

Step By Step



Transition Plan Writing One Section at a Time

- **Preferences:** *Areas of consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services, and community participation*
 - Student's grade/age, diploma track
 - Student's interests and preference (tasks or career related, can include social if it can be linked to a vocational skill)
 - Info on courses that the student has taken related to their career interest, or courses that the student can benefit from
 - Info on other experiences the student has had related to future goals, or experiences that can be beneficial.
 - Agencies student is linked to.
 - **“According to the Transition Questionnaire...”** Can reference any transition assessment you use.

- **Postsecondary Goals:** *These goals are to be achieved after graduation and there must be a completion goal for Education and Training and Employment*
 - Uses “After graduation,” “After completion of high school,” or “Upon exit from public school” or something similar.
 - Statement entered for Education and Employment (Independent Living section as appropriate)
 - Goals address what student will do after graduation
 - Goals use the word “WILL” (**not** “plans to, would like to, is interested in, desires,” etc.)

- **Education and Training: *Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training.***
 - Goal is related to what the student will do to gain more education or training to reach their post-secondary goal, such as:
 - Credit recovery to graduate on time
 - Intervention classes to improve test scores
 - Tutoring and Help sessions when grades fall
 - Seeking assistance before course tests
 - Participating in Maxwell or Grayson programs
 - Functional academic skills in the community
 - Measurable - *ask yourself “How do I know when they have completed this?”*
 - Activities clearly spell out the actions needed.
 - Person/Agency written for each activity

- **Development of Employment:** *Goals based on occupational awareness, employment related knowledge and skills, and specific career pathway knowledge skills*
 - Goal is related to what the student will do to develop their employment skills or greater knowledge of a career(s)
 - Career awareness activities (interest inventories, jobs folder, research, etc.)
 - Job Acquisition Skills (applications, interviews, etc.)
 - Job Sampling (CBVT, Aides, etc)
 - Completing chores at home
 - Measurable - *ask yourself “How do I know when they have completed this?”*
 - Activities clearly spell out the actions needed.
 - Person/Agency written for each activity

- **Community Participation:** *Goals based on knowledge and demonstration of skills needed to participate in the community (e.g. tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation mode)*
 - Goal is related to what the student will do to increase their involvement in the school or local community, and as a contributing citizen, such as:
 - Transportation- knowing and accessing
 - Communication/Interaction- engaging with peers
 - Consumerism: making purchases, using post office
 - Activities: Volunteering, clubs and sports, etc.
 - Civic duties: Taxes, voting, selective service, legal status to work
 - Measurable - *ask yourself “How do I know when they have completed this?”*
 - Activities clearly spell out the actions needed.
 - Person/Agency written for each activity

- **Adult Living Skills/Post School Options:** *Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness, and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget, and other responsibilities of an adult).*
- Goal addresses the student's need to improve areas such as:
 - Self advocacy (knowing disability, speaking up for oneself, expressing strengths and weaknesses, making preferences known)
 - Home Living Skills (independently caring for chores and other activities as assigned, following a schedule/calendar, etc.)
 - Health/Fitness care that is critical to reaching post-secondary goals
 - Adult responsibilities (making own appointments, keeping schedule of important dates)
 - Finances: checking/savings account, paying bills
 - Meal Prep: Planning, shopping for, and preparing meals.
- Measurable - *ask yourself "How do I know when they have completed this?"*
- Activities clearly spell out the actions needed.
- Person/Agency written for each activity

- **Related Services:** *Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g. speech/language, occupational therapy, counseling, vocational rehabilitation training, or the planning for related services that the individual may need access to as an adult)*
- Goal is related to what the student/parents/team will do to access or gain services, such as:
 - Medicaid and Waiver Services
 - Social Security
 - Vocational Rehabilitation
 - Wrap-Around or Mental Health Services
 - Guardianship^{**}: Collecting information only!
- Measurable - *ask yourself "How do I know when they have completed this?"*
- Activities clearly spell out the actions needed.
- Person/Agency written for each activity

- **Daily Living Skills:** *Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others. (Broad based goals that focus on the carrying out of tasks independently- NOT the teaching of a new skill)*
 - Goal is related to what the student will do to increase independence or appropriate behaviors, such as:
 - Hygiene
 - Toileting
 - Initiation
 - Cleaning
 - Measurable - *ask yourself “How do I know when they have completed this?”*
 - Activities clearly spell out the actions needed.
 - Person/Agency written for each activity