

PARENT TRANSITION SURVEY
(CONTINUED)

3. At what age do you think your child needs to leave establish his/her own apartment outside of the family home?

4. What additional skills does your child need to develop in order to maintain an apartment after leaving the family home?

5. Please complete if your child is over 16 years of age.
Does your child have a driver's license or permit?
 No Yes
If **no**, why not?

6. Would your child have transportation to a job shadowing experience?

7. Is there anything else you would like to tell us about your child?



Transition



A Guide to Transition at the Middle School Level

WHAT IS TRANSITION?

Transition is the change from a structured school environment to the post-secondary world. In many cases, this is the shift from high school to college, trade school, the military, or the working world.

WHAT DOES THE LAW SAY ABOUT TRANSITION?

According to the federal law, transition is:

A coordinated set of activities for a student with a disability that—

(1) Is designed within an outcome oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(3) Includes—

Instruction;

Related services;

Community experiences;

The development of employment and other post-school adult living objectives; and

If appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.



PARENT TRANSITION SURVEY

Student's Name:

Grade:

Parent's Name:

Date:

Please fill out and return to your child's special ed teacher ASAP!

1. What kind of work do you see your child doing 5 years after graduation from high school?
2. Do you want your child to attend more schooling after graduation? ___No ___Yes

If **yes**, please indicate your interest below.

- ___ 2 year technical school (hands-on activities)
___ 2 year college (working with ideas and/or hands-on activities)
___ 4 year college (working with ideas mostly)
___ military
___ Other _____

If **yes**, do you want your child to live in either the family home or an independent living arrangement such as a dorm while he/she attends more schooling?

If **yes**, how do you see the tuition being paid (please check all that apply)?

- ___ Student loans
___ Parent assistance
___ Student working while attending school
___ Scholarships
___ Other: _____

If **no**, (no further training) would you like your child to participate in the CDO (Career Development Opportunity) program, which includes working during part of the school day during their senior year (as long as he/she meets the requirements for that program)?

**STUDENT TRANSITION SURVEY
(CONTINUED)**

6. Where do you plan to live AFTER you graduate from high school?

in family home with friend in an apartment
 alone in an apartment at a friend's family home
 other

7. What kind of activities do you participate in outside of school?

sports dance go to movies
 work out at YMCA church/temple
 martial arts attend music concerts

8. What kind of activities do you participate in at school?

9. Are you currently working in a paid position?

No Yes - If yes, where do you work and what do you do?

10. Do you have a driver's license or permit?

No Yes

If not, would you like help in obtaining one?

No Yes

11. What other help do you need?

AT WHAT AGE DO TRANSITION SERVICES BEGIN?

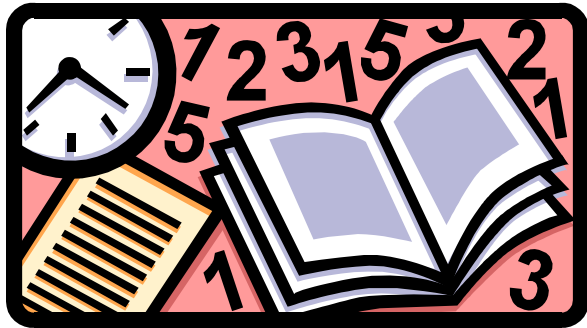
The Individuals with Disabilities Education Act (IDEA) Amendment of 1997 defined the supports required for your child's Individualized Education Program (IEP). IDEA requires that transition services begin by age 14, or earlier if deemed appropriate by the IEP team. At this time, a student's post-secondary goals are discussed and transition needs are identified to determine what instruction or services will be necessary for a smooth transition to post-secondary life.

By age 16, interagency responsibilities must be identified and the transition services must be implemented. This piece explains exactly what instruction, experiences, and services are required and who will be responsible for implementation. Frequently, the school district seeks assistance from outside agencies or service providers to assist with living arrangements, employment, and post-secondary services. The IEP team also needs to monitor the student's high school curriculum to ensure the student is completing all necessary graduation requirements that are outlined in the IEP.



WHO PROVIDES THE TRANSITION SERVICES?

Transition services are outlined in the IEP and may be provided by the school district or agencies outside the school. A statement of interagency responsibility along with contact information can be found in the transition section of the IEP.



WHAT IS THE SCHOOL DOING TO HELP MY CHILD WITH TRANSITION?

Currently, the teachers at Fred S. Engle Middle School have been working hard to not only assist your child with transition for post-secondary outcomes, but also for the move to the high school. During the course of your child's eighth grade year, he or she will participate in the following activities or experiences:

STUDENT TRANSITION SURVEY

Name:
Grade:

Date:

Please fill out and return to your special ed teacher ASAP!

1. What kind of work would you like to be doing in 5 years after graduation from High School?
2. Do you feel that you might need help from school staff with getting this type of work?
3. Are you interested in participating in the CDO program (work during part of the school day) in your senior year?
4. Do you want to attend more schooling after graduation? No Yes
If **yes**, are you interested in attending any of the following?
 2 year technical school (hands-on activities)
 2 year college (working with ideas and/or hands-on activities)
 4 year college (working with ideas mostly)
 military
 other:
5. Where do you plan to live UNTIL you graduate from high school?

(OVER)

For more information on transition, please contact your child's special education teacher. Also, the following websites contain helpful information regarding transition and other topics regarding special education. These sites were used while creating this brochure.

Pennsylvania Training and Technical Assistance Network
<http://www.pattan.k12.pa.us/>

Pennsylvania Department of Education
<http://www.pde.state.pa.us>

U.S. Department of Education Office of Special Education and Rehabilitative Services
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

National Dissemination Center for Children with Disabilities
<http://nichcy.org/>



Committed to Excellence

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This pamphlet was created by Kristen Krugreinhard.

WHAT IS THE SCHOOL DOING TO HELP
 MY CHILD WITH TRANSITION?
 (CONTINUED)

- ***Individual Meeting with the Guidance Counselor*** - Your child will meet one-on-one with his/her guidance counselor to discuss high school course selection and possible career interests.
- ***CAT Brandywine Field Trip*** - CAT Brandywine is a public high school specializing in career training and is operated by the Chester County Intermediate Unit. This trip will allow students to see what programs and opportunities are offered in a vocational setting, and will encourage them to think about high school and future careers. During this field trip, students will take a tour of the campus and listen to a presentation on possible career opportunities and trainings.
- ***University of Delaware Field Trip*** - This trip will allow the students to not only see what a college looks like, but also what it has to offer. While visiting, students will take a walking campus tour and listen to a presentation on what services are available to students with learning differences.
- ***Eaton Coull Transition to High School*** - This is a series that teaches students self-advocacy and self-determination skills that are necessary for high school and post-secondary outcomes. This transition series also helps students evaluate their strengths and future education and career options.
- ***IEP Review and Transition Statement*** - The student's IEP is individually reviewed with each student. Goals and accommodations are especially focused on as a means of developing self-determination and self-advocacy skills. Students are also invited to his/her IEP meetings and are asked to provide a transition statement including post-secondary goals of education and employment.
- ***Shadow Day and Shadow Day Luncheon*** - Students are given the opportunity to follow a professional in a career of interest for one day. As a wrap-up activity, students present information about the profession and their experiences at a luncheon for those who participated in Shadow Day.
- ***Transition Day*** - In May, students attend a special Transition Luncheon where they discuss the self-determination and self-advocacy skills necessary for success in high school and beyond. Students also watch an Eaton Coull video entitled Transitions to High School.

WHAT CAN I DO TO HELP MY CHILD?

- Attend your child's IEP meetings
- Provide the IEP team with in-depth knowledge of your child including:
 - Strengths
 - Needs
 - Strategies that have been successful at home or school
 - Pertinent medical information
 - Other relevant information that will help the team understand your child better
- Discuss your goals for your child with the IEP team and your child
- Talk to your child regarding his/her future goals for education, employment, and independent living
- Provide opportunities and experiences for your child that will allow him/her to explore various educational, career, and independent living options
- Allow your child to take on more responsibility around the house
- Fill out the "Parent Transition Survey" in this packet and return to your child's special education teacher



HOW CAN MY CHILD BE INVOLVED IN HIS/HER TRANSITION PLANNING?

- Attend his/her IEP meeting
- Understand his/her disability
- Demonstrate self-advocacy and self-determination by:
 - Knowing his/her strengths and needs
 - Communicating what accommodations he/she needs to be successful
 - Informing the IEP team strategies that have been successful at home or school
- Actively participate in transition activities and other school sponsored events
- Explore strengths and current interests to narrow down possible career options
- Fill out the "Student Transition Survey" in this packet and return to his/her special education teacher

"Tell me, I forget.
Show me, I remember
Involve me, I understand."
~~ Ancient Chinese Proverb