



District Office of Transition Services
**TRANSITION PARENT
TRAINING**

What's Next?

**Preparing For Your Secondary Age Child's
Transition to Life after High School.**

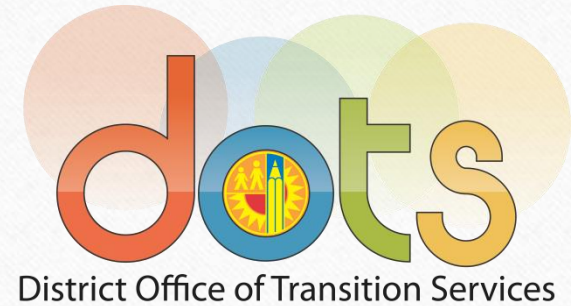
What is Transition?

Transition prepares students with disabilities to move from school to work and community life after High School.





Who We Are



- A branch of the **Division of Special Education**
- **Special Educators**
- The authority on **Transition Services**
- **DOTS Teachers = Transition Teachers**

Transition and the Law

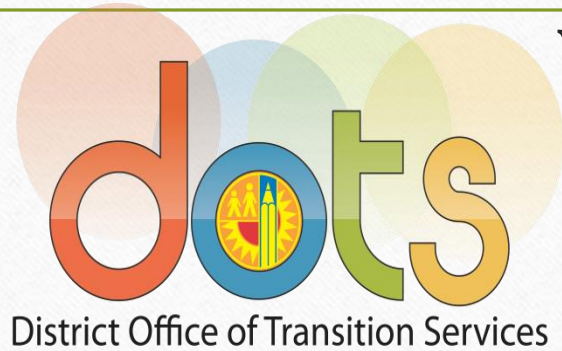


Transition Services are also mandated

- Federal law (IDEA)
- State law (CA Ed Code)
- The Modified Consent Decree

(Outcome 9: “98% of all students 14 and over shall have an Individual Transition Plan developed in accordance with federal law.”)





What We Do



- **Provide Transition activities/lessons to students with disabilities ages 14-22**
- **Serve District high schools and middle schools**
- **Provide work based learning activities to select students**
- **Collaborate with agencies and assist families in linking to them**
- **Provide professional development and support to school site staff**
- **Support state reporting**

Why is preparing for transition so important?



Turning 18

- At 18, students automatically obtain decision-making rights. If they have not been in the practice of making decisions on their own, this can be a startling change.
- Rights transfer to the student
- Consideration of conservatorship
- Other adult options



IDEA verses ADA

- Students are covered under Americans with Disabilities Act (ADA) and not Individuals with Disabilities Education Act (IDEA). This means many services provided in the K-12 system are not offered at the post-secondary level.

IDEA	ADA
Schools responsible for finding students with disabilities	Students must self identify and advocate for services needed
Wide variety of accommodations and modifications possible	Limited array of accommodations and modifications available

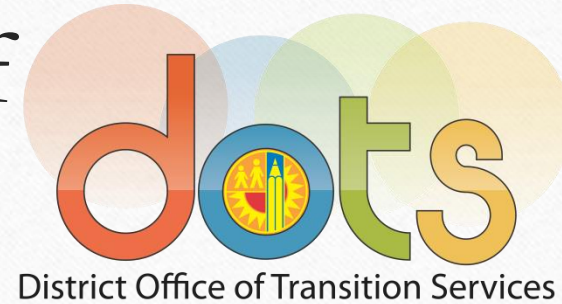
Predictors of Success in Post-secondary Options

- Integration with general education peers as much as possible
- Participation in work-based learning activities, including volunteering or paid employment
- Building maximum independence.



Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Vocational Education	X	X	
• Work Study		X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Inclusion in General Education	X	X	X
• Program of Study		X	

Diploma vs Certificate of Completion



- Diploma
 - Passing grades in A-G requirements
 - end of services
- Certificate of Completion
 - Completed credits
 - Met IEP goals
 - Participated in the educational program with satisfactory attendance
 - Students can keep coming back to school until age 22



The Transition Process

- Transition planning is guided by the student's preferences, interests, and desires.
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- We determine:

1. What are their career goals?
2. What type of training or education is needed?
3. What are the post-secondary living goals ?



- Next, we assess to determine the student's strengths and what skills they need to develop to reach their goals.
- Then, we support the development of individualized linking activities to help the student build the skills they need to reach their goals.

Transition Services for Diploma-Bound Students in LAUSD

- Work Based Learning Program (16+)
- Student interest assessment
- Lessons and resources on self advocacy and employment preparation
- Senior Advisories (counseling school leavers)



Transition Activities

Employment

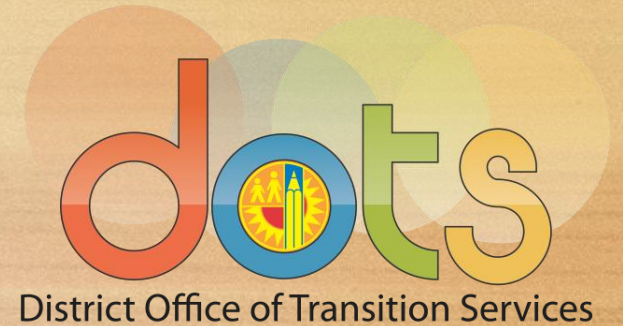
- Complete a work portfolio
- Job search
- Application
- Interview
- Resume

Education and Training

- Vocational Training
- High school / College Planning
- College Tours
- Small Learning Community (SLC) selection

Independent Living Skills as needed

- Hygiene and Grooming
- Time Management
- Self-advocacy and Self-determination



Post School Options

Diploma

- University, Community College
- Vocational Skill and
- Occupational Centers
- Military
- Employment-Direct Hire

-California State University
-Los Angeles Trade Tech
College
-North Valley Occupational
-Employment Development
Department

Alternate Curriculum

- Community College
- Vocational Skills
- Supported Employment
- Adult Day Programs

-West LA & Long Beach Colleges
-Marriott Bridges' School to Work
-Good Will Industries
-Easter Seals
-New Horizons

Four year or Community college

- College advisor and the DOTS teacher help fill out applications and financial aid forms
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- Field trips may be offered to local colleges by the DOTS teacher and/or the college advisor
 - DOTS teacher discusses the benefits of using Disabled Student Services during college



Occupational Centers/ Skill Centers

- Offer training in various trades, such as carpentry, cosmetology or culinary arts
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- Transition teachers provide assistance in finding local centers and determining the requirements
 - Often free for students with disabilities



Training Programs

- Job Corps
- AmeriCorps
- California Conservation Corps
- Military
- Apprenticeships



Competitive Employment

- Some students who participate in work based learning programs become competitively employed
-
- Other students are connected to prospective employers through various agencies



Transition for Students on the Alternate Curriculum



- Community Independence
- Job Skills Training
- Mobility Training
- Work Experience
- Social Skills
- Adult=Maximum Independence



Community Based Instruction

- Learn vocational and independent living skills
 - Ages 14-16 remain on the school campus
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- Ages 17 and older practice in the community



School Based Enterprise

- Student-run simulated business conducted within a school
- Provides work experience and opportunities to learn functional academic, social and leadership skills
- Startup funding is provided by DOTS



CA Promise Grant

California youth between the ages 14 -16 receiving Supplemental Security Income (SSI) benefits and their family members may become participants in CA Promise program.
(Contact the CA Promise Grant office at 323-422-5272)



Preparation for Post School Life

- DOTS staff presents information to parents/family on post-school options
- Agencies are invited to final IEP
- Make sure you get copies of both the Summary of Performance, final IEP, and any other school documentation prior to student exit



State Funded Agencies

- **Department of Rehabilitation**
- **Regional Center**



Department of Rehabilitation

PURPOSE:

- The Department of Rehabilitation (DOR) may help people with disabilities fulfill their employment goals and achieve independence.

Who Should Apply?

- High school leavers 18 and older
- People who want to work
- People who may have trouble getting or keeping a job because of your disability



Department of Rehabilitation



SERVICES PROVIDED:

- Assessments/Evaluations
- Supported employment
- Employment training
- Clothing to wear on an interview and on the job
- Transportation vouchers
- Work related equipment
- Tuition and books (if deemed appropriate)



Regional Center



PURPOSE

- To provide case management services to persons with
developmental disabilities that occurred before their 18th birthday

WHO THEY SERVE:

- Individuals with developmental disabilities, autism, and cerebral palsy
- From birth to death

SERVICES / SUPPORT PROVIDED:

Diagnosis/Evaluation

Early intervention

Information and referral

Parent training

Individual/family planning

Respite care

Assistance in finding and

Supported living

using community resources

Group homes



Regional Center

SERVICES / SUPPORT PROVIDED:

- **Diagnosis/Evaluation**
- **Early intervention**
- **Parent Training**
- **Respite Care**
- **Referrals to adult day activities,
supported employment, group
homes and other community resources**



What can I do now to prepare my child for transition?

- It's not too early! It's never too early!!
- Provide choices
- Promote independence
- Fade supports
- Small steps to completing challenging tasks



What is the Parents' Role in Transition?

- Be part of the team
- Support as needed
- Give choices
- High expectations
- Allow your child to identify his or her dreams and support them





Parent Support

- Communication →
- Active listener →
- Encourage skill development →
- High Expectation →
- Keep talking to your children and school staff
- Listen to their dreams and ideas
- Allow exploration in a variety of experiences
- Build self determination skills-internal abilities

Developing Independence in Elementary School

- Assist with chores at home
 - dishes
 - folding laundry
 - making the bed
- Prepare for the transition to middle school
 - take a tour
 - meet teachers
 - find a peer buddy
- Integration with non disabled peers for part of the day
- Completes homework
- Introduce the concept of saving money
- Direct instruction in social skills
 - eye contact
 - shaking hands



Developing Independence in Middle School

In School

- Build effective communication skills
- Develop an idea about college and or training
- Explore career choices and pathways
- Independence on school campus
- Talk to adults about work- what do adults around them do?
- Preparation for transition to high school
 - Take a tour
 - Learn about high school graduation credits

At Home

- Increased at-home responsibilities
- Basic personal care
- Develop money management skills
- Shop independently for personal items
- Travels independently in the community



Developing Independence in High School

- Explore Classes at Occupational or Skill Centers
- Participate in Work Based Learning
- Search Volunteer opportunities
- Increase self advocacy skills
- Encourage your child to get involved in a club or activity at school
- Visit possible post-school options (community colleges, private adult programs, etc)
- Utilizing public transit in the community; the mall, movies, to work/work training, etc.

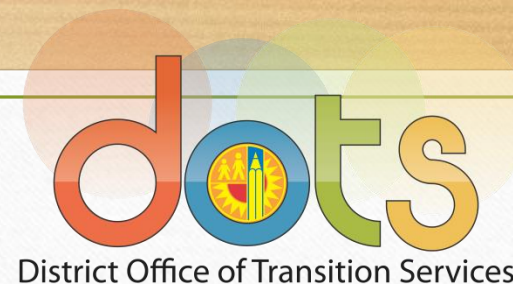





“Tell me and I forget, teach me and I may
remember, involve me and I learn.”

— Benjamin Franklin

How to find us



- DOTS Website: dots.lausd.net, then “Contact Us”



Los Angeles Unified School District
All Youth Achieving

can't find something?

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DOTS District Office of Transition Services

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Central Office staff:

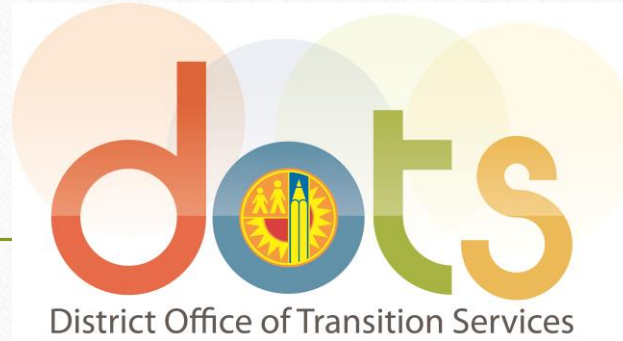
Name	Contact Info
DOTS Main Line	213-241-8050
DOTS Fax	213-241-8499
Aaron Jeffery, Transition Coordinator	aaron.jeffery@lausd.net
Sheila Jordan-Jones, Transition Specialist Administrator for Alternate Curriculum Programs	sheila.jordan-jones@lausd.net
Lela Rondeau, Transition Specialist Administrator for WorkAbility 1 Grant	lela.rondeau@lausd.net
Tim Sweeney, Transition Specialist Administrator for the Transition Partnership Program (TPP)	tts93062@lausd.net
Jim Ratav, Teacher Coordinator, North	james.ratav@lausd.net
Cheryl Hunt, Teacher Coordinator, South	cheryl.hunt@lausd.net
Tammie Reidell, Teacher Coordinator, East and West	tammie.reidell@lausd.net

Transition Teachers:

High School Assignments- see below

School	Teacher Name	Contact Information
32nd Street School	Dina Lewis	dlawissa@lausd.net
Addams Continuation	Pam Charles	pc4080@lausd.net
Aggeler Continuation/Aggeler CDS	Michael Abramson	mqa8127@lausd.net
Angel's Gate Continuation	Yolanda Hashimoto	yolanda.hashimoto@lausd.net
Angelou Community HS	Shalivia Sefas	shalivia.sefas@lausd.net
Arleta HS	David Lubnow	dl6439@lausd.net
Avalon Continuation	Dagmar	dmcainle@lausd.net

Information / Resources



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