

A fun way to approach transition planning!

Purpose of the Activity & How to Play

For Students

- To give students a visual that represents a variety of post-school outcomes and allow them to express what is important to them
- To aid in development of long term goals

Effective for students who have fine motor and communication needs

How It Works with an Individual Student

- Students choose what is important to them
 - ⇒ Use their choices as a springboard for further discussion, transition planning or a way for the student to share with the IEP team their preferences
 - ⇒ Match choices to areas on a transition plan: Instruction, Community Experiences, Daily Living, Employment, Related Services

For Team Members

- To help team members realize that each person brings a different perspective to what is most important in transition planning
 - ⇒ Similarities and differences that emerge will help the team members develop a cohesive transition plan for life after high school

How It Works as a Group Activity

Participant Groups:

- Teachers and service providers
- Students and adults with disabilities
- Parents, guardians and family members
 - ⇒ If the audience is a mixed group of teachers, students, and parents have each group look at cards and pick the 5 most important to independent living and transition planning
 - ⇒ Every group must come to consensus!
 - ⇒ Facilitator moves between groups to assist

Compare Choices and Discuss



Questions to Consider...

- Are the choices identified as important by the student in the IEP Transition Plan?
- Are services being provided that will lead to desired post-school outcomes?
- Does the student need real life experiences to broaden their view?

The Importance of Comparing Input from Everyone

Students typically choose what is important **TO** them.

Parents and teachers typically focus on what is important **FOR** the student.

Example:

It is important **TO** the student to have money.

It is important **FOR** the student to learn how to manage a budget.

Both perspectives are valid and should be addressed

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