

Secondary Transition Decision Guide - Living



This document has been created for IEP teams to use during transition planning in the area of living. This should guide teams in the discussion around what might be provided during the traditional four years of high school and when to consider the possibility of continuing services for students beyond the traditional four years of high school. This should be a starting point for creating an individualized program and should be adjusted based on student need.

What is the student’s Postsecondary Expectation (PSE) for Living?

PSE	Definitions and Examples
Independent Living without Supports	<ul style="list-style-type: none"> • Student is planning to live independently outside of the family home, with no additional supports (as same aged peers would) • Examples may include: college dorm, military, apartment/house with roommates
Independent Living with Supports	<ul style="list-style-type: none"> • Student is planning to live outside of the family home • Student will need intermittent support with independent living skills • Examples may include: payee services, decision making services/supports, hourly/drop-in supported living services, care coordination, case management, transportation, medication management
Living with Family Member(s)	<ul style="list-style-type: none"> • Student is planning to continue living with family for independent living support • Student and family may or may not have additional supports in place (i.e. HCBS/Habilitation services)
Living within a Supportive Residential Setting	<ul style="list-style-type: none"> • Student is planning to live in a home that is staffed by an independent living service provider • Examples may include: 24 hour supported community living, residential facilities
Other	<ul style="list-style-type: none"> • Any living environment that does not otherwise fit into any other category, please describe.

Things to consider throughout high school...

- Instruction and opportunities for community experiences (e.g., transportation, recreation and leisure, volunteering, grocery shopping, other community services, banking, library)
- Comprehensive transition assessments to ensure building on interests and preferences
- Connections with [Centers for Independent Living](#), [Long Term Services and Supports](#), [Transportation Services](#), and other local service providers
- Considering [Decision Making Services and Supports](#)
- Planning for [Financial, Physical, and Personal Wellness](#)
- [Career and Technical Education](#) and other coursework
- Instruction and opportunities for proactive disability awareness, self-determination, and acknowledgement of disability rights
- Financial literacy, basic money skills, and managing [Social Security/Work Incentives](#)
- Preparing for the [Military](#) or [Job Corps](#)

Student's skills in relation to their PSE	Possible decisions regarding continuation of services
The student has the necessary academic, social, and behavioral abilities to secure and maintain their living environment of choice.	Graduate.
The student has a gap in one or more areas (academic, social, or behavioral) that necessitates continued instruction, coaching, modeling, or other support to be successful in the living environment.	Graduate with linkages to next environment (e.g., financial management supports, decision making supports, independent living services) -OR- Depending upon individual need: <ul style="list-style-type: none"> ● Provide direct instruction for functional and adaptive skills through services at high school ● Continue services and provide customized training through partner services/programs
The student will need guidance and support in order to complete activities of daily living, pursue hobbies, and engage in necessary routine care. The student may need varying levels of support to complete the above activities.	Continue high school services until appropriate placement, services, and supports are in place. Link with appropriate agencies for long-term needs.