

Getting The Most Out of Your Child's High School Experience

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Planning For Adult Life

- ***Planning for Adult Life*** was created to help you and your student navigate the process of preparing for life after they leave school.
- Planning for Adult Life activities, events, and materials are conducted and developed in partnership with The Arc of New Jersey with funding from the New Jersey Division of Developmental Disabilities.
- We offer classes for students in high school (MAPs), community presentations (HOW), Planning For Life After High School Conferences, Webinars, and extensive website, and the monthly e-newsletter (The Compass).
- Our HelpDesk is always available at HelpDesk@PlanningForAdultLife.org or 732.828.0972.

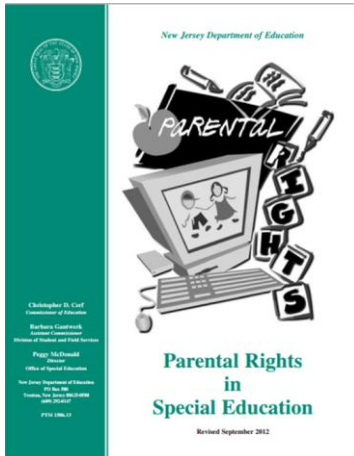


The Journey begins

- Transition Planning is required to be added to the IEP at age 16. 14 in some states.
- A transition plan is required to be added to the IEP that includes a present level of performance of a teen's abilities based up on age appropriate transition assessment that assesses the students abilities in needed skill areas and interest.



What is it?



- New Jersey defines **Transition Services** as a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities
- The transition plan should include a regularly updated course of study with input from the student, a plan for the student's final evaluation, summary of performance and should discuss required test (i.e. for graduation, for post secondary education for employment, etc. state graduation options and that education can extend to the age of 21 if needed.



The transition plan must include



- A transition based on postsecondary goals linking to the students present level of performance, including in functional areas such as:
 - adaptive skills
 - independent living
 - employment
 - post secondary education
 - and other needed transition to adult life skills



What is next?

- Get a team
- Get information
- Get a plan
- Get going
- Get feedback





Get a Team

- The IEP transition team includes everyone on the child study team (CST) especially the student, and the team should invite and include any and all agency members, DVR, DDD, DDS whom should be involved in you child's plan.
- Transition plan should focus on your student's strengths and needs.





Get information

- The school should review you child's adult rights with them and disclose legalities of guardianship to parents **BEFORE** the student turns 18. Best practice is that they do so at least one year before the student turns 18.





Age 14

- Age 14 IEP Requirements with the addition of a Transfer of Rights Statement

| TRANSFER OF RIGHTS AT AGE OF MAJORITY |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>OPTION I: 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 majority, unless the parent(s) obtain guardianship [N.J.A.C. 6A:14-3.7(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 <u>may</u> include this statement at age 14 when transition planning begins.</p> |
| <p>On <i>(Date)</i>, <i>(Name of Student)</i> will turn age 18 and become an adult student. The following rights will transfer to <i>(Name of Student)</i>:</p> <ul style="list-style-type: none"> ➢ The school district must receive written permission from <i>(Name of Student)</i> 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 <i>(Name of Student)</i> whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP), placement, or the provision of a free, appropriate public education (FAPE). ➢ You, the parent(s), may not have access to <i>(Name of Student)</i>'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 of any proposed changes to your adult child's program. ➢ Any time <i>(Name of Student)</i> 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. <p>If <i>(Name of Student)</i> 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.</p> |
| <p>OPTION II: 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 majority unless the parent(s) obtain guardianship [N.J.A.C. 6A:14-3.7(e)14]. The district may inform the student and the parent(s) by letter of the rights that will transfer. If a letter is used, complete the following:</p> |
| <p><input type="checkbox"/> _____ was informed in writing on _____ of the rights that will transfer to him/her at age eighteen.</p> <p><input type="checkbox"/> <i>(Name of Student)</i> _____ <i>(Date)</i></p> <p><input type="checkbox"/> _____ was/were informed in writing on _____ of the rights that will transfer at age eighteen.</p> <p><i>(Name of Parent[s])</i> _____ <i>(Date)</i></p> |



Keep things up to date



- Age appropriate transition assessments are required, but the assessments should assess the appropriate transition abilities of the student, based upon their individual needs
- The transition plan should be updated annually, when the IEP is updated and a parent or the student (especially once they hit 18) can always request the transition plan be updated or altered to better meet the child's needs at any time.





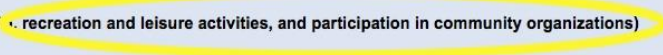

Keep in mind

- CST/Transition teams must meet requirements for the state and federal governments for transition in IDEA via what is called Indicator 13 checklist

| NSTTAC Indicator 13 Checklist Form A (Meets Minimum SPP/APR Requirements) | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))</p> | |
| 1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills? | Y N |
| <p>Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student?</p> <ul style="list-style-type: none"> • If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N | |
| 2. Are the postsecondary goals updated annually? | Y N |
| <p>Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP?</p> <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N | |
| 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)? | Y N |
| <p>Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?</p> <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N | |
| 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? | Y N |



Get a Plan: Age 14 (or earlier if appropriate)

| STATEMENT OF TRANSITION PLANNING | |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.  |
| | Statement of the student's strengths, interests and preferences.  Interests and preferences are based on informed decision-making. In determining the student's interests and preferences, consider and document all relevant data. Then state the student'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 to, recreation and leisure activities, and participation in community organizations)  |
| Independent Living: | |
| COURSES OF STUDY | |
| | Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years. |
| Grade__ | Courses of Study (List course names): |
| Grade__ | Projected Courses of Study (List course names): |
| Grade__ | Projected Courses of Study (List course names): |
| Grade__ | Projected IEP Courses of Study (List course names): |
| RELATED STRATEGIES AND/OR ACTIVITIES | |
| | In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.  |



Age 16

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES

Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

| 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. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instruction – Postsecondary Education/Training Includes any activities or strategies related to applying, registering or enrolling in postsecondary education or training. For example, obtaining information regarding admissions, scholarships, tuition assistance, disability office, early admissions and registering for SATs. Also, state any additional instructional needs that have not been addressed in other sections of the IEP. | | |
| Related Services Consider any related services needs the student may continue to have after exiting school. Indicate activities/strategies that link the student to agencies that can provide the needed post school services. Also, state any additional related services needs which have not been addressed in other sections of the IEP. | | |
| Community Experiences Activities that are provided outside the school building or in community settings. Examples could include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities. | | |

- Statement of Student's Appropriate, Measurable Post-Secondary Goals which must include:
- Post-Secondary Education
- Employment/Career
- Independent Living Skills (when appropriate)
- Multi-year Transition Services Plan with expected dates of implementation and the agency or persons responsible for implementation which must be included



Measurable Post-secondary goals

| 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. | | |
| Daily Living Skills ← Those activities that adults do every day, (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring 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. | | |



Sample Transition activities/Strategies

- Visit the following college campuses and meet with student support services: *
- Enroll in career awareness course entitled _____ in the __ grade*
- Enroll in adult living course entitled _____ in the __ grade*
- Tour post-school occupational training programs*
- Obtain, complete, and submit applications to the following colleges:

- Obtain, complete, and submit applications for tuition assistance
- Learn about Section 504 of the Rehabilitation Act
- Explore admission requirements for enrollment at Vocational/Technical School
- Learn about the process for accessing apartments for rent
- Obtain information on continuing and adult education opportunities
- Learn about the Americans with Disabilities Act by attending a workshop at

- Learn about students' rights under IDEA and N.J.A.C. 6A:14
- Enroll in Self-Advocacy/Self-Awareness Studies in the __ grade



Sample Transition activities/Strategies

- Enroll in Internship/Apprenticeship program in the __ grade
- Participate in the following extra curricular activities:

- Enroll in the following Adult/Continuing Education courses: _____
- Enroll in the following Community College Courses:

- Enroll in “parenting” classes in the __ grade
- Learn about time management strategies
- Enroll in SAT prep course in the __ grade
- Learn about community agencies that provide services and support to people with disabilities by _____



Related Services

- Use existing information and gather new information to determine if (the student) is likely to need transportation assistance, a type of therapy, or other related service after graduating high school*
 - Obtain a driving evaluation from
-
- Explore county transportation options on the web at:
http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=ParaTransitTo
 - Obtain information about NJ Transit's programs for people with disabilities on the web at
http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=AccessibleServicesTo



Other Related Services

- Obtain sources of support for coping with difficult life situations by contacting _____
- Visit the community mental health agency _____ located at _____
- Identify potential post-school providers of recreation therapy
- Identify potential post-school providers of occupational therapy and potential funding sources
- Visit potential post-school providers of physical therapy
- Learn about potential post-school providers of speech therapy
- (If student is receiving SSI) Write a Plan for Achieving Self-Support (PASS) and submit to SSA to set aside income and/or resources for transportation to and from a job



Community Experiences

- Use the following tools/methods to collect information regarding (the student)'s desired post-secondary community involvement: _____*
- Investigate participation in social/recreation events sponsored by _____*
- Learn about and visit potential places in the community to shop for food, clothes, etc.*
- Investigate participation on the community sports team for _____*
- Tour apartments for rent*
- Investigate participation in community civic organization (Lions Club, Rotary, etc.)*
- Investigate opportunities for socialization training in the community
- Visit and investigate the youth volunteer program at the library
- Visit and learn about youth volunteer program at the hospital
- Visit the community theater group to learn about participating
- Visit and learn about the community symphonic organization
- Investigate participation in the community arts council
- Visit and learn about the community horticultural club
- Visit and learn about the community historical preservation society



Employment

- Use the following tools/methods to collect information regarding (the student)'s desired employment and career interests for adult life beyond college and/or post-secondary vocational training:
_____*
- Participate in the high school Pre-Employment Training Services Program (PRE-ETS)
- Participate in the high school career fair to learn about careers*
- Participate in career awareness program in the ___ grade*
- Enroll in the Career and Technical Education (CTE) program for

- Enroll in the CTE Program of Study for _____
- Enroll in the entry-level career program for _____



Employment

- Enroll in the community-based career exploration program in the ___ grade*
- Work towards obtaining a license to become a _____
- Explore possible summer employment through the county One-Stop Career Center located at: _____
- Meet with the following Supported Employment agencies to evaluate their services: _____
- Obtain a part-time job (volunteer or paid) in a career field of interest through participation in a Structured Learning Experience



Employment

- Learn about the County One-Stop Career Center
<http://jobs4jersey.com/jobs4jersey/jobseekers/oscc/>
 - Enroll in the youth apprenticeship program for
-
- (If student is receiving SSI) Learn about social security work incentives at www.ssa.gov/redbook/index.html
 - (If student is receiving SSI) Learn about and write a Plan for Achieving Self-Support (PASS) and submit to Social Security to set aside income and/or resources for a job coach and/or for starting a business (www.ssa.gov/online/ssa-545.html)



Daily living skills

- Meet with and interview adults with disabilities and their families who are receiving residential supports*
- Visit and tour a variety of adult housing options with supports*
- Visit community agencies that provide daily living skills training to adults
- Obtain a list of agencies that provide residential supports in this county
- Contact agencies to be placed on the residential services waiting list
- Develop a network of informal supports (friends, neighbors, etc.)
- Explore the possible use of technology and adaptive assistance
- Develop emergency procedures for use at home
- Manage daily time schedule



Functional Vocational Evaluation

- Use the following tools/methods to collect functional information regarding (the student)'s vocational interests and abilities:
_____*
- Use existing functional information about (the student) to develop functional assessments*
- Participate in community-based situational vocational assessment program*
- Develop a vocational profile based on functional information*
- Provide opportunities for job sampling in the community in the ___ grade*
- Contact agencies that provide functional vocational assessments in the community*
- Meet with employers to develop a situational vocational assessment site in the community related to (the student)'s interest in the field of
_____*



Get going

- Start Early
- Much of the early years should be spent exploring
- Keep an open mind and learn about what is possible for young adults with disabilities
- Guide the education team to know what agencies you want included
- Understand that adult services are eligibility based
- Don't be afraid to revisit you adolescent's transition goals more than once a year
- Transition plans can include all areas of transition
- Personal experience is best for students to determine their strengths and interest areas
- Self-determination and person-centered planning are vital concepts
- Their 'Their last day of school should look like the first day of the rest of their life'



Get going: Building a foundation at home

- **Who?** - You and your family encourage your child to participate in household activities independently - without prompt.
- **What?** - Setting table, meal prep, trash, sweeping, laundry, dishes or mail
- **Where?** - Anywhere, anytime! The key is developing independence
- **Why?** - Independence skills, priority management, responsibility and following instructions



Get going: building a foundation in community

- **Who?** - Persons you (or your child) know (or are known by) in the community
- **What?** - Attending community events and/or volunteering
- **Where?** - Recreation department, animal shelter, food bank, fire house, police station, first aid squad, businesses, seasonal activities, and the library
- **Why?** - Build network, have relationships, become aware of resources, interact with community and develop choice making skills



Get going: Building a foundation at school

- **Who?** - Mentors, peers and advisors
- **What?** - Join clubs, organizations, trips, special events, fundraisers, assemblies, theatre and music
- **Where?** - Within the school district, community recreation, community theater and faith based entities
- **Why?** - Responsibility, commitment, interests, involvement, confidence, pride, leadership and social skills



Get going:

Building a foundation after school

- **Who?** - Teammates, coaches, instructors
- **What?** - Sports, lessons, classes, gyms, outdoors
- **Where?** - School, recreation departments, fitness centers, neighborhood
- **Why?** - Teamwork, listening skills, communication, problem solving, decision making, goal setting, time management



Start early

- Ask, 'Will this help this student be more successful as an adult?'





Use the early years for exploring

- The focus of the IEP team should be about the student's strengths and needs.
 - Structured Learning Experience
 - Community Based Instruction
 - Vocational Schools
 - Job Coaching Services
 - Life Skill Instruction





Structured Learning Experience



“Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters, as described in N.J.A.C. 6A:8-3.2, Career education and counseling. NJAC 6A:19-1.2 4



Community Based Instruction



Community-Based Instruction is sustained and repeated instruction that takes place in the community rather than in a school building



Vocational Schools



Prepares students for an evolving workplace, lifelong learning and further education through specialized academics, career and technical programs and achievement of the New Jersey Core Curriculum Content Standards.



Job coaching



Job coaches do a variety of duties in the course of assisting someone both on and off the job site.

- Gathers assessment data and assisting the person with a disability to develop a list of interests and potential skills.
- Gathers employment information by doing job analyses at business sites in order to match a person with a position.
- Provides one to one training on a job site.
- Provides job retention services to the employer and person with disability.
- Maintains evaluation data for performance reporting.



Life Skills instruction

- Life skills are the competencies that all people need to fully participate in life.
 - Time management
 - Conflict resolution
 - Critical thinking
 - Collaboration
 - Financial management





Include all areas of transition

- Academics- assist student to be a successful adult
- Functional goals such as life goals
 - Adaptive skills- cooking, budgeting, getting up to an alarm, self care skills
 - Social skills-speaking volume, spatial
 - Communication skills-unwritten rules
 - Job skills-time management, task oriented
 - Independent living skills- safety, money
- Goals in these areas should be included and worked on at school and individualized for your student's needs
- Consider how academics are parts of functional skills, so practicing skills together is important.





Explore what is possible

- Learn about options available in your school catalog
- Focus on the student's dreams, strengths, and needs
- PERSON-CENTERED PLANNING
- You can request that the IEP team incorporate PCP within your student's transition planning





Revisit your student's transition goals more than once a year

- Especially if planning is started younger than 16
- Change takes place in just a few months. A goal can be achieved and then should be changed.
- A Transition plan is not set in stone, and should be updated and changed to meet the student's individual needs.
- Create a vision statement





Personal Experience

- At age 16, skills should move from the classroom to life.
- Work to arrange a schedule where the student can move toward inclusion as much as possible in school, as well as included in the community
- Explore all options
- Internships with a job coach in a nearby business
- Learning how to use transportation
- Don't allow the stereotyped skill or job.
- Don't allow the student to do jobs that are stigmatized.
- Use **assistive technology** as much as possible
- Keep an opened mind and explore as many options as possible.





Self-Determination and Person-Centered planning are vital

- Can be hard for families
- ASK the student, What are your dreams?
- Don't automatically assume that the dream is unattainable and not look for ways to embrace their dream in some way.





Adult services are about eligibility



- Whole new world
- Volunteer Services
- Each service and support becomes a new door to knock on



Get Feedback: 'Their last day of school, should look like the first day of the rest of their life'

- A yellow school bus will not be picking them up after their last day of school
- The transition plan must be more than a piece of paper.
- A transition plan that has truly helped to create 'the rest of their life' so that the last day of 'school' is truly first day of the rest of their life.





MY CHILD IS WORTH IT!



“Any transition serious enough to alter your definition of self will require not just small adjustments in your way of living and thinking but a full-on metamorphosis.” ~ Martha Beck



Takeaways

- Transition planning starts early
- When thinking transition planning, think 'every part of my child's life'
- Transition planning requires intentionality





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