

Glenbrook Transition Services

An overview

What is Transition?

- Transition is a “results-oriented process” that should support the **academic** and **functional** achievement of special education students so that they can go onto successful postsecondary training and programs as well as independent living and work in the community.

Mission

- **Glenbrook Transition *Services***

connects students with community-based experiences, supports and resources to assist in the ongoing development of their post-secondary vision

The Direction of Transition Services

- Transition is not a place, it's a service
 - Students' are assigned to a case manager, not a site
 - We have various sites that students may receive their transition services, including:
 - The building we sub-lease in Glenview from NSSED.
 - Great site, easy access to community and public transportation
 - The Glenbrook Off-Campus Center
 - The community
 - The two high school buildings, if needed

The Direction of Transition Services

- **Services have become more district-based**
 - Delivery model shifted for a variety of purposes:
 - Students are community-based, not at the high school
 - Shared resources and efficiencies
 - Collaboration between transition teachers given their unique role
 - Building larger network and peer group for students and families

Goals

- Individualized
- Adult focused learning
- Fostering independence/interdependence
- Linkages to adult providers (not intended to supplant adult services)
- To work with students and families to create a plan they can carry out

What are the Components, as appropriate?

- **Instruction** (e.g. curriculum, skill development, accommodation)
- **Related service** (e.g. social skills, technology, transportation training)
- **Community experiences** (e.g. vocational training, banking, shopping, transportation, touring post-school settings)
- **Employment and other post-school adult living objectives** (e.g. career planning, job shadowing, adult benefits planning)
- **Acquisition of daily living skills** (e.g. self-care, budgeting, medication management)
- **Functional vocational evaluation** (e.g. interest inventories, aptitude and skill assessments)



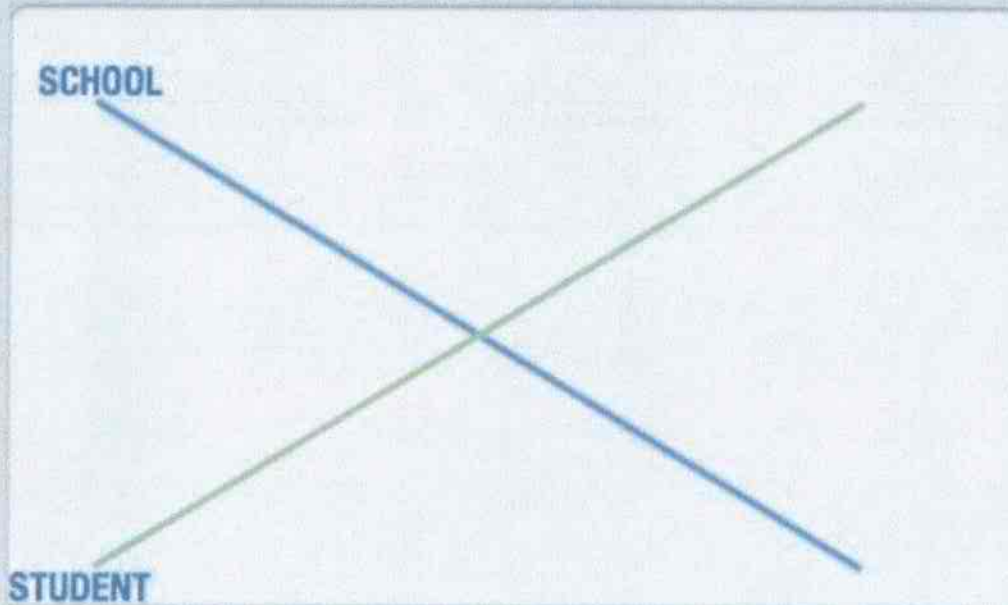
Who is Eligible?

- * Students from 18-21 who are not recommended for a high school diploma
- * IEP team recommendation
- * Types of services and duration of services are based upon need for additional support prior to:
 - * Post-secondary education
 - * Employment
 - * Adult living

Transition Services after Senior Year

- * Students may require transition services for a short-time (e.g. a 5th school year) and/or and for specific activities (but not full day) or
- * Students may require full-day services and stay up until the day before their 22nd birthday, then "age out"
- * The determination may be made at least annually through an IEP meeting, or a student may decide to exit from school-based services at any time

Changing Responsibility



Glenbrook Transition Services: Staffing

- Transition case manager is primarily responsible
- Job coaches/Aides
- Related Services (e.g. speech and SW) for social skills development, behavior support
- Psychological services for evaluation and eligibility for adult home-based services
- Vocational services
- Transition service support through NSSED and DRS
- Other related services, as needed

Student Schedules

- * Individualized
- * Put together based how pieces fit together
- * May not have final schedule until start of school
- * College course schedule and community jobs usually drive the rest of the schedule
- * Groups determined after those parts of the schedule are finalized

Sample Schedules

- * Student may only require vocational training and support for x hours per week. Is independent the rest of the time. Does not need transition services for independent living activities.
- * Student may need support bridging to an Oakton class. Meets with case manager twice a week to check in and help advocate for services needed by college
- * Student may require support in all areas including vocation and independent living. Sample schedule may include banking, shopping, transportation training, vocational training, social skills group.
- * Our goal is to provide students with the services they need. To foster their independence. To help them utilize natural supports.

If College is a Goal...

• High school's responsibility:

- Support students' preparedness for college
- Teach students to identify successful accommodations
- Developing self-advocacy and study skills
- Assist families in arranging transportation and accessing college disability services

• Family's responsibility:

- Select and register for courses
- Identify modes of transportation to college or university
- Support student communication and advocacy with college professors
- Obtaining tutoring support, if needed

Recreation

- Important to consider
- The shift from high school life to adult life can seem lonely and isolating
- Important to identify community activities, hobbies, interests outside of school
- Connect with other families

Parent Networking

- It's who you know
- Creating new opportunities
- Sharing resources and support
- Finding a job
- Examples of grass roots efforts
 - PEP Parent Group
 - Finding volunteers for clubs outside of school
 - TotalLink2 Community
 - Creating supported living arrangements

District Transition Resources for Families

✱ <http://www.glenbrooktransition.org>

- Transition Counselors: Ron Gatchalian and Julie Smith

Questions/Comments?