Illustration of the Four Principle Transition Areas
and Suggestions of Relevant Topics in Each Area

This list of transition considerations is offered as a guide, not a definitive list. Each student’s specific needs and interests will determine his or her definitive list.

SELF-DETERMINATION

Self-determination skills become increasingly important as students approach graduation. Self-determination is a lifelong process which includes:

- Understanding one’s strengths, skills and needs (Self-Awareness)
- Setting goals based on one’s strengths and preferences
- Acting on the goals
- Communicating one’s goals to others
- Advocating on one’s own behalf (Self-Advocacy)
- Evaluating one’s actions and revising plans, as appropriate

These skills should be taught and modeled with students in transition. Students, and adults who assist them, should consider the Four Transition Areas on the illustration below in transition IEP planning, particularly focusing on helping students to develop strong self-determination skills for their adult lives. The Four Transition Areas list is a starting point for discussions with students as they plan for the future.
Self Determination’s central role in each area is illustrated by its position in the middle of the page.

FOUR PRINCIPAL TRANSITION AREAS

EMPLOYMENT
Vocational/Career Assessment
Vocational exploration and experiences
Job development
Seeking, securing and maintaining employment
Community employment
On the job training
Job follow-up
Supported employment
Wages
Supplementary Security Income
Social Security Disability Insurance

POST-SECONDARY EDUCATION
Educational options
Financial planning
Support services available
Academic accommodations
Personal transition file
Pre-requisite high school courses
Entrance requirements
Vocational goals/personal interest
Time management
Study skills
Interpersonal communication skills
PSAT/SAT test schedules

INDEPENDENT LIVING, if appropriate
Assistive technology/adaptive equipment
Personal and legal advocacy
Managing personal finances
Selecting and managing a household
Daily living skills
Counseling/therapy
Family planning/sex education
Nutrition
Consumer skills
Personal Care Attendants
Family relationships
Trusts/Wills
Legal guardianship
Personal and health insurance
Banking
Living arrangements
Independent leisure activities
Managing health care

COMMUNITY PARTICIPATION
Transportation:
independent, public, specialized
Driver’s education
Vehicle adaptation
Transportation training
Group advocacy
Community supports
Community recreation
Friendships
Voting and citizenship
Social/religious groups
Volunteerism
Socially responsible behavior
Communicating with others

From Ri Transition Resource Directory, the Paul V. Sherlock Center on Disabilities at Rhode Island College