

Accessing Adulthood: Transition from School to Adult Life



Presented By:
Jennifer C. Callison M.Ed.
Transition Specialist
Winchester Public Schools
May 4, 2015

What is Transition Planning?

Transition Planning is developing a "*coordinated set of activities* 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.**"

But, what does that **REALLY** mean?

Why is Transition Planning Important?

- Identifies **vision** for adult life in **3** key areas:
 - Education and/or Training
 - College (2 or 4 year)
 - Training Programs
 - Employment/Career Goals
 - Industry
 - Type of work/career
 - Adult Living
 - Community Involvement
 - Independent Living Skills
 - Housing Options

Why is Transition Planning Important?

- Identifies **steps** to take to reach **3** key areas of vision statement
 - Instruction
 - Employment
 - Community Experiences/Post School Adult Living
- Identifies **people** involved in the process
 - The Student
 - Parents/Families
 - Special Educators
 - General Educators
 - Community and Business Leaders
 - Club Advisors
 - Counselors/Service Providers
 - Friends
 - Human Service Agencies
 - Non-Profit Organizations

What is the Transition Planning Process?

As part of the IEP Meeting:

- Discuss the students plans for the future (or their **VISION Statement**)
- Develop the student's Transition Plan
(Starting at **14 years old** using the **Transition Planning Form**)
- Focus plan around the student's **VISION Statement**
- Identify the:
 - Disability Related Needs (IEP Goals/Related Services)
- Create the **ACTION PLAN**:
 - Instruction
 - Employment
 - Community Experiences/Post School Adult Living

****The Action Plan contains activities the student should complete during the IEP Period. These are not all legally mandated as transition planning involves all members of the student's IEP Team – including families, community members, guidance counselors, transition staff, etc.***

What information is used to help develop the Transition Plan?

A variety of **formal and informal** data sources are looked at when designing a transition plan and IEP, these include:

- Student Goals and Interests
- Family Feedback
- School TEAM Feedback
- Academic and Psychological Testing Reports
- Vocational Assessments
- Interest Inventories
- Informational Interviews
- Situational Assessments
- Records Review
- Postsecondary Program Analysis

Chapter 688 Referral Process

What does it do?

- Facilitates connection to state agencies for supports after high school
- Documents need for adult services

When is it filed?

- At least 2 years prior to graduation or turning 22 years old

Who files a Chapter 688 Referral?

- The school district files it on behalf of the student
(requires signature of student or guardian)

How is a student found eligible for a 688 Referral?

- *AUTOMATIC: Any student who receives SSI/SSDI based on their disability*
- *AUTOMATIC: Any student who is registered with the MA Commission for the Blind*

ALL STUDENTS REFERRED THROUGH THE 688 PROCESS MUST ALSO:

- *Receive Special Education Services paid for by the school district*
- *Be in need of continuing services due to the severity of their disability*
- *Be unable to work at least 20 hours per week in competitive employment*

Common Questions about life after WHS (from parents and students)...

- Who helps make sure my son/daughter will be successful in college?
- Do Special Education services transfer into adult life (work and school)?
- How do I make sure the Chapter 688 Process goes smoothly?
- Can you apply for services from a state agency if you don't qualify for a Chapter 688 referral?
- What happens if we don't keep in contact with the state agency staff person that is working with my son/daughter?
- Do I need to think about taking guardianship of my son/daughter?
- How can I help my son/daughter to find a part-time job?
- How can I get my first apartment?
- Do my parents get my college report cards?
- What happens if I fail out of college?
- Who can help me (my son/daughter)?
- What if I have no idea what I want my plan to be after high school?

Resources

- **MA Department of Elementary & Secondary Education (DESE)**
<http://www.doe.mass.edu/sped>
- **US Department of Education – Office of Civil Rights**
<http://www2.ed.gov/about/offices/list/ocr/transition.html>
- **Think College: College Options for People with Intellectual Disabilities**
<http://www.thinkcollege.net/index.php>
- **Federation for Children with Special Needs**
<http://fcsn.org/index.php>
- **City of Cambridge – Department of Human Service Programs**
<http://www.cambridgema.gov/dhsp.aspx>
- **Career Source – Job Research Center**
<http://www.yourcareersource.com/>

Resources

- **Institute for Community Inclusion**
<http://www.communityinclusion.org/>
- **Autism Aspergers Network**
<http://aane.org/>
- **National Dissemination Center for Children with Disabilities**
<http://nichcy.org/schoolage/iep/iepccontents/transition>
- **Partners for Youth with Disabilities**
<http://www.pyd.org/>
- **Easter Seals of Massachusetts**
<http://www.ma.easterseals.com>

State Agencies

- **Massachusetts Department of Developmental Services (DDS)**
<http://www.mass.gov/eohhs/gov/departments/dds/>
- **Massachusetts Rehabilitation Commission (MRC)**
<http://www.mass.gov/eohhs/gov/departments/mrc/>
- **Massachusetts Department of Mental Health (DMH)**
<http://www.mass.gov/eohhs/gov/departments/dmh/>
- **Massachusetts Department of Children & Families (DCF)**
<http://www.mass.gov/eohhs/gov/departments/dcf/>
- **Massachusetts Commission for the Deaf & Hard of Hearing (MCDHH)**
<http://www.mass.gov/eohhs/gov/departments/mcdhh/>
- **Massachusetts Commission for the Blind (MCB)**
<http://www.mass.gov/eohhs/gov/departments/mcb/>