

# Jericho School District Jericho SEPTA



**Navigating the Road to  
Post-Secondary  
Options for  
Students with Disabilities**

# What Are Some Post-Secondary Options?

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- Independent Living Skills Programs
- Work Experience Programs
- Specific Technical/Vocational Programs
- Pre-College Readiness Programs
- Two Year College Programs
- Four Year College Programs
- “Gap” Year Programs

How Do We Get There?

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# Transition Planning

# When Do You Start Transition Planning?

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- From the first day you set eyes on your child. We all have thoughts, dreams and goals of what our child will be one day. Those thoughts, dreams, and goals change over time when new information about our child is presented to us.
- Our children also have thoughts, dreams, and goals of what they want to do. We can help them achieve those thoughts, goals, and dreams.

# What is Transition?

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- Planning and Services needed to prepare students with disabilities for moving smoothly from school to, learning, adult living and earning roles in the community after leaving high school.

# What is the Goal of School Transition?

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- To prepare students with disabilities to live, learn, and work within the community.
- To provide students with career and life skills, knowledge and experiences.

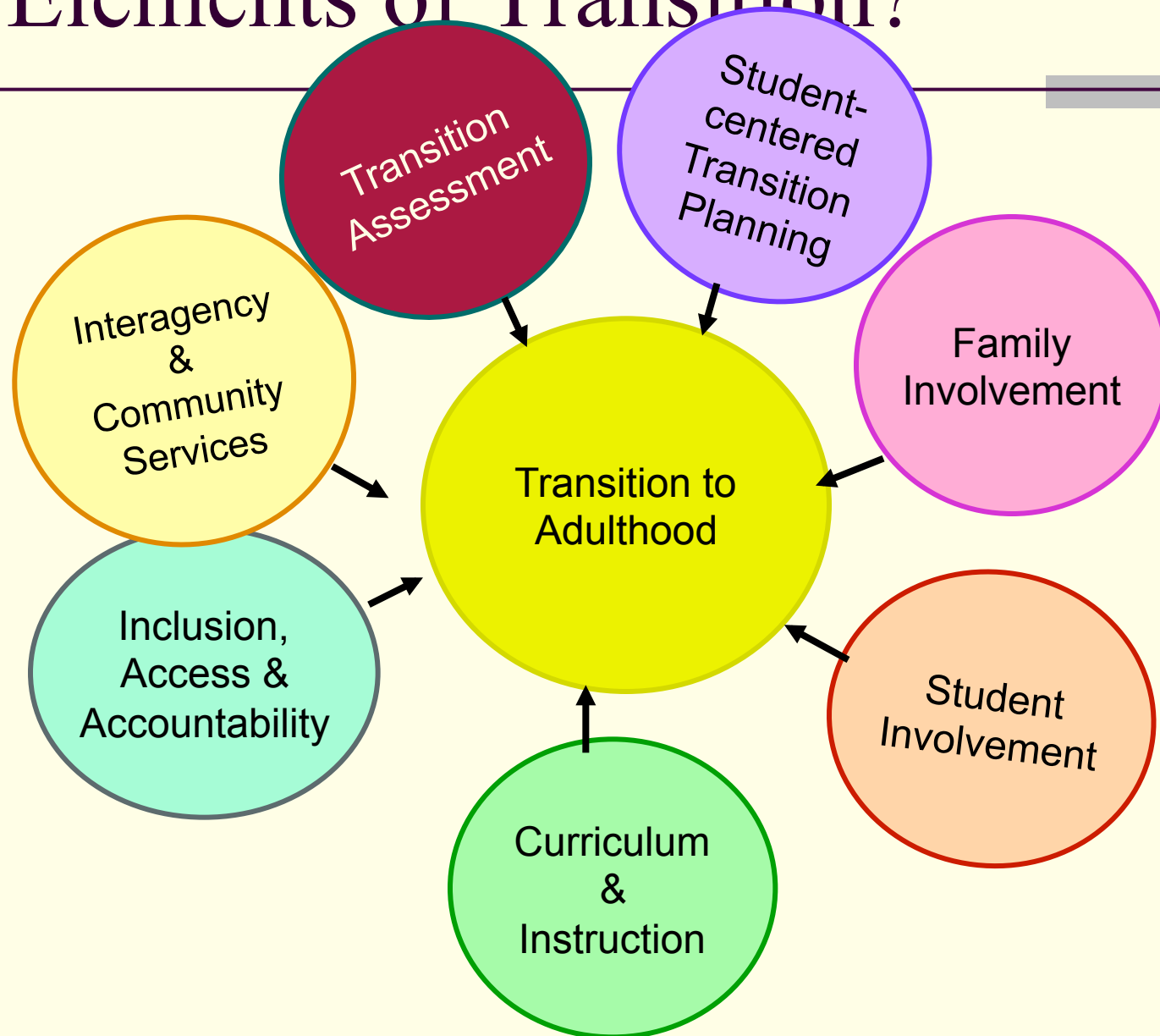
# Who Participates in Team Transition Planning?

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- Student
- Parent/Guardian
- School Personnel
- Adult Service Agencies
- Parent Representative (Advocate, any additional person requested by Parent)



# What are Some of the Critical Elements of Transition?





# Alphabet Soup

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I went to my CSE so that I could review my IEP and then went to ACCES-VR (formerly VESID) to write my IPE (formerly IWRP) and they referred me to the ARC and LIDA who referred me to the DDSO to determine me eligibility for OPWDD (formerly OMRDD) so that I could then be assigned an MSC who could then help me make an ISP.

# Introduction to Transition

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## Transition Is:

- A process
- An ongoing set of activities
- Looks at the needs of the whole person/whole life
- Managed by a **team**



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# Transition Services Help Students To Answer These Questions:

- Who am I?
- Where am I going?
- How will I get there?



# Transition Services Help Students To:

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- Clarify her/his dreams
- Identify his/her interests and strengths
- Apply her/his strengths to future endeavors
- Identify community supports



# Transition Planning Timeline

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- Activities or Actions of transition planning that is suggested to take place between the ages of 12 through 21

(Grades 6 through the 12+ Student's Exit Date from High School)

# The Transition Timeline: Middle School

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**In the year that the student turns 12/13 (Grade 6/7):**

- Letter to Parents about Overview of Transition Services and Parents Questionnaire Sent
- An Initial Level 1 Career/ Vocational Assessment is Conducted- (Complete Periodic Update Assessments (Ages 12 to 21))
- To Determine vocational skills, aptitudes and interests
- Parent and Student information inputted into the Social, Physical, Academic, Management Needs

# The Transition Timeline:

## Middle School-*(Continued)*

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**In the year that the student turns 14 (Grade 8)**

- Administer Interest Inventory (Career Cruising)
- Update Student Questionnaire (Inventories)
- Update Parent Questionnaire
- Parent and Student Information inputted into Levels of Performance for High School
- Conduct Articulation Meetings Between Middle School & High School Counselor- Pass on Transition Folder (questionnaires, inventories, Career Cruising Documentation)

# The Transition Timeline: High School

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**In the year that the student turns 15 Grade 9:**

- Update Student & Parent Questionnaires
- Update Parent and Student information inputted into the Social, Physical, Academic, Management Needs
- Incorporate findings from the Level 1 Career/ Vocational Assessments, Parent Questionnaires & Career Cruising into **The Measurable Post-Secondary Goals** of the IEP and implemented by the school.



# Measurable Post-Secondary Goals

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Beginning in the year the student turns 15, the IEP must include a statement of Long-Term Goals for Living, Working and Learning as an Adult (**Measurable Post-Secondary Goals**) in the following areas:

# Measurable Post-Secondary Goals

*(Continued)*

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- **Education/Training-** Matthew is planning on pursuing a college education and majoring to become a Veterinarian.
- **Employment** – Matthew's career goal is to be competitively employed as a veterinary assistant.
- **Independent Living Skills (When Appropriate)** –Matthew will rent his own apartment after he is employed.

# Measurable Post-Secondary Goals

## Example: Measurable Post-secondary Goals

|  |
|--|
| <small>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)</small>        |
| <b>MEASURABLE POSTSECONDARY GOALS</b>  |
| <small>LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT</small>  |
| <b>EDUCATION/TRAINING:</b> Lisa will attend a two year college to take courses in animal care.   |
| <b>EMPLOYMENT:</b> Lisa will work as a dog groomer as she pursues courses in veterinary science.   |
| <b>INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):</b> Lisa will obtain her driving license. She will live in an apartment assisted by friends and family. |



# Transition Needs

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- **Needs-Consider Student Strengths, Preferences & Interests**
- **Courses of Study**

# Transition Needs *(Continued)*

## Example: Transition Needs

### **TRANSITION NEEDS**

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

#### Needs

Lisa needs to:

- develop self-advocacy, time management, computer and independent travel skills.
- be able to complete job application forms independently.
- learn appropriate work habits when supervisor is not present.

#### Courses 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 word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.



# Coordinated Set of Transition Activities

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## Example: Transition Services

- **Instructional Activities** – Matt will improve literacy in order to be competitively employed. Projects will enhance knowledge of animals and animal care.
- **Related Services**- Matt will work on his pragmatic speech goals in order to effectively relate to customers/clients in his chosen field.
- **Community Experiences**–Matt will volunteer at the local ASPCA
- **Development of Employment & Other Post School Adult Living Objectives**– Matt will participate in training to research programs and community colleges that offer programs in animal care. he will learn how to create a resume and fill out applications. He will participate in mock interviews with school staff members.
- **Acquisition of Daily Living Skills** (as needed)- Matt will study budgeting, management of a checking account and general banking skills.
- **Functional Vocational Assessment** (if applicable)- A Level 1 Assessment & Career Cruising was administered to determine this interest and preference.

# Example of Coordinated Set of Transition Activities *(Continued)*

## Example: Coordinated Set of Transition Activities

| 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). |   |   |
|--|---|---|
| COORDINATED SET OF TRANSITION ACTIVITIES   |   |   |
| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES   | SERVICE /ACTIVITY   | SCHOOL DISTRICT / AGENCY RESPONSIBLE            |
| Instruction  | Instruction in problem solving  | ABC Public School                               |
|  | CTE Courses in Culinary Arts  | BOCES   |
|  | Instruction in computer word processing skills  | ABC Public School                               |
| Related Services   | Counseling to work on self-advocacy skills  | ABC Public School                               |
| Community Experiences  | Visits to community agencies to develop an understanding of the location of services and their functions. | Independent Living Center                       |
|  | Practice banking in the community   | ABC Public School                               |
| Development of Employment and Other Post-school Adult Living Objectives  | Facilitate meeting of student with Independent Living Center to explore post-school supports available    | ABC Public School and Independent Living Center |
|  | Complete sample college and job applications  | ABC Public School                               |
|  | Explore summer job opportunities  | ABC Public School                               |
|  | Apply for local transportation pass and discount card if available  | Independent Living Center                       |
|  | Initiate application to VESID Vocational Rehabilitation (VR)  | ABC Public School and VESID VR                  |
| Acquisition of Daily Living Skills (if applicable)   | Considered, but not needed  | N/A   |
| Functional Vocational Assessment (if applicable)   | Considered, but not needed  | N/A   |



# The Transition Timeline: High School *(Continued)*

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**In the year that the student turns 16 (Grade 10):**

- Update Student & Parent Questionnaires
- Update Parent and Student information inputted into the Social, Physical, Academic, Management Needs
- Update **The Measurable Post-Secondary Goals & Transition Component** of the IEP
- Administer Interest Inventory (Career Cruising)
- **Administer Level II Career/Vocational Assessment (BOCES/ ABILITIES) As Needed**



# The Transition Timeline:

## High School *(Continued)*

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### **In the year that the student turns 17 (Grade 11):**

- Update Student & Parent Questionnaires
  
- Update Parent and Student information inputted into the Social, Physical, Academic, Management Needs Update **The Measurable Post-Secondary Goals & Transition Component** of the IEP and implemented by the school
  
- **Assure that Copies of Work Related Documents are Available**
  - Social Security Card
  - Birth Certificate
  - Obtain Working Papers (If Appropriate)
  - Obtain Personal ID Card
  
- Assist Parent/Student in Contacting **ACCES-VR** & **OPWDD**
  
- Parent/Student Have College Planning Meeting with Counselor

# ACCES-VR (VESID)

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Works with Students/Families and School Districts to Coordinate Appropriate Services for Students with Disabilities who are Leaving Secondary Education and Entering Adult Vocational Rehabilitation & Related Services

- Documentation of Disability
- Eligibility for Services
- Barrier to Employment
- Direct Job Placement
- Supported Employment
- Job Training and Education

**Helena Wade-Jericho Schools Representative:**

**Debbie Lisa-Brown-Coordinates ACCES**

# OPWDD (Office for People with Developmental Disabilities)

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- 5 DDRO (Regional Offices) or DDSO (Services Offices)
- Region 5-Long Island-Jacquelyn Best, Director
- Eligibility Determination-If Eligible Assign a “TABS” #
- Documentation of cognitive functioning (IQ)
- Documentation of adaptive functioning
- (if IQ>60)
- Medicaid Service Coordination (MSC)
- Family Support Services (FSS)
- Day Habilitation
- Residential Habilitation
- Supportive Employment
- Consolidated Supports & Services (CSS)

# The Transition Timeline: High School *(Continued)*

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## **In the year that the student turns 17/18 (Grade 12):**

- Option to start work experiences
  - “Senior Experience”/Internships
- Administer Level III Career/Vocational Situational Assessment-(As Needed)
- Update Student Questionnaire
- Update Transition Component of IEP
- Complete Student Exit Summary & Meeting

# Student Exit Summary



- A student Exit Summary must be completed for:
- All public school students and students who are attending non-public schools; and
- For whom special education services will terminate in the current year because the student will receive a Regent, local or IEP diploma or reach the age of 21.
- The summary should provide a meaningful picture of the exiting student's strengths, abilities, skills, functional and academic levels, needs, limitations, necessary accommodations and recommendations that will support the student's goals after leaving Jericho Public Schools. The summary will assist the student in establishing eligibility for reasonable accommodations and supports in post-secondary education, the workplace and the community.”

# Exit Summary: Summary of Present Levels of Performance

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## **Academic or Functional Area / Present Levels of Performance**

### **Reading**

- (e.g., basic reading/decoding and reading comprehension)

### **Math**

- (e.g., calculation skills, problem solving, quantitative reasoning)

### **Language**

- (e.g., written expression, speaking, spelling)

### **Learning Characteristics**

- (e.g., classroom participation, note-taking, homework and time management; study skills)

### **Social and Behavioral Development**

- (e.g., interaction with teachers/peers; responsiveness to services and accommodations; degree of involvement in extra-curricular activities; emotional or behavioral issues related to learning and attention)

### **Physical Development and Medical Conditions**

# Exit Summary- Accommodations & Supports

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- Indicate whether the student currently requires accommodations, including but not limited to assistive technology and environmental or material resources or modifications.

# The Transition Timeline:

## High School *(Continued)*

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### **In the year that the student turns 18-21 (Grade 12+):**

- Investigate post-school opportunities (Further Education, Vocational Training, Career Readiness Training, Pre-College Programs)
- Develop Transportation/Mobility Strategies (16-21)
  - Independent Travel Skills Training
  - Public Transportation
  - Needs for Travel Attendant
  - Obtain Driver's License
- Investigate SSDI/SSI/Medicaid Programs (12-18)
- Re-Apply for SSI, As Appropriate (18)
- Investigate Work Incentives (18)
- Review Health Insurance Coverage (18)
- Register to Vote/Draft (18)
- Develop an ISP (Individualized Service Plan)



# Other Transitions.....

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## Health Care Transition

- Health Care Financing
- Adult Providers
- Health Care Skills

## Adult Living

- Independent Living Skills
- Housing
- Managing Money
- Guardianship and alternatives

# Guardianship....

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- Planning is Crucial:  
Wills, Trusts, and Guardianships
- When a family has a member with a disability, planning for the future, including developing a comprehensive and realistic estate plan, is critical.
- Involving the whole family in the planning process can help avoid problems in the future.

# Self-Determination Concepts

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## Throughout this Process, Between Ages 12-21, Students Develop Skills in Self-Determination & Self Advocacy

- Self-Awareness
- Self-Advocacy
- Decision Making
- Use of Self-Management Skills to Attain Goals
- Self-Evaluation
- Adjustment
- Self-Efficacy

# Self-Determination

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Field, Martin, Miller, Ward and Wehmeyer (1998) believe Self-Determination is:

a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.

When you get to a fork in the  
road..... take it

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Empowering youth with the  
skills and knowledge they  
need to advocate for  
themselves is a natural step  
on the Journey to adulthood.

Coming Soon.....

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Transition Planning  
Resource Library  
in  
“THE LC”