



Selecting age-appropriate transition planning assessments for promoting academic, adaptive, and vocational capabilities.

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Post-school outcomes for youth with disabilities are typically poor across all life domains: education, employment, and independent living. There is growing research evidence that when students are actively involved in the transition planning, better post-school outcomes can be achieved (Shogren, Wehmeyer, Palmer, Rifenburg, & Little, 2013). Transition planning involves goal setting, and goal setting must be informed by assessment (Sitlington, Neubert, & Clark, 2010). Here, methods that assist youth to realistically identify strengths, preferences, interests, and needs (SPINs) are needed.

Assessment measures should gather information on academic skills, adaptive behaviours, vocational interests, and self-determination. Such assessments help students to learn about themselves, shape annual goals in personalised learning plans, and increase motivation in learning (Kotering & Braziel, 2008). Assessments can also assist teachers and families in identifying the supports and services at school and in the community needed to achieve current and future goals.

This presentation will provide teachers with a matrix of transition assessment tools, with links to the assessment tools. These tools will assist students to identify their current and future SPINs. Approaches and assessments that are suitable for students with mild to more complex disabilities will be highlighted. Important considerations, including the use of testing accommodations, authentic assessments, data triangulation, and translation of results to goals will also be discussed.

References

Kotering, L., & Braziel, P. (2008). Age appropriate transition assessment: A look at what students say. *Journal of At Risk Youth*, 17, 27-35.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenburg, G. G., & Little, T. D. (2013). Relationships between self-determination and post-school outcomes for youth with disabilities. *The Journal of Special Education*, 48, 256-267. doi:10.1177/0022466913489733

Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). *Transition education and services for students with disabilities* (5th ed.). Upper Saddle River, NJ: Pearson.