

Planning For The Future



What do you want to do when you grow up?

- It starts with the course of study (what classes your teenager is taking, what he needs to learn).
 - College or additional training
 - Work (competitive or supported)
 - Independent Living Skills

This is written on the Transition Plan as part of the IEP (Individual Education Program) process. This becomes the “target” for what needs to happen during the high school years.



What are your strengths, needs, and interests?

- Help identify what type of work you may like to do
- What you may be successful at doing
- Where you may need additional help or support



Identify a long-term goal and it is written on your transition plan.

Identify steps you need to take to reach your goal (also known as your short term objectives) and it is written on the transition plan.

- Begins with assessment of what you already know and are able to do (skills, knowledge and able to perform the skill in different settings). May be a formal vocational assessment, community work based assessment, teacher/parent checklists, etc. This is written on the transition plan.



How will you support this goal?

- Teach new skills or information (employment skills, daily living skills, community experiences)
- Related services (such as speech therapy, occupational therapy, transportation, etc.)
- Other agencies who can help (Butler County Developmental Disabilities, Bureau of Vocational Rehabilitation, etc.)

All of the above is written on the transition plan or IEP.



Who can help develop a transition plan?

- First, your teenager!
- Parents or Guardians
- Teachers (special education/case manager and others)
- School counselor and other school administrators
- Agency people if needed (representatives from Butler County Board of Developmental Disabilities or Bureau of Vocational Rehabilitation)