

# **Transition Success Assessment**

*Professional Version*

## **A Transition Behavior Profile for High School and Postsecondary Education Students**

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Draft 50

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### Reliability Study Version

**TEST TAKER'S NAME:**

**STUDENT PSEUDONYM:**

**DATE COMPLETED:**

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\*Please use pseudonyms that you can remember. Suggestion: pick a pseudonym that matches your students' initials.

*TSA items present student behaviors that research identified as essential for students' transition success.*

**Transition Success Assessment: A Transition Behavior Profile**  
*Professional Version*

<b>A. Desires</b>	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
A1. Within the last year the student communicated wanting to do well in school.					
A2. Within the last year the student communicated wanting a job.					
A3. Within the last year the student communicated wanting to live on his/her own with or without support.					

TSA Desire Total: Items A1+ A2 + A3 \_\_\_\_\_

<b>B. Goals</b>	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
B1. Within the last year the student communicated an academic goal.					
B2. Within the last year the student communicated an employment goal.					
B3. Within the last year the student communicated a goal about where he/she would like to live after graduation.					
B4. Within the last year the student used problem solving skills to attain academic, vocational, and/or independent living goals.					

TSA Total: Items B1 + B2 + B3 + B4 \_\_\_\_\_

<b>C. Strengths</b>	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
C1. Within the last year the student communicated academic strengths.					
C2. Within the last year the student communicated employment strengths.					
C3. Within the last year the student communicated independent living strengths, such as banking, cooking, and housekeeping skills.					
C4. When the student set postschool goals, he/she considered his/her strengths.					

TSA Total: Items C1 + C2 + C3 + C4 \_\_\_\_\_

<b>D. Limits</b>	<i>Never</i> 0	<i>Rarely</i> 1	<i>Some- times</i> 2	<i>Often</i> 3	<i>Always</i> 4
D1. Within the last year the student communicated academic limits related to his/her disability.					
D2. Within the last year the student communicated employment limits related to his/her disability.					
D3. Within the last year the student communicated independent living limits related to his/her disability.					
D4. When the student set postschool goals, he/she considered the limits related to his/her disability.					

TSA Total: Items D1+ D2 + D3 + D4 \_\_\_\_\_

<b>E. Disability Awareness</b>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
E1. Within the last year the student talked about his/her disability.					
E2. Within the last year the student described his/her disability.					
E3. Within the last year the student appropriately communicated supports or accommodations matched to disability needs.					

TSA Total: Items E1 + E2 + E3 \_\_\_\_\_

<b>F. Persistence</b>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
F1. Within the last year the student pursued academic goals.					
F2. Within the last year the student pursued employment goals.					
F3. Within the last year the student pursued independent living goals, such as banking, cooking, and housekeeping skills.					

TSA Total: Items F1 + F2 + F3 \_\_\_\_\_

<b>G. Use of Effective Support Systems</b>		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always (when appropriate)</i>
		0	1	2	3	4
G1.	Within the last year the student requested support from a teacher or a counselor.					
G2.	Within the last year the student accepted support from a teacher or a counselor.					
G3.	Within the last year the student requested support from classmates or friends.					
G4.	Within the last year the student accepted support from classmates or friends.					
G5.	Within the last year the student requested support from family members.					
G6.	Within the last year the student accepted support from family members.					

TSA Total: Items G1 + G2 + G3 + G4 + G5 + G6

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<b>H. Coping Skills</b>		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
H1.	Within the last year at school the student coped with stress, frustration, or difficulties in a constructive way.					

TSA Total: Item H1

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<b>I. Social Skills</b>		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
I1.	Within the last year the student interacted appropriately with other people.					
I2.	Within the last year the student had at least one friend.					

TSA Total: Items I1 + I2

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<b>J. Proactive Involvement</b>	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
J1. Within the last year the student participated in school organizations.					
J2. Within the last year the student volunteered with community organizations.					
J3. Within the last year the student played a positive role in the family.					
J4. Within the last year the student played a positive role with friends.					
J5. Within the last year the student had a paid job.					

TSA Total: Items J1 + J2 + J3 + J4 + J5 \_\_\_\_\_

<b>K. Making Positive Choices</b>	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Often</i>	<i>Always</i>
	0	1	2	3	4
K1. Within the last year the student made positive academic choices and acted on them.					
K2. Within the last year the student made positive employment choices and acted on them.					
K3. Within the last year the student made independent living choices and acted on them.					

TSA Total: Items K1 + K2 + K3 \_\_\_\_\_

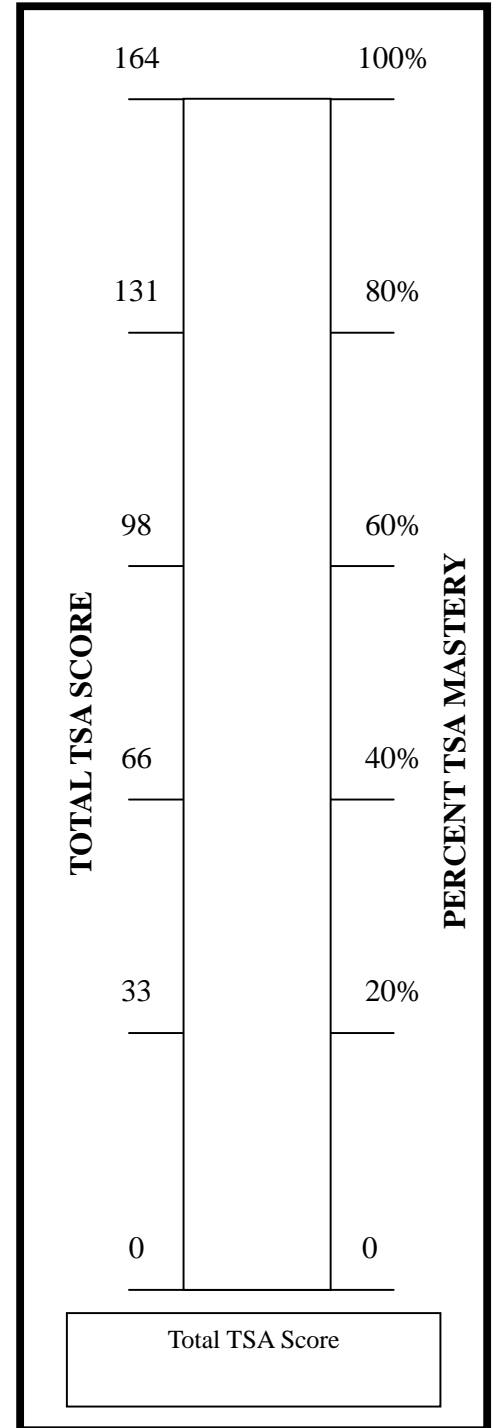
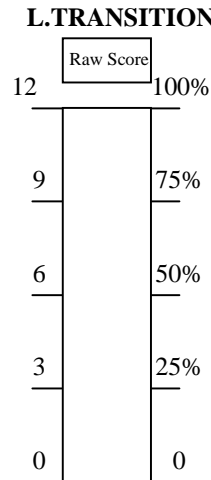
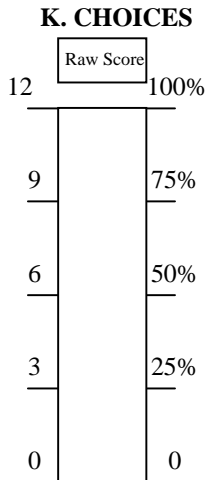
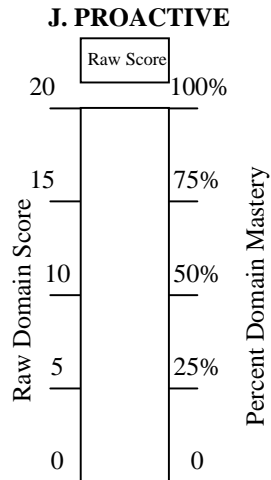
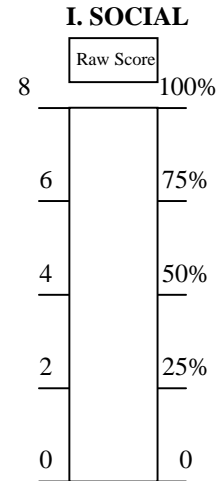
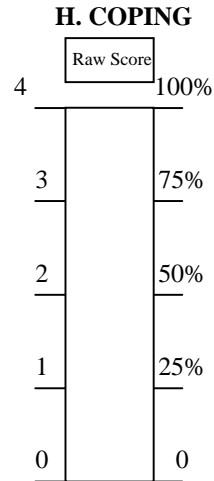
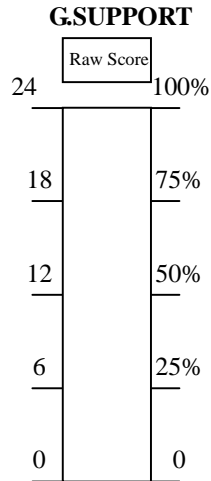
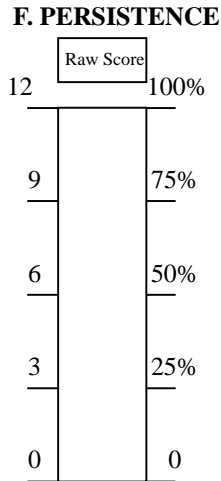
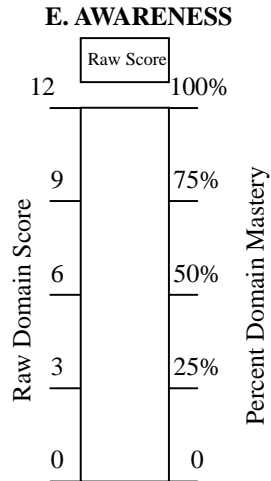
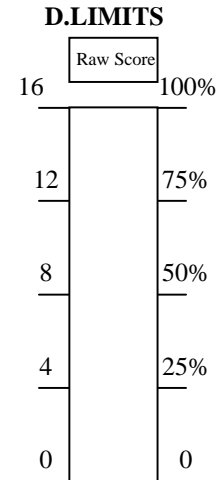
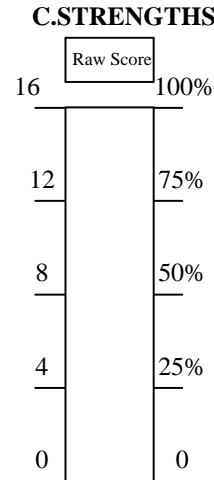
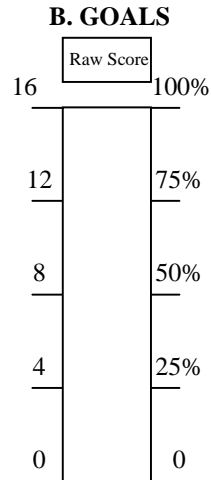
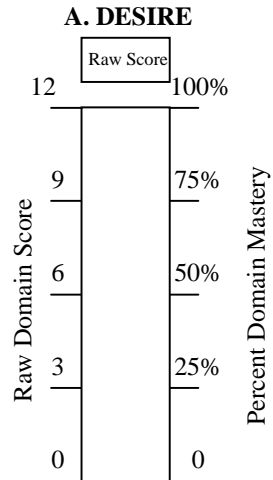
<b>L. Transition Education Involvement</b>		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
		0	1	2	3	4
L1.	Within the last year the student actively participated in educational planning meetings to discuss issues such as goals, accommodations, supports, or his/her plans of study.					
L2.	Within the last year the student discussed transition assessment results.					
L3.	Within the last year the student arranged transportation to job sites, educational settings, or social events.					

TSA Total: Items L1 + L2 + L3 \_\_\_\_\_

STUDENT \_\_\_\_\_  
 DATE \_\_\_\_\_

Instruction: (1) Transfer each total domain score to the box above each domain bar graph. (2) Find the raw score on the left column of numbers, then draw a horizontal line across the bar. (3) Fill-in bar graph from 0 to the domain score line. (4) Sum all domain total scores and place total in box at bottom of Total TSA Score graph. (5) Draw a line across graph to represent raw score, then fill-in graph to line.

**TSA PROFILE**





### Transition Success Assessment (TSA) Goal Identification Matrix

**Instructions** circle each goal that you marked “0,” “1,” “2” on the student’s transition success behaviors.

Domains	Teaching Goals					
<b>A. Desires</b>	A1. Communicate wanting to do well in school.	A2. Communicate wanting a job.	A3. Communicate wanting to live on his/her own with or without support.			
<b>B. Goals</b>	B1. Communicate an academic goal.	B2. Communicate an employment goal.	B3. Communicate a goal to where he/she would like to live after leaving high school.	B4. Use problem solving skills to attain academic, vocational, and/or independent living goals		
<b>C. Strengths</b>	C1. Communicate academic strengths.	C2. Communicate employment strengths.	C3. Communicate s independent living strengths.	C4. When the student set postschool goals, he/she considered the limits related to his/her strengths.		
<b>D. Limits</b>	D1. Communicate academic limits related to his/her disability.	D2. Communicate employment limits related to his/her disability.	D3. Communicate independent living limits related to his/her disability.	D4. When the student set postschool goals, he/she considered the limits related to his/her disability.		
<b>E. Disability Awareness</b>	E1. Talk about his/her disability.	E2. Describe his/her disability.	E3. Appropriately communicate supports or accommodations matched to disability needs.			
<b>F. Persistence</b>	F1. Pursue academic goals.	F2. Pursue employment goals.	F3. Pursue independent living goals.			
<b>G. Use of Effective Support Systems</b>	G1. Request support from a teacher or a counselor.	G2. Use support from a teacher or a counselor.	G3. Request support from classmates or friends.	G4. Use support from classmates or friends.	G5. Request support from family members.	G6. Use support from family members.
<b>H. Coping Skills</b>	H1. Cope with stress, frustration or difficulties in a constructive way.					
<b>I. Social Skills</b>	I1. Interact appropriately with other people.	I2. Have at least one friend.				
<b>J. Proactive Involvement</b>	J1. Participate in school organizations.	J2. Volunteer with community organizations.	J3. Play a positive role in the family.	J4. Play a positive role with friends.	J5. Have a paid job.	
<b>K. Making Positive Choices</b>	K1. Make positive academic choices and act on them.	K2. Make positive employment choices and act on them.	K3. Make independent living choices and act on them.			
<b>N. Transition Education Involvement</b>	N1. Actively participate in educational planning meetings.	N2. Discuss transition assessment results.	N3. Arrange transportation to job sites, educational settings, or social events			