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# Evaluation Options for Secondary Transition Planning

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This article presents a model evaluation plan conducted by occupational therapists that may be used to contribute information to the transition planning process in secondary school students with disabilities. Occupational therapists are not fully participating in transition services within secondary schools. One of the major obstacles to full participation identified in a previous research study by the authors of this article was that few occupational therapists were aware of appropriate evaluation options available for secondary transition planning. The authors in this article review the evaluation needs for secondary transition services in general, describe occupational therapy's role in contributing to the Individualized Education Plan (IEP), and describe an evaluation method that gathers key information pertinent to the occupational therapy role. A case study is presented that illustrates how these assessment tools were applied to develop IEP goals in one student's transition plan.

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Occupational therapists have the professional skills and training to expand the scope of school-based practice into the area of transition planning, particularly in conducting evaluations in the areas of daily living skills, work and leisure, and community participation (Brollier, Shepherd & Markley, 1994; Clark, 1996; Kardos & White, 2005; Niehues, Bundy, Mattingly, & Lawlor, 1991; Spencer, Emery, & Schneck, 2003). However, studies suggest that occupational therapists are not making a consistent contribution to the transition planning experience in either evaluation or intervention (Arnold, 1999; Clark, 2001; Inge, 1995; Kardos & White, 2005).

A review of the literature suggests that transition services do not appear to be adequately addressing all areas of need in students with disabilities and that comprehensive transition programming is needed in all life skill areas, including participating appropriately in the community and experiencing satisfactory personal and social relationships (Benz & Halpern, 1993; Blalock & Patton, 1996; Halpern, Doren, & Benz, 1993; Johnson, Stodden, Emanuel, Luecking, & Mack, 2002; Kardos & White, 2005; Sidlington, 1996). Supporting the previously stated findings, others noted that studies evaluating post-school outcomes for students with disabilities revealed continued dependence on family members or service providers and isolation from participation in community activities (Getzel & deFur, 1997; Johnson et al., 2002). Moreover, it has been noted that transition experiences for students with disabilities appeared bleak, particularly in preparation for community and social participation after high school, for gainful employment, and for independent living skills (Blackorby & Wagner, 1996; Hughes et al., 1997; Rice, 1999). Finally, the Twenty-Fourth Annual Report to Congress on the Implementation of IDEA (2002) noted that although there had been a 6.8% increase in graduation rates among students with disabilities from 1995/1996 to 1999/2000, problems persisted in evaluating outcomes that measured living skills, social participation, and quality of life. Overall, it was noted that 47 states were not adequately addressing secondary transition requirements in students' Individual Education Plans (IEPs), particularly in areas related to promoting competency in living skills. Summary recommendations of the report included expanding transition services

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for students with disabilities as well as increasing interdisciplinary collaboration and improved tracking of outcomes across broader areas of functional performance. The purpose of this study is to propose an evaluation plan that can be used by occupational therapists to contribute effectively to best practices in transition planning.

Transition services are designed under the Individuals with Disabilities Education Act of 1997 (IDEA) (Pub. L. 105–17) and the recent Individuals with Disabilities Education Improvement Act of 2004 (Pub. L. 108–446), to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services include instruction, related services, community experiences, development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Best practices in transition services are described in the literature as those that lead to successful outcomes and are consistent with special education mandates. Such practices include student-focused services considering a student's interest and desires that lead to measurable goals in the areas of post-secondary education, post-secondary employment, community participation, and independent living skills (Pub. L. 108–446; Pub. L. 105–17; Sample, 1998; Test, 2000). Further, IDEA 2004 requires that goals be derived from age-appropriate transition evaluations related to training, education, employment and, where appropriate, independent living skills. Transition services must assist the student in achieving identified goals and should be in place by 16 years of age or earlier if deemed appropriate by the IEP team (Pub. L. 108–446). The evaluation approach described in this article is comprehensive enough to address those transition areas described above, but focuses primarily on the transition to post-secondary employment, community participation, and independent living skills that have been identified in the literature as being underserved (Frank & Sitlington, 2000; Sitlington, 1996).

One of the most critical but weak features in transition services is a lack of adequate evaluation strategies that target a student's functional performance across essential life skill domains (Epstein, 2000; Johnson et al., 2002). In most cases, transition planning teams consist of special education professionals such as teachers, guidance counselors, and transition coordinators, and may include related service providers such as occupational therapists. However, studies in occupational therapy practice revealed that school-based therapists spend little time involved in transition-related activities (Arnold, 1999; Kardos & White, 2005). Barriers to

occupational therapy participation included limited knowledge on the part of the school-based occupational therapist regarding transition planning and a lack of information regarding the application of appropriate assessment tools to measure functional performance in the educational setting (Kardos & White, 2005). Occupational therapists have the professional skills to participate in evaluating and addressing areas of independent living skills—community participation as well as vocational skills. However, what appeared lacking in our previous study was knowledge of evaluation methods that could yield measurable outcomes in employment, independent living, and community participation.

Assessment instruments used in this case study addressed what the authors believed to be three important questions in determining transition planning needs. First, how much knowledge and experience did the student have in each of the transition areas? For example, could the student be left alone safely; did the student understand the nature and purpose of being employed? Second, what behavioral characteristics would the student be likely to exhibit in the workplace and in the community? For example, did the student accept criticism and redirection; could the student interact appropriately with coworkers? Third, what was the student's current level of functional performance in completing basic activities of daily living (ADL) and instrumental ADL? Once gathered, this information would help to create a baseline profile of the student that would define his or her current level of knowledge and experience in the transition areas, anticipate behaviors that were likely to be encountered, and describe the student's motor and process skill capacities affecting participation in a variety of ADL.

For this case study, three assessment tools were chosen by the authors to serve as a model for evaluating transition needs as described previously while maintaining the requirements of IDEA. These instruments provided essential information across all transition areas leading to relevant IEP goals and objectives, particularly in those areas identified as underserved, and were available to occupational therapists. Two of the assessment instruments contained adequate psychometric properties, whereas a third was a criterion-referenced tool developed for secondary transition planning specifically.

## Evaluation Plan Instruments

The Enderle-Severson Transition Rating Scale Form (ESTR-R) (Severson, Enderle, & Hoover, 1997) is a criterion-referenced, nonstandardized transition rating scale designed for learners with mild to moderate disabilities from 14 to 21 years of age. The scale contains 136 statements relative to a

student's performance in each of the following five categories: (a) jobs and job training, (b) recreation and leisure, (c) home living, (d) community participation, and (e) post-secondary training and learning opportunities. Statements are scored according to the student's performance based on whether a student performs the task consistently and independently, performs it with assistance, or does not perform the task at all. The assessment tool was designed to be completed by the student, parents or caregivers, educators, or other personnel who are familiar with the student. The results provide information relative to the student's knowledge and experience in each transition area. The tool also identifies student strengths and needs necessary to develop appropriate IEP goals. At the time of this publication, the tool has since been revised (ESTR-III, 2003). Further information about the instrument can be retrieved from <http://www.estr.net/index.cfm>.

The Transition Behavior Scale, 2nd Edition (TBS-2) (McCarney, 2000), is a standardized survey instrument developed as a direct observation screening measure of behavioral characteristics most predictive of behavior in society in general and employment specifically. The areas covered by the assessment are "Work Related," "Interpersonal Relationships," and "Social/Community Expectations." The work related area gathers information about work-related behaviors such as responsibility, productivity, and dependability. The interpersonal relationships area provides a measure of cooperation, communication, and behavioral stability. Finally, the social/community expectations area provides a measure of a person's compliance, flexibility, and self-control. The survey contains 62 items that are scored using a Likert scale (0–5) and may be completed by school personnel, the student, or the student's parents, as appropriate. The results identify behaviors that may affect performance in the workplace and community. Normative data was collected on 2,624 students ranging from 12 to 18 years of age, from 20 states representing all U.S. geographic regions (McCarney, 2000).

The Assessment of Motor and Process Skills (AMPS) (Fisher, 2003) measures a person's ability to complete both personal and instrumental ADL. It evaluates both the motor and process components of performing ADL and can be administered only by an occupational therapist who is calibrated to administer it. The AMPS contains 83 personal and domestic ADL tasks, ranging in difficulty from simple to complex. The assessment is appropriate for persons 3 years to 99 years of age who are willing or expected to participate in daily self-care tasks (Stauffer, Fisher, & Duran, 2000). ADL tasks include basic ADL and domestic (instrumental) ADL—for example, home maintenance, meal preparation, and laundry management (Bernspang &

Fisher, 1995). The AMPS is a standardized, criterion-referenced assessment with normative data on more than 100,000 individuals currently (personal communication with AMPS International, May 2005). Moreover, the AMPS has been researched extensively with various population groups and has been found sensitive in detecting problems with efficiency, safety, and quality of performance in ADL tasks (Bray, Fisher, & Duran, 2001; Duran, & Fisher, 1996; Fisher, 2003).

### *Case Example: Evaluation Plan Applied in Practice*

The following case example illustrates how this evaluation plan was used in the transition planning of a young adolescent male. KM was 16 years old at the time of the evaluation. Under IDEA, KM had been identified as eligible to receive special education services as a student with an intellectual disability. He attended a private special education school outside of his school district; the school specialized in providing intensive and highly individualized academic instruction to students with cognitive impairments. KM's placement was recommended and funded by his school district; he received related services of speech and language, social work, and occupational therapy. This evaluation was conducted in preparation for his transition from his current educational placement to his local high school where he would be considered a ninth-grade student; placement would be in a self-contained functional educational curriculum that provided him with daily classroom learning as well as a community job experience three afternoons per week. At the time of this evaluation, KM's IEP goals were academic with no identified goals in prevocational skills, independent living, or community participation. The only information available to the team before commencing this evaluation was relative to his current academic capabilities that indicated his reading and math levels were comparable to a student who had completed the first grade. KM's parents requested the evaluation in order for the team at the high school to develop an appropriate transition plan.

Together, KM's parents completed the survey instruments to gather information about his current level of knowledge and experience in the transition areas of independent living, community participation (including leisure skills), post-secondary employment, and post-secondary educational needs, as well as predicted behaviors in the workplace. Further, KM's teacher completed the TBS-2, providing information about his school-related work habits. The occupational therapist conducted the AMPS in KM's home where he engaged in two meal preparation tasks. After all assessments had been completed, the occupational therapist met with both parents to review the survey instruments, including the one completed by his current teacher.

## Evaluation Plan Results

All assessments were scored by the occupational therapist. Results of the ESTR-R were integrated into a summary. Items that were scored as being completed by KM independently were viewed as strengths; items scored as requiring assistance were viewed as needing continued teaching or application; items scored as not being performed by KM were identified as needing to be introduced (see Table 1). The results of the TBS-2 were similarly reviewed: items that were scored as being completed consistently were viewed as strengths; items scored as being performed inconsistently were viewed as needing continued development or application (see Table 2). Finally, results of the AMPS were reviewed and a summary of motor and process skills performance was provided relative to completing functional tasks. The AMPS revealed that KM's difficulty in completing activities of daily living was the result of process skills rather than motor skills (see Table 3).

### KM's Evaluation Plan Summary

The information derived from the occupational therapist's evaluation approach using the previously mentioned instruments enabled the team at the high school to develop appropriate IEP goals and subsequent objectives in the areas

of independent living, employment, community participation, and related social behavior. A sample goal with objectives for each area is presented in Table 4. As stated, KM was transitioning into a self-contained functional and life skills program that included community and prevocational experiences. The team determined that KM would continue to receive speech and language, social work, and occupational therapy as related services.

## Summary

In the case study presented in this article, the occupational therapist's evaluation made a unique and valuable contribution to KM's transition plan. Each part of the evaluation generated occupational performance information that was crucial to determining many of KM's transition planning needs. Specifically, the evaluation provided a baseline of KM's knowledge and experiences in the transition areas, identified behavioral characteristics likely to contribute to performance in employment and community settings, and revealed a deficit in the process skills aspect of completing functional activities. In keeping with IDEA, the interests and preferences of KM and his family were also considered and incorporated into the process.

The need for improvement in providing transition

**Table 1. Assessment Interpretation: Enderle Severson Transition Rating Scale (Severson et al., 1997)**

<p style="text-align: center;"><b>Jobs and Job Training</b></p> <p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>• Has adequate motor skills for employment</li> <li>• Respects authority and follows verbal instructions/redirection</li> <li>• Is hard working, dependable, and eager to please and succeed</li> <li>• Wants to work; has basic understanding of the need to support himself</li> </ul> <p><i>Areas/concepts for continued teaching/application</i></p> <ul style="list-style-type: none"> <li>• Temporal concepts</li> <li>• Hygiene/personal grooming</li> <li>• Interpersonal/social skills</li> </ul> <p><i>Areas/concepts to be introduced</i></p> <ul style="list-style-type: none"> <li>• Language/vocabulary related to employment</li> <li>• Working independently and task completion</li> <li>• Job seeking, job obtaining, job retention skills</li> </ul>	<p style="text-align: center;"><b>Recreation and Leisure</b></p> <p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>• Participates in a variety of group and individual activities</li> <li>• Demonstrates cooperative skills in a group</li> <li>• Appropriately modifies behaviors to a variety of settings and activities</li> </ul> <p><i>Areas/concepts for continued teaching/application</i></p> <ul style="list-style-type: none"> <li>• Planning, executing social activities</li> <li>• Selecting/matching activities to fill time</li> </ul> <p><i>Areas/concepts to be introduced</i></p> <ul style="list-style-type: none"> <li>• How to identify and locate recreational/leisure opportunities</li> <li>• Opportunity to participate in activities with peers who do not have disabilities</li> <li>• Social skills to support participation in recreational activities</li> <li>• Language/vocabulary related to topic</li> </ul>
<p style="text-align: center;"><b>Independent Living</b></p> <p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>• Understands basic aspects of good nutrition</li> <li>• Communicates personal information</li> </ul> <p><i>Areas/concepts for continued teaching/application</i></p> <ul style="list-style-type: none"> <li>• Responsible care of personal possessions</li> </ul> <p><i>Areas/concepts to be introduced</i></p> <ul style="list-style-type: none"> <li>• Meal preparation, shopping</li> <li>• Use of appliances and household tools</li> <li>• Money management</li> <li>• Types of living arrangements available after high school</li> <li>• Cleaning, laundry, clothing care</li> <li>• Basic health concepts: first aid, sickness symptoms, sexuality</li> <li>• Language/vocabulary related to topic</li> </ul>	<p style="text-align: center;"><b>Community Participation</b></p> <p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>• Can physically access environments</li> <li>• Locates familiar places within community</li> <li>• Will seek help in an emergency</li> </ul> <p><i>Areas/concepts for continued teaching/application</i></p> <ul style="list-style-type: none"> <li>• Nature or purpose of a variety of community establishments</li> <li>• Stranger awareness</li> <li>• Selecting and ordering items in the community (i.e., restaurant food)</li> </ul> <p><i>Areas/concepts to be introduced</i></p> <ul style="list-style-type: none"> <li>• Selecting, contacting establishments for information or appointments</li> <li>• Independent transportation mode(s)</li> <li>• Language/vocabulary related to topic</li> </ul>

**Table 2. Assessment Interpretation: Transition Behavior Scale, Second Edition—School Version (McCarney, 2000)**

<b>Work-Related Subscale</b>
<p><i>Strengths (demonstrated in the school setting completing school-related assignments):</i></p> <ul style="list-style-type: none"> <li>• Completes assignments with accuracy</li> <li>• Is productive in a group</li> <li>• Responds favorably to redirection or correction</li> <li>• Transitions well between activities</li> <li>• Is dependable and willing to assume additional responsibilities</li> </ul> <p><i>Skills/concepts needing continued development and/or application:</i></p> <ul style="list-style-type: none"> <li>• Completing assignments within a specified period of time</li> <li>• Working independently</li> <li>• Persevering with difficult tasks</li> <li>• Solving problems and using logic</li> <li>• Following written directions</li> </ul>
<b>Interpersonal Relations Subscale</b>
<p><i>Strengths (demonstrated in the school setting, including community outings):</i></p> <ul style="list-style-type: none"> <li>• Has a neat appearance, hygiene, grooming</li> <li>• Is reliable and cooperative in a group</li> <li>• Participates and contributes to group discussion/process</li> </ul> <p><i>Skills/concepts needing continued development and/or application:</i></p> <ul style="list-style-type: none"> <li>• Ability to resolve conflicts</li> <li>• Appropriate behavior in competitive situations</li> <li>• Adjustment to new situations (i.e., new people, new surroundings)</li> </ul>
<b>Social and Community Expectations Subscale</b>
<p><i>Strengths (demonstrated as a member of his school community):</i></p> <ul style="list-style-type: none"> <li>• Follows social rules/protocols</li> <li>• Behaves appropriately</li> <li>• Treats property of self and others with respect</li> <li>• Follows verbal directions well</li> <li>• Is nonaggressive</li> </ul> <p><i>Skills/concepts needing continued development and/or application:</i></p> <ul style="list-style-type: none"> <li>• Experiences some difficulty with change in personnel (i.e., substitute teacher)</li> </ul>

services has been well researched and documented. Developing a truly individualized education plan that meets the needs of the student and the requirements of IDEA begins with comprehensive, appropriate evaluation. Occupational therapists have the knowledge and tools available to them to contribute a considerable amount of information to the transition planning process. Using an evaluation plan such as the one described in this case study, in combination with information provided by other team members, can help the secondary transition team construct a comprehensive framework that can serve to support a student throughout most of his or her secondary school years. Additionally, information obtained from this evaluation plan can be provided to adult service agencies, increasing the likelihood of a successful transition from public school to adult life. Finally, this evaluation plan can be used to measure outcomes in the student's functional performance over time. Outcomes measurement is an area that is critical to documenting the efficacy of the occupational therapist in transition planning.

**Table 3. Results from the Assessment of Motor and Process Skills (Fisher, 2003)**

Skill Area	KM's Performance	Typical Performance	Difference
ADL Motor Skills	1.17 Logits	2.0 Logits	.83
ADL Process Skills	-0.19 Logits	1.0 Logits	1.19

#### *ADL Motor Skills*

Motor skills are the observable goal-directed actions a person enacts during the performance of tasks in order to *move oneself or the task objects* (Fisher, 2003, p. 4). KM demonstrated motor strengths resulting in adequate performance skills across a variety of abilities (e.g., posture, appropriate strength and effort, endurance). Similarly, he demonstrated a number of ineffective performance skills (e.g., bilateral coordination, positioning), serving to prolong the task. Although KM's motor inefficiency prolonged task completion, it did not result in task breakdown, danger to client, or damage to task objects or environment.

#### *ADL Process Skills*

Process skills are the observable actions of performance a person enacts to *logically sequence the actions of the task performance over time, select and use appropriate tools and materials, and adapt performance when problems are encountered* (Fisher, 2003, p. 4). Process skills proved to be an area of greater challenge for KM, resulting in the identification of one area of strength (using knowledge), a high number of ineffective abilities (e.g., supporting, stabilizing task materials) and several areas of marked deficiency (e.g., attention, choosing appropriate materials). KM's performance suggested that he would not be able to participate in ADLs either independently, efficiently, or safely, and that minimal-to-moderate assistance was required in daily tasks at this time.

*Note.* ADL = activities of daily living.

## Limitations of the Transition Evaluation Plan

A number of limitations need to be considered before implementing this evaluation plan. First, only calibrated occupational therapists may use the AMPS. Therapists wishing to conduct functional transition evaluations are encouraged to find suitable alternatives if they are not able to use this tool. Second, the questionnaire format of the ESTR-R (now the ESTR-III) and the TBS-2 may contain language that is subjective in nature or that poses a language barrier to students of diverse backgrounds. Occupational therapists need to establish that family members and other invested persons understand the intent of the questionnaire before filling it out. In addition, some of the items in the questionnaires may be scored differently by various persons. For example, a statement about the personal hygiene habits of a student may be scored with the highest rating by a teacher if the student arrives at school clean and well groomed each day. Parents may score this item much lower if they currently provide assistance with this task each day before the student goes to school. It is suggested that the survey tools be administered using an interview format whenever possible for clarification of ambiguous items. The standard scores obtained through the use of the TBS-2 are limited through 18 years of age; therefore, use of this instrument with students older than 18 years of age can still

**Table 4. IEP Goals and Objectives**

Independent Living	Employment Skills ( <i>continued</i> )
<p><b>Goal:</b> KM will learn and apply skills to promote independence within a residential setting.</p> <p><b>Objective Areas:</b>  <i>Activities of Daily Living:</i></p> <ul style="list-style-type: none"> <li>• Self-care</li> <li>• Instrumental activities of daily living</li> <li>• Home maintenance</li> <li>• Household emergencies</li> <li>• Healthy lifestyle choices</li> </ul> <p><i>Independent Living Arrangements (introduction of concepts/vocabulary):</i></p> <ul style="list-style-type: none"> <li>• Introduction to topic; how to find (basic), cost/funding (basic), options</li> </ul> <p><i>Household Finances/Money Management</i></p> <ul style="list-style-type: none"> <li>• Expenses associated with independent living: utilities, food, entertainment, etc.</li> <li>• Bills: how to identify, read/understand terms</li> </ul> <p><i>Topics/concepts to introduce:</i></p> <ul style="list-style-type: none"> <li>• Autonomy from parents, introduction of social service providers, guardianship</li> </ul>	<p><i>Supporting Objectives/Concepts:</i></p> <ul style="list-style-type: none"> <li>• Language/vocabulary associated with employment setting</li> <li>• Social skills: employer/employee relationship, employee/employee relationship</li> <li>• Pragmatic language skills in employment setting</li> <li>• Financial: understanding work/money relationship, understanding payroll/paycheck process</li> </ul>
Employment Skills	Community Participation
<p><b>Goal:</b> KM will begin to develop skills necessary to support competitive employment.</p> <p><b>Objective Areas:</b>  <i>General Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Increase understanding of the purpose of being employed, increase knowledge of various types of jobs (i.e., what people do), participate in job shadowing experiences</li> </ul> <p><i>Application of General Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Identify realistic job opportunities for self, identify interests, identify strengths, identify areas for skill acquisition</li> </ul> <p><i>Job Seeking Skills:</i></p> <ul style="list-style-type: none"> <li>• Identify resources, people, and agencies to assist in finding a job</li> </ul> <p><i>Job Obtaining Skills:</i></p> <ul style="list-style-type: none"> <li>• Initiate contact, develop a resume or information sheet, develop interview skills</li> </ul> <p><i>Job Performance/Retention Skills:</i></p> <ul style="list-style-type: none"> <li>• Personal Attributes: responsibility/reliability, time management, grooming/hygiene, organizational skills, safety skills</li> <li>• Employer Expectations: policy and procedures</li> <li>• Motor/Process Skills: following directions, sequencing (initiation through completion), attention/adaptation</li> <li>• Interpersonal Skills: behaviors/expectations, problem solving, self advocacy, sexual behavior/harassment</li> </ul>	<p><b>Goal:</b> KM will learn and apply skills to promote independence within the community.</p> <p><b>Objective Areas:</b>  <i>General:</i></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of community business, resources</li> <li>• Contacting businesses for appointments/information</li> </ul> <p><i>Transportation Skills:</i></p> <ul style="list-style-type: none"> <li>• Negotiating various types of transportation; using schedules, etc.</li> </ul> <p><i>Recreation:</i></p> <ul style="list-style-type: none"> <li>• Identifying realistic opportunities within the community, planning outings with greater independence, participating in school activities (i.e., sports)</li> </ul> <p><i>Access:</i></p> <ul style="list-style-type: none"> <li>• Topographical skills: locating offices in a building; locating items in a store</li> <li>• Obtaining information other than through reading</li> </ul> <p><i>Supporting Skills:</i></p> <ul style="list-style-type: none"> <li>• Language/pragmatic, social skills necessary for community access</li> <li>• Safety skills to support community participation</li> </ul>
Social/Behavioral	
	<p><b>Goal:</b> KM will develop self-advocacy skills to promote independence in the community, work and residential setting.</p> <p><b>Objective Areas:</b>  <i>Understanding of Self:</i></p> <ol style="list-style-type: none"> <li>1. Strengths/needs</li> <li>2. Similarities/differences to peers</li> <li>3. Need for modifications or accommodations unique to self</li> <li>4. Peer pressure</li> <li>5. Decision making</li> <li>6. Sexuality/relationships</li> <li>7. Occupational roles (i.e. worker, friend, spouse, parent, etc.)</li> </ol>

Note. IEP = Individualized Education Plan.

render valuable information for transition planning, but should not be scored.

Research should be implemented to determine the efficacy of occupational therapy evaluation practices in transition planning. Occupational therapists working with students in the secondary school setting are well placed to conduct this type of investigation through ongoing data collection regarding occupational therapy's contribution to the transition planning process, student outcomes, and the family's response to the transition planning experience. ▲

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