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Upcoming Events

Keep an eye on our website for our calendar of events. Upcoming trainings include:



11/16/12 Transition for Families: Preparing for Life After High School, Cortland, NY

11/29/12 Effective Parent Involvement in the Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Process, Mexico, NY

12/5/12 Walk in Wednesday Section 504 vs. IEP: What's The Difference? Syracuse University, Syracuse, NY

12/6/12 Do You Have an Idea about IDEA? Parents' Rights in the Special Education Process, Fayetteville, NY

12/6/12 Getting Organized: Creating a Special Education Notebook, Skaneateles, NY

To register for any SUPAC training, go to:
<http://www.supac.org/training/register-for-supac-trainings/>

Hello all,

I think everyone would agree that children grow up way too fast! One-minute your child is transitioning from preschool to kindergarten and in a blink of an eye they are in high school. Our lives get so busy between school, sports, activities and doctor's appointments but it is important to take time out to plan for post-secondary transition. Although it is never too early to start to plan for transition and never too late to begin; at the very least thinking about post-secondary transition should begin when the child is around 12 years old.

When planning for transition it is more important than ever to understand the special education process and to work collaboratively with your child's team. The contents of this newsletter will provide you with some ideas of where to start your transition planning and resources to keep you on track.

Transition planning is setting goals to help a child develop the skills necessary to be independent once they have completed high school. Although the transition process will be different for each individual, transition planning focuses on three major areas: earning, learning and living. Goals for life after high school may include specialized training, college, trades, military, employment, or plans to be a life-long learner. Transition plans should be based on individual needs, abilities, talents, skills, choices, interests and preferences.

Transition planning can be complex. The SUPAC staff is here to help you navigate through this process. As always, we look forward to being a resource for you.

Sincerely,
Amy Schlegel
Director

**Check SUPAC.org regularly
TO SEE OUR UPCOMING EVENTS**



Like us on Facebook!
<http://www.facebook.com/SUParentAdvocacyCenter>

Defining Transition: Top 25 for Transforming Tomorrow Together

- 1) **ACCES-VR** - Adult Career and Continuing Education Services–Vocational Rehabilitation. ACCES-VR offers access to a full range of employment and independent living services that may be needed by persons with disabilities through their lives.
- 2) **ADA** - Americans with Disabilities Act. The ADA is a wide-ranging civil rights law that prohibits, under certain circumstances, discrimination based on disability.
- 3) **ADL** - Activities of Daily Living. A requirement for the coordinated set of activities in the transition Individualized Education Program (IEP).
- 4) **BOCES** - Board of Cooperative Educational Services. In 1948, the New York State Legislature created BOCES to provide school districts with a program of shared educational services.
- 5) **CBVH** - Commission for Blind and Visually Handicapped. Promotes and provides services in the areas of education, employment, independence and eye health for persons who are blind or visually impaired, their families, and the community.
- 6) **CDOS** - Career Development and Occupational Standards. New York State Standards that address career development for all students.
- 7) **CSAs** - Coordinated Set of Activities. Part of the IEP for transition age students (the year in which the student turns 15 and beyond), which addresses activities that promote skill development in the areas of instruction, related services, acquisition of daily living skills, development of employment, community experience, and functional vocational assessment.
- 8) **CTE** - Career and Technical Education. A national education association dedicated to the advancement of education that prepares youth and adults for careers.
- 9) **FAPE** - Free and Appropriate Public Education. In IDEA, FAPE means special education and related services that are provided to children and youth with disabilities at public expense, under public supervision and direction, and without charge.
- 10) **FVE/FVA** - Functional Vocational Evaluation (Assessment). An evaluation that is a requirement for the coordinated set of activities in the transition IEP.
- 11) **IDEA** - Individuals with Disabilities Education Act. A United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.
- 12) **IEP** - Individualized Education Program. An IEP defines the individualized objectives of a child who has a disability as defined by federal regulations and is intended to help children reach educational goals.
- 13) **ILC** - Independent Living Center. Rehabilitation facility in which people with disabilities can receive special education and training in the performance of all or most activities of daily living.
- 14) **LRE** - Least Restrictive Environment. LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve their educational goals.
- 15) **MPSG** - Measurable Post-Secondary Goals. Part of the IEP for transition age students (the year in which the student turns 15 and beyond), which identifies the student's post-secondary goals for Education, Training, Employment, and Independent Living.
- 16) **NYSAA** - New York State Alternate Assessment. NYSAA is a part of the New York State Testing Program. It is a data folio-style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards.
- 17) **OMH** - Office of Mental Health. Promotes the mental health of all New Yorkers with a particular focus on providing hope and recovery for adults and individuals with disabilities.
- 18) **OPWDD** - Office for People with Developmental Disabilities. OPWDD is responsible for coordinating services for more than 126,000 New Yorkers with developmental disabilities.

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- 19) **PLPS (PLEPS, PLOPS)** - Present Levels of Performance. Part of the IEP which addresses the student's current academic achievement levels, social development levels, physical development, and management needs.
- 20) **SACC** - Skills and Achievement Commencement Credential. Phase I of the replacement of the IEP Diploma is only for New York State Alternate Assessment students and begins with the 2013-2014 school year.
- 21) **SC** - Service Coordinator. Person with primary responsibility for providing service coordination and care management.
- 22) **SD** - Self-Determination. Combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.
- 23) **SES** - Student Exit Summary. A federal and New York State requirement for students exiting with an IEP, which documents the student's current functional performance and any recommendations for the post-secondary transition.
- 24) **SSI** - Supplemental Security Income. The SSI program pays benefits to disabled adults and children who have limited income and resources.
- 25) **WBL** - Work Based Learning. Gives students the opportunity to learn a variety of skills by expanding the walls of classroom learning to include the community.

Developed by SUPAC and Mid-State Region RSE-TASC
November 2012

Transition Services Professional Development

Professional development in transition can be found at the State's Transition Services Professional Development Support Center (PDSC).

The PDSC website is devoted to information relating to effective transition planning, including a web-based planning tool based on five quality indicators of effective transition planning. See <http://www.transitionsource.org>



Age-Appropriate Transition Assessment Guide (2nd ed.) available from the National Secondary Transition Technical Assistance Center website. See <http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit>.

This page created by Erica Gregory, the Transition Specialist at Mid-State RSE-TASC has free, printable Transition Assessments. See <http://ia.usu.edu/viewproject.php?project=ia:18572>.

Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum. See: <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguidepdffiles2002.html>.

Transition Assistance for School Districts

Technical assistance is available through the State Education Department's (SED) Regional Special Education Technical Assistance Support Centers (RSE-TASC). Each RSE-TASC has one or more Transition Specialists who can assist districts with professional development and technical assistance for effective transition practices and strategies. Contact information for the RSE-TASC Transition Specialist can be found at <http://www.p12.nysed.gov/specialed/techassist/rsetasc/tslist.htm>.

Self-Advocacy and Getting Your Child Involved in the IEP Process!



It is important for children to be involved in their educational planning and they must be invited to attend Committee on Special Education (CSE) meetings where transition goals and services will be discussed. There are a lot of ways to involve children in the Individualized Education Program (IEP) process and doing so provides them with an excellent opportunity for practicing their self-advocacy skills.

By children being involved in the CSE process they can:

- Practice goal-setting and teamwork
- Understand the impact of his or her disability
- Learn to explain their disability and identify the support they need to be successful
- Learn how to ask for and accept help from others
- Express his or her own needs and concerns
- Participate in a process of resolving differences

Some parents have concerns about allowing their children to be involved in the IEP process but there are a variety of ways that the child can participate.

Levels of Involvement:

- Parent can bring a picture of their child and introduce them
- The child can write a letter to the CSE committee that the parent reads
- The child can stop by to say hello and introduce themselves or to hear what was decided
- The child can read a letter or share a power point with the CSE committee
- The child can invite a friend that can help them explain how well he/she is doing in class
- The child can fully participate in the meeting

Before the CSE meeting discuss the process and the topics covered with your child. Ask your child if he/she would like to attend all or part of the meeting (at the beginning to introduce themselves and their interests or at the end to review what the team proposed). Ask your child if they would be willing to share ideas and opinions at the meeting or on paper. Be sure to prepare your child to discuss both their strengths and needs. Help your child feel better prepared for the meeting by discussing what they would like to share such as: strengths, interests, and accomplishments with the CSE team.

Ask your child to think about:

- What do you want to learn this year?
- What are your special concerns for this school year?
- How do you learn best?
- What do you need to be successful?
- What would make learning easier for you?

Remember that if the meeting becomes too difficult for your child, the meeting can be stopped or the child could be allowed to leave. If your child does attend and it does not go as well as you hoped; rethink the circumstances and try again. Don't let one incident determine that the child will never participate again.

Adapted from www.pacer.org

Register to Receive Information on Services for Students with Disabilities

You can receive notification by electronic mail of the latest memoranda and other technical assistance documents available on the Special Education website. To register, visit the NYSED website at: <http://www.p12.nysed.gov/specialed/publications/register.htm>

**FAQs in Transition:
What are major differences in the laws that cover special education services in high school and college?**

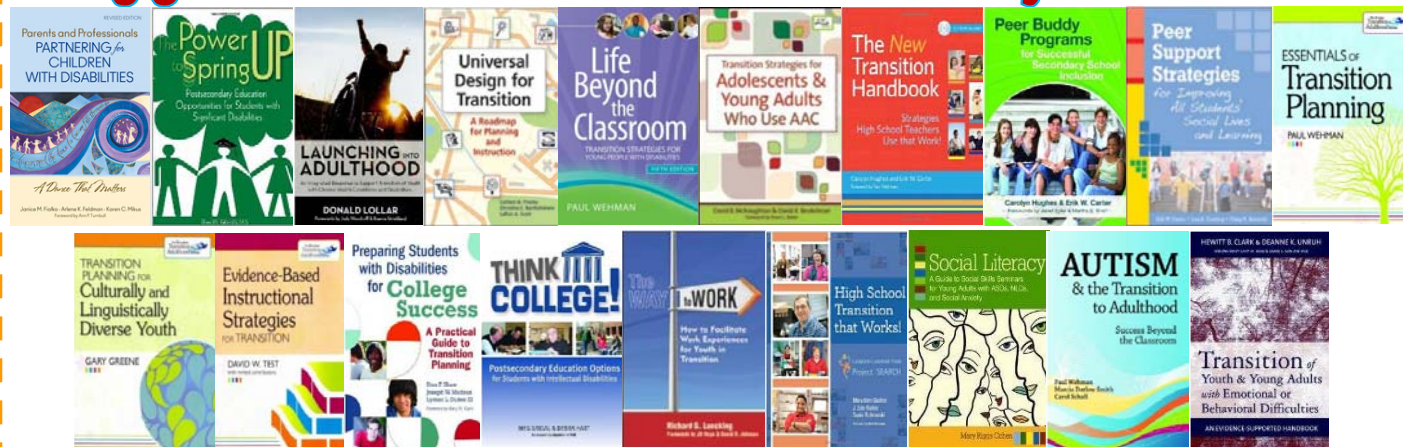


Much that is required by federal law during a child's early, elementary, middle, and high school years is no longer required by law for students attending postsecondary schools. The child will need to be aware of the importance of arranging for services he/she needs and will have to be prepared to take responsibility for those arrangements. To do that effectively, the student will have to be well-organized and develop skills in negotiating accommodations that are needed (see <http://www.ocfs.state.ny.us/main/publications/Pub5100.pdf>).

| FOR EXAMPLE | |
|---|--|
| HIGH SCHOOL | COLLEGE |
| The Individuals with Disabilities Act (IDEA) requires that all children, including those who are visually impaired, receive free, appropriate public education. | The Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act (ADA) require colleges to provide accessibility and reasonable accommodations to prevent discrimination on the basis of disability. |
| School and all educational services are provided free of charge and attendance is mandatory. | Most students will have to pay tuition and they decide whether or not to enroll and attend classes. |
| Local school districts must identify students with disabilities through free assessment and the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) process. | To receive any accommodations, students are responsible for identifying themselves as disabled and supplying supporting documentation to their colleges. |
| Students receive special education and related services based on their assessed needs. | Colleges are not required to assess incoming students or provide special education services. |
| Services, based on the IEP, may include disability-specific instruction, classroom modifications, and accommodations designed to meet the individual student's needs. | Accommodations may be made to ensure equal access, but colleges are not required to tailor aspects of the curriculum, program, or activity to meet a student's needs. |
| School personnel may receive program support to meet an individual student's needs based on the IEP. | Colleges are not required to provide program support for instructors or administrators or to provide for accommodations that pose an undue burden on the school. |
| Progress toward meeting IEP goals is monitored and reported to the parents and/or the student. | Students must monitor their own progress, communicate their needs, and negotiate accommodations with their instructors. |
| Students receive help from the school in connecting with local support agencies if the need is identified in the IEP. | Students have to make their own connections with community support groups. |
| Parents are expected and encouraged to be involved in their children's education. | College staff is not allowed to disclose information about students, even to parents, in accordance with the federal Family Educational Rights and Privacy Act. |

For a full list of Frequently Asked Questions on Transition, visit the SUPAC website.

Suggested Books on Secondary Transition



For a limited time, you can these books from the SU Bookstore website with free shipping: <http://tinyurl.com/b65a9f1>. Books can be purchased anytime via the SUPAC website bookstore at <http://tinyurl.com/arkawhd>.

Helpful Transition Websites

SUPAC—www.SUPAC.org; provides helpful transition publications and lists of resources.

PACER Center—www.PACER.org; provides a range of resources on transition including several Transition Parent Briefs

SED's Transition from School to Post School for Students with Disabilities Website—
<http://www.p12.nysed.gov/specialed/transition/>

SED's Career and Technical Education (CTE) Website—<http://www.p12.nysed.gov/cte/home.html>

The National Secondary Transition Technical Assistance Center (NSTTAC)—<http://www.nsttac.org/>

Career Development and Occupational Studies Standards (CDOS) Lesson Plans & Activities—
http://www.barrytech.org/ourpages/cdos_book.pdf (requires Adobe Acrobat Reader software to view; download this software at <http://get.adobe.com/reader/>)

Zarrow Center for Learning Enrichment—<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>

Division on Career Development and Transition (DCDT), Council for Exceptional Children—
<http://www.dcdt.org/>

I'm Determined—<http://www.imdetermined.org/>

OTHER HELPFUL WEBSITES ON TRANSITION

ADA Technical Assistance Program—<http://adata.org/>
 Centers for Independent Living—<http://www.ilru.org/html/publications/directory/index.html>
 Institute on Community Inclusion—<http://www.communityinclusion.org/>
 Job Accommodation Network—<http://askjan.org/>
 Mobility International—<http://www.miusa.org/>
 National Center on Secondary Education and Transition—<http://www.ncset.org/>
 National Clearinghouse of Rehabilitation Training Materials—<https://ncrtm.org/>
 National Collaborative on Workforce and Disability for Youth—<http://www.ncwd-youth.info/>
 National High School Center—<http://www.betterhighschools.org/>
 National Post-School Outcomes Center—<http://www.psocenter.org/>
 Rural Institute on Disabilities—<http://ruralinstitute.umt.edu/>
 State VR Agencies—<http://askjan.org/cgi-win/TypeQuery.exe?902>
 The Rehabilitation Research & Training Center on Workplace Supports—<http://www.worksupport.com/>
 Transition Coalition—<http://www.transitioncoalition.org/transition/>
 US Department of Justice ADA Home Page <http://www.ada.gov/>
 US Department of Labor Office of Disability Employment Policy—<http://www.dol.gov/odep/>
 US Equal Employment Opportunity Commission—<http://www.eeoc.gov/>



Key Areas to Think About When Developing Independence

Communication

- Self-advocacy
- Self-determination
- Interpersonal relationships

Community Use

- Transportation
- Voting
- Using public resources
- Being involved in community activities

Independent Living

- Safe Housing
- Finances
- Health and Safety
- Self-Care (e.g., hygiene, housekeeping, cooking, shopping)

Academic Skills

- Reading
- Mathematics
- Writing
- Studied skills
- Continued learning in areas of interest

Employment

- Teamwork
- Following directions
- Completing an application/resume

Thank you to the co-sponsors and presenters for the 2012 transition conference!

Central and Mid-State RSE-TASC
Kate Ferguson and Erica Gregory

RCIL/LDAMV
Margaret Gallaway and Patricia Brown

LSCNY
Beth Wallbridge and Susan Young

College Consortium of Disability Services Staff
Kateri Henkel and Judy Borner, Utica College
Suzanne Sprague, SUNY IT
Tamara Mariotti, MVCC
Micah Fialka Feldman, Syracuse University

Community Agencies
Beth Astramskas, OPWDD
David Mathis, Oneida County Workforce Development
Michelle Riolo, OPWDD
Lorraine Ruganis, ACCES-VR

Thank You!

MEMORANDUMS, SPECIAL EDUCATION FIELD ADVISORY DOCUMENTS AND OTHER NYSED RESOURCES ON TRANSITION

Student Exit Summary as required by IDEA 2004—<http://www.p12.nysed.gov/specialed/idea/exitsumm.htm>
(see also Student Exit Summary Form <http://www.p12.nysed.gov/specialed/idea/studentexit.htm>)

Transition Services Professional Development Support Center (PDSC)—<http://www.p12.nysed.gov/specialed/techassist/announcePDSC.htm>

Transition Planning and Services for Students with Disabilities—<http://www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm>

Skills and Achievement Commencement Credential for Students with Severe Disabilities—
<http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm>

Safety Net for Students with Disabilities to Graduate with a Local High School Diploma (Revised Proposed Amendment of Section 100.5)—<http://www.p12.nysed.gov/specialed/comment/comment-revisedsafetynet.html>

Transition Services: A Planning and Implementation Guide—
<http://www.p12.nysed.gov/specialed/publications/transition/guide.htm>

Guide to Quality Individualized Education Program (IEP) Development and Implementation—<http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>

KNOW THE REGS!

A complete listing of the Regulations of the Commissioner of Education Parts 200 and 201 can be found online at <http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>. Also available is a Topical Index.

Syracuse University Parent Advocacy Center, the Mid-State Region Special Education Parent Center, is funded through a contract with the New York State Education Department (NYSED) Office of Special Education and seeks to empower parents of children with disabilities to become meaningfully involved in their children's education. SUPAC provides parents with resources, trainings, and strategies to enhance their skills and level of confidence to communicate effectively and work collaboratively with schools and other stakeholders. SUPAC is a project of the SU Center on Human Policy, Law, and Disability Studies located on the Syracuse University campus.

SUPAC covers the following BOCES regions:
Herkimer-Fulton-Hamilton-Otsego; Madison-Oneida; Oneida-Herkimer-Madison; Oswego County; Onondaga-Cortland-Madison; Tompkins-Seneca-Tioga; Cayuga-Onondaga and Syracuse City.



SYRACUSE UNIVERSITY PARENT ADVOCACY CENTER

Mid-State Special Education Parent Center
SU Center on Human Policy, Law, and
Disability Studies, School of Education
805 S. Crouse Avenue, Room 110 Hoople
Syracuse, NY 13244-2280
315-443-4336 Toll-free 877-824-9555
Fax 315-443-4338

supac@syr.edu

www.supac.org

Amy Schlegel, Director

Kristine O'Brien, Parent Outreach Coordinator

Colleen Lance, Parent Outreach Coordinator

Shana Lewis, Bi-Lingual Parent Outreach Coordinator

Rachael Zubal-Ruggieri, Web Based Outreach

Design: Rachael Zubal-Ruggieri.

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