

15 Plan for Your Transition Meeting

TRANSITION OBJECTIVE

Students will identify goals and resources for their transition meeting.

RELEVANCE TO SUCCESSFUL TRANSITION

When individuals are self-determined they take responsibility for themselves and their future. To do this they need to gather information for making informed decisions. Many students need to practice and prepare to be self-determined.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

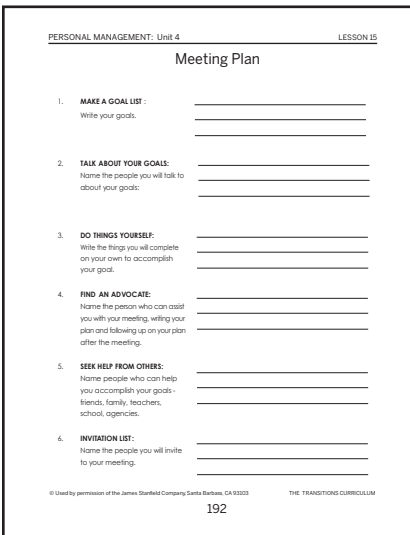

I can advocate for myself when . . .

❑ STEP 2: Convene Roundtable

"When I ask someone for help I feel _____."

❑ STEP 3: Advance Organizer

"Today you will learn how to find assistance to accomplish your goals."



PERSONAL MANAGEMENT: Unit 4 LESSON 15

Meeting Plan

- 1. MAKE A GOAL LIST:**
Write your goals.
- 2. TALK ABOUT YOUR GOALS:**
Name the people you will talk to about your goals.
- 3. DO THINGS YOURSELF:**
Write the things you will complete on your own to accomplish your goal.
- 4. FIND AN ADVOCATE:**
Name the person who can assist you with your meeting, setting your plan and following up on your plan after the meeting.
- 5. SEEK HELP FROM OTHERS:**
Name people who can help you accomplish your goals - friends, family, teachers, school agencies.
- 6. INVITATION LIST:**
Name the people you will invite to your meeting.

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screen image of the Meeting Plan worksheet. Tell students to fill in the blanks on no. 1, with the goals they are sure about.

Next, students will complete no. 2 of the **Meeting Plan** worksheet, Talk About Your Goals. With a partner students will discuss and write the names of three people who they will talk to about their goals. To help stimulate ideas, ask students who they usually talk to about important things in their lives and why. Help them think about someone who cares about them and who listens and accepts their ideas.

Students will now complete no. 3 on the **Meeting Plan** worksheet, Do Things Yourself, by listing the goals they can accomplish on their own. Have them discuss their ideas with a partner.

For no. 4 of the **Meeting Plan** worksheet, Find an Advocate, ask students to decide who would be the best advocate for them to complete no. 4 of the worksheet. Remind them that this is a person who wants the best for them and knows what resources are available. Some schools have a teacher, counselor or career specialist to assist students with these resources. It is important for them to choose an advocate who has some experience with this process, who can help at the meeting and who will assist them with writing the Career Plan or Transition IEP.

For no. 5 of the **Meeting Plan** worksheet, Seek Help from Others, students will need

❑ STEP 4: Activity - 1 or 2 Class Periods

To help students prepare to write their career plan or Transition IEP, go over the **Meeting Plan** worksheet. Tell students that they will work on this over the next five lessons to prepare for their plans. Start with the Goal List and show students sample goals on a

to research this information by referring to Lessons 7-10 and using the Internet for additional information. Give students the following options: parents, neighbors, friends, the high school Work Experience Program, high school vocational training courses, JTPA Summer Work Program, adult education courses, Department of Rehabilitation, Employment Development Department and Community College Student Services.

To help students brainstorm, go over several issues that may be common to several students. Start with college. Help students brainstorm the many things they need to do to get into college such as: applying, testing and signing up for disabled student services. Ask students how they will pay for college. Discuss financial aid, working part-time, parental assistance, savings account, scholarships and the Department of Vocational Rehabilitation. Now ask students

for another goal and brainstorm ideas with the class. Keep doing this until students have determined who they need to ask for assistance.

To complete no. 6 of the **Meeting Plan** worksheet, Invitation List, students will look at all of the information on the worksheet to decide who will be invited to their meeting. The next step is to set a date and to contact everyone on the list.

☐ **STEP 5: Evaluate Outcomes**

One way to find assistance is “_____.”

☐ **STEP 6: Connecting Activity**

Have students visit the local community college or a vocational training program to find out how to enroll and to get information on the type of assistance that is offered for disabled students, the programs or training provided, fees and financial aid information.

KEY WORDS

assistance

help

**research
advocate**

find

resources

MATERIALS AND PREPARATION

- Student Handout: **Meeting Plan**, page 192.
- Prepare a screen image of handout. Prepare to offer suggestions as you guide students through this planning process.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening
- Thinking Skills: Creative Thinking, Decision Making, Problem Solving
- Personal Qualities: Responsibility, Self-Management