



Whose Future is it Anyway?



Introduction

- **Gain awareness** of unique abilities and learning support needs.
- **Learn skills** to take a meaningful role in transition planning process.
- Prepare for a more **active role** at planning meeting.
- **Identify preferences** related to job and career, living, education, and recreation/leisure goals and activities
- Enhance **self-determination**

WHOSE FUTURE IS IT *ANYWAY? 2nd Edition*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



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What is Student-Directed?

- The student is the primary audience for the materials and is responsible for moving through the materials;
- The key to **student-directed** is that the student retains control over his or her learning process, even when others (teachers, parents, peers) participate.
- **Not the same as independent performance.** That is, students will vary a great deal in the degree to which they can work through the materials independently. Factors which influence this include:
 - Reading or writing skills;
 - Confidence in working alone or in small groups;
 - Practice with self-directed instruction.



What is the Student's Role?

- Work through materials as independently as possible;
- Complete activities and actions;
- Seek out resources and supports that will enable them to succeed;
- Have FUN!



What is the Teacher's Role?

- **Facilitator**

- Do what it takes to enable student to succeed;
- Provide accommodations and support;

- **Teacher**

- Share expertise in promoting learning;
- Source of information about education;

- **Advocate**

- Communicate to students that they can succeed;
- Work collaboratively with student to achieve shared goals.



Whose Future is it Anyway?

- Student-directed transition planning process.
- Designed to enable students to take a greater role in their transition planning process.
- 36 sessions, at approximately 1 hour per session;
- Written at 4th grade reading level for adolescents with mild mental retardation and learning disabilities;
- Student materials include Coach's Guide
- Six content areas



Whose Future is it Anyway?

Getting Started

Six Topical Sections

- Getting to know YOU;
- Making Decisions;
- How to get what you need, Sec. 101;
- Goals, Objectives and the Future;
- Communicatin' (Or I thought you said he said she said?);
- Thank you, Honorable Chairperson.



Whose Future is it Anyway?

Skim text on pg. 7 “Getting Started”

- Scripted - written to the student
- Use of graphics / icons



Sessions 1-6: Getting to Know YOU!

- Introduces students to the transition planning process:
 - Identify what their planning meeting is called;
 - Defines transition planning;
 - Introduces IDEA
- Students identify who was at previous planning meeting, who might attend next meeting;



Sessions 1-6: Getting to Know YOU!

- Students identify own transition needs based on preferences and interests:
 - Identify characteristics that make them unique;
 - Identify abilities and interests;
 - Identify unique learning needs related to disability;
 - Identify supports to meet unique learning needs related to disability.



Sessions 1-6: Getting to Know YOU!

Session 1: The Planning Meeting

- Introduces transition and IDEA

Session 2: Choosing the People to Attend

Session 3: Your Preferences and Interests

Session 4: Getting to know YOU

- Emphasizes unique learning abilities and support needs

Session 5: Your unique learning needs

- Disability awareness and introduces transition outcomes

Session 6: Supports



Sessions 7-12: Making Decisions

- Students learn a simple decision-making process called DO IT!
 - Define your problem
 - Outline your options
 - Identify the outcome of each option
 - Take action
 - ! Get excited
- Students learn how to do each step in the process using an example of making a decision about where to live upon graduation;
- Students apply the DO IT! process to make decisions about other transition areas;
- Students apply DO IT! process to learn to give informed consent related to IEP.



Sessions 7-12: Making Decisions

Session 7: Introduction to DO IT!

- Introduces simple decision making process

Session 8: Steps 1 & 2 of DO IT!

Session 9: Steps 3 & 4 of DO IT!

Session 10: Using DO IT!

Session 11: Real life stories to use DO IT!

- Provides example of DO IT! applied to a true situation.

Session 12: Giving informed consent

- Applying DO IT! to giving informed consent during planning meetings.



Sessions 13-18: How to Get What you Need, Sec. 101

- Students learn to identify community resources available in their area in four transition areas;
 - employment
 - living
 - recreation and leisure
 - post-secondary education
- Students contact community resources that they identify for information or services.



Sessions 13-18: How to Get What you Need, Sec. 101

Session 13: How to Get What you Need, Sec. 101

- Learn about community resources

Session 14: Community Resources for Work

Session 15: Community Resources for More School

Session 16: Community Resources for Living

Session 17: Community Resources for Fun

Session 18: Community Resources you Want

- Identify community resources that might be included in transition plan.



Sessions 19-24: Goals, Objectives, and the Future

- Students learn to identify goals and objectives included on their current IEP or transition plan;
- Students learn to write goals and objectives in four transition areas;
- Students learn how to evaluate and track goals and objectives.



Sessions 19-24: Goals, Objectives, and the Future

Session 19: Identifying goals in your plan

- Student identifies goals and objectives in IEP

Session 20: Identifying goals for vocational and employment outcomes

- Uses DO IT! decision from prior lesson to identify goal and objectives (same for each of following)

Session 21: Identifying Goals for More School

Session 22: Identifying Goals for Living

Session 23: Identifying Goals for Fun

Session 24: Keeping track of your goals



Sessions 25-30: Communicating (Or: I thought you said she said he said?)

- Students learn to communicate effectively in small group settings;
 - Identify types of communication, including verbal and non-verbal communication;
 - Identify differences between assertive and aggressive communication;
 - Learn how to negotiate and compromise;
 - Learn how to use persuasion



Sessions 25-30: Communicating

Session 25: Communicating in small groups

Session 26: Body language and assertiveness

Session 27: Advocating and appealing

Session 28: Timing and persuasion

Session 29: Keeping your ideas out there

Session 30: Listening and the Team



Sessions 31-36: Thank You, Honorable Chairperson

- Students learn teamwork skills;
- Students learn characteristics of leaders;
- Students identify steps to leading a meeting;
- Students identify individuals responsible for planning and chairing meetings.
- Students identify what role they want to take in meeting.



Sessions 31-36: Thank You, Honorable Chairperson

Session 31: Different kinds of meetings

Session 32: How to plan for a successful meeting

Session 33: Being a good team member

Session 34: Managing the meeting

Session 35: Review Sessions 1-18

Session 36: Review Sessions 19-34