

Table 1.2. Transition Team Members

Team member	Participates in...			Responsibilities and activities
	Individual-level team	School-level team	Community-level team	
Students	✓	✓		<p>Advocate for themselves and provide input about their transition planning needs.</p> <p>Student participation in transition planning should include:</p> <ul style="list-style-type: none"> • communicating interests, strengths, needs, preferences, and postsecondary goals through formal or informal assessments, pre-transition planning discussions, instructional lessons, and so on; • identifying other people they want involved in their transition planning process (e.g., family, friends, mentor) who can form a support network to help facilitate the student's transition to postschool life.
Family members	✓	✓	✓	<p>Assist the student in making decisions about education and transition plans.</p> <p>Role will differ depending on the cultural context and individual circumstances; however, families should be involved in</p> <ul style="list-style-type: none"> • pre-transition planning activities, • transition planning meetings, • student assessment, • service delivery, • evaluation of the student's transition program, and • identifying and establishing the natural supports (e.g., a network, mentors, trainers) individual students need to be successful after high school. <p>Families also can assist with generalizing the skills learned in school to the home and community setting.</p>
Special education teachers	✓	✓		<p>Serve as liaison between families, students, teachers, employers, community service agencies, and community resources. They support youth and families throughout the transition process.</p> <p>Special education teachers' responsibilities may include:</p> <ul style="list-style-type: none"> • working with general educators to embed transition-related instruction and identify appropriate accommodations and modifications for individual students, • facilitate collaboration among stakeholders, • identify and coordinate pre-transition planning activities (e.g., family and friend support networks), and • provide direct instruction of transition-related skills to students in both the classroom and the community.
General education teachers	✓	✓		<p>In addition to providing direct instruction, collaborate with special education teachers and other stakeholders on curriculum, accommodations, and modifications to promote student involvement in general education coursework.</p> <p>General education teachers are responsible for:</p> <ul style="list-style-type: none"> • monitoring and communicating student progress to other members of the student's IEP team; • providing accommodations and modifications as delineated by students' education plans, and ensuring these are incorporated into state-mandated testing; and • supporting students' transition goals as these relate to the general curriculum.