

## Taxonomy of Transition Planning: TTAC Cross-Site Summary 9/12/02

	Shelby City/ Cleveland County Schools (NC)	Lexington 2 Schools (SC)	Scottsboro City Schools (AL)	East Central Special Services District (IN)	Dublin City Schools (OH)	Franklin Heights High School (OH)
<b>Student Focused Planning</b>						
<b><i>IEP Development / Content</i></b>	The student planning process includes dream sheets & parent surveys that are incorporated into the formal document.	The student planning process is incorporated into the formal document with student-selected post-school outcome goals	Students formally choose their course of study, and the individual transition plans and IEP incorporate community outcome goals.	Goals are written into formal document from standpoint and ownership of student through "I" statements.	Student's vision statements are incorporated into first page of IEP planning document.	Student's vision statements are incorporated into first page of IEP planning document.
<b><i>Student Participation with IEP Meeting Process</i></b>	Active involvement in all phases of pre-meeting planning process through surveys and dream-sheets. Students attend meetings, are treated as participating team member, student-directed IEP training is provided.	The Next STEPs curriculum is used to teach students to set goals and participate in IEP/transition meetings.	Students are encouraged to initiate their own goals, objectives, and service plans. Students are actively involved participating in/directing their own meeting	Students lead IEP meetings, and are trained in choice-making and self-advocacy. Students initiate their own goals, objectives, and service plans.	Students initiate their own goals for post-school living. Dream sheets and planning sheets are used as well, to assist planning process.	Students develop post-school plan, choose post-school goals that determine curriculum path and supports. Next Step curriculum is used for planning process.
<b><i>Planning Strategies</i></b>	Students are actively involved in all aspects of planning. Students are regarded by team members as the primary decision-maker.	Next STEPs curriculum is used to guide students in development of own goals.	Next STEPs curriculum is used to guide students in development of own goals.	Schools are expanding students' roles in the process	Vision planning survey and transition needs survey completed in 9 <sup>th</sup> grade. Students lead group-planning process.	Students develop post-school plan, choose post-school goals which support their career and curriculum path.
<b>Student Development</b>						
<b><i>Life Skills Instruction</i></b>	An Occupational Course of Study is available for some students if they choose. Otherwise, students can participate in locally developed functional curriculum. For additional information visit <a href="http://www.uncc.edu/tassel">www.uncc.edu/tassel</a>	<i>Life-Centered Career Education</i> curriculum, a locally developed functional curriculum, and Roommates Project teach students daily living, decision-making, interpersonal and communication skills.	Statewide occupational diploma includes life skills instruction. Daily living and interpersonal skills, and functional academics.	Independent living skills training is provided in a community setting at Cornerstone (a home learning lab) in addition to classroom instruction.	Independent living skills and personal living skills; self-advocacy training, through community and classroom instruction.	Independent living skills and personal living skills; self-advocacy training. Life skills instruction is available for students as determined through their IEP.