**TRANSIITON PLANNING WORKSHEET**

**TRS 3.0**

**TRS 3.0 Planning Worksheet**

As an assessment instrument, TRS 3.0 utilizes checklists and descriptive narratives to gather information about student performance within transition domains. The purpose of this worksheet is to support teams in evaluating the broad scope of information to prioritize needs.

Guidelines in using this worksheet:

* Use guidance from parents and/or guardians in prioritizing needs.
* Refer to the learner’s performance as noted on TRS 3.0 as needs are prioritized.
* Engage related service personnel in the prioritization process.

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| **Student Information** | |
| Name: | Age: |
| Primary Disability: | Gender: |
| School/Agency: | Birth Date: |
| Date of Evaluation: |  |
| Anticipated Date of Exiting the School System: |  |
| Program where services are provided: |  |
| **Team Members Participating in this Planning** | **Role** |
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| **EMPLOYMENT** | |
| Motor Skills: Consider the motor skills identified in the Employment area of TRS 3.0, Questions 1 & 2. Identify any motor skills that should be prioritized this year: | |
| **Employment Related Skills**  Refer to the learner’s performance on Employment items found on pages 2-3 of TRS 3.0 protocol. | **Priorities**  What should be prioritized in this year’s IEP? Check all that apply. |
| Awareness of time (seasons, dates, years, hours, and minutes). |  |
| Adapting to schedules. |  |
| Initiating tasks/productivity. |  |
| Responding to authority figures. |  |
| Interpersonal skills. |  |
| Are there specific activities that the student or the parents/guardians would like included in this year’s IEP? | |
| What is the student’s and/or parents long range goal for employment? | |

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| **RECREATION/LEISURE** | |
| **Recreation/Leisure Related Skills**  Refer to the learner’s performance on Recreation/Leisure items found on pages 4-5 of TRS 3.0 protocol. | **Priorities**  What should be prioritized in this year’s IEP? Check all that apply. |
| Interactions with objects. |  |
| Communication/interpersonal skills. |  |
| Social skills. |  |
| Participating in activities. |  |
| Participating in physical activities. |  |
| Participating in extracurricular activities. |  |
| Are there specific activities that the parents/guardians would like included in this year’s IEP? | |
| Are there specific activities that the student or the parents/guardians would like included in this year’s IEP? | |
| What is the student’s and/or parents long range goal(s) for participation in recreation and leisure activities? | |

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| **HOME LIVING** | |
| **Home Living Skills**  Refer to the learner’s performance on Home Living items found on pages 5, 6, & 7 of the TRS 3.0 protocol. | **Priorities**  What should be prioritized in this year’s IEP? Check all that apply. |
| Toileting needs. |  |
| Grooming skills. |  |
| Eating skills. |  |
| Dressing skills. |  |
| Communicating personal information. |  |
| Food preparation. |  |
| Participating in extracurricular activities. |  |
| Clothing selection. |  |
| Taking prescription/nonprescription medications. |  |
| Money management. |  |
| Are there specific activities that the parents/guardians would like included in this year’s IEP? | |
| Are there medical support needs that should be prioritized in the student’s plan? (See Question 15 on page 11 of TRS 3.0). | |
| Are there specific activities that the student or the parents/guardians would like included in this year’s IEP? | |
| What is the student’s and/or parents long range goal for residential living? | |

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| **COMMUNITY PARTICIPATION** | |
| **Community Participation Skills**  Refer to the learner’s performance on Community Participation items found on pages 8-9 of TRS 3.0 protocol. | **Priorities**  What should be prioritized in this year’s IEP? Check all that apply. |
| Accessing specific areas within school or neighborhood. |  |
| Understanding community signs. |  |
| Pedestrian safety markings. |  |
| Ordering food in restaurants. |  |
| Shopping. |  |
| Social skills in the community. |  |
| Transportation. |  |
| Are there specific activities that the parents/guardians would like included in this year’s IEP? | |
| Are there specific activities that the student or the parents/guardians would like included in this year’s IEP? | |
| What is the student’s and/or parents long range goal for participating in the community? | |

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| **POST-SECONDARY EDUCATION** | |
| **Activities**  Refer to the learner’s performance on post-secondary items found on page 10 of the TRS 3.0 protocol. | **Priorities**  What should be prioritized in this year’s IEP? Check all that apply. |
| Vocational assessment/vocational tasks. |  |
| Self-awareness/self-determination. |  |
| Are there specific activities that the parents/guardians would like included in this year’s IEP? | |
| **Planning**  Review the following to determine a potential timeline for addressing the each in planning. | **Timeframe**  When does the team believe this should be addressed in planning? |
| Guardianship or conservatorship. |  |
| Identifying supports in the transition plan (see question 2) |  |
| Post-secondary housing. |  |
| Post-secondary employment. |  |
| Financial supports. |  |