

# Pennsylvania's Approach to the National Agenda for Children and Youths With Visual Impairments, Deafblindness, and Visual and Multiple Disabilities

## Goal 9 Transition Services

Transition services will address both the educational and functional needs of the student and assist the student and family in setting goals and implementing strategies commensurate with the student's aptitudes, interests, and abilities.

The success of students with visual impairments, deafblindness, and visual and multiple disabilities is improved by extensive planning and input from a wide variety of resources throughout

their educational career and into adulthood. This information may come from family members, educators, medical professionals, vocational services, and adult service providers.

### Secondary Transition Process

Secondary transition is an ongoing process that begins in middle school and continues through high school. It can be thought of as a bridge between school programs and the opportunities

of adult life. The process includes assessment, planning, and goal setting in the areas of postsecondary education and training, employment, and independent living.

### Effective Transition Planning

Effective transition planning addresses both the educational and functional needs of the student and assists the student and family in setting goals and implementing strategies appropriate for the student's aptitudes, interests, and abilities. It involves assessing where the student is today and planning for services and supports that will be needed to achieve these goals. In Pennsylvania, this planning process is required for all students with an Individualized Education Program (IEP) and begins in the year that the student turns 14, or earlier if determined appropriate by the IEP team.

that are appropriate to the student's postsecondary goals, including academics, independent living skills, social skills, and employment skills.

It is important that issues regarding self-determination and self-advocacy are incorporated into the student's secondary program to ensure active participation in high school and in adult life.

During the student's final year in high school, transition planning may include actual participation in their selected transition goal. For example, a student planning to attend college may take one college course; a student planning to work may identify a particular field or employer and participate in an internship that translates into resume experience; or a student planning to move to a day program may spend one day a week in that program.

Transition planning needs to include information regarding student preferences, interests, future goals, strengths, and abilities. This information can be gathered by a multitude of both formal and informal assessment tools. The assessment results drive the IEP and lead to further instruction in areas



## Participants in Transition Planning

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The student plays a vital role in the transition planning process and, at age 14, must be invited to attend the IEP meeting. It is essential to include all required members of the IEP team and to expand the team based upon the student's postsecondary goals. This may include inviting other family members, community members, and/or outside agency personnel who have or will play a role in the student's life. If these additional

participants are unable to attend the transition planning/IEP meeting, a statement addressing the student's interests, strengths, needs, and effective accommodations may be obtained. It may help to include information about activities that are motivating, successful, and enjoyable, as well as activities that are challenging or stressful for the student.

## Resources for Transition Planning

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There are a number of resources available for transition planning and addressing both immediate and long-range goals. Students should be registered with appropriate agencies, which may include: the Bureau of Blindness and Visual Services (BBVS); the local office of Mental Health/Mental Retardation; county services for the blind; the Helen Keller National Center (for

students who are deafblind); and other agencies of interest. Career Connect ([www.careerconnect.org](http://www.careerconnect.org)) may be assist in career exploration. Mentors can be identified through the National Federation of the Blind (NFB), the American Council for the Blind (ACB), and local Pennsylvania Associations for the Blind (PAB), as well as Career Connect.

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For more information about the National Agenda, go to [www.tsbvi.edu/agenda/](http://www.tsbvi.edu/agenda/).

For more information about PANA, go to [www.panationalagenda.com](http://www.panationalagenda.com) or contact the Pennsylvania Training and Technical Assistance Network: 200 Anderson Road, King of Prussia, PA 19046, (610-265-7231 or 800-441-3215).