



Transition: The School Years



Hinkle Prior Fischer & Oberweis
Attorneys at Law

Representing people with disabilities and their families since 1974

Congress's Goal for the IDEA

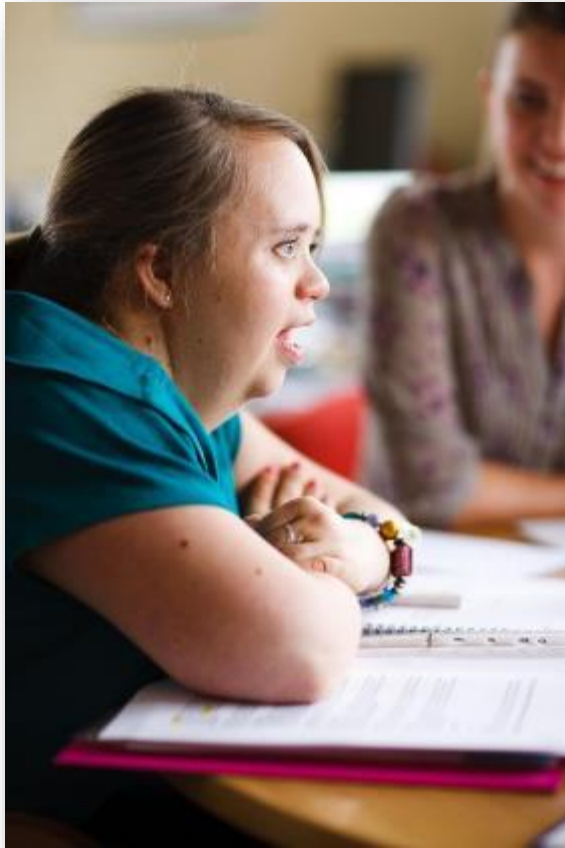
...to prepare students with disabilities for further education, employment and independent living.

Four Phases of Transition Planning in School



- Age 14 (approximately 8th Grade)
- Age 16 (Traditional Sophomore or Junior Year)
- Age 18 (Traditional Senior Year)
- Age 18 to 21

What are Transition Services?



Coordinated set of activities

Results-oriented process

Focused on improving academic and functional achievement

Facilitate movement from school to post-school activities

Must be Focused on Post-School Life

Post-Secondary
Education

Vocational Education

Integrated
Employment
(including supported
employment)

Adult Services

Independent Living

Community
Participation



Requirements of Transition Services

Based on individual needs

Account for strengths, preferences and interests

Includes Instruction

Provides related services

Provides community experiences

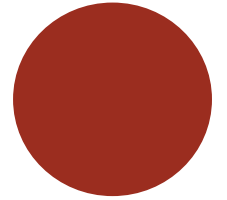
Includes Daily living skills and functional vocational eval.

Develops employment and adult living objectives



Transition Planning: Age 14 and
younger
(Approximately 8th Grade)

- IEP Begins to Reflect Post-School Goals
- College or Other Higher Education
- Employment
- Vocational or Technical School
- Independent Living
- Day Program / DDD Services



Transition Planning: Age 14 and younger (Approximately 8th Grade)



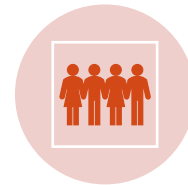
Describe course of study for Graduation



Describe course of study for post-school life



Include plan of study for each of the following years



IEP Team must consider other educational experiences both in school or community



Identify other agencies and linkages to post secondary resources



Student invited to IEP meeting

Course of Study Considerations

Some course selection factors may limit postsecondary education options



Waiving foreign language classes



Placement in Honors or AP Classes

special education and accommodations must be made available to otherwise capable students who wish to participate in Honors or AP classes



Taking courses on pass/fail basis



Taking “lower level” courses to achieve higher grades



Taking specialized classes helpful for particular postsecondary goal

auto shop if planning on pursuing certification course as auto mechanic

Transition Planning: Age 16 and older



IEP must include the transition services identified



Identify measurable post-secondary outcomes



Must identify the responsible party to deliver services



Must include appropriate assessments



Types of Transition Services



INSTRUCTION



RELATED SERVICES



COMMUNITY EXPERIENCES



PREPARATION FOR EMPLOYMENT



DAILY LIVING SKILLS



FUNCTIONAL VOCATIONAL EVALUATIONS

Instruction



- In the Classroom
- Small Group
- One-on-one
- Private School
- At Home
- In the Community

Related Services



- Speech therapy
- Occupational therapy
- Physical therapy
- Transportation training

Community Experiences



- Outside of School Building
- Going to the bank
- Supermarket
- Pharmacy
- Post Office

Employment Preparation



- Resume Development
- Interview skills
- Volunteer work experiences
- Supported employment
- Job sampling
- Travel training

Daily Living Skills



- Self Care
- Meal Preparation
- Laundry
- Basic Home Care
- Financial Literacy

Functional Vocational Evaluations



- Career Interests
- Aptitude
- Skills
- Two or four year college
- Vocational / Technical School

Graduation Considerations



- *When to accept a diploma*
- *Participation in the graduation ceremony*
- *Strategies to preserve special education services through age 21*

Tips for Making Graduation Decisions



Make sure IEP clearly spells out graduation criteria



Begin discussing graduation criteria no later than age 16



Consider delaying graduation if non-academic skills (behavior, social skills, independent living skills, etc.) are not yet established



If student will complete typical graduation requirements before mastering non-academic skills, graduation based upon Alternative Proficiencies that include non-academic skills



In the event of a dispute, “stay put” can be invoked to continue services



Services and Entitlements for Young Adults with Disabilities

- Division of Developmental Disabilities (DDD)
- Division of Vocational Rehabilitation Services (DVRS)
- Medicaid
- Supplemental Security Income (SSI)

Considerations at Age 18

- Guardianship
- DDD Eligibility
- Applying for SSI
- Access to Medicaid
- Assets and earnings



Transition Plans for Higher Ed-Bound Students

Examples of Skills Needed for Higher Education

Communication

Social skills

Behavior

Self advocacy skills

Attention/Concentration

Executive functioning
skills

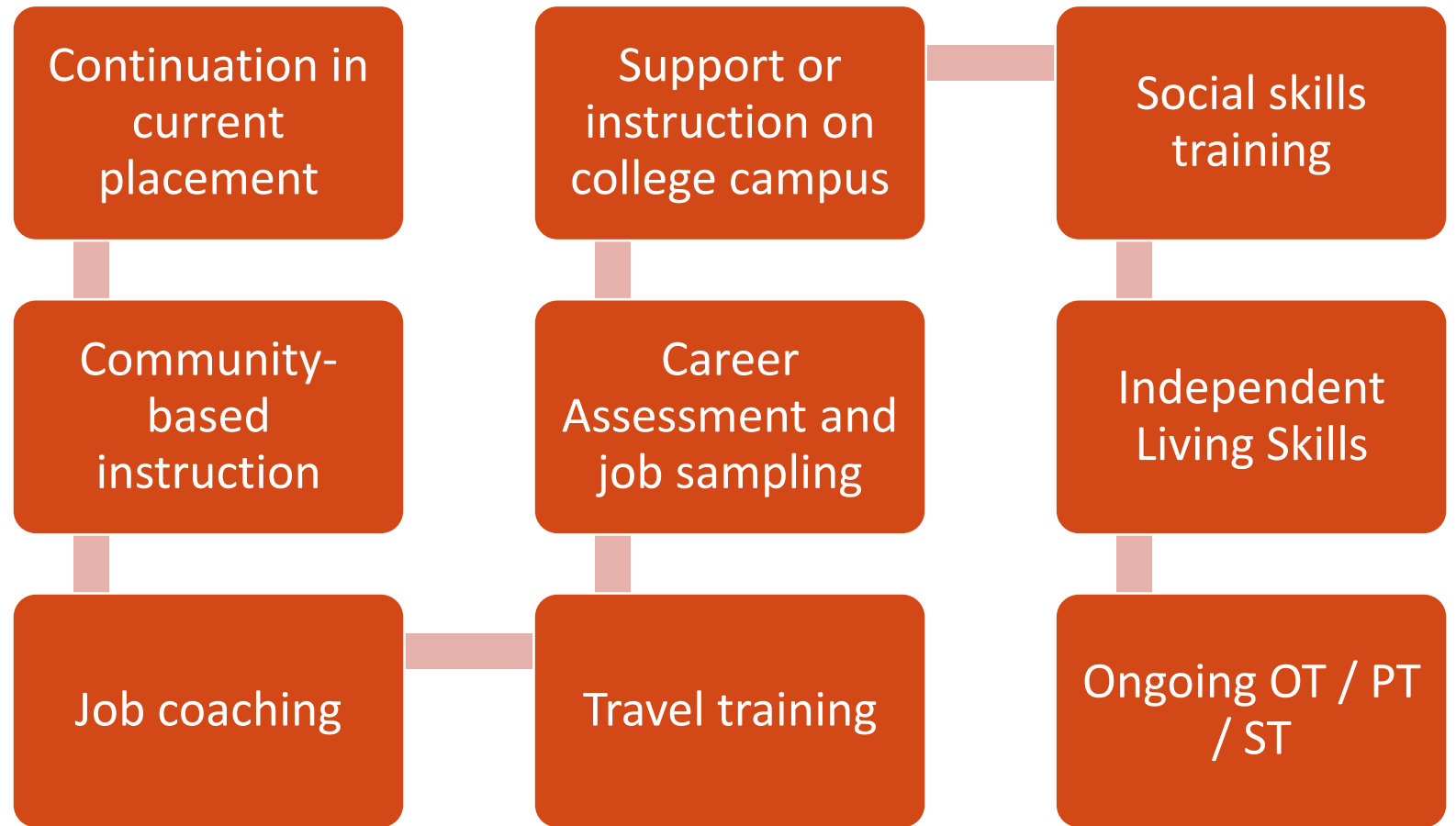
Activities of Daily Living

Money handling

Independent living

Transportation

IEP Services Between 18 and 21



Questions?

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