

Transition Assessment Summary Report & Planning Document TRS 1.0

Summary

This template provides you with the opportunity to summarize information gathered via the TRS 1.0. For each of the five transition areas, the template allows you to list or describe a student's performance on transition related skills by noting:

- 1) strengths (items scored as yes)
- 2) possible areas of concern (items scored as no)

Planning

This template also serves as a *planning tool* for teams to prioritize skills/activities for the upcoming IEP and/or skills/activities that parents/family/caregivers will work on in home or community environments.

Student Information	
Name: Jenny Jones	Age: 16
Primary Disability: SLD	Gender: F
School/Agency: Transition Academy	Birth Date: 5/27/2006
Date of Evaluation: 9/5/2021	
Anticipated Date of Graduation: May 2023	
Information in This Report was Provided By:	Role
Heather Jones	Mother
Susan Severson	Case Manager

EMPLOYMENT	
TRS 1.0 Employment Score: Yes responses on 77% of TRS items. <i>This score represents a percentage so is primarily useful to monitor performance over time.</i>	
Summary of Strengths (list or description of skills scored as yes; independent and consistent): I show strengths in: <ul style="list-style-type: none"> • Hygiene and grooming • Understanding the importance of eventually supporting myself • Responding to authority figures • Understanding that jobs require varying levels of training • Understanding factors that influence job attainment, retention, dismissal, and promotion • Accessing resources for job searching • Demonstrating the interpersonal skills to work with others • Skills related to job interviewing • Skills related to completing a job application • Community-based work experience 	
Summary of Possible Areas of Concern (list or description of items scored as no): Areas that I may need to work on: <ul style="list-style-type: none"> • Inconsistency in attendance • Inconsistency with punctuality • Having a realistic understanding of my vocational potential 	
Evaluator's Comments: (address any comments noted in the assessment) Jenny shows a lack of confidence, and this has the potential of impacting her vocational potential. She does not understand her strengths. While she has experienced community-based work experiences, they have been short term. The inconsistency she shows in punctuality and attendance may impact future success in employment.	
Team Planning	
<i>Priorities to be addressed in this year's IEP:</i>	<i>Skills/Activities that family will work on at home or in community environments:</i>
Punctuality and attendance. Career exploration. Self-determination.	Stimulus prompts for getting to school. Supporting good bedtimes.

RECREATION & LEISURE	
TRS 1.0 Recreation & Leisure Score: Yes responses on 100% of TRS items. <i>This score represents a percentage so is primarily useful to monitor performance over time.</i>	
Summary of Strengths (list or description of skills scored as yes; independent and consistent): I show strengths in: <ul style="list-style-type: none"> • Choosing a variety of free time activities. • Managing home electronics. • Social skills and social interactions. • Initiating and participating with a variety of free time activities with friends. 	
Summary of Possible Areas of Concern Assistance (list or description of items scored as no): There are no transitional concerns.	
Evaluator's Comments: (address any comments noted in the assessment) N/A	
Team Planning	
<i>Priorities to be addressed in this year's IEP:</i>	<i>Skills/Activities that family will work on at home or in community environments:</i>
N/A	N/A
HOME LIVING	
TRS 1.0 Home Living Score: Yes responses on 86% of TRS items. <i>This score represents a percentage so is primarily useful to monitor performance over time.</i>	
Summary of Strengths (list or description of skills scored as yes; independent and consistent): I show strengths in: <ul style="list-style-type: none"> • Using a cell phone and land line • Dressing to situations and occasions. • Being able to perform household cleaning and laundry. • Being able to perform light household maintenance. • Showing qualities of a good citizen • Understanding concepts related to sexual awareness • Understanding basic first aid and when to seek medical attention • Understanding checking and savings accounts. • Performing written correspondence • Knowing how to respond to household emergencies. • Understanding basic parenting skills. 	

<ul style="list-style-type: none"> • Being able to prepare and serve food that require cooking 	
Summary of Possible Areas of Concern (list or description of items scored as no): Areas I may need to work on: <ul style="list-style-type: none"> • Practicing preventive health care • Managing my money 	
<div style="background-color: black; color: white; text-align: center; padding: 5px;">Team Planning</div>	
<i>Priorities to be addressed in this year's IEP:</i>	<i>Skills/Activities that family will work on at home or in community environments:</i>
Healthy living unit. Managing money.	Provide support in implementing strategies for healthy living (eating, exercise, sleep). Provide support in implementing strategies for money management.

COMMUNITY PARTICIPATION	
TRS 1.0 Community Participation Score: Yes responses on 100% of TRS items. <i>This score represents a percentage so is primarily useful to monitor performance over time.</i>	
Summary of Strengths (list or description of skills scored as yes; independent and consistent): I have strengths in: <ul style="list-style-type: none"> • Using community resources. • Demonstrating appropriate social behaviors online and in the community. • Understanding and getting around the community. • Planning for post-secondary housing. • Understanding purchasing options and paying for large purchases. • Understanding basic insurance. 	
Summary of Possible Areas of Concern (list or description of items scored as no): There are no transitional concerns.	
Evaluator's Comments: (address any comments noted in the assessment) N/A	
<div style="background-color: black; color: white; text-align: center; padding: 5px;">Team Planning</div>	
<i>Priorities to be addressed in this year's IEP:</i>	<i>Skills/Activities that family will work on at home or in community environments:</i>

N/A	N/A
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POSTSECONDARY EDUCATION	
TRS 1.0 Postsecondary Education Score: Yes responses on 33% of TRS items. <i>This score represents a percentage so is primarily useful to monitor performance over time.</i>	
Summary of Strengths (list or description of skills scored as yes; independent and consistent): I have strengths in: <ul style="list-style-type: none"> • Being able to identify and conduct online searches of post-secondary options. • Experiencing on-line learning options. 	
Summary of Possible Areas of Concern (list or description of items scored as no): Areas that I may need to address: <ul style="list-style-type: none"> • Identifying relevant supports in my transition plan. • Developing/learning more about self-awareness. • Building self-confidence. • Completing a vocational assessment. • Making plans for post-secondary housing. 	
Evaluator's Comments: Jenny would benefit from learning about her abilities, interests, and areas of weakness. Two additional areas include understanding of personal emotions as well as any implications of her disability.	
Team Planning	
<i>Priorities to be addressed in this year's IEP:</i>	<i>Skills/Activities that family will work on at home or in community environments:</i>
Identifying post-secondary supports in her IEP/transition plan. Self-determination curriculum. Vocational assessment. Plans for post-secondary housing.	Make an appointment to meet with counselor at a workforce center (WIOA—Workforce Innovation and Opportunity Act) to learn about supports for getting and keeping a job. Support Jenny in arranging post-secondary housing that meets her future goals.