



## Transition from School to Adult Life in the Community: A Three-Part Planning Sheet

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Young Person's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Part 1: Creating a Vision/Developing Goals

(To be completed by the student, family, and significant others.)

**Instructions:** In order to make transition planning meaningful, the family must be able to share clear goals for life after school. Discuss the following questions, and write your vision of your child's life as an adult. Do not limit your vision based on programs, services, or situations you think may be currently available. Answer the questions with what you would most like to see happen based on your child's preferences and abilities.

- What kind of place will your child live in the future?

Location:

Physical Space:

People sharing the space:

- What kind of help or support will your child need?

Frequency (continuous, daily, weekly, infrequent, etc.):

Activities needing support (grooming, cooking, paying bills, etc.):

Type of support or help (physical assistance, scheduling, interpreting, etc.):

- What will your child do to be productive? (To develop self-esteem/respect of others and make a meaningful contribution.)

Employment:

Community Involvement:

At home:

- What additional education or training will your child take part in after school is complete?

College, technical, or trade school:

Classes in the community:

Training from agencies and service providers:

- What will your child do for enjoyment?

During unstructured free time at home:

In community settings:

Together with other people at home and in the community:

As part of an organized group:

- How will your child maintain a satisfying social life?

Meeting new people who may have similar interests:

Maintaining contact with significant others:

- How will your child need help with decision-making, managing his or her affairs, and advocacy?

In what areas should your child be a self-advocate:

In what areas will your child need someone else to act as an advocate:

Who will be an advocate in the near future:

Who will be an advocate in the distant future:

Any documents, records, or legal safeguards needed:

- What will be your child's means of financial support?

Income:

Benefit programs:

Estate or trust:

- What are other areas of concern do you have about your child's adult life?

Communication:

Adaptive equipment:

Medical issues:

Orientation and mobility:

Transportation:

Religious concerns:

- Other thoughts about your dream for your child's future:

You should consider your thoughts again in the future, as your child grows and develops, and the vision evolves.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 2: The Ideal Day!

**(To be completed by the student, family, and significant others.)**

**Instructions:** What would your child consider to be an ideal day once he or she is no longer in school? Think of your child at age 25. Write a description of the ideal day and be specific. Complete the exercise for two days, in order to make any distinctions between weekdays and weekends, or workdays and days off.

Describe the day from when your child arises until he or she goes to bed. Describe:  
what he or she would do;  
what time and for how long;  
where he or she would do it;  
who else would be involved.  
Consider both days listed on the form.

### The Ideal Wednesday:

## The Ideal Saturday:

You should consider your thoughts again in the future, as your child grows and develops, and the vision evolves.

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Part 3: A Plan of Action**

(To be completed by the transition team.)

**Instructions:** **1.)** Write a detailed description of the team’s shared vision for the student’s future in the following areas. The vision should be based on the student’s skills and preferences, in collaboration with ideas from the family and involved professionals. (Part 1 of this form can assist the family in clarifying a vision of the future.) **2.)** Then, for each area, list any skills and services the student will need to successfully achieve these visions, or goals. Skills needed should be addressed in the IEP. Services needed may come from a number of different agencies and organizations.

#### **Home Life (Where the student will live/what kind of help he or she will need there):**

Vision of the student’s adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

#### **Productivity/Contribution at Work, Home, and in the Community**

Vision of the student’s adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

## **Further Education/Training**

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

## **Leisure/Enjoyment**

*Independent leisure at home*

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

*Recreation in the Community*

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:



## **Social Life**

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

## **Advocacy/Self-Advocacy**

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

**Additional Area:** \_\_\_\_\_

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

**Additional Area:** \_\_\_\_\_

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

**Additional Area:** \_\_\_\_\_

Vision of the student's adult life:

New skills the student needs to learn to achieve the vision:

Services and supports the student will need as an adult to achieve the vision:

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