

So, In Brief, We Can Then Define Functional Transition Programming As:

- Relevant across multiple environments (**contextual**)
- A continual programmatic focus through the functional use of skills (**socially valid**)
- Aware of individual and family preferences, as well as community demands (**contextual**)
- Focused on the pragmatic use of communication (**socially valid**)
- Including attention to the social skill dimension of most activities (**contextual**)
- In general, extremely hard work (**i.e. requires significant response effort**)

Some Useful Transition to Community Skills

Personal Mobility

Seeking Assistance

Quality Control/
Self Checking

Self Monitoring of
Behavior

Safety Skills

Endurance

Functional
Communication

Age Referenced
Clothing & Hygiene

So Why These Skills?

Because they are all skills that are useful across multiple environments.

Four Basic Transition Skills Relevant to All Students

1. The ability to assess themselves including skills and abilities and the needs associated with their disability
2. Awareness of the accommodations they might need
3. Knowledge of their rights to these accommodations, and
4. The advocacy skills necessary to express their needs across multiple environments.

This, in other terms, is self advocacy. Self advocacy is a global term for an individual's ability to effectively and appropriately argue on their own behalf for change that is directly relevant to their own lives. Given that, perhaps the more correct term for this ability is simply, advocacy.

Specific Areas of Advocacy Instruction

- Legal and civil rights
- Service acquisition and choice
- Personal safety
- Social relationships
- Sexual relationships
- Choice and control

Some Poorly Understood Forms of Advocacy

- Aggression
- Self injury
- Disruption
- Elopement
- “Non-compliance”
- “Obsessing”
- Nagging or badgering