

Transition Decision Making Matrix High School				
	Social /Recreation/Leisure	Adult Living	Lifelong Learning	Employment
Full Independence	<ol style="list-style-type: none"> <li>1. Manages calendar, sets appointment and resolves conflict in schedule. (PE 5,8)</li> <li>2. Networks with family and friends. (PE1,2)</li> <li>3. Uses newspaper to locate recreational events. (PE 8)</li> <li>4. Organizes get-togethers. (PE 1,8)</li> <li>5. Responds to, organizes transportation to and attends social functions. (PE 9)</li> <li>6. Makes and maintains personal relationships. (PE1,5)</li> <li>7. Resolves conflict within relationships appropriately, and negotiates solutions to satisfy personal needs. (PE 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-initiates and completes household chores (18+ chores). (PE 3,7)</li> <li>2. Maintains personal hygiene. (PE 3)</li> <li>3. Plans, purchases and/or cooks well balanced meals. (PE3,7)</li> <li>4. Sets up own appointments and relays accurate information. (PE 5)</li> <li>5. Problem solves personal, career and other life decisions. (PE4)</li> <li>6. Uses available resources to solve everyday problems. (PE 7)</li> <li>7. Budgets money and uses a checkbook. (PE 7)</li> </ol>	<ol style="list-style-type: none"> <li>1. Accesses post-secondary education information, weighs options, and makes a decision with minimal support. (PE4 7)</li> <li>2. Arrives to class on-time with necessary materials. (PE 9)</li> <li>3. Time manages and completes assignments. (PE3,4)</li> <li>4. Independently chooses and enrolls in classes that meet their learning potential. (PE 4)</li> <li>5. Follows syllabus, accesses resources, and organizes tasks to complete projects. (PE 4,6,7,8)</li> <li>6. Works well in group situations; generates original ideas. (PE 3)</li> <li>7. Seeks support when needed. (PE 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Can complete a job application and/or has a resume, and can fulfill job application requirements. (PE 3,5,6)</li> <li>2. Has skills to maintain part-time job (arrives on-time, dressed appropriately, follows through accepts constructive criticism, etc.).(PE4,7,8,9)</li> <li>3. Recognizes and/or anticipates problems, and follows through with steps to appropriately solve the problem. (PE 4,5,7)</li> <li>4. Manages time and task on the job. (PE3)</li> <li>5. Self-advocates for needs on the job. (PE 4,5,7)</li> <li>6. Uses communication system appropriately and effectively (i.e. email, voicemail, time-off request, etc).(PE 5,6)</li> <li>7. Works well with team/group/supervisor and manages workload without assistance. (PE 2,4,8)</li> </ol>
	<ol style="list-style-type: none"> <li>1. Manages calendar sets appointments and resolves conflict in schedule with prompts and support. (PE 4,9,10)</li> <li>2. Establishes family and friend. PE4,5,6)</li> <li>3. Participates in recreational events and health/exercise with initial prompting. (PE 6,8)</li> <li>4. Uses task analysis to organize get-togethers. (PE 9,10)</li> <li>5. Responds to, organizes transportation to and attends social functions with reminders. (PE 7,10)</li> <li>6. Learning to make and maintain long-term personal relationships. (PE4)</li> <li>7. Conflict resolution is often awkward and requires adult support to prevent being taken advantage of. (PE 4,5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Needs initial prompts to start and complete household chores (15-17 chores).(PE 3,9)</li> <li>2. Maintains personal hygiene with occasional reminders. (PE 8)</li> <li>3. Plans, purchases and /or cooks well balanced meals with assistance. (PE 2,3,6,9)</li> <li>4. Sets up appointments with initial support and uses support in relaying information with complete accuracy. (PE 2,3,10)</li> <li>5. Problem solves personal, career and other life decisions with support. (PE 3,5,9,10)</li> <li>6. Asks for assistance in solving everyday problems. (PE 3,5,6)</li> <li>7. Budgets money and uses a checkbook with continuous periodic support. (PE 2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Support person guides options for post-secondary education, student weight options, and makes a decision with minimal support. (PE 2,6,9)</li> <li>2. Arrives to class on-time with necessary materials 70% of the time. (PE7,9)</li> <li>3. Time manages and completes assignments with support in organization. (PE 1,10)</li> <li>4. Requires support in enrolling in classes that meet their learning potential. (PE 6,9)</li> <li>5. Initial prompts with periodic support to follow syllabus, access resources, and organize tasks to complete projects. (PE 2,9,10)</li> <li>6. Works well in group situations; generates ideas based on other group member's ideas. (PE 9,10)</li> <li>7. Seeks support frequently, and is often unsure of abilities and strengths. (PE 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student practices completing a job application frequently, creates a resume with support, and can fulfill job application requirements with periodic continuous support. (PE 2,3,4,7,9)</li> <li>2. Developing skills to maintain part-time job, needs frequent feedback from support person, and is involved in own assessments. (PE 4,9)</li> <li>3. Recognizes problems, requires support to follow through with steps to solve the problem. (PE 4,5,9)</li> <li>4. Manages tasks on the job with minimal support and is given structure to manage time. (PE 3,9,10)</li> <li>5. Practicing self-advocacy for needs on the job needs guidance in communication savvy. (PE 3,4,5)</li> <li>6. Uses communication system to relay information, but information given is not always accurate or is not clear and organized. (PE 2,4,9)</li> <li>7. Works with team/group/supervisor to achieve a common goal with assistance, over time will develop skills to be productive in job. (PE 2,4,8)</li> </ol>

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	<ol style="list-style-type: none"> <li>1. Direct support to manage calendar, set appointments and resolve conflict in schedule. (PE 7,8)</li> <li>2. Uses network of family and friends to respond to unexpected and harmful situations. (PE 6)</li> <li>3. Participates in recreational events and health/exercise with direct support and on-going reminders. (PE 4,7)</li> <li>4. Family uses community resources to plan social events and to arrive early. (PE 1,5)</li> <li>5. Attends social functions with support in RSVP and transportation coordination. (PE 4,8)</li> <li>6. Identifies potential friends, but needs support in recognizing social cues. (PE 5,8)</li> <li>7. Adults resolve conflict for student with student input.(PE 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires direct support in starting and completing household chores (10-14 chores)(PE 2)</li> <li>2. Maintains personal hygiene with prompting and on-going reminders (PE 1)</li> <li>3. Participates in planning and preparing well-balanced meals with written and visual cues. (PE 2,4,6,7)</li> <li>4. Aware of need for appointments, requires support in setting up appointments and remembering the date. (PE 1,4,8)</li> <li>5. Aware of problems, and need for support: needs direct adult intervention in solving problems. (PE 8)</li> <li>6. Everyday problems must be identified by adults and requires assistance in solving the problem. (PE 6)</li> <li>7. Needs weekly support in budgeting money and balancing checkbook. (PE 4,8)</li> </ol>	<ol style="list-style-type: none"> <li>1. Support person guides options for post-secondary education with concrete examples, student experiences options, and makes a decision with support (PE 8)</li> <li>2. Arrives to class on-time with necessary materials with routine structure and continual reminders. (PE 6)</li> <li>3. Support people provide task analysis of assignments with reminders of deadlines and creation of calendar; requires daily structure. (PE8)</li> <li>4. Support people provide a plan for student to enroll in classes that meet their learning potential, and assist student in fulfilling this plan. (PE 8)</li> <li>5. Continuous prompts and support to follow syllabus, access resources, and organize tasks to complete projects. (PE 5,8)</li> <li>6. In group situations, rely on heavy support from group members, is able to follow specific direction. (PE 5)</li> <li>7. Very unsure of abilities and strengths and aware of need for support, but often do not know how to ask for help. (PE 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student is successful when supports are readily accessible in completing a job application creating a resume and fulfilling job requirements. (PE 3,4,8)</li> <li>2. Developing and practicing skills to maintain part-time job; often job samples in community to expand knowledge of opportunities available.(PE 3,4,8)</li> <li>3. Requires support to recognize problems and follow through with steps to solve the problem. (PE3,4,5,6,8)</li> <li>4. Manages tasks on the job with support person always available, and support person gives structure to manage time. (PE 3,4,6,8)</li> <li>5. Practicing self-advocacy for needs on the support person helps in communicating needs, and support person follows up with issues. (PE 6,8)</li> <li>6. Support person practices with student using various communication systems for a purpose (PE 3,4)</li> <li>7. Follows directions given by team/group/supervisor to achieve a common goal with support. (PE 5)</li> </ol>
	<ol style="list-style-type: none"> <li>1. Calendar is maintained by adult and follows schedule with support. (PE 1,3,4)</li> <li>2. Family and friends provide structure and activities for student's life. (PE 1,4)</li> <li>3. Participates in recreational events and health/exercise with one-on-one interaction. (PE 1,5)</li> <li>4. Family uses community resources to plan social events and to arrive safely. (PE 1,5)</li> <li>5. Attends and interacts at social functions with one-on-one support. (PE 1,3)</li> <li>6. Friends include family members and friends of family. (PE 1)</li> <li>7. Adults resolve conflict for student. (PE 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual cues and one-on-one support used to complete daily routine task/chores (PE 3)</li> <li>2. One-on-one assistance in maintaining and completing personal hygiene routines. (PE 4)</li> <li>3. Participates in preparing well balanced meals with one-on-one support (PE 3,4)</li> <li>4. Adult sets up appointments and student willingly follows directions to attend appointments (PE 4,5)</li> <li>5. Adults solve problems on behalf of the student. (PE 3)</li> <li>6. Direct one-on-one support to solve everyday problems. (PE 3,4)</li> <li>7. Recognizes that money is linked to purchasing items, but they do not manage their own money. (PE 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Support team selects post-secondary education based on student's strengths and preferences, choices are typically limited to hands-on learning opportunities. (PE 2)</li> <li>2. Support person accompanies student to class. (PE5)</li> <li>3. Support Person task analyzes assignments, and provides modeling or hand-over-hand support in completion. (PE 2,3)</li> <li>4. Support person enrolls student in classes that meet their learning potential. (PE1)</li> <li>5. Support person completes projects with student. (PE 2)</li> <li>6. In group situations, student wants to be in the group; student requires one-on-one support in completing and communicating assigned tasks. (PE 3)</li> <li>7. Student used eye contact, body language, and behaviors to solicit support. (PE 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student participates in volunteer activities to identify strengths and interests. (PE 2,3)</li> <li>2. Job is repetitive and concrete; student requires short set of instructions to complete tasks. (PE 2,3)</li> <li>3. Support person monitors student for problems in job-setting; support person recognizes problems and problem solves for student. (PE 2,3)</li> <li>4. Tasks are concrete and repetitive, uses prompts (visual, auditory and for tactile) as reminders. (PE2,3,5)</li> <li>5. Support person advocates for the student for needs on the job and seeks out support from other people or team of people to resolve problems. (PE 2,3)</li> <li>6. Student communicates with support person other on job to assist them in fulfilling job tasks.(PE 3)</li> <li>7. Team/group/ supervisor provide direct support for student in working towards a common goal. (PE 2)</li> </ol>

