

# Transition Slide GUIDE



Transition planning is a process that brings together a student with disabilities and those individuals directly involved in helping the student with disabilities prepare to transition from school to adult living.

There are five areas that should be discussed in a transition planning meeting:

- Job Exploration
- Work-Based Learning
- Counseling For Transition & Post-Secondary Programs
- Workplace Readiness Training
- Self-Advocacy Training

Program planners can support all students more effectively by sharing goals and defining roles and responsibilities between programs.

The purpose of the **WEST VIRGINIA TRANSITION GUIDE** is to increase collaboration between students, families, school staff, and community agencies. The Transition Guide organized by critical questions, addresses quality program development along with supporting resources, materials, and activities.

The WEST VIRGINIA TRANSITION GUIDE includes:

- **FIVE PRE-ETS** discussion areas
- **GUIDANCE QUESTIONS** under the five Pre-ETS discussion areas
- **TRANSITION ACTIVITIES** correlated with the age group (middle school, grades 9 & 10, grades 11 & 12, grades 12+) on the Slide Out card
- **SUPPORTING RESOURCES** with corresponding QR Code (Quick Response code) on the Resources card
- **DOCUMENTATION** card stock correlated with student's age (middle school, grades 9 & 10, grades 11 & 12, grades 12+)
- **DEFINITIONS** of transition terminology on the back

The Transition Guide can be used in multiple capacities to improve efficiency and effectiveness of Transition Planning for ALL students. Transition planning discussion should involve the guidance questions in each of the five areas in correlation with the activities for the age group. The card stock may be copied to allow for multiple uses of the folder.

- **SCHOOL DISTRICT – INTERNAL USE – COLLABORATION AND PLANNING** – College- and Career-Readiness/Transition Planning for ALL students – Counselors, General Educators, Special Educators, and Transition Specialists identify ways to communicate, share information, assessments, curriculum standards, PEPs, IEPs, etc. Discussion and planning – Who will do What, How, and When?
- **AGENCY – INTERNAL USE – COLLABORATION AND PLANNING** – Division of Rehabilitation Counselors, Service Coordinators, Providers, etc. identify ways to communicate, share information, improve efficiency, and effectiveness of planning. Discussion and planning – Who will do What, How, and When?
- **CROSS AGENCY** – Agency Personnel (i.e. Schools, Employers, Division of Rehabilitation Services, DHHR, Community, etc.) identify ways to communicate, share information to improve efficiency and effectiveness of transition planning and activities for students. Discussion – Who will do What, How, and When?
- **INDIVIDUAL STUDENT TRANSITION PLANNING** – School and Division of Rehabilitation Services use the guide with individual student/family member to discuss and plan transition activities – Career Plans, PEP, IEP, IPE, etc.
- **FAMILY/STUDENT** – Provide family member a TRANSITION GUIDE for his/her own transition planning identifying ways that they can facilitate Self-Advocacy and student involvement in THEIR futures planning.

