



Transition and your family

What is transition and what does it mean for my family and student?

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Transition is defined by Washington State Administrative Code or WAC 392-172A-01190 as.....

(1) Transition services means a coordinated set of activities for a student eligible for special education that:

(a) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate his or her movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;

(b) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes:

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(2) Transition services for students eligible for special education may be special education, if provided as specially designed instruction, or a related service, if required to assist a student eligible for special education to benefit from special education.

Transition activities can be.....

curriculum based or teacher developed such as resumes, cover letters, career exploration activities – Washington Occupational Interest Survey or Career Cruiser –Interest based computer survey, vocational survey, vocational evaluations, college tours

Technical/vocational classes – DECA, Student store /coffee stand, Oly Bear, wood shop, metal shop, graphic design, ceramics, etc.

New Market offers a variety of career classes

Life Skills for adaptive and social skills

SOS – assists students in the development of social skills around employment and independent living

Applied Communication

Job Shadows , school volunteer activities.

Transition Services through Moore House –Community based program

Transition Services through Project SEARCH at Evergreen State College

–Internship Program

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Post –secondary goals

These are goals that your student and/or you help the IEP team develop.

As the name implies, these are goals to be achieved after the student leaves the school district.

Post-secondary goals:

- Are realistic, attainable goals
- Developed by age 16.
- Used by your IEP team to assist in course and services planning.
- In the following areas:

Post-secondary education/training – can include supported employment, on the job training, certification or college program

Employment: What field or area of work is your student going to go into?

Independent Living: Is your student going to live independently? Is your student going to need to assist a care giver or will they live at home and need to develop more skills for independent living

Examples of post secondary goals:

- Education Goal :
- Upon earning his diploma , John will participate in on the job training with supported employment in the area of animal care.
- Employment Goal: Upon earning his diploma, John will be employed as an animal care assistant.
- Living Goal: Upon earning his diploma, John will use public transit independently.

Things you need to know.....

- Your student will be exploring careers/jobs on and off campus through volunteer experience.
- Your student will be practicing adaptive and independent skills (grocery shopping, using the bus, grooming) as needed in their life skills program.
- Your student will need to practice these skills at home and in the community . 😊
- You will need to work with adult service agencies to ensure your student receives support when they exit school.

During grades 9-12



- Your IEP team will work to assist your student in meeting their IEP post secondary goals by providing transition services such as :
- Developing an IEP with goals that link to post realistic secondary outcomes and dependent on student needs.
- Your student will participate in specially designed instruction geared toward their vocational/ independent living needs such as practicing adaptive skills – riding the bus, cooking, grooming, volunteer experience on and off campus.
- Take courses that assist them in their job/career path.

Planning for Transition.....

- In grade 9 or sooner, your IEP team will talk with you and your student about transition.
- This includes services and options after your student completes 4 years of high school.
- Services and options are of course different because each student is different.
- Services are designed to assist your student as they progress towards their post secondary goals.

18-21 and Transition

- Once students complete 4 years of high school they are eligible to participate in graduation ceremonies (provided they are not extremely credit deficient).
- Students do not pick up their diploma at this time. They pick up their diploma after they have completed their graduation requirements.
- If a student meets all their graduation requirements, they will earn their diploma and will no longer be eligible for special education services.
- The IEP team (which includes you and the student) may hold a credit if the IEP team feels that the student requires further transition services beyond the 4 years of high school.

**Important note – Your student is considered a legal adult at age 18 unless you have guardianship.

18-21 Transition Options and Services

- Services are dependent upon student needs and are IEP team determined. Presented here are some of the options offered.
- Transition Program – this is an off campus program for students 18 to 21 who need/want to develop work experience and independent living skills.
- New Market Vocational Skills Center – students are able to attend New Market but they need to be receiving special education services. Students can attend the Transition Program and New Market.
- Project SEARCH – this program is a program in the student's last year of special education services. Students participate in unpaid internships on the Evergreen State College campus. They interview for the internship, receive training and assistance in obtaining a job upon graduating from the program.



What can I do?

- Lots.....
- Be involved in the development of the post secondary IEP goals.
- Plan early for transition.
- Support your child's specially designed instruction at home by having them be as independent as possible and work on their IEP goals in different contexts.
- Make sure you and your student have linked up with outside agencies such as the Department of Developmental Disabilities, Social Security at age 18 and the Department of Vocational Rehabilitation in their last year of special education services.
- Decide if you want to pursue guardianship for your student prior to age 18. ** If not, assist your student in understanding what his rights and responsibilities are as an adult.

Early planning.....

- Talk with your IEP team
 - Investigate adult services such as Dept. of Developmental Disabilities, Department of Vocational Rehabilitation, Social Security and Adult Employment Agencies.
 - Talk with your student and family about transition frequently.
- * Information is available. You may contact Pam Tebeau, Transition Coordinator for assistance at 596-7576 or your teacher.