

WHOSE FUTURE IS IT *ANYWAY?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



SECTION 1

Sessions 1-6

Getting to know **YOU**

Session 1

Getting to know YOU – THE PLANNING MEETING

WHOSE FUTURE GOAL 1: You will learn about the planning meetings where people make decisions about your school program.



See if you agree with this sentence.

“Before I *take more control* in my transition planning meeting, I should know what it is.”

Agree? I thought so! Did you know that every year there are planning meetings where people make decisions about your school program?

Maybe you did, maybe you didn't. Have you been to one? If not, don't worry.

HELPFUL HINT: Every now and then you will see this symbol:



This guy is called “**THE THINKER**”. He's a statue sitting on a rock in an ocean somewhere overseas. But, when he shows up, sittin' and thinkin', it means you can take a break and think too. Don't just skip over the parts where he shows up. Better thinking than writing, right? So, when he shows up, slow down, stop and take a minute to really think about the question.

OK, we were talking about planning meetings.

If you have been to one, think back on what happened. You can use the space next to “The Thinker” to jot down some of your thoughts, if you want.

Who was there?



What did they talk about?



Who was the leader of the meeting?



Did you say anything?




How did you feel about the meeting?







What do you think? Were you in *charge*? In *control*?

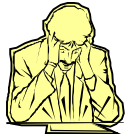
I don't know about you, but a lot of young people your age have said they

felt pretty *bad*  about the meeting they went to. They felt like oTHER PEOPLE talked about them. About things they didn't do well. Like

math , or English . They also said they were bored



And embarrassed



And glad  when it was over. Sound familiar?

It doesn't have to be that way. HONEST. But first, you have to learn what these meetings are all about. So you can take *charge*. Take *control*.

So, you ask, what are these meetings? Good Question.

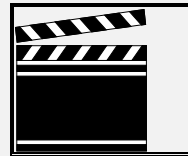
First you need to know what they call your meetings. Ever heard of any of these? Check the ones you recognize.

- IEP** (Individualized Education Program) meeting
- ARD** (Admission, Review, Dismissal) meeting
- ITP** (Individualized Transition Planning) meeting
- PET** (Pupil Evaluation Team)

Don't see what they call your meeting on this list? OK, write it in this space:

My planning meeting is called:

HELPFUL HINT: Every now and then you will see this symbol:



This is called a "clapper." When a movie or television show is being filmed, they snap the clapper down when it is time for the actors to begin. When you see it in **Whose Future Is It Anyway?** it will mean that there is some action you will be asked to do.



Don't know what they call your meeting? That's OK. But you need to go find out. Right now. Here is



where your coach comes in. Not your gym coach...the teacher who has the **Coach's Guide** for **Whose Future Is It Anyway?** to.

Yeah, that person. They will tell you what you need to know.

Well, go ahead... ask that person what your meeting is called. I'll wait.

Got it?



Good. What's it called?

What a long, boring name. Anyway, write it in the space where it said "name of my planning meeting" on the previous page. That way you will remember it later.

All right. We know what they call it, but that doesn't mean we know what it is, right?

I mean, I can tell you I call something an "umiak" but that doesn't mean you know what it is.

Come to think of it, that's not completely true. You can figure out what some of the meetings are about by their names. You just have to know what their full names are. For example, IEP. That's one name for a meeting. An IEP meeting. It means "Individualized Education Program."

Individualized -- for one person.
Education -- school
Program -- what you do.
=
I.E.P.

An IEP meeting is where decisions are made about a student's education. You and your team will talk about academics, vocational, and transition services.

Whose Future Is It Anyway? uses the word "transition" a lot. It would be helpful to know more about

what that means, wouldn't it? Look at it this way:

THE TRANSITION PLANNING PROCESS



...is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that



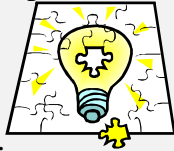
bridge . Transition planning means making decisions about what you need to learn to be successful as an adult. You'll learn more about transition plans and goals as you go through **Whose Future Is It Anyway?**



It would be useful for you to have a copy of the transition planning form that your school district uses. Right? Find your coach and ask for a copy of the transition planning form used in your transition planning meeting. They may have to go somewhere else and get a copy. That's fine. Ask them to bring it to you when they can get it. And don't let them act like this is some top secret government document. It's not.

FUN FACT: Starting at age 14, transition planning begins in most school districts.. Did you know that it says in

IDEA that at age 16, your goals must be based on your plans for your adult life? It does say that. **HONEST**. It says that your transition services must be “based on your needs, taking into account your preferences and interests.”



It's the law.

They have to do that.

If there is not a transition planning form you can use, there is one at the end of this lesson. If you need to, use it as the transition planning form for this session.

Got the form? Good.

In Whose Future Is It *Anyway*?

you will work mostly on getting ready for your transition planning meeting. But first, you should know some things about most educational planning meetings.

Here is what happens at these....

What? What is an umiak?

Sorry. Unless you live in Alaska you probably haven't heard about that. It's a boat. Usually made with animal hide,



kind of like a canoe.

OK. Can we go on now?

Let's see, where were you?

Oh yeah...here is a quick run through of what happens at most education program planning meetings.

These meetings happen every year, at least once a year, if you need any support to do better in school. There are a lot of reasons to have IEP meetings:

- To talk about service you might need. You usually have to take a bunch of tests or tell people how you learn best to decide what services might help.
- To make plans for your adult life. That's why you're in school, remember?
- To talk about how you did in school during the year and set new goals for the next school year.
- To change your class schedule if your school needs are not being met or if your goals change.
- To talk about graduation or make changes in your school program if you don't need special services any more.

What was the purpose of your last planning meeting? Check all the reasons you know:

- To see if you can get services you need to learn better.
- To make plans for your adult life.
- To talk about how you did in school during the year and set new goals for the next school year.
- To change your class schedule.
- To talk about graduation or make changes in your school program if you don't need special services any more.
- To build an umiak.

- How in the world would you know? You may not have been there!

OK. HONEST is good. If you weren't there, you weren't there. And don't give me that stuff about an umiak. You didn't even know what one was until a few minutes ago.

Now, you know what your meetings are called and you know what they are for.

Do you know who is at these meetings?



Well, actually, who is supposed to be at them.

Right now, most meetings go like this: Teachers almost always have to be there. They do a lot of work getting ready for these things. I'm sure they would like you to do more of the work, but that's another topic.

So anyway, check ✓ off your teacher as pretty much being at the meetings.

- Your Teacher

IDEA says that someone from the school district, other than the teacher, has to be there, too. That might be your principal, vice-principal, a psychologist or diagnostician (that person who gave you those tests to decide if you could get the services you need), or maybe someone you barely know from the special education department. Since **IDEA** says that someone like this has to be there, you can probably check ✓ them off:

- Your Teacher

- Someone from your school district who you may or may not know very well.

OK. Let's see, teacher, school person...oh yeah, related service people. Related means that they do something that helps you do better at school. Like Speech Therapists who work with you



on talking

Physical Therapists who help you with



exercise and stuff,

Occupational Therapists who might help make adapted switches for technology and work on job stuff, and Adapted Physical Education people who help you in gym or at the rec center.

There are a whole lot of these Related Services people. You know who they are if you are working with one.

Anyway, they will most likely be at the meeting too, so check ✓ them off as well.

- Your Teacher
- Someone you may or may not know very well from your school district.
- Related Service people.
- A general education representative

OK. To be HONEST with you, that's about all the people you can count on being at these meetings. Sometimes a lot more people are there, but not usually. There is only one more person who probably was at your last meeting. That's your mom or dad, or both.

I know, that's one of the reasons you hate to go to these things. But, put yourself in their shoes. They are *tired*.



They are probably most *tired* of hearing how you missed all those classes. And not only are they *tired*, but they are probably *confused*. I mean, here are all these education people talking about things your folks never heard of before.

And, if you want to know the truth, they are probably a little bit *bored*, too.



But anyway, if anyone else is there, it is probably them, so check ✓ them off too.

- Your Teacher
- Someone you may or may not know very well from your school district.
- Related Service people.
- Your parents.

So these are the OTHER PEOPLE who are making decisions about your future. But, let's talk for a minute about how your planning meetings should be.

Maybe they are this way at your school. That's good. If not, maybe you can work to change them.

Here is a list of folks. Check ✓ everyone you think should help plan your future. Check ✓ as many as you want.

- You (student)
- Your parents

- Your friend(s)
- Your brother and/or sister
- Your regular education teachers
- Your special education teachers
- Related services people
- Psychologist or diagnostician
- Your principal
- Vocational rehabilitation counselor
- An advocate for you
- Your boss at work
- Your job coach
- The woman who makes umiaks
- Your neighbor
- Your dog

Who did you choose? Well, here is who **IDEA** says can, and probably should, be there:

- You (student)
- Your parents
- Your friend(s)
- Your brother and/or sister
- Your regular education teachers
- Your special education teachers
- Related services people
- Psychologist or diagnostician
- Your principal
- Vocational rehabilitation counselor
- An advocate for you
- Your boss at work
- Your job coach
- The woman who makes umiaks
- Your neighbor
- Your dog

Yeah. All of them.

Although, I have to admit, the woman who makes umiaks only needs to be there if you want to be an umiak builder when you leave school. And your dog only needs to be there if "Fido" is a service dog.

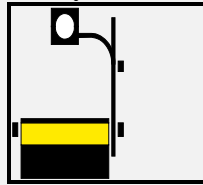
Don't get me wrong. Not every one of the people listed have to be at every

meeting. A lot of times they won't all need to be there.

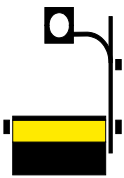
In the next session you can begin to list everyone you think should be at your meeting. In fact, you might want to think about who you want to have at your next meeting before you work the next section.



HELPFUL HINT: Every now and then you will see this symbol:



This is an overhead projector. When you see this it means that you are going to *review* what you have covered during the lesson. All you do is fill in the blanks in the lines. Once you finish, you can use the summary sheet at the end of the lesson to check your answers.



Okay. Let's look at what you've covered this session.

- You found out that **Whose Future Is It *Anyway*?** will let you teach yourself what you need to know to t_____ c_____ in your education planning meetings.
- You decided that there are a lot of good reasons why you should *take*

more control in your p_____ m_____.

1. You are the real expert on y_____.
2. You will get more from s_____ if you help choose your own goals.
3. You have the right to make c_____ about your life.
4. You have the right to know your r_____.
5. If you don't let o_____ p_____ know what you want to do after you graduate, they won't know.

You learned that **Whose Future Is It *Anyway*?** has s_____ parts with different subjects and will take about _____ lessons to work through.

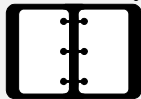
You learned that educational planning meetings:

- 1) Have different n_____.
- 2) Are held at least once a year.
- 3) Have several purposes:
 - a) To see if you get s_____ s_____.
 - b) To make plans for your a_____ life.
 - c) To talk about how you did in the last year.
 - d) To set new g_____ for the next school year.
 - e) To change your class s_____.
 - f) To make g_____ plans.
- 4) Should have different people there, including:
 - a) Y_____
 - b) Your teacher
 - c) Your p_____ and other family members

- d) People from the s _____
d _____
- e) R _____ services people
- f) F _____ and advocates
- g) People who will w _____ with you
when you graduate

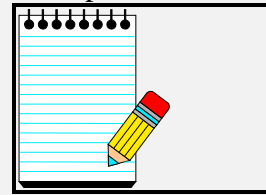
- You discovered that t _____
s _____ are things you need to
know to be successful as an adult.
- You found out that transition
p _____ is part of your IEP.

HELPFUL HINT: At the end of each lesson, there is a summary sheet.



I already mentioned that you could check your answers from the review questions there. This page lists everything that was in the review section for that lesson. But also, when you are finished with **Whose Future Is It Anyway?** you can use these pages as a way of remembering what you learned.


HELPFUL HINT: At the end of each lesson, you will find a section with this symbol at the top:

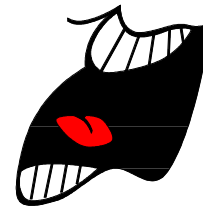


This notepad will tell you what things you have to have done before the next session. Don't worry, we're not talking major homework here.

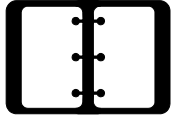


Before the next session, you should have:

-  Found a copy of the transition plan your school uses.
- Okay. So that's it for now.



Later.



Session 1 Summary Sheet - The planning meeting

WHOSE FUTURE GOAL 1: You will learn about the planning meetings where people make decisions about your school program.

- You found out that **Whose Future Is It *Anyway?*** will let you teach yourself what you need to know to *take control* in your planning meetings.
- You decided that there are a lot of good reasons why you should *take control* in your planning meetings.
 1. You are the real expert on you.
 2. You will get more from school if you help choose your own goals.
 3. You have the right to make choices about your life.
 4. You have the right to know your rights.
 5. If you don't let other people know what you want to do after you graduate, they won't know.
- You learned that **Whose Future Is It *Anyway?*** has 6 parts with different subjects and will take about 36 lessons to work through.
- You learned that educational planning meetings:
 1. Have different names.
 2. Are held at least every year.
 3. Have several purposes:
 - To see if you get special services
 - To make plans for your adult life.
 - To talk about how you did in the school year.
 - To set new goals for the next school year.
 - To change your class schedule.
 - To make graduation plans.
 4. Should have different people there, including:
 - You
 - Your teachers
 - Your parents and other family members
 - People from the school district
 - Related services people
 - Friends and advocates
 - People who will work with you when you graduate
- You discovered that transition skills are things you need to know to be successful as an adult.
- You found out that transition planning is part of your IEP.

IEP/ TRANSITION SERVICES

A. GENERAL INFORMATION:

Student Name: Last _____ First _____ MI _____ Meeting Date: _____
 Date of Birth: _____ Age _____ Sex: M F Student ID number: _____
 District / Campus: _____ Instructional Placement: _____
 Disability / Eligibility: (Check one.) Hearing Impairment Attention Deficit Autism
 Emotional/Behavior Disorder Specific Learning Disability Mental Retardation Physical Disability
 Other Health Impaired Speech Impairment Visual Impairment Multiple Disorders
 Other (describe): _____
 Parent Or Guardian: _____
 Address: _____
 Phone: (home) _____ (work) _____
 Projected Graduation Date: _____ Actual Exit Date: _____
 Reason for Exit: Graduation with Diploma (Regular) Graduation with Certificate/ Diploma (IEP)
 Completed Age Eligibility (No Diploma) Dropped Out (under 18) Dropped out (over 18)

B. PLANNING PARTICIPANTS:

We the undersigned have provided input for the development of this Plan and agree to carry out the recommendations specified within.

DATE	Agree	Disagree
Student and Advocates		
Student		
Parent		
Guardian		
Advocate		
Other _____		
School		
General Education Teacher		
Special Education Teacher		
Vocational Education Teacher		
General Education Administrator		
Special Education Administrator		
Transition Coordinator		
Vocational Coordinator		
School Counselor		
Diagnostician / Psychological Associate		
Social Worker / Case Manager		
Other _____		
Non - School		
Rehabilitation Agency		
Department MH - MR		
Department Human Services		
Employment Services Provider		
Employer		
JTPA Representative		
Community College Representative		
Trade School Representative		
Community Service Provider		
Adult Services Case Coordinator		
Community Living Skills Training Program Representative		
Other _____		

A plus (+) in the signature column indicates involvement in transition planning. A slash (/) will indicate persons invited who did not attend. Signatures will indicate actual attendance at the meeting.

C. DESIRED OUTCOMES: (CHECK ✓ AS APPROPRIATE.)

* Outcomes are based on each student's needs, abilities, and preferences rather than on the basis of options that currently exist in the community.

1. POST - SECONDARY EDUCATION

- 1.1 None due to employment
- 1.2 Community College - no support
- 1.3 Community College - some support
- 1.4 Trade or technical School - no support
- 1.5 Trade or technical School - some support
- 1.6 University - no support
- 1.7 University - some support
- 1.8 Military
- 1.9 Adult Education Class(es) - no support
- 1.10 Adult Education Class(es) - some support
- 1.11 Adult Education Class(es) - special class
- 1.12 Other _____

Support Services required ? Yes No

2. EMPLOYMENT

- 2.1 None due to expected enrollment in post-secondary education
- 2.2 Competitive - no support
- 2.3 Competitive - time limited support
- 2.4 Competitive - long term support
- 2.5 Supported - infrequent support
- 2.6 Supported - daily support
- 2.7 Sheltered community employment - individual
- 2.8 Sheltered community employment - enclave
- 2.9 Sheltered community employment - mobile
- 2.10 Sheltered community employment - work crew
- 2.11 Sheltered workshop
- 2.12 Other _____

Support Services required ? Yes No

3. RESIDENTIAL / INDEPENDENT LIVING

- 3.1 With parents/relatives
- 3.2 With roommate
- 3.3 Independent - no support
- 3.4 Independent - time limited
- 3.5 Independent - ongoing, but infrequent support
- 3.6 Independent - daily support
- 3.7 Supervised apartment
- 3.8 Group home - supervision
- 3.9 Group home - supervision and training
- 3.10 Group home - skilled nursing
- 3.11 ICF (Intermediate Care Facility)
- 3.12 Foster Care
- 3.13 Lifetime support / planning
- 3.14 Other _____

Support Services required ? Yes No

4. RECREATION / LEISURE

- 4.1 Independent
- 4.2 Family supported
- 4.3 Friend supported
- 4.4 Community parks & recreation programs
- 4.5 Local clubs & organizations
- 4.6 Religious (church/synagogue) groups
- 4.7 Adult day programs
- 4.8 Specialized recreation programs
- 4.9 Other _____

Support Services required ? Yes No

Session 1 - The planning meeting

5. TRANSPORTATION

- 5.1 Self transportation
- 5.2 Public transportation
- 5.3 Specialized transportation
- 5.4 Family transports
- 5.5 Friends transport
- 5.6 Car / van pools
- 5.7 Other _____

Support Services required ? Yes No

6. INCOME / RESOURCES

- 6.1 Earned wage
- 6.2 Social Security Benefits
- 6.3 Unearned income (gifts, family supports)
- 6.4 Trust / Will
- 6.5 Public assistance - food stamps
- 6.6 Public assistance - AFDC
- 6.7 Other _____

Support Services required ? Yes No

7. MEDICAL SERVICES

- 7.1 Group insurance (Medicaid, Blue Cross, etc.)
- 7.2 Assistive / Adaptive devices
- 7.3 Special therapies (OT / PT)
- 7.4 Vision / Hearing / Speech
- 7.5 Medical supervision and scheduling
- 7.6 Other _____

Support Services required ? Yes No

8. ADULT RESPONSIBILITIES

- 8.1 Voter registration
- 8.2 Selective Service registration (males)
- 8.3 Driver's license
- 8.4 Social Security registration
- 8.5 Self / consumer advocacy
- 8.6 Other _____

Support Services required ? Yes No

9. OTHER CONSIDERATIONS

- 9.1 Guardianship
- 9.2 Family planning
- 9.3 Counseling / support services
- 9.4 Respite services
- 9.5 Day activities
- 9.6 Other _____

Support Services required ? Yes No