



TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

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TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

How this workbook will help parents, guardians, family members and youth with disabilities

This workbook was developed for parents, guardians, family members and youth with disabilities with disabilities to help you begin the transition planning process. For the remainder of this workbook the term “family members” will refer to adult members of the family and may include parents, guardians, adult siblings and relatives or other adults who have care-taking, guardianship or other responsibilities for a child with a disability. *It is based on the belief and evidence that more parent/family involvement is better.* It is designed to help families be an active part of the planning process. This workbook will help you, your family and child think about your hopes, dreams and expectations for the future of your child after leaving school and entering adult life. This workbook will help you complete 10 very important transition planning tasks. These tasks are:

1. Directly and immediately involve you, your family and your child in planning for the future of your child as an adult.
2. Decide what your expectations are for your child when he/she reaches age 25.
3. Prioritize the 10 most important adult activities, skills or areas for your child to achieve by the time she/he reaches age 25.
4. Establish practical and concrete outcomes that you want your child to have achieved by the time he/she reaches age 25.
5. Discuss and develop with your child’s teacher and transition team the expected level of performance your child will achieve in each of the 10 priority areas by the time she/he is 25.
6. Discuss and develop with your child’s teacher and transition team instructional goals and objectives that lead to the outcomes you want your child to achieve by the time they are 25.
7. Discuss and decide who is primarily responsible for the delivery of instruction, assistance, support, services and accommodations.
8. Discuss and decide on the types of instruction, assistance, support, services and accommodations your child may need as an adult when he/she is 25 for each of the outcomes you hope to have achieved.
9. Write a vision statement that describes what your child will be doing and where he/she will be as an adult by the time she/he is 25.

10. Evaluate whether your child’s IEP and transition plan meets the legal requirements.

What You will Accomplish by Completing this Workbook

This workbook is organized into six parts. The table below describes what you will accomplish by completing each part of the workbook.

PART	WHAT YOU WILL ACCOMPLISH AFTER FINISHING EACH WORKBOOK SECTION
1	Part 1 will identify your expectations for the future of your child as an adult.
2	When you are finished with Part 2 you will have defined the <i>post-school goals and outcomes</i> that should be the focus of your child’s transition plan. These goals and outcomes are your <i>transition planning priorities</i> . They should be CENTRAL to your child’s transition planning.
3	Part 3 describes your expectation for the level of independence and performance that your child will achieve in each outcome area by the time they are 25.
4	Part 4 includes goals and objectives that you may want to include in your child’s IEP and transition plan that will lead to the outcomes you checked in Part 2.
5	This part of the workbook will help you identify the kinds of instruction, assistance, support, services and accommodations that you, your family, and child may need to achieve the post-school goals and outcomes you checked in Part 2.
6	Part 6 puts it all together in a statement of your vision for the future of your child as an adult. This should be a statement that is hopeful and positive for your child’s future.

Parents, guardians and/or adult family members with their child should complete this workbook. In addition, there are parts of this workbook that family members and students with disabilities should complete in collaboration with the child’s teacher and members of their transition team. It is extremely important that

family members and students with disabilities be as involved as possible in creating a vision for their adult future.

Transition Planning Steps and Workbook Activities

The transition planning steps family members will need to complete to lay the foundation for a quality student-family focused transition plan are described in the table below. Also, the sections of the workbook that you need to complete and other activities that will help you complete each transition-planning step.

Transition Planning Steps	Workbook and Other Activities
1. Directly and immediately involve you, your family and your child in planning for the future of your child as an adult.	<ul style="list-style-type: none"> • Complete the <i>Transition Planning Workbook For Families & Students With Disabilities</i> • Discuss the results with your child’s teacher and transition planning team.
2. Decide what your expectations are for your child when he/she reaches age 25.	Complete Part 1 of the workbook
3. Prioritize 10 adult activities, skills or areas that you think are the most important for your child to achieve by the time she/he reaches age 25.	Complete Part 2 of the workbook
4. Establish practical and concrete outcomes that you want your child to have achieved by the time he/she reaches age 25.	The results of Part 2 of the workbook will be the 10 outcomes you will want to achieve.
5. Discuss and develop in close collaboration with your child’s teacher and transition team the expected level of performance your child will achieve in each of the 10 priority areas by the time she/he is 25.	<ul style="list-style-type: none"> • Teacher should conduct assessment to establish present levels of performance in each of the 10 outcome areas you selected. • You should have a meeting with your child’s teacher and transition team to decide on what is a reasonable expectation for performance by the time your child leaves school. • Complete Part 3 of the workbook

Transition Planning Steps	Workbook and Other Activities
6. Discuss and develop in close collaboration with your child’s teacher and transition team instructional goals and objectives that lead to the outcomes you want your child to achieve by the time they are 25.	<ul style="list-style-type: none"> • You, your child, teacher, and transition team members should discuss and decide on appropriate goals and objectives that will lead to each of the 10 outcomes you have prioritized. • Complete Part 4 of the <i>Transition Planning Workbook for Families & Students With Disabilities</i>
7. Discuss and decide on the types of instruction, assistance, support, services and accommodations your child may need as an adult when he/she is 25 for each of the outcomes you hope to have achieved.	<ul style="list-style-type: none"> • Based on #5 and #6 above, you, your child, teacher, and transition team members should discuss and decide what kinds of instruction, assistance, support, services and accommodations are needed. • You will need to become familiar with the organizations and agencies that provide various services and supports and what you need to do to get them. • Complete Part 5 of the workbook
8. Discuss and decide who is primarily responsible for the delivery of instruction, assistance, support, services and accommodations.	Complete Parts 4 and 5 of the workbook
9. Write a vision statement that describes what your child will be doing and where he/she will be as an adult by the time she/he is 25.	Complete Part 6 of the workbook
10. Evaluate your child’s IEP and transition plan to make sure they meet all legally established requirements when he/she reaches the age of 14 and older.	Review the <i>Parent Checklist for QUALITY Student/Family Focused Transition Planning</i> included with this workbook

A Cautionary Note

It is very important to understand that this workbook provides some tools for you to participate in and guide the transition planning process. This workbook is intended to be used more than once because we know that your expectations, goals, and priorities will change over time. Therefore, use this workbook to help you plan but *do not be afraid to change your mind* about your expectations, goals and priorities. The important point is to use this workbook as a flexible tool and a guide. Don't allow what you have decided or written to become inflexible.

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

Part 1: Expectations for the Future

Directions for Part 1: Expectations for the Future

This section lists 53 activities, tasks, and responsibilities that are typically expected of successful adults. The questions ask whether or not you expect your child to have learned and be able to complete the activities, tasks and responsibilities listed by the time he/she is 25 years old. You are asked to respond to the questions below by placing a check (✓) next to one of the following:

Yes, with little or no assistance	Check for activities you believe your child will be able to complete with little or no assistance or support
Yes, with some to moderate amounts of assistance	Check for activities you believe your child will be able to complete with some or moderate amounts of assistance and support
Yes, with a much or ongoing assistance	Check for activities you believe your child will be able to complete but he/she will need a lot of assistance and support for most of his/her life
No, he/she will not be able to perform this task	Check for activities you believe your child will <i>not</i> be able to be completed regardless of how much assistance or support may be provided
Not Sure	Check for activities that you are not sure whether your child will be able to be complete or how much assistance or support he/she may need

Two Examples

<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to...</u></i>	Yes – with little or no assistance	Yes, with some or moderate assistance	Yes, with much or ongoing assistance	No, not able to do this	Not Sure
Manage their own bank account			✓		
Shopping for groceries at a Target, Walmart, Albertson's, Von's or Ralphs		✓			

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

Part 1: Expectations for the Future

PERSONAL MANAGEMENT					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
1. Select their own clothes for appropriate occasions (e.g., church, work, holiday)					
2. Fully dress themselves					
3. Washing, bathe, shampoo, and brush their teeth					
4. Combing & brushing their hair, apply deodorant, apply make-up (women) and get their hair cut or styled					
5. Take care of their own toileting needs					
6. Go to the hospital or see a doctor when they are sick					

PERSONAL MANAGEMENT					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
7. Make their own meals					
8. Do their own laundry					

PERSONAL BUSINESS AFFAIRS					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
9. Manage their own bank account					
10. Buy or own their own home					
11. Buy or own their own vehicle					
12. Get a driver's license					

FRIENDSHIP AND SOCIALIZATION					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
13. Go out on a date					
14. Be sexually active					
15. Get married					
16. Have children					
17. Raise a family					

USE PUBLIC SERVICES					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
18. Mail letters at the post office					
19. Deposit and withdraw money at a bank					
20. Use an ATM machine and card					

USE PUBLIC SERVICES					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
21. Vote during local, state and national elections					
22. Shopping for groceries at a Albertson's, Von's or Ralphs					
23. Using a credit card					
24. Using a cell phone					
25. Buy clothes at Target, Nordstroms, Macys' Walmart, or other department stores					
26. Use public transportation					

LIVING ARRANGEMENTS					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
27. Live in their own home, apartment, condo or mobile home					

EMPLOYMENT & HEALTH CARE					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
28. Be employed full/part time in a regular competitive employment position					
29. Earn enough money to support themselves and their family					
30. Have health and medical insurance to cover health care and medical costs					

LEISURE/RECREATION					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
31. Participate in the same leisure and recreation activities in the home and community as adults without disabilities					
32. Plan and go on a vacation					

COMMUNITY PARTICIPATION					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
33. Go to a movie with friends					
34. Go to a local restaurant and have a meal					
35. Have a drink at a local bar or restaurant with friends					
36. Attend a ball game with friends at Qualcomm Stadium					
37. Go to Church					
38. Have friends who are mostly persons without disabilities					

POST-SECONDARY EDUCATION (Technical School, College)					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
39. Enroll in and take classes at a technical school, community college, or university					

POST-SECONDARY EDUCATION (Technical School, College)					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
40. Complete a program of study at a technical school, community college, or university leading to a certificate, license, diploma, or degree					

SELF-DETERMINATION					
<i>By the time my child is age 25, I expect him/her to have learned <u>and be able to</u>...</i>	Yes, with little or no assistance	Yes, with some to moderate assistance	Yes, with much or ongoing assistance	Not Able to Do This	Not Sure
41. Set and achieve personal goals					
42. Speak and advocate for themselves					
43. Make responsible adult choices					
44. Make decisions based on their own personal interests and preferences					
45. Evaluate and change their behavior to get better results					

Directions for Items 46 – 53: Please check the one box that **BEST** describes your expectations for your child.

46. Personal Management

By the time my child is a 25 year old adult, I expect him/her take care of most if not all of his/her own personal management and daily living activities...

- Independently without any assistance to perform most of these activities
- Independently if provided Personal Attendant Services to perform most of these activities
- Independently when provided occasional reminders or prompts to perform most of these activities
- Independently when provided frequent reminders or prompts to perform most of these activities
- Somewhat independently with the assistance and supervision of a support provider to perform most of these activities
- Only with the extensive and ongoing assistance and supervision of a support provider

47. Friendships & Socialization

By the time my child is a 25 year old adult, I expect him/her to be interacting...

- With friends who are mostly persons without disabilities
- With friends who are persons with and without disabilities
- With friends who are mostly persons who have the same or a similar disability

48. Residential

By the time my child is a 25 year old adult, I expect him/her to be living...

- On their own in their own home or apartment with no supervision or assistance

- On their own in their own home or apartment with independent living services only when needed
- Living alone with 24 hour on-call support
- Living in their own home or apartment with paid or unpaid roommate(s) who provide assistance and supervision
- On their own in their own home or apartment with frequent ongoing and extensive supervision or assistance
- Living at home with family and relatives
- Living in a group home
- Living in an Intermediate Care Facility (e.g., Noah Homes) which are health facilities licensed by the Licensing and Certification Division of the State Department of Health Services to provide 24-hour-per-day services
- Living in a State Developmental Center such as the Lanterman Developmental Center (provide services to individuals who have been determined by regional centers to require programs, training, care, treatment and supervision in a structured health facility setting on a 24-hour basis)

49. Employment

By the time my child is a 25 year old adult, I expect him/her to be...

- Employed full or part time in a regular competitive employment position without the need of any employment support or job coaching
- Employed full or part time in a regular competitive employment position with occasional employment support or job coaching
- Employed full or part time in a regular competitive employment position with ongoing and extensive employment support or job coaching
- Employed and working with an enclave or mobile crew with other adults with disabilities who are provided ongoing and extensive employment support and job coaching
- Working in a sheltered workshop or adult day program for adults with disabilities

50. Earnings & Benefits

By the time my child is a 25 year old adult, I expect him/her to be earning...

- A salary and health care benefits that provides him/her the opportunity to support themselves and their family
- A salary and health care benefits that require additional support such as Medi-Cal and food stamps to support themselves
- Minimum wage or below requiring ongoing financial assistance and health care benefits such as SSI, food stamps and Medi-Cal
- Well below minimum wage so that SSI, food stamps, Medi-Cal and other sources of financial assistance will be their primary source of income

51. Leisure & Recreation

By the time my child is a 25 year old adult, I expect him/her to be involved in...

- The same leisure and recreation activities in the home and community that adults without disabilities participate in such as the Frog, YMCA, sports leagues, or water sports
- Leisure and recreation activities offered to adults with disabilities such by community-recreation organizations such as the YMCA, Mission Bay Aquatics, San Diego Park & Recreation Department – Disabled Services, the Barnes Tennis Center or other community centers and programs
- Leisure and recreation activities offered by organizations that primarily serve persons with developmental disabilities such as the ARC, Easter Seals, or UCP

51. Getting Around the Community

By the time my child is a 25 year old adult, I expect him/her to...

- Have a drivers license and driving themselves
- Independently use public transportation such as MTS, the Trolley, or Taxi
- Use paratransit services such as MTS Paratransit

- Be transported around the community primarily by a nondisabled adult

53. Self-Determination

By the time my child is a 25 year old adult, I expect him/her to...

- Make responsible adult choices and decisions
- Occasionally need a nondisabled adult to assist him/her with his/her choices and decisions
- Frequently need a nondisabled adult to assist him/her with his/her choices and decisions
- Always need a nondisabled adult to assist him/her with his/her choices and decisions

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

PART 2: The ***MOST IMPORTANT*** Areas for Transition Planning

Instructions

- 1) Part 2 of the workbook is a checklist where you identify the 10 most important areas of adult functioning that **YOU, YOUR FAMILY, AND CHILD** want to be the focus of your child's IEP/transition plan.
- 2) In the box to the right of each adult activity, please put a check (✓) next to the 10 items that you think are the ***MOST IMPORTANT*** areas that you would like for your child to achieve some level of success or independence with by the time they are 25 years old.
- 3) For each box that you checked, indicate with another check (✓) who you think should be primarily responsible for teaching your child/family member the skills necessary to achieve success in this area.

ADULT ACTIVITY/SKILL AREA	MOST IMPORTANT Remember! Check 10 only
<i>PERSONAL MANAGMENT</i>	
1. Select their own clothes for appropriate occasions (e.g., church, work, holiday)	
2. Fully dress themselves	
3. Washing, bathe, shampoo, and brush their teeth	
4. Combing & brushing their hair, apply deodorant, apply make-up (women) and get their hair cut or styled	
5. Take care of their own toileting needs	
6. Go to the hospital or see a doctor when they are sick	
7. Make their own meals	
8. Do their own laundry	

<i>PERSONAL BUSINESS AFFAIRS</i>	
9. Manage their own bank account	
10. Buy or own their own home	
11. Buy or own their own vehicle	
12. Get a driver's license	
<i>FRIENDSHIP AND SOCIALIZATION</i>	
13. Go out on a date	
14. Be sexually active	
15. Get married	
16. Have children	
17. Raise a family	
<i>USE OF PUBLIC SERVICES</i>	
18. Mail letters at the post office	
19. Deposit and withdraw money at a bank	
20. Use an ATM machine and card	
21. Vote during local, state and national elections	
22. Shopping for groceries at a Albertson's, Von's or Ralphs	
23. Using a credit card	
24. Using a cell phone	
25. Buy clothes at Target, Nordstroms, Macys' or other department stores	
26. Use public transportation	
<i>LIVING ARRANGEMENTS</i>	
27. Live in their own home, apartment, condo or mobile home	
<i>EMPLOYMENT AND HEALTH CARE</i>	
28. Be employed full/part time in a regular competitive employment position	

ADULT ACTIVITY/SKILL AREA	MOST IMPORTANT Remember! Check 10 only
29. Earn enough money to support themselves and their family	
30. Have health and medical insurance to cover health care and medical costs	
<i>LEISURE AND RECREATION</i>	
31. Participate in the same leisure and recreation activities in the home and community as adults without disabilities	
32. Plan and go on a vacation	
<i>COMMUNITY PARTICIPATION</i>	
33. Go to a movie with friends	
34. Go to a local restaurant and have a meal	
35. Have a drink at a local bar or restaurant with friends	
36. Attend a ball game with friends at Qualcomm Stadium	
37. Go to Church	
38. Have friends who are mostly persons without disabilities	
<i>POST-SECONDARY EDUCATION</i>	
39. Enroll in and take classes at a technical school, community college, or university	
40. Complete a program of study at a technical school, community college, or university leading to a certificate, license, diploma, or degree	
<i>SELF-DETERMINATION</i>	
41. Set and achieve personal goals	
42. Speak and advocate for themselves	
43. Make responsible adult choices	
44. Make decisions based on their own personal interests and preferences	

ADULT ACTIVITY/SKILL AREA	MOST IMPORTANT Remember! Check 10 only
45. Evaluate and change their behavior to get better results	

Which of the following transition planning outcome areas are most important to you, your family, and your child for his/her success as an adult? Please check the boxes of those areas that are the ***MOST IMPORTANT*** to you for transition planning.

- | | |
|---|--|
| <input type="checkbox"/> Personal Management | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Personal Business Affairs | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Friendship and Socialization | <input type="checkbox"/> Community Participation |
| <input type="checkbox"/> Use of Public Services | <input type="checkbox"/> Post-secondary Education |
| <input type="checkbox"/> Living Arrangements | <input type="checkbox"/> Self-Determination |
| <input type="checkbox"/> Other (please describe below) | |

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

PART 3: Expected Levels of Performance

Directions

1. **Part 3 of the workbook will help you identify your expectations for the level of support (independence) your child will need by age 25 in the 10 most important areas for transition planning you checked in Part 2 of the workbook.**
2. In the first column please write down the 10 areas you checked in Part 2 as the ***MOST IMPORTANT*** areas for transition planning.
3. In the second column please circle the number indicating the level of support or assistance you expect your child will need ***by the time they are 25 years old*** using the ***Expected Level of Support Table*** on the next page.

EXPECTED LEVEL OF INDEPENDENCE/SUPPORT TABLE

Score	Level of Independence/ Support	Explanation
1	Infrequent/None	My child will need <u>infrequent</u> or <u>no</u> support, support or supervision to perform this activity.
2	Occasional	My child will need <u>occasional</u> assistance, support or supervision to perform this activity.
3	Limited	My child will need <u>limited and consistent</u> assistance, support and supervision to perform this activity.
4	Frequent	My child will need <u>frequent and consistent</u> assistance, support and personal supervision of at least one adult who is always present or within hearing distance to help him/her with this activity.
5	Extensive	My child will need <u>extensive and continuous</u> assistance, support and personal supervision from someone within the same room or nearby to perform this activity.
6	Maximum	My child will always need the <u>maximum</u> , <u>continuous</u> and <u>ongoing</u> assistance, support and personal supervision at all times in all circumstances to perform this activity.
7	Maximum Plus	The amount of assistance that will be needed by my child is <u>far above (exceeds) the maximum</u> amount of assistance, support or supervision that can be provided. He/she should <u>not be expected</u> to perform this activity regardless of the amount of support provided.

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

PART 3: Expected Levels of Performance

10 MOST IMPORTANT TRANSITION PLANNING AREAS	Level of Assistance & Support that Will be Needed by Age 25
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

PART 4: Instructional Goals & Objectives

Directions

1. Part 4 of this workbook provides an opportunity for you to write some instructional goals and objectives leading to the 10 most important transition outcomes you checked in Part 2 of the workbook that may be included in your child's IEP/transition plan. This section may be completed with help from your child's teacher and transition team.
2. In the box labeled "*Transition Planning Priority*" write each of 10 areas you checked from Part 2 of the *Transition Planning Workbook* as the most important transition planning areas.
3. In the box labeled "*Instructional Goal*" describe an instructional goal that you would like for your child to achieve during this school year that will help him/her achieve the outcome your prioritized.
4. In the box labeled "*Instructional Objective*" describe several steps smaller than the goals that will lead to the goal you want to achieve during this school year.
5. In the box labeled "*Persons Responsible*" name the persons you think should be primarily responsible for delivering the instruction, supports, assistance or services in order for your child to achieve each objective. Remember that sometimes the parents/guardians and family should be the person primarily responsible and in other cases you will need to work together with your child's teacher and transition team to achieve goals and objectives.

Note: You should make as many copies of the next page as you need for all of the transition outcome areas and goals you want to work on. Each page allows for one instructional goal and 4 instructional objectives for each outcome area that you checked.

TRANSITION PLANNING WORKBOOK FOR PARENTS, STUDENTS WITH DISABILITIES, AND THEIR FAMILIES

PART 4: Instructional Goals & Objectives

(Note: This section should be completed with help from the child's teacher and transition team)

Transition Planning Priority	
Instructional Goal	
Instructional Objectives	Persons Responsible

TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS WITH DISABILITIES

PART 5: Instruction, Assistance, Support, Services And Accommodations Needed

Directions

- 1. Part 5 provides you the opportunity to discuss with your child's teacher, transition team and representatives from other community service agencies (e.g., Department of Rehabilitation, Developmental Disability Agencies, Adult Service Agencies, Social Security) the kinds of instruction, assistance, support, services and accommodations that will help your child achieve the outcomes you expect and hope for that you checked in Part 2 of the workbook.**
2. In the boxes provided below, write down the areas you checked in Part 2 in the box labeled *Transition Planning Priority*.
3. Describe the kinds of instruction, assistance, support, services and accommodations for each transition planning priority you think may be needed and who might help provide them. Make a copy of this for each outcome area you checked in Part 2.

**TRANSITION PLANNING WORKBOOK FOR FAMILIES & STUDENTS
WITH DISABILITIES**

**PART 5: Instruction, Assistance, Support, Services And
Accommodations Needed**

TRANSITION PLANNING PRIORITY	
What kinds of instruction, assistance, support, services and accommodations do you, your family or your child need to achieve the transition outcomes and level of performance you expect?	Who might provide the instruction, assistance, support, services or accommodations you think might be needed?

CONGRATULATIONS!

You now have the foundation for a working transition plan for your child's future as an adult. Make sure you work closely with your child's teacher and transition team to make sure that his/her IEP and transition plan address your expectations as you have described them here.

Part 1 identified your expectations for the future.

Part 2 established your transition planning priorities. These are the post-school goals and outcomes that should be the focus of your child's transition plan.

Part 3 described your expectation for the level of independence and performance that your child will achieve in each outcome area.

Part 4 describes goals and objectives that you may want to included in your child's IEP and transition plan that will lead to the outcomes you checked in Part 2.

Part 5 describes the kinds of instruction, assistance, support, services and accommodations that you, your family, and child may need to achieve the post-school goals and outcomes you checked in Part 2.

Part 6 put it all together in a statement of your vision for the future of your child.

A checklist and a list of resources are s provided with this workbook to help you make sure your child is getting the best possible transition plan.

STUDENT-FAMILY FOCUSED TRANSITION EDUCATION & PLANNING

Parent Checklist for QUALITY Student/Family Focused Transition Planning

- I have developed a vision statement for and with my child and family that describes my expectations and aspirations when he/she enters adulthood.
- I have developed concrete and specific goal statements that describe OUR (the child's, family's, parents) hopes, dreams and aspirations for my child when he/she finishes school and becomes an adult.
- Both myself and my child were consulted and very involved in the development of my child's IEP/transition plan
- The transition planning process involved a coordinated effort with representatives from other community service agencies serving adults with disabilities who are also providing my child services.
- Representatives from other agencies attend my child's IEP meetings when requested.
- People from other agencies are on my IEP or transition planning team.
- My child is invited to and attends his/her IEP meeting
- My child is involved in and participating in his/her IEP.
- Our (parents, family and child's) vision statements, goals and objectives are included or reflected on my child's IEP.
- The IEP is comprehensive and complete and includes**
 - A statement of adult goals/outcomes
 - An emphasis on achieving adult goals/outcomes
 - A statement of transition service needs (age 14)
 - The statement of transition service needs shows how the instruction my child is receiving will lead to the achievement of post-school adult goals we have set.
 - A statement of needed transition services (age 16)
 - The statement of needed transition services includes all the services I think my child needs to achieve the post-school adult goals we have set
 - The statement of needed transition services identifies
 - ✓ specific community agencies responsible for delivering adult services
 - ✓ the types of services that will be provided to my child for the year
 - ✓ who is responsible and when those services will be provided

STUDENT-FAMILY FOCUSED TRANSITION EDUCATION & PLANNING

Parent Checklist for QUALITY Student/Family Focused Transition Planning

- Goals/objectives that are clearly related to adult goals/outcomes
 - Goals/objectives that were developed on the basis of assessed present levels of performance (PLOP)
 - Goals/objectives that are specified for every adult goal/outcome and address 1 or more of the following areas:
 - postsecondary education
 - vocational training
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living
 - community participation
 - Goals/objectives that identify what instruction will be provided and where (school & community) in 1 or more of the following areas:
 - Regular Academics
 - Functional Academics
 - Career Development / Vocational Training / Employment
 - Post-Secondary Education / Training
 - Living Arrangement
 - Leisure / Recreation
 - Personal Management
 - Personal / Social / Family Relationships
 - Health / Safety / Sexuality
 - Medical Services / Resources
 - Financial / Income
 - Transportation
 - Self-Determination / Advocacy / Legal
 - Community Access and Use
 - I have included goals/objectives that address self-determination skills
 - Persons responsible for delivering services are named
 - Dates are specified for the delivery and completion of services
 - Clear and measurable outcomes are identified
- Instruction is provided in both school and the community based NOT on available resources, liability, or staffing but the student/family's instructional needs.**

STUDENT-FAMILY FOCUSED TRANSITION EDUCATION & PLANNING

Parent Checklist for QUALITY Student/Family Focused Transition Planning

- My child is receiving instruction directly related to the adult goals/outcomes in curricular areas based on the preferences, interests, priorities, and expectations of my child and family.**
- The range of instructional opportunities is sufficient to promote the development of choices, interests, preferences and priorities and options and possibilities for the future.**
- My child has or will have several paid work experiences before leaving school.**
- My child has the opportunity to experience both academic & work-based curricula.**
- My child has numerous opportunities to interact with and develop friendships and social connections with his/her peers without disabilities.**
- My child has numerous opportunities to access the regular education curricula.**
- The IEP is implemented and services are actually delivered on the dates specified.**
- Outcomes are achieved or measurable evidence of progress is available.**
- My child is learning AND showing and developing clear interests and preferences for adult roles, responsibilities, activities, and settings.**
- I am satisfied with the progress being achieved leading to adult goals/outcomes.**

ONLINE PARENT RESOURCES FOR TRANSITION

Note: The web sites indicated below are not guaranteed to be active.

- **A Student's Guide to the IEP Process:** <http://www.nichcy.org/pubs/stuguide/st1.pdf>
- **Assessing Choices & Preferences:**
<http://www.vcu.edu/rrtcweb/techlink/GEB/hughes/tc8d1.html>
- **Beach Center on Families and Disability:** <http://www.beachcenter.org>
- **Career and Vocational Interest Inventories:**
<http://www.apollocareer.com/cdmprocess/stage1/cdm105.htm>
- **National Information Center for Children and Youth with Disabilities:**
<http://www.nichcy.org>
- **Parent's Role in Transition - A Checklist:**
http://www.ppmid.org/factsheets/transition_checklist.pdf
- **Person-Centered/Personal Futures Planning:** <http://www.inclusion.com/toolsProject>
TechLink: <http://www.vcu.edu/rrtcweb/techlink/index.html>
The Center for Discovery:
<http://www.discoverifi.org>
- **The Parents' Place of Maryland:** <http://www.ppmid.org/about/>
- **The Role Of Families In Secondary Transition; A Practitioner's Facilitation Guide:**
http://www.dcdt.org/pdf/new_families_transit.pdf
- **The Vision And The Role Of The Student And The Parent: Key Partners In Transition:** <http://www.coe.missouri.edu/~mocise/pubs/funtrans/ch04.htm>
Wrightslaw:
<http://www.wrightslaw.com>

California Transition and School-to-Work Resources

California School-to-Career Net: <http://www.stc.cahwnet.gov/> School-to-Career supports reforms in the educational system that include the integration of school-based and work-based learning, the use of contextual, applied teaching strategies, and the opportunity for students to choose career-related coursework and workplace experiences, with equal access for all students.

California School-to-Career Clearinghouse: <http://www.stc-clearinghouse.com/>
Welcome to the California School-to-Career Clearinghouse Resource Library! Over 1,500 titles are available for you to access, including books, periodicals, informational pamphlets and publications, printed copies of web resources, and audiovisual materials.

San Diego County Office of Education School-to-Career:
<http://www.sdcoe.k12.ca.us/stc/stc.html>
Maureen Gevirtz, Coordinator, (858) 292-3759 mgevirtz@sdcoe.k12.ca.us

California Transition to Adult Living: A Guide for Secondary Education:
<http://www.cde.ca.gov/spbranch/sed/trnsgde.pdf>

Transition: School to Adult Life Resources: <http://www.calstat.org/transitionmessages.html>

Employment Support Institute: <http://www.vcu.edu/busweb/esi/>

....providing supports for better decision-making about employment options and policies affecting people with disabilities.

HEATH Resource Center: <http://www.heath-resource-center.org/>

The HEATH Resource Center of the American Council on Education is a national clearinghouse on postsecondary education for individuals with disabilities.

Institute for Community Inclusion: <http://web1.tch.harvard.edu/ici/>

The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, we form partnerships with individuals, families, and communities. Together we advocate for personal choice, self-determination, and social and economic justice. ICI Resource Guides: <http://web1.tch.harvard.edu/ici/publications/resources.html>

National Center on Secondary Education and Transition: <http://ici.umn.edu/ncset/>

The National Center on Secondary Education and Transition seeks to increase the capacity of national, state and local agencies and organizations to improve secondary education and transition results for youth with disabilities and their families.

National Center for the Study of Postsecondary Educational Supports (NCSPES):

<http://www.rrtc.hawaii.edu/>

The vision of the National Center is to move beyond what has and has not worked in the past, towards a new system of educational supports for people with disabilities in the 21st century. Postsecondary programs of the future must foster high expectations, build self-confidence, and develop an understanding of strengths and weaknesses of all students. All teachers, support persons, and agency providers must focus upon the use of individualized supports and technology to meet each student's needs and promote a successful transition to chosen career.

FAMILY INVOLVEMENT FOR TRANSITION

Building a Future: Working with the Post-High

School Expectations of Students and Parents (4pp., April 2000, Vol. 6 No. 1, Order #RP22):

<http://web1.tch.harvard.edu/ici/publications/text/rp22text.html>

Reports the findings from the first year of a study of Massachusetts high school students who are receiving special education services. The goals of this project include examining student and parent expectations, understanding what factors play an important role in the planning process, and discovering what circumstances may predict high expectations for students and parents. The study will also examine the impact of Social Security on the transition process.

California Parent Training & Information Centers:

<http://www.cde.ca.gov/spbranch/sed/ptirc.htm>

Each Parent Training and Information Center (PTI) is a parent-directed, non-profit 501 (c)(3) organization funded by the U.S. Department of Education, authorized under the Individual with Disabilities Education Act (IDEA), as well as private sources.

Family Involvement in Transition Planning: <http://www.proedinc.com/index.html>

Federation for Children with Special Needs: <http://www.fcsn.org/>

The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families. We can help! Organized in 1975 as a coalition of parent groups representing children with a variety of disabilities, the Federation operates a Parent Center which offers a variety of services to parents, parent groups, and others who are concerned with children with special needs.

List of Parent Training and Information Centers in the US:

<http://www.ed.gov/pubs/parents/Including/resptic.html>

PACER Center: <http://www.pacer.org/national/parentinfous.htm>

Technical Assistance Alliance for Parent Centers:

<http://www.taalliance.org/text/description.htm>

Transition Planning for Adolescents with Special Health Care Needs and Disabilities: Information for Families and Teens (2000).

<http://web1.tch.harvard.edu/ici/transition/familyguide.html>

ADDITIONAL ONLINE TRANSITION RESOURCES FOR FAMILIES OF YOUTH WITH DISABILITIES

- Ability First. <http://www.abilityfirst.org/>
- Association for Persons in Supported Employment (APSE).
<http://www.apse.org/home.html>
- California Department of Developmental Services: <http://www.dds.cahwnet.gov/>
- California Department of Education (2002). The Report of the California Blindness Advisory Task Force. This report identifies key issues and provides recommendations to improve the quality of educational services and programs for the blind and visually impaired students in California. <http://www.cde.ca.gov/executive/btaskrep/>
- California Department of Education (2003). *Transition to Adult Living: A Guide to Secondary Education*: <http://www.cde.ca.gov/spbranch/sed/trnsgde.pdf>
- California Department of Rehabilitation: <http://www.rehab.cahwnet.gov/>
- California Governor's Committee on Employment of People with Disabilities.
<http://www.edd.cahwnet.gov/gcedpind.htm>
- California Health and Human Services: <http://www.chhs.ca.gov/>

- California Services for Technical Assistance and Training (CalSTAT), Transition: School to Adult Life Resources. <http://www.calstat.org/transitionmessages.html>
- California Services for Technical Assistance and Training (CalSTAT). <http://www.calstat.org/index.html>
- California State Council on Developmental Disabilities: <http://www.scdd.ca.gov/>
- California State Independent Living Council: <http://www.calsilc.org/>
- CAL-TASH. <http://www.caltash.gen.ca.us/>
- City of San Diego Disability Services Program: <http://www.sannet.gov/disability-services/>
- Community Options, Inc.: <http://www.communityoptions.org/>
- Disability Rights Education and Defense Fund, Inc. (DREDF): <http://www.dredf.org/>
- Easter Seals San Diego County: <http://www.essc.org/ServicesNearYou/Offices.html#SanDiegoCounty>
- **Exceptional Family Resource Center.** <http://www.efrconline.org/>
- Home of Guiding Hands. Home of Guiding Hands (HGH) provides residential, community living and in-home respite services to persons with developmental disabilities. <http://www.guidinghands.org/>
- Job Accommodations Network: <http://www.jan.wvu.edu/>
- Johnson, J. R. (2003). *Professional & Family Development Series: [Student-Family Focused Transition Education & Planning \(SFTEP\)](#)*. <http://www-rohan.sdsu.edu/~jrjohnso/SFTEP1/SFTEP1.htm>
- **PACER Center.** Parent Advocacy Coalition for Educational Rights. <http://www.pacer.org/>
- **Partners in Policymaking.** A leadership training program for parents of children with developmental disabilities and adults with developmental disabilities. <http://www.mngts.org>.
- Protection and Advocacy (P&A) System and Client Assistance Program (CAP): <http://www.protectionandadvocacy.com/>
- San Diego Regional Center: <http://www.sdrc.org/>
- San Diego State University, Disabled Student Services: http://www.sa.sdsu.edu/dss/dss_home.html
- The ARC of San Diego: <http://www.arc-sd.com/>

- The DRM Regional Resources Directory, California:
<http://www.disabilityresources.org/CALIFORNIA.html>
- Toward Maximum Independence (TMI), Inc. TMI's program services and supports include Community Living, Community Employment, and Family Support. <http://www.tmi-inc.org/>
- Transition to Adult Living: A Guide for Secondary Education, Section 4, Spanish Version (translated by Team of Advocates for Special Kids [TASK]) - Envolvimiento Familiar. http://www.cde.ca.gov/spbranch/sed/trns_sctn4_spnsh.pdf
- UCP of San Diego: <http://www.ucpsd.org/>
- United Way: For online information on community resources and printed products including the Directions directory, visit the Resource Center (http://www.unitedway-sd.org/resource_center.html) or www.informsandiego.org (<http://www.informsandiego.org/index.asp>)
- US Department of Health and Human Services, Administration on Developmental Disabilities. <http://www.acf.dhhs.gov/programs/add/>
- US Department of Labor, Office of Disability Employment Policy. <http://www.dol.gov/odep/welcome.html>