

Transition Project

Molleigh Rinke

Student: Sean(pseudo name)

Introduction: In this transition project, I will be giving a brief overview on the students background as well as their strength, preferences, interest, and needs for both present time and future. To fully understand Sean, I conducted interviews with the guardian, the student, the special education teacher, and the case manager. I used the AIR self-determination scale and the school transition survey to create this transition plan for my student. The AIR self determination study focuses on identifying goals and setting a plan to achieve those goals. This is focusing on things the student does, how he feels what happens at school and what happens at home. This allows me to get a better idea of how the student perceives himself and what goals he is motivated to work on. Next, the comprehensive high school transition survey focuses on job training, job related strengths and weaknesses volunteering, independent, living skills, and using this information post secondary education training. Using this information, I will create goals both post secondary and annual goals for Sean to complete.

Student Background: Sean is a 15 year old sophomore with a specific learning disability in mathematics and language processing. He receives special education services for struggles in reading, comprehension, written expression, and math computation. He is currently enrolled in general education courses and receives the accommodations of extended time speech to text and audio to achieve passing grades. He currently lives with his grandmother.

Present Levels of Performance/SPIN: This information is supported by the AIR Self-determination Scale and the Comprehensive High School Transition Survey shown at the end of this document.

Strengths: Successfully passes courses using his accommodations, strong hands-on talent, responsible and hardworking and has a strong interest in automotive engines. Sean effectively uses his accommodations and has met all state testing requirements. He shows he is hard-working by having a part-time job at a local grocery store and it is noted by his grandma that it has helped him become more responsible with this time and he enjoys the independence of the job to get around and move and earn his own money. Sean also performs well with non-fiction and technical writing.

Interests/Preference: He has shown interest in enlisting in the military and working with diesel engines. He enjoys working with his hands, staying busy. His favorite class is Art and he is looking forward to taking automotive courses. Sean enjoys disassembling and reassembling motors and engines for fun and has shown working with his hands is his preferred way of learning. (*Comprehensive High School Transition Survey*)

Needs: He stated in his Transition Survey that he wants to improve self-advocacy skills and wants to work on communicating his needs to adults. He needs more instruction on independent living skills and needs support with writing organization and math computation strategies. Sean stated in his interview he does not know how to live on his own because his grandmother currently manages all the household tasks. His teachers report that he hurries through his work, especially in multiple step equations and makes multiple mistakes. He needs consistent reminders to slow down and take his work one step at a time. He is also currently working on reading and understanding fictional texts. (*AIR Self-Determination Scale*)

Post-Secondary Goals and Annual Goals:

Goal #1: Education/Training

Post-Secondary: Following high school graduation Sean will enroll in a post secondary technical training program to earn a certification or degree in diesel engine mechanics, or a related skill trade in order to pursue his interest in hands-on mechanical work.

Annual Goal: By June 2026, when presented with program options in the automotive and diesel field Sean will research and complete applications for two trade specific programs or community college courses and identify required admission documents and deadlines with a weekly check-in with his case manager.

Goal #2: Employment

Post-Secondary: Following the completion of post secondary training, Sean will seek employment as a diesel, mechanic or automotive technician in a professional shop or organization to utilize his hands-on talent and preference for active work.

Annual Goal: By June 2026, Sean will use his current grocery store employment experience to create a professional résumé that includes his job responsibility, technical skills, and work ethic. He will then participate in to mark interview interviews with school staff and achieve a score of 75% or higher using an interview skills rubric, showing effective communication of his strengths and experience.

Goal #3: Independent Living

Post-Secondary: Within one year of securing full-time employment, Sean will have his own housing and live independently, effectively, managing his personal finances, scheduling and self advocacy for his needs.

Annual Goal: By June 2026, Sean will independently and proactively initiate a discussion with three new adults about his learning, needs strength and accommodations. This will be measured by him creating a script that gives a clear explanation of his SLD to specific traits and three necessary accommodations that will be scored by the special education teacher with 80% accuracy across the three separate opportunities.

Transition Services & Activities:

Planned Course of Study:

During his time at school, Sean will be receiving academic support with the ELA and math teachers by providing continuous math, strategy monitoring and teaching the consistent use of graphic organizers to improve his writing organization.

To achieve his education or training goal, Sean will engage in a career interest in exploration and program research during his junior year, visiting trade schools and community colleges that offer diesel or automotive technology programs. The special education, teacher and school counselor will assist in this by providing application assistance for admissions and financial aid. Sean will also contact the disability office to

allow Sean an early low stakes opportunity to practice his self advocacy skills by discussing the accommodation process during college and trade levels.

For his employment goal, he will focus on workplace readiness. Working with his guidance counselor, he will specifically practice using his accommodations for workplace documents, such as writing order repairs. This will be reinforced by résumé and interview training and the coordination of a formal job shadow at a diesel mechanic facility during his senior year.

Lastly, to work on his independent living goal, Sean will be using a self-made script to communicate his needs to new adults, as well as an independent living curriculum, focusing on areas such as budgeting, managing money from his part-time job and paying bills. The guidance counselor will also ensure an agency connection is made with the community resources to support future independent living.

Collaboration Plan:

Sean's collaboration plan is centered around his active involvement in his IEP where he will lead parts of his annual meetings by presenting his goals and accommodation needs. He will also be responsible for setting interacting his own quarterly goals for independent living practice at home. His grandma will fill out a simple home-school communication, log with the case manager and allow feedback on independent living skills. Sean has been practicing at home and cheering updates from his part-time job. Biweekly the special education teacher will meet with the math and ELA teachers to review the data on Sean's application strategies to ensure a consistent approach across the curriculum. After finding outside agencies, Sean will invite during junior year a representative from a local trade program to the IP meeting to present options and discuss support services. Finally collaboration with the team will be discussed during the senior year by creating a transition summary of performance where Sean will work with the case manager to drop this documents, detailing his SLD and the effectiveness of his high school accommodations and specific strategy he needs, which streamlines the process for any future program or job

Timeline

Sophomore Year

The sophomore year will be focusing on foundational skills and planning. The activities that will be used will be self advocacy training and ongoing math and writing strategy monitoring by his teachers. In the spring, the transition planning meeting will be held to tailor his own post, secondary goals, and he will select in automotive technology for his next year schedule.

Junior Year

Junior year will focus on exploration and application. The fall semester will involve career research and program visits to two target diesel in trade programs. Throughout this year, Sean will begin the independent living skills curriculum in his life, skills, and finance course. In the spring, he will complete applications for two trade or community college programs and draft his resume based on his current job experience.

Senior Year

Finally, his senior year will concentrate on the final preparation and implantation of his hard work. In the fall, he will begin a formal job shadow. This will be followed in the fall by mock interviews with community partners. Then during the winter he will finalize independent living skills such as cooking and paying bills with the supportive grandmother. In the spring semester, you will complete the summary of performance completion for his transition out of high school. Finally, his last step is activating the VR services to help fund his training or assist in job placement to help him succeed towards his post secondary goals.

Documents

COMPREHENSIVE HIGH SCHOOL TRANSITION SURVEY

TRANSITION ASSESSMENT/INTERESTS, PREFERENCES, STRENGTHS & NEEDS

Full Name: Sean Smith Birthdate: 11 / 21 / 2010 Age: 15
Address: 123 Mulberry Lane
Phone#: 586-899-4596 Cell#: N/A Disability: SLD
Parent/Guardian Name: Mary Lou Smith Work#: 586-899-9654

JOBS & JOB TRAINING

FUTURE ADULT GOAL: After high school, the kind of job I would like to have is:
(List some careers that you are interested in)

Military, automotive engineering, diesel mechanics

Circle the paid or unpaid jobs that you have had:

Farm work Babysitting Housecleaning Lawn Mowing

Odd Jobs

Other (List): grocery store

Which was your favorite? grocery store

Why? moving around and making money

Which was your least favorite? N/A

Why? N/A

Do you currently have a job? YES / NO

Where do you work? grocery store

What are your responsibilities? stocking shelves, organization,
putting together inventory

Circle the items that best describe what you like in a workplace:

Part-time

Near home

Money

Outdoor

Full-time

Sit down

Active & Physical

Indoor

Large business

Small business

Being with people

Alone

Work for someone

Working with hands

Money is most important

Own your own business

Working with pen & paper

After I graduate from high school, I will get a job and work right away? YES / NO

Would your disability affect your job? YES / NO

How? struggling to fill out documents

Do you have a resume? YES / NO

Have you participated in an interview? YES / NO

Where? the grocery store

Have you filled out a job application? YES / NO

For what company? Mulberry Store

Do you willingly follow directions? YES / NO

Do you follow through on directions given at home? YES / NO

Circle your job-related strengths (things you are good at) and put an "X" on your job-related weaknesses (problems):

Kids your own age

Older people/adults

Making eye contact

Listening carefully when others speak

Basic education

Stand up for your rights

Personal or family problems

Finish work with reminders

Figure out the next thing to do

Age

Change from one job to the next

Get to work/school on time

Keep mind on assignments

Able to ask questions

Treating others with respect

Accepting help

Chemical dependency

Confidence

Using time wisely

Grooming

Attitude

Circle the volunteer work you have done in your community:

Clean ditches

Work at church

Teach Sunday school

Child care

Girl Scouts

Boy Scouts

Other: _____

Do you independently get ready for school? YES / NO

Do you get to school on time? YES / NO

Do you start tasks on your own without being told? YES / NO

Do you have good school attendance? YES / NO

Do you usually make an effort to do your best? YES / NO

Do you use a calendar or planner to organize yourself? YES / NO

Do you shove or push in the hallway? YES / NO

Do you give your friends "put downs"? YES / NO

Do you use your time in class to work on assignments? YES / NO

Do you cooperate with others when working on projects? YES / NO

Are you organized at school? YES / NO

POST SECONDARY EDUCATION & TRAINING

FUTURE ADULT GOAL: After high school, I would like to:

Do nothing

Join the military

Unsure

Get a full-time job

2 year technical college: where? Martin college 4 year college: where? _____

Circle the things in school that are difficult for you:

Students

Teachers

Lunch time

Attendance

Bus

Rides

Activities

Tardiness

Which classes are the most difficult for you? Math and Reading/writing

Why are they hard for you? It is tough to organize my thought and slow down.

Which classes are the easiest for you? Art

Why are they easy for you? I don't have to use my brain as much.

Do you cooperate with others when working on projects? YES / NO

Circle the accommodations (help) that you ask your teachers for:

More time to complete tasks

Help with reading

Use of a calculator

Modified tests

Different seat arrangement

Help with spelling

Help taking notes

Shortened tests

Shortened assignments

Other: _____

Circle what could help you to be more successful in school:

Do homework at home

Learn how to study

Read for fun

Quiet/special place to study at home

Review information on my own

Are you currently working to the best of your ability in school? YES / NO

How much time do you spend completing homework each night? 1/2 hours

Do you have good study skills? YES / NO

How do you learn the best?

Lecture (hear it)

Visual (see it)

Doing things w/your hands

What are your responsibilities? get the assignment done and turned in on time

How do you plan to pay for college or training after high school?

Parents

Yourself

Loans

Scholarships

Circle the places you go to...

What does IEP stand for? Individualized Education Plan
Who can you get a copy of your IEP from? Ms. Rinke (Sped. Teacher)

Circle the following things that you need help with:

- Reading:** Fill in the blank questions Essay questions Short books
 Homework instructions Restaurant menus Novels
 Newspaper headlines Cooking directions Textbooks
 True/False questions Magazine or newspaper articles
 Recognizing words Understanding what you have read
- Writing:** Short answers on tests Essay answers on tests Spelling
 Punctuation Letter to a friend Directions to someplace
 Phone message Paper for a class
Job application Grocery list
- Math:** Adding Subtracting Multiplying
 Dividing Exact measurement Fractions
 Using a calculator Figuring length of trips Decimals
Making change Developing a budget

My level of motivation to succeed in school is: _____ High _____ Medium _____ Low

COMMUNITY PARTICIPATION

FUTURE ADULT GOAL: After high school, I would like to participate in the following:
(Circle all that you might do)

- Church Group Volunteer Fire Department Rescue Squad
 Club Plays Concerts
 Sports: Bowling Volleyball Softball Basketball Swimming
 Others: _____

- Have you taken Driver's Education/Behind the Wheel Training? YES / NO
 Have you taken your Permit test? YES / NO Did you pass? YES / NO
 Do you have a NC Driver's License or a NC ID Card? YES / NO
 Do you have a savings account? YES / NO A checking account? YES / NO
 Do you have a credit card? YES / NO

Circle the places you go regularly in your community:

<u>Work</u>	Bowling	<u>Library</u>	<u>Movie</u>
Grocery shopping	Pool	Health club	Post Office
Laundromat	<u>Parks</u>	Mall	Plays
Museums	Concerts	Church	<u>Sporting events</u>
Court house	<u>Job service</u>	<u>Dentist</u>	Doctor
Community Ed. & Rec.	<u>Boy Scouts</u>	Girl Scouts	FFA
4-H	Other: _____		

Circle all the modes of transportation you use to get around in the community:

<u>Parents/relatives car</u>	Drive self	<u>Walk</u>	<u>Bike</u>
Car-pooling with friends	Friends car	Taxi	Bus

Circle the appointments that you make yourself:

Hair	Doctor	Dentist	Other: _____	<u>None</u>
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Do you keep appointments that you or someone makes for you? YES / NO

If you can't make it to an appointment, do you call and let them know? YES / NO

Do you know how to use a pay phone? YES / NO

RECREATION & LEISURE

FUTURE ADULT GOAL: After high school, in my free time, I would like to:

Find a club

List your hobbies? Fixing cars.

Do you enjoy reading for fun? YES / NO Circle the things you enjoy reading:

Newspaper	<u>Magazine</u>	Novel Books
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Where did you go and what did you do on your last vacation? YES / NO

Have you helped plan a vacation? YES / NO If yes, where? _____

What do you like to do when you have free time alone? watch car videos.

What do you like to do when you have free time with friends? take apart engines / video games

What do you like to do when you have free time with family? movies w/ grandma.

Circle the places you go for fun:

Mall	<u>Out to eat (restaurants)</u>	<u>Movies</u>	<u>Gym</u>
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Sporting events Other: _____

the sports you enjoy watching: basketball, football.

Do you exercise regularly? gym YES NO What do you do? workout at the

Circle the activities that you enjoy participating in:

- | | | | | |
|---|--|---|--|--|
| Walking | Rollerblading | Volleyball | Gardening | Playing an instrument |
| Construction | Hunting | Fishing | Swimming | Being with animals |
| <input checked="" type="radio"/> Biking | Hiking | <input checked="" type="radio"/> 4-Wheeling | Bowling | Listening to music |
| Boating | <input checked="" type="radio"/> Baseball | Concerts | Playing cards | Writing letters |
| Sewing | Shopping | Crafts | <input checked="" type="radio"/> Camping | Canoeing |
| Riding a horse | <input checked="" type="radio"/> Lifting weights | Skiing | <input checked="" type="radio"/> Movies | <input checked="" type="radio"/> Watching videos |
| Car racing | <input checked="" type="radio"/> Fixing cars | Reading | Running | |

Circle the school extracurricular activities that you currently participate in:

- Plays Yearbook Dances Sports School clubs
- Name two people you consider as very close friends Adam Cameron
- Name two people you consider as friends Jane Andrew
- Name two people you consider as acquaintances Annie Whathy
- What do you when you get home from school? eat
- What do you do on the weekends? play video games
- Have you ever taken a trip to another part of NC? YES / NO If yes, where? _____
- Have you ever taken a trip to another state? YES / NO If yes, where? Ohio
- Have you ever taken a trip to another country? YES / NO If yes, where? _____

INDEPENDENT LIVING SKILLS

FUTURE ADULT GOAL: After high school, I would like to live:

- | | | | |
|---|---|--|-------------------|
| At home | In a house | <input checked="" type="radio"/> Apartment | College dormitory |
| In a big city | <input checked="" type="radio"/> In the country | In a town | With relatives |
| <input checked="" type="radio"/> With friends | Alone | Group home | |

Underline the chores you know how to do and circle the ones you do regularly:

- | | | | | |
|--------------|--|--|----------------|--|
| Cook | Dust | Dishes (by hand or dishwasher) | Vacuum | Take out garbage |
| Garden | sweep | Wash, fold or put away clothes | Shovel snow | Mow the lawn |
| Rake leaves | <input checked="" type="radio"/> Make your bed | <input checked="" type="radio"/> Clean bedroom | Clean bathroom | <input checked="" type="radio"/> Shovel snow |
| Wash windows | Grocery shop | | | |

If you had to make breakfast for your family, what would it be? toast and fruit

If you had to make lunch for your family, what would it be? Sandwiches and chips

If you had to make supper for your family, what would it be? Chicken tenders
and veggies

Do you eat well balanced, healthy meals each day? YES / NO

Do you limit the amount of junk food you eat? YES / NO

Do you maintain your weight at a good level? YES / NO

Can you use basic tools to fix things around the house? YES / NO

Can you independently take medication according to the label? YES / NO

List any major medical problems that you have: N/A

What time do you usually go to bed? 11pm

Get up? Are you tired in school? YES /

NO

Do you have good health habits (avoid tobacco, alcohol, drugs, etc.)? YES / NO

Do you have good personal grooming and hygiene habits? YES / NO

AIR Self-Determination Scale[®]

STUDENT FORM

Student's Name Sean Smith Date 11/29/25
School Name Mulberry High School Your Grade Soph.
Your Date of Birth 11 21 2010
Month Day Year

HOW TO FILL OUT THIS FORM

Please answer these questions about how you go about getting what you want or need. This may occur at school, or after school, or it could be related to your friends, your family, or a job or hobby you have.

This is not a Test. There are no right or wrong answers. The questions will help you learn about what you do well and where you may need help.

Goal You may not be sure what some of the words in the questions mean. For example, the word **goal** is used a lot. A **goal** is something you want to get or achieve, either now or next week or in the distant future, like when you are an adult. You can have many different kinds of goals. You could have a goal that has to do with school (like getting a good grade on a test or graduating from high school). You could have a goal of saving money to buy something (a new iPod[®] or new sneakers), or doing better in sports (getting on the basketball team). Each person's goals are different because each person has different things that they want or need or that they are good at.

Plan Another word that is used in some of the questions is **plan**. A **plan** is the way you decide to meet your goal, or the steps you need to take in order to get what you want or need. Like goals, you can have many different kinds of plans. An example of a plan to meet the goal of getting on the basketball team would be: to get better by shooting more baskets at home after school, to play basketball with friends on the weekend, to listen to the coach when the team practices, and to watch the pros play basketball on TV.

The AIR Self-Determination Scale was developed by the American Institutes for Research (AIR), in collaboration with Teachers College, Columbia University, with funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement HO23J200005

THINGS I DO

1. I know what I need, what I like, and what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. I set goals to get what I want or need. I think about what I am good at when I do this.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things I Do – Total Items 1 + 2					7
3. I figure out how to meet my goals. I make plans and decide what I should do.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. I begin working on my plans to meet my goals as soon as possible.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things I Do – Total Items 3 + 4					6
5. I check how I'm doing when I'm working on my plan. If I need to, I ask others what they think of how I'm doing.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
6. If my plan doesn't work, I try another one to meet my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things I Do – Total Items 5 + 6					5

Please go on to the next page ⇒

HOW I FEEL

1. I feel good about what I like, what I want, and what I need to do.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. I believe that I can set goals to get what I want.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
How I Feel – Total Items 1 + 2					6
3. I like to make plans to meet my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. I like to begin working on my plans right away.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
How I Feel – Total Items 3 + 4					5
5. I like to check on how well I'm doing in meeting my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
6. I am willing to try another way if it helps me to meet my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
How I Feel – Total Items 5 + 6					6

Please go on to the next page →

WHAT HAPPENS AT HOME

1. People at home listen to me when I talk about what I want, what I need, or what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. People at home let me know that I can set my own goals to get what I want or need.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

What Happens at Home – Total Items 1 + 2

8

3. At home, I have learned how to make plans to meet my goals and to feel good about them.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. People at home encourage me to start working on my plans right away.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

What Happens at Home – Total Items 3 + 4

7

5. I have someone at home who can tell me if I am meeting my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
6. People at home understand when I have to change my plan to meet my goals. They offer advice and encourage me when I'm doing this.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

What Happens at Home – Total Items 5 + 6

9

Please go on to the next page ⇒

WHAT HAPPENS AT SCHOOL

1. People at school listen to me when I talk about what I want, what I need, or what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. People at school let me know that I can set my own goals to get what I want or need.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
What Happens at School – Total Items 1 + 2					5
3. At school, I have learned how to make plans to meet my goals and to feel good about them.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. People at school encourage me to start working on my plans right away.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
What Happens at School – Total Items 3 + 4					6
5. I have someone at school who can tell me if I am meeting my goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
6. People at school understand when I have to change my plan to meet my goals. They offer advice and encourage me when I'm doing this.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
What Happens at School – Total Items 5 + 6					6

Please go on to the next page ⇒

PLEASE WRITE YOUR ANSWERS TO THE FOLLOWING QUESTIONS...

Give an example of a goal you are working on.

Advocating for myself.

What are you doing to reach this goal?

Talking to adults about my needs.

How well are you doing in reaching this goal?

Sorta well, I need more help for opportunities to share out.

THANK YOU!