

TRANSITION PLANNING TOOL

STUDENT INFORMATION	
Student Name:	
School:	
Grade:	

PARTNERS IN PLANNING	
Parents/Family Members:	
School Case Manager:	
School Administrator:	
Teaching Staff:	
Support Staff:	
Service Providers:	
Community Representatives:	
Other:	

STEP 1: ASSESS INTERESTS AND ASPIRATIONS

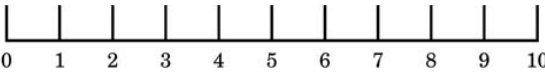


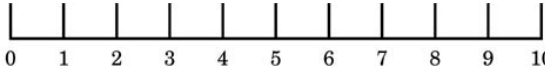






What would make your student satisfied in life? Dream big!

“Imagine it is ____ years in the future. You will be 18 years old.”

SPHERES OF ADULT LIFE	
WORK	HOME
<i>What will your job look like?</i>	<i>What will your home life look like?</i>
LEISURE	COMMUNITY
<i>What will your leisure time look like?</i>	<i>What will you do in your community?</i>

STEP 2: ASSESS CRITICAL SKILLS

Critical skills (Gerhardt, 2018) are the key skills needed to complete a variety of tasks and enable a person to achieve independence in their interests and aspirations.

<p>TOILETING Use of a bathroom when needed, including locking the door, wiping seat, wiping self, washing hands, exiting bathroom and return to location.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>DRESSING Closing door for privacy, selection of appropriate clothes, donning clothes in correct order and checking appearance before opening door and exiting area.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>EATING Correctly use all appropriate utensils (knife, fork, spoon) to eat a variety of foods neatly and at a culturally accepted pace.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>SELF-CARE Bathe, shower and complete relevant self-care / hygiene skills (e.g., tooth brushing, grooming etc.)</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>HOUSE CHORES Completion of a variety of household chores.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>LEARNING IN A GROUP Contribute and collaborate meaningfully in a group setting.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>SELF-MANAGEMENT Monitor and regulate their own behavior using reduced supports from external resources in a variety of settings and situations.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>PROBLEM-SOLVING Able to offer more than one potential solution when presented with a relevant problem or challenge.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>PHYSICAL SAFETY Avoid potential hazards in the environment; discriminate between “safe” and “unsafe” people and respond appropriately; noncompliance to privacy requests; healthcare management.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>
<p>COMMUNICATION Make one’s wants and needs known in a socially acceptable way to unfamiliar listeners across multiple environments.</p>	<p>FULLY DEPENDENT  INDEPENDENT</p>

STEP 3: ASSESS SUPPORT NETWORK

What supports are available in your community that your student would benefit from?

PEOPLE	ENVIRONMENT	TOOLS
<i>Family/Friends</i>	<i>Sensory Considerations</i>	<i>Communication</i>
<i>Community Organizations</i>	<i>Mobility Considerations</i>	<i>Planning and Organization</i>
<i>Service Providers</i>	<i>Health and Wellness</i>	<i>Other Tools</i> See Family Support Institution's "Transition Timeline for ideas: https://findsupportbc.com/timeline/

STEP 4: GOAL SETTING - STUDENT TRANSITION STATEMENT

Use the information gathered about personal interests and aspirations, critical skills, and support network, to create a student transition statement.

In years, I will be 18-years-old and ready for adulthood.

Ideally, I will be embarking on a job where:

Important skills associated with this job include:

In terms of home life, I will:

In terms of community, I look forward to:

I will be able to initiate independent choices with regards to leisure activities, which may include:

STEP 5: GOAL SETTING AND IMPLEMENTATION

Determine priority goals for your student this year and begin planning for implementation.

CRITICAL SKILL and/or SPHERE OF ADULT LIFE	TARGET GOAL	STRATEGIES AND SUPPORTS AT SCHOOL	STRATEGIES AND SUPPORTS AT HOME/COMMUNITY
	<i>Student will:</i>		
	<i>Student will:</i>		
	<i>Student will:</i>		
	<i>Student will:</i>		
	<i>Student will:</i>		

STEP 6: PROGRESS MONITORING

Transition Planning



Has the information from this Transition Plan been added to the IEP?

First review of the plan will be:

End of year review of the plan will be: