



What is a Transition Plan? It is a plan for students 14 ½ to 22 where the IEP Team (including the student) makes a plan to work toward post-high school/post-transition life. Here is a sample.

How to use this Mock Transition Plan: Cursor down to a highlighted word, phrase or section and click to highlight the comment that holds an explanation of this form and its contents.

RAISE YOUR HAND TRANSITION SERVICE PLAN MODEL

Name: Jane Doe

AGE APPROPRIATE TRANSITION ASSESSMENTS

1. Transition Assessments:

Transition Assessments:	Assessment Type	Responsible Agency/ Person	Date Conducted	Report Attached
Employment				<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Education				<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Training				<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Independent Living Skills				<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

2. Competency Skills:

Jane is successful in small groups and one on one academic activities using a special education curriculum and behavior management strategies. She is successful in general education electives with one on one paraprofessional support and modified assignments. Jane is successful when she is given prompting and redirection support when completing a task. Jane has

Jane Doe Transition Service Plan

functional verbal skills and uses them to express her needs and wants. Jane can successfully use technology applications such as google and youtube on the computer but struggles with navigating a phone. Based on Jane's career assessment, she shows a preference for working with food, animals, or children. Jane has indicated that she would like to work in a bakery. Jane is able to follow up to two step instructions successfully, although she would benefit from support to redirect her on a job site. In her dance classes at a local community center, Jane is able to follow directions and requires some redirecting during transitions. Jane has relevant experience after completing courses in home economics and baking electives through the general education curriculum. Jane is working on completing morning routines independently and working on hygiene skills. Using a visual schedule and prompting, Jane can complete all 5 action items. Jane is able to recognize street signs such as "Stop" and crosswalk lights. Jane is working on memorizing her home address in case of emergency. Jane demonstrates self determination skills by choosing a preferred activity during leisure time. Jane can verbally express her choice and independently accesses materials such as ipads, books, balls, and sensory equipment needed. Jane is also able to demonstrate choice making when given two options. Jane communicates regularly with staff and parents regarding food choice. Jane rides the school bus to and from school. She is able to identify which bus is hers and knows to go outside when she sees the bus in front of her house in the mornings.

3. Social Skills:

Jane enjoys interacting with her peers and asking them questions about their favorite colors etc. Sometimes these questions¹ interrupt conversation and are intrusive. Jane has difficulty maintaining eye contact. She follows guidance from authority figures and listens to instructions but gets distracted frequently. Jane enjoys working with groups during general education electives. Jane needs more guidance in developing social relationships and skills beyond asking questions. Jane is working on more conversational language to use such as "how are you." Jane participates in her local community center's dance classes on weekends and parents report that she demonstrates good listening skills and likes to talk to her classmates.

4. Self-Determination Skills:

Jane is an active student and participates in class. She works hard and completes most assignments. Jane demonstrates good attendance and is only absent when ill. Jane participates in Best Buddies and Special Olympics programming after school as well as dance classes at her local community center on the weekends. Jane engages in preferred activities without extrinsic motivators but performs better with extrinsic motivators when completing a non preferred activity. Jane shows self determination when choosing electives and activities based on her interest. Jane does not have any work experience outside of school which would be beneficial in finding employment.

POST-SECONDARY OUTCOMES

Post- Secondary Employment:

Upon exiting high school, Jane will obtain a part time job working with food, animals, or children.

Post- Secondary Education:

Upon exiting high school, Jane will pursue a vocational training program focused on a job of interest.

¹

Post- Secondary Training:

Upon exiting high school, Jane will complete onsite job training for a parttime job.

Post- Secondary Living Skills:

Upon exiting high school, Jane will independently complete morning and evening routines with the aid of a visual schedule.

PLANNED COURSE OF STUDY:

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	EXTENDED AGE 18-21
Literacy Skills I	Literacy Skills II	Literacy Skills III	Literacy Skills IV	Literacy Skills IV
Consumer Math I	Consumer Math II	Consumer Math III	Consumer Math IV	Consumer Math IV
Social Studies	Science	Financial Literacy	Career Exploration	Work Study
Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
Adapted P.E	Adapted P.E	Adaptive P.E	Adaptive P.E	Independent Living
Elective: Home Economics	Elective: Baking	Elective: Dance	Elective: Foods and Nutrition	Budgeting

Coordinated Set of Activities**Instruction Activities:**

Jane receives access to adult support throughout the day and brief sensory breaks during instruction. She receives a modified special education curriculum with explicit teaching in life skills, self determination, money management, employment and foundational literacy skills. She participates in the general education curriculum through electives focused on her interest areas and with paraprofessional supports and curriculum modification.

Provider(s):

- SpEd Staff

Related Services:

Jane receives push in individual speech therapy twice a week to develop age appropriate communication skills. Jane receives push in individual occupational therapy twice a week to develop age appropriate functional and daily living skills. Jane also participates in a small group social skills class to develop age appropriate social skills. Jane receives push in individual behavior therapy twice a week to work on task learning.

Provider(s):

- SpEd Staff, SLP, OT, BCBA

Work Experience:

Jane will participate in classroom activities to develop job skills such as learning about job interviews, appropriate social skills in the workplace, sorting objects, and organizing workspaces and shelves. Jane will participate in work study during Extended Transition.

Provider(s):

- SpEd Staff

Development of Employment and Other Post- School Adult Living Objectives:

Jane will identify local job and volunteer options that fit her interest and work with school staff to successfully complete involved tasks. Jane will be assigned the classroom job of wiping down the tables and sliding in chairs at the end of the day to help prepare for a job in her area of interest (food service). Linkage to outside agencies will occur in the current IEP year.

Provider(s):

- SpEd Staff

Acquisition of Daily Living Skills:

Jane will work on independently completing the steps of her morning and evening hygiene routines using a visual schedule. Jane will work on making grocery lists using knowledge of nutrition as well as budgeting. Jane will continue to participate in her local community center dance class on weekends.

Provider(s):

- SpEd Staff
- Parents

Functional Vocational Evaluation:

Jane will participate in a career interest interview and survey to determine a career area of interest. Jane's teachers and service providers will also complete an observational assessment of Jane's academic, behavior, social, motor, communication and adaptive skills to determine Jane's strengths and areas of support. Jane's parents will complete a survey to assess Jane's independence and daily living skills as well as her career interest and preparedness.

Provider(s):

- SpEd Staff, OT, SLP, BCBA, Parents

Linkages to Post- Graduation Supports/ Services:

Jane has been referred to two community based adult agencies.

Home- Based Support Services Program:

Jane has been referred to ISC for Home Based Support Eligibility Evaluation