

# Transition Handbook

## 1-Transition

Transition planning is the process to support the student in their transition from high school to adulthood. Transition begins when the student turns 15 on the IEP or not later than the ninth grade. Transition planning is when a plan is put into place for the student to reach their post secondary goals for education, training and independent living through the development of the IEP. This helps to make sure the necessary classes and supports are in place to help the student reach his/her goals.

IDEAs definition of transition services means:

*a coordinated set of activities for a child with a disability that is designed to be within a results oriented process that is focused on improving the academic and functional achievement of a child with a disability to facilitate the child's movement education, integrated employment, continuing and adult education, adult services, independent living or community participation.*

This is an important part of the student's life and planning needs to start early. Below are some links that will give more in depth information on transition:

Fast Facts

Ages and Milestones [cde.state.co.us/cdesped/ff-agesmilestones](http://cde.state.co.us/cdesped/ff-agesmilestones)

Transition Requirements [cde.state.co.us/cdesped/ff-transtionrequirements](http://cde.state.co.us/cdesped/ff-transtionrequirements)

Transition Continuum

<http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/transcontinuum.pdf>

Transition Planning:

[http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tk\\_transplan.pdf](http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tk_transplan.pdf)

## **2- Transition Planning**

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**Transition:** is the successful movement from schools to productive adult life. An effective transition process is based on individual needs and consists of *coordinated activities* in the following domains:

**Education** is the process of obtaining and developing knowledge and skills, specifically through formal experiences. Education participation refers to the ability to access and engage in appropriate programs, and/or courses, for life-long learning.

**Career** is a person's progress in any trade, profession or occupation. Career participation refers to the ability to achieve a satisfactory level of suitable and meaningful work that will provide income and/or personal satisfaction.

**Community / Independent Living** are the places where people live, work and interact. Community participation refers to the ability to access resources including people, places, services and activities and contributing to the maximum extent possible.

**Communication** and interaction skills are the processes of giving and receiving information used effectively in appropriate settings.

**Social Interaction** is the ability to competently relate to others, exchange information and accomplish tasks.

**Recreation and Leisure** activities are the ways people spend their free time. Recreation and leisure participation refers to the ability to access and participate in activities related to sports, hobbies, special interests and/or relaxation activities.

Preparing for tomorrow

Cooperative Planning Handbook:

[www.cde.state.co.us/cdesped/careeracademicplanningguide](http://www.cde.state.co.us/cdesped/careeracademicplanningguide)

Transition Presentation

[www.pacer.org/parent/php/PHP-c107.pdf](http://www.pacer.org/parent/php/PHP-c107.pdf) (ten tips to transition to adulthood)

newd-youth.info (helping youth develop soft skills for job success)

transition assessments

[www.cde.state.co.us/cdesped/transition\\_tk](http://www.cde.state.co.us/cdesped/transition_tk) (Colorado Department of Education Transition Toolkit)

[www.cde.state.co.us/cdesped/transition.asp](http://www.cde.state.co.us/cdesped/transition.asp)

<http://specialchildren.about.com/od/Transition-To-Adulthood/a/Adulthood-Transition-Services-1n-Colorado.htm>

### **3-Transition Assessments**

#### **Formal Assessments**

Formal assessments involve using a standardized instrument for administration and scoring. Students scores can be compared to other students.

Examples of formal assessments include:

Armed Services Vocational Aptitude Battery (ASVAB)  
Brigance Transition Skills Inventory  
Weschler Intelligence Scale for Children (WISC)  
Reading Free Vocational Interest Inventory  
Enderle Severson Transition Rating Scales  
The Vineland

### **Informal Assessments**

Informal assessments provide measures of student performance over time. However, they do not allow for comparison to other students. Information may be obtained through observations, questionnaires or interviews.

Examples of informal assessments include:

Behavior checklists  
Transitional Planning Inventory  
Situational Assessments  
Interest Inventories  
Curriculum Based Assessments

Some assessments used in our district:

Transition Planning Inventory  
SVVSD Transition Survey  
Ten Sigma  
Brigance Transition Skills Inventory  
ACT, Explore, and Plan Tests

### Learning Styles

Learning Styles: [marciaconner.com/assess/learningstyle](http://marciaconner.com/assess/learningstyle)

### Career/Employment

Career Clusters Interest Survey:

[www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf](http://www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf)

College in Colorado [www.collegeincolorado.org](http://www.collegeincolorado.org)

Work Personality Profile: [www.proedinc.com/customer/productview.aspx?ID](http://www.proedinc.com/customer/productview.aspx?ID)

Pre-Vocational Checklist

### Life Skills

Casey Life Skills [www.caseylifeskills.org](http://www.caseylifeskills.org)

### Self Determination

AIR Self Determination Scale: [education.ou.edu/zarrow](http://education.ou.edu/zarrow)

Self Determination/Self Advocacy Scale:

ARC Self Determination Scale: [education.ou.edu/zarrow](http://education.ou.edu/zarrow)

### Interest Inventories

O\*NET Ability Profiler: [mynextmove.org](http://mynextmove.org)

Reading Free Interest Inventory: [www.proedinc.com](http://www.proedinc.com)

Myers Briggs Type Indicator: [www.meyersbriggs.org](http://www.meyersbriggs.org)

### Significant Needs

Supports Intensity Scale: [aaidd.org](http://aaidd.org)

Transition Behavior Scale: [www.hawthorne-ed.com](http://www.hawthorne-ed.com)

Enderle-Severson Transition Rating Scales: [www.estr.net](http://www.estr.net)

### Other sites for assessments

Transition Hub- [sites.google.com/transitionhub/transition-assessments/](http://sites.google.com/transitionhub/transition-assessments/)

QuickBook of Transition- [ocali.org](http://ocali.org)

Informal Assessments for Transition Planning [www.proedinc.com](http://www.proedinc.com)

## **4- Summary of Performance SOP**

What is a summary of performance?

When a student graduates from high school with a regular diploma or “ages out”, of Special Education, IDEA requires the school to provide a “summary of academic achievement and functional performance”. The SOP should include recommendations about ways to help the student meet post secondary goals.

The SOP must be completed during the final year of high school. It is most helpful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this summary. The SOP should contain the most updated information on academic achievement and performance, and include the student’s abilities and aspirations.

Since specific information that must be included in the SOP varies from state to state, parents should become familiar with their state’s requirements. Check to see if the state’s Department of Education has developed a policy on SOP developmental process.

In 2005, the National Transition Documentation Summit, a group of secondary and postsecondary representatives, rehabilitation specialists, consumer advocates, and parents, produced a model template for the Summary of Performance. It is available to be freely copied or adapted for educational purposes.

For more information go to [Transition: Summary of Performance](http://www.wrightslaw.com/info/trans.sop.htm) at <http://www.wrightslaw.com/info/trans.sop.htm>

[www.youtube.com/watch?v=jLqStM7VZN8](http://www.youtube.com/watch?v=jLqStM7VZN8) - Video (5 min)

[www.transitioncoalition.org](http://www.transitioncoalition.org)

[www.cde.state.co.us/sites.../sop](http://www.cde.state.co.us/sites.../sop)

[www.esc-cc.org](http://www.esc-cc.org)

[www.isbe.state.il.us/spec-ed/word/performance\\_summary.doc](http://www.isbe.state.il.us/spec-ed/word/performance_summary.doc)

[www.wrightslaw.com/info/trans.sop.template](http://www.wrightslaw.com/info/trans.sop.template)

[www.nsttac.org/transitionstates/map.aspx](http://www.nsttac.org/transitionstates/map.aspx) - State links by state

[www.nsttac.org/content/summary.performance](http://www.nsttac.org/content/summary.performance)

[www.nsttac.org/content/summary.performance-resources](http://www.nsttac.org/content/summary.performance-resources) - How to fill out a SOP form

[www.ode.state.or.us/pubs/forms/schoolage/1278-p.pdf](http://www.ode.state.or.us/pubs/forms/schoolage/1278-p.pdf)

[www.project10.info/files/TWSummaryofPerformance12.09L.pdf](http://www.project10.info/files/TWSummaryofPerformance12.09L.pdf)

<https://173/documents/summaryperformanceform.pdf>

## **5-IEP**

Assessment is an integral and ongoing part of the transition process. The most essential purpose for doing transition assessment is to assist the student in learning about himself/herself so that he/she is actively involved in preparing for his/her own career ambitions.

A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student's individual needs, strengths, skills, and interests. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his post-high school goals.

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Information from transition assessments may include results from formal or informal assessments, and should be documented in the IEP. This information is used to develop goals and possible objectives, and identify other agencies that will provide support and services to the student as an adult. Accommodations needed in postsecondary education and employment can also be determined. Focus on assessing career/vocational interests and skills are essential because of the emphasis on career development in IDEA 2004 and the importance of work in adult life. Work, defined as meaningful activities in which an individual regularly participates, may be full or part time employment, competitive or supported, paid or volunteer.

## **6- DVR/SWAP**

### **Division of Vocational Rehabilitation (DVR)**

DVR assists people with disabilities to succeed at work and to live independently.

Located at:

351 Coffman St, Suite 216  
Longmont, CO 80501

Phone: 303.776.6878

Fax: 303.776.7783

TTY: 303.485.6438

### **School to Work Alliance Program (SWAP)**

The School to Work Alliance Program (SWAP) is designed to provide employment-related assistance to youth and young adults with disabilities, who are experiencing mild to moderate barriers to employment.

Disabilities can take the form of physical, emotional, or learning disabilities. SWAP provides assistance that not only produces a desirable employment outcome (such as a career-path job), but also teaches appropriate job seeking and job retention skills that can be utilized throughout a lifetime.

SWAP is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR) and local school districts, and is supported by the Colorado Department of Education (CDE). The SWAP program provides case management and direct services to youth who:

- Have mild to moderate needs in employment;

- Are applicants of or are eligible to receive DVR services (meeting disability documentation requirements and able to benefit from the program); and
- Need short-term support to become competitively employed and to achieve successful community outcomes.

## **7- Planning for Post Secondary Education**

The following is a list of schools in the state of Colorado.

### **Alamosa**

Adams State University

### **Aurora**

American Sentinel University

Community College of Aurora

Pickens Technical College

University of Phoenix

### **Boulder**

Auguste Escoffier School of Culinary

Naropa University

University of Colorado Boulder

### **Centennial**

Jones International University

### **Colorado Springs**

De Vry University

Colorado College

Colorado Technical University

Pikes Peak Community College

University of Phoenix

United States Air Force Academy

University of the Rockies

### **Denver**

Aspen University

Aveda Institute

Bel Rea Institute of Animal Technology

College Living Experience

Colorado Heights University  
Community College of Denver  
Denver School of Nursing  
De Vry University  
Emily Griffith Technical College  
Johnson and Wales University  
Metropolitan State University  
Regis University  
Rocky Mountain College of Art and Design  
The Art Institute of Colorado  
University of Colorado Denver  
University of Denver  
University of Phoenix  
Westwood College

**Durango**

Fort Lewis College

**Englewood**

American College of Medical Practice

**Fort Collins**

Colorado State University  
Front Range Community College

**Glenwood Springs**

Colorado Mountain College

**Golden**

Colorado School of Mines

**Grand Junction**

Colorado Mesa University  
Mesa State College

**Greeley**

Aims Community College  
University of Northern Colorado

**Gunnison**

Western State Colorado University

**La Junta**

Otero Junior College



**Lakewood**

Colorado Christian University  
Red Rocks Community College

**Lamar**

Lamar Community College

**Littleton**

Arapahoe Community College  
Denver Seminary

**Longmont**

Front Range Community College

**Pueblo**

Colorado State University Pueblo  
Pueblo Community College

**Rangely**

Colorado Northwestern College

**Sterling**

Northeastern Junior College

**Trinidad**

Trinidad State Junior College

**Westminster**

De Vry University  
Front Range Community College  
University of Phoenix

[http://www.huffingtonpost.com/2010/06/07/best-ld-programs\\_n\\_603369.html](http://www.huffingtonpost.com/2010/06/07/best-ld-programs_n_603369.html): 10 Best Colleges for students with learning disabilities.

<http://www.roswell.enmu.edu/areas-of-study/special-services/special-services-home>The Special Services Department provides an important component in the comprehensive community university mission of ENMU-Roswell by providing services and programs to students with disabilities. The Special Services Department seeks to maximize the educational and career opportunities for all students with disabilities.

<http://www.du.edu/studentlife/learningeffectiveness/index.html>

The Learning Effectiveness Program (LEP) is a nationally recognized fee-for-service program that provides individualized academic support for University of Denver

students with learning disabilities, Attention Deficit Hyperactivity Disorder (ADHD), or a history of learning differences.

## **8-Legal Issues:**

**Guardianship**-(according to S. Solano from Guardianship Alliance of Colorado)

A Guardian is necessary when individual is a minor (under the age of 18 years old)and parents are unwilling or unable to provide care and make decisions independently. A Guardian is necessary when an adult is unable to make decisions independently. This would include conditions that may substantially decrease an adult's ability to provide for his or her own health, safety or welfare. (such as Dementia, Developmental disabilities, Brain Injury, Behavioral disorders, Mental Illness and/or Physical frailty)

- A Guardian will make decisions about a person's support, care, education and welfare.
- A Guardian will encourage his/her Ward to
  1. Participate in making decisions
  2. To act on his/her own behalf
  3. Develop or regain capacity to manage his/her own personal affairs.
- A Guardian shall-
  1. Consider the desire and personal values of the Ward.
  2. Act in the Ward's best interest and exercise reasonable care and diligence.

**Conservatorship**-(according to S. Solano from Guardianship Alliance of Colorado)

A conservator is necessary when a person has money or owns property requiring management or protection that can not be managed independently by the individual.

- A conservator is a person appointed by the Court to handle the financials of a minor or adult including home, banking accounts, income and stocks/bonds.

## **Power of attorney-**

An alternative to guardianship and conservatorship are the powers of attorney. A power of attorney is a legal document in which a person (the "principal") appoints an individual (the "agent") to make decisions and take action on behalf of the principal.

There are two types of Power of Attorney-financial and medical.

## **Trusts-Special Needs Trust**

A Supplemental Needs Trust (sometimes called a Special Needs Trust) is a specialized legal document designed to benefit an individual who has a disability. A Supplemental Needs Trust is most often a “stand alone” document, but it can form part of a Last Will and Testament. Supplemental Needs Trusts have been in use for many years, and were given an “official” legal status by the United States Congress in 1993.

A Supplemental Needs Trust enables a person under a physical or mental disability, or an individual with a chronic or acquired illness, to have, held in Trust for his or her benefit, an unlimited amount of assets.

## **Waivers- Medicaid**

Colorado has twelve Medicaid waiver programs- four of which are specifically for individuals with intellectual and/or developmental disabilities.

- **\* WAIVER for PERSONS with DEVELOPMENTAL DISABILITIES(formerly known as “comprehensive services”) (HCBS-DD)**
- **\*SUPPORTED LIVING SERVICES WAIVER (HCBS-SLS)**
- **\*CHILDREN WITH AUTISM WAIVER (HCBS-CWA)**
- **\*CHILDREN'S EXTENSIVE SUPPORT WAIVER (HCBS-CES)**
- **CHILDREN'S HABILITATION RESIDENTIAL PROGRAM WAIVER (HCBS-CHRP)**
- **CHILDREN'S HCBS WAIVER (CHCBS)**
- **HCBS WAIVER for PERSONS with BRAIN INJURY (HCBS-BI)**
- **HCBS WAIVER for Community Mental Health Supports (HCBS-CMHS)**
- **HCBS WAIVER for PERSONS LIVING WITH AIDS (HCBS-PLWA)**
- **HCBS WAIVER for PERSONS who are ELDERLY, BLIND, AND DISABLED (HCBS-EBD)**
- **HCBS Waiver for Children with Life Limiting Illness (HCBS-CLLI)**
- **HCBS waiver for persons with Spinal Cord Injury (pilot) (HCBS-SCI)**

## **9-Resources:**

Colorado Medicaid Waiver  
medicaidwaiver.org

*Guardianship Alliance of Colorado*  
[www.guardianshipallianceofcolorado.org/](http://www.guardianshipallianceofcolorado.org/)  
303-228-5382  
801 Yosemite St.  
Denver, CO. 80230

### TRUST MANAGEMENT

The Colorado Fund for People with Disabilities  
303-733-2867

One Broadway, Suite A-330  
Denver, CO 80203

Manages Beneficiary's Trust Funds for supplemental needs for a person with Disabilities.

### FINANCIAL PLANNING

Crystal Cartwright, Registered Representative  
Transamerica Financial Advisors, Inc. (Transamerica Financial Group Division)  
303-220-2521  
720-327-4342  
crystal.cartwright@tfaconnect.com

David J. Pocs, MBA  
LPL Financial Advisor  
14143 Denver West Parkway Suite 510 Golden, Colorado 80401  
303-393-2454  
303-520-4415  
david.pocs@lpl.com [www.pocs.coloradofinancialpartners.com](http://www.pocs.coloradofinancialpartners.com)

Steve Owens, PC  
720-529-9800  
<http://www.mydenverlawyer.com/>

Cheryl Battung

303-327-1437  
12303 Airport Way, Suite 200 Broomfield, CO 80021

Edelman and Associates  
4600 S. Ulster St., Ste. 1200  
Denver, CO 80237 303-300-4326

Modern Woodmen  
Mark Kennedy  
720-979-2041  
Mwk80020@gmail.com  
www.modern-woodmen.org

### Transition Resources - Colorado Department of Education

[www.cde.state.co.us/cdesped/transition\\_resources](http://www.cde.state.co.us/cdesped/transition_resources)

Colorado Dept. of Education  
Office of Special Education  
1560 Broadway, Suite 1175  
Denver, CO 80202

Phone: 303-866-6694  
Fax: 303-866-6767  
TTY: 303-860-7060

Questions: [essu@cde.state.co.us](mailto:essu@cde.state.co.us) - See more at:  
[http://www.cde.state.co.us/cdesped/transition\\_resources#sthash.9tDc64oG.dpuf](http://www.cde.state.co.us/cdesped/transition_resources#sthash.9tDc64oG.dpuf)

### **10- Agencies**

Weld County

North Range Behavioral Health  
1300 N 17th Ave  
Greeley, CO  
[www.northrange.org](http://www.northrange.org)  
970-347-2120

North Range Behavioral Health  
721 4th St. S.  
Fort Lupton, CO 80621  
303-857-2723

Envisions  
1050 37th St  
Evans, CO 80620  
[www.envisionco.org](http://www.envisionco.org)  
970-339-5360

Greeley Connections for Independence/Stephen's Brain Injury Farm  
2780 28th Ave  
Greeley, CO 80634  
[www.gciinc.org](http://www.gciinc.org)  
970-339-2444

ARC of Weld County  
5312 W 9th Street Drive #150  
Greeley, CO 80634  
[www.arcweldcounty.org](http://www.arcweldcounty.org)  
970-353-5219

Youth and Family Connections  
Greeley Office  
2835 W 10th Street  
Greeley, Colorado 80631

Ft. Lupton Office  
330 Park Ave  
Fort Lupton, CO 80621  
[www.youthandfamilyconnections.org](http://www.youthandfamilyconnections.org)

Employment Services-Workforce Center  
315 N 11th Ave Building B  
Greeley, CO 80631  
[www.eswc.org](http://www.eswc.org)  
970-353-3800

Colorado Therapeutic Riding Center  
11968 Mineral Road  
Longmont, CO 80504

[www.ctrinc.org](http://www.ctrinc.org)

303-652-9131

ACL Boulder County  
1381 Forest Park Circle  
Lafayette, CO 80026  
[www.aclboulder.org](http://www.aclboulder.org)

Imagine  
1400 Dixon Avenue  
Lafayette, CO 80026  
[www.imaginecolorado.org](http://www.imaginecolorado.org)  
303-665-7789

MHP-Mental Health Partners  
Boulder office  
1333 Iris Ave  
Boulder, CO 80304  
303-443-8500

Longmont Office  
529 Coffman Street #300  
Longmont, CO 80501  
303-684-0555  
or

834 S. Sherman  
Longmont, CO 80501  
303-247-8700  
[www.mhpcolorado.org](http://www.mhpcolorado.org)

PACE Program  
2885 Aurora Avenue  
Boulder, CO 80303  
303-245-0894

Foothills Behavioral Health  
9101 Harlan St. Suite 100  
Westminster, CO 80031  
303-413-6263  
[www.fbhcolorado.org](http://www.fbhcolorado.org)

Center for People With Disabilities  
1675 Range Street  
Boulder, CO 80301  
[www.cpwd-ilc.org](http://www.cpwd-ilc.org)  
303-442-8662

Workforce Boulder County  
1500 Kansas Ave #4-D  
Longmont, CO 80501  
303-651-1510

or 2520 55th Street suite 100  
Boulder, CO 80301  
303-301-2900  
[www.wfbc.org](http://www.wfbc.org)

Division of Vocational Rehabilitation -DVR  
Boulder  
4875 Pearl East Circle Suite 301  
Boulder, CO 80301  
303-444-2816

Longmont  
825 Delaware Avenue Suite 306  
Longmont, CO 80501  
303-776-6878

[www.dvrcolorado.com](http://www.dvrcolorado.com)

Job Corps  
1-800-438-8287  
[www.jobcorps.doleta.gov](http://www.jobcorps.doleta.gov)

RTD Easy Rider program  
303-447-2848

RTD Call-n-Ride  
Longmont West- 303-994-5551  
Longmont East- 303-994-3552

EXPAND Program (Leisure)  
5660 Sioux Drive  
Boulder, CO 80303



303-413-7216

Circle of Care (Leisure)  
1202 Folsom Street  
PO Box 4204  
Boulder, CO 80306  
303-358-4300  
[www.circleofcareproject.org](http://www.circleofcareproject.org)

## **11- Resources/Information**

Peak Parent Center: [www.peakparent.org](http://www.peakparent.org)  
Parent to Parent: [www.p2p.org](http://www.p2p.org)  
Social Security Administration: [www.socialsecurity.gov](http://www.socialsecurity.gov)  
Colorado Option Handbook: [www.cde.state.co.us/cdesped/options](http://www.cde.state.co.us/cdesped/options)  
Transition Toolkit: [www.cde.state.co.us/cdesped/transition\\_TK.asp](http://www.cde.state.co.us/cdesped/transition_TK.asp)  
Transition Fast Facts Planning Issues:  
[www.cde.state.co.us/cdesped/ff-adultcommunityagencies](http://www.cde.state.co.us/cdesped/ff-adultcommunityagencies)  
National Secondary Transition Technical Assistance: [www.nsttac.org](http://www.nsttac.org)  
National Center on Secondary Education and Planning: [www.ncset.org](http://www.ncset.org)  
Office of Special Education and Rehabilitative Services: [www2.ed.gov](http://www2.ed.gov)  
College in Colorado: [www.collegeincolorado.org](http://www.collegeincolorado.org)  
Occupational Information Network: [www.onetonline.org](http://www.onetonline.org)  
Center for Parent Information and Resources:  
[www.parentcenterhub.org/repository/transitionadult](http://www.parentcenterhub.org/repository/transitionadult)  
Division for Career Development and Transition: [www.dcdt.org](http://www.dcdt.org)  
Disability.gov: [www.disability.gov](http://www.disability.gov)

