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
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