Mississippi Department of Education
Office of Special Education

PROCEDURES FOR STATE BOARD POLICY 7219

VOLUME V:
Secondary Transition

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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Using this Document

This multi-volume document *Procedures for State Board Policy 7219* is intended to assist Public Agencies in the implementation of the State Board of Education Policy 7219: *State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004 (IDEA 2004)*. This document contains information about requirements of IDEA and SBE Policy 7219, recommendations from the Mississippi Department of Education's Office of Special Education's Division of Instructional Support, and guidance on Best Practices as determined by research and professional practice. Specific directives or requirements of IDEA and/or SBE Policy 7219 include *must* or *may not* in the statement. Other recommendations and guidance on Best Practices include *should* or *may* in the statements. In addition, all days listed in the document refer to calendar days, unless otherwise noted. The forms in the Procedures documents are not required forms. These forms are suggested or recommended forms designed to assist districts in having the appropriate documentation to use in implementing the requirements of State Board Policy 7219. The only required forms in the Procedures Document are the Individualized Education Program (IEP) and the Extended School Year Fact Sheet (ESY). A Public Agency may modify these forms or use their own forms as long as they meet the requirements of State Board Policy 7219.

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CHAPTER 11:
SECONDARY TRANSITION

Public Agency in this document refers to agencies responsible for providing education to children with disabilities including the Mississippi Department of Education (MDE), Local Education Agencies (LEAs), Educational Service Agencies (ESAs), and nonprofit public charter schools not a part of an LEA or ESA.

Secondary Transition

For children fourteen (14) years of age (or younger if determined appropriate by the IEP Committee), SBE Policy 7219 requires school districts to determine each child's postsecondary goals in the areas of employment, education or training, and, where appropriate, independent living based on age-appropriate assessments. The Policy further defines transition services as a set of coordinated activities designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. These post-school activities may include, but not be limited to postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living or community participation. The services must be based on the individual child's needs and take into account the child's strengths, preferences and interests. The IEP Committee is further required to develop a coordinated set of activities in the areas of instruction to promote the movement of a child from school to postsecondary adult living. These activities should include community experiences, activities that promote the development of employment and other post-school adult living skills and, if appropriate, activities that promote the acquisition of daily living skills (IDEA, 2004).

What Is Transition?

The Merriam-Webster Dictionary defines transition as the passage from one stage or place to another. For all children, transition occurs from preschool to elementary school, elementary school to middle school, middle school to high school, and high school to adulthood. For students with disabilities, each stage in transition requires thoughtful planning to ensure students with disabilities are able to transition from one level to the next smoothly. Research has shown that post-school outcomes for students with disabilities improve when students, families, educators, organizations, and community members collaborate to plan and implement transition-focused education that prepares students for postsecondary success.

Even though, State Board Policy 7219 requires transition services to begin at age 14, or younger if determined appropriate by the IEP Committee, transition for all students begins much earlier.

Transition Terms

Coordinated set of activities is a planned and organized sequence of activities based on the student's preferences and interests, which promotes the movement of a student from school to postsecondary adult living. It involves a collaborative effort among various agencies to provide transition services to the student.

Results-oriented process is a series of meaningful events to assist the student in achieving desired postsecondary outcomes.

Postsecondary education is an organized educational program provided by qualified personnel that is available beyond secondary education including community colleges, vocational-technical colleges and four-year colleges and universities.

Vocational education is specialized instruction and practice, by qualified personnel, in a specific field to prepare students to enter into, continue, or upgrade employment in recognized trades or occupations.

Integrated employment is paid work in sites and settings that are not unique to individuals with disabilities.

Supported employment is paid work that requires the use of designated personnel to assist individuals with disabilities in acquiring and maintaining site-specific skills.

Transition and Career Development

Career development is an essential component of transition. Donald Zunker (1994) refers to career development as "a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work. Specifically, the terms reflect individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfillment of purpose." (Zunker, 1994, p. 3).

Career Awareness

Career awareness should be addressed throughout preschool and elementary school and should include an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. Students are aware of opportunities, options, and

roles that interest them in the world of work. They gain an awareness of the importance of personal responsibility, good work habits, and how people work.

Activities for students include, but are not limited to:

- Acquiring general knowledge.
- Understanding the importance of working.
- Acquainting students with local places of employment.
- Understanding the need for cooperation and teamwork.
- Developing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.

Career Exploration

In middle school, students begin the process of exploring careers of interest. Career exploration includes investigation of the workplace and understanding of the correlation between personal abilities, education, and the knowledge and skills needed to pursue occupations and careers. Students learn about the variety of careers available and the types of jobs that would best fit their preferences, needs, and interests, as well as explore the requirements related to those jobs.

Activities for students include, but are not limited to:

- Acquiring general knowledge.
- Becoming aware of personal characteristics, interests, aptitudes, and skills.
- Developing an awareness of and respect for the diversity of the world of work.
- Understanding the relationship between school performance and future employment options.
- Developing a positive attitude towards work.
- Developing work ethic and responsibilities.
- Developing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.
- Completing the iCAP in 8th grade.
- Developing Transition Plan by age 14 with active involvement of student.

Career Preparation

In high school, student focus shifts to career preparation which includes purposeful planning that helps students transition from school to the world of work and higher education. Students should have opportunities to learn about different careers and explore skills needed to be successful in those careers; implement skills that have been fostered and developed while in school; and play a significant role in planning their own successful transition from the secondary to postsecondary environment.

Activities for students include, but are not limited to:

- Demonstrating acquisition of general knowledge.
- Implementing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.
- Demonstrating work ethic and responsibilities.
- Reviewing and revising the iCAP.
- Volunteering at school and in the community.
- Participating in service learning activities.
- Completing a variety of job shadowing experiences.
- Participating in apprenticeships and/or internships.
- Securing part-time/full-time supported employment and/or integrated employment.
- Implementing the Transition Plan developed by IEP Committee with active involvement of student.

Transition Planning

Transition planning is the process of providing assistance to students, parents, and school personnel as they discuss and plan transition from school to adult life. This planning will include assessing interest and strengths; setting transition goals; and selecting the course of study and exit option; and services and agency linkages needed to meet the transitional goals for students with disabilities. Transition planning can begin as early as elementary school. School personnel should begin the process with students and parents by discussing the educational progress and needs of the student, taking into consideration the expectations and aspirations of the student. The process should include discussions concerning future goals and skills needed to support the transition goals.

When the student is in middle school, school personnel should begin using career assessments to identify the career interests, abilities and needs of the student. The assessment data should be used to develop appropriate programming, including courses of study, focused on preparing the student to meet his/her postsecondary goals. Public agencies/schools must provide information to students and parents regarding different diploma/exit options for students with disabilities.

The transition planning process is an ongoing process that can change over time, depending on the student's preferences, strengths, and interests. Transition planning **must** be addressed during the IEP meeting the year the student turns 14 and **must** be reviewed annually.

Considerations for Secondary Transition

Many students with disabilities leave high school unprepared for success in their postsecondary lives. Parents and students often do not understand the differences between the responsibilities of secondary schools and the responsibilities of postsecondary settings (e.g., college/university and employment). Educators, parents, and students must understand the differences between IDEA at the secondary level and Section 504 and the Americans with Disabilities Act (ADA) at the postsecondary level. Schools have a responsibility to provide parents and students with information related to postsecondary options. Considerations are as follows:

- Secondary personnel, parent(s), and student(s) need to be aware that postsecondary level institutions/environments have different expectations and obligations than secondary schools.
- It must be clear that the specific accommodations or supports are just **recommendations** that do not limit the independent decision-making of personnel at the postsecondary level.
- Section 504 and the ADA require students to self-identify and provide documentation of their disability to be eligible for accommodations and services in postsecondary settings. As a result, students with disabilities must have opportunities to make independent choices and decisions and to practice self-advocacy skills to prepare for life after high school.
- Under IDEA, students are **entitled** to a free and appropriate public education (FAPE). Colleges provide **equal access** to education. No one is **entitled**, but students must advocate for their **civil rights**.
- Postsecondary schools provide supports based on what is **reasonable** rather than what is **appropriate** or **least restrictive**. Support services and accommodations are based on providing **access to content** and **reduction of barriers to learning** rather than promoting achievement.
- Documentation of disabilities varies widely between postsecondary schools and students must be aware of those requirements as they apply to different schools.
- Most postsecondary schools do provide some level of support, but the type and scope of this support varies widely among institutions.
- The Office for Civil Rights provides guidance for special educators who are preparing students with disabilities for postsecondary education on their website. http://www2.ed.gov/about/offices/list/ocr/transitionguide.html

Comparison of Disability Services in Secondary and Postsecondary Education

Secondary Education	Postsecondary Education
Individuals with Disabilities Act 2004 (IDEA) and Section 504	**Americans with Disabilities Act 2008 (ADA) and Section 504**
• School districts are not required to complete evaluations before a student exits high school.	• Most IHLs require documentation that identifies specific disabilities and current functional levels.
• IDEA and Section 504 in the public schools require that all students receive a FAPE. Allowable accommodations may include a shortening of assignments, modified assignments or the use of notes on tests, when students without disabilities cannot use them.	• Section 504 upholds the right of postsecondary institutions to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus there is no *free* education; and shortening assignments and using notes when other students do not, would not be *reasonable accommodations.*
• Educational plans and decisions are made by an IEP Committee and parent signatures are required.	• A plan is not developed by a team. Instructors are not contacted, except by the student. Parents are not able to contact the college on behalf of the student. Colleges will only correspond with the student.
• The school must provide the least restrictive environment.	• Environment can be accommodated for students, but environments are not selected in advance.
• All students with disabilities are qualified for FAPE.	• *Otherwise qualified*, in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.
• School provides services such as physical therapy, occupational therapy, transportation, and personal care.	• The student is responsible for securing needed personal services.

Comparison of Special Education and Section 504 of the Rehabilitation Act of 1973

	Secondary Education	Section 504
Legislation	*Individuals with Disabilities Act 2004 (IDEA)*	*Section 504 of the Rehabilitation Act of 1973*
Identification	The public agency is required to identify all individuals under Child Find.	The consumer is required to self-identify as a person with disabilities to the public agency.
Evaluation	The public agency is required to conduct an evaluation to determine eligibility for special education services for any individual suspected of having a disability.	The consumer is required to provide documentation of his/her disability to be determined to be eligible for vocational rehabilitation services.
Eligibility Determination	Eligibility is determined by meeting the criteria for one of the disability categories identified by IDEA and State Board Policy 7219, including having a disability that has adverse educational impact and needing special education services to progress in the general education curriculum.	Eligibility is determined by having a physical or mental impairment that constitutes or results in a substantial impediment to employment and needing vocational rehabilitation services to prepare, secure, retain, or regain employment.

Role of IEP Committee Members in Transition Planning

Student's Role

Beginning no later than age 14, or earlier if appropriate, students with disabilities should participate in the development of their individualized education programs. During IEP Committee meetings, students should take an active role in selecting their graduation option and determining the needed courses of study based on their desired post-school outcomes.

Child's Invitation to the IEP Committee Meeting		
The child was invited to the IEP meeting.	☐ Yes	☐ No

The secondary transition plan should be developed based on the child's strengths, preferences, and interests. Children with disabilities, when turning 14, and at the discretion of their parents, should be invited to attend the IEP Committee meeting when the child's transition goals, services, exit options, and course of study are to be discussed.

Students with disabilities must learn and use self-determination/self-advocacy skills to become active participants in making educational decisions that will affect their future. The student must learn to identify his/her strengths and needs and have an understanding of his/her rights.

The student should[1]:

- Participate actively in all discussions and decisions.
- Communicate his/her strengths, preferences, and interests.
- Communicate his/her areas where help is needed.
- Communicate how he/she is doing in classes and what accommodations, modifications, and supports are needed to be successful in the general education classes.
- Communicate how he/she is doing with his/her community experiences and what accommodations, modifications, and supports are needed to be successful in those environments.
- Take the opportunity to lead his/her own IEP meetings. This participation will likely require coaching, training and practice.

Parents' Role[2]

Parents must be advocates for their children. They are responsible for keeping the Committee focused on the student's transitional needs and goals. Parents have many responsibilities in transition and should:

- Learn all they can about the post-high school options and resources available to the student.
- Discuss with the student his/her future goals.
- Determine how much assistance the student will need to acquire independence.
- Share information with the IEP Committee about the student's strengths, needs, and preferences.
- Assist the student in the development of self-advocacy skills.
- Provide supplemental support for the student, e.g., providing transportation to and from a job site if appropriate.
- Ensure the IEP goals are being accomplished.
- Ensure academic advisement is provided for students choosing postsecondary education as a post-school outcome.
- For students not bound for postsecondary education, ensure their IEP addresses community-based vocational training/mobility and travel training/community-based life skills instruction.
- Help ensure needed curriculum adaptations and environmental modifications are made.

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1 Storms, Jane, Edward Eugene O'Leary, and Jane Williams. *Transition Requirements a Guide for States, Districts, Schools, Universities and Families.* [Eugene, OR]: Western Regional Resource Center, College of Education, University Affiliated Program, University of Oregon, 2000. Print.

2 Austin, Patricia. *Transition Planning Guide: Preparing for Life After School*. Publication. N.p.: n.p., 2013. Print.

- Monitor student's progress on goals that are stated in the IEP and transition plan.

School's Role[3]

The special education teacher should:

- Provide information on the student's strengths, past achievements, and progress on the current IEP.
- Provide strategies for effectively teaching the student, including appropriate accommodations and/or modifications, so the student can successfully access and progress in the general curriculum.
- Suggest courses of study and educational experiences that relate to the student's preferences and interests and that provide a foundation and skills to help the student achieve his or her desired post-school goals.
- Identify needed related services.
- Provide appropriate input into transition service needs and postsecondary agencies, services and/or supports and incorporate those into the IEP.
- Link students and parents to the appropriate post-school services, supports, or agencies before the student ***exits*** high school.
- Coordinate all the people, agencies, services, or programs in the transition planning.

The regular education teacher should**:**

- Assist in planning the courses of study in the general curriculum that will assist the student in achieving his or her desired postsecondary goals.
- Assist in identifying and providing needed modifications, adaptations, and supports for school personnel to assist the student in the regular education setting and on state- and district-wide assessments.
- Assist in identifying and providing needed positive behavioral strategies or interventions to assist the student in the regular education setting.

Agency Representative's Role

The local education agency (LEA) representative should**:**

- Support the special and general education staff.
- Allocate the necessary resources to ensure the IEP is implemented.

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[3] Storms, Jane, Edward Eugene O'Leary, and Jane Williams. *Transition Requirements a Guide for States, Districts, Schools, Universities and Families.* [Eugene, OR]: Western Regional Resource Center, College of Education, University Affiliated Program, University of Oregon, 2000. Print.

Interagency's Role[4]

The interagency representative should:

- Provide information about services and eligibility criteria for community or adult services and supports (e.g., college support services and financial aid, vocational rehabilitation services, family services, social security work incentives).
- Help explain the differences between the entitlement of school programs and eligibility of adult services.
- Assist in identifying community or adult services that may assist the student in achieving his or her post-school goals.
- Assist the student and his or her family in application processes for supports and services at colleges, training institutions, or adult services, as appropriate.
- Alert families and the school to potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system.

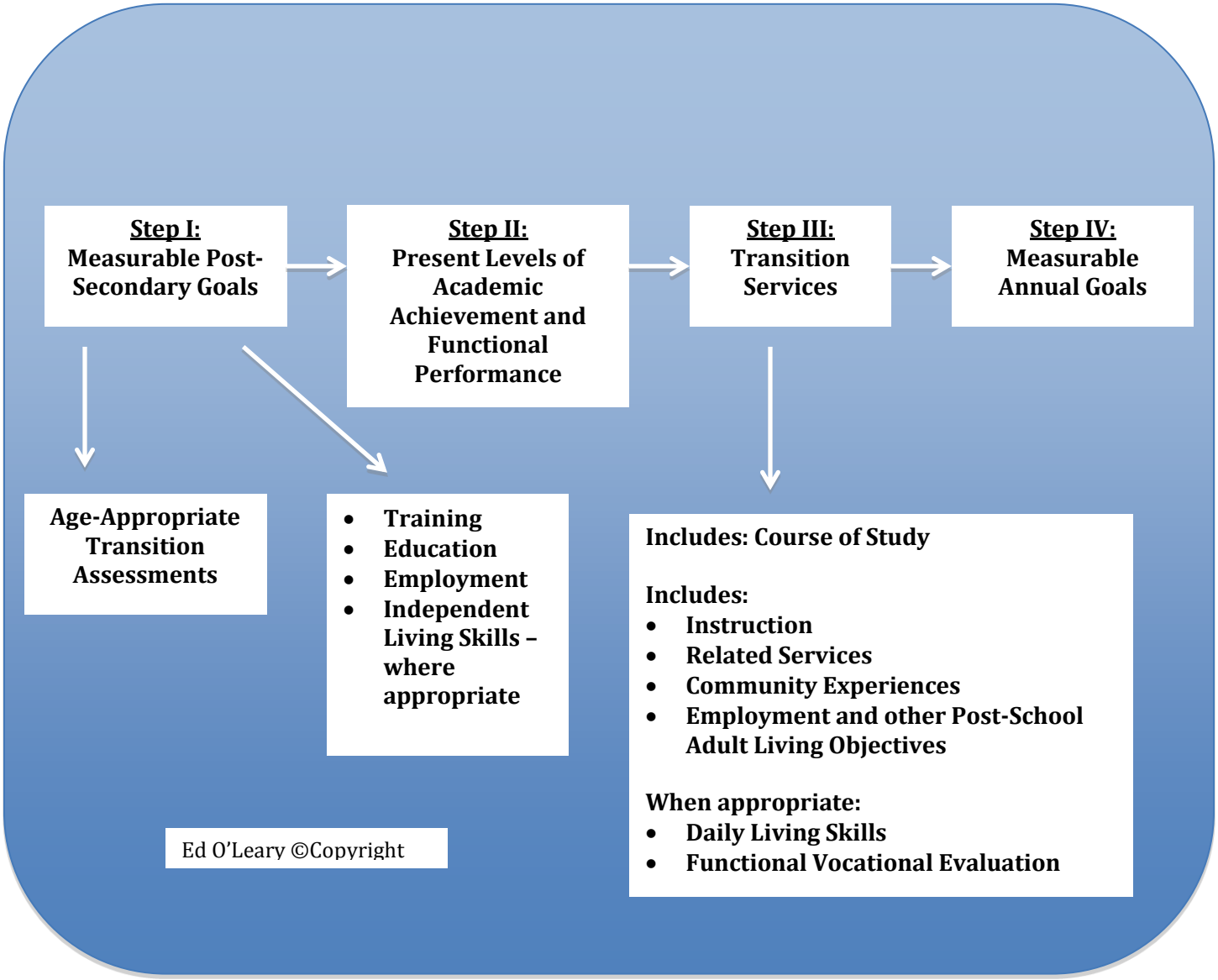
Best Practices for Student-Directed IEPs:

- Provide instruction in the classroom setting on self-determination/self-advocacy skills and skills related to understanding the purpose of the IEP process.
- Provide instruction on the legal rights of an individual with a disability and the impact of having a disability.
- Provide instruction on the transition services required under **IDEA**.
- Include students with disabilities in the development of their four-year educational/career plan.
- Role-play IEP meetings to help students understand the IEP process and requirements.
- Encourage students to advocate and conduct their IEP Committee meetings.
- Assist students with preparation for IEP meeting (e.g., organize notes, create agenda or Power Point).
- Encourage students to communicate with school personnel to monitor progress toward the IEP goals.

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[4] Storms, Jane, Edward Eugene O'Leary, and Jane Williams. *Transition Requirements a Guide for States, Districts, Schools, Universities and Families.* [Eugene, OR]: Western Regional Resource Center, College of Education, University Affiliated Program, University of Oregon, 2000. Print.

Transition Planning: The Process



Age-Appropriate Transition Assessments

IDEA 2004 requires a student's measurable postsecondary goals to be based upon chronological age-appropriate assessments related to training, education, employment, and, where appropriate, independent living skills [§300.320(b)(1)].

SBE Policy 7219 requires the use of age-appropriate transition assessments to develop appropriate measurable postsecondary goals in education/training, employment, and, where appropriate, independent living skills. The Council for Exceptional Children's Division on Career Development and Transition defines transition assessment as an "…ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP."

Formal and/or informal age-appropriate transition assessments **must** be used to identify a student's needs, preferences, and interests as they relate to the demands of current and future working, education, living, and personal and social environments. Age-appropriate transition assessments **must** be updated annually. At least one age-appropriate transition assessment **must** be listed for each postsecondary goal developed. Transition assessments should describe the types of skills and knowledge the student needs to develop to achieve his/her postsecondary goals. Assessments should be selected based on the information needed to create an effective transition plan for the student. Examples of age-appropriate assessments that are useful for transition planning include: assessments of adaptive behavior/daily living skills, aptitude tests, achievement tests, interest inventories, temperament inventories, self-determination assessments, transition planning inventories, and career maturity and employability tests.

Results of the age-appropriate assessments used for transition planning should be included in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and assist the IEP Committee in prioritizing possible postsecondary goals. Transition assessments form the basis for defining goals and services included in the IEP.

Age-Appropriate Transition Assessments					
Transition Assessment *(including child and family survey or interview)*	**Assessment Type**	**Responsible Agency/Person**	**Date Conducted**	**Report Attached**	**Needed**
Education/Training ***(Required)***					
Employment ***(Required)***					
Independent Living ***(If Appropriate)***					

1. **Assessment Type**: Record the assessment used to develop the child's postsecondary goals. *Examples: student survey, parent survey, iCAP, career interest inventory, TABE*
2. **Responsible Agency/Person**: Record the agency/person responsible for assessing the child. *Examples: teacher, school, Vocational Rehabilitation*
3. **Date Conducted**: Identify the date(s) of any assessment conducted. *Assessments must be conducted before the development of appropriate measurable postsecondary goals.*
4. **Report Attached**: Place a "Y" for yes to indicate the report summarizing the results for the assessment(s) is attached to the IEP or "N" for no to indicate the report can be found in the student's IEP folder. *The report of the assessment should include the date(s) of the assessment(s); name, title, and qualifications of the examiner(s), informants, and observers; results of the assessment(s); and a summary of the interpretations of the assessments and implications for the child's education/training, employment, and, where appropriate, living skills.*
5. **Needed**: Place a "Y" for yes or "N" for no to indicate if additional assessment is needed in the area. *If any assessment is needed, record this as a transition service to be provided.*

Resources for Formal and Informal Assessments

There are two types of assessments: formal and informal assessments. Formal assessments are standardized tests that have specific procedures for administration, scoring and interpreting, and are generally compared to other students. Informal assessments are not as structured, nor are they compared to other students.

Formal Assessments	Examples
Adaptive Behavior/Daily Living Skills - help identify the type and amount of support a student may need.	Vineland Adaptive Behavior Scales AAIDD Diagnostic Behavior Scale AAMR Adaptive Behavior Scales Adaptive Behavior Inventory
Aptitude Tests – measure skills and abilities.	Armed Services Vocational Aptitude Battery OASIS-III Aptitude Survey Wiesen Test of Mechanical Aptitude Test of Adult Basic Education (TABE)
Achievement Tests - measure learning of general or specific academic skills.	Woodcock Johnson Test of Achievement Kaufman Test of Educational Achievement ACT District and Statewide Assessments
Interest Inventories - provide information about a student's preferences for certain careers, occupational activities, or types of	Individual Career and Academic Plan (iCAP) Department of Labor www.onetcenter.org

work.	My Future http://www.myfuture.com/careers/
Intelligence Tests - assess a student's cognitive performance.	Wechsler Intelligence Scale for Children Wechsler Adult Intelligence Scale Standford-Binet Intelligence Scale
Temperament Inventories - identify a student's dispositions towards various types of careers and work (e.g., careers that emphasize data, people, or things).	Environmental Job Assessment (E-Jam) Vocational Integration Index
Self-Determination Assessments – assess a student's readiness to make decisions related to his/her postsecondary ambitions.	AIR Self-Determination Assessment

Informal Assessments	Examples
Interviews/Questionnaires – used for the purpose of gathering information to be used to determine a student's strengths, needs, preferences, and interests relative to anticipated post-school outcomes.	QuickBook of Transition Assessments http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf Parent Interviews and Surveys Student Interviews and Surveys Work Samples
Direct Observation – also called community-based or situational assessment; it's an observation of the student's performance within the natural environment, or school, employment, postsecondary, or community setting.	Task Analysis http://www.ttacnews.vcu.edu/2012/08/task-analysis-teaching-multistep-skills-made-easy/
Curriculum-based Assessments - designed by educators to gather information about a student's performance in a specific curriculum and to develop instructional plans.	Life-Centered Career Education Brigance Life Skills Inventory Brigance Transition Skills Inventory Brigance Employability Skills Inventory
Transition Planning Inventories - identify transition strengths and needs in various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living.	South Bend Community School Transition Assessments http://sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html Transition Assessment Matrix http://www.iidc.indiana.edu/styles/iidc/defiles/cclc/transition_matrix/transition_matrix.html Enderle-Severson Transition Planning https://www.estr.net/ Yes Job Search (online video assessments) http://www.yesjobsearch.com/index.cfm

	Casey Life Skills http://lifeskills.casey.org/ Transition Assessment and Goal Generator https://tagg.ou.edu/tagg/
Students with Significant Cognitive Disabilities – tools to assess preferences, strengths, needs, and skills of students who will need pervasive and extensive supports to achieve postsecondary goals.	Preference Indicators http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities.html Pictorial Career Interest Inventory http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/220/Pictoral_Interest_Inventory_template_Boces.pdf Community Based Skills Assessment https://www.autismspeaks.org/sites/default/files/documents/family-services/community_assessment_tool_kit.pdf Unique Learning Systems

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide the IEP Committee a snapshot of a student's abilities at the time the IEP was developed. The IEP Committee **must** identify where the student is functioning (strengths and needs) in relationship to what he/she plans on doing after exiting high school. The PLAAFP **must** include the results of any age-appropriate assessments used to determine strengths, needs, interests, and preferences.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
Child's Strengths, Preferences, and Interests
Identify the child's educational and/or developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment. Identify the skills or behaviors the child has mastered. Be sure to include specific feedback from the child. ***If 14 years of age or older, describe the child's strengths, preference and interests related to their postsecondary expectations (education, employment/training and daily living if appropriate).*** *List data sources relative to describing the child's strengths, preferences and interests (e.g. interviews, formal assessments, informal assessments etc.).*
Impact of Disability and Child Needs (Critical Skills and Behaviors or Developmentally Appropriate Activities)
Describe the effects of the child's disability on involvement and progress in the general education curriculum, including the impact on the child's current level of functioning in reading and math and the functional implications of the child's skills. For a preschool child, describe the effect of this child's disability on involvement in developmentally appropriate activities. ***If 14 years of age or older, describe the effect of this child's disability on the pursuit of postsecondary expectations (education, employment/training and daily living if appropriate).*** *List data sources relative to describing the child's needs and impact of his/her disability (e.g. progress monitoring, observations, assessments, etc.).*

Example of strengths, preferences, and interests related to postsecondary expectations:

- Based on a career interest survey and student interview, Pam enjoys working with children in her church nursery. She would like to live on campus while attending college to pursue a degree in early childhood education. Eventually, Pam wants to open her own childcare center. Her determination and positive attitude will help her attain her postsecondary goals.
- Pam has difficulty comprehending content-related informational texts. She benefits from receiving vocabulary words and definitions prior to lessons. Pam's difficulty with understanding new material presented in content-specific classes may impact her ability to successfully complete college-level courses with large amounts of required text.

Postsecondary Goals

Postsecondary goals are the desired outcomes for a child **after** he/she leaves high school in the areas of employment, education/training, and, where appropriate, independent living skills. These goals **must** be appropriate, measurable, and related to his/her strengths, preferences, and interests. The IEP Committee **must** review postsecondary goals annually and revise if needed based on the student's strengths, preferences, and interests.

Appropriate measurable postsecondary goals **must** be developed based on information gained through age-appropriate assessments. **The IEP Committee must develop at least one annual IEP goal AND identify at least one transition service for each postsecondary goal.**

Postsecondary Goals		
*Specify appropriate measurable postsecondary goals as identified by the child, parent(s) and IEP Committee. Postsecondary goals are based upon **age-appropriate transition assessments** related to employment, education and/or training, and, where appropriate, independent living skills.*		**Related IEP Goal(s) #**
Education/Training ***(Required)***		
Employment ***(Required)***		
Independent Living ***(If Appropriate)***		

Questions to consider when determining postsecondary goals:

- Where and how is the student going to continue to learn and/or develop skills after graduation/exit from high school?
- Where is the student going to work or engage in productive activities after graduation/exit from high school?
- Where is the student going to live and how is he or she going to access adult services, participate in the community, and have fun after graduation/exit from high school?

Examples of Postsecondary Education or Training Outcomes:

- Community College
- University
- Vocational Training Program
- Career/Technical School
- GED
- Apprenticeship/Internship
- Job Corp
- On-the-Job Training with Vocational Rehabilitation
- Independent Livings Skills Training
- Job Coach

Examples of Postsecondary Employment Outcomes:

- Competitive Employment
- Supported/Integrated Employment
- Customized Employment
- Military
- Volunteer Work
- Full-Time Employment
- Part-Time Employment

Examples of Postsecondary Independent Living Outcomes:

- Use public transportation independently or with support
- Live independently with a roommate
- Supported living
- Participate in community-based activities
- Attend sporting events
- Monitor medications
- Assist with personal care

Writing Measurable Postsecondary Goals

Postsecondary goals identify an outcome, not a process or activity. The following are **NOT** measurable examples:

- The student plans to…
- The student hopes to…
- The student wishes to…
- The student would like to…
- The student wants to…

The following formula from NSTTAC provides a guideline for writing measurable postsecondary goals:

_____ _____ will _____ _____

(After high school) (The student) (Behavior) (Where and how)
(Upon completion
of high school)
(After graduation)

Only use "graduation" if the student is receiving a general education diploma.

Examples of Postsecondary Goals

Education/Training:

- After high school, Zack will enroll in the LPN program at Lincoln Community College with supports from disability services.
- After graduation, Sarah will enroll in Mississippi State University to obtain a degree in business.
- Upon completion of high school, Tom will complete a CPR course to volunteer at the fire department.
- After high school, Amy will receive on-the-job training with a job coach to prepare for integrated employment.
- Upon completion of high school, Andrew will attend a pre-vocational day center with an adult curriculum focused on gaining independent living skills and vocational skills.

Employment:

- After high school, William will obtain a supported employment position with a job coach to prepare for future integrated employment.
- After graduation, Allison will obtain a part-time job as a lifeguard while attending college.
- Upon completion of high school, Joel will work full-time in the sports industry.
- After high school, Marie will volunteer in the nursery at her church.
- After graduation, Greg will work part-time with a job coach in the dining hall at his college.

Independent Living:

- After high school, Jennifer will continue to live with her parents and participate in her daily care routines to the maximum extent possible.
- Upon completion of high school, Ben will maintain a budget, pay his own bills and save money in preparation to share an apartment with a friend.
- Upon completion of high school, Nancy will live in an apartment and participate in community activities with supports.
- After high school, Kevin will use his augmentative communication device at home and in the community to communicate his needs and wants with familiar and unfamiliar people.
- After high school, Emily will use her self-determination skills to ask for needed supports in her college courses.

Transition Services

Transition services are defined by IDEA as a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [§34 CFR 300.43 (a)].

The type and amount of transition services will differ from student to student. At least one transition service **must** be identified for each measurable postsecondary goal.

List of Coordinated Set of Activities and Strategies (see Appendix) has examples of transition services for each area of need.

To identify appropriate transition services, the IEP Committee needs to consider[5]:

- What services, supports or programs does the student CURRENTLY need?
- What services, supports or programs will the student need IN THE FUTURE in order to achieve his/her post-school goals?
- Is the student linked to the needed postsecondary services, supports, or programs before he/she leaves the school setting?

Instruction: Formal or informal instruction to impart knowledge and skills needed to achieve postsecondary goals. For example:

- Attend tutoring sessions at school
- Participate in self-advocacy training
- Complete a computer skills class
- Receive instruction in self-management related to behavior
- Enroll in driver's education course
- Enroll in career technical program

[5] Transition Services Liaison Project. *Technical Assistance Guidance for Transition in the IEP*. Publication. N.p.: n.p., 2009. Print.

Related services: Specifies related services needed for successful transition to post-school life and what the student will need to access those services. For example:

- Visit community mental health agencies in the area
- Identify potential post-school providers for recreation therapy, occupational therapy, speech therapy, or physical therapy
- Apply for home-based waiver
- Apply for Supplemental Security Income (SSI)
- Use augmentative communication device in a work setting
- Receive orientation and mobility training in a work setting

Community experiences: Specifies activities or experiences generally provided off school campus and to prepare student for participation in community life. For example:

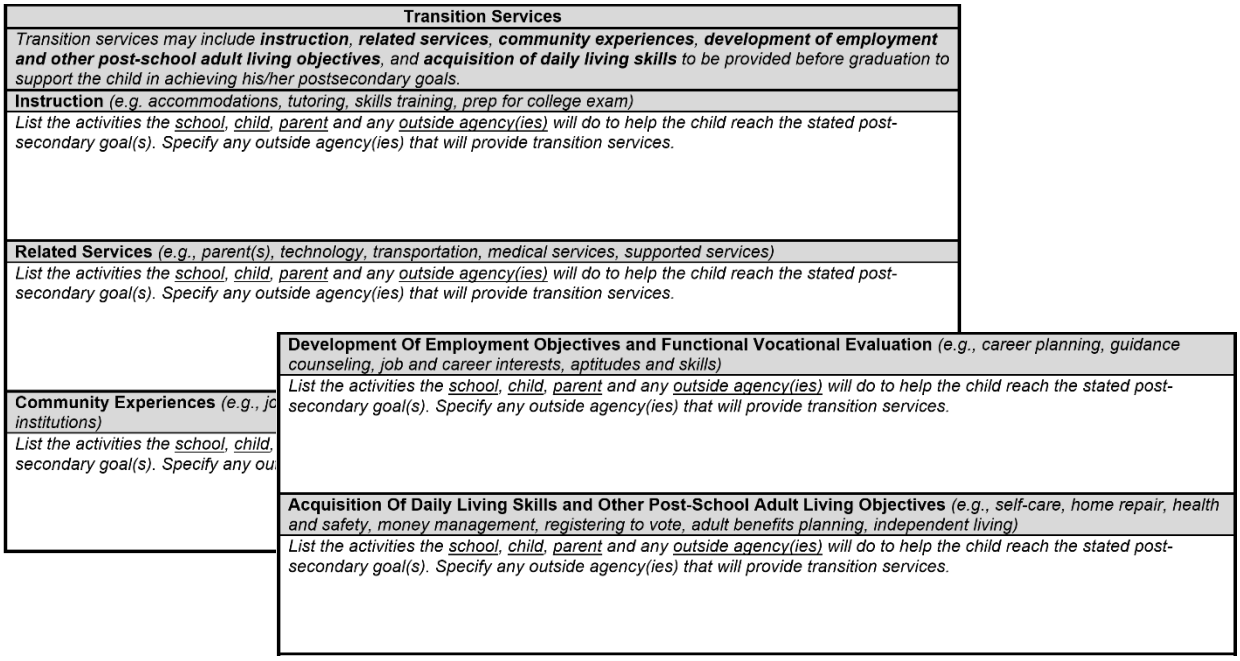
- Develop skills to grocery shop independently
- Complete job shadowing experiences
- Tour postsecondary institutions
- Explore leisure and recreation activities in the community
- Investigate participation in community civic organizations or sports teams
- Practice banking and budgeting skills

Employment objectives and functional vocational evaluation: Specifies activities focused on development of work-related behaviors, career exploration, skills training, and any assessments needed to provide information about career interests, aptitudes, and skills. For example:

- Join career-related school clubs such as Future Business Leaders of America
- Register to vote
- Take the ASVAB
- Meet with Supported Employment agencies to evaluate their services
- Learn about legislation identifying the rights of adults with disabilities (i.e., the Americans with Disabilities Act and Section 504 of the Rehabilitation Act) to appropriately self-advocate
- Meet with counselor from Vocational Rehabilitation

Acquisition of daily living skills and other post-school adult living objectives: Specifies activities focused on development of skills adults need in everyday life. For example:

- Identify services provided by banks
- Enroll in child development class
- Learn about managing/maintaining/performing simple repairs on a home
- Manage daily schedule
- Enroll in culinary arts class
- Register to vote



1. **Instruction**: List any instructional activities related to a postsecondary goal completed by the school, child, parent, and/or outside agencies.
2. **Related services:** List any activities that address access to postsecondary related services needed to meet postsecondary goals. Activities may be completed by the school, child, parent, and/or outside agencies.
3. **Community experiences:** List any activities conducted outside of school that will prepare students to meet postsecondary goals. Activities may be completed by the school, child, parent, and/or outside agencies.
4. **Development of employment objectives and functional vocational evaluation**: List any activities conducted by the school, child, parent, and/or outside agencies to assist the child in achieving his/her employment postsecondary goals or determining career interests, aptitudes, and skills.
5. **Acquisition of daily living skills and other post-school adult living objectives:** List any instruction or experiences provided by the school, child, parent, and/or outside agencies to assist the child in functioning independently as an adult.

Course of Study

A course of study is the list of courses the child requires to achieve his/her desired exit option. The child's course of study contains the sequence of courses the child needs to achieve her/his postsecondary goals. The child's general education teacher and guidance counselor must be involved in the collaborative decision-making process for determining the child's course of

study. Like the child's desired postsecondary goals, the child's course of study must be determined on the basis of the child's strengths, interests, and preferences.

When selecting the course of study for the child, the IEP Committee must consider the specific requirements for each exit option and the specific entry requirements for the postsecondary college or career selected. For example if a child's postsecondary goal is to attend a college or university immediately after high school, he/she must have a course of study leading to a standard high school diploma and/or complete a GED program in lieu of a diploma. If a child's postsecondary goal is to enlist in the military, he/she should have a course of study leading to a standard high school diploma as the military rarely accepts applicants with a GED without additional college coursework and/or a high Armed Services Vocational Aptitude Battery (ASVAB) score. If a child's postsecondary goal is to become a commercial driver, the child's course of study will depend upon both the specific exit option selected and the postsecondary training program pursued. As some commercial driver training programs require a standard high school diploma or GED while others do not, the child may be able to exit with a standard high school diploma, GED, MOD, or Certificate of Completion and still pursue his/her postsecondary goal depending upon the entry requirements of the commercial driver training program selected.



When selecting the child's course of study, ask:

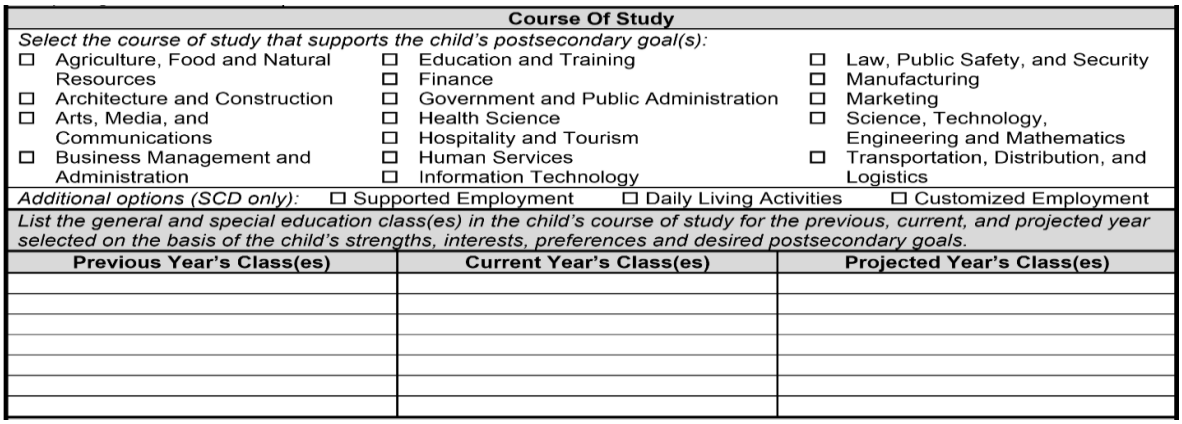
- What is the child's postsecondary goal(s) in education and what course of study will appropriately prepare the child to succeed in his/her chosen postsecondary educational or training program?
- What is the child's postsecondary goal(s) in employment and in what career cluster is the child's desired employment?
- What course of study will appropriately prepare the child to succeed in his/her chosen postsecondary career or employment option and/or to complete any required degree, certification, or training program for his/her desired career?
- What classes support the child in obtaining his/her desired exit option?
- What classes are available that support the child's efforts to achieve his/her desired postsecondary goals in education, employment, and, if applicable, independent living?
- Do the child's projected classes for the course of study have prerequisite classes that will need to be sequenced?

The course of study that supports the child's postsecondary goals are based on the federal list of employment types. They include:

- Agriculture, Food and Natural Resources
- Architecture and Construction

- Arts, Media, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution, and Logistics

Additional options for children who meet the criteria for having a significant cognitive disability (SCD) include:



Course Of Study

Select the course of study that supports the child's postsecondary goal(s):

☐ Agriculture, Food and Natural Resources
☐ Architecture and Construction
☐ Arts, Media, and Communications
☐ Business Management and Administration
☐ Education and Training
☐ Finance
☐ Government and Public Administration
☐ Health Science
☐ Hospitality and Tourism
☐ Human Services
☐ Information Technology
☐ Law, Public Safety, and Security
☐ Manufacturing
☐ Marketing
☐ Science, Technology, Engineering and Mathematics
☐ Transportation, Distribution, and Logistics

Additional options (SCD only): ☐ Supported Employment ☐ Daily Living Activities ☐ Customized Employment

List the general and special education class(es) in the child's course of study for the previous, current, and projected year selected on the basis of the child's strengths, interests, preferences and desired postsecondary goals.

Previous Year's Class(es)	Current Year's Class(es)	Projected Year's Class(es)

- Supported Employment
- Daily Living Activities
- Customized Employment

1. **Course of Study**: Check the box of the career cluster for the child's course of study.
2. **Additional Options (SCD only)**: For a child who meets the criteria for SCD and who is not pursuing a course of study aligned with one of the career clusters in [1], check the box that identifies the child's course of study (i.e., supported employment, daily living activities, or customized employment). If the child does not meet the criteria for an SCD, leave this section blank.
3. **Enrolled Classes**: List the specific general or special education class(es) in the child's course of study for which she/he:

a. Has already completed during previous school years.
b. Will enroll for the current school year. *The list of current year's classes is not a guarantee that the child will successfully complete these courses.*
c. Intends to enroll in future school years. *The projected year list of classes is not a guarantee that the child will be able to enroll in or successfully complete these courses. The intention of listing these classes is to enable the IEP Committee to plan the child's course of study accounting for appropriate sequencing of prerequisite classes and balancing class loads over the child's high school years.*

Interagency Linkages

Interagency linkages are developed with agencies and/or their representative(s) who are currently involved with the child or family or are likely to become involved in providing support or services once the child exits high school and transitions into postsecondary education/training, employment, and the community. Representatives of these agencies may be able to provide critical information to assist the IEP Committee in planning for secondary transition and/or to provide transition services. Written parental consent must be obtained prior to inviting an agency representative to attend an IEP Committee meeting or to become an IEP Committee member.

In Mississippi, agencies commonly involved in transition planning or services include:

- **Vocational Rehabilitation Agency (VR)**: Funded by Federal and State monies, VR agencies typically operate regional and local offices and provide assistance to people with cognitive, sensory, physical, or emotional disabilities to attain employment and increased independence. VR services are available for a limited period of time based on an individual's rehabilitation plan.
- **Mental Health Agencies**: Funded by Federal, State, and (primarily) local monies, mental health agencies, operated out of regional offices, provide a comprehensive system of services responsive to the needs of individuals with mental illness or Intellectual Disabilities on a sliding payment scale.
- **Independent Living Centers (ILC)**: Operated locally, ILCs help people with disabilities achieve and maintain self-sufficient lives within the community. Some services, such as classes, may require fees; however, other services, such as advocacy services, are typically available at no cost.
- **Social Security Administration (SSA)**: Funded by Federal monies, the SSA operates several programs that provide benefits for people of any age who are unable to do substantial work and have severe mental or physical disabilities, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Plans to Achieve Self-Support (PASS), Medicaid, and Medicare.
- **Department of Health**: Funded by Federal and State monies, health departments assist individuals with physical or mental disabilities obtain employment and live more

independently through the provision of counseling, medical and psychological services, job training, and other individualized services.

- **The Mississippi Council on Developmental Disabilities**: Funded by the Federal Administration on Developmental Disabilities, the MSCDD supports nine area programs for children and parents of children with disabilities: Child Care, Community Supports, Education and Early Intervention, Employment, Health, Housing, Transportation, Quality Assurance, and Recreation.

The IEP must list any agencies currently involved or that are likely to become involved with the child/family who can provide information or services related to education or training, employment, and, where applicable, independent living. Written parental consent must be obtained before inviting any representative of one of these agencies to the IEP Committee meeting.

Interagency Linkages (Participating Agencies)		
List any agencies/person(s) (a) currently involved with the child or family, (b) who can provide needed information to the IEP Committee and/or (c) likely to become involved in providing support or services after the child exits high school and transitions to the community, employment and/or postsecondary education/training. ***Written parental consent must be obtained before inviting any agency/person(s) likely to be responsible for providing/paying for transition services.***		
☐ **Education/Training**:	☐ **Employment**:	☐ **Independent Living**:

Annual IEP Goals Aligned to Transition

The IEP Committee **must** develop at least one annual IEP goal for each postsecondary goal. Annual IEP goals should help the student make progress towards his/her postsecondary goals. Measurable annual goals have four components: (a) condition, (b) behavior, (c) criteria, and (d) timeframe.*

Condition	Behavior	Criteria	Timeframe
Given real world problems and visual fraction models	Blake will compute fractions with unlike denominators involving adding, subtracting, and dividing	with 70% accuracy in 4 out of 5 trials	in 36 weeks.

Postsecondary goal for education/training:
After high school, Zack will enroll in the LPN program at Lincoln Community College with supports from disability services.

Annual IEP goal aligned to education/training postsecondary goal:
Given a grade-level informational text, Zack will identify and determine the meaning of denotative and connotative words and phrases with 75% accuracy in 36 weeks. (RI.9.4)

Explanation:
Zack will need to improve his reading skills to graduate with a regular diploma and meet the entrance requirements for college. Reading skill will also be an essential component in his college classes.

Postsecondary goals for employment:
After high school, William will obtain a supported employment position with a job coach to prepare for future integrated employment.

Annual IEP goal aligned to employment postsecondary goal:
In 36 weeks, during community-based work experiences, when given a task with 3 or more steps, William will follow verbal directions, stay on-task, and complete the task with 2 or fewer verbal prompts in 4 out of 5 trials.

Explanation:
Following directions and completing tasks will be critical skills for employment.

Postsecondary goals for independent living:
Upon completion of high school, Scott will participate in his community by using self-determination skills.

Annual IEP goal aligned to independent living goal:
While in the community at a variety of settings (store, restaurant, gym), Scott will identify appropriate people to ask for information related to setting and use his communication device to ask one question and make one response in 4 out of 5 consecutive trials.

Explanation:
Scott will need to improve his self-determination and communication skills to navigate his community independently.

*Additional guidance for writing measurable annual IEP goals can be found in the IEP Development Guidance on the MDE website.

MEASURABLE ANNUAL GOAL		
Goal #	Measurable Annual Goal	MOM
Obj. #	Short-Term Instructional Objectives/Benchmarks (STIO/B)	
1		
2		
3		
4		
5		

Exit Options

One of the most important decisions the IEP Committee will make for a child with a disability is identifying his/her exit option. The range of postsecondary education, training, and employment opportunities to which the child will be able to gain access will be greatly impacted by the exit option selected. This decision will have lifelong implications for the child as well as his/her family and community.

Exit Options				
Exit options must be reviewed with the parent and the child, as appropriate, before completing this section.	The exit option determined appropriate for the child is:			
	☐ Standard High School Diploma	☐ Mississippi Occupational Diploma	☐ District GED Option Program	☐ Certificate of Completion

Mississippi currently offers the following exit options:

- **Standard High School Diploma**: The standard high school diploma is the only option leading to *graduation*. There are three pathways: Traditional, District, and Career Pathways. See the *Mississippi Public Schools Accountability Standards* for more information.
- **District General Educational Development (GED) Option Program**: The GED is a high school equivalency credential earned through successful completion of a group of subject area assessments that measure high school level college- and career-readiness skills. Some school districts offer GED preparatory programs, referred to as the GED Option Program.
- **Mississippi Occupational Diploma (MOD)**: The MOD is not a standard high school diploma nor is it considered a high school equivalency credential for most postsecondary education and training programs or Federal financial aid programs. Rather the focus of this option is to teach employability skills and prepare children with disabilities for competitive employment. The MOD requires (a) an occupational diploma portfolio, (b) the successful completion of a two-year Career/Technical/Vocational Program or documentation of at least five hundred forty (540) hours of successful, paid employment, and (c) twenty-one (21) credits earned by successfully completing selected courses from the general education curriculum, vocational education programs, and/or MOD portfolio objectives. See the *Mississippi Public Schools Accountability Standards* for more information.
- **Certificate**: A Certificate of Completion is not a high school equivalency credential but rather an acknowledgement of the child's participation in and completion of his/her IEP.

When selecting the exit option for a child, the IEP Committee must consider the child's post-secondary goals and his/her progress in the educational environment. For example, for a child who can meet high school college and career readiness standards but lacks sufficient credits, will soon age out of eligibility, and is at-risk of dropping out of school, a district GED Option Program may be a viable option. For a child who meets the guidelines for SCD, a Certificate of Completion is a viable option.

Exit options must be reviewed with the parent and, if appropriate, the child before making the determination or listing it on the child's IEP.



When selecting the child's exit option, ask:

- What is the child's postsecondary goal(s) for education and what exit option is required for the child to gain entry into that type of educational program?
- What is the child's postsecondary goal(s) for employment and what preparation and/or certification is required to gain entry into the career field?
  - Is a particular exit option required to gain entry into the career field?
  - Is completion of a degree, certification, or training program required for the child's desired career or employment option?
- How many requirements for each exit option has the child currently met?
- How much time does the child have to meet the remaining requirements before turning twenty-one (21) years of age and aging out of eligibility for special education services?

Changing Graduation Options

When considering the diploma/exit option for a student with a disability, the IEP Committee should review the student's long-term goals as it relates to education, and/or employment and independent living goals to ensure that the appropriate diploma/exit option and course of study are selected. The IEP Committee should always begin with the view that one of the Standard High School diploma choices would be first, as it is the least restrictive option and affords the student greater postsecondary outcomes. The IEP Committee can then proceed along the continuum to the District GED Option, the MOD, and finally the Certificate option. All options should be based upon the data specific to the individual learner, always taking into consideration the student's interests and preferences. Whenever there is indecision regarding which diploma/exit option would be the most appropriate for the student, the IEP Committee is strongly encouraged to select the higher of the options being considered. The IEP Committee should review the diploma/exit option selected annually, if necessary, for changes needed to the student's course of study and/or program supports. Please note however, that changes in diploma options in the student's high school program may result in additional time needed to obtain the credits required to graduate.

Transfer of Rights

Beginning at least one year before the child reaches the age of majority under State law at twenty-one (21) years of age, the student's IEP must include a statement that the student has been informed that his/her rights under IDEA will transfer to the child on reaching the age of majority. If the public agency receives notice of the student's legal incompetency, so that no transfer of rights to the student at age twenty-one (21) occurs, the IEP need not include the statement.

TRANSFER OF RIGHTS
I have been informed of my rights under Part B of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, as amended, that will transfer to me when I reach the age of majority (21 years of age).

Summary of Performance

When students exit from special education, public agencies are required to provide them with a Summary of Performance (SoP) to facilitate their transition to desired postsecondary settings.

- Summary of Performance: Public agencies will ensure that an SoP is designed for the student who will exit with a standard high school diploma, will exit through the District GED Option Program, or due to exceeding the age of eligibility. It provides a summary of academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals. The SoP is to assist the student in the transition from high school to higher education, training and/or employment. (See Appendix for example.)
- Students who are pursuing the Mississippi Occupational Diploma (MOD) will have an occupational portfolio which serves the same purpose as the SoP in the facilitation of transition to the student's desired postsecondary setting.

Evaluating Your Transition IEP Using Indicator 13

The Mississippi Department of Education, Office of Special Education has identified the Indicator 13 Checklist (see Appendix) as the tool to evaluate your transition IEP. Indicator 13 measures "Percent of youth with IEPs aged 16* and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Committee meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

The checklist asks the following questions:

- Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
- Are the postsecondary goals updated annually?
- Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?
- Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Are there annual IEP goals related to the student's transition service needs?
- Is there evidence the student was invited to the IEP Team meeting where transition services were discussed?
- If appropriate, is there evidence a representative of any participating agency was invited to the IEP Committee meeting with the prior consent of the parent or student who has reached the age of majority?

* In Mississippi, transition services must be addressed by age 14.

Considerations for Students with Significant Cognitive Disabilities

Secondary transition for students with significant cognitive disabilities (SCD) can be challenging. It is best practice to begin identifying transition needs and addressing those needs early, especially for students classified as having an SCD.

The following are some guided questions when addressing transition for students with significant disabilities[6].

1. Can the young adult express interests? If no, get information from parents and caregivers to develop transition plan.
2. What are special health care needs?
3. What equipment is necessary to meet the needs of the student?
4. What are needs/challenges preventing the young adult from working outside the home?
5. Who can provide education/training to assist the young adult?
6. What can the young adult accomplish without assistance?
7. In what areas does the young adult need assistance?
8. What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist (HTS), or other caregiver?

Best practice indicates that a person-centered planning approach is one of the best ways to address secondary transition for students with disabilities, especially for those with significant cognitive disabilities. A person-centered plan is "an individualized approach that helps the person with developmental disabilities discover what he or she really wants. It is transformational, moving from an approach geared towards fixing or solving problems, to one focused on providing opportunities, avenues for self-actualization, personal freedom, meaningful interdependence, and community involvement[7]." There are a variety of person-centered planning tools, including but not limited to Making Action Plans (MAPs), Planning Alternative Tomorrows with Hope (PATH), Essential Lifestyle Planning (ELP), and Personal Futures Planning (PFP).

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6 National Secondary Transition Technical Assistance Center. "Part B Indicator 13 & Students with Severe Disabilities." Teleconference. 9 Sept. 2008. Teleconference.

7 Sonoran University Center for Excellence in Developmental Disabilities. *Person-centered Planning: Pathways to Your Future*. Publication. Sonoran UCEDD, 2011. Web. 15 Apr. 2013.

Person-Centered Planning

There are four (4) steps to Person-centered Planning modified from the article *Person-Centered Planning: A Tool for Transition*[8]:

1. Choosing a Facilitator
2. Preparing for the Planning Meeting
3. Holding the Meeting
4. Planning and Strategizing at Follow-Up Meetings



Step 1: Choosing a Facilitator

The facilitator is the individual that is trained to facilitate the person-centered process. He/she needs to be a good listener who is willing to work creatively to help shape the dreams of the student by discovering the capabilities of the student. The facilitator needs to be able to identify community resources and have the ability to engage those resources on behalf of the student.

Step 2: Preparing for the Planning Meeting

It is important to identify the key individuals in the student's life and invite those individuals to the planning meeting, and to identify a date, location, and time for the meeting. The facilitator and family should meet prior to the planning meeting to make those decisions. At the preparation meeting, the family will:

- Identify key individuals in the student's life they want to invite to the meeting.
- Identify a date, time, and location for the person-centered planning meeting and additional follow-up meetings.
- Discuss strategies that increase participation of all individuals involved.
- Decide who will take the lead in gathering information about the student.

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[8] National Center on Secondary Education, and PACER Center. "Parent Brief." *Promoting Effective Parent Involvement in Secondary Education and Transition*. N.p., February 2004. Web. 15 Apr. 2013.

- Determine which person-centered planning process will be used (e.g. MAPs, PATH, ELP, PFP).
- Develop a history or personal life story or profile of the student. This includes, but is not limited to, critical events, medical issues, major developments, important issues, and important relationships.
- Describe the quality of the student's life by exploring the following: community participation, community presence, choices/rights, respect, and competences.
- Describe the personal preferences of the student.

Step 3: Holding the Meeting

During the meeting, the participants will:

- Review the personal profile and make additional comments and observations.
- Identify ongoing events that are likely to affect the focus person's life (e.g. medical conditions).
- Share visions for the future. Brainstorm ways to increase outcomes for the student.
- Identify obstacles and opportunities that give the vision a real-life context.
- Create an action plan that identifies what needs to be done, what materials/equipment are needed, who will do it, when the actions will occur, and when the participants will meet again. It is best to identify steps that can be completed in a short period of time.

Step 4: Planning and Strategizing at Follow-Up Meetings

After the meeting, the participants should begin implementing the action plan. This can require participants to be creative and problem-solve depending on the required actions. Periodically, the team needs to meet to discuss what parts of the plan are working and what parts are not working. By the conclusion of the follow-up meeting, the participants must identify next steps, which include what needs to be done, who will do it, when the actions will occur, and when the participants will meet again.

For each follow-up meeting, the team must:

- Identify participants for the follow-up meetings.
- Identify a date, time, and location for the follow-up meetings.
- List all activities that had occurred previously.
- List all challenges and barriers that occurred.
- Brainstorm new ideas and strategies for the future.
- Set priorities for the next agreed-upon time period (e.g. 6 months, 12 months).
- Establish renewed commitment of participants.
- List five (5) to ten (10) concrete steps for each participant to follow.
- Always celebrate the success!

Customized Employment

The United States Department of Labor, Office of Disability and Employment Policy (ODEP) defines customized employment as follows:

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer. It may include employment developed through job carving, self-employment, entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability. Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed. (Federal Register, June 26 2002, Vol. 67, No. 123 pp. 43154–43149).

Customized employment is an individualized approach to vocational supports and services: one person at a time. It is a negotiation between a job seeker, his/her representative, and an employer. Many times, the negotiation begins with the potential of employment without there being an open position. Customized employment tailors a job based on skills, interests, strengths, and support needs of the job seeker to meet specialized needs of the employer.

According to Griffin-Hammis, LLC[9], the principal hallmarks and activities of customized employment include:

- Identifying specific job duties or employer expectations that are negotiated with employers;
- Targeting individualized job goals to negotiate based on the needs, strengths, and interests of the employment seeker;
- Meeting the unique needs of the employment seeker and the discrete, emerging needs of the employer;
- Starting with the individual as the source of information for exploring potential employment options;
- Offering representation, as needed, for employment seekers to assist in negotiating with employers;
- Occurring in integrated, non-congregate environments in the community or in a business alongside people who do not have disabilities;
- Resulting in pay at least the prevailing wage (no sub-minimum wages);
- Creating employment through self-employment and business ownership;

[9] Griffin-Hammis. *Customized Employment FAQ*. Working paper. N.p., n.d. Web. 7 May 2013.

- Facilitating an amalgam of supports and funding sources that may include Workforce Investment (One-Stops/Career Centers), Vocational Rehabilitation (VR), Medicaid, Community Rehabilitation Programs (CRPs), schools, Social Security (SSA), families, and other partners coordinated in ways to meet the needs of the individual (Griffin & Hammis, 2005; Callahan, 2005; Condon, 2004).

ODEP[10] identified four essential components to customized employment. They are as follows:

1. Discovery: The process of gathering information from the job seeker to determine his/her interests, skills, and preferences as it relates to potential employment and the development of a customized job.
2. Job Search Planning: The process of analyzing the data to create a plan for meaningful employment, identifying a list of potential employers, and analyzing benefits.
3. Job Development and Negotiation: Working with the job seeker and potential employer to negotiate the customized job, the provision of supports, and the terms of employment that will match the job seekers interests, skills, and preferences.
4. Post-Employment Support: Setting up post-employment supports and monitoring the employment relationship to ensure satisfaction of both the employee and the employer.

Customized employment may take the form of[11]:

- Task reassignment: Some of the job tasks of current workers are reassigned to a new employee. It typically takes the form of job creation, whereby a new job description is negotiated based on current, unmet workplace needs.
- Job carving: An existing job description is modified — containing one or more, but not all, of the tasks from the original job description.
- Job sharing: Two or more people share the tasks and responsibilities of a job based on each other's strengths.
- Self-Employment: This allows for an individual to receive assistance in the creation of an independently owned small business (typically a microenterprise, under five employees). The business is based on the strengths and dreams of an individual and the unmet need of a local market while incorporating the individualized planning and support strategies needed for success.

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10 ICF International. *Customized Employment Works Everywhere*. N.p.: ICF International, n.d. U.S. Department of Labor, Oct. 2009. Web. 7 May 2013.

11 "Customized Employment Fact Sheet." - *Statewide Autism Resources and Training*. Grand Valley University, n.d. Web. 08 May 2013.

Transition Specialist Through Vocational Rehabilitation

The Mississippi Department of Rehabilitation Services (MDRS) may enter into an agreement with local school districts to provide professional services for a Transition Specialist. The Transition Specialist will carry out specified duties as outlined in the agreement with MDRS providing oversight for the administration of the program through its Vocational Rehabilitation (VR) counselor representative. The school district employs the Transition Specialist and will pay 100% of the expenses incurred by the program with State funds. A quarterly invoice will be sent to the appropriate MDRS representative requesting reimbursement. Federal funds will be made available by MDRS to cover half the agreed upon cost (salary, fringe, travel, and staff development) for the position.

The Transition Specialist works in cooperation with the VR counselor, school district personnel, community-based agencies, and community business members. The Transition Specialist will provide, in self-motivated manner, both at the school and job sites, active support to students with various disabilities. Transition Specialist services include individualized services that are directly related to assisting students in entering and maintaining competitive integrated employment in the community for VR eligible clients. The Transition Specialist will coordinate all activities with, and provide monthly reports to, the VR counselor and school personnel. The VR counselor, as needed during the course of this agreement, will provide program coordination and technical assistance. Each Transition Specialist is expected to work with a minimum of 20 students who are VR clients and will provide separate monthly reports to the VR counselor on each student.

The addition of school-based transition services is intended to add a component to the overall school and rehabilitation service continuum, not supplant any existing employment-related or other services, which are potentially appropriate for a particular student (any service the school is already responsible for providing). Students who can benefit from existing school programs such as career/technical and educational training programs, vocational education, etc., with or without modifications, are not the target population for the Transition Specialist. These students can be appropriately served in existing service options and therefore the primary issue is to ensure these services are available and provided to these students. Students who are eligible for and are clients of VR, and who require the more intensive services of the Transition Specialist are the intended target student population. Transition Specialist Services do not include or supplant any activities or services ordinarily provided by the schools including regular classroom teaching, substitute teaching, or any other functions not directly related to placing students into employment.

Transition Specialist duties depend on individual student needs and as appropriate to each student which may include, but are not limited to major categories of:

Consumer Assessment which involves 1) gathering and reviewing existing formal and informal assessment and evaluation information, 2) collecting data and maintaining confidential and accurate case files for students, 3) participating in transition meetings, as assigned, and 4) observing students during in-school work experiences, during classroom activities, at home, and in other current school and community environments.

Job Development which involves 1) conducting analysis of work sites and assignments, as well as situational assessments of individual students in real work settings to gather pertinent information (e.g., job choice/preferences, work strengths, response to instruction/training methods, job accommodation needs, job modification needs, response to coworkers, endurance, speed, reinforcement needs, etc.) as part of job development and placement for a student to ensure a good job match, 2) traditional job development activities and non-traditional job development activities such as job sharing and job carving/creation, and 3) maintaining a database and tracking system of active and inactive employers.

Job Placement which involves 1) task analysis of job duties, 2) matching student's strengths and abilities to specific jobs duties, 3) assisting in training plans, 3) developing job support plans, including natural supports, and 4) assessing transportation needs.

Assisting with Coordination of Job Related Supports which involves 1) orienting worker to the community (select travel options, design & implement travel program), 2) establishing rapport with supervisors, coworkers, and family, 3) orienting new employee to the work environment, 4) reassessing job/worker compatibility, 5) identifying strategies to increase worker production rate, and, 5) assisting the VR Counselor in developing and completing all needed work incentive information.

Please contact Donny Frazier with the Mississippi Department of Rehabilitation Services, P.O. Box 1698, Jackson, Mississippi 39215-1698 or call 601-853-5279 for additional information for the Transition Specialist position.

Resources

Mississippi Resources	National Resources
Mississippi Department of Human Services The Mississippi Department of Human Services assists individuals in applying for disabilities claims, developing skills necessary to budget and manage their monies, and to live independently. http://www.mdhs.state.ms.us/	**Social Security Disability Resource Center** The goal of the Social Security Disability Resource Center, is to inform readers about how the Social Security Disability and SSI Disability process works from start to finish. This includes what to expect before, during, and after a disability application has been processed, common mistakes that need to be avoided, and what to do and how to react in specific situations (for example, receiving notices of denial, obtaining the status of the claim at different points, providing needed evidence, and undergoing a disability interview with a Social Security Claims Representative). http://www.ssdrc.com/
Social Security Administration – Mississippi Area The Social Security Administration- Mississippi Area assists individuals with employment support, and applying for Social Security benefits. http://www.ssa.gov/atlanta/southeast/ms/mississippi.htm	**Social Security Administrators** SSA's Work Site offers employment support for people with disabilities by providing a focus on matters affecting the employment of Social Security beneficiaries with disabilities. https://www.ssa.gov/work/
Mississippi Department of Rehabilitation Services The Mississippi Department of Rehabilitation Services provides resources to help Mississippians with disabilities find new careers, live more independently, overcome obstacles and face new challenges. www.mdrs.ms.gov	**Rehabilitation Services Administration** The Rehabilitation Services Administration (RSA) oversees formula and discretionary grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently through the provision of such supports as counseling, medical and psychological services, job training and other individualized services.

	http://www2.ed.gov/about/offices/list/osers/rsa/index.html

Mississippi Resources	National Resources
Mississippi State Department of Health The Mississippi State Department of Health partners with the Transportation Coalition to help individuals with physical or mental disabilities to obtain employment and live more independently through the provision of such supports as counseling, medical and psychological services, job training and other individualized services. http://www.msdh.state.ms.us/	**Office of Vocational and Adult Education** The Office of Vocational and Adult Education (OVAE) is a massive enterprise in the U.S. that administers Career and Technical Education, commonly known as vocational education. Thousands of comprehensive high schools, vocational and technical high schools, area vocational centers, and community colleges offer vocational education programs. http://www2.ed.gov/about/offices/list/ovae/index.html?src=oc
Mississippi Division of Medicaid The Mississippi Division of Medicaid assists individuals in filing for Medicaid benefits. http://www.medicaid.ms.gov/	**Medicaid** http://medicaid.gov/
Mississippi Department of Mental Health The Mississippi Department of Mental Health supports programs aimed at making a difference in the lives of individuals with mental health issues, substance abuse, and intellectual or developmental disabilities. http://www.dmh.state.ms.us/	**CareerOneStop** CareerOneStop is a U.S. Department of Labor-sponsored web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy. The career-related videos provide visual representations of transition-related information. http://www.careeronestop.org/
Mississippi Department of Education, Office of Special Education The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities throughout Mississippi by providing support to local schools and districts.	**Social Security Online – The Redbook** The Redbook provides information on employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

http://www.mde.k12.ms.us/special-education	http://www.socialsecurity.gov/redbook/eng/main.htm

Mississippi Resources	National Resources
Mississippi Council on Developmental Disabilities The Mississippi Council on Developmental Disabilities, which is funded by the Federal Administration on Developmental Disabilities supports nine area programs for students and parents of students with disabilities: Child Care, Community Supports, Education and Early Intervention, Employment, Health, Housing, Transportation, Quality Assurance, and Recreation. http://www.mscdd.org/	
Institute for Disabilities Studies (IDS) IDS, which is housed at the University of Sothern Mississippi, is the managing partner with the Mississippi Partnership for Employment and provides technical assistance, training, resources, and supports for Mississippians with disabilities and their families. http://www.usm.edu/disability-studies	

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APPENDICES

Appendix ST.A	Top 10 Highlights for Secondary Transition
Appendix ST.B	Nationally Endorsed Summary of Performance
Appendix ST.C	Indicator 13
Appendix ST.D	List of Coordinated Transition Services
Appendix ST.E	Transfer of Functional Skills Checklist

Top 10 Highlights for Secondary Transition

1. A Transition Plan must be in place by no later than age fourteen (14).

2. Graduation/Exit Options should be discussed with the student and parent(s)/guardian(s) as soon as the student is identified as a child with a disability.

3. Transition Plans should be reviewed/updated at least once annually.

4. There must be at least one postsecondary transition goal for education/instruction, employment, and independent living skills (if needed). Each goal must have a direct correlation to at least one annual IEP goal.

5. Written Parental Permission must be given before any person/agency, who is not an agent of the LEA can be invited to the Transition IEP meeting.

6. Postsecondary goals must be based upon an age-appropriate transition assessment. The results of this assessment must be listed in the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of his/her IEP.

7. A Transition Plan must include the courses of study and the courses must match the selected Graduation/Exit Option determined by the student's IEP Committee to be appropriate for the individual student.

8. There must be documentation which demonstrates the student was invited to participate in the Transition IEP meeting.

9. There must be documentation which demonstrates an outside agency/linkage (if needed) was invited to the Transition IEP meeting.

10. For each postsecondary goal, at least one transition service must be included in the annual IEP.

NATIONALLY ENDORSED SUMMARY OF PERFORMANCE

Instructions

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:
For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" §Sec. 300.305(e)(3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students' current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

Part 1: **Background Information** – Complete this section as specified. Please note this section also requests that you attach copies of the **most recent** formal and informal assessment reports that document the student's disability or functional limitations and provide information to assist in post-high school planning.

Part 2: **Student's Postsecondary Goals** – These goals should indicate the post-school environment(s) the student intends to transition to upon completion of high school.

Part 3: **Summary of Performance:** This section includes three critical areas: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student's present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. Please leave blank any section that is not applicable.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A **Modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or "high-tech" options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, velcro and other "low-tech" devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP.

Part 4: **Recommendations to assist the student in meeting postsecondary goals –** This section should describe any essential accommodations, assistive technology, supportive services, or general areas of need that students will require to enhance access in a **post-high school** environment, including higher education, training, employment, independent living and/or community participation.

Part 5: **Student Input (Highly Recommended).** It is highly recommended that this section be completed and that the student provide information related to this Summary of Performance. The student's contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student's strengths and the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

NATIONALLY ENDORSED* SUMMARY OF PERFORMANCE TEMPLATE

This template was developed by the National Transition Documentation Summit © 2005 including representation from the Association on Higher Education and Disability (AHEAD), the Council for Exceptional Children's Division on Career Development and Transition (DCDT), and Division on Learning Disabilities (DLD), the National Joint Committee on Learning Disabilities (NJCLD), the Learning Disability Association (LDA) and the National Center on Learning Disabilities (NCLD). It was based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes.

Part 1: Background Information

Student Name: _____

Date of Birth: _____ **Year of Graduation/Exit:** _____

Address: _____
(Street) (Town, state) (Zip code)

Telephone Number:_____ **Primary Language:** _____

Current School: _____ **City:** _____

Student's primary disability (Diagnosis): _____

Student's secondary disability (Diagnosis), if applicable: _____

When was the student's disability (or disabilities) formally diagnosed? _____

If English is not the student's primary language, what services were provided for this student as an English language learner?

_____

_____

Date of most recent IEP: _____**Date this Summary was completed:** _____

This form was completed by:

Name: _____ **Title:** _____

School: _____ **Telephone Number:** _____

Email: _____

Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify the student's disability or functional limitations and/or that will assist in postsecondary planning:

- □ Psychological/cognitive
- □ Neuropsychological
- □ Medical/physical
- □ Achievement/academics
- □ Adaptive behavior
- □ Social/interpersonal skills
- □ Community-based assessment
- □ Self-determination
- □ Response to Intervention (RTI)
- □ Language proficiency assessments
- □ Reading assessments
- □ Communication
- □ Behavioral analysis
- □ Classroom observations (or in other settings)
- □ Career/vocational or transition assessment
- □ Assistive technology
- □ Informal assessment: _____
- □ Informal assessment: _____
- □ Other: _____
- □ Other: _____

Part 2 – Student's Postsecondary Goal(s)

1.

2.

3.

If employment is the primary goal, the top three job interests:

_____

_____

_____

Part 3 – Summary of Performance (Complete all that are relevant to the student).

ACADEMIC CONTENT AREA	**Present Level of Performance** (grade level, standard scores, strengths, needs)	**Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.**
Reading (Basic reading/decoding; reading comprehension; reading speed)		
Math (Calculation skills, algebraic problem solving; quantitative reasoning)		
Written Language (written expression, spelling)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	**Present Level of Performance** (Grade level, standard scores, strengths, needs)	**Essential accommodations, modifications and/or assistive technology utilized in high school and why needed.**
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, assisted communication)		
FUNCTIONAL	**Present Level of Performance**	**Essential accommodations/**

AREAS	(strengths and needs)	**modifications and/or assistive technology utilized in high school and why needed.**
Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional/ behavioral issues related to learning and/or attention)		
Independent Living Skills (Self-care, leisure skills, personal safety, transportation, banking, budgeting)		
Environmental Access/Mobility (assistive technology, mobility, transportation)		
Self-Determination /Self-Advocacy Skills (Ability to identify and articulate postsecondary goals, learning strengths and needs; independence and ability to ask for assistance with learning)		
Career-Vocational/Transition/ Employment (Career interests, career exploration, job training, employment experiences and supports)		
Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)		

Part 4 – Recommendations to assist the student in meeting postsecondary goals

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services to enhance access in the following **post-high school** environments (only complete those relevant to the student's postsecondary goals).

Higher Education or Career-Technical Education:	
Employment:	
Independent living:	
Community participation:	

Part 5 – Student Input (Highly Recommended)

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

C. Which of these accommodations and supports has worked best for you?

D. Which of these accommodations and supports have not worked?

E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: _____

Date: _____

Indicator 13 Checklist

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

	# IEPs Y	# IEPs N
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?		
Can the goals be counted? Will the goals occur *after* the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If *yes* to all three guiding questions, then count as Y OR if a postsecondary goal is *not* stated, count as N.		
2. Are the postsecondary goals updated annually?		
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If *yes*, then count as Y OR if the postsecondary goals were *not* updated with the current IEP, count as N.		
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?		
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If *yes*, then count as Y OR if *no*, then count as N.		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?		
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation?* • If *yes*, then count as Y OR if *no*, then count as N.		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?		
Do the transition services include courses of study that align with the student's postsecondary goals? • If *yes*, then count as Y OR if *no*, then count as N.		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?		
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If *yes*, then count as Y OR if *no*, then count as N.		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?		
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If *yes*, then count as Y OR if *no*, then count as N.		
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?		
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If *yes* to both, then count as Y. • If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then count as N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, count as Y. • If parent or individual student consent (when appropriate) was *not* provided, count as Y.		

Instructions for Completing the Indicator 13 Checklist

1. **Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?**

    - Find the postsecondary goals for this student.
    - If there are appropriate measurable postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) independent living *Skills* after high school **and** if the identified postsecondary goals for *Training, Education, and Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student's strengths, preferences, and interests, count as Y.
    - If a student's postsecondary goals in the areas of *Training* and *Education*, address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), count as Y.
    - *"It may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C).*
    - If there are postsecondary goals that address *Training* after high school , *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school, but these goals are not measurable, count as N.
    - If there is misalignment between the student's postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), count as N.
    - If there is not a postsecondary goal that addresses *Training* after high school, count as N.
    - If there is not a postsecondary goal that addresses *Education* after high school, count as N.
    - If there is not a postsecondary goal that addresses *Employment* after high school, count as N.

2. **Are the postsecondary goal(s) updated annually?**

    - If the postsecondary goals for *Training, Education, Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, count as Y.
    - If the postsecondary goals for *Training, Education, Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, count as N.
    - If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so count as Y.

3. **Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?**

    - Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file).
    - For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals count as Y
    - For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] count as N.
    - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], count as Y.

- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], count as N.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP.
- For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, count as Y.
- For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, count as N.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, count as Y.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, count as N.

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP.
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, count as N.
- Do the courses of study align with the student's identified postsecondary goals? If yes, count as Y. If no, count as N.

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition service needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.
- For each of the postsecondary goal areas counted as Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition service needs, count as Y.
- For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition service needs, count as N.
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition service needs, count as Y
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition service needs, count as N.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference). Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, count as Y. If no, count as N.

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP.
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, count as NA.

- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency (ies) obtained? If yes, continue with next instruction bullet. If no, count as NA.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, count as Y.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, count as N.
- If it is too early to determine if this student will need outside agency involvement, count as NA

Examples of Coordinated Set of Transition Services

Instruction
Community Experiences
Employment
Related Services
Post School and Adult Living Skills
Acquisition of Daily Living Skills
Functional Vocational Assessment

Suggested Transition Activities for "Instruction"

Activities/strategies listed in this area have to do with "instruction," whether that is a formal or informal imparting of knowledge or skills. The activities/strategies can include, but are not limited to, such things as:

1. Collect information regarding the student's desired postsecondary educational involvement
2. Investigate graduation status and follow-up
3. Visit college campuses and meet with student support services
4. Enrollment in a tech-prep program
5. Enrollment in a cooperative education course
6. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act
7. Explore admission requirements for possible part-time enrollment at a Vocational/Technical School
8. Learn about the process for accessing apartments for rent
9. Obtain information on continuing and adult education opportunities
10. Enroll in Self-Advocacy/Self-Awareness Studies
11. Enroll in career and vocational education/vocational English
12. Take occupation specific courses
13. Enroll in an adult living course
14. Enroll in an internship/apprenticeship program
15. Participate in extracurricular activities such as _____
16. Enroll in Adult/Continuing Education courses such as _____
17. Enroll in Community College courses such as _____
18. Enroll in parenting classes
19. Learn financial management-money skills 20. Learn about time management
21. Practice negotiation skills for job raises, car purchases, etc.
22. Access tutoring services in school or through a private agency
23. Write an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
24. Complete a learning styles inventory to identify preferences and strength modes
25. Take a GED pre-test
26. Apply for a Big Brother/Big Sister to help with homework and mentoring
27. Take a CPR/First Aid course
28. Enroll in a SAT prep course
29. College prep: courses, ACT/SAT, application
30. Learn about community agencies that provide services and support to people with disabilities
31. Tour post school occupational training programs
32. Obtain, complete, and submit applications to colleges of choice
33. Research college scholarship opportunities
34. Obtain, complete, and submit applications for tuition assistance programs
35. Enroll in and take classes through the local County Extension Program
36. Special Education supports in identified classed
37. Apply for and take modified ACT testing
38. Take driver's education
39. Learn and practice self-advocacy
40. Learn about employability skills and schedule a work experience
41. Develop work readiness skills and vocational English

Suggested Transition Activities for "Community Experiences"

Activities/strategies listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

1. Able to get to relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
2. Uses relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
3. Able to make and keep own appointments
4. Able to identify appropriate resource for problem solving
5. Demonstrates appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
6. Demonstrates an understanding of cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
7. Able to get around in the community (driver's license/vehicle, public transportation, maps/schedules/asking for directions)
8. Develop a realistic plan for addressing postsecondary housing needs and demonstrates the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
9. Has applied for residential services
10. Able to understand purchasing options and pay for large purchases in the community (credit cards, loans)
11. Demonstrates an understanding of basic insurance needs and where to purchase coverage
12. Finds specified areas with his/her own school and neighborhood
13. Understands relevant community signs (Men, Women, Do Not Enter, Danger)
14. Accesses services and items which have a constant location (restrooms, classrooms, school, ordering counters, ticket booths, bus stops)
15. Selects and orders his/her own food in restaurants
16. Safely crosses streets including those with traffic lights
17. Locates needed items in grocery store
18. Recognizes and understands cost and pays for small purchases in the community
19. Knows the dangers of accepting assistance or goods from strangers
20. Uses a pay phone
21. Able to respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
22. Able to identify the locations of and get to social service agencies (employment agencies, rehabilitation services, social services, adult services)
23. Practice banking, budgeting, and shopping skills
24. Use public transportation or get a driver's license
25. Join local organization or club
26. Register to vote, learn how to vote
27. Explore new ways to use leisure time
28. Identify any supports needed to participate in activities
29. Knowledgeable about banking options: checking, savings, etc.

30. Identified specific community facilities to join for recreation/leisure services
31. Identified specific recreation/leisure activities of choice and can participate independently
32. Identified activities of choice to do with family members or friends
33. Identified activities of choice to do with a provider
34. Participates with group activities supported by a provider
35. Investigate participation in church/temple or social/recreation events
36. Learn about and visit potential places in the community to shop for food, clothes, etc.
37. Investigate youth volunteer programs at the library
38. Investigate youth volunteer programs at the hospital
39. Investigate participation in community sports teams or organizations (softball, bowling, etc.)
40. Join a community recreation center of YMCA
41. Learn about the community theater group
42. Learn about the community horticultural club
43. Learn about the community historical preservation society
44. Identify different living/housing options
45. Tour apartments for rent
46. Investigate participation in community civic and social organization (Lions Club, Jaycees, Kiwanis, and Civitan etc.)
47. Obtain a state identification card or driver's license
48. Join a community team or organization (church group, bowling league, etc.)
49. Learn to ride a skateboard, roller blade, bike, or other outdoor activity
50. Observe a courtroom or jury duty process
51. Register for classes with city parks and adaptive recreation programs
52. Register with Selective Service
53. Understands and able to participate in the voting process.
54. Tour colleges and technical schools

Suggested Transition Activities for "Employment"

Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

1. Collect information regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training
2. Work towards obtaining a license to become a _____
3. Meet with adult workers in the career field of _____
4. Participate in a career awareness program
5. Participate in a community-based career exploration program
6. Explore possible summer employment through the Summer Youth programs
7. Meet with supported employment agencies to identify and evaluate their services
8. Participate in a supported employment job experience
9. Learn about the county one-stop career centers
10. Obtain information and/or apply for youth apprenticeship program
11. Complete the online application for DVR
12. Schedule a visit with the local DVR office to determine eligibility for services
13. Meet with a DVR counselor to develop an Individualized Plan for Employment (IPE)

14. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
15. Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers
16. Contact the state Commission for the Blind and Visually Impaired to obtain employment services
17. Register with Employment Services
18. Take the ASVAP
19. Visit the labor organization offices for a local union
20. Practice completing job applications and interviewing skills
21. Obtain a paid job in an area of interest
22. Conduct an informational interview with military branch officers
23. Memorize your Social Security number
24. Attend transition fair or career fair at school and/or in the community
25. Research through O'Net careers, qualifications and specifications, and key words for resume development
26. Obtain a list of providers to DVR who conduct person-centered planning, job development and placement, and job coaching
27. Draft resume, cover letters, and thank you notes for after interviews
28. Meet with a Job Corps counselor
29. Participate in job shadowing
30. Observe job site and develop a task analysis for job activities
31. Purchase clothes for job interviews
32. Meet with armed forces recruiter
33. Exhibit punctuality
34. Understand factors which influence job retention, dismissal, and promotion
35. Respond appropriately to verbal correction from others
36. Maintain a productive work rate
37. Follow directions without complaint
38. Maintain appropriate work habits when supervisor is not present
39. Demonstrate the skills necessary to perform successfully in a job interview
40. Accurately complete a job application
41. Have a variety of successful community-based work experience
42. Participate in chores at home
43. Visit possible employment sites
44. Volunteer in your community
45. Learn how to interview, write resumes, cover letters, and do a job search
46. Get a part-time job in your area of interest
47. Go on informational interviews with employers
48. Learn your strengths and skills
49. Demonstrate good attendance
50. Demonstrate appropriate hygiene and grooming
51. Recognizes the need to eventually support himself/herself
52. Understands how work provides opportunity to develop personal relationships
53. Understands how work contributes to self-confidence
54. Understands how workers contribute to society
55. Understands a paycheck
56. Responds appropriately to authority figures
57. Understands that some jobs do not require further education

58. Understands the relationship between specific jobs and the education required
59. Able to access various resources for assistance in job searching: want ads, employment agencies, online resources
60. Demonstrates the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
61. Able to locate and complete information for grants, loans, scholarships
62. Able to schedule and follow through on college/tech school visits

Suggested Transition Activities for "Related Services"

Activities/strategies in this area should consider the current and projected related service needs of the student. This area of the statement of needed transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, the context of related services in this statement has to do with determining if the related service needs will continue beyond school, helping to identify who or what agency might provide those services, helping to identify how the student and parent can access those services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identifying of activities/strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for students and families.

1. Rehabilitation counseling
2. Orientation and mobility services
3. Any linkages to adult agencies or providers
4. Develop a list of people, phone numbers, etc., who can be resources to you once you leave school. Keep this information in a safe place that you remember!!!
5. Apply at adult support agencies
6. Identify and visit community mental health agencies
7. Identify potential post school providers of related services and funding sources
8. Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
9. Visit potential post school providers of physical therapy
10. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
11. Engage in conversations using an augmentative communication device
12. Receive orientation and mobility training in place of employment
13. Interview a job coach for assistance with learning job tasks
14. Learn about potential post school providers of speech therapy
15. Explore city/county transportation options
16. Apply for eligibility with state transportation program
17. Apply for eligibility with the state division of Mental Health Services
18. Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
19. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
20. Identify possible sources of support for coping with difficult life situations

21. Obtain a driving capability assessment from _____
22. Interview and select an adult provider
23. Modify vehicle — explore options for modified transportation
24. Complete an assistive technology evaluation
25. Enroll in a delinquency prevention program
26. Obtain new equipment (wheelchair, seating, braces, Assistive Technology, etc.)
27. Line up audiological services for post school
28. Contact college/tech school to arrange for class interpreters
29. Include involvement of school health and social work services

Suggested Transition Activities for "Other Post School and Adult Living Objectives"

Activities/strategies listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

1. Collect information regarding the student's desired residential life beyond high school and a residential postsecondary education setting
2. Postsecondary housing options have been identified
3. Application made for postsecondary housing
4. Application made to postsecondary educational options
5. Application made for financial assistance to access postsecondary training/learning options
6. Plan for accessing postsecondary education that matches student's career choice
7. Demonstrates self-confidence (i.e. communicates need for appropriate accommodations, practices self-advocacy skills in a variety of settings, feels good about self)
8. Demonstrates self-awareness (i.e. understanding of physical self; identifies abilities, interests, areas of weakness; understands personal emotions; understands the implications of disability; understands and identifies personal goals)
9. Register to vote and learn about the election process
10. Register for selective service and learn about public service obligations/opportunities
11. Obtain a driver's license
12. Obtain assistance to complete a tax return
13. Explore insurance issues/needs
14. Explore guardianship issues and estate planning
15. Apply for disability card for reduced fees with public transportation
16. Obtain assistance on management of financial resources and legal issues
17. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
18. Open a bank account and manage finances/budgets/bills
19. Apply for credit cards and manage personal debt
20. Apply for housing assistance (HUD)
21. Apply for consumer education on home buying and informed decision-making 22. Visit adult service providers in the community
23. Learn about expectations for eating in restaurants
24. Obtain information on managing personal health and fitness

25. Meet with a social worker to discuss interpersonal skill development
26. Plan for vacation/leisure activities
27. Learn about consumer skills, rights, and responsibilities
28. Join the local YMCA, YWCA, health club, or community recreation center
29. Obtain information about financial planning and investing
30. Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living

Suggested Transition Activities for "Acquisition of Daily Living Skills"

Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

1. Visit community agencies that provide daily living skills training to adults
2. Develop a contact list of agencies that provide residential supports in this county
3. Meet with and interview adults with disabilities and their families who are receiving residential supports
4. Register with the Department of Human Services
5. Contact a DHS case manager to be placed on the residential service waiting list
6. Visit/tour a variety of adult housing options with supports
7. Develop a network of informal supports (friends, neighbors, etc.)
8. Explore possible technology and adaptive assistance
9. Develop emergency procedures for use at home
10. Take courses in foods, family life, child development, and life management
11. Understand directions for taking medications
12. Select a primary care physician and dentist
13. Schedule and keep medical appointments
14. File taxes
15. Take childcare classes
16. Take a cooking class
17. Knows where and how to find post school housing
18. Sign up for utilities (gas, water, electric, telephone, cable, etc.)
19. Learn to operate a washer and dryer
20. Visit a local car dealer to determine whether to buy or lease a car
21. Prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
22. Cost compare for household items (appliances, linens, etc.)
23. Meet with a doctor to discuss birth control/family planning options
24. Manage daily time schedule
25. Open a checking/savings account
26. Manage money and pay bills
27. Meet with a family financial planner
28. Listen to the weather forecast to plan daily/weekly outings
29. Develop a personal fitness routine
30. Obtain a bank ATM card
31. Visit a bank to discuss a car or school loan
32. Meet with a potential landlord

33. Investigate local insurance companies for automobile and rental or homeowner's insurance
34. Maintain a home or residence interior and exterior
35. Purchase food
36. Prepare meals
37. Purchase clothing and learn how to care for clothes
38. Learn about the physical and personal care of children
39. Learn and practice decision making skills
40. Time management skills
41. Consumer skills
42. Cares for personal toileting needs
43. Dresses and undresses self
44. Able to communicate personal information (i.e. name, address, gender, telephone number)
45. Prepares and serves foods which requires little or no cooking
46. Demonstrates acceptable eating behaviors (i.e. uses utensils appropriately, chews with mouth shut, takes appropriate sized bites, uses napkin, practices good manners)
47. Makes local calls and responds appropriately to incoming calls
48. Dresses appropriately for specific situations (i.e. weather, special events, casual, seasonal)
49. Able to maintain a comfortable room temperature in the home (i.e. open and close windows, adjust thermostat, open and close doors)
50. Chooses and wears clothing appropriate in size, color, patter, and style
51. Demonstrates safety precautions in the home (i.e. use of locks, proper use of appliances)
52. Recognizes when clothing repair is necessary and can either mend the item or arrange for assistance
53. Demonstrates an understanding of words found in the home environment (i.e. on appliances, on medicines, on recipes)
54. Acts responsibly in caring for own and others' property
55. Able to prepare and serve simple foods which require cooking
56. Maintains a neat appearance (i.e. hair style, proper use of make-up, appropriate shaving, clean clothing)
57. Maintains a clean body (i.e. bathes, uses deodorant, brushes teeth, cares for menstrual needs, washes/dries hair)
58. Recognizes when specific things need cleaning (i.e. sinks, floors, clothing)
59. Able to determine temperature by reading a thermometer
60. Prepares and serves at least 3 simple meals which require little or no cooking
61. Demonstrates proper judgment in food storage
62. Knows how and when to seek medical assistance
63. Treats minor illnesses (i.e. headaches, nausea, fever, body aches)
64. Maintains own bedroom
65. Performs light household maintenance (i.e. simple repairs, change light bulbs, unclog drain)
66. Demonstrates qualities of a good citizen (i.e. obeys rules and laws, shows consideration for others, respects the environment)
67. Develops a shopping list based on recognized household and personal needs
68. Has an acceptable understanding of concepts related to sexual awareness
69. Sorts, washes, dries, folds, and puts away laundry
70. Performs basic first aid skills (i.e. treating cuts and burns, performing the Heimlich maneuver)
71. Understands measurement as it applies to everyday living
72. Demonstrates advanced telephone skills (i.e. long distance, phone card, directory, directory assistance, taking messages, call waiting/forwarding, cell phone)

73. Performs written correspondence
74. Practices preventive health care (i.e. manages body weight, gets sufficient sleep, does not abuse alcohol/drugs/makes and keeps routine medical/dental appointments)
75. Knows how to respond to household emergency situations (i.e. plumbing problems, heating problems, fire, accidents, poisoning, weather emergencies)

Suggested Transition Activities for "Functional Vocational Assessment"

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

1. Completed a functional vocational evaluation
2. Produced observable work samples
3. Completed an interest/aptitude survey
4. Completed ASVAB
5. Teacher and parents/guardians completed an Enderle-Severson Transition Rating Scale
6. Completed non-verbal picture career interest inventory
7. Completed application to DVR
8. Other _____

Transfer of Functional Skills

Competencies to Pursue:

Supported Employment
Vocational Training
Four-Year College
Competitive Employment

This is a suggested form that LEA personnel can use in developing Transition Plans.

ST.E

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

Supported Employment

Please complete using the following code:

+ To indicate mastery of skill listed
- To indicate an area which requires instruction
V To indicate that one or more verbal prompts are needed
A To indicate that advocacy is needed
- to indicate that assistive technology is needed

SELF-DETERMINATIION: Competencies needed to understand one's abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrate ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Is self-accepting
_____ 14. Identifies and requests appropriate accommodations

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

_____ 1. Speaks at a level needed for projected adult living and work environments
_____ 2. Understands communications necessary to complete a task
_____ 3. Reads at a level needed for projected adult living and work environments
_____ 4. Writes at a level needed for projected adult living and work environments
_____ 5. Possesses math skills needed for projected adult living and work environments
_____ 6. Uses a calculator accurately to compute basic math programs
_____ 7. Makes local telephone calls
_____ 8. Responds appropriately to incoming telephone calls
_____ 9. Uses a pay telephone
_____ 10. Accurately uses a TDD or Relay South Dakota (hearing impaired students only)

Lifelong Learning

_____ 1. Follows a problem solving strategy
_____ 2. Makes choices
_____ 3. Understands cause/effect relationship
_____ 4. Discriminates size, shapes, and colors
_____ 5. Follows sequence of steps
_____ 6. Identifies community resources
_____ 7. Attends during instruction
_____ 8. Follows verbal directions
_____ 9. Follows written directions
_____ 10. Remains on-task
_____ 11. Is able to verbalize understanding of instructions given
_____ 12. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently as possible and desired.

Housekeeping

_____ 1. Selects adequate housing
_____ 2. Maintains a comfortable room temperature
_____ 3. Gathers housekeeping supplies
_____ 4. Strips and makes beds
_____ 5. Recognizes when specific things need cleaning
_____ 6. Cleans bathroom fixtures
_____ 7. Cleans floors
_____ 8. Collects and disposes of trash
_____ 9. Vacuums carpet
_____ 10. Dusts furniture
_____ 11. Performs dishwashing tasks
_____ 12. Cleans refrigerator and freezer

Food Preparation

_____ 1. Sets and clears table
_____ 2. Follows simple recipes
_____ 3. Plans nutritious meals
_____ 4. Makes purchases from a grocery store
_____ 5. Stores food properly
_____ 6. Prepares food from packages
_____ 7. Operates small appliances
_____ 8. Operates a microwave oven
_____ 9. Operates a conventional oven

Clothing Care

_____ 1. Sorts laundry according to care label
_____ 2. Load/unload washer/dryer
_____ 3. Chooses and measures detergent
_____ 4. Starts washer/dryer
_____ 5. Folds laundry
_____ 6. Puts away folded laundry
_____ 7. Recognizes when clothing repair is necessary
_____ 8. Performs simple mending

Manage Clothing

_____ 1. Puts possessions in designated place (i.e. locker)
_____ 2. Adjusts own clothing
_____ 3. Identifies own clothing
_____ 4. Keeps track of personal items
_____ 5. Chooses clothing appropriate to environment
_____ 6. Shops for and chooses own clothing
_____ 7. Utilizes comparison shopping techniques
_____ 8. Chooses and wears clothing appropriate in size, color, pattern and style

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Exhibits Proper Grooming and Hygiene

_____ 1. Maintains a clean body
  _____ A. Consistently washes using soap
  _____ B. Consistently uses deodorant
_____ 2. Maintains a neat appearance
_____ 3. Locates public restroom
_____ 4. Has own grooming supplies available
_____ 5. Initiates use of tissue
_____ 6. Practices good oral hygiene

Manages Meals Away From Home

_____ 1. Uses cafeteria or restaurant independently
_____ 2. Reads and chooses from menu
_____ 3. Orders meal according to available funds
_____ 4. Pays for meal, including tip

Manages Personal Health Needs

_____ 1. Practices preventive health care
_____ 2. Treats minor illnesses
_____ 3. Determines temperature by reading thermometer
_____ 4. Recognizes emergency situations
_____ 5. Implements emergency procedures
_____ 6. Knows when and how to seek medical advice
_____ 7. Takes prescription and non-prescription medicines appropriately

LEISURE: Academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

_____ 1. Participates in age-appropriate individual activities
_____ 2. Participates in simple interactive games
_____ 3. Demonstrates cooperative skills
_____ 4. Chooses appropriate free time activity
_____ 5. Initiates involvement in recreation/leisure activities
_____ 6. Plans and attends activities outside the home
_____ 7. Entertains friends and others at home

MOBILITY: Academic and functional competencies needed to interact and travel within and outside of the community.

_____ 1. Demonstrate knowledge of traffic rules
_____ 2. Demonstrate knowledge of safety practices
_____ 3. Reads and interprets public transportation schedules
_____ 4. Demonstrates appropriates behavior needed for use of public transportation
_____ 5. Is able to locate and get to relevant community resources
_____ 6. Has a means of transportation for accessing community environments

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

_____ 1. Identifies money and makes correct change
_____ 2. Plans and uses a simple budget
_____ 3. Utilizes comparison shopping techniques
_____ 4. Pays bill on time
_____ 5. Maintains a checking account
_____ 6. Maintains a savings account
_____ 7. Keeps basic financial records
    _____ A. Health
    _____ B. Auto
    _____ C. Personal property
    _____ D. Life
    _____ E. Disability
_____ 8. Files personal income tax

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction with Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affections appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction with Others

_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responds to Social Contacts

_____ 1. Respects "personal space" of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Displays acceptable attendance
_____ 2. Displays acceptable punctuality
_____ 3. Checks in with supervisor
_____ 4. Responds appropriately to criticism
_____ 5. Works without complaining
_____ 6. Maintains productivity with change in routine
_____ 7. Listens to and follows instructions
_____ 8. Remembers instructions from day to day
_____ 9. Pays attention to work
_____ 10. Displays initiative
_____ 11. Seeks help when needed and waits for assistance
_____ 12. Continue working in spite of difficulties
_____ 13. Organizes work efficiently
_____ 14. Follows safety procedures
_____ 15. Follows work schedule
_____ 16. Records time worked
_____ 17. Maintains work productivity with reduced supervisor contacts
_____ 18. Independently awakens each day in time to meet appointments/maintain schedule
_____ 19. Demonstrates balance and coordination necessary for lifting, carrying, etc.

_____ 20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
_____ 21. Demonstrates stamina and endurance required to work at a job ____ hours
_____ 22. Identifies occupational aptitudes
_____ 23. Identifies occupational interests
_____ 24. Identifies requirements of available jobs
_____ 25. Makes realistic occupational choices
_____ 26. Recognizes and uses break time appropriately

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or cluster of occupations.

_____ 1. Demonstrates ability to learn job specific skills
_____ 2. Demonstrates ability to maintain employment in the community
_____ 3. Improves quality of work with experience
_____ 4. Improves quantity of work with experience
_____ 5. Does more work than assigned

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

VOCATIONAL TRAINING

Please complete using the following code:

+ To indicate mastery of skill listed
- To indicate an area which requires instruction
V To indicate that one or more verbal prompts are needed
* To indicate that assistive technology is needed

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands needs for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Sets long-term goals
_____ 15. Is self-accepting
_____ 16. Identifies and request appropriate accommodations
_____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

_____ 1. Has reading skills that are adequate for college program selected
_____ 2. Uses dictionary
_____ 3. Demonstrate basic grammar, punctuation, and spelling skills
_____ 4. Can develop sentences into paragraph
_____ 5. Can develop outline
_____ 6. Writes about own experiences
_____ 7. Demonstrate adequate keyboarding skills OR is willing to hire papers typed
_____ 8. Knows how to use word processor
_____ 9. Makes local telephone calls
_____ 10. Responds appropriately to incoming telephone calls
_____ 11. Uses a pay telephone

_____ 12. Accurately records telephone messages

Mathematic Skills

_____ 1. Use a calculator accurately
_____ 2. Computes without calculator
___ A. addition
___ B. subtraction
___ C. multiplication (without using times table)
___ D. division (without using division table)
___ E. all decimal operations
___ F. all fraction operations
___ G. positive-negative numbers
___ H. measurements
___ I. percentages
___ J. averages
___ K. algebra
___ L. geometry

Science Skills

_____ 1. Has background adequate for selected vocational program

Social Studies

_____ 1. Has background adequate for selected vocational program
_____ 2. Is aware of current events
_____ 3. Reads newspaper to gain information

Study Skills

_____ 1. Sets realistic goals
_____ 2. Practices time management
_____ 3. Uses personal planner
_____ 4. Is prompt
_____ 5. Has necessary supplies and equipment
_____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
_____ 7. Summarizes written or verbal information
_____ 8. Uses self-management strategies to complete assignments
_____ 9. Completes assigned work by deadlines
_____ 10. Takes notes
_____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

_____ 1. Independently prepares for tests
_____ 2. Can manage test anxiety
_____ 3. Brings needed supplies
_____ 4. Knows day, time and location of test
_____ 5. Knows format of tests and skills needed to pass test
_____ 6. Knows what topics the test will cover

Lifelong Learning

_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problems solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability, and flexibility
_____ 10. Attends during instruction
_____ 11. Follows verbal directions
_____ 12. Follows written directions
_____ 13. Remains on-task
_____ 14. Able to verbalize instructions given
_____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

Selects, Manages, & Maintains a Home
_____ 1. Selects adequate housing

Buys & Prepares Food
_____ 1. Plans balanced meals
_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation areas
_____ 5. Stores food

Buys and Cares for Clothing
_____ 1. Washes clothing or chooses appropriate alternatives
_____ 2. Irons and stores clothing
_____ 3. Performs simple mending
_____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs
_____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment
_____ 3. Demonstrates adequate personal hygiene

Emergencies
_____ 1. Recognizes emergency situations
_____ 2. Knows what to do in an emergency
_____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

_____ 1. Knows activities and available community resources
_____ 2. Uses recreational facilities in the community
_____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

_____ 1. Demonstrates knowledge of traffic rules & safety practices
_____ 2. Drives a car
_____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjust a budget
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts

Insurance Planning

_____ 1. Identifies resources for insurance
___ A. Health
___ B. Auto
___ C. Personal property
___ D. Life
___ E. Disability
_____ 2. Utilizes comparison shopping techniques for insurance
___ A. Health
___ B. Auto
___ C. Personal property
___ D. Disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction with Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accept responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion

_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction with Others
_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responses to Social Contracts
_____ 1. Respects "personal space" of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusal appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors
_____ 1. Follows directions
_____ 2. Exhibits collaborative work skills
_____ 3. Works at a satisfactory rate
_____ 4. Accepts supervision
_____ 5. Displays acceptable attendance
_____ 6. Is punctual
_____ 7. Produces quality work
_____ 8. Demonstrates occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility
_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities
_____ 1. Identifies personal values met through work
_____ 2. Identifies social values met through work
_____ 3. Identifies financial value of work
_____ 4. Is familiar with job clusters
_____ 5. Identifies job opportunities available locally

_____ 6. Identifies sources of job information

Selects & Plans Occupational Choices
_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriate and available jobs
_____ 4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills
_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance
_____ 4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill
_____ 1. Is cognizant of job specific skills required for career choice
_____ 2. Completes vocational courses with accommodations as needed
_____ 3. Selects and enrolls in a postsecondary vocational training program

VOCATIONAL EVALUATION

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

DIRECTIONS: Check appropriate column indicating student proficiency Level for related behaviors.

1 - LOW 2 - MEDIUM 3 - HIGH

WORK RELATED BEHAVIORS

Social Behavior	**Rating**
1. Handles stress and frustration.	_____
2. Handles failure.	_____
3. Admits mistakes.	_____
4. Accepts praise.	_____
5. Makes eye contact.	_____
6. Has neutral of pleasant facial expression.	_____
7. Respects the feelings of others.	_____
8. Responds to friendly gestures/smiles.	_____
9. Refrains from unnecessary social interaction.	_____
10. Sets personal goals.	_____

Communication	
1. Participate in social conversation.	_____
2. Expresses personal needs.	_____
3. Initiates and ends conversations.	_____
4. Interrupts appropriately.	_____
5. Listens and pays attention.	_____
6. Takes part in group activities.	_____
7. Respects rights and privacy of others.	_____
8. Asks for help at appropriate times.	_____
9. Asks for clarification of instructions.	_____
10. Communicates adequately.	_____

Appearance	
1. Maintains clean appearance.	_____
2. Maintains good hygiene.	_____
3. Maintains good posture.	_____
4. Dresses appropriately for the job.	_____
5. Is cheerful and has a sense of humor.	_____

Job Performance

1. Follows adult directions. _____
2. Accepts adult criticism. _____
3. Follows general rules and regulations. _____
4. Follows a schedule. _____
5. Maintains good attendance. _____
6. Attends to job task consistently. _____
7. Completes tasks independently. _____
8. Completes tasks accurately. _____
9. Observes safety rules. _____
10. Keeps work area neat. _____
11. Returns supplies to proper area. _____
12. Initiates new tasks. _____
13. Works at appropriate rate. _____
14. Works well with co-workers. _____
15. Asks for help when needed. _____

INTEREST INVENTORY

Vocational Attitudes

1. Shows a desire to do specific jobs. _____
2. Knows what to look for in a job (e.g., duties, salary, hours, location). _____
3. Communicates about the best place to work (e.g., indoors or outdoors, large or small business). _____
4. Knows which jobs he/she does best. _____
5. Is willing to try different jobs. _____
6. Can identify jobs he/she is not willing to do. _____
7. Can identify training needed for specific jobs. _____
8. Is aware of own limitations which limit types of jobs. _____
9. Can identify jobs which are too hard to learn to do. _____
10. Is aware of health problems which limit his/her ability to do specific jobs. _____

TOTAL _____

RATING: Low: 50-83 Medium: 84-117 High: 118-150

Comments:

Functional Skills Inventory

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

Independence

1. Will need parental support to arrange and complete interviews with VR counselor. yes ___ no ___
2. Follows a schedule if someone else prepares it. yes ___ no ___
3. Prepares and follows own schedule. yes ___ no ___
4. Can tell time to the minute. yes ___ no ___
5. Meets new people easily. If "no," please explain: yes ___ no ___

_____

_____

6. Accurately states his or her:
   - Social Security number yes ___ no ___
   - Phone number yes ___ no ___
   - Complete mailing address yes ___ no ___

Reading

7. Can read, understand, and interpret a single-sentence statement or question. yes ___ no ___
8. Can read, understand, and interpret a paragraph-length statement or question. yes ___ no ___
9. Can read, understand, and carry out instructions that are:
   - Typed yes ___ no ___
   - Handwritten yes ___ no ___
   - In paragraph form yes ___ no ___
10. Can read and understand a job application. yes ___ no ___
11. Can read and understand newspaper articles. yes ___ no ___
12. Summarize this individual's reading skills. Be specific in Achievement in postsecondary education and/or job performance. yes ___ no ___

_____

_____

_____

_____

Math

13. Counts to 100 accurately. yes ___ no ___
14. Performs the following accurately 99%-100% of the time:
    - Adding whole numbers yes ___ no ___
    - Adding fractions yes ___ no ___
    - Subtracting whole numbers yes ___ no ___
    - Uses a pocket calculator correctly yes ___ no ___
15. Can make correct change for purchases under $20. yes ___ no ___
16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

_____

_____

_____

_____

Writing

17. Accurately writes his or her:
    - Social Security number yes ___ no ___
    - Phone number yes ___ no ___
    - Complete mailing address yes ___ no ___
18. Can correctly fill in an application for a job, a school, or A training program. yes ___ no ___
19. Has prepared a complete resume. yes ___ no ___
20. Summarize this individual's writing skills. Be specific in Relation to the individual's career goals and expected Achievement in postsecondary education and/or job Performance.

_____

_____

_____

_____

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems? yes ___ no ___
    If yes, describe how this might limit the individual's employment possibilities.

_____

_____

_____

_____

22. Has this person been observed to have any directionality problems?
yes ___ no ___

The problems are:

_____

_____

_____

_____

Health and hygiene

23. Practices good grooming and hygiene. yes ___ no ___
24. Implements good health practices
    - Balanced diet yes ___ no ___
    - Exercise yes ___ no ___
    - Medical checkups yes ___ no ___
    - Dental checkups yes ___ no ___
25. Missed more than 4 days of school per year. yes ___ no ___
    If yes, why? yes ___ no ___

_____

_____

_____

Travel

26. Uses public transportation. If yes, describe type (s) used. yes ___ no ___

_____

_____

27. Possesses valid driver's license. yes ___ no ___

28. Knows route to:
    - Place of work yes ___ no ___
    - VR office yes ___ no ___
    - Grocery store yes ___ no ___
    - Bank yes ___ no ___
    - Laundromat yes ___ no ___

29. Can determine routes to new locations without assistance. yes ___ no ___
30. Can follow verbal directions to a new location. yes ___ no ___
31. Can follow written directions to a new location. yes ___ no ___
32. Must be "walked through" route to a new location in order to learn it. yes ___ no ___

Employment

33. Can use telephone directory to obtain addresses and phone numbers of potential employers and social services agencies. yes ___ no ___
34. Will need assistance and encouragement to arrange and complete successful job interviews. yes ___ no ___
35. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late). yes ___ no ___
36. Once at work, finds own work station. yes ___ no ___
37. Asks questions of supervisor if her or she does not understand work assignment. yes ___ no ___
38. Reacts well to changes in work assignments. yes ___ no ___
39. Learns and follows safety procedures. yes ___ no ___
40. Can read and understand technical manuals. yes ___ no ___
41. Understands that work can result in earning money. yes ___ no ___

What does this individual do if assigned work is finished?

_____

_____

_____

_____

44. If work is completed ahead of schedule, uses unassigned work time appropriately? yes ___ no ___
45. Works cooperatively in a group of three or more. yes ___ no ___
46. Works appropriately alone. yes ___ no ___
47. Behaves appropriately during work breaks. yes ___ no ___
48. Behaves appropriately during lunch breaks. yes ___ no ___
49. Handles criticism from fellow workers appropriately. yes ___ no ___
50. List the work history of this individual and state how he/she obtained these jobs.

Jobs performed in the school setting:

_____

_____

Jobs performed in the community:

_____

_____

51. Can accurately describe verbally what he or she did on these jobs. yes ___ no ___
52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application). yes ___ no ___

Other skills

53. Understands and follows three-step verbal directions. yes ___ no ___
54. Can explain how he or she learns best. yes ___ no ___
55. List other skills that this individual has (e.g., musical, athletic).

_____

_____

_____

Learning styles and strategies

56. Needs extra time to answer questions
    - Verbally yes ___ no ___
    - In writing yes ___ no ___
57. Gets distracted by sounds (e.g., people talking). yes ___ no ___
58. Gets distracted by visual stimuli not related to the task at hand (e.g., people, birds). yes ___ no ___
59. What approaches work best if this person needs to learn or practice a new skill that involves eye/hand/body coordination? yes ___ no ___

_____

_____

_____

Learning style/strategies

60. What approaches work best when teaching this person information That her or she does not know? yes ___ no ___

_____

_____

_____

Four-Year College

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

Please complete using the following code:

+	To indicate mastery of skill listed
_	To indicate an area which requires instruction
*	To indicates that assistive technology is needed

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments after school
_____ 8. Demonstrate ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Sets long-term goals
_____ 15. Is self-accepting
_____ 16. Identifies and requests appropriate accommodations
_____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNNG: Competencies needed for future education.

English Skills

_____ 1. Has reading skills that are adequate for college program selected
_____ 2. Writes a research report independently
_____ 3. Used dictionary
_____ 4. Uses thesaurus
_____ 5. Demonstrates basic grammar, punctuation, and spelling skills
_____ 6. Is willing to write and rewrite papers
_____ 7. Uses library resources independently
_____ 8. Can develop sentences into paragraph.
_____ 9. Can develop outline
_____ 10. Writes about own experiences
_____ 11. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
_____ 12. Knows how to use word processor

Mathematics Skills

_____ 1. Use a calculator accurately
_____ 2. Computes without calculator:
___ A. addition
___ B. subtraction
___ C. multiplication (without using times table)
___ D. division (without using division table)
___ E. all decimal operations
___ F. all fraction operations
___ G. positive-negative numbers
___ H. measurements
___ I. percentages
___ J. averages
___ L. algebra
___ L. geometry

Science Skills

_____ 1. Has passed mainstream courses in:
___ A. Earth Science
___ B. Physical Science
___ C. Biology/Life Science
___ D. Chemistry
___ E. Physics

Social Studies

_____ 1. Has passed mainstream courses in:
___ A. American History
___ B. American Government
___ C. Economics
___ D. Geography
___ E. Psychology
___ F. Sociology
___ G. World History
_____ 2. Is aware of current events
_____ 3. Reads newspaper to gain information

Study Skills

_____ 1. Sets realistic goals
_____ 2. Practices time management
_____ 3. Uses personal planner
_____ 4. Is prompt
_____ 5. Has necessary supplies and equipment
_____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
_____ 7. Summarizes written or verbal information
_____ 8. Uses self-management strategies to complete assignments
_____ 9. Completes assigned work by deadline
_____ 10. Takes notes using shortcut symbols for common words
_____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

_____ 1. Independently prepares for tests
_____ 2. Can manage test anxiety
_____ 3. Brings needed supplies
_____ 4. Knows day, time and location of test
_____ 5. Knows format of test and skills needed to pass test
_____ 6. Knows what topics the test will cover

Lifelong Learning

_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problem solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Attends during instruction
_____ 11. Follows verbal direction
_____ 12. Follows written direction
_____ 13. Remains on-task
_____ 14. Is able to verbalize instructions given
_____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

Selects, Manages, & Maintains a Home

_____ 1. Selects adequate housing

Buys & Prepares Food

_____ 1. Plans balanced meals
_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation areas
_____ 5. Stores food

Buys & Cares for Clothing

_____ 1. Washes clothing or chooses appropriate alternatives
_____ 2. Irons and stores clothing
_____ 3. Performs simple mending
_____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

_____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment
_____ 3. Demonstrates adequate personal hygiene

Emergencies
_____ 1. Recognizes emergency situations
_____ 2. Knows what to do in an emergency
_____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure
_____ 1. Knows activities and available community resources
_____ 2. Uses recreational facilities in the community
_____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

_____1. Demonstrates knowledge of traffic rules & safety practices
_____2. Drives a car
_____3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances
_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjusts a budget
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts

Insurance Planning
_____1. Identifies resources for insurance
___ A. health
___ B. auto
___ C. personal property
___ D. life
___ E. disability
_____2. Utilizes comparison shopping techniques for insurance
___ A. health
___ B. auto
___ C. personal property
___ D. life
___ E. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction with Others

_____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction with Others

_____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responds to Social Contacts

_____ 1. Respects "personal space" of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

_____ 1. Follows directions
_____ 2. Exhibits collaborative work skills
_____ 3. Works at a satisfactory rate
_____ 4. Accepts supervision
_____ 5. Displays acceptable attendance
_____ 6. Is punctual
_____ 7. Produces quality work
_____ 8. Demonstrate occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility

_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day I time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities
_____ 1. Identifies personal values met through work
_____ 2. Identifies social values met through work
_____ 3. Identifies financial value of work
_____ 4. Is familiar with job clusters
_____ 5. Identifies job opportunities available locally
_____ 6. Identifies sources of job information

Selects & Plans Occupational Choices
_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriated and available jobs
_____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills
_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill
_____ 1. Is cognizant of a job specific skills required for career choice
_____ 2. Selects and enrolls in a college program

Competitive Employment

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

Please complete using the following code:

+ To indicate mastery of skill listed
- To indicate an area which requires instruction
* To indicate that assistive technology is needed

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____ 10. Looks at alternatives
_____ 11. Anticipates consequences
_____ 12. Knows where to find good advice
_____ 13. Sets immediate goals
_____ 14. Set long term goals
_____ 15. Is self-accepting
_____ 16. Identifies and requests appropriate accommodations
_____ 17. Is familiar with ADA and employment rights

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

_____ 1. Reads at a level needed for future goals OR knows how to get needed help
_____ 2. Writes at a level needed for future goals OR knows how to get needed help
_____ 3. Speaks at a level needed for future goals OR knows how to get needed help
_____ 4. Makes local telephone calls
_____ 5. Responds appropriately to incoming telephone calls
_____ 6. Uses a pay telephone
_____ 7. Accurately records telephone messages

Lifelong Learning

_____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information

_____ 4. Follows problems solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates qualities of initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Follows verbal directions
_____ 11. Follows written directions
_____ 12. Remains on-task
_____ 13. Able to verbalize instructions given
_____ 14. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

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_____ 1. Selects adequate housing

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_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation areas
_____ 5. Stores food

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_____1. Washes, irons and stores clothing
_____2. Performs simple mending
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MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

_____ 1. Identifies money and make correct change
_____ 2. Plans, uses and adjust a budget
_____ 3. Utilizes comparison shopping
_____ 4. Obtains and uses bank and credit facilities
_____ 5. Keeps basic financial records
_____ 6. Files personal income tax
_____ 7. Understands basic contracts
_____ 8. Lists advantages and disadvantages of fringe benefits

Insurance Planning

_____1. Identifies resources for insurance
___ A. health
___ B. auto
___ C. personal property
___ D. life
___ E. disability

_____2. Utilizes comparison shopping techniques for insurance
___ A. health
___ B. auto
___ C. personal property
___ D. disability

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_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

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_____ 1. Respects "personal space" of others
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_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusal appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

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_____ 8. Demonstrates occupational safety
_____ 9. Works independently
_____ 10. Demonstrates responsibility
_____ 11. Demonstrates dependability
_____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows and Explores Occupational Possibilities
_____ 1. Identifies personal values met through work
_____ 2. Identifies social values met through work
_____ 3. Identifies financial value of work
_____ 4. Is familiar with job clusters
_____ 5. Identifies job opportunities available locally
_____ 6. Identifies sources of job information
_____ 7. Competes a job application form independently
_____ 8. Possesses job interview skills

Selects and Plans Occupational Choices
_____ 1. Identifies occupational interests
_____ 2. Identifies occupational aptitudes
_____ 3. Identifies requirements of appropriate and available jobs
_____ 4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills

_____ 1. Demonstrates balance and coordination
_____ 2. Demonstrates manual dexterity
_____ 3. Demonstrates stamina & endurance
_____ 4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtain a Specific Occupational skill

_____ 1. Demonstrates ability to maintain employment in the community
_____ 2. Uses high school level vocational programs to learn basic occupational skills
_____ 3. Identifies reasons for changing jobs
_____ 4. Identifies proper procedures for changing jobs


Social Security
Business Leaders
Advocacy Groups
Community Rehabilitation Programs
Community and Leisure
Parents
Transition
Other Agencies
Student
School District
Vocational Rehabilitation

NOTES


MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child