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Rural Vocational and Transition Assessment Practices for Students with Intellectual Disabilities: What Do Educators Really Know?

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Transition planning requires quality vocational and transition assessment tailored to the student's needs, strengths, preferences and interests. Limited research is currently available that addresses assessment types and use of results that rural practitioners utilize to aid in transition planning for students with intellectual disabilities (ID). A group of 71 rural educators were surveyed to determine their transition assessment understanding and practices in the rural setting. This descriptive study examined rural educators' understanding of vocational and transition assessment methods used in their rural settings, the transition assessment instruments they use with students with ID, and the impact that transition assessment has in determining the needs of students with ID. The results indicate the majority of the rural educators in the study reported limited understanding in the use of assessment results for student vocational and transition planning and expressed the need for training in this area to improve outcomes for students with ID.

Keywords: rural transition, intellectual disabilities, rural transition assessment practices

Transition planning for students with intellectual disabilities (ID) is a key component federally required to ensure that these students receive the appropriate

educational instruction to move through high school and transition to post-secondary settings (IDEA, 2004). Planning can be enhanced utilizing vocational and

transition assessment information. Too often, however, such planning reflects limited depth due to a lack of information related to the students' needs, interest and level of competency. For many rural teachers making vocational and transition assessment connections with potential opportunities for transition success can be a challenge. Rural schools can be described as communities located five to twenty-five miles from an urban area with a population of less than twenty-five hundred (NCES, 2006). Rural teachers may struggle to find quality vocational and transition assessment opportunities as their schools may provide a limited amount of real-life transition experiences in their small rural communities in addition to a lack of funds for purchase of assessment programs (Morgan & Openshaw, 2011). In comparison, larger school populations located in urban and suburban areas tend to have more resources to provide services such as vocational assessment programs to assist students with intellectual and other low incidence disabilities to determine vocational interests and transition needs in order to design and plan for vocational and transition activities (Harmon & Smith, 2012). Rural schools may not have either the financial resources or the numbers of students required to create vocational and transition programs to provide individual assessment in vocational settings (Wehman, 2013). Consequently, a study to identify strategies to improve assessment in determining the individual vocational and transition needs of students with ID in rural school settings was implemented.

Purpose of the Study

The purpose of this study was to determine rural special educators' knowledge of vocational and transition assessment practices and to identify the

assessment processes implemented with students with ID in the rural schools represented. The development and implementation of an individual transition plan relies heavily on the vocational and transition assessment process. Research studies that address vocational and transition assessment for students with ID in rural settings specifically are limited (Morgan & Openshaw, 2011). Of particular concern is a lack of information concerning how rural schools can provide quality vocational and transition assessment without access to specialized transition programs that allow for in-depth and authentic assessment opportunities in vocational school settings and sheltered work programs.

Transition Assessment Practices

Understanding rural special educators' knowledge and use of vocational and transition assessment for students with ID provides opportunities to increase successful outcomes for students. Spinelli (2012) proposed that vocational and transition assessment should (a) evaluate the student's current and desired skill levels to determine their ability to deal with the demands of postsecondary employment with regard to educational supports, (b) determine appropriate placement in vocational and community settings in order for the student to attain postsecondary goals, (c) seek to determine the accommodations, supports, and services that are needed in order for the student to ultimately be successful, and (d) design a system for monitoring progress and evaluating the success of the student's transition plan (Spinelli, 2012). The literature indicates vocational and transition assessments provide an "informational framework" for determining the strengths and needs of students (Flexer,

Baer, Luft, & Simmons, 2013). In addition, when vocational and transition assessment occurs for students with ID, care must be taken to allow for individual and unique needs rather than using a one-size-fits-all assessment procedure (Venn, 2014).

Vocational and Transition Assessment for Students with ID

In order for any student to meet the eligibility requirement for the category of intellectual disability, an adaptive behavior assessment must be conducted (Overton, 2016). However, an adaptive behavior assessment alone does not provide sufficient data to assist with vocational skills and transition planning. Vocational and transition assessments have been described in literature as assessing different domains of the same framework (Leconte, 2006; Overton, 2016). Vocational assessment focuses identifying a students' level of ability, skills and special supports and services in the areas of self-help ability, academic functioning, social support needed, physical ability to assist students in preparing for transition to postsecondary settings that may include sheltered or supported employment opportunities. Transition assessment targets a student's job interests, preferences and skills such as self-determination needed to transition into post-secondary settings (Carter, Brock, & Trainor, 2014; Overton, 2016). Transition assessment is defined as an ongoing process of data collection of a student's preferences and interests as related to post-secondary workplaces, education, living and social venues (Leconte, 2006). Both types of assessments provide critical information required to provide appropriate instruction and support and inform planning regarding employment, independent living, social, and educational skills needed for successful transition.

Teachers in rural schools should be aware of the benefit of thorough and ongoing assessment of vocational and transition needs for students with ID (Carter et al., 2014; Patton & Mcilveen, 2009).

While there is considerable research available on vocational and transition assessment with informal and formal measures in general a context, specific details regarding best practices for assessment of transition needs and services for students with ID remains lacking (Carter et al., 2014; Shogren & Plotner, 2006; Wehman, 2011). For example, Moon, Simenson, & Neubert (2011) studied the necessary skills, experiences, and information needed prior to supported employment as identified by community rehabilitation providers. The assessment practices, skills needed, and work experiences deemed critical were explored using a survey and interview the providers. Results of the study indicated that the interests and preferences of the client were important to consider; however, only three of the 12 revealed that this information was consistently obtained from the school or family. They also found that vocational and transition assessment was minimal in the secondary school setting for their clients and results from traditional vocational and transition assessments were not always administered and readily available (Moon et al., 2011). The participants in the study advocated for utilizing the information gleaned from vocational and transition assessments to assist with appropriate on-the-job training opportunities in many types of employment settings.

A study of special educators who completed a transition inventory on each of 134 students with ID identified the importance of transition assessment and addressed the need for research that

targets these students (Carter et al., 2014). An important finding of the study was that due to the unique and varying abilities of students with ID, appropriate transition assessment is required to identify strengths and needs and to individually plan appropriately for each student (Carter et al., 2014).

Research Questions

This study investigated rural educators' knowledge of vocational and transition assessment practices for students with ID. By determining rural teacher knowledge of vocational and transition assessment and identifying the transition assessments used, the investigators planned to identify vocational and transition assessment practices that could be strengthened to improve transition outcomes for students with ID in rural settings. This study sought to answer the following questions:

1. What knowledge do rural educators possess regarding vocational and transition assessment for students with intellectual disabilities?
2. What vocational and transition assessment practices are used by rural educational personnel for students with intellectual disabilities?

Methodology

A survey was distributed and descriptive statistics were utilized to analyze results. The conclusions drawn about the survey results were used to identify the needs of rural special educators to implement quality vocational and transition assessments. This study replicated a similar transition assessment study and the survey was adapted for use in this current study with a rural education (Herbert, Trusty, Lorenz, & Trusty, 2010). Herbert et al., (2010) evaluated rehabilitation personnel's vocational and transition assessment practices and examined vocational rehabilitation

counselors and their experiences with students with a variety of disabilities.

The setting for this study was rural West Texas. This region is known as a rural plains area with one larger city that is surrounded by rural towns at least 18 miles from the urban area and community populations of less than 1600. Data were collected in these communities to examine the unique needs of a rural locale to identify any barriers to providing appropriate transition assessment. The barriers that affect transition planning for students with ID in the rural setting might include (a) the expanse of the region as a land mass, (b) the financial issues surrounding the provision of specialized transition services for smaller numbers of students with ID, and (c) the availability of specialized services for students with ID including transition centers.

Participants

A group of 71 participants included special education teachers in self-contained school settings, special education teachers in school inclusion settings, school vocational adjustment coordinators, diagnosticians, special education directors, and school transition coordinators who coordinate the transition planning process and also work directly with students who have ID. This group represented the educators who typically provide transition services to students with ID in West Texas.

The population for this study included 71 participants of whom 83.1% were female and 16.9% were male. Over 89% of the respondents were special education teachers, educational diagnosticians, vocational teachers, all positions requiring direct involvement in the vocational and transition assessment process. The remaining 11% can be described as educators who may attend

transition planning meetings but do not administer any type of vocational and transition assessment. A very large percentage of the participants, 80%, possessed a master's degree or higher. Participants with a bachelor's degree were significantly lower at 20%. The majority of participants, 79%, had 20 or more years of experience.

Instrument

The survey was created online using the Qualtrics survey software (Appendix A). The Herbert et al. study (2010) served as a model for the survey. Participants could respond directly online and the responses went straight to the researchers. It consisted of 16 questions, 5 related to participant demographics and 11 that examined the types of vocational and transition assessment conducted for students with ID in rural areas, as well as, the participant's knowledge and use of specific instruments. Respondents were asked about the training they received to prepare them for engaging in vocational and transition assessments of students with ID. Finally, participants rated the impact they believed transition assessment played on students' transition planning.

Data Collection

During the recruitment phase of the study, directors of special education received an email concerning the study and its goals. These special education directors were asked to forward an email survey letter containing a link to staff who worked specifically with students with ID and the transition process. Additional email addresses were obtained through the Texas Association of Vocational Adjustment Coordinators, Texas Educational Diagnostician Association, Education Service Center contacts, and district e-mail contacts. The survey letter stipulated that

participation was completely voluntary. The survey was available online for a four week period. Reminders were emailed at the two and three week periods. Contact was made with 102 potential participants that encompassed 12 counties of rural West Texas. The researchers received 71 completed surveys for a response rate of 70%.

Data Analysis

Descriptive analysis was used to analyze the data. Demographic information was analyzed to provide a clear picture of who responded to the survey and their involvement with rural vocational and transition assessment. The data was reported in terms of percentages and frequency counts. Finally, mean data were calculated for questions that required participants to indicate their particular experience with an assessment technique or a standardized assessment instrument.

Results

Frequency counts were utilized to determine the percentages of survey responses from participants involved in vocational and transition assessment. Ninety-two percent of respondents to the survey identified as working in an area related to special education. Thirty-six were campus special teachers, six were special education administrators, twelve were vocational adjustment coordinators, and eleven were educational diagnosticians. Five participants identified as campus administrators, one was a district administrator, and was a consultant. More than 71% of the participants identified they worked in the high school setting. The lowest percentage of employment settings was in an alternative or state facility at 4%.

Grade Level Implementation

Frequency counts were used to identify when the survey participants

perceived that vocational and transition assessment should be occurring. The results indicated that 32% of the respondents felt that vocational and transition assessment for an individual student should be occurring across all high school grade levels. A much larger percentage at 68% suggested that an individual student should only be assessed at one grade level with the majority of those (23%) selecting the 9th grade.

The rural high school special education teacher was selected by the participants as the individual who administered vocational and transition assessments most often at 29%. If the participant identified as the Transition Coordinator and Vocational Adjustment Coordinator, they were the next most likely students to be conducting vocational and transition assessment (16% and 13%). The educational diagnosticians' role in the administration of the vocational and transition assessment was reported at 9%. The school psychologist was selected as the least likely individual to administer vocational and transition assessments.

Research Question One sought to answer the question: "What knowledge do educators possess regarding vocational and transition assessment for students with intellectual disabilities?" Percentages were calculated to examine the participant's self-rating of their level of understanding and the participant's self-report of additional training that would be desirable in the area of vocational and transition assessment particularly as it related to rural areas.

Participant understanding regarding vocational and transition assessment processes was obtained through the survey responses. These responses were self-reported indicating the participant's perception of their vocational and transition

assessment knowledge. Thirty-eight percent of the participants marked "a very clear understanding", 45% marked "a moderately clear understanding", and 14% indicated "little or no" understanding of vocational and transition assessment for students with ID.

Research question two examined the following: "What vocational and transition assessment practices are used by educational personnel for students with intellectual disabilities?" To answer this question, participants were asked to respond to questions regarding (a) the areas addressed in the vocational and transition assessment, (b) the participants' familiarity with types of assessment practices that could be used in vocational and transition assessments, (c) the participants' familiarity with a variety of standardized assessment instruments, and (d) the students' perceptions of the impact of the vocational and transition assessments in their students actual transition experience.

Participants were asked to indicate all areas addressed during their typical vocational and transition assessment. The majority of the respondents indicated that "Student Interest" was most often included in their vocational and transition assessment for students with ID at 89%. "Vocational Aptitude" was the second highest component identified as a portion of the participants' vocational and transition assessments at 68%. "Academic Achievement" was rated at 56% while "Career Decision Making" was only included by 46% of the participants. Work oriented categories such as "Work Values" at 36.6%, and "World of Work Knowledge" at 32.4% were reported rather infrequently by the participants.

Survey respondents were asked to identify the vocational and transition assessment types they had (a) only heard of, (b) used, or (c) not used or heard of. Frequency counts were obtained for each area of assessment. Means for actual usage ranged from 1.60 to a 2.86. At 79%, Teacher Observation (2.86) was the assessment type most often reported as used by the participants to assess students with ID vocational and transition needs. In addition to teacher observation, the participants also reported using Interest

Inventories at a rate of 2.77 used by 76% of the participants. Many participants indicated that they had heard of Personality Profiles (61%) but did not use them in their vocational and transition assessments (2.22). More than half of the participants (52%) had not heard of Ecological or Environmental Assessment as a technique to be used in vocational and transition assessment (1.60). Table 1 provides the percentages of familiarity as well as the mean rating for usage each technique.

Table 1
Percentages and Means Indicating Level of Use for Vocational and Transition Assessment Methods

Item	% Not Used or Heard of	% Only Heard of Not Used	% Used	Usage Mean
Teacher Observation	3	23	79	2.86
Interest Inventories	1	20	76	2.77
Student Survey	1	24	75	2.73
Interviews	4	19	77	2.73
Academic Achievement	0	34	66	2.66
Intellectual Aptitude	2	33	65	2.64
Functional Skills Inventory	6	34	60	2.53
Career Aptitude	4	48	48	2.45
Teacher Made	8	49	43	2.34
Curriculum-Based	12	44	44	2.33
Learning Styles	4	33	24	2.33
Personality Profiles	8	61	31	2.22
Portfolio	15	54	31	2.16
Self-advocacy measures	25	52	23	1.98
Self-determination measures	27	53	20	1.93
Situational	42	35	23	1.81
Authentic	43	45	12	1.68
Ecological/Environmental	52	36	12	1.60

Frequency counts were obtained for 12 published vocational and transition

assessment tools. Survey respondents were asked to identify the vocational and

transition assessment types they had (a) only heard of, (b) used, or (c) not used or heard of. Means for usage ranged from 1.38 to 2.62. Special Education Manager (SEM) received the highest rating for usage at 2.62 as a measure that the respondents often used in their vocational and transition assessment. The SEM was used by 67% of the participants. The next highest published tool included the Transition Planning Inventory (TPI) at 2.22 for usage. The Reading-Free Vocational Interest Inventory: 2 was rated at a 2.05 for usage

but only 35% of the population reported using it and some 39% had never even heard of it. With respect to the Brigance Employability Skills Inventory, the usage rating mean came in at 2.08 but only 27% of the educators used the tool. The Arc Self-determination Scale and the Wide Range Interest and Occupation Test (WRIOT2) were the least used by participants at 1.38 and 1.53 respectively. Table 2 provides the percentage of participants and mean ratings according to their familiarity with a variety of transition assessments.

Table 2
Percentage and Means for Level of Use for Published Vocational and Transition Assessments

Item	% Not Used or Heard of	% Only Heard of Not Used	%Used	Usage Mean
Special Education Manager (SEM)	4	29	67	2.62
Transition Planning Inventory (TPI)	13	30	57	2.22
Brigance Employability Skills Inventory	19	53	28	2.08
Reading-Free Vocational Interest Inventory: 2 (R-FVII:2)	37	31	32	2.05
O-Net Interest Inventory	63	15	21	1.87
Picture Interest Career Survey (PICS)	42	34	24	1.82
Meyers Briggs Type Indicator	46	51	3	1.58
COPS-PIC: Picture Inventory of Careers	55	31	14	1.44
Microcomputer Evaluation Of Careers and Academics (MECA)	58	24	19	1.41
Wide Range Interest & Occupation Test	60	27	13	1.53
ARC Self-determination Scale	68	25	7	1.38

The participants rated their perception of the impact of vocational and transition assessment for students with ID on a four point scale. Only 17% of the participants indicated that vocational and transition assessment had a "Significant" impact. A "Moderate" impact was perceived by 46.8%. "Minimal" impact was

indicated by 30.9% of the participants, and "Little or No" impact by 5.6% of the participants. The percentage of students who perceived that vocational and transition assessment had a "Moderate" to "Minimal" impact on transition planning and support was 83%. The participants also rated their level of understanding regarding

the use of vocational and transition assessment for high school students with ID on a four point scale. The majority of participants, 62%, reported “Limited” or “Little” understanding in the use of vocational and transition assessments to plan for student needs.

The survey included a question to allow the participants the opportunity to express what types of training they would like to receive. Participants were encouraged to select all of the types of training they would like to pursue. An extremely large number of participants expressed a desire to participate in workshops (91%). Eighty-one percent of those participants desired one-day workshops. Participants also favored team collaborations at 48%. Many indicated the desire to participate in online training modules (48%). Ongoing in-service training opportunities were also viewed as a place where they would like to obtain more training. Only 33% of the participants expressed interest in college-level coursework.

Discussion

The results of the study identified components to consider regarding the use of vocational and transition assessment for individuals with ID. There are two general discussion points to address related to the research questions and results of the study. First, more than half of the participants completing the survey indicated they possessed limited or little understanding of how to utilize the results of vocational and transition assessments specifically to plan for student needs which is related to the need for training. The report of minimal understanding of the use of assessment to plan for student needs may be an important consideration as the overwhelming majority of respondents in this rural study identified

as a special educator in some capacity and would potentially be responsible for administering the assessments, developing transition plans, and supporting student needs. The majority also reported minimal impact of the assessment on transition planning and identifying student needs. This would indicate how a lack of understanding in the use of assessment results affects the impact of assessment on transition planning. The report of limited understanding and impact in the area of vocational and transition assessment directly relates to the majority of participants identifying the need to attend workshops and training that focus on these assessments and strategies for utilizing the results in transition planning. Research has found that professional development that focused on an intended topic allowing for participant practice and the provision of feedback not only improves teacher knowledge of the topic, but also may result in an increase in the use of the practices learned (Glover, Nugent, Chumney, Ihlo, Shapiro, Kirra, Koziol, & Bovaird, 2016). This indicates that educator training reflecting the practices identified that focused on vocational and transition assessment for students with ID would potentially improve transition instruction and services.

The second discussion point addresses the types of vocational and assessments utilized in this rural study. More than three-fourths of the participants utilized teacher observation and at least one type of published vocational or transition assessment. While the majority reported the use of an assessment tool that included teacher observation, interest inventory, or a published transition assessment, the educators did not report they held a clear understanding of how to

use the information gained from assessment when planning for students with ID. This is reflected in the finding that less than one-fifth of the participants reported that vocational and transition assessment resulted in significantly shaping future transition needs and success. The findings of the study relate to prior research that addressed a recommendation to provide practice and feedback in training in the purpose and use of transition assessments in addition to providing access to a variety of methods and instruments to improve the use of vocational and transition assessment for students with ID (Glover et al., 2016; Moon et al., 2011).

The literature regarding vocational and transition assessment in rural areas indicates rural educators may have fewer resources than urban areas available to address and plan for student needs (Harmon & Smith, 2012; Morgan & Openshaw, 2011; Wehman, 2013). The majority of rural educators in this study reported they have limited understanding in the use of vocational and transition assessments and the majority reported a desire for training in this area. Based on these findings, targeting rural educators for training to address vocational and transition assessment may improve outcomes for students with ID.

Limitations of the Study

The following limitations were noted in this study. Participation was confined to a specific area of West Texas and not all of the vast rural population of Texas was included and does not represent all rural schools. The results should be viewed with caution as they represent only a small sample of rural special educators. Participants were not asked to provide information about previous places of employment so some of their responses

might have been influenced by experiences in urban or suburban locales. The length of time the participant resided in the rural area was not considered, however, may have influenced the knowledge of and experiences with local services and agencies. Finally, participants may have chosen to report more favorable responses that did not actually reflect their current practice or the assessment instruments their school districts would provide.

Conclusions and Implications

This descriptive study using an online survey evaluated rural educators' understanding of vocational and transition assessment and practices to address the needs of students with ID. The study was disseminated to education personnel who are involved in some capacity in the vocational and transition assessments with the majority of the surveys completed by special education teachers and other special education personnel.

The responses of the majority of rural educators to the survey questions reflect a general lack of understanding of the use of utilizing information gleaned from vocational and transition assessment and of the impact of assessment on planning for students with ID. In addition, few educators reported they had heard of or used a variety of assessments indicating the need to inform educators on the types of assessment available. Because vocational and transition assessment is a critical component in developing appropriate planning for the transition needs of students with ID, this indicates a need to provide training in types of assessments and use of results targeting educators in rural areas.

As a result of this study, implications for practice include training the rural educators responsible for vocational and

transition assessment and planning to identify the appropriate types of assessment for students with ID, to administer the assessments, to use the assessment results to develop and implement transition plans. Rural schools would need to consider avenues for accessing the training for educators in vocational and transition assessment that may include the state education agency,

educational service centers, and university level training. Further implications for research is the need to determine if training in the area of vocational and transition assessment tools and needs to improve planning for students with ID is unique to the counties in this study when compared to other rural areas.

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Appendix A

Vocational and Transition Assessment Knowledge of Educators for Individuals with Intellectual Disabilities Survey

Directions: Answer the questions as it applies to you in your educational setting. Your participation is voluntary. You may quit at any time by closing the browser window. The responses that you provide are anonymous and confidential. Please read each choice before making your final selection. This survey should only take 10-15 minutes of your time.

1. The high school(s) where I work is/are located in a(n) _____ settings (check all that apply).
 - A) Rural
 - B) Suburban
 - C) Urban
 - D) Combination (rural/Suburban)

2. The job category that best describes my position is:
 - A) District Administrator
 - B) Campus Administrator
 - C) Special Education Administrator
 - D) Vocational Adjustment Coordinator
 - E) Consultant
 - F) Campus Special Education Teacher
 - G) District Special Educator
 - H) Educational Diagnostician
 - I) Other (please specify)

3. The school or educational setting where I work can be classified as:
 - A) Middle School
 - B) High School
 - C) Alternative
 - D) Administrative/Central Office
 - E) Other (please specify)

4. The person(s) responsible for providing vocational and transition assessment to students with intellectual disabilities at the high school where I work or consult is/are the _____(check all that apply)
 - A) Career Counselor (School employee)
 - B) Career Counselor Consultant (Non-school employee)
 - C) High School Teacher
 - D) High School Counselor
 - E) School Psychologist
 - F) Vocational Adjustment Coordinator
 - G) Transition Services Consultant/Coordinator
 - H) No one is assigned the duty as services are not available.

l) Other (Please specify)

5. At the high school(s) where I work, in most instances, vocational and transition assessments are conducted at the _____ grade(s) (check all that apply).
 - A) 9th
 - B) 10th
 - C) 11th
 - D) 12th
 - E) All grade levels
 - F) No grade level assessments are provided
6. In my opinion, vocational and transition assessments should be conducted at the _____ Grade(s) (check all that apply).
 - A) 9th
 - B) 10th
 - C) 11th
 - D) 12th
 - E) All grade levels
 - F) No grade level assessments are provided
7. Areas that are typically addressed as part of vocational and transition assessment provided at our high school include:
 - A) Academic Achievement
 - B) Vocational Aptitude
 - C) Academic Aptitude
 - D) Career decision-making skills
 - E) Interests
 - F) Personality
 - G) Work Values
 - H) World of work knowledge
 - I) Other (please specify)
8. Choose the types of assessments pertaining specifically to vocational and transition assessment for individuals with intellectual disabilities that you use, have heard of, or do not use or have heard of . (Choose all that apply).

Type of Assessment	Only Heard of	Used this	Not Used or Heard of
Interest Inventories			
Career Aptitude			
Academic Achievement			
Teacher Observation			

Intellectual Aptitude (IQ)			
Student Survey			
Personality Profiles			
Self-determination measures			
Self-Advocacy Skills measures			
Interviews			
Ecological/Environmental			
Authentic			
Portfolio			
Teacher Made			
Curriculum-Based			
Functional Skills Inventories			
Learning Styles			
Situational			
Student Survey			

9. Choose the published assessments pertaining specifically to vocational and transition assessment for individuals with intellectual disabilities that you use, have heard of, or do not use or have heard of. (Choose all that apply).

Type of Assessment	Only Heard of	Used this	Not used or heard of
Microcomputer Evaluation of Careers and Academics (MECA)			
Reading-Free Vocational Interest Inventory: 2 (R-FVII:2)			
Transition Planning Inventory (TPI)			
Brigance Employability Skills			

Inventory			
SEM (Special Ed. Manager)			
Meyers Briggs Type Indicator			
O-Net Career Interest Inventory			
Picture Interest Career Survey (PICS)			
Wide Range Interest and Occupation Test WRIOT2			
Arc Self-Determination Scale			
COPS-PIC: Picture Inventory of Careers			
C.I.T.E Learning Styles Inventory			
Other			

9. In my opinion, vocational and transition assessment for students with intellectual disabilities provided at my school or schools have _____ impact on improving transition planning to provide positive student support.
- A) Significant
 - B) Moderate
 - C) Minimal
 - D) Little or no
10. As part of my professional training and/or work experience, I have a _____ understanding of how to use vocational and transition assessment to plan for high school students with intellectual disabilities.
- A) Very Clear
 - B) Moderately Clear
 - C) Limited
 - D) Little or No
11. Which of the following training opportunities would you participate in to increase your knowledge and use of vocational and transition assessment tools and procedures for individuals with intellectual disabilities? (check all that apply).
- A) One-hour workshop
 - B) 1-day workshop
 - C) Team Collaboration
 - D) Self -Study (Independent discovery)

- E) Multiple day workshops
- F) Ongoing in-service training
- G) Online training module
- H) Online college course
- I) College course (on campus or media-site)
- J) College coursework toward TEA certification in Transition.
- K) None
- L) Other (please specify)

Demographic Information

This section contains a few demographic questions needed to describe the sample. Please remember that the responses you provide are anonymous and confidential.

12. *What is your current age (rounded to the nearest year)*

Age Range	Response
20-25	
26-30	
31-35	
36-40	
41-45	
46-50	
51-55	
56-60	
61-70	

13. What is your gender?

- A) Male
- B) Female

14. What is your highest level of education?

- A) Bachelor’s degree
- B) Master’s degree
- C) Doctorate
- D) Other

15. What is your total number of years as an educator, including this year? Please check the appropriate box.

Number of years	Response
1-2	
3-5	
6-10	
11-15	
16-20	
21-25	
26-30	
31-35	
36-40	
41 and above	

16. How long have you been employed in your current position, including this year? Please check the appropriate box.

Number of year(s)	Response
<i>1-2</i>	
<i>3-5</i>	
<i>6-10</i>	
<i>11-15</i>	
<i>16-20</i>	
<i>21-25</i>	
<i>26-30</i>	
<i>31-35</i>	
<i>36-40</i>	
<i>41-or more</i>	