

## Transition Service Plan

<b>Name:</b> Carly Marley	<b>Projected Date of Graduation:</b> 5-24-18	<b>Date of Initial Transition Plan:</b> 5-12-15 <b>Update:</b> 5-10-16
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**Desired Measurable Post Secondary/Outcome Completion Goals** *(These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment)*

**Education/ Training:** Carly will attend a four-year college or university to pursue a degree in sociology.

**Employment:** Carly will obtain full-time employment as a social worker/counselor.

**Independent Living (as appropriate):** Carly will live independently, away from her parents.

**Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments** *(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)*

Carly is a 17-year-old junior with low vision due to Retinis Pigmentosa. Per a recent vocational evaluation, Carly's interests lie in the human services occupational cluster. According to the ECC Screening Interview tool, Carly needs to work on several functional skills in the areas of Social Interaction, Technology, Self-Advocacy, and Career-Vocational. She has strong verbal, organizational, and computer skills. Carly is pursuing a regular diploma, is in the top 1% of her class, and is taking classes in the Health and Human Services Career Pathway. She has successfully completed some Advanced Placement courses and received 5's on her AP exams. Carly works part time at CVS as a stock clerk.

*Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.*

**I. Education/Training** (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Carly will demonstrate self-advocacy skills in 8 out of 10 situations, focusing on the following: <ol style="list-style-type: none"> <li>Initiating personal involvement in group activities.</li> <li>Identifying her visual needs/ accommodations to teachers and staff.</li> </ol>	1a. Meet regularly with VI teacher to work on these skills. 1b. Practice these skills in a "safe" environment (home, role playing with a trusted staff member or co-worker).	1a. Carly, VI teacher  1b. Carly, parents, VI teacher, employer	
2. Carly will utilize Assistive Technology at school, home and work, as needed in 9 out of 10 situations.	2a. Complete the "Student Self-Assessment" to determine AT needs. 2b. Try out various magnification devices and read-aloud software that may be helpful. 2c. Select and acquire the AT needed. 2d. Train Carly on how to use her AT. 2e. Complete trials and follow-up on the selected AT	2a. Carly, VI teacher  2b-2d. Carly, VI teacher, "Tools for Life" rep.  2e. Carly, VI teacher	

<b>II. Development of Employment</b> (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)			
Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Carly will identify and utilize 2 forms of transportation.	1a. Investigate Gwinnett Transit System and MARTA website to learn bus and train routes. 1b. Investigate/organize various taxicab/ van services in her community.	1a.and 1b. Carly, VI instructor, mobility instructor, parents	

<b>III. Community Participation</b> (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.)			
Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Carly will participate in at least 3 activities per month with a peer group. .	1a. Participate in activities at school (dances, sporting events, fine arts events, etc.) 1b. Join a study group through Beta Club at school. 1c. Research/visit the STARS (Social, therapeutic, Academic, Recreational Services) program through the Center for the Visually Impaired (CVI).	1a. Carly, parents, VI teacher  1b. Carly, Beta Club advisor 1c. Carly, parents, VI teacher	

<b>IV. Adult Living Skills</b> (Goals based on skills for self-determination, interpersonal interactions, communication, health /fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)			
Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Carly will obtain the necessary supports and accommodations to live independently by completing the following 3 activities:	1a. Enroll in and complete Home Economics class.  1b. Identify accommodations for independent living.  1c. Gather information about, and consider attending, the New View Adult Rehabilitation Program classes offered through the CVI.	1a. Carly, VI teacher, home ec. teacher 1b. Carly, VI teacher, “Tools for Life” rep. 1c. Carly, VI teacher, CVI representative	

<b>V. Related Services</b> (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)			
Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Carly will meet with the Vocational Rehabilitation counselor at least 3 times to prepare for the transition to college and work.	1a. Complete a VR intake form online. 1b. Complete a battery of vocational assessments. 1c. Create a work plan, which will include assistance with college needs.	1a.-1c. Carly, parents, VR counselor, VI teacher	

