

# Welcome letter



## Dear Students and Families,

This guide will help you be a leader in your life and stay organized as you transition from school to your adult life. Use the sections you care about most or use a section when the topic relates to what's happening in your life. Complete the worksheets by yourself, with your family or with your transition planning team. The eight sections are organized as follows:

**Section 1** is an introduction to the transition planning process and self-determination skills that will help you be in control of your life. You will also learn about the Trajectory and Star worksheets you can use to organize your thoughts or make a plan.

**Section 2** introduces the different parts of your transition team and person-centered planning strategies that help you identify and focus on your strengths and goals.

**Section 3** describes different ways you might get a job and work toward a career by learning a skilled trade or earning a degree.

**Section 4** explores supports to help you make decisions as an adult.

**Section 5** talks about what you can do to feel healthy and safe as you build the life you want.

**Section 6** helps you explore options and resources for living where you want to live in your community.

**Section 7** describes services you may be eligible for that can help you reach your goals.

**Finally**, a glossary explains specialized terms.

Each section includes questions for you and your family to consider, examples of resources available to support you, and worksheets to help you stay organized and make a plan.

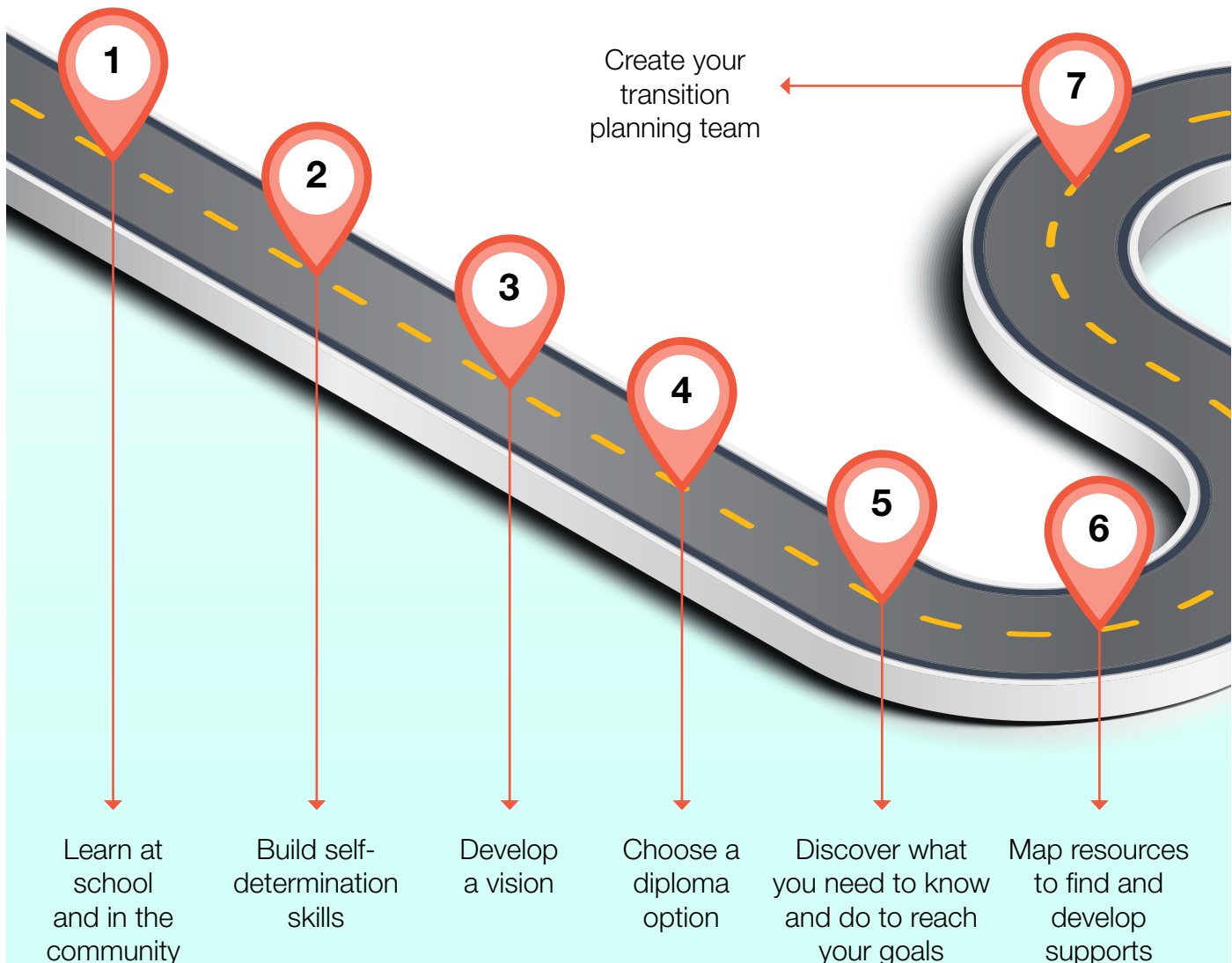
Examples of blank worksheets are available in the appendix.

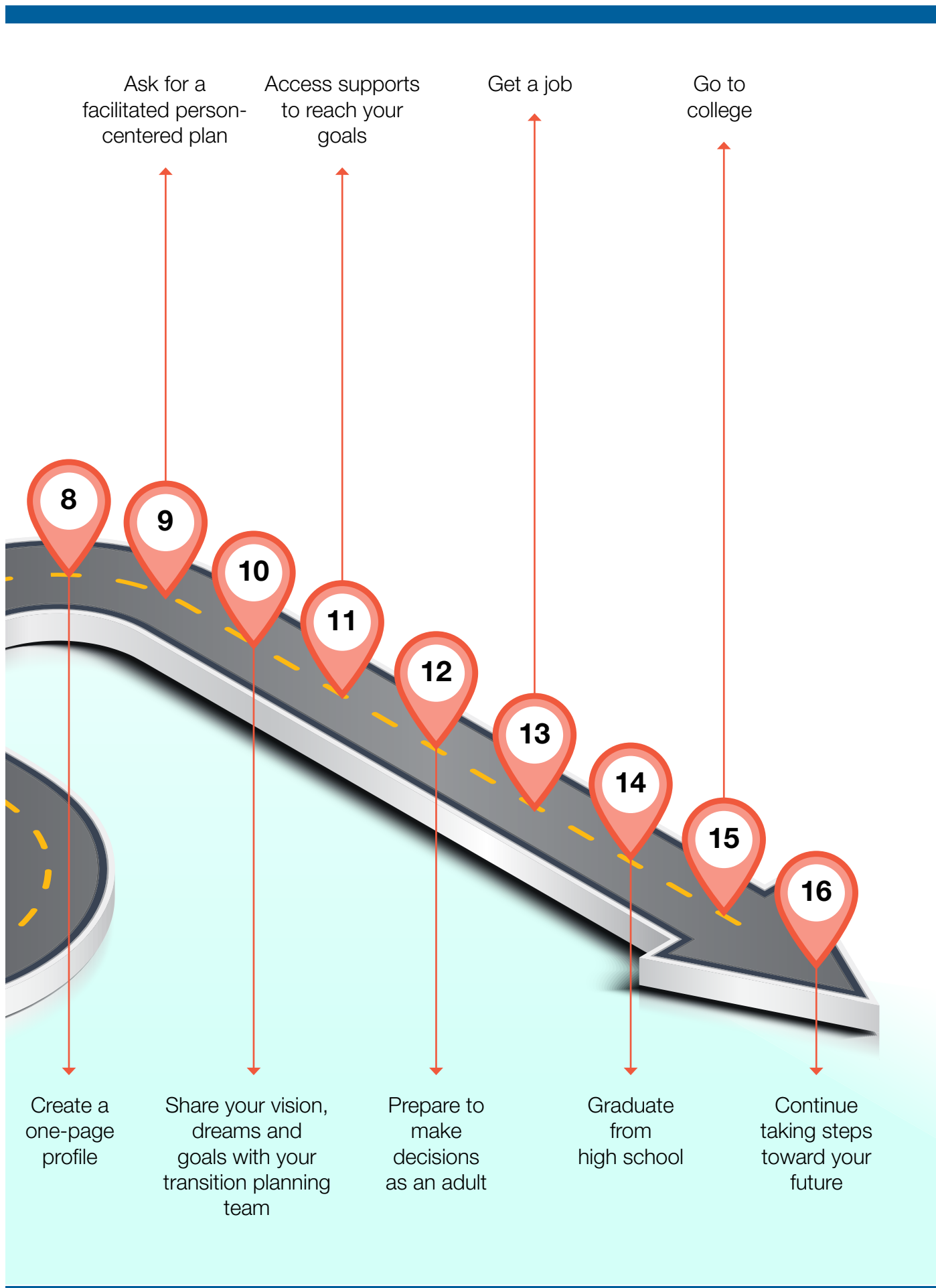
# 1 Introduction



## Welcome to the Oregon Transition Guide for students and families!

When we talk about transition, we mean the time when young people are moving from high school to adult life – generally ages 14 to 21. Your journey is unique to you, but many people take similar steps along the way. This guide helps you think about those steps and figure out what is right for you. Welcome to your new road map to help you plan your transition into adult life!



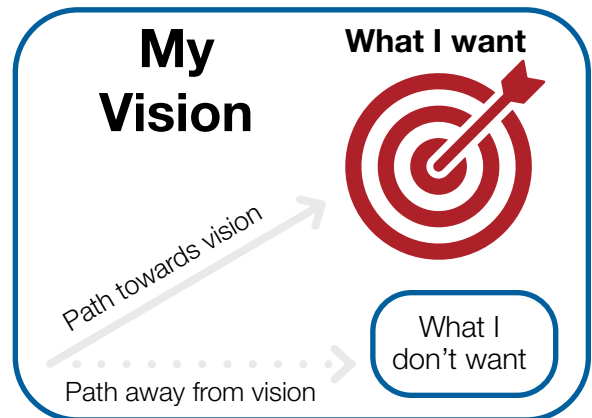


## How students can use this guide

You are on an exciting journey from high school to adult life! What your life will look like is up to you. This guide is full of questions, resources and worksheets to help you organize your thoughts, create a vision for the future, make choices and decisions, and make a plan with help from your parents, teachers and others you choose. These questions are meant to prompt conversations. You do not need to answer all of them, and you may have some of your own.

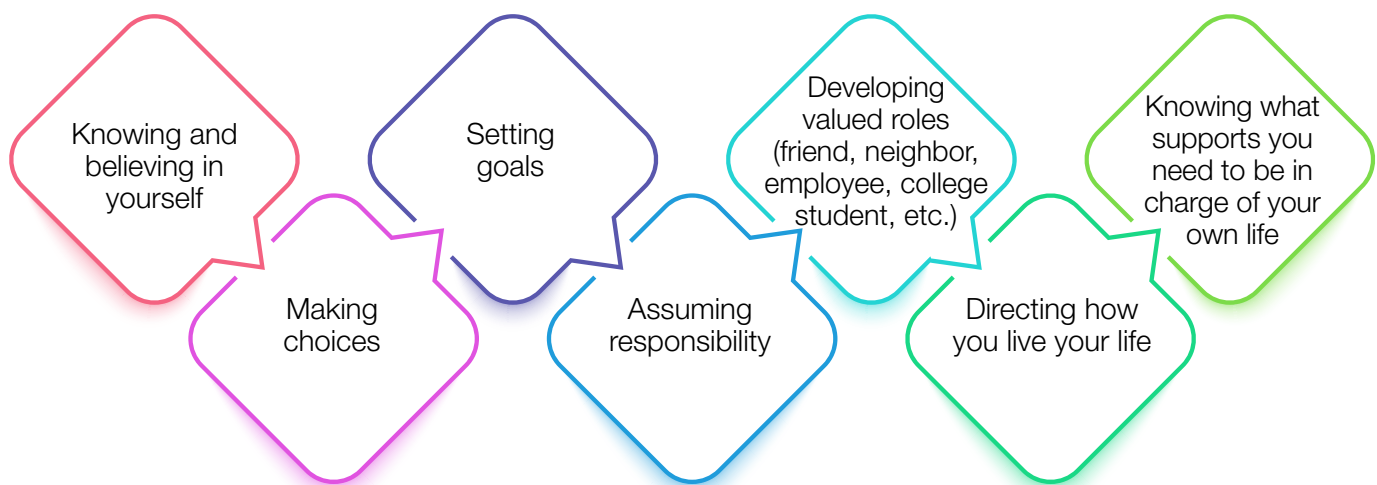
### Why have a vision for your life?

Most people start dreaming when they are little kids of what they want their lives to be like. These ideas change as they learn, grow and gain life experience. As you get older, your vision becomes a target you aim for when you plan for life after high school. By having a vision, you are more likely to stay on your path, reach your goals and achieve your dreams.



During school, you will develop “self-determination” skills to help you reach your vision. Self-determination is a group of skills people use throughout their adult lives.

A few of the self-determination skills you need include:





## How parents can use this guide

Transition is a time filled with change, growth and excitement — and sometimes fear and confusion. You play a critical role during your child's transition from high school to adulthood.

This guide is full of questions, resources and worksheets to help you and your child organize thoughts, think about a vision for the future and how to get there, and work together. These questions are meant to prompt conversations. You do not need to answer all of them, and you may have some of your own. Students and families are most successful when students start planning early and drive the process — with help from family members, teachers and others.

## How to use the worksheets

### Trajectory worksheets

On the next two pages (and in most sections), you will find a worksheet to create your own trajectory. Trajectory means “a chosen or taken course” (American Heritage Dictionary). Use the worksheet for your big picture ideas — such as what you want your life to be like after you leave school. Your parents can help you create your path trajectory by asking you questions to help you develop ideas. A blank trajectory worksheet is also included in the Appendix for you to make copies.

- Start by listing a few things you want in your life after high school in the “What I want to achieve” bubble. We have included some questions to get you started.
- Under “What I don’t want in my life,” list a few things that you know you do not want in your life.
- The boxes along the solid arrow help you think about experiences you have already had, or experiences you need to have, to move toward your vision.
- The boxes along the dotted arrow help you think about experiences you have had — or want to avoid having — because they move you away from your vision, and toward what you do not want.



## Trajectory Worksheet

### Past life experiences

What experiences have you had in the past that support your vision?

### Future life experiences

What current or future experiences do you need to support your vision?

### Past life experiences

What past experiences have pushed you toward things you don't want?

### Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



## Trajectory Worksheet (*continued*)

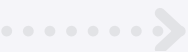
### **What I want my life to be like after high school?**

Where do I want to live, work, go to school or hang out at after I leave high school?

What do I want to do for fun?

Who do I want to spend time with?

### **What I don't want in my life**



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## Star Worksheets

People use a combination of resources to have a good life. The Star Worksheet, which you will find in most sections, is a tool to help you and your family identify or “map” resources related to each topic in this guide. As you fill in your star, you may want to consider the many questions listed in “**Star Worksheet Questions**” as prompts to have meaningful conversations. You may not answer all of the questions, and you may have some of your own. You can also use the resources listed in the appendix to help generate ideas. Additional blank star worksheets are included in the appendix.





## Star Worksheet Questions: Mapping my Self-determination Resources

### Technology

Why is technology important in my life?

What technology can help me with school?

How can I use my smart phone, iPad and/or other device to be more independent?

What apps can help me with scheduling?

How can I use social media to stay connected to my friends?

How can technology help me communicate?

### Personal strengths and resources

**What are my responsibilities:** To myself? At home? At school?  
What makes my day better? What can I do to make my day better? What things am I good at doing? What are some things I want to get better at doing? How do I share what I want and what I don't want?  
What skills have I developed to take risks?  
How am I learning from my mistakes?

### Community resources

What do I enjoy doing and what might I enjoy doing?

Where might I work or volunteer in my community?

What will help me get around in my community (learning to drive, ride the bus, etc.)?

How am I exploring where I might want to live in the future?

How am I learning about continuing education and what college is like?

How do I communicate what I want and what I don't want?

What skills have I developed to take risks and learn from my mistakes?

## **Personal strengths and resources**

What helps my parents, teachers and others begin to view me as an adult?

How can I be more in charge of my life?

How do I share about my disability or health care needs?

How do I share my goals, hopes and dreams during planning meetings?

## **Relationships**

Who do I look up to?

How can I make friends?

Who is teaching me it's ok to make mistakes?

Who is helping me learn what to do in an emergency?

Who can I talk to about dating, sex and having healthy boundaries?

## **Services I may be able to receive**

What services can help me get work or volunteer experience?

How can I practice looking for and getting a job?

Do I have goals to help me practice making my own decisions and communicating my preferences?

What supports does my school give me?

How might Vocational Rehabilitation help me prepare for college or a career?

What are my options for health insurance as an adult?

How can I explore supports to live where I want to live?

Do I qualify for services to help me get the support I need?



## Star Worksheet: Mapping my Self-determination Resources

Write your goal in the center of the star. You are the expert on your life! Make a list on the below star worksheet of all the resources and assets you bring to transition planning meetings. See page 13 for questions and resources to get you started.

**Technology**

**Personal strengths and resources**

**Relationships**

**Community resources**

**Services I may be able to receive**