



TRANSITION SERVICES IN THE BOSTON PUBLIC SCHOOLS

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Transition Planning:

- supports the development of a post-secondary vision for students
- is a collaborative effort that involves students, families, school staff, and other important community members.
- the process revolves around the student's vision for the future and identifies his or her preferences, interests, and strengths to develop a plan for the transition out of high school.

Transition Services Overview

- **School's role**
- **The STRIVE Program's Role**
- **Community Partners' Role**
- **Adult Services**

RESPONSIBILITY ³



School's Role

Schools are responsible for:

- **conducting all Transition Assessments**
- **developing and implementing transition goals and services**

Transition Planning at the IEP Meeting

- **Students participate in IEP process at age 14**
- **TPF drives the IEP**
- **IEP Goals align with vision**



Student Vision / TPF

Should include **ALL** areas of transition:

- Activities of daily living
- Recreation
- Living experiences
- Lifelong learning goals
- Work skills
- Travel

IEP Goals

Example: Student's vision is to live on his/her own and travel independently to work in a retail environment.

IEP objectives could include:

- time management / reading a train schedule
- laundry (folding, hanging, sorting, etc.)
- money skills (budgeting, making change, etc.)
- build on social skills appropriate for a work environment
- learn retail vocabulary (apparel, electronics, housewares, etc.)

Sample in-school job opportunities

- Working in a school store
- Working in the main office to build social skills

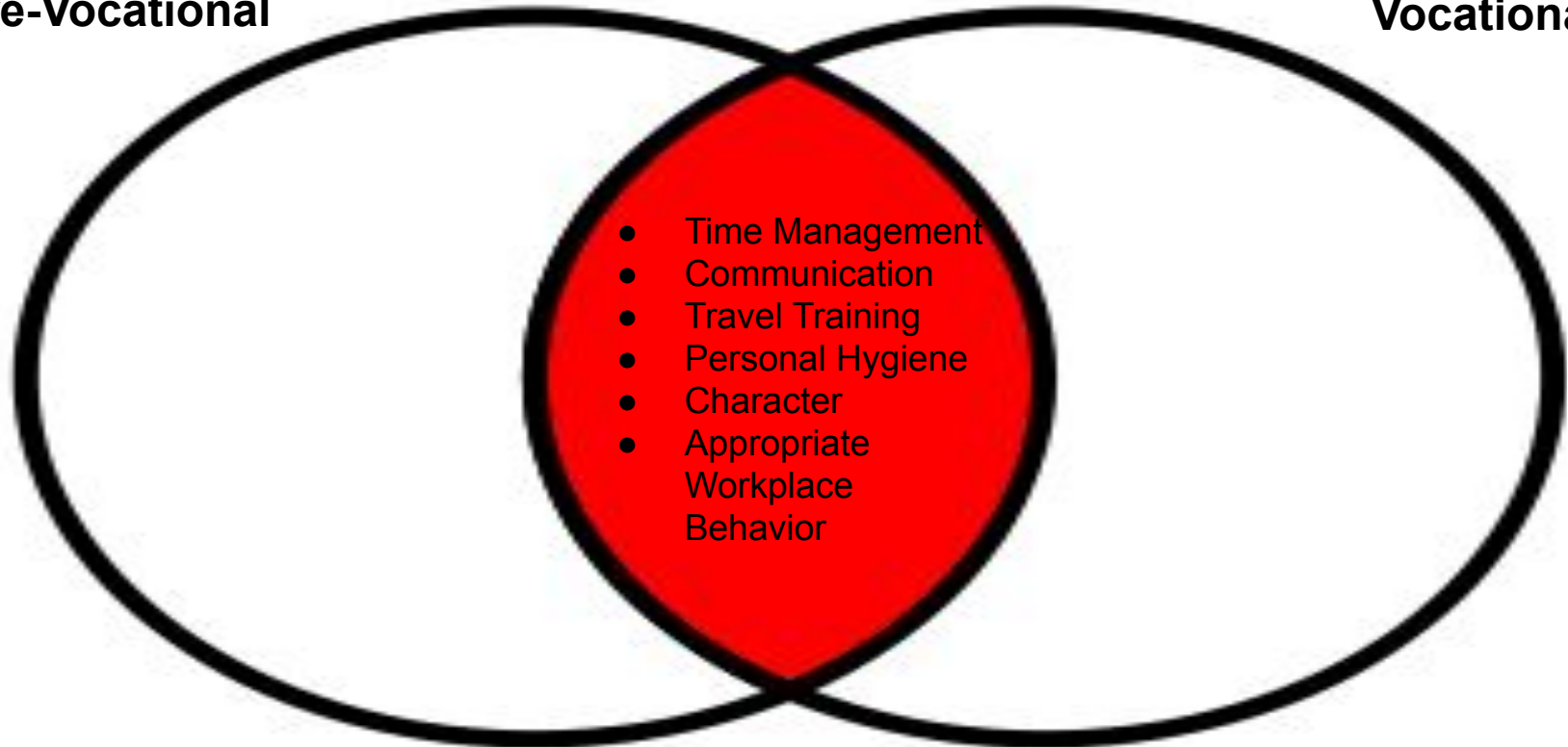
The IEP is Developed

What Happens Next?

Similarities in pre-vocational and vocational skills

Pre-Vocational

Vocational

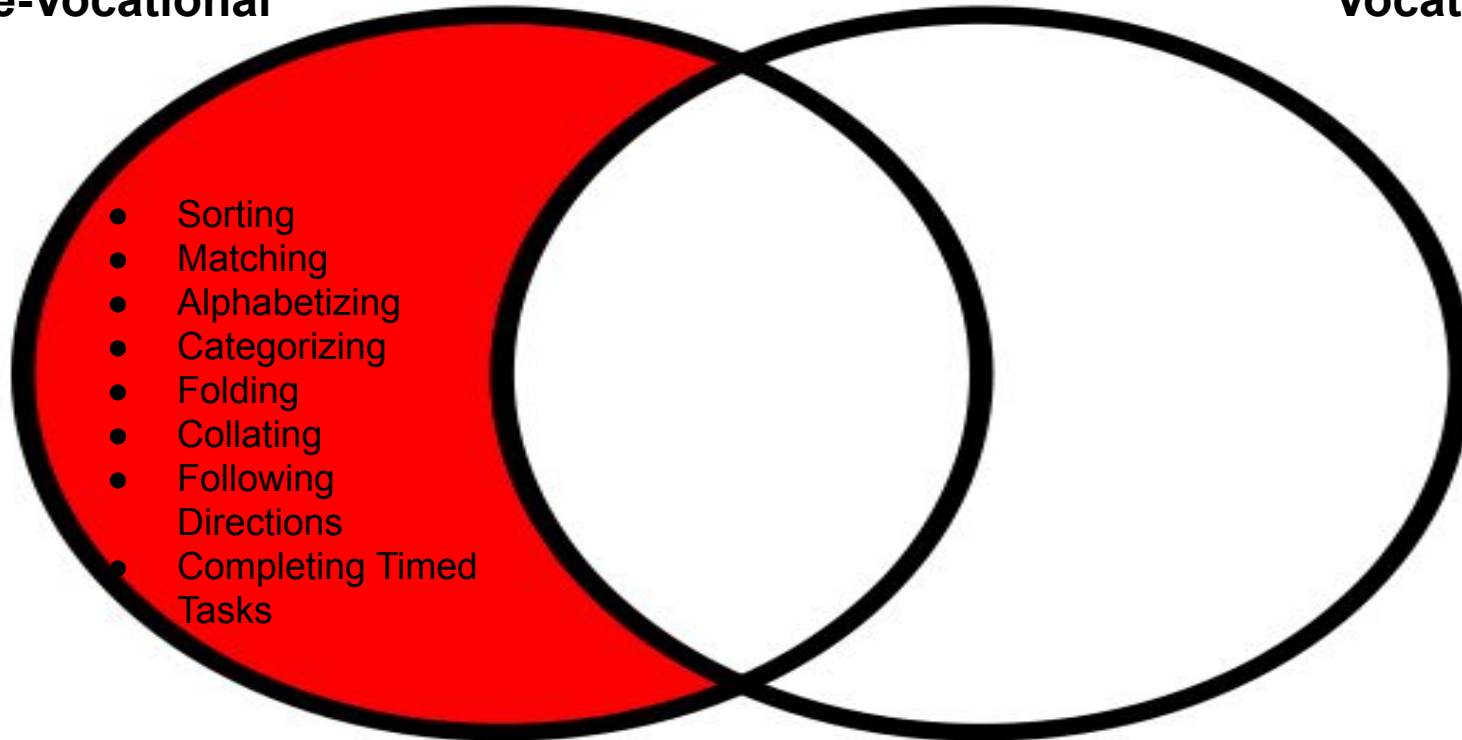


- Time Management
- Communication
- Travel Training
- Personal Hygiene
- Character
- Appropriate Workplace Behavior

Differences between pre-vocational and vocational skills

Pre-Vocational

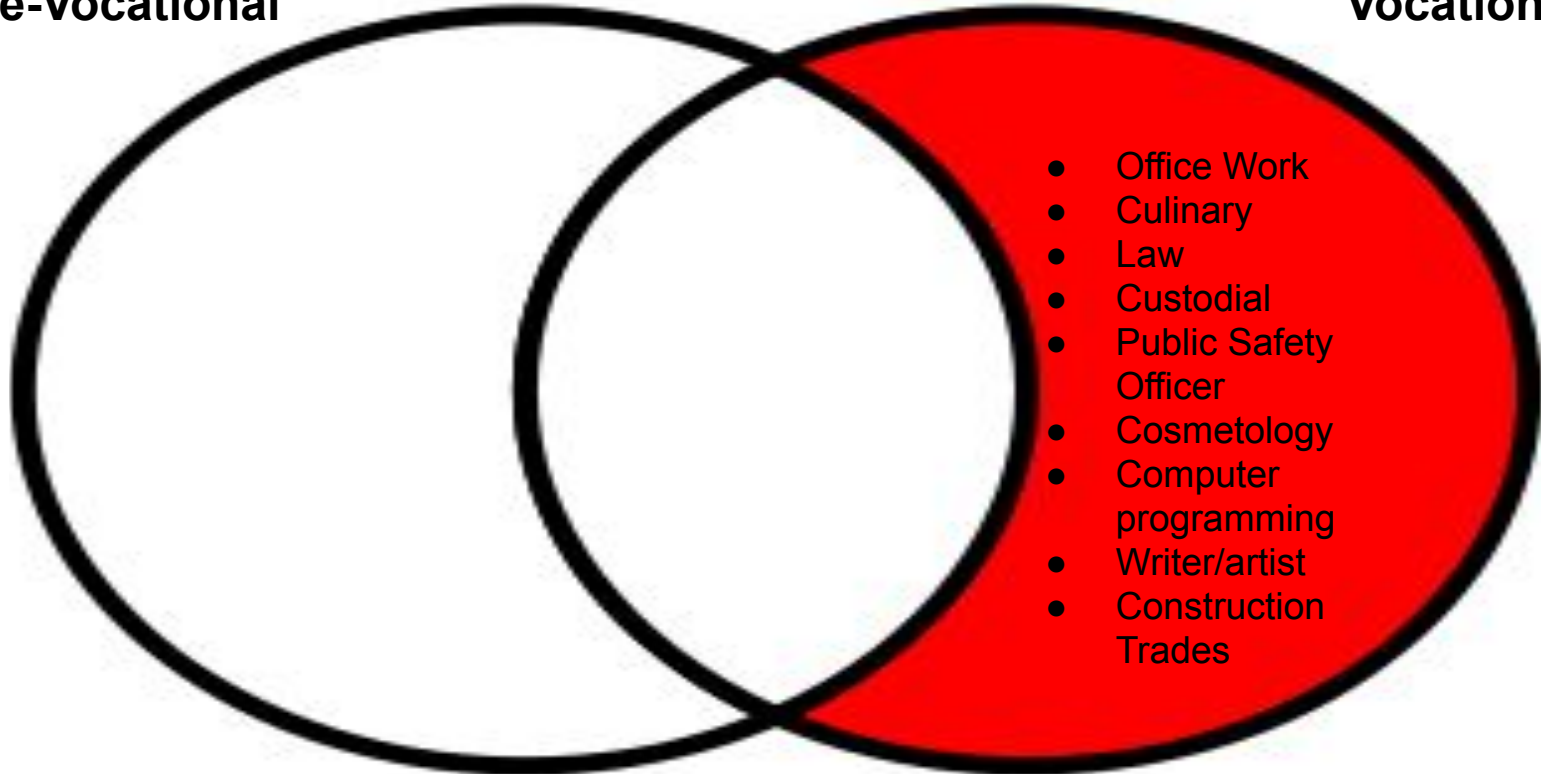
Vocational



Differences between pre-vocational and vocational skills

Pre-Vocational

Vocational



The importance of in-school pre-vocational opportunities

- Skills are transferable as you move across the vocational continuum
- Provides an introduction to the world of work
- Develop prerequisite skills to work in community employment
- Allows them to develop independence in a safe environment
- Students learn how to independently initiate and complete tasks
- Increase pace and stamina for work tasks

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The importance of in-school vocational opportunities

- **Allows them to develop more independence in a safe environment**
- **Allows them the opportunity to earn a paycheck**
- **Students learn the dynamics of a supervisor-employee relationship**
- **Develop appropriate workplace vocabulary and communication skills**
- **Students can generalize what they have learned in the classroom to real jobs within the school and eventually to the community**
- **Less adult supervision and more opportunity for independent work**

What does STRIVE stand for?

Supporting
Transitions to
Reach
Independence through
Vocational
Experiences



STRIVE's Role

- **STRIVE is available to provide consultation to all schools**
- **Facilitate BPS and vendor services with adult service agencies**
- **Facilitate BPS School year employment sites**
- **Facilitate BPS Summer employment sites**
- **Support families with 688 process**



Pre-vocational and Vocational sites that the STRIVE Program manages:

- **School Year**
 - Community based
 - Examples: Wentworth Training Program, Bolling, DISC.
- **Summer Programming**
 - Vocational exploration
 - BCYF



Community Partners' Role

- **Last step on employment continuum**
- **Training/evaluation of student participants**
- **Job placement**
- **Job coaching**

**new
skills**

Adult Agencies: Who are they?

- [Department of Developmental Services \(DDS\)](#)
- [Massachusetts Rehabilitation Commission \(MRC\)](#)
- [Department of Mental Health \(DMH\)](#)
- [Massachusetts Commission for the Blind](#)
- [Massachusetts Commission for the Deaf and Hard of Hearing](#)
- [Department of Children and Families](#)

Questions....

