



COMMUNITY ADVISORY COMMITTEE

SPECIAL EDUCATION TRANSITION

Supporting your child's transition from Special Education Settings

PRESENTED BY:

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Agenda

- Early Education Transition- Preschool to Kindergarten
- Middle School Transition to High School
- High School Transition
 - In School
 - After School



Opening Discussion

Do you remember your first day of school, whether kinder or high school? What about your child's first day? What were you feeling?



What is a Transition IEP?

A meeting held between the sending and receiving schools' staff to discuss the anticipated needs of students as they move from one instructional level to the next.



**Parent Input is crucial
in helping IEP team
determine which
activities are
meaningful to support
transition.**



PRESCHOOL TO TK/ KINDERGARTEN



THE PURPOSE

The purpose of the Preschool Transition meeting is to allow the preschool and TK/kindergarten personnel to collaboratively create a transition plan and IEP that will support and meet the needs of the student.



If your child is enrolled in preschool and receives special education services, you will attend a transition meeting.

This meeting may be held in conjunction with a plan review or as an eligibility evaluation, dependent on when your child first began services.

If your child has been receiving special education services for more than a year, your child may be re-evaluated to determine continued eligibility.

If your child was recently assessed and receiving services for less than one year, your child may not be re-evaluated

WHAT TO EXPECT IF YOUR CHILD IS NOT RE-EVALUATED

Short Form/Records Review

A review of present levels and progress on goals to determine whether to modify the current IEP to better meet the child's needs.



Updates

Some updates to the IEP may be provided during the IEP, based on any recommendations during the meeting.



WHAT TO EXPECT IF YOUR CHILD IS RE-EVALUATED?

IEP- Eligibility Evaluation

An assessment will be conducted to determine continued eligibility for special education services.



Dates of the IEP

If your child is re-evaluated, this will be considered an eligibility review, therefore, future meeting dates, dates for goals and benchmarks will all be updated accordingly.



**ALL
TRANSITION
MEETINGS WILL**



Review Present Levels of Performance

Discuss your child's current levels of performance.



Discuss the offer of FAPE for TK/K

Services and Educational Setting will be discussed during the meeting



Goals and Supports

Goals will be reviewed during the meeting and accommodations and modifications will be discussed to ensure the student receives adequate support



How Can You Help Your Child Transition?

Social Stories

Social stories should include:

- **Descriptive sentences** (“Next year, I will be in a new classroom with a new teacher and new rules”)
- **Perspective sentences** (“I may feel scared or nervous in my new classroom”)
- **Directive sentences** (“I will work on learning the new rules and listening to my new teacher”)
- **Affirmative sentences** (“My new teacher will be happy when I follow the new rules”). For preschool-age children, pictures also can make the story more comprehensible.



SOCIAL STORY



Middle School to High School Transition

NEW CONCEPTS/ CHANGES OUR STUDENTS WILL ENCOUNTER IN HIGH SCHOOL

- Rotating classes
- Earning credits/ graduation requirements
- Lunch schedules
- Different expectations
- More responsibility



Activities to Support Transition into High School

- Front loading
- Social stories
- Visiting the campus, classroom ahead of time
- Showing pictures of campus or classroom
- Have student draw a picture of the campus (connect interest of student)
- Introduce student to a go-to staff member ahead of time

For example, if student feels overwhelmed, identify a person the student can connect with.

INDIVIDUAL TRANSITION PLAN



WHAT ARE TRANSITION SERVICES?

..a coordinated set of activities ...designed to be within 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... (IDEA 2004; [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)])

WHAT ARE INDIVIDUAL TRANSITION PLANS?

Individual Transition Plans (ITPs) are required by law to help students with disabilities prepare for school, work and adult life after high school.

The student's IEP must include appropriate measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living. (CASEMIS A-47 TRAN_REG1) (IDEA 2004 Section 614(d)I(A)VIII)



Components of the ITP

Transition Plans identify key categories of life activities such as:

- Jobs and Job Training
- Post Secondary Education & Training
- Independent/Home Living

Students focus on building skills that they need in these areas.



Post-Secondary Goal Education (Required)

Education beyond what is considered typical of high school education (ages 18 and up)

Options for students include:

- Four-year colleges or universities
- Community College
- Regional occupational certificates
- Vocational & technical colleges
- Various forms of adult-education
- Military training
- Apprenticeships
- On-the-job training
- WIOA training through the Workforce Development Dept.
- Functional Instructional Program on/off campuses



Post-Secondary Goal Employment (Required)

A Post-Secondary Employment goal is required of all students based on the age-appropriate assessment.

All post-secondary goals must be measurable. Remember you are not held responsible for the student reaching the goal, but are held responsible for organizing activities and services needed to assist the student with reaching the goal.

Sample Employment Goals

- Apply for or obtain a Competitive Job – Work full or part time as a...
- Apply for or obtain Competitive Integrated Employment in the field of ... Start a Business – Entrepreneurship
- Volunteer



Post Secondary Goal Independent Living (As Appropriate)

A Post-Secondary Independent Living Goal is recommended, if necessary.

- Live independently
- Live with family/ roommates
- Live independently with supportive services
- Live in a group home
- Manage finances, household
- Access community (independently)
- Use public transportation or participate in leisure and recreation activities

STUDENT-CENTERED PLANNING



Student-centered means groups of people focusing on an individual and that person's vision of what they would like to do in the future.

The “student-centered” team meets to identify opportunities for the student to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals.

STUDENT INVOLVEMENT IN TRANSITION PLANNING

“Involvement in education planning, decision making, and instruction can take many forms, from students generating their own IEP goals and objectives, to tracking their progress on self-selected goals or objectives, to running their own IEP meeting.” (Whemeyer et al., 2006)



TRANSITIONING TO ADULTHOOD... ARE OUR STUDENTS READY?

IDEA 2004 Updated Regulations 2008

The federal government continues to emphasize the importance of transition, in fact added a statement to clarify that the recipients of Part B funds..... make positive efforts to employ and advance qualified individuals with disabilities.



WORKABILITY AND TPP

WorkAbility 1 (WAI) and Transition Partnership Program (TPP)

Goal: To provide comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training.

Difference:

WAI is a service provided to qualifying students while in high school.

TPP is a high school program that provides linkage to working lifelong services.

To access these programs:

Contact your case carrier for referral.

COMPETITIVE INTEGRATED EMPLOYMENT

The Workforce Innovation and Opportunity Act (WIOA) defines competitive integrated employment as work that is performed on a full-time or part-time basis for which an individual is: (a) compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience

- Full time or part time
- Minimum wage or better
- Performing similar duties (similar to students without disabilities)



OFFERED SERVICES



- Work Readiness Skills
- Career/Vocational Assessment
- Living/Functional Skills Training
- Job Search and Interviewing Skills
- Paid Work Experience

**HIGH SCHOOL TO
ADULTHOOD**

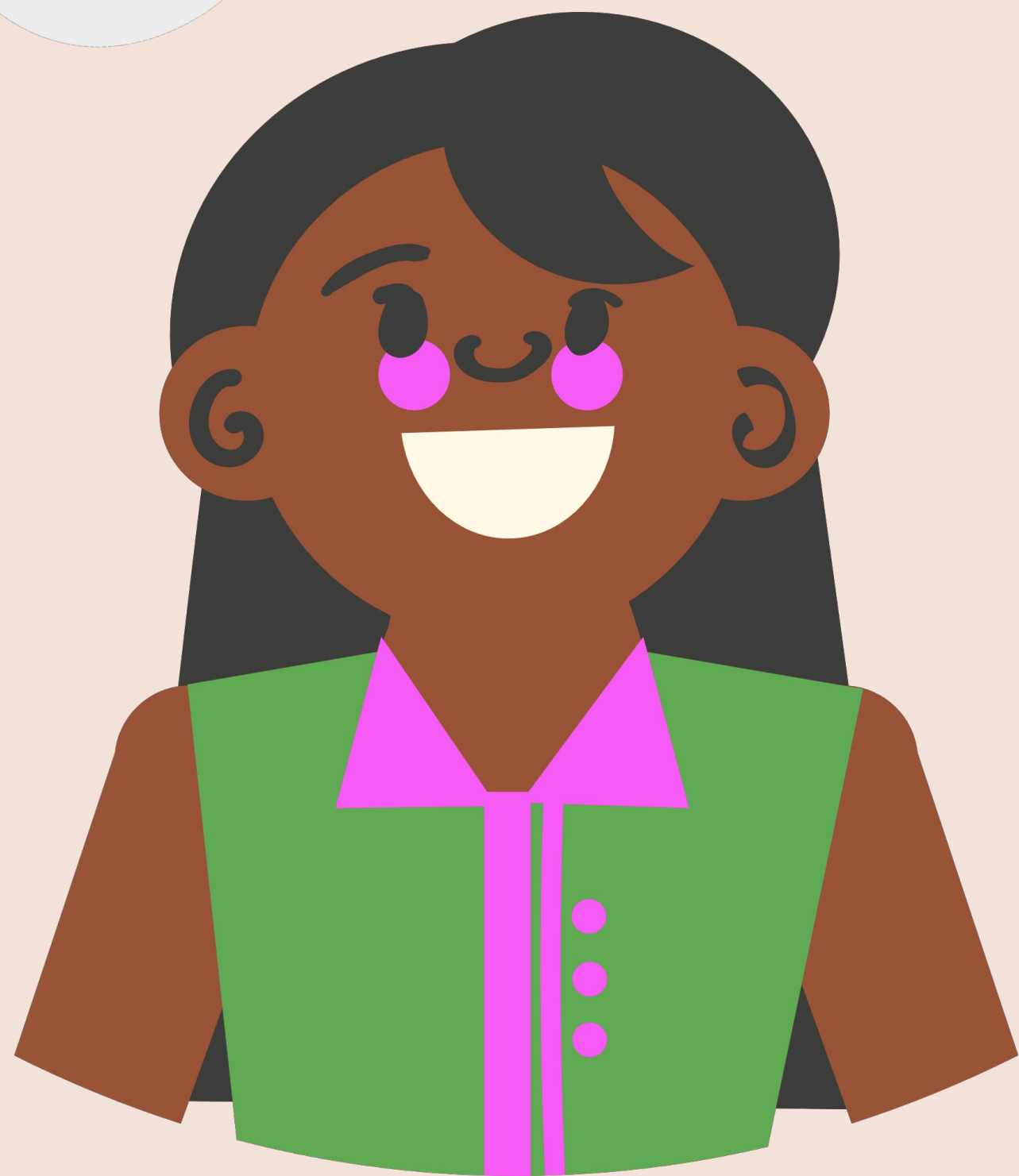




WHAT IS AN EXIT IEP

An exit IEP is the culmination of a transition plan for a student either graduating from high school or aging out of the services provided to him by his school system.

INLAND REGIONAL CENTER



In the transition process, it's important for the Consumer Service Coordinator (CSC) to be invited to the exit IEP so appropriate services can be set up as needed.

Some common services post high school are:

- **Housing**
- **Supported Living Services**
- **Day Programs**
- **Work Program**
- **Transportation**



DAY AND WORK PROGRAMS*

- **Vocational Improvement Program (VIP)**
- **OPARC**

The goal of these organizations is to maximize the potential for individuals with disabilities through group or individualized supports.

***Supported only by
IRC**

Department of Rehabilitation

Department of Rehabilitation (DOR)

Step 1

1-2 months prior to graduation, DOR should be contacted to begin the referral and intake process.

Step 2

Meet with a counselor to develop an individualized plan for Competitive Integrated Employment services.

Step 3

Dependent on the individualized plan, the youth will begin a training program or employment.

Some common services* post high school are:

- **Training**
- **Employment Services**
- **Independent Living Skills**

***DOR services are
working-life long**



America's Job Center of California (AJCC)

Some common AJCC services post high school are:

- Not specific to individuals with disabilities
- Help with employment
- Provide on-the-job training
- Short-term training
- Hold workshops on pre-employment skills



Resources

[Inland Regional Center](#)

[Department of Rehabilitation](#)

[America's Job Center of California](#)



Questions?

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THANK

you