

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student: Jennifer Doe

SASID: #####

Age: 18

Date form completed: 1/20/07

Anticipated date of graduation: June 2009

Current IEP dates from: 1/25/07 to: 1/25/08

Anticipated date of 688 referral, if applicable: 6/1/07

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

Jennifer is interested in working at a law firm. She has learned a lot from participating in her own Team meetings and wants to be able to help other individuals with disabilities.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

IEP Goal Focus: Expressive Language

- Jennifer needs to develop age-appropriate language for social situations.

IEP Goal Focus: Problem Solving

- Jennifer needs to utilize and use good problem-solving strategies in order to respond to new and challenging situations and not simply refusing to participate.

IEP Goal Focus: Reading

- Jennifer needs to be able to use decoding and comprehension skills to get information from written materials.

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ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the ACTION PLAN needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction: Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?** *Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.*
- **Employment: Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?** *Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.*
- **Community Experiences/ Post School Adult Living: Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?** *Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.*

Ongoing

Jennifer will continue to take courses and receive supports so that her written language and mathematical skills continue to develop.

June 2007

A 688 form will be filed with DMR in June 2007.

Fall 2007

Jennifer will work in the high school administration office for one period per day. This will help her develop organizational and clerical skills in preparation for a job placement in the spring.

Spring 2007

The school and the local one-stop career center will help Jennifer participate in a supportive job placement experience with a local law firm.

Jennifer will concurrently enroll in one course at the local community college, if possible.