

Mid-Valley Special Education Cooperative – Transition Services Matrix

Student Name: _____

Date: _____

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Social-Emotional Behavior	Requires no services or assistant 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
Independent Functioning	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
Special Health Care	Requires no services or assistance beyond that which is normally provided to all students, can self-administer medications	Requires simple adaptations: hygiene/grooming assistance, monitoring medical needs	Requires moderate adaptations; creating toileting plans, hygiene plans, eating plans	Requires extensive adaptations: frequent implementation of toileting or medication plans, supervision of eating or medical needs	Requires constant attention to medical needs: constant supervision for medical/safety reasons, diapering, feeding
Communication	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
Family Support/Transitions	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.
Vocational	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