

Eaton Intermediate School District

Office of Special Education Services/Administrative Services

Eaton ISD TPI-3 Teacher Reference Guide

For Questions or Clarification Please Contact:
Maria Peak – Transition Coordinator

TRANSITION PLANNING AREA—EMPLOYMENT/WORKING

Areas to address: Employment (including supported employment), Career Preparation (e.g., work experience, job shadowing, career awareness and exploration), Volunteering, Vocational Evaluation, Linkages to Adult Employment Services

Transition statement	Actions to take	Person/place that can assist the student
1. I can name occupations I think I would like the most.	1. Complete career interest inventory Interview parent/others about their job Locate career information	1. Career cruising/interest inventory Community members Counseling/guidance office
2. I know about jobs I am interested in and what they require.	2. Internet search Vocational evaluation Community work experience In-school experience (custodial, office/library assistant, cadet teaching) Volunteering Clubs, community organizations, chores Career/self-determination/civic classes	2. Counseling/guidance office Local or school library Community college career workshop Employment service center Careers/self-determination class Job fair
3. I choose jobs that fit my interests, preferences, and strengths.	3. Complete job application, resume, portfolio, practice interview List of agencies/organizations that help get jobs Referral to agency for job development services Exploration Business classes	3. Library School WBL coordinator Home
4. I know how to get a job.	4. Suitable attendance and punctuality Courteous and works well with others Following directions and regulations Applies occupational safety principles Quality work Adjusting to change in employment Stamina and endurance Chores/responsibilities	4. Home Transition guide Special education teacher
5. I have the general job skills I need to keep a job.	5. Specific job skills attained Specific job knowledge attained Suitable attendance and punctuality Task completion Time management	5. Home Special education teacher Peckham WBL coordinator
6. I have the work attitudes I need to keep a job.	6. Demonstrate appropriate social interactions Maintain positive attitude	6. WBL coordinator Home Special education teacher

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TRANSITION PLANNING AREA—EMPLOYMENT/WORKING (continued)

Transition statement	Actions to take	Person/place that can assist the student
7. I have the specific knowledge and skills needed for an entry-level job that I have an interest in.	7. Register for Career Prep Talk to potential employers Complete applications	7. Career preparation center Community Michigan Rehabilitation Services
8. I know how to change jobs.	8. Practice talking to a person of authority Vocational counselor Career counselor	8. School Home Vocational rehabilitation
9. I know how to get into a community work or job training program, if needed, for a job I want.	9. Register for Career Prep Attend School to Apprenticeship Identify postsecondary training opportunities Complete application process Explore options for military Complete enlistment process	9. Career preparation center Michigan Career and Technical Institute Michigan Rehabilitation Services Peckham

TRANSITION PLANNING AREA—FURTHER EDUCATION/TRAINING/SELF-DETERMINATION/LEARNING

Areas to address: School-to-Work Options (e.g., apprenticeship, on-the job training), Adult/Community Education, 2-Year College or Technical Schools, 4-year College/University, Student Support Services in Postsecondary Programs, Linkages to Adult Services, Self-Determination, Self-Advocacy, Self-Awareness, Communicating Feelings and Ideas

Transition statement	Actions to take	Persons /Place that can assist the student
10. I know how to get into a college or career-technical program that meets my needs.	10. Attend School to Apprenticeship Identify postsecondary training opportunities Complete application process Explore options for military Complete enlistment process	10. Apprenticeship coordinator Special education teacher Counselor Home Recruiter
11. I have the study and organization skills expected by instructors in a college or career-technical program.	11. Develop an organizational system Regularly use a calendar Take responsibility for all assignments and appointments Take learning styles inventories Take a study skills class	11. General education teacher Special education teacher Home Counselor Student
12. I know how to get the help that I need in a college or career-technical program from the office of services for students with disabilities.	12. Schedule a meeting with disability services Gather documentation of disability Locate disability services office and get contact information Explain what accommodations are needed	12. Special education teacher Transition coordinator College disability counselor
13. I know how to get the help I need from classmates, friends, family, or other sources while in a college or career-technical program.	13. Practice asking peers for help Identify how to get tutoring supports Locate writing and math labs Understand your accommodations Take a self-determination class Take a study skills call Attend college orientation	13. Peers Special education teacher Transition coordinator College disability counselor
14. I have speaking skills I will need after high school. [Speaking may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	14. Communicates effectively in one-on-one relationships or small groups Communicates effectively in large groups Demonstrates competence at putting thoughts into words	14. Speech class Home Special education teacher Study skills class Self-determination class Social skills/strategies class
15. I have listening skills I will need after high school. [Listening may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	15. Demonstrates active listening skills Able to get outside of self to focus on another	15. Home Special education teacher Study skills class Self-determination class Social skill class School social worker

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TRANSITION PLANNING AREA—FURTHER EDUCATION/TRAINING/SELF-DETERMINATION/LEARNING (continued)

Transition statement	Actions to take	Person/place that can assist the student
16. I have reading skills I will need after high school. [Reading may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	16. Able to read basic life signs Able to read necessary materials for employment Tutoring	16. Home Special education teacher Learning centers (Sylvan, Erickson, etc.)
17. I have writing skills I will need after high school. [Writing may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	17. Able to write notes Able to write necessary information needed for employment Tutoring	17. Home Special education teacher Learning centers (Sylvan, Erickson, etc.)
18. I understand my strengths and limitations.	18. List or describe strengths and limitations Clearly define disability and accommodations needed in various settings Develops self-advocacy plan Role-plays advocating for self	18. Transition program Special education teacher School psychologist Home Transition class Self-determination class Study skills class
19. I can explain how my disability affects my life.	19. Research disability Do a speech/presentation on your disability Write a paper on your disability Role-play	19. Special education teacher School social worker School psychologist Private counselor Home
20. I can speak up for my self-interests and needs.	20. Demonstrates ability to express self in a small group Demonstrates ability to express self in a large	20. Social Skills/Strategies Class Community Mental Health Private Counseling School Social Worker Home Counselor Special Education Teacher
21. I make my own decisions about my personal life.	21. Demonstrates self-organization with a daily planner Demonstrates internal locus of control—reaching inside self to reach personal decisions Presented with various problems, able to recognize nature of the problem Resolves problems using problem-solving steps	21. Counseling/guidance office Home Study skills class Self-determination class

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TRANSITION PLANNING AREA—FURTHER EDUCATION/TRAINING/SELF-DETERMINATION/LEARNING (continued)

Transition statement	Actions to take	Person/place that can assist the student
22. I set goals for myself based on my own preferences, interests, strengths, and needs.	22. Develops goals and defines steps toward reaching goals Demonstrates goal-seeking behavior by achieving goals Develops goals through the use of Educational Development Plan (EDP)	22. IEP meeting Transition planning Home Special education teacher
23. I plan for reaching my goals and follow through to make my plans work.	23. Keep record of progress towards goals Share with others the steps taken to reach goals Reward self when goal or progress towards goals is reached	23. IEP meeting Transition planning Home Special education teacher
24. I know my basic legal rights.	24. List resources for legal aid Registered with selective service	24. Home Transition program Secretary of state Counselor
25. I know how to make legal decisions affecting my life.	25. Identify consequences of violating laws Explain basic court system and procedures Explains contract responsibilities Guardianship options discussed and planned Life Care Plan developed	25. Home Self-contained classroom Civics class

TRANSITION PLANNING AREA—INDEPENDENCE, MONEY, COMMUNITY, LEISURE, HEALTH, RELATIONSHIPS, LIVING

Areas to address: A Place to Live, Housemates, Personal Care Assistance, Nutrition, Shopping, Transportation, Budgeting, Insurance, Linkages to Adult Services, Indoor and Outdoor Leisure Activities and Facilities, Guardianship and Life Care Plans, Accessing Community Resources, Maintaining Healthy Lifestyle, Interpersonal Relationships with Family, Friends, Co-Workers, and Supervisors

Transition statement	Actions to take	Persons /Place that can assist the student
26. I know how to find a place to live when I leave home.	26. Visit to housing options: apartment, group home, supported living, adult foster care, postsecondary options (dorms) Register with Housing Services	26. Home Transition and/or housing fair County housing services Center for independent living Section 8 housing agency Community mental health/community services of the developmentally disabled Senior survival programs
27. I know how to do routine household tasks.	27. Demonstrates selecting/purchasing foods Constructs weekly shopping list with budget Demonstrates skills of proper food storage Demonstrates skills of meal preparation Demonstrates how to recognize/respond to emergencies Selects and makes purchases at stores Maintains calendar and makes appointments Initiate/answers phone calls and takes messages Washes and cleans owns clothing Irons, mends and stores own clothes Demonstrates skills to clean and keep up living space	27. Nutrition and foods classes Transition program Home Special education programs Consumer skills class 4-H Self-determination programs
28. I know how to take care of basic home maintenance and repairs.	28. Identify tools and their function Compile of list of resources that can assist with home repairs (plumber, electrician, etc) Demonstrate skills for lawn care Demonstrate skills to clean and keep up living space	28. Transition program Home Special education programs Career preparation center programs 4-H Community education Extension services
29. I solve problems that come up in new or unexpected situations.	29. Compile a list of emergency contacts (fire, police, poison control, local food bank, etc.) Compile contact information of neighbors available Demonstration knowledge on how/when to use 911 Work on communication skills to ask for help	29. Home Special education program Community emergency services Transition program Church
30. I know how to be careful in situations that might be harmful to me.	30. Demonstrate basic safety skills Demonstrate knowledge of how to address strangers Demonstrate use of tools Demonstrate proper use of kitchen appliances Demonstrates how to keep personal self safe (sun screen, condom use)	30. Home Center for independent living Special education program Transition program

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TRANSITION PLANNING AREA—INDEPENDENCE, MONEY, COMMUNITY, LEISURE, HEALTH, RELATIONSHIPS, LIVING
(continued)

Transition statement	Actions to take	Person/place that can assist the student
31. I know how to use everyday technology.	31. Demonstrates use of cell phone Use computer for daily needs (email, internet, pay bills, etc.) Able to use digital function on home appliances (microwave, DVD player, etc.)	31. Computer class Home Community education Transition program
32. I buy everyday items that I need or want.	32. Comparison shop for items Make lists before shopping Shop independently Ask customer service for assistance	32. Transition program Home Center for independent living Community services for the developmentally disabled
33. I know how to pay bills.	33. Pay bills on time Demonstrate check writing skills Properly use debit/credit card	33. Personal finance class Transition program Home Center for independent living Local bank
34. I know how to use a checking, savings, credit card, or other type of account.	34. Open checking/savings account Maintain banking accounts Gather information on risks of credit cards Compare services for local banks/credit unions Explain what a credit report is and how it can affect life Demonstrate check writing skills	34. Personal finance class Transition program Home Center for independent living Local bank
35. I know how to budget and manage my money.	35. Demonstrates counting money Demonstrates ability to make change correctly Develop and maintain a budget Shops for and selects gifts Basic financial records set up and maintained Completes own income tax forms Credit established and used responsibly Opens, maintains and uses checking account Opens, maintains and uses savings account Understands purpose and cost of insurance	35. Home Personal finance class Business math class Consumer skills class Self contained classroom MSU extension office Special education Transition program
36. I am a responsible citizen and respect the law.	36. List resources for legal aid Registered with selective service Register to vote Follow school rules Follow local and state rules/laws Identify consequences of violating laws Explain basic court system and procedures Explains contract responsibilities Guardianship options discussed and planned Life Care Plan developed	36. Home Transition program Secretary of state Counselor Government class Local police department

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TRANSITION PLANNING AREA—INDEPENDENCE, MONEY, COMMUNITY, LEISURE, HEALTH, RELATIONSHIPS, LIVING
(continued)

Transition statement	Actions to take	Person/place that can assist the student
37. I find and use businesses to buy things I need.	37. Demonstrate use of internet to find local business Demonstrate use of telephone book Demonstrate use of GPS device Purchase items and wait for correct change	37. Home Transition program Local business Center for independent living Community services for the developmentally disabled Special education
38. I know how to get help from government programs to receive services or benefits.	38. Investigate eligibility requirement Apply for services/benefits Contact advocacy group for assistance Meet with assigned case manager Referral to Social Security Referral to DHS for food stamps or other assistance Health insurance/Medicaid coverage established	38. Home Local advocacy groups (WIPA, MRS, ARC, etc.) Case manager
39. I know how to use local transportation systems when I need to.	39. Call public transportation to arrange ride Apply for reduced rate Demonstrates how to notify driver of desired stop Demonstrates how to pay for ride	39. Home Mary Free Bed Rehabilitation Hospital Special driving services Public transportation (Eatran, CATA, Spectran) Transition program
40. I know how to get to places I want to go in the community.	40. Call public transportation to arrange ride Finds way around community through use of house numbers, maps, directions, symbols, and distance Uses variety of transportation modes (bike, walk, rides from friends, drives, etc.)	40. Home Friends
41. I know how to get a driver's license.	41. Obtain a driver's license Specialized driving evaluation Obtains specialized equipment (vehicle modifications, adaptive equipment, etc.) Knows traffic rules and safety	41. Home Driver's education programs Secretary of state
42. I know what I like to do in my free time.	42. Engage in group and individual activities List current activities in that could continue as adult	42. Home Transition program Physical education class School clubs and teams
43. I do different kinds of indoor leisure activities.	43. Engage in indoor group and individual activities List current activities in that could continue as adult—hobbies, religious affiliation, volunteer, sporting clubs, hobby clubs, YMCA/YWCA, etc. Selects, orders, and pays for restaurant services	43. Home Transition program Physical education class Church School clubs and teams

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TRANSITION PLANNING AREA—INDEPENDENCE, MONEY, COMMUNITY, LEISURE, HEALTH, RELATIONSHIPS, LIVING
(continued)

Transition statement	Actions to take	Person/place that can assist the student
44. I do different kinds of outdoor leisure activities.	44. Engage in outdoor group and individual activities List current activities in that could continue as adult Plans and makes arrangements for vacation	44. Home Transition program Physical education class Church School clubs and teams
45. I go to different places for entertainment.	45. Engage in group and individual entertainment List places currently attending Arrange to go to movies, shopping, out to eat, etc., with friends	45. Home Transition program Church
46. I stay physically healthy.	46. Participates in regular exercise program Participates in weight control program Makes and keeps regular doctor/dentist appointments Demonstrates ways to keep self safe at home and in community Understand health foods and the food groups Demonstrates self-defense techniques	46. Health department Physical education class Substance abuse Wellness centers Nutrition class Community self-defense class
47. I know how to take care of physical problems that arise.	47. Demonstrates knowledge of common illness, prevention and treatment Lists name and number of primary care physician, dentist, and hospital preference Dispenses own medication Demonstrates basic first aid techniques Locate and access drug and alcohol counseling	47. Health Department Home Substance abuse Physical education class Counselor
48. I stay emotionally and mentally healthy.	48. Able to list common emotions and how they effect self and others Demonstrates successful use of conflict resolution skills Demonstrates ability to express strong emotions appropriately	48. Home School social worker Counseling services Social strategies for emotionally impaired Community mental health services Private counseling
49. I know how to take care of emotional and mental health problems that arise.	49. Identify ways in which one may cope with emotions Able to locate and use community resources for resolving emotional problems Referral of counseling center or other psychological services Able to locate peer assistance or support groups	49. Home Counseling center School social worker Social strategies for emotionally impaired Community mental health services Private counseling
50. I know how to make choices regarding sexual behavior based on accurate information.	50. Able to explain reproductive system States options for family planning Knowledge of health risks due to sexual activity	50. Health class Health department Family doctor Home

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TRANSITION PLANNING AREA—INDEPENDENCE, MONEY, COMMUNITY, LEISURE, HEALTH, RELATIONSHIPS, LIVING
(continued)

Transition statement	Actions to take	Person/place that can assist the student
51. I get along well with family members and relatives.	51. Initiates opportunities for communication within family Identifies common family problems and a way of dealing with each Feels understood and accepted by family members	51. Community mental health services Home Counselor School social worker Social skills class
52. I get along well with people outside of the family.	52. Demonstrates appropriate social skills in community Initiates conversation with others Participate in individual, small/large group conversations	52. Home Social skills class School social worker Counselor
53. I make and keep friends in different settings.	53. Identifies friend with desirable qualities Role-plays friendship behaviors in given situations Identifies personal qualities that make self a good friend Makes and maintains friendships Lists activities that can be shared with friends Initiates social activities with a peer Interacts with friend on a regular basis Demonstrates person considerations and rights and responsibilities in friendships Demonstrates how to make a date and things to do on a date Establishes and maintains intimate relationships Identifies reasons for and responsibilities of marriage partner	53. Social skills class Home Special education teacher School social worker
54. I act appropriately in everyday social settings.	54. Demonstrates accepting and giving, praise or criticism Demonstrates choosing control of own behavior in public places Demonstrates conversation and comments appropriate to public setting	54. Home Special education teacher School social worker Social skills class
55. I know how to handle problems that occur with other people in public.	55. Demonstrates choosing control of own behavior Able to identify others that can assist with problem Has strategies for exiting a difficult situation	55. Home School social worker Social skills class Special education teacher
56. I figure out how to act appropriately in new social situations.	56. Lists appropriate interactions for various situations Identifies a person that can provide social cues Has social strategies appropriate for any situation	56. Home School social worker Social skills class Special education teacher
57. I know about the skills and responsibilities of being a good parent.	57. Demonstrates knowledge of physical and emotional care for parenting a child Demonstrates knowledge of psychological aspects of raising children	57. Child care class Health class Home