Vermont Transition Planning
Case Studies

VT Dept of Education
John Spinney
Transition Planning: Jake

- 16 years old
- eligible for special education under the Emotional disturbance category
- great difficulty managing his verbal and physical actions
- goal focused on helping him to develop the social/academic organization skills
Transition Planning: Jake

- interested in cars - auto mechanic
- desire to attend technical college
- live independently
- difficulty organizing his time and managing his money
Participants in the Transition Planning Discussion for Jake

- Jake
- Parent
- HS Guidance Counselor
- Vocational Rehabilitation Counselor
- Jake’s therapist
- Special Education Liaison
What else can be added to Jake’s Transition plan?
Please view Jake’s transition plan
Transition Planning: Sarah

- 20 years old - eligible for special education under the Learning Impairment category
- Basic reading and computation skills
- Special education services focus on improving her use of expressive language and helping her to utilize good problem-solving strategies
- Difficulty responding to new and challenging situations
Transition Planning: Sarah

Sarah has helped with filing at mother’s law office but does not have any consistent work experience.

Family is concerned about the lack of employment opportunities available to her when she exits school.

Dad is concerned about lack of supports available after she exits school.
Participants in the Transition Planning Discussion for Sarah

- Sarah
- Parent
- High school Transition Counselor
- Developmental Services local coordinator
- Vocational Rehabilitation Counselor
- Guidance Counselor
- Developmental services job developer
What else can be added to Sarah’s Transition plan?
Please view Sarah’s transition plan
Transition Planning: Manuela

- 17 years old with Cerebral Palsy and uses a wheelchair to get around
- specific health care needs
- few friends and would like to socialize more, but has very low self-esteem
- motivated student - wants to be a journalist for the local newspaper
- plans to attend the nearby state college and major in journalism
Transition Planning Manuela

- Special education services focus on improving her fine motor skills, her social/emotional growth, and self-care and mobility, including how to use public transportation.

- Wants to be able to live, work and function independently.

- Her parents feel that she is not ready to live on her own or to work independently.
Participants in the Transition Planning Discussion for Manuela

- Manuela
- Parent
- District-wide Assistive Technology Coordinator
- OT
- Vocational Rehabilitation counselor
- Guidance Counselor
- Nurse
- Special Education Liaison
- School Newspaper Advisor
What else can be added to Manuela’s transition plan?
Please view Manuela’s transition plan
Transition Planning is a whole school, family, student, and community activity.