

BRIDGES-PREREQUISITE ASSESSMENT SKILLS SCREENING: BRIDGES U (B-PASS: BU)

The B-PASS: BU 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 U special education 18-21 transition program. It is only one of several information sources used by IEP teams and central district office staff to determine appropriate program assignment. NOTE: Even though a student may not independently display a behavior does not mean that they will be denied access to BRIDGES U.

Student _____ Date _____ Completed by _____

PART I, DIRECTIONS:

- **Rate** the frequency of the student's current observable behavior by checking the appropriate space.



SKILL AREA	STUDENT <u>INDEPENDENTLY (WITHOUT PROMPTING OR REMINDERS)...</u>	NEVER/ SELDOM	SOMETIMES	USUALLY	ALMOST ALWAYS +
Appearance/ Professional Presentation	Presents as well-groomed and clean				
	Cleans face, wipes clothes if food/liquid spills on self				
	Dresses appropriately for the weather and situation				
Safety	Contacts appropriate person/agency for help if lost or in need				
	Understands boundaries around sexual activity and dating				
Mobility	Walks/moves under own power				
	Navigates around the campus and community by reading signs and building numbers				
Transportation	Rides transportation (Metro, Link) daily with one or more transfers				
	Uses trip planning applications and/or Trip Planner tool on METRO website				
	Stays alert, limits distractions when traveling (e.g. intense conversations, overuse of tech, etc.)				
Self-Regulation	Completes academic work during non-class hours as needed				
	Uses beneficial strategies to self-regulate mood (e.g. RULER mood meter or take deep breaths)				
	Gets back to work or starts on tasks after being interrupted and/or experiencing a setback				
Timeliness	Uses organizational system to effectively create and track weekly appointments				
	Arrives on time to classes, meetings, appointments				
Health	States health needs and supports needed to maintain health				
	Knows when and under what circumstances to seek out medical-dental attention				
Academic Skills	Comprehends text at middle school level or above				
	Expresses self in writing at middle school level or above				
	Solves math problems at the middle school level or above				
Communication	Asks relevant questions				
	Follows multi-step directions (oral and/or written)				
	Expresses self to be understood by typical same-age peer (w/device if needed)				
Phone or text	Initiates phone/text messages at appropriate times with appropriate content				
	Uses phone at appropriate times and situations, puts away and shuts off when needed				
	Calls/texts/emails when going to be absent or late				
Email	Checks e-mail daily, initiates e-mail contact, and responds as needed				
	Keeps passwords and personal information confidential; ignores phishing scams				

BRIDGES-PREREQUISITE ASSESSMENT SKILLS SCREENING: BRIDGES U (B-PASS: BU)

	Writes emails with a salutation, body sentence, and closing signature				
Interpersonal	Courteous and polite to others				
	Takes turns, listens to others speak				
	'Reads' and responds appropriately to nonverbal cues and communication				
Task Completion	Completes assigned tasks within allotted time				
Computer	Navigates internet to find information relevant to assignment, task, or question				
	Uses software programs to write assignments and papers				
	Types between 20-30 WPM with 90% accuracy				
	Knows how to attach documents and save work onto thumb drive				
Quality of Work	Meets quality standard consistently				
	Recognizes poor work, successfully corrects				
Effort	Consistently works to best of ability				
Feedback	Responds appropriately to constructive criticism, makes changes				
Attention Span	Maintains attention span w/tasks over extended periods				
Self-Advocacy	Asks for help when needed at an appropriate time and in an appropriate manner				
	Schedules & attends meetings with adult service providers independently				
	Expresses interests and preferences for courses, activities, and experiences				
Money	Manages personal budget to make daily living purchases				
Adaptability	Responds appropriately to changes in routine, structure				
Supports	States how own disability impacts learning				
	States what accommodations and/or assistive technology supports are needed				
	Follows through to independently notify teachers/staff of accommodations				
	TOTALS				
	LEVEL OF INDEPENDENCE	<u> </u> /50 = <u> </u> %	<u> </u> /50 = <u> </u> %	<u> </u> /50 = <u> </u> %	<u> </u> /50 = <u> </u> %
		Needs constant, direct supervision, relies on staff members to direct all activities	Needs some direct supervision, relies on staff members to direct activities	Needs occasional follow-up supervision semi-independent	Needs limited to no follow-up or supervision independent

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PART II, Supplemental Questions

1. The mission of the BRIDGES U program is for students to develop an individualized college experience based on their own interests and abilities in order to meet college or program requirements. The expectation of the BRIDGES U and college programs is that students will communicate as adults on their own behalf. Students spend the majority of their day in the community and college campus.

Do the student, parent/guardian, and rest of the IEP team understand these components of the BRIDGES U program?

Student: Yes or No?

Parent/Guardian: Yes or No?

Rest of the IEP Team: Yes or No?

2. What are some skills, talents, strengths the student could bring to the college environment?
3. What supports and structures have allowed the student to be successful in an academic setting?
4. Why does the student want to attend college? Does the student have a stated employment goal that can be met by completing college courses and programming?

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5. Bridges U students will participate in internships or volunteer settings while they are at a college setting. What are some jobs, tasks, experiences in the community that the student would like to have and would likely be successful?

6. Where in the community and in what setting 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.).

7. 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?

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

BRIDGES-PREREQUISITE ASSESSMENT SKILLS SCREENING: BRIDGES U (B-PASS: BU)

9. What are the biggest potential barriers to working, independent living, and learning for the student?

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

Yes Date _____ Name of DVR Counselor _____ No Not Sure

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

Yes Date _____ Name of DDA Case Manager _____ No Not Sure

12. Is the student eligible for Social Security benefits?

Yes No Not Sure

13. 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

14. Is there any other important information that the BRIDGES staff need to know about this student that is not currently in available records?