



New York State Education Department
Office of Special Education
Educational Partnership





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Family Guide to Transition Planning

A Framework for the Family Guide

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Disclaimer

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Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Objectives

Participants will:

- Familiarize themselves with the transition planning process, requirements, and postsecondary options, to prepare students as they exit from high school to adult life and new educational, employment, and independent living settings.
- Discover different components of the transition planning process which will help families and professionals to support students in developing self-determination skills to establish measurable postsecondary goals and annual goals, based on their current strengths, preferences, interests, and individual needs.
- Utilize resources embedded in the Family Guide to further enhance their understanding of each of the topic areas.
- Discuss the relationship between educators, families, students, community-based organizations, and Family and Community Engagement (FACE) Centers in regards to the transition planning process and the support that can be provided to improve post-school outcomes for students with disabilities.

Materials

- Family Guide to Transition Planning—Preparing Students with Disabilities for Life After High School (PDF)
- Embedded Links for The Family Guide to Transition Planning
- Family Engagement in Transition Planning Across the Lifespan—A Toolbox of Resources

Introduction





The Purpose Of The Family Guide

- Is to assist families in understanding the transition planning process specifically from high school to life after high school.
- When families are knowledgeable about the transition process and invited to participate by Educational Organizations (EOs), students with disabilities experience **improved post-school outcomes in the areas of employment, postsecondary education, and independent living.**

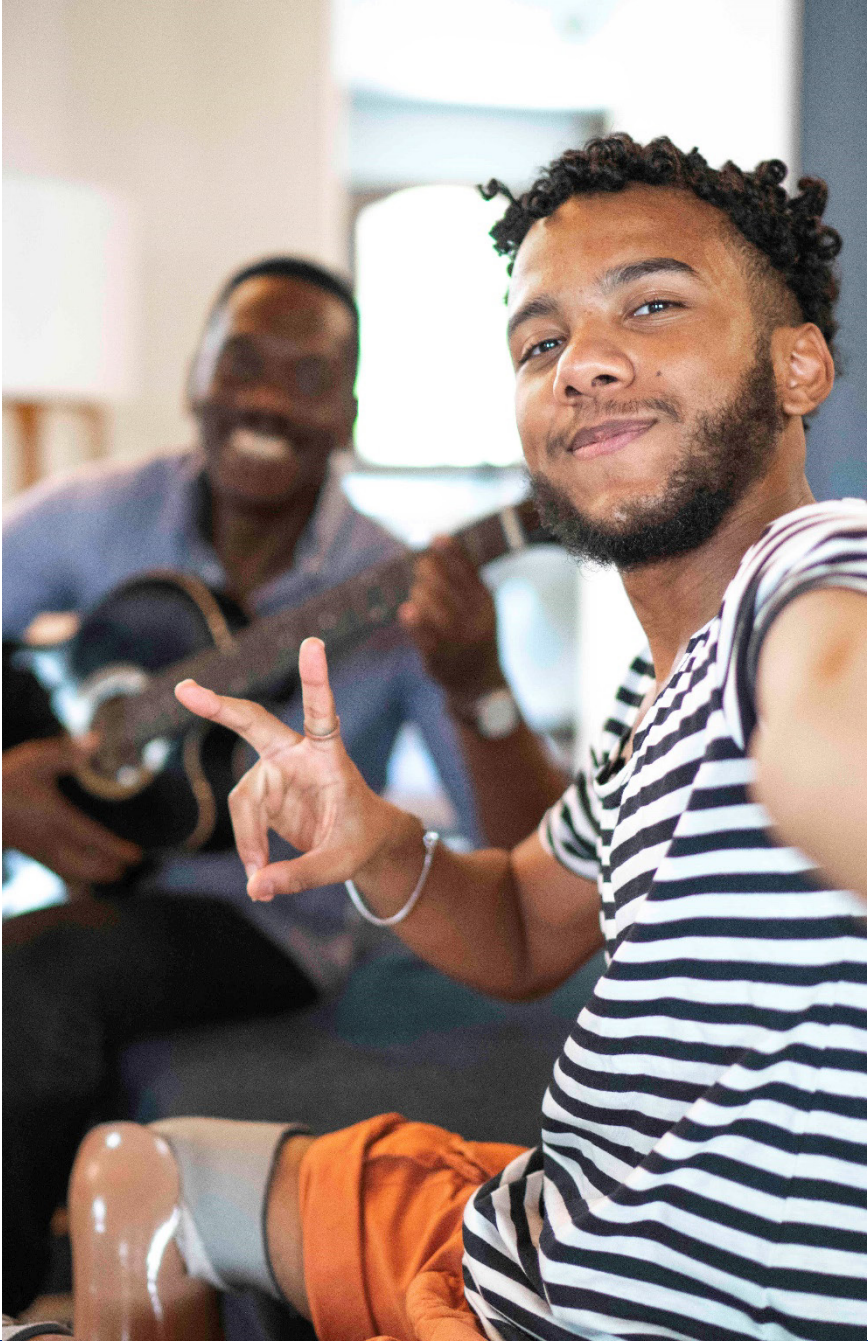
Purpose and Focus of Transition Planning

Purpose of Transition Planning

To help students and families establish a vision for the future about where the student will work, learn, and participate in the community.

Focus of Transition Planning

- Future education and training
- Future careers and employment
- Independent living
- Self-determination



Future Goals



- What are my child's future goals?
- How will they achieve these goals?

Transition Laws and Guiding Principles



Federal Transition Related Laws

Free Appropriate
Public Education
(FAPE)

Every Student
Succeeds Act (ESSA)

The Individuals with
Disabilities
Education Act (IDEA)

The Rehabilitation
Act

Workforce
Innovation
Opportunity Act
(WIOA)

New York State (NYS) Transition Related Laws

Guidance Programs
and Comprehensive
Developmental
School Counseling/
Guidance Programs
Section [100.2\(j\)](#)

Middle School
Instruction in
CDOS and CTE
Section [100.4\(c\)\(1\)](#)
[\(xii-xiii\)](#)

Discussion of
Diploma and
Credential
Requirements
Section
[200.4\(d\)\(2\)\(ix\)\(b-c\)](#)

Transition Services
Section
[200.4\(d\)\(2\)\(ix\)](#)

Diploma
Requirements
Section [100.5](#)

Initial Transition
Assessment At
Age 12 Section
[200.4\(b\)\(6\)\(viii\)](#)

Student Exit
Summary Section
[200.4\(c\)\(4\)](#)



Legal Twitter



Create a Tweet summarizing the five Federal transition related laws.

Transition Planning in the IEP



How and When To Begin Transition Planning?

- Families can begin thinking about and planning for the student's future **at any point** after birth, and even some preschools engage in transition-related activities with students and families.
- The school district is encouraged to invite the student to their **Committee on Special Education (CSE)** meeting as early as deemed appropriate, however the school district is **required** to invite the student **when the team begins discussing transition**.
- **Every school year, beginning no later than the first IEP to be in effect when the student is age 15, until the day before the student's 22nd birthday or they graduate**, there needs to be thoughtful and comprehensive transition planning at the IEP meeting and recorded on their transition plan.

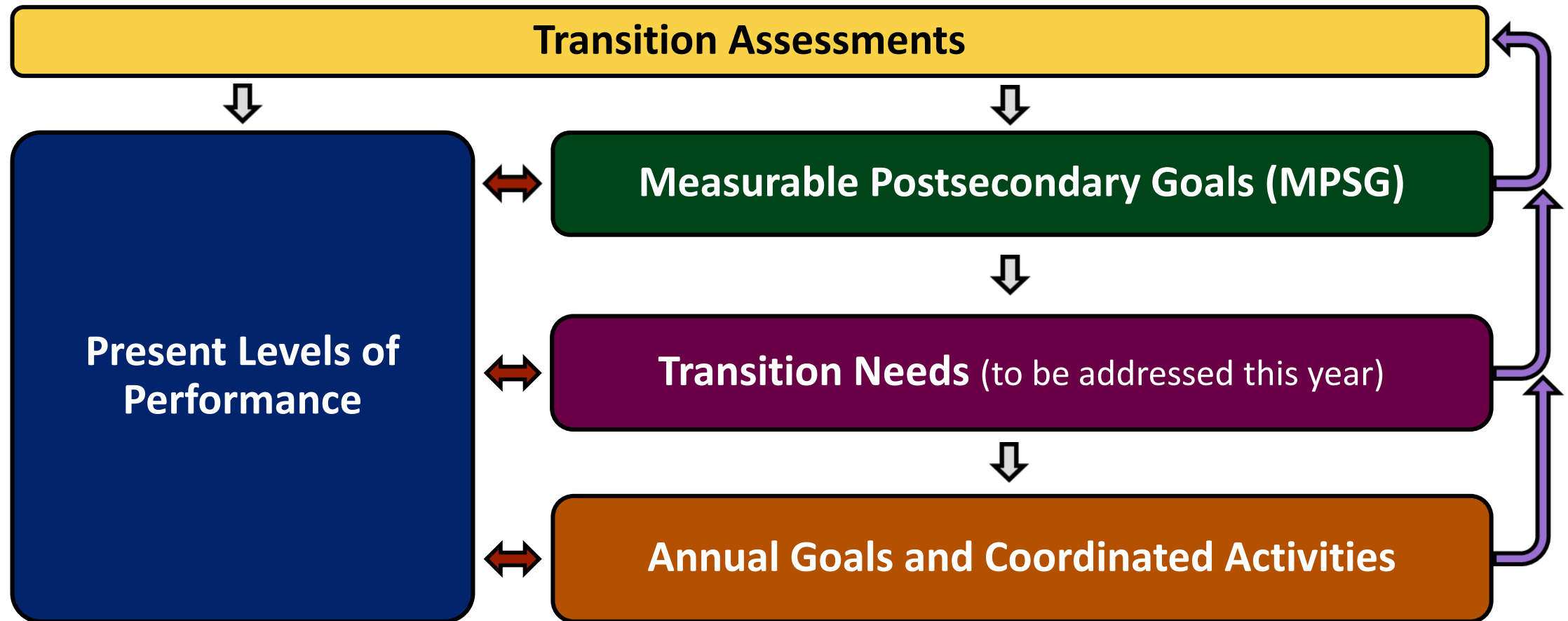
What Is the Family's Role at the CSE Meeting?

- Families **must be** invited to the CSE meetings
- **At CSE meetings families provide information and knowledge on:**
 - Student's strengths, struggles, and development
 - Student's medical history
 - Family's cultural background, beliefs, and traditions and how they may impact the student's postsecondary planning
 - Student's experiences at home and in the community
 - Current strategies and instruction and if they are helping the student
 - Suggestions for change and improvement

Transition Assessments

- Transition assessments help gather individualized information about the **student's strengths, preferences, and interests as well as their post-school goals.**
- These assessments involve **collaboration between the school district, family, and community agencies.**
- Transition assessments can be:
 - Formal (such as a computer-based or written questionnaire)
 - Informal (such as teacher/family observation or self-evaluation)

Where Is Transition Found in the IEP?



Diploma and Credential Options



Regents

Regents with Advanced Designation

Local

Commencement Credential Options

Career Development and Occupational Studies (CDOS) Commencement Credential

- Is a Board of Regents endorsed credential that recognizes the student's readiness for entry-level employment
- Includes a Career Plan and Employability Profile
- Can help a student earn a diploma, supplement a diploma, or serve as a standalone credential for students **who do not earn a diploma**
- Cannot be earned by students who participate in the New York State Alternate Assessment (NYSAA) testing program

Skills and Achievement Commencement Credential

- Can be earned by students who are assessed using the New York State Alternate Assessment (NYSAA)
- Provides learning experiences both in school and in the community
- Includes a Student Exit Summary

Transition Checklists

- Prior to age 12
- Ages 12-14
- Ages 14-17
- Age 17 up to the day before their 22nd birthday

Transition Checklists

Students and families can often find transition planning to be an overwhelming process and may be unsure where and how to begin. **Below is a comprehensive checklist from an early age to school exit that families can use as a general guide.** Each category will walk students and families through important steps in the transition planning process with consideration that every student's journey is unique. Students and families are encouraged to connect with their Transition Specialists and FACE Center representative for more ideas and resources.

Prior to Age 12:

- | | |
|---|---|
| <input type="checkbox"/> Introduce and expose the student to a range of jobs, activities, and hobbies | <input type="checkbox"/> Develop self-care, daily living skills, and routines at home |
| <input type="checkbox"/> Encourage choice making | <input type="checkbox"/> Talk about the value of work and teach behaviors that develop employment potential |
| <input type="checkbox"/> Encourage the student to ask for help appropriately when needed | <input type="checkbox"/> Provide opportunities to see people at work in different settings |
| <input type="checkbox"/> Engage in role play with the student to help them strengthen their ability to ask for help in different situations | <input type="checkbox"/> Teach money management skills, along with shopping experiences and banking skills |
| <input type="checkbox"/> Help the student learn to work and play cooperatively with others | <input type="checkbox"/> Promote appropriate behavior at home and in social situations |
| <input type="checkbox"/> Assist the student develop and learn about self-determination | <input type="checkbox"/> Provide opportunities to make choices and decisions, to explore and take risks, and to learn from experiences of success and failure |
| <input type="checkbox"/> Assist the student in learning how to verbalize their strengths and needs | |
| <input type="checkbox"/> Begin career exploration activities | |



NYS Diploma Requirements



- English
- Social Studies
- Science
- Mathematics
- Pathway

How Families Can Support Transition Planning



What Is the Family's Role in Transition Planning?

- Communicate high expectations
- Monitor student performance
- Support student learning at home
- Participate in student-directed Individualized Education Program (IEP) and transition meetings
- Build skills in students and support their ability to advocate for services and opportunities
- Shift gradually from the student's advocate to their coach
- Develop an understanding of high school, postsecondary, and employment requirements and relevant policies, rights, and responsibilities
- Ensure equity of voice in the IEP meeting

What Is the Student's Role in Transition Planning?

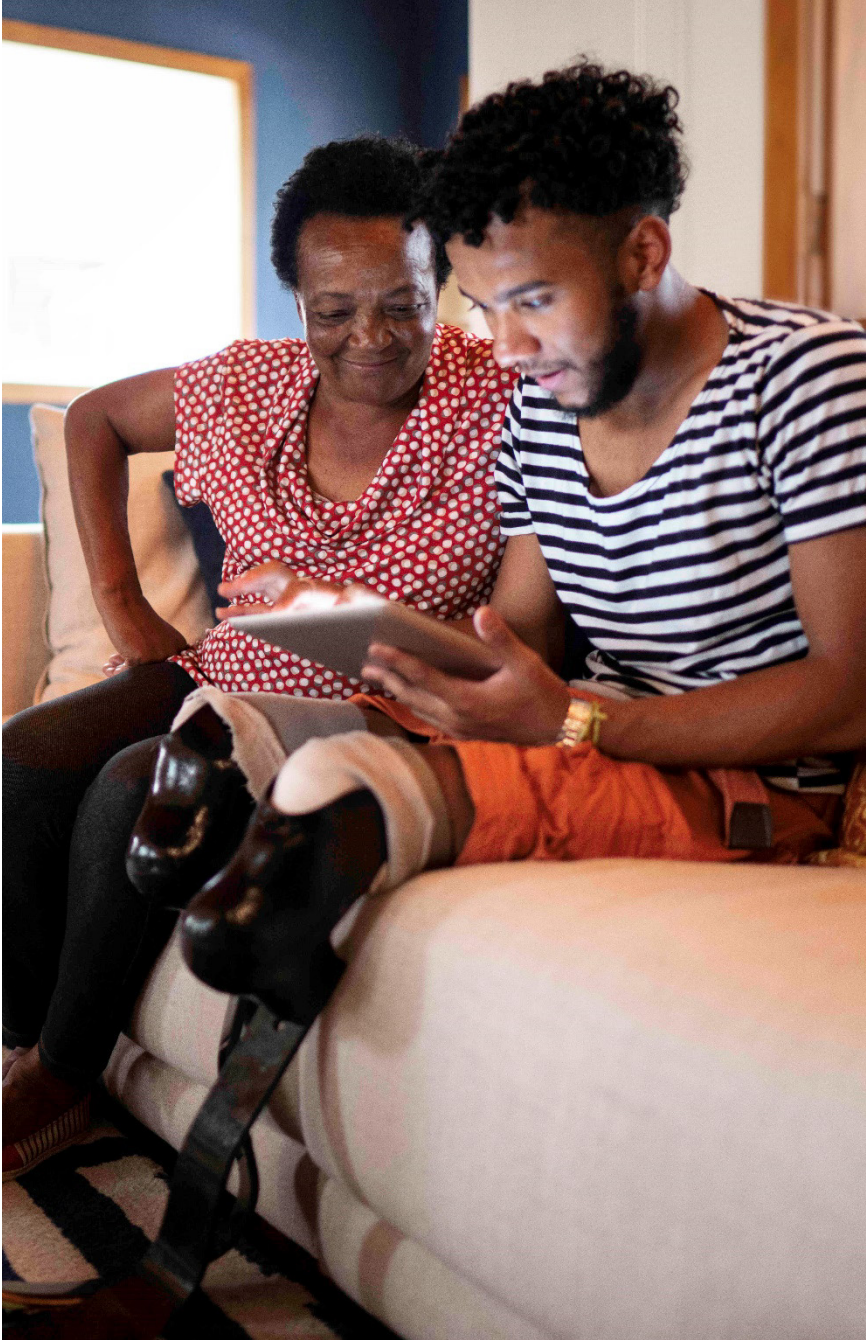
Students should be encouraged by supportive adults to:

- Understand their disability and how this impacts them in various settings
- Explore interests, options, and access resources and supports for postsecondary education, employment, and community living
- Identify and participate in career preparation, work-based learning (WBL), and paid employment opportunities
- Develop skills and competencies necessary to meet postsecondary goals for employment, education, and community living
- Develop self-determination skills
- Voice their preferences
- Build and use social capital
- Develop financial capability

Self-Determination and Transition Planning

Self-determination is defined as:

- Acting or causing things to happen as you set and work toward goals in your life
- A combination of skills and beliefs that enable a student to engage in goal-directed, self-regulated, autonomous behavior
- An individual's understanding of their own strengths and limitations
- An individual's belief in oneself as capable and effective



Ways Families Support Transition Planning



- Communicating high expectations
- Monitoring student performance
- Supporting student learning at home
- Guiding the students' education
- Advocating for the student

Postsecondary Planning



Postsecondary Planning Options

As students begin to plan for the future, they should be exploring post-school options in following three areas:

Postsecondary
Education

Employment

Independent
Living

Postsecondary Education

- Students with disabilities who are interested in postsecondary education may pursue a college or university, a college experience program, vocational, or trade school.
- Early in the transition process, a student is encouraged to:
 - Take interesting and challenging courses that prepare the student for college;
 - Be involved in school or community-based activities that allow the student to explore career interests;
 - Meet with school guidance counselors to discuss career goals; and
 - Be an active participant during the IEP meetings.

Employment

- Some students may seek employment, either during or post-school completion.
- Students should have the opportunity to participate in career exploration activities and complete interest inventory assessments to discover possible career paths.
 - Through WBL experiences such as internships and apprenticeships, students can learn the technical, academic, and interpersonal skills they need to function in a workplace.

Independent Living

- Transition planning includes considering where a student will live after high school and whether they need residential supports.
- Independent living skills include money management, preparing meals, washing laundry, medication management, transportation, and more.

Making a Plan...



- Training Education
- Employment
- Independent Living



Adult Services



Entitlement vs. Eligibility

Entitled

- School-age students with a disability receiving special education services are **entitled** to receive services to access FAPE as outlined in IDEA.
- Services are documented within the student's IEP as determined by the CSE/IEP team and funded by the school district.

Eligible

Once a student exits school, **eligibility** for services and supports is determined through the requirements of agency(s) outside of the school system.

- Individuals may qualify for services but services are not guaranteed
- Responsibility to obtain services is on the individual/parent/guardian
- Services may be provided IF there is enough staff, capacity at the facility, and/or funds to provide services

IDEA vs. Americans with Disabilities Act (ADA)

High School (IDEA)	Postsecondary (ADA)
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for student's evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student' needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adults' responsibility

NYS Agencies

Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)

New York State Commission for the Blind (NYSCB)

Office for People with Developmental Disabilities (OPWDD)

Office of Mental Health (OMH)

Community-Based Organizations

Independent Living Centers (ILCs)

Provide a variety of services to individuals with disabilities including peer mentoring, skills training, resources, housing, transportation, and employment.

NYS Career Centers

Aid individuals seeking employment by providing workshops, local career fairs, and career counseling.



Which Agencies Are Right for My Student?



Needs and concerns:

- Employment/continuing education
- Recreation/leisure
- Living arrangements
- Transportation
- Medical/health
- Financial/income
- Advocacy/legal guardianship services
- Personal/family relationships

Exit Ticket



What is one take-away you have from the Family Guide to Transition Planning?

Questions and Answers



Contact Us

TAP for Transition

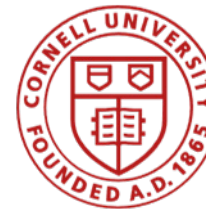
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Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Transition



Cornell University

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