

What's Next?

Transition and Planning for the Future of Your Special Needs Child

Prepared & Presented by:
Sheryl R. Frishman, Esq.



Why Is Transition So Scary?

- We all have many transition points in our lives – when we shift from one role to another – we have transitioned and our children have as well.
- The transition from school to post school for the special education child is especially challenging.
- The special education student is leaving a relatively supportive special education system and going to the adult world which does not provide the same level of support.

What is Life Like After High School?

- After a child ages out of the special education system in school (which can be either 21 (until the end of the school year where the child turns 21) or earlier if a child is capable of graduating) things changes drastically.
- Multiple systems to receive services each with their own eligibility criteria - no longer one system - the school district
- New eligibility criteria for services eligibility is not transferred from high school
- unlike school where special education is an entitlement in the adult world it is voluntary – need to find programs that fit, apply for them and meet their criteria
- There is no Committee oversight "committee on special education" it is more self-directed so it is coordinated by the person themselves or if a legal guardianship has to be in place the guardian and the follow-through is on the person or the guardian in some cases there may be a case manager but not all.

THERE IS NO IEP OR CSE IN COLLEGE!!!!!!

This is Scary for Both the Parent & The Student!



What Does the Law Say?

- **IDEA - Individuals with Disabilities Education Act**
 - Federal special education law (cited as 20 U.S.C §§1400-1487 and 34 C.F.R Part 300)
 - **The purpose** of IDEA is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs **and prepare them for further education, employment, and independent living.**”

What Else Does the IDEA Say?

- Transition services means a coordinated set of activities
 - Designed within a results-oriented process focusing on improving academic and functional achievement and facilitates child’s movement to post-school activities.
 - Based on the child’s needs, taking into account the child’s strengths, preferences, and interests, and includes:
 - Instruction, related services, community experiences, development of employment and other post-school living objectives, acquisition of daily living skills and provision of a functional vocational evaluation (if appropriate).

What Else Does the IDEA Say?

- The Child must be invited to the meeting if there will be a discussion of postsecondary goals and/or transition services.
- The Child must be provided with an exit plan which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals

Why Is This So Great?

- The Transition Requirements from the IDEA provide the opportunity to:
 - Think about the future and plan for life after high school.
 - Plan a course of study to make the high school experience relate directly to the student’s dreams and goals for the future.
 - Assist in making linkages after high school.
 - Increase chance for every student to be successful after exiting high school.



PART 200

- Ed. L. & NYCRR - Article 89 of the NY State Education Law & Part 200 of the commissioner of education's regulations
 - New York's special education laws. These laws fully take into account the Federal Law and also offer more State specific rules and regulations.



Part 200 vs. IDEA

- Part 200 has mostly the same requirements and definitions for transition.
- Big Differences:
 - New York the transition IEP must be in effect at 15
 - New York requires a vocational assessment at 12

OSE

- <http://www.p12.nysed.gov/specialed>
- Office of Special Education of the New York State Dept of Education
- The best resource out there !

How Long Are You Covered Under the IDEA?

- Through the end of the year in which the child turns 21; or
- Graduates

Which ever is SOONER!



What Must a Good Transition IEP Contain?

- A Very Good Present Levels of Performance "PLOP"
 - Statement of student's present levels of performance in four areas: Academic, Social, Physical Development, and Management.
 - How disability affects involvement in the general curriculum and how it affects participation in age appropriate activities.
 - For transition age student how the disability will affect the student's participation in post-school activities

What Must a Good Transition IEP Contain?

- Measurable Post Secondary Goals
 - These are the Projected Post School Outcomes
 - Based upon Age Appropriate Transition Assessments
 - Most Important Based on Person/Student-Centered Planning
 - Results-Oriented "enrolled in", "will work full time", "attend"
 - Determine the "Course of Study"

Post-Secondary Goals

- Four Areas:
 - Post School Training
 - Ex. Don will go to welding school
 - Education
 - Ex. Carlos will attend a four year college to study computers
 - Employment
 - Ex. Adrianna will work in a job where she can help others with disabilities
 - Independent Living Skills (when appropriate)
 - Marcy will live in her own apartment

Person Centered Planning

- So important!
- Listen to the student & his circle of support.
- Identify, abilities, interests & vision for the future.
- Identify community supports.
- Write a plan for life.



Course of Study

- Need to be relevant to student's goals
- Access to the general curriculum
- Access to State and district wide assessments
- Plan for Graduation

Courses of Study are not simply a recording of classes already taken, but it should be a long range educational plan that is projection of future course work.

NYS Diploma Options

- Regents Diploma
- Local Diploma
- 3 options
 1. RCT for students that entered grade 9 prior to 9/2011
 2. Score between 55-64 or
 3. Compensatory Option
- IEP Diploma only through 6/13
- Skills and Achievement Commencement Credential starting 7/13

What Else Must a Good Transition IEP Contain?

- Measurable Annual Goals: What transition skills will be developed in the upcoming year and how it will be done?
- These are included along with other goals



Some Examples of Goals

- Postsecondary Training or Further Education:
 - Time Management
 - Understands & can demonstrate the advocacy skills to obtain services
 - Organization & study skills
 - Works to improve basic academic skills
- Employment:
 - Interview skills
 - Resume building
 - Gets along with other employees
 - Can fill out job application
- Independent Living:
 - Organize & Maintain Possessions
 - Wash, Dry, Iron Clothes
 - Counts money/gives direct change
 - Personal Hygiene

What Must a Good Transition IEP Contain?

- Coordinated Set of Activities
 - Must be based on the individual needs of the student, taking into account the student's preferences and interests, and shall include needed activities in the following areas:
 - Instruction
 - Community Services
 - Related Services
 - Employment & Post School Living
 - ADL and functional vocational evaluation

Example - John

- John is going to graduate at 18. He is interested in working with plants and flowers.
- John's Post-Secondary Goal is to graduate high school and get a job in landscaping, gardening or flower design.
- What should John's Coordinated Set of Activities look like?

Coordinated Set of Activities	Activity	School District or Agency Responsibility	Date
Instruction	Resource Room	Home District	10/14/12
	Horticulture Class	ABC Career & Technical Center	1/4/13
Related Services	Counseling Services	Home District	10/14/12
	Job Coach	XYZ Career Support Agency	1/4/13
Development of Employment/ Other post-school Adult Living Objectives	Resume Development; Interview Skills; & Job Application Completion	XYZ Career Support Agency	3/1/13
Community Experience	Three Community Experiences with Job Coaching – florist, retail; landscaping	XYZ Career Support Agency	Coordinated by 1/3/12
Acquisition of ADLS	N/A		
Functional Vocational Assessment	Situational assessment with job experiences	XYZ Youth Career Support Services, Inc.	1/3/12

Agency Participation

- The School District may contract with a State or Local agency to provide some of the transition services
- Families need to familiarize themselves with Agencies!

The Keys to A Successful Transition

- Self-Determination
- Self-Advocacy

“Self-education, effective communication, and maintaining a support system are your keys to becoming an effective self-advocate.”

- Nancy Johnson
Self-Advocacy: Know Yourself, Know What You Need, Know How to Get It

TRANSITION SUMMER SERVICES?



Regression?

Maintenance Only!

COLLABORATION WITH SCHOOL DISTRICT



WHAT HAPPENS IF YOU DON'T AGREE?



THE IMPARTIAL HEARING

MUST FILE BEFORE GRADUATION!!!!

Hearing State review Appeal to Court

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TRANSITION TIMELINE

- Begin at Age 12:
 - Level 1 Assessment
 - Start Person Centered Planning
- By Age 14:
 - Make sure transition planning is part of the IEP discussion
 - Student's strengths, talents and abilities should be identified
 - Educate the Student about the IEP & CSE meeting
 - Encourage decision making & self awareness

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TRANSITION TIMELINE

- Age 15
 - Students should attend CSE meeting
 - Make sure all the Transition Planning Components are part of the IEP
 - Identify Coordinated Set of Transition Activities and Measurable Post Secondary Goals
 - Identify Adult Service Provider Agencies
- Age 16 - 18
 - Include career exploration activities and job training, summer employment and volunteer opportunities
 - Obtain working papers
 - Begin to identify community services that provide job training and other resources
 - Transportation training
 - Apply to Acces-VR
 - Guardianship and emancipation issues, look at own Wills Health Care proxies
 - Explore Colleges and Universities

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TRANSITION TIMELINE

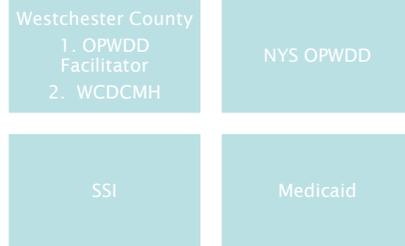
- Age 18:
 - All students register to vote and male students must register for selective service
 - Parents review private insurance and consider Medicaid
 - Apply for Social Security Benefits if appropriate
- Ages 18-21:
 - Identify & visit appropriate programs and agencies that help students transition from school to post-school
 - Vocational
 - Recreation
 - Residential
 - Day Habilitation

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Things to Consider at Any Age

- Increase student’s responsibilities at home
- Allow students to make decisions & mistakes
- Encourage Participation in school & clubs sports & activities
- Review & update the transition plan in the IEP

What Adult Services Should You Apply For



FIVE PIECES FOR PEACE OF MIND

With these five items, the puzzle pieces come into place, and you can feel comfortable about the future.

- ▶ Letter of Intent
- ▶ Will
- ▶ Supplemental Needs Trust
- ▶ Advance Directives
- ▶ Guardianship



Why Don't We Plan?



Take a moment to think about...

What would happen tomorrow if you were not here?

- Who is qualified to take your place?
- Does anyone know what assistance your loved ones needs?
- Can they communicate with your child?
- Do they know his schedule?
- Do they know her likes & dislikes?

Etc. Etc. Etc.

When Should We Plan?

"Learn as if you were going to live forever. Live as if you were going to die tomorrow."

-Mahatama Gandhi

- *Immediately upon diagnosis;
- *Age 15 or 16 – Transition Time;
- *Age 18;
- *Age 21;
- *At the onset of a serious illness;
- *If expecting a malpractice or Personal Injury
- *Before you die;
- *Continually!

NOW!



Why plan?

- Because you can...
- Because you should...
- Because of what might happen if you don't...
- Because it's really not too complicated...
- Because it's really not too expensive...
- Because it will give you peace of mind!

Guardianship

- Parents of person with developmental disabilities are considered the natural guardians until 18
- After 18 a person is emancipated
- Guardianship enables parents and relatives to ensure that they or others that they designate may act as advocates with legal authority and maximize all necessary and available supports and resources for their disabled family member who requires some level assistance in managing their personal and/or financial affairs

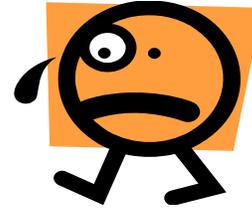
Cannot be appointed via Will

- Will is only a recommendation

Must Go to Court

- Surrogate's Court (Article 17-A)
- Supreme Court (Article 81)

It's All Too Complicated...Help!



START EARLY!

- Gather Information
- Visit Schools & Providers
- Network with Other Families
- Visit the Internet
- Go into life with a plan or others will plan for you!



QUESTIONS?





Sheryl R. Frishman, Esq.
Direct Dial (914)898-2106
sfrishman@littmankrooks.com

Special Education Advocacy from Birth through Age 22
Advocacy for School Accommodations & Modifications
Transition Planning & Advocacy
School Discipline Matters
Estate Planning, Supplemental Needs Trusts and Guardianships

www.littmankrooks.com

399 Knollwood Rd * White Plains, NY 10603 * P 914.684.2100 F 914.684.9865



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