

student

- Learn about the world of opportunities—for careers, education, training, and all aspects of independent living
- Identify career and life interests, and talk to others about them
- Participate in all meetings that pertain to education and life planning—including IEP and Transition meetings
- Participate in evaluation activities
- Participate in completing all applications and forms related to transition planning
- Learn and exercise self-advocacy skills
- Acquire, through school and other avenues, as many skills as possible related to successful adulthood and responsible citizenship
- Communicate, communicate, communicate.

school

- Inform student and parent of student's legal rights to transition services beginning no later than age 14
- Assess student's interests, preferences, current strengths, learning styles, and needs for accommodation and support
- Identify and provide appropriate instruction and course selection, community experiences, career/vocational preparation, and guidance for post high school life—through the IEP and transition plan.
- Identify and ensure provision of necessary accommodations for the student's participation in the above activities
- Initiate contact and partnerships with state agencies, adult service providers, advocacy groups, community organizations and institutes of postsecondary education and training—that can help the student meet his/her future career and life goals
- Communicate, communicate, communicate.

parent/guardian

- Encourage and support student in all of the areas listed above!
- Talk often to student about her/his future goals
- Learn about accommodations for learning and independent living
- Share information with other transition team members about student's strengths, needs, and preferences
- Give ample opportunities for student to acquire independent living skills at home and in the community
- Do whatever you can to encourage and help the school serve the student well
- Monitor student's progress on goals that are stated in the IEP and transition plan
- Learn all you can about the post high school options and resources available to the student
- Communicate, communicate, communicate!

adult service agency

- Provide information to schools, students, and parents—about range of services offered, eligibility requirements, costs, and other aspects of these services that may assist the student meet his/her career and life goals
- Become well-acquainted with individual students on whose transition teams the agency is a member
- Attend and participate in student's annual IEP/Transition Planning meeting, during the student's last two years in high school—whenever possible.
- Provide support for student's application for agency services
- Accept student's application for services
- Inform student and parent, as quickly as possible, of student's acceptance status for services, and all relevant details—so that informed choices can be made
- Communicate, communicate, communicate.

from **school** to **adult life**
TRANSITION
 p l a n n i n g

an overview
 for **parents**

**you are
important**

**as the parent or guardian of a
student with a disability, you
have a leading role in
your son/daughter's life movie!**

**The time period between
early adolescence and young
adulthood needs your
critical attention.**

**In the education world, this
time period is referred to as
School to Adult Life Transition
or simply transition.**

the **federal law**

The Individuals with Disabilities Education Act (Public Law 105-17)—or IDEA—defines transition as

“...a coordinated set of activities for a student, designed within an outcome oriented process, which promotes movement from school to post school activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.”

**beginning at least by age 14 or
in 8th grade transition planning
is part of a student's
IEP process**



**transition planning is a
golden opportunity
for you and your son or
daughter to be the leaders
in setting goals and
directions for the
student's future.**

the **transition planning team**

Effective transition planning is the result of **team work**. The following people **must** be members of the planning team:

- student
- **you**
- teachers and other personnel who know and work closely with the student
- representatives of adult agencies that offer resources that will be useful to the student as they exit school and move on

Other members may include:

- advocates
- friends of student
- representatives of postsecondary education and training
- guidance counselor
- employers and other community members who know the student well

**all the members of the
transition team should be
finding answers to
the following questions**

**what are the
student's**

- long-range career and life goals
- interests
- learning styles
- talents
- positive attributes
- achievements
- social skills
- specific challenges
- needs for accommodation and support
- options after high school (such as college, trade school, military, employment, living arrangements, healthcare, recreation, and so forth)
- next steps

The Parent Information Center of Delaware
700 Barksdale Road, Suite 16
Newark, DE 19711
(302) 366-0152
1-888-547-4412
www.picofdel.org

**If you would like additional information,
ask your school to show you a
SMART MOVES Parent Manual.**