

FAQ's

Why is secondary transition important?

It is required by federal law (IDEA 2004) and PA regulations (Chapter 14). Studies show that many students receiving special education services do not pursue education or training beyond high school and are not as successful as the general population in the workplace and in living independently. Transition planning & programming helps to close these gaps.

Which students must have transition planning?

All students with disabilities, ages **14-21**, who qualify for special education services.

When does secondary transition planning start?

It is required by PA regulations (Chapter 14) that transition be **addressed in the IEP** of the student in **the year he/she turns 14**, but may begin earlier if the IEP team decides that early planning is appropriate.

Who is involved in the transition planning process?

Transition planning involves the student, family, all relevant educational staff, personnel from outside agencies, and other applicable community members.



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Transition Counselors Pittsburgh Public Schools

Beginning with
the end in
mind...



Pittsburgh Public Schools

Dr. Linda Lane
Superintendent of Schools

Donna Westbrooks-Martin
Executive Director
Program for Students with
Exceptionalities

Transition Counselors

What does a Transition Counselor do?

- Coordinate transition services for students ages 14-21
- Complete formal & informal assessments and interpret results
- Use ongoing assessment to identify & document post-secondary goals
- Collect assessment information & integrate into IEP
- Provide counseling on personal, academic, career, or transition related issues
- Identify & provide information on transition services, activities, programs, and resources
- Serve as liaison between educators, agencies, service providers, employers, job coaches, etc.
- Refer students to appropriate community service providers (OVR, OID, OBH, etc.)
- Make referrals to PPS transition programs (SOS, CBVE, Travel Instruction, & CITY Connections)
- Participate in IEP meetings
- Collect graduation data including graduation NOREP
- Complete Exit and Post Survey and participate in PaPOS as required by the State
- Complete student course selections and schedule PSE students & accommodations
- Collaborate with educators regarding students learning needs and instructional issues
- Promote self-determination and self-advocacy skills for school, work and community living
- Coordinate job placement assistance and vocational evaluations
- Plan and coordinate transition events

What is the knowledge and background of a Transition Counselor?

- Master's Degree in Rehabilitation Counseling
- Many counselors are also CRC's (Certified Rehabilitation Counselors)
- Professional background in special education, vocational education, or related work
- Understanding of history and background of transition
- Knowledge of community resources, services, & programs for persons with disabilities
- Knowledge of job seeking/job retention skills
- Knowledge of formal & informal transition assessments
- Methods for providing community-based education
- Methods for linking appropriate academic content to transition-related goals
- Knowledge of the IEP process



What is Secondary Transition?

A coordinated set of activities for a student with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the student with a disability **to facilitate the student's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. **(IDEA, 2004)**

- ❖ **A bridge between school programs and the opportunities of adult life**
- ❖ **Involves partnership between student, family, service/program providers, & local community members**
- ❖ **Builds on student strengths, interests, & preferences and addresses needs**
- ❖ **Identifies services and supports needed to reach post-secondary goals**

A process for addressing transition...

- 1 Use assessment to identify student's post-secondary goals
- 2 Describe the student's present levels of academic achievement & functional performance, embedding
- 3 Establish transition team partnerships
- 4 Design a transition plan that includes courses of study and services/activities
- 5 Determine measurable annual goals that address skill deficits and lead to post-secondary goals
- 6 Monitor progress & adjust instruction based on data