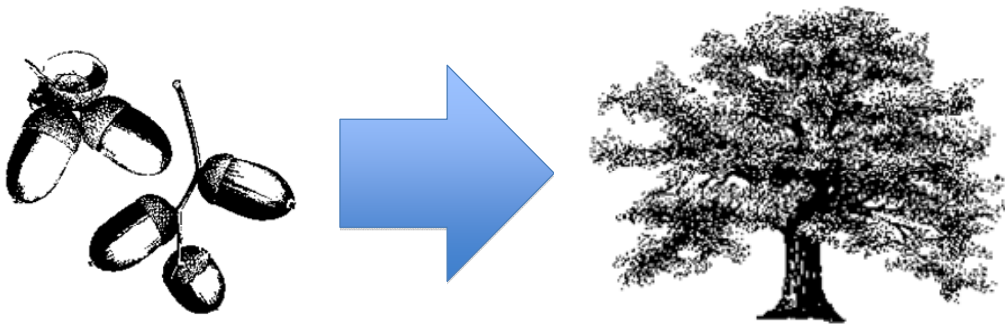# Participant Workbook

Transition for Families: Preparing for Life After High School

From school ……to adult life!

Images from Public Domain Clip Art

Goals of this Workshop

Provide participants with skills to work with your child and the Committee on Special Education (CSE) to:

- ✓ Assess your child's strengths, interests, and needs: **Your Child – Today**

- ✓ Establish measurable post-secondary goals and annual goals: **Your Child – In the Future**?

- ✓ Identify appropriate transition services and coordinated sets of activities: **How Will Your Child Get There?**

Participants will leave with resources and an action plan for getting started.

This is Your Workbook For Workshop Activities

This workbook is designed to assist families in communicating their needs and preferences to school and agency personnel at transition planning meetings.

This graphic will appear in the PowerPoint presentation whenever you need to refer to this workbook.
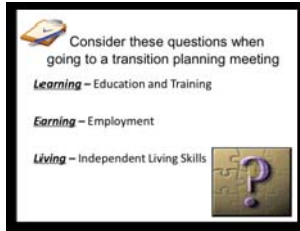
Questions to consider when developing your child's transition plan.

Learning – Training and Education

- At what age will my child graduate from high school? What type of diploma will he or she receive?
- How independently does my child complete homework?
- What are my child's learning strengths? Challenges?
- What activities does my child require extra help in?

Notes:

Earning – Employment

- What is my child good at and excited about?
- What classes can my child take to learn more about career interests?
- What would it take to support my child in an after school or summer job?
- What does your child like to do during free time? What activities does he/she choose?
- How does your child respond to supervision (i.e., suggestions about free time use, correction)?

Notes:

Living -- Independent Living Skills

- How independently does my child travel to places in the community?
- What chores does my child do around the house? (cooking, laundry, dishwashing)
- Does my child take care of personal needs (e.g., medication, hygiene)?

Notes:

As you think about the future, what are your hopes and concerns for your child?

Hopes:
_____

_____

Concerns:
_____

_____

What is your vision for the future for your child -- in the following areas?

Education and Training:
_____

_____

Employment:
_____

_____

Community Living:
_____

_____

How is your child's vision different than yours?
_____

_____

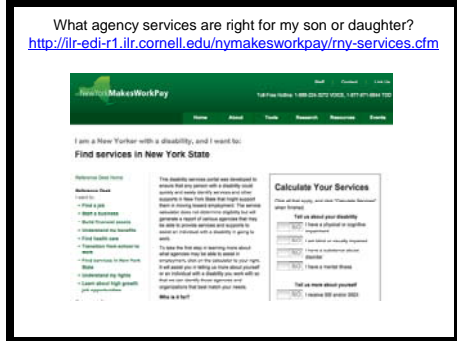*What is one way you and your child might develop a shared vision?*
_____

_____

Websites to Explore and Learn about New York State agencies:

New York Makes Work Pay:
http://ilr-edi-r1.ilr.cornell.edu/nymakesworkpay/rny-services.cfm

Find services in New York State
This disability services portal was developed to ensure that any person with a disability could quickly and easily identify services and other supports in New York State that might support them in moving toward employment. The service calculator does not determine eligibility but will generate a report of various agencies that may be able to provide services and supports to assist an individual with a disability in going to work.

TransitionSource.org
http://transitionsource.org/allqual/resource-map.cfm

This webpage provides a county-by-county breakdown of agencies with contact information, updated annually. You do not need to have an account on this website to access this web page.

TRANSITION PLANNING TIMELINE

The following is a series of events that may need to be considered during the student's transition process. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

√	ACTION	SUGGESTED AGE RANGE
	Administer initial transition assessments	12
	Complete periodic transition assessments	12 – 21
	Develop a career plan	12 – 21 (any age) & update annually
	Develop skills in self-determination and self-advocacy	12 - 21
	Introduce and discuss transition services	15 or younger as appropriate
	Assure that copies of work-related documents are available: • Social security card • Birth certificate • Obtain working papers (if appropriate) • Obtain personal ID card	14 - 17
	Parental consent needed to include a representative(s) from a community agency likely to provide transition services	15 – 21
	Develop measurable post-secondary goals with student	15+
	Develop transition component of IEP	15+
	Explore community leisure activities	12 – 21
	Consider employment/volunteer experience	15 – 20
	Consider the need for residential opportunities; complete applications, as appropriate	18 – 21
	Visit community agencies and organizations	15 – 21
	Investigate guardianship	16 – 18
	Develop transportation/mobility strategies such as: • Independent travel skills training • Public or para-transit transportation • Needs for travel attendant • Obtaining a driver's license	16 - 21

Action Plan

What I am going to do next …..

Prioritize	Actions	Check ✓

Comments, Notes: