



Planning for the Future for Students
with Disabilities



Transition - Moving from School to Adulthood

What do you want to be when you grow up? This is a common question that students hear often. Figuring out what you want to do with the rest of your life can be scary for any young person, but for a student with a disability, this question can be even more overwhelming. Because it's never too early to start thinking about the future, the Division of Rehabilitation Services and the West Virginia Department of Education have put into place a step-by-step guide outlining transition planning activities for students, parents and professionals assisting students who have disabilities.

This guide is intended to provide information that is applicable to "most" young adults. However, individual needs, developmental levels and circumstances vary. Parental/guardian involvement and young adults' input is highly recommended in all phases of transition planning.

Support for students, families and professionals in planning for life after high school!

This timeline is a guide for students, parents/guardians and professionals of high school students with unique needs. It is recommended that transition planning begin as early as elementary school.

Many of the suggested activities overlap and are ongoing throughout the stages of transition. For example, appropriate social skills for home and school are learned and expanded upon over the course of developmental stages. These skills/traits, while not repeated at each level on this timeline, are considered critical and should be both learned and expanded upon throughout the student's high school experience. Please be aware that learning what options are available at each stage is critical for successful transition planning for life after high school.



6th-8th Grade

- » Explore career clusters and programs of study.
- » Complete career questionnaires, surveys and self-discovery and interest inventories.
- » Register for an account with www.cfwv.com and begin completing grade-level benchmark activities.
- » Begin the development of a career portfolio to store career exploration activities and resources for academic and career planning.
- » Explore recreation and leisure interests.
- » Discuss medical needs and social emotional opportunities for support services.
- » Consider needs and develop independent living skills.
- » Explore summer programs and employment options.
- » Increase self-advocacy skills via training.
- » Review high school options.
- » Determine transition needs.
- » Ensure Individualized Education Program (IEP) alignment with Personal Education Program (PEP).
- » Promote Person-Centered Planning.
- » Encourage student participation in self-directed IEPs.
- » Encourage parent and service provider participation in IEP Team meetings.
- » Explore transportation needs.
- » Explore locally approved programs of study (Community Readiness/Individual Work Readiness Competencies).
- » Access Pathways to the Future website
<http://www.pathwayswv.org/>.

9th Grade

- » Investigate referrals to relevant state and community agencies, (i.e. Division of Rehabilitation Services, Center for Independent Living, etc.).
- » Ensure IEP and PEP are aligned.
- » Explore residential programming options, as appropriate.
- » Determine transportation/mobility training needs.
- » Explore case management needs.
- » Discuss residential programs/waiting list processes.
- » Determine appropriateness for referrals to school-to-work programs.
- » Explore summer programs and future employment opportunities.
- » Explore current and future living options.
- » Ensure parent and service providers' participation in IEP and PEP meetings.
- » Review high school course options.
- » Discuss potential for Supplemental Social Security (SSI).
- » Explore needs for home services and assistive technology.
- » Review/revise transition plans and services, as applicable.
- » Access Pathways to the Future website <http://www.pathwayswv.org/>.
- » Begin participation in Pre-Employment Transition Services (Pre-ETS):
 - » *Job Exploration*
 - » *Work-based Learning*
 - » *Counseling for Transition and Post-Secondary Programs*
 - » *Workplace Readiness Training*
 - » *Self-Advocacy Training*



10th Grade

- » Participate in interest/vocational inventories.
- » Discuss supported employment and job coaching.
- » Access career counseling and job shadowing and/or job training.
- » Consider post-secondary education options.
- » Obtain driver's license or state ID-card.
- » Introduce concepts of guardianship, power of attorney, wills/trusts.
- » Explore summer program and employment options.
- » Review high school options.
- » Make referral to appropriate outside community agencies.
- » Invite service providers to IEP meeting (i.e., Division of Rehabilitation Services, Center for Independent Living, etc.).
- » Review transition goals in the IEP and revise, if necessary.
- » Explore Option Pathway and Credit Recovery Programs.
- » Explore Community Readiness and Individual Work Readiness Competencies Programs.
- » Use career research, assessment and inventory information to update the PEP including identification of a career goal, post-secondary plans and 11th and 12th grade courses.
- » Ensure IEP and PEP are aligned.

11th Grade

- » Explore apprenticeship, job shadowing, job training and mentoring programs.
- » Explore options for accessing therapy/counseling and/or other community agency services.
- » Obtain functional vocational evaluations.
- » Review high school options.
- » Enroll in Career and Technical Education (CTE) classes, where applicable.
- » Discuss taxes and medical insurance.
- » Investigate financial aid resources.
- » Establish graduation date.
- » Visit vocational, educational and residential options.
- » Register for and take the ACT or SAT test, if appropriate.
- » Invite service providers to IEP meeting (i.e., Division of Rehabilitation Service, Center for Independent Living, etc.).
- » Arrange visits to post-secondary education programs.
- » Review transition plan in the IEP and revise if necessary.
- » Review high school courses to ensure graduation requirements are being met.



12th Grade

- » Apply for post-secondary vocational services for colleges, Career and Technical Education schools and training centers.
- » Explore apprenticeship, job shadowing, job training and mentoring programs.
- » Explore options for accessing therapy/counseling and/or other community agency services.
- » Referral to adult service providers and include in transition planning meetings, (i.e., Division of Rehabilitation Services, Center for Independent Living, etc.).
- » Confirm student's legal status for self-representation.
- » Apply for income support (SSI), public aid (Medicaid) and general assistance.
- » Consider guardianship, power-of-attorney, wills and trusts, delegation of education rights.
- » Attend educational career fair in your school and community and at universities and community colleges you are considering.



12th Grade

- » Register for Selective Service and register to vote.
- » Contact case management agency that coordinates funding for in-home and residential supported living in the community, if appropriate.
- » Include adult service providers in transition planning meeting (write transition goals).
- » Contact College Accessibility Office regarding services and accommodations for students with disabilities, if appropriate.
- » Review transition plan and services; revise if necessary.
- » Attend educational career fairs at universities and community colleges.
- » Consider summer vocational/educational camps and employment opportunities.
- » Complete post-secondary application(s) in accordance with plans (technical institution, community college, 4 year college, work, etc.).
- » Apply for financial aid soon after October 1st if planning to attend any post-secondary institution <https://studentaid.ed.gov/sa/fafsa>
- » Apply for housing if appropriate.
- » Complete Summary of Performance.



Post-Secondary

- » Actively participate in post-secondary vocational services for college/technical programs and/or employment.
- » Encourage active participation with adult service providers (for students remaining in high school).
- » Investigate and/or confirm Medicare and other day programs.
- » Investigate post-secondary education with follow-up services.
- » Apply for Medicaid, if appropriate.
- » Pursue adult education, if appropriate.
- » Systematic phase out of school supports; phase in adult services.
- » Invite service providers to IEP meetings.
- » Identify and access recreation/leisure options.





The Division of Rehabilitation Services and the West Virginia Department of Education work with high school students who have disabilities and are transitioning to post-secondary education and/or employment. Division of Rehabilitation Services are available for students whose disabilities result in a substantial barrier to employment. This program is available for all students with disabilities, not just for those who are enrolled in special education classes. For more information regarding services with WVDRS, please contact the Division of Rehabilitation Services Counselor working in the school.

For more information about Transition Services call:

(304) 356-2060 or 1-800-642-8207.

For contact information regarding an office near you,
please visit the website www.wvdrs.org

<http://www.pathwayswv.org/>

<http://wvde.state.wv.us/>



WEST VIRGINIA DEPARTMENT OF EDUCATION AND THE ARTS
DIVISION OF REHABILITATION SERVICES