

Transition Planning: Venturing Outside of the Classroom Into Adulthood



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Overview



- A brief overview of transition planning and service guidelines identified by the Individuals With Disabilities Education Act (IDEA)
- Why learning to navigate one's own community is essential to independence in adult life
- Effective strategies for transitioning from classroom education to community experiences
- How to implement the "I" in individualized educational program in the community
- Transition Timeline

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IDEA 2004



Beginning not later than the first IEP to be in effect when the child turns 16 or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

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Transition Services: Defined by IDEA 2004

A coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

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Transition Services (continued)

- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
 - ✦ 34 CFR 300.43 (a) [20 U.S.C. 1401(34)]

Transition Services Simplified

- **4 Words:** Strengths, Preferences, Interests & Needs
- **4 Areas:** Postsecondary Education, Employment, Independent Living, Community Involvement
- **4 Expectations:** Student Participation, Transition Planning Form, Measurable Post-school Goals, Transition Services
- **4 Concepts:** Vision Driven, Results-oriented, Coordinated, Academic AND Functional

Postsecondary Goals and Transition Services

- (b) Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon **age-appropriate transition assessments** related to **training, education, employment, and independent living** skills, where appropriate

(2) Transition services (including **courses of study**) needed to assist the child in reaching those goals (Emphasis added)

- IDEA 2004 §300.320(b) (1)(2)

Coordinated Set of Activities

Coordinated Set of Activities:

- Academic and career-vocational instruction
- Related services and supports
- Community work or service experiences
- Employment and postsecondary activities
- Functional or daily living and social skills
- Transition assessments and functional vocational evaluation

Transition Assessment Defined

An “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

Division on Career Development and Transition (DCDT) of the Council for Exceptional Children, 1997, p. 70-71

Transition Involves



Transition IEP & ASD

When developing transition IEP goals, the team **SHOULD** consider :

- Verbal and nonverbal communication needs
- Develop social interaction skills and proficiencies
- Needs resulting from student's unusual responses to sensory experiences
- Needs resulting from resistance to environmental change or change in daily routines
- Needs resulting from engagement in repetitive activities and stereotyped movements
- Needs for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties
- Needs for support and instruction that impacts progress regarding social and emotional development

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Transition Planning for All!

The goal of transition planning process for all students is to determine where the person will live, what he will do after he leaves high school, what types of skills can he learn, and what assistance he will need to be as independent as possible.

Community experiences are those that occur where the student plans to work, live, play and go to school as an adult.

They additionally provide critical opportunities for development of self-determination and independence around living, consumer skills, transportation, recreation and leisure.

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Teach skills where they will be used!

- Community based instruction – instruction in real life settings
- Community skills (shopping, going to the movies, eating out at restaurants, traveling, going to the doctor, engaging with first responders) are used in the community
- Community based vocational education takes place in real jobs in the community

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Community Based Skills

Labeled as employment or as a community experience):

- company tours, volunteering, job shadowing and job exploration through paid or unpaid internships, after-school or summer employment.

Labeled as instruction or as community experience:

- Touring postsecondary college and/or training programs, participation in community college, adult/evening education, fitness, art, and music classes.

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Community Based Skills

Labeled as social skills:

- Greetings and social amenities (e.g. please, thank you, you're welcome), walking in hallways and crowded spaces, waiting in lines and taking turns, leisure activities/joining community clubs, developing new friendships and relationships.

Labeled as safety:

- Identifying strangers, identifying community members that can offer help (first responders, help desk workers, store owners), identifying public versus private spaces, knowing what to do when lost.

Community Based Skills

Labeled as emotional health:

- Meeting with a therapist outside of school, visiting a recovery learning center, joining a local Y or gym, taking yoga classes, joining support groups.

Labeled as independence:

- Shopping (food, personal care), banking and managing money; driving/learning public transportation/assisted transportation; using a laundromat, post office or pharmacy; visiting an independent living center; locating health care providers.

TURNING 18



Age of majority is the legal age established by state law at which a person is no longer a minor and has the right and the responsibility to make certain legal choices that adults make. IDEA's parental rights transfer to the student unless a parent or someone else has taken steps to become the student's legal guardian or otherwise exercise authority over decision-making.

Power of Attorney (POA) is a written authorization to represent or act on another's behalf in private affairs, business, or some other legal matter.

Health Care Proxy is a legal instrument with which the individual appoints an agent to legally make healthcare decisions on behalf of the individual when he or she is incapable of making and executing the healthcare decisions stipulated in the proxy.

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Turning 18



Guardianship/Conservatorship : Used only when the person's decision making capacity is so impaired that the person is unable to care for his or her own personal safety or to provide for his or her necessities of life.

Vote: Register to vote at age 18; registration can be done online, local department of motor vehicles, or local town hall.

Register for the Draft: Regardless of the disability, a man's duty right now under the Military Selective Service Act is to register at age 18 and then to let Selective Service know within 10 days of any changes in the information he provided on his registration form until he turns 26 years old.

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Adult Supports



All adult supports are eligibility driven, not an entitlement:

Supplemental Security Income (SSI) : Federal benefits program of the Social Security Administration. SSI disability benefits are payable to adults or children who are disabled or blind, have limited income and resources, meet the living arrangement requirements, and are otherwise eligible.

Social Security Disability Income (SSDI) : Worker must earn sufficient credits based on taxable work to be 'insured' for Social Security purposes. Disability benefits are paid to blind or disabled workers, or adults disabled since childhood, who are otherwise eligible. A son or daughter that is disabled is eligible for SSDI benefits under the parent's work history if either parents have retired and are collecting social security.

Medicaid covers most necessary medical services, such as those provided by physicians, hospitals, clinics, long term care facilities, medical equipment suppliers, and therapists. This also includes x-rays, prescription drugs, and eyeglasses.

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Adult Supports



Medicare is a health insurance program for people 65 years of age and older and some people with disabilities under age 65 and/or people with End-Stage Renal Disease (permanent kidney failure requiring dialysis or a transplant).

Vocational Rehabilitation Services: a state-supported division of services, assists individuals with disabilities who are pursuing meaningful careers. VR assists those individuals to secure gainful employment commensurate with their abilities and capabilities through local job searches and awareness of self-employment and telecommuting opportunities.

Developmental Disability Services (in MA – DDS) can provide residential supports, shared living supports, facility-based respite, employment support, family support and crises intervention support.

Section 8 Housing Choice Voucher program will pay the balance of a rent payment that exceeds 30% of a renters monthly income. The rental unit must be inspected and approved by the local housing authority and the rental amount must be at or below the Fair Market Rent set by HUD; and is administered by your local housing authority.

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Adult Agencies (vary from state to state)

Mental Health Assistance: State agency providing services to individuals with long-term or serious mental illnesses and offers inpatient and outpatient services.

Public Health Assistance: Provide supports related to care, education, prevention, quality assurance, disease control, and research to promote healthy individuals, families, and communities.

Transitional Assistance : Administers a range of public assistance programs that could include emergency and transitional assistance, food stamps, and Supplemental Security Income.

Assistance for the Blind supporting optimal community participation and independence by providing vocational and social services as well as financial and medical assistance to individuals who are legally blind.

Support for Deaf and Hard of Hearing offering training, technology, case management, social services, interpreter and independent living supports.

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Transition Timeline Ages 13, 14, 15

- Talk about the value of work
- Opportunities to see people at work
- Assign responsibility of certain chores in the home
- Appropriate behavior at home/community
- Provide opportunities to make choices and decisions
- Emphasize good grooming/importance of fitness
- Attend parent workshops on transition planning
- Begin IEP transition planning and develop IEP goals with the student's vision of postsecondary goals
- Transition Assessments where appropriate

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Transition Timeline Ages 16 & 17

- IEP should address all areas of skill need
- Transition services incorporated into IEP
- First work experience should be considered
- When possible, student should attend IEP meeting
- Develop a transition portfolio
- Encourage self-determination and self-advocacy
- Ongoing transition assessments
- Foster independence in self-care, money management, and travel in community
- Explore volunteer, work experience and connections to community based activities

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Transition Timeline Ages 16 & 17 (continued)

- If your child is expecting to meet all high school graduation requirements at the age of 18 and terminate special education services, consider a referral to an adult agency for continuation of services.
- Have interest surveys and vocational surveys completed to determine interests and abilities.
- Speak to representative of SSI/SSDI/Medicaid regarding eligibility
- Obtain personal ID card/driver's license
- Investigate Guardianship or emancipation and options for legal protection.

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Transition Timeline Age 18

- Apply for SSI/Medicaid.
- Help your child actively participate in his/her IEP meeting.
- Apply for Section 8 Housing Vouchers.
- The IEP should include the student's post-school goals
- Understand Age of Majority.
- Register men for Selective Service.
- Determine eligibility for adult services and invite a representative to your child's IEP meeting.
- Have your child register to vote.
- Make sure your child has some work experience.
- Continue to consider assessments to clarify student's continued skill development needs.

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Transition Timeline Age 20 & 21

- By age 20 (or 2 years prior to terminating special education), the school special education administrator should assist with a referral to the appropriate human service agency to serve the student as an adult.
- Attend an individual transition plan meeting in which the student, family, school team, and any involved adult service agencies need to think about the programs and support needed when the student leaves school.
- Visit different day programs (and residential programs if determined those services will be available) that provide services and supports to determine an appropriate placement for your child.
- Try to ensure your child has had either an after-school job or weekend job with pay.
- Make sure your child has REAL work experiences in the community with local businesses.

(Timeline Adapted from The Arc - Transition from School to Adult Life)

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Transition Resources



Transition Tool Kit - Autism Speaks: Putting in place a *transition* plan for your child will allow you and your family to work with the school to plan for life beyond graduation:

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

National Alliance for Secondary Education and Transition (NASET) : A coalition of more than 40 agencies to identify what youth need in order to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life: www.nasetalliance.org

The Association on Higher Education and Disability has frequently asked questions for students and parents/caregivers, & lists many transition resources: <https://www.ahead.org>

The National Parent Center on Transition and Employment at PACER Center:

<http://www.pacer.org/tatra/>

National Technical Assistance Center on Transition assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment:

<http://transitionta.org>

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More Transition Resources



The Job Accommodation Network (JAN) : free, expert, and confidential guidance on workplace accommodations and disability employment issues. JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace. <https://askjan.org>

Youthhood.org is a web-based program designed for students and adults in an interactive format around issues of post-secondary education, careers, and independent living: www.youthhood.org

Taxonomy for Transition Programming: A Model for Planning, Organizing and Evaluating Transition Education, Services and Programs

<http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>

Department of Labor website geared specifically for students by assisting students in identifying careers of interest: www.mynextmove.org

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