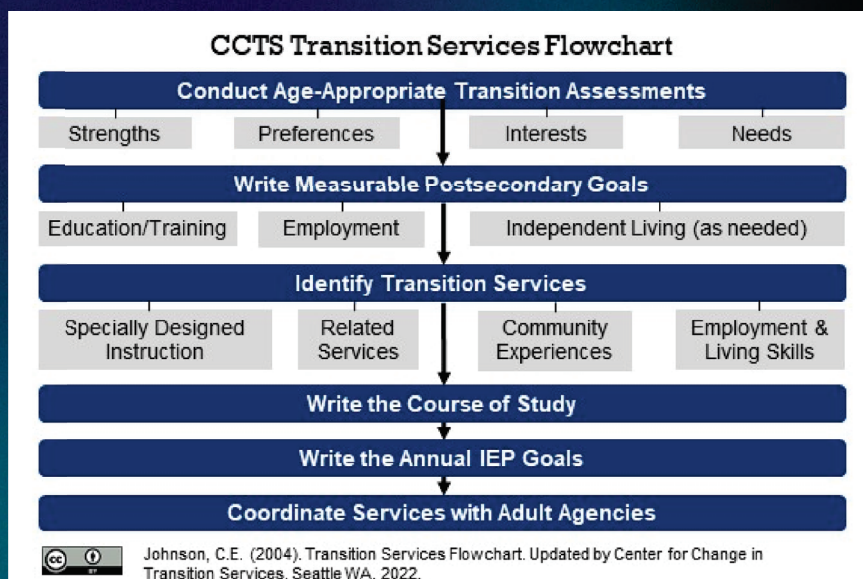


# Transition Planning and Goal Writing

## Where do you start?



## Transition Assessments

Based on the Student's Individualized:  
Needs  
Strengths  
Preferences  
Interests

Information from assessments should be used for:

- Developing measurable postsecondary goals
- Supporting annual goals
- Identifying transition services
- Making agency connections

But what does this really mean and look like?

## Transition Assessments

Today we will look at 4 students:

9th grade student, SLD, R/W/Communication/Soc-Em

10th grade, OHI/Math/University Track

11th grade, ID/Adaptive and Communication/Need Services 18-21

12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### 9th Grade Student: SLD, R/W/Comm/Soc-Em

Does not require Transition Planning for IEP Purposes; but we do it anyway.

The team is questioning if the student will need 18-21 age services.

Completed: The student Interview, Job Preferences, Academic Strengths and Weaknesses, and an Identity Checklist

Course Planning for 10th grade year

## 9th Grade Student: SLD, R/W/Comm/Soc-Em

Interested in Working with Computers.

- 10th grade year make sure student is able to try a few classes in his area on interest.
- Check-in at the next IEP to see if this is still an area of interest.
- Continue to monitor his progress with Communication and Social Emotional Skills.
- Suggest field trips that connect to Tech programs/Community College and/or University Trips.
- Suggest Summer programming at NCTA: for the Tech programs

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## 10th grade, OHI/Math/University Track

What we know from the Transition Assessments:

- Student wants to attend WSU straight from high school. Qualifies for IEP services in math. Wants to be a Zoologist.

Needs:

Academic Needs:

-To meet with School Counselor to make student is on track to meet all graduation requirements (IEP Case Manager and School Counselor).

-To increase her math skills (3 year evaluation results)

-To attend running start informational meeting ([Student Interview](#) and Transition Specialist)

-To research requirements to attend WSU after high school (Student Interview).

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## 10th grade, OHI/Math/University Track

### Strengths:

- Student reports that she is working to the best of her abilities in all of her classes (Student Interview).
- Is involved in Advanced Folklorico (Student Interview)
- Is involved in a club at school: Varsity in Volunteering (IEP Case Manager).
- Currently taking Algebra 1 and is passing with a B (87.43%) (School Counselor)
- Indicated that she is friendly, trusting, respectful, and helpful ([Identity Checklist](#))
- Academic Strengths: Good at taking notes and has great attendance (Student Academic Strengths Survey)
- Knows what accommodations work best ([Accommodations Survey](#))

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## 10th grade, OHI/Math/University Track

### Interests:

Student is interested in being involved in the community (Club Advisor)

Student is interested in scholarship information; knows that there is preparation that goes into applying and wants to make sure that the school resume is prepared (Student and CC Counselor). Is interested in activities like; Paddle Boarding or any outdoor activities (Student Interview and [Identity Checklist](#)).

Preferences: Would prefer to attend WSU right after high school (School Counselor and Student Interview). Would prefer to try running start during junior year (Parent and Student). When in her math class she prefers to work with a partner she is comfortable with (Student Interview). When learning new information she prefers to have examples that can be followed (Student Interview).

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## 10th grade, OHI/Math/University Track

Post-Secondary Goals:

Education: After high school, Student will attend Washington State University and study Zoology.

Transition Services:

- Meet with School Counselor to discuss class offerings
- Given information about the Running Start meeting in the Spring

Employment: After high school, Student will be employed as a Zoologist.

Transition Services:

- Complete Science Classes: Biology and Marine Science
- Meet with Transition Specialist to research requirements to become a Zoologist.

## 11th grade, ID/Adaptive & Comm/Need Services 18-21

What we know from the Transition Assessments:

- Student is sometimes understandable when they speak. Student is learning to use an AAC device to help with her communication. Spends 60% of their day in the Life Skills Classroom.

Needs:

- To increase her knowledge of Money identification Reading/Identifying safety signs (Transition Specialist Observations).
- Information about DDA and DVR (Transition Specialist).
- To use her AAC Device regularly (SLP)
- To be able to work with many adults (IEP Case Manager).
- To be able to make decisions (Student Interview/ IEP Case Manager Observation).
- To explore on campus jobs (Student Interview/Transition Specialist)
- To attend Transition Resource Fair (Transition Specialist)

## 11th grade, ID/Adaptive & Comm/Need Services 18-21

### Strengths:

- Works in the Bulldog Cafe for a full 85 minutes (Transition Specialist).
- Attends and Participates in Folklorico (IEP Case Manager and Gen. Ed Teacher)
- Knows her numbers up to 7 (Student Observation)
- Can Make her own decisions (Student Observation)
- Could identify the exit signs in the building and the fire alarms (Transition Specialist)
- Is very expressive when she talks (IEP Case Manager/Parent)
- Has great fine motor skills (Pre-ETS Assessment)
- Wants to work in an area she can Care for Others (Pictorial Job Exploration)
- Is friendly and engages other students in appropriate ways (General Education Teacher and IEP Case Manager).

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## 11th grade, ID/Adaptive & Comm/Need Services 18-21

### Interests:

Based on a Job Exploration Survey done with Student, she indicated interest in the following jobs; Washing/drying cars, Cleaning windows,

Playing with/caring for children, Cooking, Washing dishes, Cleaning tables, Walking dogs, Grooming animals, Feeding animals, Bathing animals, Vacuuming, Dusting, Folding laundry and Answering the phone

### Preferences:

student prefers to do tasks that are familiar to her or mimic tasks she does at home, put things together, and serve people (Transition Specialist observation)

Student loves to work with adults (Teacher in SLC class)

Student enjoys listening to music, singing, and acting (Teacher in SLC class)

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## 11th grade, ID/Adaptive & Comm/Need Services 18-21

Post-Secondary Goals:

Education: After high school, Student will receive on the job training in an area where she can care for people.

Transition Services:

- Meet with School Counselor to discuss class offerings
- Given information about Transition Resource Fair

Employment: After high school, Student will be employed in a job where she cares for people.

Transition Services:

- Work with Transition Specialist and complete a variety of on campus jobs
- Continue to work in the Bulldog Cafe taking money and giving

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## 11th grade, ID/Adaptive & Comm/Need Services 18-21

Post-Secondary Goals:

Independent Living Goal:

- After High School, Student will be able to navigate her community using Community Safety Signs.
  - Work with Teacher and Transition Specialist to increase her knowledge on safety signs.
  - Receive instruction on Riding Community transit

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## 12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### Needs:

- Help filling out job applications (Student Interview).
- Information about DDA and DVR (Transition Specialist).
- To complete Fixed Route/Dial-A-Ride assessment (IEP Case Manager)
- Needs the Bridges Application (IEP Case Manager).
- To be able to make decisions (Student Interview/ IEP Case Manager Observation).
- To explore on campus jobs (Student Interview/Transition Specialist)
- To attend Transition Resource Fair (Transition Specialist)
- Help keeping up with notes (Student Interview).
- Has indicated that taking tests are hard for him (Student Interview).

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## 12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### Academic Strengths:

Student asks for help when he needs it (General Education Teachers)

Student enjoys his ceramics class (Student Interview).

Student Advocates for himself in his classes (General Education Teachers)

### Vocational Strengths:

Student has indicated that he is friendly, honest, creative, trusting, kind, positive, flexible, and helpful (Identity Checklist)

Student has tried many jobs in the School Store and has been able to complete the tasks without assistance (General Education Teacher)

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## 12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### Vocational Preferences:

Student prefers to work with group mates because he knows that he can get extra help when he needs it (Student Interview).

Student would prefer to do physical labor, repetitive tasks, working with others, having a boss, working for a large company, and working consistent hours (Job Preferences).

Student would also prefer to work part-time, he would like to work close to home, and he would like to work on the weekends ([Job Preferences](#)).

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## 12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### Interests:

Student is interested in working in retail either at Michael's or at Gamestop (Student Interview).

Student enjoys playing video games, art, watching movies, playing tennis and going bowling (Student Interview).

Student has make interests such as Cooking/Baking, Sports, Music, playing with his dog Mac, and social media ([Interests survey](#))

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## 12th Grade, Aut/Adaptive, R/W/M/Need Services 18-21

### Education/Training:

- Student will receive training to be able to work in retail at either Michael's or Gamestop.
- Student will be given information about Bridges, DVR, and DDA in order to gain adult services.

### Employment:

- Student will be employed in the retail field at either Gamestop or Michael's
- Student will be given the opportunity to work in a retail setting at the high school.

### Independent Living:

- Student will be able to ride community transit.
- Student will be given formation about community transit.

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## Resources

### Center for Change ([CCTS](#))

#### Transition Resources:

- [Reading Survey](#)
- [Career Interest Survey](#)
- [Planning Self Assessment](#)
- [Task Initiation and Time Management](#)
- [Soft Skills Survey](#)
- [Do you have a job?](#)

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**Thank you**