Transition Services

Interagency & Community Services

Transition Planning & IEP

Family Involvement

Inclusion, Access & Accountability

Student Involvement

Transition to Adulthood

Curriculum & Instruction

Transition Assessment

Kathryne Carter
Transition Specialist
Transition

What is Transition?
A student centered planning process that is designed to meet the student’s educational, employment and independent living outcomes.
Transition Services

- Begins at age 13 at Ivymount
- Transition becomes a part of the IEP process
- Students participate in a one-on-one interview if appropriate
- Help students identify interests, abilities, skills and experiences to the best of their ability
- Help students decide their employment and independent living goals
- Help identify community resources and/or adult services
Transition

- Areas we consider during transition planning:
  - Setting goals for the future
  - Generalizing skills to variety of settings (school, home, community, job)
  - Building daily living and independent life skills
  - Developing self-determination skills
    - Self-awareness
    - Self-advocacy
  - Disability awareness
  - Disclosure
Entitlement vs. Eligibility

• **Entitlement** = Services and/or supports MUST be provided
  • School-based

• **Eligibility** = Services and/or supports are only provided if certain criteria are met.
  • Adult Services and Post-Secondary Education
  • Eligibility criteria vary according to state and local governments and for each service requested
  • Service delivery is dependent upon the availability of funds
# Agency Linkages

<table>
<thead>
<tr>
<th>FEDERAL PROGRAMS</th>
<th>Social Security Administration (SSI, Medical Assistance/Medicaid) At age 18</th>
<th>MARYLAND</th>
<th>WASHINGTON, D.C.</th>
<th>VIRGINIA</th>
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<tbody>
<tr>
<td>Examples of services funded by state programs</td>
<td><strong>Maryland</strong> <strong>Both agencies listed below are branches of the Department on Disability Services (DDS)</strong></td>
<td>Developmental Disabilities Administration (DDA)</td>
<td>Developmental Disabilities Administration (DDA)</td>
<td>Community Services Board (CSB)</td>
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<td>Adult Living: housing supports, independent living, community access Employment: day services, supported employment <strong>Long term waiver services</strong></td>
<td>Virginia</td>
<td>Vocational Rehabilitation (VR) Services-may include: Vocational Training, Job Development, Job Coaching, Assistive Technology Services <strong>Short term services</strong></td>
<td>Rehabilitation Services Administration (RSA)</td>
<td>Department of Aging and Rehabilitative Services (DARS)</td>
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## Transition Timeline

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<th>AGE</th>
<th>ACTION NEEDED</th>
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| 13-16     | • Student participates in IEP and Transition Planning process  
• Review student course of study  
• Review Exit Options with parents and students (e.g., going to college, work, etc.)  
• Explore student’s interests, skills, abilities and preferences |
| No Later than 16 | • Transition Planning (focus on interagency responsibility or any needed linkages)  
• Identify student job interests and abilities  
• Include activities such as career exploration, job sampling and some job training  
• Begin to identify community services that provide job training  
• Review applications to adult services based on jurisdiction  
• Consider volunteer opportunities or summer employment if appropriate |
| 16-20     | • Continue to review and update Transition Plan (annually)  
• Explore Adult Services Programs  
  o Transportation Services (Metro Access or Reduced Fare)  
  o Recreation/Leisure Groups  
  o Medical Services  
  o Supplemental Security Income (SSI)  
  o Colleges, Vocational and Technical Schools  
  o Residential and Independent Living Services |
| 17-18     | • Understand rights that transfer from parents to child at the age of majority  
  o MD families retain educational rights until the student exits school  
• Families can explore Guardianship, Power of Attorney or other Options  
• Diploma students - Explore ACT and SAT tests  
• Visit colleges and their Disability Services Offices |
| 19-21     | • Connect with your DDA Coordinator of Community Services (CCS)  
• Visit and choose an Adult Service Provider  
• Students participate in the development of Summary of Performance Exit Document prior to graduation |
Questions?
The Ivymount School

For more information about The Ivymount School:

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