



Westchester Institute
for Human Development

<https://www.wihd.org>

Welcome!

Community Support Network

WHAT IS TRANSITION? BEST PRACTICES FOR PLANNING AND OPTIONS FOR NEXT STEPS

PRESENTER:

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COMMUNITY SUPPORT NETWORK



Training Objectives

Participants will:

- **Familiarize themselves with the transition planning process, requirements, and postsecondary options**, to prepare students as they exit from high school to adult life and new educational, employment, and independent living settings.
- **Discover different components of the transition planning process** which will help families and professionals to support students in developing self-determination skills to establish measurable postsecondary goals and annual goals, based on their current strengths, preferences, interests, and individual needs.
- **Discuss the relationship between educators, families, students, community-based organizations, and Family and Community Engagement (FACE) Centers** in regards to the transition planning process and the support that can be provided to improve post-school outcomes for students with disabilities.

Video

Everyone Can Participate!



What is Transition Planning?

Transition planning...

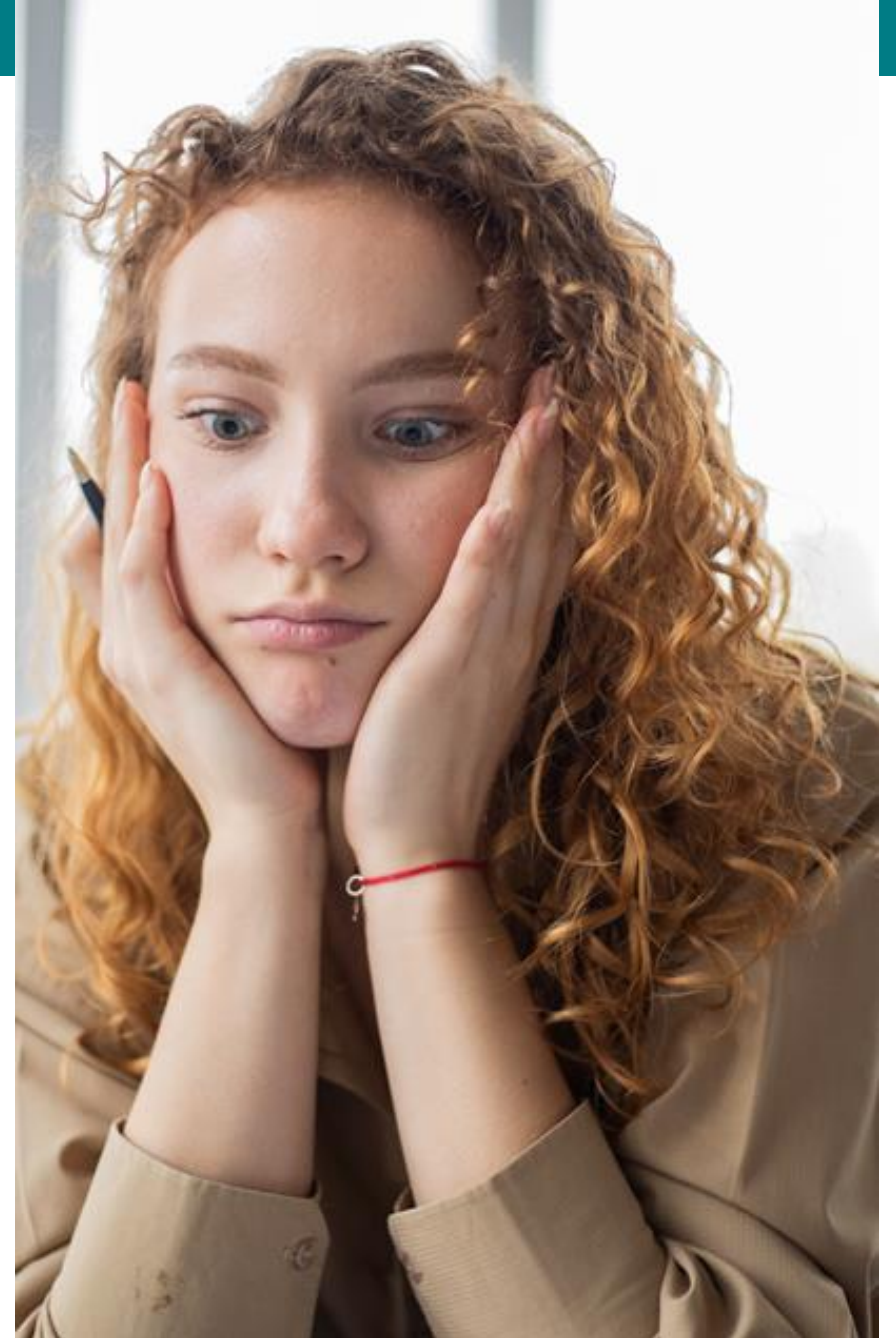
- Is the **ongoing process of preparing students** with disabilities for the **adult life they choose** after high school.
- Involves **backward planning**. This means the student **identifies goals for the future**, then the team **prioritizes necessary skills and supports the student's needs** at each grade level to **enable progress** towards those goals.

When students exit the school system, they will **no longer receive the same supports and services**.

- What will happen in their life beyond the school schedule?
- What will their weekly schedule look like?
- What kind of activities will be on their calendar?
- Where will they work or live?

The Transition Process

- The transition process is a “**big picture**” **concept**, and yet, it must unfold on a daily schedule.
- Included in the big picture are three questions that should be discussed with the student:
 1. **Where are you now?**
 2. **Where do you want to go?**
 3. **How do you get there?**



Purpose and Focus of Transition Planning

Purpose of Transition Planning

To help students and families **establish a vision for the future** about where the student will work, learn, and participate in the community.

Focus of Transition Planning

- Future education and training
- Future careers and employment
- Independent living skills
- Self-determination skills

Postsecondary Planning Options

As students begin to plan for the future, they should be exploring post-school options in following three areas:

Postsecondary
Education/
Training

Employment

Independent
Living Skills

Why is it important for students to be involved in transition planning?

Student involvement in the transition planning and IEP process has several benefits, including:

- Helping the student to understand their disability and their strengths, and what academic and social/emotional areas need further development
- Providing an opportunity for students to discuss their goals and learn about accommodations or modifications that are available to support these goals

VIDEO - Assume That I Can!



Self-Determination and Transition Planning

Self-determination is defined as:

- Acting or causing things to happen as you set and work toward goals in your life
- A combination of skills and beliefs that enable a student to engage in goal-directed, self-regulated, autonomous behavior
- An individual's understanding of their own strengths and limitations
- An individual's belief in oneself as capable and effective

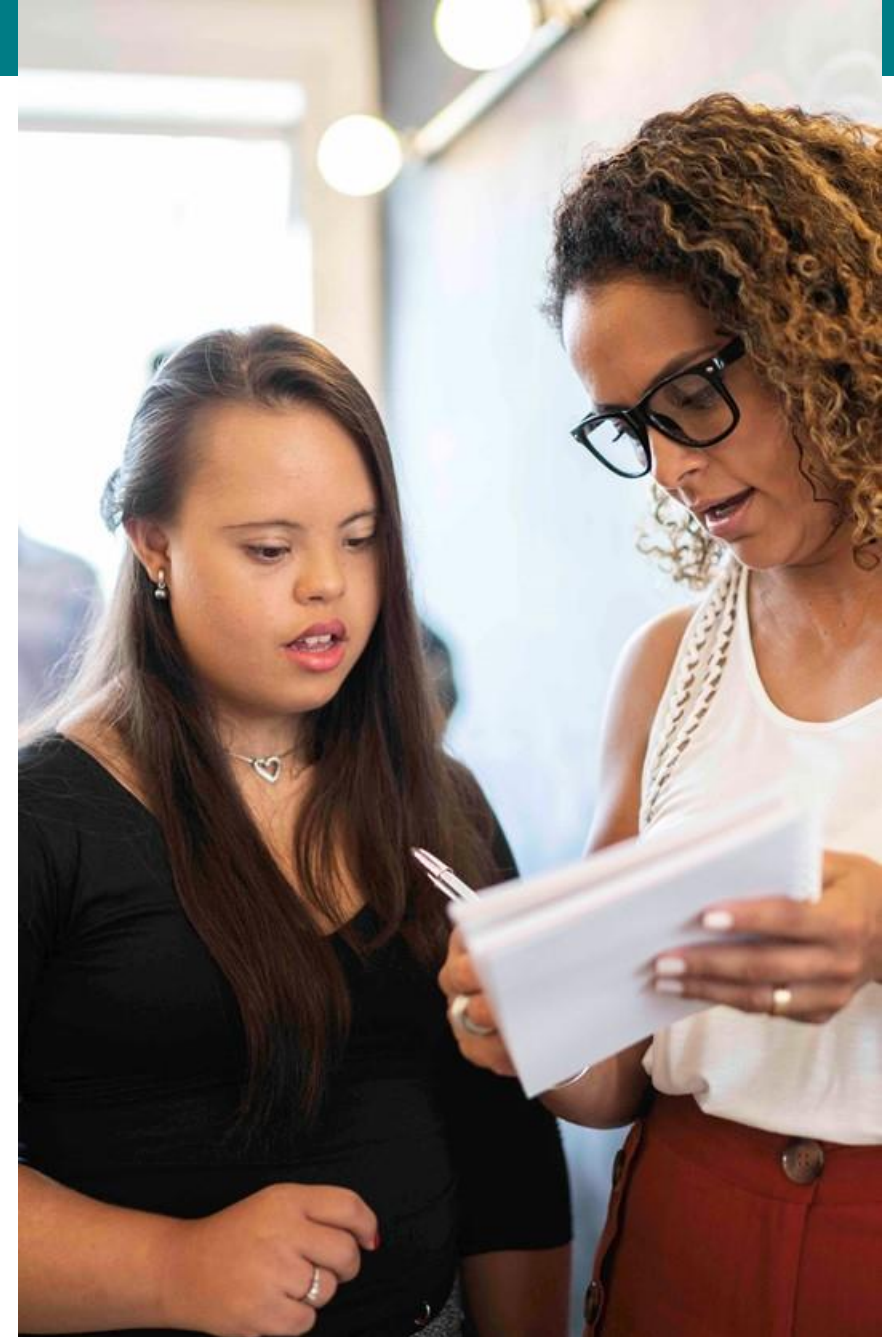
Transition Assessments

- Transition assessments help gather individualized information about the **student's strengths, preferences, and interests as well as their post-school goals.**
- These assessments involve **collaboration between the school district, family, and community agencies.**
- Transition assessments can be:
 - **Formal** (such as a computer-based interest inventory)
 - **Informal** (such as teacher/family observation or self-evaluation)

Initial Career Assessment

Section 200.4(b)(6)(viii)

- Students **age 12**, and those referred to special education for the first time who are age 12 and over, **shall receive an assessment** that includes a review of **school records and teacher assessments**, and **parent/family and student interviews** to determine vocational skills, aptitudes, and interests.



Transition Needs

- A statement of **transition service needs** that **focuses on the student's chosen course of study**, considering the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities.
- **Courses of study** are “a multi-year description of coursework [necessary] to achieve the student's desired post-school goals.”

Sample Course of Study: *Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer processing. To provide job exploration and skill development, her course of study should include career and technical education courses in veterinary science.*

What Is the Family's Role in Transition Planning?

- Communicate high expectations
- Monitor student performance
- Support student learning at home
- Develop an understanding of high school, postsecondary, and employment requirements and relevant policies, rights, and responsibilities
- Shift gradually from the student's advocate to their coach
- Build skills in students and support their ability to advocate for services and opportunities

Adult Services



Entitlement vs. Eligibility

Entitled

- School-age students with a disability receiving special education services are **entitled** to receive services to access FAPE as outlined in **IDEA**.
- Services are documented within the student's IEP as determined by the CSE/IEP team and **funded by the school district**.

Eligible

Once a student exits school, **eligibility** for services and supports is determined through the **requirements of agencies** outside of the school system.

- Individuals **may qualify** for services but **services are not guaranteed**
- **Responsibility** to obtain services is on the **individual/parent/guardian**
- Services **may** be provided **IF there is enough staff, capacity at the facility, and/or funds to provide services**

IDEA vs. Americans with Disabilities Act

High School (IDEA)	Postsecondary (ADA)
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for student's evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student's needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adult's responsibility

NYS Agencies

Adult Career and Continuing Education Services—
Vocational Rehabilitation (ACCES-VR)

New York State Commission for the Blind (NYSCB)

Office for People with Developmental Disabilities (OPWDD)

Office of Mental Health (OMH)

Community-Based Organizations

Independent Living Centers (ILCs)

Provide a variety of services to individuals with disabilities including peer mentoring, skills training, resources, housing, transportation, and employment.

NYS Career Centers

Aid individuals seeking employment by providing workshops, local career fairs, and career counseling.



Which Agencies Are Right for My Student?



Needs and concerns:

- Employment/continuing education
- Recreation/leisure
- Living arrangements
- Transportation
- Medical/health
- Financial/income
- Advocacy/legal guardianship services
- Personal/family relationships

Student Exit Summary Section 200.4(c)(4)

- School districts are required to provide students with a summary of the student's **academic achievement and functional performance**, which shall include **recommendations on how to assist the student in meeting their postsecondary goals**.
- Students with severe disabilities assessed using the **NYS Alternate Assessment (NYSAA)**, are provided with a Student Exit Summary that includes a **comprehensive description** of what the student knows and can do by stating the following:
 - Student's skills, strengths, and interests
 - Student's academic achievement (Alternate Assessment scores)
 - Student's level of achievement of the Career Development and Occupational Studies (CDOS)



What Questions Do You Have



Please complete our brief evaluation