

School Counselors:

Facilitating Transitions for Students with Disabilities from High School to Post-School

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting (est. completion time: 1.5 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** Sandra Montez has always dreamed about her future: dreamed of being a ballerina, a singer, or a model. Throughout the years, her parents have supported their little girl's aspirations, encouraging her to dream big. Now that she's 14 and a freshman at Phelan Junior/ Senior High School, Sandra's beginning to think about a career in nursing.

Notes

Initial Thoughts

- What is the transition planning process for students with disabilities?
- What is the school counselor's responsibility in the transition planning process?
- How can school counselors further promote successful transition planning?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Describe the responsibilities of the counselor as they relate to transition planning
 - List the major adult-life activities to which youth will transition and provide examples of school-based approaches to prepare for those activities
 - Explain briefly the importance of collaboration among programs and funding agencies to support smooth transitions to adult activities for students with disabilities
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: An Overview of Secondary Transition

- Two of these transitions require specific planning under the Individuals with Disabilities Education Improvement Act (IDEA '04) [bullet points]
 - Link: individualized education program [definition]
- Audio: Ginger Blalock explains the consequences for many students with disabilities who lacked access to transition planning
- Transition planning is important because... [bullet points]
- An Overview of Transition Services
 - Link: course of study [definition]

Notes

❖ Page 2: Person-Centered Planning

- Active Participation in the IEP [bullet points]
- Audio: Amy Harris shares her thoughts about the ways in which counselors can help make the transition process a more person-centered experience for students with disabilities
- Planning Domains

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- Link: Transition Planning Domains–Detailed List
- Identifying Measurable Post-Secondary Goals
 - Education/ Training
 - Employment
 - Link: integrated (or supported) employment [definition]
 - Independent Living
 - Link: adult services [definition]
- FYI
- Achieving Measurable Post-Secondary Goals [bullet points]
- Tasks for students
- Transition Update – Sandra’s Goals
 - Link: Sandra’s Post-School Goals

Notes

❖ Page 3: Transition Planning

- Link: Sample transition services IEP
- Keep in Mind
 - Link: Start early
 - Link: Be comprehensive
 - Link: Base on student
 - Link: Use assessments
 - Link: Identify goals
 - Link: Require student participation
 - Link: Request family involvement
 - Link: Observe cultural sensitivity
 - Link: Consider deadlines
 - Link: Coordinate agencies
- Link: IEP Team Members
- Overlapping responsibilities
- Audio: Ed O’Leary discusses the importance of creating a coordinated transition plan
- Transition Update – Sandra’s Goals

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❖ Page 4: Overview of a School Counselor's Roles for Transition

- As part of the transition planning process, school counselors may have many roles [bullet points]
- Transition Update – Defining Sandra's Goals
 - Link: Sandra's Redefined Measurable Post-Secondary Goals
 - Research Shows
- Provide Social Skills Training
 - School counselors' roles in social skills training
 - Behaviors Associated With Poor Social Skills
 - Other things to keep in mind
- Research Shows

Notes

❖ Page 5: Transition Assessments

- Areas of Data Collection (table)
- Formal and Informal Transition Assessments [bullet points]
 - Link: Sandra's Redefined Measurable Post-Secondary Goals
- Audio: Ginger Blalock discusses formal assessments
- Audio: Ginger Blalock discusses informal assessments
- Guidelines for Administering Assessments [bullet points]
- Transition Update – Determining Sandra's Assessments

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❖ Page 6: Post-Secondary Preparation: Education/Training

- Scheduling Courses of Study [bullet points]
- Click on each of the links below to learn more about the steps to prepare a student to pursue a degree at an institution of higher education
 - Link: Step 1: Research Higher Education Programs (Grades 9–11)
 - Link: Step 2: Take Required Entrance Examinations (Grades 11–12)
 - Link: Step 3: Meet with Admissions and Financial Aid (Grade 11)
 - Link: Step 4: Complete Applications (Grades 11–12)
 - Link: Step 5: Identify Accommodations (Grades 11–12)
 - Link: Step 6: Take School-Specific Entrance Exams (Grade 12)
 - Link: Step 7: Build Independent Living Skills (Grade 12)
- Accessing Informal Training [bullet points]
- Transition Update – Sandra’s Course of Study
 - Link: Course of Study for Sandra

Notes

❖ Page 7: Post-Secondary Preparation: Employment

- An ideal (but not exhaustive) continuum of work-based learning experiences can start as early as middle school and might include... [bullet points]
- Link: voice recognition or voice output software [definition]
 - Link: Sandra’s Redefined Measurable Post-Secondary Goals
- Specialized Services [bullet points]
- Generic Services [bullet points]
- FYI
- Transition Update – Supporting Sandra’s Vocational Decisions

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❖ Page 8: Post-Secondary Preparation: Independent Living

- Self-Determination [bullet points]
- Keep in Mind
- Developing Self-Determination
- Interpersonal Skills
- FYI
 - Link: Residential Options
- Transition Update – Sandra Practices Self-Determination and Social Skills

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❖ Page 9: Referrals to Other Agencies

- Recreation and Leisure
 - Link: More
- Community Participation
 - Link: More
- Related Services
 - Link: More
- Independent Living
 - Link: More
- Physical Health
 - Link: More
- Legal and Advocacy Organizations
 - Link: More
- FYI
- Activity: Assess the options and supports available for D.J. in your community in one of these areas
- Transition Update – Sandra’s Agency Referrals

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❖ Page 10: Communication and Collaboration

- A school counselor builds relationships with... [bullet points]
- Transition Update – Communication and Collaboration with Sandra and Others

Notes

❖ Page 11: Collaborative Activities for Families

- The Ethical Standards for School Counselors state that the professional school counselor... [bullet points]
- Barriers to Collaboration
- Activities that Promote Collaboration
 - Link: Parent information night
 - Link: Community Transition Teams
 - Link: Assessment results interpretation
 - Link: Resource referrals
 - Link: College exploration
 - Link: Career exploration
 - Link: Financial planning workshops
 - Link: Advocacy training
- Audio: Amy Harris shares her thoughts about the ways in which counselors can help to make the transition process a more person-centered experience for students with disabilities
- FYI
- Transition Update – Sandra’s Family

Notes

❖ Page 12: Communication with Community Organizations and Other Agencies

- School counselors may invite agency representatives to address...
 - Link: Post-secondary education

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- Link: Vocational training and education
- Link: Independent living
- Link: Community services
- FYI
- Levels of Interagency Collaboration
- Keep in Mind
- Transition Update – Sandra’s Community Connections

Notes

❖ Page 13: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 14: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Measurable post-secondary goals are developed to help prepare student [bullet points]
- Video: Ed O’Leary summarizes post-secondary transition requirements
- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]