Samples of Ongoing Transition Assessment (oTA) Information

Inserted into IEP under Strengths and Key Evaluation Results Section

These examples are a supplement to the information provided in the training. Generally speaking, I recommend including characteristics and likes at the top of the Strengths section. Indicate skills, abilities, and experiences within the oTA blurb. Please note that the student’s vision and disability information is not included here. That information would indicate which assessment info to assess and include here. For example, if the student is not yet clear on his/her vision for the future, then vocational interest assessment info should be included. If the student has ASD, then social skills observations or data from social skills group should be included. Remember, it is not enough to list various activities; help the reader to understand the level of the student – think Current Levels of Performance in the needed areas (e.g. if they are interested in a summer job, do they demonstrate independence with job applications; if they plan to attend college, do they have the organizational or study skills needed?). If the student has a job or volunteer position, state where, how often, and how independently. If he/she needs supports for specific tasks (esp related to disability) state level of support/prompting and why. For each area of need identified, an IEP and/or TPF goal should be written.

**Ongoing Transition Assessment Information:**

Student is currently an 11th grade student at King Philip High School.  He participates in a small group level Applied Strategies class where he receives support in work completion, organizational skills, time management and study skills. Student is able to complete tasks independently with little redirection.  Student rarely asks for academic assistance but will take it if offered.  Student currently does not have a job, but independently obtained a summer position at {jobsite} last year.  He plans to apply for part time jobs this upcoming summer and would like to work in a sporting goods store. Student doesn't have assigned household responsibilities, but helps by cleaning his own room and other tasks as needed. Student volunteers as a basketball coach for younger players.  He also plays on the varsity basketball team at King Philip. Student has obtained his drivers license and drives himself to and from activities.

Student's IEP Team, including Student's parents and Student himself were invited to take the TRAX Transition survey on {date} to identify his strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: being in control of emotions, showing respect for self and others, and being open to learning.  These strengths may help Student reach his postsecondary goals. In addition, Student's identified needs include:  interacting well in a group setting, promoting his own ideas effectively, and advocating for himself.  Addressing these needs may help Student be more successful in school and in adult life.

**Ongoing Transition Assessment Information: focus is on level of performance in this internship**

Student participates in the KP Copy Center 1-2 times per week with this academic year support from staff. In the Copy Center, Student uses the copy, laminating, die-cutting, and poster-making machines to fulfill orders for teachers. Student is polite and interacts well with his supervisor and fellow students-workers. Student is aware of the importance of referring to and following procedures. While working with another student, Student was able to collaborate toward a solution when faced with a problem. Student is able to perform basic tasks independently, while benefiting from minimal support for more complex tasks and machinery. Student is able to maintain his attention to the task at hand. He seeks out assistance as needed and accepts feedback well. Student's IEP Team, including Student's parents were invited to take the TRAX Transition survey on {date} to identify his strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: showing respect for self and others and coming promptly and prepared. These strengths may help Student reach his post secondary goals. In addition, Student's identified needs include:  working well with minimal supervision. Addressing these needs may help Student be more successful in school and in adult life.

**Ongoing Transition Assessment Information:** Here is an example of **documenting learning style** info.

Within his Applied Strategies class, Student has completed a unit on his Learning Style. Based on the results of the Learning Styles Inventory, Student identifies as a Visual Learner. This means that Student believes he has strong visualization skills and can remember objects, shapes, and pictures. He learns by reading, and by watching films, videos, and demonstrations. Student will continue to participate in class activities around understanding his strengths, learning style, and strategies that complement his mode of learning.

Based on the results of the Learning Styles Inventory, Student identifies as an auditory learner. This means that Student benefits from hearing information, as he has a “good ear” and can hear differences in tones and rhythm. Reading out loud may be beneficial. Auditory learners can remember what they hear in a lecture.

Based on the results of the Learning Styles Inventory, Student identifies as a kinesthetic learner. This means that Student may need to be physically active and doing things. Students with a preferred style of kinesthetic are hands-on learners - they typically have good coordination and learn by doing. Kinesthetic learners have an active approach to learning.

**Ongoing Transition Assessment Information:** example of **documenting O\*Net** results

Student is currently a 12th grade student at King Philip High School.  He participates in a small group English and math class. He also participates in an Applied Strategies class where he receives support in work completion, organizational skills, time management and self-advocacy skills. Student is able to complete tasks with guidance and redirection. Student has chosen to take ownership of all of his special education decisions. Student has begun the self referral process to the Massachusetts Rehabilitation Commission.  Student currently works at an {jobsite} in Norfolk, MA. Student completed the O\*Net Interest Profiler on {date}. This self-assessment career exploration tool can help job seekers discover the type of work they may find exciting. Student scored highest in the Social area (25), meaning helping others; followed by Investigative (16); and Realistic (13) interest areas. According to this vocational interest assessment, examples of careers that fall within Student’ high interest areas, requiring medium educational and job training preparation (Job Zone Three) include, but are not limited to: Massage Therapists; Emergency Medical Technicians & Paramedics; Critical Care Nurses; and Physical Therapy Assistants. At this time, Student would like to seek post-secondary education, but he is unsure if he would like to enroll in September after graduation or take a gap year to work and earn money for college.  Student reported that he does household chores and that he has been doing his own laundry since he was 9 years old. Student is a captain of the KP wresting team. Student is involved within his church community, and has identified his pastor as a mentor figure in his life. Student has obtained his driver’s license and drives himself to and from school and activities.

Student's IEP Team, including Student himself were invited to take the TRAX Transition survey on {date} to identify his strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: being trustworthy, honest, and fair, making good choices, showing respect for self and others, and making an appropriate impression. These strengths may help Student reach his postsecondary goals. In addition, Student's identified needs include: being personally organized, following directions promptly, completing tasks to expectations, and working well with minimal supervision. Addressing these needs may help Student be more successful in school and in adult life.

**Ongoing Transition Assessment Information:** important to cover many topics, since **non-diploma student;** **includes recommendations** based on eval info

Student continues to make efforts toward passing the MCAS, as it is unclear at this time as to whether Student will meet the MCAS graduation requirements. He recently had a Math retake and if necessary will take the test again in March.  He is also working on test-taking strategies and Biology concepts in his Life Sciences class in preparation for his Science retake in {date}.  Student has participated in a variety of vocational experiences throughout his time at King Philip High School. He continues to participate in the Pathways Café, preparing, delivering, greeting, and cashiering for staff who order from either the mobile café cart or in advance using the email ordering service. Student has taken a leadership role in the email ordering system, and has mastered most of the tasks associated with the cart services, although making change is not Student’s strength. When tallying orders of standard, rounded prices, Student is able to calculate accurately within a calm setting, however, when prices stray from the usual, and or others are waiting, Student acknowledges that it is very difficult for him and he becomes increasingly anxious. Student also supports a student in fulfilling his cart responsibilities, providing supervision and guidance in a supportive way. This past June (2016), Student began a paid summer internship through collaboration with the local MRC office. He worked as a bagger at the local {jobsite} and was subsequently hired on a part-time basis.  Student has had support from his family and KP staff on the job for communicating assertively/effectively with his boss and for understanding the nuances of the workplace.  For example, a new manager stepped in and began enforcing the dress code of no sweatshirts. Because Student previously wore his sweatshirt without problems, he required support for processing the situation and recognizing it as a policy issue, rather than a personal one. At this time, Student is expressing discontentment with his job and would like to explore other options. Student expresses an interest in working as a mechanic and/or landscaping, although he does not want to work for extended periods outside. Based on data from Vocational Awareness class, Student has a cursory knowledge of a variety of careers and the tasks/responsibilities associated with them. Recently, Student participated in the O\*NET Interest Profiler (IP), a self-assessment career exploration tool that can help job seekers discover the type of work activities and occupations that they would like and find exciting.  Student scored highest in the Realistic (6) interest area, followed by Investigative (3) and Enterprising (3) areas. At this time, Student indicates no interest (0) in Artistic, Social, or Conventional interest areas. According to this vocational interest assessment, examples of careers that fall within Student’s high interest areas, requiring little or no job preparation include, but are not limited to: Furniture Finishers; Laundry & Dry Cleaning Workers; Dishwashers; Meat, Poultry, and Fish Cutters & Trimmers; and Landscaping and Groundskeeping Workers. Learning style assessments indicate that Student is that of a Kinesthetic learner (hands-on, learn by doing) and Visual learner (watching films, demonstrations, and reading). Student has recently taken the driver’s permit test and has not yet passed. He expresses concern and anxiety about continuing to pursue his license. Student benefits from routine, and may demonstrate decreased attention when in a new environment or one with moderate stimuli. Student has great strengths in the area of social skills. He is able to communicate using whole body listening, demonstrates empathy and understanding of others, and is able to sustain reciprocal conversation skills. At times, Student benefits from support for fully processing and identifying solutions to problems. With regard to pedestrian skills, Student independently navigates his community.

Based on Student’s ongoing transition assessment information, the Transition Coordinator (E. Varney, {date}) provided recommendations and resources to Student and his family regarding: 1) a recommendation for participation in the KP Links transition program following graduation to further address vocational and functional living skills; 2) a 688 referral being made to the Department of Developmental Services at this time; 3) continued career research and exploration using O\*Net’s www.mynextmove.org; 4) information regarding Supplemental Security Income; 5) resources for a driving evaluation, should Student and his family have reservations about his driving safety; and 6) continued instruction regarding self-determination skills, including understanding his strengths and challenges, goal setting, and taking action steps to achieve those goals.

**Ongoing Transition Assessment Information:**

Student currently attends co-assisted classes for Science, Mathematics and History, as well as small-group English and Applied Strategies with accommodations to assist her in completing local and state graduation requirements and support her goal of attending a four-year college.  Student plans to live on campus when she goes to college.  She plans to study something in the field of science. This year, Student attended a trip to France with the French Club. With staff support for preview of expected behaviors, Student was able to stay with the group, navigate the communities, and demonstrate effective social skills. Student currently has her learner's permit and drives with her dad.

Student's IEP Team, including Student's parents and Student herself were invited to take the TRAX Transition survey on {date} to identify her strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: using functional reading, using functional writing, and using functional math. These strengths may help Student reach her post-secondary goals. In addition, Student's identified needs include: being in control of her emotions. Addressing these needs may help Student be more successful in school and in adult life.

**Ongoing Transitional Assessment Information:**

Student takes all college preparatory classes to prepare him for his vision of going to a four-year college.  Student participates in an Applied Strategies class to increase his self-advocacy skills, study strategies and to clarify/review/reinforce information presented in general education classes. Student has not had a job but he has completed numerous employment applications and is looking forward to working during the summer of 2017. He has chores that he completes at home. Student has taken the train to Boston to go to a museum and out to lunch. Student plays basketball on a recreational town team as well as the varsity team for King Philip. He also has a library card and can access the public library. He has applied to Bristol Community College and Fitchburg State College for the {date}. Student took a learning style inventory during the Fall of 2016 and results indicate that he is primarily a visual/tactile learner.

Student's IEP Team, including Student's parents and Student himself were invited to take the TRAX Transition survey on {date} to identify his strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: being trustworthy, honest, and ethical, having a positive work ethic, and operating a computer with ease and confidence. These strengths may help Student reach his postsecondary goals. In addition, Student's identified needs include: setting and meeting high quality standards, carrying out math calculations with accuracy, and solving problems using math skills. Addressing these needs may help Student be more successful in school and in adult life.

**Ongoing Transition Assessment Information:**

Student is currently a 12th grade student at King Philip High School.  He participates in a small group level Applied Strategies class where he receives support in work completion, organizational skills, time management and study skills. Student is able to complete tasks independently with little redirection and has begun the self-referral process to the Massachusetts Rehabilitation Commission.  Student currently does not have a job, but plans to apply for a part time position at {jobsite} when basketball season ends.  Student would like to pursue full time employment over the summer to earn money for college.  Student currently doesn't have assigned household responsibilities, but helps by cleaning his own room and making his meals. Student is involved in a variety of community activities: volunteering for summer basketball camps and the Norfolk Recreational League's Saturday clinics.  Student also plays on the Summer and Fall basketball league through the high school. Student has obtained his driver’s license and drives himself to and from school and activities.

Student's IEP Team, including Student's parents and Student himself were invited to take the TRAX Transition survey on {date} to identify his strengths and areas of need toward meeting future goals. Based on the results of the surveys, Student's relative strengths were identified as the following: making good choices, being open to learning, and interacting well in a group setting These strengths may help Student reach his post-secondary goals. In addition, Student's identified needs include: coming promptly and prepared and completing tasks to expectations. Addressing these needs may help Student be more successful in school and in adult life.