

Navigating the Transition into Adult Services



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Background and Experience

- Attended Kent State University and earned a bachelor's degree in special education, with a focus in reading. Then went on to earn a master's degree in special education and a Transition-to-Work endorsement.
- Experience as an intervention specialist for New Story School, as a job placement coordinator for Hattie Larlham, and as a program manager for Hattie Larlham.
- Joined Monarch Center for Autism in 2015. Serve as both the Transition Coordinator and Middle School/High School Supervisor at Monarch.

Agenda

- What is transition?
- When does the transition process begin?
- Who do I go to for assistance?
- Exploring the process of guardianship
- How can my local Board of Developmental Disabilities help me?
- What are Vocational Rehabilitation Services?
- What about college?
- Discussing residential options

Who do we have in
attendance today (i.e.,
professional roles)?

What is transition?

- What someone does to prepare for the next step in life. There are many options...
- High school to work
- High school to postsecondary education
 - 2 year college
 - 4 year college
 - Trade school
- It is also important to think about home, recreation and leisure, transportation, and finances.

Areas to focus on for transition

- Home
- Work
- Recreation and leisure
- Transportation

When does the transition process begin?



Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success

Taxonomy area	Early Intervention (B-2)	Preschool (3-5)	K	3 rd	Middle School	High School	Post-School (adult)
Student-focused Planning	Individual Family Service Plan → Individual Education Planning → Student Participation in IEP → Participant-led /PCP						
Student Development	Natural Environments → Inclusion in school → Inclusion in Community						
	Enriched Language → Academic Skills →						
	Early Knowledge and Skills →						
	Social Competence → Life, Social, and Emotional Skills →						
	Self-awareness → Self-advocacy → Self-determination →						
	Related Services → Related Student Services → Adult Services →						
	Environmental Adaptations →						
Family Engagement	Family Partnerships → Family Involvement →						
	Family Competence → Family Preparation →						
	Family Confidence → Family Empowerment →						
Interagency Collaboration	Transdisciplinary Teaming → Collaborative Service Delivery →						
Program Structures	High Quality Personnel → Highly Qualified Teacher → Degreed Providers →						
	Data Driven Decision Making →						
	Culturally Relevant Programs and Practices →						
Federal Mandates	IDEA Part C	IDEA Part B	IDEA Part B, WIOA		ADA, Higher Ed Act, Rehab Act, WIOA		
Known Outcomes	<ul style="list-style-type: none"> • Early Knowledge and Skills • Enriched Language • Social Relationships • Taking Action to Meet Needs 	<ul style="list-style-type: none"> • School Ready • Reading • Math • Attendance • Self-awareness • Less Behavior Issues • Less Suspension/Expulsion 	<ul style="list-style-type: none"> • Higher Test Scores • Higher Graduation Rates • Better Attendance • Self-determination • Less Behavior Issues • Less Suspension/Expulsion • Less Teen Pregnancy 	<ul style="list-style-type: none"> • College Attendance • Employment • Higher Wages • Better Health • Social Activity Engagement • Community Engagement • Less Arrests for Violent Crimes 			
Known Predictors	Enriched Language Predicts 3 rd Grade Reading Predicts High School Graduation Predicts Employment, Education, & Independent Living						

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Who do I go to for assistance?

- Local county board of developmental disabilities
- Local vocational rehabilitation center
- Non-profit resource centers
- School transition coordinator

Exploring the process of guardianship

- Should be brought up at the IEP meeting by the year the student turns 17.
- Go to local probate court and ask to speak with a judge regarding guardianship of a person with disabilities.

How can my local Board of Developmental Disabilities help me?

- Children:
 - Early intervention
 - Child care
 - School-age supports
- Adults:
 - Day programming
 - Employment
 - Transportation
 - Residential
 - Recreation
- All ages:
 - Referrals
 - Waiver funding
 - Local funding
 - Other funding options

When thinking about recreation and leisure...

- How will they fill their time when they are not working or volunteering?
 - How much of the day needs to be filled?
 - What types of activities do they find interesting?
 - What will bring meaning to their day?

When thinking about transportation...

- How will they get around?
 - Will they drive?
 - Will they take public transportation?
 - Will they have a transportation provider?

What are Vocational Rehabilitation Services?

- Variety of branches that provide:
 - Assistance to people with physical, mental, and emotional disabilities to find and maintain employment
 - There are options to assist in postsecondary education
 - Determining the medical eligibility of people seeking Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI)

When thinking about work...

- What is the importance of money?
 - Do they need to earn money outside of any other benefits they are receiving?
 - Is volunteering a good option?

What about college?

- Many colleges have offices of student accessibility services that offer assistance to students with the accommodations related to their IEP or 504.

Discussing residential options

- Where will they live?
 - Family home, group home, independent living, apartment with a roommate, etc.
- How independent do they need to be where they live?
 - Will they independently cook, clean, do laundry, take medication, etc.

Resources



Improving Postsecondary Outcomes for All Students with Disabilities

Welcome to NTACT's website! NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

[More Information about NTACT](#)

Resources & Guidance

NTACT provides resources and guidance in the following areas:



Transition Planning

Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students. [Video Overview](#)

[VIEW RESOURCES](#)



Graduation

Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

[VIEW RESOURCES](#)



Post-school Success

Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

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Data Analysis & Use

Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

[VIEW RESOURCES](#)

Effective Practices and Predictors

NTACT disseminates resources to guide practice that are developed from the best available evidence of effectiveness. Throughout our website resources developed directly from the research are indicated as Evidence-Based, Research-Based, or Promising. [Learn More...](#)

EVIDENCE



Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research

[View Evidence-Based Practices](#)

RESEARCH



Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research

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PROMISING



Promising Practices

- demonstrates some success for improving outcomes
- may use rigorous research designs
- may adhere to indicators of quality research

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UNESTABLISHED



Unestablished Practices

- demonstrate limited success for improving outcomes
- is based on unpublished research, anecdotal evidence, or professional judgment

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- ❖ **Web:** www.monarchcenterforautism.org
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Questions?

Comments?

Thank you!

