

**Table 9-5.****Tammy's Transition Plan****Initial Transition Plan for Tammy, Age: 16**

Self-advocacy (Go to <a href="http://www.sackonline.org">www.sackonline.org</a> for more information on self advocacy.)	Personal Advocacy: To speak up for myself and let others know what I think. Solving problems and making decisions. I need help with banking. I need to know how to get around town. System Advocacy: I want to volunteer in the community. (Family) We need to understand what supports Tammy needs to be independent.
Work factors	Tammy has a strong desire to work so that she may earn money. Tammy has been exposed to a variety of occupations throughout her schooling working part-time in supported employment situations.
Living skills	Tammy lives with her family. She is able to care for her basic needs with supervision and occasionally guidance from a family member. Currently, there is no immediate plan for Tammy to change her current living situation.
Leisure	Tammy spends her leisure time participating in activities with her family. Tammy also enjoys swimming and has participated in Special Olympics swimming on and off over the years. During unstructured leisure time, Tammy enjoys looking at fashion magazines and watching TV shows such as "What Not to Wear" and "How Do I Look."

This plan got the team on the right track, thinking about long-term outcomes with Tammy. They can frame their high school activities in relation to this initial transition plan and then adjust as needed.

*Analysis of Occupational Performance*

The current education team includes Tammy, her parents, and teachers; they have a long history with Tammy, which enables them to plan her transition to adulthood more easily. They decide to review her history at school, at work, with friends, with family, and with community activities to obtain additional details for planning. The team decided to use the Canadian Occupational Performance Measure (COPM) to gather additional information from Tammy and her parents. The COPM is an outcome-based assessment in which people/caregivers identify the five most important issues in areas of self-care, productivity, and leisure. Parents rate performance and satisfaction on a scale from 1 to 10. Goals for intervention are based on the problems identified by the parents. After intervention, parents again rate performance and satisfaction on the previously identified issues. The difference (change score) between the initial and post-intervention scores indicate whether outcomes are met. A change score of two or more is considered clinically significant (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005; Law, Polatajko, Pollock, McColl, Carswell, & Baptiste, 1994) (Figure 9-14).

Because employment was a primary concern, they also discuss inviting community employment personnel (which includes an occupational therapist) to join in the assessment and planning processes. School personnel and Tammy's parents also felt that she would need significant help finding, learning about, and retaining a job, thus requiring the referral for supported employment services. Although Tammy could not identify specific

*Supported employment is defined in federal statute as a highly individualized approach for assisting individuals with significant disabilities to obtain and maintain employment. Supported employment includes three essential components:*

1. Paid work.
2. Employment in integrated community settings.
3. The availability of on-going support and training as needed to assure job retention or subsequent job placement.

*Supported employment frequently operates through the Vocational Rehabilitation system within states. Some community developmental disability organizations also provide these types of supports, so be sure to investigate in your area. For example, in Kansas, Social and Rehabilitation Services (SRS) oversees this process.*