Contents

PREFACE TO SERIES  ■  vii
PREFACE  ■  ix
ACKNOWLEDGMENTS  ■  xi

CHAPTER 1
Transitions Assessment: What Do We Need To Know About Students and Why?  ■  1
   The Foundations for Transitions Assessment  3
   Primary Assessment Areas  5
   Descriptions of Transitions Assessment Areas  8
   Purposes of Transitions Assessment  14
   Conclusion  14

CHAPTER 2
Using Standardized Instruments for Transitions Assessment  ■  17
   Standardized Assessment Instruments  17
   Limitations of Standardized Assessments  35

CHAPTER 3
Using Informal Instruments for Transitions Assessment  ■  37
   Basic Guidelines for Locally Developed Informal Assessments  39
   Using Informal Assessment Data for Transitions Planning  48
   Person-Centered Planning as an Assessment Approach  53
   Computerized Assessment Systems  57
   Environmental Assessments  58
   Curriculum-Based Assessments  60
   Medical Appraisals  62

CHAPTER 4
Conducting Transitions Assessments in Schools  ■  65
   What Should a District’s Assessment Program Comprise?  65
   Who Should Be Responsible for Transitions Assessments?  67
   How Can Transitions Assessments Be Sensitive to Gender and Cultural Diversity?  70
   What Kinds of Testing Accommodations Should Be Made?  71
   How Will Assessment Information Be Used?  73
How Should Assessment Information Be Organized and Made Available?  75
Assessment Data Organization Options  76
Recommendations for Transitions Assessment  78
Conclusion  80

APPENDIX A
Selected Commercially Available Tests and Assessment Procedures Across Transition Planning Domains  ■  81

APPENDIX B
Assessment and Publisher Information  ■  87

APPENDIX C
Person-Centered Planning Profile for Job Planning and Career Development  ■  95

APPENDIX D
Job-Planning Profile and Action Plan for Locating Housing Arrangements  ■  97

APPENDIX E
Planning for the Future: An Example of a Person-Centered Planning Procedure  ■  99

APPENDIX F
Resources for Person-Centered Planning  ■  107

APPENDIX G
Summary of Performance Template  ■  109

APPENDIX H
Joint Committee on Testing Practices’ Code of Fair Testing Practices in Education  ■  117

APPENDIX I
Resources for Transitions Assessment  ■  121

REFERENCES  ■  125

ABOUT THE AUTHOR  ■  131