Transition/Vocational Assessment: Considerations for the FIE at the Secondary Level

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*Secondary students (Grade 6-12) have different IEP requirements (e.g. transition, the summary of performance, etc.) than their elementary counterparts. This session is designed to assist assessment personnel in collecting, analyzing, and integrating information from transition/vocational assessments in both the full initial evaluation as well as re-evaluations of secondary students. Diagnosticians at both the secondary and elementary level will benefit.*

Transition Training

Needs of contemporary student activity

1. https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth
2. Developmental Assets

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

1. <https://www.ncld.org/transitioning-to-life-after-high-school>
2. Student Voices Executive Summary

<https://iris.peabody.vanderbilt.edu/module/tran/#content>

1. Legal Definition <https://www.transitionintexas.org/Page/85>
2. Checklist
3. Program Structure Discussion
4. Student Development
   1. Informal Assessments (E-Jam)
   2. Formal Assessments (ARC)

<https://tagg.ou.edu/tagg/dashboard>

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<https://transitioncoalition.org/>

1. Independent Living Survey
2. College Prep
3. Transition Checklist and Modules

Topic Self Directed IEP

<http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep>

<http://blog.brookespublishing.com/9-first-steps-to-student-directed-ieps/>

Assessments

IEP

<https://www.youth-move.org/transition-basics/measurable-postsecondary-goals>

Samples of plans