

**INDIVIDUAL TRANSITION FOLDER**

Circle each age completed            12      13      14      15      16      17      18      19      20

**Level 1 vocational goal:**

DATE: \_\_\_\_\_

**Measurable Post-secondary Goals:**

**Training:**

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Education:**

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Employment:**

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Independent Living:**

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**PLANNING CHECKLIST**

Date Planned	Activity	Date Completed	Party Responsible
	Level 1 Vocational Assessment		
	Level 2 Vocational Assessment		
	HS Orientation		
	CTE Tour/visitation		
	Enroll in CTE		
	Apply CBVH VR		
	Apply OMRDD		
	VESID VR referral		
	Summer employment		
	Resume/Portfolio (final yr)		
	Apply SAT/ACT		
	Apply Colleges		
	Updated Psychological (final yr)		
	Apply Adult services		
	Adaptive Behavior Scale		
	Register to vote		
	Register for Draft (males)		
	Photo ID/drivers license		

<u>Action</u>	<u>Suggested Age</u>
___ Perform Level I Assessment	12
___ Discuss the following curriculum areas at IEP meetings:	12 +
-Academic	
-Social	
-Language/communication	
-Occupational	
-Self-help skills	
-Self-advocacy skills	
___ Develop and implement strategies to increase responsibilities and independence at home.	12 +
___ Complete periodic vocational assessments	12 +
___ Research possible adult living situations as appropriate	15 +
___ Introduce and discuss Transition Services	14 +
___ Notify parents that transition services will be incorporated into IEP beginning at age 15	14
___ Discuss adult transition with CSE	14 +
___ Assure that copies of work-related documents are available:	
-Social Security Card	15 +
-Birth Certificate	
- Obtain working papers (if appropriate)	
___ Obtain parental consent so that appropriate adult agency representative can be involved	14+
___ Develop transition components of IEP & update annually	14+
___ Consider summer employ/volunteer experience	15 +
___ Explore community leisure activities	15 +
___ Consider need for residential opportunities, including completing applications, as appropriate	15 +
___ Obtain personal ID/driver's training/license	16 +

<u>Action</u>	<u>Suggested Age</u>
___ Develop Transportation/Mobility Strategies such as:	15 +
-Independent Travel Skills Training	
-Public or Para transit Transportation	
-Needs for Travel Attendant	
___ Investigate SSDI/SSI/Medicaid programs	15 +
___ Consider guardianship or emancipation	15 +
___ Develop and update employment plans	15 +
___ Involve VESID/CBVH, as appropriate, within two years of school exit	15 +
___ Investigate post-school opportunities (further educational/vocational training, college, military)	15 +
___ Seek legal guardianship	18
___ Apply for post-school college & other training Programs	17 +
___ Register to vote	18
___ Male students register for draft (No Exceptions)	18
___ Review health insurance coverage: Inform insurance company of son/daughter's disability and investigate rider of continued eligibility	18
___ Complete transition to employment, further education or training, & community living, affirming arrangements are in place for the following:	18 +
1. Postsecondary/Continuing Education	
2. Employment	
3. Legal/Advocacy	
4. Personal Independence/Residential	
5. Recreation/Leisure	
6. Medical/Health	
7. Counseling	
8. Financial/Income	
9. Transportation	

## TRANSITION PLANNING AREAS

### 1. EDUCATION

No Support Needed \_\_\_\_\_  
Vocational Assess. \_\_\_\_\_  
Voc. Prep./CTE \_\_\_\_\_  
Career Prep./Ind.Living \_\_\_\_\_  
GED \_\_\_\_\_  
College Prep. \_\_\_\_\_  
Other \_\_\_\_\_

### 2. RECREATION/LEISURE

No Support Needed \_\_\_\_\_  
Community \_\_\_\_\_  
(church groups, clubs, etc.)  
Family Activities \_\_\_\_\_  
Specialized Recreation \_\_\_\_\_  
Peer Activities \_\_\_\_\_  
Other \_\_\_\_\_

### 3. PERSONAL INDEP./RESIDENTIAL

No Support Needed \_\_\_\_\_  
Independent Living \_\_\_\_\_  
Living with Family \_\_\_\_\_  
Supported Living \_\_\_\_\_  
ICF/Comm. Residence \_\_\_\_\_  
Housekeeping Skills \_\_\_\_\_  
Self-Care \_\_\_\_\_  
Other \_\_\_\_\_

### 4. FINANCIAL/INCOME

No Support Needed \_\_\_\_\_  
Money Management/Budgeting \_\_\_\_\_  
Earned Income \_\_\_\_\_  
Banking Skills \_\_\_\_\_  
SSI/SSDI \_\_\_\_\_  
Unearned Income \_\_\_\_\_  
(trust fund, savings, gifts)  
Other \_\_\_\_\_

### 5. LEGAL/ADVOCACY

No Support Needed \_\_\_\_\_  
Understanding Advocacy Needs/Rights \_\_\_\_\_  
Wills/Trusts \_\_\_\_\_  
Guardianship/Advocacy \_\_\_\_\_  
Selective Service \_\_\_\_\_  
Voter Registration \_\_\_\_\_  
Other \_\_\_\_\_

### 6. MEDICAL/HEALTH

No Support Needed \_\_\_\_\_  
Insurance \_\_\_\_\_  
Medicaid/Medicare \_\_\_\_\_  
Psychiatric/Psychological \_\_\_\_\_  
Support Group \_\_\_\_\_  
General Health Care \_\_\_\_\_  
Other \_\_\_\_\_

### 7. EMPLOYMENT

No Support Needed \_\_\_\_\_  
Competitive Employ. \_\_\_\_\_  
Supported Employ. \_\_\_\_\_  
Sheltered Employ. \_\_\_\_\_  
Day Hab./Treatment \_\_\_\_\_  
Other \_\_\_\_\_

### 8. TRANSPORTATION

No Support Needed \_\_\_\_\_  
Use of Public Transportation \_\_\_\_\_  
Mobility Issues \_\_\_\_\_  
Family/Friend Supported \_\_\_\_\_  
Other \_\_\_\_\_

### 9. POST-SECONDARY/CONTINUING EDUCATION

\_\_\_\_\_ Application Assistance  
\_\_\_\_\_ Financial Aide Assistance  
\_\_\_\_\_ Study Skills Training  
\_\_\_\_\_ Self-Advocacy Skills Training  
\_\_\_\_\_ College Interview

\_\_\_\_\_ Transportation Assistance  
\_\_\_\_\_ Contact with Accommodative  
Services Office  
\_\_\_\_\_ Orientation Programs  
\_\_\_\_\_ College/Program Selection

## INDIVIDUAL TRANSITION FOLDER

### Instructions

**Student Outcomes** When helping a student plan for transition, one must take into consideration the student's preferences and interests. It is extremely important that the student and his/her parents/guardians are carefully interviewed to determine their views on desired outcomes in the areas of post-secondary: employment, education/training and independent living. Beginning with the IEP in place at age 15, each year the student's post-secondary goals are recorded next to the correct date and line.

**Transition Planning Areas** New York State Education Department mandates that schools assist students with disabilities plan for transition in all 9 of the areas listed.

1. Areas As this will be a cumulative record; the areas addressed may change from year to year. You will help the student determine which area requires planning. For example, if the Jane needs work on her money management skills (i.e. balancing a checkbook, making change), go to the planning area marked Financial/Income and put down the year on the line labeled MONEY MANAGEMENT. This information will be placed in the PLP section of the upcoming IEP. The PLP section will then function as the springboard for the rest of the IEP and Transition will thread through the following: PLP, MPGs, MAGs, Programs and Services, and CSAs.

All 9 planning areas need to be reviewed each year. The particular outcome within an area will change over time. For example, in 8<sup>th</sup>, John's EDUCATION goal may be to graduate and attend college for a degree in Nursing. In 10<sup>th</sup> grade, however, his goal changes to graduating with a high school diploma and attending the CTE Nursing Assistant program. Therefore, the first two years of planning in the areas of EDUCATION would come under the heading of College Prep. In 10<sup>th</sup> grade, planning would be changed to Vocational Prep/CTE.

Each year, after assessing each individual planning area and choosing a particular outcome put the current year on the line next to the chosen outcome.

2. No Support If after interviewing and evaluating the student's status, you determine that the student does not require any support services in a given area, record the year next to the line labeled, NO SUPPORT NEEDED.

3. Other If the student refuses assistance in any given area that you consider necessary, "refused" with the date should be recorded.

IEP: Individual Education Program  
PLP: Present Level of Performance  
MPG: Measurable Post-secondary Goal  
MAG: Measurable Annual Goal  
CSA: Coordinated Set of Activities

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