



*Published through a sub-committee of
The Schuylkill County Transition Council*

Updated: September 2016



Schuylkill County Transition Handbook Parent Edition



Website Resources

American Education Services

www.aessuccess.org/plan_for_college/educationplanner.shtml

Parent Education Network

www.parentednet.org

PaTTAN

www.pattan.k12.pa.us

Pennsylvania Career Guide

www.dli.state.pa.us Keyword: career guide

Pennsylvania Department of Education/ Bureau of Special Education

[www.portal.state.pa.us/portal/server.pt/
community/
bureau_of_special_education/7340](http://www.portal.state.pa.us/portal/server.pt/community/bureau_of_special_education/7340)

Pennsylvania Secondary Transition Guide

<http://www.secondarytransition.org/>

Introduction to Transition

Transition is a major process that assists a student with disabilities to plan and receive training towards leading productive and independent lives. Transition activities for school to adult life typically start when a student reaches age 14. The major focus of your child's education will be the his/her transition from high-school to “real-life” situations.

The Individuals with Disability Education Act (IDEA) of 1990 and 2004 have mandated services that are formalized at age 14 and continue through graduation. The students will work on developing their skills in the areas of career interest, organization, self-determination, and self-advocacy.

In order for your child to have a successful transition into adult life, you should work collaboratively with the schools and agencies involved with your child. In doing so, this will ensure that your child will receive the skills to live as independently as possible, possibly enter employment, and be able to be a contributing member of society.

Parent/Caregiver's Role in Transition

- Attend IEP for your child
- Give suggestions for possible goals to be included in IEP
- Help child identify strengths and weaknesses
- Help your child understand his/her disability
- Work with your child on social skills such as politeness, courtesy, accepting constructive criticism, and proper response to authority
- Discuss with your child job-related skills such as the importance of being on time, appropriate dress for work, professionalism, and requesting assistance when needed
- Providing self-advocacy opportunities such as making appointments, managing money, shopping, and arranging transportation
- Become familiar with agencies that may provide services for your child

Post-Secondary Education

Alvernia University

www.alvernia.edu (570) 385-2382

Penn State Schuylkill

www.sl.psu.edu (570) 385-6000

Lehigh Carbon Community College

www.lccc.edu (570) 668-6880

McCann School of Business

www.mccannschool.edu (570) 622-7622



Vocational/Technical Schools

Schuylkill Technology Center

North Campus (570) 874-1034

South Campus (570) 544-4748

www.stcenters.org

Berks Technical Institute

www.berks.edu (866) 591-8384

Universal Technical Institute (UTI)

www.uti.edu (610) 458-5595

Lincoln Technical Institute

www.lincolnedu.com (610) 398-5300

Triangle Tech

www.triangle-tech.edu (800) 874-8324



What activities might you see for
Transition during your child's schooling?

MIDDLE SCHOOL TASKS:

- Develop study skills and strategies that work for him/her
- Identify interests and abilities for possible career goals
- Investigate high school courses that would prepare the student for post-secondary goals
- Attend high school orientation or pay close attention to scheduling details to familiarize him/herself with high school requirements
- Review high school diploma options and plan course of study needed
- Explore interests through elective courses, clubs, and extracurricular activities
- His/her participation in developing transition plan when age 14
- Attendance of him/her at IEP meetings once turning age 14



COUNTY AGENCIES

FRESHMAN YEAR:

- Begin to learn specific nature of his/her disability and how to explain it
- Review diploma options, revise choices as necessary, and plan course of study to meet requirements
- Visit guidance counselor to learn about college and career planning resources
- Continue to explore interests through elective courses, clubs, and extracurricular activities
- Meet with his/her case manager/roster teacher to discuss IEP
- Explore vo-tech options and see if he/she would be interested in enrolling in courses of study
- Complete interest inventories to identify possible career areas.



Service Access Management—base service unit that determines eligibility for services in Schuylkill County (570) 621-2700
www.sam-inc.org (877) 216-5035

SELECT Program— assist pregnant or parenting youths to complete school
(570) 874-0137

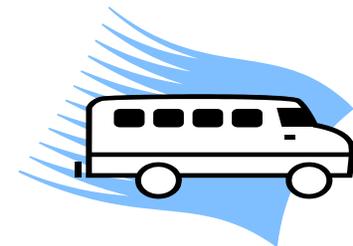
Anthracite Region Center for Independent Living—independent living skills, training, peer mentoring, self-advocacy and information referral
www.anthracitecil.org (800) 777-9906

Schuylkill Intermediate Unit 29—educational service agency that provides technical assistance and supports for transition programming as well as special education and vocational education

www.iu29.org (570) 544-9131

Transportation Services

Schuylkill Transportation Services— information on local public transportation options (570) 429-2701
www.go-sts.com (800) 832-3322



TRANSITION RESOURCES

Financial Support

Pennsylvania/Social Security Administration Benefits Counseling and Assistance Project
(PASSABCO) (866) 541-7005

Social Security Administration
www.ssa.gov (866) 964-5056

Employment and Work Agencies

Schuylkill Career Link—assistance with job training and placement.

www.cwds.state.pa.us (570) 622-5253
www.pacareerlink.state.pa.us

AHEDD— employment and training services for persons with disabilities (570) 622 -9711
www.AHEDD.org/schuylkill.htm

Goodwill Employment Services—employment and training services for persons with disabilities
www.yourgoodwill.org (570) 628-9090

Avenues—employment and training services for persons with disabilities
www.avenuesofpa.org (570) 628-5316 x208

Office of Vocational Rehabilitation (OVR) - serves people with disabilities who are seeking jobs with job placement

www.nepacil.org/OVR (610) 621-5800
(800) 442-0949

SOPHOMORE YEAR:

- Student should be able to explain disability and request any accommodations from teachers
- Continue to develop and use learning strategies for success in course work
- Review diploma options, revise as necessary, and plan course of study to meet requirements
- Evaluate technology center choice if attending and make sure it is appropriate placement for career interests
- Gather information on post-secondary programs and the support services offered
- Make arrangements for accommodations to take college entrance exams
- Continue to explore his/her interests through extra-curricular activities, volunteer work, and employment
- He/she should participate actively in the IEP meeting
- He/she should participate actively in transition planning with the case manager/roster teacher and IEP team

JUNIOR YEAR:

- He/she should meet with teachers to be able to explain disability and request accommodations
- Review diploma options, revise choice as necessary, and plan course of study
- Continue to explore his/her interests through extra-curricular activities, volunteer work, and employment.
- Match his/her interests and abilities to post-secondary goals
- Speak with representatives from colleges, technical schools, military representatives, and or training programs that visit the high school or career fairs
- Gather information about college programs that offer disability services
- Inquire about SAT and ACT tests to determine which better matches your learning style
- Participate in SAT or ACT tests if post-secondary education bound
- Continue participation in IEP transition planning with case manager/roster teacher and IEP team
- Invite a representative of any service agencies he/she is involved in to attend IEP meeting

OTHER SUGGESTIONS:



SENIOR YEAR:

INDEPENDENT LIVING

- _____ Make purchases
 - _____ Make change
 - _____ Manage money
 - _____ Calculate wages
 - _____ Recognize civic roles and responsibilities
 - _____ Understand authority figures, rules, laws
 - _____ Identify community resources
 - _____ Ability to make purchases (i.e. food, Clothing, etc.)
 - _____ Ability to complete household chores (i.e. clean residence, laundry, ironing)
 - _____ Know transportation options and pursue appropriate means
 - _____ Know basic first aid
 - _____ Practices good grooming habits
 - _____ Knowledge of important phone numbers (i.e. doctor, dentist, etc.)
 - _____ Knows how to utilize emergency contacts
 - _____ Ability to communicate personal information (address, phone #, etc.) effectively
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- Meet with guidance counselor, transition coordinator, or case manager early in year to discuss postsecondary plans
- Review diploma options, revise choice as necessary, and plan course of study to meet requirements
- Match your interests and abilities to post-secondary goals
- Visit schools, colleges, or training programs in which you are interested
- Take the SAT and ACT again, if needed
- Apply to colleges or programs he/she is interested in attending
- Register to vote when age 18 and males must complete draft registration upon turning 18
- Research agencies and know the agencies eligibility criteria that can assist him/her after leaving high school
- Invite a representative of any service agency he/she is involved in to attend IEP meeting
- Continue to explore interests through involvement in school or community-based extracurricular activities and work experiences

Transition Planning Checklist

(for students and parents)

The IEP team appreciates your input on your son's or daughter's needs in transition services. The skills listed are important to succeed as adults.

Review these priorities with your son or daughter, and feel free to bring this list along to the IEP meeting to assist in planning.

Please add any skills you feel are important to your son or daughter.

CAREER/EMPLOYMENT GOALS

- Gets along with others
- Follows rules and directions
- Accepts criticism
- Completes tasks
- Attends school and is on time
- Dresses appropriately for setting
- Works at a satisfactory rate
- Deals appropriately with authority
- Works independently
- Seeks help when needed
- Identifies career interests

Career Employment Goals (cont'd)

- Gain work experience
- Develop specific work skills
- Develop resume
- Research job options
- Complete applications
- Develop interview skills
- Explore post-secondary options
- Explore adult service options
- Explore career option through elective courses

SELF-ADVOCACY

- Participates in IEP meeting
- Participates in developing IEP
- Knows rights and responsibilities
- Can identify learning strengths and weaknesses
- Communicate learning strengths and weaknesses
- Set goals
- Problem-solve
- Ability to cope with stress appropriately
- Use strategies to organize schoolwork and activities
- Understands nature of challenges posed by his/her disability