

Welcome to Transition Planning 101!

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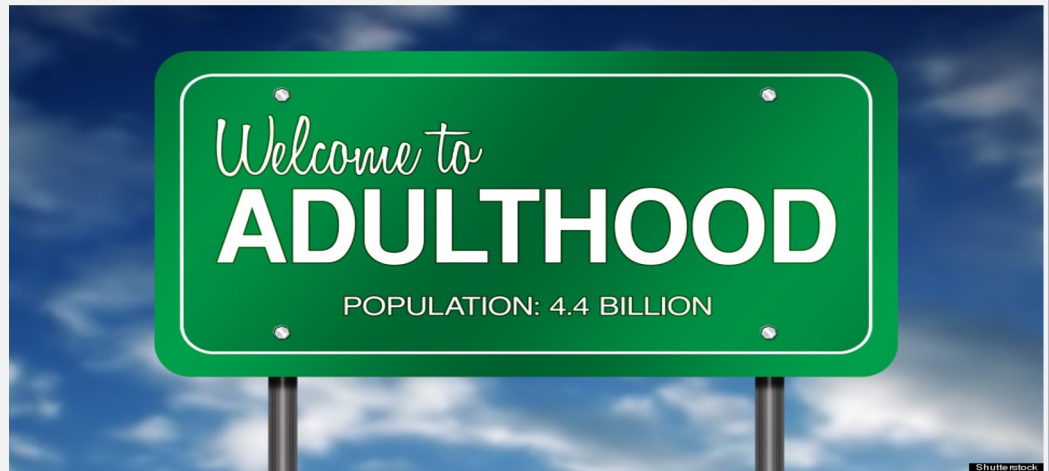
What are we going to discuss today?

- State and federal transition planning requirements
- Student involvement in the IEP & transition planning process
- Transition out of high school
- NPS & Community Resources



Students may be looking forward to...

- Graduation
- Freedom
- Adult Life
- Work
- College/Training
- Change!



Those things sometimes make people feel...

- Excited! But also nervous
- Concerned by the uncertainty of change
- Overwhelmed by options or they feel there is a lack of options
- They have a lot of questions but no answers



Is transition planning important to consider before age 14?

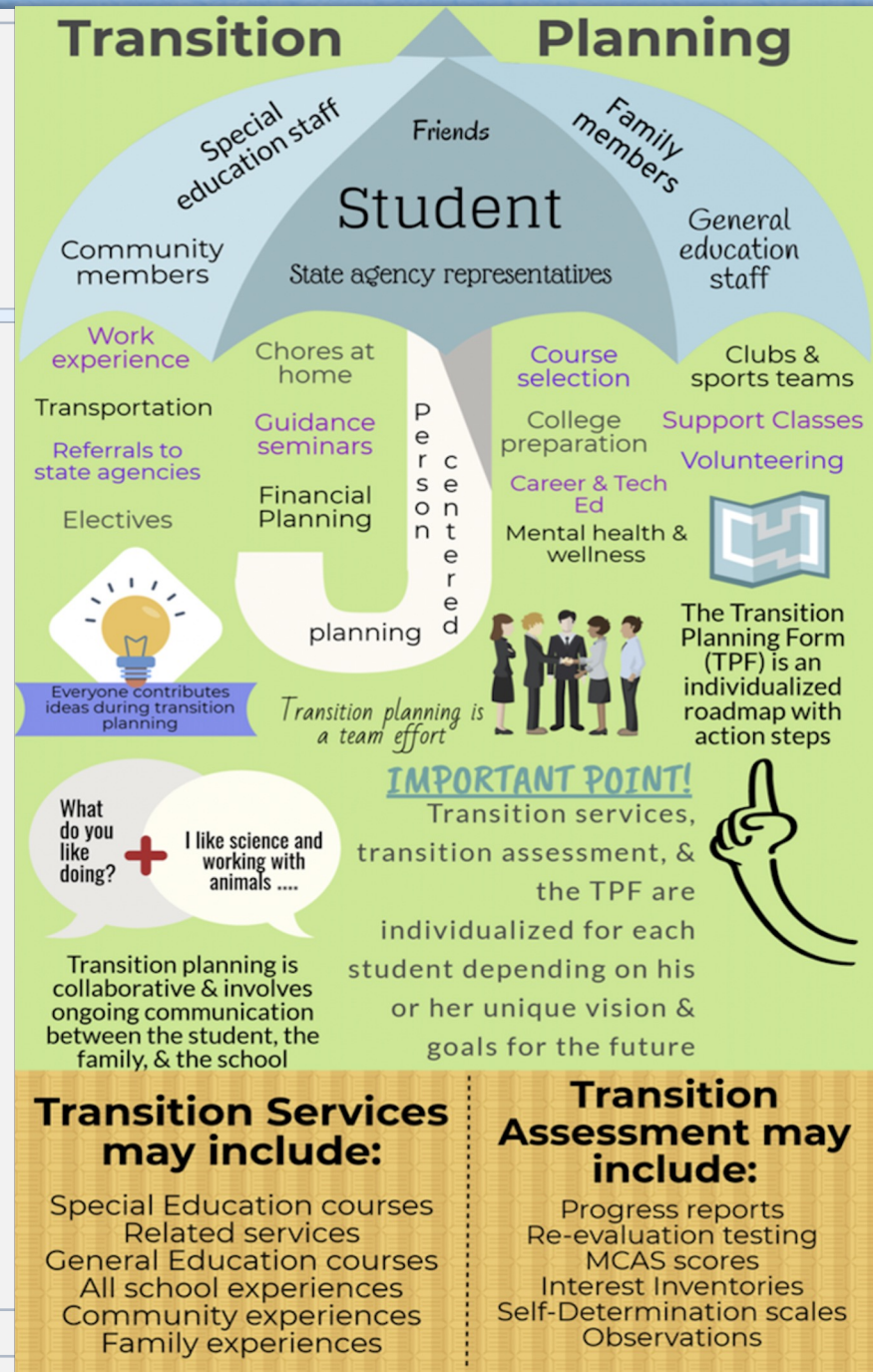
- Yes! Laying the foundation for effective transition planning begins before 14
- Promoting independence, setting expectations at home, at school and in the community must start when the student starts school
- There's a lot we know about students before age 14...use that information to help guide the process!



What happens by age 14?

- The transition planning process begins!
 - Federal law requires it occur by age 16, Massachusetts begins by age 14
- Student must be invited to their IEP meeting
 - Individuals with Disabilities Education Act (IDEA) Federal legislation
 - <https://sites.ed.gov/idea/regs/b>
- The Transition Planning Form (TPF) must be completed
 - Massachusetts law
 - <https://www.doe.mass.edu/sped/secondary-transition/resources-materials.html>

What does transition planning look like?



Who participates in the transition planning process?

- Student-MOST IMPORTANT PERSON!
- Family, family friends, other important people
- School based team
 - Special Ed, General ed teachers, School counselors, etc
- Additional involvement as student prepares to leave school system
 - Could include:
 - Adult agencies
 - Community members
 - Post-secondary education personnel

Everything is transition!

- View everything through the transition lens!
- Transition information exists across settings
 - Use a holistic approach to develop a picture of the student and how they can make progress towards goals
- Every part of the student's schedule is considered part of transition
- Every part of the student's IEP is considered part of transition



Student Vision=Driving Force

- **Vision statement** is the same as **postsecondary goals**
 - Sometimes postsecondary goals are referred to as transition goals...this means the VISION, not IEP Goal Areas
- Vision should drive the IEP, supports, services
- Students need to be involved
 - This is a shift from the traditional “Team Vision”
- Vision statement determines the goals, services, supports
- The student’s postsecondary vision must include goals they want to pursue AFTER high school
 - This starts by age 14 so in middle school, we need to have the conversation of what will happen after high school
- The goals should be in the area of post-secondary training/education, employment, and adult living

How can we support students to become self-determined?

- Involve them in the process!
- Prepare them to be part of their IEP meetings
- Provide opportunities to make choices and share their opinions
- Talk about the future...what are they interested in doing?
- Foster independence
- Explore interests, preferences, and skills through experiential learning, clubs, and activities.
- Discuss expectations
 - Having a job, helping with chores, going to college, helping the family
- Reinforce skills students will need in the future
 - Maintaining good hygiene, being on time, having responsibilities
- Use Virginia's "I'm Determined" website! Offers a range of options to involve students K-12 in the IEP
 - <http://www.imdetermined.org>
- DESE supports Self-Determination/Self-Determined students; a technical advisory on Self-Determination in 2016
 - [DESEhttp://www.doe.mass.edu/sped/advisories/?section=tech](http://www.doe.mass.edu/sped/advisories/?section=tech)

Transition Planning Form

- Two pages long, usually attached to the end of the IEP
- 1st page
 - Post-secondary vision
 - Disability related needs
- 2nd page
 - Action plan for
 - Instruction/Academics
 - Employment
 - Community Experiences/Post School Living

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:	Anticipated date of graduation:	Current IEP dates from: to:
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Massed Form 2849 Page 1 of 2

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

Student: Date form completed:

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- **Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- **Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Massed Form 2849 Page 2 of 2

Transition Planning Form

- **TPF action plan** (page 2) can include school as well as non-school personnel and non-school activities
- Can include friends, family, and community members



Additional transition planning requirements

- Discuss Transfer of Rights one year prior to Age of Majority (discuss at age 17)
- Transfer of Rights at Age of Majority (transfer occurs at age 18)
- 688 referrals, as appropriate (age varies...16-20)
- Summary of Performance (SOP) is developed
 - Written for students as they terminate from special education either due to graduation or exceeding age limit
 - Brief summary that identifies what will help the student as he or she transitions out of high school

Transfer of Rights

- Decision making rights transfer to the student at 18 years old for special education (age of majority in MA)
- The student has a choice:
 - Student can be the sole decision maker
 - Student can share decision making
 - Student can delegate decision making
- Parents and students must be informed of the transfer of rights by age 17
- Rights transfer regardless of disability
 - If a parent or adult goes through the legal process for guardianship at age 18 or later, then the legal guardian becomes the decision maker



Chapter 688 referral

- Link between high school & adult services for students with the most severe disabilities
 - <http://www.doe.mass.edu/sped/iep/688/>
- Range of agencies for a range of students
 - Process is for students with the most severe disabilities
- 688 referral form is completed by school & sent with documentation (**IEP**, **TPF** & **testing**) to adult agency
 - Agency determines eligibility



Accessing adult services

- Students can be eligible for more than one state agency as an adult
- Schools complete only one 688 referral per student
 - *688 to lead agency, direct referral to additional agencies*
- Schools do not determine adult agency eligibility, we only make the referral
- Some agencies are life long, others are based on outcomes
 - MRC case can be closed out if person is employed for 90 days
 - If person loses his or her job, case is reopened
- Adult services are not entitlement, person must fit eligibility criteria for supports

State Adult Agencies

- Massachusetts Rehabilitation Commission (MRC)
- Department of Developmental Services (DDS)
- Department of Mental Health (DMH)
- Mass Commission for the Blind (MCB)
- Mass Commission for Deaf & Hard of Hearing (MCDHH)

Legislation after terminating from school

- Anti-discrimination, civil rights, equal access, not entitlement
 - IDEA ends
- Rehabilitation Act of 1973
 - Protection against discrimination based solely on disability
 - Section 504: applies during school years for people with disabilities that need accommodations NOT specialized instruction (IEP)
 - <http://www2.ed.gov/policy/speced/reg/narrative.html>
- Americans with Disabilities Act
 - Civil rights, equal opportunity in accommodations, employment, transportation, telecommunications
 - <http://www.ada.gov/>

Legislation after terminating from school

- Higher Education
 - 504, ADA, FERPA (transfer of rights to students)
 - Students can have accommodations if they:
 - Self-disclose to office of disability services at college
 - Provide appropriate documentation (testing, not just an IEP)
 - Are found eligible for specific accommodations
 - Colleges do not identify struggling students and assess needs for accommodations
- Employment
 - People can have “reasonable accommodations” to allow them to complete job tasks
 - Raising desk to accommodate wheelchair
 - Computer screen with contrast (black background, white text)
 - Person must first be qualified for the position /able to perform essential functions of the job
 - ODEP-Office of Disability Employment Policy
 - <http://www.dol.gov/odep/>
 - JAN-Job Accommodation Network
 - <http://askjan.org/>

Additional Transition Planning Considerations

Guardianship Options

- Full, Power of Attorney

Social Security benefits

- SSI, SSDI, person's finances impact benefits

Financial Planning

- Benefits counselor
- Special needs trust

Health care considerations

- PCAs
- Respite
- MassHealth

Independent Living Options

- Independent living centers (BCIL)



Transition Planning Resources

- DESE Secondary Transition website:
<https://www.doe.mass.edu/sped/secondary-transition/>
- North or South email listserv
- NPS Secondary Transition website:
<https://www.newton.k12.ma.us/Page/3136>
- Attend upcoming NPS and community conferences and workshops
- *****Brand New!! Transition Video Library! *****
<https://sites.google.com/newton.k12.ma.us/nps-transition-resources/home>

Adult Panel Presenter Information

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