

Timelines for Transition Planning

Like all people, persons with disabilities go through many transitions in their life. Transition planning is focused on the transition from school to adulthood. However, it is important to view transition in the context of the student's total learning experience, since transition planning at the secondary level must build on the developmental experiences of the student up to that time. The following table shows how transition choices should be developed and formed beginning at the primary level.

Primary Level - Grades 1-5

Goals: Develop leisure, household, and work interests and sense of responsibility

Objectives:

1. To develop positive work habits
2. To appreciate all types of work
3. To develop disability awareness

Possible Activity Areas:

- inclusive activities
- responsibility activities
- work sample activities
- career field trips
- discussions about work
- discussions of interests and aptitudes
- exploration of technology
- decision-making and problem solving activities

Middle School - Grades 6-8

Goals: Identify career interests and courses of study for high school

Objectives:

1. To understand interests, aptitudes, and preferences
2. To understand work, education, independent living, and community options
3. To identify desired courses of study in high school

Required:

- ★ Statement of transition service needs relative to the desired high school courses of study by age 14

Recommended:

- ★ Career Assessment
- ★ Individual Career Plan

Possible Activity Areas:

- visits to vocational and technical schools
- complete interest inventories
- functional vocational assessment
- career fairs
- survey transition needs and preferences
- employability assessment
- daily living skills classes
- money and budgeting
- job shadowing
- career guidance
- self-determination and advocacy training
- training in use of disability technology
- computer training
- mobility training
- counseling
- employability skills training
- decision-making & problem solving activities

High School - Grades 9-10

Goals: Explore work, postsecondary education, independent living, and leisure options

Objectives:

1. To develop meaningful realistic goals
2. To develop work, education, residential, and community participation skills
3. To learn to manage disability and request accommodations

Required:

- ★ Statement of needed transition services relative to the student's postsecondary goals by age 16

Recommended:

- ★ Career Portfolio

Possible Activity Areas:

- technology assessment
- update transition goals
- self-determination training
- life skills education
- vocational education
- volunteering
- placement in advanced classes
- informational interviews
- job shadowing
- work experiences

High School - Grades 11 and up

Goals: Obtain work, postsecondary education, residential, and leisure options

Objectives:

1. To secure options for postsecondary education and/or employment
2. To develop residential and community participation supports and contacts
3. To develop linkages with adult services

Possible Activity Areas:

- student-directed review of IEP/transition plans
- individual career planning
- self-determination training
- apply for adult services
- apply for postsecondary education
- financial planning
- visit relevant postsecondary environments
- develop job seeking skills
- job placements
- community memberships
- transfer transition coordination
- develop follow up supports
- transfer transition plan to family or adult services