

SCHOOL COUNSELORS: FACILITATING TRANSITIONS FOR STUDENTS WITH DISABILITIES FROM HIGH SCHOOL TO POST-SCHOOL

CHALLENGE

Media: Sandra Montez has always dreamed about her future: dreamed of being a ballerina, a singer, or a model. Throughout the years, her parents have supported their little girl's aspirations, encouraging her to dream big. Now that she's fourteen and a freshman at Phelan Junior/ Senior High School, Sandra's dream has changed a bit. She's beginning to think about a career in nursing. (movie)

INITIAL THOUGHTS

- What is the transition planning process for students with disabilities?
- What is the school counselor's responsibility in the transition planning process?
- How can school counselors further promote successful transition planning?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Describe the responsibilities of the counselor as they relate to transition planning
 - List the major adult-life activities to which youth will transition and provide examples of school-based approaches to prepare for those activities
 - Explain briefly the importance of collaboration among programs and funding agencies to support smooth transitions to adult activities for students with disabilities

▶ Page 1: An Overview of Secondary Transition

- Two of these transitions require specific planning under the Individuals with Disabilities Education Improvement Act (IDEA '04) (bulleted list)
 - *Link:* "individualized education program" (definition)
- **Media:** Ginger Blalock explains the consequences for many students with disabilities who lacked access to transition planning (audio)
- Transition planning is important because... (bulleted list)
- An Overview of Transition Services (table with bulleted lists and link)
 - *Link:* "course of study" (definition)

▶ Page 2: Person-Centered Planning

- Active Participation in the IEP (bulleted list)
- **Media:** Amy Harris-Solomon shares her thoughts about the ways in which counselors can help to make the transition process a more person-centered experience for students with disabilities (audio)
- Transition Planning Domains (box)
- *Link:* Transition Planning Domains–Detailed List (box with bulleted lists)

- Identifying Measurable Post-Secondary Goals
 - o Education/ Training
 - o Employment
 - ◆ *Link:* “integrated (or supported) employment” (definition)
 - o Independent Living
 - ◆ *Link:* “adult services” (definition)
- FYI (box)
- Achieving Measurable Post-Secondary Goals (bulleted list)
- Tasks for students (box)
- Transition Update – Sandra’s Goals (box with link)
 - o *Link:* Sandra’s Post-School Goals (table)

Page 3: Transition Planning

- *Link:* Sample transition services IEP
- Keep in Mind (box with links)
 - o *Link:* Start early
 - o *Link:* Be comprehensive
 - o *Link:* Base on student
 - o *Link:* Use assessments
 - o *Link:* Identify goals
 - o *Link:* Require student participation
 - o *Link:* Request family involvement
 - o *Link:* Observe cultural sensitivity
 - o *Link:* Consider deadlines
 - o *Link:* Coordinate agencies
- *Link:* IEP Team Members (table with bulleted items)
- Overlapping responsibilities (graphic)
- **Media:** Ed O’Leary discusses the importance of creating a coordinated transition plan (audio)
- Transition Update – Sandra’s Goals (box with graphic)

Page 4: Overview of a School Counselor’s Roles for Transition

- As part of the transition planning process, school counselors may have many roles (bulleted list)
- Transition Update – Defining Sandra’s Goals (box with link)
 - o *Link:* Sandra’s Redefined Measurable Post-Secondary Goals (table)

Page 5: Transition Assessments

- Areas of Data Collection (table)
- Formal and Informal Transition Assessments (bulleted list)
 - o *Link:* Sandra’s Redefined Measurable Post-Secondary Goals (table)
- **Media:** Ginger Blalock discusses formal assessments (audio)
- **Media:** Ginger Blalock discusses informal assessments (audio)
- Guidelines for Administering Assessments (bulleted list)
- Transition Update – Determining Sandra’s Assessments (box)

🔍 **Page 6: Post-Secondary Preparation: Education/ Training**

- Scheduling Courses of Study (bulleted list)
- Click on each of the links below to learn more about the steps to prepare a student to pursue a degree at an institution of higher education (links)
 - *Link:* Step 1: Research Higher Education Programs (Grades 9–11)
 - *Link:* Step 2: Take Required Entrance Examinations (Grades 11–12)
 - *Link:* Step 3: Meet with Admissions and Financial Aid (Grade 11)
 - *Link:* Step 4: Complete Applications (Grades 11–12)
 - *Link:* Step 5: Identify Accommodations (Grades 11–12)
 - *Link:* Step 6: Take School-Specific Entrance Exams (Grade 12)
 - *Link:* Step 7: Build Independent Living Skills (Grade 12)
- Accessing Informal Training (bulleted list)
- Transition Update – Sandra’s Course of Study (box with numbered items and link)
 - *Link:* Course of Study for Sandra (table)

🔍 **Page 7: Post-Secondary Preparation: Employment**

- An ideal (but not exhaustive) continuum of work-based learning experiences can start as early as middle school and might include... (bulleted list)
- *Link:* “voice recognition or voice output software” (definition)
 - *Link:* Sandra’s Redefined Measurable Post-Secondary Goals (table)
- Specialized Services (bulleted list)
- Generic Services (bulleted list)
- FYI (box)
- Transition Update – Supporting Sandra’s Vocational Decisions (box)

🔍 **Page 8: Post-Secondary Preparation: Independent Living**

- Self-Determination (bulleted lists)
- Keep in Mind (box)
- Developing Self-Determination (box with checked items)
- Interpersonal Skills (box)
- FYI (box with link)
 - *Link:* Residential Options
- Transition Update – Sandra Practices Self-Determination and Social Skills (box with bulleted list)

🔍 **Page 9: Referrals to Other Agencies**

- Recreation and Leisure
 - *Link:* More
- Community Participation
 - *Link:* More
- Related Services
 - *Link:* More
- Independent Living
 - *Link:* More
- Physical Health
 - *Link:* More

- Legal and Advocacy Organizations
 - *Link:* More
- FYI (box)
- **Activity:** Assess the options and supports available for D.J. in your community in one of these areas (box)
- Transition Update – Sandra’s Agency Referrals (box)

🔍 **Page 10: Communication and Collaboration**

- A school counselor builds relationships with... (bulleted lists)
- Transition Update – Communication and Collaboration with Sandra and Others (box)

🔍 **Page 11: Collaborative Activities for Families**

- The Ethical Standards for School Counselors state that the professional school counselor... (bulleted list)
- Barriers to Collaboration (box with bulleted items)
- Activities that Promote Collaboration (bulleted list and links)
 - *Link:* Parent information night
 - *Link:* Community Transition Teams
 - *Link:* Assessment results interpretation
 - *Link:* Resource referrals
 - *Link:* College exploration
 - *Link:* Career exploration
 - *Link:* Financial planning workshops
 - *Link:* Advocacy training
- **Media:** Amy Harris-Solomon shares her thoughts about the ways in which counselors can help to make the transition process a more person-centered experience for students with disabilities (audio)
- FYI (box)
- Transition Update – Sandra’s Family (box)

🔍 **Page 12: Communication with Community Organizations and Other Agencies**

- School counselors may invite agency representatives to the IEP planning meetings to address... (links)
 - *Link:* Post-secondary education
 - *Link:* Vocational training and education
 - *Link:* Independent living
 - *Link:* Community services
- FYI (box)
- Levels of Interagency Collaboration (table)
- Keep in Mind (box)
- Transition Update – Sandra’s Community Connections (box)

Page 13: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 14: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- Measurable post-secondary goals are developed to help prepare students in several areas (bulleted list)
- **Media:** Ed O’Leary summarizes post-secondary transition requirements (movie)