Making Transition Stick

Transition to adulthood, assists a student with a disability to move smoothly from school to post-school activities (the areas of live, learn, work and play). The activities help the student develop skills for continued education (college), vocational training (trades), employment (supported/competitive), adult services (programs), independent living and participating in the community. The activities are based on the expressed future goals of the student including: interests, likes, dislikes and abilities and the development of the necessary skills that are needed for success in achieving those goals.

WHAT DOES THE FUTURE HOLD FOR MY CHILD?
- Change
- New experiences/opportunities
- New Challenges
- New rewards

KEY ELEMENTS OF TRANSITION
- Identify student strengths and needs
- Determine future goals
- New Challenges
- New rewards

SCHOOL - A WORLD OF ENTITLEMENT
- Skill building and development
- Integrated learning environments
- Career exploration
- Work experiences
- Assessments and evaluations

POSSIBLE ADULT SERVICES - A WORLD OF ELIGIBILITY
- Office for People with Developmental Disabilities (OPWDD)
- Office of Mental Health (OMH)
- Independent Living Centers (ILC)
- New York State Commission for the Blind (NYSCB)
- Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES-VR)
- One-stop centers
- College

HOW CAN PARENTS HELP?
- Develop responsibilities and independence at home
- Communicate with teachers
- Remain active in the IEP process
- Keep good records/Update
- Ask your child about their future goals and dreams
- Provide opportunities to try, to take risks, to fail and to try again

STUDENTS WITH SELF-ADVOCACY SKILLS ARE MORE LIKELY TO HAVE HIGHER ACHIEVEMENT OUTCOMES.

TRANSITION STATEMENTS NEED TO BE IN THE IEP BY THE AGE OF 15.

YOUR CHILD SHOULD HAVE A PICTURE ID.

References and information provided by: Center for Research on the Education of Students Placed at Risk, NSTTAC, Hattie, J. (2009)