Student Name: Date of Meeting:

**TRANSITION PLAN GUIDANCE DOCUMENT FY 18**

**Complete for any students age 14 ½ and older, and when appropriate for students younger than age 14 ½. Post-school outcomes should guide the development of the IEP for students age 14 ½ and older.**

**AGE-APPROPRIATE TRANSITION ASSESSMENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **\*TRANSITION ASSESSMENTS**(Including student and family survey/interview) | Assessment Type(*list all assessments used*) | Responsible Agency/Person | Date Conducted |
| Employment |  |  |  |
| Education |  |  |  |
| Training |  |  |  |
| Independent Living Skills |  |  |  |

**\**Examples of Some Age-Appropriate Transition Assessments:***

*Social Histories ACT/SAT*

*Career Cruising ASVAB*

*Explore Test Think Link*

*PLAN Test Transition Planning Inventory*

*PSAE Student Interview Inventory*

*Assessments of Technology Needs Vocational Evaluation*

*Interest Inventories Compass Test*

*Career Interest Inventory Work Keys*

*Learning Styles Inventory Family Interviews*

*Independent Living Skills Questionnaire Career Portfolios*

*Social Skills Inventories Person Centered Planning*

*Kuder Assessment Employability Skills Inventory*

*Personality Scales Mechanical Aptitude Test*

**POST-SECONDARY OUTCOMES (Address By Age 14 ½)**

***Goals that the student will doing after high school***

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training AND independent living skills.

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**Employment outcomes/goals** (e.g., competitive, supported, day training, non-paid employment as a volunteer or training capacity, military): **AND**

* *Use Measurable goals (e.g., will enroll, will attend, will be, will work at, etc.) Do not use non-measurable goals (e.g., would like, plans to, hopes to, thinking about, wants)*
* *Indicate when (e.g., after high school, upon graduation from high school, upon completion of certificate program, after graduation from college, the summer after high school graduation)*
* *For each Post-Secondary Goal in Employment, there needs to be at least 1 annual goal and 1 short term objective. Formula for writing measurable goals: Given (condition i.e. direct instruction, modeling, peer tutoring); Student (name of student); will; Behavior(enroll in, work part-time, full-time; Criteria (i.e. 100%, 4 out of 5 times, given 2 examples): Time Frame (i.e. end of the semester, weekly, end of the school year, IEP year)*

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***Examples of information to put in this Employment area****:*

* *Upon graduation from high school, Kevin will attend a day training program and focus on work related behavior.*
* *The summer after graduation from high school, Allison will work part-time at a day care center near her home.*
* *After graduation from college, Allison will become an early childhood education teacher in the public schools.*
* *Upon graduation from high school, Jamerreo will work part-time as a shop helper in his uncle’s shop to gain experiences in the automotive repair industry.*
* *After high school graduation, Alex will increase his work hours from 10 – 20 per week in the business* department *of the local office supply store with temporary supports provided through DRS.*
* *After finishing high school, Alex will communicate his wants, needs, and desires to his boss in order to develop more appropriate work place communication skills.*
* *Within 3 months after graduation, Jodi will be competitively employed, working 20 or more hours in a retail industry with time limited job coach support.*
* *After graduation from high school, Jodi will volunteer for 10 hours per week at the local hospital in the medical department*, *food service department and patient services with limited supports*.

***Examples of IEP Annual Transition Goals for Employment****: (develop short-term objectives from these goals)*

* *Given 2 job shadow experiences, 1 in child care and 1 in elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during this IEP year.*
* *Given direct instruction for completing a job application, guided practice and personal information, Allison will complete a job application with 100% accuracy by the end of the 1st semester.*
* *Given a whole task instruction and task analysis for repairing a corner panel to a car, Jamerreo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by the end of the first semester.*
* *Given a whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of hours worked at his community training site with 90% accuracy for his current IEP.*
* *Given direct instruction on appropriate workplace communication behaviors, role plays and a guided practice, Alex will distinguish those that require a meeting with his supervisor at his community based vocational training site with 90% or better accuracy on a 1 trial/week for the current IEP.*

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 **Post-Secondary Education Outcomes/goals** (community college, 4 year university, technical/vocational/trade school): **AND/OR**

* *Use Measurable goals (e.g., will enroll, will attend, will be, will work at, etc.) Do not use non-measurable goals (e.g., would like, plans to, hopes to, thinking about, wants)*
* *Indicate when (e.g., after high school, upon graduation from high school, upon completion of certificate program, after graduation from college, the summer after high school graduation)*
* *For each Post-Secondary Goal in Education, there needs to be at least 1 annual goal and 1 short term objective. Formula for writing measurable goals: Given (condition i.e. direct instruction, modeling, peer tutoring); Student (name of student); will; Behavior(enroll in, work part-time, full-time; Criteria (i.e. 100%, 4 out of 5 times, given 2 examples): Time Frame (i.e. end of the semester, weekly, end of the school year, IEP year)*

***Examples of information to put in this Education area****:*

* *After graduation from high school, Allison will attend a community college and take coursework leading to a degree in Child Development.*
* *The summer after graduation, Allison will take a first aid and CPR and obtain certification through the local Red Cross.*
* *After graduation from high school, Alex will enroll in the local community college and take a business math class to improve his work related math skills and to advance his career in business*.

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***Examples of IEP Annual Transition Goals for Education****: (develop short-term objectives from these goals)*

* *Given instruction on solving algebraic equations, Allison will solve multistep work problems with 80% accuracy as measured by curriculum by the end of the 1st semester.*
* *Given an explicit instruction on entrepreneurial traits and behaviors, guided practice and self- assessment, Jamerreo will list 4 out of 5 personal traits/behaviors associated with the successful entrepreneurial performance prior to the end of the fist school quarter.*
* *Given direct instruction in high school Business Math and guided practice, Alex will use an adding machine and create a spreadsheet using money management software with 85% accuracy through his spring semester.*
* *With direct instruction, modeling and self-paced instruction using the Key Train workplace skills training system, Jodi will demonstrate a performance level of 2 as measured by the Key Train Listening and Teamwork assessment by the end of the second school semester.*

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**Post-Secondary Training Outcomes/Goals** (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): **AND**

* *Use Measurable goals (e.g., will enroll, will attend, will be, will work at, etc.) Do not use non-measurable goals (e.g., would like, plans to, hopes to, thinking about, wants)*
* *Indicate when (e.g., after high school, upon graduation from high school, upon completion of certificate program, after graduation from college, the summer after high school graduation)*
* *For each Post-Secondary Goal in Training, there needs to be at least 1 annual goal and 1 short term objective. Formula for writing measurable goals: Given (condition i.e. direct instruction, modeling, peer tutoring); Student (name of student); will; Behavior(enroll in, work part-time, full-time; Criteria (i.e. 100%, 4 out of 5 times, given 2 examples): Time Frame (i.e. end of the semester, weekly, end of the school year, IEP year)*

***Examples of information to put in this Training area****:*

* *Upon graduation from high school, Jamarreo will attend MTI to attain his entry level welding certificate.*
* *After graduation from high school, Alex will enroll in adult education and participate in the Work Keys Test preparation course to improve his employability skill development and earn a career readiness certificate.*

***Examples of IEP Annual Transition Goals for Training:*** *(develop short-term objectives from these goals)*

* *By the end of the first quarter, given explicit instruction on problem solving steps during an emergency and role play activities, Allison will state the problem solving steps in an emergency situation with 100% accuracy as measured by a task analysis and rubric.*
* *Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the current years IEP.*
* *Given explicit instruction on appropriate workplace communication skills in a community vocational training site, Alex will demonstrate positive communication skills during community based vocational training 4 out of 6 opportunities for the duration of the current IEP.*
* *With daily direct instruction and use of high-interest reading materials such as the newspaper, teen magazines, and young adult magazines, school approved websites and short stories for adults, Jodi will increase her reading comprehension score by 1 grade level by the end of the school year.*

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**Independent Living Outcomes/Goals** (e.g. independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs)

* *Use Measurable goals (e.g., will enroll, will attend, will be, will work at, etc.) Do not use non-measurable goals (e.g., would like, plans to, hopes to, thinking about, wants)*
* *Indicate when (e.g., after high school, upon graduation from high school, upon completion of certificate program, after graduation from college, the summer after high school graduation)*
* *For each Post-Secondary Goal in Independent Living, there needs to be at least 1 annual goal and 1 short term objective. Formula for writing measurable goals: Given (condition i.e. direct instruction, modeling, peer tutoring); Student (name of student); will; Behavior(enroll in, work part-time, full-time; Criteria (i.e. 100%, 4 out of 5 times, given 2 examples): Time Frame (i.e. end of the semester, weekly, end of the school year, IEP year)*

***Examples of information to put in this Independent Living area****:*

* *After graduation, Jamarreo will follow the laws of his community, demonstrate an understanding of the need for laws to ensure his and others safety.*
* *After graduation, Jamarreo will maintain his hearing equipment by attending annual checkups with audiologist.*
* *After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a job coach.*
* *After graduation from high school, Jodi will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Jodi and her parents.*

***Examples of IEP Annual Transition Goals for Independent Living****: (develop short-term objectives from these goals)*

* *Given computer/video enacted role-play of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by the end of the 1st semester.*
* *Given explicit instruction on proper care and cleaning of a hearing aid, a task analysis and weekly opportunities to practice, Jamarreo will demonstrate steps of the task analysis with 90% accuracy by the end of the school year.*
* *Given direct instruction and guided practice, Jodi will identify which public bus route she will need to ride in order to get from her hours to the grocery store, retail store and her job, 4 out of 4 opportunities by the end of the school year.*
* *Given explicit instruction on saving money and balancing a checkbook, Jodi will demonstrate how to write a check, make a checking account deposit and withdrawals, manage and balance a checkbook 4 out of 6 opportunities during this current IEP.*

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**COURSE OF STUDY (address by age 14 ½)**

Identify a course of study that is a long-range education plan or multi-year description of the educational program that directly relates to the student’s anticipated post-school goals, preferences and interests as described above.

* *Examples of what a plan may look like for college, work or day training bound students. Fill in all periods with classes that indicate progress. NEVER leave any blank and NEVER put the word elective.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 1** CollegeWorkDay Training | **Year 2** CollegeWorkDay Training | **Year 3**CollegeWorkDay Training | **Year 4**CollegeWorkDay Training | **Extended** Students that could benefit from extended curriculum as determined by the IEP team. t |
| *Social Studies**Social Studies**Life Skills Social Studies* | *History**History**Life Skills History* | *Spanish (year)**Occupational Prep (year)**Life Skills Careers 1 (year)* | Psych (semester)*Technology (semester)**Life Skills Careers 2 (year)* | *Problem Solving in the Work Place* |
| *English 9 (year)**Occupational English I (year)**Life Skills English 1 (year)* | *English 10 (year)**Occupational English II (year)**Life Skills English 2 (year)* | *English 11 (year)**Occupational English III (year)**Life Skills English 3 (year)* | *English 12 (year)**Occupational English IV (year)**Life Skills English 4 (year)* | *Functional Reading* |
| *Math I (year)**Occupational Math I (year)**Life Skills Math 1 (year)* | *Business Math (year)**Occupational Math II (year)**Life Skills Math 2 (year)* | *Algebra I (year)**Occupational Math III (year)**Life Skills Math 3 (year)* | *Algebra II (year)**Occupational Math IV (year)**Life Skills Math 4 (year)* | *Functional Math* |
| *Band 1 (year)**Band 1 (year)**Band 1 (year)* | *Band 2 (year)**Band 2 (year)**Band 2 (year)* | *Band 3 (year)**Band 3 (year)**Band 3 (year)* | *Band 4 (year)**Band 4 (year)**Band 4 (year)* | *Functional Life Skills* |
| *Phys. Ed 1 (year)**Phys. Ed 1 (year)**Phys. Ed 1 (year)* | *Phys. Ed 2 (year)**Phys. Ed 2 (year)**Phys. Ed 2 (year)* | *Phys. Ed 3 (year)**Phys. Ed 3 (year)**Phys. Ed 3 (year)* | *Phys. Ed 4 (year)**Phys. Ed 4 (year)**Phys. Ed 4 (year)* | *Health and Phys. Ed* |
| *Computer Apps. (year)**Computer Apps. (year)**Life Skills Work 1 (year)* | *Advanced computer (year)**Computer Apps. (year)**Life Skills Work 2 (year)* | *Economics (year)**Work 1 (year)**Work 2 (year)* | *Work Experience (semester)**Work 2 (year)**Work 3 (year)* | *Functional Science* |
| *Earth Science 1 (year)**Science 1 (year)**Life Skills Science 1 (year)* | *Chemistry (year)**Science 2 (year)**Life Skills Science 2 (year)* | *Biology (year)**Agriculture 1 (year)**Life Skills Science 3 (year)* | *Advanced Biology (year)**Mechanics (year)**Life Skills Science 4 (year)* | Work 1- Extended |
| *Culinary Arts 1 (year)**Foods 1 (year)**Foods 1 (year)* | *Culinary Arts 2 (year)**Foods 2 (year)**Foods 2 (year)* | *Child Development 1 (year)**Family/Consumer 1 (year)**Family/Consumer 1 (year)* | *Child Development 2 (year)**Family/Consumer 2(year)**Family/Consumer 2 (year)* | *Work 2 - Extended* |
| *Resource Room 1 (year)**Resource Room 1 (year)**Resource Room 1 (year)* | *Resource Room 2 (year)**Resource Room 2 (year)**Resource Room 2 (year)* | *Resource Room 3 (year)**Resource Room 3 (year)**Resource Room 3 (year)* | *Resource Room 4 (year)**Resource Room 4 (year)**Resource Room 4 (year)* | *Work 3 - Extended* |

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Student name: Date of Meeting:

**TRANSIITON SERVICES (address by age 14 ½)**

**Please include, if appropriate, needed linkages for outside agencies,(e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHFS, etc.)**

|  |  |
| --- | --- |
| INSTRUCTION (e.g., tutoring, skills, training, prep for college entrance exam, accommodations, adult basic education.)***Examples:****Instructional support of guided notes**Instructional support for organization and study skills**Audio support texts for English 12**Extended time on English, Algebra and Biology**Modified tests**Social Skills Training* *Instruction related to on the job safety**Instruction related to workplace social behavior**Self-determination /self-advocacy skills training**Personal banking instructions**Computer skills instruction**Instruction related to hygiene* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed: |
|  RELATED SERVICES (e.g., transportation, social services, medical services, technology, and support services.)***Examples:****Interpreter services**Counseling services to increase ability to manage anger**Audiological for hearing aid maintenance**Speech and Language services to increase oral language fluency* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed: |
| COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)***Examples:****Mentor program through local YWCA/police department or local resources**Practice using public transportation**Mock interviews with an employment specialist at a community based instruction site**Visit 4 retail settings that are prospective employers* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed: |
| DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)***Examples:****Job Shadow experiences with children**Visit 3 campuses**Apply for financial aid**Apply of Rehabilitation Services**Apply for disability services at the local college**CBI experiences related to construction work**Work-based instruction with a local welder**Referral to Medicaid for communication devise**After school paid work experiences in the business office**Interview adult agency staff regarding possible future needs**Register to vote**Register for the military draft (all males when they turn 18)**Volunteer position at a thrift store* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed:*Page 6* |
| APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills)***Examples:****Complete a computation/business math skill inventory**Complete an office skill inventory**Complete a career preference inventory**Complete an adaptive behavior scale**Complete a self-determination scale**Complete a learning style inventory* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed: |
| Linkages to after graduation support/services (e.g., DRS, DHM, DSCC, PAS, SASS, SSI, WIC, DHFS, CILs)***Examples:****Division or Rehabilitation Services (DHS/DRS)**Central Illinois Service Access (CISA)**ICC, SRC, LLCC, Disability Coordinator**Guardianship and Advocacy**Advocates for Access**Social Security**Tazewell County Resource Center (TCRC)**Bridgeway**EP!C**Community Workshop and Training Center (CWTC)**Recruiters**Specific Union Trades/Apprenticeships**Specific vocational training programs (e.g., cosmetology, mechanics, welding, agriculture, food service, child care, etc.)* | Provider Agency and Position:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Goal#9s) if appropriate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be addressed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date/year to be completed: |

**HOME-BASED SUPPORT SERVICES PROGRAM**

\_\_Yes \_\_No The student has a developmental disability and may become eligible for the program after reaching age 18 and no longer receiving special education services.

**If yes, complete the following statements:**

Plans for determining the student’s eligibility for home-based services:

Plans for enrolling the student in the program of home-based services:

Plans for developing a plan for the student’s most effective use of home-based services after reaching age 18 and when no longer receiving special education services:

Shared/Transition/Transition Plan Guidance Document FY 18/ 2017-8-15 *Page 7*