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Special Education

A GUIDE TO

Supporting Transition Plans for Students with Severe Cognitive Delays

GOAL

Identify annual postsecondary 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 adaptations that ensure assessment can be delivered to students with limited/no reading and writing abilities.

Implement assessment procedures that limit time on task (i.e., combination of observation-based and direct assessment).
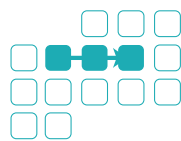
Conduct the assessment over multiple days as needed. Assessments do not have time requirements.
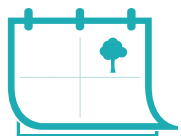
Identify an assessment design that will allow students to focus on a limited number of items/pictures on a given page to reduce distractions.

Assessment Recommendations
Using the BRIGANCE Inventories

Transition Skills Inventory 2 (TSI 2)

Focus on postsecondary pathways, employment, independent living, and community participation skills appropriate to the target population.

Leverage adaptations related to nonreaders that appear throughout the inventory.

For a detailed listing of suggested TSI 2 assessments, see .

Inventory of Early Development III (IED III)

Focus on developmental skills in the areas of gross and fine motor skills, early language skills, foundational literacy and mathematics skills, self-help/daily living skills, and social-emotional development.

*For a detailed listing of suggested IED III assessments, see .*

Both Inventories

Review guidance on evaluating students with exceptionalities, which provides recommended adaptations to best support the target population.

- TSI 2, pp. xviii–xx: Accommodating Students
- IED III, pp. xxvii–xxx: Evaluating Students with Special Considerations

Use these sections to consider appropriate adaptations 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.
- Limit the amount of time spent assessing a student during a single administration.
    - Assessments do not have time requirements, thus a single assessment may be conducted over multiple days, as needed.
- Leverage specific suggestions for adaptions found in the Possible Adaptations section of individual assessments.
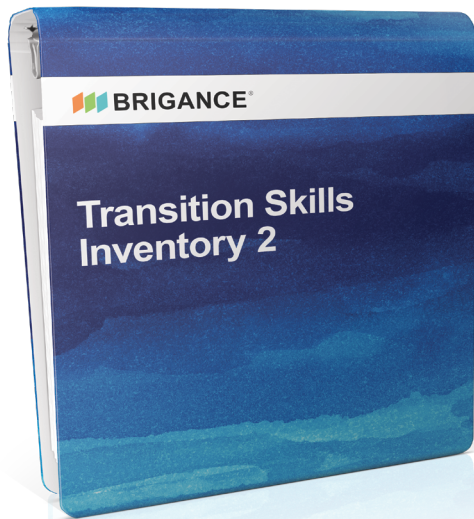
Transition Skills Inventory 2 (TSI 2)
Suggested Areas of Focus

The TSI 2 was designed to support transition planning for middle and high school students, providing age-appropriate assessments in the following skill areas:

- Postsecondary Pathways (including a substantial focus on self-determination)

- Employment

- Independent Living

- Community Participation

- Academics

The transition assessments on page 4 are suggested for students with severe cognitive delays who may be nonreaders or whose reading and writing skills may be limited. Many will need to be administered with suggested adaptations found in the section entitled Accommodating Students on pp. xviii–xx in the TSI 2 and in the Possible Adaptations section of individual assessments. Curriculum Associates developed these recommendations with input from educators in the field.

Teacher/Parent Rating Scales

These assessments are included under the corresponding domains. The Teacher/Parent form of the rating scales allows those who know the student well to weigh in on the student's skills and may prove useful in learning more about students' postsecondary opportunities and related capabilities. Alternatively, the scales can be used to support a discussion with the student.

Communication
- B-2a: Listening Skills Rating Scale - Teacher/Parent
- B-3a: Speaking Skills Rating Scale - Teacher/Parent
- B-4a: Soft Skills Rating Scale - Teacher/Parent

Job-Seeking Skills
- D-1a: Work-Related Attitudes Rating Scale - Teacher/Parent
- D-11a: Job Requirements Rating Scale - Teacher/Parent

Health and Safety
- F-11a: Health and Safety Practices Rating Scale - Teacher/Parent

Living in Community
- K-1a: Social Awareness Rating Scale - Teacher/Parent
- K-2a: Relationship Skills Rating Scale - Teacher/Parent
- K-3a: Self-Management Rating Scale - Teacher/Parent

Postsecondary Pathways

Self-Determination
This section can be administered orally, eliminating the need for students to read the assessment questions. If a student is nonverbal, these assessments may not be appropriate.
- A-2: Identifying Interests
- A-3: Identifying Preferences
- A-4: Advocating for Self and Needs

Communication
- B-1: General Speaking Skills
- B-2: Listening Skills Rating Scale
- B-3: Speaking Skills Rating Scale
- B-5: Basic Phone Skills
- B-6: Communicating Personal Data

Employment

Job-Seeking Skills
- D-1: Work-Related Attitudes Rating Scale

Technology
- E-1: Identifying Computer Parts

Community Participation

Recreation and Citizenship
- M-1: Understanding Recreational Facilities
- M-2: Understanding Other Community Facilities

Community Signs
- N-1: Interpreting Signs with Pictures and Icons

Independent Living

Health and Safety
This section can be used to support a discussion with students regarding health-related topics. The assessments, however, will likely need significant adaptation for this student population.

Money and Finance
- G-1: Naming Equivalent Coins and Bills
- G-2: Determining the Value of Groups of Coins and Bills

Food
The majority of this section may be useful, but the following assessments are likely most relevant. Assessments will likely need adaptations for nonreaders and students with limited reading skills. See recommendations in the Notes section of each assessment.
- H-1: Matching Food Words and Pictures

Travel and Transportation
The following assessments will likely need to be adapted for nonreaders and students with limited reading skills.
- J-1: Interpreting Traffic Symbols
- J-2: Understanding Traffic Signs

Inventory of Early Development III (IED III)
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 are suggested to support transition planning for middle and high school students with severe cognitive delays. Curriculum Associates developed these recommendations with input from educators in the field.

Physical Development

Gross Motor Skills
All assessments may be useful, but the following ones are likely most relevant.

- B-1: Standing
- B-2: Walking
- B-3: Stair Climbing
- B-4: Running, Skipping, and Galloping
- B-10: Rolling and Throwing

Fine Motor Skills
All assessments may be useful, but the following ones are likely most relevant.

- C-1: General Eye/Finger/Hand Manipulative Skills
- C-3: Early Handwriting Skills
- C-4: Copies Forms
- C-6: Cuts with Scissors

Language Development

- D-1: Prespeech Receptive Language
- D-2: Prespeech Expressive Language
- D-3: General Speech and Language Development
- D-5: Knows Personal Information
- D-6: Follows Verbal Directions
- D-7: Identifies Pictures
- D-8: Identifies Parts of the Body
- D-12: Classifies Objects into Categories
- D-13: Knows Uses of Objects

Literacy

- E-1: Response to and Experience with Books
- E-2: Identifies Common Signs
- E-8a: Matches Uppercase Letters
- E-8b: Identifies Uppercase Letters
- E-9a: Matches Lowercase Letters
- E-9b: Identifies Lowercase Letters
- E-14: Prints Personal Information

Mathematical Concepts

- F-1: Understands Number Concepts
- F-4: Identifies Shapes
- F-5: Sorts Objects

Daily Living

Self-Help Skills
These skills may be assessed through observation and/or family or caregiver interview.

- G-1: Feeding/Eating
- G-2: Undressing
- G-3: Dressing
- G-4: Unfastening
- G-5: Fastening
- G-6: Toileting
- G-7: Bathing
- G-8: Grooming

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

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

- H-3: Motivation and Self-Confidence

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