Within special education and related services, each student is entitled to an Individualized Education Program (IEP), a foundation of their educational support. The IEP becomes critical when addressing transition services for students aged 14–21 years because it focuses on skills for independent living (IDEA, 2004). To set appropriate transition goals, age-relevant and IEP development. A collaboration with school-based OT professionals in Blount County City IEP standards, particularly in providing clear guidelines for selecting assessments that align with IEP standards. Using standardized assessments is crucial for reliable educational evaluations and IEP development. A collaboration with school-based OT professionals in Blount County City Schools in Alabama was conducted to propose a comprehensive appendix to enhance the decision-making process for occupational therapists and other educational professionals. This resource aims to facilitate the selection of appropriate assessments, thereby supporting the creation of more effective IEPs for students receiving special education services.

Methods

1. Comprehensive review of assessments from multiple databases
2. Selection process
   a) 38 assessments
   b) Criteria
3. Assessment analysis
   a) Identification of domains assessed (constructs) and variables assessed within the domain
4. Qualitative review of the Daily Living section in ATS
   a) 44 standards
   b) Identification and isolation of primary constructs
5. Mapping

Results

Appendix Development:

Assessment-Specific Information
- Constructed detailed profiles of assessments, including age range, target population, description, administration time, cost, status, publication date, and links

Assessments with Constructs and Variables Correlation
- Identified primary constructs and variables linked with each assessment

Standards, Constructs, and Assessment Synchronization
- Identified primary constructs for each standard
- Developed a synchronized overview that pairs each standard with corresponding assessment criteria for better coherence
- Integrated 38 assessments with 44 standards

Task Objective Formulation
- Formulated three adaptive task objectives for each standard, aiming for practicality and applicability within education settings, but noted the need for further research-based validation

Mapping Tools for Precise Reference
- Created tools for mapping individual standards to associated assessments and vice versa, serving as quick reference aids

Optimization of Education Resources:
- Developed a cross-referencing index system to simplify the selection and application of assessment tools

Discussion

Legal Diligence
- Creation of the appendix addresses legal accountability by using standardized assessments to reduce accusations of bias and limit the potential for litigation while protecting against lawsuits, ensuring students receive fair and equitable evaluations.

Limitations and Area for Improvement:
- Cost of assessment may impact accessibility and widespread usage
- Availability of assessments may be limited across educational settings
- Parts of assessments may not be applicable to the intended standard
- Interpretation of task activities was subjective
- Assessments and recommendations may have the potential for generalized constraints
- The project encompasses only a subset of ATS
- Continuing monitoring and adaption of standards and assessments due to the dynamic nature of updates and revision

Conclusion

Implications:
- The guide facilitates a tailored approach to meeting individual educational needs and enhances the specificity and adaptability of ATS.
- The task objective suggestions empower educators to evaluate students with greater creativity, ultimately contributing to more personalized and goal-oriented outcomes for students.
- The profile of assessments and cross-referencing index have the potential to save time and increase accuracy for educators and OTs in evaluations of students.
- The alignment with the ATS suggests that statewide educational standards can be successfully operated through such tools, potentially influencing policy toward adopting similar frameworks in other regions.

Future Research:
- Evaluate the practical efficacy of the resource guide in real-world educational settings.
- Longitudinal studies could assess how using these aligned assessments impacts students’ progress over time.
- Research into the development of evidence-based task activities would further strengthen the resources available.
- Investigating the extensibility of this approach to other states and regions and its potential adaptability effects on a broader educational landscape.

References


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