**Transition Assessment Summary Report & Planning Document**

**TRS 2.0**

Summary

This template provides you with the opportunity to summarize information gathered via the TRS 2.0. 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 at 2)

2) skills or activities that the student participates in with assistance (items scored at 1)

3) skills or activities that the student has not participated in at this time (items scored

at 0)

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 2.0 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 2; independent and consistent): | |
| **Summary of Skills Student Participates in with Assistance** (list or description of (items scored at 1): | |
| **Summary of Skills Student Currently Does Not Participate** (items scored at 0): | |
| **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:*** |
|  |  |
| **RECREATION & LEISURE** | |
| **TRS 2.0 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 2; independent and consistent): | |
| **Summary of Skills Student Participates in with Assistance** (list or description of items scored at 1): | |
| **Summary of Skills Student Currently Does Not Participate** (list or description of items scored at 0): | |
| **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:*** |
|  |  |
| **HOME LIVING** | |
| **TRS 2.0 Home Living Score**:  *This score represents a percentage so is primarily useful to monitor performance over time*. (calculation from front cover of the scale): | |
| **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): | |
| **Summary of Skills Student Currently Does Not Participate** (list or description of items scored at 0): | |
| **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:*** |
|  |  |
| **COMMUNITY PARTICIPATION** | |
| **TRS 2.0 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 2; independent and consistent): | |
| **Summary of Skills Student Participates in with Assistance** (list or description of items scored at 1): | |
| **Summary of Skills Student Currently Does Not Participate** (list or description of items scored at 0): | |
| **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:*** |
|  |  |
| **POSTSECONDARY EDUCATION** | |
| **TRS 2.0 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 2; independent and consistent): | |
| **Summary of Skills Student Participates in with Assistance** (list or description of (items scored at 1): | |
| **Summary of Skills Student Currently Does Not Participate** (list or description of items scored at 0): | |
| **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:*** |
|  |  |