

## Transition to Adulthood Programming & Management

a bridge to one's future

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■ What is transition?

■ Definition according to Marie Lewis :

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IEP Transition - tran-si-tion n

- 1. a process or period in which one undergoes a change and passes from one to another :
  - **state** (child to adulthood),
  - **stage** (home based to independent living),
  - **activity** (High School to College, Technical School or employment)
  - **phases** (school based to community based services)

- 2. a progression in tone and mission in a IEP connecting sections of the IEP composition (educational & life skills, recreational & vocational)
- 3. goals, related services and SDI link one subject or idea to another
- 4. A rare style of IEP development in which the elements of educational, vocational, life skill and recreational elements are combined in a community setting.

- 5. a change in the energy level or state of an IEP in which a single quantum of meaningful progress is neither lost nor gained but applied across new settings/ environments, thus generalized
- 6. to undergo a change of status or condition, or to CAUSE somebody or something to undergo a change formally through an IEP

### Transition programming to:

- » Job
- » Community college
- » University
- » Training program
- » Living arrangements
- » New School (middle or senior high)
- » Change in peers and expectations

### Transition programming

- Job training,
  - Career awareness and exploration, planning, finding, Job site training, safety on the job, sheltered workshop, job corps, full time or part time employment, Military, Vocational school, Vocational training, work habits and attitude, transportation and mobility training
- Post secondary education, education
  - community college, university, education that enhances transition plan, volunteer or peer tutoring, exploration of requirement of entry, financial assistance, GED

- Employment
  - Job coaches (their training) employment statistics, turnover
  - Job seeking and keeping skills, resume development with references
  - Effect of income on SSI
- Independent Living Accommodations,
  - home, independent, group, locating housing, budgeting, time management, household management, grooming/hygiene, parenting skills, Life skills, food stamps, health care plan
- Self Advocacy and Determination
  - Case manager responsibilities
  - Representative Payee status
  - Voting

- Community participation, instruction and training
  - Community and consumer skills
  - Social skill training
  - Anger management
  - Self advocacy and determination
- Adult services -
  - vocational rehabilitation
  - SSI
  - Developmental Disability Services

- IEP transition Planning Process (not 1 meeting)  
Age 16 (or younger if appropriate)- to age 21
- Develop areas of need and interest
- Identify skills needed for transition
- Identify obstacles
- Discuss services available (county, state and federal)

- Determine roles and responsibilities
- Focus on academics, community, recreation, job, independent living
- Discuss graduation options
- Determine assessment needs

- Explore community experiences and educational options
- Identify school district, family and consultants concerns
- Apply for adult services in a timely fashion (waiting lists and limited \$) OVR, SSI, Independent living
- Transfer case to appropriate Case MangerSSSS (not a typo) and appropriate agencies


- Preparation
  - Learning Styles Inventory
  - Career Information System skills interest Inventory
  - SAT road trips
  - Internet!
  - Job visits or shadows
  - Videos about skill requirements related to jobs
  - Role playing of difficult job situations
  - Advance practice of skill requirements so they are phased in

- Agency interviews
  - Goal of the agency
  - Population served
  - Age range served
  - Services available
  - Eligibility criteria
  - Funding Cycle
  - Availability of staff


- ### The IEP
- Address Unique Needs, Interests, preferences and Strengths in the IEP (goals and SDI)
  - Needs to be results and outcome oriented
  - Appropriate measurable post secondary goals based on age appropriate transition assessments

- ### Things to consider
- Distractibility
  - Impulsiveness
  - Rigid / inflexible
  - Unorganized
  - Ability to apply and generalize skills
  - Mobility needs / map, entering building, locker, escort, combination adaptation
  - Kinds of materials to carry throughout the day


- Staff education
- Visual cues and reinforcers
- Individual orientation
- Buddy programs
- Handbook review and manifestation determination discussion
- Accessibility
- Voting




- Fire drills
- Study period
- Breaks needed
- Safe place for personal time outs
- Involvement in activities
- Central person to coordinate communication
- Work exploration




- MEANINGFUL Data collection
- Time line development and phasing in of programs
- Driver training
- Peer pressure and bullying plan
- Accommodations with new rules and equipment
- Extra textbooks



- Middle and high school expectations
- Talk to families !!!!!
- Balancing of schedule, breaks and resource support
- Summer preparation if needed
- Visit visit visit decreasing novelty even the year before
- Transportation issues and social stories
- Functional skill lists




- Yearbook inclusion
- Introduction to people labeled as helpers
- Consistent rules in all classrooms or address in SDI
- Organization of materials and a helper
- Meet often and proactively
- Homework volume and accommodations




- Diploma option review
- Placement in the classroom
- Visual and social narrative supports
- Practicing new routines
- Pre teaching - pre teaching - pre teaching
- Behavioral supports on site!!!!  
Not just at an IEP meeting




- Assistive technology
- Positive behavioral supports
- Transition management
- Social inclusion
- Leadership inclusion
- Expressive and Receptive language strategies




- Problem solving mapping in the IEP
- Need for high levels of repetition
- Active participation in transition process
- Preparation for change
- Preparation and training of receiving staff
- Collecting and sharing critical information - previous transition experiences



- Who should participate:
  - Student age 16
  - Pre transition planning CAN occur
  - Parents / caregivers
  - Teachers (general and special ed)
  - Paraprofessionals
  - Neuro-developmental Case Managers




- LEA / administrators
- PT
- OT
- S/L
- Nurse
- Neurologist
- Neuro - Psy,
- Psychologist / Psychiatrist




- Transitional specialist
- Mobility specialist
- County or state educational support services
- Agencies - If an agency cannot provide the service or does not in timely fashion than the school must find alternative ways to meet the transition objectives. Agencies often do not participate actively or consistently, i.e.:
 


vocational rehab -	13% of IEPs,
post secondary representatives,	
consultants, advocates -	3% of IEPs



- Questions
  - What are the skills that should be mastered to function within the general educational classroom, home, community, work, college
  - Long list - not a simple process
  - Present level of performance based on what? Fact? With what prompts? (verbal, visual or physical)
  - What will serve as present level of performance measure in future




- How will each objective across environments be measured?
- Is each and every deficit included in the educational review and addressed in the IEP
- What special education and related services are needed and at what intensity - based on transition goal
- Understand justification of placement and pros and cons



- How will I know that an objective is accomplished in isolation, 1:1, inclusion or across environments
- Extracurricular activities and accommodations
- When is IEP and do I need one sooner
- Age of majority regulation / guardianship

### Mapping Process

- Statement of transition services
- Define every activity that must occur
- Identify primary responsibility
- Specify dates to begin and end
- Gather information
- Conduct a community scan



- Determine applicability of information
- Identify resources
- Align resources
- Collaborate
- Map resources in multiple environments educational, community, health care, state and federal

### Process:

- Create a task force
- Set a vision and mission
- Set priorities and goals
- Communicate continuously
- Develop an action plan
- Share action plan
- Evaluate action plan
- Maintain momentum
- Sustain continuous effort
- Gather data again and again!!!
- Develop time lines
- Determine how miss information should be dealt with
- Anticipate problems
- Request objective eyes
- Remember enormousness of scope !

### Address All Areas of NEED

Functional Developmental Skill Deficits


**ABLLS-R** - The Assessment of Basic Language and Learning Skills

**FISH** - Functional Independence Skills Handbook

**SCRC** - The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

Dietary Needs

Medication Management  
Seizures (30% by adulthood)



Emotional Needs (family and child)

- How you relate to the issue is the issue
- Isolation, confusion
- Huge amounts of wrong information from "professionals"
- Anxiety, Depression and withdrawal

Endurance - Cognitive and Physical

Need for supervision

**2006 Education Advocacy Project  
& Congress Determined:**

- A significant number of learning disabilities are not properly assessed or are going unidentified thus special education services are not provided appropriately
- Despite intelligence levels adequate to go to college, students with un- or inappropriately identified learning disabilities drop out of school, barely pass and have lower paying unskilled jobs
- 2004 Congressional update to IDEA found that 39% diagnosed with a learning disability drop out of school.

- Children with learning disabilities are often segregated unnecessarily from non disabled peers and this denies them the opportunity to develop the social skills they need
- Segregated classes are often not as rigorous academically and do not have as many resources as regular education classes
- Non-disabled peers are denied the opportunity to learn about and from disabled peers, perpetuating disabled stereotypes

- Unaddressed leaning disabilities lead to behavioral problems that mask the initial disability (50-78% of juveniles incarcerated have learning disabilities)
- Children with unaddressed learning disabilities often self medicate with alcohol and drugs (60% of people recovering from addictions have some form of a learning disability)

## “Summary of Performance”

Do not leave school without it !!!!

- **Information and documentation related to student’s disability is required to access supports and services in post secondary services and activities.**
- **A “Summary of Performance” can be provided to students with special education eligibility at graduation. This includes academic and functional performance **WITH** recommendations on assisting the student in meeting post secondary goals.**

- **The intent is that this disability documentation will meet documentation requirements under the Disability Act and Section 504 of the Rehabilitation Act of 1973.**
- **This performance summary is not required as part of the transition planning process. Why not ???**
- **Prior to graduation it should be reviewed for accuracy.**



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