Secondary Transition Planning

A framework for successful transition planning for young people with special needs
Acknowledgments

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Individual Transition Planning

Overview

Resource Components

What Is Transition Planning?
Individual Transition Planning

Overview

The transition from school to work, further education and community living can be particularly challenging for students with special needs especially those with an autism spectrum disorder. Thoughtful planning and coordination are required in order for these students to be well prepared for their post high school living, learning, working and leisure environments. Collaboration including the student, family, school and community agencies is needed to identify desired post-school outcomes that can guide the student’s educational programming during the final school years.

The transition planning process should begin early by age 14. The Transition Action Plan is a dynamic document which is cumulative over the last several years in school. Each year the team reviews and adds to or revises the plan as needed and insures that planning is continuous. Careful documentation of this information enables the Transition Team to provide continuity based on the desired long term goals. Goals are initially broad and become increasingly more focused and specific as the student nears graduation.

To ensure a smooth transition, it is essential that the last years of school focus on teaching skills that will be required in the new environment. These may include daily living skills including personal care, work and social skills and/or functional academic skills. Current skill assessment in the targeted areas is important in determining appropriate objectives.

Over the course of the transition planning process, the student and family are also introduced to the adult service system for individuals with special needs and helped to establish connections that will be important in this transition. Community service providers learn about the individual needs of the young adult and can begin to identify supports that will be needed for the student to live, work and recreate in the community as an adult.
**Resource Components**

The purpose of *Secondary Transition Planning* is to assist schools and families as they begin this essential process of preparing students with special needs for post school environments. Not all sections of this resource will be relevant or necessary for every student. Following the suggested process, choose the most important components for each individual based on your knowledge of the student and input from the student and family.

*Secondary Transition Planning* includes:

- a student centered process describing the steps and time line for transition planning
- suggestions for establishing the transition team and an organizational structure outlining roles and responsibilities of team members
- suggested formal and informal assessment information to be gathered from parents, the school and the student. Structured interviews are included to facilitate this.
- examples of informal assessments and checklists which can assist the team in identifying interests, strengths and weaknesses for and with the student
- suggestions for creating a Student Transition Portfolio, including adapted checklists for more challenged students
- considerations for developing the Transition Action Plan
- forms to facilitate monitoring and recording of the plan and completed steps in the process


This is a listing of PEI community agencies and educational programs which may provide services or support for the student in the post school environment. Description of available services as well as contact information is included.

This comprehensive listing includes funding, scholarship and financial aid information for individuals with disabilities.

•  *Secondary Transition Planning CD*

Reproducible forms contained in this resource have been included on a CD to make the tool user friendly and adaptable. This allows the forms to be filled out using a computer if desired.

Additional Resources provided:

•  *Transition Planning Inventory (TPI).* Clark, G. & Patton, J. (1997). Austin, TX: Pro-Ed

This is an informal assessment instrument for identifying and planning for the transitional needs of students. It is designed to provide a systematic way to address critical transition planning areas and take into account the individual student's needs, preferences, and interests.


This resource can be used to determine transition needs and to develop appropriate transition plans. It includes a comprehensive listing of competencies that have been identified as important to adult functioning. In addition, it contains a number of informal instruments that assist with the generation of transition-related information. This resource can be used as stand-alone material or to extend information derived from the *Transition Planning Inventory (TPI)* on which this resource is based.
What is transition planning?
Transition planning is an **outcome oriented process** which is designed to promote success in the post school environment. Planning is **student centered** and based on the individual student’s needs, preferences and interests. The planning process provides a systematic framework through which information is gathered to guide the development of the school program. Information gathered throughout the process is **carefully documented** to ensure that the plan is **continuous** and evolves from year to year. A written record of the Transition Action Plan is included in the Individual Education Plan and is developed collaboratively by the student, family and school.

Who may need specific transition planning?
• students with identified special needs who have required significant resource support in their educational programs
• students who have required individualization in their educational programming as documented in Individual Education Plans
• students who have required significant modifications to their educational program
• students who need adapted assessment strategies in order to help them participate in the transition planning process

What long-term outcome areas will be considered in planning?
The intent of the process is to assist the student in determining how he or she will live, work, learn and recreate in the community after leaving high school. Thus, the main areas of focus are Living, Employment, Community-Leisure and Learning-Education. In all areas, the focus is on selecting actions and objectives that will lead to the greatest degree of independence and choice in the future environment.

Living Outcomes
This area explores the student’s wishes for living arrangements as well as personal management, social interaction and self care skills needed in that living environment. Families and students are encouraged to consider living options that may change over time as students increase their independence or family needs change.

Employment Outcomes
This key area is directly linked to the student’s interests, preferences and current skills and requires thoughtful assessment and collaboration. Work, volunteer, school jobs and coop experiences during the final school years will help in
determining the student’s motivation and interest in particular work environments and tasks. For some students, on-the-job training may be an option. The Team is encouraged to think “outside the box” about the types of job possibilities that may be satisfying for the student and help the student develop the social and work behaviours that are needed in that future environment. Community agencies who may be able to assist in supports, funding, or transportation are essential to developing this plan.

Community-Leisure Outcomes
Quality of life is often closely related to our engagement with others who enjoy similar interests and activities. It is important to ensure that the student develops an awareness of actions and activities that would promote friendships and good health. The last years of school can often be used to expose the student to more opportunities in this area through school sports, special interest groups, or social skills groups. Accessible transportation and mobility within the community is often a key element and should be planned for, including safety skills and independent use of local transportation when possible.

Do all students with special needs require comprehensive assessment and transition planning?

The main outcome areas should be reviewed each year for each student, however, some students may require less detailed plans or perhaps, actions in only one area. The plan is individualized and depends on the nature and extent of the disability. The process outlined here provides suggested steps to assist the transition team in identifying which outcome areas will need more detailed plans.

**The transition planning process should...**

- begin by age 14 or earlier
- involve the student as much as possible in setting personal goals and setting a plan of action
- reflect the strengths, skills, interests and needs of the student
- identify realistic outcomes for work, further education or community living that are attainable given appropriate supports
- provide critical information for developing appropriate IEP goals and objectives, including current assessment
- define actions needed to help the student achieve the goals
Steps to Transition Planning

Creating the Transition Team

Gathering Information

Initial Planning

Assessment

Transition Action Plan (TAP)

Creating a Student Transition Portfolio

Follow-up and Review
Steps to Transition Planning

Step 1 – Creating the Transition Team
   Team Roles and Responsibilities

Step 2 – Gathering Information
   Parent Interview
   Student Interview
   Teacher Observation Checklist
   Community Social Skills Rating Checklist
   Student Information Summary

Step 3 – Initial Planning
   Post Secondary Outcomes (Sample)
   Post Secondary Outcomes Checklist
   Questions to Guide the Planning Process

Step 4 – Assessment
   Formal Measures
   Informal Measures

Step 5 – Transition Action Plan (TAP)
   Creating the Transition Action Plan

Step 6 – Creating a Student Transition Portfolio
   Student Portfolio Fact Sheet

Step 7 – Follow-up and Review
TRANSITION PLANNING

IDENTIFY TRANSITION TEAM AND LEADER

BEGIN INFORMATION GATHERING
- Parent Interview
- Student Interview
- Teacher Interview
- Student Information Summary

TRANSITION PLANNING MEETING
- Review Student Summary
- Identify needed assessment
  - Academic
  - Interests
  - Adaptive
  - Work Skills
  - Communication + Social
- Identify long term Goals
- Complete Assessment

TRANSITION PLANNING MEETING
- Review Assessment
- Identify and prioritize needed skills in each area
- Identify short term IEP objectives
- Identify needed related actions

IEP REVIEW
- Review progress
- Review and/or revise goals and objectives
- Identify needed related actions
Step 1 - Creating the Transition Team

Effective planning requires the cooperation and effort of a team where the input of all members is valued. In the Spring of Grade 8 or the Fall of Grade 9, the Principal designates a staff member to coordinate the student’s Transition Planning Team. The designated Transition Team Leader is often a Resource Teacher or Special Educator who oversees the Individual Education Plan. The Team Leader identifies the Transition Team members for the student including the following:

Core Team: These members have a commitment to working for the student’s benefit in this planning process and will generally meet two-three times a year during the student’s last school years. Although some team members may of necessity change, continuity in the planning process is essential. The transition team leader, as the plan facilitator, will ensure that new team members are informed of the process and the steps that have been taken thus far.

- Student
- Parents or Guardians
- Team Leader
- Teacher(s) and School Counselor

Extended Team: Additional members are invited as appropriate or applicable and may be permanent or temporary team members. Board or Department Consultants with specific areas of expertise may assist with the transition planning process. When the student has specific physical or medical needs (i.e. communication, vision, or hearing impairment or mobility issues), the team should request participation or input from these professionals. Community agencies or services who will be providing support after high school should be represented on the team especially during the last two years of school. Depending on student and family goals and needs, the input of a Disability Support Worker and/or community agency representative is very helpful in this transition process, in particular in facilitating connections with community resources and governmental supports.

- Special Education or Autism Consultant
- Disability Supports Worker
- Health or Social Work professionals
- Disability Specific Professionals (APSEA, HEAR, etc.)
- Members from community disability (or other involved) organizations
Team Roles and Responsibilities:

School:
- Identify Transition Team Leader and Team members
- Schedule and facilitate transition planning meetings
- Involve appropriate Board Consultants as needed
- Coordinate the development, implementation and monitoring of the Transition Action Plan
- Conduct and/or arrange for assessment
- Document the transition planning process through the IEP
- Maintain a record of team members and completed assessments
- Provide opportunities for the student to foster work and independent living skills in addition to academic programming during their high school years.

Parents:
- Assist their child to identify realistic goals in keeping with their family and cultural values
- Share their knowledge of their child’s interests, strengths and needs with the team
- Participate in the selection of appropriate goals and objectives for the IEP and Transition Action Plan
- Become familiar with resources available for adults with special needs

Student:
- Participate in the planning process as much as possible
- Share information on interests, skills and hopes for the future
- Participate in assessment designed to further identify current skills and needs
- Help develop a personal Transition Portfolio as appropriate

Community Agencies:
- Become familiar with the individual needs of the youth
- Share perspective on skills needed in community work and leisure settings
- Assist in identifying supports that will be available to the youth after graduation

A Transition Team Member List is included on the Transition Action Plan form to record team members and changes to the team membership over time.
Step 2 - Gathering Information

Parent, Teacher and Student Interviews

Once the Transition Team has been identified, the Transition Team Leader or designee meets with the parents or guardians and the student to explain the planning process and their essential involvement. In addition, the Team Leader interviews the parents and student using the structured interviews as a guide. The Family and Student Interviews are used to focus the discussion on desired post school goals. It is most helpful to complete these interviews in person. In this way, the family can begin the planning process in a small group and ask questions as needed. Since this occurs as a first step, the student and family have the opportunity to discuss their preferences together before the first planning meeting and perhaps identify priority areas.

See Family Interview and Student Interview forms in Information Gathering section, page 27

In addition to the student and parent interviews, the Team Leader collects initial general information from one or more of the student’s teachers. The Teacher Observation and/or the School and Community Social Skills Rating Checklist can be filled out by one or more subject area teachers and provides a general starting point for discussion of the student’s strengths and needs in the school setting. If the Team Leader (or Consultant) is less familiar with the student, they may want to do a direct observation.

See Teacher Observation and School and Community Social Skills Rating Checklist forms in Information Gathering section, page 35

After completing the interviews, the Team Leader summarizes the information from the parents, student and teachers using the Student Information Summary. The form is then copied and shared with the team members at the initial transition planning meeting. Collecting initial information in this way helps focus the planning meeting and gives a “head start” to the family especially those who may be looking closely at this issue for the first time.

See Student Information Summary forms in Information Gathering section, page 41
Step 3 - Initial Transition Planning

The Transition Team Leader schedules and facilitates an initial meeting which includes all Transition Team members. The purpose of the initial meeting is to begin the transition planning process. Discussion points include:

1. Identifying the anticipated number of school years remaining
2. Reviewing the Student Information Summary
3. Identifying the global post secondary outcomes for the student based on the student/family’s vision in the following areas. The outcomes are “big picture” statements that describe the student’s life after high school. The statements can be worded in straightforward language and entered in the Transition Action Plan form in each domain.
   - Living
   - Employment
   - Community Participation and Mobility
   - Recreation
   - Education and Training Opportunities

See Post Secondary Goals Checklist and Sample Post-secondary Outcomes in Transition Action Plan section, page 82

4. Discussing the student’s strengths and needs as they relate to the identified outcomes.
5. Identify assessments or additional information which would be helpful in planning and assign responsibility for completing the assessment or gathering the information. This may involve the family, the student, school or Board/District staff.
6. Decide if input from other professionals or community agencies is needed at this point in the planning process
7. Decide if additional information is needed about post school options.
8. Schedule a follow-up meeting within six to eight weeks to allow time for needed assessment

**Step 4 - Assessment**

Some students with special needs may be able to participate in general education career guidance activities. For those who are more challenged, individualized assessment is needed in order to effectively plan for success after school. The assessment process provides information that will assist in selecting transition goals and objectives for the IEP. The responsibility for completing assessment may be shared, but should be designated at the team meeting. Both formal and informal assessment may be helpful. Completed assessment can be tracked on the Transition Action Plan form.

**Formal Measures:**

Assessment may include standardized measures of academic, social, communication, cognitive or adaptive living skills. Each assessment tool generally has specific administration requirements which will determine who may complete the assessment. Cognitive assessment may be required for some post-secondary education or bursary options (i.e. ACE program at UPEI). The need for this should be identified as soon as possible in order to meet submission deadlines.

**Informal Measures:**

- **Record Review** - A review of the student’s records can provide information about learning rate, as well as academic strengths and weaknesses. The review should include the current IEP and report cards as well as any documentation relating to current skills and interests. Medical concerns or environmental accommodations needed should also be noted.

- **Communication Checklist** - If communication skills are a concern, updated assessment in this area may be warranted. Informal parent and teacher checklists may provide an overall picture of functional communication skills and are included in this resource. Referral to appropriate professionals can be made if this does not provide adequate information.

  See *Communications Summary* in the Assessment Tools section, page 48

- **Direct observation** of particular skill areas or behavioural challenges can provide valuable insight into specific need areas. Observation of the student in different activities or subject areas can highlight tasks that are preferred or non-preferred and suggest employment avenues.
• **A Personal Transition Portfolio** documenting independent work samples or skills is very helpful in capturing important information about the student’s interests and long term plans.

• **Supervisor evaluations** of work or volunteer placements or written feedback from teachers.

• **Checklist of Daily Living Skills** - Knowledge about the student’s independence in this area is essential in identifying needed skills in the post school living setting. The *Adolescent Autonomy Checklist* is included in this resource and can be filled out by the student or the family. If additional information is needed, the *Transition Planning Inventory (PTI)* is recommended.

  See *Adolescent Autonomy Checklist* in the Assessment Tools section, page 50

• **Interest inventories** can be completed with the student to help identify employment possibilities. These can be adapted using pictures or picture symbols. Once completed, these can become a permanent part of the Personal Transition Portfolio.

  See *Adapted Checklists* in the Student Transition Portfolio section, page 103
Step 5 - Transition Action Plan (TAP) and Individual Education Plan (IEP)

An IEP for an elementary student usually includes skill areas such as Fine or Gross Motor, Self-Care, Social Skills, or subject content areas such as Math, Reading and Social Studies. The emphasis is on skill development based on modified grade level curriculum outcomes.

Goals and objectives written in the Transition Action Plan are more long range outcome oriented and target specific skills the student needs in order to be successful in the community as an adult. The desired outcomes in Living, Employment, Community Participation, Recreation and Education domains guide the selection of instructional objectives. Progress made on these objectives needs to be measurable.

Actions are also included in the transition plan. These are single steps or activities that represent “linkages” between the school and the post school environments. Actions are community or inter-agency connections that cannot be addressed within the IEP objectives but are complementary to them. These actions or activities may be critical to the achievement of the student’s goals, but they are not intended to be measurable objectives. Rather they specify a needed activity, who will complete the activity and a suggested time frame. The following example illustrates outcome oriented actions and objectives for a high-needs student in one domain.
Employment (Where do you want to work as an adult?)
would like part time paid work outdoors with support; would like to use some earnings to buy music

<table>
<thead>
<tr>
<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
<th>Completion Date</th>
</tr>
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<tbody>
<tr>
<td>enjoys working outdoors, especially in garden or with plants</td>
<td>uses mostly gestures to communicate</td>
<td>Parents and student will visit local plant nursery and landscape company</td>
<td>May, 2007</td>
</tr>
<tr>
<td>follows directions</td>
<td>not yet independent in the community</td>
<td>Teacher will investigate option for related school job or coop placement</td>
<td>September, 2006</td>
</tr>
<tr>
<td>can follow through after demonstration</td>
<td>needs assistance with transportation</td>
<td>[Community Agency] will provide information on funding for job coach</td>
<td>November, 2006</td>
</tr>
<tr>
<td>identifies and counts coin values by 1, 5 and 10</td>
<td>needs help to count amounts and pay for items purchased</td>
<td>Teacher will identify opportunities for community trips to practice safety and mobility</td>
<td>2006-2007 School Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Teacher to complete Adolescent Autonomy Checklist to identify related need areas</td>
<td>December, 2006</td>
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Related IEP Objectives:
1. [Student] will request help by signing when job or learning materials are needed during structured tasks, 4/5 opportunities
2. [Student] will give personal information by handing an ID card when requested 4/5 opportunities
3. [Student] will identify 20 common plants and flowers in pictures
4. [Student] will use a calculator to add two prices and pay for items using dollar coins and “add one” strategy with 90% accuracy
5. [Student] will identify community signs and correct response with 100% accuracy (men’s room, traffic signal, danger)
This example illustrates outcome oriented actions and objectives in one domain for a student who has milder disabilities.

### Employment (Where do you want to work as an adult?)

Love movies and want to work in a video store or at empire theatres

<table>
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<tr>
<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>enjoys busy environments</td>
<td>sometimes becomes distracted and forgets next steps in task</td>
<td>Student and parent to interview video store owner to identify job skills</td>
<td>May, 2007</td>
</tr>
<tr>
<td>good “people skills” like to</td>
<td>needs help to identify appropriate conversational topics</td>
<td>Resource Teacher to assist in connecting student with Peer Helper</td>
<td>September, 2006</td>
</tr>
<tr>
<td>converse about favourite topic</td>
<td>needs help with personal hygiene</td>
<td>Student will be enrolled in Life Skills course</td>
<td>September-December, 2006</td>
</tr>
<tr>
<td>responsible and detail oriented</td>
<td></td>
<td>Parents and student will complete personal hygiene checklist and prioritize objectives in this area.</td>
<td>November, 2006</td>
</tr>
<tr>
<td>reads at grade 3 level</td>
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**Related IEP Objectives:**

1. [Student] will complete a school job or learning activity by following a written “to do list” in Home Ec and Shop class 4/5 days

2. [Student] will initiate appropriate conversational topics during lunch, with peer helper coaching 4/5 days

3. [Student] will place items in alphabetical order by first and second letter with 90% accuracy.

4. [Student] will describe steps in personal hygiene using a sequenced script and complete a self-monitoring checklist daily.
At the Transition Action Plan meeting, the team reviews the assessment information and uses this to generate and prioritize appropriate objectives relating to long term outcomes. Objectives or actions selected are those that the family, school and student feel are most directly related to the post-school goals. In general, the Transition Action Plan will be completed as part of the student’s IEP process, reviewed mid-year and updated annually. Copies of the Transition Action Plan are shared with the Transition Team, as appropriate.

**Step 6 - Creating a Student Transition Portfolio**

**What is a student transition portfolio?**

This is an optional but very helpful component of the transition planning process for a student with special needs. A Student Transition Portfolio is a visual display or collection that represents personal characteristics or skills the student feels are important to planning the future.

**Who develops the portfolio?**

Some students may be able create this independently, but often the student will need the support of a mentor, teacher or family member.

**What is included in the portfolio?**

The portfolio should include an introduction to the student from a first person perspective. Pictures and descriptions of activities can be used to illustrate the student’s independent skill level as well as areas where support is needed. It may include a collection of student academic work that exhibits the student’s efforts, progress and achievements in one or more areas. This need not be limited to written work, and could include labeled photographs showing the student completing school jobs, participating in activities with friends, engaged in favorite activities or demonstrating independent skills in different areas. Checklists or interest inventories which help the student identify living or working options might also be stored in the portfolio. Some examples of items that may be useful in the portfolio are recognition or participation awards, photographs of team activities or clubs, an exercise or job schedule, attendance record, report cards, examples of writing skills, photograph of a completed project, letters from employers or volunteer supervisor, photograph of adaptive equipment or environmental accommodations needed.
If the student or mentor is interested and has computer skills, consider creating an “electronic portfolio”. This opens many other media options, including audio and video files, graphics and other online resources. Creating a short video that illustrates some of the student’s skills can be a very effective tool when giving student information to prospective employers or training agencies. For more information about this option, Dr. Helen C. Barrett’s website is an excellent starting point. (http://electronicportfolios.com/) This site is devoted to developing electronic portfolios and provides numerous articles, links and resources on the topic of alternative assessment and electronic portfolios.

**What are the benefits of creating a Student Transition Portfolio?**

Portfolios help students value themselves as learners as they proceed through the process of developing a portfolio and they are able to see their accomplishments. This development process emphasizes what students can do, not what they cannot do. Since the student is involved in selecting items to include, it is an opportunity to reflect on his/her own vision of the future and explore ideas for the post school environment. This can lead to increased student participation in selection of learning goals. In addition, a portfolio allows for documentation of skills the student may not be able to accurately describe in more traditional means.

**How much time will it take to develop the portfolio?**

The portfolio is developed over a 3 to 4 year period while the student is in the last years of school, so the portfolio can evolve slowly and be added to at any point. The decision to create a Transition Portfolio should be discussed during the Transition meeting, so that appropriate expectations and support can be designated. The creation of the portfolio may also be included as an objective in the student’s Transition Action Plan and viewed as a personal career planning project.

**What components of a Transition Portfolio are included in this section?**

A portfolio is a very individualized project and the samples included in the related resource section are intended as suggestions only. Sample forms and checklists in both their original and adapted formats have been included to demonstrate how these might be modified for more challenged students.
Step 7 - Followup and Review

In the Spring of the Grade 9 year, the Transition Team meets again to review progress, revise and update the Transition Action Plan for the Grade 10 year. Each time the Transition Team meets, the desired long term outcomes should be reviewed, to insure that they continue to be realistic and that appropriate followup is planned. The Transition Action Plan should be viewed as a dynamic document which will be revised and updated yearly throughout the remaining school years following the procedure outlined.
Information Gathering

Student Information Handout

Parent Information Handout

Family Interview for Transition Planning

Student Interview

Teacher Observation

School and Community Skills Checklist

Student Information Summary
What *Students* Need to Know

Now that you are 14, you can’t wait to be an adult and make your own decisions. Many students feel that way at your age. Moving from junior high to high school and from high school into the community can seem scary, but it doesn’t have to be. These changes are called transitions and for all students, preparation is the key to success. When we face change, careful preparation can help ease the worry we might feel.

When you become an adult, you will be making many decisions including where to live and work, how to get around, where to get help and how to enjoy your free time. Being an adult is a responsibility and now is the time to start thinking about your future. As young adults, we look forward to being more independent. Independence is being able to take care of yourself, make choices and be responsible for your own actions. Sometimes it’s fun and sometimes it’s hard work. Independence means telling others what you want and helping yourself to the best of your ability. The key to independence is responsibility. When you take care of yourself you are being responsible and independent. Each person may be independent in some skills and need help in others.

Getting Started - Making a Plan

A group of people who care about you will help you along the way. This is called your Transition Team. It will include you and your parents, as well as teachers and sometimes people from the community. Together the Team will help you learn more about what you want your life to be like after high school. You will choose new skills to learn while you are still in school that will help you achieve those goals. This is called the Transition Action Plan. You can help by taking an active role in making your wishes and interests known. Only you know what you want your future to be!
Here are a few things you can start thinking about and discussing with your family.

- What are your hopes and dreams?
- When you finish high school, where do you want to live?
- What kind of work interests you?
- Do you want to continue learning new skills and where? (on the job, in a special course or college setting?)
- In the community, what kinds of activities do you like to do in your free time?
- What are you worried about?
- What are you looking forward to?
- What do you need more information about to help you decide on possible jobs or careers?
- Think about your interests. What are your favourite classes, clubs, sports, subject areas?
- Do you know what help you might need and can you ask for it?

**Working Toward Your Goals**

Each year in high school, you will meet with your Transition Team and think about what other information is needed and perhaps add new ideas to your plan. You may invite other people from the community to join the Team who will be able to help you after high school. You may visit different places in the community to see what skills some jobs require or learn more about how to take part in community recreation. It is important to begin early to learn about jobs that match your interests. Some students may be able to volunteer or do school or summer jobs or “co-op” placements. These experiences will help you decide what jobs will work for you later.

Remember that you are the most important person on your Transition Team. Make sure you take the opportunity to tell your story. You can write it on paper or draw it. You can talk about it with your parents or with one of your Transition Team members. You can create a portfolio that shows things you are proud of or enjoy and what you want others to know about you. There are checklists you can fill out that will help you figure out your strengths and weaknesses.

Remember, get involved, share information and ask questions! If you want more information about this, please see ________________________________.
What *Families* Need to Know

Families often become concerned when their teenage son or daughter with special needs moves through intermediate school to high school. The transition from high school into the community looms in the not so distant future, and parents may be worried about the path their child will take. While the future holds many unknowns and can seem scary, it doesn’t have to be. For all students and their families, preparation is the key to transition success. Whenever we face change, thoughtful preparation can help ease the anxiety we might feel.

Getting Started –Making a Plan

*Transition Planning* is the process of preparing the youth for life after high school and looks different for each person. Each youth has unique wants, needs, strengths and weaknesses so the plan must be individualized. It is important to begin this process by age 14 to insure that the last years of high school are focussed on teaching skills that will be needed in the post high school environment.

Transition Planning is most successful when the student, family, school and community work together. A *Transition Team* is created which includes the youth and their parents, as well as teachers and sometimes people from the community. When the student and family actively participate in this process, a successful and thoughtful plan can be made that is based on family wishes, cultural values and hopes for their youth.

• A *Transition Team Leader* from the school will provide information about the process and begin collecting information through interviews with the parents, the student and teachers.

• Next, a meeting of the Team will be held to summarize the information collected thus far and begin to create statements or long term goals which are agreed upon. The goals will focus on *Living, Working, Community*
Recreation/Leisure areas as well as further Learning opportunities. Sometimes more detailed information or assessment will be needed about the youth’s current skills in academic or other areas.

- Once long-term goals have been selected, shorter term objectives will be chosen which will be addressed at school or home during that school year and relate directly to the post-secondary goals.
- Other actions which complement the plan may include parents, teacher or student follow-up activities, such as visiting a potential job site, collecting information about community supports, connecting the student to a Peer Helper or school job, etc.
- The long-term goals, objectives and actions are recorded in the Transition Action Plan and are reviewed yearly. Transition planning is a process which builds on itself each year with goals evolving and changing as the youth grows and interests and options become more clear.

Working Toward Long-term Goals

How can you help create and support an effective transition plan?

- Take an active role! You and your youth are an essential part of his or her transition team. Take the opportunity to share your perspective and insight into your son or daughter’s skills, and interests.
- Find out all you can about what your youth wants to do when he or she leaves high school and what resources are available.
- Encourage your youth to choose realistic goals that are a good fit with your family values.
- Learn about the different jobs available in your community. Begin early to help your young adult learn about jobs that match his or her interests.
- Learn about community agencies that provide supports related to employment (i.e., job coach, on-the-job training, supervised day programs).
- Give your son or daughter many opportunities to make choices and practice decision making.
- Work toward increasing independence in personal and self-care skills.
- Create opportunities for your teen to be socially active in the community (i.e., shop, use community facilities, participate in church activities, sports, clubs).
- Help your son or daughter learn about their disability so they will be better able to advocate for themselves.

For more information about the transition process, please contact ____________________________.
Encouraging Teens to Think About Transition
(adapted from Lasting Gifts, 2000)

Teens need to think about the things that they would like to do in the future; teens with exceptionalities are no different. The following are some ideas for parents that will assist them in helping their child think about and plan for the future:

- Begin thinking about your teen’s future in a broad way that includes much more than just a work placement.
- Help your teen to think about adult life, that is, interests, what matters, with whom friendships or other relationships might be, or how time would be spent.
- Think of planning for the future as a process. Focus on accomplishing small steps towards a goal. Remember that once a decision is made, it doesn’t mean that it can’t be changed if things don’t work out or if your child changes his or her mind.
- Look at the “messages” about your teen’s future that your child is receiving from all sources. Consider and develop the positive messages that you want understood.
- Encourage your teen to volunteer and gain work experience.
- Encourage yourself to think beyond what you think is realistic for your teen’s future life, so you won’t leave out any options. You may be surprised.
- Be very conscious of the skills your teen is demonstrating, for example, self-awareness skills, life skills, job skills. Help develop these skills even more. They can be a great source of support in future life
- Treat barriers as challenges that may cause you to try something new.
- Allow your child the opportunity to make mistakes. We all learn from our mistakes and become better people because of them. In learning to deal with mistakes in a positive way, your teen will be learning a very important skill necessary for his or her future ability to be independent.
- Be a good role model and talk with your teen about the activities you are engaged in and find interesting and fun.
- Listen to what your teen is telling you about his or her dreams for the future. Teens with exceptionalities are like other teens in that they need your help and guidance to think about the possibilities for the future and to develop as much as possible towards independence.
- Watch your teen to see what he or she loves to do and encourage your teen to develop this as a natural strength. Emphasize these strengths when you begin to consider employment options.

**Family Interview for Transition Planning**

Parent’s Name: _______________________  School: ______________

Student’s Name: _____________________  Date: ______________

1. Have you begun planning for your child’s transition from high school to the adult world?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Following school, which of the following best describes your young adult’s living arrangements?

   - living at home or with relatives
   - living in a group home or supported residence
   - living independently
   - other ______________________

3. What do you want for your young adult after high school? Where do you hope he/she will learn, work, spend leisure time?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. In which of the following independent living areas does your young adult need instruction? (Please check all that apply)

   - clothing care
   - meal preparation/nutrition
   - hygiene/grooming
   - travel training
   - community awareness
   - time management
   - getting along with others
   - self advocacy
   - sex education
   - health/first aid
   - household management
   - interpersonal skills
   - safety
   - problem solving
   - communication/language
5. Do you expect your young adult to be financially independent?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

6. How much support beyond the family, do you imagine your young adult will need to be successful in the adult world?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

7. What type of career (job/occupation) does your young adult seem interested in at this time?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

8. Has your young adult ever done work for which he/she has been paid? Please describe.
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

9. Was he/she successful in a work or volunteer situation?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

10. Does your young adult show responsibility at home? (I.e complete home jobs, follow home and community rules, show awareness of danger)

□ usually    □ sometimes    □ rarely
11. What kind of occupation/job do you expect your young adult to have when he/she finishes school?

☐ working full time independently
☐ working part time independently
☐ working full time with support or job coach
☐ working part time independently with support or job coach
☐ working in day treatment or supported environment
☐ other ______________________

12. Are there particular skills you want your young adult to learn to prepare for adulthood?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

13. Will your young adult be able to travel to and from a job or learning environment alone?

☐ YES  ☐ NO

14. How does your young adult currently spend his/her leisure time?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

15. How do you spend time as a family?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
16. Describe some of the qualities, strengths or abilities you appreciate in your young adult.

____________________________________________________________

____________________________________________________________

____________________________________________________________

17. What are your young adult’s challenges or needs?

____________________________________________________________

____________________________________________________________

____________________________________________________________

18. Are you aware of any behaviours that might interfere with your child’s getting an holding a job?

____________________________________________________________

____________________________________________________________

____________________________________________________________

19. Are there particular education courses you want your child to take to prepare for later employment?

____________________________________________________________

____________________________________________________________

____________________________________________________________

20. How would you like the team to assist you in planning for your young adult’s goals?

____________________________________________________________

____________________________________________________________

____________________________________________________________
Student Interview Questionnaire

Student’s Name: __________________________  Date: __________________

1. What are your favorite classes at school? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. What classes at school do you like the least? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. What type of teachers do you get along with best? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. What do you think are your best academic areas? Are you better in math, reading, or writing?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Secondary Transition Planning
Prince Edward Island Department of Education
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5. What vocational, trades or work skills classes have you taken and which were the most interesting for you? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Which academic areas are the most difficult for you? What is the hardest for you to do at school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. What can teachers do to make those difficult areas easier for you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. What jobs have you had? List all jobs, both at school and at home, for pay or without pay. What tasks did you do on these jobs?

Job: ___________________________ Tasks: ___________________________

Job: ___________________________ Tasks: ___________________________

Job: ___________________________ Tasks: ___________________________
9. Which jobs did you like the best? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Which jobs did you like the least? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. What would be your dream job? The most important part of this question is WHY? Be as specific as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. What are your favorite things to do on weekends or after school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
13. After high school, would you most like to:
   □ Go to university or college.
   □ Go to a vocational training or apprenticeship program.
   □ Go to work and learn on the job.

14. What plans have you made or activities have you done to get ready for your life after high school?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

15. Which of the following most describes you at this time in your life:
   □ I haven’t really thought about life after high school and am not worried about it.
   □ I have a few ideas of what I might like to do and what I am good at.
   □ I am sure of what I want to do after I leave high school and have started making plans for it.
   □ I am very worried about what I will do after high school and wish someone could help me figure this out.

16. I would like some help from the school getting ready for life after high school. I would like help with the following areas:
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
Teacher Observation

Student Name: ____________________         Course/Subject: ________________
Teacher Name: ____________________         Date: ________________________

In what setting is the student most successful at school? Which classes specifically and which activities?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Is the student involved in extracurricular activities? How does the student function in social settings with other students?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Is the student involved in any peer or cross age tutoring?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Has the student participated in any school based work experiences? (Office, kitchen, library?)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
How well does the student follow directions? Do they need specific directions or does s/he respond to general directions?

__________________________________________________________________

__________________________________________________________________

Can the student remember directions or scheduled activities or do they need notes or lists?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

How well does the student use “down time”?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Does the student need ongoing reinforcement or do they work well without feedback?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Additional Comments:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
School and Community Skills Checklist

Student’s Name: _____________________  Date: _________________
School: ____________________________  Date of Birth: _______
Rater: ______________________________  Current Grade: _______

Directions: Check each item that describes the student.

Classroom Related Behaviors

The student adequately and appropriately:

☐ 1. attends to teacher during instruction
☐ 2. maintains correct sitting posture
☐ 3. gains the teacher’s attention.
☐ 4. answers questions asked by teachers.
☐ 5. asks teachers for assistance or information.
☐ 6. shares materials with classmates.
☐ 7. keeps own desk in order.
☐ 8. enters class without disruption.
☐ 9. follows classroom rules.
☐ 10. cooperates with work partners.
☐ 11. ignores distractions.
☐ 12. stays on task during seatwork.
☐ 13. completes work on time.
☐ 14. participates politely in classroom discussion.
☐ 15. makes relevant remarks during classroom discussion.
☐ 16. follows verbal directions.
☐ 17. follows written directions.
☐ 18. speaks politely about schoolwork.
☐ 19. participates in classroom introductions.
☐ 20. completes homework on time.
☐ 21. uses free time in class productively.
**School Building Related Behaviors**

The student adequately and appropriately:

- □ 22. follows procedures for boarding school bus.
- □ 23. follows bus riding rules.
- □ 24. walks through hallways and passes to class.
- □ 25. waits in lines.
- □ 26. uses rest room facilities.
- □ 27. uses drinking fountain.
- □ 28. follows lunchroom rules.
- □ 29. uses table manners.
- □ 30. responds to school authorities.
- □ 31. deals with accusations at school.

**Personal Skills**

The student adequately and appropriately:

- □ 32. says “please” and “thank you.”
- □ 33. speaks in tone of voice for the situation.
- □ 34. take turns in games and activities.
- □ 35. tells the truth.
- □ 36. accepts consequences for wrong doing.
- □ 37. maintains grooming.
- □ 38. avoids inappropriate physical contact
- □ 39. exhibits hygienic behavior
- □ 40. expresses enthusiasm.
- □ 41. makes positive statements about self.
- □ 42. expresses anger in nonaggressive ways
- □ 43. accepts praise.
- □ 44. stays out of fights.
- □ 45. deals with embarrassment.
- □ 46. chooses clothing for social events.
- □ 47. deals with failure.
- □ 48. deals with being left out.
**Interaction Initiative Skills**

The student adequately and appropriately:

- □ 49. greets peers.
- □ 50. borrows from peers.
- □ 51. asks other children to play.
- □ 52. expresses sympathy.
- □ 53. asks peers for help.
- □ 54. makes invitations.
- □ 55. introduces self.
- □ 56. makes introductions.
- □ 57. initiates conversations.
- □ 58. joins activities with peers.
- □ 59. congratulates peers and adults.
- □ 60. makes apologies.
- □ 61. excuses self from groups and conversations.
- □ 62. expresses feelings.
- □ 63. expresses affections
- □ 64. stands up for a friend.
- □ 65. asks for dates.
- □ 66. gives compliments.
- □ 67. makes complaints.

**Interaction Response Skills**

The student adequately and appropriately:

- □ 68. smiles when encountering acquaintances.
- □ 69. listens when another child speaks.
- □ 70. participates in group activities.
- □ 71. helps peers when asked.
- □ 72. accepts ideas different from own.
- □ 73. meets with adults.
- □ 74. maintains conversations.
- □ 75. responds to teasing and name calling.
- □ 76. responds to constructive criticism.
- □ 77. recognizes feelings of others.
- □ 78. respects the space of others.
☐ 79. responds to peer pressure.
☐ 80. deals with an angry person.
☐ 81. makes refusals.
☐ 82. answers complaints.

Community Related Skills

The student adequately and appropriately:

☐ 83. asks for directions in public.
☐ 84. gives directions.
☐ 85. exhibits sportsmanship as a game participant.
☐ 86. exhibits polite behavior and sportsmanship as a spectator.
☐ 87. disposes of wastepaper and debris in public.
☐ 88. respects the rights of others in public.
☐ 89. respects private property
☐ 90. exhibits good audience behaviors.
☐ 91. responds to public authority.
☐ 92. asserts self to gain service.
☐ 93. deals with public officials over the phone

Work Related Social Skills

The student adequately and appropriately:

☐ 94. sets goals for work.
☐ 95. negotiates on the job.
☐ 96. responds to unwarranted criticism.
☐ 97. asks for feedback on the job.
☐ 98. minds own business on the job.
☐ 99. chooses a time for small talk.
☐ 100.refrains from excessive complaining.

# Student Information Summary

<table>
<thead>
<tr>
<th>Name:</th>
<th>Parents/Guardians:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Address:</td>
</tr>
<tr>
<td>Diagnosis:</td>
<td>Medical Alert/Allergies:</td>
</tr>
</tbody>
</table>

### Current Level of Support

<table>
<thead>
<tr>
<th>Resource</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Assistant</td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>Youth Worker</td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
</tr>
<tr>
<td>Peer Helper</td>
<td></td>
</tr>
</tbody>
</table>

### Questions

- Does the student have a current IEP? In which skill or content areas?
- Does the student need curriculum adaptations?
- Does the student need a modified curriculum?
- Does the student need adaptive equipment? (Vision, hearing, mobility?)
### Student Information Summary

Student Name: ____________________________  Date: ________________
Transition Team Leader: ____________________________

<table>
<thead>
<tr>
<th>Interests</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Work/volunteer Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Information Summary – Example 1**

Student Name : ________________________________ Date: _________________

Transition Team Leader: ___________________________

<table>
<thead>
<tr>
<th>INTERESTS</th>
<th>STRENGTHS</th>
<th>CHALLENGES</th>
<th>WORK/VOLUNTEER EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressed</strong> (by family and student)</td>
<td>friendly, smiles and laughs easily</td>
<td>lack of control when frustrated or confused</td>
<td>school office errands - with supervision</td>
</tr>
<tr>
<td>• sports</td>
<td>can follow 2-3 step directions</td>
<td>no fear of strangers - safety issues</td>
<td>office tasks - made copies for teachers</td>
</tr>
<tr>
<td>• helping Mom at home</td>
<td>20 functional sight words</td>
<td>easily confused - has outbursts when excited</td>
<td>nursing home - helped give snack to residents</td>
</tr>
<tr>
<td>• music-dancing</td>
<td>can use phone with number written out (no phone book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• visiting grandmother in nursing home</td>
<td>can input up to 6 digits in adding machine or computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observed:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• stock car races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• fairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special Olympics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Center for Change in Transition Services, Seattle University, Seattle, Washington
# Student Information Summary – Example 2

**Student Name:** ____________________________  
**Date:** _________________  
**Transition Team Leader:** ____________________________

<table>
<thead>
<tr>
<th>INTERESTS</th>
<th>STRENGTHS</th>
<th>CHALLENGES</th>
<th>WORK/VOLUNTEER EXPERIENCE</th>
</tr>
</thead>
</table>
| mechanics - enjoys working with hands, putting things together  
motorcycle racing  
computer games  
music, plays drums in band  
skateboarding with friends | above average non-verbal problem solving  
reads at Grade 5-6 level when familiar with content  
good persistence when working on tasks he finds enjoyable  
good memory and ability to follow verbal directions  
has interview experience, good resumé | written language at Grade 2 level  
difficulty sounding out words  
poor spelling skills  
not aware of disability and needs help with self advocacy  
difficulty completing tasks especially written tasks | Burger King - cook, 2 summers, didn’t like the work  
summer job with friend at bike store  
worked in lube shop  
likes shop environment  
helped make repairs to fishing boat (volunteer) |

Adapted from Center for Change in Transition Services, Seattle University, Seattle, Washington
Assessment Tools and Forms

Assessment Tools Information

Communication Summary

Adolescent Autonomy Checklist

Assessment Sample Pages
  Transition Planning Inventory
  Brigance Life Skills Inventory
  Ansell-Casey Life Skills Assessment
Assessment Tools Information

Assessment is an individualized process. The information that is needed for one student may not be important to include for another. In this section, information and sample pages from selected assessment tools provide the Transition Team with user friendly and readily available options. Each tool provides information that can help guide the selection of appropriate Transition IEP goals and objectives in one or more skill areas. When one or more of these are used in conjunction with interview information from the parent, teacher(s) and student, a more comprehensive picture of strengths and needs will emerge.

Communication Summary
This checklist would primarily be used to give a global picture of communication strategies used by a student who has limited or no verbal language. By interviewing those who know the student well, use the listed options to describe how the student typically communicates (expressive) or understands communication (receptive).

Adolescent Autonomy Checklist
This checklist is divided into sections that include skills commonly needed at home and in the community. It can be filled out by the parents or the student and used to select appropriate objectives related to desired post school outcomes. This checklist can also be useful as an ongoing measurement of independent skills as the student progresses.

Transition Planning Inventory (TPI)
The Transition Planning Inventory is an instrument for identifying and planning for the comprehensive transitional needs of students. It is designed to provide school personnel a systematic way to address critical transition planning areas and take into account the individual student's needs, preferences, and interests. Information on transition needs is gathered from the student, parents or guardians, and school personnel through the use of three separate forms designed specifically for each of the target groups. The accompanying software allows for a quick summary of the information collected.
Informal Assessments in Transition Planning

This book includes a comprehensive listing of competencies that have been identified as important to adult functioning as well as a number of informal instruments that assist with the generation of transition-related information. It can be used as stand-alone material or as a way to provide further assessment alternatives extending information derived from the Transition Planning Inventory (TPI) on which this resource is based. Also included are reproducible examples of informal checklists which can be used for further assessment and may be appropriate to include in the Student Transition Portfolio. The selected instruments vary in format (survey, interview, checklist, questionnaire) and in respondent (student, family member, school professional). Transition planning teams may photocopy and use any instrument included in the collection.

Brigance Life Skills Inventory

The Brigance Life Skills Inventory assesses listening, speaking, reading, writing, comprehending, and computing skills within the context of everyday situations. Assessments range in difficulty from grade levels 2–8. The assessments are easy to administer and no special training or additional materials are necessary. A sample is included here for reference.

Ansell-Casey Life Skills Assessment (ACLSA)

The Ansell-Casey Life Skills Assessment (ACLSA) is an online resource that evaluates independent living skills. It consists of statements about life skills that the youth and his/her caregivers complete and would be appropriate for a student with mild to moderate impairment. All assessments can be completed by the student independently or with the assistance of an adult and are free of charge. There are ACLSA versions for four suggested age ranges from age 8-18. The ACLSA was designed to be as free as possible from gender, ethnic, and cultural biases. It is appropriate for all youths regardless of living circumstances, whether with one parent, in foster care, in group homes or in other places. The ACLSA does not collect personal identification information and the results are kept anonymous. Areas assessed can be individually selected, including Career Planning, Communication, Daily Living, Home Life, Housing and Money Management, Self Care, Social Relationships, Work Life, and Work and Study Skills. A sample is included here for reference.

www.caseylifeskills.org/pages/assess/assess_aclsa.htm
## Communication Summary Form

**Directions:**
Complete this form by reviewing the student’s records and interviewing the student’s parents, peers, teachers, and speech-language pathologist.

Student: __________________________        Date  ________________

<table>
<thead>
<tr>
<th>Unaided Systems</th>
<th>Respond to receptively</th>
<th>Uses expressively</th>
<th>If yes, describe special instructions/procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsymbolic behaviors*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocalizations</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
<tr>
<td>Affect</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
<tr>
<td>Body movement</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
<tr>
<td>Gestural</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
<tr>
<td>Physiological</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>Y  N</td>
<td>Y  N</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Symbolic behaviors* |                        |                   |                                                  |
| Gestures            | Y  N                   | Y  N              |                                                  |
| Sign language       | Y  N                   | Y  N              |                                                  |
| Speech              | Y  N                   | Y  N              |                                                  |
| Pictures            | Y  N                   | Y  N              |                                                  |
| Printed word        | Y  N                   | Y  N              |                                                  |
| Braille             | Y  N                   | Y  N              |                                                  |</p>
<table>
<thead>
<tr>
<th>Aided Systems</th>
<th>Respond to receptively</th>
<th>Uses expressively</th>
<th>If yes, describe special instructions/procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonelectronic devices*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single-sheet</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Multiple-sheets</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Electronic devices*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Personal computer</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Dedicated aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(eg. Touch Talker, Wolf, or SpeechPac)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary displays*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objects</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Line drawings</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Printed words</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Brailled</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Methods of using the devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct selection</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

*attach vocabulary lists or sample overlays from communication devices

## Adolescent Autonomy Checklist

<table>
<thead>
<tr>
<th>Skills at home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kitchen:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operate appliances (cook top, oven, microwave, toaster, dishwasher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use common kitchen tools (can opener, bottle opener, knife, measuring cups and spoons, grater, timer, egg beater, ice cream scoop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help plan and prepare meals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow a recipe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put away the leftovers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set the table</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with contents of packaged foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laundry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put dirty clothes in hamper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use washer and dryer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand wash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fold clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put clothes away</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>With the Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV news and discuss together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help take care of siblings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in family decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan family outing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take care of pets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Housekeeping</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Adolescent Autonomy Checklist, Cont’d.

<table>
<thead>
<tr>
<th>Skills at Home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housekeeping, Cont’d.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the bed/change the bed</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Choose decorations for room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor repairs (change light bulbs, repair or assemble toys)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Take out the trash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic sewing/mending skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gardening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant a garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mow/water the lawn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weed the garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn appropriate use of garden tools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Emergency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan fire exits and emergency procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know where candles and flashlights are</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Use a fire extinguisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know how to turn water off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know community emergency telephone numbers</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Know where extra house key is located</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Unclog the sink or toilet</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Personal Skills</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Use the phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a house key</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Budget allowance</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Go shopping</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have privacy in the bathroom</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Manage personal grooming (shampoo, bath, shower)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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# Adolescent Autonomy Checklist, Cont’d.

<table>
<thead>
<tr>
<th>Skills at Home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Skills, Cont’d.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get a haircut</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Choose appropriate clothes to wear</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td><strong>Health Care Skills</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Understand health status</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Be aware of existence of medical records, diagnosis information, etc.</td>
<td></td>
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</tr>
<tr>
<td>Prepare questions for doctors, nurses, therapists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to questions from doctors, nurses, therapists</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Know medications and what they’re for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get a prescription refilled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep a calendar of doctor, dentist appointments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know height, weight, birthdate</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Learn how to read a thermometer</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Know health emergency telephone numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know medical coverage numbers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Obtain sex education materials/birth control if indicated</td>
<td></td>
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</tr>
<tr>
<td>Discuss role in health maintenance</td>
<td></td>
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<tr>
<td>Have genetic counseling if appropriate</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Discuss drugs and alcohol with family</td>
<td></td>
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</tr>
<tr>
<td>Make contact with appropriate community advocacy organization</td>
<td></td>
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</tr>
<tr>
<td>Take care of own menstrual needs and keep a record of monthly periods</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Community Skills</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Get around the city (pedestrian skills, asking directions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Adolescent Autonomy Checklist, Cont’d.

<table>
<thead>
<tr>
<th>Skills At Home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Skills, Cont’d.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get around the city (pedestrian skills, asking directions)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use public transportation (taxi, bus, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate bathroom in unfamiliar building (i.e. know how to ask)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know about neighborhood stores and services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a pay phone</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use a phone book</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Open a bank account</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Get a library card</td>
<td></td>
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<tr>
<td>Get a picture ID</td>
<td></td>
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</tr>
<tr>
<td>Get a Social Security Card</td>
<td></td>
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</tr>
<tr>
<td>Use Post Office</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Volunteer for community services</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Leisure Time Skills</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Help plan a party</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite a friend over</td>
<td></td>
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</tr>
<tr>
<td>Subscribe to a magazine</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Read a book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a TV viewing schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go for a walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join the Scouts, YMCA/YWCA, 4-H Club</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Go to a recreation center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to camp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend school functions (plays, dances, concerts, sports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep a calendar of events</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Participate in a sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills For The Future - Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with school Guidance Counselor</td>
<td></td>
<td></td>
<td></td>
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<td>Check future educational options</td>
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<tr>
<td><strong>Vocational/Technical Options</strong></td>
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<td>Contact school Guidance or DVR Counselor</td>
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<td>Check on local workshops/job opportunities</td>
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<td>Find out about apprentice programs</td>
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<td>Get information from community colleges</td>
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<tr>
<td>Learn how to apply for a job</td>
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<td><strong>Vocational/Technical Options, Cont’d.</strong></td>
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<td>Check on local workshops/job opportunities</td>
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<td>Learn how to apply for a job</td>
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<td><strong>Living Arrangements</strong></td>
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<td>Be aware of federal housing regulations for the disabled</td>
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<td>Explore group homes and tenant support apartment living programs</td>
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<td>Find out about financial assistance programs</td>
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<td>Learn how to manage money and budget household expenses</td>
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<td>Understand leases</td>
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<td>Know the responsibilities of a tenant &amp; landlord</td>
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<td>Know how to fill out an application</td>
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<td>Check for wheelchair accessibility if needed</td>
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<td>Look into transportation</td>
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<tr>
<td>Know about services: electricity, phone, water</td>
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Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children’s Rehabilitation Center at the University of Virginia.
Transition Action Plan

Transition Checklist

Questions to Guide the Planning Process

Post-secondary Outcomes Checklist

Sample Post-secondary Outcomes

Transition Action Plan Form
**Transition Checklist**

The following is a general checklist of transition activities to consider when preparing Transition Action Plans with the Team. It is not all inclusive and the time frames may need to be individualized. The student’s skills, interests and desired long term outcomes will determine which items on the checklist are relevant and timely. Use this checklist to ask yourself whether or not these transition issues should be addressed at transition meetings. Some items may begin four years before leaving school and continue until that date. Other actions may be completed in one school year. Responsibility for carrying out the specific transition activities should be determined at the transition planning meetings.

**Four to Five Years Before Leaving School (Approx. Grade 8 -9)**

- Identify year of planned school exit.
- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify initial long term outcomes in living, employment, community participation and recreation/leisure areas
- Begin career exploration. Identify career interests and skills, complete interest and career inventories, and identify desired education or training outcomes
- Identify interests and options for future living arrangements, including supports.
- Learn to effectively communicate interests, preferences, and needs.
- Begin a student portfolio and update it as needed.
- Be able to explain your disability and the accommodations you need.
- Investigate money management and identify necessary skills.
- Acquire identification card and/or the ability to communicate personal information in community settings

- Identify and increase independence in skills necessary for planned living environment

- Learn and practice personal health care.

**Two - Three years Before Leaving School (Approx. Grade 10 - 11)**

- Adjust course of study to match planned outcomes

- Identify community support services and programs that will provide post school supports or community connections. Invite adult service providers to the Transition Planning Meeting.

- Broaden experiences with community activities and expand friendships.

- Explore options for post-secondary education and admission criteria. Gather information on funding and/or support services offered

- Investigate assistive technology tools that can increase community involvement and employment opportunities.

- Pursue and learn to use local transportation options outside of family.

- Match career interests and skills with course work, school or volunteer jobs and community work experiences.

- Identify health care providers and become informed about healthy sexuality and family planning issues.
- Participate in career awareness information sessions with parents

- Inquire about applicable financial support programs.

- Provide opportunities for job sampling through coop or volunteer placements

- Learn and practice appropriate communication and social skills for different settings (employment, school, recreation, with peers, etc.).

- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.

One Year Before Leaving the School District (Grade 12+)

- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.

- Specify desired job and obtain paid or volunteer employment with supports as needed.

- Take responsibility for arriving on time to work, appointments, and social activities.

- Practice transportation and shopping skills in community settings

- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)

- Visit potential employment or recreation locations

Adapted from the National Network, Parent Brief - Winter, 1996.
http://ici2.coled.umn.edu/ntn/pub/briefs/tplanning.html
Questions to Guide the Transition Planning Process

The questions suggested here are a starting point to assist the team in planning. The list is not meant to be all-inclusive as the information to be collected is highly student and outcome specific.

**Living**
1. Does the student already have the independent skills needed to live in the identified living situation? [self care, time organization, budgeting, cooking, communication skills, first aid, safety skills, etc]

2. How can we find out? [Academic or adaptive assessment, Adolescent Autonomy Checklist, Vineland Adaptive Behavior Scales, Transition Planning Inventory, Brigance® Diagnostic Life Skills Inventory, etc.]

3. What skills do we need to teach in this area to make this possible? [Base this answer on the results from #2.]

4. What other information do we need from those who will provide the living situation? Who will gather this information?

**Employment**
5. Does the student already have the independent skills needed to work in the identified working situation? [time organization, communication skills, job specific skills, math and reading skills, etc.]

6. How can we find out? Academic assessment, related school job, coop experience, etc.

7. What skills do we need to teach in this area to make this possible? [Base this answer on the results from #6.]

8. What other information do we need from those who will provide the working situation? [job description, tour of typical job sites, social interaction, communication skills required?] Who will gather this information?
9. If the student does not have a specific job in mind, what information or experience can we provide to provide guidance in this area? [Job fair, career exploration activities, job shadowing, school jobs and coop experiences, etc.]

**Community Participation and Mobility**

10. Does the student already have the independent skills needed to participate actively in the community? [transportation, connections with community groups, etc.]

11. How can we find out? [Student and Parent Interview; Investigate transportation options - family, friends, agency, local resources]

12. What skills do we need to teach in this area to make this possible?  
   [Base this answer on the results from #11.]

13. What other information do we need from community resources, services or transportation options? Who will gather this information?

**Recreation**

14. Does the student already have the independent skills needed to participate actively in individual and group recreation, sport and leisure activities? Has the student been exposed to a variety of options for involvement both at home and in school?

15. How can we find out? [Student and Parent Interview; Investigate recreation, sport and leisure options in school and home community]

16. What skills do we need to teach in this area to make this possible?. [Base this answer on the results from #15.]

17. What other information do we need from community resources or recreational clubs, etc.? Who will gather this information?
Education and Training Opportunities

18. Does the student already have the independent skills needed to pursue the identified post-secondary education or training? [time organization, study skills, communication and social interaction skills, pre-requisite courses, etc]

19. How can we find out? [Transition Planning Inventory, academic assessment, review of college/university requirements, etc]

20. What skills do we need to teach in this area to make this possible? [Base this answer on the results from #19.]

21. What other information do we need from those who will provide the post-secondary education or training? [What supports or accommodations are available for students with special needs, Funding information; etc.] Who will gather this information?
Post-secondary Goals Checklist

Living
The student wants to:
☐ Live independently without support
☐ Live in a supervised living arrangement
☐ Live with family
☐ Live with a friend
☐ Live in a dorm room while attending post-secondary education
☐ Live in a group home
☐ Other.....

Employment
The student wants:
☐ to be independently employed and knows the field he wants to pursue
☐ to be independently employed but not sure what field
☐ a job and the Transition Team anticipates the need for time limited supports (job coach)
☐ a job and the Transition Team anticipates supported employment (e.g long term support)
☐ part time employment through an adult service provider
☐ day habilitation services through an adult service provider
☐ Other.....

Community Participation
The student wants:
☐ to be independently mobile in the community and access services of choice
☐ to be independent in the community with support for transportation to access services
☐ community access with the support of family and friends
☐ community access with a provider
☐ Other.....
Leisure and Recreation

The student has:

☐ identified specific recreation and leisure activities of choice and can participate independently (specify activities)
☐ identified specific community facilities to join for recreation and leisure services (specify)
☐ identified activities of choice to do with families and friends
☐ identified activities of choice to do with a provider
☐ Other.....

Post-secondary Education or Training

The student wants to attend:

☐ a four-year college or university to gain a degree in a specific field
☐ a four-year college or university but unsure what field he will pursue
☐ a community college prior to continuing in a four year program
☐ a community college for non-academic courses (specify)
☐ a vocational or trades training program in a specified field
☐ non-academic courses offered in the community(e.g. public library, community school, non-profit organizations, adult education)
☐ on the job training
☐ Other.....

Adapted from:

Post-secondary Outcomes

Example 1:
Living
I will be capable of living with a friend or roommate but will need assistance with budgeting, buying food, and paperwork related to paying monthly bills.

Employment
I would like to work full-time after graduation. I would like to work around people and animals.

Community Participation and Mobility
I like sports and participating in the Special Olympic Program. I attend a singles group at church and sing in the choir. I will need help with transportation.

Recreation
I will continue to be active in Special Olympic and church activities. I am looking into participating in a bowling league. I like to fish and go camping with friends.

Education and Training Opportunities
Any training will be on the job.

Example 2:
Living
I will live with my parents. Eventually, I may live in a group home. I want to learn to help with shopping and cooking.

Employment
I like to put things in order. I might like to stock shelves or work in a library.

Community Participation and Mobility
I like to help with strawberry and apple picking for my uncle. I like to go to church suppers.

Recreation
I like to go to hockey games. I enjoy spending time outdoors with my friends and running on the trails.

Education and Training Opportunities
I would like to attend the ACE program at UPEI.
**Transition Action Plan**

_________ School Year

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>D. O. B.</td>
<td>Address:</td>
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<td>Age:</td>
<td>Phone:</td>
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<td>Current Grade:</td>
<td>Principal:</td>
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<td>Parents/Guardians:</td>
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<td>Address:</td>
<td>Date Transition Plan Developed:</td>
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<td>Home Phone:</td>
<td>Anticipated Date of School Completion:</td>
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<td>Work Phone:</td>
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**Transition Team Members:**

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<tr>
<th>Transition Team Leader</th>
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## Record of Transition Planning and Review Meetings

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<thead>
<tr>
<th>Date</th>
<th>Outcome</th>
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## Record of Assessment for Transition Planning

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<tr>
<th>Assessment</th>
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</table>
Student’s Post-secondary Goals and Action Plan

### Living (Where do you want to live as an adult?)

<table>
<thead>
<tr>
<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
<th>Completion Date</th>
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Related IEP Objectives

### Career – Employment (As an adult, what kind of work do you want to do?)

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<tr>
<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
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Related IEP Objectives
### Community Participation
(As an adult, what kind of hobbies and recreational activities do you want to have?)

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<tr>
<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
<th>Completion Date</th>
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Related IEP Objectives

### Education – Training
(After high school what additional education or training do you want?)

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<th>Related Strengths</th>
<th>Related Needs</th>
<th>Actions Needed and Person Responsible</th>
<th>Completion Date</th>
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Related IEP Objectives
Signatures

Parent/Guardian ___________________________________ Date

Student ___________________________________________ Date

Transition Team Leader ______________________________ Date
Student Transition Portfolio

Ideas for your Portfolio

Learning Style Preference Inventory

Self-determination/Self-advocacy Checklist

Describe Yourself Interest Inventory

Adapted Picture Symbol Checklists
  Living, Employment, Community
Ideas for your Portfolio

A transition portfolio is a collection of items you choose that tell about your interests and skills now as well as your hopes for the future. You can add to this over your last years in school and share it with people who are interested in helping you achieve those goals. Here are some samples to help you think about what you might want to include.

★ Photograph of yourself and family
★ Report card
★ Letter introducing yourself to readers
★ Photos and descriptions showing you completing home or school jobs
★ Letter of recommendation from teacher, counselor or supervisor
★ Awards recognizing achievement or participation
★ Interest inventories
★ Supervisor’s letter from co-op or volunteer placement
★ Personal career plan
★ Pictures of jobs or recreational activities you are interested in
★ Picture or description of club or team you participate in
★ Picture, CD or video of a completed project
★ Video/cd documenting particular skills or favorite activities
★ Membership card for community organizations or school clubs
★ Training certificate
★ Writing sample
**Learning Style Preference Inventory**

Name: _______________________         Date:   __________      Grade: _______

This inventory will help determine your dominant learning style. By knowing this you can understand how you learn best

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<tr>
<th>Often ---- 3</th>
<th>Sometimes ---- 2</th>
<th>Seldom ----1</th>
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1. I can remember the words to a song after hearing the song a few times .
   
2. I would rather read the directions myself instead of someone telling me the directions.

3. I can remember people’s faces easier than I can remember their names.

4. I like to write things down to remember them.

5. I remember things better when I say them out loud a few times.

6. I need to take a lot of stretch breaks when I am reading or studying.

7. I remember what I see better than what I hear.

8. I would rather someone tell me the directions instead of me reading them.

9. I work well with my hands doing things like needlework, puzzles or using tools.
10. I can concentrate easily on visual tasks even with visual distractions around me.  3  2  1
11. I talk to myself when I am thinking.  3  2  1
12. I would rather work on a project than just think about it.  3  2  1
13. I can concentrate on something even with noises around me.  3  2  1
14. I can remember things better if I picture them in my head.  3  2  1
15. I like to hold things in my hands like pens and paper clips when I am studying.  3  2  1
16. I picture words in my mind to help spell them.  3  2  1
17. I am very good at sports.  3  2  1
18. I would rather listen to a story than tell a story.  3  2  1
19. I use my fingers when I am counting in my head.  3  2  1
20. I like to have music or background noise on while I am working on something.  3  2  1
21. I do well reading maps, charts or graphs.  3  2  1

Learning Style Preference Inventory, Adapted from Fontana Unified School District
**Learning Style Preference Inventory**

**Scoring**

Place the point value on the line next to its corresponding question number. Add the values of your scores under each heading.

<table>
<thead>
<tr>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>KINESTHETIC</th>
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<td>21.</td>
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</table>

Total Visual  
Total Auditory  
Total Kinesthetic

Your highest score reflects your dominant learning style. No learning style is preferable to another. We all use all three daily. Understanding our strengths is the key to understanding how we learn best.
Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself, your strengths and weaknesses? How well can you tell others how they can be supportive when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below can help you know yourself better in these areas. Answer as honestly as you can. If you don’t know, check DK.

<table>
<thead>
<tr>
<th>Descriptions of me</th>
<th>School</th>
<th>Home/Community</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>1. I can describe my strengths.</td>
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<td>2. I can describe my weaknesses.</td>
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<tr>
<td>3. I can explain my disability.</td>
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<td>4. I can explain how I learn best.</td>
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<tr>
<td>5. I know my interests.</td>
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<td>6. I can ask for help without getting</td>
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<td>7. I can state what I want to learn.</td>
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<td>8. I can state what I want to learn or do when I graduate.</td>
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<td>9. I can tell teachers or supervisors what I need to be able to do my work.</td>
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<td>10. I know how to look for help or support.</td>
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<td>11. I know how to set goals for myself.</td>
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<tr>
<td>Descriptions of me</td>
<td>School</td>
<td>Home/Community</td>
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<tr>
<td>12. I know how to get information to make decisions</td>
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<tr>
<td>13. I can begin my work on time.</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>14. I can work independently.</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>15. I can stay on tasks until they are done.</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>16. I can tell if my plan is working or not.</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>17. I can change goals or my plan of action.</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
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</tbody>
</table>
Describe Yourself!

Think about your interests. What are your interests in these areas?

- The things you like to do.
- The environment around you.

You use this information about yourself to help make decisions about your life. To choose a life for yourself you need to know these:

- Your interests for activities and environments
- Your skills and abilities
- Your strengths and weaknesses

When you compare activities with your interests and your skills and abilities, you can begin to make decisions about your life. You can begin to choose a life for yourself!

**Part I – Describe Yourself in the Environment**

**Think about being outside**

Do you like to be outside? Yes___ No___
Do you like to be outside when it is hot? Yes___ No___
Would you like to work outside most of the day? Yes___ No___
Do you like to be outside when it’s cold? Yes___ No___

**Think about being around people**

Do you like to do a job by yourself? Yes___ No___
Do you like to cooperate with someone to get a job done? Yes___ No___
Can you work in a crowded place? Yes___ No___
Is it ok if someone bumps into you by accident? Yes___ No___
Do you like being in a public place? Yes___ No___
Are you comfortable being around and talking to people you do not know? Yes___ No___
Can you be polite if someone is rude to you? Yes___ No___
**Think about noise!**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you work around noisy equipment for long periods of time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need a quiet workplace?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you alternate between a noisy environment and a quiet environment?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Think about smell.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do most smells bother you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you work around smells for much of the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do chemical smells bother you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do animal smells bother you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Think about work materials**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to work with tools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you wear gloves, if needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you handle cleaning supplies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it bother you if you get dirty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it bother you if you get wet?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Type of physical activity**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to work seated for most of the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you prefer to move around during most of the day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or be physically active?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you want to alternate between being seated or standing and moving around?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Variety in what you do**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>For something you like, can you do the same thing all day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like to do different things throughout the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you switch easily from one thing to another?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Your work hours

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want to work the same hours everyday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you want to work during the day, from Monday - Friday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you work evenings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you work weekends?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Helping and taking care of others

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to help and take care of people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to work with and help animals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enjoying and taking care of the environment

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy nature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like flowers, trees, and plants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to work with plants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to take care of the environment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Building or fixing things

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to work with tools and build things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to work with tools and fix things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like construction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Art activities and expressing yourself

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to draw and make things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to express myself through art.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to use a camcorder and make videos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like music and dance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food service

I like to work in a kitchen, use kitchen tools, and cook. Yes___ No___
I like to clean in the kitchen - and I like to operate a dishwasher. Yes___ No___
I like to work in a dining room. Yes___ No___

Cleaning and fixing things

I like to clean. Yes___ No___
I like to take care of a building. Yes___ No___
I like to work with equipment. Yes___ No___
I like to work with cars. Yes___ No___

Working in a store or warehouse

I like working in a store that sells something I like. Yes___ No___
I like working in a warehouse with supplies and equipment I like. Yes___ No___
I like handling and counting money. Yes___ No___
I like working with numbers. Yes___ No___

Working in an office.

I like working in an office. Yes___ No___
I like using a computer. Yes___ No___
I like working with numbers and words. Yes___ No___
I feel comfortable taking telephone messages. Yes___ No___

Problem solving

I like to figure things out. Yes___ No___
I like to make decisions. Yes___ No___
Pictures and drawings help me figure things out. Yes___ No___
Written directions help me figure things out. Yes___ No___
Part II – What are you Good at Doing?

Everyone is different! Name three things that you do well.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

Something I do well is ________________________________________________________

What do I like about it? ________________________________________________________

What skills and abilities do I use to do it? ________________________________________

These skills and abilities may be strengths for me.

A second thing I do well is ______________________________________________________

What do I like about it? ________________________________________________________

What skills and abilities do I use to do it? ________________________________________

These skills and abilities may be strengths for me.

A third thing I do well is ________________________________________________________

What do I like about it? ________________________________________________________

What skills and abilities do I use to do it? ________________________________________

These skills and abilities may be strengths for me.
Part III - What is Hard for Me?

Something that is hard for me is _________________________________.

What is hard about it? ____________________________________________

What skills and abilities do I need to do it? __________________________

If I do not have these skills, this may be a weakness for me.

Something else that is hard for me is _________________________________.

What is hard about it? ____________________________________________

What skills and abilities do I need to do it? __________________________

If I do not have these skills, this may be a weakness for me.

Choose a Life for Yourself

When I Know These...

➤ My interests for activities and environments
➤ My skills and abilities
➤ My strengths and weaknesses

I can use this information about myself to help make decisions about my life!

Everyone is different! What is most important to me?

Name three things that are most important to me

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

Name: __________________________________________________ Date: _____________
Resources

Prince Edward Island Community Resource Guide: Transitions from School to Community

PEI Transitions from School to Community. Post Secondary Scholarship and Bursary Guide for Students with Disabilities

References
Canada Study Grants for Students with Permanent Disabilities

If you have a permanent disability, you may be eligible for a Canada Study Grant of up to $8,000 per loan year to help cover exceptional education-related costs associated with your disability, such as a tutor, interpreter (oral, sign), note taker, reader, technical aids, alternate formats, attendant care for studies, specialized transportation (to and from school), or 75 per cent of the cost of a learning disability assessment up to a maximum of $1,200. Eligible equipment includes computers, software, scanners, braillers, etc.

In order to qualify for this grant, you must:

- have a permanent disability (supported by appropriate medical documentation) and
- have a need for exceptional education-related services or equipment required to participate in post-secondary studies.
- first apply and qualify for full-time or part-time Canada Student Loan assistance

Contact Information:

PEI Department of Education  
Student Aid Division  
PO Box 2000  
Charlottetown C1A 7N8  
(902) 368-4000
Resources

Adolescent Autonomy Checklist

Ansell-Casey Life Skills Assessment
available online at http://www.caseylifeskills.org/pages/assess/assess_aclsa.htm

Brigance Diagnostic Life Skills Inventory
Curriculum Associates, Inc.
153 Rangeway Road
North Billerica, MA 01862

Communication Summary

FISH: Functional Independence Skills Handbook
Transition Planning Inventory (TPI)
PRO-ED, Inc.
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
www.proedinc.com

Mayer-Johnson LLC
P.O. Box 1579
Solana Beach, CA 92075
U.S.A.
(858) 550-0084
www.mayer-johnson.com
Prince Edward Island Community Resource Guide: Transitions from School to Community

PEI Transitions from School to Community. Post Secondary Scholarship and Bursary Guide for Students with Disabilities

PEI Association for Community Living
158 Belvedere Avenue Suite 1
Charlottetown, PE C1A 2Z1
(902) 566-4844

Resource for the Transition of Students with Exceptionalities From School to Work or Post Secondary Education and Adult Life

New Brunswick Department of Education
Educational Programs and Services Branch
Student Services Unit
PO Box 6000 Fredericton, NB E3B 5H1