

Transition Planning for Students and Families



Special Education

Winchester Public Schools

Table of Contents

What Are Transition Services?.....	Page 3
Contents of the Transition Component of the IEP.....	Page 4
For IEPs Developed to Be in Effect When Student turns 16.....	Page 4
Measurable Postsecondary Goals.....	Page 5
Present Level of Academic Achievement Performance.....	Page 5
Examples of Course Study.....	Page 6
Diploma Requirements.....	Page 6
Transition Planning.....	Page 7
How to Start the Transition Process.....	Page 9
Supporting Students in Transition at All Grades.....	Page 10
College Bound Students.....	Page 11
Employment Bound Students.....	Page 12
Key Agencies.....	Page 13
Responsibilities and Linkages.....	Page 13
Teamwork.....	Page 13
School District/School Responsibilities.....	Page 13
Special Education Teacher responsibilities.....	Page 14
Agency Responsibilities.....	Page 14
Family Responsibilities.....	Page 15
Student Responsibilities.....	Page 15
Getting a Head Start on Transition.....	Page 16
Middle School and Earlier.....	Page 16
High School.....	Page 17
Goals and Activities to Consider for Self-Determination.....	Page 18
Syllabus.....	Page 19
Transition Resource.....	Page 20

What Are Transition Services?

Transition services are a coordinated set of activities that help students prepare for post-school activities, such as:

- College or university programs
- Continuing and adult education
- Career and technical (vocational) training
- Employment
- Supported Employment
- Military
- Job Corps
- Adult Services from various agencies
- Independent living
- Community participation

Transition services mean a coordinated set of activities for a student with a disability that:

1. Is designed to be within a result-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
2. Is based on the individual student's needs, taking into account the student strengths, preferences and interests;
3. Includes:
 - Instruction
 - Related services
 - Community experiences
 - Employment
 - Post-school adult living
 - Daily living skills, if appropriate
 - Functional vocational evaluation, if appropriate.
4. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

Contents of the Transition Components of the IEP

For IEPs developed to be in effect when the student turns ages 14 and 15:

- Notice that the purpose of the IEP meeting will be to identify your young person's transition services needs and that he or she was invited to attend the IEP meeting.
- Documentation of your young person's strengths, preferences, and interests, as well as steps taken if he or she does not attend the IEP meeting.
- A statement regarding the course of study leading to either a standard or special diploma (description of instructional program and experiences, reviewed and updated annually).
- Transition services needs so that postsecondary goals may be identified and in place by age 16.
- An indication of consideration of your young person's need for self-
- Determination instruction information.
- A statement of whether your young person will pursue a standard or an Applied Studies diploma (reviewed and updated annually).
- Consent from a parent must be obtained prior to inviting an agency, if a representative is attending the IEP meeting.
- If needed, documentation that the IEP team reconvened to identify alternative strategies if an agency failed to provide services indicated on the IEP.

For IEPs developed to be in effect when the student turns age 16 and older, the following will be considered:

- Notice that the purpose of the IEP meeting will be consideration of the post-secondary goals and transition services for your young person, that he or she was invited to attend the IEP meeting, and that relevant agencies were invited to send a representative
- Invitation to attend the IEP meeting to any agency likely to provide or pay for any transition services
- Consent from a parent (or student, if reached age of majority) must be obtained prior to inviting an agency, if a representative is attending the IEP meeting
- Documentation of your young person's strengths, preferences, and interests, as well as steps taken if he or she does not attend the IEP meeting
- A statement regarding course of study (description of instructional program and experiences; reviewed and updated annually)
- A statement of whether your young person will pursue a standard or an Applied Studies diploma (reviewed and updated annually)
- Documentation reflecting consideration of your young person's need for self-determination instruction or information
- Measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate)

- Transition services in each of the needed transition services activity areas that focus on improving your young person's academic and functional achievement
- Annual IEP goals related to your young person's transition services needs
- Documentation that the IEP team reconvened to identify alternative strategies if an agency failed to provide the services indicated on the IEP
- At least one year before your young person reaches the age of 18 (age of majority), a statement that he or she has been informed of the rights that will transfer to him or her upon reaching the age of 18
- Provide a separate and distinct notice to parents and young person regarding transfer of rights when the young person attains his or her 18th birthday (and all other notices required by IDEA are continued)
- The sections that follow describe some of the most important transition components of an IEP.

Measurable Postsecondary Goals

The measurable postsecondary goals describe your young person's life after graduation. Measurable postsecondary goals are important because they give the IEP team a vision to work toward.

The measurable postsecondary goals must be reviewed and updated each year. Examples of measurable postsecondary goals are provided below.

Samples:

- John (**Education/Training**) -*Within three years of graduation from high school, John will complete the non-degree program at Lord Fairfax Community College (LFCC).*
- John (**Employment**) -*Within six months of graduation through the assistance of Vocational Rehabilitation (VR) and the staff of the non-degree program, John will obtain part-time employment on campus at LFCC that does not interfere with his program's schedule.*
- John (**Independent Living**) -*Within one year of graduation from high school, John will use public transportation, including the public bus and/or taxi, to independently get to and from classes at LFCC.*

Present Levels of Academic Achievement and Functional Performance

Information from age-appropriate transition assessment should be reflected in the present levels of academic achievement and functional performance statement. All IEP team members must have a clear picture of your young person's abilities and interests. This information may come from your young person's portfolio or file, as well as from your young person, your family, teachers, and agency staff. The information should include formal and/or informal assessment data. This information will be used to develop your young person's measurable postsecondary goals.

An example of a present level of academic achievement and functional performance focusing on employment is provided below:

- *Based on information from John, his parents, teachers, and informal classroom assessments, John has not yet participated in any school-related career exploration activities. He and his family have limited opportunities for transportation; he hasn't had much exposure to career opportunities in his home community or surrounding communities. John is able to perform simple functional tasks independently (e.g., bathing, dressing, and eating). He is liked by his friends, teachers, and community and exhibits good social skills. He is making adequate progress in his academic program working toward a special diploma. However, preliminary classroom assessments and informal interviews indicate that John is likely to need supports to identify his career interests, preferences, and abilities.*

During the student's eighth (8th) grade year or the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or an Advanced Studies diploma must be developed (Rule 6A-6.03028(3)(h)8., F.A.C., Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities).

Here are some examples of courses of study:

- Advanced placement courses to prepare for college
- Career education courses to prepare for a career
- Courses in daily living skills, such as preparing meals, using public transportation, and managing money

Here is an example for John, the student we have been following so far:

John will participate in exploratory career education and courses that provide community-based experiences to help him learn about career options and identify his preferences.

Standard Diploma Course Requirements

Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Science	3	1
Discipline Area	Standard Credits	Verified Credits
History & Social Science	3	1
Health & Physical Education	2	
Fine Arts or Career & Technical Education	2	
Foreign language		

Economics & Personal Finance	1	
Electives	4	
Student Selected Test		
Total	22	5

Advanced Studies Diploma Requirements

Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	1
Laboratory Science	4	1
Social Science	4	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Foreign language	3	
Economics & Personal Finance		
Electives	2	
Student Selected Test		1
Total	24	5

Applied Studies Diploma Requirements

The Applied Studies Diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements for other diplomas.

Transition Planning

The purpose of transition planning is to provide your young person with the services and supports he or she needs to make a successful move into adult life. The IEP team identifies the services that will help your young person make this transition. The team includes you, your young person, and teachers. When developing the IEP to be in effect when your young person turns 16, the team may also include representatives of agencies that are likely to provide or pay for services. Agencies can only be invited with your consent or the consent of your son or daughter who has reached the age of majority.

For IEPs developed to be in effect when the student turns age 16 or older, the IEP will include transition services in the following areas that focus on improving the academic and functional achievement of your young person to help him or her with the movement from school to post-school:

- **Instruction**-formal instruction in school, home, or community, including community-based instruction, travel training, academic and career/technical education courses, self-determination and self-advocacy training, and extracurricular activities
 - **Related services**-transportation and developmental, corrective, and other support services that help the student benefit from instruction
 - **Community experiences**-participation in activities outside the school building, including community activities such as recreation, using public transportation, and shopping
 - **Employment**-activities that prepare a student for employment, such as career education, development of good work habits, technical skills training, guided practice in school and community work situations, career placement, supported competitive employment, and on-the-job training
 - **Post-school adult living**-preparation for important adult activities that are done only occasionally, such as those necessary for living and participating in the community, including renting an apartment, paying bills, filing for insurance, voting, and getting along with others
- If appropriate for your young person, the IEP team will also identify needed transition services in the following activity areas:
 - **Daily living skills**-activities that teach your young person to manage daily personal needs (preparing meals, grooming, budgeting, etc.) as independently as possible
 - **Functional vocational evaluation**-an evaluation that collects information on your young person's career interests and aptitudes.

Transition services may be addressed through the development of measurable annual goals or short-term objectives or in other sections of the IEP.

Sample:

- John required a statement of needed transition services in the area of employment. You may wish to look back to page 4 to see how employment was addressed through the development of a measurable annual goal and benchmarks for John. Other areas (e.g., post-school adult living) would be addressed similarly, based on the student's measurable postsecondary goals, present level of academic achievement and functional performance, and priority educational needs.

Getting a Head Start on Transition

- It is never too early to plan for transition to adult life...
- Preparing your young person for transition to adult life is a gradual process. Even if your young person is not old enough to participate in job training or to develop independent living skills, there is a lot you can do now.

How to Start the Transition Process

When does transition start? Transition really starts from the beginning of a student’s school career, but officially starts in middle school. Winchester Public Schools start including transition discussions and topics in the IEP process when the student is 14. The student starts their Transition Portfolio the same year.

Who does the plan? The special education case manager starts the process with the family. Anybody involved with the student should be involved; including, but not limited to regular education teachers, community agency supports, and other people important to the student’s future functioning. The most important to involve is the student-they are central to transition planning.

What kinds of activities are involved with transition planning? Activities can be varied as the student goal dictates. Activities might include work and volunteer experiences, self-advocacy training, driver’s education support, college planning, budget for an apartment, building skills to live independently and many other tasks.

What supports are available for transition planning? The student’s case manager is the main support. They coordinate with the student, family and community agencies to assist in planning and setting goals for life after school. Other supports include the transition coordinator, work study coordinators at the high school, school counselor, and administrators.

What about transition from middle to high school? This too is an import transition for students. While specifically addressed by IDEA like the transition to adulthood, it also involves significant preparation for success.

****The following activities are formal; some are at grade level and all of them may not be appropriate for all students. A conversation must take place with appropriate stakeholders to discuss the student’s abilities, skill level, and behaviors.**

Supporting Students in Transition at All Grades: Recommended Activities for ED, SLD, OHI, HI, VI

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Student may:	Student may:	Student may:	Student may:
Participate in career assessments or interest survey	Participate in career assessments or interest survey	Discuss with high school teachers/staff needed accommodations and supports	Further develop self-advocacy skills as they relate to your postsecondary goals
Become an active member of student led IEP	Continue leading the IEP	Continue leading the IEP to provide direct input into the development of your IEP goals	Assume rights and responsibilities
Appropriately express wants and needs	Begin specific planning (college vs. employment)	Take college entrance exams	Finalized postsecondary education/training plan

Develop a graduation plan	Actively participate in high school scheduling	Maintain academic success	Understand and participate in the summary of performance
Explore postsecondary schools	Participate in PSAT, SAT and CTE assessments	Complete college applications	Coordinate services and supports
Explore use of assistive Technology	Investigate scholarship opportunities and funding sources	Apply for scholarship opportunities	Meet with instructional staff regarding needed accommodations and supports
Understanding actions and consequences	Continue with career exploration	Continue with portfolio	Develop skills for employment/volunteer positions
Career Exploration	Continue with portfolio	State how to acquire accommodations needed for employment	Master employment skills
Develop a career portfolio	Explore resources for potential employment	Discuss additional training/skills are needed to continue or to enhance employment	Register with Selective Services
Develop post high school goals	Job Shadowing experiences	Continue making healthy choices	Register to vote
Evaluate future financial needs	Summer jobs	Continue involvement with the Adult Agency	DRS Referrals
Time Management	Investigate school-based vocational offerings	Engage in competitive employment	PERT/WIA referrals
Transportation options	PERT/WIA referrals	Participate in functional and situational assessments	Work experience during the school year
Understand health and medical needs	Driver' Education	Participate in internships programs	Take SAT
Engage in community opportunities	Parent Survey	Visit postsecondary options	SSI Application if needed
Locate birth certificate and social security card	Connect with an Adult Agency	Take ASVAB and PSAT	Complete portfolio with after graduation plan
Participate in Transition workshops	Participate in Transition workshops	Summer jobs	Connect postsecondary or employment opportunities
		Vocational offerings	Participate in Transition workshops
		DRS Referrals	
		PERT/WIA referrals	
		Continue with portfolio	
		Parent/Student meetings	
		Participate in Transition workshops	

Note: Some activities are formal, some are at grade level and all of them may not be appropriate for all students.

Supporting Students in Transition at All Grade Levels: Recommended Activities for youth on the ID and Autism Spectrum

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Student may:	Student may:	Student may:	Student may:
Participate in career assessments or interest survey	Participate in career assessments or interest survey	Discuss with high school teachers/staff needed accommodations and supports	Further develop self-advocacy skills as they relate to your postsecondary goals
Become an active member of student lead IEP	Continue leading the IEP with support	Continue leading the IEP to provide direct input into the development of your IEP goals	Assume rights and responsibilities
Appropriately express wants and needs	Begin specific planning (college vs. employment)	Take college entrance exams	Finalized postsecondary education/training plan
Pre-vocational activities	Actively participate in high school scheduling	Maintain academic success	Understand and participate in the summary of performance
Explore postsecondary schools and training programs	Participate in PSAT, SAT and CTE assessments	Complete college applications	Coordinate services and supports
Explore use of assistive Technology	Investigate scholarship opportunities and funding sources	Apply for scholarship opportunities	Meet with instructional staff regarding needed accommodations and supports

Understanding actions and consequences	Continue with career exploration	Continue with portfolio	Develop skills for employment/volunteer positions
Career Exploration School-based vocational training	Explore resources for potential employment	State how to acquire accommodations needed for employment	DRS Referrals
Develop a career portfolio	Job Shadowing experiences	Discuss additional training/skills are needed to continue or to enhance employment	PERT/WIA referrals
Develop post high school goals	Summer jobs	Continue making healthy choices	Work experience during the school year
Social skills	Investigate school-based vocational offerings	Continue involvement with the Adult Agency	Take SAT
Time Management	PERT/WIA/Transition Academy referrals	Engage in competitive employment	SSI Application if needed
Transportation options	Driver' Education	Participate in functional and situational assessments	Complete portfolio with after graduation plan
Understand health and medical needs	Parent Survey	Participate in internships programs	Connect postsecondary or employment opportunities
Engage in community opportunities	Connect with an Adult Agency	Visit postsecondary options to include employment training programs	
		Take ASVAB and PSAT	Complete portfolio with after graduation plan
		Summer jobs	Connect postsecondary or employment opportunities
		Vocational offerings	
		DRS Referrals	
		PERT/WIA/Transition Academy referrals	
		Continue with portfolio	
		Parent/Student meetings	

Note: Some activities are formal, some are at grade level and all of them may not be appropriate for all students.

Activities for College-Bound Students with Disabilities (2yr. or 4yr.)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Student may:	Student may:	Student may:	Student may:
Identify interest with Guidance counselor or case manager	Review interest with guidance counselor or case manager	Review courses and activities with guidance counselor and/or case manager-Fall	Review career plan and determine which school is right for you-Fall
Assess Aptitudes	Adjust course of study if needed	Look for extracurricular activities (e.g. clubs, sports, volunteering-Fall	Visit colleges of interest to you-Fall
Create a course of study	Participate in job or career exploration	Memorize social security number-Fall	Get registration materials and test dates for SAT and ACT-Fall
Continue with self-advocacy and communication skills	Agency linkage, if needed Determine graduation status for a required diploma or IEP Diploma	Look through college catalogs and surf web for information-Fall	Meet with college representatives visiting your school-Fall
Continue working on academic skills: Reading, writing, speaking, math and computer	Academic Skills; Reading Speaking Math Computer	Make a list of colleges that are of interest to you-Fall	Become familiar with key application and financial aid deadlines-Fall
Communication skills: Following Directions	Communication skills: Following Directions	Speak with parents and guidance counselor about	Take SAT or ACT exams if necessary-Fall

Communicating Information	Communicating Information	your list of colleges-Fall	
Social and Interpersonal skills: Taking a message Problem-solving	Social and Interpersonal skills:	Register for PSAT and take the test	Ask teachers, guidance counselors and other adults who know you for letters of recommendation for scholarship and admission applications-Fall
		Check time and places of college fairs and parent night and attend-Fall	Work on admissions application essays-Fall
		Learn the requirement for student loans-Fall	Obtain financial aid applications from your college of choice-Fall
		Plan for other tests: SAT,ACT-Spring	Submit your completed FAFSA-Spring
		Attend financial aid night in your area- Spring	Check to see if your transcript have been sent to the colleges you have applied to-Spring
		Investigate scholarships and other aid programs-Spring	Look for student aid support in the mail-Spring
		Visit colleges on your list-Spring	Look for acceptance letter and financial aid awards letter
		Take SAT or ACT exams-Spring	Contact the financial aid office to verify that your application is complete-Spring

Note: Some activities are formal, some are at grade level and all of them may not be appropriate for all students.

Activities for Employment-Bound Students with Disabilities

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Student may:	Student may:	Student may:	Student may:
Identify interest with Guidance counselor or case manager	Review interest with guidance counselor or case manager	Determine your needs for a successful graduation-_Fall	Job search and job placement coordinated by school or other adult programs-Fall
Assess Aptitudes	Adjust course of study if needed	Participate in a career assessment-Fall	Job coaching by school staff, rehabilitation services or other adult programs-Fall and Spring
Create a course of study	Participate in job or career exploration	Participate in Career and technical instruction-Fall and Spring	Get parent support for competitive employment
Continue with self-advocacy and communication skills	Agency linkage, if needed	Work on soft skills for employment-On-going	Apply to postsecondary training programs and complete application-Spring
Continue with self-advocacy and communication skills	Agency linkage, if needed	Work on soft skills for employment-On-going	Apply to postsecondary training programs and complete application-Spring
Continue with self-advocacy and communication skills	Determine graduation status for a required diploma or IEP Diploma	Participate in employment activities to include apprenticeships, job shadowing, and part-time employment-Spring * See page 21	Determine mode of transportation to get to work (e.g. drive, public transportation)-Spring

Academic Skills; Reading Speaking Math Computer	Academic Skills; Reading Speaking Math Computer	Participate in community- based vocational instruction-Fall and Spring *See page 21	Determine independent living option-Spring
Communication skills: Following Directions Communicating Information	Communication skills: Following Directions Communicating Information		Project Search, if appropriate *See page 22

Note: Some activities are formal, some are at grade level and all of them may not be appropriate for all students.

Responsibilities and Linkages

The IEP team should create connections, or linkages, with agencies that can provide services for your young person after he or she leaves school.

For IEPs developed to be in effect when your young person turns age 16 or older, the IEP team will identify any community agencies that may provide services your young person needs to achieve his or her measurable postsecondary goals. It is important that these agencies participate in the transition process. Agencies can only be invited with your consent or the consent of your young person who has reached the age of majority.

Depending on your young person's needs, key agencies may include:

- Division of Vocational Rehabilitation (VR), VA Department of Education
- Northwestern Community Services Board
- Division of Blind and Visually Impaired
- College and University
- Shenandoah Valley Workforce Center
- Sheltered Rehabilitation Center: NW Works
- Winchester/Frederick County Parks and Recreation

***Please refer to page 22**

John's present level of academic achievement and functional performance statement for the area of employment indicated that he would likely need supports to obtain and maintain employment. Agencies might be likely to provide or pay for services and supports to assist John with obtaining and/or maintaining employment and should therefore be invited to attend his IEP meeting.

Teamwork

All members of the team must do their part...

As you can see, for your young person to have a successful transition into adult life, all members of the IEP team must do their part. Schools alone cannot get a young person ready for adulthood. The family, the community, service agencies, and the young person share this responsibility. When the IEP team carries out the transition process well, your young person benefits.

School District/School Responsibilities in the Transition Process

- The school district has the main responsibility to make sure that the measurable annual goals are being addressed. If a service to be provided by an agency has not been provided, the school district must get the IEP team back together to find another way of providing the service. The school district is responsible for helping students and agencies link with one another with consent.
- The school district is also responsible for helping the student learn self-determination skills so that the student can effectively participate in IEP meetings and self-advocate, if appropriate.

Special Education Teacher Responsibilities in the Transition Process

- The special education teacher has the responsibility to ensure that special education services and related services are provided to the child as outlined in the child's IEP and to assist the child to achieve the goals listed in the IEP.
- The special education teacher will work with parents and establishes a mode of communication to keep parents abreast to their child's education plan.
- Provide information on student's strengths, achievements and progress.
- Provide appropriate input for transition services needs and post-school services, supports and agencies before the student leaves high school.
- Works with the division's Transition Coordinator to coordinate to obtain community-based agencies, services and programs in the transition planning process.
- Ensures appropriate vocational skills, interest assessments and evaluations are conducted and corresponding reports and recommendations are included in the IEP.

Agency Responsibilities in the Transition Process

Representatives from other agencies may be asked to attend IEP meetings. It is important to remember agencies can only be invited with your consent or the consent of your young person who has reached the age of majority. Other agencies often have many responsibilities in the transition process.

Here are some reasons that agencies are invited to IEP meetings:

- Your young person may need agency assistance during his or her final years of school.

- An agency may need to take responsibility for some of the measurable annual goals or benchmarks or short-term objectives.
- An agency may need to take responsibility for purchasing, maintaining, and training on assistive technology your young person needs.
- Agency representatives may need to provide supports and services once your young person has left school.

If an agency that was to provide a service does not do so, the IEP team will meet again to work out another way to provide that service to the student. * See page 22

Family Responsibilities in the Transition Process

The family provides the most day-to-day support for their child from birth to adult life, so the family knows best which services their young person needs to make the transition from school to adult life. Take an active role in the transition process. Ask questions. Make suggestions. Here are some specific roles that families play in the transition process:

- Keep records of the transition-related services and activities that occur.
- Review your son or daughter's IEP goals.
- Review graduation requirements and help make decisions about diploma options.
- Provide opportunities for your son or daughter to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service).
- Support your son or daughter in developing his or her measurable postsecondary goals. * See page 5
- Support your son or daughter in writing personal letters of invitation for teachers and agency personnel to attend his or her IEP meetings.
- Conduct mock IEP meetings so your son or daughter can practice participating in the meeting.
- Help your son or daughter to develop a portfolio that includes an updated IEP, assessment scores, learning style information, grade point average, class rank, honors or awards, work evaluations, work experiences, and other related information.

Student Responsibilities in the Transition Process

- Your young person also has responsibilities in the transition planning process, such as:
 - Taking an active role in developing the IEP
 - Completing an age-appropriate transition assessments
 - Learning about the transition process
 - Thinking about what services would help him or her in daily adult life, so that the transition team may invite the appropriate agencies to the IEP meeting

- Thinking about what he or she wants to do-and where he or she wants to do it-in the years immediately after school
- Meeting and working with career and guidance counselors to determine which courses and other school experiences are required for post-school activities
- Learning more about his or her disability and how to get the services and supports he or she needs to achieve long-term goals
- Developing and using self-determination and self-advocacy skills
- Going to class
- Completing homework assignments
- Saving money for post-school activities
- Learning how to use and maintain the assistive technology
- Accepting responsibility for chores at home

Here are some suggestions for parents to consider as your child grows up.

Middle School and Earlier

- Encourage your child to strive for early independence.
- Involve your child in activities that foster self-respect, self-esteem, and self-determination.
- Take your child into the community. Point out community members and talk about what they do.
- Encourage your child to talk about what he or she might like to do as an adult.
- Show your child how much you enjoy your own work.
- Encourage your child to dress and groom appropriately and to take care of his or her own self-care or cleanliness needs.
- Assign your child specific duties around the house. Insist that your child do them thoroughly and on time.
- Give your child an allowance and let him or her spend some of the money and save some.
- Encourage your child to get involved in activities outside of school, such as sports, clubs, and music or art.
- Encourage your child to participate with you in community activities, such as visiting elderly people, helping neighbors in need, attending social events, and shopping.
- Introduce your child to people who do various kinds of work. Include people with disabilities and people without disabilities. Discuss what the worker is doing and encourage your child to talk about what job he or she might like.
- Take your child to work with you on "Take Your Daughter (or Son) to Workday."
- Help prepare your child to participate in community programs by taking your child with you when taking part in community activities.
- Attend your child's IEP meetings.
- Include goals related to social and community skills in the IEP.
- At IEP meetings, ask that your child participate in career awareness activities, including career assessment.

- Address career awareness, career exploration, and career preparation in the IEP.
- Monitor your child's progress toward annual IEP goals by talking with team members and your child.
- Talk to other families who have gone through the transition process. Find out what has been helpful to them.
- Talk to the school staff about whether your child should work toward a standard diploma or an Applied Studies diploma. Learn about the differences between a standard diploma and an Applied Studies diploma.
- Explain the IEP process to your child.
- Help your child develop self-determination and self-advocacy skills.
- Help your child begin and/or update a career plan and transition portfolio.
- Identify agencies that provide adult services
- Visit postsecondary education, employment, and independent living programs to identify what options will be available when your child leaves school.

High School

- Develop a plan to increase independence. Let your young person make decisions and take reasonable risks.
- Encourage your young person to become involved in community activities and increase his or her circle of friends.
- Encourage your young person to find paid employment in the community.
- Teach your young person to use public transportation independently.
- Introduce your young person to people with disabilities who are successfully employed.
- Help your young person continue to develop and use self-determination and self-advocacy skills.
- Attend IEP meetings with your young person.
- Help your young person learn to direct his or her own IEP meeting.
- Help decide if your young person will work toward a standard diploma or a Applied Studies diploma.
- Address employment training at actual work sites in the IEP.
- Address career education opportunities at the high school or career center in the IEP.
- Encourage your young person to update his or her career plan and transition portfolio.
- Help your young person monitor progress on his or her IEP.
- Teach your young person to be responsible for any special equipment he or she needs.
- Identify and apply for services provided by adult agencies.
- Investigate postsecondary education, employment, and adult living options available in your community.
- Consult legal experts about financial planning, guardianship, and estate planning.
- Become aware of Social Security work incentives if your child receives Supplemental Security Income (SSI) or Social Security Disability Income (SSDI). If your son or daughter has previously

been turned down for SSI or SSDI based on income, reapply for benefits after his or her 18th birthday, when your income will no longer be considered for eligibility purposes.

Goals and Activities to Consider for Self-Determination

- Decision-making
- Choice-making problem-solving
- Goal setting and attainment
- Internal locus of control
- Positive attributes of efficacy
- Self-Observation
- Self-evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy and Leadership
- Self-Awareness
- Self-Knowledge

Tips to Encourage Self-Determined Behavior

- Encourage student to make choices about everyday activities
- Encourage student to set priorities
- Help student identify strengths, interest and preferences
- Talk to student about the process of setting goals, including the barriers they might encounter.
- Educate student about rights

***See page 21 for I'm Determined website information.**

Transition Workshop

Workshop Title: Transition Workshop: Transition to Work for Individuals with disabilities

Workshop Facilitator: Coordinator of Transition Services

Workshop Overview:

This course is designed to provide students with knowledge, strategies and resources necessary to prepare young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills related to transition assessments, planning strategies, transition related content and instructional strategies, and strategies for interacting and collaborating with families and community-based agencies in the transition process.

Learning Objectives:

Upon the completion of the Transition Workshops the participants will be able to:

- Complete a job application
- Develop a resume
- Career exploration
- Interview for a job
- Participate in postsecondary school site visits
- Participant in employer site visits
- Obtain part-time employment (while in school)
- Participate in functional, situational and/or computerized career assessments

Required Workshop materials:

At times, participants will need a computer to participate in career assessments, job opportunities and college searches. All other assignments will be in pencil and paper format to perform worksheet assignments.

Attendance and participation:

The workshops are designed to instruct and to convey information, answer questions and engage students in critical thinking activities through presentations, discussion and individual and group work that will facilitate the completion of assignments and understanding of the course content during their resource class.

Virginia Transition Resources

Virginia Department of Education Transition Programs:

I'm Determined- The right and the ability to direct your own life through self-determination through the IEP process. www.imdetermined.org

Youth Leadership Forum- Empowering young people with developmental disabilities to further develop their leadership skills. www.vaboard.org/ylf.htm

Project Search- A one year school to work transition program designed for students with most significant disabilities in their last year of school. The program is sponsored by VDOE and DARS. www.projectsearch.us

PERT: A collaborative effort between VDOE and the Department of Rehabilitative Services that offers youth with disabilities the opportunity to discover individual strengths and abilities and to plan for their transition services with the goals of working and living independently. wwrc.net/PERT.htm

JHHS School Transition Courses:

Workshop: An elective course designed to assist special education students in the development of pre-vocational and vocational skills. The course is designed for students with Intellectual Disabilities and Autism.

Work Center: A school-to-work transition program designed to help special education students prepare for the world of work for youth on the ID and Autism Spectrum. Students 1-2 years from their exit year of high school, with good attendance (minimum of 90%) and the ability to work independently after direct instruction/job coaching are targeted as Work Center participants. **Prior discussion with the Work Center teacher is necessary as work placements must be pre-arranged.** For additional information, please contact Tina Hall, Special Education Teacher at 540.662.3471 or send an e-mail to hallt@wps.k12.va.us

Work Opportunities: A school-to-work employment program designed for special education students who secure part-time community-based employment while earning credit. Students 1-2 years from their exit year of high school who can obtain and maintain part-time employment will have the opportunity to earn credit. Students are required to sign a contract signed by the student, parent(s), employer and the Transition Coordinator. A student is required to check-in daily for attendance and is monitored weekly by both the employer and the Transition Coordinator. Student grade is determined by employer input utilizing a grading scale that is focused upon interest, initiative, dependability, cooperativeness, and productiveness. A site visits monthly by the transition coordinator occurs to support student and to address employer issues and concerns that they may or may not have. Grades are reflective by the following measurements: A=100-90%; B=80-90%; C=70-80%; D=60-70%; and F=60-50%. **Prior discussion with the School-to-Work coordinator is necessary to determine skills, ability and behavior.** For

additional information, please contact Toni Cary, Coordinator of Transition Services at 540.6623471 or send an e-mail to cary@wps.k12.va.us

Winchester, VA Community-based Education, Employment, and Training Resources:

Access Independence Youth in Transition Program: A youth in transition program that provides services for youth with disabilities who are transitioning from school to work, to college, or moving out on their own. *AI also collaborates with local schools to host **Career Day** for youth with disabilities. www.accessindependence.org/

Goodwill Industries: To enhance the dignity and quality of life of individuals by eliminating barriers to employment opportunities and helping people in need of reaching their full potential through learning and the power of work. www.goodwillvirginia.org

NW Works Transition Program: A school-to-work training program that provides vocational training and employment opportunities for young adults with disabilities. www.nwworks.com/

The Department of Rehabilitative Services School-to-Work Transition Program: A program designed to assist students in the movement from school to the world of work and adult life. DARS works together with students, families, schools and community agencies to provide services to support a successful transition from school to work. www.vadars.org/

Valley Health Summer Internship Programs: A 7-week paid summer opportunity designed to develop skills in Healthcare Support Services. www.valleyhealthlink.com

Northwestern Community Services Board: Helping others through life changes related to mental illness, substance abuse and developmental and intellectual disabilities. www.nwcsb.com

Workforce Innovation and Opportunity Act (WIOA): WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment. www.centralvirginia.org

Lord Fairfax Community College (LFCC): A community college that offers certificates and degrees to help you get a job, or transfer to another college or university. www.lfcc.edu

James Rumsey Technical Institute: A technical training school designed to provide students with the knowledge and skills necessary to ensure successful employment in a specific industry. www.jamesrumsey.com

Project Search: A high school transition program for youth with developmental disabilities. It is a business lead, one year, school-to-work program targeting students whose goal is competitive employment. www.projectsearch.us

Who to Contact

The first person to contact is the special education case manager (lead teacher). This is the person that coordinates the IEP. To inquire further and to gain more information, contact the Coordinator of Transition Services or the Director of Special Education for specific activities, referrals, support and assistance.

Toni Cary, Coordinator of Transition Services.....540.662.3471
Sarah Kish, Director of Special Education.....540.667.3453

Appendix

1. Work Behavior Checklist.....	Page 25
2. Transition Planning Checklist for Students &Parents.....	Page 26
3. Transition Planning Worksheet.....	Page 27
3. Transition Planning Guide.....	Page 28
4. Student Survey Questionnaire.....	Page 29
5. Skills Assessment.....	Page 30
6. Potential Annual Goals and Objectives/Benchmarks.....	Page 31
7. Parent Questionnaire.....	Page 32
8. Personal Investigation form.....	Page 33
9. Life Centered career Education.....	Page 34
10. Individual Supports Assessment.....	Page 35
11. Transition Service Plan.....	Page 36
12. Transition Planning Sheet.....	Page 37
13. I'm a People Person.....	Page 38
14. I'm a Hands-On Person.....	Page 39
15. Checklist for Statement of Need.....	Page 40
16. Career Development Assessment.....	Page 41
17. Career Clues about Me.....	Page 42

WORK BEHAVIOR CHECKLIST

Individual: _____ School: _____ Date: _____

Rater: _____ Case Manager: _____

A1 Strength
A2 No Problem

B1 Change Needed
B2 Change Doubtful

C1 Change Needed
C2 Change Doubtful

	Acceptable		Minor		Major		
	A1	A2	B1	B2	C1	C2	
PRE-REQUISITE WORK BEHAVIORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PRE-REQUISITE WORK BEHAVIORS
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Hygiene & Grooming
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Communication Skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Personal Habits
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Odd Behaviors
PERFORMANCE AND PRODUCTIVITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	JOB PERFORMANCE AND PRODUCTIVITY
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Motivation Level
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Physical Capacity
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Staying on Task
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Quality
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Production Rate
WORK HABITS AND ATTITUDES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WORK HABITS AND ATTITUDES
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Attendance
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Punctuality
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Frustration Tolerance
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Personal Complaints
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Distractibility
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Reactions to Change in Work Assignment
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Reactions to Unpleasant or Monotonous Tasks
WORK RELATED SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WORK RELATED SKILLS
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Following Directions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Problem Solving
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Rules and Safety
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Efficiency of Work Methods
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Care of Equipment/Waste of Materials
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Cleanliness of Work Area
LEARNING & TRANSFER OF JOB SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LEARNING AND TRANSFER OF JOB SKILLS
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Possession of Basic Job Skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Amount of Assistance Needed to Learn Tasks
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Retaining "Hands-on" Skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Retaining "Cognitive" Skills
INTERACTION WITH SUPERVISORS AND CO-WORKERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTERACTION WITH SUPERVISORS
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Intervention Needed to Maintain Independence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Accepting Supervisory Authority
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Response to Close Supervision
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Requests for Assistance
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Reactions to Criticism
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTERACTION WITH CO-WORKERS
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Social Skills

Transition Planning Checklist for Students & Parents

We value your input about your son's daughter's transition needs. The following list of goals are considered important for successful community participation. Please review them with your son/daughter to help us prepare for transition planning.

Check those that you and your child decide are priorities for this year and bring this list to the IEP meeting to discuss with the IEP team.

CAREER/EMPLOYABILITY

- Get along with others
- Follow rules and directions
- Accept criticism
- Attend to detail
- Complete tasks
- Attend and on time
- Has computer skills
- Dress appropriately for setting
- Work at a satisfactory rate
- Produce satisfactory work
- Deal appropriately with authority
- Work independently
- Organize materials and time
- Seek help when needed
- Demonstrate critical thinking skills
- Explore careers
- Gain work experience
- Develop personal data sheet
- Find job
- Complete applications
- Interview
- Terminate employment

SELF-ADVOCACY

- Know rights and responsibilities
- Identify emotions and outlets for emotions
- Set goals
- Problem-solve
- Cope with stress
- Organize self and time

INDEPENDENT LIVING

- Make purchases
- Use money
- Make change
- Budget money
- Calculate wages
- Know bank services
- File taxes
- Identify recreation/leisure activities
- Attend events
- Clean space at home (i.e., bedroom)
- Recognize civic roles and responsibilities
- Understand authority figures, rules, laws
- Understand voting and elections
- Identify community resources
- Know current events
- Know housing options (i.e., rent, own)
- Pay bills
- Cook food
- Follow recipe
- Order from menu
- Recognize healthy diet
- Purchase clothing
- Wash and iron clothing
- Know transportation options
- Take Driver's Education
- Get driver's license
- Read maps
- Become familiar with public transportation
- Know basic first aid
- Practice good grooming habits

OTHER SUGGESTIONS

Every attempt has been made to contact and request permission from the author of this material. Please contact the Shenandoah Valley Regional Program, Phone: 540-886-9778, Website: <http://web.augusta.k12.va.us/svrp/> to provide owner information. Thank you.

TransCen TRANSITION PLANNING WORKSHEET

Name: _____ Date: _____

Year in School (ex. 9th Grade) _____

CAREER GOAL. Occupational fields I would love to work in are:

TO HELP ME ON MY CAREER PATH, SOME THINGS I WILL DO IN THE NEXT YEAR ARE:

	OUTCOME?
I will talk to: _____	_____
I will visit and observe: _____	_____
I will write: _____	_____
I will: _____	_____

HANDS-ON EXPERIENCES IN MY CAREER INTEREST AREA(S):

Check the experiences you would like to have during the next year:

- Career assessment (to find out more about my career interests and aptitudes; my talents; possible future opportunities, help in setting my goals, etc.).

	OUTCOME?
How/What? _____	_____
Where? _____	_____
Who? _____	_____
When? _____	_____

- Site visits (field trips).

Possible Sites*? _____

- Job shadowing.

Possible Sites*? _____

How often? _____

*Should be related to identified career interest areas.

DEVELOPING SELF-DETERMINATION SKILLS FOR YOUTH IN TRANSITION

Developed by Dr. George P. Tilson, TransCen, Inc., Rockville, Maryland 1998.

TIPS Transition Planning Guide

General Transition Skills

Competencies which apply to all five transition areas

ID _____ Student _____ Grade _____ Present School Year _____
 Person Responding _____ Surveyed by _____

Suggested Transition Activities

The following includes examples of instructional activities for this year that could help achieve the student's future adult outcome in any or all of the five transition areas. Please rate the importance of each activity by choosing the appropriate number. These activities may be used to develop instructional objectives on the IEP. For those activities accomplished, select "Already addressed and completed."

Suggested Grade							
8-9	10	11	12	1	2	3	
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify strengths and limitations (self awareness).
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify personal learning style.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop self-advocacy skills.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify appropriate accommodations or supports needed for independence.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and review adult goals each year.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in yearly IEP/Transition planning meetings.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify adult and community agencies to participate in planning.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify laws, policies, rights and student responsibilities regarding adults with disabilities.
•	•	•	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure high school courses/credits are applicable to desired goals.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other _____
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other _____

What are the Skills Needed by the Student in this Area?

Name: _____ Date: _____

1. What career would you love to be in 10 years from now?
2. What do you like about that career? (What excites you the most about it?)
3. Tell me what you know about this career. What kinds of things does someone in this career do?
4. Have you had any experience doing this kind of work? (Probe: on-the-job experience; class; activity with family or friends, etc.).
5. What do you do for fun? What do you do with friends and family?
6. Who are your best friends?
7. Why are they your best friends?
8. What do your friends and family like best about you?
9. What would your friends and family say are your skills and talents? What would they say you are really good at? What abilities do you think, “come naturally” to you? (at school, home, neighborhood)
10. Where are some of your favorite places to go?
11. Where are some places you’ve never been that you’d love to go to sometime in the future?
12. How do you get to the places you want to go now?

SKILLS ASSESSMENT

NAME: _____ DATE: _____

DIRECTIONS: CHECK the box next to the items which apply to you. If you check the box, this means that you are good at the subject or activity. You may add activities to the list.

SUBJECTS

- Math
- English
- Science
- Social studies
- Physical education
- Art
- Music
- Vocational education (agriculture, business, health, home economics, marketing, technology, trade and industrial education)
- _____
- _____

PHYSICAL STRENGTHS

- Lift heavy objects
- Lift light objects
- Dance for 2 to 3 hours
- Walk short distance
- Walk long distances
- Run short distances
- Run long distances
- Climb ladders, ropes, etc.
- Throw objects
- Kick objects
- _____
- _____

EXERCISE SKILLS

- Volleyball
- Softball or baseball
- Football
- Basketball
- Swimming
- Wrestling
- Aerobics
- Gymnastics
- Soccer
- Track
- Surfing
- Jumping rope
- Dancing—ballet, tap, jazz, etc.
- Field hockey
- _____
- _____

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Appendix K

Potential Annual Goals and Objectives/Benchmarks

Transition Category	Potential Behavior for Goal	Potential Objectives/Benchmarks
Instruction	▪	▪ ▪ ▪
Vocational Training (Career/Technical)	▪	▪ ▪ ▪
Community Participation	▪	▪ ▪ ▪
Integrated Employment	▪	▪ ▪ ▪
Adult Services	▪	▪ ▪ ▪
Independent Living	▪	▪ ▪ ▪

PARENT QUESTIONNAIRE

Student's Name: _____ Date: _____

Parent/Guardian: _____

1. What academic programs would you like for your son/daughter to take when he/she reaches high school? Please check those that apply.

- | | |
|---|--|
| <input type="checkbox"/> General Preparation | <input type="checkbox"/> Occupational Training |
| <input type="checkbox"/> College Preparation | <input type="checkbox"/> Work-Study |
| <input type="checkbox"/> Business Preparation | <input type="checkbox"/> Other _____ |

2. Upon completing high school, what area do you see your son/daughter pursuing? Please check one.

- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> Junior/Community College | <input type="checkbox"/> Military | <input type="checkbox"/> College |
| <input type="checkbox"/> Skilled Employment
e.g., mechanic, welder, cosmetology | <input type="checkbox"/> Semiskilled
e.g., grocery store worker,
construction work helper | |
| <input type="checkbox"/> Other _____ | | |

3. List any job or work related experience your son/daughter has or has had up to now – (yard work, cashier, babysitting, volunteer work).

4. From the work related experience listed in question 3, what has your son/daughter learned?

5. Does your son/daughter have hobbies or participate in other activities that may lead to employment? Please explain.

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MY PERSONAL INVESTIGATION FORM

GATHERING MY PERSONAL CLUES

I've done my personal Career Interests quiz. I've thought about my preferred work styles and selected occupations that appeal to me most. I've begun to solve the beginning of my career mystery. Now, it's time to file my first report.

MORE CRITICAL EVIDENCE SCHOOL-TO-CAREER LINKS

How does what you're learning in school link to the world of work and the occupations you've chosen? Here's how to find out:

1. List your 10 occupations below.
2. After each occupation, write down one or more of the subject areas from the list below that you think are required to work in the occupation.

Art	Economics	History	Physical education
Business	English	Languages	Science
Computers	Family studies	Mathematics	Technical
Drama	Geography	Music	Industrial studies

3. Check your answers with your parents, teachers or guidance counselor.

Occupation 1

Occupation 2

Occupation 3

Occupation 4

Occupation 5

Occupation 6

Occupation 7

Occupation 8

Occupation 9

Occupation 10

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**LIFE CENTERED CAREER EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM FORM**
(Use attachments as needed for each student)

Student: _____ Grade: _____
School: _____ Date: _____

SECTION I: Present Level of Educational Performance

SECTION II: Annual Goals

LCCE Functional Skills for Transition Preparation (check those that apply)

This student will progress toward acquiring functional behaviors in the following competency areas. (Check the appropriate annual goals.)

- | | |
|---|---|
| <input type="checkbox"/> 1. Managing Personal Finances | <input type="checkbox"/> 12. Achieving Socially Responsible Behavior |
| <input type="checkbox"/> 2. Selecting and Managing a Household | <input type="checkbox"/> 13. Maintaining Good Interpersonal Skills |
| <input type="checkbox"/> 3. Caring for Personal Needs | <input type="checkbox"/> 14. Achieving Independence |
| <input type="checkbox"/> 4. Raising Children and Meeting Marriage Responsibilities | <input type="checkbox"/> 15. Making Adequate Decisions |
| <input type="checkbox"/> 5. Buying, Preparing, and Consuming Food | <input type="checkbox"/> 16. Communicating with Others |
| <input type="checkbox"/> 6. Buying and Caring for Clothing | <input type="checkbox"/> 17. Knowing and Exploring Occupational Possibilities |
| <input type="checkbox"/> 7. Exhibiting Responsible Citizenship | <input type="checkbox"/> 18. Selecting and Planning Occupational Choices |
| <input type="checkbox"/> 8. Utilizing Recreational Facilities and Engaging in Leisure | <input type="checkbox"/> 19. Exhibiting Appropriate Work Habits and Behaviors |
| <input type="checkbox"/> 9. Getting Around the Community | <input type="checkbox"/> 20. Seeking, Securing, and Maintaining Employment |
| <input type="checkbox"/> 10. Achieving Self –Awareness | <input type="checkbox"/> 21. Exhibiting Sufficient Physical—Manual Skills |
| <input type="checkbox"/> 11. Acquiring Self-Confidence | <input type="checkbox"/> 22. Obtaining Specific Occupational Skills |

Other Transitional/Support Services Goals (check those that apply)

- | | |
|---|--|
| <input type="checkbox"/> 1. Financial Assistance/Income Support | <input type="checkbox"/> 5. Transportation |
| <input type="checkbox"/> 2. Advocacy Legal Services | <input type="checkbox"/> 6. Other |
| <input type="checkbox"/> 3. Medical | <input type="checkbox"/> 7. Other |
| <input type="checkbox"/> 4. Insurance | <input type="checkbox"/> 8. Other |

SECTION III: Specific Educational Services Needed

Goal & Subcomp. Numbers	Special Services Needed	Special Media/Materials and Equipment	Individual Implementors

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INDIVIDUAL SUPPORTS ASSESSMENT FORM

Date: _____ **Provider ID:** _____
Customer Name: _____ **SS#:** _____
Employment Specialist: _____ **ID Code:** _____
Street: _____ **Initial:** _____
City/State/Zip: _____ **On-Going:** _____

Please answer each question regarding the customer's current goals, preferences, and experiences. Information needed to respond to each question should be obtained from the customer during a face-to-face interview prior to employment or while working if a change in employment is desired.

I. Vocational Goals and Experience

1. What are your career and life goals? (Describe the job or position you would like to have and any other goals you would like to pursue, e.g., school, independent living, etc.)

2. Where might you like to work? (Check all that apply)

- 1) restaurant
- 2) grocery store
- 3) retail store
- 4) hospital/nursing home
- 5) office building
- 6) hotel/motel
- 7) university/school
- 8) day care facility
- 9) factory
- 10) service provider/agency (e.g., church, park)
- 11) don't know
- 12) other: Describe: _____

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**INDIVIDUAL EDUCATION PROGRAM (IEP)
Transition Services Plan**

Student Name: _____ IEP Meeting Date: _____

Grade: _____ Age: _____ Case Manager: _____

Statement of Needed Transition Services: Please complete the following chart completely with the assistance of the student, the parent or both parties.

Transition Service	Needs and Activities	Timeline	Person(s) Responsible
Instruction:			
Related Services:			
Community Experiences:			
Post-secondary Training:			
Employment:			
Daily Living Skills (if appropriate):			
Functional Vocational Assessment (if appropriate):			

IEP Transition Planning Sheet

Student Name: _____ IEP Meeting Date: _____

Grade: _____ Age: _____ Case Manager: _____

In order for your IEP team to assist you with your plan for the future, it is important that your interests and preferences are considered. Think about your goals after for after graduation as you answer the following questions:

What kinds of jobs or careers interest you the most? _____

Do you feel that you have enough information about jobs and careers to make good choices?

YES NO

What will you do following graduation?

- School
- Work
- Both (School and Work)
- Military

If school, what kind of school or college will you attend?

- Vocational school
- Community college
- College or University
- Other

What is your goal for work?

- Full-time
- Part-time
- Supported employment
- Military
- Other _____

How do you want to live?

- With others
- By myself
- With supports

What do you like to do for fun?

What would you like to do for fun that you have never done before?

Do you participate in any extracurricular activities (clubs, sports, etc.) at school? _

Are you involved in any community clubs or activities (church, Scouts, etc)?

Review the answers to the previous questions. Complete the following chart based on the goals that you identified.

I'M A PEOPLE PERSON

There are many occupations in the world of work for people like you who enjoy begin with others and exercising people skills such as caring, helping, advising, persuading and cooperating.

Career Clue: Below, you will find many **people** occupations grouped according to work styles. Look over the work styles that suit you best and **check the occupations that interest you.**

Work Style: I'm a **people** person who enjoys being responsible and organizing and managing events.

<input type="checkbox"/> Engineering manager <input type="checkbox"/> Human resource manager <input type="checkbox"/> Insurance manager <input type="checkbox"/> Management consultant <input type="checkbox"/> Public health nurse <input type="checkbox"/> Teacher <input type="checkbox"/> Sports coach	<input type="checkbox"/> Employment counselor <input type="checkbox"/> Environmental educator <input type="checkbox"/> Retail trade manager <input type="checkbox"/> Judge <input type="checkbox"/> Driving instructor <input type="checkbox"/> Editor <input type="checkbox"/> Retail trade supervisor	<input type="checkbox"/> Funeral director <input type="checkbox"/> Head nurses supervisor <input type="checkbox"/> Flight attendant <input type="checkbox"/> Craft instructor <input type="checkbox"/> Acting instructor
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Work Style: I'm a **people** person who's creative and likes to try new ways to do things.

<input type="checkbox"/> Advertising consultant <input type="checkbox"/> Forestry professional <input type="checkbox"/> Recreation therapist <input type="checkbox"/> University professor <input type="checkbox"/> Guidance counselor <input type="checkbox"/> Architect <input type="checkbox"/> Family counselor <input type="checkbox"/> Photography director	<input type="checkbox"/> Nursing consultant <input type="checkbox"/> Social worker <input type="checkbox"/> Speechwriter <input type="checkbox"/> Sales manager <input type="checkbox"/> Microbiologist or molecular biologist <input type="checkbox"/> Actuary	<input type="checkbox"/> Naturopath <input type="checkbox"/> Medical laboratory technologist <input type="checkbox"/> Lawyer <input type="checkbox"/> Archivist <input type="checkbox"/> Film, television or radio producer
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Work Style: I'm a **people** person and I like working with my hands and making things.

<input type="checkbox"/> Audiologist <input type="checkbox"/> Instructor of the disabled <input type="checkbox"/> Horticulturist <input type="checkbox"/> Prosthetist <input type="checkbox"/> Software product specialist <input type="checkbox"/> Meteorologist	<input type="checkbox"/> Mechanical engineering technologist <input type="checkbox"/> Flying instructor <input type="checkbox"/> Osteopath <input type="checkbox"/> Art instructor <input type="checkbox"/> Metallurgist <input type="checkbox"/> Biomedical engineer	<input type="checkbox"/> Residential homebuilder or renovator <input type="checkbox"/> Sous-chef <input type="checkbox"/> Petroleum engineer <input type="checkbox"/> Industrial or manufacturing engineer
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Work Style: I'm a **people** person who's good with details and like to follow specific instructions.

<input type="checkbox"/> Human resources specialist <input type="checkbox"/> Chiropractor <input type="checkbox"/> Occupational therapist <input type="checkbox"/> Dental hygienist <input type="checkbox"/> Sports scout <input type="checkbox"/> Midwife	<input type="checkbox"/> Construction estimator <input type="checkbox"/> Psychiatric nurse <input type="checkbox"/> Financial manager <input type="checkbox"/> Insurance manager <input type="checkbox"/> Health care manager <input type="checkbox"/> Financial auditor <input type="checkbox"/> Administrative officer	<input type="checkbox"/> Aquaculture operator or manager <input type="checkbox"/> Correctional service officer <input type="checkbox"/> Ship purser <input type="checkbox"/> Retail or wholesale buyer <input type="checkbox"/> Wardrobe supervisor <input type="checkbox"/> Museum cataloger
---	--	--

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I'M A HANDS-ON PERSON

There are many occupations in the world of work for people like you who have a knack for using tools and machines, are curious about how things work and like to build, operate, maintain and repair equipment.

Career Clue: Below, you will find many **hands-on** occupations groups according to work styles. Look over the work styles that suit you best, and **check the occupations that interest you.**

Work Style: I'm a **hands-on** person who likes to take charge and manage projects.

<input type="checkbox"/> Home building	<input type="checkbox"/> Machinist	<input type="checkbox"/> Conductor
<input type="checkbox"/> Pilot	<input type="checkbox"/> Software engineer	<input type="checkbox"/> Biologist
<input type="checkbox"/> Golf course attendant	<input type="checkbox"/> Farm and farm manager	<input type="checkbox"/> Chef or specialty chef
<input type="checkbox"/> Film editor	<input type="checkbox"/> Computer programmer	<input type="checkbox"/> Central control and process operator in mineral and metal processing
<input type="checkbox"/> Photography director	<input type="checkbox"/> Industrial Pharmacist	<input type="checkbox"/> Patternmaker—textile, leather or fur products
<input type="checkbox"/> Aircraft inspector	<input type="checkbox"/> Theater designer	
<input type="checkbox"/> Arranger		
<input type="checkbox"/> Conservator		

Work Style: I'm a **hands-on** person who enjoys challenges that make me look for different ways to solve problems.

<input type="checkbox"/> Physicist	<input type="checkbox"/> Veterinarian	<input type="checkbox"/> Painter
<input type="checkbox"/> Astronomer	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Sheet metal worker
<input type="checkbox"/> Computer hardware engineer	<input type="checkbox"/> Interior designer	<input type="checkbox"/> Machine moldmaker or coremaker
<input type="checkbox"/> Applied chemical technologist	<input type="checkbox"/> Dressmaker	<input type="checkbox"/> Scanner operator
<input type="checkbox"/> Architectural technologist	<input type="checkbox"/> Dressmaker	<input type="checkbox"/> Boilermaker
<input type="checkbox"/> Industrial designer	<input type="checkbox"/> Aerospace engineer	<input type="checkbox"/> Aircraft assembler
<input type="checkbox"/> Dentist	<input type="checkbox"/> Electrical or electronics engineering technologist	

Work Style: I'm a **hands-on** person is sociable and likes to work with others.

<input type="checkbox"/> Secretary	<input type="checkbox"/> Taxi driver	<input type="checkbox"/> Psychiatric nurse
<input type="checkbox"/> Telephone operator	<input type="checkbox"/> Delivery driver	<input type="checkbox"/> Chinese medical practitioner
<input type="checkbox"/> Parts clerk	<input type="checkbox"/> Chainsaw and skidder operator	<input type="checkbox"/> Homeopath
<input type="checkbox"/> Radio operator	<input type="checkbox"/> Agricultural representative, consultant or specialist	<input type="checkbox"/> Bus or streetcar driver
<input type="checkbox"/> Optometrist	<input type="checkbox"/> Urban or land use planner	<input type="checkbox"/> Family physician
<input type="checkbox"/> Audio prosthetist		<input type="checkbox"/> Landscape architect
<input type="checkbox"/> Scalp treatment specialist		<input type="checkbox"/> Specialist in clinical medicine
<input type="checkbox"/> Physiotherapist		

Work Style: I'm a **hands-on** person is orderly and likes to follow clear rules and guidelines.

<input type="checkbox"/> Meteorological technician	<input type="checkbox"/> Tool and die maker	<input type="checkbox"/> Electronics assembler
<input type="checkbox"/> Tree service technician	<input type="checkbox"/> Industrial electrician	<input type="checkbox"/> Machining tool operator
<input type="checkbox"/> Aircraft instrument mechanic	<input type="checkbox"/> Gasfitter	<input type="checkbox"/> Plumber
<input type="checkbox"/> Electroencephalographic technician	<input type="checkbox"/> Welder	<input type="checkbox"/> Dental therapist
<input type="checkbox"/> Dental therapist	<input type="checkbox"/> Truck driver	<input type="checkbox"/> Construction millwright
<input type="checkbox"/> Gas and oil driller	<input type="checkbox"/> Heavy-duty equipment mechanic	<input type="checkbox"/> Machinist
	<input type="checkbox"/> Surface mine driller	<input type="checkbox"/> Film camera operator
		<input type="checkbox"/> Cook

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Appendix J

Checklist for Statement of Needed Transition Services

Does the statement of needed transition services address:	YES	NO	NOTES
<p>Post-secondary Education</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Vocational Education</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Integrated Employment</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Continuing and Adult Education</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Adult Services</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Independent Living</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Community Participation</p> <p>Instruction Related services Community experiences Employment/adult living Daily living skills Functional vocational evaluation</p>	<input type="checkbox"/>	<input type="checkbox"/>	

CAREER DEVELOPMENT ASSESSMENT

Name: _____ Date: _____

Read the following classified ad and answer the questions below.

Theme Park

Now Hiring for Spring Weekends and Summer Positions
Applicants must be at least 15 years old to apply
Variety of positions available

*snack bar attendants	*arcade operators
*waiters/waitresses	*character actors
*ride attendants	*musicians/entertainers

Pay rate: \$6.00/hr. on weekends plus a Labor Day bonus
Complimentary tickets, free use of the park, costume provided, time off for vacation
Apply Mon.-Sat., 9 a.m. – 5 p.m. at the Human Resources Office
For more information, call 804-555-2529

1. Which job is not advertised?
 Waiter/waitress
 Mechanic
 Musician
 Ride attendant

2. What is the rate of pay for weekend employment?
 \$6.50/hr.
 \$5.75/hr.
 \$6.00/hr.
 \$5.00/hr.

3. What are the times a person can apply for a job at the Human Resources Office?

4. What is the minimum age for a job at the theme park? _____

5. What is the phone number to call if you would like more information?
(____) _____

CAREER CLUES ABOUT ME

MY CAREER INTERESTS

Your **likes** and **dislikes** are extremely important in career planning. They supply you with ideas of what fields of work would suit you best. If you're like most people, you have many likes and dislikes.

The exercise below will help you answer the question "What are my areas of strongest interest?"

Check the numbers of the statements that describe you best.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them
5. I like working with my hands.
6. I like being the leader in a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing and creating things.
10. I enjoy expressing myself through art, music and writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose working with machines and things rather than working with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

Ontario's Guide to Career Planning, Prospects 97

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