Successful Transitioning for Educators and Parents of ALL Students

Teresa Johnson, Parent Mentor
Walton County Department of Education for Exceptional Students
S.T.E.P.S. (Successful Transitioning for Educators and Parents for All Students)  
06/07/2012

Topic Area: Parent/Family Supports  
Teresa Johnson, Walton County

Eligibility Area Addressed: Multiple Disabilities (including Deaf and Blind)

Synopsis:
Transition begins at birth. Through each stage of a child's development, there are milestones that determine if a child is on target for his/her age and growth. The same is true for transition planning for students with disabilities. Parents are often lost in the process of trying to understand their child's diagnosis and needs, while at the same time they may not understand their child's educational goals or how to keep track of all those documents. Educators are looking for ways to help students meet their goals and objectives along with the Common Core Standards but may not know how to best help parents who need additional resources.

The S.T.E.P.S. session will provide an opportunity to tie both together. S.T.E.P.S. (Successful Transitioning for Educators and Parents for all Students) will provide hands on applications that educators and parents can begin to use immediately with their students from preschool through graduation.
Unpeeling the Onion
My Story – How Did I get Here??

- Parent Mentor, 6 years for Walton County
- B.S. in Psychology with concentration in Applied Behavior Analysis
- Founder of Families of Autism/Asperger’s Syndrome Care, Educate and Support
- Unit Marketing Director for Chick-fil-A
- Home based business – Arbonne International
- Preschool Teacher
- Personnel Specialist for Patient Care at University Hospital
- Real Estate Appraiser
- Real Estate Appraiser Secretary
- Retail Sales employee
- Del Taco employee
My Story – Where it started

- Born in Germany, Dad was in US Army
- 2nd of 4 children (middle child, 2 sisters, one brother)
- Moved at least 8 times before I was 11
  - KY, CO, MS, GA, HI, MS, IN, GA
  - Dad served 2 Tours in Vietnam
- Attended 6 different schools before 7th grade
  - 2 Kindergartens
  - 4 Elementary schools
- Graduated High School in 1980
- Attended 4 colleges before graduating 2011
  - Associate of Arts from Augusta College (ASU) in Early Childhood Education
My Story – How things change

• Married in 1987 at 24 yrs old
• 2 children, Stay at home mom for 4 years
• Divorced in 1992, domestic abuse
• single parent with a 2 yr old and 4 month old, back to work
• Remarried in 1993, relocated to Atlanta area
• 1996 Youngest son diagnosed with autism
  – Enter the disability world, uncharted waters
  – Beginning of school and IEPs… world turns upside down
• 2001 oldest son moves 3 hours away to live with dad
Your Story

• We all have life experiences that mold us into the people we are
• Take 3-5 minutes
• Share a story from your life where you experienced a transition, expected or otherwise, and how that transition shaped your other life experiences.
What does that have to do with Successful Transitioning?

• Our Experiences in Life shape us
• Many of our experiences are unplanned
• Unplanned transitions can cause an emotional response
• Planned transitions can cause an emotional response
• How do you prepare for a planned transition?
• How do you adjust for an unplanned transition?
• How do you prepare a parent/student for either?
If only it was this easy!!
R Story:

- As a baby very fussy, hospitalized 3 times in first year
- Was not referred for BCW or anything to provide answers in development
- Dx at 4 with PDD-NOS, ADHD, referral for speech led to special needs preschool
- Dx at 8 with Aspergers following a SLP recommendation for an eval (wasn’t the right dx, didn’t meet the language development criteria)
- Dx at 11 with High Functioning Autism, ADHD, Written and Oral Expressive Disorder,
- Attended 2 Preschools, 2 Elementary, Homeschooled, 2 Middle and 2 High Schools and we have lived in the same house for 16 years!
R Story Cont’d

• Transitions from year to year were difficult. School to school more difficult
• Transition plan in place entering 9th grade
• Graduated from a private school with a Gen Ed diploma – unable to pass GHSWT, passed all others and all classes in WCPS up to 2nd semester of 12th grade year
• Vocational Rehabilitation says he is unemployable due to private psychological evaluation and Goodwill Work Assessment (not competitive employable)
• Classroom to the couch – not part of the plan
STEP 1: Understanding Transition

• tran·si·tion/tranˈziSHən/
• Noun: The process or a period of changing from one state or condition to another.

• Verb: Undergo or cause to undergo a process or period of transition: "we had to transition to a new set of products".

• Synonyms: passage - change - crossing - transit
(34) **Transition Services** - The term 'transition services' means a coordinated set of activities for a child with a disability that-

(A) is designed to be 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is **based on the individual child’s needs**, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the **development of employment and other post-school adult living objectives**, and, when appropriate, acquisition of daily living skills and **functional vocational evaluation**.
The LAW says

• Transition for the IEP begin at age 16 or rising 9th grader
• Transition planning for each year in high school focuses on post-secondary goals. Independent living vs. Work vs. College/Tech School
• NEW: BRIDGE Law requires ALL 8th graders to have a graduation plan beginning with ALL 6th grade career assessments (GACollege411). This plan becomes part of the student’s transition plan
Transition is NOT just an Exit Program

- Transition from place to place
- Transition from school to school
- Transition with development
- Transition to each grade level
- Transition to new teachers
- Transition to new doctors
- Transition takes place across all age groups and all abilities
- And then some....
STEP 2: Identifying the Disability

- Early Identification
- Babies Can’t Wait Referral or Services
- Transition to Special Needs Preschool at 3
- Late Identification
- How to initiate an evaluation
- Is an IEP always appropriate?
- Pyramid of Intervention
- 504 Plans
### Activity/Age Timeline

At the initial Individualized Family Service Plan (IFSP) meeting, the Babies Can’t Wait service coordinator will provide information about early intervention and what will happen when a child turns three years old.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Child’s Age in Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial IFSP</td>
<td>0 to 30 months</td>
</tr>
<tr>
<td>Initial IFSP Transition Planning Meeting</td>
<td>24 to 33 months</td>
</tr>
<tr>
<td>Visit Program Options (School, Community Services, Head Start, etc.)</td>
<td>24 to 33 months</td>
</tr>
<tr>
<td>Transition Planning Meeting</td>
<td>30 to 33 months</td>
</tr>
<tr>
<td>Referral to Public Schools, with Parental Consent</td>
<td>30 to 33 months</td>
</tr>
<tr>
<td>Evaluation by Public Schools</td>
<td>33 to 36 months</td>
</tr>
<tr>
<td>Meeting to Determine Eligibility</td>
<td>33 to 36 months</td>
</tr>
<tr>
<td>Individualized Education Program (IEP) Meeting</td>
<td>34 to 36 months</td>
</tr>
<tr>
<td>IEP in Effect</td>
<td>On 3rd Birthday</td>
</tr>
</tbody>
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### Transition Checklist

- 1. Child is referred to the Local Education Agency (LEA) at 2 years, 6 months of age, with parental consent.
- 2. A Transition Planning meeting has been held and a Transition Plan and a timeline of activities have been developed.
- 3. Parent(s) have visited Local Education Agency (LEA) preschool sites and/or other community program options for child.
- 4. All needed screenings and evaluations have been completed for the child, including vision, hearing and dental screenings.
- 5. Eligibility for special education services has been determined for the child.
- 6. Copies of the following records and information have been provided to the LEA:
  - a. Birth Certificate
  - b. Proof of Residence
  - c. Physical Exam
  - d. Shot (Immunization) Record
  - e. Social Security Number
  - f. Medicaid card (if applicable)
  - g. Emergency Contact (family members, doctor, special instructions in case of an emergency, etc.)
  - h. Babies Can’t Wait program records
  - i. Other Preschool program records
  - j. Hospital, Clinic, or Medical Records (if applicable)
- 7. If child is not eligible for special education services from the LEA, other options have been discussed with the service coordinator and/or the LEA personnel.
- 8. Child’s Individualized Education Program (IEP) meeting has been held and goals for the coming year have been set.
- 9. Placement for child has been determined, based on child’s IEP.
- 10. If needed, transportation has been arranged.
- 11. Parent(s) have met and talked with child’s new teacher(s) and therapist(s).

*This checklist may be useful for families and service coordinators to keep track of what steps have taken place.*
STEP 3: Stages of Transition

• BCW to Preschool
• Preschool to Kindergarten/Elementary school
• Elementary to Middle School
• Middle School to High School
• Graduation to Post Secondary
TRANSITION TIMELINES
# Transition Planning Timeline for Students with Disabilities

## Recommendation

### Action

- Begin transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information:
  - Conduct needed age appropriate transition assessments
  - Academic strengths and abilities
  - Current curriculum assessments that may impact transition such as CRCT or writing assessments
  - Post-school interests/abilities
  - Community activities
  - Independent living skills and strengths

| Age: 14-22 | Determine appropriate agencies for referral. Obtain signed releases for information sharing with other agencies. | School, student, and parents | Prior to the senior year |
| Age: 15 | Discuss whether the student will work during school and the potential impact. | School and parents | On-going |
| By age 16 or entry into the ninth grade | Conduct initial transition planning meeting. Identify classes/courses of study, successful scheduling options, and needed transition services. Provide access to the general curriculum and the needed transition skills related to the student’s unique needs resulting from the disability. Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities. | School, student, and parents | Annual IEP meeting |
| Age: 16 and on-going | Update transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information. | School and student | Annual IEP meeting |

### Elementary School

- Guidance should be given to parents to look toward the future and desired outcomes.
  - Ensure access to the general curriculum as well as the development of functional skills related to the unique needs of the child.
  - Encourage student attendance/participation at IEP meetings.
  - Develop self-determination skills as part of the curriculum.
  - Student and family begin to define the dream for the future.

<table>
<thead>
<tr>
<th>Agency/Person(s) Responsible</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Annual IEP meetings and ongoing</td>
</tr>
</tbody>
</table>

### Entry to Middle School

- Share and discuss transition information with student and parent(s).
  - Identify post-school goal.
  - Discuss diploma requirements and review student status.
  - Discuss requirements for getting into colleges or technical colleges.
  - Provide access to the general curriculum and the needed transition skills related to the student’s unique needs resulting from the disability.
  - Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities.

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<thead>
<tr>
<th>Agency/Person(s) Responsible</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>School</td>
<td>Annual IEP meeting</td>
</tr>
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</table>
| Age: 16 | Referral to other agencies as appropriate:  
| • Department of Labor, Division of Vocational Rehabilitation (DOLVR), as appropriate.  
| • Regional Boards for Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD).  
| • Department of Technical and Adult Education College (Technical College) disability counselor.  
| • College/University, Disability Services Provider.  
| • Benefits planning assistance.  
| • Other agencies as IEP team determines appropriate.  
<table>
<thead>
<tr>
<th>School, parents, and student</th>
<th>After age 16, prior to graduation</th>
</tr>
</thead>
</table>
| By entry into high school (before ninth grade) | Annual transition meetings:  
| • Determine transition assessment needs (update annually).  
| • Consider re-evaluation needs in terms of establishing eligibility for desired post-school services and supports.  
| • Complete vocational evaluation/career assessment as necessary.  
| • Determine eligibility and prepare DOLVR, Work Plan (if appropriate).  
| • Identify and update options for community/independent living (i.e. put name on planning lists).  
| School, parents, student, other agencies | Annually |
| High School | Provide and make available a continuum of career development activities that may include:  
| • Apprenticeships  
| • Career Technical Instruction  
| • Career preparation/technology curriculum and coursework  
| • Community-Based Vocation Instruction  
| • Work study  
| • Job shadowing |
| School | On-going |
| High School | Discuss the development and need for independent living skills. Activities may include:  
| • Preparing meals/cooking  
| • Shopping for groceries  
| • Sorting clothes, washing laundry  
| • Managing money, creating a budget  
| • Opening and maintaining a savings or checking account  
| • Completing household chores  
| Student, Parents, IEP team |
| 11th grade year (Assessment year) | Make successful completion of high school graduation tests a priority  
| • Obtain supplemental material for assistance in passing the GHGT  
| • Review successful practices and strategies  
| • Attend any tutoring sessions or classes that the school offers in preparation for passing the GHGT  
| Student, parents, IEP team, and general education teachers |
| Age: 17 | Annual transition meeting:  
| • Counsel family issues that involve guardianship, trusts, wills, and related services.  
| • Inform student and parents of educational rights that will transfer at the age of 18.  
| School can refer parents to sources | Annually |
| Age: 18 | The IEP team may recommend:  
| • A comprehensive vocational evaluation  
| • Establishment of a definite graduation date  
| • Identify and update options for:  
| • Employment/Vocational Options  
| • Community/Independent Living  
| • Community integration and access  
| Student, parents, IEP team, and other agencies | Annually, as appropriate |
| Age: 18 | Males register for Draft/Selective Service [www.sss.gov](http://www.sss.gov) (click on Register online)  
| | Register to vote  
<p>| Parents and student | Once |</p>
<table>
<thead>
<tr>
<th>Transition Year</th>
<th>Last Year in High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option A</strong></td>
<td>Employment (competitive or supported) upon graduation.</td>
</tr>
<tr>
<td></td>
<td>- Job search and placement coordinated by appropriate agencies that influence school, DOL/VR, and/or other adult programs.</td>
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<tr>
<td></td>
<td>- Job Coaching by school staff, rehabilitation services and/or adult programs.</td>
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<tr>
<td></td>
<td>- Parent support in competitive job placement.</td>
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<tr>
<td></td>
<td>- Develop appropriate plan.</td>
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<tr>
<td></td>
<td>- ISP (Individualized Service Plan)</td>
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<tr>
<td></td>
<td>- ESP (Employment Support Plan) through Community Service Board or other appropriate agency</td>
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<tr>
<td></td>
<td>- Other support needed</td>
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<tr>
<td></td>
<td>- IPE (Individual Plan for Employment through DOL/VR)</td>
</tr>
<tr>
<td></td>
<td>- IEP Transition Plan (through school district)</td>
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<tr>
<td></td>
<td>- Update community living options</td>
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<tr>
<td></td>
<td>- Recreational/leisure activities</td>
</tr>
<tr>
<td><strong>Student,</strong></td>
<td><strong>parents, appropriate agencies, and services providers</strong></td>
</tr>
<tr>
<td><strong>Last year in high school</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Option B</strong></td>
<td>Further Training/Educational Programs</td>
</tr>
<tr>
<td></td>
<td>- Enrollment in post-secondary training programs- complete applications and meet requirements for entrance</td>
</tr>
<tr>
<td></td>
<td>- Apprenticeship programs</td>
</tr>
<tr>
<td></td>
<td>- Community or college programs</td>
</tr>
<tr>
<td></td>
<td>- Vocational/technical schools</td>
</tr>
<tr>
<td></td>
<td>- Transportation</td>
</tr>
<tr>
<td></td>
<td>- Public services</td>
</tr>
<tr>
<td></td>
<td>- Recreational/leisure activities</td>
</tr>
<tr>
<td></td>
<td>Visit and review services in the community</td>
</tr>
<tr>
<td><strong>Student,</strong></td>
<td><strong>parents, college or university, businesses, and other post-secondary programs</strong></td>
</tr>
<tr>
<td><strong>Last year in high school</strong></td>
<td></td>
</tr>
</tbody>
</table>
If you have never been there, and there isn’t a map, How do you know where you are going and do you trust the stranger giving you directions?
Step 4: Preparing the Parents

- Open communication
- Don’t assume they know what comes next
- Answer questions as soon as they arise
- Provide written information
- Plan time to discuss student progress before the student is falling behind
- Offer solutions and resources for parents who are struggling

Dear Life,
When I say 'Things could not get any worse', it is NOT a challenge.
Not All Disabilities are Visible!

- Autism
- ADHD
- Learning Disabilities
- Speech/Language

Some Disabilities are more visible

- Down Syndrome
- Cerebral Palsy
- Physical conditions (wheelchairs)
- Cognitive conditions
- Hearing Impaired
- Vision Impaired

Many parents do NOT feel Special... They often feel confused, in denial, or angry when their child is diagnosed.

It is a process of acceptance of their child’s disability before they are willing to work with others to help their child.
Communication

Research shows that parents are more likely to be involved in school activities and to maintain contact with the school when they are engaged in effective two way communication.
How to make Communication Effective

• Consistent
• Information must be pertinent about student’s activities at school and at home
• Support partnerships between school-family
• Utilize a combination of outreach and communication strategies to disseminate information to parents
Ways to Disseminate Information

• Parent Information Packets that include resources
• Email communication from teachers
• Flyers sent home and posted in school and on website
• Weekly or monthly newsletter (via email or student)
• Home visits as necessary
• Telephone calls
• Facilitating or hosting parent workshops and activities
• Parent-teacher conferences
Parent IEP Planning Form

Child’s Name: __________________________ Date:________________

Parents may use this form to provide input at the IEP meeting. It may be helpful to share this information with your child’s special education teacher prior to the meeting. You may wish to submit it as a completed form or just use it as a basis for discussion during the meeting. If you submit it as a completed form, be sure to keep a copy for your records.

My child’s strengths are:

My child needs the most help with:

At this time, the most important goal(s) for my child for the next year are:

Effective rewards for my child are:

Homework assignments are done by my child…
Where?
When?
With whose help?

Other information about my child that the school should know:

Parent Name(s):________________________________________________________

Phone/Email Contact Info:_________________________________________________
Student IEP Participation Form

Student:
Date:

About Me:

1. What I like about school:

2. I need help in school with:

3. School is easier for me when my teacher:

4. School is easier for me when I:

5. Things I like to do:
Listen

All parents need to tell their story and voice their concerns. Effective listening is more than just waiting for the parent to finish before you speak.
Parent Suggestion:

Please suggest to the teachers to *think out of the box* sometime.

Just do not follow the same pattern and please communicate with parent.
• Encourage

Parents often want to share their point of view, but they are afraid of the response. Their contribution is important for the student and the educator.
• Provide Positive Feedback

Parents need to hear what is **RIGHT**. Compliment them for being an involved parent and contributing to the meeting.
• Speak

Try to avoid educational jargon and acronyms unless you provide a guide. Take time to explain unfamiliar terms and the meaning of test scores or evaluation tests pertinent to the meeting. Make every attempt to arrange a translator for non English speaking parents.
• Focus

Consciously direct attention to the purpose of the conference, which is to determine and meet the student’s needs.
** there may be underlying diagnoses that require more than a social worker or school-affiliated psychologist to determine.

Parents who have had no experience dealing with a child with a disability may not (and usually doesn’t) know who or where to turn to in order to get proper and appropriate referrals, diagnoses and treatment.
This is so foreign to my husband and myself.

- How do we know what the right path to follow is?
- Do teachers understand that having a child with disabilities can affect not just the parent-child relationship but the parent-child-sibling relationship and (possibly even more importantly,)

  - the husband-wife relationship and

  *What guidance would be beneficial to offer to address **ALL** of these dynamics?*
• Follow Up

By listing action steps and continuing communication with parents, student achievement should begin to improve.
Parent Transition Concerns:

“It would appear that teachers have finished their job and it’s up to society, at this point, to deal with ‘issues’ that may or should have been dealt with long before this point.”
STEP 5: Preparing the Teacher

• Know about the student before Open House
• To read or not read the psychological eval?
• Establish communication guidelines early
• Parents are nervous, history may repeat itself
• Ask for additional information
  – Parents
  – Other teachers
  – Parent mentor
STEP 6: Resources to Make the Transition Smoother

• **Parent Mentor in your system**
  – Connect early for support and resources
  – Parent workshops

• **Parent to Parent of Georgia**
  – Database
  – Webinars
  – Workshops
  – Navigator Teams

• **Family Connections**
  – Local resources
  – Support groups
  – Faith based community
What is G.I.F.T.?

• G.I.F.T. ~ Get It Forever Together is a workshop designed for parents and families who want to learn how to organize all of their child’s IEP related papers and documents.
Workshop Includes:

Organizing your child’s file: IEPs, Therapy or medical notes, evaluations, work samples, standardized test results, communication, etc.

Knowing what is important to keep

Knowing how to organize student records

Creating a working document for now and for the future

Building a notebook of your child’s information, materials are provided

Learning how to keep up with important school and medical information

Receiving information on Medicaid, SSI, Katie Beckett, Transition

G.I.F.T. is a project of the Walton County Navigator Team
What is the benefit of G.I.F.T.?

- When you have a child with exceptional needs, the papers, documents, records and information are never ending.

- Being organized is your best way of being an active and informed participant in your child’s education and the IEP process.

- Creating this binder will allow you to be an excellent team member in IEP meetings and at Therapy and Doctor’s appointments.

- Educators and other Professionals will know that you are an active team member and a wonderful advocate for your child.

- No longer will you be searching and looking for papers before meetings.

- As a result, your confidence will grow, making you an even more knowledgeable and informed parent!
What should I include in my Binder?

(The following are category suggestions. Please adjust according to you and your child’s needs)

**TAB CATEGORIES**

- Cover sheet
- My Child Information
- Important Contacts
- IEP
- Evaluations
- Standardized Test Results
- Behavior notes
- Discipline and/or Behavior documents
- Formal letters and notices of meetings
- Samples of child’s schoolwork
- Invoices and cancelled checks
- Progress Reports
- Psychological
- Child’s schedule
- Report Cards
- Medical and Therapies
- Evaluations
- Transition
- My Child Information
- School Calendar
- Communication Notes
- Correspondence
- Workshops Attended
- Resources/support

Some of these suggested Guidelines & Topics are from *The Paper Chase: Managing Your Child’s Documents Under the IDEA* ~ By Robert K. Crabtree, Esq.
Creating your cover Sheet...

This cover sheet is your introduction to all involved in your child’s education.

INCLUDE........

(Parent or child fill out)
Child’s name:
School name and address:
Grade/year:
Child’s teachers and therapists:

(Child complete)
What I like to be called:
My favorite foods:
My favorite TV show or movie:
My favorite things to do:
My Family:

Child’s photo Here
Helpful Handouts

• “Welcome to Holland”
• Parent to Parent
• Parental Rights
• Acronyms & Abbreviations
• 10 Commandments for Parents
• Transition Timeline
• About My Child....
• Resources and Links
• IEP Team Meetings Guide to Participation

(some of these may be included in your binder)
• Create this Binder together with your child and/or other parents.
  • Change and add to it as needed.
• Make it a habit to bring with you to all educational meetings and medical related appointments.
Creating those Circles of Support!

A huge component of getting and staying organized is figuring out who and where your external supports are.

External supports can come from a variety of places and people involved in you and your child’s life.

The three components are:
- Family/Friends
- Community/Service Providers
- School
Build those Relationships

**School**
- Principal
- Transition Specialist
- C.A.F.E.S
- Vocational Rehab
- Parent Mentor
- Teacher
- Walton County Navigator Team

**Community/Service Providers**
- Boys and Girls Club
- Boys and Girls Club
- Parent to Parent Of Georgia
- Stone Soup/ FACES
- Church

**Family/Friends**
- Grandparents
- Aunts, Uncles & Cousins
- Parents
- Neighbors
- Family Friends
- Siblings
- Spouse

**YOU**
Q: I think I have a good circle, but how do I really know?

Q: Am I missing possible supports or resources that can help me and my child?

- The answer is doing a Circles of Support Map!
- This a fun and extremely useful exercise that anyone can do.
- Sometimes it is difficult to look into your own life and actually see what is working and what isn’t, how to make improvements and find those little “gems” that can enhance you and your child’s life.
- Don’t be afraid to ask for help!
STEP 7: Transition Next Steps

- Start Early with planning for life after high school
- Apply for Medicaid COMP/NOW Waivers
- Understand and apply for SSI benefits
- Visit College/Tech campus’ early and meet with Disability Office Counselor
- Teach Self-Advocacy, Student Led IEPs and Self-Determination to ALL students
- Provide Resource information for other alternatives after graduation
- Invite Vocational Rehab Counselor to 11th grade IEP
- Invite Transition Specialist to 8th grade IEP and each year after as needed
- Refer parent to Parent Mentor or Parent to Parent of GA for support
STEP 8: PATHS to Success

• Invite people from the Circle to a fun night where the focus is on the student
• Using the PATHS format, have conversations about what the child wants to accomplish in the next 2-3 years (this is for any age, but great for transitioning into school and out of school)
• Every child and parent has a dream. Capture it on paper
• Keep the PATH visible knowing what is the Next Steps, Who to Enroll, What happens in 3 months, 6 months, 1 year and 2 years. Then have another PATH planning meeting.
RP PATH 2009

Family x 2
Class of 2010
Bounces by Bob
WWE
Church
The Rock
Pool
Video Games
Vacations
Friends

Teachers
- Sonya
- Mr. Bird
- Linda Bennett
Tutoring
- FaithAcad
Multiple Choices
Indep. Living
Career
Workforce Invest
Project Search
Friends club
Basketball
Bible Study

Body Building
Pastors' Conf.
- AZ
Contact Christian
Wrestlers
Information & Conf.

SSI
DMV
N.O.W.
list
K-House
Toccoa Falls Visi
Z's Way
Stone Soup

Rock
6:30 - 8:30
DMV
Gym
USA
Study
Bus
Volunteer
Coast
Coat
Press
Passing
grades
Working out
Grad Test
Project Search accept
Learner's permit
Independent living
Active w/ VR
Bus growth
Job / Month

Business Plan
Independent
Living
Expand
Business
Plan
Strength
A river cuts through a rock, not because of its power but its persistence.

- Deepak Chopra

"Every time you are tempted to react in the same old way, ask if you want to be a prisoner of the past or a pioneer of the future."

Don't Quit
When things go wrong as they sometimes will;
When the road you’re trudging seems all uphill;
When the funds are low, and the debts are high
And you want to smile, but have to sigh;
When care is pressing you down a bit-
Rest if you must, but do not quit.

Success is failure turned inside out;
The silver tint of the clouds of doubt;
And you can never tell how close you are
It may be near when it seems so far;
So stick to the fight when you’re hardest hit-
It's when things go wrong that you must not quit.
Where to go for more information:

Georgia Parent Mentor Partnership  
www.parentmentors.org

Parent to Parent of Georgia  
770 451-5484 or 800-229-2038  
www.parenttoparentofga.org

Department of Community Health/ Babies Can't Wait (Part C Agency)  
http://health.state.ga.us/programs/bcw/

Transition At 3: Steps for Success (also available online in Spanish)  
http://www.health.state.ga.us/pdfs/familyhealth/bcw/stepsforsuccess.05.pdf

Georgia Department of Education, Divisions for Special Education Services and Supports  
404 656-3963 or 800-311-3627 and ask to be transferred to Special Education  
http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx

Georgia Department of Education Implementation Manual  
(See chapter on transition from early intervention to public school.)
Thank you for attending!

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