

Malarie's Transition Plan Checklist : Keys to Quality

OVERALL OBJECTIVE STATEMENT

ACADEMIC PRESENT LEVELS	

STATES DISABILITY CATEGORY	

STATES POSTSECONDARY GOALS EXPLICITLY	

INCLUDES DISABILITY IMPACT STATEMENT	
THIS COULD BE THE STUDENT'S INTERPREATION OF HOW THEIR DISABILITY IMPACTS THEIR LIFE AND THEIR OWN "TERM" FOR THEIR DISABILITY	



TRANSITION ASSESSMENTS IN CURRENT ASSESSMENTS

3 TRANSITION ASSESSMENTS INCLUDED

STUDENT INTERVIEW ON POST-SECONDARY ASPIRATIONS

SCORES REPORTED FOR EACH TRANSITION ASSESSMENT INCLUDING STRENGTHS AND LIMITATIONS

SCORE TYPE AND SCORE REPORT ARE "FRIENDLY" AND UNDERSTANDABLE TO OTHER STAKEHOLDERS

FOLLOWS BEST PRACTICE RECOMMENDATIONS:

1 FORMAL ASSESSMENT, USE DIFFERENT TYPES OF ASSESSMENTS, INCLUDES AN INTEREST INVENTORY AND A SKILLS ASSESSMENT

PRESENT LEVELS STATEMENT WITHIN TRANSITION PLAN

STUDENTS POSTSECONDARY
ASPIRATIONS ARE INCLUDED

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OTHER STAKEHOLDER
INFORMATION IS INCLUDED

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STRENGTHS

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ARCS STATEMENT INCLUDED

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NEEDS (RELATED TO
ASSESSMENT RESULTS)

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INTERESTS

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PREFERENCES

COURSE OF STUDY FOR
CURRENT YEAR

COURSE OF STUDY FOR YEARS
LEFT IN HIGH SCHOOL

COURSE OF STUDY INCLUDES
ELECTIVES BASED ON
TRANSITION ASSESSMENT
RESULTS

COURSE OF STUDY MATCHES
CURRICULUM PARTICIPATION
(COLLEGE PREPATORY/WORK
STUDY OR CORE CURRICULUM)

POSTSECONDARY GOALS

POSTSECONDARY EDUCATION
GOAL ANSWERS WHERE
THEY WILL LEARN AFTER
HIGH SCHOOL

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POSTSECONDARY
EMPLOYMENT GOAL
ANSWERS WHERE THEY WILL
WORK AFTER HIGH SCHOOL

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POSTSECONDARY
INDEPENDENT LIVING GOAL
ANSWERS WHERE THEY WILL
LIVE AFTER HIGH SCHOOL

*NEEDED BASED UPON
TRANSITION ASSESMENTS

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EVIDENCE FROM TRANSITION ASSESSMENTS SUPPORTS ALL POSTSECONDARY GOALS-LISTED IN PRESENT LEVELS, CURRENT ASSESSMENTS, AND/OR OBJECTIVE STATEMENT

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FLUFF SCALE:

*ARE GOALS APPROPRIATE FOR AGE/GRADE?

*ARE GOALS APPROPRIATE FOR STUDENTS' SKILLS AND ABILITIES?

*GOALS FOR OLDER STUDENTS SHOULD BE MORE SPECIFIC AND LINKED TO SKILLS/ABILITIES AND INTERESTS

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ANNUAL TRANSITION GOALS

EDUCATION: CONDITION,
BEHAVIOR, CRITERION

EDUCATION: RELATED TO
IDENTIFIED NEEDS

EDUCATION GOAL LINKS TO
POSTSECONDARY GOAL

EMPLOYMENT: CONDITION,
BEHAVIOR, CRITERION

EMPLOYMENT: REALTED TO
IDENTIFIED NEEDS

EMPLOYMENT GOAL LINKS
TO POSTSECONDARY GOAL

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INDEPENDENT LIVING:
CONDITION, BEHAVIOR,
CRITERION

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INDEPENDENT LIVING:
RELATED TO IDENTIFIED
NEEDS

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INDEPENDENT LIVING GOAL
LINKS TO POSTSECONDARY
GOAL

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EACH ANNUAL GOAL IS
DESIGNED TO BE PROGRESS
MONITORED (REPRESENTS
PROCESSES RATHER THAN
ONE-SHOT ACTIVITIES)

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COORDINATED ACTIVITIES AND TRANSITION SERVICES

COORDINATED ACTIVITY
FOR EDUCATION

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COORDINATED ACTIVITY FOR
EDUCATION LINKS TO
POSTSECONDARY GOAL

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COORDINATED ACTIVITY
FOR EMPLOYMENT

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COORDINATED ACTIVITY FOR
EMPLOYMENT LINKS TO
POSTSECONDARY GOAL

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COORDINATED ACTIVITY
FOR INDEPENDENT LIVING

COORDINATED ACTIVITY FOR
INDEPENDENT LIVING LINKS
TO POSTSECONDARY GOAL

INCLUDE AT LEAST ONE
TRANSITION SERVICE
(INSTRUCTION,
COURSEWORK, OR SPECIAL
EDUCATION/RELATED
SERVICES)

TRANSITION ASSESSMENT JUSTIFICATION
CASE STUDY NARRATIVE

