Transition Writing is Like Eating Chocolate Cake!

The items listed in this document are to help with identifying transition goals to use when writing transition plans, and this list is not comprehensive.
Transition Goals to consider:

**Education:**

During Chad’s 12th grade year, Chad will complete 4 listed transition activities in all 7 classes towards obtaining a high school diploma as measured by his progress report grades by May 2015.

By June 2015, Chad will demonstrate functional academic skills by completing the 2 listed activities with 100% accuracy in 4 out 5 trials as measured by the Functional Academic Skills Checklist.

During Study Skills class, Chad will complete 3 organizational skills listed in his academic classes with 70% accuracy as measured by teacher data collection for 4 consecutive notebook checks by June 2015.

By 1st semester of the 2015-2016 school year, Chad with the assistance of his parents will obtain information regarding 2 day habilitation programs in his community by contacting and touring the programs with 100% completion as measured per personal communication reporting.

**Employment:**

Chad will complete the 3 transition activities listed to identify skills needed to obtain a career in the Army as a Combat Engineer with 100% completion as measured by weekly/monthly reporting by March 2015.

During his 12th grade year, Chad will create a portfolio with three components listed based upon the training needed for careers in art design by completing the three listed activities with 100% accuracy as measured by the completion of the career portfolio.

Chad will complete the three listed activities to obtain information about colleges that have Art Design programs with 100% accuracy by the end of the 2015 school year.

By December 2015, Chad will complete the two listed activities during Community-Based Vocational Instruction with adult assistance once a week with 70% accuracy as measured by teacher data collection.

**Community Participation**

By December 2015, Chad with adult assistance will complete 3 listed activities with 70% accuracy during Community Based Instruction 2 times per month as measured by teacher data collection.

By June 2015, Chad will complete three listed activities to obtain his driver’s license with 90% completion as measured by bimonthly reporting.

During Community Based Vocational Instruction, Chad will complete the 3 listed job tasks 3 out 4 trials for two consecutive weeks with no more than 2 verbal prompts measuring 80% completion using teacher job analysis data collection sheet by June 2015.
**Adult Living Skills & Post School Options**

By December 2015, Chad will demonstrate self-advocacy skills by completing the 2 listed activities using a communication board to express his wants and needs in 3 out of 4 opportunities as measured by progress monitoring data.

By May 2015, Chad will complete the two listed activities to open a checking account and maintain his checking account for three consecutive months with 80% accuracy as measured by the checking account monthly summary sheet.

During stressful situations, LaFay will demonstrate coping strategies in stressful situations across all settings by completing the two listed activities for two consecutive weeks utilizing a teacher frequency log by the end of May 2015.

By June 2015, LaFay with adult assistance will demonstrate self-determination skills during her IEP/transition meetings using the person-centered planning approach completing the two listed activities with no more than 2 verbal prompts as measured by survey data.

**Related Services**

By June 2015, Chad with parental assistance will obtain information and complete the 3 listed activities regarding 2 different types of funding resources and financial assistance with 100% completion as measured by parental reporting.

By January 2016, LaFay and her family will complete the two steps listed to research the process and benefits of obtaining guardianship with 70% completion as measured by verbal reporting.

By May 2015, LaFay will meet with the Vocational Rehabilitation Counselor and complete the three listed activities with 90% completion as measured by the VR counselor monthly reporting.

By June 2015 with hand over hand assistance, LaFay will demonstrate the functional communication skills listed using a communication device while participating in Speech Therapy 30 minutes per week with 70% accuracy as measured by speech therapist monthly reporting.

**Daily Living Skills**

By June 2015, Chad will complete 3 listed personal care skills at home, school and community settings with 100% completion as measured by weekly reporting and data checklist.

By June 2015, Chad will complete the 3 activities listed to prepare a meal with no adult assistance to improve his independent living skills 70% accuracy as measured by data checklist and monthly reporting.

By June 2015, Chad will demonstrate the 2 personal care activities listed at home following a prepared checklist 6 days per week for 4 consecutive weeks as measured by monthly reporting.

By June 2015, Chad will complete the 3 daily living activities listed with verbal prompts for each week to improve self-help/daily living skills with 80% accuracy as measured using teacher data collection.