

## Student Engagement in Transition Assessment and Planning

Wehman (2020) identifies the following *roles and responsibilities* for students in the transition planning process:

1. Identify personal strengths and interests.
2. Set personal goals; share preferences for employment, adult living, and postsecondary education/training.
3. Assist in identifying transition strategies and activities; provide feedback. (p. 13)

The following checklist may be used by teams to evaluate present levels of student engagement in the transition planning process as well as identifying priorities to enhance student engagement.

Checklist for Student Engagement		
Assessment	Yes/No	Comments
Has the student been involved in the assessment process? (e.g., provided input as parents completed questions on the TRS Parent Form; provided input when the TRS rating form was completed)		
Has the student completed the TRS Future Goals Assessment to identify their “preferences and interests” for adult life.		
Has the student completed the TRS Future Goals Assessment to identify what they will need to learn/experience to reach their future goals.		
Has the student has reviewed the assessment summary and provided feedback.		
Planning	Yes/No	Comments
Has the student been invited to attend the transition IEP meeting (IDEA, 2004).		
Has the student received instruction on terminology used in the IEP meeting, (e.g., roles participants play, how to participate) (Wehman, 2020).		
Has the student experienced self-determination curriculum (Shogren, 2013).		
Has the student had the opportunity to take a leadership role in the transition IEP meeting (Shogren, 2013; Thoma & Tamura, 2020).		
Has the student had input on developing the <i>course of study</i> (Grossi & Cole, 2013).		
Has the student had input on identifying needed transition services and understands responsibilities of team members (See Statement of Needed Transition Services, Severson 2022).		
Has the student had input on developing annual goals that support achievement of postsecondary goals (Test, 2012).		
Has the student had input into the <i>Summary of Performance</i> (Greene, 2011; Hughes & Carter, 2012)		

- Greene, G. (2011). *Transition planning for culturally and linguistically diverse youth*. Baltimore: Paul H. Brookes Publishing.
- Grossi, T., & Cole, C. M., (2013). *Teaching transition skills in inclusive schools*. Baltimore: Paul H. Brookes Publishing.
- Shogren, K.A. (2013). *Self-determination and transition planning*. Baltimore: Paul H. Brookes Publishing.
- Thoma, C. A., & Tamura, R. (2013). *Demystifying transition assessment*. Baltimore: Paul H. Brookes Publishing.
- Test, D. (2012). *Evidence-based instructional strategies for transition*. Baltimore: Paul H. Brookes Publishing.
- Wehman, P. (2020). *Essential of transition planning* (2<sup>nd</sup> Ed.). Baltimore: Paul H. Brookes Publishing.