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# Transition Planning Panel

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2014-2015

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# Why Transition Plan?

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- To prepare students for post-secondary options:
    - Academic
    - Employment
    - Community
  - Discover areas of interest
  - Student vision/concerns drive the writing of the IEP
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# Post-Secondary Vision:

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- 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.
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# Post-Secondary Vision:(cont.)

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Student will attend a four year college after graduating from Weston High School. They would like to obtain a liberal arts degree and would like to continue to study music. Student intends to live independently at school and hopes to obtain a part time job while in college.

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# Disability Related Needs:

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- 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.
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# Disability Related Needs:(cont.)

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## Organization:

- breaking down long term assignments into smaller chunks
- meeting deadlines
- separating the big ideas versus the smaller details

## Self Advocacy:

- following up with teachers
- reaching out for support

## Transition:

- completing application process
  - employment steps
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# Instruction:

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- 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.
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# Graduation Requirements/Recommended Courses

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## **Weston High School Graduation Requirements:**

College Preparatory, Honors, AP courses

- 4 year of English (plus Speech or Acting)
  - At least 3 years of History
  - At least 4 years of Math, through Algebra II
  - At least 3 years of Science
  - 2 years of a Foreign Language(colleges may want 3-4)
  - Health and wellness courses
  - Transition courses: Career/Senior Seminar. Guidance Seminar 11/12
  - Electives courses: Arts, Cooking, Music/Band
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# Sophomore Year

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- Take a combination of college preparatory and electives courses to discover areas of interest
  - Career Seminar
  - Apply for 688 referral(if applicable)
  - Discuss potential summer plans(part time job/internship)
  - Apply for extended time from College Board and ACT
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# Junior Year

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- Participation in Guidance Seminar(college/transition process)
  - Create list of potential schools/programs of interest
  - Visit schools/programs of interest
  - Continue to look at summer opportunities- job, internship, summer course work, etc.
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# Senior Year:

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college process: get teacher recommendations, fill out applications, write college essay

Complete the Common Application

Apply to schools/programs

Participation in Guidance Seminar

Participation in Senior Seminar

Discuss and identify internship for Senior Internship

Participation in the high school social skills group

Weigh out options with chairperson/guidance of gap year vs. college decision making

Weigh out options with chairperson/guidance for college choice

Call colleges for gap year acceptance options

Call colleges to research available student supports

Follow up with 688 referral to see what assistance they will offer after high school

Research a college schedule to get a better understanding of what his week will look like

Research mandated freshman year courses and courses of interest for the fall

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# Employment:

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- 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
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# Employment:(cont.)

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## Junior/Senior year:

- Participation in Career Day
  - Research summer jobs/internships
  - Evaluate and reassess vocational interests and skills
  - Participation in Senior Seminar/Internship
  - Continued participation in mock interviews
  - Update resume
  - Research how to get a job on the college campus
  - Research potential jobs on college campus
  - Research gap year options
  - Research Senior Internship options
  - Participation in Senior Internship
  - Research 688 supports
  - Visit One Stop Career Center
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# Community:

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- 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.
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# Community:(cont.)

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## Junior/Senior year:

- Participate in school/class events
  - Participate in music department events/musical
  - Participate in graduation events/overnight
  - Participate in weekly social group
  - Practice studying for permit test
  - Continue to become more aware/comfortable of public transportation
  - Research transportation options in college town
  - Obtain driver's permit
  - Obtain driver's license
  - Work on budgeting skills via Peapod and other assessments
  - Transition assessments- community living, transportation, independent living skills, etc.
  - Discuss various roommate scenarios to work on conflict resolution
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# FAQ:

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- Do I have to let potential colleges know that I was on an IEP in high school when applying?
  - When should I disclose to college, before or after I get in?
  - What type of supports/accommodations are available in college?
  - How do I get supports in college?
  - What documentation do I need in order to request supports/accommodations?
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# Colleges with Specific Programs:

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- Curry College
  - Dean College
  - Westfield State College
  - Mitchell College
  - Connecticut State Colleges
  - Keene State College
  - Marist College
  - Landmark College
  - American International College
  - Lynn University
  - Marshall University
  - Mount Ida College
  - UMASS Boston
  - University of Arizona
  - Beacon College
  - Augsburg College
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# Life Skills (GOAL) Transition to Age 22

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GOAL students continue academic programming as appropriate, either within the GOAL classroom or in inclusion classes.

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# Life Skills (GOAL) Transition to Age 22

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**During the transition period, students work to develop skills in the following domains:**

- Daily Living
  - Personal/Social
  - Employment
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# Life Skills (GOAL) transition to age 22

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## Daily Living Skills

- Managing personal finances
  - Managing a household
  - Caring for personal needs
  - Being responsible in relationships
  - Buying and preparing food
  - Buying and caring for clothing
  - Citizenship responsibilities
  - Recreation
  - Transportation
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# Life Skills (GOAL) transition to age 22

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## Personal/Social Skills

- Being self aware; understanding self-determination
  - Developing interpersonal skills
  - Communicating with others
  - Good decision making
  - Social awareness
  - Understanding disability rights
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# Life Skills (GOAL) transition to age 22

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## Employment Skills

- Knowing and exploring employment possibilities
  - Exploring employment choices
  - Seeking, securing and maintaining employment
  - Showing appropriate employment skills
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# Life Skills (GOAL) transition to age 22

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## Ages 14-15 typical GOAL programming

- Inclusion classes
    - GOAL life skills and GOAL academic classes
    - Begin pre-vocational activities
    - Begin attending IEP meetings
    - Transition Planning Form the same as just presented
    - Create opportunities to become more independent; learn from own mistakes
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# Life Skills (GOAL) transition to age 22

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## Ages 16-17 Typical GOAL programming:

- Continue GOAL and inclusion classes
  - 688 Referral to appropriate following agencies
    - Department of Developmental Services (DDS)
    - Massachusetts Rehabilitation Service
    - Massachusetts Commission for the Blind (MCB)
    - Department of Mental Health (DMH)
    - Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH)
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# Life Skills (GOAL) transition to age 22

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## **Ages 16-17 Typical GOAL programming:**

- Vocational assessment
  - Continue pre-vocational activities, begin vocational activities
  - Driving evaluation if appropriate
  - Help students understand their disabilities and needs
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# Life Skills (GOAL) transition to age 22

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## Age 18:

- Apply for SSI/Mass Health if appropriate
  - Complete Age of Majority form (possible shared decision making)
  - Explore guardianship/creation of trusts
  - Network with other families about transition
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# Life Skills (GOAL) transition to age 22

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## Ages 19-20

- 688 referral must be done no later than age 20
  - Increase daily living, employment and applied social skills programming/decrease academic programming.
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# Life Skills (GOAL) transition to age 22

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## Age 21

- Work with adult agencies to create Individual Transition Plan (ITP)
  - Adult services based on availability rather than entitlement
  - Explore additional training
    - Middlesex Community College Transition Program
    - Lesley College Threshold Program
    - Specific vocational training classes
    - Community college programs such as Mass Bay
      - Transitional Scholars Program
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# Resources:

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-<http://www.onetcenter.org/>

-Interest inventory/employment

-<http://www.myfuture.com>

-Interest inventory/employment

-<http://sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html>

-Various transition assessments

-<http://www.ou.edu/zarrow>

-Transition assessments

-<http://www.mass.gov/lwd/employment-services/career-services/career-center-services/>

-Employment support\_

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# Resources:

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<https://lce.cec.sped.org/public/main/>

-Life skills curriculum

<http://www.mass.gov/eohhs/gov/departments/dds/>

-Department of Developmental Services

<http://www.mass.gov/eohhs/gov/departments/mrc/>

-Mass Rehab

<http://thearcofmass.org/resources/transition/>

-The Arc of Massachusetts

<http://www.doe.mass.edu/sped/links/transition.html>

-Massachusetts Transition Planning links

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# Resources:

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<http://www.understood.org/en>

-Resource for learning and attentional issues

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