

Let's Get This Conversation Started!

Lesson Plan

Sub-indicator 7.4: Transition Staffings

Common Core Standard

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-LITERACY.SL.9-10.1.C](#)

Learning Objective(s)

Students will be able to articulate their preferences and needs for transition programming and services.

Students will be able to create a plan to actively participate in an upcoming transition staffing.

Materials

- Projector
- Google Docs
- Student Devices/Computers
- Question Catcher
- Conversation Plan Template

Before the Lesson: Have a date specific or month-in-general schedule for upcoming student Transition Staffing discussions ready to share with students.

Opening Activity – Whole Group, 5 Minutes

Activity Purpose: Defining a transition staffing for students.

Description of Activity:

1. Write the words “Transition Staffing” on the board or a projected Google Document.
2. Ask students to tell the person next to them (Pair/Share) what they think a “Transition Staffing” is.
3. Ask students to share out their responses and write them down.
4. Use student responses as a touch point to define that a “Transition Staffing” is:
 - a. *A discussion between a student, a student’s case manager, transition specialist, family and agency personnel to decide who, what programs and what services the student should be connected to so that they are on track to meet their IEP transition plan goals in Career & Employment, Education & Training and Independent Living.*



Activity Purpose: Use the definition of Transition Staffing to facilitate students developing questions about a Transition Staffing.

Description of Activity:

1. Group students into groups of four by having each pair that answered the opening activity question, pair up with another pair of students.
 - a. Ensure that each group at least has one computer or a print out of the Question Catcher.
2. Remind them of the definition of transition staffing.
 - a. Pass the definition out on slips of paper and have it posted at the front of the classroom.
3. Tell them that in the next 5 minutes as a group they will brainstorm 4 questions they have about **what can be talked about** or **what can be asked for** at a Transition Staffing.
 - a. Remind them to type or write down their questions in the Question Catcher.
4. In the last 5 minutes of the activity, share out the questions generated and highlight the ones that are aligned with Career/Employment, Education/Training & Independent Living.

Activity Purpose: Create a conversation plan for an upcoming Transition Staffing.

Description of Activity:

1. Remind students of the definition of a Transition Staffing and highlight the student questions from Activity 1 that were focused on their transition needs and preferences.
2. Have them stay in their groups or work individually to complete this conversation plan template.
 - a. Highlight for the students that the conversation plan is to support them to be a leader in the discussion, so that the discussion focuses on needs or preferences they have based on information from their transition assessments and goals for the future.
3. Share this template or print out this template for students to complete.
4. Monitor and support students in answering prompts to support their participation in their upcoming Transition Staffing.

Description of Activity:

1. Thank students for their work in Activity 2 and ask for students to indicate in some way (raise hands, thumbs up, sticky note in a hat) if they need more time/support to finish their conversation plan.
2. Project or pass out print outs of the date specific or month-in-general schedule of upcoming Transition Staffing for students in the class.
3. Let students know that these discussions are not IEP meetings, but are more casual and shorter conversations about the who and the what of their transition plan.

Extension Activity: To generate excitement, engagement and as a circle back reminder about what they did in this lesson -- in an opener for an upcoming school day or upcoming lesson, survey students about what snack & drink they would like to have to share at their upcoming Transition Staffing.

Request funds from your administration, department chair, PTA or a local business to provide these snacks and drinks to make the discussions feel more comfortable and casual.

What Happens at a Transition Staffing:

What can be talked about & what can be asked for?

Transition Staffing Definition	A discussion between a student, a student's case manager, transition specialist, family and agency personnel to decide who, what programs and what services the student should be connected to so that they are on track to meet their IEP transition plan goals in Career & Employment, Education & Training and Independent Living.
Topics & Question Brainstorm	What can be talked about & what can be asked for? 1. 2. 3. 4.

Let's Get This Conversation Started:

My Transition Staffing Conversation Plan

Introductions	Write <u>a question</u> you want people to answer to introduce themselves:
Shout Outs	Write down <u>the names of the people who are really helping</u> or have helped you to stay on track to reach your transition plan goals:
My Wish	Write the <u>one thing</u> that is most important for you to get done this year to stay on track to reach your transition plan goals:
My Questions	Write down <u>three questions you want answered</u> at this meeting that you have about reaching the goals in your IEP Transition Plan. 1. 2. 3.
My Worries	Write down <u>anything that you are worried you won't get done or will have a hard time doing</u> as you work to achieve the goals in your IEP Transition Plan.
My Celebrations	Write down <u>anything that you are proud of learning and doing</u> as a part of your work to achieve the goals in your IEP Transition Plan.