

EDITABLE

Work-experience hours and tasks, job-readiness skill trials across sessions, community-based instruction (CBI) outing log, postsecondary goal progress tracking, employer and site contact log, generalization check, tracker and graph, quarterly summary, meeting-ready snapshot, home update note, and a filled example. Fillable PDF.

[illegible][illegible]

For Transition Ac

BRIGHT PATH SPEED

Which Sheet for Which Transition Data Need

This file records what happened after the plan was written. If you have not written the postsecondary goals yet, that is the Transition IEP Planning Kit, not this page.

IF THE NEED IS	USE	WHERE
Track hours and tasks at a work-experience placement	Work experience hours & task log	Page 7
Trial a job-readiness skill across several sessions: an application, an interview, arriving on time, following a supervisor's direction	Job readiness skill trials, ten skills by eight sessions	Page 8
Record a community-based instruction outing: a skill targeted, opportunities, prompts	Community-based instruction (CBI) log	Page 9
"Where does each postsecondary goal stand right now?" — checked more than once a year	Postsecondary goal progress: education/training, employment, independent living	Page 10
Log a work site or employer contact and the hours arranged there	Employer / community site contact log	Page 11
"across __ settings" / "with __ different supervisors" — the goal asks for generalization	Generalization check, three settings across	Page 12
Any goal or skill, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 13, 14, 15
Pulling together a one-page snapshot before the annual review meeting	Meeting-ready transition data summary	Page 16

What this file is not

Not the Transition IEP Planning Kit, and not a second copy of it. It does not draft a postsecondary goal, plan a course of study, or write a student-led IEP script — that kit does, and the goals it produces are what this file's roster and progress pages track. This file also is not a job-coaching procedure or a certification of what a student can or will do; every code here is written by the team from something observed and dated.

The three habits the file assumes

- ☐ The independence codes, work-behavior scale and goal-status codes are defined on page 5 before the first entry, and every adult uses the same ones.
- ☐ Hours, skill trials and CBI rows move from the sheets to the tracker (page 13) every week.
- ☐ A postsecondary goal's status (page 10) is only ever updated from evidence already written on another page, never from a feeling about the month.

How the paper moves

WHEN	WHAT
Every visit	A row on the hours log (7), a column on the skill trials (8), or a row on the CBI log (9)
Every week	The count, hours or percent onto the tracker (13), one point on the graph (14)
Every checkpoint	Postsecondary goal progress (10) rated again, generalization check (12) run in a second site, quarterly summary (15) and meeting-ready summary (16) written from the tracker

Transition Caseload Roster

COORDINATOR / CASE MANAGER

SCHOOL YEAR

UPDATED

[illegible]

The three goal columns hold what the team already wrote for each postsecondary area — that drafting happens in the Transition IEP Planning Kit, not on this page. A blank cell means the goal has not been written yet, and this file will not write it for you. One row per student; if a goal changes at a review, cross it out and write the new one, so the history stays.

[illegible]

Community-Based Instruction (CBI) Log

One row per skill per outing: where you went, what was targeted, how many chances came up, how many were independent, how many were prompted.

STUDENT

DATE

STAFF PRESENT / RATIO

DESTINATION	SKILL TARGETED (TYPE IT)	OPPORTUNITIES	INDEPENDENT	PROMPTED	PROMPT LEVEL	SAFETY NOTES, IN OBSERVABLE WORDS (WAITED AT THE CURB, STAYED WITH THE GROUP)

Opportunities are the denominator

Three chances to pay and one independent is 1 of 3; write both numbers, not a feeling about the trip. Independent plus prompted should equal the opportunities; if it does not, a chance was skipped, and that is worth a word in the notes. Common destinations: a bus training route, the grocery store, the bank, a DMV practice office, a college campus visit.

Your district's rule for CBI outings (permission form, ratio, who must be present), and where the form lives

Postsecondary Goal Progress

Three areas, checked at more than one point in the year. A status code and the evidence behind it — never a prediction of what the student will do.

STUDENT

SCHOOL YEAR

Education / Training

DATE	STATUS (PAGE 5)	EVIDENCE — WHAT WAS SEEN, AND WHERE IT IS WRITTEN

Employment

DATE	STATUS (PAGE 5)	EVIDENCE — WHAT WAS SEEN, AND WHERE IT IS WRITTEN

Independent Living

DATE	STATUS (PAGE 5)	EVIDENCE — WHAT WAS SEEN, AND WHERE IT IS WRITTEN

Status describes what was seen, not what will happen

A goal moves from NI to SP or MET only when something already written on another page in this file supports it — hours, a skill trial, a CBI row, an inventory the team keeps elsewhere. This page never predicts an outcome; it dates and cites the evidence for the status written in. Independent living may have no evidence yet if the team has not started on it — NI is a true, complete answer.

What triggers a check (a placement starts or ends, a term begins, before every meeting)

Progress Graph

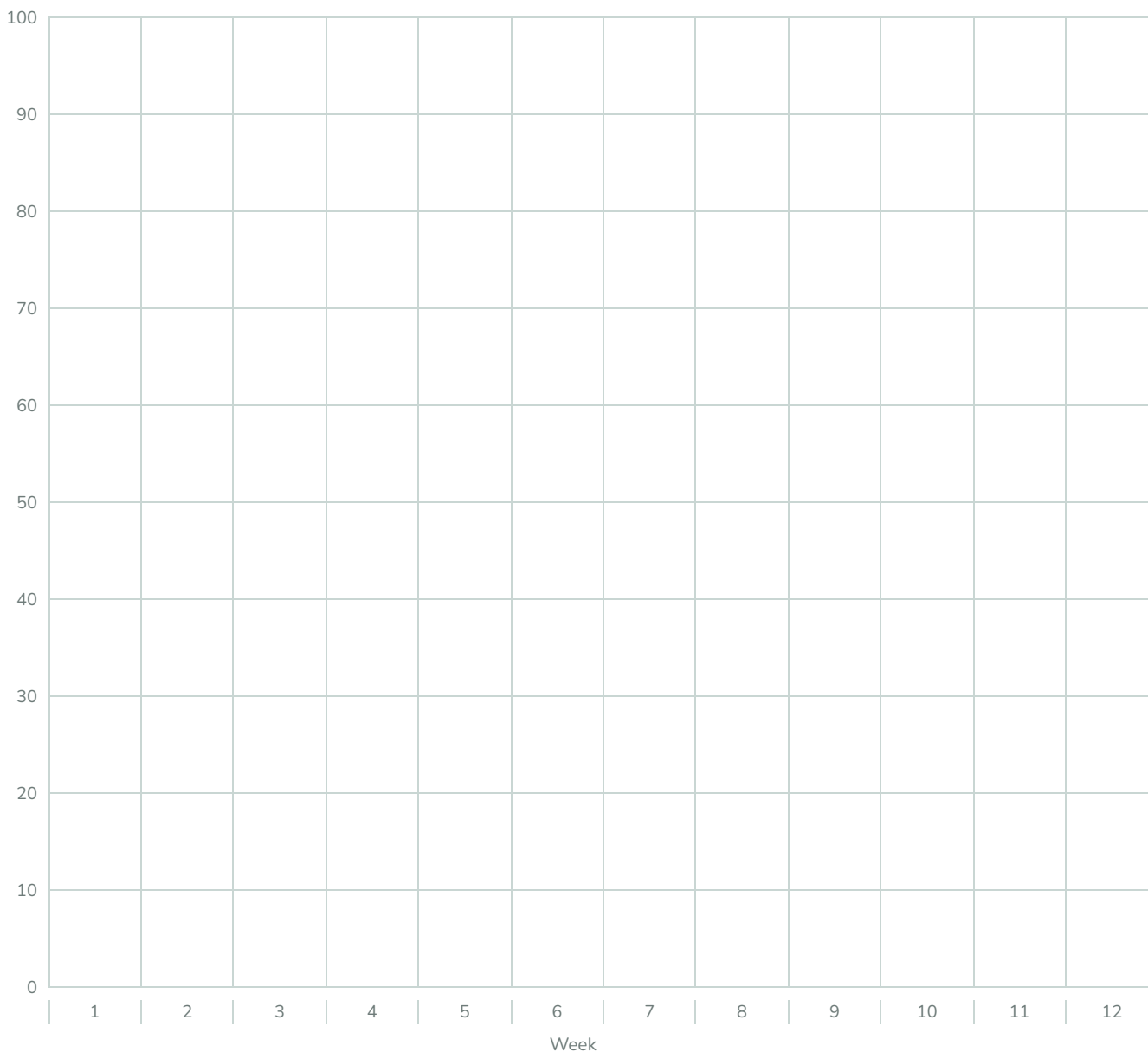
Plot the tracker. Draw the aim line at the criterion first. Three points in a row under it is a change (page 13 notes), not a longer wait.

STUDENT

GOAL (SHORT)

CRITERION / AIM

PERCENT INDEPENDENT, HOURS, OR UNITS — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

EXAMPLE

Work Experience, a Skill Trial and a Goal Snapshot, Filled In

Maya is invented, and so is every mark. Notice that the goal-status codes on page 10 come from cells already written on pages 7 and 8, not from a feeling about the month.

Work experience hours log (page 7) — Maya, grade 11, retail placement (invented)

DATE	TASK	HOURS	TASKS ATTEMPTED	INDEPENDENCE	WORK BEHAVIOR	NOTES
9/3	Stocking shelves, front register cleanup	2.0	3 of 4	V	3	Arrived on time; needed a reminder to greet customers.
9/10	Stocking shelves, front register cleanup	2.5	4 of 4	I	4	Asked a coworker for help finding a price without being prompted.
9/17	Inventory count, restocking	2.0	3 of 3	I	4	Completed the count independently; flagged a low-stock item on her own.

Three visits, $2.0 + 2.5 + 2.0 = 6.5$ hours. Tasks attempted rose from 3 of 4 to 4 of 4 and 3 of 3; independence rose from V to I and held.

Job readiness skill trials (page 8) — four skills, eight sessions

Criterion from the plan: 3 of 4 skills independent on three sessions in a row · only I counts as correct

#	SKILL	S1	S2	S3	S4	S5	S6	S7	S8
1	Completes a job application	V	I	I	I	I	I	I	I
2	Answers three interview questions	G	G	V	I	I	I	I	I
3	Arrives within the five-minute window	I	I	I	I	I	I	I	I
4	Follows a two-step supervisor direction	FP	FP	PP	PP	M	G	V	I
–	Date	9/2	9/9	9/16	9/23	9/30	10/7	10/14	10/21
–	Setting	S	S	S	S	S	S	S	S
–	Skills independent	1	2	2	3	3	3	3	4
–	Percent independent	25	50	50	75	75	75	75	100

Sessions 4–6 (9/23–10/7) hold at 3 of 4 independent, three in a row: criterion first met on 10/7, tracker (page 13) week 6.

Postsecondary goal progress snapshot (page 10), and the decision written on the tracker

AREA	STATUS	EVIDENCE, DATED 10/7
Education / Training	SP	Toured the automotive program; registered for the fall placement test (10/2).
Employment	SP	6.5 hours, 3 visits (page 7); trials at 3 of 4 skills independent, three sessions in a row (page 8).
Independent Living	NI	Not yet introduced this term; starts next quarter.

Employment crosses the 3-of-4 criterion on 10/7, three sessions in a row (page 8); the quarterly summary (page 15) picks up SP for education/training and employment, NI for independent living — the evidence above, not a guess. The meeting-ready summary (page 16) pulls these same three lines.