



Whose



Future



Is

it



Anyway?

A Student-Directed Transition Planning Process.



Section



1



Understanding



You



Learn about

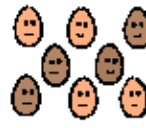


meetings



where

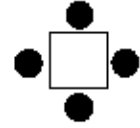
other



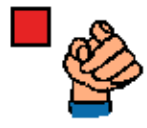
people



decide



about



your



school program.

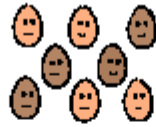


some

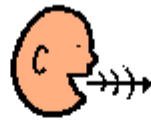


meetings,

other



people



talk.

At



It



is



important

to



tell



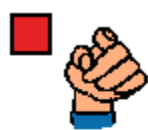
what



you



think.



Your

IEP



meeting



is



where

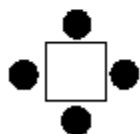


decisions

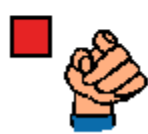


are

made



about

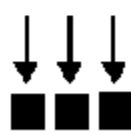


your



school

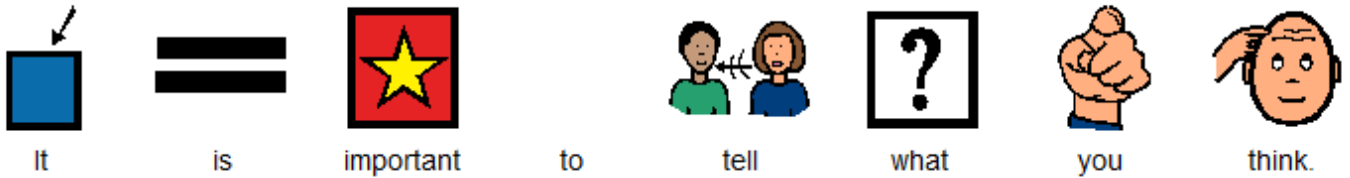
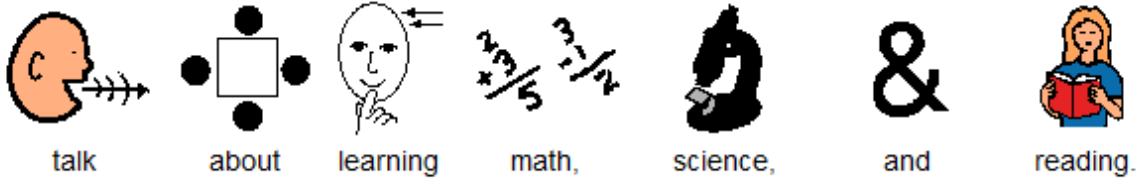
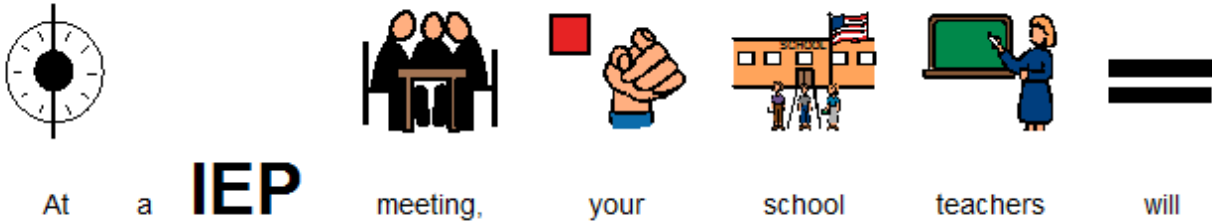
program

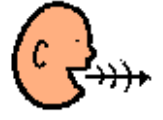
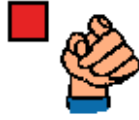


every

200_

year.





At a **IEP** meeting, your school teachers will talk

you said about learning about judge now card when

elder



It is important to tell you what you think.



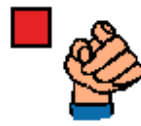
At

a

IEP



meeting,



your



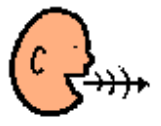
school



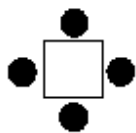
teachers



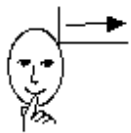
will



talk



about



preparing to

be an



adult.



This



is



called

TRANSITION.



It



is



important

to



tell



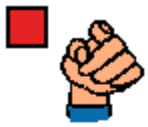
what



you



think.



Your

IEP



meeting



is



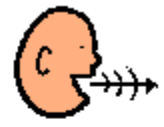
where



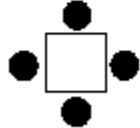
you



can



talk



about.



the help



you



need

at

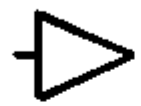


school.



plan

for the



future.



how



you

did



in



school



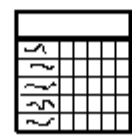
last year.



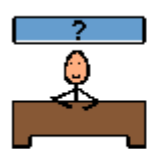
Your



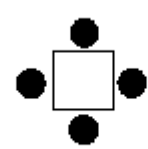
class



schedule.



information



about



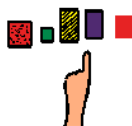
graduation.



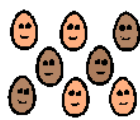
Section

2

2

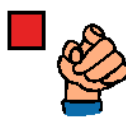


Choosing



People

for

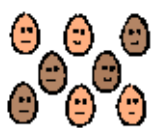


your

IEP



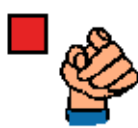
Meeting



People



at



your

IEP



meeting

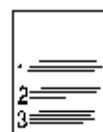
can



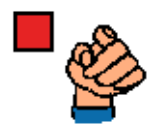
help



you



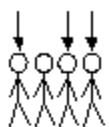
plan for



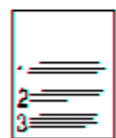
your



future.



IEP



plan.



You



can invite

other



people

to



help



you



sh~



Who

should

be

at

your

IEP

meeting?



Your

teachers



A

person

from the

school

district.



Your

therapists

(OT, PT, Speech)



Other

school

teachers.

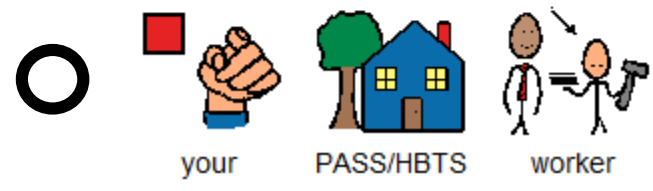
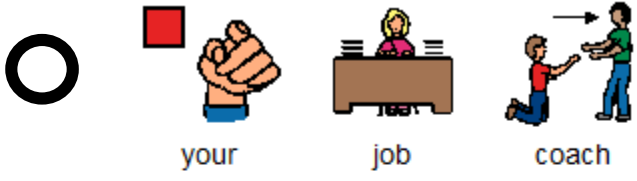


Your

family



You

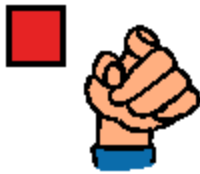




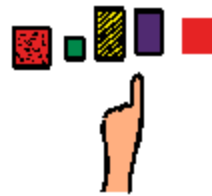
Section

3

3



Your



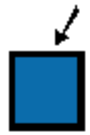
choices

&

and



likes.



It

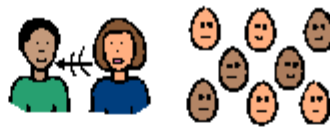


is



important

to



tell

people



the

help



you



need,

the



things



you



like,



and

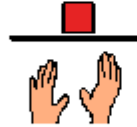


the

things



you



want

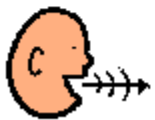
to

do

in

the

future.



Answer



these

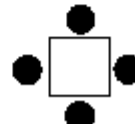


questions

to



tell



about



you.



What

makes



you



feel



happy?



What

makes



you



feel



angry?

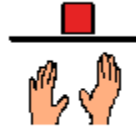


What

do



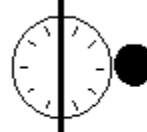
you



want

to

do



after



school.



What

activities do



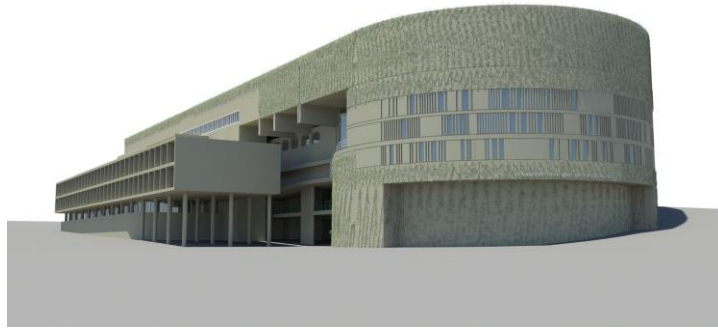
you



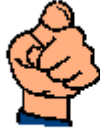
like

to

do?

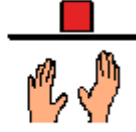


Do you want to go to adult school?



Do

you



want

to

make



money?



What



will



you

do



with



your



money?



Write

5

5



things



you



are



good



at.

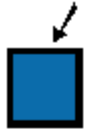
1.

2.

3.

4.

5.



It



is



important

for



you

to



know



what



you



are



good



at.



It



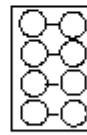
is



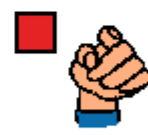
important

for you

to



match



your



skills

to



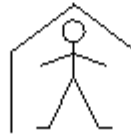
where



you



will



live



and



work..



Section



4



Understanding



You



You



are

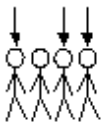
a



smart



person.



Some people



say

“



special

”,

but



another



word

for



special



is



important.



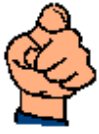
You



are



important.



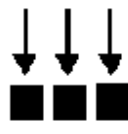
You



learn



like



everyone,

but



you



may

need help.



You



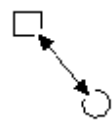
may

need help

like



speech therapy



or



physical therapy

to



help.



you



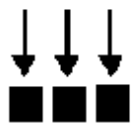
learn.



That's



okay.



Everyone



is



important,

so



do not

be



angry



or



embarrassed.



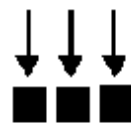
You



have

rights

like



everyone

else.



You

can



work,



study,



and

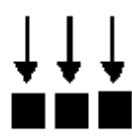
have



fun

just

like



everyone

else.



You



are



important.



Section

5

5



What







helps







you


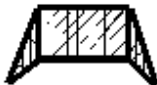


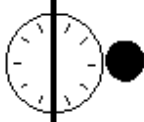



learn?

 Many  people  have  disabilities.

 People  with  disabilities  have **IEPS**  and  transition  goals

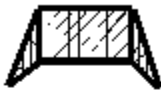
 to  help  them.

 Transition  goals  are  what  you  can do  after  you

 graduate.



Transition



goals

can be



where



you



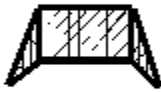
will



work.



Transition



goals

can be



where



you



will



live.



You

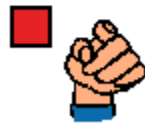
can



decide



what



your



transition



goals



will

be.



Section



6



What

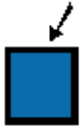


helps



you?

SUPPORTS



It



is



important

to



tell



what



helps



you.



If reading



is

$$\begin{array}{r} 259 \\ \times 917 \\ \hline \end{array}$$

difficult,

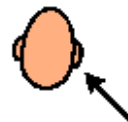


you

can



have



someone



read

to



you.



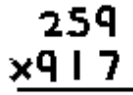
If adding your money is difficult, you can use a computer to help you.



If cooking



is



difficult,



you

can

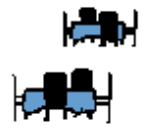


eat



at

a



restaurant.



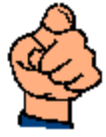
Things that help you are called **SUPPORTS.**



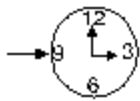
5



$$\begin{array}{r} 259 \\ \times 917 \\ \hline \end{array}$$



Write five things that are difficult for you.



5



Then write 5 **SUPPORTS** to help you.

$$\begin{array}{r} 259 \\ \times 917 \\ \hline \end{array}$$

Difficult



things

SUPPORTS

1.

2.

3.

4.

5.