

## MEET JOHN

John is a 14-year-old Caucasian male with cerebral palsy. Most of his instruction takes place in a self-contained classroom and he is on track to earn a special education diploma. His favorite subject is science and he accesses the general curriculum through regular attendance in science classes. John is well-liked by his peers and teachers. He has some communication deficits and is currently reading at a third grade level. He receives various accommodations and supports that have made him successful in the classroom, such as use of a communication device, extra time on assignments, and peer supports. John has expressed his desire to go to college after he graduates.

### Pre-Reading Question

- *How can you use assessment to inform instruction and postsecondary goals?*

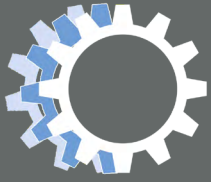
Although John's teacher wants to get an accurate assessment of John to determine his transition goals, she is struggling with finding an assessment since his reading level is low and giving verbal answers is difficult with his communication deficits. As a result, she decides to talk with his parents about what they see for his future. They both acknowledge that his desire to go to a four-year college is not feasible so they need to come up with a back-up plan.

### What's the Problem?

John's teacher did not properly assess his strengths, needs, interests, and preferences. Despite communication and reading deficits, it is imperative that the assessment process is carried out for John and that he gets to voice his desires and goals about his future.

### What's the Solution?

Realizing she needs to assess John in a systematic way, she makes simple modifications to assessments based on accommodations he uses at school. John's teacher has implemented use of a high-technology communication device, which he can type on and practice writing with a stylus. In addition, John receives accommodations for reading. His teacher assesses John's current strengths, areas of need, and interests using the Transition Planning Inventory and applies all needed accommodations to the assessment process; she allows John to read questions out loud and helps when necessary, provides him with ample time to complete his assessment, and allows him to use his communication device to read aloud, ask questions, or express other thoughts. Results of the assessment



# Transition

T E N N E S S E E

revealed that John is interested in attending college. He also shows a strong motivation to learn and shows emerging problem solving skills.

## Post-Reading Questions

- *Have you ever made assessment accommodations for a student with communication needs? How did you go about this?*
- *How have you used transition assessment in the past? Think of some examples of how you or others have conducted assessments and used the findings to inform your students' transition plans.*
- *What ways have you added student voice in conducting assessment?*