

PREPARING SPECIAL EDUCATION STUDENTS AND FAMILIES FOR TRANSITION

DAYA PATTON

MA, ME.D

WINSTON SALEM/FORSYTH COUNTY SCHOOLS

DMPATTON@WSFCS.K12.NC.US

ABOUT THE PRESENTER

- Daya Patton is the school counselor at Paisley IB Magnet School. Mrs. Patton is interested in educational opportunities and advocacy issues for students with disabilities. Mrs. Patton holds a Masters of Arts in Liberal Studies, a Masters of Education in Guidance and Counseling and is a Licensed Clinical Addiction Specialist.

PRESENTATION PURPOSE

- This presentation will outline the steps that teachers, school counselors, case managers, and administrators can take to help prepare students with disabilities and their families for successful transitions after high school. The presenter will provide practical strategies for implementing a comprehensive transition program for students with disabilities.

WHY TRANSITION PLANNING IS IMPORTANT

- Just like students without disabilities, students with disabilities, now have many career options to explore and various postsecondary options to choose from.

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- When students with disabilities leave special education, the school will no longer provide services.
 - Assistance may be provided by several different agencies serving adults. This is a big change.
 - Families are confronted with a maze of public and private agencies in the community.

WHAT IS TRANSITION PLANNING?

- Planning for life after high school for students with disabilities can be a daunting task for parents and students. In many communities there are limited resources for students with disabilities and their families; therefore, ***it is imperative that transition planning for students with disabilities begins early.***

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- Lack of proper transition planning for students with disabilities can result in detrimental life outcomes.
 - Proper transition planning should involve a coordinated set of outcome based activities for each student that promotes a smooth transition from school to post school activity.

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- Proper transition planning should include planning for postsecondary education, integrated employment, independent living, continuing adult education, vocational training, adult services, or community engagement.
 - Transition planning should be individualized based on each student's needs and preferences.

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- Proper transition planning should provide a link to post high school supports and programs that will best support the student after high school.
 - Transition planning should be done before students exit high school but needs to begin as early as possible to maximize the opportunities for student with disabilities.

WHEN TO TALK ABOUT TRANSITION?

**Discussion regarding student
post high school transition
should take place at every
IEP meeting!**

Carter High School
851 Highland Court
Winston Salem, NC 27101
Telephone: (800)705-4110
Fax: (800)651-1825

**Adult Services/Resources
Assessment Checklist**

Date: _____

Name of student: _____

School: _____

Grade: _____ Age: _____

Name of person completing this form: _____

Please check which adult services you feel your son/daughter may need now or continue to benefit from following completion of secondary services.

_____ **Division of Vocational Rehabilitation (DVR).** DVR assists individuals with physical or mental disabilities to obtain employment and live independently. Services may include: counseling, training, job placement and more.

_____ **Service to the Blind and Visually Impaired (IFB).** Can offer services to individuals who have blindness or a visual impairment, such as adjustment to blindness training, rehabilitation counseling, assistance in finding and keeping a job, tools and supplies needed to reach goals, vocational training, post-secondary preparation, assistive technology, and more.

_____ **Social Security Administration.** Manages two different disability programs – SSDI and SSI. Both programs provide a monthly income for people with disabilities, but the rules that affect eligibility for them are different.

_____ **Mental Health Centers.** Cardinal Innovations provides a full range of mental health services, including: emergency care, evaluations, case management, consultation, and outpatient care.

_____ **Assistive Technology.** Occupational Therapists can provide assistance to individuals of all ages to help locate, acquire and use the latest available assistive devices that best meet the need to maintain independence at home, work and classrooms or in leisure activities.

_____ **Advocacy Services.** Advocacy Services provides services such as information and referral, advocates, client assistance program for adults with disabilities, self-advocacy training and more.

_____ **Resource Coordinator.** The Division of Developmental Disabilities employs statewide Resource Coordinators to assist individuals with developmental disabilities and their families in accessing services.

_____ **Health service providers.** Can be provided by public health nurses or other health care providers depending on individual student needs.

_____ **Post-Secondary Schools.** Post-secondary education can be pursued through avenues such as public or private colleges, universities, community colleges, technical colleges, and business and traditional schools. Post-secondary schools have staff specifically assigned to counsel students with disabilities.

_____ **Employers.** Can offer job sites for work-based learning, Project Skills program, or provide information on what work habits and skill levels are needed for certain kinds of work.

_____ **Legal Guardianship.** The Department of Social Services Guardianship Program provides professional guardianship, conservatorship, and related protective services for adults with disabilities. Other services include: consultation, estate planning assistance, information/resources, future planning, and trustee services.

NC Division of Vocational Rehabilitation Services

2100 Brewer Rd.
Winston-Salem, NC 27127
(338)784-2700

Services:

Services are provided to persons with physical, mental or emotional impairments which result in a substantial impediment to employment. Services include disability and vocational assessment, employment training, counseling, and placement.

Industries for the Blind

7730 North Point Boulevard
Winston-Salem, NC 27108
(338)768-0551
800.242.7728

With core competencies in apparel manufacturing as well as product assembly and packaging, the WSIFB facility in Winston-Salem is responsible for a wide array of quality products, including military warm-up jackets, t-shirts, combat gear, various office supplies, mattresses and eyeglasses.

Social Security Administration

1370 Lookland Avenue
Winston-Salem, NC 27108
1-877-402-0325

We deliver services through a nationwide network of over 1,400 offices that include regional offices, field offices, card centers, teleservice centers, processing centers, hearing offices, the Appeals Council, and our State and territorial partners, the Disability Determination Services. We also have a presence in U.S. embassies around the globe. For the public, we are the "face of the government." The rich diversity of our employees mirrors the public we serve.

Cardinal Innovations

4046 University Parkway
Winston-Salem, NC 27108
(338) 714-9100
Customer Service Line 1-800-939-5811

Cardinal Innovations is a state-mandated Local Management Entity and Medicaid-funded Managed Care Organization in charge of overseeing the delivery of publicly-funded mental

SUGGESTED TRANSITION OPTIONS

- **Employment**
- **Independent Living**
- **Recreational and Leisure**
- **Community Participation**
- **Postsecondary & Life Long Learning**
- **Adult Services/Resources**

SAMPLE TRANSITION MAP

Carter High School Transition Matrix

The purpose of this decision tree is to provide a resource matrix for students at Carter High School, their families, and their teachers to use as they transition from high school to their communities. **The decision tree should be completed by the end 1st quarter during parent teacher conferences, signed by the parent or guardian, and placed in the student data folder. This decision tree should be reviewed and updated by the end of 3rd quarter and at every IEP meeting.** Three objectives reoccur throughout this comprehensive matrix:

1. Raise expectations of parents, teachers, administrators, and students;
2. Demonstrate possibilities of competitive employment, post-secondary education/training, and independent living options for youth; and
3. Provide teachers, parents, and students with a guide to prepare students and create opportunities for positive post-school outcomes.

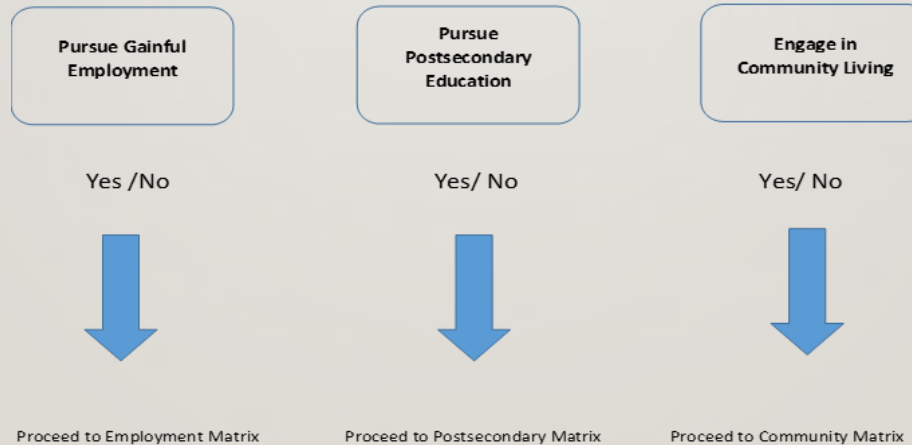
*Note IEP goals should support decision tree matrix

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Decision Tree Matrix

After high school my desire is that my child...



Community Living

What is community living?

- Day Supports
- In-Home Intensive Supports
- In-Home Skill Building
- Personal Care Services
- Residential Supports
- Respite
- Supported Employment

What funding is available for community living services?

NC Innovations is for individuals with intellectual disabilities or developmental disabilities who want to get their services and supports in their own homes and communities. To be eligible for NC Innovations, an individual must

- Have a diagnosis of an intellectual disability or a developmental disability (ID/DD),

Need waiver services in order to keep living at home or move out of an ICF/IID group home or Developmental Center;

- Be eligible for Medicaid from one of the counties in the Cardinal Innovations region upon approval for the waiver; and

Live in a private living arrangement or a small residential facility (no more than six residents) where your health and safety can be maintained with waiver services and your natural supports.

The individual may have to be placed on the **Registry of Unmet Needs (waiting list)** if funding is not available at the time of the request. The first-come, first served waiver application process is based on the date you made your request for waiver funding with Cardinal Innovations.

To begin the waiver application process, you may call the **Cardinal Innovations Registry Department at (704) 939-7980 to speak with a Registry Team Coordinator.**

Gainful Employment

What documents are needed?

Acceptable employment documents include:
State Issued Photo ID & Social Security Card

How much can my child earn?

If your child receives Social Security you need to contact your local Social Security Office to determine how much he or she can earn without affecting their benefits.

Winston Salem Social Security Office (877) 402-0828

How does my child find employment?

Vocational Rehabilitation provides assistance and resources for gainful employment of individuals with disabilities?

Forsyth County Vocational Rehabilitation (336) 784-2700

Ashley Brown

What financial resources does my child need?

Open a bank account for direct deposit at a local bank or credit union for your child prior to beginning work.

How does my child get to work?

Your child may be eligible for a reduced fare bus pass through Winston Salem Transit Authority, TRANSA/ID, or private transportation services. **See school counselor for reduced fare bus pass application.**

Winston Salem Transit (336) 727-2000

What information does my child need to know when applying for jobs?

Your child needs to know their basic personal information when applying for jobs:
Name, DOB, Address, Phone Number, Social Security#

Postsecondary

What postsecondary options are available for my child?

Postsecondary options include two and four-year college, university, and community college programs for students with disabilities. Visit thinkcollege.net or see **school counselor** for more information about programs.

What type of funding is available to pay for postsecondary options?

- Pell Grants, Supplemental Education Opportunity Grants and the Federal Work-Study program (complete FASFA)
- Scholarships offered by foundations for special education students
- National Service Education Awards from Segal AmeriCorps Education Award for students who complete AmeriCorps
- Tuition waivers may be available through the state vocational rehabilitation (VR) agency or through local community colleges
- Individual Training Accounts (ITA) funds set aside by the One-Stop Career Centers to help individuals pay for training that will lead to obtaining employment
- Plans for Achieving Self-Support (PASS Plans) developed by the Social Security Administration (SSA) as an incentive to encourage individuals who may be receiving (SSI) or (SSDI) to enter the workforce
- Medicaid funding for community based supports to help pay for the services and supports they need for college.

What does my child need to know for these programs?

Clothing care, basic nutrition, hygiene/grooming/personal care, mobility/how to access public transportation, community awareness, basic social skills/making friends.

OTHER TRANSITION PLANNING ACTIVITIES

- Postsecondary Program Tours
- Transition Fair
- Parent Teacher Transition Meeting
- Visiting local organizations that support students with disabilities post graduation

TOUR OF APPALACHIAN STATE UNIVERSITY DIVERSE SCHOLARS PROGRAM



TOUR UNIVERSITY OF NORTH CAROLINA GREENSBORO BEYOND ACADEMICS PROGRAM



TRANSITION FAIR





REFERENCES

Quickbook of Assessments

**Robin Cline, Special Education Program
Representative**

**Dave Halverson, Bev Petersen, Barb Rohrbach,
Transition Services Liaison Project**