NTACTC's New Collaborative Assessment Guide for Enhancing Transition Planning

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Agenda

Overview of the New Assessment Guide

Speed Review of the Guide:

- ➤ **Overview of a Six Step Assessment Process**

- ➤ **VR & Education Collaboration in the Assessment Process**

- ➤ **Student & Family Engagement in the Assessment Process**

- ➤ **Review of the Other Assessment Guide Sections**

Guide Background and Purpose

➢ The Collaborative Assessment Guide for Transition Planning (CAG) builds upon and replaces the Age Appropriate Transition Assessment Toolkit (Kortering et al., NSTTAC, 2007; NTACT, 2016). NTACT:C appreciates the input of practitioners, state agency personnel, and federal agency staff for their input in developing this resource.

➢ The NTACTC: Collaborative Assessment Guide for Transition Planning (CAG) is intended to help students, family members, educators, vocational rehabilitation (VR) counselors, human services and health agency staff, and other partners develop a coordinated assessment approach for transition planning and service delivery.

Guide Components

→ The set of resources which make up the CAG include sections designed for students and families. It also includes a supplement to highlight the assessment requirements of the Individuals with Disabilities Education Act (IDEA, 2004) and the Rehabilitation Act of 1973 (Rehab Act), as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA) as well as a supplement of Definitions referenced throughout. Finally, it includes a supplement of sample assessment tools.
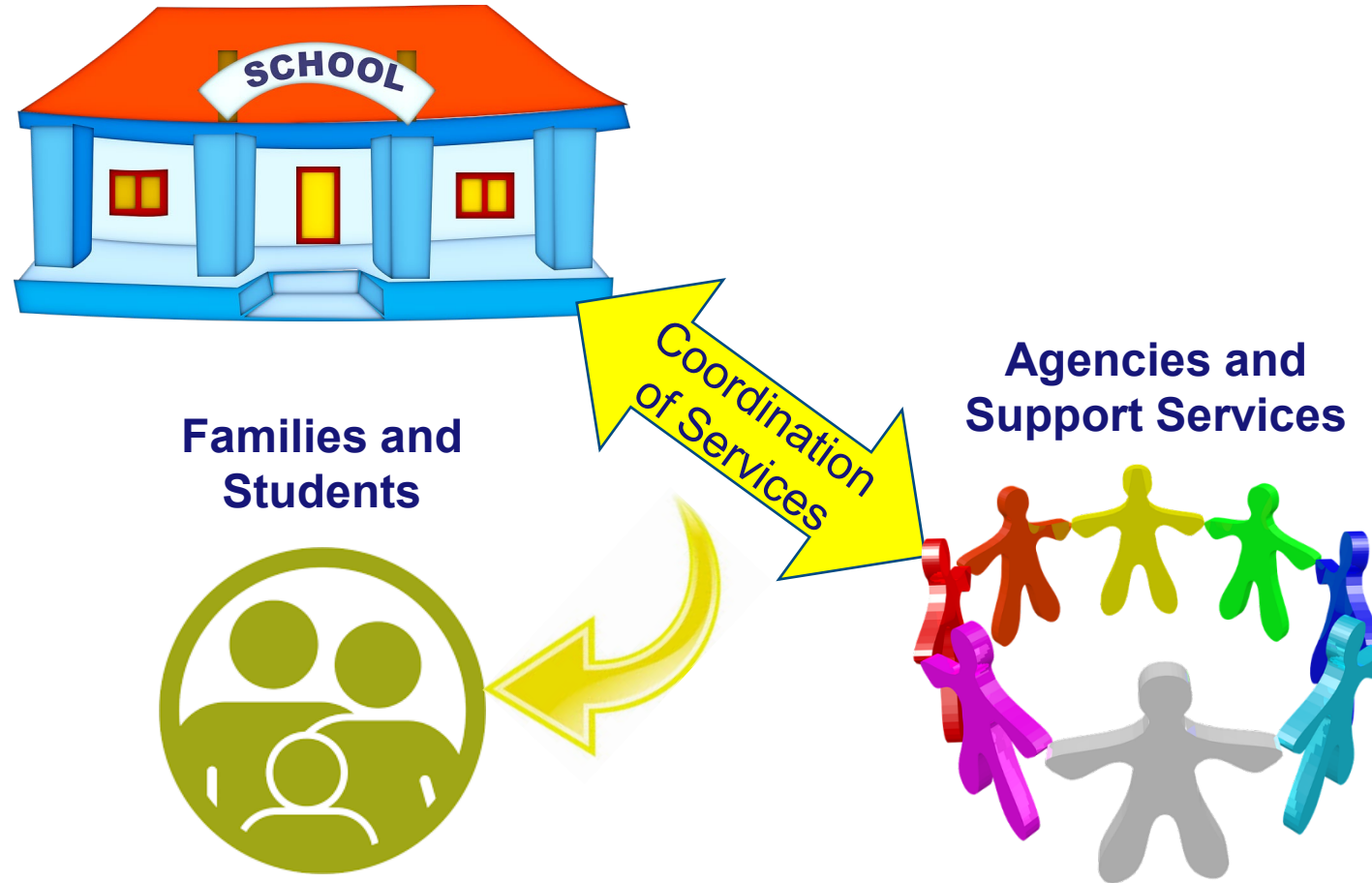
Purpose of Assessment….

- The most important reason for doing assessment is to empower a student to learn about themselves so they can take an active role in their career development and post-secondary goal planning process.

- Information from assessments can be gathered to help the student with a disability to understand and identify his or her current needs, preferences, and interests, as they relate to the demands of current and future working, educational, living, personal and school environment.

- Assessment results can also be used to assist educators and VR personnel in determining how best to support the student with a disability in their education, course selection, career development and achieving desired secondary and post-school outcomes.

➔ **The assessment process addresses three questions:**
  - Where is the student presently?
  - Where does the student want to go?
  - How does the student get there?

NTACT
THE **COLLABORATIVE**

Assessment = A Coordinated Effort

School

Coordination of Services

Families and Students

Agencies and Support Services

Who Will Assess and What Will They Assess?

Team Member	Assessment
Education Professionals	Student work samples, , observations, behavior rating scales, preference surveys, learning preferences, community-based assessments, functional assessments, achievement assessments, academic performance, postsecondary education options, situational assessments, assistive technology
Vocational Rehabilitation Counselor	Careers interest inventories, work-simulations, job analyses, work aptitude, situational assessments, soft skills
Parents/Family Members	Behavior rating scales, interest inventories, interviews
Community Resources	Interest inventories, communication preferences
Student	Self-assessments, interest interviews
Peers	Peer-mediated assessments, social interactions, ecological inventories
Agency Professionals	Independent living skills, assistive technology

https://transitionta.org/transition-assessment/

Collaborative Assessment Guide for Transition Planning Services

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The new and improved Transition TA Toolkit......has a new name and content!

We have updated and expanded what was the TA Toolkit for broader use for education and VR! The *Collaborative Assessment Guide for Transition Planning* is intended to help develop a coordinated assessment approach for transition planning and service delivery. The guide is designed to help include:

- students,
- family members,
- educators,
- vocational rehabilitation (VR) counselors,
- human services and health agency staff, and many others.

Login to the NTACT:C Website
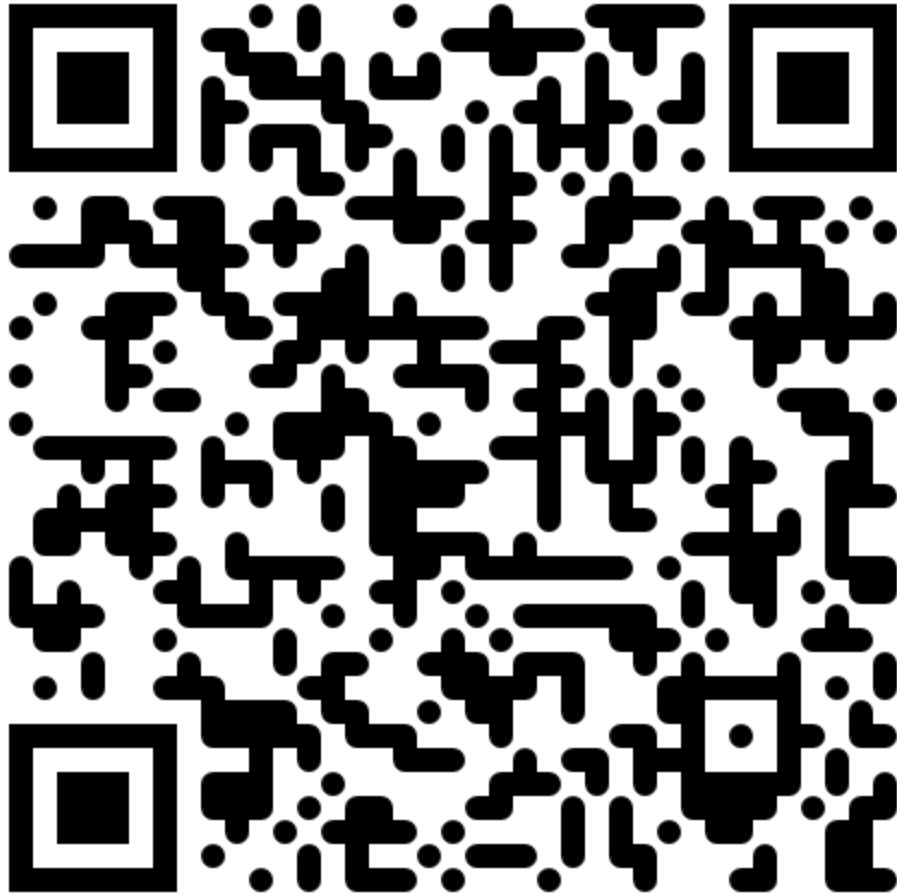
Speed Review of the Guide Round # 1
10 Minutes
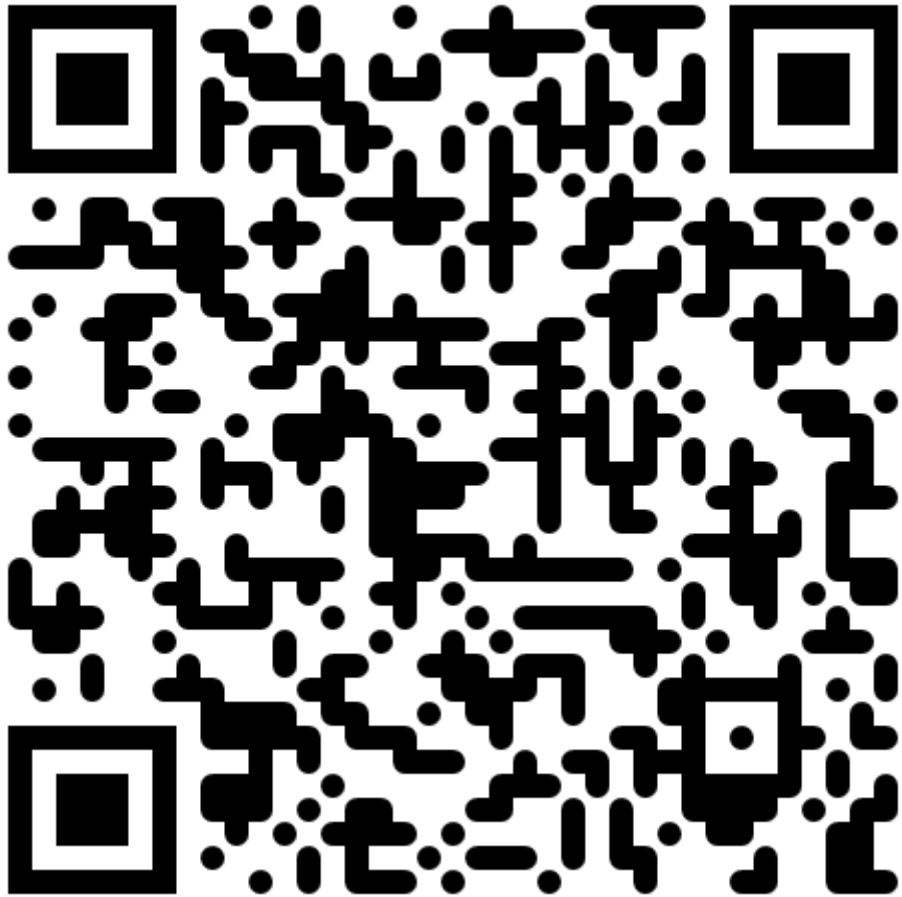
Collaborative Assessment Guide

→ Overview of a Six Step Assessment Process – Dawn Rowe

→ VR & Education Collaboration in the Assessment Process – Brenda Simmons

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→ Review of the Other Assessment Guide Sections – Michael Stoehr
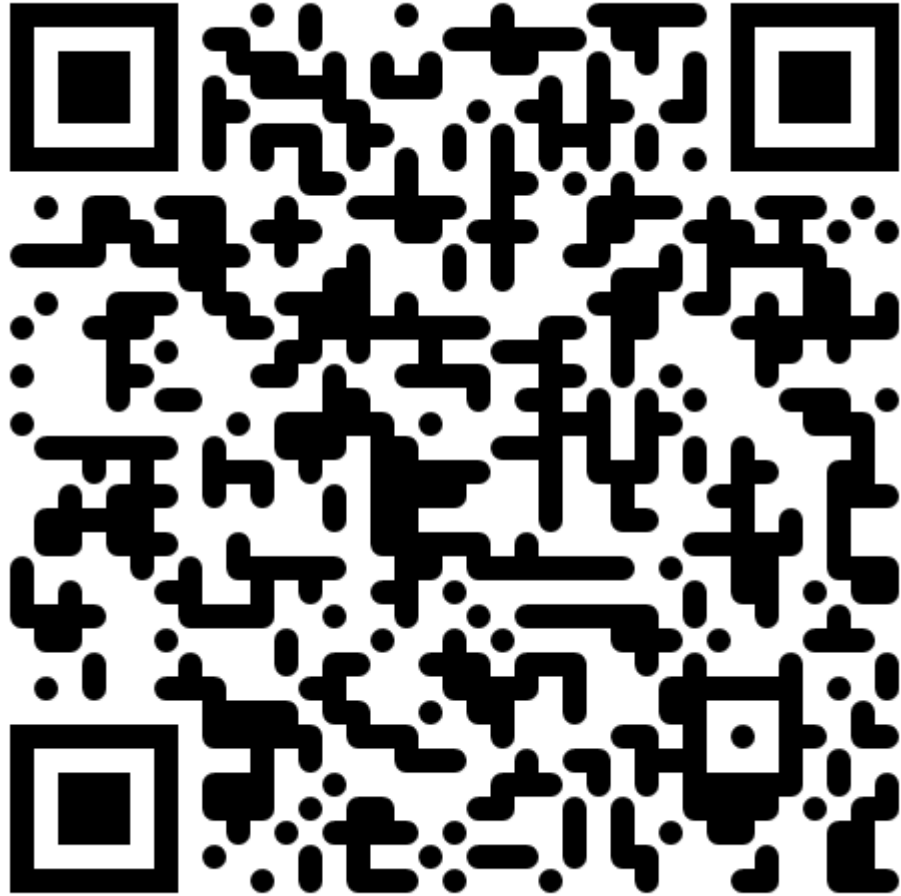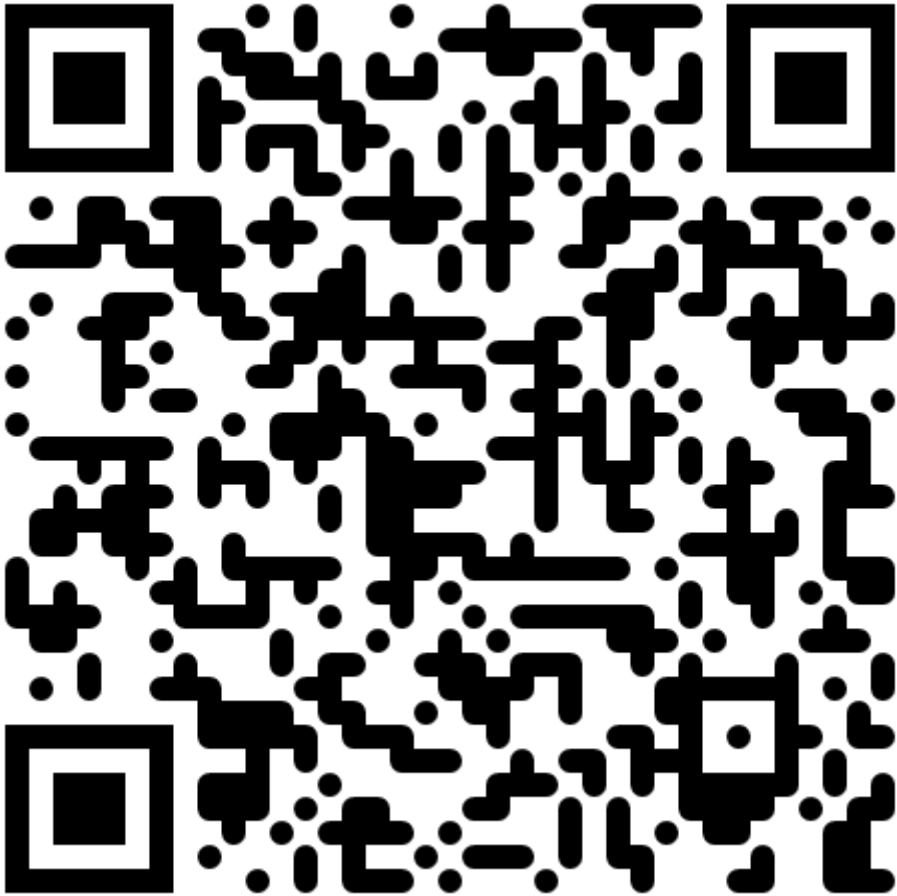
Speed Review of the Guide Round # 2
10 Minutes

→ Overview of a Six Step Assessment Process – Dawn Rowe

→ VR & Education Collaboration in the Assessment Process – Brenda Simmons

→ Student & Family Engagement in the Assessment Process – Everett Deibler

→ Review of the Other Assessment Guide Sections – Michael Stoehr

Collaborative Assessment Guide

Speed Review of the Guide Round # 3
10 Minutes

→ Overview of a Six Step Assessment Process – Dawn Rowe

→ VR & Education Collaboration in the Assessment Process – Brenda Simmons

→ Student & Family Engagement in the Assessment Process – Everett Deibler

→ Review of the Other Assessment Guide Sections – Michael Stoehr

Speed Review of the Guide Round # 4
10 Minutes

→ Overview of a Six Step Assessment Process – Dawn Rowe

→ VR & Education Collaboration in the Assessment Process – Brenda Simmons

→ Student & Family Engagement in the Assessment Process – Everett Deibler

→ Review of the Other Assessment Guide Sections – Michael Stoehr

Collaborative Assessment Guide

Final Thoughts and Reflections

Thank you!

Find us on:

#transitionTA | transitionTA.org | ntact-collab@charlotte.edu

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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