



WHAT IS TRANSITION?

Transition is moving from one situation or experience to another. In your case, transition would be the process of moving from a high school student to an adult member of your community. Becoming an adult means that you will have a lot of questions to think about. The first step is to imagine yourself after high school. Where do you see yourself working? Where do you see yourself living? Talk with your family, teachers and friends to help you answer those questions. Once you have a picture in your mind, it is time to plan for your future.



WHEN DOES TRANSITION PLANNING BEGIN?



You should begin transition planning by age 14 or earlier if needed. This is the time at your IEP to decide on the type of courses, academic or vocational, that will help you prepare for your future. When you are 16 your IEP will describe the instruction, community experiences, related services and adult living and employment activities that will help you achieve your after high school goals.



This information will help you and your IEP team set goals for reaching your dreams.



CATCH THE DREAM

Q: What is your vision for your future?

Q: What skills do you have to help you reach your goals?

Q: Describe the career exploration activities in which you have participated.

Q: What classes are you taking to help you prepare for your future?

Q: What community experiences have prepared you for your future?

Q: Describe the work experiences in which you have participated.

WHAT AREAS SHOULD TRANSITION PLANNING ADDRESS WITHIN THE IEP?

- ★ Your strengths and weaknesses.
- ★ How your disability affects your school, home and community activities.
- ★ The kind of work you will do.
- ★ The kind of education you need.
- ★ How you make friends and spend your free time.
- ★ How you spend your money.
- ★ How you will stay healthy.
- ★ Where you will live.
- ★ Your rights and responsibilities.



WHO WOULD YOU INVITE TO YOUR IEP?



LIST:

- ★ My Parent or Guardian
- ★ My Regular Ed. Teacher
- ★ My Special Ed. Teacher
- ★ School District Administrator
- ★ Agency Representative
- ★ Other
- ★ Other

WHO IS INVOLVED IN TRANSITION PLANNING?

You are a member of your IEP team, as well as your parents, teachers, school counselors and agency representatives. You may also want to invite other people (such as relatives, friends, advocates, employers or neighbors) to your IEP meeting.



WHAT IS MY ROLE ON THE TEAM?

Your role on the IEP team is to advocate for yourself. Being a self-advocate means using the information you have gathered about yourself to tell the team what you would like to include in your IEP. You may want to gather information from tests, letters, evaluations, reports, work experiences, previous IEPs, and your own personal experiences. It will be helpful to have your information organized before you go to your IEP meeting.

Remember to speak clearly and loud enough to be heard. You can practice at home or in school what you are going to say at the meeting so you can feel more confident.



★ PULL HERE ★

WHAT IS TRANSITION PLANNING?

Transition planning takes place during the Individualized Education Program (IEP) process. This is the time when you share your plans for after you leave high school with your IEP team. The IEP process can also provide a wonderful opportunity for your team to gather information about your skills. You can participate in career awareness or exploration experiences, work experience programs, school-to-career projects, community-based instruction and high school classes. The information from these different experiences will provide you, your family and school staff with the information needed to develop your transition activities.





HOW DO I PREPARE FOR THE MEETING?

- Invite the people you want to help you.
- Practice talking about the things that are important to you.
- Make notes about any questions you want to ask.
- Review your IEP from last year and any previous transition planning.
- Ask the school for any special help you may need at the meeting such as an interpreter or note taker.
- Write main points on 3 by 5 index cards to help you remember them.
- Practice with friends or family.



WHAT ARE MY RIGHTS AND RESPONSIBILITIES?

It is important to understand that you have rights and responsibilities. The Individuals with Disabilities Education Act of 2004 (IDEA) is the federal legislation that guarantees your right to a Free Appropriate Public Education (FAPE) while you are in school.

The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act (Section 504), and the Family Educational Rights and Privacy Act (FERPA) are additional laws that protect your rights as an individual with a disability.

You also have responsibilities to advocate for your future while you are still in school and after you leave high school. Self-advocacy is especially important once you enter in the work setting or attend college. As you learn more about yourself and the laws that protect you, you will become a better self-advocate. For more information about your rights and responsibilities ask your parents, teachers, advocates and friends.



"TODAY'S DECISIONS IMPACT TOMORROW'S FUTURE"

If you or your parents have questions about Transition Planning contact Nevada PEP or the Nevada Department of Education.

The information included in this brochure has been taken from "Where Am I Going? How Will I Get There?" - A Guide to Creating your Future Through Transition Planning.



HELPFUL TELEPHONE NUMBERS

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Catch Your Dream



A STUDENT'S GUIDE TO TRANSITION PLANNING.