

Transition for Students

Planning for Your Future



Revised 03/08



What is Transition?



Your Transition

- Planning for your life after high school
- The law requires schools to help you set and work toward postsecondary goals in these areas:
 - Employment
 - Education/Training
 - If needed, independent living

Have you ever wondered...

- **What are my future goals?**
- **What type of work will I do?**
- **What training will I need?**
- **Where will I live?**

- **Will I live with family, alone or with others?**



- **Will I go to college, technical school or receive some other training?**

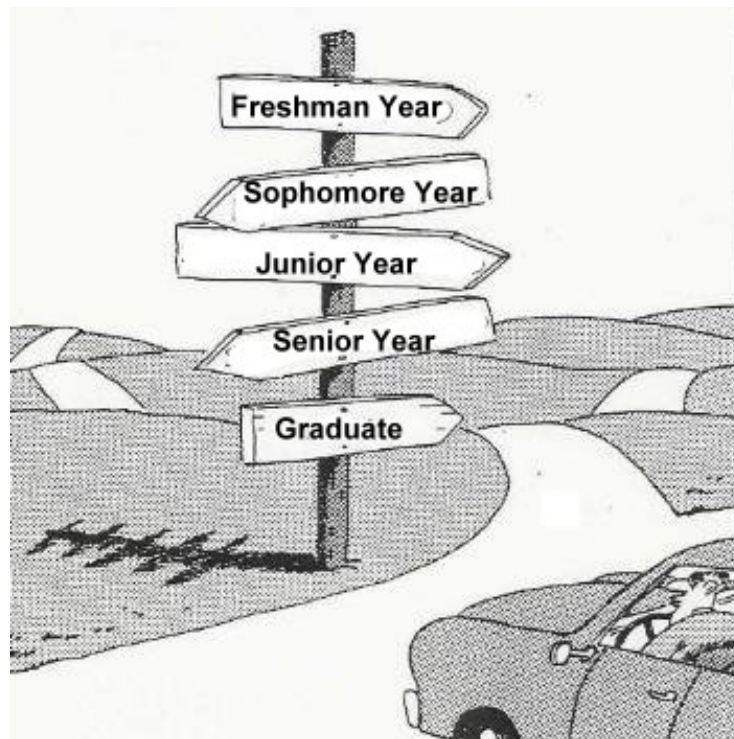
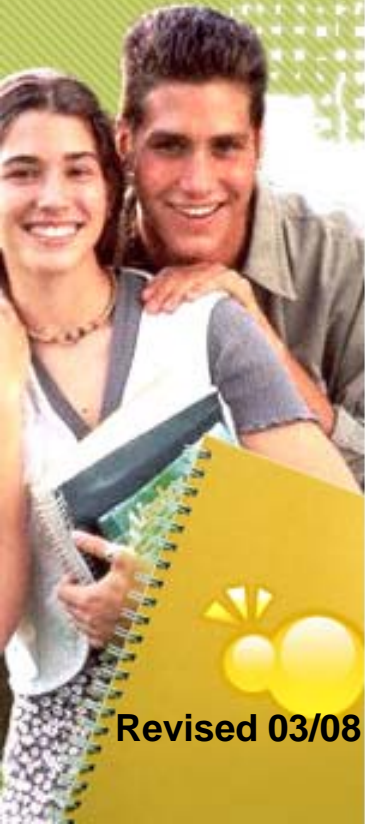


- **Who can help me find a job?**



Here's My Question NOW!

How can I be a part of the decisions about my future goals?



Don't Know Where to Start?

Here are some suggestions:

- *Complete transition assessments, such as questionnaires or interest surveys
- *Participate in job shadowing
- *Attend career/college fairs
- *Talk with your counselor/teacher
- *Take some classes in areas of interest

Steps in Reaching Goals

- Identify your goals
- Take courses that are related to your goals
- Participate in activities or organizations related to your goals
- Investigate what education/training is necessary to reach your goals
- Monitor progress and adjust goals as needed



What have you learned so far about transition?

- **Set goals**
- **Make plans to reach them**
- **Monitor progress**
- **Decide what help you will need**

Time to Reflect

The background features a collage of educational items: a yellow spiral notebook, a binder with a pen, a stack of papers, and a young woman with a backpack. The text is overlaid on this collage.

Your ARD Meeting and Transition

- **Your Admission, Review and Dismissal (ARD) meeting is held at least once a year.**
- **In this meeting, your Individualized Education Program (IEP) is developed.**
- **Transition is an important part of the IEP.**
- **You will have the opportunity to discuss your future goals during the ARD meeting.**

What is Your IEP?

It explains what skills you already have and what you need to learn.
It tells what you will do in school.
It tells where you will learn and if you need any special help.

From www.studentledieps.org

A Team Approach

- You!
- Your Family
- Teachers
- Counselors
- Principals
- Public Agencies (with parent consent)
- You/your family may invite others who know you well and can help you reach your goals

**I'm really a part of
the team?**



Yes, Indeed!

Being Heard

Being a self-advocate means speaking up for yourself

- Know topics discussed**
- Speak calmly and clearly**
- Listen while others speak**
- Think about what you hear**

» Adapted from Full Life Ahead, by Judy Barclay and Jan Cobb



How can you prepare for your ARD meeting?

- **Suggestions for getting ready**
 - Invite the people you want to help you
 - Know your strengths, interests, preferences, and needs



Before Your ARD Meeting



- Know your postsecondary goals
- Know the skills, knowledge, and supports that you need to reach your goals
- Know what you need to do to reach your goals
- Make notes about questions that you want to ask

Before Your ARD Meeting

- **Review** information with friends, family and/or teachers



Before Your ARD Meeting

- Discuss your role in the ARD meeting with the ARD chairperson or teacher if you are planning to lead part of the meeting
 - What is the agenda?
 - When do I lead?
 - When can I ask others for their information?

During Your ARD Meeting

- Communicate the information that you have gathered before your meeting

Your postsecondary goals

**Your strengths, preferences, interests, and needs
based on transition assessments**

Your questions

During Your ARD Meeting

- Listen to all of the ideas
- Be prepared to share your thoughts
- Help make choices to support your postsecondary goals



Before Your ARD Meeting Ends

- **Understand each objective and activity in your IEP:**
 - How will it be carried out?
 - Where will it happen (when, and for how long)?
 - What does the school need to do?
 - What other service providers are needed?
 - What do you need to do?
 - Who will help you?

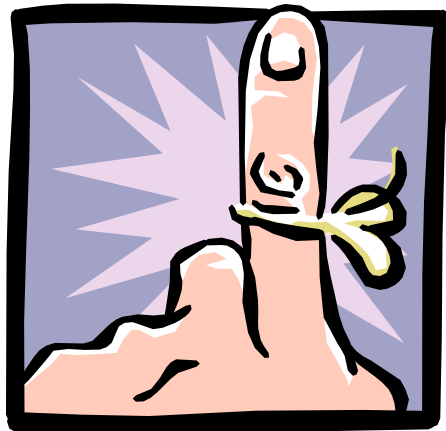
So..... you should ...

Be prepared

Fully understand

Speak clearly

Listen Well



Remember you have helpers!



Teachers and Counselors:

- **Guide in the development of strategies**
- **Help students gain and assess skills**
- **Coach and provide support**
- **Help find additional resources**



Agencies – Who Are They?

- Department of Assistive and Rehabilitative Services
- Mental Health Authority
- Mental Retardation Authority
- Support Services Offices at Colleges
- Texas Workforce Commission
- Local Housing Authorities
- Social Security Administration

Agencies – How can I Qualify for Services?

- You must ask the agency!
 - When you ask, they will tell you if they can help – you must meet their eligibility criteria
 - When you ask, they will tell you the services they can provide if you qualify
- Agency may be able to suggest other resources

Agencies - Consent

- If you/your parent gives consent to invite the agency, the agency can be invited to your ARD meeting.
- The school cannot talk to the agency about you without consent.
- For you to give consent, you have to be 18 years old or older.

Parents: The Law Says -

- **Before** you turn 18, your parents are the decision makers.
- **At 18**, you are the decision maker. Your parents can assist you in making decisions.

Me?.... YES!



- **Accepting** responsibilities is more than just **KNOWING** responsibilities.

Your Summary of Performance

- Upon graduation you will receive a document with:
 - A summary of your academic performance
 - A summary of your functional performance
 - Recommendations on how to assist you on meeting your postsecondary goals
- You will have the choice of how to use or share this information

Putting it All Together



Revised 03/08

Resources

- *Where Am I Going? How will I get there? A Guide to Creating Your Future Through Transition Planning*, August, 2000, Nevada Department of Education
- *It's Your Life, Transition Planning from High School to Adult Life, A Student Handbook*, September 1999, Oregon Department of Education

Resources

- ***Helping Students Develop Their IEPs***, National Information Center for Children and Youth with Disabilities, January 2002, Washington, D.C.
www.nichcy.org
- ***Full Life Ahead, A Workbook and Guide to Adult Life for Students and Families of Students with Disabilities***, by Judy Barclay & Jan Cobb, 2001
Montgomery, Alabama
- www.studentledieps.org