

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student: Maria Doe	SASID: #####	Age: 16
Date form completed: 9/12/06		
Anticipated date of graduation: June 2008	Current IEP dates from: <u>9/20/06</u> to: <u>9/20/07</u>	
Anticipated date of 688 referral, if applicable: n/a		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

Maria wants to be a journalist for the local newspaper. She plans to attend the state college in the nearby city upon graduating from high school and majoring in journalism.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

IEP Goal Focus: Fine Motor Skills

- Maria has difficulty manipulating small objects such as a computer mouse, pen, pages in a book, etc. She has an IEP goal that focuses on further developing these skills.

IEP Goal Focus: Social/Emotional

- Maria has low self-esteem and does not independently put herself in age-appropriate social situations. She has an IEP goal that addresses this area.

IEP Goal Focus: Self-care and Mobility

- Maria uses a wheelchair and has specific healthcare needs related to her disability. She has an IEP goal that focuses on self-care and mobility, including how to access and use public transportation.

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ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction: Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?** Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- **Employment: Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?** Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- **Community Experiences/ Post School Adult Living: Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?** Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Instruction

In Fall 2006, Maria and her guidance counselor will review the entrance requirements for the college she wants to attend in order to ensure that she is taking the appropriate courses. Maria will take four years of English and the high school's journalism elective course in order to prepare for a major in journalism. She will also take a keyboarding course and continue to receive related services in order to support her progress. She will work with the service providers to explore a variety of assistive technology options.

Throughout high school, Maria will work on the school newspaper and participate on the yearbook committee in order to explore her interest in journalism and to help her develop self-confidence and age-appropriate social skills.

Employment

School personnel will help Maria look into summer internship opportunities at the local newspaper.

Community Experiences/Post School Adult Living

Maria will work with her related service providers to explore the skills she will need to live independently after college and she will learn how to access and use public transportation. Additionally, MRC will be invited to Team meetings in order to ensure that Maria has access to appropriate services.

Maria and her family will explore getting her a mentor.