



Student-Centered ARD Meetings Transition Planning– Middle School

STUDENT INFORMATION:

Student Name: _____

Grade Level: _____

LIST ASSESSMENT INSTRUMENTS

a.
b.

c.
d.

1. What are your **strengths**? What strengths did the assessment reveal about you?

2. Have you had any small, paid jobs like babysitting, lawn care, etc? What type of part time job would you like in high school? What about as an adult, what type of job/career would you like to have?

3. Will the career you want, require any additional education or training after high school? If you don't know how will you find out? If it does require additional education where do you want to go to school? _____

4. What extra-curricular activities are you involved in at school, church, or in the community? Are there high school extracurricular activities that match your career goals?

5. What do you **need** to help you succeed in school and on your educational plan (IEP)

Supports: _____

Accommodations: _____

Write the measurable postsecondary goals for transition:

- Education/Training:
- Employment:
- Independent Living (if appropriate):

(8th Grade or before age 16, whichever comes first.) Write a yearly annual goal(s) for transition that will help you make progress toward one or more of your goals listed above:

Course of Study: What courses do you need to take that will help you prepare for or reach your postsecondary goals listed in the first box? What courses will you take in high school?