

Enderle-Severson Transition Rating Scale - From ESTR-J

(Transition assessment for learners with mild disabilities)

Student Information

Name: Henry Webster

Date of Evaluation: 01/20/2006

Grade: Tenth

Primary Disability: Learning Disability

Gender: Male

Age: 16

Birth Date: 01/15/1990

School/Agency: Morningside High School

Parent/Guardian Name: Harriet Webster

Guardian and Evaluator's Information

Respondents: Harriet Webster , Henry Webster

Date Report was Generated 01/27/2006

Anticipated Date of Graduation 05/23/2006

Previous Scale Total Performance Score(s) and Date(s):

ESTR-J Profile

Category	Number of Items	# of Yes Items	Percent*
Employment	13	5	38%
Recreation and Leisure	4	4	100%
Home Living	15	8	53%
Community Participation	7	4	57%
Post Secondary Education	8	1	13%
	47	22	47%

*Number of yes items divided by number of items

IDEA 2004 requires that transition planning be based on student "strengths, needs, preferences, and interests". This report provides this information by identifying the learner's post-school preferences and interests as well as describing current performance by describing strengths and possible areas of concern as identified by the Enderle-Severson Transition Rating Scale-Form J Revised (ESTR-J-R).

The ESTR-J is an informal, criterion-referenced transition rating scale designed for learners with mild disabilities. It provides scores in the areas of Jobs & Job Training, Recreation & Leisure, Home Living, Community Participation, and Post Secondary Training and Learning as well as a Total Performance. Analysis of individual subscale items identifies learners' strengths as well as their specific program needs that can easily be transformed into IEP goals, objectives, or activities. The reliability and validity of the ESTR-J are based on studies completed with the ESTR-R. Face validity was confirmed through a Minnesota Interagency Office of Transition Task Force (comprised of teachers, parents, and advocates). These persons provided key information into the development of the ESTR-J. The ESTR-J uses a third party respondent is to rate student behavior. This is a typical rating form for adaptive behavior. The respondent should be someone who knows the learner well.

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Employment

ESTR-J Score: I scored "Yes" 38% of the time.

Strengths

- I have good attendance.
- I can complete a job application.
- I have good hygiene and grooming.
- I understand that I need to support myself someday.
- I have listening and verbal skills to be successful on a job.

Possible Areas of Concern

	I would like this to become part of my IEP this year.	My parents would like this to become part of my IEP this year.	I will work on this at home or in other non school environments	Not to be addressed this year.
I need to develop job interview skills.				
I need to learn more about appropriate career choices.				
I have no work experience at this time.				
I can improve my punctuality.				
I can improve my abilities to respond to authority figures.				
I need to develop an understanding of the training requirements of various jobs.				
I am unaware of the factors that affect retention, firing, and promotion on a job.				
I need to improve my understanding of how to find a job.				

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Recreation and Leisure

ESTR-J Score: I scored "Yes" 100% of the time.

Strengths

I choose appropriate free time activities.

My behaviors in the community are good.

I do things with friends outside of my home.

I communicate with other effectively.

Possible Areas of Concern

	I would like this to become part of my IEP this year.	My parents would like this to become part of my IEP this year.	I will work on this at home or in other non school environments	Not to be addressed this year.
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Home Living

ESTR-J Score: I scored "Yes" 53% of the time.

Strengths

- I am able to use the telephone.
- I practice health care by getting enough sleep, getting exercise, not abusing drugs or alcohol.
- I am able to dress appropriate for the weather and a variety of activities.
- I am able to perform light household maintenance tasks using basic tools.
- I am a good citizen.
- I have an understanding of concepts related to sexual awareness.
- I know how to treat minor medical problems or seek assistance.
- I am able to write notes, letters, phone messages, and e-mails.

Possible Areas of Concern

	I would like this to become part of my IEP this year.	My parents would like this to become part of my IEP this year.	I will work on this at home or in other non school environments	Not to be addressed this year.
I need to develop an understanding of what to do in emergency situations.				
I need to learn to understand nutrition and plan balanced meals.				
I need to learn money management skills such as budgeting and paying bills on time.				
I do not understand basic parenting skills.				
I need to learn how to prepare foods that require cooking.				
I need to start performing household cleaning and laundry tasks at home.				
I need to learn about checking and savings accounts.				

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Community Participation

ESTR-J Score: I scored "Yes" 57% of the time.

Strengths

I am able to use community resources such as banks, postal services, and health care facilities.

I am appropriate in the community.

I understand how to save money on my purchases.

I can get around in the community.

Possible Areas of Concern

	I would like this to become part of my IEP this year.	My parents would like this to become part of my IEP this year.	I will work on this at home or in other non school environments	Not to be addressed this year.
I need more information about post secondary housing options.				
I need to understand credit, loans to make large purchases.				
I need to develop an understanding of insurance.				

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Post Secondary Education

ESTR-J Score: I scored "Yes" 13% of the time.				
Strengths I have confidence in myself.				
Possible Areas of Concern				
	I would like this to become part of my IEP this year.	My parents would like this to become part of my IEP this year.	I will work on this at home or in other non school environments	Not to be addressed this year.
Supports need to be identified in my transition plan.				
I do not have an understanding of post secondary educational options.				
I need to learn more about myself.				
I have not completed a vocational assessment.				
I do not have plans for post secondary housing.				
Application for post secondary education has not been made.				
Application for financial assistance has not been made.				

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Future Goals and Outcomes

EMPLOYMENT

After I have completed my education (high school and post high school), the career I would like to have is: I am not sure but I think I would like to employed as a skilled worker.

To reach this goal, I will need to

RECREATION AND LEISURE

After I graduate from high school, these are the things that I will do in my free time: bowling, dining out, golfing, going to the movies, dating, traveling, renting videos, partying, watching TV, driving around, sporting events, dancing, listening to music, talking on the phone,

To reach this goal, I will need to Make money, have friends.

HOME LIVING

I plan to move away from home when I'm age 18.

When I get my own place, I plan to live in an apartment.

I want to live with several roommates.

I will do my own cleaning, budgeting, laundry, paying bills, cooking, grocery shopping, checking account, clothing shopping, taking medications, scheduling of appointments,

I plan to live in in the city. in or near Morningside.

To reach this goal, I will need to .

COMMUNITY PARTICIPATION

When I'm living on my own, I plan to get around by driving my own car,

Places I will go in my community banks, restaurants, bars, vote, work, friends' houses, department stores, grocery stores, movie theaters, shopping malls, video rental stores, golf courses, church.

POST SECONDARY EDUCATION

Right after high school, I plan to attend a 2 year college*,

*The school(s) I am most interested in attending Technical College

To reach this goal, I will need to:

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Comments About The Learner

Here is where you would write any additional information you would like to communicate about Henry. You could include information about his academic performance or his performance in any other area (e.g., behavioral, sensory, physical). When completing the ESTR scales, raters are encouraged to include anecdotal comments when rating the items. These anecdotal comments could be included in the assessment report in this space also.