

# **Transition from School to Adult Life: Using the IEP to Create Success**

# Overview

- ▶ **Where we are now with regards to COVID - 19**
- ▶ Laws addressing transition requirements for youth with disabilities
  - ▶ Individuals with Disabilities Education Act (IDEA)
    - ▶ Special education services while in school
  - ▶ Chapter 688 (State Law)
    - ▶ Services AFTER special education

# Where we are now!

All districts and schools must be:

- In-person
- Full time
- 5 days/week
- Mask mandate
  - --students (age 5 and above) and staff in all grades through at least until January 2022.

\*Mask accommodations due to medical conditions or behavioral needs

# Where we are now!

COVID-19 Testing

Contact tracing and  
Quarantine protocols

# Fall 2021 COVID & Home or Hospital Services

- ▶ If health or medical condition prevents return to in -person learning
- ▶ For 14 days or more: Nondisabled or Students with Disabilities
- ▶ For 60 days or more: Students with Disabilities convene IEP Team
- ▶ Doctor must fill out state form
- ▶ Schools should work with families to accommodate a student who needs to stay home due to health of other family members

# Fall 2021 COVID & Home or Hospital Services

## Home or Hospital Services may include:

- ▶ Live streaming and/or remote learning
- ▶ 1:1 or small group instruction
  - Amount of time based on student's educational and medical needs
  - Instruction must include same academic content as regular school program

# 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

- **Supports to address any new behaviors or regression as students return to school and community**

- Related services

- **Provided in the community**
- **Social skills that may be needed due to lost skills**

- Community experiences

- **Focus on health and safety**

# IDEA Transition

What are transition services?

- ⦿ Development of employment and other post-school adult living objectives
  - ⦿ **wearing a mask, social distancing protocols with ongoing changes**
  - ⦿ **Focus on relationship skills/building**
- ⦿ Acquisition of daily living skills
  - ⦿ **getting dressed and ready on time since have not been doing this as much**
  - ⦿ **Travel training- any refresher courses that may be needed, new protocols due to COVID - 19**

# IDEA Transition

## Guidelines for Transition Services

- Transition services must be based on the youth's needs, taking into account strengths, preferences, and interests
  - **May have changed due to COVID-19**
  - **Regression or lack of progress**
  - **New needs addressed**

# IDEA Transition

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

- Need to think outside the box to figure out what is functional during COVID-19 recovery
  - ▶ May need to start at square one for a while as a refresher
  - ▶ How to interview remotely since still may not be safe to be in the community
  - ▶ Workplace relationships

# Transition Services-*Employment Skills*

- ▶ Paid job opportunities (support options)
  - ▶ **What are the challenges you are seeing?**
- ▶ How to fill out applications
- ▶ Job interview skills and strategies
  - **Including online interview strategies**
- ▶ Time management
  - ▶ **May need to reintroduce this skill community options happen**



# Transition Services-*Employment Skills*

- ▶ How to dress appropriately
- ▶ Social skills in each specific job area
  - Social skills need to be watched closely as some students are struggling
- ▶ Workplace relationships
  - ▶ **May need to be a focus for a while**



# Transition Services-Community & Independent living Skills

- ▶ How to use public transportation/Driver education
  - ▶ **New protocols need to be taught**
  - ▶ **New options taught such as Uber**
  
- ▶ Safety
  - **Teach new safety regulations in all areas of community**
  - **Masks, handwashing, social distancing**
  
- ▶ Banking and purchasing skills
  
- ▶ Self-management of medical needs
  - ▶ **Telehealth is here to stay**





# Transition Services-Community & Independent living Skills

- ▶ Appropriate behaviors in restaurants and stores
  - How to know which store/restaurant are enforcing masking
- ▶ Interactions with neighbors, local officials such as police
- ▶ Accessing recreation, sports opportunities
  - ▶ protocols
- ▶ Use of PCAs

# Transition Services-College

- ▶ Identifying and applying
  - **Virtual Tours**
- ▶ Getting campus supports and services
  - How to self identify
  - Study skills, tutors
- ▶ Time management and study skills
  - ▶ **Reintroduce these skills as students head back to school**



# *Transition Services-College*

- ▶ Social skills
  - ▶ **Should be a focus if needed due to any regression**
- ▶ Dorm living skills
  - ▶ **May be hard going back, reteach skills**
- ▶ Self-advocacy skills
  - **How to ask what the protocols are**
- ▶ Assistive technology needs

# IDEA Transition

## Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI)

<https://www.massadvocates.org/maicei>

# Steps to Ensure School Transition Services

# Step 1: Transition assessment

Age 14 - Request an age-appropriate *transition assessment*(in writing) 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 organize 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
  - **Social stories to address changing protocols**

# Step 5: Determine transition services

- ▶ List specific *transition services* in the IEP that will help the student meet their transition goals

# Mass Rehabilitation Commission (MRC)

## PRE-Employment Transition 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 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



# 688 Transition

## ⦿ Chapter 688

Services after exiting special education

# 688 Transition

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

# 688 Transition

## *Who is eligible?*

### ⦿ **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
- ▶ Individual Transition Plan (ITP) -developed by the state agency to understand the student's needs, planning to help provide necessary services

# 688 Transition

## The ITP:

- Outlines day, vocational, residential, and support services needed
- Lists the agency responsible for providing services once found eligible
- Should be complete before the young adult finishes their education or turns 22

# RESOURCES

- **Massachusetts Advocates for Children** 617-357-8431  
[www.massadvocates.org](http://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>

# Transition Services-Employment

**ThinkWork!**

- ▶ Institute for Community Inclusions new Think Work website: <https://www.thinkwork.org/>
- ▶ Institute for Community Inclusion COVID-19 resource page: <https://covid19.communityinclusion.org/>

# THANKS FOR ATTENDING!

Visit us at:

[www.massadvocates.org](http://www.massadvocates.org)

Donate:

[www.massadvocates.org/donate](http://www.massadvocates.org/donate)