



THE WHO, WHAT, WHERE, WHEN, WHY AND HOW OF TRANSITION

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INTELLECTUAL PROPERTY OF D. KOBAYAKAWA; K. ARAKI

Today We Hope To

- Provide **general overview** of Transition
- **Demystify** the Transition process
- Provide you with **tools to navigate** the Transition process
- **Empower** parents to have hopes and dreams of positive outcomes for their child
- **Motivate** you to start planning for the future
- Give you **hope!**

- We're here to share our experience with Transition. We each have a unique lens and perspective on Transition
- Kristie is the Transition Coordinator at Kalani High School and works with students and families in the Transition process daily
- Debbie is Ian's mom and he's living his best life thanks to a successful Transition plan.
- Since exiting the DOE in 2010, Ian's worked for Safeway and moved into a group home in 2011. He loves his independence and to work!

Who We Are

Feeling Lost? Confused?

- Feeling overwhelmed? Feeling underwhelmed?
- Second guessing your goals?
- Afraid you don't know what your child can do?
- Fearful of picking the wrong goals?
- Worried about what your child will do when they exit DOE?
- This is **NORMAL**



You're in the Right Place!

- Transition time is scary
- So much information, services, supports to choose from
- So many decisions
- Parents feel overwhelmed and unprepared



WHAT IS TRANSITION?

- Transition services are within the IEP
- A coordinated set of activities for a child with a disability that is designed to be within a results oriented process
- Meant to facilitate movement from school (DOE) to post school activities
- Included are: postsecondary education, vocational education, integrated and/or supported employment, continuing & adult education, adult services, independent living and community participation

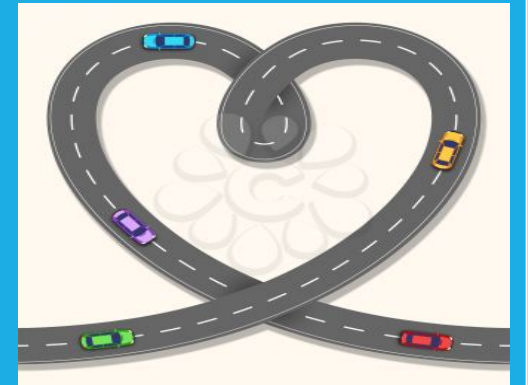
The screenshot shows a mobile view of the U.S. Department of Education website. The top navigation bar includes links for Home, About, Law and Policy, Reports, Grants and Funding, Resources, and News and Media. The main content area is titled "Sec. 300.43 Transition services" and includes a breadcrumb trail: "Statute/Regs Main » Regulations » Part B » Subpart A » Section 300.43". The text defines transition services as a coordinated set of activities for a child with a disability that—

- (1) 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;
- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

At the bottom of the page, there is a "SHARE:" section with icons for email, Twitter, Facebook, and LinkedIn, and a note "Last modified on May 2, 2017". On the right side of the page, there is a vertical sidebar with several blue buttons: "U.S. Department of Education", "Office of Special Education and Rehabilitative Services (OSERS)", "Office of Special Education Programs (OSEP)", "OSERS Blog", "IDEA by State", "Contacts", "IDEA State Contacts", and "Building the Legacy: IDEA 2004".

- **(2)** Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
- *Using your child's love of video games explore working at a Game Stop. Your team would identify the pre-employment skills your child needs first and start here.*
- **(i)** Instruction;
 - *Pre-employment skills is where instruction starts; baseline established with benchmarks identified.*
- **(ii)** Related services;
 - *Barriers to success identified; specific services like speech, OT, PT can be utilized or even tweaked in the IEP as needed to address specific Transition goals*
- **(iii)** Community experiences;
 - *Support students to learn how to interact and navigate safely in their community, have meaningful participation in their areas of interests and how they will get to/from where they want and need to go*
 -
- **(iv)** The development of employment and other post-school adult living objectives; and
 - *A carefully scaffolded approach building on student success; as progress is made timelines are adjusted*
 -
- **(v)** If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation
 - *Activities of daily living like personal hygiene, dressing, food prep, laundry, all help to increase independence; specific data from a functional vocational evaluation can be used for IEP objectives*



Transition Services in the IEP

- All students with a current Individualized Education Plan (IEP) attending a public school
- Students with a current IEP attending a private school can access Transition services through the IEP process
- Transition Teacher can provide referrals to outside agencies (ie. DVR and DOH-DDD), schedule meetings to assist the student and family
- Students with 504 plans do not have the same right to school-based transition plans that students with IEPs have. However, **some 504 plans may include accommodations for extra transition time.** The 504 document does not include goals or transitional services after high school

WHO

Transition for All Students?

WHY is Transition Important?

- **This Is IT!!**
- **It's the ONLY time you'll get this much help to address the skills your child needs to navigate in the adult world**
- **Info gathered is valuable even when goals aren't met**
- **Helps to identify other supports to access in adult services**
- **Provides referrals & linkages to the major adult services**
- **Provides support to the parents and student during this time**

Major Areas of Need

- Employment
- Postsecondary Education/Training
- Financial Literacy
- Economic security
- Housing
- Self Sufficiency

◦ **Students with disabilities need more time and supports for many major areas of life.**

WHEN Do We Start?

- Transition services can be addressed as early as age 14
- Most students are entering high school around this age so get a head start
- Transition services must begin at age 16
- Your hopes & dreams for your child start the day they're born
- Visualize what your child's life will be like on their 22nd birthday or the day they graduate with their diploma (or both)



WHERE Do We Start?



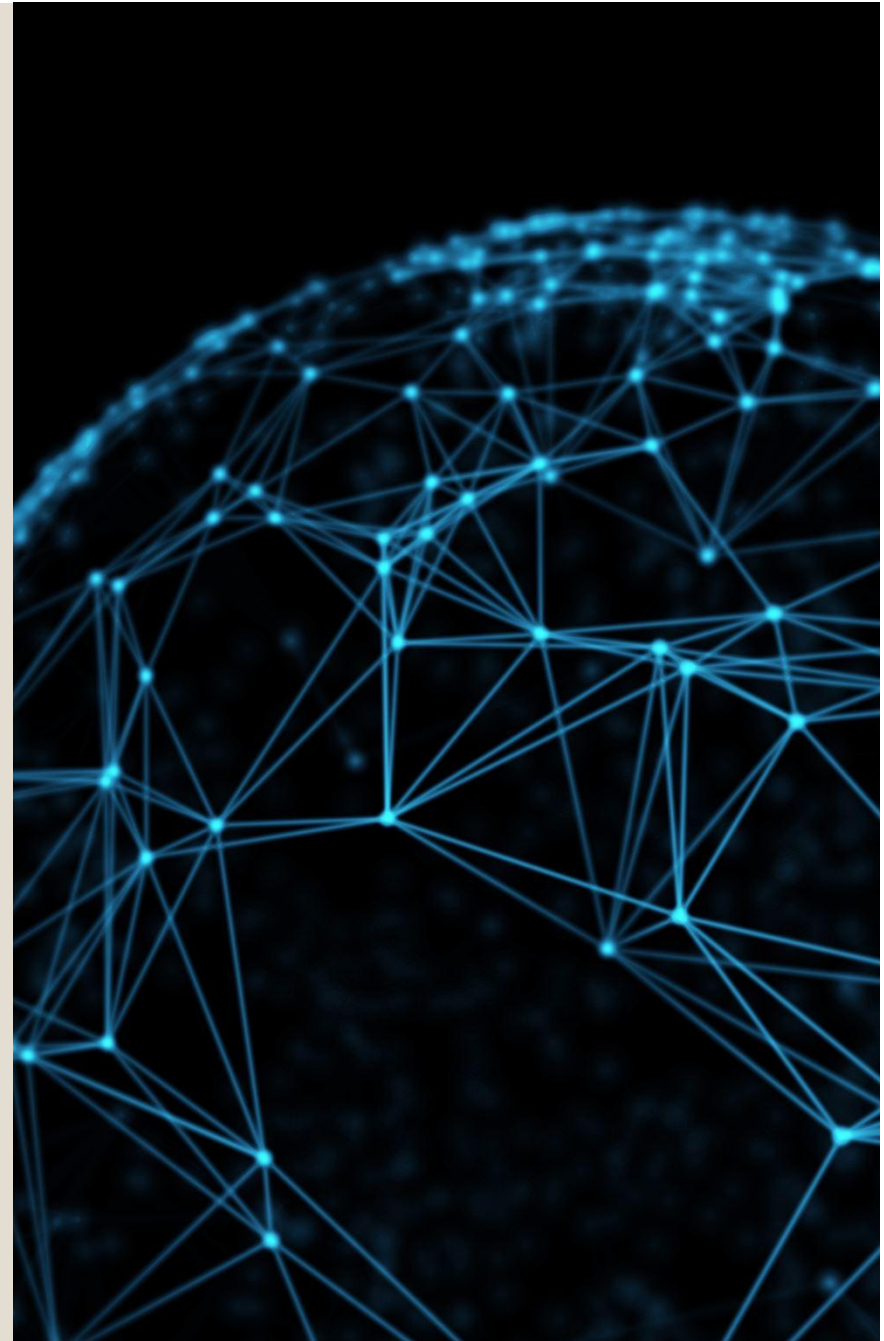
- This is the hardest part
- What will your child's life look like on their 22nd birthday after the party?
- What will they do all day? Where will they be, and who is with them?
- Start somewhere, begin to identify goals now for your child thinking of the major life areas
- It's okay to be wrong, you have to start somewhere, be brave

HOW Do I Start?

- Overcoming our FEAR of our child failing
- We must be willing to let our child fail so they can succeed
- DO NOT OPERATE OUT OF FEAR
- Getting it wrong is sorta getting it right so run with it
- Now is the time to take the hopes and dreams for your child and make them a reality
- Share your vision of what a good life looks like for your child with your team
- Contact your care coordinator to schedule a time to talk
- Start, Start, Start!

What's My Child's Super Power?

- Ask yourself what are my child's super powers
- It could be musical ability, memorizing state capitals or a beautiful smile that lights up the room
- We **ALL** have something to offer and want to feel connected to and valued by those around us
- See more of what your child CAN do and imagine what they can do with the right supports in place
- How could these super powers used





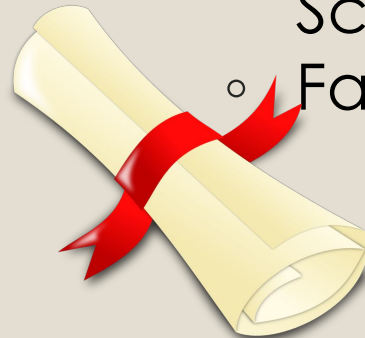
CONSIDERATIONS

DIPLOMA

- Progress towards general education curriculum
- Accommodations needed
- Sped supports needed
- With more time could the student succeed?
- Does this align to Post High School Outcomes?
- Any other supports needed?

CERTIFICATE of COMPLETION

- Lack of progress in general education curriculum
- Needed accommodations
- Needed supports
- Does this align to Post High School outcomes & goals?
- Family & student values



COMPARISON

	HIGH SCHOOL DIPLOMA	CERTIFICATE of COMPLETION
What it means	A student has met all the requirements for graduation.	A student has completed high school but did not meet all the requirements for graduation
What are the graduation requirements	Issued to students who meet minimum course and credit requirements.	<ul style="list-style-type: none"> • Student is at least eighteen (18) years, but not older than twenty-two (22) years of age; and • Student met his or her IEP goals that support the student's progress towards his or her Post-Secondary Transition goals; and • Student has not met the requirements for a high school diploma.
Accommodations allowed	Yes	Yes
Curriculum modifications allowed	Maybe. By changing what students learn, curriculum modifications may not meet the course and credit requirements to earn a high school diploma	Yes
Accepted by the military	Yes	No
Accepted by employers	Yes	Maybe. It depends on the employer and job qualifications.

Transfer of Educational Rights Age 18

FACT: At age 18 your child will be a legal adult

FICTION: You need guardianship to keep educational rights

FACT: *You have options!*



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WHAT ARE MY OPTIONS?

SELF REPRESENTATIVE

EDUCATIONAL
REPRESENTATIVE

POWER OF ATTORNEY FOR
SPED

FULL LEGAL GUARDIANSHIP

YOUR OPTIONS

EDUCATIONAL REPRESENTATIVE: Hawaii law allows a parent or adult spouse of an adult student to act as the educational representative on behalf of the student. Requires written documentation of students' lack of ability to understand, reason and act on their own behalf. **Educational Rights Only.** FREE

POWER OF ATTORNEY (POA) FOR SPED: Appoints an agent to make educational decisions on behalf of the student. Agent participates in all IEP decision making and has the student's best interest in mind. **POA For Educational Rights.** FREE

LEGAL GUARDIANSHIP: A legal proceeding requiring filing documents to petition the court to be appointed as a legal guardian for an adult who lacks decision making capacity. Guardianship is for ALL aspects of life including educational, financial, medical and all legally binding transactions. Judge makes the final decision. \$\$\$ Parents can file.

Checkout the [AGE OF MAJORITY AGE 18](#) video on the Footsteps to Transition website

<https://www.youtube.com/watch?v=sf3sf-NtOXM>

IMPORTANT REMINDER

NO ACTION IS AN ACTION

If you don't contact the school to tell them what you're planning they'll assume your child is going to be their own representative.

This means Educational Rights will transfer to the student.

SOURCES

2023 Annual Footsteps to Transition Fair <https://footstepstotransition.weebly.com/>

Video: Age of Majority & Turning 18 <https://www.youtube.com/watch?v=sf3sf-NtOXM>

IDEA, Part B (ages 3+)

U.S. Department of Education, Individuals with Disabilities Education Act
<https://sites.ed.gov/idea/>

Chapter 60 (ages 3-22 years)

Hawaii Administrative Rules, Title 8, Department of Education, Subtitle 2, Education Provision of a Free Appropriate Public Education for a Student with a Disability
<http://boe.hawaii.gov/policies/AdminRules/Pages/AdminRule60.aspx#8-60-7>

Hawaii State Council on Developmental Disabilities <https://hiddcouncil.org/>

Hawaii Able Program <https://www.hawaiiablesavings.com/>

Kal's Law

<https://humanservices.hawaii.gov/wp-content/uploads/2019/12/Earned-Income-Disregard-or-“Kal’s-Law”.pdf#:~:text=Governor%20David%20Y.%20Ige%20signed%20Act%20155%2C%20Session,establish%20programs%20and%20policies%20that%20encourage%20their%20employment.%22>



Email at: hoomanagroup@gmail.com

<https://sites.google.com/view/windwardautismprogram/parentfamily-support/hoomana>

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Attention: Parents & Caregivers of students with disabilities
Special Education Department Heads, Teachers, and Students
Student Services and Transition Coordinators



Invites you to attend

High School Transition Virtual Open House

Wednesday April 26th,
5pm- 7:30pm



It's Okay to Stop and Ask for Direction!

More Info

Hawaii State Council on Developmental Disabilities <https://hiddcouncil.org/>

Check out their website for up to date information pertaining to adults with disabilities:

https://hiddcouncil.org/wp-content/uploads/2023/01/Hawaii-DD_CouncilsInfoSheet_ACL.pdf

-Kal's Law: *allows individuals receiving MedQuest and Medicaid benefits an Earned Income Disregard for individuals with disabilities who work so they don't lose their services*

<https://humanservices.hawaii.gov/wp-content/uploads/2019/12/Earned-Income-Disregard-or-%E2%80%9CKal%E2%80%99s-Law%E2%80%9D.pdf#:~:text=Governor%20David%20Ige%20signed%20Act%20155%2C%20Session,establish%20programs%20and%20policies%20that%20encourage%20their%20employment.%22>

-Hawaii ABLE Accounts: *allows individuals with qualified disabilities to save money in a special account that exceeds \$2,000 limit*

<https://www.hawaiiablesavings.com/>



Mahalo!

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