ADDITIONAL TIPS FOR SPECIFIC CHALLENGES

Certain students may need more accommodations, modifications, or motivation to complete transition assessments. Here are a few tips related specifically to what needs or behaviors you may encounter:

Students with Emotional/Behavioral Disorder

Conduct situational assessments to observe behavior across multiple environments

- Conduct assessments in environments and with materials or structure similar to the natural environment, and observe what provokes these problem behaviors
- Try to eliminate what may be provoking the behavior in natural environments
- Assess strengths and skill deficits in these environments

Use behavior intervention plan and considerations to influence assessment for the individual

Identify precursor behaviors (behaviors that typically occur prior to the problem behavior) that may occur during transition assessment and how this could inform transition planning

Use antecedent manipulations to ensure fewer instances of problem behavior during assessment

- This will vary based what the behavior is and why it is occurring
- Ex: If your student elopes during demands or instruction, position yourself between the student and exit during assessment

Embed tasks or questions that your student is more likely to answer between the questions they are not as likely to answer. This is a simple way to keep your student's momentum going throughout the task

- Ex: If your student is more likely to comply when asked to read a word than when asked to count coins, ask them to read sight words between asking them to count money.
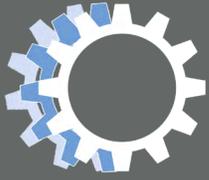
Random reinforcement (e.g., verbal praise)

- Ex: If you know your student sometimes screams for attention, provide your student with positive attention systematically and consistently to reduce the likelihood of them engaging in this behavior during assessment

Students Using Augmentative or Alternative Communication

Make sure the necessary technology is available for the student to communicate

Ensure the student has the necessary words or phrases to access the environment in which he/she is being assessed. Things to consider:

- Each component of the communication skills necessary to assess the environment(s) the student will be in
- The tasks that the student will be doing and what communicative skills will be necessary
- The technology necessary to help the student fully complete tasks

Select assessments with naturally occurring communication requirements

- Observe your student and note what behaviors occur and what vocabulary and communication strategies are being used
- Analyze the environment your student will be completing tasks in, and consider ways the environment may be adapted so that your student can complete the task with a greater level of independence

Assess strategies the student is already using to communicate

- Use this to decide what device or strategies may help the student access the skills necessary to perform the task (i.e. Susie is using a tablet with voice output to communicate, so her teacher adapts all of the materials to match Susie's symbolic understanding of vocabulary and gives her extra time to formulate her answers.)

Engages in Off-Task Behavior

Reward on-task behavior during assessment

- Frequent opportunities to access reinforcement during assessment. Ensure this isn't related to accuracy of answers or behavior during assessment, instead it should be related to how your student is attending.
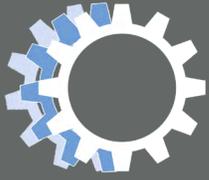
- Review of behavioral expectations before the student begins the task (i.e. before your student begins sorting the mail in the school's office, remind them to focus as much as they can until the task is complete).

Frequent breaks

- Teach your student to ask for a break.
- Use visual cues to indicate when breaks are appropriate
  - Withhold a break card and present it to your student when it is appropriate for them to ask.
  - Prompt them to request a break when it is more challenging to focus

Prompt on-task behavior as necessary

- Operationally define individualized off-task behaviors and use these definitions to assess their ability to focus on a task.
  - This means your definition must be observable and measurable (i.e. instead of using the towel to wipe tables down, John manipulates the towel with his hands by passing the towel from one hand to another rapidly. The towel passing through both hands counts as one occurrence).
  - Record how much time passes between each instance of off-task behavior (i.e. you observe that John will independently work for 30 seconds before getting off task).
  - Provide prompt before off-task behavior typically occurs (i.e. you provide a prompt every 25 seconds instead of waiting until the time that John typically gets off task).
  - Don't forget to fade prompts (i.e. After your student can remain on-task throughout a task with this 25 second prompt, you decide to start fading by five seconds…30 seconds, 35 seconds, 40 seconds).
- Visual schedules and timers
  - Use visual schedules to indicate what activity the student is in, what they are transitioning to, and how long each task will take