

EXIT Program Phases  
 Revised 10/03/16

	<b>Phase 1 DISCOVERY</b>	<b>Phase 2 PRACTICE</b>	<b>Phase 3 IMPLEMENTATION</b>	<b>Phase 4 TRANSITION/ RETURN TO LEA</b>
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• Post secondary goals general/ generic, not appropriate, or not based on Transition Assessment</li> <li>• Student has had minimal work experience</li> <li>• Student has had minimal Expanded Core Curriculum (ECC) instruction (O&amp;M, social communication, self-determination, independent living, technology)</li> <li>• Need for explicit instruction in basic concepts</li> <li>• Student has minimal calendar concepts/ no calendar system</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate Post Secondary Goals based on Life Plan/ Transition Assessment</li> <li>• Some work experiences/ work exploration</li> <li>• ECC instruction implemented</li> <li>• Identified some preferences and interests</li> <li>• Calendar system in place (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate <i>and Specific</i> Post Secondary Goals based on Transition Assessment</li> <li>• Expanded calendar system/ begin formulating what a home calendar system will look like (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Plan/ plan for return to home community established</li> </ul>

<p><b>Schedule Overview</b></p>	<ul style="list-style-type: none"> <li>• Combination of classroom &amp; community based instruction facilitated by EXIT Teacher/ Advisor</li> <li>• Exposure to a variety of work experiences</li> <li>• Discovery process (identify likes/ dislikes/ skills)</li> <li>• Activities based on needs AND interest/ preferences</li> <li>• Discovery of self-directed leisure options</li> <li>• Discovery of organized leisure options.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased community based instruction</li> <li>• A version of adult schedule in place that's based on preferences and interests</li> <li>• Discovery process is ongoing to develop more specific hands-on activities to fill adult schedule</li> </ul>	<ul style="list-style-type: none"> <li>• EXIT schedule mirrors adult schedule as closely as possible</li> <li>• If applicable, majority of instruction community based</li> <li>• Adult schedule continues to be refined and made more specific</li> <li>• Opportunities to practice schedule in home community with support</li> <li>• Supports for home schedule have been identified</li> </ul>	<ul style="list-style-type: none"> <li>• Hybrid TSBVI/ LEA schedule (if applicable)</li> <li>• Community based instruction and work training OR Competitive Employment obtained</li> <li>• Adult Agency support/ intervener has been identified</li> <li>• Adult schedule is finalized</li> </ul>
<p><b>TSBVI Classes and Support from Career Ed Dept.</b></p>	<ul style="list-style-type: none"> <li>• General Employability</li> <li>• EXIT "Elective" classes (If appropriate)</li> <li>• Additional work experiences (on or off campus) facilitated by EXIT</li> </ul>	<ul style="list-style-type: none"> <li>• MAPS I</li> <li>• EXIT "Elective" classes (if appropriate)</li> <li>• Work Exploration w/ Job Coach (If applicable to adult schedule/ PS Goals)</li> <li>• College Prep (if Post</li> </ul>	<ul style="list-style-type: none"> <li>• MAPS II</li> <li>• Individualized/ Customized community based Work Training supported by EXIT Teacher and/or TA with consult from Job Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Community based work training at TSBVI AND in home community</li> <li>• Job Coach support fades</li> </ul>

	<p>Teacher (enclaves)</p> <ul style="list-style-type: none"> <li>• NO Primary Job Coach</li> <li>• Job Coaches update Voc Activities History form after each General Employability rotation</li> </ul>	<p>Secondary Goal related to college)</p> <ul style="list-style-type: none"> <li>• Group off campus Work Training 5<sup>th</sup>-7<sup>th</sup> Periods- supported by EXIT Teacher and/or TA with consult from Job Coaches (if applicable)</li> <li>• Primary Job Coach assigned to students enrolled in Work Exploration and/or Work Training</li> </ul>	<ul style="list-style-type: none"> <li>• Links Program an option (if aligned with Post Secondary Goals)</li> <li>• Primary Job Coach assigned to students enrolled in Work Training</li> </ul>	
<p><b>Transition Assessments</b></p>	<ul style="list-style-type: none"> <li>• Transition Assessments completed by LEA prior to TSBVI Initial Life Plan completed</li> <li>• First draft of adult schedule created</li> <li>• Additional Transition Assessments completed if applicable (PI's, Interest Inventories, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Life Plan modified as needed</li> <li>• Additional assessments conducted as needed</li> <li>• Adult Schedule revised</li> </ul>	<ul style="list-style-type: none"> <li>• Life Plan modified as needed</li> <li>• Additional assessments conducted as needed</li> <li>• Adult Schedule revised</li> </ul>	<ul style="list-style-type: none"> <li>• Life Plan and Adult Schedule specific and complete</li> </ul>

<p><b>Collaboration with Stakeholders</b></p>	<ul style="list-style-type: none"> <li>• Initial Life Plan meeting</li> <li>• Monthly Transition/ Collaboration meetings</li> <li>• Home/ community visit (if possible)</li> <li>• Ongoing discussion about opportunities in the home community and the plan for the student's return</li> <li>• Notes from Transition/ Collaboration Meetings stored in each student's Collaboration Log</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Transition/ Collaboration Meetings</li> <li>• Home/ Community Visit</li> <li>• Create a plan for return to home district/ community</li> <li>• Determine if and how the LEA will support the student upon return to home district/ community (if applicable)</li> <li>• Notes from Transition/ Collaboration Meetings stored in each student's Collaboration Log</li> <li>• Identified activities that can be practiced at home (ex: calendar, hygiene, DLS, etc.)</li> <li>• Invite parents/ district to visit TSBVI for observation</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Transition/ Collaboration Meetings</li> <li>• Finalize plan for return to home district/ community</li> <li>• Notes from Transition/ Collaboration Meetings stored in each student's Collaboration Log</li> <li>• Begin training/ adult supports (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Student spending part of their schedule in their home community with support from LEA, DBS, and other supports as applicable</li> <li>• Frequent communication with involved stakeholders</li> <li>• Notes from collaboration and return process stored in each student's collaboration log</li> </ul>
<p><b>ARD/ IEP</b></p>	<ul style="list-style-type: none"> <li>• Create post secondary goals that</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Supplement based on</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust Post Secondary goals</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation ARD or ARD to return student</li> </ul>

	<p>are appropriate and based on Transition Assessment (may be somewhat general at this point)</p> <ul style="list-style-type: none"> <li>• IEP goals address foundational skills and concepts (ECC)</li> <li>• EXIT Teacher/ Advisor responsible for reporting on foundational IEP goals that are addressed in a variety of settings including Career Education</li> </ul>	<p>results of Transition Assessments</p> <ul style="list-style-type: none"> <li>• Coordinated Set of Activities created largely during monthly Transition/ Collaboration meetings</li> <li>• Post Secondary Goals become more specific/ focused</li> <li>• Continue developing IEP goals that are more specific to the Life Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Update Coordinated Set of Activities as needed</li> <li>• Post Secondary goals very specific and measurable</li> <li>• IEP goals specific to student's specific to Life Plan</li> </ul>	to LEA
<b>Other</b>				

