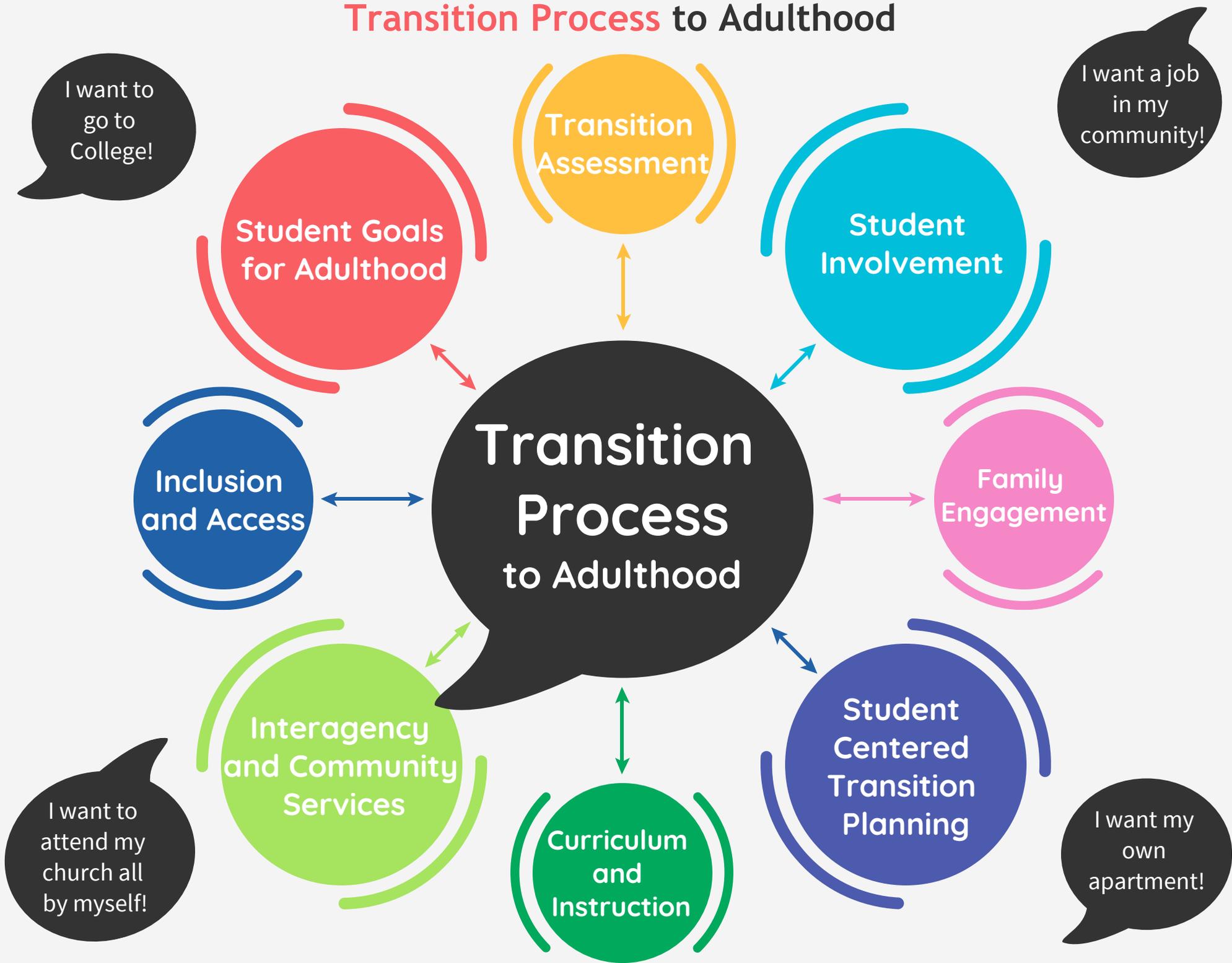


Transition Process to Adulthood



Transition Process to Adulthood

Transition Assessment

Involves identifying the student's strengths, preferences, interests, and specific transition needs in order to prepare for a successful future. Should be ongoing as student's interests and vision for the future changes. Informs the development of the post secondary goals. Can be formal or informal.

Curriculum and Instruction

Curriculum should be rigorous. All students should be on the track for a general education diploma. Students should be provided with evidence-based interventions. Universal Design for Instruction should be used. Differentiated Instruction and Specially Designed Instruction is a must. Use Tiered Systems of Supports for academic and behavioral support.

Inclusion and Access

Students who are included in general education courses are more engaged in postsecondary life. Students need to be included in general education activities, extra-curricular activities, community services and activities. Provide appropriate accommodations. Do not over accommodate. Provide technology and assistive technology.

Family Engagement

Everyone involved in the transition process should promote family engagement in the process. Teaching parents about the major concepts associated with transition planning is an effective practice.

Student Goals for Adulthood

For student planning to be results oriented, we must support students in preparing for an adult life that is meaningful and engaging. The student's positive involvement in the transition planning process makes a significant difference in a student's transition outcomes. Transition planning should be ongoing throughout the student's educational career and we should be ready to support the students and family.

Student Centered Transition Planning

The student needs to be the reason for transition planning. Getting them to the post secondary goal of their desire, as is appropriate, is the focus of the planning. Teach social skills.

Student Involvement

Students with high levels of self-determination are more engaged in employment, independent living and postsecondary education. Quality transition programming includes practices that teach the student skills in goal setting/goal attainment, decision making, problem solving, self-advocacy. Participate in ASPIRE or student-led-IEPs. Use the Self-Determined Learning Model of Instruction. Use self-advocacy and self-determination curriculum. Support participation in Pre-ETS.

Interagency and Community Services

School-business partnerships are an essential factor in student career development. Access to community agencies and services leads to stronger postsecondary outcomes. Communicate and collaborate with other agencies that support or will support students with disabilities:

- Georgia Vocational Rehabilitation Agency (GVRA)
- All About Developmental Disabilities (AADD)
- Georgia Council on Developmental Disabilities (GCDD)
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Georgia Department of Public Health
- The Arc of Georgia
- Georgia Department of Community Health
- Georgia Medicaid
- Georgia Gateway
- Independent Care Waiver Program (ICWP Waiver)
- Tools for Life (Georgia's Assistive Technology Act Program)