

The Student's Goal of any Transition Planning must be:

- Know yourself**
- Believe in yourself**
- Learn to advocate effectively for what you need**

Know in yourself

- **Know your LD** (consult your psycho-educational assessment)
 - Define LD
 - Study your psycho-educational assessment for your specific LD
- **Know your strengths & weaknesses**
 - Ask yourself what do I love to do, what shows my creativity and imagination & what am I interested in
 - Ask parents & teachers how they see your strengths & weaknesses
 - Check your psycho-educational assessment for your strengths and area of need.
 - Remember – use your area of strengths to compensate for the area of need
- **Make the connection**
 - Your IEP should show a logical flow you're your strengths/needs to accommodations/learning strategies
 - Plan to take electives that point to your strengths and goals
 - Realize that you can achieve, but may need more time to realize goal
 - Consider taking 5 years to finish High School

Believe in yourself

- **What is a is an LD by definition**
 - You have to have average to above average intelligence
 - You can learn but you may learn differently than others
 - You can improve your skills by using strategies and accommodations
 - You can use your area of strengths to compensate for area of difficulties

- **How can you improve your skills?**
 - Problem solve with teachers & parents until you find the proper accommodations you need to succeed
 - Consider enrolling in a Learning Strategies Class
 - Discuss learning strategies with your parents & teachers – remember what has worked in the past.
 - Use the strategies learned
 - To increase your organizational skills
 - To improve your test taking skills
 - To improve your studying skills

- **How can you be more goal oriented**
 - Take on more responsibilities at school in regards to your work and at home in regards to life skills

- Start setting goals
 - At home – get more involved at home
 - Take responsibility for lawn cutting, snow removal, garbage etc.
 - Consider a tutor to improve skills (if this is possible)
 - Set goals for homework completion
 - At school
 - Set expectations to achieve higher marks
 - Gradually apply the strategies you learned for all subjects
 - Increase assistive technology skills
 - For future – think about what career you might like
 - Get involved in extra-curricular activities to explore other interests & areas of strength
 - Consider co-op opportunities for the same reasons
 - Lay out career path
 - Use your knowledge of your strengths and area of need when you choose your career path
 - Take advantage of pre-high school Head start program

- Look at role models/mentors
 - Famous people with LD
 - Stephen Hawkins
 - Einstein – problems at math but so creative
 - Magic Johnson
 - John Lennon
 - Tommy Hilfiger
 - Look for mentor at school/home

- Perhaps a teacher or senior student
- Perhaps a relative/friend with LD
- Someone who inspires you

Advocate for yourself

- **Realize you are not borne an advocate – it is a process with a learning curve!!**
 - Start slowly
 - Watch your role models (parents, special education teacher)
 - Increase your skills & confidence as you go along
 - Role play with your parents if necessary before meetings
 - If self-advocacy isn't working ask your parents for help
 - However self advocate again next time around
- **Knowledge is Power – prepare well**
 - Read IEP
 - Understand your LD, strengths & needs
 - Understand your strategies/ accommodations
 - Know what works for you
 - Know your rights
 - Know important legislation, know your rights under the Human Rights Code of Ontario/Canada
 - Know IEP process

- Know transition planning process
- Know you have a right to accommodations

- Create climate of cooperation
 - Get to know your teachers and let them know about you
 - Tell them about your LD – use proper terms
 - Tell them about your strengths & needs – refer to psycho-educational assessment
 - Tell them what you need to be successful
 - Be polite and courteous when you advocate for yourself but do ask for help when you need it
 - Demonstrate that you problem solved unsuccessfully and therefore need help

- **Take part in the process**
 - The IEP process
 - Participate in IEP meetings
 - Make sure that all accommodations are listed in your IEP (problem solve at meeting)
 - Make sure you receive the assistive technology training you need to use it effectively
 - Remember the IEP is a “living document” – it has to be changed according to your needs
 - Aim to increase your participation level
 - Don’t be shy – speak up because you are an important member of the team

- The Transition Process

- Transition Plan is required for all students with LD age 14 and older
- Prepare a Transition Plan with your teachers & parents
- Set long term goals
- Explore what is required to meet these goals and add to your transition plan
- Inquire about requirements for college/university (pre-requisites), apprenticeship or employment
- If college or university is your goal visit the institutions of your choice and their disabilities office to inquire about accommodations and assistive technology
- Check if the college has an open house for students with LD during your last year of High School
- Check with the college/university to see if they have a summer transition program with students with LD
- Check to make sure you have a current psycho-educational report and that it meets the college/university requirements
- Review your plan yearly

**Be realistic - but recognize your potential –
dare to dream**

Definitions

Learned Helplessness: “student has no confidence in his/her ability as well as a sense of not having any control over their own life”

Self-efficacy: “Judgment of capability to perform a task or engage in an activity”

Self-advocacy: “Ability to articulate one’s strength, challenges and necessary support and to fight to receive those necessary supports.”

Accommodation: “Are differentiated or alternative approaches to receiving information, assignment completion and/or evaluation”. Essential requirements of the course have to be accomplished. Work is done at Grade level.

Modification: Curriculum requirements are changed. Work may be done at a different grade level. At High School – credit may not be given. Modifications are not allowed at post-secondary level.

Web sites

- ◆ The following web sites are designed for Youth:

www.youth2youth.ca

The **Learning Disabilities Association of Canada** designed this web site for youth with learning disabilities to help them transition from the school to the workplace and post-secondary education. It is a friendly meeting place for youth to share experiences and learn best practices for dealing with life at the post-secondary institution or workplace. It is full valuable resource

www.neads.ca **National Educational Association of Disabled Students** encourages the self-empowerment of post-secondary students with disabilities and advocates for increased accessibility at all levels and equal access to college or university education. The Association provides information on services and programs for students with disabilities nationwide publishes a regular newsletter.

Google **CCDI--College Committee on Disability Issues**. Important documents created by CCDI:

- ◆ “Guidelines to Learning Disability Documentation and Services Provided”; May 2005
- ◆ “LD Resource Guide: Accommodations, Learning Strategies, Assistive Technology and Universal Design for Instruction”; July 2008
- ◆ List of College transition program with contact information

- ◆ **The following web sites are valuable for students, teachers and parents alike:**

www.coe.jmu.edu/learningtoolbox

web site designed by the James Madison University by the authors of “Academic Success Strategies for Adolescents with LD & ADHD”. It is the online presentation of the strategies discussed in the book. They designed the “Active Learner Approach”

www.ldao.ca

The **Learning Disabilities Association of Ontario** has transition information for High School students on their web site

www.SchwabLearning.org great resource

www.edu.gov.on.ca

Ministry of Education web site with lots of information about your rights, IEPs, special education and transition

www.ocup.org

Ontario Curriculum Unit Planner Site. Click on Resources, click on Teacher Companion and finally click on Special Education Planner. Note of caution: Accommodations and Modifications are not listed separately.

Books/ DVDs

Minskoff, Esther & Allsopp, David “Academic Success Strategies for Adolescents with Learning Disabilities & ADHD” published by Brookes Publishing
The book is based on the “Active Learner Approach”. The web site www.coe.jmu.edu/learningtoolbox gives on line presentations of the strategies introduced in the book

Richards, Regina G. “The Source for Learning and Memory Strategies” published by Lingui Systems, Memory and Learning strategies

Rose, David H. & Meyer, Anne “Teaching Every Student in the Digital Age – Universal Design for Learning” published by the Association for Supervision and Curriculum Development.

Clayton, Jeff “SOAR, Some Assembly Required”, 3 book about self advocacy

Ministry of Education and Training:

“IEP Guide” 2006

“Transition Guide” 2002

Howard Eaton & Leslie Coull “Transition to High School for Students with Learning Disabilities” DVD

Howard Eaton & Leslie Coull “Transition to Post Secondary for Students with Learning Disabilities”. DVD