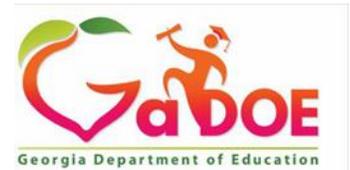


# Georgia Instructional Materials Center

## Student Transition Supports



### Transition

Good transition planning is essential. Although a transition plan is only required before the beginning of 9<sup>th</sup> grade or before the student turns 16 years old (whichever comes first), consideration and preparations may need to begin long before the written plan is incorporated in the Individual Education Plan (IEP). Career assessments and inventories can be helpful in selecting a career pathway to pursue. Established partnerships with the guidance counselor, special education teachers, general education teachers, parents and, most importantly, the student will result in a seamless approach to effective transition. The inclusion of other appropriate transition members will further support a successful transition experience to postsecondary options. When considering transition to post-secondary education options, contact the Office of Disabilities at the college or university that you are considering to better understand admission criteria as well as accommodations that may be available for the entrance assessment. After meeting admission requirements, provide the Office of Disabilities with a copy of your current psychological report as well as a current IEP for accommodations and support available to you to be established. Advisement and review of interest inventories as early as 6<sup>th</sup> grade will guide the team in next steps in consideration of dual enrollment options. When postsecondary goals are identified, post-secondary options should demonstrate alignment and address necessary accommodations and services.

### Self-Advocacy

Self-advocacy is identified as the most important element in successful transition of students with disabilities. A student must learn to be a strong, self-advocate and represent their needs and interests. Students will be expected to self-advocate for accommodations and supports necessary in completing college level work. Strong parental support in high school should gradually be replaced with encouraging increased responsibility and practice by the student to prepare for successful transition to post-secondary options.

### Accommodations

Students with disabilities who meet entrance requirements and course prerequisites may be provided reasonable accommodations that allow equal access. The expectations for college level work compared to high school must be understood. Colleges will not provide accommodations that change the content, compromise performance expectations or substantially alter the essential elements of the course. Students as well as parents must understand that not all accommodations, services and/or supports available at high school level will be deemed necessary at the college level. Reasonable accommodations are determined by the post-secondary institution.

### Accessible Text, Assistive Technology and Supports

Ensure your IEP has accessible text options, assistive technology and any other supports well documented. The post-secondary institution will determine reasonable accommodations based on your established needs supported through your current psychological report and IEP. Vocational Rehabilitation Services may also have resources available based on your established needs.