

MEET KEENAN

Keenan is a 14-year-old African American male diagnosed with emotional behavior disorder and a mild learning disability in reading. He currently receives all academic instruction alongside his typically developing peers in a co-taught classroom within a rural high school. With accommodations, he is able to successfully access the general education curriculum. Keenan has difficulty initiating and maintaining conversation with his other classmates. Teachers and school staff have reported that Keenan is a challenging student. He has a history of physically aggressive behavior towards both staff and peers in addition to a variety of disruptive behaviors. Keenan is excited to turn 16 and to work towards obtaining a driver's license. He ultimately wants to work at his family's auto mechanic shop.

Pre-Reading Question

- *Given Keenan's post-school goal of working in auto mechanics, what types of transition assessment might be helpful?*

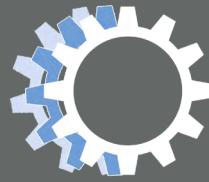
Keenan's teacher conducted an informal interview to gauge his post school interests. The informal assessment confirmed that Keenan has an interest in cars and a career as an auto mechanic. Keenan's teacher arranged for him to begin working in the school's auto mechanic shop. Keenan's teacher, in collaboration with the shop teacher, administered an aptitude test. The results of the test demonstrated that Keenan already knew a great deal about cars and has many of the technical skills needed to work as a mechanic. Keenan's teacher decides she does not need to conduct further assessment.

What's the Problem?

Keenan's teacher only assessed Keenan's technical skills and did not conduct any assessments related to "soft skills" or behavior supports that he may need on the job. She also did not thoroughly assess Keenan's strengths, interests, preferences, and needs to determine whether working as an auto mechanic is truly a good fit for Keenan.

What's the Solution?

Keenan's teacher decides to conduct further assessments and administer the Career Interests, Preferences, and Strengths Inventory to ensure that Keenan's post-school goals truly align with his interests. She also adapts a work observation form to capture some of the social behaviors that Keenan has struggled with when interacting with his peers. She observes him interacting with customers in the auto mechanic shop and sees that when



Transition

TENNESSEE

Keenan struggles to maintain conversation with a customer, he begins engaging in disruptive behaviors which sometimes escalates to aggression. She uses this information to develop behavior supports that will help teach Keenan social skills and de-escalation strategies that he can use on the job.

Post-Reading Questions

- *Why is it important to assess a student in a natural environment?*
- *What other parts of quality transition assessment should Keenan's teacher consider?*