

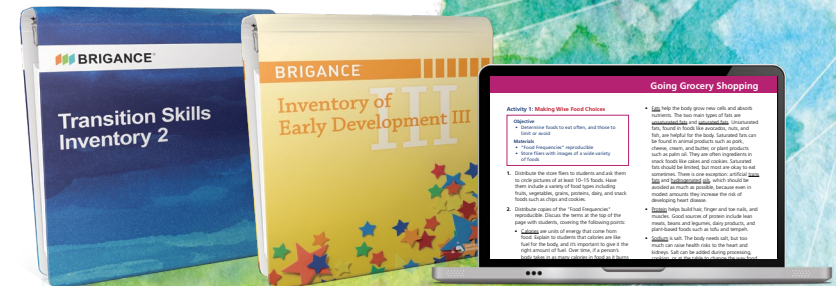


Product Sampler



Table of Contents

Transition Skills Inventory 2 (TSI 2)	3
Assessments and transition planning tools for learners ages 14–22 years	
Transition Skills Activities 2 (TSA 2)	9
Digital Resource Library containing activities and lesson plans for transitioning to adult life	
Inventory of Early Development III (IED III)	13
Assess and monitor progress on developmental criteria from birth through developmental age 8	
Inventory of Early Development III (IED III) Standardized	19
Assess children ages birth to 7 to compare performance within a nationally representative sample	
Professional Learning	23
Ordering and Pricing Information	24
Prior Editions Ordering and Pricing Information	25





Transition Skills Inventory 2 (TSI 2) Second Edition!

Support the individual transition needs of learners ages 14–22 and set measurable, student-centered transition goals.

- Choose from 100 developmentally appropriate assessments for a wide range of student abilities.
- Build self-determination and self-advocacy skills.
- Develop transition goals and IEP objectives.
- Monitor and track progress for each student over time with the **TSI 2 Record Book**.

Get started with the TSI 2 Kit for **\$319**:

- Transition Skills Inventory 2
- 20 Record Books

See [page 24](#) for more pricing information.

Use your TSI 2 with the TSA 2 for a comprehensive solution for meeting Individuals with Disabilities Education Act (IDEA) requirements for transition services. For information on the **TSA 2**, see [page 9](#).

A broad range of knowledge and skills important for a successful transition into adult life, including skill areas identified by IDEA guidelines for Indicator 13

Extensive content includes:

- 1 Postsecondary Pathway assessments that focus on **self-determination, communication, and organizational skills**
- 2 Assessments related to seeking and maintaining **employment**
- 3 Assessments to give insight into a student’s ability to **live independently**
- 4 Assessments focused on **awareness of community resources and aspects of active citizenship**
- 5 Academic coverage assessing **proficiency and areas of possible growth**

TABLE OF CONTENTS	
	Page
Table of Contents—Assessments	iv
INTRODUCTION	
Introduction to the <i>Transition Skills Inventory 2</i>	viii
Overview	viii
How the TSI 2 Supports Your Program	x
Step-by-Step Assessment Procedures	xi
Step 1: Before Evaluation	xi
Step 2: During Evaluation	xiii
Step 3: After Evaluation	xvi
Accommodating Students	xviii
Students who are Bilingual or Non-English Speaking	xviii
Students with Exceptionalities	xviii
1 POSTSECONDARY PATHWAYS	
A SELF-DETERMINATION	1
B COMMUNICATION	20
C ORGANIZATIONAL SKILLS	42
2 EMPLOYMENT	
D JOB-SEEKING SKILLS	56
E TECHNOLOGY	110
3 INDEPENDENT LIVING	
F HEALTH AND SAFETY	127
G MONEY AND FINANCE	165
H FOOD	199
I HOUSING	237
J TRAVEL AND TRANSPORTATION	248
4 COMMUNITY PARTICIPATION	
K LIVING IN COMMUNITY	273
L COMMUNITY AGENCIES	280
M RECREATION AND CITIZENSHIP	290
N COMMUNITY SIGNS	302
5 ACADEMICS	
O READING GRADE PLACEMENT	344
P MATHEMATICS	357
APPENDICES	371
Appendix A—History	372
Appendix B—References	373
Appendix C—Acknowledgments	375

Table of Contents

Table of Contents—Assessments

POSTSECONDARY PATHWAYS

A SELF-DETERMINATION

Assessments	
A-1 Self-Awareness	2
A-2 Identifying Interests	4
A-3 Identifying Preferences	6
A-4 Advocating for Self and Needs	8
A-5 Developing a Vision for the Future	11
A-6 Setting Goals	12
A-7 Understanding Postsecondary Education Options	13
Supplemental Skill Lists	16

B COMMUNICATION

Assessments	
B-1 General Speaking Skills	21
B-2 Listening Skills Rating Scale	23
B-3 Speaking Skills Rating Scale	24
B-4 Soft Skills Rating Scale	25
B-5 Basic Phone Skills	26
B-6 Communicating Personal Data	28
B-7 General Writing Skills	32
Teacher/Parent Rating Scales	
B-2a Listening Skills Rating Scale - Teacher/Parent	35
B-3a Speaking Skills Rating Scale - Teacher/Parent	36
B-4a Soft Skills Rating Scale - Teacher/Parent	37
Supplemental Skill Lists	38

INDEPENDENT LIVING

F HEALTH AND SAFETY

Assessments	
F-1 Identifying External Body Parts	128
F-2 Understanding Parts of Body Systems	132
F-3 Understanding Parts of the Reproductive Systems	136
F-4 Understanding Words for Injuries and Symptoms	138
F-5 Understanding Words for Infections, Diseases, and Conditions	140
F-6 Understanding Words for Tests, Treatments, and Medications	143
F-7 Reading and Understanding Medicine Labels	146
F-8 Understanding Effects and Abuse of Substances	148
F-9 Understanding Sexual Health	150
F-10 Understanding Tools for Safer Sex	152
F-11 Health and Safety Practices Rating Scale	155
Teacher/Parent Rating Scale	
F-11a Health and Safety Practices Rating Scale - Teacher/Parent ...	156
Supplemental Skill Lists	157

G MONEY AND FINANCE

Assessments	
G-1 Naming Equivalent Coins and Bills	166
G-2 Determining the Value of Groups of Coins and Bills	168
G-3 Interpreting Prices	170
G-4 Making Change	174
G-5 Computing Totals for Purchases	176
G-6 Determining Savings on Purchases	178
G-7 Understanding Words on a W-4 Form	179
G-8 Employment Pay and Benefits Vocabulary	182
G-9 Interpreting Payroll Statements and Paychecks	183
G-10 Calculating Taxes Using a Tax Table	185
G-11 Budgeting and Banking	186
G-12 Borrowing and Lending	189
Supplemental Skill Lists	191

Table of Contents

Table of Contents

EMPLOYMENT

D JOB-SEEKING SKILLS

Assessments	
D-1 Work-Related Attitudes Rating Scale	57
D-2 Job Interview	58
D-3 Job Interview Rating Scale	60
D-4 Understanding Pre-Employment Vocabulary	61
D-5 Understanding Language Found on Employment Forms	62
D-6 Understanding Job-Related Action Words	64
D-7 Understanding Paragraphs in a Workplace Manual	66
D-8 Understanding a Resume	70
D-9 Completing an Employment Application	74
D-10 Completing Employment Eligibility Verification (Form I-9)	76
D-11 Job Requirements Rating Scale	77
D-12 Work Experience Rating Scale	80
Teacher/Parent Rating Scales	
D-1a Work-Related Attitudes Rating Scale - Teacher/Parent	81
D-3a Job Interview Rating Scale - Interviewer	82
D-11a Job Requirements Rating Scale - Teacher/Parent	83
D-12a Work Experience Rating Scale - Supervisor	84
Supplemental Skill Lists	85

COMMUNITY PARTICIPATION

K LIVING IN COMMUNITY

Assessments	
K-1 Social Awareness Rating Scale	274
K-2 Relationship Skills Rating Scale	275
K-3 Self-Management Rating Scale	276
Teacher/Parent Rating Scales	
K-1a Social Awareness Rating Scale - Teacher/Parent	277
K-2a Relationship Skills Rating Scale - Teacher/Parent	278
K-3a Self-Management Rating Scale - Teacher/Parent	279

L COMMUNITY AGENCIES

Assessments	
L-1 Identifying Community Agencies	281
L-2 Completing an Application for Services	284
L-3 Gathering Required Documents	286
L-4 Inquiring About Services by Phone	288

M RECREATION AND CITIZENSHIP

Assessments	
M-1 Understanding Recreational Facilities	291
M-2 Understanding Other Community Facilities	294
M-3 Understanding Civic Roles and Voting	297
Supplemental Skill Lists	299

N COMMUNITY SIGNS

Assessments	
N-1 Interpreting Signs with Pictures and Icons	304
N-2 Reading Signs to Get Around	310
N-3 Reading Signs to Use Businesses	316
N-4 Reading Signs at Work	322
N-5 Reading Safety Signs	327
N-6 Reading Warning Labels	333
Supplemental Skill Lists	338

Table of Contents

Table of Contents

E TECHNOLOGY

Assessments	
E-1 Identifying Computer Parts	111
E-2 Using a Computer	113
E-3 Using a Mobile Device	117
E-4 Using Technology Safely	119
E-5 Using Social Media	122
Supplemental Skill Lists	124

ACADEMICS

O READING GRADE PLACEMENT

Assessments	
O-1 Word-Recognition Grade-Placement Test	345
O-2 Vocabulary Grade-Placement Test	348
O-3 Reading Comprehension Grade-Placement Test	352

P MATHEMATICS

Assessments	
P-1 Computing with Whole Numbers	358
P-2 Computing with Fractions and Decimals	361
P-3 Problem Solving	364
Supplemental Skill Lists	366

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*

The TSI 2 **supports each student in determining their own path** after high school, based on their strengths and interests, while building self-advocacy and communication skills.

Self-Determination

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).

Self-Determination

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 <i>thank you</i> ?				
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?				

Communication

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

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. Develop objectives for the student based on specific skills. Prioritize

Communication

E

Employment: E Technology *(continued)*

Page 122

Assessment Method: _____

E-5 Using Social Media

Page S-122

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

Notes: _____

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	

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

- The student names a social media platform and gives a description of how it is used.
- 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.*)
- a, b, c
- b
- a, d, e, f
- 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.*)
- The student identifies an appropriate response to online bullying (e.g., *tell a trusted adult; keep a record of the person's messages and report them to the social media platform for violating terms of service if applicable; report the person to local law enforcement if applicable.*)

Technology

Content is timely and relevant, addressing the real-world needs and scenarios learners may encounter in their adult lives.

B

Postsecondary Pathways: B Communication *(continued)*

Page 25

Assessment Method(s): _____

B-4 Soft Skills Rating Scale

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: _____

Page 26

Assessment Method: _____

B-5 Basic Phone Skills

- Makes a professional phone call
- Leaves a professional voicemail
- Makes a phone call to schedule an appointment
- Uses a phone to place a call
- Locates unknown phone numbers
- Knows to call 911 (or other emergency number) to report an emergency

Notes: _____

Criterion-referenced assessments can be **adapted** for a range of ages and abilities.

The student's Record Book is used to **document their performance and note assessment observations**. The Record Book can be shared with all members of the student's transition planning team.

Teacher pages are formatted for ease of use with guidance for delivering the assessment.

Enhanced!

Money and Finance assessments identify students' abilities to budget, manage credit, understand pay and benefits, and more.

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: The words and phrases in this list are about job pay and benefits. Each word or phrase in the list below matches one of the numbered definitions. Read each word or phrase and find its definition. Write the letter of the word or phrase on the line next to its definition.

a. deductions	_____	1. amounts of money taken from your pay for Social Security tax, Medicare tax, federal and state income tax, and health insurance
b. federal withholding tax	_____	2. employee health insurance, sick pay, and vacation pay that is paid for by an employer
c. FICA/Social Security tax	_____	3. money received by an employee who is laid off due to no fault of the employee
d. benefits	_____	4. money, owed by the employee to the federal government, that is taken out of the employee's pay and sent to the federal government by the employer
e. gross income	_____	5. money, paid by employers and their employees to the federal government, that is later paid as income to employees when they retire or become disabled
f. net income	_____	6. the amount of money an employee receives after taxes and deductions have been taken for the employee's paycheck (also called take-home pay)
g. overtime pay	_____	7. another word for pay or wages
h. pay period	_____	8. the schedule of time for which you are paid for hours worked, such as every two weeks
i. salary	_____	9. extra money paid to employees when they work more than 40 hours per week
j. unemployment compensation	_____	10. the total amount of money an employee earns before taxes and deductions have been taken

Possible adaptations, materials needed, and scoring information are provided at point of use.

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: When you are trying to find an apartment or house, you may look at housing ads. Read all of the ads in the left column, and then answer the questions about the ads in the right column. Write your answer on the line after each question. Look at the **EXAMPLE**.

EXAMPLE: Which ad is for an apartment that has a pool? C

<p>A. For rent: Gorgeous 2-story 3BR 2BA home in walkable neighborhood! Easy walk to public park, convenient to interstate. Unfurnished except for kitchen appliances and W/D hookups. Great yard for kids! \$1500/mo. plus utilities. Available March 1. 111-555-7098</p>	1. Which ad states that the rent includes all of the utilities? _____
<p>B. ROOMMATE NEEDED in ADA-compliant 2 bed, 2 bath house near College University. Enjoy shared common spaces and your own private bed/bath! Central A/C, fenced backyard, all new appliances in kitchen. Pets ok with deposit. Available immediately. \$615/mo., utilities included (water/sewer, gas, elec, internet/TV). 111-555-1515</p>	2. Which ad states that the rental is close to a bus stop? _____
<p>C. JUST STARTING OUT? Rent this fully furnished 1 BR, 1 BA apartment! 3rd floor, no elevator, next to popular shopping.</p>	3. Which ad is for the rental that is MOST likely to be wheelchair accessible? _____
	4. Which ad is MOST appropriate for someone who wants to live alone? _____
	5. Which ad states that the rental is close to shopping? _____
	6. If you had questions about the house where a roommate is needed, what number would you call? _____
	7. If you had questions about the apartment that comes with furniture, what number would you call? _____
	8. Which utilities are included in the rent for the house with air conditioning? _____

I-1 Finding Appropriate Housing

Overview

This assessment focuses on the student's understanding of where to look and what to look for when seeking housing.

SKILL

Understands information in ads for housing

ASSESSMENT METHODS

- Verbal Response
- Written Response

MATERIALS

- Page S-238
- OR
- A copy of page S-238
- A pencil

SCORING INFORMATION

- **Record Book:** Page 58
- 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 housing ads out loud to the student
- Defining unknown vocabulary words for the student
- Using housing ads from a local source
- Selecting specific ads and questions consistent with the student's needs and abilities

Directions: Verbal Response

Show the student page S-238. Point to the DIRECTIONS and the EXAMPLE, and

Say: When you are trying to find an apartment or house, you may look at housing ads. Read all of the ads in the left column, and then I will ask you some questions. Look at the EXAMPLE. Which ad is for an apartment that has a pool?

Pause for the student's response. (C) Give help understanding the EXAMPLE, if needed. Then

Say: Now tell me the answer to each question.

Ask each question and pause for the student's response. Ask again, if necessary.

1. Which ad states that the rent includes all of the utilities? (B)
2. Which ad states that the rental is close to a bus stop? (C)
3. Which ad is for the rental that is MOST likely to be wheelchair accessible? (B)
4. Which ad is MOST appropriate for someone who wants to live alone? (C)
5. Which ad states that the rental is close to shopping? (C)
6. If you had questions about the house where a roommate is needed, what number would you call? (111-555-1515)
7. If you had questions about the apartment that comes with furniture, what number would you call? (111-555-2694)
8. Which utilities are included in the rent for the house with air conditioning? (water, sewer, gas, electricity, internet, tv)
9. What is the rent for the house that is available March 1? (\$1500)
10. When would the apartment be ready for moving into? (January 1)

Going Grocery Shopping

Activity 1: Making Wise Food Choices

Objective

- Determine foods to eat often, and those to limit or avoid

Materials

- "Food Frequencies" reproducible
- Store fliers with images of a wide variety of foods

1. Distribute the store fliers to students and ask them to circle pictures of at least 10–15 foods. Have them include a variety of food types including fruits, vegetables, grains, proteins, dairy, and snack foods such as chips and cookies.
2. Distribute copies of the "Food Frequencies" reproducible. Discuss the terms at the top of the page with students, covering the following points:
 - Calories are units of energy that come from food. Explain to students that calories are like fuel for the body, and it's important to give it the right amount of fuel. Over time, if a person's body takes in as many calories in food as it burns
 - Fats help the body grow new cells and absorb nutrients. The two main types of fats are unsaturated fats and saturated fats. Unsaturated fats, found in foods like avocados, nuts, and fish, are helpful for the body. Saturated fats can be found in animal products such as pork, cheese, cream, and butter, or plant products such as palm oil. They are often ingredients in snack foods like cakes and cookies. Saturated fats should be limited, but most are okay to eat sometimes. There is one exception: artificial trans fats and hydrogenated oils, which should be avoided as much as possible, because even in modest amounts they increase the risk of developing heart disease.
 - Protein helps build hair, finger and toe nails, and muscles. Good sources of protein include lean meats, beans and legumes, dairy products, and plant-based foods such as tofu and tempeh.
 - Sodium is salt. The body needs salt, but too much can raise health risks to the heart and kidneys. Salt can be added during processing, cooking, or at the table to change the way food

Transition Skills Activities 2 (TSA 2) Second Edition!

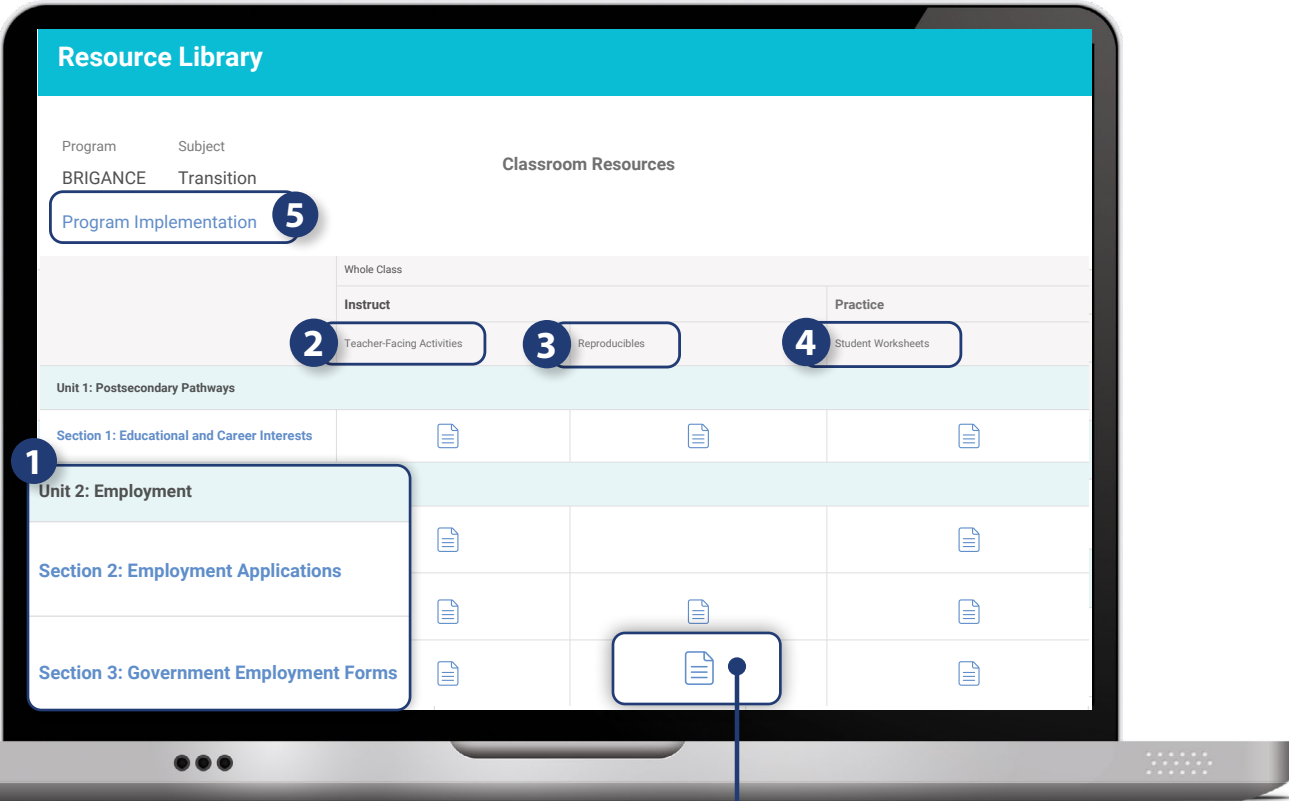
Aligned to the TSI 2 assessments and easily accessible from the Digital Resource Library, the TSA 2 provides instructional activities to support transition goals.

- 180 differentiated activities across four skill areas: Employment, Independent Living, Community Participation, and Postsecondary Skills
- Suggestions for adapting content to accommodate learner variability
- Digital teaching resources in PDF format for downloading, projecting, printing, or posting to a learning management system (LMS)

Get started for **\$129** per teacher for a one-year license.

What's Inside the TSA 2 Digital Resource Library?

Everything you need to support successful transitions



Program Implementation 5

Teacher-Facing Activities 2

Reproducibles 3

Student Worksheets 4

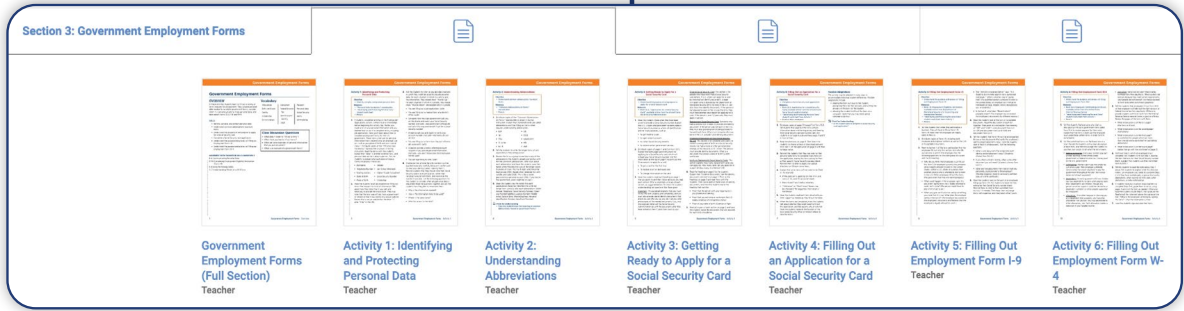
Section 1: Educational and Career Interests

Unit 2: Employment

Section 2: Employment Applications

Section 3: Government Employment Forms

Select the icon to find the **instructional resources** that support your students' needs.



Government Employment Forms (Full Section) Teacher

Activity 1: Identifying and Protecting Personal Data Teacher

Activity 2: Understanding Abbreviations Teacher

Activity 3: Getting Ready to Apply for a Social Security Card Teacher

Activity 4: Filling Out an Application for a Social Security Card Teacher

Activity 5: Filling Out Employment Form I-9 Teacher

Activity 6: Filling Out Employment Form W-4 Teacher

1 **Interactive Table of Contents:**
Resources are organized by skill areas.

2 **Activity 2: Reading Paychecks and Pay Statements**

3 **Job Pay and Benefits**

4 **Activity 2: Reading Paychecks and Pay Statements**

5 **Job Pay and Benefits**

TEACHER-FACING ACTIVITIES

REPRODUCIBLES

4 **Activity 2: Reading Paychecks and Pay Statements**

5 **Linking the Transition Skills Activities 2 to the Transition Skills Inventory 2**

STUDENT WORKSHEETS

LINKING THE TSA 2 TO THE TSI 2 TABLE

Managing a Budget

Managing a Budget

OVERVIEW

In these activities students learn and practice skills needed to manage a budget. They read price charts, calculate sales tax, distinguish needs from wants, and create a personal budget.

SKILLS

- Read and interpret the information on a price chart
- Calculate sales tax
- Distinguish between needs and wants
- Recognize the purpose of budgeting
- Make a basic sample budget
- Identify the steps necessary to develop a personal budget

ALIGNMENT WITH TRANSITION SKILLS INVENTORY 2

G-5 Computing Totals for Purchases
G-11 Budgeting and Banking

Vocabulary

Afford	Expenses	Price
Budget	Fare	Rate
Discretionary	Income	Sales tax
Employee	Net income	Savings

Class Discussion Questions

- What is a budget?
- What are ways that you can earn money?
- What are some things that you must buy in order to live?
- Why is it a good idea to save some money from every paycheck?
- How can you keep track of the money that you spend?

Class Discussion Questions and Vocabulary support students in accessing key lesson concepts.

Lesson plans include **step-by-step instructions** to guide teachers through each activity.

Managing a Budget

Charts with Prices

Let the information on a

ices and Bus Fares”

with Prices” student

ive ideas about the prices of going to a movie, taking publicing at a fast-food restaurant, and gestions to explain that es helps people make decisions g.

the “Movie Ticket Prices and ible or project it during e movie theater’s price chart

title with the students. Use the chart to give practice in reading across each row to determine a ticket price.

Ask questions about details in the chart. For example:

- How much is a ticket for an adult? (\$10)
 - Who can see a movie without paying? (a child under 2)
 - How much would you have to pay for a ticket for yourself? (\$8)
 - How much would admission cost for a 70-year-old grandparent with an 8-year-old grandchild? (\$10)
3. Tell the students that another common kind of price chart shows transportation fares. Ask for the names of different kinds of transportation services the students have used—buses, trains, taxis, and others. Have them tell about the fares for each.

2

4. Have the students read the public transportation fare chart’s title and the column headings, and tell what the chart shows. Ask questions about details in the chart. For example:

- How do you decide whether you want a one-way ticket or a round-trip ticket? (*It depends on whether you want to come back to your starting point.*)
- How much would it cost a student in the class to take a one-way trip? (\$2.50)
- How much does it cost for a mother and her 10-year-old child to take a one-way trip? (\$4.25)
- If you plan to return to your starting point, why is it better to buy a round-trip ticket than two one-way tickets? (*The round-trip costs less.*)

5. Tell the students to imagine that they have \$10 to spend. Have them use both price charts to decide whether they can buy a ticket at the Sunset Movie Theater, take a trip on the Bluebell Bus, or do both. Discuss the reasons for their choices.
6. Distribute copies of the “Reading Charts with Prices” student worksheet. Encourage the students to complete the items independently. Provide support as needed.

Possible Adaptations

This activity may be adapted in many ways to accommodate individual student differences. One possible adaptation might be using real or “play” money to illustrate the money the student can spend at the theater, on the bus, or both. Have the student show how they would spend the money using the charts as a guide.

Check for Understanding

- Does the student understand how to use price charts?
- Can the student find and identify fees and fares in a chart?

Possible Adaptations provide suggestions for supporting students with a broad range of needs.

Managing a Budget Activity 1



Inventory of Early Development III (IED III) Criterion-Referenced Assessment

The IED III is a comprehensive collection of more than 100 developmental assessments that make it easy to assess the educational strengths and needs of students functioning from birth up to developmental age 8.

- Determine present level of performance.
- Develop goals and objectives for ongoing IEPs, and guide instructional planning.
- Monitor student progress.
- Support alternate assessment needs.



Get started for **\$349** with the IED III Classroom Kit:

- IED III
- 20 Record Books
- IED III Accessories
- Durable Canvas Tote

See [page 24](#) for more pricing information.

For information on the **NORM-REFERENCED IED III STANDARDIZED**, see [page 19](#).

A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS

Assessments

- A-1 Supine Position Skills and Behaviors
- A-2 Prone Position Skills and Behaviors
- A-3 Sitting Position Skills and Behaviors
- A-4 Standing Position Skills and Behaviors

Comprehensive Skill Sequences

B PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS

Assessments

- B-1 Standing
- B-2 Walking
- B-3 Stair Climbing
- B-4 Running, Skipping, and Galloping
- B-5 Jumping
- B-6 Hopping
- B-7 Kicking
- B-8 Balancing on a Beam
- B-9 Catching
- B-10 Rolling and Throwing

Comprehensive Skill Sequences

Supplemental Skill Sequences

C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

Assessments

- C-1 General Eye/Finger/Hand Manipulative Skills
- C-2 Builds Tower with Blocks
- C-3 Early Handwriting Skills
- C-4 Copies Forms
- C-5 Draws a Person
- C-6 Cuts with Scissors

Comprehensive Skill Sequences

Supplemental Skill Sequences

TABLE OF CONTENTS

	Page		Page
Table of Contents—Assessments	iv	MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL	
INTRODUCTION		Overview	383
The BRIGANCE® Family of Products	vii	Developmental Age Level—Birth to One Year	384
Introduction to the IED III	viii	Developmental Age Level—One Year to Two Years	386
Overview		Developmental Age Level—Two Years to Three Years	388
How the IED III Supports Your Program		Developmental Age Level—Three Years to Four Years	391
Step-by-Step Assessment Procedures	xi	Developmental Age Level—Four Years to Five Years	394
Step 1: Get Ready for Assessment		Developmental Age Level—Five Years to Six Years	398
Step 2: Administer the Assessments		Developmental Age Level—Six Years to Seven Years	402
Step 3: Record Results in the <i>Record Book</i>		Developmental Age Level—Seven Years to Eight Years	405
Step 4: Analyze Results		APPENDICES	407
Step 5: Identify Next Steps		Appendix A—Teacher’s/Observer’s Rating Form for Academic Readiness	408
Evaluating Children with Special Considerations	xxvi	Appendix B—History and Acknowledgments	409
Bilingual and Non-English-Speaking Children		Appendix C—References	412
Children with Exceptionalities			
A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS	1		
B PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS	21		
C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS	53		
D LANGUAGE DEVELOPMENT	82		
E ACADEMIC/COGNITIVE: LITERACY	156		
F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE	249		
G DAILY LIVING	319		
H SOCIAL AND EMOTIONAL DEVELOPMENT	355		

D LANGUAGE DEVELOPMENT

Assessments

- D-1 Prespeech Receptive Language
- D-2 Prespeech Expressive Language
- D-3 General Speech and Language Development
- D-4 Length of Sentences
- D-5 Knows Personal Information
- D-6 Follows Verbal Directions
- D-7 Identifies Pictures
- D-8 Identifies Parts of the Body
- D-9 Identifies Colors
- D-10 Understands Directional/Positional Concepts
- D-11 Understands Qualitative Concepts
- D-12 Classifies Objects into Categories
- D-13 Knows Uses of Objects
- D-14 Repeats Numbers
- D-15a Repeats Sentences (with Picture Stimuli)
- D-15b Repeats Sentences (without Picture Stimuli)
- D-16 Uses Plural Nouns, *-ing*, and Prepositions
- D-17 Uses Meaningful Language in Context

Comprehensive Skill Sequences

Supplemental Skill Sequences

Comprehensive content includes:

- 1 Literacy coverage, reading passages, and phonological awareness assessments
- 2 Math coverage, including assessments for sorting and solving word problems
- 3 Engaging science assessments
- 4 Extensive social and emotional development section

E ACADEMIC/COGNITIVE: LITERACY

Assessments

E-1	Response to and Experience with Books	.....
E-2	Identifies Common Signs	.....
E-3	Blends Word Parts into One Word	.....
E-4	Identifies Blended Word Parts as Words	.....
E-5	Auditory Discrimination	.....
E-6	Visual Discrimination	.....
E-7	Recites Alphabet	.....
E-8a	Matches Uppercase Letters	.....
E-8b	Identifies Uppercase Letters	.....
E-9a	Matches Lowercase Letters	.....
E-9b	Identifies Lowercase Letters	.....
E-10	Prints Uppercase Letters in Sequence	.....
E-11	Prints Lowercase Letters in Sequence	.....
E-12	Prints Uppercase Letters Dictated	.....
E-13	Prints Lowercase Letters Dictated	.....
E-14	Prints Personal Information	.....
E-15	Identifies Rhymes	.....
E-16	Segments Words into Word Parts	.....
E-17	Identifies Beginning Sounds	.....
E-18	Matches Beginning Sounds and Letters with Pictures	.....
E-19	Identifies Blended Phonemes as Words	.....
E-20	Deletes Word Parts and Phonemes in Words	.....
E-21	Reads Basic Vocabulary Words	.....
E-22	Reads Number Words	.....
E-23	Reads Color Words	.....
E-24	Reads Words from Common Signs	.....
E-25a	Reads Passages at Preprimer Level—Forms A and B	.....
E-25b	Reads Passages at Primer Level—Forms A and B	.....
E-25c	Reads Passages at First-Grade Level—Forms A and B	.....
E-25d	Reads Passages at Second-Grade Level—Forms A and B	.....
E-26	Writes Simple Sentences	.....
E-27	Quality of Printing	.....
E-28	Word Recognition Grade Placement Test—Forms A and B	.....

1

F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE

Assessments

F-1	Understands Number Concepts	.....
F-2	Counts by Rote	.....
F-3	Compares Different Amounts	.....
F-4	Identifies Shapes	.....
2 F-5	Sorts Objects (by Size, Color, Shape)	.....
F-6	Recognizes Quantities	.....
F-7	Matches Quantities with Numerals	.....
F-8	Understands Ordinal Position	.....
F-9	Reads Numerals	.....
F-10	Knows Missing Numerals in Sequences	.....
F-11	Writes Numerals in Sequence	.....
F-12	Writes Following and Preceding Numerals	.....
F-13	Writes Numerals Dictated	.....
F-14	Solves Word Problems	.....
F-15	Determines Total of Two Sets	.....
F-16a	Knows Addition Facts	.....
F-16b	Adds Numbers	.....
F-17a	Knows Subtraction Facts	.....
F-17b	Subtracts Numbers	.....
F-18a	Knows Money (United States)	.....
F-18b	Knows Money (Canada)	.....
F-19	Understands Time and Reads a Clock	.....
F-20	Understands Weather Concepts	.....
3 F-21	Understands the Five Senses	.....
F-22	Distinguishes Between Living and Non-Living Things	.....
F-23	Identifies Plants and Animals	.....

3

G DAILY LIVING

Assessments

Self-help Skills

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	.....

Comprehensive Skill Sequences.....

Supplemental Skill Sequences.....

H SOCIAL AND EMOTIONAL DEVELOPMENT

Assessments

H-1	Relationships with Adults	.....
H-2	Play and Relationships with Peers	.....
H-3	Motivation and Self-Confidence	.....
H-4	Prosocial Skills and Behaviors	.....

4 Comprehensive Skill Sequences.....

F Academic/Cognitive: Mathematics and Science (continued)

Page | Assessment

274 F-11 Writes Numerals in Sequence (Circle all numerals prior to the first mistake.)

Writes numerals in sequence from memory to:

⁶⁻³ 3 5 10 20 30 40 50 60 70 80 90 100⁸⁻⁰

NOTES: _____

276 F-12 Writes Following and Preceding Numerals

1. Writes numeral that follows a given numeral

⁶⁻³ 2 3 1 4 6 5 8 10 9 7 12 11⁷⁻⁶

2. Writes numeral that precedes a given numeral

⁶⁻³ 2 3 1 4 6 5 8 10 9 7 12 11⁸⁻⁰

NOTES: _____

277 F-13 Writes Numerals Dictated

On request, writes numerals as dictated to:

⁶⁻³ 5 10 20 40 60 80 100⁸⁻⁰

NOTES: _____

279 F-14 Solves Word Problems

A. 4 dogs and 3 tennis balls

⁴⁻⁰ 1 (no)
2 (1)

B. 6 children and 3 caps

3 (no)
4 (3)

C. 3 children and 7 bikes

⁵⁻⁰ 5 (yes)
6 (yes)

D. 20 rabbits and 19 carrots

⁶⁻⁰ 7 (no)
8 (1)

E. 16 children and 20 cupcakes

⁷⁻⁰ 9 (yes)
10 (4)⁸⁻⁰

NOTES: _____

The BRIGANCE color-coded recordkeeping system ensures accurate assessment results and allows tracking of skills mastery in the student's IED III Record Book over time.

D-3 General Speech and Language Development

Overview

This assessment focuses on the student's vocabulary development, complexity of speech, and ability to speak in phrases and sentences.

SKILL

Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS

Observation or Interview

MATERIALS

Although no specific materials are needed, toys, pictures, and puzzles may be helpful in eliciting responses from the student.

SCORING INFORMATION

- Record Book: Page 14
- Give credit for each yes response. See the specific Criteria for some skills.
- Stop after three consecutive *no* responses.

BEFORE ASSESSING

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

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Observation or Interview

Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses from him/her. For each item, ask yourself the question that follows the skill, or interview the parent/caregiver to assess the student's general speech and language development.

Say: Tell me about _____'s speech. What are some words or sentences he/she uses?

To elicit additional information about specific skills, ask the question that follows the skill. Rephrase the questions as needed and make the interview as informal as possible.

1. Says the word *mama* or *dada* with meaning

Ask: Does _____ use family name) in _____

Note: This may be a sens with the student.

2. Says real words (at least one word other than *mama* or *dada*)

Ask: Does _____ say _____ Which words do _____

Or say to the parent/caregiver to say any words he/she says to prompting by the parent/caregiver.

Criteria: Give credit if the student says *mama* or *dada* or is understood.

Notes:

- You may wish to record the student says in the _____
- This response may also _____

Objective for Writing IEPs

By _____ (date) _____, when provided with the appropriate stimuli, _____ (student's name) _____ will _____ (list as appropriate)

- say the word *mama* or *dada* with meaning.
- say real words (at least one word other than *mama* or *dada*).
- have an expressive vocabulary of at least ten words.
- call at least one person by name.
- respond with *yes* or *no* to questions regarding his/her wants or needs.
- repeat phrases.
- have an expressive vocabulary of at least twenty-five words.
- use two or three words in combination.
- use the word *no* to indicate refusal.
- use subject-predicate phrases.[†]
- ask for food when hungry.
- refer to self by name.[†]
- use words ending in *s* to indicate more than one.
- use words with the suffix *-ing*.
- use personal pronouns *I* and *me*.
- have at least 50% of speech intelligible.
- have a mean length utterance (MLU) of 2 or more.[†]
- vocalize toileting needs.
- use the words *my* and *mine* to indicate possession.
- use past tense.
- ask simple questions.
- have a mean length utterance (MLU) of 3 or more.[†]
- have at least 75% of speech intelligible.
- respond to simple *yes* or *no* questions related to visual information.
- use possessive nouns.
- use pronouns to refer to others.
- ask "where" questions.
- ask "why" questions frequently.
- use simple sentences with pronouns.
- answer "who" questions.
- use negative phrases.

Multiple assessment methods allow for flexible administration.

User-friendly directions guide teachers step by step through an assessment.

Student assessment results translate directly into individualized instructional plans with measurable goals and clear objectives for writing IEPs.

- have at least 90% of speech intelligible.
- relate an experience of three events or more with some understanding of sequence and ending/closure.
- answer "why" questions.
- ask "when" questions.
- ask "how" questions.
- use prepositions (other than *in* and *on*).
- answer "where" questions.
- use irregular plural nouns.
- use some conjunctions.
- define simple words.
- ask definition of words.
- describe differences between objects.
- describe similarities in objects.
- participate in a conversation by taking turns.
- exhibit reciprocity and maintain the topic of a conversation.
- use words related to sequence.
- use the words *tomorrow* and *yesterday*.
- answer the telephone, take simple message, and deliver it.
- verbally share experiences or items with a group of classmates such as during "Show-and-Tell."
- answer "when" questions.
- have 100% of speech intelligible.

[†]This is a disappearing behavior. Some behaviors are present only at the early stages of development and disappear during later stages.

Comprehensive Skill Sequences

Student's Name: _____ Date: _____

D-1C PRESPEECH RECEPTIVE LANGUAGE

See pages 86–89 for assessment procedures for the milestone or primary skills (those skills in **bold** print below) that appear in D-1 Prespeech Receptive Language. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the *Record Book*. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

- ⁰⁻¹ 1. **Startles to loud noise (1)**
- 2. Quiets motor activity in response to sound
- ^{0-1,3} 3. **Notifies faces of others (2)**
- 4. **Stops crying when someone enters room (3)**
- 5. **Responds with a smile or coo to friendly speech and handling (4)**
- 6. **Visually follows and reacts to bright colors, lights, movements, and objects (5)**
- 7. Shows interest in watching people's faces when spoken to
- ^{0-4,8} 8. **Anticipates feeding at sight of food (breast, bottle, solid food) (6)**
- 9. Turns head to find sound (7)
- ^{0-6,10} 10. **Shows understanding of some words (e.g., bye-bye, mama) (8)**
- 11. **Holds out or raises arms when a parent/caregiver says Come here or Up (9)**
- 12. Responds differently to different sounds (e.g., telephone, barking dog, car horn)
- 13. Responds with a frown to angry voice
- 14. Repeats a performance laughed at
- ^{0-9,15} 15. **Responds to own name (10)**
- 16. **Looks at named objects or people (11)**
- 17. **Smiles or laughs when looking at parent/caregiver (12)**
- ^{0-9,18} 18. **Responds to the word no or to a negative vocal tone (13)**
- 19. Listens selectively to familiar words
- ^{1-0,20} 20. **Follows directions accompanied by conventional gestures (14)**
- 21. Listens to tick of watch
- 22. Begins to link object to functional relationship (e.g., spoon/food, comb/hair)
- 23. Understands six words
- 24. **Understands the request Give me . . . accompanied by gesture (15)**
- ^{1-3,25} 25. **Gestures in response to "where" questions (16)**
- 26. **Points to familiar objects when requested (17)**
- ^{1-4,27} 27. **Uses consistent vocalizations for object (e.g., says vroom for car, says moo for cow) (18)**
- 28. Attends to person speaking to him/her
- 29. Understands concept of more (e.g., responds appropriately to questions such as Do you want more?)
- 30. Understands at least forty words
- 31. Responds to request for play actions
- 32. Points to some body parts when requested¹⁻⁴

Student's Name: _____ Date: _____

D-3C GENERAL SPEECH AND LANGUAGE DEVELOPMENT

See pages 96–102 for assessment procedures for the milestone or primary skills (those skills in **bold** print below) that appear in D-3 General Speech and Language Development. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the *Record Book*. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

- ^{1-0,1} 1. Says one word
- 2. **Says the word mama or dada with meaning (1)**
- 3. Says two words
- 4. **Says real words (at least one word other than mama or dada) (2)**
- 5. Has an expressive vocabulary of at least six words
- 6. Uses a single word in combination with a gesture to ask for objects
- 7. **Has an expressive vocabulary of at least ten words (3)**
- 8. **Calls at least one person by name (4)**
- 9. **Responds with yes or no to questions regarding his/her wants or needs (5)**
- ^{1-6,1} 10. **Repeats phrases (6)**
- 11. Uses abbreviated or telescopic sentences
- 12. Responds with yes or no to simple yes or no questions
- 13. **Has an expressive vocabulary of at least twenty-five words (7)**
- 14. **Uses two or three words in combination (8)**
- 15. **Uses the word no to indicate refusal (9)**
- 16. **Uses subject-predicate phrases †(10)**
- 17. Asks for water when thirsty
- 18. Uses article before noun (e.g., the dog, a cat)
- 19. **Asks for food when hungry (11)**
- 20. **Refers to self by name †(12)**
- 21. **Uses words ending in s to indicate more than one (13)**
- 22. **Uses words with the suffix -ing (14)**
- ^{2-0,23} 23. **Uses personal pronouns I and me (15)**
- 24. Produces all vowels clearly
- 25. Includes all initial consonants
- 26. Uses all speech sounds
- 27. Produces diverse and complex syllables
- 28. **More than 50% of speech is intelligible (16)**
- 29. Imitates three-syllable words
- 30. Asks for food at table
- 31. Uses the words no and not in combination with other words
- 32. **Has a mean length utterance (MLU) of 2 or more (e.g., daddy go) † (17)**
- 33. Has an expressive vocabulary of at least 200 words
- 34. Refers to self by pronoun (e.g., me do)
- 35. Asks for another (e.g., another cracker)
- 36. Can sing phrases of songs (often not on pitch)
- 37. Uses facial expressions, gestures, and body movements for communication
- 38. Responds appropriately to questions involving choices (e.g., Do you want a cracker or an apple?)
- 39. **Vocalizes toileting needs (18)**
- 40. **Uses the words my and mine to indicate possession (19)**
- 41. **Uses past tense (20)**
- 42. **Asks simple questions (21)**
- 43. Uses his or her to indicate possession
- ^{2-6,44} 44. **Has a mean length utterance (MLU) of 3 or more (e.g., Mama go work) †(22)**
- 45. **At least 75% of speech is intelligible (23)**
- 46. Can talk briefly about what he/she is doing
- 47. Imitates adult phrase heard on previous occasion
- 48. **Responds to simple yes or no questions related to visual information (24)**
- 49. **Uses possessive nouns (25)**
- 50. **Uses pronouns to refer to others (26)**
- 51. Has expressive vocabulary of at least 400 words
- 52. Uses prepositions in and on
- 53. Shows frustration if not understood
- 54. Enjoys use of telephone, but may be unable to sustain long conversation
- 55. Uses adjectives (e.g., blue, pretty, new)

† This is a "disappearing" behavior.

Helpful Comprehensive Skill Sequences break down skills for monitoring incremental progress and provide developmental age levels to help teachers and parents know which skills to look for and support next.



For information on the **CRITERION-REFERENCED IED III**, see [page 13](#).

Inventory of Early Development III (IED III) Standardized Norm-Referenced Assessment

The norm-referenced IED III Standardized streamlines assessment and provides standardized scores across key developmental domains.

IED III standardization and validation studies reflect:

- Normative data based on a nationally representative sample
- Strong test–retest and inter-rater reliability
- Significant content-, construct-, and criterion-related validity

Get started for **\$349** with the IED III Standardized Kit:

- IED III Standardized Inventory
- Standardization and Validation Manual
- 20 Standardized Record Books
- IED III Accessories
- Durable Canvas Tote

See [page 24](#) for more pricing information.

The 55 norm-referenced assessments cover skills in five key domains and align to the college and career readiness standards as well as other state standards.

	Page		Page
Table of Contents—Assessments	iv	A PHYSICAL DEVELOPMENT: GROSS MOTOR	1
INTRODUCTION		B PHYSICAL DEVELOPMENT: FINE MOTOR	17
The BRIGANCE® Family of Products	vii	C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE	38
Introduction to the IED III Standardized		D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY	83
Overview	viii	E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS	106
How the IED III Standardized Supports Your Program	ix	F ADAPTIVE BEHAVIOR: DAILY LIVING	125
Standardization and Validation	x	G SOCIAL AND EMOTIONAL DEVELOPMENT	137
Step-by-Step Assessment Procedures		APPENDICES	
Step 1: Get Ready for Assessment	xi	Appendix A: History of BRIGANCE®	158
Step 2: Administer the Assessments	xiv	Appendix B: Acknowledgments	159
Step 3: Record Results in the <i>Standardized Record Book</i>	xviii	Appendix C: Determining Rounded Chronological Age	160
Step 4: Analyze Results	xxiii	Appendix D: Assessments to Administer by Age Range	161
Step 5: Identify Next Steps	xxv	Appendix E: BRIGANCE® Program-level Implementation Decisions	164
Evaluating Children with Special Considerations		Appendix F: References	165
Children Retained in Grade	xxvii	Appendix G: Standardization Study Sites	169
Bilingual and Non-English-Speaking Children	xxvii		
Children with Exceptionalities	xxviii		

A PHYSICAL DEVELOPMENT: GROSS MOTOR

Assessments

- A-1 Early Gross Motor Skills
- A-2 Standing
- A-3 Walking, Skipping, and Galloping
- A-4 Jumping and Hopping
- A-5 Stair Climbing
- A-6 Rolling, Throwing, and Catching

B PHYSICAL DEVELOPMENT: FINE MOTOR

Assessments

- B-1 Early Fine Motor Skills
- B-2 Builds Tower with Blocks
- B-3 Visual Motor Skills
- B-4 Draws a Person
- B-5 Prints Personal Information
- B-6 Writes Numerals in Sequence
- B-7 Prints Uppercase Letters in Sequence
- B-8 Quality of Printing

Extensive content includes:

- 1 Preliteracy and early literacy assessments
- 2 Broadened mathematics coverage
- 3 Expanded social and emotional development section

C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE

Assessments

- C-1 Early Receptive Language Skills
- C-2 Early Expressive Language Skills
- C-3 Identifies Pictures
- C-4 Identifies Parts of the Body (Receptive)
- C-5 Understands Verbal Concepts
- C-6 Follows Verbal Directions
- C-7 Knows Uses of Objects
- C-8 Identifies Colors (Receptive)
- C-9 Repeats Sentences
- C-10 Identifies Parts of the Body (Expressive)
- C-11 Identifies Colors (Expressive)
- C-12 Verbal Fluency
- C-13 Articulation
- C-14 Uses Grammar and Language in Context

D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY

Assessments

- 1 D-1 Experience with Books and Text
- D-2 Recites Alphabet
- D-3 Visual Discrimination
- D-4 Identifies Uppercase Letters
- D-5 Familiarity with Sounds: Phonological Awareness
- D-6 Auditory Discrimination
- D-7 Familiarity with Sounds: Phoneme Manipulation
- D-8 Reads Words from Common Signs
- D-9 Word Recognition

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

Assessments

- E-1 Understands Number Concepts
- E-2 Counts by Rote
- E-3 Compares Different Amounts
- E-4 Sorts Objects (by Size, Color, Shape)
- E-5 Matches Quantities with Numerals
- E-6 Reads Numerals
- E-7 Solves Word Problems
- E-8 Knows Missing Numerals in Sequences
- E-9 Adds Numbers
- E-10 Subtracts Numbers

F ADAPTIVE BEHAVIOR: DAILY LIVING

Assessments

- F-1 Eating
- F-2 Dressing and Undressing
- F-3 Toileting and Bathing
- F-4 Knows Personal Information

G SOCIAL AND EMOTIONAL DEVELOPMENT

Assessments

- G-1 Relationships with Adults (younger than 3 years)
- G-2 Play and Relationships with Peers (younger than 3 years)
- G-3 Motivation and Self-Confidence (younger than 3 years)
- G-4 Prosocial Skills and Behaviors (younger than 3 years)
- G-5 Relationships with Adults (3 years through 7 years)
- G-6 Play and Relationships with Peers (3 years through 7 years)
- G-7 Motivation and Self-Confidence (3 years through 7 years)
- G-8 Prosocial Skills and Behaviors (3 years through 7 years)

D-5 Familiarity with Sounds: Phonological Awareness

Overview

This assessment focuses on the development of the child's early phonological awareness skills.

SKILLS

- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

ASSESSMENT METHOD

Performance

MATERIALS

- Page C-95
- Blank sheets of paper if needed

SCORING INFORMATION

- **Standardized Record Book:** Page 16
- **Entry:** 3+ years
- **Basal:** None
- **Ceiling:** None

NOTE

If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

AFTER ASSESSING

To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment

This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

Blends Two Words into One Word

Beginning with an example,

Say: *I am going to say two words. Then I want you to say them together to make one word. For example, if I say air . . . plane, you would say airplane. Let's begin.*

1. base ball – baseball

Say: *The next words are base . . . ball.*

Pause for the child's response. *(baseball)*

2. sail boat – sailboat

Say: *The next words are*

Pause for the child's response.

3. cup cake – cupcake

Say: *The words are cup*

Pause for the child's response.

Development: Literacy

Explicitly stated standardized directions ensure consistent administration.

E-4 Sorts Objects (by Size, Color, Shape)

Overview

This assessment focuses on the child's ability to sort objects by one, two, and three attributes.

SKILL

Sorts objects by one, two, and three attributes

ASSESSMENT METHOD

Performance

MATERIALS

- Sixteen simple objects, varying by size, color, and shape
- 2 small red circles*
 - 2 small blue circles*
 - 2 small red squares*
 - 2 small blue squares*
 - 2 large red circles*
 - 2 large blue circles*
 - 2 large red squares*
 - 2 large blue squares*

* included in the *IED III Accessories Kit*

SCORING INFORMATION

- **Standardized Record Book:** Page 20
- **Entry:** For 3 years, start with item 1. For 5+ years, start with item 3.
- **Basal:** Two in a row correct
If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- **Ceiling:** Two in a row incorrect

Objective for Writing IEPs

By ____ (date) ____, when shown sixteen objects that vary by three attributes, size, color, and shape, ____ (child's name) ____ will (list as appropriate)

1. sort the objects by one attribute.
2. sort the objects by two attributes.
3. sort the objects by three attributes.

Directions for Assessment

Arrange the sixteen objects in a random array on the table in front of the child.

Sorts by one attribute

Say: *I want you to sort these ____ (name of objects) ____ for me.*

1. Say: Put all the blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

2. Say: Now put all the small ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by two attributes

3. Say: Now put all the large blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

4. Say: This time put all the small circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by three attributes

5. Say: This time put all the large red circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

6. Say: Now put all the small blue squares in a group.

Pause for the child's response.

Academic Skills/Cognitive Development: Mathematics

User-friendly page design makes it easy to navigate assessment procedures.

Basal and Ceiling rules are provided for each assessment.

E Academic Skills/Cognitive Development: Mathematics (continued)

SCORING INFORMATION	Assessment
Entry: • For 3 years, start with item 1. • For 5+ years, start with item 3. Basal: 2 in a row correct Ceiling: 2 in a row incorrect	E-4 Sorts Objects (by Size, Color, Shape) [page 135] Sorts by one attribute 1. blue 2. small Sorts by two attributes 3. large blue 4. small circles Sorts by three attributes 5. large red circles 6. small blue squares _____/6
NOTES: _____	
Entry: • For 3 years, start with item 1. • For 5 years, start with item 4. • For 6+ years, start with item 8. Basal: 3 in a row correct Ceiling: 3 in a row incorrect	E-5 Matches Quantities with Numerals [page 136] 1. 2 6. 7 2. 1 7. 8 3. 4 8. 6 4. 3 9. 10 5. 5 10. 9
NOTES: _____	
Entry: 3+ years Basal: One entire block of numerals correctly named Ceiling: Two blocks of numerals in a row for which the child does not receive credit	E-6 Reads Numerals [page 137] 1. Reads numerals to 5 2. Reads numerals to 10 3. Reads numerals to 20 4. Reads numerals to 50 5. Reads numerals to 100
NOTES: _____	

20 E Academic Skills/Cognitive Development: Mathematics

IED III Standardized Scoring Sheet (continued)

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

SUBDOMAIN	MATHEMATICS	RAW SCORE	SCALED SCORE Appendix A	ⓑ COMPOSITE SCORE: MATHEMATICS Appendix B
ASSESSMENTS	E-1 Understands Number Concepts	/7	▶	
	E-2 Counts by Rote	/30	▶	
	E-3 Compares Different Amounts	/6	▶	
	E-4 Sorts Objects (by Size, Color, Shape)	/6	▶	
	E-5 Matches Quantities with Numerals	/10	▶	
	E-6 Reads Numerals	/5	▶	
	E-7 Solves Word Problems	/10	▶	
	E-8 Knows Missing Numerals in Sequences	/12	▶	
	E-9 Adds Numbers	/9	▶	
	E-10 Subtracts Numbers	/6	▶	
		ⓑ TOTAL RAW SCORE /101	TOTAL SCALED SCORE	

TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

	TOTAL RAW SCORE	COMPOSITE SCORE	SE ₁ CONFIDENCE INTERVAL	PERCENTILE Appendix E	AGE EQUIVALENT Appendix F	SE ₂ INSTRUCTIONAL RANGE
SUBDOMAIN Ⓐ LITERACY			± —			± —
SUBDOMAIN ⓑ MATHEMATICS			± —			± —
SUM OF Ⓐ AND ⓑ	▼ (sum)	▼ (sum)				
DOMAIN ACADEMIC SKILLS/COGNITIVE DEVELOPMENT Appendix C			± —			± —

Simple scoring produces standard scores, percentiles, and age equivalents for key skill areas and domains.

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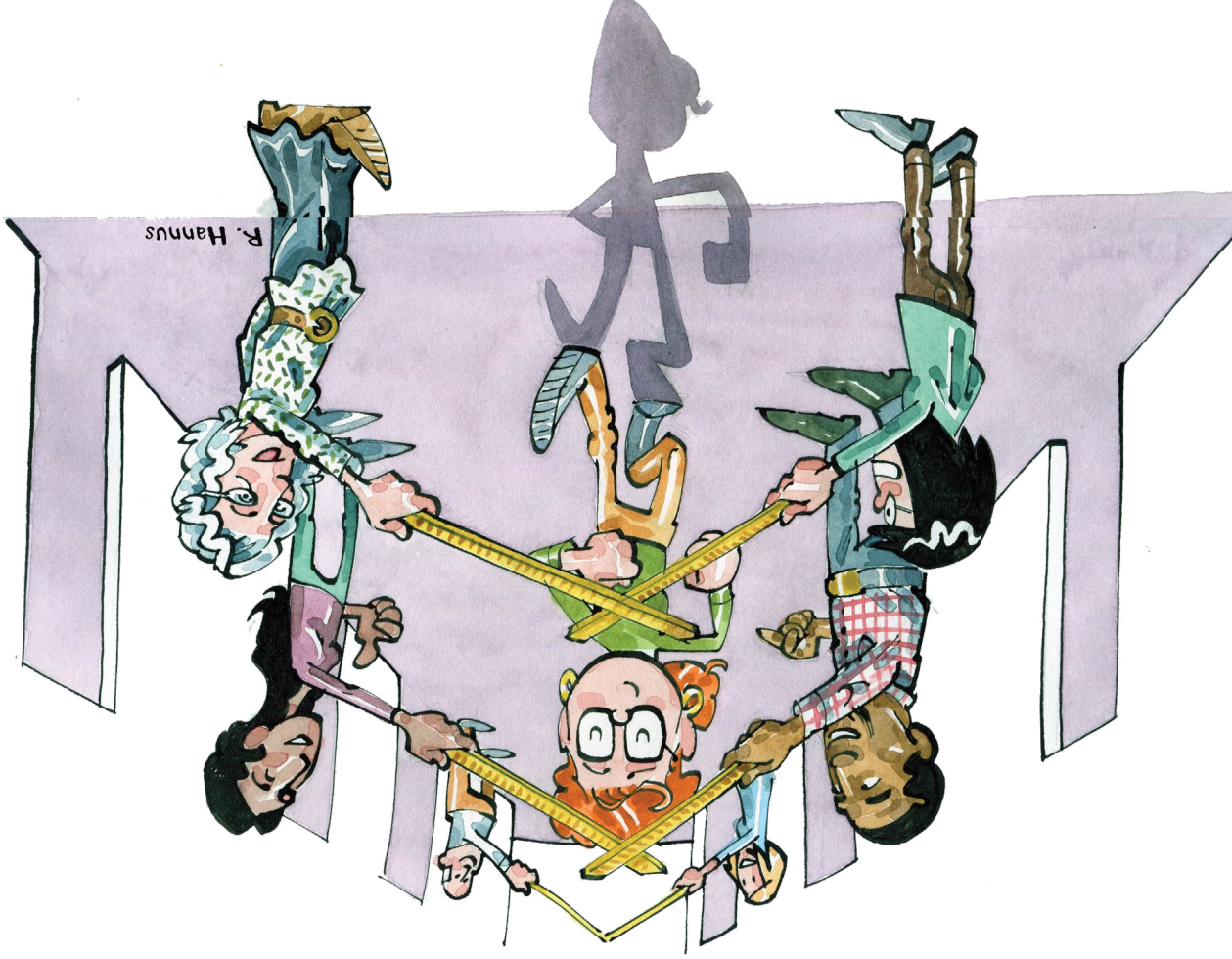
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