TRANSITION SERVICES IN THE BOSTON PUBLIC SCHOOLS

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Transition Planning:

- supports the development of a post-secondary vision for students
- is a collaborative effort that involves students, families, school staff, and other important community members.
- the process revolves around the student’s vision for the future and identifies his or her preferences, interests, and strengths to develop a plan for the transition out of high school.
Transition Services Overview

- School’s role
- The STRIVE Program’s Role
- Community Partners’ Role
- Adult Services
School’s Role

Schools are responsible for:

• conducting all Transition Assessments

• developing and implementing transition goals and services
Transition Planning at the IEP Meeting

- Students participate in IEP process at age 14
- TPF drives the IEP
- IEP Goals align with vision
Should include **ALL** areas of transition:

- Activities of daily living
- Recreation
- Living experiences
- Lifelong learning goals
- Work skills
- Travel
IEP Goals

Example: Student’s vision is to live on his/her own and travel independently to work in a retail environment.

IEP objectives could include:

• time management / reading a train schedule
• laundry (folding, hanging, sorting, etc.)
• money skills (budgeting, making change, etc.)
• build on social skills appropriate for a work environment
• learn retail vocabulary (apparel, electronics, housewares, etc.)

Sample in-school job opportunities

• Working in a school store
• Working in the main office to build social skills
The IEP is Developed

What Happens Next?
Similarities in pre-vocational and vocational skills

- Time Management
- Communication
- Travel Training
- Personal Hygiene
- Character
- Appropriate Workplace Behavior
Differences between pre-vocational and vocational skills

Pre-Vocational
- Sorting
- Matching
- Alphabetizing
- Categorizing
- Folding
- Collating
- Following Directions
- Completing Timed Tasks

Vocational
Differences between pre-vocational and vocational skills

Pre-Vocational

- Office Work
- Culinary
- Law
- Custodial
- Public Safety Officer
- Cosmetology
- Computer programming
- Writer/artist
- Construction Trades

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The importance of in-school pre-vocational opportunities

- Skills are transferable as you move across the vocational continuum
- Provides an introduction to the world of work
- Develop prerequisite skills to work in community employment
- Allows them to develop independence in a safe environment
- Students learn how to independently initiate and complete tasks
- Increase pace and stamina for work tasks
The importance of in-school **vocational** opportunities

- Allows them to develop more independence in a safe environment
- Allows them the opportunity to earn a paycheck
- Students learn the dynamics of a supervisor-employee relationship
- Develop appropriate workplace vocabulary and communication skills
- Students can generalize what they have learned in the classroom to real jobs within the school and eventually to the community
- Less adult supervision and more opportunity for independent work
What does STRIVE stand for?

Supporting
Transitions to
Reach
Independence through
Vocational
Experiences
STRIVE’s Role

• STRIVE is available to provide consultation to all schools
• Facilitate BPS and vendor services with adult service agencies
• Facilitate BPS School year employment sites
• Facilitate BPS Summer employment sites
• Support families with 688 process
Pre-vocational and Vocational sites that the STRIVE Program manages:

- **School Year**
  - Community based
    - Examples: Wentworth Training Program, Bolling, DISC.

- **Summer Programming**
  - Vocational exploration
  - BCYF
Community Partners’ Role

• Last step on employment continuum
• Training/evaluation of student participants
• Job placement
• Job coaching
Adult Agencies: Who are they?

- Department of Developmental Services (DDS)
- Massachusetts Rehabilitation Commission (MRC)
- Department of Mental Health (DMH)
- Massachusetts Commission for the Blind
- Massachusetts Commission for the Deaf and Hard of Hearing
- Department of Children and Families
Questions....