Transition
Inventory Manual

REGION XIII
EDUCATION SERVICE CENTER
Transition Inventory Manual

Revised 2004

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The Transition Inventory Manual is based on standards and performance expectations from Addressing Unique Educational Needs of Individuals with Disabilities available from the John C. Flanagan Resource Center, P.O. Box 1113, Palo Alto, CA 94302-1113.

Not all available resources are included. These materials are works in progress.
Transition Planning Introduction

Everyone wants the opportunity to succeed in adult life. Transition planning is one way to help provide that opportunity. The goal of transition planning is to ensure that individuals with disabilities gain the skills and services needed to succeed in life in the “real world.” Transition planning actually begins early in the student’s life. It demands a constant look at student progress throughout the educational process, birth to adulthood.

Transition planning is a collaborative effort involving the student, family, educators and the community. Families, schools and communities equally must be accountable if students are to succeed.

Why Plan For Transition?

Transition from school to adult life for any student is a complex process involving many people, decisions and activities. It is all the more complex for students with disabilities.

Disability Statistics

United States

Numerous studies of youth with disabilities in the areas of employment, living arrangements, and community participation document a rather discouraging picture of unemployment or long-term underemployment, minimal opportunities to post-secondary training, an inability to live independently, few social experiences and restricted participation within their community (Hasazi, Gordon, and Roe, 1985; Wagner, 1991; Sitlington, Frank, and Carson, 1992; Wagner 1993).

Texas

The Texas Education Agency's Special Education Effectiveness Study (Norris, 1990-1996) found similar problems in unemployment, underemployment, lack of social relationships, and greater dependence. The study suggests that a lack of planning, experiences and services at critical points in the student’s life create barriers to success and a higher quality of life.

IDEA - B

The transition service requirements of the Individuals with Disabilities Education Act (IDEA) recognizes that education can improve the traditional post-school outcomes for individuals with disabilities. The basic purpose of the legislation is to better prepare students with disabilities to enter the workplace, continue learning, become as independent as possible and contribute to society. It calls for increased planning and coordination between school and families to help these youth meet these challenges. Further, the intent is to enable students to access supports and services before they leave school. This process promotes successful movement from school to post-secondary education, training, employment, independent living and community participation. The focus is shifted from what the individual cannot do, to what the individual can do, turning disabilities into capabilities.
**How is Transition Defined?**
The Individuals with Disabilities Education Act (IDEA) defines transition services in Section 300.18 as:

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community preparation. The coordinated set of activities must (i) be based upon the individual student’s needs; (ii) take into account student preferences and interests; and (iii) include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

The transition mandate focuses on students’ adult adjustment preparation needs and calls for transition planning to be a student-driven process with (a) increased parental involvement, (b) an emphasis on team collaboration and (c) accountability regarding expected outcome student performances. The transition planning process requires the active participation of the family and community along with several cooperating agencies and services.

**How Can This Manual Help You?**
The purpose of this manual is three-fold: (1) identify outcomes based on major life roles for all students; (2) help establish relevant goals and objectives for students in each of four life domains; and (3) guide accountability. This manual can help districts and families ensure that transition requirements of the Individuals with Disabilities Education Act (IDEA) are implemented for youth with disabilities. It provides examples of focus areas, supports, and practices which incorporate the transition service requirements of IDEA into Individualized Education Plans.

Through the use of the manual’s Transition Decision-Making Matrix students, parents, educators and adult service agency personnel will:

- Establish student preferences and interests
- Focus curriculum and instructional activities to meet transition requirements
- Facilitate coordinated sets of activities between the community, school, home and service providers
- Monitor efforts to meet requirements
- Write relevant outcome-based goals and objectives regarding transition
- Create a collaborative transition teaming process
- Identify local, state, and national resources
- Assist students with self-determination
- Guide program accountability
The Components
Below are brief descriptions of the components of the Transition Support Process.

Life Domains
The Life Domains are the four basic areas addressed in transition:
• Social/Recreation/Leisure
• Independent Living
• Lifelong Learning
• Employment

Performance Categories
The Performance Category represents the student’s current functional ability (what the student can do right now) level of independence.

Performance Expectations & Major Life Roles
A Performance Expectation is a desired end point of educational programs for ALL individuals. These expectations are based on Major Life Roles in which the student should consistently perform. The Performance Expectations (a) are performance oriented; (b) drive program elements and assessment systems; (c) reflect empowerment; (d) aid in understanding criteria for an outcome achievement; and (e) provide orientations that relate to the fulfillment of an adult living role.

Environments
The structure and atmosphere where performance expectations will be accomplished are environments. These include school, instructional arrangements, community, and home.

Focus Areas
Explore focus areas for opportunities to provide educational experiences/procedures that stimulate learning. Activities occur within the environment to assist in achieving the performance expectation, for example: instructional delivery, learning experiences, home, school, and community.

Supports
Related sources that assist the student in fulfilling their goals and objectives are supports. Peers, friends, family, technology, funding, public schools, and adult service providers are examples.

Transition Decision-Making Matrix
The matrix is a guide that help identify educational or performance expectations for each category within the life domains of transition. It is most effective when used as a decision-making tool in which all participants contribute and build consensus in final decisions regarding student outcome goals and objectives.
The matrix is a collaborative assessment tool that serves as a guide to help identify and prioritize major life role expectations. It is most effective when used as a decision-making tool in which all participants contribute their thoughts and feelings and build consensus to assist in making final decisions regarding student outcome goals and objectives.

The Transition Decision-Making Matrix leads to meaningful, collaborative, action based goals and objectives. Have the student’s team follow the steps to complete the matrix. This process should take a minimal amount of time.

Instructions for the Primary Teacher Only

The best method of completing this assessment is for the primary teacher to give copies of the matrix, definitions, and directions of the four Performance Expectation categories to each student’s team member (i.e., student, teachers, support staff). The hard copy of the matrix (for photocopying) is found on the next page and the directions are on the following pages. A parent conference may help facilitate this decision-making process.

Now go to Step 1
## Transition Decision-Making Matrix

### Life Domains

<table>
<thead>
<tr>
<th>Performance Categories (Levels of Independence)</th>
<th>Social/Recreation/Leisure</th>
<th>Adult Living</th>
<th>Lifelong Learning</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Independence</strong> select 3 or less PEs</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
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<td>9</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Functional Independence</strong> select 3 or less PEs</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<td></td>
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<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Supported Independence</strong> select 3 or less PEs</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Participation</strong> select 3 or less PEs</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
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<td></td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td><strong>Performance Expectation Number</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PE = Performance Expectation

Based on *Addressing Unique Educational Needs of Individuals with Disabilities Collaborative Assessment Tool*
Step 1

Locate the four **Performance Categories** on the matrix (Full Independence, Functional Independence, Supported Independence, Participation).

<table>
<thead>
<tr>
<th>Life Domains</th>
<th>Social/Recreation/Leisure</th>
<th>Adult Living</th>
<th>Lifelong Learning</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Categories</strong> (Levels of Independence)</td>
<td>Full Independence</td>
<td>Functional Independence</td>
<td>Supported Independence</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
</tr>
</tbody>
</table>

*PE = Performance Expectation
Based on *Addressing Unique Educational Needs of Individuals with Disabilities* Collaborative Assessment Tool
**Step 2**

Locate the four Life Domains across the top of the matrix (Social/Recreation/Leisure, Adult Living, Lifelong Learning, Employment). Select appropriate Life Domains to be addressed by the student this current school year. **NOTE:** Addressing the Life Domain areas of Social/Recreation/Leisure, Adult Living, Lifelong Learning, and Employment are required by IDEA-B.

<table>
<thead>
<tr>
<th>Life Domains</th>
<th>Social/Recreation/Leisure</th>
<th>Adult Living</th>
<th>Lifelong Learning</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Categories</strong></td>
<td><strong>Performance Expectation Number</strong></td>
<td><strong>Performance Expectation Number</strong></td>
<td><strong>Performance Expectation Number</strong></td>
<td><strong>Performance Expectation Number</strong></td>
</tr>
<tr>
<td>Full Independence</td>
<td>PE = Performance Expectation Number</td>
<td>PE = Performance Expectation Number</td>
<td>PE = Performance Expectation Number</td>
<td>PE = Performance Expectation Number</td>
</tr>
<tr>
<td>Functional Independence</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
</tr>
<tr>
<td>Supported Independence</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
</tr>
<tr>
<td>Participation</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
<td>select 3 or less PEs</td>
</tr>
</tbody>
</table>

*PE = Performance Expectation
Based on *Addressing Unique Educational Needs of Individuals with Disabilities* Collaborative Assessment Tool
Step 3

Read the definitions of the **Performance Categories**.

(Full Independence, Functional Independence, Supported Independence, Participation)

- Identify which category or categories (level of independence) apply based on the student’s current performance and cognitive ability.
- Think in terms of the individual’s functioning ability today.

**Performance Category Definitions**

**Full Independence**

An individual with **full independence** may have physical, emotional, or learning disabilities, but functions in the normal range of intelligence. She can apply knowledge to tasks, problems, or activities she encounters. Her cognitive ability allows her to transfer or generalize learning across all performance contexts, or the life domains of social/recreation/leisure, independent living, lifelong learning, and employment. She is aware of cognitive processes, personal work characteristics, and interpersonal effectiveness. The fully independent person has developed a comprehensive set of skills, competencies, and orientations to complete tasks and activities encountered within the major performance contexts of adult life.

**Functional Independence**

An individual with **functional independence** may have mild impairment, or function as if he had such an impairment. He has some cognitive limitations that impact his ability to transfer or generalize learning across the performance contexts. He should be able to assess personal strengths and limitations, and to access resources and supports. He is capable of meeting his needs and living successfully in the community without overt support from others. He has learned a set of skills, competencies and interests that are required for independent living. Students expected to achieve functional independence may require content and instructional strategies focusing on independent living skills. Instruction must be concrete and relevant to each setting in which the student is expected to function because ability to generalize is limited. A balance of teaching functional academic skills and functional daily living skills is necessary for this student.

**Supported Independence**

The individual with supported independence has a moderate mental impairment and is expected to require ongoing support throughout adulthood. She has cognitive limitations that seriously impact her ability to generalize or transfer learning. Because she will require some supervision and support throughout her life, she must develop skills, competencies and interests required for living in a supervised setting. She is capable of completing familiar and basic activities of daily living, but requires support or assistance to establish and maintain desired behaviors. She can perform previously learned routines and demonstrates some level of independent living skill. Performance Expectations focus on task completion and activities of daily living, enhancing quality of life, and maximizing personal effectiveness. They reflect the intent for this individual to live a productive and fulfilling life with as much independence and personal decision making as possible.

**Participation**

An individual functioning within the participation category of performance expectations has severe or profound mental impairment. He is expected to require extensive ongoing support throughout adulthood. Cognitive deficit is significant, perhaps in combination with severe physical or sensory deficits. His need for continuous support necessitates educational targets of participation in life roles rather than independence. Preparation should strive for a maximum level of participation, not a level of skill. He should be informed of options and given opportunities to participate in personal decisions (what to wear, etc.). This individual is not able to generalize or transfer learning. He may perform a few daily living skills. His ability to perform activity-related tasks with any consistency is not reliable. His dependence on others for most, if not all, daily needs makes necessary an extensive ongoing support system. Integration of this individual as fully as possible into major life roles will require cooperative effort by home, school and community.
Step 4

1. Using the matrix match each Life Domain to the Performance Category which represents the student’s current functional ability (what the student can do right now). Refer to the definitions in Step 1 if necessary.

2. Highlight the matched boxes with a highlighter. Focus on the highlighted boxes only.

---

**Life Domains**

<table>
<thead>
<tr>
<th>Performance Categories</th>
<th>Social/Recreation/Leisure</th>
<th>Adult Living</th>
<th>Lifelong Learning</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Independence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>select 3 or less PEs</td>
<td></td>
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<tr>
<td><strong>Functional Independence</strong></td>
<td></td>
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<tr>
<td>select 3 or less PEs</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supported Independence</strong></td>
<td></td>
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<tr>
<td>select 3 or less PEs</td>
<td></td>
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</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
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<tr>
<td>select 3 or less PEs</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*PE = Performance Expectation

Based on Addressing Unique Educational Needs of Individuals with Disabilities Collaborative Assessment Tool
Step 5

1. Read the Performance Expectations listed in each Performance Category below.
2. Note that there are Performance Expectations (PE) numbers on the Transition Decision-Making Matrix.
3. Review the Performance Expectations for each Life Domain.

Full Independence
Performance Expectations-(PE)

This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Interact effectively in social situations and settings.
2. Contribute to the attainment of group goals.
3. Complete assigned or routine tasks and fulfill responsibilities.
4. Manage personal, career, and other life decisions.
5. Express themselves effectively through oral and other nonwritten means.
6. Express themselves effectively through print means.
7. Complete complex cognitive tasks effectively.
8. Manage unstructured time.
9. Move about/travel effectively within and beyond their community.

Functional Independence
Performance Expectations-(PE)

This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Express themselves effectively in print.
2. Complete tasks relying on the interpretation and use of oral, print, or numeric information.
3. Interact appropriately within the course of daily social, vocational, and community living.
4. Manage personal, career, and other life decisions.
5. Respond effectively to potentially harmful situations involving themselves and others.
6. Access and use community resources and their services as needed to meet daily living needs and fulfill desires.
7. Travel safely within and beyond their community.
8. Complete routine personal care and health and fitness activities.
9. Manage immediate and long-term responsibilities associated with task completion.
10. Manage unstructured time.
Supported Independence

Performance Expectations-(PE)

This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Complete personal care and health and fitness activities.
2. Complete domestic activities in personal living environments.
3. Manage personal work assignments.
4. Complete activities requiring transactions in the community.
5. Participate effectively in group situations.
6. Respond effectively to unexpected events and potentially harmful situations.
7. Manage unstructured time.
8. Proceed appropriately toward the fulfillment of personal desires.

Participation

Performance Expectations-(PE)

This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Engage in typical patterns of leisure activities in the home and community.
2. Engage in typical patterns of interactions.
3. Engage in effective communication cycles.
4. Participate in personal care, health, and safety routines.
5. Reach desired locations safely within familiar environment.
Step 6

1. Locate the first Life Domain of Social/Recreation/Leisure. Follow it down to the area box that you highlighted (level of independence).

2. Look at that Performance Categories (level of independence) and the list of Performance Expectations listed on the previous two pages. Performance Expectations are listed by number in the boxes.

3. For each highlighted box read the Performance Expectation and circle the PE number (Figure 4) that will lead the student to minimal support in that Performance Category (circle no more than three Performance Expectations based on the student’s most immediate needs (i.e., safety issues, age appropriateness, meaningful to the student).

4. Repeat this process for each Life Domain.

Note: Students may have different Performance Expectations under each Life Domain selected.

Figure 4
Step 7

- The student’s primary **teacher collects the matrices and reviews the results.**
- **Combine** the collection of matrices into one **matrix picture** resulting in a collaboration of highlighted boxes signifying the team’s perception of current functioning (level of independence) according to the **Performance Categories** (Figure 5).
- If the results are not clear (e.g., student seems to be functioning within two categories or various matrices differ) start with the most independent category **(See *NOTE below).** If the results from the student team indicate a large discrepancy in regards to **Performance Categories** (level of independence), a meeting is indicated for further discussion.

*Note:* If the consensus of the team determines the student is functioning between **Performance Categories** (levels of independence), think in terms of maximum to minimal support and set goals towards minimal support within the **Performance Categories** (levels of independence).
Step 8

- Turn to the tabbed section in this manual that corresponds to the **Performance Category** selected for the student (e.g., Full, Functional, Supported Independence or Participation).

- Locate the selected **Life Domains**.

- Determine which **Environments** (Home, Community, School) will be addressed this current school year based on the student’s most immediate needs (e.g., safety, age appropriateness).

- The **Performance Expectations** and **Focus Areas** form the basis in developing goals and objectives for the student for the current school year.

- Use the possible **Focus Areas** that are provided for each **Environment** to help the student select his goals and objectives according to the prioritized **Performance Expectations** (see Matrix) under each selected **Life Domain**.

- **Teacher Tool** - For a quick, complete explanation and application of the matrix refer to “Shortcut To Teaching The Transition Decision-Making Matrix” pages 44-45.

**Figure 6** is an example of a completed **Transition Decision-Making Matrix**.
Step 9

A goal and objective can easily be written by combining the students’:

1. Performance Category with the 2. Life Domain = **GOAL**
2. Performance Expectation (3) Environment (4) Focus Area Activity (5) Supports (6) Criteria (measure of achievement) = **OBJECTIVE** (Figure 7).

**Figure 7** Flow Chart Of The Transition Decision-Making Matrix Process

---

**Transition Inventory Manual**

1. **Performance Category**
   - (Level of Independence)
   - Full Independence
   - Functional Independence
   - Supported Independence
   - Participation

2. **Life Domain**
   - Social / Recreation / Leisure
   - Adult Living
   - Lifelong Learning
   - Employment

3. **Performance Expectation (PE)**
   - Under each PC
   - The list of PE corresponds to the PE numbers on the Transition Decision-Making Matrix

4. **Environments**
   - Home
   - Community
   - School

5. **Focus Areas**
   - Listed under Environments (i.e. Friendships, Local Government, Transportation, Adult Service Providers, Educational Services, etc.)
   - Additions can be made to lists (lists are not all inclusive)

6. **Supports**
   - With support from...
     - club, friend, band, community member, etc.

7. **Criteria**
   - e.g. 3 out of 4 trials, % accuracy, or # completed

3 - 7 Above

→ **Goal**

→ **Objective**
Using The Transition Inventory To Write Measureable Goals And Objectives

EXAMPLE:

**GOAL:**
The student will achieve
1. Supported Independence in
2. Social/Recreation/Leisure

**OBJECTIVE:**
Joe will
3. manage unstructured time
4. at school
by
5. participating in activities with
6. the band
7. 7 out of 10 opportunities.

**NOTES:**

* Goals are annual achievable action steps.

* Objectives are the measurable, achievable action plan steps to get to a goal.

* Lesson Plans are daily activities in the focus areas designed to achieve individual student objectives.

* The teacher's professional judgement and required TEKS determine what lessons or activities (steps to achieve objectives) are taught.
Guide To Goal and Objective Writing
Transition Inventory Manual

Name: __________________________________                       Date: ______________________

Student will (achieve, demonstrate, increase, etc.)

1. Performance Category: (Current functioning level of independence)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Life Domain(s): (Areas of life needs)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
   Goal: (Combination of one and two above)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Performance Expectation(s): (What is the expectation of the student)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
4. Environment(s): (Where it will take place)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
5. Focus Area: (Idea Generator)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
6. Support(s): (Who or what will support the student)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
7. Criteria: (Measure of achievement)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
   Objective: (Combination of three - seven above)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Step 10

Use The Transition Resource Manual
“Moving from Philosophy to Practice”

For Resources And Activities

NOTES
Full Independence

What is Full Independence?
An individual with full independence may have physical, emotional, or learning disabilities, but functions in the normal range of intelligence. The individual can apply knowledge to tasks, problems, or activities she encounters. *Their cognitive ability allows them to transfer or generalize learning across all performance contexts, or the life domains of social/recreation/leisure, independent living, lifelong learning, and employment. She has awareness of cognitive processes, personal work characteristics, and interpersonal effectiveness. The fully independent person has developed a comprehensive set of skills, competencies, and orientations to complete tasks and activities encountered within the major performance contexts of adult life.

* Cognitive ability is the only separating factor between the categories

Performance Expectations
This list of Performance Expectations corresponds to the PE Numbers of the Transition Decision-Making Matrix.

1. Interact effectively in social situations and settings.
2. Contribute to the attainment of group goals.
3. Complete assigned or routine tasks and fulfill responsibilities.
4. Manage personal, career, and other life decisions.
5. Express themselves effectively through oral and other nonwritten means.
6. Express themselves effectively through print means.
7. Complete complex cognitive tasks effectively.
8. Manage unstructured time.
9. Move about/travel effectively within and beyond their community.

For Full Independence In:
Social/Recreation/Leisure
   Go to page 21
Adult Living
   Go to page 22
Lifelong Learning
   Go to page 23
Employment
   Go to page 24
Full Independence: Social/Recreation/Leisure

Environment: Home

Focus Area:
Friendships
interacting with peers, neighbors and relatives
computer (e.g., Internet chat rooms)

Domestic Resources
games
music
computer
television
hobbies
family outings (e.g., eating out)
access to media (e.g., newspaper, magazines, books)

Environment: Community

Focus Area:
Local Government
library activities
informal classes (e.g., dancing, cooking, arts/crafts)

Local Resources
media (e.g., calendar of events, radio, TV, Internet, movies)
clubs
informal classes (e.g., dancing, cooking, arts/crafts)
performing arts
church activities
water recreation
equestrian activities (e.g., rodeo clubs)

Transportation
community access
travel agencies

Sports Activities
spectator sports
participant

Environment: School

Focus Area:
Least Restrictive Environment
classroom options - general education classes
extracurricular options (e.g., sports, clubs, peer mediation, scouts, student government)

School-Sponsored Activities
dances
pep rallies
fund raisers
holiday celebrations
concerts/plays
Full Independence: Adult Living

**Environment:** Home

**Focus Area:** Domestic Responsibilities
- cleaning
- cooking
- laundry
- yard work
- personal care (e.g., hygiene, grooming, health)

**Transportation**
- auto modification
- automotive maintenance
- driver's education

**Access Service Providers**
- barrier free environment
- modifications for activities of daily living

**Informational Resources**
- housing (e.g., apartments, roommates, dorms)
- household management
  - (e.g., cooking, home repair)
- media

**Financial Responsibilities**
- allowances
- budgeting (e.g., banking, bills, credit)
- student financial aid

**Environment:** Community

**Focus Area:** Transportation
- public transportation option (e.g., ride share, bus taxi)

**Resources for Living Options**
- newspaper advertisements
- roommate finders
- apartment guides
- real estate agencies

**Adult Service Providers**
- architecture barrier removal program
- modifications to home
- advocacy
- legal assistance

**Community Organizations**
- neighborhood watch groups
- civic responsibility groups
- neighborhood block gatherings
- churches

**Local Government**
- fire department
- police department
- voter participation
- hospitals/ minor emergency/ emergency medical services
- phone directory (blue pages for community services)

**Private Services**
- house cleaning
- meal preparation
- health care needs

**Environment:** School

**Focus Area:** Educational Services
- curriculum (e.g., home/ family, management, health, personal finance)

**Counseling**
- community linkages
- guidance with decision making
- student financial aid

**Transportation**
- driver's education
Full Independence: Lifelong Learning

**Environment:**

**Home**
- **Focus Area:** Access to Choices
  - finances/purchases
  - time management
  - Person Centered Planning
  - insurance, wills
  - advocacy
  - self-determination
  - ordering/subscribing (e.g., magazines, pizza, catalogs)

- **Domestic Chores**
  - house cleaning
  - cooking
  - laundry
  - yard maintenance
  - shopping

- **Financial Responsibility**
  - budget
  - investments
  - credit/debit cards
  - checking/savings account
  - scams

- **Citizenship**
  - voter registration
  - jury duty
  - political process/issues

- **Information on Continuing Education**
  - 2- or 4-year programs (Universities/colleges)
  - distance learning (e.g., TV, computer course through Internet)
  - library
  - Internet access

- **Transportation**
  - driver's license
  - taxi
  - public transportation
  - bicycles

**Community**
- **Focus Area:** Person Centered Planning
  - insurance, wills
  - advocacy
  - self-determination
  - ordering/subscribing (e.g., magazines, pizza, catalogs)

- **Domestic Chores**
  - house cleaning
  - cooking
  - laundry
  - yard maintenance
  - shopping

- **Financial Responsibility**
  - budget
  - investments
  - credit/debit cards
  - checking/savings account
  - scams

- **Citizenship**
  - voter registration
  - jury duty
  - political process/issues

- **Information on Continuing Education**
  - 2- or 4-year programs (Universities/colleges)
  - distance learning (e.g., TV, computer course through Internet)
  - library
  - Internet access

- **Transportation**
  - driver's license
  - taxi
  - public transportation
  - bicycles

**School**
- **Focus Area:** Educational Services
  - 4-year high school graduation plan
  - gifted/talented programs
  - correspondence/distance learning
  - 2- or 4-year institutions of higher learning
  - informal classes
  - extracurricular activities
  - student financial aid

- **Guidance Counseling**
  - career/college days
  - provide information on options for educational classes
  - provide information on funding, college entrance exams

- **Computer Access**
  - Internet
  - distance learning
  - computer literacy
Full Independence: Employment

Environment:

Home

Focus Area:

Informational Resources
family/relatives
friends
access to media
(e.g., Internet, newspaper, TV, bulletin boards)
magazines/books

Job Skills
skill mentoring (e.g., woodworking, mechanic, cooking)
chores
organization
neighborhood jobs

Social Skills
collaboration
manners
conflict resolution
self-advocacy
harassment

Transportation
driver's education
public transportation

Community

Focus Area:

Community/School Partnerships
internships
apprenticeships
job shadowing
volunteer
career investigation
career fairs
career pathways
mentors (e.g., rotary clubs, Lion's clubs)

Informational Resources
newspaper
television
radio
bulletin boards
current employment trends
job banks
Internet
informal classes (e.g., business ownership, resume)
human resource departments
chamber of commerce

Employment Services
Texas Workforce Commission (e.g., job locators, resume)
temporary employment services
employment agencies

Transportation
driver's education
public transportation
ride share

School

Focus Area:

Educational Services
4-year high school graduation plan
vocational education courses
counseling and guidance
transportation
aptitude/interest inventory
driver's education

Technical Preparation/School-to-Work Activities
career pathways
career exploration
job shadowing
assessment
internship
apprenticeships
community services
ROTC
volunteer
**Functional Independence**

**What is Functional Independence?**
An individual with functional independence may have mild impairment, or functions as if he had such an impairment. He has some *cognitive limitations* that impact his ability to transfer or generalize learning across the performance contexts. He should be able to assess personal strengths and limitations, and to access resources and supports. He is capable of meeting his own needs and living successfully in the community without overt support from others. He has learned a set of skills, competencies and interests that are required for independent living.

Students expected to achieve functional independence may require content and instructional strategies focusing on independent living skills. Instruction must be concrete and relevant to each setting in which the student is expected to function because ability to generalize is limited. A balance of teaching functional academic skills and functional daily living skills is necessary for this student.

*Cognitive ability is the only separating factor between the categories*

**Performance Expectations**
This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Express themselves effectively in print.
2. Complete tasks relying on the interpretation and use of oral, print, or numeric information.
3. Interact appropriately within the course of daily social, vocational, and community living.
4. Manage personal, career, and other life decisions.
5. Respond effectively to potentially harmful situations involving themselves and others.
6. Access and use community resources and their services as needed to meet daily living needs and fulfill desires.
7. Travel safely within and beyond their community.
8. Complete routine personal care and health and fitness activities.
9. Manage immediate and long-term responsibilities associated with task completion.
10. Manage unstructured time.

For Functional Independence In:

**Social/ Recreation/ Leisure**
Go to page 27

**Adult Living**
Go to page 28

**Lifelong Learning**
Go to page 29

**Employment**
Go to page 30
**Functional Independence: Social/Recreation/Leisure**

**Environment:**

**Home**

**Focus Area:**

**Friendships**
- mentors
- computer (e.g., Internet chat rooms)
- interactions with peers, neighbors and relatives

**Domestic Resources**
- games
- music
- computer
- television
- hobbies
- family outing (e.g., eating out)
- access to media (e.g., books/magazines on tape, newspaper)

**Environment:**

**Community**

**Focus Area:**

**Local Government**
- parks and recreation
- library activities

**Local Resources**
- equestrian activities (e.g., rodeo clubs)
- performing arts
- informal classes (e.g., dancing, cooking, arts/crafts)
- water recreation
- church activities
- media (e.g., calendars of events, TV, Internet, movies)
- clubs

**Transportation**
- community access (e.g., bus, rural transit, taxis)
- travel agencies

**Sports Activities**
- spectator sports
- participant

**Environment:**

**School**

**Focus Area:**

**Least Restrictive Environment**
- classroom options-general education classes (individualized modifications)
- extracurricular options (e.g., sports, clubs, peer mediation, scouts)

**School-Sponsored Activities**
- dances
- pep rallies
- fund raisers
- holiday celebrations
- concerts/plays

**School-to-Home Communications**
- (e.g., all school sponsored activities/resources)

**Mentorships**
- Big Brother/Sister program
- adult community mentor
- PALS
Functional Independence: Adult Living

Environment: Home

Focus Area: Domestic Responsibilities
- cooking
- cleaning
- laundry
- yard work
- personal care (e.g., grooming, hygiene, health)

Transportation
- auto modification
- public transportation training
- automotive maintenance

Access Service Providers
- housing
- financial planning/budgeting
- barrier-free environment
- modification for activities of daily living

Informational Resources
- housing (e.g., apartments, roommates)
- household management (e.g., cooking, home repair)
- safety (home and community)
- media
- scams
- social norms (e.g., neighbor relationships)

Financial Responsibilities
- student financial aid
- allowances
- budgeting (e.g., banking, credit, bills)
- organization/timelines

Environment: Community

Focus Area: Transportation
- public transportation options (e.g., ride share, bus, taxi)

Resources for Living Options
- newspaper advertisements
- apartment guides
- real estate agencies
- roommate finders

Adult Service Providers
- architecture barrier removal program
- advocacy
- legal assistance
- modifications to home

Community Organizations
- neighborhood watch groups
- civic responsibility groups
- neighborhood block gatherings
- churches

Local Government
- police department
- fire department
- hospitals/minor emergency/emergency medical services
- voter participation

Private Services
- house cleaning
- meal preparation
- health care needs

Environment: School

Focus Area: Educational Services
- curriculum (e.g., home, family management, health, personal finance)
- transition process

Counseling (General and Special Education)
- community linkages
- information on living options
- guidance with decision making
- student financial aid

Transportation
- community transit system training
- driver’s education
Focus A rea: Access to Choices
finances/purchases
time management
Person Centered Planning
self advocacy
setting personal goals
ordering/subscribing (e.g., magazines, pizza, catalogs)

Domestic Chores
house cleaning
cooking
shopping
laundry

Financial Responsibility
budget
checking/savings accounts
credit/debit cards
how to not get taken:
phone
Internet scams
mail

Citizenship
voter registration
jury duty
political process/issues

Information on Continuing Education
community colleges
trade schools
internships
informal classes
distance learning (e.g., TV, computer course through Internet)

Transportation
driver's license
public transportation
taxi
ride share program

Focus A rea: Community Colleges/Universities/Technical Schools
informal classes
degree programs
continuing education courses
adult literacy programs
trade schools
distance learning

Local Government
city libraries
educational lectures
voting activities

Community Organizations
religious organizations
special interests (e.g., collectors groups)

Career Pathways/School-to-Work Activities
internships
apprenticeships

Community Acitivity Resources
newspaper
radio
television/radio
Internet

Focus A rea: Educational Services
4-year high school graduation plans
tech prep courses
career pathways/school-to-work
informal classes
continuing education classes
content mastery
extracurricular activities
transition activities
vocational adjustment coordination classes
2-year institutions of higher learning
student financial aid

Guidance Counseling
provide information on education options
coordinate community linkages
establish peer/community mentors

Computer Access
Internet
distance learning
computer literacy

Transportation
access community transit system
driver's education
Functional Independence: Employment

Environment: Home

Focus Area: Informational Resources
- family/relatives
- friends
- access to media (e.g., Internet, newspaper, bulletin boards)
- magazines/books, television
- career investigation
- career guidance

Job Skills
- skill mentoring (e.g., woodcarving, mechanic, cooking)
- chores
- job shadowing
- neighborhood jobs
- organization

Social Skills
- self-advocacy
- conflict resolution
- manners
- collaboration
- introduction/greetings
- nonverbal clues
- harassment

Transportation
- driver's education
- ride share

Environment: Community

Focus Area: Community/School/Partnerships
- internships
- apprenticeships
- job shadowing
- volunteer
career investigation
career fairs
career pathways
mentors (e.g., Rotary clubs, Lion's clubs)

Informational Resources
- newspaper
- television
- radio
- bulletin boards
- current employment trends
- job banks
- Internet
- informal classes (e.g., resume, job skills)
- chamber of commerce
- human resource departments

Employment Services
(e.g., Texas Workforce Commission, Private Industry Council/Job Training Partnership Act, employment agencies, Texas Rehabilitation Commission, Department of Human Services, Texas Commission for the Blind, Social Security Administration)
- job development
- supported employment
- financial support
- assessment, assistive technology;
temporary placement services
- work incentives
- adult vocational education
- vocational counseling

Transportation
- driver's education
- public transportation
- ride sharing

Environment: School

Focus Area: Educational Services
- high school graduation plan
- graduation equivalency diploma
- career fairs
- counseling and guidance
- aptitude/interest inventory
- transportation
driver's education
vocational classes

Focus Area: Technical Preparation/School-to-Work Activities
- career pathways
- career exploration
- assessment
- job shadowing
- internships
- vocational adjustment program
- apprenticeships
- community service
- volunteer

*We do our best in jobs we choose & like
Notes
supported independence

what is supported independence?
The individual with supported independence has moderate mental impairment and is expected to require ongoing support throughout adulthood. She has *cognitive limitations that seriously impact her ability to generalize or transfer learning. Because she will require some supervision and support throughout her life, she must develop skills, competencies and interests required for living in a supervised setting. She is capable of completing familiar and basic activities of daily living, but requires support or assistance to establish and maintain desired behaviors. She can perform previously learned routines and demonstrates some level of independent living skill. Performance expectations focus on task completion and activities of daily living, enhancing quality of life, and maximizing personal effectiveness. They reflect the intent for this individual to live a productive and fulfilling life with as much independence and personal decision making as possible.

* Cognitive ability is the only separating factor between the categories

performance expectations
This list of Performance Expectations corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Complete personal care and health and fitness activities.
2. Complete domestic activities in personal living environments.
3. Manage personal work assignments.
4. Complete activities requiring transactions in the community.
5. Participate effectively in group situations.
6. Respond effectively to unexpected events and potentially harmful situations.
7. Manage unstructured time.
8. Proceed appropriately toward the fulfillment of personal desires.

supported independence in:
Social/Recreation/Leisure
Go to page 33
Adult Living
Go to page 34
Lifelong Learning
Go to page 35
Employment
Go to page 36
Supported Independence: Social/Recreation/Leisure

Environment: Home

Focus Area: Friendships
Person Centered Planning
circle of friends
interacting with neighbors/relatives

Domestic Resources
games (e.g., croquet, puzzles, cards)
hobbies
music
computer
television
family outings (e.g., eating out)
access to media (e.g., books on tape)

*Remember it might not be FUN if you didn’t choose it yourself.
*Provide a method for individuals to make choices.

Environment: Community

Focus Area: Local Government
parks and recreation

Local Resources
church activities
YMCA/YWCA
scouts
media (e.g., calendars of events, radio, TV, Internet, movies)
equestrian activities (therapy)
water recreation
clubs
libraries

Transportation
community access (e.g., bus, rural transit, taxis)

Sports Activities
spectator sports
participant (e.g., city leagues)

Volunteer Opportunities
museums
Meals on Wheels
hospitals
retirement homes
libraries
schools

Environment: School

Focus Area: Least Restrictive Environment
classroom options-general education
classes (individualized modifications)
extracurricular options (e.g., sports, clubs, scouts)

School-Sponsored Activities
pep rallies
fund raisers
holiday celebrations
concerts/plays
dances

School-to-Home Communications
(e.g., all school sponsored activities and resources: Community resources)

Collaborative Teaming
Person Centered Planning
circle of friends
Student Support Teams

Mentorships
PALS
peer mentors
adult community mentors
Big Brothers/Sisters program
Supported Independence: Adult Living

Environment: Home

Focus Area: Domestic Responsibilities
- cooking
- cleaning
- yard work
- make doctor's appointment
- store clerks
- post office
- laundry
- financial obligations
- manage personal care
- purchase/choose personal items (e.g., soap, clothes, food)
- schedule that can be followed independently (e.g., medication)

Transportation
- public transportation training
- community transit systems
- ride sharing
- allow for independent time/privacy

Access Service Providers
(e.g., Texas Mental Health Mental Retardation, Texas Rehabilitation Commission, Texas Commission for the Blind, ARCIL, The ARC)
- barrier-free environment
- independent living classes
- in-home support

Informational Resources
- budgeting (e.g., banking, bills)
- safety (e.g., 911, fire drills, basic first aid)
- social norms (e.g., neighbor relationship)

Housing Options
- supported living
- assisted living
- home-and community-based services

Environment: Community

Focus Area: Transportation
- public transportation options (e.g., ride share, bus, taxi)

Resources for Living Options
- supported (e.g., group home)
- assisted (e.g., apartment sharing)
- home-and community-based services

Adult Service Providers
- modifications to the home
- life skills education
- independent living centers
- legal assistance
- in-home nursing
- medical assistance and information

Community Organizations
- neighborhood watch groups
- civic responsibility groups
- neighborhood block gatherings
- Meals on Wheels
- churches
- food banks

Public Safety Organizations
- red cross
- fire department
- hospitals
- emergency medical services
- 911

Environment: School

Focus Area: Educational Services
- life skills
- home economics
- health and safety
- community-based instruction
- transition process

Counseling (Special Education)
- community linkages
- information on living options
- transition services

Transportation
- community transit system

Safety
- unexpected events or potentially harmful situations (e.g., school drills, role play situation, first aid)
Supported Independence: Lifelong Learning

Environment: Home

Focus Area: Transportation
opportunities for community exploration
public transportation
safety (e.g., cross streets)
ride share program

Community Transactions
banking
postal services
making appointments (e.g., hair, doctor, social services)

Opportunities to Make Decisions
appearance (type of dress)
nutrition (type of foods)
Person Centered Planning
advocacy/ self-determination issues

Information on Continuing Education
library
community college courses

Ordering/ Subscribing
food
magazines

Domestic Chores
house cleaning
cooking
shopping
laundry

Citizenship
voter registration
voting process

Environment: Community

Focus Area: Community Colleges/ Technical Schools/ Career Schools
adult basic education classes
informal classes
skills training

Community Activity Resources
distance learning
television/video

Community Organizations
religious organizations
community support groups
YMCA

Service Organizations
volunteer opportunities (e.g., humane society, community theater)
increase social skills (e.g., YMCA)

Environment: School

Focus Area: Educational Services
integrated classrooms
community-based instruction
school to work activities/ career pathways
extracurricular activities
transition activities
vocational adjustment classes
individual high school graduation plan

Computer Access
Internet
computer skills

Effectiveness Communication
how to get the point across
how to respond correctly to messages
how to greet and respond to greetings
how to ask questions to gain information
Person Centered Planning collaboration
Student Support Team mentor activities

Collaborative Teaming
team work skills (e.g., personal space, turn taking, respecting others, being honest)
advocacy in group settings (e.g., decision making based on desires, standing up for yourself)

Transportation
access community transit system
safety (e.g., cross streets)
mobility and orientation
Supported Independence: Employment

Environment: Home

Focus A rea:

Informational Resources
family/ relatives
Person Centered Planning team
friends
career guidance
career investigation

Job Skills
skill mentoring (e.g., computer, animal care, gardening)
chores
job shadowing
neighborhood jobs
time management
job initiation/completion
organization

Social Skills
self-advocacy
manners
cooperation
greetings/ introductions
grooming/ hygiene
personal space

Transportation
friends/family
mobility instruction
ride share/ car pools

Environment: Community

Focus A rea:

Community/ School Partnerships
job shadowing
assessments (e.g., situational, preferences and interests)
voluteer
career investigation
career fairs
mentors (e.g., Rotary clubs, Lion's clubs)
supported employment
community-based, vocational instruction
vocational adjustment services

Informational Resources
adult service agencies (e.g., Texas Commission for the Blind, ARCIL, The ARC, Texas Mental Health Mental Retardation, Texas Workforce Commission, Texas Rehabilitation Commission)
collaborative teams (e.g., Person Centered Planning, Student Support Teams)
temporary employment service
family and friend network

Employment Services
(e.g., Texas Workforce Commission, Private Industry Council/ Job Training Partnership Act, employment agencies, Texas Rehabilitation Commission, Department of Human Services, Texas Commission for the Blind, Social Security Administration)

Transportation
public transportation
ride sharing (e.g., co-workers/friends)
taxi vouchers

Environment: School

Focus A rea:

Educational Services
community-based vocational instruction
supported employment
vocational adjustment services
situational vocational assessment
functional portfolios (e.g., video resume)
career fairs
counseling and guidance (special education)
general education vocational classes
aptitude/interest inventory
transportation and mobility

School-to-Work Activities
career exploration
assessment
job shadowing
community service
volunteer

Collaborative Teaming
transition process
Person Centered Planning
Student Support Teams

*We do our best in jobs we choose & like
Participation

**What is Participation?**

An individual functioning within the participation category of performance expectations **has severe or profound mental impairment**. He is expected to require extensive ongoing support throughout adulthood. *Cognitive deficit* is significant, perhaps in combination with severe physical or sensory deficits. His need for continuous support necessitates educational targets of participation in life roles rather than independence. Preparation should strive for a maximum level of participation, not a level of skill. He should be informed of options and given opportunities to participate, not a level of skill. He should be informed of options and given opportunities to participate in personal decisions (what to wear, etc.). This individual is not able to generalize or transfer learning. He may perform a few daily living skills. His ability to perform activity-related tasks with any consistency is not reliable. His dependence on others for most, if not all, daily needs makes necessary an extensive ongoing support system. Integration of this individual as fully as possible into major life roles will require cooperative effort by home, school and community.

*Cognitive ability is the only separating factor between the categories*

**Performance Expectations**

This list of **Performance Expectations** corresponds to the PE Numbers on the Transition Decision-Making Matrix.

1. Engage in typical pattern of leisure activities in the home and community.
2. Engage in a typical pattern of interactions.
3. Engage in effective communication cycles.
4. Participate in personal care, health, and safety routines.
5. Reach desired locations safely within familiar environment.

**For Participation In:**

**Social/Recreation/Leisure**
- Go to page 39

**Adult Living**
- Go to page 40

**Lifelong Learning**
- Go to page 41

**Employment**
- Go to page 42
Participation: Social/Recreation/Leisure

Environment: Home

Focus Area: Friendships
circle of friends
Person Centered Planning
interacting with neighbors/relatives

Domestic Resources
games (e.g., croquet, puzzles, cards)
music
computer
television
hobbies
family outings (e.g., eating out)
access to media (e.g., books on tape)

Environment: Community

Focus Area: Local Government
parks and recreation
library activities

Local Resources
scouts
YMCA/YWCA
church activities
equestrian activities (therapy)
media (e.g., calendars of events, radio, TV)
water recreation
clubs

Transportation
community access (e.g., bus system, rural transit, taxis)

Sports Activities
spectator sports
participant (e.g., activate buzzer at basketball game)

Volunteer Opportunities
retirement homes
schools
museums
hospitals
libraries

Environment: School

Focus Area: Least Restrictive Environment
general education classes
(individualized transdisciplinary team support)

School-Sponsored Activities
spectator sports
pep rallies
fund raisers
holiday celebrations
concerts/plays

School-to-Home communications (e.g., all school-sponsored activities/resources)

Collaborative Teams
circle of friends
Person Centered Planning
Student Support Teams

Mentorships
PALS
peer mentors
adult community mentors
Big Brothers/Sisters program

*Remember it might not be FUN if you didn’t choose it yourself.

*Provide a method for individuals to make choices.
Participation: Adult Living

Environment: Home

Focus Area:
Domestic Responsibility
schedules that can be followed independently
(e.g., household chores)
meal preparation
cleaning
yard work
laundry

Transportation/Mobility
travel to familiar/unfamiliar areas within home and neighborhood

Health and Safety
communication personal needs (e.g., toileting, pain, hunger)
emergency procedures (e.g., health, weather, fire, intruders)
activities of daily living

Access Service Providers
(e.g., Texas Mental Health Mental Retardation, Texas Rehabilitation Commission, Texas Commission for the Blind, ARCIL, The ARC)
home modifications
barrier-free environment
respite care
in-home support

Housing Options
supported living
assisted living
home-and community-based services

Environment: Community

Focus Area:
Transportation
public transportation options (e.g., ride share, bus, taxi)

Resources for Living Options
supported living (e.g., group home)
assisted living (e.g., apartment living)
home- and community-based services

Adult Service Providers
modifications of the home
life skills education
legal assistance
independent living centers
in-home nursing
medical assistance and information
respite care

Community Organizations
neighborhood watch groups
civic responsibility groups
neighborhood block gatherings
Meals on Wheels
food bank

Public Safety Organizations
fire department
Red Cross
police department
EMS
hospitals
911

Environment: School

Focus Area:
Educational Services
life skills curriculum
transition process
community-based instruction

Counseling (Special Education)
transition services
community linkages
information on living options

Mobility
moving in familiar outdoor environments (e.g., school campus)
moving throughout familiar building (e.g., stores)

Health and Safety
routines for responding to potentially harmful situations (e.g., weather, fire, strangers)
routines for activities of daily living
communicating personal needs (e.g., toileting, pain, hunger)
provide opportunities for choice and indicate preferences
Participation: Lifelong Learning

Environment: Home

Focus Area: Opportunities for Communication
- communicating with familiar persons
- expressing stress/discomfort
- communicating with unfamiliar persons
- following routine schedules

Domestic Chores
- cooking
- shopping
- cleaning

Opportunities to Make Decisions
- food
- clothing
- environment
- people (e.g., friendships)
- Person Centered Planning process support

Mobility
- moving throughout domestic environments
- moving in familiar outdoor environments (e.g., yard, neighborhood)
- moving throughout familiar buildings (e.g., store, relative's home)

Environment: Community

Focus Area: Community Resources
- library
- summer youth programs
- parks and recreation
- informal classes (e.g., cooking, swimming, computer, arts/crafts)

Adult Service Providers
- personal/social skills
- independent living skills
- skills training
- mobility training - moving throughout familiar building, stores, workplace (traveling to specific locations)
- safety/health issues

Service Organizations
- volunteer opportunities (e.g., humane society)
- opportunities to increase social skills (e.g., boy/girl scouts)

Community Organizations
- religious organizations (e.g., volunteer, Bible studies)
- neighborhood watch committees (e.g., crime prevention, safety issues)
- community support groups

Environment: School

Focus Area: Educational Services
- integrated classrooms
- community-based instruction
- school-to-work activities
- extracurricular activities
- transition activities
- vocational adjustment classes
- individual high school graduation plan

Opportunities For Effective Communication
- recognize and establish communication activities/routines through behavior
- provide/develop communication cues
- nonverbal gestures
- create activities for a variety of interactions with a variety of people (custodians, principal, mailman, cafeteria workers, bus drivers, store clerks)
- interaction with peers

Transportation
- mobility
- access to community surroundings/events
- community transit system

Follow Routines
- hygiene/grooming routines
- eating routines
- daily schedules
- fitness routines
- safety routines

Computer Access
- choices

Collaborative Teaming
- Person Centered Planning (circle of friends, identify natural supports)
- inclusion support team
- Student Support Team
- establish mentor activities
**Participation: Employment**

**Environment**

**Home**

**Focus Area:**
- **Informational Resources**
  - family/relatives
  - friends
  - job investigation
  - Person Centered Planning team

**Job Skills**
- chores
- job schedule (e.g., object, picture/symbol)
- observations of strengths & interests

**Social Skills**
- greetings/introductions (e.g., smiling)
- cooperation
- grooming/hygiene
- expression of needs

**Transportation**
- friends/family
- ride share/car pools
- community transit

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**Community**

**Focus Area:**
- **Community/School Partnership**
  - supported employment assessments (e.g., situational, preferences and interests)
  - natural supports
  - community-based vocational instruction
  - volunteer
  - mentors (e.g., Rotary clubs, Lion’s clubs, senior citizen’s activity centers)
  - vocational adjustment services

**Informational Resources**
- adult service agencies (e.g., Texas, Commission for the Blind, ARCIL, The ARC, Mental Health/Mental Retardation, Texas Rehabilitation Commission, Texas Workforce Commission)
- collaborative teams - (e.g., Person Centered Planning, Student Support Teams)
- family and friend network

**Employment Services**
- (e.g., Texas Workforce Commission, Private Industry Council/Job Training Partnership Act, employment agencies, Texas Rehabilitation Commission, Department of Human Services, Texas Commission for the Blind, Social Security Administration)

**Transportation**
- taxi voucher
- community specialized transportation (life buses)
- car pools/ co-workers
- friends

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**School**

**Focus Area:**
- **Educational Services**
  - supported employment
  - functional portfolios (e.g., video/resume)
  - community-based vocational instruction
  - vocational adjustment services
  - situational vocational assessments
  - transportation and mobility

**School-to-Work Activities**
- community services
- volunteer

**Collaborative Teaming**
- Person Centered Planning
- Student Support Team
- transition process

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*We do best in jobs we choose & like*
Notes

Transition Is For Everyone!
“SHORTCUT TO TEACHING THE TRANSITION DECISION-MAKING MATRIX”

1st - Hand out copies of the Transition Decision-Making Matrix, the Performance Category Definitions (pages 6 & 7), and the Explanation of the Performance Expectations (pages 11-12) to each person at the meeting.

2nd - Explain the Transition Decision-Making Matrix. Look at the horizontal axis and find each of the Life Domains. Explain to the group that the 4 areas found in the Life Domains are the 4 areas that the federal law has required in IDEA-B. These are the primary areas that determine success for a person as an adult. Next, look at the vertical axis and verbally explain each of the Independence levels. This provides a clearer idea of the student’s Independence level. A group can then move forward to work together in a collaborative manner. Start with Full Independence and explain this level in layman’s terms giving real life examples. Full Independence is the easiest level to begin with because most of the people in the meeting are fully independent and can relate to this level easily. Proceed down the vertical axis and explain each of the independence levels.

3rd - Give each person a different color highlighter. The trainer will lead the group through the Transition Decision-Making Matrix slowly and methodically. The trainer needs to pick one of the Life Domains, such as Social/Recreation/Leisure, and lead the whole group in highlighting the Independence Level most accurately matching the student’s current functional ability in that particular area (Social/Recreation/Leisure). Usually, the participants will ask if a student can be functioning between levels. The trainer should show the participants the various ways in which the boxes can be highlighted. The boxes can be highlighted by placing a square around the box and have the student’s performance fall directly within that functioning level or if the student is showing strengths that fall between boxes, then the trainer needs to show how this could be highlighted.

4th - Once the boxes have been highlighted, the trainer will then have the participants pull out the explanation page for the Performance Expectations. The participants often have questions about what the numbers mean inside of the boxes. At this point, the trainer shows the Performance Expectations in the Full Independence box and gives real life examples in which the group can relate. The trainer then explains that the participants should pick no more than 3 Performance Expectations for the student to work on that school year. Often, the question is which Performance Expectation to pick. The trainer needs to guide the group and tell them that the Performance Expectations are chosen according to safety, age appropriateness, and current functioning ability (needs). Participants will circle the Performance Expectation(s) that currently apply to the student.
NOTE

The goal is to pick Performance Expectations that will help move the student from maximal support in the Independence level where they are functioning to minimal support in that Independence level. The ultimate goal is to target the next Independence Level, if that is at all possible.

5th - At the conclusion of the highlighting and prioritizing activity, the trainer needs to have everyone pass their Transition Decision-Making Matrix up to the trainer. The trainer will then take a blank Transition Decision-Making Matrix and use a different color of highlighter to plot the input from each participant. Once the Matrix is complete, it looks like a “Picasso of Transition”. The trainer then tallies the Performance Expectations and discovers which areas have been assessed as the most “critical” need areas.

6th - At this juncture, the trainer then points out to the team that the tallied areas are a collaborative way to tie the needs of the student into the goals and objectives for the next school year which are all based on the bigger transition goals. This tool aids in bringing a group to consensus. This tool also allows all of the professionals to write collaborative goals and objectives. The student can then be a part of the team helping to assess their goals and objectives each 6 weeks.

7th - Once the team has concluded this activity, then the group can effectively conduct an Individual Transition Plan meeting with the student. The trainer will give a copy of the Transition Decision-Making Matrix that has been highlighted to reflect the entire group’s assessment to the members of the team. The trainer needs to encourage the participants to keep the definitions of the Independence Levels and the definitions of the Performance Expectations.

8th - The Decision-Making Matrix should be re-administered every year to monitor progress. The team needs to focus on goals and objectives that impact long term individual outcomes in the Individual Transition Plan.

9th - Collaboration using the matrix to identify Independence level and priority Performance Expectation could take no more than 20 minutes. Enjoy the process!