

Transition Road Map

Transition Planning to Next Grade Level

7th Grade Assessments

8th

9th

10th

11th

12th

13th

14th

Please note: Transition Planning to Next Grade Level

Extra planning and support are necessary for most students to make a successful transition to the next grade level. Often times the receiving teacher has to depend on informal contact with the sending teacher, casual observations, and documentation in order to gain information about their next students. A more formal approach is necessary for students who need adaptations in goals, methods, or approaches in order to ensure their success. Planning for a successful transition of a student is basically a process of sharing information effectively and efficiently.

The student's planning TEAM will want to include the receiving classroom teacher in the transition planning. The team may also want to include the student and friends/classmates, if appropriate.

It is important to start early enough so that all team members have enough time to convey the information that is necessary. The receiving teacher can spend time observing the student in his or her current classroom. The student could visit the receiving teacher's class.

Investing time in the transition process will ensure that the educational gains made over the school year are maintained and built upon the following year.

Things to Consider:

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| Learning Characteristics | <ul style="list-style-type: none">◆ What is the student's learning style?◆ What is the student's learning rate? |
| Instructional Approaches/Styles of Interaction | <ul style="list-style-type: none">◆ What types of instructional approaches seem most successful?◆ Are there particular styles of interaction which are best suited to the student? |
| Physical Setting | <ul style="list-style-type: none">◆ Does the student need physical support in seating?◆ Does the room arrangement need to be modified to accommodate any equipment the student may use? |
| Interests and Motivations | <ul style="list-style-type: none">◆ What gets the student excited?◆ What are the student's hobbies? |
| Communication | <ul style="list-style-type: none">◆ How does the student communicate?◆ Is the student able to express their needs? |
| Friendships/Social Skills | <ul style="list-style-type: none">◆ Will any of the student's friends be moving on with the student? |

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| Parent/Professional Partnerships | <ul style="list-style-type: none"> ◆ Does the student make friends easily? ◆ How does the student interact socially? ◆ How much involvement does the parent/care giver prefer to have? ◆ What form does parent/school communication take and what is the frequency? (i.e. daily notebook, weekly phone calls?) |
| Achievement in Different Curricular Areas | <ul style="list-style-type: none"> ◆ Reading ◆ Writing ◆ Math ◆ Content Areas ◆ Special Area Classes |
| Functional Routines | <ul style="list-style-type: none"> ◆ Self-help skills ◆ School jobs ◆ Free-time skills ◆ Community skills |
| Other School Routines | <ul style="list-style-type: none"> ◆ Concerns about the bus or walking/wheeling to school ◆ Breakfast program ◆ Lunch ◆ Extracurricular activities/participation ◆ Recess ◆ Transitions between activities |
| Health/Safety Concerns | <ul style="list-style-type: none"> ◆ Medications ◆ Allergies ◆ Seizures |
| Equipment/Adaptations | <ul style="list-style-type: none"> ◆ Does the student use any material aids or adaptations (i.e., picture schedule, pencil grip, calculator, picture lists)? <ul style="list-style-type: none"> ○ Are testing modifications or adaptations needed? |

**Planning Your Dreams: A Roadmap For Life After High School For
Students With Disabilities And Their Families**

**Transition Road Map
(this process can start as early as 7th grade, if appropriate)**

| | This process can start as early as 7th grade |
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| Assessment | <ul style="list-style-type: none"> ❑ Complete Transition Interview |
| Needs | <ul style="list-style-type: none"> ❑ Establish IEP team responsibilities ❑ Determine student's basic standards testing status/profiles of learning ❑ Begin to discuss and develop an awareness for long range transition goals ❑ Address transportation/mobility needs and contact district mobility specialist if needed |
| Activities/Agency Linkages | <ul style="list-style-type: none"> ❑ Enroll student (with parent involvement) into appropriate high school ❑ Introduce parent to "Resource Guide for People with Disabilities" and discuss what services are available to them ❑ Develop an awareness of adaptive sports and other extracurricular activities available |

Transition Road Map

PLANNING YOUR TRANSITION Grade 8

| | 8 th grade - 14 years |
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| Assessments | <ul style="list-style-type: none">❑ Complete Enderle-Severson Transition Rating Scale (ESTR) or other Transition Assessment, such as TPI, Brigance, etc.❑ Introduce transportation options |
| Needs | <ul style="list-style-type: none">❑ Establish IEP team responsibilities❑ Determine student's basic standards testing status |
| Activities/Agency Linkages | <ul style="list-style-type: none">❑ Enroll student (with parent involvement) into appropriate high school |

Transition Roadmap
PLANNING YOUR TRANSITION
Grade 9

| | Four to Five Years Before Graduation (Grade 9) |
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| Learning After High School | <ul style="list-style-type: none"> ❑ Learn your personal learning style ❑ Become aware of options for further education (for example, colleges or trade schools) through your guidance counselor ❑ Check on your courses and credits toward high school graduation ❑ Look into college or continuing education schools or programs, and their admission requirements. ❑ Identify sources of financial support ❑ Contact DRS (Division of Rehabilitation Services) to find out about their services ❑ Explore agency services such as Family Support Program; Resource Coordinators ❑ Identify course requirements for post-high school programs |
| Jobs & Job Training | <ul style="list-style-type: none"> ❑ Begin career exploration (CHOICES Program Interest Inventories, etc) ❑ Take introductory courses on “the world of work” ❑ Begin pre-employment or plan out high school course work ❑ Locate or obtain Social Security card ❑ Visit possible employment settings and shadow employees ❑ Participate in summer employment ❑ Volunteer in your community ❑ Find out about assistive tools that can help you in your future employment ❑ Learn about your school district’s vocational education program ❑ Know how you learn best and what accommodations you need to do well in school and at work ❑ Explore your job and career interests and skills. Complete interest and career inventories, and think about other schooling or training you would need ❑ Start financial planning (financial aid for college or continuing education). ❑ Save samples of your best school work and achievements. ❑ Explore changes to volunteer in the community. ❑ Take part in informational interviews or job shadowing experiences. |

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| <p>Community Participation</p> | <ul style="list-style-type: none"> ❑ Contact your local school to help you explore community interests and options ❑ School shopping and buying items ❑ Learn to order and dine at restaurants ❑ Learn to use public transportation ❑ Obtain a state identification card from the Drivers License bureau ❑ Learn to schedule appointments ❑ Become aware of your legal rights regarding accessibility ❑ Identify neighborhood services and supports |
| <p>Recreation & Leisure</p> | <ul style="list-style-type: none"> ❑ Take a community education class ❑ Attend events to learn spectator or audience member skills ❑ Learn how to act and dress in a variety of social situations ❑ Learn how to plan recreation and leisure activities (where, when, cost of transportation) ❑ Establish exercise routines ❑ Join a club or organization in your school or community |
| <p>Independent Living & Personal Skills</p> | <ul style="list-style-type: none"> ❑ Get explanation of the purpose of your IEP/Transition meeting and participation ❑ Develop personal care skills including hygiene, knowledge of health needs, private and public behavior ❑ Learn about acceptable intimate/sexual behavior: talk with your family doctor, your parents, and other adults you trust ❑ Participate in chores at home ❑ Develop housekeeping and cooking skills ❑ Identify transportation services near home. ❑ Credit history for housing? Pre paid credit card? ❑ Identify technology and/or adaptive living services ❑ Explore peer mentoring (vocational and recreational) ❑ Plan a course of instruction based on assessments ❑ Health safety (managing medical condition) ❑ Think about where and how you would like to live, and supports you would need to do this. ❑ Begin learning skills you'll need for independent living. ❑ Look into assistive technology that can make it easier to have a job and be part of your community. ❑ Become more involved in your community and make new friends. ❑ Look into and learn to use public transportation (like buses). ❑ Think about skills you'll need for taking care of your money (budgeting, savings, checking account). ❑ Get an identification card and learn when and how to give out personal information. |

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| | <ul style="list-style-type: none"> ❑ Learn and practice personal health care. |
| Being Your Own Advocate | <ul style="list-style-type: none"> ❑ Learn to make clear to others your interests, wishes, and needs. ❑ Be able to explain your abilities and disabilities and any accommodations you might need. ❑ Learn and practice how to make informed decisions. ❑ Self advocacy skill training |
| Assessment | <ul style="list-style-type: none"> ❑ Verify completion of 8th grade activities ❑ Complete Enderle-Severson Transition Rating Scale or other transition assessment (TPI, etc.) ❑ Schedule basic standards testing/arrange accommodations or alternative ❑ Discuss competency testing plan ❑ Interest Inventory/Aptitude ❑ Student, and Parent Questionnaires ❑ Checklists ❑ CHOICES Program and/or Brigance Inventories ❑ Achievement (KTEA) ❑ Brigance Inventories, Curriculum Based Assessments, Abilities Testing ❑ Daily living (observational, ICAP and/or Vineland) ❑ Self advocacy assessment |
| Needs | <ul style="list-style-type: none"> ❑ Learn disability awareness ❑ Learn compensatory skills ❑ Learn self advocacy skills |
| Activities/Agency Linkages | <ul style="list-style-type: none"> ❑ Initiate application to adult service agencies ❑ Arrange assistive technology assessment ❑ Involve work experience coordinator, Project Skills, etc. ❑ Verify graduation plan ❑ Seek information on summer jobs |

*Adapted from "Planning Your Dreams: A Roadmap for Life After High School."

Transition Road Map
PLANNING YOUR TRANSITION Grade 10

| | Three Years Before Graduation (Grade 10) |
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| Learning After High School | <ul style="list-style-type: none"> ❑ Visit an educational institution (college or trade school) to see what support services they offer ❑ Learn more about colleges and other adult education schools and programs, and the support services they offer. Make plans for accommodations to take college entrance exams and complete applications. ❑ Contact Social Security to determine eligibility for services ❑ Apply for DRS (invite representative to IEP meeting) ❑ Discuss post high school training plans with your teacher, school ❑ Learn about different adult services and possible funding sources (Family Support Services; Resource Coordinators) ❑ Evaluate and adjust course of study for post-secondary school requirements |
| Jobs & Job Training | <ul style="list-style-type: none"> ❑ Talk with a school guidance counselor about your career interests. ❑ Match career interests and skills with vocational (job-related courses and work experiences in the community. ❑ Begin a resume and make changes to it as needed. ❑ Seek summer employment (intern in your career interest area). ❑ Take part in job shadowing experiences that are offered. ❑ Get involved in a high school work experience program; earn credits for learning on the job ❑ Apply to DRS (Division of Rehabilitation Services) to see if you are eligible for services from them. ❑ Take vocational courses that are of interest to you ❑ Volunteer in your local community ❑ Learn to be on time for work, appointments, and social activities ❑ Develop vocational plan (map out steps to take to help discover vocational goals, skills needed/requirements) ❑ Develop resume; cover letter and/or data card ❑ Explore one or more of the following: <ul style="list-style-type: none"> a. employability program with the Department of Labor b. in school work experiences ❑ community/school job shadows |
| Community Participation | <ul style="list-style-type: none"> ❑ Attend local SCHOOL activities and meetings ❑ Explore guardianship issues ❑ Join a local club or organization such as 4-H, Big |

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| | <p>Brothers, or the YWCA</p> <ul style="list-style-type: none"> ❑ Explore activities such as community education classes, volunteering, participating in local fairs or shows ❑ Find out about community services that can help you |
| Recreation & Leisure | <ul style="list-style-type: none"> ❑ Explore new ways to use your free time ❑ Self initiate recreational and leisure activities ❑ Continue exercise routine ❑ Identify supports needed to participate in activities of Interest |
| Independent Living & Personal Skills | <ul style="list-style-type: none"> ❑ Learn about community supports offered by community and state agencies. ❑ Invite adult service providers, friends, and others to the IEP/Transition meeting. ❑ Start learning about appropriate adult services (Division of Rehabilitation Services, Social Services, Social Security, etc.) visit them and ask questions about their services and how they could provide or could create to meet your needs. ❑ Look into affordable housing options and get on waiting lists (Public Housing) ❑ Learn about all living options ❑ Learn how to comparison shop ❑ Learn how to open a bank account, write a check, use a credit card, budget money ❑ Figure out what personal assistant services you need, and how to manage these services. ❑ Choose health care providers and learn about sexuality and family planning. ❑ Continue independent living training plan ❑ Males age 18: register for Military Selective Service by completing form at Post Office ❑ Continue self advocacy skill training plan ❑ Participation in IEP/transition planning |
| Supports | <ul style="list-style-type: none"> ❑ Figure out your need for income support and health care support like SSI (Supplemental Security Income), Independent Living Services and Medicaid. ❑ Work with your parents on setting up trusts, if needed. ❑ Practice how to communicate best with others at work, at school, with friends, and in the community. ❑ Make plans to be sure you will still have assistive technology you need after you leave high school. |

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| Being Your Own Advocate | <ul style="list-style-type: none"> ❑ Look into the legal status about decision-making before becoming a legal adult. ❑ Learn about the laws that affect the rights of people with disabilities (Americans with Disabilities Act (ADA), Rehabilitation Act, etc.) |
| Assessment | <ul style="list-style-type: none"> ❑ Verify completion of 9th grade activities ❑ Update transition assessments ❑ Review IEP/schedule basic standards testing/arrange accommodations or alternative testing ❑ Update Career Planning Profile ❑ Establish graduation date ❑ ICAP (required for placement in Adjustment Training Centers) ❑ Optional: <ul style="list-style-type: none"> ❑ Situational Assessment ❑ On the Job Assessment ❑ Brigance Life Skill Inventory ❑ Street Survival Skills Questionnaire ❑ Brigance Inventory of Essential Skills ❑ Checklist of Adaptive Living Skills ❑ Brigance Diagnostic Employability Skills Inventory ❑ Self advocacy assessment ❑ Interest and aptitude inventory |
| Needs | <ul style="list-style-type: none"> ❑ Provide career exploration, community participation (involve ILC) |
| Activities/Agency Linkages | <ul style="list-style-type: none"> ❑ *Verify graduation plan ❑ Discuss need for SSI, Medicaid/Medicare ❑ Discuss need for Medical Assistance ❑ Apply for Vocational Rehabilitation services ❑ Sign up for Project Skills (work experience program) ❑ Explore driver's education need ❑ Complete a driver potential assessment (if needed) ❑ Seek information on summer jobs ❑ Initiate application to adult service agencies ❑ Invite appropriate agencies to IEP (i.e. Vocational Rehabilitation, Independent Living Center , Adjustment Training Center) |

Transition Road Map
PLANNING YOUR TRANSITION GRADE 11

| | Two Years Before Graduation (Grade 11) |
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| Learning After High School | <ul style="list-style-type: none"> ❑ Focus in on your course of study and career goals ❑ Register and take college entrance exams: request accommodations as needed ❑ Identify, visit, and apply to educational institutions ❑ Identify and check eligibility requirements for adult services and support at colleges and trade schools ❑ Apply for financial aid, scholarships, etc. ❑ Arrange for transportation and housing, if necessary ❑ Take classes to prepare you for college ❑ Continue career planning with your teacher, school counselor and rehabilitation counselor ❑ Explore need for possible continuing guardianship or payee after age 18 (remind parents that when child turns 18, they become an independent adult) ❑ Evaluate and adjust course of study for post-secondary school requirements by career cluster ❑ Begin visiting with adult service providers; make application, if appropriate and explore funding (Vocational Rehabilitation can assist students with supported employment as well) |
| Jobs & Job Training | <ul style="list-style-type: none"> ❑ Identify people and agencies who can assist in your job search ❑ Learn how to interview, write resumes, cover letters, and do a job search ❑ Identify and check eligibility requirements for post-graduation job supports: ask your case manager or IEP manager ❑ Identify and arrange for transportation to and from work ❑ Focus on a career choice ❑ Learn specific job skills ❑ Choose a career cluster (Discover Program/ASVAP Vocational Aptitude Test) ❑ Receive vocational planning/guidance ❑ Explore one or more of the following: <ul style="list-style-type: none"> a. competitive employment b. supported employment (with job coaching or natural supports) c. work experiences (volunteer or paid) d. job shadowing e. situational assessments f. employability program/Dept. of Labor |

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| Community Participation | <ul style="list-style-type: none"> <input type="checkbox"/> Attend local school meetings and activities <input type="checkbox"/> Get driver's license or problem solve about transportation needs <input type="checkbox"/> Engage in more community activities <input type="checkbox"/> Join and participate in community organizations <input type="checkbox"/> Join local clubs & activities <input type="checkbox"/> Continue exercise routine |
| Recreation & Leisure | <ul style="list-style-type: none"> <input type="checkbox"/> Try additional recreation and leisure activities |
| Independent Living & Personal Skills | <ul style="list-style-type: none"> <input type="checkbox"/> Participate in an independent living training program <input type="checkbox"/> Identify persons or services to assist in locating a place to live <input type="checkbox"/> Identify and apply for financial support (i.e. SSI-Supplemental Security Income) <input type="checkbox"/> Continue to work on self-advocacy, communication, and time-efficiency skills <input type="checkbox"/> Continue to work on home living and personal skills <input type="checkbox"/> Identify medical resources: <ul style="list-style-type: none"> a. medicare/medicaid (SSI) b. health insurance c. medical care d. dental care e. Indian Health Services <input type="checkbox"/> eye care <input type="checkbox"/> Identify post high housing options/issues: <ul style="list-style-type: none"> a. with family members b. shared living c. adult foster care d. group home e. supervised apartment f. monitored living (follow along) g. residential placement h. independent (renter/home owner) i. complete application for subsidized housing by age 18 <input type="checkbox"/> Continue independent living training plan <input type="checkbox"/> Explore transportation options/needs <input type="checkbox"/> Obtain driver's license or State identification card (from Driver License Bureau) <input type="checkbox"/> Apply self advocacy skills <input type="checkbox"/> Increase involvement with IEP/transition planning for IEP meeting |
| Assessment | <ul style="list-style-type: none"> <input type="checkbox"/> Verify completion of 10th grade activities <input type="checkbox"/> Update transition assessments <input type="checkbox"/> Review IEP/schedule basic standards testing/arrange accommodations or alternative <input type="checkbox"/> Update Career Planning Profile |

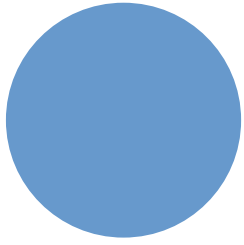
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| | <input type="checkbox"/> Take College ACT/SAT (if needed) <input type="checkbox"/> Assess need for post senior high school support <input type="checkbox"/> Assess needs and supports for future living arrangements <input type="checkbox"/> Confirm graduation date <input type="checkbox"/> Brigance Inventories, Curriculum Based Assessments, Abilities Testing <input type="checkbox"/> Independent Living Assessments (Observational) <input type="checkbox"/> Self Advocacy Assessment <input type="checkbox"/> Interest and Aptitude Inventory, Student, and Parent Questionnaires <input type="checkbox"/> CHOICES Program <input type="checkbox"/> ASVAB Vocational Aptitude Test |
| Needs | <input type="checkbox"/> Consider additional specialized training in all transition areas |
| Activities/Agency Linkages | <input type="checkbox"/> Verify graduation plan <input type="checkbox"/> Apply for Medical Assistance <input type="checkbox"/> Apply for and schedule periodic appointments with DRS counselor |

Transition Road Map
PLANNING YOUR TRANSITION GRADE 12

| | One Year Before Graduation (Grade 12) |
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| Learning After High School | <ul style="list-style-type: none"> <input type="checkbox"/> Decide on university, college or technical college to attend <input type="checkbox"/> Set up accommodations and supports <input type="checkbox"/> Make plans on how you will get to school, work, etc (bus, car, friends) <input type="checkbox"/> Be sure the high school completes and evaluations needed by adult service providers or colleges, and that they make these records available. <input type="checkbox"/> Meet with adult service providers and complete applications(s) <input type="checkbox"/> Finalize plans for post-high school training with your counselor <input type="checkbox"/> Check on ACT accommodations <input type="checkbox"/> Complete college or vo-tech school entrance exams, complete Free Application for Federal Student Aid, and complete school applications |
| Jobs & Job Training | <ul style="list-style-type: none"> <input type="checkbox"/> Obtain a paid job along with supports if needed <input type="checkbox"/> Go on informational interviews with employers <input type="checkbox"/> Build a resume of job skills and experiences <input type="checkbox"/> Get copies of transcripts and other important records from your school before you graduate <input type="checkbox"/> Write your resume and get letters of recommendation from teachers before you graduate. <p>Explore one or more of the following:</p> <ul style="list-style-type: none"> a. competitive employment b. supported employment (with job coach or natural supports) c. work experiences (paid or non paid) d. on the job exploration, assessment or training e. internship f. employability program/Dept. of Labor g. Job Corp (Job Service) h. Military i. Refine vocational goals <ul style="list-style-type: none"> <input type="checkbox"/> Update resume/job data card |
| Community Participation | <ul style="list-style-type: none"> <input type="checkbox"/> Identify eligibility requirements and apply for adult support <input type="checkbox"/> Register for military selective service (males, age 18) at the post office <input type="checkbox"/> Register to vote and learn to vote at local precinct (age 18): visit or call your county voter registration office |

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| Recreation & Leisure | <ul style="list-style-type: none"> <input type="checkbox"/> Continue to take part in activities of interest |
| Independent Living & Personal Skills | <ul style="list-style-type: none"> <input type="checkbox"/> Continue to learn communication and organization skills <input type="checkbox"/> Continue to work on independent living skills <input type="checkbox"/> Make detailed plans for living on your own if that's your goal. Keep practicing your independent living skills. <input type="checkbox"/> Learn to take care of your health care needs (make appointments, fill and take prescriptions, etc.) <input type="checkbox"/> Make a list of people and agencies that can help you if problems come up. <input type="checkbox"/> Register to vote <input type="checkbox"/> Continue independent living training program <input type="checkbox"/> Increase knowledge of, and self management of medical condition (if appropriate) <input type="checkbox"/> Apply self advocacy skills <input type="checkbox"/> Increased participation in transition planning for IEP/transition meeting |
| Supports | <ul style="list-style-type: none"> <input type="checkbox"/> Have in place any income and health care support programs you might need (SSI, Independent Living Services, Medicaid) <input type="checkbox"/> Build detailed plans of supports you will need with adult service agencies. <input type="checkbox"/> Begin transitioning into your new adult service plan. |
| Being Your Own Advocate | <ul style="list-style-type: none"> <input type="checkbox"/> Work on communication skills and self-advocacy skills (standing up for and speaking up for yourself). <input type="checkbox"/> Become involved with advocacy and support groups. |
| Assessment | <ul style="list-style-type: none"> <input type="checkbox"/> Verify completion of 11th grade activities <input type="checkbox"/> Update transition assessments <input type="checkbox"/> Include adult service providers in transition planning <input type="checkbox"/> Determine need for post senior high school support <input type="checkbox"/> Discuss with team whether extended services are required <input type="checkbox"/> Independent Living assessment (IL Centers can provide) <input type="checkbox"/> Vocational Assessments <input type="checkbox"/> If pursuing Adult Service Program/VR ICAP and current evaluation including Psychological Evaluation & Adaptive Behavior is required (Current within last 3 years) <input type="checkbox"/> Brigance Inventories <input type="checkbox"/> Self Advocacy Assessments <input type="checkbox"/> LCCE Assessments <input type="checkbox"/> Interest and Aptitude Inventories, Questionnaires <input type="checkbox"/> Situational assessments (vocational and independent living) |
| Activities/ Agency Linkages | <ul style="list-style-type: none"> <input type="checkbox"/> Verify graduation plan <input type="checkbox"/> Register for Selective Service <input type="checkbox"/> Provide community resource list <input type="checkbox"/> Apply for post secondary vocational services |

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| | <ul style="list-style-type: none"><input type="checkbox"/> Complete intakes for needed services, Career Learning Center or Department of Labor<input type="checkbox"/> Develop long term financial support plan<input type="checkbox"/> Develop specific post secondary/job/ community/ recreation/home living plan with adult service agencies |
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Planning Your Dreams

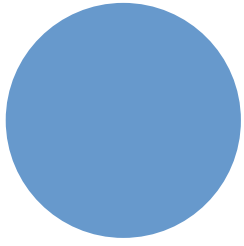
Grade 13 & 14

PLANNING YOUR DREAMS

| | One or Two Years After Graduation (Grade 13 or 14) |
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| Learning After High School | <ul style="list-style-type: none"> <input type="checkbox"/> Continue to use the accommodations you need <input type="checkbox"/> Check on referral status with Vocational Rehabilitation Services/SBVI; coordinate services <input type="checkbox"/> Check on referral to Independent Living program; support services; coordinate services |
| Jobs & Job Training | <ul style="list-style-type: none"> <input type="checkbox"/> Use resume when applying for jobs <input type="checkbox"/> Acquire full-time employment <input type="checkbox"/> Ask for support when you need it! <input type="checkbox"/> Explore one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> competitive employment <input type="checkbox"/> supported employment (with job coach or natural supports) <input type="checkbox"/> on the job evaluation, exploration or training <input type="checkbox"/> continuing education (workshops/classes) |
| Community Participation | <ul style="list-style-type: none"> <input type="checkbox"/> Identify eligibility requirements and apply for adult services <input type="checkbox"/> Register for military selective services (males, age 18) <input type="checkbox"/> Register to vote and learn to vote at local precinct (age 18) <input type="checkbox"/> Join and participate in adult clubs and activities <input type="checkbox"/> Plan & host an activity <input type="checkbox"/> Sign up for Community Education class or Park & Recreation class |
| Recreation & Leisure | <ul style="list-style-type: none"> <input type="checkbox"/> Join and participate in adult recreation activities |
| Home Living & Personal Skills | <ul style="list-style-type: none"> <input type="checkbox"/> Get the support you need in new living situations <input type="checkbox"/> Make decisions regarding living options following high school <input type="checkbox"/> Complete applications for support services <input type="checkbox"/> Complete applications for independent living programs <input type="checkbox"/> Continue independent living training plan <input type="checkbox"/> Continue self advocacy training plan |
| Assessment | <ul style="list-style-type: none"> <input type="checkbox"/> On the job assessment <input type="checkbox"/> Brigance Life Skill Inventory <input type="checkbox"/> Street Survival Skills Questionnaire <input type="checkbox"/> Brigance Inventory of Essential Skills |

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| | <ul style="list-style-type: none">❑ Checklist of Adaptive Living Skills❑ Brigance Diagnostic to Employability Skills Inventory❑ Curricula Assessments❑ Independent Living Assessment (hands on observation or with agency)❑ Informal Questionnaire❑ Self Advocacy Assessment |
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If you reach a roadblock or lose direction call ...
your local school district or
Transition Services Liaison Project at 800-224-5336



Transition Assessment Tools

Transition Assessment Tools

Transition Skills Assessment

Created to help young people progress for their transition from high school to adult life.

Student Name:

Date:

Rating Scale: I do (or ____does) this:

0=no, or no experience in this area

1=yes, with help or modifications

2=yes, no problem

EMPLOYMENT

| Knowing about jobs | Student | Parent | Teacher | Average |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Can you describe the different kinds of jobs that are available to young people in your community or state? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can you describe several different possible jobs that fit well with your skills and interests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding a job | | | | |
| 3. Do you use different ways to hunt for jobs, like reading want ads and asking friends or family members for leads? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you prepare a good resume, with the right kinds of information on it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you complete job applications properly and perform well in a job interview? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skills on the Job | | | | |
| 6. Is your attendance at work acceptable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you arrive to work and leave the job on time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is your employer satisfied with the amount of work you do and how well you do it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you get along well with the other workers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LIFELONG EDUCATION AND TRAINING

| Reading | Student | Parent | Teacher | Average |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Do you accurately read short phrases and sentences? Some examples are (1) short questions on a test, (2) restaurant menus, and (3) newspaper headlines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you accurately read short paragraphs? Some examples are (1) directions for cooking food, and (2) instructions for doing homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do you accurately read lengthy materials? Some examples are: (1) newspaper and magazine articles, and (2) novels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do you accurately read difficult materials? Some examples are: (1) textbooks, and (2) manuals for operating a dishwasher or stereo system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Writing

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Math

| | Student | Parent | Teacher | Average |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Do you use math skills to help solve problems in school or in the community? Examples include (1) the length of a trip, and (2) developing a budget. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Student | Parent | Teacher | Average |

Post-Secondary Education

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

county social services, d) other adult services,
e) financial assistance.

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Can you identify a variety of post-secondary training/learning options that match your career goal? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. If you have a disability, do you ask for accommodations (when needed)? | | | | |

HOME LIVING

Self Care

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. Do you have good sleeping habits? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. When you are having personal problems, do you go to friends or family members for help? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Do you have good health habits? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Nutrition and Fitness

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. Do you eat well balanced, healthy meals each day? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Do you maintain your weight at a good level? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Do you exercise at least three times a week? | | | | |

Personal Management

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 29. Do you get yourself up in the morning? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Do you prepare meals for yourself? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Do you manage money effectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Do you manage time effectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Money Management

Student Parent Teacher Average

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Do you shop carefully and get things for good prices? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Do you use a checking or savings account to manage your money? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Do you budget your money well enough to pay for the things you want and need? | | | | |

Medical

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. Do you know what to do in emergency situations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Do you independently take medication? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Do you make doctor's appointments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |