

Ventura County SELPA
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Transition Counseling Worksheet
(To be used with the “Student Input to the Transition Portion of the IEP”
Worksheet, if appropriate for the student)
TEACHER’S GUIDE

Annotated Version
(with prompts
for new users)

OPENING: (Ideas for what to say) *I am talking with you today because we have your IEP coming up on _____. Now that you are getting close to becoming an adult, it is important that the things we do in school help you to reach your dreams and goals for who and what you want to be and do in your life.. I want you to be as honest as you can, so together we can come up with a plan that you feel is best for you.*

1) SELF AWARENESS/SELF ADVOCACY: (Ideas for what to say) *It is important that all of us have a good understanding of who we are as people, both our strengths and our weaknesses. This helps us to make decisions about the things that we want to do with our lives, and also to understand how to ask for help or support if we need it. Those of us with a disability need to be knowledgeable about it and able to tell people what we need.*

How do you see yourself as a person/student/worker? What are your strengths and what do you feel are your weaknesses (things that are hard for you)?

What is the disability that makes you eligible for Special Education services? Can you describe it? What are the challenges (If any)?

What are the supports that you need to help you, in school, at home, other places (if any)?

Do you ask for help and supports if needed? _____

What are the things you need to work on to help you be a better self-advocate for yourself:

___ Nothing, I think I’m fine (or):

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Note to Case Manager: There are many worksheets and tools in the Transition Portfolio under “Self Advocacy,” as well as the SELPA website, under “Transition/Resources for Students/Self Advocacy” for activities to work on in this area. There are also Goals (and related probes) in the IEP Goals Bank under “Transition/Self Advocacy.”

2) INDEPENDENT LIVING: (Ideas for what to say) *It is important that you have an idea of where and how you plan to live once you are out of school. It is ok to have a short term goal for right after leaving school (college dorms, parents' home, etc) as well as a long term goal for when you are "fully adult."*

Where do you see yourself living shortly after you leave school?

Where do you see yourself living 4-5 years after leaving school?

What things do you need to find out/learn/work on in order to achieve your long range goal?

___ Nothing, I'm all set (or):

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Note to Case Manager: There are many activities for independent living skills (bills, apartments, budgets, etc) in the Transition Portfolio Guide under "Independent Living" as well as tools for assessing skills on the website under "Transition/Resources for Students/Independent Living." In addition, there are Goals (and related Probes) in the IEP Goals Bank under "Independent Living."

3) CAREER/VOCATIONAL: (Ideas for what to say) *Everyone should leave school with ideas for careers that they would like to have as an adult. Part of what we are going to do together is to help you decide the kinds of careers you might like to have, and to consider how your strengths and weaknesses will fit those career ideas. Its ok if you change your ideas more than once while you are in school. That's what school is for, to help you figure out what you might want to do.*

(Review with student the career interest test(s) they've taken and the results.)

Career Interests Tests taken:

Month/Year:

Career Interests Results: _____

What career(s) are you interested in at this time?

What is it about that/those careers that you like?

(Review with student the career skills test(s) they've taken and the results.)

Career Skills Tests Taken:

Month/Year:

Areas of Strength: _____

Areas of Need: _____

At this time, does it seem as if your strengths and skills are suited for your career interest? _____

(If yes) What are the things do you need to work on/learn to help you get there?

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You may skip ahead to # 4.

(If no) Are there other careers in your career cluster that seem interesting to you? (and/or)

Are there other careers that are also of interest to you? (and/or)

Do you have a "back up" career in case your first choice does not work out?

If you are not sure, what are some of the things that you could do to explore more about careers:

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Note to Case Manager: There are many Career Exploration as well as Aptitude and Skills Assessment tools in the Transition Portfolio Guide under "Career/Vocational" as well as the SELPA Website under "Transition/Resources for Students/Career Interests and Career Aptitudes/Skills." In addition, there are Goals (and related Probes) in the Goals Bank of the IEP Software under "Transition/Career Exploration."

(If the student wants to continue to work toward his/her career goal, despite a current gap between interests and skills:)

What are the areas that you need to work on in order to be ready for your career goal?

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4) EDUCATION/TRAINING: (Ideas for what to say): *Now that you have an idea of what career(s) you have in mind, we also need to think about what kind of additional training or education you may need to be qualified for that career. If you plan well, you will have a certificate or degree which makes you much more likely to get the career that you want.*

Does your career require college? _____

Are you planning to go to college? _____

(If yes) Which one? _____

(If student knows which college)

What kinds of things do you need to work on in order to get you ready for that college?

___ Nothing, I'm all set (or):

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(If the student does not know about college, or which one to go to:)

What kinds of things do you need to learn/do to have a better idea about college?

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Note to Case Manager: There are many college exploration tools and activities in the Transition Portfolio Guide under "Education" as well as the SELPA website under "Transition/Resources for Students/Education." In addition, there are many activities in the SELPA booklet, "Going to College....or Thinking About it?" located on the SELPA webpage under "SELPA Publications, A-Z." In addition, there are many college Goals (and related Probes) in the IEP Goals Bank under "Transition/Education."

(Whether or not the student is planning on going to college)

Does your career require a vocational certificate or degree? _____

(If yes) Which one? _____

(If student has a vocational training program in mind)

What do you need to work on in order to get you ready for that program?

___ Nothing, I'm all set (or):

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(If the student does not know about vocational training programs for his/her career)

What are the things you need to learn/find out about vocational training programs?

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Note to Case Manager: There are many goals in the IEP Goals Bank under "Transition." Remember that all the goals are correlated to the items on the SCANS assessment, to help you and the student to find areas to work on to help prepare him/her for their career goal(s). Some Goals will look like regular academic goals, but with a vocational focus (such as reading instructions, taking a phone message, making change, or reading bus schedules). Other goals will be specific to work related skills (such as customer service or problem solving).

Transition goals may be written for one year, or shorter, as appropriate. Goals that require ongoing instruction and practice would be written for one year. However, a

goal to “explore five careers of interest and write a paper about them” or “visit the community college and enroll in the Disabled Students Program” may be accomplished within a semester or shorter.

Remember that all Transition Goals should be reported on with Progress Reports just as any other goal. If there are other persons responsible for implementing the goals, (WorkAbility Specialist, Work Experience Educator, ROP Instructor, School Counselor, parents) it is still the responsibility of the Case Manager to collect data on outcomes for making the Progress Report. All of the Transition Goals in the IEP Software Goals Bank have Probes that can be used as documentation of attainment of the Transition Goals.

After completing this interview with the student, work with him/her to select priorities for inclusion in the IEP. Have him/her record them (if capable) on the “Student Input for Transition Portion of the IEP Worksheet” and bring to the IEP so s/he can inform the team of the areas in the IEP.