

Transition Service Plan

Name: Melissa R/R.- Case Study #4	Projected Date of Graduation:	Date of Initial Transition Program: Development _____ Update _____
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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)*

Melissa is in 11th grade and is served in a MID class. She loves children and helping her mom at home with the cooking. She enjoys going to church youth group activities and hanging out with her cousin. Melissa accessed the GCIS (Georgia Career Information System) website to complete interest inventories. The results of the vocational assessments indicate possible careers in the following areas: child care worker, cafeteria cook, counter attendant, or a mail clerk. She is most interested in working with children. Melissa’s Transition Questionnaire indicates that she is worried about making friends after high school and living on her own. Data collection from her Community Based Vocational Training with her class reveals that Melissa almost always completes a task that she starts and her quality of work is usually done to minimum or above standards. At this time Melissa’s course of study is Child Care.

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 graduating from high school, Melissa will participate in on-the-job training to gain experience in the child care industry.

Employment: After graduating from high school, Melissa will be employed in the childcare industry.

Independent Living (as appropriate): After graduation from high school, Melissa will live with a roommate in an apartment.

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.

Education/Training (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
<p>1. Melissa will receive training in 2 employment situations while participating in Community Based Vocational Training in high school in the area of child care.</p> <p>2. Melissa will obtain information for admission in gaining entrance into the Early Childhood Program through the school district's Technical School.</p> <p>3. Melissa will obtain information about 2 Post-Secondary job training programs.</p>	<p>1a. Participate in at least 2 different jobsites during CBVT.</p> <p>1b. Increase speed on the job while participating in CBVT as measured by teacher/employer rating scale.</p> <p>1c. Ask for assistance when needed at the jobsite as measured by teacher/employer rating scale.</p> <p>2. Steps</p> <p>2a. Attend Open House at Technical School to meet teacher and learn about program.</p> <p>2b. Obtain application, and decide if application is feasible.</p> <p>2c. Meet with CTI and case-manager to discuss placement in childcare program.</p> <p>3a. Meet with Transition Specialist to obtain a list of names and contact information for specific programs.</p> <p>3b. Attend Transition Fair to gather information on post-secondary programs</p> <p>3c. Contact 2 agencies/programs to set up a tour.</p>	<p>1a. Melissa, teachers</p> <p>1b. Melissa, teachers, CBVT employers</p> <p>1c. Melissa, teachers, CBVT employers</p> <p>2a. Melissa, family, teachers</p> <p>2b. Melissa, family, teachers</p> <p>2c. Melissa, case-manager, CTI</p> <p>3a. Melissa, Transition Specialist</p> <p>3b. Melissa, family</p> <p>3c. Melissa, family</p>	

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

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Melissa will apply for a part-time job during this school year.</p>	<p>1a. Meet with Transition Specialist to discuss job search plan.</p> <p>1b. Identify 5 places in the community where</p>	<p>1a. Melissa, Transition Specialist</p> <p>1b. Melissa, family</p>	

	<p>she would like to work.</p> <p>1c. Obtain and complete 3 job applications at selected places of employment, with support from an adult.</p>	<p>1c. Melissa, family, teachers, Transition Specialist</p>	
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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. Melissa will understand function of and practice utilizing 3 community resources.</p>	<p>1a. Accompany family on trips to the grocery store, post office, bank, public library, and auto mechanic shop (4 per month).</p> <p>1b. Use the phone book to locate businesses and phone numbers in her community, make 4 calls per month.</p> <p>1c. Upon 18th birthday, register to vote.</p>	<p>1a. Melissa, family</p> <p>1b. Melissa, family, teachers</p> <p>1c. Melissa, family</p>	
<p>2. Melissa will obtain a driver's license during this school year.</p>	<p>2a. Study for and take the written part of the driver's test.</p> <p>2b. Research 2 options for driver's training programs (driver's education through school; private driving instruction) and organize information.</p>	<p>2a. Melissa, family</p> <p>2b. Melissa, family</p>	
<p>3. Melissa will identify 2 transportation options.</p>	<p>3a. Research and list one public transportation system and determine bus schedule, organize information in folder.</p> <p>3b. Research the use of a taxi cab, organize information in folder.</p>	<p>3a. Melissa, family</p> <p>3b.. Melissa, family</p>	

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. Melissa will advocate for herself by communicating 2 strengths and 2 weaknesses to each of her six teachers, peers and employers.</p>	<p>1a. Participate in self-determination curriculum with class. 1b. Take an active role in planning and participating in her next IEP meeting. 1c. Discuss all classroom modifications needed with all teachers. 1d. When employed, discuss 3 strengths and 3 weaknesses with employer, get monthly feedback on targeted behaviors. 1e. Participate in role-playing activities to practice utilizing self-advocacy skills in a variety of situations (once per week).</p>	<p>1a. Melissa, teacher 1b. Melissa, case manager 1c. Melissa, case manager, teachers 1d. Melissa, Transition Specialist, teachers 1e. Melissa, teachers</p>	
<p>2. Melissa will engage in a 3 social interactions per month.</p>	<p>2a. Call a classmate to set up a social outing at least once a month. 2b. Spend a night(s) away from family at classmates and/or club activity. 2c. Eat lunch with peer group and initiate a conversation (once per week).</p>	<p>2a. Melissa, family 2b. Melissa, family 2c. Melissa, teacher</p>	
<p>3. Melissa will be responsible for 5 weekly/daily chores in preparation for independent living.</p>	<p>3. Chores: 3a. Plan, shop for, and prepare at least one meal a week. 3b. Wake self up each morning using an alarm clock. 3c. Use a day planner or calendar to keep up with due dates, activities, etc. 3d. Sort dirty laundry by colors, load and start washer and dryer, with adult support. 3e. Care for “Lacy” (family cat) by feeding (2 times/day) and cleaning out litter box (daily).</p>	<p>3a. Melissa, family 3b. Melissa, family 3c. Melissa, teachers, family 3d. Melissa, family 3e. Melissa, family</p>	

4. Melissa will open a savings and checking account and maintain the accounts for three months.	4a. Identify bank to set up account. 4b. Meet with bank staff to create accounts. 4c. Use ledger to write down withdrawals and deposits from accounts.	4a. Melissa, family 4b. Melissa, family 4c. Melissa, family	
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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.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Melissa will apply to Vocational Rehabilitation for vocational assistance.	1a. Sign permission form and complete school referral. 1b. Meet with VR counselor when assigned. 1c. Discuss evaluation and training options with VR counselor once a semester.	1a. Melissa, family, case-manager 1b. Melissa, family 1c. Melissa, family	

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

Transition IEP Goal(s)	Transition Activities/ Services	Person/ Agency Involved	Date of Completion/ Achieved Outcome
1. Melissa will learn to shop and select 10 food items based upon freshness, quality, date, cost, and nutritional value.	1a. Melissa will shop with her family and identify freshness, quality, date, cost, and nutritional value of various food items. 1b. Melissa will be able to plan a simple meal on a budgeted amount of money once a week.	1a. Melissa, family 1b. Melissa, family	