

# **Transition Services**

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## **Information Guide**



SixDistrict  
EducationalCompact

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# Why is Transition Important?



## **The Transition Services requirements of IDEA provides the following important opportunities:**

- **Assists students and their families to think about the future and consider student options after high school**
- **Allows time for students, families, and others to plan together on how to make high school experiences relate directly to the student's dreams and desired outcomes;**
- **Assists students and families to make connections to services they will need both during and after high school;**
- **Increases the likelihood that students are successful when they exit school.**

*Reference: Ohio Department of Education*

# Four Components of Transition Planning

## **TRANSITION PLANNING...**

### **1. ... is based on a child needs, strengths, interests, and special preferences.**

The student and his or her parents or guardians need to determine long-range goals for

- Postsecondary education
- Employment
- Independent living
- Community participation

Invite the student to the IEP meeting. If the student does not attend the meeting, other steps must be taken to ensure that the student's preferences and interests are considered such as

- Completing the Individual Career Plan;
- Conducting a functional career assessment;
- Meeting with career guidance personnel;

### **2. ... is designed within a result-oriented process.**

Begin with the student's long range goals and determine what knowledge, skills and attitudes must be taught to reach each goal.

Linkages with the individual's support network, which may include the individual's parent/family members, agency personnel (including adult services, when appropriate), community services, and natural supports.

### **3. ... is a coordinated set of activities that is evident throughout the IEP.**

The IEP should consider the need for transition services in the areas of

- Instruction
- Community experiences
- Development of employment objectives
- Development of other post school adult living objectives
- Daily living skills (if appropriate)
- Linkages with adult services (if appropriate)
- Functional vocational evaluation (if appropriate)
- Related services

Major activities should have objectives in the IEP. Generally, the IEP should include instruction, community experiences, and the development of employment and other post-school adult living objectives.

### **4. ... is designed to promote movement into post-school living settings.**

Adult services personnel should be involved in IEP planning at least two years prior to graduation, if appropriate. Adult services personnel, parents, and students should take responsibility for some transition services. Transition services need to be monitored. Reconvene the IEP team if transition services cannot be provided as planned.

# About the Transition Services Information Guide



This Information Guide is designed for transitional planning. The guide provides information and service providers by grade level. At each grade level there are examples of services, programs and the service providers that may plan or contribute to the student's transition plan. This guide should not be thought of as a "transition recipe" for all students. Each student's transition plan should be individualized. Therefore, many options may be considered appropriate. Services and providers will be identified on the transition page of the IEP.

Included in this guide is a brief description of programs and services represented in the Six District Educational Compact. For more in-depth information, the person that provides a particular transition service may be invited to an IEP or transition-planning meeting for an individual student.

Not all transition plans will include every service, resource or service provider identified in the booklet. It is up to the transition team to develop a plan that will allow the student to successfully enter the adult world.

Potential IEP/Transition Team Members:

- Student
- Parent
- Career Assessment evaluator
- Community Agencies
- School Counselor
- Job Training Coordinator
- Occupational Therapist (OT)
- Career Technical-Special Education Coordinator
- Physical Therapist (PT)
- Regular Education Teacher
- School Psychologist
- Special Education Supervisor
- Case Manager
- Speech/Language Pathologist (SLP)
- Tutor (ISGI)
- Work Study Coordinator
- Parent Mentor

# About the Six District Educational Compact



**The Six District Educational Compact** - The Compact consists of Cuyahoga Falls, Hudson, Kent, Stow-Munroe Falls, Tallmadge and Woodridge school districts. The Compact offers a wide range of College Tech Prep initiatives and coordinates special education programs, summer school, Ohio Graduation Test preparation, staff development, substance abuse prevention and intervention, as well as special events.

**The Six District Educational Compact College Tech Prep Initiatives** - The Compact offers a wide variety of career-focused programs located among six high schools represented in the Six District Educational Compact. Programs range from Health Careers Technologies to Business Management and from Construction Technologies to Culinary Arts and Catering.

The Compact has resource people available to provide career and transition services for those students on an IEP, including:

- **Career Assessment Coordinator** provides students with a career assessment.
- **Career and Technical-Special Education Coordinator** is the liaison for special education students in College Tech Prep Initiatives.
- **Work-Study Coordinator** provides education and guidance, job placement assistance and follow-along services (on-going support on the job).
- **Job-Training Coordinator** works with those students who are in need of more individualized transition services and supported employment services such as job training, job placement and follow-along services (on-going support on the job).
- **Special Education Supervisor** provides guidance and information about services.
- **School Counselor** can provide information and assistance about career and post-secondary education/training choices.

# Transition Services and Programs



**Career Assessment** – Identifies skill level, career interests, work aptitudes, work values and employability skills.

**Career Passport** – This is a document that outlines in detail all the occupational skills and competencies acquired in high school by students who meet specified criteria in a workforce development career program. A career passport is a distinctive portfolio containing an individualized student profile, grade transcripts, attendance records and reference letters, as well as a list of acquired skills and competencies.

**Individual Academic Career Plan (IACP)** is a planning document initiated by the learner, with input from parents/guardians, teachers and counselors, prior to the ninth grade and reviewed every year thereafter.

**The County Boards of Developmental Disabilities** – These agencies provide a variety of services to individuals who are developmentally disabled. A person may be deemed eligible through the administration of the **Children’s Ohio Eligibility Determination Instrument (COEDI)** for children or the **Ohio Eligibility Determination Instrument (OEDI)** for those over the age of 16.

**Community Based Supported Experiences** – These are collaborative programs involving community partners and the Six District Educational Compact. These experiences are designed to provide exploratory work experiences for students in a community setting. Experiences can be designed to fit the student’s individual career development needs.

**The Bureau of Vocational Rehabilitation (BVR) or Opportunities for Ohioans with Disabilities (OOD)** – This agency works in partnership with persons with disabilities to access the services needed to identify, prepare for, obtain and maintain appropriate employment.

**Bureau of Services for the Visually Impaired (BSVI)** is for individuals with visual impairments.

**Adult Services Agencies** – These represent many different agencies that may be available to provide services to persons with disabilities after their graduation from the public schools; for example, Mental Health and Social Security.

# Grade 8

## Goals: Identify career interests and courses of study for high school

### Activities

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

**Initiate Individual Academic Career Plan (IACP)**

**Identify and strengthen employability skills**

**Select high school classes appropriate to the student's career development**

**Begin transition awareness for parents and students**

**Refer appropriate students to local Board of Developmental Disabilities (DD) for the Children's Ohio Eligibility Determination Instrument (COEDI) with parental approval**

**Inform parents and students of option for public school service to age 22**

### Provider/Resource

IEP team

School Counselor  
Classroom Teacher  
Special Education Supervisor

Parents and Students  
Classroom Teachers

Classroom teacher  
Job Training Coordinator\*  
Work-Study Coordinator\*  
Career and Technical-Special Education Coordinator\*  
School Counselor

Classroom Teacher  
Special Education Supervisor  
School Counselor

Classroom Teacher  
Special Education Supervisor  
Parent

Classroom Teacher  
Special Education Supervisor  
Parent

\* The Work-Study Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available to assist with any of these activities on a consultation basis.



# Grade 9

## Goals: Explore work, postsecondary education, independent living and leisure options

### Activities

Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.

### Provider/Resource

IEP team

### Continue Individual Career Plan

School Counselor  
Classroom Teacher  
Special Education Supervisor

### Implement functional curriculum for employability and independent living skills

Classroom Teacher  
Work-Study Coordinator\*

### Strengthen appropriate work attitudes and behaviors through practical work experience within the school setting

Classroom Teacher  
Work-Study Coordinator\*

### Continue awareness of individualized services available for transition planning

Classroom Teacher  
Work-Study Coordinator\*  
Career and Technical-Special Education Coordinator\*  
Job Training Coordinator\*  
Special Education Supervisor

### Inform parents and students of option for public school service to age 22

Classroom Teacher  
Special Education Supervisor  
Parent

\* The Work-Study Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available to assist with any of these activities on a consultation basis.

# Grade 10

## Goals: Explore work, postsecondary education, independent living, and leisure options

### Activities

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

### Provider/Resource

IEP Team

**Continue Individual Career Plan (ICP)**

School Counselor  
Classroom Teacher  
Special Education Supervisor

**Implement functional curriculum for employability and independent living skills**

Classroom Teacher  
Work-Study Coordinator\*

**Strengthen appropriate attitudes and behaviors for employment through work experiences within the school setting and community career exploration**

Classroom Teacher  
Work-Study Coordinator\*

**Provide guidance in transition planning for students, with parental involvement**

Classroom Teacher  
Work-Study Coordinator\*  
Special Education Supervisor

**At age 16, refer appropriate students to local Board of Developmental Disabilities for the administration of the adult Ohio Eligibility Determination Instrument (OEDI)**

Classroom Teacher  
Special Education Supervisor  
Work-Study Coordinator\*

**Conduct career assessment at the Career Assessment Center with follow-up parent conference**

Career Assessment Coordinator

**Attend Compact Career orientation and visitation days per high school**

Student and Parent  
School Counselor  
Career and Technical-Special Education Coordinator\*

**Participate in Six District Educational Compact College Tech Prep Initiative Reception, if accepted**

Student, Parent

**Inform parents and students of option for public school service to age 22**

Classroom Teacher  
Special Education Supervisor  
Career and Technical-Special Education Coordinator\*

**Discuss with parents and student graduation options**

IEP Team

\* The Work-Study Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.

# Grades 11-12

## Goals: Obtain work, postsecondary education, residential living and leisure options

<u>Activities</u>	<u>Provider/Resource</u>
<b>Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.</b>	IEP Team
<b>Continue Individual Career Plan (ICP)</b>	School Counselor Classroom Teacher Special Education Supervisor
<b>Implement functional curriculum for employability and independent living skills</b>	Classroom Teacher Work-Study Coordinator* Job Training Coordinator*
<b>Strengthen appropriate work attitudes and behaviors for employment through work experiences within the school setting, community-based employability training and/or community job placement</b>	Classroom Teacher Work-Study Coordinator* Job Training Coordinator*
<b>Provide guidance in transition planning for students, with parental involvement</b>	Classroom Teacher Work-Study Coordinator* Special Education Supervisor Job Training Coordinator* Career and Technical-Special Education Coordinator*
<b>At age 16, refer appropriate students to local Board of Developmental Disabilities for the administration of the adult Ohio Eligibility Determination Instrument (OEDI)</b>	Classroom Teacher Special Education Supervisor Work-Study Coordinator* Job Training Coordinator*
<b>Conduct career assessment at the Career Assessment Center with follow-up parent conference</b>	Career Assessment Coordinator
<b>Visit Six District Educational Compact College Tech Prep Initiatives</b>	School Counselor Career and Technical-Special Education Coordinator*
<b>Inform parents and students of option for public school service to age 22</b>	Classroom Teacher Special Education Supervisor Parent
<b>Discuss with parents and student graduation options</b>	IEP Team

\* The Work-Study Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.

# Grade 12- Age 22

## **Goals: Obtain work, postsecondary education, residential living and leisure options**

### **Activities**

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

**Continue Individual Career Plan (ICP)**

**Conduct career assessment with follow-up parent conference**

**Implement community job placement, support and follow-along services**

**Provide guidance to students and parents in networking with appropriate Adult Services Agencies**

**Discuss with parents and student graduation options**

### **Provider/Resource**

IEP Team

School Counselor  
Classroom Teacher  
Special Education Supervisor

Career Assessment Coordinator  
Agency Assessment  
Student  
Parent

Work-Study Coordinator\*  
Job Training Coordinator\*  
Adult Services Agencies

Work-Study Coordinator\*  
Job Training Coordinator\*  
Career and Technical-Special  
Education Coordinator\*

IEP Team

\* The Work-Study Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.

# Transition: Post-Secondary to College and Universities

- I. **Investigate Post Secondary Education Opportunities**
  - a. Career-Review what the college/university offers relative to the student's career aspirations.
  - b. Accommodations/Services - Find out what accommodations and services the college/university provides.
- II. **Self-Advocacy**
  - a. Student identification- The college/university will not identify individuals with disabilities. Students must identify themselves to the college/university.
- III. **Colleges'/Universities' Preferences**
  - a. ETR
  - b. Adult IQ Test
  - c. Evidence of a disability
    - i. Medical
    - ii. Psychological
  - d. IEP-Not necessary, but may be helpful
  - e. Summary of Performance-Not necessary, but may be helpful
  - f. Self-Awareness-Students know their disability and the accommodations that they received in high school.
- IV. **Accommodations**
  - a. Eligibility-Students are eligible for services. They are not entitled to services.
  - b. Readers
  - c. Tutors
  - d. Mentors
  - e. Additional time for taking tests-The student is responsible to handle the scheduling.
  - f. A place without distraction for test taking.
  - g. Calculators
  - h. Note Taking services
  - i. Attendance Addendum-All requirements of the syllabus must have been met, but the student may miss classes if the student has chronic illness.
- V. **Academic Standards**
  - a. Assignments-Students will be expected to complete all assignments and requirements of the syllabus on time.
  - b. Tests/Quizzes- Student assessments will not be altered or adjusted.
- VI. **Dormitory Living**
  - a. Personal Aides-The college/university does not provide personal aides. They may be arranged through BVR.

# Free Age-Appropriate Transition Assessments

Senate Bill 316 incorporating changes to the secondary transition requirements for students with disabilities. Section 3323 now states the following:

“(H) Beginning no later than the first IEP to be in effect when the child is fourteen years of age, and update annually thereafter, a statement describing:

- (1) Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education and independent living skills.
- (2) Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability.
- (3) The transition services including courses of study, needed to assist the child in reaching goals described in divisions (H)(1) and (2) of this section.

Additionally, IDEIA 2004 states that “Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills” [§300.320 (b) (1)].

In the past many teachers and employment specialists have given transitioning students interest inventories and done vocational assessments or on-the-job evaluations. However, the new transition requirements state **age appropriate** transition assessments (**meaning more than one assessment**). However, many teachers and employment specialist do not have access to commercial transition assessments or do not have funds to acquire them.

This sample packet has free, mostly informal assessments, which have been retrieved from non-copyrighted material or directly from the Internet. You can use them for students for educational purposes. Suggestions are also given for assessments that you may already given that serve a transition assessment purpose.

# Self-Advocacy Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

	Sometimes	Never	Whenever I need it
<b>1. How often do you ask for help from a teacher?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Imagine that you are going to seek assistance in college because of your learning disability. What materials would you bring to the meeting?**

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**3. When you enter college or a technical vocational school, who will you ask for help?**

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**4. When you need help which of these are likely to be difficult for you?**

	Sometimes	Never	Whenever I need it
taking the initiative and asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making your needs clearly understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
knowing what help you need and asking for it specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. When you enter post-secondary school, when are you the most likely to identify yourself as learning disabled to the appropriate people?**

before school starts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
during the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
after you get used to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
after you find out you need help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
never, you don't want people to know you have a learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only if you really need the help to pass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Imagine that you're already in college or technical school and aren't sure you can cope with your classes. Would you:**

	<b>Sometimes</b>	<b>Never</b>	<b>Whenever I need it</b>
get the textbook early and read it or have it taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get a vocabulary list and learn the words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
find out what special help is available on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask the learning disability specialist to write letters to your instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask for a change in graduation requirements, such as being excused from taking a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?**

parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
friend or classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning disability specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
you'd figure it out on your own, without asking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. When you need help from a teacher how would you feel?**

embarrassed to have anyone know you need special attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
frustrated with the teacher and yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
confused about what sort of help to ask for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable about asking teacher for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Accommodations Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

**1. When you enter post-secondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)**

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**Check the box that shows how likely you are to use each method.**

**2. When you need extra help in a class, which of these are most likely to help you:**

	Sometimes	Never	Whenever I need it
Taped lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
extra time on assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
class notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
taped textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using a word processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
alternative test/assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking questions during a lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
joining a study group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. When preparing for a test exam, which of these accommodations would be the most helpful to you?**

asking for extra time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to take the test in another room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to have the test read to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for writing assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to read your answers into a tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. If you have reading difficulties, which of these are most likely to help you?**

asking to have textbooks taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for someone to read to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for extra time to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enrolling in a reading skills class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. If you have writing difficulties, which of these are most likely to help you?**

	<b>Sometimes</b>	<b>Never</b>	<b>Whenever I need it</b>
using a computer for word processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for proofreading help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dictating written work to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to give an oral rather than written reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for a note taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tape recording lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. When preparing for a test exam, which of these accommodations would be the most helpful to you?**

asking for extra explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listing steps of a process in your notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
setting up time to work alone with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using graph paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. If you have reading difficulties, which of these are most likely to help you?**

asking for a syllabus (course schedule) ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting assignments ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keeping a calendar of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
breaking large assignments into parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Transition Planning and Preference Survey

This brief survey is designed to help each student's transition team create a plan based on the student's needs. The transition plan is a long-range vision for the future which considers where the student will work, live and become a part of their community. Teachers and parents should assist the student in completing this form.

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

## I. Work and Education

A. What type of jobs are you interested in after graduation?

- Competitive Employment (in the community, on his/her own)
- Supported Employment (in the community, with help from employment specialist and adult agencies)
- Sheltered Employment (in a protected environment where pay is based on amount of work done, usually minimum wage)

B. What type of jobs are you interested in after graduation?

_____	_____
_____	_____
_____	_____

C. What kind of jobs do you do around your home?

_____	_____
_____	_____
_____	_____

D. What kinds of programs or services do you feel would help you prepare for work after graduation?

_____	_____
_____	_____
_____	_____

- Classroom work skills training
- Community work skills training
- Six District Educational Compact College Tech Prep Program
- Technical school
- Summer jobs
- Career exploration

At what age do you expect to graduate from high school? 18 19 20 21 22

## II. Residential Living

A. Where will you live in the future?

- Independently in a home or apartment
- Independently in a wheelchair accessible home or apartment
- In an apartment with staff to assist a few hours each week
- In a supported living situation, with daily support staff
- With parents or relatives

B. What programs or services will help you prepare for residential living as an adult?

- Self-care/safety classes
- Housekeeping
- Money and budgeting
- Clothing care – selection, laundry, and repair
- Cooking and nutrition
- First aid and health
- Other

## III. Community Participation

A. As an adult, what activities will you participate in?

- Church activities
- Clubs
- Recreation
- Voting
- Continuing education

List those activities that you currently participate in now (for example: Scouts, church, etc.)

_____	_____
_____	_____
_____	_____

B. What type of transportation do you plan on using?

- Public
- Accessible vans
- Private automobile/with a driver
- Private automobile/drive myself





## LIFELONG EDUCATION AND TRAINING

Reading	Student	Parent	Teacher	Average
<p>10. Do you accurately read short phrases and sentences? Some examples are (1) short questions on a test, (2) restaurant menus, and (3) newspaper headlines.</p> <p>11. Do you accurately read short paragraphs? Some examples are (1) directions for cooking food, and (2) instructions for doing homework.</p> <p>12. Do you accurately read lengthy materials? Some examples are: (1) newspaper and magazine articles, and (2) novels.</p> <p>13. Do you accurately read difficult materials? Some examples are: (1) textbooks, and (2) manuals for operating a dishwasher or stereo system.</p>				

Writing	Student	Parent	Teacher	Average
<p>14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test.</p> <p>15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place.</p> <p>16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications</p>				

Math	Student	Parent	Teacher	Average
<p>17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator?</p> <p>18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time.</p> <p>19. Do you use math skills to help solve problems in school or in the community? Examples include (1) the length of a trip, and (2) developing a budget.</p>				

<b>Post-Secondary Education</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c) county social services, d) other adult services, e) financial assistance.				
21. Can you identify a variety of post-secondary training/learning options that match your career goal?				
22. If you have a disability, do you ask for accommodations (when needed)?				

## HOME LIVING

<b>Self Care</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
23. Do you have good sleeping habits?				
24. When you are having personal problems, do you go to friends or family members for help?				
25. Do you have good health habits?				

<b>Nutrition and Fitness</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
26. Do you eat well balanced, healthy meals each day?				
27. Do you maintain your weight at a good level?				
28. Do you exercise at least three times a week?				

<b>Personal Management</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
29. Do you get yourself up in the morning?				
30. Do you prepare meals for yourself?				
31. Do you manage money effectively?				
32. Do you manage time effectively?				

<b>Money Management</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change.				
34. Do you shop carefully and get things for good prices?				
35. Do you use a checking or savings account to manage your money?				
36. Do you budget your money well enough to pay for the things you want and need?				



<b>Medical</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
37. Do you know what to do in emergency situations?				
38. Do you independently take medication?				
39. Do you make doctor's appointments?				
40. Do you know the difference between serious and minor illnesses?				
41. If you have a disability, can you explain it to medical personnel?				

### **COMMUNITY PARTICIPATION**

	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
42. Do you use the telephone to get information about things that you need?				
43. Do you know how to find transportation when needed?				
44. Do you have a driver's license?				
45. Do you use relevant community resources (e.g., health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylists)?				
46. Do you make appointments in the community and keep them?				
47. Do you locate unfamiliar destinations by asking for directions and/or using a map?				

### **RECREATION/LEISURE**

<b>Socialization/Friends</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
48. Do you have friends your age?				
49. Do you have different kinds of personal relationship (intimate friends, close friends, acquaintances)?				

<b>Leisure/Recreation Activities</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
50. Do you have a hobby? Some examples are (1) using, a computer (2) playing an instrument and (3) painting.				
51. Do you participate in school activities?				
52. Do you participate in community activities?				
53. Do you find information on leisure activities of interest to you?				

## PERSONAL LIFE (crosses all transition areas)

<b>Communicating With Other People</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
54. Do you look people right in the eye when you talk to them or they talk to you?				
55. Do you listen carefully to other people when they talk to you and try to understand what they are saying?				

<b>Relating to Authorities</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
56. If you don't understand what a teacher or employer wants you to do, do you ask questions?				
57. If teachers or employers try to correct something you are doing, do you accept their help?				
58. If you think that a teacher or employer isn't treating you fairly, do you stand up for your rights?				

<b>Relating to Peers</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
59. Do you get along well with people your own age?				
60. If something isn't going well with your friends, do you work it out?				
61. If you need something from a friend, do you ask for help?				
62. If somebody tries to take advantage of you, do you stand up for yourself and stop this from happening?				

<b>Self Awareness</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
63. Do you participate in your IEP/transition planning?				
64. Do you understand and effectively talk about your limitations/needs as well as strengths?				

<b>Responsibility</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
65. Do you complete your school assignments on time?				
66. Do you come to classes regularly and on time?				
67. Do you follow through on things that you tell people you will do?				

<b>Solving Problems</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
68. When you have a problem, do you think of several ways of solving it?				
69. When you can't think of a good way of solving a problem, do you ask other people for help?				
70. After you make a decision, do you follow through on doing what you have decided?				

# Employability/Life Skills Assessment

(Ages 14-21 years)

developed by  
Roberta Weaver  
And Joseph R. DeLuca

## STUDENT INFORMATION

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

## RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

## GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.**

### EXAMPLE (for a 14 year old student)

#### I. SELF HELP SKILLS

#### AGE

#### AGE

A. *Demonstrates personal hygiene and grooming by:*

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

T

	14	15	16	17	18	19	20	21
2								
1								
1								
<b>4</b>								

B. *Dresses appropriately by:*

- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

T

	14	15	16	17	18	19	20	21
2								
3								
1								
<b>6</b>								

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

SCORE	SELF-HELP SKILLS				WORK HABITS		TASK RELATED		WORK QUANTITY		WORK QUALITY		RELATIONS: SUPERVISOR		RELATIONS: PEERS		WORK ATTITUDES		SCORE	AGE					
	HYGIENE, GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS, ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY			SHOWS RESPECT	LANGUAGE MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES, REWARDS
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### OHIO'S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142).

Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education

**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**I. SELF HELP SKILLS**

- A. Demonstrates personal hygiene and grooming by:**
- meeting teacher expectation for cleanliness.
  - meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).
  - meeting teacher expectation for consistent, independent personal hygiene and grooming.

	14	15	16	17	18	19	20	21
<b>T</b>								

- B. Dresses appropriately by:**
- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
  - identifying when clothes should not be worn (dirty, ill fitting, etc.).
  - wearing clothes that are in good condition, clean and pressed with detail given to appearance.

<b>T</b>								

- C. Travels independently by:**
- walking or riding to school, following safety rules.
  - getting around the school building or grounds.
  - getting around the community.

<b>T</b>								

- D. Communicates effectively by:**
- demonstrating effective listening skills, including eye contact.
  - expressing self, answering and asking questions.
  - demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

<b>T</b>								

**II. GENERAL WORK HABITS**

- A. Attends regularly/arrives on time by:**
- having no unexcused absences.
  - arriving at class, school, or work on time.
  - following school procedures when tardy or absent.

<b>T</b>								

- B. Stays on task by:**
- meeting teacher expectations regarding length of time on task.
  - completing a task without being distracted.
  - returning to task if distracted.

<b>T</b>								

AGE

AGE

- C. Works independently by:**
- locating materials.
  - beginning work promptly.
  - asking peers/teachers questions about a given task at the appropriate time.

	14	15	16	17	18	19	20	21
<b>T</b>								

**III. TASK RELATED SKILLS**

- A. Cares for tools, materials, and work area by:**
- meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).
  - locating and returning work materials and belongings to the proper storage area.
  - maintaining and caring for work and living area.

<b>T</b>								

- B. Practices safety rules by:**
- stating and using safety rules appropriate to grade level and situation.
  - using tools and materials only for their specified purpose.
  - demonstrating correct safety procedures in simulated emergency situations.

<b>T</b>								

**IV. QUANTITY OF WORK**

- A. Completes work on time by:**
- completing work on time with teacher prompts.
  - completing work on time without teacher prompts.
  - working at an acceptable speed for a given task.

<b>T</b>								

- B. Exhibits stamina by:**
- finishing age-appropriate tasks without a break.
  - maintaining an acceptable level of speed without tiring.
  - completing new tasks without diminishing the level of performance of former tasks.

<b>T</b>								

- C. Adapts to increased demands in workload by:**
- responding to additional tasks with teacher prompts.
  - attempting new tasks without demonstrating frustration.
  - responding to additional tasks without teacher prompts.

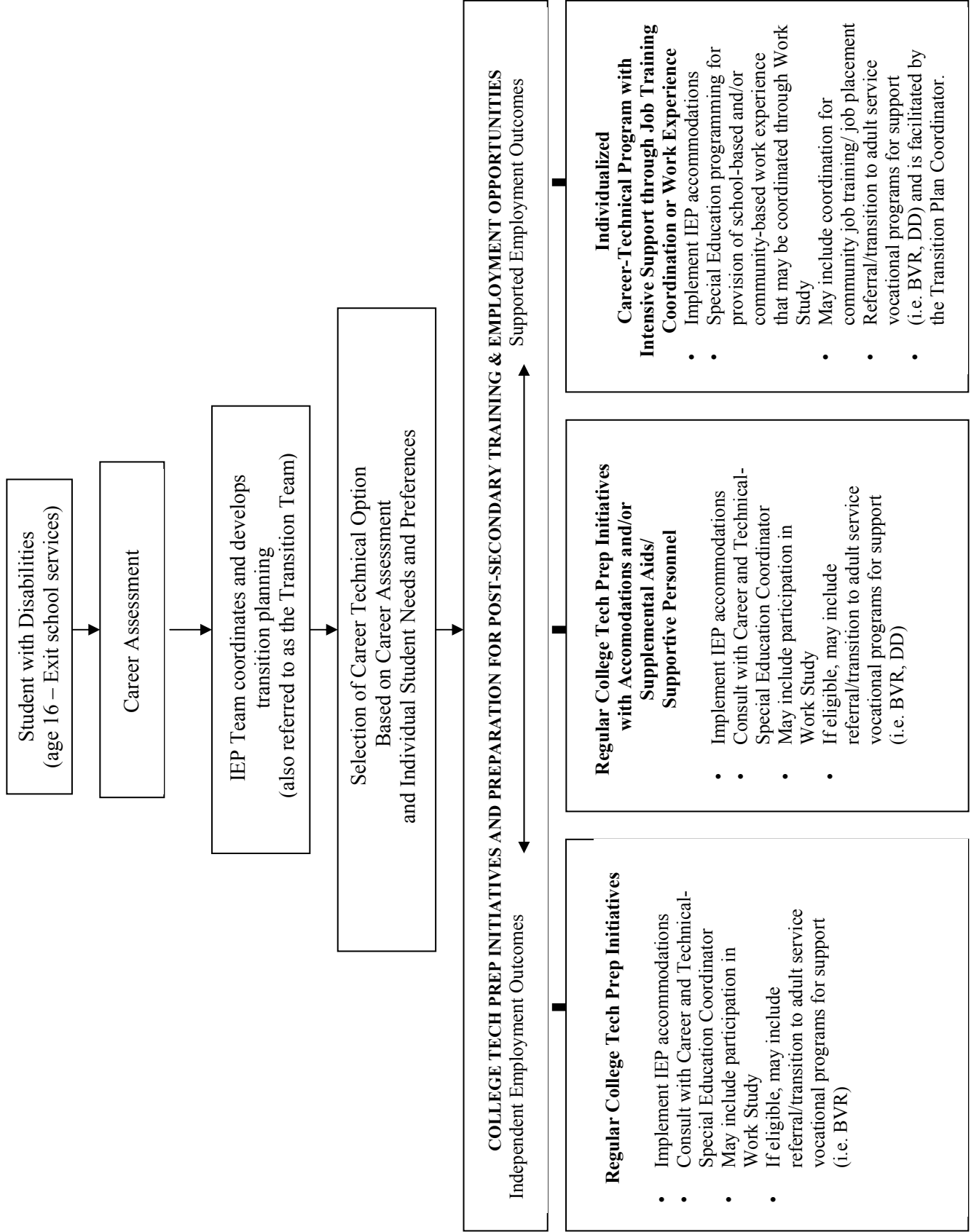
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## STUDENT PROFILE OF EMPLOYABILITY SKILLS

SCORE	SELF-HELP SKILLS					WORK HABITS			TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVI-			RELATIONS: PEERS			WORK ATTITUDES				SCORE	AGE
	HYGIENE GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES REWARDS	PRIDE IN WORK			
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*Six District Educational Compact*  
**A Continuum of Transition Services for Students with Disabilities**





# Resource Directory

## **ARC of Summit and Portage Counties**

3869 Darrow Rd., Stow, OH 44224  
330-836-5863  
[www.arcsummitportage.org](http://www.arcsummitportage.org)

## **Bureau of Vocational Rehabilitation (BVR)/ Opportunities for Ohioans with Disabilities (OOD)**

161 South High Street; Suite 103; Akron, OH 44308  
330-643-3080  
<http://www.ood.ohio.gov>

## **Kent State University Office of Accessibility**

Room 23, Deweese Health Center, Kent, OH 44242  
330-672-3391

## **Kent State Transition Collaborative**

200 White Hall; Kent, OH 44242  
330-672-0727  
<http://www.edu.kent.edu/center/cite/>

## **Summit Metro Parks**

975 Treaty Line Road; Akron, OH 44313  
330-867-5511  
[summitmetroparks.org](http://summitmetroparks.org)

## **Metro Regional Transit Authority**

416 Kenmore Blvd., Akron, OH 44301  
330-762-0341  
[akronmetro.org](http://akronmetro.org)

## **Ohio Department of Education Exceptional Children Website**

[exceptionalchildren@education.ohio.gov](mailto:exceptionalchildren@education.ohio.gov)

## **Ohio Department of Mental Health**

30 East Broad Street; Eighth Floor; Columbus, OH 43215  
614-466-2596  
[mha.ohio.gov](http://mha.ohio.gov)

**Parent Coalition for Persons with Disabilities**

701 South Main Street; Akron, OH  
330-376-7273

**PARTA**

2000 Summit Road  
Kent, OH 44240-7140  
330-676-9273  
<http://www.partaonline.org>

**Portage County Board of Developmental Disabilities**

2606 Brady Lake Road; Ravenna, Ohio 44266-1657  
330-297-6209  
<http://www.pcbmrdd.org/>

**Six District Educational Compact Career Assessment Center**

Jim Barbera  
140 N. Munroe Road, Tallmadge, OH 44278  
330-633-5505 ext. 1031  
[Barbera.Jim@tallmadgeschools.org](mailto:Barbera.Jim@tallmadgeschools.org)

**Six District Educational Compact Career/Technical Special Education Coordination**

Amy McDougal  
Cuyahoga Falls High School; 2300 Fourth Street; Cuyahoga Falls, OH 44221  
330-926-3808 ext. 502213  
[cf\\_mcdougal@cfalls.org](mailto:cf_mcdougal@cfalls.org)

**Six District Educational Compact Job Training Coordination**

Bryan Harvey, Community Based  
Roosevelt High School; 1400 North Mantua Street; Kent, OH 44240  
330-676-8700 ext. 5500  
[Ke\\_bharvey@kentschools.net](mailto:Ke_bharvey@kentschools.net)

**Project SEARCH**

Carol Sayre, Site Based  
Akron City Hospital; Attn: Human Resources  
525 W. Market St., Akron, 44309  
330-375-4057  
[Carolsayre16@gmail.com](mailto:Carolsayre16@gmail.com)

**Six District Educational Compact Work-Study Coordinator**

Tom Piper

140 N. Munroe Road; Tallmadge, OH 44278

330-633-5505 ext. 1032

Piper.Thomas@Tallmadgeschools.org

**Social Security Administration**

Federal Building; 2nd Floor; 2 South Main Street; Akron, OH

330-375-5733

<http://www.ssa.gov/>

**Special Olympics**

89 East Howe Road; Tallmadge, OH 44278

330-634-8484

Contact person: Pam Davis

**Stark State College of Technology**

6200 Frank Ave. NW; Canton, OH 44720

330-494-6170

[starkstate.edu](http://starkstate.edu)

**State Support Team Region 8**

420 Washington Avenue; Cuyahoga Falls, OH 44221

330-929-6634

[sst8.org](http://sst8.org)

**Summit County Board of DD**

89 East Howe Road; Tallmadge, OH 44278

330-634-8000

[summitdd.org](http://summitdd.org)

**Summit County Transition Resource Group; Summit County Educational Center**

420 Washington Avenue; Suite 200; Cuyahoga Falls, OH 44221

330-945-5600, ext. 511238—John Wachovec

[cybersummit.org](http://cybersummit.org)

**United Disability Services**

701 South Main Street; Akron, OH 44311-1091

330-762-9755

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

**University of Akron Services for Students with Disabilities—Office of Accessibility**

Simmons Hall 105, The University of Akron, Akron, OH 44325

330-972-7928

access@uakron.edu

*\* For additional community resources please reference the Summit County Transition Resource Group website <http://www.summittrg.org/>*



**SixDistrict**  
EducationalCompact

**Cuyahoga Falls • Hudson  
Kent • Stow-Munroe Falls  
Tallmadge • Woodridge**

**33 Milford Road, Suite 1  
Hudson, Ohio 44236**

**Phone: 330-655-2247  
Fax: 330-655-2535  
[www.sixdistrict.com](http://www.sixdistrict.com)**