





# What is Transition?

## NE/SE/Metro Collaborative Parent Series
## Part 1 of 6

Amy Slama, NE Region Transition Facilitator
Michalla Schartz, SE Region Transition Facilitator
Whitney Fagen, Metro Region Transition Facilitator

# Dates & Zoom Link

## Zoom link - https://esu6-org.zoom.us/j/99411069287?pwd=VXN6Um8xMFhvODB4d1dkcnZSSWtLZz09

This will stay the same for all events.

Jan 10 -What is Transition? Amy Slama, Whitney Fagan & Michalla Schartz

Jan 17- What are Enable Accounts and Special Needs Trusts? Stacy Pfiefer & Molly Blazek

Jan 24- What are Medicaid and Waivers (DHHS - DD)? Lisa Hobza

Jan 31 -What can Voc Rehab do for my student? - Lindsay Brown

Feb 7 -When do I apply for SSDI and SSI? Lisa Hobza & Sharon Elliott

Feb 14 - How do I know? Guardianship and Supported Decision. Mary Phillips & Brad Meurrens

# Slide Link

Slide link - https://bit.ly/48kuEeu



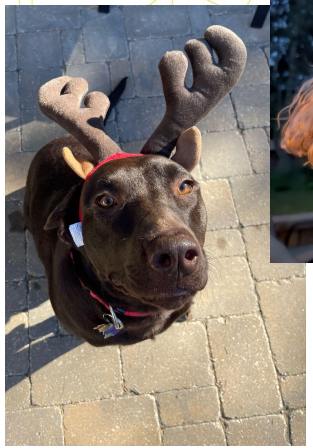
# Subtitulos en espanol

1. Encuentra los subtítulos o los tres puntos en la parte inferior de tu pantalla
2. Selecciona 'mostrar subtítulos’
3. Selecciona 'español' como idioma de subtítulos’

# Asks for tonight's presentation

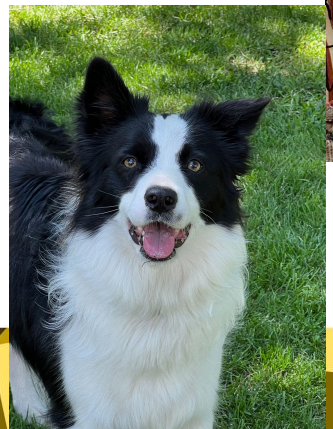
1. Keep your microphone on mute - This is Molly, Toodles, Dax & Piper - They are the reason we have to mute
2. Ask questions at the end; you may put them in chat so you don't forget and we can read aloud during Q & A
3. Please use respectful language
4. Do not change closed captioning to any language other than Spanish.
5. Recording and slides will be emailed out after they have been downloaded (average of 24 hours)

**We are GLAD you are here!**









# Objectives

This online session is an introduction to basic transition terms, agency involvement and transition timelines. Learn why early action can help your child make a smooth transition to adulthood.

- What is transition
- Basic terminology
- Advocacy
- Important timelines
- Questions

# Key Takeaway!

*"Our expectations must match every student's aspirations (and perhaps exceed them). The most powerful force in changing transition outcomes may just be the expectations parents, professionals, and others hold."*

– Erik Carter, Baylor University (hyperlinked video on YouTube)

# What is Transition?

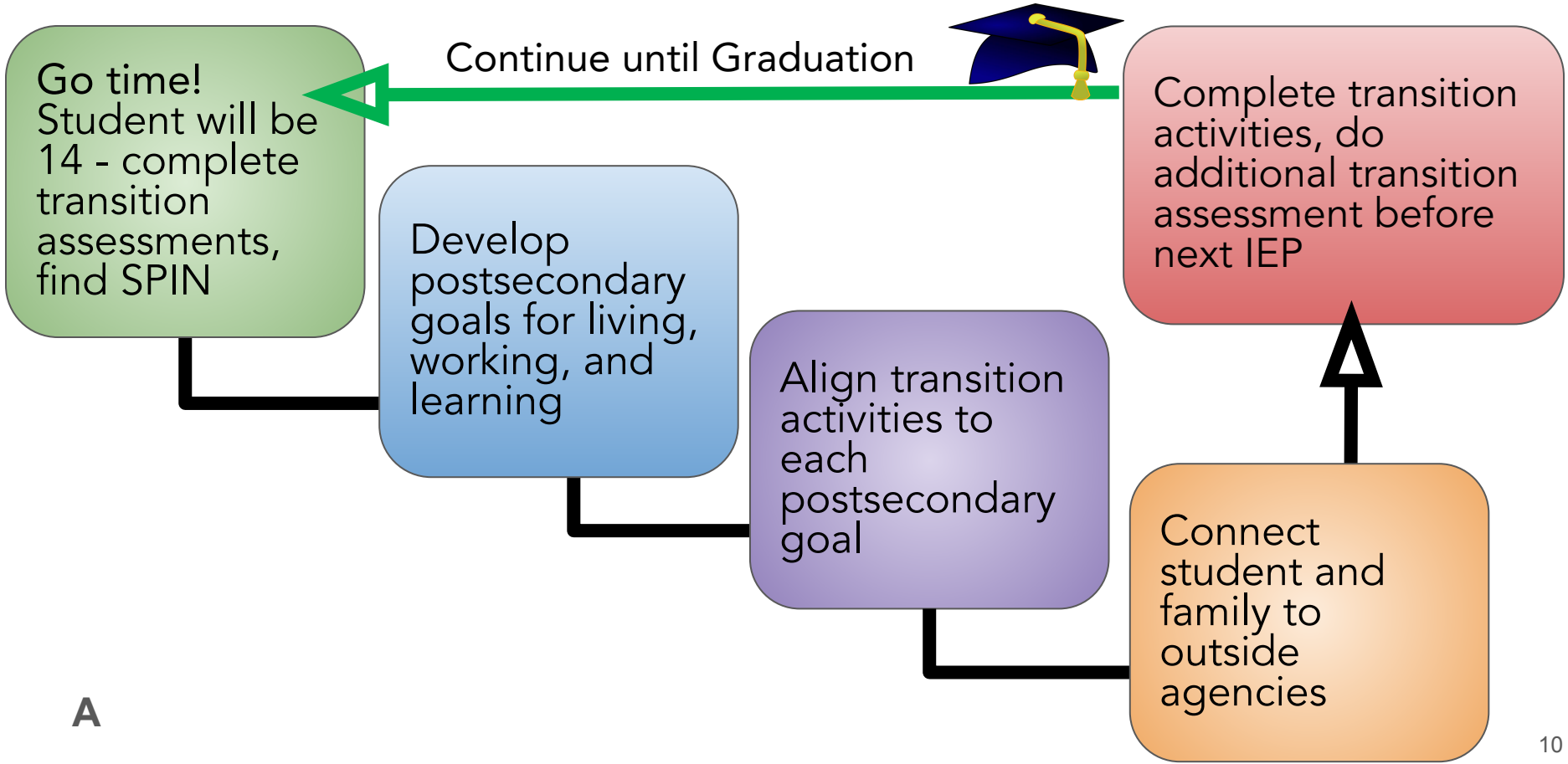
# *What is transition planning and why is it important?*

Transitioning into the adult world can be a challenge for all young people, even more so for students with disabilities.

Transition planning is a process that is designed to provide your teen with the necessary skills and services to move smoothly from high school to adult life.

Transition plans are built into your teen's Individualized Education Plan (IEP).

# The transition process is continuous




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# *Does every student need a transition plan?*

## *YES!!!*

All students with disabilities that are between the ages of 14-21 must have transition plans in their IEP. It can start earlier if appropriate.

Thoughtful planning is needed so students can acquire the skills and experiences necessary for them to achieve their goals for life after high school.

Starting transition planning at age 14 gives your teen time to explore their postsecondary goal choices and modify or change them based on transition experiences and acquired knowledge.

# *Who is involved in the transition planning process?*

The IEP team consists of you, your teenager, school personnel, agency representatives, and others working with your teen.

Agency members participate with prior written parental consent if they may be providing services after your teen graduates.

Your teen's attendance and participation in the transition planning process is essential.

# Why am I starting so young?

Planning for your child with disabilities can be complex and emotionally taxing. Finding supports, understanding the services, promoting independence for your child and tackling some of the complex feelings that goes with your child becoming an adult takes time. It also takes support from coordinating parties along the way. Bottom line - it pays to start early to ensure resources and stability for your child as they become adults.

In a nutshell:

1. Services take time to apply for and for funding to become available (sometimes up to 7 years!)
2. Schools have to provide assessment and IEP information that is appropriate to help your child meet these adult goals.
3. Thinking about these big life decisions can be emotionally taxing and take time to process.

# Should I worry about this younger than 14?

It depends…

If your child has more complex needs and you anticipate that they may (not for sure) need more support as they age, the answer is definitely.  It may be that you apply for agency supports or start to think about some other parts of school age transition services earlier.

If your child is not likely to need extensive supports, then you can wait until age 14.

Bottom line - start to have conversations about adulthood earlier rather than later. Planning and learning are always important.

# Basic Terminology

# What does Transition cover?

Transition is a process that legally starts at age 14. It is a process to help prepare your child for life after school ends completely. This process addresses three critical areas:

1. Employment (what will the student work to earn or contribute). This can be a paid or volunteer, part time or full time situation.
2. Education/Training (where and/or how will the student continue to learn). This can be formal or informal, school, on the job or in the home/community.
3. Independent Living (where will the student live, play and interact with others). This is the place or situation and possibly, the supports needed to live there.

# Why these three areas?

These three areas were chosen to reflect areas that students with disabilities typically struggle with in adulthood.  Planning ahead for these areas, specifically any that connect or requires outside agency support is essential to build successful outcomes.

The school will start to talk to you about life after school anytime between late elementary and early high school. The minimum age for these conversations is 14 years old.  Each approach is individualized and must give consideration of student needs.

# Transition Terminology

**Transition Services** - The process that a school provides to help a student get ready for adulthood. It is separate from any other services they may be receiving, but it should be connected or related to areas of need.

**Post-secondary Goals** - These are goals that are written for AFTER all schooling is concluded. These are adult visions of what the child wants to do for Employment, Education and Independent Living. They must be student centered. Schools are required to have Employment and Education PSGs in a transition plan and will include Independent Living if appropriate for your child's needs.

**Transition Assessment** - These are information gathering opportunities that are used to help a student explore one or more of the areas for adult living. They help identify Strengths, Preferences, Interests and Needs. Students, Parent/caregiver and teachers can all contribute to these.

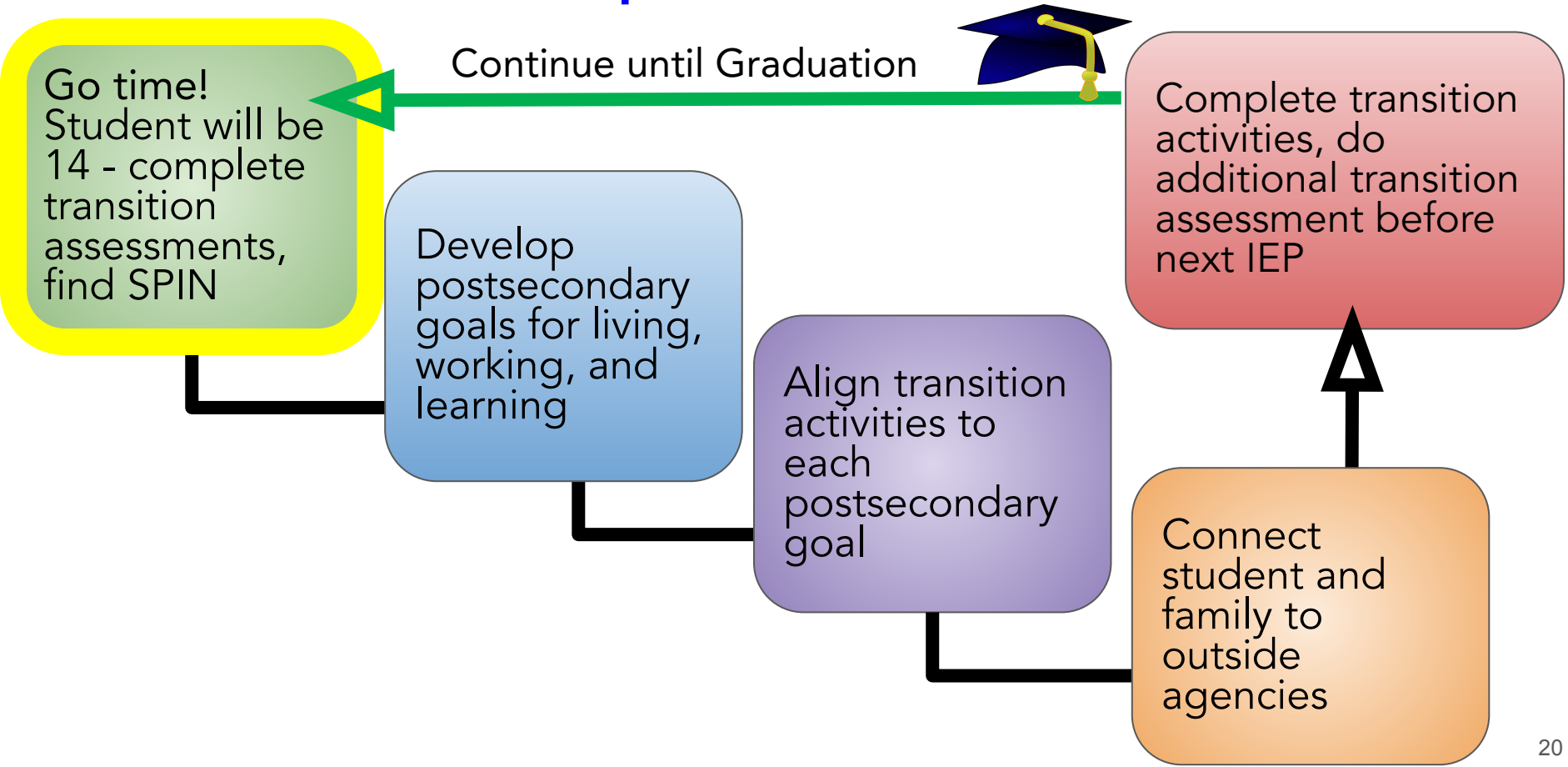
**Transition Activities/Services** - These are outcome oriented activities or experiences that help a student experience and understand more completely what a post-secondary goal means or is. They can be field trips, interviews, exploration activities or agency experiences.

# Transition Terminology

**Connected Annual Goals** - These goals are written to help the student learn the skills needed to get to their Post secondary goals. It might be increasing reading comprehension, advocating for themselves, learning employment skills or many other areas. These are based on Needs identified in assessment and in what the student is currently doing.

**Adaptive Behavior** - this is a way to assess how your child is doing at connecting to skills and behaviors in the outside world. This could be anything from dressing themselves to finding their way home through traffic. This should be included in any assessment given during MDTs if you feel there is a need for your child to be assessed in real life skills. It is necessary for application for DHHS services and if there is even a remote chance they will be applying, it should be included in the 3 year evaluation cycle of the MDT.

# The transition process is continuous



# *How does the transition planning process start?*

IEP teams complete transition assessments to determine your teen's *strengths, preferences, interests, and needs* to create a transition-focused IEP. We call this SPIN.

Students typically complete assessments at school as part of this process.

Parents are frequently asked to complete questionnaires as part of this assessment process. *Your input is important* - this information is considered when prioritizing the skills taught over the next year.

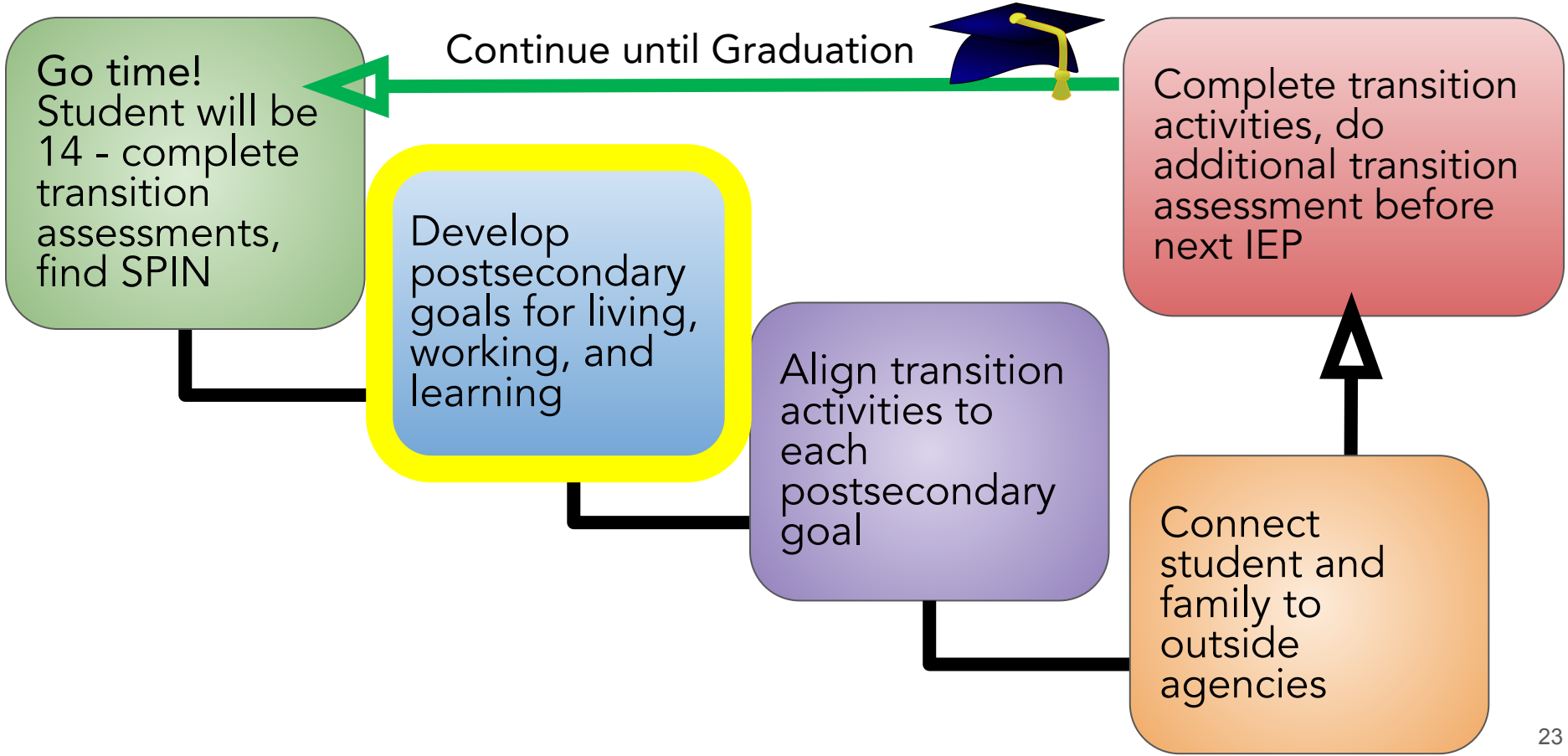
# SPIN matters!

Knowing a student's needs is certainly necessary to develop their IEP, however, this shouldn't be the focus of their life goals (or their postsecondary goals)

Our strengths, preferences, and interests are the foundation of a meaningful life - focusing here is crucial in creating a successful plan.

*Sometimes we spend so much time working to improve areas of need that we miss opportunities to build upon the student's strengths!*

# The transition process is continuous



# Transition assessments are used to develop your teen's postsecondary goals in three areas:

- Employment - where will they work after high school?
- Postsecondary education or training - how/where will they receive training to work after high school?
- Independent living, when appropriate - where will they live after high school? (note - not every teen needs a postsecondary goal for independent living - transition assessment and data guides this decision)

Note - these take place after the diploma is officially delivered, NOT social graduation

# Postsecondary goals are written like this:

After graduation, I will work with pets. (employment postsecondary goal)

After graduation, I will get on the job training from the veterinary clinic staff to work with pets. (postsecondary education/training goal)

After graduation, I will live with my parents until I can save money to live in an apartment. At home, I will be responsible for helping with cooking, cleaning, and laundry. (independent living postsecondary goal)

# What do you notice about the postsecondary goals?

*After graduation, I will work with pets.*

It is important to keep in mind that your teen's goals may change as they get older and experience more opportunities.

These experiences begin to personally define your teen’s path to adulthood.

# How do students work towards meeting their postsecondary goals?

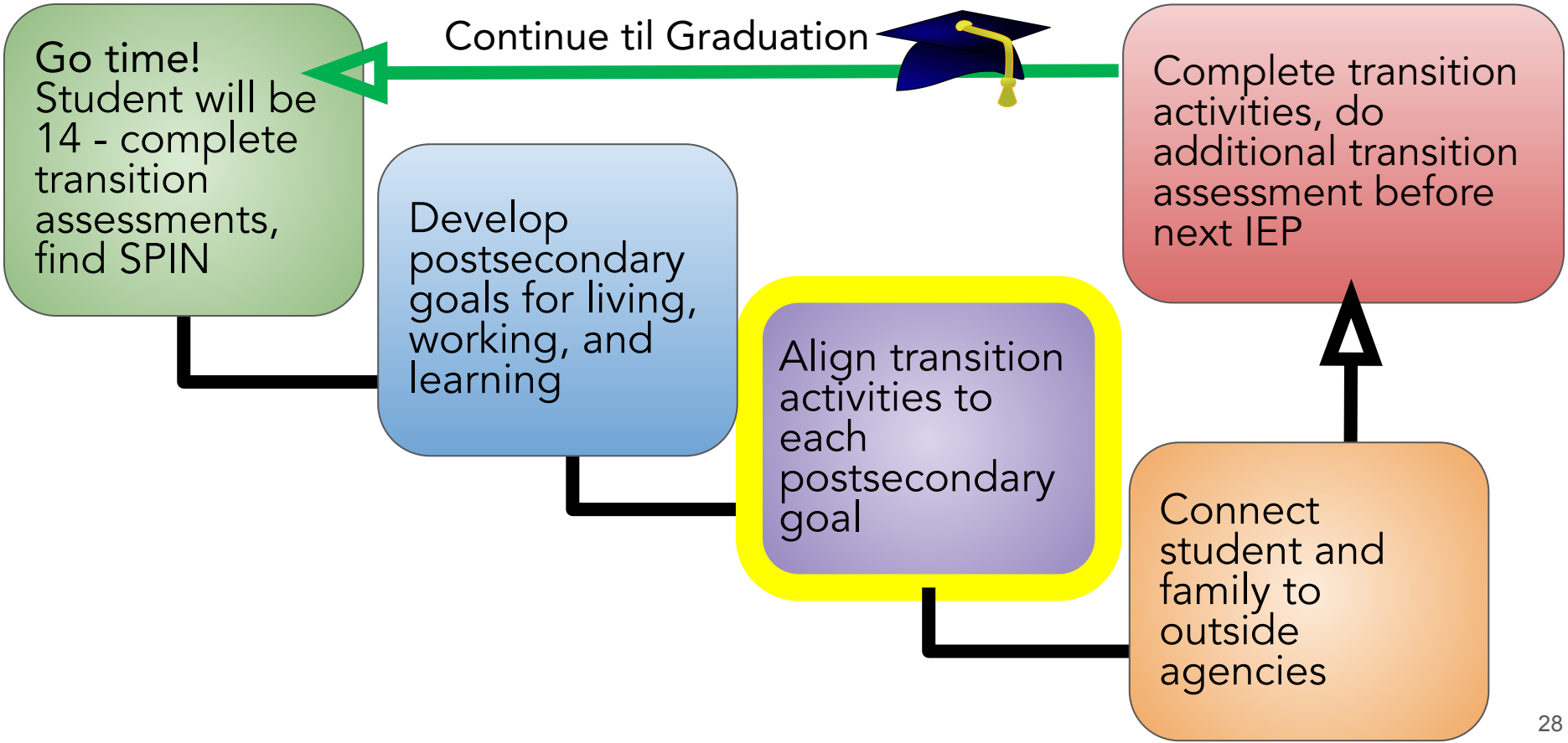
Every year, activities are selected to help students move toward their postsecondary goals.

Each postsecondary goal must have at least one transition activity.

The transition activities are where the magic happens!

Completing transition activities helps your teen refine their post-school goals and learn valuable academic and functional skills

# The transition process is continuous



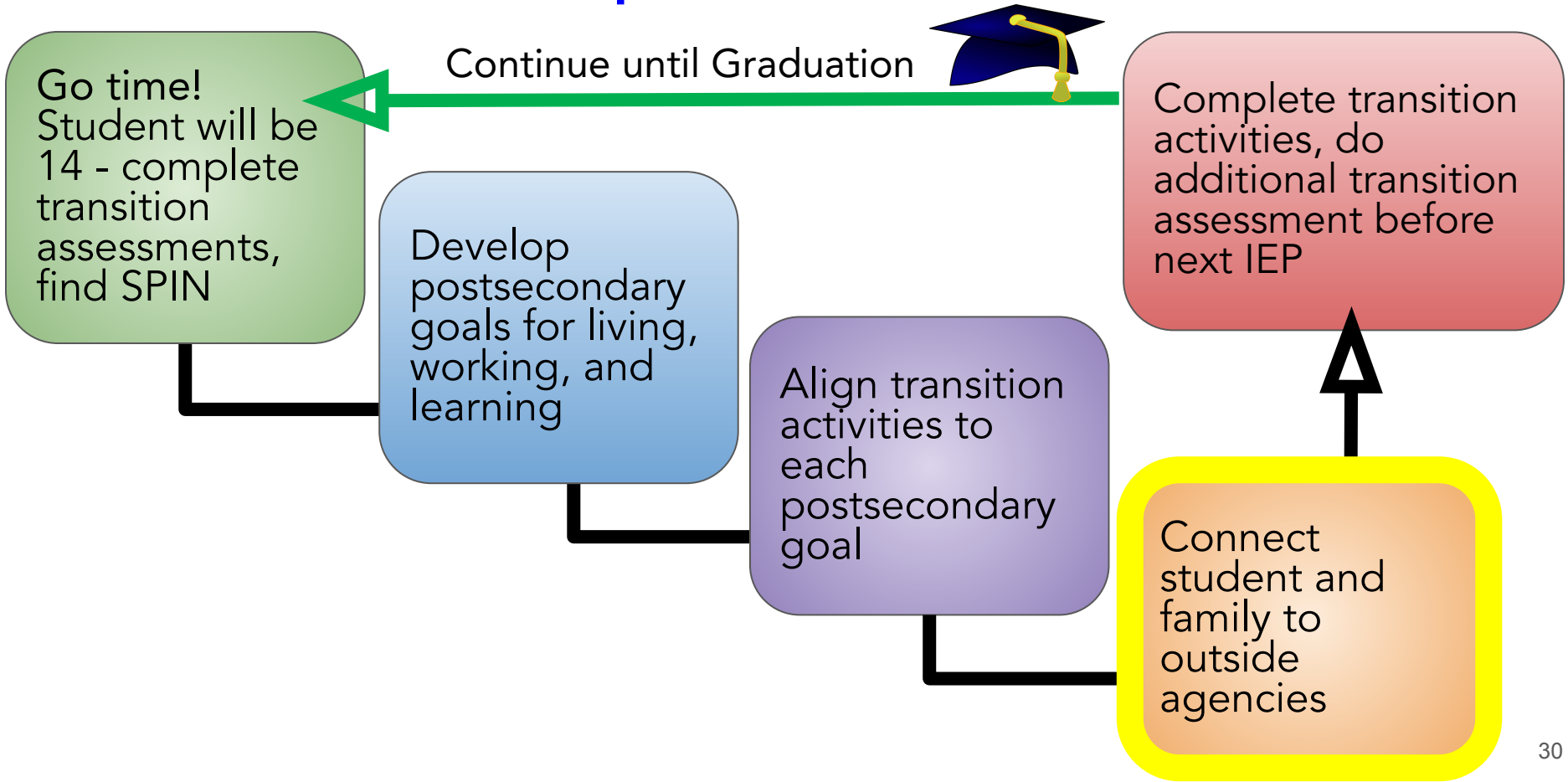
# Examples of transition activities

After graduation, I will work with pets. (employment postsecondary goal)

A transition activity that might align with this postsecondary goal is to watch a career video from Career One Stop (https://www.careeronestop.org/)

Here's a video about becoming an animal caretaker. Watching this video then becomes the foundation for a discussion about what a career as an animal caretaker may look, and provides links to more information.

# The transition process is continuous



# How are agency representatives involved in my teen's IEP?

Federal law requires the school to invite/share information from outside agencies that may be providing or paying for transition services.

Agencies that may be invited to your teen's IEP may include

- Nebraska Vocational Rehabilitation (Nebraska VR)
- DHHS Office of Developmental Disabilities (DD)
- PTI Nebraska
- League of Human Dignity
- EnAble

# Examples of Outside Agencies

Nebraska VR (Voc Rehab) and
NE Commission for Blind/Visually Impaired and Commission for Deaf/HOH

- All about employment for students ages 14+

NE DHHS Developmental Disabilities

- Students with lifelong developmental disabilities, can refer at any age
- Provide community-based services

League of Human Dignity/Independent Living Centers/DHHS A&D Waiver

- Support students and their families receiving Aged & Disabled Waiver
- Home based support rather than community based services

PTI Nebraska - Parent Training and Information Center

- Parent/Professionals
- Provides supports for parents to better understand special education, specialized health and medical, and disabilities for students 0-26 years

# Advocacy - teach your child to say the words…

Knowing about their disability and what it means in the real world is essential to being a strong self-advocate.

Use the words in a helpful way; normalize advocating for themselves.

These can be need or strength based, but ideally, they are both.

Learn how to say the words from others who have been there.  Find out preferred terms.

It is about sense of self and understanding who they are as a person and where they fit within the community.

# Important note about DHHS-Developmental Disabilities

- Documentation that your child NEEDS support comes from looking at their adaptive behaviors
- Typically obtain adaptive behavior scores using a Vineland or ABAS
- IMPORTANT - every time someone asks you to fill out a checklist, assume there's eligibility for programs and/or services funding tied to the checklist
- These measures look at independence - not critiquing your parenting skills or our teaching effectiveness - just the child's ability to do things ALL BY THEMSELVES
    - Does your child do the skills 10 out of 10 times all by themselves - meaning they know to do the task without a checklist, reminder, or prompt from anyone
    - If they moved to Omaha and lived in a house on their own for a month, would they still do these tasks with 100% independence?
    - If the answer is no, they wouldn't do the task 10/10 times independently, the score is a zero.

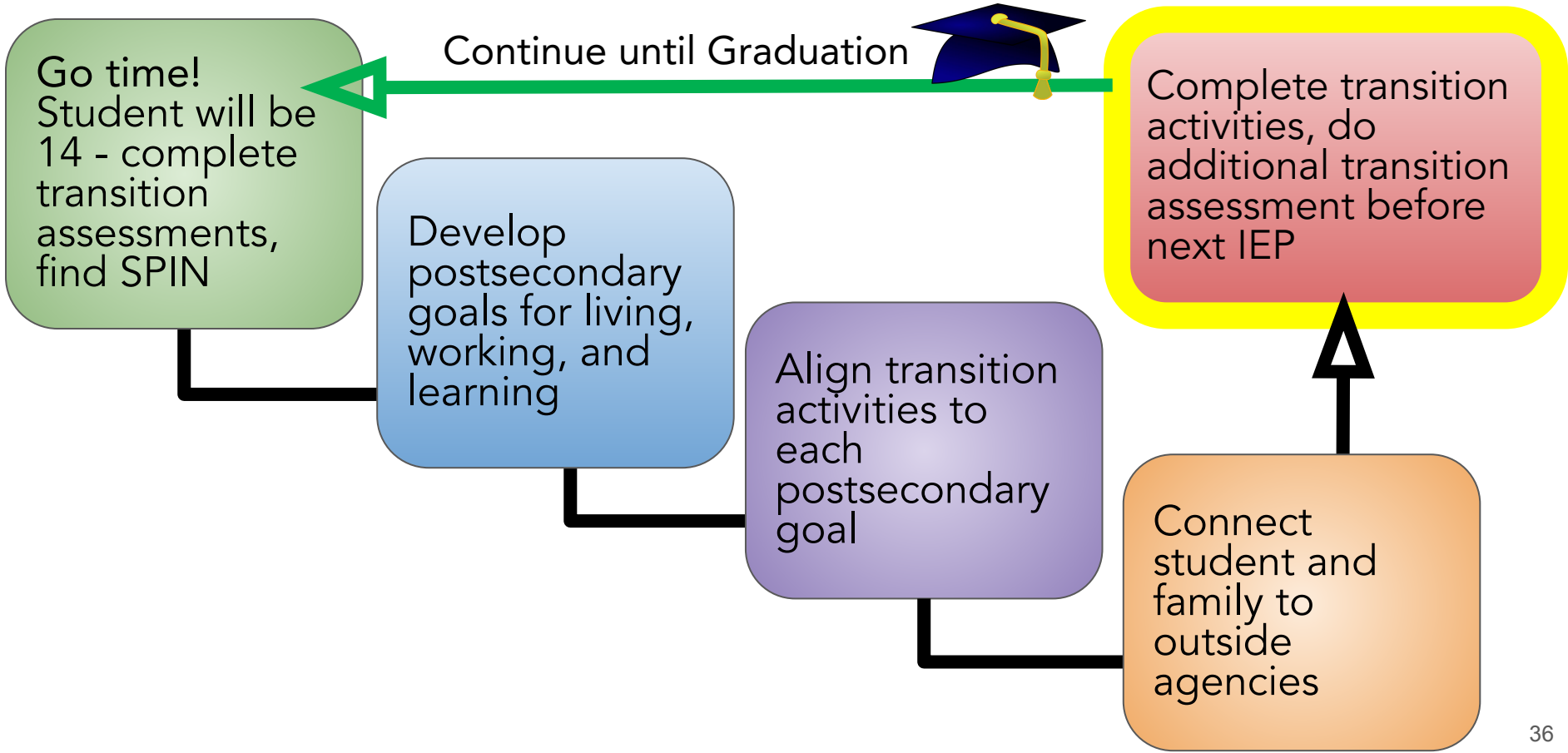
# Key Takeaway!

Your teen's school may refer you to outside agencies as part of the transition plan.

It is the parent's responsibility to complete all agency applications, answer phone questionnaires, and respond to all mail from agencies from the date the application is filled out - until…forever.

Ask your school for help if you need assistance completing the agency applications.

# The transition process is continuous



## *How does the IEP team determine when my teen will graduate?*

Your teen is eligible for special education services until they meet the graduation requirements to receive a regular, signed diploma or until the end of the school year in which they reach age 21.

There are no specific curriculum requirements that students with disabilities must meet to graduate from high school. Instead, they may graduate with a signed, regular diploma when they meet the transition goals in the IEP.

## The receipt of a signed, regular diploma terminates the service eligibility of students with special education needs.

A student who receives a document such as a certificate of attendance, unsigned diploma, or blank folder is eligible to continue receiving special education services until receipt of a signed, regular diploma or until the end of the school year in which the student turns 21.

Social Graduation can occur and services may continue.

## *How can families work alongside schools in transition planning?*

Families are often the first, most knowledgeable, and consistent support system for their teen. You possess valuable information about your teen's strengths, interests, preferences, and needs.

This information is captured when you complete transition assessments, as this assessment data is the foundation of every transition-focused IEP.

# Magical answers?

**Moving forward from today's information:**
If you have questions, contact your child's case manager - the person who is responsible for writing your child's IEP.

Chat with them about your questions.

We love to help!
Our role is to help schools with transition.





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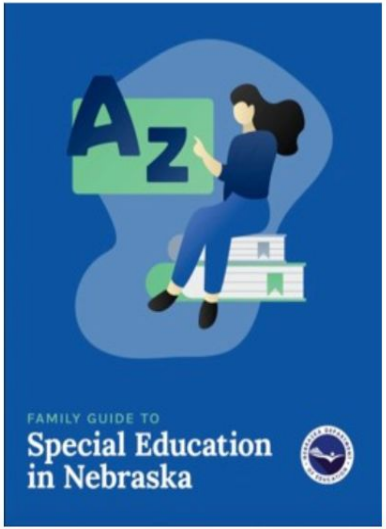
NEBRASKA DEPARTMENT OF EDUCATION

https://www.education.ne.gov/sped/family-guide-to-special-education/

# Parent Rights & Family Information in Special Education

SPED
SPECIAL EDUCATION

## Family Guide to Special Education in Nebraska




Special Education Home

Contact Us/SPED Staff Directory

Assessment/Learning/Instruction

BIRSST – Brain Injury Regional School Support Teams

Covid-19 & American Rescue Plan Resources

Data Reporting

Disability Specific Programs

Parent/Family TIP Sheets

Parent/Family Rights in Special Education Sheets

Parent/Family Resource Sheets

https://www.education.ne.gov/sped/family-guide-to-special-education/

## Parent/Family TIP Sheets

Evaluation for Special Education

Extended School Year

IEP Overview for Parents

Independent Education Evaluation

Multi-Tiered System of Support

Prior Written Notice

Resolving Differences

Summary and Definitions – Special Education Forms, Documents, and Notices

Transition Planning

https://www.education.ne.gov/sped/family-guide-to-special-education/

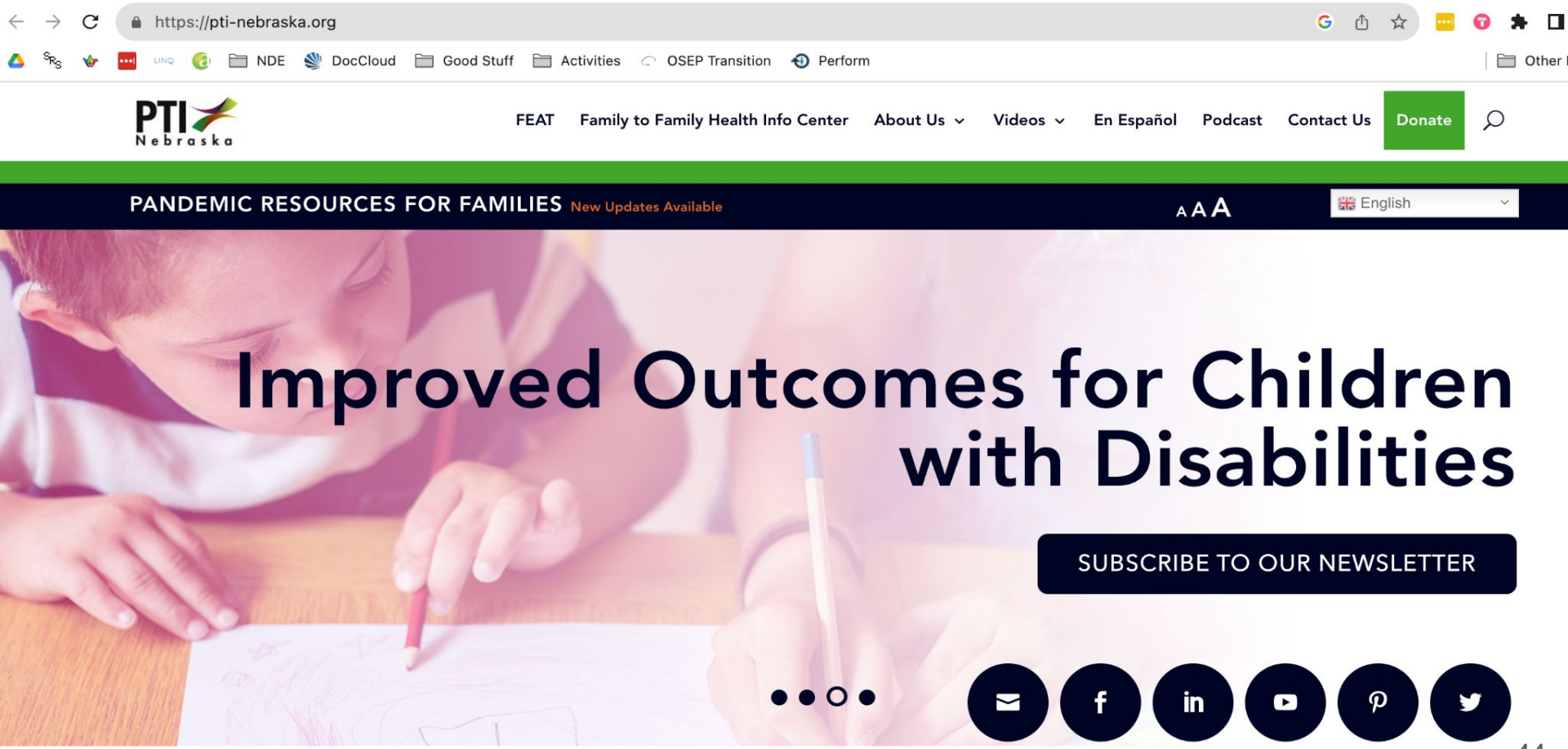
## Parent/Family Rights in Special Education Sheets

- Confidentiality of Information
- Electronic Mail
- Independent Educational Evaluations
- Native Language
- Parental Consent
- Parental Placement of Child in Private/NonPubic School
- Prior Written Notice
- Procedures When Disciplining Children with Disabilities
- State Complaint, Due Process, and Appeals

## Parent/Family Resource Sheets

- IEP Meeting Parent Checklist
- Parent Evaluation Input Form
- Parent IEP Input Form
- Parent – Special Education Evaluation Request
- Parent –Special Education Re-evaluation Request
- Office of Special Education State Complaint Form & Checklist
- Special Education Disability Categories
- Special Education Glossary
- Transition IEP Meeting Agenda
- Transition Timeline – A Checklist for IEP Teams

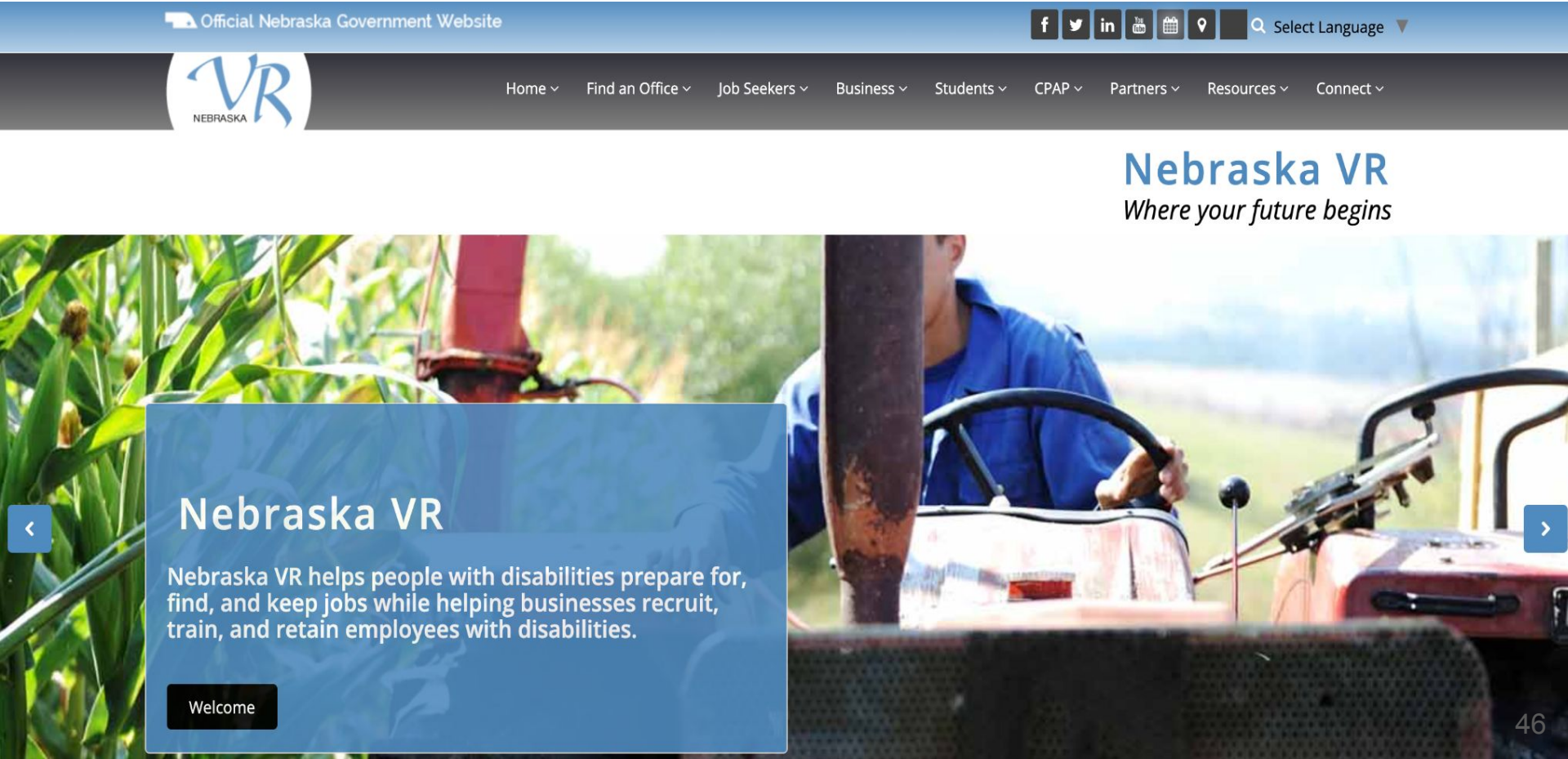
# https://pti-nebraska.org/



https://dhhs.ne.gov/pages/developmental-disabilities.aspx



# http://www.vr.nebraska.gov/



# Upcoming opportunities

Find Events - https://transition.ne.gov/events/calendar

Ask your Regional Transition Facilitator to be put on their email list for notifications (contact information on the next slide)

Transition Nebraska: Partnerships for Progress - February 26, 2024

Conference registration - use this registration link here: https://bit.ly/Partnershipforprogress

WinAhead - Is your child thinking about college? Learn more about the differences between high school and college disability services on February 28, 2024. Zoom is from 5:30-6:30. Register HERE!

# Upcoming Opportunities

March 5 - PTI-Nebraska @ Milford, NE to help fill out paperwork and assist parents/caregivers with applying for DHHS, SSI, etc. https://bit.ly/ESUParentNight

April 17 - PTI-Nebraska @ Auburn, NE to help fill out paperwork and assist parents/caregivers with applying for DHHS, SSI, etc. - https://bit.ly/ESUParentNight

April 21 - ESU7 Community Resource Fair @ Columbus - Free community event for individuals with intellectual and developmental disabilities as well as their families and guardians, seeking out opportunities to expand and explore knowledge from reputable local and statewide agencies and programs. Register with this link: https://bit.ly/PCArc2024

# Paid Opportunity

As a parent leader or lived experience expert that has previously partnered with Nebraska Children, you can provide a valuable perspective in the development of an inclusive and equitable process for recruiting, onboarding, and supporting lived experience partners. We are seeking 3 individuals to work with Nebraska Children staff to examine best practices, share what has worked well in previous opportunities, and provide constructive feedback on gaps in the process and how it can be improved.

The opportunity requires a commitment of approximately 10 hours per month for two months beginning in February 2024. We plan to meet for one hour each week via Zoom (day and time to be determined) with additional time allocated for reflection and completing assigned tasks.

Partners will be paid for their time at a rate of $35 per hour.

If you are interested, please complete this form by January 19. All applications will be reviewed and responded to by January 23.

Please email Sophia Yelkin (syelkin@nebraskachildren.org) or call 402-476-9401 to speak with her if you have any questions or need assistance.

Thank you so much! I look forward to working with you.

**Sophia Yelkin, MPH (she/her)| AVP of Lived Experience Partnerships**
**Nebraska Children and Families Foundation**

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**Cultivating the good life for *all* of our children.**

www.NebraskaChildren.org

# And the cats show up when all the work is done…

Noodle



If you feel like Noodle right now, it's OK!

One step at a time and we can get over the goal line.

Rex Burkhead



# Please take our survey:

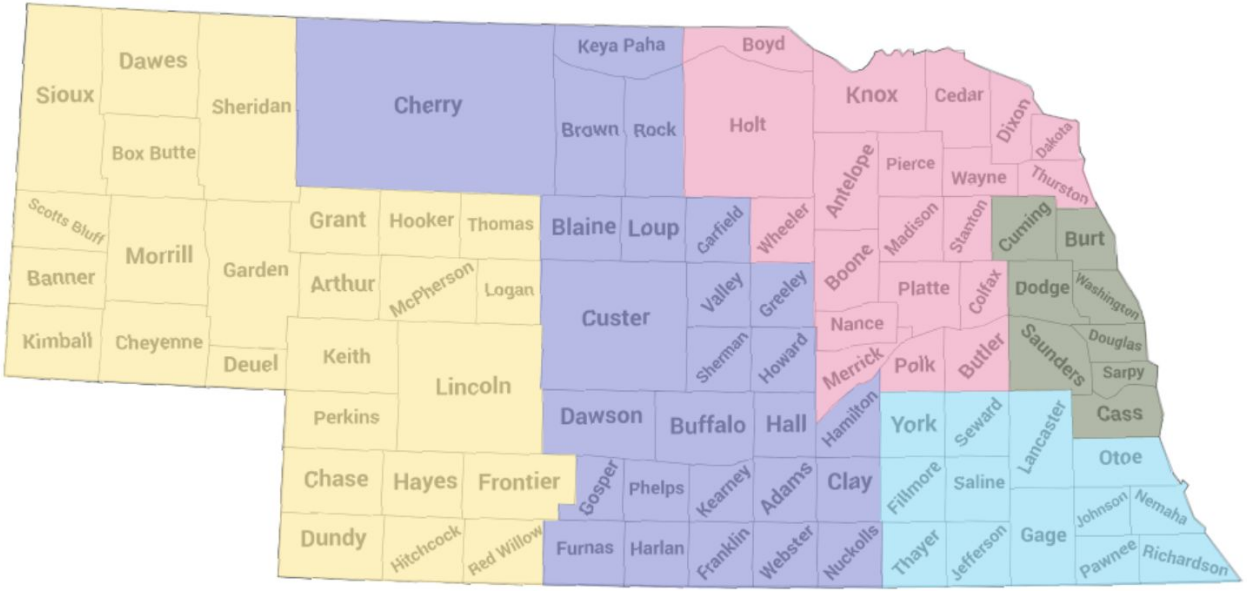
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The survey is how we justifying providing events - it's very important for you to provide your feedback! We need to know how to make future events better!

The content for this presentation was adapted from the Nebraska Department of Education's Tip Sheet for Transition Planning. 2021. NDE and PTI Nebraska Joint Project.

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# Questions?




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