

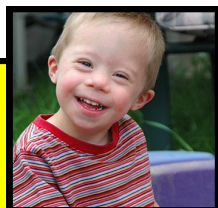


tran-si-tion

(noun) 1. movement, passage, or change from one position, state, stage, subject, concept, etc., to another; 2. change: the transition from adolescence to adulthood.

Sometimes we are caught unaware by a needed transition. Understanding how frequently transitions can occur and being prepared with the necessary information, resources, and support will help make the process as seamless as possible. Using words like *first, next, later, and eventually* in planning can help pinpoint areas of life that need attention, determine timelines and identify next steps. We hope you will use this issue of the PTI Press to reflect on the transitions your family will face, and learn something new about how to best plan for them.

Transition



Early ACCESS

According to IDEA, transition planning for children in the Early ACCESS Program will begin before the child is three years of age. Planning occurs through a meeting of the Individualized Family Service Plan (IFSP) team. The team, consisting of you, your family, an assigned Service Coordinator, and others who know your child will work together to plan for your child's transition.



The family role in this process is very important. The vision that you have for your child as well as ongoing observation and assessment data will be valuable in making informed decisions about your child's skill sets and challenges. All of this information will help determine the goals

of the Individualized Education Plan (IEP) – the plan that will be used in the next school year in place of the IFSP for children who remain eligible for services.

The **“Early ACCESS Transition Toolbox: a Guide for Families”**, developed by the Iowa Department of Education and revised by AEA 267, is an excellent source of information. Click here for the toolbox:

http://www.aea267.k12.ia.us/familyed/index.php?page=trans_toolbox

The **new Part C regulations**, which describe Early Access requirements under IDEA, have been posted to the U.S. Department of Education's website (<http://www2.ed.gov/policy/speced/reg/idea/part-c/index.html>). The official version should be posted soon in the Federal Register. More information can be found on idea.ed.gov and in the following press release:

<http://www.ed.gov/news/press-releases/education-department-announces-regulations-improve-outcomes-infants-and-toddlers>

Modifications & Accommodations



For many children with disabilities—and for many without—the key to success in the classroom lies in having appropriate modifications, or accommodations made to the curriculum, the instruction, the classroom setting or student evaluation.

Usually a **modification** means **a change in what is being taught to or expected from your child**. Making an assignment easier so your child is not doing the same level of work as other students is an example of a modification.

An **accommodation** is **a change that helps your child overcome or work around their disability**. For example, allowing your child, who may have trouble writing, to give his answers orally is an accommodation. Your child is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information.

Modifications and accommodations need to be individualized for students, based upon their needs and their personal learning styles and interests. It is not always obvious what modifications, or accommodations would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made.

Knowing and being able to talk about the difference between modifications and accommodations is important. It is important because the choice could inform decisions made for your child right now –which could impact options available for your student in the future.

One step that we sometimes forget to take is to let our children know about the modifications or accommodations they utilize and how those help them right now. Doing so will help them learn about the supports they need in their work of being a student, which will help them know more about themselves (self determination) and know how to advocate for their own support in the future.

For more information on modifications and accommodations see the following sites:

<http://nichcy.org/schoolage/accommodations>

<http://www.peatc.org/peatc.cgim?template=peakaccom>

Success is not measured by the position someone has reached in life, but the obstacle he has overcome while trying to succeed.” ~ Booker T Washington

Helping Youth Develop Soft Skills for Job Success

The National Collaborative on Workforce and Disability for Youth has just released a new podcast series for parents and families focused on job success for youth through soft skills. The series provides ideas for parents and families on activities they can do at home and include in their child's IEP to ensure he or she develops skills needed for job success by the time he or she completes high school. The podcasts are archived at:

<http://www.ncwd-youth.info/podcast/helping-youth-develop-soft-skills-for-job-success>

Info Brief for Families on Soft Skills for Job Success Now Available in Spanish

NCWD/Youth's Info Brief, [Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families](#), is now available in Spanish. This brief provides guidance for parents and family members on ways to help young people prepare for job success by working with them and encouraging them to develop soft skills. "Soft Skills" are common sense skills that are important in all aspects of life and have been identified by employers as particularly important for success at work. Read the brief in Spanish, [Ayudando a los jóvenes a Desarrollar Habilidades Sociales para tener Éxito en el Trabajo: Consejos para los Padres y las Familias](#).



Person-Centered Planning: A Tool for Transition

Published by National Center on Secondary Education and Transition (NCSET) and PACER Center

The expression, “It takes a village to raise a child,” is never more true than when talking about a child with a disability. Young people with disabilities need a support system that recognizes their individual strengths, interests, fears, and dreams and allows them to take charge of their future. Parents, teachers, family members, and friends in the community who offer informal guidance, support, and love can create the “village” for every child.

Yet, when young adults with disabilities are preparing to make the transition from high school to work or postsecondary school (like college or technical school) their “village” may be forgotten in the rush to secure new services from programs and systems that provide support for adults with disabilities. These crucial supports may include vocational rehabilitation, day training programs, Social Security, Medicaid waivers, housing, and transportation support.

Many different person centered planning tools have been developed that can be used in the transition process. A few examples include:

- Making Action Plans (MAPs)
- Personal Futures Planning,
- Planning Alternative Tomorrows with Hope (PATH) planning,
- Essential Lifestyle Planning, and
- Dream Cards are a few examples.

Neither you nor the world knows what you can do until you have tried.”

~ Ralph Waldo Emerson

To see the entire article, including the full IDEA definition of *Transition Services*, and resources for Person Centered Planning visit: <http://www.ncset.org/publications/viewdesc.asp?id=1431>

Support for Accommodation Request (SAR)



Students who plan to enroll in an institution of higher education (2-year, 4-year private or re-gents) and want to request accommodations, academic adjustments, and/or auxiliary aids must meet certain requirements for eligibility. The college or university Office of Student Disability Services considers the request and makes the decision about whether a student is eligible and which supports will be granted.

The Support for Accommodation Request (SAR) form has been developed as a tool for summarizing documentation from a student’s high school experiences. Students and teachers or transition coordinators complete the **SAR**, which is part of four major steps for requesting accommodations:

SCHEDULE an appointment with the college’s Office of Student Disability Services in order to discuss support services available. This is important in deciding which colleges being considered are the right ‘fit’ for the student.

SUBMIT documentation. The SAR will provide most of the information that is required, but the college may ask the student to give additional documentation.

REQUEST accommodations or services at the intake appointment. This is done after the student has been accepted to the school. This is NOT the same as submitting documentation (Step 2).

PARTICIPATE in determining reasonable and appropriate accommodations. The student and disability services provider work together to help the student transition smoothly to college.

For the link to Iowa’s Transition and SAR information click here:

http://educateiowa.gov/index.php?option=com_content&view=article&id=593:secondarytransition&catid=539:programs-a-services&Itemid=3114

Other useful links on college transition:

<http://www.nsttac.appstate.edu/content/resources-assist-w-post-secondary-education-planning>

<http://www.ncset.org>

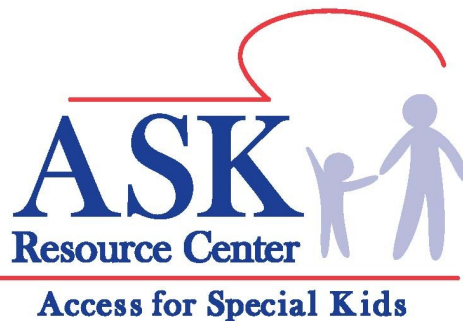
Transition to Adult Health Care



Transition to adult health care is not a one-time occurrence but a process. However, in a recent national survey, less than half of parents of youth with special health care needs reported their family received the supports and services they needed. For information about resources to address the needs of young adults visit: <http://www.tknlyouth.org/parents-health.html>

- These Transition Assessments for *Living, Learning and working* are often used by Iowa schools to help determine the need for transition goals in the IEP: <http://transitionassessment.northcentralrrc.org/>
- Many school districts are utilizing online career exploration resources to fulfill the newly required 8th grade plan, which requires additional components to a student's portfolio each year. Go to : www.ihaveaplaniowa.gov
- More information about the 8th Grade Plan is available at: http://educateiowa.gov/index.php?option=com_content&view=article&id=1657:8th-grade-plan&catid=824:career-planning&Itemid=3052
- Success Stories and other resources are available through the Iowa Governor's Developmental Disabilities Council: www.mytransitioniowa.org
- Self-Advocacy and Self Determination Synthesis Project: <http://sdsp.uncc.edu/>

Tips & Tools



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