

## AGE APPROPRIATE TRANSITION ASSESSMENTS / FOLLOWING THE FLOW OF THE STUDENT

**Transition Assessments:** (Monitored in Indicator 13, need to put the specific assessment name and date given )

Date Completed	Assessment
11-15-16	Initial Career Research Sheet (Employment, Education/Training)
9-9-16	Job Shadow Experience Reflection (Employment, Education/Training)
9-12-15	Adolescent Autonomy Checklist (Independent Living)
11-1-15	Student Dream Sheet (Employment, Education/Training)
11-15-15	Career Interest Inventory (Employment/Education/Training)

**Summary of Findings from Age Appropriate Transition:** (Monitored in Indicator 13; should summarize the assessments listed above, should support the post-secondary goal statements)

Independent Living: On the Adolescent Autonomy Checklist (9-12-15) Sabrina indicates that she already knows how to use basic household appliances, does her own laundry, and keeps her own room clean. She recreates in the community with her family and her friends. She has an understanding of money and banking, but does not have her own account yet. She knows what to do if she is sick and could call the doctor if she needed to. On the Student Dream Sheet, Sabrina indicated that she makes many of her own choices. The case conference committee determines that Sabrina does not need an Independent Living Post Secondary Goal.

Employment: As one of her transition services and activities and part of the schools internship program, Sabrina spent ½ day job shadowing at Maurices (9-9-16). After this experience, she completed a reflection and discussed the experience with her counselor and TOR. She mainly shadowed a retail clerk and found out that you need to be friendly but persuasive to sell clothes. What she enjoyed most was putting out new clothes and keeping the areas organized. The thing she liked least was being on her feet all day and said that would take some getting used to. She did find out that a retail clerk makes minimum wage to start, but can get raises. After this experience, Sabrina thinks she still wants to look into working retail, but would like to know more about how to be a manager.

Education/Training: As one of her transition services and activities for this year, Sabrina completed an Initial Career Research Sheet (11-15-16). She explored careers in retail. Sabrina found out that there are postsecondary education opportunities that would help her in this area. There are degrees in marketing, business, merchandising, and retail management. Though she is still not sure if she is interested in college, she thinks she might visit a local community college

to see if there are classes she would be interested in. Through her research she found out that if she has a degree of some sort, she will earn more money and have more opportunities to move up into management.

**PREVIOUS SUMMARY (some people leave in, others take out – district decision)**

Independent Living: On the Adolescent Autonomy Checklist (9-12-15) Sabrina indicates that she already knows how to use basic household appliances, does her own laundry, and keeps her own room clean. She recreates in the community with her family and her friends. She has an understanding of money and banking, but does not have her own account yet. She knows what to do if she is sick and could call the doctor if she needed to. On the Student Dream Sheet, Sabrina indicated that she makes many of her own choices. The case conference committee determines that Sabrina does not need an Independent Living Post Secondary Goal.

Employment: On the Student Dream Sheet (11-1-15), Sabrina stated that right now she doesn't want a job, but when she is 16 would like to work at a clothing store. After she graduates from high school she would like to work in retail. She would enjoy managing a clothing store. Sabrina doesn't mind working different hours, but would like to work close to home. She would like to have benefits with whatever job she has. On the Career Interest Inventory (completed in her FACS class first semester) Sabrina said that she likes being with other people and would like working where she is around people all day.

Education/Training: On the Student Dream Sheet (11-1-15) Sabrina indicated that she isn't sure what training she would need to work in retail. She would be fine with on the job training, but would attend more schooling if she needed to. Sabrina completed a Career Interest Inventory (11-15-15) in her FACS class. On this inventory she indicated that no one in her family has gone to college, so she doesn't think she is interested in going to more school after high school. She thinks that she can get on-the-job training to meet her needs.