

Individual Transition Planning (ITP) Guide

The ITP guide was written so that people with developmental disabilities and their parents can become more involved in writing their own transition plan.

Find out about the transition plan process in the local school district and get involved.

This ITP guide will be useful even if there is no formal process. Information developed in this workbook can be written into the IEP if there is no Individual Transition Plan.

An audiotape of the individual or parent ideas for the ITP could be made for those who are nervous about speaking to a group. Include time to review the guide during the ITP meeting.

How to Use the Guides and Checklists

You can complete the planning guide or checklist in this section online:

Click in the text box next to the question and type in your answer;

OR

Click in the box in front of a statement or question.

The completed guide or checklist can be printed out. You can also save or update your answers; go to the last page of this section for directions.

The ITP Planning Guide

The ITP planning guide is designed to help students and their families in planning for the future. It should be used to help you get ready for your transition plan meeting.

The language of this guide is meant to encourage:

- people with disabilities to fill it out on their own;
- families and advocates to explain it to people with disabilities who cannot fill it out on their own.

Each activity is an important step in preparing for the ITP meeting. Families, advocates and students should work together when filling it out. It will help:

- identify personal strengths and interests
- identify goals for the future

Ideas on how to use your ITP

ASK, OBSERVE, ASK OTHERS

First, try asking people who can read or understand words or sign to complete the transition activities on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the transition activities.

Third, ask others who know the person well (like a friend or relative or service coordinator) to help complete the transition activities.

What is an Individual Transition Plan?

The Individual Transition Plan is a written plan which outlines what a student will need to live, work and play as an adult. It should be written at least four years before someone is leaving school. The ITP is written with the help of the student, parent, teacher, social worker or service coordinator and adult service provider. It spells out what everyone needs to do in order to provide the training and services needed for a smooth 'transition' from school. It is a bridge between the Individual Education Program and other plans – like the Individual Program Plan.

Some words and terms you should know

Goal: This tells the general direction a person is going in, like “living in an apartment or working in the community or attending classes at the community college.”

Individual Education Program: The IEP is written for students who receive special education services. This is a written plan which tells a student’s present strengths as well as educational goals and objectives for the school year. It contains specific plans for teaching skills that will help people be more independent.

Individual Program Plan: The IPP is a written plan which provides general goals in areas other than education like work and recreation/leisure.

Special Education: Services for students who are not succeeding in regular education and need additional educational experiences in order to become independent and productive adults.

Transition: A carefully planned process which help students move from school to adult life in the community.

If there are other words or terms that you want to ask someone about, just write them down:

Word or term	What it means
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your interests, likes and dislikes

Take a few moments to think about the things that you like to do best (like swimming or listening to music) and things you don't like to do. Get someone to help you with this, if you need it.

What do you like to do best?

At home:

At school:

At work:

In the community:

For fun on your own:

For fun with others:

Are there things you don't like to do?

At home:

At school:

At work:

In the community:

Thinking about the future

Name: _____

Date: _____

When do you plan to graduate?

Employment and education: A place to work and train after graduation

1. Where do you work or go to school now?

2. Where do you want to work or go to school after you leave high school?

Living arrangements: A place to live

1. Where do you live now?

at home on my own with a roommate

other: _____

2. Where do you want to live after you leave school?

at home on my own with a roommate

other: _____

Community recreation and leisure

activities: Things for fun

1. What kinds of things do you do for fun at home, in the neighborhood, community?

2. What kinds of things would you like to do for fun at home, in the neighborhood, community after you leave school?

Now it's time to start thinking about what things should be written into your transition plan.

The best way to do this is to think about what will help you most to live and work where you want to and to enjoy your free time.

Your family, teacher and social worker can help you with this, but you need to look at the following list below and place an "X" next to the 3 things that you want to talk about the most at your transition meeting. If you want to talk about more things, then just say so at the meeting.

Employment and education: A place to work and train after graduation

- What kinds of jobs would you like?
 - Would you like to work on your own or with others?
 - Are there training services that would help you after high school, such as the community college or adult education?
 - How will you get to and from work or school?
 - Things you might want more information about (please check as many as you want):
 - supported work
 - competitive employment
 - community colleges
 - community based education and training
 - What kinds of help do you need from others?
-
-

Living arrangements: A place to live

- Where do you want to live (in the city, in the country)?
 - How do you want to live (with other people, on your own)?
 - Things you might want more information about (please check as many as you want):
 - home of your own
 - adult foster care
 - supported living
 - What kinds of help do you need (none or do you need help with cooking and cleaning) from others?
-
-

Community recreation and leisure activities: Things for fun

- What kinds of things will you do for fun at home, in the neighborhood, community?
 - Things you might want more information about (please check as many as you want)
 - parks and recreation
 - community center
 - hobby clubs
 - sport or social clubs
 - What kinds of help do you need from others?
-
-

Personal management: Other things to learn

- Taking the bus?
 - Doing the laundry?
 - Things you might want more information about (please check as many as you want)
 - social skills
 - money management
 - personal care
 - household management
 - What kinds of help do you need from others?
-
-

Health and medical: Staying healthy

- Do you need special medicines?
 - How will you get to the doctor?
 - Things you might want more information about (please check as many as you want):
 - dental care
 - health insurance
 - What kinds of help do you need from others?
-
-

Financial and income: Money matters

- How much money will you need to live on (for rent, food, fun)?
 - What about insurance, benefits, taxes, SSI/SSDI?
 - Things you might want more information about (please check as many as you want):
 - other benefits
 - social security benefits
 - What kinds of help do you need from others?
-
-
-

Your transition planning meeting

Here are some things to do before the meeting:

- Review what you have written in this workbook.
- Review your plans from last year.
- Talk to your transition plan coordinator (that's probably your teacher) to make sure that you know what will happen at the meeting.
- Write down any questions you want to ask.
- Ask who else will attend the meeting and make sure that no one is left out. Please invite everyone who will be helping you work on this plan – families, brothers and sisters, future service providers, service coordinator and so on.
- If you need special help at the meeting (like an interpreter), then ask for someone to be there.
- If you want help from someone else during the meeting, then ask for it.

Here are some things to do at the meeting:

- Show people this workbook and talk about the things you want to do after you leave high school.
- Be positive, this is your meeting and everyone there wants to help.
- Ask questions.
- Take notes, bring a tape recorder or bring someone to take notes for you.
- Remind people that you're here to write a plan that will help you be more independent at home, at work and in the community.
- Ask for help if you do not agree with the things that are written into your Individual Transition Plan.

How to tell if the planning meeting went well

When your transition plan meeting is over, fill out this worksheet.

	YES	NO
1. Were all of the people that you wanted at the meeting?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did everyone look at the things that you wrote in this workbook?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you and your family, advocates, friends help decide what was written on the ITP?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you get information about the kinds of services you might need after graduation?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you talk about all of the things on – <i>Your Interests, Likes and Dislikes, Thinking About the Future?</i>	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you get to ask questions?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did all of your questions get answered?	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there transition goals for everything you marked on <i>A Checklist for Your Meeting?</i>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are there dates for completing your transition goals? YES NO

10. What were the best things about the meeting?

11. What could have been better?

If there are a lot of “no” answers to these questions, then you should ask to have another transition planning meeting.

How to tell if the transition plan is working

About every six months, you should look at your Individual Transition Plan to see if things are going the way they were written.

	YES	NO
You should ask, if you have not graduated:		
1. Am I learning to be more independent?	<input type="checkbox"/>	<input type="checkbox"/>
2. Am I learning to work and live with people who are not disabled.	<input type="checkbox"/>	<input type="checkbox"/>
3. Does some of my training take place in the community?	<input type="checkbox"/>	<input type="checkbox"/>
You should ask, if you have graduated:		
1. Am I working where I want to?	<input type="checkbox"/>	<input type="checkbox"/>
2. Am I living where I want to?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do I get to see my friends?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I need any special help?	<input type="checkbox"/>	<input type="checkbox"/>
Are there things that could be going better?	<input type="checkbox"/>	<input type="checkbox"/>

If there are a lot of “no” answers to these questions or if things could be going better, then you should ask to have another transition planning meeting.

Some things we know about how people learn best

- People learn things best in the places where they happen like buying things at a store or shaving in the bathroom.
- People learn things best when they use the real item-like using real money when learning how to count.
- People learn things best when they do them at the time they are usually done like brushing teeth after a meal or before going to bed.
- People learn best from other people-like learning how to work in places where other people work.
- People learn best when the things that they learn are useful-like using the telephone or taking the bus or writing a check.
- It is important to think about things to learn that will help you become more independent where you live and work right now and where you will live and work in the future.

The law

For students who receive special education, the law says that everyone has the right to get the kind of education that they need. If students need training in different types of community work before they graduate, this is something to ask for in the ITP and the IEP meeting. The law also says that all students must have an ITP by the age of 14.

How to Save and Reload Your Responses

To save your responses:

1. Click on "**Save or Reload My Responses**"
2. Click "**Save**"
3. Fill in your name (you could also enter name and date to save progress.)
4. Click "**OK**"

To clear all responses and start over click "**Clear Responses.**"

To view, edit or update your saved responses:

1. Click "**Save or Reload My Responses**"
2. Click "**Reload.**"
3. Select your name. Your responses will reload.
4. Change or complete your responses.
5. Save your responses according to the directions above. To overwrite your existing responses, type the same name information, and when asked to overwrite, click "OK". Enter a new name, or an existing name and new date to save a new set of responses.

To delete your saved responses:

1. Click "**Save or Reload My Responses**"
2. Click "**Delete.**"
3. Select your name. Your responses will be permanently deleted.