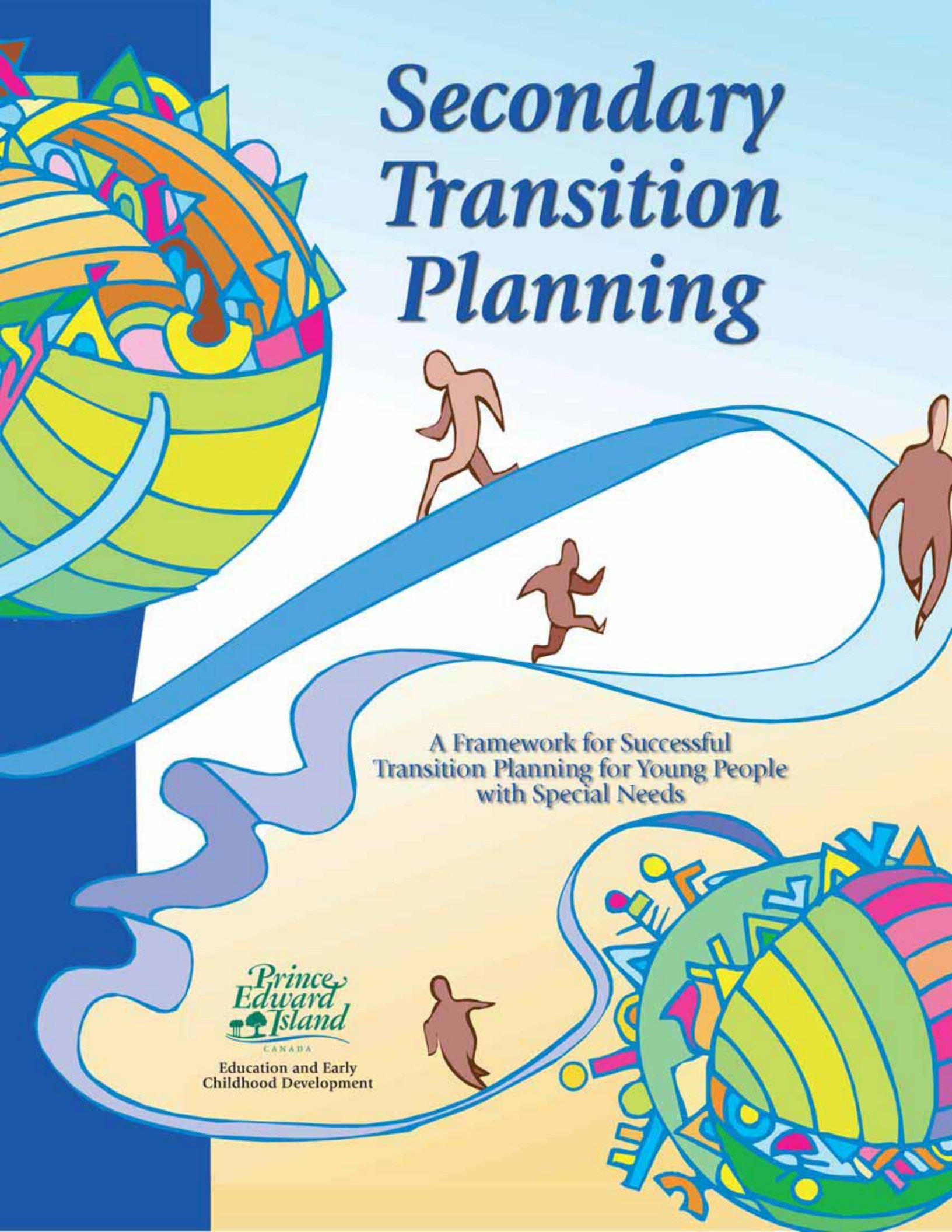


# Secondary Transition Planning

A Framework for Successful  
Transition Planning for Young People  
with Special Needs



Education and Early  
Childhood Development



# Secondary Transition Planning

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



Department of Education

## *Acknowledgments*

This work is the result of the collaborative effort of department, school board and community partners who researched, drafted, piloted and revised the content. The Department of Education appreciates the dedication of those who have contributed significantly to the development of this resource and extends appreciation to:

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### **Copyright**

Care has been taken to acknowledge copyright material used in the development of this resource. Any information that will allow us to rectify any reference in subsequent editions would be gratefully received.

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January 2007

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## *Individual Transition Planning*

Overview

Resource Components

What Is Transition Planning?

# *Individual Transition Planning*

## **Overview**

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

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

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

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

## **Resource Components**

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

*Secondary Transition Planning* includes:

- a student centered process describing the steps and time line for transition planning
- suggestions for establishing the transition team and an organizational structure outlining roles and responsibilities of team members
- suggested formal and informal assessment information to be gathered from parents, the school and the student. Structured interviews are included to facilitate this.
- examples of informal assessments and checklists which can assist the team in identifying interests, strengths and weaknesses for and with the student
- suggestions for creating a Student Transition Portfolio, including adapted checklists for more challenged students
- considerations for developing the Transition Action Plan
- forms to facilitate monitoring and recording of the plan and completed steps in the process
- *Community Resource Guide*. PEI Association for Community Living (2006). Charlottetown, PE.

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



- *PEI Transitions From School to Community. Post-secondary Scholarship and Bursary Guide for Students with Disabilities.* PEI Association for Community Living (2006). Charlottetown, PE.

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

- *Secondary Transition Planning CD*

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

Additional Resources provided:

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

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

- *Informal Assessment for Transition Planning.* Clark, G., Patton, J. & Mouton, L. (2000). Austin, TX: Pro-Ed.

This resource can be used to determine transition needs and to develop appropriate transition plans. It includes a comprehensive listing of competencies that have been identified as important to adult functioning. In addition, it contains a number of informal instruments that assist with the generation of transition-related information. This resource can be used as stand-alone material or to extend information derived from the *Transition Planning Inventory (TPI)* on which this resource is based.

### **What is transition planning?**

Transition planning is an **outcome oriented process** which is designed to promote success in the post school environment. Planning is **student centered** and based on the individual student's needs, preferences and interests. The planning process provides a systematic framework through which information is gathered to guide the development of the school program. Information gathered throughout the process is **carefully documented** to ensure that the plan is **continuous** and evolves from year to year. A written record of the Transition Action Plan is included in the Individual Education Plan and is developed collaboratively by the student, family and school.

### **Who may need specific transition planning?**

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

### **What long-term outcome areas will be considered in planning?**

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

#### **Living Outcomes**

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

#### **Employment Outcomes**

This key area is directly linked to the student's interests, preferences and current skills and requires thoughtful assessment and collaboration. Work, volunteer, school jobs and coop experiences during the final school years will help in

determining the student's motivation and interest in particular work environments and tasks. For some students, on-the-job training may be an option. The Team is encouraged to think "outside the box" about the types of job possibilities that may be satisfying for the student and help the student develop the social and work behaviours that are needed in that future environment. Community agencies who may be able to assist in supports, funding, or transportation are essential to developing this plan.

### **Community-Leisure Outcomes**

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

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

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

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

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



## *Steps to Transition Planning*

Creating the Transition Team

Gathering Information

Initial Planning

Assessment

Transition Action Plan (TAP)

Creating a Student Transition Portfolio

Follow-up and Review

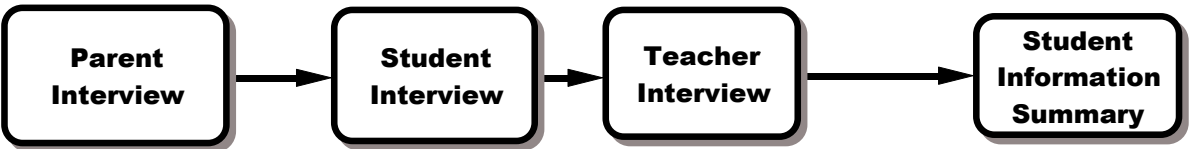
## *Steps to Transition Planning*

- Step 1 – Creating the Transition Team
  - Team Roles and Responsibilities
  
- Step 2 – Gathering Information
  - Parent Interview
  - Student Interview
  - Teacher Observation Checklist
  - Community Social Skills Rating Checklist
  - Student Information Summary
  
- Step 3 – Initial Planning
  - Post Secondary Outcomes (Sample)
  - Post Secondary Outcomes Checklist
  - Questions to Guide the Planning Process
  
- Step 4 – Assessment
  - Formal Measures
  - Informal Measures
  
- Step 5 – Transition Action Plan (TAP)
  - Creating the Transition Action Plan
  
- Step 6 – Creating a Student Transition Portfolio
  - Student Portfolio Fact Sheet
  
- Step 7 – Follow-up and Review

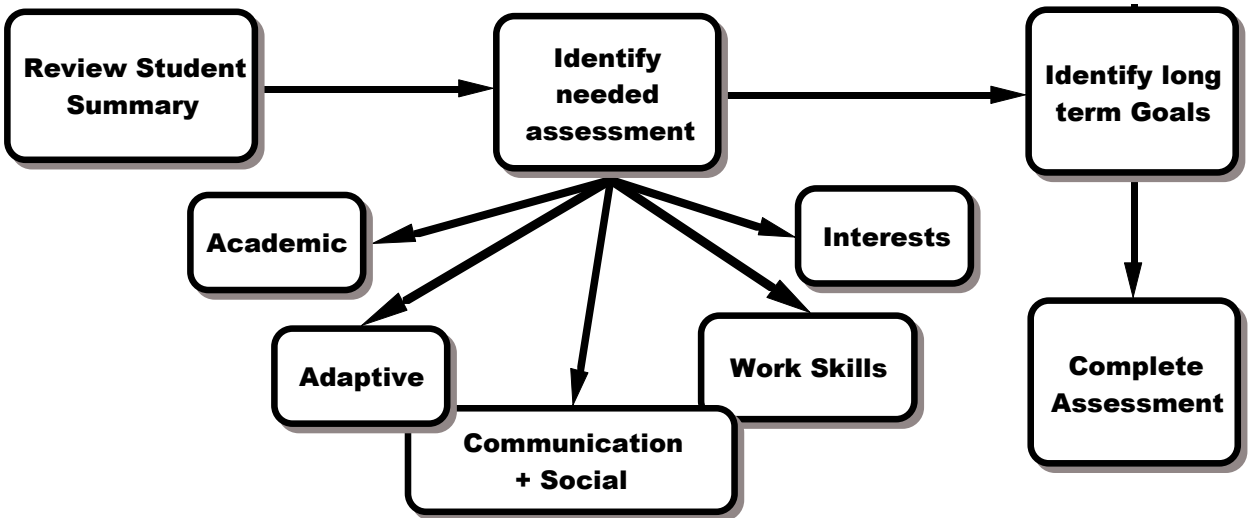
# TRANSITION PLANNING

## IDENTIFY TRANSITION TEAM AND LEADER

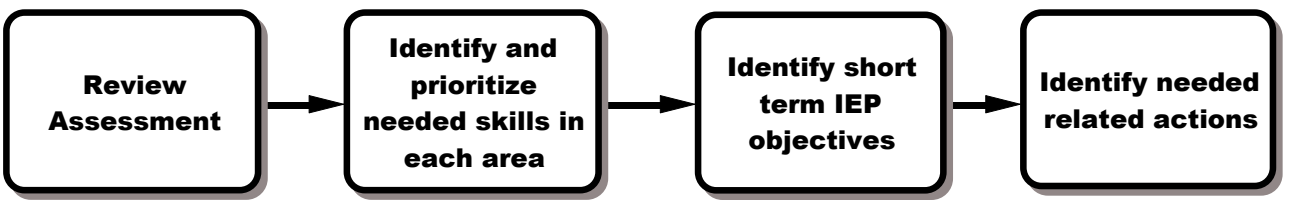
## BEGIN INFORMATION GATHERING



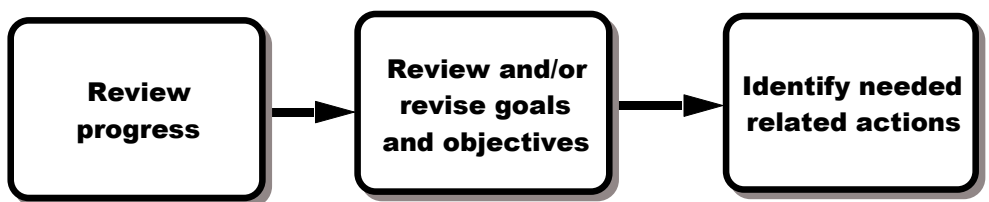
## TRANSITION PLANNING MEETING



## TRANSITION PLANNING MEETING



## IEP REVIEW



## ***Step 1 - Creating the Transition Team***

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

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

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

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

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

## **Team Roles and Responsibilities:**

### **School:**

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

### **Parents:**

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

### **Student:**

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

### **Community Agencies:**

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

A *Transition Team Member List* is included on the Transition Action Plan form to record team members and changes to the team membership over time.



## ***Step 2 - Gathering Information***

### **Parent, Teacher and Student Interviews**

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

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

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

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

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

**See *Student Information Summary* forms in Information Gathering section, page 41**

### ***Step 3 - Initial Transition Planning***

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

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

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

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

**See *Questions to Guide the Transition Planning Process* in *Transition Action Plan* section, page 79**

## ***Step 4 - Assessment***

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

### **Formal Measures:**

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

### **Informal Measures:**

- **Record Review** - A review of the student's records can provide information about learning rate, as well as academic strengths and weaknesses. The review should include the current IEP and report cards as well as any documentation relating to current skills and interests. Medical concerns or environmental accommodations needed should also be noted.
- **Communication Checklist** - If communication skills are a concern, updated assessment in this area may be warranted. Informal parent and teacher checklists may provide an overall picture of functional communication skills and are included in this resource. Referral to appropriate professionals can be made if this does not provide adequate information.

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

- **Direct observation** of particular skill areas or behavioural challenges can provide valuable insight into specific need areas. Observation of the student in different activities or subject areas can highlight tasks that are preferred or non-preferred and suggest employment avenues.

- A **Personal Transition Portfolio** documenting independent work samples or skills is very helpful in capturing important information about the student's interests and long term plans.
- **Supervisor evaluations** of work or volunteer placements or written feedback from teachers.
- **Checklist of Daily Living Skills** - Knowledge about the student's independence in this area is essential in identifying needed skills in the post school living setting. The *Adolescent Autonomy Checklist* is included in this resource and can be filled out by the student or the family. If additional information is needed, the *Transition Planning Inventory (PTI)* is recommended.

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

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

**See *Adapted Checklists* in the Student Transition Portfolio section, page 103**

## ***Step 5 - Transition Action Plan (TAP) and Individual Education Plan (IEP)***

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

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

Actions are also included in the transition plan. These are single steps or activities that represent “linkages” between the school and the post school environments. Actions are community or inter-agency connections that cannot be addressed within the IEP objectives but are complementary to them. These actions or activities may be critical to the achievement of the student’s goals, but they are not intended to be measurable objectives. Rather they specify a needed activity, who will complete the activity and a suggested time frame. The following example illustrates outcome oriented actions and objectives for a high-needs student in one domain.

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

would like part time paid work outdoors with support; would like to use some earnings to buy music

<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>
enjoys working outdoors, especially in garden or with plants	uses mostly gestures to communicate	Parents and student will visit local plant nursery and landscape company	May, 2007
follows directions	not yet independent in the community	Teacher will investigate option for related school job or coop placement	September, 2006
can follow through after demonstration	needs assistance with transportation	[Community Agency] will provide information on funding for job coach	November, 2006
identifies and counts coin values by 1, 5 and 10	needs help to count amounts and pay for items purchased	Teacher will identify opportunities for community trips to practice safety and mobility	2006-2007 School Year
		Resource Teacher to complete Adolescent Autonomy Checklist to identify related need areas	December, 2006

**Related IEP Objectives:**

1. [Student] will request help by signing when job or learning materials are needed during structured tasks, 4/5 opportunities
2. [Student] will give personal information by handing an ID card when requested 4/5 opportunities
3. [Student] will identify 20 common plants and flowers in pictures
4. [Student] will use a calculator to add two prices and pay for items using dollar coins and “add one” strategy with 90% accuracy
5. [Student] will identify community signs and correct response with 100% accuracy (men’s room, traffic signal, danger)

This example illustrates outcome oriented actions and objectives in one domain for a student who has milder disabilities.

<b>Employment (Where do you want to work as an adult?)</b>			
Love movies and want to work in a video store or at empire theatres			
<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>
enjoys busy environments	sometimes becomes distracted and forgets next steps in task	Student and parent to interview video store owner to identify job skills	May, 2007
good “people skills” like to converse about favourite topic	needs help to identify appropriate conversational topics	Resource Teacher to assist in connecting student with Peer Helper	September, 2006
responsible and detail oriented		Student will be enrolled in Life Skills course	September-December, 2006
reads at grade 3 level	needs help with personal hygiene	Parents and student will complete personal hygiene checklist and prioritize objectives in this area.	November, 2006
<b>Related IEP Objectives:</b>			
<ol style="list-style-type: none"> <li>1. [Student] will complete a school job or learning activity by following a written “to do list” in Home Ec and Shop class 4/5 days</li> <li>2. [Student] will initiate appropriate conversational topics during lunch, with peer helper coaching 4/5 days</li> <li>3. [Student] will place items in alphabetical order by first and second letter with 90% accuracy.</li> <li>4. [Student] will describe steps in personal hygiene using a sequenced script and complete a self-monitoring checklist daily.</li> </ol>			

At the Transition Action Plan meeting, the team reviews the assessment information and uses this to generate and prioritize appropriate objectives relating to long term outcomes. Objectives or actions selected are those that the family, school and student feel are most directly related to the post-school goals. In general, the Transition Action Plan will be completed as part of the student's IEP process, reviewed mid-year and updated annually. Copies of the Transition Action Plan are shared with the Transition Team, as appropriate.

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

### **What is a student transition portfolio?**

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

### **Who develops the portfolio?**

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

### **What is included in the portfolio?**

The portfolio should include an introduction to the student from a first person perspective. Pictures and descriptions of activities can be used to illustrate the student's independent skill level as well as areas where support is needed. It may include a collection of student academic work that exhibits the student's efforts, progress and achievements in one or more areas. This need not be limited to written work, and could include labeled photographs showing the student completing school jobs, participating in activities with friends, engaged in favorite activities or demonstrating independent skills in different areas. Checklists or interest inventories which help the student identify living or working options might also be stored in the portfolio. Some examples of items that may be useful in the portfolio are recognition or participation awards, photographs of team activities or clubs, an exercise or job schedule, attendance record, report cards, examples of writing skills, photograph of a completed project, letters from employers or volunteer supervisor, photograph of adaptive equipment or environmental accommodations needed.



If the student or mentor is interested and has computer skills, consider creating an “electronic portfolio”. This opens many other media options, including audio and video files, graphics and other online resources. Creating a short video that illustrates some of the student’s skills can be a very effective tool when giving student information to prospective employers or training agencies. For more information about this option, Dr. Helen C. Barrett’s website is an excellent starting point. ( <http://electronicportfolios.com/> ) This site is devoted to developing electronic portfolios and provides numerous articles, links and resources on the topic of alternative assessment and electronic portfolios.

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

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

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


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

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

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

## ***Step 7 - Followup and Review***

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



## *Information Gathering*

Student Information Handout

Parent Information Handout

Family Interview for Transition Planning

Student Interview

Teacher Observation

School and Community Skills Checklist

Student Information Summary



## What *Students* Need to Know

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

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

## Getting Started - Making a Plan

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

Here are a few things you can start thinking about and discussing with your family.

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

## Working Toward Your Goals

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

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

Remember, get involved, share information and ask questions! If you want more information about this, please see \_\_\_\_\_.



## What *Families* Need to Know

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

## Getting Started –Making a Plan

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

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

- A *Transition Team Leader* from the school will provide information about the process and begin collecting information through interviews with the parents, the student and teachers.
- Next, a meeting of the Team will be held to summarize the information collected thus far and begin to create statements or long term goals which are agreed upon. The goals will focus on *Living, Working, Community*

*Recreation/Leisure* areas as well as further *Learning* opportunities. Sometimes more detailed information or assessment will be needed about the youth's current skills in academic or other areas.

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

## Working Toward Long-term Goals

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

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

For more information about the transition process, please contact

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## *Encouraging Teens to Think About Transition*

(adapted from Lasting Gifts, 2000)

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

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

Source: Resource for the Transition of Students with Exceptionalities. From School to Work or Post Secondary Education and Adult Life. NB Dept of Education, May 2001 . Reprinted with permission.



# *Family Interview for Transition Planning*

**Parent's Name:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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

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

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> clothing care              | <input type="checkbox"/> self advocacy          |
| <input type="checkbox"/> meal preparation/nutrition | <input type="checkbox"/> sex education          |
| <input type="checkbox"/> hygiene/grooming           | <input type="checkbox"/> health/first aid       |
| <input type="checkbox"/> travel training            | <input type="checkbox"/> household management   |
| <input type="checkbox"/> community awareness        | <input type="checkbox"/> interpersonal skills   |
| <input type="checkbox"/> time management            | <input type="checkbox"/> safety                 |
| <input type="checkbox"/> getting along with others  | <input type="checkbox"/> problem solving        |
| <input type="checkbox"/> self advocacy              | <input type="checkbox"/> communication/language |

5. Do you expect your young adult to be financially independent?

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

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

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

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

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

- usually     sometimes     rarely

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

- working full time independently
- working part time independently
- working full time with support or job coach
- working part time independently with support or job coach
- working in day treatment or supported environment
- other \_\_\_\_\_

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

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

- YES    NO

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

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15. How do you spend time as a family?

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

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

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

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

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

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# *Student Interview Questionnaire*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

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5. What vocational, trades or work skills classes have you taken and which were the most interesting for you? Why?

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

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

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

Job: \_\_\_\_\_ Tasks: \_\_\_\_\_

Job: \_\_\_\_\_ Tasks: \_\_\_\_\_

Job: \_\_\_\_\_ Tasks: \_\_\_\_\_

9. Which jobs did you like the best? Why?

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

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

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

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13. After high school, would you most like to:

- Go to university or college.
- Go to a vocational training or apprenticeship program.
- Go to work and learn on the job.

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

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15. Which of the following most describes you at this time in your life:

- I haven't really thought about life after high school and am not worried about it.
- I have a few ideas of what I might like to do and what I am good at.
- I am sure of what I want to do after I leave high school and have started making plans for it.
- I am very worried about what I will do after high school and wish someone could help me figure this out.

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

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# *Teacher Observation*

Student Name: \_\_\_\_\_

Course/Subject: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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Has the student participated in any school based work experiences? (Office, kitchen, library?)

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How well does the student follow directions? Do they need specific directions or does s/he respond to general directions?

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

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How well does the student use “down time”?

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

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Additional Comments:

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# *School and Community Skills Checklist*

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Rater: \_\_\_\_\_

Current Grade: \_\_\_\_\_

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**Directions:** Check each item that describes the student.

## **Classroom Related Behaviors**

The student adequately and appropriately:

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

## **School Building Related Behaviors**

The student adequately and appropriately:

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

## **Personal Skills**

The student adequately and appropriately:

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

## **Interaction Initiative Skills**

The student adequately and appropriately:

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

## **Interaction Response Skills**

The student adequately and appropriately:

- 68. smiles when encountering acquaintances.
- 69. listens when another child speaks.
- 70. participates in group activities.
- 71. helps peers when asked.
- 72. accepts ideas different from own.
- 73. meets with adults.
- 74. maintains conversations.
- 75. responds to teasing and name calling.
- 76. responds to constructive criticism.
- 77. recognizes feelings of others.
- 78. respects the space of others.

- 79. responds to peer pressure.
- 80. deals with an angry person.
- 81. makes refusals.
- 82. answers complaints.

### **Community Related Skills**

The student adequately and appropriately:

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

### **Work Related Social Skills**

The student adequately and appropriately:

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

*Source: Social Skills for School and Community* (pp.269-273), by L.R. Sargetn, 1991, Reston, VA: Division of Mental Retardation, Council for Exceptional Children. Copyright 1991 by the Council for Exceptional Children. Reprinted with permission.

## *Student Information Summary*

<b>Name:</b>	<b>Parents/Guardians:</b>
<b>Date of Birth:</b>	<b>Address:</b>
<b>Diagnosis:</b>	<b>Medical Alert/Allergies:</b>

### **Current Level of Support**

### **Frequency**

<b>Resource</b>	
<b>Educational Assistant</b>	
<b>Mentor</b>	
<b>Guidance</b>	
<b>Youth Worker</b>	
<b>Tutor</b>	
<b>Peer Helper</b>	
<b>Does the student have a current IEP? In which skill or content areas?</b>	
<b>Does the student need curriculum adaptations?</b>	
<b>Does the student need a modified curriculum?</b>	
<b>Does the student need adaptive equipment? (Vision, hearing, mobility?)</b>	

*Student Information Summary*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Transition Team Leader:** \_\_\_\_\_

<b>Interests</b>	<b>Strengths</b>	<b>Challenges</b>	<b>Work/volunteer Experience</b>



## *Student Information Summary – Example 1*

Student Name : \_\_\_\_\_

Date: \_\_\_\_\_

Transition Team Leader: \_\_\_\_\_

INTERESTS	STRENGTHS	CHALLENGES	WORK/VOLUNTEER EXPERIENCE
<p><b>Expressed</b> (by family and student)</p> <ul style="list-style-type: none"> <li>• sports</li> <li>• helping Mom at home</li> <li>• music-dancing</li> <li>• visiting grandmother in nursing home</li> </ul> <p><b>Observed:</b></p> <ul style="list-style-type: none"> <li>• stock car races</li> <li>• fairs</li> <li>• Special Olympics</li> </ul>	<p>friendly, smiles and laughs easily</p> <p>can follow 2-3 step directions</p> <p>20 functional sight words</p> <p>can use phone with number written out (no phone book)</p> <p>can input up to 6 digits in adding machine or computer</p>	<p>lack of control when frustrated or confused</p> <p>no fear of strangers - safety issues</p> <p>easily confused - has outbursts when excited</p> <p>transportation - may need to learn to ride bus to job</p>	<p>school office errands - with supervision</p> <p>office tasks - made copies for teachers</p> <p>nursing home - helped give snack to residents</p>

## *Student Information Summary – Example 2*

Student Name : \_\_\_\_\_

Date: \_\_\_\_\_

Transition Team Leader: \_\_\_\_\_

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



*Assessment Tools and Forms*

Assessment Tools Information

Communication Summary

Adolescent Autonomy Checklist

Assessment Sample Pages

Transition Planning Inventory

Brigance Life Skills Inventory

Ansell-Casey Life Skills Assessment

## ***Assessment Tools Information***

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

### **Communication Summary**

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

### **Adolescent Autonomy Checklist**

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

### ***Transition Planning Inventory (TPI)***

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

### ***Informal Assessments in Transition Planning***

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

### **Brigrance Life Skills Inventory**

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

### ***Ansell-Casey Life Skills Assessment (ACLSA)***

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

[www.caseylifskills.org/pages/assess/assess\\_aclsa.htm](http://www.caseylifskills.org/pages/assess/assess_aclsa.htm)

# *Communication Summary Form*

**Directions:**

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

Student: \_\_\_\_\_

Date \_\_\_\_\_

Unaided Systems	Respond to receptively		Uses expressively		If yes, describe special instructions/procedures
<b>Nonsymbolic behaviors*</b>					
Vocalizations	Y	N	Y	N	_____
Affect	Y	N	Y	N	_____
Body movement	Y	N	Y	N	_____
Gestural	Y	N	Y	N	_____
Physiological	Y	N	Y	N	_____
Visual	Y	N	Y	N	_____
 <b>Symbolic behaviors*</b>					
Gestures	Y	N	Y	N	_____
Sign language	Y	N	Y	N	_____
Speech	Y	N	Y	N	_____
Pictures	Y	N	Y	N	_____
Printed word	Y	N	Y	N	_____
Braille	Y	N	Y	N	_____

Aided Systems	Respond to receptively		Uses expressively		If yes, describe special instructions/procedures
Nonelectronic devices*					
Single-sheet	Y	N	Y	N	_____
Multiple-sheets	Y	N	Y	N	_____
Electronic devices*					
Tape recorder	Y	N	Y	N	_____
Personal computer	Y	N	Y	N	_____
Dedicated aids (eg. Touch Talker, Wolf, or SpeechPac)	Y	N	Y	N	_____
Vocabulary displays*					
Objects	Y	N	Y	N	_____
Photographs	Y	N	Y	N	_____
Line drawings	Y	N	Y	N	_____
Symbols	Y	N	Y	N	_____
Printed words	Y	N	Y	N	_____
Brailled	Y	N	Y	N	_____
Methods of using the devices					
Direct selection	Y	N	Y	N	_____
Scanning	Y	N	Y	N	_____

\*attach vocabulary lists or sample overlays from communication devices

Source: Student Portfolio: A System for Documenting the Strengths, Needs and Abilities fo Students Who are Deaf-Blind, by Kansas State Board of Education, 1996, Topeka, KS: Author. Copyright 1996 by the Kansas State Board of Education. Reprinted with permission

# Adolescent Autonomy Checklist

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

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.



# Adolescent Autonomy Checklist, Cont'd.

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

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.

# Adolescent Autonomy Checklist, Cont'd.

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

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.

## Adolescent Autonomy Checklist, Cont'd.


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

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.

## Adolescent Autonomy Checklist, Cont'd.

Skills At Home	Can Do Already	Needs Practice	Plan to Start	Accomplished
<b>Skills For The Future-Education</b>				
Meet with school Guidance Counselor				
Check future educational options				
<b>Vocational/Technical Options</b>				
Contact school Guidance or DVR Counselor				
Check on local workshops/job opportunities				
Find out about apprentice programs				
Get information from community colleges				
Learn how to apply for a job				
<b>Vocational/Technical Options, Cont'd.</b>				
Check on local workshops/job opportunities				
Find out about apprentice programs				
Get information from community colleges				
Learn how to apply for a job				
<b>Living Arrangements</b>				
Be aware of federal housing regulations for the disabled				
Explore group homes and tenant support apartment living programs				
Find out about financial assistance programs				
Learn how to manage money and budget household expenses				
Understand leases				
Know the responsibilities of a tenant & landlord				
Know how to fill out an application				
Check for wheelchair accessibility if needed				
Look into transportation				
Know about services: electricity, phone, water				

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.



## *Transition Action Plan*

Transition Checklist

Questions to Guide the Planning Process

Post-secondary Outcomes Checklist

Sample Post-secondary Outcomes

Transition Action Plan Form

## ***Transition Checklist***

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

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

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

- Acquire identification card and/or the ability to communicate personal information in community settings
- Identify and increase independence in skills necessary for planned living environment
- Learn and practice personal health care.

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

- Adjust course of study to match planned outcomes
- Identify community support services and programs that will provide post school supports or community connections. Invite adult service providers to the Transition Planning Meeting.
- Broaden experiences with community activities and expand friendships.
- Explore options for post-secondary education and admission criteria. Gather information on funding and/or support services offered
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Pursue and learn to use local transportation options outside of family.
- Match career interests and skills with course work, school or volunteer jobs and community work experiences.
- Identify health care providers and become informed about healthy sexuality and family planning issues.

- Participate in career awareness information sessions with parents
- Inquire about applicable financial support programs.
- Provide opportunities for job sampling through coop or volunteer placements
- Learn and practice appropriate communication and social skills for different settings (employment, school, recreation, with peers, etc.).
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.

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

- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- Specify desired job and obtain paid or volunteer employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Practice transportation and shopping skills in community settings
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
- Visit potential employment or recreation locations

*Adapted from the National Network, Parent Brief - Winter, 1996.  
<http://ici2.coled.umn.edu/ntn/pub/briefs/tplanning.html>*



## *Questions to Guide the Transition Planning Process*

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

### **Living**

1. Does the student already have the independent skills needed to live in the identified living situation? [self care, time organization, budgeting, cooking, communication skills, first aid, safety skills, etc]
2. How can we find out? [Academic or adaptive assessment, Adolescent Autonomy Checklist, Vineland Adaptive Behavior Scales, Transition Planning Inventory, Brigance® Diagnostic Life Skills Inventory.etc.]
3. What skills do we need to teach in this area to make this possible?. [Base this answer on the results from #2.]
4. What other information do we need from those who will provide the living situation? Who will gather this information?

### **Employment**

5. Does the student already have the independent skills needed to work in the identified working situation? [ time organization, communication skills, job specific skills, math and reading skills, etc.]
6. How can we find out? Academic assessment, related school job, coop experience, etc.
7. What skills do we need to teach in this area to make this possible? [Base this answer on the results from #6.]
8. What other information do we need from those who will provide the working situation? [job description, tour of typical job sites, social interaction, communication skills required?] Who will gather this information?

9. If the student does not have a specific job in mind, what information or experience can we provide to provide guidance in this area? [Job fair, career exploration activities, job shadowing, school jobs and coop experiences, etc.]

### **Community Participation and Mobility**

10. Does the student already have the independent skills needed to participate actively in the community? [transportation, connections with community groups, etc.]
11. How can we find out? [Student and Parent Interview; Investigate transportation options - family, friends, agency, local resources]
12. What skills do we need to teach in this area to make this possible? [Base this answer on the results from #11.]
13. What other information do we need from community resources, services or transportation options? Who will gather this information?

### **Recreation**

14. Does the student already have the independent skills needed to participate actively in individual and group recreation, sport and leisure activities? Has the student been exposed to a variety of options for involvement both at home and in school?
15. How can we find out? [Student and Parent Interview; Investigate recreation, sport and leisure options in school and home community]
16. What skills do we need to teach in this area to make this possible?. [Base this answer on the results from #15.]
17. What other information do we need from community resources or recreational clubs, etc.? Who will gather this information?

## **Education and Training Opportunities**

18. Does the student already have the independent skills needed to pursue the identified post-secondary education or training? [ time organization, study skills, communication and social interaction skills, pre-requisite courses, etc]
  
19. How can we find out? [Transition Planning Inventory, academic assessment, review of college /university requirements, etc]
  
20. What skills do we need to teach in this area to make this possible?  
[Base this answer on the results from #19.]
  
21. What other information do we need from those who will provide the post-secondary education or training? [What supports or accommodations are available for students with special needs, Funding information; etc.] Who will gather this information?

## ***Post -secondary Goals Checklist***

### **Living**

The student wants to:

- Live independently without support
- Live in a supervised living arrangement
- Live with family
- Live with a friend
- Live in a dorm room while attending post-secondary education
- Live in a group home
- Other.....

### **Employment**

The student wants:

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

### **Community Participation**

The student wants:

- to be independently mobile in the community and access services of choice
- to be independent in the community with support for transportation to access services
- community access with the support of family and friends
- community access with a provider
- Other.....

## **Leisure and Recreation**

The student has:

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

## **Post-secondary Education or Training**

The student wants to attend:

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

*Adapted from:*

*Transition Services: helping Educators, Parents and Other Stakeholders Understand: Ed O'Leary, Mountain Plains regional Resource center, and Wendy Collison, Arizona Department of Education, February 2002. Used with permission.*

## *Post-secondary Outcomes*

### **Example 1:**

#### **Living**

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

#### **Employment**

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

#### **Community Participation and Mobility**

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

#### **Recreation**

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

#### **Education and Training Opportunities**

Any training will be on the job.

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### **Example 2:**

#### **Living**

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

#### **Employment**

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

#### **Community Participation and Mobility**

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

#### **Recreation**

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

#### **Education and Training Opportunities**

I would like to attend the ACE program at UPEI.



## Record of Transition Planning and Review Meetings

Date	Outcome

## Record of Assessment for Transition Planning

Assessment	Date	Location of Record



## Student's Post-secondary Goals and Action Plan

<b>Living (Where do you want to live as an adult?)</b>			
<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>
<b>Related IEP Objectives</b>			

<b>Career – Employment (As an adult, what kind of work do you want to do?)</b>			
<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>
<b>Related IEP Objectives</b>			

**Community Participation (As an adult, what kind of hobbies and recreational activities do you want to have?)**

<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>

**Related IEP Objectives**

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

<b>Related Strengths</b>	<b>Related Needs</b>	<b>Actions Needed and Person Responsible</b>	<b>Completion Date</b>

**Related IEP Objectives**

**Signatures**

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**Parent/Guardian**

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**Date**

---

**Student**

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**Date**

---

**Transition Team Leader**

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**Date**



## *Student Transition Portfolio*

Ideas for your Portfolio

Learning Style Preference Inventory

Self-determination/Self-advocacy Checklist

Describe Yourself Interest Inventory

Adapted Picture Symbol Checklists

Living, Employment, Community

## *Ideas for your Portfolio*

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

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

## *Learning Style Preference Inventory*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

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

<b>Often ---- 3</b>	<b>Sometimes ---- 2</b>	<b>Seldom ----1</b>
---------------------	-------------------------	---------------------

- |    |   |   |   |   |
|----|---|---|---|---|
| 1. | I can remember the words to a song after hearing the song a few times .                 | 3 | 2 | 1 |
| 2. | I would rather read the directions myself instead of someone telling me the directions. | 3 | 2 | 1 |
| 3. | I can remember people's faces easier than I can remember their names.                   | 3 | 2 | 1 |
| 4. | I like to write things down to remember them.   | 3 | 2 | 1 |
| 5. | I remember things better when I say them out loud a few times.                          | 3 | 2 | 1 |
| 6. | I need to take a lot of stretch breaks when I am reading or studying.                   | 3 | 2 | 1 |
| 7. | I remember what I see better than what I hear.  | 3 | 2 | 1 |
| 8. | I would rather someone tell me the directions instead of me reading them.               | 3 | 2 | 1 |
| 9. | I work well with my hands doing things like needlework, puzzles or using tools.         | 3 | 2 | 1 |

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

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

## *Learning Style Preference Inventory* *Scoring*

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

VISUAL	AUDITORY	KINESTHETIC
2. _____	1. _____	4. _____
3. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
14. _____	13. _____	15. _____
16. _____	18. _____	17. _____
21. _____	20. _____	19. _____
Total Visual	Total Auditory	Total Kinesthetic
_____	_____	_____

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



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Self-Determination/Self-Advocacy Checklist***

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

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

<b>Descriptions of me</b>	<b>School</b>		<b>Home/Community</b>		
	Yes	No	Yes	No	DK
1. I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can explain my disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can ask for help without getting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can state what I want to learn or do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can tell teachers or supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know how to look for help or support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Descriptions of me	School		Home/Community		
	Yes	No	Yes	No	DK
12. I know how to get information to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I can tell if my plan is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Describe Yourself!*

---

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

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

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

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

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

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

---

#### **Think about being outside**

Do you like to be outside?	Yes ___ No ___
Do you like to be outside when it is hot?	Yes ___ No ___
Would you like to work outside most of the day?	Yes ___ No ___
Do you like to be outside when it's cold?	Yes ___ No ___

---

#### **Think about being around people**

Do you like to do a job by yourself?	Yes ___ No ___
Do you like to cooperate with someone to get a job done?	Yes ___ No ___
Can you work in a crowded place?	Yes ___ No ___
Is it ok if someone bumps into you by accident?	Yes ___ No ___
Do you like being in a public place?	Yes ___ No ___
Are you comfortable being around and talking to people you do not know?	Yes ___ No ___
Can you be polite if someone is rude to you?	Yes ___ No ___

---

### Think about noise!

Can you work around noisy equipment for long periods of time? Yes \_\_\_ No \_\_\_  
Do you need a quiet workplace? Yes \_\_\_ No \_\_\_  
Can you alternate between a noisy environment and a quiet environment? Yes \_\_\_ No \_\_\_

---

### Think about smell.

Do most smells bother you? Yes \_\_\_ No \_\_\_  
Can you work around smells for much of the day? Yes \_\_\_ No \_\_\_  
Do chemical smells bother you? Yes \_\_\_ No \_\_\_  
Do animal smells bother you? Yes \_\_\_ No \_\_\_

---

### Think about work materials

Do you like to work with tools? Yes \_\_\_ No \_\_\_  
Can you wear gloves, if needed? Yes \_\_\_ No \_\_\_  
Can you handle cleaning supplies? Yes \_\_\_ No \_\_\_  
Does it bother you if you get dirty? Yes \_\_\_ No \_\_\_  
Does it bother you if you get wet? Yes \_\_\_ No \_\_\_

---

### Type of physical activity

Do you like to work seated for most of the day? Yes \_\_\_ No \_\_\_  
Do you prefer to move around during most of the day  
or be physically active? Yes \_\_\_ No \_\_\_  
Do you want to alternate between being seated or standing  
and moving around? Yes \_\_\_ No \_\_\_

---

### Variety in what you do

For something you like, can you do the same thing all day? Yes \_\_\_ No \_\_\_  
Do you like to do different things throughout the day? Yes \_\_\_ No \_\_\_  
Can you switch easily from one thing to another? Yes \_\_\_ No \_\_\_

---

---

### **Your work hours**

Do you want to work the same hours everyday? Yes \_\_\_ No \_\_\_  
Do you want to work during the day, from Monday - Friday? Yes \_\_\_ No \_\_\_  
Can you work evenings? Yes \_\_\_ No \_\_\_  
Can you work weekends? Yes \_\_\_ No \_\_\_

---

### **Helping and taking care of others**

I like to help and take care of people. Yes \_\_\_ No \_\_\_  
I like to work with and help animals. Yes \_\_\_ No \_\_\_

---

### **Enjoying and taking care of the environment**

I enjoy nature. Yes \_\_\_ No \_\_\_  
I like flowers, trees, and plants. Yes \_\_\_ No \_\_\_  
I like to work with plants. Yes \_\_\_ No \_\_\_  
I like to take care of the environment. Yes \_\_\_ No \_\_\_

---

### **Building or fixing things**

I like to work with tools and build things. Yes \_\_\_ No \_\_\_  
I like to work with tools and fix things. Yes \_\_\_ No \_\_\_  
I like construction. Yes \_\_\_ No \_\_\_

---

### **Art activities and expressing yourself**

I like to draw and make things. Yes \_\_\_ No \_\_\_  
I like to express myself through art. Yes \_\_\_ No \_\_\_  
I like to use a camcorder and make videos. Yes \_\_\_ No \_\_\_  
I like music and dance. Yes \_\_\_ No \_\_\_

---

## Food service

- I like to work in a kitchen, use kitchen tools, and cook. Yes \_\_\_ No \_\_\_  
I like to clean in the kitchen - and I like to operate a dishwasher. Yes \_\_\_ No \_\_\_  
I like to work in a dining room. Yes \_\_\_ No \_\_\_
- 

## Cleaning and fixing things

- I like to clean. Yes \_\_\_ No \_\_\_  
I like to take care of a building. Yes \_\_\_ No \_\_\_  
I like to work with equipment. Yes \_\_\_ No \_\_\_  
I like to work with cars. Yes \_\_\_ No \_\_\_
- 

## Working in a store or warehouse

- I like working in a store that sells something I like. Yes \_\_\_ No \_\_\_  
I like working in a warehouse with supplies and equipment I like. Yes \_\_\_ No \_\_\_  
I like handling and counting money. Yes \_\_\_ No \_\_\_  
I like working with numbers. Yes \_\_\_ No \_\_\_
- 

## Working in an office.

- I like working in an office. Yes \_\_\_ No \_\_\_  
I like using a computer. Yes \_\_\_ No \_\_\_  
I like working with numbers and words. Yes \_\_\_ No \_\_\_  
I feel comfortable taking telephone messages. Yes \_\_\_ No \_\_\_
- 

## Problem solving

- I like to figure things out. Yes \_\_\_ No \_\_\_  
I like to make decisions. Yes \_\_\_ No \_\_\_  
Pictures and drawings help me figure things out. Yes \_\_\_ No \_\_\_  
Written directions help me figure things out. Yes \_\_\_ No \_\_\_
-

## Part II – What are you Good at Doing?

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

---

**Something I do well is** \_\_\_\_\_

What do I like about it? \_\_\_\_\_

What skills and abilities do I use to do it? \_\_\_\_\_

**These skills and abilities may be strengths for me.**

---

**A second thing I do well is** \_\_\_\_\_

What do I like about it? \_\_\_\_\_

What skills and abilities do I use to do it? \_\_\_\_\_

**These skills and abilities may be strengths for me.**

---

**A third thing I do well is** \_\_\_\_\_

What do I like about it? \_\_\_\_\_

What skills and abilities do I use to do it? \_\_\_\_\_

**These skills and abilities may be strengths for me.**

---

### Part III - What is Hard for Me?

Something that is hard for me is \_\_\_\_\_.

What is hard about it? \_\_\_\_\_

What skills and abilities do I need to do it? \_\_\_\_\_

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

---

Something else that is hard for me is \_\_\_\_\_

What is hard about it? \_\_\_\_\_

What skills and abilities do I need to do it? \_\_\_\_\_

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

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### Choose a Life for Yourself

#### When I Know These...

- ▶ My interests for activities and environments
- ▶ My skills and abilities
- ▶ My strengths and weaknesses

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

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### Everyone is different! What is most important to me?

Name three things that are most important to me

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### **DESCRIBE YOURSELF CHECKLIST**

*Adapted from B. Fowler, Family and Consumer Services, Arlington Public Schools*





## *Resources*

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

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

References

## *Canada Study Grants for Students with Permanent Disabilities*

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

In order to qualify for this grant, you must:

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

Contact Information:

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

## *Resources*

### **Adolescent Autonomy Checklist**

Source: Youth In Transition Project (1984-1987) at the University of Washington Division of Adolescent Medicine. Available online at <http://depts.washington.edu/healthtr/Checklists/intro.htm>

### **Ansell-Casey Life Skills Assessment**

available online at [http://www.caseylifeskills.org/pages/assess/assess\\_acls.htm](http://www.caseylifeskills.org/pages/assess/assess_acls.htm)

### **Brigance Diagnostic Life Skills Inventory**

Curriculum Associates, Inc.  
153 Rangeway Road  
North Billerica, MA 01862

### **Communication Summary**

Source: Student Portfolio: A System for Documenting the Strengths, Needs and Abilities for Students Who are Deaf-Blind, by Kansas State Board of Education, 1996, Topeka, KS: Author.

### **FISH: Functional Independence Skills Handbook Transition Planning Inventory (TPI)**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, TX 78757-6897  
[www.proedinc.com](http://www.proedinc.com)

### **Mayer-Johnson LLC**

P.O. Box 1579  
Solana Beach, CA 92075  
U.S.A.  
(858) 550-0084  
[www.mayer-johnson.com](http://www.mayer-johnson.com)

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

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

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

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

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