

Student Core Rating Form Administration Script

We highly recommend presenting the Student Preferences and Interests Form before administering the regular Student Core Rating Form. Before any student new to the TPI-3 assessment process completes the Student Preferences and Interests Form and Student Core Rating Form, a school representative should explain the purpose of both, pointing out that the first one is to find out some of their preferences and interests for their postschool plans and the second one is to see how they rate themselves on some knowledge and skills they will need in the future. These explanations may be given orally in a group or an individual setting. See the scripts for administering the Student Preferences and Interests Form in the Supplemental Resources online.

After a student has completed the Student Preferences and Interests Form, proceed to the Student Core Rating Form. All three options for administering the TPI-3 are described below.

Independent Self-Administration of Student Core Rating Form

For an individual administration, the school representative should provide the Student Core Rating Form and explain its purpose. Give the student a copy of the item descriptions for the Student Core Rating Form from the Supplemental Resources and explain how it can be used to clarify any specific item in Section 3. If a student needs any help at any time reading certain words in the items or item descriptions, provide that assistance by reading and/or explaining the words that are new or not clear to the student.

Have students complete Section 1, Student Information.

Go over the directions for Section 2 and give the student a chance to respond to the items on this section of the form.

Read the directions for Section 3 to the student. Ask if he or she understands the rating scale (0–5) and the NA and DK options. Probe for evidence of full understanding, as the ratings are important. Remind the student that the part in Section 3 titled Further Education/Training requires the student to rate Items 10–13 only if he or she plans to attend a college or career-technical program after high school or thinks that he or she might attend one at a later date. Ask the student if there are any questions about this part, and answer these as needed.

Assure the student that he or she may ask you what a word or statement means. Ask again if there are any questions. If not, let the student begin completing the TPI-3.

If the TPI-3 is not completed at the time the form is handed to the student and instructions given, reach an agreement with the student as to when the form will be completed. When it is returned, thank the student for his or her efforts in providing information and participating in his or her own transition planning.

Guided Self-Administration of Student Core Rating Form

Provide each student with a Student Core Rating Form and explain its purpose. If a student needs any help at any time reading certain words in the items or item descriptions, provide that assistance by reading and/or explaining the words that are new or not clear to the student.

Deaf students or students with limited English proficiency may require an interpreter or translator throughout the administration or may ask for assistance on certain items or with the directions. Some students using English as a second language and who read in their native language might prefer a blackline copy of one of the available translations of the item descriptions

for the Home Core Rating Form, available in the Supplemental Resources, to improve understanding of the meaning of specific items. Any student with limited English proficiency should be provided an interpreter if understanding the Student Core Rating Form items is a challenge. We recommend the interpreter using the appropriate translation of the Home Core Rating Form when assisting the student.

Students needing a guided administration will likely need further clarification or examples for some or all items to understand them better. We recommend reading the item descriptions for the Student Core Rating Form, in the Supplemental Resources, for any items that an individual student or a group of students might need clarification on. Use professional judgment when necessary and encourage students to ask for an explanation of any item.

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 following “script” however you like to convey meaning.

Say to the student(s), **This form has three sections for you to complete. In Section 1, Student Information, write your name, the date you completed the form, your birth date, your school’s name, and your parent’s or guardian’s name.** (Note: It might be helpful to write the name of the school and the date on the chalkboard or marker board for students to refer to.)

To complete Section 2, Likely Settings for Postsecondary Outcomes, you need to think about what you expect to be doing during the year after you complete high school. The first part of this section is titled Employment/Further Education or Training. Check the box by the description of what you expect to be doing after high school: working full-time, working part-time, attending a community-based work training program, attending a career-technical school, or attending a college or university. You might want to check more than one (e.g., if you plan to work part-time and attend some type of school or training). If none of these choices applies, fill in the blank after “Other” with the setting that fits you.

In the second part of Section 2, Living Arrangement, check the box by your expected living arrangement after graduating from high school. The options are live by myself, live with others who are not related to me (without adult supervision), live with my parents or other relatives, and live with others who are not related to me (with adult supervision). Again, if none of these statements applies, identify in the blank space after “Other” what the expected living arrangement will be. Remember, if you don’t know where you might be after high school, pick the answer that shows where you would like to be. Are there any questions about this section of the form?

Section 3 has 57 sentences or 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. If you do not know or are not sure what a statement means, ask me. You will agree that some sentences are good descriptions of you at this time. You will not agree that other sentences describe what you know or can do at this time. Because you might respond to a sentence with different levels of agreement or disagreement, you are given a range of choices, numbered 0 through 5. If you strongly agree that a sentence is a totally accurate description of you, then you should circle the number 5. If you strongly disagree that a sentence is a totally accurate description of you, then you should circle 0. If you are somewhere in between strongly agreeing and strongly disagreeing, first decide whether you agree or disagree with the statement. If you agree, decide whether you should circle 3 or 4. If you disagree, decide whether you should circle 1 or 2.

The shaded triangle between 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 you or is not an appropriate area for planning at this time, you should circle NA for “not appropriate.” If you do not know how to rate yourself on an item, circle DK, meaning you don’t know. Let’s do the first section together, beginning with Item 1, “I can name the occupations I think I would like the most.” Do you agree or disagree with that statement? If you disagree, how strongly do you disagree—totally, disagree pretty much, or disagree some? If you totally disagree, circle 0. If you disagree pretty much, but not totally, circle 1. If you disagree some, circle 2.

Do the same thing for how strongly you agree: Decide whether you agree some, pretty much agree, or totally agree. If you agree some, circle 3; if you pretty much agree, circle 4; if you totally agree, circle 5. Any questions? Do the next eight items, and stop after Item 9.

The next set of statements, titled Further Education/Training, is a little different from the others, so let’s do it together also. Look at the directions for this part. Read the directions on your form while I read them aloud: If you do 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 you do plan to attend or think you might after a few years, go ahead and rate yourself on each of these items. (Note: Observe each student to determine if the directions are followed. Offer any help the student may need to understand the instructions or the meaning of any words, using the item descriptions for the Student Rating Form, in Appendix B of the manual).

Now, answer Item 10, about whether you agree or disagree that you know how to get into a college or career-technical program that meets your needs, and then go on to the next three statements. Are there any questions? (Take time to answer any questions.) **You will now go to Functional Communication, beginning with Item 14, and will continue through Item 57, the final statement.** (Note: If students exhibit fatigue or frustration with the length of the inventory, stop at any point for a rest or postpone the completion until another session. Any administration can be done in short segments for individuals or small groups that have short attention spans or that fatigue easily.)

When students complete the form, thank them for their efforts in providing information on themselves.

Oral Administration of Student Core Rating Form

Students who need an oral administration will likely require further clarification or examples for some or all items to understand them better. We recommend reading the item descriptions for the Student Core Rating Form, in the Supplemental Resources, for any items that an individual student or a group of students might need clarification on. Use professional judgment when necessary and encourage students to ask for an explanation of any item. Be sure to have an interpreter present for a student who is deaf or who speaks limited or no English.

Provide the student with a form and briefly explain the purpose of the TPI-3. Ask the student whether he or she wants the professional to read the statements *and* mark the student’s ratings or to simply read the statements and let the student circle the ratings.

Say to the student, **This form has three sections. In Section 1, Student Information, we need to write your name, today’s date, your birth date, your school, and your parent’s or guardian’s name.** (Note: Completing Section 1 for the student prior to the assessment session can facilitate the oral administration.)

For Section 2, **Likely Settings for Postsecondary Outcomes**, you need to think about what you expect to be doing during the year after you complete high school. The first part of this section is titled **Employment/Further Education or Training**. We need to check the item that represents what you expect to be doing after high school: working full-time, working part-time, receiving community-based work training, attending a career-technical training program, or attending a college or university. If none of these fits you, write in the space for “Other” what the expected setting will be. You may select more than one choice for what you think you will be doing (e.g., working part-time and going to a vocational school). If you don’t know where you expect to be, select where you would like to be. (Note: Read each option slowly once, then read them all again, looking for an indication of choice of one or more options.)

In the second part of Section 2, **Living Arrangement**, we need to check the box for what your living arrangement most likely will be following high school. The options are live by myself, live with others who are not related to me (without adult supervision), live with my parents or other relatives, and live with others who are not related to me (with adult supervision). If none of these statements fits you, where will you be living? Write your expected living arrangement in the space after “Other.” If you don’t know where you expect to be, select where you would like to be. Are there any questions about this section? (Note: Read each option slowly once, then read them all again, looking for an indication of choice of one or more options.)

Section 3 has 57 sentences that describe some of the things that a student needs to know or be able to do in order to be ready for life after school. You will agree that some sentences are good descriptions of you at this time. You will not agree that other sentences describe what you know or can do at this time. Because you might strongly agree, agree a little, disagree a little, or strongly disagree with a sentence, you are given a range of choices, numbered 0 through 5. The shaded triangle between 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 you strongly agree that a sentence is an accurate description of you, then you should circle or tell me to circle the number 5. If you strongly disagree that a sentence is an accurate description of you, then you should circle or tell me to circle 0. If you are somewhere in between strongly agree and strongly disagree, first decide whether you agree or disagree with the statement. If you agree, decide whether you should circle 3 or 4. If you disagree, decide whether you should circle 1 or 2. If a statement does not apply to you or is not an appropriate area for planning at this time, you should circle or tell me to circle NA for “not appropriate.” If you do not know how to rate yourself on an item, circle or tell me to circle DK, meaning “don’t know.”

Let’s try the first one that deals with career choice and planning. The first sentence says, “I can name occupations I think I would like the most.” Is this an important thing to be able to do before you leave school? If not, circle or tell me to circle NA. If it is important and if you strongly disagree that you know about jobs you are interested in, you should circle 0. If you strongly agree that you can name several jobs you would like the most, you should circle 5. If you are somewhere in between, choose one of the middle numbers that is closest to how strongly you agree or disagree. Do you have any questions about how to make your choice? (Note: Read each item [1–9] slowly, and watch the student mark or mark for the student when the student tells you which number to circle.)

The set of sentences in the next part is a little different from the first one. The section is titled **Further Education/Training**. The directions say, “If you do 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 you do plan to attend or think you might after a few years, go ahead and rate yourself on each of these items.” (Note: Continue to clarify this section

as needed, and then proceed by reading the statement[s] appropriate to the student’s planning choice area[s] in Items 10–13 and marking his or her responses. If the student is marking his or her own form, observe to ensure that he or she responding appropriately.)

The next part of this section begins with Item 14. The first statement is “I have speaking skills I will need after high school.” Is this an important thing for someone to be able to do out in the world? If not, circle or tell me to circle NA. If it is important, do you agree or disagree with that description of you at this time in your life? How do you rate yourself on this one? Let’s do the rest of the items now. Proceed through the remaining statements in Section 3. Try to be sensitive to the student’s comprehension level. Reassure the student that you can repeat an item or explain anything he or she does not understand. Remember that you may change the wording of any statement to ensure comprehension. Maintain objectivity and do not influence ratings if you are marking the student’s rating, but you can verbalize the student’s rating to confirm his or her intent (e.g., “You say a 5 on that one. That means you strongly agree with that as an accurate description of you, right?”).