

Transition Planning

The following slides will cover steps to becoming a self-advocate and using a supporting decision making network.

- Use the model below to teach self- advocacy:

Acquaint yourself with your preferences

Determine your abilities and limitations

Vocalize your needs

Outline accommodations based on your needs

Consider your goals

Ask for help when planning strategies to meet goals

Tell your team members about any difficulties you are facing

Execute your strategies to meet goals

Transition Planning Looks Like This In Pre-K – 1st Grade

Pre-Kindergarten

- Students will learn about the concept of preference.
- Students will demonstrate preferences through various learning styles.

Kindergarten

- Students will consider various emotions and apply knowledge of preference.
- Students will express emotions based on experiences with their disability.

First Grade

- Students will focus on reading, writing, and speaking skills to articulate their needs.
- Students will identify their preferences as it relates to their literacy needs.

Transition Planning Looks Like This in Grades 2 - 4

Second Grade

- Students will practice appropriate team building skills.
- Students will demonstrate team building skills through various group activities designed to reinforce core subject areas.

Third Grade

- Students will recognize various personal abilities.
- Students will discuss their personal abilities in every day life, and relate it to working on a team with others.

Fourth Grade

- Students will discover various limitations in every day life; students will consider difficulties they may face.
- Students will apply the concept of team building to recognize that everyone has limitations.

Transition Planning Looks Like This in Grades 5 - 7

Fifth Grade

- Students will learn about their disability, and identify how their abilities and limitations help shape their individual disability.
- Students will create their own definition of their disability to help them own it.

Sixth Grade

- Students will express the areas of difficulty they face academically, and consider the necessary accommodations to assist them.
- Students will consider accommodations based on their understanding of their disability.

Seventh Grade

- Students will explore the concept of independence and independent living; students will recognize different variations of independence.
- Students will apply knowledge of their limitations and abilities when considering their level of independence.

Transition Planning Looks Like This in Grades 8 - 10

Eighth Grade

- Students will learn about the various elements of their individualized Education Program (IEP).
- Students will review their IEP to identify their needs and any changes that need to be made for their annual IEP.

Ninth Grade

- Students will examine various leadership skills and strategies to utilize in their daily lives.
- Students will prepare to actively participate in the IEP in more of a leadership capacity.

Tenth Grade

- Students will describe their measurable goals for post-secondary activities by comprehending the S.M.A.R.T. model for IEP goals.
- Students will develop their own goals for their high school years and post-secondary transition.

Transition Planning Looks Like This in Grades 11 – and Beyond

Eleventh Grade

- Students will classify their rights as designated to them through various laws.
- Students will apply knowledge of the American's with Disabilities Act by clearly depicting how to approach an individual who is denying them their rights.

Twelfth Grade

- Students will differentiate between various opportunities in the post-secondary environment, and how to apply advocacy skills.
- Students will consider how to speak up for their rights, their needs, and their wants in a post-secondary environment.

Beyond Grade 12

- Students will focus on developing key skills to utilize in post-secondary environments; students will consider post-secondary accommodations to be successful.
- Students will review previous concepts and learn to apply all skills learned to a post-secondary situation.