

TRANSITION



Transition goals cannot be achieved in one year. Transition planning, services, and activities should be approached as a multi-year process. Young adults along with their parents, play an important role in the transition process. Student involvement facilitates the development of his/her self-determination skills. These are essential for the student to develop the ability to manage his or her own life.



CONTACTS

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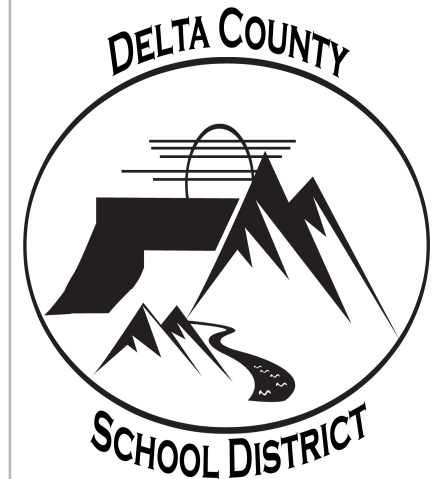
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TRANSITION

TODAY'S STUDENTS
PLANNING FOR
TOMORROW



**Transition is a
coordinated set of
activities to support the
student moving from
school to post-school
activities.**





PLANNING – START EARLY

The IEP is the student's "road map". As students prepare to move from school to community living and employment, good program planning can help them become independent, productive adults. Early and long range planning are critical in order for students to receive many post-school programs or services whether they include support services in college or residential services from an adult provider.

HOW DO YOU PLAN?

Transition planning involves a team of people drawn from different parts of the student's school and community life. It is important that the students be linked to various adult agencies and organizations such as mental health agencies, vocational rehabilitation, community colleges, housing, employment, and training agencies. The Individuals with Disability Education Act (IDEA) requires that an

Individual Education Plan (IEP) is developed by the time a student is age 15 but no later than the end of 9th grade. The IEP must include appropriate measureable post secondary goals based upon age appropriate transition assessments related to education, career, and when appropriate, independent living skills. The IEP also identifies the projected course of study related to the student's post-school outcome.

Transition Checklist Starts in 6th grade

1. Identify student learning styles and necessary accommodations to be a successful learner and worker.
2. Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
3. Match career interests and skills with academic course work and community work experiences.
4. For students with developmental disabilities, contact Community Options and place the student on the waiting list.
5. Explore options for post-secondary education and training including admission criteria.
6. Practice independent living skills, e.g. budgeting, shopping, cooking, and housekeeping.
7. Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
8. Explore legal status about decision-making prior to the age of maturity and consider the need for guardianship.