

PLAN THE POSSIBILITY

Dreams & Goals

Student

1. Talk about the video.

- What did you learn from Zach's story?
- What was Zach's dream for the future?
- How is the job he has now, connected to his dream?

2. Why is it important to have dreams and goals?

- What is one of your goals for the future?
- Do you have someone you can talk to about dreams, goals and concerns? If not, how might you find that person?
- It will be important to share your dreams and goals with your IEP team. They can help you plan for the future you want to have.

3. List ways that you could meet the goal you listed in question 2.

Suggested Activity

Have students create a DREAM BOARD of what they would like their life to look like in the future. They can create this with words, magazine pictures, drawings, etc.

PLAN THE POSSIBILITY

Dreams & Goals

Parent / Caregiver

1. Discuss the video.

2. How can parents encourage and support their children's dreams?

3. Have you talked with your child about his/her ideas for the future? Why or why not?

- As he/she pursues those dreams, they may change or there may be other jobs related to that interest. The important thing is to start planning the possibility.

4. Read and discuss Jed's story, "The Fire Fighter."

- How might the IEP team have responded differently?
- What was it that most appealed to Jed about a job at the fire station?
- How can you relate the story to your child's dreams? To your own expectations of your child?

THE FIRE FIGHTER

Jed's Story

Jed was 16 when we first met at his IEP meeting. The team was talking about transition and asking what his hopes were for the future. Mom giggled a bit, already knowing his answer.

"I'm going to be a firefighter!" he said. This had been his dream since he was a little boy.

The school team talked about their concerns:

- Jed had autism.
- He could only follow two-step directions and read at 1st grade level.
- Jed could not tell time.



Over the next several months Jed's case manager tried to interest him in other kinds of jobs and work experiences. He would have none of it. Jed was determined to be a firefighter and nothing else would do. At the next meeting, his mother and advocate talked about Jed's qualities:

- Jed was a hard worker and liked to please others.
- He was persistent and knew what he wanted to do
- Jed was good at advocating for himself.

He could follow a visual chart and use a timer to tell when it was time for the next thing. The school still wasn't convinced. After the meeting, mom drove Jed past the fire station – something they did several times a week. This time they stopped, and Jed talked with the firefighters who invited him to visit any time. And he did. They showed him the trucks and equipment and some of the fire station chores. When Jed asked if he could help, they were happy to oblige. After a few months of volunteering, Jed was offered a part-time job sweeping the bay and cleaning the kitchen. When asked what his favorite parts of the job were, Jed quickly answered, "Being around the firetrucks & hanging out with the guys!" He now proudly tells people he works at the station with his friends, who are fire fighters!

PLAN THE POSSIBILITY

PTP – Post-Secondary Transition Plan

Student

1. Talk about the video

Who helped Hannah prepare for a job in the community?

Who can help you plan your future?

Did you know that students who have IEPs can stay in school until age 21?

- Do you think that's a good idea? Why or why not?

2. What things would you like to learn or do during the extra transition years?

Some possibilities:

- 1) Work with DVR to get training for a job you'd like
- 2) Enroll in Project Search or a college class or technical program
- 3) Work at school and/or in the community
- 4) Improve your life skills to prepare for more independence
- 5) Spend time on your reading, math, or other academic skills
- 6) Visit places you would like to work or live
- 7) Work with DVR to develop your own micro-business

- What other things might you do during the transition years?

PLAN THE POSSIBILITY

PTP – Post-Secondary Transition Plan

Student

3. Have you heard the terms, “Post-Secondary Transition Plan”, or “PTP” before?

If not, ask your IEP case manager about it. This plan is about you, and should help to meet your goals for the future. (You could show the Dream Board you made during the last breakout session to your IEP team when you talk about goals.)

4. Read through the workbook, “Plan the Possibility” and talk about it with your teacher, class or family. You could talk to your friends, too. It may look like a lot of information, but remember you only need to focus on one level at a time.

YOU CAN DO THIS!

Suggested Activity

Complete the Matching Game and the Word Find in the back of your workbook,

“PLAN THE POSSIBILITY.”

PLAN THE POSSIBILITY

Matching Game

__IDEA

1. Speak up for Yourself

__Transition

2. Workforce Investment Opportunity Act

__PTP

3. Division of Vocational Rehabilitation

__Self-Advocacy

4. Change from one thing to the next thing

__DVR

5. Post-Secondary Transition Plan

__WIOA

6. AWESOME

__Pre-ETS

7. Individuals with Disabilities Education Act

__Me

8. Levels

__Steps

9. Supports for people with disabilities

__Long Term Care

10. Pre-Employment Transition Services

TRANSITION PLAN WORD SEARCH

B S P E T L S S L A O G I E P
N I E E X O R D A D O P N B Q
P O R L M N T P Q S O P D G W
G M I B F G D A O S Y T E X Q
N D L T U A S X S P E P P E K
I E B M I C D I V G A E E S I
N I Q A H S B V E W F D N K B
I Z I O O I N L O I J U D I Z
A F O K L I L A L C R H E L N
R L P I E O W V R C A T N L V
T A T R C E R A C T E C T S A
W Y T N E M Y O L P M E Y O E
I O P D M E E T I N G L R M D
T E R J H E T D F P L A N V I
I V M K N F U S I D C Z H Z D

CARE
COLLEGE
DVR
EMPLOYMENT
GOALS
IDEA
IEP
INDEPENDENT

LIFE
LONG
MEETING
PLAN
POSSIBILITY
PRE - ETS
PTP
SCHOOL

SELF - ADVOCACY
SKILLS
TERM
TRAINING
TRANSITION
WIOA
WORK

PLAN THE POSSIBILITY

PTP – Post-Secondary Transition Plan

Parent / Caregiver

1. Discuss the video.

- 1) What resources did students use? Can you think of others?
- 2) Did you know there are creative options for students who stay in school until age 21?
- 3) Can you think of benefits for staying involved with the local school until age 21?

This can be a time of exploration, increasing necessary academic and life skills, and preparing for adult life. It is not required that these years be spent in a traditional classroom setting, although that is an option. What would your son/daughter most need and benefit from during the last couple years of high school transition? Think about what that might look like and discuss it with them.

Some possibilities:

- 1) Work with DVR to get training for a job you'd like
- 2) Enroll in Project Search, a college class or a technical school program
- 3) Work at school and/or in the community
- 4) Improve your life skills to prepare for more independence

PLAN THE POSSIBILITY

PTP – Post-Secondary Transition Plan

Parent / Caregiver

- 5) Spend time on your reading, math, or other academic skills
- 6) Visit places you would like to work and live
- 7) Work with DVR to develop your own micro-business

Add other ideas to the list and discuss them at the next IEP meeting.

2. Read through the workbook, “PLAN THE POSSIBILITY.”

You may also want to go through it with your son/daughter. This booklet gives information about the transition process and the steps students can take as they prepare for the future.

More detailed information can be found online at:

<https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>

Suggested Activity

Look at the website: **www.WITransition.com** to learn more about the PTP. Have your son/daughter fill out the plan (or help them), print it and bring it to their next IEP meeting.

PLAN THE POSSIBILITY

Barriers: Problems / Concerns

Student

1. Talk about the video.

- What were some of the difficulties James talked about?
- What other hard things were mentioned in the video?
- Can you think of more concerns students might face in planning for their future?

2. Think about your future goals.

- What concerns do you have about reaching your goals?

What things might be hard for you?

- Communication
- Finding a Job
- Getting ready for work
- Transportation – how will I get to work?
- Finding a place to live
- Managing money
- Following directions
- Speaking up for myself
- Learning new skills
- Other _____

PLAN THE POSSIBILITY

Barriers: Problems / Concerns

Student

Can you think of other things that might seem hard? List them.

3. When there's a problem, you need a plan.

Look at your list of problems and concerns in question #2. What solutions or plans can you think of for each one? Write them down next to the problems or concerns..

Ask others for ideas or talk about them at your next IEP meeting.

- What resources did the families in the video use to help them?
- Ask your IEP team for more information about what resources are available where you live. Learn more about how those resources can help you Plan the Possibility.

PLAN THE POSSIBILITY

Barriers: Problems / Concerns

Parent / Caregiver

1. Discuss the video.

What barriers were faced during their child's transition process? How were they overcome?

What problems and concerns have you experienced, or do you anticipate, in helping prepare your child for the future? This information will be helpful when discussing his/her transition plan with the IEP team.

- What resources were available to the students in the video?
- What resources are available in your community? You could ask the IEP team, the Aging and Disability Resource Center (ADRC), other parents, or research them online.

2. Identify the concerns you have as a parent/caregiver regarding your child's transition. Is there excitement, fear, uncertainty, anxiety, hope?

3. Plan the Possibility!

As your student prepares for the future, you may also want to plan the possibility for your changing role in his/her life. What might that look like?