

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Total Score: \_\_\_\_\_

### Mid-Valley Special Education Cooperative -- Transition Services Matrix

Directions: Circle the box that best describes the student currently. Add the total score of circled boxes. (Only circle one box per domain.) Revised: 1/26/17

Domain	Level 1 (1 point each)	Level 2 (2 points each)	Level 3 (3 points each)	Level 4 (4 points each)	Level 5 (5 points each)
<b>Social-Emotional Behavior</b>	Requires no services or assistance beyond that which is normally provided to all students	Requires simple adaptations to curriculum or learning environment: prompts, redirection, checklists, simple motivation systems, facilitate social interactions	Requires comprehensive motivation systems, basic social skills instruction and reminders, environmental manipulations	Requires extensive modifications to learning environment; additional supervision and practice of social and behavioral skills	Requires substantial modifications to learning environment; requires 1:1 assistance for behavioral management
<b>Independent Functioning</b>	Requires no services or assistance beyond that which is normally provided to all students	Requires simple adaptations: prompts, strategies, reminders to foster independence with minimal supervision (planner, reminders, syllabus)	Requires moderate adaptations and strategies in order to create an independence system for work and social interactions (direct prompts, supervision and modeling)	Requires different or extensive adaptations; frequent supervision, functional life skills training, vocational training and social skills training	Requires substantial modifications and supervision; daily opportunities to practice functional life skills, vocational training and social skills training
<b>Executive Functioning Skills</b>	Requires no service beyond that which is normally provided to all students	Requires simple adaptations to support task initiation, timely work submission, planning for balance of work, homework and social time, and breaking down larger projects to meet project deadlines.	Requires moderate adaptations to support: task initiation and completion, use of reminder strategies with planner and phone, use of graphic organizers for project planning	Requires extensive adaptations: script for contacting a friend to meet socially, timers set in environment to prompt movement through written task lists, supervised homework routines.	Requires substantial modifications: emergency contacts programmed in phone, events added to phone with alarms, apps to support medication schedule and self-care routines.
<b>Communication</b>	Requires no services or assistance beyond that which is normally provided to all students	Requires simple adaptations to support communication within environment: prompting, rephrasing, simplifying vocabulary, reminders, occasional assistive technology	Requires moderate adaptations to support functional communication within environment, occasional social stories/scripts, visual schedules, reminders, frequent assistive technology	Requires extensive adaptations to support functional communication within environment: frequent social stories, frequent visuals, alternate communication systems, daily assistive technology	Requires substantial adaptations to support functional communication within environment: Use of alternative communication systems, devices
<b>Family Support/Transitions</b>	Requires no services or assistance beyond that which is normally provided to all students	Provides occasional ideas or suggestions to connect and utilize community resources (adult service agencies, public transportation)	Provides intermittent ideas or suggestions, training, observations as necessary to facilitate access to community resources	Frequent contact with parents, or other service providers, to access community resources.	Ongoing contact with family, or other service providers to access community resources.
<b>Vocational</b>	Student has a paid job or independent volunteer experiences	Student can participate in volunteer experiences and vocational training with introductory adult support	Student can participate in volunteer experiences and vocational training with diminishing adult support	Student can participate in volunteer experiences and vocational training with adult supervision	Student can participate in volunteer experiences and vocational training with one to one adult support