

# DPHS SSEPAC

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Transition, A Parents Guide

# Transition Plans

Once your student turns 15 years old, a Transition Plan will be included in their IEP. Transition Plans help students to think about and begin planning for life after high school in the following areas:



Education



Career



Living

# Transition Planning

Data is collected on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, independent living, and social environments.

Age appropriate assessment based on the student's chronological age may need to be adapted for some students so that meaningful data are obtained.

Postsecondary goals refer to those goals that a student hopes to achieve **after** exiting high school.

# Education

## **Education/Training:**

- *Upon completion of school, I will join the Army.*
- *Upon completion of school, I will enroll in the local Community College.*
- *Upon completion of school, I will learn independent living skills from the Regional Center.*

*Activities to Support Transition: Identify different activities that will be employed to help the student achieve his/her post-secondary goals. (Ex. career research paper, college application, job applications, resume writing, self-help unit on cooking, Workability training etc.)*

# Career

## ***Employment:***

- *Upon completion of school, I will work as a mechanic.*
- *Upon completion of school, I will work as a teacher.*
- *Upon completion of school, I will work at the Opportunity Center.*
- *Upon completion of school, I will work in competitive employment.*
- *Upon completion of school, I will work in supported employment.*

Community Experiences as Appropriate: Identify any activities in the community in which the student will be participating in the community. (Ex. Job shadowing, community based instruction, service learning, community service, youth group, scouts, and ballet)

# Living

## ***Independent Living as appropriate;***

- *Upon completion of school, I will live on my own.*
- *Upon completion of school, I will live with friends in a home or apartment.*
- *Upon completion of school, I will live on my own with help from my family.*

Related Services as Appropriate: Include any related services the student may need based on their disability that will help the student achieve his/her post-secondary goals. (ex. Speech and Language, Deaf and Hard of Hearing services, Orientation and Mobility Transportation, Career Counseling, etc.)

# Outside Agencies

**Tri Counties Regional Center-** The Regional Center system in California serves individuals with developmental disabilities and their families.

Tri-Counties *contracts with agencies* and individuals who provide a wide variety of services, including developmental services, respite, supported employment and help with supported living arrangements.

*Eligibility-* “developmental disability” means a disability attributable to; intellectual disability, cerebral palsy, epilepsy, autism, or other handicapping conditions found to be closely related to intellectual disability or to require treatment similar to that.

# Outside Agencies

**Department of Rehabilitation-** Student has a disability that impacts their ability to get work, sustain employment, motivation to work is key.

**Bridges Program-** Focuses on high school students, serving transition age youth, last two years of high school. Focus on not college bound students who are motivated to start working. Vocational skills and employment training, opportunity for paid work experience.



# Certificate of Completion

*One of the most important decisions made in an IEP, is will the student graduate with a diploma (which will end special education services), or leave high school with a certificate of completion, which will allow special education services to continue until the teen reaches the age of 22.*

**Certificate of Completion-** Students who set the goal to achieve the certificate need a meaningful course of study that prepares them for the “next environment”. Student course of study focuses on earning a certificate; curriculum domains:

- Functional Skills
- Life Skills
- Vocational Skills
- Community Access Skills

# Certificate of Completion

## **Transitional Programs**

12+ program located at students school of residence.

WIN program located on Santa Barbara City College Campus.

- Functional skills

- Vocational skills

- Access to the community

- Life Skills

# Diploma

**Diploma**-Student employment goals require a diploma; student education/training goals require a diploma for eligibility for enrollment and/or financial aid. Student has participated in a course of study that meets district graduation requirements with or without accommodations:

- English
- Math
- Science
- Social Science
- Physical Education
- Visual/Performing Art
- Career-Technical Classes
- Elective Classes

# SBCC-Disability Services and Programs for Students

What it does:

- Facilitate access to campus, curriculum, and programs.
- Evaluate & verify eligibility for services
- Determine academics accommodations and services
- Facilitate implementation of academic accommodation and services.

# SBCC-Disability Services and Programs for Students

Not provided by DSPS

- Personal tutoring; 1:1 instruction

- Personal service attendants

- Homework assistance (e.g. typing papers)

- Devices (e.g. hearing aids, wheelchairs, assistive technology)

# Accommodations at SBCC

*Many families are surprised to learn that IEP accommodations and services throughout high school does not follow students to college.*

<b>Accommodations</b>	<b>In High School</b>	<b>In College</b>
Extra Time	Teachers responsible for IEP implementation	Student responsible for arranging test accommodation procedures through DSPS and coordinating with instructor.
Behavior Support Plans	All personnel required to follow plan	Student must follow student code of conduct.
Modified Assignments or alternative tests	Teachers responsible for IEP implementation	Students meet fundamental requirements of course.

# Vocational Training

Center for Lifelong Learning- [School of extended learning.](#) Personal enrichment, adult education classes.

Wake Center- [Career Skills Institute.](#) Career specific skills taught through short courses, digital badges to represent your skills.