

Transition Success Assessment

Student Version

A Transition Behavior Profile for High School and Postsecondary Education Students

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Draft 50

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Reliability Study Version

STUDENT PSEUDONYM:

DATE COMPLETED:

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*Please use pseudonyms that you can remember. Suggestion: pick a pseudonym that matches your students' initials.

TSA items present student behaviors that research identified as essential for students' transition success.

Transition Success Assessment: A Transition Behavior Profile
Student 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. I want to do well in school.					
A2. I want a job.					
A3. I want to live independently with or without help.					

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 I set a class goal.					
B2. Within the last year I set a job goal.					
B3. Within the last year I thought about where I want to live after leaving school.					
B4. Within the last year I used problem solving skills to make school, job, and independent living goals happen.					

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 I knew my school strengths.					
C2. Within the last year I knew my job strengths.					
C3. Within the last year I knew my strengths for living on my own after graduation, such as banking, cooking, and housekeeping skills.					
C4. When I set my postschool goals, I considered my strengths.					

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 I knew how my disability affected me at school.					
D2. Within the last year I knew how my disability affected me at work.					
D3. Within the last year I knew how my disability affected me living on my own.					
D4. When I set my postschool goals, I considered how my disability affected the 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. I understand my disability.					
E2. Within the last year I have explained my disability.					
E3. Within the last year I asked for support or help matched to disability needs.					

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 I kept working to achieve my educational goals.					
F2. Within the last year I kept working to achieve job goals.					
F3. Within the last year I kept working on goals to live on my own.					

TSA Total: Items F1 + F2 + F3 _____

G. Use of Effective Support Systems		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always (when appropriate)</i>
		0	1	2	3	4
G1.	Within the last year I asked a teacher or a counselor for help.					
G2.	I took the advice or help my teacher or counselor gave me.					
G3.	Within the last year I asked friends for help.					
G4.	I took the advice or help my friends gave me.					
G5.	Within the last year I asked family for help.					
G6.	I took the advice or help my family gave me.					

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

H. Coping Skills		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
H1.	Within the last year at school I handled stress, frustration, or difficulties.					

TSA Total: Item H1 _____

I. Social Skills		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
I1.	Within the last year I got along with other people.					
I2.	Within the last year I maintained a friendship.					

TSA Total: Items I1 + I2 _____

J. Proactive Involvement		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
J1.	Within the last year I participated in school organizations.					
J2.	Within the last year I volunteered with community organizations.					
J3.	Within the last year I was important to my family.					
J4.	Within the last year I was important to my friends.					
J5.	Within the last year I had a paid job.					

TSA Total: Items J1 + J2 + J3 + J4 +J5 _____

K. Making Positive Choices		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
K1.	Within the last year I made good choices in school and acted on them.					
K2.	Within the last year I made good job choices and acted on them.					
K3.	Within the last year I made independent living choices and acted on them.					

TSA Total: Items K1 + K2 + K3 _____

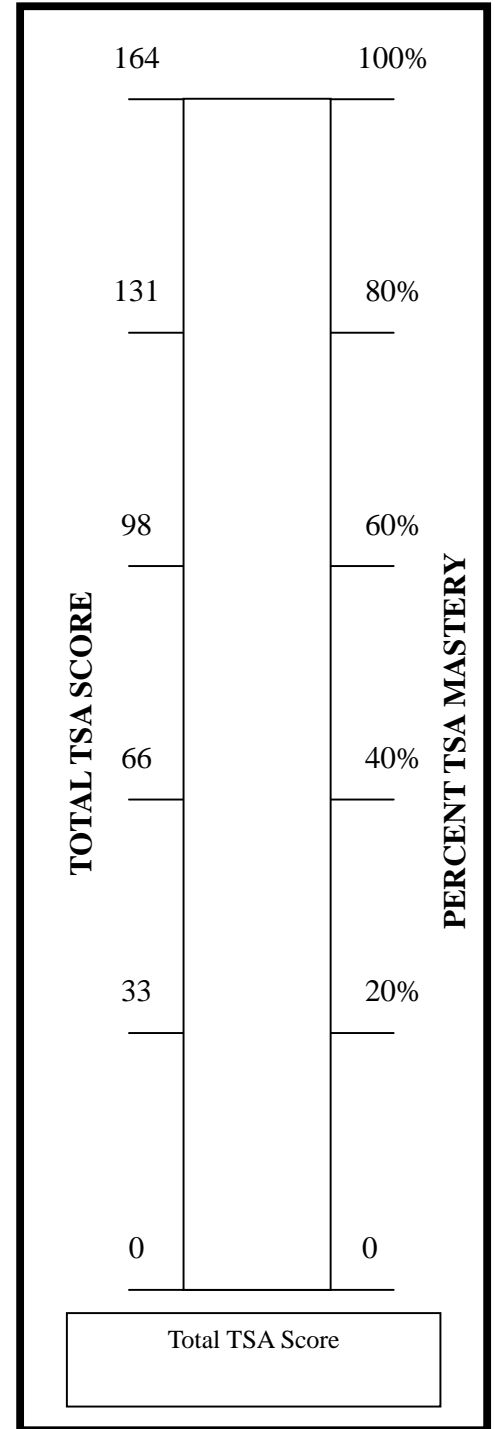
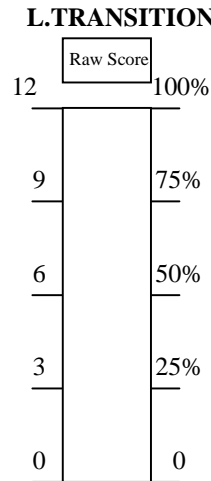
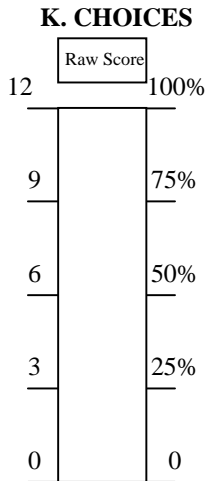
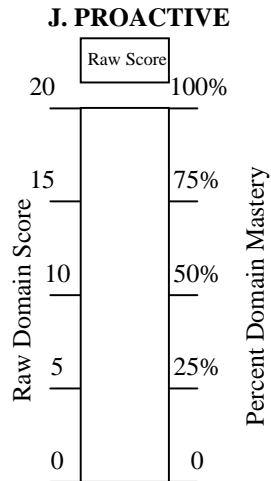
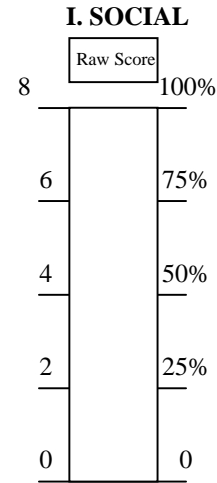
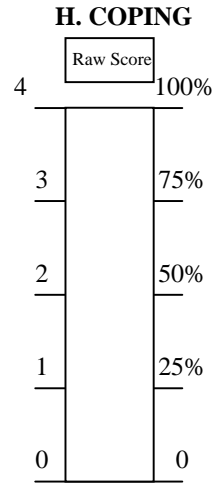
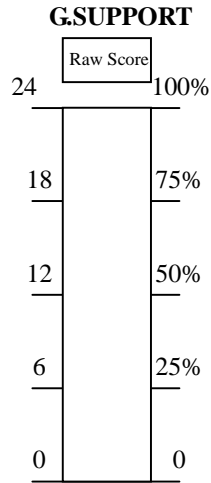
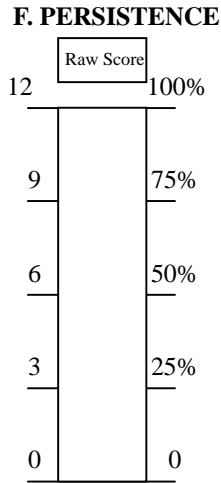
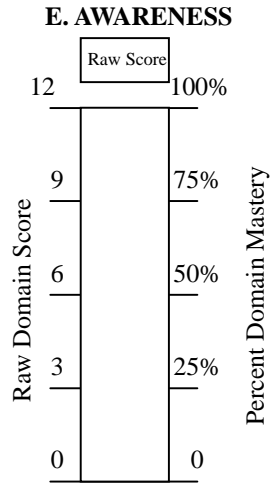
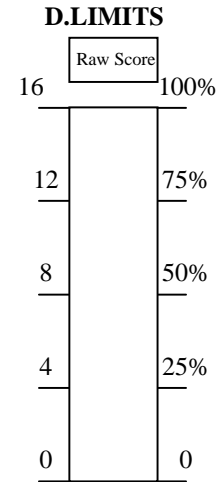
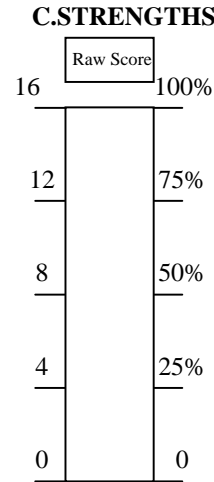
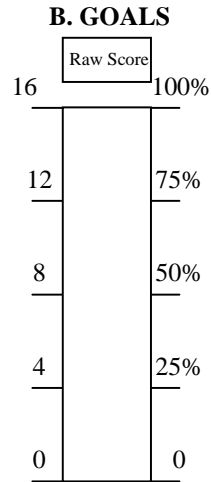
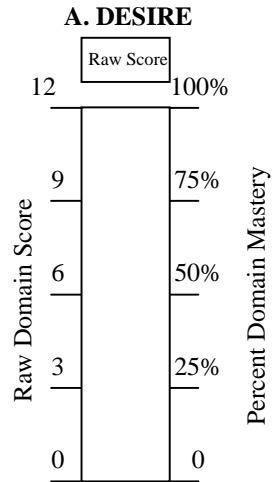
L. Transition Education Involvement		<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
L1.	Within the last year I actively took part in educational planning meetings to discuss issues such as goals, accommodations, supports, or plans of study.					
L2.	I talked about transition assessment results.					
L3.	Within the last year I arranged travel to job sites, school, or social events.					

TSA Total: Items L1 + L2 + L3 _____

STUDENT _____
 DATE _____

Instruction: (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



Transition Success Assessment (TSA) Goal Identification Matrix

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

Domains	Teaching Goals					
A. Desires	A1. Communicate wanting to do well in school.	A2. Communicate wanting a job.	A3. Communicate wanting to live on his/her own with or without support.			
B. Goals	B1. Communicate an academic goal.	B2. Communicate an employment goal.	B3. Communicate 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. Communicate academic strengths.	C2. Communicate employment strengths.	C3. Communicate s independent living strengths.	C4. When the student set postschool goals, he/she considered the limits related to his/her strengths.		
D. Limits	D1. Communicate academic limits related to his/her disability.	D2. Communicate employment limits related to his/her disability.	D3. Communicate independent living limits related to his/her disability.	D4. When the student set postschool goals, he/she considered the limits related to his/her disability.		
E. Disability Awareness	E1. Talk about his/her disability.	E2. Describe his/her disability.	E3. Appropriately communicate supports or accommodations matched to disability needs.			
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 support from classmates or friends.	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. Interact appropriately with other people.	I2. Have at least one friend.				
J. Proactive Involvement	J1 Participate in school organizations.	J2. Volunteer with community organizations.	J3. Play a positive role in the family.	J4. Play a positive role with friends.	J5. Have a paid job.	
K. Making Positive Choices	K1. Make positive academic choices and act on them.	K2. Make positive employment choices and act on them.	K3. Make independent living choices and act on them.			
N. Transition Education Involvement	N1. Actively participate in educational planning meetings.	N2. Discuss transition assessment results.	N3. Arrange transportation to job sites, educational settings, or social events			