

Know Your Rights: Adult Transition in a Post-COVID World




Heather Zakson, Attorney
www.ZaksonLaw.Com

*I am unable to provide legal advice here today.
You are welcome to contact me anytime.
Art: Julie Wilson 2020*

Objectives for today's session:

- Understand
 - What is meant by "Transition"
 - How Transition fits into special education
 - The 3 areas of IEP Transition Planning
- Discuss how to make Transition Planning work for you
- Discuss how COVID may affect your Transition Planning

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Guiding Principles:

Adolescents and Young Adults need:

- ❖ Academic Skills and Competence
- ❖ A sense of safety and structure
- ❖ Self-worth and self-esteem
- ❖ A feeling of mastery and future
- ❖ Belonging and membership
- ❖ Self awareness and spirituality


Center for Youth Development and Policy Research, 2003



What do we mean by Transition?

Moving from one thing to another.

“Adult Transition” means moving from late childhood or “adolescence” to young adulthood.



What does it mean, in the law?

Historically, special education laws focused on what would happen during the school years, until age 18 or 22. That changed in 2004 when the IDEA mandated :



- **A results oriented** process that takes into account the **student's strengths, preferences and interests.**



IMPORTANT TRANSITION PLANNING RIGHTS

NOT AN EXHAUSTIVE LIST

- **NOTIFICATION AND PARTICIPATION**
- **PARTNER AGENCY PARTICIPATION**
- **IEP CONTENT**

Age 14: Transition needs assessment

Age 16: Transition services

- **Education:** College/Post-Secondary Preparation
- **Work:** Professional / Vocational Training
- **Independent Living:** Skills, Experience for Independence

TRANSITION PLANNING RIGHTS

PARTICIPATION *Student and Parent*

Meaningful Participation

See, Person Centered Planning

- PARTNER AGENCY PARTICIPATION
- IEP CONTENT
 - Age 14: Transition needs assessment
 - Age 16: Transition services
 - College/Post-Secondary Preparation
 - Professional / Vocational Training
 - Skills and Experience for Independent Living

TRANSITION PLANNING RIGHTS

- ✓ NOTIFICATION AND PARTICIPATION Student and Parent. Meaningful. Student Centered!

PARTNER AGENCY PARTICIPATION:

- **e.g. Regional Center, D.O.Rehab, Service Providers**
- **Facilitated by the School-based team**
- IEP CONTENT
 - Age 14: Transition needs assessment
 - Age 16: Transition services
 - College/Post-Secondary Preparation
 - Professional / Vocational Training
 - Skills and Experience for Independent Living

TRANSITION PLANNING RIGHTS

- ✓ NOTIFICATION AND PARTICIPATION Student and Parent. Meaningful. Student Centered!
- ✓ PARTNER AGENCY PARTICIPATION Facilitated by the school-based team

- IEP CONTENT is all about **ASSESSMENT**

- Age 14: Transition needs assessment:

- Foundational skills, Communication, College / Career Path, Adaptive Skills

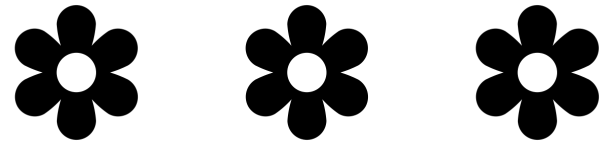
- Do you need an independent assessment?***

- Age 16: Transition services

- College/Post-secondary Preparation
 - Professional / Vocational Training
 - Skills and Experience for Independent Living

YOUR TRANSITION PLANNING RIGHTS

- ✓ NOTIFICATION AND PARTICIPATION – Parent and Student!
- ✓ OTHER AGENCY PARTICIPATION (Regional Center, Dept. of Rehab)
- ✓ IEP CONTENT
 - ✓ Age 14: Transition needs assessment
Foundational skills, Communication, Graduation/College Req.
 - Age 16: Transition **SERVICES**
 - College, Post-Secondary Preparation - Academic, Social
 - Professional, Vocational Skills, Coaching, Connections, Experience
 - Independent Living Home, Money, Relationships, Transportation

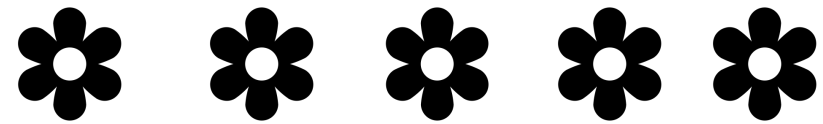


Three areas of Transition Planning

- ✿ Education (Post Secondary)
- ✿ Employment (Work)
- ✿ Independent Living (Life!)



2 Key Questions for Transition Planning

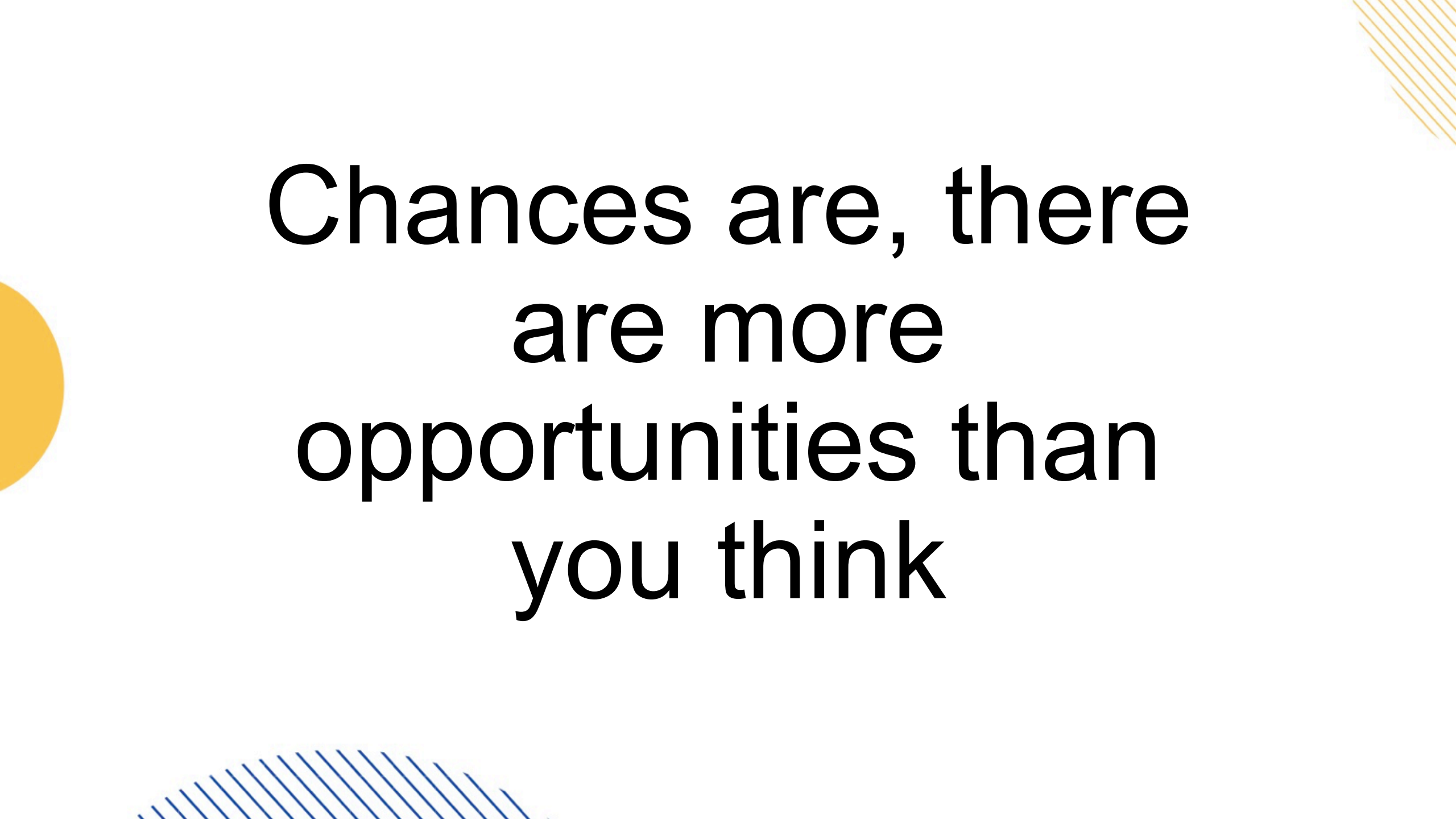


What do you want ?

And

How will you get there?





Chances are, there
are more
opportunities than
you think

Transition Planning Best Practices

Person-Centered Planning: Focus on the Student

- Full Information and Transparency
- Collaborative problem solving
- Participation in how to measure goals and define success
- Increase responsibility – support and empower
- Reinforce personhood and community

Respect.



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C O Y
d



Crisis

Confusing

and

Complicates things!

IEPs, Services, Seeing people we love, Activities we like

Creates

Obstacles, and maybe
opportunities!

V
I
D



Makes us

C

O

Re-evaluate

I

D

what is important,
and where we put
our energy.



C
O
V
I
D

ILLUMINATES

THINGS WE OFTEN AVOID
ARE BROUGHT TO OUR
ATTENTION

C
O
V
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D

oesn't change who we are.



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There is no new source of education rights or entitlements due to COVID.

Families are experiencing **delays** and **denial** of services across the state and the nation.

It is not yet clear whether or how these delays and denials will be compensated.

Keep Advocating!

**Measure and keep records of your
(Student's)**

progress or regression

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- ❖ Belonging and membership
- ❖ Self awareness and spirituality

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Questions?



Thank you for being here with me today!!



Law Office of Heather S. Zakson

Phone: 424-369-ZLAW

heather@zaksonlaw.com

www.zaksonlaw.com







