



Description:
Secondary Transition: Student-Centered Transition Planning

Notes: _____



Description:
For the 7 years Mr. Longoria has taught special education at Central High School, he has seen many, students

Notes: _____



Description:
make the transition to employment or further education.

Notes: _____



Description:
He always believed himself to be somebody who did student-centered planning

Notes: _____



Description:
just by having some of his students attend their individualized education program or IEP meetings.

Notes: _____



Description:
 Recently, however, Mr. Longoria attended a training on student-centered transition planning, and he now recognizes his belief as a common misconception.

Notes: _____



Description:
 He has become convinced that, with assistance, some of his students could take on a more prominent role in their IEP meetings and the overall planning process.

Notes: _____



Description:
 This said, Mr. Longoria is a bit skeptical that all of his students could handle this added responsibility. In particular, he wonders this about two of his students,

Notes: _____



Description:
 Donzaleigh

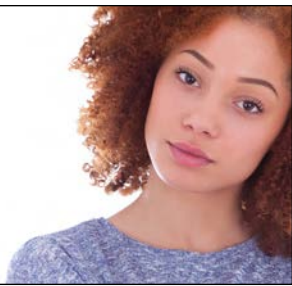
Notes: _____



Description:
 and Jeremy.

Notes: _____

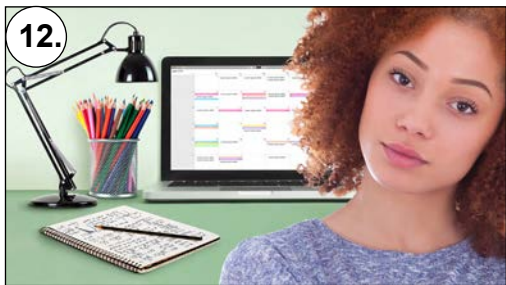
11.



Description:
Donzaleigh is an eleventh-grader with a mild learning disability in reading and an articulation disorder.

Notes: _____

12.



Description:
She has strong math and organizational skills

Notes: _____

13.



Description:
and wants to be a fashion designer when she leaves school.

Notes: _____

14.



Description:
Mr. Longoria knows that Donzaleigh does not like to initiate conversation or talk in front of groups because of her articulation disorder.

Notes: _____

15.



Description:
Because of this, he anticipates that she would find addressing a group of adults in her IEP meeting an uncomfortable experience.

Notes: _____



16.

Description:
Jeremy is a ninth-grader who has an intellectual disability.

Notes: _____



17.

Description:
When he gets out of school, Jeremy wants to work with animals.

Notes: _____



18.

Description:
Though he enjoys school, he struggles in most academic subjects.

Notes: _____



19.

Description:
Jeremy loves socializing with his peers and teachers alike and seems unaware that he even has a disability that requires supports.

Notes: _____



20.

Description:
Mr. Longoria knows that Jeremy has a difficult time staying focused and does not have much interest in talking about school subjects.

Notes: _____



21.

Description:
 He further wonders how Jeremy will react when the IEP team starts discussing his disability.

Notes: _____



22.

Description:
 Mr. Longoria wonders whether Donzaleigh and Jeremy have the skills to be active participants in the transition planning process.

Notes: _____



23. Supports

- _____
- _____
- _____
- _____
- _____

Description:
 He further begins to question what supports need to be in place to facilitate their participation.

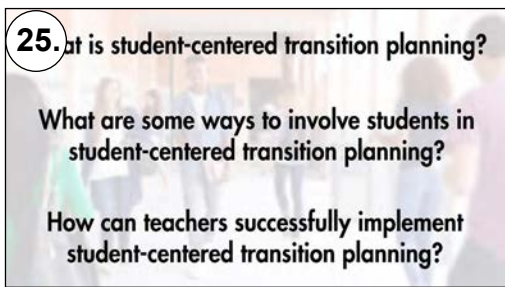
Notes: _____



24.

Description:
 Here is your Challenge:

Notes: _____



25. What is student-centered transition planning?

What are some ways to involve students in student-centered transition planning?

How can teachers successfully implement student-centered transition planning?

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 How can teachers successfully implement student-centered transition planning?

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