

WORK TRAINING EXPERIENCE (continued)

- Student's work performance is enhanced with the following adaptations:
- Student's preferred work environmental factors include:
(i.e., indoors vs. outdoors, quiet vs. busy, fixed location vs. changes)
- Student's most preferred work activities and environments include:
- Student's least preferred work activities and environments include:
- Frequency of task changes student prefers:
(i.e. all day on one task? Several changes daily or hourly?)
- Student makes choices in work activities by:
- Student is motivated/reinforced to work by:
- Student participates in break environment by:
- Level of Social Interaction student prefers:
(i.e., working alone, part of a team, interaction with the public)
- An ideal job match for this student would be:

Training goal/adaptive strategy needed to decrease staff support in this area:

STUDENT MOBILITY

Level of staff support currently needed in this area - _____ 1:4, _____ 1:3, _____ 1:2, _____ 1:1

Training goal/adaptive strategy needed to decrease staff support in this area:

COMMUNITY

Level of staff support currently needed in this area - _____ 1:4, _____ 1:3, _____ 1:2, _____ 1:1

Student currently spends _____ hours per day _____ X per week in the community

Specify student’s most preferred nonwork activities in community. Include levels of participation and integration strategies used.

Specify student’s least preferred nonwork activities in community.

- Student is independent in the community
- Student uses DMV ID card to communicate personal identification.
- Student has DMV ID card.
- Student regularly wears a fanny pack, carries a purse, backpack or wallet and keeps ID card inside
- Student avoids dangerous places and things.
- Student considers traffic lights and oncoming traffic before proceeding into intersection.
- Student stays with small group when walking in the community.
- Student looks for and stops appropriately for oncoming traffic.
- Student stops at street corners.
- Student moves safely through parking lot.
- Student requires ongoing supervision in the community.
- Student is not aware of the following basic safety skills:
 - Traffic lights
 - Staying with small group when walking in the community
 - Stopping at street corners
 - Looking or stopping appropriately for oncoming traffic
- Student has
 - Visual limitation
 - Auditory limitation
 - Other condition which affects community safety:

Identify condition and how it affects safety:

Training goal/adaptive strategy:

LUNCH

Level of staff support currently needed in this area: - ____ 1:4, ____ 1:3, ____ 1:2, ____ 1:1

Training goal/adaptive strategy:

MEDICAL ISSUES – *(Please see current medical records for additional information)*

Student has no medical issues that affect day programming or integrated work placement.

Student takes medication including:

Describe effects (if any) medications have on student:

Student has allergies including:

Describe possible reactions to listed foods/medicines:

Student has seizures ____ X daily/weekly/monthly/yearly.

Describe kind, length and special procedures to be taken:

Describe follow-up care needed:

RESTROOM PROCEDURES

Describe level of staff support currently needed in this area:

Describe other issues in this area that may affect future placement:

Training goal/adaptive strategy needed to decrease staff support in this area:

TRANSPORTATION

Level of staff support currently needed in this area - ____ 1:4, ____ 1:3, ____ 1:2, ____ 1:1

- Student independently rides OCTD
- Student rides OCTD with supervision
- Student rides Dial-A-Ride/ACCESS with supervision
- Student rides school van with supervision
- Student rides in private auto with supervision
- Student rides in school bus with assistance/support Describe: _____

Describe other issues in this area which may affect future placement: _____

Training goal/adaptive strategy needed to decrease staff support in this area:

PERSONAL/BEHAVIOR MANAGEMENT ISSUES –

Level of staff support currently needed in this area – ____ 1:4, ____ 1:3, ____ 1:2, ____ 1:1

- Student does not exhibit behaviors that interfere with participation in the community and work.
- Student has a history of the following behaviors:

Describe behavior(s) and antecedents.

- Student has behaviors that appear in new or transitional situations.

Describe successful interventions used with above behaviors:

Describe successful reinforcers used with student.

PERSONAL/BEHAVIOR MANAGEMENT ISSUES (continued)

Student demonstrates behaviors that are a function of medication.
Specify behaviors.

- Student exhibits behaviors when they are not actively involved in meaningful tasks.
- Student displays behaviors as a means of communicating frustration.
- Student displays behaviors to seek attention.
- Student displays behaviors to avoid tasks.
- Student has a Behavior Plan (attached).
- Student has a Behavior Intervention Plan (BIP) (attached).
- Student will require a follow-up review of Behavior Plan/BIP with Individual Transition Team members one month after adult program placement.

Training goal/adaptive strategy needed to decrease staff support in this area:

COMMUNICATION

Specify support that increases student's ability to effectively communicate and understand others/follow directions.

Training goal/adaptive strategy needed to decrease staff support in this area:

ADAPTIVE TECHNOLOGY

Describe any adaptive technology that has increased student's active participation in work and nonwork activities:

ADULT SERVICES

Adult Service Options have been discussed

The following recommendations have been given by the student and other members of the Transition Planning Team: