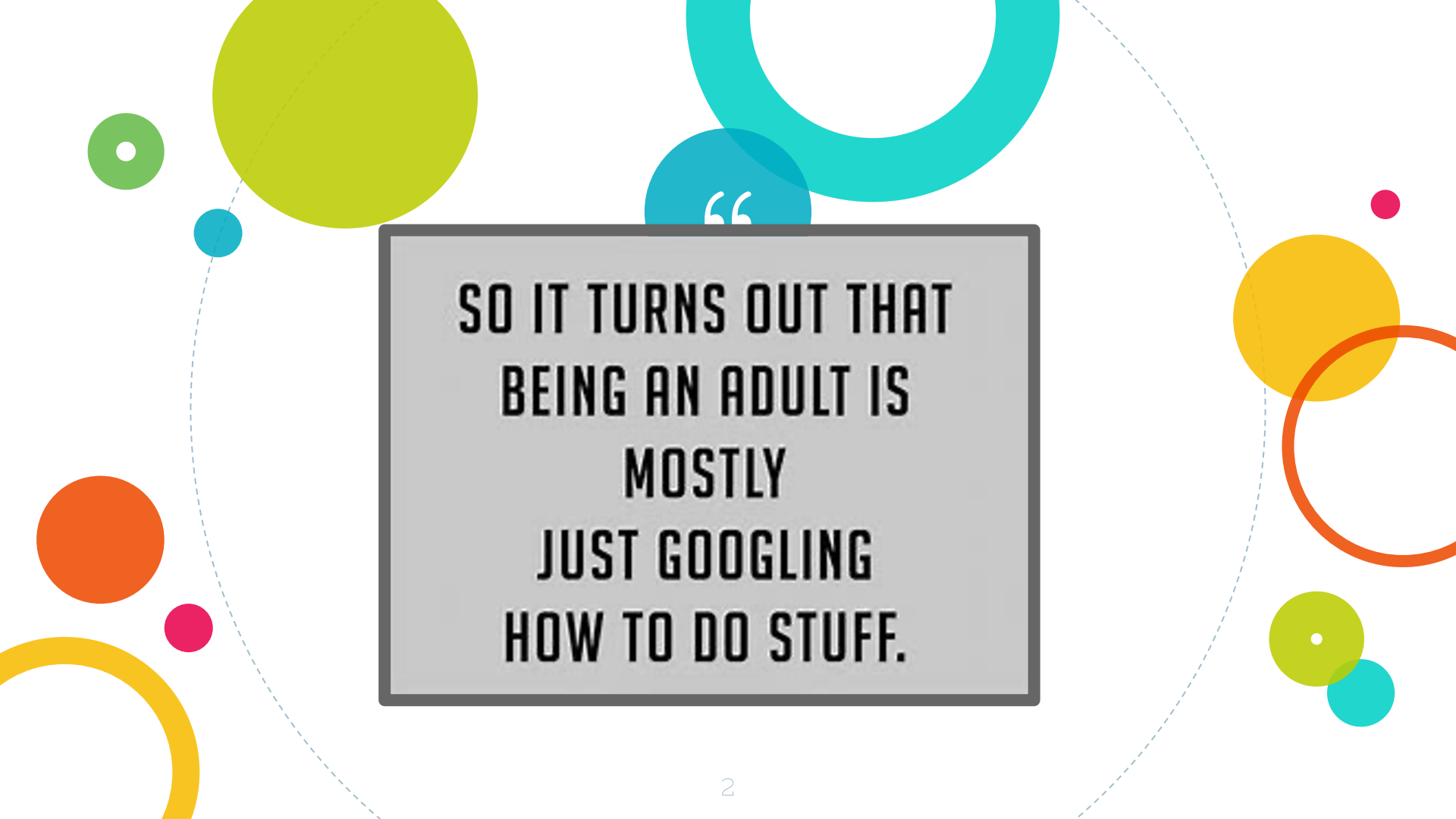


A decorative graphic featuring a large, light blue dashed circle that frames the text. Various solid-colored circles in shades of teal, lime green, orange, and pink are scattered around the perimeter. Some circles are solid, while others are dashed. A large teal ring is in the top left, and a large yellow ring is in the bottom right.

Welcome to
OC Ask the Experts

“Zoom Conversation on
Individual Transition Plans”

A decorative background featuring a large, light blue dashed circle that frames the central text. Various colored circles and rings are scattered around: a large lime green circle at the top left, a large cyan ring at the top center, a large yellow circle at the bottom left, a large orange circle at the bottom right, and several smaller circles in green, blue, orange, and pink. A grey rectangular box with a dark border is centered in the middle, containing the text.

“
**SO IT TURNS OUT THAT
BEING AN ADULT IS
MOSTLY
JUST GOOGLING
HOW TO DO STUFF.**

Objective

Share with the OC community about how individual Transition Planning is developed.

Who are the adults served for transition planning?

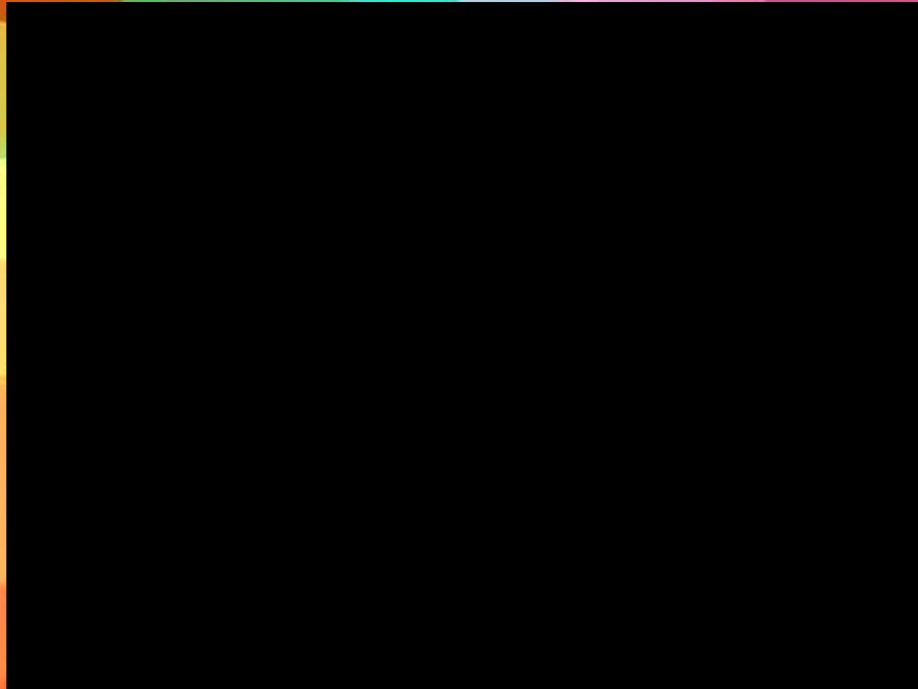
All students, 18–22 who live within school district boundaries and leave high school after 4 years of participation with a certificate of completion. These students also continue to demonstrate the need for transition services.

- Moderate to Severe
- Medically Fragile
- Autism Specific
- County Students
- NPS Students
- RTC Students



Curriculum

Unique Learning Systems
Links and Nearpod



Person Centered Plan (PCP) Person Driven Plan (PDP)

The purpose of this informal meeting is to discuss and gather information that will guide decisions to improve the quality of life for the student so that they can become contributing members of our society. Students become self-determined when they are empowered to make choices that match their interests.

Connect families and students to community resources.



Individualized Transition Plan (ITP)

Education/Training

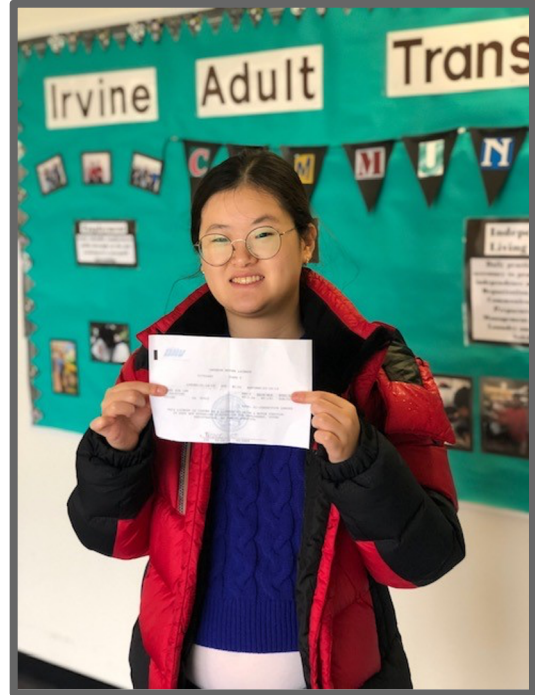
Functional Academics, Communication

Employment

Work Experience, Interest Surveys, Soft Skills

Independent Living Skills

Safety, self-care, hygiene, lunch program, budgeting, travel training



IEP Goals

Education/Training: Functional Math

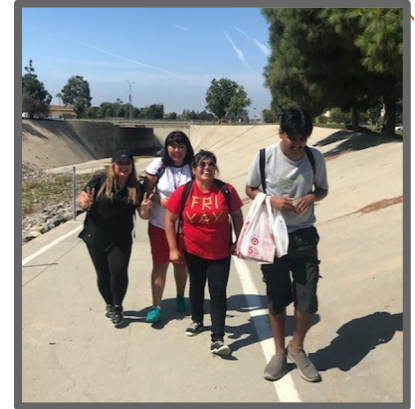
Goal: By April 9, 2019, XXXXXXXX will be able to independently calculate the amount of carbohydrates in her lunch by utilizing a nutrition tracking app (MyFitnessPal, MyPlate) or by visiting the restaurant website nutrition page in 3 consecutive weekly trials as measured by data collection and/or staff observation.

Employment: Time on Task

Goal: By April 9, 2019, XXXXXXXX will independently remain on task during her work experience education for 60 minutes in 3 consecutive weekly trials as measured by work experience evaluations and/or staff observations.

Independent Living Skills: Safety

Goal: By April 9, 2019, XXXXXXXX will independently cross all streets when participating in community based instruction according to her work/CBI evaluations in 3 consecutive weekly trials.



Connect Families to Local Resources



- Website <http://www.iusd.org/iatp/>
- Orange County Adult Transition Task Force (OCATTF)
- Orange County Local Partnership Agreement (OC LPA)
- Regional Center of Orange County (RCOC)
- Department of Rehabilitation (DOR)
- Dayle McIntosh Center (DMC)
- Coastline Community College/Rancho Santiago College



Adult Agencies & Community Colleges





Thank You!

Any questions?