New Edition for 2022!

BRIGANCE®
Special Education

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.
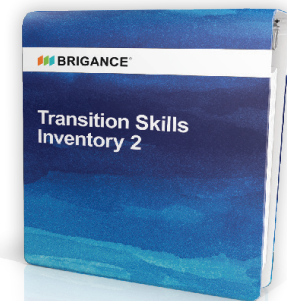

No two students are exactly alike so why should their transition planning be?

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?

Why the TSI 2 is the Right Tool for Building a Transition Roadmap for Each Student

1

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.

2

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.
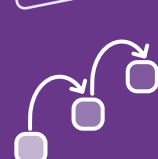
3

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.

4

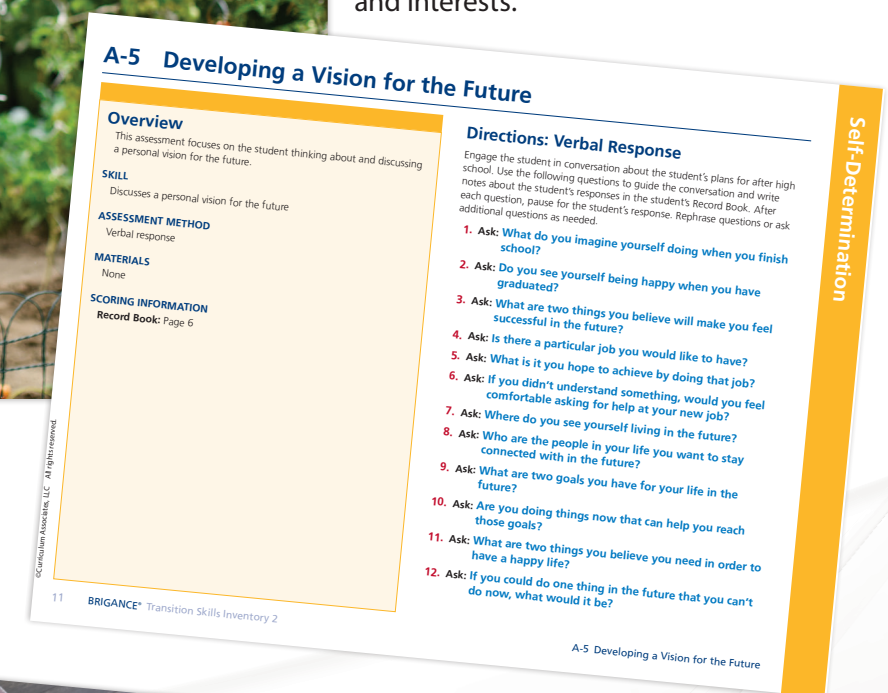### Intuitive for Educators, Impactful for Students
User-friendly assessments with clear and easy-to-follow steps support educators in uncovering students' strengths and learning needs and translating these into clear action steps for transition plans

A system rooted in self-determination and self-advocacy
The TSI 2 puts each student's individual goals at the forefront of their transition planning. The program begins with self-assessments 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
This assessment focuses on the student thinking about and discussing a personal vision for the future.

SKILL
Discusses a personal vision for the future

ASSESSMENT METHOD
Verbal response

MATERIALS
None

SCORING INFORMATION
Record Book: Page 6

Directions: Verbal Response
Engage the student in conversation about the student's plans for after high school. Use the following questions to guide the conversation and write notes about the student's responses in the student's Record Book. After each question, pause for the student's response. Rephrase questions or ask additional questions as needed.

1. Ask: What do you imagine yourself doing when you finish school?
2. Ask: Do you see yourself being happy when you have graduated?
3. Ask: What are two things you believe will make you feel successful in the future?
4. Ask: Is there a particular job you would like to have?
5. Ask: What is it you hope to achieve by doing that job?
6. Ask: If you didn't understand something, would you feel comfortable asking for help at your new job?
7. Ask: Where do you see yourself living in the future?
8. Ask: Who are the people in your life you want to stay connected with in the future?
9. Ask: What are two goals you have for your life in the future?
10. Ask: Are you doing things now that can help you reach those goals?
11. Ask: What are two things you believe you need in order to have a happy life?
12. Ask: If you could do one thing in the future that you can't do now, what would it be?

11 BRIGANCE® Transition Skills Inventory 2

A-5 Developing a Vision for the Future

Self-Determination

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.

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:

Postsecondary Pathways

Employment

Community Participation

Independent Living

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.

SUPPLEMENTAL SKILL LISTS

Recreation and Citizenship

STUDENT'S NAME: _____ DATE: _____ EXAMINER: _____

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

HOBBY INTEREST IDENTIFICATION
The student can
_____ 1. explain the difference between a hobby and a vocation.
_____ 2. identify the types of activities that interest them
(e.g., outdoor activities, crafts, building models, etc.).
_____ 3. budget leisure time for hobby.
_____ 4. budget monetary investment in hobby.
_____ 5. find online resources to support hobby
(e.g., specialty stores, clubs, groups).

GROUP AND INDIVIDUAL LEISURE ACTIVITIES
Identify and specify the student's involvement in each applicable activity.
Use (P) for currently participates and (I) for intends to participate.

P   I
_____ _____ 1. group sports activities
_____ _____ 2. group online/video gaming activities
_____ _____ 3. group board game/card game activities
_____ _____ 4. group music activities (e.g., plays an instrument/sings
with a musical group).
_____ _____ 5. individual sports activities
_____ _____ 6. individual video gaming activities
_____ _____ 7. individual music activities
_____ _____ 8. individual art/craft activities
_____ _____ 9. individual collecting activities

SOCIAL EVENT PLANNING
The student can
_____ 1. choose an occasion for a social event.
_____ 2. choose a day/time for a social event.
_____ 3. choose a location for a social event.
_____ 4. prepare location for social event (e.g., clean house).
_____ 5. create a guest list for a social event.
_____ 6. invite guests to social event.
_____ 7. budget for a social event.
_____ 8. cook/arrange for food and beverage for a social event.
_____ 9. decorate for a social event.
_____ 10. take photographs at a social event.

VACATION PLANNING
The student can
_____ 1. choose a date for a vacation.
_____ 2. choose a location for a vacation.
_____ 3. notify employer of vacation date.
_____ 4. arrange for home care during vacation
(e.g., pet care, mail pick-up, etc.).
_____ 5. budget for a vacation.
_____ 6. arrange for transportation to vacation destination.
_____ 7. arrange for lodging during vacation.
_____ 8. pack for a vacation.

299   **BRIGANCE®** Transition Skills Inventory 2   M Supplemental Skill Lists

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.

B-6   Communicating Personal Data

Communication

OVERVIEW
This assessment focuses on the student's ability to communicate personal data by speaking or writing.

SKILL
Communicates personal data

ASSESSMENT METHODS
• Verbal Response
• Written Response

MATERIALS
• Pages S-28 and S-29
• Reference materials for items 17–19, if needed
OR
• A copy of pages S-28 and S-29
• A pencil
• Reference materials for items 17–19, if needed

SCORING INFORMATION
• **Record Book:** Page 11
• Give credit for each correct response.

POSSIBLE ADAPTATIONS
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

Directions: Verbal Response
Communicates personal data
Show the student page S-28 and
Say: I'm going to ask you some questions about yourself. They are questions you may be asked in a situation in which personal information is required.
For each item in the form that you wish to assess, point to the item on

POSSIBLE ADAPTATIONS
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

Ask: What is the last school you have attended?
9. Highest grade completed
Ask: What is the highest grade you have completed in school?

28   **BRIGANCE®** Transition Skills Inventory 2   B-6 Communicating Personal Data

Age- and developmentally appropriate assessments

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

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) _____, _____ (student's name) _____ 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.

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.

Example of how to complete the *TSI 2* Evaluation Tracker on page 2 of the *TSI 2 Record Book*

Information included in the *TSI 2* Evaluation Tracker provides the color selected, the date or date range, the examiner, and observations for each evaluation.

Evaluation	Color	Date or Date Range	Examiner	Observations (e.g., observations about the student's hearing*, vision*, behavior; tips for keeping the student engaged)
1st	Red	9/15/22–9/18/22	Wanda Valentine	We took stretch breaks every 15 minutes.
2nd	Blue	1/20/23	Wanda Valentine	It was helpful to repeat prompts twice.

*Screening by a health care professional may be in order.

Example of recording assessment data in the student's *TSI 2 Record Book*

Page 117   **E-3 Using a Mobile Device**   Assessment Method: NR NR

1. Turns device on
2. Adjusts mobile device settings
3. Adjusts accessibility settings, if relevant
4. Adjusts volume
5. Connects headphones
6. Distinguishes between Wi-Fi and cellular data connections
7. Connects to internet
8. Makes a phone call
9. Sends a text message
10. Sends an email
11. Browses the internet
12. Finds directions
13. Uses the camera
14. Installs and deletes applications
15. Enters text on a mobile device
16. Uses gestures (e.g., swiping, tapping, double tapping, pinching to zoom) as appropriate
17. Charges mobile device
18. Turns mobile device off

In September of 2022, assessment E-3 Using a Mobile Device was administered:
- The student received credit for items 1, 8, 9, 13, 15, and 17 (item number circled in **red**).
- Items 2, 4, 11, 16, and 18 were administered but the student did not receive credit for these (item numbers underlined in **red**). These items are appropriate objectives for upcoming instruction.

In January of 2023, assessment E-3 Using a Mobile Device was administered again:
- The student received credit for items 4, 7, 11, and 18 (item numbers circled in **blue**).
- Items 2, 6, 12, and 16 were administered but the student did not receive credit for these (item numbers underlined in **blue**). These items are appropriate objectives for upcoming instruction.

BRIGANCE® Transition Skills Inventory 2   Example of the Record-Keeping System

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.
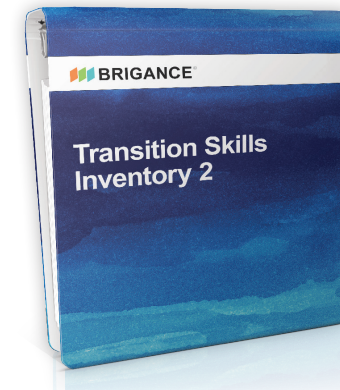

Transition Skills Inventory 2
The TSI 2 consists of more than 100 assessments to support formal transition planning for middle- and high-school students as they prepare for life after high school. Educators use the TSI 2 to pinpoint Present Level of Performance and write goals for transition planning.
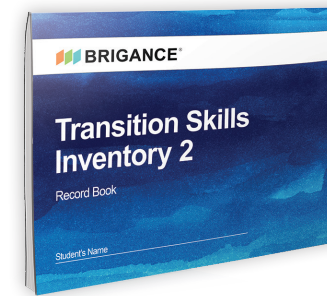
Transition Skills Inventory 2 Record Book
Examiners use one TSI 2 Record Book per student for recording assessment results. The Record Book can then follow students through their academic career as a living record that identifies the skills needed for the student to achieve their goals and charts progress on an ongoing basis.
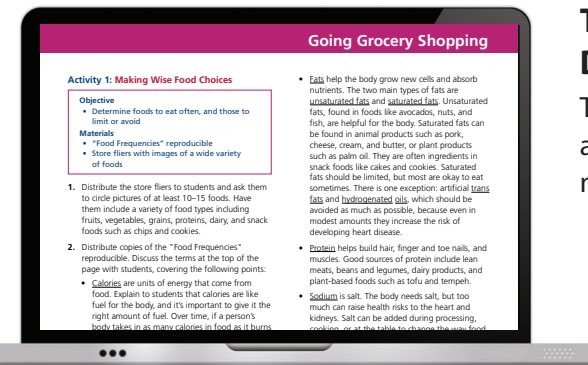
Transition Skills Activities 2 Digital Resource Library
The TSA 2 consists of 180 activities linked to the assessments found in the TSI 2. Activities offer modifications to fit diverse interests and ability levels.

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

TABLE OF CONTENTS

① **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.

⑤ The **Academics** section assesses areas of academic proficiency as well as areas of possible growth.

Table of Contents—Assessments

BRIGANCE

BRIGANCE

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

SCORING INFORMATION

Record Book: Page 5

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.

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

Use the questions below to guide the conversation. Ask follow-up questions 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 you 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 _____ (date) _____, _____ (student's name) _____, will (list as appropriate)

1. name their disability.
2. explain the meaning of the IEP or 504 Plan.
3. 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).

Record Book excerpt

Postsecondary Pathways: A Self-Determination *(continued)*

A-3 Identifying Preferences Assessment Method: _____

DIRECTIONS: Place a check ✔ on the line below, record your observations in the Notes, and add the completed sheet to the portfolio pocket on the back of the Record Book.

_____ Page 5-7 was administered.

Notes: _____

A-4 Advocating for Self and Needs Assessment Method: _____

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 questions pertinent to their needs
6. Understands what an accommodation is
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 their rights for services in high school differ from their rights for services in a workplace or postsecondary academic setting

Notes: _____

A-4 Advocating for Self and Needs

Assessment Method: _____

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 questions pertinent to their needs
6. Understands what an accommodation is
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

Notes: _____

SUPPLEMENTAL SKILL LISTS

STUDENT'S NAME: _____ **DATE:** _____ **EXAMINER:** _____

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.

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

G-5 Computing Totals for Purchases

Overview
This assessment focuses on the student's ability to compute totals for purchases.

SKILL
Computes the total cost for a group of items

ASSESSMENT METHOD
Written Response

MATERIALS
- A copy of pages S-176 and S-177
- A pencil
- Scratch paper

SCORING INFORMATION
- **Record Book:** Page 42
- Give credit for each correct response.

POSSIBLE ADAPTATIONS
This assessment may be adapted in many ways to accommodate individual student differences. Possible adaptations include:
- Asking the student to respond verbally
- Defining unknown vocabulary words for the student

Directions: Written Response
Give the student a copy of page S-176, scratch paper, and a pencil. Read the DIRECTIONS out loud.

Say: **Find the total cost of each group of items. Write your answers on the lines provided. You may use scratch paper.**

Give help understanding the DIRECTIONS, if needed. Also, if needed, provide help reading the items.

> Teacher pages are formatted for ease of use, providing an **overview of the assessment's purpose and key information** to guide administration of the assessment

> **User-friendly design** provides step-by-step directions for assessment.

NAME: _____ **DATE:** _____ **EXAMINER:** _____

176   BRIG

DIRECTIONS: Find the total cost of each group of items. Write your answers on the lines provided. You may use scratch paper.

$20.43	$33.85	$39.97	$20.43	$33.85

5. Total Cost: _____   6. Total Cost: _____

$98.90	$600.78	$249.00	$119.00	$149.00

7. Total Cost: _____   8. Total Cost: _____

S-177   BRIGANCE® Transition Skills Inventory 2   G-5 Computing Totals for Purchases

H-9   Adjusting a Recipe for Different Servings

Overview
This assessment focuses on the student's ability to adjust a recipe to different numbers of servings.

SKILLS
- Adjusts a recipe to double the number of servings
- Adjusts a recipe to halve the number of servings

ASSESSMENT METHOD
Written Response

MATERIALS
- A copy of of pages S-219 and S-220
- A pencil

SCORING INFORMATION
- **Record Book:** Page 55
- Give credit for each correct response.

POSSIBLE ADAPTATIONS
This assessment may be adapted in many ways to accommodate individual student differences. Possible adaptations include:
- Reading the items out loud to the student
- Asking the student to respond verbally

Directions: Written Response
Give the student a copy of page S-219 and a pencil. Read the DIRECTIONS out loud.

Say: **If you want to change the number of servings that a recipe makes, you must change the amount of each ingredient in the recipe. The recipe makes eight servings. Figure out the amount of each ingredient you would need to make 16 servings. Write your answers in the blanks.**

Give help understanding the DIRECTIONS, if needed. Also, if needed, give help reading the items.

STUDENT-PAGE FORMAT AND ANSWERS FOR S-219

Meatloaf
★★★★½ 937 Reviews   Write a Review
♡ Save   🖶 Print   ⌁ Share

Ingredients (8 servings):
- 2 pounds ground beef
- 4 eggs
- 1 cup bread crumbs
- 1 (8-ounce) can tomato sauce
- $\frac{1}{2}$ teaspoon sage
- $\frac{1}{2}$ teaspoon thyme leaves

Ingredients (16 servings):
1. __4__ pound(s) ground beef
2. __8__ egg(s)
3. __2__ cup(s) bread crumbs
4. __2__ (8-ounce) can(s) tomato sauce
5. __1__ teaspoon sage
6. __1__ teaspoon thyme leaves

> Many assessments include cleanly designed, **reproducible student pages**.

NAME: _____ **DATE:** _____ **EXAMINER:** _____

DIRECTIONS: If you want to change the number of servings that a recipe makes, you must change the amount of each ingredient in the recipe. The recipe makes 8 servings. Figure out the amount of each ingredient you would need to make 16 servings. Write your answers in the blanks.

Meatloaf
★★★★½ 937 Reviews   Write a Review
♡ Save   🖶 Print   ⌁ Share

Ingredients (8 servings):
- 2 pounds ground beef
- 4 eggs
- 1 cup bread crumbs
- 1 (8-ounce) can tomato sauce
- $\frac{1}{2}$ teaspoon sage
- $\frac{1}{2}$ teaspoon thyme leaves
- $\frac{1}{4}$ teaspoon black pepper
- $\frac{1}{4}$ teaspoon crushed rosemary leaves
- $1\frac{1}{2}$ teaspoons salt
- $2\frac{1}{2}$ cups cheddar cheese

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

S-219   BRIGANCE® Transition Skills Inventory 2   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

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.

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 patterns.

B

Postsecondary Pathways: B Communication (*continued*)

B-4 Soft Skills Rating Scale

Page 25

Assessment Method(s):_____

DIRECTIONS: Place a check (✔) on the line(s) below, record your observations in the *Notes*, and add the completed rating scale(s) to the student's portfolio folder.

_____ The student self-assessment (page S-25) was administered.

_____ The Teacher/Parent form (page 37) was administered.

Notes: _____

_____

_____

B-5 Basic Phone Skills

Page 26

Assessment Method:_____

1. Makes a professional phone call
2. Leaves a professional voicemail
3. Makes a phone call to schedule an appointment
4. Uses a phone to place a call
5. Locates unknown phone numbers
6. Knows to call 911 (or other emergency number) to report an emergency

Notes: _____

_____

_____

_____

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Read each item and think about how it applies to you. Then place a check (✔) in the column on the right that best describes your opinion or rating.

Key

- **0** = Never (I need to improve a lot)
- **1** = Sometimes (I have room for improvement)
- **2** = Usually (I need to improve some)
- **3** = Almost always (I do not need to improve)

When you are at work or at school, do you . . .	0	1	2	3
1. get along well with people who supervise you, such as your manager or your teachers?				
2. show attentiveness when having a conversation with a co-worker or peer by facing them and using positive body language?				
3. share your opinions and ideas in acceptable and constructive ways?				
4. work well as a member of a team to complete a task?				
5. listen to what others say, even if you do not agree with them?				
6. apologize when you make a mistake?				
7. treat people kindly at work when they are upset?				
8. make sure to use appropriate language for work when speaking and writing?				
9. express gratitude by saying *thank you*?				
10. recognize and accept praise from others appropriately?				
11. recognize and accept negative feedback from others appropriately?				
12. congratulate others when they have done a good job?				
13. choose appropriate clothing to wear?				
14. maintain respect for the personal space of your co-workers or peers?				
15. follow the workplace or school rules about your personal phone?				
16. greet your co-workers or peers with a smile each day?				

> **Assessments seek to draw insights from the full transition planning team,** including the student, their parents, and teachers.

STUDENT'S NAME: _____ DATE: _____ RATER/RELATIONSHIP: _____

DIRECTIONS: Read each item and think about how it applies to the student. Then place a check (✔) in the column on the right that best describes your opinion or rating.

Key

- **0** = Never (needs to improve a lot)
- **1** = Sometimes (has room for improvement)
- **2** = Usually (needs to improve some)
- **3** = Almost always (does not need to improve)

When the student is at work or school, does the student . . .	0	1	2	3
1. get along well with people who supervise them, such as their manager or their teachers?				
2. show attentiveness when having a conversation with a co-worker or peer by facing them and using positive body language?				
3. share their opinions and ideas in acceptable and constructive ways?				
4. work well as a member of a team to complete a task?				
5. listen to what others say, even if they do not agree with them?				
6. apologize when they make a mistake?				
7. treat people kindly at work when those people are upset?				
8. make sure to use appropriate language for work when speaking and writing?				
9. express gratitude by saying *thank you*?				
10. recognize and accept praise from others appropriately?				
11. recognize and accept negative feedback from others appropriately?				
12. congratulate others when they have done a good job?				
13. choose appropriate clothing to wear?				
14. maintain respect for the personal space of co-workers or peers?				
15. follow the workplace or school rules about their personal phone?				
16. greet co-workers or peers with a smile each day?				

E-5 Using Social Media

Overview

This assessment focuses on the student's understanding of social media.

SKILL

Correctly answers questions about responsible social media use

ASSESSMENT METHOD

Written Response

MATERIALS

- A copy of pages S-122 and S-123
- A pencil

SCORING INFORMATION

- **Record Book:** Page 28
- Give credit for each correct response.

POSSIBLE ADAPTATIONS

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

- Reading the items out loud
- Defining unknown vocabulary words
- Asking the student to respond verbally

Directions: Written Response

Give the student a copy of page S-122 and a pencil. Read the DIRECTIONS out loud.

Say: Read each question. Write your answers on the lines provided or circle the best answer or answers.

Give help understanding the DIRECTIONS, if needed. Also, if needed, provide help reading the items.

ANSWERS FOR PAGE S-122

1. The student names a social media platform and gives a description of how it is used.
2. The student names a benefit of using social media (e.g., *connecting with friends and family; connecting with people with shared interests; sharing ideas with other people; learning new things; being creative; having fun.*)
3. a, b, c
4. b
5. a, d, e, f
6. The student lists two ways to limit time on social media (e.g., *set a daily or weekly goal for time spent; use apps or phone settings to limit access after a certain amount of time; leave my phone outside my room at night; balance social media use with other hobbies and activities.*)
7. The student identifies an appropriate response to online

E

Employment: E Technology *(continued)*

Page 122

E-5 Using Social Media

Assessment Method: _____

Page S-122

1. Names a social media platform and explains how it is used
2. Names a benefit of using social media
3. Identifies safe people to connect with on social media (a, b, c)
4. Identifies safest privacy setting for social media accounts (b)
5. Identifies unsafe comments to post on social media (a, d, e, f)
6. Names two ways to limit amount of time spent on social media
7. Identifies an appropriate response to online bullying

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. False	24. True
15. False		
16. True		
17. True		

Notes: _____

28

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Read each question. Write your answers on the lines provided or circle the best answer or answers.

1. Name a social media platform and explain how it is used.
   _____
   _____

2. Name a benefit of using social media.
   _____
   _____

3. Which of these people are safe to connect with on social media?
   (Choose all of the correct answers.)
   a. Your co-worker
   b. Your best friend
   c. A person who goes to your school
   d. A stranger who lives in another country
   e. A person you haven't met who looks friendly

4. Which privacy setting is safest for social media accounts?
   (Choose the one best answer.)
   a. Anyone can see your profile and posts.
   b. Only your friends can see your profile and posts.
   c. Only your friends and their friends can see your profile and posts.

5. 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!
   f. Can someone help me with my debit card? The number is 4532 9511 8063 6949.

6. 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.
   _____
   _____

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

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Read each question. Circle True or False for each question.

8. Only you can see your likes and comments on social media .... True / False
9. A photo or comment that you post on social media is on the internet forever, even if you delete it later .... True / False
10. If you send a direct message to a friend, you can be sure the friend is the only person who will see the message .... True / False
11. People are always who they claim to be online .... True / False
12. It is safe to meet an online stranger in person if you meet them in a public place .... True / False
13. It is a bad idea to send photos of yourself to strangers .... True / False
14. Social media sites are designed to attract users and keep them using the site .... True / False
15. News articles posted on social media are always real .... True / False
16. Videos and photos posted on social media are sometimes edited to trick people .... True / False
17. It is a good idea to check multiple sources to be sure information posted online is true .... True / False
18. Advertisers use your behavior on social media to learn how to sell products to you .... True / False
19. It is always safe to click advertisements on social media and buy the products they show .... True / False
20. If you apply for a job, the hiring manager may look at your social media to help decide whether to hire you .... True / False
21. On social media, people sometimes post only the fun or exciting things in their lives .... True / False
22. People who spend more time on social media report more symptoms of depression and anxiety .... True / False
23. If a person does something unprofessional online, the person could lose their job .... True / False
24. It is against the law to have or send photos that show private body parts of people under the age of 18 .... True / False

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Want to learn more about the TSI 2?

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