

TRANSITION FOLDER

FROM SCHOOL TO ADULT LIFE

Produced by: Sherlock Center at Rhode Island College

DESCRIPTION: What is transition?? It means change, or going from one place to another. For high school students, it means going from high school to adult life. It's important to plan early - beginning in your teen years - for a successful and rewarding future. Transition includes: change, growing up, planning for the future, finding out what interests you, what you are good at, and learning how to make wise decisions. Transition planning is part of your IEP, meaning that there must be activities (based on your needs, and accounting for your preferences and interests), which help you move from school to adult life. Transition planning is a team process. At your IEP meeting, you and your team decide who will carry out each transition activity. These activities include instruction, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, daily living skills and vocational evaluation. As you plan for transition, you will want to consider some of the following activities:

EMPLOYMENT

Vocational/Career Assessment
Vocational Exploration
Job Development
Work-based learning activities
Workplace behavior
Wages
SSI/SSDI
Employment
Accommodations
Workplace safety

INDEPENDENT LIVING

Personal/legal advocacy
Personal finance management
Household selection and management
Daily living skills
Family planning/sex education
Nutrition
Consumer skills
Personal and health insurance
Banking
Independent leisure activities
Managing health care

SELF-DETERMINATION

POST-SECONDARY EDUCATION

Educational Options
Financial planning
Academic accommodations
PSAT/SAT/ACT tests
Pre-requisite high school courses
Entrance requirements
Time management skills
Study skills
Interpersonal communication skills

COMMUNITY PARTICIPATION

Transportation: independent, public, specialized
Travel training
Community recreation
Friendships/relationships
Voting and citizenship
Social/religious groups
Volunteering
Communication with others
Group advocacy
Community supports

Occupation Date: _____

Students receiving special education services qualify to exit public education when they have met the requirements for graduation (i.e., academic credits) and/or have met the needs addressed in their transition plan (i.e., arrangements with post-secondary organizations and services). To develop a more comprehensive exit plan, use the three areas below.

TRANSITION LINKAGES: You may be ready to transition if:

- Individual academic program has been completed
- Evaluations to qualify for adult services or accommodations in post-secondary institutions have been completed (check with agencies/institutions for required evaluations)
- Transition plans with adult services have been finalized, with start dates and levels of service

SELF-DETERMINATION:

- Know my values _____
- Know my rights _____
- Know my abilities _____
- Know my needs _____
- Know my learning style _____
- Accommodations _____

SUGGESTED ACTIVITIES:

- employment:**
- Work history/experience
 - References
 - Agency connection
 - NetWORKri
 - ADA information
 - Workplace safety
 - Worker rights
 - Vocational evaluation
 - Workplace behavior
 - Reasonable accommodations
 - Application, resume, cover letter
 - Computer skills
 - Job search skills
 - Telephone skills
 - Interview skills

Post-Secondary Education/Training:

- Required coursework
- Application
- PSAT, SAT, ACT
- Accommodations
- Disability service contact
- College advisor
- Campus visit
- Orientation
- Study skills
- Placement tests
- Financial planning
- Letters of recommendation

Independent Living:

- Assistive tech/adaptive equipment
- Housing
- Financial management
- Health care
- Insurance
- Family planning/sex ed
- Managing a household
- Consumer skills
- Nutrition
- Guardianship
- Self-advocacy
- Advocacy resources
- Personal care attendant
- Safety skills

Community Participation:

- Transportation
- Group advocacy
- Travel training
- Recreation
- Voting
- Selective Service registration
- Civic duties
- Religious/social organizations
- Volunteering
- Community supports
- Friendships
- Leisure activities

SOURCE	DESCRIPTION/EXAMPLE	CONTACT
Participation in IEP	Understand what happens in an IEP meeting, invite people who know and support you, review your dreams, goals, barriers, explore options, and prepare questions and/or checklist for meeting. Remember to ask questions and do what you agree to do, as well as you can <i>Yearly</i>	Case manager
Transition plan (ITP)	Understand what transition means: moving from being a student to an adult. Set goals, develop steps to reach these goals, and review these plans at least yearly to make sure you are taking the courses and having the experiences you need to meet your goals. (It's ok to change your mind!! Whose life is it anyway?) <i>Yearly</i>	Case manager
Person-Centered Planning	Making Action Plans (MAPS)- a simple, fun activity to help you plan for your future by listing your history, dreams, fears, who you are and your needs. (You can even be do this on PowerPoint.) Use the information you get to make plans in all areas of transition - employment, education, independent living, community participation. <i>Review Yearly</i>	Case manager MAPS Trainers
Self-Advocacy/ Determination	People who are self-determined control their own lives, make choices and decisions based on their interests, abilities and preferences, and take responsibility for their actions.	Case manager
Disability laws/rights	A good understanding of the laws in special education, rehabilitation and civil rights, vocational-technical education, work force training, and education reform will enhance your transition planning. ADA, IDEA, Tech Act, Rehab. Act...	Case manager
Career/education plan	Create an education plan based on your future career plans. Meet with your guidance counselor to make sure you are taking the right courses. (i.e. carpenters need math classes) <i>Yearly</i>	O*NET online
Disability awareness	Know the exact nature of your disability, profile your strengths and weaknesses, use appropriate learning strategies and accommodations, and know the impact on your life.	Case manager
Interagency connection	Once you leave school, there are agencies that can help you. Make sure you have connected with them while still in school and have their contact information.	Case manager
Learning styles	Take a quick and easy inventory to help you identify how you learn best.	Case manager
Age of majority	When a student turns 18, legal rights regarding special education services move from parent to student. You have the right to: know what your disability is and how it affects you, assessment and IEP information, IEP participation, accept or refuse services....	Case manager
Transition Assessment	An on-going collection of your strengths, needs, preferences, and interests as they relate to the four areas of transition. This information will help you plan your future.	Case manager
Strengths and needs	On the front page of the IEP, there is a space for strengths and needs. It refers to how the student's disability affects progress in the general curriculum, how the student learns, and the modifications and accommodations that are needed in the classroom. You can help by reviewing that information and knowing how it relates to your school performance. <i>Yearly</i>	Case manager
Invite IEP meeting participants	Invite people who can offer information about who you are, your strengths, goals, and achievements. i.e.... guidance counselor, employer, teacher, advocate. <i>Yearly</i>	Family/case manager
Goal setting	By knowing your strengths, needs, learning styles, abilities, skills, and interests you will be better able to set realistic short-term and long-term goals for yourself. Keep a record of these goals and review and revise them annually. <i>Yearly</i>	Family/Case manager
Problem-solving strategies	Know how to identify the real issue and then use strategies to create a plan to solve those problems. Make sure you revisit the plan if you don't get the desired results.	Case manager

NAME:

DOB

ANTICIPATED DATE OF GRADUATION

1. Career Exploration- Job shadow, informational interviews, internship, career research, and worksite tours...

Grade	Career	Education required	Skills required	Skills I need	Job Outlook

2. School/Community/Work Experiences

Date	Location	Experience	Skills learned	Contact