



**TSBVI EXIT Program
Phases**

	Phase 1 DISCOVERY	Phase 2 PRACTICE	Phase 3 IMPLEMENTATION	Phase 4 TRANSITION/ RETURN TO LEA
Baseline	<ul style="list-style-type: none"> • Post secondary goals general/ generic and/or not based on Transition Assessment • Student has had minimal work experience • Need for explicit instruction in basic concepts and Expanded Core Curricular (ECC) areas such as: O&M, social communication, self-determination, independent living, technology • <i>For students with Multiple Impairments and/or Deafblindness:</i> Student has minimal calendar concepts/ no calendar system 	<ul style="list-style-type: none"> • Post Secondary Goals based on Life Plan/ Transition Assessment (<i>goals may be somewhat general</i>) • Student has had exposure to multiple work experiences • Student has received explicit ECC instruction and is ready to implement skills and concepts • Some preferences and interests have been identified • <i>For students with Multiple Impairments and/or Deafblindness:</i> Individualized calendar system has been established 	<ul style="list-style-type: none"> • Appropriate <i>and Specific</i> Post Secondary Goals based on Transition Assessment • <i>For students with Multiple Impairments and/or Deafblindness:</i> Expanded calendar system/ begin formulating what a home calendar system will look like 	<ul style="list-style-type: none"> • Transition Plan/ plan for return to home community established
Programming Overview	<ul style="list-style-type: none"> • Combination of classroom & community based instruction facilitated by EXIT Teacher/ Advisor • Exposure to a variety of work experiences • Discovery process (identify likes/ dislikes/ skills) • Activities based on needs AND interests/ preferences • Opportunities to discover self-directed leisure options • Opportunities to discover organized leisure options 	<ul style="list-style-type: none"> • Increased experiential/ community based instruction • School schedule more closely mirrors “Adult Schedule” • Exposure to new opportunities/ experiences continues in order to more clearly define interests and aptitudes and develop more specific hands- on activities to fill adult schedule 	<ul style="list-style-type: none"> • EXIT schedule mirrors adult schedule as closely as possible • If applicable, majority of instruction community based • Opportunities to practice schedule in home community with support • Supports for home schedule have been identified 	<ul style="list-style-type: none"> • Adult schedule is finalized • Hybrid TSBVI/ LEA schedule (if applicable) • Community based instruction and work training OR Employment (competitive or customized) obtained • All Adult Agency supports have been identified



Transition Assessments	<ul style="list-style-type: none"> • Transition Assessments completed by LEA prior to TSBVI • Initial Life Plan completed upon arrival to TSBVI (if needed) • First draft of “Adult Schedule” created • Additional Transition Assessments completed if needed 	<ul style="list-style-type: none"> • Life Plan modified as needed • Additional assessments conducted as needed • Adult Schedule revised as needed 	<ul style="list-style-type: none"> • Life Plan modified as needed • Additional assessments conducted as needed • Adult Schedule revised as needed 	<ul style="list-style-type: none"> • Life Plan and Adult Schedule specific and complete
Collaboration with Stakeholders	<ul style="list-style-type: none"> • Initial Life Plan meeting (w/ parents/ guardians) • Monthly Transition/ Collaboration meetings (w/ core members of TSBVI team and outside stakeholders-facilitated by EXIT Advisor) • Home/ community visit (if possible) • Ongoing discussion about opportunities in the home community and the plan for the student’s return 	<ul style="list-style-type: none"> • Monthly Transition/ Collaboration meetings • Home/ Community Visit • Create a plan for return to home district/ community • Determine if/ how the LEA will support the student upon return to home district/ community • Identify activities that can be practiced at home on weekends while in EXIT Program (ex: calendar, hygiene, DLS, etc.) • Invite parents/ LEA representatives to visit TSBVI for observation 	<ul style="list-style-type: none"> • Monthly Transition/ Collaboration Meetings • Finalize plan for return to home district/ community • <i>For students with Multiple Impairments and/or Deafblindness:</i> Begin training intervener/ adult supports 	<ul style="list-style-type: none"> • Student spending part of their schedule in their home community with support from LEA, TWC, and/or other supports • Frequent communication with all involved stakeholders
ARD/ IEP	<ul style="list-style-type: none"> • Create post secondary goals that are based on Transition Assessment (may be somewhat general at this point) • IEP goals may primarily address foundational skills and concepts (ECC) 	<ul style="list-style-type: none"> • Coordinated Set of Activities created largely during monthly Transition/ Collaboration meetings • Post Secondary Goals become more specific/ focused • Continue developing IEP goals that are more specific to the Life Plan 	<ul style="list-style-type: none"> • Post Secondary goals very specific and measurable • Update Coordinated Set of Activities as needed • IEP goals specific to needs identified in student’s Life Plan 	<ul style="list-style-type: none"> • Graduation ARD or ARD to return student to LEA