



The teen transition conversation

Begin with interests before forms and timelines.

A note from Victoria

A future-planning meeting can sound as if adults are deciding who your teen will become. Their preferences deserve to be at the center.

What to do

Ask your teen about places they enjoy, skills they want to build, and what independence means to them. Bring one example to the school team. Ask how goals, community experiences, and supports connect to their interests. U.S. IDEA transition requirements vary by age and state; ask the IEP team for specifics.

Words you can use

"Before we discuss services, I'd like my teen to tell us what matters to them. How will this plan reflect those priorities?"

One useful step I can take today:

I could start with: Write one interest in your teen's own words.

The strength I see in you

You are making room for their future to belong to them.



SPECIAL NEEDS | WORKSHEET

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Use this page in your own words. You can leave any part blank.

My teen's interests in their own words

A skill or experience they want to try

What the planning team needs to hear from them

My next manageable step

A person, service, or place I can turn to (if useful)

Educational peer support, not individualized medical, legal, or school advice. Partner with your child and their care or school team; consult a qualified advocate about rights questions.