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ABSTRACT

This guide presents a process for school-to-community transition planning for students with disabilities, based on individual need. In order for the school to support transition planning, it must put in place a school-based transition system, with the following essential components: local education agency administrative and program cooperation/support, interagency cooperation, community involvement, business and private sector support, and strong parent/student education and involvement. Development of school-based transition systems involves instructional preparation and transition planning, transition advisory committees, community resource inventories, parent/student education and involvement, interagency/employer cooperation and public relations, and procedural timelines and activities. With the system in place, individual transition planning can be addressed, which requires consideration of transition team members, areas of transition planning, levels in the transition process, evaluation and follow-up, and continuum of services. Appendices offer survey forms (including two sample individual transition plans), a list of relevant laws, and directories of apropriate federal and state government offices. (JDD)

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School to Community

A Guide for Transition Planning

Idaho Department of Education
August, 1986

Transition! School to Community was developed by the Special Education Section of the Idaho State Department of Education. The process described within the manual in part has been derived from the cooperation and effort of parents, students, employers and school and agency personnel within the state who are making effective transition a reality. The actual preparation of the manual was completed through the efforts of the following individuals.

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GLOSSARY OF ABBREVIATIONS

CRI - COMMUNITY RESOURCE INVENTORY

CST - CHILD STUDY TEAM

DVE - DIVISION OF VOCATIONAL EDUCATION

DVR - DIVISION OF VOCATIONAL REHABILITATION

IEP - INDIVIDUAL EDUCATION PROGRAM

IHP - INDIVIDUAL HABILITATION PLAN

IITP - IDAHO INDIVIDUAL TRANSITION PLAN

ITP - INDIVIDUAL TRANSITION PLAN

LEA - LOCAL EDUCATION AGENCY

SEA - STATE EDUCATION AGENCY

SS - SOCIAL SECURITY

SSI - SUPPLEMENTAL SECURITY INCOME

TAC - TRANSITION ADVISORY COMMITTEE

Foreword and Introduction

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FOREWORD

"The transition from school to adult life is an outcome-oriented process encompassing a broad array of services and experiences. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunites and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of leaving school, and secure opportunities and services, if needed in adult situations." (DPI, North Dakota, 1985)

This guide is designed to assist all members of a transition team including parents, school personnel, and adult service providers in the planning process. The purpose is to provide a basic understanding of that process, and to present information that will facilitate transition planning based on individual need.

The key elements to transition are: (a) longitudinal vocational and independent living skills training throughout the primary, middle and secondary years; (b) cooperative and interagency transition planning; (c) parent, student, and employer involvement with school staff in the

transition planning process; and (d) community and professional awareness and support of multiple employment and other adult service options. When these elements are in place, crossing the bridge from school to work and adult life can be a successful experience for all students with disabilities.

INTRODUCTION

Public Law 94-142 has mandated and federally funded educational services for youth with disabilities for ten years. The first generation of young people to benefit from this law is now graduating from school. Along with parents and professionals who work with them, they are beginning to realize that "appropriate" education does not always translate into meaningful employment opportunities and successful transition into adult life.

These individuals and their families exchange the security of a single service agency (education) for multiple service programs, each with differing requirements for eligibility and participation. The development of a process which assures a smooth transition without a gap in services is not simple. It requires professionals and parents to redefine the roles and reponsibilities of school and adult service providers while working cooperatively to enhance interagency collaboration.

Youth with disabilities, their families and advocates are faced with difficult decisions related to living arrangements, vocational/post secondary training and work selection, income and financial support, community mobility, socialization, altered family relationships and friendships. Depending on the disability, varying degrees of transition planning for young adults may be necessary: 1) to arrange for opportunities and services that will support quality adult living; 2) to prevent the interruption of needed services; 3) to provide the

least restrictive environment in community living; and 4) to assist them to become responsible citizens, good workers, and fully functioning members of the community. Transition planning is based on individual needs and individual choices of families and consumers. A process for planning transition for individual students is the focus of section III of this guide.

The guide also focuses on the importance of developing school-based transition systems. The organizational and administrative process described in Section II can allow effective individual transition planning to take place. Essential components for success include:

1) Local Education Agency (LEA) administrative and program cooperation and support, ie. general education, vocational education, and special education;

2) interagency cooperation (state, regional and local levels);

3) community involvement;

4) business and private sector support; and

5) strong parent/student education and involvement.

Transition planning is usually thought of as directional: planning for the movement of a student from school to the community. It is helpful, however, to think of transition planning as interactive among schools, families and the community. Families should assist in setting the values and desired outcomes for the educational process. Schools must be responsive to the requirements of post-school environments. The community may need new employment and service options in order to accommodate these students.

In doing this planning, schools must examine the content and location of their instruction. The skills and attitude requirements of anticipated post-school environments (be they continuing education, jobs, various living situations or leisure opportunities) should guide adjustments in the how and what of instruction while the student is still in school. This should insure that the student's skills match the post-school expectations. In order for this match to be effective, schools must become more aware of the real demands of post-school environments and teach to those demands.

The diagram on the following page provides users of this manual a key to understanding just what transition planning is intended to accomplish and what transition planning does not pretend to do.

Transition planning

does...	provide families current information about community resources.
does not...	simply distribute resource directories to all agencies.
does...	help families identify areas in which adult services may be needed by their children.
does not...	operate (simply) as an information and referral "hotline"
does...	identify as many appropriate alternate resources as is practical.
does not...	assume the authority to decide for a family what its young adult's needs are.
does...	match needs of a child and family to the best available services in their community.
does not...	force agencies to provide services they don't normally provide.
does...	help families to get what they need from the best mix of available community resources.
does not...	emphasize any particular set of services or services from one particular agency.
does...	assist families to establish one-to-one contact with representatives of selected adult services.
does not...	simply provide families with a list of names and phone numbers to call for help.
does...	follow through to make sure that the family is linked to selected services.
does not...	control the assignment of families and young adults to other agency programs.
does...	guide development of the IEP to assure necessary skills are taught.
does not...	create a separate document void of educational implications.
does...	alert agency planners well in advance of the possible need for their services.
does not...	assume adult services provided by other agencies will be available when needed without active participation of agency representatives.
does...	require active participation from adult service providers.
does not...	succeed without the linkage of adult service providers.

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For transition planning to occur, the broader community must also recognize the need to accommodate a wider range of individual differences in social, residential, employment and continuing education settings. This cannot occur without changes in the ways communities have traditionally addressed the inclusion of disabled adults. A planned transition of students, will facilitate positive change in schools, agencies, and communities. Such changes can be the shared responsibility of the community at large and will be critical if communities are to welcome adults with disabilities as full members.

School-Based

Service Systems

SCHOOL-BASED TRANSITION SYSTEMS

This section discusses the system a school must put in place in order to support transition planning. The following topics are addressed: 1) instructional preparation and transition planning; 2) transition advisory committees; 3) community resource inventories; 4) parent/student education and involvement: 5) interagency/employer cooperation and public relations; and 6) procedural timelines and activities.

INSTRUCTIONAL PREPARATION AND TRANSITION PLANNING

On page 10 is the Instructional Preparation and Transition Planning Model designed for public schools in Idaho. The Model is based on a comprehensive plan to involve youth with disabilities and their families at the onset of their educational experiences. The process begins in the elementary school years, continues into secondary school programs and ultimately ends with successful community living and productive work. The student's instructional and program emphasis is based on individual need, determined in the IEP (Individual Education Program) process.

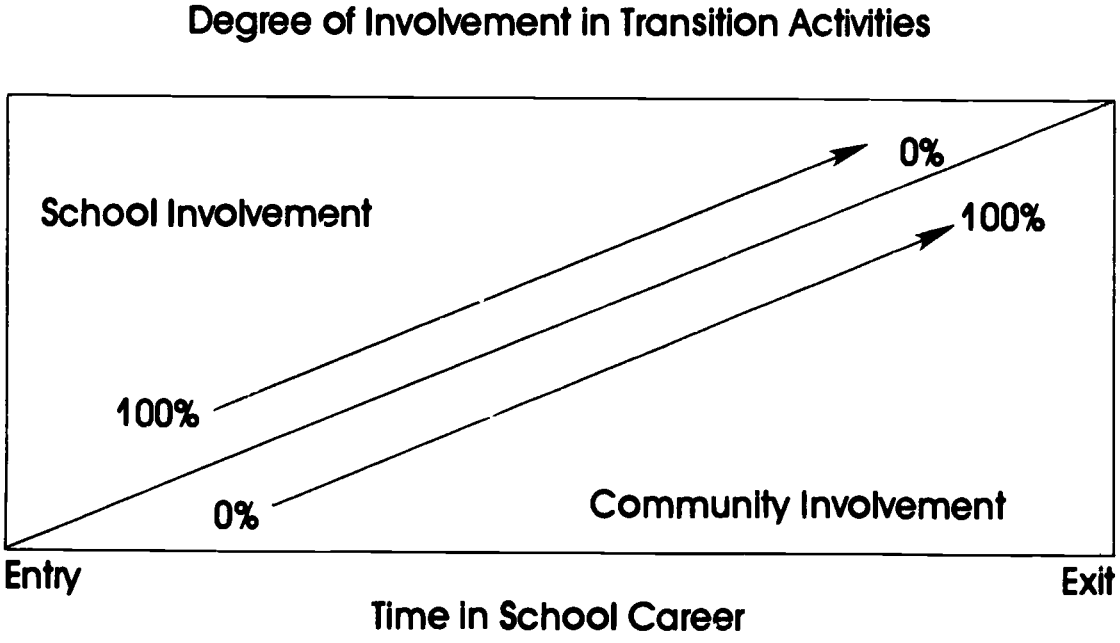
IEPs during the elementary years are a blend of basic academics, functional skills, independent living skills and vocational awareness. At the secondary level IEPs emphasize academics, functional skills, independent living skills and vocational preparation, training and experience. A written ITP (Individual Transition Plan) is developed at the beginning of the student's secondary program, or earlier if necessary. See Appendix F for examples. The ITP is not a substitute for

the IEP, but is designed to influence and support its content, by addressing the nine transition planning areas:

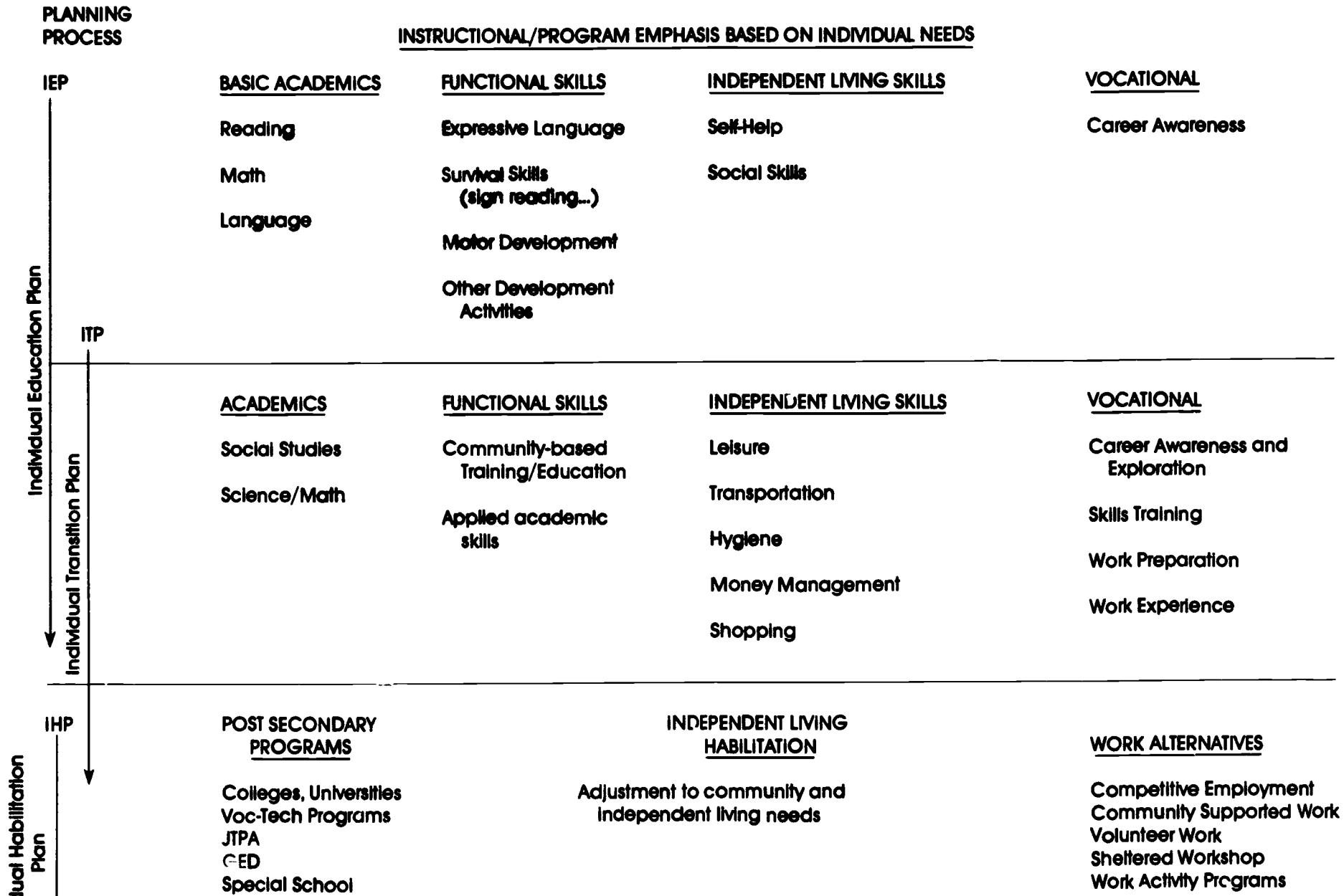
1) financial/income;
2) vocational training/placement/post-secondary education;
3) living arrangements;
4) personal management;
5) leisure/ recreation;
6) transportation;
7) medical services;
8) advocacy/legal services; and
9) personal/family relationships.

A major purpose of the ITP is to identify the future needs of the student so that both community resources and instruction in school can be organized to ensure that the future is real and not simply a plan. In doing so, it provides the necessary direction and support when the student exits public school. Transition planning anticipates needed services and post-secondary environments. This process, however, must be carefully reviewed and revised at least annually based on the progress of the student and the availability of adult options. Upon exiting school, some individuals will require ongoing support through the structure of an IHP (Individual Habilitation Plan), developed by an adult service agency. These plans emphasize post-secondary programs and training, independent living habilitation, and work alternatives. The Indivdual Transition Planning process is explained in detail in Section III of this manual.

The Instructional Preparation and Transition Planning Model involves the student and his family at an early age, with appropriate resources within the school and community as that student grows and matures. Through the passage of the student's school years, community agency involvement in transition planning becomes predominent. This shift in involvement from school to community is depicted below.



IDAHO PUBLIC SCHOOLS
INSTRUCTIONAL PREPARATION AND TRANSITION PLANNING



THE ROLE OF THE LOCAL EDUCATION AGENCY (LEA)

In order for transition based systems to be established in the LEAs' educational program, awareness and understanding of transition are critical. Administrators and all other school personnel must become involved in providing quality and comprehensive services for youth with disabilities. Schools can no longer operate in isolation of other important services and resources, such as adult service providers, employers, parents and other private sector and community members.

TRANSITION ADVISORY COMMITTEE (TAC)

The establishment of a Transition Advisory Committee (TAC) can greatly assist this cooperative process. The TAC is a group of individuals including school personnel, human resource professionals, employers, finance, clerical, current students, alumni, parents and other community representatives with a mix of age and vocations. The primary function of the TAC is to serve in an advisory capacity to the school-based transition program. It does not have administrative authority, nor does it take away any of the rights and/or privileges of the local Board of Education and administrative staff. The purpose of the TAC is to advise the district with respect to the development and maintenance of quality transition planning and vocational programs, and to ensure that programs are consistent with the needs of the students and the community.

Following are characteristics of an effective TAC.

- . advises, but does not dictate
- . understands purpose, objectives and functions
- . communicates well among committee members as well as with school staff
- . is active
- . has ownership
- . divides the work to multipy the benefits
- . includes team players who have a strong level of commitment

The TAC can perform a wide variety of activities. As these activities and goals are identified, it is important that they be: measurable, attainable, and have a defined purpose. All members should know the goals, review them often, and set realistic timelines.

The following list is not intended to be all inclusive but should be useful in providing direction for possible functions of the TAC.

1. Conduct a needs assessment of the community to review the status of existing services. This survey should be structured around the nine transition planning areas. The result will be the development of a Community Resource Inventory (CRI), that will be explained in detail in the section following.
2. Advise school personnel on current labor needs, relevance of school offerings and current job needs, and job opportunities for students and graduates.
3. Provide inservice opportunities.
4. Assist in surveys.
5. Assist in public relations activities.
6. Provide support services for students enrolled in nontraditional programs who need special assistance.
7. Support student organizations.

8. Collaborate with parent support groups.

9. Help plan special events.

10. Provide assistance on special topics and concerns, ie., insurance, graduation requirements, and diplomas.

In addition to the above functions, the TAC may also wish to provide: financial and legislative support; help establish scholarships and awards for students; support the administration in generating appropriations; and support for state and national legislation affecting vocational education. The TAC may wish to assist the school in finding other uses for existing facilities. Such activities may involve initiating activities for securing equipment and donations, and making them available for parent and consumer education.

COMMUNITY RESOURCE INVENTORY (CRI)

A systematic catalog or inventory of resources which exist in a community is critical in the transition planning process. It can provide transition planners with reliable information about local services and resources for the disabled. The Community Resource Inventory can also be a valuable reference in determining the services available, in cataloging unmet needs in the community, in choosing services which match a young adult's needs, and in planning for both school and post-secondary services. It assists parents in gaining access to existing services prior to graduation.

The major public agencies which provide adult services in Idaho are the Idaho Department of Health and Welfare, the Idaho Division of Vocational Rehabilitation, the Commission for the Blind, and Social Security. The major public agencies that provide employment and labor services in Idaho are the Idaho Department of Employment, Idaho Department of Labor and Industrial Services, the U.S. Department of Labor, and the Industrial Commission. Appendix A provides a diagram of how these services are administered and structured in Idaho, followed by listings of specific locations.

In addition to these agencies, there are many other organizations, churches, and businesses that also provide a variety of services and vocational opportunities for the disabled. A CRI provides a systematic way for local school district transition teams to identify these resources. The CRI is defined by the nine areas of transition planning.

Decisions on what information to gather and how it should be collected will vary with each of the nine transition areas. The income/financial areas, for example, may simply include listings of the major sources of funding, along with names and phone numbers of persons to contact for additional information. Living arrangement information, on the other hand, may need to be quite detailed in order to provide answers to questions that parents and other planners may have about specific residential alternatives.

Specific approaches for information collection might include questionnaires, mailed surveys, on-site appointments to gather information on an inventory form, or observations of programs in progress. Appendix B includes a series of survey forms with appropriate questions for each of the following: employers, post secondary education and training, independent and organized recreation, residential, service agencies, and vocational/day placement programs.

Physical storage of the collected information might involve computer and data base indexing, key-sort systems, card files, a loose-leaf notebook, etc. Whatever system is used, provisions should be made to revise and update the information as needed. Explanations and examples of how to use a computer data storage system are available in Appendix C.

PARENT/STUDENT EDUCATION AND INVOLVEMENT

Parents are the ultimate advocates and case managers for their children with disabilities. They are the one constant in a lifetime of

changing service agencies and providers. Adequately armed with information including current legislation, services and employment alternatives in the community they will be able to participate knowledgeably in the planning process. Appendix D lists major laws regarding youth with disabilities, and where to go for further information.

An essential element for smooth transition is the involvement of parents/guardians. They often need training in order to be cognizant of what resources and services are available and also in how to recognize the potential of their son or daughter. A discussion of the capabilities of individuals becomes a major area of training. Because parents may have been told that their child will never be able to develop certain skills for independent living and competitive work, parents often have low expectations. They need to be made aware of how persons can be productive on a job through supported work models involving a proper job match, the use of systematic instruction, adaptations and ongoing support. Appendix E includes a Parent/Student Checklist for Transition Planning, as well as three sample Parent Interview formats that may increase parental awareness of these areas of concern.

The importance of parental involvement in the transition process is summarized in a statement made by Victor and Swirsky (1985) in The Exceptional Parent: "....parents and families are key. Schools, rehabilitation agencies, independent living programs, and professionals can all benefit from the family's point of view and knowledge."

Major parent-oriented issues which should be addressed in order to facilitate the transition of the student are:

1) learning the transition process;
2) recognizing their role in the transition process;
3) actively participating in the transition process; and
4) and becoming self-advocates.

"Self-advocacy refers to the ability to speak for one's own self, to make one's own decisions, to know about and exercise one's own rights and responsibilities, and to be a contributing member of one's own community, state, and nation. Self-advocacy consists of responsibilities, to locate and utilize resources to meet one's needs, and to negotiate with others appropriately." (Research into Self-Advocacy as a Technique for Transition, University of Kansas).

LEAs should assist parents in this process on an individual basis through education, awareness and support. Parents may help each other by joining existing parent and advocacy organizations. The development of a local parent support group within the district is a valuable forum for information sharing, support, and recreation.

Parents and other professionals are arriving at more equitable ways of approaching each other. As true partners they are helping young adults with disabilities assume their rightful place in society.

INTERAGENCY/EMPLOYER COOPERATION AND PUBLIC RELATIONS

Adult service agency professionals need to take part in transition planning. Most have only a vague knowledge of the structure of other agencies. As employers and other representatives become active team members they too become informed as to: (a) the growing need for the development of transition services, (b) definitions related to transition, (c) legislation and funding issues, (d) implementation of interagency transition process, and (e) solutions to barriers which professionals may face while developing pre-employment training, supported work options, independent living options, and transition teams.

There is a need for ongoing public relations and awareness. As various supported work options are developed, businesses and industries need to be informed about the advantages of hiring persons with disabilities. Advantages include job longevity, excellent attendance records, and many other employe benefits. Another important aspect of public awareness is to alert students and families of the availability of work options, and other opportunities regarding the nine areas of transition planning.

School districts must take a lead role in promoting public relations and awareness in the community. A combination of methods such as developing and distributing dristict brochures describing transition services and vocational programs, speaking engagements, multimedia presentations (slides, video, film strip), parent nights, service fairs, and job site tours will facilitate this effort.

LOCAL EDUCATION AGENCY (LEA) PROCEDURES

The following quidelines will help in establishing a school-based transition system within the LEA. Because district characteristics vary, recommending a particular model is not feasible. These guidelines can be modified to meet the needs of individual districts.

STEP ONE: Assess the level of need for transition planning.

1.1 Organize a master list identifying all potential transitioning students, their disabilities, the number of years before they exit from the school system, and the extent of individual transition planning.

1.2 Review available information on past graduates of special eudcation in your community.

1.3 The district must make specific procedural decisions for beginning the transition process. The district must identify a target group in order to field test the transition process. For example, during the first year of transition systems, only students who will soon be exiting the system through completion of a program, graduation, or drop out would be targeted for services. The process can gradually be expanded to include more students.

1.4 Transition planning is based on individual need and is appropriate for all youth with disabilities. The plan itself will vary depending on the particular needs and goals of each individual.

STEP TWO: Identify personnel who will be responsible for transition planning.

2.1 District and individual transition planning should be facilitated by designated school personnel. While representatives of other agencies and parents will also be important participants in the process, it is the district administrators and educators who are responsible for facilitating the process of transition planning.

2.2 Identify other school staff involved with transition planning. These may include counselors, psychologists, administrators, work experience coordinators, job coaches, teaching assistants, social workers, etc.

2.3 Local adult service agencies such as the Division of Vocational Rehabilitation should be requested to designate a counselor to act as a liason to represent their agency on the transition team.

2.4 Develop a Transition Advisory Committee and involve the TAC in all apsects of the district's transition system.

2.5 Assist in the development of a Parent Support Group within the district and support its active involvement in the district's transition system

STEP THREE: Develop local procedures for transition planning.

3.1 Identify the critical activities and timelines necessary for an efficient transition system.

3.2 Create transition forms that will organize and insure that the mechanics of transition will occur. Appendix F displays suggested transition forms, completed samples, Student Transition Timelines and areas of transition planning. The transition plan should be designed to be added to the student's files. Copies should be made available to school personnel, service agencies, parents/guardians, and any other team members as needed.

3.3 Develop the Community Resource Inventory. Include procedures for agency access, eligibility standards, cost, etc.. Involve not only the TAC, but other key community agencies in the process.

3.4 Establish formal and informal contact procedures between agencies and encourage their participation.

3.5 Maintain ongoing contact with community agencies. This could be done through brief newsletters, parent support groups, personal contacts regarding students, and information sharing meetings.

STEP FOUR: Implementing the Individual Transition Plan.

4.1 Provide parents/guardians and students with information about adult services and programs.

4.2 Begin implementation of activities and timelines.

4.3 Schedule ongoing meetings which will include all significant decision makers.

4.4 Write an ITP which gives a comprehensive view of the present and future needs of the student. This plan should identify actions which need to be taken, individuals responsible, and timelines.

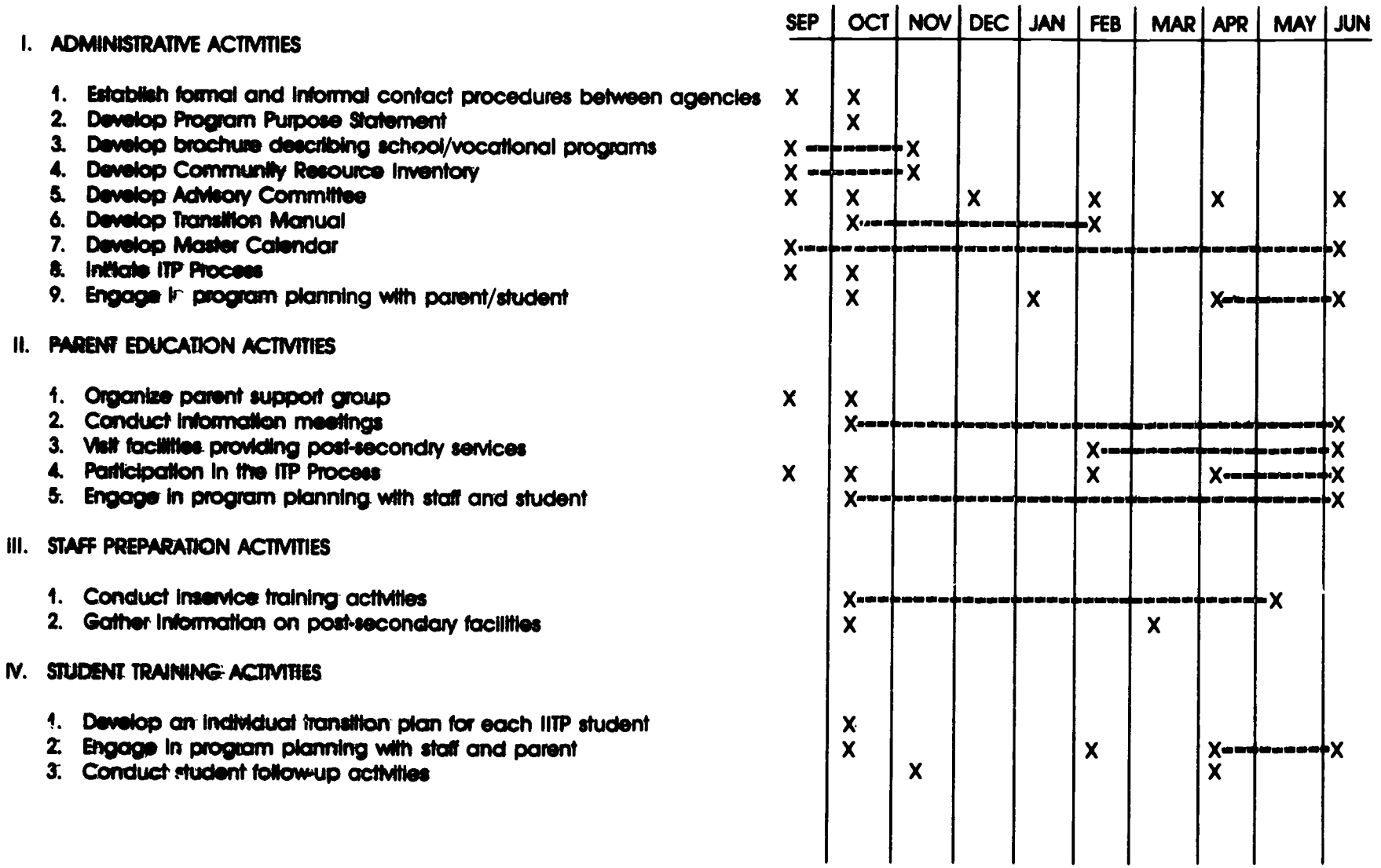
STEP FIVE: Evaluate the effectiveness of the transition system.

5.1 Develop and implement a follow-up survey for comparison of an individual's transition plan with his or her post-school reality.

5.2 Use gathered information for system change and to strengthen the service network.

A recommended model for activities and timelines referred to in Step 3.1 is shown on the following page.

PROCEDURAL TIMELINES & ACTIVITIES FOR SCHOOL-BASED TRANSITION SYSTEMS



Individual

INDIVIDUAL TRANSITION PLANNING

Either Child Study Teams or parents may recommend that a Transition Plan be prepared for a particular student. The development of transition plans assists educators, parents and providers of adult services with good information about: 1) the kinds of anticipated services needed; 2) the degree to which youth with disabilities are prepared to enter work and/or community settings; and 3) the demands of actual work opportunities for which the school should be preparing its students. The transition plan will recommend, not require, the placements, services, or other arrangements which may be needed after completion of the school program.

This section describes the various components of individual transition planning. The following topics are addressed: 1) transition team members; 2) areas of transition planning; 3) levels in the transition process; 4) evaluation and follow-up; and 5) continuum of services.

TRANSITION TEAM MEMBERS

District Child Study Team members may or may not be the same people who will work together on transition planning. Participants will vary, depending on the student's circumstances. The student's special education teacher, one or both parents and the student will always be involved. Other members could include a representative from Vocational Rehabilitation, a school guidance counselor, a school psychologist,

and/or a representative of a local business where the student's work experiences may be arranged. A description of roles follow.

Parents Parents have both the greatest interest in and responsibility for transition planning. They are the decision makers who determine, with their son or daughter, what services they will need and make choices among various programs. Parent values and expectations, as well as levels of information concerning the current adult service environment, will influence their selection of services for their son or daughter.

Students Students must be involved in planning for their future. Their interests, capabilities, needs, and desires should be taken into account as training and career options are made, as service programs are selected, and when goals and activities are established.

Schools The responsibility of the schools is to prepare students adequately for post-school life and to facilitate transition planning. Effective and functional preparation increases the probability of success and quality of life after leaving school. In addition to training students, school personnel must also provide information to parents/guardians to enable them to deal successfully with the adult service environment.

Adult Service Agencies Representatives from agencies such as Vocational Rehabilitation, Commission for the Blind, Health and Welfare, and rehabilitation facilities may become transition

team members as needed. Many adult service agencies assign individual case managers. Their role is one of coordination. They can facilitate planning by providing information about service options, and give input on adaptations that may be appropriate for current programs. By participating in the transition planning process, case managers will be in a better position to project what services will be needed in the future and provide follow-up and support after exiting the public school system.

All students with IEP programs will benefit from transition planning. Some individuals can succeed in the post-school community by using only the services available to the general public. Students with moderate disabilities may require only some services. Other students with severe physical and/or mental disabilities will qualify for and need many entitlement and elgibility programs. The important concept to remember is that all areas of transition planning must be addressed with each student at the beginning of the ITP process, even though action may be taken in only certain areas. This allows all team members, especially the student, to visualize the future and what assistance may or may not be needed for successful adult living.

AREAS OF TRANSITION PLANNING

The primary goal of transition is living successfully in one's community. It is helpful to take a holistic approach in planning and working towards that end goal. The nine areas of transition planning, located on page 28, not only provide structure and guidance during the ITP process, but also identify some common aspects of independent

living that all individuals deal with. A person's ability to live and work successfully in the community can be threatened, for example, if residential or living arrangments are not adequate or appropriate, or if transportation needs are not met.

TRANSITION PLANNING AREAS

FINANCIAL/INCOME
- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance (H & W)
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Trust/Will or Similar Income
- Other Support

LIVING ARRANGEMENTS
- With Family
- Adult Foster Care
- Intermediate Care Facility for Mentally Retarded (ICF/MR)
- Shelter Care Group Home
- Specialized Shelter Care Group Home (training)
- Semi-independent (supervised) living
- Share Living (roommate)
- Independent Living (own house/ apartment)
- Other

LEISURE/RECREATION
- Specialized Recreation/Social Activities (Special Olympics, People First)
- Sports or Social Clubs (YMCA, Scouts, health clubs)
- Community Center Programs
- Community Colleges (craft classes, art, music)
- Parks and Recreation Programs
- Hobby Clubs
- Independent Activities (e.g., bowling, tennis, etc.)
- Church Groups

MEDICAL SERVICES/RESOURCES
- Medical Care: Intermittant Care, Daily (long-term) Care
- Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
- Medical/Accident Insurance
- Financial Resources
  Group Policy Available, Individual Policy, Medicaid, Other

VOCATIONAL TRAINING/PLACEMENT
POST SECONDARY EDUCATION
- On The Job Training (OJT)
- Joint Training Partnership Act (JTPA)
- Community Colleges/Universities
- Vocational Technical Centers
- Community Based Education & Training
- Competitive Employment
- Supported Work Models
- Volunteer Work
- Rehabilitation Facilities

PERSONAL MANAGEMENT
- Household Management
- Money Management
- Social Skills
- Hygiene Skills
- Personal Counseling/Therapy: Behavioral, Occupational, Physical, Speech/Language/Hearing, Vision, Drug/Alcohol Abuse, Family Planning/ Sex Education
- Personal Care Services
- Safety
- Parenting skills

TRANSPORTATION
- Independent (own car, bicycle, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair van)
- Specialized Equipment (electric wheelchair)
- Transportation

ADVOCACY/LEGAL SERVICES
- Guardianship/Conservatorship
- Wills/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS
- Counseling: Genetic, Family, Individual, Marriage, Crisis
- Health Aide/Home Attendant
- Support Group
- Respite Care
- Tax Deduction for Developmentally Disabled Individuals Who Reside at Home
- Visiting Arrangements
- Churches

LEVELS IN THE TRANSITION PROCESS

Individual transition planning should begin no later that age 16, however, depending on individual needs the planning may begin earlier in the student's secondary program (grades 7-12). The initial ITP may be developed at the time of the annual IEP review. Depending on the extent of planning, additional meetings may need to take place. Initial activity may consist of simply setting some general transition goals for the student with the involvement of the family and school personnel. Local agency involvement at this time may be minimal, consisting of notification to potentially affected adult service providers that the student may be a client in the future.

In the student's second and third years of high school, more agency involvement is expected. Eligibility for SSI, potential living alternatives, referral to Vocational Rehabilitation, etc., will require active involvement of representatives of those agencies. In the last year of the student's school career, community agency involvement becomes predominent. The Individual Transition Activities Model, located on page 30, describes the process from the first year, through the middle years, the last year and post-secondary years of planning.

IDAHO PUBLIC SCHOOLS
INDIVIDUAL TRANSITION ACTIVITIES
Secondary Program
(grades 7-12)

AREAS	ACTIVITIES	TRANSITION TEAM
Information Gathering and Exploration	Initial Transition Planning: • identify potential services and placements after high school in the nine plan areas • consider Community Resource Inventory information relevant to the particular student • initiate IEP Planning to support the transition plan • provide information to community agencies • begin assessment in the nine transition areas	School, Parent, Student School
Active Preparation and Experience	Active Transition Planning: • conduct ongoing assessment in the nine transition areas • determine appropriateness of referrals to specific community agencies • begin enrollment where appropriate (e.g., SSI, waitlists, etc.) • review programming implications for school • continue IEP Planning to support transition plan • provide information to community agencies	School, Parent, Student, Agency Employers
Appropriate Links and Placements	Facilitate Transition to Community: • arrange cooperative programming (e.g., joint placement with Vocational Rehabilitation) • identify responsibility for continuing transition coordination • finalize enrollment in post-secondary education or employment site • assist families to enroll students in service programs as needed	School, Parent, Students, Agency, Employers
Employment and Adult Outcomes	Outcomes and Follow-up: • training and/or education • meaningful employment options, i.e., competitive, supported work, productive volunteer work • nine transition area options for successful community living	Parent, Stuaent, Agency, Employer
Follow-up	• individual follow-up • process evaluation	

EVALUATION AND FOLLOWUP

In order to determine the impact of transition services an the assessment of student progress, outcome evaluation and system approaches to process evaluation are both essential. Follow-up of students in post-school living and work situations provides information not only on individual impact of transition but also about the comprehensive delivery system at the local and state level. Evaluation of the system may suggest program improvements, as well as confirming areas of existing strengths. In both types of evaluation, the opportunity to intervene and make the necessary changes to improve the system is vital. When we judge our future by our past, we can make the necessary changes to make it better. Appendix G includes a Transition Exit Plan and Student Follow-up Survey.

CONTINUUM OF SERVICES

This manual has outlined a process that is to be used in guiding students and families through the transition from school to work and community living. Communities must begin to take the responsibility for including individuals with disabilities in the mainstream of living and working, and in the least restrictive environment of each and every aspect of life. The team approach in transition planning, including school personnel, parents, students, adult service providers, and employers, not only symbolizes a full continuum of support and care, but in actuality works for and insures that these opportunites are made available.

What epitomizes an effective transition team? A strong foundation of core principles, including: communication, cooperation, coordination, commitment, planning, implementation and evaluation. And finally, but most importantly, are people who through their love and dedication continue to strive for improved quality of life for young adults with disabilities.

References and Supplemental Materials

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Sheehan, Marin R., Ph.D., Parent/Teacher Manual, Lane Education Service District, Eugene, Oregon, 1985.

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Vocational Independence Prepartion, Bonners Ferry High School, Bonners Ferry, Idaho, 1985.

Will, Madeleine, OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life, OSERS, U.S. Department of Education, 1984.

SUPPLEMENTAL MATERIALS

In addition to the manual, Transition! School to Community, the Special Education Section of the State Department of Education has developed supplemental materials in the area of transition. These materials are available through the State Department of Education, as well as technical assistance in implementing school-based transition services.

Following is a list and brief description of these resources.

Idaho State Department of Education, April, 1985
Labor Issues in Transition Planning

This handbook includes current rules and regulations regarding wage and hour, insurance and liability, workmen's compensation and employer incentives.

Idaho State Department of Education, August, 1985
IITP Pilot Site Journal

This journal provides a model for developing school-based transition systems. It includes nineteen strategies that are presented in four major activity areas: 1) Administrative, 2) Parent Education, 3) Staff Preparation; and 4) Student Training.

Idaho State Department of Education, revised August, 1986
Parent Guide, Financial and Medical Benefits for Handicapped Youth in Idaho

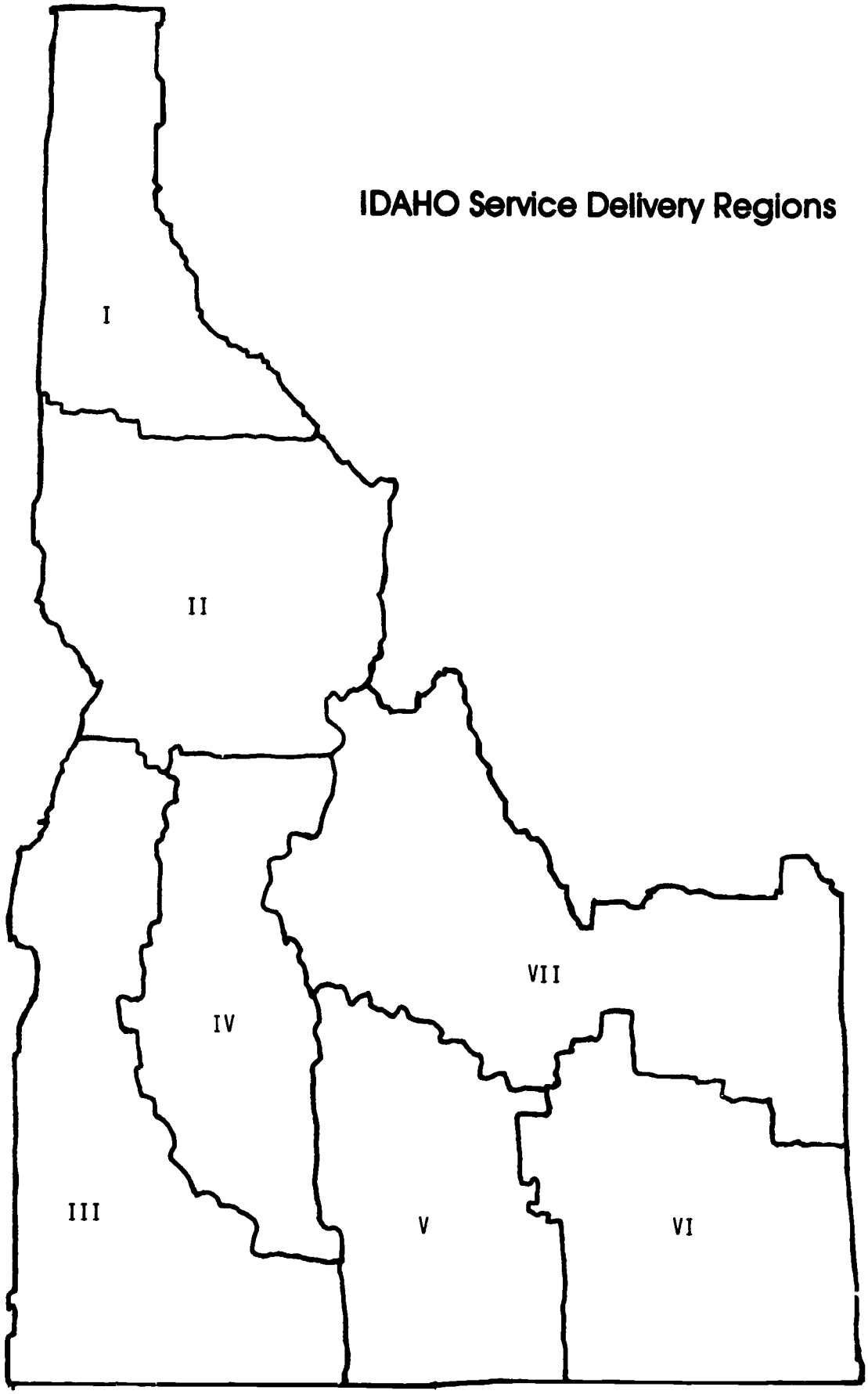
This parent guide is designed to assist parents in securing financial and medical benefits for handicapped children. It gives answers to questions about SSI (Supplemental Security Income), Social Security and Medicaid. It also includes a plan of action for parents to use in exploring and making application for services.

Appendices

APPENDICES

APPENDIX A	STATE AND FEDERAL Education & Human Services Labor & Employment
APPENDIX B	COMMUNITY RESOURCE INVENTORY Survey Forms
APPENDIX C	COMMUNITY RESOURCE INVENTORY Computer Storage System
APPENDIX D	CURRENT LAWS AND LEGISLATION
APPENDIX E	PARENT/STUDENT CHECKLIST FOR TRANSITION PLANNING AREAS PARENT QUESTIONNAIRES 3 Samples
APPENDIX F	INDIVIDUAL TRANSITION PLANS 2 Samples
APPENDIX G	TRANSITION EXIT PLAN STUDENT FOLLOW-UP SURVEY

Appendix A



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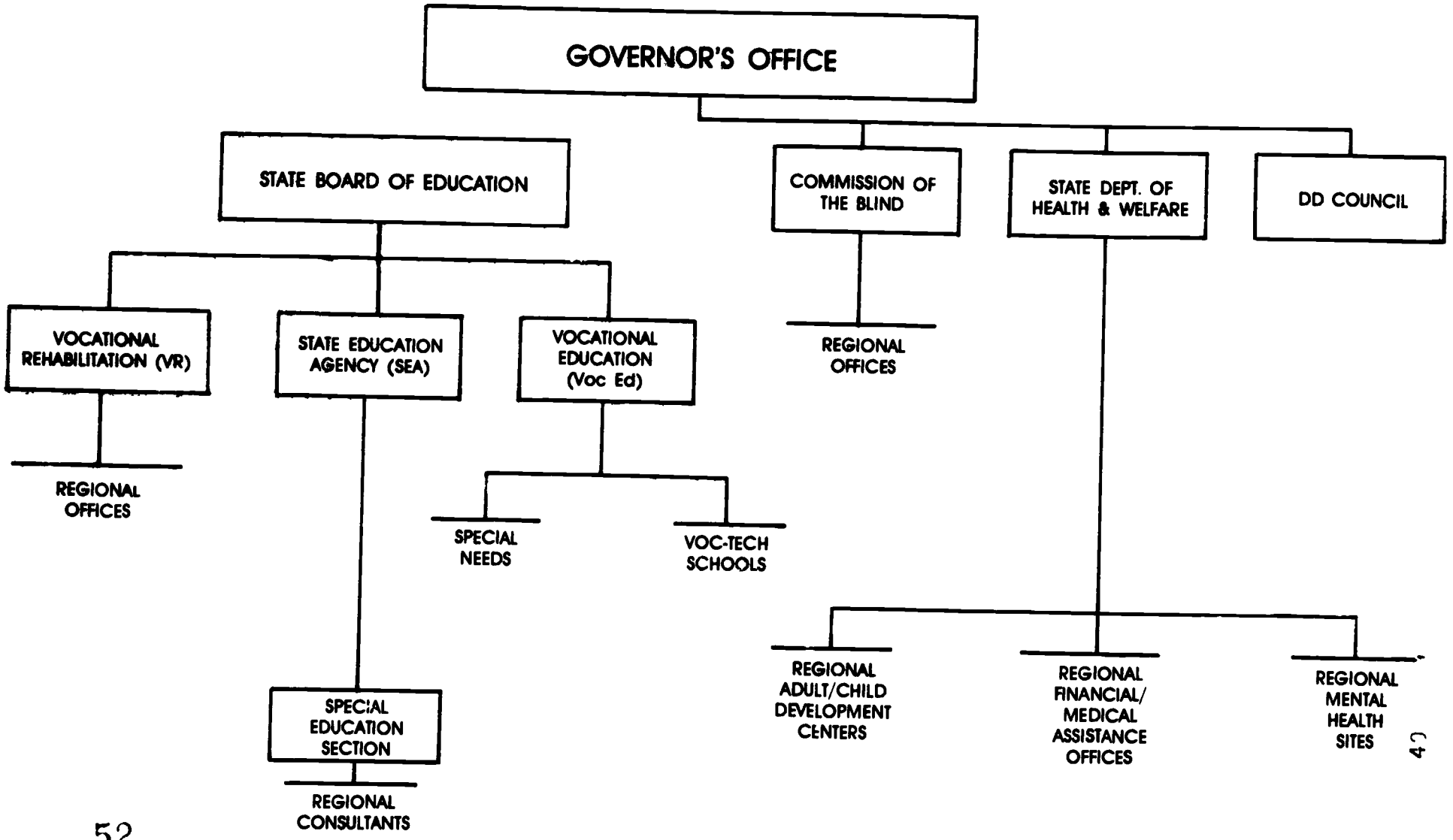
STATE OF IDAHO

EDUCATION AND HUMAN SERVICES



IDAHO COMMISSION FOR THE BLIND

ADMINISTRATIVE OFFICE AND
ORIENTATION & ADJUSTMENT CENTER
341 W. Washington St.
Boise, ID 83702

Phone: 334-3220

REGIONAL OFFICES

BOISE
341 W. Washington St.
Boise, ID 83702 — 334-3220

COEUR D'ALENE
2005 Ironwood Parkway, Suite 224
Coeur d'Alene, ID 83814 — 667-8494

LEWISTON
1118 "F" ST.
Lewiston, ID 83501 — 746-5566

POCATELLO
427 N. Main St., Suite J
P.O. Box 4142
Pocatello, ID 83201 — 233-7171

TWIN FALLS
1043 Blue Lakes Blvd., N., Suite 9
Twin Falls, ID 83301 — 733-1740

IDAHO STATE COUNCIL ON
DEVELOPMENTAL DISABILITIES
450 W. STATE ST.
10TH FLOOR TOWERS
BOISE, ID 83720
PHONE: 334-5509

The council is responsible for planning, monitoring, evaluating and advocating on behalf of the developmentally disabled persons in Idaho.

IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SECTION
650 W. STATE ST.
BOISE, ID 83720
334-3940

REGIONAL OFFICES

Regional Special Education Consultant
College of Education
Idaho State University
Pocatello, ID 83209 — 236-3156

Regional Special Education Consultant
College of Education
University of Idaho
Moscow, ID 83843 — 885-6544

Regional Special Education Consultant
College of Education
Boise State University
Boise, ID 83725 — 385-3308

IDAHO DEPARTMENT OF HEALTH & WELFARE ADULT/CHILD DEVELOPMENT CENTERS

REGION I

Adult/Child Development Center
2195 Ironwood Court
Coeur d'Alene, ID 83814

Phone: 208/667-6409

REGION II

Adult/Child Development Center
2604 16th Avenue
P.O. Drawer "B"
Lewiston, ID 83501

Phone: 208/746-2651

REGION III

Adult/Child Development Center
111 Popular
Caldwell, ID 83605

Phone: 208/459-7456

REGION IV

Adult/Child Development Center
501 North Curtis
Boise, ID 83706

Phone: 208/334-5475

REGION V

Adult/Child Development Center
803 Harrison Street
Twin Falls, ID 83301

Phone: 208/734-4000

REGION VI

Adult/Child Development Center
421 Memorial Drive
P.O. Box 4166
Pocatello, ID 83201

Phone: 208/236-6000

REGION VII

Adult/Child Development Center
2475 Leslie Avenue
Idaho Falls, ID 83401

Phone: 208/525-7223

IDAHO DEPARTMENT OF HEALTH & WELFARE
FINANCIAL/MEDICAL ASSISTANCE

REGION I	
*Coeur d'Alene, 1120 Ironwood Dr., 83814	208/667-3461
Bonners Ferry, South Hill Bldg., Rt. 1, Box 334F, 83805	208/267-3187
Kellogg, 29 Kellogg Ave., 83837	208/783-9301
St. Maries, 128 S. 7th St., 83861	208/245-2541
Sandpoint, 1333 Superior St., 83864	208/265-4529
REGION II	
*Lewiston, 1118 F St., 83501	208/799-3311
Grangeville, Idaho Co. Courthouse, P.O. Box 548, 83530	208/983-0620
Kamiah, 501 Main St., P.O. Box 488, 83636	208/935-2506
Moscow, 200 South Almon, P.O. Box 8669, 83843	208/882-2432
Orofino, State Hospital North Campus, P.O. Box 672, 83544	208/476-5771
REGION III	
*Caldwell, 111 Poplar St., 83605	208/459-7456
Emmett, 1024 Fernlee, 83617	208/365-3515
Homedale, Eight Second St. No., 83628	208/337-3137
Nampa, 508 E. Florida, 83651	208/466-8981
Payette, 540 S. 16th., 83661	208/642-9041
REGION IV	
*Boise, 1105 S. Orchard, 83720	208/338-7000
Mountain Home 520 E. 8th No., 83647	208/587-9061
McCall, Villa Plaza 212 N. 3rd., P.O. Box 749, 83638	208/634-2229
Glenns Ferry, 120 W. Idaho, P.O. Box 68, 83623	208/366-7422
REGION V	
*Twin Falls, 479 Polk St., P.O. Box 1509, 83303-1509	208/734-4000
Burley, 531 E. 5th, 83318	208/678-1121
Hailey, 8 W. Myrtle, P.O. Box 639,83333	208/788-3584
Jerome, 126 N. Adams, P.O. Box 109, 83338	208/324-8144
Rupert, 2nd & C St., 83350	208/436-5711
REGION VI	
*Pocatello, 150 N. 3rd, P.O. Box 4166, 83201	208/236-6037
Blackfoot, 701 E. Alice, P.O. Box 129, 83221	208/785-5826
Malad City, 220 Bannock St., 83252	208/766-2281
Montpelier, 534 Washington St., 83254	208/847-1652
American Falls, Power Co. Courthouse, 83211	208/226-5186
Preston, 223 N. State, 83263	208/852-0634
Soda Springs, 421 W. 2nd St., 83276	208/547-4317
REGION VII	
*Idaho Falls, 150 Shoup Ave., P.O. Box 1709, 83403-1709	208/525-7182
St. Anthony, 945 East 1st No., 83445	208/624-3744
Salmon, P.O. Box 610, 83467	208/756-3336
Rexburg, 400 E. Main #3, 83440	208/356-9218

IDAHO DIVISION OF
VOCATIONAL EDUCATION
SPECIAL NEEDS
650 W. STATE ST.
BOISE, ID 83720
LEN B. JORDAN BUILDING
PHONE: 334-3390

AREA VOCATIONAL-TECHNICAL SCHOOLS

BOISE
Area Vocational-Technical School
Boise State University
Boise, ID 83725

Phone: 385-1508

COEUR D'ALENE
Area Vocational-Technical School
North Idaho College
Coeur d'Alene, ID 83814

Phone: 667-7422, Ext. 238

IDAHO FALLS
Eastern Idaho Vocational-Technical School
2299 East 17th Street
Idaho Falls, ID 83401

Phone: 524-3000

LEWISTON
Area Vocational-Technical School
Lewis-Clark State College
Lewiston, ID 83501

Phone: 799-2225

POCATELLO
Area Vocational-Technical School
Idaho State University
Pocatello, ID 83201

Phone: 236-2507

TWIN FALLS
Area Vocational-Technical School
College of Southern Idaho
Twin Falls, ID 83301

Phone: 733-9554, Ext. 31

IDAHO DIVISION OF VOCATIONAL REHABILITATION
650 W. STATE ST.
BOISE, ID 83720
LEN B JORDAN BUILDING
PHONE: 334-3390

REGIONAL OFFICES

BOISE 1365 North Orchard, Suite 162 Boise, ID 83706	334-2310
BOISE SCHOOL WORK OFFICE 320 Fort St. Boise, ID 83702	334-2310
BLACKFOOT State Hospital So. P.O. Box 400 Blackfoot, ID 83221	785-1200 Ext. 289
BURLEY 1325 Albion Burley, ID 83318	678-3838
CALDWELL 517 S. 10th, Suite B Caldwell, ID 83605	459-6343
COEUR D'ALENE 1010 Ironwood Dr., Suite 101 Coeur d'Alene, ID 83814	667-2471
IDAHO FALLS 150 Shoup Ave., Suite 17 Idaho Falls, ID 83401	525-7149
LEWISTON 1118 F Street Lewiston, ID 83501	746-2326
MOSCOW 609 S. Washington, Suite 17 Moscow, ID 83843	882-8550
MOUNTAIN HOME 130 North 3rd East Mountain Home, ID 83647	587-3651

OROFINO 950 Michigan Ave. Orofino, ID 83544	476-5574
PAYETTE 19 South 8th Payette, ID 83661	642-4762
POCATELLO 150 North 3rd Pocatello, ID 83201	233-0626
SALMON 1301 Main St. Salmon, ID 83467	756-2114
SANDPOINT 204 East Superior Sandpoint, ID 83864	263-2911
TWIN FALLS 1043 Blue Lakes Blvd. N. Twin Falls, ID 83301	733-0865

SOCIAL SECURITY ADMINISTRATIVE OFFICES

BOISE
3210 Elder ST.
P.O. Box 110
Boise, ID 83701

CALDWELL (Boise)
1118 S. Kimball St.
P.O. Box 1099
Caldwell, ID 83606

COEUR D'ALENE (Spokane, WA)
120 S. 6th St.
P.O. Box 5000
Coeur d'Alene, ID 83814

IDAHO FALLS (Pocatello)
265 Gladstone
P.O. Box 1836
Idaho Falls, ID 83401

LEWISTON
1617 19th Ave.
P.O. Box 857
Lewiston, ID 83501

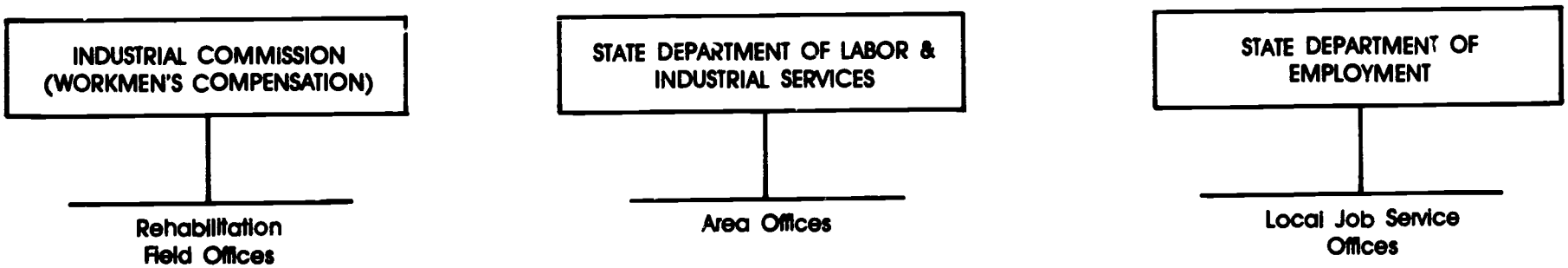
POCATELLO
Rm. 155, 250 S. 4 St.
P.O. Box 15000
Pocatello, ID 83201

TWIN FALLS
202 2nd Ave. N.
P.O. Box 1827
Twin Falls, ID 83301

Toll Free Line
1-800-632-5121

LABOR AND EMPLOYMENT SERVICES

STATE



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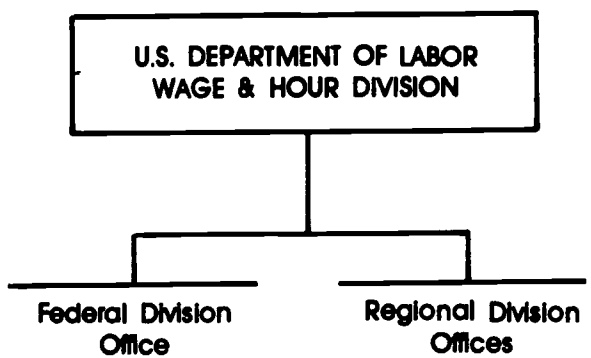


IDAHO DEPARTMENT OF EMPLOYMENT
317 MAIN
BOISE, ID 83735
PHONE: 334-2620

JOB SERVICE OFFICES

East Boise	334-2600
West Boise	334-4115
Blackfoot	785-2200
Bonners Ferry	267-5581
Burley	678-5518
Canyon County	459-4617
Coeur d'Alene	765-2258
Emmett	365-5316
Grangeville	983-0440
Idaho Falls	525-7000
Kellogg	783-1202
Blaine Co.	788-3526
Lewiston	746-0471
McCall	634-7102
Moscow	882-7571
Mountain Home	587-7911
Orofino	476-5506
Payette	642-3375
Pocatello	233-3821
Rexburg	356-4451
St. Maries	245-2518
Salmon	756-2234
Sandpoint	263-7544
Twin Falls	733-4880

IDAHO DEPARTMENT OF LABOR &
INDUSTRIAL SERVICES
317 MAIN
BOISE, ID 83720
PHONE: 334-3950

AREA OFFICES

Coeur d'Alene Area Office
202 Anton Ave.
Coeur d'Alene, ID 83815 — 765-5579

Pocatello Area Office
Center 151 Building, Suite 101
151 No. 3rd
Pocatello, ID 83201 — 232-5451

UNITED STATES DEPARTMENT OF LABOR
WAGE & HOUR DIVISION

FEDERAL DIVISION OFFICE

U.S. Dept. of Labor/ESA
Wage and Hour Division
3032 Federal Office Building
909 First Avenue
Seattle, WA 98174 — 206/442-1914

REGIONAL DIVISION OFFICES

U.S. Dept. of Labor
Employment Standards Administration
Wages and Hour Division
550 West Fort
Box 034 FOB
Boise, ID 83724 — 208/334-1029

U.S. Dept. of Labor
Wage and Hour Division
Room 759
U.S. Court House Bldg.
Spokane, WA 99201 — 509/456-4504

Appendix B

EMPLOYER SURVEY

Business: Address: Telephone Number:

1) What work attitudes and skills are necessary for an entry level position?

2) New employees will receive training in what specific skills?

3) What factors cause young employees to "not make the grade" in the firm?

4) What are some jobs that High School graduates can perform?

5) What products or services does the firm produce?

6) How many hours of operation per day?

7) What is the average monthly wage for an entry level employee?

8) What is the average length of stay for an entry level employee? Why did he leave?

9) Has your firm hired handicapped High School graduates? Into what jobs?

POST SECONDARY EDUCATION & TRAINING SURVEY

Business:	Address:	Telephone Number:

1) Do you hire special needs students?

2) Do you provide any assistance for Special Needs Students?

3) In what career areas do you provide training?

4) How long does the training take?

5) What are the requirements to enter your program?

6) What costs are involved?

7) How do you apply?

8) How long does the application process take?

9) What are the major causes for failure in your program?

ERIC

City/County:

1) Parks/Picnic areas in immediate area?
   Type of facilities available:

   Commercial concessions:

2) Libraries/museums/art galleries

   Operating hours:

   Tours:

   Scheduled Programs:

3) Businesses offering independent recreation
   (i.e., bowling alleys, video games, swimming pools,
   golf courses/miniture golf, archery/gun clubs,
   skiing)

   cost?

   operating hours?

   provisions for handicapped?

RECREATION ALTERNATIVES/AGENCY (ORGANIZATIONS)

Agency/Organization: Address: Telephone Number:

1) Agency/organization sponsorship (civic, religious, governmental)?

2) Types of recreation activities available? When? Where?

3) Ages? Age Groups?

4) Qualifications of activity leaders?

5) Provisions for handicapped individuals?

6) "Adaptive" activities available?

7) Transportation considerations?

Cost?

ERIC

RESIDENTIAL PROGRAM

Center: Address: Telephone Number:

1) How many people live there?

2) How long can my child stay and where would he/she go if moved out?

3) Does the residence have a waiting list and how long is it?

4) How often do openings occur?

5) Are there entry requirements?

6) Intellectual functioning level of most residents?

7) What is the monthly cost for service?

8) How much does my child pay?

9) What is the staff per resident ratio per shift?

10) What support services do you have or call?

11) How much money will my child have for his/her personal use?

12) How will their money be monitored?

13) Other than room and board, what services does the residence provide?

14) What community-based leisure activities will you offer?

15) How often will they have access to these activities?

16) What in-house leisure activities are available to my child?

17) How often will clients have access to these activities?

18) What responsibility will my child have/learn in the upkeep of the home?

19) What are the living arrangements?

20) What community resources are available within a 10 minute walk or bus ride?

21) Do you encourage family visits?

22) Contact person and address

SERVICE AGENCY SURVEY

Agency: Address: Telephone Number:

1) What type and quantity of service can your agency provide handicapped individuals?

2) What restrictions or conditions would cause the individual to lose your service?

3) What is the lag time between application and start of service?

4) How long can the individual receive services?

5) What are the procedures for application?

6) What information will be needed to complete the application process?

VOCATIONAL/DAY PLACEMENT

Center: Address: Telephone Number:

1) What type of program?
2) What is the program focus?
3) How many daily hours of operation?
4) How many days closed a year?
5) What is program enrollment?
6) What is functional range?
7) What is the age range?
8) Who is the referring agency?
9) What are the entrance requirements?
10) Is transportation provided?
11) Is there a waiting list?
12) If placed on waiting list, how long before services would begin?
13) What activities are available?
14) Average wage per month/hour?
15) What is the average annual wage?
16) What is the state reimbursement per client?
17) Number of staff?
18) Where do clients eat lunch/take breaks?
19) Are there any expenses the client must pay?
20) How often do clients go into the community?
21) What non-work activities are available?
22) What is the average length of stay per client?
23) Over the last 5 years, how many clients have left your program?
24) Where did they go?
25) What are the programs' goals for clients?
26) Location?
27) Contact person?

Appendix C

COMPUTER STORAGE
COMMUNITY RESOURCE INVENTORY

Computers can simplify the development of a Community Resource Inventory by providing efficient storage, retrieval, and revision of information. The kind of software that can be used for a CRI can vary with the needs of the community from a simple word processing system to software specifically designed for resource inventory development. The choice of what system to use might depend on the size and complexity of the service system in that community, the equipment the district has to assign to that task, and the money available for software purchase.

Most districts, however, can benefit from at least creating word-processing files of the type shown on the following pages for their CRIs. These examples were developed using the word processing program on AppleWorks, but any word processing system could accomplish the same thing.

For districts with plans to increase computer management of information, the use of an integrated software package (like AppleWorks) has some advantages. The information can be developed entirely or in part using the data-base programs in such integrated systems. Because the integration of software involves some compromise, such data bases do have limits which would become apparent as data bases grow in size and complexity. For many districts, however, such software provides an easy and readily available application for CRI development.

For larger communities with many services and an expected large number of service agency entries, specialized software may be appropriate. Such software ranges from commercially available generalized data-base programs (e.g., dBase III) to software specifically designed to compile directories.

Districts should consider what they expect the CRI to do for them before deciding on which software application is appropriate. Contact the State Department of Education, Special Education Section or the Regional Office for more information. These addresses and phone numbers can be found in Appendix A of this manual.

SAMPLE 1
COMPLETE AGENCY DESCRIPTION

AGENCY NAME: Adult/Child Development Center

ADDRESS: P.O. Box 1029
101 N. 4th
Sandpoint, ID 83864

TELEPHONE: (208) 263-4593

CONTACT PERSON: Michelle Britton
Dave Martin, Supervisor of Region I

WHAT ARE THE GENERAL CHARACTERISTICS OF PEOPLE RECEIVING SERVICE?

1. Developmental disability must primarily be caused by mental retardation, cerebral palsy, autism, epilepsy, or other closely related impairments as described in Idaho Code 39, Chapter 56.
2. Handicapping condition must be obvious by the age of 21.
3. Most programs are directed to children 0-5 years of age. Children between the ages of 6 and 21 are most often served by the public school system. For adults 21 and over, workshop services are available. However, other prevocational, developmental services must be acquired through the private sector. Assistance with residential placement through the Department is also offered.

WHAT SHOULD I DO TO APPLY FOR SERVICES? WHAT INFORMATION SHOULD I BRING WITH ME?

1. Call the local office and ask to speak with the Social Worker.
2. Bring your Social Security number, SSI and Medicaid information.
3. Bring any information available on developmental history (birth process, significant developmental events, etc.).
4. Developmentally disabled persons requesting service must be present at the initial interview.

WHAT INFORMATION DO YOU NEED FROM OTHER AGENCIES/SCHOOLS? HOW DO I GET THIS INFORMATION TO YOU?

Information that is helpful to have includes recent (within the past two years):

1. Social histories
2. Psychological information
3. Medical information
4. Physical therapy reports
5. Speech and language reports
6. Occupational therapy reports
7. School IEP
8. Information regarding residential placement

Forms can be completed during the initial interview to request this information from other agencies. This information may also be brought to the interview by the individual or sent by the agency/school by using a Release of Information form.

HOW ARE LONG-RANGE PLANS DEVELOPED FOR INDIVIDUALS IN YOUR PROGRAM? HOW ARE THESE PLANS UPDATED AND MONITORED?

Treatment plans are developed by a multidisciplinary treatment team in cooperation with the individual and his/her parents. Multidisciplinary staff meetings are held to monitor progress toward all goals. Treatment plans are reviewed on a three times yearly basis for adults and every six months for children. The individual and representatives of his/her choice are invited to participate in these meetings.

BRIEFLY DESCRIBE ALL SERVICES PROVIDED BY THE AGENCY:

1. Vocational Services: Provides for vocational training, job placement, and sheltered employment through Panhandle Special Needs.
2. Coordination of Residential Placement: Serves as a clearinghouse for most residential placements (Intermediate Care Facilities for the Mentally Retarded, Shelter Homes, Transitional Living Apartments, Idaho State School and Hospital, etc.).
3. Respite Care: Arranges for temporary assistance within the home or temporary placement in a licensed home for a limited or emergency period of time.
4. In-Home Assistance: Financial support for specialized equipment, housing modifications, and specialized therapies for individuals under the age of 21.
5. Personal Care Services: Evaluation of need and help with applying for visiting nurse services (available for Medicaid recipients only).
6. Information and Referral: Access to information on local and statewide services for persons with disabilities.
7. Community Education: Information for the community on A/CDC services and general information concerning developmental disabilities.

SAMPLE 2
BRIEF SUMMARY OF AGENCY SERVICES

VOCATIONAL PLACEMENT/TRAINING

1. Academic Development Program (ADP)
   Washington State University

   101 Administration Annex Bldg.
   Washington State University
   Pullman, WA 99163
   (509) 335-9602

   Services Provided:

   Academic advising and counseling, basic skills instruction, tutorial assistance, referral services, and student advocacy.

2. Department of Employment

   1069 S. Main
   Bonners Ferry, ID 83805
   (208) 267-5581

   Services Provided:

   Job referral and placement, job-finding workshops, unemployment insurance, veteran services, Job Training Partnership Act (screens qualified, low income individuals for on-the-job training), Targeted Jobs Tax Credits (provides tax credit to employers who hire economically disadvantaged youth or handicapped), Summer Youth Training Program.

3. Division of Vocational Rehabilitation - Idaho

   204 E. Superior
   Sandpoint, ID 83864
   (208) 263-2911
   Contact Person: Gary Hammons

   Division of Vocational Rehabilitation - Washington
   Spokane Main Office: (509) 456-4171

   Services Provided:

   Vocational counseling and guidance, vocational training, job search assistance and follow-up, medical support services (artificial limbs, surgery, hearing aids, eyeglasses, etc.).

SAMPLE 3
LIST OF COMMUNITY RESOURCES

PARENTS GROUPS

Down Syndrome Parent Support Group
and Westlink
Billie Paetel
11300 Chickadee Dr.
Boise, ID 83709
(208) 322-8006

Friends
Nancy Johanson
1407 View
Moscow, ID 83843
(208) 833-1469 or
833-1550 (work)

Idaho Parents Un-limited for the Handicapped
Sandra Scheffert
2200 E. Maryland
Nampa, ID 83651
(208) 467-1942

Magic Valley Parents of the Deaf
Lorna Irwin
221 12th Ave. E.
Jerome, ID 83338
(208) 324-7544

P.A.V.E. Parent Trainer
Beth Ann Kelly
S. 1611 Cedar
Spokane, WA 99204
(509) 455-8011

Parent to Parent (Horizons)
Karen Hatfield
Bonners Ferry, ID
267-2817 (after 1:00)

Virginia Taft
Sandpoint, ID
263-1933

Appendix D

MAJOR LAWS FOR YOUTH WITH DISABILITIES

Following are laws and current legislation important for youth with disabilities.

1) P.L. 94-142, mandates that the state and local education agencies "provide a free, appropriate public education and related services to all handicapped children.

2) P.L. 94-482, Title II of the 1975 Education Amendments, makes specific provision for the vocational education of handicapped persons in occupational areas which require less than a baccalaureate degree.

3) P.L. 93-112, The Rehabilitation Act of 1973, and its subsequent amendments requires that the State Division of Vocational Rehabilitation provide, or otherwise arrange for, services necessary to render eligible persons employable.

4) Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, state that federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance.

5) Family Educational Rights and Privacy Act of 1974 establishes the right of parents and parent substitutes to inspect and copy their children's school records. It also limits the sharing of information from school records for non-educational purposes without written consent from parents.

6) P.L. 98-199, Education of the Handicapped Act Amendments of 1983 provides for secondary education and transition services for handicapped youth ages 12-22. Section 626 authorizes funds to be spent on research, training and demonstration in the area of transition from school to adult life.

7) P.L. 98-527, Developmental Disabilities Act of 1984 adds employment related activities as a new priority service to administering agencies of DD funds. This area is to become a mandated priority in fiscal year 1987. The Act eliminates non-vocational social developmental services as a priority service.

8) P.L. 98-524, Vocational Act of 1984 (Carl D. Perkins Vocational Education Act), maintains the provision that 10% of a state's formula grant allotment under Part A be used to provide vocational education to handicapped individuals. This 10% can only be used for additional costs over regular vocational education expenditures. The Act also mandates that every handicapped student and parent be informed of vocational education opportunities available in the school one year before vocational education services are provided in the school or by the ninth grade. It also assures that students with handicaps have equal access to services through vocational education when appropriate, as indicated in the individualized education plan. Services include a vocational assessment, special services such as adaptation of curriculum to meet the student's needs, guidance, counseling, and career development activities by qualified staff and counseling services to facilitate the transition from school to post-school employment.

9) Sections 1619a and 1619b of the Social Security Act were established in 1981 for three years and were extended in 1985 through June 30, 1987. 1619A authorizes cash benefits to be paid to working SSI beneficiaries as long as their earnings are below the federal breakeven point, which is currently $713 for individuals and $1,029 for couples.

1619b authorizes the continuation of Medicaid coverage to SSI recipients with earnings exceeding the breakeven point if recipients continue to qualify for benefits.

The act also allows for a 15 month re-entitlement period following the nine month trial period for SSDI and SSI beneficiaries if the recipient loses a job due to his/her disability. This act temporarily reduces the disincentive for persons with severe disabilities to begin working for meaningful wages, but 1619a and 1619b must be permanent guidelines for social security and medical benefits if they are to be viewed as incentives to employment.

Appendix E

Parent/Student Checklist for Transition Planning Areas

Financial/Income

___Earned income
___Insurance (life, annuities)
___General public assistance (H & W)
___Supplemental Security Income (SSI)
___Trust/will or similar income
___Unearned income (gifts/dividends)
___Food stamps
___Social Security Benefits
___Other support
___Other support

Vocational Training/Placement Post Secondary Education

___On The Job Training (OJT)
___Community colleges/universities
___Vocational technical centers
___Competitive employment
___Supported work models
___Rehabilitation facilities
___Joint Training Partnership Act (JTPA)
___Community based education and training
___Volunteer work

Living Arrangements

___With family
___Intermediate Care Facility for Mentally Retarded (ICF/MR)
___Semi-independent (supervised) living
___Independent living (own house/ apartment)
___Adult foster care
___Shelter care group home
___Specialized shelter care group home (training)
___Share living (roommate)
___Other

Personal Management

___Household management
___Social skills
___Parenting skills
___Personal care services
___Money management
___Hygiene skills
___Personal counseling/therapy
___Behavioral, Occupational, Vision, Physical, Drug/Alcohol Abuse, Speech/Language/Hearing, Family Planning/Sex Education

Leisure/Recreation

___Specialized recreation/social activities (Special Olympics)
___Community Center programs
___Parks and recreation programs
___Hobby clubs
___Church groups
___Sports or social clubs (YMCA, Scouts, health club)
___Community colleges (craft classes art, music)
___Independent activities (e.g., bowling, tennis, etc.)

Transportation

____Independent (own car, bike, etc.)
____Specialized transportation (wheelchair van)
____Transportation
____Public transportation (bus, taxi)
____Specialized equipment (electric wheelchair)

Advocacy/Legal Services

____Guardianship
____Wills/trusts
____Conservato ship
____Other

Medical Services/Resources

____Medical care:
Intermittant care
Daily (long-term) care
____Financial Resources
Group policy available, Individual policy, Medicaid, Other
____Medical services:
General medical services
Medication supervision
Dental care
____Medical/Accident Insurance

Personal/Family Relationships

____Counseling: Genetic, Family Individual, Marriage, Crisis
____Respite Care
____Visiting Arrangements
____Churches
____Health Aide/Home Attendant
____Support Group
____Tax Deduction for Developmentally Disabled Individuals Who Reside at Home

ERIC

NEEDS ASSESSMENT FOR TRANSITION PLANNING FROM SCHOOL TO COMMUNITY

Parent's Name _____ Student's Name _____

Phone: _____

Educators and parents need to think carefully about the relationship of the education of handicapped students to the eventual post-school needs of these individuals as adults.

Access to these services is not always easy or even possible without careful long-range planning for the transition of a youth from school to community.

So that we may be able to develop a working transition program, we would like you to answer the following questions which will give us some valuable information for developing such a post-school program for your child.

1. Will your child be able to enter the adult world without special support beyond the family?

2. Do you know what services are available for your student once they reach graduation?

3. Do you have short term and long term arrangements for financial support for your child?

4. Will your child have insurance?

5. Has your child been formally assessed for vocational placement?

6. What living arrangements will you expect or like your child to receive after job placement?

7. Does your child have adequate self-help skills if left unattended?

8. Does your child have favorite leisure activities? If so, what are the activities your child enjoys?

9. What kind of transportation will your child need after job placement?

10. Does your child require special medical attention?

PARENT/GUARDIAN TRANSITION QUESTIONNAIRE: A GUIDE FOR TRANSITION PLANNING

1. Have educational or other personnel talked with you about the postschool future of your son/daughter?

2. What do you want for your son/daughter during the next year, in 5 years, 10 years?

   Recreation/Leisure:

   Vocational:

   Community:

   Domestic:

3. What most concerns you about the future of your son/daughter?

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?

6. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

7. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

8. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

9. Where would you like your son/daughter to work? Specify the nature of the work.

10. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

11. What post-secondary educational opportunities would you like your son/daughter to attend after high school?

PARENT QUESTIONAIRE

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level and date of graduation of your son or daughter:
   Age ____ Grade: ____ Graduation Date (if known): ____

2. What are your current post-school plans for your son or daughter? Please check the appropriate spaces:

   Residential (where he/she will live):
   live at home ____ group home ____
   apartment with support ____ independent ____
   other (specify) _____

   Vocational (what type of work; where):
   no plans ____ sheltered workshop ____
   community; sheltered ____ community; competitive ____
   further training (specific type) _____
   I don't think my son or daughter will work _____

3a. Have you contacted any of the following agencies regarding postschool placements or services? Please check.

   Community Colleges _____

   Vocational Technical Institute (VTI) _____

   Private Employment Agencies _____ _____

   Employment Security _____

   Your Child's Teacher or School _____

   Department of H & W _____

   Department of Vocational Rehabilitation (DVR) _____

   Developmental Disabilities Council _____

   Social Security Administration (SSA) _____

   Other (specify) _____

3b. Have you been contacted by any of the agencies mentioned above regarding postschool services? Yes___ No___

If yes, who contacted you? _____

When? _____ Which Agency? _____

3c. Have you been informed of any postschool placement options for your child? Yes ___ No ___

If yes, by whom? _____ Which agency? _____

4. Have you encountered any of the following problems in obtaining postschool services for your son or daughter? Please check any that apply.

Vocational training unavailable _____

Other training unavailable or inappropriate _____

Residential placements unavailable in your area _____

Residential placements inappropriate in your area _____

Transportation problems (specify type of problem) _____

_____

Getting the "run-around" from service providers _____

Lack of knowledge of available services/resources _____

Don't know where to start _____

Other (specify) _____ _____

_____

5. In what areas do you feel that you or your son or daughter will need assistance for postschool planning? Please check all that apply.

Vocational:	Work placement	_____
	Work Training	_____
	Transportation	_____
Residential:	Placement	_____
	Independent living skills training	_____
	Emotional support	_____

	Financial support	_____
Leisure/Recreation:	Locating appropriate programs	_____
	Transportation	_____
	Emotional support	_____
Social/Legal:	Guardianship	_____
	Sexual awareness	_____
	Taking care of self	_____
	Verbal or physical abuse by others	_____

Others (specify) _____

6. What could the school district staff do to assist you in planning for your son or daughter's postschool needs?

_____

_____

_____

_____

Appendix F

SAMPLE 1
IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

	Year 1 Date _____ Age _____		Year 2 Date _____ Age _____		Year 3 Date _____ Age _____		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
TRANSITION PLANNING AREAS										
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

TRANSITION PLANNING AREAS

FINANCIAL/INCOME
- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance (H & W)
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Trust/Will or Similar Income
- Other Support

LIVING ARRANGEMENTS
- With Family
- Adult Foster Care
- Intermediate Care Facility for Mentally Retarded (ICF/MR)
- Shelter Care Group Home
- Specialized Shelter Care Group Home (training)
- Semi-independent (supervised) living
- Share Living (roommate)
- Independent Living (own house/ apartment)
- Other

LEISURE/RECREATION
- Specialized Recreation/Social Activities (Special Olympics, People First)
- Sports or Social Clubs (YMCA, Scouts, health clubs)
- Community Center Programs
- Community Colleges (craft classes, art, music)
- Parks and Recreation Programs
- Hobby Clubs
- Independent Activities (e.g., bowling, tennis, etc.)
- Church Groups

MEDICAL SERVICES/RESOURCES
- Medical Care: Intermittant Care, Daily (long-term) Care
- Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
- Medical/Accident Insurance
- Financial Resources
  - Group Policy Available, Individual Policy, Medicaid, Other

VOCATIONAL TRAINING/PLACEMENT
POST SECONDARY EDUCATION
- On The Job Training (OJT)
- Joint Training Partnership Act (JTPA)
- Community Colleges/Universities
- Vocational Technical Centers
- Community Based Education & Training
- Competitive Employment
- Supported Work Models
- Volunteer Work
- Rehabilitation Facilities

PERSONAL MANAGEMENT
- Household Management
- Money Management
- Social Skills
- Hygiene Skills
- Personal Counseling/Therapy: Behavioral, Occupational, Physical, Speech/Language/Hearing, Vision, Drug/Alcohol Abuse, Family Planning/ Sex Education
- Personal Care Services
- Safety
- Parenting skills

TRANSPORTATION
- Independent (own car, bicycle, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair van)
- Specialized Equipment (electric wheelchair)
- Transportation

ADVOCACY/LEGAL SERVICES
- Guardianship/Conservatorship
- Wills/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS
- Counseling: Genetic, Family, Individual, Marriage, Crisis
- Health Aide/Home Attendant
- Support Group
- Respite Care
- Tax Deduction for Developmentally Disabled Individuals Who Reside at Home
- Visiting Arrangements
- Churches

INDIVIDUAL TRANSITION PLAN FOR: _____ PAGE _____

DATE: _____

TEAM MEMBERS: _____

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE

SAMPLE 1
IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date 3-84 Age 15		Year 2 Date 3-85 Age 16		Year 3 Date 3-86 Age 17		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income					✓					
2. Voc Train/ Placement, Post Sec Ed	✓	✓	✓	✓	✓	✓				
3. Living Arrangements					✓					
4. Personal Management					✓	✓				
5. Leisure/Rec										
6. Transportation					✓					
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

INDIVIDUAL TRANSITION PLAN FOR: _____ PAGE _____

DATE: _____

TEAM MEMBERS: _____

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
3/34 Voc. Training	Vocational assessment - vocational class for sopn. year	Review test aid student in decision-making	5-15 '84	Vocational assessment	4-30 '84		
3/35 Voc. Training	continue in auto shop						
3/85 Voc. Training	Recommend repeat Auto II	Parent		Repeat Auto II for greater understanding.			
				Provide tutor help	9-86		
		Parent to aid in making apt.	5-1586	Refer to ITPA Summer Youth	5-15-86		

INDIVIDUAL TRANSITION PLAN FOR: _____ PAGE _____

DATE: _____

TEAM MEMBERS: _____

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
3/86 Financial/ income	Needs SSI Support	Begin applic. process - to be in place by age 18	by 5-86	Supply Records	as needed		
3/86 Living Arrangements	Semi-independent living group setting after graduation	visit residential facilities Put name on waiting list if needed	by 9-86	"	"	Contact w/ Group Home Providers	as requested

INDIVIDUAL TRANSITION PLAN FOR: _____ PAGE _____

DATE: _____

TEAM MEMBERS: _____

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
Personal Management 3/86	Money Management			Budgeting - Responsible for debits	3-86		
	Attendance & Punctuality	place student in charge of self re: time					
		① Buy watch + alarm clock	9-86	teach time durations	9-86		
3/86 Transportation	Money for motor-cycle	Aid in setting up bank account for motorcycle	6-1-86				
	Drivers Ed	obtain learner's permit	9-1-86	provide tutor help for reading	6-1-86		

Sample 2

IDAHO INDIVIDUAL TRANSITION PLAN

Student Name: _____ **Date of Plan:** _____

School: _____ **Facilitator:** _____

Projected Date of Graduation or Program Completion: _____ **Date of Birth:** _____

Team Members: _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
1. Financial/ Income							
2. Voc Train/ Placement, Post Sec Ed							

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
3. Living Arrangements							
4. Personal Management							
5. Leisure/ Recreation							
6. Transportation							

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
7. Medical Services							
8. Advocacy/ Legal Services							
9. Personal/ Family Relationships							
10. Other							

Sample 2
IDAHO INDIVIDUAL TRANSITION PLAN

Student Name: _____ Date of Plan: _____

School: _____ Facilitator: _____

Projected Date of Graduation or Program Completion: _____ Date of Birth: ____ _____

Team Members: _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
1. Financial/ Income	10/85 Needs SSI Support	Apply for SSI, H W, Food Stamps	by 12/85 by 12/85	Supply Records	As requested	Contact w/ Brent Nelson H & W	3/86
2. Voc Train/ Placement, Post Sec Ed	10/85 Job Training 4 hrs. Furn. Store 6 hrs Appl. Store -PER WEEK- 10/85 V.R. Services	Apply for V.R.	by 2/86	Schools Supervisors Supply Records Coordinate w/ V.R.	'85 '86 sch. year "	Contact w/ Doug Smith V.R. Counsel.	2/86

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
3. Living Arrangements	10/85 w/G. parents after graduation						
4. Personal Management	10/85 sharing washing & drying clothes, ironing	follow-up w/ home program	'85,-'86 school year	PE-program adult living skills	'85-'86 school year		
5. Leisure/ Recreation	10/85 ski lessons and outtings	provide transportation set up lessons	winter '86			Contact w/ City Recreation and ski hill	11/85
6. Transportation	10/85 Needs driver's I.D. for own transportation and as an aid to grandparents	obtain spec. training and learners permit	by 3-86	Provide driver's Ed	3-6 '86		

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE
7. Medical Services	10/85 ① Needs health insurance or Medicaid ② Needs Accident insurance	① Applying for H & W Medicaid ② Buy Student school policy	12/85 10/85			Contact w/ B. Nelson H & W	3/86
8. Advocacy/ Legal Services wills/trusts	10/85 Grandparents have property to will must talk about SSI and elegibility re: this asset	See attorney to set up	12/85				
9. Personal/ Family Relationships	10/85 No contact w/mother Sees father when money available to call or visit Portland						
10. Other							

INDIVIDUAL TRANSITION TIMELINES

Current School Placement_____ Student's Name_____

Program_____ Date of Birth_____ Case Number_____

ACTION	DATE COMPLETED	COMPLETE BY AGE	PERSON(S) RESPONSIBLE
1. Give copy of transition manual		14	
2. Obtain Social Security number		14	
3. Attend district meeting on transition planning (information given regarding entitlement programs)		16	
4. Introduce Transition plan		16-18	
5. Visit potential work sites		16-18	
6. Visit potential residential placements		16-18	
7. Develop long term plan for financial support, advocacy, trust and wills		16-18	
8. Invite Voc Rehab, A/CDC, and H & W to IEP meeting		16-18	
9. Apply for entitlement programs: ___Supplemental Security (SSI) ___Medical assistance (Medicaide) ___Other		18	
10. Apply to Health & Welfare		16-18	
11. Apply for appropraite living situation		18	
12. Apply for day program ___ACDC ___Vocational Rehabilitation ___Job Service ___Other		16-21	
13. Enroll in Vocational Tech program		17-21	
14. Follow-up		18-21	
15. Other			

Appendix G

STUDENT FOLLOW-UP

1. Name: _____ Age: _____

   Address: _____ Phone: _____

2. High school program: _____

   Date of completion: _____

3. Are you working? Yes____ No____

   ____Private sector employment
   ____Sheltered workshop employment
   ____Other _____

4. What are your current living arrangements?

   ____Living at home
   ____Living in group setting with supervision
   ____Living in group setting without supervision
   ____Living in apartment with support services
   ____Living independently

5. Are you using any skills learned through high school training?

   Yes____ No____ If yes, which ones?

6. Are you receiving any additional vocational training?

   Yes____ No____ If yes, what type(s) and where?

7. What are your current earnings annually?

____Less than $2,000
____Between $2,000 - $5,000
____Between $5,000 - $7,000
____Between $7,000 - $10,000
____Over $10,000

8. From which community services are you currently receiving services? Please list agency and service(s).

Date survey completed: _____

Telephone Response: _____

Letter Response: _____

TRANSITION EXIT PLAN

Date: _____

Student Name: _____

School District: _____

School Contact: _____

Address: _____ Phone: _____

Regional H & W Contact: _____

Address: _____ Phone: _____

Regional Voc Rehab Contact: _____

Address: _____ Phone: _____

Recommendations for Postschool Placements:

Vocational Training/Work Experience

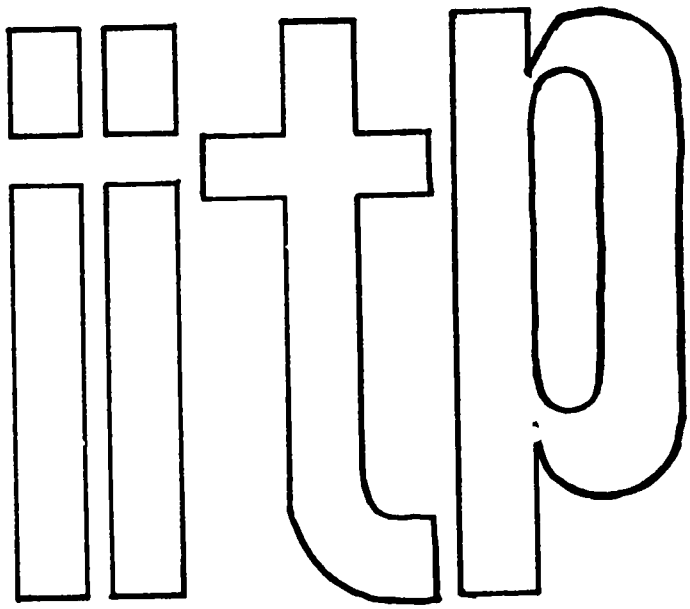
Residential

Other

Student Program Information:

Work Experience (List job title, place(s) of experience, length of experience, performance information.)

Vocational Training (List type of training, where received, competency achieved.)



idaho individual transition plan