

Transition
Tools
for
Education /
Preparing
To Work



IEP GOALS AND TRANSITION

Your choices should be incorporated into the transition portion of your Individual Education Plan (IEP). Here are a few areas you may want to start thinking about:

- ◆ Do you have the skills necessary to get a job?



- ◆ Are you thinking about going to college or maybe a special type of job training?



- ◆ Do you have a need for special transportation?

- ◆ What about friends? Do you have a circle of support?



- ◆ Do you have the social skills needed to work on a job or to be involved in your community?

- ◆ Where would you like to live? Is it with your parents,

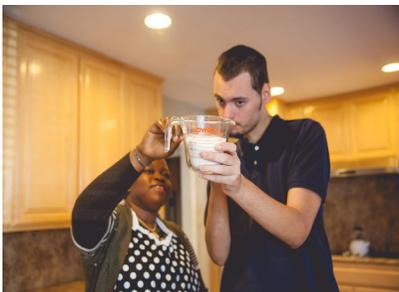


OR in an apartment, OR in your own house either by yourself or with a roommate?

- ◆ Will you need federal government benefits to help you financially?



- ◆ Do you need help with making some life decisions?



- ◆ Are you able to cook, grocery shop, clean and do other things that living on your own requires?

- ◆ Can you manage money, pay bills, or balance your bank account?



- ◆ Do you need assistance from someone to meet your personal care needs?

Active participation in your I.E.P.

By age 16, you must be part of the IEP meeting to plan transition activities. Your team must include YOU and your parents/legal guardian, if you are under age 18. At the IEP meeting, based on your ideas, interests and abilities, you and members of your team will identify and develop goals, objectives and activities. Find out from your Consumer Services Coordinator what type of programs exist in your school district to assist individuals with disabilities make this important transition, such as Bridges, Project Team, Workability, etc.

Your transition plan objectives should include:

- ✓ how will it be carried out (for example, will a consultant perform the service or a school employee)
- ✓ where will it happen, when and for how long (i.e., the location, day(s) of the week and how many minutes / hours)
- ✓ what other service providers are needed
- ✓ what is the school district responsible for
- ✓ what are your responsibilities
- ✓ who will help you

Here are some examples of a transition goal:

Math

Patrick will learn to keep record of money using a calculator. During community outings, he will be provided opportunities to use the calculator.

Vocational

Susan is very artistic and has joined the Drama Club. She will help with building sets for the school play which will involve drawing and learning to use a hammer.

English

John will focus on reading and understanding community signs like STOP, DEAD END, DON'T WALK, DANGER. Practical application will be done at the discretion of John's family.

There are many creative ways that transition goals and objectives can be made using the resources within the school and the events and activities that take place there. Parents and professionals can take advantage of what is naturally occurring in the school to give students the opportunity to practice and apply many of the skills important to transition. This may be essential in rural locations where the nearest town is miles away and students have limited opportunities to practice within the community those skills they are learning in school.

THE IMPORTANCE OF KEEPING RECORDS

It is extremely important for parents and students to develop a recordkeeping system to keep track of which organizations have been contacted and what information has been gathered. Here are some suggestions for developing such a system.

✓ Before the student leaves the public school system, he or she should obtain a record of all high school transcripts, IEP evaluations, tests and therapist reports. These records may be needed when coordinating adult services. Since schools do not keep student records forever, it is important to have your own copies.

✓ Also keep records of any on-the-job training reports or other work experiences the student in transition has had. Request letters of recommendation from any previous employers and keep these letters in your files.

✓ Keep accurate notes of all telephone conversations you have with agency personnel. Don't try to rely on your memory.

✓ Have file folders handy to hold any brochures or handouts you are given by an organization. Organize the folders alphabetically, for easy reference.

✓ Periodically go through your records. This will refresh your memory about organizations you still need to call or issues that are pending.

✓ Always keep a copy of any letters you write to an agency. Keep all letters they write to you.

An example of the type of information you might records is presented in Figure 1. You can easily type the heading on a sheet of paper and photocopy that sheet innumerable times.

FIGURE 1 - An Example Sheet for Recordkeeping			
Name of Program	Date Contacted	Contact Person	Notes (services available, eligibility, referrals)

GRADUATION OPTIONS



Any student, special education or not, may graduate at age 18 and be awarded a diploma if able to pass a high school exit examination, with appropriate accommodations / modifications (such as braille, taking more time, oral presentation of exam, etc.), as necessary. State and federal law limit accommodations and modifications to “administration” of the test and do not provide for modifications to the content of it. A state waiver exists that enables students in special education the ability to graduate at age 18 with a diploma without taking the CAHSEE (California High School Exit Exam). A special education student may also be eligible

to continue in high school until age 22. State law governs special education past the age of 18.

Rules on high school graduation for special education students are complicated and you should get a copy of the SPECIAL ED RIGHTS & RESPONSIBILITIES, Chapter 11, from your Consumer Services Coordinator or from the Disability Rights California web site - <http://www.disabilityrightsca.org/pubs/504001Ch11.pdf>. (This document is available in English, Spanish, Chinese, Korean and Vietnamese.) Also discussed is the “Diploma vs. Certificate of Completion” issue.

SECONDARY EDUCATION

If secondary education is your option of choice, you might want to investigate the local community colleges. All community colleges have a service program for students with disabilities. These programs are referred to using the acronym, DSPS (Disabled Students Programs & Services). If you have a computer, you may go online and search for your local community college and read about the services offered under the DSPS. If you are unable to go online, give them a call or visit the campus for more information. Do not be intimidated by assessment testing! It is necessary to test to see where your strengths lie and what courses will benefit you the most.



The Regional Occupational Programs (ROP) offer technical education to adults, however, only certain courses will offer credits that may be transferred to a community college. Make sure you check with a ROP school advisor if you are hoping to earn transferrable credits.

Don't forget there is more freedom in college than high school, and with freedom comes responsibility. Students are more responsible to get to classes and succeed in class.

Do you know about -- THE UNIVERSITY OF IOWA R.E.A.C.H PROGRAM? The University of Iowa College of Education introduces the R.E.A.C.H Program (Realizing Educational and Career Hopes), a unique two-year certificate program for young adults with multiple learning and cognitive disabilities. The R.E.A.C.H Program, combines academic instruction, career experiences, community involvement, and campus and residential life to create a dynamic collegiate experience. Through the R.E.A.C.H Program, students are empowered and provided with the skills necessary to become independent, engaged, and contributing members of their community. To learn more about this program, go to www.education.uiowa.edu/reach

LOOKING



FOR A



JOB



WORKING OPTIONS

Find out what your strengths are! Start early at school to create goals around job skills in your Individual Transition Plan. Volunteer for different jobs to learn what you like to do. Explore work training programs at adult schools or community colleges. This is all part of finding what you do best and where your skills will support your goals.

Let's look at some of the choices you will have:

COMPETITIVE EMPLOYMENT is for individuals who can work a regular job with supports. California's Employment First Policy was signed into law in October 2013 by Governor Jerry Brown. This policy focuses on competitive employment for people with disabilities. The goal of this legislation revolves around being employed at a typical workplace and working together with people in your community. Talk to family, friends and teachers about how to look for competitive employment jobs and also how to fill out an application.

SUPPORTED EMPLOYMENT is available through work service programs for which your Consumer Services Coordinator will need to make the referral. Consumers may work with a group out in the community or in an individual placement. You will receive a job coach who will help you ease into the job that you have been given. Over time, as you become more familiar with your work, the job coach will become less involved in your daily tasks.

For individuals who are not quite ready to work outside of a work program, there are **WORK ACTIVITY PROGRAMS**. The referral to an Activity Center must come from your Consumer Services Coordinator. These programs have in-house contracts with outside agencies to do piece or production work. All of these activities exist to teach consumers 'how to work,' and hopefully move from the more restricted work activity into a more included working environment.

If a consumer still needs assistance with daily living skills (like social skills or hygiene - skills that are needed to work with other individuals), there are **ADULT DEVELOPMENT CENTERS** that teach these kind of 'self-help' skills. This is not a 'working' environment. You will need a referral from your Consumer Services Coordinator to attend a Development Center. Supervision is more intense as these consumers need more sustained support and direction. This type program might also be appropriate for individuals whose cognitive capabilities are not sophisticated enough to adjust to a 'working environment.'

BEHAVIOR MANAGEMENT PROGRAMS are for individuals with difficult behaviors. These consumers will typically not be accepted into other day programs because of their severe behaviors.

SUPPORT AGENCIES

Listed below are agencies that are mandated by law to assist with a job search for those who qualify:

Employment Development Department (EDD):

This is a state agency and you can find their telephone number in the phone book or online. Services include job and training referrals, counseling, and job search assistance and workshops.

Dept of Rehabilitation:

This state agency may be contacted if a consumer can be competitively employed and work without job supports after 6 months. Your nearest office may be found in your telephone book or online.

California Conservation Corps:

For those who love the outdoors and want a variety of work assignments, the California Conservation Corps (CCC) is the place. The CCC is for young men and women ages 18 to 25. There is no income or education requirement. Ask your Consumer Service Coordinator about the CCC if you think this might be for you.



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TRANSITION CHECKLISTS

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TRANSITION CHECKLIST

The following is a checklist of transition activities to consider when preparing individual transition plans (ITP) with the IEP team. The student's skills and interests will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities that should be included in the IEP. It can help identify who should be part of the ITP/IEP team. Responsibility for carrying out the specific activities should be determined at the ITP/IEP meetings.

FOUR TO FIVE YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of family.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

TWO TO THREE YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify community support services and programs (Dept. of Rehabilitation, County Services, Centers for Independent Living, etc.)
- Invite adult service providers, peers, and others to the ITP/IEP meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post secondary programs and the support services offered, and make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medi-Cal/Medicare.)
- Learn and practice appropriate interpersonal communication, and social skills for different settings, (employment, school, recreation, etc.).
- Explore legal status with regards to decision making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

ONE YEAR BEFORE LEAVING THE SCHOOL DISTRICT

- Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services.)
- Identify the post secondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Register to vote and for selective service (if male).

Program Checklist



The following is a list of suggested questions that you as a consumer and/or parents might ask adult service providers when visiting adult work service/day programs. You might want to review questions ahead of time and note specific issues which may affect you/your son or daughter. When visiting a community-based site you might ask to observe consumers who have similar support needs to you/yourson or daughter.

Program Name:

Program Hours:

How many consumers does your program serve?

What is the current staff ratio?

What transportation is available to get to and from the program?

Is the program serving other consumers who live in the area in which you/your son or daughter live?

Describe any problems your program is experiencing related to transportation.

If the program is facility-based, describe facility setting in terms of:

Heating _____ Air Conditioning _____
Safety _____ Restroom _____
Changing Area Privacy _____

If program is community based, how are consumers personal needs cared for in the community?

What emergency “back up” systems are in place for consumers both on and off site? Include disaster preparedness measures.

How are other special/medical needs taken care of on-site and in the community? (You might describe you/your son’s or daughter’ s special dietary needs, medical support and/or behavior management needs to program staff. If program serves individuals with special medical needs, what special training for emergency response is planned for seizures, G-tube. heart problems, etc. Is a registered nurse available?)

How many hours per day are consumers spending in the community?

On public transportation? On-site hours?

What alternative activities sites are available if it rains?

How are individual needs determined?

What are the types of goals individuals are working on? (If possible, obtain a copy of a sample Individual Program Plan - IPP).

How long does it typically take consumers to obtain a job?

What. are current job/volunteer placements?

What are some of the tasks performed at the work sites?

How is pay determined?

What is the current employment rate and average hourly wage received by consumers?

What community activities, including recreational, are individuals involved in? (If possible obtain a copy of sample community calendar.

If program is facility based, describe on-site activities / materials / equipment / adaptive technology.

How are consumers' choices solicited and implemented in work and non-work activities?

How often do consumers provide input to satisfaction of services and how?

Describe qualifications and turnover rate of management and direct support staff. Include hiring practices such as fingerprinting or drug testing.

Do consumers ever miss program days because of staff limitations? What back up is available for absent staff?

What types of staff development activities are available, and how often do job coaches/direct care staff participate?

PRINT
&
ONLINE RESOURCES



PRINTED RESOURCES

SPECIAL ED RIGHTS & RESPONSIBILITIES - compiled by Disability Rights California and CASE. A question and answer format that thoroughly covers all aspects of special education. You can obtain one through your Consumer Services Coordinator or download your own copy off the Disability Rights California web site (www.disabilityright-sca.org) under the 'Publications' link.

For information about **SSI and SSDI work incentives**: Contact the Social Security Administration and ask for booklet Publications which contain information on the work incentives available in both programs.

ONLINE RESOURCES TRANSITION

CALIFORNIA SPECIAL EDUCATION REFERENCE

There is a searchable database on special education law. The database can be found at <http://www.cde.ca.gov/sp/se/lr/>.

TRANSITION COALITION

The Transition Coalition provides online information, support, and professional development on topics focusing on the transition from school to adult life for youth for transition professionals. The website can be found at <http://www.transitioncoalition.org/>

INSTITUTE FOR COMMUNITY INCLUSION

ICI offers training, clinical, and employment services, conducts research, and provides assistance to organizations to promote inclusion of people with disabilities in school, work, and community activities. Links to their online resources can be found at http://www.communityinclusion.org/topic.php?topic_id=7

ONLINE RESOURCES POSTSECONDARY EDUCATION

HEATH RESOURCE CENTER

The George Washington University HEATH Resource Center is an online clearinghouse on postsecondary education for individuals with disabilities. Visit their "Links" pages and scroll down to the specific category you seek to find many other websites that

provide information on postsecondary options for a person with autism or cognitive / intellectual disabilities,
<http://www.heath.gwu.edu/>

NATIONAL CENTER ON SECONDARY EDUCATION AND TRANSITION (NCSET)

NCSET Topics are written specifically for the Web and contain information and resources within key areas that affect the lives of youth with disabilities in secondary education and transition. Each topic contains an introduction, frequently asked questions, related research, emerging practices, Web sites, and additional resources. Links to these resources can be found at
<http://www.ncset.org/topics/default.asp#pse>

THINKCOLLEGE.NET

Youth with intellectual disabilities have not had many chances to go to college. This is changing as individuals across the country begin to create opportunities for these youth to reap the benefits of postsecondary education. This website will provide information and links to anyone interested in finding out more about the possibilities. ThinkCollege's website can be found at <http://www.thinkcollege.net/>