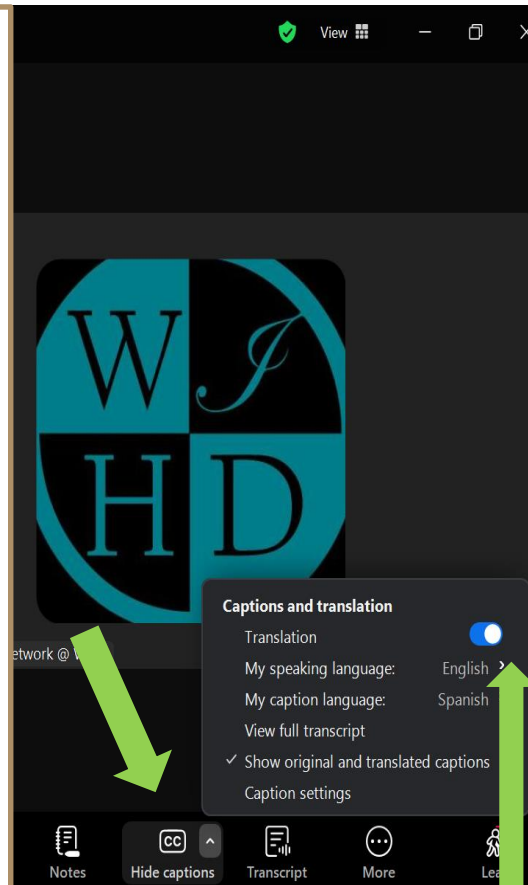


# Welcome!

## How to enable translated captions during a Zoom session

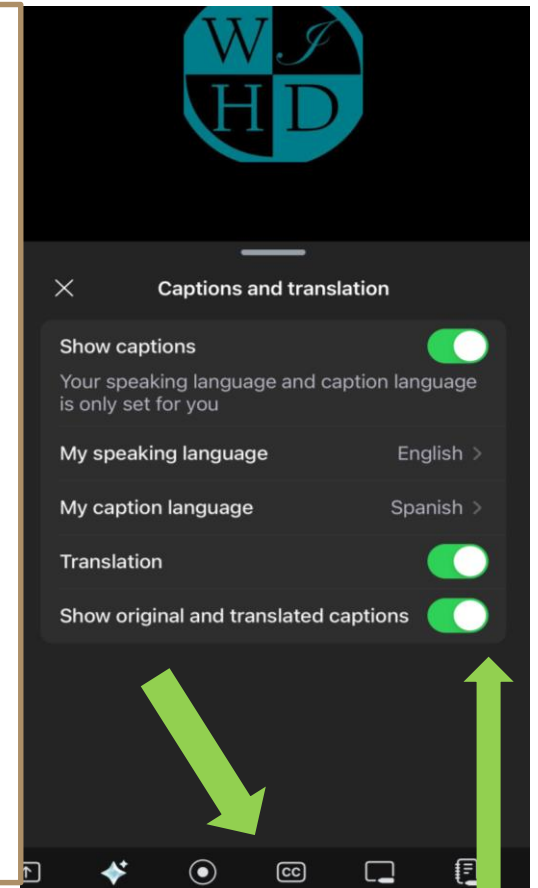
### On your computer:

- Click on “**CC**” or “**Show captions**” in the toolbar
- Slide button to enable “**Translation**”
- Choose **English** as “My speaking language”
- Choose your **preferred language** as “My caption language”
- Select “Show original and translated captions” if you want to display both (OPTIONAL)



### On your phone:

- Click on “**CC**” or “**Captions**” in the toolbar
- Slide button to enable “**Show captions**”
- Choose **English** as “My speaking language”
- Choose your **preferred language** as “My caption language”
- Slide to enable “**Translation**”
- Slide to enable “Show original and translated captions” if you want to display both (OPTIONAL)



# Connecting Disability Classifications with Focused Transition Services

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# Transition Planning & Services

- **Transition planning** is the **ongoing process of preparing students** with disabilities for the **adult life they choose** after high school
- It helps the student and family **establish a vision for the future** about where or how the student will work or be involved in productive activities, continue to learn and participate in their community
- It involves **backward planning**. This means the student **identifies goals for the future**, then the CSE team **prioritizes the necessary skills, services and supports the student's needs to enable progress** towards reaching those long-term postsecondary goals



# Coordinated Set of Transition Activities

- The coordinated set of **transition activities** are **services a district provides** that are focused on improving the **academic and functional achievement** of the student with a disability, to help the student **gain the skills needed** to reach their postsecondary goals
- These activities/services are **based on the student's needs, strengths, preferences, and interests**
- For each activity, **the district or agency responsible** for providing the activity, is documented on the IEP
- Transition activities can be considered the student's **"To Do" list. Each student's activities will look different** depending on their postsecondary goals



# Examples of Transition Activities/Services

## Instruction

- Instruction in computer technology /word processing skills
- How to use an assistive technology device to complete a task
- Money skills, how to balance a checkbook
- How to use public transportation

## Related Services

- Speech services to improve communication with others
- Physical therapy to increase stamina and mobility
- Occupational therapy for self-care skills
- Counseling to develop self-advocacy skills

# Examples of Transition Activities/Services

## Community Experiences

- Visit adult service agencies to learn about programs
- How to access the public library, community-based recreational activities
- Practice getting & filling out banking forms

## Employment & other post-school adult living objectives

- Complete sample job applications
- Practice job interviewing skills
- Identify summer volunteer opportunities
- Attend a “College Night” event
- Visit a local inclusive postsecondary/college program

# Examples of Transition Activities/Services

## Acquisition of Daily Living Skills (if appropriate)

- Identify living/housing options, costs, develop a budget
- Read and follow a bus schedule
- Laundry skills, preparing small meals
- Dressing appropriately for the season
- Develop oral hygiene skills

## Functional Vocational Evaluation (if appropriate)

- A functional vocational evaluation is an assessment to determine a student's strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences

# Student Populations and their Transition Needs

- The transition from school to adulthood can present significant challenges for any teen or young adult with a disability
- **So how do we know what transition services/activities we should focus on given the unique type of disability?**
- One approach is to think about how the characteristics of a specific disability impacts a student



# 13 Educational Disability Classifications

- The Individuals with Disabilities Education Act (IDEA) identified 13 specific categories of disabilities under which children may be eligible for special education services
- In school, a student's disability classification is determined by the Committee on Special Education (CSE) and determined through an evaluation process. This educational classification is not a medical diagnosis but indicates a disability impacts the student's schooling



# Learning Disability

**Learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...

## **Potential transition challenges:**

- Difficulty acquiring knowledge when taught in large groups or counseled with unstructured approaches
- Low self-esteem
- Higher drop-out rate

## **Transition services focus:**

- Awareness of own abilities & talents
- Academic achievement
- Planning, organization, problem solving skills
- Understanding postsecondary education options
- Career assessment, counseling, mentoring
- Obtaining & maintaining employment

# Speech or Language Impairment

**Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a student's educational performance.

## Potential transition challenges:

- Most often coexists with another exceptionality (neurological, developmental or physical disability, hearing impairment, brain injury)
- Frustration, social isolation

## Transition services focus:

- Understand the listening, speaking, reading, writing, demands of postsecondary education or workplace settings
- Self-advocacy skills: use of accommodations in various settings
- Interpersonal communication skills
- Explore assistive technology tools: Augmentative/alternative communication systems/devices, visual supports, communication boards, services, and training

# Intellectual Disability

**Intellectual disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

## **Potential transition challenges:**

- Limitation in both intelligence and adaptive skills
- Ability to cope with demands of the environment
- Self-help, communication

## **Transition services focus:**

- Early career assessment, portfolio-based assessment and postsecondary planning
- Community based skills training, functional life skills curriculum, work-based learning experiences
- Social skills development for social adjustment upon school exit
- Eligibility/access to adult services, continued learning options, benefits, employment incentives

# Autism

**Autism** means a developmental disability significantly **affecting verbal and nonverbal communication and social interaction**, generally evident before age 3, that adversely affects a student's educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, **resistance to environmental change or change in daily routines**, and unusual responses to sensory experiences.

## **Potential transition challenges:**

- Difficulty with social adjustment, engaging in extracurricular activities
- Low level of responsibility within households
- Social isolation
- Underemployed, fired from jobs

## **Transition services focus:**

- Highly individualized planning
- Eligibility/access to adult services, continued learning options, benefits, legal considerations
- Direct and sustained social skills training
- Executive functioning/self-determination skills, safety
- Connecting natural talents to careers
- Paid employment

# Autism

## Direct & Sustained Social Skills

- Using appropriate greetings
- Terminating conversations
- Accepting correction
- Responding assertively
- Accepting suggestions
- Asking for help, revealing a problem

## Self-Determination Skills

- Aware of strengths and interests
- Self-advocacy: making choices and decisions
- Knowing rights and responsibilities
- Understanding of what type of support might be needed and who could provide it

## Executive Functioning Skills

- Inhibition, Shift, Emotional Control
- Initiation, Working memory
- Planning/Organization, Organization of Materials
- Self-Monitoring

## Connecting Natural Talents to Careers

- Visual Thinkers: Auto mechanic, web designer, animal trainer
- Nonvisual & Verbal Thinkers: Translator, librarian, accountant
- Music & Math Thinkers: Computer programmer, music/math teacher, scientific researcher

# Emotional Disability

**Emotional disability** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

(i) an **inability to learn** that cannot be explained by intellectual, sensory, or health factors.

(ii) an **inability to build or maintain satisfactory interpersonal relationships** with peers and teachers;

(iii) **inappropriate types of behavior** or feelings under normal circumstances;

(iv) a **generally pervasive mood of unhappiness** or depression; or

(v) a **tendency to develop physical symptoms or fears** associated with personal or school problems.

## Potential transition challenges:

- Highest dropout rate
- Comorbid disorders (ADD/ADHD), substance abuse issues, anger management
- Held back, suspended, expelled, incarcerated

## Transition services focus:

- Mastering academics, peer support
- Developing social skills, independent living skills, coping skills
- Interpersonal communication/relationships
- Paid employment
- Mental health coverage in postsecondary settings: counseling, access to medications, crisis support, therapeutic interventions

# Other Health Impairment

**Other health-impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to **chronic or acute health problems**, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.

## Potential transition challenges:

- Limited strength, vitality, or alertness including sensory integration issues, unemployment

## Transition services focus:

- Academics due to missed school
- Accessing adult healthcare/medical services (vs. pediatric system)
- Inter-agency coordination (medical, mental health, vocational training, social services, juvenile justice system)

# Traumatic Brain Injury

**Traumatic brain injury** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

## Potential transition challenges:

- Often diagnosed with LD, ED, or behavior disorder. Misdiagnosis and inappropriate placement/result in partial educational interventions to address needs
- Stages of functioning in recovery, changes rapidly
- Coordination of services is poor  
Professionals have limited knowledge how to assist in the transition process

## Transition services focus:

- Coordination from rehab center/hospital to the home school and family
- Emotional difficulties, mental health services
- Frequent reassessment of needs and services
- Medical documentation needed for accommodations in postsecondary settings

# Orthopedic Impairment

**Orthopedic impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

## Potential transition challenges:

- Mobility impairment issues

## Transition services focus:

- Strong support system(including the medical community)
- Accessibility features in postsecondary settings
- Occupational therapies
- Health and mental health coverage
- Independent living skills(residential)

# Hearing impairment, Deafness, Deaf-blindness, Visual impairment including blindness

**Hearing impairment** means an **impairment in hearing, whether permanent or fluctuating**, that adversely affects the child's educational performance but that is not included under the definition of deafness

**Deafness** means a hearing impairment that is **so severe that the student is impaired in processing linguistic information through hearing, with or without amplification**, that adversely affects a student's educational performance.

**Deaf-blindness** means concomitant **hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs** that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

**Visual impairment including blindness** means an **impairment in vision that, even with correction, adversely affects a student's educational performance**. The term includes both partial sight and blindness.

# Hearing impairment, Deafness, Deaf-blindness, Visual impairment including blindness

## Potential transition challenges:

- Individualized, highly variable
- Academic & social challenges in postsecondary settings

## Transition services focus:

- Linkages to vocational rehabilitation services
- Assistive technology services and adaptive equipment
- Transportation, mobility
- Safety

# Multiple Disabilities

**Multiple disabilities** means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

## Potential transition challenges:

- Severity of needs, medical interventions
- Supports through multiple service systems
- Programming, residential options
- Family support

## Transition services focus:

- Any combination of the transition services mentioned, depending on each impairment
- Eligibility/access to adult services, continued learning options, benefits, legal considerations

# No Matter the Disability

## Potential transition challenges:

- Stress around learning new skills and taking on new responsibilities
- Socializing and the prospect of leaving school
- Feelings of sadness and loneliness
- Living more independently as an adult

## Transition services focus:

- Coping strategies, mental health services



# It's Never Too Early or Too Late for Transition Planning

- Regardless of the level of transition support needed by any student, each individual should be able to live a life filled with purpose, dignity, choices and happiness
- Share your ideas for transition activities at your young adult's next CSE/transition planning meeting
- Develop your young adult's self-advocacy skills to the greatest extent possible
- Remember, you're not alone on this journey, reach out for assistance and support



# Resources/References

- National Technical Assistance Center on Transition: The Collaborative: [NTACT:C](#)
- Autism Speaks Transition Toolkit: <https://www.autismspeaks.org/tool-kit/transition-tool-kit>
- [Self-Determination Toolkit for Parents](#)
- NYSED Assistive Technology for Students with Disabilities: <https://www.nysed.gov/special-education/assistive-technology-students-disabilities>
- NYS Office of Mental Health(OMH): <https://www.omh.ny.gov/omhweb/about/>
- Adult Career & Continuing Education Services Vocational Rehabilitation: [ACCES-VR](#)
- New York State Commission for the Blind (NYSCB) <https://ocfs.ny.gov/programs/nyscb/>
- [Office for People With Developmental Disabilities](#) (OPWDD)
- Independent Living Centers: [ILC](#)
- [Career One Stop/American Job Centers](#)
- NYS Education Department-Office of Special Educational Partnership: [Community Resource Map](#)
- Carol A. Kochhar-Bryant, Gary Greene: **Pathways to Successful Transition for Youth with Disabilities**, A Developmental Process 2<sup>nd</sup> Edition p.29-45

# Questions?

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