Life After High School: Making The Dream a Reality for Students with Moderate Disabilities

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Objective:
Participants will learn how to design and implement local adult transition programs as they collaborate with community partners.

Join us as we explore pathways that make dreams a reality for adult students. The Anaheim Union High School District Adult Transition Program provides adult students tools to make their own decisions. Our program is comprised of services, supports, and relationships that currently serve 287 students. This includes Personalized Planning activities to drive a student’s decision-making process. The Adult Transition Program is supported by job developers, transition specialists, vocational counselors, program specialists, teachers, job coaches.

We will share how to design, implement, and collaborate with community partners such as Regional Centers, Department of Rehabilitation, Disability Resource Center, Community College DSS, and College to Career. Together through our Local Partnership Agreement, we provide pathways for Independence.

Overview of Discussion
⦁ Legal background on Transition Services
⦁ Design
⦁ Student : Teacher Ratio
⦁ 3 Program Models
⦁ Curriculum
⦁ Supports / Services
⦁ Funding
⦁ Community Agencies
⦁ Student outcomes:
What are “transition services?”

- Per IDEA '04, the term “transition services,”
  means a coordinated set of activities for an
  individual with exceptional needs that
  - (A) is designed to be within a results-oriented process, that is
    focused on improving the academic and functional
    achievement of the child with a disability to facilitate the child's
    movement from school to post-school activities, including
    postsecondary education, vocational education, integrated
    employment (including supported employment), continuing
    and adult education, adult services, independent living, or
    community participation.

  - (B) is based on the individual
    pupil’s needs, taking into
    account the pupil’s strengths,
    preferences, and interests; and

  - (C) includes instruction
    related services
    community experiences
    the development of employment and other post-
    school adult living objectives
    and, when appropriate, acquisition of daily living
    skills and functional vocational evaluation
**Student Driven IEP**

https://docs.google.com/presentation/d/1PDvjdRoet5WxHOXFHP0UcWDmcU2_kO3mrFXcPEJBlBM/edit#slide=id.g35f391192_00

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**Planning for Transition Early**

What is the goal after high school?  
What skills do they need to prepare now for that goal?  
What resources will they need to support their goals?

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**Program Models**

**Mild Moderate AT Program**
- 3 days of on-the-job work experience
- 1 day classroom based instruction
- 1 day community based instruction
- 7 classes at 3 locations
- Larger student to staff ratio

**Moderate Severe AT Program**
- 4 days of on-the-job work experience
- 1 day community based instruction
- 1 day classroom instruction
- 5 classes at 3 locations
- Smaller student to staff ratio

**HOPE School AT Program**
- Opportunities for on and off campus/work experiences
- Daily classroom instruction
- Community based instruction
Adult Transition Program Placement Factors

- Level of Supervision
- Student Identified Needs

Curriculum: Student Driven

- Transition IEP, which will include a review of the ITP
- Develop an individualized program which may include: work experience, community college, transportation training, and independent living, social skills, recreation & leisure
- Programming is based on the students present level of functioning and the level of adult supervision required to reach independence in the community and workplace.
- Include a combination of community based instruction and classroom instruction with a functional skills curriculum

Skills to Support Independence

Functional Academics
- Writing: job applications, government forms, medical documents, general application (e.g., library card, DMV, health insurance)
- Reading directions, test questions, maps, recipes
- Money management, budgeting, time management

Life/Community Skills
- Cooking, household chores, personal hygiene, social skills, independent living, recreation & leisure

Work Skills
- Vocational tasks (sorting, filing, computerizing, estimating, counting money, customer service), planning, proper planning of work activities, managing breaks and work times, assembly

Social Skills
- Interview skills, appropriate social interactions, non-verbal communication, utilizing technology (e.g., iPad, phone, voice output devices)
**Curriculum**

- Peers (UCLA) - Program for the Development and Instruction of Relational Skills (PREP) for Young Adults (Ages 18-35)
- Person Centered Planning
- Life Centered Career Education (LCCE)

https://docs.google.com/spreadsheets/d/1wGzqtwIrkzU1isvSqN2U6Vo_T35_MwAmonPxOJMlGWu/edit?ts=5e2a25f6#gid=1520468180

**District / School Supports and Services**

**Staff / Roles**
- Job Developers
- Vocational / Transition counselors
- Program Specialist
- Special Education Teachers
- Speech and Language Pathologists
- Instructional Aide/Adult Transition (Job Coaches)

**Instructional aide/Adult Transition**

Distinguishing Characteristics:
- Varying community locations and work sites at which work is performed,
- Absence of immediate supervision,
- The independent judgment exercised,
- The emphasis on vocational skills, and the special needs of the adult population.
- Incumbents in the classification are required to take adult students out in the community and assist them in learning vocational, social, and living skills.

**Funding**

District Workability Grant
Department of Rehab - We Can Work Contract
Paid Internships Program - Regional Center
Options: TPP (DOR) Moderate Program Only
Linkages with Community Agencies

Desired Outcomes:

• Employment FIRST Policy Regional Center: Successful placement in supported and/or independent employment for all.
• Linking families and adult students to the appropriate adult programs that will foster ongoing support with independent living, employment, community based programs and social networks.
• Supporting adults to access post secondary education options, if desired.
• Maximize the highest level of independence for each graduating adult.
• Collaboration helps to promote comprehensive services.

Lifelong Services to Support

RCOC - Regional Center of Orange County

• Life time resource
• Provides options for adults with developmental disabilities
• Assists with coordinating services & supports which maximize opportunities & choices for living, working, learning & recreation in the community.

Community Agencies

Regional Center

Linkages and Active Partnership with local Regional Center

Attendance at every IEP meeting
Shared Person Centered Driven Form, and Assessments
Paid Internship Program (PIP)

Transition from school to young adult life can be stressful, scary, challenging and more... but it can also be full of opportunities and possibilities for your student to engage in the life they have always wanted!
Community Agencies
Department of Rehabilitation

- Vocational Agency
- Eligibility
  1. Desire to want employment
  2. Physical or mental impairment
  3. Impairment constitutes or results in a significant impediment to employment
  4. Requires & can benefit from vocational rehabilitation services to prepare to obtain, retain, or regain employment

Examples of Services:
- Employment Prep.
- Training
- Transition Services
- Supported Employment
- Assessments
- Work Experiences
- Evaluations
- Student Services (16-22)
- ALL services INDIVIDUALIZED

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Community Agencies

MOBILITY MANAGEMENT PROGRAM
Dayle McIntosh

Range of Services
- Trip Planning: Instruction regarding how to use phone apps, online maps, and telephone assistance to determine bus routes for specific destinations.
- Travel Training: One-to-one instruction including locating bus stops, paying a fare, boarding and exiting the bus, using the pull cord to signal for a stop, and transferring to connecting buses.
- Mobility Management staff: also conducts bus safety presentations and group travel training sessions for special education classes.

Community Agencies-Project Get Safe

ADVOCACY
GET SAFE's Self-Determination & Personal Safety Programs teach how to speak up and advocate for their safety, rights, and needs. GET SAFE provides training, assessment and advocacy services tailored to people with developmental disabilities, their families and staff regarding violence prevention, intervention and self-determination.

BACK OFF! BULLY PREVENTION, PERSONAL AND COMMUNITY SAFETY, & INCLUSION TRAINING
The GET SAFE BACK OFF! Program focuses on inclusion and bullying prevention in schools and community settings.
Community Agencies

Social Security Administration

• Contact #: 1 (800) 772-1213
• May be eligible for benefits based on disability needs
• Services provided to children of disabled adults
• One may be able to receive child's benefits if a parent is deceased or receives retirement or disability benefits: Survivor Benefits.
• Age 18 & over: Medical condition that is expected to last at least 1 year or result in death.

North Orange County Education & California Adult Education Programs (CAEP)

• Assembly Bill 86 has become the CAEP collaboration effort between the Community College System and K-12 school district to create an improved Adult Education System.
• 1 of 4 support programs within the Community College Adult Education system to be strengthened is Disability Support Services (DSS).
• Areas within DSS that are in new to place:
  1. Counseling: NOCE, NOCCCD, Fullerton and Cypress College to coordinate smoother transition for incoming students from K-12 districts.
  2. Additional curricular development through NOCE and their Disability Support Services classes and certificate programs.
  3. ARISE LAB: Additional support services for students who have an Autism Spectrum Disorder (ASD) and NOCCCD in Westminster/Anaheim, as well as Fullerton and Cypress College.
  4. Mentorship Program.
  5. Mental Health Services and resources for students enrolled in the NOCE non-credit courses.

Community Agencies-OC Local Partnership Agreement (OCLPA)

OCLPA PURPOSE: The purpose of the Orange County Local Partnership Agreement (OCLPA) is to enhance partnerships that promote preparation for and achievement of competitive integrated employment (CIE) for youth/adults, 14 years old through 30 years+, with disabilities and related “At Risk“ populations including individuals with intellectual disabilities and developmental disabilities (ID/DD).
Community Agencies-
OC Local Partnership Agreement
(OCLPA)

OCLPA PARTNERSHIPS
• Local Education Agencies
• Workforce Development Programs
• Career Pathway Programs
• Disability Resource Agencies
• Post-Secondary Education
• OCATTF-Orange county Adult Transition Task Force
• Disability Advocacy Organizations
• Adult Service Providers
• Foundations & NonProfits

Student Outcome:
Adult Transition Program to Adult Life
• Exit IEP at age 22
• Last year of ATP participation the IEP team includes:
  - Adult Student
  - ECOC Service Coordinator
  - DOR Vocational Rehabilitation Counselor
  - and if possible Adult Agency Vendor Representative
• Summary of Performance Document
• Link families to Adult Programs through Resource Fairs, Intake Meetings and Agency Tours

Adult Transition Program to Adult Life Tools:
Strategies to:
  - Solve Problems
  - Communicate Wants and Needs
  - Travel Independently
  - Live as Independently as Possible
  - Foster Relationships
  - Gain Competitive Employment