

Example

Transition Service Plan

Name: Jack RR.-Case Study #10	Projected Date of Graduation: May 2010	Date of Initial Transition Program: Development _____ Update _____
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Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate

Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Based on completed transition questionnaire, Jack enjoys lacrosse, football, and karate; his career goal is to participate in ROTC and become an Army Ranger. Jack’s strengths include an intense focus on things of interest to him and boundless energy. His course of study is a college prep diploma and is on track to complete graduation requirements in May 10. Jack states that he would really like to attend University of Alaska, Anchorage because of their military program.

On 9-24-09, Jack took an interest inventory test on Alaska Career Information System (AKCIS) website. His top scores indicate possible careers in artistic and investigative careers. Careers in these categories that he identified as ones he would like to research are forensics, physics, and mechanical engineering.

On 11-24-09, The Transition Specialist interviewed Jack and discussed his transition plan goals. Jack states that he is interested in forensics and law enforcement. He wants to investigate and solve crimes. He is willing to work on his goals so that he will be ready for his transition to college at the end of this school year. Jack does chores at home, such as vacuuming his bedroom and hallway and cleaning his bathroom. He says that he helps clean up in his dad's machine shop.

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment)

Education/ Training: After high school graduation, Jack will attend college to study forensics/ law enforcement.

Employment: After college, Jack will work full-time in the forensic science industry.

Independent Living (as appropriate):

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child’s post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

I. Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will identify 3 post secondary schools that he would like to attend (with forensic/law enforcement majors).</p> <p>2. Jack will complete 2 college applications this year.</p> <p>3. Jack will meet w/a disabilities services provider two of the colleges of his choice during first semester.</p>	<p>1a. Visit career lab 2 times a semester</p> <p>1b. Visit college411.org web site to identify 3 colleges</p> <p>1c. Visit 3 college campuses</p> <p>1d. Identify all requirements for entry into 3 colleges</p> <p>1e. Print all information, gather in a notebook and review with family and case manager bi-weekly.</p> <p>1f. Create a chart to compare the important features of each college.</p> <p>2a. Visit 2 college campuses and meet w/representative.</p> <p>2b. Obtain/access 2 applications from the id. Colleges.</p> <p>2c. Submit all required paperwork before deadline.</p> <p>2d. Apply for financial aid and search for scholarships.</p> <p>3a. Identify the contact person and phone number of the disability services office at the college.</p> <p>3b. Set up meeting w/ representative.</p> <p>3c. Gather all required paperwork for documentation of disability.</p> <p>3d. If found eligible for services, meet w/ representative before beginning college classes to review schedule and accommodations.</p>	<p>1a. Jack, teachers, career lab counselor, family</p> <p>1b. Jack, teachers, career lab counselor, family</p> <p>1c. Jack, parents</p> <p>1d. Jack, teachers, family</p> <p>1e. Jack, caseload manager, family</p> <p>1f. Jack, caseload manager, family</p> <p>2a. Jack, family, college representative</p> <p>2b. Jack, parent</p> <p>2c. Jack, parents, HS counselors</p> <p>2d. Jack, parents, HS counselors</p> <p>3a. Jack, parents,</p> <p>3b. Jack, parents,</p> <p>3c. Jack, parents, case manager</p> <p>3d. Jack, parents,</p>	

II. Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will identify 3 careers of interest and 3 attributes in each career.</p> <p>2. Jack will complete 4 steps of applying for a part-time job.</p>	<p>1 a. Visit AKCIS (Alaska Career Information System) web site to complete 2 vocational assessments</p> <p> b. Identify 3 careers that match his interests and abilities in forensics/ law enforcement.</p> <p> c. List working conditions, education needed, and skills required for each career listed above.</p> <p>2. Steps</p> <p>2 a. Identify 3 local businesses that offer part-time work</p> <p> b. Complete 3 applications for each business and return to manager</p> <p> c. Follow-up with manager until job opportunity is offered or closed</p> <p> d. Practice interview skills with 3 adults</p>	<p>1. Jack, teachers, Transition Specialist, family</p> <p>2. Jack, teachers, Transition Specialist, family</p>	

III. Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will identify 2 modes of transportation.</p> <p>2. Jack will complete 2 activities to demonstrate responsible citizenship.</p>	<p>1a. Practice driving skills at least twice a week 1b. Take and pass the driver's license exam</p> <p>1c. Obtain bus schedule and practice dry run to 3 destinations.</p> <p>2a. Access Internet or visit library to obtain voter registration form. 2b. Complete and submit form to become a registered voter. 2c. Access www.sss.gov to register for Selective Services.</p>	<p>1a. Jack, teachers, family 1b. Jack, teachers, Transition Specialist, family 1c. Jack, teachers, Transition Specialist, family 2a. Jack 2b. Jack 2c. Jack</p>	
<p>3. Jack will apply for the Police Explorer Program through the local law enforcement agency.</p>	<p>3a. Contact representative to obtain information about the program including an application. 3b. Complete application and background check by September. 3c. Follow-up w/rep. to find out if accepted into program before October 1. 3d. When accepted arrange schedule to attend weekly meetings and 2 activities a month.</p>	<p>3a. Jack, parents 3b. Jack, parents 3c. Jack, parents 3d. Jack, parents</p>	

IV. Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health /fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will utilize 4 specific self-determination skills.</p> <p>2. Jack will use 2 money management skills.</p>	<p>Skills</p> <p>1a. Communicate the nature of disability, needed accommodations, and strengths</p> <p>1b. Attend IEP meetings and teacher conferences.</p> <p>1c. Engage in appropriate conversations using strategies learned in affective skills.</p> <p>1d. Set up meeting with disability service center representative in colleges of interest.</p> <p>Skills:</p> <p>2a. Open checking account and maintain for 3 months.</p> <p>2b. Keep monthly statement and balance</p> <p>2c. Assume responsibility for 1 bill a month; paying the correct amount on time.</p>	<p>1. Jack, teachers, family</p> <p>2. Jack, family 5B. student, parent, teacher</p>	

V. Related Services (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will register for vocational rehabilitation (VR) services.</p>	<p>1a. Complete school referral.</p> <p>1b. Meet with vocational counselor when assigned to develop work plan.</p> <p>1c. Meet w/VR counselor twice a semester to update plan.</p>	<p>1a. Jack, family, teachers, Vocational Rehabilitation counselor</p> <p>1b. Jack, family, teachers, Vocational Rehabilitation counselor</p> <p>1c. Jack, family, teachers, Vocational Rehabilitation counselor</p>	

VI. Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/ Agency Involved	Date of Completion/ Achieved Outcome