

# Appendix 1: Sample Transition Plans

The following four sample transition plans are based on entirely fictitious cases that have been developed for illustrative purposes. The first three samples illustrate plans for students who have low to moderate needs, and are completed using a simple, standard

form. The fourth sample illustrates an approach that might be taken in developing a comprehensive transition plan for a student with multiple and complex needs.

## Sample 1

**Sample Plan for a Student With Low Needs** (e.g., a student with a physical disability for whom no accommodations or program modifications are deemed to be required in addition to those documented elsewhere in the IEP). This page is part of the school board's IEP form.

**Date:** September 2002

**Long-Term Goal** Journalism (or other writing career) following study of English literature at a southern-Ontario university (per AEP)

Actions	Responsibility	Date
This student's transition needs are adequately accommodated at present through the AEP and elsewhere in this IEP. No additional actions are needed at this time. With the student's permission, copies of relevant pages from the most recent AEP are appended. The need for a distinct transition plan will be examined annually, in September, when the student's IEP is developed.	– special education resource teacher	annually, in September

## Sample 2

**Sample Plan for a Student With Low to Moderate Needs** (e.g., a student with a learning disability who is seeking admission to a college or university). In this example, the student's teacher-adviser serves as the leader of the transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Postsecondary college or university visual arts / graphic design / media programs

<b>Actions</b>	<b>Responsibility</b>	<b>Date</b>
<p><b>Actions to Date</b> The student has:</p> <ul style="list-style-type: none"> <li>– begun to develop a visual arts portfolio</li> <li>– set up an art samples folder and table of contents</li> <li>– set goals in annual education plan (reviewed at IEP meeting)</li> </ul>	<ul style="list-style-type: none"> <li>– student and teacher-adviser</li> <li>– student</li> <li>– special education department / teacher-adviser</li> </ul>	<ul style="list-style-type: none"> <li>spring 2001</li> <li>spring 2001</li> <li>Sept. 2002</li> </ul>
<p><b>Actions – Current Year</b></p> <ul style="list-style-type: none"> <li>– review graphic design opportunities available at colleges/universities</li> <li>– ensure appropriate courses are selected and meet college/university prerequisites</li> <li>– select a senior student from the school's art program as a mentor</li> <li>– examine opportunities within the community (e.g., workshops, courses)</li> </ul>	<ul style="list-style-type: none"> <li>– teacher-adviser / guidance department and student</li> <li>– teacher-adviser / guidance department and student</li> <li>– teacher-adviser</li> <li>– student and parents</li> </ul>	<ul style="list-style-type: none"> <li>Dec. 2002</li> <li>Jan. 2003</li> <li>Jan. 2003</li> <li>Feb. 2003</li> <li>June 2003</li> </ul>
<p><b>Actions – Next Year</b></p> <ul style="list-style-type: none"> <li>– continue with student mentor and attempt to establish liaison with college or university student(s) in relevant program(s)</li> <li>– participate in study skills program (missed in spring 1999 because of scheduling conflict)</li> <li>– gather specific information about certain colleges/universities and special needs offices</li> <li>– consider cooperative education placement at local graphic arts company</li> </ul>	<ul style="list-style-type: none"> <li>– student and student mentor</li> <li>– guidance and special education departments, student</li> <li>– student, guidance department</li> <li>– teacher-adviser, cooperative education coordinator</li> </ul>	<ul style="list-style-type: none"> <li>fall 2003</li> <li>fall 2003</li> <li>winter 2004</li> <li>winter 2004</li> </ul>
<p><b>Actions – Future Recommendations</b></p> <ul style="list-style-type: none"> <li>– visit selected colleges' or universities' graphic design or fine arts departments and special needs offices</li> <li>– investigate tours, open houses, university days</li> </ul>	<ul style="list-style-type: none"> <li>– student and parents</li> <li>– student, teacher-adviser, guidance department</li> </ul>	<ul style="list-style-type: none"> <li>sometime in 2005</li> <li>2004–05</li> </ul>

### Sample 3

**Sample Plan for a Student With Moderate Needs** (e.g., a student with a moderate developmental disability seeking independent community living and supported employment). A representative from the local Association for Community Living has agreed to participate on the student's transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Independent living in the community with supported employment

<b>Actions</b>	<b>Responsibility</b>	<b>Date</b>
<p><b>1. Develop a coordinated plan</b></p> <ul style="list-style-type: none"> <li>– meet with local Community Living Association to begin liaison for transition plan</li> <li>– attend transition-planning meeting to develop goals and direction for the future (in coordination with the AEP)</li> </ul>	<ul style="list-style-type: none"> <li>– student, parents (special education teacher to coordinate)</li> <li>– parents, student, student friend from “circle of friends”, special education teacher, teacher-adviser, educational assistant, Community Living representative</li> </ul>	<p>Nov. 2002</p> <p>Dec. 2002</p>
<p><b>2. Develop parent/student knowledge of post-school options</b></p> <ul style="list-style-type: none"> <li>– attend Post-21 Community Options presentation arranged by the school board and the local area office of MCFCS</li> <li>– visit Community Living supported employment locations</li> </ul>	<ul style="list-style-type: none"> <li>– parents and student</li> <li>– parents and student (Community Living representative to coordinate)</li> </ul>	<p>Jan. 2003</p> <p>semester I, 2003–04</p>
<p><b>3. Develop workplace communication skills and refine behaviour skills</b></p> <ul style="list-style-type: none"> <li>– review individualized learning expectations in IEP in the light of the student's progress and any relevant requirements of Community Living and of supported employment programs</li> </ul>	<ul style="list-style-type: none"> <li>– special education teacher, subject teachers, educational assistant, parents, Community Living representative</li> </ul>	<p>annually, in September IEP review</p>
<p><b>4. Expand work experience</b></p> <ul style="list-style-type: none"> <li>– do work placement at garden centre, with educational assistant support</li> <li>– do additional work placements of increasing duration (if available)</li> <li>– investigate summer work placement programs</li> </ul>	<ul style="list-style-type: none"> <li>– student, educational assistant, with monitoring of cooperative education teacher and input of special education teacher</li> <li>– special education teacher and cooperative education teacher</li> <li>– parents, Community Living representative</li> </ul>	<p>semester II, 2003–04</p> <p>semester II, 2004–05</p> <p>spring 2005</p>

Actions	Responsibility	Date
<p><b>5. Establish community links re housing and supported employment</b></p> <ul style="list-style-type: none"> <li>– begin discussions with Community Living about living arrangements and supported employment; register for any wait-listed programs or services that are likely to be required after leaving school; identify learning expectations that will facilitate transition to these programs</li> <li>– review status of Community Living and supported employment programs; review relevant learning expectations and achievement</li> </ul>	<ul style="list-style-type: none"> <li>– parents, student, Community Living representative, special education teacher</li> <li>– parents, student, Community Living representative, special education teacher</li> </ul>	<p>Jan. 2003</p> <p>annually, in September IEP review</p>

## Sample 4

**Sample Plan for a Student With High Needs** (e.g., a student with multiple disabilities – developmental, physical, behavioural – ultimately seeking supported living and meaningful daytime activities in the community). This sample plan was developed by a joint resource group of the Ministry of Education and the Ministry of Community, Family and Children’s Services (MCFCS). It illustrates a possible format and approach in which a separate transition plan is developed and appended to the student’s Individual Education Plan.

Middletown District School Board

**School Board**

Middletown Collegiate Institute

**Secondary School**

This plan was prepared / ~~revised~~ by: Ms. A (SERT) ; on Oct. 4, 2003 (date)

*This plan contains confidential personal information and is to be distributed only as agreed in writing by the student’s parent or legal guardian. It is considered by law to be a part of the student’s Individual Education Plan (IEP) and is subject to the same protections and requirements as the IEP.*

### 1. STUDENT INFORMATION

Student’s Name: Brian B. ; Student Number: 12356789

Date of Birth: October 10, 1988

Current Placement: Grade 9; Integration with support; Special Education Withdrawal 25%

Expected Date of School Leaving: June 2009 (age 21)

### 2. TRANSITION-PLANNING TEAM MEMBERS

*All persons listed as team members here agreed to participate on an as-needed basis within the limits of their available time. Team members may be added or replaced from time to time as the student’s needs and goals change.*

#### Attending the October 2 meeting

- Ms. A. (SERT – team leader)
- Brian B. (the student)
- Ms. B. (mother)
- Jane B. (sister)
- Ms. C. (Educational assistant/attendant)
- Mr. D. (board behaviour consultant)
- Ms. E. (case coordinator, Middletown Community Living)

**Unable to attend on October 2**

- Mr. B. (father)
- Ms. F (Special Services at Home)

**Other Team Members** (available to assist as needed)

- Ms. G. (board special education coordinator)
- Ms. H. (board speech-language pathologist)
- Ms. I. (physiotherapist, Middletown CCAC)
- Ms. J. (occupational therapist, Middletown CCAC)

**3. THE STUDENT'S STRENGTHS AND NEEDS**

***Note:** This statement of strengths and needs is duplicated from the student's IPRC statement of decision. It also appears in his Individual Education Plan (to which this Transition Plan will be appended). This statement should be reviewed in the next IPRC or IEP process for consistency with the student's transition goals.*

**Strengths:**

- responds positively to use of music
- is developing recreational water skills
- is comfortable in a range of social situations
- expresses emotions clearly (smiles, cries)
- communicates with symbol board (25 symbols including toileting needs)
- shows motivation / wants to participate (e.g., hums along in music class)
- has a supportive family and support workers

**Needs:**

- to develop self-control and understanding with respect to sexuality and frustration
- to develop self-management skills for feeding, food preparation, and personal hygiene
- to increase symbol vocabulary to facilitate social interaction (with friends, and with classmates in extra-curricular activities)
- to increase ability to retain focus on task
- to increase word recognition
- to increase number recognition and counting skills

**4. EDUCATIONAL GOALS**

- To remain at Middletown Collegiate until age 21 to maximize learning of literacy, numeracy, and life skills (specific learning expectations to be documented annually).
- To continue to practise and maintain his literacy and numeracy skills after leaving school and to develop life skills further.

**Actions**

*Teacher, Case Coordinator*

- Assess (at age 18) the possibilities for enrolment in a community literacy program after age 21.

## 5. VOCATIONAL GOALS

- To pursue supported work experience, if available, leading, after age 21, to supported employment – either paid or volunteer.

### **Anticipated Barriers**

- Full-time supported employment is NOT currently an option in this community. Staff of the Regional Office of MCFCS are assessing future demand for this and other services.

### **Actions**

#### *Parents, Teacher, and Educational Assistant*

- Work with student to help him further articulate his interests.
- Review at year 2003 transition-planning meeting.

#### *Student, Teacher*

- Develop pre-employment skills (age 15):
  - see item 7, “Personal and/or Vocational Skills”;
  - document in IEP Learning Expectations section.
- Begin work experience placement (age 16).
- Increase time in job placement annually through age 21.

#### *Team, Case Coordinator*

- Plan work experience placement(s) for next year (age 15).
- Review Brian’s progress annually and the likely availability and extent of employment support after school leaving, and revise this plan as necessary.

## 6. COMMUNITY LIVING GOALS

- To continue to live with parents while in school and after age 21 while exploring and working towards a long-term supported-living plan.

### **Strategy**

- Work on community integration while the student is still in school in order to prepare him for eventual living outside the family home.

### **Actions**

#### *Teacher*

- Develop/review alternative IEP learning expectations as per “Personal and/or Vocational Skills” (section 7 of this plan).

#### *Parents, Case Coordinator*

- Meet this year to explore the following:
  - post-21 possibilities for supported employment, including transition to supported employment (e.g., have future job coach come into the school and work with the student for a period of time prior to school leaving);
  - additional social groups that the student might participate in now and in future, both before and after age 21 (recreation centres, special olympics, faith community);
  - supported-living arrangements (and the possibility of developing a supported-living plan for post-21 living arrangements);
  - the possibility of family counselling to assist the family’s adjustment.
- Enter the student now on waiting lists for supported-living facilities.

- Maintain a list of persons available to support the student (e.g., a retired neighbour who has volunteered to accompany the student to and from community activities on PA days).
- Consult with lawyer about long-term financial provisions for the student.

## 7. PERSONAL AND/OR VOCATIONAL SKILLS

### For future consideration

- Build on the student's interests in music.
- Consider swimming pool as a future activity and motivator once hygiene skills are well established.
- Review behaviour-management strategy in light of anticipated behavioural adjustment related to transition.

### Actions (learning expectations)

#### Teacher

- Communication: Expand student's range of Bliss symbols to include home, community, and work settings (the student currently uses school environment symbols only while in school).
- Social/Vocational Skills: Have student daily collect recyclable paper and bottles from first-floor classrooms with help from educational assistant.
- Physical Skills: Have physiotherapist assess the student and develop recommended daily physical routine.
- Food (Selection/Preparation/Feeding): Have student visit supermarket weekly with educational assistant to:
  - select snacks for coming week;
  - gain familiarity with money and payment.

## 8. IMPLEMENTATION

All items are the responsibility of Ms. A (SERT).

Item / Comment	Completion Date
<b>Parental/student consent for sharing this plan with team members:</b>	Oct. 4, 2003
<b>Coordination with IEP:</b> Ensure IEP learning expectations and student supports are consistent with actions in this transition plan.	Oct. 4, 2003
<b>Coordination with AEP:</b> Parent and principal agree that transition plan is AEP.	Oct. 4, 2003
<b>In-year review: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> Ms. A. will organize (Jan. or Feb., 2004).	
<b>Projected Date of Next Annual Review:</b> <u>Sept. 2004</u>	