

Planning for Transition Assessment

A Guide for Multi-Agency Teams

Initial Planning Date(s): _____

Planning Updated: _____

Questions to facilitate discussion:

- What supports will be needed to maximize the youth's independence in the identified future environments?
- Do these plans constitute an adult life that is valued by the youth/family? Are they meaningful to the youth and family?
- Related to adult life plans, how do the youth's current skills compare with those needed to achieve the outcomes?
- What are potential areas for skill building, gaps or disconnect between the youth's skills NOW and the skills NEEDED?
- Is the team on the same page about the alignment between current skill sets, experiences etc., and the skills he/she will need for the future?

Use facts gained through Discussion in Steps One and Two to summarize information on the 'match' or 'fit' between the Adult Life Goals and Current PINS

| Question | Was there a 'match' or 'fit'? Describe it. | Was there a 'disconnect' or 'gap'? Describe it. |
|--|--|---|
| Overall, how do the adult life goals reflect the youth's PINS? | | |
| How do the environments in which these goals will take place match with the youth's preferences? | | |
| How does the targeted work, adult learning, living situation, community participation reflect the youth's interests? | | |
| How are the youth's needs able to be supported within these goals? | | |
| How will the youth's skills be utilized within the adult life goals? | | |

Discussion Summary

Are there specific PINS that need to be developed to create a better match or fit with the youth's adult life goals?

Has other important information surfaced during this discussion?

What ideas does the team have for narrowing gaps between the youth's PINS and plans?

What additional questions about the 'fit' or match need to be probed with transition assessment?