

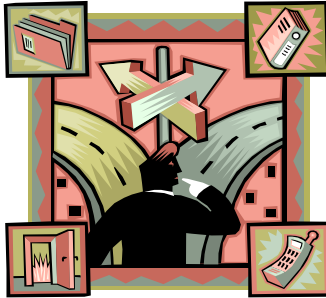
TRANSITION: It's About YOU!!



This booklet belongs to:

TODAY

is the first day of the rest of your life.
Start planning **NOW** so **YOUR FUTURE**
is the best it can be!



This handbook was created to help **YOU** plan for **YOUR FUTURE**. As you read through it and complete the pages, the handbook will help you begin thinking about and making plans for your "transition" from school into the "real world". There are many people along the way who are willing to assist you such as your family members, teachers, school staff, community agency representatives, and others.

If you want additional information after completing this handbook, please ask your teacher or a counselor at your school. You may also contact the Transition Coordinator at Lapeer County Intermediate School District by phone at (810) 245-3993 or by e-mail at kkrefeld@lcisd.k12.mi.us to find out more. Don't be afraid to ask questions, try new things, and explore options. That is how everyone learns.

Most of all, have fun and become the person you want to be!

Krista L. Krefeld, MA
Transition Coordinator
Lapeer County Intermediate School District

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What Is Transition?

Transition means "a process of changing from one place to another" (Webster's II New Riverside Dictionary). While transition occurs at many times and in many ways during a person's life, the school refers to "transition" as a way of helping students with disabilities move from school to adult life and employment successfully. Transition planning helps YOU, the student, to begin to plan and prepare for YOUR FUTURE.

Transition planning is a **TEAM** effort that includes:

- YOU - the Student
- Your Family
- School Staff
- Representatives from Adult Community Agencies

Transition plans are required by a federal law called the **Individuals with Disabilities Education Act (IDEA)**, so schools must help you with your transition planning.

Transition planning is:

- Coordinated by the school
- Individualized by using information from YOU, your family, and the school staff
- Discussed as part of the **Individualized Education Program (IEP)**
- Reviewed every year
- Based on your needs, interests, preferences (likes), strengths (what you are good at doing and like about yourself), and your future goals
- Shared responsibilities by YOU, your family, school staff, and community agencies

So, why should you care about your transition planning or participating at your IEPT meeting?

Because it is about YOU and YOUR FUTURE!!

YOU should make choices, decisions, and goals about YOUR LIFE. It is your right and your responsibility. Know yourself! Know your rights! Respect yourself! Make decisions! Make goals! Speak up for yourself!

Who Is Transition For?

According to Michigan Law, all students who receive special education services (classes or other help from a teacher consultant or other providers) must begin planning for transition services by age 14 years. Transition planning continues until the student graduates or completes school. It is very important that YOU are involved in this planning process. Why?

Because transition planning is about
YOU and YOUR FUTURE!!



You will be invited to your Transition Individualized Education Program Team (IEPT) meeting and should receive an invitation. Other people such as teachers, school staff, your parents and/or other family members, and people from community agencies will also be invited. During the meeting, you will be asked questions about your interests, preferences (likes), strengths (what you are good at doing), dreams, and goals for the future. If you do not attend the meeting, the school must make sure that they share your input and ideas.

At the IEPT meeting, an Individualized Education Program (IEP) will be developed to help YOU reach your goals. Your IEP will include an entire page on transition. The Team will help YOU develop goals for the upcoming school year and determine what services and help you may need to accomplish those goals.

Who Is Involved In The Transition IEPT Meeting?

YOU!!

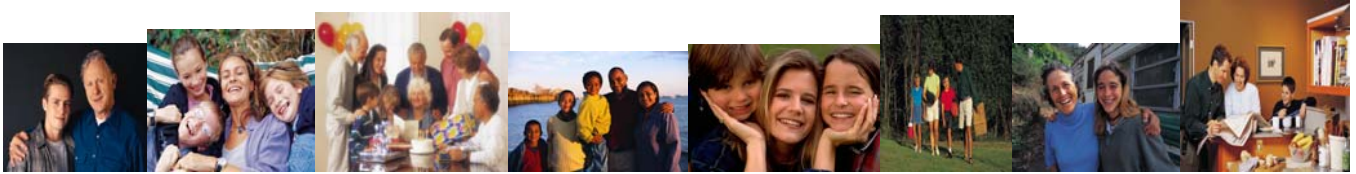


It's your right to attend your Transition IEPT meeting and participate.

YOU Need To:

- Think about what YOU want for YOUR FUTURE - You can complete the Know Yourself Worksheet, the Transition Questionnaire, and the Transition Goals Worksheet in this booklet to help you prepare for your IEP - the following are some sample questions for you to think about:
 - Where do you want to live as an adult?
 - What type of job would you like to have?
 - Would you like to go to college or get vocational training?
 - What activities do you want to be involved in?
 - What hobbies do you want to have?
- Invite people to the IEPT meeting who will help YOU plan for YOUR FUTURE
- Tell the Team your opinions, ideas, and goals
- Identify your needs and realistic goals in each of the four areas - adult living, career/employment, recreation and community participation, and further training/education
- Ask questions about things you don't understand
- Share any feelings or information you feel is important to the meeting
- Do the activities written on your Transition IEP Plan

Your Family



Your Family Needs To:

- Invite people to the Transition IEPT meeting to help YOU plan for YOUR FUTURE
- Help YOU prepare for the Transition IEPT meeting by asking YOU questions and encouraging YOU to express your ideas
- Come to your Transition IEPT meeting
- Give ideas about what they believe you need in the four areas - adult living, career/employment, recreation and community participation, and further training/education
- Do the activities they said they would do on your Transition IEP Plan

School Staff



School Staff Need To:

- Give YOU and your family information about transition plans and community agencies and resources available to help you meet your needs
- Provide YOU with information about how you are doing in school - What are some of the areas you are good at? What are some areas you need help in? What are some of the skills you need to develop to be a successful adult?
- Help YOU write your Transition IEP Plan
- Tell YOU and your family about your rights and responsibilities when you turn 18 years old
- Make sure that your Transition IEP is reviewed every year
- Do the activities they said they would do on your Transition IEP Plan

Community Agencies



Community Agencies May:

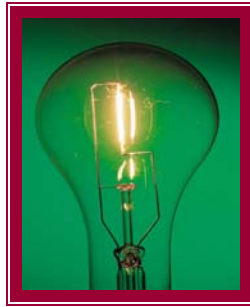
- Attend your Transition IEPT meeting when invited
- Help write the Transition Plan while you are in school
- Give you and your family information about the agency and the services the agency provides
- Do the activities they said they would do on your Transition IEP Plan

Who Are Some of the Community Agencies?

- Blue Water Center for Independent Living
- College and Vocational Trade Schools
- Department of Human Services (Formerly FIA)
- Growth & Opportunity
- Housing Development Commission
- Job Corps
- Lapeer County Community Mental Health
- Lapeer Team Work
- Michigan Rehabilitation Services
- MI Works!

What Should YOU Do BEFORE The IEPT Meeting?

Transition will be discussed at your IEPT (Individualized Education Program Team) meeting. It is important that you prepare BEFORE the meeting. The following are some ways you can prepare yourself:



- ✓ Think about people you would like to invite to your Transition IEPT meeting and tell your teacher
- ✓ Ask your teacher, counselor, and parents what the meeting will be like
- ✓ Look over the transition page of the IEP form - (included in this booklet)
- ✓ Think about your future plans and write your transition goals in each of the four areas of transition - adult living, career/employment, recreation and community participation, and further training/education (worksheet included in this booklet)
- ✓ Complete the Know Yourself Worksheet and Transition Questionnaire (included in this booklet) by yourself or with a teacher or counselor
- ✓ Think about and create goals for YOUR FUTURE!!

What Happens At The Transition IEPT Meeting?

Your Transition IEPT meeting may occur sometime before, during, or after school. There may be only a few people at the meeting or there may be many people at your meeting to discuss and plan for YOUR FUTURE.

So, what will happen at the Transition IEPT meeting?

- Everyone should introduce themselves
- Everyone will need to sign the IEP form
- Your teacher or counselor will ask YOU about YOUR FUTURE plans after high school in the areas of:
 - ✓ Adult Living - Where do you want to live after high school? Do you have the skills needed to live on your own?
 - ✓ Employment (Career or Job) - What kind of job or career would you like to have after high school?
 - ✓ Recreation and Community Participation - What are your hobbies and interests? What types of fun activities would you like to be involved in?
 - ✓ Further Education or Vocational Training (School) - Do you plan to go to college or a trade school after high school?
- The TEAM - including YOU - will talk about what you need in order to help you reach YOUR GOALS.

You may talk about these items in the area of:

Adult Living/Daily Living

- ❑ Where you want to live - visiting apartments and homes
- ❑ Mobility/Transportation - learning how to get around in your community
- ❑ Driver's Education/Driver's License
- ❑ Identification (ID) Cards
- ❑ Citizenship (registering to vote, Selective Service, etc.)
- ❑ Adult Rights and Responsibilities
- ❑ Finances and Budgeting
- ❑ Cleaning
- ❑ Cooking
- ❑ Grocery Shopping
- ❑ Clothes Shopping and Laundry
- ❑ Personal Hygiene
- ❑ Insurance Issues
- ❑ Doctor/Dental/Other Appointments
- ❑ Parenting/Child Care
- ❑ Guardianship and Estate Planning

People and agencies who may help you in this area may include:

- ❑ ARC of Michigan
- ❑ Blue Water Center for Independent Living
- ❑ Department of Human Services (Formerly FIA)
- ❑ Family Court
- ❑ Human Development Commission
- ❑ Lapeer County Community Mental Health
- ❑ Lapeer County Health Department
- ❑ Lapeer County Intermediate School District
- ❑ Michigan Commission for the Blind
- ❑ Parents
- ❑ School Staff

You may talk about these items in the area of:

Career/Employment

- ❑ Vocational Testing
- ❑ Vocational Training
- ❑ Work Study/Co-op
- ❑ Job Shadowing
- ❑ Career Exploration
- ❑ Employment Skills
- ❑ Community Based Instruction (CBI)/Work-Based Education (WBE)
- ❑ Michigan Rehabilitation Services
- ❑ Jobs

People and agencies who may help you in this area may include:

- ❑ School Guidance Counselor
- ❑ Growth & Opportunity
- ❑ Lapeer County Intermediate School District
- ❑ Lapeer County Community Mental Health
- ❑ Lapeer Team Work
- ❑ Michigan Rehabilitation Services
- ❑ MI Works!
- ❑ Parents
- ❑ School Staff

You may talk about these items in the area of:

Recreation and Community Participation

- ❑ Activities with friends
- ❑ Relationships with others
- ❑ Counseling
- ❑ School Clubs
- ❑ Church Groups
- ❑ Community Groups
- ❑ Special Olympics
- ❑ Fitness
- ❑ Sports
- ❑ Hobbies
- ❑ 4-H Club
- ❑ Community Service Projects

People and agencies who may help you in this area include:

- ❑ ARC of Michigan
- ❑ Blue Water Center for Independent Living
- ❑ Friends
- ❑ School Guidance Counselor
- ❑ Lapeer Community Center
- ❑ Lapeer County Community Mental Health
- ❑ Michigan State University Extension
- ❑ Parents and relatives
- ❑ People at your church
- ❑ Special Olympics
- ❑ Sports Coach/Athletic Director

You may talk about these items in the area of:

Further Education/Training

- ❑ Education Development Plan (EDP)
- ❑ Number or type of credits needed to graduate
- ❑ Attendance
- ❑ Tutoring
- ❑ Study skills
- ❑ Class Schedule
- ❑ Grades
- ❑ Service Learning
- ❑ Taking the ACT or SAT
- ❑ Career and Technical Education Classes
- ❑ College
- ❑ Adult Education
- ❑ Trade/Vocational School
- ❑ MCTI (Michigan Career and Technical Institute)
- ❑ Military Service

People and agencies who may help in this area may include:

- ❑ College Special Needs Counselor
- ❑ School Guidance Counselor
- ❑ Lapeer County Intermediate School District
- ❑ Michigan Rehabilitation Services Counselor
- ❑ Military Recruiter
- ❑ Parents
- ❑ School Staff

What Should YOU Do AFTER The IEPT Meeting?

After the IEPT meeting, you should:

- ✓ Ask for a copy of your IEP/Transition Plan. Keep it in a notebook or file with other important school papers (for example: your Education Development Plan (EDP), any vocational testing or career assessments, report cards, etc.)
- ✓ Work on the activities you agreed to work on at the IEPT meeting.
- ✓ Ask any questions that you may have about your IEP/Transition Plan or anything discussed at the meeting. Talk with your teachers, parents, guidance counselor, or other individuals that were at the meeting.



Self-Determination Skills

What is Self-Determination?

Self-Determination is directing **your own life**, running **your own life**, making decisions about **your own life**.

How does one become Self-Determined?

1. Know Yourself

Know your likes and dislikes, your interests, the things you do well and the things you need help with, activities you enjoy and those you don't like to do, your goals, and your dreams. You are unique! **YOU are IMPORTANT!!**

2. Know Your Rights

Know your rights as a citizen, as a worker, as a student, as a consumer of services, as a tenant (someone who rents a place), and as a resident in a home. Know what is fair. Know how your rights are protected and what to do if there is a problem.

3. Respect Yourself

Know that **YOU are IMPORTANT!!** You have value and something to offer your family, your friends, your school, your community, and your employer. Know that you deserve to be treated fairly, with respect, and have all of your rights.

4. Make Decisions

Decide what you want to do each day and decide what **YOU** want to do with **YOUR LIFE**. Decide with whom you will spend time, what you want to learn, what kind of help you may need, and many other things. Understand the responsibilities that come with making decisions.

5. Make Plans and Goals

Plan your day, your week, **YOUR LIFE**. Choose **YOUR GOALS** and figure out steps to reach them.

6. Speak Up For Yourself

Tell people about yourself, your rights, your decisions and your plans. Remember, it is **YOUR LIFE** and **YOU are IMPORTANT!!**

Steps To A Self-Directed IEPT Meeting

1. Begin your IEPT meeting by stating the purpose of the meeting, which should include transition.
2. Have everyone at the meeting introduce themselves.
3. Review your past goals and progress.
4. Talk about your interests, hobbies, preferences (likes), strengths (what you are good at and what you like about yourself), and your future goals. Use the "Knowing Yourself" worksheet from this booklet.
5. Ask for others' feedback about your strengths (areas in which you do well) and weaknesses (areas where you need improvement or you may need assistance).
6. Discuss academic and transition goals. Use the Transition Goals worksheet from this booklet.
7. Look at different options - be creative!
8. Ask questions if you don't understand.
9. Tell the team what support and assistance you will need to achieve your goals.
10. Summarize your goals.
11. Close the meeting by thanking everyone.
12. Promise out loud to work on your IEP goals all year and DO IT!!

Adapted from *Self-Directed IEP Student Workbook*
Center for Educational Research, University of Colorado at Colorado Springs

Know Yourself

I AM IMPORTANT!!



"Since everybody is an individual, nobody can be you. You are unique." -Eleanor Roosevelt

List as many ideas as possible for each area.

I like to spend my free time:

My favorite foods are:

My favorite music and bands are:

My favorite television shows and movies are:

My friends include:

Activities I like to do by myself or with friends include:

The things I like most about my friends are:

The things I dislike or would change about my friends are:

The qualities I look for in a friend are:

The best qualities about me are:

Some of the things I would change about myself are:

Some of the things I do well are:

Some of the things I need help with are:

**My favorite person in the whole wide world is:
Why?**

When I feel stressed out, I do the following things to calm myself:

Things I like about school:

Things I don't like or would change about school:

Some of the things that help me concentrate when I am reading, studying, or writing are:

**My favorite subject/class at school is:
Why?**

**My least favorite subject/class is:
Why?**

**The person I would most like to be like is:
Why?**

**The career/job I am most interested in doing as an adult is:
Why?**

Something I would like to accomplish in my lifetime is:

The thing I am most proud about myself is:

Know Your Rights - Questionnaire

QUESTIONNAIRE

Circle T (True) or F (False) for each statement listed.

- T F You have a right to a free public education
- T F Transition planning looks at your goals for your future
- T F You do not have a right to help write your IEP and transition plan
- T F You have a right to be educated in a Least Restrictive Environment
- T F You do not have a right to have accommodations based on your disability in the school or in the workplace
- T F Accommodations made during high school are the same at schools you might attend after high school graduation (ex. College, Trade School, etc.)
- T F Reaching the age of majority means that you have a whole new set of rights and responsibilities
- T F You have a right to rehabilitation services from Michigan Rehabilitation Service only while you are in school
- T F Self-determination means having other people run your life for you
- T F The age of majority is 21 years old
- T F You should participate at your IEPT meeting because it is about YOU and YOUR FUTURE

Know Your Rights

STUDENT RIGHTS

According to Michigan Law,
you reach the **age of majority** on your **18th** birthday.
You are then considered an **adult!**

The Individuals with Disabilities Education Act (IDEA), requires this: If you are a student with a disability who receives services to assist you in school, all rights and responsibilities covered by this law are transferred to you at age **18** years. The school must notify your parents and you of that transfer of rights. If the court has given you a guardian, this individual will assist you with those rights and responsibilities of the IDEA law.

Every year you will continue to meet with your TEAM to develop your Individualized Educational Program (IEP), which includes transition plans. Your parents have been doing this with you for several years, but now you will have a new role as a young **adult**. Your parents will still receive notices and may attend meetings if invited by you or the school, but it is now your job to speak for yourself and to make decisions about your school services.

Reaching the age of majority means you have a whole new set of rights and responsibilities.

Be sure to talk with your teachers, counselor, and parents about your rights and responsibilities. Ask questions. Remember, it is about

YOU and YOUR FUTURE!!

Make Decisions

Every day YOU make decisions that impact your life.

YOU can try to avoid them, but it is inevitable.

"We can try to avoid making choices by doing nothing but even that is a decision." - Gary Collins

How To Make A Decision

1. State/Write the problem.
2. Brainstorm/List all of the options you can think of to solve the problem. Ask others for ideas if you need help. Keep only the options that are realistic.
3. Think of pros (positives) and cons (negatives) that would happen with each option. Ask yourself, "What would happen if.....?" Get more information about your options if needed.
4. Talk to someone you trust and who makes good decisions and get advice if you want or need some help.
5. Pick a solution that will best solve your problem and works best for you.
6. Put your decision to work!

REMEMBER

- * If at first you don't succeed, try and try again!
 - * Learn from your mistakes
 - * Your decisions affect others!

Make Decisions - Worksheet

1. Write/ State the problem:

2. Brainstorm/List options to solve the problem (think of as many as possible) - Circle those options that are realistic:

3. List the pros and cons for each circled option:

Pros (Positives)

vs.

Cons (Negatives)

4. List of people who I trust and who make good decisions.

5. Would I like to get advice from a person I trust? ___yes or ___no
If yes, what advice did they give me?

6. The best solution for me is:

Now I am going to get out there and do it!!

Make Goals

"Goals determine what
YOU are going to be."
Julius Erving

"The most important
thing about goals is
having one."
Geoffry F. Albert



"In life, as in football,
you won't go far unless
you know where the
goalposts are."
Arnold H. Glasgow

How To Set Goals

1. Write/State your *GOAL*
What do you want to achieve? Think through the statement, "What I want to happen is..."
2. List all of the steps to reach your goal
Think of all the things that need to happen to reach your goal - ask other people for ideas if you are having difficulty coming up with them on your own
3. Decide who is to do each step and when they will do it (timeline) - be sure to include YOU!
4. Write out your Goals and Steps - be sure to be clear and specific!

"Your goals are the road maps
that guide you and show you
what is possible for YOUR
LIFE."
Les Brown



"Without goals and
plans to reach them,
you are like a ship that
has set sail with no
destination."
Fitzugh Dodson



Make Goals - Transition Questionnaire

This information will be used to help YOU plan your transition from _____ High School.

YOU are an important part of the planning. Complete this survey with help from your teacher, counselor, or parents if needed.

Be sure to bring this survey to your IEPT meeting.

Career/Employment

1. What jobs have you already had?

2. What type of volunteer jobs or community service have you done?

3. What are some of the chores you do at home?

4. What type of job would you like to have after high school?

5. What type of career(s) are you interested in?

6. What type of career exploration and/or vocational testing have you done in school? (Be sure to keep copies of any testing in your personal file)

Career/Employment Continued

7. Check all areas that you would like to learn more about:

- Job/Career Exploration Resume Writing Interviewing Techniques
 Assistive Technology Work Experiences/Job Shadowing
 Employment Skills Job Training Vocational/Career Counseling

Adult Living/Daily Living Skills

1. Where do you want to live after high school? (Check one)

- with family on your own (apt, house, with friends)
 supported living other (specify)

2. What do you need to do to make living arrangements? Will you need help?

3. Check all of the following you have done on your own:

- | | |
|---|---|
| <input type="checkbox"/> made a grocery list | <input type="checkbox"/> gone to the post office |
| <input type="checkbox"/> shopped for groceries | <input type="checkbox"/> shopped for clothes |
| <input type="checkbox"/> planned a meal | <input type="checkbox"/> washed and dried laundry |
| <input type="checkbox"/> cooked/prepared a meal | <input type="checkbox"/> gone to the library |
| <input type="checkbox"/> ordered at a restaurant | <input type="checkbox"/> got a haircut |
| <input type="checkbox"/> paid at a restaurant/for groceries | <input type="checkbox"/> explored insurance needs |
| <input type="checkbox"/> opened savings/checking acct. | <input type="checkbox"/> used public transportation |
| <input type="checkbox"/> balanced a checkbook | <input type="checkbox"/> made appointments |
| <input type="checkbox"/> managed money/paid bills | <input type="checkbox"/> went to doctor/dentist |
| <input type="checkbox"/> completed housing application | <input type="checkbox"/> filled a prescription |
| <input type="checkbox"/> obtained Driver's License/ID | <input type="checkbox"/> signed up for utilities |
| <input type="checkbox"/> taken care of a pet | <input type="checkbox"/> gone to the Rec Center |
| <input type="checkbox"/> washed dishes/used dishwasher | <input type="checkbox"/> learned about purchasing a car |
| <input type="checkbox"/> cleaned toilet/tub/sink | <input type="checkbox"/> vacuumed carpets/swept floors |
| <input type="checkbox"/> created a budget | <input type="checkbox"/> filed taxes |

4. Which of these skills do you need more information about?

Education/Training

1. What education/training do you plan to get after high school? (Please check all that interest you)

_____adult/community education

_____armed forces

_____vocational training

_____trade school

_____local college

_____college or university

_____none

2. If you are interested in getting further education/training after high school, please answer the following:

Where do you want to attend?_____

What would you like to study?_____

3. If you are interested in getting further education/training after high school, please check all of the following areas you will need assistance with:

_____get information and explore admission requirements

_____visit campus(es) and meet with student support services

_____put together necessary documentation for accommodations

_____get information about ACT or SAT tests

_____research scholarship opportunities

_____obtain, complete and submit applications for financial aid and tuition assistance

_____obtain, complete and submit applications to colleges/programs of choice

_____learn about rights under the Americans with Disabilities Act

4. What types of accommodations will you need to be successful?

Related Services

1. Check the agencies you know about and the services they offer:

_____ Blue Water Center for Independent Living

_____ Department of Human Services (Formerly FIA)

_____ Lapeer County Community Mental Health

_____ Michigan Rehabilitation Services

_____ Michigan Works!

2. The following are other agencies I would like to learn about:

Recreation and Fun

1. Check all of the activities you participate in:

- sports/fitness - If so, which one(s)? _____
- clubs - If so, which one(s)? _____
- music lessons/band /choir - If so, which type(s)? _____
- church group
- fine arts (painting, drawing, theater, drama, dance, etc.)
- hobbies - If so, what are they? _____
- camping/traveling
- community events - If so, which one(s)? _____
- community service/volunteering - If so, what do you do? _____

2. Do you do things with friends outside of high school? yes no
If yes, what do you do? How often?

Community Participation and Involvement

1. What type of ID do you have? (Please check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> school id | <input type="checkbox"/> State of Michigan ID |
| <input type="checkbox"/> driver's license | <input type="checkbox"/> voter's registration (18yo) |
| <input type="checkbox"/> birth certificate | <input type="checkbox"/> social security card |
| <input type="checkbox"/> selective service registration | <input type="checkbox"/> other (please specify) _____ |

2. What type of transportation do you use?

- parents/friends public (GLTA, Mid-Valley, Taxi) own car

3. Which of these places can you find in your community?

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> post office | <input type="checkbox"/> doctor/hospital | <input type="checkbox"/> bank |
| <input type="checkbox"/> clothing store | <input type="checkbox"/> grocery store | <input type="checkbox"/> library |
| <input type="checkbox"/> laundromat | <input type="checkbox"/> police station | <input type="checkbox"/> restaurant |
| <input type="checkbox"/> MI Works! | <input type="checkbox"/> Health Department | <input type="checkbox"/> courthouse |
| <input type="checkbox"/> Secretary of State | <input type="checkbox"/> Department of Human Services (Formerly FIA) | |
| <input type="checkbox"/> Community Mental Health | <input type="checkbox"/> Blue Water Center for Independent Living | |

Make Goals - My Transition Goals

Name: _____ Date: _____

I AM GOING TO BE SUCCESSFUL!

Education

My goal is:

Steps to take (Including names of people to help me):

Timeline:

Employment

My goal is:

Steps to take (Including names of people to help me):

Timeline:

Adult/Daily Living

My goal is:

Steps to take (Including names of people to help me):

Timeline:

Recreation and Community Participation

My goal is:

Steps to take (Including names of people to help me):

Timeline:



"Shoot for the moon, even if you miss, you'll land amongst the stars."
Les Brown

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TRANSITION: **It's All About YOU!**

Student Handbook

June 2005

A publication of Lapeer County Community Transition Council and
Lapeer County Intermediate School District

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Lapeer County Intermediate School District Transition Coordinator



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