

# STUDENT CENTERED TRANSITION PLANNING

## FAMILIES ARE:

- Actively involved
- Student-centered
- Strength-based
- Encouraging student empowerment and exploration
- Focused on soft and independent skills necessary for postsecondary success

## STUDENTS ARE:

- Invited to IEP meetings and actively participating in transition planning, assessments, and goal setting
- Participating in vocational assessments
- Engaging actively in college and career exploration process
- Practicing self-advocacy, self-determination, and disability disclosure with support system
- Working on academic growth
- Working on social and emotional skills
- Working on employment and organizational skills
- Aware of supports they need in various settings
- Able to describe their disability
- Building their resume
- Practicing email and computer skills
- Increasing awareness of safe internet and social media use
- Aware of how to apply and advocate for accommodations after high school
- Aware of how to advocate for themselves and their needs in everyday life

## SCHOOLS/AGENCIES/SERVICES ARE:

- Identify point person (e.g. transition coordinator for communications)
- Communicating across schools and agencies
- Helping student apply to postsecondary options while still in high school
- Considering what services will be needed at external agencies upon graduation (mental health, technology, social/rec)
- Advocating for collaborative framework and service delivery
- Aware of the characteristics, evaluation, policies, climate, and supports offered at various postsecondary schools, trainings, and programs
- Utilizing strength-based practices and language
- Conducting annual vocational assessments

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graph TD; Families[FAMILIES ARE:] --> Goals[SUCCESSFUL PLANNING AND IMPLEMENTATION OF POSTSECONDARY GOALS]; Students[STUDENTS ARE:] --> Goals; Schools[SCHOOLS/AGENCIES/SERVICES ARE:] --> Goals;
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## SUCCESSFUL PLANNING AND IMPLEMENTATION OF POSTSECONDARY GOALS

This diagram offers a list of ways that families, students, and schools can be involved in the transition process. It is important to note that there is a shift in responsibility as a student approaches the transition to adulthood. Students should work towards taking more responsibility for their transition planning as they prepare to transition.