

Transition Program Components

Name.....JohnAge....23.....Class.....Date.....May 7, 2012.....

Person Centered Planning :PCP 1	Medical/ Dental service 2	Communication 3	Activities of Daily Living 4	Activities of Community Living & Social Skill 5	Recreation & Leisure 6	Self Determination 7	Problem Solving 8	Work skills & Academic Skill 9	O&M 10
- 1988, born 7 months, pre-mature - 5 months, diagnosed ROP - 1992, 3 ½ years old Early Intervention, Resources for the Blind - 1993, 5 years old learns to hold spoon & eat by himself - 1995, learns to swim - 1997, 8 years old, enters pre-school at Commonwealth Elementary School - 1998, minimal assistance in self-care - 2001-2003, stopped schooling - 2003, 15 years old, Re-enter school - 2005, started joining sports events - 2008, met Mr. Eric Weihenmayer - 2009, joined/participate Visually Impaired Sports Training and	1 year old In and Out of Hospital due to Asthma 5 years old Tooth extraction	- build language - can express his wants - difficulty in sustaining conversation - couldn't read/write Braille	- can eat by himself - minimal assistance in taking a bath - can dress by himself - to lessen cues/prompts in different activities	- enjoys singing with classmates - likes to perform - likes to play/talk with youngest brother - talk with few neighbors/children - to have an opportunity in the community	- watching TV - listening to music - swimming - bead works - try outdoor activities like wall climbing, zip line	- he can make a choice - ask help	- ask for assistance - ask help	- follows instruction - can follow work pattern - can finish the given tasks - organize - can answer simple questions - can count	- uses cane - explores home independently - explores school with less verbal cues - uses public transportation - can buy at nearby store - never goes alone

Action Plan

Name: John

Age: 23

Date: May 7, 2012

Objective: Transition from school to community

Action Step	Time	Materials/Resources	Person Responsible
1. Continue training in DLS at home & school.	Academic year 2012-2013	Home & School, household chores	Teacher, Parents & Siblings
2. Independently ride tricycle from house to Hi-way.	Academic year 2012-2013	Tricycle, cane, money	Teacher, Parents, Siblings, Driver
3. Continue making beadworks, bracelets and necklace.	Academic year 2012-2013	Beads, money, Bead store	Teacher, Parents, Siblings, Parent Volunteer
4. To develop meaningful conversation.	Academic year 2012-2013	Home, school, community, audio books	Teacher, parents, siblings, parent volunteer

Action Plan Assessment

Name.....Age.....Class.....Date.....

Objective:

Action Steps	Result of Assessment

