



A Full Life Ahead

Planning for Life
after Special Education in Massachusetts
Pamela J. Coveney
Disability Law Center - Boston, MA

An Abbreviated Table of Contents

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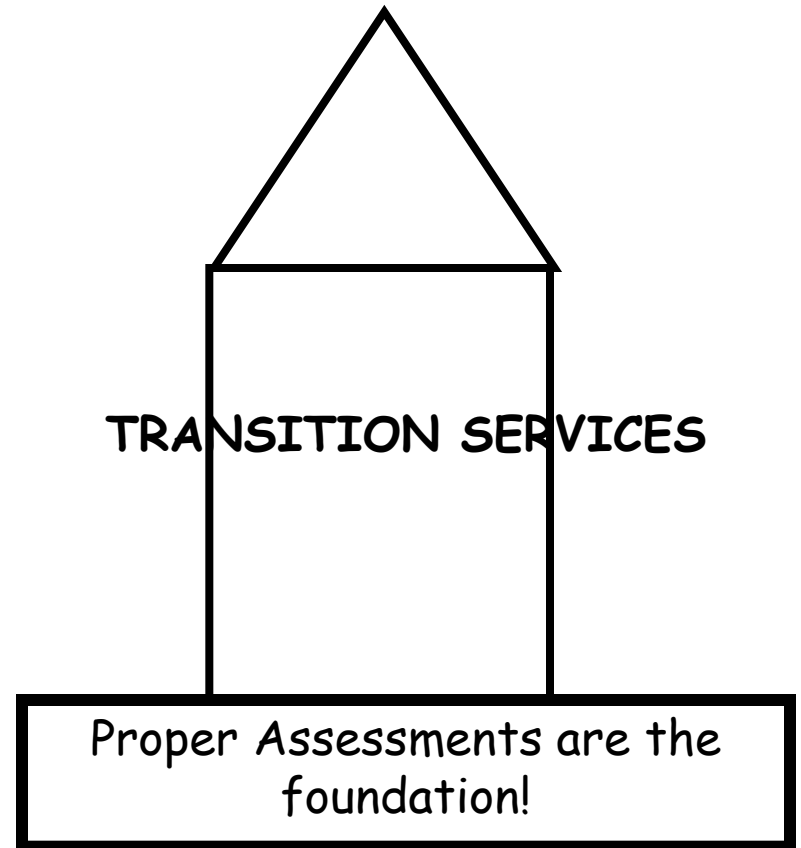
What We Will Cover

- Defining Transition Services
- The Timeline & the Process
- Helping Older Students
- Special Issues
- Resolving Disputes
- How the Manual Can Help



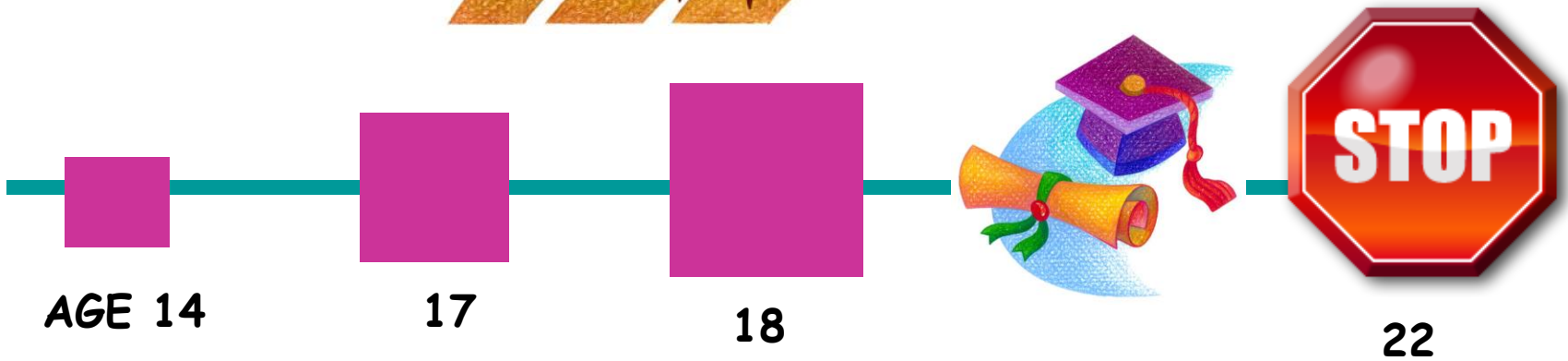
The Blueprint

Free Appropriate
Public Education
"FAPE"



(Janine Solomon video on special education tips; Requesting Transition Assessments pp. 13-15; Cases on pp. 67; 76; 90)

A Transition Timeline



The Basic Transition Steps

1. Transition Planning Form (TPF) at home
2. Meeting # 1: TPF & Request Assessments
3. Meeting # 2: Review Assessments; Develop Goals; Plan Services
4. Miscellaneous: Graduation Dates; Turning 18
5. Adding Services or Enforcing Existing Ones



Age 14: Completing the TPF

- Talk!
- Complete the Vision Statement on the Transition Planning Form (12, 101)
- Ask for a Meeting!



(Getting Started: pp. 11-12; Using the TPF: pp. 23-31)

Meeting # 1: Requesting Assessments

The Team must invite the student!

Bring the TPF!

Request Transition Assessments

The Evaluation Consent Form

(The IEP Team: p. 12; Requesting Assessments: pp. 13-15; Suggested Evaluators: pp. 122-124. Also consider the ARCs, MA Rehab, Easter Seals, Independent Living Centers; link to Evaluation Consent Form: p. 101.)

Meeting # 2

- Discuss the Assessments
- Develop Goals
- Plan Services
- Don't Forget Community Placements!
(Developing Skill-Based Post-Secondary Goals: pp. 15-23)

Some Sample Goals for a Career as a Chef



The Obvious

- Cooking
- Measuring

Less Obvious but Equally Important

- Telling Time
- Traveling
- Reading Labels
- Safety Awareness
- First Aid Basics
- Hygiene
- Teamwork (working with others on a project)

3 Ways to Sign an IEP:



- Accept
- Completely Reject
- Accept in Part/Reject in Part

(Changing the IEP; Accepting/Rejecting the IEP: p. 58;
Sample Letter to Request a Meeting: p. 107.)

Find the Suggested graduation date and write a letter if you disagree!

Additional Information

- Include the following transition information: **the anticipated graduation date**; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.
- Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.
- Record other relevant IEP information not previously stated.

(Sample Letter: p. 113)

Decision-making Options for Older Students

- Student has cognitive delay or other challenges
- Student is non-verbal
- Student is not yet ready to make educational decisions alone
- Guardianship
- Delegation of *Total* Educational Authority
- Delegation of *Shared* Educational Authority
- Full Independence at 18

(Student Decision-Making: pp. 40-42)

Delegation of Educational Authority

I, **Paul O'Hara**, having reached the age of majority, hereby exercise my right pursuant to 603 CMR 28.07(5)(c) to **delegate continued decision-making my mother, Clarice O'Hara**, regarding my special education services. This shall include the right to sign my Individual Education Plan (IEP) on my behalf and to agree to any educational placement. I understand that I may revoke this delegation in writing at any time.

Paul O'Hara

student

Jacqueline Wickes

IEP Team Member

Other Issues for Older Students

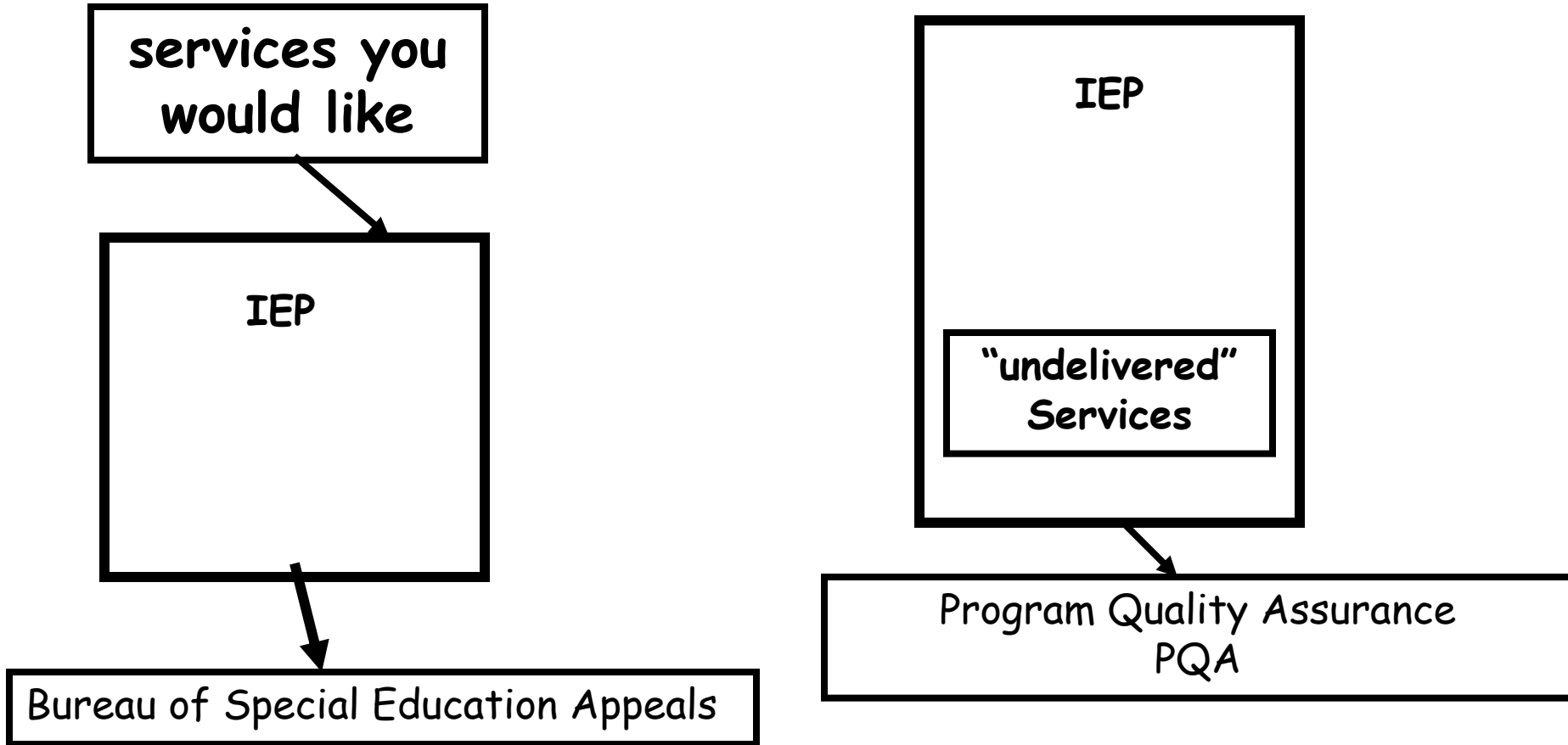
- The 688 process (pp. 31-34)
- Obtaining Services for Adults with Disabilities (Preparing for Adult Agency Services: (pp. 31-33)



- Maintaining Your Student's Public Benefits (pp. 48-50)



Problems with an IEP



(Letters to discuss a problem and/or request meeting: pp. 103, 107
Letters to file a complaint: pp. 115-116.)

Resolving Disputes: "The Ladder"

The Bureau of Special Education Appeals



Informal Conversations,
Telephone Calls, E-mails

