

Transition Talking Points

Student Name: _____ Grade: _____ Date: _____

Student's Strengths/Interests/Preferences:

- Has the student had input on any changes since the last IEP?
- Do these align with the student's intended career goal?
- Do these connect to educational/postsecondary plans?

Student's Living Assessment:

- Does the student have living skills comparable to peers?
- Can the student take care of personal needs independently?
- Can the student take medicine independently? Get up and get ready independently?
- Does the student have comparable money/budgeting skills as peers?

Student's Learning Assessment:

- Has the student made strong progress toward his/her goal areas?
- How will the student's current academic areas impact the intended career goal?
- What does the student need to do to help reach the intended career goal?

Student's Working Assessment:

What transferrable skills are the student's strengths? (mark "S") Are areas that need to improve? (mark "I")

- | | |
|--|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Punctuality |
| <input type="checkbox"/> Works Independently | <input type="checkbox"/> Asks for help when needed |
| <input type="checkbox"/> Accepts constructive criticism | <input type="checkbox"/> Completes tasks on time |
| <input type="checkbox"/> Completes quality work | <input type="checkbox"/> Works well with others |
| <input type="checkbox"/> Respects authority | <input type="checkbox"/> Advocates well |
| <input type="checkbox"/> Has Driver's License/Transportation | <input type="checkbox"/> Complies with workplace rules |
| <input type="checkbox"/> Hygiene | <input type="checkbox"/> OTHER: |

Student's Working Assessment (continued):

- Has the student had any work experience/job shadow (paid or unpaid)?
- Does the student have a current job? If yes, approximate number of hours per week: _____

Postsecondary Expectation for Living:

- Does the student's current skill level support reaching this expectation?
- What independent living skills, if any, still need to be improved?
- Are connections with county agencies in place, if needed?

Postsecondary Expectation for Learning:

- Is the student's career plan reasonable given the remainder of high school?
- Does the student complete classwork independently or is reliant on prompts?
- What accommodations/modifications can be reduced to help prepare for postsecondary work?
- What classes/activities are recommended to help reach the desired career goal?
- Can the student explain in detail the desired job expectations and the training needed?

Postsecondary Expectation for Working:

- Does the student currently demonstrate positive work habits?
- Does the student have any limitations that will impact this career?

GOALS:

- Are the goals working on essential skills or do they need to be readjusted?

Supports/Linkages:

- Has the Voc Rehab Counselor connected with the student?
- Is the student currently receiving support from any other community services?
- Does the student/parent understand that accommodations/modifications provided at the high school level do not automatically follow at the college level?