

Transition Planning



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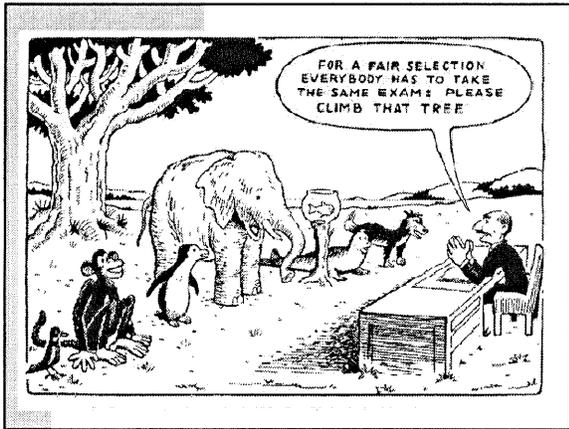
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Transition Plans Where do we start?

- The first step is to choose an appropriate assessment to determine the students **preferences, strengths and interests.**
- Choosing the correct assessment is determined by the students cognitive ability, communication skills, and age.
- Transition planning is an ongoing process starting at age 14. (In Tennessee)

Types of assessments

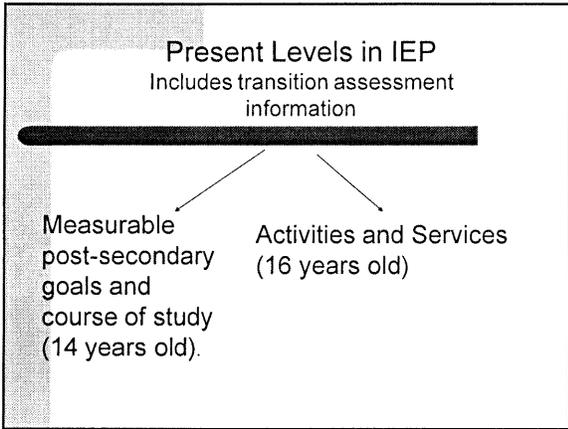
- Formal – sometimes norm referenced, published tests, can be hands on or situational.
- Informal – Observation, student/parent interviews, can be teacher made and doesn't result in a score.



Transition Planning Profile for _____ Date _____

Complete your assessment

- From the information gathered from your assessment... think about a goal for one area of the Transition Plan.
- Education/Training
- Employment
- Independent Living Skills (when appropriate)
- Community (optional)



Tommy

- 16 year old sophomore
- LD with a 100 IQ
- Excellent social skills
- Reads on 4th grade level
- Math at the 6th grade level
- Is interested in auto mechanics.

Hello...my name is Tommy

Tommy is a 16 year old sophomore with a Learning Disability and a 100 IQ. Tommy has excellent social skills. He reads on a 4th grade level and does math on a 6th grade level. He wants to be an auto mechanic.

Possible Transition Assessments:
Brigance- Travel & Transportation
Transition Planning Profile
PLAN (Pre-ACT)
D*NET Career Values Inventory

Outside Agencies: Vocational Rehabilitation

Visit the Tennessee Technology Centers (Parent) Take a tour.

Possibilities

Take Drivers Education
Take Auto Mechanics
Dual Enrollment with TTC
Take Agriculture/Small Engine Repair

Post-Secondary:
Tennessee Technology Center
Auto Mechanics/Auto Body.

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child'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;
 - Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

It's Just Common Sense!

- Design the four year plan to ensure that students have the opportunity to gain the skills needed to achieve post-school goals.
- Involve students in identifying and making linkages to post-school supports.

Course of Study should reflect how you will help that child meet their goals.

required if students will be 14 during the current IEP period; optional for younger students if appropriate

Grade 8 Course of Study:

Grade 9 Course of Study:

Grade 11 Course of Study:

Grade 12 Course of Study:

Is the course of study designed to reasonably enable the student to meet the measurable post-secondary goals? Yes No
Are the measurable post-secondary goals based on age-appropriate transition assessments? Select

Jason

- 15 year old freshman
- Severe/multiple disabilities including Cerebral Palsy, ID
- Limited communication skills
- Parent surveys

Hello...my name is Jason

Jason is 15 year old freshman with severe/multiple disabilities including ID & cerebral palsy. His only form of communication is eye gaze. Jason has a molded wheelchair but can't operate an electric model. Jason has physical therapy exercises which are done twice daily.

Possible Transition Assessments:
STAT
Enderle Severson Transition Rating Scale--Student & Parent Forms
Likes and Dislikes

OUTSIDE AGENCIES: DIDD GUIDANCE CENTER

Possibilities

Peer Tutoring

Engage Switches

Access Community with Family

Visit IN Disability Pathfinders to locate (Parents) Respite Care

Terry

- 17 years old with Attention Deficit Disorder
- High Average IQ
- Wants to attend college and major in history
- Needs accommodations to be successful in honors classes.

Hello...my name is Terry

Possibilities

Terry is a 17 year old junior. Terry has been diagnosed by a doctor as having Attention Deficit Disorder. His IQ is in the high average range and his favorite subject is history. He struggles with completing class assignments, homework and paying attention during instruction.

Possible Transition Assessments:
 Landmark College's Guide to Assessing College Readiness
 AIR Self-Determination Scale
 ACT

Outside Agencies: Disabilities Services

Visit Jr. Colleges and Universities (Parent)

Volunteer at Stones River Battlefield, Sara Davis Hume or Oakland Mansion.

Join Rutherford County Historical Society.

Post-Secondary:
 Junior Colleges—Hullow, Nashville State
 MTSU, UT Martin

Transition Planning

- Determine which assessment is needed.
- Assessment Narrative (present level of performance)
- Write measurable post-secondary goals
- Course of study (four year plan)
- Transition services and activities (coordinated set of activities)
- Resources

Bottom Line

- Be sure that the students' needs and interests as determined by the transition assessments align with the course of study, services, activities and goals.
