

Transition Services

- Shelby County Schools begins at Age 14 or turning 14 during the IEP period
- For every activity, service or skill that the agency (*case manager, teacher or LEA*) is responsible for implementing a corresponding goal must be provided written in MAG format.
- The IEP team must develop at least one transition goal that will assist the student in meeting their measurable post-secondary career or educational goals.

Measurable Post-Secondary Transition Goals.

<p style="text-align: center;"><u>Instruction</u></p> <ul style="list-style-type: none"> • Prepare a budget • Understand banking • Prepare food for self • Enroll in CTE Courses • Participate in Work Based Learning • Develop self determination • Plan your own IEP meeting • Study and take practice tests of the drivers education manual • Develop a career portfolio of your choice • Understand and develop sound decision making skills • Communicate your needs effectively in a school or business setting • Practice job application and resume writing 	<p style="text-align: center;"><u>Community</u></p> <ul style="list-style-type: none"> • Participate in Job Shadowing opportunities • Participate in volunteer activities • Apply to VR or DIDs for adult services • Has the ability to seek appropriate medical services • Knows who to contact in case of an emergency • Learn about ADA • Learn how to navigate city, state and national maps using internet technology • Join a health club, YMCA, YWCA or other recreational programs • Understands use of appropriate conversation in public • Follows safety rules, warning signs 	<p style="text-align: center;"><u>Employment</u></p> <ul style="list-style-type: none"> • Learn about employment opportunities in the community • Learn about your disability and how accommodations will assist you on the job • Utilize web sites for job exploration • Demonstrate competency of using technology • Know how to send text messages, emails and basic word processing • Take specific aptitude exams (ASVAB) • List hobbies and describe how they relate to occupations • Understands how guidelines, policies and procedures are established by organizations and community norms
<p style="text-align: center;"><u>Related Services</u></p> <ul style="list-style-type: none"> • Learn how to access MATA transportation • Learn how to drive a car • Learn work related vocabulary (OT) • Improve hand control through (PT) sessions • Attend parent/student transition training program in the community • Participate in therapeutic recreation programs in the community • Demonstrate problem solving skills (Psychological) 	<p style="text-align: center;"><u>Daily Living</u></p> <ul style="list-style-type: none"> • Visit a group home • Learn about eating in public • Ability to organize and maintain personal possessions • Keeps self properly groomed and bathed on regular basis • Can read and follow oral or written directions • Can follow one or two step directions • Can sort, wash, iron own laundry • Need of Conservatorship and estate planning 	<p style="text-align: center;"><u>Post-Secondary</u></p> <ul style="list-style-type: none"> • Learn how to buy a car • Understand and discuss use of Summary of Performance • Complete a financial aid package • Apply for loans and scholarships • Contact university or community college counselors for admission • Take a tour of educational and vocational training programs • Review at least three programs of interests

Transition Tips for Compliance

Transition Consulting Teachers

Gary Beasley 416-1276
Carman Lawrence 416-1376
Freida Isaac 416-1312

Recommended PLEP Transition Assessments

documented under
Source of Information –
*Identify the assessment by
actual test or subtest title*

Development of Present Levels of Educational Performance (PLEPs)

Written in positive terms without judgment

1. Identify the student's level of performance using current assessment data
2. **Include data from a variety of sources**
3. Describe the current level of performance using data to describe progress and skills mastered
4. Discuss accommodations and modifications that helps the student be successful
5. Address why this current level is of concern
6. Describe the impact of each exceptional area on mastery of core content standards

Middle and High School Inclusion/Resource/STEP

Career

*(One required beginning at 14 and
annually thereafter)*

Acceptable Online Resources

www.kuder.com
www.onetcenter.org
www.yourfreecareertest.com

Interest/Preference/Vocatio nal Employability /Learning Styles

*(Two required beginning at 14 and
annually thereafter)*

1. Vocation Checklist High School
2. Vocational Checklist Secondary
*(Found on EDPLAN-Main Menu under General
Files)*
3. Brigance Transition Skills –TSI (Blue)
– Curriculum Associates
4. Student Dream Sheet, Tennessee
Department of Education
5. Employment Related Questions –
Tennessee Department of Education
6. Parent Surveys
7. Student Surveys or interest
inventories
8. Teacher Observation – (Must be in
writing)

Middle and High School AFS/FS/ BIC

Career

*(One required beginning at 14 and annually
thereafter)*

Acceptable Online Resources (If Appropriate)

www.kuder.com
www.onetcenter.org
www.yourfreecareertest.com

Hard Copy Resources/Booklets provided by district

PICS – Picture Interest Career Survey
Coin Clue or Target, Coin Educational
Product
Transition to Work Inventory- Jist
Publications

Interest/Preference/Vocational Employability /Learning Styles

*(Two required beginning at 14 and annually
thereafter)*

1. FISH functional Independence Skills
Handbook – Pro-Ed
2. CALS – Checklist of Adaptive Living Skills
3. Vocation Checklist High School
4. Vocational Checklist Secondary
*(Found on EDPLAN-Main Menu under General
Files)*
5. Brigance (Green)
6. EDMark Functional Word Series Program
7. Pre-Voc I or II – Attainment Red Assessment
Boxes – Curriculum Associates
8. Parent Surveys
9. Student Surveys or interest Inventories
10. Teacher Observation – (Must be in writing)