

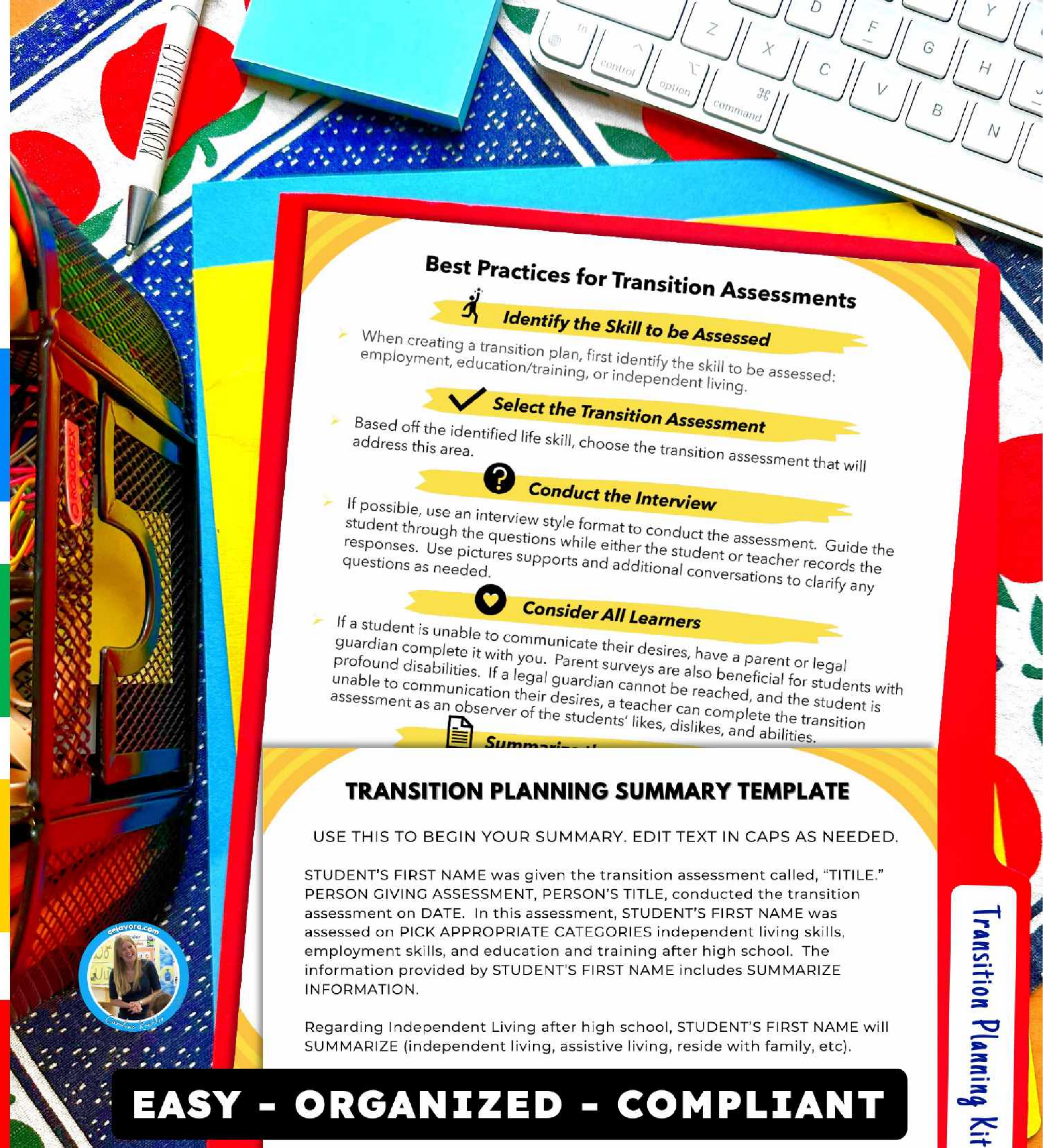
TRANSITION ASSESSMENTS

➤ WRITTEN + PICTURE

➤ CHECKLIST GUIDE

➤ VIDEO TRAINING

➤ IEP SURVEY TOOLS



Best Practices for Transition Assessments



Identify the Skill to be Assessed

- When creating a transition plan, first identify the skill to be assessed: employment, education/training, or independent living.



Select the Transition Assessment

- Based off the identified life skill, choose the transition assessment that will address this area.



Conduct the Interview

- If possible, use an interview style format to conduct the assessment. Guide the student through the questions while either the student or teacher records the responses. Use pictures supports and additional conversations to clarify any questions as needed.



Consider All Learners

- If a student is unable to communicate their desires, have a parent or legal guardian complete it with you. Parent surveys are also beneficial for students with profound disabilities. If a legal guardian cannot be reached, and the student is unable to communicate their desires, a teacher can complete the transition assessment as an observer of the students' likes, dislikes, and abilities.



Summary

TRANSITION PLANNING SUMMARY TEMPLATE

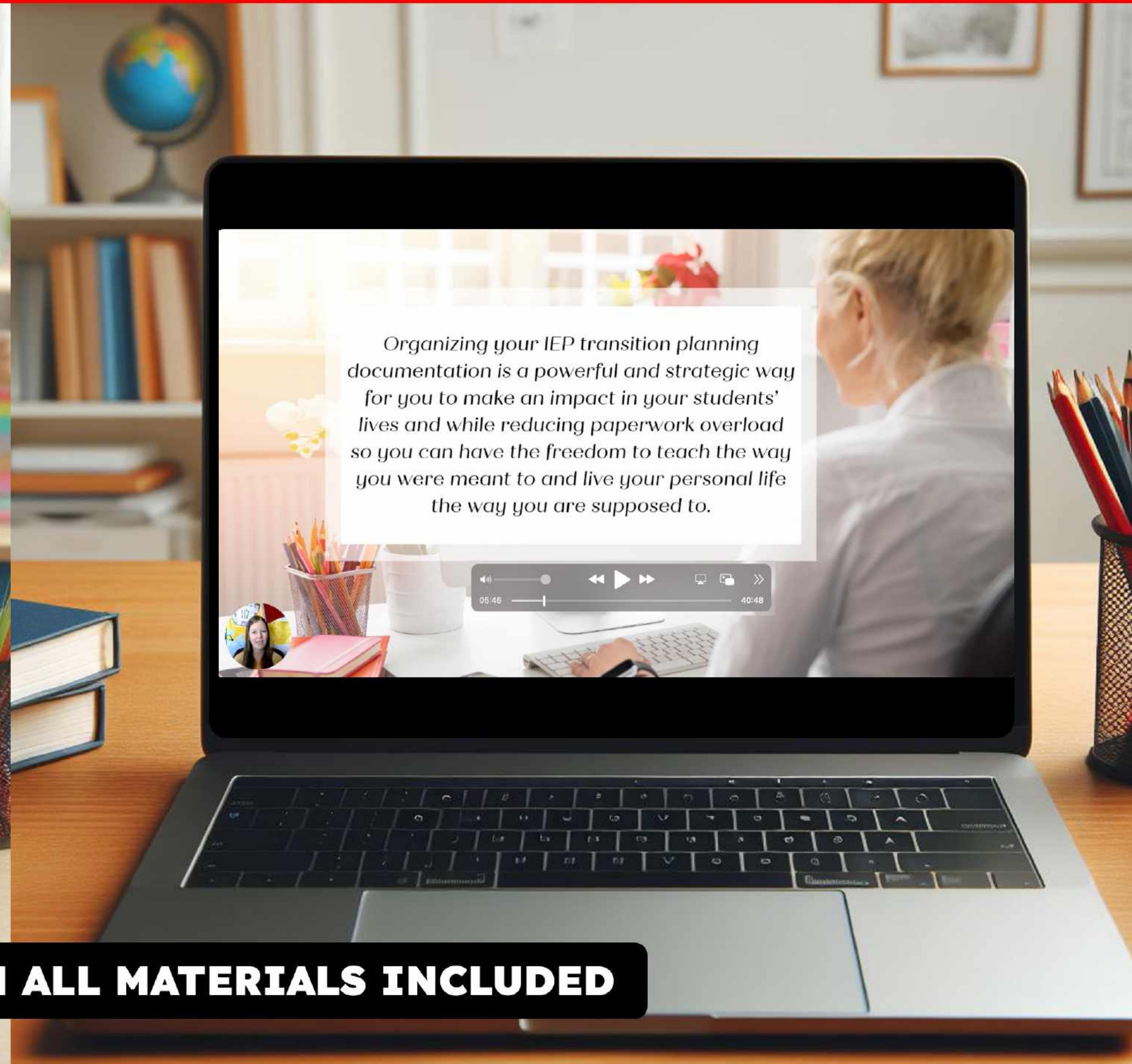
USE THIS TO BEGIN YOUR SUMMARY. EDIT TEXT IN CAPS AS NEEDED.

STUDENT'S FIRST NAME was given the transition assessment called, "TITLE." PERSON GIVING ASSESSMENT, PERSON'S TITLE, conducted the transition assessment on DATE. In this assessment, STUDENT'S FIRST NAME was assessed on PICK APPROPRIATE CATEGORIES independent living skills, employment skills, and education and training after high school. The information provided by STUDENT'S FIRST NAME includes SUMMARIZE INFORMATION.

Regarding Independent Living after high school, STUDENT'S FIRST NAME will SUMMARIZE (independent living, assistive living, reside with family, etc).

EASY - ORGANIZED - COMPLIANT

VIDEO TRAINING AND TOOLKIT



DETAILED TRAINING WITH ALL MATERIALS INCLUDED

TRANSITION PLANNING GUIDES

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
☐	On track to receive a certificate of completion	☐	Student expresses interest in post-secondary employment
☐	Course of study aligns with state standards	☐	Displays appropriate skills including attitude, social awareness, and drive
☐	Interacts appropriately in social situations	☐	Developing readiness for skills and demands for employment
☐	Adheres to school and community rules	☐	Can identify realistic jobs of interest
☐	Able to follow two-step directions from adults	☐	Understands employment options available
☐	Accepts help from support services and	☐	Can maintain employment with or

Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: <u>Suzie Q.</u>	Date of completion: <u>April 17th</u>
Evaluator's name: <u>Cardie Koehler</u>	Evaluator's title: <u>special teacher</u>

Directions: Complete the checklist below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial		Medical	
☒	Has a legal guardian to make financial decisions	☒	Attends medical appointments
☒	Guardian has applied for financial assistance	☒	Actively participates in therapy appointments
☐	Receives SSI or government assistance	☒	Takes medication orally or through port
☒	Has an adult conservatorship to make financial decisions	☒	Use over the counter medications and prescriptions as prescribed
☐	Has a life plan in place	☐	Summary of medical history including medication, allergies, and procedures
☐	Letter of intent from legal guardian		Attend to minor injuries with basic first aid
☒	Has an outside agency relationship established		Health awareness: seeks medical help when ill
☒	Receives assistance from a special education advocate		Has a general practitioner, dentist, and optometrist (if applicable)
☐	Has a special needs trust/trustee		Follows emergency procedures
☐	Receives support from the autism waiver		Has an advocate for health and wellness
☐	Has ABLE (Achieving Better Life Experience) Account		Practices preventive care with daily exercise and healthy food choices
Additional: <u>Guardian is awaiting SS</u> <u>Expected to hear by next spring</u>		Additional:	

SAVE TIME WITH READY-TO-USE TEMPLATES AND CHECKLISTS

MINIMAL, MILD-MODERATE

Student Transition Planning Checklist
Set 1

for students with **minimal support needs** including college bound, tech school, and employment seeking

Student Transition Planning Checklist
Set 2

for students with **mild to moderate support needs** including sheltered employment and work assistance programs

Student Transition Planning Checklist
Set 3

for students with **significant support needs** including care facilities and home or community-based services

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training	Employment Skills
On track for post-secondary education: college, technical school, employment	Student expresses interest in post-secondary employment
Course work aligns with post-secondary goals for education and/or work	Displays appropriate skills including attitude, social awareness, and drive
Interacts appropriately in a variety of social situations	Understands skills, qualifications, and demands for desired employment
Adheres to school rules	Can identify and apply for community assistance for job placement
Capable to follow multi-step directions from adults	

Student Transition Planning Checklist
for students with significant support needs including participation in care facilities and home or community-based services

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial	Medical
Has a legal guardian to make financial decisions	Attends medical appointments
Legal guardian has applied for student's financial assistance	Takes medication orally or through a medical port
Receives SSI or government assistance	Use over the counter medications and prescriptions as prescribed
Has an adult conservatorship to make financial decisions	
Has a life plan in place	

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills	Independent Living
Acts appropriately in a variety of social situations	Expresses interest in living on their own
Has a supporting network of peers and adult role models/mentors	Schedules, manages, and attends appointments
Utilizes manners and basic etiquette	Plans meals, preps, and cooks
Actively listens and responds	Manages a budget and pay bills including banking and credit cards
Cooperates with peers and superiors	Has the ability to clean and organize living area
Participates in group activities	

SUPPORT ALL LEVELS OF LEARNERS

SIGNIFICANT SUPPORT NEEDS

16 WORD-BASED TRANSITION SURVEYS

My Life Goals
(student's name)
Highlight the goals below that you would like to accomplish.
After highlighting, number your top five goals with #1 being the most important goal.
If you have a goal that is not listed below, please write it on the back of the paper.

- Adopt a child.
- Be famous.
- Be financially secure.
- Be healthy.
- Be physically fit.
- Become an artist.
- Buy a car.
- Create a successful YouTube channel.
- Develop myself spiritually or religiously.
- Donate to those in need.
- Earn a college degree.
- Earn a doctorate or Ph.D.
- Enlist in the military.
- Fall in love.
- Get a driver's license.
- Get a full ride scholarship to college.
- Get married.
- Go skydiving.
- Go to space.
- Learn another language.
- Live a happy life.
- Live abroad.
- Live to be a 100 years old.
- Lose weight.
- Make a million dollars.
- Make my family proud.
- Make the world a better place.
- Meet my idol.
- Mentor someone.
- Overcome my fears.
- Own a home.
- Own a vacation home.
- Play in a band.
- Receive honors and awards.
- Register to vote.
- Retire early.
- Save money.
- Start my own business.

Crystal Ball
(student's name)
Pretend you are looking into a crystal ball that can see your future.
Describe what each topic looks like when you are an adult.

- Home:
- Job:
- Salary:
- Mode of transportation:
- Location of residence:

Dealing with Crisis
(student's name)
State how you would handle the situations below. Consider resources such as people, places, and agencies who could assist you as necessary.

- You have just been let go from your job.
- You don't have enough money to pay rent.
- You were just in a car accident.
- You have just been robbed.
- You don't have money for food.

Shopping List
(student's name)
Imagine you've just moved into your own place and you have no supplies.
You are going shopping but can only buy five items from each category.
Pick the top five items you feel you need in each category below.

Bathroom/Hygiene Supplies

☐ Cologne	☐ Conditioner	☐ Deodorant	☐ Facewash
☐ Floss	☐ Hair gel	☐ Hairspray	☐ Perfume
☐ Q-tips	☐ Razor	☐ Shampoo	☐ Shaving cream
☐ Soap	☐ Toilet paper	☐ Toothbrush	☐ Toothpaste

Kitchen Supplies

☐ Aluminum foil	☐ Blender	☐ Bottle opener
☐ Can opener	☐ Cookbook	☐ Crockpot
☐ Cups	☐ Cutting board	☐ Dishes
☐ Grater	☐ Grill	☐ Hot pads
☐ Kitchen shears	☐ Knives	☐ Ladle
☐ Measuring cups	☐ Measuring spoons	☐ Microwave
☐ Mixer	☐ Peeler	☐ Plastic bags

Interest Inventory
(student's name)

- What are your hobbies?
- What is your favorite subject?
- Do you like to get up early or sleep in?
- Do you like to work alone, with others, or in a group?
- Do you like to sit or move around?

Make a Meal
Food Groups Represented

☐ Fruit	☐ Grains	☐ Meat and beans	☐ Milk	☐ Vegetables
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Equipment Necessary

☐ Aluminum foil	☐ Bread machine	☐ Blender
☐ Bottle opener	☐ Can opener	☐ Cookbook
☐ Crockpot	☐ Crockpot	☐ Cutting board
☐ Grater	☐ Grill	☐ Hot pads
☐ Kitchen shears	☐ Knives	☐ Ladle
☐ Measuring cups	☐ Measuring spoons	☐ Microwave
☐ Mixer	☐ Oven	☐ Peeler
☐ Plastic bags	☐ Plastic wrap	☐ Potato masher
☐ Pots/pans	☐ Scales	☐ Spatulas
☐ Spoons	☐ Storage containers	☐ Strainer
☐ Toaster	☐ Tongs	☐ Whisk

Job Path
(student's name)
Answer the questions below. If necessary, research your answers.

- What type of job are you interested in?
- Why do you think you would be good at this job?
- What strengths do you have for success with this job?
- What weaknesses do you need to overcome?
- How much money does this job pay?
- What are the benefits of this job?

Money Management
(student's name)

- How will you make money?
- How much money do you want to make?
- How will you manage your money?

Down the Road: a look into the future.
(student's name)
When answering these questions, picture yourself 15 years in the future.

- What location or area do you plan to live?
- What type of housing would you like to have?
- What career or job do you see yourself enjoying?
- Are you interested in having a family? If yes, describe.

Advice for the future
(student's name)
Think of your life and the advice you would give yourself if you had the opportunity to sit down with a mentor.

- You really need to focus on.
- You need to stop worrying about.
- To do well in school you should.
- Take sure you listen to.
- Bad habit you need to.

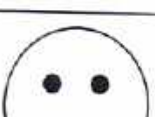
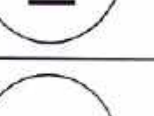
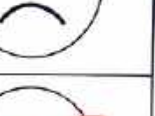
PERFECT FOR INCLUSION AND DIPLOMA TRACK STUDENTS

7 PICTURE-BASED SURVEYS

Jobs Assessment

Name: _____ Date: _____

Look at the picture of the job.
Color the face that matches your feelings about the job.

Job	How I feel
 Armed Forces	  
 Assistant	  
 Baker	  
 Computer Technician	  
 Factory Worker	  
 Farmer	  
 Firefighter	  

Job Assessment

Look at the picture of the job.
Color the face that matches your feelings about the job.

Job	How I feel
 Grocer	  
 Janitor	  
 Plumber	  
 Police Officer	  
 Singer	  
 Teacher	  
 Zoo Keeper	  

How Much Does This Cost?

Name: _____ Date: _____

Look at the pictures in each row.
Color in or circle about how much money each item costs.

 Milk	 Shampoo	\$5	\$30	\$75
 House	 Movie Ticket	\$1	\$10	\$55
 Eggs	 Computer	\$100	\$2	\$30
		\$700	\$10	\$60

**GREAT FOR NON-DIPLOMA TRACK STUDENTS AND
INDIVIDUALS WITH INTELLECTUAL DISABILITIES**

IEP IMPACT STATEMENTS PLAAFP

Math Based Early Skills		
Baseline Data	Strengths	Impact
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
STUDENT rote counts up to NUMBER with PERCENT accuracy according to in class assessments dated DATE.	STUDENT is able to match numbers and rote count up to 20. Counters are used to help with pacing.	STUDENT'S inability to regulate emotion and exhibit physical aggression result in removal from environments with peers along with academic instruction.
When asked to continue a given pattern, STUDENT demonstrates the ability to create basic AB and ABC patterns with PERCENT accuracy as noted on class assessment from DATE.	STUDENT displays a beginning understanding of math concepts such as identifying colors, shape-to-one correspondence and counting up to 100.	STUDENT'S inability to organize their thoughts prevents independent completion of academic tasks.
STUDENT is unable to tell time to the PICK HOUR, HALF HOUR, QUARTER, OR MINUTE on an analog clock as noted by in class assessments given on DATE.	STUDENT can tell time to the digital clock and can identify the half and whole hour associated with 6 and 1 on an analog clock.	STUDENT'S inability to use words or visual communication to express needs in times of age leads to a loss of instructional time and possible de-learning.
As noted on ASSESSMENT on DATE, STUDENT is able to identify the names of NAME COINS and the worth of NAME COINS. Adding up the total worth of a given set of coins is an emerging skill.	STUDENT displays a beginning understanding of names and values associated with money. They are able to identify pennies and dimes and count pennies by	STUDENT'S inability to observe classroom rules impacts the safety of well as directly limits engagement in academic.

Math Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
computation	STUDENT can add and subtract single (OR CHANGE TO DOUBLE) digits with and without regrouping with PERCENT accuracy based on data collected from ASSESSMENT on DATE.	STUDENT is able to add single-digit numbers independently with the use of counters.	STUDENT'S inability to regulate emotion and exhibit physical aggression result in removal from environments with peers along with academic instruction.
x / computation	STUDENT can multiply or divide single (OR CHANGE TO DOUBLE) digits with PERCENT accuracy according to classroom data probes from DATE.	STUDENT is able to use a multiplication chart. With this accommodation, STUDENT is successful with math problems based on the numbers within the chart.	STUDENT'S inability to organize their thoughts prevents independent completion of academic tasks.
problem solving	STUDENT does not exhibit an understanding of the application of problem-solving skills within math word problems. The most recent math assessment, ASSESSMENT on DATE, shows STUDENT'S achievement level in math is ASSESSMENT DATA.	STUDENT exhibits the ability to solve basic skills math problems. STUDENT is able to use math visuals to aid in understanding.	STUDENT'S inability to use words or visual communication to express needs in times of age leads to a loss of instructional time and possible de-learning.
algebra	STUDENT is able to compute the value of an algebraic variable with PERCENT accuracy according to a classroom assessment with NUMBER of algebraic equations containing one variable on DATE.	STUDENT exhibits the ability to solve basic skills math problems and correctly identifies the order of operations. STUDENT can identify what a variable is and	STUDENT'S inability to observe classroom rules impacts the safety of well as directly limits engagement in academic.

Behavior Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
decision making	STUDENT exhibits impulsive and physically aggressive behavior. Within the last NUMBER days, NUMBER instances of inappropriate school behavior have been recorded within the school's discipline records.	STUDENT utilizes sensory tools such as a ball chair and fidget in class. When STUDENT feels overly stimulated, he will often stand at his desk to work.	STUDENT'S inability to regulate emotion and exhibit physical aggression result in removal from environments with peers along with academic instruction.
on task	STUDENT is unable to independently complete work in class without repeated prompting from adults. As noted from an in-class behavior rubric on DATE, STUDENT required NUMBER of prompts in NUMBER minutes.	STUDENT uses a visual schedule for the daily classroom activities. With help, STUDENT participates in organizing materials and work.	STUDENT'S inability to organize their thoughts prevents independent completion of academic tasks.
problem solving	According to in-class behavior documentation, STUDENT uses escape and avoidance behavior rather than communicating wants, needs, and emotions NUMBER times within a school week.	STUDENT is able to identify ten different emotions and their relation to various situations. When calm, STUDENT will use visuals to help with self-expression.	STUDENT'S inability to use words or visual communication to express needs in times of age leads to a loss of instructional time and possible de-learning.
responsibility	As noted in from a school record review of the period between DATES, STUDENT received NUMBER discipline referrals for not adhering to classroom rules.	STUDENT is able to work in a one-to-one setting with both peers and adults.	STUDENT'S inability to observe classroom rules impacts the safety of well as directly limits engagement in academic.

Behavior Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
social skills	STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with a adult assistance.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
self-advocacy	STUDENT is unable to request help with challenging tasks from any given teacher. As noted in a behavior observation on DATE, STUDENT waits for teachers or peers to help rather than asking for assistance.	STUDENT is able to inform a select group of people when they need assistance. STUDENT is conscious of school expectations and follows school rules.	STUDENT'S inability to ask for help when it is warranted impacts academic advancement in all areas.
work completion	STUDENT requires multiple prompts and adult assistance to complete tasks. STUDENT'S completion rate for class assignments and homework is PERCENT for DATES as noted by gradebook records.	STUDENT is able to complete work with prompts from adults. STUDENT attends to a non-preferred activity for TIME minutes PERCENT of the time.	STUDENT'S inability to complete activities without adult assistance limits the academic opportunities available.

Behavior Based PLAAFP		
Baseline Data	Strengths	Impact
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
STUDENT is unable to request help with challenging tasks from any given teacher. As noted in a behavior observation on DATE, STUDENT waits for teachers or peers to help rather than asking for assistance.	STUDENT is able to inform a select group of people when they need assistance. STUDENT is conscious of school expectations and follows school rules.	STUDENT'S inability to ask for help when it is warranted impacts academic advancement in all areas.
STUDENT requires multiple prompts and adult assistance to complete tasks. STUDENT'S completion rate for class assignments and homework is PERCENT for DATES as noted by gradebook records.	STUDENT is able to complete work with prompts from adults. STUDENT attends to a non-preferred activity for TIME minutes PERCENT of the time.	STUDENT'S inability to complete activities without adult assistance limits the academic opportunities available.

Functional Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
hygiene	STUDENT engages in hygiene activities with adult assistance. In NUMBER trials on DATE, STUDENT required NUMBER prompts to properly complete the hygiene activity of handwashing.	STUDENT is able to follow a visual schedule. When prompted to complete handwashing steps, STUDENT complies.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
independence	STUDENT is unable to independently navigate the school building. As noted from in-class daily behavior logs on DATE, STUDENT required NUMBER of prompts to transition between two previously known locations.	STUDENT participates in activities throughout the school. STUDENT independently transitions to activities within the classroom.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
social skills	When STUDENT is unable to complete a task or lacks understanding, a request for help is not initiated as noted from in class observations on DATE.	STUDENT is able to communicate about preferred topics. STUDENT engages in a variety of	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.

Functional Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
social skills	STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
self-advocacy	STUDENT is unable to request help from any given teacher and respond to questions. As noted in an observation on DATE, STUDENT responds to sounds in the environment but does not initiate communication.	STUDENT is able to locate sounds in the environment. Also, STUDENT can press a switch to participate in class activities.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
work completion	STUDENT is often uninterested in the peers and adults in the class. As observed	STUDENT is able to parallel play with others.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.

Functional Based PLAAFP			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
social skills	STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
self-advocacy	STUDENT is unable to request help from any given teacher and respond to questions. As noted in an observation on DATE, STUDENT responds to sounds in the environment but does not initiate communication.	STUDENT is able to locate sounds in the environment. Also, STUDENT can press a switch to participate in class activities.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.
work completion	STUDENT is often uninterested in the peers and adults in the class. As observed	STUDENT is able to parallel play with others.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.

EASILY DEFINE PRESENT LEVEL, NEED, AND GOALS

STUDENT SURVEY INVENTORY SET

Student Survey

Name: _____ Date: _____

1. I really enjoy _____

2. One thing that went well today was _____

3. My favorite subject is _____

4. My least favorite subject is _____

5. The best thing about school is _____

6. I still need to know _____

7. I like when teachers _____

8. I don't like when _____

9. One question I have is _____

10. I'd really like my teacher to _____

Name: _____

What You Don't Like

Read the sentences and write your answers on the lines below.

1 thing I like don't like about school is _____

2 holidays or days I really don't like are _____

3 things people do that I really like are _____

Name: _____

What You Like

Read the sentences and write your answers on the lines below.

1 thing I like about school is _____

2 holidays or days I really like are _____

3 things people do that I really like are _____

End of the Year Student Survey

Name: Caroline Date: May 28

1. This school year, I really enjoyed learning the multiplication songs in math

2. One thing that went well this school year was meeting my AR goal for reading

3. One thing that did not go well this school year was the long social studies tests were hard

4. My favorite activity was learning about planets and writing the report

5. My least favorite activity was spelling and timed tests

6. My biggest growth this year was growing in my reading levels

7. Something that I wish would have happened this year is having the book club groups we had last year

8. I liked when teachers rewarded the class for good work and good behavior

9. I didn't like when teachers punish everyone for something

In the _____ grade I'll always remember _____

My name is Caroline

I'm in the 3rd grade

My friends are Elizabeth, Chrissy and Angi

(When I'm an adult I will be a photographer)

For next school year, I can't wait to start division!

My favorite song is _____

Teacher Reflection

Write the number for each topic that matches your experience.

Topic	Teacher Rating
Explaining lessons and giving examples	
Seeing when I needed extra help or time	
Giving time for me to work in class and ask questions	
Caring for others and being understanding	
Creating a safe, caring classroom for me	
Making learning fun, interesting, and meaningful	
Helping me become a great person	
Taught lessons at a speed that I could understand	

Teacher Grading

5	completely amazing, exceptional teaching, awesome
4	pretty great, great teaching, nice connection, lots of
3	okay, fair teaching, shows some understanding, but needs

BEGINNING AND END OF THE YEAR SURVEYS TO DOCUMENT GROWTH

COMPLETE TRANSITION TOOLKIT

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklist below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills		Independent Living	
Acts appropriately in a variety of social situations		Expresses interest in independent living	
Has a supporting network of peers		Schedules, manages appointments	
Utilizes manners and basic etiquette		Plans meals, prepares food	
Actively listens and responds		Manages a budget, banking and credit	
Cooperates with peers and superiors		Has the ability to live independently	
Participates in group activities appropriately		Possesses necessary skills to live independently	
Engages in turn taking conversations		Shops for necessities	
Understands the differences between social and romantic relationships		Mainly responsible for own care	
Displays appropriate citizenship		Contributes to the community	
Follows unspoken social rules including distancing, voice level, hygiene, etc.			
Accepts discipline, guidance, and criticism appropriately			
Additional: _____			

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Directions: Complete the checklist below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
On track for post-secondary education: college, technical school, employment		Student expresses interest in post-secondary employment	
Course work aligns with post-secondary goals		Displays appropriate skills including attitude, social awareness, and drive	
Interacts appropriately in social situations		Understands skills, qualifications, and demands for desired employment	
Adheres to school rules		Student can identify and apply for community assistance for job placement	
Able to follow multi-step directions from adults		Can complete job applications independently	
Advocates for support services and accommodations		Student can maintain employment without additional adult support	
Maintains attendance of 90% or greater		Can engage in job interviews	
Work samples provided in a student portfolio		Has prior work experience	
Student participates in the IEP planning process		Can access phone and computer (internet, email, etc.)	
Currently receiving job training		Invite outside agencies to IEP transition meeting	
Summary of performance (SOP) or present level of academic and functional performance (PLAAFP) included		Career goal with specific, measurable, achievable, relevant, and time-bound parameters included	
Additional: _____		Additional: _____	

Best Practices for Transition Assessments

Identify the Skill to be Assessed

When creating a transition plan, first identify the skill to be assessed: employment, education/training, or independent living.

Select the Transition Assessment

Based off the identified life skill, choose the transition assessment that will

Conduct the Interview

Interview style format to conduct the assessment. Guide the questions while either the student or teacher records the interview. Supports and additional conversations to clarify any

Consider All Learners

To communicate their desires, have a parent or legal guardian with you. Parent surveys are also beneficial for students with disabilities. If a legal guardian cannot be reached, and the student is unable to communicate their desires, a teacher can complete the transition assessment on behalf of the students' likes, dislikes, and abilities.

Summarize the Assessment

In the transition assessment, summarize it in a narrative format. Add to any curricular components that support the transition skills.

Update the Student's Current Levels

Update the current skill level in independent living. Note the student's current training after high school and/or employment after

Explore Multiple Skills

Skills given. Select new skills to investigate as the student's information as possible for the student's transition plan.



TRANSITION PLANNING SUMMARY TEMPLATE

USE THIS TO BEGIN YOUR SUMMARY. EDIT TEXT IN CAPS AS NEEDED.

STUDENT'S FIRST NAME was given the transition assessment called, "TITLE." PERSON GIVING ASSESSMENT, PERSON'S TITLE, conducted the transition assessment on DATE. In this assessment, STUDENT'S FIRST NAME was assessed on PICK APPROPRIATE CATEGORIES independent living skills, employment skills, and education and training after high school. The information provided by STUDENT'S FIRST NAME includes SUMMARIZE INFORMATION.

Regarding Independent Living after high school, STUDENT'S FIRST NAME will SUMMARIZE (independent living, assistive living, reside with family, etc).

Regarding Employment after high school, STUDENT'S FIRST NAME will SUMMARIZE (work full-time, work part-time, be self-employed, have a job coach).

Regarding Education and Training after high school, STUDENT'S FIRST NAME will SUMMARIZE (attend a two year college, attend a four year college, receive on the job training, pursue a technical certificate, train at a career center, continue therapy, have sheltered employment, have a job coach, enlist in the military).

STUDENT'S FIRST NAME postsecondary goals have been updated to reflect the new data obtained.

FOR DIPLOMA TRACK STUDENTS - The anticipated date of graduation is DATE. STUDENT'S FIRST NAME is pursuing a high school diploma. Due to this, the goals and objectives are based on the same academic goals as students without disabilities and will be generally aligned to the current grade-level curriculum.

FOR CERTIFICATE OF COMPLETION TRACK STUDENTS - The anticipated date of graduation is DATE. STUDENT'S FIRST NAME is pursuing a

WRITING GUIDES, BEST PRACTICES, ASSESSMENT TEMPLATES