

Transition Services

Transition services are aimed at providing students and their families with the practical and experiential skills and knowledge that will assist in a successful transition to adult life. While transition services are provided in each of the following areas, it is important to understand that not every student with disabilities will need to receive all of these services. The available services included in the transition process are:

820 – College Awareness

830 – Vocational Assessment, Guidance, Career Assessment

840 – Career Awareness, Self Advocacy, Career Planning

850 – Job Coaching

860 – Mentoring, sustained coaching

865 – Agency Linkages

870 – Travel/Mobility

890—Other coordination, Linkage

900- Other special education, Related Services

More specifically, the intent of transition services is to explore and plan a variety of areas that will allow the student with disabilities to construct a useful and practical bridge to the adult world. This planning is a process that can begin by age 16 years of age or younger (if necessary).

SAI vs Transition Services

Transition service hours are separate from the hours specified under Specialized Academic Instruction (SAI). The transition services identified for individualized students and the hours indicated for support in transition on the student's Offer of FAPE depends on how much time will be needed to meet the student's needs with his transition services. transition service hours are not necessarily direct service hours. The hours indicate how much time the case manager

and other service providers will be meeting, consulting, planning, assessing with the student on a weekly, monthly, or yearly basis. The hours for determining transition services is dependent on the services, support, and activity the student will be doing to get closer to his/her post-secondary goal outcomes. In addition, it is also important to consider which activities can be supported in the student's current academic courses, separate or in general education environment.

**We will continue to work on a graphic organizer/chart that may help determine hours for transition services.*

What this means to you?

If there is a case manager, the case manager is responsible for transition planning; if there is no case manager, the IEP must identify who is responsible for all or each component of the transition plan. Initial evaluation or reevaluation should include assessment(s) to determine appropriate post-secondary outcomes. The Individualized Education Program designates the person(s) responsible to serve as a liaison to post-secondary resources and make referrals to the resources as appropriate. In addition to the required participants in an initial IEP meeting or an annual review meeting, the pupil with educational disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend the IEP meeting. Notice of the meeting is provided to all participants indicating that transition will be discussed.

If the pupil with educational disabilities does not attend the IEP meeting where transition services are discussed, the district shall take other steps to ensure that the pupil's preferences and interests are considered. If an agency invited to send a representative to the IEP meeting does not do so, the district shall take other steps to obtain the participation of the other agency in the planning of transition services. If an agency other than the district fails to provide the transition services included in the pupil's IEP, the district reconvenes a meeting of the IEP participants. Alternative strategies to meet the pupil's transition objectives shall be identified.

Beginning at least one year before the student reaches age 18, a statement must be included in the IEP indicating that the student has been informed that their rights will transfer to them on reaching the age of majority. The adult student then has the right to make his/her own IEP decisions, unless the parent has obtained guardianship.

Transition planning is a highly individualized process based on a student's preferences and choices in planning for their future. To maximize the usefulness of the IEP as a tool for developing student self-knowledge, self-advocacy, and independence, all participants must:

- * Assist in the development of the student's self-determination and self-advocacy by creating opportunities for choices and preferences. It is important to encourage self-determination and self-advocacy skills at an early age. All current legislation for people with disabilities refers to "consumer choice." It is vital to encourage decision making to the best of the student's ability, by always allowing for choice.
- * Become knowledgeable about the laws governing transition and the eligibility criteria for graduation (Carnegie credits, standardized tests, waivers, etc.) as well as adult services, in order to be an effective team member in the transition planning along with other stakeholders;
- * Ensure that the student participate in any planning meetings, including the IEP meeting, as soon as they can. This helps them to familiarize themselves with all the key players as well as their function, in order to collaboratively develop their curriculum goals and necessary supports;
- * Advocate for the development of an IEP which integrates the student into his/her community and decreases his/her dependence on the family and social service systems;
- * Request information on post-secondary education, vocational training, competitive employment (including supported employment), residential options, recreation and leisure activities, guardianship laws, financial needs (Social Security, including work incentives), medical care and insurance, social skills (self-determination curriculum), peer supports, sex education, and any other supports needed or anticipated being needed by the student and the family;
- * Discuss possible opportunities at home for the development of independent skills, i.e., phone use, shopping, setting and clearing the table, loading and unloading of the dishwasher, washing dishes, laundry sorting and use of washer and dryer, housecleaning, transportation skills, social interaction and opportunities to be aware of community services (banks, post office, grocery store, local stores, restaurants, hair salons).

** Note - All classrooms including separate classes are responsible for teaching students the California Core Curriculum Content Standards.*

