

Transition Planning for Students with Special Needs: The Early Years through to Adult Life



Student Services

**Transition Planning for Students with Special Needs:
The Early Years through to Adult Life**

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What is the purpose of this handbook?

The purpose of this document is to explore transition planning for students with special needs. It provides stakeholders with practical information and guidelines to support systematic transition planning for students entering, moving through, or leaving the school system. It also recognizes that students and families should be engaged in transition planning from the early years through to adulthood. Transition planning is a component of individualized programming for students with special needs as recognized in Policy 2.7, *Special Education Policy Manual* (1996).

How did this handbook come about?

Transition Planning for Students with Special Needs: The Early Years through to Adult Life (2005) has been developed in response to Recommendation 13 of the *Report of the Special Education Implementation Review Committee*, June 2001. The recommendation states: “Revise and expand the handbook *Transition Planning in Nova Scotia* (1994). Transition procedures at school entry and school leaving should be outlined.” This document replaces *Transition Planning in Nova Scotia* (1994). The committee that contributed to the early draft of this document consisted of

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Components of the Individualized Transition Planning Process

The transition planning process has four essential components: policy and guiding principles, collaborative consultation, the individualized transition planning process, and the development and implementation of an individualized transition plan. It is based on policy and guiding principles embedded in the *Special Education Policy Manual* (1996). Transition planning is a required component of individualized program planning (see *Special Education Policy Manual*, Policy 2.7). The process is also essential to effective programming for students with special needs who do not have IPPs. Transition planning uses a collaborative consultative approach to ensure the participation of all stakeholders. (See Appendix F) Through this process, an individualized transition plan emerges. The components of the individualized transition planning process are shown in the diagram on the next page.

Individualized Transition Planning Process

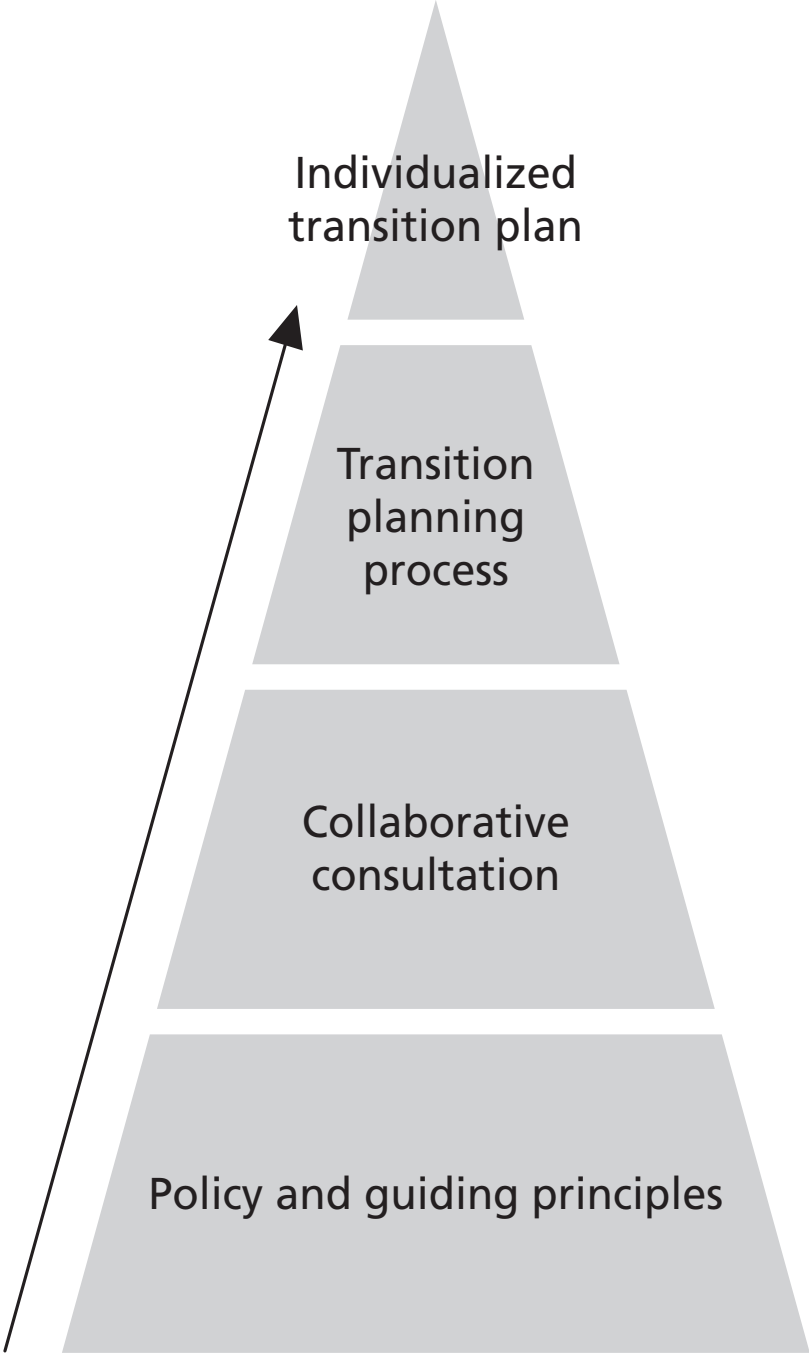


Figure 1: Individualized Transition Planning Process

Individualized Planning Process— Transition Planning

What is transition?

Transition is the passage from one stage to another and is a lifelong process. Transition occurs when a student moves from home to school, from grade to grade, from school to school, from community to school, or from school to community. Transition planning takes into consideration all major aspects of each student's life experiences and assists in determining appropriate educational resources and programming. The crossover from youth to adulthood carries expectations of independent living, employment, and recreational pursuits. Transition planning is essential if students are to be empowered to improve the quality of their independent lives.

Although transition planning occurs for all students during their years in school, it is essential that individualized and collaborative transition plans be developed for those students requiring additional supports to achieve their potential. Transition planning for students with special needs is a process that involves the co-operation, collaboration, and participation of students, parent(s)/guardian(s), educators, and other professionals to ensure that an individualized transition plan is developed to support the student through key transition stages. It is an ongoing process from the early years to adult life. Depending on the needs of the student, a variety of agencies and individuals collaborate and take responsibility for the development and implementation of the individualized transition plan. This systematic formal transition planning is necessary at key transition stages for any student for whom an individualized program plan (IPP) has been developed, as well as for those students who do not have an IPP, but whose special needs related to transitioning must be addressed.

What is a transition plan?

A transition plan is a written document that reflects outcomes developed collaboratively in response to the specific strengths and needs of the student in relation to a transition phase in the student's life. Transition planning assists in ensuring successful entry into school, supports students to remain in school, and at the end of their public schooling, ensures that a plan is in place for taking the "next step" in their lives. The needs cover a wide range of programming and services such as supporting students' entry to public school, post-high school options, housing, leisure, independent living, and in-school transitioning. A transition plan is incorporated into the student's individualized program plan (IPP). The responsibility for the development of an individualized transition plan is shared among all members of the student's program planning team. If a student does not have an individualized program plan, the transition plan will be developed as per Policy 2.2 of the *Special Education Policy Manual* (1996) (Appendix A). See Appendixes D and E for sample forms.

Why is transition planning necessary?

Governments (federal, provincial, and territorial) continue to identify the inequality of opportunities for young people with disabilities entering the workforce to maintain employment, and to receive equitable treatment. In *Future Directions to Address Disability Issues for the Government of Canada: Working Together for Full Citizenship* (1999), it is acknowledged that "Young people with disabilities ... face high unemployment rates and are more often forced to work part-time and for lower pay than other young Canadians. The result is that there is a concentration of persons with disabilities at the bottom of the income scale. More than half of persons living with disabilities have an individual income of less than \$15,000 a year. This income disparity marginalizes this group and adds yet another challenge to individuals who are overcoming barriers to participate in the labour force."

A shift towards greater co-operation among all levels of government and agencies to address ability/disability issues is reflected in the federal-provincial-territorial report entitled *In Unison: A Canadian Approach to Disability Issues* (1998). Integrated policies and enhanced delivery of services will result as departments and agencies continue to collaborate.

When does transition planning take place?

Transition planning can occur at many points across the school years. Key transition points include home to school, grade to grade, school to school, and school to community. To facilitate effective transition planning there are issues that should be considered at each of these transition points.

Home-to-School Transition

Transition planning from home to school should consider, but not be limited to,

- inviting and supporting parents to become active participants in the program planning process
- encouraging parents to share information about preschool programming and services
- beginning, prior to school attendance, to plan for individualized programming and services (this should be considered six to eight months before the first day of school)
- incorporating appropriate components of any existing Individualized Family Service Plan (IFSP) in the IPP
- supporting students to become comfortable with their new school, the school routine, and their teachers

Grade-to-Grade Transition

Transition planning from grade to grade should consider, but not be limited to,

- reviewing individual assessment and programming information and support needs with new teachers
- checking documentation in the cumulative file for current relevance in support of the transition
- supporting students to become comfortable with new surroundings and new staff by arranging orientation
- addressing student and parent concerns about the impending change

● School-to-School Transition

Transition planning from school to school should consider, but not be limited to,

- identifying programming and support services that the student will need in the new environment and arranging to meet with staff to discuss and plan
- exploring career interests and focussing on the establishment of a career portfolio, particularly as the student moves to junior high and then on to senior high
- supporting students to be knowledgeable about and able to explain their strengths and needs (self-advocacy)
- supporting students in the selection of credits relative to strengths, needs, graduation requirements, and their post-high school options and plans
- involving students themselves, when appropriate, in the transition process

● School-to-Community Transition

Transition from school to community should consider, but not be limited to,

- initiating planning as early as possible (age 14 or younger, when appropriate)
- identifying with the student and his/her family desired post-school goals and aspirations (education, employment, housing, transportation, recreation, etc.)
- identifying community or adult services that may assist the student in achieving his/her post-school goals (community resource mapping)
- identifying, arranging for, and co-ordinating eligibility for post-high school disability support programs and services (e.g., Labour Market Agreement for Persons with Disabilities—LMAPWD, formerly known as Employability Assistance for Persons with Disabilities—EAPD)
- co-ordinating any assessment that may need to be conducted to meet eligibility criteria for post-high school disability support programs and services
- developing transition outcomes based on what the student wants to do, how he/she wants to live, and how he/she wants to take part in the community
- providing, where possible, school programming and services that will give the student opportunities to try out various roles and future life options

Community-based education assists students in making informed decisions about their education and career plans and in acquiring relevant knowledge and skills required in today's society (*Public School Programs*, pages B 21–22). Schools and families can provide students throughout their school years with programming and experiences that allow multiple opportunities to experience job placements and life experiences based on their expressed interest. Through well-designed experiential community exploration and work-based or school-to-career activities, students with special needs, including students with gifts and talents, can discover potential career or life choices.

Community resource mapping is a way for the program planning team to focus on what their community has to offer to meet the educational, employment and other requirements of youth. While community resource mapping focusses on what is already present in the community, it can also focus on the development of partnerships where people work together to enhance post-high school options for students with special needs. Some communities may have already engaged in community resource mapping, resulting in the identification of community resources for students with special needs.

Some questions to consider when engaging in community resource mapping include

- What services, supports, or programs does the student currently need and/or use?
- Are the services, supports, or programs currently available within the community or does the community need to explore ways to acquire the needed services, supports, or programs?
- Is there a waiting list to access the services, supports, or programs, and if so, how will this affect transition planning?
- Is the student linked to the needed post-school services, supports, or programs before he/she leaves school?

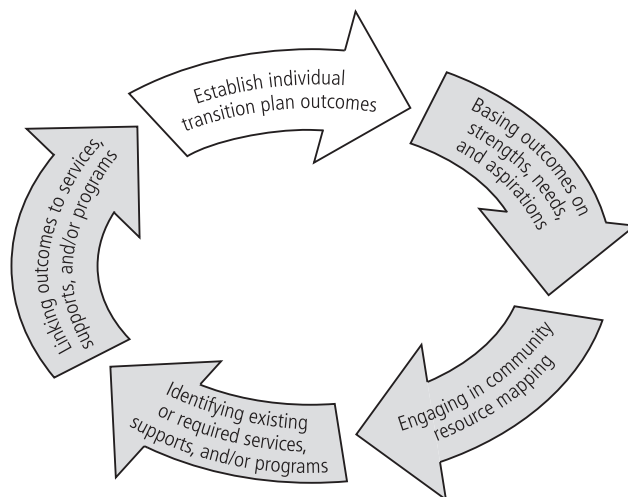
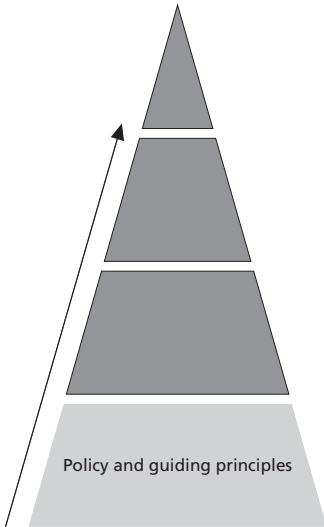


Figure 2: Individualized Transition Planning Process from School to Community

(See Appendix G for full-page diagram.)

Guiding Principles



Transition planning

- acknowledges a student's right to an appropriate education
- is a collaborative process
- is student centred and promotes independence and self-advocacy
- explores programming and services in relation to specific strengths, needs, and aspirations
- uses an outcomes-based framework
- reflects inclusive practices
- is necessary for all students on individualized programs or with special needs requiring support at key transition stages

Policy

Policy 2.7 of the *Special Education Policy Manual* (1996) provides the context for transition planning in Nova Scotia.

Transition planning is part of the individual planning process for each student with special needs.

2.7 Guidelines

Transition implies passage from one stage to another. While this applies at all stages from preschool to grade 12, special emphasis should be placed on particular phases of this process; for example, the transitions from preschool to school entry, from elementary to junior high, junior high to high school and high school to community. School-to-community transition is the crossover from youth to adulthood and carries with it expectations of independent living, employment, and recreational pursuits. Transition planning must take into consideration all major aspects of each student's life experiences.

2.7 Procedures

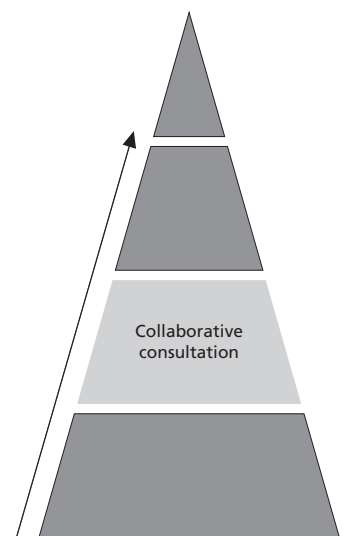
1. Transition planning is an integral part of the ongoing team planning process throughout the school years. Careful attention should be given to the composition of the program planning team to ensure that all those involved or potentially involved with the student's program are part of the decision-making process.
2. The process of school-to-community transition is an integral part of the individualized program planning process.
3. School-to-community transition planning should begin when a student enters junior high school.
4. School-to-community transition planning should address any area necessary for students to participate successfully in education, employment, housing, friendships, recreation, medical services, transportation, community activities, financial management, etc. (see Appendix B).

Collaborative Consultation

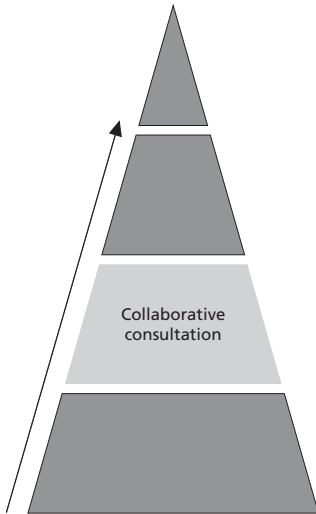
Effective transition planning uses a collaborative consultation approach. Collaborative consultation can be defined as a shared problem-solving process. This process requires consensus building. To build consensus there must be mutual commitment by all members of the transition planning team to both the process and the outcomes. Roles and responsibilities are assigned to ensure that the planning process runs smoothly and to ensure implementation, tracking, and monitoring of outcomes (Appendix F).

The result of collaborative consultation in the transition planning process is the development of a transition plan with clearly articulated and measurable outcomes based on a student's strengths, needs, and aspirations.

School-based partners involved in transition planning should be familiar with the process outlined in this guide as a result of their involvement in program planning for students with special needs.



Partners: Roles and Responsibilities



As identified in the program planning process, the members of the team have a variety of responsibilities for the student's transitions. These members will change, depending on the student's strengths and needs and the identified transition. These members can be home based, school based, and community based and must include

- parent(s)/guardian(s)
- student (when appropriate)
- school principal or designate
- teachers involved

Other members will come from a wide spectrum of service and advocacy providers, which may include

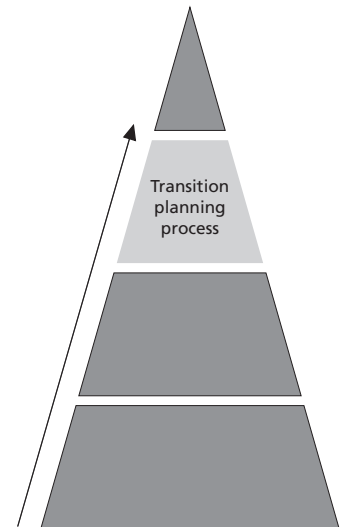
- school-and board-based personnel
- government and non-government agencies
- residential and recreational services providers
- health-care professionals
- advocacy organizations

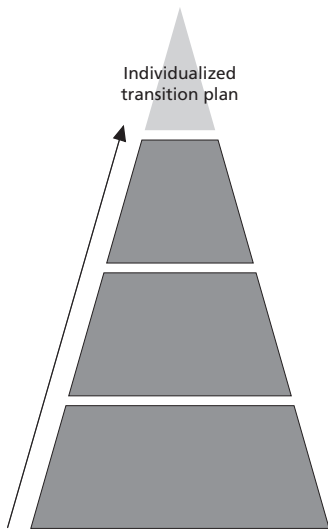
The role of each participant, both in the planning process and subsequent follow-up, is dependent upon their expertise and the range of services they represent. Specific responsibilities of participants in implementation, tracking, and monitoring of transition outcomes will be assigned by the team chair (principal or designate) and recorded in the transition plan. The responsibility for ensuring that parents/guardians are involved in the planning process and that transition plans are developed for students with special needs rests with the principal.

The Individualized Transition Planning Process

The transition process for students on IPPs is outlined in Policy 2.2 of the *Special Education Policy Manual*. For those students requiring transition planning who do not have IPPs, the following process applies.

- Upon identifying the need for transition planning, a student referral is made to the program planning team using the referral process established by school boards. Program planning team members are those who have responsibility for the student's transition needs. The program planning team ensures that the needs are clarified before proceeding with planning.
- Depending on the individual's strengths, needs, aspirations and options, the program planning team develops a transition plan. The team develops outcomes to address and bridge the transition in areas identified as requiring support (e.g., health, education, financial management, housing, friendship, etc.).
- Program planning team members assume responsibility for implementation of the transition outcomes according to their roles and responsibilities. Accountability is tied to the outcomes of the transition plan.
- The program planning team must provide ongoing tracking and monitoring of the student's progress toward the achievement of outcomes.
- The program planning team reviews the transition plan at least twice during the school year by evaluating the student's progress towards meeting the outcomes of the transition plan. If outcomes are not being achieved, it may be necessary either to revise the transition plan outcomes to better reflect the student's strengths and needs or to consider and address factors that may be barriers to achievement of outcomes.





The Individualized Transition Plan

A well-established transition planning process involves a thorough review of the data collected. The individualized transition plan considers the strengths, needs, and aspirations of the student and results in documented outcomes that can be tracked and monitored.

Strengths, Needs, and Aspirations

Transition outcomes should address areas necessary for a student with identified special needs to self-advocate and participate successfully in education, employment, housing, friendships, recreation, medical services, transportation, community activities, and financial management (Policy 2.7 *Special Education Policy Manual*, 1996). These outcomes will depend on the individual's aspirations in relation to his or her strengths and needs and the entry point into the transition process.

The process of identifying aspirations, strengths, and needs leading to documented transition outcomes includes

- observations and brainstorming by the program planning team in areas requiring transition support such as academic, social, personal, emotional, motivational, work related, recreational, leisure, transportation, accommodation
- a review of existing and ongoing records by the program planning team using assessments, programming, and services provided by both the school system and outside agencies
- input by the student, parent(s)/guardian(s), and other members of the program planning team regarding likes/dislikes, leisure activities, interests, preferred living arrangements, level of independence, etc.)

A meeting is held to discuss the student's aspirations, strengths, and needs. As chair, the principal or designate will invite the participants and distribute an agenda. The parent(s)/ guardian(s) will be asked to contribute to the discussion by giving examples of the student's strengths, needs, and aspirations. This will assist the parent(s)/guardian(s) in becoming meaningful participants in the transition process. They are encouraged to discuss aspirations with the student before the meeting, if appropriate.

It is the responsibility of the program planning team to explore options that are available and appropriate for the student. These options will be discussed at transition planning meetings and, as appropriate, incorporated as documented outcomes in the student's transition plan (see Appendixes D and E for suggested sample formats of a transition plan). All members of the planning team are encouraged to contribute to this discussion.

Outcomes: Document, Track, and Monitor

Documenting Transition Outcomes

Documented transition outcomes are the culmination of the program planning team's collaboration and are based upon a systematic analysis of the student's strengths, needs, aspirations, and selected options. Transition outcomes are measurable statements identifying programming, services, and/or personal expectations for an individual student.

Tracking and Monitoring

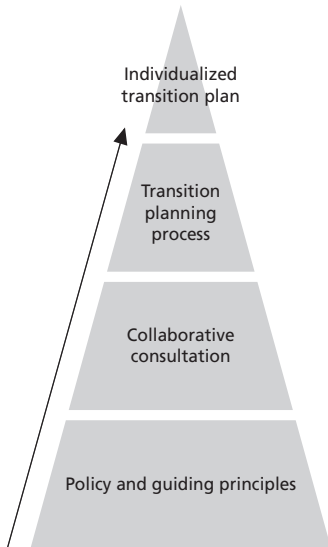
Transition outcomes must meet certain criteria and must

- be written in such a way that they can be tracked, monitored, and evaluated
- be linked to strategic priorities that are part of the student's transition from one stage to another
- be measurable, realistic and achievable
- define specific expectations and have a time line for review

Transition outcomes must be reviewed as needed or at least twice per year (Policy 2.6 *Special Education Policy Manual*, 1996). Dates for the review of the transition plan should be set at each transition planning team meeting.

Transition outcomes must be documented and incorporated in the student's IPP and filed in the student's cumulative record file.

Summary



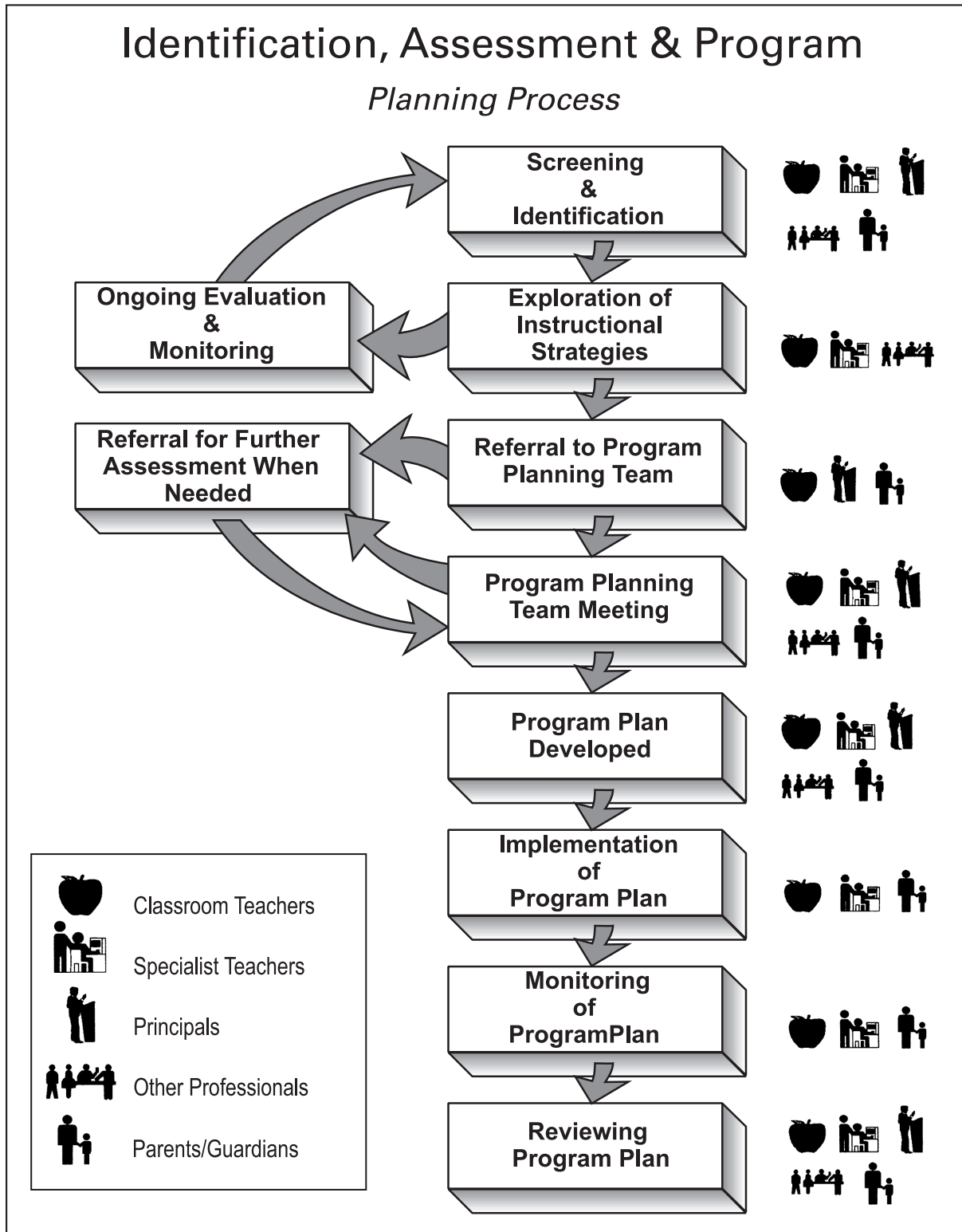
In summary, formal transition planning is most effective when participants systematically use collaborative principles for decision making, carefully document to ensure due process, and thoroughly analyse resources and services available. Resources, finances, and programs are often shared among a variety of departments and agencies and require a collaborative team approach in order to co-ordinate services effectively.

Effective transition planning implies

- early identification and assessment
- individualized program planning
- collaboration between home, school, and community
- informed and involved parent(s)/guardian(s) and, when appropriate, students
- knowledge of community-based programming and services
- understanding of and respect for issues of race, religion, ethnicity, culture, language, and sexuality
- accurate record keeping
- advocacy
- willingness of partners to be flexible
- clearly assigned roles and responsibilities
- an understanding and acceptance that transition is a lifelong process
- tracking, monitoring, and evaluating both the plan and the process

Appendixes

Appendix A: Policy 2.2



Policy 2.2

Each school board is responsible for establishing a process of identification, assessment, program planning and evaluation for students with special needs.

2.2 Guidelines

The school board is responsible for the implementation of this process; therefore, each procedural step should be documented in the school board's special education policy manual. School boards are encouraged to refer to the appropriate sections of the Department of Education and Culture's *Special Education Policy Manual*.

2.2 Sample Procedure

On the following pages is a sample outline, in graphic and written form, of how a program planning process might be implemented. It is not intended as a prescribed approach, but rather as an illustration.

Identification, Assessment and Program Planning Process

Stage 1—Screening and Identification

This stage may be initiated by a variety of people. Some children and students may come to school with a myriad of assessments and programming information from other agencies or from another school. Some students may have been in school for a number of years and their special needs may be identified at a later stage by the classroom teacher who regularly observes students in the learning situation. The planning process can be initiated at any time based on student need.

If a student has been identified as needing an individual program plan before entry to school, the team may wish to start the process at step 3, "Referral to Program Planning Team," to avoid delay.

Parents are expected to be involved at the beginning of the process. Classroom teachers, parents, students and outside agency personnel and resource teachers are all possible initiators at this stage. The principal should be aware of any communication concerning students at this stage.

Stage 2—Exploration of Instructional Strategies

After a student has been identified as requiring additional planning to meet his/her needs, the classroom teacher uses available material and human resources to explore a variety of strategies in the learning process. In all schools there is a wealth of experience to draw upon. In exploring alternative methods of working with students, teachers may also wish to consult supervisors, school psychologists or other available personnel. The key at this stage is to be as creative as possible in determining a wide variety of behavioural and/or curriculum strategies to meet student needs while ensuring accurate record keeping in terms of the outcome of utilizing these approaches. Determining why a method doesn't produce the desired collaboration among professionals and parents are essential at this stage.

The identification, assessment and program planning process may not go beyond this stage for many students as their needs may be met through ongoing evaluation and monitoring in the classroom. (Policy 2.4)

Stage 3—Referral to Program Planning Team

If the classroom teacher requires further support to meet the needs of a student, he/she may wish to refer to the program planning team.

The format of the referral depends on school and district/regional procedures. In some cases the initiator of the referral may be required to have certain types of information available for the principal in order to make an informed decision whether or not to select team members and set a date for the program planning team meeting. Information required may include anecdotal information, observation records, informal assessment, interviews with the student and involved agencies, school records or any other information available that may be of help in program planning. Care should be taken not to use outdated or irrelevant assessment data.

Stage 4—Program Planning Team Meeting

The program planning team must ensure that the problem or difficulty facing the student and/or teachers and parents is clarified before proceeding with planning. The reason for referral does not always match the team's clarification of the problem and careful problem solving at this stage can prevent unnecessary or inappropriate steps being taken.

Team members should be those who have responsibility for the student's learning. The team should always include the principal or vice-principal, teachers involved and parents/guardians. (See policy 2.4) These members form the core of the team. The selection of additional members depends on the needs of the student and on the personnel resources of the school district and community. In cases where there are many teachers involved, as in high schools, reports can be gathered from teachers for presentation at the team meeting; however, key personnel should be present. In some cases this may include the student, especially at a high school level when career/ transitional decisions are being discussed. Every attempt should be made to encourage parents to feel comfortable in presenting their views of the student's strengths and needs.

The team meeting provides an opportunity for members to come together to clarify, given all available information, the student's strengths and needs and to decide on future actions to be taken in terms of program planning.

The meeting should not be a forum for teachers, administrators, and other agency personnel to present a completed program to the parents. If this is done, the parents become outsiders to the process and do not have the opportunity to affect decision making in any meaningful way. Together, the members should discuss the information each has observed and collected. Concerns should be expressed openly and information presented, without judgmental rebuttal. However, in cases where differences of opinion occur, the chairperson would act as mediator in the process.

The team decides whether or not to proceed with development of an individualized program plan (IPP). The meeting may highlight the need for a change in instructional strategies or evaluation methods while maintaining the objectives of a prescribed course. When this occurs, a statement outlining adaptation of strategies, evaluation methods and support services required should be recorded in the student's cumulative file. However, when the objective of provincially approved curriculum must be changed to meet the needs of the student, an IPP becomes necessary. An IPP may focus on behavioral as well as curriculum outcomes to address student behaviours which may inhibit learning. At this point, the chairperson designates responsibility areas to the team members to develop the individualized program plan according to the priorities, goals and approaches set at the meeting, or to collect further information if necessary.

Stage 5—Program Plan Developed

The program planning team uses information gathered to write the program plan. Those that have responsibility for implementation of parts of the plan should be involved in developing the objectives, deciding on strategies and evaluation procedures. The individual program plan should include the following components (Policy 2.6):

- a summary of student strengths and needs
 - annual individualized outcomes (goals)
 - specific individualized outcomes (objectives)
 - recommended services
 - responsibility areas
 - review dates
 - signatures

Stage 6—Implementation of Program Plan

Team members are assigned responsibility areas and monitor student progress. The teacher responsible for teaching the student is also responsible for evaluating the student's progress in that curriculum area (Policies 2.5 and 2.6).

Stage 7—Monitoring

Teachers and designated team members are required to evaluate individual program plans in order to assess student progress continually.

Stage 8—Review of Program Plan

The program planning team is responsible for reviewing the student's progress in the plan and meeting to discuss changes when necessary. The program plan should be reviewed at least twice annually.

Appendix B: Checklist

Potential areas for consideration when planning transition from high school to community:

Post-Secondary Training or Employment Outcomes

- On-the-job training
- Community college
- Vocational training centre
- Community-based education and training
- Supported work models
- Volunteer work
- Leisure/recreation program
- Financial support
- Other: _____

Leisure/Recreation

- Specialized recreation/social activities (e.g., Special Olympics)
- Classes (e.g., craft, art, music)
- Sports/social/service/hobby clubs
- Community centre programs
- Parks and recreation programs
- Independent activities (e.g. bowling, swimming, skating)
- Religious groups
- Animal care
- Other: _____

Living Arrangements

- With family
- Adult foster care
- Group home
- Semi-independent (supervised)
- Shared living (roommate)
- Small options housing
- Independent living (e.g., have own apartment or house)
- Other: _____

Personal Management

- Social skills
- Household management
- Money management
- Personal care/hygiene skills
- Occupational therapy/physiotherapy
- Speech/language
- Sexuality education
- Assertiveness training
- Other: _____

Personal/Family Relationships

- Counselling needs/supports
- Home care attendant
- Support group
- Respite care
- Visiting arrangements
- Parenting skills
- Personal relationships (e.g., spouse, partner)
- Other: _____

Health/Medical Services

- Medical services: intermittent or daily
- Medical appointments (e.g., dental, eye, prosthesis, other)
- Medical resources: support to access resources (e.g., Medic Alert, Life Line)
- Medication supervision
- Proactive health interventions
- Other: _____

Financial Planning

- Earned income
- Unearned income (e.g., gifts/dividends)
- Income assistance
- Life insurance
- Other income or supports
- Tax deductions
- Other: _____

Transportation

- Independent (bike, walk)
- Public transportation (bus, taxi)
- Parents or other relatives
- Specialized accessible transportation (e.g., Access-A-Bus)
- Specialized equipment (e.g., electric/manual wheelchair)
- Other: _____

Advocacy/Legal Services

- Guardianship
- Wills/trusts
- Self-advocacy
- Other: _____

Other/Notes

- Safety (e.g., household, work, relationships, etc.)
- Other: _____

Appendix C: Transition Planning Worksheet

“Transition planning is part of the individual planning process for each student with special needs... School-to-community transition planning should begin when a student enters junior high school.” (Special Education Policy 2.7)

Below is a sample form a program planning team may wish to use as a transition planning worksheet.

Needed Transition Services, Supports, and/or Skill Development		
Student: _____ Date: _____		
Transition services and/or supports are needed in the areas checked below. Each area reflects whether it is a present or future need for the student. Needs are addressed in the IPP (Transition Plan) as General and Specific Outcomes.		
	Present Need	Future Need
Post-secondary training or employment outcomes		
Leisure/recreation		
Living arrangements		
Personal management		
Personal/family relationships		
Health/medical services		
Financial planning		
Transportation		
Advocacy/legal services		
Other		
Comments and Recommendations:		

Copy: Student’s Cumulative Record

Appendix D: Sample Form 1

Individual Program Plan (Transition)

General (Long-Term) Outcomes and Specific (Short-Term) Outcomes

Student Name: _____ Birth Date: _____

Provincial Student Identification Number: _____ Date: _____

Post-Secondary Training		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Leisure/Recreation		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Living Arrangements		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Personal Management		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Personal/Family Relationships		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Medical Services/Resources		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Financial/Income		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Transportation		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Advocacy/Legal Services		
General Outcome	Responsible Person(s)/Agency/Organization	Projected Date of Completion
Specific Outcome(s)	Responsible Person(s)/Agency/Organization	Projected Date of Completion

Review Date: _____

Parent/Guardian Signature(s): _____ Date: _____

Student Signature (if appropriate): _____ Date: _____

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Comments and Recommendations: _____

Copy: Student Cumulative Record

Appendix E: Sample Form 2

Individual Program Plan (Transition)

Student Name: _____ Birth Date: _____

Provincial Student Identification Number: _____ Date: _____

Strengths	Needs

Outcomes	Person(s) Responsible	Timeline	Strategies	Resources

Review Date: _____

Parent/Guardian Signature(s): _____ Date: _____

Student Signature (if appropriate): _____ Date: _____

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

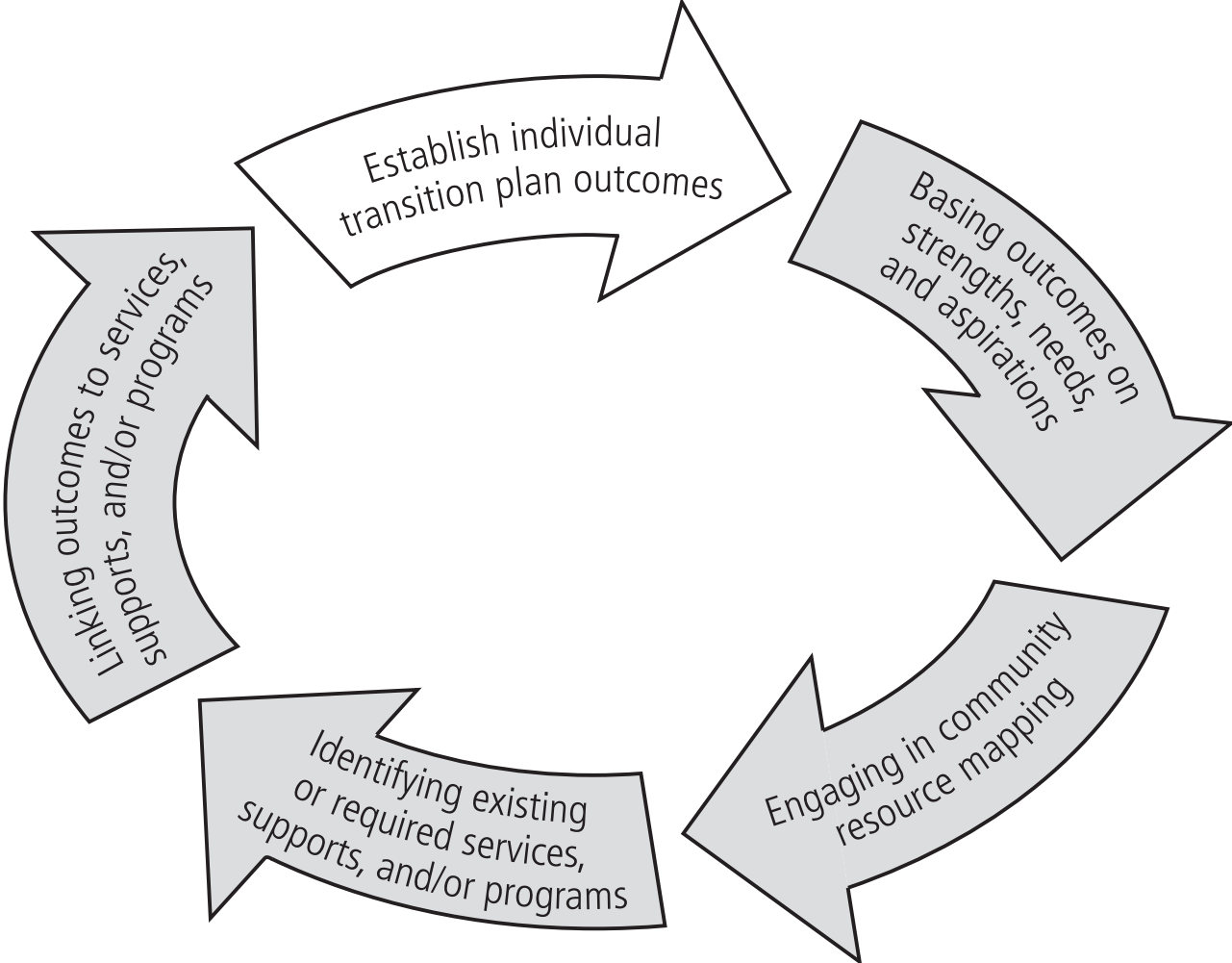
Comments and Recommendations: _____

Copy: Student Cumulative Record

Appendix F: Collaborative Consultation Guiding Principles

1. The relationship among members is one of collegiality and mutual support, allowing positions and perspectives to be stated in an environment characterized by mutual trust and respect.
2. Effective communication is demonstrated through the development and use of common language for working together in support of students with special needs.
3. Interactions among team members are non-judgmental and based on the assumption that all members are involved for the purpose of serving the best interests of the student.
4. Teamwork consists of a joint effort wherein individuals contribute their expertise with the knowledge and understanding that the best outcomes result from shared input and collaborative decision-making.
5. The team establishes an environment conducive to reaching consensus. Consensus building brings team members to the point where they agree with and/or support the decisions of the team.

Appendix G: The Transition Planning Process from School to Community



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