

With our tools, your students can make plans similar to this one. Usually, in under an hour.

## **THE 45-MINUTE TRANSITION PLAN**

Plans are stories of what we want and list the steps of how we'll get there. My name is Steve Benson and this is my plan for my life.

I am in the 11th grade at Two Harbors High School in Two Harbors, Minnesota.

### **Employment Goals:**

We all start out working in entry-level jobs. Some of the jobs I could start out doing are:

Janitor
Messenger or Courier
Camp Counsleor

A trade usually has a two-year training period called an apprenticeship. If I were to work in a trade, I would like to work as:

Musical Instrument Repairer
Boat Builder
Camera Operator

### **Employment Needs:**

As I start on my career path, I'll need to:

write a resume
interview for jobs
get a part time job

### **Level of Employment Goals:**

My general work goals are to work at a job that is:

part time job
highly trained job
self employment

### **Level of Education Goals:**

I might go on to more education and training after high school. My general education goals are:

Technical Vocational College
Bachelor of Science
Master of Science

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**Post Secondary Education and Training Goals:**

Two-year colleges and technical colleges can cost a few thousand dollars per year. If I apply for, can pay for and go to a two-year or technical college, I would like to study to become:

Game Warden
Occupational Therapy Assistant
Park Naturalist

If I go to a four-year college or even longer studies at university, which can cost several to many thousand dollars per year, I could study to work as:

Counselor
Wildlife Biologist
Environmental or Energy Specialist

**Post Secondary Education and Training Needs:**

Before I can go on to more training or college, I will need to:

keep my grades above 3.0 for university
talk to the guidance counselor at high school
take college tests like the ACT/SAT/PSAT

**Recreation and Leisure:**

Hobbies are important in life; sometimes they even lead to careers. My hobbies are:

hiking
taking photographs
camping

**Community Participation Needs:**

To take advantage of help available in the community I need to:

set myself up with a doctor's office
take a self defense class
learn to vote in elections

**Independent and Family Living Needs:**

To live successfully on my own I need to:

exercise more
learn to avoid paying for things on credit
learn how to deal with difficult people

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**Learning Styles:**

I learn in many different ways but these seem to be my strongest learning styles:

hands on, by doing
listening
reading

**Difficulties:**

Everybody has difficulties. There are ways around or through the difficulties. I find these things difficult:

class presentations
taking criticism
algebra

**Accommodations:**

I can do better at school by:

making extra time for homework
not being penalized for spelling or grammar
being allowed to leave when things are difficult

**Present Levels of Educational Performance:**

Right now this is what I am doing to make my future a reality:

going to school
asking general education teachers for IEP help
talking with others about college

**Self Advocacy:**

Some ways I can stand up and speak for myself include:

know how to work with my feelings
learn more about my disability
learn to deal with stress (exercise/meditation)

**Transition and Adult Services:**

Some adult transition services or community resources I could use include:

Education Planning
Rehabilitation Services
Study skill training

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**Transportation Present Level of Performance:**

I get around the community by:

walking
riding my bike
driving parents car

**Independent Living Goals:**

In the future I think I can live in the following ways:

with a roommate in an apartment
in a college dormitory
with roommates in a house

**Identification of Disability:**

To qualify for special education services I must have a disability. My disability is:

specific learning disability (writing)
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However, I may have more than one disability. If so, the following may play a role in my difficulties in school and work:

emotional or behavioral difficulties

**Strengths:**

Strengths are not always academic. My strengths are:

building things
teaching
communicating

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<b>is easier to use</b>	<b>better gathers and organizes planning information</b>
<b>is quicker to administer</b>	<b>better meets IDEA mandates</b>
<b>is less expensive than other tools</b>	<b>better ensures compliant transition plans</b>
<b>is reproducible (is theirs?)</b>	<b>better eases writing of mandated forms</b>
<b>is more comprehensive</b>	<b>better develops student centered plans</b>
<b>saves more paperwork &amp; case-management headaches</b>	<b>reveals more meaningful &amp; relevant information</b>
<b>is a tool that students enjoy completing</b>	<b>includes both paper and computer version</b>

Planning, teaching and assessment tools that are smart, well designed, that people are amazed by and want to use.

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