

Effective Transition Planning for Students with Visual Impairments & Multiple Disabilities



Preparation for Life

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Why Transition Planning



- ❧ IDEA mandates specific regulations for students with disabilities.
- ❧ WIOA Stipulates early work experiences for students with disabilities.
- ❧ Transition planning begins at an early age, and throughout a student's educational experience.
- ❧ Transition planning is a process that involves the educational team, family members, the Department of Rehabilitation or Blind Services, & Developmental Services.

Student Involvement in the Transition Process



∞ Informational Level Students

∞ Instructional Level Students

∞ Advocacy Level Students

IDEA Regulations for Transition Planning



- ☞ Students must participate in transition planning.
- ☞ Transition planning must begin no later than the beginning of the school year when the student is age 16.
- ☞ When students are age 15 parents are informed of the transition planning process. Age of Majority
- ☞ Transition Assessment process
- ☞ Consultation from other agencies

WIOA Regulations



- ❧ Workforce Innovation & Opportunity Act
- ❧ Reinforces early transition planning & preparation
- ❧ Provides funding for work experiences depending on age
- ❧ Ensures that individuals receive at least minimum wage when working
- ❧ Provides a range of training options for youths & young adults with disabilities
- ❧ Allows for comprehensive career & vocational assessment.

Challenges to Effective Transition



- ❧ Limited understanding of what it means to work
- ❧ Lack of role models
- ❧ Lack of job-readiness experiences
- ❧ Social expectations
- ❧ Financial disincentives
- ❧ Limited opportunities to be self-sufficient
- ❧ Splinter skills & knowledge gaps

Transition Planning



- ❧ Academic achievement & future training
- ❧ Housing & independent living
- ❧ Employment & work experience
- ❧ Transportation & community travel
- ❧ Recreation & social relationships

Transition Assessment



- ❧ Formal Assessments
- ❧ Interest Inventories
- ❧ Checklists
- ❧ Portfolios
- ❧ Person centered planning

Components of the Transition Plan



- ❧ The plan must be a coordinated effort.
- ❧ The plan must be results-oriented, & include an action plan.
- ❧ The plan must focus on post-secondary activities.
- ❧ The plan must examine the individual needs of the students including strengths, limitations, preferences, & interests.
- ❧ The plan must include goals related to instruction, related services, community experiences, work experiences, & acquisition of independent living skills.

Family Involvement



- ❧ Families play an essential role in the transition process.
- ❧ Families along with the student & educational team need to determine future living & working environments for the student.
- ❧ Families' expectations can influence potential programming for post-secondary options.
- ❧ Families need to develop realistic expectations regarding the level of support needed for their child in adult living & working environments.

Employment Options



- ❧ Competitive employment
- ❧ Supported employment
- ❧ Customized employment
- ❧ Entrepreneurships
- ❧ National Endustries for the Blind
- ❧ Community-based activity day centers

Resources



- ❧ CareerConnect-www.afb.org/careerconnect
- ❧ FamilyConnect-www.afb.org/familyconnect
- ❧ CIPSI-Career Interest, Preferences, & Strengths Inventory: Pro Ed
- ❧ TIPS-II-
- ❧ The Brigance Transition Skills Inventory (TSI)- Curriculum Associates Inc.