



MEET ROSA

Rosa is an 18-year-old Mexican-American female with Down Syndrome. Most of her instruction takes place in a community-based classroom, where she receives on-the-job training from a job coach at a local college cafeteria. During her time in school, Rosa has received accommodations in class and at her job site, including advanced notes, graphic organizers, and task analyses of activities. She also works on daily living and social skills, while in the classroom. Her job training was in preparation for a career in the restaurant industry, but her career interests have changed as a result of her job training experiences. She is still interested in a career field that allows her to interact with people but is not sure what she wants to do. Rosa's parents are supportive of her career ambitions, and want her to find a career that fulfills her dreams and goals.

Pre-Reading Question

- *What are the components of quality transition assessment?*
- *In what settings should transition assessment be conducted? Who should be assessed?*

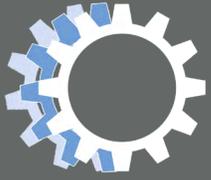
Rosa's career interests have changed as a result of working at a local college cafeteria, but she is still interested in finding a job that allows her to interact with people. Knowing this, her teacher decides to administer the Career Interests, Preferences, & Strengths Inventory to Rosa in order to help her sort through career options. The assessment is given in chunks, taking breaks in between sections, and Rosa is given a task analysis of the assessment, so she can keep track of which sections she needs to complete. Her teacher administers the assessment only to Rosa because she thinks Rosa knows her own interests and skills best.

What's the Problem?

Her teacher did not consult other people during assessment. While Rosa does provide important insight into her own skills and interests, her parents also could offer another perspective on the situation.

What's the Solution?

After understanding that Rosa's parents' perspective on career options is important, her teacher decides to administer the Career Interests, Preferences, & Strengths Inventory to them as well. Her parents have noticed that Rosa appears to be frustrated when presented with all possible career options, so they are eager to help her narrow down the choices. Once Rosa and her parents have completed the assessment, her teacher compares the results to see how they align and where they differ. Both assessments revealed Rosa's interest in the hospitality



Transition

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and tourism field. Rosa's teacher must now take these assessment results and develop transition goals that will help Rosa meet her career goals.

Post-Reading Questions

- *Thinking back on your experiences, identify some factors that may have influenced the accuracy of your transition assessment results.*
- *What is one way that this teacher could use transition assessment to inform postsecondary goals?*