

**Administration on Development Disabilities
Technical Assistance Institute – Presentation Summary
Transition Comes of Age: The Emerging Field of Transition
Thursday, August 10, 2006, 3:30 p.m.**

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What does transition mean?

Taking more responsibility and speaking up more

Making a significant life change

In the law context and special education system – transition is the movement from school to work to life, from your family to being on your own – moving from one place to the next – college years, work, more education and from dependence to independence. As part of your IEP, legally, youth with disabilities must have a transition plan. Most special education students do not have them.

There are processes and outcomes but nothing in between that says what transition is. In the VR law, we have a list of 19 things that VR can pay for, one of them is “transition services” and it’s being paid for but not implemented.

The Workforce Investment Act bill has a very long and detailed section about what services can be paid for by VR.

There are five areas we call “The Guideposts for Success” that we have found that youth need to be successful:

1. School and Education
2. Career Prep and exploration
3. Youth development and youth leadership
4. Connecting Activities
5. Families

1. School and Education – what does every young person need? What are the additional things youth with disabilities need?

Everyone needs quality education, a diploma that has options, something that validates that you went to school and that you gained a set of skills you can use. “Quality” includes extra accommodations, note takers, tape recorders and many other kinds of supports that help people to be successful in the various areas.

2. Career Prep and exploration – Career Preparation & Work-Based Learning

To identify and attain career goals, all youth need opportunities to engage in a range of work-based exploration activities such as:

Site visits and job shadowing;

Access supports and accommodations for work and community living;

Multiple on-the-job training experiences, including community service (paid or unpaid) that is specifically linked to the content of a program of study; and

School credit and opportunities to learn and practice their work skills (“soft skills”).

3. Youth development and youth leadership – Career Preparation & Work-Based Learning

All youth need information on career options, including:

Career assessments to help identify students' school and post-school preferences and interests;

Structured exposure to post-secondary education and other life-long learning opportunities;

Exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, and income potential; and

Training designed to improve job-seeking skills and work-place basic skills (sometimes called soft skills).

4. Connecting Activities –

All youth need:

Mental and physical health services;

Transportation;

Housing;

Tutoring;

Post-program supports through structured arrangements in post-secondary institutions and adult serving agencies; and,

Connections to other services and/or opportunities (e.g. recreation)

Youth with Disabilities may also need:

Acquisitions of appropriate assistive technologies;

Community orientation and mobility training (e.g. accessible transportation, bus routes, housing, health clinics);

Exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies;

Personal assistance services, including attendants, readers, interpreters, or other such services; and

Benefits-planning counseling including information regarding the myriad of benefits available and their interrelationships so that they may maximize those benefits in transitioning from public assistance to self-sufficiency

5. Families – Family Involvement & Support –

All youth need parents, families and other caring adults who have:

High expectations which build upon the young person's strengths, interests, and needs and fosters their ability to achieve independence and self-sufficiency;

Been involved in their lives and assisting them toward adulthood;

Access to information about employment, further education and community resources;

Taken an active role in transition planning with schools and community partners; and

Access to medical, professional and peer support networks.

In addition, youth with disabilities need parents, families and other caring adults who have:

An understanding of their youth's disability and how it affects his or her education, employment and/or daily living options;
Knowledge of rights and responsibilities under various disability-related legislation;
Knowledge of and access to programs, services, supports and accommodations available for young people with disabilities; and,
An understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.

RESOURCES

National Collaborative on Workforce and Disability for Youth (NCWD/Youth)
<http://www.ncwd-youth.info>

This entire presentation can be found at the following link:

http://www.ent-s-t.com/ADD_0806/08-10-06%20-%20014%20-%20Transition%20-%20C_Richards.pdf