Key Licensure Assessment #6: Independence Skills and Transition Plan
Intervention Specialist: Moderate/Intensive – EDUC 558
Overview
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure Assessment #6, Independence Skills and Transition Plan, calls for a candidate to (1) examine the strengths and individual needs of a student with developmental disabilities identified at the moderate to intensive level for whom a transition plan has been or would be deemed appropriate, (2) create a plan of instruction to meet those needs, (3) create a comprehensive and supportive plan for transition from one developmental stage to the next, and (4) communicate with community service agencies and other community resources, as well as collaborate with parents/guardians and professionals in the development of the transition plan.

This assessment occurs in EDUC 558: Independence Skills for Students with Multiple Disabilities and is assessed by the instructor for this course.

To be admitted into clinical practice at Gateway 3, candidates must complete Key Licensure Assessments #6 - #8 (Independence Skills and Transition Plan, Intensive Behavior Intervention Project, and Functional Communication Project) with at least 80% of the major elements of the initial level CEC content standards across the three assessments rated at meets major element and no major element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)

The following major elements of Initial Level CEC Content Standards 1 - 7 are evaluated through this key licensure assessment.

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<th>Standard 1 - Major Element 1: Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</th>
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<td>Standard 1 - Major Element 2: Use knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities.</td>
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<td>Standard 2 - Major Element 5: Provide guidance and direction to paraeducators and others.</td>
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<td>Standard 3 - Major Element 7: Know principles of evidence-based practice.</td>
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<td>Standard 3 - Major Element 8: Know the issues in the organization of special education services and their relationship to the organization schools.</td>
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<td>Standard 3 - Major Element 12: Use supplementary curricular content to individualize meaningful and challenging learning to individuals with exceptionalities.</td>
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<td>Standard 4 - Major Element 14: Select, adapt, and create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, and to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.</td>
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Standard 4 - Major Element 16: Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Standard 4 - Major Element 18: Develop and implement individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

Standard 5 - Major Element 23: Regularly monitor the progress of individuals with exceptionalities in general and special curricula, and adjust instruction.

Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families.

Standard 6 - Major Element 25: Use the profession’s ethical principles and professional practice standards to reflect on and adjust their practice, and know how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.

Standard 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

3. Assessment Instrument

Independence Skills and Transition Plan Guidelines

As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.

COMPONENT I: Identification and Initial Assessment of Target Student

Identify a target student with developmental disabilities at the moderate to intensive level who is in need of developing specific independence skills. Include detailed descriptive information regarding the target student, demographic information, particulars of the disability, independence skills that are lacking, academic performance history, and any other information that leads to a clear picture of the nature and needs of the target student. The course instructor should be able to clearly picture the target student and have all pertinent information regarding her/him.

COMPONENT II: Task Analysis of Independence Skills

The identified independence skills for your target student need to be taken to class for the purpose of completing, as a class, a task analysis for each candidate’s student.

COMPONENT III: Lesson Plan Sequence/Unit Development

You are charged with developing a set of lesson plans that clearly demonstrates the incremental steps needed to produce the learning objective(s) that were determined through the task analysis process. These plans are to be broken down into “do-able” sessions that should move the target student from base-line to goal. These lessons are to guide student progress toward the identified independence skills noted in earlier assignments.
COMPONENT IV: Independence Plan

Develop a plan for maintenance of the independence skills included in the lesson plan sequence/unit. The plan is to include experiential, community, and reality-based use of the target skills. They are to serve as a logical follow-up to the lesson plan sequence/unit.

COMPONENT V: Comprehensive Transition Plan

You are to develop a comprehensive Transition Plan for your target student, including community organizations of support, support services, employment training, level of independence, and all other information that is to be included in a transition services plan. To complete this component of the assignment, the candidate is to use the model Transition Plan form and guidelines for Transition Plan development found on the edResourcesOhio.org website.