



Transition Planning
for Competent
Adulthood:
Intervention
60 minutes

Priorities of Instruction in Transition Programming

- Solicit student and family input as to where they want to be in 1 year, 5 years, 10 years, etc.
- Survey current and potential future environments.
- Assess skill needs across environments in terms of work, social and navigation skills.

Adapted from: Wehman, P. (1992). Life Beyond the Classroom: Strategies for young people with disabilities. Baltimore: Paul H. Brookes.

And ...

- Prioritize skills that occur across multiple environments
- Attend to safety skills
- Attend to skills that reduce dependence
- Attend to skills you will need to provide the NT cohort

The Ultimate Transition Strategy

- When speaking about skill development always remember that for a specific skill

If you can teach the skill, teach it

If you can't teach the skill, adapt it

If you can't adapt it, figure out some way around it

If you can't figure out some way around it, teach the NT's to deal