



**BRIGANCE®**

# Transition Skills Inventory

© Hawker Brownlow Publishing

# TABLE OF CONTENTS

	Page		Page
<b>INTRODUCTION</b>			
Overview .....	8		
BRIGANCE® Special Education System.....	9		
<b>Program Decisions</b> .....	10		
<b>Step-by-Step Assessment Procedures</b>			
Step 1: Get Ready for the Assessment .....	11		
Step 2: Conduct the Assessment .....	14		
Step 3: Record Results in the <i>Record Book</i> .....	16		
Step 4: Analyse Results .....	18		
Step 5: Identify Next Steps.....	20		
<b>Evaluating Students with Special Considerations</b>			
Students with Exceptionalities.....	21		
<b>ACADEMIC SKILLS</b>			
<b>A READING YEAR-LEVEL PLACEMENT</b> .....	<b>27</b>		
<b>B LISTENING &amp; SPEAKING SKILLS</b> .....	<b>39</b>		
<b>C FUNCTIONAL WRITING SKILLS</b> .....	<b>53</b>		
<b>D MATHS SKILLS</b> .....	<b>65</b>		
<b>POST-SECONDARY OPPORTUNITIES</b>			
<b>E INTERESTS &amp; CHOICES</b> .....	<b>124</b>		
<b>F JOB-RELATED WRITING SKILLS</b> .....	<b>139</b>		
<b>G JOB-RELATED KNOWLEDGE &amp; SKILLS</b> .....	<b>161</b>		
<b>H COMMUNICATION &amp; TECHNOLOGY SKILLS</b> .....	<b>219</b>		
		<b>INDEPENDENT LIVING</b>	
		<b>I FOOD</b> .....	<b>240</b>
		<b>J CLOTHING</b> .....	<b>272</b>
		<b>K HOUSING</b> .....	<b>282</b>
		<b>L MONEY &amp; FINANCE</b> .....	<b>292</b>
		<b>M HEALTH</b> .....	<b>328</b>
		<b>N TRAVEL &amp; TRANSPORTATION</b> .....	<b>382</b>
		<b>COMMUNITY PARTICIPATION</b>	
		<b>O COMMUNITY RESOURCES</b> .....	<b>408</b>
		<b>P COMMUNITY SIGNS</b> .....	<b>430</b>
		<b>Q CITIZENSHIP</b> .....	<b>465</b>
		<b>R SELF-ASSESSMENTS &amp; RATING SCALES</b> .....	<b>472</b>
		<b>APPENDICES</b>	
		Appendix A – History and Acknowledgements.....	503
		Appendix B – References .....	504

	Page
<b>A ACADEMIC: READING YEAR-LEVEL PLACEMENT .....</b>	<b>27</b>
<b>Assessments</b>	
A-1 Word-Recognition Year-Level Placement Test.....	28
A-2 Reading Vocabulary Comprehension Year-Level Placement Test .	31
A-3 Reading Comprehension Year-Level Placement Test.....	34
<b>B ACADEMIC: LISTENING &amp; SPEAKING SKILLS.....</b>	<b>39</b>
<b>Assessments</b>	
B-1 Personal Data Response .....	40
B-2 General Speaking Skills .....	44
B-3 Listening Observations Checklist .....	49
B-4 Speaking Observations Checklist.....	51
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>52</b>
<b>C ACADEMIC: FUNCTIONAL WRITING SKILLS .....</b>	<b>53</b>
<b>Assessments</b>	
C-1 Personal Data Form.....	54
C-2 Writing Skills.....	57
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>61</b>

	Page
<b>D ACADEMIC: MATHS SKILLS .....</b>	<b>65</b>
<b>Assessments</b>	
D-1 Number Facts – Addition, Subtraction, Multiplication and Division .....	66
D-2 Computation of Whole Numbers – Addition, Subtraction, Multiplication and Division.....	69
D-3 Number Words and Numerals.....	72
D-4 Maths Direction Words .....	75
D-5 Quantitative Concepts and Ordinal Numbers.....	76
D-6 Fractions and Decimals .....	78
D-7 Operation(s) and Problem Solving .....	82
D-8 Geometric Shapes.....	85
D-9 Geometric Concepts .....	88
D-10 Future Time .....	91
D-11 Past Time.....	95
D-12 Elapsed Time .....	99
D-13 Measurement with a Metric Ruler .....	103
D-14 Liquid Measurements (Metric) .....	106
D-15 Weight Measurements (Metric).....	109
D-16 Metric Measurement Units.....	112
D-17 Maths Abbreviations and Symbols.....	113
D-18 Thermometers and Other Meters and Gauges.....	116
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>118</b>

© Hawker Brownlow Publishing

	Page
<b>E POST-SECONDARY: INTERESTS &amp; CHOICES .....</b>	<b>124</b>
<b>Assessments</b>	
E-1 Educational Interests .....	126
E-2 Career Interests .....	131
E-3 Career Choices .....	132
E-4 Work Ethics and Attitudes .....	133
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>135</b>
<b>F POST-SECONDARY: JOB-RELATED WRITING SKILLS .....</b>	<b>139</b>
<b>Assessments</b>	
F-1 Tax File Number Application .....	140
F-2 Simple Employment Application .....	141
F-3 Complex Employment Application .....	144
F-4 Resume .....	147
F-5 Tax File Number Declaration Form .....	150
F-6 Date Writing .....	153
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>155</b>
<b>G POST-SECONDARY: JOB-RELATED KNOWLEDGE &amp; SKILLS .....</b>	<b>161</b>
<b>Assessments</b>	
G-1 Job Interview Questions .....	162
G-2 Basic Pre-Employment Vocabulary .....	165
G-3 Words Found on Employment Forms .....	168
G-4 Phrases and Questions Found on Employment Forms .....	171
G-5 Directions Found on Employment Forms .....	174
G-6 Basic Employment Vocabulary .....	177
G-7 Payslips .....	180
G-8 Direction Words for Performing Manual Skills .....	183
G-9 Direction Words for Processing Information .....	186
G-10 Abbreviations .....	188
G-11 Alphabetisation .....	192
G-12 Information on Labels in the Workplace .....	195
G-13 Parts of a Manual .....	198
G-14 Paragraphs in a Workplace Manual .....	204
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>207</b>

	Page
<b>H POST-SECONDARY: COMMUNICATION &amp; TECHNOLOGY SKILLS ...</b>	<b>219</b>
<b>Assessments</b>	
H-1 Basic Telephone Skills .....	221
H-2 Telephone Directory .....	224
H-3 Computer Parts .....	227
H-4 Computer Skills .....	229
H-5 Everyday Technology Skills .....	232
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>236</b>
<b>I INDEPENDENT LIVING: FOOD.....</b>	<b>240</b>
<b>Assessments</b>	
I-1 Food Vocabulary I – Meat, Fish/Seafood, Poultry, Dairy Products and Nuts .....	241
I-2 Food Vocabulary II – Fruits and Vegetables .....	244
I-3 Food Vocabulary III – Breads, Cereals and Pasta; Baking Ingredients; Desserts and Sweets .....	247
I-4 Food Vocabulary IV – Flavourings, Seasonings and Fats; Beverages; Miscellaneous Foods .....	250
I-5 Restaurant Vocabulary .....	253
I-6 Packaged Food Labels .....	256
I-7 Basic Recipe Directions .....	258
I-8 Foods for a Daily Balanced Diet .....	261
I-9 Food Costs .....	264
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>266</b>
<b>J INDEPENDENT LIVING: CLOTHING.....</b>	<b>272</b>
<b>Assessments</b>	
J-1 Personal Clothing Sizes .....	273
J-2 Clothing Labels .....	276
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>278</b>

**K INDEPENDENT LIVING: HOUSING .....282****Assessments**

K-1	Housing Resources.....	283
K-2	Tenant Agreement/Lease.....	286

**Supplemental and Related Lists/Skill Sequences .....288****L INDEPENDENT LIVING: MONEY & FINANCE .....292****Assessments**

L-1	Equivalent Values of Coins.....	293
L-2	Total Value of Groups of Coins.....	296
L-3	Equivalent Groups of Coins.....	299
L-4	Making Change.....	302
L-5	Computing Totals for Purchases.....	305
L-6	Savings on Purchases.....	311
L-7	Charts and Tables for Determining Costs.....	317
L-8	Deposit Slips, Cheques and Balance Computation.....	321

**Supplemental and Related Lists/Skill Sequences .....326****M INDEPENDENT LIVING: HEALTH .....328****Assessments**

M-1	Basic Medical Vocabulary I – External Body Parts.....	329
M-2	Basic Medical Vocabulary II – Injuries and Symptoms.....	333
M-3	Basic Medical Vocabulary III – Infections, Diseases and Other Health Problems.....	336
M-4	Basic Medical Vocabulary IV – Medical Care.....	339
M-5	Basic Medical Vocabulary V – Body Systems.....	342
M-6	Basic Medical Vocabulary VI – Reproductive Systems.....	345
M-7	Health Vocabulary.....	348
M-8	Medicine Labels.....	351
M-9	Birth Control.....	353
M-10	Causes and Prevention of Sexually Transmitted Diseases.....	356
M-11	Causes and Prevention of HIV/AIDS.....	359
M-12	Drugs of Abuse.....	362
M-13	Effects of Drugs.....	365
M-14	Health Evaluation Form (Parts A–E).....	368

**Supplemental and Related Lists/Skill Sequences .....374****N INDEPENDENT LIVING: TRAVEL & TRANSPORTATION .....382****Assessments**

N-1	Traffic Signs.....	383
N-2	Traffic Symbols.....	389
N-3	Car Parts.....	391
N-4	Driver's Licence Application.....	393
N-5	Fuel Efficiency and Cost.....	394
N-6	Distance Table.....	395
N-7	Road Maps.....	397

**Supplemental and Related Lists/Skill Sequences .....400**

© Hawker Brownlow Publishing

	Page
<b>O COMMUNITY PARTICIPATION: COMMUNITY RESOURCES .....</b>	<b>408</b>
<b>Assessments</b>	
O-1 Community Agency Services Application.....	409
O-2 Community Agency Awareness Checklist.....	411
O-3 Community Agency Documents Checklist.....	412
O-4 Community Agency Telephone Navigation .....	414
O-5 Post Office Features .....	415
O-6 Public Library Features.....	418
O-7 Library Card Application.....	421
O-8 Public Library Rules .....	423
O-9 Recreational Facilities .....	424
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>428</b>

	Page
<b>P COMMUNITY PARTICIPATION: COMMUNITY SIGNS .....</b>	<b>430</b>
<b>Assessments</b>	
P-1 Directional Signs .....	431
P-2 Restaurant Signs .....	434
P-3 Employment Signs .....	437
P-4 Warning and Safety Signs .....	440
P-5 Warning Labels .....	448
P-6 Urban Signs .....	451
P-7 Lobby Signs .....	454
P-8 Shop Signs.....	457
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>459</b>

	Page
<b>Q COMMUNITY PARTICIPATION: CITIZENSHIP .....</b>	<b>465</b>
<b>Assessments</b>	
Q-1 Election Ballot.....	466
Q-2 Polling Place Features.....	468
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>470</b>

	Page
<b>R SELF-ASSESSMENTS &amp; RATING SCALES .....</b>	<b>472</b>
<b>Assessments</b>	
R-1 Speaking Skills .....	475
R-2 Listening Skills .....	476
R-3 Self-Concept (General).....	477
R-4 Self-Concept (Job-related).....	478
R-5 Responsibility and Self-Discipline .....	481
R-6 Motor Coordination and Job Requirements.....	484
R-7 Thinking Skills/Abilities and Job Requirements.....	485
R-8 Job Interview Preparation.....	486
R-9 Job Interview .....	489
R-10 Trainee's Work Experience.....	492
R-11 Health Practices and Attitudes .....	495
R-12 Safe Driving .....	496
<b>Supplemental and Related Lists/Skill Sequences .....</b>	<b>498</b>

## OVERVIEW

The *BRIGANCE® Transition Skills Inventory*, or *TSI*, is a comprehensive collection of research-based, age-appropriate assessments that support formal transition planning for students with special needs preparing for life after secondary school.

The *TSI* helps special education teachers, program directors and transition specialists address the following common requirements for transition planning.

- Administer age-appropriate transition assessments.
- Identify students' strengths and transition service needs.
- Develop IEPs that include a student's present level of performance, measurable post-secondary goals and recommendations on how to meet these goals.

To facilitate assessment and instructional planning for students preparing to transition to post-secondary activities, the *TSI* includes the following key features.

- Assessments are criterion-referenced and include customisable IEP objective statements that correspond to the skill(s) covered in the assessment.
- Many assessments include multiple assessment methods to address a range of student abilities and skill levels.
- Transition-related Self-Assessments and Rating Scales provide the examiner and the student the opportunity to subjectively evaluate the student's strengths and needs.
- *Supplemental and Related Lists/Skill Sequences* provide an opportunity to assess skills and knowledge that extend beyond the scope of the basic *TSI* assessments.
- The *Record Book* provides a record-keeping and tracking system that is ongoing, specific, graphic and easily-interpreted.
- The Online Management System allows users to track and report individual and group progress (subscription rates apply).

In addition, the *TSI* can be paired with the new *BRIGANCE Transition Skills Activities*, which offers a comprehensive collection of lesson plans and activities correlated to the assessments in the *TSI*.

Assessments in the *TSI* cover a broad range of knowledge and skills important for successful transition into adult life. Key skill areas are clustered within four domains – Academic Skills, Post-Secondary Opportunities, Independent Living and Community Participation. Assessments within each skill area help special educators and transition specialists identify a student's present level of performance, plan appropriate instruction and monitor progress. The assessments in the *TSI* are organised into the following skill areas.

### Academic Skills

- Reading Year-Level Placement
- Listening & Speaking Skills
- Functional Writing Skills
- Maths Skills

### Post-Secondary Opportunities

- Interests & Choices
- Job-Related Writing Skills
- Job-Related Knowledge & Skills
- Communication & Technology Skills

### Independent Living

- Food
- Clothing
- Housing
- Money & Finance
- Health
- Travel & Transportation

### Community Participation

- Community Resources
- Community Signs
- Citizenship



# STEP-BY-STEP ASSESSMENT PROCEDURES

## STEP 1: GET READY FOR THE ASSESSMENT

### PLANNING AHEAD

**Become familiar with the assessment procedures** so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers to quickly locate the information you will need.

**Schedule assessment early in the day** when the student is free from hunger and fatigue. When a comprehensive assessment is needed, conduct it when the student is most alert and in several sessions, each session no longer than the student's attention span.

Assessments should not be administered if the student is not well or when testing requires them to miss treasured activities such as excursions, special events or favourite subjects.

**Choose the proper environment.** The assessments in the *TSI* can be safely administered within the classroom. Although most students do not mind working individually with their teacher within their classroom, others may be embarrassed. Use discretion in deciding if a student can be assessed in the classroom or if a more private setting is required.

Administer the assessments in the classroom only when the rest of the class is not engaged in highly exciting or noisy activities.

**Administer assessments in small groups when appropriate.** Some assessments can be administered in small groups to maintain the comfort level of students in the regular classroom.

**Eliminate distractions.** Administer the assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the student.

### SELECTING ASSESSMENTS

The *TSI* is a collection of assessments designed to accommodate the varying skill levels of middle-years and secondary-school students.

For most students, assessing and tracking mastery of the skills in the *TSI* will be adequate for

- identifying present level of performance.
- probing for areas of strength and need (including specific transition services needs).
- identifying developmentally appropriate instructional objectives.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment and to select the best assessment method.

#### 1. Deciding Which Assessments to Administer

When deciding which specific assessments to administer, use your professional judgement and keep the following questions in mind:

- Which assessments are most relevant to the immediate concern?
- Which assessments will be more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet your program needs and requirements?



## 2. Selecting the Most Appropriate Skill or Skill Level Within Each Assessment

Some of the assessments have several skills or a range of year levels. In order to save time, you should review and evaluate any available student data to determine the most appropriate skill or year level for initiating the assessment. This data might include school placement, school history, performance from previous assessments, reports from teachers or your own observations.

Plan to initiate the assessments at a skill level slightly easier than or *one year level below* the student's anticipated performance. It is important to initiate an assessment at a level that will promote a feeling of success. Do not waste time assessing skills that are far below the student's performance or skill level. On the other hand, do not initiate or continue assessment at a level that frustrates the student.

## 3. Selecting the Best Assessment Method

Different assessment methods may be used to accommodate various situations. The *TSI* offers a variety of assessment methods:

- Observation
- Performance
  - Individual Oral Response
  - Individual or Group Written Response
  - Individual Physical Response
- Interview

Recommended assessment methods are included with each assessment. For the best use of assessment time and the most valuable results, select the assessment method or methods you believe will be the most effective in each situation. In many cases, observation or group administration will achieve similar results as individual student assessment.

## 4. Anticipating Administration Time

Remember, you do not have to complete all the assessments. The *TSI* should be used as a resource to provide ongoing assessment throughout the year. A single assessment may be conducted over a few days, if needed, to ensure the student is rested and cooperative.

In general, the amount of time needed to complete an assessment is determined by

- the number of skill areas that need to be assessed, as determined by the purpose of the assessment.
- the number of skills and items that can be assessed by group administration or observation.
- the skill range of the student. The wider the skill range of the student, the more time is required.
- the knowledge or information the examiner may already have regarding the skill of the student.
- whether the assessment is deemed to be personally relevant.
- necessary adaptations in assessment procedures.

### RECORDING STUDENT DATA IN THE RECORD BOOK

**Write all student data** in the student's *Record Book* before conducting the assessment. The information should be current and should clearly identify the student. Complete this section of the student's *Record Book* before assessing so that all of your attention can be focused on the student and on the administration of the assessment. Use official records to confirm the accuracy of the information.

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### H-4S ADVANCED COMPUTER SKILLS

The student knows how to perform the following skills.

- \_\_\_ 1. Login to a computer using a username and password
- \_\_\_ 2. Create a folder
- \_\_\_ 3. Copy or move a file to another folder or disk drive
- \_\_\_ 4. Save files to a disk or external (USB) drive
- \_\_\_ 5. Delete a file or folder
- \_\_\_ 6. Find a file or folder by name or location
- \_\_\_ 7. Identify types of icons (program, folder, file)
- \_\_\_ 8. Switch between open windows
- \_\_\_ 9. Switch between open applications
- \_\_\_ 10. Open and use a spreadsheet
- \_\_\_ 11. Restart the computer if it becomes locked
- \_\_\_ 12. Put the computer into sleep mode

#### H-4Ra IDENTIFY AND KNOW HOW TO USE EMAIL

The student knows how to perform the following skills.

- \_\_\_ 1. Identify an email address
- \_\_\_ 2. Set up an email account
- \_\_\_ 3. Log in to an email account
- \_\_\_ 4. Identify if he/she has received a new email
- \_\_\_ 5. Open email received
- \_\_\_ 6. Compose and send a new mail message (recipient, subject and email filled out correctly)
- \_\_\_ 7. Send an attachment and download an attachment
- \_\_\_ 8. Send email using cc and bcc
- \_\_\_ 9. Send email to multiple people (use an address list)
- \_\_\_ 10. Identify SPAM and understand that it should not be opened

#### H-4Rb IDENTIFY AND KNOW HOW TO USE WORD PROCESSING PROGRAMS

The student knows how to perform the following skills.

- \_\_\_ 1. Open a word processing program
- \_\_\_ 2. Create a new document
- \_\_\_ 3. Save a new document
- \_\_\_ 4. Open an existing document
- \_\_\_ 5. Enter, edit and modify text
- \_\_\_ 6. Change text alignment and font type, size, colour and style (underline, bold, italics)
- \_\_\_ 7. Check spelling and use the thesaurus
- \_\_\_ 8. Find and replace words
- \_\_\_ 9. Select, cut, copy and paste text
- \_\_\_ 10. Create numbered or bulleted lists
- \_\_\_ 11. Print documents
- \_\_\_ 12. Use the Help function

#### H-4Rc KNOW HOW TO USE WEB NAVIGATION TOOLS

The student knows how to perform the following skills.

- \_\_\_ 1. Open a web browser
- \_\_\_ 2. Identify a URL
- \_\_\_ 3. Type a URL into a field or text box
- \_\_\_ 4. Use back and forward buttons
- \_\_\_ 5. Use the home button
- \_\_\_ 6. Navigate from one web page to another by clicking on a link
- \_\_\_ 7. Use a search engine to search for information
- \_\_\_ 8. Print a web page
- \_\_\_ 9. Bookmark a web page

Codes: S – Supplemental List/Skill Sequence R – Related List/Skill Sequence  
S & R – Supplemental and Related List/Skill Sequence