



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)

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 students 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 involve 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.

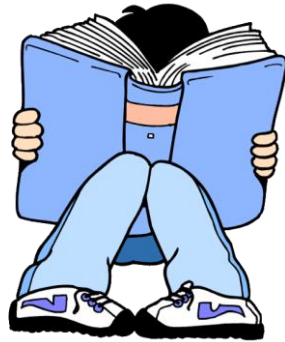
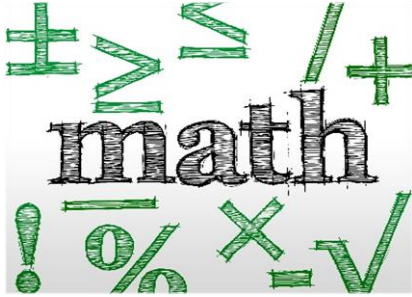


Components of an IEP Transition Plan

- 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



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

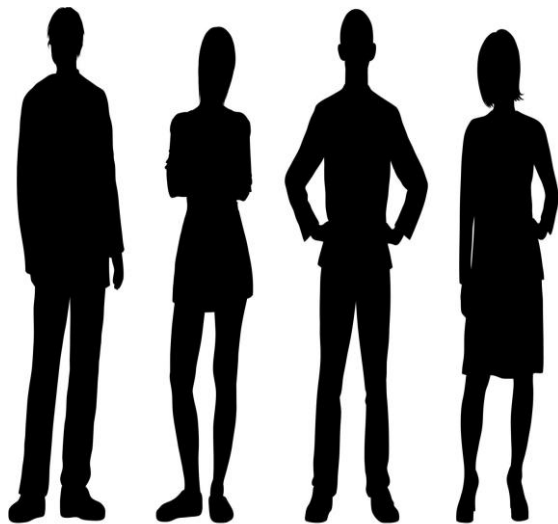


I like to work.....

Sitting



Standing



Moving



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

Uniform



Normal clothes



Dress clothes



I would like to work in the

Morning



Afternoon



Night

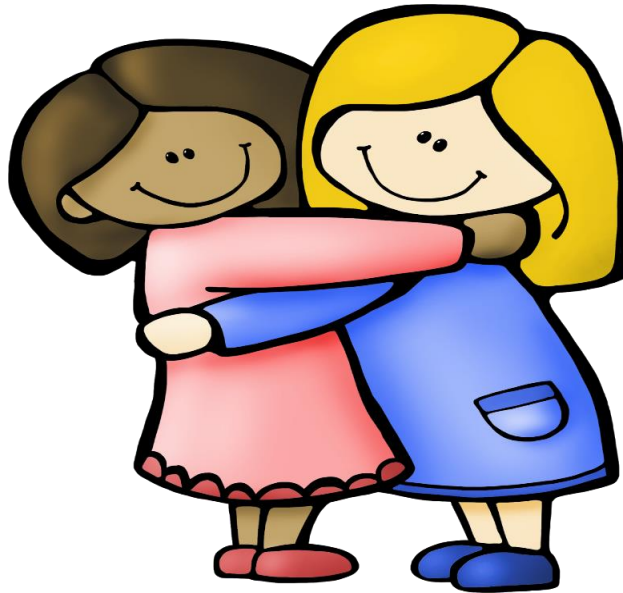


I would like to live.....

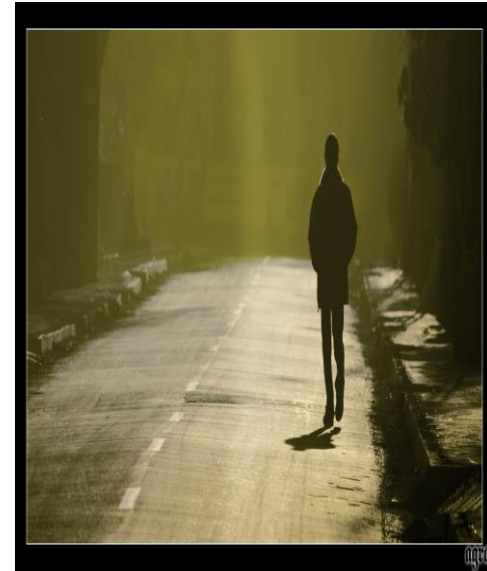
With my family



With friends



Alone



Where I would like to live when I'm done with school, I would like to live in

An apartment



House



Group Home



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.



Special Thanks

- **Dr. Mary Ann Dewan** for allowing the CFL program in the county.
- **Dr. Demerris Brooks** for her guidance and leadership throughout the entire process.
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- **My colleagues in the cohort** for their input and helpful suggestions during our monthly meetings.
- **Guests at this presentation** for taking the time out of their busy schedules to be here to listen to our presentations.

