

**QUICK REFERENCE GUIDE**

**TRANSITION PLANNING FOR FAMILIES OF YOUTH WITH EMOTIONAL DISABILITIES**

*Written by Families for Families*

NASSAU COUNTY EDITION



**WHAT IS TRANSITION?**

- The systematic passage between school and adult life for students with disabilities

**WHO PROVIDES TRANSITION PLANNING/SERVICES?**

- School districts are required by federal law Individuals with Disabilities Education Act (IDEA) to provide Transition Planning for students with disabilities

**WHEN WILL TRANSITION PLANNING BEGIN?**

- At age 12, New York State requires a Level 1 Assessment; a questionnaire regarding a student's strengths, preferences and interests

- At age 15 (or earlier if appropriate) a Level 2 or 3 Assessment, a more comprehensive evaluation, should be considered
- Until a student's graduation or age 21, the IEP must be reviewed annually and include Transition Services

**WHAT ARE TRANSITION SERVICES?**

- A coordinated set of activities that are based on a student's strengths, preferences and interests designed to prepare a student for adult life
- Must include instruction, community experiences and development of employment or other post-school adult living objectives, and when necessary the acquisition of daily living skills

**WHICH AREAS TO CONSIDER WHEN PLANNING TRANSITION SERVICES?**

- Employment/Post Secondary Education
- Community Access
- Transportation
- Housing
- Clinical Services
- Medical/Insurance Services
- Social/Personal/Recreation
- Legal/Advocacy/Guardianship, and other services as appropriate

**WHAT TO LOOK FOR IN A TRANSITION PLAN**

- Direct student involvement
- Student's strengths, preferences and interests
- Student's needs
- Measurable goals related to learning, employment and independent living
- Goals unique to student with growth and flexibility year to year
- Technical education and/or career development activities
- Coordination between school district and outside participating agencies.

**HOW DOES ONE PREPARE FOR A CSE/TRANSITION PLANNING MEETING?**

- Prior to the meeting, assist students in determining post secondary goals in the areas of Education, Employment and Community Access
- Request/review mandated vocational/educational assessments with student as appropriate
- Help students to reexamine their strengths, preferences, interests and needs related to life after high school
- Counsel student to actively participate at the CSE meeting
- Ensure student and family members attend the CSE meeting

TRANSITION PLANNING TIMELINE:  
YOUTH LIVING AT HOME

**Going into 10<sup>th</sup> grade:**

*Annual review of IEP; school, family and **student** should attend.*

1. Review credits earned and type of diploma
2. Review results of Vocational/Educational Assessments
3. Present Measurable Post-Secondary Goals (MPSG) based upon strengths, abilities and desires of student
4. Review barriers including social skills and non-educational goals. Develop annual goals to reduce barriers
5. Include self advocacy skills training for your child

**Going into 11<sup>th</sup> grade:**

*Annual review of IEP; school, family and **student** should attend.*

1. Repeat steps 1-5 and add the following
  - For college-focus goals on school identification and dorm life
  - For employment-focus on job experiences and vocational providers
  - Ask school to provide contacts to explore adult services

YOUTH LIVING AT HOME- Cont.

**Going into 12<sup>th</sup> grade:**

*Annual review of IEP; school, family and **student** should attend.*

1. Repeat Steps 1-5 and add the following:
  - College- focus goals on:
    - Awareness of supports through section 504 of IDEA
    - College identification, application, and dorm life education
  - Employment-focus goals on:
    - Providing work experiences and developing vocational skills
    - Developing contract with vocational rehabilitation providers
  - Develop goals for independent living and community services
    - Contact Nassau County Mental Health, 516-227-7057, for SPA application for housing and SPOE application for Adult Case Management
  - Contact OMH Peer Advocate for info/support, 631-761-2508
  - Students must get a Student Exit Summary before graduation

TRANSITION PLANNING TIMELINE:  
YOUTH IN RESIDENTIAL TREATMENT  
Add the following steps:

**Going into 10<sup>th</sup> grade:** include representative from residence at annual review

**Going into 11<sup>th</sup> grade:** include representative from residence at annual review

**Going into 12<sup>th</sup> grade:** If graduation is before age 18 and residential treatment is needed, graduation

**Key:**

\*SPOE – Single Point of Entry (services for adults with serious mental illness)

\*SPA – Single Point of Access (housing for adults with serious mental illness)

\*RTC – Residential Treatment Center

\*DMH – Department of Mental Health (County)

\*OMH – Office of Mental Health (State)

For the **COMPLETE *Transition Planning Guide*** in both English and Spanish go to:  
[www.lift4kids.org](http://www.lift4kids.org) (links/resources)

TRANSITION RESOURCES

**Long Island Advocacy Center**

516-248-2222

**Long Island Families Together (LIFT)**

631-264-5438

**Long Island Center for Independent Living**

516-796-0144

**Long Island Field Office of the Office of Mental Health**

631-761-2508

**Long Island Region Transition Coordination Site**

631-286-6966

**Mental Health Association of Nassau County, Inc**

516-489-2322

**Nassau County Department of Mental Health**

516-277-7057

**Nassau County Transition Planning Taskforce**

631-264-5438

**VESID**

516-227-6800

