

# **TRANSITION PLANNING**

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# TEACHER'S CHECKLIST FOR POST-SCHOOL TRANSITION PLANNING

## Before the meeting:

- Did you work with the student prior to the IEP meeting to assist him/her in articulation of his/her dreams and goals? (*checklists, interviews, etc.*)
- Did you prepare the student to participate in the IEP meeting?
- Did you invite the student to the IEP meeting?
- Have you informed the student (*prior to the 17<sup>th</sup> birthday*) that all special education rights will transfer to him/her at 18?
- Did you reach out to other agencies as appropriate to attend or give input?

## During the meeting:

- Did you make every effort to keep the meeting positive and student-focused while the student was present, assisting him/her in speaking up for him/her self?
- If the student was not able to attend, did you bring documentation of his/her dreams/goals?
- Did you note the dreams and goals on the transition page?
- Did you note present levels of performance regarding vocational and community needs on the present levels of performance page?
- Did you note barriers related to the disability that need to be addressed for the student to achieve the dreams and goals in the "*Transition Needs*" section?
- Did you note the "*Course of Study*" and is the course of study reflected in the entire IEP through schedule, services, goals and objectives, and accommodations?
- Did you fill in activities under Instruction, Community, Employment and Other Post-School Living Objectives, Acquisition of Daily Living Skills and Functional Vocational Evaluation as appropriate for 16 year olds and older?
- Did you write goals/objectives for any activities that need ongoing instruction?
- Did you note anticipated dates of completion for activities?
- Did you note any DIS services (*related services*) that the student may need in order to accomplish transition activities? (i.e. *speech and language, transportation*)
- Did you note any needed agency referrals?
- If an agency representative was unable to attend, did you note their input and how it was obtained?

## After the meeting:

- Did you keep a record of anticipated dates for completion of transition activities and monitor their completion?
- If another agency failed to provide services they agreed to, did you speak to your administrator regarding reconvening the IEP to address the need another way?

# **STUDENT/PARENT TRANSITION CHECKLIST**

## **For Post-School Transition Planning**

The following is a checklist of transition activities to consider when preparing an individual transition plan section of the IEP. The students' skills and interest will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities that should be included in the IEP. It can help identify who should be part of the IEP team. Responsibility for carrying out the specific activities should be determined at the IEP meetings.

### **Four to Five Years Before Leaving the School District**

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories and identify additional education or training requirements.
- Explore options for postsecondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate your interests, preferences, and needs effectively.
- Be able to discuss your disability and the accommodations you need.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase your community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary related skills.
- Acquire an identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

### **Two to Three Years Before Leaving the School District**

- Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc).
- Invite adult service providers, peers, and others to the IEP meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on postsecondary programs and the support services offered and make arrangements for accommodations to take college entrance exams.

- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
- Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreations, etc.).
- Explore legal status with regards to decision-making prior to age of majority (18 years old).
- Begin a resume and update it as needed.
- Practice independent living skills (e.g., budgeting, shopping, cooking and housekeeping).
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary skills.
- Identify needed personal assistant services and, if appropriate, learn to direct and manage these services.

### **One Year Before Leaving the School District**

- Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistant services).
- Identify the postsecondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Register to vote and if male, register for the selective service.
- Inform students of their rights on year before they reach the age of majority (18).
- For employment options: secure Social Security card, a valid California Identification card or United States passport, or alien registration status (back up documents for Immigration and Naturalization 1-9 form).

(Parent Brief, Winter 1996, National Transition Network)

**SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)**

**PRE-ASSESSMENT - FORM N**

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student School/Grade: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Case Manager: \_\_\_\_\_

WorkAbility Staff: \_\_\_\_\_

Student's preference for employment after exiting school: \_\_\_\_\_

Work with the student in rating him/herself on the following skills areas. Use this scale:

1= I need to learn this      2= I need more practice / experience      3= I can do OK, but need supervision      4= I do this very well

**I. BASIC / THINKING SKILLS:**

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Reading:</b> Do you understand what you read? Can you follow written instructions? Can you read and follow schedules, like a bus schedule?	( )	( )	( )	( )	
2. <b>Writing:</b> Can you complete phone messages accurately? Is your spelling and grammar usually correct? Can you write down instructions, directions, or appointments accurately? Can other people read what you write?	( )	( )	( )	( )	
3. <b>Arithmetic and math:</b> Do you understand and use adding, subtracting, multiplying, dividing, percentages, and fractions? Can you make change?	( )	( )	( )	( )	
4. <b>Speaking:</b> Do you make yourself understood without being asked to repeat things? Do you speak loudly enough for people to hear you easily?	( )	( )	( )	( )	
5. <b>Listening:</b> Do you understand what others are talking about? Can you listen to people without interrupting? Do you remember what people tell you?	( )	( )	( )	( )	
6. <b>Creative reasoning, decision-making and problem solving:</b> Do you know how to identify problems? Can you come up with solutions that work? Can you share your ideas appropriately with others?	( )	( )	( )	( )	

## II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Responsibility:</b> Are you dependable? Do you follow through and finish work or activities?	( )	( )	( )	( )	
2. <b>Self-awareness:</b> Are you aware of your limitations? Can you ask for accommodations that you may need without feeling embarrassed?	( )	( )	( )	( )	
3. <b>Self-management:</b> Do you get to places on time? Are you organized? Do you have a way to keep track of your appointments and assignments?	( )	( )	( )	( )	
4. <b>Social:</b> Do you get along well with others? Do you enjoy being around other people?	( )	( )	( )	( )	
5. <b>Integrity/honesty:</b> Can people count on you to do what you say? Do you understand and accept the consequences of your own actions?	( )	( )	( )	( )	

## III. WORKPLACE COMPETENCIES:

A. Resources (getting what you need to get a job done)	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Using time:</b> Do you plan enough time to complete tasks?	( )	( )	( )	( )	
2. <b>Using money:</b> Can you work within a budget? Do you understand banks and checking accounts?	( )	( )	( )	( )	
3. <b>Using materials and space:</b> Can you organize materials for a task? Do you know where and how to get the things you need to complete a task?	( )	( )	( )	( )	
4. <b>Using human resources:</b> Can you ask people for help when you need it? Do you know how to assign jobs to the right people?	( )	( )	( )	( )	

B. Information	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Acquiring and evaluating information:</b> Do you know where to find the answers to your questions?	( )	( )	( )	( )	
2. <b>Organizing and maintaining information:</b> Do you know how to take notes, keep files, etc.?	( )	( )	( )	( )	
3. <b>Interpreting and communicating information:</b> Do you understand information that you read or hear, and can you communicate that information clearly to others?	( )	( )	( )	( )	
4. <b>Using computers to process information:</b> Can you use a computer to help you find the answers to questions? Can you use a computer to enter or store information?	( )	( )	( )	( )	

<b>C. Interpersonal skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. <b>Participating as a member of a team:</b> Do you work well with others to meet a common goal?	( )	( )	( )	( )	
2. <b>Teaching others new skills:</b> Can you help someone else learn how to do something new?	( )	( )	( )	( )	
3. <b>Serving clients or customers:</b> Can you help customers get answers or help with their needs in a polite way?	( )	( )	( )	( )	
4. <b>Leadership:</b> Can you lead a group by motivating others to work together to meet a goal?	( )	( )	( )	( )	
5. <b>Negotiation:</b> Can you help solve problems between people? Can you help make compromises?	( )	( )	( )	( )	
6. <b>Working with diversity:</b> Do you work well with people who are different from you, including different races, sexes, religions, etc.?	( )	( )	( )	( )	

<b>D. Systems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Do you understand small systems:</b> such as a filing system, or a telephone system? Do you understand larger systems such as the bus system, the company you work for, or the school district?	( )	( )	( )	( )	
2. <b>Improving and designing systems:</b> Can you make suggestions for fixing or improving systems, or developing new ones?	( )	( )	( )	( )	

<b>E. Technology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Selecting technology:</b> Do you know what tools or materials you need for a job? (a pen, a rake, a computer, a clock, a washing machine, a ruler, etc.)	( )	( )	( )	( )	
2. <b>Applying technology to tasks:</b> Do you know how to use your tools effectively? (The right tool for the right job?)	( )	( )	( )	( )	
3. <b>Maintaining and troubleshooting equipment:</b> Do you keep your tools and equipment in good working order?	( )	( )	( )	( )	

**SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)**

**PRE-ASSESSMENT - FORM S**

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student School / Grade: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Case Manager: \_\_\_\_\_

WorkAbility Staff: \_\_\_\_\_

Student's Career Goal: \_\_\_\_\_

Work with the student in rating him/herself on the following skills areas. Use this scale:

**1=** I need to learn this

**2=** I need more practice! experience

**3=** I can do OK, but need supervision

**4=** I do this very well

**I. BASIC / THINKING SKILLS:**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Reading:</b> Can you recognize your name? Can you identify the appropriate restroom in public? Can you read simple directions?	( )	( )	( )	( )	
2. <b>Writing:</b> Can you write your name and address? Can you use a name stamp to sign things?	( )	( )	( )	( )	
3. <b>Arithmetic and math:</b> Can you make a purchase using the "next dollar" strategy? Can you count out money? Can you tell time to the hour and half hour?	( )	( )	( )	( )	
4. <b>Speaking:</b> Can you speak well enough to ask for help and express your needs? Can you use cards or signs to request help or express your needs?	( )	( )	( )	( )	

	1	2	3	4	Is this skill important for the above employment outcome?
5. <b>Listening:</b> Can you follow simple instructions from a supervisor? Can you follow a picture schedule to complete a task?	( )	( )	( )	( )	
6. <b>Creative reasoning, decision-making and problem solving:</b> If you have a problem getting something done, can you share ideas to make it better? When given options can you make a decision that you think is best?	( )	( )	( )	( )	

## II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Responsibility:</b> Can people count on you to finish an agreed-upon task?	( )	( )	( )	( )	
2. <b>Self-Awareness:</b> Can you say your name and your phone number or present ID when asked? Can you state your disability appropriately?	( )	( )	( )	( )	
3. <b>Self-Management:</b> Can you take care of your own personal belongings? Do groom and dress yourself appropriately for various activities?	( )	( )	( )	( )	
4. <b>Social:</b> Do you interact well with others? Do you respond appropriately when someone else is bothering you?	( )	( )	( )	( )	
5. <b>Integrity/honesty:</b> Do you know the difference between a truth and a lie? Can you answer questions honestly?	( )	( )	( )	( )	

## III. WORKPLACE COMPETENCIES:

<b>A. Resources (getting what you need to get a job done)</b>	1	2	3	4	Is this skill Important for the above employment outcome?
1. <b>Using time:</b> Can you use a clock to know when to do certain things? (e.g., return from break, leave house for bus)	( )	( )	( )	( )	
2. <b>Using money:</b> Can you stay within a budget if you only have a certain amount to spend?	( )	( )	( )	( )	
3. <b>Using materials and space:</b> Do you put your personal belongings and materials back where they belong? Do you stay within your own work space when asked?	( )	( )	( )	( )	
4. <b>Using human resources:</b> Do you know who to go to if you have a problem or question?	( )	( )	( )	( )	

<b>B. Information</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Organizing and maintaining information:</b> Do you know how to file by alphabet? Can you do simple collating? Can you do simple sorting and matching?	( )	( )	( )	( )	
2. <b>Using computers to process information:</b> Can you use a computer to enter or store simple information?	( )	( )	( )	( )	
3. <b>Using calculators:</b> Can you use a calculator for simple math problems?	( )	( )	( )	( )	

<b>C. Interpersonal skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Participating as a member of a team:</b> Do you work well with a team of people, doing your own job as best you can?	( )	( )	( )	( )	
2. <b>Teaching others new skills:</b> Can you show someone else who needs help how to do a task?	( )	( )	( )	( )	
3. <b>Serving clients or customers:</b> Can you greet customers? Can you help customers who have simple questions?	( )	( )	( )	( )	
4. <b>Leadership:</b> Can you motivate others to get a job done or achieve a goal?	( )	( )	( )	( )	
5. <b>Negotiation:</b> Can you help solve problems between people?	( )	( )	( )	( )	
6. <b>Working with diversity:</b> Do you work well with people who are different from you, including different races, sexes, religions, etc?	( )	( )	( )	( )	

<b>D. Technology/Tools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Selecting technology and tools:</b> Do you know what tools or materials you need for a job? (pen, rake, computer, washing machine, clock, ruler, etc.)	( )	( )	( )	( )	
2. <b>Applying technology to tasks:</b> Do you know how to use tools for a task?	( )	( )	( )	( )	
3. <b>Maintaining and troubleshooting equipment:</b> Do you take care of tools and let someone know if you need help maintaining a tool?	( )	( )	( )	( )	

**Listed below are websites with online assessments, inventories and learning styles for your students. Most of the website are self-directed and easy to use and will provide the tools need to create meaningful transition plans for post-secondary and beyond.**

## **ASSESSMENTS**

### **Career Cruising:**

**Internet based Career Interest Tool, available on HS campus.**

Some student may have taken the (ASVAB)

### **Armed Services Vocational Aptitude Battery (ASVAB) Test**

**The ASVAB is a multi-aptitude test battery that is designed to measure aptitudes at this time in your life. It consists of ten short individual tests covering Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, Mathematics Knowledge, General Science, Auto & Shop Information, Mechanical Comprehension, Electronics Information, Numerical Operations and Coding Speed. When you take the ASVAB prior to enlisting, not only do you receive scores on each of these individual tests, but several individual test results are combined to yield three academic composite scores: Verbal, Math and Academic ability.**

### **SCANS:**

**Work Readiness Evaluation. Secretary's Commission on Achievement of Necessary skills (see attached)**

Also you can find another format of the SCANS @

**<http://www.hrop.org/wizard/av> SCANS Work Readiness Evaluation. Secretary's Commission on Achievement of Necessary skills.**

<http://www.princetonreview.com/cte/quiz/quizcareeramilies.asp>

**The Princeton Review Career Quiz is a quick method for helping you begin to think about what types of work situations might be interesting for you to explore.**

[http://www.jobsetc.ca/toolbox/quizzes/quizzes\\_home.do?&lang=e](http://www.jobsetc.ca/toolbox/quizzes/quizzes_home.do?&lang=e)

**Explore your career options.**

[http://www.pawerc.org/foundationskills/lib/foundationskills/competency\\_lists\\_04.pdf#search=%22Basic%20Workplace%20competency%22](http://www.pawerc.org/foundationskills/lib/foundationskills/competency_lists_04.pdf#search=%22Basic%20Workplace%20competency%22)

**Basic workplace competency.**

[www.californiacareers.info/](http://www.californiacareers.info/)

**The California Career Resource Network.**

## **ACTIVITIES**

<http://www.careergames.com/>

**This site features several workshops and games that facilitate the IEP career development.**

<http://www.consumerjungle.org>

**Credit cards, car loans, even your own checkbook- for the unguided consumer, the pitfalls abound.**

<http://www.khake.com/page94.html>

**Career and Vocational Activities.**

<http://www.education-world.com/>

**Vocational Education Lesson plans.**

<http://depts.washington.edu/healthtr/Checklists/intro.htm>

**Adolescent Autonomy checklist**

<http://www.californiacareers.info/>

**California Careers information.**

<http://www.ccd.me.edu/careerprep/>

**Career Preparation Curriculum.**

<http://www.acinet.org>

**Career Videos On line**

<http://ecedweb.unomaha.edu/home.htm>

**The Economic Education Web is your portal to economic education resources in all forms and at all levels find exciting material for teaching economics.**

<http://www.californiarealitycheck.com/>

**After High School you will need to work to pay for housing, transportation, clothes... find out how much money you will need and which occupation will pay for all your needs.**

## **SELF AWARENESS/SELF ADVOCACY**

<http://www.berghuis.co.nz/abiator/lsl/lslframe.html>

**The Learning Styles tests, Analytical/Global Thinker Test, and the Multiple Intelligences Assessment available on this site are intended to help you come to a better understanding of yourself as a learner by highlighting the ways you prefer to learn or process information learner by highlighting the ways you prefer to learn or process information**

[http://www.metamath.com/multiple/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)

### **A Learning Style Survey for College**

<http://www.learning-styles-online.com/inventory/>

**The Memletics learning styles inventory provides you with a guide to your own personal learning styles. By asking a series of questions, and then scoring the results, it indicates which are your dominant and secondary styles.**

<http://www.goal-setting-guide.com/>

**Here you'll find everything you need to achieve your goals and turn your dreams into everyday reality:**

<http://depts.washington.edu/healthtr/Checklists/intro.htm>

### **Adolescent Autonomy Checklists.**

**Use these checklists as an ongoing measurement of the independent skills your child achieves.**

<http://www.khake.com/page3.html>

**This section provides links to workplace skills, personal skills, life skills, math skills and study skills. Communication skills including resume writing, report writing, grammar, interviewing, speaking and presenting are found on the [Communication Skills page](#). Online learning and free tutorial resources are found on [Online Tutorial Resources](#).**



• California Association of Resource Specialists and Special Education Teachers •

## The Secondary Transition Goals



*A Companion Piece for the:*  
**Handbook of Essential  
California Content Standards**

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Dear CARS+ Members:

CARS+ and Dr. Diana Blackmon are proud to provide you with this latest document, *The Secondary Transition Goals*, as the most recent addition to the CARS+ Handbook of Goals and Objectives Related to Essential State of California Content Standards. This new document is provided **free of charge** to all CARS+ Active members. Dr. Blackmon, current Director of Special Services in the Washington Unified School District, and former consultant for the California Department of Education, Special Education Division and primary author of Transition to Adult Living, A Guide for Secondary Educators has graciously provided for CARS+ and its members this new Transition document.

Dr. Blackmon, long time CARS+ member and advocate for special needs children, has developed these Transition Goals with hopes that transition planning will move beyond compliance and advance to successful transition to adult life. Based upon the belief that transition planning should be at the center of IEP development, Dr. Blackmon has provided a document that will help the IEP team to prepare students for adult roles and the quality of life that they envision. In this endeavor, Dr. Blackmon has developed the goals according to the overarching concept of transition planning which is Self-Determination and Advocacy. The specific goal areas addressed are: Self-Awareness, Career Awareness, Career Preparation, Work Experience and Community Awareness and Access.

*The Secondary Transition Goals*, provided to CARS+ active members, is part of the CARS+ continuing effort to equip teachers with the tools that they need to provide a meaningful education for their students. CARS+ firmly believes that supporting students to reach their potential as adults is the true measure of the success of our special education programs. CARS+ gives its deepest gratitude to Dr. Blackmon for her contribution of this document to help make our students' dreams a reality.

The first training on effective Transition Planning and the use of this document will be made at the 24<sup>th</sup> annual CARS+ Convention in San Jose. If you are unable to attend the convention, **free training** for effective Transition Planning and the use of this document is available from CARS+. For information about these **free trainings** in your area, please contact your Region Director, or visit our website for information about trainings at [www.carsplus.org](http://www.carsplus.org).

It is our sincere hope that this document will provide you with a model for writing Transition Goals that will help students reach their greatest potential.

Silvia L. DeRuvo  
CARS+ President  
(2004-2006)

## Acknowledgements

CARS+ would like to express its deepest gratitude to Dr. Diana Blackmon for her continued commitment to students with special needs in developing ***The Secondary Transition\_Goals***. This project has been made possible by her dedication and expertise in the area of transition to adult life and her desire to put this helpful tool into the hands of teachers. We know that each teacher using this valuable aid will also be adding their thanks for Dr. Blackmon's devoted and valued assistance.

We would also like to thank, Sue Kawasaki, CARS+ Past President, and Ken Denman, CARS+ President-Elect, for their work in determining the links between the Transition Goals and the California Content Standards in the areas of reading and writing for this document. It is with the collaboration of teachers and experts in the field that we have been able to provide teachers with this invaluable document.

## INTRODUCTION

### History of Transition

The 1990 reauthorization of the Individuals with Disabilities Education Act (IDEA) mandated that education agencies include Transition Services language in the Individual Education Programs (IEP) for students 16 years-old, or younger if appropriate, that would promote the successful transition from school to adult living. The Transition services must include the areas of **instruction**, **community** access and **employment** (an easy to remember mnemonic is ICE) and, if appropriate, daily living skills and a functional evaluation (typically for students with more significant disabilities). The mandate was a response to the dismal post school outcomes of students with disabilities, in spite of twenty-five years of special education with the authorization of the Education for All Handicapped Children Act, P.L. 94-142. National studies on the status of individuals with disabilities found that less than 30% graduate with a general diploma, less than 12% complete college and only 32% are employed full or part time (Blackorby, J. & Wagner, M., 1996).

Research conducted after the Transition services language mandate of 1990 found that many students drop out of school before their 16th birthday, or that students with significant disabilities require more preparation, so the 1997 reauthorization of the IDEA lowered the age for Transition services language in the IEP to 14-years-old, or younger if appropriate. Unfortunately, the Transition services mandate is either not fully understood or not adequately implemented, because current studies reveal that the statistics cited above remain largely unchanged (National Council on Disability, 2000, National Organization on Disability, 2000).

The current reauthorization of the IDEA (2004) again made changes to the Transition requirement. The IDEA 2004 deletes the reference to Transition activities at age 14 and begins all Transition services, "*...beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter.*" However, IDEA 2004 strengthens the Transition requirement by mandating, "*appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.*" Previous versions of the IDEA did not mandate **measurable** Transition goals, only statements about Transition services and activities. Furthermore, IDEA 2004 adds a requirement that the local

education agency..."provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals" when the student is eligible to graduate with a general diploma or exceeds the age of eligibility. Until the Final Regulations are developed, which should provide guidance on what the "summary of academic achievement and functional performance" and "recommendations" should look like; it will be difficult to implement this new obligation. What is clear however, is the new requirement for **measurable** Transition goals.

### **Transition Services in the IEP**

Transition Services is defined at §300.29 in the Federal Code of Regulations 34 CFR§300.XXX as: "... a **coordinated set of activities** for a student with a disability that- (1) is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual student's needs, taking into account the student's preferences and interests; and (1) Includes—

(i) **Instruction**; (ii) *Related services*; (iii) **Community** experiences; (iv) *The development of **employment** and other post-school adult living objectives*; and (v) *If appropriate, acquisition of daily living skills and functional vocational evaluation.*"

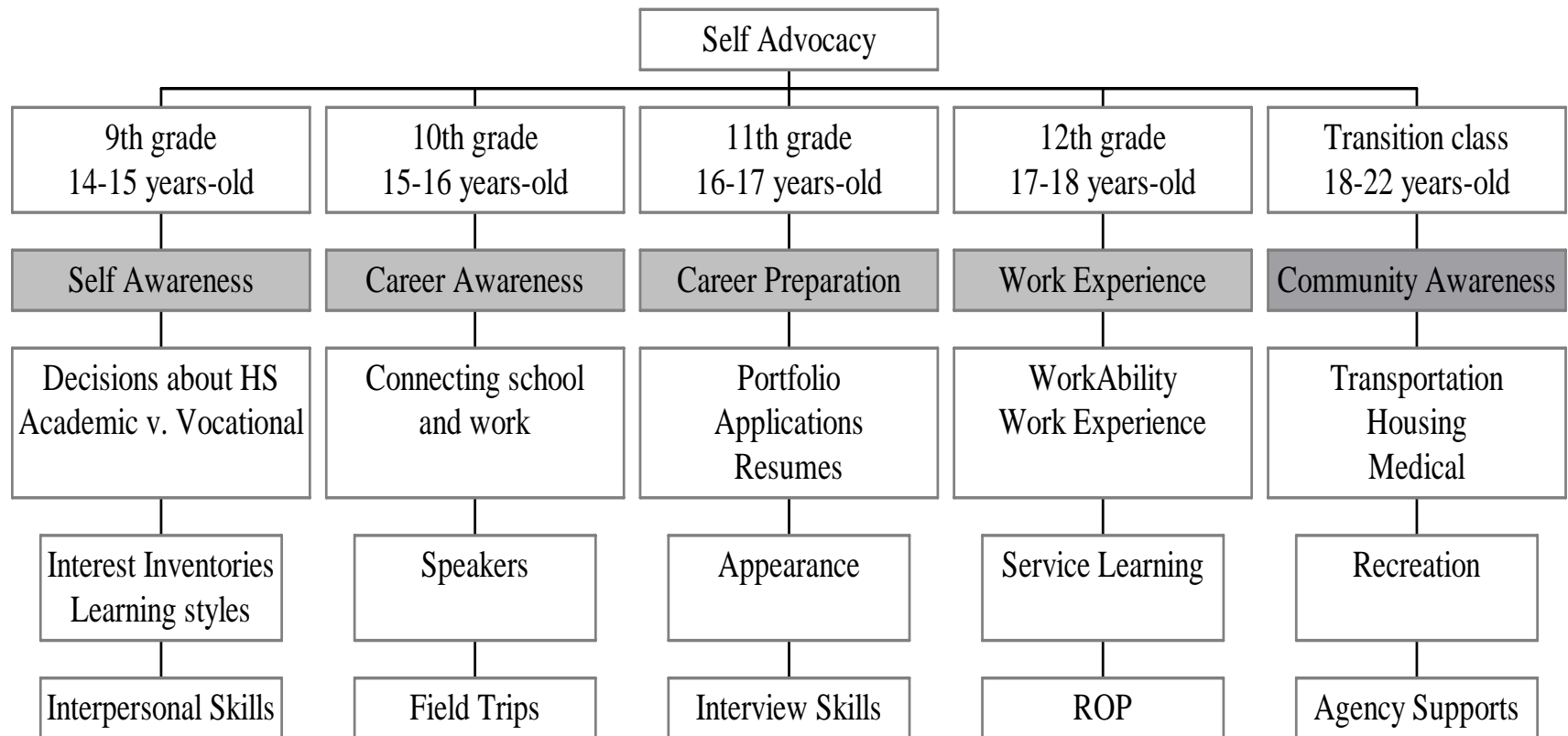
Today, most school districts include a Transition section in the IEP, sometimes referred to as the Individual Transition Plan. Unfortunately, the Transition Plan is often treated as a separate document from the IEP when in fact, the Transition section of the IEP is an integral part of the process, and for secondary students, should guide the student's individualized program of studies and activities. In addition, many teachers do not know what Transition activities and services look like or how to begin the instruction, activities, performance-based assessments and portfolios of documents and accomplishments that will promote a successful transition from school to adult living. The following scope and sequence of Transition activities is a suggestion of where to begin and what to do.

## Scope and Sequence

The over-arching concept and skill in Transition planning is **Self-Determination or Self-Advocacy** which is knowledge about the individual's specific disability and the accommodations needed to be successful and the laws and rights that protect individuals with disabilities. The other essential building blocks of effective Transition planning should be introduced sequentially, but like all effective instruction, they should be continually reviewed and practiced.

Begin by providing students a strong sense of **Self-Awareness** that includes knowledge about the student's learning and personality styles, their interests and aptitudes and the skills to know how to update and expand information about themselves. With a strong knowledge of their interests and skills, students will be able to conduct focused career exploration and make reasoned choices about their future. Next, provide students opportunities to gain **Career Awareness**, which includes knowledge about the relationship and connection between school and work and the many career options available in the world of work. Then, with an understanding of who they are, what they like and what is available in the world of work, students can begin **Career Preparation**, which is knowledge about the behaviors and skills needed to be successful in work and the collection of documentation needed for college or work. Finally, students need opportunities to "try out" working in a variety of **Work Experiences**, giving them first hand knowledge about workplace expectations, what different careers are like and an opportunity to see if the career "fits" them. For students who remain in high school or Transition class until their 21st birthday, the emphasis should be **Community Awareness and Access**, the knowledge and skills to live, work and play in the community as independently as possible.

The following is a suggestion of when to introduce each component of Transition planning, although the suggested instruction and activities may be introduced at any grade level.



Developed by Diana Blackmon, Ed.D. (2003, *Transition to Adult Living: A Guide for Secondary Education*, p. 31)

### **Transition to Adult Living: A Guide for Secondary Education**

The Special Education Division of the California Department of Education developed a guide to assist schools and families understand and implement the Transition requirements of the IDEA. The *Transition to Adult Living: a Guide for Secondary Education* was developed by a group of parents, teachers and administrators in 2000 and revised in 2003. The Guide details best practice in Transition planning and outlines the roles of the teacher, student and parent in the process. The major focus of the Guide is to reform

Diana Blackmon, Ed.D.

CARS+ Handbook of Goals and Objectives, 2005

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the secondary IEP process by putting Transition planning at the center of the IEP development by first asking, "What is the student's post school goal?" then, developing a plan to achieve that goal and an IEP that supports the plan. The remainder of the Guide contains resources for transition planning from curriculum and assessment to state agencies and a comprehensive grade-level list of competencies and activities aligned to the National Career Development Guidelines. The Guide is available free of charge from the California Services for Technical Assistance and Training (CalSTAT), California Institute on Human Services (CIHS) at Sonoma State University. To order copies of the *Transition to Adult Living: a Guide for Secondary Education* and the companion video for classroom use, *It's Your Future*, contact: CalSTAT/CIHS, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928-3609, (707) 849-2275, FAX (707) 206-9176.

### **Sample Transition Goals**

The following Sample Transition Goals are just that: samples of what appropriate annual goals and short-term benchmarks or objectives may look like in Transition planning and preparation. Each student's needs vary and therefore, the Transition plan should reflect the individual needs and goals of the student. However, twenty years of Transition research points to a common set of instruction and activities that promote successful Transition and the activities suggested reflect that practice. The goals mirror the suggested scope and sequence of activities and are clustered under the mandated areas of instruction, community and employment. This document does not include the areas of daily living skills or a functional evaluation. Where appropriate, the Transition goals are aligned to suitable state content standards in English Language Arts. The format of the sample goals varies from the standard design because they are activity-based. The assessment of goal attainment is performance based and are presented in **bold** as a benchmark.

<b>Transition Plan: Instruction</b>		
<b>SELF-AWARENESS &amp; SELF-ADVOCACY</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will learn about and be able to explain his/her disability and the accommodations he or she needs to be successful in school and ultimately in the workplace.</p>	<p>By (<u>date</u>) student will learn about his or her particular disability and needed accommodations by (<u>doing</u>).</p> <p>By (<u>date</u>) student will learn about famous people with the same disability by (<u>doing</u>).</p> <p>By (<u>date</u>) student will explain/write about his/her disability.</p> <p><b>By (<u>date</u>) student will explain/write about the accommodation he/she needs.</b></p>	<p><b>Writing Applications</b> 9/10.2.1</p> <p>Write biographical or autobiographical narratives or short stories:</p> <ol style="list-style-type: none"> <li>Relate a sequence of events and communicate the significance of the events to the audience.</li> <li>Locate scenes and incidents in specific places.</li> <li>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.</li> <li>Pace the presentation of actions to accommodate changes in time and mood.</li> <li>Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ol>

<b>Transition Plan: Instruction</b>		
<b>SELF-AWARENESS &amp; SELF-ADVOCACY</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will assess and understand his/her interests, preferences, skills and strengths and learn how to make decisions about the future.</p>	<p>By <u>(date)</u> student will assess interests and skills by taking interest, personality and skill inventories and assessments.</p> <p>By <u>(date)</u> student will learn at least two methods to make decisions by <u>(doing)</u>.</p> <p>By <u>(date)</u> student will learn at least two methods to monitor and regulate his/her behavior related to goal setting and achievement by <u>(doing)</u>.</p> <p><b>By <u>(date)</u> student will explain/write his/her interests, preferences or strengths and describe their long-term goal and the steps needed to accomplish that goal.</b></p>	<p><b>Writing Applications 6.2.2</b> Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ol style="list-style-type: none"> <li>State the thesis or purpose.</li> <li>Explain the situation.</li> <li>Follow an organizational pattern appropriate to the type of composition,</li> <li>Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ol>
<p>Student will learn to develop and advocate for his/her own Transition plan.</p>	<p>By <u>(date)</u> student will learn what transition planning means by <u>(doing)</u>.</p> <p>By <u>(date)</u> student will develop a systematic plan to accomplish their long term-goal.</p> <p>By <u>(date)</u> student will identify the people and resources needed to accomplish their long term-goal.</p> <p><b>By <u>(date)</u> student will lead his/her own IEP Transition planning meeting.</b></p>	

<b>Transition Plan: Instruction or Employment</b>		
<b>CAREER EXPLORATION</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will understand the connection between school and careers by identifying how school is the first step toward a career.</p>	<p>By (date) student will interview a person, watch a video or read a book about a person in a career that is interesting to the student.</p> <p>By (date) student will visit a work site and interview employees about how school, college or post-school training prepared them for their career.</p> <p>By (date) student will participate in a job shadow experience and identify three skills that are taught in school needed for the job.</p> <p><b>By (date) student will explain/write the connection between school and careers by giving examples.</b></p>	<p><b>Writing Applications 6.2.2</b> Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>d. State the thesis or purpose. e. Explain the situation. f. Follow an organizational pattern appropriate to the type of composition, d. Offer persuasive evidence to validate arguments and conclusions as needed.</p>
<p>Student will identify career pathways/clusters that match their individual interests and strengths.</p>	<p>By (date), based on self-assessments, student will explore career clusters through electronic and text media.</p> <p>By (date), based on self-assessments, student will explore career clusters by listening to guest speakers and interviews.</p> <p>By (date), based on self-assessments, student will explore career clusters by going on job shadow experiences, field trips and attending job fairs.</p> <p><b>By (date), students will explain/write the career pathways/clusters that match their individual interests and strengths that were identified through self-assessments.</b></p>	<p><b>Reading Comprehension 8.2.1</b> Compare and contrast the features and elements of consumer materials to gain meaning.</p> <p><b>Writing Strategies 9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9</b> Write an essay on "The Career for Me" to demonstrate research and technology, organization, focus, evaluation and revision. Use supporting documentation and citations from research.</p>

<b>Transition Plan: Instruction or Employment</b>		
<b>CAREER EXPLORATION</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will identify the educational or training requirements for the career pathway or job cluster he/she is interested in.</p>	<p>By (<u>date</u>) student will research through electronic and print media the educational and training requirements for the career pathway or job cluster they are interested in.</p> <p>By (<u>date</u>) student will interview a person in the career they are interested in to identify what the person did to prepare for the career.</p> <p>By (<u>date</u>), student will explain the education or training requirements for the career(s) of his/her interest.</p> <p><b>By (<u>date</u>) student will explain/write his/her interests, career preferences, and the requirements of that career at his/her IEP Transition planning meeting.</b></p>	<p><b>Reading Comprehension 7.2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Reading Comprehension 9/10.2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>Writing Strategies 9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9</b> Write an essay on "The Pathway to My Career" to demonstrate research and technology, organization, focus, evaluation and revision. Use supporting documentation and citations from research.</p>

<b>Transition Plan: Employment</b>		
<b>CAREER PREPARATION</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will learn about and identify employer expectations.</p>	<p>By <u>(date)</u> student will research through electronic and print media basic employer expectations such as punctuality, dependability, dress code and other behaviors.</p> <p>By <u>(date)</u> student will interview a person in the career they are interested in to identify employer expectations.</p> <p>By <u>(date)</u>, student will visit a job site in a career to identify employee behaviors and interactions.</p> <p><b>By <u>(date)</u> student will explain/write employer expectations of the career they are interested in and what they will need to do to meet those expectations.</b></p>	<p><b>Reading Comprehension 7.2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Writing Strategies 7.1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><b>Reading Comprehension 9/10.2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>
<p>Student will identify and assess their ability to meet employer expectations for basic workplace skills.</p>	<p>By <u>(date)</u> student will learn about communication styles and their appropriate use by <u>(doing)</u>.</p> <p>By <u>(date)</u> student will learn about interpersonal skills such as working in a team and how to handle disagreements by <u>(doing)</u>.</p> <p>By <u>(date)</u>, student will participate in a job shadow experience to see how people work together on the job and how they communicate with each other.</p> <p><b>By <u>(date)</u> student will explain/write the employer expectations for basic workplace skills needed for the career they are interested in and if they are ready to meet those expectations.</b></p>	<p><b>Writing Strategies 7.1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>

<b>Transition Plan: Employment</b>		
<b>CAREER PREPARATION</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will complete a job application, resume and cover letter and participate in a job interview.</p>	<p>By <u>(date)</u> student will learn how to complete a job application by <u>(doing)</u>.</p> <p>By <u>(date)</u> student will learn how to develop and create a resume and cover letter by <u>(doing)</u>.</p> <p>By <u>(date)</u>, student will dress for and participate in a job interview by <u>(doing)</u>.</p> <p><b>By <u>(date)</u> student will demonstrate how to complete a job application, resume and cover letter and participate in a job interview with samples and participating in a mock interview.</b></p> <p>By <u>(date)</u> student will add the documents to their Transition portfolio.</p>	<p><b>Writing Applications</b> 9/10.2.5</p> <p>Write business letters:</p> <ol style="list-style-type: none"> <li>Provide clear and purposeful information and address the intended audience appropriately.</li> <li>Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</li> <li>Highlight central ideas or images,</li> <li>Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</li> </ol>
<p>Student will learn which colleges offer the courses that lead to the career of their choice and the entrance requirements for that institution.</p>	<p>By <u>(date)</u> student will identify which colleges offer the courses that lead to the career of their choice by <u>(doing)</u>.</p> <p>By <u>(date)</u> student will identify the entrance requirements for that institution by <u>(doing)</u>.</p> <p>By <u>(date)</u>, student will identify the resources the college offers for students with disabilities by <u>(doing)</u>.</p> <p><b>By <u>(date)</u> student will create a detailed plan for college entrance including: high school courses, college entrance requirements, dates of enrollment, resources for disabled students available at the college and financial aid forms if appropriate and, present the information at their IEP Transition planning meeting.</b></p>	<p><b>Reading Comprehension</b> 7.2.2</p> <p>Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Reading Comprehension</b> 8.2.1</p> <p>Compare and contrast the features and elements of consumer materials to gain meaning.</p> <p><b>Writing Strategies</b> 9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9</p> <p>Write an essay on "The Pathway to College" to demonstrate research and technology, organization, focus, evaluation and revision.</p>

<b>Transition Plan: Employment</b>		
<b>WORK EXPERIENCE</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will have many opportunities to experience work-like situations such as:  <b>Job Shadow, Service Learning, an Internship or volunteering.</b></p>	<p>By (<u>date</u>) student will participate in at least two job shadow experiences, preferably in the career pathway identified during self-awareness and assessment activities.</p> <p>By (<u>date</u>) student will participate in service learning experiences, preferably in the career pathway identified during self-awareness and assessment activities.</p> <p><b>By (<u>date</u>) student will present orally, visually or in writing a comparison of the activities and job functions observed in the job shadow and service experience with the actual career they are interested in (compare and contrast, Venn diagram, etc.)</b></p> <p>By (<u>date</u>) student will complete a job shadow or service learning evaluation for their Transition portfolio.</p>	<p><b>Writing Applications 6.2.2</b>  Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> <li>g. State the thesis or purpose.</li> <li>h. Explain the situation.</li> <li>i. Follow an organizational pattern appropriate to the type of composition,</li> <li>d. Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ul> <p><b>Writing Applications 7.1.2</b>  Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>
<p>Student will have many opportunities to experience work-like situations such as  <b>WorkAbility, Work Experience Education and/or a Regional Occupational Program (ROP).</b></p>	<p>By (<u>date</u>) student will participate in at least one Workability or Work Experience Education job placement, preferably in the career pathway identified during self-awareness and assessment activities.</p> <p>By (<u>date</u>) student will take at least one ROP, career academy or tech prep course, preferably in the career pathway identified during self-awareness and assessment activities</p> <p><b>By (<u>date</u>) student present orally, visually or in writing a comparison of the activities and job functions observed in the WorkAbility, Work Experience Education or Regional</b></p>	<p><b>Writing Applications 6.2.2</b>  Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> <li>j. State the thesis or purpose.</li> <li>k. Explain the situation.</li> <li>l. Follow an organizational pattern appropriate to the type of composition,</li> <li>d. Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ul>

	<p><b>Occupational Program experience with the actual career they are interested in (compare and contrast, Venn diagram, web, etc.)</b></p> <p>By (date), student will explain/write what they learned during the WorkAbility, Work Experience Education or Regional Occupational Program experiences.</p>	<p><b>Writing Applications 7.1.2</b></p> <p>Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>
<p><b>Transition Plan: Employment</b></p> <p><b>WORK EXPERIENCE</b></p>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will have many opportunities to experience work-like situations.</p> <p><b>Work Experience or Internship</b></p>	<p>By (date) student will participate in at least one work or internship experience, preferably in the career pathway identified during self-awareness and assessment activities.</p> <p>By (date) student will present orally, visually or in writing a comparison of the activities and job functions observed in the work or internship experience with the actual career they are interested in (compare and contrast, Venn diagram, web, etc.)</p> <p><b>By (date) student will explain to the IEP Transition planning Team what he/she learned about working during the work or internship experience, how prepared they think they are for the world of work and the next steps for preparing for the career of their choice.</b></p>	<p><b>Writing Applications 7.1.2</b></p> <p>Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>

<b>Transition Plan: Community</b>		
<b>COMMUNITY AWARENESS</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
Student will learn what resources are available in the community.	<p>By <u>(date)</u> student will identify through electronic and print media the health and transportation resources available in the community.</p> <p>By <u>(date)</u> student will identify through electronic and print media the recreation and leisure resources available in the community.</p> <p>By <u>(date)</u> student will add the resources to their Transition portfolio.</p> <p><b>_By (date) student will explain to the IEP Transition planning Team what he/she learned about the health, transportation and recreational resources available in the community.</b></p>	<p><b>Reading Comprehension 7.2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Reading Comprehension 8.2.2</b> Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p>
Student will learn what housing or independent living options are available.	<p>By <u>(date)</u> student will identify and compare their housing options such as living at home, with a roommate, supported living arrangement, etc. through electronic and print media, and conversations with their family, teachers and other service providers.</p> <p>By <u>(date)</u> based on their decisions about housing, student will identify the next steps toward achieving the housing or independent living goal such as identifying the cost of an apartment versus living at home or identifying a supported living facility and the requirements to move into the housing arrangement.</p> <p><b>_By (date) student will explain to the IEP Transition planning Team what he/she learned about his or her housing options and the steps needed to achieve their goal.</b></p>	<p><b>Reading Comprehension 7.2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Reading Comprehension 8.2.2</b> Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p><b>Reading Comprehension 9/10.2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>

<b>Transition Plan: Community</b>		
<b>COMMUNITY AWARENESS</b>		
<b>GOAL</b>	<b>Activity Benchmarks</b>	<b>Essential Standards</b>
<p>Student will learn what resources in the community are available for persons with disabilities.</p>	<p>By (<u>date</u>) student will identify through electronic and print media and through listening to guest speakers, what support groups are available for persons with disabilities.</p> <p>By (<u>date</u>) will identify through electronic and print media and through listening to guest speakers what legal support is available for persons with disabilities.</p> <p>By (<u>date</u>) student will add the resources to their Transition portfolio.</p> <p><b>By (date) student will explain to the IEP Transition planning Team what he/she learned about the resources are available for persons with disabilities.</b></p>	<p><b>Reading Comprehension 7.2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>Reading Comprehension 8.2.2</b> Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p><b>Reading Comprehension 9/10.2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>

Name John Smith

IEP Date \_\_\_/\_\_\_/\_\_\_

Describe how the student participated in the process  Present  Interview  Interest  Questionnaire

Student's Post School Preferences/Interests/Goals

**John is not sure what he wants to do after high school and does not have post school goals at this time; he is interested in sports, computers and cars.**

Projected graduation date and/or secondary completion date \_\_\_/\_\_\_/\_\_\_

Beginning at age 14, or younger if appropriate, describe the student's transition service needs that focus on the student's courses of study:

John is over 14 years old.

CAHSEE (California High School Exit Exam)

No Accommodations/Modifications

With Accommodations \_\_\_\_\_

With Modifications (waiver required) \_\_\_\_\_

Beginning no later than grade 9, parent(s)/guardian and student have been informed that as of the 2005-2006 school year student must pass the California High School Exit Exam to earn a diploma.

Student not working towards diploma

Student passed CAHSEE on \_\_\_/\_\_\_/\_\_\_

On or before the student's 17<sup>th</sup> birthday, he/she has been advised of rights at age of majority (age 18)

Date \_\_\_\_\_

By whom \_\_\_\_\_

CREDITS REQUIRED FOR GRADUATION: \_\_\_\_\_ CREDITS EARNED: \_\_\_\_\_ CREDITS NEEDED \_\_\_\_\_

Required Courses

Additional courses of study

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Transition Service (primary)

10 None

20 Work Ability

30 TPP Program

40 Post Secondary Education

50 Other Transition Service

<p>Post School Adult Living: <input type="checkbox"/> addressed in goals</p> <p>John is not sure what he wants to do after high school and does not have post school goals at this time; therefore, instruction and activities have been developed that will assist him in making these decisions.</p>		<p>__/__/__</p>
<p>If Appropriate, Daily Living Skills: <input type="checkbox"/> addressed in goals</p> <p>Not appropriate</p>		<p>__/__/__</p>
<p>If Appropriate, Functional Vocational Evaluation:</p> <p>Not appropriate</p>		<p>__/__/__</p>
<p>Needed Linkages to Outside Agencies/Providers:</p> <p><b>Not necessary at this time</b></p>		<p>__/__/__</p>

Name: John Smith

IEP Date \_\_\_/\_\_\_/\_\_\_

**Beginning at age 16, or younger if appropriate, describe the transition services that are designed within an outcome oriented process that promote movement from school to post school activities.**

**The following instruction and activities will assist John for the transition from school to adult living.**

Describe the activities to be completed during the next year that will lead to the post school goals of the student.	Person/Agency Responsible	Timeline	Date Completed
<p>Instructional: <input type="checkbox"/> addressed in goals</p> <p><u>Student will assess and understand his/her interests, preferences, skills and strengths and learn how to make decisions about the future.</u></p> <p>By (date) student will assess interests and skills by taking interest, personality and skill inventories and assessments.</p> <p>By (date) student will learn at least two methods to make decisions by (doing what).</p> <p>By (date) student will learn at least two methods to monitor and regulate his/her behavior related to goal setting and achievement by (doing what).</p> <p><b>By (date) student will explain/write his/her interests, preferences or strengths and describe their long-term goal and the steps needed to accomplish that goal.</b></p>	<p>English Language Arts teacher, Special Educator, Health</p>	<p>1 year, Quarterly</p>	<p>___/___/___</p>
<p>Related Services: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>John receives speech therapy so his speech therapist will consult with his case manager and align his speech goals to support his post school goals including the Employment goal to improve communication and workplace interpersonal skills.</p> <p>*If yes, see IEP #5 Services page</p>	<p>Speech therapist Special Educator</p>	<p>1 year, Quarterly</p>	<p>___/___/___</p>
<p>Community Experience: <input type="checkbox"/> addressed in goals</p> <p>John does not need a goal in this area since he is active in school sports and independently mobile in the community.</p>			<p>___/___/___</p>
<p>Employment: <input type="checkbox"/> addressed in goals</p> <p><b><u>Student will identify and assess their ability to meet employer expectations for basic workplace skills.</u></b></p> <p>By (date) student will learn about communication styles and their appropriate use by (doing).</p> <p>By (date) student will learn about interpersonal skills such as working in a team and how to handle disagreements by (doing).</p> <p>By (date), student will participate in a job shadow experience to see how people work together on the job and how they communicate with each other.</p> <p><b>By (date) student will explain/write the employer expectations for basic workplace skills needed for the career they are interested in and if they are ready to meet those expectations.</b></p>	<p>English Language Arts teacher, Special Educator, Workability Coordinator, Work Experience counselor, ROP teacher</p>	<p>1 year, Quarterly</p>	<p>___/___/___</p>

# **Transition Preparation Guide**

For

**Students with Severe Disabilities**

**Teacher/Student Packet**

**Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

**IEP Date:** \_\_\_\_\_

**Exit Date:** \_\_\_\_\_

## Parent Contact Questionnaire

Complete this Parent Contact Questionnaire after the parents have had time to review the material presented in the Transition Parent Guide and have responded to the questions related to future adult living for their son/daughter.

Using this information, complete the remaining pages of the Transition Preparation Guide for Students with Severe Disabilities to develop possible transition needs statements and activities in the areas of instruction, community, employment/adult living objectives, and, if necessary, daily living skills and functional vocational evaluation.

### Summarize responses to the questions listed below:

- What do you want for your son/daughter during the next year? In five years? In ten years?
- What type of employment do you want your son/daughter to have after finishing school?
- What type of education or training do you want your son/daughter to have after finishing school?
- Where will your son/daughter live after finishing school?
- What concerns you most about the future of your son/daughter?
- Are there any community agencies you are working with that provide services to your son/daughter?
- Are there any community agencies you would like to provide services to your son/daughter after finishing school?

## Employment Goal

Each of the following employment goal areas is described by the level of skill and independence needed for that setting. Using information from the student and family, and based on the student's needs, preferences and skills, select an employment goal for the future once the student has completed the school program.

❑ **Competitive/Volunteer\***

**Setting:** Works independently in the community; supervised by the employer

**Wage & Hours:** Earns minimum wage or above; works full time

**Training:** Formal training or on-the-job training by the employer

**Level of Independence:** Ability to problem solve and work independently; provides own transportation

❑ **Supported Employment**

**Setting:** Works in the community with minimal support from a job coach

**Wage & Hours:** Earns minimum wage or above; works 20 hours per week

**Training:** Training provided by a job coach with ongoing support as needed

**Level of Independence:** Ability to problem solve and work independently; provides own transportation

❑ **Work Crew or Enclave**

**Setting:** Works as part of a small group of persons with disabilities in the community

**Wage & Hours:** Earns below minimum wage based on production; works 20 to 30 hours per week

**Training:** Training and full-time supervision by a job coach

**Level of Independence:** Follows instructions of job coach; transportation may be provided

❑ **Workshop**

**Setting:** Works in a facility with peers with disabilities

**Wage:** Earns below minimum wage based on production; works 30 hours per week

**Training:** Training and full-time supervision by a floor supervisor

**Level of Independence:** Completes repetitive tasks; must care for personal needs; transportation provided

❑ **Day Activity Center**

**Setting:** Nonintegrated training facility for persons with severe disabilities

**Wage:** Earns little or no pay; attends up to 30 hours per week

**Training:** Requires intensive training in vocational and daily living skills

**Level of Independence:** Requires close supervision and intensive training; transportation provided

\*Volunteers are unpaid

## Career / Occupational Goal

Each of the following career/occupational goal areas lists the types of jobs and tasks that may be available to a student for training and future employment. While in school, the student may explore several areas for vocational situational assessment and vocational training. Using information from the student and family, and based on the student's needs, preferences and skills, select a career/occupational goal for adult employment.

❑ **Schools and Preschools**

**Office:** put away supplies, run copy machine  
**Food Service:** serve food, wash dishes, clear tables  
**Classroom Aide:** run errands, hand out papers  
**Janitorial:** pick up trash, erase boards, wipe desks

❑ **Business Offices, Libraries, Museums**

**Office:** put away books, file, run errands  
**Janitorial:** clean and dust shelves, empty trash cans

❑ **Retail Stores**

**Stocking:** stock shelves, rotate merchandise  
**Janitorial:** sweep floors, dust, wash windows

❑ **Amusement and Public Parks**

**Groundskeeping:** pick up trash, mow grass  
**Janitorial:** clean restrooms, empty trash cans

❑ **Hotels and Motels**

**Maid Service:** make beds, clean bathrooms  
**Office:** answer phones, run copy machine

❑ **Hospitals and Nursing Homes**

**Janitorial:** sweep floors, dust and clean surfaces  
**Groundskeeping:** pick up trash, mow & rake grass  
**Laundry:** wash linens, sort soiled laundry, fold

❑ **Restaurants and Fast Food**

**Food Service:** serve food, wash dishes, set tables  
**Janitorial:** clean bathrooms, sweep & mop floors

❑ **Animal Shelters, Veterinarians, Farms**

**Animal Care:** feed animals, clean cages  
**Plant Care:** water plants, weed, rake, pick fruit  
**Janitorial:** sweep and mop floors, empty trash cans

## Education and Training Goal

Each of the following education and training goal areas lists the type of class or skill training that will be offered at either the secondary or post-secondary level. Using information from the student and family, and based on the student's needs, preferences and skills, determine the appropriate education and training goal for the student.

❑ **High School/Special Education**

Functional academics  
On-campus/Community-based vocational training  
Regular academic and vocational courses

❑ **Adult Education**

Basic skills and GED coursework  
Specific vocational skills training

❑ **Regional Occupation Program (ROP)**

Specific vocational skills training  
Partial participation for students with severe disabilities

❑ **Vocational/Community College**

Specific vocational skills training  
Elective, high-interest courses

## Independent Living Goal

Each of the following independent living goal areas lists the level of independence as well as others who would share living quarters. Using information from the student and family, and based on the student's needs, preferences and skills, select an independent living goal.

- Independent**  
Live alone or with a roommate
- Supervised Apartment**  
Live alone or with a roommate
- Group Home, Supervised**  
Live with peers with disabilities
- Family Home**  
Live with parents or relatives

## Community Goal

Each of the following community goal areas lists the level of independence as well as the types of activities that are available. Using information from the student and family, and based on the student's needs, preferences and skills, select a community goal.

- Transportation**  
Drive car  
Ride public bus  
Get ride from family or friends  
Ride bike or walk
- Accessing Community Services**  
Use the bank  
Go to the hairdresser  
Dine out at restaurants  
Shop at the mall
- Social and Recreational Activities**  
Join a club or team  
Join a church group  
Take music/art/dance lessons  
Volunteer at a local recreation center

## STUDENT SUMMARY TRANSITION PLANNING

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Age: \_\_\_\_\_

Projected Date of Transition/Completion: \_\_\_\_\_

Diploma  Certificate

### Desired Post-School Outcomes

Employment Goal: \_\_\_\_\_

Career/Occupational Goal: \_\_\_\_\_

Education and Training Goal: \_\_\_\_\_

Independent Living Goal: \_\_\_\_\_

Community Goal: \_\_\_\_\_

### Completed Career Preparation Activities

ROP or Vocational Classes

Programs (WA1, WIA/JTPA)

Work History/Training

### **Documents and Support Services**

Documents	Yes/No	In Process	Support Services	Referral Yes/No	Client Yes/No	Agency Contact
Social Security Card			Department of Rehabilitation			
California I.D.			Regional Center			
Driver's License			Workability/TPP			
Bus I.D.			Social Security Insurance (SSI)			
Birth Certificate			Mental Health			
Resumé			Dept. of Public Social Services (DPSS)			
Other			Other			