



Navigating through... Special Education

Transition Planning

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Welcome to the fifth installment of Navigating through Special Education. In this month's article I will present information related to April's SEPTA Meeting, [Bridges to Adulthood: Transition Planning for your Teen.](#)

What is Transition?

"Transition" refers to planning and services that are needed to prepare students with disabilities for moving smoothly from school to adult living, learning or earning roles in the community after leaving secondary education. This process includes instruction, community learning experiences, or support services to develop skills, knowledge and abilities and other strategies to address post-school living, learning or working needs. It may also include assistance in making applications prior to leaving school for services from community agencies, college or employment.

For special education students, the Committee on Special Education (CSE) is required to address the need for Transition Services in the Individual Education Plan (IEP) beginning at age 15 and every year thereafter. Students should be encouraged throughout the process to participate in various questionnaires, surveys, and interest inventories and feel free to participate in their Annual Review Meetings to voice their opinions, concerns and interests to help in the planning process.

Transition is not a predetermined program, a one-shot deal or a statement on an IEP. It is a coordinated set of activities starting around the 6th grade level leading students in the process of discovery.

Timeline of Transition Activity in Jericho

<p>Grades 6 & 7</p>	<p>Overview of Transition Services for Parents- Letter to Parents including Parent Questionnaire</p> <ul style="list-style-type: none"> • Initiate Student Questionnaire: Level 1 Assessment • Parent & Student information is input into the Academic, Social, Physical & Managements Levels and Needs of the IEP • Initiate Transition Plan for IEP Diploma Bound Students
<p>Grade 8</p>	<ul style="list-style-type: none"> • Update Student Questionnaire: Level 1 Assessment • Update Parent Questionnaire • Parent & Student information is input into the Academic, Social, Physical & Managements Levels and Needs of the IEP • Administer Interest Inventory (Career Cruising) • Develop Post Secondary Statement- Transition Component of the IEP for Classified Students • Conduct articulation meetings between middle school and high school counselor
<p>Grade 9</p>	<ul style="list-style-type: none"> • Update Student Questionnaire: Level 1 Assessment • Update Parent Questionnaire • Parent & Student information is updated and input into the Academic, Social, Physical & Managements Levels and Needs of the IEP • Update Post Secondary Goals and Transition Component of the IEP for Classified Students
<p>Grade 10</p>	<ul style="list-style-type: none"> • Administer Interest Inventory (Career Cruising) • Update Parent Questionnaire • Parent & Student information is updated and input into the Academic, Social, Physical & Managements Levels and Needs of the IEP • Update Post Secondary Goals and Transition Component of the IEP for Classified Students • Administer Level II* Career/Vocational Assessment as Needed by BOCES or Abilities
<p>Grade 11</p>	<ul style="list-style-type: none"> • Update Student Questionnaire: Level 1 Assessment • Update Parent Questionnaire • Parent & Student information is updated and input into the Academic, Social, Physical & Managements Levels and Needs of the IEP

	<ul style="list-style-type: none"> • Update Post Secondary Goals and Transition Component of the IEP for Classified Students • Assist Parent and student in contacting: VESID and/or OMRDD***
Grade 12	<ul style="list-style-type: none"> • Administer Level III** Career/Vocational Assessment as needed Update Student Questionnaire • Update Transition Component of IEP for the Senior Exit Summary Report

***Level II Assessment**

This one day assessment is a series of tests to determine current functional levels and to make predictions regarding future employability.

****Level III Assessment**

This fifteen day evaluation includes all of Level II, plus two weeks of career exploration and situational assessment. It is conducted at any age, as appropriate. This vocational evaluation uses work, real or simulated, as the basis for assessment and vocational counseling.

*****Vocational and Educational Services (VESID)** VESID is the Office of Vocational and Educational Services for individuals with Disabilities. VESID's vocational rehabilitation program can help an eligible person with a disability to:

- Plan for a career.
- Participate in paid work experiences.
- Receive training to achieve work goals.
- Find a job that matches abilities, interests and needs
- Work with employers or colleges to ensure reasonable accommodations are provided as needed

To be eligible for vocational rehabilitation services, the student must have a physical, mental, emotional, or learning disability that interferes with their ability to work. The student must also need and be able to benefit from the services in order to get and keep a job. If your child is found eligible for VESID vocational rehabilitation services, a vocational rehabilitation counselor will work with your child to plan a program. The plan is called an Individual Plan for Employment (IPE). Depending on what your child requires, services may include work evaluation, planning, counseling, skills training at a college or community rehabilitation center, adaptive equipment, support services while completing training, or placement services. Placement services may include job seeking skills training, employer referrals, work tryouts and on-the-job services, such as job coaching or arranging for reasonable accommodations.

VESID recommends that students be referred to the VESID vocational rehabilitation program while in their last two years of school. This timing allows the counselor to job with your child, you and the school to help identify a suitable job goal and suggest work readiness activities that can take place during school. Before your child finishes school, the counselor will develop the vocational rehabilitation service plan to arrange for additional training, education or placement services still needed beyond school to achieve the job goal. To make a referral your child's guidance counselor can provide an application and make a referral.

For more information visit: <http://www.vesid.nysed.gov>

The New York State Office of Mental Retardation & Developmental Disabilities (OMRDD) mission "is to help people with developmental disabilities live richer lives." Don't be "put off" by the name of this agency. They are a very good resource. They listen to people with disabilities and their families and as a result they offer a new self-determination option for individualized services and support. If qualified, some services provided through OMRDD include family support, case management, respite, housing, supported employment, recreation, skills development training, long term habilitative services, nursing and psychiatric services, and short-term caregiver relief. Services for eligible persons in NYS are provided through a network of public and non-profit service providers, a; of whom collaboratively to assure that high quality care is provided.

For more information visit: <http://www.omr.state.ny.us>

Additional Resources

Parent to Parent of New York State

This is a group of parents of children with special needs whose expertise lies in the desire and motivation to create a satisfying quality of life for children and their families.

<http://www.parenttoparentnys.org>

Lakretz Creative Support Services, Inc.

This "Person-Centered Planning (PCP) brings groups of people together to create an action plan for a particular student and his/her support team. This company helps teams of students, families and friends and school personnel to: create action plans, solve specific problems and issues, and create a systematic approach or procedure for transitioning.

<http://www.SUPPORTAVISION.COM>

National Center on Secondary Education and Transition: Creating Opportunities for Youth with Disabilities to Achieve Successful Futures
NCSET publishes a number of “Briefs” that give practical advice on many transition issues.

<http://www.ncset.org>

Self-Advocacy Association of New York State

“The Self-Advocacy Association of New York State, Inc. (SANYS) is a non-for profit, grassroots organization run by and for people with developmental disabilities.” The group goal is “to help create a person-centered and person-directed system of supports.”

<http://www.sanys.org>

ThinkCollege.net

Information for students, parents and professionals about college options for people with intellectual disabilities.

<http://www.thinkcollege.net>