

Transition from School to Adult Life-
Using the IEP to Create Success

TRANSITION

There are two laws that address transition requirements for youth with disabilities:

- ◉ Individuals with Disabilities Education Act (IDEA)
 - Special Education Transition Services from School
- ◉ Chapter 688 (state law)
 - Services after special education

TRANSITION

This presentation will address:

different planning, protections and services offered by these 2 transition laws

IDEA TRANSITION

IDEA

- *Individuals with Disabilities Education Act*
- *School District must provide transition services before student graduates or turns 22*

IDEA TRANSITION

These requirements include school services which will help ensure that young adults will live, work, and/or attend post-secondary school as independently as possible when they leave public school.

IDEA TRANSITION

Who is eligible for Transition Services?

- All students with disabilities age 14-22

IDEA TRANSITION

GOAL: Ensure students receive transition special education services preparing them for:

- employment
- independent living
- further education

IDEA TRANSITION

What are transition services?

- ⦿ Instruction
- ⦿ Related services
- ⦿ Community experiences
- ⦿ Development of employment and other post-school adult living objectives
- ⦿ Acquisition of daily living skills

IDEA TRANSITION

Guidelines for Transition Services

- Transition services must be based on the youth's needs, taking into account strengths, preferences, and interests

IDEA TRANSITION

The law requires IEP teams to address the academic, developmental, and functional needs of the student in developing the IEP.

TRANSITION SERVICES-EMPLOYMENT SKILLS

- ◉ Paid job opportunities (support options)
- ◉ How to fill out applications
- ◉ Job interview skills and strategies
- ◉ Time management
- ◉ How to dress appropriately
- ◉ Social skills in each specific job area
- ◉ Workplace relationships



TRANSITION SERVICES-COMMUNITY & INDEPENDENT LIVING SKILLS

- How to use public transportation/Driver education
- Safety
- Banking and purchasing skills
- Self-management of medical needs
- Appropriate behaviors in restaurants and stores
- Interactions with neighbors, local officials such as police
- Accessing recreation, sports opportunities
- Use of PCAs



TRANSITION SERVICES-COLLEGE

- Identifying and applying
- Getting campus supports and services
 - How to self identify
 - Study skills, tutors
- Time management and study skills
- Social skills
- Dorm living skills
- Self-advocacy skills
- Assistive technology needs



IDEA TRANSITION

Massachusetts Inclusive Concurrent Enrollment Initiative (ICEI)

- ◉ <http://massadvocates.org/transition/>

◎ Steps to Ensure School Transition Services

STEP 1: TRANSITION ASSESSMENT

- ⦿ Age 14 --Request an age appropriate *transition assessment*(in writing) from the school which must address:
 - Training
 - Education
 - Employment
 - Independent living, as appropriate

STEP 2: YOUTH PARTICIPATION

- Student must be invited to the IEP Team meeting starting at age 14.
- Help to determine the best way for student to participate.

STEP 3: TRANSITION PLANNING FORM

- ⦿ Required form helps organized and prepare for IEP meeting--- includes community partners
- ⦿ The TPF is NOT part of the IEP
- ⦿ Transition assessment results, goals and services must be written into the IEP

STEP 4: GOALS

- Make sure that the IEP includes measurable **postsecondary AND annual *IEP transition goals*** related to
 - Training
 - Education
 - Employment
 - Independent living, as appropriate

STEP 5: DETERMINE TRANSITION SERVICES

- List specific *transition services* in the IEP that will help the student meet his/her transition goals

MASS REHABILITATION COMMISSION (MRC)

PRE-EMPLOYMENT **T**TRANSITION **S**SERVICES (PRE-ETS)

Provided to students with disabilities:

- ◉ 14-22 years of age and still in enrolled in school
- ◉ Pre-ETS **DO NOT** take the place of school special education transition services
- ◉ 688 referrals to MRC services are not needed for Pre-ETS

MRC PRE-ETS

Services will be offered in groups and focus on individual's skill development

Job Exploration Counseling

- Seminars or workshops on careers and required skills, career ladders and interest inventory

Workplace Readiness Training

- Development of transferable work skills which may include resume writing, interview skills and professionalism

Work-based Learning Experiences

- Opportunities to job shadow, complete informational interviews, volunteer opportunities, and internships

Counseling in Post-secondary or Training Programs

- Counseling and guidance about options upon exiting high school which may include academic or vocational programs

Self-advocacy and Peer Mentoring

- Peer mentoring, development of individual advocacy skills, and rights and responsibilities

GRADUATION

Graduation—what it means



IDEA TRANSITION

Remember:

Transition goals and services must be based on the young adult's needs, taking into account his *strengths, preferences, and interests*

688 TRANSITION

◉ Chapter 688

--Services after exiting special
education

688 TRANSITION

Chapter 688 (commonly referred to as the “turning 22 law”

--- a planning process which identifies services and/or supports needed through *adult service system after student exits special education.*

688 TRANSITION

- Two years before student exits special education (before graduation or turning 22) the school district makes a 688 referral
- This starts a process to plan for services when student exits special education

688 TRANSITION

- 688 provides a two-year planning process for students with severe disabilities who meet certain eligibility requirements
- Chapter 688 is **NOT** an entitlement or guarantee of services
- Chapter 688 is **NOT** a continuation of special education services

688 TRANSITION

Who is eligible?

- ⦿ **Persons who are automatically eligible for chapter 688 include:**
 - Anyone receiving SSI/or SSDI based on his/her own disability

OR

 - Anyone listed in the registry of Massachusetts Commission for the Blind

688 TRANSITION

- ◉ **All students referred to chapter 688 must be:**
 - Receiving special education services in Massachusetts paid by the school district
 - And
 - In need of continuing services because of the severity of their disability
 - And
 - Unable to work 20 or more hours a week in competitive employment

688 TRANSITION

What are the benefits?

- Provides timelines and planning time for state agencies
- Identifies a state agency that will work with eligible student
- An Individual Transition Plan (ITP) will be developed by the state agency to understand the student's needs and begin programmatic and fiscal planning to help provide necessary services

688 TRANSITION

The ITP:

- Outlines the day, vocational, residential and support services needed when student exits special education
- Lists the agency responsible for providing those services once found eligible
- Should be complete before the young adult finishes his or her education or turns 22

RESOURCES

If you think your child's rights are being violated, or you need basic rights information, you can call the organizations below:

- **Massachusetts Advocates for Children** 617-357-8431
www.massadvocates.org
- **The Federation for Children with Special Needs** 800-331-0688
<http://www.fcsn.org> (Western MA) 877-388-8180
- **The Disability Law Center** 617-723-8455
- **The Children's Law Center** 781-581-1977
- **Program Quality Assistance (PQA)** 781-338-3700
- **Office of Civil Rights (OCR)** 617-289-0111
- **National Secondary Transition Technical Assistance Center NSTTAC**
<http://www.nsttac.org/>

The Federal IDEA Regulations (34 CFR 300):

<http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>

Massachusetts Special Education Regulations (603 CMR 28):

<http://www.doe.mass.edu/lawsregs/603cmr28.html>

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