



Assessing Transition Skills

Jim Martin

University of Oklahoma at Norman

Zarrow Center

Organize Transition Assessments by IEP Function

■ Post-Secondary Goals

- One year after graduation from high school I will
 - Work as a meat cutter, receive on-the-job training, and live at home with Mom
 - Attend local career tech center and major in welding, live at home, and work part time at body shop

■ Annual Transition Goals

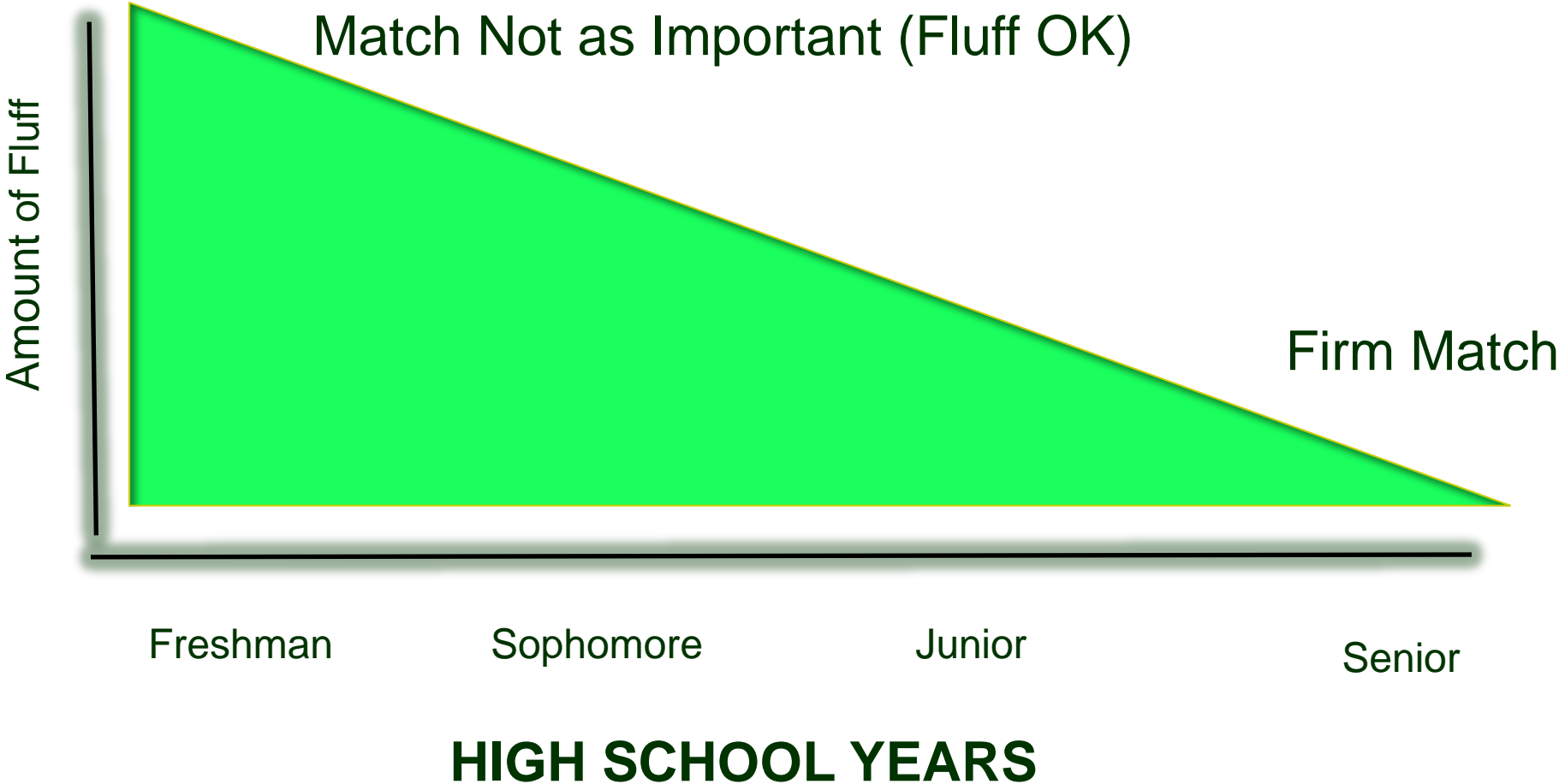
- Further Education
 - Employment
 - Independent Living
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Determining Post-Secondary Goals

- Where do I want to live after graduating from high school?
 - Where do I want to work after graduating high school?
 - Where do I want to learn how to do the job I want after graduating from high school?
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Postsecondary Goal Fluff Scale



Annual Transition Goals

- Annual transition goals are the most important part of the IEP Transition Plan
 - Also the instructional component
 - Annual transition goals often
 - not systematically developed
 - given too little attention
 - Because postsecondary goals often change, need to focus on “generalizable” annual transition goals
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Answers Become

■ Annual Transition Goals

- What do I need to learn now to live where I want after graduating from high school?
 - What do I need to learn now to work where I want after graduation from high school?
 - What do I need to learn now to get the job I want after graduating from high school?
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Non-Academic Skills for Employment and/or Further Education

- McConnell et al. (2013) identified from the research literature 8 clusters of non-academic skills associated with employment and/or further education
 - “Generalizable” employment and further education behaviors can be assessed and results used to build annual transition goals
 - A new assessment call the *Transition Assessment and Goal Generator* uses these behaviors to produce annual transition goals
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IES FUNDED TAGG DEVELOPMENT

TAGG Developed with a Grant from

- IES' National Center for Special Education Research
 - OU's Zarrow Center Endowment Funds
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Purpose and Target Group

■ Purpose

- Assess non-academic skills associated with post-school employment and further education
- To provide student strengths, needs, a written summary, and annual transition goals matched to common core standards

■ TAGG Designed to Assess

- Secondary students who plan to be competitively employed and/or enrolled in higher education after graduation
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Development of TAGG Items

- TAGG items derived from research identifying behaviors associated with post-high school employment and/or further education
 - 15 TAGG versions were created before testing began on a 10 construct, 75-item TAGG
 - Over three years 2,559 people field-tested the TAGG
 - 1,537 students, 847 parents, and 139 educators from 30 states
 - Factor Analyses on 3 Independent Samples
 - Went from 10 constructs to 8 & 75 items to 34
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TAGG Constructs

From Research Literature

- 1. Strengths and Limitations
 - 1. Disability Awareness
 - 1. Persistence
 - 1. Interacting with Others
 - 5. Goal Setting and Attainment
 - 5. Employment
 - 5. Student Involvement in the IEP
 - 6. Support Community
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Overview Continued

■ Three Versions

- Professional
- Student
- Family

■ Format

- On-line written English
 - May be printed and taken by hand, but item scores must be entered into website to produce results
 - Users may choose to listen to audio
 - Users may watch ASL videos
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Format and Reading Level

■ Format

- 8 constructs
- 34 items

Reading Levels

- Professional 10.4
 - Family 5.7
 - Student 4.8
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Cost and Purchasing Details

- Minimal Cost
 - \$3 per set (Professional, Student, Family versions)
 - Pay with Purchase Order or Credit Card
 - All funds handled by the OU Office of Technology Development
 - TAGG profiles saved for 7 years
 - Data kept on OU high-speed secure cloud servers
 - Purchased credits may be transferred to other registered TAGG users
 - Unused credits refunded for one-year after purchase
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SOME PSYCHOMETRIC FINDINGS



See *TAGG Technical Manual* Available at OU's Zarrow Center TAGG web site for more information and updates as more validity evidence becomes available.

Internal Reliability

- Generally a score between .7 and .8 is considered “good”
 - Each TAGG version has great overall internal consistency and satisfactory subscale consistency (ranging from $\alpha = .89$ to $\alpha = .95$)
 - TAGG’s Internal Reliability Measure is. . .
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Test-Retest Reliability

- Scores of .7 or higher represent good or satisfactory test-retest reliability
 - 14 weeks after the first TAGG was completed, same users completed the TAGG again.
 - A large correlation was found between the first and the second administration
 - .80 for professional TAGG
 - .70 for family TAGG
 - .70 for student TAGG
 - The TAGG has what type of test-retest reliability . . .
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Fairness Validity Evidence:

■ Impact of Gender

- No overall difference by gender
 - Some construct differences across all versions. For Instance:
 - On TAGG-S, females rated themselves higher on student involvement than males
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Fairness Validity Evidence:

■ Impact of Disability Category

- No overall significance difference by disability category
 - Different profiles exist by some disability labels
 - Students with EBD lower Interacting with Others score
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Impact of SES

- Free/reduced lunch eligibility
 - No significant differences for TAGG-P or TAGG-S. Only small differences for TAGG-F.
 - Family employment
 - No significant differences
 - Family education
 - TAGG-F - Significant differences by family education
 - Family member Master's, Ph.D. more critical than parents with lowest level of education (less than HS).
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How Close Are Scores by

■ Users?

- Medium correlations across Parent, Educator, and Student versions when assessing the same student.
 - This is considered excellent for this type of assessment
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TAGG and Self-Determination

- Medium Correlation with TAGG and AIR Self-Determination Scale
 - This implies the TAGG addresses some self-determination skills and assesses other skills, too.
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Scoring Uses Item Response Theory

- Modern method for design, analysis, and scoring
 - Preferred method when making important decisions.
 - Deciding upon annual transition goals is an important undertaking
 - Unlike typical methods it considers the difficulty of each item
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Advantages to Using IRT

- Advantages of IRT include
 - The ability to scale different item types
 - Provides a common metric for scales with different number of items
 - Weights items differentially by their validity for assessing the construct of interest
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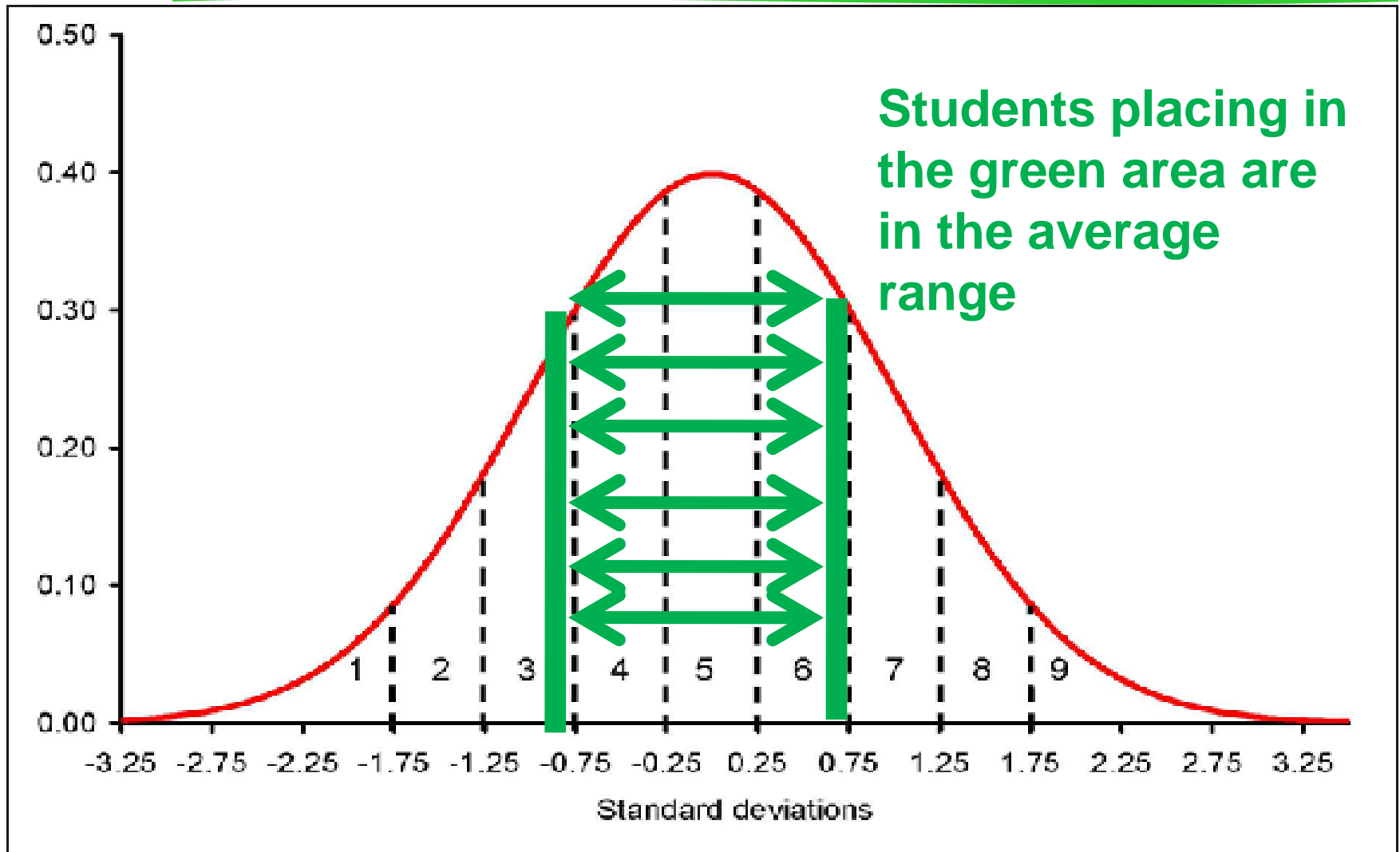
We Used a Four-Step IRT Algorithm

1. Each items is converted into common score
 2. Item difficulty built assigned to each items
 3. A within-student comparison of scale scores across constructs determines relative strengths and weaknesses
 4. A within-construct comparison of a student's scale score to item responses (e.g. difficulty) generate appropriate goals for identified weaknesses
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Stanine Scores

- The stanine transformation places scale scores into one of nine categories.
 - Each of the nine categories has a width corresponding to a half of a standard deviation on the normal curve, with the mean lying at the center of the stanine scores (i.e., score of 5)
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Scale Score to Stanine Conversion for Reporting Purposes



Examine the TAGG

■ TAGG Web Site

- <https://tagg.ou.edu/tagg/>

■ TAGG Demo

- College Professors and Researchers

- Professional Development Efforts

- Access be request only

- <https://tagg.ou.edu/demo/>

Contact Information



■ Jim Martin

- jemartin@ou.edu
 - 405-325-8951 (office)
 - 405-831-3660 (cell)
 - Zarrow Center Web Page
 - <http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>
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STUDENT BEHAVIORS ASSOCIATED WITH POST-SCHOOL EMPLOYMENT AND EDUCATION

Our research team identified behaviors and experiences associated with post-school employment and education from 35 quantitative and qualitative studies. We used a consensus process to build the constructs and exemplar lists of student behaviors and experiences. These constructs were used to develop the Transition Assessment and Goal Generator (TAGG) (Martin, Hennessey, McConnell, Terry, & Willis, 2014). Examples for each construct are listed.

Strengths and Limitations:

- Express personal strengths
- Describe personal limitations
- Explain academic situations where assistance is needed
- Describe academic situations where success is experienced

Disability Awareness:

- Report accurate information regarding one's own disability
- Express types of accommodations needed for success
- View a disability as only one aspect of life
- Explain the special education services that one receives to others

Persistence:

- Understand the importance of putting forth continued effort in school
- Work toward a goal until it is accomplished
- Utilize multiple strategies to stay on task
- Continue to work toward a goal after facing adversity

Interacting with Others:

- Maintain at least one good friend
- Successfully participate in small groups to complete projects
- Successfully participate in community organizations such as sport clubs and social groups
- Successfully interact with peers, teachers, and other adults

Goal Setting and Attainment:

- Participate in the systematic learning of goal setting and attainment
- Understand of the importance of setting and striving for goals
- Set post-school goals that match skills and interests
- Attain at least one transition goal

Employment:

- Express the desire for a job that matches career interests
- Demonstrate job readiness skills, such as being on time, completing work as assigned, and working cooperatively
- Successfully participate in a career technology or job-training program
- Obtain a paid job

Student Involvement in the IEP:

- Identify effective and ineffective accommodations
- Request additional accommodations when encountered with one that is ineffective
- Discuss post-school goals with the IEP team
- Actively lead one's IEP meeting

Support Community:

- Recognize the difference between individuals who provide a positive source of support from those who do not
- Identify situations when positive support people are needed
- Use help from positive support people only when needed and necessary
- Maintain a support network by showing appreciation or reciprocity