

SMART

Students Moving Ahead and Ready for Transition

Exploring Options for Transitioning Youth

Available through the Carbon Lehigh Intermediate Unit #21



Dear Youths/Young Adults and Family Members,

This booklet was created to show what is trending in Transition at the Carbon Lehigh Intermediate Unit #21. These pages are the APPS to your future. Tab through and look at the resources included to assist in the development of your Transition adventure. Let your journey begin . . .The SMART Committee

Contact Special Programs and Services Supervisor, Melissa Johnson, at johnsonmelissa@cliu.org or call (610) 769-4111 ext. 1219

SEARCH

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WHAT IS TRANSITION?

Transition planning assists youth with the exploration of opportunities and identification of goals for life after high school. In many ways effective transition planning is like a road map – it is a series of defined paths that lead to adult life as a destination. Such destinations for youth include education, employment, independent living, and health and wellness. It is equally important for you to know that transition planning for students is required by the Individuals with Disabilities Education Act (IDEA 2004) and Pennsylvania Special Education Regulations (Chapter 14). Transition planning for youth with disabilities needs to begin at age 14 or younger if determined appropriate by the student's Individualized Education Program (IEP) team. The transition planning process is based on individual student's needs, strengths, preferences, and interests.

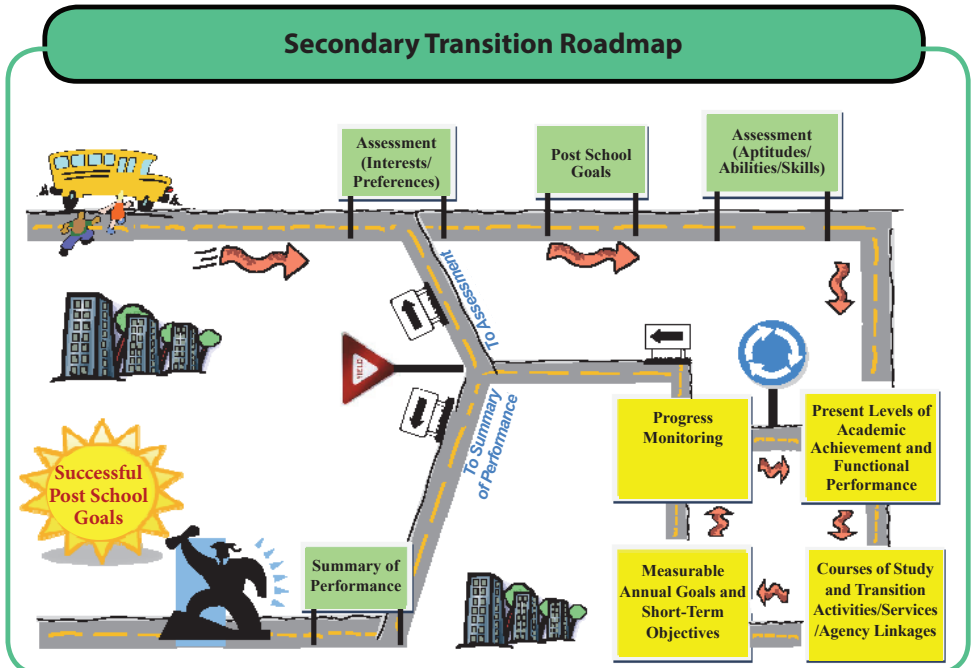
SMART

SIX-STEP PROCESS FOR ADDRESSING SECONDARY TRANSITION

Step One	Use assessment to identify the student's post-secondary desired goals or vision.
Step Two	Describe the student's Present Levels of Academic Achievement/Functional Performance (PLAAFP), embedding assessment data collected from Step One.
Step Three	Establish Transition Team partnerships.
Step Four	Design a Transition Plan that includes courses of study and Services/Activities.
Step Five	Determine Measurable Annual Goals that address skill deficits and lead to post-secondary goals.
Step Six	Monitor progress and adjust instruction based on data.

PATHWAYS TO SECONDARY TRANSITION





LIFE HOUSE

What Is Life House?

Life House is a full-day program that is located at Camp Fowler in Orefield, PA. The program provides a variety of life skills instructions in a unique apartment setting. The youth/young adults will develop and experience initiative and independence for healthy living. The youth/young adults will participate one full-day per week during the school year.

What Makes Life House Different From the Classroom?

- Unique apartment setting with the focus on community living.
- Individualized training at a community apartment site.
- Full day of community-based instruction.
- Integration of life skills and independence in a natural setting.
- Life skills not taught in isolation; including meals, cleaning, simple maintenance, and decorating.
- Responsibility of caring for self as well as self advocating as an adult.
- Problem solving as daily living situations occur.
- Encourage less prompt dependency on day-to-day activities in a community setting.
- Developing a community of support.



Mission Statement

Transitional program giving youth/young adults educational opportunities to initiate and independently maintain healthy living choices.

INDEPENDENT COMMUNITY TRAVEL (ICT)

Independent Community Travel (ICT) is a developmental program for all ages. Skills and concepts are presented in a sequential, individualized format based on the student's areas of strength and need. The ICT's Mission is to teach students the methods and techniques necessary to travel more safely, purposefully, and efficiently. Students of all ages need to independently travel in order to acquire and fulfill their daily living needs in a safe environment.

The student must meet the following criterion for an individual ICT referral:

- No visual impairments.
- No behaviors injurious to self or others.
- Able to travel without support or balance from another person (wheelchairs, walkers, and crutches are acceptable).
- Will participate voluntarily.

Concepts include, but are not limited to:



- Body image (image of self).
- Directionality and knowledge of prepositions re: directionality.
- Accurate left and right turns.
- Indoor/Outdoor sequential route travel (I, L, U, C step routes).
- Indoor sequential route travel & return via alternate route.
- Alternate route travel.
- Laterality and cross laterality.
- Spatial relationships (under, on top of, behind, below, next to, parallel, perpendicular).
- Route configurations.
- Traversal of ascending and descending stairs.
- Traversal/negotiation of hazards and obstacles, including pedestrians. Rights of way, social courtesy.
- Soliciting assistance.
- General knowledge of numbering systems.
- Inclement weather issues, i.e. use of umbrellas/hoods.
- Traversal/negotiation of hazards and obstacles including pedestrians and surface variations, including steps, ramps, curbs.
- Cardinal/compass directions.
- Environmental clues/cues/landmarks.
- Stamina.
- Tolerance of environmental discomfort.
- Traversal of doorways and automatic doors.
- Street crossings in residential, small business, business, rural, and mall.
- Street crossing at both stop sign and traffic light controlled intersections.
- Traversal of driveways and parking lots.
- Utilization of indoor and outdoor numbering systems.
- Street nomenclature.
- Street smarts, i.e. stranger issues, soliciting assistance.
- Public transportation.
- Locating and use of signage.
- Railroad crossings.
- Acquisition of daily living needs.



PROJECT SEARCH

The Project SEARCH High School Transition Program is a unique one-year, school-to-work program that takes place entirely at the workplace, a local business in the community. The program provides real-life work experience based on the individual's preferences and interests. The program model is characterized by non-traditional jobs for people with disabilities and strategic partnerships with industry, education, training, and support services. This is a program that provides employment training opportunities for individuals with a significant disability and barriers to employment. The student intern must be in his/her last year of high school and have completed all school district academic requirements and/or IEP goals.

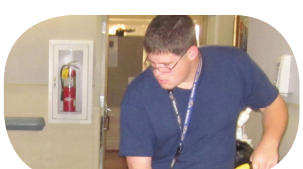
Eligibility criteria for applying to Project SEARCH includes the following:

- Employer/community acceptable social skills.
- Basic communication skills (verbal or supported by technology).
- Ability to take direction and work independently.
- Meets personal appearance and hygiene standards.
- Minimum of 18 years of age.
- Ability to use restroom and cafeteria facilities independently.
- Ability to pass a drug screen and felony check.
- Documentation of current immunizations.
- Last year of school eligibility.

Student Responsibilities:

- Seek competitive employment while participating in Project SEARCH High School Transition Program.
- Willing to explore and/or utilize public transportation.
- Meet personal hygiene standards.
- Dress appropriately and wear required attire as per business expectations.
- Complete required job rotations within the host business.
- Adhere to business "Employee Code of Conduct."
- Call instructor and departmental supervisor(s) when absent or tardy.
- Actively participate and communicate any issues at monthly team meetings.








Continued on next page



A Typical Day for a Project SEARCH Intern. . .

- Begin the day at 8:00 a.m., at least an hour of instruction, either at the beginning or end of the work day.
- Lunch in business cafeteria with fellow student interns and/or with departmental staff; packing or buying lunch.
- Breaks, as scheduled by departments.
- Manage own time schedules and work responsibilities.
- Follow all required clothing/attire.
- Wear business name tag with department access.
- Understand and implement business Core Value.
- Ending the day at approximately 2:30 p.m.



To find out more about the Project SEARCH High School Transition Program:

1. Go to www.cliu.org.
2. Roll over *Departments*.
3. Click on *Special Programs and Services*.
4. Click on *Transition Resources* on the left hand box.
5. Scroll down to *Project SEARCH*. Listed here are many documents to assist you.





WORK-BASED LEARNING PROGRAM

Work-Based Learning is a community-based vocational training program that extends beyond the confines of a school campus. Students learn and demonstrate job skills or job-related skills in actual job placements. Most positions are volunteer while some may be paid employment. Support on-site is from Carbon Lehigh Intermediate Unit #21 Job Coaches through monitoring (majority of instruction comes from actual business staff), small group (usually up to four students in one location at one time), or perhaps the most intensive, one-to-one instruction.

The Carbon Lehigh Intermediate Unit #21 Work-Based Learning Program helps to meet IDEA definition of transition. The program is set up to support the student's preferences and interests and includes instruction (by Carbon Lehigh Intermediate Unit #21 Job Coaches and actual business staff), community experiences (actual community business sites), and development of employment skills.

Continued on next page

Emily — Best Western



Aaron — Affordable Pets



Heather — Boscov's



Michael — JC Penney





Introducing students to a real work environment.

The goals of the program may include, but are not limited to:

- Introduce students to the real work environment.
- Instruct students in either generalized skill training or specific job criteria.
- Increase student's soft skills and hand skills within the work environment.
- Acquire responsibility and independence.
- Expand the knowledge of both businesses and students.
- Increase a student's vocational skills or explore vocational interests.
- Continue a student's vocational training by applying previously learned skills and experiences.

Eligibility

- Any student, within Carbon and Lehigh counties, who has an Individualized Education Plan (IEP).
- Age generally between 14 and 21. All others considered are based on individual needs.

Expectations of Business Sites

- To instruct a student in areas of performance of actual business site.
- To help to assess a student's strength and need based on job specific criteria.
- There is no guarantee of employment.
- Students are not eligible for unemployment compensation upon conclusion of the program.

Time Criteria

- The program typically runs within a normal school district academic day. Summer Work-Based Learning is also available for Extended School Year (ESY) programming as deemed appropriate by the IEP team.

Transportation

To be provided by any of the following and agreed upon by the home school district:

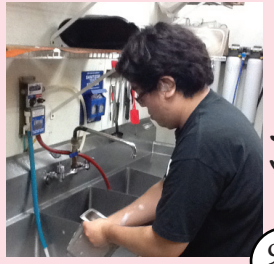
- Public Transportation
- School District
- Parent
- Student
- Carbon Lehigh Intermediate Unit #21

www.cliu.org


Gladin — Amelia's


Mike — Old Country Buffet


Crystal — Goodwill


Chris — Subway

CARBON LEHIGH TRANSITION RESOURCE CENTER

Beginning at age 14 in Pennsylvania, transition planning becomes the focus when developing the Individualized Education Plan (IEP) for students with disabilities. The first step of this process begins with assessing the student's interests, needs, aptitudes, and preferences. Information gathered through formal and informal assessments is essential to the development of a comprehensive transition plan.

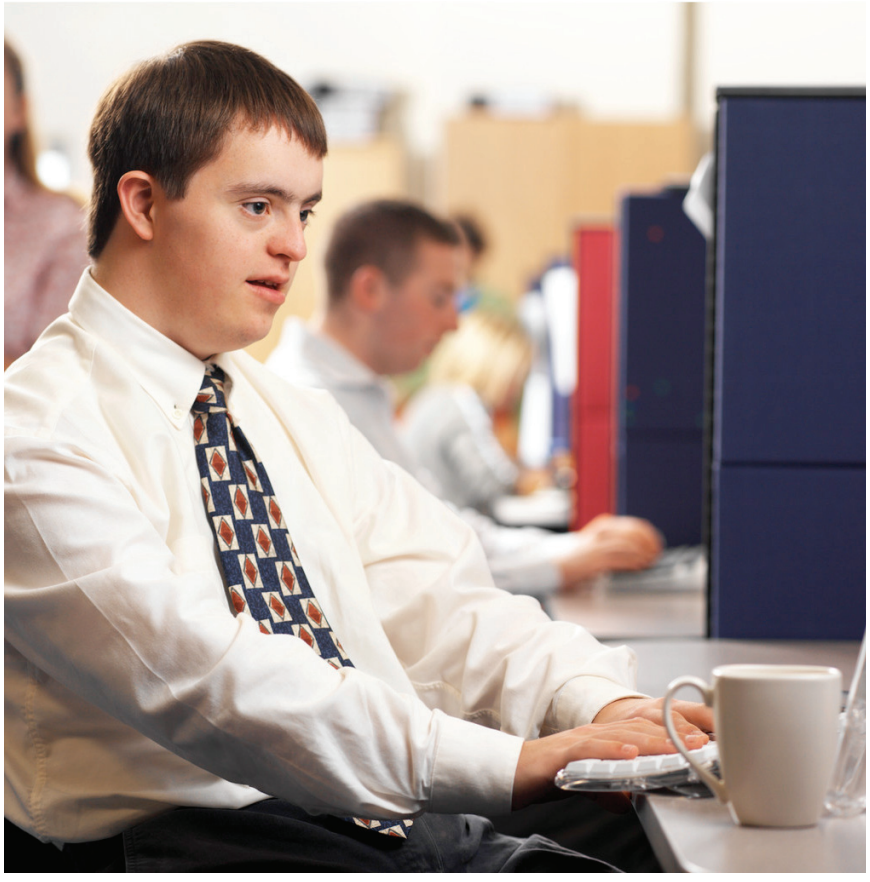
The Carbon Lehigh Intermediate Unit #21 has created a Transition Resource Center in accordance with effective practices that assess, instruct, and guide students as they make informed decisions when considering a career path. The Transition Resource Center serves as a place where students will go to explore their choices, such as finding their career interests and preparing for work, deciding to go to college or trade school, and making considerations on where to live, as well as finding out what they know about accessing and actively participating in their community. Results generated from the assessments can be used in congruence with the development of the Present Levels of Academic Achievement and Functional Performance.

Once completed, the information derived from the assessment process will enhance the efforts of local school districts in their support of the desired outcomes for students with disabilities through a seamless movement from school to various post-secondary settings.



CARBON LEHIGH TRANSITION ACADEMY/HIRE ACADEMY

Carbon Lehigh Intermediate Unit #21 sponsors Academy days for youth/young adults with disabilities who are developing skills needed for life beyond high school in areas of post-secondary education and training, employment, and independent living. Beginning in 2012, two events, offered in successive years, provide information to students as they continue to explore options. In the fall, the **HIRE (Helping youth Investigate the Right Employment) Academy** is held to present topics to support employment outcomes. Sessions are held with information on completing both paper and electronic job applications, dressing for a job interview and on-the-job attire, how to seek and obtain employment opportunities within the community, as well as mock student interviews. The spring event features a **Transition Academy for post-secondary education** and training. Topics include making choices about disclosing a disability, building and maintaining personal finance decisions, developing time management skills, seeking assistance in completion of financial aid paperwork, and examining the college application process, which includes the writing of an essay. Both events also have topics related to developing and maintaining healthy lifestyles.



For both Academy days, session presenters from local businesses, institutions of higher education, community agencies, and service providers graciously share their time and knowledge with the students in groups or individually pertaining to their expertise. In addition to the session content, there is a Marketplace Vendor area comprised of community agency personnel and service providers where the students can interact and obtain information pertinent to their lives.

PERSON-CENTERED PLANNING

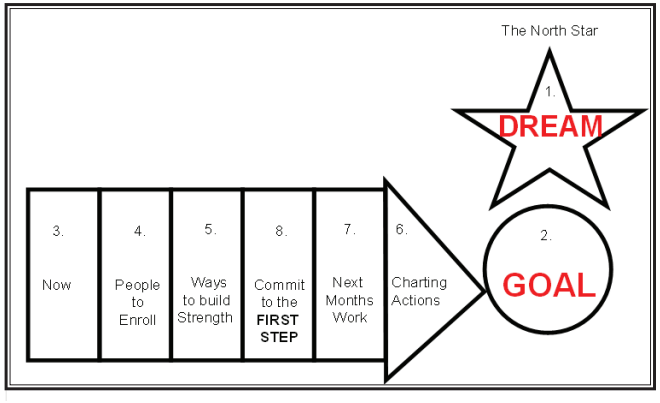
Person-Centered Planning is a collection of tools and approaches based upon a set of shared values that can be used to plan *with* a person - not *for* them. These tools can be used to help the person think about what is important in their lives now and also to think about what would make a good future. Planning should build the person's circle of support and involve all the people who are important in that person's life (*Inclusive Solutions*). Person-Centered Planning is available through the Carbon Lehigh Intermediate Unit #21 Transition Resource Center and/or the Project SEARCH High School Transition Program.

- ***PLANNING ALTERNATIVE TOMORROWS WITH HOPE (PATH)***

  Planning Alternative Tomorrows with Hope (PATH) is a powerful person-centered planning tool, a process, and a journey. PATH was created by Marsha Forest and Jack Pearpoint, from Inclusion Press, Inc. It is built around a central focus person (youth/young adult) called the Pathfinder. The Pathfinder comes together with their allies with a commitment to plan and implement action steps toward a positive, desirable, and possible future for themselves.

  PATH is a visual tool with a carefully ordered structure that uses graphics to focus energy and support memory. The graphics keep the Pathfinder and network supports focused on the dreams. Two people act as guides, a facilitator and a graphic recorder. A PATH is usually completed in one session. People who know the Pathfinder well are invited to attend. These may include their family members, friends, neighbors, teachers, employers, supporters, people in their networks, and other community members.

The Seven Steps in the PATH process:



Continued on next page

PATH, Continued

1. **Touch the Dream:**
   Invite the Pathfinder to orient their search to their dream, their "North Star", their positive, desirable future. What goals does the Pathfinder want to work toward and enroll others to work toward?

2. **Sense the Goal:**
   Looking backwards from a future date, describe the positive, desirable future as if it had already happened. How does it feel to have arrived?

3. **Ground It In the Now:**
   Describe the present and explore how that feels. Describe the situation that the Pathfinder is living in at the moment and what they want to create.

4. **Identify People to Enroll:**
   Who needs to be involved to make change possible? If certain people are not involved in the process now, what must be changed to make them available to help, to be involved in the journey? What influential decision makers could you enroll?

5. **Recognize Ways to Build Strength:**
   How can we improve our skills, our relationships, and our knowledge? What new contacts, resources, and assistance may be needed? What is needed to keep us happy and healthy along the path to achieving the dream?

6. **Chart Action for the Next Few Months:**
   What kinds of things will have to be done to realize the goal over the next few months? What actions need to be taken toward the vision? Looking backwards, what progress has been made?

7. **Commit to the First Step:**
   What are the goals to be achieved in the next month? Who will be responsible for each goal? What support is needed from each other?

From: J. O'Brien, J. Pearpoint, & L. Kahn The path and maps handbook. © 2009 Inclusion Press

REHABILITATION FOR EMPOWERMENT, NATURAL SUPPORTS, EDUCATION, AND WORK (RENEW)

RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) is a secondary transition model developed by the University of New Hampshire Institute on Disability to support adolescents with emotional and behavioral challenges. Schools in PA have begun to implement RENEW as a tertiary level intervention to promote high school completion. Participants must have district commitment and send a Tertiary Team to training. During the 2013-14 school year, CLIU#21's three alternative education sites; Lehigh Learning Achievement School, Carbon Learning Achievement School, and Allentown Center Learning Achievement School are implementing RENEW with the support of a PaTTAN trainer. Three Training and Consultation Staff members (Educational Consultants) at the intermediate unit are currently being trained to support and train future RENEW sites throughout Carbon and Lehigh School Districts.

PENNSYLVANIA YOUTH LEADERSHIP NETWORK (PYLN)

The Pennsylvania Youth Leadership Network (PYLN) is a group of young adults with disabilities who want to make a difference in the lives of youth in Pennsylvania. The mission of the PYLN is to develop the self-determination, empowerment, and leadership of youth that promotes successful post-school outcomes in the areas of education, employment, independent living, and health and wellness among youth/young adults throughout Pennsylvania.

Carbon Lehigh Intermediate Unit #21 has a chapter that meets three times a year. The Carbon Lehigh Intermediate Unit #21 Transition Consultants and representatives from the Anthracite Center for Independent Living and Lehigh Valley Center for Independent Living collaborate and organize each meeting.

CARBON LEHIGH ADVOCATING YOUTH (CLAY)

At CLIU #21, a chapter has been formed entitled Carbon Lehigh Advocating Youth (CLAY). CLAY meets three times a year and each session is surrounded by the theme established by the statewide efforts of PYLN, supported by PaTTAN. In each of the sessions, CLAY has participated in webinars that has been created and presented by members of PYLN.

CLAY establishes connections to community agency support while building relationships with peers, as youth and young adults with disabilities transition from the school environment to the community. CLAY is a rewarding experience where high school students from Carbon and Lehigh county come together to learn about themselves, while meeting new people. This is a collaborative effort of the Anthracite Region and Lehigh Valley Centers for Independent Living and the Carbon Lehigh Intermediate Unit #21.

Since its inception, CLAY has highlighted topics such as Healthy Relationships, Disability Awareness, Technology as a Learning Tool, as well as social activities. These topics are presented to our youth by a variety of professionals: social workers, Temple University Institute on Disabilities, members of the statewide PYLN board, supports coordinators, and CLIU consultants.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The Summary of Academic Achievement and Functional Performance (SAAFP) is a document that is provided to students and their parents at the conclusion of the their high school education. It may include input from various people, including the student, the parent(s), the special education teacher, the general education teacher, the career/technical education teacher, the transition coordinator, the school psychologist, related service personnel (such as the speech-language teacher and the occupational therapist), and agency representatives (such as the Office of Vocational Rehabilitation).

The SAAFP is intended to be a student-centered document that summarizes individual abilities, skills, needs, and limitations. Its purpose is to provide recommendations to students that will support their successful transition to adult living, learning, and working. It is designed to be a useful and relevant document to assist students in the transition from high school to higher education, training, employment, and independent living.

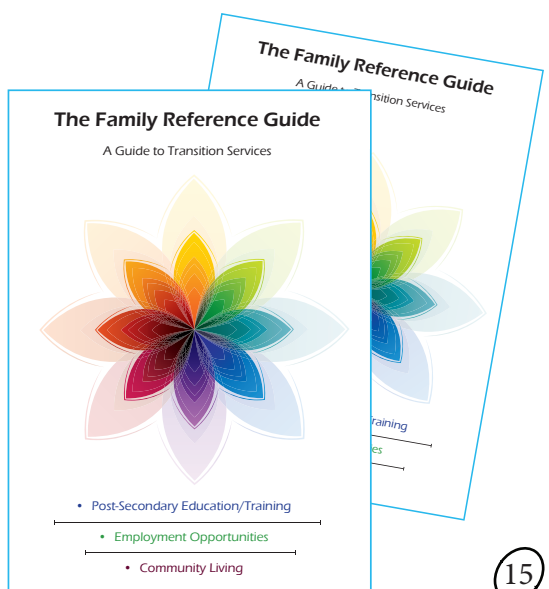
A thoughtfully-completed SAAFP can provide a bridge that addresses the next steps necessary to complete the transition process that began in the years prior to exiting high school. The SAAFP provides students and families with a clear idea of what they need to continue to do in order to work toward the goals that the students have set for themselves.

FAMILY REFERENCE GUIDE

This handbook serves as a guide to inform families and youth/young adults of possible resources that are available when transitioning from school to the community and post-school opportunities. A checklist of possible transition activities, contact information, and local and state agencies are the focal points.

To find out more about the Family Reference Guide and additional resources:

1. Go to www.cliu.org.
2. Roll over *Departments.*
3. Click on *Special Programs and Services*.
4. Click on *Transition Resources* on the left hand box.
5. Scroll to the *Resources* heading. Listed here are many documents to assist with the Transition Process.



CARBON LEHIGH TRANSITION COORDINATING COUNCIL (CLTCC)

To deepen Pennsylvania's commitment to improving post-secondary school goals of youth with disabilities, in the spring of 2006 a leadership team to the 1999 Individuals with Disabilities Memorandum of Understanding (IDEA MOU) developed and signed a Transition Memorandum of Understanding. This MOU is the foundation of "A Shared Agenda on Transition," the roadmap to our future. The state recognizes the instrumental role that Local Transition Coordinating Councils (LTCCs) have played over the past 15+ years. There are over 70 Local Transition Coordinating Councils (LTCCs) operating across Pennsylvania. Carbon Lehigh Intermediate Unit #21 has a Transition Coordinating Council that meets four times per year (October, December, February, and April). Through collaborative representation from education, agencies, and advocates, we meet to disseminate information and resources, along with identifying potential supports and services that may be available for transitioning youth/young adults. The Carbon Lehigh Transition Coordinating Council shares a wealth of knowledge regarding effective practices to improve post-school goals of youth/young adults.

To find out more about CLTCC:

1. Go to www.cliu.org.
2. Roll over *Departments*.
3. Click on *Special Programs and Services*.
4. Click on *Transition Resources* on the left hand box.
   Under *Carbon Lehigh Transition Coordinating Council*, two areas display meeting dates, times, minutes, locations, and an overview.

"We welcome all parents, students, agency representatives, school personnel, and advocates to each meeting."



In their own words . . .



"I like making my own lunch at Life House."
Noellie L., East Penn School District



"I really love the WBLP! I love organizing shelves and clothes. In a classroom I wouldn't have the chance to organize or clean up."
Brandon H., Parkland School District



"I learn more out to work. I have new experiences. I am trying to get a job now that I know I can do the work. I have gotten applications because of WBLP!"
Angel R.



"I did work on fix can on shelf and make right and price on the food. I like to work on price money on food."
Nikita M.,
Panther Valley School District



"At Project SEARCH, I have learned how to be more independent. I learned different job skills and how to do them as expected by the business."
Bobby P., Allentown School District



"At Project SEARCH, I have learned to manage stress that occurs daily at my internship site by using the strategies that I practiced in the Project SEARCH Office."
Andrea S., Salisbury Township School District

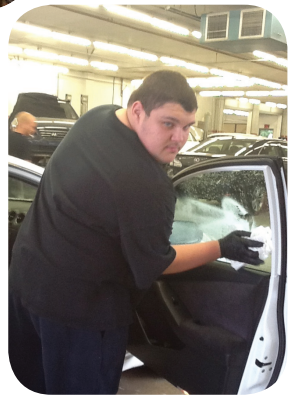


"At Project SEARCH, I have learned the importance of making eye contact when communicating with my co-workers at my internship site."
Jennifer P.,
Whitehall-Coplay School District



"I am more confident. I can now cross with the traffic and I am starting to trust my decisions."
Nick L., Salisbury Township School District



TRANSITION RESOURCES
(at your fingertips)

1. Go to www.cliu.org.
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3. Click on *Special Programs and Services*.
4. Click on *Transition Resources* on the left hand box. Listed here are many documents to assist you.






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Special Programs and Services Supervisor
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Helping Children Learn

"CLIU is a service agency committed to Helping Children Learn."

Available in Braille, Large Print, and Electronic format.

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