

Transition Assessment Summary Report TRS 3.0

The transition assessment was conducted using the TRS 3.0. The TRS 3.0 consists of checklists, yes/no responses, and narrative information to show performance of students with pervasive and ongoing needs for support in domains related both logically and legally to planning for adult life.

Student Information	
Name: Jonathan Richtman	Age: 18
Primary Disability: Cognitive Impairment Secondary Disability:	Gender: M
School/Agency: Lincoln High School	Birth Date: 11/10/2005
Date of Evaluation: 09/15/2023	
Anticipated Date of Graduation: Exit school programming at age 21, May 2026	
Information in This Report was Provided By:	Role
Sandra Richtman	Parent
Susan Severson	SpEd Teacher

The assessment summary is organized by *Description of Performance* followed by *Possible Areas for Improvement*. The *Description of Performance* describes strengths and limitations. For learners assessed with the TRS 3.0, it is important to build on skills and strengths that are demonstrated by the student to increase performance and enhance participation in meaningful environments and activities.

Employment:

Description of Performance:

Jonathan demonstrates the fine motor skills of picking up objects, grasping objects, pushing objects, turning objects, and pressing buttons and switches to sometimes communicate preferences. Gross motor skills demonstrated include sitting without supports, getting in and out of chairs with armrests, walking and climbing stairs (with support for safety). Jonathan is rarely absent from school. He consistently accepts changes to schedules and routines. The interpersonal skills demonstrated include turning head to speaker, some understanding of yes and no, smiling, and some instances of showing preference (e.g., food items). Jonathan needs physical assistance in completing work tasks.

Possible Areas for Improvement: (building on strengths and/or developing new skills)

Build on the fine motor skills Jonathan demonstrates (i.e., picking up objects, grasping objects, pushing objects, turning objects, and pressing buttons and switches) to participate in employment

related tasks. Initiating work tasks. Moving from full physical assistance for completing tasks to physical prompts or verbal cues.

Recreation and Leisure:

Description of Performance:

Jonathan shows an interest in family.. He also attentively observes classmates. Jonathan watches TV preferring animated shows. Generally, Jonathan acts appropriately in public although will hum moderately loudly and engages in some intermittent leg slapping. Physical activity includes walking. In school he walks freely around the gym when school personnel put on his helmet. During school, when walking in halls or community environments, staff provide supports as parents prefer that he does not wear a helmet in public settings. Jonathan enjoys walking around his home environment and has a favorite chair that he can get in and out of by himself.

Possible Areas for Improvement: (building on strengths and/or developing new skills)

Jonathan has an iPad and parents would like to increase his ability to use a switch by pairing it to his iPad—connecting to animation or other preferred activity. Team members agree that he should apply his ability to stand up, sit down, and walk to other recreational activities such as bowling, shuffleboard, etc.

Home Living

Description of Performance:

Jonathan cooperates with hygiene and grooming tasks although he shows some resistance to brushing teeth. Toileting is on a schedule but occasionally experiences accidents (about once per week). Jonathan requires full assistance with clothing during bathroom times. He will cooperate with some dressing activities (hold arm up with physical prompt). Jonathan will pick up finger food and eat it but needs physical assistance to employ a fork or spoon. He initially shows minimal but noticeable resistance to food but with encouragement eats most basic food. He chews food appropriately. Jonathan visits the doctor on a regular basis but there is significant resistance during dentist visits. Jonathan experiences infrequent grand mal seizures even though he is on seizure medication. Physical therapy and occupational therapy services are provided. The paraprofessional has been trained to provide range of motion therapy which he receives each day in school. The Occupational Therapy Assistant provides services two days a per week focusing on functional application of fine motor skills.

Possible Areas for Improvement: (building on strengths and/or developing new skills)

Parents would like Jonathan's participation in dressing and undressing to be a focus, decreasing the amount of physical assistance needed and responding to verbal cues. They suggest using his jacket and hat for instruction. Improvement of eating skills should involve appropriate use of fork and spoon. Participation in cooking tasks would also provide naturalistic opportunity to improve his fine motor skills.

Community Participation

Description of Performance:

Jonathan participates in the community with his family going to restaurants, his parents' business, and family/friends' houses. School community experiences include going to stores, malls, library, and restaurants. Educators have worked on participation in paying for purchases and ordering food in restaurants using a communication card and physical assistance.

Possible Areas for Improvement: (building on strengths and/or developing new skills)
Continue with community-based school experiences and look for additional opportunities for participation in the community.

Post-Secondary Education

Status of Planning:

Parents have attained guardianship for Jonathan. Jonathan receives personal care services through Pomme de Terre County Social Services. His county-case manager will be invited to his next IEP meeting to collaborate in transition planning. There has been no involvement with vocational rehabilitation services or residential services. Parents plan for Jonathan to remain living at home after exiting school services but would like him to be involved in a vocational program.