

Transition Planning Guide for Families of Youth with Emotional Disabilities

NASSAU COUNTY EDITION



Nassau County Transition Planning Task Force:

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Dear Parents,

This letter comes to you from the parents of the **Nassau County Transition Task Force**. The task force is a group of parents and professionals who have been working together to ensure that children with serious emotional disabilities have access to appropriate transition activities as they exit high school and begin their adult life.

Transition planning is important. It is an opportunity for you, your child and your school district to work together to develop an individualized plan to provide the skills, experiences and training necessary to help your child become an independent, productive member of society.

To help you participate effectively in the transition process for your child, the Nassau County Transition Task Force has developed this packet of information along with valuable resources and tools. It is our hope that this guide will help you in forming a successful transition plan that will create an opportunity for success for everyone.

Sincerely,

**Parents of the Nassau County
Transition Planning Task Force**

Prepared by: Nassau County Transition Planning Task Force

Mission: To broaden the support for a full array of transition services for youth with emotional disorders

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TRANSITION PLANNING FOR YOUTH WITH EMOTIONAL DISABILITIES

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1. Transition Planning Overview

The completion of high school is the beginning of adult life. Entitlement to public education ends, and young people and their families are faced with many options and decisions about the future. The most common choices for the future are pursuing vocational training or further academic education, getting a job, and living independently.

For students with disabilities, these choices may be more complex and may require a great deal of planning. Planning the transition from school to adult life begins, at the latest, during high school. In fact, in New York State, transition services are required to be part of the student's Individualized Education Program (IEP) that goes into effect when the student turns 15 years of age, or younger, if appropriate.

Transition services can include instruction, community experiences, the development of employment and other post-school adult living objectives, and (when appropriate) the acquisition of daily living skills. Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood. In planning the type of transition services a student needs to prepare for adulthood, the Committee on Special Education (CSE) considers areas such as postsecondary education or vocational training, employment, independent living, and community participation. The transition services themselves are a coordinated set of activities that are based on the student's preferences and take into account his or her interests.

Sample transition activities include:

- Student will identify two major career fields of interest.
- Student will review vocational options.
- Student will prepare to live independently.
- Student will identify educational options.
- Student's current vocational preferences, interests and aptitudes will be identified.
- Student will obtain needed financial assistance and training.
- Student will become aware of/participate in community recreation/leisure programs or activities.
- Student will learn to travel independently.
- Student will become aware of appropriate community resources to meet counseling/support needs.
- Student will determine and learn to manage health care needs.

This Transition Packet was developed to assist families in this process. It contains a detailed outline of the Transition Process and guidelines which are both grade and age specific. Additionally, in the "Appendix", there are helpful tools for both the student and the parent.

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2. PROCESS FOR TRANSITION PLANNING

TRANSITION: The systematic passage between school and adult life for students with disabilities. Schools are required by federal law, under the Individuals with Disabilities Education Act (IDEA), to provide transition planning. At age 12, New York State requires a career assessment, which is called a Level One Assessment. Beginning no later than the first IEP that will be in place at age 15 (and at a younger age, if determined appropriate) and reviewed annually until graduation or age 21, the IEP must include Transition Services.

IDEA 2004 calls for the process to be *results oriented* and to focus on the following:

- Improving the academic and functional achievement of students
- Involving the student meaningfully in the Committee on Special Education (CSE) process
- Identifying desired post-school outcomes for the student
- Providing programming and coordinating activities while the student is still in school that lead to the desired outcomes
- Creating linkages among students, family and community resources **before the student leaves school**
- Specifying agencies that provide needed services
- Creating alternatives when services are not provided

IDEA 2004 requirements include:

- The IEP must contain measurable postsecondary goals based upon age appropriate assessments
- Postsecondary goals should relate to training, education, employment and, where appropriate, independent living skills
- A statement of transition service needs of the student that focuses on the student's courses of study
- For students whose eligibility is terminated due to graduation or aging out, the CSE must develop a Student Exit Summary which includes a summary of academic achievement and functional performance and recommendations on how to assist the child to meet the measurable post-secondary goals

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PREPARING FOR THE CSE MEETING AS IT RELATES TO TRANSITION PLANNING:

BEFORE the CSE meeting:

- The student should be assisted in determining needs, strengths, preferences, and interests related to life after high school. When necessary, counseling can be provided so that the student will actively participate in the meeting.
- Request the **mandated** Level 1 vocational/educational assessment. The Level 2 or Level 3 vocational/educational assessment may be requested as appropriate to the student's needs. (**See explanation on p.7-8**).
- The student must be invited to participate in their CSE meeting when the goal is to discuss transition planning.
- A notice of the meeting is **required** to be sent to parents, students, and participating outside agencies.
- If the student chooses not to attend the meeting, his or her needs, interests, and preferences should still be discussed.

DURING the CSE meeting:

- The student's present levels of performance, strengths, needs, interests and preferences, and, if available, results of functional evaluations should be discussed with the active participation of the student and/or family.
- An IEP should be developed with the following:
 - a results-oriented post-school vision statement
 - measurable postsecondary goals
 - a statement of needed transition services
 - coordinated activities in related services, instruction, community experiences, employment and other post-school living objectives needed to achieve post-school outcomes
 - daily living skill activities and a functional vocational evaluation, if needed
 - identification of agency responsibilities and linkages in delivering the services
 - identification of family and/or student transition activities should be discussed with an indication in the Coordinated Set of Activities on the IEP when assistance to the family and/or student is provided by the district

Examples of transition services:

- Career/Rehabilitation Counseling
- Vocational Assessment
- Linkage to Community Agencies
- Community Based Instruction
- Independent Living Skills
- Job Coaching and Shadowing
- Work Experience/Volunteering
- College/Adult Education Support Services

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EXPLANATION OF VOCATIONAL ASSESSMENTS:

Transition Services are determined by evaluative data which identifies student needs, preferences, and interests. Age Appropriate Assessment is an ongoing responsibility for school districts for students who are receiving services under special education. Vocational assessments are just one assessment that is needed for developing an IEP.

LEVEL I Vocational Assessment (mandated):

Students age 12 and those referred to special education for the first time who are age 12 and over receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests, and is updated annually.

LEVEL II Vocational Assessment:

A Level II Vocational Assessment is conducted as deemed appropriate by the CSE.

- Target Group: Students with disabilities generally by age 15 or Grade 9.
 - The purpose of the Level II Assessment is to incorporate school psychological reports and standardized vocational testing that will assist school districts to formulate a reasonable vocational plan for students with disabilities.
-

LEVEL III Vocational Assessment:

A Level III Vocational Assessment is conducted as deemed appropriate by the CSE.

- Target Group: Students with disabilities, prior to exit from the school system, when a Level II assessment has not generated sufficient information to formulate appropriate Transition goal.
- The purpose of Level III Vocational Assessment is to assist students with disabilities transition from school to work through a comprehensive process that uses either real or simulated work as a focal point for assessment and vocational assessment and exploration.

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There are many different age appropriate assessments for transition age students. Some resources are listed here:

A sample Vocational Assessment Level 1 can be found on pages 23 & 24 and at the VESID website:

<http://www.vesid.nysed.gov/specialed/transtion/level1careerassess.htm>

Pro-ED

Transition Planning Inventory-Updated Version (TPI-UV)

<http://www.proedinc.com/>

ASVAB

The ASVAB was developed by the U.S. Department of Defense. The ASVAB Career Exploration Program was developed with input from a panel of career development experts and designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics.

The ASVAB Program recently was redesigned to be helpful to virtually all students, whether they are planning on immediate employment after high school in civilian or military occupations, or further education at a university, community college, or vocational institution.

<http://www.ncwe-youth.info/resources & Publications/assessment.html>

<http://www.asvabprogram.com/>

APTICOM

This assesses verbal aptitude, numerical ability, spatial aptitude, form perception, clerical perception, fine motor, eye-hand coordination, manual dexterity, and educational level interests. It is for adolescents to adults and requires a reading level of 4th grade or above. It can be purchased as an audio administration or in Spanish.

<http://www.ncwd-youth.info/resources & Publications/assessment.html>

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

Career Scope

Same assessment as APTICOM but developed for a PC computer; it does not assess motor skills. It is for adolescents to adults and requires a reading level of 4th grade or above. It can be purchased as an audio administration or, in Spanish.

<http://www.ncwd-youth.info/resources & Publications/assessment.html>

Career Zone

The NYS Department of Labor offers a free internet resource for students, educators and job seekers including an informal tool to clarify career interests and identify options.

www.nycareerzone.org

ICD

Intensive training for professionals to become certified Vocational Evaluation specialists

<http://www.icdnyc.org/index.php>

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3. AREAS TO CONSIDER WHEN PLANNING TRANSITION SERVICES

Below are areas that families should consider when planning for the future. Please use this information as a guide to be sure that your child's Transition Plan addresses the areas that are of concern to you. Be aware that there are many services and supports in Nassau County that may be helpful to you and your transitioning student.

Clinical Services:

(including psychiatric diagnosis, medication, therapy, drug and alcohol treatment, rehabilitation and family support services).

- Will your child be linked to appropriate adult services by the time they turn 18?
- Which services will be needed for stabilization?
- Will your child need a case manager and will she/he be eligible for one in the adult system?
- Which services will be needed for recovery?
- Which support services will be needed for your family to enable your child to successfully transition?
- Will your family need access to day care, parent training or domestic violence services?

Housing:

- Where will your child live? (e.g. at home, at school, in public group housing with supports, in private housing away from home)
- Will the housing be safe, affordable, adequate and dependable?
- Will your child be able to live on his/her own or does he/she need a supervised setting?
- Will an application for community housing be needed to be completed?

Financial supports:

- Will your child be entitled to benefits such as Supplemental Security Income?
- Will your child be self-supporting?
- Will a Special Needs Trust be necessary?
- Will an application for Public Assistance and Food Stamps be necessary?

Transportation:

- Will your child have the skills and resources to get around the community? (e.g. driver's license, use of public transportation and taxi services, specialized transportation needs)
- Will an application need to be made to reduce fares for public transportation?

Medical/Insurance Concerns:

- What special health concerns does your child have?
- Will your child have access to health insurance as an adult?

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- If so, will this insurance cover any inpatient mental health and chemical dependency treatment, if necessary?
- Will your child need access to ongoing and emergency medical care?
- Will an application for Medicaid insurance be necessary?

Employment /Post Secondary Education:

- Will your child have a job in the community or will your child attend a college or trade school?
- Will your child have the necessary skills to pursue his/her choice of career or college?
- Will your child need independent living skills training?
- Will your child need vocational services such as job coaching?
- Will your child need supports or accommodations to succeed at work or at college?
- Will an application for VESID services be completed if necessary?

Social/Personal/Recreational:

- Will your child have the skills necessary to develop positive social interactions?
- Will your child need to develop skills to effectively communicate with family members?
- Will your child have access to telephone, voice mail and e-mail?
- How will your child spend her/his free time?
- Will your child have hobbies, interests or belong to social groups?

Legal/ Advocacy/ Guardianship:

(be aware that while your child is legally considered an adult at age 18, you are still responsible for basic needs until age 21 even though you have limited rights to information)

- Will your child be able to advocate for himself/herself or does he/she need training to develop self-advocacy skills? *Self-advocacy is crucial for independence and self-empowerment!*
- Will your child need to obtain benefits, treatment and reasonable accommodations at work or at school that she/he is entitled to receive?
- Will your child be capable of decision making or is there a need to establish legal guardianship? If so, call the Commission on Quality of Care for a guardianship packet at 1-800-624-4143.
- Will your family need to do any estate planning to reflect the unique needs of your child?
- Will your child know how to access the legal system if necessary?

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4. PLANNING STEPS

4a. Timeline for Your Child LIVING AT HOME

Student age 15 (planning for students going into 10th grade)

- Annual review of IEP. School meets with, or has phone conference with, BOCES or special school (when applicable), teacher and private therapist (when applicable). Family and **student** are invited and should attend.
 - Review credits earned and type of diploma the child is working towards
 - Review results of Vocational/Educational Assessments
 - Present Measurable Post-Secondary Goals (MPSG) based upon strengths, abilities and desires of student
 - MPSG's must include post school training, education, employment and independent living
 - Families can use forms enclosed in this packet to help the student start to use MPSG's to think about their future
 - Review barriers to child reaching their dreams in each area
 - Develop annual goals to help child work on reducing barriers
 - Ask school to provide information and contacts so you can learn about adult services available for your child
 - Include self advocacy skills training for your child

Student age 16 (planning for students going into 11th grade)

- Annual review of IEP. School meets with or has phone conference with BOCES or special school (if applicable), teacher and private therapist (when applicable). Family and **student** are invited and should attend.
 - Review credits earned and type of diploma child is working towards.
 - Review results of Vocational/Educational Assessments
 - Update the IEP. Modify the goals as necessary and gauge the student's progress in the areas of education, employment, independent living and community participation
 - Present newly amended Measurable Post Secondary Goals if needed
 - If MPSG goal in the area of education includes college
 - focus transition goals on college awareness, college identification, and application process, dorm life education
 - If MPSG goal in area of life long learning does not include college
 - Focus on providing work experiences and developing vocational skills
 - Explore contracting with vocational rehabilitation providers
 - Review barriers to ensure that all skills needed to be successful after graduation (in college or work life), including social skills and other non-educational goals, are being addressed
 - Develop measurable annual goals to address needs

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- Include self advocacy skills training (based upon awareness of disability and participation at last annual review)
- Ask school to provide information and contacts so you can learn about adult services available for your child

Student age 17 (planning for students going into 12 grade)

- Annual review IEP. School meets with or has phone conference with BOCES or special school (if applicable), teacher and private therapist (when applicable). Family and **student** are invited and should attend.
 - Review credits earned and type of diploma child is working towards.
 - Review results of Vocational/Educational Assessment.
 - Update the IEP. Modify the goals as necessary and gauge the student's progress in the areas of education, employment, independent living and community participation.
 - Present newly amended Measurable Post Secondary Goals, if needed.
 - If MPSG in the area of education includes college
 - Develop goals to foster awareness of supports through section 504 of the Americans with Disabilities Act
 - Continue focus on goals addressing college awareness, college identification, application process, and dorm life education
 - If MPSG in area of life long learning does not include college
 - Continue providing work experiences and developing vocational skills
 - Check to be sure vocational goals support MPSG statement in the area of employment
 - Contract with vocational rehabilitation providers
 - Address MPSG in the area of independent living
 - If goal is to live independently in the community with support
 - Contact the Nassau County Department of Mental Health (DMH) at 516-227-7057 and ask for SPA application
 - School District liaison facilitates contact between family/student & peer advocate (631-761-2508)
 - If community mental health services are appropriate, referral is made to DMH for Adult Case Management (SPOE application 516-227-7057)
 - All students must be provided with a Student Exit Summary prior to graduation

Key:

- *SPOE: Single Point of Entry (services for adults with serious mental illness)
- *SPA: Single Point of Access (housing for adults with serious mental illness)
- *RTC: Residential Treatment Center *DMH – Department of Mental Health (county)
- *OMH: Office of Mental Health (State)

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4b. Timeline for Your Child in RESIDENTIAL TREATMENT

Student age 15 (planning for students going into 10th grade)

- Annual review of IEP. School meets, or has phone conference, with representative from residence, teacher and mental health counselor. Family and **student** are invited and should attend.
 - Review credits earned and type of diploma the child is working towards.
 - Review results of Vocational/Educational Assessment
 - Measurable Post Secondary Goals (MPSG), (based upon strengths, abilities and desires of student)
 - MPSG must include education, employment, independent living and community participation
 - The forms enclosed in this packet can be used to help the student start to think about his/her future and develop MPSG's
 - Review barriers to child reaching his/her dreams in each area
 - Develop annual goals to help child work on reducing barriers
 - Ask school district, and/or residence to provide information and contacts so you can learn about adult services available for your child
 - Include self advocacy skills training for your child

Student age 16 (planning for students going into 11th grade)

- Annual review of IEP. School meets, or has phone conference, with representative from residence, teacher and mental health counselor. Family and **student** are invited and should attend.
 - Review credits earned and type of diploma child is working towards
 - Review results of Vocational/Educational Assessments
 - Update the IEP. Modify the goals as necessary and gauge the student's progress in the areas of education, employment, independent living and community participation
 - Present newly amended Measurable Post Secondary Goals, if needed
 - If MPSG in the area of education includes college
 - Focus transition goals on college awareness, college identification, and application process, dorm life education
 - If MPSG goal in area of lifelong learning does not include college
 - Focus on providing work experiences and developing vocational skills
 - Explore contracting with vocational rehabilitation providers
 - Review barriers to ensure that all skills needed to be successful after graduation (in college or work life), including social skills and other non-educational goals, are being addressed
 - Develop measurable annual goals to address needs
 - Include self advocacy skills training (based upon awareness of disability and participation at last annual review)
 - Ask school to provide information and contacts so you can learn about adult services available for your child.

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Student age 17 (planning for students going into 12th grade)

- Annual review of IEP. School meets, or has phone conference, with representative from residence, teacher and mental health counselor. Family and **student** are invited and should attend.
 - Review credits earned and type of diploma child is working towards.
 - Review results of Vocational/Educational Assessments
 - Update the IEP. Modify the goals as necessary and gauge the student's progress in the areas of education, employment, independent living and community participation
 - Present newly amended Post School Secondary Goals, if needed.
 - If MPSG goal in the area of education includes college
 - Develop goals to foster awareness of supports through section 504 of the Americans with Disabilities Act
 - Continue to focus on goals addressing college awareness, college identification, application process, and dorm life education
 - If MPSG in area of life long learning does not include college
 - Continue providing work experiences and developing vocational skills
 - Check to be sure vocational goals support MPSO statement in the area of employment
 - Contract with vocational rehabilitation providers
 - Address MPSG in the area of independent living
 - If goal is to live independently in the community with support
 - Contact the Nassau County Department of Mental Health (DMH) at 516-227-7057 and ask for SPA application
 - Application should be made no more than 6 months in advance
 - School District or Residence liaison facilitates contact between family/student & peer advocate (631-761-2508)
 - If community mental health services are appropriate, referral is made to DMH for Adult Case Management (for SPOE application call 516-227-7057).
 - Application should be made about 1 month in advance of student's graduation or discharge from program
 - If student is graduating before age 18 and needs residential placement, contact the children's mental health system at DMH
 - All students must be provided with a Student Exit Summary prior to graduation.

Key:

| | |
|-------------|---|
| DMH | Nassau County Department of Mental Health |
| SPOE | Single Point of Entry: services for adults with serious mental illness |
| SPA | Single Point of Access: public housing for adults with serious mental illness |

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5. A Guideline for Evaluating Your Child's Transition Plan

What parts of my child's IEP tell us about Transition Services?

- **Present Levels of Academic Achievement, Functional Performance and Individual Needs**
 - Indicates your child's current transition service strengths, needs, preferences and interests
- **Measurable Post-Secondary Goals***
 - Record of your child's current plans for the future, as an adult, in the areas of continued learning, employment and independent living
- **Measurable Annual Goals**
 - Tell what transition skills will be developed this year and how this will be done.
- **Related Services**
 - Tell what related services will help the student to meet transition activities
- **Participating Agencies**
 - Tell what community agencies will also provide transition activities
- **Coordinated Set of Activities**
 - Lists the transition activities your child will receive this year, including what the school and participating agencies will provide

When evaluating the transition plan look for evidence of the following:

- Direct student involvement in determining preferences, transition needs and post-secondary goals.
- Present levels of performance indicate the student's strengths, preferences and interests.
- Present levels of performance identify the student's needs relating to transition.
- Post-secondary goal statements include goals relating to continued learning, employment and independent living.
- Post-secondary goals are measurable or able to be observed.
- Post-secondary goals are based on age-appropriate assessment information.
- Annual goals will incrementally help the student to achieve his/her post-secondary goals.
- Goals are unique to your child and change yearly.
- Courses of study include technical education and/or other career development activities.
- An observable relationship between your child's goals and needs, and the recommended services, supports and programs in his/her plan.
- Clear indication that the participating agency responsible to provide the recommended activity did participate in the planning process.
- Coordination between the school district activities and those of participating agencies is designed to help the student work toward attainment of post-secondary goals.

*(Note: see page 25 for information on measurable post-secondary goals)

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6. NEW YORK STATE HIGH SCHOOL GRADUATION REQUIREMENTS GUIDE*

For Students entering 9th Grade in 2005 and Beyond

| Core Subjects | Local Diploma | Regents Diploma 65% on all Regents exams | Regents Diploma, Advanced 65% on all Regents exams |
|--|---|---|---|
| English | 4 Credits, 1 Regents | 4 Credits, 1 Regents | 4 Credits, 1 Regents |
| Social Studies | 4 Credits, 2 Regents | 4 Credits, 2 Regents | 4 Credits, 2 Regents |
| Math (including Technology) | 3 Credits, 1 Regents | 3 Credits, 1 Regents | 3 Credits, 3 Regents |
| Science | 3 Credits, 1 Regents | 3 Credits, 1 Regents | 3 Credits, 2 Regents |
| Fine and Performing Arts | 1 Credit | 1 Credit | 1 Credit |
| Physical Education | 2 Credits over 4 years | 2 Credits over 4 years | 2 Credits over 4 years |
| Health | ½ Credit | ½ Credit | ½ Credit |
| LOTE (language other than English) | 1 Credit, Proficiency exam | 1 Credit, Proficiency exam | 3 Credits, 1 Regents or 5 Credits CTE or Arts |
| CTE(Career and Technology Education) or Arts | Vocational options- usually equals 4 credits per year | Vocational options- usually equals 4 credits per year | Vocational options- usually equals 4 credits per year |
| Electives | 3.5 (minimum) | 3.5 (minimum) | 1.5 (minimum) |
| Total Credits Required | 22 Credits (minimum) | 22 Credits (minimum) | 22 Credits (minimum) |

New York State expects all students to achieve a NYS Regents Diploma. The Local Diploma is available for students with a disability if they have been unsuccessful in passing the regents exam – see explanation on page 17.

*This graph is meant to be a guide for families to understand graduation requirements and planning to transition into post school activities. These are the minimum State requirements. The State allows school districts to exceed these requirements. Please be sure to consult with your child's guidance counselor for further clarification.

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Local Diploma Requirements:

The following local diploma options are available for students entering the 9th grade as of September 2010:

- Students with disabilities who score 55-64 on any of the required Regents examinations may earn a local diploma.
- Students with disabilities who fail one or more Regents Examinations and who pass the corresponding Regents Competency Test (RCT) will receive a local diploma.
- Students who successfully appeal two Regents Examinations scores within three points of the 6 passing score and who meet the other requirements of the appeals process specified in CR 100.5(d)(7) will earn a local diploma.

The Safety Net extends the availability of the Local Diploma for students with disabilities (identified through CSE or Section 504) entering the 9th grade prior to September 2010. Students with disabilities who fail a required Regents exam (See chart) can take the Regents Competency Test (RCT) or the equivalent, in that subject. If they pass the RCT, the student will receive credit toward a Local Diploma. In all cases, the student must take the required Regents exam, but may take the RCT before or after the Regents exam. The RCT option will be available until the student graduates or reaches the age of 21.

An IEP (Individualized Education Program) Diploma is a **certificate** that confirms that a student with a disability has met his or her personal IEP goals, but did not meet the graduation requirements necessary for a local diploma. Students who receive an IEP Certificate **may** be able to attend some postsecondary education programs. Specific admissions criteria should be obtained from the program a student is interested in attending. The IEP diploma allows the student to answer “Yes” to the question “Do you have a high school diploma when completing an application for employment including civil service.

A GED (General Educational Development) Diploma or High School Equivalency Diploma is granted to an individual who passes five tests of General Education Development. Admissions offices in colleges and universities, as well as employers in private industry and government accept the GED Certificate or Equivalency Diploma as they would a High School Diploma. For additional information and eligibility criteria call the GED HOTLINE at: (518)-474-5906.

**Please remember these requirements change regularly. Please be sure to consult with your child’s guidance counselor for specific information regarding your child.*

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7a. RESOURCES

PRE-VOCATIONAL/VOCATIONAL & EDUCATIONAL SERVICES FOR INDIVIDUALS WITH MENTAL ILLNESS LIVING IN NASSAU COUNTY

AGE 15 AND UP PROGRAMS:

Offers transition planning/consulting, pre-vocational and vocational experiences/job coaching.

BOCES Young Adult Program/ISP

North Shore Child and Family Guidance Center-Wantagh
516-622-6830

Career and Educational Counseling Services

South Oaks Hospital-Throughout Nassau & Suffolk Counties
631-608-5052 or 631-264-4000

PSCH Vocational Training Center & VOICE Program

516-829-9666-Great Neck

The Transitions and Employment Program

TRI (The Rehabilitation Institute) -Carle Place
516-222--2092

Vocational Services

North Shore-Long Island Jewish-Hicksville
516-939-2290

Youth Transition Services Programs

Abilities, Inc.-Albertson
516-465-1496

SERVICES FOR HIGH SCHOOL AND POST-HIGH SCHOOL YOUTH:

Vocational Guidance/Training/Job Placement (VESID approved):

Programs provide vocational evaluation, job development, job placement and follow-up services.

Abilities, Inc. Vocational Training

Abilities, Inc.-Albertson
516-465-1490

BOCES Career Support Services

516-622-6830

BOCES Barry Tech

516-622-6952

South Oaks Hospital

Career & Educational Counseling Center – Throughout Nassau & Suffolk Counties
631-608-5052 or 631-264-4000

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The Rehabilitation Institute

F.R.E.E. (Family and Residences Essential Enterprises)
 Carle Place: 516-741-2010 Garden City: 516-222-2292

Vocational Services

North Shore – Long Island Jewish - Hicksville
 516-939-2290

Educational Services:

Most colleges have a special needs office for students with disabilities. Please contact them for information about programs that can support your child in attending college.

College Bound Program

Mental Health Association of Nassau County
 Hempstead: 516-489-2322

A supported education program to assist high school graduates in attending Nassau Community College.

Continuing Day Treatment (CDT):

Individuals work on self-monitoring and management of symptoms, and acquisition of life skills. Vocational Rehabilitation services included.

Community House

Serves those with co-occurring disorders (mental illness & substance abuse)
 Glen Cove-516-674-7824

Pros (Personalized Recovery Oriented Services):

A multi-faceted adult program designed to integrate treatment, support and rehabilitation. Some PROS offer a young adult track (ages 18-30).

Mental Health Association- Nassau County

The Gathering Place PROS-Hempstead
 516-489-1120

Central Nassau Guidance & Counseling Center

Roads to Recovery- Hicksville
 516-938-7568

FREE (Family Residence & Essential Enterprises)

Terry's Place PROS-Bethpage
 516-870-1665

Maryhaven Center of Hope

Maryhaven Horizons PROS-Freeport
 516-632-7980

PSCH PROS Program*

Great Neck
 516-829-9666

**pending approval 12/2010*

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Socialization:

Provides social opportunities for diagnosed adults. No clinical treatment.

Starry Night Café

Operated by Central Nassau Guidance Roads to Recovery

Hicksville

516-938-7568

Key

IPRT: Intensive Psychiatric Rehabilitation Treatment

CDT: Continuing Day Treatment

PROS: Personalized Recovery Oriented Services

MICA: Mentally Ill and Chemical Abuser

MI/MR: Mentally Ill and Mentally Retarded

RTF: Residential Treatment Facility

BOCES: Board of Cooperative Educational Services

VESID: Vocational and Educational Services for Individuals with Disabilities

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7b. RESOURCES

Helpful Transition Planning Resources

(in alphabetical order)

| | |
|--|----------------|
| Commission on Quality of Care | 1-800-624-4143 |
| <ul style="list-style-type: none"> • Provides a packet about how to establish guardianship | |
| Dept. of Occupational Resources (DOOR) | 516-485-5000 |
| GED Hotline | 518-474-5906 |
| <ul style="list-style-type: none"> • For info and eligibility criteria about a General Educational Development or High School Equivalency Diploma | |
| Long Island Advocacy Center | 516-248-2222 |
| <ul style="list-style-type: none"> • For advocacy and technical assistance | |
| Long Island Families Together (LIFT) | 631-264-5438 |
| <ul style="list-style-type: none"> • For family support | |
| Long Island Center for Independent Living (LICIL) | 516-796-0144 |
| Long Island Field Office of the Office of Mental Health | 631-761-2508 |
| <ul style="list-style-type: none"> • Student/family liaison • Peer advocate | |
| Long Island Region Transition Coordination Site | 631-218-4145 |
| <ul style="list-style-type: none"> • Provides linkage between student/family and community agencies | |
| Mental Health Association of Nassau County, Inc. | 516-489-2322 |
| <ul style="list-style-type: none"> • Information and referral to mental health services..... • College Bound Program • Family Intervention Specialists | 504-HELP |
| Nassau County Department of Mental Health Nassau County Department of Mental Health, Chemical Dependency, & Developmental Disabilities | 516-277-7057 |
| <ul style="list-style-type: none"> • Includes Single Point of Access (SPA) and Single Point of Entry (SPOE) housing and services, respectively, for adults with serious mental illness • Adult Case Management | |
| Nassau County Transition Planning Taskforce | 631-264-5438 |
| VESID | 516-227-6800 |

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TRANSITION PLANNING FOR YOUTH WITH EMOTIONAL DISABILITIES

APPENDIX

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Appendix A

i. Level One Assessment for Parent

| STRENGTH-BASED ASSESSMENT | |
|---|--|
| Parent: | Today's date: |
| Abilities: What are your child's strengths, talents, abilities, skills, things they like to do? | Favorite Subjects: What are your child's favorite subjects in school? |
| Dreams: What are your child's hopes and dreams for the future? What are your hopes and dreams for your child's future? | Least Favorite Subjects: What are your child's least favorite subjects? |
| What Helps: What is needed to make your child's dreams happen? What helps them to do a good job and learn best? | Future Learning: What does your child want to learn more about? |

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Appendix A

ii. Level One Assessment for Student

| STRENGTH-BASED ASSESSMENT | |
|---|--|
| Student: | Today's date: |
| Abilities: What are your strengths, talents, abilities, skills, things you like to do? | Favorite Subjects: What are your favorite subjects in school? |
| Dreams: What are your hopes and dreams for the future? | Least Favorite Subjects: What are your least favorite subjects? |
| What Helps: What is needed to make your dreams happen? | Future Learning: What do you want to learn more about? |

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Appendix B

Help Your Child Plan For Their Future With “ **Measurable Post-Secondary Goals**”

What is a “Measurable Post-Secondary Goal”?

It is a statement on your child’s Individualized Education Plan (IEP) of their interests, preferences and needs for the future. In other words, it is a chance for your child to say what he wants out of life so that you, the school and others can help him get there.

What is an Individualized Education Plan (IEP)?

An IEP is a document that states what your child is working on in school and what your child still needs to learn. It is also a list of your child’s goals. After your child turns 14, there is a section on the IEP for “Post Secondary Goals” that contains your child’s goals for after graduation.

How can I make sure my child’s IEP reflects his/her personal goals?

A committee called the CSE (Committee on Special Education) reviews your child’s IEP at least once a year. You and your child are invited to this ‘Annual Review’. It is important for you to encourage your child to go to their annual review to share their ideas. It is also important for you to be there as you are a member of the team and a support for your child.

Why should I encourage my child to write “Measurable Post-Secondary Goals”?

Your child needs to start planning her/his future now. If she/he writes down what her/his dreams are, the school and others can help her/him get there. If your child lets someone else speak for her/him, she/he will risk not getting what she/he wants or the help that she/he really needs.

How do I help my child write a “Measurable Post-Secondary Goals”?

Start by encouraging your child to think about his/her hopes and dreams for after graduation. If he/she needs help ironing these out, he/she can use one or more of the tools in this packet. A school counselor, private therapist, mental health worker or parent can help. Then it is just a matter of writing a few sentences.

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EMPLOYMENT

Answer all questions honestly. There are no right or wrong answers.

New York State expects all students to achieve a NYS Regents Diploma. The Local Diploma is available for students with a disability if they have been unsuccessful in passing the regents exam – see explanation on page 16.

1. What things do you like to do? List your likes, skills and talents.

2. What things do you NOT like to do?

3. If you could have any job, what would it be?

4. What do you think you would like most about the job?

5. What other jobs do you think you might like to try?

Measurable Post-Secondary Employment Goal

Using the information above, write a Measurable Post-Secondary Goal specific to Employment. For example: I will be a medical doctor. I will work in a career area with children.

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TRAINING/EDUCATION

Answer all questions honestly. There is no right or wrong answer.

6. What are your favorite subjects in school?

7. What subjects (if any) do you NOT like?

8. What do you want to learn more about? (These do not have to be school subjects; they can be anything you are interested in.)

9. Where do you want to continue learning? This could include college, vocational training, driver's education classes, etc.

Measurable Post Secondary Training Goal

Using the information above, write a Measurable Post Secondary goal specific to Training. For example: I will attend BOCES and complete the second year course in Cosmetology. I will attend the Seneca Falls Secretarial School.

Measurable Post Secondary Education Goal

Using the information above, write a Measurable Post Secondary Goal specific to Education. For example: I will attend SUNY Oswego to study Early Childhood Education. I will attend SUNY Farmingdale to study Automotive Technology.

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INDEPENDENT LIVING SKILLS

Answer all questions honestly. There is no right or wrong answer.

10. What do you like to do when you are NOT at work or school?

11. Do you plan on moving out of your family’s home at some time in your life?

- YES (answer questions 3-6)
- NO (do not answer questions 3-6)

12. When do you plan to move out? _____

13. Where would you like to live?

5. In what type of home to you plan on living after graduation?

6. Who, if anyone, would you like to live with? They can be specific people, or general groups such as friends, spouse, etc.

Measurable Post-Secondary Independent Living Skills Goal

Using the information above, write a Measurable Post Secondary Goal specific to Independent Living Skills. For example: I will share an apartment with a friend. I will ride the public bus by myself to work and shop in the community.

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Appendix C

TRANSITION SERVICES WORKSHEET

Student Name: _____

Projected Graduation Date: _____

Home School District _____

Age: _____

School Currently Attending: _____

| | Employment/ Continuing Education | Recreation/ Leisure | Living Arrangements | Transportation | Medical/ Health | Financial/ Income | Advocacy/ Legal Guardianship Services | Personal / Family Relation- ships |
|--|--|------------------------|------------------------|----------------|---------------------|----------------------|--|--|
| What is your immediate need in this area? | | | | | | | | |
| Do you have any long term concerns? | | | | | | | | |
| Additional information needed in this area. | | | | | yes ____ no ____ | yes ____ no ____ | yes ____ no ____ | yes ____ no ____ |
| What information do you already have that will be helpful to us in addressing this area? | | | | | | | | |
| What can we do right now to work together in this area? Please address any long term concerns. | | | | | | | | |
| Who is responsible? | | | | | | | | |
| Follow-up date: | | | | | | | | |

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Appendix D

TRANSITION PLANNING PROFILE

The Transition Planning Profile is a tool that can be used to help determine what a child needs to consider to become successful in the workplace. The purpose of the Transition Planning Profile is to take information about your child's strengths and needs and put it into a user-friendly format.

The simple visual format of this tool can help your child make informed day to day decisions about their future based on their desires, strengths and needs.

For example, a student deciding on work experience at a warehouse or at a fast food restaurant will be reminded, by looking at this profile, that he prefers working in a quiet atmosphere and at his own pace. His decision would be to apply to the warehouse because it matches his strengths and preferences.

It is important when using this planning tool to remember that:

- Your child's input is crucial to the success of any planning effort.
- Language used in this profile should be easy for your child to understand.
- Feedback from the school and other professionals working with your family can and should be included in the profile.
- The profile can and should be updated often.

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STUDENT TRANSITION PLANNING PROFILE WORKSHEET

| | Strengths | Hurdles | Accommodations/Skill Development |
|-----------------------------|------------------|----------------|---|
| Self-Direction | | | |
| Work Tolerance | | | |
| Interpersonal Skills | | | |
| Communication Skills | | | |
| Mobility | | | |

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