

TRANSITION PLANNING BIBLE



Step by step tips, resources and checklists
designed to guide you in your child's
transition planning.

DEVELOPED BY HULME
RESOURCES
GOHULME.COM

ABOUT THIS RESOURCE

This resource has been made with the purpose to focus on the three areas of transition planning.... Employment, Post Secondary Education, and independent Living.

My hope is that you will use this tool to help you through the transition process and organize your child's future goals and dreams.

It also will provide tools to help you collaborate with your IEP team, school district, and community agencies. It includes timelines for each stage and if available, links to information that is available to you nationally.

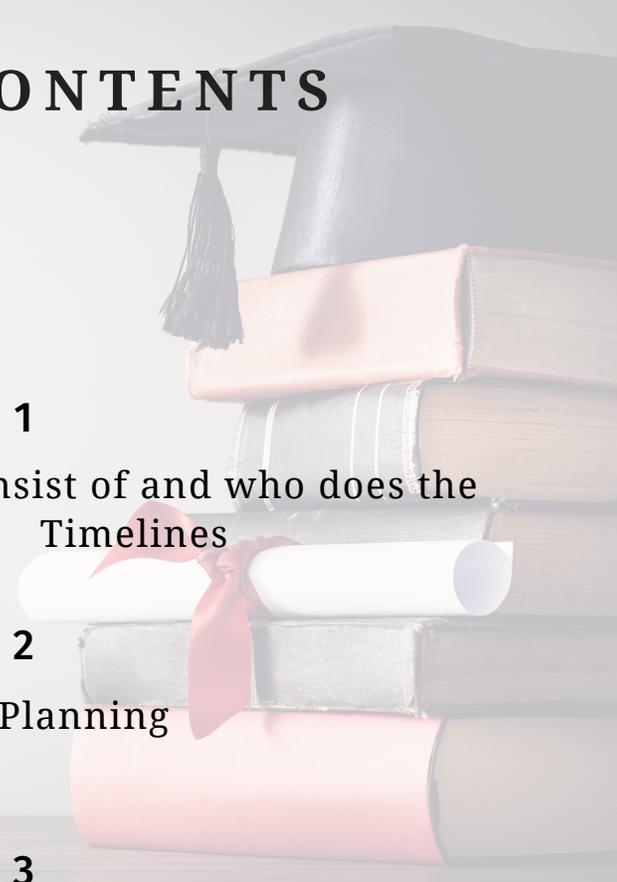
Once you get started and you feel you would like more specific planning and resources specific to your geographical area, I highly encourage you to reach out and schedule a FREE consultation with me so we can discuss further some 1:1 supports from one of my many other service products.

Feel free to email me with any questions while going through this workbook! Jennifer@gohulme.com.

Let's get moving!

Jennifer

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WRAPPING IT ALL UP



Section 1

Transition Planning, according to IDEA law, The purpose is to facilitate the student's move from school to post-school activities.

The transition planning must:

- start before the student turns 16;
- be individualized;
- be based on the student's strengths, preferences, and interests; and
- include opportunities to develop functional skills for work and community life.

Who develops the transition plan?

- The IEP team;
- The student;
- Parents;
- Optional-employers, college representatives, student advocates

What is the transition team's job?

- Identify the student's vision for his/her life beyond high school;
- Discuss what the student is currently capable of doing in both academic and functional areas;
- Identify age-appropriate, measurable goals;
- Establish services designed to build on strengths and identify needed accommodations;
- Define each transition activity on the IEP regarding who is responsible for the activity and when each activity will begin and end.

How can students best prepare for transition planning?

The school should teach the student:

- The purpose and benefits of an IEP;
- The procedures of an IEP meeting, including who is there and why;
- The purpose of the transition planning part of the IEP meeting;
- The importance of the student's input;
- How to describe their own strengths and challenges (academic and non-academic);
- How to put their vision for their own future into words;
- How to participate in setting their own goals; and
- How to self-advocate for the kinds of supports they will need to meet their goals.

Four to Five Years before Leaving the School District

- _____ Introduce and discuss transition services with parents and student.
- _____ Notify parents that transition services will be incorporated into the IEP, beginning at age 15.
- _____ Initiate vocational assessment
- _____ Develop and implement strategies to increase responsibilities and independence at home
- _____ Identify personal learning styles and the necessary accommodations if the child is to be a successful learner and worker.
- _____ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- _____ Explore options for post secondary education and admission criteria.
- _____ Consider the need for residential opportunities, including completing applications, as appropriate.
- _____ Identify interests and options for future living arrangements, including supports.
- _____ Learn to help the child communicate his or her interests, preferences, and needs effectively.
- _____ Teach the student how to explain his or her disability and the necessary accommodations.
- _____ Learn and practice informed decision-making skills.
- _____ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- _____ Broaden the child's experiences with community activities and help him or her form friendships.

_____Pursue and use transportation options.

_____Investigate money management and identify necessary skills.

_____Acquire identification card and the ability to communicate personal information.

_____Identify and begin learning skills necessary for independent living.

_____Learn and practice personal health care.

Two to Three Years before Leaving the School District

_____Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.).

_____ Invite adult service providers, peers, and others to the IEP transition meeting.

_____ Begin exploring recreation/community leisure activities

_____ Match career interests and skills with vocational course work and community work experiences.

_____ Involve state vocational rehabilitation agencies, as appropriate within two years of school exit.

_____ Gather more information on post secondary programs and the support services offered, and make arrangements for accommodations to take college entrance exAms

_____Assure that copies of work-related documents are available:

- Social security card
- Birth certificate
- Working papers (if appropriate)

_____Identify health care providers and become informed about sexuality and family planning

_____Consider summer employment or volunteer experience.

_____ Determine the need for financial support (Supplemental Security Income, state financial

___ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).

___ Explore legal status with regard to decision making prior to age of majority - wills, guardianship, special needs trust.

___ Practice independent living skills--budgeting, shopping, cooking, and housekeeping.

___ Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.

One Year before Leaving the School District (student)

___ Apply for financial support programs. (Supplemental Security Income, vocational rehabilitation, and personal assistant services).

___ Identify the post secondary school plan and arrange for accommodations.

___ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.

___ Obtain driver's training and license.

___ Develop transportation/mobility strategies such as:

- Independent travel skills training
- Public or paratransit transportation
- Needs for travel attendant

___ Specify desired job and obtain paid employment with supports as needed.

___ Investigate SSDI/SSI/Medicaid programs.

___ Consider and seek guardianship or emancipation.

___ Develop and update employment plans.

___ Investigate and apply for post school opportunities (further educational vocational training, college, military, etc.)

___ Develop a resume

___ Take responsibility for arriving on time to work, appointments, and social activities.

___ Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)

___ Register to vote.

___ Male students register for the draft (no exceptions).

___ Review health insurance coverage: inform insurance company of child's disability and investigate rider of continued eligibility

Section 2

IEP and Transition



Let's talk about transition goals vs. IEP goals. What is the difference?

Transition goals are how we make sure that special education is individualized for each student, and transition-related annual IEP goals are how we make sure we are progressing toward the postsecondary goals.

When you are prepping for your child's annual IEP meeting (which I highly advise you do!) review their goals and ensure that they fit the definition above.

Goals can and should be very general at the beginning of the transition planning process

HELPFUL LINKS FOR IEP TRANSITION PLANNING

[HTTPS://WWW.UNDERSTOOD.ORG/EN/SCHOOL-LEARNING/SPECIAL-SERVICES/IEPS/DOWNLOAD-SAMPLE-IEP-TRANSITION-PLAN-AND-GOALS](https://www.understood.org/en/school-learning/special-services/ieps/download-sample-iep-transition-plan-and-goals)

[HTTPS://WWW.UNDERSTOOD.ORG/EN/SCHOOL-LEARNING/SPECIAL-SERVICES/IEPS/IEP-TRANSITION-PLANNING-PREPARING-FOR-YOUNG-ADULTHOOD](https://www.understood.org/en/school-learning/special-services/ieps/iep-transition-planning-preparing-for-young-adulthood)

[HTTPS://WWW.VERYWELLHEALTH.COM/USING-YOUR-CHILDS-IEP-TO-PLAN-FOR-POST-SCHOOL-LIFE-4169934](https://www.verywellhealth.com/using-your-childs-iep-to-plan-for-post-school-life-4169934)

[HTTPS://WWW.PACER.ORG/TRANSITION/LEARNING-CENTER/LAWS/IDEA.ASP](https://www.pacer.org/transition/learning-center/laws/idea.asp)

Section 3

Employment

There are so many options for employment after high school! I will go over the basic overview of options and funding for each.

- **Supported Employment-** Supported employment means an approach to helping individuals participate as much as possible in competitive work in integrated work settings that are consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals.
 - this is usually funded either temporarily through the office of Vocational Rehabilitation OR longer term through a Home and Community Based Medicaid Waiver
- **Self Employment-** Self-employment offers employment flexibility for individuals with disabilities that cannot be found when working for someone else. The business owner is able to adjust work hours depending upon how they are feeling on a particular day. They can work more when feeling good and work less or take a day off when disability issues create problems.
 - there are work incentives that can help with the funding of supplies and services needed to be successful in a self employment situation which are usually promoted by the Social Security Administration
- **Sheltered Employment-** work performed in a protected work environment or sheltered workshops, also referred to as work centers, by people with disabilities. The type of work that is performed is often very basic, is performed under special supervision, and legally pays below minimum wage.
 - this is funded by the Department of Education Vocational Rehabilitation and should honestly be a last resort if other options are not realistic.
- **Regular no support employment-** this is self explanatory and would be a job where the individual finds it on their own and needs no supports that go above and beyond ADA guidelines.

Some skills that need to be mastered for successful Employment

- Stays on task
- Works accurately
- Works at appropriate rate
- Follows rulesKeeps things in order
- Finishes a task
- Works neatly
- Can do repetitive tasks
- Can do multi-step tasks
- Can solve easy problems
- Remembers steps in activities
- Works hard without complaining
- Understands work routine and expectations
- Works with limited supervision
- Works independently



These can be worked on at home too!

HELPFUL LINKS FOR EMPLOYMENT

[HTTPS://WWW.VOCATIONALTRAININGHQ.COM/VOCATIONAL-REHABILITATION/](https://www.vocationaltraininghq.com/vocational-rehabilitation/)

[HTTPS://APSE.ORG/](https://apse.org/)

[HTTPS://WWW.MEDICAID.GOV/MEDICAID/LONG-TERM-SERVICES-SUPPORTS/EMPLOYMENT-INITIATIVES/EMPLOYMENT-HCBS/INDEX.HTML](https://www.medicaid.gov/medicaid/long-term-services-supports/employment-initiatives/employment-hcbs/index.html)

[HTTPS://WWW.DBIOI.ORG/](https://www.dbiol.org/)

Section 4

Post Secondary Education

There are also lots of options when it comes to post secondary education!

Four-year Colleges and Universities

Students attend four-year colleges and universities to earn bachelor's degrees by successfully completing the degree program. There are hundreds of these institutions to choose from, and they vary by size, admission criteria, academic standards, and what types of courses they offer.

Many four-year colleges and universities also have graduate and professional schools. Students interested in studying for a profession that requires more than a bachelor's degree will attend a graduate or professional school in order to earn a master's, specialist's, and/or doctoral degree(s).

Two-Year Colleges

Students attend two-year colleges to earn an Associate of Arts (AA) degree or an Applied Science (AAS) degree. Students who earn an AA degree may later transfer credits to a four-year college or university. Those who have earned an AAS degree (which is occupation-specific, such as automotive technician) may be able to transfer some credits earned to a four-year institution.

There are two different types of two-year colleges : public community colleges and private junior colleges. Public community colleges have open-admissions policies. These institutions are not typically residential. Private junior colleges often require entrance examinations or some level of equivalent work experience and/or extracurricular activities. Most are small residential schools; students live on campus or in the surrounding community.

Vocational-Technical Schools and Programs

Vocational-technical schools and programs offer education and training that is specifically targeted to specialized areas within the employment domain. Career choices may require that students first obtain the specialized training that these programs offer before a reasonable job search can occur.

Students can access programs focusing on different occupational areas in both public and private vocational-technical schools. Examples include computer technician, nurse's aide, geriatric medical assistant, broadcast technician, veterinarian assistant, plumbing, air conditioning, truck driving, barbering, or cosmetology.

Adult Education and Continuing Education Programs

A wide range of course offerings can be found in adult education and continuing education programs. In these programs, students can study to take the GED® Test, improve basic academic skill, or take a course for self-enrichment.

The Adult Basic Education (ABE) program provides free instruction in reading, writing, and thinking skills to those who do not yet have high school diplomas or have deficits in basic skills.

Adult education also includes a national system of literacy groups. Trained volunteers individually tutor students of varying levels of reading literacy.

Continuing education programs are most often housed at colleges and universities. The only requirement may be to pay the course fee. Students may take continuing education courses to see what a similar college academic course will be like, to retain certification in specific fields of study/employment, or for self-enrichment.

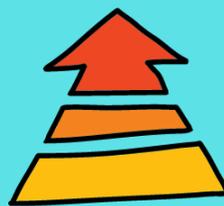
Life Skills Programs

Some students may not have the academic and/or social skills to attend four-year colleges or universities, two-year colleges, vocational-technical programs, or adult education programs. Such students may have the need and desire to increase basic academic skills and knowledge, but may have an equal need to learn increased social and life management skills, while also receiving vocational training. Several life skills programs exist throughout the country, offering training for independence.

There are also on campus programs for individuals with intellectual and developmental disabilities where they get the full college experience and have peer mentors. There is a link for the top schools with these programs on the next page.

Skills that need to be mastered for successful post- secondary education

- social skills
- self determination
- self advocacy
- problem solving
- time management



These can be worked on at home too!

HELPFUL LINKS FOR POST SECONDARY EDUCATION

[HTTPS://THEMIGHTY.COM/2019/03/COLLEGE-UNIVERSITY-DISABILITY-INCLUSION-PROGRAMS/](https://themighty.com/2019/03/college-university-disability-inclusion-programs/)

[HTTPS://WWW.PACER.ORG/TRANSITION/LEARNING-CENTER/POSTSECONDARY/](https://www.pacer.org/transition/learning-center/postsecondary/)

[HTTPS://WWW.UNDERSTOOD.ORG/EN/SCHOOL-LEARNING/CHOOSING-STARTING-SCHOOL/LEAVING-HIGH-SCHOOL/AFTER-HIGH-SCHOOL-DIFFERENT-PATHS-TO-SUCCESS](https://www.understood.org/en/school-learning/choosing-starting-school/leaving-high-school/after-high-school-different-paths-to-success)

Section 5

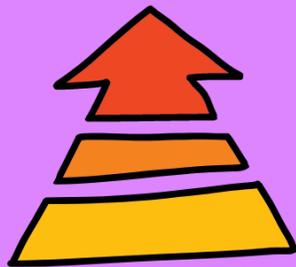
Independent Living

I think of the term Independent Living a little different than some. I see it as living to the most independent extent as you are able. That looks different for everyone, so there is no cookie cutter way to plan for this. But here are the most and Realistic options for most.

- **Living at home with caregiver (parent, family member)-** this is probably one of the most common ones where the parent and child decide the best fit is to stay at home. This is viable, but there are some things to consider. Make sure the adult child has applied for and hopefully is receiving SSI or SSA benefits. If so ensure that they are paying you rent and costs of living under your roof. Still allow them as much independence as possible. Seek out services in and out of the home to take some of the load of you as a parent.
- **Living in an apartment with or without a room mate-** seek out affordable housing programs such as HUD to subsidize the amount that is paid for rent. Services can come in and support the individual as needed, but they are able to live on their own with these supports.
- **Individual Living Supports-** Living in a home with one or two other individuals with disabilities and all receive residential direct care services in the home from one agency. This is usually paid for through a Medicaid Waiver. These are sometimes hard to come by in terms of getting a waiver, so plan ahead!
- **Group Homes-** a larger group of people with disabilities living in the same home with 24/7 care. Usually more medical and physical supports are needed. Also paid for through a waiver. These are getting few and far between as states are recognizing that group homes are the closest thing to an insitutional setting and is the most restrictive.

Some skills that need to be mastered for Successful independent living:

- Good personal hygiene
- pick out appropriate clothes to wear
- clean a house/clean messes they see
- do laundry
- cook a meal/follow a recipe
- make a grocery list and get to the store
- know how to call 911 if needed
- know how to recognize an emergency?
- lock the doors to my house?



These can be worked on at home too!

HELPFUL LINKS FOR INDEPENDENT LIVING

[HTTPS://WWW.RCOCDD.COM/CONSUMERS/DESCRIPTION-OF-SERVICES/RESIDENTIAL-SERVICES/ITS-ALL-ABOUT-OPTIONS/GUIDE-TO-LIVING-ARRANGEMENTS-FOR-ADULTS-WITH-DEVELOPMENTAL-DISABILITIES-2/](https://www.rcocdd.com/consumers/description-of-services/residential-services/its-all-about-options/guide-to-living-arrangements-for-adults-with-developmental-disabilities-2/)

[HTTPS://WWW.CMS.GOV/OUTREACH-AND-EDUCATION/AMERICAN-INDIAN-ALASKA-NATIVE/AIAN/LTSS-TA-CENTER/INFO/HCBS](https://www.cms.gov/outreach-and-education/american-indian-alaska-native/aians/ltss-ta-center/info/hcbs)

**** KNOW THAT SCHOOLS REALLY DON'T COORDINATE THESE THINGS FOR YOU. THEY ARE SUPPOSED TO PROVIDE THE INFORMATION, BUT IT IS UP TO YOU TO FOLLOW UP AND FOLLOW THROUGH ON ALL PAPERWORK AND MEETINGS, ETC.

LET'S PONDER.....

What is your biggest concern for your child after high school?

Do you feel like your child's IEP team has been good at communicating the transition process and all things That go with it?

Do you know (without looking) what your child is 16 or over?

NOTES:

WRITE IT OUT

What is your vision so far for your child? Be general, you don't need to give details... this is just a preliminary way of sorting out your thoughts and ideas

NOTES:

GET STARTED

Write at least the TOP 3-6 tasks that you need to start working on to either start or get a better grip on your child's transition planning process (for example, contacting local agencies on their eligibility process)

How do you feel about these tasks?

NOTES:

WHAT'S NEXT?

You've only hit the tip of the iceberg with the information and resources that is out there to guide you in this process.

After thinking and reflecting on what your goals are for your child, what your child's goals are, how helpful (or not) your IEP team is.... you may be ready for some more in depth supports.

I have developed a self paced course in which you are able to hit the following sections and become a GURU of each one:

- Transition Planning 101- overview of best practices
- Assembling Your Child's Circle of Support- help parent develop circle of support for their child- support in circle of support meetings, meeting templates, etc
- Exploring Employment- different types of employment and activities/assessments to do with your child to help them choose what type of job they may have interest in
- How To Make Ends Meet- basics of benefits planning, social security, ABLE Accounts, etc

The end result is your choice of a digital or hard copy of your **Transition Playbook**. This playbook is perfect for assisting in preparing for IEP meetings, bringing and sharing at IEP meetings, meetings with agencies, and also family and friends!

I also provide 1:1 Life Coaching and Coordination to either compliment the online course OR as a stand alone service. email me jennifer@gohulme for more information!