

# Continuum of a Student's Transition Needs



<b>Education &amp; Training</b>	<b>Self-Contained</b>	<b>Resource</b>	<b>Resource &amp; Inclusion</b>	<b>Inclusion</b>	<b>General Education</b>
	<ul style="list-style-type: none"> <li>• Functional curriculum</li> <li>• Full time SPED support                             <ul style="list-style-type: none"> <li>• Participation as appropriate in regular education with support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Functional curriculum</li> <li>• Full time SPED support for Core academics</li> <li>• Participation in regular education with consultative support</li> </ul>	<ul style="list-style-type: none"> <li>• Modified curriculum                             <ul style="list-style-type: none"> <li>• Some resource</li> <li>• Some inclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Core curriculum with accommodations</li> <li>• SPED support provided within regular education classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Core curriculum                             <ul style="list-style-type: none"> <li>• Self-advocate</li> </ul> </li> <li>• Consultative support as appropriate</li> </ul>
<b>PCC</b>	Employability Skills Lab (ESL)	Community Work Experience (CWE)	Special Admission Programs	Career Technical Programs	Post Secondary Education
<b>Employment</b>	<b>Sheltered Workshop Activity Center</b>	<b>Enclave</b>	<b>Supported Employment</b>	<b>Competitive with Minimal Supports</b>	<b>Competitive with No Supports</b>
	<ul style="list-style-type: none"> <li>• Sheltered work environment</li> <li>• Manually-oriented jobs (ex. collating, packaging, assembly and salvaging)</li> <li>• Continual supervision by agency (ex. CCBDD)</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups of 6-8</li> <li>• Mobile work crews (maintenance, custodial, landscaping etc.)</li> <li>• Work site (ex. factory, restaurant, hotel or store)</li> <li>• Supervision by agency</li> </ul>	<ul style="list-style-type: none"> <li>• Onsite training</li> <li>• Ongoing supports to maintain job</li> <li>• Job coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Employer hires an individual for a job</li> <li>• Orientation &amp; training from CCBDD or BVR</li> <li>• Continues in that job fairly independently</li> </ul>	<ul style="list-style-type: none"> <li>• Real job</li> <li>• Real world</li> <li>• Real pay</li> </ul>
<b>Independent Living</b>	<b>Supported Living</b>	<b>Family Provides Full Support</b>	<b>Small Group Living</b>	<b>Living with Roommate</b>	<b>Independent Living</b>
	<ul style="list-style-type: none"> <li>• Group Home</li> <li>• Basic self-help skills</li> <li>• Supervising aides 24 hrs</li> </ul>	<ul style="list-style-type: none"> <li>• Basic self-help skills</li> <li>• Supervision 24 hrs</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive on site support services in an apartment or house</li> <li>• Regular support with budget, shopping, cooking, medication, appointments, relationships and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Informal support of family or friend</li> <li>• Some to full financial independence</li> <li>• Functional daily living skills</li> </ul>	<ul style="list-style-type: none"> <li>• Rent apartment or own home</li> <li>• Financial independence</li> <li>• Functional daily living skills</li> </ul>
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