Information about Assessment of Students with Combined Vision and Hearing Loss (Deaf-Blindness) including students with additional disabilities

There are few assessments that pertain to students with combined vision and hearing loss (deaf-blindness), or reflect the true level of the students' knowledge and skills. For this group of students, we recommend that the school team conduct the following assessments and/or observational tools:

> *Likes and Dislikes form*
> *Preferred Sensory Channels form*
> *Temperament form*

Following are a few assessments that were specifically designed for students with deaf-blindness or multiple disabilities including deaf-blindness.

1. Authentic Assessment: Practice Perspectives – Highlighting Information on Deaf-Blindness

   National Consortium on Deaf-Blindness
   www.nationaldb.org/dbp/
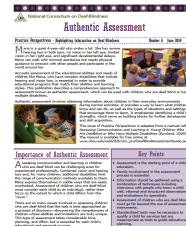
2. This reference can be downloaded and talks about the assessment tools that are used with young deaf-blind students. Some of these are appropriate for older students also.

   Assessing Communication and Learning in Young Children Who are Deafblind or Have Multiple Disabilities
   http://www.ohsu.edu/oidd/d2l/com_pro/db_assess_ab.cfm
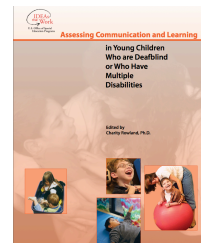
3. Child-guided Strategies:

   The Van Dijk Approach to Assessment For Understanding Children and Youth with Sensory Impairments and Multiple Disabilities

   American Printing House for the Blind
   http://shop.aph.org/webapp/wcs/stores/servlet/Product_Childguided%20Strategies:%20The%20van%20Dijk%20Approach%20to%20Assessment_7-31001-00P_10001_11051
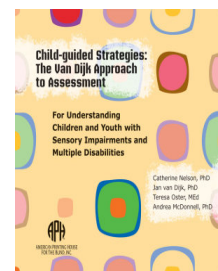
4. Communication Matrix: A Communication Skill Assessment
   Rowland, C. Design to Learn Products. Portland, OR. 2004.
   www.communicationmatrix.org

   You can complete this assessment online but it is better to
   administer to people in person and then analyzed as a team.
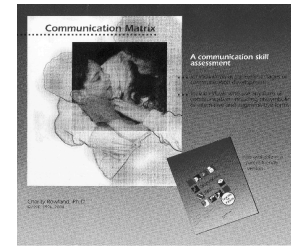
5. Person Centered Planning: It's Worth It!
   This is a webinar training that is a 2-part training and each are 1½ hours long. Clock
   hours are available.
   http://wsdsonline.org/training/recorded-trainings/person-centered-planning

6. Students with Combined Vision and Hearing Loss: Planning for Their Success
   This is a webinar training that is a 3-part training and each are 1½ hours long. Clock
   hours are available.
   http://wsdsonline.org/training/recorded-trainings/planning-for-deaf-blind-success

7. The Communication Matrix: How it is Used to Assess and Support Children with
   Multiple Disabilities who are Non-Verbal
   This is a webinar training that is a 3-part training and each are 1½ hours long. Clock
   hours are available.
   http://wsdsonline.org/training/recorded-trainings/communication-matrix

8. This tool is designed for students with multiple disabilities including deaf-blindness to
   look at their problem-solving skills which relates to cognition.

   SIPPs is the School Inventory for Problem Solving
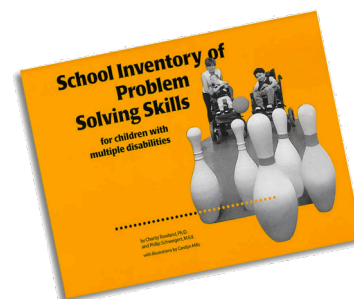
   There is also one for home.
   HIPPs is the Home Inventory for Problem Solving

Center for Change in Transition Services

How can CCTS help your district?

CCTS provides a variety of services that can be tailored to your district's needs.

These include:
- Public and personalized webinars
- Workshops with CCTS staff
- Assistance with analyzing and addressing district-level data
- Training regarding technical tools such as the Online Data Collection System-Transition Systemic Framework (TSF)
- Access to district improvement tools such as the Quality Indicators for Secondary Transition (QuIST)

The Center for Change in Transition Services (CCTS) is a Washington State Needs Project funded annually by federal resources from the Office of the Superintendent of Public Instruction (OSPI). The goal of CCTS is to improve post-school outcomes for students with disabilities in the state.

To reach this goal, CCTS provides secondary transition training and technical support to Educational Service Districts (ESDs), Local Educational Agencies (LEAs), and public schools that serve high school-age students who have an Individual Education Program (IEP).

Part B SPP Indicator 13:
Secondary Transition with IEP Goals.
Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services.

Part B SPP Indicator 14:
Secondary Transition/Post-School Outcomes—Competitive Employment, enrolled in School.
Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school.

WEBSITE: www.seattleu.edu/ccts
The CCTS website provides access to free online webinars, resources, training modules, and the Transition Systemic Framework (TSF) Online Data Collection System.

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FACEBOOK: www.facebook.com/waccts
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OSPI State Needs Project

901 12th Ave
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Phone: 206-296-6494
Fax: 206-296-2053
E-mail: ccts@seattleu.edu

State of Washington
Office of
Superintendent of Public Instruction

ASSESSMENT INFORMATION	NOTES	ACTION NEEDED
General Transition Planning		
1 Transition Planning in the Schools: Using the Enderle-Severson Transition Rating Scales, 4th Ed. Severson, S., Enderle, J., & Hoover, J. (2006). *Enderle-Severson Transition Rating Scale*. Moorhead, MN: ESTR Publications. ESTR-S (for students with significant disabilities); www.estr.net/publications $24.95 (book); $20 (10 tests)		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
2 Transition Planning Inventory. Clark, G.M., & Patton, J.R. (2006). *Transition Planning Inventory-updated version*. Austin, TX: PRO-ED. Computer version available www.proedinc.com $181.00 Survey for students with significant disabilities now available		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
3 Transition Behavior Scale McCarney, S.B., & Anderson, P.D. (2000). *Transition Behavior Scale* (2nd Ed.). Columbia, MO: Hawthorne. www.hes-inc.com $125.00		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
4 Informal Assessments in Transition Planning. Clark, G.M., Patton, J.R., Moulton, R. Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com $35.00		Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
5 Parent Transition Survey. Morningstar, M., Crawford, I., Scarff, J., Blue-Banning, M. (n.d.) *The Parent Transition Survey*. Shawnee Mission, KS: Transition Council of Douglas & Jefferson Counties. Free: www.transitioncoalition.org		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment

Morningstar, M.E & Pearson, M (2009). *Transition Assessments for Students with Significant Disabilities*. Lawrence, KS: University of KS, Transition Coalition

	Functional Skills/Independent Living		
6	Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities, 2nd Ed. Cloninger, C. J., Giangreco, M.F., Iverson, V.S. (1998). Baltimore, MD: Paul H. Brookes Publishing Co. $39.95. www.brookespublishing.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
7	Functional Independence Skills Handbook (FISH): Assessment and Curriculum for Individuals with Developmental Disabilities Killion, W.K. (2003). Austin, TX: PRO-ED $70.00 www.proedinc.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
8	AIR Self-Determination Scale. American Institutes for Research. (1994). *AIR Self-Determination Scale.* Free: http://www.ou.edu/zarrow/		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
9	Arc Self-Determination Scale. Wehmeyer, M.L., & Kelchner, L. (1995). *The Arc's Self-Determination Scale.* Arlington, TX: The Arc of the United States. Free: www.beachcenter.org		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
10	Homes to Support the Self-Determination of Children. Christine C. Cook, Mary Jane Brotherson, Cindy Weigel-Garrey, and Inez Mize http://www.beachcenter.org/common/cms/documents/SD%20Lifespan--chapter%206.pdf		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
11	Transition Health Care Checklist. Pennsylvania Department of Health. (2007). *Transition health care checklist.* Harrisburg, PA: Author. Free: www.health.state.pa.us/transitionchecklist		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
12	Leisure Diagnostic Battery Ellis, G.D., Widmer, M.A., Witt, P.A. (2008). State College, PA: Venture Publishing, Inc. $195.00 (user's manual and computer software) http://www.venturepublish.com/product.php?id=158		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
13	Informal Assessments for Transition: Independent Living and Community Participation. Synatschk, K.O., Clark, G.M., Patton, J.R. Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com $40.00		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment

14	The Syracuse Community-Referenced Curriculum Guide: for Students with Moderate and Severe Disabilities Black, J., Davern, L., Dempsey, P., Ford, Alison., Meyer, L., Schnorr, R. (1989). Baltimore, MD: Paul H. Brookes Publishing Co. $69.95 http://brookespublishing.com/store/books/ford-0271/index.htm		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
	Vocational/Career Assessments		
15	Choose and Take Action: Finding the Right Job for You Johnson, Z., Marshall, L.H., Martin, J. E., O'Brien, J., Olvey, G.H., Wells, L., Wray, D. (2004). Longmont, CO: Sopris West Educational Services. $124.95 http://store.cambiumlearning.com/default.aspx?site=sw		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
16	Picture Interest Career Survey (PICS) Brady, R. P. (2007). Indianapolis, IN: JIST Works. $42.95 (pack of 25 assessments) http://www.jist.com/shop/product.php?productid=3460		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
17	COPS-PIC: Picture Inventory of Careers Knapp-Lee, L. (2007). San Diego, CA: ERAS/Educational Research and Services. $48.70 (pack of 25 combined test booklet and answer sheet) http://career-lifeskills.com/copsystem-24/cops-pic-118		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
18	Wide Range Interest & Occupation Test: WRIOT2, 2nd Ed. Glutting, J.J. & Wilkinson, G.S. (2003). Wilmington, DE: Wide Range, Inc. $295.00 (includes manual, 25 response forms, full-color picture book, computer administration CD). http://www.proedinc.com/customer/ProductView.aspx?ID=3471		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
19	The Environmental Job Assessment Measure: E-JAM. Waintrup, M. & Kelley, P. (1999). In *Functional assessment in transition and rehabilitation for adolescents and adults with LD (pp. 59-62).* Austin, TX: PRO-Ed. Free: www.transitioncoalition.org in the *Transition for Youth with ED/BD* module		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
20	Informal Assessments for Transition: Employment and Career Planning. Synatschk, K.O., Clark, G.M., Patton, J.R. (2007). Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com $40.00		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
21	Reading-Free Vocational Interest Inventory: 2 (R-FVII:2), 2nd Edition Becker, R. PhD. (2000). Columbus, OH: Elbern Publications. $110.00 (manual); $33.00 (occupational title lists) http://www.proedinc.com/customer/ProductView.aspx?ID=3052		__Obtain __Try with students __Share with others __ I use the assessment __I don't need the assessment
22	Personal Data Wizard Humbolt County Office of Education, Humbolt, CA.		__Obtain

Morningstar, M.E & Pearson, M (2009). *Transition Assessments for Students with Significant Disabilities*. Lawrence, KS: University of KS, Transition Coalition

	http://www.hrop.org/wizard/		__Try with students __Share with others __ I use the assessment __ I don't need the assessment
23	Your Employment Selection Online Assessment. TRISPED Projects Utah State University 6523 Old Main Hill Logan, UT 84322-6523. 1-877-722-3991 Email: trisped@cc.usu.edu Website: www.trisped.org 3 month online subscription $20.00		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
	Preferences and Supports		
24	Personal Preference Indicators: A Guide for Planning Moss, J. (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma. http://www.ouhsc.edu/theCenter/products/documents/ PersonalPreferenceIndicators_June%202006.pdf		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
25	Supports Intensity Scale Bryant, B., et al. (2004). Washington, DC: American Association on Intellectual and Developmental Disabilities. $150.00 (intensity scale, manual, 25 interview and scoring forms) www.siswebsite.org		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
26	Project My Voice Johnson, H., Olson, J., Van Laarhoven, T., Van Laarhoven-Myers, T. (2008). University of Northern Illinois		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
27	Planning for the Future. Morningstar, M.E. (1995). *Planning for the future.* Lawrence, KS: University of Kansas. Free: www.transitioncoalition.org		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
28	Representational Portfolio. University of Montana Rural Institute http://ruralinstitute.umt.edu/Transition/portfolio.asp		__Obtain __Try with students __Share with others

	Communication		
29	Every Move Counts Clicks and Chats Berry, L.M., Foss, T.V., Korsten, J.E. (2007). *Sensory-based approach: communication and assistive technology*. Lees Summit, MO: EMC Inc. $80.00 (plus $8.00 for S&H per manual) http://www.everymovecounts.net		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
30	Tangible Symbol System Rowland, C., & Schweigert, M. (2000). *Making the Right to Communicate a Reality for Individuals with Severe Disabilities*. Portland, OR: OHSU Design to Learn Projects $44.00 (manual) & $31.00 (DVD) www.designtolearn.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
31	Design to Learn: An Environmental Inventory to help teachers design learning opportunities for children with disabilities Rowland, C., & Schweigert, M. (2003). Portland, OR: OHSU Design to Learn Projects. $9.00 www.designtolearn.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
32	All Kids Communicate. McMahon, P., Reeder, A., Roberts, S., Rues, J. *How to build and use a communication dictionary with nonsymbolic learners*. Lawrence, KS: US Department of Education, University of Kansas		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
33	Social Networks: A Communication inventory for individuals with complex communication needs and their communication partners Berg, M.H., & Blackstone, S. (2004). Verona, WI: Attainment Company, Inc. DVD $39.00; manual $65.00 www.augcominc.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
34	Behavior Indication Assessment Scale (BIAS) & Inventory of Potential Communicative Acts (IPCA) Arthur-Kelly, M., Butterfield, N., Sigafoos, J. (2006). *Enhancing Everyday Communication for Children with Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc. $29.95 www.brookespublishing.com		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment
35	Home Talk: a Family Assessment of Children who are Deafblind Harris, J., Hartsorne, N., Jess, T., Mar, H., Rowland, C., Sall, N., Schmoll, S., Schweigert, P., Unruh, L., Vernon, N., Wolf, T. (2003). Monmouth, OR: DB-LINK http://www.tsbvi.edu/Outreach/seehear/summer03/home.htm		__Obtain __Try with students __Share with others __ I use the assessment __ I don't need the assessment

Transition From Dependence to Independence

Skills Needed to Maximize Independence & Employment Potential

	Birth – 3 Years Old	3 – 6 Years Old	6-16 Years Old	16-21 Years Old	21 + Years Old
Communication System	*****************	???????????????	?????????!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Social Skills Appropriate Behaviors	*****************	*****************	?????!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Independence w/ Personal Hygiene	*****************	**********??????	???????!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Team Work	*****************	*****************	?????????????????	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Dependability Follows Directions Timeliness	*****************	*****************	????????????!!!!!!	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Work Ethics Pre-employment Skills Academics	*****************	*****************	*************???	?????????!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Self Advocacy Self Awareness	*****************	*****************	**********??????	??????????????!!!!	!!!!!!!!!!!!!!!!!!!!
Community Awareness and Access	*****************	*****************	***********?????	??????!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!
Health / Nutrition Emotional / Mental Health	*****************	*****************	*******?????????	!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!

START NOW!

***********************	???????????????????????	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
Developing	**Important**	**Critical**

Directions- Indicate on the graph where you believe your child is in each skill.

O = School
X = Family
❋ = Other

"START NOW! – with the end in mind"
~ Created by South Kitsap Transition Team in Coordination with Kitsap County Transition Council

Transition Gathering Form for _____   **Date:_____**

Team Members:_____

Needs	Strengths	Preferences	Interest

Previous Work Experience:

Post-Secondary Goals

Education/Training:

Employment:

Independent Living: (if needed)