



Description:
In this Module, you will meet three high school students with disabilities who are beginning to make decisions about their futures.

Notes: _____



Description:
Each student has different strengths, needs, and interests.

Notes: _____



Description:
Hi, I'm Marie. I can't wait 'til I get to college!

Notes: _____



Description:
Marie has an intellectual disability. She attended a summer program for students with intellectual disabilities at a nearby college

Notes: _____



Description:
through a partnership between the college and local school districts.

Notes: _____



Description:
She liked it so much, she wants to go to that college when she finishes high school in a few years.

Notes: _____



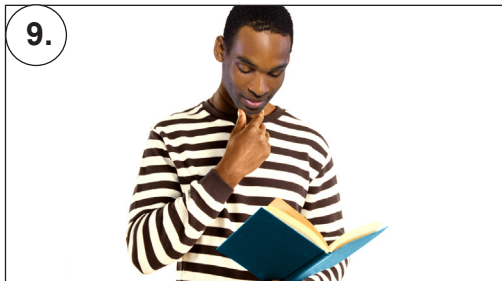
Description:
Hi, I'm Cooper, and I am heading out to work.

Notes: _____



Description:
I can't wait to get out of school because I like cooking better than studying.

Notes: _____



Description:
Cooper is a senior in high school and has a learning disability.

Notes: _____



Description:
Through a school-community partnership, he has a part-time job prepping food and bussing tables at a local eatery.

Notes: _____



Description:

Hi, I'm Kayla. I don't know what I want to do after school.

Notes: _____



Description:

Maybe work and maybe get my own apartment or share one with a roommate. I might take a few classes at the community college.

Notes: _____



Description:

Kayla is a high school junior.

Notes: _____



Description:

Although her cognitive skills are strong, she has a physical disability that affects her speech and limits her ability to perform activities such as dressing, carrying her lunch tray, or taking notes in class.

Notes: _____



Description:

Whatever path she takes, Kayla will require some type of support to help her be successful.

Notes: _____



16.

Description:

As you can see, these students have different interests and goals for their lives once they leave high-school.

Notes: _____

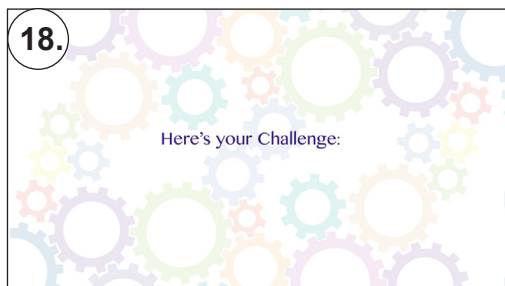


17.

Description:

Marie wants to go to college, Cooper wants to get a full-time job as a cook or a chef, and Kayla wants to explore her options. For each of these students, a range of supports can help meet their needs. In many cases, these services are provided by agencies other than the school and are therefore unfamiliar to students and their families.

Notes: _____

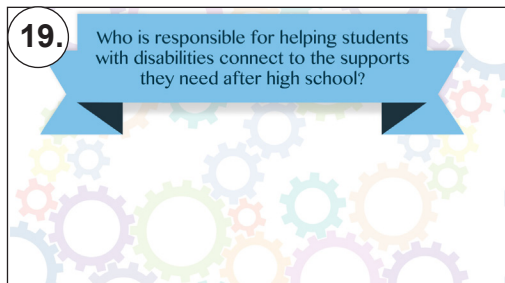


18.

Description:

Here's your Challenge.

Notes: _____

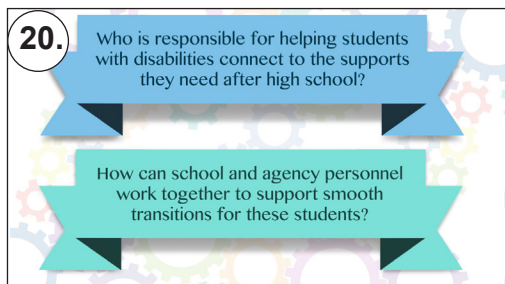


19.

Description:

Who is responsible for helping students with disabilities connect to the supports they need after high school?

Notes: _____



20.

Description:

How can school and agency personnel work together to support smooth transitions for these students?

Notes: _____
