

“This inventory provides research based, age appropriate assessments to help plan transition activities and goals for students with special needs. Sample transition activities are also included. The inventory and activities can be checked-out from the SESA library.”

EDUCATIONAL INTERESTS FORM

DIRECTIONS: After speaking with the student, check *yes* or *no* as it applies to each item. Record comments or observations related to the student's performance on each item.

Student's Name: _____
 Date: _____
 Examiner: _____

DOES THE STUDENT	YES	NO	COMMENTS/OBSERVATIONS
1. Understand the importance of graduating from high school?			
2. Have any plans after finishing high school?			
3. Have any goals after finishing high school?			
4. Understand the post-secondary education goals on his or her IEP?			
5. Identify who he/she has spoken to or worked with about possible options/goals for after high school (family/teacher/counselor, friends)?			
6. Know what education options are available after high school?			
7. Know where to look for information about post-secondary education options?			
8. Know what the entrance requirements are for different post-secondary education options?			
9. Have plans to enroll in or currently take any post-secondary preparatory classes?			
10. Know what the demands and responsibilities are for each post-secondary option?			
11. Understand what accommodations and adaptations will be needed to be successful in a post-secondary setting?			
12. Understand what services are available for students with disabilities in different post-secondary settings and how to obtain them?			

135 BRIGANCE® Transition Skills Inventory ©Curriculum Associates, LLC E-1 Educational Interests

NAME: _____

DATE: _____

EXAMINER: _____



Meat

- ground beef
- spareribs
- lamb roast
- pork chops
- stew meat
- hot dog

Nuts

Fish/Seafood

- tuna
- lobster
- haddock
- clams

Dairy Products

- ice cream
- sour cream
- cottage cheese
- cheese

Poultry

- chicken
- duck

I-1 Food Vocabulary I—Meat, Fish/Seafood, Poultry, Dairy Products, and Nuts

Overview

This assessment focuses on the student's ability to read food-related vocabulary words.

SKILL

Reads vocabulary for meat, fish/seafood, poultry, dairy products, and nuts

ASSESSMENT METHODS

- Individual Oral Response
- Individual or Group Written Response
- Observation

MATERIALS

- Page S-252 or a copy of page S-252
- A pencil

SCORING INFORMATION

Record results on page 32 of the student's *Record Book*. Give credit for each correct response. Three seconds per item is recommended. Note in the student's *Record Book*, if matching, not reading, was the skill demonstrated by the student.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs

By _____ (date) _____ (student's name) _____ will read _____ (number) of thirty-six words for kinds of meat, fish/seafood, poultry, dairy products, and nuts.

Directions for Assessment: Oral Response

Point to the illustrations on page S-252, and

Say: Here are words that identify different foods. You need to know these words when food shopping and reading menus, ads, and recipes. Look at each word, and read it aloud. Begin here. Point to the word where you wish the student to begin.

If the student mispronounces a word, point to the word and

Say: Try it again.

Point to the words at the bottom of page S-252, and

Say: Here are more words for foods. Look at each word, and read it aloud. Begin here. Point to where you wish the student to begin.

