

Top 10 Skills that Students need to Succeed

Elliott and co-author Frank Gresham identified the top 10 skills that students need to succeed based on surveys of over 8,000 teachers and over 20 years of research in classrooms across the country. They are:

1. Listen to others
2. Follow the steps
3. Follow the rules
4. Ignore distractions
5. Ask for help
6. Take turns when you talk
7. Get along with others
8. Stay calm with others
9. Be responsible for your behavior
10. Do nice things for others

OVERVIEW:
PCSD POST HIGH
SCHOOL SPECIAL EDUCATION
TRANSITION ASSESSMENT

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Purpose: to define transition assessment, state the goals of transition assessment, and provide possible meaningful transition assessments to be used for students and families from ages 16-22, focusing primarily on ages 18-22.

I. Two types of transition assessments:

A. Formal (usually with 3 year evaluation)

- Standardized tests or performance reviews
- Scores criterion-based or norm referenced
- Usually purchased

Examples: (not inclusive)

~ Achievement: WJIII-R

~ Adaptive- Behavior/Independent Living Skills:
SIB-R; Vineland

~ Aptitude Tests: OASIS-3; O*Net Assessment Profile

~ Interest Inventories

~ Intelligence Tests: WISC; CTONI; KAIT

~ Personal Preference Tests: Myers Briggs

~ Self Determination: AIR; ARC

B. Informal (generally viewed as most critical and individualized)

- Less structured
- Inventories/interviews/observations
- May be developed by educators
- May not be validated for reliability

Examples: (not inclusive)

~ Adaptive Behavior and Daily Living Skills Assessments,
Curriculum Based Assessments; Direct Observation; Environment or
Situational; Functional Behavioral/Vocational/ Academic Assessments;
Interest Inventories; Life Skills Inventories; Student/Family Interviews +
questionnaires, Transition Planning Inventories

II. GOALS OF TRANSITION ASSESSMENTS:

- **Make informed choices**
- **Take charge of transition process**
- **Understand skills needed for post school career**
- **Realistic planning**
- **Assist Families to identify needs, home plans, and outside agency services**

III. TRANSITION ASSESSMENTS FOCUS ON:

A. 3 Areas:

- 1. Employment**
- 2. Educational/training**
- 3. Independent Living**

Vocational Interest and Skills

Self Determination and Advocacy

Independent Living Skills

Educational, psychological and/or medical needs

2. ASSESSMENTS USED AT PCHS PRIOR TO TRANSITION BASED IEP'S TO PCLC

- A. PCHS Student/Family Inventory**
- B. "About My Child" questionnaire**
- C. Post High School Parent/ Family Transition Assessment Form**
- D. Adolescent Autonomy Check List**
- E. Targeting Transition Survey: 1 for Parent, 1 for Student, and possibly 1 other**
- F. Life Skills Inventory Collective**

3. PCLC ADMINISTERED ASSESSMENTS TO KIDS AND FAMILIES PRIOR TO ATTENDING

PCLC

- A. Autism Speaks Community Based Skills Assessment
TO BE MAILED HOME OVER THE SUMMER:**
- B. Parent/Guardian Transition Inventory**
- C. Student Transition Planning Interview**
- D. Self Determination/ Self Advocacy Check List**
- E. School + Community Social Skills Rating Inventory**

4. 1st YEAR AT PCLC

- A. Vocational Profile and Interview**
- B. “Things to Think About” Inventory**
- C. ARC’s Self Determination Scale- The ARC of the United States**
- D. TISLA (used with permission)**
- E. Career Inventory- Picture Version**
- F. Adaptation of ABLE for students with significant disabilities**
- G. ESTR-S Enderle-Severson Transition Rating Scale Form F**

5. 2nd YEAR AT PCLC

- A. Life Skills Inventory Independent Living Skills Assessment Tool- Washington State Department of Social and Health Services**
- B. Independent Living Assessment**
- C. Who R U?**

6. 3rd YEAR AT PCLC

- A. Personal Preference Indicators- U of OK**
- B. Adult living, employment, and education**
- C. AIR Self Determination Scale: Parent/ Student/ Teacher**
- D. This is how I see Myself**

7. 4th YEAR AT PCLC:

- A. Vocational Training 1: Self Determination, Life Long Learning, Daily Living, Health, Leisure, Money, Work Place Readiness**
- B. Vocational Evaluation II: Work related behaviors, Interest Inventory, Functional Skills Inventory**
- C. Supported Employment: inclusive**
- D. TIPS**
- E. Summary of Life Skills Inventory**

8. Informal Assessments Used Through Post High School Program

- A. “Independent Living and Community Participation” by: Synatschk, Clark and Patton**
- B. “Total Living” by ProEd:
PCLC use of Ongoing, informal Interest Inventories
Parent/ Teacher/ and-or Student versions (other options also available)**

A. Self Advocacy:

- ~ Expectations of My Life
- ~ Self Determination
- ~ Self Esteem Profile

B. Interpersonal Skills:

- ~ Peer Interaction Scale Survey
- ~ Social Skills Inventory P/T/S
- ~ Empathy Quotient
- ~ Social Emotion Skills Assessment

C. Daily Living Skills:

- ~ Ansell-Casey Life Skills Assessment
- ~ Daily Living Skills Competency Rating
- ~ Living Skills Check List
- ~ Money Management

D. Transportation and Mobility:

- ~ Transportation to and from Community Locations
- ~ Functional Analysis of Transportation Behaviors
- ~ Getting about Town
- ~ Round Trip Assessment

E. Leisure:

- ~ Home Functional Skills Assessment S/P/T
- ~ Leisure Activities Inventory -S
- ~ Functional Analysis of Leisure Behavior S/P/T
- ~ Recreation and Leisure Activities

F. Community Participation:

- ~ Community Functional Skills Assessment
- ~ Functional Skill Assessment
- ~ My Community
- ~ Community Resources
- ~ Sample Agency Resources

G. Colorado Domain Skills Inventory

H. Planning Your Dreams

9. Online Assessments

10. Sample of an Outside Agency Transition Assessment

11. Other Transition Resources Referenced

12. PCLC Evaluation Summary

