

# 6 FAST FACTS

## Teaching Student Engagement in the Transition Planning Process

1

Students who are taught how to engage in their IEP meeting participate at higher rates than students who have not been taught the skills needed to participate.

2

Student engagement in the transition planning process occurs before, during, and after the Individualized Education Program (IEP) meeting.

3

There are several skills educators can teach students with disabilities to help them engage in the transition planning process.

4

Prior to the IEP meeting, instruction focuses on teaching students to actively participate in transition assessment (e.g., choosing an assessment, completing the assessment, understanding assessment results, identifying personal goals).

5

In preparation for the IEP meeting, students learn the meaning of words frequently used during IEP meetings and how to actively participate in the meeting (e.g., how to share assessment results, present personal strengths and weaknesses, describe their goals, ask questions, discuss ideas).

6

Following the IEP meeting, instruction focuses on teaching students goal attainment skills and how to measure progress towards meeting transition goals.

*This fact sheet was developed by the Illinois Center for Transition and Work at the University of Illinois Urbana-Champaign through a contract with the Illinois State Board of Education. Information presented may not reflect the position or policy of the Illinois State Board of Education.*

