



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Learner Information

**Name** CJ Sample Report  
**Gender** Male **Grade** Tenth **Birth Date** 1/1/2015 **Age** 16  
**Parent or Guardian** Anonymous Anonymous **School or Agency** Anonymous  
**Primary Disability** Cognitive Disability **Secondary Disability** Visual Impairment

## Guardian and Evaluator's Information

**Evaluators** Susan Severson  
**Evaluation Date** 2/1/2022 **Report Date** 2/1/2022 **Graduation Date** 5/1/2027

## Profile

| Category                 | Answers Scored as 2 |                 | Answers Scored as 1 |                  | Answers Scored as 0 |                 | Score     | Potential  |
|--------------------------|---------------------|-----------------|---------------------|------------------|---------------------|-----------------|-----------|------------|
| Employment               | 3                   | (2 x 3) = 6     | 8                   | (1 x 8) = 8      | 18                  | (0 x 18) = 0    | 14        | 58         |
| Recreation and Leisure   | 1                   | (2 x 1) = 2     | 6                   | (1 x 6) = 6      | 7                   | (0 x 7) = 0     | 8         | 28         |
| Home Living              | 0                   | (2 x 0) = 0     | 16                  | (1 x 16) = 16    | 18                  | (0 x 18) = 0    | 16        | 68         |
| Community Participation  | 0                   | (2 x 0) = 0     | 7                   | (1 x 7) = 7      | 12                  | (0 x 12) = 0    | 7         | 38         |
| Post-Secondary Education | 0                   | (2 x 0) = 0     | 3                   | (1 x 3) = 3      | 4                   | (0 x 4) = 0     | 3         | 14         |
|                          | 4                   | <b>Score: 8</b> | 40                  | <b>Score: 40</b> | 59                  | <b>Score: 0</b> | <b>48</b> | <b>206</b> |

**Total Score 48 out of 206**



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Employment

### TRS 2.0 Scores

Strengths (2) = 3 items scored at 6 points; Participates with Assistance (1) = 8 items scored at 8 points;  
Does Not Participates (0) = 18 items scored at 0. Total Employment Score = 14

### Areas of Strength *(items scored at 2)*

I have good attendance.

I respond well to those with authority.

I am able to communicate personal information.

| <b>Participates with Assistance</b><br>(items scored at 1)   | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| I need assistance with tasks that require fine motor skills.   |  |   |   |                                       |
| I need assistance with tasks that require gross motor skills.  |  |   |   |                                       |
| My punctuality is inconsistent and/or I need assistance to get to places on time.                    |  |   |   |                                       |
| I need assistance with hygiene and grooming tasks.   |  |   |   |                                       |
| I am inconsistent and/or need assistance in my appropriate responses to verbal correction.           |  |   |   |                                       |
| I am inconsistent and/or need cues/reminders to do my best [the best I can] on school or work tasks. |  |   |   |                                       |
| I need assistance in demonstrating the listening and verbal skills to successfully work with others. |  |   |   |                                       |
| I am inconsistent or need assistance to follow directions without complaining.                       |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support.

Completed on 2/1/2022

| <b>Does Not Participate</b><br>(items scored at 0)                           | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| I do not understand how to adjust my actions to "time-of day".               |  |   |   |                                       |
| I do not have an understanding of how much time is needed to complete tasks. |  |   |   |                                       |
| I do not understand time-related events over the course of a month.          |  |   |   |                                       |
| I do not initiate tasks on my own.   |  |   |   |                                       |
| I have no experience with checking in at work environments (or classrooms).  |  |   |   |                                       |
| I do not (or very seldom) maintain a productive work rate.                   |  |   |   |                                       |
| I do not do well with changes to schedules or routines.                      |  |   |   |                                       |
| I need direct supervision to maintain work habits.                           |  |   |   |                                       |
| I do not demonstrate organization in school or work tasks.                   |  |   |   |                                       |
| I do not make good decisions in completing work.                             |  |   |   |                                       |
| I do not complete tasks within the allotted time.                            |  |   |   |                                       |
| I am unable to complete a job application.                                   |  |   |   |                                       |
| I do not know how to successfully interview for a job.                       |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

|   |  |  |  |  |
|---|--|--|--|--|
| I do not know about nor do I use resources for finding a job.     |  |  |  |  |
| I do not understand the importance of supporting myself via work. |  |  |  |  |
| I do not have experience working in part-time jobs.               |  |  |  |  |
| I have no community-based work or work-like volunteer experience. |  |  |  |  |
| I have not earned money doing a part-time job.                    |  |  |  |  |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Recreation and Leisure

### TRS 2.0 Scores

Strengths (2) = 1 items scored at 2 points; Participates with Assistance (1) = 6 items scored at 6 points;  
Does Not Participates (0) = 7 items scored at 0. Total Recreation and Leisure Score = 8

### Areas of Strength *(items scored at 2)*

I show an interest in things within my environment.

| <b>Participates with Assistance</b><br>(items scored at 1)                               | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| I need assistance in selecting television or other electronic media for entertainment.   |  |   |   |                                       |
| I need assistance in initiating interactions with adults at appropriate levels or rates. |  |   |   |                                       |
| I need assistance in initiating interactions with peers at appropriate levels or rates.  |  |   |   |                                       |
| I need assistance to converse with others appropriately.                                 |  |   |   |                                       |
| I need assistance to modify my behavior to fit specific situations.                      |  |   |   |                                       |
| I need assistance to make friends.   |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support.

Completed on 2/1/2022

| <b>Does Not Participate</b><br>(items scored at 0)                                | I would like this to be part of my IEP this year. | My parents would like this to be 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 do not take part in simple interactive games.                                   |   |  |  |                                |
| I do not take part in age-appropriate activities.                                 |   |  |  |                                |
| I do not make plans to attend activities outside the home.                        |   |  |  |                                |
| I do not go places with friends in non-school hours.                              |   |  |  |                                |
| I do not entertain friends and others in my home.                                 |   |  |  |                                |
| I do not take part in a variety of integrated activities during non-school hours. |   |  |  |                                |
| I do not use resources for informational purposes.                                |   |  |  |                                |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Home Living

### TRS 2.0 Scores

Strengths (2) = items scored at points; Participates with Assistance (1) = 16 items scored at 16 points;  
Does Not Participates (0) = 18 items scored at 0. Total Home Living Score =

| Participates with Assistance<br>(items scored at 1)   | I would like this to be part of my IEP this year. | My parents would like this to be 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 assistance with my bathroom needs.   |   |  |  |                                |
| I need assistance in maintaining a clean body.  |   |  |  |                                |
| I need assistance with dressing and/or undressing.  |   |  |  |                                |
| I need assistance in maintaining a neat appearance.   |   |  |  |                                |
| I need assistance with eating, but do not resist such assistance.                             |   |  |  |                                |
| I need assistance in selecting clothing that is appropriate in size, color, pattern or style. |   |  |  |                                |
| I need assistance in dressing appropriately for specific situations.                          |   |  |  |                                |
| I have some understanding of proper nutrition.  |   |  |  |                                |
| I need assistance to prepare foods requiring little or no cooking.                            |   |  |  |                                |
| I need assistance to prepare and serve simple meals.  |   |  |  |                                |
| I need assistance to properly store food.   |   |  |  |                                |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

|   |  |  |  |  |
|---|--|--|--|--|
| I need assistance to maintain my bedroom.   |  |  |  |  |
| I need assistance to maintain a comfortable room temperature.                                       |  |  |  |  |
| I need assistance to follow safety precautions at home.   |  |  |  |  |
| I need assistance in recognizing when things need to be cleaned and with completing cleaning tasks. |  |  |  |  |
| I need assistance to demonstrate qualities of good citizenship.                                     |  |  |  |  |

| <b>Does Not Participate</b><br>(items scored at 0)                               | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| I do not participate in cooking foods requiring cooking.                         |  |   |   |                                       |
| I am unable to read words found in the home.                                     |  |   |   |                                       |
| I do not participate in completing any laundry tasks.                            |  |   |   |                                       |
| I do not participate in light household maintenance.                             |  |   |   |                                       |
| I do not know how to respond to household emergencies and/or do not participate. |  |   |   |                                       |
| I do not have experiences in caring for my own or others' property.              |  |   |   |                                       |
| I do not participate in taking my temperature.                                   |  |   |   |                                       |





# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

|  |  |  |  |  |
|--|--|--|--|--|
| I do not know how to treat minor illnesses.  |  |  |  |  |
| I do not understand or participate in seeking medical assistance.                  |  |  |  |  |
| I do not participate in managing medications.                                      |  |  |  |  |
| I do not participate in performing basic first aid.                                |  |  |  |  |
| I do not have an understanding of concepts related to sexual awareness and health. |  |  |  |  |
| I do not have an understanding of concepts related to checking accounts.           |  |  |  |  |
| I do not have the skills to pay bills on time.                                     |  |  |  |  |
| I do not have understanding of budgeting.  |  |  |  |  |
| I do not have the skills to perform written correspondence.                        |  |  |  |  |
| I do not use a phone.  |  |  |  |  |
| I do not participate in developing shopping lists.                                 |  |  |  |  |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Community Participation

### TRS 2.0 Scores

Strengths (2) = items scored at points; Participates with Assistance (1) = 7 items scored at 7 points;  
Does Not Participates (0) = 12 items scored at 0. Total Community Participation Score =

| <b>Participates with Assistance</b><br>(items scored at 1)  | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|---|--|---|---|---------------------------------------|
| I need assistance locating places that have a constant location such as restrooms & bus stops.                              |  |   |   |                                       |
| I need assistance safely crossing streets including those with traffic lights.  |  |   |   |                                       |
| I need assistance accessing transportation to get around the community.   |  |   |   |                                       |
| I need assistance to locate unfamiliar destinations in the community.   |  |   |   |                                       |
| I need assistance to demonstrate appropriate social behaviors in the community (e.g., tipping) and/or do so inconsistently. |  |   |   |                                       |
| I have started thinking about but do not have a plan for addressing postsecondary housing.                                  |  |   |   |                                       |
| I have thought about postsecondary housing but have not identified options.   |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

| <b>Does Not Participate</b><br>(items scored at 0)  | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|---|--|---|---|---------------------------------------|
| I do not find places in my school or neighborhood.  |  |   |   |                                       |
| I do not understand relevant signs and symbols such as Danger & Do Not Enter.               |  |   |   |                                       |
| I do not know how to respond to emergency situations in the community (e.g., getting lost). |  |   |   |                                       |
| I do not know about potential dangers in the community.                                     |  |   |   |                                       |
| I do not travel to relevant community resources such as banks and stores.                   |  |   |   |                                       |
| I do not use relevant community resources such as banks or stores.                          |  |   |   |                                       |
| I do not order food in restaurants and/or online.   |  |   |   |                                       |
| I do not locate items in grocery stores.  |  |   |   |                                       |
| I do not participate in making appoints in the community.                                   |  |   |   |                                       |
| I do not participate in making small purchases in the community or online.                  |  |   |   |                                       |
| I do not know about the process of relocating.  |  |   |   |                                       |
| Application has not been made for postsecondary housing.                                    |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

---



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

## Post-Secondary Education

### TRS 2.0 Scores

Strengths (2) = items scored at points; Participates with Assistance (1) = 3 items scored at 3 points;  
Does Not Participates (0) = 4 items scored at 0. Total Post-Secondary Education Score =

| <b>Participates with Assistance</b><br>(items scored at 1)                                   | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| Some relevant supports have been identified in my transition plan; planning is not complete. |  |   |   |                                       |
| I do not have a aspirations for a career that match my interests and/or abilities.           |  |   |   |                                       |
| I have not completed vocational assessment.  |  |   |   |                                       |

| <b>Does Not Participate</b><br>(items scored at 0)   | <b>I would like this to be part of my IEP this year.</b> | <b>My parents would like this to be part of my IEP this year.</b> | <b>I will work on this at home or in other non-school environments.</b> | <b>Not to be addressed this year.</b> |
|--|--|---|---|---------------------------------------|
| I do not have a plan for postsecondary education that matches my career choice.  |  |   |   |                                       |
| I do not have understanding of self-awareness.   |  |   |   |                                       |
| I do not demonstrate knowledge/skills related to self-confidence or self-advocacy.                                       |  |   |   |                                       |
| I have not made application for financial assistance to support residential living, employment, postsecondary education. |  |   |   |                                       |



# TRS 2.0

Transition assessment for learners with moderate to significant needs for support. Completed on 2/1/2022

---

## Future Outcomes and Goals

### Employment

After I have completed my education (high school and post high school), the career I would like to have is: Work in catering

To reach this goal, I will need to: Learn food prep skills; improve interpersonal/social skills; improve balance and coordination

### Recreation and Leisure

After I graduate from high school, these are the things that I will do in my free time: (Check all that apply) camping, health club, amusement parks, volunteering, music, phone/iPad activities, going to movies, getting exercise, watching TV, sporting events, dining out, reading, bowling, skiing, dancing

Other(s):

To reach this goal, I will need to: Increase community access skills; improve self-advocacy skills

### Home Living

I would like to move away from home when I'm (age) I plan to stay at home

In or near what city/town?

Things that I would like to do in my home environment: select all that apply shopping, cooking, grocery shopping, cleaning, laundry

To reach this goal, I will need to: Learn to make lists; have access to the community

### Community Participation

When I'm living on my own, I plan to get around by: (check all that apply) riding with relatives

Other:

Places I will go in my community: (check all that apply) movie theater, employment services, restaurants, parks, grocery store, place of worship, shopping mall, libraries

To reach this goal, I will need to: Know directions; understand safety; be able to use apps

### Post-Secondary Education

Right after high school, I plan to: work part-time

Other:

\*The school(s) I am most interested in attending:

To reach this goal, I will need to:



## Evaluator Comments

### Comments

#### Evaluator Comments

Employment related skills. While unwrapping and stacking are difficult, grasping objects is okay. Lifting and carrying are difficult as balance is affected by cane use. The Google and Apple apps are used to set reminders for appointments. The home routine is very consistent; it takes a few months to adjust to a new school schedule. Five-minute timers are set as reminders for tasks. CJ's watch tells the weather, date, and schedule. CJ taps his watch for the time.

Physical and verbal prompts are used for hygiene and grooming. When brushing teeth, an electric toothbrush is used.

CJ initiates activities that he enjoys but he doesn't initiate nonpreferred activities (chores, eating, homework). He generally tries to do his best but can get easily distracted. CJ's work rate is below average, and he does need direct supervision to remain organized in completing tasks.

CJ is friendly, he initiates interactions verbally at first and if doesn't get a response he reaches out with touch. As CJ has a visual impairment, he will sometimes get too close or bump into people. He is never aggressive. Speech therapy is working on conversational skills.

Overall, he does well with changes; when a change occurs, he may verbally repeat several times as he initially doesn't understand why the change occurred. CJ would like to have a job someday. CJ can communicate his personal information.

CJ has many interests: music, age-appropriate movies, being social with his family, and jumping on the trampoline. He is close to his family. He likes the games he plays at school and Mom would like an expansion of these games.

Home Living. CJ needs verbal and/or physical prompts for most bathroom activities. He can start the water and put the plug in and pull it out. CJ needs assistance for putting on soap and prompts to start washing. He puts shampoo on his hair but requires assistance with washing and physical assistance for rinsing (he does not like water falling from overhead although he will pour water on his head from a bucket). Assistance is needed to dry off. CJ participates in hair combing by taking 1-2 swipes; the task is then completed by others.

CJ likes to have a neat appearance. He knows the seasons and what type of clothing to wear. He checks his watch for weather conditions but then needs assistance in determining appropriate clothing.

CJ has limited cooking experiences but likes to cook. He can use a microwave and knows the basic orientation of the kitchen. A safety concern is that he sometimes forgets the stove or oven is hot.

CJ has started to have interest in making his bed. Mom indicates that they are trying to incorporate chores into his daily routine. CJ enjoys doing laundry with Mom. He likes putting dirty clothes in the hamper. Hand over hand assistance is used for adding soap and starting the washer. He will recognize when things need to be cleaned and will tell others. He cares for some items of his personal property (CD's, IPAD).

Being able to perform written correspondence is affected by fine motor limitations to operate braille independently. CJ can make a list using Siri or Alexa.

Family Priorities: 1. Employment. Interpersonal and social skills; Executive functioning skills such as organization of tasks. 2. Recreation and Leisure. Social skills; AT to expand ability to engage in games and leisure activities at home. 3. Community Participation. Community access; safety skills.