



TRANSITION ASSESSMENT RECOMMENDATIONS

Mild/Moderate Disabilities

- Renew formal assessments (cognitive, academic achievement, adaptive) if needed.
- ARC or AIR Self-Determination Scale
- Self-Determination & Self-Advocacy Questionnaire
- Future Planning Inventory
- Personal Preference Indicator
- ME! Scale
- Transition Planning Inventory-3 (TPI-3)
- Transition to Work Inventory (TWI)
- (Parent, Teacher, & Student forms of the above assessments)
- CATS for suspected or known trauma history.



Emotional/Behavioral Disorder

- Same recommendations for Mild/Moderate Disabilities
- Updated formal observations & Positive Behavior Support & Intervention Plan
- BASC (at least 2 teachers, parent, & student forms).
- Rating scales for specific conditions (anxiety, depression, etc.).
- Parent rating scales are essential.



Autism Spectrum Disorder

- Same recommendations for Mild/Moderate Disabilities.
- Self-Determination and parent forms are essential.
- Communication, esp. pragmatic communication, is essential.
- Observations in class and other social environments (passing period time, lunch).
- ME! Scale or other scale for disability awareness
- Toronto Alexithymia Scale



Severe/Profound Disabilities

- Same recommendations for Mild/Moderate Disabilities, & Autism (if applicable) especially parent and teacher forms.
- Brigance Transition Skills Inventory
- Transition Assessment & Goal Generator (TAGG-HS, TAGG-MS, TAGG-A)
- AAC assessment (WATI, UKAT)
- Updated OT or PT testing
- Community observations & experience reports
- Consider having religious or community leaders fill out rating forms

