SDLMI Mini-Lesson Sample Plan

*Student Question 1 – Transition goal*

Estimated time: 30 minutes

**Teacher Objectives:**
1a. Enable student to identify specific strengths, abilities, and needs.

**Materials:**
1. SDLMI Strengths and Needs Resource
2. SDLMI Self-Assessment Resource & SDLMI Self-Assessment Resource Example (optional)
3. Powerpoint presentation: “SDLMI Phase 1 Student Question 1.pptx” (optional)

*Note: you can and should modify these for your specific classroom-related needs.

**Procedures:**
1. Review what transition is and why you are meeting with the student
2. Review the 3 phases of the SDLMI from “SDLMI Phase 1 Student Question 1.pptx”:
   - Phase 1: Set a goal
   - Phase 2: Take action
   - Phase 3: Adjust goal or plan
3. Introduce to the students that they will begin working on goals related to future employment, postsecondary education, and/or community participation.
4. Introduce possible goal areas for a transition related goal (e.g., employment, postsecondary education, and/or community participation and provide examples for each of those goal areas.
   - Note: For more information about selecting goal area, see the “SDLMI Transition Planning Supplement.”
5. Using the questions provided from “SDLMI Phase 1 Student Question 1 Resources,” ask the student
   - What goal area or “bucket” would you like to start with?
   - What are you thinking about for your (insert goal area or “bucket”) goal?
⇒ What do you think your strengths are?
⇒ What do you think your needs are?

6. Allow time for the student to complete the “SDLMI Strengths and Needs Resource” or a similar activity.

7. Using the tool from “SDLMI Phase 1 Student Question 1.pptx,” pose Student Question 1: What do I want to learn or improve on? and associated alternate phrasing:
⇒ What do I want to do?
⇒ What do I want to know about ______?
⇒ What goal do I want to work on?

8. Preview that the next session will cover Phase 1 Student Question 2: What do I know about it now?
⇒ What are things you can do between now and then to help prepare?