Transition Service Plan

| Name: Taylor RR.- Case Study # 1 | Projected Date of Graduation: June 2011 | Date of Initial Transition Program: Development ______________ Update __________________ |

Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Taylor is a 16 year old sophomore. His course of study is a regular high school diploma w/an emphasis on College prep classes and a Program of Concentration in Transportation. Taylor is interested in pursuing automotives as a career. According to his transition questionnaire, he has aspirations of opening his own automotive repair shop or becoming a manager of one of these shops. His reported strengths are in employability skills, manual dexterity and dependability at work. He currently works at a local automotive shop and his boss is very pleased w/ his job performance. Taylor has not missed a day of work although he has been absent from school over the school limit per semester. He has indicated on his questionnaire that he is most worried about losing his job and managing his money.

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment)

**Education/Training:** After graduation from high school, Taylor will enroll in an apprenticeship training program in the automotive services field through his employer.

**Employment:** After graduation from high school, Taylor will acquire full-time employment at a local automobile dealership.

**Independent Living (as appropriate):** Not appropriate at this time.

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child’s post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

I. Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/Achieved Outcome</th>
</tr>
</thead>
</table>

1
1. Taylor will enroll in 3 classes related to transportation/ automotive services program at school.

   1A. Meet with CTI specialist to discuss enrollment procedures for the automotive services program.
   1B. Complete CTAE Application.
   1C. Work w/ CTI specialist to ensure all necessary steps are completed to take courses

2. Taylor will incur fewer than 3 disciplinary referrals per semester.

   2A. Participate in an affective skills class at school.
   2B. Adhere to BIP (behavior intervention plan)

3. Taylor will exit high school with a regular diploma.

   3A. Prepare for the GHSGT by attending after school study sessions.
   3B. Utilize appropriate accommodations when taking the GHSGT.
   3C. Register for the appropriate classes needed to satisfy graduation requirements.
   3D. Meet regularly with graduation coach and/or case manager to discuss academic progress and course selection.

4. Taylor will name 2 agencies that he can utilize for post-secondary services.

   4A. Meet with graduation coach to discuss Job Corp as a possible option.
   4B. Meet with Vocational Rehabilitation counselor to discuss services first semester.

II. Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/ Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/ Achieved Outcome</th>
</tr>
</thead>
</table>
| 1. Taylor will work 15 hours/wk., for 34 weeks of school, at a job. | 1A. Talk to CTI specialist about the possibility of getting into the work study program.  
1B. Apply for part time employment  
1C. Invite employer to next IEP meeting. | 1A. student, CTI specialist  
1B. student, manager | 1A. student, CTI specialist  
1B. student, manager |
| 2. Taylor will obtain a satisfactory performance rating within his current employment. | 2A. Complete a self-evaluation of job skills every 6-weeks.  
2B. Discuss progress at work with manager on a regular basis. | 2A. student, CTI specialist  
2B. student, manager | 2A. student, CTI specialist  
2B. student, manager |
## III. Community Participation

Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/ Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/ Achieved Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taylor will attend a mentoring program once a week for 20 weeks.</td>
<td>1A. Visit and write 5 positive aspects about mentoring programs in the area and list the referral process for each. 1B. Contact a representative from the selected mentoring program to begin involvement.</td>
<td>1A. student, graduation coach</td>
<td></td>
</tr>
<tr>
<td>2. Taylor will volunteer in his community for 20 hours.</td>
<td>2A. Visit 3 volunteer options in the community (summer camp counselor, food bank, Habitat for Humanity, Cars for Christ). 2B. Visit 3 civic related clubs at school (Key Club, Anchor club, Environmental Club, International Club). 2C. Join one club either community or school. 2D. Using a calendar, make a schedule to incorporate volunteer duties and employment.</td>
<td>2A. student, Career counselor, graduation coach 2B. student</td>
<td></td>
</tr>
<tr>
<td>3. Taylor will receive no traffic violations.</td>
<td>3A. Follow driving laws to keep driver’s license. 3B. Take a defensive driving course through the sheriff’s dept.</td>
<td>3A. student, parents 3B. student, parents</td>
<td></td>
</tr>
</tbody>
</table>

## IV. Adult Living Skills & Post School Options

Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/ Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/ Achieved Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taylor will maintain a $100 minimum balance in his checking account at all times for 3 months.</td>
<td>1A. Open a checking account. 1B. Create and follow a budget that supports maintaining checking account.</td>
<td>1A. student, parents 1B. student, teachers</td>
<td></td>
</tr>
<tr>
<td>2. Taylor will distribute his accommodation plan to all 6 of his teachers every semester.</td>
<td>2A. Take an active role in his IEP meeting. 2B. Practice discussing classroom accommodations needed with case manager.</td>
<td>2A. student, case manager 2B. student, case manager</td>
<td></td>
</tr>
<tr>
<td>3. Taylor will complete a 1040 EZ form.</td>
<td>3A. Practice completing various tax forms (on paper and electronically).</td>
<td>3A. student, parents, teachers</td>
<td></td>
</tr>
</tbody>
</table>
4. Taylor will plan, shop for and prepare at least 2 meals a week.

4A. Form a menu and schedule for preparing meals at home.
4B. Make a shopping list based on meals planned.
4C. Shop with parent on a weekly basis for meals planned.

5. Taylor will perform 2 daily cleaning chores without prompts.

5A. Create a chore chart to post on the refrigerator.
5B. Set up a system of reward/consequences related to the completion of the chores.

---

**V. Related Services** (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/ Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/ Achieved Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taylor will meet with VR counselor on at least 2 different occasions to set-up a work plan.</td>
<td>1A. Arrive to meetings promptly. 1B. Contact counselor ahead of time if late or needing to reschedule.</td>
<td>1A. student, parent, VR counselor</td>
<td></td>
</tr>
</tbody>
</table>

---

**VI. Daily Living Skills** (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/ Services</th>
<th>Person/ Agency Involved</th>
<th>Date of Completion/ Achieved Outcome</th>
</tr>
</thead>
</table>