Creating A Transition Plan for the IEP	
Planning for Adult Life Webinar	66
February 19, 2014	
presented by Carolyn Hayer Statewide Parent Advocacy Network (SPAN)	

What is Transition?

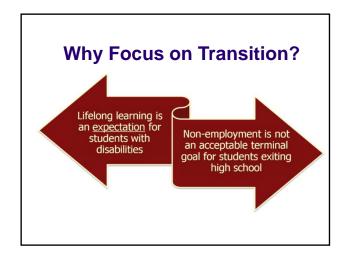


a coordinated set of activities for a student designed within an outcome-oriented process, that promotes movement from school to post-school activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Why Is Transition Important?



It is the end of a system of entitlements, and the beginning of a system of eligibility.



Transition Planning: Getting Started



- Plan early
- Connect to support services
- Help students to identify and realize future hopes and dreams

Transition Planning: Develop Your Team Parents Siblings Extended Family Case Manger Transition Coordinator Coordinator Guidance Counselor PVRS, DDD, CBVI Division of Mental Health Services Employers

DVRS MYTHS & FACTS (Information for Transition students, families, & schools) MYTHS FACTS		
A Student must be rejected by DVRS in order to receive DDD services.	A Student may receive services from both DDD and DVRS at the same time if determined eligible with DVRS.	
If interested in DVRS services, the student registers with	A student may apply to DVRS and then must be determined	
DVRS and is then entitled to receive services.	eligible in order to receive services.	
A student is eligible for services if they have a disability.	A student may be determined eligible with DVRS if due to their disability they have difficulty working without specific services and/or accommodations.	
Eligibility for DVRS "cost services" is determined by	Cost services include specific services such as tuition	
criteria used for welfare or other government poverty	funding and therapies. Funding eligibility is based on	
guidelines.	family size and income, or if the student receives SSL	
DVRS can make direct referrals for jobs to a "bank of	DVRS assists graduated students in finding suitable	
employers," similar to an employment agency.	employment based on student's abilities and vocational goal.	
DVRS always provides transportation to school or work.	DVRS does not have its own transportation system. For students made eligible for cost services, DVRS may assist with transportation costs on a time limited basis.	
DVRS can communicate and/or share information about	DVRS will only communicate or share information with others if	
student/parent with DDD and other agencies.	student/ parent/guardian have given written consent.	
DVRS counselors must attend IEP meetings.	DVRS may attend IEP meetings if invited and deemed appropriate.	
Students can only be seen by a DVRS counselor and receive	Students can be seen by DVRS with permission of	
DVRS services at age 18 or above.	parent/guardian if under 18 years of age.	
DVRS counselor does not provide any services while the	DVRS reviews records, provides vocational rehabilitation	
student is still in school.	counseling, and recommends services for students ages 14 and over	
Students should not be referred to DVRS until senior year or after graduation.	It is recommended that students be referred to DVRS at least two years prior to graduation.	
DVRS only works with classified or special education students.	DVRS serves students with all types of chronic and/or permanent disabilities. Students covered under 504 Plan may qualify for DVR:	
Students have to apply for and receive DVRS services in the	Students may choose to receive services from DVRS at any of	
county where they live.	the local 18 DVRS offices across the state.	
DVRS provides financial aid for college and training	DVRS may provide full or partial tuition funding based on	
programs.	financial eligibility and other assessments.	
A student's case with DVRS cannot be opened up until DVRS has	DVRS can open up cases without records but needs documentation	
received school records.	to determine eligibility for services.	

Transition Planning: The Parent's Role



- Teach skills
- Encourage independence
- Include student in goal setting and decisions for future
- Support child's decision making

Transition Planning: The Parent's Role



- Decision making re:
 - o Driving/Transportation
 - o Employment
 - Finances
 - o Guardianship
 - o Health Care
 - o Leisure activities
 - o Residency/Housing

should be made with student

Self-Advocacy



Students in transition should be invited to participate at all meetings regarding their education and future.

When Does Transition Begin?



Statement of Transition Planning



Statement of Transition Services (Coordinated Activities/Strategies)

Transition Planning: IEP



- Identify student's strengths, interests and preferences
- Develop measurable postsecondary goals:
 - o Education
 - o Employment
 - o Community Participation
 - o Independent Living
- Courses of study
- Related strategies and/or activities

STATEMENT OF TRANSITION PLANNING		
Beginning with the IEP in plan for the student's futu	place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educations are. Review annually.	
Statement of the student's	s strengths, interests and preferences.	
	re based on informed decision-making. In determining the student's interests and preferences, consider and document all relevan nt's strengths, interests and preferences as they relate to post-school outcomes.	
	APPROPRIATE MEASURABLE POSTSECONDARY GOALS	
Postsecondary Education	: (Including, but not limited to, college, vocational training, and continuing and adult education)	
Employment/Career:		
Community Participation:	(Including, but not limited 🕟 recreation and leisure activities, and participation in community organizations)	
Independent Living:		
	COURSES OF STUDY	
	s strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of include both general education and special education courses. When appropriate, identify the courses of study projecte	
Grade Courses of Stu	dy (List course names):	
Grade Projected Cour	rses of Study (List course names):	
Grade Projected Cour	rses of Study (List course names):	
Grade Projected Cour	rses of Study (List course names):	
	RELATED STRATEGIES AND/OR ACTIVITIES	
	listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and nded to assist the student in developing or attaining postsecondary goals related to training, education, employment and nt living.	

Transition Planning: IEP

Activities/Strategies Related to Measurable Post Secondary Goals:



- Related Services
- Community Experiences
- Employment
- Adult Living
- Daily Living
- Functional Vocational Evaluation

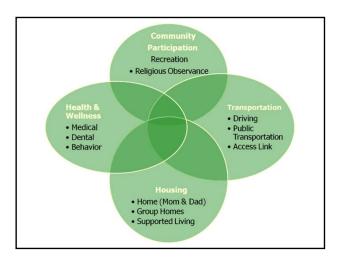
Beginning with the IEP in place for the school very when the fluoring with the IEP in place for the school very when the fluoring with the IEP in place for the school very when the fluoring with the IEP in place for the school very when the fluoring without will time use of 50° veryoner. If possporodise, commonly experience, soil, must be considered and responsibilities should be shared among participants (student).			
parent, school staff, outside agencies, employers, etc.).		and the state of t	
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services . The requirement to establish agency linkages is documented by staing the name of any agency that will be arranging for or providing services to the student.	
instruction – Postsecondary Education/Training includes any solvities or strategies related to applying, registering or enrolling in consistencedary education or training. For example, obtaining information regarding admissions, scholariships, tultion assistance, disability office, early demissions and registering for SATs. Also, state any additional instructional eneeds that have not been addressed in other sections of the IEP.			
Related Services Consider any related charicos needs the student may continue to have after acting spots. The continue to have after acting spots. The continue to the contin			
Community Experiences Activities that are provided outside the school building or in community settings. Examples could include community-based work experiences and/or expioration, ob site training, banking, shopping, transportation, counseling and recreation activities.			

STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE POSTSECONDARY GOALS: COORDINATED ACTIVITIES/STRATEGIES (Continued)			
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student.	
Employment Activities the student needs to achieve desired post-school job or career goals. These could be activities related to career awareness, career exploration and career preparation.			
Adult Living Objectives Leading towards adult activities done occasionally, such as registering to vote, filing for insurance or accessing adult services including, but not limited to, Social Security.			
Dally Living Skills Those activities that adults do every day, (e.g., preparing meals, budgeting, maintaining a home, paying bills, carring for clothes, grooming, etc.).			
Functional Vocational Evaluation An assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observations or formal measures and should be practical.			

Transition Planning: Measurable Goals



 Goals must be measurable to ensure the student is making progress towards achieving the goal by the end of the year



	STATEMENT OF CONSULTATION
	☐ Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:
N/	AME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:
	STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES
po	a appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to ostsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting genry listed and providing needed information or documentation to each such spacery.
A	GENCY:
S	chool district responsibilities:
S	tudent/parent responsibilities:
A	GENCY:
S	chool district responsibilities:
s	tudent/parent responsibilities;
	GENCY:
S	chool district responsibilities:
	tudent/parent responsibilities:

Age of Majority

18

- District required to notify parents at least 3 years prior
- Student becomes decision maker regardless of ability

TRANSFER OF RIGHTS AT AGE OF MAJORITY OPTION!: At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of mignort, unless the parent(s) obtain guardisanthip [N.J.A.C. &ct_15-3.7(e)14]. The district may use the following description to document that the student and parent(s) have been informed of the rights that will transfer. The IEP team may notice this statement at age 14 when transition planning beginning.		
>	The school district must receive written permission from (Name of Student) before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.	
>	The school must send a written notice to (Name of Student) whenever it wishes to change or refuses to change the evaluation, eligibility, individualize education program (IEP), placement, or the provision of a free, appropriate public education (FAPE).	
>	You, the parent(s), may not have access to (Name of Student)'s educational records without his/her consent, unless he/she continues to be financially dependent on you.	
>	The district will continue to provide you, the parent(s), with notice of meetings and any proposed changes to your adult child's program.	
>	Any time (Name of Student) disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.	
(Nam	e of Student) wishes, he/she may write a letter to the school giving you, the parent(s), the right to continue to act on his/her behalf in these matters.	
hat wi	N.I At least three years before the student reaches age 16, a statement that the student and the parent(s) have been informed of the rights II transfer to the student on reaching the age of majority unless the parent(s) obtain guardianship (N.J.A.C. 6A,15,3.7(e)14). The district may the student and the parent(s) by their of the rights that will transfer. If a letter is used, complete the following.	
(Na	was, informed in writing onof the rights that will transfer to him/her at age 18. (Date)	
	was/were informed in writing on of the rights that will transfer at age 18.	

Graduation



- Signals the end of educational entitlement
- Stay in school until academic and functional goals are met
- · Alicia's Law
- Summary of Performance (SOP)

Decisions, Decisions White the state of the

Getting Started...

Create a "To Do List" - focus on 1 item at a time

- DDD: register between ages 18-21
 *Medicaid eligibility required for DDD services
- Guardianship: is it appropriate what level
- Finances: estate planning, SSI, banking
- Employment: identify work/volunteer options
- Transportation: options, training needed
- Health: involve your young adult
- Leisure & Recreation: sports, hobbies,
- Independence: focus on skill development

And Remember...



- Don't be afraid to ask questions
- Keep copies of all documentation
- Start early
- Don't panic
- Enjoy the journey

RESOURCES

- Arc of NJ www.arcnj.org
- National Secondary Transition TA Center www.nsttac.org
- Statewide Independent Living Council www.njsilc.org
- Perform Care www.performcarenj.org
- Division of Vocational Rehabilitation Services http://lwd.dol.state.nj.us/labor/dvrs/dvrindex.html
- Division of Developmental Disabilities www.state.nj.us/humanservices/ddd
- Social Security Administration www.ssa.gov
- DDD Medicaid Eligibility Project ddd.medielighelpdesk@dhs.state.nj.us
- Guardianship Association of NJ www.ganji.org
- SPAN www.spapadyocacy.org

Questions?



Thank You for joining us for this presentation

For more information contact us at:

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