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# TRANSITION SERVICES PLANNER

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**A Guide For Students, Parents and Educators In Arranging  
Rehabilitation Services For Students With Disabilities**



**WEST VIRGINIA  
DIVISION OF REHABILITATION SERVICES**



May 2019

Helpful questions for transition services planning with your Division of Rehabilitation Services' (DRS) Transition Counselor are available in the shaded areas throughout. Space is also provided for notes and additional questions.

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This document was adapted from *Transition Services Planner* prepared by Nebraska Vocational Rehabilitation 2016.



## **The Individuals With Disabilities Education Act (IDEA)**

requires that schools provide transition services to students with disabilities beginning at age 16 and link these students to appropriate adult service providers. Policy 2419: *Regulations for the Education of Students with Exceptionalities* allows transition planning to begin at a younger age if determined appropriate by the Individualized Education Program (IEP) Team.

## **Section 504 of the Rehabilitation Act of 1973**

requires a 504 Plan. A 504 Plan is an educational plan developed to ensure that a child, who has a disability identified under the law and is attending an educational institution, receives accommodations that will ensure his/her academic success and access to the learning environment.

## **The Workforce Innovation and Opportunity Act (WIOA)**

requires state Vocational Rehabilitation agencies to coordinate with schools for students with disabilities regarding Pre-Employment Transition Services.

# **PARTNERSHIPS**

## **PARTNERSHIP/COLLABORATION**

The West Virginia Division of Rehabilitation Services (DRS) desires to work in partnership and collaboration with local education agencies and other agencies to provide vital and results-oriented services to transition-aged students with disabilities.

## **PURPOSE OF THE TRANSITION SERVICES PLANNER**

The purpose of this Transition Services Planner is to provide information to educators about DRS. It is an instrument to help educators and DRS staff bridge the transition requirements of IDEA and WIOA, while providing meaningful and effective transition services to students with disabilities. The Planner will facilitate discussion between local educators and DRS staff.

This planning effort will help:

1. Promote a coordinated effort among the local education agencies and the local DRS office,
2. Implement strategies that will facilitate effective transition services and eliminate duplication of services, and
3. Ensure the development of an effective partnership on behalf of students with disabilities.

## TRANSITION ROLES

DRS Transition Counselors provide transition-related services including Pre-Employment Transition Services (Pre-ETS) for schools throughout the state.

DRS understands that transition planning is an essential function of schools and other agencies.

It is critical for DRS staff to become familiar with the transition services the school is providing. Teachers and district transition specialists should be involved in developing the Transition Partnership Planning Form. This will help to avoid confusion on the part of school personnel regarding services DRS will provide and the services that will be provided by the school. DRS services should supplement services provided by the school and not supplant those services. It is important that the nature and scope of services provided by each entity is clearly understood by all parties.

## TEAM APPROACH

DRS staff members work in teams to provide a broad base of knowledge and experience to assist students with disabilities. Both a specialized knowledge of disabilities and the implications for employment are available through DRS specialists in assistive technology, independent living, counseling and job placement.

Although only one DRS staff member may be working directly with the student, other team members may be involved—providing input as needed at key decision points. In selected situations, DRS specialists elsewhere in the state may assist with a student’s planning. This might occur where more specialized knowledge of a rehabilitation service, such as assistive technology is needed, or more information is needed in the case of a specific disability.

## SERVICES

The role of DRS in providing services to students is primarily one of planning and helping to identify appropriate post-school goals and

needed supports that lead to employment. Only students with disabilities are eligible to receive Pre-Employment Transition Services (Pre-ETS) and this generally includes students 14-21 years old, who are eligible for and receiving special education or related services under Part B of IDEA, or individuals with a disability for the purposes of Section 504.

DRS staff will be available, in cooperation with existing services, to provide and supplement:

1. Job exploration counseling
2. Work-based learning experiences, which may include in-school or after-school opportunities or experience outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs or institutions of higher education
4. Workplace readiness training to develop social skills and independent living; and
5. Instruction in self-advocacy, which may include peer mentoring

DRS staff members provide Pre-Employment Transition Services (Pre-ETS) to students who are eligible or potentially eligible for DRS services. DRS Transition Counselors serve students in high school within the age range of 14-21.



DRS may assist in providing some group services, such as transition fairs, group presentations, and employment success skills training for groups.

# STUDENTS AGES 14-21

## Students need opportunities to:

Develop awareness of life after school through:

- Career exploration
- Transition fairs
- Job fairs
- Presentations and group discussions about the world of work

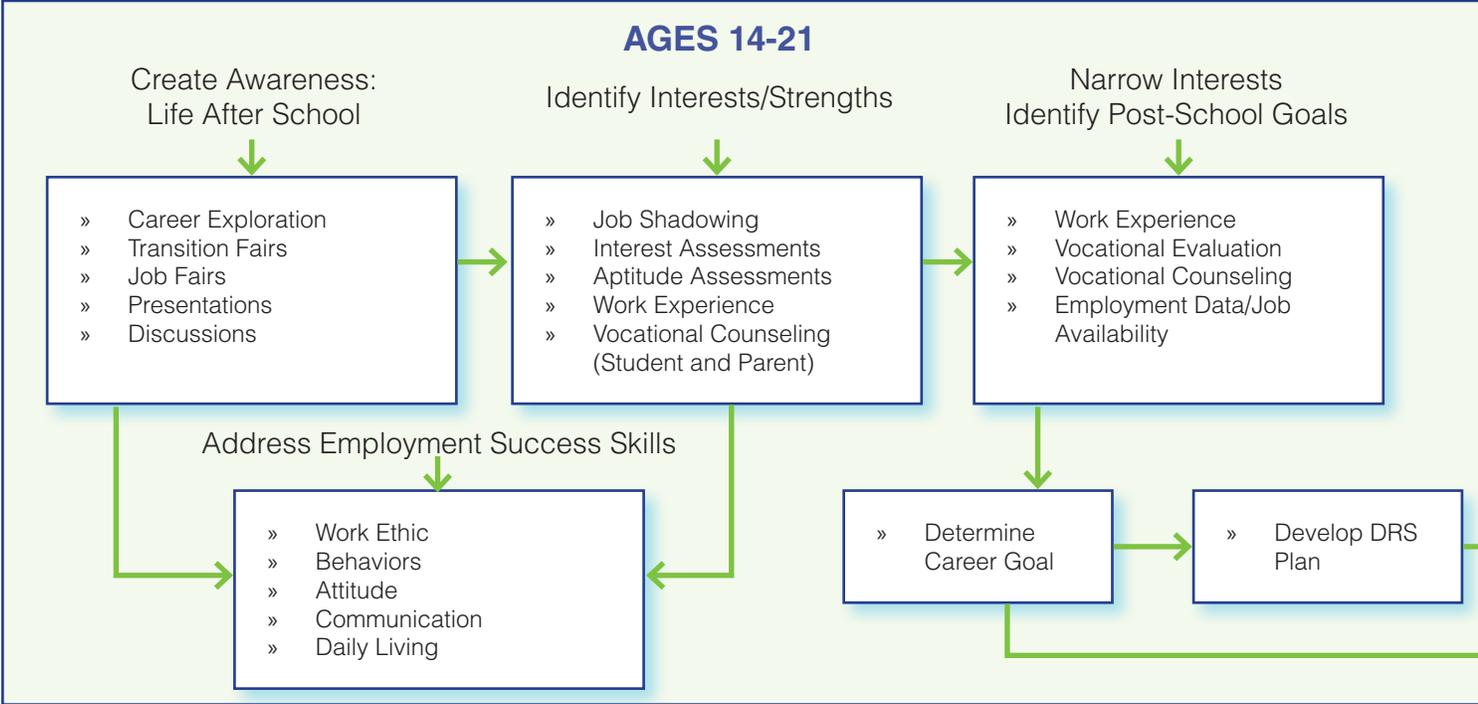
Address employment success skills through:

- Work ethic
- Behaviors
- Attitude
- Communication
- Daily living skills
- Self-advocacy skills

Identify interests and strengths through:

- Job shadowing
- Interest assessments
- Aptitude assessments
- Work experience
- Vocational counseling
- Informational interviews

Students ages 14 to 21 will begin to engage in activities designed to narrow their interests and identify post-school goals through: job exploration counseling; work-based learning experiences; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs or institutions of higher education; workplace readiness training to develop social skills and independent living skills; and self-advocacy training.



# COLLABORATION CHART

## Collaboration Between DRS and Schools

Q. How does the DRS program fit within the transition process and support school and post-school activities?

A. The following chart and description illustrate how DRS may assist the school in meeting the career needs of students with disabilities.

## POSTSECONDARY

Post-school activities include provision of services developed in conjunction with the student, parents and educators during the Individualized Plan for Employment (IPE) planning process. These services are often planned in conjunction with other community programs or agencies even while the student is in school, and can overlap services provided while the student is still in school. The services might include: independent living training, assistive technology accommodations and modifications, employment success skills training, job seeking skills and advocacy. It may also include financial assistance for support services, job coaching, on-the-job training, and vocational and college training. Job placement services are provided as an essential part of the IPE. Students who obtain employment will be monitored for a minimum of 90 days to help them maintain employment.

## POTENTIALLY ELIGIBLE

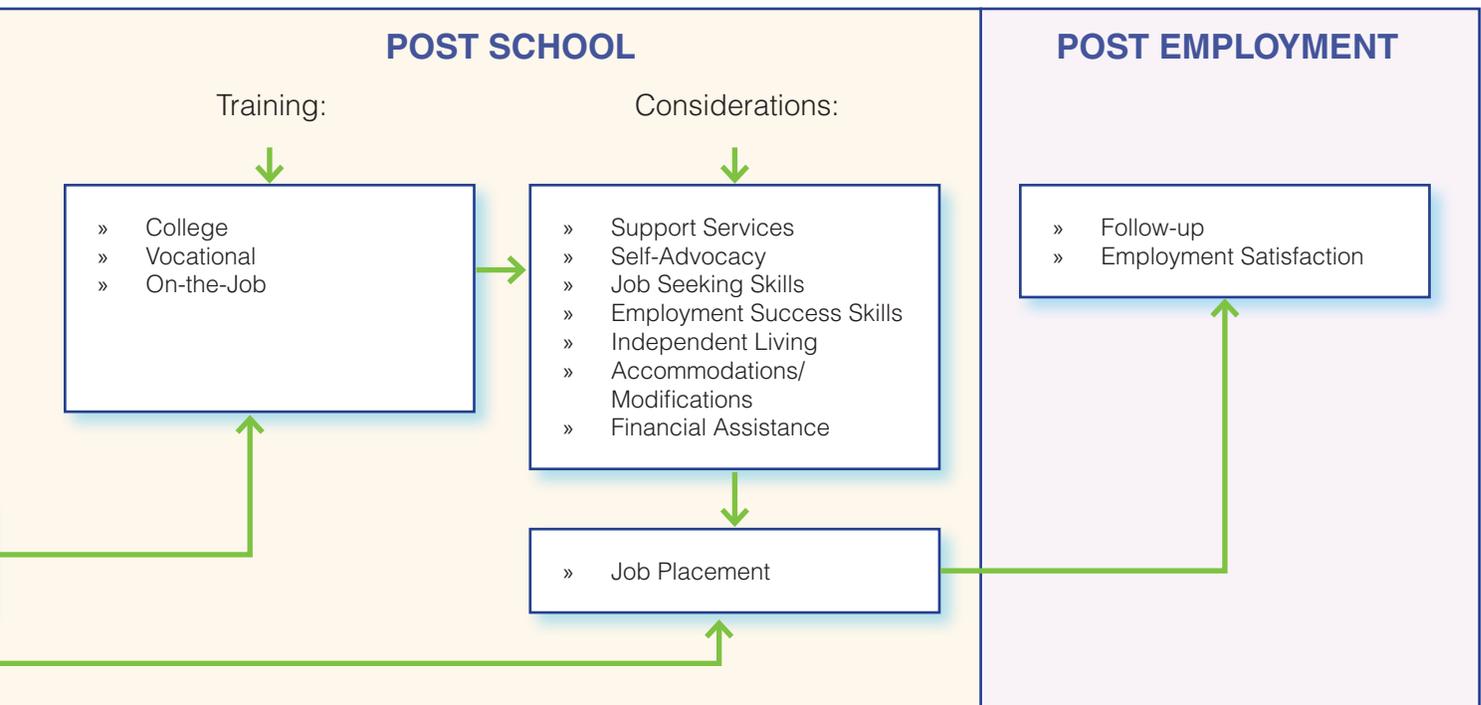
DRS will serve students who are potentially eligible for DRS services. This includes students with disabilities who have not yet applied or been determined eligible for DRS services.

Students who are potentially eligible for DRS services may participate in group services, such as college visits, transition fairs, career fairs or job application skills provided in a group. Group services do not include individualized services directly related to an IPE-PT.

Students who are eligible for and require services through DRS will develop an:

- » Individualized Plan for Employment-Transition (IPE-PT)
- » Individualized Plan for Employment (IPE) prior to graduation

If a student drops out of school, DRS can continue to provide services.



## Questions:

What is the building check-in procedure that the DRS Transition Counselors need to follow?

What workspace and Internet accessibility will be available to the DRS Transition Counselors?

How will students be referred to DRS?

How will the DRS Transition Counselor access students during the school day?

## REFERRAL PROCESS

**Who should refer students?** Special educators, guidance counselors, school nurses, school psychologists, speech language pathologists, administrators and regular educators may refer students to DRS.

**Who should be referred?** Refer students verified for special education, students under a 504 Accommodation Plan with a verified disability and other students with disabilities that are not considered to impact their educational program.

**When should a referral be made?** Students may be referred at age 14 to begin the process of engaging the services of DRS.

**What is the referral process?** Complete a referral form and submit to the DRS Transition Counselor. The DRS Transition Counselor will contact the student and parent or guardian. An appointment will be scheduled at the earliest possible time to provide an orientation to DRS, complete an application for services and sign appropriate release of information forms so that eligibility can be determined.

## SCHOOL CONTACT

**When will the DRS Transition Counselor come to your school?** The DRS Transition Counselor will be available to students and staff at your school as time permits. Given the limited time available to educators and DRS Transition Counselors, it may be helpful if there is a set schedule. If a set schedule is not indicated, all meetings should be arranged in advance. A procedure should be in place to communicate unforeseen changes to the schedule.

## STUDENT RELEASE TIME CONSIDERATIONS

- How will time be scheduled for the DRS Transition Counselor to meet with students?
- When and where will the DRS Transition Counselor meet with students?
- How will class release time be handled?

## **INFORMATION EXCHANGE**

How will student records be made available? The DRS Transition Counselor will need copies of student records for eligibility and planning purposes. The DRS Transition Counselor will need copies of the Eligibility Committee (EC) Report and IEP with diagnosis, psychological report and any available vocational records for career planning. DRS and the school will need appropriate release forms signed by the parents or guardians. Student records released to DRS through an information release will remain confidential as specified on the release forms. Release forms will be signed at the time of application for DRS. The DRS Transition Counselor will seek records from outside sources as necessary and with the appropriate permission.

## **FEEDBACK TO EDUCATORS**

The DRS Transition Counselor will provide periodic status updates to the school on referred students, including vocational evaluation reports, pre-employment and employment assessments, career exploration, etc.

## **OUTREACH TO STUDENTS AND PARENTS**

DRS staff welcome the opportunity to meet with parents, as well as with students, to provide information about rehabilitation services and employment opportunities. As time permits, the DRS Transition Counselor can be available for parent/teacher conferences and meetings with parent groups at school or elsewhere in the community.

### **Questions:**

How will information be exchanged?

What information will be helpful to you about DRS' involvement with a student?

What outreach activities does the school provide that should involve DRS participation?

Are there any school release forms that may involve the DRS Transition Counselor?

## ELIGIBILITY REQUIREMENTS

Students who receive intensive DRS services must be determined eligible. A person is eligible for DRS services if all of the following conditions are met:

- He/she has a physical or mental impairment
- The impairment constitutes or results in a substantial impediment to employment
- He/she can benefit in terms of an employment outcome from the provision of DRS services
- He/she requires DRS services to prepare for, enter, engage in or retain gainful employment

It is presumed that a person is capable of benefiting in terms of an employment outcome from the provision of DRS services, unless there is clear and convincing evidence to the contrary.

The DRS Transition Counselor will make the determination of eligibility based on a variety of sources including an interview with the individual, a review of the student's records and, if necessary, outside medical reports. In most situations, the DRS Transition Counselor will be able to determine eligibility very easily from school records and an interview with the individual. Students with a disability may or may not have an IEP or 504 Plan in order to be eligible for DRS services.

## STUDENT PLANNING

The Individualized Plan for Employment - IPE (not to be confused with the IEP) is the planning tool DRS staff use to help clients plan for employment success. It is a structured approach that helps clients answer the following key questions:

- What is my job goal?
- What help do I need to get to my goal?
- When will I reach my goal?
- Who will help me?
- When will my plan start?
- Who will pay for what?

In order for the client to select a job goal and develop their plan for employment success, they will need to consider their interests, what is important to them in a job, what concerns they have that will interfere with getting a job, and what jobs are a good match for them. DRS staff will be available to work with students and educators in developing the IPE.

Pre-ETS resources can be blended into existing career planning curriculum at the school or used as a stand-alone resource. The DRS Transition Counselor can discuss ways in which Pre-Employment Transition Services can be used at your school to benefit students with disabilities.

### A Few Examples of Impairments:

**Physical/Medical:** cerebral palsy, hearing impairment, juvenile rheumatoid arthritis, diabetes, spina bifida, cystic fibrosis, orthopedic impairment, heart condition, dyslexia, ADHD, TBI, autism

**Mental Health:** depression, anxiety, bipolar disorder, obsessive compulsive disorder, PTSD, oppositional defiant disorder, drug/alcohol abuse, adjustment disorder

**Learning:** specific learning disability, intellectual disability, autism, speech/language impairment

### Division of Rehabilitation Services Involvement in the Individualized Education Program – IEP:

DRS Transition Counselors welcome invitations to attend IEP meetings. Attendance can be in person, by conference call or other types of media connection. It is important to give as much prior notice as possible so that scheduling can be arranged.

It may not be possible for DRS staff to attend all IEPs to which they are invited. Educators and DRS Transition Counselors should collaborate in prioritizing which IEPs are most important to attend. Educators are required to get prior consent from parents/guardians when outside agencies are invited to the IEP Team meeting.

## **WEST VIRGINIA DIVISION OF REHABILITATION SERVICES**

It is critical that DRS activities in the school supplement the role and activities of the school—and not replace what the school is doing or is required to do. Schools have the primary responsibility for transition services. DRS can play an important role in helping students plan for employment and successful community life. DRS is committed to providing proactive services. Helping to guide young people and parents toward appropriate vocational or training goals is a significant service. In transition, it is the movement toward job readiness and vocational maturity that is critical. Ultimately, any service that DRS provides must relate to students becoming successfully employed in the community.

### **Services may include:**

- Presentations to parents and students on DRS, disability, and employment issues
- Consultation with teachers
- Transition fairs for students
- Information and links to adult agencies
- Transition planning through Parent/Teacher Conferences
- Instruction in self-advocacy
- Emphasis on the development of social skills and independent living skills
- Other information and planning activities to facilitate preparation for the transition process
- Vocational evaluation
- Selected vocational testing and career counseling at the school
- Benefits analysis and financial planning for employment success
- Identification and problem solving of a student's barriers to employment
- Development of Individualized Plan for Employment (IPE) and assistance in identifying needed supports to prepare for and obtain employment
- College tours and orientation to college planning
- Independent living and self-advocacy support
- On-the-job training at the school or in the community
- Skill training
- Job seeking skills training and development of an individualized job search plan
- Employment success skills training
- Job placement assistance and follow along support
- Certificate programs

## **JOB TRAINING OR WORK EXPERIENCE**

**Work experience:** Work experience for exploratory purposes is educational in nature and is the responsibility of educators. However, DRS may collaborate in and provide work experience for students approaching their last year in school where the experience is needed as a supplement to vocational guidance or vocational assessment.

**Job Coaching:** It is possible for DRS to provide or pay for job coaching. The job coach provides training for specific job skills that are consistent with the student's employment goal. DRS would assist with finding the job and in assuring that it is a good match for the student.

**Supported Employment:** Supported employment is a training option available to individuals receiving services from DRS. This employment service is often appropriate for students who experience significant disabilities. Supported employment requires a job coach for the initial and intensive training, as well as long-term intermittent support to ensure the individual is successful on the job. DRS cannot provide the long-term support. DRS would not be able to enter into a supported employment service unless another disability funding agency was able to provide the long-term support.

## **PARTNERSHIP PLANNING**

**Developing the Agreement:** The Transition Partnership Planning Form is a planning document that lists important issues that need to be discussed by the local school representative and the DRS staff member. The planning form gives those involved an opportunity to discuss and decide how operational matters will be handled, such as:

- Who should be referred?
- How will students be referred?
- How will student information be shared?
- Where will services be provided?
- What type of feedback will be helpful for all parties?
- What services will be provided?
- Who will provide the services?
- What goals or priorities need to be pursued?
- How do we partner with other agencies?
- How will we evaluate our progress in this partnership?

# Transition Partnership Planning Form

## For Local Schools and West Virginia Division of Rehabilitation Services Office

### **The Individuals With Disabilities Education Act (IDEA)**

requires that schools provide transition services to students with disabilities beginning at age 16 and link these students to appropriate adult service providers. West Virginia Department of Education (WVDE) Policy 2419: Regulations for the Education of Exceptional Students allows transition planning to begin at a younger age, if determined appropriate by the Individualized Education Program (IEP) Team.

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### **The Workforce Innovation and Opportunity Act (WIOA)**

The Workforce Innovation and Opportunity Act (WIOA) requires state Vocational Rehabilitation agencies to coordinate with schools for students with disabilities regarding Pre-Employment Transition Services.

The purpose of this Transition Partnership Planning Form is to promote a coordinated effort between the local school and the local Division of Rehabilitation Services office in providing an effective transition from school to work for students with disabilities. Prior to agreeing to the operating procedures below, educators are encouraged to review the Transition Services Planner, a guide for educators in coordinating DRS services for students with disabilities.

## **SCHOOL CONTACT**

What is the building check-in procedure?

What workspace and Internet usage will be available to the DRS Transition Counselors?

What opportunities will be made available to provide a DRS Transition Counselor orientation to educators and students?

## **REFERRAL PROCESS**

How will students be referred to DRS?

How will parents/guardians and students be made aware of DRS services?

How will student release time be handled?

How will information be exchanged?

How will feedback be provided to educators?

How will feedback be provided to DRS?

## **SERVICES TO STUDENTS**

Who will provide each of the Pre-Employment Transition Services (Pre-ETS) to students? How will the school and DRS Transition Counselor collaborate around these activities?



### **Pre-Employment Transition Services (Pre-ETS)**

Job Exploration

Work-Based Learning

Counseling for Transition and  
Postsecondary Programs

Workplace Readiness Training

Self-Advocacy Training

What opportunities will be made available for students to interact with DRS staff members in a group setting in the school?

What opportunities will be made available for students to learn from employers?

What opportunities will be made available for students and their families to learn about resources in the community?

How and when will DRS staff be available for consultations with school staff, students and parents?

## **OUTCOMES EXPECTED**

Describe the expected outcomes to be achieved as a result of this partnership.

## **ANNUAL EVALUATION**

Describe the process to evaluate the effectiveness of the transition partnership and identify responsible parties.

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Local Education Agency

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DRS Representative

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Local School Representative

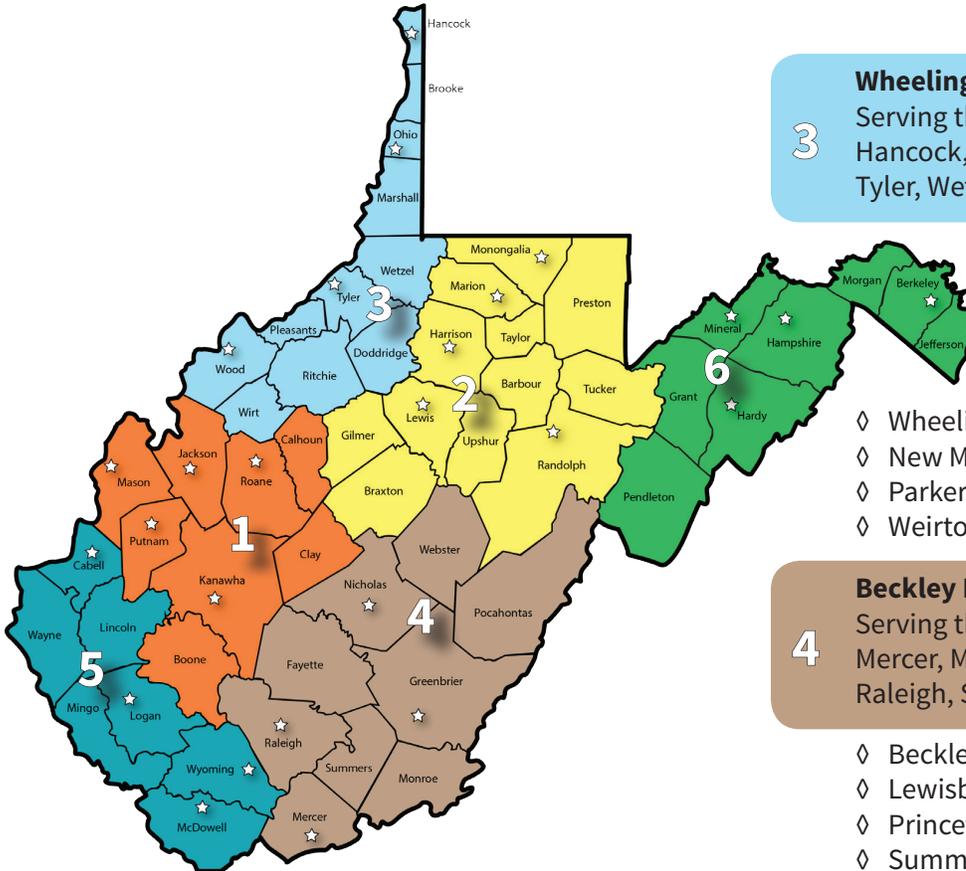
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School Name



# West Virginia Division of Rehabilitation Services

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3

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- ◇ Romney Office • 304-822-3957





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**WEST VIRGINIA  
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