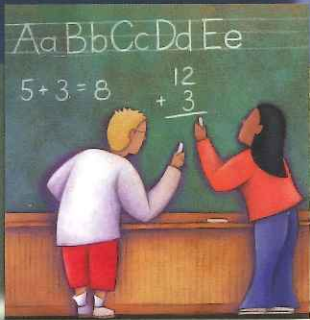
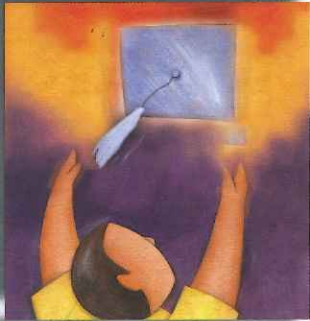


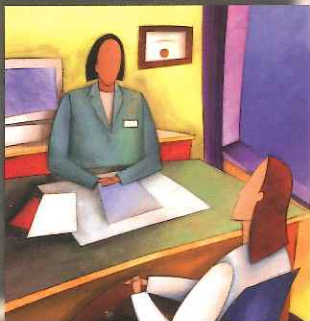
Self-Determination



Postsecondary Education & Training



Employment



Independent Living
(Community Participation)



Tri-State Transition Slide Guide

This guide was developed as a joint effort between the Delaware Department of Education, the Pennsylvania Department of Education, and the Virginia Department of Education utilizing funds under a grant supported by the Office of Special Education and Rehabilitative Services (OSERS) grant # 0101-8001

* Available online → cliu.org
- departments
- special services
- transition resources

Self-Determination

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QUESTIONS TO CONSIDER

- How do you make decisions and use community resources?
- How do you talk about your disability and what you need for support?
- What are your goals and what is your plan to reach them?

- What postsecondary education/training options are available for you?
- What documentation do you need to be eligible for disability related services?
- What types of accommodations can you receive from postsecondary education/training programs?

- What are your career goals?
- How will you reach those goals?
- What supports and/or resources do you need to reach your vocational goals?

- Where do you want to live as an adult?
- What kind of supports will you need for transportation, medical issues, daily living and leisure time activities and how will you pay for what you need?
- How will you maintain and increase your social network?

RESOURCES

Self Determination

<http://education.ou.edu/zarrow>
<http://www.imdetermined.org> - VA
<http://payouthleaders.ning.com> - PA
<http://www.alife4me.com> - VA

Assistive Technology

<http://www.fcid.info>
<http://www.ataporg.org/atap>
<http://www.jan.wvu.edu>

General Transition Sites

<http://www.sharedwork.org>
<http://www.nstifac.org>
<http://www.pacer.org>

Preparing for College

<http://www.pepnet.org/itransition.asp>
<http://www.going-to-college.org> (VA)
http://www.educationplanner.com/education_planner
<http://www.heath.gwu.edu>
<http://www.collegebound.net>
<http://www.thinkcollege.net>
<https://myroad.collegeboard.com>
<http://vacollegequest.org> (VA)
<http://www.vccs.edu/Default.aspx?tabid=789> (VA)

Preparing for Career & Technical Education

<http://www.khake.com/page36.html>
<http://www.collegebound.net/vocational-school-guide>
<http://www.pacareerstandards.com> (PA)
<http://www.cteresource.org> (VA)
<http://www.YesYouCanDe.com> (DE)

Scholarship Search

<http://fastweb.com>

Employment

<http://www.ncwd-youth.info/index.html>
<http://www.careervoyages.gov>

SSI and SSDI Work Incentives

<http://www.ssa.gov/disabilityresearch/wi/generalinfo.htm>

Employment Search Engine

<http://monster.com>

Career Interest & Occupational Information

<http://online.onetcenter.org>
<http://www.schoolfinder.com/careers/3step1.asp>
<http://www.bls.gov/k12>
<http://www.acinet.org>
<http://www.pacareerzone.org> PA
<https://joblink.delaware.gov/ada> DE
<http://vawizard.org> VA

Independent Living

<http://www.disabilityInfo.gov>
<http://www.ilru.org/html/publications/directory/index.html>
<http://www.transitionmapde.org> (DE)
<http://www.transitionmap.org> (PA)

Health

<http://www.healthfinder.gov>
<http://www.hrtw.org>

Volunteering

<http://www.americorps.gov>
<http://www.handsonnetwork.org>

Recreation and Leisure

<http://www.ymca.net>
<http://www.dsusa.org>
<http://collectors.org>
<http://specialolympics.org>

Benefits & Financial Planning

<http://www.ssa.gov>
<http://www.govbenefits.gov>
<http://www.atg.wa.gov/teenconsumer>

18-21 Year Old Students	16-17 Year Old Students	15-16 Year Old Students	14-15 Year Old Students	12-14 Year Old Students	10-12 Year Old Students
<ul style="list-style-type: none"> • Direct personal assistance services • Understand cultural diversity • Understand and use cause and effect strategies • Consider others' points of view • Further develop self-advocacy skills as they relate to your post-secondary goals • Assume adult rights and responsibilities 	<ul style="list-style-type: none"> • Realize and understand barriers and solutions • Independently discuss with high school staff needed accommodations and supports • Understand adult rights and responsibilities • Continue leading IEP Meeting provide direct input into the development of your IEP goals 	<ul style="list-style-type: none"> • Continue involvement in assessment process – state how these results relate to your post-secondary goals • Describe issues related to self-disclosure (when, what, how) • Continue leading IEP - include in IEP issues related to AT, Health Care, and Transportation • Define self-success 	<ul style="list-style-type: none"> • Participate in assessments and understand how the results relate to your transition plan • Become an active member of your IEP – Student led IEP • Identify and begin coordination of supports/create a circle of support • Appropriately express wants and needs 	<ul style="list-style-type: none"> • Evaluate how your disability impacts your daily life • Describe what accommodations you use • Explain how your accommodations help you • Provide information at your IEP meeting regarding how you learn best, your likes, dislikes, dreams 	<ul style="list-style-type: none"> • Describe and know your disability • Identify what your needs/fears are in school and the community • Explain who helps you in school and the community • Know what an IEP meeting is and participate in your meeting
<ul style="list-style-type: none"> • Finalize postsecondary education/training plan, including documentation • Understand and use the Summary of Performance • Coordinate services and supports with disability services • Meet with instructional staff regarding needed accommodations and supports 	<ul style="list-style-type: none"> • Take college entrance exam • Maintain academic success • Complete college applications • Participate in a college prep program • Apply for scholarship opportunities and funding sources • Contact disability services office(s) to determine needed documentation and available supports 	<ul style="list-style-type: none"> • Begin more specific post-school planning (college vs. employment) • Discuss entitlement vs. eligibility issues • Actively participate in high school scheduling • State prerequisites for further training (PSAT, SAT, CTE assessment) • Investigate scholarship opportunities and funding sources 	<ul style="list-style-type: none"> • Develop graduation credit plan • Explore/visit postsecondary school • Understand which areas you need for support – explore use of assistive technology • Understand actions and consequences 	<ul style="list-style-type: none"> • Demonstrate time management skills • Demonstrate organizational skills • State the requirements of high school classes and your options for high school programs/courses of study • Explore the acceptance requirements for postsecondary schools 	<ul style="list-style-type: none"> • Describe what classes you enjoy • Explain your likes and dislikes in and out of school • Demonstrate problem solving strategies • Identify your learning style
<ul style="list-style-type: none"> • Develop skills for employment/ volunteer position sustainability • Master employability skills • Acquire the accommodations and supports needed for employment • Make use of private/government resources for employment 	<ul style="list-style-type: none"> • Continue development of career portfolio include updates to all documents • Begin narrowing job selection from just “a job to make money” vs. “a job that interests you” • State and know how to acquire the accommodations and supports needed for employment • Discuss what additional training/ skills are needed to continue or enhance employment • Engage in competitive employment 	<ul style="list-style-type: none"> • Continue career exploration – situational assessments • Continue development of career portfolio include resume development • Identify and explore all sources of potential employment • Understand/state what it is that you can “bring” to an employer • Understand private/government resources for employment 	<ul style="list-style-type: none"> • Continue career exploration – participate in job shadowing • Continue development of career portfolio include copies of assessment, work samples, etc. – link this information to your Summary of Performance • Begin to set post high school goals • Evaluate future financial needs and how these relate to career choices 	<ul style="list-style-type: none"> • Describe employability skills • Explore Career and Technical Education Program options • Begin developing career portfolio - including copies of required identification • Engage in community service/volunteering 	<ul style="list-style-type: none"> • Complete chores at home • Explore and discuss what you want to do in the future (dreams) • Demonstrate the ability to make choices/develop decision making strategies • Follow directions/finish what you start
<ul style="list-style-type: none"> • Develop a plan for a balanced life (time management, school, work, leisure) • Register for selective service/Register to vote • Finalize independent living arrangements and community connections • Engage with adult supports to ensure a coordination of services 	<ul style="list-style-type: none"> • Begin assuming and transfer of responsibility for health needs • Continue making healthy choices • Continue community involvement ensuring healthy lifestyle choices and understanding of risk behaviors • Continue involvement with the adult agencies that will assist you • Develop financial literacy skills • Describe potential changes to current benefits if employed 	<ul style="list-style-type: none"> • Describe what adult agencies can help you and connect with these agencies • Continue to develop healthy relationships that have a positive impact on your future • Understand what in the community is important to you and for you and further engage in these activities • Assess and know how to access transportation options 	<ul style="list-style-type: none"> • Implement a time/money management plan • Explore transportation options (practice mobility skills) • Understand health/ medical needs • Be informed of issues related to sexuality • Engage in community opportunities (community service, faith-based activities, youth groups, etc.) 	<ul style="list-style-type: none"> • State your health care requirements and medication needs • Continue and expand engagement in extracurricular/community activities • Establish relationships (peers, friends, mentors) • Learn about resources in your community that can help you • Practice safe and suitable technology use 	<ul style="list-style-type: none"> • Eat healthy and exercise • Engage in extracurricular/ community activities • Encourage friendships and understand what it means to be a good friend • Use assistive technology