

## Transition Decision Making Matrix – 18+

	Social / Recreation / Leisure	Adult Living	Lifelong Learning	Employment
<b>Full Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Manages calendar, sets appointments and resolves conflict in schedule.</li> <li><input type="checkbox"/> 2. Networks with family and friends.</li> <li><input type="checkbox"/> 3. Uses media sources to locate recreational events.</li> <li><input type="checkbox"/> 4. Organizes get-togethers.</li> <li><input type="checkbox"/> 5. Responds to, organizes transportation to and attends social functions.</li> <li><input type="checkbox"/> 6. Makes and maintains personal relationships.</li> <li><input type="checkbox"/> 7. Resolves conflict within relationships appropriately, and negotiates solutions to satisfy personal needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Self-initiates and completes all household chores.</li> <li><input type="checkbox"/> 2. Maintains personal hygiene.</li> <li><input type="checkbox"/> 3. Plans, purchases and cooks well-balanced meals.</li> <li><input type="checkbox"/> 4. Sets up own appointments and relays accurate information.</li> <li><input type="checkbox"/> 5. Problem solves personal, career and other life decisions.</li> <li><input type="checkbox"/> 6. Uses available resources to solve everyday problems.</li> <li><input type="checkbox"/> 7. Budgets money and uses a checkbook.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Accesses post-secondary education information, weighs options, and makes a decision with minimal support.</li> <li><input type="checkbox"/> 2. Arrives to class on time with necessary materials.</li> <li><input type="checkbox"/> 3. Time manages and completes assignments.</li> <li><input type="checkbox"/> 4. Independently chooses and enrolls in classes that meet their learning potential.</li> <li><input type="checkbox"/> 5. Follows syllabus, accesses resources, and organizes tasks to complete projects.</li> <li><input type="checkbox"/> 6. Works well in group situations; generates original ideas.</li> <li><input type="checkbox"/> 7. Seeks support when needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Can complete a job application, has resume, and can fulfill job application requirements.</li> <li><input type="checkbox"/> 2. Has skills to maintain full time job (arrives on time, dressed appropriately, follows through, accepts constructive criticism, etc.)</li> <li><input type="checkbox"/> 3. Recognizes and /or anticipates problems, follows through with steps to appropriately solve the problem.</li> <li><input type="checkbox"/> 4. Manages time and tasks on the job.</li> <li><input type="checkbox"/> 5. Self-advocates for needs on the job.</li> <li><input type="checkbox"/> 6. Uses communication systems appropriately and effectively (i.e. email, voicemail, time off request, etc.)</li> <li><input type="checkbox"/> 7. Works well with team/group/supervisor and manages workload without assistance.</li> </ul>
<b>Functional Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Manages calendar, sets appointments and resolves conflict in schedule with prompts.</li> <li><input type="checkbox"/> 2. Uses family and friend networks to brainstorm solutions to problems.</li> <li><input type="checkbox"/> 3. Participates in recreational events and health/exercise.</li> <li><input type="checkbox"/> 4. Uses task analysis to organize get-togethers</li> <li><input type="checkbox"/> 5. Responds to, organizes transportation to and attends social functions with reminders.</li> <li><input type="checkbox"/> 6. Learning to make and maintain long term personal relationships.</li> <li><input type="checkbox"/> 7. Conflict resolution is often awkward and requires peer support to prevent being taken advantage of.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Needs initial prompts to start and complete household chores</li> <li><input type="checkbox"/> 2. Maintains personal hygiene with occasional reminders.</li> <li><input type="checkbox"/> 3. Plans, purchases and cooks well-balanced meals with minimal assistance.</li> <li><input type="checkbox"/> 4. Sets up appointments with initial support and uses support relaying information with complete accuracy.</li> <li><input type="checkbox"/> 5. Problem solves personal, career and other life decisions with minimal support.</li> <li><input type="checkbox"/> 6. Asks for assistance in solving everyday problems.</li> <li><input type="checkbox"/> 7. Budgets money and uses checkbook with periodic support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Support person guides options for post secondary education, adult weighs options and makes a decision.</li> <li><input type="checkbox"/> 2. Arrives to class on time with necessary materials 80% of the time.</li> <li><input type="checkbox"/> 3. Time manages and completes assignments with initial support in organization.</li> <li><input type="checkbox"/> 4. Requires initial support in enrolling in classes that meet their learning potential.</li> <li><input type="checkbox"/> 5. Initial prompts to follow syllabus, access resources and organizes tasks to complete projects.</li> <li><input type="checkbox"/> 6. Works well in group situations: generates ideas based on other group member's ideas.</li> <li><input type="checkbox"/> 7. Seeks support occasionally, and is often unsure of abilities and strengths.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Adult practices completing a job application frequently, creates a resume with support, and can fulfill job application requirements with periodic support.</li> <li><input type="checkbox"/> 2. Developing skills to maintain full time job, needs occasional feedback from support person, and is involved in own assessments.</li> <li><input type="checkbox"/> 3. Recognizes problems, requires support to follow through with steps to solve the problem.</li> <li><input type="checkbox"/> 4. Manages tasks and time on the job with minimal support.</li> <li><input type="checkbox"/> 5. Practicing self-advocacy for needs on the job: needs guidance in communication savvy.</li> <li><input type="checkbox"/> 6. Uses communication systems to relay information, but information given is not always accurate or is not clear and organized.</li> <li><input type="checkbox"/> 7. Works with team / group / supervisor to achieve a common goal with occasional assistance, over time will develop skills to be productive in job.</li> </ul>

	Social / Recreation / Leisure	Adult Living	Lifelong Learning	Employment
Supported Independence	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Initial support to manage calendar, set appointments and resolve conflict in schedule</li> <li><input type="checkbox"/> 2. Uses network of family and friends to respond to unexpected and harmful situations.</li> <li><input type="checkbox"/> 3. Participates in recreational events and health /exercise with initial support and occasional reminders.</li> <li><input type="checkbox"/> 4. Has idea of wanting to plan get-togethers, but requires initial support on organizations.</li> <li><input type="checkbox"/> 5. Attends social functions with initial support in: RSVP and transportation coordination.</li> <li><input type="checkbox"/> 6. Identifies potential friends, but needs support in recognizing social cues.</li> <li><input type="checkbox"/> 7. Peer assistance in conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Requires initial support in starting and completing household chores.</li> <li><input type="checkbox"/> 2. Maintains personal hygiene with prompting and on going reminders</li> <li><input type="checkbox"/> 3. Participates in planning and preparing well balanced meals with written and visual cues.</li> <li><input type="checkbox"/> 4. Aware of need for appointments; requires prompting in setting up appointments and remembering the date.</li> <li><input type="checkbox"/> 5. Aware of problems, and need for support; needs direct peer intervention in solving problems.</li> <li><input type="checkbox"/> 6. Identifies everyday problems and requires assistance in solving the problems.</li> <li><input type="checkbox"/> 7. Needs weekly support in budgeting money and balancing checkbook.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Support person guides options for post-secondary education with concrete examples, adult experiences options and makes a decision with support.</li> <li><input type="checkbox"/> 2. Arrives to class on time with necessary materials with routine structure and occasional reminders.</li> <li><input type="checkbox"/> 3. Support person provides task analysis of assignments with reminders of deadlines and creation of calendar; requires weekly structure.</li> <li><input type="checkbox"/> 4. Follows a plan for classes based on interests and learning potential, and receives occasional support in fulfilling this plan.</li> <li><input type="checkbox"/> 5. Occasional prompts and support to follow syllabus, access resources, and organize tasks to complete project.</li> <li><input type="checkbox"/> 6. In group situations, rely on heavy support from group members, is able to follow specific directions.</li> <li><input type="checkbox"/> 7. Very unsure of abilities and strengths and aware of need for support but often do not know how to ask.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Adult is successful when supports are readily accessible in completing a job application, creating a resume, and fulfilling job requirements.</li> <li><input type="checkbox"/> 2. Developing and practicing skills to maintain part to full time job; often job samples in community to expand knowledge of opportunities available.</li> <li><input type="checkbox"/> 3. Requires support to recognize problems and follow through with steps to solve the problem.</li> <li><input type="checkbox"/> 4. Manages tasks on the job with support person occasionally available, and support person gives structure to manage time.</li> <li><input type="checkbox"/> 5. Practicing self-advocacy for needs on the job, support person helps initiate communicating needs, and prompts for follow up.</li> <li><input type="checkbox"/> 6. Support person practices with adult using various communication systems for a purpose.</li> <li><input type="checkbox"/> 7. Follows directions given by team/group/supervisor to achieve a common goal with support.</li> </ul>
Participation	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Calendar is maintained by support person and follows schedule with support.</li> <li><input type="checkbox"/> 2. Family and friends provide structure and activities for adult's life.</li> <li><input type="checkbox"/> 3. Participates in recreational events and health/exercise with one-on-one support.</li> <li><input type="checkbox"/> 4. Family uses community resources to plan social events and to arrive safely.</li> <li><input type="checkbox"/> 5. Attends and interacts at social functions with direct support.</li> <li><input type="checkbox"/> 6. Friends include family members and friends of family.</li> <li><input type="checkbox"/> 7. Support persons resolve conflict for adult.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Visual cues and direct support used to complete daily routine tasks/chores.</li> <li><input type="checkbox"/> 2. Direct assistance in maintaining and completing personal hygiene routines.</li> <li><input type="checkbox"/> 3. Participates in preparing well balanced meals with one-on-one support.</li> <li><input type="checkbox"/> 4. Support person sets up appointments and adult willingly follows directions to attend appointment.</li> <li><input type="checkbox"/> 5. Adults solve problems on behalf of the adult.</li> <li><input type="checkbox"/> 6. Direct support to solve everyday problems.</li> <li><input type="checkbox"/> 7. Direct support needed in money management.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Support team arranges for functional life skills education.</li> <li><input type="checkbox"/> 2. Support person arranges transportation for community-based learning opportunities.</li> <li><input type="checkbox"/> 3. Support person is part of modeling or demonstrating skills.</li> <li><input type="checkbox"/> 4. Support person enrolls adult in classes that meet their learning potential.</li> <li><input type="checkbox"/> 5. Support person completes projects with adult.</li> <li><input type="checkbox"/> 6. In group; adult requires one-on-one support in completing and communication assigned tasks.</li> <li><input type="checkbox"/> 7. Adult uses basic communication skills to solicit support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Adult participates in volunteer activities to identify strengths and interests.</li> <li><input type="checkbox"/> 2. Job is repetitive and concrete, adult requires short set of instructions to complete tasks.</li> <li><input type="checkbox"/> 3. Support person monitors adult for problems in job setting; support person recognizes problems and problem solves with adult.</li> <li><input type="checkbox"/> 4. Tasks are concrete and repetitive, uses prompts (visual, auditory and / or tactile) as reminders.</li> <li><input type="checkbox"/> 5. Support person advocates for the adult for needs on the job and seeks out support from other people, team of people, to resolve problems.</li> <li><input type="checkbox"/> 6. Adult communicates with support person, and others on the job to assist them in fulfilling job tasks.</li> <li><input type="checkbox"/> 7. Team/ group / supervisor provides direct support for adult in working towards a common goal.</li> </ul>