

Exploring My Student's Life Road Map



Name: _____ Date: _____

School: _____



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■ Hello!

We are pleased to work with you through this transition from school to adult life. To begin this plan, which will take place over several years, we ask that you complete the following questionnaire. Your knowledge of the student and the information you provide play an important part in the transition plan. Some of the questions refer to life outside of school. If this is the case, you may note your own impressions or any information you have gathered through the student. If you have no comments to add, please go on to the following question.

We will share the information you provide with all those involved in planning the transition. This information will help the student define his/her life road map.

About the student



The student's main attributes, strengths, talents and skills

at home: _____

at school: _____

in recreational activities: _____

in the community: _____

The student's tastes (e.g. activities, tasks, classes)

What the student likes

at home: _____

at school: _____

in recreational activities: _____

in the community: _____

What the student doesn't like

at home: _____

at school: _____

in recreational activities: _____

in the community: _____

Attitudes and behaviours to improve

(e.g. learn to better manage stress)

Limitations that prevent the student from doing certain activities

(e.g. difficulty counting, reading, walking)

The student's friends



The student's friends (name and age)

at home: _____
at school: _____
in recreational activities: _____
other: _____

The ways the student keeps in touch with them

phone internet visits notes
other: _____

With his/her friends, he/she can

express joy express sadness express anger
tell stories express his/her needs express his/her approval or disapproval
give his/her opinion ask questions laugh, joke
give a compliment other: _____

With his/her friends, he/she is:

often the person who decides rarely the person who decides encouraging
withdrawn shy a person who shares
helpful other: _____

What the student likes about his/her friends:

The student is having some problems with his/her friends No Yes
If so, what problems?

The solutions or ways to solve these problems

The student's choices



At home, the student can choose his/her

schedule (e.g. wake-up, bed and meal times) Yes No. Why? ____

clothes Yes No. Why? ____

diet Yes No. Why? ____

activities Yes No. Why? ____

friends Yes No. Why? ____

responsibilities Yes No. Why? ____

personal expenses Yes No. Why? ____

outings Yes No. Why? ____

other: _____

At school, the student can choose his/her

schedule (e.g. classes, workshops) Yes No. Why? ____

workshops Yes No. Why? ____

free-time activities Yes No. Why? ____

extracurricular activities Yes No. Why? ____

responsibilities Yes No. Why? ____

work groups Yes No. Why? ____

other: _____

During the student's leisure time, he/she can choose his/her

activities Yes No. Why? ____

friends Yes No. Why? ____

activity times Yes No. Why? ____

other: _____

School



The student plans on leaving school at the age of ____

Why?

The student plans on enrolling in adult education or in other programs

Yes

No

I don't know

If yes, the student plans on learning the following:

(e.g. how to create a budget, how to cook)

Obstacles and concerns about school life (if relevant)

Solutions or ways to reassure the student

Work



Does the student want to work?

Yes. The student wants the following job: _____

Yes, but the student does not know what he/she wants to do.

No I don't know

The student needs more information about...

different careers

required skills

resources related to the job

employment opportunities

job search

writing a résumé

preparing for an interview

other: _____

Obstacles and concerns about work (if relevant)

Solutions or ways to reassure the student

Home



After leaving school, the student would like to live:

(you may choose more than one answer)

in the city in the country
in the family home in an apartment
alone with a romantic partner
with friends with parents other: _____

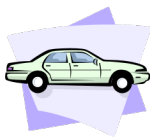
To begin his/her life as an adult, the student needs more information about:

searching for housing	signing a lease or an agreement
interior upkeep	exterior upkeep
groceries	meals
following a budget	banking transactions
debit and credit cards	purchases
other: _____	

Obstacles and concerns about home life (if relevant)

Solutions or ways to reassure the student

Transport



To perform various activities, the student uses the following means of transport:

walking	bicycle	taxi
car	public transport	paratransit
school bus	other: _____	

To get around, the student would need the following:

bicycle:	Information	Accompaniment	Training	Other: _____
car:	Information	Accompaniment	Training	Other: _____
taxi:	Information	Accompaniment	Training	Other: _____
public transport:	Information	Accompaniment	Training	Other: _____
paratransit:	Information	Accompaniment	Training	Other: _____
school bus:	Information	Accompaniment	Training	Other: _____
other: _____				

Obstacles and concerns about transport (if relevant)

Solutions or ways to reassure the student

Recreational Activities



The student likes to do the following activities:

cultural or social activities_____

arts _____

going to the movies _____

relaxation _____

computer science _____

board games _____

video games _____

reading _____

renting movies _____

shopping _____

music _____

nature studies _____

sports _____

travelling _____

other: _____

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cultural or social activities_____

arts _____

going to the movies _____

relaxation _____

computer science _____

board games _____

video games _____

reading _____

renting movies _____

shopping _____

music _____

nature studies _____

sports _____

travelling _____

other: _____

Recreational Activities



To do these activities, the student needs:

information location cost class

money

friends

equipment

transport

accompaniment

learning

other: _____

Obstacles and concerns about recreational activities (if relevant)

Solutions or ways to reassure the student

An illustration featuring three stylized black figures. On the left, a figure holds a pink flower. In the center, a figure recoils with arms outstretched and a starburst above their head. On the right, a figure holds a large red heart with a scalloped border. To the right of these figures is a circular inset showing a man and a woman in a romantic embrace, rendered in a classic comic book style.

The student would like to live: alone as a couple with friends
with parents

how to make friends	how to get a boyfriend/girlfriend	
life as a couple	sexuality	hygiene
break-ups	loss	social rights and responsibilities
bullying and violence	taxing	drugs
alcohol	other: _____	

his/her parents: _____ a teacher: _____

a nurse: _____ a friend: _____

other: _____

The student's dreams



What do you think the student's dreams are?

These dreams could be about different areas of the student's life, including work, school, social life and relationships.

What skills can help the student realize his/her dreams?

The limitations or problems that may prevent the student from realizing this dream:

What the student can do to realize his/her dream:
