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Field Organizer for NCLD

- Parent to child with ADHD and Processing Disorder
- Military Family Advocate (in a previous life)
- Adult with 2 diagnosed learning disabilities and ADHD

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Pennsylvania Parent Leader

- Lawyer turned special education teacher
- Taught in Philadelphia Public Schools
- Raising a daughter with learning difficulties
The Importance of Transition Planning
What is a Transition Plan?

- A formal process which assists students with disabilities to *prepare for life after high school*.

- Transition Plans are more than brainstorming sessions; they are *detailed plans meant to assist students with disabilities* to achieve independent living.

- The plan will have *specific goals with steps* on how to achieve the goals.
Why is a Transition Plan Needed?

The Purpose of a Transition Plan:

- Establish *postsecondary goals*
- Outline steps to help *achieve* those goals
- Sharing of *community & state resources* that assist students with disabilities
- To learn about *self-advocacy*
- Ensure *success* outside of the public K-12 school setting
“A truly **successful transition process** is the result of **comprehensive team planning** that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to **live, work and play in the community, as fully and independently as possible.**”

The PACER Institute
The Details of Transition Planning
The **Individuals with Disabilities Education Act** or IDEA contains *mandatory* transition service provisions.

Your child’s IEP *must contain supports and services* needed to assist the student so they can learn the necessary skills to achieve their post high school goals.

IDEA *requires* for transition to start no later than age 16; however, your district could start earlier.
What's In a Transition Plan?

- Student's postsecondary interests, education, and/or possible careers.
- Appropriate postsecondary goals that are based on age-appropriate transition assessments.
- Assessments should be related to training, education, employment and independent living skills.
- Student will be encouraged to start attending IEP meetings and to lead them.
- After interests and goals are determined, the IEP Team develops a plan to implement the goals.
- Transition goals are similar to IEP goals; so make them SMART.

Evaluations: Request that your child be re-evaluated before they leave school.
Transition Plans & 504s

Students with 504 Plans do **NOT** have the same rights to school based transition planning that students with IEPs have.

Ask if your school district provides transition planning for your child with a 504 Plan. If the school doesn’t, there are **other ways** to plan for your child.
Your child has a 504 Plan, and the school district doesn’t provide transition services. What's next?

Research your state’s Vocational Rehabilitation Center.

Services vary by state; however, Voc Rehab (VR) can help with:

- Identifying possible careers
- Finding a job
- Job support through coaching (to help keep a job)
- If needed, finding assistive technology for the workplace
- Classes that teach independent living skills
- Apprenticeship programs or on-the-job training
- Self-advocacy training and assistance
If your child plans on attending college, there are steps you can take together to ensure a smooth transition.

- Review the programs and degree paths
- Ask about campus life & if it's inclusive to students with disabilities
- Talk with the Disability Services Office about accommodations
- Research the financial aid process
- The student needs to learn about their rights & responsibilities
If your child wants to work after high school, the **Americans with Disabilities Act** will protect them in the workplace:

“The **ADA** protects the civil rights of individuals who:

- Have a physical or mental impairment that substantially limits one or more major life activities,
- Have a record of such an impairment, or
- Are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.”
Linked Articles & Resources

➢ IEP Transition Plan
➢ Office of Special Education & Rehabilitative Services
➢ Transition Planning from Wrightslaw
➢ Vocational Rehabilitation
➢ 504 Plans and Transition
➢ Postsecondary Education
➢ Section 504 & Transitions
Resources: National, State and Local
National Resources

➢ National Center for Learning Disabilities: www.nclld.org

➢ National Parent Center on Transitions & Employment https://www.pacer.org/transition/

➢ Learning Disabilities Association of America: www.ldaaamerica.org

➢ Understood www.understood.org
Office of Disability Employment Policy (ODEP): https://www.dol.gov/agencies/odep

Parent Center Hub: www.parentcenterhub.org

Wrightslaw Special Education Law & Advocacy www.wrightslaw.com

Job Advocacy Network: https://askjan.org/
For information or assistance with your child's IEP or 504 Plan, connecting with state and local resources is best.

- **PEAL (Parent Education & Advocacy Leadership) Center**
  - Website: [www.pealcenter.org](http://www.pealcenter.org)
  - Phone: 866-950-1040 (Toll Free)
  - 412-281-4404
  - 215-567-6143

- **PEAL ConsultLine, Office for Dispute Resolution**: A helpline for families & advocates
  - Phone: 800-879-2301

- **HUNE (Hispanos Unidos para Niños Excepcionales) (Bilingual)**
  - Website: [www.huneinc.org](http://www.huneinc.org)
  - Phone: 215-425-6203

- **Mission Empower (Erie County, PA)**
  - Website: [www.missionempower.org](http://www.missionempower.org)
  - Phone: 814-825-0788

- **Disability Rights PA**
  - Website: [www.disabilityrightspa.org/resources](http://www.disabilityrightspa.org/resources)
State & Local Resources Continued

- Parent To Parent PA: www.parenttoparent.org 888-727-2706
- Learning Disabilities Association of America (LDA) 412-341-1515
- PA Branch, International Dyslexia Association www.pa.dyslexiaida.org
- Kids Together PA www.kidstogether.org
- PEAC-PA Education for All Coalition www.paedforall.org 267-232-0570
- Chester County/Main Line CHADD: Children & Adults with ADD www.ccmlchadd.com
State & Local Resources Continued

- PA Dept of Education Assistive Technology
  [https://www.education.pa.gov/Policy-Funding/BECS/uscode/Pages/AssistiveTechnology.aspx](https://www.education.pa.gov/Policy-Funding/BECS/uscode/Pages/AssistiveTechnology.aspx)

- PA Assistive Technology Foundation
  [www.patf.us](http://www.patf.us)

- PaTTAN (parent center)
  [www.pattan.net/Assistive-Technology](http://www.pattan.net/Assistive-Technology)

- TechOwl (associated with Temple University)
  [www.techowlpa.org/atrc](http://www.techowlpa.org/atrc)

- Temple University-PA Initiative on Assistive Technology
  [www.temple.edu/instituteondisabilities/programs/assistive/piat](http://www.temple.edu/instituteondisabilities/programs/assistive/piat)

- PA Health and Wellness
  [www.pahealthwellness.com/members/ltss/member-resources/assistive-technology](http://www.pahealthwellness.com/members/ltss/member-resources/assistive-technology)
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  twitter.com/ncldorg and twitter.com/LD_Adcvocate

  facebook.com/NCLD.org/

  instagram.com/ncldorg/ and instagram.com/ncldorg

● For general information questions: info@nclld.org

● For policy questions: policy@nclld.org
Advocate Academies 101:

- An Introduction to IDEA and Section 504
- Assistive Technology. What is it?
- How to Prepare for an IEP Meeting
- How to Prepare for a 504 Plan Meeting
- Tying It All Together: How has all this work and advocacy helped our kids transition into adulthood?
Advocate Academies 201: In Jan/Feb 2021

- **State and Local Advocacy**
  (will include how to research, fact check, understand policies, and how to share your personal story)

- **Federal Advocacy**
  (will include how to research, fact check, understand policies, and how to share your personal story)
Thank you!