

WHAT IS TRANSITION???

TRANSITION is mandated by IDEA '97, which stands for Individuals with Disabilities Education Act of 1997. The law says that we must start **TRANSITION PLANNING** when a special education student turns 14 years old. There are more requirements when a student turns 16 years old.

TRANSITION PLANNING is an on-going, outcome-oriented process. This means that you do not make a plan one time, put it in a drawer and forget about it. You should review your **TRANSITION PLAN** at least once every year as you grow in knowledge and experience and make changes in what you want for your life after high school.

TRANSITION PLANS are supposed to help students move from high school to post-high school adult living by following a plan that provides needed support to reach your long-term goals.

The **TRANSITION PLAN** is based on each student's needs and must consider each student's preferences, interests, strengths and weaknesses. These areas might change as you get older which is why you review your **TRANSITION PLAN** at least once every year.

The Special Education Law states that when you turn 14 years old (or during the year that you turn 14) you must decide on a course of study. This means that you must decide what courses you need to take in high school to help you attain or reach your long-term goal. As you continue through high school, you may make changes in the classes that you select when you are 14 years old, but that is OK. The purpose of this part of the law is to make you think about the future and to help you start to plan to achieve what you want to achieve as an adult.



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The Special Education Law also states that when you turn 16 years old (or during the year that you turn 16) you must consider five different areas of living skills that will help you succeed as an independent adult in your community. The five areas to consider are

1. INSTRUCTION / EDUCATION

This includes programs and techniques to impart knowledge. Usually, this is accomplished in the schools. However, other instruction can be provided by other organizations and in different locations, such as, adult education, vocational training, college or university, technical schools, trade schools, apprenticeships, the military, etc.

2. EMPLOYMENT / ADULT LIVING

This includes any activities and experiences that may lead to a job or career. These activities and experiences could be offered by the school or by community organizations. Classes in school may fall under this category as well as the Instruction / Education category. This area also includes making decisions about where you want to live as an adult and what your transportation needs might be.

3. COMMUNITY EXPERIENCES – RECREATION / LEISURE

This includes awareness of resources and activities offered in community settings as well as planning for leisure or recreational activities. You may want to identify a bank, the library, fire and police services, restaurants, movie theaters, etc., in your community.

4. DAILY LIVING SKILLS / VOCATIONAL EVALUATION

This includes activities that adults do on a regular or daily basis to care for themselves as independently as possible. These activities may include cleaning, cooking, budgeting, paying bills, etc.

5. RELATED SERVICES

This area must be considered to meet transition outcomes or goals. Related services may be provided by outside agencies and may include family counseling, medical service, assistive technology, rehabilitation counseling, etc. It is important to clearly identify the service and the responsible provider.