

Guiding Questions for Determining Needed Transition Services

When planning transition services for a student, it might help to think in terms of the following questions which incorporate the coordinated transition activities (*instruction, community based experiences, employment objectives, other adult living objectives, acquisition of daily living skills, and functional vocational evaluation*) we have to think about beginning at age 14.....

What INSTRUCTION will be used in providing this student's transition services?

When will skill development require that the student have COMMUNITY BASED EXPERIENCES?

When should development of EMPLOYMENT OBJECTIVES begin for this student?

What objectives might be written to prepare student for the OTHER ADULT LIVING DOMAINS that may be experienced after leaving school?

Does the student need to acquire DAILY LIVING SKILLS?

Is FUNCTIONAL VOCATIONAL EVALUATION necessary for determining and providing appropriate transition services to this student?