

# TRANSITION GUIDE FOR STUDENTS WITH DISABILITIES OF DIVERSE BACKGROUNDS



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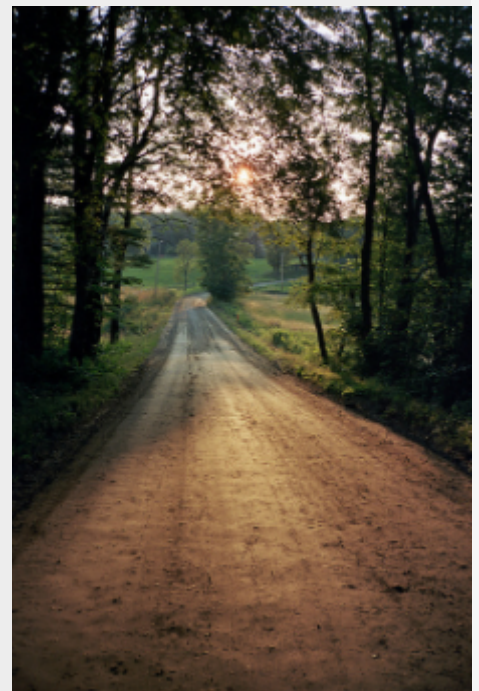
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# WORKBOOK DESCRIPTION

This workbook is for students with disabilities (SWD) who come from diverse backgrounds and are looking for guidance on the process of moving out of high school and into their adult lives. There are so many choices: going to work, going to college or other schooling, learning a trade, or living in the community. Let's find out which path you want to take!

## GOALS

- Learn how to be a part of your Individualized Education Program (IEP) team and what your rights are.
- Practice writing transition goals.
- Learn about self-determination and self-advocacy.
- Investigate your strengths and interests.
- Learn about resources.



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# WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING?

- At least once every school year, the school is legally required to hold a meeting with the student's team.
- This team is made up of teachers, therapists, social workers, administrators, etc.
- The IEP is a document that serves to meet the individual learning needs of a student and explain how those needs will be met.



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## HOW TO BECOME A PART OF MY INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING



- Talk to your transition team. This could be one of your teachers, your occupational therapist, or another adult you work with at school.
- Let them know you want to be a part of the IEP meeting. You have legal rights to be invited to a meeting that's all about you!
- Make a plan for what points you want to share during the meeting. It's okay to bring notes in with you!
- Starting when you're 14, your teachers are required to help you prepare for the meeting if you choose to go.



## GOAL WRITING

- Your goals for after high school are based on your dreams for your adult life.
- These goals should focus on your interests, preferences, and strengths.
- Your team must know how to set goals with your family and cultural values in mind.

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# GOAL WRITING: EXAMPLES

## **Postsecondary (after high school) Education/Vocational Training (learning a trade):**

After graduation, Tanya will research and find vocational or college programs in sports medicine or athletic training.

## **Jobs and Employment:**

After high school graduation, she will find employment that is related to sports.

After college or vocational training, Tanya will work in a sports-related industry.

## **Independent Living (if needed):**

Tanya will be able to independently use public transportation to get to work.

From:

<https://www.understood.org/~media/c3bb8b701fda474493ecfb255024ac56.pdf>

# PRACTICE WRITING GOALS



## Goal Plan

Name:

Today's Date:

### My Goal

### Next Steps to Reach My Goal

### Outcomes

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### People Who Can Support Me to Reach My Goal

Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education. © 2006-2018 I'm Determined. All rights reserved. Last updated 01/2018



# WHAT IS SELF-DETERMINATION?

**Self-determination** means having the skills and opportunities to direct your life in a way that leads to personal satisfaction.



- Self-determined students are better able to advocate, self-monitor, set goals, and make quality decisions about their lives.
- Students who are self-determined will participate in high school transition planning and become more aware of their rights and responsibilities.

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# ELEMENTS OF SELF-DETERMINATION

<b>CHOICE MAKING</b> The skill of selecting a path forward between two known options <b>Cm</b>	<b>DECISION MAKING</b> The skill of selecting a path forward based on various solutions that have each been thoughtfully considered <b>Dm</b>	<b>PROBLEM SOLVING</b> The skill of finding solutions to difficult or complex issues <b>Ps</b>
<b>GOAL SETTING &amp; ATTAINMENT</b> The ability to develop a goal, plan for implementation, and measure success <b>Gs</b>	<b>SELF-REGULATION</b> The ability to monitor and control one's own behaviors, actions, and skills in various situations <b>Re</b>	<b>SELF-ADVOCACY</b> The skills necessary to speak up and/or defend a cause or a person <b>Ad</b>
<b>INTERNAL LOCUS OF CONTROL</b> The belief that one has control over outcomes that are important to his or her own life <b>Lc</b>	<b>SELF-EFFICACY</b> Belief in one's own ability to succeed in specific situations or accomplish specific tasks <b>Ef</b>	<b>SELF-AWARENESS</b> Basic understanding of one's own strengths, needs, and abilities <b>Aw</b>

From: <https://www.imdetermined.org/elements-of-im-determined/>

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## WHAT IS SELF-ADVOCACY?

Self advocacy means having the skills necessary to speak up and/or defend a cause or a person, including yourself.



- Self-advocacy includes understanding your need for accommodations and how to ask for them.
- Developing self-knowledge is the first step to self-advocacy.
  - Self-knowledge includes your learning styles, strengths and weaknesses, interests, and preferences.

# CHECK YOUR SELF-ADVOCACY

## 4. RIGHTS – Dignity and Respect

**Standard #4- I am treated with dignity and respect.**



**“I am treated the way I want to be treated.”**

Examples: (Check the ones that are true for you.)

- People are nice to me.
- I am not called names.
- People talk to me and listen to me.
- People smile and are happy around me.
- People help me if I have a problem.
- I am allowed to help out.
- I am not ignored.
- People treat me with trust and honesty.
- I am treated equal/like everyone else.
- I am taken seriously.

<u>Examples of how I am treated:</u>
_____
_____
_____
_____
_____

# YOUR STEPS TO SELF-ADVOCACY



From: <https://www.youtube.com/watch?v=jtv3i0HtrpE>

- Remember, you are your own best spokesperson!
- You should be encouraged to express concerns and preferences about your options.
- Transition planning should be:
  - A good place to practice expressing your opinions in a respectful, supportive environment.
  - A good place to practice responsibility and self-knowledge.

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# IDENTIFYING STRENGTHS AND INTERESTS

- Your team should have high expectations for you while recognizing your interests, talents, desires, and the learning supports needed for you to succeed.
- All members of your transition team should believe that you are capable of high-level work and can complete a high school diploma, succeed after high school, and have a meaningful career and the life you want.





# I Want to Work

## Great Things About Me

### Interview #1

What strengths/gifts do you think I have that an employer would like?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What strengths/gifts do you think I have that co-workers would enjoy?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Continued on the next page



# I Want To Work

## Great Things About Me

### Interview #1

What settings (environments, places, situations) do you think I do well in?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What settings (environments, places, situations) do you think I avoid?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Is there anything else you want to add?

- \_\_\_\_\_
- \_\_\_\_\_