A “Vision” for a young person’s future after high school is based on that person’s interests, aspirations and dreams.

You should begin developing a realistic vision for the future during the teen years. It is important that goals, objectives, and strategies developed on the IEP during later school years support the students Vision for the future!!!

*The Vision is a starting point and can be revisited over time
TRANSITION TIP #2

Use Person-Centered Planning to help students create a vision and plan for the future based on the students unique interests, hopes and dreams. A Person-Centered Plan is best done prior to transition, as it can help to develop the transition plan.

*A Person-Centered Planning team should include the student, parent/family members, teachers, peers, caregivers, and community members.

*The team should meet regularly to identify opportunities for the student.
TRANSITION TIP #3

Transition planning should be student centered and the student must be involved to whatever extent possible. Students can learn valuable communication and self-advocacy skills by being an active part of the planning process. For a person to be able to self-advocate for themselves independently, they must develop an understanding of their strengths and weaknesses, as well as the necessary supports or accommodations they will require.

* Involve the student beginning in Middle School
TRANSITION TIP #4

Exploring employment while in high school is important for all students. Whether a job provides financial support, personal fulfillment, social opportunities, or some combination of these, it is a very important component of adult life. Students should begin early in high school to explore career opportunities, develop pre-employment skills, identify training needs and strategies to address deficits, and most important, explore a variety of employment opportunities in the community.

*Research demonstrates that students who work while in high school have more successful post-secondary outcomes.*
TRANSITION TIP #5

Start promoting independence early.

• Allow as much independence as possible and assign responsibility for certain chores to help instill a positive work ethic.
• Teach money management skills along with shopping experience and banking skills.
• Provide opportunities to make choices and decisions, to explore and take risks, and to learn from experience of success and failure.

*Help your child become a self-advocate
Choosing whether or not to disclose your disability is a big decision. Students with disabilities must learn how to make informed decisions about disclosing their disability, decisions that will affect their educational, employment, and social lives.

Research demonstrates that making the personal decision to disclose a disability can lead to greater confidence in yourself and your choices.

*Disclosure is a very personal decision, a decision that takes thought and practice.*
TRANSITION TIP #7

Family involvement is critical for successful transition planning. Family members must be involved in all decisions that are made by the transition team. Accommodations must be made to promote family involvement in the process (e.g. time and location of transition meetings are flexible). Information should be provided to families in a variety of formats and professionals should be trained in family-friendly practices.

*Family members must be listened to and their ideas respected*
TRANSACTION TIP #8

Procedures should exist for students to go into instructional programs that are tailored to their individual needs and interests and not based on disability categories or services. Programs should exist for facilitating the social inclusion of students with disabilities into regular school programs and activities. Teachers in regular academic and vocational courses should be provided with assistance from special education teachers so they can make adaptations that are appropriate for the diverse needs of their students.

*Research demonstrates that inclusion in school leads to positive outcomes for all students.

*Research demonstrates that inclusion in school leads to positive outcomes for all students.