

# TMCSEA

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"Equal Educational  
Opportunities for All"

**SALLY J. MASEAR, DIRECTOR**

Terrie Schappaugh, Administrative Secretary

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Dear Students, Parents and Guardians,

The next several years will be exciting as you look to your future and work as a team with your school district and other agencies to make transition--the change from high school to adult life and services--as smooth as possible. We have put together the enclosed information that will assist all of you with this process.

We thank all of you for making transition an important part in the lives of our youth to assist them in reaching their highest potential in the areas of employment, education/training and living skills.

As a note, the information presented in these attachments is to be used as a guideline only, and certainly is not meant to be 100 percent applicable in every case.

Joyce Aarestad - Transition Specialist

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For further information, help or referral, contact:

**Joyce Aarestad** - Transition Specialist

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Member School Districts; 50-District No. 50 Schools; 51-Central Grade School; 52-Washington Elementary Schools; 76-Creve Coeur Schools; 85-Robein School; 86-East Peoria Elementary Schools; 98-Rankin School; 102-North Pekin-Marquette Hts. Schools; 108-Pekin Public Schools; 137-South Pekin Grade School; 303-Pekin Community High School; 308-Washington Community High School; 309-East Peoria Community High School; 606-Spring Lake Community Consolidated; 701-Deer Creek-Mackinaw Community Unit; 702-Tremont Community Unit; 703-Delavan Community Unit; 709-Morton Community Unit; 126-Havana Community Unit; 189-Illini Central Community Unit; 191-Midwest Central Community Unit

## **TRANSITION: MOVING FROM SCHOOL TO ADULT LIVING**

The following information is a guide to transition planning for parents, students and schools. It applies to most young adults; however, individual circumstances vary, so young adults and their families must be involved in all aspects of transition planning. The pertinent information is categorized by age groups:

### **14 YEAR OLDS:**

1. Offer a variety of parental training.
2. Offer student training in life-long planning (person-centered planning).
3. Student completes self-directed IEP manual.
4. Explore recreational and leisure interests.
5. Discuss medical needs and related services.
6. Explore transportation needs.
7. Consider need for independent living skills.
8. Begin early career exploration/assessment.
9. Consider options for summer programs.
10. Write transition goals in the IEP.
11. Invite service providers to IEP meeting
12. At evaluation/re-evaluation, indicate the need for transition services.
13. Include high school course of study in IEP.

### **15 YEAR OLDS:**

1. Discuss supplemental social security (SSI) and social security work incentives (SSWI).
2. Discuss funding sources for home services.
3. Participate in interest/vocational inventory (self-directed search).
4. Review future living options.
5. Explore current and future living options.
6. Consider referral to the Illinois Department of Human Services (DHS/DRS); ACCESS Services of Illinois (DMH/ODD).
7. Write transition goals in the IEP.
8. Invite service providers to IEP meeting.
9. Review high school course of study.

### **16 YEAR OLDS:**

1. Participate in interest/vocational inventory (self-directed search).
2. Discuss supported employment and job coaching.
3. Complete work rating scale.
4. Access career counseling and job shadowing.
5. Consider work training and post-secondary education options.
6. Obtain driver's license or state ID card.
7. Introduce concepts of guardianship, power of attorney, wills/trusts.
8. Write transition goals in the IEP.
9. Invite service providers to IEP meeting.
10. Review high school course of study.
11. Make referral to DRS.

### **17 YEAR OLDS:**

1. Obtain functional vocational evaluation.
2. Enroll in vocational education classes.
3. Discuss taxes and medical insurance and other benefits.
4. Investigate financial aid.
5. Establish graduation date.
6. Visit vocational, educational and residential options.
7. Register for and complete ACT or SAT testing, if appropriate.
8. Write transition goals on IEP.
9. Invite service providers to IEP meeting.
10. Review high school course of study.
11. Apply to or visit post-secondary education programs.

### **18 YEAR OLDS:**

1. Apply for post-secondary services.
2. Include adult service providers in transition planning meeting (write transition goals.)
3. Apply for income support (SSI), public aid and general assistance.
4. Implement guardianship, power of attorney, wills/trusts.
5. Contact special needs coordinator at college, if appropriate
6. Register to vote.
7. Register for selective service (males).
8. Invite service providers to IEP meetings.
9. Review high school course of study.

### **19-21 YEAR OLDS:**

1. Post-secondary education with follow up services.
2. Apply for Medicaid, if appropriate
3. Pursue Adult Education.
4. Development of an interagency agreement with local service providers.
5. Systematic phase out of school supports and phase in of adult services.
6. Invite service providers to IEP meetings.
7. Review high school course of study.

**IDEA 2004 Federal Regulations - Transition  
Final Regulations Transition (300.43)**

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
  - (i) Instruction;
  - (ii) Related services;
  - (iii) Community experiences;
  - (iv) The development of employment and other post-school adult living objectives; and
  - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34))

**Content of the IEP 300.320(In relationship to Transition)**

(b) *Transition services*. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(c) *Transfer of rights at age of majority*. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under &320.520.

**300.321 b1 – Transition Services Participants**

(b) *Transition services participants*.

- (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under &300.320(b).
- (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.
- (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirement of paragraph (b) (1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

### **300.324 (c) Agency Responsibilities for Transition Service**

*(c) Failure to meet transition objectives—*

- (1) *Participating agency failure.* If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with &300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
- (2) *Construction.* Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

# TRANSITION QUESTIONS

TRANSITION Questions to ask Service Providers.....

APPLICATION	<ol style="list-style-type: none"><li>1. When should application for services be made?</li><li>2. Who is responsible for gathering the information?</li><li>3. What referral information is necessary for service providers?</li></ol>
ELIGIBILITY	<ol style="list-style-type: none"><li>4. What are the eligibility requirements for services?</li><li>5. Is there an income restriction related to eligibility for services?</li></ol>
SERVICES	<ol style="list-style-type: none"><li>6. What services does your agency provide?</li><li>7. Who determines appropriate services for an individual?</li><li>8. What actions would terminate services?</li></ol>
COST	<ol style="list-style-type: none"><li>9. Is there a cost for services?</li><li>10. Who pays for diagnostic tests, if necessary?</li><li>11. Is financial support available?</li><li>12. What is needed to receive financial support?</li></ol>
TIME FRAME	<ol style="list-style-type: none"><li>13. At what age should individuals apply for services?</li><li>14. What is the time frame between application and initiation of services?</li><li>15. What determines the length of services?</li><li>16. Is there a waiting list?</li></ol>

Dec 2008

Shared/DRS/Miscellaneous/Transition Timelines