

## Transition Assessment Considerations

School closures due to COVID-19 have presented many challenges for educators, including provision of FAPE during a national emergency. If you must prepare for the IEP Meeting of a transition-age student, you must conduct transition assessment and do so remotely. This document provides information and considerations as you determine individual student/family needs, as well as their levels of access to technology and other means of communication.

See the [Texas Transition website](#) for links to guidance from state and federal agencies. See the [Texas Education Agency Special Education and Special Populations website](#) for more guidance related to special education during this time of school closures.

### Transition Assessment Considerations

- What local policies or procedures are in place for your LEA? Discuss with the special education director the LEA expectations for completing transition planning requirements during this time of school closures.
- What transition assessment information already exists?
- Obtain student and parent input, understanding that futures planning may be low priority for students/families during a time of global uncertainty. See table below for levels of access to communication with school.
- Document the professional decisions made in your method of conducting the transition assessment. For example, if preparing the IEP for a student with no access to any type of communication, review the previous IEP, including transition assessments, and complete the “Teacher Version” of a transition assessment. Another way would be to contact a teacher with knowledge of the student to complete the same version of the assessment.

**Tips for completing transition assessments while e-learning** ([Indiana Secondary Transition Resource Center](#) on March 24, 2020):

- Make a [Google Form](#) for students to complete and submit their assessments. Check out this [Elective Class Reflection example](#).
- Copy/paste the questions from an assessment into an email, and have students respond.
- Summarize activities that have been completed so far in the school year from current transition services/activities (elective classes, coursework in a class, college fairs, pre-ETS work, task analysis) showcasing a student’s strengths, preferences, interests, and needs.
- Conduct a phone interview (just make sure that you write down the questions and answers to help you summarize it later).

## Transition Assessment Considerations

Level of Access	Inclusion/Resource	Low Incidence/High Support Needs	Students in 18+
<p><b>4</b>  <i>The student and/or family has access to the internet and a technology device, such as a computer or iPad, to communicate in a virtual meeting, share documents, and/or complete online assessments</i></p>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send links to online assessments to the student and parent</li> <li>3. Consider conducting telephone interviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send links to online assessments for the parent to complete</li> <li>3. Send online links for the student, if appropriate and mentor the parent to support the student to complete the assessment</li> <li>4. Consider parent telephone interview</li> </ol>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send links to online assessments to the adult student and parent</li> <li>3. Consider conducting telephone interviews</li> <li>4. Remember adult age-appropriate assessments</li> <li>5. If the student was working/volunteering in the community, consider an employment related survey for manager who approved the work/volunteer position</li> <li>6. Independent Living Skills is key for this group. Take advantage of the opportunity.</li> </ol>
<p><b>3</b>  <i>The student and/or family has access to the cell signal and smart device, such as a smartphone, to communicate in virtual meetings, share documents, and/or complete online assessments</i></p>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send links to online assessments to the student and parent</li> <li>3. Consider conducting telephone interviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send online links to the parent to complete</li> <li>3. Send online links for the student, if appropriate and mentor the parent to support the student to complete the assessment</li> <li>4. Consider parent telephone interview</li> </ol>	<ol style="list-style-type: none"> <li>1. Review existing information if access is available</li> <li>2. Send links to online assessments to the adult student and parent</li> <li>3. Consider conducting telephone interviews with the adult student and parent</li> <li>4. Independent Living Skills is key for this group. Take advantage of the opportunity.</li> </ol>
<p><b>2</b>  <i>The student and/or family has access to a cell signal and cell phone to communicate using voice, but is unable to share documents or participate in virtual assessments</i></p>	<ol style="list-style-type: none"> <li>1. Conduct telephone interviews with the student and the parent.</li> <li>2. Consider using a transition assessment tool that has a "Teacher Version" and interview another teacher with personal knowledge of the student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct telephone interviews with the student and the parent.</li> <li>2. Consider using a transition assessment tool that has a "Teacher Version" and interview another teacher with personal knowledge of the student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct telephone interviews with the adult student and the parent.</li> <li>2. Consider using a transition assessment tool that has a "Teacher Version" and interview another teacher with personal knowledge of the adult student.</li> </ol>

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Level of Access	Inclusion/Resource	Low Incidence/High Support Needs	Students in 18+
<p style="text-align: center;">1 <i>The student and family are unable to be located or are unavailable due to a lack of access to technology or any technology devices</i></p>	<ol style="list-style-type: none"> <li>1. Review the previous IEP and transition assessment tools.</li> <li>2. Complete the “Teacher Version” of a transition assessment tool</li> <li>3. Contact another teacher with knowledge of the student. Ask them to complete the transition assessment tool or use the tool to conduct an interview with the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the previous IEP and transition assessment tools</li> <li>2. Complete the “Teacher Version” of a transition assessment tool</li> <li>3. Contact another teacher with knowledge of the student. Ask them to complete the transition assessment tool or use the tool to conduct an interview with the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the previous IEP and transition assessment tools</li> <li>2. Complete the “Teacher Version” of a transition assessment tool</li> <li>3. Contact another teacher or ISD job coach with knowledge of the adult student. Ask the adult student to complete the transition assessment tool or use the tool to conduct an interview with the teacher.</li> </ol>

### Online Transition Assessment Tools

1. Go to the [website for your Regional Education Service Center \(ESC\)](#). Many of the ESC Transition Specialists have websites with transition related tools, including transition assessments.
2. [Transition Assessment Links on the Student-Centered Transitions Network](#)
3. [Middle School Study Habits Questionnaire](#)
4. [Garrett Center Student-Led Parent Interview: An Informal Transition Assessment](#)
5. [Garrett Center: Middle School Transition Planning Assessment](#)
6. [Garrett Center Parent Questionnaire for Students with High Support Needs](#)
7. [OU Zarrow Center Assessment Resources for Students with Significant and Multiple Disabilities](#)
8. [OCALI QuickBook of Transition Assessments](#)
9. [O'Net Interest Profiler](#)
10. [Casey Life Skills](#)