

# Enderle-Severson Transition Rating Scale - ESTR-S

(A transition plan for students with severe/multiple impairments (SMI))

## Student Information

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NAME:	Theodore Wilcox	DATE OF EVALUATION:	05/13/2008
PRIMARY DISABILITY:	Cognitive Disability	AGE:	17
GRADE:	Eleventh	GENDER:	Male
SCHOOL OR AGENCY:	Beechnut High School	BIRTH DATE:	03/23/1991
PARENT GUARDIAN:	Bethany Wilcox		

## Guardian and Evaluator's Information

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RESPONDENTS:	Susan Severson	Bethany Wilcox	Jon Enderle
DATE REPORT WAS GENERATED:	05/13/2008		
ANTICIPATED DATE OF GRADUATION:	05/27/2012		
PREVIOUS SCALE TOTAL PERFORMANCE SCORE(S) AND DATE(S):			

## ESTR-S Other Evaluation Results:

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### Adaptive Behavior

The Vineland Adaptive Behavior Scale was administered.

Other description of adaptive functioning:

Theodore needs supports in all areas. His participation in most task requires physical assistance.

### Cognitive/Intellectual

Results of nationally normed, technically adequate measure:

Other description of cognitive functioning:

### Health/Sensory Status:

Other than seizure activity, Theodore experiences good health. He seizures approximately 3-4 times a day.

### Use of assistive technology:

He has a low tech communication device. His educational plan targets communication of yes, no and other simple responses.

IDEA 2004 requires that transition planning be based on student "strengths, needs, preferences and interests". This report provides relevant transition information that identifies the learner's and his/her parents preferences and interests for post-school environments and activities as well as describing current performance in skills, characteristics, supports, participation and planning identified by the Enderle-Severson Transition Rating Scale-Form S (ESTR-S).

The ESTR-S is an informal, criterion-referenced transition rating scale designed for learners with severe and multiple impairments. It provides information about the student in the areas of Employment, Recreation & Leisure, Home Living, Community Participation, and Post-Secondary Education.

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## Employment

The fine motor skills that Theodore demonstrates include: Grasping objects. Pushing objects. Sweeping objects into containers. Manipulating objects. Turning objects. Transferring objects. Pointing to objects and pictures. Pressing buttons.

The gross motor skills that Theodore demonstrates include: Pushing. Sitting without supports. Walking.

Elements of time that Theodore has an awareness of include:

Theodore's attendance reflects: rarely absent from school.

Employment tasks Theodore has performed:

-JOB: School

-TASKS PERFORMED: Shredding

-ACCOMMODATIONS: Physical assistance

Theodore inconsistently adapts to changes in routines and schedules.

Theodore does not initiate tasks.

Theodore needs verbal and/or physical cues to start/stop a behavior when asked .

The interpersonal skills that Theodore demonstrates include: Turning head or eyes towards person speaking. Demonstrating an understanding of 'yes'. Demonstrating an understanding of 'no'. Using a communication device.

Theodore requires physical assistance to complete work tasks.

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## Recreation and Leisure

Theodore is interested in: Objects - Using the switch to activate music.. Family - Mom and Dad. Peers - Enjoys watching his classmates..

For entertainment, Theodore: Enjoys listening to music on the radio..

The interactive activities that Theodore enjoys include: Showing an interest in activities. Showing an interest in peers: Enjoys watching people.. Interacting with objects.

Theodore does not interact with adults.

Theodore does not interact with peers.

Theodore participates in age-appropriate activities - Walking, listening to music, watching television.

In public places, Theodore Making inappropriate noises in public.

Theodore is involved in physical activities on a regular basis - Walking outside or in the gymnasium.

Theodore converses with others:

Theodore does not participate in extracurricular activities.

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## Home Living

Theodore cares for personal toileting as follows: Uses the toilet with assistance and On a schedule. Needs physical assistance.

Theodore cooperates in hygiene tasks (washing hands & face, brushing teeth, bathing).

Theodore cooperates in dressing and undressing.

Theodore is able to communicate personal information (includes the use of communication device) - unable to communicate personal information.

Theodore participates in food preparation tasks - Presses switch to operate appliances. Participates with physical assistance in cooking procedures.

Theodore does not demonstrate acceptable eating behaviors.

Theodore does not demonstrates behavior that endanger himself.

Theodore does not participate in household cleaning tasks.

Theodore does not participate in clothing selection.

Theodore takes prescription and nonprescription medications - Seizure medication..

Theodore is unable to sign his/her name in some manner.

Theodore participates in preventive health care through: Exhibiting good sleep patterns. Visiting the doctor on a regular basis - Parents take him for regular check-ups. Visiting the dentist on a regular basis - Parents take him for regular check-ups.

Theodore does not have a checking account.

Theodore does not have a savings account.

Theodore has medical and/or support needs. Feeding: Requires physical assistance. Shows food aversion on first few bites.. Skin care: Special face ointment.. Seizure management: Currently takes medication for seizures.. Therapy services: Range of motion activities..

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## Community Participation

Theodore accesses specified areas within his/her school and neighborhood with assistance.

Theodore does not have an understanding of community signs.

Theodore participates in ordering his/her food in restaurants, ordering with assistance.

Theodore goes places in the community - Parents take him shopping and to community events.

Theodore does not shop for groceries.

Theodore does not participate in paying for purchases.

Theodore demonstrates appropriate social behaviors in the community - Most of the time he is appropriate although he makes some inappropriate noises.

Theodore has a means of transportation in the community - Parents transport him to and from school.

Theodore does not have a realistic plan for addressing post secondary housing needs.

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## Post Secondary Education

Theodore's issue of legal guardianship or conservatorship has NOT been addressed.

Relevant supports have been included in Theodore transition plan - Rehabilitation services and DD case management services have attended IEP meetings.

Theodore does not show interest in specific vocational tasks.

Theodore

Theodore has not experienced vocational assessment.

Theodore's has not identified post secondary housing options.

Application has not been made for post secondary housing.

Theodore has not identified necessary financial resources for post high school life.

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## Future Goals and Outcomes

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### Employment

After my son/daughter has completed my education, the career we would like my son/daughter to have is: We are not sure but we will want him to be served by a vocational provider.. To reach this goal, my son/daughter will need the following supports: Become familiar with vocational providers in the area.

### Recreations and Leisure

After leaving high school, the activities I would like my son/daughter to participate in are: watching TV, horseback riding, swimming, listening to music,

To reach this goal, my son/daughter will need the following supports Support staff to allow him to participate.

### Home Living

We plan to have our son/daughter move away from home when he/she is: 23. When my son/daughter moves away from we would like them to live in with several roommates.

When our son/daughter moves away from home, I would like him/her to participate in cooking,

When our son/daughter moves away from home, we would like them to live in/near the city of Antioch.

### Community Participation

The means of transportation we would like to have for our son/daughter is

Other ways our son/daughter may get around are Staff, public transportation..

Places that we would like our son/daughter to go in the community are public library, restaurants, work, department stores, shopping malls, activities for persons with disabilities,

### Post Secondary Education

After high school, we would like our son/daughter to work part-time,

## Evaluator's Comments

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Theodore takes several medications for his seizure activity. These medications make him drowsy and it is difficult to keep him awake. Physical activity helps him become more alert when he is tired. He is given rest periods in the morning and the afternoon.

Theodore goes on community outings with his classmates. He has attended special olympics.