



DISES Professional Learning Gallery: Transition to Adulthood Activity

Description

This transition assessment tool explores a collaborative approach to a successful student's transition planning using inputs from education, employment, independent living, and self-determination. Emphasis is placed on early planning, family engagement, youth-focused decision-making, and interagency collaboration as critical predictors of successful postsecondary outcomes. At the end of this activity, the planning team should have a concrete draft of a transition pathway to successful adulthood.

Objectives

- Assess career, education/training, independent living aspirations and goals for transition
- Create a plan with long term and short term goals including resources for educational/training opportunities, employment, and community access/engagement
- Create an easily accessible system for monitoring goal attainment

Purpose

The purpose of this activity is to model how collaborative transition assessment and planning actually work in real time. It has been established that students experience better employment, education, and independent living outcomes when their personal strengths, family aspirations, and agency supports are integrated into planning early and consistently. Self-determination skills have also been identified as a key component of successful transition into adulthood.

Steps

1. Administer multiple assessments related to the transition into adulthood (link to [Transition Assessment List](#))
2. Analyze the results of the assessment with the collaborative team
3. Create a transition plan using the [Transition to Adulthood Planning Template](#)
4. Identify a progress monitoring plan

Context

Please contextualize the activity for your community, regions, and policies. Here are some suggestions on how to do that:

- Cultural sensitivity
- Educational & vocational opportunities
- Community inclusion
- Government policies & support
- Family involvement
- Global collaboration
- Working with families on aspirations/dreams for their child's future - Family Aspirational Meetings

(Matatue-Chavarria, 2021)

- Recognizing the power differential w/families: empower them through listening, valuing how they see their child, and helping them come to new realizations

Example Rubric

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
Administered multiple assessments related to the transition into adulthood (Objective 1)	Administered less than 3 assessments related to strengths, preferences, interests, and needs to youth, family/caregiver, educators, and support providers.	Administered 3 assessments related to strengths, preferences, interests, and needs to youth, family/caregiver, educators, and support providers.	Administered 5 or more assessments related to strengths, preferences, interests, and needs to youth, family/caregiver, educators, and support providers.
Analyzed the results of the assessment with the collaborative team (Objective 1 and 2)	Provided a synthesized analysis of 3 or less assessment results and shared the information with the collaborative team in a youth/family friendly manner prior to the meeting.	Provided a synthesized analysis of 3 or more assessment results and shared the information with the collaborative team in a youth/family friendly manner prior to the meeting.	Provided a synthesized analysis of 5 or more assessment results and shared the information with the collaborative team in a youth/family friendly manner prior to the meeting.
Created a transition plan using the Transition to Adulthood Planning Template (Objective 2)	Created a transition plan with 1 long-term goal with at least two short term goals to support attainment of long term goals.	Created a transition plan with 2 long-term goals with at least two short term goals to support attainment of long term goals.	Created a transition plan with 3 or more long-term goals with at least two short term goals to support attainment of long term goals.
Identified a progress monitoring plan using the transition roadmap (Objective 3)	Identified a progress monitoring plan using the transition roadmap but did not include milestones or progress monitoring notes.	Identified a multi-month progress monitoring plan using the transition roadmap with milestones and progress monitoring notes.	Identified a 10-month progress monitoring plan using the transition roadmap with milestones and progress monitoring notes.