

Guidance for Selecting the TRS Assessment

Our transition assessment instruments are designed to address the transition needs of youth who exhibit various levels of functioning. We provide three levels of assessment instrumentation each designed to address *strengths, needs, and preferences*.

Generally, selecting the correct instrument (TRS 1.0, TRS 2.0, TRS 3.0) is quite easy but in some cases, when multiple disabilities are present more discretion is needed.

Guidance in Selecting the Correct Scale

- TRS 1.0
 - This instrument was developed for learners with mild disabilities. Generally, it is most useful for learners with learning disabilities, behavioral disorders, physical impairments, vision impairments, hearing impairments or mild cognitive disabilities.
 - We say “generally”, because if the learner has needs that require assessment of basic developmental skills such as eating or dressing, then the next level of TRS would be most appropriate.
- TRS 2.0
 - This scale is most appropriate for learners who require mild to moderate levels of support. It includes items that assess basic developmental skills (e.g., eating, dressing, using the bathroom), but also includes higher level skills (e.g., cooking, budgeting, banking, accessing the community).
 - As this scale is useful with a wide range of learners, the rating system enhances the information obtained. Items are marked as: 1) independent; 2) participates, or 3) does not participate.
 - Generally, TRS 2.0 is most useful for learners with moderate to severe cognitive disabilities.
- TRS 3.0
 - This scale is most appropriate for learners who have pervasive and long-term needs for support.
 - Generally, these are learners with multiple impairments.
 - A developmental approach to assessment is used.