

## What are transition services?

Transition Services as defined in the Individuals with Disabilities Education Act (IDEA) are:

***"...a coordinated set of activities for a student, which promotes movement from school to post-school activities:***

- post-secondary education
- vocational training
- integrated employment
- supported employment
- continuing and adult education
- adult services
- independent living
- community participation

***...based upon the individual student's needs, preferences and interests, and shall include:***

- instruction
- community experiences
- the development of employment and other post-school adult living objectives
- acquisition of daily living skills
- functional vocational evaluation."

The ultimate goal of transition planning is meaningful employment and a quality adult life for all individuals with disabilities.

## Who should be involved in transition planning?

Students receiving special education services may require services and supports in their transition to life after graduation. This requires planning long before students leave the educational system.

### Transition planning is a student-centered team effort.

Therefore, students must actively participate in their plans. Other team members may include:

- Family members
- Special educators
- General educators, including vocational education teachers as appropriate
- Other school staff as appropriate (ie., guidance counselors, psychologist)
- Community and Adult Service agencies representatives/as appropriate

### What is included in the student's transition plan?

- Anticipated Post-Secondary Goal(s)
- Student Career Information
- Current Year Activities
- Participants in Current Year Plan
- Recommended Services for Current Year
- Recommendations for Next Year

**Making the connection for our students between school, home, and community.**

## When does transition planning take place?

**Plan annually in coordination with the IEP**

- **Age 14**-Student must be invited to IEP. This is the first year transition page(s) must be formally filled out.
- **Age 16**-(or younger if IEP team deems appropriate) IEP must include statement of transition services: how outside agencies (when appropriate) will be involved and who will be paying for these services, how (when appropriate) will vocational teachers be involved, etc.
- **Age 18**-Legal age of majority. Student and parent(s)/guardian(s) must be informed one year prior to this age that the IDEA rights will be transferred to the student upon turning 18.



## What activities can family members provide at home?

### *Self-advocacy and Communication:*

- Assist in developing self-advocacy and self-management skills
- Help develop decision-making and communications skills
- Encourage and facilitate social activities with peers
- Help set realistic goals
- Work with legal and financial experts, as appropriate, to initiate future financial and residential planning

### *Daily Living:*

- Encourage self-reliance and independence at home
- Teach daily living skills (ie., banking, cooking, cleaning)
- Promote good money management, budgeting, and saving practices
- Explore and promote community resources
- Provide opportunities for leisure time activities such as participation in sports, daily exercise, and hobbies

### *Work related:*

- Reinforce work-related behaviors at home (ie., grooming, following directions, completing tasks assigned)
- Provide career awareness experiences
- Encourage work at a community or neighborhood job

## What is the family's role in transition planning?

- Family participation is essential to effective transition planning.
- Families provide information about student's life skills, interests, and aptitudes.
- Families can also teach and practice independent living skills at home with their sons or daughters in a way that school staff cannot.

<<<<<<<<< . >>>>>>>>>

### For Information Contact:

*Kendel St. John*  
*Transition Facilitator*  
*564-3209*

**"Working to help make the connection for our students between school and community."**

This brochure published by: Rockingham County Public Schools Department of Pupil Personnel Services, 2001-2002.

### Special thanks to:

Joe Showker-Montevideo Middle School

It is the policy of the Rockingham County School Board to comply with all applicable state and federal laws regarding nondiscrimination in employment and educational programs and services. Rockingham County Public Schools will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.

# Transition Planning

Your  
Path  
To A  
Successful  
Tomorrow

A  
Cooperative  
Effort  
Between  
Families,  
Schools  
and  
Community