

## Transition Service Plan

<b>Name:</b> Kenya R/R.- Case Study #2	<b>Projected Date of Graduation:</b> June 2015	<b>Date of Initial Transition Program:</b> Development _____ Update _____
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<p><b><u>Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments</u></b> <i>(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)</i></p> <p>Kenya enjoys working with animals and is quite social and comfortable around other people. She participates in the Access Courses including Access to Biology class and instruction in daily living skills and vocational skills in her self-contained special education classes. According to the SDS assessment, Kenya is interested in the following occupations: animal shelter clerk, ticket seller/taker, ushers, or counter attendant in a cafeteria. At this time Kenya’s Course of Study is to complete her I.E.P. goals and complete her Access Courses.</p>
<p><b><u>Desired Measurable Post Secondary/Outcome Completion Goals</u></b> <i>(These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment )</i></p> <p><b><u>Education/ Training:</u></b> After graduation, Kenya will participate in job training program offered by Vocational Rehabilitation in animal care.</p> <p><b><u>Employment:</u></b> After graduation, Kenya will work in a supported employment setting in animal care.</p> <p><b><u>Independent Living (as appropriate):</u></b> After graduation, Kenya will live at home with her mother.</p>

*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.*

<b>I. Education/Training</b> (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Kenya will receive training in 2 employment placements including	1A. Participate in Community Based Vocational Training Program	1A. student, case manager	

<p>one in animal care through Community Based Vocational Training.</p>	<p>1B. Receive Satisfactory on all weekly progress sheets  1C. Complete instruction in 3 job skills and 3 work ethics as pertain to her community based work setting.  1D. Participate in daily independence training activities in the classroom.</p>	<p>1B. student, case manager,  1C. student, case manager and LCCE instructor  1D. student, CBVT Instructor</p>	
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**II. Development of Employment** (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

<b>Transition IEP Goal(s)</b>	<b>Transition Activities/ Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
<p>1. Kenya will identify 2 options for volunteer positions.</p> <p>2. Kenya will list five facts about 2 post-school supported employment options.</p>	<p>1A. Contact local libraries/churches/nursing homes/animal shelters to inquire about volunteer service possibilities  1B. Maintain a log of contacts listing date, person contacted, and call back number.</p> <p>2A. List facts through accessing websites, calling, gathering written information about various post-school agencies such as: Vocational Rehabilitation, Briggs &amp; Associates, Creative Enterprises.  2B. Tour the 2 facilities/ programs in which Kenya may participate in after school (Warm Springs, Creative Enterprises, Goodwill Industries).</p>	<p>1A. student, mom, case manager  1B. student, mom, CBVT Instructor</p> <p>2A. student, mom, agency representatives</p> <p>2B. student, mom, agency representatives</p>	

**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.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Kenya will access and utilize 2 community resources.</p> <p>2. Kenya will identify 2 transportation options.</p>	<p>1A. Assist parents in visiting and completing 2 identified tasks in the community. List: banking(deposit) post office(buying stamps), library(obtain a library card/check-out book utility companies pay bill</p> <p>1B. Participate in two Special Olympic events</p> <p>2A. List two reputable private transportation options in the community by researching on internet and telephone book.</p> <p>2B. List two public transportation options in the community by researching on internet and telephone book.</p>	<p>1A. student, mom</p> <p>1B. student, mom, case manager</p> <p>2A. student, mom, case manager</p> <p>2B. student, mom, case manager</p>	

**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.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Kenya will make 2 contacts to obtain financial assistance.</p> <p>2. Kenya will complete 2 social skills in school, community, and</p>	<p>1A. Apply for Supplemental Security Income (SSI)</p> <p>1B. Apply for a Medicaid Waiver</p> <p>1C. Contact family’s insurance agency to obtain information about coverage for Kenya.</p> <p>2.List: 2A. Call a friend to set up a social outing</p>	<p>1A. student, mom</p> <p>1B. student, mom</p> <p>1C. student, mom</p> <p>2A. student, mom</p>	

work settings listed.	at least once a month. 2B. Spend a night away from home. 2C. Attend a social skills class in school.	2B. student, mom 2C. student, mom	
3. Kenya will take an active role in planning and participating in her next IEP meeting.	3 A.Meet with case manager to review the instructional accommodations page of her IEP once a semester. 3.B.Role play IEP Meeting w/case manager	3A. student, case manager 3B. student, case manager	
4. Kenya will express her need for accommodations to two teachers.	4A. Kenya will review accommodations w/case manager (See3 above). 4B. Kenya will present and explain accommodation needs to all teachers.	4A.student, case manager, teachers 4B.student	

**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.)

<b>Transition IEP Goal(s)</b>	<b>Transition Activities/ Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
1. Kenya will identify 2 appropriate agencies to link with upon graduation.	1A. Kenya will list five possible agencies by researching the internet and telephone book. 1. B.Contact Vocational Rehabilitation Counselor and discuss services and options through DHR. 1C. Tour a minimum of 2 facilities (Warm Springs, Cave Springs, ect.)	1A.Student  1.B.student, mom, case manager, VR Counselor 1C. student, mom, agency representatives	

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

<b>Transition IEP Goal(s)</b>	<b>Transition Activities/ Services</b>	<b>Person/ Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
<p>1. Kenya will participate in Community Based Instruction with her class a minimum of 3 times per week.</p> <p>2. Kenya will perform 3 daily chores at home following a prepared checklist 6 days per week for 4 consecutive weeks.</p> <p>3. Assist mom with meal preparation on 2 weekdays by choosing a recipe and following steps to prepare a meal for 4 consecutive weeks.</p>	<p>1A. Enroll in Community Based Instruction            1B. Attend work sites            1C. Receive Satisfactory on all performance ratings.</p> <p>2A. Identify 3daily chores at home            2B. Complete and follow a checklist for the allocated time.</p> <p>3A. Assist mom with identifying recipes including steps necessary to complete recipes.            3B. Assist mom with grocery shopping including budget for meals</p>	<p>1. student, case manager</p> <p>2A. Student, mom            2B. student, mom</p> <p>3B. student, mom</p>	