

19 Practice Leading Your Transition Planning Meeting

TRANSITION OBJECTIVE

Students will practice for their transition meeting.

RELEVANCE TO SUCCESSFUL TRANSITION

For students to become self-determined, it is important that they lead meetings of which they are the subject. They will need considerable practice to master this skill.

INSTRUCTIONAL SEQUENCE

□ STEP 1: Update Journal

I will practice . . .

□ STEP 2: Convene Roundtable

"Practicing is important for me because ____."

□ STEP 3: Advance Organizer

"Today you will practice for your transition meeting."

□ STEP 4: Activity - 3 - 4 Days

Explain to students that in this lesson they will practice for their transition meetings. Explain that as each class member practices, there will be many opportunities to assist and learn from each other. Several days will be needed for each student to practice. Transition career plan meetings need to be scheduled soon after these practice sessions. If this is not possible, students will need to review and practice again on a date near their actual meeting.

Describe a typical planning meeting. Remind them that they will lead their own meeting. Help them understand that preparing for and leading this meeting is very important for their future and will require many new skills. Place emphasis on the value of being the leader at a meeting where decisions are being made. Share your personal experiences leading and participating in meetings.

Break students into groups of five and explain that they now have an opportunity to practice their transition meeting. Remind

them that they have prepared for this in the last few lessons by setting goals and deciding who will advocate for them.

Go over the **Transition Meeting Sequence** with the class. Tell groups to follow this as a model for holding practice meetings. Each person needs to practice at least two times.

Students critique themselves using the **Meeting Critique Sheet**. In addition, one person from their group completes a **Meeting Critique Sheet** for each practice.

Where possible, use a video or audio tape to record and critique their practice session. Have groups discuss what they did well and what they will change. If needed, have students go over the **Transition Meeting Skit** (Lesson 14) as an example.

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PERSONAL MANAGEMENT: Unit 4	LESSON 19
Transition Meeting Sequence	
<ul style="list-style-type: none">• Introduce yourself and invite everyone to introduce themselves.• Thank everyone for coming.• State the purpose of the meeting: to discuss your goals and write an action plan.• Tell everyone your goals for the future after completing high school, including: career training or education, transportation, living arrangements or other issues.• Tell everyone what you need to do to accomplish your goals.• Seek assistance from members of the meeting when needed.• Listen carefully and ask people to clarify and explain themselves when needed.• Ask for agreement from group members.• Ask for commitment from those who can help you.• Get signatures on your plan.	
Great job!!	
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❑ STEP 5: Evaluate Outcomes

One thing I did well during my practice was
“_____”.

❑ STEP 6: Connecting Activity

Have students write a script of their transition meeting and have it videotaped as they read or act it out for the class or in a small group.



PERSONAL MANAGEMENT: Unit 4		LESSON 19			
MEETING CRITIQUE SHEET					
Statement	Very Effective	Effective	Somewhat Effective	Not Effective	
1. How effective was this meeting overall?	4	3	2	1	
2. How effectively did the student make introductions & thank the group for coming to the meeting?	4	3	2	1	
3. How effectively did the student state his/her goal?	4	3	2	1	
4. How effectively did the student state his/her needs for accomplishing the goal?	4	3	2	1	
5. How effectively did the student ask for assistance from members of the meeting?	4	3	2	1	
6. How effectively did the student check his/her plan for clarification and get agreement?	4	3	2	1	
7. How effectively did the student ask for commitment and get signatures on the plan?	4	3	2	1	
8. How effectively did the student get what he/she wanted in order to accomplish his/her goal?	4	3	2	1	
Total Score: _____					
<small>To score: add the points together by giving the following score to each box you checked: (Possible points = 40) If the score is 30 or above you are doing very well and will have a successful meeting. If your score is between 20 and 29, you need to look at any areas that had low scores and work on these. If your score is between 1 and 19 you need to work with your advocate or teacher to improve your skills.</small>					
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KEY WORDS

perform

apply

repeat

proficient

habit

MATERIALS AND PREPARATION

- Student Handouts: **Transition Career Plan Meeting Sequence**, page 198; **Meeting Critique**, page 199; **Transition Meeting Skit**, pages 187-189.
- Prepare screen images of the handouts.
- Prepare to help students practice.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Sociability, Self-Management