

# **Transisiton Isn't a Spectator Sport**

Color Country Transition Conference  
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# Transition Components

- P** Coach every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to get there.
- P** Design a *functional* experience to ensure that the student gains the skills and competencies needed.
- P** Identify and link students and their families to any needed post-school service providers.

# Transition Requirements

From IDEA '97

- # Work with every eligible student and his or her family to think about the future and plan what he or she wants to do after high school.
- # *Jointly* plan how to make the high school experience *directly* relate to each student's dreams and goals for the future.
- # Provide instruction, related services, community experiences, employment and adult and daily living objectives during high school.

# Transition Requirements

IDEA '97 (continued)

**P** Assist every student and family in making the linkages to services that they will need after high school.

**P** Increase the chance that every student is successful once he or she exits school.

# **Facilitating Successful Transition**

Start Early!

**P Starting at age 14 or earlier:**

**P** Actively involve the student

**P** Base the IEP on the student's needs preferences and interests

**P** Determine the student's post-school goals

**P** Identify the student's transition service needs

# **Facilitating Successful Transition**

- P Starting at age 16 or earlier:**
- P Actively involve the student in his or her IEP development**
- P Base the IEP on the student's needs, preferences and interests**
- P Refine student goals**
- P Review the student's transition service needs**
- P Develop a statement of needed transition services**

# **Facilitating Successful Transition**

Promote Choice and Accommodation

- P** Employ “person-centered” planning techniques and groups outside of the IEP process in order to look at choice and support options existing in the community
- P** Identify and educate on accommodations in all areas of a person’s life
- P** Provide links to disability support and advocacy groups

# **Facilitating Successful Transition**

## **Build Community/Partnerships**

- P** Train and support parents and students to contact local vocational rehabilitation counselors or job service representatives early
- P** Encourage student community integration and employment exploration
- P** Build relationships with local business groups and employers

# **Facilitating Successful Transition**

Always Be Creative

- P** Look at possible self employment as a transition goal
- P** Use internet resources for exploration or employment
- P** Use work/study in the community as an early possibility