

# ITTI: Major Target Areas of Transition Planning

## **Communication:**

- Does the student have a clearly identified communication system?
- What are expressive & receptive modes?
- Is it viable across environments?
- Do all communication partners understand and support the communication system?
- Can the student explain his/her communication preferences to others?

## **Assistive Technology:**

- Does the student use any assistive technology (AT) for communication or to access the world around him/her?
- Does the student have AT for all environments (outside of the school)?
- Is the AT portable and easily accessible for communication or other needs?
- Has the team considered ALL aspects of AT?

## **Orientation & Mobility:**

- Has the student had an O & M assessment that will assist with safety travel skill development?
- Has the student applied safety travel skills in various environments?
- Have communication cards or other O & M devices been used by the student for travel?

## **Self-Advocacy/Self-Determination:**

- Is the student aware of his/her rights and responsibilities as a citizen?
- Is the student aware of the laws that will support him/her in the classroom, community and on the job?
- Does the student understand the concepts of interdependence & the ability to define wants vs. needs?

## **Job Exposure & Experience:**

- Has a job exploration assessment been conducted?
- Has the student been exposed to multiple career opportunities?
- Has the student had hands-on job experience with job coaching support?
- Was communication accessible throughout job exploration & experience?

## **Independent Living Skills:**

- Has the student been exposed to daily living skills training, such as self-care, cooking, cleaning, etc.?
- Does the student have a system for identifying clothing, money, items in the kitchen, etc.?
- Has the student been taught the concepts of banking & budgeting?

## **Identity of Self:**

- Does the student understand his/her disability and can he/she explain it to others?

- Does the student understand his/her place in the world in terms of family membership, community membership, etc.?
- Is the student connected to a particular cultural affiliation?
- Can the student explain his/her needs?

**Recreation & Social Network:**

- Does the student have hobbies outside of school & work that he/she enjoys?
- Has the student been exposed to various sporting & fitness activities?
- Is the student connected into various social networks (online and in-person)?
- Has the student been introduced to others with a similar life experience?

**Community Resources:**

- Is the student aware of resources and supports available outside of school life?
- Is the student/family aware of state-sponsored resources for support in the community, post-secondary education & job training?
- Has the student been exposed to a Support Service Provider (SSP)?

Created by Susanne Morrow – New York Deaf-Blind Collaborative

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**Recreation & Social Network:**

**Community Resources:**

**Student Name:**

**Completed by:**

**Date:**