



THE FIVE MOST IMPORTANT THINGS A PARENT NEEDS TO KNOW ABOUT TRANSITION

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WHAT IS THE FOCUS OF THIS SESSION?

- Introduction to transition
- Share strategies on how to successfully navigate the transition process



WHO AM WE?

What have I learned as a Transition Coordinator?

What have parents taught me?

What have I learned as a parent?



WHAT HAVE PARENTS SAID ABOUT THEIR CHILDREN'S TRANSITION TO THE ADULT WORLD?

“ I wish I had known more about transition services when my child was in school. I didn't realize how difficult it would be. It's true when they say the Yellow School Bus doesn't come anymore.”

Mother of 25-year-old

WHAT ELSE HAVE PARENTS SAID?

“ I wish I had talked to my son more about what he had wanted to do. It’s his life and not mine.

I wish I had stressed more about self-care and independent skills. He is really struggling now as an adult.”

Mother of 30-year-old.

WHAT DID THIS DAD WISH HE HAD DONE?

“I wish I had set goals early to teach the value of money and work and encouraged independent life skills (for example, laundry, food preparation, taking public transportation) by age 13 .”

Dad of 39-year-old

WHAT DID THIS MOM WISH SHE HAD DONE

- “ I wish I had understood how difficult it would be to help my son find his footing after high school.”

- Mother of 26 year old son

WHAT ELSE HAVE PARENTS SAID?

“ I wish she had had more opportunities to volunteer and be part of the community at an early age. I sheltered him too much – I guess I was afraid”

Mother of 25-year-old year old

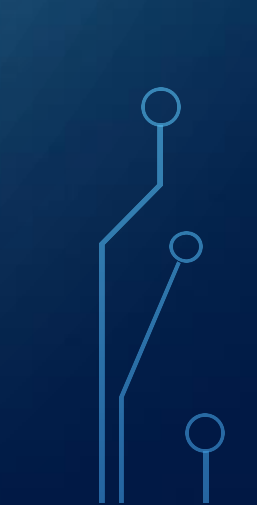


“ I didn't realize that I went from a system of entitlement to a system of eligibility”

Mother of 22-year-old



WHICH QUOTE RESONATES WITH YOU?

In the chat room write down the quote that resonates with you and you want to remember as you begin the transition process.



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WHAT ARE THE FIVE MOST
IMPORTANT THINGS A PARENT
CAN DO?

1. EDUCATE YOURSELF!

- Be Prepared to work with many different systems.

2. WORKING COLLABORATIVELY WITH YOUR SCHOOL.

Being able to work **collaboratively** with the school in identifying

Your child's strengths and needs

Future goals for your child

Needed prevocational skills

Which adult service agencies would be appropriate

START EARLY

3. HELPING YOUR CHILD DEVELOP SELF-ADVOCACY SKILLS

Students need help in developing these skills as they mature:

- Self-Awareness – understanding their strengths/interests
- Making a plan and carrying it out
- Reflecting on Results and Adapting
- Understanding their own IEP goals
- Participating in CSE Meetings – Student Directed IEP Meetings

4. TAKING A PROACTIVE ROLE IN DRIVING THE TRANSITION PROCESS

Understanding school's responsibilities

Understanding your child's IEP and diploma options

Ensuring that transition is discussed at every annual review meeting

Having a "point person" to work with in the school

5. HOW CAN WE REALISTICALLY SET GOALS FOR OUR CHILD POST HIGH SCHOOL?

- Encourage volunteer activities in community
- Get input from all the adults your child interacts with
- Results from transition assessments

6. LEARNING ABOUT ADULT SERVICE SYSTEMS

- ACCES-VR = Adult Career and Continuing Education Services – Vocational Rehabilitation
- OPWDD- Office for People with Developmental Disabilities
- OMH – Office of Mental Health
- College Disability Services – Think College
- ILC – Independent Living Centers

LET'S LOOK AT THE HANDOUT- NAVIGATING ADULT SERVICES

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QUESTIONS?

Please write them in the chat room.