



Assessing Students with Significant Disabilities for Supported Adulthood: Exploring Appropriate Transition Assessments

Dr. Mary E. Morningstar
University of Kansas
mmorningstar@ku.edu

National Center on Secondary and Transition Technical Assistance
Charlotte NC May 2009

Adapted from: Morningstar, M.E. & Pearson, M (2008, October). *Assessing students with significant disabilities for supported adulthood: Exploring appropriate transition assessments*. Presentation at Division of Career Development and Transition Regional Conference, Milwaukee: MN

Preparing for Adulthood

transitioncoalition.org

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

- Think about the Transition to Supported Adulthood!
 - *Supported Employment*
 - *Supported Living*
 - *Supported Membership in the Community*
 - *Supported Self-Determination*



What to Assess: Skills & Supports

Functional Academics	Adaptive Skills
Career Interests, Awareness, Skills	Physical/Mobility
Behavior Across Multiple Life Settings	Assistive Technology
Sensory Needs	Leisure & Social Skills
Communication	Medical & Health
Supported Self- Determination	Special Skills/Interests

Questions to Consider when Planning Assessment

transitioncoalition.org

1. Can the young adult express his or her interests? If not, obtain as much information from parents and support providers as possible to develop the transition plan.
2. What are special health care needs that must be addressed?
3. Describe needs or challenges that will prevent the young adult from working outside of the home?
4. Who can provide the education/training activities to assist the young adult?
5. What can the young adult accomplish without assistance?
6. What else could the young adult accomplish if supports were provided by a job coach, personal care attendant, or others in their support network (including natural supports)?



Adapted From: Oklahoma Workgroup (1/29/2008)

How to Assess

transitioncoalition.org

- **Standardized**

- Norm-referenced
- Criterion-referenced

- **Informal**

- Analysis of background info.
- Interviews (Parent & others)
- Curriculum-based assessments
- Observations & situational assessments
- Career interest inventories
- Alternative assessments

- **Assessing Environments**

- Ecological Inventories
- Community Supports
- Vocational Integration

- **Person-Centered Planning**

- MAPS
- Personal Futures Planning
- PATH Plans

Show-n-Tell

transitioncoalition.org

- Person-centered Plans
- Supports Intensity Scale
- Youth Employment Selection
- Functional Independent Skills Handbook (FISH)
- COACH
- Behavior States Assessment & Communication
- Assistive Technology
- Career Interest Inventories
- Leisure Inventory
- Transition assessments (TPI, ES, TBS)
- TPI Modified
- Assessing Environments & Natural Supports



Features of Person-Centered Planning

transitioncoalition.org

- Focus on and driven by the student's strengths, interests and preferences
- Focus on capabilities and opportunities – developing a vision for the future
- Process is flexible, dynamic and informal
- Requires collaborative team work with commitment to action
- Requires an effective facilitator

K.B. Flannery, R. Slovic, & D. McLean (1994)



MAKING ACTION PLANS (MAPS)

1. What is the individual's history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are the needs?
6. What are the individual strengths?
7. What would an ideal school day look like?

PLANNING ALTERNATIVE TOMORROWS WITH HOPE

1. Identify the "North Star"
2. Identify the GOAL
3. Look at life NOW & identify differences between NOW and GOAL
4. Identify steps to move person from NOW to GOAL
5. Identify FIRST STEP

ESSENTIAL LIFESTYLES PLANNING

1. Non-negotiables
2. Strong preferences (Needs)
3. Highly desirables (Wants/enjoy)
4. Person's positive reputation
5. Things we need to do to help person stay healthy
6. Things we need to do to be successful in supporting the person
7. Unresolved Issues/Questions
8. How the person communicates with us

PERSONAL FUTURES PLANNING

1. Create a personal profile
 - Person's background and history
 - Relationships
 - Places
 - Choices
 - Preferences
 - Focus on the future
2. Review Trends in Environment
3. Find desirable images of the future
4. Identify obstacles and opportunities
5. Identify strategies
6. Getting started (Action Planning)
7. Identify the need for systems change
8. Create a network/Circle of Friends

[PCP details](#)

Supports Intensity Scale

<http://www.siswebsite.org/>

Section 1. Support Needs Scale, continued

Circle the appropriate number (0–4) for each measurement. (See rating key.) Complete ALL items, even if not currently performing a listed activity. Add the scores across to get a Raw Score. Add the Raw Scores for Total Raw Score.

Part B: Community Living Activities	Frequency					Daily Support Time					Type of Support				
1. Getting from place to place throughout the community (transportation)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
2. Participating in recreation/leisure activities in the community settings	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
3. Using public services in the community	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
4. Going to visit friends and family	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
5. Participating in preferred community activities (church, volunteer, etc.)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
6. Shopping and purchasing goods and services	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
7. Interacting with community members	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
8. Accessing public buildings and settings	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

TOTAL Raw Score
Community Living Activities

Enter the Raw Score (max = 91) on the SIS Profile, on page 8, Section 1A, Part B, Community Living Activities

Part C: Lifelong Learning Activities	Frequency					Daily Support Time					Type of Support (TS)				
1. Interacting with others in learning activities	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
2. Participating in training/educational decisions	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
3. Learning and using problem-solving strategies	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
4. Using technology for learning	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
5. Accessing training/educational settings	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
6. Learning functional academics (reading signs, counting change, etc.)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
7. Learning health and physical education skills	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
8. Learning self-determination skills	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
9. Learning self-management strategies	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

TOTAL Raw Score

Supports Intensity Scale (SIS) Scoring Form & Profile

27CR1105

ID/TRACKING NUMBER

Name
Melvin Thurber

Date SIS Completed
2003 / 12 / 05

Name of Interviewer
Carolyn Driver

Section 1A: Support Needs Ratings

1. Enter the Raw Scores for parts A–F from pages 2–5.
2. Enter the Standard Scores and Percentiles using Appendix 6.2.
3. Enter the SIS Support Needs Index using Appendix 6.3.

Activities Subscales	Total Raw Scores (From pages 2–5)	Standard Scores (See Appendix 6.2)	Subscale Perc (See Appendix 6.3)
A. Home Living	41	9	31
B. Community Living	51	10	50
C. Lifelong Learning	56	10	50
D. Employment	43	9	31
E. Health & Safety	59	11	63
F. Social	52	10	50
Standard Scores TOTAL (sum)		59	
SIS SUPPORT NEEDS INDEX (Composite Standard Score) (See Appendix 6.3)		99	
Percentile of Support Needs Index (See Appendix 6.3)			41

Section 1B: Support Needs Profile

Circle the Standard Score for each Activities Subscale and the SIS Support Needs Index. Then connect the subscale circles to form a graph.

Percentile	A. Home Living	B. Community Living	C. Lifelong Learning	D. Employment	E. Health & Safety	F. Social	SIS Support Needs Index	Percentile
99	17–20	17–20	17–20	17–20	17–20	17–20	> 131	9
90	15–16	15–16	15–16	15–16	15–16	15–16	124–131	9
80	14	14	14	14	14	14	120–123	9
70	13	13	13	13	13	13	116–119	8
60	12	12	12	12	12	12	113–115	8
50	11	11	11	11	11	11	110–112	7
40	10	10	10	10	10	10	108–109	7
30	9	9	9	9	9	9	106–107	6
20	8	8	8	8	8	8	105	6
10	7	7	7	7	7	7	102–104	5
1	6	6	6	6	6	6	100–101	5
	5	5	5	5	5	5	98–99	4
	4	4	4	4	4	4	97	4
	3	3	3	3	3	3	94–96	3
	2	2	2	2	2	2	92–93	3
	1	1	1	1	1	1	90–91	2
	0	0	0	0	0	0	88–89	2
	0	0	0	0	0	0	85–87	1
	0	0	0	0	0	0	82–84	1
	0	0	0	0	0	0	75–81	1
	0	0	0	0	0	0	< 74	1

Section 2: Support Considerations Based on Protection and Advocacy Scores

List the 4 highest ranked Protection and Advocacy Activities from page 5.

Activity	Raw Score
1. Managing Money	10
2. Protection from exploitation	8
3. Legal responsibilities	6
Legal Services	

Section 3: Support Considerations Based on Exceptional Medical and Behavioral Support Needs

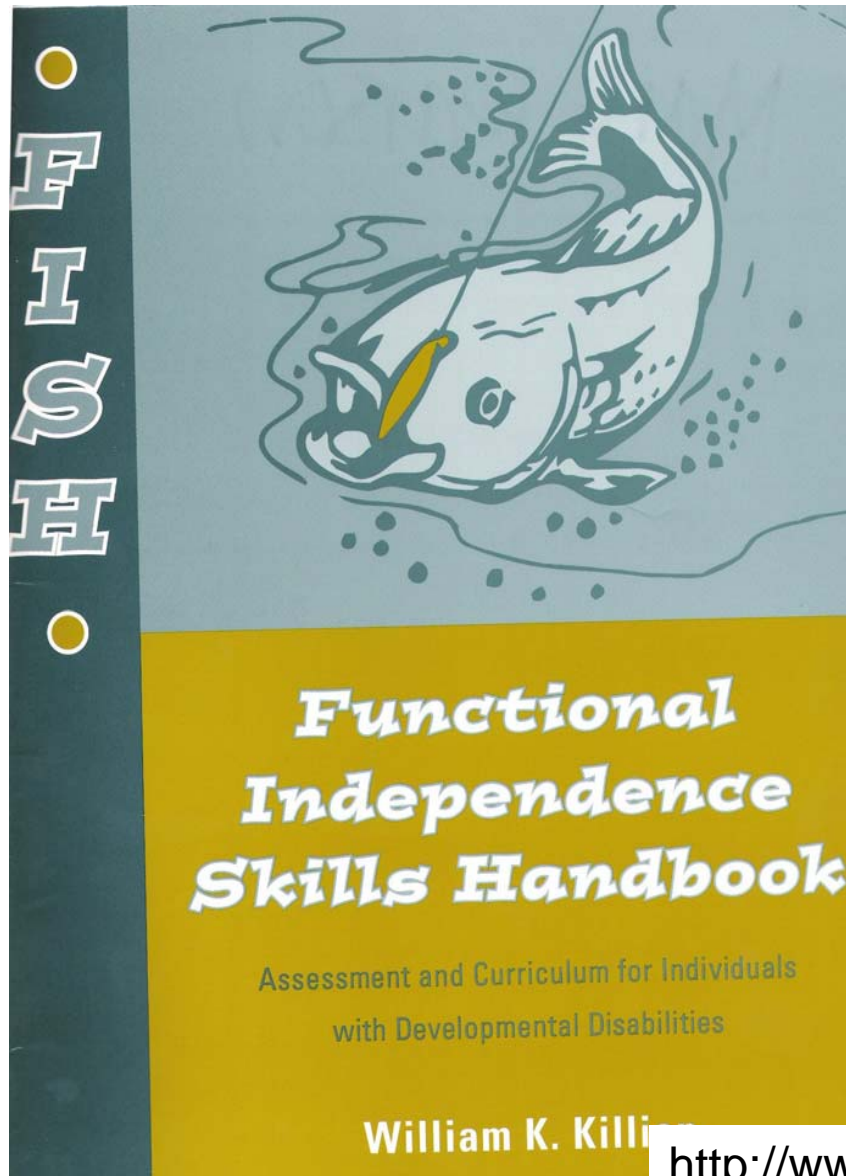
A. MEDICAL

1. Enter the number of Total points from page 6.
2. Is this Total larger than 5?
3. Is at least one "2" circled for Medical Supports Needed on page 6?

B. BEHAVIORAL

1. Enter the number of Total points from page 7.
2. Is this Total larger than 5?
3. Is at least one "2" circled for Behavioral Supports Needed on page 7?

Functional Independence Skills Handbook (FISH)



Functional Independence Skills Handbook

FISH Assessment Booklet

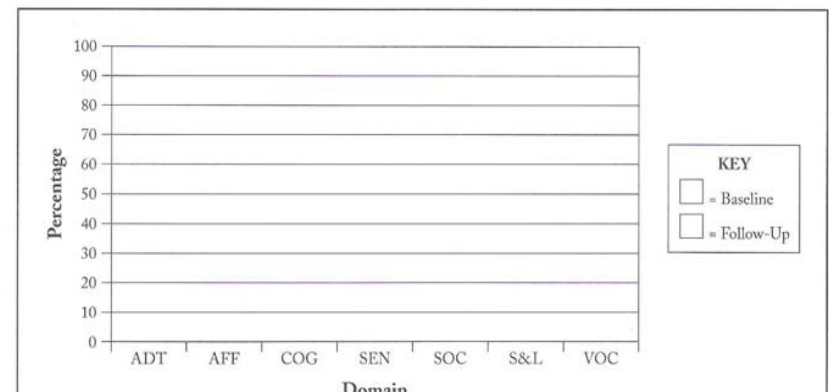
Student _____ Respondent(s) _____

Examiner _____

Summary Box and Graph

Date _____ Date _____
Baseline Follow-Up

Adaptive Behavior Skills (ADT)	%	%
Affective Skills (AFF)	%	%
Cognitive Skills (COG)	%	%
Sensorimotor Skills (SEN)	%	%
Social Skills (SOC)	%	%
Speech and Language Skills (S&L)	%	%
Vocational Skills (VOC)	%	%



<http://www.functionalability.com/fish/index.html>

Domain	Adaptive Behavior Skills	Baseline		Follow-Up
Code	Program	Independent	Not Applicable	Independent
ADT 108	Fold clothes.			
ADT 109	Put clothes in drawers.			
ADT 110	Hang a shirt on a hanger.			
ADT 111	Hang pants or dress on a hanger.			
ADT 112*	Put laundry in a hamper.			
ADT 113*	Sort laundry by color.			
ADT 114*	Set washing machine dial.			
ADT 115	Use a washing machine.			
ADT 116	Use a clothes dryer.			
ADT 117*	Strip bed of linen.			
ADT 118	Make a bed.			
ADT 119*	Sweep with a broom.			
ADT 120*	Clean up spills.			
ADT 121*	Mop a floor.			
ADT 122	Dust.			
ADT 123*	Empty trash cans.			
ADT 124*	Clean table and chairs.			
ADT 125*	Clean shower/tub.			
ADT 126	Identify possessions of others.			
ADT 127	Use and keep keys.			
ADT 128*	Measure liquids.			
ADT 129*	Measure dry ingredients.			
ADT 130*	Water plants.			
ADT 131*	Plant and grow seeds.			
ADT 132	Transplant seedlings.			
ADT 133*	State name when asked.			
ADT 134*	State address when asked.			
ADT 135	Show identification card.			
ADT 136	Go to a designated area as told.			
ADT 137	Cross a street safely.			
ADT 138	Identify community signs.			
ADT 139	Shine own shoes.			
ADT 140*	Answer a telephone.			
ADT 141*	Dial a telephone.			
ADT 142	Know emergency telephone use.			
ADT 143	Use a telephone to get information.			

Lesson VOC 26

Task: Wrap items in plastic wrap.

Prerequisites: ADT 3, COG 6, SEN 12, SEN 13, VOC 5

Concept: In this activity, items are wrapped in plastic wrap but not sealed. Examples might include wrapping food items for a bake sale, preparing items for shipment, or wrapping food in a grocery store. Both fine-motor and gross-motor skills are involved in this activity. To obtain control of the plastic materials, repetition is the best teaching method. This sample lesson is generically presented and should be modified based on the specific work task that will or may occur.

Behavioral Objective: When requested to “please wrap” five specific items pointed to by a “supervisor,” the student will remove from a roller/container an adequate amount of plastic wrap and completely cover the referenced items to a 90% accuracy level for 20 trials.

Materials: Plastic wrap, preferably in a box with its own cutter, and sample items that would be wrapped in a work setting such as small food items or a series of items that could be prepared for shipment.

Task Analysis:

1. Assist the student in developing the ability to hold the plastic wrap container in the nondominant hand. Practice being able to hold it firmly.
2. Guide the student to begin gripping the wrap, using the dominant hand, and begin to pull out enough plastic wrap to fully cover the item selected for wrapping. This is a visual-spatial relationship skill that may require some practice. To demonstrate that the amount of wrap selected is sufficient, you should proceed to show the student the remainder of the process.
3. Prompt the student to use an upward or downward movement, as appropriate, and guide the student to cut the plastic wrap from the container.
4. Guide the student in wrapping the item with the wrap obtained from Step 3.
5. Combine the concepts of Steps 1 through 4 and reduce guidance until only a total-task verbal request is needed.

COACH

Michael F. Giangreco
Chigee J. Cloninger
Virginia Salce Iverson

Choosing Outcomes and Accommodations for Children

A Guide to
Educational
Planning
for Students
with
Disabilities



Second Edition

Home



Step 1.2

Mark only one box to indicate if the family wants to discuss this set of learning outcomes in:
Step 1 (Family Interview; priority this year?) ☐; Step 2 (Additional Learning Outcomes) ☐; Skip for Now ☐

Step 1.3

Step 1.4

#	Learning Outcomes	Circle Score	Needs Work?	Rank up to 5 Priorities
56	Brushes/Flosses Teeth	E P S	N Y	
57	Selects Appropriate Clothing to Wear (e.g., selects items needed for time of day, weather conditions, style, matching)	E P S	N Y	
58	Cares for Personal Hygiene Needs (e.g., bathes, showers, cares for nails, uses deodorant, shaves)	E P S	N Y	
59	Picks Up After Self	E P S	N Y	
60	Prepares Food (e.g., snacks, cold meals, hot meals)	E P S	N Y	
61	Does Household Chores (e.g., dusts, sweeps, mops, vacuums, washes/dries dishes, takes out garbage, recycles, makes bed, stores groceries, yardwork)	E P S	N Y	
62	Cares for Clothing (e.g., puts laundry in designated place when clean or dirty, washes/dries, folds, irons, mends)	E P S	N Y	
63	Uses Telephone (e.g., answers, calls, uses directory)	E P S	N Y	
		E P S	N Y	
		E P S	N Y	
		E P S	N Y	
		E P S	N Y	
Comments:				

Scoring Key (use scores for Step 1.3 alone or in combination):

E = Early/Emerging Skill (1% – 25%) P = Partial Skill (25% – 80%) S = Skillful (80% – 100%)

Choosing Outcomes and Accommodations for Children • © 1998 by Michael F. Giangreco •
Baltimore: Paul H. Brookes Publishing Co.

COACH

School



Step 1.2

Mark only one box to indicate if the family wants to discuss this set of learning outcomes in:
Step 1 (Family Interview; priority this year?) ☐; Step 2 (Additional Learning Outcomes) ☐; Skip for Now ☐

Step 1.3

Step 1.4

#	Learning Outcomes	Circle Score	Needs Work?	Rank up to 5 Priorities
64	Travels to and from School Safely (e.g., on bus, as a pedestrian)	E P S	N Y	
65	Participates in Small Groups (e.g., tolerates situation, takes turn, is actively involved, responds to instructions)	E P S	N Y	
66	Participates in Large Groups (e.g., tolerates situation, takes turn, is actively involved, responds to instructions)	E P S	N Y	
67	Works at Task Independently (e.g., starts, sustains, completes, at nonfrustrational level)	E P S	N Y	
68	Manages School-Related Belongings (e.g., backpack, materials, books, lockers, gym equipment)	E P S	N Y	
69	Follows School Rules/Routines (e.g., understands and follows class and school rules, changes classes, follows schedule)	E P S	N Y	
70	Uses School Facilities (e.g., playground, cafeteria, library, bookstore)	E P S	N Y	
71	Makes Purchases in School (e.g., cafeteria, bookstore, event tickets)	E P S	N Y	
72	Participates in Extracurricular Activities (e.g., clubs, sports, service organizations, drama, music)	E P S	N Y	
		E P S	N Y	
		E P S	N Y	
		E P S	N Y	

Comments:

Scoring Key (use scores for Step 1.3 alone or in combination):

E = Early/Emerging Skill (1% – 25%) P = Partial Skill (25% – 80%) S = Skillful (80% – 100%)



Community



Step 1.2

Mark only one box to indicate if the family wants to discuss this set of learning outcomes in:
Step 1 (Family Interview; priority this year?) ☐; Step 2 (Additional Learning Outcomes) ☐; Skip for Now ☐

Step 1.3

Step 1.4

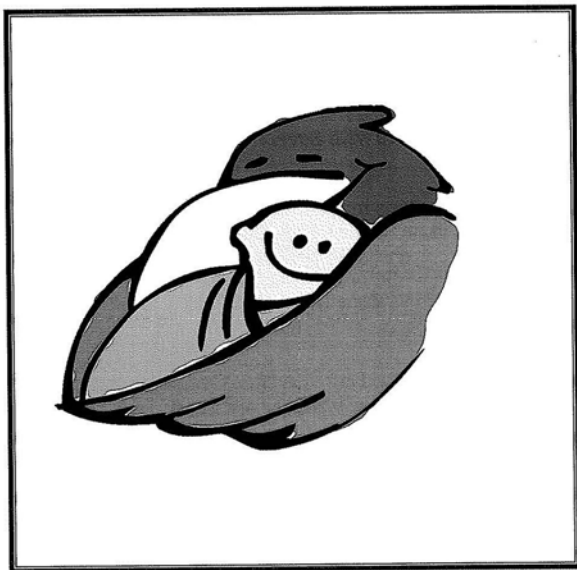
#	Learning Outcomes	Circle Score	Needs Work?	Rank up to 5 Priorities
73	Travels Safely in the Community (e.g., crosses intersections, uses crosswalks and sidewalks, acts appropriately with strangers, finds destination)	E P S	N Y	
74	Uses Restaurants (e.g., orders food, finds seating, eats meal, pays bill)	E P S	N Y	
75	Uses Recreational Facilities (e.g., movies, arcades, parks, recreation centers, fitness clubs)	E P S	N Y	
76	Makes Purchases of Merchandise or Services (e.g., food stores, clothing/department stores, specialty stores, post office, hair salon, laundry/cleaner, knows purpose of different kinds of stores, finds merchandise or services desired, pays bill)	E P S	N Y	
77	Uses Vending Machines (e.g., drinks, food, stamps, newspaper, public transportation tickets/tokens)	E P S	N Y	
78	Uses Banking Facilities (e.g., deposits, withdraws, uses automated teller machines)	E P S	N Y	
79	Travels by Public Transportation (e.g., bus, subway, trolley, taxi, ferry)	E P S	N Y	
80	Uses Pay Phone	E P S	N Y	
		E P S	N Y	
		E P S	N Y	
		E P S	N Y	

Comments:

Scoring Key (use scores for Step 1.3 alone or in combination):

E = Early/Emerging Skill (1% – 25%) P = Partial Skill (25% – 80%) S = Skillful (80% – 100%)

Communication Assessments



ALL Kids Communicate:

How to Build and Use a Communication Dictionary With Nonsymbolic Learners

A MULTIMEDIA TRAINING PROGRAM FOR
EARLY INTERVENTION PROFESSIONALS AND PARENTS

Behavior State Code Definitions

Child's name: _____

Observer: _____

Observation location: _____

Time: _____

Date: _____

Each child may have state behaviors that are different from those listed in the code definitions. This form should be used to list those differences as well as to describe each state that is coded during this particular observation session.

SLEEP	
DROWSE	
DAZE	
AWAKE	
INTERACT	
STEREO	
CRY/ADJ	
AGGRESS/SELFINJ	
SEIZURE	

Communication Dictionary

Environmental Code Definitions

Child's name: _____ Observer: _____

Observation location: _____ Time: _____ D: _____

Describe the various environmental variables present

SOCIAL CONTACT – who is available; relationship to child; number of

PHYSICAL PARAMETERS & CHANGES

ACTIVITY LEVEL:

LIGHT:

NOISE:

DESCRIBE KINDS OF MATERIAL USED/AVAILABLE

DESCRIBE PHYSICAL SPACE

LIST TYPES OF ACTIVITIES

DESCRIBE ANY EQUIPMENT USED

DESCRIBE TEMPERATURE OF ROOM/AREA

Communication Form and Function Questionnaire

1. What reasons does your child have to communicate?
 - ◆ When does he or she use these signals?
 - ◆ What is the result?
 - ◆ How clear are the signals?
 - ◆ Can other people see these signals, or would they have to be trained to recognize them?
3. Does your child make noise or vocalizations?
 - ◆ When alone?
 - ◆ When playing with someone else?
 - ◆ When playing with a toy?
4. How does your child currently let you know:
 - ◆ What he or she wants?
 - ◆ When he or she wants you to do something?
 - ◆ When he or she want you to pay attention to something?
 - ◆ When he or she does NOT want something?
5. Is there one person with whom your child is most successful in getting needs or wants met?
 - ◆ What signals is this partner recognizing?

Wisconsin Assistive Technology Initiative

[transitioncoalition.org](http://www.wati.org/)

<http://www.wati.org/>

[WAIT Functional
Vocational Evaluation](#)

[WAIT Self-
Determination & AT](#)

[WAIT AT Checklist](#)

Assistive Technology Protocol for Transition Planning			
Name: _____	Person Completing Report: _____		
Date of Birth: _____ Age: _____	Date of Report: _____		
Grade: _____	Expected Date of Graduation: _____		

❖ Purpose

The purpose of this protocol is to review the student's assistive technology needs when transition planning.

❖ Ratings

In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capacities. Consider their abilities with & without assistive technology.

❖ Please Read and Consider Each Item

Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards.

Even with a **YES** rating, there may still be a benefit from using assistive technology for this function.

Next, consider the examples of types of assistive technology that might be used to address these barriers.

DAILY LIVING					
DAILY LIVING ACTIVITIES Can the student independently..					
Yes	No				
		Eat?			
		Prepare food?			
		Do laundry?			
		Groom and take care of hygiene?			
		Perform housekeeping activities?			
		Manage time and follow a schedule?			
DAILY LIVING ADAPTATIONS		Not applicable	Possibly could use	Using but could be improved	Using independently
Dressing Aids					
Adaptive Clothing					
Adaptive Kitchen Utensils and Dishes					
Roll-in Shower					
Adaptive Hygiene Devices					
Environmental Controls					
Adaptive Grooming Tools					
Adaptive Appliances					
Reachers/Grabbers/Low Tech Aids					
Assistive Time Devices					
Assistive Memory Devices					
Electronic Organizers/Day Planners					
Emergency Response Systems					
Alarm System					
Adaptive Positioning & Seating Devices					
Adaptive Mobility Devices					
Adaptive Bathing Devices					
Color Coded Items (for easier locating & identifying)					
Other					
Comments:					

TRANSPORTATION					
TRANSPORTATION ACTIVITIES Can the student...					
Yes	No				
		Drive?			
		Get in/out of any vehicle to be a passenger?			
		Transfer into vehicle and load mobility device?			
		Get into vehicle with ramp or lift?			
		Independently arrange transportation?			
		Independently utilize public transportation?			
TRANSPORTATION ADAPTATIONS		Not applicable	Possibly could use	Using but could be improved	Using independently
Adaptive Driving Equipment					
Car Top or Bumper Carrier for Mobility Device					
Van with Ramp or Lift					
Other					
Comments:					

TOLERANCE					
TOLERANCE (to school/community/work environment) Can the student...					
Yes	No				
		Physically tolerate full day school / work?			
		Emotionally tolerate full day school / work?			
		Medically tolerate full day school / work?			
		Environmentally tolerate full day school / work? (allergies, sensitivities to the environment, etc.)			
TOLERANCE ADAPTATIONS		Not applicable	Possibly could use	Using but could be improved	Using independently
Distance Learning					
Adaptive Seating and Positioning					
Electronic Communication					
Organizers / Day Planners					
Other					
Comments:					

Picture Based Vocational Assessments: PICS

Picture Interest Career Survey

PICS

A quick way to identify career interest areas and start your career exploration and planning
Robert P. Brady, Ed.D.

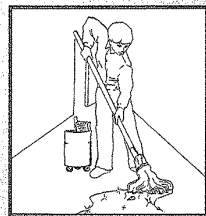
Name _____
Date _____
Age _____ Gender _____

The *Picture Interest Career Survey (PICS)* is a quick and easy way for you to identify your occupational interest areas. You can then use your *PICS* results to further explore careers that match those interests.

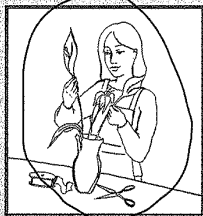
DIRECTIONS: Each of the 36 items consists of three pictures. Each picture shows an individual working. Decide which one of the three pictures in each item is most interesting to you and circle that picture. Then go on to the next item. There are no right or wrong answers. Choose only one picture in each item to circle. Complete all 36 items.

SAMPLE ITEM: In the sample item below, there are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If the individual taking the *PICS* chose picture B as the most interesting to them out of the three pictures, then that person would circle picture B as shown below.

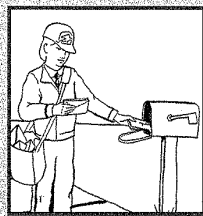
To get started, simply turn the page and begin with item 1.



A

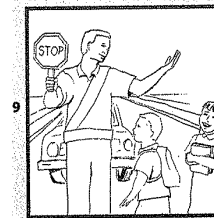


B



C

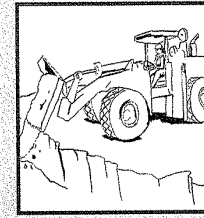
R	I	A	S	E	C
A		B			C



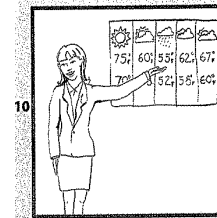
A



B



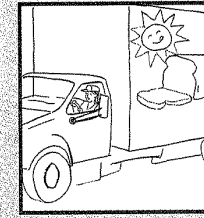
C



A



B



C



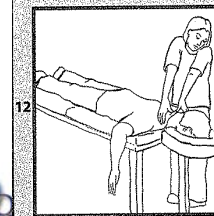
A



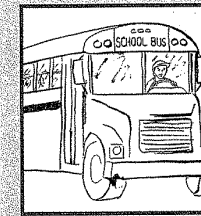
B



C



A



B



C

R	I	A	S	E	C
C		B	A		
	A			C	B
		B	A		C
B	A				C

R-FII: 2

transitioncoalition.org

R-FVII: 2

READING-FREE
VOCATIONAL
INTEREST
INVENTORY
Second Edition

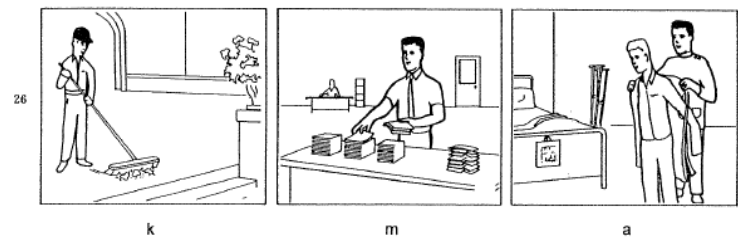
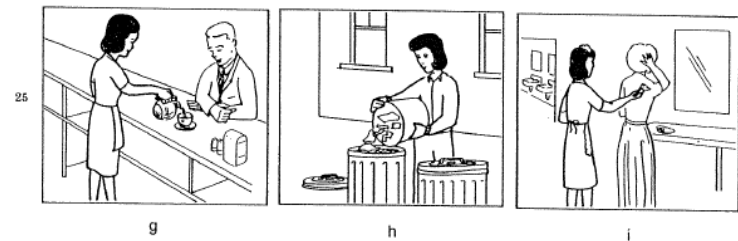
Ralph L. Becker, Ph.D.

Inventory Booklet

Last Name _____ First _____ Date _____

Birth Date _____ Age: Yrs. _____ Mos. _____ Male _____ Female _____

School/Other _____ City _____ State _____



COPS-PIC

COPS-PIC

By Lisa Knapp-Lee

Picture
Inventory of
Careers

DIRECTIONS

In this booklet are pictures of people doing many different kinds of jobs. You are to decide if you would like to do the activity pictured. You may not be too familiar with some of the activities shown and for some jobs you will need training which you may not have had. However, with every item, try to determine your feeling toward the activity. Disregard considerations of salary, social standing or future advancement. Different people are shown doing each activity. Disregard the physical appearance or sex of the person or persons in the picture. You should imagine yourself doing each activity. For each item decide the degree of your interest or disinterest in the activity, and mark your booklet according to the following scale:

- L I d D**
 ● ① ② ③ Like very much
 ● ④ ⑤ like moderately
 ● ⑥ ⑦ dislike moderately
 ● ⑧ ⑨ Dislike very much

Use a **Number 2 pencil** and fill in completely the answer space corresponding to your answer. If you wish to change your answer, erase your first mark completely. There is no time limit, but work rapidly and do not spend too much time on any one item. *Be sure to answer every item.*

Before you begin the Inventory, be sure to enter your *name*, your *sex*, your *grade* and/or *age*, and the other information called for in the spaces to the right.

Name
Institution or Occupation
Date

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER CIRCLE BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME										YOUR FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

TEST DATE		AGE	SCHOOL GRADE OR COLLEGE YEAR	IDENTIFICATION NUMBERS									
MO	YR			0	1	2	3	4	5	6	7	8	9
				0	0	0	0	0	0	0	0	0	0
				1	1	1	1	1	1	1	1	1	1
				2	2	2	2	2	2	2	2	2	2
				3	3	3	3	3	3	3	3	3	3
				4	4	4	4	4	4	4	4	4	4
				5	5	5	5	5	5	5	5	5	5
				6	6	6	6	6	6	6	6	6	6
				7	7	7	7	7	7	7	7	7	7
				8	8	8	8	8	8	8	8	8	8
				9	9	9	9	9	9	9	9	9	9
				10	10	10	10	10	10	10	10	10	10
				11	11	11	11	11	11	11	11	11	11
				12	12	12	12	12	12	12	12	12	12
				13	13	13	13	13	13	13	13	13	13
				14	14	14	14	14	14	14	14	14	14
				15	15	15	15	15	15	15	15	15	15
				16	16	16	16	16	16	16	16	16	16
				17	17	17	17	17	17	17	17	17	17
				18	18	18	18	18	18	18	18	18	18
				19	19	19	19	19	19	19	19	19	19
				20	20	20	20	20	20	20	20	20	20
				21	21	21	21	21	21	21	21	21	21
				22	22	22	22	22	22	22	22	22	22
				23	23	23	23	23	23	23	23	23	23
				24	24	24	24	24	24	24	24	24	24

NOTE: BE SURE TO ENTER YOUR SEX

A



SAN DIEGO, CALIFORNIA 92167 Copyright © 1993 by ERAS/Educational Research And Services.

Your Employment Selection: YES

<http://www.yesjobsearch.com/index.cfm>

- Your Employment Selections (YES!) is motion-video, Internet-based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of jobs, listen as a narrator describes key tasks in each job, and select preferred ones. The program shows motion video for 120 different jobs. When 2-3 preferred jobs are selected, a facilitator (such as a teacher) rates the job seeker on various work dimensions based on the job seeker's skill levels. The result is identification of the best-matched job, strengths and weaknesses, and training priorities.



coalition.org



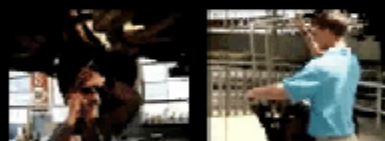


Home

Search

Logout

Choose Job Selection Method



Search by
Work Conditions

Start Search

or



Animal Care



Auto Repair
or Cleaning




Children's Services or
Supervision



Cleaning Facilities,
Equipment, or Clothes

Search by
Job Tasks

Start Search

 Instructions

Utah State
UNIVERSITY

Pause

Play

Rewind

Go To Beginning

YES

[Home](#)[Search](#)[Logout](#)

You are Watching: Indoors/Heavy Work/Mostly Alone (Pairing 1, Set 4)

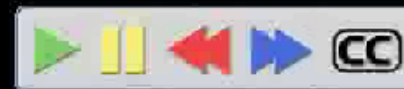



Neither
Job



[More Info on: Dry Cleaner](#)

[More Info on: Welder](#)



Video Performance Problems? [Click Here To Change Connection Speed](#)

Utah State
UNIVERSITY

Copyright 2005 [TRI-SPED Projects](#).

Pause

Play

Rewind

Go To Beginning

[After viewing the tutorial close this window and return to YES! \(Your Employment Selections\)](#)

Personal Data Wizard

<http://www.hrop.org/wizard>

Functions of the Personal Data Wizard

Over 50 school sites and districts currently using Personal Data Wizard!



Build a Resume

The *Personal Data Wizard* will produce a resume after entering personal information and choosing from several pull-down menus addressing, skills, classes, activities and job objectives.

The system has editing and saving capabilities and can be printed.

For additional editing capabilities, all *Personal Data Wizard* documents can be transferred to Microsoft Word.

There are five different resume styles to choose from.



Letter Builder

1. Cover Letter
2. Thank You Letter
3. Resignation Letter

The information that has been entered will automatically transfer to the *Cover Letter*, *Thank You Letter*, and *Letter of Resignation Builder*.

The system will format the sentences with the student's personal information.

The letters can be edited, saved and printed.



Interest Assessment

- Minimal reading
- Results categorized according Holland Grouping
- Approximately 500 pictures of entry level job activities
- Results linked to O*Net Research



Build an Annual Budget

Students can enter estimated monthly wages and estimated costs of 25 items such as rent, groceries, utilities, savings, cash, etc.

The *Personal Data Wizard* produces a spreadsheet showing monthly totals.

Students can go back and edit expenses to balance their budget.



Other Available Resources

Test Wizard

- Sample ASVB test
- Complete DMV Driver's license study test
- Sample employment test



Download This File

Files containing useful information are available to download. Examples of files are:

- Job search, resources, techniques & checklists
- Reference and Recommendation requests
- Information about turning 18
- Selective Service information & registration
- Information about buying a used car
- Information about banking and credit
- Interviewing skills and more

Printed by the Humboldt County Office of Education • 10/04



<http://www.hrop.org/wizard/>
transitioncenter.org

Personal Data Wizard

A Service Provided by Humboldt County Office of Education ROP Transition Services



Assessing the Environment

transitioncoalition.org

- Ecological inventories
- Supports Inventory
- Vocational Integration Index
- E-Jam

Transition Assessments

transitioncoalition.org

- Transition Planning Inventory Modified
- Transition Behavior Scale 2nd Ed.
- Enderle-Severson Transition Rating Scales





Student's Name: _____
Date: _____ Date of Month: _____
Date of Birth: _____
School/Program Setting: _____
Name of Person Completing Form: _____

Directions: Fill in based on what you expect will happen after exiting school.

Work

- ☐ Competitive ☐ Full-time
☐ Noncompetitive ☐ Part-time
☐ Supported
☐ Sheltered
☐ Other: _____
☐ Community-based employment training
☐ Vocational/technical school
☐ Community-based life skills training
☐ Other: _____

☐ Live alone

- ☐ Live with others who are not related to you (without supervision)
- ☐ Live with others who are not related to you (with adult supervision)
- ☐ Live with parents or other relatives
- ☐ Other: _____

1. Rate the student based on current competence for each statement listed. Use the following

FA = Further assessment needed

IG = Instructional goal(s) needed

LG = Linkage goal(s) needed

DK = Don't know

Place a mark that you feel represents the student's skill level in the appropriate column.

2. In the last column, describe either (a) the type and nature of the support that is needed for competence on a particular item (i.e., where "CS" is selected) or (b) any further assessment information.
3. If the student receives related services, share this form with the appropriate therapist or other professional for his/her input.

[illegible]

TPI Planning Areas

transitioncoalition.org

- Employment
- Postschool Training
- Daily Living
- Leisure
- Community Participation
- Health
- Self-Determination
- Communication
- Interpersonal Relationships

Source: Clark & Patton (2008)



Enderle-Severson Transition Rating Scales

transitioncoalition.org

- ESTR-J designed for mild disabilities of any age
- ESTR--III designed for moderate to severe and multiple disability groups of any age
- Rating scales format, completed by school and parent jointly or separately
- 47 items rated on a two point scale (Yes, performs skill independently or consistently; No, does not perform skills or does not perform skills independently or consistently)



Enderle-Severson Transition Rating Scales,

transitioncoalition.org

- A worksheet for indicating student preferences and interests across the five subscale areas
- Subscales include:
 - ✓ Employment
 - ✓ Home Living
 - ✓ Recreation and Leisure
 - ✓ Community Participation
 - ✓ Post Secondary Education



Transition Behavior Scale

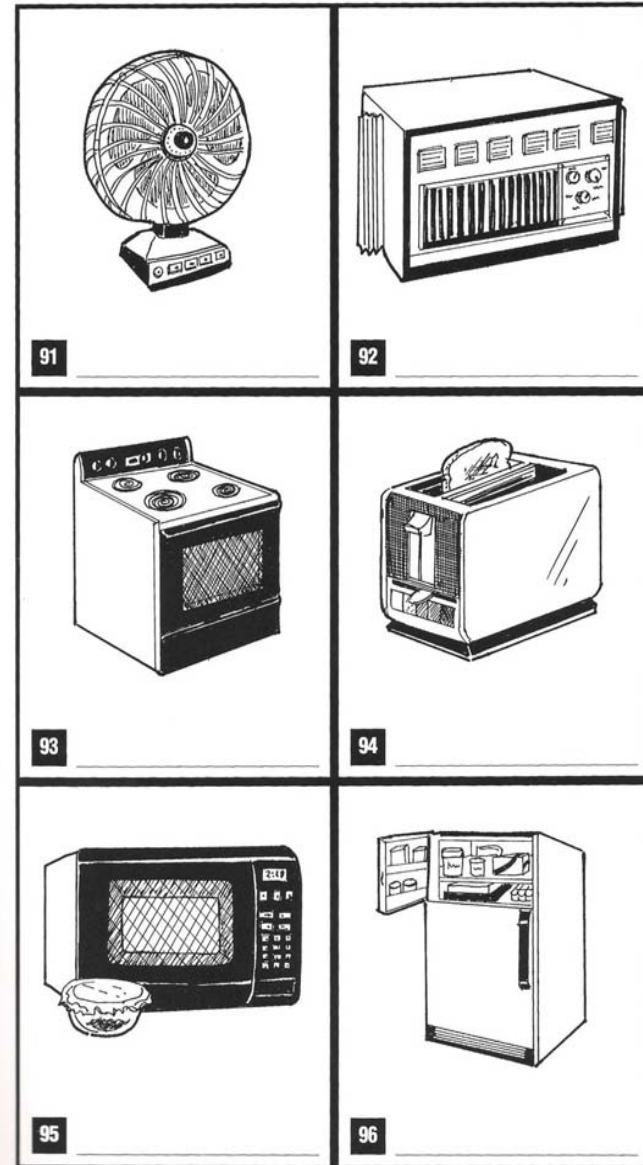
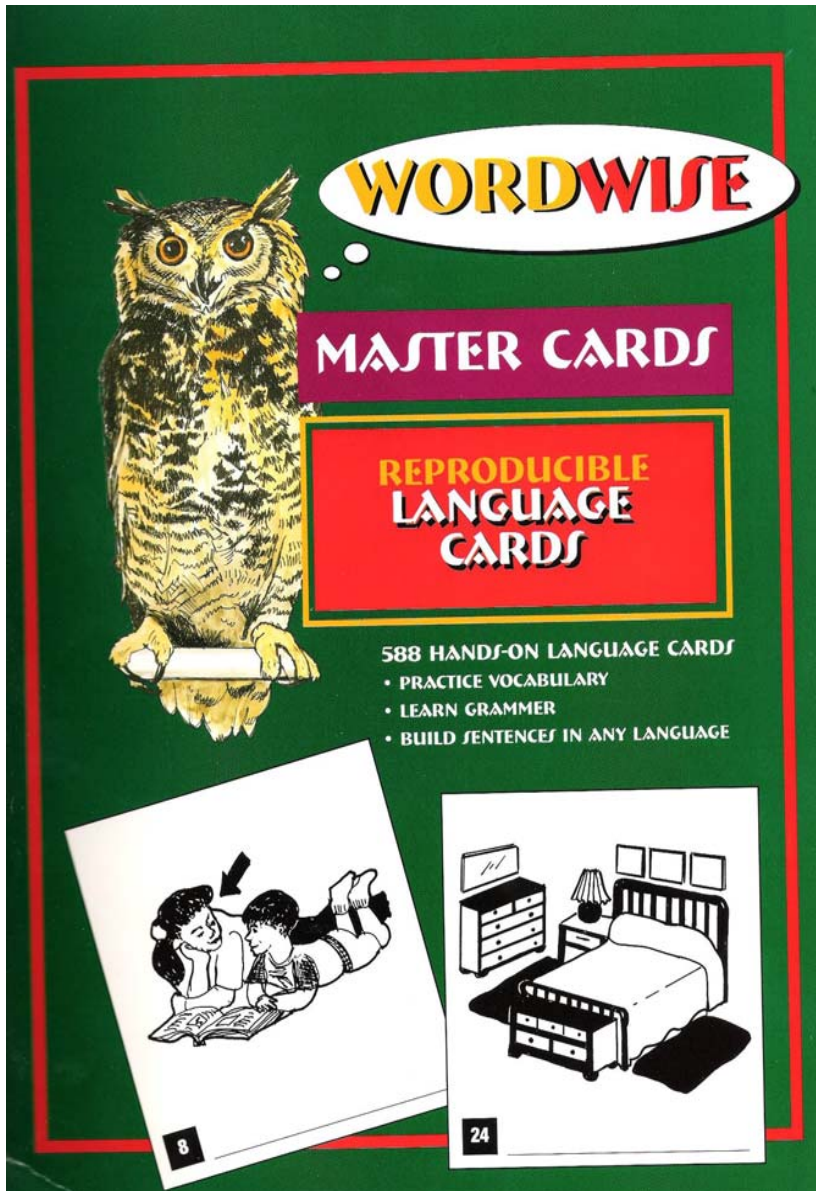
(2nd ed.)

transitioncoalition.org

- Designed for any disability group, ages 14 through postsecondary age; mild to severe levels of disability
- Two versions (Student self-report version and School version completed by one or more teachers)
- Subscales include Work-Related Behaviors, Interpersonal Relations, Social/Community Expectations



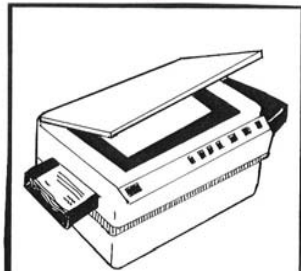
Adapted Interview



n.org

Adapted Interview

At work?



235 stapler



488 teach



231 calculator

Goal:



459 know



460 learn



475 read



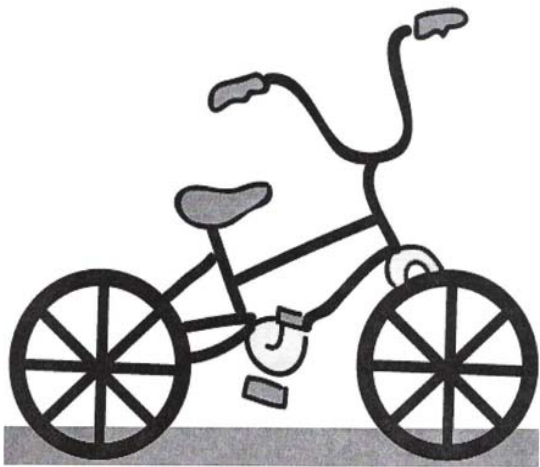
217 notebook



Picture & Visual Scan Adaptations

www.do2learn.org

transitioncoalition.org

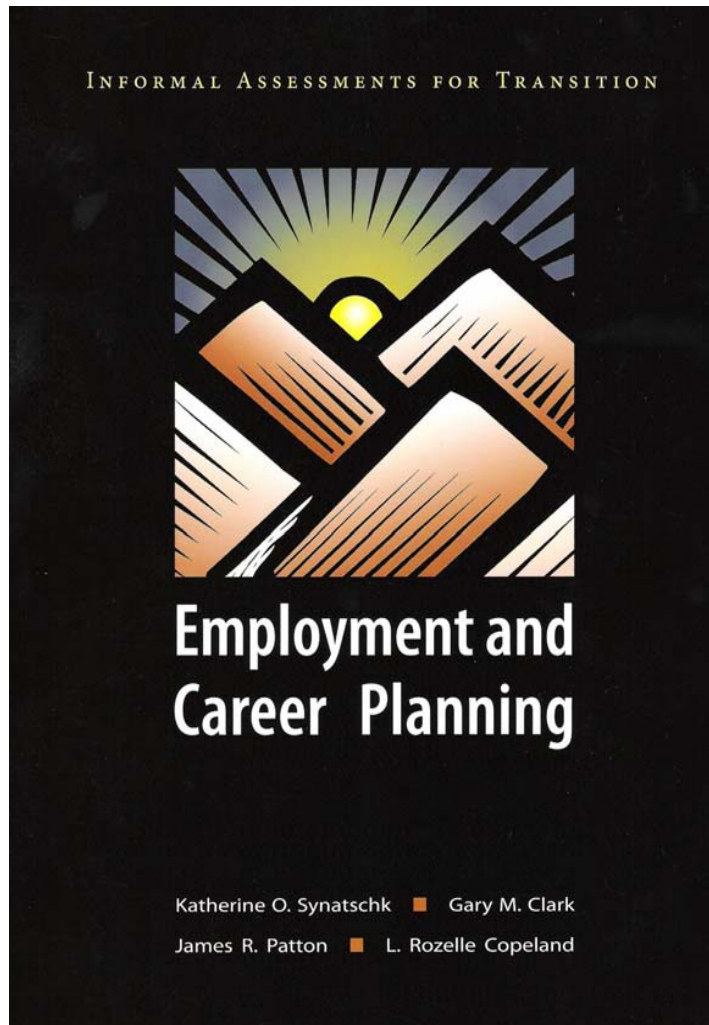


bicycle



bake

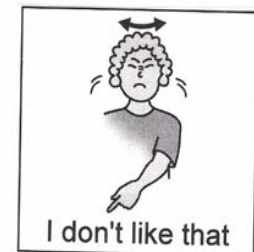
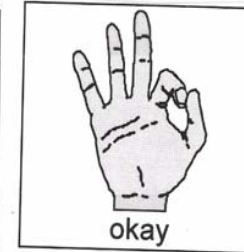
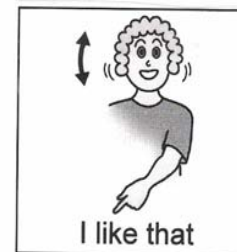
Adapt Informal Assessments



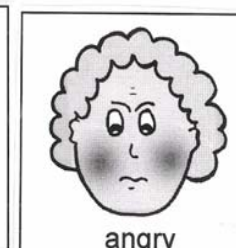
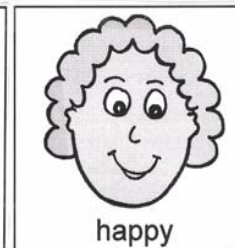
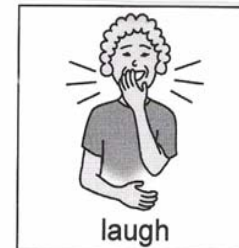
Sample Job Survey with Picture Likert Scale

**Adapted by Mary Pearson, made with pictures from <http://www.do2learn.com> with questions from Qualities Checklist from *Informal Assessment for Transition: Employment and Career Planning* by Synatschk, Clark, Patton, & Copeland (2007).

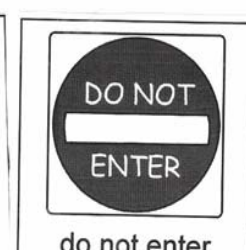
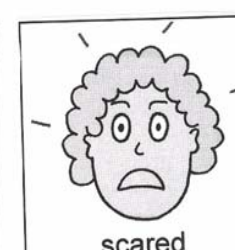
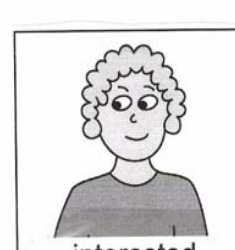
1. How do you like working by yourself?



2. How do you like doing extra work when you haven't been asked to?



3. How much do you like to explain things by talking?



What to Assess: Skills & Supports

Functional Academics: Functional Reading/Math/Science (Syracuse Curriculum;)	Adaptive/IL Skills: Need to update for postschool focus (FISH; TPI Modified)
Career Interests, Awareness, Skills: Interested in outside jobs (RFVII-2, YES, functional voc evaluation)	Physical/Mobility: Positioning for job tasks (PT/OT)
Behavior Across Multiple Life Settings: (Transition Behavior Scale)	Assistive Technology: for job, communication, social interactions (Refer for AT assess; WAIT)
Sensory Needs: Poor visual range? Test vision and hearing (Refer for AT assess/audiologist/school nurse)	Leisure & Social Skills: Need expanded ideas from family (adapted leisure inventories, interview family/others);
Communication: Receptive skills (Refer to SLP; AAC evaluation); reciprocal social interactions (observation, OECS)	Medical & Health: Review health records; cumulative folder (school nurse); interview family/others
Supported Self-Determination: ability to make choices (task analysis)	Special Skills/Interests: Personal Future Planning to identify positive profile and contributions