

**Transition Plan – Suggested Timeline for Grade-Level Goals and Activities**  
**(college, tech school and work bound students)**

**Students under IDEA should receive an informal or formal assessment each year to assist with the development of the Individual Transition Plan (ITP). Assessment results should be documented in the Preferences Section of the ITP. Post-Secondary Outcome goals are written in the area of Education/Training, and Employment. An outcome goal for Independent Living can also be written if appropriate. Transition Goals are then written to assist the student in attempting to reach the post-secondary goals. Lastly, transition activities to meet the transition goals should be completed annually and supported/monitored by school personnel, student and family members. The ITP is a collaborative and comprehensive plan.**

Attention Teachers: It is recommended that this form be provided to the parents at each annual IEP meeting so that they are aware of topics that might be discussed and resources that are available to them in regards to transition. The original copy can be kept in the students working folder and items should be checked off when reviewed and/or discussed at the IEP meeting.

**8<sup>th</sup> grade – provide informal assessment prior to development of ITP**

**Preparing for HS**

- Self advocacy – identifying strengths and weaknesses
- Study Skills – preparing for HS classes and time management
- Social Skills – personal space, hygiene, social links/clubs
- Enroll in HS courses that pertain to academic abilities (modified or general ed.).
- Identify appropriate accommodations for EOCT's.

**Career Exploration and Job Readiness**

- Identify Interests and Hobbies
- Identify Activities that are disliked
- Participate in Vocational Evaluation or Interest Survey in 9<sup>th</sup> grade
- 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.

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

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

**9<sup>th</sup> Grade – Transition Assessment: transition development tool, student/parent questionnaire or survey, or other form of assessment in the area of independence or career exploration.**

- Address goals that were not covered in 8<sup>th</sup> grade list
- Enhance skills covered from 8<sup>th</sup> grade list:
  - Self advocacy – describe disability and how it affects ability to learn or perform in the classroom, identify strategies that help
  - Study Skills – time management, organizational skills, accommodations
  - Social Skills – after school activities
  - HS Courses – enroll in courses that meet necessary grad requirements. Identify appropriate accommodations for EOCT's.

**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 career exploration evaluation
- Identify skills that student has that is job ready (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).

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

- 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, etc.
- Identify emergency contacts

**10<sup>th</sup> Grade**– Transition Assessment: transition development tool, student/parent questionnaire, or other form of assessment in the area of independence, self determination or career exploration.

- Address goals that were not covered in 9<sup>th</sup> grade list
- Enhance skills covered from 9<sup>th</sup> grade list:
  - Self advocacy – identify strategies to enhance advocacy skills with peers and adults : (have student work on leading part of the IEP meeting in 11<sup>th</sup> 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
  - 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 GHSGT and SAT.

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 career exploration evaluation
- Identify job shadow opportunities or gain work experience
- Identify references for job experiences

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

- 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

**11<sup>th</sup> Grade** - Transition Assessment: transition development tool, student/parent questionnaire, or other form of assessment in the area of independence, self determination or career exploration.

- Address goals that were not covered in 10<sup>th</sup> grade list
- Enhance skills covered from 10<sup>th</sup> 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.
  - 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 grad requirements
- Assessments – determine appropriate accommodations for GHSGT and SAT.  
Register for SAT

#### 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 career exploration evaluation
- Identify job shadow opportunities or gain work experience
- Update/Edit references
- Develop Skills Resume

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

- Add to Chores at Home
- Add to Independence Skills – create budget for independent living, identify means of transportation, living arrangements, expenses, and other necessities.

**12<sup>th</sup> Grade IEP** - Transition Assessment: transition development tool, student/parent questionnaire, or other form of assessment in the area of independence or career exploration.

- Develop **Summary of Performance**
- Address goals that were not covered in 11<sup>th</sup> grade list
- Enhance skills covered from 11<sup>th</sup> 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 GHSGT or SAT needs if necessary

#### 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–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
- Once eligible for VR services, identify student responsibilities for VR (complete financial aid, identify obstacles for employment and/or training).

#### 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

**Other information that may need to be discussed or shared at the ITP:**

*Items below can be found on the Special Education Website under Transition Resources for Parents, Students and Teachers.*

Medicaid Waivers

Regents Testing – Documentation/Testing Required by all GA Universities to determine eligibility for ADA services such as post-secondary accommodations.

Vocational Rehabilitation Services -

GHSGT

HS Standards

Diploma Options and Requirements

Transfer of Rights

Wills and Trusts

GA411

Transition Night

Preparing for Work after HS

College Services and Accommodations

State Resources

Self Determination – Practice at Home

Special Olympics

