

SEATTLE PUBLIC SCHOOLS

BRIDGES-PREREQUISITE ASSESSMENT SKILLS SCREENING (B-PASS)

The B-PASS is an informal Age-Appropriate Transition Assessment designed to assess a student's skills in relation to the most common prerequisite skills for Seattle Public Schools' BRIDGES 18-21 special education transition programs. It is only one of several information sources used by IEP teams and central district office staff to determine appropriate program assignment.

Student name _____

Student ID# _____

Current School _____

IEP Case Manager _____

Current service model _____

Program Specialist _____

Date completed _____

Completed by _____

PART I, DIRECTIONS:

- **Read** each criterion and the different descriptors associated with each criterion.
- **Choose** the best descriptor of the student's current behavior and/or skills by putting an X or check in the appropriate space: ____
- **Count** how many 1's, 2's, 3's, and 4's were checked for each column. Put total in the appropriate space at the end of the rubric on page 5.
- **Turn in** rubric to your school's special education program specialist or the district's 18-21 transition program specialist.



CRITERIA	4	3	2	1	COMMENTS
1. Appearance/ Professional Presentation	Has significant challenges with independent personal appearance and/or hygiene skills that require significant assistance.	Needs some assistance and/or prompts in making sure personal appearance and/or hygiene is appropriate.	Usually neat, clean, and well groomed, but has some days where appearance and/or hygiene may be an issue.	Demonstrates appropriate personal hygiene skills; arrives to the work site neat and clean, according to the dress code and weather.	_____ _____ _____ _____ _____ _____ _____
2. Transportation	Student needs door-to-door transportation with assistance in entering/exiting the vehicle.	Student needs door-to-door transportation; independently enters & exits vehicle.	Student can (or will be able to be trained to) utilize METRO buses, but does not currently travel independently.	Consistently uses METRO independently to and from sites and adapts if bus is late and/or missing.	_____ _____ _____ _____ _____ _____ _____
3. Behavior	Exhibits unpredictable and/or frequent behaviors that are not appropriate in the	Frequently exhibits behaviors that are not appropriate in the work place; needs frequent	Occasionally exhibits behaviors that are not appropriate in the work place; behavior can be	Consistently displays appropriate behaviors across different settings.	_____ _____ _____ _____ _____ _____ _____

	work place or harmful to self, others, and/or property.	supervision.	extinguished after correction.		
4. Community Safety	Full physical assistance needed to navigate community, recognize and follow all street/business safety components.	Walks independently; needs to be accompanied to recognize and respond to all street/business safety components.	Ability and desire to navigate in the community independently, but may need occasional supervision.	Independent in the community; aware of and responsive to surroundings; maintains personal safety and behavior.	
5. Communication	Unable to express thought and ideas; cannot ask questions.	Sometimes has difficulty clearly communicating thoughts and ideas or asking questions.	Can communicate satisfactorily most of the time, better at expressing basic concepts.	Communication skills not a concern, regularly asks and answers relevant questions.	
6. Interpersonal Communication	Very limited social Communication skills.	Uses a mixture of appropriate and inappropriate body language, tone, voice, or topic.	Communicates with others satisfactorily.	Demonstrates exceptional social communication skills.	
7. Work/Task completion support	Task completion with constant support and verbal/physical prompts from adult/peer.	Task completion with frequent support and verbal/physical prompts from adult/peer.	Task completion with tools such as visual aids (<i>pictorial, object, written</i>). Occasional prompts and check-ins may be needed.	Follows routine tasks to complete daily tasks independently. Pre-teaching and prompts may initially be required, can be faded quickly.	
8. Computer skills	Student has no or very limited computer skills.	Student has basic knowledge of keyboard and skill w/keyboard functions.	Accesses internet and can utilize search engines for basic information.	Navigates internet, utilizes common programs and applications; creates, saves, edits, and retrieves documents.	
9. Quality of Work	Regularly does not meet quality standard.	Often work has to be done over.	Work occasionally falls below quality standard, but usually satisfactory.	Meets quality standard consistently.	

	_____	_____	_____	_____	
10. Quantity/Speed of Work	No or very limited productivity.	Low productivity and/or leaves most of the work unfinished.	Completes a satisfactory amount of work within given time period, occasional prompts needed.	High productivity, consistently completes all tasks as expected within allotted time.	_____ _____ _____ _____ _____
11. Supervision	Cannot perform assigned task even <i>with</i> constant supervision and encouragement.	Can perform assigned task, but needs constant supervision and encouragement.	Needs periodic prompting to see task through to completion.	Initiates appropriate independent action and completes all tasks most of the time.	_____ _____ _____ _____ _____
12. Effort	Cannot or refuses to exert effort.	Inconsistently exerts effort.	Average in effort.	Consistently works to best of ability.	_____ _____ _____ _____ _____
13. Self-Evaluation of Work	Does not demonstrate self-evaluation of quality and quality.	Infrequently recognizes problems in work and/or if problem recognized, may respond negatively (e.g. apathy, frustration, outbursts).	Usually recognizes poor work; attempts to correct, but sometimes has difficulty.	Consistently recognizes poor work, successfully corrects.	_____ _____ _____ _____ _____
14. Response to Feedback from Others	Responds poorly to feedback; does not make changes.	Sometimes responds satisfactorily to feedback, but inconsistently.	Usually accepts feedback, makes changes after repeated attempts.	Very accepting of constructive criticism; makes changes right away.	_____ _____ _____ _____ _____
15. Cooperation	Not cooperative; refuses and/or can't follow direction.	Performs reluctantly; Cooperation and interest varies widely with nature of task.	Average levels of cooperation with expectations, routines, directions, rules, etc.	Works eagerly, cooperates well, follows directions, high work ethic demonstrated.	_____ _____ _____ _____ _____

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16. Attention	Attention span so short cannot stay on task.	Sometimes pays attention, importance needs to be stressed.	Usually pays close attention, may need reminders to get back on task.	Consistent attention span with a wide variety of tasks.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
17. Response to Verbal Instruction	Unable to comprehend oral instruction.	Able to comprehend basic, one-step oral instruction.	Able to comprehend basic 2-3 step oral instruction.	Able to comprehend multi-step oral instruction.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
18. Response to Written Instruction	Unable to comprehend pictures/symbols.	Able to comprehend very basic written and/or visual-picture instruction.	Able to comprehend basic written instruction.	Able to comprehend most written instruction and informational text.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
19. Primary Post-Secondary Employment Goal <i>"After high school, student will..."</i> <i>Choose best estimate of how the student will spend the <u>majority</u> of his/her work-available hours</i>	Access community organizations and/or businesses <i>(e.g. visit restaurants, grocery stores, library, rec activities, community centers, etc.)</i>	Volunteer in real-world work settings in the _____ employment sector. <i>(possible pathway toward paid independent or supported employment)</i>	Work in supported paid employment in the _____ employment sector. <i>(20 hrs. or less/week at or above min. wage; work with disabled and non-disabled peers; customized for individual; competitive employment not an option without intensive support)</i>	Work in paid independent competitive employment in the _____ employment sector. <i>(20+ hrs./week at or above min. wage; work with disabled and non-disabled peers)</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>20. Primary Post-Secondary Education/ Training Goal</p> <p><i>"After high school, student will..."</i></p> <p><i>Choose best estimate of how the student will spend the <u>majority</u> of his/her education/training-available hours</i></p>	<p>Participate in community-based classes/programs for people with severe disabilities and/or medical and therapeutic needs.</p>	<p>Complete lifelong learning classes in _____</p> <p>to improve _____</p> <p>skills (e.g. take classes in cooking at community center to improve self-care skills).</p>	<p>Complete short-term job-training in _____</p> <p>in order to work in the _____</p> <p>employment sector.</p>	<p>At a minimum, enroll at a community or technical college and take classes in _____</p> <p>in order to complete a certificate or program in _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>21. Independent Daily Living and Self-Care Skills</p>	<p>Student has very poor or no independent daily living and self-care skills. Relies on others for all or most basic needs to be met (e.g. toileting and feeding).</p>	<p>Displays some skills in self-care (e.g. toileting and feeding), but is very prompt-dependent and needs occasional assistance.</p>	<p>With occasional reminders, student demonstrates satisfactory daily living skills and self-care skills.</p>	<p>Student consistently practices and demonstrates excellent independent daily living and self-care skills.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>TOTALS</p> <p>Count how many 1's, 2's, 3's, and 4's were checked for each column.</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Adapted from: *High School Transition That Works: Lessons Learned from Project SEARCH* by Maryellen Daston, J. Erin Riehle, and Susan Rutkowski Copyright ©2012 Cincinnati Children's Hospital Medical Center. All rights reserved. Baltimore, MD; Paul H. Brookes Publishing Co., Inc. Adapted from: *Northshore School District Adult Transition Programs Entry/Exit Rubric*

Show preference by checking one of the BRIDGES program models: 4__ 3__ 2__ 1__

Show preference by checking one or more of the regional BRIDGES 'home base' locations:

____ Northwest Seattle ____ Northeast Seattle

____ Central Seattle

____ Southwest Seattle ____ Southeast Seattle

PART II, Supplemental Questions

Do the student, parent/guardian, and rest of the IEP team understand that the mission of the BRIDGES program is to provide opportunities for young adults with disabilities to build vocational, social, and independent living skills so they may transition to adult life as productive community members? This means that the majority of the student's day is spent in the community and that the focus is not academic.

Student: Yes or No?

Parent/Guardian: Yes or No?

Rest of the IEP Team: Yes or No?

What are some skills, talents, and strengths the student brings to an employer or organization? This information should be included in the **'Strengths'** section of the Age Appropriate Transition Assessment portion of the IEP.

What supports and structures have allowed the student to be successful in a work-like setting? This information should be included in the **'Needs'** section of the Age Appropriate Transition Assessment portion of the IEP.

What are some jobs, tasks, and experiences in the community that the student would like to have and would likely be successful? This should be included in the **'Interests'** section of the Age Appropriate Transition Assessment portion of the IEP.

Where in the community and in what settings would the student prefer to work? (e.g. close to home, on METRO bus route, with others or alone, inside or outside, warm or cold environments, sitting or standing most of the time, etc.). This should be included in the **'Preferences'** section of the Age Appropriate Transition Assessment portion of the IEP.

Please list jobs and work-related tasks that the student has done in the school and/or in the community:

What are some recreational/leisure activities that the student would like to participate in? What organizations or services has the student accessed for recreation/leisure?

Does the student have a health plan and/or medical needs that require adult assistance while the student is at work? If so, please describe.

What are the biggest potential barriers to employment and independent daily living for the student?

Has the student applied for services through the Department of Vocational Rehabilitation (DVR)?

☐ Yes Date _____ Name of DVR Counselor _____

☐ No

☐ Not Sure

Has the student applied for services through the Washington State Developmental Disabilities Administration (DDA)?

☐ Yes Date _____ Name of DDA Case Manager _____

☐ No

☐ Not Sure

Is the student eligible for Social Security benefits?

☐ Yes

☐ No

☐ Not Sure

Will someone in the student's life have full or limited guardianship of the student once they are 18+ years old?

☐ Yes

☐ No

☐ Not Sure

Is there any other important information that the BRIDGES staff need to know about this student that is not currently in available records (e.g. family/environmental circumstances that could impact student's ability to attend regularly and be successful, past history w/BRIDGES staff or students, etc.)?