

Case Study: Wayne

A. Case Background

Name: Wayne

Age: 18

Disability category: Behavioral disorder

Race/ethnicity: White

Pertinent family characteristics:

- Lives with parents, who are in the process of separating
- Mother and father hold skilled labor positions

Likely employment/further education settings: Full-time employment; no plans for postsecondary education or training

Likely living arrangements: Independent or with family members

B. Key Features of the Case

The following statements are provided to assist the reader in understanding the key features and context of this case:

- Family was in some disarray at the time when the transition planning assessment was conducted. As a result, Wayne's parents did not complete a Home Rating Form for him.
- It is important to recognize that Wayne often is capable of performing certain tasks; however, due to a lack of motivation, he often does not perform the skills associated with these tasks.
- Wayne stays pretty much to himself and does not have many friends.
- He has very limited information about careers and, for this reason, the decision was made to administer some Level 3 instruments and bypass completing any of the items in the Career Choice and Planning and Employment Knowledge and Skills areas.
- He has encountered the juvenile justice system.
- The primary transition planning areas needing further assessment and specific planning are
 - Career Choice and Planning
 - Employment Knowledge and Skills
 - Health
 - Interpersonal Relationships

C. Scenario

Wayne is an 18-year-old senior who is classified with a behavior disorder. He was first classified in the fifth grade and has received instruction in special education and general education. In high school, he has attended general education classes in all subjects except English. The decision to place Wayne in a self-contained English class that serves students with a variety of disabilities

was based on documentation of below-grade-level reading and written language skills. Wayne reports that he “hates” reading and writing tasks, although teachers observe that he often reads bodybuilding and gaming magazines that he brings to school from home. He is already behind in credits and is at risk for high school completion.

Wayne typically isolates himself in the classroom. He is generally quiet, and he rarely engages in classroom activities or discussions with other students. He must be prompted to complete assignments, preferring to “just take a zero” for classroom activities and homework. His grades are not satisfactory; he is currently in danger of failing most subjects, many of which are his freshman-level courses that he failed during the previous academic year. Wayne has an explosive temper. He was involved in a fistfight after school when he was in the eighth grade, and this behavior resulted in a suspension. He was also charged with assault and is now on probation through the juvenile justice department.

Wayne likes to draw, and he doodles incessantly. His special education teacher has encouraged him to enroll in art electives, but he refuses. His main recreational activities are playing video and online games and bodybuilding. Wayne has vague career-related aspirations; he has told his parents that upon graduation he plans to “get a job.” He tells his teacher that he would like to work at a gym or fitness center. At this point, he has never verbalized any intention of dropping out of school, but his attitude and behavior show few positives in any motivation to graduate.

His parents are frustrated. In the past, they shared the information that Wayne does not perform household tasks independently, often necessitating prompting or behavioral consequences (e.g., grounding). Wayne’s mother said that she is exhausted from working full-time and caring for Wayne as if he were still a small child, preparing all his meals, cleaning his room, doing his laundry, and generally fulfilling his daily living requirements. Although his parents appear to care very much about their son, his behavioral disability has greatly affected the family dynamic. His parents are in the process of separating. Wayne’s mother, a nurse’s aide, received a warning from her boss that she can no longer miss work to attend parent-teacher conferences or emergency interventions regarding her son’s behavior. Wayne’s parents did not complete the home version of the TPI-3 and seem to have given up on Wayne. Previously, both parents indicated that Wayne was expected to move out at age 18 and maintain an independent household.


D. Profile and Further Assessment Recommendations Form

Transition Planning Inventory–Third Edition

TPI-3

Profile and Further Assessment Recommendations Form

James R. Patton Gary M. Clark



Section 1. General Information

Student's Name Wayne Date Profile Completed

Birth Date Sex M ☒ F ☐ Age Grade

School Projected Graduation Year

Person(s) Completing School Form Person(s) Completing Home Form

Section 2. Likely Settings for Postsecondary Outcomes

This section should be based on information obtained from the three rating forms. Retrieve the responses from Section 2 of each of the individual forms, and write the response in the spaces below.

EMPLOYMENT/FURTHER EDUCATION OR TRAINING

School: full-time employment

Home:

Student:

LIVING ARRANGEMENT

School: independent or with family

Home: independent setting

Student: home

Section 3. Student's Preferences, Interests, and Strengths

This section should be based on information derived from the Student Preferences and Interests Form, the Home Preferences and Interests Form, or any other instrument that provides information on preferences, interests, and strengths related to working, future learning, and living.

Wayne likes to draw and play video games—he also likes to work out (i.e., bodybuilding)

Section 4. Results of Other Assessments

This section should document results on any current (within 1 year or longer, if relevant) assessments that would promote better transition planning. Assessments may include information/data on employment skills, functional life skills, adaptive behavior, social/emotional/behavioral needs, academic achievement, or other transition-related areas.

a behavioral intervention plan (BIP) was developed for Wayne when he was in the eighth grade

Figure 1. TPI-3 Profile and Further Assessment Recommendations Form completed for Wayne. (continues)

Section 5. Profile

Directions: This section should be based on ratings obtained on the individual rating forms. Retrieve the responses from Section 3 of each of the individual forms, and record the ratings.

Planning Areas		School Rating		Home Rating		Student Rating		Comments
		Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	
CAREER CHOICE AND PLANNING								
1.	Names occupations he/she likes the most.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
2.	Knows about jobs of interest and what they require.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
3.	Chooses occupations that fit interests, preferences, and strengths.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
4.	Knows how to get a job.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
EMPLOYMENT KNOWLEDGE AND SKILLS								
5.	Has general job skills for keeping a job.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
6.	Has work attitudes for keeping a job.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
7.	Has the specific knowledge and skills for an entry-level job.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
8.	Knows how to change jobs.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
9.	Knows how to get into a community job-training program.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
POSTSECONDARY EDUCATION/TRAINING								
10.	Knows how to get into a college or career-technical school that meets his/her needs.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
11.	Has study and organization skills.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
12.	Knows how to access services for students with disabilities.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
13.	Knows how to get help from classmates, friends, family, or others.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
FUNCTIONAL COMMUNICATION (May include manual/tactile/visual/auditory communication and/or assistive technology devices/services)								
14.	Has necessary speaking skills.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
15.	Has necessary listening skills.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
16.	Has necessary reading skills.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
17.	Has necessary writing skills.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
SELF-DETERMINATION								
18.	Understands strengths and limitations.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
19.	Explains how disability affects life situations.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
20.	Speaks up for self-interests and needs.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
21.	Makes own personal decisions.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
22.	Sets goals based on personal preferences, interests, strengths, and needs.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
23.	Plans for reaching goals and follows through.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
24.	Knows basic legal rights.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
25.	Knows how to make legal decisions affecting his/her life.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
INDEPENDENT LIVING								
26.	Knows how to find a place to live after leaving home.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
27.	Knows how to do routine household tasks.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
28.	Knows how to do basic home maintenance and repairs.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
29.	Solves problems in new or unexpected situations.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
30.	Knows what to do in situations that are possibly harmful.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	
31.	Knows how to use everyday technology.	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	DK	

Figure 1. (continued)

(continues)

PERSONAL MONEY MANAGEMENT				
32. Buys everyday items that he/she needs or wants.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
33. Knows how to pay bills.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
34. Knows how to use a checking, savings, credit card, or other account.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
35. Knows how to budget and manage money.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
COMMUNITY INVOLVEMENT AND USAGE				
36. Is a responsible citizen.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
37. Locates and uses businesses to buy things.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
38. Knows how to get help from government programs.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
39. Knows how to use needed local transportation systems.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
40. Knows how to get to places in the community.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
41. Knows how to get a driver's license.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
LEISURE AND RECREATION				
42. Knows what he/she likes to do in free time.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
43. Participates in various indoor activities.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
44. Participates in various outdoor activities.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
45. Goes to different places for entertainment.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
HEALTH				
46. Is physically healthy.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
47. Knows how to take care of physical problems that arise.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
48. Is emotionally and mentally healthy.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
49. Knows how to take care of emotional and mental health problems that arise.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
50. Knows how to make choices regarding sexual behavior based on accurate information.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
SOCIAL/INTERPERSONAL RELATIONSHIPS				
51. Gets along well with family members and relatives.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
52. Gets along well with others outside of family.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
53. Makes and keeps friends in different settings.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
54. Acts appropriately in everyday social settings.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
55. Knows how to handle problems that occur with other people in public.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
56. Figures out how to act appropriately in new social situations.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
57. Knows about the skills and responsibilities of being a parent.	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK	NA 0 1 2 3 4 5 DK
ADDITIONAL PLANNING AREAS				
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

(continues)

Figure 1. (continued)

Section 6. Further Assessment and Information

Directions: Use this page to indicate any further assessments that need to be conducted to obtain more detailed information in regard to a specific transition domain. In the "Further Assessment Technique(s)" column, indicate the "informal" measures and/or "formal" instruments that will be used. In the "Results From the Assessment(s)" column, provide a brief summary of the results after the additional assessment activities have been performed.

Informal: Any type of informal technique that provides useful information, including forms in *Informal Assessments for Transition Planning—Second Edition*, other forms and inventories, observations, interviews, checklists/rating scales, and teacher-constructed devices.

Formal: Appropriate standardized and commercially available instruments.

Transition Domains	Further Assessment Technique(s) Informal and Formal Activities	Results From the Assessment(s)
Career Choice and Planning	Level 2: 1 2 3 4 Informal/Formal Job-Related Preferences Checklist	Results indicate preferences in a work environment.
Employment Knowledge and Skills	Level 2: 5 6 7 8 9 Informal/Formal Work Attitudes Inventory	Results reflect mixture of positive and negative self-perceptions of attitudes.
Postsecondary Education/Training	Level 2: 10 11 12 13 Informal/Formal	
Functional Communication	Level 2: 14 15 (16) (17) Informal/Formal Reading Preferences and Challenges—College Version	Results in Level 2, Item 16, show need for instruction. Results for Level 2, Item 17, show need for instruction.
Self-Determination	Level 2: 18 19 20 (21) 22 23 (24) 25 Informal/Formal	Level 2, Item 21, indicates difficulty in initiating problem solving and being able to give reasons for decisions made.
Independent Living	Level 2: (26) (27) 28 29 30 31 Informal/Formal	Level 2, Items 26–27 suggest specific areas of need for instruction or intervention.
Personal Money Management	Level 2: 32 33 34 35 Informal/Formal	
Community Involvement and Usage	Level 2: (36) 37 38 39 40 41 Informal/Formal	Level 2, Item 36, suggests a need for instruction or intervention on behaviors related to respect for others' privacy and property.
Leisure and Recreation	Level 2: 42 43 44 45 Informal/Formal	
Health	Level 2: 46 47 (48) (49) 50 Informal/Formal	Level 2, Items 48–49, indicate a need for supportive mental health guidance or intervention.
Social/Interpersonal Relationships	Level 2: (51) 52 53 54 55 56 57 Informal/Formal	Level 2, Item 51, shows need for guidance in interpersonal relationships.

Figure 1. (continued)

E. Additional Assessments

Proficient	NA	Action		FA	IEP
16. Has reading skills needed after high school.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses traditional or alternative reading processes to access information.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifies the main idea in text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifies the setting in text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifies the plot in text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Makes judgments and draws conclusions when reading text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Summarizes information in text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Distinguishes fact from fiction in text.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses various sources of information and references (e.g., dictionary, newspaper, phone book, Internet, encyclopedia).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Practices strategies to increase comprehension skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads labels and follows directions.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends instructions on common consumer products.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends newspaper articles.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Comprehends technical information (e.g., manuals, instruction booklets).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chooses reading medium and/or assistive technology that is efficient for a specific task (e.g., Braille, speech output, print).	<input type="checkbox"/>	<input type="checkbox"/>
17. Has writing skills needed after high school.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Produces text for others to read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes short sentences or phrases.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes short paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Satisfactorily completes a 2- to 3-page written assignment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Satisfactorily completes a 10- to 15-page written assignment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Differentiates between informal and formal writing.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Writes in a variety of styles appropriate to the situation and/or purpose (e.g., fiction, nonfiction, technical).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Writes in a variety of formats appropriate for the situation and/or purpose (e.g., email, letter, essay).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evaluates, proofreads, and modifies written communication.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Operates a familiar software program independently (e.g., word processing, spreadsheet).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Takes personal notes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Maintains a written calendar or schedule.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chooses writing medium and/or assistive technology that is efficient for a specific task (e.g., Braille, speech output, print).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows how to advocate for an alternative assistive writing device.	<input type="checkbox"/>	<input type="checkbox"/>
21. Makes personal decisions.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Takes initiative to solve problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Develops a variety of options in preparation for making a decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evaluates options in terms of effectiveness, risk, functionality, and social conventions.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 2. From *Informal Assessments for Transition Planning—Second Edition* (pp. 24–40), by A. S. Gaumer Erickson, G. M. Clark, and J. R. Patton, 2013, Austin, TX: PRO-ED. Copyright 2013 by PRO-ED, Inc. Adapted with permission. (continues)

Proficient	NA	Action	FA	IEP
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Seeks information for decision making from a variety of sources and formats (e.g., written, personal experiences of others).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Identifies when it is appropriate to make a quick decision versus a reflective decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Describes his/her rationale for a decision.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Identifies guiding values underlying a personal decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Takes personal ownership of values by consciously vocalizing, writing, or otherwise demonstrating values.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Follows through on decisions requiring action.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how to hire, supervise, and dismiss a personal attendant, if needed.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for personal grooming styles.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions on health-related issues (e.g., rest, nutrition, exercise).	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed consumer decisions.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for leisure activities.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for community participation.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Makes informed decisions for interpersonal relationships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Makes informed decisions on programs and services needed for improving quality of life (e.g., employment, socialization, health, mental health, transportation).	<input type="checkbox"/>	<input type="checkbox"/>
24. Knows his/her basic legal rights.				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Knows basic rights afforded to all citizens.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows the democratic process of elections and purpose of voting.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how and where to register to vote.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows of obligation to register for Selective Service, if male.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Understands legal aspects of employment (e.g., minimum wage, withholding, worker's compensation).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Describes personal and employment rights under the Americans With Disabilities Act and Section 504.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Differentiates between the protections and rights of IDEA and Section 504.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Identifies benefits from disability assistance programs such as Social Security or Medicaid.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows what typically constitutes "reasonable accommodations" in school, work, and post-secondary training.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Differentiates between information about his/her disability that is appropriate and not appropriate to give employers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies examples of sexual harassment and legal rights options when they occur.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Identifies individuals who can provide support if legal rights have been violated.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Understands the concept, rights, and obligations of a lease and/or rental agreement.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes the purpose of "Miranda" rights (e.g., right to an attorney, right to remain silent).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows about the availability of free legal services.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 2. (continued)

(continues)

LIVING: INDEPENDENT LIVING

Proficient	NA	Action	26. Knows how to find a place to live when he/she leaves home.	FA	IEP
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to evaluate and select living arrangements (e.g., independent, with or without roommate, supported living).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identifies strengths and limitations of various supported and independent living options.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identifies house- and/or apartment-locating services and their costs, if any.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses ads (newspaper and/or Internet) to locate an appropriate living arrangement.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows the eligibility requirements of publicly funded (Section 8) housing.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identifies resources (e.g., local center for independent living or Section 8 HUD office) to assist with housing.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluates housing locations in relation to transportation needs for work, school, and social life.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluates housing locations in relation to cost, safety, and convenience.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to complete a rental or lease application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows the purpose for and implications of a security deposit.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identifies accommodations/modifications that may be necessary within an apartment or house.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evaluates residential options in terms of accessibility needs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Evaluates the cost associated with various living arrangement options.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to budget for the next most logical and affordable living arrangement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identifies information necessary for completing housing application materials.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies pertinent questions to ask a landlord or property manager.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the pros and cons of having one or more roommates.	<input type="checkbox"/>	<input type="checkbox"/>
27. Knows how to do routine household tasks.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in daily, weekly, monthly, seasonal, and/or annual cleaning schedules.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates how to shop for food and other household items while staying within a budget.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reads and follows a recipe for meal preparation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reads instructions and follows directions for cooking pre-prepared food (e.g., macaroni, frozen dinner, box meal).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Stores food properly.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Washes and stores dishes and other cooking and eating equipment.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Operates and cleans basic appliances (e.g., toaster, blender, stove, iron).	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies warning signs for when food has spoiled and is no longer edible.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performs home cleaning (e.g., sweeping, mopping, vacuuming).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows how to organize and store items.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Picks up items around residence and returns to proper storage location.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to change sheets.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can supervise personal attendant who performs daily living services.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evaluates various options and method(s) of transporting personal belongings to a new residence (e.g., with friends and/or family, renting equipment, hiring a moving service).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows how to pack and unpack personal belongings in such a manner as to minimize damage.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to arrange furniture and/or personal belongings in an attractive and functional manner.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 2. (continued)

(continues)

Proficient	NA	Action	FA	IEP
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how to plan and implement home security and safety provisions.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Properly stores medications.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriately disposes of expired medications.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Disposes of waste in an appropriate manner (e.g., recycling, taking out trash).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Maintains clothing (e.g., washing, ironing, dry cleaning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selects, purchases, and maintains footwear appropriate to setting or activity.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Organizes and stores clothing items.	<input type="checkbox"/>	<input type="checkbox"/>
LIVING: COMMUNITY INVOLVEMENT AND USAGE				
36. Is a responsible and law-abiding citizen.				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Demonstrates the attributes of a good citizen (e.g., obeying laws, respecting environment).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows voter registration process and requirements.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows voting process and voting locations.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Uses personal property responsibly.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Uses public property responsibly.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how to obtain a copy of his/her birth certificate.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how to obtain a copy of his/her Social Security card.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows how to report a suspected crime to authorities.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows responsibility for participating, and abilities needed to participate, in jury service.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Wears safety belt in a vehicle.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Wears helmet when riding a bicycle or motorcycle.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Volunteers to assist an organization, club, social action group, or other community service organization.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes long- and short-term consequences of choosing whether or not to break a law.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Practices respect for others' privacy and acts to protect his/her own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
48. Maintains good emotional and mental health.				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies sources of emotional stress and the effects on mental or physical health.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Practices stress-reduction and stress-management techniques.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies basic psychological needs (e.g., acceptance, recognition, nurturing).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Maintains consistent moods and behavior patterns.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Identifies fear, anger, and depression and responds appropriately.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Knows how to seek counseling, if warranted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Describes the psychological impact that a disability may have on an individual.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copes with changes in interpersonal relationships.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies and describes events that may trigger an adverse change in behavior.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Makes choices that reflect his/her values, and then follows through with appropriate actions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Recognizes personal responsibility in controlling his/her emotions and behavior.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Assesses how susceptible he/she is to excessive and/or negative behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Describes the positive impact of physical activity on emotional health.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 2. (continued)

(continues)

49. Knows how to address mental health problems that arise.					
Proficient	NA	Action		FA	IEP
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Verbalizes emotional needs.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies self-defeating behaviors.		<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies excessive and/or inappropriate behaviors.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Understands how excessive and/or abusive behaviors affect victims (including self).		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Develops a relationship with someone (e.g., friend, professional, mentor) in whom he/she can confide.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Can develop and implement a plan (with others) to minimize and eliminate self-defeating behaviors.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Practices strategies to minimize effects of stress.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Identifies and implements strategies to improve self-esteem.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Recognizes warning signs of addiction, depression, and/or other possible mental health inhibitors.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Uses strategies for refusing illicit substances.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Identifies mental health professionals within his/her community.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Seeks out counseling services when needed.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Takes prescribed medication appropriately and consistently.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Obtains emotional support for disability-related mental health needs, when needed.		<input type="checkbox"/>	<input type="checkbox"/>
LIVING: INTERPERSONAL RELATIONSHIPS					
51. Gets along well with family members and relatives.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Shows loyalty to other family members/relatives.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Responds appropriately to accidental or intentional physical exchanges (e.g., touching, roughhousing, poking, bumping) with other family members/relatives.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Assumes responsibilities in caring for and about family members/relatives.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Communicates meaningfully with family members/relatives.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Accepts and gives praise.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Accepts and gives criticism.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows how one's behavior may affect family members/relatives.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Knows how to handle competition with family members/relatives.		<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Shows respect for his/her family's cultural heritage.		<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies members of extended family.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Participates in mature, age-appropriate, nurturing child–parent relationships.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Remembers birthdays, anniversaries, and other family celebrations.		<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Maintains contact with family members via phone, mail, and/or email.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Participates in family duties, chores, and celebrations.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Respects family members' space and property.		<input type="checkbox"/>	<input type="checkbox"/>

Figure 2. (continued)

Name: Wayne Date: _____

1. Job-Related Preferences Checklist

Directions: Place a mark (✓ or ✗) by the job preference descriptions that fit with your idea of yourself in your dream job once you complete your education or job training. When you are done, circle the three most important ones.

My dream job...

- ☒ is close to where I live.
- ☒ pays a lot of money.
- ☐ allows me to get promoted to have a higher paying position with more money.
- ☐ has a health insurance plan.
- ☐ has paid vacation.
- ☐ has paid sick days.
- ☒ will impress people.
- ☐ allows me to learn new skills and improve myself.
- ☐ is a place to meet new people.
- ☐ makes me proud to work there.
- ☐ is in a setting that is clean and neat.
- ☐ is in a quiet place.
- ☐ allows me to sit to do my work.
- ☒ is outdoors.
- ☒ is a permanent job, if I do good work and want to stay there.
- ☐ allows me to work around other people.
- ☒ allows me to work by myself most of the time.
- ☐ allows me to help people.
- ☒ allows me to move around while I work.
- ☐ allows me to make important decisions.
- ☒ allows me to work at something I really enjoy.

Final questions:

What kind of setting(s) do you want to work in when you get a job? Check up to three settings, if you want to.

- | | | | | | |
|--|--|---|---|-----------------------------------|--|
| <input type="checkbox"/> health care | <input checked="" type="checkbox"/> outdoors | <input type="checkbox"/> stock room | <input checked="" type="checkbox"/> animal care | <input type="checkbox"/> home | <input type="checkbox"/> small store |
| <input type="checkbox"/> farm or ranch | <input type="checkbox"/> hotel | <input type="checkbox"/> office | <input type="checkbox"/> mining | <input type="checkbox"/> military | <input type="checkbox"/> law enforcement |
| <input type="checkbox"/> shopping mall | <input type="checkbox"/> factory | <input checked="" type="checkbox"/> airport | <input type="checkbox"/> warehouse | <input type="checkbox"/> school | |
| <input checked="" type="checkbox"/> other <u>Athletic club</u> | | | | | |

Is there anything else you are looking for in a job?

Figure 3. From *Informal Assessments for Transition Planning—Second Edition* (p. 51), by A. S. Gaumer Erickson, G. M. Clark, and J. R. Patton, 2013, Austin, TX: PRO-ED. Copyright 2013 by PRO-ED, Inc. Adapted with permission.

Name: Wayne Date: _____

12. Work Attitudes Inventory

You have the right to remain silent. Anything you say can and will be used to assist you in planning for working in the job of your choice after you finish school. You have the right to have help in completing this inventory. If you cannot afford help from someone outside of school, the school will provide that help. Do you understand your rights? If you decide to cooperate fully, just mark (✓ or ✗) the boxes to the right of each attitude statement that reflects your agreement that the statement is Not Like Me, Sometimes Like Me, or Very Much Like Me. When you are done, your handcuffs will be removed and you are free to go back to your cell desk.

Work Attitudes	Not Like Me	Sometimes Like Me	Very Much Like Me
1. I want to have a job that I enjoy doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. If I am asked to do something new, I do it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. I want my employer to like how I work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. I care about where I work more than what kind of work it is.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. It is important to me not to miss a day working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I look forward to quitting time at work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Appearance is important to me on the job.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If I am tired or in a bad mood, it is OK to stay home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. If someone teases me on the job, I will tease back.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I look forward to making friends at work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. As long as I get my work done, I don't need to look cheerful.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. I want my boss to tell me when I make mistakes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I care about the quality of my work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. I ignore my boss when he or she tells me I should do something a different way.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. I care about how much work I can complete in a day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is important to me that I show respect to others on the job.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Figure 4. From *Informal Assessments for Transition Planning—Second Edition* (p. 73), by A. S. Gaumer Erickson, G. M. Clark, and J. R. Patton, 2013, Austin, TX: PRO-ED. Copyright 2013 by PRO-ED, Inc. Adapted with permission.

F. Planning Notes

Transition domain	Relative strengths	Planning recommendations
Career Choice and Planning	<ul style="list-style-type: none"> • Has interest in personal fitness (body building) and computer games with potential for career exploration • Can identify some of his preferences and interests related to employment 	<ul style="list-style-type: none"> • Needs further assessment in career interests and strengths • Consider active assessment of career interests and strengths through job site visits, job shadowing, volunteer activities • Needs to explore a tentative job choice by getting information about the job on the Internet (e.g., O*NET)
Employment Knowledge and Skills	<ul style="list-style-type: none"> • Has some basic skills in use of tools and basic home maintenance/repair • Has done some odd jobs for neighbors (lawn mowing, snow removal) 	<ul style="list-style-type: none"> • Pursue possibilities for part-time work after school and summers • Consider available summer work-experience programs • Consider available career-technical programs or elective courses related to careers
Further Education/Training	<ul style="list-style-type: none"> • Has potential for some type of further education/training 	<ul style="list-style-type: none"> • Planning not needed at this time
Functional Communication	<ul style="list-style-type: none"> • Speaking and listening skills are strengths • Can use newspapers, magazines, and the Internet for reading and obtaining information of interest • Can write paragraphs and short-answer essay question responses 	<ul style="list-style-type: none"> • Needs instructional goals to encourage and develop analytical writing skills for English and social studies classes • Needs coaching on functional writing skills for note taking in classes • Consider further assessment to clarify whether reading and writing problems are motivational or skill-based
Self-Determination	<ul style="list-style-type: none"> • Can express himself adequately for his preferences and interests • Makes informed decisions about his personal grooming, health, fitness, leisure, and community participation 	<ul style="list-style-type: none"> • Needs to be more aware of his strengths and limitations • Needs to be able to express himself appropriately in situations related to feelings, frustrations, and anger • Needs to be able to set goals for himself in personal behavior and develop a plan to reach his goals • Needs further assessment in terms of his legal rights under the Americans with Disabilities Act and Section 504
Independent Living	<ul style="list-style-type: none"> • Is capable of performing many independent living tasks at home and in the community • Has basic knowledge about the process of finding and selecting a place to live in the community 	<ul style="list-style-type: none"> • Does not demonstrate many independent living skills at home, so clarify whether this behavior is a motivational or skill-based problem
Personal Money Management	<ul style="list-style-type: none"> • Has adequate knowledge and skills in handling money, making purchase decisions, using various money accounts, and budgeting 	<ul style="list-style-type: none"> • No planning needed at this time
Community Involvement and Usage	<ul style="list-style-type: none"> • Knows how to find and use businesses for buying things • Knows how to use local transportation systems • Knows how to get to places in the community 	<ul style="list-style-type: none"> • Consider guidance or instruction on the complete process of obtaining a driver's license • Consider linkage activity for learning the services of key governmental programs (city/state/federal), such as Social Security, Division of Vocational Rehabilitation, Job Service, public health, and mental health services

(continues)

Planning Notes (continued)

Transition domain	Relative strengths	Planning recommendations
Leisure Activities	<ul style="list-style-type: none"> • Enjoys and excels in computer games • Engages regularly in body building exercise as a recreational activity 	<ul style="list-style-type: none"> • No planning needed at this time
Health	<ul style="list-style-type: none"> • Has a commitment to fitness and body building • Knows the basics for good physical health and fitness 	<ul style="list-style-type: none"> • Needs to be more aware of his emotions and behavior in relation to school and social expectations • Needs to have specific guidance and coaching in knowing how to anticipate loss of control over his anger and how he can work on his own behavior management • Consider needs for psychological counseling and support • Further assessment in making choices regarding social behavior based on accurate information is needed to clarify differences in school's perception of him and his own perceptions of his knowledge in this area
Interpersonal Relationships	<ul style="list-style-type: none"> • Knows how his behavior may affect family members • Shows basic respect for his family's cultural heritage and communicates with extended relatives • Participates in family celebrations 	<ul style="list-style-type: none"> • Shows lack of anger control at home and at school when frustrated or provoked • Needs coaching or guidance in how to deal with criticism, restrictions, expectations for assuming a share of family responsibilities, how to accept and give praise, and how to make and keep friends • Consider guidance or counseling on interpersonal relationship issues that are important to him and to family • Consider possibility of linking Wayne's interest in fitness and body building with volunteer work with younger boys through community organizations such as Cub Scouts, Boys Club, and 4-H