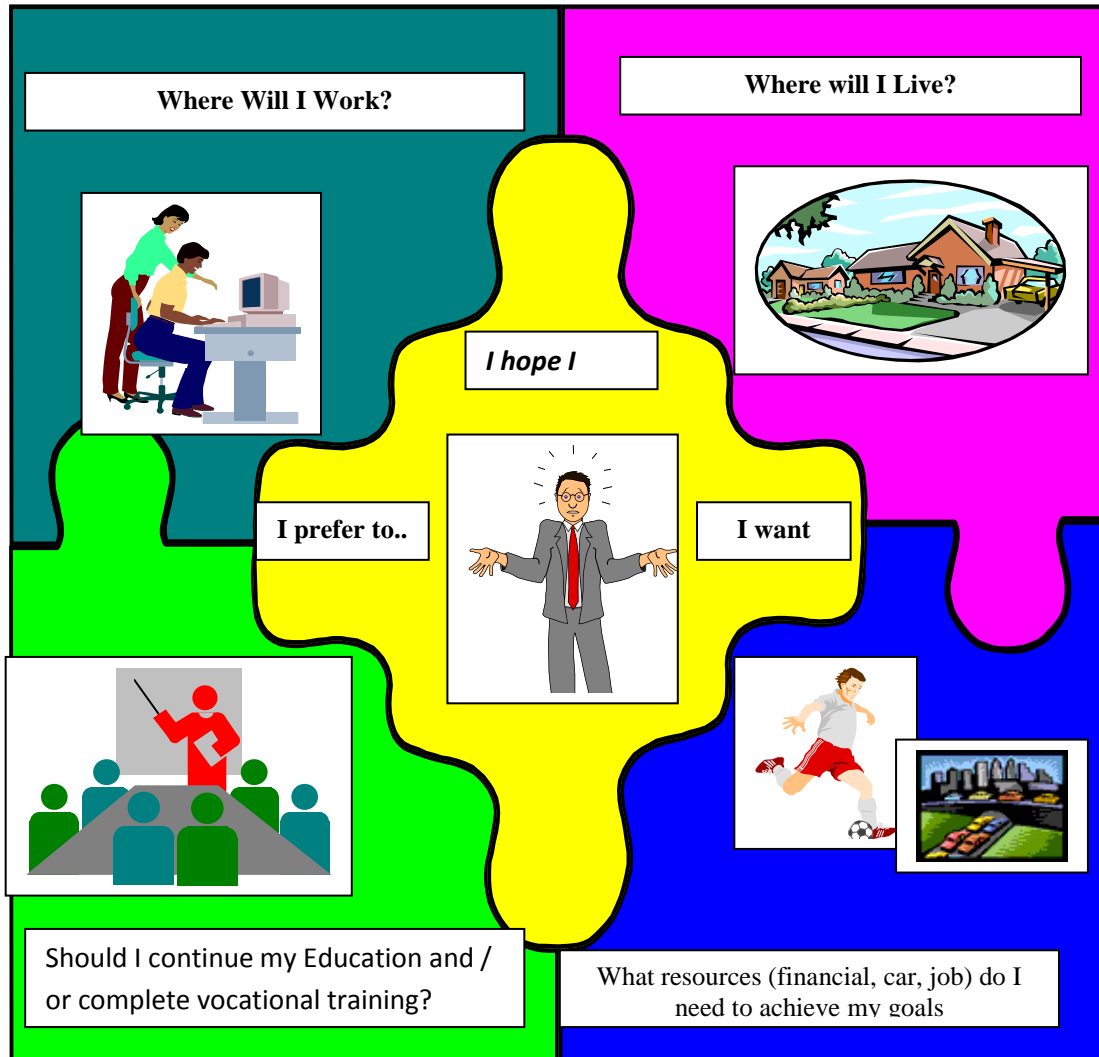


Transition Planning

Ideas for Parents



Developed by: Shasta 21st Century Career Connections

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Transition Planning for All Youth

All of us experience transitions:

Entering School – Graduation – First Job – Marriage – Children

Parent Concerns

Is my child ready to transition?

Am I ready for my child to transition?

How can I coach my child through transition?

What should the school do to help prepare my child for transition?

Can my child earn a high school diploma?



Transition planning is based on what students want to do after they graduate from high school.

It is based on the student's plans and dreams. Topics to discuss include:

Education

Postsecondary Education includes college/university.

Technical training, Community Education, Vocational Training, Adult Education

Employment

Competitive

Supported

Entrepreneurial

Community participation

Community Access: Mobility Transportation

Recreation and Leisure

Living independently

Where to live after high school

Independent Living skills (money management, household management, health)

Other factors to consider

- Level of support needed
- Resources available
- Challenges that impact meeting goals.
- Role of Assistive Technology

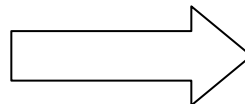
Parent Role: Advocate, Mentor, Life Coach

Hint: Start Early

- Encourage your children to assume responsibility for chores. Teach them responsibility - **and** the skills they need to live on their own.
- Encourage them to explore their interests, talents, strengths and unique skills.
- Help them explore the idea of working. Explore careers with them.
- Help them develop the skills they need to advocate for themselves and to accommodate their disability.
- Become aware of your child's learning style, learning strengths and needs.
- Partner with the school. Make sure you are involved in the IEP.

The Biggest Step to Independence is Self Advocacy

- Walk the tightrope between protection and independence.
- Set realistic, but ambitious expectations.
- Provide honest feedback. Focus on the behavior or task that needs to change.
- Encourage children to develop skills needed for success in the workplace, the classroom and the community



Help your child develop these keys to successful transition:

Optimism about the Future Confidence in Self Trust in Resources

The Role of the School in Transition

The Individuals with Disabilities Education Act of 2004 requires the consideration of transition needs for students beginning not later than the first IEP to be in effect when the student is 16, and updated annually. The transition plan should be the focus at the high school level.

Key transition requirements as defined by the law:

Student Participation:

- Schools are required to include students in developing the IEP.
- The IEP must be based on their student's strengths, interests and preferences and will describe what the student wants to do when they have completed school.

Agency Participation

Schools are required to invite agencies that may provide support for transition.

Postsecondary goals

The IEP must include postsecondary goals based on age appropriate transition assessments related to training, education, employment and, when appropriate, independent living.

Secondary Transition Services

Course of Study- Classes and services will help the student attain goals.

Transition Services-instruction, community experiences, employment, living skills, and/or functional vocational evaluation (if necessary)- that help the student move from high school to post school activities.

Transfer of Rights

When the student turns 18, they are legally an adult. One year before the student turns 18, there should be a discussion with the student regarding the transfer of rights. When the student reaches 18, that district must provide written notice of the transfer to the student and the parent.

Implications: Legally, no longer a minor. Males must register for the military.

All rights under IDEA shift from parents to the student.

Agencies and schools cannot inform parents without written consent of student.

Summary of Performance – Summary of academic, functional performance and recommendations on how to assist the student to meet postsecondary goals.

A Guide to Transition Resources

School Based

Community Based

<p>Special Education WorkAbility</p>	<p>Transition Resources</p>	<p>Department of Rehabilitation Far Northern Regional Center Social Security Shasta College Shasta County Social Services Mental Health Programs Health Department SMART One Stop Center Disability Navigator</p>
<p>Mandated to serve all youth and meet their individual needs. Waiting lists are not allowed. Comprehensive services are provided. One provider of services</p>		<p>A disability does not guarantee services Narrow eligibility criterion exists. Waiting lists are allowed. Limited range of available services. Multiple providers.</p>
<p>Comprehensive high schools Continuation high schools Adult Education Special Education</p>	<p>Education</p>	<p>Shasta College Disability Student Services Transition Classes Degree Classes Occupational Certificates College Options (financial aid info) Lake College Simpson College</p>
<p>Career-Technical Elective Classes</p> <ul style="list-style-type: none"> • Family life science • Industrial Arts • Business / Technology • Agriculture <p>Shasta Trinity ROP classes Academic/elective classes related to goals Extracurricular activities related to goals.</p> <p>Employment WorkAbility Work Experience</p>	<p>Career Development</p>	<p>Training / Schools Shasta Builder's Exchange Redding Truck Driving School Job Corps California Conservation Corps</p> <p>Employment SMART One Stop Center Disability Navigator Businesses Temp Employment Agencies</p> <p>Entrepreneurial Far Northern Regional Center'</p>
<p>Key Club Student Organizations</p>	<p>Youth Development</p>	<p>Volunteer Opportunities Hospitals Schools Convalescent Facilities Non Profit Organizations</p>

Quality Transition include

School Based preparation

Keys to Successful Transition:

- The individual transition plan drives personal instruction, and uses strategies to continue the transition process after graduation.
- Students participate in contextualized learning experiences that demonstrate relevance and application
- Students have access to specific and individual learning accommodations while they are in school.
- Students participate in career-technical education classes that reinforce academic standards and are based on industry standards.
- Students have access to curricular options and program options that integrate school, work and community-based instruction.
- Students have access to quality academic and functional skills assessments.

Career Development: ***Keys to Successful Transition***

- Assess student's self-advocacy skills; academic preparation and college admission test scores.
- Students have the opportunity to explore post-high school education/training programs.
- Develop a list of supports required to achieve goals.
- Assist the student with applications, interviews and test preparation
- Students explore career opportunities that lead to a living wage and learn about educational requirements, entry requirements, income and benefits potential.
- Students participate in improving job search skills, and workplace skills.
- Students have multiple on the job training experiences.
- Understand the relationship between benefits planning and career choices.
- Understand the connection between education, career choices and wages
- Learn to communicate their disability-related work support and accommodation needs.

Youth Development and Leadership: ***Keys to Successful Transition***

- Active participation in the IEP
- Training in skills such as self-advocacy and conflict resolution
- Participation in extracurricular activities at school
- Participation in community organizations and activities.
- Participate in community service or volunteering opportunities.
- Explore unique talents through hobbies and unique interests.
- Develop respect for self and others.
- Communicate effectively with peers, adults and teachers or supervisors

Connecting Activities: ***Keys to Successful Transition***

Youth need to be connected to programs, services, activities and supports that help them gain access to chosen post-school options:

- Transportation
- Housing
- Financial planning
- Recreation
- Post-program supports through postsecondary institutions and adult service agencies
- Tutoring

Family Involvement / Support

- High expectations based on strengths, interests and needs – foster independence.
- Have access to information about employment, community resources, education.
- Understand the disability and how it affects education, employment and living options.
- Know rights and responsibilities.
- Knowledge of and access to programs, services, support and accommodations.

Your Transition Map

