Conducting Transition Assessment with the Transition Rating Scales (TRS)
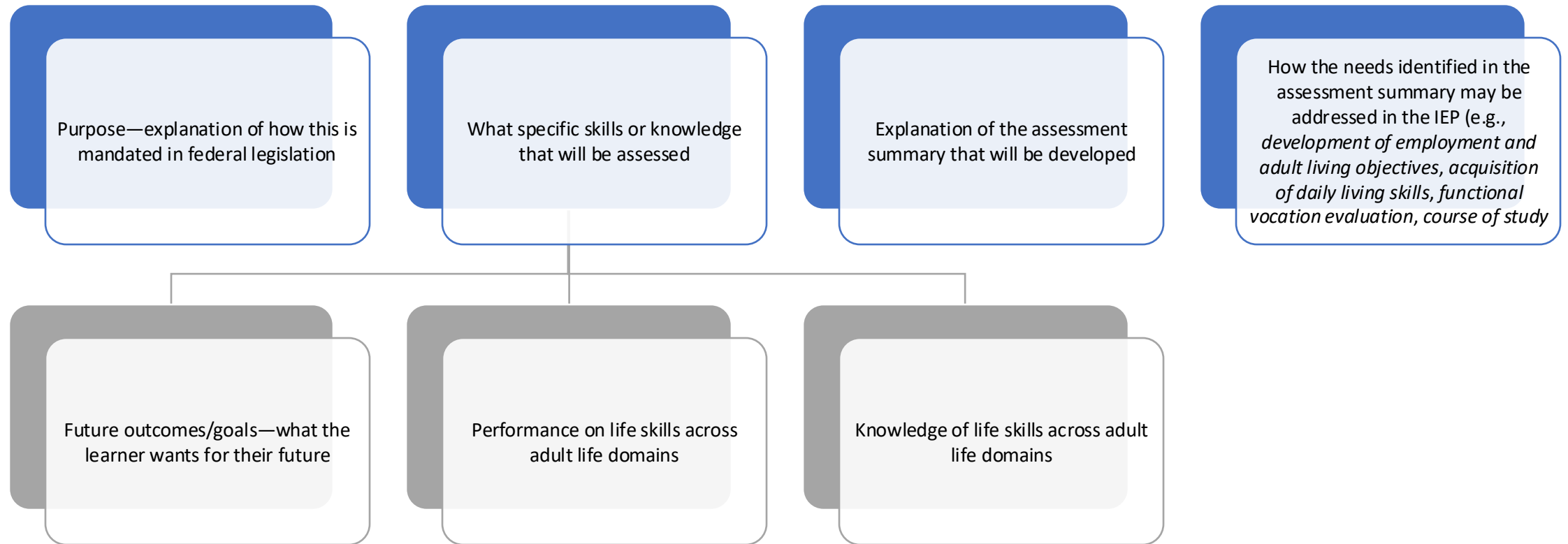
Dr. Susan Severson

Federal mandate…..

- *(b) **Transition services.** Beginning **not later than the first IEP to be in effect when the child turns 16**, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—*

- To meet this mandate--
  - When the learner reaches 16, the IEP must include transition planning
  - That means—transition assessment must be conducted **BEFORE** the learner turns 16
  - As this is specialized assessment—it needs to be addressed within an assessment plan
  - As this is an assessment that parents/caregivers may not be familiar with it is important to provide them with explanation that includes how it will be conducted including what assessment procedure that will be used while also explaining the purpose and how the assessment information will be used.

Checklist of information to parents….

Purpose—explanation of how this is mandated in federal legislation

What specific skills or knowledge that will be assessed

Explanation of the assessment summary that will be developed

How the needs identified in the assessment summary may be addressed in the IEP (e.g., *development of employment and adult living objectives, acquisition of daily living skills, functional vocation evaluation, course of study*

Future outcomes/goals—what the learner wants for their future

Performance on life skills across adult life domains

Knowledge of life skills across adult life domains

Transition Assessment

- Purpose—gather information of how the learner functions in current school and non-school environments.

- The goal of secondary programs—prepare learners for a successful adult life.

- TRS--process for gathering information.
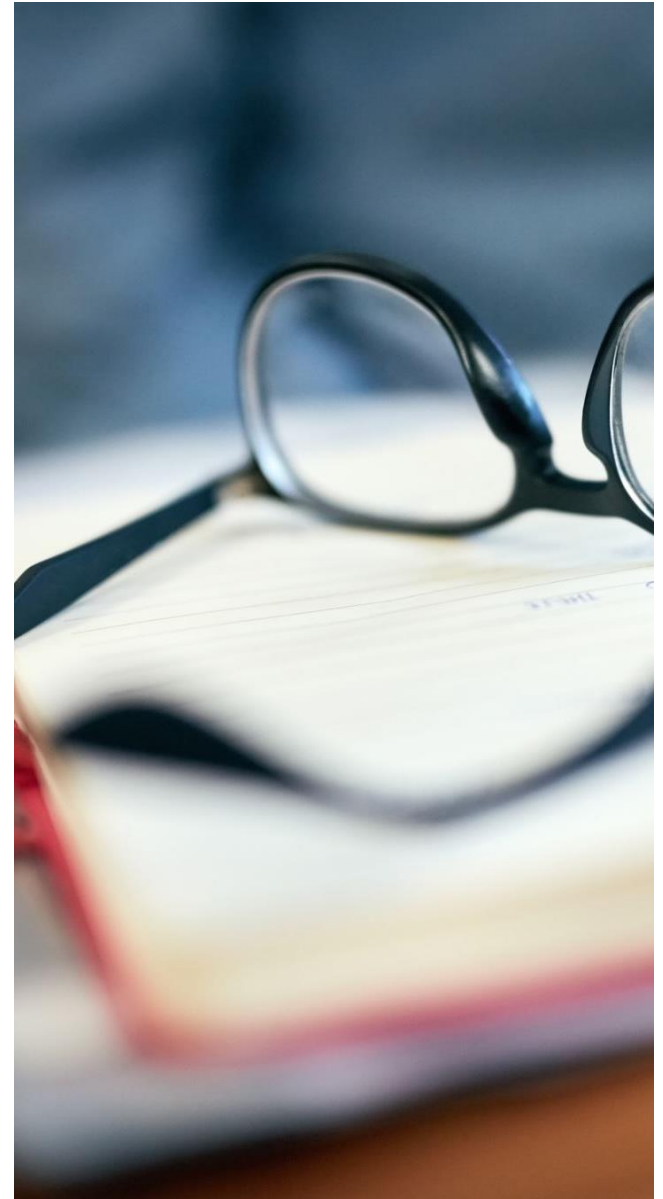
Assessment with TRS...

- Holistic picture of the learner in school and non-school environments.

- Narrative description of learner's strengths & needs.

- Scores—used only for monitoring progress over time. (IDEA 2004– transition planning is a results-oriented process)

FUTURE GOALS ASSESSMENT

(measurable **postsecondary goals**, IDEA, 2004)

Future Outcomes/Goals Assessment

This reflects the student's preferences and interests and should be completed by the student. The focus of transition and planning should be on achieving these outcomes. The instructor or parent may assist. The Future Goals/Outcomes pages may be duplicated to gather input from the student each year.

Name_____ Date_____

Employment

After I have completed my education (high school and post high school), the career I would like to have is:

[   ]

To reach this goal, I will need to:

[   ]

Recreation and Leisure

After I graduate from high school, these are the things that I will do in my free time: (Check all that apply)

- ☐ bowling
- ☐ dining out
- ☐ golfing
- ☐ going to movies
- ☐ dating
- ☐ camping
- ☐ traveling
- ☐ getting exercise
- ☐ fishing
- ☐ volunteering
- ☐ watching TV
- ☐ hanging with friends
- ☐ softball
- ☐ reading
- ☐ sporting events
- ☐ driving around
- ☐ skiing
- ☐ dancing
- ☐ health club
- ☐ phone/iPad activities
- ☐ music
- ☐ gardening
- ☐ amusement parks

Other(s): [   ]

To reach this goal, I will need to:

[   ]

Home and Living

I would like to move away from home when I'm _____ (age).

When I get my own place, I would like to live in:

- ☐ an apartment
- ☐ a mobile home
- ☐ a house
- ☐ a condominium or townhouse

I would like to live:

- ☐ alone
- ☐ with one roommate
- ☐ with a spouse
- ☐ with several roommates

I plan to live in:

- ☐ in the city
- ☐ in the country

In or near what city/town? [   ]

Things that I would like to do in my home environment: select all that apply

- ☐ cleaning
- ☐ cooking
- ☐ paying bills
- ☐ taking medications
- ☐ laundry
- ☐ banking
- ☐ home repairs
- ☐ scheduling appointments
- ☐ budgeting
- ☐ shopping
- ☐ grocery shopping

To reach this goal, I will need to:

[   ]

Community Participation

When I'm living on my own, I plan to get around by: (check all that apply)

- ☐ driving my own car
- ☐ riding the city bus
- ☐ riding with relatives
- ☐ riding my bike
- ☐ riding a motorcycle
- ☐ riding with friends
- ☐ walking
- ☐ other

Other: [   ]

Places I will go in my community: (check all that apply)

- ☐ banks
- ☐ libraries
- ☐ friends' houses
- ☐ voting locations
- ☐ work
- ☐ restaurants
- ☐ grocery store
- ☐ employment services
- ☐ parks
- ☐ golf course
- ☐ shopping mall
- ☐ place of worship
- ☐ bars
- ☐ public pools
- ☐ movie theater

To reach this goal, I will need to:

[   ]

Post Secondary Education

Right after high school, I plan to:

- ☐ work full-time   _____ work part-time   _____ attend a 2-year college*
- ☐ Military   _____ attend a 4-year college or university*

Other: [   ]

*The school(s) I am most interested in attending:

[   ]

To reach this goal, I will need to:

[   ]

Steps of transition assessment and planning.

1. Select the appropriate TRS.

2. Parent Scale/Rating Scale/Performance Based Assessments

3. Assessment Summary/PLAAFP Statements

4. Once the assessment is complete—through a team process, integrate the assessment data into planning by considering strengths and areas of concern.

STEP ONE: SELECT THE APPROPRIATE TRS

TRS 1.0

- TRS 1.0 is useful in conducting transition assessment for **students with mild disabilities.**

- Generally, this reflects learners with learning disabilities, emotional disorders, physical or health impairments, and most learners with hearing or visual impairments.

- For students with cognitive impairments, generally, the TRS 2.0 would be more appropriate unless functioning is at a very mild level.

TRS 1.0 Rating System

Employment

1. The learner demonstrates good attendance.   ☐ **Yes**   ☐ **No**

- Good attendance in school (95-100% when not ill).
- Good attendance in an employment situation if the learner is employed (nearly 100% as appropriate).
- Understanding the importance and having the skills to communicate absences (e.g., reasons for not attending, communicating via phone, e-mail/text or other appropriate format).

Comments

2. The learner demonstrates punctuality.   ☐ **Yes**   ☐ **No**

- Punctual in completing tasks outside of school.
- Punctual in getting to school.
- Punctual in getting to class and completing tasks in school.
- Punctuality in work situations if the learner is employed.

Comments

TRS 2.0

- TRS 2.0 is designed to be used with **learners with moderate to significant needs for support**.

- Generally, this level of support is needed by persons who experience cognitive impairments.

- TRS 2.0 includes items that address low level skills related to eating, dressing, bathroom patterns but it also includes higher order questions related to cooking, money management, employability and community skills.

TRS 2.0 Rating System

Employment

1. The learner has the fine motor skills to perform simple tasks
(e.g., grasping, stacking, turning, unwrapping, transferring).

0   1   2

> Comments

2. The learner exhibits the gross motor skills necessary to perform simple tasks,
(e.g., lifting and carrying objects, moving around).

0   1   2

> Comments (be sure to indicate needed and possible long-term supports)

3. The learner demonstrates good attendance (95-100% when not ill).

0   1   2

> Comments

4. The learner is punctual
(e.g., getting ready on time; getting places on time; having things ready on time).

0   1   2

> Comments

TRS 3.0

- TRS 3.0 is designed to be used with **learners with pervasive and long-term needs for support**.

- These learners generally experience high needs for support across life skill activities and environments (e.g., eating, dressing, hygiene and grooming).

- The approach used in TRS 3.0 is developmental.

- Checklists identify developmental levels in life skill areas as well as items that target preferences.

This scale is a replacement for the discontinued ESTR-S.

Transition Rating Scale 3.0

Transition assessment for learners with pervasive and long-term needs for support.

Learner Information

Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Secondary Disability (dual diagnosis) _____

Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____

Name _____ Title _____

Date of Evaluation _____ Anticipated Date of Graduation _____

Introduction

The goal of transition assessment is to gather information that accurately and comprehensively reflects the learner's present level of performance. The TRS 3.0 provides an efficient yet thorough means of identifying present levels of performance in each of five transition areas for learners with needing life-time supports.

Directions for Using the TRS 2.0

This scale differs from the other TRS Scales in that descriptive information is provided about the learner's skills, level of participation, characteristics, status of planning and desired postschool outcomes.

The format of the TRS 3.0 consists of a checklist layout for indicating skills along with a space for descriptive narratives, designed to generate insight into the learner's present level of performance. It is essential for users to use the narrative section to record descriptions of the most significant needs for programming and/or support. Gathering information from parents is important when assessing students with with life-time needs for support. The authors have concluded that rating scales provide minimal information with these learners, rather descriptive information based on parental input is most useful.

The TRS 3.0 is designed to elicit programming information BOTH from parents/caregivers and educators. Important Note: To keep instrumental language consistent, we refer to "the learner". If parents or home caregivers complete the instrument, they can think of "the learner" as their "son/daughter". We have used this language within the scale.

Electronic Version

An electronic version of the scale allows educators to complete the scale online. If users plan to employ the online TRS 3.0 (with its accompanying report generator), the paper version would only be used to gather information from parents/caregivers.

The online purchase is an assessment package that includes 1) a computer printout of a completed TRS 3.0(completed online) and 2) an assessment summary of the completed scale.

Future Outcomes/Goals Assessment

Reviewing the learner's postschool outcomes, in each of five transition areas, is critical to transition planning. The authors have included a worksheet on the last two pages of this protocol for parents to indicate their interests and preferences. We suggest that this be completed yearly.

TRS 3.0 FORMAT

Employment

1. The learner (or my son/daughter) demonstrates fine motor skills: *(check all that apply)*

- ☐ Grasping objects
- ☐ Unwrapping objects
- ☐ Pressing buttons/switches
- ☐ Stacking objects
- ☐ Turning objects
- ☐ Putting two objects together
- ☐ Pushing objects
- ☐ Transferring objects
- ☐ Opening containers
- ☐ Stirring
- ☐ Drawing/writing
- ☐ Manipulating objects
- ☐ Pouring
- ☐ Sweeping (manually moving) objects into containers
- ☐ Pointing to objects/pictures, especially when information is requested

Recreation and Leisure

1. The learner (or my son/daughter) shows an interest in his/her environment: *(check all that apply)*

- ☐ Objects   -   Please list: _____
- ☐ Family   -   Please list: _____
- ☐ Peers   -   Please list: _____
- ☐ Activities   -   Please list: _____
- ☐ None of the above.

5. The learner (or my son/daughter) participates in food preparation tasks.

- ☐ Yes   -   Please describe: _____
- ☐ No

6. The learner (or my son/daughter) demonstrates acceptable eating behaviors (e.g., eating finger food, using spoon and/or fork, chewing with mouth closed).

- ☐ Yes   -   Please describe: _____
- ☐ No

Step Two: Gather information from those who know the student well.

- **Parent/caregiver participation in the transition assessment process is essential!**

- TRS includes many items that represent skills performed at home or in community environments.

- Information needs to be gathered from those who participates in these environments with the learner.

- TRS 1.0 and TRS 2.0 each have corresponding parent forms to gather information from parents/caregivers.

- TRS 3.0 should be completed with parents/caregivers.

Parent Forms

- TRS 1.0 & TRS 2.0

This scale is a replacement for the discontinued ESTR-J Revised P.

TRS 1.0 Parent Form

Transition assessment for learners with mild disabilities.

Learner Information

Learner Name _____

Learner's Age _____   Date Completed _____

This is being completed by _____

Role: Parent   Caregiver   Guardian

(Circle one)

Employment

1. Describe your son or daughter's punctuality and attendance. Do you have concerns? Consider how your son/daughter performs across tasks and activities.

   TRS 1.0
   Items 1, and 2
   (This coding is for school personnel use; parents can ignore the numbers noted after each item.)

   > Comments

2. Describe your son/daughter's hygiene and grooming. Is it appropriate? Are they as independent as you would like in caring for themselves? Why or why not?

   TRS 1.0
   Item 3

   > Comments

3. Does your son/daughter understand the benefits and importance of work once they leave school?

   TRS 1.0
   Item 4

   > Comments

4. Is your son/daughter successful in responding to authority figures? If not, what are you concerned?

How to use the TRS Parent Form.

- **FIRST—use the TRS Parent Form to gather information from parents/caregivers.** The information you will be gathering will be anecdotal.

- Then—use that information to complete the ratings on the TRS form. Use anecdotal comments to note any discrepancies from what you see.

PERFORMANCE-BASED ASSESSMENT

- DIRECT ASSESSMENT OF THE LEARNER

Example of a Performance-Based Assessment that utilizes a rating scale.

TRS 1.0, Item 2: The learner demonstrates punctuality.

Name: _____   Date: _____

Directions: Make a record of your punctuality (being on-time for regular or scheduled events) by following the directions for each listed activity.

Note: An educator may assist with OR undertake the record keeping.

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
1. Mark an X each day you arrived at school on time.					
2. Insert a tally mark for each class session where you arrive to on time. Note: if you arrived at 7 classes on time you would have seven tally marks for the day).					
3. Insert a tally mark for each assignment you turned in on time for your classes that day.					
4. Other					

PERFORMANCE-BASED ASSESSMENT

- DIRECT ASSESSMENT OF THE LEARNER.

Example of a Performance-Based Assessment that directly assesses the student's knowledge or understanding.

TRS 1.0, Item 9: Interpersonal skills: Good communication skills.

Name: _____   Date: _____

Circle each of the behaviors below that represent **good** communication skills.

Good listening	Talking a lot
Stating *all* your feelings	Speaking clearly
Paying attention to the person speaking	Speaking loudly
Interrupting	Disagreeing
Talking for extended length of time	Showing friendliness
Showing confidence	Bragging about what you have done

Other sources of information….

- Consider others who may know the learner well as they may also have valuable information to share:
  - Related services personnel
  - Job coaches/employers
  - Students themselves
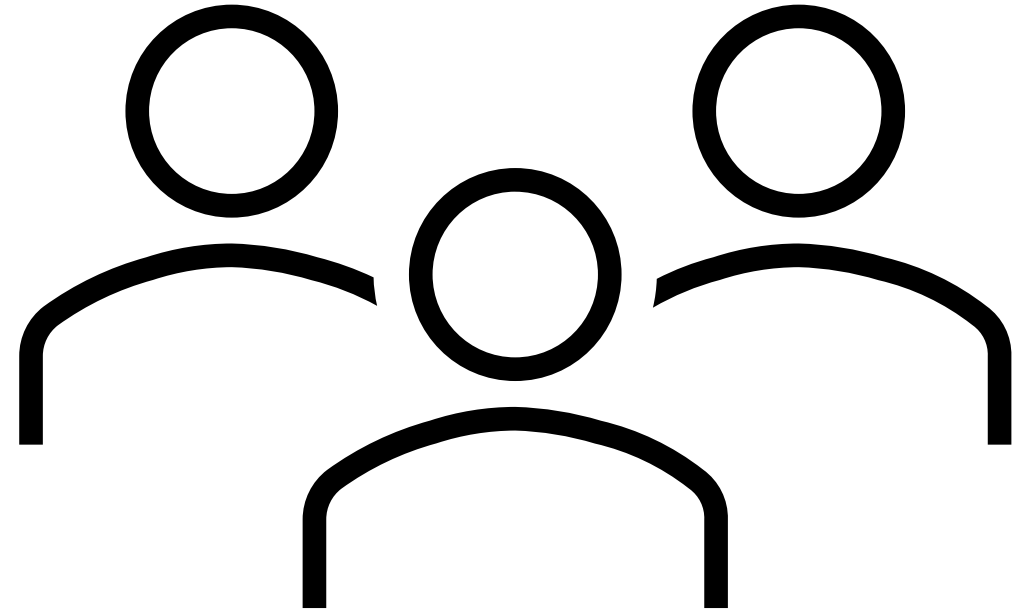
Completing the ratings on TRS.

- Once you have gathered information from those who know the learner well—it is time to sit down and complete the ratings on the TRS.

- Besides the rating, be sure to note comments that will help explain learner performance.
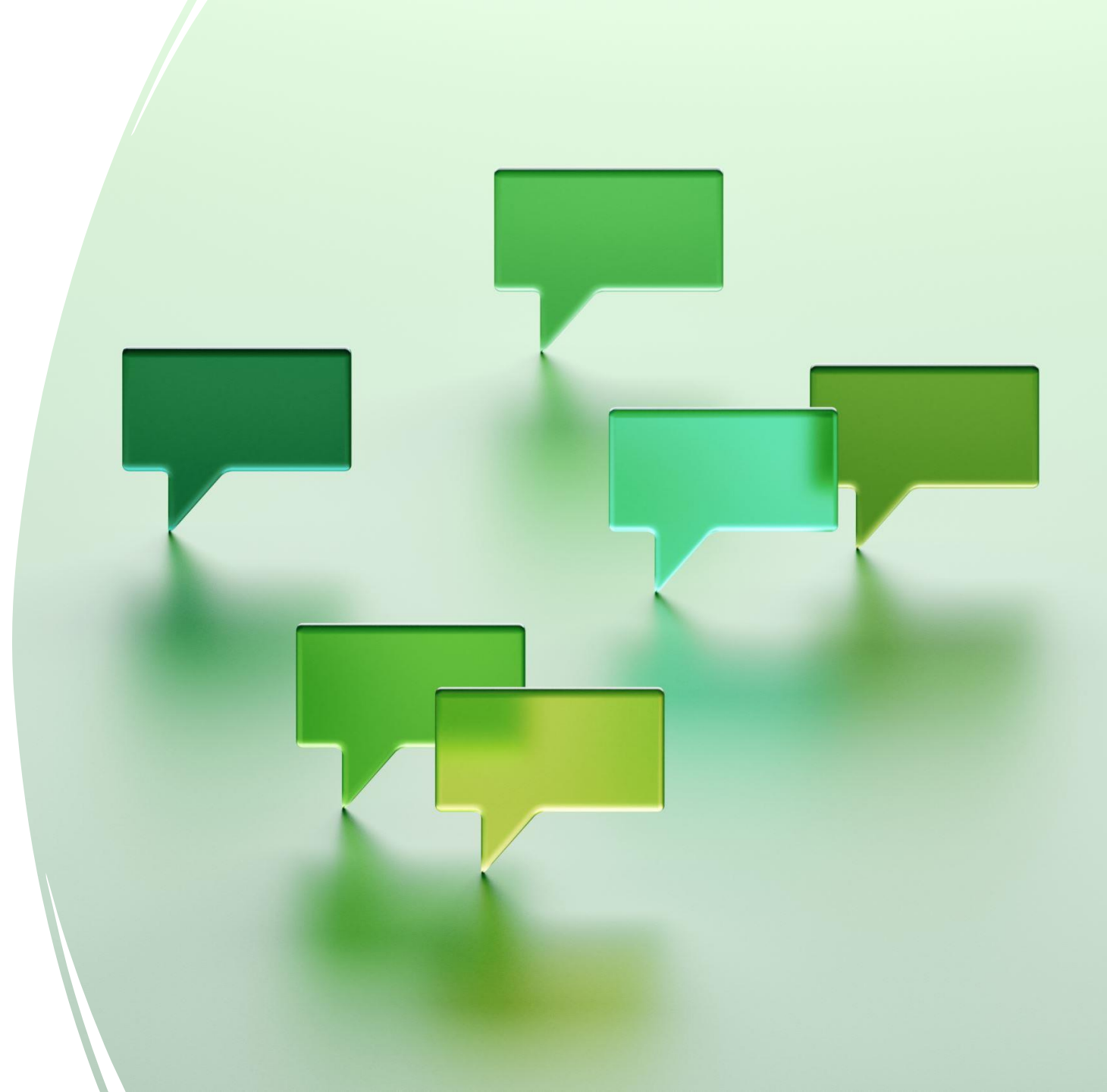
Next step…..

- Creating assessment summary.

- TRS system provides templates to assist you in developing this report.
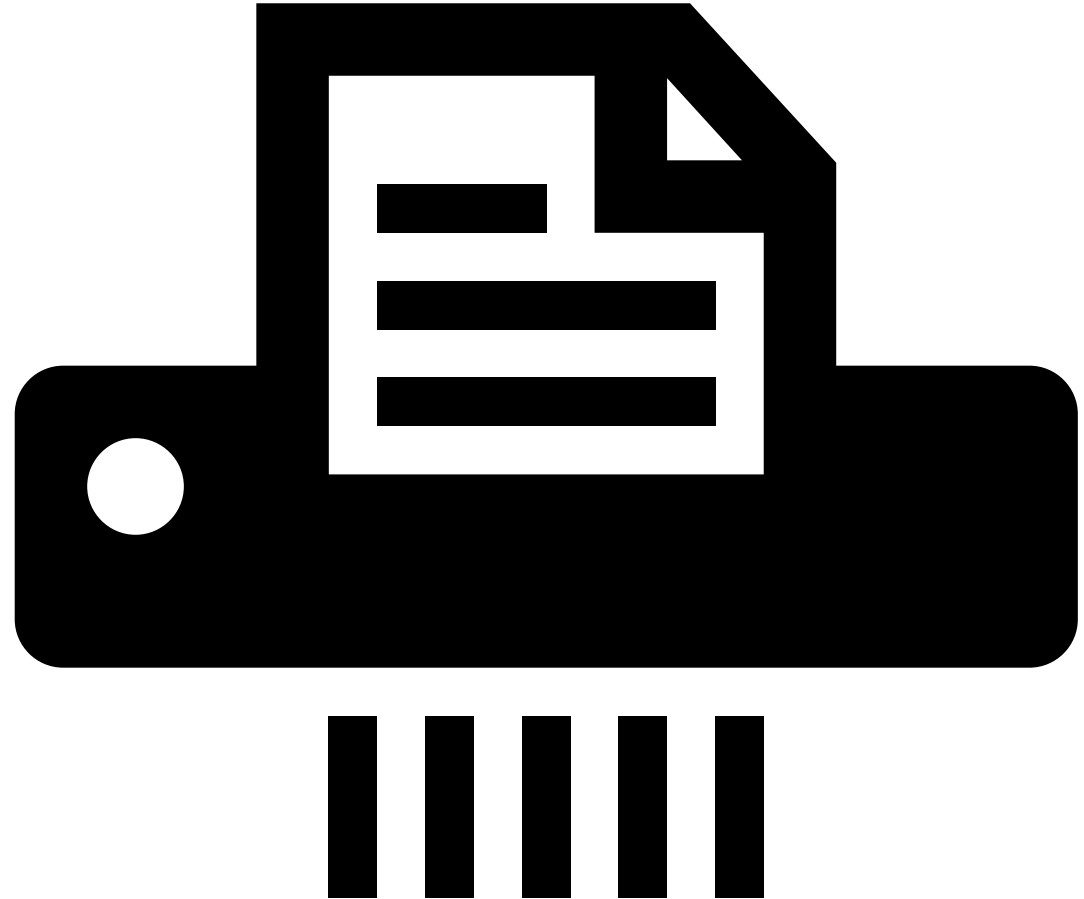
EMPLOYMENT

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:*

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:*

TRS Report Templates

Learner Engagement

- Learner engagement is encouraged throughout the assessment process.

- The TRS system formally engages the learner during the final stage. We encourage an intentional meeting with the learner to review the assessment summary. This provides opportunity to discuss agreements and disagreements..

- Our experience is—a discussion about any disagreement typically leads to consensus when examples are provided. We encourage you to include notes on the final assessment report to document these discussions.
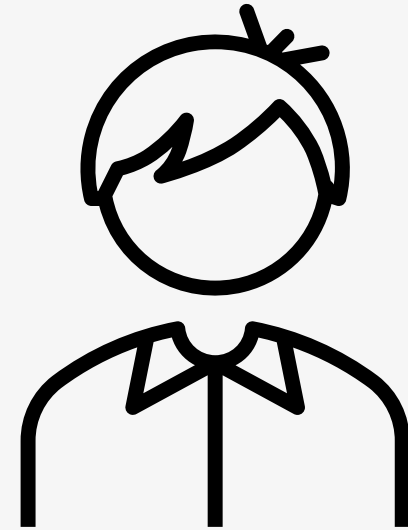
From assessment to planning….

- TRS Manual—defines process for addressing transition in the IEP.
  - Postsecondary Outcome Statements
  - Present Level of Performance
  - Course of Study
  - Statement of Needed Transition Services

Alignment to transition mandates….

- (a) Transition services means a coordinated set of activities for a child with a disability that—

- (1) Is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

- (2) Is based on the individual child's **needs, taking into account the child's strengths, preferences, and interests**; and includes—

- **(i) Instruction;**

- **(ii) Related services;**

- **(iii) Community experiences;**

- **(iv) The development of employment and other post-school adult living objectives; and**

- **(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.**

- (b) Transition services for children with disabilities may be **special education, if provided as specially designed instruction, or a related service**, if required to assist a child with a disability to benefit from special education. (Sec. 300.43)

Questions?