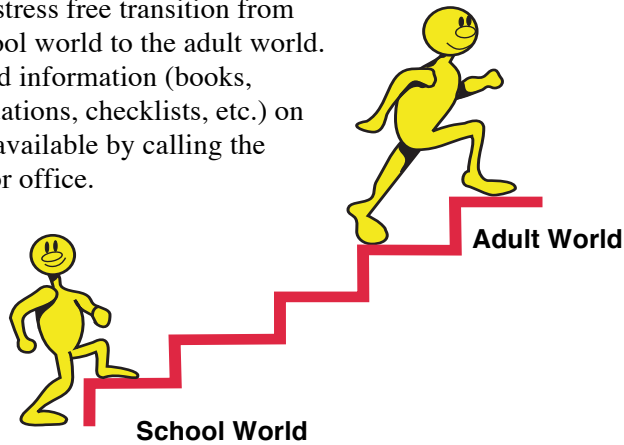




**Transition at Age 18**  
**Age of Majority**

At age 18, all rights under IDEA (Individual Disability Education Act) transfer to the student. The student is now responsible for making choices about his or her educational program. This is the last stop in the transition process although students can attend school up until the age of 22 if they are on an IEP.

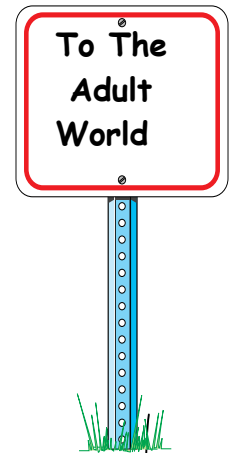
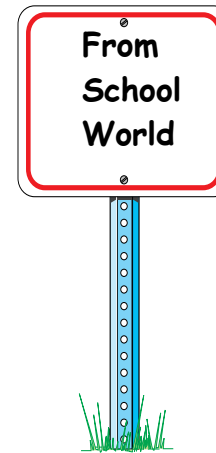
Now you know all the steps involved in making a stress free transition from the high school world to the adult world. More detailed information (books, games, evaluations, checklists, etc.) on transition is available by calling the parent mentor office.



This booklet was developed by Linda McDowell for the families of Middletown City School District. If you have any further questions or comments please call:

Linda McDowell  
Parent Mentor, Middletown City Schools  
513-420-4620

**Moving On:**



**A Guide For Parents and Students on Transition: Moving from School to the Community**

Transition is the change from one stage of a person's life to another stage (such as moving from the school world to the adult world). It is a gradual process and a plan is important to make the process go smoothly. The process is called "transition planning" and is one of the most misunderstood parts of the IEP (Individual Education Program) process.

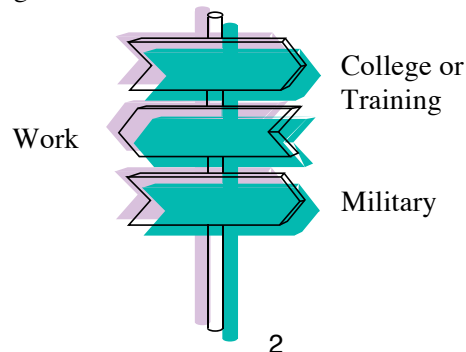
Successful transitions begin as family, school and the community thinks about the future, plan ahead and work together. There are four major "stops" along the way to a stress free transition to the adult world.



### **Transition at Age 14: Finding a Direction**

Young people and families are faced with many choices and decisions about the future. Transition planning begins at age 14 and includes a statement of transition service needs written and documented on the IEP. This statement becomes a "map" or long-range plan to help the students on their steps towards adult life.

The first step in a good transition plan is to ask the student what they want to do after graduation. With this in mind, it is now time to look at the student's course of study. Does the student want: college, technical school, vocational school or work?



### **Here is the contact information:**

- Middletown Schools, Beau Rickey, Work Study Coordinator, 420-4500, Ext. 3157
- Butler County MR/DD Middletown office, Velena Taylor, Adult Service/ Eligibility Coordinator, 420-2570
- Ohio Rehabilitation Services Commission, Bureau of Vocational Rehabilitation, Stephanie Buie , 1-800-686-9506
- Social Security Office, Middletown 1-800-772-1213
- Legal Aid Society of Cincinnati, Julie Honicon 1-800-582-2682
- If your student is attending Butler County Joint Vocational School contacts are: Dottie Muthert, VOSE Coordinator 422-5105



### **Transition at Age 17 Notice of Transfer of Rights**

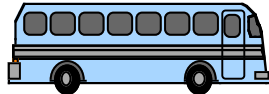
Students receive information about their rights in the IEP process (procedural safeguards) one year before their 18th birthday and they must sign the IEP stating that this has happened. Once a student reaches the age of 18 (also called the "age of majority"), all rights in the IEP process transfer to the student. In other words, students will sign their own IEP and take responsibility that the parent had previously assumed. The only exception to this is when there has been a determination (by the courts) that the student is not competent to exercise his or her rights. For this reason it is vital that parents discuss the student's IEP with him or her long before they turn 18. This will ensure that the student understands his or her educational needs and can make informed choice about his or her educational program once they turn 18.

## Independent Living Outcomes

Independent Living outcomes means being able to take care of yourself at home and in the community to the maximum extent possible. Areas /skills to consider include:



- Home Management
- Money and Finance
- Daily Living Skills
- Leisure /Recreation
- Community Participation
- Travel and Safety
- Communication
- Self-Advocacy
- Interpersonal Skills



### IEP Questions to Consider

1. If needed, was there community or agency representation at the transition or IEP meeting?
2. Does the transition plan follow the likes and dislikes of the student?
3. Do the transition activities reflect back to the IEP goals?
4. How do these activities benefit the student to be come more independent in the areas of employment, living and community?



The student can receive help from outside agencies like Ohio Rehabilitation Services Commission (ORSC), County Board of Mental Retardation and Developmental Disabilities (MR/DD), Ohio Department of Job and Family Services or Social Security Administration. Other local agencies or people who may be helpful include Abilities First, and the Work Study Coordinator for Middletown School District. If help is needed, they should be invited to the transition /IEP meeting.



**College:** Is he /she taking the needed courses to make that possible (general math vs. Algebra I, II, or Geometry, Language course)? Is the student enrolled in college prep courses or advanced placement courses?



**Vocational School:** What courses will he or she need to take to make that possible? What courses (requirements) will the student need to take freshman and sophomore year?



**Technical School:** Tech prep classes in high school may be needed (junior and senior year). What courses will the student need to take freshman and sophomore year?



**Employment:** Is your young adult planning on getting a job when he or she graduates? If so, what classes or experiences will best prepare them for independent, competitive employment? Will the student need a high school diploma? Will the student need assisted employment?



**Other goals** to consider include: military, junior or community college, internship or apprenticeship, and on the job training.

### IEP Questions to Consider

1. Does the IEP specify services needed (such as a reader) and modifications / accommodations (such as more time to take test, etc.) that will allow the student to participate in the general course of study?
2. How will I insure that my child's daily schedule will support the "map" or long range plan?
3. What type of classroom setting will best prepare my child for his or her future? Does my child have the opportunity to participate with non-disabled students to the maximum extent possible?
4. How do we insure my child has a part in his / her planning?



## **Transition at Age 16** **Gaining the Skills for Success**

At age 16 there must be a written transition plan as part of the IEP. Links to other agencies of support (MR/DD, BVR, Abilities First) should also occur. The transition plan is part of the IEP and should include:

- Age Appropriate Assessments
- Activities and Services
- Measurable Goals
- Start and End Dates
- Responsible Person

Three specific areas should be considered:

- Postsecondary Education and Training
- Employment
- Independent Living outcomes

Let's take a look at each of these areas in a little more detail.

### **Postsecondary Education** **And Training**



Postsecondary education and training outcomes means that if the student is looking at going to college or directly into competitive employment, the school must ensure that the student has the course work needed to accomplish their goal. Are the student's academic skills where they need to be to get into a four-year college or a technical college? If not, what do we need to address on the IEP to ensure the student develops the necessary skills?

## **Employment Outcomes**

What if the student wants to get a job immediately after high school? Can the student read? Can the student fill out an application? Does the student have the social skills to do a job interview? Does the student understand the concept of time? If not, there should be academic goals for the IEP. To explore different jobs, careers and education / training programs consider:



1. Work Experience
  - a. Summer Job
  - b. In School Job Placement
  - c. Job Shadowing
  - d. Volunteer Work
  - e. Job Placement Services
  - f. Work / Study Placement
2. Evaluations and Assessments
  - a. Vocational
  - b. College Entrance Test
  - c. Vocational Interest Inventories
3. Transportation Training
4. Teach and Reinforce Employability Skills