



Collaboration Home-School Planning on Transition

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This workshop will provide a forum to discuss ideas on how families can work collaboratively with teaching and guidance staff on transitional issues. Topics discussed will include, but are not limited to, student self-advocacy, IEP development, and accessing community resources.

Our Backgrounds

- Adrienne is a Guidance Counselor at Watertown High School.
- Mike is an Upper School Teacher at Cotting School.

Today's Outline

- I. Introduction and Goals
- II. Successes and Challenges
- III. Transition Programming
- IV. Student Self-Advocacy

Legal Basis for Transition Planning:

IDEA Re-Authorization, 2004

- Transition first mentioned in 1990 Re-Auth., expanded in 2004
- The term “transition services” means a coordinated set of activities for a child with a disability that is designed to be:
 - a results-oriented process
 - focused on improving the academic and functional achievement of the child

Legal Basis for Transition Planning:

IDEA Re-Authorization, 2004

- to facilitate the child's movement from school to post-school activities
 - postsecondary or vocational education
 - integrated employment (including supported employment)
 - continuing and adult education, adult services, independent living, or community participation

IDEA Re-Auth. Continued

- Transition Conversations start at age 16 (14 in Massachusetts)
- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills

IDEA Re-Auth. Continued

- Other Notes
 - The child must be invited to IEP when postsecondary goals are discussed
 - Transitional partner/funder should be present as well

Point Person on Transition

- Team Chair/Case Manager
- Guidance Counselor

Important to communicate and know roles of the individual team members

Three Mandated Areas in IDEA

- Instruction
- Community Experiences
- Employment and other post-secondary living objectives

Three Mandated Areas in IDEA

Instruction (Cotting School)

Transition Classroom

(optional for families to choose)

- Focus on vocational and independent living skills
- * parent input key in development *

Transition Planning Classes

- Year-round classes
- Researching educational and vocational programs
- Role playing
- Reflecting on strengths and needs

Three Mandated Areas in IDEA

Instruction (Watertown High School)

Programming Models

- Summer session of intensive transition planning (Part of Extended Year Services)
- Field Trips (Visiting Colleges, Vocational Schools, etc.)
- Career Talks
- Guidance classes (Naviance)
- Advisory Program
- Transition-to-Work (school to work course)
- Transition to Success Class (half year class)

Three Mandated Areas in IDEA

- **Community Experiences**

- Discussed at IEP
- Community Service Requirements (consistent activity instead of a one-time event)
- Exposure to banking, financing, etc.
- Community Trips
- Boston Center for Independent Living
- EPIC Warriors

Three Mandated Areas in IDEA

- **Employment and other post-secondary living objectives**
 - once a week internships
 - summer internships
 - supporting work outside of the home
 - volunteering opportunities
 - family involvement

Student Self-Advocacy

- Importance of student “driving the bus”
- Writing the Vision Statement for the IEP
 - At home for homework
 - At school with staff support
- Identifying dreams, worries, strengths, and challenges
 - Many schools have career interest profilers, etc. that could be helpful

Student Self-Advocacy

- Sample Vision Statement Development Activities
- Sample “transition plan” activities

Dreams and Realistic Planning

- Importance of Student Input
- Moving beyond “yes” and “no”
- Broadening scope of student interest to include more options
 - Doctor Example: Medical Field

Community Resources

- Community College Programs
 - For full listing: <http://www.thinkcollege.net>
- Massachusetts Family Guide to Transition
 - http://fcsn.org/transition_guide/english.pdf
- Mass Rehabilitation Coalition
 - <http://www.mass.gov/eohhs/gov/departments/mrc/>

References

1. <http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17>,
2. <http://www.wrightslaw.com/info/trans.legal.bateman.htm>
3. <http://www.ncld.org/students-disabilities/iep-504-plan/iep-transition-planning-preparing-young-adults>

References

4. <http://www.thinkcollege.net/topics/resources-for-families>
5. <http://www.usnews.com/education/articles/2010/12/02/8-steps-for-learning-disabled-students-who-want-to-go-to-college>

Handouts

1. Programming Ideas
2. Differences between High School and College
3. Vision Statement Worksheets
4. Strengths and Challenges Worksheets
5. References (Websites)

Takeaways

1. Find out what resources are available at your schools – schools are doing it differently
2. Find out who the point person is (or people are) on transition
1. Take Vision Plan and Transition Planning Form seriously (be proactive)