

# The Taxonomy for Transition Planning

## Student-Focused Planning

### Overview of Transition Planning

Davis School District

<http://www.davis.k12.ut.us/21381016112141880/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=94658&21381016112141880Nav=%7C&NodeID=11910>

### iPad App for Self-Directed IEP



Stories2Learn (iPad and iPod Touch)

Cost: \$13.99

Description: A useful app allowing students with communication deficits to participate in their IEP meetings. Click the link to see a slide show example of a self-directed IEP using Stories2Learn.

<http://web.photodex.com/view/64xwp28>

### Free Transition Planning Curricula

Charting a Course for the Future - A Transition Toolkit

<http://www.cde.state.co.us/cdesped/TK.asp>

Whose Future Is It Anyway?

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials/whos-future-is-it-anyway.html>

Make Things Happen!

[http://www.neserve.org/maconsortium/make\\_things\\_happen.htm](http://www.neserve.org/maconsortium/make_things_happen.htm)

Transition Outreach Training for Adult Living (TOTAL) Project

[http://www.isbe.net/spec-ed/html/transition\\_video.htm](http://www.isbe.net/spec-ed/html/transition_video.htm)

### Web Resources

<http://www.thinkcollege.net/>

<http://www.workabilityutah.org/>

### Transition Planning Worksheets

# GOAL PLANNING SHEET

Syracuse High School Special Education Department

Name	Job Title	Today's Date	Branch/Department
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**GOAL** (Specific, Measurable, Attainable, Realistic, Tangible/Time):


**Related to the following objective/goal from the Strategic Plan or Customer Service:**


Check Box If Customer Service Related

**Benefits for achieving this goal:**


Possible Obstacles	Possible Solutions

Specific Action Steps for Achieving this Goal	Target Date	Date Reviewed	Date Completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

<b>Method of tracking progress:</b>

## IEP Transition Planning Sheet

1. What type of job do you expect to hold after graduation?

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2. What are some things that you or the school can do to help you reach this goal?

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3. What plans do you have for additional education and/or training activities after graduation?

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4. What are some things that you or the school can do to help you reach this goal?

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5. After high school where do you envision yourself living?

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6. What are some things that you or the school can do to help you reach this goal?

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7. What do you like to do in your free time for recreation and leisure activities?

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8. What are some things that you or the school can do to help you reach this goal?

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9. What are some things you want to discuss at your IEP meeting?

1. 

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2. 

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3. 

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4. 

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## School and Community Social Skills Rating Checklist

Student's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female Date: \_\_\_\_\_  
School: \_\_\_\_\_ Rater: \_\_\_\_\_  
Current grade level or class assignment: \_\_\_\_\_ Special education classification: \_\_\_\_\_

**DIRECTIONS:** Check each item that describes the student.

### CLASSROOM RELATED BEHAVIORS

**The student adequately and appropriately:**

- 1. attends to teacher during instruction.
- 2. maintains correct sitting posture.
- 3. gains the teacher's attention.
- 4. answers questions asked by teachers.
- 5. asks teacher for assistance or information.
- 6. shares materials with classmates.
- 7. keeps own desk in order.
- 8. enters class without disruption.
- 9. follows classroom rules.
- 10. cooperates with work partners.
- 11. ignores distractions.
- 12. stays on task during seatwork.
- 13. completes work on time.
- 14. participates politely in classroom discussion.
- 15. makes relevant remarks during classroom discussion.
- 16. follows verbal directions.
- 17. follows written directions.
- 18. speaks politely about schoolwork.
- 19. participates in classroom introductions.
- 20. completes homework on time.
- 21. uses free time in class productively.

### SCHOOL BUILDING RELATED BEHAVIORS

**The student adequately and appropriately:**

- 22. follows procedures for boarding school bus.
- 23. follows bus riding rules.

## School and Community Social Skills Rating Checklist *(Continued)*

- 24. walks through hallways and passes to class.
- 25. waits in lines.
- 26. uses rest room facilities.
- 27. uses drinking fountain.
- 28. follows lunchroom rules.
- 29. uses table manners.
- 30. responds to school authorities.
- 31. deals with accusations at school.

### PERSONAL SKILLS

The student adequately and appropriately:

- 32. says "please" and "thank you."
- 33. speaks in tone of voice for the situation.
- 34. takes turns in games and activities.
- 35. tells the truth.
- 36. accepts consequences for wrong doing.
- 37. maintains grooming.
- 38. avoids inappropriate physical contact.
- 39. exhibits hygienic behavior.
- 40. expresses enthusiasm.
- 41. makes positive statements about self.
- 42. expresses anger in nonaggressive ways.
- 43. accepts praise.
- 44. stays out of fights.
- 45. deals with embarrassment.
- 46. chooses clothing for social events.
- 47. deals with failure.
- 48. deals with being left out.

### INTERACTION INITIATIVE SKILLS

The student adequately and appropriately:

- 49. greets peers.
- 50. borrows from peers.
- 51. asks other children to play.

*(continues)*

### School and Community Social Skills Rating Checklist *(Continued)*

- 52. expresses sympathy.
- 53. asks peers for help.
- 54. makes invitations.
- 55. introduces self.
- 56. makes introductions.
- 57. initiates conversations.
- 58. joins activities with peers.
- 59. congratulates peers and adults.
- 60. makes apologies.
- 61. excuses self from groups and conversations.
- 62. expresses feelings.
- 63. expresses affection.
- 64. stands up for a friend.
- 65. asks for dates.
- 66. gives compliments.
- 67. makes complaints.

#### **INTERACTION RESPONSE SKILLS**

##### **The student adequately and appropriately:**

- 68. smiles when encountering acquaintances.
- 69. listens when another child speaks.
- 70. participates in group activities.
- 71. helps peers when asked.
- 72. accepts ideas different from own.
- 73. meets with adults.
- 74. maintains conversations.
- 75. responds to teasing and name calling.
- 76. responds to constructive criticism.
- 77. recognizes feelings of others.
- 78. respects the space of others.
- 79. responds to peer pressure.
- 80. deals with an angry person.
- 81. makes refusals.
- 82. answers complaints.

## School and Community Social Skills Rating Checklist (Continued)

### COMMUNITY RELATED SKILLS

The student adequately and appropriately:

- 83. asks for directions in public.
- 84. gives directions.
- 85. exhibits sportsmanship as a game participant.
- 86. exhibits polite behavior and sportsmanship as a spectator.
- 87. disposes of wastepaper and debris in public.
- 88. respects the rights of others in public.
- 89. respects private property.
- 90. exhibits good audience behaviors.
- 91. responds to public authority.
- 92. asserts self to gain service.
- 93. deals with public officials over the phone.

### WORK RELATED SOCIAL SKILLS

The student adequately and appropriately:

- 94. sets goals for work.
- 95. negotiates on the job.
- 96. responds to unwarranted criticism.
- 97. asks for feedback on the job.
- 98. minds own business on the job.
- 99. chooses a time for small talk.
- 100. refrains from excessive complaining.

Source: *Social Skills for School and Community* (pp. 269-273), by L. R. Sargent, 1991, Reston, VA: Division of Mental Retardation, Council for Exceptional Children. Copyright 1991 by the Council for Exceptional Children. Reprinted with permission.





CHILDREN'S ADMINISTRATION  
DIVISION OF CHILDREN AND FAMILY SERVICES  
**INDEPENDENT LIVING CHECKLIST**  
To be completed for all older youth leaving foster care.

YOUTH NAME:	
1. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a Social Security card
2. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a photo ID
3. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a library card
4. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has an alarm clock
5. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a calendar
6. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a copy of their birth certificate
7. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a completed Passport or Health and Education History
8. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has medical insurance
9. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has done volunteer work
10. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has paid work experience
11. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a resume or employment experience record
12. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a source of income
13. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has an appropriate place to live
14. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a friend
15. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a reliable adult in their life
16. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a mailing address (PO Box OK)
17. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has favorite things to do
18. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth belongs to an organized social or service club or group
19. <input type="checkbox"/> YES <input type="checkbox"/> NO	Youth has a driver's permit or driver's license
20. <input type="checkbox"/> YES <input type="checkbox"/> NO	SSPS has been authorized.(3901/3902)
YOUTH SIGNATURE:	DATE:

**Life Skills Domain Indicators Checklist**  
**Rate each Life Skills Indicator for your school/district 1 – 5 (5 high)**

**1. Thinking and Reasoning**

- a. \_\_\_ Acquires, organizes, and evaluates information to make informed decisions
- b. \_\_\_ Integrates new learning with existing knowledge and experiences
- c. \_\_\_ Uses inquiry and technological skills to research, expand, apply and connect knowledge.
- d. \_\_\_ Applies multiple strategies to solve a variety of problems
- e. \_\_\_ Generates new and creative ideas in a variety of contexts

**2. Social and Civic Responsibility**

- a. \_\_\_ Assumes responsibility for personal actions and acts ethically
- b. \_\_\_ Demonstrates responsible civic engagement
- c. \_\_\_ Participates in academic service learning that supplements and reinforces skills, knowledge, and procedures learned in the classroom.
- d. \_\_\_ Demonstrates an appreciation of diversity and interdependence of all people
- e. \_\_\_ Demonstrates social and environmental responsibility
- f. \_\_\_ Demonstrates the ability to resolve and mediate disputes

**3. Character**

- a. \_\_\_ Identifies personal goals, organizes and maintains information, monitors progress, and engages in self-assessment
- b. \_\_\_ Identifies one's own strengths and weaknesses
- c. \_\_\_ Demonstrates leadership attributes
- d. \_\_\_ Exhibits empathy and self-discipline
- e. \_\_\_ Demonstrates understanding, friendliness, adaptability, empathy, and politeness
- f. \_\_\_ Uses the process of self reflection to facilitate personal growth
- g. \_\_\_ Demonstrates honesty, courage, integrity, kindness, morality, and respect

**4. Aesthetics**

- a. \_\_\_ Engages in activities for aesthetic enjoyment and personal growth
- b. \_\_\_ Appreciates the subtle beauties inherent in everyday life
- c. \_\_\_ Distinguishes the qualities that define excellence in human endeavors
- d. \_\_\_ Expresses feelings evoked from aesthetic experiences
- e. \_\_\_ Understands and appreciates the intricacies and elegance of nature, the arts and ideas
- f. \_\_\_ Considers aesthetic qualities when creating, designing, or performing

**5. Communication**

- a. \_\_\_ Selects, plans, and organizes ideas to communicate
- b. \_\_\_ Communicates with clarity, purpose, and understanding of audience
- c. \_\_\_ Actively listens, responds appropriately, and acknowledges the ideas of others
- d. \_\_\_ Integrates and uses a variety of communication forms and skills
- e. \_\_\_ Communicates using technology with developmentally appropriate and accurate terminology
- f. \_\_\_ Understands the implications/consequences and the ethical uses of technology
- g. \_\_\_ Recognizes, analyzes, and evaluates various forms of communication

**6. Systems Thinking**

- a. \_\_\_ Gathers information about how the system is intended to function
- b. \_\_\_ Understands, works within, and improves a system
- c. \_\_\_ Knows how social, organizational, and technological systems work, and operates efficiently within them
- d. \_\_\_ Finds the right people to ask for information and resources
- e. \_\_\_ Functions within the formal and informal structure of the system
- f. \_\_\_ Works cooperatively with others and contributes to group goals with ideas, suggestions, and effort

**7. Employability**

- a. \_\_\_ Possesses flexibility, adaptability, and the capacity to comply with and manage change
- b. \_\_\_ Demonstrates self-motivation, dependability, loyalty, and initiative
- c. \_\_\_ Exhibits analytical and decision making abilities
- d. \_\_\_ Uses effective communication and interpersonal skills
- e. \_\_\_ Participates as an effective member of a team
- f. \_\_\_ Demonstrates organization, planning, and prioritization abilities
- g. \_\_\_ Recognizes the impact of technology on business and industry
- h. \_\_\_ Exhibits leadership abilities
- i. \_\_\_ Establishes and maintains an educational plan that maximizes career choice

TOTAL = \_\_\_\_\_ (230 Possible)

SELF-DIRECTED STUDENT IEP CHECK LIST for

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- Welcome everyone that is in attendance
- Ask STUDENT to introduce everyone – giving each persons name and relationship to student
- Ask the student to describe their strengths (academic and/or non-academic)

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- Ask the student to describe their weaknesses \_\_\_\_\_

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- Student to discuss Transition Goals:
  - Post Secondary: \_\_\_\_\_
  - Employment: \_\_\_\_\_
  - Independent Living: \_\_\_\_\_

- SELF- ADVOCACY : Ask student to describe their disability (why are they in special ed.?) \_\_\_\_\_
- Ask student to describe how they learn best (visual, auditory, tactile)? \_\_\_\_\_
- Student to explain what teachers can do to make their learning more successful?

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- Explain what you (IEP teacher) see as the student's strengths/weaknesses \_\_\_\_\_
- Explain the % in regular education \_\_\_\_\_
- Explain the results of any special testing that was done:
- Accommodations for assessments: \_\_\_\_\_

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- Go over Transition services
  - Discuss goals and objectives:
  - Program Modifications: \_\_\_\_\_
  - Supports for personnel \_\_\_\_\_
  - ESY: \_\_\_\_\_ Explain
- FAPE:
-

## **Self-Directed IEP Steps**

1. Begin meeting by stating the purpose.
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand
7. Deal with differences in opinion
8. State what support you'll need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Work on IEP goals all year

# Skill Survey

Student Name: \_\_\_\_\_

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## 1. Vocational Skills

Do you know how to...

- A. interview
- B. Dress for an interview
- C. Fill out job applications
- D. Fill out W-4 forms
- E. stay on task
- F. Other

## 2. Leisure/Rec & Community Skills

Do you know how to...

- A. Ride the Bus
- B. Read the bus schedules
- C. Plan Activities
- D. Access the Community
- E. Play games
- F. Work a radio
- G. Read a book
- H. Put together a puzzle
- I. Call friends on the phone
- J. Use a map
- K. Other

## 3. Daily Living Skills

Do you know how to...

- A. Brush teeth
- B. Wash clothes
- C. Iron Clothes
- D. Vacuum
- E. Cook using recipe
- F. Cook using a microwave
- G. Make a bed
- H. Wash dishes
- I. Use a phonebook
- J. Budget
- k. Follow a schedule
- L. Count change
- M. Make change
- N. Use a computer
- O. Type
- P. Other

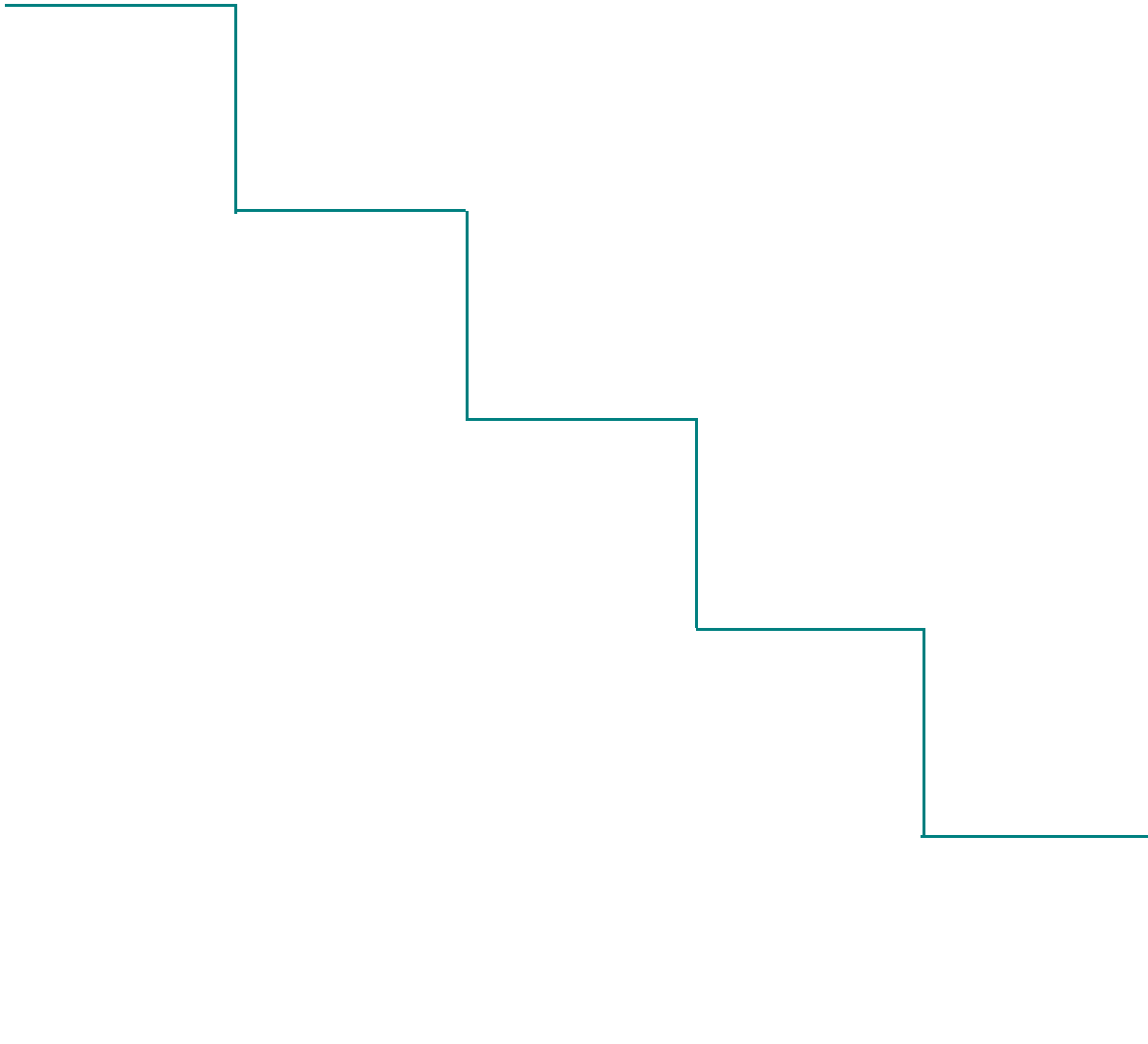
## Academic Skills

Do you know how to...

- A. Read
- B. Add
- C. Subtract
- D. Multiply
- E. Divide
- F. Write
- G. Other

5. Tell me about any other skills that you might have or any skills that you might want to learn.

# Steps to Success



1. What is your dream job? Fill it out on the top step.
2. Why is that your dream job?
3. What are the steps to your dream job? Fill those steps in on the other levels.
4. How much time does each step take?
5. Could you stop at any step and be happy?
6. Is each step honorable?

## Future Planning

Where do I want to live?

- House
- Condo
- Apartment
- Streets

What do I want in my house?

- Couch
- stereo
- bed
- kitchen table
- microwave
- dishwasher
- television
- VCR/DVD

Where do I want my house?

- Projects
- Slums
- Safe area of town
- Wealthier part of town

How do I want to get around?

- Bike
- Car
- Bus
- Walk

What kind of job do I want?

- Professional (doctor, lawyer, teacher)
- Blue Collar Labor (factory work, McDonald's)
- Vocationally Trained Laborer (Brick laying, CNA, daycare)

What do I want my social life to look like?

- Spouse
- Kids



- Friends
- Neighbors

What do I want to do in my free time?

- sleep
- go to the movies
- do hobbies
- go to dinner
- go to clubs
- Church

What kind of hobbies am I interested in?

- Collecting:
- Scrapbooking
- Model Building
- Other:

How do I want to manage my money?

- stocks/bonds
- savings account
- checking account
- wallet
- hide in my mattress

What will my bills look like?

- Gas: \$
- Electric: \$
- Cable: \$
- Rent/Mortgage: \$
- Water: \$
- Garbage: \$
- Phone Bill: \$
- Cell Phone Bill: \$
- Food: \$

In my own words, how do I see my future (can be a picture):