

Description:

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Description:

Narrator: Meet Luke.

Luke: Hi, I'm Luke.

Narrator: He's an ordinary high school kid, an ordinary high school kid who has a disability.

Notes: _____



Description:

And not long from now, he's going to graduate.

Luke: Yeah!

Notes: _____

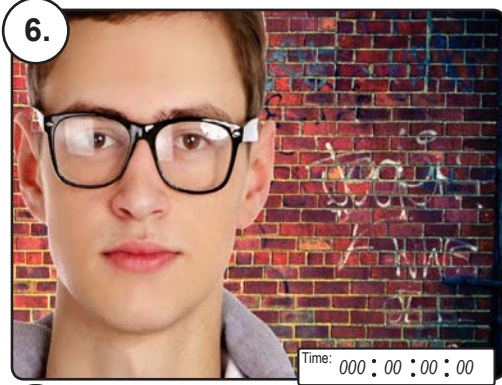


Description:

Narrator: But Luke's about to learn that there's more to graduation...and the transition from high school...than just getting a diploma.

[Record Scratch]

Notes: _____



Description:
Luke: Wait. What?

Notes: _____



Description:

Notes: _____



Description:
Narrator: Maybe Luke will decide to go to college.

Notes: _____



Description:
Luke: Hhhmm, I don't know.

Notes: _____

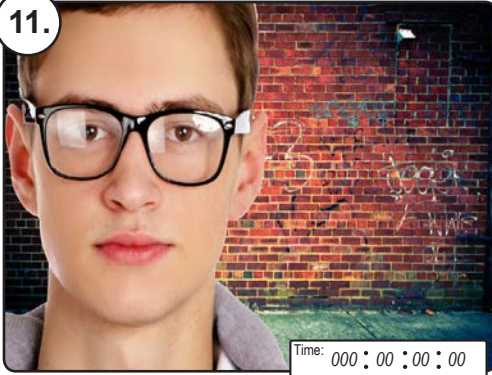


Description:
Narrator: Or get a job.

Luke: That's good. A job is good. Or college. Not sure.

Notes: _____

11.



Description:

Narrator: But he's going to have to do a lot more.

Luke: Uh-oh, this doesn't sound...

Notes: _____

12.



Description:

Narrator: He's going to need to know how to find a place to live that's right for his needs.

Luke: I don't know how to do that.

Notes: _____

13.



Description:

Narrator: And he's going to need to learn about self-advocacy, sticking up for himself in his everyday life.

Luke: Well, I...

Notes: _____

14.



Description:

Narrator: And learn a lot of things about living life on his own.

Luke: Oh, man.

Narrator: But he won't have to do it alone.

Notes: _____

15.



Description:

Luke: What a relief!

Notes: _____

16.



Description:

Narrator: Besides the support he'll get from his family,

Notes: _____

17.



Description:

there are services and programs in his community Luke knows nothing about.

Luke: Hey, you don't have to rub it in.

Notes: _____

18.



Description:

Narrator: Fortunately for Luke, his school is learning the importance of transition planning...

Luke: What is that?

Narrator: Can I finish?

Luke: Sorry.

Notes: _____

19.



Description:

Narrator: Transition planning, the assistance offered by teachers and

Notes: _____

20.



Description:

school personnel to help students like Luke

Notes: _____

21.



Description:

select appropriate goals and develop the skills to achieve them.

Notes: _____

22.

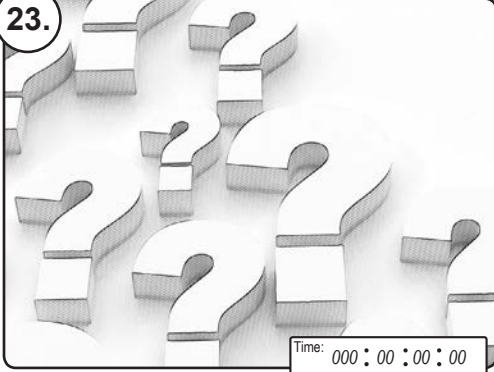


Description:

Luke: Okay, got it.

Notes: _____

23.

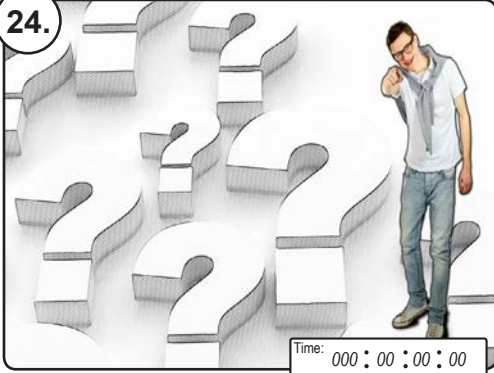


Description:

Narrator: But what is that assistance exactly? How is it offered? And why is it so important, especially for students like Luke? Luke's about to find out.

Notes: _____

24.

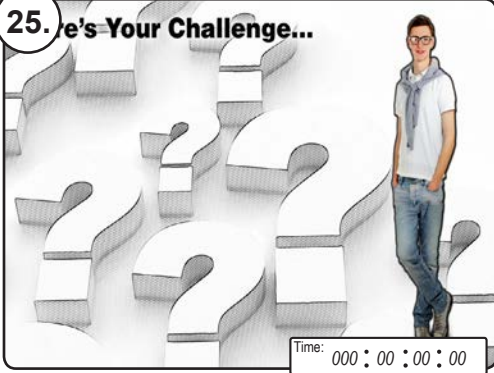


Description:

Luke: Can't wait.

Notes: _____

25. Here's Your Challenge...



Description:

Narrator: Here's Your Challenge...

Luke: Hey, can I do this part?

Narrator: Uh, sure.

Luke: Thanks. Here's Your Challenge...

Notes: _____

26. It's Your Challenge...

What is secondary transition and why is it important for students with disabilities?

Time: 000 : 00 : 00 : 00

Description:

What is secondary transition and why is it important for students with disabilities?

Notes: _____

27. It's Your Challenge...

What is secondary transition and why is it important for students with disabilities?

What can school personnel do to help these students in the transition planning process?

Time: 000 : 00 : 00 : 00

Description:

What can school personnel do to help these students in the transition planning process?

Narrator: Good Job.

Notes: _____

28.

Time: 000 : 00 : 00 : 00

Description:

Notes: _____

29.

Time: 000 : 00 : 00 : 00

Description:

Notes: _____

30.

Time: 000 : 00 : 00 : 00

Description:

Notes: _____
