

Transition Plan – Suggested Timeline for Grade-Level Goals and Activities

(college, tech school and work bound students)

An Individual Transition Plan (ITP) becomes part of the IEP once the student reaches 8th grade. The goal of the transition plan is to assist or guide the student in preparation for post-secondary living. This document is a collaborative effort between the school, home and community to provide the student with resources and activities as he/she explores career options and prepares for adulthood and independent living. The following is a list of age appropriate goals and activities one might consider and discuss when developing the ITP. However, each IEP/Transition Plan is developed based on the individual student need and goals/activities will vary.

8th GRADE

Required Assessment:

Learning Style Inventory (Career Cruising) – This assessment will be completed prior to the 8th grade IEP meeting and the student will share results with IEP team.

8th Grade Transition Goals:

Preparing for HS/Education and Training:

- Self-advocacy – identifying strengths and weaknesses
- Study Skills – identifying learning styles and preferences, preparing for HS classes and time management
- Social Skills – personal space, hygiene, social links/clubs
- Enroll in HS courses that pertain to diploma options
- Identify appropriate accommodations for EOCT's if appropriate.

Career Exploration and Job Readiness

- Identify Interests and Hobbies
- Identify Activities that are disliked
- Participate in Matchmaker and My Skills Assessments (Career Cruising)
- If interests can be categorized in job fields at this time, enroll in HS courses that enhance the skills and vocational courses that provide more exploration in a particular vocation.
- Review options for Move on When Ready.

Daily Living Skills

- Chores at home
- Independence Skills – waking up, fixing lunch, keeping up with lunch money, etc.
- Hygiene

9th GRADE

Required Assessment:

Matchmaker and My Skills (Career Cruising) – Student will discuss results with IEP team

9th Grade Transition Goals:

Education and Training:

- Self-advocacy – describe disability and how it affects ability to learn or perform in the classroom, identify strategies that help

- Study Skills – practice time management and organizational skills
 - Social Skills – identify after school activities and volunteer opportunities
 - HS Courses – enroll in courses that meet necessary grad requirements and that align with post-secondary outcome goals.
 - Identify appropriate classroom and testing accommodations.
- Career Exploration and Job Readiness
- Identify Careers that correlate with hobbies and interests
 - Identify careers that correlate with preferred environments (lots of people, solitary, repetitious, outside, inside, etc.)
 - Identify vocational electives that enhance career options.
 - Participate in Ability Profiler (Career Cruising) prior to 10th grade Transition Plan/IEP meeting.
 - Identify skills job readiness skills already practices and those that are needed (time management, communication, responsible social behaviors, etc.)
 - Identify ways in which student can build job readiness soft-skills (basic job readiness skills for any job)
 - Review options for Move on When Ready as it pertains to Career Options
- Daily Living Skills
- Add to Chores at Home
 - Add to Independence Skills – include those that can be used within the community – grocery shopping, diet, ordering, following directions and maps, reading labels, following simple budgets, making appointments, etc.
 - Identify emergency contacts

10th GRADE:

Required Assessment:

Ability Profiler (Career Cruising) – Student will discuss results with IEP team

10th Grade Transition Goals:

Education and Training:

- Self-Advocacy – identify strategies to enhance advocacy skills with peers and adults: (have student begin preparing for participation (discussing his/her preferences, views, experiences, thoughts and ideas) in the IEP meeting in 11th grade, have student write a mock conversation on how s/he will explain his/her disability to a peer when needed, same with professor and employer).
- Transfer of Rights at age 18
- Study Skills – identify strategies if still needed- time management, organizational skills, accommodations. Prepare to discuss and share accommodations with teachers during senior year.
- Social Skills – after school activities, choose appropriate friends, knowing how to manage between social, work and school obligations.
- HS Courses – enroll in courses that meet necessary grad requirements. Identify appropriate accommodations for EOCT's.
- Assessments – determine appropriate accommodations for EOCT's and college entrance exams.

Career Exploration and Job Readiness

- Once career options are identified, identify necessary qualifications, trainings, and education – visit businesses

- Once job readiness skills, interests, strengths and weakness are identified, enhance skills that need further development and/or practice interviewing skills utilizing student's ability to verbalize the identified skills and strengths.
- Identify outcomes of career avenues and subcategories of career choice
- Identify colleges in which training for career is provided
- Identify vocational electives that enhance career options.
- Participate in Transition assessment prior to 11th grade Transition Plan/IEP meeting.
- Identify job shadow opportunities or gain work experience
- Identify references for job experiences
- Identify the types of Vocational Rehabilitation (VR) services

Daily Living Skills

- Add to Chores at Home
- Identify transportation needs – driver's license and insurance
- Add to Independence Skills – open checking account, understand need for rental, auto and health insurance, benefits and savings accounts

11th GRADE:

Required Assessment:

FCS Transition Assessment/Questionnaire– Student will discuss results with IEP team

11th Grade Transition Goals:

Education and Training:

- Address goals that were not covered in 10th grade list
- Enhance skills covered from 10th grade list:
- Self-advocacy – identify strategies to enhance advocacy skills with peers and adults: prepare student to lead most of the IEP his/her senior year. Student shares and discusses all IEP accommodations with teachers.
- Study Skills – identify strategies if still needed- time management, organizational skills, accommodations
- Social Skills – after school activities, choose appropriate friends, knowing how to manage between social, work and school obligations.
- Leadership Skills – identify volunteer opportunities
- HS Courses – enroll in courses that meet necessary graduation requirements
- Assessments – determine appropriate accommodations for EOCT and college entrance exams.

Career Exploration and Job Readiness

- Once career options are identified, identify necessary qualifications, trainings, and education
- Identify outcomes of career avenues and subcategories of career choice
- Prepare for enrolling in colleges identified previously – contact ADA Coordinators and determine what paperwork is necessary to determine eligibility of services. Identify types of accommodations provided, class size, mobility issues, etc.
- Identify needs/accommodations for college classes or on the job trainings.
- Visit Colleges
- Participate in the FCS Transition Assessment prior to the 12th grade Transition Plan/IEP meeting.
- Identify job shadow opportunities or gain work experience
- Update/Edit references
- Develop Skills Resume

- Determine if Referral to VR is appropriate and proceed with referral if applicable to start services while in HS.

Daily Living Skills

- Add to Chores at Home
- Add to Independence Skills – create budget for independent living, identify means of transportation, living arrangements, expenses, and other necessities.
- Review Transfer of rights at age 18 and its implications – post-secondary education, medical information, etc.

12th GRADE:

Required Assessment:

FCS Transition Assessment/Questionnaire– Student will discuss results with IEP team

12th Grade Transition Goals

Education and Training:

- Develop **Summary of Performance (Required before a student exits FCS)**
- Address goals that were not covered in 11th grade list
- Enhance skills covered from 11th grade list:
- Self-advocacy – identify strategies to enhance advocacy skills with peers and adults: Have student role play discussion with professor, employer or VR counselor.
- Study Skills – identify strategies if still needed- time management, organizational skills, accommodations
- Social Skills – identify social outlets for post high school.
- Leadership Skills – identify volunteer opportunities
- HS Courses – enroll in courses that meet necessary grad requirements
- Assessments – review college entrance exam schedules and reserve spot and needed accommodations.

Career Exploration and Job Readiness

- Once career options are identified, identify necessary qualifications, trainings, and education
- Identify outcomes of career avenues and subcategories of career choice
- Send applications to colleges (review deadlines)–identify and locate necessary paperwork for post-secondary services in ADA programs
- Identify needs for successful transition to college based on student's research
- Identify job shadow opportunities or gain work experience
- As a Junior, student should have already been referred to VR. If not, time is crucial. Refer immediately if applicable.
- Communicate with VR on a regular basis to have all career planning services and supports in line and post-secondary services are arranged prior to graduation.

Daily Living Skills (required only if Outcome Goal for Independent Living was written

- Add to Chores at Home
- Add to Independence Skills – discuss income after high school, living expenses, insurance, transportation, etc.
- Identify contacts for emergency needs and other resources
- Self-Advocacy for Adult Living – make own appointments and contacts for inquiries.