



What's next: Life After High School

In eighth grade or the age of 14, every student with an IEP will have a statement of transition service **needs** written into his IEP that will help him identify what goal areas and activities he will need to focus on in high school.

By age 16 a transition **plan** will be written into the IEP that includes measurable post- secondary goals to be worked on with activities that need to take place so the student will have a successful transition to adult life.

- The student's desires, interests and needs have to be considered by the team so they know what needs to be in the plan.
- The student has to be invited to meetings where transition is talked about and be actively involved because it is the student's future life.

Preparing for the transition meeting

The student should fill out formal and informal interest surveys, learning assessments and job surveys, and talk to family and others about what he/she wants to do after high school. A **Personal Futures Planning** session can be done to brainstorm and think about what a desirable future could look like. The *Futures Planning* process helps create new possibilities to build a better future for the student's adult life.

The team should invite other people to come to some meetings. A counselor can come from the Office of Vocational Rehabilitation (OVR) to talk about help with employment. Someone from the local Comprehensive Care Center can give information on available community resources.

The team and other people such as family and friends can brainstorm what places in the community could provide experiences that could lead to successful transition.

Writing Transition Goals

Transition goals are outcome statements that tell what a student will be doing after high school. Picture that it is the year after the student exits school. What is he doing? Does she have a job? Is he attending college, vocational school or some

other training? Is she connected to her community? What is he doing during the day? Where is she living?

Goals must be written for both training/education and employment and can also be written for independent living.

Some examples:

- Upon completing high school, Anna's goal is to attend a four year university to get a degree in elementary education.
- After finishing high school Alex's goal is to increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.
- Upon graduation, Sam's goal is to prepare for work independently by dressing, making his lunch and using public transportation.
- Upon graduation from high school, Jason's goal is to attend Central Piedmont Community College and participate in the welding industry certificate program to meet the requirements to attain an Entry Level Welding Certificate
- After graduation from high school, Lissette's goal is to attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.

For each post-secondary goal, there must be annual goals included in the IEP that will help the student make progress towards the post-secondary goals.

Some questions to think about as the student prepares for Transition

Does the student know:

- What courses are needed for what she wants to do (diploma, college, and job)?
- How to fill out a school or job application?
- What kind of job he wants?
- Where she wants to live?
- How to budget money?
- Basic daily living skills such as meal planning, laundry, and cooking?
- How he will get to where he needs or wants to be (transportation)?
- What she will do in her free time?
- Who to call and how to ask for help?
- How to be a successful self-advocate?
- What laws protect people with disabilities?
- About her disability and needed accommodations so she can tell people who need to know at school or work?
- Are there waiting lists to get on for future services?

For more information

Visit www.transitiononestop.org/ and click on high school to community for resources like the transition newsletter, the HDI book *Journey to Adulthood* and much more.

Call Kentucky Protection and Advocacy at 1-800-372-2988 or visit our web pages at <http://www.kypa.net>.