

TRANSITION PLANNING & SERVICES OVERVIEW

What Schools are Required to do
to Help Students Prepare
for Life after High School



Westchester Institute for Human Development (WIHD)

The **Community Support Network (CSN)** at Westchester Institute for Human Development is the Hudson Valley's resource for individuals with disabilities, their families, and the professionals supporting them

- ✓Resources
- ✓Training
- ✓Direct services/consultation
- ✓Support and guidance to families, schools, agencies and individuals, on disability related issues and topics

The CSN operates Early Childhood and School-Age **Family And Community Engagement (FACE) Centers** which are part of the New York State Education Department Office of Special Education-Educational Partnership network of support, designed to improve outcomes for students with disabilities and better support schools and families



What's one wish, hope or dream that you have for your child's future?

I wish there was a job that my child would really enjoy doing

I want my daughter to be happy

My dream is for my son to live in a home of his own



My hope is for my child to live a long, healthy life and have lots of friends



MAKING DREAMS COME TRUE

It Takes Some Planning!



Transition planning in school **incrementally** prepares students with disabilities to **live, learn and work** within the community, after high school, by providing them with

- career and life skills
- knowledge
- and experiences

It is a **process** that requires a **partnership** among the student, family, school district and, as appropriate, other agencies that can provide transition activities to help students **move from school to adult life**



A JUGGLING ACT

Family, School, Work and now planning for the future...?

Life can feel like a circus!

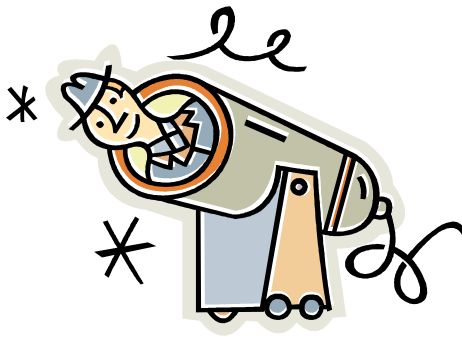


- Raising a child with a disability can be overwhelming
- The special education process is complex
- Emotions can be strong during times of transition and change



FUTURE PLANNING

Remember, Parents are in Transition Too!



Parents must confront the reality that their **children are growing up** and will soon become young adults who have choices to make and should have an **active role** in the decisions that will determine their future - even if it means **allowing them to make mistakes**

Planning can result in **less stress**, improved educational and social outcomes and **overall quality of life** for the young adult and family



ROLES IN TRANSITION PLANNING

Everyone plays a part!



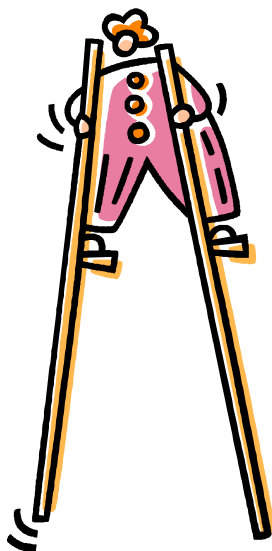
- *Parents/Guardians:* **Share concerns and expectations** for their child so goals can be built around them
- *Student:* Starts to develop **self-advocacy skills** and take part in **developing their own plan** for the future to the greatest extent possible
- *Committee on Special Education (CSE) Team:* Together plan **activities** to **prepare** youth for **adult life**



FIRST STEPS IN THE TRANSITION PROCESS

Start the Conversation!

200.4(6)(viii)



School districts shall ensure that 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, **parent and student interviews** to determine vocational skills, aptitudes and interests

- Begins to **actively engage students** in conversation about their future and documents the **decision-making process**
- Provides critical **initial information** to help determine transition needs and services



TRANSITION ASSESSMENTS

Help Students to Identify Preferences, Strengths and Needs!



The IEP must include long-term goals based upon age-appropriate transition assessments

Who am I?

- What am I good at?
- What do I like to do?
- What don't I like to do?

Where am I going?

- What do I want to learn more about?
- What kinds of jobs interest me?
- What are my dreams for the future?

How do I get there?

- What skills do I need?
- What might get in the way of my dreams?
- Who can help me?



ALTERNATE CONSIDERATIONS

Students Communicate in Different Ways!

- What makes your child happy? *How do you know?*
- What motivates your child? *How can you tell?*
- What does your child dislike/fear? *How can you tell?*
- What types of choices does your child make? *How are they made?*
- What are your child's favorites?
(being outside • foods • music • friends • time of day • movement • smells • textures • sounds • clothes • activities • places to go • TV shows • animals • special people)



TRANSITION COMPONENTS IN THE IEP

The IEP is the Transition Plan!

200.4(2)(ix)

The IEP's of secondary students with disabilities aged 15 and older must include recommendations for **special education programs, services and transition activities** that are ...

- **Coordinated** and
- Will **reasonably enable** students to **meet their measurable post-secondary goals and annual goals** relating to transition



PRESENT LEVELS OF PERFORMANCE

Annual Goals are Developed based on Needs!

200.4(d)(2)(ix)(a)

For those students **beginning not later than the first IEP to be in effect when the student is age 15** (and at a younger age, if determined appropriate), and **updated annually**, the IEP shall, under the applicable components of the student's IEP, include:

Under the student's

Present Levels of Performance and Individual Needs

- **A statement of the student's needs**, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: [REDACTED]	DISABILITY CLASSIFICATION: [REDACTED]
DATE OF BIRTH: [REDACTED] LOCAL ID #: [REDACTED]	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: [REDACTED]	PROJECTED DATE OF ANNUAL REVIEW: [REDACTED]

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

[REDACTED]

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

[REDACTED]

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

[REDACTED]

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

[REDACTED]



SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

[REDACTED]

STUDENT STRENGTHS:

[REDACTED]

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

[REDACTED]



PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

[REDACTED]

STUDENT STRENGTHS:

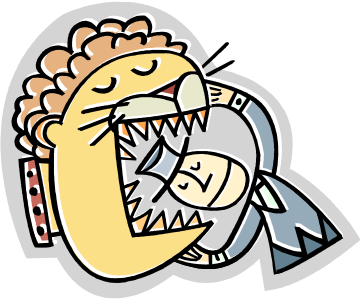
[REDACTED]

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:



A STUDENT'S VOICE

We Know It's In There!



Measurable Post-secondary Goals

Education/Training

Where and how is the student going to **continue to learn and/or develop skills** *after graduation*?

Employment

Where is the student going to **work or engage in productive activities** *after graduation*?

Independent Living Skills *(if appropriate)*

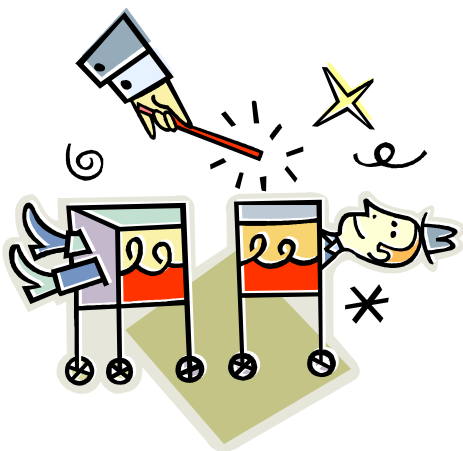
Where is the student going to **live**?

How is he/she going to **access adult services, participate in the community**, and spend **leisure time** upon school exit?



CAREFUL CONSIDERATION NEEDED

No Magic Tricks Here!



Transition Needs

(including Course of Study)

What **course of study** is needed to prepare for further education/continued learning, a specific career field, and living independently?

- Functional skills coursework
- CTE/BOCES vocational exploratory program
- Basic computer/Internet safety course

And other **transition service needs**:

- Self-advocacy skills
- Social skills
- Assistive technology
- Travel in the community
- Linkages to adult services



TIME TO LEARN & PRACTICE NEW THINGS

Exciting Opportunities Are Ahead!



Coordinated Set of Transition Activities

Statement of transition activities & services the student will participate in during the year the IEP is in effect

- Contains specific activities/services based on identified transition needs
- Supports movement toward the student's postsecondary goals
- Is developed collaboratively
- District and/or agency responsibility is assigned for each activity

This is your child's **"To Do" list** for the school year

- ✓ Activities to explore career interests
- ✓ Develop needed skills
- ✓ Participate in community-based experiences
- ✓ Connect with adult support services



Transition Activities *if Appropriate*

Activities of Daily Living

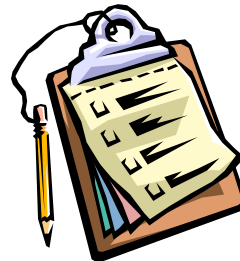
Examples:

- Dress for outdoors independently
- Develop oral hygiene skills
- Activate a switch
- Cook using a microwave
- Travel training



Functional Vocational Evaluation

An assessment to determine a student's strengths, abilities and needs in an **actual or simulated** work setting or in **real work sample experiences**



Committee on Special Education (CSE) Meetings

Students must be invited to CSE meetings when transition goals and services will be discussed. If a student **does not attend**, the school district must take steps to **ensure the student's preferences and interests are considered**

Section 200.4(d)(2)(ix)(b) 10/2016

To ensure appropriate transition planning for the student, the development of transition goals and services... shall include a **discussion** with the student's parents of:

1. The **graduation requirements** that apply to the student depending upon the year in which he or she first enters grade nine
2. How the student is **progressing toward receipt of a diploma**
3. The **appeal, safety-net and superintendent determination pathway options** that may be available to the student... to allow the student to **meet the graduation assessment requirements**

Parents must also be provided with **written information** and be informed that **graduation** from high school **with a local or Regents diploma will terminate their child's entitlement to a free appropriate public education and their eligibility for special education services**



Questions to Consider



Who can help your young adults with independence in employment, continued learning and participation in their community?

Who pays for support services after high school?



Differences in Service Systems

K-12 School Services

- **Federal law:** children are **entitled** to an education
- School is responsible for documenting an **educational classification** for a disability
- **Wide range** of available services



Adult Services

- Based on **eligibility criteria of provider agency**
- Individual is responsible for documentation of a **diagnosed disability**
- Depends on type of **disability, funding streams, length of service**



Types of Possible Services

Employment Services

- Pre employment transition services(soft skill development)
- Job training, job development, job placement, on-the-job support(job coaching)

Day Programs/Community Support

- Self-help, Independent living skills
- Socialization, Recreational activities

Residential/Housing

- 24-hour supervision
- Partial supportive assistance
- Family support

Inclusive College Programs

- Individualized Supports
- Academics & Instruction
- Social Activities
- Employment Experiences
- Independent Living Skills



Sharing Information

(§200.4(c)(4))

Student Exit Summary

Provided to a student upon graduation with a diploma or by the end of the school year a student turns **age 21**

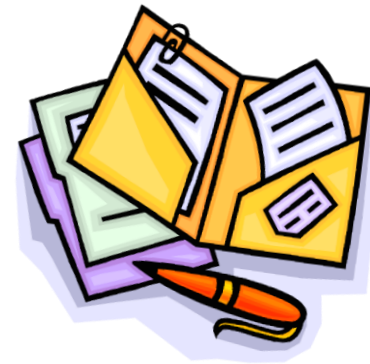
A **summary** of academic achievement and **functional performance**

- What the student can offer
- Limitations-to establish eligibility for adult services

Recommendations to assist in meeting post-secondary goals

- Challenges might encounter
- Compensatory strategies
- Established connections with adult service providers

Helps the student better understand the impact of his/her disability and articulate what supports would be helpful in post-school life



JUMPING THROUGH HOOPS

Am I Done Yet?



Legal Considerations

Who makes medical related decisions when youth with disabilities turn age 18?

Where is your young adult going to live when he/she can no longer live with you?

Who will make these decisions?

Some things to look into:

Guardianship, Supported Decision-Making, Health Care Proxy, Supplemental Needs Trust, Estate Planning, and Self-Direction



THERE'S HELP

What You Can Do Now!



- Attend informational workshops
- Ask lots of questions
- Explore available resources
- Apply for services sooner than later
- Look for natural supports
- Review transition components in your child's IEP

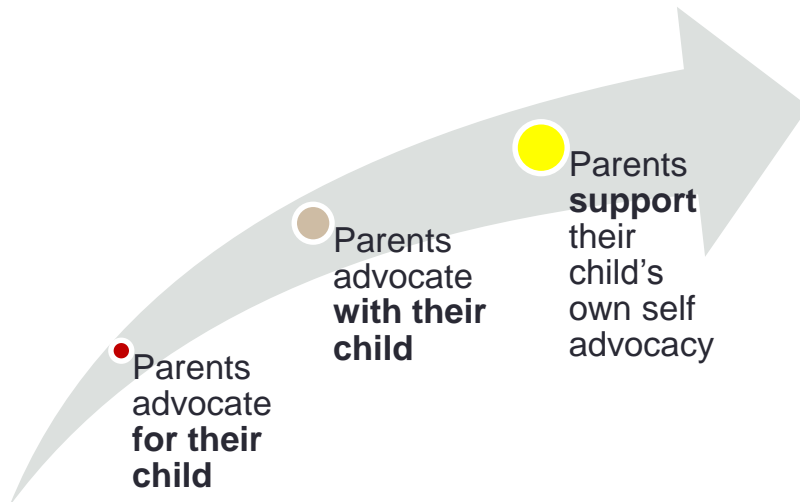


GO FOR IT

Set High Expectations!

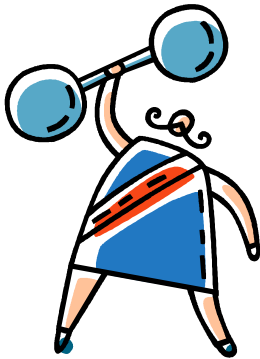


- Realize your child's potential
 - Be pro-active, communicate ideas with your school team
 - Don't make assumptions
 - Be creative
 - Think long-term
-
- Teach advocacy skills to your young adults
 - Involve them in their IEP/CSE/Transition Planning meetings



SUCCESS

Means something different to everyone!



- If someone wants a job in an office setting because they want to wear a tie and carry a briefcase to work...that's okay!
- If someone volunteers to shred documents because they just love paper...that's okay!
- If someone wants to work in a kitchen loading a dishwasher because they like putting things in the right order...that's okay!

All young adults with disabilities have the right to:

- ✓ Contribute their abilities and talents
- ✓ Make choices about their life
- ✓ Enjoy meaningful relationships
- ✓ Experience personal health and growth
- ✓ Live in the home of their choice
- ✓ Fully participate in their communities



A BALANCING ACT

Mindfulness Activities to the Rescue!



- You are doing enough
- Take on challenges one day at a time
- Invite deep breaths along the way
- Model and teach coping strategies to your child
- Remember, you are not alone in this transition journey

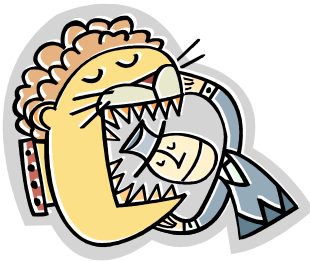
Schools share the responsibility with community agencies for creating a **transition service system** for all students with disabilities

Transition planning and adult services can help youth to **lead rich lives**, live as **independently as possible** and **be a part of their community**



REFLECTION

The Power of ONE!



- What's ONE thing you can do to be more engaged in the transition planning process with your school district?



- What's ONE thing your young adult can do to improve skills needed for adult life?



- What's ONE thing you and your young adult can do together to make dreams a reality?



- What's the ONE thing you will focus on next?



PLANNED TRANSITIONS ARE SMOOTH TRANSITIONS

It's never too early or too late!



Questions?

Contact: Joyce Hawk

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