

Your Role In Transition

Students:

- † Express opinions and exercise choice.
- † Attend transition planning and conference meetings.
- † Participate in community transition council activities.
- † Take an active role in meetings, such as issuing invitations, facilitating, taking notes, and/or disseminating minutes.
- † Listen and be attentive during meetings.
- † Be an assertive, tireless self-advocate.
- † Participate in self-evaluations.
- † Be respectful of others in the community, on the job, and at school.
- † Gather information about schools and service providers and ask detailed questions along the way.
- † Check out different jobs, homes, post-secondary education institutions (colleges or universities) and find good matches.
- † Realize that no job is perfect and that many jobs require some unpleasant work.

Families:

- †† Advocate for functional curriculum that will prepare students for work and community life.
- †† Include goals for community job training, if related to achieving desired outcomes, in your son/daughter's IEP.
- †† Maintain close communication with teachers throughout the school years.
- †† Participate in community transition council activities.
- †† Attend all IEP meetings.
- †† Communicate the value of work to your son/daughter.
- †† Emphasize behaviors that will support employment, post-secondary education and community living.
- †† Get to know local decision-makers.
- †† Visit the local rehabilitation center and express preference for good community jobs rather than segregated workshop placements.
- †† Visit community living providers in the area and express preference for small personalized homes or supported living arrangements.

Schools:

- †† Include "all" students in your school-to-work system.
- †† Provide integrated education that emphasizes students' involvement with peers without disabilities and focuses on the building of integrated peer support networks.

- ☒ Provide functional curriculum that emphasizes work, leisure, and personal management activities in a community-based training program.
- ☒ Provide curriculum that prepares students with disabilities for postsecondary education.
- ☒ Provide a variety of community job training opportunities for all students.
- ☒ Develop and disseminate a resource guide for students and parents that describe local services.
- ☒ Initiate an interagency agreement to establish timelines and responsibility for transition planning activities.
- ☒ Ensure that each student graduates with competitive employment or a job that meets supported employment guidelines, if student desires.
- ☒ Identify desired transition outcomes and develop a transition plan for each student as part of the IEP process.

Adult Service Providers:

- 🏢 Participate in formal transition planning meetings for high school students; provide requested information and follow through with application for service.
- 🏢 Work with school personnel to overlap services during the students' last year.
- 🏢 Participate in Interagency Council activities.
- 🏢 Collect and disseminate information on service recipient outcomes in local services.
- 🏢 Implement programs that reflect professional best practices and support normalized adult lifestyles for individuals with disabilities. In general, adult service programs should be designed to promote economic self-sufficiency, relationships with non-disabled peers, exercise of choice, development of new skills, and community integration.