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RHODE ISLAND TRANSITION ASSESSMENT TOOL MATRIX:

Third Edition

Created by the RI Regional Transition Center Coordinators

The Purpose in creating this document was to provide guidance for choosing the most age appropriate assessment in a format that is the most person-centered. The information is organized into sections based on these transition areas:

- WaytoGoRI.org- RI's web portal for youth through adulthood
- General Transition
- Self-Determination
- Learning Styles
- Occupational Interest & Performance

The tools and resources presented here have been used by state and national practitioners and many are reviewed and referenced in other state and academic resources. Links to the tools are also provided and notated as free and available to download. Information is also presented regarding the age/grade and population for which the tool is most suitable. This information has been taken from the manual of the tool or from their web information. In this edition of the Matrix, some of the items have been notated as I/DD, and Dhh. This indicates the particular tool is useful and appropriate for use with individuals who experience intellectual & developmental disabilities (**I/DD**), and/or deaf and hard of hearing (**Dhh**).

The Matrix is a document that is always in development and we value feedback and information from all of its users. If you have tools or resources you would like to see added to this document, please share with your Regional Transition Coordinator.

What Is Transition Assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (Sitlington, Neubert, & LeConte, 1997; p. 70-71). Federal law requires "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills" (§300.320[b][1]).

Although states are still developing policy and guidance documents relative to transition assessment (Morningstar & Liss, 2008), it seems most appropriate to use some combination of the following types: Paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments. These assessments or procedures come in two general formats – formal and informal. Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories. Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

(Age Appropriate Transition Assessment Toolkit, Third Edition. National Secondary Transition Technical Assistance Center NSTTAC (2013). University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune.)

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I. WaytogoRI.org

An innovative web portal designed to provide a range of free internet based services to help students, parents & educators explore education and career options. The site offers programs that provide valuable information to students of every age: helping elementary age students learn about themselves and the people who work in their community; giving middle school students the tools they need to prepare for high school and explore career areas; and empowering high school students to develop personalized learning plans and conduct extensive college and job research.

<p><i>WaytogoRI.org-Ability Profiler</i> is a computer-based, multi-aptitude battery that gives individuals one indication of their potential for successfully performing work tasks in specific occupations. The assessment relates aptitude levels to careers based on the information about job aptitude requirements from the Department of Labor. The Ability Profiler is an electronic version of the paper-pencil components of the O*NET Ability Profiler (Department of Labor). This career exploration tool should be administered under professional supervision.</p>	X	X		14-21 Timed	X	http://www.waytogoRI.org
<p><i>WaytogoRI.org -Basic Skills Survey</i> is a tool designed to assess skills in core areas, and then match them to career options. Users are presented with a series of statements in a checklist format. These statements are concrete activities that illustrate advancing levels of achievement.</p>	X	X			X	http://www.waytogoRI.org
<p><i>WaytogoRI.org -Career Cluster</i> is a short quiz that can help users narrow down a cluster to further research. The survey asks users questions about themselves, and then gives them a list of clusters matching their criteria.</p>	X	X			X	http://www.waytogoRI.org
<p><i>WaytogoRI.org -Career Key</i> is an assessment tool catering to middle school students. It helps individuals identify their work-related</p>	X	X		Middle School	X	http://www.waytogoRI.org

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interests, gain self-knowledge about their vocational personality type, and develop career awareness of matching occupations.						
<p>WaytogoRI.org -Do What You Are Based on the proven science of Personality Type, Do What You Are is an online self discovery assessment to improve students' self-awareness, helping them make more informed decisions about their future. It reveals clues about students' strengths and blind spots, recommends career paths and college majors, and offers tips for conducting an effective career search.</p>	X	X		High School	X	https://www.humanesources.com/happ/login.php?url=11688
<p>WaytogoRI.org -Interest Profiler suggests interest areas (Holland codes) based on responses to questions about users interest in performing common work tasks as part of a career.</p>	X	X		14-21	X	http://www.waytogori.org
<p>WaytogoRI.org -Transferable Skills Checklist helps users review their work history, and identify and assess their transferable work skills, and then matches the users' skills to career options. This checklist can also be used by youth who are in the process of developing career plans, allowing them to zero in on skills they wish to acquire. The checklist is designed around transferable work skill statements that describe the broad work activities present in a variety of occupations.</p>	X	X		16- adult	X	http://www.waytogori.org
<p>WaytogoRI.org -Work Values Sorter Work values are global aspects of work that are important to a person's job satisfaction. The Work Values Sorter is an assessment of the values a person considers important in a work setting. It is intended to build students' self-awareness about their personal values, helping them gain a more complete picture of who they are, and helping them decide which career path promises them the best chance of success.</p>	X	X		14-21	X	http://www.waytogori.org

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II. GENERAL TRANSITION						
<p>Transition Planning Inventory-2nd Edition (TPI 2) Computer Version</p> <p>An instrument for identifying and planning for the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical transition planning areas that take into account the individual student's needs, preferences, interests, and strengths.</p> <p>Modified TPI for students with significant disabilities</p>	X	X	X	GR 8 – 12 I/DD		PRO-ED http://www.proedinc.com/customer/ProductView.aspx?ID=6063
<p>BRIGANCE® Life Skills Inventory assess listening, speaking, reading, writing, comprehending, and computing skills in nine life-skill sections – in the context of real-world situations.“ It is for secondary special ed., vocational, ESL programs.</p>			X	GR 7 – 12 I/DD		Curriculum Associates www.curriculumassociates.com
<p>BRIGANCE® Employability Skills Inventory (ESI)</p> <p>Includes in-depth assessments ranging in difficulty from grades 3-HS: Reading grade-placement, Reading skills assessment, speaking and listening, pre-employment writing, math skills and concepts, career awareness and self-understanding, job-seeking and knowledge.</p>	X	X		GR 7-12		Curriculum Associates www.curriculumassociates.com
<p>BRIGANCE® Transition Skills Inventory (TSI) helps educators easily assess independent living, employment, and additional post-secondary skills to support transition planning for middle and high-school students.</p>	X	X	X	14-21		http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSI
<p>Transition Behavior Scales (3rd edition)</p> <p>Measures a student's behavior (by teacher and student ratings) in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations. Decisions can then be made as to areas of need for skill and behavior improvement for student success in transition to employment and independent living.</p>	X	X	X	Ages 12-18 I/DD		Hawthorne Educational Services, Inc. http://www.hawthorne-ed.com/pages/transition/t2.html

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three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.						
<p>Informal Assessments for Transition Planning- 2nd Edition</p> <p>A series of books containing practical, reproducible, and easy-to-use assessments targeted to specific areas of transition for use with students, parents, and teachers. Employment and Career Planning; Postsecondary Education and Training; Independent Living and Community Participation</p>	X	X	X	Adolescent to adult		PRO-ED http://www.proedinc.com/customer/ProductView.aspx?ID=5169
<p>The Supports Intensity Scale (SIS) measures support requirements in 57 life activities and 28 behavioral and medical areas. The assessment is done through an interview with the consumer, and those who know the person well.</p> <p>SIS measures support needs in the areas of home living, community living, lifelong learning, employment, health and safety, social activities, and protection and advocacy. The Scale ranks each activity according to frequency (none, at least once a month), amount (none, less than 30 minutes), and type of support (monitoring, verbal gesturing). Finally, a Supports Intensity Level is determined based on the Total Support Needs Index, which is a standard score generated from scores on all the items tested by the Scale.</p>	X	X	X	Ages 16+ (SIS for Children/SIS-C in development) I/DD		AAIDD http://aaidd.org/sis/product-information#.U8_zpfldV8G
<p>Ten Sigma Targeting Transition Materials Rubrics for Transition Manuals: The program includes four transition rubrics manuals for four different types of student. Each manual contains a survey to assess student transition needs, transition rubrics for each skill that pinpoint the expectations of the skill, and a multiple-year progress report. Rubrics for Transition IV: for Students with Severe Disabilities.</p>	X	X	X	Age 14 to 21 I/DD	X	Ten Sigma http://www.tensigma.org/transition/index.html

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<p>Activities for Transition: The program includes activities that teach the transition skills in two of the four manuals, including activities for skills in <i>Rubrics for Transition I</i>, and <i>Rubrics for Transition II</i>. The activities include lessons, interviews, practice, evaluations, plans to improve, and a variety of other tasks.</p>						
<p>TEACCH Transition Assessment Profile (TTAP) – Second Edition (formerly the <i>Adolescent and Adult Psychoeducational Profile</i>) was developed for adolescent and older children with autism spectrum disorders with transitional needs. The <i>TTAP</i> can be used to facilitate educational and transitional planning. Emphasis is on evaluating the six major functional skill areas</p> <ol style="list-style-type: none"> 1. Vocational Skills 2. Vocational Behavior 3. Independent Functioning 4. Leisure Skills 5. Functional Communication 6. Interpersonal Behavior 	X	X	X	Age 14 to 21 I/DD		PRO-ED http://www.proedinc.com/customer/productView.aspx?ID=3962
<p>iTransition is a free, online transition curriculum to help students who are deaf or hard of hearing prepare for life after high school. There are three separate trainings with activities to help students learn about themselves, their career goals, and the skills they need to be successful in the future.</p> <ul style="list-style-type: none"> • Career Interests and Education Choices: It's My Plan! • First Year College Success: Be the One! • Essential Skills for College Living: It's My Life! 	X	X		14-21 Dhh	X	http://itransition.pepnet.org/
<p>Ansell-Casey Life Skills Assessments (ACLSA) These assessments evaluate the life skills for youth and young adults. They are completed online and</p>	X	X	X	Youth to young adult	X	www.caseylifeskills.org

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automatically scored within seconds. A copy of the report can be e-mailed to teachers and/or counselors. The assessments are always free to use. English, Spanish and French versions available						
<i>FISH-Functional Independence Skills Handbook:</i> Assessment and Curriculum for Individuals with Developmental Disabilities, William K. Killion. Contains (A) an assessment instrument that can assist the professional in determining goals for future educational or developmental training programs for a person with developmental disabilities and (B) sample lesson plans for each item evaluated. The Assessment instrument and lessons are organized according to seven domains: Adaptive Behavior Skills, Affective (or Emotional) Skills, Cognitive Skills, Sensorimotor Skills, Social Skills, Speech and Language Skills, and Vocational Skills.	X	X	X	Youth to young adult I/DD		PRO-ED www.proedinc.com
<i>Choosing Outcomes and Accommodations for Children (COACH)3rd Edition</i> COACH comes with the essential materials educators need to engage in collaborative educational planning. Ready-to-use, fillable forms and tools—now on CD-ROM for easy access—help educators organize goals and objectives, determine their students' learning styles, schedule class activities, plan and adapt instruction, evaluate the impact of instruction on student outcomes, and more.	X	X	X	K-12 I/DD		http://products.brookespublishing.com/Choosing-Outcomes-and-Accommodations-for-Children-COACH-P463.aspx
<i>THE NEW PARENT TRANSITION SURVEY</i> Survey to assist the team to better understand parent's needs and expectations for a child's future. It will provide vital information that can lead to successful transition planning.	X	X	X	Free I/DD		http://www.transitioncoalition.org/transition/tcfiles/files/docs/NewParentTransitionSurvey1401456925.pdf/NewParentTransitionSurvey.pdf
<i>Child Preference Indicators (CPI) PDF and Personal Preference Indicators (PPI)</i> These two tools provide self-advocates, families, professionals, and academic	X	X	X	14-adult		NSTTAC has each of these free to download as well as a 90-minute webinar

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<p>student self-determination skills for research purposes.</p> <p>3. The <i>ChoiceMaker Self-Determination Assessment</i> is used to measure the self-determination skills of middle and high school students with mild to moderate disabilities.</p>				Grade 6- Adult		Commercial http://store.cambiumlearning.com/choice-maker-self-determination-series/
<p><i>I'm Determined</i>: This is the website of the Virginia Department of Education Self-Determination Project. It offers multiple resources that can be used as part of individualized informal assessment. Checklists, templates, and sample plans are available to assist the student and his/her team in self-directed future planning.</p>			X	14-21	X	http://www.imdetermined.org/student_involvement/
<p><i>Self-Determination Knowledge Scales</i>: A curriculum based assessment designed to help secondary students learn to define and achieve goals that are important to them. The Self-Determination Knowledge Scale, Forms A and B: are pretest and posttest for the <i>Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals</i></p>	X	X	X	Adolescents		www.proedinc.com
IV. LEARNING STYLES						
<p><i>The Learning & Working Styles Assessment</i>; Grades 7-12 and Post secondary training facilities; Computer CD-Rom; The 75-item inventory consists of statements that describe learning and working preferences. A numerical rating scale ranging from "Most like me" to "Least like me" is used. Results are presented in report format through computer printout.</p>	X	X		Adolescent		Piney Mountain Publishing www.pineymountain.com

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Barsch Learning Style Inventory Gives scores and information on visual, auditory and kinesthetic learning styles and preferences. Student answers 24 questions with "Often true", "Sometimes true" or "Seldom true"	X	X		Adolescent/Adult	X	Free on line version http://ww2.nsc.edu/gerth_d/AAA0000000/barsch_inventory.htm PDF http://www.sinclair.edu/support/sss/pub/Barsch%20learning%20Style%20Inventory.doc
The C.I.T.E. Instrument (Babich, Burdine, Albright, and Randol, 1976) was formulated at Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.	X	X		Middle School to adult		Free http://www.wvabe.org/CITE/cite.pdf

V. OCCUPATIONAL INTEREST & PERFORMANCE

CDM-Revised (Career Decision Making System) The CDM-R System provides a self-scored assessment that helps students and other career planners identify their occupational interests, values, and abilities- and match these to career options. This tool pinpoints career clusters and yields results that can be linked to college majors and post-secondary job opportunities.	X					Publisher-Pearson AGS Globe www.pearsonschool.com
Picture Interest Career Survey, Second Edition (PICS) A brief, essentially language-free self-report vocational interest inventory based on the widely used RIASEC occupational coding system (Holland) and the People, Data, Things, Ideas, & interest categories and works tasks defined by Prediger. Wide range of ability levels	X			10 years to Adult I/DD		http://jist.emcp.com/picture-interest-career-survey.html
O*Net Career Interest Inventory The O*Net Career Interest Inventory helps you explore jobs based on your interests. It asks whether you Like or Dislike various activities and then lets you score your response. You use your scores to identify career areas that match your interests and then pinpoint specific jobs to explore.	X			Middle/High School		http://jist.emcp.com/o-net-career-interests-inventory-third.html
The PIC Pathfinder Interest inventory uses computer audio-visual format with a numerical rating system to	X			Middle School to Adult		http://talentassessment.com/

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measure level of interest in 10 second video clips of work being performed. Manual or by computer scored. Results in “positive, negative, or neutral” interest level in seventeen clusters and various career areas.						
<i>Envision Your Career- Language Free Video Career Interest Inventory:</i> Designed to measure career interest of people with little or no English skills or limited reading and writing ability. Uses a numerical rating system to measure level of interest and results are reported as Holland Interest Codes.	X			Middle School to Adult Reading-Free I/DD; Dhh		http://jist.emcp.com/envision-your-career.html
<i>Transition-to-Work Inventory, Third Edition</i> Individuals will review a list of 96 non-work activities and rate how much they like each one. Simple self-scoring allows them to connect their answers to the 16 career clusters, which then lead to a list of related jobs, self-employment options, and paths for education and training. (paper & Pencil, On-line)				Middle School to Adult		http://jist.emcp.com/transition-to-work-inventory-third-edition-1832.html
<i>The Career Assessment Inventory – Vocational Version</i> compares an individual's vocational interests to those of individuals in 91 specific careers that reflect a range of positions in today's workforce – including skilled trades and technical and service professions – requiring 2 years or less of post-secondary training. 6 th Grade Reading level, paper & pencil and computer	X			Age 15 +		Pearson Assessments www.pearsonassessments.com
<i>The Career Assessment Inventory (CII)</i> assessment compares an individual's occupational interests to those of individuals in 111 specific careers that reflect a broad range of technical and professional positions in today's workforce. The inventory is used by to help students and adults develop career and study plans. Was standardized with the <i>Differential Aptitude Tests®, Fifth Edition</i> (DAT®), providing students' aptitude and interest	X	X		Age 15+ 8 th Grade Reading level	X	Pearson Assessments http://www.pearsonassessments.com/learningassessments/products/100000215/career-interest-inventory-cii-cii.html

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comparisons when the two tests are given together. Paper & pencil, computer, & Internet administration						
Wide Range Interest and Occupation Test–Second Edition (WRIOT2) consists of 238 full-color pictures. Individuals decide whether they like, dislike, or are undecided about each job depicted. The WRIOT2 does not require reading or language understanding. The picture presentation reduces the confusion of mental images and multiple meanings that words evoke. The results graphically show an individual's strength in each of the 17 Occupational, 16 Interest, and 6 Holland Type Scales. The report can be provided to the client to assist in their career choice. The WRIOT2 can be computer administered using the WRIOT2 Administration CD or manually administered using the Picture Book.	X			Middle School to Adult Reading-Free I/DD; Dhh		PRO-ED www.proedinc.com
WPP: Work Personality Profile and Computer Report (WPP) is a standardized observer-rating instrument used to generate information that assists in identifying and obtaining a job that correlates with an individual's interests and strengths. The assessment uses standardized judgments about work behaviors as a basis for producing information that is specifically relevant to the goals of vocational rehabilitation. Although the WPP is appropriate for a variety of populations, it has been most commonly used with adolescents and adults who have significant disabilities.	X			16+ I/DD, Dhh		http://www.proedinc.com/customer/productview.aspx?id=4205
Self-Directed Search Form R 4th Edition (SDS-R) Developed by Dr. John Holland, whose theory of careers states that most people can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Paper & Pencil booklet and Web based administration. SDS-Career Explorer version for Middle School.	X	X		Middle School- adult	X	Psychological Assessment Resources (PAR) www3.parinc.com/default.aspx

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Reading Free Vocational Interest Inventory- 2 (R-FVII:2) measures the vocational interests of special populations using pictures of individuals engaged in different occupations to measure the vocational likes and dislikes. The R-FVII:2 is easy to administer and score. It can be administered in about 20 minutes to groups or individuals. It is self-administered and has no time limits.	X			Age 13 + Reading-Free I/DD; Dhh		PRO-ED www.proedinc.com
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RESOURCES	
RITAP Transitions	http://www.RITAP.org/Transition
RITAP TLS Network	http://www.ritap.org/transition/transition-networks#drop
National Secondary Transition Technical Assistance Center	http://nstattac.org/nstattac/
Virginia Department of Education Transition Services	http://www.doe.virginia.gov/VDOE/sped/transition/vtr.shtml
Iowa Transition Assessment	http://transitionassessment.northcentralrrc.org/Default.aspx
Person Centered Planning Inclusion Press	http://www.inclusion.com/artcommonsensetools.html
Making Action Plans	http://transitioncoalition.org/transition/file.php?path=files/docs/makingdreamshappen1258858219.pdf
AAIDD- <i>Transitional Assessment Model for Students With Severe and/or Multiple Disabilities: Competency-Based Community Assessment</i> . Orv C. Karan, Pamela DonAroma, Mary Beth Bruder, and Laura A. Roberts	http://www.aaiddjournals.org/doi/pdf/10.1352/1934-9556-48.5.387

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Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TransitionManual.pdf					
Transition Coalition KANSAS & MISSOURI	http://transitioncoalition.org					
COLORADO	www.cde.state.co.us/cdesped/TK.asp					
The Council for Exceptional Children (CEC)	www.cec.sped.org					
ILLINOIS Transition Outreach Training for Adult Living (TOTAL)	http://www.isbe.state.il.us/spec-ed/html/transition_video.htm#intro					
PEPNET: "Gates to Adventure Program": Specifically designed for hearing impaired students but activities may apply to all students.	www.pepnet.org					
Shared Work	www.sharedwork.org					
National Collaborative on Workforce and Disability for Youth (NCWD)	www.ncwd-youth.info					
REFERENCES						
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<i>National Secondary Transition Technical Assistance Center NSTTAC (2013). Age Appropriate Transition Assessment Toolkit Third Edition</i> . University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L.Bethune. Retrieved from http://nstattac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition on July 7, 2014.						
Virginia Department of Education and VA Department of Rehabilitative Services (2005) <i>Career Assessment Resource Manual</i> . Richmond, VA						
Stitlington, P. Neubert, D. Begun, W., Lombard, R., Leconte, P. (2007) <i>Assess for Success, 2nd Edition</i> . Corwin Press, DCDT. (130 – 136)						
<i>Transition Assessments for Students with Significant Disabilities</i> . Morningstar, M.E. & Pearson, M. (2009) Lawrence, KS: University of KS, Transition Coalition						