

# 14 Use the Steps for a Successful Transition Meeting

## TRANSITION OBJECTIVE

Students will learn the steps to having a successful transition meeting.

## RELEVANCE TO SUCCESSFUL TRANSITION

At age 14, students in special education must have transition issues addressed in the IEP. In preparation for participation in the transition IEP meeting, students must learn to verbalize their career and adult living goals.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I can make a plan to do . . .

### ❑ STEP 2: Convene Roundtable

"When I can talk about my plans for the future, I feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn the steps you will need to take to have a successful transition meeting."

### ❑ STEP 4: Activity - 25 Minutes

Select five students to demonstrate the **Transition Meeting Skit for Jessie's Transition IEP Meeting**. In this skit, Jessie is making sure everyone attending understands her goals and plans. The meeting is set up like a typical transition IEP meeting. Each character has something to offer. Go over the questions at the end of the skit.

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### Transition Meeting Skit

**Participants:** Student – Jessie Brown, Parent – Mr. or Mrs. Brown, Teacher – Ms. Tanner, friend – Terry, and Transition Career Counselor – Mr. Birk

**Jesse:** Thank you for coming today. I asked everyone here to my transition meeting because I would like your help to make my plans. I asked Mr. Birk to help me with the meeting because I'm a little nervous about doing this. Could everyone please introduce yourselves?

**Everyone:** Everyone introduces themselves.

**Mr. Birk:** I'm happy to help you with your meeting, Jesse. While we talk, I will take notes and we can go over them during the meeting. Jesse would you like to start by telling everyone your career goal?

**Jesse:** After looking at a lot of different careers and talking to my friends and family, I have decided to be a dental assistant.

**Mrs. Brown:** I think it is a great idea for you, Jesse. Your dad and I are proud of you.

**Ms. Tanner:** What training will you need for this, Jesse?

**Jesse:** I will need to take a one-year training course. There is one offered at the community college.

**Terry:** How will you pay for it, Jesse?

**Jesse:** I'm not sure.

**Mr. Birk:** Jesse, you can apply for financial aid at the college, but you can also apply for services with the State Department of Vocational Rehabilitation. You recently heard a DR counselor speak to the class.

**Jesse:** I didn't think I could be in that program.

**Mr. Birk:** You may qualify. It is a good idea for you to call and meet with them.

**Terry:** I am going to the community college next year too. We could ride the bus together or get rides.

**Jesse:** That's a good idea. I wasn't sure about getting there.

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### Transition Meeting Skit

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**Ms. Tanner:** Have you applied to the college yet, Jesse?

**Jesse:** No, I haven't. I'm not sure what to do. Have you, Terry?

**Terry:** No, but my Mom said she would take me this month.

**Mr. Birk:** I can assist both of you. I will be taking a group of students to the college in two weeks. I will put you on the list.

**Ms. Tanner:** Jesse, do you know what kind of reading will be required in this training?

**Jesse:** Yes, I did see a textbook. It was very hard.

**Ms. Tanner:** If you could get one of the textbooks, we could go over the vocabulary and begin to go through the chapters, using some reading strategies to give you a head start.

**Mr. Birk:** Would you be able to bring some money when we go to buy a textbook of the college bookstore? They usually cost between \$60 and \$100.

**Mrs. Brown:** I will give you the money, Jesse.

**Jesse:** Thanks Mom, I will pay you back with babysitting money.

**Mr. Birk:** Jesse, since you are almost 18, are you thinking about a driver's license?

**Jesse:** Yes, but insurance is expensive and I've been afraid to take the test.

**Mr. Birk:** When do you think you will take the test and get your license?

**Jesse:** I'd like to get it this summer after graduation.

**Mrs. Brown:** I will take Jesse to take the test when she is ready. She has been driving with her permit for a year. She's a good driver.

**Terry:** I took the test a few weeks ago. It wasn't hard, Jesse. I took it on tape and it was much easier. The driving part was OK once I got started.

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## □ STEP 5: Activity - 20 Minutes

Go over the handout **Steps to a Successful Transition Meeting**. As you go over each step, ask students what Jessie probably did to get ready for her meeting. Remind students that this is an overview of the meeting. They do not need to remember all of the steps right now. Assure students that the next six lessons will help them get ready for their meeting.

Next, have pairs go over the **Meeting Agenda** handout to find each event in the *Skit*. After 10 minutes ask pairs to take turns reading the part in the *Skit* that corresponds to each of the steps during the meeting. Add your own examples or have a transition specialist from your school or district go over the handout and share examples and experiences with the students.

## □ STEP 6: Evaluate Outcomes

One thing I want from my transition meeting is “\_\_\_\_\_.”

## □ STEP 7: Connecting Activity

Invite the district transition or career specialist, a former student or a person who is involved in transition/career planning activities, to speak to the class about planning, goal setting, writing plans and holding transition meetings.

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### Transition Meeting Skit (page 3)

**Mr. Birk:** Jesse, have you talked with your parents about where you will live after you graduate?

**Jesse:** Yes. We talked about it and my parents want me to live at home for free while I'm going to school. Once I start working, I will help pay the bills, about \$50 a month. I want to move out on my own with Terry when I have enough money saved.

**Terry:** We think we could move out in about two years.

**Mrs. Brown:** We have talked with Terry's parents and feel that the girls would be good roommates. We agree that it would be a good idea after they have finished school and saved enough money.

**Mr. Birk:** I think we can go over your plan now, Jesse. I'll read my notes and then we'll put your ideas into a plan. First, you want to be a dental technician, as your future career goal. Next, your education goal is to take your training at the local community college and you will apply with the Department of Vocational Rehabilitation for funding. Third, you want to get your driver's license this summer, but you will car pool or take the bus to school when needed. Last, you want to move out after training and you've saved enough money. Is there anything I've missed?

**Jesse:** You have all of it.

**Mr. Birk:** Now we can write an action plan.

**Answer the following questions:**

1. Who was in charge of the meeting? How could you tell?
2. What did Jesse get out of the meeting?
3. How did the meeting help Jesse?
4. How did the adults communicate with Jesse?
5. Why did Jesse invite each person?
6. What would you like to happen of your meeting?

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### STEPS TO A SUCCESSFUL TRANSITION MEETING

Steps for Preparing for Your Transition Meeting

1. **MAKE A GOALS LIST:** Make a list of your goals starting with personal, communication and career. (See Items 1-4 of the Transition Assessment, Unit 4, Lesson 4.)
2. **STATE YOUR GOALS:** Go over these goals with your family, friend, counselor, teacher (someone you feel comfortable with).
3. **FIND ASSISTANCE:** Find out what help you will need to accomplish your goals. Call and talk to the people who can help or assist you. Find out what they can offer and what you have to do.
4. **MAKE AN INVITATION LIST:** Decide who you will invite to your meeting based on what you will need to accomplish your goals.
5. **ADVOCATE:** Find an "advocate." This may be a family member, teacher or other school person. Your school may have a career/vocational education or transition professional who works with students on their goals. This person can record/write your plan at the meeting (it may be too hard to talk and write during the meeting). This person may also help you during the meeting to talk about your goals and what you need and want during the meeting.
6. **PRACTICE:** Practice your meeting with classmates in class.
7. **SET A MEETING DATE:** Set a date for your meeting.
8. **SEND INVITATIONS:** Send out invitations to each person.
9. **RSVP:** Check with people a few days before the meeting to see if they are going to come.

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### MEETING AGENDA

**INTRODUCTIONS:** Ask everyone to please introduce themselves starting with you. Say something like "I'm Susan/Robert and I'm a junior here at \_\_\_\_\_ High School. I would like to write an action plan for my future goals."

**THANK YOU:** Thank everyone for coming. "Thank you for coming to my transition meeting today. I'm looking forward to talking about my goals."

**STATE YOUR GOALS:** Tell the group how many goals you have and which you would like to start with. "I would like to talk about three goals today. These are my career goal, training goal and living on my own goal."

**STATE YOUR NEEDS:** State your goal and what you need to accomplish your goal. "The first goal I want to talk about is my career goal. I would like to be a medical lab technician. This requires a community college certificate. I'm not sure if I'm ready for college so I would like to take a medical course from the local job-training center before I go to college. I will also need help with tuition because my parents can't pay for my training or college."

**ASK FOR ASSISTANCE:** First, tell what you can do on your own then, ask for help with anything else you need to accomplish your goal. As you hear ideas, ask lots of questions. Make sure you understand everything.

**PRACTICE ACTIVE LISTENING:** Make eye contact with each person and nod when appropriate to show you are listening. Ask questions of yourself about what they are saying, keep hands still. Relax—this is your meeting.

**CHECK YOUR PLAN:** As your action plan is written make sure you know what will be done, who will do it and when it will be done. Ask people to repeat if you do not understand.

**NEGOTIATE & GET AGREEMENT:** After all of your goals are written, have your plan read to the group. Ask if there is anything to add.

**COMMITMENT:** Ask everyone to sign their commitment to your plan.

**DO IT:** Set up a time to meet with your advocate every few weeks to watch the progress of your plan.

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