

Considerations for the Transition Process.....

- 1) Transition efforts need to be started early.
Be proactive rather than reactive. Provide information to families before the student is fourteen so that they can be considering ideas and options.
- 2) Planning should be comprehensive.
Consider and discuss all transition areas. Be careful not to dismiss an area because of the misconception that the student's disability does no effect it (students with a learning disability do not have home living issues).
- 3) Student participation is essential.
Because it is their life that is being discussed and about which decisions are being made, the physical presence of the student at the IEP meeting is not adequate; to as great a degree as possible, they need to be actively directing the transition planning.
- 4) Family involvement is critical.
Since parents most frequently become their child's sole "transitional expert" as soon as the student graduates, it is important that they become informed, knowledgeable and active. It is also important that the family's requests, opinions and values are considered in transition planning.
- 5) Community-based activities are important.
Meaningful learning will most likely take place if it occurs in "real world" settings. If functional, successful involvement in the community is the goal of transition, then early, realistic immersion in that world will provide the student with essential learning experiences.
- 6) The involvement of public or private service agencies should be improved.
Adult service agencies can be a key player in a student's successful transition. Efforts to improve the coordination of such agencies in the transition process should be continued.
- 7) Balance what is ideal with what is possible.
It is important to prioritize a student's transitional needs. You cannot be all things to all people, but you can help to provide students with the essential skills that allow them the opportunity to be successful.
- 8) Transition planning would be beneficial for all students.
The fact is that, despite a quality education and nurturing parents, many students leave high school unprepared for the demands of everyday life. Though formal transitional planning is required only for students with special needs, it would undoubtedly benefit all students.