

**Transition Success Assessment
Professional Version**

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Transition Success Assessment
Professional Version

A. Desires	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
A1. Within the last year the student expressed wanting to do well in school.					
A2. Within the last year the student expressed wanting a job.					
A3. Within the last year the student expressed wanting to live on his/her own with or without support.					

TSA Desire Total: Items A1+ A2+A3 _____

B. Goals	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
B1. Within the last year the student expressed an academic goal.					
B2. Within the last year the student expressed an employment goal.					
B3. Within the last year the student expressed a goal to where he/she would like to live after leaving high school.					
B4. Within the last year the student used problem solving skills to attain academic, vocational, and/or independent living goals.					

TSA Total: Items B1 + B2 + B3 + B4 _____

C. Strengths	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
C1. Within the last year the student expressed academic strengths.					
C2. Within the last year the student expressed employment strengths.					
C3. Within the last year the student expressed independent living strengths, such as banking, cooking, housekeeping, hygiene, etc.					
C4. Within the last year the student matched strengths to postschool goals.					

TSA Total: Items C1 + C2 + C3 + C4 _____

D. Limits	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
D1. Within the last year the student expressed academic limitations.					
D2. Within the last year the student expressed employment limitations.					
D3. Within the last year the student expressed independent living limitations, such as banking, cooking, housekeeping, hygiene, etc.					
D4. Within the last year the student acknowledged limitations associated with postschool goals.					

TSA Total: Items D1+ D2 + D3 + D4 _____

E. Disability Awareness	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
E1. Within the last year the student expressed awareness of his/her disability.					
E2. Within the last year the student described his/her disability.					
E3. Within the last year the student appropriately expressed needed supports or accommodations.					

TSA Total: Items E1 + E2 + E3 _____

F. Persistence	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
F1. Within the last year the student pursued academic goals.					
F2. Within the last year the student pursued employment goals.					
F3. Within the last year the student pursued independent living goals, such as banking, cooking, housekeeping, hygiene, etc.					

TSA Total: Items F1 + F2 + F3 _____

G. Use of Effective Support Systems		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
G1.	Within the last year the student requested support from a teacher or a counselor.					
G2.	Within the last year the student used support from a teacher or a counselor.					
G3.	Within the last year the student requested classmates or friends for support.					
G4.	Within the last year the student used support from classmates or friends.					
G5.	Within the last year the student requested support from family members.					
G6.	Within the last year the student used support from family members.					

TSA Total: Items G1 + G2 + G3 + G4 + G5 + G6

H. Coping Skills		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
H1.	Within the last year the student coped with stress, frustration or difficulties in a constructive way.					

TSA Total: Item H1

I. Social Skills		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
I1.	Within the last year the student got along with adults.					
I2.	Within the last year the student got along with classmates.					
I3.	Within the last year the student had at least one friend.					

TSA Total: Items I1 + I2 + I3

J. Proactive Involvement	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
J1. Within the last year the student became involved with school or community organizations.					
J2. Within the last year the student took a positive role in the family.					
J3. Within the last year the student played a positive role with friends.					

TSA Total: Items J1 + J2 + J3 _____

K. Making Positive Choices	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
K1. Within the last year the student made academic choices.					
K2. Within the last year the student acted on those academic choices.					
K3. Within the last year the student made employment choices.					
K4. Within the last year the student acted on those employment choices.					
K5. Within the last year the student made independent living choices.					
K6. Within the last year the student acted on those independent living choices.					

TSA Total: Items K1 + K2 + K3 + K4 + K5 + K6 _____

L. Job Experience	<i>No</i> 0		<i>Yes</i> 4
L1. Within the last year the student had a paying job.			

TSA Total: Item L1 _____

M. Family Involvement		<i>No</i>			<i>Yes</i>
		0			4
M1.	Within the last year a family member attended IEP meetings.				
M2.	Within the last year at least one family member provided input for IEP meetings.				

TSA Total: Items M1 + M2 _____

N. Transition Education		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
N1.	Within the last year the student learned to participate and speak about transition issues at an IEP meeting.					
N2.	Within the last year the student actively participated and talked about transition during an IEP meeting.					
N3.	Within the last year the student learned self-determination skills such as goal-setting and goal-attainment.					
N4.	Within the last year the student learned to understand his/her disability.					
N5.	Within the last year the student learned to identify his/her strengths and limitations.					
N6.	At the last IEP meeting the student discussed transition assessment results.					
N7.	Within the last year the student arranged transportation to job sites, educational settings, or social events.					

TSA Total: Items N1 + N2 + N3 + N4 + N5 + N6 + N7 _____

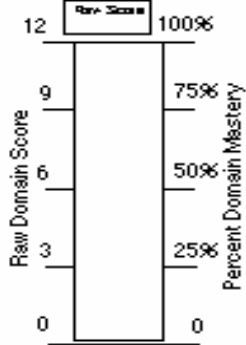
STUDENT _____

DATE _____

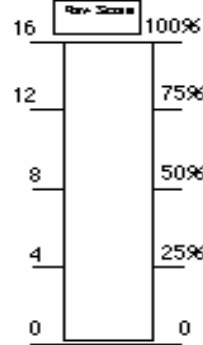
Instructions: (1) Transfer each total domain score to the box above each domain bar graph. (2) Find the raw score on the left column of numbers, then draw a horizontal line across the bar. (3) Fill-in bar graph from 0 to the domain score line. (4) Sum all domain total scores and place total in box at bottom of Total TSA Score graph. (5) Draw a line across graph to represent raw score, then fill-in graph to line.

TSA PROFILE

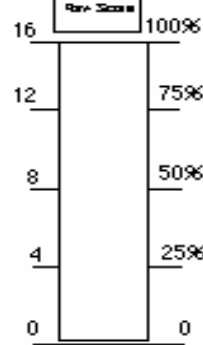
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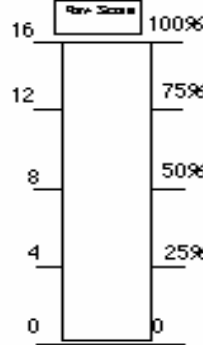
B. GOALS



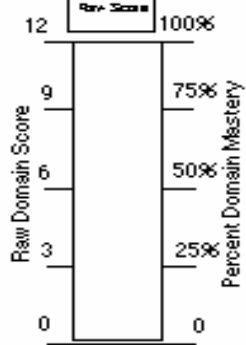
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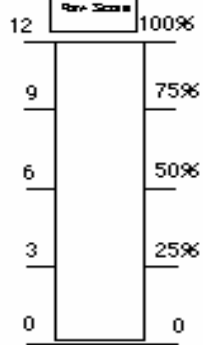
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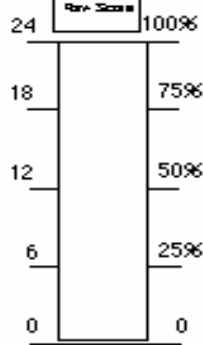
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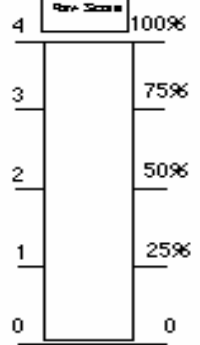
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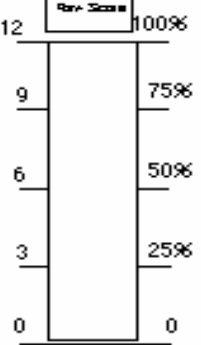
G. SUPPORT



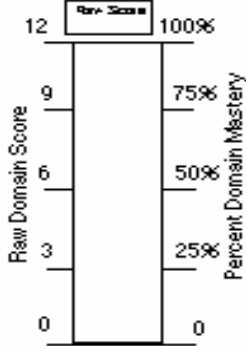
H. COPING



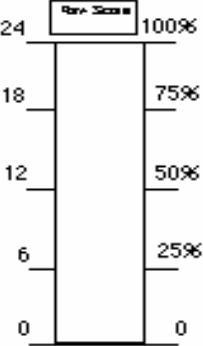
I. SOCIAL



J. PROACTIVE



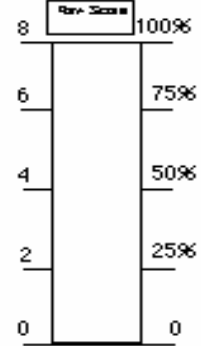
K. CHOICES



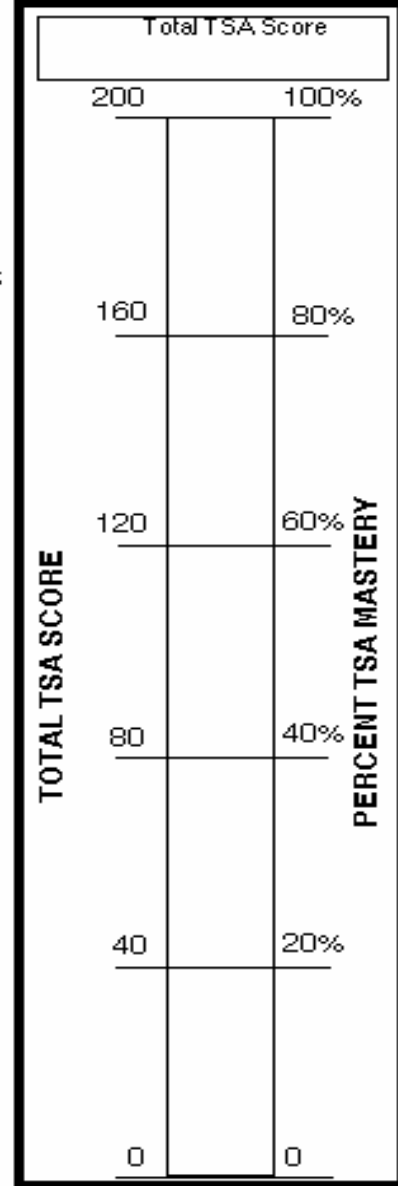
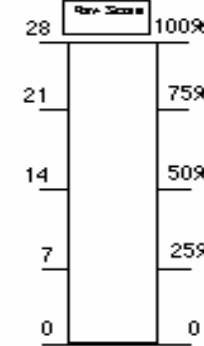
L. JOB EXP



M. FAMILY



N. TRANSITION



Transition Success Assessment (TSA) Goal Identification Matrix

Instructions circle each goal that you marked “0,” “1,” “2” on the student’s transition success behaviors. Consult the lesson for each goal circled.

Domains	Teaching Goals						
A. Desires	A1. Express wanting to do well in school.	A2. Express wanting a job.	A3. Express wanting to live on his/her own with or without support.				
B. Goals	B1. Express an academic goal.	B2. Express an employment goal.	B3. Express a goal to where he/she would like to live after leaving high school.	B4. use problem solving skills to attain academic, vocational, and/or independent living goals			
C. Strengths	C1. Express academic strengths.	C2. Express employment strengths.	C3. Express independent living strengths.	C4. Match strengths to postschool goals.			
D. Limits	D1. Express academic limitations.	D2. Express employment limitations.	D3. Express independent living limitations.	D4. Acknowledge limitations associated with postschool goals.			
E. Disability Awareness	E1. Express awareness of his/her disability.	E2. Describe his/her disability.	E3. Appropriately express needed supports or accommodations.				
F. Persistence	F1. Pursue academic goals.	F2. Pursue employment goals.	F3. Pursue independent living goals.				
G. Use of Effective Support Systems	G1. Request support from a teacher or a counselor.	G2. Use support from a teacher or a counselor.	G3. Request classmates or friends for support.	G4. Use support from classmates or friends.	G5. Request support from family members.	G6. Use support from family members.	
H. Coping Skills	H1. Cope with stress, frustration or difficulties in a constructive way.						
I. Social Skills	I1. Get along with adults.	I2. Get along with classmates.	I3. Has at least one friend.				
J. Proactive Involvement	J1. Become involved with school or community organizations.	J2. Take a positive role in the family.	J3. Play a positive role with friends.				
K. Making Positive Choices	K1. Make academic choices.	K2. Act on those academic choices.	K3. Make employment choices.	K4. Act on those employment choices.	K5. Make independent living choices.	K6. Act on those independent living choices.	
L. Job Experience	L1. Have a paying job.						
M. Family Involvement	M1. Have a family member attend IEP meetings.	M2. Have at least one family member provide input for IEP meetings.					
N. Transition Education	N1. Learn to participate and speak about transition issues at an IEP meeting.	N2. Actively participated and talked about transition during an IEP meeting.	N3. Learn self-determination skills such as goal-setting and goal-attainment.	N4. Learn to understand his/her disability.	N5. Learn to identify his/her strengths and limitations.	N6. Discuss transition assessment results.	N7. Arrange transportation to job sites, educational settings, or social events.

