

## Transition Assessment and Services Planner

Student Name \_\_\_\_\_ High School \_\_\_\_\_  
 Parent Name(s) \_\_\_\_\_  
 Contact Information \_\_\_\_\_  
 Projected Date of Graduation \_\_\_\_\_

**Step 1: Existing Student Information.** Use the matrix below to fill in as many boxes as possible with information from existing student records. After gleaning data from existing records and assessments, review each column and summarize each transition area.

Information Source	Strengths	Needs	Interests	Preferences
Report Card				
Academic Achievement Record				
Statewide Assessments				
General Education Assessments				
Full Individual Evaluation (FIE)				
Parent Inventory/ Interview				
Student Inventory/ Interview				
Teacher Observations				
Medical Information				
Support Needs				
Work-Based Learning				
Work History				
Extra-curricular and/or community activities				
Other:				
<b>SUMMARY**</b>	Strengths:	Needs:	Interests:	Preferences:

**\*\*The summary information can be used to complete the PLAAFP on the IEP document.**

**Step 2: Transition Questions and Assessment Plan**

Review the responses by the student and parent/guardian to the transition questions. Record the patterns of needs that surfaced in the review of existing records and the transition questions asked of the student and parent/guardian. There may be many areas of need. Not all are necessary to address as they may not facilitate the postsecondary goals or they may not be critical needs. To identify the priority skills/behaviors to address, collaborate with the student and parent/guardian. Ask the student and parent/guardian to help identify 5 priority areas in the development of the IEP. Additional areas can be added but the goal is to prevent an overload of instruction, which makes skill acquisition difficult for struggling learners. Use the following rubric to help design the transition assessment plan.

<b>Assessment Category</b>	<b>Priority Needs Identified in Transition Assessment Questions</b>	<b>Transition Assessment Tools</b>
Employment	1. 2. 3. 4. 5.	
Postsecondary Education	1. 2. 3. 4. 5	
Community Involvement	1. 2. 3. 4. 5	
Personal/Social	1. 2. 3. 4. 5	
Independent Living	1. 2. 3. 4. 5	
Other	1. 2. 3. 4. 5	

### **Step 3: Transition Assessment Results**

Use the information collected in the transition assessment to develop measurable, postsecondary goals and annual goals and objectives that facilitate the postsecondary goals.

Measurable Postsecondary Goals:

*Education/Training-*

*Employment-*

*Independent Living (if appropriate)-*

Annual Goals and Objectives:

Academic (to facilitate education/training goals)-

1. Goal:
  - a. Objective
  - b. Objective
2. Goal:
  - a. Objective
  - b. Objective

Employment (to facilitate work-based learning and/or paid employment)

1. Goal:
  - a. Objective
  - b. Objective
2. Goal:
  - a. Objective
  - b. Objective

Independent Living (to facilitate self-determination, support needs, and self-help skills)

1. Goal:
  - a. Objective
  - b. Objective
2. Goal:
  - a. Objective
  - b. Objective

### **Step 4: Support Needs and Related Services**

Support Needs (Job Coach, family & co-worker support, etc.):

Related Service Needs: