

TRANSITION PLANNING

ROLES AND RESPONSIBILITIES

Students should...

- Complete self-directed assessments
- Be aware of their disability and understand their strengths and weaknesses
- Recognize their likes/dislikes
- Understand their needs
- Understand various parts of their IEP
- Use information to help develop their transition plans
- Know ways to advocate for themselves
- Explore both education and career opportunities
- Be knowledgeable of services available to them
- Choose post-secondary goals through exploration activities

Parents should serve as...

- Fully informed partners in education and adult services
- Accountable partners for action upon and within the system
- Collaborators
- Decision-makers and evaluators
- Role models, trainers, and mentors
- Instructors
- Systems-change agents

Counselors should provide...

- Essential input when developing transition plans
- Assessment or inventory results with the IEP team to help in transition planning

- Assistance in determining schedules for students
- Facilitation for Person-Centered Planning meetings after proper training

Special Educators should provide...

- Primary facilitation of the transition process, but should gain collaboration from others
- Appropriate assessments to students to determine their needs, interests and preferences
- Opportunities for students to make choices and decisions within daily activities
- Instruction when appropriate and related to transition goals
- Linkage between agency personnel and students and their families to obtain the services needed to reach their transition goals
- Empowerment for parents to become partners

General Educators should...

- Provide instruction for transition-related activities in their classroom
- Participate in IEP meetings if the student is in their general education classroom
- Provide accommodations and modifications as required in the IEP

Agency Personnel should...

- Collaborate with students, schools and families
- Provide appropriate services to eligible students
- Attend IEP meetings when invited and appropriate
- Attend agency fests/transition fairs

For More Information go to:

www.arkansastransition.com



Preparing for life
after High School

What Does Transition Services Mean?

The Individuals with Disabilities Education Act (IDEA) 2004 definition of "Transition services" is:
"...a coordinated set of activities for a child with a disability that--
is designed to be a results-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; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . ."

Transition Planning

The Transition plan should be in effect when the child turns 16 (or younger, if determined appropriate by the IEP Team) and updated annually. The plan must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

Transition Checklist

Below is a short checklist of items for students, educators, parents, agency personnel, and counselors to consider prior to and during the transition planning process. Students' needs, preferences and interests will help the IEP Team determine which of these items are relevant and who will be responsible for carrying out the specific transition activities.

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.
- Learn to effectively communicate interests, preferences, and needs and discuss disability and accommodations needed.
- Explore options for post-secondary education and admission criteria
- Learn and practice self-determination skills—attend IEP meetings
- Investigate assistive technology tools that can increase community involvement and employment opportunities
- Identify and begin learning skills necessary for independent living including: transportation, personal health care, money management and future living arrangements



Two to Three Years Before Leaving the School District

- Continue with ongoing assessments to determine needs (activities) of the Transition Plan
- Become knowledgeable of service providers (Join a Transition Team, Obtain copy of list of agencies in your area)
- Gather information on post-secondary programs and the support services offered
- Make arrangements to take college or vocational school entrance exams using accommodations, if necessary
- Inform students of Transfer of Rights and have him/her sign on the Transition Plan between 16th and 17th birthday
- Enroll in a Transitions Class, if available
- Match career interests and skills with vocational course work and community work experiences
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping
- Explore legal status with regards to decision making prior to age of majority



One Year Before Leaving the School District

- Complete Summary of Performance and ensure school and student have copies
- Enroll in vocational classes at the High School or Area Vocational School
- Apply for agency services. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation)
- Apply for Financial Aid for college
- Contact Disability Support Services at the college level to inquire about services
- Practice 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.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- Register to vote and for selective service (if a male).



These items are suggestions only. Every student has different needs and transition planning should be based on those needs.