Step By Step

Transition Plan Writing
One Section at a Time
• **Preferences:** *Areas of consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services, and community participation*
  o Student’s grade/age, diploma track
  o Student’s interests and preference (tasks or career related, can include social if it can be linked to a vocational skill)
  o Info on courses that the student has taken related to their career interest, or courses that the student can benefit from
  o Info on other experiences the student has had related to future goals, or experiences that can be beneficial.
  o Agencies student is linked to.
  o “*According to the Transition Questionnaire…*” Can reference any transition assessment you use.
• **Postsecondary Goals:** *These goals are to be achieved after graduation and there must be a completion goal for Education and Training and Employment*
  
  o Uses “After graduation,” “After completion of high school,” or “Upon exit from public school” or something similar.
  
  o Statement entered for **Education** and **Employment** (Independent Living section as appropriate)
  
  o Goals address what student will do after graduation
  
  o Goals use the word “WILL” (not “plans to, would like to, is interested in, desires,” etc.)
• Education and Training: **Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training.**
  o Goal is related to what the student **will do** to gain more education or training to reach their post-secondary goal, such as:
    ▪ Credit recovery to graduate on time
    ▪ Intervention classes to improve test scores
    ▪ Tutoring and Help sessions when grades fall
    ▪ Seeking assistance before course tests
    ▪ Participating in Maxwell or Grayson programs
    ▪ Functional academic skills in the community
  o Measurable - **ask yourself “How do I know when they have completed this?”**
  o Activities clearly spell out the actions needed.
  o Person/Agency written for each activity
- **Development of Employment:** *Goals based on occupational awareness, employment related knowledge and skills, and specific career pathway knowledge skills*

  - Goal is related to what the student **will do** to develop their employment skills or greater knowledge of a career(s)
    - Career awareness activities (interest inventories, jobs folder, research, etc.)
    - Job Acquisition Skills (applications, interviews, etc.)
    - Job Sampling (CBVT, Aides, etc)
    - Completing chores at home
  - Measurable - *ask yourself “How do I know when they have completed this?”*
  - Activities clearly spell out the actions needed.
  - Person/Agency written for each activity
• Community Participation: *Gals 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 mode)
  
  o Goal is related to what the student **will do** to increase their involvement in the school or local community, and as a contributing citizen, such as:
    
    ▪ Transportation- knowing and accessing
    ▪ Communication/Interaction- engaging with peers
    ▪ Consumerism: making purchases, using post office
    ▪ Activities: Volunteering, clubs and sports, etc.
    ▪ Civic duties: Taxes, voting, selective service, legal status to work
  
  o Measurable - *ask yourself “How do I know when they have completed this?”*
  
  o Activities clearly spell out the actions needed.
  
  o Person/Agency written for each activity
**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).

- Goal addresses the student’s need to improve areas such as:
  - Self advocacy (knowing disability, speaking up for oneself, expressing strengths and weaknesses, making preferences known)
  - Home Living Skills (independently caring for chores and other activities as assigned, following a schedule/calendar, etc.)
  - Health/Fitness care that is critical to reaching post-secondary goals
  - Adult responsibilities (making own appointments, keeping schedule of important dates)
  - Finances: checking/savings account, paying bills
  - Meal Prep: Planning, shopping for, and preparing meals.

- Measurable - *ask yourself* “How do I know when they have completed this?”
- Activities clearly spell out the actions needed.
- Person/Agency written for each activity
- 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)

  - Goal is related to what the student/parents/team will do to access or gain services, such as:
    - Medicaid and Waiver Services
    - Social Security
    - Vocational Rehabilitation
    - Wrap-Around or Mental Health Services
    - Guardianship**: Collecting information only!

  - Measurable - ask yourself “How do I know when they have completed this?”

  - Activities clearly spell out the actions needed.

  - Person/Agency written for each activity
• **Daily Living Skills:** *Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.* (Broad based goals that focus on the carrying out of tasks independently- NOT the teaching of a new skill)

  o Goal is related to what the student will do to increase independence or appropriate behaviors, such as:
    ▪ Hygiene
    ▪ Toileting
    ▪ Initiation
    ▪ Cleaning
  o Measurable - *ask yourself “How do I know when they have completed this?”*
  o Activities clearly spell out the actions needed.
  o Person/Agency written for each activity