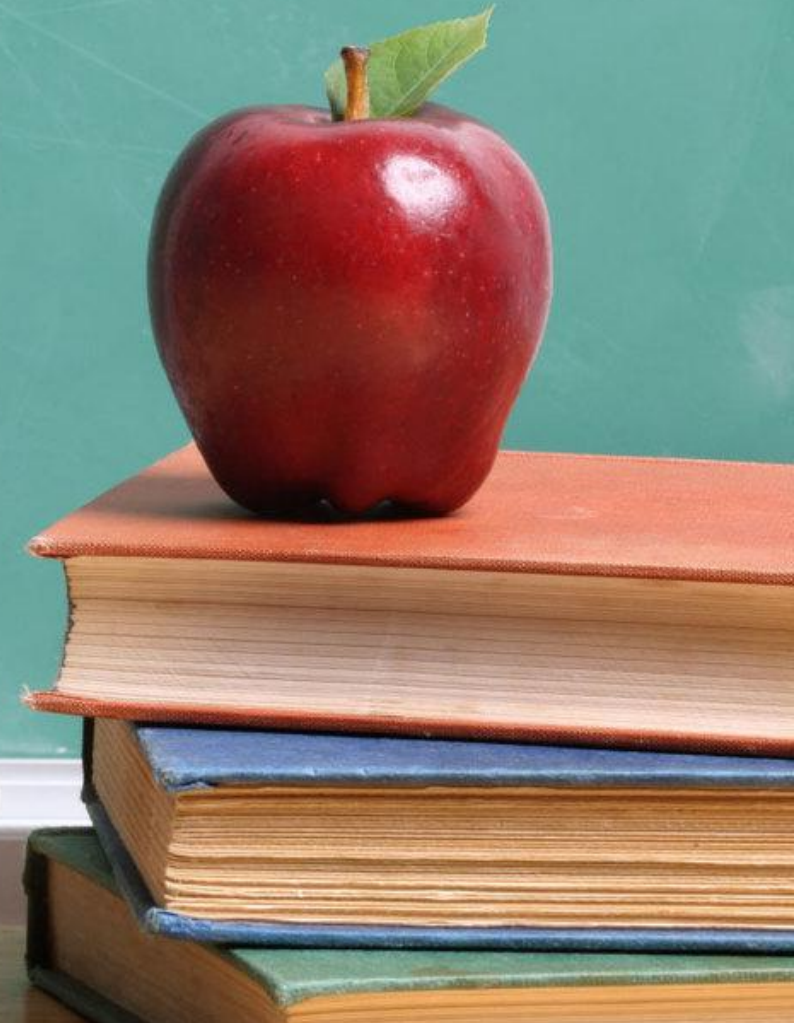




Transition Services: AN OVERVIEW





WELCOME

We are glad you are here





Family
Driven



Non-Profit
501(c)3

Family Network on Disabilities

We do **NOT:**

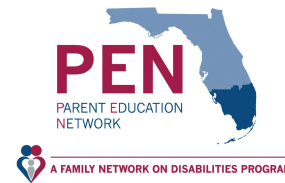
act as
Attorneys OR
Doctors

What We **DO**

provide is:

Information,
Resources, and
Support

Thank you and Welcome



Transition Services

In 1992, the laws governing the education of children with disabilities took a major step forward with the introduction of transition services.



Transition Services

The rules and regulations for IDEA (Individuals with Disabilities Education Act) released in 1992 define transition services as:



Transition Services

A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post school activities, including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.



Transition Services

The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests include instruction, community experience, the development of employment and other post school adult living objectives and if appropriate, acquisition of daily living skills and functional evaluation.

(IDEA PL101-476, 34 CFR 300.18)



Transition Services

1

Occupational/ Vocational Education

Participation in occupational education programs can provide important experiences and specific vocational training.

Specific areas include the following:



Transition Services

1

Vocational
assessment and
training

2

Academic skills

3

Individualized
curriculum to
meet transition
needs

Transition Services

2

Post Secondary/ Continuing Education

Starting in junior high school, the student's IEP should include educational goals which prepare him/her for further education or vocational training.

Specific areas include the following:



Transition Services

1

Application
assistance

2

College fairs

3

Financial aid

4

Investigate
options to save for
post-secondary
expenses

Transition Services

1

Study skills

2

Transportation

3

Discussion of
academic supports

4

Assistance with
contacting
on-campus
supports

Transition Services

3

Legal/Advocacy

Advocacy is speaking up for oneself and working with others to make systems work for the individual. People with disabilities have the right to an opportunity for working, living, and socializing in the community

Specific areas include the following:



Transition Services

1

Learning to
advocate for
oneself

2

Understanding
accommodations

3

Understanding
one's rights

4

Program
accessibility

5

Participation in
team planning

Transition Services

The ability to use transportation options is crucial for independence. Inability to use transportation, or the lack of accessible transportation can seriously limit social and work opportunities.

Specific areas include the following:



Transition Services

1

Mobility training

2

Transportation
to work/school

3

Use of public
transportation

4

Driver
evaluation/training

Transition Services

5

Financial/Income

Planning in advance is the best way to avoid difficulty at a latter time. The school district may be able to provide information on how to get assistance pertaining to financial matters.

Specific areas include the following:



Transition Services

1

Money
management/
budgeting

2

Supplemental
Security Income
(SSI)

3

Social Security
Disability Income
(SSDI)

4

Work incentives

5

Wills/Trusts/
Estates

Transition Services

6

Personal Independence/Residential

Independence is about self-determination. An individual with disabilities can be independent while living with family or friends. He/she may even choose to live alone and have support staff to assist him/her.

Specific areas include the following:



Transition Services

1

Personal care

2

Meal preparation

3

Household
chores

4

Sexuality

5

Identify living
options

Transition Services

1

Shopping

2

Time
management

3

Banking skills

4

Telephone skills

5

Decision making
skills

Transition Services

7

Medical/Health

Maintaining good health allows one to focus on life activities and goals that have been set have set.

Specific areas include the following:



Transition Services

- 1 Medication
- 2 Ongoing medical care
- 3 Fitness and nutrition
- 4 Insurance
- 5 Medicaid/Medicare
- 6 Management of personal assistance

Transition Services

8

Employment

It is important for one to consider all the work experience options when selecting a career.

Specific areas include the following:



Transition Services

- 1 Competitive employment
- 2 Job seeking skills
- 3 Job coach
- 4 Job related social skills
- 5 Supported employment
- 6 Employer support
- 7 Volunteering

Transition Services

9

Recreation/Leisure

Everyone needs a break from work and school. Having fun is an important way to get mental and physical exercise. It is also a good way to meet people and to make new friends.

Specific areas include the following:



Transition Services

1

Community
recreation
activities

2

Leisure time
activities

3

Special interest
areas

4

Explore hobbies

Transition Services

10

Other Support Needs

An individual with disabilities may need to develop a resource list of supports that will help him or her make the transition to the adult world.



Transition Services

Specific areas include the following:

1 Support groups

2 Psychological services

3 Social work services

4 Respite

5 Social peer groups

6 Assistive technology

Transition Services

1

Speech and
language
pathology

2

Audiology
services

3

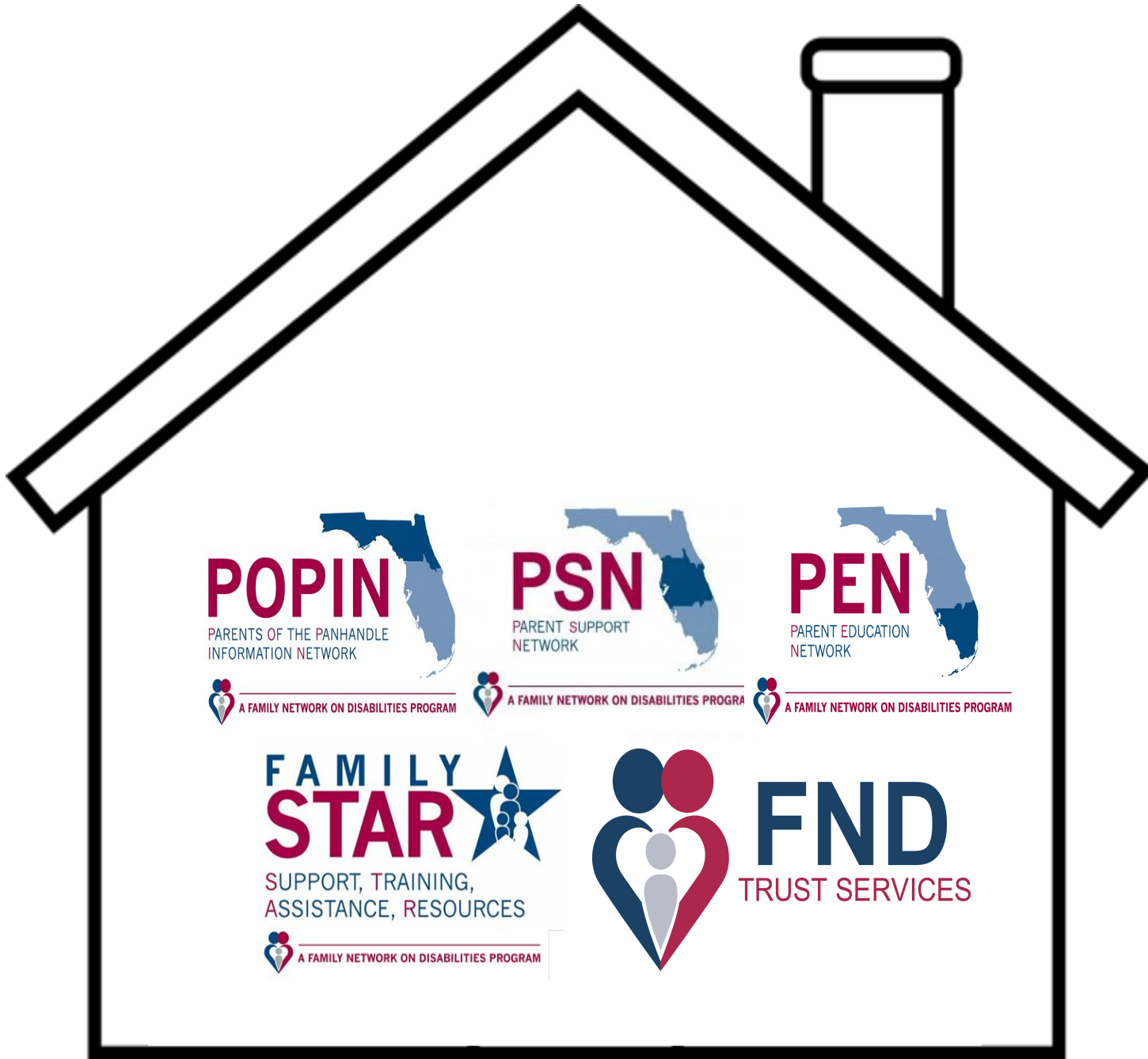
Rehabilitation
counseling

4

Physical and
occupational
therapy

5

Orientation and
mobility services



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Transition Tool Kit

Tip Sheets

Disability Specific Resources

Public Resources

National Resources

Veterans Resource Directory

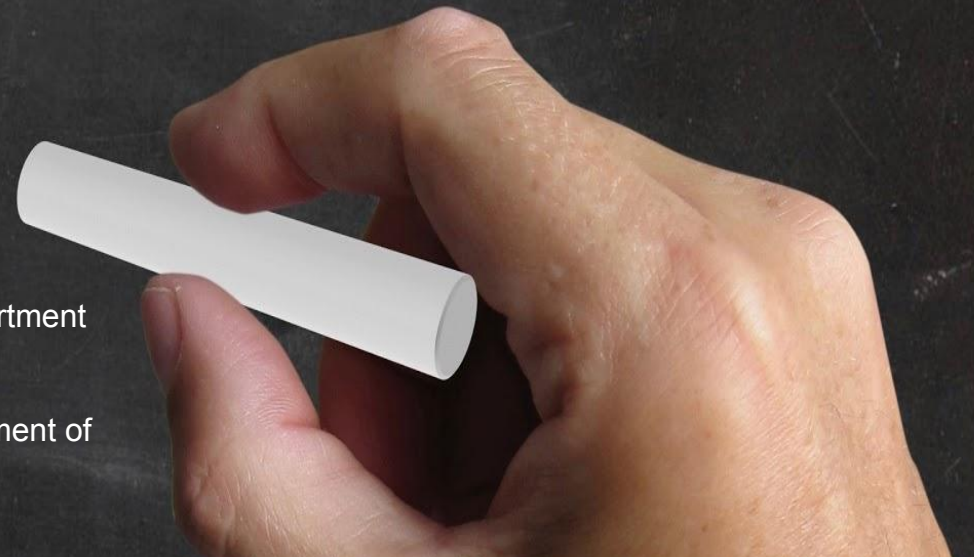
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en español

EVALUATION



The contents of this presentation were developed under a grant from the US Department of Education, #H328M150041, #H328M150041, & #H328M150041. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the federal government. project Officer, David Emenheiser





Thank you!

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