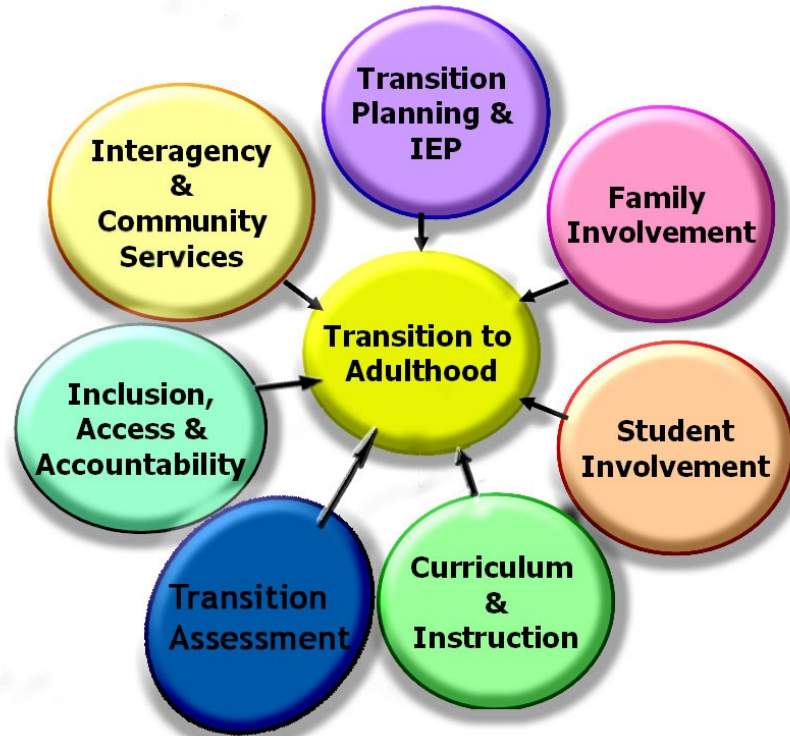


Transition Services



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

| FEDERAL PROGRAMS | Social Security Administration (SSI, Medical Assistance/Medicaid) At age 18 | | | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| | Examples of services funded by state programs | <u>Maryland</u> | <u>Washington, D.C.</u> **Both agencies listed below are branches of the Department on Disability Services (DDS) | <u>Virginia</u> |
| STATE PROGRAMS | Adult Living: housing supports, independent living, community access Employment: day services, supported employment ** <i>Long term waiver services</i> | Developmental Disabilities Administration (DDA) | Developmental Disabilities Administration (DDA) | Community Services Board (CSB) |
| | Vocational Rehabilitation (VR) Services-may include: Vocational Training, Job Development, Job Coaching, Assistive Technology Services ** <i>Short term services</i> | Division of Rehabilitation Services (DORS) | Rehabilitation Services Administration (RSA) | Department of Aging and Rehabilitative Services (DARS) |

Transition Timeline

| AGE | ACTION NEEDED |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13-16 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Continue to review and update Transition Plan (annually) • Explore Adult Services Programs <ul style="list-style-type: none"> ○ Transportation Services (Metro Access or Reduced Fare) ○ Recreation/Leisure Groups ○ Medical Services ○ Supplemental Security Income (SSI) ○ Colleges, Vocational and Technical Schools ○ Residential and Independent Living Services |
| 17-18 | <ul style="list-style-type: none"> • Understand rights that transfer from parents to child at the age of majority <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> • 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

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