

Transition and Vocational Assessment

Overview of Instruments

Conducting assessments that are related to transition needs or services is an important and necessary consideration for students identified with or suspected of having AU, as with any disability identified under special education law. Provisions of IDEA (2004) require the Admission, Review, and Dismissal (ARD)/IEP committee to address students' transition needs and services by the age of 16 years. If transition assessment is needed, formal or informal, a variety of approaches are available for consideration. The most common assessments administered address student interests (topics, subjects, or fields of interest as they relate to vocations and avocations); aptitudes (job-related knowledge and abilities); or preferences (e.g., type of setting or work environment preferred, working individually or alone, working inside or outside, active/physical or sedentary work). An additional area of assessment, self-determination, has become increasingly important since IDEA has emphasized the importance of student involvement in transition planning and decision-making.

The following is a list of transition-related assessments that may be used for students who have or are suspected of having AU. Included are standardized norm-referenced measures, as well as criterion- and curriculum-referenced tools. In addition to the areas of assessment mentioned above, other more in-depth assessment processes may be needed, depending on individual needs. Examples of other assessments include, but are not limited to, informal occupational exploration through school-based opportunities or hands-on community-based experiences, assessment of work behaviors, situational work assessments (assessing individual's competencies in performing essential job duties of specific competitive employment positions), work sampling, work tolerance and functional capacity assessment, motor skill and manual dexterity testing, assessing assistive technology needs and accommodations needed within a work place, assessing postsecondary training and workplace accommodations, and independent living skills assessments. Adaptive behavior assessment results and any relevant implications should also be considered when assessing an individual's transition needs.

AIR SELF-DETERMINATION SCALE AND USER GUIDE

AIR Self-Determination Scale and User Guide (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994) is designed to “provide an easy-to-use tool to assess and develop strategies for improving a student’s level of self-determination” (p. 9). It produces a profile of the student’s level of self-determination, identifies areas of strength and areas needing improvement, and delineates specific educational goals that can be incorporated into the student’s IEP. The scale measures capacity and opportunity (at school and at home) related to three components of self-determination: thinking, doing, and adjusting. Capacity refers to students’ knowledge, abilities, and perceptions that enable them to be self-determined. Opportunity refers to students’ chances to use their knowledge and abilities. The total Self-Determination score is reported as a percentage and may be compared from one rater to another, allowing for discussion of any discrepancies. The scores for capacity and opportunity (total of Likert scale rating in a given area) may also be compared to help determine strengths and weaknesses. The user’s guide contains a curriculum guide to help develop goals and objectives to include in a student’s IEP. It also provides examples of strategies and activities that can be used to help facilitate the goals and objectives. The AIR Self-Determination Scale can be used with students from kindergarten through grade 12.

ANSELL-CASEY LIFE SKILLS ASSESSMENT (ACLSA)

The Ansell-Casey Life Skills Assessment (ACLSA; Casey, 1994-2005) is an individually-administered self-reporting assessment of life skill mastery across nine domains (daily living, self-care, work and study skills, social relationships, housing and money management, communication, home life, work life, and career planning). Two forms of the assessment (individual and caregiver) were developed on four levels: I (ages 8-10), II (ages 11-14), III (ages 15-18), and IV (ages 19 and above). Intended as a first step in preparing to live independently, the accompanying Life Skills Guidebook suggests steps subsequent to assessment, including goal-setting, action planning, instruction, learning, and application, followed again by assessment to measure progress. The youth format contains items to measure self-reported

knowledge and behaviors on a 3-point scale, as well as a brief performance section to test actual knowledge of life skills (in a multiple-choice format). The caregiver form asks a parent or other adult to rate the youth on the knowledge and behavior items used in the youth self-report, but it does not have a performance section. The ACLSA is completed electronically online, and hard copies can be printed from the web site. An individual report is generated. Percentage of mastery scores are generated for each ACLSA domain area. The ACLSA and most of the associated resources are available at no cost to the user through the www.caseylifeskills.org website.

THE ARC'S SELF-DETERMINATION SCALE

The Arc's Self-Determination Scale is a student self-report measure of self-determination (Wehmeyer & Kelchner, 1995). It is designed to be used with adolescents with cognitive or learning disabilities to assess their strengths and limitations in four areas of self-determination: autonomy, self-regulation, psychological empowerment, and self-realization. The Arc's Self-Determination Scale allows students to (a) evaluate their own beliefs about themselves and their self-determination, (b) work collaboratively with educators and others to identify individual areas of strength and limitations related to self-determination goals and objectives, and (c) self-assess progress in self-determination over time. Through this process, students are able to become more involved in their own futures and more self-determined.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB; United States Military Entrance Processing Command, 2002) is a norm-referenced assessment given by the military to measure academic ability and predict occupational success. Eight test areas (General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, Mechanical Comprehension) are combined to into three composites, or Career Exploration Scores. These scores help students understand their verbal, math, and science and technical skills compared to those of other students in the same

grade. Summary results sheets explaining the derived scores may be given to school counselors to share with students and parents.

BRIGANCE LIFE SKILLS/EMPLOYABILITY SKILLS INVENTORIES (LSI/ESI)

The Brigance Diagnostic Life Skills Inventory (LSI; Brigance, 1995) is a criterion-referenced instrument designed to evaluate skills in areas generally taught within life-skills programs, including those involved in speaking and listening, money and finance, functional writing, food, words on signs and warning labels, clothing, health, telephone, travel and transportation, and reading. As skills are assessed, they are scored as mastered or not mastered in the student's individual test record. Administration procedures and specific content may be modified according to instructional needs. The LSI is intended for use with students in grade 8 through adulthood. Item difficulty ranges from the second-grade level through the eighth-grade level. Comprehension follow-up questions are provided to determine the depth of the individual's knowledge related to the items. Measurement of skills in the LSI is performance-based and can be useful in developing IEPs and assessing progress on IEP-related skills. Skills levels for the LSI are not norm-referenced.

The Brigance Employability Skills Inventory (ESI; Brigance, 1995) is designed for use with students in special education or alternative education programs that focus on developing skills for basic entry-level employment. This untimed criterion-referenced instrument assesses skills in the following skill areas and within the context of life skills, pre-employment, or employment-related situations: (a) Reading (grade-placement), (b) Reading Skills, (c) Career Awareness and Self-Understanding, (d) Job-Seeking Skills and Knowledge, (e) Speaking and Listening Skills, (f) Pre-Employment Writing, and (g) Math Skills and Concepts. In addition, self-evaluation rating scales are intended to increase the individual's awareness of various employment-related skills, behaviors, and attitudes. The ESI may be used to determine needs for IEP development, to assess progress instructionally, or to determine needs for more in-depth assessment.

CAREER ABILITY PLACEMENT SURVEY (CAPS)

The Career Ability Placement Survey (CAPS; Knapp & Knapp, 1976a) is an individualized, norm-referenced measure of abilities related to various vocational fields. It is designed to measure by paper and pencil eight vocationally relevant abilities (Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity) within the context of the entry requirements for jobs in 14 career clusters (Science-Professional or Skilled; Technology-Professional or Skilled; Business, Professional or Skilled; Arts, Professional or Skilled; Service-Professional or Skilled; Consumer Economics; Outdoor; Clerical; and Communication). Percentile scores indicate occupational areas most closely correlated to the abilities of the individual. Occupational cluster information provides many examples of job titles within each cluster, additional skills needed, and ways to gain relevant experience in the area.

CAREER ORIENTATION PLACEMENT AND EVALUATION SURVEY (COPES)

The Career Orientation Placement and Evaluation Survey (COPES; Knapp, Knapp-Lee, & Knapp, 1995) provides a measure of values to supplement programs in educational and industrial career counseling. This individualized, norm-referenced assessment was developed for use as part of the COPSsystem, which evaluates interests, abilities, and values to facilitate career exploration. Work environment preferences in eight value areas are assessed (Investigative vs. Accepting, Practical vs. Carefree, Independence vs. Conformity, Leadership vs. Supportive, Orderliness vs. Flexibility, Recognition vs. Privacy, Aesthetic vs. Realistic, Social vs. Reserved) by paper and pencil. Resulting interest scores are related to the 14 COPSsystem Career Clusters, giving examinees information about which occupational areas match their personal values.

CHOICEMAKER SELF-DETERMINATION ASSESSMENT

The ChoiceMaker Self-Determination Assessment (Martin & Marshall, 1996) is a curriculum-based self-determination transition assessment tool that matches the objectives in ChoiceMaker Self-Determination Transition Curriculum. The assessment consists of three parts:

(a) a rating scale on which the teacher rates the “Student Skills” and the “Opportunity at School” for the student; (b) a summary profile that displays the “Student Skills” and the “Opportunity at School” across three curriculum areas; and (c) the curriculum matrix, which provides objectives and goals that correlate to the ChoiceMaker curriculum series. The ChoiceMaker Self-Determination Assessment is used to determine goals and objectives for the student and then document progress across time. The curriculum series facilitates goal-setting in three areas: personal, educational, and vocational. It teaches students to become aware and involved in their education, how to develop self-directed IEPs, and how to take action in the future.

COPS INTERMEDIATE INVENTORY (COPS-II)

The COPS Intermediate Inventory (COPS-II; Knapp & Knapp, 1976b) is an individualized, norm-referenced interest inventory designed for use with younger students and students with reading or academic problems. The COPS-II is written at a fourth-grade reading level and measures interests related to career clusters based on knowledge and activities generally known to students from grade school through high school age. As with the CAPS, information provided with scoring lists a wide variety of job titles related to each career cluster, additional skills needed, and ways to gain additional experience in areas of high interest.

Note. A higher level interest measure published by EdITS, the COPS Interest Inventory (COPS), is designed to survey interests for students in high school and college and provides norms for both levels, and is published in English and Spanish.

COPS PICTURE INVENTORY OF CAREERS (COPS-PIC)

The COPS Picture Inventory of Careers (COPS-PIC; Knapp-Lee, 1998) is an individualized, norm-referenced picture inventory of vocational interests. Pictures of various occupations/occupational activities are viewed and selected on the basis of individual interest. Scores indicate relative interest in each of 14 career clusters (Science – Professional or Skilled; Technology – Professional or Skilled; Business – Professional or Skilled; Arts – Professional or

Skilled; Service – Professional or Skilled; Consumer Economics; Outdoor; Clerical; and Communication). The COPS-PIC can be individually or group-administered. It is useful with students from elementary levels through adulthood, especially with non-readers or individuals who are not fluent English-speakers.

FUNCTIONAL SKILLS SCREENING INVENTORY (FSSI)

The Functional Skills Screening Inventory (FSSI; Becker, Schur, Paoletti-Schelp, & Hammer, 1986) was developed to assess critical living and working skills in individuals with severe handicaps ages 6 and going through adulthood. The FSSI is a criterion-referenced behavior checklist of 343 skills in the domains of (a) Basic Skills and Concepts, (b) Communication, (c) Personal Care, (d) Homemaking, (e) Work Skills and Concepts, (f) Community Living, and (g) Social Awareness. Scoring yields levels of performance/independence within each domain related to skills required for personal autonomy, skills required to function within a supported living/working environment, and skills needed to function within an independent living/competitive employment environment. The FSSI is administered by observing the client in natural settings over several observations. Each item is ranked on a 4-point scale (and allowing ¼ point increments) based on the level of supervision or prompting required to complete the task. The standard of 4 points reflects adult independence. Another domain exists for looking at problem behaviors. This scale is based on the frequency with which a behavior occurs. Scores are graphed as percentages of total achieved in each domain. The authors recommend using the scatter within each domain in the summary in order to identify areas for further training/IEP development. Further, it is recommended that the inventory be completed by a team of professionals, which could include speech-language pathologists, transition specialists, diagnosticians, and school psychologists. It is also helpful to have parents rate the student's skill levels to contrast levels of performance in the school and the home setting, providing valuable information regarding generalization of skills. In addition to using the FSSI to facilitate IEP development, it may be used effectively to satisfy provisions in the IDEA related to transition planning.

McCARRON-DIAL EVALUATION SYSTEM (MDS)

The McCarron-Dial Evaluation System (MDS; McCarron & Dial, 1973) was developed as an individually administered norm-referenced measure of strengths and weaknesses in various factors of vocational competency. (It was also developed to be used as a clinical evaluation/neuropsychological measure of the impact of brain dysfunction on learning and adaptive behavior.) The five factors of vocational competence are:

- verbal-spatial-cognitive (language, learning ability, and achievement)
- sensory (perceiving and experiencing the environment)
- motor (muscle strength, speed and accuracy of movement, balance and coordination)
- emotional (response to interpersonal and environmental stress)
- integration-coping (adaptive behavior)

Assessment batteries provide data on these factors that can be used to assist in determining transitional, prevocational or vocational programming, IEPs, and accommodation needs.

Components of the McCarron-Dial include the Peabody Picture Vocabulary Test (PPVT), the Bender Visual Motor Gestalt Test, the Observational Emotional Inventory, Emotional Behavioral Checklist, Behavior Rating Scale, the Haptic Visual Discrimination Test (HVDT), and the McCarron Assessment of Neuromuscular Development (MAND).

Additional measures developed by McCarron-Dial that can assist in transition-related assessments include the Street Survival Skills Questionnaire (SSSQ), an objective measure of adaptive behavior; the Perceptual Memory Task (PMT), a measure of information-processing skills used in learning and performance; the Comprehensive Vocational Evaluation System (CVES), a measure that parallels the McCarron-Dial Evaluation System for use with the blind and visually impaired (with cognitive and haptic measurements); and the Vocational Interest Exploration System (VIE), a measure that matches jobs to an individual's expressed work-related preferences. The McCarron-Dial System has been used for rehabilitation counseling, work evaluation, and program evaluation with adults with various disabilities (mental retardation, cerebral palsy, brain trauma, ADD, learning disabilities, etc.)

PREVOCATIONAL ASSESSMENT SCREEN (PAS)

The PreVocational Assessment Screen (PAS; Rosinek, 1985a) is designed to assess the motor and perceptual abilities of students with mild disabilities or disadvantaged youth ages 14-18. The student completes eight modules that assess the following abilities: clerical/verbal (Alphabetizing), motor coordination (Etch-A-Sketch Maze), clerical/numerical (Calculating), finger dexterity (Small Parts), manual dexterity (Pipe Assembly), form perception (O Rings), spatial perception (Block Design), and color perception (Color Sort). An error score (the number of incorrect items) and a timed score, consisting of the amount of time in minutes required to complete the test, are derived for each module.

These scores are used to derive percentile scores, which in turn are assigned 1 to 5 on a 5-point rating scale. The rating scale scores are then compared to a matrix designed to determine what skills need to be remediated to help the student be successful in a local vocational training program. Limited data are provided to determine reliability and validity. The authors encourage the development of local norms and recommend the instrument be used as an informal way for special education teachers to gain information about a student's level of vocational skills.

READING-FREE VOCATIONAL INTEREST INVENTORY-SECOND EDITION (RFVII-2)

The Reading-Free Vocational Interest Inventory-Second Edition (RFVII-2; Becker, 2000) is an individualized, norm-referenced measure of vocational interests presented in a reading-free format. It is designed for use with individuals with special needs, is untimed, can be used from ages 12 through 62, and may be administered in a group situation. Examinees view a series of picture triads of individuals involved in a variety of work-related activities and are instructed to select (circle) the picture of the activity that most interests them of the three pictured. Scores are obtained by interest shown in each of 11 areas, and five cluster scores are derived from the combination of two or more interest areas. A separate, related document, The Occupational Title Lists-Second Edition, provides descriptive information on the interest areas and jobs corresponding to each.

SKILLS ASSESSMENT MODULE (SAM)

The Skills Assessment Module (SAM; Rosinek, 1985b) is a criterion-referenced measure designed to assess a student's affective, cognitive, and manipulative strengths and weaknesses in relation to vocational skills required in various training programs within a school system. Included are 12 hands-on modules and 3 paper-and-pencils tests published by other companies – Learning Styles Inventory, Revised Beta Examination, and Personnel Test for Industry. The SAM may also be used to rate affective work behaviors such as appearance, communication skills, endurance, follows rules and regulations, initiative, interpersonal traits, reactions to assigned tasks, and safety consciousness.

Scores, except those for the learning styles inventory and the interest inventory, are combined in the Vocational Performance Matrix. The matrix allows for comparison of strengths and weaknesses on 24 traits, which are rated by instructors of different vocational classes as to the importance of that trait in their class. The matrix may be used to identify skills that need to be remediated or to make placement decisions. Learning Styles Inventory, Revised Beta Examination, and Personnel Test for Industry can also be used to rate affective work behaviors such as appearance, communication skills, endurance, follows rules and regulations, initiative, interpersonal traits, reactions to assigned tasks, and safety consciousness.

TEACCH TRANSITION ASSESSMENT PROFILE-SECOND EDITION (TTAP) [previously called Adolescent and Adult Psychoeducational Profile (AAPEP)]

TEACCH Transition Assessment Profile (TTAP)-Second Edition is a revised version of the Adolescent and Adult Psychoeducational Profile (AAPEP; Mesibov, Thomas, Chapman, & Schopler, 2007) used with students in grades 3 through 12. It was developed for adolescent and older children with AU, particularly those with transitional needs. The TTAP is structured to satisfy provisions in the IDEA of 1997 requiring that adolescents be evaluated and provided with a transition plan prior to age 14. The TTAP can be used to facilitate educational and transitional planning. The TTAP evaluates six major functional skill areas: vocational skills, vocational behavior, independent functioning, leisure skills, functional communication, and

interpersonal behavior. Three components of the evaluation consist of a direct observation scale (direct assessment of skills), a home scale (completed via interview with parents or caregivers) and a school/work scale (completed via interview with teachers or work supervisors). The TTAP can provide valuable skill assessment for IEP development and tracking.

VOC-TIES AND CAREER DEVELOPMENT PLAN (VOC-TIES)

The Voc-Ties and Career Development Plan (Scott & Gilbreath, 1994) is an individually or group-administered computer assessment designed to measure an individual's interest in career/technical pathways. Fifteen vocational training programs (Auto Mechanics/Transportation, Business and Office, Construction, Cosmetology, Drafting, Electro-Mechanics, Electronics, Food Service, Graphic Arts, Health Occupations, Horticulture/Agriculture, Marketing, Metals, Occupational Home Economics, Technology Education) are described along with training requirements, work characteristics, and job descriptions. Students indicate their level of interest in each area. The results are reported in the form of an individualized career development plan that is generated in IEP format.

WIDE RANGE INTEREST AND OCCUPATION TEST-SECOND EDITION (WRIOT-2)

The Wide Range Interest and Occupation Test-Second Edition (WRIOT-2; Glutting & Wilkinson, 2003) is a nonverbal measure of vocational interest. Offered in both paper/pencil and computer administration, it provides pictures of various work-related activities to which examinees respond that they like, dislike, or are undecided about. Because it is pictorial, reading is not required. The WRIOT-2 provides scores in three clusters: Occupational, Interest, and a score describing the individual in one of six occupational "types": Realistic, Investigative, Artistic, Social, Enterprising, or Conventional. The Occupational Cluster score indicates the individual's preferences in 17 career areas and the Interest Cluster rates the individual's needs, motives, and values as they relate to choosing an occupation. The normative group did not include specific groups of individuals with disabilities.

Summary of Transition and Vocational Assessment Instruments

Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
AIR Self-Determination Scale and User Guide Wolman, Campeau, DuBois, Mithaug, & Stolarski (1994)	8-adult	Individualized assessment through use of a rating scale with three forms – educator, student, and parent; 5-point Likert-type scale rates students and environments on self-determination components Related curriculum guide provided Self-determination score is a percentage; scores for capacity and opportunity are a total of the Likert scores; scores from different raters may be compared	Not specified	Measures capacity (ability, knowledge, and perceptions) and opportunity related to three components of self-determination: thinking, doing, and adjusting	American Institutes for Research; download for free from http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html

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Ansell-Casey Life Skills Assessment (ACLSA) Casey (1994-2005)	8-adult	<p>Individually administered measure of life skill mastery in nine domains</p> <p>Two forms (individual and caregiver), four age levels: I (8-10 yrs.); II (11-14 yrs.); III (15-18 yrs.); IV (19 and up)</p> <p>Tied to next steps in goal-setting, action planning, instruction, learning, and application, with resources provided in accompanying Life Skills Guidebook</p> <p>Includes self-reported knowledge and behaviors (3-pt. scale) and performance section (multiple choice)</p> <p>May be completed online or on paper</p>	20-40 min.	<p>Yields percentage mastery in each domain – Daily Living, Self-Care, Work and Study Skills, Social Relationships, Communication, Housing and Money Management, Home Life, Work Life and Career Planning; reported numerically and in bar graph</p>	<p>Casey Family Programs, Seattle, WA</p> <p>http://www.caseylifeskills.org/pages/assess/assess_index.htm</p> <p>(may be used at no cost)</p>

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<p>Armed Services Vocational Aptitude Battery (ASVAB) United States Military Entrance Processing Command (2002, with 2004 normative update)</p>	<p>16-23</p>	<p>Individually administered, norm-referenced paper-and-pencil and computerized adaptive testing administered by the military at no cost to students in grades 10-12 and two-year postsecondary schools; 200 multiple-choice items assess academic ability/predict occupational success; results interpreted by military; report is available from high school counselors Yields grade-specific, gender-specific, and combined standard scores and score bands for eight tests, three Career Exploration Scores (provided specifically to help students engage in career exploration); composite scores, percentile-based interpretations</p>	<p>5 hours</p>	<p>Assesses academic ability and predicts occupational success in eight test areas (General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, Mechanical Comprehension) with three Career Exploration scores. Each Armed Service area has separate requirements and separate sets of score derivations. The ASVAB report generates composite scores for specialty areas designated by each armed services area by combining various scores (of the eight areas assessed). Composites are compared to predetermined cutoff scores for the areas of specialty as designated by each armed forces branch</p>	<p>Defense Manpower Center, Personnel Testing Division www.asvabprogram.com (administered by military at no cost to school or individual student)</p>

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Brigance Life Skills/ Employability Skills Inventories (LSI/ESI) Brigance (1995)	11-adult	Individualized curriculum/criterion-referenced measure of basic and functional life skills in the context of real-world situations; Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job Skills are mastered or not mastered	15-20 min. for individual paper and pencil assessments (untimed)	Speaking and listening; money and finance, functional writing; food; words on signs/warning labels; clothing; health; telephone; travel and transportation; reading skills; pre-employment writing; math skills and concepts; career awareness and self-understanding; job-seeking skills and knowledge	Curriculum Associates http://www.curriculumassociates.com/products/detail.asp?title=BrigESI
Career Ability Placement Survey (CAPS) Knapp & Knapp (1976a)	13-college	Individual or group-administered comprehensive, multidimensional measure of vocationally relevant abilities within eight dimensions keyed to entry requirements for occupations in 14 Career Clusters. Reading is required to take the CAPS; available in Spanish Yields stanines, percentiles, and strengths/weaknesses. Scores interpreted relative to others at the same educational level	5 min. for each of eight tests; 20 min. for self-scoring	Indicates which of 14 occupational areas are most suited to individual's abilities in eight dimensions: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity. Provides activities and experiences to increase skills in occupational areas of student's interest	EdITS (Educational and Industrial Testing Service) http://www.edits.net/products/copsystem/239-caps.html

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<p>Career Orientation Placement and Evaluation Survey (COPES) Knapp, Knapp-Lee, & Knapp (1995)</p>	<p>11- adults</p>	<p>Individualized norm-referenced measure of work values for use with students in middle school through adult; paper-and-pencil administration Spanish version available Provides interest scores related to 14 Career Clusters; correlates occupational areas to personal values</p>	<p>30-40 min. 15-20 min. for scoring</p>	<p>Indicates work environment preferences in eight value areas: Investigative vs. Accepting, Practical vs. Carefree, Independence vs. Conformity, Leadership vs. Supportive, Orderliness vs. Flexibility, Recognition vs. Privacy, Aesthetic vs. Realistic, Social vs. Reserved; reports personal value ratings within the context of occupational areas with matching values</p>	<p>EdITS (Educational and Industrial Testing Service) http://www.edits.net/component/content/article/41/7-copes.html</p>
<p>ChoiceMaker Self-Determination Assessment Martin & Marshall (1996)</p>	<p>11-17</p>	<p>Individualized standardized criterion/curriculum-based assessment and planning tool; three parts: teacher rating scale (0-4), assessment profile, and curriculum matrix; use with students with emotional or behavior challenges and mild to moderate learning problems; adaptable for older elementary students and those with more severe learning problems Yields a summary profile</p>	<p>Not specified</p>	<p>Summary profile displaying student skills and opportunity at school across three curriculum areas – choosing goals, expressing goals, and taking action; each item correlates to an objective in the curriculum series. Excellent tool to target transition needs for IEP development</p>	<p>Sopris West Publishers http://store.cambiumlearning.com/cs/Satellite?c=CLG_Product_C&childpageName=Store%2FStore_Layout&cid=1277940957943&pageName=Store_Wrapper&rendermode=previewnoindex</p>

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COPS Intermediate Inventory (COPS-II) Knapp & Knapp (1976b)	grade 4-12	Individual or group-administered	20-30 min.	Science Technology Outdoor Business Communication Art Service	EdITS http://www.edits.net/component/content/article/40/217-copsii.html
COPS Picture Inventory of Careers (COPS-PIC) Knapp-Lee (1998)	6-adult Norms: grade 7-12	Individual or group-administered nonverbal inventory of vocational interests; paper and pencil test; provides scores related to 14 Career Clusters and related occupations Available in Spanish Yields stanines, percentiles, interests	30 min.; 20 min. for self-scoring	Scores: Science (Professional and Skilled), Technology (Professional and Skilled), Consumer Economics, Outdoor, Business (Professional and Skilled), Clerical, Communication, Arts (Professional and Skilled), Service (Professional and Skilled)	EdITS (Educational and Industrial Testing Service) http://www.edits.net/component/content/article/40/225-cops-pic.html

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<p>Functional Skills Screening Inventory (FSSI) Becker, Schur, Paoletti-Schelp, & Hammer (1986)</p>	<p>6-adult</p>	<p>Individualized, criterion-referenced measure of living/working skills for use with individuals with significant disabilities; 343 items (8 scales/27 subscales); items rated 0 to 4 (in ¼-point increments), with the standard of 4 being adult independence. Items are based on skills needed for personal autonomy in any setting, those needed to live and work in supported environments, and those skills required for living and working independently. Teacher or parent can complete. Good tool for IEP planning and assessment as well as transition planning and assessment</p>	<p>60-120 min.</p>	<p>Percentages of skill area attained in each of seven domains and Functional Skills Total: Basic Skills and Concepts, Communication, Personal Care, Homemaking, Work Skills and Concepts, Community Living, Social Awareness. Problem Behaviors scale rates as positive the absence of problem behaviors. Plotting of scores on graphs highlights areas of need for IEP development and/or transition planning. Provides percentage of skills attained in each of the eight scales (as compared to adult independence) at each of three skill levels (personal autonomy, supported living/working, and independent living/working) and overall Functional Skills percentage</p>	<p style="text-align: center;">Functional Resources Enterprises http://www.winfssi.com/</p>

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Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
<p>McCarron-Dial Evaluation System (MDS) McCarron & Dial (1973)</p>	<p>9-adult</p>	<p>Individually administered and normed system of measures of five factors of vocational competency for transitional, prevocational and vocational planning and programming Measures the following factors: verbal-spatial-cognitive (language, learning ability, and achievement) sensory (perceiving and experiencing the environment) motor (muscle strength, speed and accuracy of movement, balance and coordination) emotional (response to interpersonal and environmental stress) integration-coping (adaptive behavior)</p>	<p>4 to 8 hrs., depending on specific assessments administered</p>	<p>Measurements from the MDS include: Verbal – Peabody Picture Vocabulary Test (PPVT) Spatial – Bender-Gestalt (BVMGT) Cognitive – the Perceptual Memory Task (PMT) Sensory – the Haptic Visual Discrimination Test (HVDT) Motor – the McCarron Assessment of Neuromuscular Development (MAND) Emotional – the Observational Emotional Inventory (OEI), Emotional Behavioral Checklist (EBC), and the Behavior Rating Scale (BRS) Integration-coping: the Street Survival Skills Questionnaire (SSSQ) The Comprehensive Vocational Evaluation System (CVES) parallels the McCarron-Dial Evaluation System for use with the blind and visually impaired. The Vocational Interest Exploration System (VIE) is a measure that matches jobs to an individual’s expressed work-related preferences</p>	<p style="text-align: center;">McCarron Dial Systems, Dallas, TX http://www.mccarrondial.com/</p>

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Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
Prevocational Assessment Screen (PAS) Rosinek (1985)	14-17	<p>Individually administered, norm-referenced assessment designed to assess motor and perceptual abilities of students with mild disabilities or disadvantaged youth ages 14-18; assesses eight hands-on activities, each measuring a different trait</p> <p>May be used to determine skills to be remediated for success in vocational programs. Authors encourage development of local norms</p> <p>Yields time and error scores for each area in percentiles, percentiles converted to 5-point scale</p>	60-65 minutes	Provides time and error scores for eight modules: Alphabetizing, Etch A Sketch Maze, Calculating, Small Parts, Pipe Assembly, O Rings, Block Design, Color Sort	<p style="text-align: center;">Piney Mountain Press, Inc. http://www.pineymountain.com/pas.htm</p>
Reading-Free Vocational Interest Inventory-Second Edition (RFVII-2) Becker (2000)	13-adult	<p>Individually or group administered, norm-referenced test of vocational interests; paper-and-pencil test; uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes</p> <p>Yields t-scores, percentiles, and descriptive ratings</p>	30-40 minutes	Interest scores (11 areas) and five cluster scores that indicate vocational likes and dislikes (Automotive, Building Trades, Clerical, Animal Care, Food Service, Patient Care, Horticulture, Housekeeping, Personal Service, Laundry Service, Materials Handling)	<p style="text-align: center;">Pearson http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8683-846&Mode=summary</p>

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Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
Skills Assessment Module (SAM) Rosinek (1985)	14-18	Individually administered, criterion-referenced measure for students in vocational training programs; 12 skills modules, all timed except Color Sort. Three paper-and-pencil tests; may also be used to rate affective work behaviors; vocational matrix provides comparison of strengths and weaknesses for 24 traits needed in vocational training	90-150 minutes	Comparison of strengths and weaknesses for 24 traits; 13 modules (Digital Discrimination, Clerical Verbal, Motor Coordination, Clerical Numerical, Following Written Directions, Finger Dexterity, Aiming, Reading a Ruler [Measurement], Manual Dexterity, Form Perception, Spatial Perception, Color Discrimination, Following Diagrammed Instructions) combine to provide a vocational matrix that allows student performance to be compared to the instructor's rankings of traits necessary in that area	Piney Mountain Press, Inc http://www.pineymountain.com/sam.htm
TEACCH Transition Assessment Profile-Second Edition (TTAP) Mesibov, Thomas, Chapman, & Schopler (2007) (formerly Adolescent and Adult Psycho-Educational Profile [AAPEP])	8-17, adults	Individually administered, criterion-referenced measure of skill acquisition for older children and adolescents on the autism spectrum. Facilitates educational and transitional planning; measures six functional skill areas across three contexts Yields ratings of passing, failing, or emerging	60 minutes per scale (context)	Profile of passing and emerging items in each of six skill areas is generated (Vocational Skills, Vocational Behavior, Independent Functioning, Leisure Skills, Functional Communication, Interpersonal Behavior) across contexts – Direct Observation, Home Scale, and School/Work Scale. Profile can assist in identifying areas of need for instruction and/or training	Pro-Ed, Inc http://www.proedinc.com/customer/productView.aspx?ID=3962

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Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
The Arc's Self-Determination Scale Wehmeyer & Kelchner (1995)	12-18	Individually or group (15)-administered self-report for adolescents with mild cognitive disabilities or learning disabilities to measure strengths and limitations in self-determination; 72 items in four formats: 4-point Likert-type scale items, story completion items, items that require the student to identify goals and break the goals into smaller steps, and items that require students to make a choice between two options; student can read test independently or it may be read aloud Yields total self-determination score and subdomain scores for each of the four subtests	30-60 minutes	Four subdomain scores – autonomy (includes self and family care, daily living skills, routine personal care, family activities), self-regulation (ability to handle individual's interactions with the environment), psychological empowerment, and self-realization; total self-determination score	The Arc of the United States http://www.beachcenter.org/resource_library/beach_resource_detail_page.aspx?intResourceID=779&Type=Manual&JScript=1

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Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
Voc-Ties and Career Development Plan (Voc-Ties) Scott & Gilbreath (1994)	14-17	Individually or group-administered on computer; designed to measure career/technical interest in secondary-level students in special education; 15 vocational training programs are described, including training requirements, work characteristics and job descriptions Yields a career development plan in IEP format	45 minutes	15 vocational training interest areas: Auto Mechanics/ Transportation, Business and Office, Construction, Cosmetology, Drafting, Electro-Mechanics, Electronics, Food Service, Graphic Arts, Health Occupations, Horticulture/ Agriculture, Marketing, Metals, Occupational Home Economics, Technology Education	Piney Mountain Press, Inc http://www.pineymountain.com/vties.htm
Wide Range Interest and Occupation Test- Second Edition (WRIOT-2) Glutting & Wilkinson (2003)	8-80	Individually or computer-administered pictorial interest test; individual indicates likes, dislikes or undecided for 238 pictures of a variety of occupations/jobs. No reading or verbal response is required Yields percentiles	30 min., untimed	Graphic representation of strength of interest in 17 occupational, 16 interest, and six Holland-type scales (realistic, conventional, enterprising, artistic, investigative, and social)	Pearson http://www.pearsonassessments.com/HAIWEB/CuItures/en-us/Productdetail.htm?Pid=WRIOT-2&Mode=summary

Research on Transition and Vocational Assessment Instruments

No research has been conducted with individuals with AU and transition instruments.

Misconceptions

Myth	Reality
Assessment of transition skills should not occur until age 16.	Transition skills can be assessed at any age. In fact, the earlier assessment occurs, the earlier the school team can begin teaching skills that lead to adult success.
If a student has average-to above-average skills, she does not need transition assessment.	All students with AU can benefit from transition assessment, even those who are college bound. Transition identifies skills that lead to success in multiple environments.
If a student has a high IQ or demonstrates high achievement, he should automatically be successful in adult life.	Students with HFA and AS experience many challenges that can impact work, college, or independent living. Assessment will target these areas and allow for programming.

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Resources and Materials

Alpern, S. C., & Zager, D. (2007). Addressing communication needs of young adults with autism in a college-based inclusion program. *Education and Training in Developmental Disabilities, 42*, 428-436.

The authors suggest the need for transition assessment and continued access to appropriate services for college students with autism.

Madaus, J., & Shaw, S. F. (Eds.) (2007). Transition assessment: Special issue. *Assessment for Effective Intervention, 32*.

This special issue, which covers various aspects of transition assessment, includes the following articles:

- The Transition Assessment Process and IDEIA 2004 by Patricia L. Sitlington & Gary M. Clark
- How to Complete a Summary of Performance for Students Exiting to Postsecondary education by Lyman L. Dukes, Shan F. Shaw, & J. W. Madaus
- The Summary of Performance as Transition “Passport” to Employment and Independent Living by Carol A. Kochhar-Bryant
- High-Stakes Test Accommodations: Documentation Review by Testing Agencies in an Era of Change by Manju Banerjee & Stan F. Shaw
- Self-Determination in Secondary Transition Assessment by Sharon Field & Alan Hoffman.

Bock, M. A., & Hurlbutt, K. (2001-2002). Preacademic and vocational assessment: The key to effective educational programming for students with autism. *Assessment for Effective Intervention, 27*, 81-88.

This article discusses the role of the Adolescent and Adult Psychoeducational Profile (AAPEP) (predecessor of the TTAP) in assessing the vocational needs of students with autism spectrum disorders.

Thoma, C. A., Held, M. F., & Saddler, S. (2002). Transition assessment practices in Nevada and Arizona: Are they tied to best practices. *Focus on Autism and Other Developmental Disabilities, 17*, 242-250.

This study was conducted with 84 special educators in two western states to determine knowledge and use of various transition assessment measures and strategies. Although most educators indicated that they were aware of transition assessment materials and strategies, they primarily used standardized or teacher-prepared instruments. They did not use transition assessment strategies that supported person-centered planning, student-led meetings, and other self-determination goals.

Black, R. S., & Ornelles, C. (2001). Assessment of social competence and social networks for transitions. *Assessment for Effective Intervention, 26*, 23-39.

This article discusses the limitations of standardized assessment for planning transition to adulthood. The authors suggest using a variety of information, including observation to guide educators, job coaches, and transition specialists as they work towards increasing the adult success of individuals with disabilities.