

Huron County Transition



STUDENT
TRANSITION
HANDBOOK

Helping students with
disabilities successfully
move from school to
adult life and
employment.

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INTRODUCTION

This guidebook has been written for students with disabilities and their families to help them understand transition and become involved in this important process. Transition from high school to adult life is a major step for students with disabilities and often can be overwhelming. This book helps explain the transition process during this time of decision making as students plan their future.

Who is transition for?

All students who receive special education programs or services- classes or other help- must begin planning for transition services at age 14. It is very important that you are involved in this planning process. Why? Because it is about YOU and your future. You will be invited to the transition IEP (Individualized Educational Plan) meeting. If you do not attend the meeting, the school must make sure that your needs, dreams, and goals are shared at the meeting.

**Transition is all
all about YOU!**



Introduction

What is transition?

tran•si•tion (tran•sish'en) n.

Passage from one place, condition, or stage to another; change.

-Webster's New International Dictionary

Transition planning is a way to help students with disabilities successfully move from school to adult life and employment. It is a team effort that includes:

- You, the student
- The school
- Your family
- Adult community agencies

Transition plans are required by a law called the Individuals and Disabilities Education Act (IDEA) so schools must help you with your transition planning.



IEP/Transition Meeting

Who is involved in the IEP/Transition Meeting?

You, your family, and the school are involved in the IEP/Transition Meeting. Each person's role in the meeting is described on the following two pages.

It's your right to attend your IEP/Transition Meeting.

You need to:

- Give your opinion.
- Have your objectives included in the IEP/Transition Plan.
- Think about what you want for your future.
- Invite people to the meeting who will help plan for your future.
- Identify your needs and realistic goals in each of the four areas.
- Ask questions about things you don't understand.
- Share any feelings or information you feel is important to the meeting.
- Do your part and complete the activities written on your IEP/Transition Plan.



IEP/Transition Meeting

Your Family

Your family needs to:

- Come to your IEP/Transition Meeting.
- Give ideas about what they believe you need in the four areas.
- Do the activities they said they would do on the IEP/Transition Plan.
- Invite people to the meeting to help plan for your future.

The School

The school needs to:

- Give you and your family information about IEP/Transition Plan.
- Help write your IEP/Transition Plan.
- Do the activities they said they would do on your IEP/Transition Plan.
- Make sure you have an IEP/Transition Meeting once a year.



IEP/Transition Meeting

Eleven Steps to a Self-Directed IEP Meeting:

1. State the purpose of the meeting.
2. Introduce everyone.
3. Review past goals.
4. Ask for others' feedback.
5. State school and transition goals.
6. Ask questions if you don't understand.
7. Respect different opinions.
8. State the support you will need.
9. Summarize goals.
10. Close meeting by thanking everyone.
11. Promise – out loud – to work on IEP goals all year.

Adapted from Self-Directed Student Workbook, Center for Educational Research, University of Colorado at Colorado Springs



IEP/Transition Meeting

What happens at the IEP/Transition Meeting?

Your transition meeting may occur sometime during the school day or right before or after school. There may be only a few people at the meeting or there may be many people at your meeting to discuss and plan for your future.

- Everyone will introduce themselves.
- Your teacher will ask about your plans after high school in the following areas:
 - **Education (School)**
Do you plan to go to college or a trade school after high school?
 - **Employment (Career or Job)**
What kind of job or career would you like to have after high school?
 - **Community Participation**
What are your hobbies and interests? How are your relationships with others?
 - **Post-School Adult Living**
Where will you live after high school? Do you have the skills needed to live on your own?



IEP/Transition Meeting

You may talk about these items in the area of:

Post Secondary Education/Training

- Number or credits needed to graduate
- Attendance
- Tutoring
- Study skills
- Your classes
- Huron Area Technical Center
- Taking the ACT or SAT
- College
- MCTI (Michigan Career and Technical Institute)
- Military services
- Trade/technical school

The people who may help in this area may include:

- Your high school counselor
- A college special needs counselor
- MRS (Michigan Rehabilitation Services)
- Your special education teacher

You may talk about these items in the area of:

Career/Employment

- Vocational testing
- Vocational training
- Individualized Vocational Training (IVT)
- Work study/Co-op
- Community Based Instruction (CBI) and Work-Based Education (WBE)
- Job shadowing
- MRS (Michigan Rehabilitation Services)
- Jobs

The people who may help in this area may include:

- Your special education teacher
- MRS counselor
- Transition counselor
- School social worker
- ThumbWorks!
- Your tech center teacher

IEP/Transition Meeting

You may talk about these items in the area of:

Community Participation

- Sports
- Hobbies
- 4-H
- Activities with friends
- Relationships with others
- Counseling
- School clubs
- Church
- Special Olympics
- Health concerns
- Guardianship

The people who may help in this area may include:

- Blue Water Center for Independent Living
- Huron Behavioral Health
- Foster care
- Your family

You may talk about these items in the area of:

Adult Living

- Budgeting
- Cooking
- Cleaning
- Grocery shopping
- Mobility/transportation
- Driver's education
- ID cards
- Parenting/child care
- Citizenship (registering to vote, Selective Services)
- Where you want to live – visiting apartments and homes

The people who may help in this area may include:

- Blue Water Center for Independent Living
- Huron Behavioral Health
- Department of Human Services
- Your family

IEP/Transition Meeting

What to do after your IEP/Transition Meeting:

- Ask for a copy of your IEP/Transition Plan. Keep it in a notebook or file with other important school papers.
- Work on the activities you agreed to work on at your IEP meeting.
- Ask any questions that you may have about your IEP/Transition Plan or anything discussed at the meeting. Talk with your teachers, parents, or other individuals that were at the meeting.

Making decisions:

1. List your options.
2. List pros and cons for each option. What would happen if...?
3. Pick a solution that is good for you.

Making plans:

1. State the goal. Be clear and specific.
2. List the steps. Think of all the things that need to happen to reach the goal.
3. Decide who is to do each step and when they will do it.



Making Decisions Worksheet

Problem: _____

1. List your options:

2. Pros

Cons

3. The best solution for me is:

Self-Determination Skills

Self-determination: direction your own life or running your own life.

- 1. Knowing yourself**
Knowing your likes and dislikes, the things you do well and the things you need help with, your goals, and your dreams.
- 2. Knowing your rights**
Knowing your rights as a citizen, as a worker, as a student, as a consumer of services, and as a resident in a home. Knowing what is fair. Knowing how your rights are protected and what to do if there is a problem.
- 3. Respecting yourself**
Knowing that you have value and something to offer your family, your friends, your employer, and your community. Knowing that you deserve fairness, respect, and all of your rights.
- 4. Making decisions**
Deciding what you want to do each day and deciding larger issues in your life. Deciding with whom you will spend time, what you want to learn, what kind of help you may need, and many other things. Understanding the responsibilities that come with making decisions.
- 5. Making plans**
Planning your day, your week, your life. Choosing your goals and figuring out how to reach them.
- 6. Speaking up for yourself**
Telling people about yourself, your rights, your decisions, and your plans. Doing this in whatever way works for you.

Self-Determination

Knowing Yourself

List as many ideas as possible for each area.

Activities I am involved in with friends or alone: _____

Qualities I look for in a friend: _____

My interests and/or hobbies: _____

My favorite academic area and why: _____

Things I do well: _____

Things I need assistance with: _____

Self-Determination

Knowing Your Rights

Circle T (true) or F (false) for each statement.

- | | | |
|---|---|--|
| T | F | You have a right to a free public education. |
| T | F | IEP stands for Individualized Educational Plan. |
| T | F | You do not have the right to be educated in a Least Restrictive Environment. |
| T | F | You do not have the right to have accommodations based on your disability in the school or in the workplace. |
| T | F | A transition plan looks at your dreams and goals for the future. |
| T | F | You have the right to rehabilitation services (Michigan Rehabilitation Services) only while you are at school. |
| T | F | You have a right to help write your IEP and transition plan. |
| T | F | Self-determination means having other people run your life for you. |

Transition: Student Questionnaire

Name: _____ Date: _____

This information is used to help you plan your transition from _____ High School. You are an important part of the planning. Complete this survey with help from your consultant.

Employment/Careers

1. What jobs have you had already? _____
2. What are some chores you do at home? _____
3. What type of job would you like to get after high school? _____
4. What training do you plan to get after high school? (Check one)
 Adult/Community Education Armed Forces College
 Vocational Training Trade School None

Daily Living Skills

1. Which of the following have you done on your own? (Check all that apply)
 Shopped for groceries Planned a meal
 Cooked a meal Got a haircut
 Made appointments Went to the doctor/dentist
 Gone to the library Used a checkbook
 Budgeted your money Ordered at a restaurant
 Banking Shopped for clothes
 Gone to the Post Office Washed laundry

Which of these skills do you need more information about?

2. Where do you hope to be living after high school? (Check one)
 With family Alone
 Own home With roommates
 Apartment Other (specify) _____

Transition: Student Questionnaire (continued)

3. Do you want or need counseling in the following areas?
- | | |
|---|---|
| <input type="checkbox"/> Peer relationships | <input type="checkbox"/> Family relationships |
| <input type="checkbox"/> Substance Abuse | <input type="checkbox"/> Sexuality |
| <input type="checkbox"/> Marriage | <input type="checkbox"/> Family planning |

Leisure/Recreation

1. What activities do you participate in?
- | | | |
|----------------------------------|----------------------------------|---|
| <input type="checkbox"/> Clubs | <input type="checkbox"/> Sports | <input type="checkbox"/> Community Events |
| <input type="checkbox"/> Hobbies | <input type="checkbox"/> Camping | <input type="checkbox"/> Church groups |
2. Do you do things with friends outside of high school? Yes No
- If yes, what and how often? _____

Community Involvement

1. What type of ID do you have?
- | | |
|--|--|
| <input type="checkbox"/> School ID | <input type="checkbox"/> Driver's license |
| <input type="checkbox"/> State of Michigan ID | <input type="checkbox"/> Voter Registration (18 years) |
| <input type="checkbox"/> Other (specify) _____ | |
2. What type of transportation do you use?
- | | | |
|--|---------------------------------|----------------------------------|
| <input type="checkbox"/> Parents/friends | <input type="checkbox"/> Public | <input type="checkbox"/> Own car |
|--|---------------------------------|----------------------------------|
3. Which of these places can you find in your community?
- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Post office | <input type="checkbox"/> Library | <input type="checkbox"/> Clothing store |
| <input type="checkbox"/> Bank | <input type="checkbox"/> Grocery store | <input type="checkbox"/> Laundromat |
| <input type="checkbox"/> Restaurant | <input type="checkbox"/> Police station | <input type="checkbox"/> Doctor/hospital |

Related Services

1. Do you know what services are available from these agencies?
- | | | |
|--|------------------------------|-----------------------------|
| Michigan Rehabilitation Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Blue Water Center for Independent Living | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Huron Behavioral Health | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
2. Do you need any transition planning help from the above agencies?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Transition Goals

Student _____

Date: _____

Education: _____

Employment: _____

Daily Living: _____

Community participation, personal, social: _____

Special thanks to the Information Management Systems students at the Huron Area Technical Center for recreating this document and binding this book.

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