

Table 5.2
Planning Notes

Transition domain	Relative strengths	Planning recommendations
Career Choice and Planning	<ul style="list-style-type: none"> • Has some idea of his career preferences and interests based on assessment results 	<ul style="list-style-type: none"> • Needs to further define which specific careers are of interest to him and expand available career options based on his preferences and interests identified by the CIPSI • Needs to explore the requirements of various jobs that have been identified • Needs to learn the procedures for getting a job
Employment Knowledge and Skills	<ul style="list-style-type: none"> • Has had paid part-time employment for a relatively long period of time • Is gaining more job experience through a work-study program • Is enthusiastic about attending a job-training program after school ends 	<ul style="list-style-type: none"> • Needs to develop general job skills • Needs to identify the specific entry-level skills that emerge after exploring the careers of interest to him • Needs to look into community job-training programs and how to get into them
Further Education/Training	<ul style="list-style-type: none"> • Shows interest in continuing to learn 	<ul style="list-style-type: none"> • Should be acquainted with various adult education settings that are available in the community
Functional Communication	<ul style="list-style-type: none"> • Is able to express himself fairly well in school and community settings 	<ul style="list-style-type: none"> • Needs to develop his listening, reading, and writing skills for use in his chosen career and everyday living situations
Self-Determination	<ul style="list-style-type: none"> • Displays a positive sense of self 	<ul style="list-style-type: none"> • Needs to understand how his disability affects his ability to function at work and in daily life activities • Needs to develop more refined and powerful self-advocacy skills • Needs to become a better decision maker and problem solver in the context of situations that he encounters on a regular basis • Must understand his basic legal rights and the meaning of legal-related language such as the Miranda rights
Independent Living	<ul style="list-style-type: none"> • Displays some basic home living skills, such as being able to make a sandwich, heat soup, or warm up something in a microwave oven 	<ul style="list-style-type: none"> • Needs to learn how to perform many everyday household tasks, such as cooking, cleaning, doing laundry, and using basic tools needed for simple maintenance • Needs to be exposed to the common types of problems that arise at home and learn ways to address them • Should be provided instruction in how to use common technology, such as smartphones
Personal Money Management	<ul style="list-style-type: none"> • Is able to perform basic math operations such as addition and subtraction • Can recognize and knows the value of various types of coins and currency • Knows where to go to buy everyday items he needs • Has a general idea of how much change he should get back when making a simple purchase 	<ul style="list-style-type: none"> • Needs to know how to read bills that have to be paid and how to pay them • Needs to learn how to manage a checking and savings account • Needs to open a checking and a savings account • Needs to learn how to use an ATM

Table 5.2 (continued)

Transition domain	Relative strengths	Planning recommendations
Community Involvement and Usage	<ul style="list-style-type: none"> • Is able to use the bus system on routes that he takes on a regular basis 	<ul style="list-style-type: none"> • Needs to learn how to use the bus system for getting to locations to which he does not typically go • Needs to know about resources in the community that will be of help to him
Leisure Activities	<ul style="list-style-type: none"> • Enjoys playing sports such as soccer and basketball • Likes to watch X Games sporting events on TV • Likes to collect magazines about motorbikes 	<ul style="list-style-type: none"> • Needs to be introduced to other community-based recreational opportunities • Needs to contact soccer and basketball leagues where he might be able to play on a team
Health	<ul style="list-style-type: none"> • Is a physically healthy young adult 	<ul style="list-style-type: none"> • Needs to learn how to take care of himself if he does not feel well • Needs to learn basic first aid to be able to treat simple injuries that he might incur • Needs to learn how to take care of himself when he is depressed or unmotivated • Needs to be taught a range of topics related to his sexuality and sexual behavior
Interpersonal Relationships	<ul style="list-style-type: none"> • Is typically friendly with most people he meets and with whom he interacts • Likes to be around other people • Enjoys socializing with his co-workers 	<ul style="list-style-type: none"> • Should be shown where to go to make new friends when in adult settings • Needs to demonstrate appropriate responses to stressful work-related situations • Needs learn how to deal with social relationships when problems arise • Needs to learn what is involved in being a parent and develop specific skills related to parenting