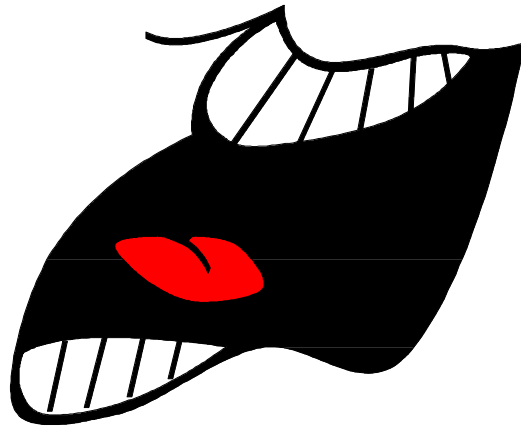


# WHOSE FUTURE IS IT *ANYWAY?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



## SECTION 1

Sessions 1-6

Getting to know **YOU**



## Session 1

### Getting to know YOU – THE PLANNING MEETING

**WHOSE FUTURE GOAL 1:** You will learn about the planning meetings where people make decisions about your school program.



See if you agree with this sentence.

“Before I *take more control* in my transition planning meeting, I should know what it is.”

Agree? I thought so! Did you know that every year there are planning meetings where people make decisions about your school program?

Maybe you did, maybe you didn't. Have you been to one? If not, don't worry.

**HELPFUL HINT:** Every now and then you will see this symbol:



This guy is called “**THE THINKER**”. He's a statue sitting on a rock in an ocean somewhere overseas. But, when he shows up, sittin' and thinkin', it means you can take a break and think too. Don't just skip over the parts where he shows up. Better thinking than writing, right? So, when he shows up, slow down, stop and take a minute to really think about the question.

OK, we were talking about planning meetings.

If you have been to one, think back on what happened. You can use the space next to “The Thinker” to jot down some of your thoughts, if you want.

Who was there?



What did they talk about?



Who was the leader of the meeting?



Did you say anything?




How did you feel about the meeting?







What do you think? Were you in *charge*? In *control*?

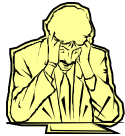
I don't know about you, but a lot of young people your age have said they

felt pretty *bad*  about the meeting they went to. They felt like oTHER PEOPLE talked about them. About things they didn't do well. Like

math , or English . They also said they were *bored*




And embarrassed



And glad  when it was over. Sound familiar?

It doesn't have to be that way. HONEST. But first, you have to learn what these meetings are all about. So you can take *charge*. Take *control*.

So, you ask, what are these meetings? Good Question.

First you need to know what they call your meetings. Ever heard of any of these? Check  the ones you recognize.

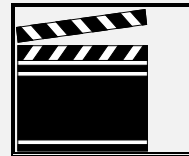
- ☐ **IEP** (Individualized Education Program) meeting
- ☐ **ARD** (Admission, Review, Dismissal) meeting
- ☐ **ITP** (Individualized Transition Planning) meeting
- ☐ **PET** (Pupil Evaluation Team)

Don't see what they call your meeting on this list? OK, write it in this space:

My planning meeting is called:

\_\_\_\_\_

**HELPFUL HINT:** Every now and then you will see this symbol:



This is called a "clapper." When a movie or television show is being filmed, they snap the clapper down when it is time for the actors to begin. When you see it in **Whose Future Is It Anyway?** it will mean that there is some action you will be asked to do.



Don't know what they call your meeting? That's OK. But you need to go find out. Right now. Here is



where your coach comes in. Not your gym coach...the teacher who has the **Coach's Guide** for **Whose Future Is It Anyway?** to.

Yeah, that person. They will tell you what you need to know.

Well, go ahead... ask that person what your meeting is called. I'll wait.

Got it?



Good. What's it called?

What a long, boring name. Anyway, write it in the space where it said "name of my planning meeting" on the previous page. That way you will remember it later.

All right. We know what they call it, but that doesn't mean we know what it is, right?

I mean, I can tell you I call something an "umiak" but that doesn't mean you know what it is.

Come to think of it, that's not completely true. You can figure out what some of the meetings are about by their names. You just have to know what their full names are. For example, IEP. That's one name for a meeting. An IEP meeting. It means "Individualized Education Program."

Individualized -- for one person.  
Education -- school  
Program -- what you do.  
=  
**I.E.P.**

An IEP meeting is where decisions are made about a student's education. You and your team will talk about academics, vocational, and transition services.

**Whose Future Is It Anyway?** uses the word "transition" a lot. It would be helpful to know more about

what that means, wouldn't it? Look at it this way:

#### THE TRANSITION PLANNING PROCESS



...is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that



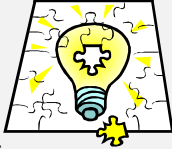
bridge . Transition planning means making decisions about what you need to learn to be successful as an adult. You'll learn more about transition plans and goals as you go through **Whose Future Is It Anyway?**



It would be useful for you to have a copy of the transition planning form that your school district uses. Right? Find your coach and ask for a copy of the transition planning form used in your transition planning meeting. They may have to go somewhere else and get a copy. That's fine. Ask them to bring it to you when they can get it. And don't let them act like this is some top secret government document. It's not.

**FUN FACT:** Starting at age 14, transition planning begins in most school districts.. Did you know that it says in

**IDEA** that at age 16, your goals must be based on your plans for your adult life? It does say that. **HONEST.** It says that your transition services must be “based on your needs, taking into account your preferences and interests.”



It's the law.  
do that.

They have to

If there is not a transition planning form you can use, there is one at the end of this lesson. If you need to, use it as the transition planning form for this session.

Got the form? Good.

### In Whose Future Is It *Anyway*?

you will work mostly on getting ready for your transition planning meeting. But first, you should know some things about most educational planning meetings.

Here is what happens at these....

What? What is an umiak?

Sorry. Unless you live in Alaska you probably haven't heard about that. It's a boat. Usually made with animal hide,



kind of like a canoe.

OK. Can we go on now?

Let's see, where were you?

Oh yeah...here is a quick run through of what happens at most education program planning meetings.

These meetings happen every year, at least once a year, if you need any support to do better in school. There are a lot of reasons to have IEP meetings:

- ☒ To talk about service you might need. You usually have to take a bunch of tests or tell people how you learn best to decide what services might help.
- ☒ To make plans for your adult life. That's why you're in school, remember?
- ☒ To talk about how you did in school during the year and set new goals for the next school year.
- ☒ To change your class schedule if your school needs are not being met or if your goals change.
- ☒ To talk about graduation or make changes in your school program if you don't need special services any more.

What was the purpose of your last planning meeting? Check ☒ all the reasons you know:

- ☐ To see if you can get services you need to learn better.
- ☐ To make plans for your adult life.
- ☐ To talk about how you did in school during the year and set new goals for the next school year.
- ☐ To change your class schedule.
- ☐ To talk about graduation or make changes in your school program if you don't need special services any more.
- ☐ To build an umiak.

- How in the world would you know? You may not have been there!

OK. HONEST is good. If you weren't there, you weren't there. And don't give me that stuff about an umiak. You didn't even know what one was until a few minutes ago.

Now, you know what your meetings are called and you know what they are for.

Do you know who is at these meetings?



Well, actually, who is supposed to be at them.

Right now, most meetings go like this: Teachers almost always have to be there. They do a lot of work getting ready for these things. I'm sure they would like you to do more of the work, but that's another topic.

So anyway, check ✓ off your teacher as pretty much being at the meetings.

☐ Your Teacher

**IDEA** says that someone from the school district, other than the teacher, has to be there, too. That might be your principal, vice-principal, a psychologist or diagnostician (that person who gave you those tests to decide if you could get the services you need), or maybe someone you barely know from the special education department. Since **IDEA** says that someone like this has to be there, you can probably check ✓ them off:

☒ Your Teacher

- ☐ Someone from your school district who you may or may not know very well.

OK. Let's see, teacher, school person...oh yeah, related service people. Related means that they do something that helps you do better at school. Like Speech Therapists who work with you



on talking  
Physical Therapists who help you with



exercise and stuff,  
Occupational Therapists who might help make adapted switches for technology and work on job stuff, and Adapted Physical Education people who help you in gym or at the rec center.

There are a whole lot of these Related Services people. You know who they are if you are working with one.

Anyway, they will most likely be at the meeting too, so check ✓ them off as well.

- ☒ Your Teacher
- ☒ Someone you may or may not know very well from your school district.
- ☐ Related Service people.
- ☐ A general education representative

OK. To be HONEST with you, that's about all the people you can count on being at these meetings. Sometimes a lot more people are there, but not usually. There is only one more person who probably was at your last meeting. That's your mom or dad, or both.

I know, that's one of the reasons you hate to go to these things. But, put yourself in their shoes. They are *tired*.



They are probably most *tired* of hearing how you missed all those classes. And not only are they *tired*, but they are probably *confused*. I mean, here are all these education people talking about things your folks never heard of before.

And, if you want to know the truth, they are probably a little bit *bored*, too.



But anyway, if anyone else is there, it is probably them, so check ✓ them off too.

- ☒ Your Teacher
- ☒ Someone you may or may not know very well from your school district.
- ☒ Related Service people.
- ☐ Your parents.

So these are the **OTHER PEOPLE** who are making decisions about your future. But, let's talk for a minute about how your planning meetings should be.

Maybe they are this way at your school. That's good. If not, maybe you can work to change them.

Here is a list of folks. Check ✓ everyone you think should help plan your future. Check ✓ as many as you want.

- ☐ You (student)
- ☐ Your parents

- ☐ Your friend(s)
- ☐ Your brother and/or sister
- ☐ Your regular education teachers
- ☐ Your special education teachers
- ☐ Related services people
- ☐ Psychologist or diagnostician
- ☐ Your principal
- ☐ Vocational rehabilitation counselor
- ☐ An advocate for you
- ☐ Your boss at work
- ☐ Your job coach
- ☐ The woman who makes umiaks
- ☐ Your neighbor
- ☐ Your dog

Who did you choose? Well, here is who **IDEA** says can, and probably should, be there:

- ☒ You (student)
- ☒ Your parents
- ☒ Your friend(s)
- ☒ Your brother and/or sister
- ☒ Your regular education teachers
- ☒ Your special education teachers
- ☒ Related services people
- ☒ Psychologist or diagnostician
- ☒ Your principal
- ☒ Vocational rehabilitation counselor
- ☒ An advocate for you
- ☒ Your boss at work
- ☒ Your job coach
- ☒ The woman who makes umiaks
- ☒ Your neighbor
- ☒ Your dog

Yeah. All of them.

Although, I have to admit, the woman who makes umiaks only needs to be there if you want to be an umiak builder when you leave school. And your dog only needs to be there if "Fido" is a service dog.

Don't get me wrong. Not every one of the people listed have to be at every

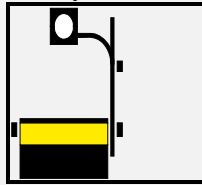


meeting. A lot of times they won't all need to be there.

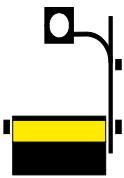
In the next session you can begin to list everyone you think should be at your meeting. In fact, you might want to think about who you want to have at your next meeting before you work the next section.



**HELPFUL HINT:** Every now and then you will see this symbol:



This is an overhead projector. When you see this it means that you are going to *review* what you have covered during the lesson. All you do is fill in the blanks in the lines. Once you finish, you can use the summary sheet at the end of the lesson to check your answers.



Okay. Let's look at what you've covered this session.

☒ You found out that **Whose Future Is It *Anyway*?** will let you teach yourself what you need to know to t\_\_\_\_\_ c\_\_\_\_\_ in your education planning meetings.

☒ You decided that there are a lot of good reasons why you should **take**

**more control** in your p\_\_\_\_\_  
m\_\_\_\_\_.

1. You are the real expert on y\_\_\_\_\_.
2. You will get more from s\_\_\_\_\_ if you help choose your own goals.
3. You have the right to make c\_\_\_\_\_ about your life.
4. You have the right to know your r\_\_\_\_\_.
5. If you don't let o\_\_\_\_\_ p\_\_\_\_\_ know what you want to do after you graduate, they won't know.

☒ You learned that **Whose Future Is It *Anyway*?** has s\_\_\_\_\_ parts with different subjects and will take about \_\_\_\_\_ lessons to work through.

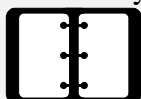
☒ You learned that educational planning meetings:

- 1) Have different n\_\_\_\_\_.
- 2) Are held at least once a year.
- 3) Have several purposes:
  - a) To see if you get s\_\_\_\_\_ s\_\_\_\_\_
  - b) To make plans for your a\_\_\_\_\_ life.
  - c) To talk about how you did in the last year.
  - d) To set new g\_\_\_\_\_ for the next school year.
  - e) To change your class s\_\_\_\_\_.
  - f) To make g\_\_\_\_\_ plans.
- 4) Should have different people there, including:
  - a) Y\_\_\_\_\_
  - b) Your teacher
  - c) Your p\_\_\_\_\_ and other family members

- d) People from the s\_\_\_\_\_d\_\_\_\_\_
- e) R\_\_\_\_\_ services people
- f) F\_\_\_\_\_ and advocates
- g) People who will w\_\_\_\_\_ with you when you graduate

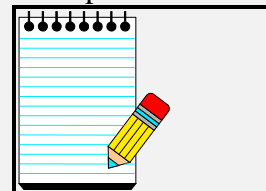
- ☒ You discovered that t\_\_\_\_\_s\_\_\_\_\_ are things you need to know to be successful as an adult.
- ☒ You found out that transition p\_\_\_\_\_ is part of your IEP.

**HELPFUL HINT:** At the end of each lesson, there is a summary sheet.

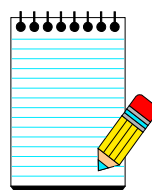


I already mentioned that you could check your answers from the review questions there. This page lists everything that was in the review section for that lesson. But also, when you are finished with **Whose Future Is It Anyway?** you can use these pages as a way of remembering what you learned.


**HELPFUL HINT:** At the end of each lesson, you will find a section with this symbol at the top:

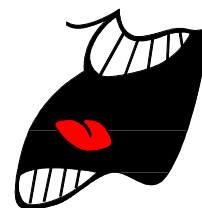


This notepad will tell you what things you have to have done before the next session. Don't worry, we're not talking major homework here.

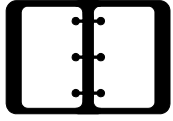


Before the next session, you should have:

-  Found a copy of the transition plan your school uses.
- Okay. So that's it for now.



Later.



## Session 1 Summary Sheet - The planning meeting

**WHOSE FUTURE GOAL 1:** You will learn about the planning meetings where people make decisions about your school program.

- ☒ You found out that **Whose Future Is It Anyway?** will let you teach yourself what you need to know to *take control* in your planning meetings.
- ☒ You decided that there are a lot of good reasons why you should *take control* in your planning meetings.
  - 1. You are the real expert on you.
  - 2. You will get more from school if you help choose your own goals.
  - 3. You have the right to make choices about your life.
  - 4. You have the right to know your rights.
  - 5. If you don't let other people know what you want to do after you graduate, they won't know.
- ☒ You learned that **Whose Future Is It Anyway?** has 6 parts with different subjects and will take about 36 lessons to work through.
- ☒ You learned that educational planning meetings:
  - 1. Have different names.
  - 2. Are held at least every year.
  - 3. Have several purposes:
    - To see if you get special services
    - To make plans for your adult life.
    - To talk about how you did in the school year.
    - To set new goals for the next school year.
    - To change your class schedule.
    - To make graduation plans.
  - 4. Should have different people there, including:
    - You
    - Your teachers
    - Your parents and other family members
    - People from the school district
    - Related services people
    - Friends and advocates
    - People who will work with you when you graduate
- ☒ You discovered that transition skills are things you need to know to be successful as an adult.
- ☒ You found out that transition planning is part of your IEP.

## IEP/ TRANSITION SERVICES

### A. GENERAL INFORMATION:

Student Name: Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
 Date of Birth : \_\_\_\_\_ Age \_\_\_\_\_ Sex : M F Student I D number : \_\_\_\_\_  
 District / Campus : \_\_\_\_\_ Instructional Placement : \_\_\_\_\_  
 Disability / Eligibility : ( Check ☒ one.) ☐ Hearing Impairment ☐ Attention Deficit ☐ Autism  
☐ Emotional/Behavior Disorder ☐ Specific Learning Disability ☐ Mental Retardation ☐ Physical Disability  
☐ Other Health Impaired ☐ Speech Impairment ☐ Visual Impairment ☐ Multiple Disorders  
☐ Other (describe) : \_\_\_\_\_  
 Parent Or Guardian : \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Phone : (home) \_\_\_\_\_ (work) \_\_\_\_\_  
 Projected Graduation Date : \_\_\_\_\_ Actual Exit Date : \_\_\_\_\_  
 Reason for Exit : ☐ Graduation with Diploma (Regular) ☐ Graduation with Certificate/ Diploma ( IEP )  
☐ Completed Age Eligibility ( No Diploma ) ☐ Dropped Out ( under 18 ) ☐ Dropped out ( over 18 )

### B. PLANNING PARTICIPANTS:

We the undersigned have provided input for the development of this Plan and agree to carry out the recommendations specified within.

DATE		Agree	Disagree
<b>Student and Advocates</b>			
Student			
Parent			
Guardian			
Advocate			
Other _____			
<b>School</b>			
General Education Teacher			
Special Education Teacher			
Vocational Education Teacher			
General Education Administrator			
Special Education Administrator			
Transition Coordinator			
Vocational Coordinator			
School Counselor			
Diagnostician / Psychological Associate			
Social Worker / Case Manager			
Other _____			
<b>Non - School</b>			
Rehabilitation Agency			
Department MH - MR			
Department Human Services			
Employment Services Provider			
Employer			
JTPA Representative			
Community College Representative			
Trade School Representative			
Community Service Provider			
Adult Services Case Coordinator			
Community Living Skills Training Program Representative			
Other _____			

A plus (+) in the signature column indicates involvement in transition planning. A slash (/) will indicate persons invited who did not attend. Signatures will indicate actual attendance at the meeting.

**C. DESIRED OUTCOMES: (CHECK ✓ AS APPROPRIATE.)**

\* Outcomes are based on each student's needs, abilities, and preferences rather than on the basis of options that currently exist in the community.

**1. POST - SECONDARY EDUCATION**

- ☐ 1.1 None due to employment
- ☐ 1.2 Community College - no support
- ☐ 1.3 Community College - some support
- ☐ 1.4 Trade or technical School - no support
- ☐ 1.5 Trade or technical School - some support
- ☐ 1.6 University - no support
- ☐ 1.7 University - some support
- ☐ 1.8 Military
- ☐ 1.9 Adult Education Class(es) - no support
- ☐ 1.10 Adult Education Class(es) - some support
- ☐ 1.11 Adult Education Class(es) - special class
- ☐ 1.12 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

**2. EMPLOYMENT**

- ☐ 2.1 None due to expected enrollment in post-secondary education
- ☐ 2.2 Competitive - no support
- ☐ 2.3 Competitive - time limited support
- ☐ 2.4 Competitive - long term support
- ☐ 2.5 Supported - infrequent support
- ☐ 2.6 Supported - daily support
- ☐ 2.7 Sheltered community employment - individual
- ☐ 2.8 Sheltered community employment - enclave
- ☐ 2.9 Sheltered community employment - mobile
- ☐ 2.10 Sheltered community employment - work crew
- ☐ 2.11 Sheltered workshop
- ☐ 2.12 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

**3. RESIDENTIAL / INDEPENDENT LIVING**

- ☐ 3.1 With parents/relatives
- ☐ 3.2 With roommate
- ☐ 3.3 Independent - no support
- ☐ 3.4 Independent - time limited
- ☐ 3.5 Independent - ongoing, but infrequent support
- ☐ 3.6 Independent - daily support
- ☐ 3.7 Supervised apartment
- ☐ 3.8 Group home - supervision
- ☐ 3.9 Group home - supervision and training
- ☐ 3.10 Group home - skilled nursing
- ☐ 3.11 ICF (Intermediate Care Facility)
- ☐ 3.12 Foster Care
- ☐ 3.13 Lifetime support / planning
- ☐ 3.14 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

**4. RECREATION / LEISURE**

- ☐ 4.1 Independent
- ☐ 4.2 Family supported
- ☐ 4.3 Friend supported
- ☐ 4.4 Community parks & recreation programs
- ☐ 4.5 Local clubs & organizations
- ☐ 4.6 Religious (church/synagogue) groups
- ☐ 4.7 Adult day programs
- ☐ 4.8 Specialized recreation programs
- ☐ 4.9 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

5. TRANSPORTATION

- ☐ 5.1 Self transportation
- ☐ 5.2 Public transportation
- ☐ 5.3 Specialized transportation
- ☐ 5.4 Family transports
- ☐ 5.5 Friends transport
- ☐ 5.6 Car / van pools
- ☐ 5.7 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

6. INCOME / RESOURCES

- ☐ 6.1 Earned wage
- ☐ 6.2 Social Security Benefits
- ☐ 6.3 Unearned income ( gifts, family supports)
- ☐ 6.4 Trust / Will
- ☐ 6.5 Public assistance - food stamps
- ☐ 6.6 Public assistance - AFDC
- ☐ 6.7 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

7. MEDICAL SERVICES

- ☐ 7.1 Group insurance ( Medicaid, Blue Cross, etc.)
- ☐ 7.2 Assistive / Adaptive devices
- ☐ 7.3 Special therapies ( OT / PT )
- ☐ 7.4 Vision / Hearing / Speech
- ☐ 7.5 Medical supervision and scheduling
- ☐ 7.6 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

8. ADULT RESPONSIBILITIES

- ☐ 8.1 Voter registration
- ☐ 8.2 Selective Service registration ( males)
- ☐ 8.3 Driver's license
- ☐ 8.4 Social Security registration
- ☐ 8.5 Self / consumer advocacy
- ☐ 8.6 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

9. OTHER CONSIDERATIONS

- ☐ 9.1 Guardianship
- ☐ 9.2 Family planning
- ☐ 9.3 Counseling / support services
- ☐ 9.4 Respite services
- ☐ 9.5 Day activities
- ☐ 9.6 Other \_\_\_\_\_

Support Services required ? ☐ Yes ☐ No

## Session 2

### Getting to know you – Choosing people to attend

**WHOSE FUTURE GOAL 2: You will choose the people who you think should be at your transition planning meeting.**



Last session you looked at who should be part of your transition planning meeting. Now you need to find out who has been coming to these meetings. Later on you can think about who you want to be there.

So... who has been showing up at your



meetings?

Don't really know? Well, no problem. Here is how you can find out. The people who come to your IEP meetings almost always sign a form. You can tell who was there by looking at that form.



You knew this was coming, right? I mean, how can you check a form if you don't have a copy of it? So, you need a copy of it. Work with



your coach or teacher to get a copy of your most recent IEP or transition information file. Maybe your teacher can get a copy.

There's not much we can do until you have that form or file, so go ahead and get it...

Don't worry, I'll wait! ...

Got it? Good.

Now, find where everyone signed the form. If you have a hard time with this, have someone help you. In fact, your coach may have been there and can help fill in the blanks. Or, you may have to go to last year's teacher to check it out.

Here is the list of people we talked about last session. Check ☒ everyone who was at your last planning meeting. If you want, you can write the name of that person.

☐ You (student)

☐ Your parents

☐ Your friend(s)

☐ Your brother/sister

☐ Your general education teachers

☐ Your special education teachers

☐ Related Services people

☐ Psychologist or diagnostician

☐ Your principal

☐ Vocational Rehabilitation Counselor

☐ An advocate for you

☐ Your boss at work

☐ Your job coach

☐ Your neighbor

☐ Other

Now you know who was at your last meeting.

What do you think? Was everyone there who needed to be?

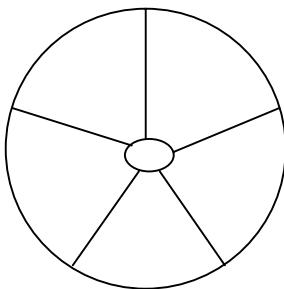


If so, great. If not, who else needs to be there?



Here's something you can do to help you figure this out.

Find the page at the end of this session with the circle that looks like this.



Now, write your name in the center

of that circle.

Next, think of people you know. There are five areas listed around the circle:

1. Friends
2. Family
3. School
4. Neighbor
5. Church/Community

List at least one name of a person in each of the five areas. Fill in as many names as you want.



Start with **FRIEND**. Who is your best friend? Write that person's name in the circle. How about other friends? Write the names of any other friends you might like to have part of your planning team.



Next, go to **FAMILY**. Who do you feel close to in your family? Your mother, father, sister, brother, grandparent, uncle, aunt or cousin? Write these names in the circle.



Go to **SCHOOL**. Who do you feel close to at school? Is there someone in your homeroom who you would like to have be part of your planning? Is it someone your age, a teacher, or another adult? Write those names in the circle.

Do you have a **NEIGHBOR**





that you talk to and trust? If so, write that person's name in the circle.



In the section for **CHURCH/**



**COMMUNITY,**

write in people who you like and trust. Think about people at work, church, or any other place you spend a lot of time.

Now, use your sheet to choose who you want to be at your next planning meeting.

Fill in the blanks with the people you want to be there.

First, there are the people who should be at every meeting:

1. Me (That is you!)
- 2a. \_\_\_\_\_  
(Mom)
- 2b. \_\_\_\_\_  
(Dad)
- 3a. \_\_\_\_\_  
(teacher)
- 3b. \_\_\_\_\_  
(teacher)
- 3c. \_\_\_\_\_  
(teacher)
- 4a. \_\_\_\_\_  
(principal)
- 4b. \_\_\_\_\_  
(vice-principal)
- 4c. \_\_\_\_\_  
(psychologist/diagnostician)

If you are 16 or older, you should make sure people who can help you be

independent when you are an adult are at the meeting. That's why Vocational Rehabilitation Counselors, job coaches or your boss should be there.

A Vocational Rehabilitation Counselor might help you find a job. A job coach can help you learn the things you need to do on the job once you start. You might want to invite someone who can help you live more independently. If you are not sure about who this person might be, fill this in after you finish the lessons on community resources.

- 5a. \_\_\_\_\_  
(VR Counselor)
- 5b. \_\_\_\_\_  
(Job Coach)
- 5c. \_\_\_\_\_  
(Work person)
6. \_\_\_\_\_  
(Living help)

Who else?

Well, it's not a bad idea to have friends with you. They know you as well as anyone. Also, sometimes it is easier to talk to a friend...they know what you are trying to say. Of course, you should only invite them if you feel comfortable with them there. You have to make that decision.

Huh? What's a decision? We'll talk about that later.

Again, you don't have to have a friend if you are *embarrassed*, but you can if you want. The same thing is true for a brother or a sister, or any other family member you want there.

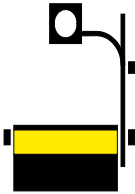
- 7a. \_\_\_\_\_  
(friend)
- 7b. \_\_\_\_\_  
(friend)

8a. \_\_\_\_\_  
(sister/brother)

8b. \_\_\_\_\_  
(sister/brother)

9a. \_\_\_\_\_  
(other people)

9b. \_\_\_\_\_  
(other people)



Okay. Let's look at what you've done this session.

☒ You found your most recent IEP f\_\_\_\_\_.

☒ You found out who was at your last p\_\_\_\_\_ meeting.


☒ You identified the friends, family members, neighbors, school people and community contacts you t\_\_\_\_\_ to help you p\_\_\_\_\_ for your future

☒ You listed people who you can ask to be at your next p\_\_\_\_\_ meeting

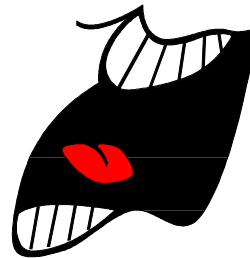
Well, that's probably enough for this session.



Before the next session, you should have:

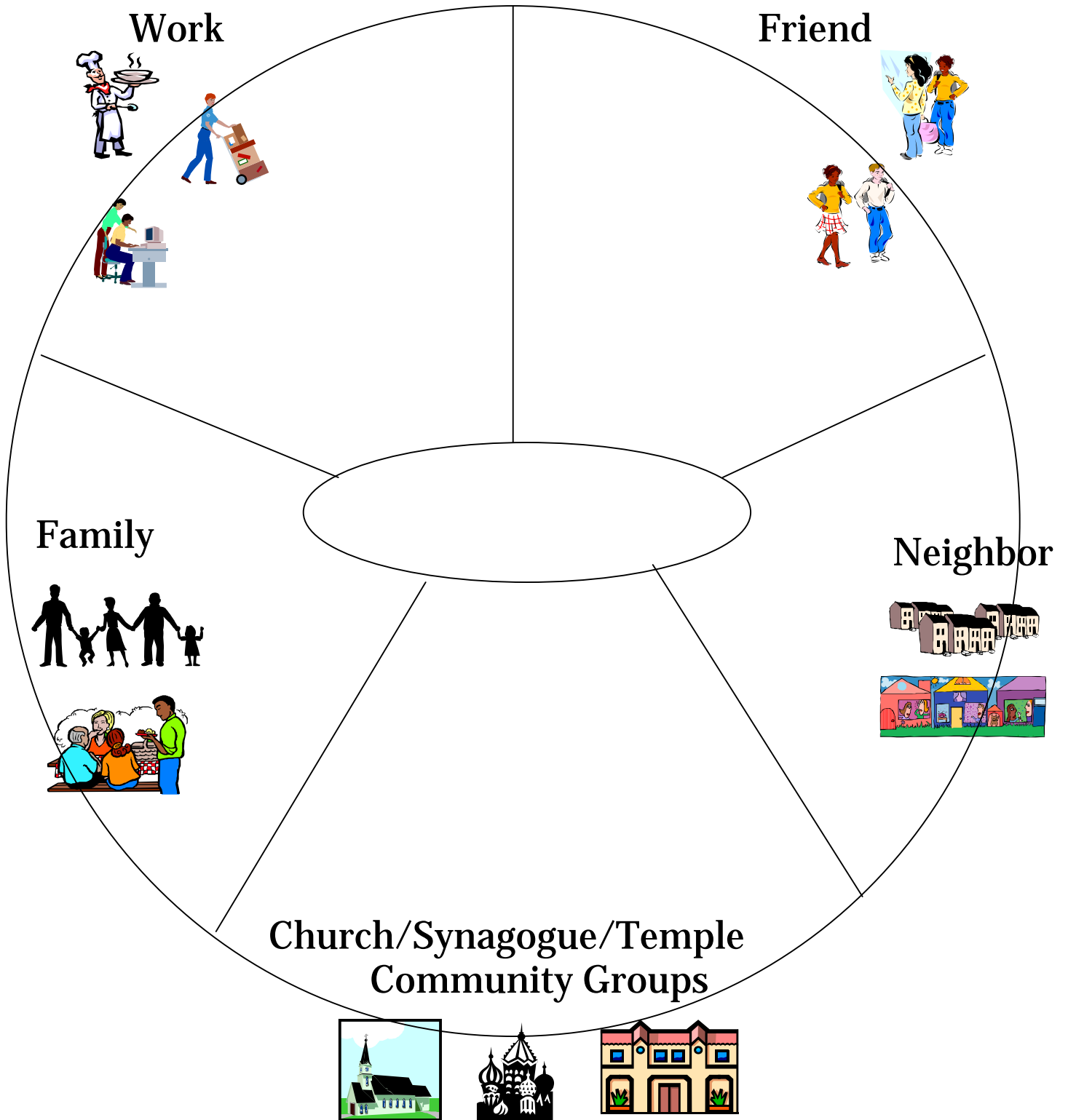
 Finished listing who you want to be on your planning team.

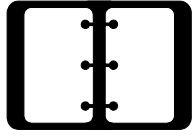
OK. So that's it for now.



Later.

# My Support Circle





### **Session 2 Summary Sheet - Choosing people to attend**

**WHOSE FUTURE GOAL 2:** You will choose the people who you think should be at your transition planning meeting.

- ☒ You found your most recent IEP or transition information file.
- ☒ You found out who was at your last planning meeting.
- ☒ You identified the friends, family members, neighbors, school people and community contacts you trust to help you plan for your future.
- ☒ You listed people you can ask to be at your next planning meeting.

## Session 3

### Getting to know **you** – Your preferences & interests

**WHOSE FUTURE GOAL 3:** You will identify some of your own transition needs that are based on your preferences and interests.



Let's see how well you listen to yourself when you work on this stuff!

Fill in the blanks:

In Session 1 there was a **FUN FACT** that read

“IDEA says that your transition goals must be based on your n\_\_\_\_\_ taking into account your p\_\_\_\_\_ and i\_\_\_\_\_.”

Right.

IDEA says that your transition goals must be based on your needs taking into account your preferences and interests.

See if you agree with this sentence.

“Before I **LEAD** my planning meeting, I should know my preferences and interests.”

Agree? I thought so.

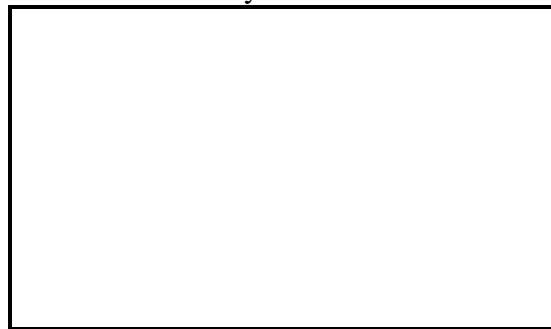
IDEA was written to make sure your transition goals are based on what you want to do when you become an adult. See why it is important to be at these meetings? How is anyone else supposed to know what you want?

Even if you are at the meeting, if you don't know what your interests and preferences are, then you can't be much help, can you? So, you need to think about your interests and preferences.

What? You say you already know all you need to know about your interests? Well, maybe. But, do something for me. Are you wearing a watch? **(DON'T LOOK AT IT!)**. If not, think about the clock in your classroom. **(DON'T LOOK AT THAT EITHER)**.

Now, *(I said, don't look at that watch!)*, very quickly, in the space right below here, draw a picture of that watch or clock.

My Watch



All right. Now you can look at your watch or the clock. Did you get everything exactly right? Did you remember every detail? Even the writing on the watch or clock face?

I didn't when I tried.

Now... you look at your watch a lot...at least 20 times a day, right? Same thing with the clock. I mean, I know you can hardly wait to get out of class! I see you staring at that watch all the time! So, why wasn't your drawing exactly right?

Because when you look at your watch (or the clock) it's not to memorize it to draw, it is to find out the time. Right? Well, the same thing is true about your transition interests and preferences. Until you really think about them, you can't be sure that you can identify them exactly.

So, you are going to spend some time thinking about your interests and preferences.

Your interests and preferences will be different from **other people's** interests and preferences. That's what makes them **your** interests and preferences! That doesn't make your interests or preferences or those of **other people** right or wrong...just different. You bring a unique viewpoint to your planning meeting.

**Unique.** That means individual. That's why they have **Individual** Education Plans, instead of **Group** Education! Your IEP should be different from every other student's, because it is based on your unique needs, your unique preferences and interests.

So that's the first step, really. Knowing that you bring unique needs, preferences and interests to the meeting.

Of course, the next step would be getting everyone else to know that. That's another reason you have to identify what you need,

what you're interested in and what you prefer.

Let's back up a minute and think about your **uniqueness**. Your **youness**. Your **individual** ness.

Take a minute and answer these questions.

What is your favorite food?



What was the last movie you saw?



Who is your favorite musician?



What do you like best about yourself?

How many cousins do you have?

What would you change about yourself?

What has been your greatest accomplishment so far?

What makes you feel guilty?

What makes you feel angry?

What do your friends say about you?

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---

---

What is a new skill you have learned in the last 6 months?

---

---

If you were 21 today, what would you be doing?

---

---

---

Who taught you to swim?




---

Who taught you to tell time?




---

Who taught you to count money?




---

How old do you feel?

---

---

Who is the person you admire the most?

---

---

---

What are you most afraid of?

---

---

Would you like to get married someday?




---

Name six people you would invite to dinner, if you could.




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---

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Now, think about it. Would anyone else's answers look exactly the same? Oh sure, some of your friends might have the same favorite musician, and a lot of people like the same food. But you are the only person who will answer exactly the way you did on all the questions.

So...it's time to put the "individual" back in **IEP!**

First, look at what you "need" to have a successful transition from school to adulthood.

Why? That's easy to answer!

Because, someday in the not too distant future, you are going to be out of school.

**Done.**

**Finished.**

**Kaput.**

When that day arrives, you need to be ready. It gets real **boring** living at home with your parents with **no money** or **nothing to do**. So, you need to be ready to be independent and satisfied with what you're doing.

The next few years of your school program are supposed to get you ready for that day.

Let's think through this a little more. First, figure out that glorious day you won't have to get up and go to school any more.

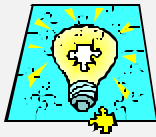


If you are not sure what year you will graduate, go ask your teacher or



coach. Assume that your last day of school is May 31 of that year.

**FUN FACT:** Did you know that



according to IDEA students who need extra services to do better in school might be eligible (that means qualify) for school services past the age of 18? It changes from state to state and not all students qualify, but you may have the chance to stay in school longer. **Good** news or **bad** news? It depends how you use that time, doesn't it?

Now, on June 1 of the year you graduate, where do you want to live? Be specific.

A house,



an apartment,



In a bus?



In what city? In what part of the city? Do you want to live alone, or with someone else?

Think about it and write down one or more answers:



What do you want to be doing during most days? Working? Where? Doing what? Going to school? Where? Learning to do what?



How do you want to spend your free time?



Now...those are things you want to do.

The question is "what do you have to know or learn to make them happen?" That's what you have to figure out so that on June 1 of that year, you can begin to do these things. Instead of sitting at home. **Bored.**



With *no money*. And nothing to do.

Those are your transition needs. Look back at how you answered the question about where you would like to live. What do you need to make that happen?



Lots of things... right? Things like money.



You have to have money to pay for any place to live. Maybe that's why you have a roommate or live in a smaller apartment. You need some money of your own when you graduate. There are many ways to get money, but the way almost everyone has to get it is to earn it. Work for it.

Which takes you to your second area, what to do with yourself during the day. You probably will need to work. What did you list for working? Do these jobs pay enough money to let you live independently? Are there enough jobs like that in the real world? Do you have the abilities to do the job? What do you have to learn to do the job? How will you learn that?

This is why you need a lot of people to help you make good decisions about your future. I mean...there are a lot of questions to ask here. You can see that figuring out what your transition needs are, so that you can become more independent when you leave school, will need a lot of people who know things about things. You are going to need a lot of transition services...everyone does!

**FUN FACT:** IDEA says that transition services are activities that help a student move from school to activities of adult life, like college or vocational education, job training and work, living independently and participating in community activities, like movies, sports and shopping.

You're not going to spend a lot of time right now talking about specific transition

needs...you will do that when you get into the goals section of *Whose Future Is It Anyway?* For right now, it's enough to know that your transition needs are based on your interests and preferences.

Let's talk a little more about this "interests and preferences" stuff.

Your transition services must be based on your interests and preferences. What does that mean, really?

First...it doesn't mean that everything in the world that you are interested in or you prefer (like) will become a transition need.

I mean, you might prefer Fudge Brownie® ice cream from Baskin & Robbins®.



That doesn't mean that you will want to write a transition goal to learn more about ice cream just to enjoy it!

However, you may have been to the Baskin & Robbins® store so many times, and watched how things work there that you think you might want to one day be a manager at a Baskin & Robbins® store.



Learning what you would need to know to manage a store would be good transition activities.

When it says your transition services need to work on transition needs based on your interests and preferences, it means interests and preferences about what you want to do as an adult.

How do you figure out your interests and preferences?

Good question. You think about them.



First... start with what you do well. What you do the best.



Not necessarily what you like to do the best...but what you really do the best. These are your abilities. These might be school things... like math, science or reading. They might be things you learned at home like gardening, fixing a car or playing a musical instrument. They might be hard to learn and complicated, like working on computers, or easy to do but requiring lots of practice to do well, like shooting a basketball.

List the ten things you do best. Don't worry. This is what **you** do best. That doesn't mean you have to do it better than everyone else. Just because you list tennis doesn't mean you think you play better than Venus Williams!

What are the ten things **you** do *BEST*?



I'll wait while you list these. And, don't give me that stuff about not having ten things. I know you do. Think hard.

## 10 Abilities

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Once you started working on it, you probably figured out a lot more than just ten. Right?

OK, now look at another list of things. List things you really like to do.



These are things that you do just because you want to, not necessarily because you are good at them.

Oh...you can be good at them. That's no problem. But, don't leave something that you like to do off the list just because you aren't that great at it. These should be things you do 'cause you like them. These are your interests.

I'll give you an example. I like to sing. Especially in the car, with the radio cranked



up loud.



I *really* like to sing. But, other people don't like to listen to me sing. That's because I'm really not very good at it. But, it is still something I like to do. I prefer it. So I would put it on this list, but not on the list of things I'm really good at.

OK, list ten things you really **like** to do.

10 INTERESTS	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

OK, now look at the two lists. Are there some things that are in both lists? If so, maybe you should think about transition services based on those. Remember, transition services help you get ready for all parts of your adult life, not just your job. So some of your transition services might help you to be able to do more fun things as an adult.

Let's talk more about that. Look at my lists when I did them.

### 10 Abilities of



1. Making conversation
2. Listening
3. Doing math
4. Roller Blading
5. Drawing
6. Writing
7. Working on the computer
8. Being a friend
9. Helping around the house
10. Learning new skills

### 10 Interests of



1. Drawing cartoons
2. Singing
3. Working on computers
4. Soccer
5. Recycling
6. Old black and white movies
7. Learning about history
8. Cooking
9. Going to concerts
10. Listening to music CD's

One item that is on both my **abilities** list and my **interests** list is drawing.



Drawing cartoons

I really like to do that and people have told me I'm pretty good at it.

Maybe I should have a transition goal to look at jobs drawing cartoons for a living. I mean, I like it and I'm pretty good at it.

What do you think? Yes? No?

But, when I talked with my vocational rehabilitation counselor, I found out that there are only a few jobs as a cartoonist and those people are **really, really** good. I'm good, but probably not that good.

I have some options. I could work **really, really** hard to get good enough to get one of those jobs. I checked with my school advisor about a career in cartooning and found out that if I wanted to get that good, I would probably have to go to a *School of*



*Art* when I leave high school. It will take at least four years to learn cartooning and I will have to beat out 100 other pretty good artists just to get into the *School of Art*.

I'm not sure I can do that. And even if I get in and get out, there are still not that many jobs out there.

Do I give up on this idea? It depends on how badly I want it. It depends on whether I'm willing to work three times harder than everyone else to do good in art classes, and willing to take other jobs I don't really like to pay the bills while I try to find a cartooning job.

You know, I don't really think I want it that badly. But, I don't have to give up on the whole thing.

I could talk to my vocational rehabilitation counselor about other jobs that use drawing skills. Or, I could decide to draw as a hobby. Maybe a transition goal could teach

me how to use the city recreation center to enroll in art classes. I could get to be a better artist, have fun and meet people who like doing the same things I do.

Another item that came up on both of my lists was computer work.



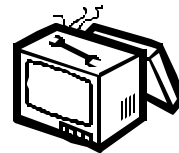
I like working on the computer and I'm pretty good at it. Do I want to look at that as a job skill?

Well, I talked with my vocational rehabilitation counselor and she told me there are lots of jobs working on computers. I can do that right after high school if I learn some basic office skills. Or, I could go to a community college and



learn more computer skills and get a better job.

Or I could go to a vocational training school and learn how to repair computers.



In this case, what I liked and what I was good at matched with what I could probably get a job doing.

On the other hand, I may decide that I just want to keep doing computer as a hobby. Maybe learn how to talk on-line with other people who like computers.



You see how this goes? You look at what you're good at and what you like. Then you explore some. Find out what is out there for working, living and playing as an adult. See how well things match.

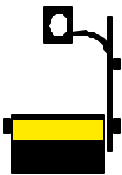
I mean, we can't all be Jennifer Lopez, Cedric the Entertainer, or Garth Brooks. Can we?

That's one of the things that transition planning should do...make you think about what's out there in the real world.

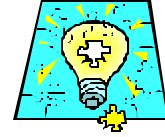
Sure, you can still plan on being a rock musician or movie star. If you are willing to work for little or *no money* at jobs that are *not much fun* so you can earn enough to scrape by and barely pay the rent so you can go to auditions for commercials or play late night gigs at dead end nightclubs. And maybe, just maybe, you'll get that break and then, if you have the talent, you might make a name for yourself.

In the long run, you have got to choose.

Okay I said I'd be quiet. So I am.



Okay. Let's look at what you've covered this session.



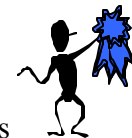
☒ You learned that IDEA says that your goals have to be based on your needs taking into account your p\_\_\_\_\_ and interests.

☒ You saw that your interests and preferences will be different from other peoples' interests and that you bring an u\_\_\_\_\_ viewpoint to the IEP planning meeting.



☒ You figured out when you would l\_\_\_\_\_ school and thought about some things you would like to be doing then.

☒ You learned that t\_\_\_\_\_ services are activities for you that help you to move from school to the adult world.



☒ You listed your abilities and your i\_\_\_\_\_.





☒ You began thinking about how these abilities and interests could lead to



transition g\_\_\_\_\_.



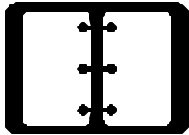
Before the next session  
you should:

-  Think about your abilities and interests. Write down those interests and abilities that were on both lists. Which ones might make good transition goals for where you want to work? How about living? Playing?
-  Talk with someone you listed who you wanted to be on your planning team about these interests and abilities and transition.

Okay. So that's it for now.



Later.



### Session 3 Summary Sheet - Your preferences and interests

**WHOSE FUTURE GOAL 3:** You will identify some of your own transition needs that are based on your preferences and interests.

- ☒ You learned that IDEA says that your transition goals have to be based on your needs based on your preferences and interests.
- ☒ You saw that your interests and preferences will be different from other peoples' interests and learned that you bring a unique viewpoint to the transition planning meeting.
- ☒ You figured out when you would leave school (probably) and thought about some things you would like to be doing then.
- ☒ You learned that transition services are activities for you that help you to move from school to the adult world.
- ☒ You listed your abilities and interests.
- ☒ You began thinking about how these abilities and interests could lead to transition goals.

## Session 4

### Getting to know YOU

**WHOSE FUTURE GOAL 4:** You will identify unique learning needs related to your disability.



In the last session you learned about being unique and how important it is for you to know about your unique abilities and interests.

In the next few sessions you will think about the unique learning needs or supports related to your disability.

First, though, you are going to just think about what that word, “disability” means. Some of these things may feel a little *uncomfortable*, but stick with it. There is only one you and part of being “you” is knowing how you learn best.

**Whose Future Is It *Anyway*?** is written to assist students with unique learning needs to take more control in their educational planning.

If you have educational planning meetings, like transition IEP meetings, you are receiving some special services to assist you in learning more.

You know something. I hate the word “special”.

**Special** this and **Special** that.  
I mean, we’re not on Mr. Roger’s Neighborhood, are we?

So, from now on I’m not going to use the “s” word (*special*) (that’s the last time, I

promise). I’m going to call these services you get “MULES”.

MULES means:

My  
Unique  
Learning and  
Educational  
Supports

Those are the support services you get to help you learn. Support. That means you get what you need to do your best. Of course, you know what a mule is, right?

1: a hybrid offspring of a male donkey and female horse



2: a very stubborn person.

I have to tell you, I think that calling



these services **MULES** tells you something about what it is sometimes like to deal with a big system, like school districts. Most people who work in them, like teachers and principals, do a great job, work hard and will help you every chance they get. But in a lot of cases, there are so many rules and so much paperwork that you can’t get things done without having to push and pull a lot...like trying to move a stubborn mule!



So any way, since you are getting



**MULES**, you have qualified for



these **MULES** because of a disability that makes learning harder or makes it so that you need different ways of teaching to do your best.

That is nothing to be ashamed of or embarrassed about. The truth is, most of the students at your school would probably like to get some services that would help them.

I mean, look at it this way. The word “services” came from the original work of a servant. People who provide “services” are there to “serve” you. Like in a restaurant, when the person takes your order, serves your food, and is nice to you.

Now, don’t go wild on this. I mean, your teacher is not your servant.

But, your teacher does provide an important service to you. She or he provides a service called “teaching”.

Yeah, yeah, I know. You didn’t order that and would like to send it back.

Well, one way to make more money and have a high quality of life when you get to be an adult is to get a good education.

You are a smart young person. When someone is offering you a service that can get you more money, you’re going to take advantage of it, right? And it’s free!

Well, actually your parent probably pays for it out of taxes. But that’s another story.

Okay. When we talked about who should be at your education planning



meetings, we talked about some of the people who provide the services you use. I’ve already mentioned your teacher. And you learned about transition services before. (You remember.... services that help you learn the things you need to be independent and satisfied as an adult.)

**FUN FACT:** In 1975 the United States Congress found that the learning needs of students with disabilities were not being met. The congress passed a law to get students the support they needed. The most recent version of **IDEA** says that all students should be able to access a high quality curriculum designed to meet their unique needs, with supports as needed.

You also learned about some of the related services you can get, like speech or physical therapy and vocational education services. There are other related services you may not even think about, like school health services, recreation, counseling services and testing services. Even making sure you have the transportation you need to get back and forth from school is a service.

These are all decided at your yearly planning meeting. See why you need to be there?





Now, to get these **MULES** you have to qualify. Remember taking some tests and stuff? Those tests probably helped somebody identify your unique learning needs.

At that time, you may have learned from your folks or a teacher that you had a “disability.” Maybe you didn’t learn until you got moved to a different class or something.

Anyway, it’s important to look at how your disability might change how you learn.

Have you ever had a hard time learning? How about having a tough time reading in school or doing some math work? How did you feel about that?

**Frustrated?**

**Angry?**

**Embarrassed?**

Did it seem that no matter how hard you tried, things only got worse? Maybe you had a hard time telling someone else exactly what you were thinking or what you wanted to do.

A lot of young people who have been told they have a disability have said these things. Sometimes they say they don’t think they really have a disability. It’s hard for them to think about it, because they think it means they are not smart or that they are weird or different from their friends.

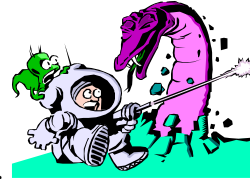
But, having a disability doesn’t mean those things at all. Maybe it’s a good idea for you to think more about what “disability” means. It means many

different things to different people. You need to know what it means to you.

Start by looking at what *OTHER PEOPLE* think about disability.

This next activity will let you look at some beliefs and stereotypes about people with disabilities.

A belief is what someone thinks. Like, some people believe in the Loch Ness



Monster.

Stereotypes are beliefs about groups of people. Stereotypes are more than just what *OTHER PEOPLE* think about people who are in a group, they are what *OTHER PEOPLE* expect from those people.

There are lots of stereotypes about people and groups. I would bet that you even have some stereotypes of your own.

No? Answer this question:

?

A boy went to the dentist to get a cavity filled. The boy was the dentist’s son, but the dentist was not the boy’s father.



How was this possible?

Think about it for a minute.

Got it? Good. If not, keep thinking. You might have figured it out after you thought about it, but I bet your beliefs about dentists made it hard for you to come up with the answer *quickly*.

Of course, the answer is that the dentist



is the boy's mother!

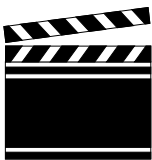
One stereotype about dentists is that they are men.

That tells you something about stereotypes about women, too. There are a lot of jobs that women do very well that *OTHER PEOPLE* often think of only as having men do them. Jobs like surgeon, pilot, athlete, or coach.

In this case, you can see how a stereotype would not be a good thing. If *oTHER PEOPLE* believe that dentists are men, they won't encourage a young woman to become a dentist, will they?

There are lots of stereotypes out there.

Most stereotypes are unfair to people. Like all blondes are dumb. There are a lot of very smart blonde women and men.



Why don't you come up with five stereotypes? If you need some support, find a friend or ask someone else in the room.

### 5 STEREOTYPES I KNOW

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Take a look at these. What do you think?

The truth is that stereotypes about people usually limit them. They take away from the fact that we are all unique people, with individual interests and abilities.

There are stereotypes about people with disabilities. Even people with disabilities may have stereotypes about people with other kinds of disabilities.

The following activity will let you think about some of your beliefs and stereotypes. You can write your answers in the space below the question or just think about your answers. It's up to you.

1. What is a disability?



2. What does the word "disability" mean to you?



3. What does a person with a disability look like?



4. What happens to people when they have a disability?



5. What is your first thought when you see a person with a white cane?



6. What is your first thought when you see someone with a hearing aid?



7. What is your first thought when you are told a person has mental retardation?



8. What do you first think when a person has a learning disability?



9. What is your first thought when you see a person using a wheelchair?



10. What kind of rights do people with disabilities have?



11. Where should people with disabilities live?



12. Should people with disabilities work?



13. Should a person with a disability get married?



14. Should people with disabilities have children?



Look at your answers. These are your beliefs and opinions. Your opinions

might have been formed by your own experiences or maybe by knowing someone with a disability. Or by watching a movie or TV. Or by hearing someone else talk about a person with a disability.

Let's look at these same questions, but based on facts. These may be just like your answers. But they may be very different. It is true that everyone has the right to their own opinions, but most people want their opinions or beliefs to be based on what is true.

### 1. What is a Disability?

In the Americans with Disabilities Act (called ADA) a person with a disability is someone who has a physical or mental impairment. Impairment means a limit. The ADA says that a person with a disability is someone who has a hard time caring for one or more of his/her needs alone (seeing, speaking, working, breathing, learning, walking, or hearing). It is important to know that a disability is not a person! A disability is only one



part of a person. People like to be known by who they are and not what they have. People with disabilities want to be seen as people first. Most people with disabilities do not like to be called by the label for their disability. When meeting someone with a disability it is best to call them by their name. When talking about a person with a disability it is best to say their name and not their disability. People without disabilities like to be called by their name also.

### 2. What does the word "disability" mean to you?

People use different words to talk about people with disabilities. Many of them are unfair, and create negative stereotypes. Like “retarded” or “gimp”.

Many people talk about people with disabilities as “handicapped”. Like the



parking space. But saying that a disability is a handicap means that you can't do things because of the disability.

Many people with disabilities don't like the word “handicap” because people think of “handicapped” people as needing help. The word came from the phrase “hand in cap” meaning a person

who was begging.



Another word that is sometimes used to talk about people with disabilities is “challenged”. While it is probably true that a person with a disability has challenges each day, many people with disabilities don't like to be called challenged. They say it means that they are the ones who have to change. There are many cases where the world can change just as easily.

For example, a person using an electric wheelchair cannot get over a curb. The chair is too big and heavy. You could say that the person is “physically challenged” but really the challenge is the curb. You can add a curb cut or a ramp, and the challenge is gone.

The word “disability” may feel uncomfortable to you. You may still think of it as negative. You need to be comfortable with yourself. All people have some type of limitation. Having a

disability means the limitation in some areas is more than for most people. People with disabilities should be treated as other people without a disability.

### 3. What does a person with a disability look like?

Most people with a disability look like people without disabilities. Sometimes a person may not have an arm or leg or they may use some support like a wheelchair, walker, or hearing aid. These supports, called adaptive devices, are sometimes a clue that a person has a disability. Actually these adaptive devices make it so that the person can do activities that their disability makes more difficult. So, a person with a disability may use a wheelchair to get around in the world. A person who doesn't hear everything may use a hearing aid to make the sounds louder so they can hear them.

Some people with disabilities may not need adaptive devices so their disabilities are not seen. Disabilities that are not seen are sometimes called "hidden" disabilities. Some learning disabilities are like that. You can't see the disability.

Did you know that Tom Cruise has a learning disability? He doesn't "look" like a person with a disability, does he?

The final answer is a person with a disability looks like herself or himself. Not like anyone else. Unique. All



people are unique. Even identical twins have things that make them unique.

### 4. What happens to people when they have a disability?

Seem like a dumb question? Well, one stereotype of people with disabilities is that they shouldn't be in public with everyone else.

Because of stereotypes, some people with disabilities have not been given the same chances as other people. They don't get a chance to go to school with their neighborhood friends. In some cases, they have to live in a different place.

The truth is people with disabilities can do the same things everyone else can, if given the chance and support. Some people with disabilities will make it in the world fine, others won't. Some people without disabilities make it in the world fine and others don't. Not much difference.

People with disabilities have to get the chance to choose where they want to live, work, learn and play and the support to do this.

### 5. What is your first thought when you see someone with a white cane?

People with visual impairments (limitations in being able to see) or blindness may use a white cane to move about on their own. The white cane helps a person to be independent. The white cane is a support for the person who cannot see.

### 6. What is your first thought when you see someone with a hearing aid?

A hearing aid helps some people with hearing loss or deafness to hear sounds. It depends on the type and degree of hearing loss. Some people with hearing loss or deafness do not use hearing aids.

7. What is your first thought when you are told that a person has an intellectual disability or mental retardation?

People with intellectual disabilities just need more time or support to learn things. The words mental retardation have been used in negative ways so some people do not like the words. People with mental retardation or intellectual disabilities are people first and can live in their own homes, drive cars, work at real jobs and have their own families.

8. What do you think when a person has a learning disability?

People with learning disabilities need more time or support to learn certain things, like reading or doing some types of math work. Some very smart people in history had learning disabilities. People with learning disabilities may use supports like having a test read to them, not having time limits set on taking a test, or using a cassette recording of a lesson to learn better. People with learning disabilities are just like other people only they may learn things in a different way.

9. What is your first thought when you see someone using a wheelchair?

People usually use a wheelchair because they have a hard time walking or just are



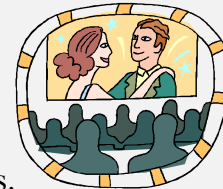
not able to walk. A wheelchair gives people with physical disabilities the chance to move around their world. People sometimes think of wheelchairs as big, slow, clunky things to sit in and wait for someone to push around.

Not true! Now wheelchairs come in many sizes, shapes, colors and styles. If

you have ever seen a wheelchair basketball game you know that they are anything but slow. People who use wheelchairs have done basically anything they wanted to do, from climbing mountains and skiing to becoming a



judge



or acting in movies.

10. What kind of rights do people with disabilities have?

The same rights as all Americans. People with disabilities do not give up their rights just because they have a disability. The Americans with Disabilities Act (ADA) talks about those rights and gives people with disabilities protection from discrimination. Discrimination means that people treat you unfairly. The ADA says that people with disabilities must have a chance to do the same things that people without disabilities have - to get a good education, find and keep a job, and do things they want to do.

Discrimination occurs when OTHER PEOPLE let their stereotypes and beliefs judge what a person can do, instead of letting that person show them.

11. Where should people with disabilities live?

Anywhere they want to!! Having a disability does not mean that a person has to live in a certain kind of place. People with disabilities are gaining more

opportunities to live in places like people without disabilities.

Having a disability may mean that a person uses assistance or support to live where they want. This may mean that a person uses supports to write checks for bills. Or may use a personal care attendant to help with many life activities. The type of support a person uses will be different for each person.

12. Should people with disabilities be able to work?

Yes!!! People with disabilities should also be able to work where they want. Having a disability does not mean that a person can only do one kind of work. People with disabilities work in all types of jobs.

Too many people with disabilities have to work in low-paying, dead-end jobs or are not working at all because of discrimination and a lack of support. The ADA requires that employers provide some supports.

But, people with disabilities have to know what supports would let them do the same job as other workers. This is one more reason it is important to think about the ways having a disability changes how you learn and work.

13. Should a person with a disability get



married?

Only if they want to! Getting married is something that a lot of adults do. There are some adults who choose to stay single. This choice should be up to each person.

14. Should people with disabilities have



children?

If they want to! Having children is something that a lot of adults do. There are some adults who choose not to have children. This choice should be up to the person.

Stereotypes can really limit people more than a disability does. Some day maybe you won't have to think about questions like these because people will learn that having a disability is not a dead-end street.


They will learn to judge people on what they can do, not what *OTHER PEOPLE* think they can or cannot do.

Until then, we still have to work hard to overcome these stereotypes.

Now, let's get back to those MULES



we were talking about. How

did you qualify to get MULES  ?

Did anyone ever tell you why you have



MULES ? Has anyone talked to you about having a disability? Now that we have talked about how having a disability is just another part of life, it is probably a good time for you to take a look at that part of yourself.





What about talking with your parent, a teacher, or your school counselor or school psychologist? They may be as uncomfortable about this as you are! Tell them you want to know more about the best way for you to learn.

Here are some questions you could ask:

What is the disability I receive support for?

How was it decided that I have a disability?

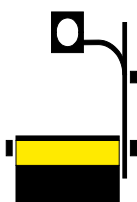
What does having that disability mean for my learning?

If you are still too uncomfortable with this, just think about the questions yourself.

Remember a couple of things:

***You are not a disability. You are a person with abilities and interests.***

***Having a disability just means that you need to find the supports that let you learn your best.***



Okay. Let's look at what you've covered this session.

- ☒ You learned that you receive unique learning and educational s\_\_\_\_\_.
- ☒ You learned that the purpose of these supports is to let you l\_\_\_\_\_ better.
- ☒ You looked again at the types of services the law lets you have:
  - individual t\_\_\_\_\_ and planning


- t\_\_\_\_\_ services
- t\_\_\_\_\_
- related services like speech, hearing and physical education

☒ You thought about how the word "d\_\_\_\_\_" makes you feel.

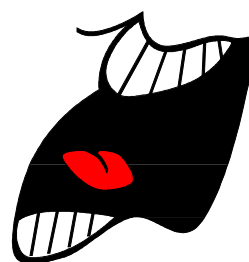
☒ You looked at s\_\_\_\_\_ you have about people and stereotypes *other people* have about people with disabilities.



Before the next session, you should have:

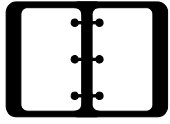
-  Finished thinking about your disability. You could talk with someone else about how you learn best. You could also just think about these things on your own.

Okay. So that's it for now.



Later.





## Session 4 Summary Sheet

**WHOSE FUTURE GOAL 4:** You will identify unique learning needs related to your disability.

- ☒ You learned that you receive unique learning and educational supports.
- ☒ You learned that the purpose of these supports is to let you learn better.
- ☒ You looked again at the types of services the law lets you have:
  - individual teaching and planning
  - transition services
  - transportation
  - related services like speech, hearing and physical education
- ☒ You thought about how the word “disability” makes you feel.
- ☒ You looked at stereotypes you have about people and stereotypes other people have about people with disabilities.



## Session 5

### Getting to know **you** - Your unique learning needs

**WHOSE FUTURE GOAL 4:** You will identify unique learning needs related to your disability.



In the last session you learned about what the word “disability” means to you. You were going to think more about your disability and maybe talk with someone. Did you do that? Don’t answer.... I mean, it is your responsibility, not mine. It’s your program.

But, if you did do some thinking about this, you may still want to know more. You may want to know more about how someone decided you have a disability. Or about what your disability is called.

Are you becoming more comfortable talking about having a disability? Maybe? Quick.... tell me what all these people have in common:

**Whoopi Goldberg:** Comedienne and Actress, star of “Sister Act”, “The Color Purple”, and television

**Bruce Jenner:** Decathlete, Gold medalist, 1976 Olympics

**Beethoven:** Composer, original longhair

**Cher:** Singer and Actress, star of “Mask” and “Moonstruck”

**Marlee Matlin:** Actress, star of “Children of a Lesser God”, “Reasonable Doubts”, and television

**Albert Einstein:** Inventor of “bad hair day,” Mathematician, Physicist

**Susan B. Anthony:** Women's rights leader, namesake of a U.S. Dollar coin.

**Magic Johnson:** Retired Basketball star.

**Florence Nightingale:** Founder of the Red Cross

**Ray Charles:** piano player and singer

Right... they are all famous and they all have a disability of some kind.

What disability do they have? I can’t do all your work for you, can I? Find a book or



go on the internet and check it out for yourself.

People with disabilities might be better thought of as people who are:

- former Presidents
- television and movie stars
- athletes
- business people
- scientists/inventors
- teachers
- musicians
- mothers/fathers
- sisters/brothers
- husbands/wives
- neighbors/friends

And the list could go on and on. You get the picture...disability is part of life!

You're in good company. The part about being human, that is. I mean, we all are human.

Now, all you have to do is figure out what you can do to make sure you get the support you need to be the best you can be.



You should have a copy of your IEP from the last session. If you threw it away or didn't make a copy, talk to your



teacher or coach and get a copy. You will need this to work on the rest of this lesson.

What? Of course I'll wait.

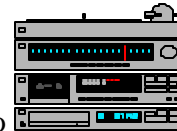
Ready? Now, locate your planning sheet. Remember, that's the one that has your transition goals on it? This might be a separate sheet or it might be a section on your IEP.

Okay, now use the **School Records Survey** at the end of this lesson to answer some questions using your transition plan.

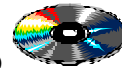
You are going to look at the label used to describe your disability. Next you will look at the adult outcomes that were picked at your last transition planning meeting.



An outcome is what you expect will happen.



Like, if I turn up my stereo



put in a CD and press play, what is the outcome?

Right... the music will play real loud.



That's what I expected to happen.

Also, my dad will come and yell at me to turn it down. That's another outcome I expect.



If you turn the key in a car, you expect the car to start.



Adult outcomes are what you expect to do



when you graduate.

An **employment outcome** is what you expect to do about work.



A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.



A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.



A **recreation or leisure outcome** is what you expect to do with your free time (and money!). Like exercising, doing sports, traveling or going to movies.



Come to think of it, if you were not at your last meeting, these are what **other people** expect you to do. Do you want to do only what **other people** think you want to do about work, living, school and playing?

I didn't think so.



Take about 15 or 20 minutes to work on the **School Records Survey**. When you are finished filling it out, start back right here.

Go ahead... I'll wait.

Are you back? Did you get all that stuff? What did you think about what was planned for you? Does it look like something you want to do with the rest of your life? If not, do you have any better ideas?



The rest of the time today would be a good time to explore a little more about your disability. Remember, disability is part of the human experience. Part of being you is living with your disability.

Some people who haven't experienced a disability think that people with disabilities would like to be "fixed". That means that if a person is blind, they want to see or if they cannot walk, they want to be able to do that.

But a lot of people with disabilities wouldn't change anything about themselves. They are proud of who they are and what they have accomplished. They don't need to see or walk to live a full life.

You may wish to change something about yourself. Many people do. There are some things you can change. You can change your hairstyle. You can change your clothes.

But you probably can't change your disability.

Oh, you can do some things that make it easier to work with your disability, like exercise or physical therapy. Other things that are difficult can be improved, like using a wheelchair to get you from one place to another if you don't walk.

Maybe it would be a good idea to look at what you can change about yourself and what you can't. List five things you can change and five you can't.

**I CAN CHANGE:**

*My hairstyle*

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### I CAN'T CHANGE:

How tall I am.

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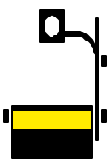
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The things you can't change are what really make you **unique**. I mean, anyone can wear his or her hair the same way you do, or wear the same jeans.

Take what time is left and talk with someone you trust about your disability.

What do *other people* who have a disability like yours do? How does it affect your learning? In the next session you will look at how to figure out supports you can use to learn more.






Okay. Let's look at what you've covered this session.

- ☒ You saw that a lot of famous people have d\_\_\_\_\_.
- ☒ You saw that people with disabilities really should be called neighbor, friend, worker, spouse and teacher instead of by their l\_\_\_\_\_.
- ☒ You heard that having a disability is part of the h\_\_\_\_\_ experience.

- ☒ You learned that an o\_\_\_\_\_ is what you expect to happen later on.
- ☒ You found the l\_\_\_\_\_ used to describe your disability.
- ☒ You found out what employment, living, school, and leisure outcomes were listed on your t\_\_\_\_\_ plan from last year.
- ☒ You found out what s\_\_\_\_\_ services were listed on your last transition plan.
- ☒ You thought about what you can c\_\_\_\_\_ about yourself and what you can't and how that makes you unique.



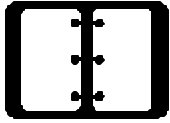
Before the next session, you should have:

-  Talked to someone you trust about your label, what it might mean and how it changes the way you learn.
-  Finished thinking about things that make you unique.
-  Thought about the plans and supports that are in your school program now, and what you might want to change.

Okay. So that's it for now.



Later.



## Session 5 Summary Sheet - Your unique learning needs

**WHOSE FUTURE GOAL 4:** You will identify unique learning needs related to your disability.

- ☒ You saw that a lot of famous people have disabilities.
- ☒ You saw that people with disabilities really should be called by their name instead of by their label. They may be your neighbor, friend, co-worker, spouse or teacher.
- ☒ You heard that having a disability is part of the human experience.
- ☒ You learned that an outcome is something expected to happen later.
- ☒ You found the label used to describe your disability
- ☒ You found out what employment, living, school and leisure outcomes were listed on your transition plan from last year.
- ☒ You found out what support services were listed on your last transition plan.
- ☒ You thought about what you can change about yourself and what you can't and how that makes you unique.

## SCHOOL RECORDS SURVEY

Find the section on the plan that is called “Desired Outcomes” or something like that. There may be more outcomes listed, but there will probably be at least these.

Check ✓ what is listed under each of these as the outcome:

### Employment Outcomes



- ☐ None due to postsecondary education
- ☐ Competitive employment without support
- ☐ Competitive employment, time-limited support
- ☐ Competitive employment, long-term support
- ☐ Supported employment, infrequent support
- ☐ Supported employment, daily support
- ☐ Sheltered community employment
- ☐ Sheltered employment
- ☐ Adult day activities
- ☐ Other \_\_\_\_\_

### Residential or Independent Living Outcomes



- ☐ With parents or relative
- ☐ Independent living, no support
- ☐ Independent living, support needed
- ☐ With roommate
- ☐ Supervised apartment
- ☐ Group home living, supervised
- ☐ Group home living, supervision and training
- ☐ Group home living, skilled nursing
- ☐ Other \_\_\_\_\_

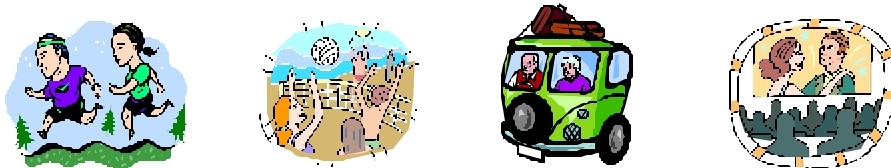


## Post-secondary Education or Training Outcomes



- ☐ None due to expected employment
- ☐ Community College, no support needed
- ☐ Community College, support needed
- ☐ Technical or Trade School, no support needed
- ☐ Technical or Trade School, support needed
- ☐ Military or Military School
- ☐ University, no support needed
- ☐ University, support needed
- ☐ Adult Education classes, no support needed
- ☐ Adult Education classes, support needed
- ☐ Other \_\_\_\_\_

## Recreational and Leisure Outcomes



- ☐ Independent
- ☐ Family Supported
- ☐ Specialized recreation activities
- ☐ Community parks and recreation programs
- ☐ Local clubs
- ☐ Church groups
- ☐ Day program
- ☐ Other \_\_\_\_\_

Now, find the section on the plan that is called “**Services Required**” or “**Needed Services**” or something like that. List the services identified that you would need.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Session 6

### Getting to know **you** - **Supports**

**WHOSE FUTURE GOAL 5:** You will identify supports to meet the unique learning needs related to your disability.



In the last two sessions you looked a lot at: 1) what the word “disability” means to you, 2) what disability you have, 3) how that changes the way you learn, and 4) what unique learning needs you have because of that disability.

Mainly you learned that having a disability is just part of being you. No big deal, really.

It is a good idea to know how to take advantage of what you do best so you can learn more in school. Why? Well, I just worked all this out:

1. school work = better job
2. better job = more money
3. more money = more fun things to buy!

so:  
school work = more fun things to buy!

I bet you never thought of schoolwork as being more fun things to buy! It is, in a way. **Really. Honest.** Besides that, a better job is usually in a place with more interesting things to see and do.

It would be a good idea to figure out what supports can meet your unique learning needs.

Let’s talk about this **support** stuff for a minute.

The reason for learning more about your disability was so you could learn about where you could use some support.

It is just as important to know about what you do really well (your strong points) as it is to know about what you don’t do as well.

The idea is that you will do a better job of *taking more control of your life* if you really know yourself.

This includes knowing your strengths and your limitations.

Knowing about your disability and the support you need will also help you when you leave school.

**FUN FACT:** The **ADA** (Americans with Disabilities Act) says that people who have a disability have the same rights as other people. The **ADA** says that employers have to provide some supports so that workers with disabilities can do the same jobs other workers can. But, the person with the disability has to know his/her strengths

and limitations and should be able to tell the employer what would be a good support.

OK, so you need to think of some supports you could use.

Think about these **supports** this way...  
There are a lot of things that need something else to be their best. They need **support**.

Like a car... without gas, it is not very useful.

Here is a list of things that could use something else to be their best. Beside the list are possible supports for each one. If you want, you can come up with your own instead of using the ones in the list. Take a minute and fill in some of the words.

<b>All right alone...</b>	<b>Better with....</b>
hammer	
pen	
coffee	
macaroni	
peanut butter	
brush	
ball	
salt	
camera	
wheel	
lock	
TV	
nuts	
picture	
staples	
bride	
paint	
spaghetti	

If you want to, you can just draw arrows



from the ones in the list to these:

bat

bolts

brush

cheese

coffeemaker

comb

film

frame

groom

jelly

key

meatballs

nail

paper

pepper

remote control

stapler

tire

Finished? Okay... turn the page.

Here's the way I matched them up...

All right alone....	Better with....
hammer	nail
pen	paper
coffee	coffeemaker
macaroni	cheese
peanut butter	jelly
brush	comb
ball	bat
salt	pepper
camera	film
wheel	tire
lock	key
TV	remote control
nuts	bolts
picture	frame
staples	stapler
bride	groom
paint	brush
spaghetti	meatballs

Some of the things work OK on their own.  
But with support they work even better!  
Like:

⇒ **Spaghetti and meatballs.**



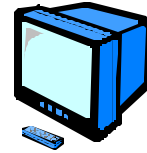
After all, you could eat spaghetti with sauce and no meatballs, and you can eat meatballs with no spaghetti. They are just better together.

⇒ **Camera and film.**



Here's one where each part depends on the other. A camera has to have film or a memory card or disk to take pictures and a roll

of film or digital disk doesn't work without a camera.



⇒ **TV and remote control.**

You could use the TV without the remote. But, what would you do with a remote control if you didn't have a TV? So in this case, you could use one without the other, but not both.

You get the idea. A lot of things in life work better with some type of support.

People too!

We depend on other people for a lot of things.

You depend on the rancher to raise the cow, the butcher to grind the meat from the cow, the supplier to get the meat to the restaurant, the manager to pay for the meat, and the cook to cook the meat just so you




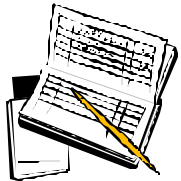


can eat a hamburger at a restaurant.

You depend on the automaker to make the car, the dealer to sell the car, the gas station owner to supply the gas, and the trooper to issue you a driver's license just so you can go cruising around in a car.



We depend on a lot of people and things. You could say that we use support from people and things for everyday living.

Let's look at some ways that you can get support you can use to learn more and do better in school. I thought of five ways a person's disability might make learning a little harder. I also thought of supports that the person could use to get around the limitation.

Limitation	Support
Reading directions. 	Someone reads the directions to me.
Balancing a checkbook. 	Use a computer program that balances the checkbook.
Cooking a meal. 	Eat out all the time.
Filling out a job application. 	Get the job application, get some support filling it out and take it to the interview completed.

Taking a math test in a short period of time.



Have the teacher give me more time to finish the test.

These were just examples I thought up. Some students came up with two more: 1) have someone explain the directions or 2) have someone show me how. Some of my examples are good. Like filling out the job application first. Some are probably not that great. Like eating out all the time.

But, they are all supports!

How about you?

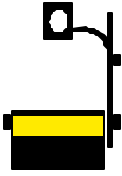
Use what you have worked on the last two sessions and write down five things that might be hard for you to do on the support sheet at the end of this lesson. Then, write down some supports that you could use right next to that.



Having a hard time thinking up supports? Well, use the supports you already know...talk to your teacher or family. Go on, you can check with them. They may have some good ideas about the kinds of supports that you could use. Use them. That's what they are there for.

When it comes time to help plan your transition program, you could work with other members of the planning team to identify supports you could use to learn your transition skills better and some

supports you could use to work, live and play more independently.





Okay. Let's look at what you've covered this session.

- ☒ You saw that it would be a good idea to figure out s\_\_\_\_\_ to meet your unique learning needs.
- ☒ You looked at how most things in life d\_\_\_\_\_ on other things to do their best.
- ☒ You listed some l\_\_\_\_\_ from your disability that might make learning harder or change the way you learn.
- ☒ You thought of some s\_\_\_\_\_ to work around those limitations.



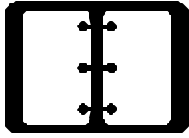
Before the next session, you should have:

-  Listed supports for your unique learning needs related to your disability.
-  Thought about other supports that might be useful for you in school and later on in life.

Okay. So that's it for now.



Later.



## Session 6 Summary Sheet - Supports

**WHOSE FUTURE GOAL 5:** You will identify supports to meet the unique learning needs related to your disability.

- ☒ You saw that it would be a good idea to figure out supports to meet your unique learning needs.
- ☒ You looked at how most things in life depend on other things to do their best.
- ☒ You listed some limitations from your disability that might make learning harder or change the way you learn.
- ☒ You thought of some supports to work around those limitations.

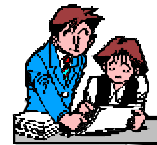


# SUPPORTS FOR \_\_\_\_\_

(Your name)

Limitation

Support



1.	
2.	
3.	
4.	
5.	

