

Transition Services

What Are Transition Services?

Transition Services are a coordinated set of activities for youth with disabilities that promotes movement from school to post-school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services are based on the individual needs of the student taking into account the student's preferences and interests and includes instruction, related services, community experiences, development of employment, and other post-school living objectives and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Who Receives Transition Services?

A statement of the transition service needs that focuses on the student's course of study must be developed for each student with a disability beginning at age 14 (or younger if determined appropriate by the IEP team.) Beginning at age 16, a statement of needed transition services including, if appropriate, a statement of the interagency responsibilities or any needed linkages must be included on the IEP. The IEP must also include a statement that the student has been informed of procedural safeguards that will transfer to the student upon reaching the age of majority (age 18).

What Can Transition Services Do To Help Youth With Disabilities?

Transition services help youth with disabilities develop the skills and plans to get jobs, or go to school, or to get additional help from adult service agencies. Making these connections before graduation is important.

How Are Transition Services Identified?

Identifying transition service needs begins with a conversation between the student, the student's parents, and school personnel about the student's career goals and interests. Needed services and supports are then determined to meet those career goals, interests, and preferences. These services and supports may include:

- ▶ Assessments:
 - vocational
 - functional behavior
 - interest inventories
 - learning styles
 - assistive technology
- ▶ Specialized Instruction or Training
- ▶ Community-Based Work Experience
- ▶ On-The-Job Training

Who Should Be Involved in Transition Planning?

The student, family, special educator, guidance counselor, vocational educator, vocational evaluator, therapists, adult agency service providers, and others that the family or school identify are possible members of the IEP transition planning team. Students must be invited to participate in transition planning. The transition services must be based on the student's needs, interests, and preferences.

What Agencies Or Organizations Might Be Identified As Transition Service Providers?

- ▶ Local school divisions
- ▶ Department of Rehabilitative Services
- ▶ Community Services Board
- ▶ Virginia Employment Commission
- ▶ Department for the Visually Handicapped
- ▶ Department for the Deaf and Hard of Hearing
- ▶ Student support services from colleges and universities
- ▶ Social Security Administration
- ▶ Department of Social Services
- ▶ Department of Youth and Family Services
- ▶ Department of Correctional Education
- ▶ Local recreation departments
- ▶ Centers for Independent Living
- ▶ Employment Services Organizations
- ▶ Local associations for people with disabilities

What Questions Should Be Asked When Planning Transition Services?

- ▶ What are the student's needs, interests, and preferences?
- ▶ What are the future hopes, goals, and dreams for independence after leaving high school?
- ▶ What activities and services are needed to prepare students to reach those goals?
- ▶ Who should be involved in IEP transition planning?
- ▶ When should adult services and agencies be included in IEP transition planning?
- ▶ Are specialized supports needed to achieve desired results?

How Do I Find Out More About Transition Services?

Talk to the special education teacher or guidance counselor at your child's school. Information may also be available from the Supervisor of Special Programs, Ms. Viola Snow. She may be reached by calling (276) 988-8303 ext. 2480 between the hours of 7:30 a.m. and 4:00 p.m. or by e-mail at vsnow@tazewell.k12.va.us. You may also want to contact your local office of the Department of Rehabilitative Services.

Statewide Contacts:

Virginia Department of Education
Marianne Moore, Specialist – Secondary Transition
(804) 225-2700 or 1-800-390-2616
<http://www.pen.k12.va.us>

Virginia Department of Rehabilitative Services
Education Services Manager
1-804-662-7081
1-800-552-5019
TDD: 1-800-464-9950
<http://www.vdrs.org>

Last update: February 16, 2012