

STUDENT-FAMILY FOCUSED TRANSITION EDUCATION & PLANNING

Session #5: Introduction to Student-Family Focused Transition Planning

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Steps for Development and Implementation

- Step #1:** Engage parents and students in ongoing and intensive discussion, planning and participation in the development and implementation of the options and possibilities for students with disabilities.
- Step #2:** Identify and promote the development of current and future student and family personal preferences, interests, and priorities in the areas of:
- Step #3:** Establish specific post-school outcomes and goals with the student and family for the student after graduating/completing school base on their interests, preferences and priorities.
- Step #4:** Prioritize (which are most important) post-school outcomes and set expectations and timelines for when outcomes might be achieved.
- Step #5:** Analyze and identify outcomes and expectations to determine:
- Adult settings (places - where)
 - Adult roles (people - identity)
 - Adult activities (what is done in the setting - how)
 - Adult responsibilities (expectations and demands of the setting/activity)
 - Knowledge and skill requirements of the setting/activity
 - Adaptations, services, supports and resources that might be required by the student
- Step #6:** Assess and determine current levels of performance and needs of the student with respect to
- Responsibilities and expectations demanded (behavior)
 - Prior experience and opportunities (opportunity to learn or perform)
 - Knowledge and skills required (knowledge and understanding)
 - Services, supports and resources needed (adaptations, support, and resources)
- Step #7:** Develop individualized educational goals and objectives based on statements of current level of performance with respect to
- Responsibilities and expectations demanded (behavior)
 - Knowledge and skills required (knowledge and understanding - curriculum)
 - Experiences and opportunities required to gain knowledge and skills
 - Services, supports and resources needed (adaptations, support, and resources)

- Step #8:** For students age 14+: based on the statement of current level of performance and directly linked to individualized educational goals and objectives develop a *statement of transition service needs*.
- Step #9:** For students age 16+: based on the statement of current level of performance and directly linked to individualized educational goals and objectives develop a *statement of needed transition services*
- Step 10:** Determine What It's Going to Take to Implement the Transition Goals, Objectives and Plan: Conduct a Needs Analysis
- Step 11:** Develop A Strategy or Action Plan For Implementing Your Transition Plan
- Step 12:** Implement the Transition Plan
- Step 13:** Review transition plans to identify systems level barriers that inhibit implementation: Conduct a Systems Analysis
- Step #14:** Review and revise transition plan to address new student and family preferences, interests, priorities and expectations (PIPE).
- Step #15:** Develop and implement exit and follow-up procedures
- A) Pre-exit planning
 - Specific procedures & dates for moving a student from one environment to the next including persons responsible & activities to facilitate the actual exit process
 - B) Post-exit follow-up
 - Outcome measures
 - Services/Programs Implemented