

Modified Form for Students With Austin or Other Significant Support Needs Administration Guidelines

We highly recommend that parents complete the appropriate version of the Home Preferences and Interests Form before completing the Modified Form for Students With Autism or Other Significant Support Needs. Korean and Spanish versions of the Home Preferences and Interests Form are available in the Supplemental Resources online.

We recommend that parents/guardians and someone from the school complete the TPI-3 Modified Form for Students With Autism or Other Significant Support Needs jointly, but the form can be completed independently and discussed jointly. Although there will likely be some disagreements about how to rate a student on some items, it is important to have both perspectives to arrive at the best possible information. Discussing different perspectives will help the parents and school representative reach consensus and develop better communication in the future. Because some parents do not respond to invitations and encouragement to participate in assessment or because of unsuccessful attempts at scheduling, joint completion of the form might be difficult at times. Do everything possible to emphasize the value of completing the form for the student's future, and try to arrange a time that will be convenient or ask the parent/guardian to complete the form independently and return it to the school. If a parent or guardian does not participate, you can still complete the form from the school's perspective.

If a person-centered planning (PCP) approach is used at your school, the completion of this form before the PCP meeting will prepare the teacher/IEP case manager and the parents to be able to respond more specifically to the student's strengths and instructional and support needs. The TPI-3 Modified Form may be used independently or as a complementary process to a person-centered planning approach. A useful feature of this strategy is documenting current targeted transition-related assessment information for use in the PCP meeting and for providing or supporting basic present level of performance data for the IEP meeting.

General Guidelines for Completing the TPI-3 Modified Form

Complete Section 1, Student Information. Although the basic directions for Sections 2 and 3 are on the form, the following comments might be helpful.

Section 2. Likely Postsecondary Outcome Goals/Setting(s)

The purpose of this section is to obtain a consensus on current postsecondary outcome goals for the IEP. In the area of employment/community program settings, several options are available with regard to types of work and whether the work is expected to be full-time or part-time. There are also options for further education or training within the community. You may check more than one box to show combinations of types of settings and degree of engagement. For example, if a student is expected to work part-time in supported competitive employment, you would check the boxes for those two options. Other combinations are possible, such as community-based work training and community-based life skills training.

The postschool living situation should involve only one choice. However, if there is an unresolved difference of opinion between you and the parent or guardian on the most likely setting, mark both options and label who held each opinion.

Section 3. Planning Area Inventory

Although the directions printed on the form for Section 3 are straightforward, the rater(s) must attend carefully to the rating-scale descriptors. Explain as much as is necessary for the parent/guardian to be able to understand the rating and action checklists and participate fully in

completing the form. A school representative and one or both parents/guardians should rate the student based on current competence for each statement listed by marking the appropriate box. At the end of the Modified Form, additional planning areas may be added (e.g., “Knows how to use needed assistive/augmentative technology devices”). Rate all printed items or any added items using the following scale:

Not appropriate—Not appropriate for the school to target for planning at this time.

Don’t know—No basis for judgment at this time due to lack of observation or student has not attempted to perform or demonstrate the competency.

Independently competent—There is agreement that the student is able to perform the competency in various settings at an independent and satisfactory level.

Competent with support—There is agreement that the student is able to perform the competency with appropriate support in various settings.

Not competent—There is agreement that the student is unable to perform the competency even with support.

To assist with development of goals, mark one or more of the appropriate boxes for recommended action:

Further assessment—Select this action option when you have insufficient information and recommend new or additional assessment. This option may lead from a “Don’t know” rating or as a way to plan for setting instructional goals and/or level of instruction.

Instructional goal(s) needed—There is agreement that the student needs instruction in one or more competency areas. Instructional goals may be to help a student move from “Not competent” to “Independently competent” or “Competent with support,” or to improve from satisfactory independent competence to mastery.

Linkage goal(s) needed—There is agreement that the student needs one or more supports or accommodations while in school or in the community when he/she exits the school.

In the Recommendations column, describe the type and nature of any support that is needed and/or specific assessments or types of assessments that are still needed for planning purposes.

When the form is complete, attach it to the Home Preferences and Interests Form and thank the parent for completing the TPI-3 assessments and for participating so fully in the transition assessment and planning process for their son or daughter.