

**Jennifer Callison, M.Ed., Transition Specialist, "Accessing Adulthood: Transition from School to Adult Life" (May 4, 2015):** Ms. Callison provided an overview of the transition planning process, including its importance and information used in developing a transition plan. Discussions about transition planning can begin when a child with an IEP is 14 years old. The goal of transition planning is to identify a vision for adult life in three areas: education, employment/career goals, and adult living. The plan then lays out steps to take to reach those goals and individuals involved in that process (e.g., schools, parents/families, counselors, human service agencies, etc.). She described the various data sources used to develop a transition plan (e.g., student goals/interests, family feedback, interest inventories, records review, etc.).

Ms. Callison then described the Chapter 688 referral process, which facilitates connections to state agencies for supports after high school. The referral process begins two years prior to high school graduation or the child turning 22 years old. A school district makes the referral on behalf of the student. Some students are automatically eligible due to their SSI/SSDI eligibility or registration with the MA Commission for the Blind. Students referred for Chapter 688 must receive special education services paid for by the District, be in need of continuing services, and be unable to work at least 20 hours/week in a competitive environment. Ms. Callison noted that it is important to keep in touch with various agencies and respond to correspondence/other inquiries because the agencies have very large caseloads. An agency could construe non-responses as a lack of interest in receiving services, which can result in the child's case being closed. She also provided a very thorough list of resources, which is now posted on the Win-PAC website and at the end of Ms. Callison's presentation.