

## **Final PROJECT (200 points):**

### **PROJECT A: Student interview with a Community Resource/Agency or School Resource That Facilitates Transition Skills (200pts):**

Students are required to interview a transition resource (**50 pts**) either in the community or within a school system and describe the transitional services available to youth with disabilities. The services can occur at the middle school level (6-8) or the high school level (9-12). You can work individually or as a group (only two people per group). Your write-up should include:

- ☐ You are responsible for identifying (**10 pts**) a local agency, emailing and scheduling an interview.
- ☐ Make sure to CC (**10 pts**) me on all emails. Use your XULA Zoom account to virtually meet with your interviewees.
- ☐ Brief description (**15 pts**) of the agency/office and the individual you interviewed (Include their job title and job responsibilities).
- ☐ Describe the services, accommodations, population(s) served
- ☐ Description of the Staff
- ☐ Description of the facility
- ☐ Include your interview questions (**15 pts**). (Click on the following [link](#) for more information about developing strong interview questions).
- ☐ If available, provide copies of materials available about the center, agency, or office.
- ☐ Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, vocational evaluation sites, Louisiana Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.
- ☐ Your write up (**100 pts**) MUST include a synthesis section that integrates the information from your site interview with professional literature on transition and career education.
- ☐ Paper must be in [APA 7<sup>th</sup> Edition w/ header](#).
- ☐ 12 Font Times New Roman
- ☐ Double-Spaced (2-3 pages in length).
- ☐ Reference page if needed.
- ☐ This field assignment serves as your final and is due on **June 21st by 5 pm.**

Various organizations provide services to people with disabilities.

The federal government has Social Security Administration ([SSA](#)), which provides SSI (Supplemental Security Income), and Department of Housing and Urban Development ([HUD](#)) which provides the support for house purchases with people with disabilities. The federal and state governments provide [Special Education](#), [Medi-Cal](#), and Rehabilitation services ([DOR](#)). The Department of Developmental Services ([DDS](#)) of the state government provides services through the Regional Center and the California Children Services ([CCS](#)), providing medical therapy service to children with disabilities. The county government provides the In-Home Supportive Services ([IHSS](#)), [DPSS](#), and the [ACCESS transportation](#) service for people with disabilities. The city government provides transportation services and also operates the parks and recreation programs for people with disabilities.

There are also community organizations and non-profit organizations that provide various services for recreation and public welfare to people with disabilities.

All people with disabilities have the right to get a free and appropriate public education according to the [IDEA](#) and services from the regional center which is entitlement. However, people with disabilities and their families have to apply for all other programs because these services will be provided only to people who apply and meet the qualification of these services. It is not easy to utilize all available programs without information about these services.

## OR

### **PROJECT B: Individualized Transition Plan (200 points)**

For this assignment, students will develop an individual transition plan for a FICTIONAL high school aged student. The Final Paper will be 3-4 pages and stylized using APA 7<sup>th</sup> edition formatted paper **(25 pts.)**. It will also contain a well-researched and comprehensive transition plan for a high school aged student who is about to graduate from high school. It should be student-centered **(25 pts.)**, always keeping the student's wishes in mind. It should address self-advocacy/self-determination and the competencies that will need to be taught within the special education curriculum to prepare the student for life after school **(50 pts.)**. It should also be mindful of necessary job coach and rehabilitation counseling roles that may be required/provided **(100 pts.)**. In your paper you will describe, using complete sentences your process and goal planning for your student's ITP. In conjunction with your write-up, you will fill out an actual ITP and submit it along with your paper. Each document should inform the other. The ITP will serve as a guide for your paper. I will provide you with an Individualized Transition Plan fillable PDF that you will complete and submit at the end of the semester. Your ITP and page write up are due on **July 21<sup>st</sup> by 5 pm**. Students are highly encouraged to submit your final before the July due date.

**What is an Individual Transition Plan?** The Individual Transition Plan is a written plan which outlines what a student will need to live, work and play as an adult. It is typically written at least four years before someone is leaving school. The ITP is written with the help of the student, parent, teacher, social worker or service coordinator and adult service provider. It spells out what everyone needs to do in order to provide the training and services needed for a smooth

‘transition’ from school. It is a bridge between the Individual Education Program and other plans – like the Individual Program Plan.

The ITP is a section of the [IEP](#) that outlines transition goals and services for the student with disability. The [IDEA](#) requires that all students must have an ITP by the age of 16. The ITP is the template for mapping out short-term to long-term adult outcomes from which annual goals and objectives defined.

There are two important components in the ITP. One is a plan including educational goals for a child with disabilities to achieve independent adult life after leaving school. It should include in the areas of [independent living](#) , [employment](#) (including supported employment), post-secondary education, [self-determination skills](#). Law will require ITP planning should include experience in the community. Schools provide various unique programs for students between 16-22 years of age who are in transition from high school to adulthood.

What must be included in the ITP?

- Address the student’s preferences, interests, strengths, and needs
- Participation of parents
- List of participants for specific goals
- A coordinated set of activities demonstrating use of various strategies, community and adult living experiences
- Annual goals
- Responsibilities of parents and students

Why is transition planning [important](#) ?

Transition to adulthood is challenging for students with disabilities. Without guidance, students often fail or isolate themselves from the community. Transition planning provides student, family and the educators to be ready for the real world. The goals are tailored to the student’s strengths and provide the options for his/her future.

ITP team members

- Student
- Parents and family members
- Special education teachers
- School administrator
- Occupation teacher
- General education teacher
- Counseling teacher
- Professionals from the adult service organizations
- Job developer
- Employer and community leaders
- Job coach
- Transition specialist
- **CONNECT**
  - [Contact Us](#)
  - [Media](#)
  - [Social Media Hub](#)
  - [Ways to Give](#)

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- **SERVICES**
  - [Campus Map](#)
  - [Campus Safety](#)
  - [CARE Team](#)
  - [Dining on Campus](#)
  - [WellBeingU](#)
  - [Parking & Transportation](#)
  - [Student Health Center](#)
  -
- **ADMINISTRATIVE**
  - [Accessibility](#)
  - [Accreditation](#)
  - [Annual Security Report](#)
  - [Campus Safety Plan](#)
  - [CSU System](#)
  - [File Viewers](#)
  - [Privacy](#)