

**Georgetown ISD**  
**Transition Decision-Making Matrix - High School**

**Social/Recreation/Leisure**  
*(Highlight one in each area/different format)*

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Independence Level: A – Full B – Functional C – Supported D – Participation*

1	A	Manages calendar, sets appointments, and resolves conflicts in schedule.
	B	Manages calendar, sets appointments and resolves conflicts with prompts and support.
	C	Direct support to manage calendar, set appointments and resolve conflicts in schedule.
	D	Calendar is maintained by adult and follows schedule with support.
2	A	Networks with family and friends without prompts.
	B	Establishes family and friend networks to resolve conflicts and problems and often hangs out with either the family and/or friends.
	C	Uses network of family and friends to respond to unexpected and harmful situations and requires their support in order to figure out how to hang out with friends.
	D	Family and friends provide structure and activities for student's life.
3	A	Uses media/electronic links/newspapers to locate recreational events and chooses to willingly participate.
	B	Participates in recreational events and health/exercise with in initial prompting.
	C	Participates in recreational events and health/exercise with direct support and reminders.
	D	Participates in recreational events and health/exercise with one-on-one interaction.
4	A	Organizes social events with friends and plans ahead of time.
	B	Uses task analysis to organize social events.
	C	Has idea of planning social events but requires direct support on organization.
	D	Family uses community resources to plan social events and to arrive safely.
5	A	Responds promptly and organizes transportation to attend social events.
	B	Responds promptly and organizes transportation to attend social events with reminders.
	C	Attends social events with direct support in responding and transportation organization.
	D	Attends and interacts at social events with one-on-one support.
6	A	Makes and maintains personal relationships.
	B	Learning to make and maintain long-term personal relationships.
	C	Identifies potential friends, but needs support in recognizing cues.
	D	Friends include family members and close family friends.
7	A	Resolves conflict within relationships and negotiates solutions appropriately.
	B	Conflict resolution is awkward and requires adult support.
	C	Adults resolve conflict with direct input from student.
	D	Adults resolve conflict for student.

**Circle one:    Teacher            Parent            Student            Support Staff**  
**Please print name:** \_\_\_\_\_

# Georgetown ISD

## Transition Decision-Making Matrix - High School

Page 2 of 4

### Adult Living

(Highlight one in each area/different format)

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Independence Level:** A – Full    B – Functional    C – Supported    D - Participation

1	A	Self-initiates and completes household chores. (18+ chores per week)
	B	Needs initial prompts to start and complete household chores. (15-17 chores per week)
	C	Requires direct support in starting and completing household chores. (10-14 chores per week)
	D	Visual cues and one-on-one support to complete daily routine tasks/chores.
2	A	Maintains personal hygiene.
	B	Maintains personal hygiene with occasional reminders.
	C	Maintains personal hygiene with prompting and on-going reminders.
	D	One-on-one assistance in maintaining and completing personal hygiene routines.
3	A	Plans, purchases and/or cooks well balanced meals.
	B	Plans, purchases and/or cooks well balanced meals with assistance.
	C	Participates in planning and preparing well-balanced meals with written and visual cues.
	D	Participates in preparing well-balanced meals with one-on-one support.
4	A	Sets up own appointments and relays accurate information and plans for rides ahead of time.
	B	Sets up appointments w/initial support and uses support in relaying information accurately.
	C	Aware of need for appointments but requires support in setting up and remembering dates.
	D	Adults set up appointments and student follows directions to attend.
5	A	Problem solves personal, career, and other life decisions with little support or asks for the support they need.
	B	Problem solves personal, career, and other life decisions with support.
	C	Aware of problems and need for support; direct adult intervention in problem solving.
	D	Adults solve problems on behalf of the student.
6	A	Uses available resources to solve everyday problems.
	B	Asks for assistance in solving everyday problems.
	C	Adults must identify and assist with problem solving everyday problems.
	D	Direct one-on-one support to solve everyday problems.
7	A	Budgets money and uses an ATM card, debit card or is able to access cash readily without support.
	B	Budgets money and uses an ATM card, debit card and uses an online account successfully with continuous periodic support.
	C	Needs weekly support in budgeting and setting goals for money. Often does not plan for money purchases.
	D	Recognizes that money is linked to purchasing items but does not manage own money.

**Based on: Addressing Unique Educational Needs of Students with Disabilities (AUEN)**

Created by: Debbie Guana, Denise Geiger, Carol Roberts-Hassen, Angela Farrell

Updated: 02/21/08, 10/17/11 Susan Upshaw, GISD

**Transition Decision-Making Matrix - High School**  
**Lifelong Learning**

(Highlight one in each area/different format)

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Independence Level: A – Full    B – Functional    C – Supported    D – Participation*

1	A	Accesses post-secondary education information and makes decisions with minimal support
	B	Support person guides options for post-secondary education and student makes decision.
	C	Support person guides options for post-secondary education and student makes decision w/ support.
	D	Support team selects post-secondary education based on student's strengths and preferences, choices are typically limited to hands-on-learning opportunities.
2	A	Arrives to class on-time with necessary materials.
	B	Arrives to class on-time with necessary materials 70% of the time.
	C	Requires routine structure and continuous reminders to arrive on time with necessary materials.
	D	Support person accompanies student to class.
3	A	Manages time and completes assignments on time. Uses an organization system regularly (agenda/planner/iPhone calendar)
	B	Manages time and completes assignments with support in organization. Uses an organizational system with prompts.
	C	Support person provides daily structure with time management and organization. Uses an organization system if it is emphasized by an adult.
	D	Support person provides hand-over-hand support in time management and organization.
4	A	Independently chooses and enrolls in classes that support their learning potential.
	B	Requires support to enroll in classes that support their learning potential, but interested in matching classes with their strengths.
	C	Support person provides a plan and assistance to enroll in classes that support their learning potential.
	D	Support person enrolls student in classes that support their learning potential.
5	A	Follows syllabus, accesses resources and organizes tasks to complete project.
	B	Initial prompts with support to follow syllabus, access resources and organize tasks to complete projects.
	C	Continuous prompts/support to follow syllabus, access resources and organize tasks to complete projects.
	D	Support person completes projects with student.
6	A	Works well in group situations and contributes original ideas.
	B	Works well in group situations and contributes ideas based on group member's ideas.
	C	In group situations, student relies heavily on support from group members.
	D	In group situations, student requires one-on-one support in contributing ideas.
7	A	Seeks support when needed and advocates easily for their needs.
	B	Seeks support frequently and is often unsure of abilities and strengths and awkward in self-advocacy skills.
	C	Very unsure of abilities/strengths and aware of need for support but does not ask for help. Very weak self-advocacy skills.
	D	Student uses eye contact, body language and behaviors to solicit support.

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Created by: Debbie Guana, Denise Geiger, Carol Roberts-Hassen, Angela Farrell

Updated: 02/21/08, 10/17/11 Susan Upshaw, GISD

# Georgetown ISD

## Transition Decision-Making Matrix - High School

### Employment

(Highlight one in each area/different format)

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_

**Independence Level:** A – Full    B – Functional    C – Supported    D – Participation

1	A	Has a resume, can complete a job application and can create an ADA letter or could easily fill out or explain each of these documents. Readily learns and is willing to ask questions.
	B	With continuous support; practices completing job application, creating resume and ADA letter.
	C	Needs readily accessible supports in completing job applications, creating resume and ADA letter.
	D	Student participates in volunteer activities to identify strengths and interests.
2	A	Student has the skills to maintain part-time job (15 to 20 hours per week) or can persevere through non-preferred tasks and complete what they start.
	B	Developing the skills to maintain part-time job with occasional feedback from support person. Has the ability to maintain work productivity for long periods of time without prompting.
	C	Practicing skills to work productively; job trains in the community to expand knowledge of job opportunities and preferences.
	D	Job trains; student requires support systems to maintain productivity.
3	A	Recognizes and/or anticipates problems and takes appropriate steps to resolve problems.
	B	Recognizes problems, can generate solutions but needs assistance to implement.
	C	Requires support to recognize problems, generate and follow through with solutions.
	D	Support person monitors student, recognizes problems and problem solves for student.
4	A	Manages time, tasks and productivity on the job or in the classroom.
	B	Manages time, tasks and productivity on the job or in the classroom with minimal support.
	C	Can maintain focus for at least a minimum of 1hr/wk with support person available on a preferred task.
	D	Job tasks are concrete and repetitive; prompts and reminders are used to maintain productivity.
5	A	Self-advocates for needs on the job or in the classroom.
	B	Practicing self-advocacy on the job or in the classroom; needs occasional guidance with communication.
	C	Practicing self-advocacy on the job or in the classroom; support person assists in communicating needs.
	D	Support person and other team members advocate and resolve job or classroom problems for student.
6	A	Uses communication systems appropriately. (i.e. email, voicemail, time-off request, etc.)
	B	Uses communication systems; however information is not always clear, accurate or organized.
	C	Student practices using various communication devices with assistance from support person.
	D	Student requires support staff and team members to relay communication needs.
7	A	Works well with team/group/teacher/supervisor and manages workload without assistance.
	B	Works well with team/group/teacher/supervisor and manages workload with minimal assistance.
	C	Student follows directions and accepts suggestions from support person/team to be successful.
	D	Support person and team members provide direct support for student to be successful.