

MAINTAINING THE BODY OF EVIDENCE

As information about a student is gathered through a variety of assessments and activities, it is important to organize and maintain the information in a way that makes it useful to the student, parents and other educators. All too often, we see situations where students participate in transition related activities through general education, special education, School-to-Career efforts, or the counseling center, but the information is not maintained in one place or shared among educators. Parents may receive the information but it comes in disconnected pieces and they may not understand the relevance of the information. This section contains forms and strategies that may be helpful in gathering and organizing information.

A **Transition Portfolio** provides a checklist of suggested activities and important information and can be a tool for documenting activities that have been completed. The sample Portfolio included in this kit, along with other supporting documents, can be used in several ways. It could be copied and included in a student file along with other materials, printed on the four sides of a file folder and used to hold copies of pertinent materials, or printed on heavy paper and included in a 3-ring notebook developed for each student. Many schools have individual notebooks for students, easily accessible and maintained by the student with support from the teacher. It is intended to be a working tool for the student containing the information that is relevant to his or her transition plan and is separate from the student's cumulative file or official records. In this section you will find a list of suggested contents for a notebook although it could be customized to best meet the needs of your students.

Although the use of a portfolio may seem like too much additional work, ultimately it could save time and duplication of effort. The consistent use of a portfolio checklist can serve multiple purposes:

- It provides a way to keep career development and transition related information in one place regardless of whether general education teachers, counselors, or special education providers gathered it.
- A portfolio helps to build a more complete picture for the student of their interests, strengths, abilities and needs.
- Students could build self-advocacy, self-determination and organizational skills by managing their own portfolio and learning the importance of the information it contains.
- When a student moves from grade to grade, or moves to another school, the portfolio would give the new teacher a record of what has been done, and what the next appropriate steps would be, avoiding duplication or missed components.
- The portfolio would be useful when a student is being referred to an adult agency and documentation is required for eligibility and plan development.
- A portfolio provides a tool for accountability and would help parents to understand what is being done in school to prepare their child for adulthood and what components must still be addressed.

TRANSITION PORTFOLIO

Student	Student Number	Date of Birth	Social Security Number
School/Yr.	<input type="checkbox"/> Case Manager	Anticipated Graduation Date	Medicaid Number
		Educational Disability	
Address	City / State / Zip		
<input type="checkbox"/> Parent(s) / <input type="checkbox"/> Guardian	Home Phone	Name of Emergency Contact	
Work Phone (Father)	Work Phone (Mother)	Number of Emergency Contact	
<input type="checkbox"/> Moved: See Personal Information Update Form		<input type="checkbox"/> Address / Phone Changed: See Personal Information Update Form	

Portfolio Contents	Date of Update / Review				
	7 th & 8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
◆ ¹ Agency Referral Information [pertinent]	_____	_____	_____	_____	_____
◆ Assessment Documentation Summary Sheet	_____	_____	_____	_____	_____
◆ Career Development Profile	_____	_____	_____	_____	_____
Colorado ID (copy of)	_____	_____	_____	_____	_____
Cover Letter	_____	_____	_____	_____	_____
◆ Credit Audit Worksheet	_____	_____	_____	_____	_____
◆ IEP Transition Goals (copy of)	_____	_____	_____	_____	_____
Letters of Recommendation	_____	_____	_____	_____	_____
◆ Personal Information Update	_____	_____	_____	_____	_____
Post-Secondary Information [pertinent]	_____	_____	_____	_____	_____
◆ Résumé/Pocket Résumé	_____	_____	_____	_____	_____
Sample Job Application	_____	_____	_____	_____	_____
Social Security Card (copy of)	_____	_____	_____	_____	_____
◆ Transcript / Grade Report	_____	_____	_____	_____	_____
◆ Transition Planning Worksheet	_____	_____	_____	_____	_____
Vocational / Transition Assessments	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

(NA) Indicates Not Applicable

¹ ◆ indicates form in *Transition Toolkit: Tab 7 – Tools, Templates and Worksheets*

Individual Transition Needs

Non-Shaded areas indicate suggested time to occur, as appropriate, given students level of functioning. When not appropriate indicate that the item is not applicable (NA)

	Date of Update / Review				
	7 th -8 th Grade	9 th grade	10 th grade	11 th grade	12 th grade
Education					
◆ Review credit audit worksheet					
◆ Review Domain: Skills/Knowledge Inventory: Education					
◆ Identify/review personal learning styles					
Re-evaluate and update IEP					
Establish / review graduation date					
Advise family post-secondary education options					
Identify/review post-secondary education goals					
Take <input type="checkbox"/> PSAT / <input type="checkbox"/> PACT (if appropriate)					
Visit local colleges / vocational schools					
Complete assessment for adult / post-secondary programs					
Initiate referral to 18-21 year old program					
Take appropriate <input type="checkbox"/> ACT / <input type="checkbox"/> SAT / <input type="checkbox"/> ASVAB / <input type="checkbox"/> ASSET					
Apply to post-secondary education programs					
◆ Update Student Activities/Honors & Awards worksheet					

Career					
Begin / update personal career portfolio					
Career awareness, exploration, job shadowing activities					
◆ Review Domain: Skills/Knowledge Inventory: Career/Employment					
Complete &/or update vocational / transition assessment(s)					
Obtain Colorado ID card					
Complete sample job applications					
Design / update résumé and references					
Complete / update cover letter					
Collect / add new letters of recommendation					
Explore in-district vocational opportunities					
Advise families of employment services available					
Explore competitive summer job opportunities					
Explore career / volunteer opportunities					
Participate in job training opportunities					
Pursue competitive employment					
Develop post-secondary vocational plans					
Participate in vocational / work opportunities					



	7 th -8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Community / Independent Living					
Explore transportation options					
Obtain Drivers License (if appropriate)					
Apply for appropriate transportation passes / discount card(s)					
◆ Review/Update Domain - Skills/Knowledge Inventory: Mapping Skills; Orientation & Mobility Skills [<i>Knowledge of community, Community safety training</i>]					
◆ Review/Update Domain - Skills/Knowledge Inventory: Adult Living [<i>Manages independent living, personal care, medical needs</i>]					
Register for selective service and voting					
Explore age of majority / guardianship issues					
Consider need for supports from adult agency (CCB) and apply for the wait list for adult services					

Inter-agency Linkages and Referrals					
Developmental Disabilities Resources (CCB)					
Post Secondary Education and Training					
Health and Environment					
Mental Health (MH)					
Vocational Rehabilitation (VR)					
Independent Living Center (ILC)					
Social Security Administration (SSI)					

Communication					
Explore alternative communication devices					
Assess verbal and non-verbal communication skills					
Assess written communication skills necessary for post- secondary setting					
Communication Skills Inventory					
◆ Review/Update Domain - Skills/Knowledge Inventory: Phone Book Skills / Phone Usage					

Social Interaction					
◆ Review/Update Domain - Skills/Knowledge Inventory: Self Determination					
Assess / train for social interaction in the community					
Assess / train for social interaction in the workplace					

(NA) Indicates Not Applicable

7th-8th grade

9th grade

10th grade

11th grade

12th grade

Social Interaction, continued

Assess common knowledge / skill in communication with:

computer

internet

word processing

Obtains information from various forms of media

magazines

newspapers

radio

television

signs and billboards

Recreation and Leisure

Obtain and uses ID / pass for recreational activities

◆ Review Domain: Skills/Knowledge Inventory: Recreation / Leisure

Participates in leisure activities at high school: (specify)

Participates in organized leisure activities with peers with disabilities: (specify)

Participates in organized leisure activities with peers without disabilities: (specify)

(NA) Indicates Not Applicable



Personal Information Form

Young Adult's Personal Information

Date (month) _____ (date) _____ (year) _____

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Social Security Number _____

Parents)/Guardian(s) Names _____

Emergency Contact Person _____

Emergency Phone Number _____

Emergency Information _____

Age _____ Height _____

Date of Birth _____ Weight _____

Hair Color _____ Sex _____

Eye Color _____ male female

Safety Requirements (does the young adult carry...)

ID Card	<input type="checkbox"/> yes	<input type="checkbox"/> no	Social Security Card	<input type="checkbox"/> yes	<input type="checkbox"/> no
RTD Card	<input type="checkbox"/> yes	<input type="checkbox"/> no	Fare Used	<input type="checkbox"/> tokens	<input type="checkbox"/> cash
Access-A-Ride Card	<input type="checkbox"/> yes	<input type="checkbox"/> no		<input type="checkbox"/> pass	
Wallet	<input type="checkbox"/> yes	<input type="checkbox"/> no	Pager	<input type="checkbox"/> yes	<input type="checkbox"/> no
Pocket Money	<input type="checkbox"/> yes	<input type="checkbox"/> no	Cell Phone	<input type="checkbox"/> yes	<input type="checkbox"/> no

Medical Information (does the young adult ...)

Take medications	<input type="checkbox"/> yes	<input type="checkbox"/> no	<i>List medications:</i>	_____
Self administered	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Requires assistance	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Have allergies	<input type="checkbox"/> yes	<input type="checkbox"/> no	<i>List allergies:</i>	_____
Have seizures	<input type="checkbox"/> yes	<input type="checkbox"/> no	Have a Health Plan	<input type="checkbox"/> yes <input type="checkbox"/> no

Transportation / Mobility (does the young adult use...)

Public transportation	<input type="checkbox"/> yes	<input type="checkbox"/> no	<i>Specify needs</i>	_____
Personal car	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Barrier free access	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Wheel chair	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Walker	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Walking	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Bicycle	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____
Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no		_____

Safety Abilities (can the young adult ...)

Safely cross streets	<input type="checkbox"/> yes	<input type="checkbox"/> no	Avoid strangers	<input type="checkbox"/> yes	<input type="checkbox"/> no
Use pay phone	<input type="checkbox"/> yes	<input type="checkbox"/> no	Communicate	<input type="checkbox"/> wants	<input type="checkbox"/> needs
Match numbers	<input type="checkbox"/> yes	<input type="checkbox"/> no	Write	<input type="checkbox"/> yes	<input type="checkbox"/> no
Read bus schedules	<input type="checkbox"/> yes	<input type="checkbox"/> no	Read	<input type="checkbox"/> yes	<input type="checkbox"/> no

Personal Care (does the young adult need assistance with ...)

Specify needs:

Toileting	<input type="checkbox"/> yes	<input type="checkbox"/> no	_____
Feeding	<input type="checkbox"/> yes	<input type="checkbox"/> no	_____
Dressing self	<input type="checkbox"/> yes	<input type="checkbox"/> no	_____
Bathing	<input type="checkbox"/> yes	<input type="checkbox"/> no	_____

Credit Audit Worksheet

Student _____ DOB _____ School _____ Date _____

This is a summary of the units or credits for the above named student. When this student successfully completes the required units or credits in the high school grades, including required courses specified for completion of their program as indicated by their Individual Education Plan (IEP), he/she will be awarded the following document of program completion

i.e. regular diploma, vocational diploma, certificate of completion.

Each line below corresponds to .5 credit of the required credits needed for graduation. Indicate the class or course that fulfills each .5 credit. An official transcript should accompany this document.

Language Arts	Social Studies	Math
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Other Required Courses	Physical Education	Science
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Electives		
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SUGGESTED OPTIONS FOR NOTEBOOK CONTENTS

This suggested outline for the contents of a student notebook is based on the Transition Portfolio using the checklist as a guide and table of contents. Information could be clustered into 5 categories or 8 categories allowing you to use a standard set of tabbed dividers. As a working file, these notebooks should be easily accessible to the student and should contain information relevant to the student's transition, not confidential or official records. These notebooks would be very useful when preparing for the next IEP, applying to post-secondary education or adult services, applying for employment, and documenting for parents what transition activities have been completed. The notebook should be given to the student when he or she leaves school.

OPTION 1: NOTEBOOK CONTENTS – 8 TABS

Place the Transition Portfolio Checklist at the front of the notebook.

Tab 1: Personal Information

This section should contain general information about the student that is personal in nature or provides basic information relating to the student's planning. Information may include the personal information sheet, transition planning worksheets, student questionnaires, and parent inventories.

Tab 2: Education

Include the components that are most relevant to the student's education. Suggested items would be the credit audit worksheet, IEP goals and objectives, learning styles inventories, information relevant to post-secondary education, school awards and honors worksheet.

Tab 3: Career

This section should contain information related to the student's career and vocational plans. Suggested items would include career interest and skills inventories, sample resumes, letters of recommendation, summaries of job shadows and work experiences, career clusters worksheets, and vocational program observation forms.

Tab 4: Community/Independent Living

Those items that address the student's abilities and experiences related to accessing the community and independent living would be clustered in this section. Suggested items could include skills inventories related to residential and community access, and documentation of community experiences.

Tab 5: Interagency Linkages

Efforts to establish linkages with appropriate adult agencies should be clearly documented for each student. This section could include the agency planning chart and copies of correspondence with agency representatives. If the student has a plan that has been developed through an agency, such as an Individual Plan for Employment through DVR, it may be appropriate to include a copy in this section.

Tab 6: Communication/Social Interaction

Issues related to communication and social interactions naturally cluster together. This section could include skill inventories and documentation of social activities that involve the student.

Tab 7: Recreation and Leisure

Information related to in-school or community recreation and leisure activities would be included in this section such as skill inventories, interest worksheets, and documentation of activities.

Tab 8: Miscellaneous

This section could include information that the student would like to save that does not naturally fit in any of the listed categories.

OPTION 2: NOTEBOOK CONTENTS – 5 TABS

Place the Transition Portfolio Checklist at the front of the notebook with the following dividers.

Tab 1: Personal Information

Tab 2: Education

Tab 3: Career

Tab 4: Community/Living/Interagency

Tab 5: Communication/Social/Leisure

