

***Transition  
Plan Writers  
Cheat Sheet***

## *Post School Outcomes*

Whenever possible, teams should list **specific** information for each area which indicates the student's preferences. The continuum described is to help prompt teams to consider levels of support, which might be needed or anticipated when developing transition outcomes.

### ***Employment:***

Student wants to be independently employed and knows the field he/she wants to study or pursue (List the desired field.)

Student knows he/she wants to be independently employed, but doesn't know in what field.

Undecided/Does not want to work. (Talk about living expenses, entertainment, etc.)

Student wants a job; team anticipates the need for time limited supports (use of a job coach, MRS, Goodwill)

Student wants a job; team anticipates supported employment (long term support - job coach or natural)

Student/family wants day habilitation services through an adult provider  
Other

### ***Post Secondary***

#### ***Ed./Voc. Training***

Student would like to attend a four year college to obtain his degree in \_\_\_\_\_

Student will attend the local community college and take different classes to help him/her decide what field to go into

Student will attend local community college to get basic credit out of the way

before

enrolling in the university.

Student's interest is in computers, cooking, drafting, ect. and would like to attend a trade school. (MCTI, ITT, Kendall ect.)

The student plans on entering the workforce without persuing post secondary/voc. ed at this time.

Other

### ***Adult Living:***

Student wants to live on their own without support

Student wants to live on their own with supervision

Student wants to live in a supported environment

Student wants to live with a support staff roommate

Student wants to live in a group home

Student wants to live in family home with support

Student wants to live in a specialized care facility

Student is interested in learning life skills necessary to live independently as possible.

Student wants to get an apartment and live with a roommate.

Other

**Community  
Participation/  
Rec/Leisure**

Student wants to be independently mobile in the community  
and access specific services of choice

Student wants to be independent in the community with  
support for transportation to access specific services of  
choice

Student/family wants community access with the support  
of family and friends for accessing specific services of  
choice

Student/family wants community access with a provider

Student has identified specific rec/leisure activities of  
choice and can participate independently

Student has identified specific community facilities to join for rec/leisure services

Student has identified activities of choice to do with a family member or friend's  
support

Student has identified activities of choice to do with a provider

Student participates in-group activities supported by a provider

Other

**No Services Needed**  
Transition Activities Planner

Instruction and Related Services: **Indicator – Student obtains above/Average grades  
in regular ed. classes**

**Guidelines to use for no services needed  
explanation**

1. Student obtains average/above average grades in regular education classes.
2. Knows/uses accommodations to succeed in classes.
3. Knows/ takes classes needed to attain future goals.
4. Attends classes regularly.
5. Completes assignments on time.
6. Participates in IEP planning to determine courses of study.
7. Accesses school resources to meet educational requirements.

8. Uses technology available in the building.
9. Uses augmentative equipment if identified.
10. Manages time and assignments using daily planner.
11. Meets with guidance counselor or advisor.
12. Identifies ongoing educational opportunities through adult or community education programs
13. Other

**Post Secondary ed. Indicator – Student has determined plans for post secondary education and has**

**determined a plan for attainment**

14. Student has determined plans for post secondary education and has developed a plan for attainment
15. Know post-secondary options
16. Visits/contacts post secondary sites
17. Applies for entrance, financial aid, scholarships
18. Takes necessary entrance examinations
19. Identify supports needed at postsecondary institutions
20. Contacts disabilities services coordinator to identify needs and services
21. Arranges for housing, transportation
22. Other

**Related/Adult Services: Indicator – Student has identified related services that will need to be continued and resources for obtaining them**

1. Student has identified related services that will be continued and resources for obtaining them
2. Knows the services that will need to be continued (speech, therapies, mobility support)
3. Has researched providers of services (private, agency)
4. Has identified provider choices (able to offer personal choice in planning meetings)
5. Student can identify community resources and self advocate for necessary support
6. Knows who to call/what to do in emergencies
7. Knows own strengths/ limitations and needed supports
8. Knows rights and how to advocate for self
9. Applies for financial support (SSI, General Assistance) if needed
10. Identifies child care resources, if needed
11. Identifies services to locate a place to live, if needed
12. Participates in independent living training, if needed
13. Has registered for CATC, if needed
14. Has applied for Children's/Adult Medicaid Waiver Services, if needed
15. Can access medical services and mental health services in community
16. Other

**Community Experiences: Indicator- Student can access community activities of Interest**

1. Has identified transportation options
2. Has visited community services for library, recreation, medical services, employment, living options
3. Has identified supports for community access
4. Has school program activities in the community on a regular basis
5. Has a community job site
6. Can identify community helpers
7. Can register for selective services, voting
8. Knows/exercises legal rights
9. Other

**Employment: Indicator-Student has identified potential career area of choice and has had work experiences prior to leaving school**

1. Student has obtained a state ID card or driver's license
2. Student has a social security card
3. Student has proof of citizenship
4. Student has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
5. Student has worked in a community job of choice - paid or unpaid
6. Student has visited local Employment Resource Center and knows how to use it for job assistance
7. Student has compiled personal information to successfully complete a resume, job application, and interview for employment
8. Student has determined eligibility for DVR Services
9. Student has contacted JTPA provider for paid work experience opportunity
10. Student has contacted Job Corps to identify potential training
11. Student has contacted local skilled trade union to apply for apprenticeship
12. Other

**Daily Living: Indicator- Student has identified potential choice for living oprions.**

1. Student is living in an apartment with a roommate.
2. Student is living with his/her family.
3. Student will be staying in a dorm at college.
4. Student is living in his own house.
5. Student has contacted the Housing Commission about housing options.

**Daily Living Skills: Indicator- Student possesses skills to live as an Independent adult with or without supports**

1. Can manage personal finances
2. Can use banking services
3. Can demonstrate principals of consumerism
4. Can identify housing options
5. Can maintain a household
6. Can demonstrate shopping skills
7. Can plan and prepare nutritious meals
8. Can property store food hems
9. Can perform self-care services
10. Can identify childcare services, if needed
11. Can demonstrate parenting skills
12. Can identify living options
13. Can identify community resources for support
14. Others

**Functional Vocational Evaluation**

*Needed Transition  
Services:*

*Coordinated  
Activities and Strategies  
to meet outcomes*

## Needed Transition Services: Coordinated Activities Menu

This is intended to be a partial list of the many activities that an IEP team could recommend for a student to participate in. It is important to note that the activities listed need not be achieved in the life of the IEP nor completed by only school staff. Many of the activities listed could be justified under more than one category. The category is not important - providing the service or arranging the activity is.

**Instruction:** Activities listed in this area have to do with coursework or post secondary related activities of college, continuing ed, or remediation possible activities follow:

- Take study skills or other specific course to increase learning strategies
- Learn about Section 504 of The Rehabilitation Act
- Learn about the process for accessing apartments for rent.
- Attend workshop to learn about the Americans with Disabilities Act.
- Learn about students' rights under IDEA
- Learn about community agencies that provide services and support to people with disabilities.
- Meet with the general education counselor to explore elective options
- Meet with the general education counselor to explore scholarship options
- Meet with the college coach
- Visit a college campus
- Visit Heartlands Institute of Technology (HIT)
- Take a HIT course
- Complete a learning styles test to identify preferences and strength modes
- Take the GED pretest (TABE)
- Take the COMPASS test for college placement
- Apply for a PELL grant
- Take the ACT, SAT, PSAT, PLAN test
- Meet with the disabilities coordinator / write an information interview letter to the disabilities coordinator for the school of choice
- Take a course in self advocacy skills
- Enroll in a community education course
- Take tutoring services through a private agency i.e.) Sylvan Learning, Access the Math / Writing / Reading lab
- Learn to use augmentative equipment
- Take a computer course
- Take a CPR / First Aid / Childcare / Babysitting course
- Take community CNA training course
- Take a Hunter's Safety course
- Meet with Disabilities Coordinator of selected college - self identify needs
- Maintain monthly appointments with MDCD
- Others

**Related Services:** Services and activities in this area augment or lay the groundwork for the other educational activities. This area generally refers to therapies and support services.

Identify adult providers for related service area

- Interview and select adult provider
- Participate in related services outside of school
- Participate in related services within school
- Apply for FIA support
- Complete assessments as identified (hospitalizations, independent assessments by a licensed state psychologist, etc.)
- Modify vehicle - explore options for modified transportation
- Participate in community programs: anger management, diversion program, probation, etc
- Get new equipment - wheelchair, seating, braces, etc.
- Contact Community Mental Health Access
- Visit potential post-school providers of physical therapy
- Learn about potential post-school providers of speech therapy
- Explore city/county transportation options
- Apply for eligibility with D.A.R./BelHop for reduced fare
- Apply for eligibility with Community Mental Health Services
- Apply for Supplemental Security Income (SSI) from Social Security Administration (SSA)

This area focuses on the connections needed with ongoing adult agencies.

- Apply for DD Medicaid Waiver
- Apply for Housing Authority
- Register with the Armed Forces
- Visit adult agencies MCC, services for visually impaired, Circle C, Independent Waiver, , Goodwill, Center for Independent Living
- Visit or register for Adult Ed
- Apply for Guardianship
- Learn to do laundry
- Learn to mow
- Order from a menu, fast food, and salad bar, eat in public,
- Other

**Community Experiences:** This area emphasizes activities, which allow a student to participate in community, government, and social arenas. It includes the subcategories of recreation and leisure, socialization, transportation and civics.

- Obtain a driver's license or permit
- Obtain a state Identification card
- Register to vote
- Investigate participation in church/temple community rec/leisure centers - YMCA, Rec Center, Skating Rink, Events Center, Theatre Group, etc
- Join community rec/leisure centers
- Join a community team or organization - bowling league, baseball team, scouts, church group, etc
- Participate in social clubs - school club, Kiwanis, Elks, etc.
- Participate in community based safety training - walking safety, CIRCLES, etc
- Learn to ride a bike, skateboard, etc.
- Register with selective service
- Observe a courtroom, jury duty process
- Participate in student government, school board meetings, city/county, public hearings
- Participate in age appropriate social activities - dances, dating, skating, concerts, sporting events
- Participate in Special Olympics
- Participate in volunteer work
- Others

**Employment:** This area focuses on the development of work related behaviors and seeking of actual employment.

- Participate in job shadowing
- Visit the career center
- Register with Employment Services
- Apply for Work First program
- Complete a Work First training
- Determine MDCD eligibility - testing and application
- Participate in community based work experience training - Work Study
- Participate in prevocational training (campus based) and/or community based
- Participate in career day
- Complete interest/aptitude testing
- Take the ASVAB
- Obtain a picture ID
- Reapply for SSN card (if unable to locate)
- Memorize SSN number
- Practice job applications, interviewing skills
- Write a personal resume
- Obtain a paid PT job in area of interest
- Meet with armed forces recruiter
- Other

**Daily Living Skills:** Emphasize the areas of domestic care, personal care, relationships, childrearing, and consumerism.

- Take Money Management class
- Open a checking/savings account
- Develop a personal fitness routine
- Schedule / keep medical or dental appointments
- File taxes
- Obtain a bank ATM card
- Explore community living options
- Gather personal items for an apartment
- Visit with a realtor or rental agency
- Meet with a potential landlord
- Prepare a personal budget
- Visit community agencies –CMH,FIA, Public Health, Rec Center, Courthouse etc.
- Visit a bank to discuss personal / auto loan
- Use the newspaper to locate apartment, vehicles for sale, etc.
- Visit local auto dealership to investigate buying a car
- Take childcare classes
- Select daycare providers
- Take babysitting, parenting, Lamaze classes
- Take CPR, First Aid classes
- Meet with nurse regarding health management
- Meet with physician to explore birth control options/family planning, etc.
- Use phone for communication
- Learn personal information
- Practice cooking skills
- Practice household maintenance skills
- Learn to operate vending machine
- Identify/use money, time, calendar
- Study or practice for driver's test
- Explore rec/leisure options
- Schedule own appointments - health and other
- Sign up for utilities

**Functional Vocational Evaluation:** This is an assessment process that provides information about job or career interest, aptitudes and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures and should be practical. Information gathered through a functional assessment can be used to refine educational experiences, courses of study and employment activities/strategies in the statement of needed transition services.

- Participate in community-based situational vocational assessment program. (CBI, Work Experience, Work Study, CO-OP)
- Develop an EDP/Portfolio
- Provide opportunities for job sampling in the community in the \_\_\_\_th grade.
- Contact agencies that provide functional vocational assessments in the area. (Goodwill, MRS)
- Meet with employers to develop a situational assessment site in the community related to the student's interest in \_\_\_\_\_.
- Collect functional information regarding the student's vocational interests and abilities. (DAT, COPs, Becker, etc.)
- Use existing functional information about the student to develop functional assessments.

*Helpful  
Forms*



You are invited...

To an Individualized Education Program meeting being held on your behalf.



At this meeting, we will be deciding on the classes and activities that will help you reach your future goals.



**PLEASE JOIN US!!!**

Date:

Location:

Time:



These people have been invited to join us too.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



If you have any questions about this meeting, see

\_\_\_\_\_, Your case manager

## TRANSITION IEP CHECKLIST

### **Before the Meeting:**

- \_\_\_\_\_ Parent notice sent indicating transition planning/IEP meeting
- \_\_\_\_\_ Student invitation sent indicating transition planning/IEP meeting
- \_\_\_\_\_ Agency representatives invited

### **During the Meeting:**

- \_\_\_\_\_ Participants introduced
- \_\_\_\_\_ Parental rights reviewed
- \_\_\_\_\_ Student transfer of rights reviewed (by age 17)
- \_\_\_\_\_ Student preferences documented if not in attendance
- \_\_\_\_\_ Student courses of study documented (at least 2 years planned)
- \_\_\_\_\_ Needed transition activities documented
- \_\_\_\_\_ Adult Agency contact plan (if not in attendance) documented
- \_\_\_\_\_ If Adult agency fails to provide services from past IEP, has team met and identified alternative plans to meet needs
- \_\_\_\_\_ Goals and objectives aligned to district outcomes are written for each identified need
- \_\_\_\_\_ If regular ed teacher was not in attendance, was their input included via written documentation
- \_\_\_\_\_ Were necessary signatures obtained

## Community Support Worksheet

### EMPLOYMENT:

Agency / Resource Name	Address	Phone

### POST-SECONDARY EDUCATION:

Agency / Resource Name	Address	Phone

### RESIDENTIAL / INDEPENDENT LIVING:

Agency / Resource Name	Address	Phone

### RECREATION / LEISURE:

Agency / Resource Name	Address	Phone

## IEP PLANNING SHEET

1. What is the vocational outcome you want to reach by graduation?

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2. What is a goal that can help you reach that outcome?

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3. What is a post secondary education outcome you want to reach?

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4. What is a goal to help you reach that outcome?

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5. What is the independent living outcome you want to reach?

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6. What is a goal to help you reach that outcome?

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7. What is a recreation or leisure outcome you want to reach?

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8. What is a goal to help you reach that outcome?

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9. What are four things you want to discuss at your next IEP meeting?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

10. Who do you want to attend your next IEP meeting?

YOURSELF	_____
<b>Resource Case Manager</b>	_____
<b>Regular Ed Teacher</b>	_____
<b>Administrator</b>	_____
<b>Parent / Guardian</b>	_____
Your Choice	_____
Your Choice	_____
Your Choice	_____
Your Choice	_____
Your Choice	_____