**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.

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| **Student Information** | |
| Name: | Age: |
| Primary Disability: | Gender: |
| School/Agency: | Birth Date: |
| Date of Evaluation: |  |
| Anticipated Date of Graduation: |  |
|  |  |
| **Information in This Report was Provided By:** | **Role** |
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| **EMPLOYMENT** | |
| **TRS 1.0 Employment Score:**  *This score represents a percentage so is primarily useful to monitor performance over time*.  (calculation from front cover of the protocol): | |
| **Summary of Strengths** (list or description of skills scored as yes; independent and consistent): | |
| **Summary of Possible Areas of Concern** (list or description of items scored as no): | |
| **Evaluator’s Comments:** (address any comments noted in the assessment) | |
| **Team Planning** | |
| ***Priorities to be addressed in this year’s IEP:*** | ***Skills/Activities that family will work on at home or in community environments:*** |
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| **RECREATION & LEISURE** | |
| **TRS 1.0 Recreation & Leisure Score:**  *This score represents a percentage so is primarily useful to monitor performance over time*.  (calculation from front cover of the protocol): | |
| **Summary of Strengths** (list or description of skills scored as yes; independent and consistent): | |
| **Summary of Possible Areas of Concern Assistance** (list or description of items scored as no): | |
| **Evaluator’s Comments:** (address any comments noted in the assessment) | |
| **Team Planning** | |
| ***Priorities to be addressed in this year’s IEP:*** | ***Skills/Activities that family will work on at home or in community environments:*** |
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| **HOME LIVING** | |
| **TRS 1.0 Home Living Score**:  *This score represents a percentage so is primarily useful to monitor performance over time*.  (calculation from front cover of the protocol): | |
| **Summary of Strengths** (list or description of skills scored as yes; independent and consistent): | |
| **Summary of Possible Areas of Concern (**list or description of items scored as no): | |
| **Evaluator’s Comments:** (address any comments noted in the assessment) | |
| **Team Planning** | |
| ***Priorities to be addressed in this year’s IEP:*** | ***Skills/Activities that family will work on at home or in community environments:*** |
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| **COMMUNITY PARTICIPATION** | |
| **TRS 1.0 Community Participation Score:**  *This score represents a percentage so is primarily useful to monitor performance over time*.  (calculation from front cover of the protocol): | |
| **Summary of Strengths** (list or description of skills scored as yes; independent and consistent): | |
| **Summary of Possible Areas of Concern (**list or description of items scored as no): | |
| **Evaluator’s Comments:** (address any comments noted in the assessment) | |
| **Team Planning** | |
| ***Priorities to be addressed in this year’s IEP:*** | ***Skills/Activities that family will work on at home or in community environments:*** |
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| **POSTSECONDARY EDUCATION** | |
| **TRS 1.0 Postsecondary Education Score**:  *This score represents a percentage so is primarily useful to monitor performance over time*.  (calculation from front cover of the protocol): | |
| **Summary of Strengths** (list or description of skills scored as yes; independent and consistent): | |
| **Summary of Possible Areas of Concern (**list or description of items scored as no): | |
| **Evaluator’s Comments:** | |
| **Team Planning** | |
| ***Priorities to be addressed in this year’s IEP:*** | ***Skills/Activities that family will work on at home or in community environments:*** |
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