

Transition Planning

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Who Am I?

- Mother of 4 children & 3 cats
- Wife
- Social Worker
- Special Education Coordinator
- Advocate for students' transition



“It takes courage to grow up and
become who you really are.”

E. E. Cummings

Planning with our Parents & Students

- Ensure that IEPs, evaluations and reports clearly reflect the impact of the disability on his/her work.
- Families should be informed early about benefits.

Transition Assessments

- School staff **MUST** complete, annually, transition assessments in the areas of Employment, Training/Education and Independent Living.

The Purpose:

- Age-appropriate transition assessments are tools that help students identify their strengths, interests, skills, and/or knowledge needed to reach their goals for life after high school .

- Council for Exceptional Children definition of transition assessment which is “... ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments .

Formal Assessments

- Formal assessments are standardized and usually compare a student's results to those of similar students (norm-referenced assessment) or to established standards or criteria (criterion-referenced assessment).

Formal Assessments Examples

- Adaptive behavior/daily living skills assessments
- General and specific aptitude tests – Interest inventories
- Intelligence tests
- Temperament inventories/instruments
- Career maturity or employability tests

Informal Assessments

- Informal transition assessments: **Observing the student in various academic and work experiences.** Talking with the student about likes and dislikes. Setting up experiences to allow the student to try something that may be of interest. Often teacher-made, often do not result in a score.

Informal Assessments Examples

- Interviews (student and family)
- Questionnaires
- Direct observation
- Curriculum-based assessments
- Environmental analysis

Non-Examples of Transition Assessments

STEP program

Student Career Plan

Resource Management Class

Career Day

Transition Fair

Career Counseling

DRS Coordination

Transition Planning

Coursework

Post Secondary Outcomes

- **Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and independent living skills.**

Course of Study

- Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described by the assessments.

Transition Services

- Please include, if appropriate, needed linkages for outside agencies, e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHFS, etc.) If none, indicate "none".

- **INSTRUCTION** (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)
- **RELATED SERVICES** (e.g., transportation, social services, medical services, technology, support services)
- **COMMUNITY EXPERIENCES** (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)

- **DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES** (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)
- **APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION** (e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills)

- **LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES** (e.g., DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHFS, CILs)

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Home Based Services

- The student has an intellectual/developmental disability and may become eligible for home-based support services and other adult services funded by the Illinois Department of Human Services (IDHS)/Division of Developmental Disability (DDD) after reaching age 18 and when no longer receiving special education services.

- The student/family has met with the local Independent Service Coordination (ISC) provider to discuss the Prioritization for Urgency of Need for Services (PUNS) system and to register for potential IDHS/DDD funding/eligibility.

- The student has registered for potential IDHS/DDD funding via the PUNS system.
- The student's records have been kept up to date (at least annually) with his/her assigned ISC caseworker and have been discussed with the ISC caseworker.

- The student/family have become familiar with local adult intellectual/developmental disability service providers that may be able to provide adult services via either potential IDHS/DDD funds or other funding sources.
- The ISC inquired whether the student/family wants to move from Planning for Services to Seeking Services at age 18.
- The ISC has discussed and documented all desired home-based services with the student/family, including, but not limited to, day services, in-home supports, residential living arrangements, and support service teams.

Priority of Urgency of Needs (PUNS)

- Not enough funding
- Waiting list for services
- Currently 23,000 (5-7 years)
- Encourage to register NOW

- Contact the Illinois Department of Human Services' (IDHS) 24 hour automated helpline:
- 1-800-843-6154 or 1-800-447-6404 (TTY)
- You may speak with a representative between:
8:00 am – 5:30 pm Monday – Friday (except state holidays)
- Visit our web site at: www.dhs.state.il.us

Thanks!

Any questions?

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