John’s Transition Assessment
Created by:
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What Do We Know About John?

How will the Data Be Summarized & Used?

What Else Do We Need to Know?

What Transition Services, Activities, or Assessments Will Occur for the Upcoming Year?

What Methods Will We Use?
John is a 15 year-old student who seems to enjoy school. He has good attendance and seems to get along with other students and faculty well. According to his teachers and the Learning Styles Survey, he is a hands-on learner. His teachers report that he is attentive in class and works well in structured settings.
Present Levels

• John’s math skills are significantly below grade level. He knows how to compute math problems, but he is unable to meet the 5th grade standards for understanding and applying problem-solving strategies to story problems. John scored at the 3.0 level on the problem-solving section of the *Key Math* test, and 4.8 on the computation section. He completes word problems with 50% accuracy.

• According to the *Informal Reading Inventory*, John reads at a 5th grade level. He can comprehend information when it is read to him. He requires help decoding unfamiliar words. John can organize his thoughts to write a 5-sentence response to answer a given question. He has difficulty with more extensive responses. John’s parents report that he does not always bring homework home and would like to see this improve.
What do we know about John?

From the PLAAFP information we know that:

• John likes school and works well in structured settings.
• His attendance is very good.
• He is a hands-on learner.
• John’s math and reading skills are significantly below grade level.
• He is interested in auto mechanics as a possible career.
• His parents are supportive.
What Else Do We Need to Know About John and His Needs?

• John needs decoding strategies to help him improve his reading skills.
• John needs to learn to use graphic organizers to help him improve math problem-solving skills and to improve writing skills.
• John needs to explore different career interests and options.
• John needs to develop strategies to improve organization skills such as using a planner to record homework assignments, using a checklist, etc.
What Methods Will Help Determine Post-Secondary Goals?

• Additional career interest inventory
• Inventories and lessons from [http://www.youthhood.org/jobcenter/lw_index.asp](http://www.youthhood.org/jobcenter/lw_index.asp)
Additional Transition Services and/or Activities for the Upcoming Year

• Tour of the career-tech programs
• Meeting with guidance counselor to gather information about career pathways
Transition Assessment Summary

Summary of findings for age-appropriate transition assessment:

John would like to pursue a career as an auto mechanic after high school. He helps his father work on cars. He participated in Drive of Your Life Web-based survey when he was in the 8th grade. He will take another career interest inventory through the guidance department this year and explore additional careers and education requirements. Based on the “Planning for Community Life” worksheet and an interview with John’s parents, no independent living skills goal is needed.
Another Way to Summarize Transition Assessments

Summary of findings for age-appropriate transition assessment:

Education/Training and Employment: John would like to pursue a career as an auto mechanic after high school. He helps his father work on cars. He participated in Drive of Your Life Web-based survey when he was in the 8th grade. He will take another career interest inventory through the guidance department this year and explore additional careers and education requirements.

Independent Living: Based on the “Planning for Community Life” worksheet and an interview with John’s parents, no independent living skills goal is needed.