Module 7, Adult Life Outcomes for Students with Disabilities: A World of Opportunity, has been developed to provide transition stakeholders with a look at the adult life outcomes that young adults with disabilities might consider and to provide a wide range of resources to support the planning, development and implementation of transition-focused Individualized Education Programs (IEP).
Transition Outreach Training for Adult Living
Adult Life Outcomes for Students with Disabilities: A World of Opportunity

Objective

The objective of this training is to provide transition stakeholders with a look at the adult life outcomes that young adults with disabilities might consider and to provide a wide range of resources to support the planning, development and implementation of transition-focused Individualized Education Programs (IEP).

Key Learning

At the end of this training, participants should be able to:

- Understand the variety and diversity of options students with disabilities could consider as choices for adult life outcomes.
- Understand the existing challenges in ensuring that all students achieve high academic standards and also gain skills, experiences, and connections needed to achieve desired post-school goals and assume adult responsibilities.
- Recognize and become familiar with the use of a variety of resources, tools, and sample materials that can be used to assist students with disabilities in discovering, stating, planning for and acting on their choices for adult life outcomes.

Materials

- Resources/Readings (may also be copied to handout at the discretion of the trainer)
- Trainer note pages with slides
- Handouts for training participants
  - Slide handout pages for note-taking

Trainer Preparation

1. Review trainer reading
2. Review trainer note pages and overheads
3. Duplicate handouts

Training Guide

1. Introduce training topic and learning objectives
2. Present the training with corresponding activities by following the trainer note pages
3. Conclude by disseminating and collecting workshop evaluation forms.
Curriculum Resources


*Career interest and vocational assessments for special population learners*. Resource document developed by the Illinois Center for Specialized Professional Support (ICSPS)/Special Populations Project. Normal, IL: University of Illinois, Department of Education.


Have You Thought About This Checklist adapted from *Here’s to your future: A parent’s guide to transition planning*. Transition Resource Parents, RI Parent Information Network and the RI Transition, Independence, Employment Publications Workgroup.

Individuals with Disabilities Education Improvement Act, 2004.


94% of TOTAL funds come from federal sources.
Adult Life Outcomes for Students with Disabilities: A World of Opportunity

Transition Outreach for Adult Living (TOTAL) Project

Illinois State Board of Education

“It’s not the lofty sails but the unseen wind that moves the ship.”
- W. MacNeile Dixor
Federal Definition of Transition

a) Transition services means a coordinated set of activities for a child with a disability that:

1. Is to be designed within an results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation;

IDEA 2004, 602(34)(A)
Federal Definition of Transition

2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences and interests...

IDEA 2004, 602(34)(B)
Adult Life Outcomes

- Employment
- Postsecondary education
- Community participation
- Community living
- Social and recreational
- Mobility
Adult Life Outcomes
Employment

The student wants -
- Independent employment and knows specifically the field to be studied or pursued
- Military service
- Independent employment but does not know what field
- A job, and the IEP team anticipates supported employment (job coach or natural supports)
- Organizational employment through an adult service provider (contract work, mobile crew)
- Self-employment (entrepreneurial, job carving, limited liability partnership)
- Other
Adult Life Outcomes
Employment
Samples

- Wants to be a carpenter
- Would like employment in the field of computers
- Wants to go to college to be a pre-school teacher
- Work on a contract team, through a provider, to do office work and move toward more independent work opportunities through the same provider
- Undecided about a field of interest but does want a full-time job working outdoors and not around too many people
- Wants to be self-employed selling artwork at local boutiques, fairs, and over the internet
Adult Life Outcomes
Postsecondary Education

- The student wants to attend -
  - A four-year college or university to gain a degree in a chosen field
  - A four-year college or university but is unsure of what field to pursue
  - A community college prior to continuing in a four-year program
  - A community college
  - A community college for nonacademic courses, i.e., self-improvement, leisure interests (Specify)
  - A vocational training program in a specified field
Adult Life Outcomes
Postsecondary Education
Samples

- Wants to attend the mid-size public university that is 20 minutes away and get a business degree
- Wants to attend an online university to obtain a college degree while also working a part-time job
- Attend the local community college for a dance exercise class
- Take a gardening class at the local Home Depot
- Attend community college to get an AA degree before deciding on whether to pursue a four-year college.
- Attend community college to gain a certification in food service and then go on to culinary arts school
- Earn a two-year certification at a technical trade school to get a mechanics job at a car dealership
Adult Life Outcomes
Community Participation and Mobility

- The student wants -
  - To be independently mobile in the community and access services of choice (specify services)
  - To be independent in the community with support for transportation to access services of choice (specify services)
  - Community access with the support of a personally hired PA for accessing services of choice
  - Community access with the support of family and friends for accessing services of choice
  - Community access with a community provider
  - Other
**Adult Life Outcomes**

**Community Participation and Mobility Samples**

- Obtain driver’s license to be independently mobile in the community
- Become a member of the local church youth group
- Obtain a bus pass to independently travel around the community for visiting, working, and special activities such as sporting events and concerts
- Join the community recreational softball league
- Join the local YMCA or health club facility
- Independently shop at the grocery store or other local business (without a provider)
- Learn where the primary community services are located to access with a friend (bank, grocery store, mall)
Adult Life Outcomes
Community Living

- The student wants to -
  - Live independently without support
  - Live in a supervised living arrangement
  - Live with a friend
  - Live on a military base
  - Live in a dorm room while attending postsecondary education
  - Live in a community integrated living arrangement (CILA)
  - Live in a family home with support
  - Other
Adult Life Outcomes
Community Living
Samples

- Live in an apartment with a friend
- Live in a dorm while attending college
- Remain at home with family while attending community college
- Remain at home with family with a hired PA to increase independence
- Live in a community integrated living arrangement (CIL A)
- Become a homeowner
Adult Life Outcomes
Social and Recreation

The student has –
- Identified specific recreation/leisure activities of choice and can participate independently
- Identified specific community facilities to join for recreation/leisure services (specify organizations or facilities)
- Identified activities of choice to do with family members and friends
- Identified activities to do with a provider
- Participated or participates with group activities supported by a provider
- Other
Adult Life Outcomes
Social and Recreation
Samples

- Enjoys music concerts, the church choir and singing in the local youth choir
- Likes to be outdoors with friends doing a variety of activities such as riding bike, hiking, walking, playing ball, having picnics
- Participates in Special Olympics but wants to find other clubs with organized sports
- Enjoys quiet time listening to CD’s, stitching, watching movies and looking at craft magazines
There is no recipe!
Federal Policy Shift:
Secondary Education VS Postsecondary Education and Employment Settings

- Gaps and inconsistencies in:
  - Roles and responsibilities
  - Process of determining assistance
Implications for our work

- Students with disabilities must be supported and encouraged to develop self-determination skills.

- Students with disabilities need to have an adequate understanding of their disability and related assistance needs.

- Students, parents and professionals must increase their awareness about differences in Federal policies.
What needs to happen in secondary education?

- Focus on post-school outcomes rather than minimal compliance
- Teach responsibility to youth with disabilities
- Focus on transitioning modes of assistance
Collaboration in the Transition Process

If special education and adult service providers work together, they can empower students with disabilities to succeed in full participation in work and community living.
Building Bridges

Sometimes Difficult ... Always Important
Transition Outreach Training for Adult Living (TOTAL) Project
Module 7: Adult Life Outcomes for Students with Disabilities

Have You Thought About This?

Employment

About the IEP Vocational Goals and Objectives

- What are your (your student’s) job and career interests, skills and needs? Do the IEP/Transition Plan goals, objectives and activities match these?
- Are you (your student) in a vocational education plan and/or program that meets his/her interests and abilities, with needed accommodations?
- Have you (has your student) been referred to the ORS (Office of Rehabilitation Services) to apply for job and career counseling and services?
- If you (your student) are eligible for ORS, was the ORS Counselor invited to the IEP? If so, did he or she give input?
- Does the IEP/transition plan show how the school and the vocational agency will work together?

About the Job

- What kind of work and activities do you (does your student) enjoy? Where do you (does he or she) want to work?
- Do you (does your student) need more education or training for the job or career?
- Does the job suit you (your student’s) work style (noisy, quiet casual, formal, etc.)?
- What does the job pay? How much money do you (your student) need to earn in order to support your lifestyle?
- Does the job have benefits (insurance, vacation, payment towards classes)?
- Will having a job affect SSI or other benefits or programs? Have you consulted with a benefits planner to look at these issues?
- How flexible are the hours for medical needs and other accommodations?
- Is the job challenging enough? Are there chances for raises and promotions?
- What kind of supervision, mentoring or job coaching is needed?
- Does the job offer any on the job training?
- What does the job require physically? How will this affect the need for accommodations to be met?
- Do you (does your student) know the rights established under the ADA (Americans with Disabilities Act)?

Sue Walter, 2002
Have You Thought About This?
Community Living

Choosing Housing Options
- What kind of housing do you (does your student) want, i.e., a unit in an apartment complex, a multi-family or single-family house, an apartment in a house, etc.?
- How will you (your student) pay for the living option chosen? What kind of financial assistance will you need?

Choosing Living Arrangements
- What do you (your son or daughter) want in your home?
  - Stay in parent home or have own place.
  - Live near friends and/or family.
  - Live near public transportation or have accessible parking.
  - Live near stores, community services, places or worship.
  - Live near work or school.
  - Have privacy or companionship; private space and/or shared space.
  - Keep your own pets, furnishings and other personal items.
  - Feeling safe in your home and neighborhood.
  - Living alone, with one roommate, or several roommates.
  - Having many activities to do.
  - Having health care services close by.

Will You (Your Student) need Assistance with Any of These Things?
- Getting around the house.
- Preparing meals, and/or sticking to dietary guidelines.
- Transportation.
- Housekeeping, home maintenance and lawn care.
- Medical care.
- Personal care.
- Meeting people and/or overcoming loneliness.
- Taking care of money matters.
- Help in the community.

Living with Others
- What are you (your student) looking for in a housemate, i.e., age, gender, non-smoker, with pets or not pets, etc.?
- What household chores do you (your student) want to share, i.e., housework, cooking, shopping, driving, errands, trash removal, laundry, etc.?
- Are you (your student) very neat, or more “loose” when it comes to housekeeping?
- How do your (your student’s) personal habits and lifestyle of potential roommates match?
- How would rent and living expenses be shared and paid for?

Sue Walter, 2002
Have You Thought About This?

Community Membership

Activities and Relationships

○ Have you (your student) tried many different activities, such as classes, “hanging” with friends at the movies or mall, independent activities such as music lessons, or hobbies such as gardening or computer graphics?
○ Which types of activities do you (does your student) like?
○ How much money do you (does your student) spend on activities?
○ Will you (your student) need transportation to activities?
○ Will you (your student) need any accommodations to take part?
○ Do you (your student) need to buy sports equipment or hobby supplies?
○ Do you (your student) need assistance with finding and signing up for activities?
○ If you (your student) communicate in a way other than speaking, are you able to explain it to others?
○ Do you (does your student) need assistance in meeting people or developing relationships?
○ Do you (does your student) know what you need to know about dating and sex?

Volunteering

○ Would you (your student) rather do volunteer work with other people or alone?
○ What kind of volunteer work do you (does your student) like? Do you like working with children or elderly people; office activities; outdoor activities?
○ Are you (is your student) interested in a social issue that you could work on?

Voting and Citizenship

○ Have you (your student) registered to vote if you are 18 or older?
○ Have you (your student) requested an absentee ballot, if needed?
○ Do you (your student) know where and how to vote, and how to ask for assistance, if needed?
○ Do you (your student) know the laws you will need to follow as an adult?
○ Do you (your student) know where and how to get assistance when needed?
○ Have you (your son) signed up for selective service?
Have You Thought About This?

Transportation

- What type of transportation will you (your student) need? Where will you (your student) be going, i.e., work, college, recreation?
- Is there public transportation where you live?
- What type of assistance will you (your student) need on public transportation, i.e., lift, assistance in and out of vehicle, people to meet you at either end, door-to-door service?
- Is a Para transit service available?
- Do you (does your student) need to practice using public transportation?
- Are you (your student) eligible for financial assistance?
- Will you (your student) drive a car? How will you get a car? What type of care will you need? Will you need to get a car loan?
- Will you (your student) be able to transfer into the car seat or will you need it removed or modified? What other special equipment will you need for the car?
- Do you (does your student) know how to maintain a car?
- Who will teach you (your student) to drive?

Accommodations and Assistive Technology

- Do you (does your student) know your strengths and challenges? Can you describe your needs?
- Do you (does your student) know what to ask for in accommodations?
- Do you (your student) understand and know how to use any assistive devise you need?
- Do you (your student) know where to have assistive devices repaired?
- Do you (your student) have a back-up to assistive devices in case they break and are in the repair shop for a long time?
- Do you (your student) understand your access needs for work? Home? Recreation?
- Do you (your student) know about laws covering reasonable accommodation?
- Do you (your student) know where to go for help if you are not getting reasonable accommodations?

Sue Walter, 2002
Have You Thought About This?
Health Care and Safety

- Have you (has your student) chosen and met with adult health care providers? Have you chosen specialists such as a gynecologist, internist, eye doctor, dentist?
- Has a meeting been arranged between your (your student's) pediatric providers any new adult providers?
- Have you (has your student) figured out which health care procedures you can do alone and which you will need assistance with?
- Have you arranged for any home health care you (your student) will need?
- Do you (does your student) have health insurance? Do any potential jobs offer this benefit? Do you need Medicaid?
- Have you (has your student) contacted the student health care office if going to college?
- How will you (your student) get to and from medical appointments?
- Are you (is your student) able to get prescriptions filled?
- Are you (is your student) able to tell teachers, employers and friends of your health needs and possible emergency plans?

Emergencies

- Have the local fire and rescue departments been told of any special medical equipment or possible emergency needs?
- Do you (does your student) know basic medical safety, such as having and using a first aid kit, and keeping doctors' phone numbers near the phone?
- Do you (does your student) know how to call 911? Do you know your address and phone number?
- Do you (does your student) need medic alert identification (bracelet/necklace)?
- Do you (does your student) know what to do in case of fire at home, work and school? In case of an accident? If approached by strangers or feels unsafe?
- Do you (does your student) have someone to call for assistance if needed (relative or close friend, abuse hotline)?

Sue Walter, 2002
Discover Careers That Fit You

A career is an enjoyable job that challenges you. To find careers that fit you, you need to know what you like to do, what you’re good at and what you want to achieve. Once you know your interests, abilities and goals, you can match them with career possibilities.

Identify your interests
Dr. John Holland created a system of placing people’s interests into groups. He believed every person’s interests fit into at least one group and most fit into two or three groups. Your personal combination of Holland groups is your Holland Code.

To begin discovering careers that match your interests, find your Holland Code by completing the Career Interest Checklist on page 2. More in-depth interest inventories are available on the ICPAC Web site at http://icpac.indiana.edu.

Find careers that match
Using your Holland Code, you can explore a variety of work options. Look on page 3 for lists of careers that match your Holland Code groups. Circle careers that interest you, and write down any career ideas you have that are not listed.

To learn more about these jobs, request free career profiles from ICPAC at http://icpac.indiana.edu. Profiles include information on salary, work environment, skills needed and other aspects of careers.

Know your abilities
As you explore careers, consider your abilities as well as your interests. You want to choose a career you will enjoy and excel in.

You have already learned many skills, and you will learn more for your career:

- self-management skills, or personal qualities, such as getting along with others and managing your time.
- transferable skills that can be used in many different careers; for example, the ability to write well and speak clearly are required by most careers.
- specialized skills which are learned for specific careers; nurses, for example, learn how to give medications.

Assess the skills you have
Think about your hobbies, jobs and school activities. Identify the abilities you gained from these experiences by listing your activities on a sheet of paper. Next to each activity, write all of the skills you learned and used. The list on the right may help you.

Determine the skills you need
On another sheet of paper, list the skills you will need for each of the careers that interest you. Use career profiles to help you find this information. Consider self-management and transferable and specialized skills. Next to the skills required for each career:

- check the skills you already have.
- circle the skills you need to improve or learn.
- make a plan for developing the skills you will need.
Career Interest Checklist *

Check mark any of the activities that might be enjoyable or interesting to you. In general, marking more activities provides more useful results.

1. ❏ Typing reports or entering data
2. ❏ Leading group activities
3. ❏ Reading art and music magazines
4. ❏ Carpentry and other building projects
5. ❏ Using a chemistry set
6. ❏ Making new friends

1. ❏ Keeping detailed records
2. ❏ Working on a sales campaign
3. ❏ Designing clothes
4. ❏ Decorating rooms
5. ❏ Doing puzzles or playing word games
6. ❏ Going to church

1. ❏ Using a cash register
2. ❏ Talking to groups of people
3. ❏ Drawing or painting
4. ❏ Fixing cars
5. ❏ Astronomy
6. ❏ Belonging to a club

1. ❏ Using office equipment
2. ❏ Buying clothes for a store
3. ❏ Writing stories or poetry
4. ❏ Fixing electrical appliances or repairing household items
5. ❏ Flying airplanes or learning about aircraft
6. ❏ Teaching children

1. ❏ Filing letters and reports
2. ❏ Talking to people at a party
3. ❏ Going to concerts or listening to music
4. ❏ Wildlife biology
5. ❏ Creating a project for a science fair
6. ❏ Studying people in other lands

1. ❏ Working with a budget and preparing financial reports
2. ❏ Selling insurance
3. ❏ Playing music
4. ❏ Putting together model kits or craft projects
5. ❏ Working in a lab
6. ❏ Helping people solve personal problems

Add up your interests to find your Holland Code
Count all the number 1s you’ve checked; put that total on the line in the circle marked “1s=C”. Repeat this for numbers 2 through 6. Notice, each number corresponds with a letter. Write the letters of your three highest numbers in the “Holland Code” box below.

1s = C 2s = E 3s = A 4s = R 5s = I 6s = S

This is your Holland Code

Learn about your Holland groups and careers that match
Match the letters in your Holland Code to the first letters in the Holland groups listed on the right. For example, SAR matches the Social, Artistic and Realistic groups. Now, turn to page 3 and use your code to find careers that match your interests.

*Adapted from Knowing Your Holland Code, Utah State Occupational Information Coordinating Committee, Form #71994
Conventional
• Accountant/Auditor
• Bank Teller
• Bookkeeper
• Broadcast Tech.
• Computer Operator
• Court Reporter
• Credit/Loan Clerk
• Dispatcher
• Electronics Assembler
• Expeditor/Production Controller
• General Office Clerk
• Legal Assistant
• Library Assistant
• Medical Record Tech.
• Payroll Clerk
• Postal Clerk
• Proofreader
• Receptionist
• Secretary
• Tax Preparer
• Transcriptionist
• Underwriter
• Webmaster

Artistic
• Actor
• Advertising Agent
• Architect
• Archivist and Curator
• Artist
• Choreographer
• Commercial Artist
• Composer
• Director
• Fashion Designer
• Graphic Artist
• Industrial Designer
• Interior Designer
• Landscape Architect
• Musician

Inventive
• Merchandise Display
• Photographer

Investigative
• Actuary
• Agricultural Scientist
• Anthropologist
• Biological Scientist
• Chemist
• Chiropractor
• Computer Programmer
• Dentist
• Drafter
• Economist
• Engineer
• Geologist
• Hazardous Materials Technician
• Market Research Analyst
• Meteorologist
• Nurse Practitioner
• Optometrist
• Pharmacist
• Physician
• Psychologist
• Speech Pathologist
• Statistician
• Surgical Technician
• Systems Analyst
• Veterinarian

Social
• Air Traffic Controller
• Athletic Trainer
• Clergy
• Cosmetologist
• Counselor
• Dental Hygienist
• Dietician
• Elementary/Middle/High School Teacher
• Health Administrator
• Historian
• Home Health Aide
• Law Enforcement Officer
• Librarian
• Loan Officer
• Mail Carrier
• Medical Assistant
• Nurse
• Personnel Manager
• Physical Therapist
• Podiatrist
• Radio/TV Broadcaster
• Radiologic Technician
• Recreation Guide
• Respiratory Therapist
• Social Worker

Enterprising
• Auto Salesperson
• Brokerage Clerk
• Business Executive/Manager
• Chef/Dinner Cook
• Compliance Officer
• Customer Service Rep.
• Database Administrator
• Detective/Investigator
• Emergency Med. Tech.
• Financial Manager
• Flight Attendant
• Funeral Director
• Hotel/Motel Manager
• Insurance Agent
• Interpreter/Translator
• Lawyer
• Legislator
• Marketing/Public Relations Manager
• Occupational Therapist
• Park Ranger
• Real Estate Agent
• Reporter
• Restaurant Manager
• Security Guard
• Travel Agent
• Urban Planner
• Writer or Editor

Realistic
• Aircraft Mechanic
• Appraiser
• Auto Mechanic
• Bricklayer
• Building Maintenance
• Carpenter
• Computer Repairer
• Construction Manager/Laborer
• Dental Lab Technician
• Electrician
• Engineering Tech.
• Farmer or Rancher
• Firefighter
• Fish/Game Warden
• Floral Designer
• Groundskeeper
• Heating/Cooling Mech.
• Jeweler
• Machinist
• Mechanical Engineer
• Office Machine Repairer
• Optician
• Pilot/Flight Engineer
• Plumber/Pipefitter
• Robotics Technician
• Sound Engineer
• Truck Driver
• Welder
• Zookeeper

More career options
To find additional careers in your Holland Code groups, use ICPAC’s web site at http://icpac.indiana.edu or call ICPAC at 800-992-2076.
**Prioritize your goals**

To help you choose a career, consider what you want from your work as well as your interests and abilities. Do you want a career where you earn lots of money? Do you want to have many responsibilities? The exercise below will help you discover what is most important to you in a career.

Read the 10 items that follow. Write a 1 next to the career goal that is most important to you. Then use numbers 2 through 10 to rank the remaining goals.

___ **EARNINGS**
how much the career pays

___ **SERVICE**
how much you help others

___ **PRESTIGE**
how much people respect your work

___ **GEOGRAPHY**
how important it is to live in a particular place

___ **INDEPENDENCE**
how much you are your own boss

___ **SECURITY**
how much the career promises long-term, stable employment.

___ **RESPONSIBILITY**
how much people depend on you

___ **TEAMWORK**
how much you will work as a member of a group

___ **ENVIRONMENT**
where most of the job will take place (outdoors, indoors, or both)

___ **VARIETY**
how much the job will have you doing different kinds of tasks

After you prioritize your goals, ask yourself the following questions:

- Which goals are most important to you? Why?
- Which goals are not as important to you? Why?
- What additional goals do you have for your career?

Use career profiles you requested from ICPAC to see how well each career meets your goals. You may want to make a list of the careers you are considering and note how each career will meet your various goals.

**Learn more on careers**

New careers are emerging all the time, so you will want to keep exploring your options. As you discover careers that fit your interests, abilities and goals, find out more about them:

- **ask your guidance counselor about resources**, like books and computer programs, to explore careers more in depth; your counselor can also help you plan your education to prepare for careers.

- **use reference materials at public libraries** such as the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*, which include information on jobs for the future.

- **talk with your parents and friends’ parents about their work experiences**; ask them what they do in their jobs and how they chose their careers.

- **visit workplaces and meet people in careers that interest you**; you can take a tour of a company, conduct an informational interview, volunteer or job shadow.

**Additional resources**

To learn more about your career options and the skills you need to succeed, contact ICPAC at 800-992-2076 or http://icpac.indiana.edu. Ask for free copies of:

- **Core 40 Booklet**
- **IS-41: Is the Military an Option for You?**
- **IS-42: All About Apprenticeships**
- **IS-46: Job Outlook Information – Careers for the Future**
- **IS-65: Career Areas to Explore and Jobs in Them**
- **IS-74: Job Shadowing, Internships and More Ways to Experience Careers**
- **IS-82: Success on the Job – Skills Wanted by Employers**
Career Interest and Vocational Assessments for Special Population Learners

Successful IEP development, program placement, and transition planning for education and employment can be linked to quality vocational assessment. However, formal vocational assessments often do not provide valuable information that can be used by instructors for curriculum and instructional modification. The utilization of a combination of formal and informal assessment techniques is critical to the success of members of special populations. While the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 mandated that vocational assessments be completed for all special population learners, the 1998 version implies the need to assess by stating that there must be a process to evaluate and continuously improve the performance of eligible recipients. By definition, special population learners include individuals with limited English proficiency, single parents and displaced homemakers, individuals with disabilities, individuals with economic and academic disadvantage, and individuals seeking nontraditional employment. Since not all traditional vocational assessments are appropriate for use with members of special populations, it is important to examine the assessment’s ability to provide the information needed to achieve successful education and employment outcomes.

According to information derived from a study conducted by Lombard (1994), formal vocational assessments are valuable in developing IEPs, placing students into programs, and in transition planning. However, they are not helpful in making curriculum and instructional modifications within career and technical education programs (Lombard, 1994). Lombard, Larson, and Westphal (1993) suggest that an alternative assessment approach, such as the MAGIC model, is desirable to use. The MAGIC model "is designed to provide the information needed to increase access and successful completion of vocational technical programs for students who are members of special populations” (Lombard, 1994, para. 9).
Five Steps of the MAGIC Model

1. **Make a prediction.**
   Instructors ask learners, and appropriate others, to make tentative predictions regarding the learners' future career and technical education programs of study using the information gathered in the formal assessments.

2. **Assess entry-level skills and learner outcomes.**
   Using curriculum-based vocational assessment strategies, determine the type of curricular and/or instructional modifications needed.

3. **Guide student acquisition of discrepant skills.**
   After determining which skills the students already possess, the instructor identifies and prepares a plan with the learner for acquisition of needed skills prior to entering the predicted course of study.

4. **Instruct student on generalization strategies.**
   Educators should discuss and model generalization strategies with learners. That is, transferring their skills from one environment to another.

5. **Coordinate maintenance checks following program placement.**
   Instructors and learners evaluate student performance to determine if additional modifications are required.

Source: Lombard (1994).

Ultimately, assessment results and recommendations should be provided and appropriate support options discussed with individuals involved with the success of learners. These may include, but are not limited to learners, parent(s)/guardian(s) and instructors.

There is a degree of variance of the type and extent of formal vocational assessments that are currently utilized in career and technical education. The assessments broadly fall into three areas: occupational interest, vocational and general aptitude, and learning preferences (Lombard, 1994). Many of these assessment instruments may be used with members of special populations. The assessments listed below are part of a preliminary listing. Special attention has been given to those instruments that serve a wide age and ability range, including postsecondary.
## Career Interest Assessments

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<thead>
<tr>
<th>Assessment</th>
<th>Source</th>
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<tbody>
<tr>
<td>California Occupational Preference System (COPS)</td>
<td>Lombard, Larson, &amp; Westphal, 1993</td>
</tr>
<tr>
<td>Wisconsin Career Information System (WCIS)</td>
<td>Lombard, Larson, &amp; Westphal, 1993</td>
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<tr>
<td>Career Choices</td>
<td>Academic Innovations, 2000</td>
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<tr>
<td>Career Decision Maker (CDM)</td>
<td>Lombard, Larson, &amp; Westphal, 1993</td>
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<tr>
<td>Geist Picture Interest Inventory</td>
<td>Illinois State Board of Education, 1988, p. 52.</td>
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<tr>
<td>Minnesota Vocational Interest Inventory</td>
<td>Illinois State Board of Education, 1988, p. 53.</td>
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<tr>
<td>Myers Briggs Type Indicator / MBTI</td>
<td>Center on Education and Training for Employment, The Ohio State University, 1990, p. 51.</td>
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<tr>
<td>Reading-Free Vocational Interest Inventory</td>
<td>Illinois State Board of Education, 1988, p. 53.</td>
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<tr>
<td>Strong-Campbell Interest Inventory (SCII)</td>
<td>Center on Education and Training for Employment, The Ohio State University, 1990, p. 51.</td>
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<td>Career Decision Maker (CDM)</td>
<td>Lombard, Larson, &amp; Westphal, 1993</td>
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<tr>
<td><strong>Vocational and General Aptitude</strong></td>
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<tr>
<td>Apticom (Illinois State Board of Education, 2000, p. 126)</td>
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<tr>
<td>Armed Service Vocational Aptitude Battery (ASVAB) (Lombard, Larson, &amp; Westphal, 1993)</td>
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<tr>
<td>Bennett Mechanical Comprehension Test (Illinois State Board of Education, 1988, p. 69).</td>
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<tr>
<td>Career Ability Placement Survey (CAPS) (Lombard, Larson, &amp; Westphal, 1993)</td>
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<tr>
<td>Jewish Employment Vocational Service Work Sample System (Center on Education and Training for Employment, The Ohio State University, 1990, p. 51).</td>
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<tr>
<td>Keys Educational Vocational Assessment System (Botterbusch, 1987, p. 13)</td>
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<tr>
<td>Minnesota Importance Questionnaire (MIQ) (Center on Education and Training for Employment, The Ohio State University, 1990, p. 51).</td>
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<tr>
<td>Nonreading Aptitude Test Battery (NATB) (Center on Education and Training for Employment, The Ohio State University, 1990, p. 51).</td>
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<tr>
<td>Prevocational Assessment Screening (Illinois State Board of Education, 1988, p. 77).</td>
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<th><strong>Learning Preferences</strong></th>
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<tr>
<td>Center for Innovative Teaching Experiences (CITE) (Lombard, Larson, &amp; Westphal, 1993)</td>
</tr>
<tr>
<td>Kaleidoscope Profile (Illinois State Board of Education, 2000, p. 128)</td>
</tr>
<tr>
<td>Learning Style Inventory, 4MAT Excel, Inc. (Lombard, Larson, &amp; Westphal, 1993)</td>
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<tr>
<td>Learning Styles Inventory, Dunn and Dunn (Illinois State Board of Education, 2000, p. 128)</td>
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<tr>
<td>Learning Styles and Strategies Inventory (LSSI) (Lombard, Larson, &amp; Westphal, 1993)</td>
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<tr>
<td>Multiple Intelligences Rubrics by David Lazear (Illinois State Board of Education, 2000, p. 128)</td>
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<tr>
<td>Vocational Learning Styles Inventory Media Kit (Illinois State Board of Education, 2000, p. 128)</td>
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</table>
References:


The Illinois Center for Specialized Professional Support (ICSPS) is home to educational grants related to the specialized needs of Illinois learners. ICSPS is affiliated with Illinois State University, College of Education.

For more information regarding special populations, visit our website at http://www.coe.ilstu.edu/icsps or contact us at 705 East Lincoln Street, Suite 313 East Wing, Normal, IL 61761, (309) 454-4944.
## TRANSITION PLANNING WORKSHEET

### Description of Caroline’s future vision including career preference, living arrangements and community participation

### Career and Economic Self-Sufficiency

**Gifts and Capacities:** Caroline is a pretty young woman and has excellent receptive language and good manual dexterity. Caroline is close to a her married sister and lives with her retired parents. Caroline volunteers at her church and enjoys swimming at the local YMCA. She participates in a regular swim class with minimal supports. She loves music and taking walks. She helps around the house and is especially good at dishwashing and vacuuming. She is great at keeping things in order and keeps her room immaculate as well as the kitchen pantry grocery items which she lines up and stacks so that everything is easy to locate.

**Employment Goal:** Caroline will work full-time at re-stocking shelves at a local grocery store with support

Level of Present Performance: Caroline participates in a simulated part-time activity at school doing piece work and craft making. She participates in a YMCA regular swim program with minimal support. She keeps her family kitchen pantry grocery items lined and stacked. Caroline thrives on routine and orderliness.

Steps Needed to Accomplish Goal: 1. Connect with DRS counselor - STEP counselor, if available. 2. Job shadow opportunity at the local grocery in re-stocking shelves. 2. Establish a partnership (if none exists) with the local grocery store to arrange for a job training program. 3. Arrange for job training experience at the local grocery store. 4. Evaluate progress and Carolines satisfaction.

Person(s) Responsible for Implementation: Caroline and the Vocational Coordinator or STEP Coordinator

Needed Linkages: Division of Rehabilitation Services; Employment and Training Center

**Vocational Education/Training Goal:** Caroline will enter the school's STEP or Vocational Education program to further her vocational education and job skill development.

Level of Present Performance: Caroline participates in vocational training at her segregated secondary special education program. She currently participates in a simulated part-time activity doing piece-work and crafts.

Steps Needed to Accomplish Goal: 1. Arrange for and conduct a vocational situational assessment at least two local grocery stores. 2. meet with DRS counselor and assist in job applications as needed. 3. arrange Caroline's school schedule to accommodate a community work schedule. 4. share information and responsibilities with the DRS counselor.

Person(s) Responsible for Implementation: Caroline, vocational coordinator, case coordinator

Needed Linkages: DRS office, local PAS agent representative

**Postsecondary Educational Goal:** Caroline does not have a post-secondary education goal.

Level of Present Performance:

Steps Needed to Accomplish Goal:

Person(s) Responsible for Implementation:

Needed Linkages:

**Financial/Income Needs Goal:** Caroline will apply for SSI redetermination at age 18 and contribute toward household expenses with SSI and earned income.

Level of Present Performance: Caroline receives SSI and SSDI.

Steps Needed to Accomplish Goal: 1. Meet with Benefit Planner. 2. Apply for DRS services. 3. Establish eligibility for DD services with the PAS agency. 4. At age 18, apply for redetermination of her SSI status 5. Contribute 1/2 of all income to family's household expenses and 1/2 to a newly opened savings account.

Person(s) Responsible for Implementation: Caroline, her family, school case coordinator

Needed Linkages: Benefit Planner, Employment and Training Center (ETC)
<table>
<thead>
<tr>
<th>Community Integration and Participation</th>
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<tbody>
<tr>
<td><strong>Independent Living Goal:</strong> Caroline will increase independence with following a personal care schedule which will assist in her preparation to eventually live in a group home.</td>
</tr>
<tr>
<td><strong>Level of Present Performance:</strong> Caroline can currently take care of her personal needs but needs help in following a schedule for toileting and eating meals.</td>
</tr>
<tr>
<td><strong>Steps Needed to Accomplish Goal:</strong> 1. establish a personal care schedule that will be used both at home and at school and work in order to develop a predictable routine. 2. Caroline will use the personal care schedule with increasing independence. 3. Meet with parents, sister and Caroline to discuss what future living situations they would like and issues around guardianship before Caroline reaches 18.</td>
</tr>
<tr>
<td><strong>Person(s) Responsible for Implementation:</strong> Caroline, parents, sister, school case coordinator, special education teacher</td>
</tr>
<tr>
<td><strong>Needed Linkages:</strong> PAS agency</td>
</tr>
<tr>
<td><strong>Transportation/Mobility Goal:</strong> Caroline will participate in the county's specialized transportation system with support.</td>
</tr>
<tr>
<td><strong>Level of Present Performance:</strong> Caroline is ambulatory, has great receptive language and good manual dexterity. Caroline is non-verbal.</td>
</tr>
<tr>
<td><strong>Steps Needed to Accomplish Goal:</strong> 1. Complete the forms to be established as a rider and level of ADA access. 2. establish a travel routine 3. begin using the travel routine to and from the vocational training at local grocery store. 3. Caroline will maintain boarding and unboarding skills using the transportation system 3. Caroline will independently walk to and from the entrance of the grocery store (her job training) by the fall of her 4th year of secondary education.</td>
</tr>
<tr>
<td><strong>Person(s) Responsible for Implementation:</strong> Caroline, family (to complete forms), special education teacher, Center for Independent Living travel training specialist.</td>
</tr>
<tr>
<td><strong>Needed Linkages:</strong> Transportation authority, Center for Independent Living</td>
</tr>
<tr>
<td><strong>Social Relationships Goal:</strong> Caroline will initiate or respond using an assistive technology device</td>
</tr>
<tr>
<td><strong>Level of Present Performance:</strong> Caroline has excellent receptive skills and good manual dexterity. Caroline is non-verbal.</td>
</tr>
<tr>
<td><strong>Steps Needed to Accomplish Goal:</strong> 1. Obtain assistive technology evaluation. 2. with Caroline and her parents, choose the device or system 3. explore funding sources such as SSI/Medicaid so that Caroline will own the device and be able to take it with her everywhere. 4. Set-up a training/information session for family, school, and all stakeholders involved with Caroline. 5. Establish a routine practice schedule and gradually increase independent use for the basic exchanges of Hello, Good morning, excuse me, thank you, and good bye.</td>
</tr>
<tr>
<td><strong>Person(s) Responsible for Implementation:</strong> Caroline, special education teacher, family, speech therapist/assistive tech specialist</td>
</tr>
<tr>
<td><strong>Needed Linkages:</strong> Companies who demonstrate and sell assistive technology devices, State Assistive Technology Program for device loans and information/advice on funding</td>
</tr>
<tr>
<td><strong>Recreation/Leisure Goal:</strong> Caroline will continue listening to music, taking walks and participating in the regular swim class that she has been in.</td>
</tr>
<tr>
<td><strong>Level of Present Performance:</strong></td>
</tr>
<tr>
<td><strong>Steps Needed to Accomplish Goal:</strong></td>
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<tr>
<td><strong>Person(s) Responsible for Implementation:</strong></td>
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<tr>
<td><strong>Needed Linkages:</strong></td>
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</tbody>
</table>
### Personal Competence

**Health/Safety Goal:** Caroline will remain calm during transition from school to work environment and vice versa. Caroline will maintain the controlled status of her seizure disorder.

**Level of Present Performance:** Caroline has a seizure disorder that is controlled with medication. Caroline has an extremely hard time with transitions and changes in routine.

**Steps Needed to Accomplish Goal:**
1. Access DSCC Care Coordinator to assist in planning for transition to adult neurologist and other medical/health providers.
2. Caroline will practice simulated changes/ transitions in routine and use positive behavior incentives to maintain control and calm.
3. By June of the next school year, Caroline will independently transition calmly from school to work and work to school.
4. During this same time period, Caroline's family will implement the same positive behavior incentive plan at home to assist Caroline to calmly adapt to changes in her routine.

**Person(s) Responsible for Implementation:** Caroline, family, special education teacher, social worker

**Needed Linkages:** DSCC Care Coordinator

**Self-Advocacy/Future Planning:** Caroline will participate in all IEP meetings and conduct the first 2 steps of the Self-Directed IEP: 10 Easy Steps using the assistive technology device and then communicate using Yes and NO via the assistive device.

**Level of Present Performance:** Caroline has excellent receptive skills. Caroline is non-verbal and has no alternates means to communicate.

**Steps Needed to Accomplish Goal:**
1. Special education teachers and assistive technology specialist program device so that Caroline can introduce herself and welcome everyone to the IEP meeting and use a Yes and No to communicate during the remainder of the IEP meeting.
2. Caroline will practice her IEP participation with her special education teacher in order to become comfortable.
3. Caroline will attend and participate in the entire IEP meeting and then plan to add Step 3 of the Self-Directed IEP: 10 Easy Steps for the following school year.

**Person(s) Responsible for Implementation:** Caroline, special education teachers, assistive technology specialist

**Needed Linkages:** Center for Independent Living

### Carolines’s Major Transition Needs

1. Communicate using an assistive technology device
2. extinguish difficulty with transitions
3. work rate, work habits, and community work experience in grocery store
4. Linkages to DRS. the PAS agency, Assistive Technology Project

### Additional Notes
## TRANSITION PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>Description of Carmen’s future vision including career preference, living arrangements and community participation</th>
</tr>
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</table>

### Career and Economic Self-Sufficiency

**Gifts and Capacities:** Carmen is clever and amiable. He maintains a B average in school. He lives to play video games, work on the computer and hang out with his friends.

**Employment Goal:** Carmen will develop computer science skills in a competitive workplace. Job sharing, flex time and part-time employment will be considered in addition to full-time in order to best accommodate Carmen's stamina and health issues.

**Level of Present Performance:** Carmen does not currently have an employment history but likes to play video games and work on the computer in his home.

**Steps Needed to Accomplish Goal:**
1. visit the community college extension center to learn what kinds of computer related classes are available
2. meet with high school guidance counselor to learn if there are any agreements in place with the community college that would allow Carmen to take computer classes at the CC for credit before graduating from HS.

**Person(s) Responsible for Implementation:** Carmen, mother, guidance counselor

**Needed Linkages:** Community College, Employment and Training Center

### Vocational Education/Training Goal:

Carmen will develop marketable skills for future employment in the computer/technical field.

**Level of Present Performance:** Carmen enjoys working the computer at home and has expressed an interest in taking related classes at the community college extension center.

**Steps Needed to Accomplish Goal:**
1. meet with guidance counselor to find out if he can enroll in the school's vocational education program next year
2. inquire about meeting with the DRS counselor or how soon he might do so.
3. include an activity on his upcoming IEP/transition plan to participate in a comprehensive career assessment test with DRS after establishing eligibility as a client.

**Person(s) Responsible for Implementation:** Carmen, vocational coordinator, special education case coordinator

**Needed Linkages:** DRS, Employment and Training Center

### Postsecondary Educational Goal:

Carmen will earn a 2-year degree in computer systems from the community college.

**Level of Present Performance:** Carmen has a B average currently and is interested in computers.

**Steps Needed to Accomplish Goal:**
1. complete high school with a B average.
2. Visit community college to learn about financial assistance and possible accommodations.
3. Include plans in the IEP to ensure updated documentation/assess necessary for admission to Community College; orientation, intake appointment; placement testing.
4. By late in the junior year, Carmen should meet with the DRS counselor and the HS guidance counselor to learn about and follow-through on financial assistance.

**Person(s) Responsible for Implementation:** Carmen, family, DRS counselor, HS guidance department

**Needed Linkages:** KidCare

### Financial/Income Needs Goal:

Carmen will independently manage his finances.

**Level of Present Performance:** Currently, Carmen has no source of income and his mother handles everything.

**Steps Needed to Accomplish Goal:**
1. Determine current eligibility for SSI.
2. With his mother, Carmen will open a checking/saving account in his name.
3. Carmen will: develop a monthly budget based on his monthly SSI check (when determined eligible), purchase his own clothes using the SSI funds, and explore the relationship between SSI, medicaid, and earned wages with the DRS counselor and/or Benefit Planner.
Person(s) Responsible for Implementation: Carmen, mother, DRS counselor
Needed Linkages: Benefit Planner
<table>
<thead>
<tr>
<th><strong>Community Integration and Participation</strong></th>
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<tbody>
<tr>
<td><strong>Independent Living Goal:</strong> Carmen will live independently by age 22.</td>
</tr>
<tr>
<td>Level of Present Performance: Carmen lives with his mother and while he can manage his personal care, his mother his diet, medications and any other issues that arise.</td>
</tr>
<tr>
<td>Steps Needed to Accomplish Goal: 1. Carmen will focus on the self-advocacy goal and learning to manage his diet, health care needs and communicate about his condition with CF during the upcoming year as the first step toward being able to live independently by age 22.</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation: Family, case coordinator, DSCC Care Planner</td>
</tr>
<tr>
<td>Needed Linkages: DRS, CF Society, Center for Independent Living</td>
</tr>
<tr>
<td><strong>Transportation/Mobility Goal:</strong> Carmen will obtain his driver's license by age 17.</td>
</tr>
<tr>
<td>Level of Present Performance: Carmen is currently 14 and is very excited about reaching the time when he can get his driver's license.</td>
</tr>
<tr>
<td>Steps Needed to Accomplish Goal: 1. meet with the guidance counselor about class availability. 2. include driver's education in the course of study section of the transition plan with the anticipated year/date of classroom and behind-the-wheel segments. Carmen will speak with his mother and brother about coordinating time for practice driving once he has received his driving permit.</td>
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<tr>
<td>Person(s) Responsible for Implementation: Carmen, family, guidance counselor</td>
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<tr>
<td>Needed Linkages: none at this time</td>
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<tr>
<td><strong>Social Relationships Goal:</strong> Carmen will participate in one school-related extracurricular activity/club such as the Future Business Leaders Club or the Computer Science Club, during the next school year.</td>
</tr>
<tr>
<td>Level of Present Performance: Carmen has friends that he hangs out with at the mall. His mother feels he is often bored at home.</td>
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<tr>
<td>Steps Needed to Accomplish Goal: 1. Carmen will: meet with the guidance counselor to find out about the extra-curricular clubs and activities available at the HS, meet with staff to ask questions about any activity he wants more information on, choose one activity/club to join for the next school year.</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation: Carmen, HS guidance counselor</td>
</tr>
<tr>
<td>Needed Linkages: none for this goal at this time</td>
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<tr>
<td><strong>Recreation/Leisure Goal:</strong> Carmen will join the YMCA and develop a daily exercise routine appropriate for his medical issues with CF.</td>
</tr>
<tr>
<td>Level of Present Performance: Carmen enjoys video games and working on the computer but his medical condition limits his stamina.</td>
</tr>
<tr>
<td>Steps Needed to Accomplish Goal: Carmen will: visit the YMCA to check on how to join, ask if there is staff available to talk with him about developing a routine that respects his medical condition, begin participating in this daily exercise routine starting in the fall.</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation: Carmen and family</td>
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<tr>
<td>Needed Linkages: CF Association, YMCA, Health Clubs</td>
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</tbody>
</table>
### Personal Competence

**Health/Safety Goal:** Carmen will self manage his medication and medical issues and will manage his health care needs.

Level of Present Performance: Carmen's mother currently manages his diet and medications and school staff always go to his mother for issues at school. Carmen has expressed an interest in managing his own medication.

Steps Needed to Accomplish Goal: Carmen and his mother will: work with a dietician, work with current doctors to learn about his condition's needs, and work on his ability to convey needs. Carmen will: communicate with school staff about his medical problems, communicate with his doctor's to keep them updated on his status, symptoms and response to medications.

Person(s) Responsible for Implementation: Carmen, family, prescribing doctor,

Needed Linkages: DSCC Care Planner

**Self-Advocacy/Future Planning:** Carmen will recognize his personal strengths and limitations with CF to move forward with his life. Carmen will lead his IEP/transition planning meeting in order to learn and refine the necessary self-advocacy skills.

Level of Present Performance: Carmen's mother manages all aspects of his life. His medical vulnerability makes it difficult for his mother to let Carmen take on a larger role.

Steps Needed to Accomplish Goal: Carmen will complete a person-centered planning activity with his family and any other significant persons in his life that he would like to invite. Carmen will independently complete the "It's My Life Student Workbook" and then use the person-centered plan and the workbooks to prepare the Self-Directed IEP guide with the medium of his choice, i.e., powerpoint, overhead, etc. and practice with his family or a trusted adult mentor at school prior to the IEP.

Person(s) Responsible for Implementation: Carmen, family, special education case coordinator

Needed Linkages: Leadership Summit (SILC) local Center for Independent Living

### Carmen’s Major Transition Needs

1. Self-manage diet, medications, and health care
2. Complete education.
3. Work with DRS to find a job match that works with Carmen's stamina and medical needs
4. Develop self-advocacy skills

### Additional Notes
<table>
<thead>
<tr>
<th>TRANSITION PLANNING WORKSHEET</th>
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<tbody>
<tr>
<td>Description of Terrance’s future vision including career preference, living arrangements and community participation</td>
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</table>

### Career and Economic Self-Sufficiency

**Gifts and Capacities:** Terrance loves sports and would like to play basketball, sings in choir, loves music, enjoys his job and is valued by management, persistent, hardworking, enjoys preparing food

**Employment Goal:** Terrance would like to be a chef

- **Level of Present Performance:** Currently works in a fast food restaurant; he is valued by management and has received raises and increased responsibility. He enjoys food preparation and clean-up.
- **Steps Needed to Accomplish Goal:**
  1. Explore and enroll in HS classes such as Family and Consumer Science or other classes that would allow him to learn more about cooking.
  2. Check chef programs such as at local community colleges and gather information about requirements, any needed accommodations, career opportunities
- **Person(s) Responsible for Implementation:** Terrance, his family and assistance from guidance counselor and case coordinator/IEP team
- **Needed Linkages:** employment specialist, business-ed partnership rep, adult ed/community college

**Vocational Education/Training Goal:** Explore options for employment

- **Level of Present Performance:** Currently working in fast food - valued by management and has received raises and increased responsibility; positive thoughts about becoming a chef
- **Steps Needed to Accomplish Goal:**
  1. Explore the availability of HS vocational courses
  2. Explore careers in the food industry or related fields
  3. Plan to visit the Employment and Training Center to gather resources and use the facility to research careers
  4. Gather and organize information on possible post-secondary education requirements for the careers of interest
- **Person(s) Responsible for Implementation:** Terrance, vocational educator, literacy council rep; guidance counselor
- **Needed Linkages:** homework hotline, Employment and Training Center, Department of Human Service Division of Rehabilitation Services

**Postsecondary Educational Goal:** Terrance will attend a community college that has a program for chefs after graduating from HS and earn the certification in this area.

- **Level of Present Performance:** Terrance enjoys cooking and has expressed an interest in becoming a chef. He has earned raises and increased responsibility in his current job at a fast food restaurant.
- **Steps Needed to Accomplish Goal:**
  1. Explore community college chef programs.
  2. Inquire about and gather information on the required courses and the level and amount of reading required.
  3. Visit Disability Services office on the campus and inquire about accommodations and the process to be eligible.
  4. Inquire about accommodations in the current HS environment that would be similar to those available at college and that would assist him in his current classes and reduce his frustration.
  5. Talk with IEP team about Assistive Technology, i.e., books on tape, etc. that would assist him currently and reduce his frustration.
- **Person(s) Responsible for Implementation:** Terrance, family, guidance counselor, IEP team
- **Needed Linkages:** community colleges and their disability services offices,

**Financial/Income Needs Goal:** Terrance will be financially self-sufficient by age 21.

- **Level of Present Performance:** Terrance has been working on weekends for a year and has received raises. Other performance criteria are unknown.
- **Steps Needed to Accomplish Goal:**
  1. Learn if Terrance has a bank account
  2. Assess the need for Terrance to take a class about adult living, i.e., managing money, renting a place to live, etc.
  3. Establish goals for home
in regard to managing money 4. Continue working 5. Graduate from HS, attend and complete CC program
Person(s) Responsible for Implementation: Terrance, family, guidance counselor, case coordinator
Needed Linkages: community bank
<table>
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<tr>
<th><strong>Community Integration and Participation</strong></th>
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<tbody>
<tr>
<td><strong>Independent Living Goal:</strong> Terrance has all age-appropriate independent living skills. Moving out of the family home will occur after community college and obtaining a full-time chef position with benefits.</td>
</tr>
<tr>
<td><strong>Level of Present Performance:</strong> living at home</td>
</tr>
<tr>
<td><strong>Steps Needed to Accomplish Goal:</strong></td>
</tr>
<tr>
<td><strong>Person(s) Responsible for Implementation:</strong></td>
</tr>
<tr>
<td><strong>Needed Linkages:</strong></td>
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</table>

| **Transportation/Mobility Goal:** It is unknown whether or not Terrance has a driver's license. His job is in the neighbor so he hasn't had to use a transportation system. Terrance walks to and from his job. |
| **Level of Present Performance:** unknown |
| **Steps Needed to Accomplish Goal:** Determine if Terrance has a driver's license and his interest in gaining one if he does not. Determine Terrance's knowledge and/or level of use of the city's transportation system. |
| **Person(s) Responsible for Implementation:** Terrance, family, case coordinator |
| **Needed Linkages:** city's transportation authority |

| **Social Relationships Goal:** Terrance will join at least one school-related club or sport (of his choice) during the coming school year. Choir, the basket-ball team and the Family and Consumer Science club are possibilities. |
| **Level of Present Performance:** Terrance does not have any one particular friend or group of friends. Terrance loves sports and would like to play basketball. He is a member of his church and belongs to the church choir. |
| **Steps Needed to Accomplish Goal:** 1. With assistance from the basketball coach, Terrance will learn more about the basketball team at his high school and meet some of the players. 2. With assistance from the Family and Consumer Science department chair, Terrance will explore the related clubs available at this HS 3. With assistance from the music department, Terrance will explore the possibility of joining the choir. 4. by June, Terrance will chose at least one from the above explorations. 5. by September, Terrance will be begin participating with the option(s) he choose. |
| **Person(s) Responsible for Implementation:** Terrance, family, PE teacher, Family and Consumer Science department chair, choir director, social worker, |
| **Needed Linkages:** none outside the school at this time |

<p>| <strong>Recreation/Leisure Goal:</strong> Terrance will explore out-of-school summer options for playing basketball. |
| <strong>Level of Present Performance:</strong> Terrance loves sports and would like to play basketball. |
| <strong>Steps Needed to Accomplish Goal:</strong> 1. explore YWCA program and/or summer camps 2. inquire about joining - fees, eligibility, etc. 3. by June Terrance will be playing basketball at his choice of a community recreation program such as at the YMCA or a summer camp. |
| <strong>Person(s) Responsible for Implementation:</strong> Terrance, family |
| <strong>Needed Linkages:</strong> Community recreation program representative, YMCA, local summer camp manager |</p>
<table>
<thead>
<tr>
<th>Personal Competence</th>
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<tbody>
<tr>
<td><strong>Health/Safety Goal:</strong></td>
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<tr>
<td>Level of Present Performance:</td>
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<td>Steps Needed to Accomplish Goal:</td>
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<td>Person(s) Responsible for Implementation:</td>
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<td>Needed Linkages:</td>
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</tbody>
</table>

| Self-Advocacy/Future Planning: | Terrance will actively participate in planning for his future. |
| Level of Present Performance: | Unknown, however, Terrance has expressed to his family that he likes cooking and is considering a career as a chef. |
| Steps Needed to Accomplish Goal: | 1. Attend all meetings related to home, vocational and post-secondary education choices; 2. Participate by speaking about his future plans and current activities and progress. |
| Person(s) Responsible for Implementation: | Terrance with assistance from family and case coordinator |
| Needed Linkages: | None outside of school at this time |

**Terrance’s Major Transition Needs**

1. Maintain stable mental health.
2. Explore post-secondary education options for his interest in being a chef.
3. Increase social activities.
4. |

**Additional Notes**