

TRANSITION PLANNING: A NEW PROCESS IN SPECIAL EDUCATION

As parents of a student in a secondary special education program, you will meet with school staff about your son or daughter's education plans for the coming school year.

A new component of that process is planning for "transition"-deciding what you and your student want to accomplish while in school, what you and your student want to be ready to do after high school, and what services your student might need to accomplish his or her goals.



WHAT ISSUES WILL BE ADDRESSED IN TRANSITION PLANNING?

The following goal areas must be addressed:

- ❖ Training Education
- ❖ Community
- ❖ Employment
- ❖ Independent Living Skills

Also, these areas **may** be addressed:

- ❖ Functional Vocational Assessment
- ❖ Daily Living Skills

Activities will be written to address your son or daughter's needs.

**For more information
contact:**



Prepared by the
Ventura County Special
Education Local Plan Area
(SELPA)

A Parent's Guide To Transition Planning



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WHY IS TRANSITION PLANNING IMPORTANT?



Transition planning is important because it focuses the efforts of the school staff and the family in the last years of high school not only on success in school but on success after school.

In the past, families have often been left wondering what was next for their child after high school.



With effective transition planning, students and families should have a better idea of what programs and services are available after high school and should, in most cases, be connected to those programs and services before leaving high school.

Transition planning should also provide students with the opportunity



in the last years of high school to reflect on their needs as an individual with special needs, set goals for themselves, make connections with non-school agencies, and learn to advocate for themselves.

WHO IS ELIGIBLE FOR TRANSITION PLANNING?



Any student in special education who has reached the age of 16 is required to have transition planning included as part of their IEP (Individualized Education Program).

This should be based on vocational assessment and the Student's dreams for the future. Goals and services are developed to address these dreams.

WHO SHOULD BE INVOLVED IN TRANSITION PLANNING?



Transition is a group process involving the student, school staff and the family. Non-school adult service agencies may also assist with transition planning.

The student is the most important individual in the planning process and transition planning is expected to be student-centered. The student must be invited to the IEP meeting. If he or she does not attend, the team must note **how** they got the student's input.

WHAT IS YOUR ROLE AS A PARENT?

As a parent, you are a vital part of transition planning. No one knows your student as well as you do.



Talk frequently with your son or daughter about what they want to do with their life. Talk to them about their aspirations and goals. It is important to encourage students to dream, but, at the same time, encourage them to dream dreams that can be reached. Encourage your son or daughter to be as independent as possible.

Stay in communication with school staff regarding transition. Find out what things they are doing to assist your son or daughter to address transition issues.

As a parent, try to be as knowledgeable as you can about community services and non-school agencies which can provide services to your son or daughter as they make the transition from high school to adult life.



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for **FREE** copies of transition booklets call (805) 482-2353:

- *Family Transition Planning* or
- *Ventura County Transition Program Community Resource Directory*