**Age Appropriate Transition Assessment and Discovery**

**Presentation Activities**

1. **Review the ‘Transition Assessment and Planning Guide’ on the Rural Institute Transition Projects Web site** [**http://ruralinstitute.umt.edu/transition/articles.asp**](http://ruralinstitute.umt.edu/transition/articles.asp)
2. **How does the information gathered through this tool differ from the information gathered through assessments you currently complete for students with a significant impact of disability?**
3. **Who would most likely be helpful contributors of information to this type of document?**
4. **Within your school system where would a document such as this be stored, added to, and referenced by support staff to ensure that it is a truly useful piece of information?**
5. **Given 1-3 specific students you currently work with, develop a list of opportunities throughout their school day to discover information about their skills, successful support strategies, support needs and tasks that they are able to perform.**
6. **Given one of the students above select 2-3 people who know them well. Interview these people to gather information about the student’s performance in various situations in terms of; where they excelled, where they needed the most support, characteristics of environments that worked or didn’t work.**
7. **Choose an activity that one of the students above participates in regularly but you are unfamiliar with. Observe them in that activity and practice taking descriptive (not judgmental notes). Review your notes and evaluate them for richness, robustness, descriptiveness. Share the notes with a coworker. Can they see the student’s performance from the written description or do they need more information?**