _____
3. Initiates and ends conversations. _____
4. Interrupts appropriately. _____
5. Listens and pays attention. _____
6. Takes part in group activities. _____
7. Respects rights and privacy of others. _____
8. Asks for help at appropriate times. _____
9. Asks for clarification of instructions. _____
10. Communicates adequately. _____

Appearance

1. Maintains clean appearance. _____
2. Maintains good hygiene. _____
3. Maintains good posture. _____
4. Dresses appropriately for the job. _____
5. Is cheerful and has a sense of humor. _____

Job Performance

1. Follows adult directions. _____
2. Accepts adult criticism. _____
3. Follows general rules and regulations. _____
4. Follows a schedule. _____
5. Maintains good attendance. _____
6. Attends to job task consistently. _____
7. Completes tasks independently. _____
8. Completes tasks accurately. _____
9. Observes safety rules. _____
10. Keeps work area neat. _____
11. Returns supplies to proper area. _____
12. Initiates new tasks. _____
13. Works at appropriate rate. _____
14. Works well with co-workers. _____
15. Asks for help when needed. _____

INTEREST INVENTORY

Vocational Attitudes

1. Shows a desire to do specific jobs. _____
2. Knows what to look for in a job (e.g., duties, salary, hours, location). _____
3. Communicates about the best place to work (e.g., indoors or outdoors, large or small business). _____
4. Knows which jobs he/she does best. _____
5. Is willing to try different jobs. _____
6. Can identify jobs he/she is not willing to do. _____
7. Can identify training needed for specific jobs. _____
8. Is aware of own limitations which limit types of jobs. _____
9. Can identify jobs which are too hard to learn to do. _____
10. Is aware of health problems which limit his/her ability to do specific jobs. _____

TOTAL _____

RATING: Low: 50-83 Medium: 84-117 High: 118-150

Comments:

Functional Skills Inventory

Name of person being rated _____
Rater _____
Date _____ Phone _____

Independence

1. Will need parental support to arrange and complete interviews with VR counselor. yes ___ no ___
2. Follows a schedule if someone else prepares it. yes ___ no ___
3. Prepares and follows own schedule. yes ___ no ___
4. Can tell time to the minute. yes ___ no ___
5. Meets new people easily. If "no," please explain: yes ___ no ___

_____
_____

6. Accurately states his or her:
   - Social Security number yes ___ no ___
   - Phone number yes ___ no ___
   - Complete mailing address yes ___ no ___

Reading

7. Can read, understand, and interpret a single-sentence statement or question. yes ___ no ___
8. Can read, understand, and interpret a paragraph-length statement or question. yes ___ no ___
9. Can read, understand, and carry out instructions that are:
   - Typed yes ___ no ___
   - Handwritten yes ___ no ___
   - In paragraph form yes ___ no ___
10. Can read and understand a job application. yes ___ no ___
11. Can read and understand newspaper articles. yes ___ no ___
12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance. yes ___ no ___

_____
_____
_____
_____

Figure 13.2. Functional Skills Inventory. (From Wisconsin Division of Vocational Rehabilitation Counselors, Wisconsin Association of Children and Adults With Learning Disabilities, and Vocational Studies Center. Best practices: *Successful vocational rehabilitation of persons with learning disabilities* [pp. 133-138]. Madison: University of Wisconsin-Madison; reprinted by permission.)

Math

13. Counts to 100 accurately. yes ___ no ___
14. Performs the following accurately 99%-100% of the time:
    - Adding whole numbers yes ___ no ___
    - Adding fractions yes ___ no ___
    - Subtracting whole numbers yes ___ no ___
    - Subtracting fractions yes ___ no ___
    - Uses a pocket calculator correctly yes ___ no ___
15. Can make correct change for purchases under $20. yes ___ no ___
16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Writing

17. Accurately writes his or her:
    - Social Security number yes ___ no ___
    - Phone number yes ___ no ___
    - Complete mailing address yes ___ no ___
18. Can correctly fill in an application for a job, a school, or a training program. yes ___ no ___
19. Has prepared a complete resume. yes ___ no ___
20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

_____
_____
_____
_____

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems? yes ___ no ___
    Describe how this might limit the individual's employment possibilities.

_____
_____
_____

22. Has this person been observed.to have any directionality problems? not observed __ no __ yes __

The problems are:

Health and hygiene

23. Practices good grooming and hygiene. yes ___ no ___
24. Implements good health practices:
    - Balanced diet yes ___ no ___
    - Exercise yes ___ no ___
    - Medical checkups yes ___ no ___
    - Dental checkups yes ___ no ___
25. Missed more than 4 days of school per year. yes ___ no ___
26. If yes, why?

Travel

27. Uses public transportation. If yes, describe type(s) used. yes ___ no ___
28. Possesses valid driver's license. yes ___ no ___
29. Knows route to:
    - Place of work yes ___ no ___
    - VR office yes ___ no ___
    - Grocery store yes ___ no ___
    - Bank yes ___ no ___
    - Laundromat yes ___ no ___
30. Can determine routes to new locations without assistance. yes ___ no ___
31. Can follow verbal directions to a new location. yes ___ no ___
32. Can follow written directions to a new location. yes ___ no ___
33. Must be “walked through” route to a new location in order to learn it. yes ___ no ___

Employment

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social services agencies. yes ___ no ___
35. Will need assistance and encouragement to arrange and complete successful job interviews. yes ___ no ___
36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late). yes ___ no ___
37. Once at work, finds own work station. yes ___ no ___

Figure 13.2 (continued)

38. Asks questions of supervisor if he or she does not understand work assignment. yes ___ no ___
39. Reacts well to changes in work assignment yes ___ no ___

40. Learns and follows safety procedures. yes ____ no ____
41. Can read and understand technical manuals. yes ____ no ____
42. Understands that work can result in earning money. yes ____ no ____
43. What does this individual do if assigned work is finished?

_____
_____
_____
_____

44. If work is completed ahead of schedule, uses unassigned work time appropriately. yes ____ no ____
45. Works cooperatively in a group of three or more. yes ____ no ____
46. Works appropriately alone. yes ____ no ____
47. Behaves appropriately during work breaks. yes ____ no ____
48. Behaves appropriately during lunch breaks. yes ____ no ____
49. Handles criticism from fellow workers appropriately. yes ____ no ____
50. List the work history of this individual and state how he/she obtained these jobs.

Jobs performed in the school setting:_____

Jobs performed in the community:_____

_____
_____

51. Can accurately describe verbally what he or she did on these jobs. yes ____ no ____
52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application). yes ____ no ____

Other skills

53. Understands and follows three-step verbal directions. yes ____ no ____
54. Can explain how he or she learns best. yes ____ no ____
55. List other skills that this individual has (e.g., musical, athletic).

Learning style and strategies

56. Needs extra time to answer questions
    - Verbally yes ____ no ____
    - In writing yes ____ no ____
57. Gets distracted by sounds (e.g., people talking). yes ____ no ____

58. Gets distracted by visual stimuli not related to the task at hand (e.g., people, birds). yes ____ no ____
59. What approaches work best if this person needs to learn or practice a new skill that involves

eye/hand/body coordination?

Learning style/strategies

60. What approaches work best when teaching this person information that he or she does not know?

61. Describe this individual's attitudes and abilities in regard to his or her career choice. Include work habits, initiative, teacher comments, and so forth.

Personal statement

62. Attach a paragraph written by this individual that explains: 1) why he or she is seeking DVR assistance, 2) his or her career objectives, and 3) why he or she feels that he or she will be successful in that career.

Setting Transition Goals

Many youth with LD leave secondary education with insufficient vocational, functional, or academic skills to be successful in either career entry jobs or post-secondary education (DeFur, Getzel, & Kregel,). Improved transition planning while the students are in high school is critical to ensure that they exit school with the necessary skills and knowledge to acquire the needed supports and services in the community. Establishing transition goals help to provide a framework for the curriculum that students with LD will pursue while in high school and to identify independent living skills that students will need in the community.

Four Year College

Student:_____ Date Completed:_____
School:_____ Grade:_____
Completed By:_____

Please complete using the following code:

+ to indicate mastery of skill listed
- to indicate an area which requires instruction
* to indicate that assistive technology is needed

FOUR-YEAR COLLEGE

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Sets long term goals
_____ 15. Is self-accepting
_____ 16. Identifies and requests appropriate accommodations
_____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

_____ 1. Has reading skills that are adequate for college program selected
_____ 2. Writes a research report independently
_____ 3. Uses dictionary
_____ 4. Uses thesaurus
_____ 5. Demonstrates basic grammar, punctuation, and spelling skills
_____ 6. Is willing to write and rewrite papers
_____ 7. Uses library resources independently
8. Can develop sentences into paragraph

_____
_____ 9. Can develop outline
_____ 10. Writes about own experiences
_____ 11. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
_____ 12. Knows how to use word processor

Mathematics Skills

_____ 1. Use a calculator accurately
2. Computes without calculator:
___ a. addition
___ b. subtraction
___ c. multiplication (without using times table)
___ d. division (without using division table)
___ e. all decimal operations
___ f. all fraction operations
___ g. positive-negative numbers
___ h. measurements
___ i. percentages
___ j. averages
___ k. algebra
___ l. geometry

Science Skills

1. Has passed mainstream courses in:
_____ a. Earth Science
_____ b. Physical Science
_____ c. Biology/Life Science
_____ d. Chemistry
_____ e. Physics

Social Studies

1. Has passed mainstream courses in:
___ a. American History
___ b. American Government
___ c. Economics
___ d. Geography
___ e. Psychology
___ f. Sociology
___ g. World History
_____ 2. Is aware of current events
_____ 3. Reads newspaper to gain information

Study Skills

_____ 1. Sets realistic goals

_____
_____ 2. Practices time management
_____ 3. Uses personal planner
_____ 4. Is prompt
_____ 5. Has necessary supplies and equipment
_____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
_____ 7. Summarizes written or verbal information
_____ 8. Uses self-management strategies to complete assignments
_____ 9. Completes assigned work by deadlines
_____ 10. Take notes using shortcut symbols for common words
_____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking
_____ 1. Independently prepares for tests
_____ 2. Can manage test anxiety
_____ 3. Brings needed supplies
_____ 4. Knows day, time and location of test
_____ 5. Knows format of test and skills needed to pass test
_____ 6. Knows what topics the test will cover

Lifelong Learning
_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problem solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Attends during instruction
_____ 11. Follows verbal directions
_____ 12. Follows written directions
_____ 13. Remains on-task
_____ 14. Is able to verbalize instructions given
_____ 15. Ignores distractions

<u>DAILY LIVING</u>: Academic and functional competencies needed to live independently.

Selects, Manages & Maintains a Home
_____ 1. Selects adequate housing

Buys & Prepares Food

_____ 1. Plans balanced meals
_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation areas
_____ 5. Stores food

Buys and Cares for Clothing

_____ 1. Washes clothing or chooses appropriate alternatives
_____ 2. Irons and stores clothing
_____ 3. Performs simple mending
_____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

_____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment
_____ 3. Demonstrates adequate personal hygiene

Emergencies

_____ 1. Recognizes emergency situations
_____ 2. Knows what to do in an emergency
_____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

_____ 1. Knows activities and available community resources
_____ 2. Uses recreational facilities in the community
_____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

_____ 1. Demonstrates knowledge of traffic rules & safety practices
_____ 2. Drives a car
_____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjusts a budget

_____
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts

Insurance Planning

1. Identifies resources for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability
2. Utilizes comparison shopping techniques for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction With Others

_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responds to Social Contacts

_____ 1. Respects “personal space” of others

_____
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Follows directions
_____ 2. Exhibits collaborative work skills
_____ 3. Works at a satisfactory rate
_____ 4. Accepts supervision
_____ 5. Displays acceptable attendance
_____ 6. Is punctual
_____ 7. Produces quality work
_____ 8. Demonstrates occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility
_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

_____ 1. Identifies personal values met through work
_____ 2. Identifies social values met through work
_____ 3. Identifies financial value of work
_____ 4. Is familiar with job clusters
_____ 1. Identifies job opportunities available locally
_____ 2. Identifies sources of job Information

Selects & Plans Occupational Choices

_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriate and available jobs
_____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills

_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

_____ 1. Is cognizant of job specific skills required for career choice
_____ 2. Selects and enrolls in a college program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Competitive Employment

Student:_____ Date Completed:_____
School:_____ Grade: _____
Completed By:_____

Please Complete using the following code:

+ to indicate mastery of skill listed
- to indicate an area which requires instruction
* to indicate that assistive technology is needed.

COMPETITIVE EMPLOYMENT

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to got assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Sets long term goals
_____ 15. Is self-accepting
_____ 16. Identifies and requests appropriate accommodations
_____ 17. Is familiar with ADA and employment rights

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

_____ 1. Reads at a level needed for future goals OR knows how to get needed help
_____ 2. Writes at a level needed for future goals OR knows how to get needed help
_____ 3. Speaks at a level needed for future goals OR knows how to get needed help
_____ 4. Makes local telephone calls
_____ 5. Responds appropriately to incoming telephone calls

_____ 6. Uses a pay telephone
_____ 7. Accurately records telephone messages

Lifelong Learning
_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problem solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates qualities of initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Follows verbal directions
_____ 11. Follows written directions
_____ 12. Remains on-task
_____ 13. Able to verbalize instructions given
_____ 14. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently

Selects, Manages & Maintains a Home
_____ 1. Selects adequate housing

Buys & Prepares Food
_____ 1. Plans balanced meals
_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation area
_____ 5. Stores food

Buys and Cares for Clothing
_____ Washes, irons and stores clothing
_____ Performs simple mending
_____ Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs
_____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment
_____ 3. Demonstrates adequate personal hygiene

Emergencies

_____ 1. Recognizes emergency situations
_____ 2. Knows what to do in an emergency
_____ 3. Selects health care professionals

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_____ 2. Drives a car
_____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjusts a budget
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts
_____ 8. Lists advantages and disadvantages of fringe benefits

Insurance Planning

_____ 1. Identifies resources for insurance
    _____ a. health
    _____ b. auto
    _____ c. personal property
    _____ d. life
    _____ e. disability
_____ 2. Utilizes comparison shopping techniques for insurance
    _____ a. health
    _____ b. auto
    _____ c. personal property
    _____ d. life
    _____ e. disability

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_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

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_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responses to Social Contacts

_____ 1. Respects “personal space” of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts “no” for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic.and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Follows directions
_____ 2. Exhibits collaborative work skills
_____ 3. Works at a satisfactory rate

_____
_____ 4. Accepts supervision
_____ 5. Displays acceptable attendance
_____ 6. Is punctual
_____ 7. Produces quality work
_____ 8. Demonstrates occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility
_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities
_____ 1. Identify personal values met through work
_____ 2. Identify social values met through work
_____ 3. Identify financial value of work
_____ 4. Is familiar with job clusters
_____ 5. Identify job opportunities available locally
_____ 6. Identify sources of job information
_____ 7. Completes a job application form independently
_____ 8. Possesses job interview skills

Selects & Plans Occupational Choices
_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriate and available jobs
_____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills
_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance
_____ 4. Demonstrates sensory discrimination

<u>OCCUPATIONALLY SPECIFIC SKILLS</u>: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.
Obtains a Specific Occupational Skill
_____ 1. Demonstrates ability to maintain employment in the community
_____ 2. Uses high school level vocational programs to learn basic occupational skills
_____ 3. Identifies reasons for changing jobs.
_____ 4. Identifies proper procedures for changing jobs

Adapted from materials developed by Western Hills Area Education Agency, Sloux City, Iowa.

Career Development

FIGURE 2-3
Relevant Assessment Questions for Career Development

Awareness Phase

- What is work?
- What is a job?
- What are some jobs you know about?
- What kind of work do people do on these jobs?
- What have you dreamed of doing when you finish school?
- What kind of job do you want?
- Where do you want to live, and with whom, when you are grown up?
- Why do people work?
- Why do you want to work?
- What do you enjoy doing when you are not in school?
- What jobs do your mother, father, and other family members have?
- What types of things do they do an their jobs?
- What is college?
- Why do people go to college?
- What is vocational training?
- What is public transportation?
- How would you get where you want to go if your parents did not drive you?
- What is voting?

Exploration Phase

- What jobs are you interested in visiting?
- What exploratory courses would you like to take in school?
- What hobbies do you have?
- What activities do you do in your spare time?
- What volunteer or community service work do you do?
- Did you enjoy your summer job?
- What parts did you like best?
- Do you like being inside or outside better?
- Do you prefer being with other people, or do you enjoy being by yourself?
- Do you enjoy working with your hands and with tools, or do you prefer to solve problems in your head?
- Did you get along well with your classmates? If so, why did you? If not, why didn't you?
- What skills do you have that you can use in these or other courses?

Preparation Phase

- What courses do you need to achieve your career goals?
- What skills will you need to gain entry into those courses?
- How will you prepare to live on your own?
- Will you need to take courses during high school and after?
- Will these courses lead to college courses?
- Does the school have a tech prep program?
- Do you and your family plan for you to attend college?
- Will you gain the skills needed to succeed in college?
- Will you be able to get a job based on your high school and/or college coursework?
- Does the educational program provide job placement and support?
- Can you gain entry into an approved apprenticeship program?

Assimilation Phase

- Can you continue your training and education after you begin employment?
- Does the employer provide educational benefits?
- How can you advance within the company?
- Can you transfer between departments in the company?
- Does the employer offer a good retirement and benefits package?
- Do you have alternatives to pursue if your employer has to downsize or lay off workers?
- Do you have options for continuing education, even for leisure interests?
- Can you transfer your job skills and a vocational skills to other employment?

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

FIGURE 2-2
Career Development Checklist

Career Awareness

- Can identify parents' and other family members' jobs.
- Can describe what parents and others do on their jobs.
- Can name and describe at least 10 different occupations.
- Can describe how people get jobs.
- Can describe at least three jobs to investigate.
- Can discuss what happens if adults cannot or do not work.
- Can identify why people have to get along with each other to work.

Career Exploration

- Can discern the difference between a job and a career.
- Can identify three ways to find out about different occupations.
- Can state at least three things they want in a job.
- Can identify the steps in finding a job.
- Can identify at least three careers they want to explore.
- Can state preferences for indoor vs. outdoor work, solitary work versus working with others, and working with their hands and tools/machines versus working strictly with their minds.
- Can identify how to get applications and how to complete them.
- Can discuss why interviews are important.
- Can identify their strengths, abilities, skills, learning styles, and special needs regarding work or specific jobs.

Career Preparation

- Can identify career/vocational courses they want to take in school.
- Can describe the educational and work requirements of specific careers and jobs.
- Can identify where education and training can be obtained.
- Can explain steps in acquiring the skills necessary to enter a chosen field or job. Can describe entry level skills, course or job requirements, and exit level competencies to succeed in courses.
- Can identify community and educational options and alternatives to gaining education and employment in a chosen field.
- Can identify the worker characteristics and skills in working with others that are required in a chosen field or job.

Career Assimilation

- Can identify steps to take if they want to advance in their place of employment.
- Can identify educational benefits and ways of gaining additional training through their employment.
- Can explain fields that are related to their current work in which they could transfer.
- Can identify ways to change jobs without losing benefits or salary.
- Can describe appropriate ways of leaving or changing jobs and companies.
- Can relate their skills to other occupations or avocations.
- Can explain retirement benefits.
- Can identify and participate in leisure activities that they can pursue after they retire.

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Siffington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, Reston, VA: The Council for Exceptional Children, Permission is granted to reproduce this page.

Assessing Self-Determination

Assessing IEP Self-Determination Skills

IEP Preparation

1. Does the student understand the purpose of the IEP meeting?
2. Can the student explain the law guaranteeing his or her rights and requiring the IEP?
3. Does the student know who will be attending the IEP meeting?
4. Who does the student want to invite to the IEP meeting?
5. Does the student know what roles the IEP participants will play?
6. Has the student reviewed current assessment information?
7. Has the student developed a list of personal goals to share at the meeting?
8. Has the student developed a list of questions to ask at the meeting?
9. Has the student practiced expressing his or her interests, preferences, and strengths?
10. Is the student prepared to ask for instructional and/or curriculum accommodations?

IEP Performance

1. Did the student know who was in attendance at the IEP meeting and their roles?
2. Was the student able to express his or her interests, preferences, and abilities?
3. Did the student express his or her personal goals and aspirations?
4. Did the student ask relevant questions?
5. Did the student request appropriate accommodations (if needed)?
6. Did the student express personal responsibility for goal setting and attainment?
7. Did the student facilitate or co facilitate the IEP meeting?
8. Is the student satisfied with the IEP meeting outcomes/results?
9. What does the student think could have been done to improve the meeting?

IEP Implementation

1. Does the student attend class on time?
2. Does the student request instructional support when needed?
3. Does the student request testing accommodations when needed?
4. Does the student assume responsibility for successes and failures?
5. Is the student aware of and working toward IEP goals?
6. Does the student believe he or she is receiving the support needed to reach IEP goals?
7. Has the student explored post-secondary options and support services?
8. Can the student explain which post-secondary options match his or her goals and needs?
9. Has the student developed a plan and timeline for contacting adult service providers?

Note. From Assess for Success. Handbook on Transition Assessment .

Assistive Technology Assessment

ASSISTIVE TECHNOLOGY ASSESSMENT

Until IEP team members become familiar and comfortable with various assistive devices and strategies, it may be advisable to have assessments conducted by someone outside of the school district who specializes in assistive technology. When a comfort level is established and assistive technology is being used by students with cognitive impairments, district personnel may be able to assess other students using the available devices. IEP team members should still consider independent assessments for those students who present unique needs that have not been met using the district's existing assistive technology. Outside assessments will also help team members to stay abreast of new developments and technologies that can help students maximize their potential.

School districts should consider designating appropriate staff to be assistive technology resources. This might be a school psychologist, an administrator, a special education teacher, or other staff that show an interest and the ability to identify and advocate for assistive technology.

As part of each school district's technology plan, the ability of students with disabilities to access input and output must be addressed. A representative from special education, who knows the assistive technology needs of special education students, should be involved on the district's technology planning committee. If some or most of the technology needs for special education students can be paid for under the district's technology plan, more equipment and resources can be made available than by trying to fund high tech assistive technology under the special education budget. Compatibility will be improved and retrofitting expenses will be greatly reduced.

Possible Funding Sources for Assistive Technology

1. School District
2. Title XIX if medically necessary
3. Vocational Rehabilitation
   - If employment-related
   - Can purchase from school when student graduates (3 year depreciation)
4. Family purchases
   - DakotaLink loan program
5. Used equipment - DakotaLink's Equipment Connection

Assistive Technology and Adaptations

All students could benefit from the types of services offered through Special Education:

- **-An annual Individual Education Plan meeting with the studernt, parents, educators, and other stakeholders coming together to formulate long term plans with the student.**
- -Learning employability skills and trying out different jobs
- -Addressing and teaching independent living skills
- -Identification of strengths, weaknesses, and interests
- -Identification of assistive technology and adaptations that can increase learning

Students without cognitive impairments usually benefit from many of the assistive technologies and adaptations that are listed on the following pages. However, one student's convenience item may be assistive technology to a student with cognitive impairments. For example, a word processing program may be a convenience that helps the "A" student to marginally improve neatness and quality of writing, but the same program may be an essential assistive technology to the student with a cognitive impairment who struggles with dysgraphia, grammar, and spelling.

READING
Large Print for individuals who have trouble tracking while reading
Colored overlays
Straight edge
Books on tape for pleasure reading (Available through libraries and bookstores) Text books on tape
Text books on CD-ROM (Very limited availability at present)

The main advantage over books on tape is that one disk can hold the same information as 50 or more audio cassettes. A disk can also be searched to find a specific page, topic, or key word. Another advantage over books on tape is that a student using a screen reading program can follow along with the text on the screen to improve his/her reading skills.

Reference books on CD-ROM
Books on CD-ROM for pleasure reading
Screen reading programs which convert text to speech

"Reading machines" consisting of a scanner, optical character recognition software, a word processing program, and a screen reading program. Printed information including textbooks, magazines, or virtually any document can be scanned into a word processing program. Screen reading software can then read the document out loud to the student using synthesized speech. Most programs come with built-in dictionaries, adjustable speed, and text hi-lifting capabilities. These reading machines can help students improve their reading skills, improve their comprehension of written assignments, and reduce staffing costs.

Video cassette recordings covering topics in science, social studies, literature, and other reading

Intensive subjects may be purchased with textbooks or borrowed from libraries. Videos provide a welcome change of pace for all students, and can greatly increase learning for students with reading disabilities.

Videos on CD-ROM (Some of these are interactive)

MATH
Graph paper for students who lack the fine motor skills to keep numbers in columns
Calculators may help students to focus on the math concepts instead of struggling with calculations

Talking calculators
Budgeting software and checkbook balancing software
Customized spreadsheets tailored to the students' needs
Multimedia software and games for math drills (e.g. Add/Subtract/ Multiply/ Divide)

WRITING
Dictionary
Spell checking devices
Grading for content as opposed to grading for penmanship, grammar, and spelling
Use of a standard word processing program to improve the quality of written assignments

(spell check, grammar check, word prediction, and printing features)
Writing legibly, spelling, and using correct grammar are difficult for many students with cognitive impairments. Using a word processing program will help many students to minimize their deficits and to improve the quality of their writing. Becoming proficient with a word processing program also improves overall computer literacy.

Voice recognition software (speech to text)

<u>Keyboarding vs Voice Recognition</u>
Most students with cognitive impairments have difficulty in processing information from the written page and then typing it quickly and accurately using a computer keyboard. Transferring thoughts directly into a word processing program via a keyboard may also prove frustrating and time consuming. A keyboarding class can help students with cognitive impairments to become familiar with computers, but learning to use voice recognition software for information input may better serve the student in the long run.

Several companies are releasing new generations of voice recognition software that will minimize the need for keyboarding skills. Improvements in this software and advances in hardware have made it possible for many individuals (including doctors and lawyers eliminating the dictation to transcription process) to verbally input information into a word processing program at a rate of 160 words per minute with 95% or greater accuracy. Spell checking, homonym identification, and grammar checking are built into most of this software.

Voice recognition software is not the answer for all students with cognitive impairments. An assessment or trial run is advisable before purchasing a program. Individuals train the software to recognize their speech patterns and intonation by reading specified text into the program. Poor reading skills makes it difficult for some students to train the software to their speech patterns and to successfully utilize a continuous speech recognition program. These students may have more success using the older discreet speech programs than the new continuous speech programs.

These programs work best for individuals who have clear speech and have access to computers with a bare minimum of 200 mhz processing speed and 32 megabytes of RAM. Error correction is still cumbersome, better interfaces with other software are in

process, and overall user friendliness is steadily improving. New generations of software and hardware will make it easier for students with disabilities to benefit from voice recognition programs.

The cost for this type of software varies, but some of the best programs can be purchased for less than $150, and prices should continue to decrease. Many of the new programs can accommodate multiple users. Installation of the programs is also becoming simpler. Microsoft will probably incorporate voice recognition software into one of its next generations of the Windows and NT operating systems.

NOTE TAKING/LECTURES
A mini cassette recorder to tape classroom lectures
Instruction on how to take notes
A copy of the instructor's lecture notes or overheads
Copy of class notes from another student proficient in note taking
Classroom assistant's notes or a condensed study guide summarizing key information
Use of chalkboard or overheads to reinforce key information
Use of demonstration and examples when teaching new materials
Overview provided before starting the lesson
Follow-up by instructor to gauge understanding

TEST TAKING
Test to find out what the student has learned and not to see how well the student takes tests
Instruction on how to take different types of tests
Practice tests and study guides
Spec Ed teacher's assistance to help instructors identify, accept, and develop alternate test formats
Alternate format tests (e.g. multiple choice as opposed to fill in the blank, eliminate scanned answer sheets, complete a project to demonstrate knowledge)
Elimination of test questions with double negatives and trick questions in general
Shortened tests
More frequent testing over smaller amounts of material
Extra time for tests
Testing outside of the regular classroom
Testing on a computer
Open book or open note tests
Tests on audio or video tape
Oral tests
Scribe to record answers
Speak answers into a tape recorder
Modifications for state or district-wide achievement testing are to be addressed at IEP meetings
ACT allows for extra time, readers, and other accommodations (with disability documentation)

ORGANIZATION and MEMORY
Establish routines
Day Planners
Checklists (e.g. steps to turn on a computer and find a specific program or document)
Electronic organizers
Tape recorders to record assignments, events, thoughts, etc.
Taking notes and putting them into pockets works well for some students
Course syllabus and outline (extra copies for home and case manager to monitor progress)
Written schedules or printed assignment lists
Pictorial lists
Assignments designed to improve memory and organization
Instructional software designed to improve memory and organization

COMMUNICATION BETWEEN PARENTS AND SCHOOL
Homework/Message notebook that student takes home and then brings back to school
E-Mail messages since teacher and parent schedules frequently conflict
Mutual respect and understanding
Answering machine or voice messaging at both home and school

CONCENTRATION
F/M (short-range radio) headsets for lectures (minimizes auditory distractions)
Headsets for multimedia computer learning activities
Multi-media activities, games and presentations
Sit near the front of class, sit away from windows and doors (fewer visual distractions)

SCHEDULING
Schedule difficult classes at the time of day when the student functions best
Avoid scheduling too many difficult classes in a row or during one semester
Consider course substitutions if the student will benefit (i.e. consumer math instead of algebra)

REMEDIATION
Tutoring by staff
Peer tutoring
Flash cards
Software tutorials - The Triple T Project (Technology Tools for Teachers) at the TIE Office has a resource center for software and other technology tools for special needs education; contact Myrna Gilbertson at 1925 Plaza Blvd, Rapid City, SD 57702; phone (605) 394-1876, or e-mail mgilbertson@sdtie.sdserv.org.
http://www.tie.net/
http://dakotalink.tie.net/HomePgg.html
Multimedia presentations
Self-paced materials
Student's learning styles should be identified to develop optimal instruction techniques

STANDARD COMPUTER HARDWARE and SOFTWARE AS ASSISTIVE TECHNOLOGY

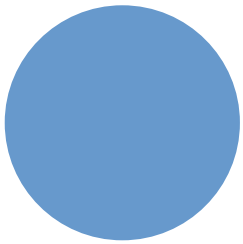
Computer applications are designed to assist all people with improved functioning in the areas of organization, memory, time management, writing, manipulating and summarizing numerical data, researching, communicating with other people, and productivity. Since students with cognitive impairments struggle in many of these areas, learning to use existing and developing technologies is critical for these students. The cost of computer technology continues to decrease.

Computers are increasingly being used as INDEPENDENT LEARNING TOOLS that allow a student to set their own pace in a particular study or skill area. The relatively low cost of computer technology, as compared to the cost of an instructional aide, is starting to become apparent to some educational administrators. Computers can help students to experience more success in school, and more importantly, can help students to maximize their independence in the adult world.

COMPUTER LITERACY

All students are expected to possess basic competencies in various computer applications at high school graduation. Word processing, data entry, spreadsheet, database, reference disk, internet, and e-mail skills are expected by most employers and post-secondary schools. The lack of basic computer competencies is becoming akin to having disability in itself.

** To find out more about assistive technology services, devices, assessments, resources in SD, call DakotaLink at 1-800-645-0673 or www.dakotalink.tie.net.



ONE MORE LOOK AT A TRANSITION CHECKLIST TO MAKE SURE THE STUDENT AND FAMILY HAVE COVERED EVERYTHING!

Name _____Date _____

The best transition plan will not prepare a student for adult life without the availability of many high quality options for implementation. There are several important components to consider in the implementation of a student's transition-focused IEP. These include special education services in high school settings, meeting graduation standards through general education, and School-to-Work activities.

Transition Check List

Planning for Learning After High School

Can the student and family do the following?

_____ Describe your disability out loud and explain what you do because of your disability?
_____ Describe your learning styles out loud?
_____ Demonstrate independence by writing some of your own IEP goals?
_____ Learn about your civil rights and the responsibilities of high schools and colleges under Section 504 and the Americans with Disabilities Act?
_____ Select classes with parent input that will prepare you academically for college or vocational/technical school (e.g. word processing, public speaking, study skills)?
_____ Self-advocate with parents, teachers, and peers? Describe:
_____ Try out accommodations and auxiliary aids that teachers deem appropriate (e.g. taped textbooks, note takers, extra time on exams)?
_____ Learn how to talk to teachers since they don't give you anything that you don't ask for?
_____ Know how, when, and where to discuss and request needed accommodations?
_____ Manage your study time well?
_____ Attend college/career events in your district?

Recreation and Leisure

_____ Enroll and participate in a recreation/leisure class in the community?

_____ Learn how to plan recreation and leisure activities (where, when, cost, transportation)?

_____ Practice healthy fitness habits?

_____ Join a club or organization?

Living Options

_____ Explore future living options

_____ Talk with others who have been through the transition of moving into another setting?

Personal Living Skills

_____ Develop housekeeping, budgeting, and cooking skills?

_____ Develop math, and reading skills you will need as an adult?

_____ Develop skills needed to solve problems with others?

_____ Learn about your health care needs?

_____ Learn how to open a bank account, write a check, budget money?

_____ Identify the changes in your legal rights and responsibilities for when you turn 18?

Your Transition IEP Checklist

Use this checklist to see whether or not your student's IEP meets the requirements of IDEA (the federal law covering education for students with disabilities) and SD Special Education Program:

☐ Did the student take part in planning IEP? If not, did the team take other steps to make sure the student's interests and needs were considered in the plan?	☐ Did the team include in the IEP: Instruction, related services, community experiences, employment, daily living skills, if needed, functional vocational evaluation.
☐ Are the annual goals and objectives in the IEP based on the student's needs?	☐ Was a vocational (career-related) assessment begun at age 14? Is it reviewed once a year and does it provide information to the team for planning transition goals?
☐ Were staff members of agencies which might be providing or paying for transition services invited to the IEP/ transition meeting? If the invited agencies did not send any staff members, did the team take other steps to make sure these agencies took part?	☐ Was the need for assistive technology in transition considered?
☐ Does the IEP include the student's long range goals in: employment, independent living, post secondary education, community participation	☐ Did the IEP team meet again if the responsibilities of other agencies identified in the IEP were not met?
☐ Is the course of study in the IEP what the student needs to reach the long-range goals?	☐ For students turning 17, did the team talk about the transfer of rights to the student?
☐ Are the annual goals and objectives designed to help the student reach the long-range goals?	