



## TRANSITION PLANNING TOOL

STUDENT INFORMATION	
Student Name:	
School:	
Grade:	

PARTNERS IN PLANNING	
Parents/Family Members:	
School Case Manager:	
School Administrator:	
Teaching Staff:	
Support Staff:	
Service Providers:	
Community Representatives:	
Other:	

## STEP 1: ASSESS INTERESTS AND ASPIRATIONS

What would make your student satisfied in life? Dream big!

*"Imagine it is \_\_\_\_ years in the future. You will be 18 years old."*

SPHERES OF ADULT LIFE	
WORK	HOME
<i>What will your job look like?</i>	<i>What will your home life look like?</i>
LEISURE	COMMUNITY
<i>What will your leisure time look like?</i>	<i>What will you do in your community?</i>

## STEP 2: ASSESS CRITICAL SKILLS

Critical skills (Gerhardt, 2018) are the key skills needed to complete a variety of tasks and enable a person to achieve independence in their interests and aspirations.

<b>TOILETING</b> Use of a bathroom when needed, including locking the door, wiping seat, wiping self, washing hands, exiting bathroom and return to location.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>DRESSING</b> Closing door for privacy, selection of appropriate clothes, donning clothes in correct order and checking appearance before opening door and exiting area.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>EATING</b> Correctly use all appropriate utensils (knife, fork, spoon) to eat a variety of foods neatly and at a culturally accepted pace.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>SELF-CARE</b> Bathe, shower and complete relevant self-care / hygiene skills (e.g., tooth brushing, grooming etc.)	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>HOUSE CHORES</b> Completion of a variety of household chores.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>LEARNING IN A GROUP</b> Contribute and collaborate meaningfully in a group setting.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>SELF-MANAGEMENT</b> Monitor and regulate their own behavior using reduced supports from external resources in a variety of settings and situations.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>PROBLEM-SOLVING</b> Able to offer more than one potential solution when presented with a relevant problem or challenge.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>PHYSICAL SAFETY</b> Avoid potential hazards in the environment; discriminate between "safe" and "unsafe" people and respond appropriately; noncompliance to privacy requests; healthcare management.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT
<b>COMMUNICATION</b> Make one's wants and needs known in a socially acceptable way to unfamiliar listeners across multiple environments.	FULLY DEPENDENT	0    1    2    3    4    5    6    7    8    9    10	INDEPENDENT

### STEP 3: ASSESS SUPPORT NETWORK

What supports are available in your community that your student would benefit from?

PEOPLE	ENVIRONMENT	TOOLS
<i>Family/Friends</i>	<i>Sensory Considerations</i>	<i>Communication</i>
<i>Community Organizations</i>	<i>Mobility Considerations</i>	<i>Planning and Organization</i>
<i>Service Providers</i>	<i>Health and Wellness</i>	<p><i>Other Tools</i></p> <p><i>See Family Support Institution's "Transition Timeline for ideas:</i></p> <p><a href="https://findsupportbc.com/timeline/"><u>https://findsupportbc.com/timeline/</u></a></p>

## STEP 4: GOAL SETTING - STUDENT TRANSITION STATEMENT

Use the information gathered about personal interests and aspirations, critical skills, and support network, to create a student transition statement.

*In [ ] years, I will be 18-years-old and ready for adulthood.*

Ideally, I will be embarking on a job where:

Important skills associated with this job include:

In terms of home life, I will:

In terms of community, I look forward to:

I will be able to initiate independent choices with regards to leisure activities, which may include:

## STEP 5: GOAL SETTING AND IMPLEMENTATION

Determine priority goals for your student this year and begin planning for implementation.

CRITICAL SKILL and/or SPHERE OF ADULT LIFE	TARGET GOAL	STRATEGIES AND SUPPORTS AT SCHOOL	STRATEGIES AND SUPPORTS AT HOME/COMMUNITY
	<i>Student will:</i>		

**STEP 6: PROGRESS MONITORING**

**Transition Planning**

**PATHWAY TO SUCCESS** 

**ASSESS**

**IMPLEMENT**



Interests and Aspirations

1



Critical Skills

2



Support Network

3



**SET GOALS**

4



5

Has the information from this Transition Plan been added to the IEP?

First review of the plan will be:

End of year review of the plan will be: