

DOCUMENT RESUME

ED 337 933

EC 300 675

AUTHOR Hobbs, Tim; Allen, William T.
TITLE Preparing for the Future: A Practical Guide for
Developing Individual Transition Plans.
INSTITUTION Napa County Schools, Calif.; Sonoma State Univ.,
Rohnert Park, CA. California Inst. on Human
Services.
SPONS AGENCY Office of Human Development Services (DHHS),
Washington, D.C.
PUB DATE 89
CONTRACT 90DD0132
NOTE 102p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Agency Cooperation; *Education Work Relationship;
Formative Evaluation; High Schools; Individualized
Education Programs; *Individualized Programs;
Meetings; *Mental Retardation; Parent School
Relationship; Planning; Policy Formation; Program
Development; *Program Implementation; *Transitional
Programs; Workbooks
IDENTIFIERS *Individualized Transition Plans

ABSTRACT

This workbook and guide offers a step-by-step procedure for establishing and implementing transition programs, for use by educators of students with intellectual handicaps in cooperation with students, parents, and related agency personnel. The guide is divided into six sections, each of which includes several workbook activities. The first section addresses the Transition Interview with student and parent to identify and prioritize transition objectives for incorporation into the Individualized Education Program or Individual Transition Plan. Sample forms help to identify specific concerns and training needs. The second section is a Transition Workbook intended to be completed by the student and parents. The next section addresses the Individual Transition Plan Meeting. Suggestions are given for facilitating the meeting, filling out the cover page, and developing ITP action plans. Considered next are monitoring and follow-up activities. An ITP monitoring form and an IEP preparation worksheet are included. The fifth section offers guidelines for scheduling and coordination, with emphasis on contacting relevant agencies and tracking all ITP activities. The final section considers development of policy and procedures concerned with the transition planning process. A glossary defines relevant terms. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it
- ☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

300675

This publication was developed under the Coordinated Discretionary Program of the Administration on Developmental Disabilities, Office of Human Development Services, U.S. Department of Health and Human Services, Grant #90DD0132. The activity which is the subject of this publication was supported in whole or in part by the U.S. Department of Health and Human Services. However, the opinions expressed herein do not necessarily reflect the position or the policy of the U.S. Department of Health and Human Services, and no official endorsement should be inferred.

This publication was a cooperative venture between the California Institute on Human Services, Sonoma State University and the Napa County Office of Education.

© California Institute on Human Services, 1989.

BEST COPY AVAILABLE

Foreword

The field of educational and training services for people with disabilities historically has witnessed a series of changes. The first such programs were explicitly established to teach skills needed for success in everyday life but they were implemented in highly segregated settings, usually large institutions in out of the way locations. Their outcomes, as we look back with today's knowledge, were predictable. Participants learned to adapt to the requirements of the setting in which they lived, but very few ever returned to their home community.

Special education essentially began in the United States in the early 1950's. The curriculum of early programs was often a blend of crafts activities, particularly for children with substantial intellectual handicaps, termed "trainables," and "watered-down" academic instruction for more able children, termed "educables." Little attention was focused on the long range prospects of such students. Special education programs in the 1950's and early 1960's were grounded in a "perpetual child" vision of students' long term expectations. Once they "aged-out" of school, most special education "graduates" matriculated to sheltered day programs where similarly low expectations prevailed.

The late sixties and seventies saw the development of profoundly powerful teaching technologies based on learning theories. It became evident that people with substantial intellectual handicaps could be taught to demonstrate valued skills including productive work. Curricula were written, clients were "programmed" and "super cases" were demonstrated. The missing element, however, was a lack of clarity about "what" to teach. We had become very proficient about knowing "how" to teach, but were far less clear about what constitutes appropriate instructional goals.

Beginning in the eighties, and continuing today, we are learning to use our

instructional technology to teach skills that make a long-term difference in people's lives. We have learned that to make a difference in people's lives, we must teach things that are: (1) accepted as important by both the learner and significant others in his/her daily environment, (2) useful and immediately practiced by the learner, (3) age appropriate, (4) acquired in the context of everyday activities (i.e. community based instruction), and (5) developmentally relevant in light of the learner's short range and long range goals. Moreover, we have come to recognize that special education must be progressive and life long and must include coordination and articulation of services within and across numerous agencies.

This guide has prepared in the belief that organized, purposeful education and training programs for students with disabilities should assure a smooth transition from school to employment and a quality adult life. It offers a step-by-step procedure for educators to follow, in cooperation with students, parents, and related agency personnel, to establish and implement sound transition programs.

It was developed as an outcome of a demonstration project funded by the United States Department of Health and Human Services. The California Institute on Human Services conducted the project in collaboration with the Special Education Departments of the Napa County Office of Education and the Napa Valley Unified School District. Many people deserve thanks and credit. They include Royce Howell, Sandy Haroutunian, Marilyn Wilts, Marcy Berruezo, and Gert Booth, the teachers who tested and refined the procedures described herein. Thanks also to Jeanette Johnson for her valuable input. Appreciation is also expressed to Ed Henderson, Napa County Superintendent of Education, Erwin Bollinger, Napa County Director of Special Education, and Jim Gibbany, Director of Special Education for the Napa Valley Unified School District. Finally, thanks to Kathy LaMar for sharing her expertise and insight.

Tony Apolloni, Ph.D.
Project Director

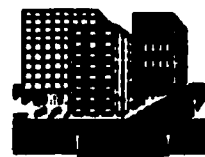


Table of Contents

Foreword	i
Table of Contents	iii
Introduction	iv - v
I. Transition Interview	1
II. Transition Workbook	20
III. The Individual Transition Plan Meeting	35
IV. Monitoring and Follow-Up Activities	51
V. Scheduling and Coordination	57
VI. Policy and Procedures	63
Glossary	68

Introduction



Introduction

"None of us makes our life alone. We each rely on a variety of formal and informal resources to create better life experiences... People with severe handicaps count on more able people's planning and organizing skills for help to identify and coordinate resources to meet life's challenges."

John O'Brien

**in Wilcox, B. & Bellamy, G.T.
A Comprehensive Guide to
the Activities Catalogue, 1987.**

Facts

- **Most students with special needs will experience difficulties in attaining employment even though they have participated in a special education program designed to meet their individual needs.**
- **Most persons who are disabled want to work. Many find themselves in segregated workshops even though the resources exist to train them for competitive employment.**
- **There is growing evidence that the high school vocational classes provided for youth with special needs have little relevance to the type of work in which they will succeed after leaving school.**
- **Many students with special needs find that their residential and social choices are severely limited after leaving school. Some will continue to live at home. Others will live in segregated residential facilities for persons with disabilities.**
- **Most people with disabilities want to live as independently as possible.**
- **After years in special education programs, many students with special needs leave school with limited home living and personal management skills.**

These problems can often be avoided when students are systematically trained in the skills they need to live and work in the adult world and when students, parents, teachers and adult service providers plan together for the student's future.

Preparing for the Future is a work activity book designed to identify the skills a student will need as an adult and to facilitate an effective planning process for preparing a student for the adult world. It is divided into six sections, each of which includes several workbook activities.

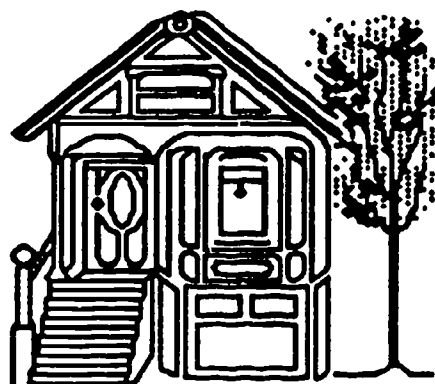
After completing these workbook tasks, you will have:

1. Completed a **Transition Interview** of students and parents which will provide critical information for successful transition planning.
2. Distributed a **Transition Workbook** which includes activities that inform the student and parents and help them to prepare for the future.
3. Scheduled and facilitated an **Individual Transition Plan Meeting** and worked with others including the student, parents and adult service staff to prepare an **Individual Transition Plan**.
4. Completed the necessary **Monitoring and Follow-Up** activities of the **Individual Transition Plan** and prepared transition objectives for the student's IEP.

The Preparing for the Future guide includes a section to help you prepare **Policies and Procedures** relevant to transition planning and a **Glossary** of useful terms. One guide should be used for each student. Throughout the guide, the language used is intended to facilitate transition, interest readers and whenever possible allow parents, students and teachers to complete the activities together.



Section I. Transition Interview



Transition Interview

The Transition Interview should be held about
two months before the student's I.E.P.



Transition Interview

Once each year about two months before the student's IEP, you should meet with the student and parent to complete a Transition Interview. The information in the interview will help you to identify and prioritize transition objectives for the ITP and IEP.

The Transition Interview includes the following workbook activities:

- A **Transition Interview Coversheet** which helps you schedule the interview and locate the student's home.
- A list of **Questions About the Future** which help you gather information that is needed to begin transition planning.
- A form for documenting **Concerns** about behaviors that might interfere with the student's participation in community activities.
- A survey of the **Student's Strengths and Training Needs** which helps identify what the student can do now and what training may be needed to help the student become more independent at home work and in the community.
- A **Feedback Form** which the student and parent fill out and send back to the teacher after the Interview.



Transition Interview Coversheet

Instructions: About two months before the student's annual IEP meeting, call the student's parent or residential service provider and schedule an interview. Whenever possible, the interview should be held at the student's home. Make sure that the time you select is convenient for everyone including the student. Plan to spend about an hour at the student's home. The following form will help you schedule and locate the interview.

Student:		
Address:		
Parent/Residential Service Provider:	Telephone: (home) (work)	
Directions to Place of Interview:		
Interview Schedule		
Date:	Time:	Interviewer:
Place of Interview:		
Present:		



Suggestions for a Successful Transition Interview

1. When you call the parent to schedule an interview, be sure to explain why you want a meeting.
2. Let the student know in advance why you are meeting and what will be discussed.
3. If the student or parent doesn't want to be interviewed at home, invite them to the classroom or other convenient location.
4. Be willing to meet separately with the student and parent if that is either of their preference.
5. Call ahead on the day of the interview to confirm the meeting place and time.
6. Be sure to bring all the forms.
7. Give the student and parent a chance to ask questions and to review the workbook.
8. Sit where they can see what you are writing.
9. Make sure that the student is the 'center' of the interview.
10. Listen for the student's and parents' priorities and record them accurately.
11. Be aware that the student's priorities may be different from the parents'.
12. If serious concerns or disagreements arise, save them for the ITP or IEP meeting where they can be more easily handled.
13. Keep the meeting moving. One to two hours should be plenty of time.
14. When the interview is over, ask if there are any questions.
15. Leave a self-addressed, stamped envelope for the parent to return necessary information.



Questions About The Future

1. **Education:** A place to continue learning after the student leaves school

When does the student expect to leave school?

Will the student be graduating? Getting a diploma? Or a certificate?

Does the student plan on going to adult school or classes? When and where?

Have adult education options been discussed with a school counselor? At the student's IEP?

2. **Employment:** A place to work after leaving school

Does the student have a job?

If so, where? And what does the student do there?

If not, is the student interested in having a job?

Is the student involved in a job training program? If so, what program?

If not, does the student plan on being involved in job training? When? What program?

Have local job training options been discussed with a school counselor or vocational educator? At the student's IEP?

Does the student need more information about job training options?

3. Mobility: Getting around in the community

How does the student get around the community? Driven by friends or family? City bus? Taxi? Ride a bike? Other?

Does the student need special support or training to be more mobile in the community? Bus training? Using subsidized transportation?

Does the student have a driver's license? Plan on getting one?

Has the student taken driver's education? Plan on taking it? When?

4. Living Arrangements and Family Life: A place to live as a young adult

Where does the student plan to live after leaving school? At home? In an apartment? With a friend or relative? Board and care? Other?

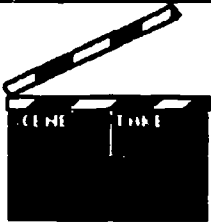
Will the student need special support to leave home? An attendant? Extra supervision? Financial assistance? Special training?

Does the student plan to get married? Have children?

Does the student have a boy-/girl friend?

Does the student need more information about family planning? Has this been discussed with a school counselor, nurse or responsible family member?





CONCERNS

Does the student have behaviors that interfere with his or her activities in the community, at work, at school, or at home? (For example, taking things, wandering off, getting angry easily, striking out.)

When and where do these problems come up?

What activities at work, school, at home or in the community do they interfere with?

If the student has no behaviors that interfere with community, work, school, or home activities, you can write "N/A" or "None".



Student Strengths and Training Needs

COMMUNITY STRENGTHS

Here are some examples of places where people may go in the community:

grocery store

laundromat

fast food restaurant

doctor's office

barber shop

track

recreational park

skating rink

video store

club

department store

repair shop

sit down restaurant

dentist's office

health club

concert

sporting event

pool hall

library

ball park

shopping mall

convenience store

ice cream parlor

beauty shop

YMCA

swimming pool

bowling alley

tennis court

movie theater

basketball court

Where does the student go in the community and what does the student do there?

Example: Grocery Store	Example: Places items in the cart
Video Store	Picks out favorite movies



COMMUNITY TRAINING NEEDS

Here are some examples of places where people may go in the community:

grocery store	department store	shopping mall
laundromat	repair shop	convenience store
fast food restaurant	sit down restaurant	ice cream parlor
doctor's office	dentist's office	beauty shop
barber shop	health club	YMCA
track	concert	swimming pool
recreational park	sporting event	bowling alley
skating rink	pool hall	tennis court
video store	library	movie theater
club	ball park	basketball court

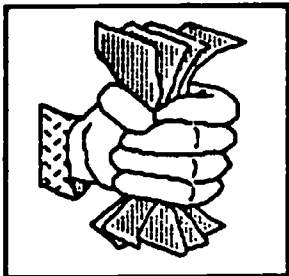
What does the student need
to learn to do in the community?

Example: Get a haircut at the
barber shop.
Go to corner 7-11 and buy
favorite snacks

What gets in the way?

Example: Doesn't know how to
take the bus.
Can't read price labels
and is too timid to ask

After you have identified the student's training needs, have the student and parent select their top 3 priorities for training in this area and mark them with a check.



WORK STRENGTHS

Here are some places people may go to work:

warehouse
restaurant
grocery store
retail store
landscaping crew

janitorial team
convalescent hospital
convenience store
motel/hotel
assembly workshop

library
car dealer
bank
movie theatre

Here are some examples of things that people do at work:

follow directions
completes work
buy snacks
use the rest room
tell time

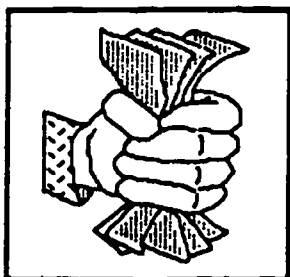
go to work on time
get along with others
take breaks
lift things
clean up

ask for help
take the bus
eat lunch
keep busy
make change

Where does or has the student
worked?

What does or did the student do there?

Example: Summer job at Wendys	Example: Cleaned tables & mopped floors
Janitorial crew	Vacuumed & washed windows



WORK TRAINING NEEDS

Here are some places people may go to work:

warehouse
restaurant
grocery store
retail store
landscaping crew

janitorial team
convalescent hospital
convenience store
motel/hotel
assembly workshop

library
car dealer
bank
movie theatre

Here are some examples of things that people do at work:

follow directions
completes work
buy snacks
use the rest room
tell time

go to work on time
get along with others
take breaks
lift things
clean up

ask for help
take the bus
eat lunch
keep busy
make change

Where/what does the student need
to learn to do for work?

Example: Landscaping crew

Convalescent hospital

What gets in the way?

Example: He doesn't understand
how to use power tools.
No openings right now and needs
additional training.

After you have identified the student's training needs, have the student and parent select their top 3 choices for training in this area and mark them with a check.



DOMESTIC CHORE STRENGTHS

Here are some examples of things that people do at home:

hand washes dishes
empties garbage
sets table
strips bed
operates washer
puts laundry away
cleans sink
waters lawn
sweeps sidewalk
cook packaged foods
empties trash
cleans spills
mops

dries dishes
cleans counters
clears table
hangs up clothes
operates dryer
irons
cleans bathtub
pulls weeds
uses toaster
cares for pets
vacuums
dusts
uses blender

operates dishwasher
uses microwave oven
makes bed
puts clothes in drawer
folds laundry
bakes in oven
cleans toilet
mows grass
rakes leaves
cooks frozen foods
makes sandwiches
washes windows
washes car

What chores does the student do or attempt to do at home?

Example: Makes own bed	
Clears the table	
Takes dishes out of dishwasher	



DOMESTIC TRAINING NEEDS

Here are some examples of things that people do at home:

hand washes dishes
empties garbage
sets table
strips bed
operates washer
puts laundry away
cleans sink
waters lawn
sweeps sidewalk
cook packaged foods
empties trash
cleans spills
mops

dries dishes
cleans counters
clears table
hangs up clothes
operates dryer
irons
cleans bathtub
pulls weeds
uses toaster
cares for pets
vacuums
dusts
uses blender

operates dishwasher
uses microwave oven
makes bed
puts clothes in drawer
folds laundry
bakes in oven
cleans toilet
mows grass
rakes leaves
cooks frozen foods
makes sandwiches
washes windows
washes car

What chores does the student need
to learn to do or do better at home?

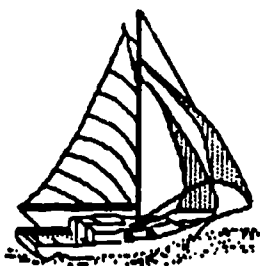
Example: Take out the trash

Cook own lunch

What gets in the way?

Example: Ignores his mom when
she asks
Can't use the microwave

After you have identified the student's training needs, have the student and parent select their top 3 priorities for training in this area and mark them with a check.



RECREATION & LEISURE STRENGTHS

Here are some examples of things that people may do for fun:

frisbee
skateboard
swimming
aerobics
board games
records
sewing
visit friends

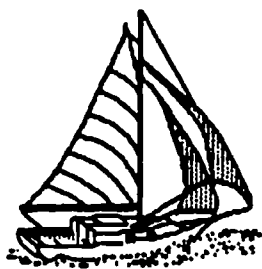
ball games
bike
exercise bike
computer games
cards
fixing things
assemble models
dancing

t.v.
gardening
jogging
electric games
movies
books
knitting
radio

What does the student do for fun?

Where does he or she do it?

Example: Listens to music tapes	Example: At the library
Rides his bike	Around the neighborhood



RECREATION & LEISURE TRAINING NEEDS

Here are some examples of things that people do for fun:

frisbee
skateboard
swimming
aerobics
board games
records
sewing
visit friends

ball games
bike
exercise bike
computer games
cards
tapes
assemble models
dancing

t.v.
skating
jogging
electric games
coins
books
knitting
radio

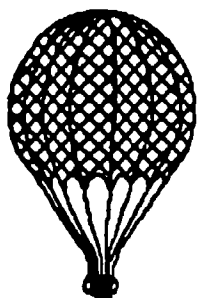
What does the student want to
learn to do or do better?

Example: Visit with friend.

What gets in the way?

Example: Can't use the phone and
doesn't know the bus
routes

After you have identified the student's training needs, have the student and parent select their top 3 priorities for training in this area and mark them with a check.



PERSONAL MANAGEMENT STRENGTHS

Here are some examples of things people do to manage their own personal needs:

washes hands
combs hair
puts on pants/dress
puts on underwear
puts on socks
drinks from a glass
shaves
showers or bathes

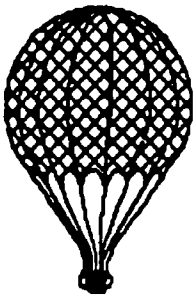
puts on shoes
eats with utensils
brushes teeth
uses toilet tissue
buttons shirt
pours own drink
uses deodorant
coordinates clothes

uses a napkin
flushes toilet
chooses own clothes
use feminine hygiene
uses bathroom
without reminders
dresses appropriately
for the weather

What does the student do or attempt to do to manage his or her personal management needs? How much help or assistance is needed?

Example: Brushes own teeth	Example: Needs daily reminder
Puts on pull-over clothes	Clothes must be laid out

If the student manages most or all of his or her personal needs, write "N/A" in this part of the interview.



PERSONAL MANAGEMENT TRAINING NEEDS

Here are some examples of things people do to manage their own personal needs:

washes hands
combs hair
puts on pants/dress
puts on underwear
puts on socks
drinks from a glass
shaves
showers or bathes

puts on shoes
eats with utensils
brushes teeth
uses toilet tissue
buttons shirt
pours own drink
uses deodorant
coordinates clothes

uses a napkin
flushes toilet
chooses own clothes
use feminine hygiene
uses bathroom
without reminders
dresses appropriately
for the weather

What would you like the student
to do or do better?

What gets in the way?

Example: Brush own teeth

Eat with fork and knife

Example: Can't put toothpaste on brush

Likes to use spoon only.

After you have identified the student's training needs, have the student and parent select their top 3 priorities for training in this area and mark them with a check.

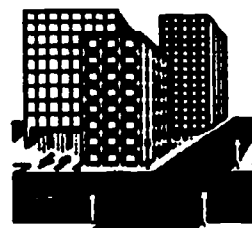
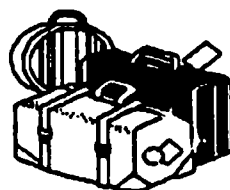
How was the Transition Interview?

When the interview is finished, give the student and parent this questionnaire and ask them to take a few moments to answer the questions below and then send you the answers. Their feedback will help to make the interview better. The student and parent may wish to respond separately and should be given that option.

	<u>YES</u>	<u>NO</u>
1. Was the interview held at a convenient time for you? If no, what time would be better. _____	_____	_____
2. Was everyone at the interview who needed to be there? If no, who else should have been there? _____	_____	_____
3. Was the purpose of the interview made clear to you?	_____	_____
4. Do you know how the information will be used?	_____	_____
5. Did your questions get answered? If no, what other questions do you have? _____ _____	_____	_____
6. What were the best things about the interview? _____ _____		
7. What could have been better? _____ _____		

Please send this form to the teacher.

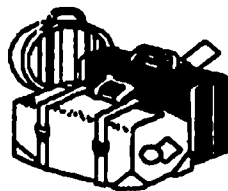
Section II. Transition Workbook



Transition Workbook

A Guide to Help Students, Parents
and Residential Service Providers to Prepare for
an Individual Transition Plan Meeting

**Give this workbook to the student
and parents at the conclusion of the
Transition Interview and request that
they return it to you as soon as possible.**



Transition Workbook

What This Workbook Is All About

This workbook is designed to prepare students and parents for an Individual Transition Plan (ITP) meeting. If you read it together and complete the workbook activities, it can answer many questions that you may have about the transition planning process. It will help you become informed and active participants at the ITP meeting. The language used is meant to assist you in understanding transition planning so that whenever possible you can work and plan together for the future.

What Is An Individual Transition Plan?

The Individual Transition Plan is a written plan which outlines what training or support a student will need to live, work and participate in the community as an adult. The plan is developed at an ITP meeting attended by students, parents, teachers, and others who can help plan for the future. It identifies what these team members need to do in order to provide the training and services the student needs for a smooth transition into adulthood. It is a bridge between school and the adult world. The student's first ITP meeting should be held several years before leaving school. It should be scheduled to precede student's annual IEP by about a month and is not meant to replace that meeting.

What Will be Discussed at the Transition Plan Meeting?

The kinds of things that you and the other members of the ITP team will be discussing at the transition plan meeting are those that will help the student meet the demands of the adult world, such as living and working more independently and enjoying free time. The topics you discuss might include:

Employment & Education: A place to work & learn new skills after graduation

Living Arrangements: A place to live as a young adult

Community Recreation & Leisure Activities: Things to do in your spare time

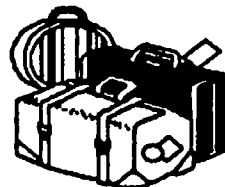
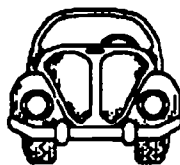
Personal Management: Taking care of yourself and your things

Health & Medical: Staying healthy

Financial & Income: Money matters

Family Life & Social Relationships: Doing things with other people

Advocacy, Legal & Long-term Support: Someone who can help you if you need it.



What to Expect at the Transition Plan Meeting: ITP Meeting Guidelines

The Individual Transition Plan meeting will probably take about an hour. The following format is typical. It is designed to get the best results for the student. You should work with the teacher to change the format if you can get better results by doing so.

Introductions	Everyone introduces themselves and tells why they are at the meeting.
Purpose:	Someone explains about the transition planning process.
Roles:	<p>People volunteer to be the--</p> <p>facilitator: keeps the meeting going; recorder: takes notes; and monitor: makes sure that things get done after the meeting.</p>
Transition Date	You decide when or what year the student will probably leave school.
Describing a Desirable Future	Together you describe what is the most desirable residential, vocational and social situation for the student after leaving school. All of the planning and actions of the ITP team will be an attempt to make this future happen as the student becomes a young adult.
Transition Issues	You and others at the meeting select three priority transition issues to discuss. You can prepare for this by completing Activity #2 Setting Priorities which is included in this workbook.
Developing Annual Objectives	These are the steps that will be taken this year to make the desired future become a reality.
Develop Action Plans	The team decides what specific activities need to be done this year to make sure that the student's transition objectives are met.

**Agree Upon
Responsibilities**

The team members decide who will do what actions and who will monitor the ITP.

Establish Timelines

The team decides when things will be done.

Plan Next Meeting

You set a date for the next ITP meeting and identifying who should attend and what should be discussed.





Activities to Help Students and Parents Prepare for the ITP Meeting

On the following pages you will find six activities for students and parents to read and fill out before attending the ITP meeting. They are intended to inform and prepare you for that meeting. Please review them carefully. Four of the activities should be completed and returned to the teacher prior to the meeting. These are:

Activity #1: Thinking About the Future

Activity #2: Setting Priorities

Activity #3: Sharing Your Concerns

Activity #4: Agency Contact List

Two of the activities are for your use after the ITP. These activities are used by you to monitor the results of the ITP and will help you determine if the plans agreed on at the ITP meeting are working as they should. These are:

Activity #5: How to Tell if the Planning Meeting Went Well

Activity #6: How to Tell if the Transition Plan is Working

Activity #1

Thinking About The Future

This worksheet will help you identify issues that are a priority for transition planning. It also helps the transition planning team focus on the issues that are important to the student, parent, or residential service provider. (Please return this checklist to the teacher before the ITP meeting.)

Student's Name: _____ Date: _____

Parent/Residential Service Provider Name: _____

Employment & Education: A place to work and learn new skills after leaving school

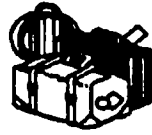
1. Where does the student work and go to school now?
2. Where would the student like to work and/or continue their education after leaving school?

Living Arrangements & Family Life: A place to live as a young adult

1. Where does the student live now?
☐ at home ☐ board and care
☐ on her own ☐ with a roommate
☐ other: _____
2. Where would the student like to live after he or she leaves school?
☐ at home ☐ with a roommate
☐ on his own ☐ group home
☐ board and care ☐ other: _____
3. Does the student plan on getting married? ☐ yes ☐ no
Have children? ☐ yes ☐ no

Community Recreation and Social Activities: Things to do in your spare time

1. What kinds of things does the student do in his or her free time at home and in the community?
2. What kinds of things would the student like to do in his or her free time after leaving school?



Activity #2

Setting Priorities

There are many things that can be discussed at the Individual Transition Plan meeting. You may be talking about and planning future jobs, a place to live, or the training the student needs to use community services more independently. This worksheet will help you focus on the things that are most important for the ITP team to work on. It includes a list of possible areas for the team to discuss.

The student and parents should review this list together and think about which areas are most important for helping the student to live, work and enjoy free time in the community after leaving school. After you have reviewed the following eight areas, select the three that seem most important and identify them with a check.

If you would like to identify more than three areas, say so at the ITP meeting. It may be necessary to schedule extra time. Remember to return this form to the teacher before the transition plan meeting.

1.____ Employment & Job Training: A place to work & train after leaving school

- What kinds of jobs are available and would best suit the student?
- Would the student work best on his or her own or with others?
- What work training programs are available?
- Which programs best suit the student's interests and needs?
- How much support will the student need to be successful at work?
- How will the student get to and from work or training?

2.____ Living Arrangements: A place to live as a young adult

- Where does the student want to live after leaving school? At home?
In town? In the country?
- How will the student live? With friends? In a family care home?
Semi-independently or independently? In a group home?
- What support or training does the student need to live as independently as possible?
- Does the student need a home attendant?

3.____ Community Recreation & Leisure Activities: Things to do during free time as a young adult

- What kinds of things will the student be doing during spare time at home, in the neighborhood, community?
- What support or training will the student need to use community recreation resources as independently as possible?

4.____ Personal Management: Taking care of everyday needs

- Does the student need training to take a bus? Taxi? Traffic safety? Driver education?
- Does the student need support in home management? Shopping? Budgeting?
- Does he or she need more training in personal care skills?

5.____ Health & Medical: Staying healthy

- Does the student need special medicines?
- How will the student get to the doctor?
- Will the student need special medical support to become more independent at work or home?

6.____ Financial & Income: Money matters

- How much money will the student need to live on (for rent, food, fun)?
- Where will that money come from? A job? SSI/SSDI/SSA?
- Do you want to learn more about insurance, benefits, taxes, SSI/SSDI/SSA?
- Does the student need special support or training to handle money?

7.____ Family Life & Social Relationships: Doing things with other people

- Does the student need information or training about family life or dating?
- How will the student get to see the his or her friends and maintain relationships?
- Will the student have opportunities to make new friends at work?

8.____ Advocacy, Legal & Long-term Support: Someone who can help the student.

- Does the student need an advocate, counselor, support group?
- Does the student or family need more information about guardianships? Conservatorships? Trusts and wills? Legal assistance? Long term support?

**Please return this checklist to the teacher
before the ITP meeting.**

Activity #3

Sharing Your Concerns

There are many reasons for holding an ITP meeting. The student and parent should review this worksheet together and check which are most important to them:

- _____ To agree on a plan for transition to adult living environments.
- _____ To agree on a plan for transition to adult work or education environments.
- _____ To understand what services are currently available for the student.
- _____ To understand what services will be available for the student after leaving school.
- _____ To work on a special concern: _____

- _____ To reach a decision on: _____

Please list any concerns that you need to discuss that aren't on the Setting Priorities checklist.

We may need to hold additional meetings if we cannot work on all of your concerns.

Who should we invite to the ITP meeting?

Name

Phone Number

Please return this form to the teacher
before the ITP meeting.



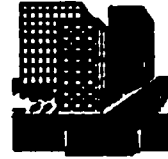
Activity #4

Agency Contact List

To make sure that everyone is involved in the transition planning process who should be, we need to know which agencies you have already worked with or contacted. Please send this to the student's teacher as soon as possible.

Please note all that apply:

Agency	Services Received	Contact Person	Phone
Regional Center			
Department of Rehabilitation			
Employment Development Department			
Area Board			
Public Health			
Community Mental Health Center			
Social Services			
Others:			



Evaluation Worksheets

The following two activities should be used by the student and parent to evaluate the ITP meeting and the transition plan. Review these worksheets now and complete them after the ITP meeting has been held.

Activity #5. How to Tell if the Planning Meeting Went Well

This should be completed right after the ITP. If you come up with a lot of 'no' answers on this worksheet, ask for another ITP meeting as soon as possible.

Activity #6. How to Tell if the Transition Plan is Working

This should be completed one or two months after the initial ITP meeting. It will help you evaluate the services being offered to the student. If you get a lot of 'no' answers on this worksheet, you should meet with the responsible school or adult service administrators immediately and request a new ITP.

Activity #5

How to Tell if the Planning Meeting Went Well

After the transition meeting, take a few minutes to fill out this worksheet and send it back to the teacher as soon as possible.

	<u>YES</u>	<u>NO</u>
1. Were all of the people that you wanted at the meeting?	_____	_____
2. Did you get to ask questions?	_____	_____
3. Were your questions answered?	_____	_____
4. Were your concerns and priorities discussed?	_____	_____
5. Were they included in the transition plan?	_____	_____
6. Was a monitor selected?	_____	_____
7. Are there dates for completing the student's transition goals and actions?	_____	_____
8. What were the best things about the meeting?		
9. What could have been better?		

If there are a lot of "no" answers to these questions, then ask the transition monitor to have another planning meeting.

Activity #6

How to Tell if the Transition Plan is Working

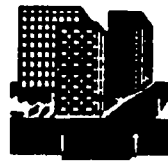
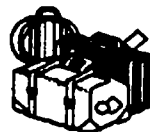
After the ITP, wait one or two months and then fill out this worksheet.
About every three months after that, review the worksheet and the student's
Individual Transition Plan to see if things are going the way they were planned.

	<u>YES</u>	<u>NO</u>
1. Did you get a copy of the complete ITP?	_____	_____
Cover Page?	_____	_____
Action Plans?	_____	_____
Signature Page?	_____	_____
2. Were all the pages filled out?	_____	_____
3. Are the actions being carried out?	_____	_____
According to the schedule?	_____	_____
(Call the responsible persons listed on the ITP if you don't know.)		
4. Has an IEP been held since the transition plan meeting?	_____	_____
5. If so, were transition objectives written into the IEP?	_____	_____
For working or work training?	_____	_____
For community training?	_____	_____
For adult recreation?	_____	_____
For personal management or home living skills?	_____	_____
6. Is the school program routinely teaching adult living skills? (example: banking, shopping, public recreation)	_____	_____
7. Is the student in job training?	_____	_____
In the community?	_____	_____
With peers who are not disabled?	_____	_____
8. Does the student have a job?	_____	_____
In the community?	_____	_____
With peers who are not disabled?	_____	_____

Are there things that could be going better? Does the student need any special help?

Please explain: _____

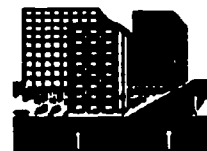
If there are a lot of "no" answers to these questions or if things could be going better, you should ask the responsible school or adult service administrator to have another planning meeting.



Section III.

The Individual Transition Plan Meeting

III.



The Individual Transition Plan Meeting

This part of the manual tells you how to fill out the ITP forms and how to facilitate the ITP meeting. At the ITP meeting, you will be completing the following forms:

ITP Cover Page which helps you introduce the meeting, set long-range goals and select the priority issues for the team to discuss.

ITP Action Plans which help you develop annual transition objectives and identify who will do what to meet them.

ITP Signature Page which documents the ITP and helps plan for the next meeting.

The Individual Transition Plan meeting should be held about one month before the student's IEP.

Facilitating the ITP Meeting

The Individual Transition Plan meeting should take about an hour. The following format is typical. It is designed to get the best results for the student and it parallels the forms provided in this manual. You can change the format if you can get better results by doing so.

Introduction:	Everyone introduces themselves and tells why they are at the meeting.
Purpose:	Someone explains about the transition planning process.
Roles:	<p>People volunteer to be the--</p> <p>facilitator: keeps the meeting going; recorder: takes notes; and monitor: makes sure that things get done after the meeting.</p>
Transition Date	You decide when or what year the student will probably leave school.
Describing a Desirable Future	Together you describe what is the most desirable residential, vocational and social situation for the student after leaving school. All of the planning and actions of the ITP team will be an attempt to make this future happen as the student becomes a young adult.
Transition Issues	You and others at the meeting select three priority transition issues to discuss. You can refer to Activity #2 Setting Priorities in the Transition Workbook to help identify priority issues.
Developing Annual Objectives	The team sets specific objectives that will be worked on this year to help make the desired future become a reality.
Develop Action Plans	The team decides what specific activities need to be done this year to make sure that the student's transition objectives are met.

**Agree Upon
Responsibilities**

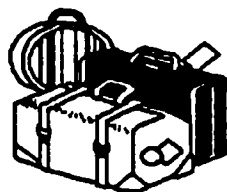
The team members decide who will do what actions and who will monitor the ITP.

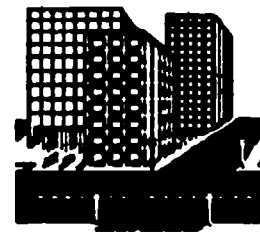
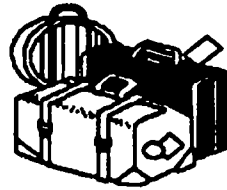
Establish Timelines

The team decides when things will be done.

Plan Next Meeting

You set a date for the next ITP meeting and identify who should attend and what should be discussed.





Filling Out the ITP Cover Page

1. Roles. The meeting should begin with the team members introducing themselves and volunteering for the roles of the **facilitator, recorder, or monitor**. All team members are responsible for advocating for the student and family and for actively participating in the transition planning process. They are also responsible for becoming informed about the options that exist in their community and for implementing the action plans developed at the meeting.

The **facilitator** keeps things moving and makes sure that the team discusses the agreed upon issues. Any member of the team can be the facilitator, e.g. the teacher, a transition specialist, case manager, school administrator or parent.

The **recorder** writes the necessary information on the ITP forms and is careful to accurately document the team's input.

The **monitor** reviews the current I.T.P., I.E.P. and other plans and makes sure that they are compatible. After the ITP meeting, the monitor contacts the team members to determine if the actions are being completed and then decides if an ITP needs to be scheduled before the agreed upon date.

2. Purpose. The facilitator explains that the purpose of the ITP is to plan for the student's successful move into adult living and working environments.

3. Transition Date. The facilitator assists the team in projecting the month and year when the student will probably leave school. This establishes the number of years before the student enters the adult world and the time available for transition planning.

4. Describing a Desirable Future. At this time, the facilitator assists the student, parent or residential service provider and other ITP team members in describing their preferences for the student's future. Together you should discuss what will be the student's optimum working, living, and social situation after leaving school. You should paint a brief picture of the student's life as a young adult. This picture will serve as a long-term goal which will help you develop , annual objectives and action plans.

The student, parent or residential service provider can begin describing a desirable future by reviewing the information in the *Thinking About the Future* worksheet found in the *Transition Workbook*. The team helps the family develop descriptions of the students preferred future and the recorder notes them on the ITP Cover Page. Information from the Transition Interview can also be discussed. At this point, the parent, student and other team members have established an adult identity for the student. This identity becomes a framework which provides direction for ITP objectives and action plans.

Examples:

Employment:

When Sue graduates, she and her parents would like her to work in a job where she receives competitive wages and spends most of her day with people who are not disabled. She would like to work in a hotel or restaurant.

When Bill leaves school, he and his family would like him to work at least half-time in a community setting with peers who are not disabled. He likes gardening and expects to work in that area.

Living Arrangement:

Sue lives at home for now, but plans to live on her own or with a room-mate in a shared apartment.

Bill lives in a family care home for persons who are age 21 and under. He and his family anticipate that he will live in a family care home for adults when he graduates.

Community Recreation & Social Activities:

Sue and her parents want her to continue being involved with their church and with her current community activities, e.g. visiting friends, movies, etc.

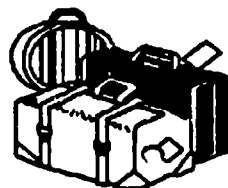
Bill would like to be able to use public transportation on his own and be able to go to appointments and social events including movies and dates with friends.

5. Transition Issues. Next the facilitator assists the team in selecting transition planning issues that are of highest priority. The facilitator explains that about three issues can be covered in the time set aside for the I.T.P. meeting and that other transition issues may be discussed in subsequent meetings.

Issues may include:

- Employment
- Living Arrangements
- Community Recreation and Leisure Activities
- Personal Management
- Health and Medical
- Financial and Income
- Family Life and Social Relationships
- Advocacy, Legal and Long-term Support
- Education

The issues selected for discussion should relate closely to the long-term goals established in **Describing a Desirable Future**.



ITP Cover Page

Student: _____ Age: _____ ITP Meeting Date: _____
Present School/Program: _____ Present Residence: _____

1. A Facilitator: _____; Recorder: _____; and
Monitor: _____ are selected.

2. Anticipated Date of Graduation or Completion: _____

3. The facilitator explains the purpose of the meeting.

The I.T.P. meeting is designed to develop a long-range plan to help the student move smoothly into adult living and working environments. Long-term goals will be developed at this meeting, as well as annual objectives for training and providing support services. Specific actions to meet these objectives will be identified and responsibilities assigned for those actions.

4. Describing a Desirable Future.

The facilitator assists the student, family or residential service provider and other I.T.P. members in describing a desirable future for the student. The future you describe will be used as long-term goals for which the team will plan and work. Preferences for the future should be developed for:

Employment (where the student will work after leaving school):

Living Arrangement (where the student will live as a young adult):

Community and Social Activities (how the student will use the community):

5. Selecting Transition Issues.

The facilitator assists the family and the team in selecting 3 major transition issues for this meeting. Activity #2 from the Parent Workbook will help in making these selections:

____ Employment	____ Living Arrangements	____ Community Rec/Leisure
____ Personal Mgmt.	____ Health & Medical	____ Financial & Income
____ Family/Social	____ Advocacy, Support	____ Education

Developing ITP Action Plans

The ITP Action Plans form is used to document the student's annual transition objectives and identify who will do what to meet these objectives. The objectives and plans should relate closely to the long-range goals established while "describing a desirable future."

The recorder first enters the student's name, ITP date and a priority transition issue from the ITP Cover Page. The team then sets an annual objective. The objective should be the first step you are taking this year to make the student's desired future a reality. More than one objective can be written for each issue. One form should be used for each objective.

Next the recorder enters all the actions that team members will carry out to complete the objective. These actions should be entered in a column on the left side of the form. The recorder should enter the name of the person responsible, their telephone number and the date when the action is expected to be completed. It should also be noted if an IEP or IPP objective is needed.

Example

At Sue's meeting, she and the team selected Employment as the first priority issue. They set an objective as "Sue will have a paid part-time (at least 10 hours per week) job off campus." As the team members discussed what they would do to meet the objective, the recorder listed their proposed actions along with their name and telephone number. The team also set time lines for the actions and determined whether or not an IEP or IPP objective was needed.

Dave, the school vocational specialist, agreed to: give Sue some vocational tests; help identify local employers; and arrange for a short-term training subsidy. Sue's mother agreed to: help her daughter get a Social Security number; provide releases for her to leave school early for part-time work; and to go with her to the Department of Rehabilitation to fill out the forms needed for getting a job coach. Janet, Sue's teacher, agreed to: develop IEP goals and objectives for teaching her the necessary bus routes to and from work; assist her with job applications; and to meet with her once a week on the job to help work out any problems. Sue agreed to: take Dave's tests; visit at least three possible job sites that he recommended; fill out the applications; and go with her mother to the Department of Rehabilitation. Time lines for completing these actions varied from one to six months.

The team went on to discuss priority issues of Living Arrangements and Finances and Income. A separate ITP Action Plan form was completed for each issue.

ITP Action Plans

Student: Luc B. I.T.P. Meeting Date: 10/89 Transition Issue: Employment

Annual Objective:

Luc will have a paid part time
(at least 10 hrs. per week) job off campus

Action(s)	Person/Agency Responsible	Telephone	By When?	IEP or IPP Objective Needed?
1. Contact three local employers and submit applications	Dave and Luc	x 5474	12/89	yes
2. Complete vocational tests	"			
3. Apply for training subsidy	"		10/89	
4. Give consent for off campus job: get social sec. #, apply for job coach at Dept. of Rehab.	Mom and Luc	252-4876	10/89	
5. Write IEP objectives for bus training, writing job applications.	Jenett	x 5547	10/89	yes
6. Visit job site as needed during the school year	"		12/89 thru 6/90	

ITP Action Plans

Student: Sue B. I.T.P. Meeting Date: 10/89 Transition Issue: Financial

Annual Objective:

Sue will have and use a checking and savings account at a local bank

Action(s)	Person/Agency Responsible	Telephone	By When?	IEP or IPP Objective Needed?
1. Enroll Sue in community based consumer training group to include a weekly trip to the local bank.	Janet	x 5474	11/89	yes
2. Write IEP objectives for critical consumer skills and for math skills specific to checking and savings.	Janet		10/89	yes
3. Open checking + savings at local bank as IEP objectives are met.	Mom + Sue	252 - 4876	10/89 to 6/90	
4. Have approx. 50% of earned income for future housing needs	Sue			

ITP Action Plans

Student: _____ I.T.P. Meeting Date: _____ Transition Issue: _____

Annual Objective:

Action(s)

**Person/Agency
Responsible**

Telephone

By When?

**IEP or IPP
Objective
Needed?**

ITP Action Plans

Student: _____ I.T.P. Meeting Date: _____ Transition Issue: _____

Annual Objective:

Action(s)

**Person/Agency
Responsible**

Telephone

By When?

**IEP or IPP
Objective
Needed?**

61

62

ITP Action Plans

Student: _____ I.T.P. Meeting Date: _____ Transition Issue: _____

Annual Objective:

Action(s)

**Person/Agency
Responsible**

Telephone

By When?

**IEP or IPP
Objective
Needed?**

ITP Action Plans

Student: _____ I.T.P. Meeting Date: _____ Transition Issue: _____

Annual Objective:

Action(s)

**Person/Agency
Responsible**

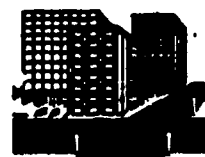
Telephone

By When?

**IEP or IPP
Objective
Needed?**

65

66



ITP Signature Page

Student's Name: _____ I.T.P. Meeting Date: _____

At the end of the meeting, the I.T.P. team members sign this form to indicate that they are in agreement with the objectives, action plans and time lines they have developed.

Signatures:

_____	_____	_____
Student	Parent/Care Provider	Teacher
_____	_____	_____
Telephone Number	Telephone Number	Telephone Number
_____	_____	_____
Vocational Educator	Name/Agency	Name/Agency
_____	_____	_____
Telephone Number	Telephone Number	Telephone Number

Person to Monitor this ITP: _____		Telephone Number: _____

The recorder completes the following to prepare for the next ITP

Person Responsible to Schedule the Next ITP Meeting: _____
Anticipated Date of the Next ITP: _____

Issues to be Addressed at the Next ITP Meeting

____ Employment	____ Living Arrangements	____ Community Rec/Leisure
____ Personal Mgmt.	____ Health & Medical	____ Financial & Income
____ Family/Social	____ Advocacy, Support	____ Education

Persons Who Should Attend the Next ITP Meeting

____ Parent	____ Student	____ Regional Center Staff
____ Case Manager	____ Teacher	____ Residential Svc. Provider
____ D.R. Counselor	____ Vocational Educator	____ Habilitation Counselor
____ Other: _____		
____ Other: _____		

Questions for the Vocational Educator and Transition Specialist

A Vocational Educator or Transition Specialist should be invited to each student's ITP meeting. The Vocational Educator or Transition Specialist should come to the meeting prepared to discuss the following issues:

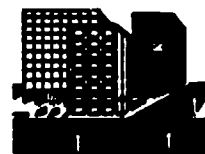
1. What are the student's job training or job experiences?
2. Is the student in job training now? If so, is the training relevant to actual job opportunities? Is the student being trained on campus? In the community? With peers who are not disabled?
3. Is the student being paid while in job training? If not, what resources are available to provide payment?
4. How much supervision does the student need to work successfully? Little or none? Intermittent? Continuous?
5. Is a school-based summer job available? Appropriate?
6. What sort of jobs are typically available in the student's community? At what pay? With what training?
7. Can a part-time job be arranged now before the student leaves school?
8. What job training will be available after the student leaves school?
9. What local agencies are available to help with job placement or training? Should they be contacted now? Should they be invited to the next ITP meeting?
10. Will the student need special support or help on the job? Job coaching? Supported employment? Employment counseling?
11. Does the student have social or behavior problems that limit job opportunities? If so, what can be done now to help resolve the problem?
12. Has a vocational evaluation been completed? If so, what does it say about the student's vocational skills, options and preferences? If not, should an evaluation be completed? When?

Suggestions for a Successful ITP

1. Make sure that the Transition Interview is completed about a month before the ITP.
2. Distribute the Transition Workbook about a month before the ITP meeting. Call the student and parents if the forms are not returned and review the forms when they are completed.
3. Be sure to invite a knowledgeable vocational educator or transition specialist.
4. Bring a copy of last year's ITP and IEP.
5. Make sure the student is the center of the meeting. Invite and prompt his or her participation. Listen for the students concerns and incorporate these considerations into the future you are planning.
6. Have the student and parent take as much responsibility for transition planning as possible.
7. Keep the meeting moving. Don't get bogged down in things that can be better dealt with outside the meeting. Stay with the priority issues.
8. Remember that the **Describing the Desirable Future** section is for setting broad future goals not problem-solving. If you find yourself or other team members discussing action plans at this point ask them to save their planning for later in the meeting.
9. If problems come up, remember that discussing the future may be difficult and challenging for parents, students or other team members. Stay positive and be willing to schedule additional meetings if necessary.
10. Keep the meeting informal.
11. Remember to designate a monitor and review the monitors responsibilities before closing the meeting.
12. Make sure everyone signs the signature page before they leave.

IV. Monitoring and Follow-Up Activities

IV.



Monitoring and Follow-Up to the I.T.P. Meeting

Now that you have completed the Individual Transition Plan meeting, you will want to make sure that the ITP actions are carried out and that transition training becomes a routine part of your student's school program. On the following pages are three activities that will help. These are:

1. **ITP Monitoring Form-** This activity helps the ITP monitor to coordinate the actions of the ITP participants and to monitor progress. It will also help the monitor know when problems arise, when to remind others about time lines and when another meeting is needed. It should be reviewed about every three months after the ITP.
2. **IEP Preparation Worksheet-** This activity helps the teacher to develop transition objectives for the student's Individual Education Plan. It should be completed shortly after the ITP meeting and taken to the IEP.
3. **Is the Plan Working?-** This is a checklist to evaluate the effectiveness of the student's ITP. It can be used intermittently by the teacher or others to review how well the transition plan is working.

ITP Monitoring Form

The Individual Transition Planning process often results in many persons and agencies working together to complete ITP actions. This results in an increased need for coordination and monitoring. The ITP Monitoring Form will help you coordinate the ITP actions and monitor their implementation. This form should be used by the ITP Monitor to review the student's transition plan on a routine basis.

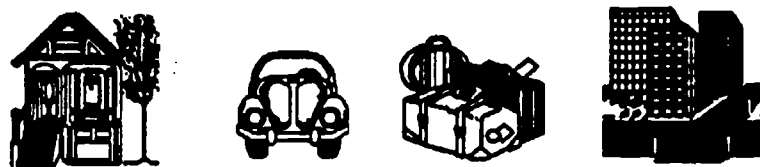
Student: _____ Monitor: _____ Date of ITP: _____

School or Program: _____ Anticipated graduation or completion date: _____

The monitor should routinely review the student's ITP and contact the persons responsible for ITP actions. First, the ITP actions, timelines, persons responsible and phone numbers should be entered below. Next, the persons responsible should be contacted and the status of the ITP actions should be noted. The following status codes may be helpful:
 A= Completed; B= In progress; C= Not completed; E= Other (See comments). When actions are not completed and/or not in progress, another ITP, IPP or IEP should be considered. Extra forms can be used if you need more space.

ITP Action	Person Responsible	By When?	Phone	Status/ Date	Status/ Date	Status/ Date	Status/ Date
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Comments:



IEP Preparation Worksheet

The Transition Interview and the ITP meeting have provided you with a great deal of useful information about the student's transition training needs. In order to maximize the value of this information, it's important that the student's IEP reflect the decisions made at the ITP meeting and incorporate the priorities identified in the Interview. This worksheet will help you prepare for the IEP. You should fill it out after the individual Transition Plan meeting and bring it with you to the student's IEP.

Student: _____ Date of ITP Meeting: _____
Anticipated Date of IEP: _____

1. Review the action plans in the student's ITP. Are there any ITP actions identified as needing an IEP objective? If so, list them below and write a proposed IEP objective.

ITP Action	Proposed IEP Objective
1.	1.
2.	2.
3.	3.
4.	4.

2. Review the priority training needs identified in the Transition Interview. Check with the student and parent to confirm that these are still priorities and reprioritize if needed.

3. List the three priority training needs from each area of the Transition Interview and write at least one proposed IEP objective for each area.

Community Training Needs

Proposed IEP Objective (s)

1.

2.

3.

Work Training Needs

Proposed IEP Objective (s)

1.

2.

3.

Domestic Training Needs

Proposed IEP Objective (s)

1.

2.

3.

Recreation & Leisure Needs

Proposed IEP Objective (s)

1.

2.

3.

Personal Management Needs

Proposed IEP Objective (s)

1.

2.

3.

Take these proposed objectives to the student's IEP.

Is the Plan is Working?

After the ITP, wait one or two months and then fill out this worksheet. It can be used at intervals to evaluate the effectiveness of the student's ITP. It is similar to the evaluation form in the Transition Work Book. You may wish to meet with the student and parents to compare notes.

	<u>YES</u>	<u>NO</u>
Was everyone at the ITP that needed to attend?	___	___
Were all of the forms completed?	___	___
Were copies of the completed ITP distributed to the ITP members?	___	___
Was a monitor selected?	___	___
Are the Actions being carried out according to schedule?	___	___
Has an IEP been held since the transition plan meeting?	___	___
If so, were ITP actions discussed?	___	___
Were transition objectives written into the IEP?	___	___
For working or work training?	___	___
For community training?	___	___
For adult recreation?	___	___
For personal management or home living skills?	___	___
Does the student's current school program routinely include adult living skills? (example: banking, shopping, public recreation)	___	___
In the community?	___	___
With peers who are not disabled?	___	___
Is the student in job training?	___	___
In the community?	___	___
With peers who are not disabled?	___	___

Does the student have a job?

In the community?

With peers who are not disabled?

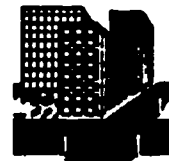
_____	_____
_____	_____
_____	_____

Are there things that could be going better? Does the student need any special help?

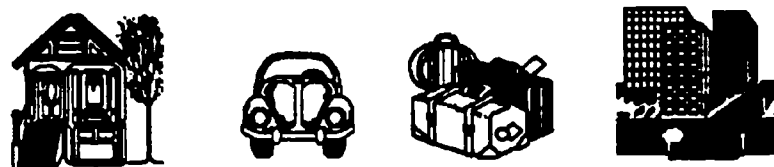
Are there changes or additions needed in the ITP?

Please explain: _____

If there are a lot of "no" answers to these questions or if things could be going better, then you should ask for another planning meeting.



V. Scheduling and Coordination



Scheduling and Coordination

Planning for your student's transition from school to adult life can be a complex process involving many persons. You will need to gather information, schedule necessary meetings and monitor the results of your transition plans. The following activities are designed to assist you in scheduling and coordinating the Transition Planning process. They are:

1. **Steps to Transition-** A list of recommended steps for implementing the transition procedures in the **Preparing for the Future** workbook.
2. **ITP Coordination Worksheet-** Used for scheduling your student's ITP.
3. **ITP Checklist-** To help you facilitate and monitor the transition planning procedures.



Steps to Transition

The following steps summarize the transition planning process.

- Step 1.** Identify the month of your student's next annual Individual Education Plan.
- Step 2.** Schedule a *Transition Interview* to be held about two months before the IEP meeting. The interview provides information and prepares you, the student, parents and others to take an active role in developing effective transition plans.
- Step 3.** Give the student and parents a copy of the *Transition Workbook* and ask them to complete the activities and return the forms as soon as possible. The Workbook will introduce them to the transition planning process and provide you with important information (a self-addressed, stamped envelope will help get the forms returned on time.)
- Step 4.** Schedule and hold an Individual Transition Plan meeting in the month immediately before the student's annual IEP. (An ITP Coordination Worksheet is included in this section to help you schedule the meeting.)
- Step 5.** Develop sample IEP objectives using the *IEP Preparation Worksheet* in Section IV and present these objectives at the IEP meeting.
- Step 6.** Follow-up the Transition Plan and IEP transition objectives with the *ITP Monitoring Form* and the *Is the Plan Working* checklist.
- Step 7.** Call another meeting if problems arise.



ITP Coordination Worksheet

This worksheet will help the person responsible for scheduling the Individual Transition Plan to identify a time and place for the meeting. The best time to schedule the ITP is about 30 days before the student's annual IEP. Be sure to allow enough time for the *Transition Interview* and the *Transition Workbook* to be completed before the ITP meeting is held.

1. List 3 date and time options for the meeting:

	<u>Date</u>	<u>Time</u>
Option 1	_____	_____
Option 2	_____	_____
Option 3	_____	_____

2. Call the student and the parent or residential service provider to determine their best option.

Name: _____ Phone: _____
Best Options: _____ Confirmed for Option #: _____

3. Call the persons identified on the Agency Contact List and any others who the teacher, parents or student feel can provide information necessary to complete the I.T.P and determine their best meeting options. Be sure to include a knowledgeable vocational educator or transition specialist.

Name: _____ Agency: _____
Phone: _____
Best Options: _____ Confirmed for Option #: _____

Name: _____ Agency: _____
Phone: _____
Best Options: _____ Confirmed for Option #: _____

Name: _____ Agency: _____
Phone: _____
Best Options: _____ Confirmed for Option #: _____

Name: _____ Agency: _____
Phone: _____
Best Options: _____ Confirmed for Option #: _____

4. Identify the best location for the ITP meeting (school? home? work site? adult service agency?) _____

5. Select the date and time option convenient to most of the participants.
Call the student and parents, contact persons and others to confirm the best option and inform them of the location.

Best Option Date Time





ITP Checklist

Transition planning is a process carried out over many weeks and involving many persons. This checklist will help you keep track of the activities presented in *Preparing for the Future*. It is written in the sequence that the activities should occur. You may wish to refer to this checklist throughout the transition planning process. All terms refer to actual forms found in this manual.

Student's Name: _____ School Year: _____

1. Prior to the ITP meeting

These activities help prepare you and others for the ITP. They should be carried out in the 30 to 60 day period before the ITP.

Please fill in dates as each activity is scheduled/completed.	Date scheduled/ distributed	Date completed/ returned
<u>Transition Interview</u>	_____	_____
<u>Transition Workbook</u>		
Activity #1 Preparing for the Future	_____	_____
Activity #2 Setting Priorities	_____	_____
Activity #3 Sharing Your Concerns	_____	_____
Activity #4 Agency Contact List	_____	_____
<u>ITP Coordination Worksheet</u>		_____
Date ITP is scheduled _____ Location _____		

2. During or after the ITP

These activities should be completed during the ITP or in the period just after the meeting when you are preparing for the IEP.

Please fill in dates as each activity is completed/distributed.	Date completed	Date distributed
<u>Individual Transition Plan Forms</u>		
ITP Cover Page	_____	_____
ITP Action Plans	_____	_____
ITP Signature Page	_____	_____
<u>IEP Preparation Worksheet</u>		
Date presented at IEP Meeting	_____	

3. Following Up on the ITP

These activities should be completed in the months after the ITP and IEP.

<u>ITP Monitoring Form</u>	
Date of first monitoring	_____
Date of second monitoring	_____
Date of third monitoring	_____
Date of fourth monitoring	_____
<u>Is the Plan Working?</u>	
Date completed	_____

VI. Policy and Procedures

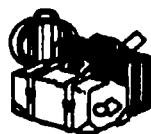


Policy & Procedures

Your local education agency should have policies and procedures for implementing a transition planning process. Policy is important for many reasons:

1. It identifies transition planning as an integral part of providing a quality education to students with special needs;
2. It provides a mandate for the ITP meeting and team process;
3. It identifies and designates responsibility for transition planning;
4. It establishes and defines your relationship with other persons from other agencies providing transition related training and services;
5. It provides accountability for implementing the actions developed by the ITP team; and
6. It establishes standards for measuring the effectiveness of your local transition planning efforts.

Review your local transition policy and place a copy in this workbook.



Your Local Policy

A large empty rectangular box for writing or drawing.

Writing Your Own Policy and Procedure

If your local education agency does not have transition policies and procedures, you should recommend that they be developed. The California State Department of Education (1987) has developed a definition of successful transition that you might find helpful when writing a local policy.

"Transition is a purposeful, organized and outcome-oriented process designed to help every "at risk" student move from school to employment and a quality adult life. Expected student outcomes of a successful transition include meaningful employment and participation in the community (e.g. living arrangements, social activities, recreational activities, on-going educational opportunities, etc.) The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life..."

A local transition policy should include a similar definition and a statement of your agency's support for systematic transition planning. It should also include a description of the transition planning procedures that agency staff are required to implement.

Sample ITP Procedures

1. Secondary age students receiving special education services will have an annual meeting leading to the development of an Individual Transition Plan (ITP).
2. ITP meetings will be scheduled by the students' teacher to be held in the 30 day period prior to the regularly scheduled IEP.
3. A notification will be sent annually to parents of secondary age students receiving special education services that they may be contacted prior to their child's IEP with a request to attend an Individual Transition Plan meeting.

4. The teacher will contact the persons to attend, facilitate the meeting as appropriate and designate others at the meeting as recorder and ITP monitor.
5. Before the ITP meeting, the teacher will:
 - a. Schedule, hold and document a parent and student interview regarding transition and;
 - b. Explain to the student and parent the purpose of the ITP process, offer them a workbook of transition related information and forms, and request that the forms be returned to the teacher before the ITP meeting.
6. After the ITP meeting, the teacher will forward a copy of the completed ITP forms to _____ for duplication and distribution to attendees. A copy of the ITP should be retained by the teacher.
7. Prior to the student's annual IEP, the teacher will review the transition interview and the completed ITP and develop transition objectives for the Individual Education Plan meeting.
8. Administrative representatives at IEP meetings for secondary age students will routinely request that the student's Individual Transition Plan be reviewed as part of the IEP process.
9. The teacher or other designated ITP team member will monitor the ITP quarterly and request another meeting if ITP actions are not carried out or are significantly delayed.
10. The forms and other materials necessary for the transition interview; transition workbook; ITP meeting and monitoring are available in "Preparing for the Future" guide available at _____.

Interagency Cooperation

The importance of transition planning extends beyond the school to other service settings and representatives of many agencies may be attending your student's ITP. These may include:

- Parents or other family members
- Department of Rehabilitation staff
- Regional Center staff
- Adult day service providers
- Adult Education instructors
- Local government representatives
- Teachers from other local education agencies
- Employer representatives
- Students
- Residential Service Providers
- Community college staff
- Advocates and friends
- Other interested persons

The ITP planning process may result in a student receiving services from several agencies at one time. This is particularly true of older students involved in community-based instruction and job training. Such services require considerable coordination at both the classroom and administrative level and result in a need for ongoing interagency cooperation.

Some communities have addressed this need for extra coordination by developing a local transition or supported life committee. The committee may include representatives from any of the groups mentioned above. The function of an interagency transition planning committee is to:

- Develop and monitor interagency agreements regarding transition planning;
- Train students, educational staff, parents and service providers in transition planning;
- Coordinate local supported employment efforts;
- Evaluate educational services and adult service programs;
- Collect follow-up information on graduates;
- Make recommendations for revisions in the local ITP process and services based on follow-up information; and
- Plan for new services.

If there is no coordination group in your area, you may wish to contact the director of your agency and recommend that one be organized.

Glossary



Glossary of Terms

Activities of Daily Living: Activities necessary for an individual to function as independently as possible in his/her environment.

Accessible: Activities or places which can be used by people with disabilities. Accessibility usually has to do with whether or not you can get to a place in a wheel chair.

Adult Foster Home: A foster home is a full-time living arrangement in which one or two residents live with a family in its own home. Training is provided principally by the foster parents and includes help in the daily routines of living, protection, security, and encouragement toward self-help and independence. Foster homes may be used for crisis and respite care, as well as for longer-term placement.

Advocacy: The act or process of representing the rights and interests of an individual or group, so as to realize the rights to which the individual or group is entitled, obtain needed services, and remove barriers to meeting identified needs. Advocacy may be performed by an individual on his or her own behalf (self-representation), by an individual on behalf of another (personal advocacy), by an individual or organization on behalf of a group with which they are concerned (class advocacy), or by individuals or organizations addressed to changing administrative practices or laws (systems advocacy).

Advocate: A person who represents an individual and acts on his/her behalf in order to protect his/her rights and interests.

Age-Appropriate: Activities or skills which are appropriate for a person with a developmental disability based on his/her chronological age. That is, those things that someone else the same age without a disability would be doing.

California Department of Developmental Services: Provides the funding for regional center services and state developmental centers.

California Department of Rehabilitation: This department can help purchase many of the services needed for supported employment. The Vocational Rehabilitation section will help get the training needed to start a job and the section will help get the support needed to keep a job.

Career Education: A comprehensive, systematic, and cohesive plan of learning organized in such manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professionals in education and involves input from and relationship to all subject-matter disciplines and all supportive educational services. In short, it is a priority objective of public education, with achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both the talent and the ambition of every citizen.

Case Management: Securing through purchase or referral, services specified in the person's individual program plan, coordination of service programs, information and dissemination, and measurement of progress toward objectives contained in the person's individual program plan.

Client Program Coordinator (CPC): A person responsible for the overall planning, coordination, and implementation of an Individual Program Plan. Regional Centers employ Client Program Coordinators.

Client: Any person believed to have a developmental disability, or a person believed to have a high risk of parenting a developmentally disabled infant, or any infant having a high risk of becoming developmentally disabled, who following intake and assessment by the regional center, is found eligible for, and in need of, regional center services.

Community-Based: Normalized settings in the community in which the number of individuals with disabilities approximates the normal occurrence of disabling conditions in the total population.

Community Care Facilities: These are community residences which are licensed by the Community Care Licensing Section of the Department of Social Services.

Community Care Licensing: This is a section of the Department of Social Services which provides licenses and monitors community care facilities.

Community Classroom/Community-Based Training: Teaching and learning functional skills and activities in the place where it naturally occurs. This may mean the home, workplace, or the community.

Community Colleges: Two-year higher education schools which serve students both with and without disabilities and which are currently providing pre-vocational, vocational and academic training for adults with disabilities.

Competitive Employment: Employment within an integrated setting where the individual is receiving at least minimum wage and these wages are not being subsidized by any form of assistance nor are any additional forms of support service provided.

Conservatorship: A legal term to indicate that another person, usually a parent, has been given legal rights to make the decisions regarding another person's financial affairs.

Consumer: A person (Primary Consumer) or relative of a person (Secondary Consumer) who uses services.

Day Service Provider: A training program for persons with developmental disabilities funded by the California Department of Developmental Services. Training is provided in work, community access and independent living skills. Paid employment is often a part of the program.

Department of Health: This is the agency which licenses and monitors intermediate care facilities.

Department of Labor: The federal agency which sets the standards for how much people get paid and has regulations for special wages, e.g. subminimum.

Developmental Disability: A severe, chronic disability of an individual which (1) is attributable to a mental or physical impairment or a combination of mental and physical impairments; (2) is manifest before the age of 22; (3) is likely to continue indefinitely; (4) results in substantial functional limitation in three or more of the following areas of life activity: self-care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, or economic self sufficiency; and (5) reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of lifelong or extended duration. and

individually planned and coordinated. The above Federal definition is slightly different from the definition used by the State of California which is (1) a severe, chronic disability of an individual which (1) is attributable to a mental or physical impairment or a combination of mental and physical impairments; (2) is manifest before the age of 18; (3) is likely to continue indefinitely; (4) results in substantial limitation; (5) includes mental retardation, autism, cerebral palsy, epilepsy or conditions similar to mental retardation; and (6) is not solely physical in nature.

Disability: A functional limitation resulting from a physical or mental condition. A person with a disability does not necessarily imply that there is also a handicap. It is not until the disability impedes the person from achieving his/her maximum ability in a given area that it is then considered a handicap.

Employment Training Specialist/Job Coach/Job Trainer: A professional or paraprofessional person who provides specialized job placement, job-site training, assessment and continuing services to individuals with disabilities who are difficult to place into competitive employment.

Enclave: A work situation where there is a small group of people with developmental disabilities working in a community business with a supervisor who assists them.

Family Support Services: Those services which supplement and enhance the family's resources as it cares for the individual with developmental disabilities. These may include such services as respite care (both in and outside of the home), parent counseling, homemakers, informational peer groups, family education, home training, and social networks.

Follow-Along: The process of assessment of a client's job performance which begins after the job trainer has faded from the job-site. Methods of evaluating client progress include written evaluations, periodic on-site visits and telephone contact. These methods allow the job trainer to monitor a client on a time limited basis without being on the job-site daily.

Functional Skills and Activities: Those skills and activities which have value to the individual and are used or required for participation in the individual's environment. These skills and activities are determined by the parent interview and educational staff.

Group Home or Small Family Care Home: Group Homes and small family homes provide supervision and training services for children and adults to

enable residents to move to more independent settings.

IHP/IWRP: Individual Habilitation Plan or Individual Written Rehabilitation Plan which is required by law if an individual is receiving services from a state rehabilitation agency; contains individual employment goals and training.

Independent Living Program: This is a service which provides people who live on their own with the types of support that will keep them living independently.

Independent Living Skills Training: This is training which helps people who will someday be living on their own or with very little supervision. The process of helping individuals with disabilities become capable of: (1) traveling about the community alone; (2) living independently in a private residence; (3) maintaining health through proper self-care and use of medical services; (4) living within personal income; (5) carrying out basic financial transactions; (6) maintaining acceptable grooming and appearance; (7) dealing competently with legal, family, or other social problems; and (8) coping with any other social and/or physical requirements interfering with the individual's ability to live independently in a particular environment because of severe physical, mental or emotional disability.

Individual Education Plan: A written plan which tells a student's present strengths, and goals and objectives for the school year. The I.E.P. is written for students who receive special education services.

Individual Habilitation Plan: A written plan which states a person's goals for work and the kind of training it will take to reach those goals. The I.H.P. is written for people who receive services from the California Department of Rehabilitation.

Individual Placement: The placement of one individual with a disability into a community job.

Individual Program Plan (IPP): An individualized, written plan developed by the regional center which is based on a person's strengths and needs. It is a written plan of action, developed by an Interdisciplinary Team, with parent and consumer participation. The plan should specify the goals and objectives and service strategies which help a person grow and develop. It is reviewed by the regional center on an annual basis and is modified throughout the year on a needs basis. It is similar in purpose to the IEP developed by the education system and the IHP developed by the Department of Rehabilitation and should be coordinated with these plans when they exist.

Individual Service Plan: This is a plan which is written when someone goes into out of home placement. It outlines the type of training and supervision that a person needs to live as independently as possible.

Individual Transition Plan: A written plan which tells what a person will need to live, work and play as an adult. It should be written at least four years before someone is leaving school. The I.T.P. is written with the help of the student, parent, teacher and others who might assist the student after graduation.

Individualized Written Rehabilitation Plan (IWRP): An individual program plan specifically for the development of vocational skills and abilities. The IWRP should be developed jointly by the individual or the individual's beneficiary or his/her representative and the service provider. The plan should outline services to be received, the time frame in which goals should be accomplished, the duration of time involved, the expected outcome, and a method of evaluating progress.

Integration: The classroom is located on a regular high school campus. Ideally, each student has at least five scheduled opportunities for contacts with peers who are not handicapped each day. A formal peer tutor program may be established. Classes have heterogeneous groupings of students. Student participation in after-school or out-of-school activities is encouraged as an IEP goal.

Interdisciplinary Team (IDT): The group of people convened by the Regional Center for the purpose of preparing a client's individual program plan. An interdisciplinary team shall include, at a minimum, the client, one or more representatives of the regional center, and where appropriate, the client's parents, guardian, or conservator. Although the statute governing the participants only requires the Regional Center Client Program Coordinator and the client and/or his legal representative, Individual Program Plans frequently require the participation of all significant others in the client's life.

Interdisciplinary Team: The interdisciplinary team consists of those persons who are responsible for program planning and service delivery; they are client, parents or significant others, and professionals.

Interdisciplinary Team Process: The interdisciplinary process is a team approach to diagnosis, evaluation, and individualize program planning and implementation. Each participant, utilizing the skills, competencies, insights, and perspectives his/her training and experience provide, focuses on identifying the developmental needs of the individual and devising ways to meet them, without the constraints imposed by assigning particular domains

of behavior or development to particular disciplines only. Participants share all information and recommendations, and develop, as a team, a single, integrated individualized program plan to meet the individual's identified needs.

Intermediate Care Facility for the Developmentally

Disabled/Habilitative (ICFDD/H): A group home for individuals who require assistance in meeting daily living needs. The facility's focus is to provide training to residents in a wide variety of skills ranging from self-help to independent living. The ultimate goal of the group home is to develop those skills required for the person to live in a more independent living situation. ICFDD/H residents require regular, but less than daily, medical and nursing care.

Job-coach: The person who helps get people used to a new job. That means helping someone learn how to do the job in the way that's best for them.

Job Development: The process of locating competitive jobs in the community that are appropriate for individuals with developmental disabilities. It consists of community job market screening, employer contact and job analysis.

Job Placement: Services of specialists who identify and cultivate job possibilities for individuals in the community, bringing suitable individuals and employers together.

Job-Site Training: A component of supported employment services involving the direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker who is disabled. This instruction takes place on a job-site in the community and utilizes behavioral training techniques. It is comprised of the following phases: job orientation/assessment; initial training/skill acquisition; and skill generalization and maintenance/fading. The trainer is an agency employee. The worker has already been hired for this job.

Lanterman Developmental Disabilities Services Act of 1976: This California State law provides basic service rights to persons with developmental disabilities. It put in place the Department of Developmental Services, Regional Center, the State Council on Developmental Disabilities and Area Boards to establish needed services and monitor their delivery.

Medicaid/Medi-Care: Government-subsidized programs which provide

assistance with health care expenses for eligible aged, blind, and disabled persons.

Natural Family Placement: A living arrangement in which a disabled person lives with his/her own family, which might include the parental family, relatives, or spouse and/or children.

Normalization: A manifestation of a human right. Normalization requires making available to individuals with developmental disabilities patterns and conditions of everyday life that are as similar as possible to those of the mainstream of society. Such individuals are able to enjoy a manner of living that is as close as possible to that considered to be normal in the community and to assume socially valued roles.

Objectives: Are specific statements about what someone will learn, in what period of time, where the learning will take place and how to tell if learning has occurred.

Placement: The process of matching what the employer needs with what a person has to offer as a worker. There are individual placements and placements with others such as work crews or enclaves.

Public Law 94-142: The federal law which established special education programs for students with special needs.

Out of home placement: This is the process that occurs when someone leaves the home of their parents and moves into another living option.

Personal and Incidental funds: People who receive Social Security benefits, receive a part of that money for personal needs.

Rates: This is the funding that residences receive for the training and supervision of people that live there.

Regional Centers: Regional centers are non-profit agencies which have contracts with the California State Department of Developmental Services. They help people who have developmental disabilities get the services they need through the Individual Program Plan. Twenty one centers provide people with residential, day, transportation, social, independent living, respite, medical, psychological, preschool and other services.

Regional Occupational Center: When a regional occupational program is housed in a separate, identifiable facility, it is referred to as a regional occupational CENTER, called ROC. The intent of both the ROC and ROP is basically the same.

Regional Occupational Program: A regional occupational program, sometimes called ROP, is a special public educational unit established to assist students in preparing for categories of employment which require special or technical training or skills. A regional occupational program is typically contained in a variety of physical facilities and is not situated in one single plant or site.

Residential Service Provider: A person or persons who provide a place to live with varying amounts of training and supervision for people with developmental disabilities.

Room and Board Facilities: Room and board is a living arrangement in which a person purchases food, shelter, and household maintenance from a facility not required to be licensed by the Department of Health and Welfare. These arrangements are suitable for residents who need little or no assistance or supervision in their daily affairs and activities. These facilities are not directly involved in training of residents.

Segregation: The congregation of people with special needs in daytime programs and/or living situation where there is little or no interaction with people who do not have disabilities. This is the opposite of mainstreaming or integration.

Semi-Independent Living: A residential facility for individuals who are able to care for themselves and who have adequate community living skills. The focus of the program is to encourage self-support abilities and to allow individuals to remain in the community in a family-style setting.

Skilled Nursing Facility: A health care facility providing in-patient care to individuals with unstable health problems requiring nursing care. Provides restorative and rehabilitative care and assistance in meeting daily living needs. Medical supervision is provided on a regular, but not daily, basis. Placement of developmentally disabled persons in SNFs is unusual unless the person is elderly.

Small Family Care Home/Group Home: A licensed boarding home or private establishment for individuals who are unable to maintain a safe environment in an independent living arrangement or who require personal care and supervision.

Social Security benefits: Many people with disabilities are eligible for Social Security benefits. These benefits help pay for the costs of out of home placement.

Special Education: Services for students who are not succeeding in regular education and need additional educational experiences in order to become independent, productive adults.

SSI and SSDI: Supplemental Security Income and Social Security Disability Income - Federal income maintenance programs, run by the Social Security Administration, for the aged, blind, and disabled which provide monthly cash payments to eligible persons.

State Developmental Centers: These are large residences also know as state hospitals. These are run by the State Department of Developmental Services.

Supported Employment: Paid employment which: (1) is for persons with developmental disabilities who because of their disabilities, need intensive ongoing support through the length of their employment to perform in a work setting; (2) is conducted in a variety of settings, particularly work sites in which persons without disabilities are employed; and (3) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training and transportation.

Supported Employment Service Provider: Provides employment options for persons with developmental disabilities. This service is funded by the California Department of Rehabilitation.

Title XVII and Title XXII: These are the state laws which regulate community care facilities used by the regional center.

Transition: The transition from school to adult life calls for a range of choices about career options, living arrangements, social life, and economic goals that often have life-long consequences. The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment and successful community living. The dimensions of community adjustment include the quality of a person's residential environment; level of employment; and the adequacy of his or her social and interpersonal network. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life.

Vendorization: Residential service providers who run community care facilities must be licensed by Community Care Licensing and vendored by the regional center. Vendorization allows the provider to accept state funds for

the training and supervision of people who live in residences.

Vocational Education: Public school vocational education consists of systematic, organized programs within the public school system and consists of class training in: 1) agriculture, 2) business, 3) home economics, 4) health occupations, 5) industrial arts, 6) marketing and distribution, and 7) trades and industry. Vocational education involves occupational awareness, exploration, and preparation. It emphasizes leadership development, practical hands-on experience or applications, entrepreneurship as well as a set of attitudes, knowledge, and skills relative to jobs and job tasks. Vocational education also prepares students for advanced training and education at the post secondary level.

Vocational Work Experience Education: A program that provides occupational preparation, through a cooperative arrangement between a school and an employer, for entry into a specific occupation.

Work Activity Center: A workshop or physically separated department of a workshop having an identifiable program whose major purpose is to provide long-term personal and social development in a work environment in order to evaluate and improve rehabilitation potential.

Work Activity Program: The Department of Rehabilitation (Habilitation Section) funds and monitors those programs for people who have acquired basic vocational and independent living skills and need a work-orientated setting to prepare for a vocation. In practice, these programs are usually segregated, but need not be.

Work Crew: A small group of people with a supervisor who go from job to job in the community.

Work Station in Industry: Also referred to as Enclave - paid work performed in a real work setting by workers with a disability. The work is supervised by an agency-trained and agency-paid person. The industry pays the agency for work produced. The agency pays workers, typically, on a piece-rate basis. The work station may be a good opportunity for some workers with severe disabilities to eventually move into part or full-time supported work in competitive employment.