Self-Assessment and Interest Inventory Instrument
(for individuals with severe and/or profound disabilities)

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An Interest Inventory
Self-Assessment
(For Individuals with severe/profound disabilities)

Strengths: Learner, Achiever, Analytical, Self-Assurance, Includer
Goals for joining CFL

- Develop leadership skills to advance my career.
- Learn effective ways to design team and coach others.
- Build my self-confidence

Expectations being in the program

- Be able to identify where I need development and acquire necessary skills to improve in those areas.
- To understand how leadership ideas have emerged and changed over time, have an opportunity to meet leaders in the County and draw from their experiences.
- To learn how to discriminate between good and bad sources of power and between strong and weak methods of influence.
Project Goals

- Being in compliance with the Individual with Disabilities Education Act (IDEA) that every student 15 and older must have a formal transition plan with their IEPs.
- Having an assessment tool that is uniform across all clusters in the county and surrounding districts.
- Empowering our students to be involved in creating their transition plans that match their interest, goals, and values.
- Having a transition plan that reflects the correct hopes and dreams of students.
- Making the transition plan student-centered.
- Taking guess work away from teachers.
Components of an IEP Transition Plan

- Describe how the student participated in the process.
- State the age-appropriate transition instrument used.
- State the student’s post-secondary training or educational interest.  
  *(Include activities and goals to support it.)*
- State the student’s post-secondary employment interest.  
  *(Include activities and goals to support it.)*
- State the student’s independent living interest.  
  *(Include activities and goals to support it).*
Things I like to do at school

- Math
- Reading
- Writing
- Computer
- Art
- Sandwiches
Things I want to do when I’m done with school

Adult Day Program

Gardening

Get a job
Things I want to do when I’m done with school

- Trade School
- On the job training
- College
Things I like to work with.....

Animals  Computers  Cars
Things I like to work with.....

People

Plants

Papers
Things I like to work with.....

Cleaning

Food

Laundry
Where I would like to work when I’m done with school

Restaurant

Store

Factory
Where I would like to work when I’m done with school

Farm

Office

Hospital
I like to work........

Sitting

Standing

Moving
I would like to wear...... to work

Uniform

Normal clothes

Dress clothes
I would like to work in the .......
I would like to live.....

With my family

With friends

Alone
Where I would like to live when I’m done with school, I would like to live in ........
What can I do by myself

- Get dressed
- Make food
- Take shower
What can I do by myself

Brush teeth

Do laundry

Buy groceries
How do I get around

Drive

Ride with someone

Take public transportation
How do I get around

Walk

Ride a bike
Challenges

• Unable to get the input of districts post-secondary teachers.
• Not enough time to test project.
• Not enough time to collaborate with all post secondary teachers in SCCOE and NPS.
Next Step

- Test instrument tool for validity and reliability.
- Get input/feedback from principals and more post-secondary teachers.
- Integrate technology into the assessment instrument.
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