

New Edition

for 2022!

Transition Skills Inventory 2

Program Sampler



Finding "Can Dos" at Every Level

When Al Brigance began his career as a school psychologist in the '70s, assessment tools provided data that showed only what a student didn't know and couldn't do. Al envisioned a unique way to assess exceptional students—one that would highlight what a student does know and can do.

Based on this fundamental idea, Al began work on the first BRIGANCE inventory to measure a student's mastery of a specific set of skills. Since then, thousands of special educators nationwide have trusted the BRIGANCE tools to help them learn about their students' individual strengths and needs, plan appropriate instruction, and monitor progress.

At Curriculum Associates, we proudly continue this BRIGANCE legacy with the Transition Skills Inventory 2.



No two students are exactly alike so why should their transition planning be?

Support the individual transition needs of each special education student.

This sampler provides a high-level overview of the updated Transition Skills Inventory 2 (TSI 2), an assessment system designed to identify each student's unique transition goals and monitor their progress toward these goals.

The TSI 2 makes it easy for educators to understand the specific interests, strengths, and learning needs of middle and high school students preparing to transition to life after high school.

What's in This Sampler?

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| Student-Centered with Team Support |
| Comprehensive in Scope and Content |
| Adaptable Assessments That Meet Student |
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Why the TSI 2 is the Right Tool for Building a Transition Roadmap for Each Student



Student-Centered with Team Support

Each of your students brings a unique set of interests, preferences, strengths, and learning needs. The TSI 2 supports each student in determining their own path after high school, while collecting input from important people in the student's life.



Comprehensive in Scope and Content

The program covers a broad range of knowledge and skills important for a successful transition into adult life, assessing student's mastery of skills within the key skill areas identified by the IDEA guidelines for Indicator 13.

Adaptable Assessments That Meet Students Where They Are

The wide variety of criterion-referenced assessments in the TSI 2 are developmentally appropriate for a range of student ages and abilities.



Intuitive for Educators, Impactful for Students

User-friendly assessments with clear and easy-to-follow steps support educators in uncovering students' strengths and learning needs and translating these into clear action steps for transition plans

Reason 1: Student-Centered with Team Support



A program that knows "it takes a village"

The Teacher/Parent version of the rating scales complements the student's self-assessment and provides families and teachers the opportunity to offer additional perspective. Comparing these different perspectives helps the IEP team identify any patterns of strengths and needs. This allows them to illuminate the skills and strategies as well as the supports that the student will need to move toward future educational and career goals.





A system rooted in selfdetermination and self-advocacy

The TSI 2 puts each student's individual goals at the forefront of their transition planning. The program begins with selfassessments to support the student in developing self-determination skills and help them advocate for their own goals and interests.

A-5 Developing a Vision for the Future

Overview

a personal vision for the future.

Discussor

- ASSECTATE A
- Verbal response

MATERIAL

CORING INFORMATION

Directions: Verbal Response

school, use the following questions about the student's plans for after high notes about the student's appones in the student's Record Book. After each question, pause for the student's response. Rephrase questions or adadditional questions as needed.

- school?
- graduated? Ask: What are the set of the set
- Successful in the future? Ask: Is there a partial
- 5. Ask: What is it you hope to achieve by doing the start
- comfortable asking for help at your
- Ask: Where do you see yourself living in the future?
 Ask: Who are the people in your life yourself
- 9. Ask: What are two goals you have for your life in at
- 10. Ask: Are you doing things now that can help you reach those goals?
- Ask: What are two things you believe you need in order t have a happy life?

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Transition Skills Inventory 2

beveloping a Vision for the Future



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Reason 2: Comprehensive in Scope and Content

Choose from a wide range of assessments

One hundred in-depth assessments allow educators to select those most relevant to a student's IEP objectives and transition goals. The assessments cover five important transition skill areas:











Independent Livina

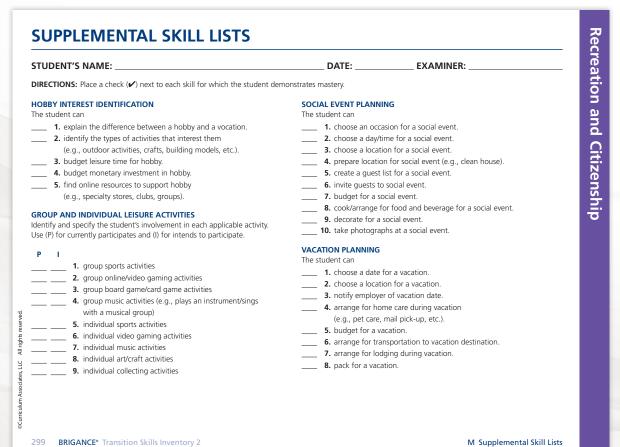




Academics

Dive deeper based on student needs

Supplemental Skill Lists provide an option to assess skills and knowledge that extend beyond the scope of skills included in the core assessments.

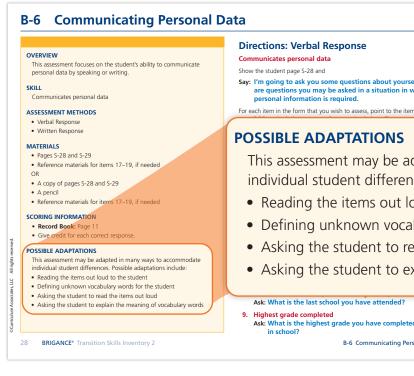


M Supplemental Skill Lists

Reason 3: Adaptable Assessments That Meet Each Student Where They Are

Content that accommodates students' preferences and needs

The TSI 2 sets each student up for a life after high school that is customized for them by allowing transition planning to be tailored to each student's needs, abilities, and interests. Many assessments include multiple assessment methods to adapt to a range of abilities and skill levels.







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This assessment may be adapted in many ways to accommodate individual student differences. Possible adaptations include:

- Reading the items out loud to the student
- Defining unknown vocabulary words for the student
- Asking the student to read the items out loud
- Asking the student to explain the meaning of vocabulary words

B-6 Communicating Personal Data



Age- and developmentally appropriate assessments

The TSI 2 is appropriate for use with middle- and highschool students, including students with significant cognitive delays, as well as college-bound students.



Reason 4: Intuitive for Educators, Impactful for Students

Formatted for ease of use

Teacher pages provide an overview of each assessment's purpose and key information to guide administration of the assessment. Guidance for delivering each assessment is provided.

Directions: Verbal Response

Show the student page S-43 and

Say: This rating scale is about organizational skills. I will read each item and you think about how it applies to you. Tell me which rating from 0 to 3 best describes your opinion or rating.

Read and explain the rating scale from 0 to 3. Then read each item out loud to the student and pause for the student's response.

Directions: Written Response

Give the student a copy of page S-43 and a pencil and

Say: This rating scale is about organizational skills. Read each item and think about how it applies to you. Then place a check () in the column to the right that best describes your opinion or rating.

If needed, use the first item as an example. Allow the student ample time to complete the scale.

Actionable insights

The purpose of the assessments is to identify skills that have not yet been mastered and to use this data to write targeted transition goals. Assessment results are used to assist in writing IEPs and developing compliant Transition plans.

Objective for Writing IEPs

- By ____(date) _, <u>(student's name)</u> will (list as appropriate)
 - 1. explain the importance of graduating from high school and how it relates to better pay, better jobs, and increased educational opportunities.
- 2. identify plans for after finishing high school.
- 3. explain goals for career or further education.
- 4. identify education options available after high school.
- 5. have spoken to and worked with others (e.g., family members, friends, teacher, counselor) regarding options or goals for after high school
- 6. understand IEP postsecondary education goals and objectives.
- 7. identify where to look for information about postsecondary education options.
- 8. identify the entrance requirements for postsecondary education options
- 9. enroll in postsecondary preparatory classes.
- 10. identify the demands and responsibilities associated with postsecondary education options.
- 11. identify what accommodations or adaptations are needed to be successful in a postsecondary education setting.
- 12. identify what services are available for students with disabilities in a postsecondary education setting and how to obtain them.

Program Components

A Comprehensive Solution for Meeting Indicator 13 Requirements

Indicator 13 requires transition services, including instructional resources, tied to each student's post-secondary goals. The Transition Skills Activities 2 (TSA 2) addresses this instructional need and, when used in concert with the criterion-referenced Transition Skills Inventory 2 (TSI 2), creates a comprehensive solution for meeting Indicator 13 requirements.



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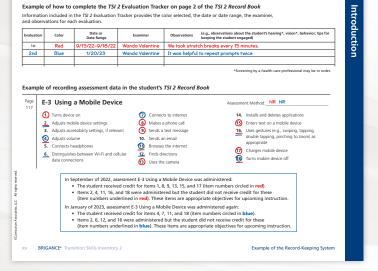
Inventory 2

Transition Skills

Transition Skills Inventory 2

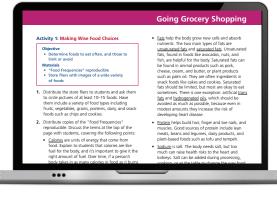
The TSI 2 consists of more than 100 assessments to support formal transition planning for middle- and highschool students as they prepare for life after high school. Educators use the TSI 2 to pinpoint Present Level of Performance and write goals for transition planning.

Examiners use one TSI 2 Record Book per student for recording assessment results. The Record Book can then follow students through their academic career as a living record that identifies the skills needed for the student to achieve their goals and charts progress on an ongoing basis.



Track growth and monitor progress

The TSI 2 Record Book provides a record-keeping and tracking system that is ongoing, specific, graphic, and easily interpreted.



Transition Skills Inventory 2 Record Book

Transition Skills Activities 2 Digital Resource Library

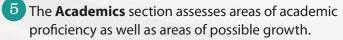
The TSA 2 consists of 180 activities linked to the assessments found in the TSI 2. Activities offer modifications to fit diverse interests and ability levels.

Accessible from a Digital Resource Library, the TSA 2 enables educators to easily find the activities that best fit each student's needs.

TSI 2 Sample Pages

| | Page | Page |
|--|-----------------------------|-----------|
| e of Contents—Assessments | INDEPENDENT LIVING | |
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| COMMUNICATION | ACADEMICS | |
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| TECHNOLOGY | 110 | |
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- Postsecondary Pathways assessments focus on a student's self-determination skills, including awareness of personal preferences, and interests as well as self-advocacy, communication, and other soft skills.
- 2 The **Employment** domain includes assessments related to seeking and maintaining employment.
- **3** The **Independent Living** assessments give insight into a student's ability to live on their own.
- 4 The **Community Participation** section focuses on important community resources and aspects of active citizenship.



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ACADEMICS

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A-4 Advocating for Self and Needs

Overview

This assessment focuses on the student's ability to describe their own disability, needs, and rights and to self advocate.

SKILL

Understands and explains their disability, their rights, and accommodations they will need in postsecondary pursuits

ASSESSMENT METHOD

Verbal Response

MATERIALS

None

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NOTE

Refer to the most recent version of the Americans with Disabilities Act and other state/federal laws concerning employees' rights in the workplace.

Directions: Verbal Response

Engage the student in a conversation to gauge their understanding of their disability and their needs and rights relative to their disability.

Assessments support student-

centered, transition planning, beginning with identifying the

student's career interests and skills.

Say: I'm going to ask you some questions about your disability, your needs, and your rights.

Use the guestions below to guide the conversation. Ask follow-up guestions as needed and adapt the questions to meet the needs of the student or assessment situation

1. Names their disability

- Ask: Can you name your disability?
- 2. Explains the purpose of the IEP or 504 Plan Ask: What is the purpose of your (IEP; 504 Plan)?

3. Describes their specific disability

Choose the question or questions that are most relevant to the student. Ask: How would you describe your disability to a potential employer?

Ask: How would you describe your disability to someone in a college disabilities service office?

- 4. Explains assistive technology they use, if applicable Ask: Do you currently use assistive technology? If so, describe the technology and how it helps you.
- 5. Knows how to ask questions pertinent to their needs Ask: If you want to know more about the responsibilities and demands of a (job; class; training program), what would vou do?
- 6. Understands what an accommodation is Ask: What is an accommodation?
- 7. Knows accommodations needed to support their disability in a workplace or postsecondary academic setting

Choose the question or questions that are most relevant to the student

- Ask: What accommodations would help you perform the job duties for a job you are interested in?
- Ask: What accommodations or supports could help you show what you know in an academic setting? Ask: Are there specific devices you could use to help you
- be successful in (a job; in college)? Ask: Are there accessibility features available for
- technology devices you may use (in college; at work)? If so, what are they? Have you used these features in the past?

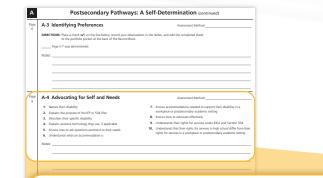
8. Knows how to advocate effectively Ask: How would you describe your needs and accommodations to (a potential employer; someone in a college disabilities service office)?

- 9. Understands their rights for services under IDEA and Section 504
- Ask: What rights do you have that are guaranteed by your (IEP; 504 Plan)?
- 10. Understands that their rights for services in high school differ from their rights for services in a workplace or postsecondary academic setting (e.g., college) Ask: How are your rights for services (at work; in college) different than they are in high school?

Objective for Writing IEPs

By <u>(date)</u>, <u>(student's name)</u>, will (list as appropriate)

- 1. name their disability
- 2. explain the meaning of the IEP or 504 Plan.
- describe their specific disability.
- 4. explain assistive technology they use
- 5. know how to ask questions pertinent to their needs.
- 6. understand what an accommodation is. 7. know accommodations needed to support their disability in a
- workplace or postsecondary academic setting. 8. know how to advocate effectively.
- 9. understand their rights for services under IDEA and Section 504.
- 10. understand that their rights for services in high school differ from their rights for services in a workplace or postsecondary academic setting (e.g., college).



A-4 Advocating for Self and Needs

- 1. Names their disability
- 2. Explains the purpose of the IEP or 504 Plan
- 3. Describes their specific disability
- **4.** Explains assistive technology they use, if applicable
- 5. Knows how to ask guestions pertinent to their needs
- 6. Understands what an accommodation is

Notes:

SUPPLEMENTAL SKILL LISTS

STUDENT'S NAME:

DIRECTIONS: Place a check () next to each skill for which the student has demonstrated mastery.

IEP PROCESS

The student

- 1. knows what an IEP is
- 2. attends IEP meetings
- 3. helps plan IEP meetings, such as
- location.
- time. _____
 - participants
- agenda.
 - 4. participates in IEP meetings.
 - 5. understands the goals listed in the IEP, such as
- postsecondary training.
- employment.
- independent living.
- community participation. academic
- social.
- behavior
- 6. provides input on IEP goals
- 7. understands present level of performance (PLOP).
- 8. understands assessment or test results.
- 9. understands appropriate accommodations or modifications.
- **10.** understands their abilities and disabilities.

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t-b

If-D

Recording assessment performance in the student's TSI 2 Record Book allows you to track the student's progress on an ongoing basis.

Assessment Method:

- 7. Knows accommodations needed to support their disability in a workplace or postsecondary academic setting
- 8. Knows how to advocate effectively
- 9. Understands their rights for services under IDEA and Section 504
- 10. Understands that their rights for services in high school differ from their rights for services in a workplace or postsecondary academic setting

DATE:

EXAMINER:

VOCATIONAL EDUCATION

(For students interested in vocational education)

The student understands

- _____ 1. local or regional vocational education options.
- **2.** advantages and disadvantages of vocational education.
- _____ **3.** programs or degrees offered.
- _____ 4. entrance requirements.
- 5. demands of vocational education programs, such as
 - academic demands.
 - social demands
 - financial demands.
- **6.** the length of time required to complete a program or earn a degree.
- 7. the services and accommodations available for students with
- disabilities

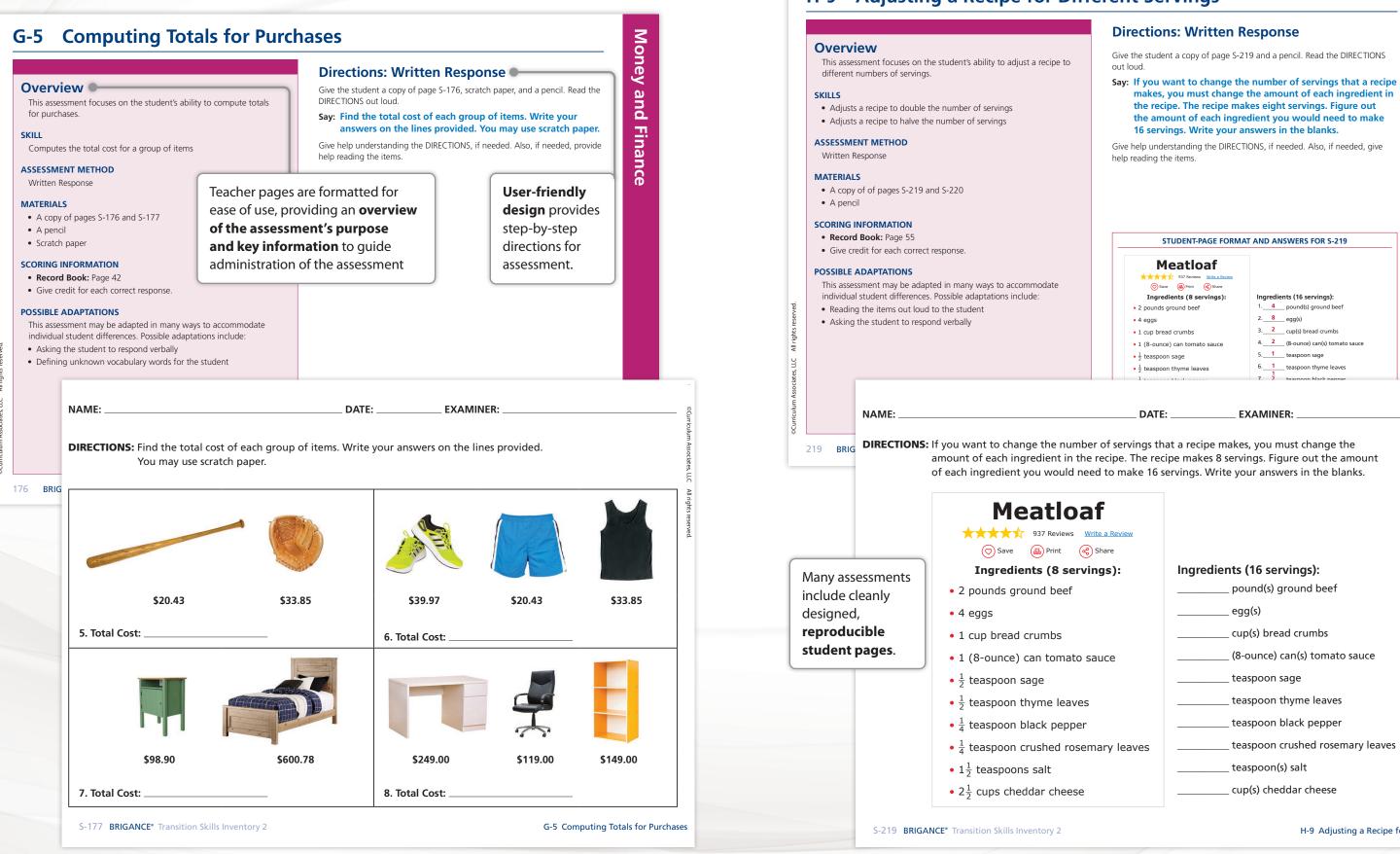
COMMUNITY COLLEGE

(For students interested in community college) The student understands

- 1. local or regional community college options.
- _____ 2. advantages and disadvantages of attending community college.
- 3. programs or degrees offered.
- 4. entrance requirements
- 5. demands of community college, such as
 - academic demands
 - social demands.
 - financial demands.
- **6.** the length of time required to complete a program or earn a degree.
- _____ 7. the services and accommodations available for students with disabilities

A Supplemental Skill Lists

elf-Determination



H-9 Adjusting a Recipe for Different Servings

Food

makes, you must change the amount of each ingredient in

| Review | |
|----------|----------------------------------|
| re | |
| 5): | Ingredients (16 servings): |
| | pound(s) ground beef |
| | egg(s) |
| | cup(s) bread crumbs |
| e | (8-ounce) can(s) tomato sauce |
| | teaspoon sage |
| | teaspoon thyme leaves |
| | teaspoon black pepper |
| y leaves | teaspoon crushed rosemary leaves |
| | teaspoon(s) salt |
| | cup(s) cheddar cheese |

H-9 Adjusting a Recipe for Different Servings

B-4 Soft Skills Rating Scale

Overview

This scale rates the student's communication, interpersonal, and self-management skills in the workplace and helps identify specific soft skills that the student should continue to develop, modify, or improve.

ASSESSMENT METHODS

- Verbal Response Written Response

MATERIALS • Page S-25

- OR
- A copy of page S-25
- A pencil

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SCORING INFORMATION Record Book: Page 10

NOTES

- If you are administering this assessment by Verbal Response and would like to have a record of the student's responses, make a copy of page S-25 and place a check (✔) in the column that reflects the student's response for each item.
- You may wish to make a copy of the Teacher/Parent form of the rating scale on page 37 to be completed by a teacher, parent, or other adult who knows the student well. Comparing the student's responses to those of another rater may provide additional insight into the student's thinking and may help to determine patterns of strengths and weaknesses.

В

Page

25

26

Directions: Verbal Response Show the student page S-25 and

Say: This rating scale is about how you communicate with other people at work or school. I will read each item and you think about how it applies to you. Tell me which rating from 0 to 3 best describes your opinion or rating.

Read and explain the rating scale from 0 to 3. Then read each item out loud to the student and pause for the student's response.

Directions: Written Response

- Give the student a copy of page S-25 and a pencil and
- Say: This rating scale is about how you communicate with other people at work or school. Read each item and think about how it applies to you. Then place a check () in the column that best describes your opinion or rating.

If needed, use the first item as an example. Allow the student ample time to complete the scale.

Guidelines for Writing IEP Objectives

Review the student's completed rating scale and any completed Teacher/Parent forms of the rating scale to determine any patter

Postsecondary Pathways: B Communication (continued)

DIRECTIONS: Place a check () on the line(s) below, record your observations in the Notes, and add the completed rating scale(s)

The student self-assessment (page S-25) was administered. The Teacher/Parent form (page 37) was administered. Notes:

to the student's portfolio folder.

B-4 Soft Skills Rating Scale

Page B-5 Basic Phone Skills

| Assessment Method: | |
|--------------------|--|
| - | |

Assessment Method(s):

- 3. Makes a phone call to schedule an appointment
- 4. Uses a phone to place a call

1. Makes a professional phone call 2. Leaves a professional voicemail

- 5. Locates unknown phone numbers
- 6. Knows to call 911 (or other emergency number) to report an emergency

| Postsec | ondary Pathways: B Communication |
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Notes:

| NAME: | D |
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DIRECTIONS: Read each the colun

| | Key | When you are at work or at school, do you | | | |
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| | | 2. | show attentiveness when having a conversation wit | | |
| | | | and using positive body language? | | |
| | | 3. | share your opinions and ideas in acceptable and cor | | |
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| | | 6. | apologize when you make a mistake? | | |
| | | 7. | treat people kindly at work when they are upset? | | |
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| | | 9. | express gratitude by saying thank you? | | |
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| nn on the right that best describes your opinion or rating. | | DATE: EXAMINER: | | | | | ©Curriculum Assoc | | | | | | | |
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BRIGANCE[®] Transition Skills Inventory 2 37



10

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B-4a Soft Skills Rating Scale - Teacher/Parent

| E-5 Using Socia | | |) | Technology | NAME: | DATE: |
|--|--|---|--|------------|--|---|
| Overview | | Directions: Written | Response 122 and a pencil. Read the DIRECTIONS | no | | |
| This assessment focuses on the stu social media. SKILL Correctly answers questions about ASSESSMENT METHOD | · | out loud. Say: Read each question. We provided or circle the b | ite your answers on the lines | VBo | · · · · | stion. Write your answers on the lines form and explain how it is used. 5. |
| Written Response MATERIALS • A copy of pages S-122 and S-12 • A pencil | 23 | | | | 2. Name a benefit of using s | ocial media. |
| SCORING INFORMATION 9. Record Book: Page 28 9. Give credit for each correct resp POSSIBLE ADAPTATIONS This assessment may be adapted i individual student differences. Pos 9. Reading the items out loud 1. Defining unknown vocabulary w 9. Asking the student to respond w | n many ways to accommodate sible adaptations include: vords | The student names a social description of how it is us. The student names a bene connecting with friends at with shared interests; share new things; being creative. a, b, c b a, d, e, f The student lists two ways a daily or weekly goal for to limit access after a certs outside my room at night; hobbies and activities.) | id. fit of using social media (e.g., d family; connecting with people ing ideas with other people; learning | | (Choose the one best anso a. Anyone can see your p b. Only your friends can s c. Only your friends and | your school another country met who looks friendly afest for social media accounts? wer.) profile and posts. |
| E | | Employment: E Te | chnology (continued) | | and posts. | |
| 22 BRIGANCE* Trar 122 | E-5 Using Social Media Page S-122 1. Names a social media platform 2. Names a benefit of using social 3. Identifies safe people to connect 4. Identifies safest privacy setting f 5. Identifies unsafe comments to p 6. Names two ways to limit amoun 7. Identifies an appropriate respon Notes: | and explains how it is used media t with on social media (a, b, c) or social media accounts (b) iost on social media (a, d, e, f) it of time spent on social media | Page S-123 8. False 18. True 9. True 19. False 10. False 20. True 11. False 21. True 12. False 22. True 13. True 23. True 14. True 24. True 15. False 16. True 17. True 17. True | | 8. Only 9. A pi dele 10. If yo see 11. Peo 12. It is 13. It is 14. Soci 15. New 16. Vide 17. It is 18. Adv | IONS: Read each question. Circle True y you can see your likes and comments hoto or comment that you post on soc ete it later |
| | , , , | | | | 20. If you when 21. On 9 22. Peo 23. If a 24. It is | always safe to click advertisements on ou apply for a job, the hiring manager ether to hire you social media, people sometimes post o ple who spend more time on social me person does something unprofessiona against the law to have or send photo age of 18 |



EXAMINER:

rovided or circle the best answer or answers.

Which comments should you NOT post on social media? (Choose all of the correct answers.)

a. My manager is so annoying.

b. I just scratched my laptop screen!

c. Please remember to vote tomorrow!

d. Today is a great day because it's my 17th birthday.

e. I can't wait for our vacation next week! We leave on Monday!

Can someone help me with my debit card? The number is 4532 9511 8063 6949.

The average teen spends many hours each day using the internet for entertainment. Name two ways you can limit the amount of time you spend on social media.

What should you do if someone makes you uncomfortable or bullies you online?

_ DATE: _____ EXAMINER:

r False for each question.

| n social media | . True / False |
|--|----------------|
| media is on the internet forever, even if you | |
| can be sure the friend is the only never who will | . True / False |
| can be sure the friend is the only person who will | |
| | |
| าย | . True / False |
| n if you meet them in a public place | . True / False |
| strangers | . True / False |
| rs and keep them using the site | . True / False |
| ays real | True / False |
| e sometimes edited to trick people | . True / False |
| be sure information posted online is true | . True / False |
| a to learn how to sell products to you | True / False |
| cial media and buy the products they show | . True / False |
| ay look at your social media to help decide | |
| | . True / False |
| the fun or exciting things in their lives | . True / False |
| a report more symptoms of depression and anxiety | . True / False |
| nline, the person could lose their job | . True / False |
| hat show private body parts of people under | |
| | . True / False |
| | |

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