

Transition Assessment and Planning Guide: A Tool to Assist Students, Families, and Schools to Coordinate Meaningful Transition Activities for Youth with Disabilities

This tool was developed as a guide to assist youth, their families, and support staff to conceptualize and plan for the young person's transition from school to adult life by taking a strength-based, student-centered approach. In using the guide, teams can identify post-secondary goals, relevant skills and experiences that will lead to the achievement of those goals, the student's present levels of performance within environments that are meaningful to them, and accommodations and supports that are currently working for the student. Supports and services that students might need after graduation are identified, again in relation to the desired post-school goals, and timelines to connect with those appropriate adult service agencies are outlined. It is never too early to start planning, which is why this tool assumes you are starting the process with a middle-school-aged student.

Date:

Student:

D.O.B.:

School:

Teacher:

Information contributed by:

Summary written by:

PART ONE: Get to know the student.

- I. Visit the student at their home and spend time with them.** Ask questions of them and their family, have conversations and discussions, and step back and observe the student. Pay particular attention to the following:
 - a. Routines:** Ask about their typical routines on a school day (before and after school). What about on a weekend day or a vacation day? What support does the family provide? What strengths of the student's do you note? Have some strategies been developed for home that could also be useful in school or later at work?
 - b. Responsibilities at home:** Ask what the student does for chores or has for responsibilities. Encourage the person who is providing this information to use "rich description" so you can visualize the student's performance and any supports provided to them in your head. Or, ask to watch the person doing some of their chores. Is their performance quality? How much and what kinds of

support do they require?

c. Interests: What does the young person do during their free time? With permission, tour the student's bedroom to look for clues about interests and hobbies. Are there some skills and abilities that you note in these activities?

d. Community activities and connections: Are there places they like to go in the community on their own or with their family? If so, where? With whom? How often? What do they do there?

e. Health concerns: Are there any health issues that might impact the student's participation or performance?

II. Gather background information: How old is the student? What is their birth date? Where do they go to school currently? When will they transition to high school and what is the expected date of high school graduation?

III. Portfolio information: Are there pictures the family has displayed in their home that show a new perspective of this student? Could these be assembled in their portfolio for their IEP? Make a list of other photos that would capture information about who the student is, their strengths, interests, and successful strategies used at home.

IV. Observe the student at school. Pay attention to the following areas:

a. Routine: What is their routine during the day? Are there particular activities or times of day that work better than others? What supports are provided?

b. IEP: What skills and IEP objectives are being worked on? What skills do you see as you observe the student? Are there any additional areas of need?

c. Supports and accommodations: What supports are typically provided to the student? Accommodations? What support strategies seem to be particularly

effective?

- d. Interests/preferences:** Are there particular strengths or interests that you notice? Is the student's performance different in different situations or with different people? Describe what you see.
- e. Job experiences:** What tasks have they learned? What do they like? What supports are provided? Describe their performance. (See attached Work Experience Summary. We recommend completing this form after each in-school or community-based experience is completed to ensure that all information about student skills, performance and support needs are captured.)
- f. Connections:** Who are the student's friends at school? Are there people who seem to work really well with the student in school, at home or in the community? Gather input from them.
- g. Academics:** What skills does the student have in math, money, time, reading, following a schedule, and using a task list? Describe their performance in these areas and what they are working on in terms of skill development.
- V. General information:**
- a. Communication skills:** How does the student communicate? Describe the support that is required or typically provided. If the student does not use verbal communication, how do they make their needs known? How do they interact with others? Describe their yes/no response.
- b. Self-determination skills:** How does the student perceive their impact of disability? Can they describe to familiar/unfamiliar people their impact of disability and/or what works and what doesn't work for them? Can they request supports or accommodations from familiar/unfamiliar people?
- c. Self management:** Describe the student's support needs and skills in: managing their own schedule at home and at school, determining it is time to

transition to another task or environment, transitioning from one environment to another, and assembling and keeping track of their supplies (wallet, lunch, glasses, phone, communication system, etc.)

PART TWO: What is the vision for the student's life after high school?

In a discussion with the student and their family, tease out their vision of life after high school. If it helps, ask them to picture a blank day timer page and have them think about what would ideally be on that page the day after graduation.

- I. Where will they live?** In a home that they own? In an apartment by themselves? With a friend, roommate, or spouse? With someone who provides support to them? In a structured residential setting?

- II. What will they do for work?** Do you see them working full-time? Owning their own business? Working part-time with initial job coach support?

- III. Do they want to participate in post-secondary education?** If so, as a matriculated student? Or to access classes, activities, and a college environment without attending college for a degree? Would they like to attend adult education classes or other classes offered in the community? A technical school or learn a trade at a Job Corps?

- IV. What will their day look like after they stop attending high school?** If working part-time, how will they spend the rest of their day? What services and opportunities will they want to access in their community? How will they get places? Will the person's community remain the same after graduation or will they relocate?

PART THREE: Determine current funding and services.

- I. What services does the young person currently receive?**
 - a. SSA:** Do they receive SSI? Or other Social Security benefits through a retired, disabled or deceased parent? Or both? Have they received a Ticket to Work (at age 19)?

 - b. Developmental Disabilities Child and Family services:** Do they receive Child and Family Developmental Disabilities services through CDC, STEP, Family Outreach, QLC, Hi-Line Homes Programs, DEAP, or AWARE? If so, are they 1) respite services, 2) follow-along services, 3) Family Education and Support services, or 4) Intensive Family Education and Support services?

 - c. Mental Health services:** Do they receive any Mental Health supports? Youth Enhancement Program (YEP) or Comprehensive School and Community Treatment (CSCT)?

 - d. Other:** Physical Disability Waiver; Traumatic Brain Injury Waiver; Occupational, Physical, or Speech therapies; etc.

II. Who should be included from these agencies at the student’s IEP?

Agency	Contact Person

PART FOUR: Steps to reach the student's desired post-school goals.

Based upon the student's desired post-school goals and the information gathered at home and school about the student's strengths and interests, what are some strategies and skills to teach them that will assist them to reach their post-school goals? Also consider other activities such as connecting them to various adult agencies that will help them prepare for adult life.

- I. **Home/daily living skills:** Home maintenance, safety skills, budgeting, purchasing a home, renting an apartment, meal preparation.

- II. **Employment:** Job shadows, school-based work experiences, community-based experiences, a paid job, volunteer work, chores at home, self-employment, connect with DD services, VR, WIA.

- III. **Community experiences:** Accessing medical services, shopping, banking, using public transit, calling for assistance, walking to work or to a recreation event.

- IV. **Education:** Applying for financial aid, meeting with Disability Services for Students, asking for accommodations on entrance exams, taking an Adult Basic Education class.

- V. **Communication:** Using email, using a phone, asking for help when needed, using their augmentative communication device, being responsible for managing their own communication device.

- VI. **Self-Advocacy:** Explaining the impact of their disability, asking for accommodations, learning about guardianship and alternatives, connecting with Independent Living Centers, researching Montana Youth Leadership Forum (MYLF).

- VII. **Technology:** Is there technology that could increase independence and performance at school, at work, or at home that could be acquired and learned now? Connect with MonTECH.

VIII. Self Management: What skills and or strategies can the student learn to become more self-directing in school, at home and at work (follow a schedule, use a watch or cell phone time display or alarms to independently navigate their schedule)?

IX. Other: Does the student have a picture ID, Social Security card, driver's license...

