

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

Overview

- ▶ 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

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
- ⦿ Related services
 - ⦿ Provided in the community
 - ⦿ Social skills that may be needed
- ⦿ Community experiences
 - ⦿ Focus on health and safety

IDEA Transition

What are transition services?

- ⦿ Development of employment and other post-school adult living objectives
 - ⦿ Focus on relationship skills/building
 - ⦿ Learn and follow any COVID safety protocols
- ⦿ Acquisition of daily living skills
 - ⦿ getting dressed and ready on time
 - ⦿ 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

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)
 - ▶ 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 **still** struggling
- ▶ Workplace relationships



Transition Services-Community & Independent living Skills

- ▶ How to use public transportation/Driver education
 - ▶ Other options taught such as Uber/Lyft
- ▶ Safety
 - Teach **new** safety regulations in all areas of community
- ▶ Banking and purchasing skills
- ▶ Self-management of medical needs
 - ▶ Telehealth



Transition Services-Community & Independent living Skills

- ▶ Appropriate behaviors in restaurants and stores
 - ▶ Learn protocols
- ▶ Interactions with neighbors, local officials such as police
- ▶ Accessing recreation, sports opportunities
 - ▶ Learn 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 needed



Transition Services-College

- ▶ Social skills
 - ▶ Dorm living skills
- ▶ Self-advocacy skills
- ▶ 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

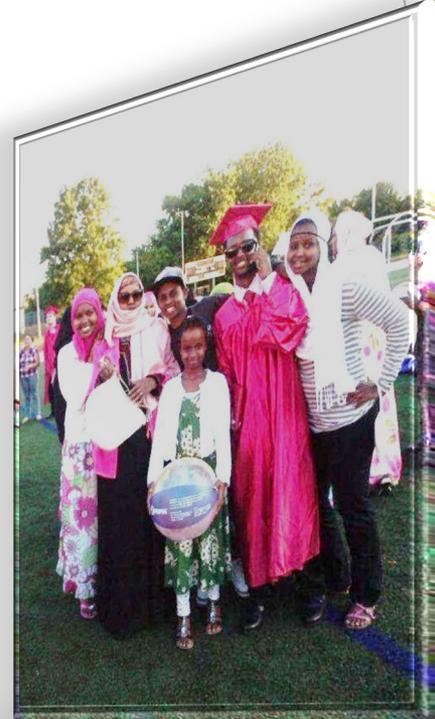
- Counseling and guidance about options upon exiting high school which may include academic or vocational programs

Self-advocacy and Peer Mentoring

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

Graduation

Graduation—what it means



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⦿ Chapter 688

Services after exiting special education

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- 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

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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

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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

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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

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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
 - [MAC Helpline](#)
 - [MAC Sample letters](#)
 - [MAC Special Education Rights Videos](#)
 - **For the latest MAC news:** [Facebook](#) | [Twitter](#) | [Instagram](#) | [YouTube](#)

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- **File a PRS [complaint](#) or BSEA [mediation](#)**
 - **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>

THANKS FOR ATTENDING!

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