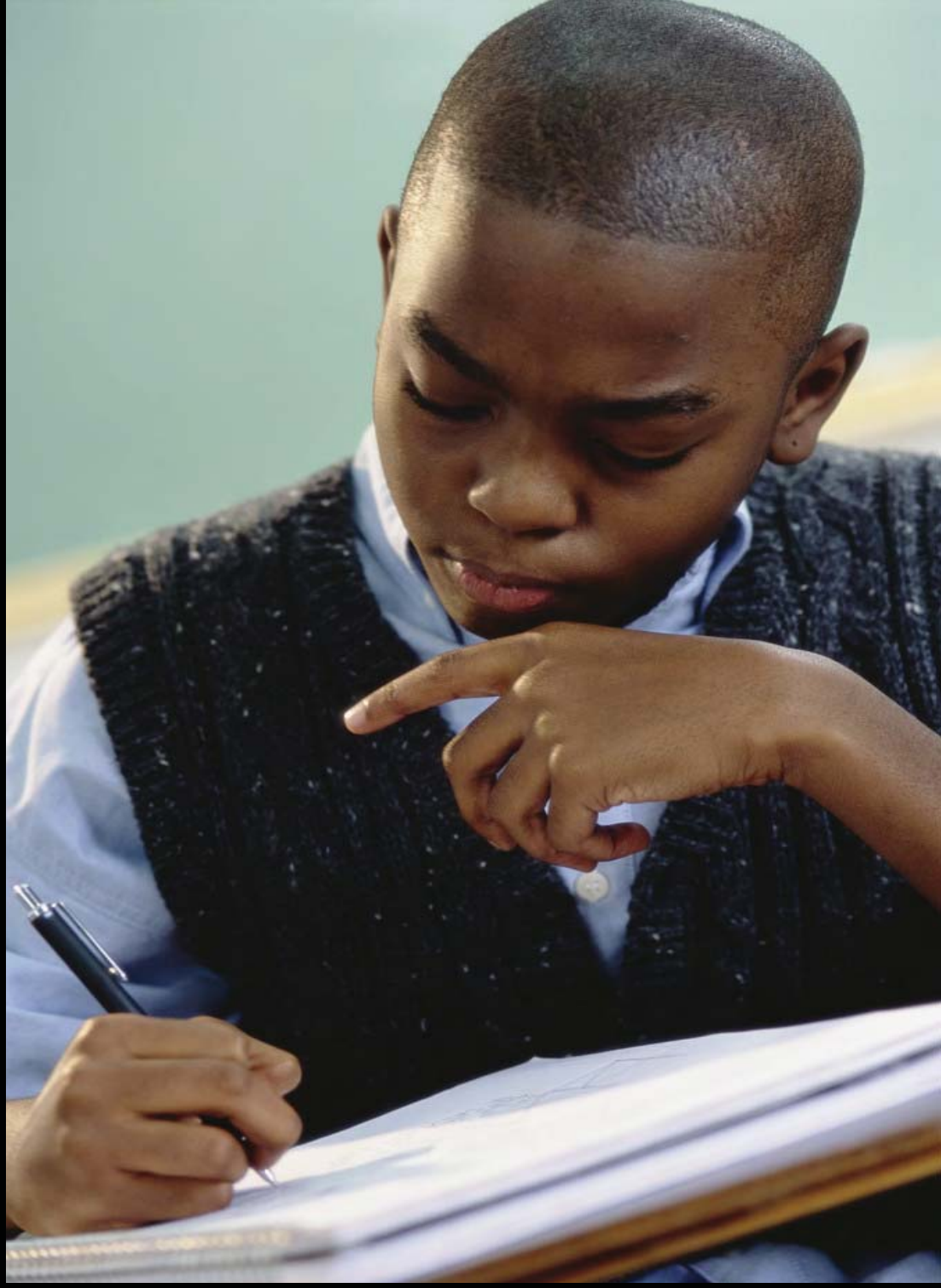


2008



# Transition Assessment Resource Manual

This resource manual was created in collaboration with the Connecticut State Department of Education, Bureau of Special Education, the State Education Resource Center and the Connecticut Transition Task Force.

# **Acknowledgements**

**Sincere thanks to:**

**Connecticut Transition Task Force  
Transition Assessment Subcommittee**

*Karen Stigliano*, State Education Resource Center (SERC) - Chairperson

*Rose McGurkin Fuhr*, Simsbury Public Schools

*Ann Mallin*, Capitol Regional Education Council (CREC), Serving  
Regional School District 13, Cromwell, and Rocky Hill Public Schools

*Joe Prignano*, Vernon Public Schools

*Liz Rafalowsky*, South Windsor Public Schools

*Carol Stocks Prandy*, Transition Consultant

**Thanks to Patricia Anderson, Education Consultant, from the State  
Department of Education.**

**Staff from SERC (State Education Resource Center)**

*Susan Cohen*, Library Associate

*Donna Lee Rulli*, Unit Coordinator

*Stacy Rosay*, Unit Coordinator

*Cortney Sharpe*, Senior Project Assistant

*Jodylynn Talevi*, Technology Associate

Disclaimer: The Connecticut Transition Task Force neither endorses nor opposes the use of the included assessment materials. This manual serves as a resource to assist students, educators, family members and local and state agency representatives in identifying the strengths, interests and preferences that are unique to each student.

This manual is copyright free. Please cite the Connecticut Transition Task Force, Transition Assessment Resource Manual, (2008) when using these materials.

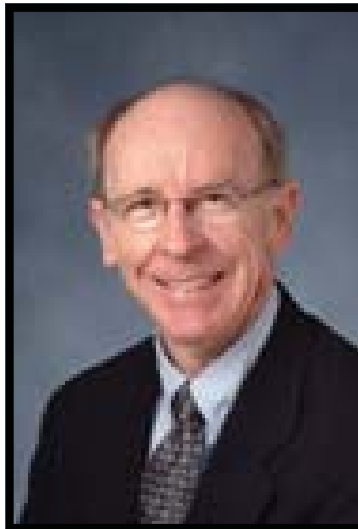
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# Dedication

This resource manual is dedicated to

*Dr. Gary Clark*  
*University of Kansas*



For his lifelong commitment and contributions to the field of special education. Of special significance are his foresight and vision in the areas of transition and assessment.

## *Defining Transition Assessment*

Transition assessment is an ongoing process of gathering information that will help students, educators, and family members make informed decisions about life, during and after high school.

All individuals experience many transitions throughout their lives and students are no exception to the rule. Students need to gain competence in critical key areas, especially during the middle and high school years, including:

- Academics
- Self-advocacy
- Self-determination
- Communication
- Social skills
- Health
- Obtaining and maintaining employment
- Independent living
- Activities of daily living
- Technology
- Postsecondary education options; college and/or training

The results in a student's transition assessment will fuel the development of meaningful goals and objectives on the IEP (Individualized Education Program). Functional literacy and numeracy, basic computer competence and self-advocacy are foundational skills that each student needs to learn.

The purpose of transition assessment is to identify a student's strengths, preferences, interests, and needs and then assimilate these findings into a rigorous school program complete with realistic postsecondary goals, a challenging course of study, practical real-life community experiences, extra-curricular activities, and paid work, as appropriate, for an individual student. What and how many different transition assessments will be used will vary from student to student. The findings of one assessment, for example, may indicate the need for another assessment in an area that the initial assessment identified. No one size fits all.

One's preferences and interests also may change over time. Transition assessment will guide a student from self awareness to career awareness to career exploration and ultimately, to career decision making. At any time along this continuum, a student may discover an interest, previously unexplored, that may lead to a new postsecondary goal. A student may also change his/her mind several times during the high school years when given the opportunity to explore various post-school options.

A student's race, culture and ethnicity are important factors to consider when selecting transition assessment tools. What is the student's primary language and what languages are spoken in the home? How does the student's family or culture value success in the home, workplace and the community?

The answers to these questions will provide valuable information when identifying and matching a student's strengths, needs, preferences and interests to goals for college, training, employment, independent living and/or community participation. As educators we must make the time to get to know our culturally and linguistically diverse youth and their families. Having an awareness of and respect for the richness of cultural diversity are essential in selecting appropriate transition assessment tools.

What do you want to do when you graduate from high school? As each student completes a variety of transition assessments the answer to this question will hopefully change from "I don't know" . . . to "I'm not sure" . . . to identifying one or more postsecondary goals.

Transition assessment opens doors and expands possibilities for life after high school. Transition assessment creates choices, based upon informed decision making and a student's hopes and dreams for the future.

Communication is a critical key to understanding. In the development of this resource manual, research was conducted to find assessment tools that are:

- User friendly for non-readers or require a low level reading ability;
- Available in different languages;
- Available in alternative (print) formats; and
- Useful with a diversity of cultures and disabilities.



# IDEA 2004 Regulations

Effective October 13, 2006 from the Federal Register dated August 14, 2006

## Sec. 300.43 Transition Services

- (a) Transition services means a coordinated set of activities for a child with a disability that -
  - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
  - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes -
    - (i) Instruction;
    - (ii) Related services;
    - (iii) Community experiences;
    - (iv) The development of employment and other post-school adult living objectives; and
    - (v) if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34))

## Sec. 300.320 Definition of individualized education program.

- (a) General. As used in the part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. 300.320 through 300.324, and that must include -
  - (1) A statement of the child's present levels of academic achievement and functional performance . . .
  - (2) (b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -
    - (1) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
    - (2) the transition services (including courses of study) needed to assist the child in reaching those goals.

(Authority: 20 U.S.C. 1414 (d)(1)(a) and (d)(6))

- (2) If the child does not attend the IEP team meeting the public agency must take other steps to ensure that the child's preferences and interests are considered.

(Authority: 20 U.S.C. 1414 (d)(1)(B) - (d)(1)(D))

**Sec. 300.324 Development, review and revision of IEP.**

- (a) Development of IEP - (1) General. In developing each child's IEP, the IEP Team must consider -
- (i) The strengths of the child;
  - (ii) The concerns of the parents for enhancing the education of their child;
  - (iii) The results of the initial or most relevant evaluation of the child; and
  - (iv) the academic, developmental, and functional needs of the child.

(Authority: 20 U.S.C. 1412 (a)(1), 1412 (a)(12)(A)(i), 1414 (d)(3), (4)(B), and (7); and 1414 (e))

# Transition Assessment Tools

		Employment	Postsecondary Education/Training	Independent Living Skills/Activities of Daily Living	Community Participation	Health	Self Determination/ Self Advocacy	Communication	Social Skills/Interpersonal Relationships
	AAMR Adaptive Behavior Scale (ABS-S:2)	X		X	X			X	X
	AAMR Supports Intensity Scale (SIS)	X	X	X	X	X	X		X
L	Ability Explorer (AE)	X	X						
	AccuVision Workplace Success Skills	X							
L	Ansell-Casey Life Skills Assessment (ACLSA)	X		X	X	X	X	X	X
	Arc's Self-Determination Scale						X	X	X
	Armed Services Vocational Aptitude Battery (ASVAB)	X	X						
L	Ashland Interest Assessment	X	X						
	Assistive Technology Protocol for Transition Planning	X	X	X	X	X		X	
	Barriers to Employment Success Inventory (BESI)	X	X						
	Barsch Learning Style Inventory	X	X					X	
	Becker Work Adjustment Profile (BWAP)	X							
L	Basic Skills Locator Test	X	X						
LR	BRIGANCE® Diagnostic Employability Skills Inventory	X							
LR	BRIGANCE® Diagnostic Inventory of Essential Skills	X	X					X	X
LR	BRIGANCE® Diagnostic Life Skills Inventory			X	X	X		X	
	Building a Bridge	X	X	X	X	X	X	X	X
L	Campbell Interest and Skill Survey (CISS)	X	X						
L	Career Ability Placement Survey (CAPS)	X	X						
R	Career Assessment Inventory™ (CAI)	X	X						
	Career Assessment Battery (CAB)	X	X						
LV	Career Cruising	X	X						
	Career Decision-Making System	X	X						
L	Career Directions Inventory (CDI)	X	X						
L	Career Exploration Inventory, Third Edition (CEI)	X	X						

R= Reading free or reading ability up to sixth grade  
L= More than one language  
V= Video or CD

# Transition Assessment Tools

		Employment	Postsecondary Education/Training	Independent Living Skills/Activities of Daily Living	Community Participation	Health	Self Determination/ Self Advocacy	Communication	Social Skills/Interpersonal Relationships
	Career Focus 2000 Interest Inventory	X	X						
L	The Career Key	X	X						
	Career Planning Survey	X	X						
LR	Career Scope 8.0 - Career Assessment and Reporting System	X	X						
LV	Choices CD	X	X						
	College Survival and Success Scale™ (CSSS)		X						
	COPSystem Career Measurement Package	X	X						
LR	COPSystem Picture Inventory of Careers (COPS-PIC)	X	X						
R	Crawford Small Parts Dexterity Test	X							
	Culture-Free Self-Esteem Inventories, Third Edition						X		X
	Employment and Career Planning	X	X						
	Enderle-Severson Transition Rating Scales (ESTRS)	X	X	X	X				X
LRV	Envision Your Career	X	X						
	EXPLORE Program	X	X						
	Functional Independence Skills Handbook (FISH)	X		X				X	X
	Functional Skills Screening Inventory	X	X	X	X			X	X
	Harrington-O'Shea Career Decision-Making System-R	X	X						
LR	IDEAS: Interest Determination Exploration and Assessment System™	X	X						
	Independent Living and Community Participation			X	X		X		X
	Informal Assessments for Transition Planning	X	X	X	X	X	X	X	X
	Job-O Enhanced, Second Edition	X	X						
	Job Observation and Behavior Scale (JOBS)	X		X					X
	Job Observation and Behavior Scale: Opportunity for Self-Determination (JOBS: OSD)	X		X			X		X
	Job Search Knowledge Scale (JSKS)	X							
	Kuder Career Planning System	X	X						

**R**= Reading free or reading ability up to sixth grade  
**L**= More than one language  
**V**= Video or CD



# Transition Assessment Tools

		Employment	Postsecondary Education/Training	Independent Living Skills/Activities of Daily Living	Community Participation	Health	Self Determination/ Self Advocacy	Communication	Social Skills/Interpersonal Relationships
	LCCE Knowledge and Performance Batteries (Life Centered Career Education)	X		X	X	X			X
LRV	Learning/Working Style CD	X	X						
	Magellan Career Assessment	X	X						
LRV	Microcomputer Evaluation of Careers and Academics (MECA)	X	X				X		
LR	Minnesota Importance Questionnaire	X	X						
	O*NET Career Exploration Tools	X	X						
RV	Pictorial Inventory of Careers-DV 2000 (PIC)	X							
RV	Picture Interest Career Survey (PICS)	X	X						
	Practical Assessment Exploration System (PAES)	X		X					
	Quality of Life Questionnaire (QLQ)						X		X
R	Reading-Free Vocational Interest Inventory (R-FVII: 2)	X	X						
	Responsibility and Independence Scale for Adolescents (RISA)	X		X	X			X	X
	Scales of Independent Behavior								
	School-to-Work Career Survey	X	X						
	Self-Directed Search	X	X						
	Short Employment Tests	X							
R	Sixteen Personality Factor Questionnaire								X
	Social Skills Rating System						X	X	X
	Socio-Sexual Knowledge and Attitudes Assessment Tool (SSKAAR-R)					X			X
	Street Survival Skills Questionnaire (SSSQ)	X		X	X	X			
R	Talent Assessment Program (TAP)	X							
	Transition Behavior Scale-2 (TBS)	X		X	X				X
LR	Transition Planning Inventory (TPI)	X	X	X	X	X	X	X	X
	Transition Skills Inventory (TSI)	X	X	X	X				
	Transition-to-Work Inventory (TWI)	X	X						

R= Reading free or reading ability up to sixth grade  
L= More than one language  
V= Video or CD

# Transition Assessment Tools

		Employment	Postsecondary Education/Training	Independent Living Skills/Activities of Daily Living	Community Participation	Health	Self Determination/ Self Advocacy	Communication	Social Skills/Interpersonal Relationships
	Vineland Adaptive Behavior Scale (VABS)	X		X	X			X	X
	Vocational Adaptation Rating Scales	X	X					X	X
LR	Voc-Ties	X	X						
	Walker-McConnell Scale of Social Competence and School Adjustment						X		X
LR	Wide Range Interest and Occupation Test (WRIOT2)	X							
	Wonderlic Basic Skills Test	X	X						
	WorkMate	X							
	The World of Work and You	X	X						
RV	Your Employment Selection (YES)	X	X						

**R**= Reading free or reading ability up to sixth grade  
**L**= More than one language  
**V**= Video or CD

### Assessment Name

***AAMR Adaptive Behavior Scale-School, Second Edition (ABS-S: 2)***

### Target Audience

Ages 3-18

Students with developmental disabilities; autism-adaptive behavior characteristics or with behavior disorders

### Features

**Administration time:** 15-30 minutes; individual

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The scale is divided into two parts. Part One focuses on personal independence and is designed to evaluate coping skills considered important to independence and responsibility in daily living. Part One: Independent Functioning; Physical Development; Economic Activity; Language Development; Numbers and Time; Prevocational/Vocational Activity; Self-Direction; Responsibility; and, Socialization.

Part Two contains content related to social maladaptation. The behaviors in Part Two are assigned to seven domains which measure adaptive behaviors relating to the manifestation of personality and behavior disorders. Part Two: Social Behavior, Conformity, Trustworthiness, Stereotyped and Hyperactive Behavior, Self-Abusive Behavior, Social Engagement and Disturbing Interpersonal Behavior.

### Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

### SERC Library

Yes

**Assessment Name**

*AAMR Supports Intensity Scale (SIS)*

**Target Audience**

Ages 16-70+  
Developmental disabilities

**Features**

**Administration time:** 60 minutes

**Language other than English:** None

**Scoring:** Self-scoring and computer scoring available

**Description:** Designed to plan meaningful supports for a person with an intellectual disability.

**Contact/Purchase Information**

**SERC Library**

**American Association on Mental Retardation  
(AAMR)**  
444 North Capitol Street, NW  
Suite 846  
Washington, DC 20001  
(301) 604-1340  
aamr@pmds.com

Yes



### Assessment Name

*Ability Explorer (AE), Second Edition*

### Target Audience

Level 1: Grades 6-9  
Level 2: Grades 9-12

### Features

**Administration time:** 20 minutes; individual/group

**Language other than English:** Spanish

**Scoring:** Self-scoring or self-interpreting; detailed information on interpreting results and using activities can be found on the “Ability Explorer Professional Resources CD-Rom,” that is sold separately by JIST Publishing.

**Description:** Matches 14 work-related abilities with careers, courses and activities for future planning.

### Contact/Purchase Information

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
www.jist.com

### SERC Library

Yes

**Assessment Name**

***AccuVision Workplace Success Skills***

**Target Audience**

16 years and older  
Learning disabilities

**Features**

**Administration time:** 1 hour and 50 minutes (for all five sections)

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** The Workplace Success Skills System is a computer-based tool designed to measure the skills necessary for success in entry-level hourly jobs in a variety of industries including manufacturing, industrial and service trades. The skills measured by this system include: facilitation, influence, commitment to quality, customer service orientation, problem solving and listening.

**Other:** Not available in paper format. There is a registration fee for system access via website. This indicator has five distinct sections which can be administered alone or in combination with other sections.

**Contact/Purchase Information**

**SERC Library**

**The Resource Connection**  
525 Sheridan Boulevard  
Orlando, FL 32804  
(407) 426-0511  
www.resourceconnection.com

No

## Assessment Name

### *Ansell-Casey Life Skills Assessment (ACLSA)*

## Target Audience

Level 1: 8-9 years  
Level 2: 10-12 years  
Level 3: 13-15 years  
Level 4: 16+ years

## Features

**Administration time:** 15-30 minutes

**Language other than English:** Spanish; French

**Scoring:** Computer scoring

**Description:** The ACLSA is an evaluation of youth independent living skills. It consists of statements about life skills that the youth and caregiver complete. The following life skill areas are assessed: career planning, communication, daily living, home life, house and money management, self-care, social relationships, work life and study skills.

**Other:** Web-based tools are free and can be accessed at [caseylifeskills.org](http://caseylifeskills.org). Free technical support available on-line at [aclsa@casey.org](mailto:aclsa@casey.org).

Assessment supplements available for those with specific life skill needs.

## Contact/Purchase Information

**Casey Family Programs**  
1300 Dexter Avenue North  
Floor 3  
Seattle, WA 98109  
(206) 282-7300  
[www.casey.org](http://www.casey.org)

## SERC Library

Yes - online

## Assessment Name

***ARC's (Association for Retarded Citizens) Self-Determination Scale***

## Target Audience

Students in grades 9-12  
Mild cognitive and learning disabilities

## Features

**Administration time:** Varies

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The ARC Self-Determination Scale is a student self-report measure of self determination. The 72-item scale measures overall self-determination and the domain areas of autonomy, self regulation, psychological empowerment and self-realization.

The scale can be completed by a student independently or it can be read to the student. The scale can be administered to 15 students at one time, provided students' reading abilities warrant this and there are enough persons to provide necessary support to students during scale administration.

## Contact/Purchase Information

## SERC Library

**The ARC of the United States**  
500 East Border Street  
Suite 300  
Arlington, TX 76010  
(817) 261-6003  
or  
**Council for Exceptional Children**  
1920 Association Drive  
Reston, VA 20191-1589  
(888) 232-7323

No

**Assessment Name**

***Armed Services Vocational Aptitude Battery (ASVAB)***

**Target Audience**

Students in grades 10-12  
Mild learning disabilities

**Features**

**Administration time:** 180 minutes

**Language other than English:** None

**Scoring:** Self-scoring and computerized versions available

**Description:** The ASVAB test is intended “for use in educational and vocational counseling and to stimulate interest in job and training opportunities in the Armed Forces.”

The “High School Version” is commonly given to sophomores, juniors and seniors through a cooperative program between the Department of Defense and the Department of Education.

**Other:** The ASVAB Program is free of charge to participating schools. A test administrator and test proctor are provided for each test session through the United State Military Entrance Processing Command.

**Contact/Purchase Information**

**SERC Library**

**United States Military Entrance Processing  
Command**  
2500 Green Bay Road  
North Chicago, IL 60064  
(800) 323-0513

No

Local: Springfield MEPS  
551 Airlift Drive  
Westover ARB  
Chicopee, MA 01022  
(413) 593-9482  
www.asvabprogram.com

**Assessment Name**

*Ashland Interest Assessment*

**Target Audience**

Ages 15+  
Physical, emotional, cognitive, or psychiatric disabilities

**Features**

**Administration time:** 35 minutes  
**Language other than English:** French  
**Scoring:** Self-scoring or computer scoring

**Description:** A career interest inventory for individuals with disabilities, it consists of 144 pairs of work-related activities requiring respondents to choose which activities they prefer, corresponding to 12 occupational groups.

**Contact/Purchase Information**

**SERC Library**

**Sigma Assessment Systems, Inc.**  
511 Fort Street, Suite 435  
P.S. Box 610984  
Port Huron, MI 48061  
(800) 265-1285  
[www.sigmaassessmentsystems.com](http://www.sigmaassessmentsystems.com)

Yes

**Assessment Name**

*Assistive Technology Protocol for Transition Planning*

**Target Audience**

Ages 14 through high school graduation

**Features**

**Administration time:** 30-40 minutes, individual

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** A student's assistive technology needs are assessed in the areas of daily living, transportation, tolerance, mobility, communication, computer access and literacy.

**Contact/Purchase Information**

**SERC Library**

Copies can be downloaded from:  
**WATI (Wisconsin Assistive Technology Initiative)**  
[www.wati.org](http://www.wati.org)

No

### Assessment Name

***Barriers to Employment Success Inventory (BESI), Second Edition***

### Target Audience

High school students to adults  
Eighth grade reading level

### Features

**Administration time:** 20-30 minutes, individual

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The *Barriers to Employment Success Inventory (BESI)* is a self-assessment tool that helps individuals to identify barriers and challenges to obtaining and succeeding on a job. It is comprised of 50 items rated on a four-point scale. The *BESI* assesses the following factors which may act as barriers to employment: personal, physical and psychological, career planning, job seeking skills, education and training.

### Contact/Purchase Information

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478

### SERC Library

No



## Assessment Name

### *Barsch Learning Style Inventory (Revised)*

## Target Audience

Ages 14 through adult  
Appropriate for all students

## Features

**Administration time:** 10 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The Barsch Learning Style Inventory is an informal, self-reporting instrument that provides a high school or college-level student with an indication of the relative strengths and weaknesses in learning through different sensory channels: auditory, visual, and kinesthetic. It is especially useful for assessing the unique learning styles of students with learning disabilities.

## Contact/Purchase Information

**Academic Therapy Publications**  
20 Commercial Boulevard  
Novato, CA 94949  
(800) 422-7249  
[www.academictherapy.com](http://www.academictherapy.com)

## SERC Library

Yes

## Assessment Name

### ***Becker Work Adjustment Profile - Second Edition (BWAP-2)***

## Target Audience

Ages 12 through adult  
Intellectual disabilities, learning disabilities, emotional disabilities and physical disabilities

## Features

**Administration time:** Less than 20 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The BWAP-2 is a practical and easy-to-use tool that assesses an individual's work adjustment in four work related areas: 1) Work Habits/Attitudes; 2) Interpersonal Relations; 3) Cognitive Skills; and 4) Work Performance Skills. It provides information about an individual's overall work competency and suggests the supports that are needed.

The BWAP-2 helps determine in which work programs an individual will be successful: 1) Daycare; 2) Work Activity; 3) Low Sheltered; 4) High Sheltered; 5) Transitional; and 6) Community-Competitive.

The BWAP-2 also determines the domains requiring supports and level of assistance: limited, low, moderate, high, or extensive work supports an individual will need to be successful.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757-6897  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes

**Assessment Name**

***Basic Skills Locator Test***

**Target Audience**

All students in secondary transition

**Features**

**Administration time:** Less than 45 minutes

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** This test is designed to assess a student’s functional skill levels in math and language. Correlated to the Department of Labor’s math and language hierarchy, the Basic Skills Locator Test generates a reliable snapshot of a student’s current General Education Development (GED) and grade levels.

**Other:** Scores may be compared to math and language requirements in selected career areas.

**Contact/Purchase Information**

**SERC Library**

Piney Mountain Press, Inc.  
PO Box 986  
Dahlongega, GA 30533  
(800) 255-3127  
www.pineymountain.com

Yes

### Assessment Name

***BRIGANCE<sup>®</sup> Diagnostic Employability Skills Inventory***

### Target Audience

Secondary students  
All disabilities; English as Second Language (ESL) students  
Third grade through high school reading level

### Features

**Administration time:** 10-20 minutes; individual

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** The Employability Skills Inventory is designed to assess employability and basic skills in the context of job seeking or employment situations. Areas assessed include reading, math, pre-employment writing, career awareness and self understanding.

### Contact/Purchase Information

### SERC Library

**Curriculum Associates, Inc.**  
153 Rageway Road  
North Billerica, MA 01862  
(800) 225-0248  
[www.curriculumassociates.com](http://www.curriculumassociates.com)

Yes

### Assessment Name

***BRIGANCE<sup>®</sup> Diagnostic Inventory of Essential Skills***

### Target Audience

Grades 6 & up  
Can be used with adult learners  
All disabilities

### Features

**Administration time:** Varies

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** The Inventory of Essential Skills is used to assess both academic and life skills. Academic skills include reading, language arts, math and study skills. Life skill assessments include food and clothing, money and finance, travel and transportation and communication and telephone skills.

**Other:** New “Goals and Objectives” CD is available for purchase.

### Contact/Purchase Information

### SERC Library

**Curriculum Associates, Inc.**  
153 Rageway Road  
North Billerica, MA 01862  
(800) 225-0248  
[www.curriculumassociates.com](http://www.curriculumassociates.com)

Yes

## Assessment Name

### ***BRIGANCE<sup>®</sup> Diagnostic Life Skills Inventory***

## Target Audience

Secondary students  
All disabilities, English as Second Language (ESL) students

## Features

**Administration time:** 10-20 minutes per area

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** The BRIGANCE Diagnostic Life Skills Inventory was designed to evaluate “listening, speaking, reading, writing, comprehending and computing skills within the context of everyday situations.” It will assess basic skills and functional life skills in the context of real world situations. Areas include money and finance, functional writing, food, clothing, health, words on common signs and warning labels, telephone and travel and transportation.

**Other:** New “Goals and Objectives” CD is available for purchase.

## Contact/Purchase Information

## SERC Library

**Curriculum Associates, Inc.**  
153 Rageway Road  
North Billerica, MA 01862  
(800) 225-0248  
[www.curriculumassociates.com](http://www.curriculumassociates.com)

Yes

## Assessment Name

***Building A Bridge***

## Target Audience

Ages 14-21  
All disabilities

## Features

**Administration time:** None listed

**Language other than English:** Spanish

**Scoring:** Self-scoring

**Description:** This manual provides invaluable information that will help teachers, parents, and students set meaningful transition goals for life after high school. There are assessment checklists of skills in the major areas of transition, including: postsecondary education/training, employment, social skills, self-advocacy, assistive technology, recreation, leisure and independent living.

**Other:** Written by Connecticut's Transition Task Force. This manual was revised in 2007.

## Contact/Purchase Information

## SERC Library

**Transition Initiative**  
**SERC-State Education Resource Center**  
25 Industrial Park Road  
Middletown, CT 06457-1520  
(860) 632-1485  
[www.ctserc.org](http://www.ctserc.org)  
[www.sde.ct.gov](http://www.sde.ct.gov)

Yes

**Assessment Name**

***Campbell Interest and Skill Survey (CISS)***

**Target Audience**

15+ years  
Sixth grade reading level

**Features**

**Administration time:** 25 minutes

**Language other than English:** Spanish

**Scoring:** Computer scoring, mail-in, internet or optical scan

**Description:** The CISS measures self-reported vocational interests and skills. The CISS scales reflect an individual's interest in specific occupations. Survey is given as paper and pencil or on-line.

**Contact/Purchase Information**

**Pearson Assessments**  
5605 Green Circle Drive  
Minneapolis, MN 55343  
(800) 627-7271  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

**SERC Library**

Yes  
(starter kit only)



## Assessment Name

### *Career Ability Placement Survey (CAPS)*

## Target Audience

Grades 7 to adult  
All disabilities

## Features

**Administration time:** 50 minutes

**Language other than English:** Spanish

**Scoring:** Self-scoring, computer scoring software available

**Description:** CAPS is designed to measure the cognitive abilities required for entry level jobs in fourteen occupational clusters. CAPS consists of eight, five-minute tests: mechanical reasoning, spatial relations, verbal reasoning, language usage, word knowledge, perceptual speed and accuracy, manual speed and dexterity, and mathematical ability.

**Other:** Compatible assessments: COPS Interest Inventory and COPES Work Values Survey can be used in conjunction with CAPS for a comprehensive vocational assessment.

## Contact/Purchase Information

**EdITS**  
P.O. Box 7234  
San Diego, CA 92167  
(800) 416-1666  
www.edits.net

## SERC Library

Yes

### Assessment Name

***Career Assessment Inventory™ - Vocational Version (CAI)***

### Target Audience

Students 15 years and older  
Sixth grade reading level

### Features

**Administration time:** 30-35 minutes

**Language other than English:** None

**Scoring:** CD software, mail-in scoring service, and optical scan scoring

**Description:** A vocational interest assessment tool for students planning to enter occupations requiring two years or less of postsecondary training. An enhanced version is available which includes careers involving at least four years of postsecondary training.

### Contact/Purchase Information

**Pearson Assessments**  
5601 Green Valley Drive  
Bloomington, MN 55437  
(800) 627-7271  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

### SERC Library

Yes

**Assessment Name**

***Career Assessment Battery Multimedia CD  
(CAB)***

**Target Audience**

All populations. Includes at-risk, special needs, college prep and tech prep

**Features**

**Administration time:** Varies

**Language other than English:** None

**Scoring:** CD generated

**Description:** Self-directed inventory considers a broad range of factors including: work areas, work activities, aptitudes, work situations, indoor/outdoor, physical skills, work load, education level, math/language, data/people/things, work environment, and school subjects. Results may be printed, saved or edited at any time.

**Other:** The CAB correlates to the Dictionary of Occupational Titles (DOT), Guide for Occupational Exploration (GOE), Occupational Information Network (O\*NET) and Occupational Outlook Handbook (OOH) and contains over 1000 occupations in its database.

**Contact/Purchase Information**

**SERC Library**

Piney Mountain Press, Inc.  
PO Box 986  
Dahlonega, GA 30533  
(800) 255-3127  
www.pineymountain.com

Yes

## Assessment Name

*Career Cruising*

## Target Audience

High school students to adults

## Features

**Administration time:** None listed

**Language other than English:** Spanish

**Scoring:** Self-scoring

Administrative features of this system allow educators to track student progress and generate reports.

**Description:** A complete interactive guidance system including: assessment tools, occupation profiles, and postsecondary education information that helps students through the career awareness, exploration, and planning process. Over 900 video clips are provided including interviews with professionals in identified fields of work. The audio component is closed captioned.

## Contact/Purchase Information

**Career Cruising**  
115 Danforth Avenue  
Suite 203  
Totonto, ON MAK  
(800) 965-8541, ext. 33  
[www.careercruising.com](http://www.careercruising.com)

## SERC Library

No

**Assessment Name**

***Career Decision-Making System Revised***

**Target Audience**

Middle school students to adults

**Features**

**Administration time:** 45 minutes; individuals/group

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** An interest inventory that provides an assessment of career interests, job choices, school subjects, future plans, values and abilities.

**Contact/Purchase Information**

**SERC Library**

**American Guidance Service, Inc.**

4201 Woodland Road  
Circle Pines, MN 55014  
(800) 328-2560  
www.agsnet.com

No

## Assessment Name

***Career Directions Inventory (CDI)***

## Target Audience

Ages 14 +

## Features

**Administration time:** 30 minutes

**Language other than English:** French

**Scoring:** Computer scoring

**Description:** The Career Directions Inventory (CDI) is an online interest inventory which matches an individual's interests with related career and academic paths. A detailed personal report can be generated which provides links to the Occupational Information Network (O\*NET) database.

## Contact/Purchase Information

**Wonderlic, Inc.**  
1795 North Butterfield Road  
Libertyville, IL 60048  
(800) 323-3742  
www.wonderlic.com

## SERC Library

Yes  
(via the internet)

**Assessment Name**

***Career Exploration Inventory, Third Edition  
(CEI)***

**Target Audience**

High school students to adults

**Features**

**Administration time:** None listed

**Language other than English:** Spanish

**Scoring:** Self-scoring

**Description:** Individuals reflect on 128 activities, considering their past, present, and future interests. Scores connect to 16 career interest areas with related jobs, education, training options and leisure activities for each interest area.

**Contact/Purchase Information**

**SERC Library**

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
www.jist.com

No

## Assessment Name

### *Career Focus 2000 Interest Inventory (CF2II)*

## Target Audience

High school students to adults  
Learning disabilities

## Features

**Administration time:** 20 minutes

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** The CF2II is an online, interactive career interest inventory designed to help assess personal interests and identify matching occupations. The CF2II contains 180 inventory items drawn from 18 major occupational fields. These occupational fields comprise more than 90% of all work performed in the United States. The inventory items and related occupations used are based upon research conducted by the U.S. Department of Labor, Bureau of Labor Statistics as published in the Occupational Outlook Handbook, 2000-2001 Edition.

## Contact/Purchase Information

**James C. Gonyea**  
**Gonyea & Associates, Inc.**  
1151 Maravista Drive  
New Port Richey, FL 34655  
(727) 376-0373  
www.iccweb.com

## SERC Library

Yes  
(via the internet)



**Assessment Name**

*The Career Key*

**Target Audience**

Young adults

**Features**

**Administration time:** 15-20 minutes

**Language other than English:** Spanish, Chinese, Korean

**Scoring:** Self-scoring; on-line scoring

**Description:** This is a career assessment that measures an individual's skills, abilities, values and interests. It identifies jobs and provides information about salaries, job outlook and job training requirements.

**Other:** Can purchase a license to print copies of paper and pencil version (English and Spanish)

**Contact/Purchase Information**

**Lawrence K. Jones**  
www.careerkey.org

**SERC Library**

Yes  
(via the internet)

**Assessment Name**

***Career Planning Survey***

**Target Audience**

Grades 8-10

**Features**

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Not available

**Description:** Helps students identify their career interests and abilities and explore career options that match their profile. Includes academic ability tests, inventory of work-relevant abilities and an interest inventory.

**Other:** Preregistration is required.

**Contact/Purchase Information**

**SERC Library**

**ACT, Inc.**  
2201 N. Dodge Street  
PO Box 168  
Iowa City, IA 52243  
(310) 337-1000  
www.act.org

No

### Assessment Name

## *Career Scope 8.0 - Career Assessment and Reporting System*

### Target Audience

Middle school students to adults  
Students with disabilities  
Fourth grade reading level

### Features

**Administration time:** 60-90 minutes

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** Career Scope is an interest and aptitude assessment that summarizes where interests and aptitudes intersect. The results correspond to the U.S. Department of Labor's Interest Areas. It also correlates with the Dictionary of Occupational Titles (DOT) and Occupational Information Network (O\*NET).

**Other:** Assesses one student or an entire group at one time; 162 items.

### Contact/Purchase Information

### SERC Library

**Vocational Research Institute**  
1528 Walnut Street, Suite 1502  
Philadelphia, PA 19102  
(800) 874-5387  
[www.vri.org/careerscope](http://www.vri.org/careerscope)

No

**Assessment Name**

***Choices CD Edition***

**Target Audience**

High school students

**Features**

**Administration time:** Untimed

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** Choices CD Edition is an education and career planning software that connects interests and skills with occupations, college majors and school information. Assessments such as the basic skills survey, work importance locator, and interest profiler link to college databases, Occupational Information Network (O\*NET) occupations, career videos and scholarship opportunities.

**Contact/Purchase Information**

**SERC Library**

**Bridges Transition Company**  
33637 B Highway 97 N  
Oroville, WA 98844  
(800) 281-1168  
www.bridges.com

No

### Assessment Name

***College Survival and Success Scale™ (CSSS)***

### Target Audience

High school students

### Features

**Administration time:** 15 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The *College Survival and Success Scale™ (CSSS)* is designed to help identify the skills and attitudes necessary to be an excellent college student. The CSSS targets the positive academic habits as well as good personal, interpersonal, social and resource-management skills that are required for success in college. It is comprised on 60 rating scale items.

The *CSSS* measures five factors that assess attitudes associated with college success: commitment to education, self-and resource-management skills, interpersonal and social skills and career planning.

A rating of Low, Average or High is provided on each dimension.

### Contact/Purchase Information

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478

### SERC Library

No

### Assessment Name

***COPSystem Career Measurement Package  
(California Occupational Preference Survey)***

### Target Audience

Grade 6 to adults  
All disabilities

### Features

**Administration time:** COPS (interests) 20 minutes, CAPS (abilities) 50 minutes, COPES (work values) 20-30 minutes.

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring; on-site scoring software available

**Description:** The COPSystem provides a picture of an individual's interests, abilities and work values. Results are keyed into 14 occupational clusters that are linked to the Occupational Information Network (O\*NET).

### Contact/Purchase Information

**EdITS**  
PO Box 7234  
San Diego, CA 92167  
(800) 416-1666  
www.edits.net

### SERC Library

Yes

### Assessment Name

## ***COPSystem Picture Inventory of Careers (COPS-PIC) (California Occupational Preference Survey)***

### Target Audience

Elementary - 12th grade  
Students with reading or language difficulties  
Students with low academic or career motivation

### Features

**Administration time:** 30 minutes

**Language other than English:** Can be used with non-English speakers

**Scoring:** Self-scoring

**Description:** COPS-PIC is a non-verbal assessment of occupational interests. It illustrates a variety of occupations using realistic pictures of people in non-stereotyped roles. Scores are keyed to the 14 COPSystem Career Clusters and provide access to information about thousands of careers.

### Contact/Purchase Information

**EdITS**  
PO Box 7234  
San Diego, CA 92167  
(800) 416-1666  
www.edits.net

### SERC Library

Yes

## Assessment Name

### *Crawford Small Parts Dexterity Test*

## Target Audience

High school students to adults

## Features

**Administration time:** 8 minutes (timed) to 15 minutes (untimed)

**Language other than English:** None; reading is not required

**Scoring:** Determined by completion time or number of pieces placed

**Description:** This performance test is designed to measure eye-hand coordination and fine motor dexterity.

**Other:** Individual/group administration scored by number of pieces placed (if timed) or time taken to complete tasks (if untimed).

Percentile ranks reported for individuals with physical disabilities and for individuals with intellectual disabilities, as well as for electronics assembly trainees and students in adult education (no age range provided).

## Contact/Purchase Information

## SERC Library

**PsychCorp, Hartcourt Assessment, Inc.**  
1950 Bulverde Road  
San Antonio, TX 78259  
(800) 211-8378  
www.psychCorp.com

Yes



## Assessment Name

*Culture-Free Self-Esteem Inventories, Third Edition*

## Target Audience

Ages 6-19

## Features

**Administration time:** 15-20 minutes; individual or group

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This completely revised and updated tool assesses self-esteem in a culturally fair manner, using a set of self-reported inventories.

**Other:** There are three forms: child, adolescent and adult. All three forms provide a global self-esteem quotient. The intermediate and adolescent forms provide self-esteem scores in four areas: academic, general, parental/home, and social. The adolescent form also provides an additional self-esteem score: personal self-esteem. A defensive measure also is provided to assess the extent to which an individual's responses are guarded.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes

## Assessment Name

### *Employment and Career Planning*

## Target Audience

High school students to adults in transition

## Features

**Administration time:** Varies per assessment

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This manual provides 60 informal assessments that have been organized into four sections: interests and preferences, abilities and skills, career exploration, and job search and securing. Within each section the assessments are organized from simple to complex, and lengthy assessments have been formatted to allow for use in smaller sections.

**Other:** Informal assessments designed for the teacher, parent and supervisor are located at the end of each section.

## Contact/Purchase Information

## SERC Library

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

Yes

## Assessment Name

***Enderle-Severson Transition Rating Scales (ESTRS) Third Edition***

## Target Audience

Any Age

Mild, moderate, and severe disabilities

ESTR-J designed for mild disabilities of any age.

ESTR-III designed for moderate to severe and multiple disability groups of any age

## Features

**Administration time:** Varies

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** Forty-seven items are rated on a two-point scale. There is a worksheet indicating student preferences and interests across five sub-scale areas: employment, home living, recreation and leisure, community participation, and postsecondary education. Scores are provided on each subscale and a total performance score is given. ESTR-III provides item response options including “yes, with support.”

## Contact/Purchase Information

**ESTR Publications**  
1907 18th Street South  
Moorhead, MN 56560  
(218) 287-8477  
Fax: (218) 236-5199  
transition@estr.net

## SERC Library

Yes

**Assessment Name**

*Envision Your Career*

**Target Audience**

High school students to adults

**Features**

**Administration time:** 22 minutes

**Language other than English:** Language free video; reading not required

**Scoring:** Self-scoring

**Description:** This program is based on John Holland’s Theory of Types. Individuals watch 66 brief video clips of various occupations and rate them according to how much they like the occupation on a scale of 1 to 5.

**Contact/Purchase Information**

**SERC Library**

TRN  
P.O. Box 439  
St. Augustine, FL 32085-0439  
Indianapolis, IN 46216-1033  
(800) 280-7010  
www.trninc.com

Yes

**Assessment Name**

***EXPLORE Program***

**Target Audience**

Grades 8-9

**Features**

**Administration time:** 30 minutes for each area

**Language other than English:** None

**Scoring:** Results and follow-up materials are shipped three weeks after test materials are received at the scoring center.

**Description:** This program measures the academic progress of eighth and ninth graders in four areas: English, mathematics, reading, and science reasoning. This helps students explore a range of career options and assists them in planning their high school coursework, including post-high school choices.

**Contact/Purchase Information**

**SERC Library**

**ACT, Inc.**  
PO Box 168  
Iowa City, IA 52243  
(319) 337-1000  
www.act.org

Yes

## Assessment Name

### *Functional Independence Skills Handbook (FISH)*

## Target Audience

Individuals of all ages with severe developmental/intellectual disabilities and/or autism

## Features

**Administration time:** Open-ended

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This manual includes both an assessment of 421 tasks and sample lesson plans organized according to seven domains: adaptive behavior skills, cognitive skills, speech and language skills, affective (emotional) skills, sensorimotor skills, social skills, and vocational skills.

## Contact/Purchase Information

## SERC Library

**Stoelting Company**  
620 Wheat Lane  
Wood Dale, IL 60191  
(630) 860-9700  
Fax: (630) 860-9775  
E-Mail: [Info@StoeltingCo.com](mailto:Info@StoeltingCo.com)

No

## Assessment Name

### *Functional Skills Screening Inventory*

## Target Audience

Elementary school age to adult  
Individuals with multiple disabilities including deaf-blindness

## Features

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** This inventory is designed to be used in natural settings to assess critical living and working skills for persons with moderate to severe disabilities. This tool assesses an individual's ability to live and work in the community. It can be started as early as elementary school as a planning measure to determine the skills necessary to be successful in transitioning from school to work.

## Contact/Purchase Information

**Functional Resources**  
3905 Huntington Drive  
Amarillo, TX 79019  
(806) 353-1114  
www.winfssi.com

## SERC Library

Yes -1986 Edition

**Assessment Name**

***Harrington-O'Shea Career Decision-Making System Revised***

**Target Audience**

Middle school students to adults in transition

**Features**

**Administration Time:** 45 minutes

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** An interest inventory that provides an assessment of career interests, job choices, school subjects, future plans, values and abilities.

**Contact/Purchase Information**

**SERC Library**

**American Guidance Service, Inc.**  
4201 Woodland Road  
Circle Pines, MN 55014  
(800) 328-2560  
www.agsnet.com

Yes



## Assessment Name

***IDEAS: Interest Determination, Exploration and Assessment System™***

## Target Audience

Age 13 years to adults  
Sixth grade reading level

## Features

**Administration time:** 35 minutes; individual or group

**Language other than English:** Spanish

**Scoring:** Self-scoring

**Description:** This assessment should be used as an introduction to career exploration for students and adults.

**Other:** It is designed to be used in conjunction with career exploration and guidance units. This tool helps develop awareness of possible career choices. Sixteen (16) basic scales are organized according to the RIASEC themes (Realistic, Investigative, Artistic, Social, Enterprising and Conventional).

## Contact/Purchase Information

**Pearson Assessments**  
5601 Green Valley Drive  
Bloomington, MN 55437  
(800) 627-7271  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

## SERC Library

Yes

## Assessment Name

### *Independent Living and Community Participation*

## Target Audience

Middle school students to adults in transition

## Features

**Administration time:** Varies per assessment

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This manual provides 65 assessment instruments that are organized into six sections: self-advocacy and self-determination, interpersonal skills, daily living, transportation and mobility, leisure and community participation.

## Contact/Purchase Information

## SERC Library

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757-6897  
(800) 897-3202  
www.proedinc.com

Yes

## Assessment Name

### *Informal Assessments for Transition Planning*

## Target Audience

High school students

## Features

**Administration time:** Varies per assessment

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This assessment manual provides a more in depth assessment for each of the 46 items on the transition planning inventory (TPI). In addition, select informal assessments are available in the areas of employment, further education/training, daily living, leisure activities, community participation, health, self-determination, communication and interpersonal relationships.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757-6897  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes

**Assessment Name**

***Job-O Enhanced, Second Edition***

**Target Audience**

Grade 7 to adults  
All disabilities

**Features**

**Administration time:** Varies

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** Sixteen-page reusable booklet helps students explore their interests within sixteen occupational groups. 120 occupations are sorted by required level of education and training. This information helps students identify possible career choices and develop educational plans to meet their career choices.

**Contact/Purchase Information**

**SERC Library**

**CFKR Career Materials**  
PO Box 99  
Meadow Vista, CA 95722  
(800) 525-5626  
www.cfkr.com

Yes

**Assessment Name**

***Job Observation and Behavior Scale (JOBS)***

**Target Audience**

Age 15 to adults  
All populations, with and without disabilities

**Features**

**Administration time:** Less than 30 minutes  
**Language other than English:** None  
**Scoring:** Self-scoring

**Description:** The 30 items that comprise the three JOBS subscales represent critical patterns of performance in the following work required areas: daily living skills, behavior and job duties.

**Other:** This scale is completed by the teacher, job coach, rehabilitation professional and/or the employer.

**Contact/Purchase Information**

**SERC Library**

**Stoelting Company**  
620 Wheat Lane  
Wood Dale, IL 60191  
(630) 860-9700  
Fax: (630) 860-9775  
E-Mail: [Info@StoeltingCo.com](mailto:Info@StoeltingCo.com)

No

**Assessment Name**

***Job Observation and Behavior Scale  
Opportunity for Self-Determination (JOBS:OSD)***

**Target Audience**

Students and adults with special needs in entry-level jobs

**Features**

**Administration time:** 20-30 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** Students self-asses both the quality of their performance and the type of support required. This 30-item scale is identical to the Job Observation and Behavior Scale (JOBS) on page 55.

By combining and comparing the results from JOBS and JOBS:OSD, discrepancies can be identified and the necessary supports provided to maintain competitive workplace standards.

**Other:** JOBS:OSD is sensitive to change and should be administered when a change in job status is expected.

**Contact/Purchase Information**

**SERC Library**

**Stoelting Company**  
620 Wheat Lane  
Wood Dale, IL 60191  
(630) 860-9700  
Fax: (630) 860-9775  
E-Mail: [Info@StoeltingCo.com](mailto:Info@StoeltingCo.com)

No

### Assessment Name

## *Job Search Knowledge Scale (JSKS)*

### Target Audience

High school students to adults

### Features

**Administration time:** 20-30 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The Job Search Knowledge Scale (JSKS) is a self-assessment tool that determines how much an individual knows about looking for work. It is comprised of 60 true/false statements organized into five major areas of job search: identifying job leads, employment interviews, direct application to employers, following-up, resumes and cover letters.

### Contact/Purchase Information

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
[www.jist.com](http://www.jist.com)

### SERC Library

No

**Assessment Name**

***Kuder Career Planning System***

**Target Audience**

Grade 8 to adults

**Features**

**Administration time:** 20 minutes for each assessment

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** Three assessments are bundled: The Kuder Career Search with Person Match, the Kuder Skills Assessment, and Super's Work Values Inventory-Revised.

**Contact/Purchase Information**

**SERC Library**

**National Career Assessments Services, Inc.**

210 North 10th Street

PO Box 277

Adel, IA 50003

(800) 314-8972

[www.ncasi.com](http://www.ncasi.com)

[www.kuder.com](http://www.kuder.com)

No



### Assessment Name

## *LCCE Knowledge and Performance Batteries (Life Centered Career Education)*

### Target Audience

Grades 7-12  
Learning disabilities  
Mild cognitive disabilities  
Students at risk

### Features

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring

**Description:** This is a comprehensive functional curriculum based on classroom, home and community environments. LCCE helps teachers prepare students to function independently and productively as family members, citizens and workers. These batteries help assess present levels of student competency in order to write appropriate IEP goals and objectives. Main concepts are daily living skills, social skills and occupational preparation and guidance.

### Contact/Purchase Information

### SERC Library

**Council for Exceptional Children**  
1110 North Glebe Road, Suite 300  
Arlington, VA 22201  
(888) 232-7733  
[www.cec.sped.org](http://www.cec.sped.org)

Yes

**Assessment Name**

***Learning/Working Style Multimedia CD***

**Target Audience**

All populations. Includes at-risk, special needs, college prep and tech prep  
Reading free

**Features**

**Administration time:** Varies

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** This inventory considers learning, environment and work styles critical to academic, training and job success. Each statement on the CD is accompanied by voice narration for real life visuals. Students explore their own learning styles to find out how to improve their study and classroom skills.

**Other:** Video available

**Contact/Purchase Information**

**SERC Library**

Piney Mountain Press, Inc.  
PO Box 986  
Dahlonega, GA 30533  
(800) 255-3127  
www.pineymountain.com

Yes

## Assessment Name

### *Magellan Career Assessment*

## Target Audience

Middle and high school students, with and without disabilities  
Several components are pictorial surveys with audio  
250+ video clips

## Features

**Administration time:** Varies per assessment

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** This software uses nine assessments and performance-based surveys to measure 12 interest areas from the U.S. Department of Labor. Survey areas include: academic skills, physical skills, temperaments (work adaptability), interaction with people, data and time commitment and a pictorial Holland code survey. A database of over 1250 occupations provides full audio for all job descriptions.

## Contact/Purchase Information

**Education Associates**  
PO Box 23308  
Louisville, KY 40223  
(800) 626-2950  
[www.educationassociates.com](http://www.educationassociates.com)

## SERC Library

No

## Assessment Name

*Microcomputer Evaluation of Careers and Academics (MECA)*

## Target Audience

Middle and high school students  
Fourth grade reading level; audio option for individuals with limited reading skills  
Still images with text for persons with hearing impairments

## Features

**Administration time:** Varies per assessment

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** MECA is an age-appropriate transition career exploration and assessment system related to training, education and employment. The assessment components include: The Interest Indicator, Work Samples, Learning Assessment Program (LAPs), The Career Planner, Personal Responsibility and the Success Profiler.

**Other:** Components can be purchased separately; correlates to state standards; links to Guide for Occupational Exploration (GOE) and John Holland's Scales for access to Occupational Information Network (O\*NET) and other occupational information systems.

## Contact/Purchase Information

**The Conover Company**  
(888) 933-1933  
www.conovercompany.com

## SERC Library

Yes  
Demo CD available

## Assessment Name

### *Minnesota Importance Questionnaire*

## Target Audience

Ages 16 and older  
Fifth grade reading level or higher

## Features

**Administration time:** Paired Form-30 to 40 minutes; Ranked Form-15 to 25 minutes; individual or group

**Language other than English:** Spanish

**Scoring:** Needs to be scored by the company

**Description:** This questionnaire is a measure of an individual's vocational needs and values, which are important aspects of the work personality. It is designed to measure the following six vocational values (and the 20 vocational needs from which the values are derived): achievement, altruism, comfort, safety, status and autonomy.

**Other:** Paper and pencil inventory.

## Contact/Purchase Information

## SERC Library

**Vocational Psychology Research**  
University of Minnesota-Twin Cities, N657 Elliott Hall  
75 East River Road  
Minneapolis, MN 55455  
(612) 625-1367  
[www.psych.umn.edu](http://www.psych.umn.edu)

No

**Assessment Name**

***O\*NET (Occupational Information Network) Career Exploration Tools***

**Target Audience**

Youth to adults

**Features**

**Administration time:** 30 minute per assessment tool

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** These are a set of self-directed career exploration/assessment tools to help students consider and plan career options, preparation and transitions more effectively. They include the O\*NET Ability Profiler, the O\*NET Interest Inventory, O\*NET Computerized Interest Profiler, O\*NET Work Importance Locator and the O\*NET Work Importance Profiler.

**Contact/Purchase Information**

**SERC Library**

**Occupational Information Network**  
www.onetcenter.org

No

## Assessment Name

***Pictorial Inventory of Careers-DV 2000 (PIC)***

## Target Audience

Middle school students to adults  
Reading free

## Features

**Administration time:** 22 minutes

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** This is an interest assessment which requires no reading. PIC measures career interest by using live action video segments of real life work scenes instead of paper and pencil tests.

**Other:** DVD or VHS versions available.

## Contact/Purchase Information

**Talent Assessment, Inc.**  
PO Box 5087  
Jacksonville, FL 32247  
(800) 634-1472  
[www.talentassessment.com](http://www.talentassessment.com)

## SERC Library

No

**Assessment Name**

***Picture Interest Career Survey (PICS)***

**Target Audience**

Middle school to adults  
Learning disabilities, English language learners, developmental disabilities

**Features**

**Administration time:** 15 minutes; individual or group

**Language other than English:** Ideal for students with limited familiarity with English

**Scoring:** Self-scoring

**Description:** Students are presented with 36 sets of three pictures and choose which of the three portrayed occupations appears most interesting. PICS creates a profile of the student corresponding to RIASEC (Realistic, Investigative, Artistic, Social, Enterprising and Conventional ) and people, data, things and ideas. It then correlates to potential job matches and career information.

**Contact/Purchase Information**

**SERC Library**

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
www.jist.com

Yes



**Assessment Name**

***Practical Assessment Exploration System (PAES)***

**Target Audience**

Middle and high school levels  
For students whose skills are typically undetected by traditional testing measures.

**Features**

**Administration time:** None listed  
**Language other than English:** None  
**Scoring:** Computer scoring

**Description:** PAES is used in middle school to prepare students for career placement in high school programs. Students gain experience and knowledge in a wide array of job opportunities. PAES is used in high school for those students that are not yet totally integrated in the general education classroom setting. This comprehensive curriculum works in four basic career development areas: Business/marketing, home consumer science, industrial technology and manipulatory processing and production.

**Contact/Purchase Information**

**SERC Library**

**Talent Assessment, Inc.**  
PO Box 5087  
Jacksonville, FL 32247  
(800) 634-1472  
[www.talentassessment.com](http://www.talentassessment.com)

No

**Assessment Name**

***Quality of Life Questionnaire (QLQ)***

**Target Audience**

Ages 18 and older  
General education population including students at risk.

**Features**

**Administration time:** 30 minutes  
**Language other than English:** None  
**Scoring:** Self-scoring

**Description:** The QLQ measures the relationship between an individual’s quality of life and other behaviors or afflictions, such as physical health, psychological health and alcohol or other substance use. Results highlight areas of the individual’s life that may require change to alleviate specific symptoms. Its efficient design makes the QLQ an ideal screening tool for employee assistance, wellness, stress, weight control or any other program in which people desire change.

**Contact/Purchase Information**

**SERC Library**

**MHS Inc**  
PO Box 950  
North Tonawanda, NY 14120  
(800) 496-8324  
www.mhs.com

Yes

## Assessment Name

### ***Reading-Free Vocational Interest Inventory: 2 (R-FVII:2)***

## Target Audience

13 years to adults

Intellectual disabilities, learning disabilities, adult disadvantaged, individuals enrolled in alternative or vocational/career training programs

## Features

**Administration time:** 20 minutes, individual or group

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This inventory uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults. Consisting of a series of 55 sets of three drawings, each depicting different job tasks, this inventory explores a wide range of jobs at the unskilled, semiskilled and skilled levels. The inventory has separate norms for individuals who have an intellectual disability, learning disability, and adults who are disadvantaged or in a work sheltered environment.

Eleven (11) areas of interest are explored: automotive, building trades, clerical, animal care, food services, patient care, horticulture, housekeeping, personal service, laundry service and materials handling.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes

## Assessment Name

### *Responsibility and Independence Scale for Adolescents (RISA)*

## Target Audience

Ages 12 to 19  
Mild disabilities; juvenile offenders; students at-risk

## Features

**Administration time:** 30-45 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** The RISA is a norm-referenced, individually administered instrument specifically designed to measure adolescents' adaptive behavior in terms of responsibility and independence. Whereas most measures of adaptive behavior target low-level skills, RISA assesses higher-level behaviors.

**Other:** Subscales include domestic skills, money management, citizenship, personal planning, transportation skills and career development.

## Contact/Purchase Information

**Riverside Publishing**  
425 Spring Lake Drive  
Itasca, IL 60143  
(800) 323-9540  
[www.riversidepublishing.com](http://www.riversidepublishing.com)

## SERC Library

Yes

## Assessment Name

### *Scales of Independent Behavior (Revised)*

## Target Audience

Infancy to adults  
Appropriate for wide range of age and developmental levels

## Features

**Administration time:** 45-60 minutes for full scale, 15-20 minutes for short form or early development form

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This scale was designed to measure functional independence and adaptive functioning in school, home, employment and community settings. It provides a comprehensive, norm-referenced assessment of adaptive and maladaptive behavior.

**Other:** A version is also available for use with individuals with visual impairments.

## Contact/Purchase Information

## SERC Library

**Riverside Publishing**  
425 Spring Lake Drive  
Itasca, IL 60143  
(800) 323-9540  
[www.riversidepublishing.com](http://www.riversidepublishing.com)

Yes

## Assessment Name

### *School to Work Career Survey*

## Target Audience

Students in school-to-work or Tech Prep Programs

## Features

**Administration time:** Varies

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring

**Description:** This self-directed survey helps students identify career options in five broad career pathways: Business and Marketing; Engineering and Industrial; Health and Human Services; Agriculture and Environmental; and Arts and Humanities. Students rate themselves using a 75 statement survey via worksheets or computer. The statements consider such factors as school subjects, personal leisure activities, work activities, job requirements and work areas.

**Other:** This survey correlates to the Guide for Occupational Exploration (GOE).

## Contact/Purchase Information

## SERC Library

Piney Mountain Press, Inc.  
PO Box 986  
Dahlonaga, GA 30533  
(800) 255-3127  
www.pineymountain.com

Yes

**Assessment Name**

***Self-Directed Search***

**Target Audience**

Adolescents to adults

**Features**

**Administration time:** 15-20 minutes for each of four sections

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** This tool was developed by John Holland. Individuals are categorized by personality type and matched to occupations and work environments.

**Contact/Purchase Information**

**SERC Library**

**Psychology Assessment Resources, Inc.**  
16204 N. Florida Avenue  
Lutz, FL 33549  
(800) 331-8378  
www.parinc.com

Yes

**Assessment Name**

***Short Employment Tests, Second Edition***

**Target Audience**

High school students to adults

**Features**

**Administration time:** 5 minutes per subtest; 15 minutes for battery

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This test was designed to predict an applicant’s performance in clerical and administrative jobs-  
assessing verbal, math and clerical aptitude.

**Contact/Purchase Information**

**SERC Library**

**PsychCorp/Harcourt Assessment, Inc.**  
1950 Bulverde Road  
San Antonio, TX 78259  
(800) 211-8378  
www.psychcorp.com

Yes



**Assessment Name**

***Sixteen Personality Factor Questionnaire, Fifth Edition (16PF)***

**Target Audience**

16 years and older  
Fifth grade reading level

**Features**

**Administration time:** 35-50 minutes

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring

**Description:** This questionnaire was designed to measure personality traits and to provide support for vocational guidance, hiring and promotional commendations.

**Contact/Purchase Information**

**SERC Library**

**Pearson Assessments**  
5605 Green Circle Drive  
Minneapolis, MN 55343  
(800) 627-7271  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

No

**Assessment Name**

***Social Skills Rating System***

**Target Audience**

Ages 3-18  
Problems with behavior and interpersonal skills

**Features**

**Administration time:** 10-25 minutes for each questionnaire

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring

**Description:** This scale was constructed to screen and classify children suspected of having social behavior problems and to assist in the development of appropriate interventions for identified children.

**Contact/Purchase Information**

**SERC Library**

**AGS Publishing**  
4201 Woodland Road  
Circle Pines, MN 55014  
(800) 328-2560  
www.agsnet.com

Yes

## Assessment Name

### ***Socio-Sexual Knowledge and Attitudes Assessment Tool—Revised (SSKAAR-R)***

## Target Audience

Ages 15 to adults

Students with intellectual disabilities, those whose language is limited, and with general populations

## Features

**Administration time:** Untimed, open-ended

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This assessment tool measures what the individual knows and believes. Topics include: anatomy, women's bodies, men's bodies, intimacy, pregnancy, childbirth and childrearing, birth control and STDs and healthy boundaries.

## Contact/Purchase Information

## SERC Library

**Stoelting Company**

620 Wheat Lane  
Wood Dale, IL 60191  
(630) 860-9700

Fax: (630) 860-9775

E-Mail: [Info@StoeltingCo.com](mailto:Info@StoeltingCo.com)

No

### Assessment Name

## *Street Survival Skills Questionnaire (SSSQ)*

### Target Audience

Middle school and high school students with intellectual disabilities

### Features

**Administration time:** 45 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This questionnaire is designed to assess fundamental community living and prevocational skills of students served by rehabilitation centers, work activity centers or by prevocational/vocational training programs in school settings.

### Contact/Purchase Information

### SERC Library

**McCarron-Dial Systems**

PO Box 45628

Dallas, TX 75245

(214) 634-2863

[www.mccarrondial.com](http://www.mccarrondial.com)

Yes

## Assessment Name

### *Talent Assessment Program (TAP)*

## Target Audience

Grades 9-12  
Students with intellectual disabilities, learning disabilities, blind, hearing impaired  
Reading free

## Features

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** The ten assessments that comprise the TAP use “real” tools and “real” tasks to measure an individual’s functional aptitudes and strengths. The TAP does not require any reading ability. Instructions may be given in any format: oral, written, signed or simply demonstrated.

## Contact/Purchase Information

**Talent Assessment, Inc.**  
PO Box 5087  
Jacksonville, FL 32247  
(800) 634-1472  
[www.talentassessment.com](http://www.talentassessment.com)

## SERC Library

No

**Assessment Name**

***Transition Behavior Scale, Second Edition***

**Target Audience**

Ages 12-18

**Features**

**Administration time:** 15 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** Developed to be an educationally relevant measure of predicted success in employment and independent living based upon school personnel's observation of a student's behavior or skills.

**Contact/Purchase Information**

**SERC Library**

**Hawthorne Educational Services, Inc.**  
800 Gray Oak Drive  
Columbia, MO 65201  
(800) 542-1673  
www.hes-inc.com

Yes

## Assessment Name

### *Transition Planning Inventory - Updated Version TPI - UV*

## Target Audience

Ages 14-22 years old  
All disabilities

## Features

**Administration time:** 15-30 minutes; individual

**Language other than English:** Spanish, Chinese

**Scoring:** Self-scoring or computer scoring

**Description:** An instrument for identifying and planning for the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical transition planning areas that are mandated by the Individuals with Disabilities Education Act (IDEA) and that take into account the individual student's needs, preferences, and interests. Information on transition needs is gathered from the student, parents or guardians, and school personnel through the use of three separate forms designed specifically for each of the target groups. The forms contain the same 46 items. The student form also contains 15 open-ended questions.

**Other:** Computer version is available with a “read aloud” function.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes, 1997 Edition

**Assessment Name**

***Transition Skills Inventory (TSI)***

**Target Audience**

High school students with mild disabilities

**Features**

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This assessment is embedded within the curriculum, NEXT S.T.E.P.: Student Transition and Education Planning (2nd Ed.) 2000 (Halpern). This 76-item questionnaire is designed to help students evaluate their knowledge and skills related to transition planning in four main areas: personal life, jobs, education and training and living on your own.

**Other:** A parallel form is completed independently by the teacher and a parent or family member noting any discrepancies among the raters

**Contact/Purchase Information**

**SERC Library**

**Pro-Ed**  
8700 Shoal Creek Blvd.  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

Yes



## Assessment Name

### *Transition-to-Work Inventory (TWI)*

## Target Audience

High school through adult  
Seventh grade reading level

## Features

**Administration time:** 25 minutes; individual or group

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** An inventory for people with little or no work experience - matches interests to job options. Comprised of 84 non-work activities, individuals rate their like (or dislike) of each item. Responses connect to 14 major career interest areas based on the Guide for Occupational Exploration (GOE).

## Contact/Purchase Information

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
[www.jist.com](http://www.jist.com)

## SERC Library

Yes

## Assessment Name

*Vineland Adaptive Behavior Scales, Second Edition*

## Target Audience

Birth to adulthood  
Individuals with developmental disabilities

## Features

**Administration time:** 20-90 minutes

**Language other than English:** None

**Scoring:** Self-scoring or computer scoring

**Description:** This scale was designed to identify individuals who have an intellectual disability, developmental delay, autism spectrum disorder, and other impairments. Vineland aids in diagnosis and also gives valuable information for developing educational treatment plans.

## Contact/Purchase Information

**AGS Publishing**  
4201 Woodland Road  
Circle Pines, MN 55014  
(800) 328-2560  
www.agsnet.com

## SERC Library

Yes

**Assessment Name**

***Vocational Adaptation Rating Scales***

**Target Audience**

Adolescents and adults, ages 13-50  
Intellectual disabilities

**Features**

**Administration time:** 30-40 minutes  
**Language other than English:** None  
**Scoring:** Self-scoring

**Description:** These simple rating scales measure job-related behaviors of individuals with intellectual disabilities planning to enter workshop training or competitive employment. Ratings produce frequency and severity scores for each of the six areas assessed, allowing more informed placement decisions.

**Contact/Purchase Information**

**SERC Library**

**Stoelting Company**  
620 Wheat Lane  
Wood Dale, IL 60191  
(630) 860-9700  
www.stoeltingco.com

Yes

## Assessment Name

*Voc-Ties*

## Target Audience

Secondary students  
Students considering career/technical pathways  
Reading free

## Features

**Administration time:** Varies

**Language other than English:** Spanish

**Scoring:** Computer scoring

**Description:** Voc-Ties presents 16 different career/technical pathways available in most career/technical schools. This tool assesses interest in school based and vocational training programs and provides critical information about the student in making more informed choices.

**Other:** A parent/student option provides a method of documenting a student's interests and notifying parents about local training opportunities available in your school system. It also includes a Career Development Plan with over 2000 career related objectives.

## Contact/Purchase Information

## SERC Library

**Piney Mountain Press, Inc.**  
PO Box 86  
Cleveland, GA 30528  
(800) 255-3127  
[www.pineymountain.com](http://www.pineymountain.com)

Yes

**Assessment Name**

***Walker-McConnell Scale of Social Competence and School Adjustment***

**Target Audience**

Grades 7-12

**Features**

**Administration time:** 5-10 minutes

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This scale was designed for use in the screening and identification of social skills deficits. It is designed to sample two primary adjustment domains: adaptive behavior and interpersonal social competence within the school setting.

**Contact/Purchase Information**

**SERC Library**

**Thomson Learning**  
PO Box 6904  
Florence, KY 41022  
(800) 354-9706  
www.thomson.com

Yes

## Assessment Name

### *Wide Range Interest and Occupation Test (WRIOT2)*

## Target Audience

Ages 9 to adults  
Intellectual disabilities, learning disabilities, hearing impaired, deaf  
Picture titles can be read to individuals with visual disabilities  
Reading free

## Features

**Administration time:** 5-10 minutes, individual or group

**Language other than English:** The WRIOT2 does not require language understanding.

**Scoring:** Self-scoring

**Description:** This test consists of 238 full-color pictures. Individuals decide whether they like, dislike or are undecided about each job depicted. The picture presentation reduces the confusion of mental images and multiple meanings that words evoke. The results show an individual's strength in each of the 17 occupational, 16 interest and 16 Holland type scales.

## Contact/Purchase Information

**Pro-Ed**  
8700 Shoal Creek Boulevard  
Austin, TX 78757  
(800) 897-3202  
www.proedinc.com

## SERC Library

Yes

**Assessment Name**

***Wonderlic Basic Skills Test***

**Target Audience**

Teenagers to adults

**Features**

**Administration time:** 20-25 minutes

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** The WBST measures a student's basic English and math skills based upon job requirements. The results can be directly compared to the basic skills required for entry-level jobs.

**Other:** The WBST is directly tied to the U.S. Department of Labor's Dictionary of Occupational Titles (DOT) and the General Educational Development Scale (GED).

**Contact/Purchase Information**

**SERC Library**

**Wonderlic**  
1795 N. Butterfield Road  
Suite 200  
Libertyville, IL 60048  
(800) 323-3742  
www.wonderlic.com

No

**Assessment Name**

***WorkMate***

**Target Audience**

High school students

**Features**

**Administration time:** Varies

**Language other than English:** None

**Scoring:** Computer scoring

**Description:** This tool is designed to help students better understand their work related values, attitudes and temperaments.

**Other:** This CD can be self-administered on the computer or conducted in group settings.

**Contact/Purchase Information**

**SERC Library**

**Piney Mountain Press, Inc.**  
PO Box 986  
Dahlonega, GA 30533  
(800) 255-3127  
www.pineymountain.com

Yes



**Assessment Name**

*The World of Work and You*

**Target Audience**

Grades 6-12

**Features**

**Administration time:** None listed

**Language other than English:** None

**Scoring:** Self-scoring

**Description:** This 48-page career planning booklet is designed for self directed career exploration. This tool contains interactive worksheets, checklists and book activities.

**Contact/Purchase Information**

**SERC Library**

**JIST Publishing**  
875 Montreal Way  
Saint Paul, MN 55102  
(800) 648-5478  
www.jist.com

Yes

## Assessment Name

*Your Employment Selections (YES)*

## Target Audience

Youth and adults  
All disabilities  
Reading free

## Features

**Administration time:** Varies

**Language other than English:** None; no reading skills required

**Scoring:** Self-scoring

**Description:** This is a motion video, internet based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of jobs, listen as a narrator describes key tasks in each job and select preferred ones. The program shows motion video for 120 different jobs.

## Contact/Purchase Information

## SERC Library

**Technology Research and Innovation in Special  
Education (TRISPED) Projects**  
Utah State University  
6523 Old Main Hill  
Logan, UT 84322-6523  
(877) 722-3991  
[www.yesjobsearch.com](http://www.yesjobsearch.com).

No

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- West, L., Ekpone, P., Willis, Z. (2006). Guidance and Career Counselors Toolkit Advising High School Students with Disabilities on Postsecondary Options; The George Washington University; National Clearinghouse on Postsecondary Education for Individuals with Disabilities; HEATH Resource Center.

# CT State Department of Education - Bureau of Special Education

## 2007-2008 Transition Task Force Members

*Lynelle Abel*

*Pat Allen*

*Patricia Anderson, Ph.D.*

*Jane Bolles*

*Sharon A. Bremner, Ed.D.*

*Sam Buck*

*Ariel Bumbala*

*Donna Cambria*

*Patti Clay*

*Jill M. Dymczyk*

*Cathy Felice*

*Jan Hasenjager*

*Lyn Holzman*

*Merva Jackson*

*Mary Lane*

*Arlene Lugo*

*Val Lux*

*Joseph Madaus*

*Ann Mallin*

*Rose McGurkin–Fuhr*

*Christine Murphy*

*Carolyn Nelson*

*Diane Peskurich*

*Sue Pierson*

*Debora Presbie*

*Joe Prignano*

*Sarah Rafala*

*Liz Rafalowsky*

*Valerie Reyher*

*Nikki Richer*

*Barry Rita*

*Kim Rizzo*

*Naomi Rodriquez*

*David Scata*

*Ann Seigel*

*Cindy Stevenson*

*Karen Stigliano*

*Carol Stocks Prandy*

*Robin Tousey–Ayers*

*Melissa Wrigley*

*John Wrobel*