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A Transition Plan for High School Special Education Students

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A TRANSITION PLAN FOR HIGH SCHOOL
SPECIAL EDUCATION STUDENTS

by

Michael J. Torres

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The purpose of this project was to develop a transition plan that would facilitate the movement into the post-school setting for high school students with disabilities. Research on the factors that contribute to successful transition plans was examined.

A four year transition plan for students with special needs was created that would detail specific requirements for each of the grades 9-12. These requirements would encompass vocational education/training and instruction, community experiences, life skills, functional vocational evaluation and assessment, interagency collaboration, parent involvement, and post-school education. The attainment of these requirements would be demonstrated by a cumulative portfolio.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

Public school systems across the nation are in place to educate the youth of our society. They create a series of challenges and experiences that students are able to interact with and learn from in order to better prepare themselves for the demands of adult life. For the "typical" general education student, this task can be difficult, but achievable with hard work and determination. However, for students with disabilities, this task can be insurmountable. With the passage of P.L. 94-142 (Education for Handicapped Children Act), now P.L 101-476 (Individuals with Disabilities Education Act - IDEA) transition planning for students with disabilities from secondary to post-secondary activities is required to bridge the gap between the school setting and adult life.

According to the United States Civil Rights Commission, it is estimated that unemployment rates for persons with disabilities range from 50-70% as compared to 7% for the non-disabled (cited in Black, 1996). However, even if individuals with special needs do graduate and begin working, the National Longitudinal Transition Study (NLTS) of Special Education Students reports that these positions are usually of short duration and have poor retention rates (Black, 1996). Therefore, effective transition planning for students with

disabilities is a must if they are to be productive contributors of society (Black, 1996).

As stated in P.L. 101-476 (IDEA), transition is not a linear track for all students. It is a coordinated set of activities that focuses on outcomes for students sixteen years or older (14 years old if appropriate). It promotes a process rather than a product. This movement to post-secondary settings might include furthered education, vocational training, supported employment, integrated employment, adult services, independent living, or community participation (Transition Guide for Washington, 1995).

Purpose of Project

The author will create a transition plan for the Zillah High School Special Education Program. This transition plan will allow students the opportunity to show growth and progress in their preparation for post-secondary activities. The students will be able to collect, review, evaluate, and reflect upon materials that demonstrate their transitional skills. By having a yearly accumulative product that they create with assistance from the author, students can assess their strengths and areas of need for integration into the post-secondary community. This plan will also meet the requirements of Washington state's Essential Learnings, specifically, Goal 4: Transition into community and careers.

Significance of the Project

The preparation of students for post-school outcomes and entry into the workforce is a national objective as outlined in Goals 2000: Educate America Act and the School to Work Opportunities of 1994 (Cashman, 1995). These issues are specifically addressed by Washington state under House Senate Bill 1209. The project is important because many students see graduation as an end, a final goal accomplished. They do not understand that it is just the beginning and they do not properly plan for the future. As Hegenaur (1995) states, "full retirement at age 18 is not an aspiration most people have or can afford, but for many graduates of special education programs it is the future" (p. 120). By having students with special needs prepare for transition into the post-secondary environment during their early years of high school, a more comprehensive, accurate, and realistic plan for the future can be followed that will lead them to successful lives after graduation.

Limitations of the Project

The transition plan will contain information and experiences related to a rural, agriculturally-based school population. It is directed toward 9th through 12th grade students that range from having mild learning disabilities to severe retardation. Also, the assessments used will be informal. No standardized norm-referenced tools will be included.

Definition of Terms

The terms used in this project are to clarify the author's meaning.

House Bill 1209: The official name of the legislation that is requesting/requiring reform in Washington State's Education (Washington State Commission Student Learning, 1996).

Functional Vocational Evaluation: The evaluation of occupational interests and aptitudes, and the determination of available occupational preparation opportunities in the school, district, and community (Transition Guide for Washington, 1995).

Transition: A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities including postsecondary education, integrated employment, supported employment, continuing and adult education, adult services, and independent and/or community participation team (Office of Superintendent of Public Instruction, Special Education Section, 1993).

Multidisciplinary Team (MDT): A group of people who analyze assessment data of a student and make recommendations regarding program and placement to the IEP team (Office of Superintendent of Public Instruction, Special Education Section, 1993).

Learning Disabled: Disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language (Office of Superintendent of Public Instruction, Special Education Section, 1993).

Mentally Retarded: Students who demonstrate significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects their educational performance (Office of Superintendent of Public Instruction, Special Education Section, 1993).

Division of Developmental Disabilities (DDD): A program that assists individuals with developmental disabilities and their families in receiving services that supports day-to-day activities that are common to most people (Who, What, When, How: DDD Supports and Services, 1994).

Division of Developmental Disabilities (DVR): An outcome-oriented program that focuses on providing individuals with meaningful and proper employment. Those who are referred must have a medically defined physical, mental, sensory, or learning disability or have a chemical dependency problem (Cashman, 1995).

Overview of the Remainder of the Project

Chapter Two is a review of related literature on successful components of transition programs. Chapter Three describes the procedures used to develop the handbook while Chapter Four is the transition plan for Zillah High School. Chapter Five includes a summary, conclusion, and some recommendations by the author related to the project.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The purpose of transition planning for students with disabilities is to prepare them for life in post-school settings. Through explored opportunities and experiences, students would be better prepared to make decisions that enable them to become successful and productive members of their communities (Black, 1996; Transition Guide for Washington, 1995). The mandate of transition services for students with disabilities has been in effect since 1990 when President Bush signed the legislation for Public Law 101-476. This piece of legislation not only changed the title from Education for All Handicapped Children Act (EHA) to Individuals with Disabilities Education Act (IDEA), but it implemented a process that would require partnerships between the students, parents, school personnel, local community, social service agencies, and businesses alike. These partnerships would allow a student with disabilities a more smooth transition from the school to the post-school environment (Sitlington, 1996).

Throughout the literature, many components of transition programs were mentioned. Of these, seven specific components were continually noted as integral factors of successful transition programs. These included vocational education/training and instruction, community experiences, life skills, functional vocational evaluation and assessment, interagency collaboration, parent involvement, and post-secondary education (Black, 1996; Brinckerhoff, 1996; Cashman, 1995; & Dunn, 1996). By incorporating

some aspects of these components into the transition planning, a more comprehensive and coordinated effort toward student independence will emerge (Hegenauer, 1995).

Vocational Education/Training and Instruction

The component of vocational education and training includes exposing students to instructional experiences and skills that will help them acquire gainful employment. This aspect has typically been the foundation for transition planning and should reinforce curriculum by focusing on skills that are related to employment outcomes (Wika & Rudrud, 1992; Patton, de la Garza, & Harmon 1997).

Career awareness and exploration focuses on meaningful activities that correlate curriculum and work. Through specialized instruction and practice, students discover their strengths, weaknesses, needs and interests as they relate to post-graduate occupations. By teaching students about the many types of employment and work situations, they are better able to construct an informational framework that leads them to making their own life choices (Brolin, 1995; Henley, Ramsey, & Algozzine, 1996).

After the classroom instructional conditions have been met, learning experiences that directly relate to occupational choices are extremely reinforcing. As students learn about their proposed career choices, it is beneficial to let them experience these firsthand. Examples of this include job coaching, on-the-job training, and job shadowing (Dunn, 1996).

According to Dunn (1996), students with disabilities often have unclear and unrealistic ideas about the world of work. By providing students with a

hands-on introduction to their career interest, it allows them to determine if it is something they would like to pursue.

The outcomes for vocational education/training and instruction are not only to secure a job, but to keep the job until the student is ready to move on. For this to happen, several competencies must be met through this component in the process of transition planning. They include successful job performance, ability to complete tasks, being on time for work, being able to follow directions, and getting along with others at the job site. If educators can foster these traits in students, they will be more likely to maintain successful employment (Wika & Rudrud, 1992; Patton, de la Garza, & Harmon, 1997; Black, 1996).

Community Experiences

Community experiences are similar to occupational experiences in that they promote engaged activities outside of the school building. Yet the component of community experiences is more encompassing than just job-related outcomes. It includes an integrated and active involvement in the local community. In essence, students need to be exposed to the aspects that comprise their community and learn how to access them through their transition planning. Activities might include visiting shopping malls, banks, grocery stores, transportation centers, recreational services, independent living homes, and hospitals to name a few (SWITP, 1996; Transition Guide for Washington, 1995). One of the main benefits is that students are able to complete tasks and actively participate in a natural setting. In many cases, teachers instruct using simulations or models, yet the students do not

generalize these skills into the community setting. By going to real grocery stores and applying their computational strategies or visiting the local transportation center to read bus/train schedules, students begin to understand how specific skills are used in real life situations (Cronin, 1996).

Not only do students with disabilities become acclimated to people and places within their communities, but individuals outside of the school system are exposed to people with special needs. Although there has been more interaction between the disabled and nondisabled in the community setting, there are still myths and misconceptions about people with handicapping conditions (Dunn, 1996). By making disabled students more visible and approachable, many of these myths, misconceptions, and barriers can be expelled (Brolin, 1995).

Life Skills

According to Cronin (1996), Sitlington (1996), and Brolin (1995), life skills are those skills that enable a person to function independently and relate to day-to-day living. These skills include managing money and finances, managing a home, caring for personal needs, buying and preparing food, purchasing and caring for clothes, utilizing recreation and leisure time, and social involvement. These competencies were continually listed as integral factors for the successful transition to post-secondary situations. Also, it was stressed that many people (parents, educators, and community members) assume that students with disabilities do not need a formal introduction to this type of curriculum because they learn these skills through peer, adult, or parent interactions. Yet, this is not the case. Many of the at-

risk students do not learn these essential skills and it has a detrimental effect on their lives in the post-secondary settings (Cronin, 1996; Sitlington, 1996; Brolin, 1996).

The features of managing money and finances include a basis of computational abilities, mainly, the instruction of how to pay bills, open and maintain a checking account, daily-month-year budgets, paycheck calculations, and general money math. In reference to managing a home, skills such as finding affordable and appropriate living arrangements, conducting basic cleaning and maintenance tasks are emphasized. Caring for one's personal needs can combine issues of food and clothing along with grooming, hygiene, and health care. Leisure recreation and social involvement are also key features of the life skills component. It is important for students to be able to identify inexpensive things to do, places to go, and hobbies to partake in. Activities such as these will reduce the risk of students feeling lonely, isolated, and depressed (Heward & Orlansky, 1992; Brolin, 1995; Cronin, 1996; Henley, Ramsey, & Algozzine, 1996; Sitlington, 1996).

Although the life skills component does not directly focus on employment outcomes, it does have a correlation with job skills. All of the life skills (discussed previously) relate to a successful transition into the world of work. If students have poor money, home, personal, and social management skills, they are less likely to pursue and maintain their career choices in adulthood. Basically, the philosophy behind this component stresses its appropriateness for all students and its relevance as a part of the school curriculum (Sitlington, 1996; Cronin, 1996).

Functional Vocational Evaluation and Assessment

Another component of effective transition planning is the evaluation and assessment of the vocational needs for students with disabilities. The evaluation is a mandated portion of the Individualized Education Program (IEP) for students 16 years or older (soon to be moved to 14 years or older) and it addresses interests, aptitudes, and preparation opportunities (Heward & Orlansky, 1992). The interests of students refer to occupation and career choices. These will probably change many times over the years and more so as students become aware of the options open to them through vocational and career education. The aptitude of students refers to abilities that they have or need in order to maintain or perform work activities. When the interests and aptitudes of a student have been documented, the opportunities for exploration and experience are evaluated. This usually includes looking at the selected career choice(s) and determining if there is a local demand in the labor market (Clark, 1996; Lombard & Neubert, 1994; Office of Superintendent of Public Instruction, et al., 1992; Transition Guide for Washington, 1995).

As was mentioned, the vocational evaluation of interests, aptitudes, and opportunities is an important part of the transition process. However, an assessment of the entire process is more encompassing. Two methods that are used to gather information about interests, aptitudes, and opportunities include informal and formal tools. These tools are then used to help determine appropriate goals and objectives for the transition section of the IEP.

Informal assessment techniques allow educators to gather subjective information about a student to use in transitional planning. These techniques often include checklists, interest surveys, work narratives, self-evaluations, and student interviews. Often times, teachers may feel more comfortable using informal methods because they do not have to apply an instrument designed for a specific population on an individual and then try to interpret the results. Thus, the uniqueness and individuality of the collected data is retained.

Formal assessment includes norm referenced and criterion-referenced techniques used to determine present levels of student performance. The tools used are typically aptitude tests, interest tests, achievement tests, and learning inventories. The information gleaned from these types of tests indicates performance based on numerical data such as grade level, age level, and percentile rank (Berkell & Brown, 1989; Clark, 1996; Lombard & Neubert, 1994).

A key recommendation for the use of assessment strategies for transition planning is that a variety of tools be used. By implementing a multitude of methods, both formal and informal, a more complete picture of the student's vocational needs can be created. Also, it is important to see the assessment for what it is: a process not a product. The coordinator of these tools needs to understand that it is an on-going commitment from the beginning to the end. Incorporation of these philosophies will help ensure the effectiveness in evaluation and assessment procedures (Clark, 1996).

Interagency Collaboration

In order for a transition program to be truly complete, many service providers must take an active role in the entire process. The local school district is the main provider of transition services, yet it is not its sole responsibility to provide all of the services. Public Law 101-476 (IDEA) requires the formation of interagency linkages to promote collaboration between various social agencies. The purpose is to create an effective program for the student and initiate support for the movement of the student toward post-secondary situations (Dunn, 1996). This occurs by developing relationships that facilitate the communication of information, service provision, and shared funding resources. As was stated before, in many instances, the public school cannot afford to fund specific services that are needed and this is where the outside agencies enter. Although public school services are entitlements, services through adult agencies are not. Due to the amount of funding available, adult agencies have eligibility requirements that must be met before acceptance into the program is permitted. So a person with a disability may be eligible for a program, but they can be turned away. In Washington state, the main service provider for individuals with disabilities is the Department of Social and Health Services (DSHS). Within this department, there are many agencies that provide assistance to local school districts. Of these the Division of Vocational Rehabilitation (DVR) and Division of Developmental Disabilities (DDD) will be discussed (Cashman, 1995; Transition Guide for Washington, 1995).

DVR is an outcome oriented program that focuses on providing individuals with meaningful and proper employment. Those who are referred

must have a medically defined physical, mental, sensory, emotional, or learning disability or have a chemical dependency problem. The age of referral is typically when a child turns 16, but DVR often accepts kids as a client if a school agency initiates the referral. If accepted, students can begin services once they turn 18 years of age. The rehabilitation process includes the preparation of a written plan, necessary services, help with job placement, and follow along services (Bridging the gap between school and work: I, 1992; Bridging the gap between school and work: II, 1992; Cashman, 1995; Transition Guide for Washington, 1995).

DDD is a program that assists individuals with developmental disabilities (and their families) in receiving services that supports day-to-day activities that are common to most people. To qualify, a person must have a disability associated with "mental retardation, cerebral palsy, epilepsy, autism, or another neurological or other condition of an individual found by the secretary to be closely related to mental retardation...which originates before the individual attains age 18..." (Who, what, where, how: DDD supports and services, 1994, p. 59). Support services for persons and their family includes early intervention services, respite care, therapeutic services, attendant personal care, residential and community supports, employment, community integration, and case management.

When school districts attempt to utilize outside agencies such as DVR and DDD, interagency agreements are created to assure which agency is providing a specific service. In this way, the communication ensures that a duplication of services does not arise. Also, by having partnerships in service provision for students with disabilities the quality of the transition

planning process is enhanced along with its effectiveness. The component of interagency collaboration creates a thread that links all other aspects of the transition planning process (Cashman, 1996; Patton, de la Garza, & Harmon, 1997).

Parent and Family Involvement

Involvement of the parents/guardians in the process of transition planning is not only required, but it is critical. Of all the members that contribute to the IEP and transition plan, no one knows the child better than the family members that support and nurture them. Without a doubt, interested parents are key components in the successful implementation of transition practices. They have the ability to reinforce the concepts and skills learned at school, participate in MDT/IEP teams, provide valuable information about their child and his/her abilities and interests (Brolin, 1995; Heward & Orlansky, 1992; Patton, de la Garza, & Harmon, 1997; Transition Guide for Washington, 1995)

Parents are able to bring information to the planning process that no formal or informal test can extract. Specifics about a child's daily routines, likes, dislikes, favorite activities, and social interactions outside of the school setting are valuable elements that need to be addressed. In many instances the students themselves are not able to communicate this information due to their disability or developmental condition. Thus, parents can become the vocal mouthpiece for their child throughout the process. Also, parents are usually the ones who provide outside agencies with information pertaining to medical, psychological, or mental health documentation. This is due to the

fact that school districts are restricted from passing along such information without parental consent. In many cases, school officials do not have access to this information.

Taking part in the multidisciplinary and IEP teams' decisions is also a benefit to school districts and social service agencies. Input from parents about services and program needs can be helpful when considering service options for a particular student. Another advantage that parents bring is that they can assist in preparing the student for participation in the transition process. Students have a profound impact and involvement in decisions regarding career awareness, job exploration, and community integration. Parents can initiate discussion and possible interest avenues with their child before the meetings convene.

Creating a secure home environment that will foster self-determination and independence can reinforce the teachings that are occurring at school and through after-school programs. The affective domain of children with disabilities is of utmost importance if proper work and social skills are to be internalized. Parents play a major role in strengthening the concepts learned that apply toward career development by acknowledging achievements and accomplishments. In essence, by having parents engaged in the transition planning process, students will become more participators than observers (Brolin, 1995; Transition Guide for Washington, 1995).

Post-Secondary Education

Most transition programs focus on a variety of post-school options usually relating to employment. However, for a small percentage of special

education students a pathway leading toward 2-year and 4-year educational institutions is viable. This component is important because transition into any post-secondary setting is difficult for students with disabilities. However, these students may face additional barriers that must be addressed in order for a smooth passage to occur. When considering this component in the transition process, it is important to formulate a timetable for preparation from the freshman to the senior year. In this way, students will be more prepared for the challenges that await them (Brinckerhoff, 1996; Reiff & deFur, 1992).

During the freshman year in high school the focus needs to be on the understanding of their disability, their rights under the law, and course selection. For a student with a disability to reach the stage of independence that is needed to continue on to college, self advocacy is a must. In order for this to occur the student must learn about his disability and how to accommodate for their weaknesses and enhance their strengths. Through further education, the student needs to be informed about specific laws such as P.L. 101-476 (IDEA) and ADA. The reason is that accommodations and accessibility issues may have significance to them in the near future. The selection of courses should be explored because specific academic requirements will need to be met. Waivers and simplified curriculum should be avoided because these options may limit the students when they begin the application process for college. It is important that the student get as much content training as possible to develop their academic skills.

In the sophomore year students will continue to take college prep courses. It was recommended that teachers and guidance counselors not schedule resource classes during the time slots of essential core courses.

Further collaboration planning with students, teachers, community agencies, and family is stressed in order for support to be continued. At this time, learning strategies instruction will be introduced to remediate any basic skills the student may be lacking. Also, by teaching students a variety of learning strategies, once they master the basic skills, they can apply these strategies toward more challenging tasks.

The junior year marks the stage of exploration, evaluation, and test preparation. Students should delve into the post-secondary options available to them and start determining what kind of curriculum they want to explore. These include technical college curricula, vocational training, or co-op choices. Also, the evaluation of schools that offer support services to individuals with disabilities is necessary. These services could include tutoring, skill remediation, specialized courses, auxiliary aids, and counseling. Finally, preparation for SAT and ACT tests should be taken into consideration. Practice tests such as the PSAT and PLAN will help students become familiar with testing formats and procedures.

The senior year is typified by paperwork and the narrowing of career exploration to a defined area of study at the college level. Students should receive assistance from teachers, parents and guidance counselors in writing essays and completing college admission applications to a variety of institutions. Letters of recommendation and references will need to be included and careful selection of these sources are a must. By identifying a specific area of study, job shadowing and work experience during the senior year will become more fruitful. Instead of experiencing a broad selection of

career clusters, they can participate in ones that are of interest and relevance to them (Brinckerhoff, 1996).

Summary

The classification of an effective transition program depends on the processes used to create it. The planning process must include a variety of options to meet the individual needs of students with disabilities. These options should reflect pathways that range from transition into supported living environments to transition into post-secondary education and training. Basically, the goal and purpose is to guide students from a state of dependency to a state of independence to the maximum extent possible.

Throughout the literature, many transition programs and models were discussed. Their effectiveness in preparing students for life after high school was evaluated and recommendations were made. However, there were several components that were mentioned in each program and models that related to their overall success. These components included vocational education/training and instruction, community experiences, life skills, functional vocational evaluation and assessment, interagency collaboration, parent and family involvement, and post-secondary education.

As the research has mentioned, young individuals with disabilities are at the greatest risk for social and economic difficulty. Creating a transition program that will help prevent this cannot happen overnight. Thorough planning, collaboration, and communication is necessary. By focusing on transition as a continuing and ongoing process, movement from the school to adult life for students with disabilities can become a positive experience.

CHAPTER 3

PROCEDURES

The author became interested in transition from the secondary to post-secondary setting because of the student population within his classroom and the lack of a transition program at the high school where the author teaches. This population consists of special education students who need assistance in developing and following a plan that facilitates movement from the high school to postgraduate activities ranging from entrance into the work force to college. The author was also interested in developing a transition plan due to the fact that Public Law 101-476 (IDEA) mandates a statement of transition services available for students with disabilities on the Individualized Education Program. By creating a four year plan, student preparation for post-secondary activities can begin in the ninth grade.

Based upon the specific needs of the students the author serves, the transition program that is created must be highly individualized. This project enabled the author to research transition components and make contact with other educators, private business owners, and outside agencies such as the Division of Developmental Disabilities and the Division of Vocational Rehabilitation. Upon completing this task, a transition plan was created that can be used as a reference for other special educators who are building transition programs at their schools.

One of the goals for this project included the enhancement of the author's knowledge and expertise of transition laws and components within the IEP process. Another goal was for special education students to develop a portfolio that would demonstrate their skill proficiency in various aspects such as academics, community involvement, and prevocational/vocational areas. By doing so, they would be able to have a tangible representation of their progress and work abilities that they could show to a prospective employer.

The procedures for this project consisted of the following steps. First, a background of the project was written which included a significance of the project, purpose for the study, definition of the terms, and an overview of the project. Information and data were collected from professional journal articles, state and federal documents relating to transition laws and services, and textbooks. Secondly, the review of related literature was then researched to determine the most important components that should be included within a transition program at the secondary level.

Thirdly, a further review was conducted using the Central Washington University library, internet resources, and personal interviews to collect information on transition programs that are already in existence and have had success in meeting the state standards and IEP requirements. Emphasis was placed on those school programs that completed the state audit for their special education programs and were deemed acceptable.

The fourth step included visitation to outside agencies, including DVR and DDD to document a list of services that could be provided in association with those at Zillah High School. This was important because funding for each student's transition plan is not always covered by the school district. The information provided through these contacts will give special education teachers possible funding support when work experience and job shadows are initiated.

CHAPTER FOUR

THE PROJECT

The author developed a transition plan that can be used by the special education teacher at Zillah High School. The main focus of this plan is for special education students ranging from the 9th through the 12th grades. However, teachers, administrators, parents, and future employers will have the opportunity to view and assess its development and completion. The students will be able to collect, review, evaluate, and reflect upon material that demonstrates their transitional skills. By having a yearly accumulative product that they create, students can assess their strengths and areas of need. The benefit of this plan will become evident as they near graduation and ready themselves for adulthood. This plan will have the appearance of a portfolio for actual student use.

The transition plan is divided into seven components. Each of these components must be completed before graduation occurs. Specific components will be emphasized during each of the four years that the student attends Zillah High School. During the freshmen year students will be expected to complete work relating to career awareness and exploration, an interest survey, a 4-year academic plan, an anticipated outcome plan, and materials relating to life skills. During the sophomore year students will be expected to complete 2-3 job shadowing experiences, links to DDD/DVR, continued career exploration and exploration materials, and work preparation materials/learning styles

information. During the junior year of school, students will be expected to complete community based employment opportunities, testing for vocational interests (WOIS, ASBAB), continued linkages with DDD/DVR, work experience, and interviews with colleges or vocational programs. During the senior year, students will be expected to make the transition from school to postschool situations by meeting the high school and IEP requirements. Also, visitations of colleges or other programs and the completion of the modified PEARLS program will need to be accomplished. This would also include an interview with students about their transition portfolio.

Due to the individuality of this plan, certain components may be stressed at differing times of the 4-year plan depending on the post-school outcome. The complete transition plan is found in Appendix A.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Upon completing the Background of the Project, the author determined that there is a need for a coordinated set of activities that promotes movement into post-school outcomes. The attainment of post-graduate goals and objectives is directly affected by the preparation of the student from grades 9-12.

The author then undertook a review of the literature that detailed specific components of transition programs. These components proved to be the most successful in transition programs that met both the state and federal requirements.

Once the data were collected, the author created a transition plan for high school special education students. The plan spans a time period of four years and includes activities that demonstrate acquired skills relating to vocational education training and instruction, community experiences, life skills, functional vocational evaluation and assessment, interagency collaboration, parent involvement, and post-school education.

Conclusions

Ensuring that students with special needs receive appropriate training, instruction, and guidance for post-school activities is a major priority of all high school special education programs. There are as many different career

pathways and outcomes as there are students. The planning and preparation that must occur has to be individualistic and appropriate for each student.

By involving administration, teachers, parents/guardians, outside agency personnel, counselors, and students themselves, the transition plan becomes a process rather than just a product that needs to be finished. It enables special needs individuals to experience and be involved in activities that will help ensure their future success. It is also beneficial because it allows future employers to see an accumulation of the works completed by students as they journey through this four year process.

By creating a transition plan, the author hopes to incorporate a standard of practices that will be followed by special education students in the years following. It is also the author's desire that this plan will become the accommodated version of the school's PEARLS Program that meets the state's requirements for Goal 4 of the Essential Learnings.

Recommendations

The first recommendation is to review and discuss the plan with teachers of the middle school. With the reauthorization of IDEA, the need for transition planning at the age of 14 is now required in our district (this was found at the conclusion of this project). By coordinating our efforts, the movement from the middle school to high school will be less stressful. Also, by incorporating a plan

at an earlier age, less revision will have to occur for placement and program decisions on the IEP as students make the transition to the high school setting.

The second recommendation is that communication with agencies such as DVR and DDD occur at an earlier time, especially if the student has severe disabilities. Although a plan by the agency will not occur until they reach the age of 18, the support, advice, and overall assistance can be beneficial for all involved.

Finally, the author recommends that continued research and modifications of the transition plan is a must if it is to be effective. As the special education laws continue to expand and change, the high school plan must reflect these changes in order to remain in compliance.

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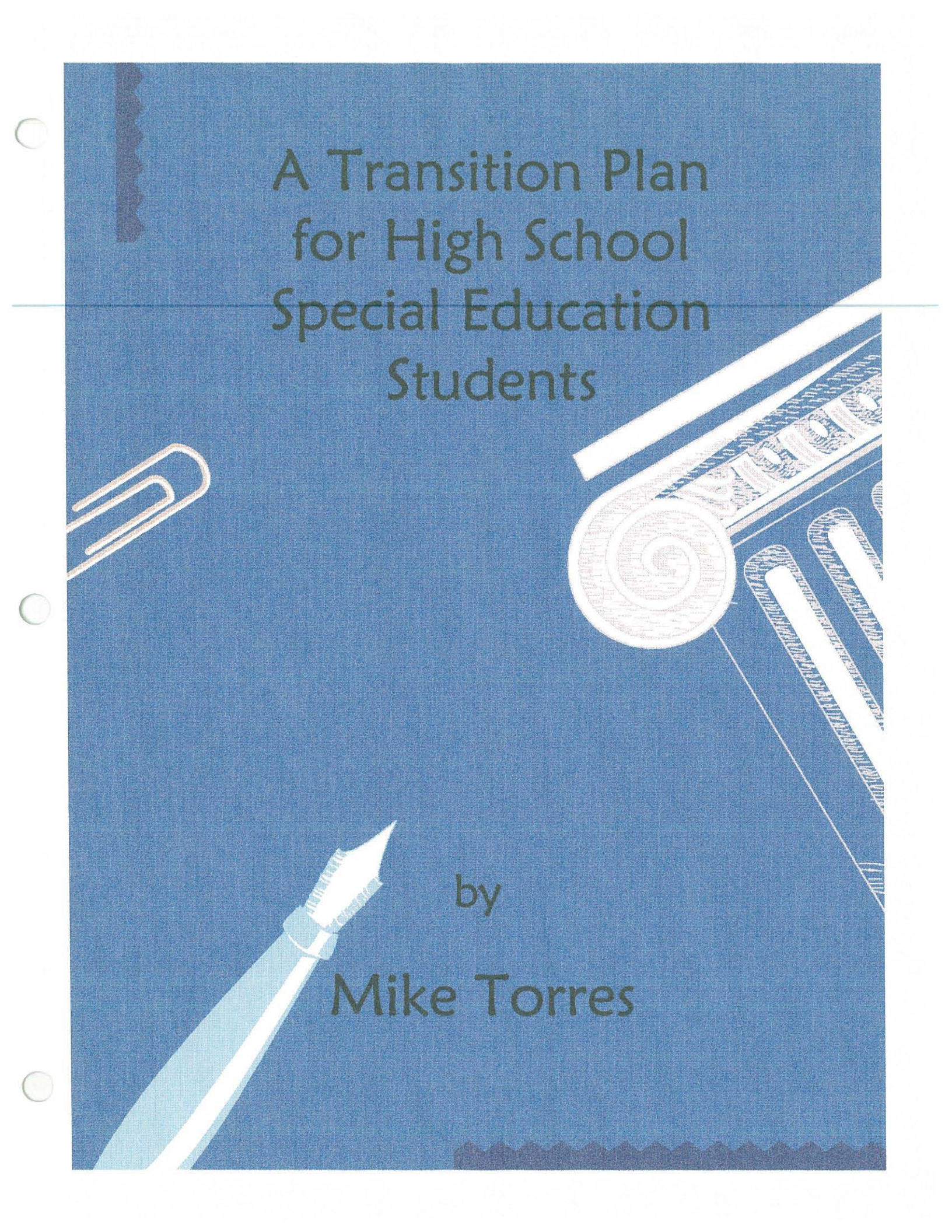
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APPENDIX A

A TRANSITION PLAN FOR HIGH SCHOOL SPECIAL EDUCATION
STUDENTS



A Transition Plan for High School Special Education Students

by

Mike Torres

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ZILLAH HIGH SCHOOL
TRANSITION PLAN

9TH GRADE

- Career Awareness and Exploration
- Interest Survey
- Four Year Plan
- Anticipated Post-Secondary Outcome
- Life Skills

10th GRADE

- Continued Career Exploration
- Job Shadowing
- Link to DVR/DDD
- Work Preparation/Attitudes
- Student Interview

11th GRADE

- Continued DDD/DVR Linkages and Communication
- Community Based Employment
- Supported Employment
- Interviews (Voc. Tech., Training Programs, Student)
- Visit and Interview Colleges
- Work Experience
- Testing for Vocations (WOIS, ASVAB)

12th GRADE

- DVR/DDD Post-Graduation Plan
- Post High School Education
- PEARLS Project
- Review of IEP/Graduation Requirements
- Work Experience

Vocational

Education

Training

&

Instruction



VOCATIONAL EDUCATION TRAINING AND INSTRUCTION

The purpose of this section of the transition plan is to have students apply the skills and knowledge that they have acquired to situations that are not within the controlled environment of the school building. Students will have learned about various careers and the requirements for skill completion for each.

Within this section the student will complete the worker trait information survey for vocational preparation, job interest survey, job search plan, job shadowing agreement form, and the career awareness/exploration form. In addition to this, the special education teacher will also complete a worker trait information survey on the specified student.

WORKER TRAIT INFORMATION

Specific Vocational Preparation

Specific Vocational Preparation (SVP) is defined as the amount of time required by a typical worker to learn the techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation.

This training may be acquired in a school, work, military, institutional, or vocational environment. It does not include the orientation time required of a fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes: vocational education, apprenticeship training, in-plant training, on-the-job-training, and essential experience in other jobs.

The following is an explanation of the various levels of specific vocational preparation:

Level	Time
1	Short demonstration only
2	Anything beyond short demonstration up to 1 month
3	Over 1 month up to and including 3 months
4	Over 3 months up to and including 6 months
5	Over 6 months up to and including 1 year
6	Over 1 year up to and including 2 years
7	Over 2 years up to and including 4 years
8	Over 4 years up to and including 10 years
9	Over 10 years

SKILL LEVEL

Unskilled	Jobs where SVP = 1-2
Semi-skilled	Jobs where SVP = 3-6
Skilled	Jobs where SVP = 7-9

PHYSICAL DEMANDS

Physical Demands are a way of describing the physical activities that a job requires. Care must be exercised in evaluating the strength categories, particularly in evaluating the force and physical effort a person must exert. These can be expressed, with the exception of Strength, according to the following:

N = Not Present—activity or condition does not exist

O = Occasionally—activity or condition exists up to 1/3 of time

F = Frequently—activity or condition exists from 1/3 to 2/3 of the time

C = Constantly—activity or condition exists 2/3 or more of time

1. Strength

The physical Demands Strength Rating reflects the estimated overall strength requirements of the job, expressed in terms of the letter corresponding to the particular strength rating. It represents the strength requirements which are considered to be important for average, successful work performance.

Estimating the Strength Factor rating for an occupation requires the exercise of care on the part of occupational analysts in evaluating the force and physical effort a worker must exert. For instance, if the worker is in a crouching position, it may be much more difficult to push an object than if pushed at waist height. Also, if the worker is required to lift and carry continuously or push and pull objects over long distances, the worker may exert as much physical effort as is

required to similarly move objects twice as heavy, but less frequently and/or over shorter distances.

The strength rating is expressed by one of the five terms: Sedentary, light, medium, heavy and very heavy. In order to determine the overall rating, an evaluation is made of the workers involvement in the following activities:

a. Standing, Walking, Sitting

Standing: Remaining on one's feet in an upright position at a work station without moving about.

Walking: Moving about on foot

Sitting: Remaining in a seated position

b. Lifting, Carrying, Pushing, Pulling

Lifting: Raising or lowering an object from one level to another (includes upward pulling).

Carrying: Transporting an object, usually holding it in the hands or arms, or on the shoulder.

Pushing: Exerting force upon an object so that the object moves away from the force.

Pulling: Exerting force upon an object so that the object moves toward the force.

Lifting, pushing, and pulling are evaluated in terms of both intensity and duration.

c. Controls

Controls entail the use of one or both arms or hands and/or one of both feet or legs to move objects on machinery or equipment. Controls include but are not limited to buttons, knobs, pedals, levers, and cranks.

The following are descriptions of the five terms in which the strength factor is expressed and where

occasionally –indicates that an activity or condition exists up to 1/3 of the time

frequently-indicates that an activity or condition exists from 1/3 to 2/3 of time

constantly- indicates that an activity or condition exists 2/3 or more of the time.

(S) Sedentary Work

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods of time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

(L) Light Work

Exerting up to 20 lbs. Of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Physical demand requirements are in excess of those for Sedentary Work. Even though the weight lifted may be only a negligible amount, a job should be rated light work when it requires walking or standing to a significant degree, when it requires sitting most of the time but entails pushing or pulling of arm or leg controls.

(M) Medium Work

Exerting 20 to 50 lbs. of force occasionally, and/or 10 to 25 lbs. of force frequently, and/or greater than negligible up to 10 lbs. of force constantly to move objects. Physical demand requirements are in excess of those for light work.

(H) Heavy Work

Exerting 50 to 100 pounds of force occasionally, and/or 25 to 50 lbs. of force frequently, and/or 10 to 20 lbs. of force constantly to move objects. Physical demand requirements are in excess of those for medium work.

(V) Very Heavy Work

Exerting in excess of 100 lbs. of force occasionally, and/or in excess of 50 lbs. of force frequently, and/or in excess of 20 lbs. of force constantly to move objects. Physical demands are in excess of those for heavy work.

STUDENT RATING

Rate the student for Physical Demand and Strength according to the before mentioned criteria for each the activities listed. These activities can be observed within the school or work environments.

1. Climbing

Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using the feet and legs and/or hands and arms. Body agility is emphasized.

Physical Demand Rating _____

Strength Rating _____

2. Balancing

Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or erratically moving surfaces; or maintaining equilibrium when performing gymnastic feats.

Physical Demand Rating _____

Strength Rating _____

3. Stooping

Bending the body downward and forward by bending the spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Physical Demand Rating _____

Strength Rating _____

4. **Kneeling**

Bending the legs at knee to come to rest on knee or knees.

Physical Demand Rating _____

Strength Rating _____

5. **Crouching**

Bending body downward and forward by bending legs and spine.

Physical Demand Rating _____

Strength Rating _____

6. **Crawling**

Moving about on the hands and knees on hands and feet.

Physical Demand Rating _____

Strength Rating _____

7. **Reaching**

Extending hands and arms in any direction.

Physical Demand Rating _____

Strength Rating _____

8. **Handling**

Seizing, holding, grasping, turning or working with hands. Fingers are involved only as extension of the hand.

Physical Demand Rating _____

Strength Rating _____

9. **Fingering**

Picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in handling.

Physical Demand Rating _____

Strength Rating _____

10. Feeling

Perceiving attributes of items as size, shape, temperature or texture by means of receptors in the skin, particularly that of the fingertips.

Physical Demand Rating _____

Strength Rating _____

11. Talking

Expressing or exchanging ideas by means of the spoken word.

Physical Demand Rating _____

Strength Rating _____

12. Hearing

Perceiving the nature of sounds by the ear.

Physical Demand Rating _____

Strength Rating _____

13. Tasting/Smelling

Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors and/or odors, or recognizing particular flavors and/or odors, using tongue and/or nose.

Physical Demand Rating _____

Strength Rating _____

14. Near Acuity

Clarity of vision at 20 inches or less.

Physical Demand Rating _____

Strength Rating _____

15. Far Acuity

Clarity of vision at 20 feet or more.

Physical Demand Rating _____

Strength Rating _____

16. Depth Perception

Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they really are.

Physical Demand Rating _____

Strength Rating _____

17. **Accommodation**

Adjustment of lens of eye to bring an object into sharp focus.

Physical Demand Rating _____

Strength Rating _____

18. **Color Vision**

Ability to identify and distinguish colors.

Physical Demand Rating _____

Strength Rating _____

19. **Field of Vision**

Observing an area that can be seen up and down or to the right and left when eyes are fixed on a given point.

Physical Demand Rating _____

Strength Rating _____

ENVIRONMENTAL CONDITIONS

Environmental conditions are a means of describing the physical surroundings of a worker in a specific job and of indicating the hazards that pose a definite risk of bodily injury to the worker. The environmental conditions that a student is able to handle can be rated using the following scale.

1—no tolerance for specific environmental condition.

2—low tolerance for specific environmental condition.

3—Adequate tolerance for specific environmental condition

4—High tolerance for specific environmental condition.

5—Very high tolerance to specific environmental condition.

Rate the student using the scale above on exposure to the environmental conditions listed below.

1. **Exposure to Weather**

Exposure to hot, cold, wet, humid or windy conditions caused by weather. This factor is rated important when exposure to weather results in marked bodily discomfort.

Environmental Conditions Rating _____

2. **Extreme Cold**

Exposure to nonweather-related cold temperatures.

Environmental Conditions Rating _____

3. **Extreme Heat**

Exposure to nonweather-related hot temperatures.

Environmental Conditions Rating _____

4. **Wet and/or Humid**

Contact with water or other liquids; or exposure to nonweather-related humid conditions.

Environmental Conditions Rating _____

5. **Noise Intensity**

Exposure to constant or intermittent sounds of pitch or level sufficient to cause marked distraction or possible hearing loss. The levels for this factor are:

1—very quiet 2—quiet 3—moderate 4—loud 5—very loud

Environmental Conditions Rating _____

6. **Vibration**

Exposure to a shaking object or surface.

Environmental Conditions Rating _____

7. Atmospheric Conditions

Exposure to conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation that may affect the respiratory system, eyes or skin.

Environmental Conditions Rating _____

APTITUDES

Specific capacities and abilities of and individual in order to learn or perform adequately a task or job duty. Use the following scale to rate the student on the listed items:

- 1—is not able to perform
- 2—can perform with specialized assistance
- 3—can perform individually
- 4—can perform at a level that is above average
- 5—can perform at a high level

1. Intelligence

General learning ability. The ability to catch on or understand instructions and underlying principles. Ability to reason and make judgements. Closely related to doing well in school.

Aptitude Rating _____

2. Verbal

Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, relationships between words, and to understand meaning of whole sentences and paragraphs.

Aptitude Rating _____

3. Numerical

Ability to perform arithmetic operations quickly and accurately.

Aptitude Rating _____

4. Spatial

Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to visualize objects of two or three dimensions, or to think visually of geometric forms.

Aptitude Rating _____

5. Form Perception

Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Aptitude Rating _____

6. Clerical Perception

Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.

Aptitude Rating _____

7. Motor Coordination

Ability to coordinate eyes and hands or fingers rapidly or accurately.

Aptitude Rating _____

8. Finger Dexterity

Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

Aptitude Rating _____

9. Manual Dexterity

Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

Aptitude Rating _____

10. **Eye-Hand-Foot Coordination**

Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Aptitude Rating _____

11. **Color Discrimination**

Ability to perceive or recognize similarities or differences in colors, shapes, or other values of the same color; to identify a particular color; to recognize harmonious or contrasting color combinations or to match colors accurately.

TEMPERAMENTS

Temperaments for the purpose of collecting occupational data, are defined as personal traits required by a worker by specific job-worker situations. Rate this component according to the following rating scale:

- 1—does not demonstrate
- 2—demonstrates at about 25 percent of the time
- 3—demonstrates at about 50 percent of the time
- 4—demonstrates at about 75 percent of the time
- 5—demonstrates 100 percent of the time

1. Working **alone** or apart in physical isolation from others

Temperament Rating _____

2. **Directing**, controlling, or planning activities of others.

Temperament Rating _____

3. **Expressing** personal feelings.

Temperament Rating _____

4. **Influencing** people in their opinions, attitudes, or judgements/

Temperament Rating _____

5. Making **judgements** and decisions.

Temperament Rating _____

6. Dealing with **people**.

Temperament Rating _____

7. Performing **repetitive** or short-cycle work.

Temperament Rating _____

8. Performing effectively under stress.

Temperament Rating _____

9. Attaining precise set limits, tolerances, and standards.

Temperament Rating _____

10. Working **under** specific instructions.

Temperament Rating _____

11. Performing a **variety** of duties.

Temperament Rating _____

JOB INTEREST SURVEY

Directions: Where do you think you might like to work?

1. Place a check mark next to the places that interest you.
2. Draw a circle around the specific company or place where you might like to work.
3. At the bottom of the page, write down the name of other companies or places where you might like to work.

_____ Store

(clothing store, sporting good store, hardware store, grocery store, department store, record store, electronics/appliances store)

_____ Fast Food Restaurants

(McDonald's, Jack-in-the-Box, Taco Bell, Burger King, Subway, Squeeze-Inn)

_____ Amusement Park or Entertainment Center

(Sea World, San Diego Zoo, Seaport Village, Disneyland/World, Miniature Golf, Movie Theater)

_____ Outdoor Job

(landscaping, car wash)

_____ Custodial Job

(cleaning at a school, hospital, or business)

_____ Food Service

(working in the cafeteria of a school, hospital, or business)

_____ Child Care

(working with babies and young children in a day care center or preschool)

_____ Nursing Home Care

(helping care for older people)

_____ Office Job

(doing filing or clerical work in an office)

_____ Library Job

(working in a public or school library doing various duties)

_____ Other Places You Might Like To Work:

JOB SEARCH PLAN

Job Search Plan for the Week of _____

This week, I will look for these types of part-time jobs.

1. _____
2. _____
3. _____

This week, I will tell these people I'm looking for a job and ask for job leads.

1. _____
2. _____
3. _____

This week, I will check these sources for possible leads.

1. ___ Newspaper ads
2. ___ Telephone yellow ads
3. ___ "Help Wanted" signs in store windows
4. ___ Other

This week, I will go to the following places to ask about job openings and to get a job application.

1. _____
2. _____
3. _____

When I go to a business to ask about job openings and complete an application, I will bring these materials with me:

1. _____
2. _____
3. _____

JOB SHADOWING AGREEMENT FORM

Job shadowing is a valuable way of learning about certain occupations students aspire to or are interested in pursuing after high school. In order for a student to participate in a job shadow situation, he/she must have this form completed before they conduct a job shadow. Please read, sign, and return this form with the appropriate signatures.

Employer expectations and understanding:

*Employer will provide a safe working environment that conforms to the Labor and Industries' standards.

*Employer conforms to federal laws prohibiting discrimination on the basis of sex, race, color, national origin or handicap.

*Employer strictly prohibits harassment of employee/student with regard to race, color, sex, national origin or handicap.

Agency/Office/Employer signature: _____

Date _____

Parent Expectations and Understanding

*Parent assumes responsibility and liability for student during the released time to complete this job shadow experience.

* Parent will provide for or arrange for transportation to job shadow if necessary.

Parent signature _____ Date _____

Student Expectations and Understanding

*Student will attempt to choose a job shadow in a field of work that is related to the student's occupational goal(s).

*Student will strive to maintain a professional, responsible, and ethical work attitude during this experience.

Student signature _____ Date _____

CAREER AWARENESS/EXPLORATION FORM

Awareness Activities

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Academic Preparation

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Linkages

Date Agency Who is responsible for contact?

Student's Address and Phone Number

Parent (Guardian) _____

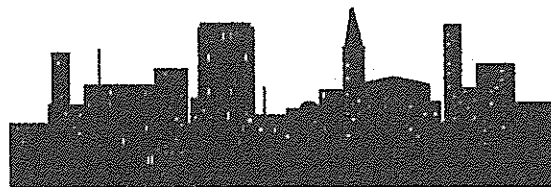
Address _____

Home Phone Number _____

Work Phone Number _____

Community

Experience



COMMUNITY EXPERIENCES

This section is closely associated with vocational training and instruction in that occupational interests are promoted. However, community experiences involves more than just a brief interaction with the student's local community. It encompasses visitations as well as extended work scenarios in which the student may receive credit toward graduation and/or fulfilled requirements toward IEP goals and objectives. In this section, students must complete an employer visitation and evaluation summary form after any job visitation (up to three per year), pictures of job sites and interactions, copies of thank you letters to participating businesses, community service log, and work experience evaluation sheet(s) from supervisor(s) in a work position.

EMPLOYER VISITATION AND EVALUATION SUMMARY FORM

Answer the following questions based upon the employer/business visitation.

1. Name of employer/business _____
2. Describe the jobs and positions you observed on this visit.

3. What are some prerequisite skills that are needed for some of the positions that you observed?
4. What are some of the duties that are required from 2 positions that you observed.
5. Do you have to have a high school diploma to get hired at this business?
How about a college diploma?
6. Were there any jobs that interested you? What were they?

7. What are some skills that you have learned or could learn at school that could prepare you for some of the tasks that you observed today?

8. What was the most interesting thing that you observed or did today?

9. Write a brief summary describing the visitation and include 2 things that you learned about this profession that you did not know.

Example of a Thank You to a Business

Dear Mr. DeLeon,

Thank you for allowing me the opportunity to visit and tour your business. I have seriously thought about working for a delivery company and the chance to see how things work "behind the scenes" was great. I have studied about the different requirements that I will need to complete before I can begin in an entry level position at your company. The visit reinforced what I have learned. However, I was surprised that I would have to sort for 5 years before I can drive the trucks. Again, I want to thank you for the time and energy you spent talking with me. I hope to be talking with you in the near future.

Sincerely,

Tony Rew



WORKSITE EVALUATION—TRANSITION (WORK EXPERIENCE)

Participant _____ Work Period _____

Worksite _____

Competency Factors—Please place the appropriate rating for each competency

- Scale: A = Excellent
- B = Above Average
- C = Average
- D = Not Acceptable
- F = Failing

1. *Attendance* _____
2. *Punctuality* _____
3. *Grooming/Hygiene* (dresses appropriately, grooms hair neatly and maintains good hygiene) _____
4. *Follows Directions* (listens to instructions, asks questions if necessary, carries out instructions) _____
5. *Quality of Work* (completes work neatly, accurately, and thoroughly for ability. Corrects errors and makes use of suggestions) _____
6. *Quantity of Work* (uses time efficiently, completes assignments on schedule, does his/her share of work) _____
7. *Dependability* (performs work at satisfactory level of consistency, works well without constant supervision. Shows initiative and good judgement with minimal supervision) _____
8. *Working Relationships* (shows respect for others. Helps co-workers. Shows a positive attitude when working with others.) _____
9. *Personal Behavior* (Adheres to established standards in regards to safety, use of equipment, and care of property. Takes responsibility for his/her actions. Willing to try new things) _____

PROGRESS—For each rating below a “C”, please list the criteria and/or action that needs to be worked on for improvement in this area.

Additional Comments:

Supervisor Signature _____ Date _____

Life Skills



LIFE SKILLS


This component focuses on documenting skills that relate to the independence of day-to-day living. The student will be expected to show data that demonstrate his ability to complete academic tasks relating to life skills, money management and calculations through a checking system unit, and a simulated postschool setting project.

The academic section includes curriculum that relates to specified areas of life skills (basic information, using money, time concepts, basic reading and writing, stress management, personal independence, community independence, and getting along with others). The student will be allowed to include ten pieces of work per semester that shows his competence in completing tasks relating to math, English, and social aspects that are a part of everyday living.

The demonstration of adequate money management and calculator skills will be shown through an integrated checking system unit. The student will be expected to transfer needed information from a selected reading passage to a simulated check. Then, the student will need to fill in the appropriate information in the check register to document the money transaction. Correct calculation (using a calculator) to find the final balance will also be necessary. Any deposits will be written in the appropriate sections and the balance will be calculated correctly (see sample worksheets, checks, and check register).

The final requirement for this section includes participating in a simulated postschool setting project. Using a career and occupations guide for


Washington State, the student will select a job in which he sees himself doing after graduation. The student will research the education needed and salary for the selected position. Then he/she will list their projected "lifestyle" based on personal preferences. This includes type of car(s), size/location of house, furniture, appliances, recreational activities, number of kids (if any), and insurance. Once listed, the costs for each selected preference will be figured and a monthly "bill" will be calculated. Comparison of selected "lifestyle" and job salary will be made and problem solving strategies will be employed if they do not correlate (see data sheets).

 YOUR NAME
Your Address
Your City, State, & Zip Code

Number _____ 19 _____

PAY TO THE ORDER OF _____ \$ _____

_____ DOLLARS

 Park National Bank
P.O. Box 05531, Your Town, 78213

FOR _____


1 234 56 78 9 1 23 00000000

Non Negotiable

Check Number	Date	Transaction Description	✓	Check/Fee Amount (-)	Deposit Amount (+)	Balance
A	B	C		D	E	F
				\$	\$	\$

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DEPOSIT TICKET

 YOUR NAME
Your Address
Your City, State, & Zip Code

DATE _____ 19 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

 Park National Bank
P.O. Box 05531, Your Town, 78213

CASH

C _____

H _____

E _____

C _____

K _____

S _____

OR TOTAL FROM OTHER SIDE

TOTAL ITEMS _____

SUBTOTAL _____

LESS CASH _____

NET DEPOSIT \$ _____

1 234 56 78 9 1 23 00000000

POST SCHOOL SETTING PROJECT

The purpose of this project is to determine your cost of living/lifestyle versus projected income from the career of your choice. Comparisons of total income and expenditures will be made based on a monthly plan. If your total income (per month) is more than your total expenditures (per month) you will have succeeded in effective planning. If your expenditures are more than your income (per month) you will be in debt. Thus, you will have to make some choices as to how you can reverse this situation. Good Luck!

List one career choice that you might want to do upon graduation _____

Using the career and occupations guide of Washington, identify the following:

1. Monthly salary (low range) _____
2. Is your job choice in growth or decline? _____
3. Suggested education or training for entry level positions _____

4. Suggested course of study _____
5. Preparation and training sites in Washington

A. In order for you to be considered for the position you have selected, additional training may be needed. List the cost (as determined locally) for attendance at the vocational training center or college of your choice per year (or monthly if less than a year).

\$ Cost _____

B. Multiply this cost by the number of years (or months) that it will take you to successfully complete this training program.

\$ Total Cost of Training Program _____

C. From the total cost, calculate the monthly payment that will need to be made by you to participate in this training program.

\$ Cost Per Month _____

Using a magazine, newspaper, television ads, etc., locate a house that you think you would like to live in upon graduation.

D. List the price of this house \$ _____

E. List the monthly payment that is necessary for you to live in this house \$

F. List the type of car(s) that you would like to drive _____

G. Find the car you listed using newspapers, magazines, television ads, etc. to determine the price of the car in which you selected. List its price \$

H. List the monthly payment that you will have to make in order to drive the car(s) that you have chosen \$ _____

I. Do you plan on getting married? ____ Yes _____ No

J. Do you plan on having kids? ____ Yes _____ No
If you answered "yes" to having kids, how many to you plan on having?

K. Using information from consumer guides, notes from class, etc. determine the monthly cost for each of the following:

1. Groceries (be sure to figure in if you have a family) \$ _____
2. Electricity Bill \$ _____
3. Phone Bill \$ _____
4. Leisure Activities (going out to eat, see movies, arcades, miniature golf, etc.)
\$ _____
5. Clothing Bill \$ _____
6. Work Supplies \$ _____
7. Medical Needs \$ _____

L. At this point, calculate the your monthly bill for all of the expenditures that you have listed.

TOTAL EXPENDITURES = \$ _____

M. Review your total income based upon the salary guide listed in the career and occupations guide for Washington State. Write your total salary.

Total Salary = \$ _____

N. Now deduct from that amount 25% for taxes. Write your new dollar amount.

Total Salary After Taxes = \$ _____

O. Take your total salary after taxes and divide that number by 12 (there are 12 months in a year).

Your Total After Taxes divided by 12 = \$ _____

P. This amount is the money that you earn in a month. Compare your monthly income with the total monthly expenditures.

TOTAL MONTHLY INCOME = \$ _____

TOTAL MONTHLY EXPENDITURES = \$ _____

Q. Is your total monthly income more than your total monthly expenditures?

____ YES

____ NO

R. If you checked "YES" then you have planned effectively. (But, do you have enough left over for emergencies, unexpected circumstances, or holiday seasons? It is something to think about!!)

S. If you checked "NO" then you are in debt. In other words, you cannot support your "way of life" and something has to change. What are some ways in which you can change your circumstances so that you can still reach your goals (occupationally and personally)?

T. Go back and make some reasonable corrections in your lifestyle preferences so that your total income per month is greater than your total expenditures per month.

U. Name at least 5 things that you learned from doing this project.

- 1.
- 2.
- 3.
- 4.
- 5.

V. Did you think of all the monthly expenditures that you would have or were you surprised?

W. What do you think happens to people who live outside of their "means?"

X. If you ended up in debt at the end of this project, what are some things that you can do that would allow you to reach your goals without compromising the expectations that you have set for yourself ?

Functional Vocational Evaluation & Assessment



FUNCTIONAL VOCATIONAL EVALUATION AND ASSESSMENT

The functional vocational evaluation is an integral component of the IEP as well as the transition plan. It will provide the planning team (student, guardian(s), teachers, therapist, and adult service providers) with information that will assist them in making informed decisions regarding the anticipated postschool outcome and provide guidelines for instruction. The process of assessment will specifically identify the student's occupational and career interests, abilities to complete tasks related to the interest choice, and the availability and opportunity for placement within the community setting.

The student will be expected to complete these forms and/or update them on a yearly basis. The forms include the functional vocational evaluation summary, student interview (two types), transition planning questionnaire, personal skills, high school vocational assessment student interview information, and the vocational assessment services recommendation form. The student must also select one teacher to complete the teacher interview and one supervisor/employer to complete the supervisor evaluation and student worker form (if it applies). The student's guardian(s) may fill out the parent interview form. However, if they are not living in the same residence, separate forms must be filled out. The actual functional vocational evaluation form will be completed at the IEP by the team members and a copy will be placed in the transition portfolio.

FUNCTIONAL VOCATIONAL EVALUATION FORM

Student's Name _____ IEP Date _____

SUMMARY OF FUNCTIONAL VOCATIONAL EVALUATION

Indicate the student's occupational interests, aptitudes, and the availability of occupational preparation opportunities including a description of the methods for determining this information.

ANTICIPATED POST SCHOOL OUTCOMES

Post Secondary Education	Employment	Community Living
<input type="checkbox"/> College Program	<input type="checkbox"/> Competitive	<input type="checkbox"/> Independent
<input type="checkbox"/> Vocational Training Program	<input type="checkbox"/> Supported	<input type="checkbox"/> Supported
<input type="checkbox"/> Not Determined	<input type="checkbox"/> Not Determined	<input type="checkbox"/> Not Determined
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Comments/additional needs:

NEEDED TRANSITION SERVICES

Transition services and/or support are needed in the areas as checked below. This IEP includes present levels of performance, goals and objectives in those areas checked as present need and the basis upon which the IEP team determined that services in a required area were not needed at the present time.

Required Areas	Present Need	Future Need	Not Needed
Instruction	_____	_____	_____
Vocational Ed/Training	_____	_____	_____
Community Experiences	_____	_____	_____
Employment Objectives	_____	_____	_____
Post-School Living Obj.	_____	_____	_____
Daily Living Skills	_____	_____	_____

Basis for not providing services in required areas:

INTERAGENCY RESPONSIBILITY AND/OR LINKAGES

Involvement of the following organizations/agencies is necessary to meet the student's transitional needs. This involvement may range from information gathering to actual initiation of a formal referral (Written consent is required before any information is released).

Agency	Purpose	Contact Person	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

STUDENT INTERVIEW (1)

Name _____ Age/DOB _____

1. What are your favorite classes in school? Why?

2. What are your least favorite classes? Why?

3. Tell me about your work experiences? (Include everything). For each experience, tell me what you liked about it and what you did not like.

4. What are your favorite activities outside of school?

5. Who are your favorite teachers? Why Who are your closest friends? Why?

6. What are your responsibilities around your house? What things are you good at, have difficulty with, like, and don't like?

7. What would you like to be doing five years after you leave high school?

8. What would you like to do after you leave high school-formal training, voc/tech school, or community work: What kind of work would you like to do? What do you know about this?

9. What do you see as your greatest strengths? (examples: good with people, good with numbers, can fix cars, work with computers, etc.) Do these skills fit with what you would like to do after high school?

10. What do you see as area that are the hardest for you? Do you know of ways to work around this, or to "accommodate" for this area?

11. How do you best learn something new? (Examples: learning to use a complicated cash register, learning how to make a difficult food dish, learning a new math function.) Which of the following would you want to do first that would make it the easiest for you to learn this skill? (watch someone, read the manuals, have someone tell me about it, figure it out by myself, work with a friend, watch a video about it.)

12. What things do you worry about the most after you leave high school? Why? (Examples may include: money, finding a job, learning how to take care of myself, finding a roommate.)

13. What kinds of things have you done to get ready for "life-after-high school?"

14. Where do you want to live after high school? Why? Do you see any difficulties with that choice?

15. Do you know where to get help after high school for: help in a training program, financial help, health problems, finding a job, emotional health issues, etc.?

STUDENT INTERVIEW (2)

Name of Student _____ School _____

Date of Birth _____ Age _____ Date of Interview _____

1. What kinds of things do you like to do in your spare time?

2. Do you have any hobbies?
3. do you watch much television? What is your favorite show?
4. Do you have any chores at home? List them.
5. How do you feel about doing these chores?
6. Do you usually do the chores without your parents reminding you to do them?
7. Are there jobs or types of work that you would like to do when you complete school?
8. Are there any jobs that you know you would not like? List them.
9. What are your favorite classes in school, either now or in the past?

10. What are your least favorite classes?
11. Are there any courses you have not had, but would like to take?
12. Do you take part in any activities ? (clubs, sports, office work, etc.)
-
13. In class/on the job, do you prefer working by yourself, with one other person, n a small group, or in a large group?
14. Would you rather have a job where you sat in one place most of the time or a job where you move around most of the time?
15. Would you rather work inside or outside?
16. Would you be willing to work when it is: (write yes or no)
- | | |
|--------------------|----------------------|
| a. _____ cold | e. _____ dirty |
| b. _____ hot | f. _____ open space |
| c. _____ wet | g. _____ closed area |
| d. _____ dangerous | |
17. Do you have a job outside of your home now? What is it?
18. Of any outside jobs or work you have done, what are your favorites?
19. Would you like to take vocational classes in high school? Yes___ No ___
Please list three vocational education programs you are most interested in:
- | | |
|----|-------|
| a. | _____ |
| b. | _____ |
| c. | _____ |

Signature of Interviewer

Date

STUDENT/PARENT TRANSITION PLANNING QUESTIONNAIRE

Student Name _____ Social Security Number _____

This questionnaire has been developed to provide information to assist us in setting up a student transition plan for the future. It should be completed after discussion about the future between parent(s) and the student concerning future goals and needs.

Please complete the questions below and return it to your DVR counselor. It is helpful for the student to have parent(s) help in completing this form.

Work/Training Experiences

List the jobs and/or volunteer work you have performed during your high school years. Please include any and all school work experience (list most recent jobs first).

Employer	Work Performed	Dates
_____	_____	From _____ To _____
_____	_____	From _____ To _____
_____	_____	From _____ To _____

Background Information

Do you have a driver's license? Yes _____ No _____
 Do you own a car? Yes _____ No _____
 Can you ride the public bus by yourself? Yes _____ No _____
 Do you receive SSI? Yes _____ No _____
 What were (are) your favorite classes in high school ? _____

What are your hobbies—what do you do for fun? _____

Personal Goals

After you graduate from high school, what do you want to do? This may include work, vocational training, school.

PERSONAL SKILL NEEDS FORM

Please identify areas in which you feel you need additional information and/or training to make you ready for independent living after high school graduation.

	Yes	No	Comments
Job Hunting (interview, application)	_____	_____	_____
Personal Finance Skills (checking, savings, loans)	_____	_____	_____
Living Accommodations (apartment, public utilities)	_____	_____	_____
College/Vocational School (scholarships, awareness applications)	_____	_____	_____
Self-Care (shopping, cooking, transportation)	_____	_____	_____
Mobility (physically impaired)	_____	_____	_____
Other ()	_____	_____	_____

Parent/Student Comments

We welcome your additional comments:

Student Signature

Date

Parent Signature

HIGH SCHOOL VOCATIONAL ASSESSMENT STUDENT INTERVIEW INFORMATION

School _____ Date _____
 Name _____ Birthdate _____
 Address _____ Zip _____ Age _____ Phone _____
 Parent/Guardian _____ Phone _____
 Social Security Number ___-___-____ Sex ___ Class F ___ S ___ J ___ S ___
 Transportation: Drivers License ___ Plan to Obtain License ___ Have Own Car ___

Vocational Classes (Taken/Enrolled)

Class	Middle School (X)	High School (X)	Teacher
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are you going to be absent from school for any reason in the next few weeks?
 Y ___ N ___
 If Yes, when? _____

Employment History:

Working Now? YES ___ NO ___

Employer	Job Description	How did you get your job? Why did you leave?
1. _____	_____	how? _____ Why? _____
_____	_____	how? _____ Why? _____

2. _____ how? _____
_____ Why? _____
_____ how? _____
_____ Why? _____

Skills and Interests

Responsibilities at Home _____

Social/Sports/Club Organizations _____

Hobbies/Special Interests _____

Vocational Plans

What are your career goals/plans following high school?

Have other people given you ideas?

What were the ideas?

Who gave them to you?

Personal Evaluation

What kind of students are you? Describe yourself:

Grade Point: _____

Effort:

Homework:

Attendance:

What qualities do you have that an employer would like?

VOCATIONAL ASSESSMENT RECOMMENDATIONS

Student _____ School _____

ID# _____ Date _____

This report uses the student's vocational assessment information as a basis for career planning recommendation.

Exploration

1. Use the Career Center and your local library to learn more about the following area:

A. _____ Group No. _____ B. _____ Group No. _____

Use the Worker Trait Group Guide, the Guide to Occupational Exploration, the Dictionary of Occupational Titles, Guide to Careers-Occupations in Washington State, and the Occupational Outlook Handbook to locate the Group Number and read about that group and the jobs within the group that they be interested in.

2. Talk to people you know who may do the work you are interested in or who may know people who do the work you are interested in.

A. _____ B. _____

Read about Career Biographies and use the W.O.I.S. system to learn more about these jobs.

Skills and Experience

1. **Vocational classes that you may consider:**

a. _____

b. _____

c. _____

2. Work experience to consider:

A. Summer

B. School Year

_____**Things to Think About**

1. What you may need to help you:
2. How you work with others:
3. Other considerations:

In the Career Center/Guidance Office You Will:

- a. _____
- b. _____
- c. _____

Remember: There are people to help you!

Your Vocational Evaluator: _____ Phone: _____

Your IEP Teacher: _____ Phone: _____

Your School Guidance Counselor: _____ Phone: _____

Your DVR Counselor: _____ Phone: _____

TEACHER INTERVIEW

Name of Student _____ Grade _____ Date _____
 Teacher's Name _____ Subject/Course _____

1. JOB SKILLS

A. Quality

_____ work has to be done over often
 _____ work occasionally needs repeating
 _____ does a good job most of the time

B. Quantity

_____ completes appropriate amount of work within given time period
 _____ leaves most of work unfinished
 _____ completes task most of time

C. Supervision

_____ cannot perform assigned task without supervision and encouragement
 _____ needs periodic prompting to see task through to completion
 _____ initiates appropriate independent action

2. WORK BEHAVIOR

A. Appearance/Grooming

_____ acceptable
 _____ unacceptable appearance

B. Personal Habits and Manners

_____ says "thank you", "please", etc. at appropriate times
 _____ does not interrupt others
 _____ often exhibits inappropriate behavior

C. Effort

_____ refuses to exert effort
 _____ average in effort
 _____ consistently works to best of ability

D. Self Criticism

_____ recognizes failures on poor work, attempts to correct
 _____ recognizes failures, responds only with frustration
 _____ satisfied with poor, inadequate work

E. Response to Criticism From Others

- _____ belligerent
 _____ average accepting of criticism
 _____ very accepting of criticism

3. TIMING

A. Punctuality

- _____ frequently late
 _____ occasionally late
 _____ rarely late

B. Attendance

- _____ very frequently absent
 _____ occasionally absent
 _____ rarely absent

4. INTERPERSONAL SKILLS

A. Social-Personal

- _____ tends to withdraw or keep to self
 _____ appears ill at ease in the presence of others
 _____ pleasant, outgoing

B. Peer Relations

- _____ has social problem with most, not having close social relationships
 _____ mixes well with own select few; has open conflict with some
 _____ mixes well with own select few, does not bother other students
 _____ mixes well with whole group

C. Cooperation/Attitude

- _____ refuses to cooperate
 _____ performs reluctantly
 _____ cooperation varies with nature of the problem or task

D. General Activity Level

- _____ apathetic slow, disinterested attitude
 _____ constantly moving, agitated, considerable fidgeting
 _____ appropriate activity level

E. Reaction to Change

- _____ able to accept change
 _____ not able to accept change

SUPERVISOR EVALUATION AND STUDENT WORKER FORM

Name of Worker _____ Date _____

Job Description/Title _____ Supervisor _____

Dates of Employment or Training From: __/__/__ To: __/__/__

Please answer all questions based on your observation of this student worker in relation to this job site.

1. List the student worker's primary tasks on this job.

2. Circle the number that best represents your opinion of this student worker's job performance. Indicate "N/A" for items which do not apply.

The Student Worker:	Does Consistently And Independently	Does with Assistance Or Reminders	Does Rarely Or Not At All
a. arrives and leaves on time.	3	2	1
b. maintains good attendance.	3	2	1
c. Comes to work clean and appropriately dressed.	3	2	1
d. Takes breaks and meals appropriately.	3	2	1
e. Relates well to fellow workers.	3	2	1
f. Relates well to supervisors.	3	2	1
g. Relates well to customers.	3	2	1
h. Completes tasks.	3	2	1

3. In your opinion, what areas of emphasis should be included in this student worker's vocational educational program?

PARENT INTERVIEW

Name of Student _____

School _____

1. Has your child ever done work for which he/she has been paid? Please Describe.

2. Is (was) he/she successful in work situations?

3. What kind of occupation/job do you expect your child to have when he/she finishes school?

4. What skills does your child need to be successful in this job?

5. What type of career does your child seem interested in at this time?

6. Are there particular vocational education courses you want your child to take to prepare for later employment?

7. What are your child's strengths?

8. What do you think the school can do to build on these strengths?

9. What are your child's limitations?

10. With which of these limitations do you think the school can help your child?

11. Does your child exhibit responsibility at home "usually"/"sometimes"/or "rarely"?

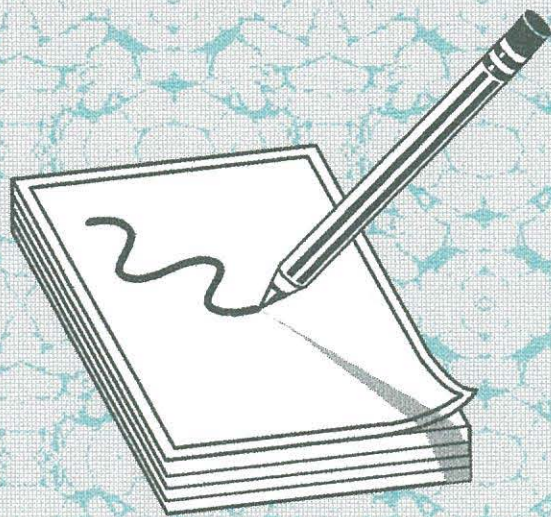
12. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

13. When do you expect your child to be financially independent?

Signature of Parent

Date

Interagency Collaboration



INTERAGENCY COLLABORATION

Interagency collaboration promotes the development of relationships between schools and outside agencies within the community. Through the communication and exchange of information, funding resources, and coordination of services can be planned for each student.

In the state of Washington, DSHS is the main support and service provider for people with disabilities. Within DSHS, there are various agencies designed to help individuals with employment, health coverage, places to live, and food. The following pages list these agencies and their purposes.

Within this section, students must complete the quality indicators checklist and an application form for DVR and DDD services with the help of their guardians, teachers, counselors, etc. Copies will be made to place in this section of their transition portfolio to demonstrate completion of this requirement. If accepted into the DVR and/or DDD program, copies of vocational plans, letters of acceptance, and related information will be included.

SERVICE AGENCIES IN WASHINGTON STATE

Division of Vocational Rehabilitation (DVR)— Offers vocational assessment and counseling, and rehabilitation planning and services, to achieve job placement. This agency also provides an Independent Living Program (ILP) designed for people with disabilities who want to increase their independence. The ILP may assist with attendant care management, counseling and advocacy, living arrangements, skill training, and services to the participants family.

Division of Developmental Disabilities (DDD)— Offers a wide range of services and supports to eligible individuals. Such services include: employment training and placement, assistance in accessing the community and participation in leisure activities, residential options which include minimal support to full 24-hour support for people with severe challenges to live in the community, family support through respite care, early childhood services for children 0-3 including therapeutic services for the eligible child in a center based or home based program.

Division of Mental Health— The mental health system offers: diagnostic services, residential programs which provide a range of support to citizens in order to remain individual and group therapy, support to families of citizens with mental illness, and medication management.

Division of Substance Abuse— Offers diagnostic services, residential rehabilitation programs which includes inpatient-rehabilitation, placement into a community program that may include short-term residential support such as a half-way house, follow-along treatment, educational programs for schools and for the community.

Aging and Adult Administration— Offers community residential resources focused on allowing citizens to remain in their own homes with appropriate medical and physical care. Among these, chore services is one of the most important resources funded through this agency. In addition, the agency provides: adult family home placement and monitoring for citizens who cannot remain in their own homes, respite care, access to nursing home care, and adult protection.

Division of Child and Family Services— Offers protection to children who are identified as at risk, counseling for children and their families to preserve the integrity of the family unit, and foster care placement. Eligibility is based on identified need for services.

Medical Assistance Administration—Offers Medicaid health insurance to eligible applicants. Application is made through the local Community Services Office.

Community Services Division— Offers monthly grants for basic living requirements, Medicaid, food stamps, employment referral services to the Department of Employment Security, and other job training and placement resources.

Department of Services for the Blind— A state agency that provides training and placement of visual impaired and/or blind adults. Consultations for parents of blind children are available through child and family program. This program assists in transition of high school students into vocational rehabilitation services of the agency: counseling guidance, adaptive skill training, vocational exploration, academic and vocational tuition assistance, job development, accommodation relevant to employment.

Department of Employment Security— Offers employment and training programs, job placement services for people who are unemployed. Services are available to all citizens including those who have disabilities.

Social Security Division— A federal agency which offers financial assistance for people with disabilities to achieve an independent life style. Eligibility depends on severity of disability. Supplemental Security Income (SSI) and Social Security Disability (SSDI) are two of the major programs. Transition students who have a disability are most likely to benefit from SSI. Each program has its own eligibility criteria.

LOCAL TRANSITION COUNCILS OR INTERAGENCY/COMMUNITY INCLUSION GOUPS (QUALITY INDICATORS)

*Group Composition *Post School Linkages *Group Process *Group Activity

The purpose of this group is to make the community more accessible to persons of disability and develop both short-and long-term transition services. This group may address issues such as transportation, independent living, community access, financial planning, recreation and leisure, and employment options.

Please check to indicate the areas that apply to your group:

GROUP COMPOSITION	Component	Component Needs	TA Required/Requested
	in Place	Modification	
Possible members of team			
Student			
School District			
Advocacy Group			
Social clubs, churches, etc.			
Private Employers			
Housing Authority			
Peer Support Groups			
Parent/Guardian			
Consumer Representative			
Post Secondary Education Rep			
DVR			
DDD			
Employment Security			
POST SCHOOL LINKAGES			
Adult Planning Linkages			
Student involved in linkages			
Interagency agreement plan			
GROUP PROCESS			
Meetings are regular and time specific			
Meetings have agenda and minutes kept			
Meetings have a facilitator/group leader			
Group has a vision statement			
Group has procedures for protection			
Group has participated in teaming act.			
Group has developed methods for conflict			
GROUP ACTIVITIES			
Effective exchange of agency information			

Identifying local funding sources			
Financial issues			
Futures planning, guardianship, trusts			
Transportation issues			
Natural supports			
Volunteering			
Community access			
Residential options			
Recreational options			
Developing Post secondary training option			
Employment options or support needs			

Parent Involvement



PARENT INVOLVEMENT

This section allows for the parent/guardians to provide valuable information toward transition planning and development of partnerships with IEP team members. Parental involvement within this process is important for the following reasons.

- *Mandated by law
- *Brings information unobtainable from other sources
- *Shares responsibility
- *Prepares families for post secondary realities
- *Accesses important community liaisons
- *Assists Multi-Disciplinary Team in determining what services are needed
- *Can assist in preparing student for participation in IEP process
- *Can assist in developing self-determination skills
- *Can advocate for developing and initiating new programs and community alternatives and activities

Along with communication between parents and school personnel, the parents need to talk to their sons or daughters . Here are some of the topics that should be discussed.

- *Exploring and defining a vision of the future
- *Planning for post-secondary education
- *Employment
- *Planning for independent living
- *Financial planning
- *Searching and accessing community resources, transportation and healthcare services
- *Exploring leisure and recreation activities
- *Information and training in personal relationships
- *Health and legal issues
- *Advocacy

Some sources of information for parents is also necessary. The following is a list of sources for parents.

- *Discussions with their son or daughter

- *Publication related to adults with disabilities
- *Educational professionals
- *Peer support groups
- *Social service agencies (DDD, DVR, SSI)
- *Advocacy organizations and healthcare providers

In order for the student to fulfill the requirements of this section, he/she must complete the Transition Partnerships with Families checklist with their parent/guardian and provide a completed copy of the Parent Transition checklist. A copy of the IEP, with parent signature, may also be placed in this section to demonstrate active participation in the IEP process.

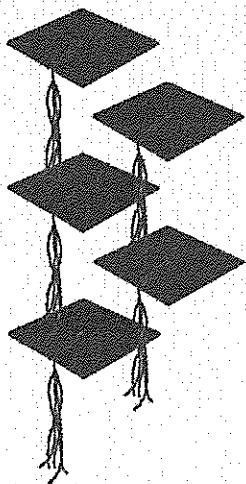
TRANSITION PARTNERSHIP WITH FAMILIES

ISSUE	CURRENT SITUATION	DESIRED FUTURE SITUATION	HELP NEEDED WHAT KIND?	WHO MIGHT HELP? HOW?	HOW TO GET HELP	BY WHEN
Income						
Job Training						
Living Situation						
Recreation						
Leisure						
Transportation						
Health care						
Advocates						
Friends						
Long-Term Plan						
Family Relations						
Insurance						

PARENT TRANSITION CHECKLIST

ACTION	CONTACT AGENCY	DATE	DATE	DATE	DATE	DATE
Obtain Social Security #	SS Office					
Apply to DDD	DDD Office					
Obtain Washington ID card	Dept. of Licensing					
Obtain Handicapped bus pass	Metro/City Transit					
Attend parent meeting on Transition	Transition Manager					
Develop home skills	Home/School					
Vocational Assessment	Transition Manager					
Obtain transition manual	Transition Manager					
Develop transition plan	Transition Manager					
Register for selective service	Post Office					
Register to vote	School Library, City Hall					
Apply for entitlement programs	SS Office					
Leisure skill connections	Parks Dept, Special Olym.					
Make application to DVR	DVR Office					
Long terms financial plan	ARC, People First					
Apply for guardianship	ARC, Private Attorney					
Final review/update transition plan	DDD, DVR					
Placement upon graduation	DDD, DVR					
Vocational resume	Transition Manager					
Work experience history						

Post School Education



POST-SECONDARY EDUCATION

Some students have the skills to continue schooling past the high school level. For these students, it is important to formulate a timetable and plan that will allow them to break some of the barriers that stand in their way to 2-year and 4-year schools. A heavy emphasis is placed on academic and graduation requirements, services available for monetary and tutorial support, and college entrance standards that must be met.

To demonstrate their preparation for post-secondary education, the student must complete the 4-year high school academic plan. This plan requires meeting with the school guidance counselor for information on graduation requirements and grade specific classes that must be taken in sequence. This plan must be updated on a yearly basis and include a copy of the student's transcripts (grade, GPA, and credits earned). A Campus Visitation Checklist, Post-Secondary Education Cost Worksheet, and the College Comparison Worksheet must be completed prior to graduation.

CHECKLIST FOR A CAMPUS VISIT

___ MEET WITH AN ADMISSION COUNSELOR

___ VERIFY ADMISSION REQUIREMENTS

___ DETERMINE ACTUAL COLLEGE COSTS

___ ASK ABOUT FINANCIAL AID OPPORTUNITIES

___ TAKE A CAMPUS TOUR

___ INVESTIGATE YOUR ACADEMIC PLAN

___ ATTEND CLASS

___ TALK WITH STUDENTS AND FACULTY

___ DISCUSS YOUR CHANCES FOR SUCCESS:

...Admission
...Graduation
...Placement

**WHAT DOES
POST SECONDARY
EDUCATION COST?**

	COLLEGES--SAMPLE COSTS		
BUDGET ITEMS			
Tuition and Fees			
Room and Board			
Books and Supplies			
Transportation			
Total Budget			

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME			
LOCATION *distance from home			
SIZE *enrollment number *physical size of campus			
ENVIRONMENT *type of school (2 or 4) *school setting (urban, rural) *location of nearest city *co-ed, male, female *religious affiliation			
AMMISSIONS REQUIREMENTS *deadline *tests required *GPA, Rank, Average *Special requirements *notification			
ACADEMICS *your major offered *special requirements *accreditation *student-teacher ratio *typical class size			
COLLEGE EXPENSES *tuition, room and board *estimated total budget *application fee, deposits			
FINANCIAL AID *deadline *required forms *% receiving aid *scholarships			
HOUSING *residence hall requir. *availability *types and sizes *food plan			

Portfolio Evaluation



SELF EVALUATION

Reflect upon the work that you completed in creating this portfolio by answering the following questions.

1) My portfolio reflects the progress I have made toward transition skills and preparation for post-school activities by...

2) The one aspect of my portfolio that is exceptional is...

3) By creating this portfolio, I have found that my strengths are...

4) One area or skill that I need to work on is...

5) This process was helpful to me because...

TEACHER EVALUATION

Based upon review of the portfolio, answer the questions to provide helpful feedback.

- 1) The picture I get of _____ based upon review of their portfolio is...

- 2) The strengths I see based upon this review is...

- 3) Areas I see that need improvement are...

- 4) The requirements were/were not met. Justification of this is based on...

- 5) This will be helpful to you in the future because...

- 6) Additional comments...