

# Boston Sped PAC

Transition Services

# Definition of Secondary Transition

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.

-- IDEA 2004: 34 CFR 300.43, Transition Services

# Planning for Life After High School

- \* **Who is the student?**  
(i.e., what are the student's needs and strengths)
- \* Who does the **student want to be**, or what does the **student want to do**?  
(i.e., what are the student's preferences and interests)
- \* **What is the fit** between the student now and the student's plans for adult life:
  - What are you going to do all day? (education/employment/leisure)
  - Where are you going to live? (home/apartment)
  - How are you going to get around? (transportation)
  - Who will you hang out with? (family/friends/clubs)

# State Requirement: By Age 14

- \* Student is invited to the IEP meeting as a full member of the Team.
- \* Beginning at age 14, and continuing annually, the Team considers:
  - \* student's needs, strengths, preferences, interests
  - \* student's desired outcomes for post-secondary education/training, employment, and adult living.
- \* The IEP Team uses the Transition Planning Form (TPF) to guide their discussion.
- \* Annual IEP Goals and Transition Services are documented on the IEP – Make sure the IEP includes measurable postsecondary AND annual IEP transition goals related to Training, Education, Employment and Independent living, as appropriate

TPF: [www.doe.mass.edu/sped/28MR/28m9.pdf](http://www.doe.mass.edu/sped/28MR/28m9.pdf)

Overview of Transition Planning:

- \* [http://www.doe.mass.edu/sped/advisories/13\\_1ta.html](http://www.doe.mass.edu/sped/advisories/13_1ta.html)
- \* <http://fcsn.org/linkcenter/getting-started/transition-brochures/>

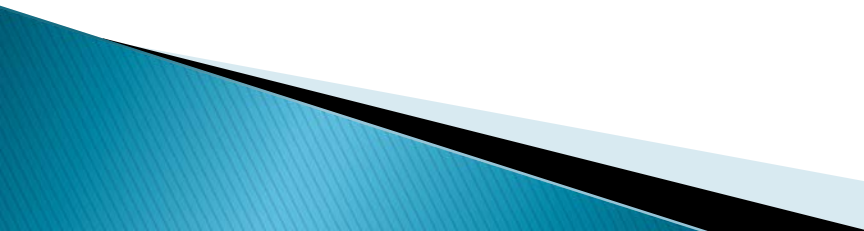
Any reader of an IEP for a student aged 14–22 should be able to **see a clear linkage** between...

the student's

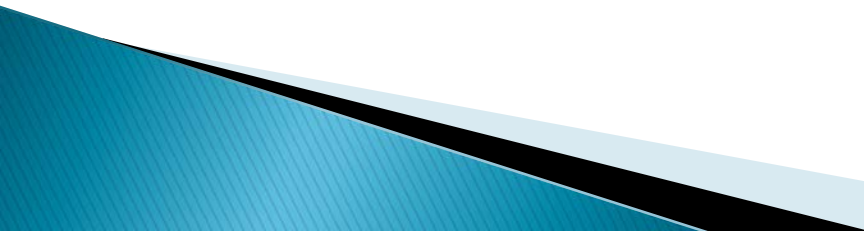
- \* **postsecondary goals**
- \* **transition assessments**
- \* **annual IEP goals, and**
- \* **transition services.**



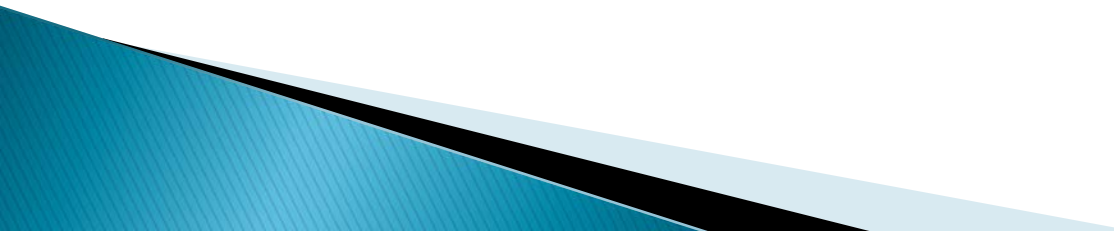
# Transition Services – Employment Skills

- ▶ Paid job opportunities (support options)
  - ▶ How to fill out applications
  - ▶ Job interview skills and strategies
  - ▶ Time management
  - ▶ How to dress appropriately
  - ▶ Social skills in each specific job area
  - ▶ Workplace relationships
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# Transition Services – Community and Independent Living Skills

- ▶ How to use public transportation
  - ▶ Safety
  - ▶ Banking and purchasing skills
  - ▶ Self-management of medical needs
  - ▶ Appropriate behaviors in restaurants and stores
  - ▶ Interactions with neighbors, police/fire
  - ▶ Accessing recreation, sports opportunities
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# Transition Services – College

- ▶ Identifying and applying
  - ▶ Getting campus supports and services
  - ▶ How to self identify
  - ▶ Study skills, tutor
  - ▶ Time Management
  - ▶ Social skills
  - ▶ Dorm living skills
  - ▶ Self-advocacy skills
  - ▶ Assistive technology needs
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Discuss, with the IEP team, what your child's life will look like when they exit school at age 18 or 22?

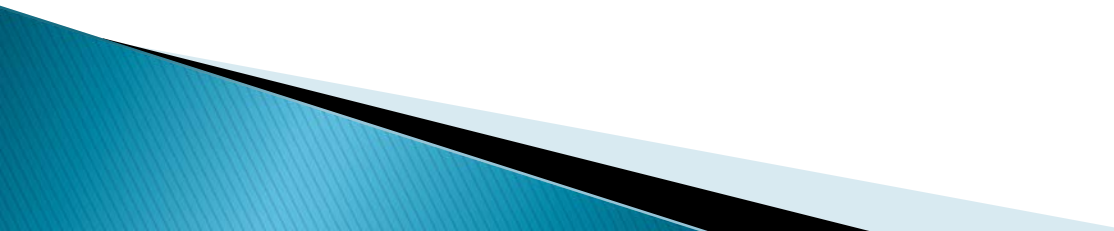
- ▶ *Does your young adult want to go to college?* Ask what supports and resources are needed to make this happen – SAT prep, independent skills, executive functioning, social skills.
- ▶ *Does your young adult want to be employed?* Ask about internships, travel training, resume writing, self-advocacy, mock interviews. (state agency involvement)
- ▶ *Does your young adult want to live independently?* Ask about daily living skills, cooking, cleaning, hygiene, financial skills, opportunities in the community.

# Formal and Informal Assessments

Transition Assessments can be formal or informal and may be requested verbally or in writing by the parent/guardian to the school district.

- ▶ Formal – career interest inventories, Psychological testing, adaptive behavior and independent living skills evaluation (Easter Seals, Person Center Planning)
- ▶ Informal – teacher and/or parent observation
- ▶ Self evaluation
- ▶ Situational assessments of work skills on job sites

# Transition Assessments

- ▶ Transition Assessment results should be documented in the IEP and reviewed with the student and parent.
  - ▶ The information can help with “next steps” in the transition planning process.
  - ▶ The results will help with planning for the future – what areas need to be strengthened and expanded upon for future education, employment, self-advocacy and independent living.
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# Get Involved!

- ▶ Start Early and Often!
- ▶ Talk to teachers about opportunities in school.
- ▶ Reach out to neighbors, business owners in your community for job or internship opportunities.
- ▶ Look for social opportunities all around you – local community centers, sport leagues, Autism and Family Support Centers.
- ▶ Give your young adult the opportunity for more independence – short walks, take public transportation together, more responsibilities at home.
- ▶ Learn about the supports from State Agencies and apply as early as possible!
- ▶ Look for parent trainings on Transition Services – The ARC of Massachusetts will host a Transition Fair in November – Federation for Children with Special Needs offers a two day training for parents.
- ▶ Join the Massachusetts Transition to Adulthood Facebook Group.