**Assessment Plan for Transition Outcome Areas**

| **Transition Outcome Area** | **Assessment Instruments and Methods** | **Rationale for Selection** | **Who Will Assist** | **Adaptations and Accommodations** | **Cultural Considerations** |
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| **Postsecondary Education and Training** |  |  |  |  |  |
| Academic Achievement | Woodcock-Johnson IV Tests of Achievement | Comprehensive measure of academic skills. | Special education teacher, school psychologist | Use visual supports and AAC devices. | Ensure cultural relevance of content. |
| Learning Styles | VARK Learning Style Inventory | Identifies preferred learning modalities. | Special education teacher | Simplify language and use visual aids. | Respect the student's cultural learning preferences. |
| Intelligence | Wechsler Intelligence Scale for Children (WISC-V) | Provides detailed cognitive profile. | School psychologist | Use non-verbal subtests where possible. | Ensure cultural fairness in test administration. |
| Accommodations | Student observation and teacher reports | Personalized insights on effective accommodations. | Special education teacher, speech therapist, occupational therapist | Ongoing review and update of accommodations. | Adapt accommodations to respect cultural expectations. |
| **Employment** |  |  |  |  |  |
| Occupational Interests & Values | Picture Interest Career Survey (PICS) | Suitable for non-verbal students; uses images. | Transition specialist, vocational counselor | Provide clear instructions and support as needed. | Use culturally relevant images and scenarios. |
| Work Aptitude | Vocational Assessment through practical tasks | Direct assessment of work-related skills. | Vocational trainer, job coach | Adapt tasks to the student's abilities. | Ensure tasks are culturally appropriate and meaningful. |
| Work Readiness/Prevocational Skills | Brigance Transition Skills Inventory | Measures work readiness skills. | Special education teacher, vocational trainer | Simplify language and use hands-on activities. | Ensure the assessment reflects culturally relevant job skills. |
| Assistive Technology | Assistive Technology Evaluation | Identifies necessary tech supports for work tasks. | Assistive technology specialist | Include student's current AAC device in the evaluation. | Ensure technology is culturally accessible and acceptable. |
| Temperament/Personality | Observational Assessments | Provides insights into work-related personality traits. | School psychologist, vocational counselor | Use familiar and comfortable settings for observations. | Respect cultural norms regarding personality traits and behaviors. |
| Manual Dexterity | Occupational Therapy Assessments | Evaluates fine motor skills for specific job tasks. | Occupational therapist | Adapt tasks to the student's physical abilities. | Ensure tasks are respectful of cultural norms around manual work. |
| Work Environments | Job shadowing and workplace visits | Direct experience and observation in various settings. | Job coach, transition specialist | Schedule visits in accessible and comfortable environments. | Select workplaces that are culturally inclusive and respectful. |
| **Independent Living** |  |  |  |  |  |
| Self-Awareness | Self-Assessment Tools using visuals | Assesses self-awareness in a non-verbal format. | Special education teacher, school psychologist | Use visual aids and interactive activities. | Respect cultural perspectives on self-awareness and identity. |
| Self-Determination/Self-Advocacy | Choice-making activities and structured interviews | Evaluates ability to make choices and self-advocate. | Special education teacher, transition specialist | Simplify language and provide visual choices. | Ensure activities are culturally respectful and appropriate. |
| Money Management | Practical money handling tasks | Direct assessment of financial skills. | Special education teacher, vocational trainer | Use real or simulated money in familiar contexts. | Ensure tasks are culturally relevant and respectful. |
| Home Living | Adaptive Behavior Scales (e.g., Vineland-3) | Assesses daily living skills. | Special education teacher, occupational therapist | Use familiar and comfortable home-like settings. | Adapt scales to reflect culturally relevant daily living skills. |
| Recreation & Leisure Interests | Interest Inventories and Observations | Identifies preferred leisure activities. | Special education teacher, recreational therapist | Use visual aids and observe during leisure activities. | Include culturally relevant activities and interests. |
| Transportation | Travel Training Programs | Assesses ability to use transportation options. | Transition specialist, special education teacher | Provide hands-on training and visual supports. | Respect cultural norms around transportation and independence. |
| Personal Safety | Safety Training Programs and Assessments | Evaluates understanding and application of safety practices. | Special education teacher, occupational therapist | Use practical demonstrations and visual supports. | Ensure safety practices are culturally relevant and respectful. |
| Medical & Health | Health Assessments and Regular Check-ups | Monitors health status and management skills. | School nurse, special education teacher | Schedule regular check-ups and use visual aids for health education. | Respect cultural beliefs about health and medical care. |
| Communication | Speech and Language Assessments | Evaluates and enhances communication skills. | Speech therapist, special education teacher | Use AAC devices and visual supports. | Ensure communication methods are culturally appropriate. |
| Adaptive Behavior | Adaptive Behavior Scales (e.g., Vineland-3) | Assesses adaptive behavior skills. | Special education teacher, school psychologist | Use familiar and comfortable settings for assessments. | Adapt scales to reflect culturally relevant adaptive skills. |
| Interpersonal Relationships | Social Skills Assessments and Activities | Evaluates and improves social interactions. | Special education teacher, school psychologist | Use structured social activities and role-playing. | Respect cultural norms around social interactions and relationships. |
| Community Participation | Community-Based Assessments and Outings | Assesses skills for community involvement. | Special education teacher, transition specialist | Plan structured community outings and activities. | Ensure community activities are culturally inclusive and respectful. |