

Home Core Rating Form Administration Script

General Directions for All Parents

Say to the parent/guardian, **Sharing what you believe are your child's strengths, needs, preferences, and interests on the Home Core Rating Form and the Home Preferences and Interests Forms is valuable for the IEP transition planning process. We encourage you to start with the Home Preferences and Interests Form and then complete the Home Core Rating Form.**

The Home Core Rating Form asks you to give your opinion as to what your son or daughter knows or can do at this time in terms of being able to make a transition from school to adult living. Your child and the school will give their opinions on the same transition knowledge or skills statements. Planning for the IEP will take into account all this information.

Independent Self-Administration of Home Core Rating Form

There are three options for completing the Home Core Rating Form via self-administration. Two parents may complete one jointly, each parent can complete a separate Home Core Rating Form, or one parent may complete it. We encourage a joint effort in completing the form because of the communication it generates on the important topic of planning for the child's future.

For parents who you know can read with comprehension and respond independently in writing, the Home Core Rating Form can be self-administered. This form should be given personally to one or both of the student's parents in either an individual or a group administration setting. The school representative should give the parents the appropriate version of the Home Core Rating Form (English or an appropriate translated version). It is helpful to point out the different sections to complete on the form.

Remind the parents that Section 2 of the form, Likely Settings for Postsecondary Outcomes, requires that they check the boxes that are closest to what they expect will happen during the year after graduating or completing public school education.

Ask if there are any questions. Assure them that they can ask you or anyone else what a word or statement means in the items or their descriptions. It can be very helpful to some parents to have a copy of the item descriptions for the Home Core Rating Form, located in the Supplemental Resources online.

It is most desirable to have the parents complete the form when you give it to them. If that is not possible, reach an agreement with the parents as to when the form will be completed and turned in. It might be helpful for you to encourage some parents to support their son or daughter in this planning process by completing the form, as a number of parents often do not follow through with completing the form. When it is returned, thank them for their efforts in providing information on their child.

Guided Self-Administration of Home Core Rating Form

For parents who can read with some level of comprehension and respond independently but still might request or indicate a need for some assistance, the Home Preferences and Interests Form and the Home Core Rating Form may be administered individually or in groups of up to 8 to 10 individuals.

Give the parent(s) a Home Preferences and Interests Form and administer it using the script provided in the Supplemental Resources. After completion of the Home Preferences and Interests Form, provide each parent with a Home Core Rating Form and a copy of the item descriptions (found in the Supplemental Resources). For parents who are not proficient in English, current translations of the Home Core Rating Form and item descriptions can be found in the Supplemental Resources. Make sure that parents have access to a translator or sign language interpreters if they request or need such reading or language assistance.

Keep in mind that every item on any version of the TPI-3 is intended to elicit information. The specific directions and suggested wording for the various administration options should never be a barrier in the assessment process. Individuals using the TPI-3 should follow the intent underlying the administration scripts or directions and should use the scripts or directions merely as a guide. A warm, encouraging conversational tone in paraphrasing the directions is much more likely to elicit candid, thoughtful responses than is a mechanical, word-for-word reading.

Because this is not an instrument that requires strict, standardized directions, you may vary the wording however you like to convey meaning and give all the assistance needed to explain items or assist in the completion of the form. Proceed by reading or giving the following directions:

Complete Section 1 of the form by filling in your son's or daughter's name, birth date, and school name, as well as the date and your name. (Note: It might be helpful in group administrations to write the school name and current date on the chalkboard or marker board for parents to refer to.)

To complete Section 2, Likely Settings for Postsecondary Outcomes, you need to consider your expectations for what will happen for your son or daughter (use the student's first name if you are administering the TPI-3 to one student's parents) **during the year after he or she completes or exits high school. The first part of this section is titled Employment/Further Education or Training. Check the items that indicate what you expect your son or daughter will do: work full-time, work part-time, enter a community-based work training program, enter a career-technical training program, or attend a college or university. If none of these apply, identify in the blank after "Other" what the expected setting will be. If you expect your child to work while attending some type of postsecondary education or training program, check both of those options.**

In the second part of Section 2, check the box for your goal for your son's or daughter's living arrangement during the first year after graduating or exiting from high school. The options are living by himself or herself, living with others who are not related to him or her without adult supervision, living with parents or other relatives, and living with others who are not related to him or her with adult supervision. Again, if none of these statements applies, identify in the blank after "Other" what the expected living arrangement will be. In this section, only one residential setting should be checked. Are there any questions about this section of the form?

Section 3 has 57 statements that describe some of the things that students need to know or be able to do in order to be ready for life after school. You will agree that some of the statements are good descriptions of your son or daughter at this time. You will not agree that other statements describe what he or she knows or can do at this time. Because you might agree or disagree with a sentence with some levels of intensity, you are given a range of choices, numbered 0 through 5. If you strongly disagree that a sentence is a totally accurate description of your son or daughter, then circle 0. If you disagree, but not strongly, circle 1 or 2, depending on how strongly you disagree. If you strongly agree that a sentence is a totally accurate description of your son or daughter, then circle 5. If you agree somewhat, but not totally, circle

3 or 4, depending on how strongly you agree. The shaded triangle between the 0 (*strongly disagree*) and 5 (*strongly agree*) should help you see where on the 0 to 5 range you find agreement with each item.

If a statement does not apply to your child or is not an appropriate outcome for planning at this time, you should circle NA, for "not appropriate." If you do not know how to answer an item, you should circle DK, for "don't know." Take a moment to read the directions at the beginning of Section 3. Do you have any questions?

The third set of statements, titled Further Education/Training, is a little different from the others, so let's use it to practice how to rate your son or daughter. Look at this section on page 2 of your form. Silently read the directions while I read them aloud: If your child does not have any plans at this time to go to college or a career-technical school after high school, answer each statement in this section (Items 10–13) with NA. If he/she does plan to attend or thinks he/she might after a few years, go ahead and rate him/her on each of these items. (Note: Observe the parents to determine if the directions are being followed. You may offer any help needed to parents in explaining again the instructions or in explaining the meaning of any of the words or statements. Refer to the item descriptions for the Home Core Rating Form [in the Supplemental Resources] to clarify the meaning and intent of any item that is not readily understood or causes any hesitancy in response. You may provide the respondents a personal copy of these item descriptions. You may need to clarify for the parents even further with local examples and elaboration.)

Are there any questions? (Take time to answer any questions.) **If you have any questions about a word or term, please ask. You may now go back to the beginning of Section 3 and complete the rest of the form.**

When the form is completed, thank the parent or guardian for providing important information for planning.

Oral Administration of Home Core Rating Form

For parents who cannot read or write sufficiently to complete the Home Preferences and Interests Form and the Home Rating Form independently, a relative, friend, school representative, or teacher can administer the instrument orally. For deaf parents who cannot or prefer not to read, a sign language interpreter may administer the instrument. For non-English-speaking parents, someone should read for the parents in their primary language (see translations of the Home Core Rating Form in the Supplemental Resources).

Give the parent(s) a Home Preferences and Interests Form and administer it using the script in the Supplemental Resources.

Provide each parent with a Home Core Rating Form and a copy of the item descriptions in the Supplemental Resources. Spanish, Korean, and Chinese translations of the Home Rating Form and its item descriptions are provided in the Supplemental Resources.

Determine with the parent whether he or she wants you to read the statements and write or mark the response for him or her, or to simply read the statements and let him or her respond to the questions or items.

Complete Section 1 for the parent, asking the parent if you do not know the information. Proceed with the directions below.

In Section 2, you need to think about where your son or daughter probably will be the year after completing or exiting high school. First, think about what you expect your child will be doing—working in a job or going on for more education or training. Choose from the following options: full-time work, part-time work, community-based work training,

career-technical training program, or college or university. If none of these applies, what will he or she be doing? Fill in the blank after “Other.” It is possible that you expect your child to be working full- or part-time while attending some kind of postsecondary education or training program. If so, check both of those options.

Also, where do you think your son or daughter will be living—by him- or herself, with you or other relatives, with others who are not related to him or her (without adult supervision), with others who are not related to him or her (with adult supervision)? Check one of the boxes. If none of these apply, where will he or she be living? Fill in the blank after “Other.” Do you have any questions on this section?

Section 3 of the form has a list of 57 statements for you to think about. The statements describe things that a student needs to know or be able to do in order to be ready for life after school. For each one, rate your son or daughter based on his or her current level of knowledge or ability. We need to indicate on the form how strongly you agree or disagree with each statement by circling one of the numbers from 0 to 5. Zero should be circled if you strongly disagree with the statement, and 5 should be circled if you strongly agree. If you are somewhere in between strong disagreement and strong agreement, one of the numbers 1 through 4 should be circled. The shaded triangle between the 0 (*strongly disagree*) and 5 (*strongly agree*) should help you see where on the 0 to 5 range you find agreement with each item.

If a statement does not apply to your son or daughter or is not something that needs to be considered in his or her plan at this time, you should circle or tell me to circle NA for “not appropriate.” If you do not know how to answer an item, you should circle or tell me to circle DK, which means “don’t know.” If you want me to explain a sentence or any word that is new to you, I will do that.

Let’s try the first one that deals with choosing a career or occupation. The first sentence says, “Names occupations he/she likes the most.” Is it important to plan for this so that your son or daughter knows this before leaving school? If not, circle or tell me to circle NA. If it is important and if you strongly disagree that right now your son or daughter can name some occupations that he/she likes the most, you should circle 0. If you strongly agree that he or she can do that, you should circle 5. If you are somewhere in between, choose one of the middle numbers that seems closest to how you feel. Do you have any questions? Okay. Then let’s go on. (Note: Read aloud Items 1–9 and then stop.)

The next set of statements, titled Further Education/Training, is a little different from the others. The directions say, “If your child does not have any plans at this time to go to college or a career-technical school after high school, answer each statement in this section (Items 10–13) with NA. If he/she does plan to attend or thinks he/she might after a few years, go ahead and rate him/her on each of these items. (Note: If parents are marking their own forms, observe to ensure that they are responding appropriately with either NA or a rating.)

Proceed through Items 14 through 57. Try to be sensitive to the parent’s comprehension level. Reassure the parent that you can repeat any item or explain anything he or she does not understand. Refer to the Home Core Rating Form item descriptions in the Supplemental Resources for the meaning and intent of any item that is not readily understood or causes any hesitancy in response. Maintain objectivity and do not influence ratings if you are marking the parent’s rating, but you can verbalize his or her ratings to get confirmation of intent (e.g., “You say a 5 on that one. That means you *strongly agree* with that as a *totally* accurate description of [student’s name].” or “You rate this one 2. That means you disagree that [student’s name] knows or can do this most of the time or without help.”). When the form is completed, thank the parent or guardian for providing important information for planning.

Keep in mind that every item on any version of the TPI-3 is intended to elicit information. The specific directions and suggested wording for the various administration options should

never be a barrier in the assessment process. Individuals using the TPI-3 should follow the intent underlying the administration scripts or directions and should use the scripts or directions merely as a guide. A warm, encouraging conversational tone in paraphrasing the directions is much more likely to elicit candid, thoughtful responses than a mechanical, word-for-word reading.