GOAL
Identify annual post-secondary goals and objectives to support transition plans for students with severe cognitive delays.

Effective transition plans should include:
• Measurable transition goals and objectives tied to assessment results
• Age-appropriate and developmentally appropriate transition goals and objectives

CONSIDERATIONS for Assessing Students with Severe Cognitive Delays

Leverage modifications that ensure assessment can be delivered to students with limited/no reading and writing abilities

Implement assessment procedures that limit time on task (combination of observation-based and direct assessment)

Conduct the assessment over multiple days as needed; assessments do not have time requirements

Identify an assessment design that will allow students to focus on a limited number of items/pictures on a given page (to reduce distractions)
ASSESSMENT RECOMMENDATIONS using the BRIGANCE Inventories

Transition Skills Inventory (TSI)
Focus on employment, independent living, and community participation skills appropriate to the target population. Leverage modifications related to non-readers throughout inventory. For a detailed listing of suggested TSI assessments, see page 5.

Inventory of Early Development III (IED III)
Focus on developmental skills in the areas of gross and fine motor skills, early language and literacy skills, mathematical reasoning, self-help/daily living skills, and social-emotional development. For a detailed listing of suggested IED III assessments, see page 7.

Both Inventories
Review "Evaluating Students with Special Considerations," which provides recommended modifications to best support the target population.
- TSI: pp. 21–23
- IED III: pp. 26–29

Use this section to consider appropriate accommodations to ensure assessment administration supports each student’s specific needs.
- Select the assessment method or methods you believe will be the most effective in each situation (observation, interview, or performance)
- Limit the amount of time spent assessing a student at a single point in time
  - Assessments do not have time requirements, thus a single assessment may be conducted over multiple days, as needed
- Leverage specific accommodation suggestions found in the Notes section of individual assessments
TRANSITION SKILLS INVENTORY (TSI)
Suggested Areas of Focus

The TSI was designed to support transition planning for middle- and high-school students, providing age-appropriate assessments in the following skill areas:

- Academic Skills
- Post-Secondary Opportunities (including substantial focus on employment-related skills)
- Independent Living
- Community Participation

The transition assessments on page 5 are suggested for students with severe cognitive delays (where reading and writing abilities are limited). Many will need to be administered with suggested modifications found in the section entitled “Evaluating Students with Special Considerations” on page 21 in the Transition Skills Inventory and the Notes section of individual assessments. These suggestions were developed by Curriculum Associates with input from educators in the field.
**Academic**

Section B–Listening & Speaking Skills
- B-1: Personal Data Response
- B-2: General Speaking Skills
- B-3: Listening Observations Checklist
- B-4: Speaking Observations Checklist

**Post-Secondary**

Section E–Interests & Choices
*Note: This section can be administered orally, reducing the need for students to read the assessment questions; if a student is non-verbal these assessments may not be appropriate*
- E-1: Educational Interests
- E-2: Career Interests
- E-3: Career Choices
- E-4: Work Ethics and Attitudes

Section H–Communication & Technology Skills
- H-1: Basic Telephone Skills
- H-3: Computer Parts
- H-4: Computer Skills
- H-5: Everyday Technology Skills

**Independent Living**

Section I–Food
*Note: The majority of this section may be useful, but the following assessments are likely most relevant; assessments will likely need modifications for non-readers—see modification recommendations in the Notes section of each assessment*
- I-1 through I-4: Food Vocabulary
- I-5: Restaurant Vocabulary
- I-7: Food Preparation Vocabulary
- I-10: Foods for a Daily Balanced Diet

Section J–Clothing
*Note: The assessments in the IED III for dressing/undressing will provide more information related to a student’s ability to dress himself/herself*
- J-1: Personal Clothing Sizes

Section L–Money & Finance
- L-1: Equivalent Values of Coins and the Dollar Bill
- L-2: Total Value of Groups of Coins

Section M–Health
This section may be used to support a discussion with the student regarding health-related topics, but the assessments will likely need significant modifications for this student population

Section N–Travel & Transportation
*Note: The following will likely need to be modified for non-readers*
- N-1: Traffic Signs
- N-2: Traffic Symbols

**Community Participation**

Section O–Community Resources
- O-5: Post Office Features
- O-6: Public Library Features
- O-9: Recreational Facilities

Section P–Community Signs
This section may be used to support assessment of students’ recognition of signs in the community; however, assessments will likely need to be modified for non-readers

Self-Assessments & Rating Scales

Section R
This section may prove useful in learning more about students’ post-secondary opportunities and related capabilities
Modifications may be required for non-readers; alternatively these scales may be used to support a discussion with students
Suggested Areas of Focus

The IED III comprehensively covers early academic and functional skills for students functioning below the developmental age of 8; skills start as low as 0 years and are organized developmentally, progressing from birth. Assessments cover a broad range of skill areas, including:

- Physical Development
- Language Development
- Literacy
- Mathematics and Science
- Daily Living
- Social and Emotional Development

The assessments on page 7 are suggested to support transition planning for middle- and high-school students with severe cognitive delays. These suggestions were developed by Curriculum Associates with input from educators in the field.
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**Independent Living Skills**

- G-9: Knows What to Do in Different Situations
- G-10: Knows What Community Helpers Do
- G-11: Knows Where to Go for Services

**Social and Emotional Development (Section H)**

Note: All assessments may be useful, but the following is likely most relevant

- H-3: Motivation and Self-Confidence
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