

## Transition Service Plan

<b>Name:</b> Zach R/R.- Case Study #3	<b>Projected Date of Graduation:</b> June 2011	<b>Date of Initial Transition Program:</b> <b>Development</b> _____ <b>Update</b> _____
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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>Zach expresses an interest in cars and automotive repair. He is pursuing a regular diploma with a course of study (Career Path) in Transportation. Zach completed an ONET assessment which indicated possible careers in the following areas: automotive repair technician, automobile mechanic, automobile glass installer, or machine operator.</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 from high school, Zach will enroll in a post-secondary school to obtain training in the automotive field.</p> <p><b><u>Employment:</u></b> Zach will obtain and maintain a job in the automotive industry after graduation from high school.</p> <p><b><u>Independent Living (as appropriate):</u></b> Zach will live independently after graduating from high school.</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. Zach will pass six out of eight courses this school year (Block scheduling).	1A. Attend a twice weekly after school math study group. 1B. Complete a daily agenda w/ all class	1A. student, case manager 1B. student, case	

<p>2. Zach will identify all classes necessary to complete Transportation Pathway</p> <p>3. Zach will research 3 post-secondary schools.</p>	<p>assignments and tests which will be checked daily by case manager. 1C. Review weekly w/parent course grade book online and follow through w/ problems every Monday.</p> <p>2A. Make appointments and talk to counselor to identify and list necessary technical classes offered by the school system to complete pathway (example: automotive services and machining technology) and stay “on track each year”. 2B. Apply for a technical class for the following school year.</p> <p>3A. Use internet websites (including <a href="http://www.gacollege411.org">www.gacollege411.org</a>), gather binder and put information for 3 schools in binder. 3B. Attend the college fair at school in the spring, gather information about the 3 schools in binder.</p>	<p>manager, counselor</p> <p>1C. parent, student</p> <p>2A. student, teachers, case manager</p> <p>2B. student, case manager</p> <p>3A. student</p> <p>3B. student, parents</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>Zach will fulfill 3 steps listed to obtain part-time employment in the automotive field.</p>	<p>Steps: A. Meet with the Transition Specialist to discuss job search plan. B. Complete job applications at a minimum of 3 various places of potential employment. C. Communicate weekly with Transition Specialist regarding the job search process.</p>	<p>A. student, Transition Specialist B. student, parents C. student, Transition Specialist</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.)

<b>Transition IEP Goal(s)</b>	<b>Transition Activities/ Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
1. Zach will access and utilize 2 community resources.	List: 1A. Register to vote. 1B. Register for Selective Service 1C. Complete necessary tax forms.	1A. student, parents 1B. student, parents 1C. student, parents, teacher	
2. Zach will join one club, team, or other social organization.	2A. List options and join 1 school club 2B. Attend 2 school events per semester (sporting events, dances, club meetings, etc.) 2C. Initiate conversations with peers and co-workers 2 times per school day about club, or event.	2A. student, case manager 2B. student, parents, case manager 2C. student	

**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.)

<b>Transition IEP Goal(s)</b>	<b>Transition Activities/ Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
1. Zach will create and follow a budget for 3 months.	1A. Zach will identify his expenses for housing, transportation, utilities, grocery and personal care items and set-up budget for 3 months. 1B. Zach will determine his needed income and pay bills (role play) .	1A. student, parents  1B. student, parents	
2. Zach will open and maintain a checking account for 3 months.	2A. Zach will select a bank for his checking account.	2A. student, parents	

3. Zach will demonstrate self-advocacy skills by completing the 3 activities listed.	2B. Zach will apply for the checking account, and manage deposits withdrawals.  3. List: 3A. Take an active role in planning and participating in his next IEP meeting. 3B. Discuss classroom modifications needed with all teachers. 3C. Discuss strengths and weaknesses with potential employer.	2B. student, parents  3. student, parents	
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**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>

**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>
1. Zach will wash and dry his clothes independently once a week.	1A. Will demonstrate a skill in handling various types of laundry needs to include washing delicates, colors and special fabrics. 1B. Will demonstrate how to handle various types of fabrics for drying clothes to include line drying, temperature settings and small items.	1A. student, parents  1B. student, parents	