

Sample Transition Assessment Summary Report TRS 2.0

Student Information	
Name: Samantha	Age: 18
Primary Disability: Cognitive Impairment Secondary Disability: Visual Impairment	Gender: F
School/Agency: xxxxxxxxxx	Birth Date: xx/xx/xxxx
Date of Evaluation: xx/xx/xxxx	
Anticipated Date of Graduation: xx/xx/xxxx	
Information in This Report was Provided By:	Role
XXXXXXXXXX	Parent
XXXXXXXXXX	SpEd Teacher

EMPLOYMENT
<p>TRS 2.0 Employment Score: (calculation from front cover of the protocol) TRS 2.0 Scores: Strengths (2) = 8 points; Participates with Assistance (1) = 8 points; Does Not Participates (0) = 18 items scored at 0. Total Employment Score = 16</p>
<p>Summary of Strengths (list or description of skills scored as 2; independent and consistent): <i>Note: The evaluator has written this report in first person (from the student's perspective) to support their engagement in the transition planning process.</i> I have good attendance. I respond well to those with authority. I can verbally communicate personal information.</p>
<p>Summary of Skills Student Participates in with Assistance (list or description of (items scored at 1): I need assistance with:</p> <ul style="list-style-type: none"> • tasks that require fine motor skills. • tasks that require gross motor skills • getting to places on time • hygiene and grooming tasks • responding appropriately to verbal correction • cues/reminders to do my best on school or work tasks • being successful in working with others • following directions without complaint
<p>Summary of Skills Student Currently Does Not Participate (items scored at 0): I do not demonstrate and/or do not understand:</p> <ul style="list-style-type: none"> • how to adjust my actions to "time of day" • how much time is needed to complete a task • time-related events over the course of a month • initiating tasks on my own • maintaining a productive work rate • how to adjust to changes to schedules or routines • maintain work habits • organizing work tasks • making good decisions to complete work tasks • completing tasks in allotted time • job interview skills • using resources to find a job • importance of supporting myself via work • experience in working part-time job • community-based work experience
<p>Evaluator's Comments: (address any comments noted in the assessment):</p>

While unwrapping and stacking are difficult, grasping objects is okay. Lifting and carrying are difficult as balance is affected. 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. Samantha's watch tells the time, weather, and date. She can also play music on her watch.

Team Planning

Priorities to be addressed in this year's IEP:

Skills/Activities that family will work on at home or in community environments:

RECREATION & LEISURE

TRS 2.0 Recreation & Leisure Score:

(calculation from front cover of the protocol):

TRS 2.0 Scores: Strengths (2) = 4 points; Participates with Assistance (1) = 6 points; Does Not Participates (0) = 7 items scored at 0. Total Employment Score = 10

Summary of Strengths (list or description of skills scored as 2; independent and consistent):

I am interested in things within my environment.

Summary of Skills Student Participates in with Assistance (list or description of items scored at 1):

I need assistance with:

- selecting television or other electronic media for entertainment
- simple interactive games
- initiating interaction with adults at appropriate levels of rates
- initiating interactions with peer at appropriate levels of rates
- conversing with others
- modifying my behavior to fit specific situations
- making friends

Summary of Skills Student Currently Does Not Participate (list or description of items scored at 0):

I do not participate and/or do not understand:

- age-appropriate activities
- making plans to attend activities outside the home

- going places with friends in non-school hours
- entertaining friends in my home
- taking part in a variety of integrated activities
- using resources for informational purposes

Evaluator's Comments: (address any comments noted in the assessment)

Samantha initiates activities that she enjoys but he doesn't initiate nonpreferred activities (chores, eating, homework). Samantha's work rate is below average, and she needs direct supervision to remain organized in completing tasks.

Samantha is friendly but mom indicates her conversational skills are not age appropriate. Speech therapy is working on conversational skills

Samantha has many interests: music, age-appropriate movies, being social with family. She is close to cousins and family friends.

Team Planning

Priorities to be addressed in this year's IEP:

Skills/Activities that family will work on at home or in community environments:

HOME LIVING

TRS 2.0 Home Living Score:

(calculation from front cover of the scale):

TRS 2.0 Scores: Strengths (2) = 0 points; Participates with Assistance (1) = 16 points; Does Not Participates (0) = 18 items scored at 0. Total Employment Score = 16

Summary of Strengths (list or description of skills scored as 2; independent and consistent):

I am cooperative with those assisting me with dressing and bathroom activities.

Summary of Skills Student Participates in with Assistance (list or description of (items scored at 1):

I need assistance with:

- my bathroom needs
- maintaining a clean body
- dressing and undressing

- maintaining a neat appearance
- some eating tasks because of vision limitations
- selecting appropriate clothing
- dressing appropriately to specific situations
- understanding proper nutrition
- preparing and serving simple meals
- properly storing food
- maintaining my bedroom
- maintaining a comfortable room temperature
- following safety precautions at home
- recognizing when things need to be cleaned and/or completing cleaning tasks
- demonstrating qualities of good citizenship

Summary of Skills Student Currently Does Not Participate (list or description of items scored at 0):

I do not participate and/or do not understand:

- preparing foods that require cooking
- reading words found in the home
- completing laundry tasks
- light household maintenance
- responding to household emergencies
- caring for my own or others' property
- taking my temperature
- treating minor illnesses
- seeking medical assistance
- managing medications
- performing basic first aid
- concepts related to sexual awareness
- concepts related to checking accounts
- paying bills on time
- budgeting
- written correspondence
- using a phone
- developing a shopping list

Evaluator's Comments: (address any comments noted in the assessment)

Samantha needs verbal and/or physical prompts for bathroom activities such as showering, washing, caring for hair, and brushing teeth. She puts shampoo on her hair but requires assistance with washing and physical assistance for rinsing. Assistance is needed to dry off.

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

Samantha has limited cooking experience but likes to cook. She can microwave and knows the basic orientation of the kitchen.

Mom indicates that they are trying to incorporate chores into the daily routine. Samantha enjoys doing laundry with Mom. Hand over hand assistance is used for adding soap and starting the washer. She will recognize when things need to be cleaned and will tell others. She cares for some items of personal property (CD's, IPAD).

Samantha can make a list using Siri or Alexa.

Team Planning

Priorities to be addressed in this year's IEP:

Skills/Activities that family will work on at home or in community environments:

COMMUNITY PARTICIPATION

TRS 2.0 Community Participation Score:

(calculation from front cover of the protocol):

TRS 2.0 Scores: Strengths (2) = 0 points; Participates with Assistance (1) = 7 points; Does Not Participates (0) 12 items scored at 0. Total Employment Score = 7 points

Summary of Strengths (list or description of skills scored as 2; independent and consistent):

I travel to community locations and events with my family.

Summary of Skills Student Participates in with Assistance (list or description of items scored at 1):

I need assistance with:

- locating places that have a constant location
- safely crossing streets
- accessing transportation
- locating unfamiliar destinations in the community
- appropriate social behaviors in the community (e.g., tipping, standing in line)
- having a plan for addressing post-secondary housing

Summary of Skills Student Currently Does Not Participate (list or description of items scored at 0):

I do not participate and/or do not understand:

- finding places in my school or neighborhood
- relevant signs and symbols
- emergency situations in the community
- potential dangers in the community
- using relevant community resources such as banks and stores
- ordering food in restaurants
- locating items in grocery stores
- making appointments in the community
- making purchases in the community or online
- process of locating
- making application for postsecondary housing

Evaluator's Comments: (address any comments noted in the assessment)

Samantha likes to go places in the community but tires quickly and/or gets bored in stores. Mom views community safety and access as a priority.

Team Planning

Priorities to be addressed in this year's IEP:

Skills/Activities that family will work on at home or in community environments:

POSTSECONDARY EDUCATION

TRS 2.0 Postsecondary Education Score:

(calculation from front cover of the protocol):

TRS 2.0 Scores: Strengths (2) = 0 points; Participates with Assistance (1) = 3 points; Does Not Participates (0) 4 items scored at 0. Total Employment Score = 3 points

Summary of Strengths (list or description of skills scored as 2; independent and consistent):

Summary of Skills Student Participates in with Assistance (list or description of (items scored at 1):

Planning has been initiated but is not complete in:

- supports for my transition
- planning for a career that matches my interests and abilities
- vocational assessment

Summary of Skills Student Currently Does Not Participate (list or description of items scored at 0):

Planning that has not been initiated:

- postsecondary education
- understanding of self-awareness
- knowledge or understanding of self-determination
- application for financial assistance

Evaluator's Comments:

As Samantha is now 18, Mom views postsecondary planning as a priority.

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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