Preparing for and Supporting Transition

Parent Zoom Training

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Thank you for joining!



Please take a moment now to enter the following information into the chat box:

- Name
- Role/Position
- District

Our Mission



The Schuylkill Intermediate Unit, in collaboration with school entities, community agencies, business and government partnerships, serves the changing needs of education through delivery of services, improvement of current programs and implementation of new initiatives.

Parents…

- You are a vital force in your child's life,
- You are experts on your child,
- You have provided and will continue to provide long-term support,
- You deal with multiple issues,
- You are advocates for services and benefits,
- You vary in their capacity to support their child,

You are essential to the team!

IEP Team Participants

Meetings can occur in person, virtually, or on the phone.

Required Members

- student (age 14-21)
- **parents/guardians**
- local education agency representative (LEA)
- regular education teacher
- special education teacher
- vocational-technical education representative (if being considered)

IEP Team Participants

Other Members

- school district transition coordinator
- psychologist
- guidance counselor
- instructional support staff
- job coach (if considered)
- employer representative
- community/agency representatives
- relatives/friends/advocate

Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them ***for further education, employment, and independent living*** H.R.1350 (IDEA 2004)

What is Secondary Transition?

"**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

This means we must…

- plan for that time when they will no longer be in school,
- consider the supports and skills they will need to become independent members of our community, and
- make the “transition” as seamless as possible as they move to post school settings.

During COVID…

Consider “low-tech” strategies to provide for an exchange of secondary transition based resources:

- assessment packets,
- over the phone/remote student interviews, and
- written assessments

to gain useful data and knowledge of how the student’s **interests**, **preferences** and **needs.**

At age 14 the IEP expands…

Goal Areas related to Transition

- Postsecondary Education and Training
- Employment
- Independent Living



How it appears in the IEP…the grid

Postsecondary Education and Training Goal:	Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:	

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Postsecondary Education and Training

- *What further education or training does my child need to meet the goal?*
  - Two or four year college/university
  - Technical/trade School
  - Military training
  - On-the-Job Training
  - Licensing Program
  - Adult education/training

Possible Transition Activities

- *attend* college fairs
- *go on* a College/Facility tour
- *register* for the PSAT/SAT (Preliminary/Scholastic Achievement Test)
- *take* the ASVAB (Armed Services Vocational Aptitude Battery)
- *research* different post-secondary educational settings
- *meet* with the guidance counselor
- *learn* how to apply for/research financial aid

College is a possibility for all!

- PA is working hard to ensure students with disabilities are pursuing competitive, integrated employment which may involve post-secondary education or college.
- *In a nutshell* – all that we (teachers and parents) have done for students during K-12, becomes the responsibility of the student!
- Privacy laws require colleges to speak directly with student. Student must provide written permission for college to speak to parent.

http://www.going-to-college.org/planning/list.html#get

Considerations if attending college:

- Not **entitled** to same level of support as they received in HS
- No guarantee of services – case by case, course by course, college by college
- Eligibility based on substantial functional limitation
- Students are responsible for seeking out and initiating disability services

Challenges for Parents

- Who is going to wake him up?
- Limited access (FERPA)
- What about vulnerability?
- But that course was waived in HS
- Can’t you make her…
- He CAN’T do a foreign language
- Maybe we shouldn’t have taken the diploma

Know the Difference

High School

- 5-6 hrs/day of classes
- 2-3 hrs/day of HW
- Frequent quizzes, non-cumulative tests
- Teach content from textbooks
- 20-25 students
- One building

College

- 4-5 classes, 3-4 hrs/week
- 2 hrs/day/hrs in class
- 2-3 cumulative exams/semester
- Research and primary sources
- 10-300 students
- Entire campus

To prepare your student needs to…

- Wake themselves up
- Run own IEP meetings
- Schedule own appointments
- Refill own medications
- Use a time management system
- Volunteer experience or job
- Take independent living skills class

Employment

- *What type of work does my child want to do?*
  - Competitive, Integrated Employment
  - Competitive, Integrated Employment with support (long or short term)
  - Adult Training Facility
  - Military
  - Self

Transition Activities

- *explore* careers
- *conduct* in-school work experience
- *do* a job shadow
- *participate* in a Work Based Learning Experience
- *research* Career Link resources
- *make* an OVR referral
- *make* a MH/IDD referral/SAM, Inc
- *do* a mock interview
- *practice* filling-out a job application

Independent Living

- *Where does my child want to live after high school & how will he/she get involved?*
  - Independent
  - Family Support
  - Agency Support
  - Group Support

Transition Activities

- Transportation – driver's license/photo ID
- Voter registration
- Survival skills/Daily living skills
- Open case with SAM, Inc
  - Supports coordination
  - Community living arrangements
  - Respite care

Agency Linkages

- As students leave the education setting, they may still require support in their post school setting.
- Adult service agencies can provide this support.
- Eligibility vs. Entitlement

Examples of Agencies

- Office of Vocational Rehabilitation
- County Mental Health
- County Office of Developmental Programs/Intellectual Disabilities
- Department of Human Services
  - Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies



Agency Introductions

Online Resources

PaTTAN


Secondary Transition
on?
Effective Practices for Secondary Transition
Post School Outcomes
Continuity of Education Planning
Resources

Secondary Transition: Family 1-Pager Guides

1. Entitlement vs Eligibility
2. Exploring the Option of a Two or Four Year College
3. Financial Fundamentals: Discussion Starters
4. The Importance of Employment: Why Work
5. Job Skills: Getting Ready for Work
6. Post-Secondary Education Expectations
7. Promoting Independent Living While Still in School
8. Preparing for Employment
9. Understanding Self-Advocacy

PA's Secondary Transition Website

www.secondarytransition.org



PA Planning for Your Future Checklist - App or Hard Copy



Transition Discoveries Guide

TRANSITION DISCOVERIES

Schuylkill IU 29

www.iu29.org

Departments - Special Education

Training & Consultation

Transition

LInks & Parent Resources

Contact Information

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Next Session:

December 9, 2020
6-7PM
Getting Ready for College
Presented by Kristen Lenhart
Lehigh Carbon Community College



Thank you!



Please stay on the Zoom if you did not get your information into the chat box!
If you did, leave the session and have a great night!