PLAN YOUR WAY OK

ASAP Assessment and Planning Guide

- **A**ssess
- **S**et Goals
- **A**ction Plan
- **P**rogress

Oklahoma's Secondary Transition Framework

Data-Driven Secondary Transition Planning
Collaborative Systems and Sustainable Teaming
Evidence- and Research-Based Practices

The ***ASAP Assessment and Planning Guide*** is part of **Oklahoma's Secondary Transition Framework** developed through the Oklahoma Pathways to Partnerships Project (OP2P). The Framework outlines how to support students with disabilities as they move from high school to adult life. It includes high-quality training based on proven practices, expected outcomes, guides, resources, and practical tools to engage youth, families and community partners to improve transition outcomes across the state.

Guides

The Transition Framework Guides connect directly to the Framework and give local teams step-by-step tools to review their current services, improve collaboration, and plan for stronger post-school results.

- *Oklahoma Secondary Transition Framework Guide*
- *Oklahoma Transition Teaming Guide*
- *Predictors of Post-School Success Guide*
- ***ASAP Assessment and Planning Guide***
- *Resource Mapping Guide*
- *Department of Rehabilitation Services (DRS) and Local Educational Agencies (LEAs) Collaboration Guide*
- *Developmental Disabilities Services (DDS) and LEAs Collaboration Guide*

PLAN YOUR WAY OK

Visit PlanYourWayOK.com to access Oklahoma's Secondary Transition Framework materials and additional resources to support successful secondary transition planning! The Plan Your Way OK website is a central hub designed to inform and support students with disabilities and their families as they prepare for life after high school.

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ASAP Assessment and Planning

Now that you have established your transition team using the **Oklahoma Transition Teaming Guide** and become familiar with the **Predictors of Post-School Success Guide**, it is time to assess your transition programming and services. As soon as possible, your team will use the **ASAP Assessment and Planning Guide** to set goals and make an action plan to improve student outcomes. This guide was adapted from Ohio's Predictors of Post-School Success Predictors Tool, developed initially through the Ohio Department of Developmental Disabilities, OCALI, and the Predictor Implementation School/District Self-Assessment from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C).

Assess: Evaluate your transition services and programs.
Set Goals: Define clear and measurable goals.
Action Plan: Make a detailed action plan to achieve your goals.
Progress: Monitor plans, improve, and ensure positive outcomes.

Assess

You will assess your transition programming and services to determine focus areas using the **ASAP Assessment Guide**. The predictors in this assessment are grouped into the same clusters as those in the *Predictors of Post-School Success Guide*, organized by similar topics or themes.

The Predictors Clusters are:

- **Collaborative Systems for Youth Support**
- **Youth Skills**
- **Career Development**
- **Policy**

Teams focused on enhancing adult life outcomes for youth with disabilities can utilize the ASAP Assessment and Planning Guide to:

- Conduct an inventory to identify the presence or absence of key Predictors of Post-School Success.
- Determine the level to which the present predictors are accessible to ***every*** student with a disability.
- Identify the areas of strength as well as areas for improvement.
- Identify specific clusters or individual predictors for more profound exploration or targeted, intentional intervention.
- Evaluate the effectiveness of currently implemented predictors.
- Create a snapshot of predictor structures and services.
- Use the results to develop SMART Goals and an effective action plan to achieve these goals.
- Generate a comprehensive overview of the existing predictor structures and services within a school, district, organization, or community.

IMPORTANT NOTE: If your transition team is participating in the OK Pathways to Partnerships (OP2P) Grant, your team must complete the following clusters and predictors:

- **Collaborative Systems for Youth Support:** Interagency Collaboration, Parental Involvement in Transition Planning, Transition Program, and Youth Support.
- **Youth Skills:** Self-Determination/Self-Advocacy and Goal Setting
- **Career Development:** Career Awareness, Occupational Courses, Paid Employment/Work Experiences, Work Study, Career Technology Education (CTE)

Establishing a Location and Meeting Time to Complete the ASAP Assessment

The ASAP Assessment will be completed during a Transition Team meeting. It is best completed in person. The meeting location and time should be accessible to all members of the team. Select a location that can accommodate multiple people. Considerations for meeting space may include:

- Meeting spaces that have technology to support the use of a computer, LCD projector, and screen.
- Access to Wi-Fi for acquiring specific pieces of evidence (e.g., community contracts, meeting notes, assessment data).
- Chart paper and markers for brainstorming.

Preparing for the Assessment Meeting

It is essential to ensure all team members are prepared to participate actively in the ASAP Assessment. Preparing for the meeting includes:

- **Comprehending the Predictors of Post-School Success Definitions:** Ensure that all team members, including new members, have a good understanding of the operational definitions of the Predictors.
- **Establishing Documentation Procedures:** Identify who will manage data collected from the ASAP Assessment. Decide if this information will "live" electronically or in hard copy.
- **Sharing Materials:** Distribute a copy of the ASAP Assessment to the team members before the meeting.
- **Reviewing Materials:** Ask team members to review the ASAP Assessment before the meeting and provide an opportunity to ask questions and receive responses by email or at the meeting before completing the assessment.
- **Understanding the ASAP Assessment:** The purpose is to use the results of the ASAP Assessment to develop SMART goals and an effective action plan to achieve your team's goals.
- **Collecting Data:** Ask team members to gather data and evidence before the meeting. This may be done collectively, or specific team members may be tasked with collecting information for a critical feature(s).

How to Use the ASAP Assessment

As your team works through the ASAP Assessment, refer to the ***Predictors of Post-School Success Guide*** as needed. Keep in mind that the predictors point to services and strategies used by transition professionals across agencies.

The ASAP Assessment contains:

- **Review and Score** templates for each **Predictor Cluster**, featuring the definition, a rubric to spark discussion, and a rating scale. The predictor definitions set the standard against which to compare the predictor structures, mechanisms, and methods currently in place in districts and agencies.
- **Score and Profile** templates for each **Predictor Cluster**, featuring space to briefly summarize discussions and ratings for each predictor, identify priorities to develop goals, and make notes for follow-up items.

Review and Score Directions

Select the rating statement that most closely describes the current implementation status of each predictor included in your team's review. Select an in-between rating, such as 1.5 or 2.5, when implementation of the predictor falls somewhere between two rating statements. When choosing "No Rating," note any missing or incomplete information. A "No Rating" has no numerical value associated with it. Briefly make note of factors, data, and evidence considered when determining the rating. The team's notes will be helpful during the Profile discussions.

Score and Profile Directions

1. Use the numerical scores from the review as a guide to indicate individual Clusters or Predictors that need attention, as well as those that are currently available, accessible, and effective.
2. Select Clusters or Predictors as priorities.
3. Make note of relevant points from the Review discussion.
4. Choose one or two Predictors as priorities to develop one or two goals.

NOTE: High-need areas may not always be the best place to start. Your team may want to consider in-between ratings, for items that have a good foundation but need refinement or expansion (1.5 or 2.5). You may find you can accomplish more to immediately benefit youth by building on Predictors that already somewhat exist. Each Predictor, across all the Clusters, supports every other Predictor. Improving any Predictor has a positive impact on others.

Improving services and connections among systems is complex. Teams can strategize to select a few areas for improvement and craft a longer-term plan to drive change for other needs over a multiyear timeline.

Predictor Cluster One: Collaborative Systems for Youth Support

Collaborative Systems designed to support youth are associated with better adult life outcomes and are most effective when they work "top down" as well as "bottom up." This means that the system facilitating collaboration among transition professionals across systems is designed with leadership approval, support, and resources, encouraging active participation by youth, families, educators, adult agency partners, and community members at the school, agency, community, and individual youth levels.

Review and Score

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
Interagency Collaboration	Ongoing and effective partnerships and communication occur between school staff and many community or agency partners.	Inconsistent partnerships and communication between school staff and community or agency partners.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Parental Involvement	The team cultivates a welcoming environment. Families are valued as active partners and decision makers in all aspects of transition planning.	Family input is welcomed, but families and youth are mostly passive attendees at formal meetings.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Transition Program	Students have access to effective programs focused on transition as an option in their high school curriculum.	Students have limited access to effective programs focused on transition.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Youth Support	All youth network of support. Agency partners routinely meet with school teams to engage in transition planning with youth. Students are connected to agencies well before graduation.	Some youth have a support network. Some agency partners attend some IEP meetings for some youth. Students are sometimes connected to agencies early.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Parent Expectations	Families are encouraged and supported to hold high expectations for their child's life as an adult. School and agency staff communicate high expectations to families in spoken word, decisions, and actions.	Some families are encouraged to have high expectations for their child's life as an adult. School and agency staff inconsistently communicate high expectations.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Score and Profile

Collaborative Systems for Youth Support	Score	Priority?
Interagency Collaboration		☐
Parental Involvement		☐
Transition Program		☐
Youth Support		☐
Parental Expectations		☐
TOTAL CLUSTER SCORE (if applicable)		

Notes

List evidence and data that supports your ratings for the Predictors in this Cluster. Make note of specific facts or examples the team considered. Identify priorities to develop goals and make notes for follow-up items.

Predictor Cluster Two: Youth Skills

The transition skills youth acquire equip them to achieve their adult life ambitions. Youth Skills are related to achievement in adult life when attention is paid to maximizing each youth's skill gains. Some skills concern a youth's personal development. Other skills are connected to learning, living, and working in the community. Skill development in these areas is lifelong. The foundations are learned while youth are in school, but continue as new experiences or challenges arise, such as a job change, moving, new people and experiences, health or mobility issues, or changes in the family. Fostering the learning of Youth Skills is an ideal opportunity for educators and adult service personnel to collaborate. For example, the team can collaborate to create group-learning or practice community sites, or work with individual youth.

Review and Score

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
Community Experiences	All youth have access to activities occurring outside of the school, program, or institutional setting, that are supported with classroom instruction, where youth apply academic, social, and/or general work behaviors and skills. Activities have planned, intentional learning outcomes.	Some youth have access to learning activities in the community. Or the community activities are not supported with classroom instruction, or the activities do not have planned learning outcomes.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Self-Determination and Self-Advocacy	Skills associated with self-determination and independent living are assessed and taught with the same rigor as academic skills. Instruction is individualized, and youth are afforded opportunities to practice and use skills in the authentic environments where they will be required.	Skills associated with self-determination and independent living are not systematically assessed and taught to all youth. Instruction is sometimes individualized for youth with the greatest need. Practice opportunities are limited to rehearsal within the school.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Goal Setting	Skills associated with goal setting are assessed and taught with the same rigor as academic skills. Instruction is individualized. Youth are empowered to take charge of transition planning.	Skills associated with goal setting are not systematically assessed and taught to all youth. Transition planning activities are managed by staff,	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
	Youth have opportunities to set both short- and long-term goals and communicate them to their team.	and youth are primarily passive participants in formal meetings.			
Social Skills	Social skills are systematically assessed and taught with the same rigor as academic skills. Instruction is individualized, and youth are provided opportunities to practice and use skills in authentic environments where they are required.	Social skills are not systematically assessed and taught. Instruction is sometimes individualized, and some youth are provided opportunities to practice and use skills in authentic environments where they are required.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Travel Skills	All youth have access to practice and experiences in travelling independently within their community, supported by classroom instruction. Youth are exposed to a variety of public and private transportation options available in their community, and as pedestrians. Travel skills are taught and assessed with the same rigor as academic skills.	Some youth have access to opportunities to practice and gain experience travelling independently within their community, sometimes supported by classroom instruction. Youth are not exposed to a variety of public and private transportation options available in their community, and as pedestrians. Travel skills are not taught and assessed with the same rigor as academic skills.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Technology Skills	All youth have access to and instruction with current technology and assistive technology, if needed. All youth are taught digital citizenship, such as safety, etiquette, ethics, and accessibility. All youth have frequent opportunities to use technology aligned with postsecondary goals, including but	Some youth have access to and instruction with current technology and assistive technology, if needed. Some youth are taught digital citizenship, such as safety, etiquette, ethics, and accessibility. Some youth have frequent opportunities to use	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
	not limited to career exploration and budgeting.	technology aligned with postsecondary goals, including but not limited to career exploration and budgeting.			

Score and Profile

Youth Skills	Score	Priority?
Community Experiences		☐
Self-Determination and Self-Advocacy		☐
Goal Setting		☐
Social Skills		☐
Travel Skills		☐
Technology Skills		☐
TOTAL CLUSTER SCORE (if applicable)		

Notes

List evidence and data that supports your ratings for the Predictors in this Cluster. Make note of specific facts or examples the team considered. Identify priorities to develop goals and make notes for follow-up items.

Predictor Cluster Three: Career Development

Career development is a cornerstone to successful adult outcomes. It provides the opportunity for families and transition professionals to assist youth to develop their career interests and to begin to view themselves as workers and adult consumers. Transition services focused on Career Development promote self-sufficiency at a critical time in the growth and development of youth. Development of a sense of self as an adult in the workforce is developmental - one component builds on another - and for many people it is life-long. Career development goes beyond just an occupation or job and should have a whole life planning perspective. Career development and transition processes require interdisciplinary and interagency collaboration, and new connections among parents and professionals in education, community services, and employment sectors.

Review and Score

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
Career Awareness	All youth learn about training, education, and skills needed in various occupational pathways. All youth build a profile of SPIN (strengths, preferences, interests, and needs) to assist in learning more about career paths that are a good fit. All youth engage in career awareness designed to also develop self-awareness.	Some youth learn about the training, education, and skills needed in various occupational pathways. Some youth build a profile of SPIN. Some youth engage in career awareness activities designed to also develop self-awareness.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Occupational Courses	All youth have access to Occupational courses that are designed to develop occupational specific skills through instruction, and experiences focused on their desired employment goals.	Some youth have access to Occupational courses or available courses are not focused on their desired employment goals.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Paid Employment and Work Experiences	All youth have access to community-based work experiences supported by classroom instruction. The culture of the school and community encourages youth to seek employment, volunteering, or internships while in high school.	Some youth have access to community-based work experiences. Or there is no continuum of options. The culture of the school and community does not encourage youth to seek employment,	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
		volunteering, or internships while in high school.			
Work Study	All youth have access to work study programs that include options for paid and nonpaid work experiences (in school and in the community), gaining high school credits, meeting graduation requirements, classroom instruction on employability skills and attitudes, practice and simulation with interviewing, interpersonal relationships, resume building, adult living skills such as technology use, communication (written and verbal), problem solving, decision making.	Some youth have access to work study programs that include all the features of effective programs. Or available study programs do not include all the features of effective programs.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Career Technical Education	All youth have access to CTE high school programs of their choice. Youth also have access to CTE programs, of varying lengths, for adults through CTE Adult Ed programs, community colleges and other post-secondary providers.	Some youth have access to CTE high school programs, or choices of programs are limited, or youth are unaware of adult CTE options.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Score and Profile

Career Development	Score	Priority?
Career Awareness		☐
Occupational Courses		☐
Paid Employment and Work Experiences		☐
Work Study		☐
Career Technical Education		☐
TOTAL CLUSTER SCORE (if applicable)		

Notes

List evidence and data that supports your ratings for the Predictors in this Cluster. Make note of specific facts or examples the team considered. Identify priorities to develop goals and make notes for follow-up items.

Predictor Cluster Four: Policy

Policies are rules, principles, guidelines, or frameworks that are adopted or designed by an organization to achieve long-term goals. In the context of Predictors, agency or school policies on transition planning are intended to guide and influence decisions within the organization to implement activities that improve adult life outcomes for youth. Policies that facilitate the implementation of the Predictors are critical to allowing professionals to implement them for the benefit of the youth they serve.

Review and Score

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
Exit Exam Requirements or High School Diploma Status	All students with disabilities have access to remediation, preparation for formal test taking. and determination of appropriate learning and test setting accommodations. Student credit and graduation requirement status is reviewed regularly, and adjustments are made as indicated.	Some students with disabilities have access to remediation, preparation for formal test taking, and determination of appropriate learning and test setting accommodations. Student credit/graduation status is not reviewed regularly.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Inclusion in General Education	The school or agency has in place effective inclusion policies that include establishing a receptive climate, using the principles of Universal Design for Learning, frequent formative assessment, and providing interventions for social, behavioral, communication, and learning needs. Policies for Inclusive practices also address collaboration among educators, therapy staff, and agency personnel.	The school or agency does not have in place effective policies for inclusion. Or policies do not address collaboration with professional partners in other systems.	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	
Program of Study	The school has in place a planning process whereby students are assisted to create or modify a program of study designed to develop students' academic and functional achievement to support	The school does not have a planning process that assists students to create or modify a program of study. Or options are limited or not aligned to support attainment of students'	Little to no evidence of implementation or not individualized.	Need more or different data to determine implementation.	

Category	3 – Implemented and Effective	2 – Somewhat Implemented and/or Effective	1 – Not Effective	No Rating	Chosen Rating
	the attainment of students' individual post-school aspirations.	individual post school aspirations.			

Score and Profile

Policy	Score	Priority?
Exit Exam Requirements or High School Diploma Status		☐
Inclusion in General Education		☐
Program of Study		☐
TOTAL CLUSTER SCORE (if applicable)		

Notes

List evidence and data that supports your ratings for the Predictors in this Cluster. Make note of specific facts or examples the team considered. Identify priorities to develop goals and make notes for follow-up items.

Set Goals

Now that the team has assessed the extent to which secondary programs address the Predictors based on the ASAP Assessment results, the next step is to set a goal and develop an action plan outlining the steps for change.

Before beginning goal setting and planning to improve transition programming, the team should identify any additional key individuals who should be involved in planning and who may influence change within the school, district, or community program. Develop a clear, measurable goal that can be achieved within 6 to 12 months. Focus on what the team/school will do over the next year to lay a strong foundation for the prioritized Cluster/Predictor (i.e., Career Awareness, Parent Involvement, Self-Determination). Using the SMART goal model, develop at least one transition goal as a team. Write the final goal on the **ASAP Goal and Action Plan Template** in the **Goal** section.

SMART Goal Model

S **Specific**	**M** **Measurable**	**A** **Achievable**	**R** **Results-Focused**	**T** **Time-Bound**
The goal must clearly state **what** is to be achieved, **by whom**, **where**, and **when**. It may also state **why** it is important that the goal is achieved.	The goal must clearly state **how** progress and success will be evaluated or measured to determine whether the goal has been achieved.	The goal must be **achievable** within the political climate, effort, resources, and commitment of the team members.	The goal must focus on in school or post-school **outcomes**, not process(es).	The goal must clearly specify the timeline for completion. This can include benchmarks and target date of completion.
Is the goal articulated as a transition outcome, not as an activity, product, or process?	How much? How many? How often? How effective? What is the change over time?	Is the goal something our team has the power to achieve?	Is the outcome articulated as a change in knowledge, behavior, or condition?	Is the timeframe specific to month and year?

Example Goals

Cluster: Career Development
Predictor: Career Awareness

SMART Goal: By May 30, 2027, 95% of all 8th graders with and without students with disabilities will participate in a minimum of two school-wide, career-awareness activities (e.g., interest inventory, guest speaker, career video, CTE tour, industry tour, career fair) as measured by a checklist.

Cluster: Student Skills Cluster
Predictor: Self-Determination

SMART Goal: By June 2027, 100% of high school students with disabilities at Bright Outcomes High School will increase their self-determination skills by completing a personalized one-pager that identifies their strengths, preferences, interests, and needs, as measured by a checklist.

For more examples, visit SMART Goal Starters and Action Steps Examples (https://bit.ly/ASAPGoals).

Action Plan

Once you have developed your team goal, it is time to make a detailed action plan to reach it using the **Action Plan** section of the **ASAP Goal and Action Plan Template**. To develop an action plan, the team will:

- **Develop an action plan composed of action steps that address all proposed changes.**
- **Steps for remedying the problem should have a direct link to the data analysis.**
- **Any action listed must be specific, observable, and measurable.**
- **Sufficient detail is needed to determine when the action has been implemented.**

The action plan should be complete and precise. It should include information and ideas that the team has gathered throughout the course of completing the ASAP Assessment. Determine what action or change should occur? Who should carry out each step? When should it take place and for how long? What resources will the school, district, agency, and team need?

Progress

After the action plan is completed, the next step is to review it to make sure it is clear, realistic, and meets the team's goals. Once the team agrees on the plan's steps, it's essential to follow through with each action, ensuring everyone knows their role. As actions are taken, the team regularly checks in to track progress, make any needed adjustments, and see how well the changes are working. This ongoing review helps keep things on track, holds everyone accountable, and increases the chances of reaching the team's goals.

ASAP Goal and Action Plan Template

Area of Improvement (Check One): Note that some action plans may address multiple domain areas.

Predictor Cluster

☐ Collaborative Systems ☐ Youth Skills ☐ Career Development ☐ Policy

Predictor Category

☐ Interagency Collaboration
☐ Parent Expectations
☐ Parent Involvement
☐ Student Support
☐ Transition Program
☐ Community Experiences
☐ Goal Setting
☐ Self-Care and Independent Living
☐ Self-Determination and Self-Advocacy
☐ Social Skills
☐ Travel Skills
☐ Technology Skills
☐ Decision Making
☐ Career Awareness
☐ Career Technical Education
☐ Occupational Courses
☐ Paid Employment and Work Experience
☐ Work Study
☐ Exit Exam or Diploma Status
☐ Inclusion in General Education
☐ Program of Study

SMART Goal

SMART Goal Action Steps

Action Steps (consider aligned effective practices)	**Person(s) Responsible**	**Due Date**	**Completed**
1.			☐
2.			☐
3.			☐
4.			☐
5.			☐
6.			☐
7.			☐
8.			☐

Action Steps (consider aligned effective practices)	**Person(s) Responsible**	**Due Date**	**Completed**
9.			☐
10.			☐
11.			☐
12.			☐
13.			☐
14.			☐
15.			☐

Youth Skills Example

Assess

Score and Profile

Youth Skills	Score	Priority?
Community Experiences	2	☐
Self-Determination and Self-Advocacy	2	☐
Goal Setting	2	☐
Social Skills	1.5	☒
Travel Skills	2	☐
Technology Skills	2	☐
TOTAL CLUSTER SCORE (if applicable)	11.5	

Notes with Data and Evidence

- **Community Experiences:** We have started taking some of our students into the community, but it's more like field trips. Outings are not supported by classroom instruction, and activities lack planned, intentional outcomes.
- **Self-Determination/Self-Advocacy:** The Transition Assessment Goal Generator (TAGG) is given to all high school students with disabilities. **Follow-up:** Are all teachers using the results to develop annual transition goals? Do students receive instruction in self-determination? Do students have opportunities to practice self-determination? Do students attend their IEPs? Are they actively involved in their IEP and transition planning?
- **Goal Setting:** Most students, including students with disabilities, set goals as part of their Individual Career Academic Plan (ICAP). **Follow-up:** Is goal setting embedded in instructional activities in general education and special education?
- **Social Skills:** Social skills are taught in special education classrooms and sometimes in general education classrooms, but we have not implemented a Multi-Tiered System of Support (MTSS) Tier 1 program or practices district wide. We have

behavior problems school-wide, so this is a need. Students with behavioral problems often receive suspensions. **Follow up with administration:** Are there any district or school initiatives that might help address this?

- **Transportation Skills:** We struggle with transportation in our area. Some students do receive travel training if it is part of their IEP. We have limited transportation in our area, but we could focus more on traveling safely within the community.
- **Technology Skills:** Most youth have access to and instruction with current technology and have frequent opportunities to use technology. We use Chromebooks and Google. Some youth have frequent opportunities to use technology aligned with postsecondary goals (e.g., career exploration, budgeting, searching for jobs).

Set Goals and Action Plan: Youth Skills Example

S Specific	M Measurable	A Achievable	R Results-Focused	T Time-Bound
The goal must clearly state **what** is to be achieved, **by whom**, **where**, and **when**. It may also state **why** it is important that the goal is achieved.	The goal must clearly state **how** progress and success will be evaluated or measured to determine whether the goal has been achieved.	The goal must be **achievable** within the political climate, effort, resources, and commitment of the team members.	The goal must focus on in school or post-school **outcomes**, not process(es).	The goal must clearly specify the timeline for completion. This can include benchmarks and target date of completion.
Is the goal articulated as a transition outcome, not as an activity, product, or process?	How much? How many? How often? How effective? What is the change over time?	Is the goal something our team has the power to achieve?	Is the outcome articulated as a change in knowledge, behavior, or condition?	Is the timeframe specific to the month and year?

ASAP Goal and Action Plan: Youth Skills Example

Area of Improvement (Check One): Note that some action plans may address multiple domain areas.

Predictor Cluster

☐ Collaborative Systems ☒ Youth Skills ☐ Career Development ☐ Policy

Predictor Category

☐ Interagency Collaboration
☐ Parent Expectations
☐ Parent Involvement
☐ Student Support
☐ Transition Program

☐ Community Experiences
☐ Goal Setting
☐ Self-Care and Independent Living
☐ Self-Determination and Self-Advocacy
☒ Social Skills
☐ Travel Skills
☐ Technology Skills
☐ Decision Making

☐ Career Awareness
☐ Career-Technical Education
☐ Occupational Courses
☐ Paid Employment and Work Experience
☐ Work Study

☐ Exit Exam or Diploma Status
☐ Inclusion in General Education
☐ Program of Study

SMART Goal

Social Skills Goal: By May 20, 2026, the OP2P transition team will assess the baseline social skills of all transition-aged students (ages 14–21) using at least one assessment tool (e.g., checklists, rating scales, observations) and will use the data to inform individualized social skills instruction documented in each student's IEP.

S Specific	M Measurable	A Achievable	R Results-Focused	T Time-Bound
Assess baseline social skills for all transition-aged students (ages 14–21) and use the data to guide individualized IEP instruction.	At least one assessment completed for 100% of students, with results documented in each IEP.	Uses existing assessments and IEP processes.	Supports postsecondary readiness in employment, education, and community participation.	Completed by May 20, 2026.

SMART Goal Action Steps

Action Steps (consider aligned effective practices)	**Person(s) Responsible**	**Due Date**	**Completed**
1. Research age-appropriate tools to measure students' social skills and behavior (such as checklists, observations, or rating scales).	Transition Team	3/31/26	☐
2. Share social skills assessments, lessons, and resources at a team meeting and save them in a shared folder (for example, Teams or Google Drive).	Calm Carl Captain Consequence Deescalation Dennis Positive Polly Steady Eddie	2/28/26	☐
3. Agree on what to look for when choosing an assessment (i.e., it fits student needs, evidence-based, valid and reliable, and used in different settings).	Transition Team	3/31/26	☐
4. Select an assessment and curriculum.	Educators Administrator	5/01/26	☐
5. Give an assessment to find out students' current social skill levels.	Educators	9/30/26	☐

Action Steps (consider aligned effective practices)	**Person(s) Responsible**	**Due Date**	**Completed**
6. Get input from families and service providers to understand students' social skill strengths and needs at home, school, and in the community.	Educators	10/31/26	☐
7. Share the results with parents and the IEP team and include them in the IEP.	Educators	12/20/26	☐
8. Use the results to write social skills goals and decide what instruction and supports are needed, if appropriate.	IEP team	12/20/26	☐
9. Provide social skills instruction and opportunities to practice skills in real-life settings.	**This step will be addressed in next year's plan.**		☐
10. Regularly check student progress and makes changes to instruction, supports, or goals when needed.	**This step will be addressed in next year's plan.**		☐
11.			☐
12.			☐
13.			☐
14.			☐
15.			☐

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