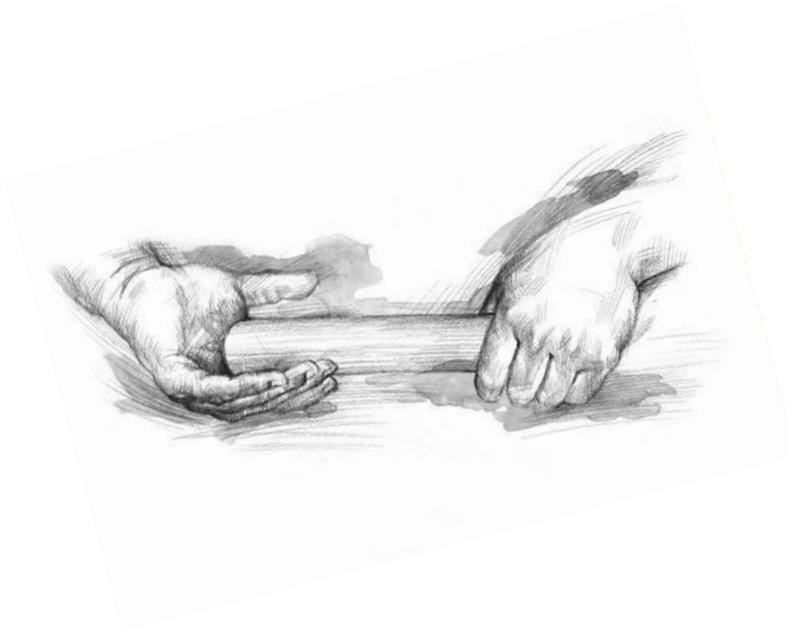


*POST SECONDARY TRANSITIONING TO: COLLEGE,
VOCATIONAL/TECHNICAL SCHOOL CAREER AND EMPLOYMENT*



A guide to developing an educational program to support the needs of children with brain injury making the transition from post secondary school to the community.



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A Note to Parents. . .

When your child sustains a brain injury, your world is thrown into turmoil. Your focus is on doing everything necessary to support your child and give your child the best chance to achieve success. This is never easy. It calls on your talents as an advocate and your resources and energy.

One area that presents many challenges for families is negotiating the education system to prepare your child for life after school and in the community, to ensure that your child receives the education to which she or he is entitled. When a child sustains a brain injury, his or her participation and progress in the general education curriculum may be affected. You may need to seek **special education services**. This is a complex system. Much of the language is technical, and the process is set out in the law. It can be overwhelming.

This booklet is designed to give you basic information and tools to **transition your child from either the hospital, rehabilitation facility or home and back to school and then to identify what services your child will need whether they move towards secondary education, college, vocational technical program or employment in order to become a successful citizen.**

One person who can be extremely helpful to you is the Brain Injury Association of New York State's FACTS Coordinator who serves your region. "FACTS" stands for the Family Advocacy, Counseling and Training Services program of the Association. The FACTS Coordinator is a knowledgeable individual who can provide you with information about brain injury and community resources, as well as support. You can find out the name of the FACTS Coordinator in your area by contacting the Association or checking the Association's website at www.bianys.org.



The Brain Injury Association of New York State, in conjunction with a team of expert consultants in the area of childhood brain injury received funding from the NYS Developmental Disabilities Planning Council to create a web-based resource for families and school staff to support children with TBI or other neurological impairments at home and at school. It is called **LEARNet**.

LEARNet is recognized across the state and beyond and is utilized by schools across the country for its utility in providing educators and families with invaluable information designed to address the varied challenges presented by students with brain injury, to build capacity and competency of families and school staff, and to improve the outcomes for students with brain injury or other neurological impairments.

LEARNet is supported through the FACTS Program. Ask your FACTS Coordinator about it or go online to www.projectlearnnet.org.



Identifying Children with Special Education Needs to Aid in the Transition Process

Each child with brain injury has his or her own unique symptoms and challenges. Below is a list of potential difficulties that you might see in your child after a brain injury. Identifying these effects, individually or together, will help develop and plan the most appropriate transition services for your child.

Memory Effects

- Inability to follow directions
- Difficulty with understanding, storing and retrieving new information
- Inconsistent or slow retrieval of known information

Attention and Concentration

- Difficulty focusing and sustaining attention
- Inability to filter distractions in the classroom
- Difficulty in handling high stimulation (noise, light, feelings)
- “Overload” quickly with agitation or confusion
- Inability to process small amounts of information at one time

Sensory Effects

- Double vision
- Impaired coordination of both eyes
- Partial loss of vision, loss of visual field
- Significant reading difficulties
- Hearing loss, ringing in ears
- Difficulty in correctly processing auditory information
- Changes in ability to taste and smell

Psychosocial Effects

- Low self-esteem
- Denial
- Social isolation - having few or no friends
- Personal and family problems

Behavioral Effects

- Irritability
- Mood Swings
- Hyperactivity
- Apathy/Lethargy



- Emotional and behavioral outbursts and depression
- Fatigue

Executive Functions

- Lacks self-awareness necessary to establish realistic goals
- Inability to modify behavior based on consequences
- Difficulty with planning and organizing
- Difficulty getting started with tasks
- Difficulty with problem solving
- Impulsivity or inability to inhibit inappropriate behaviors, emotions, statements
- Inability to predict the effects of one's own behaviors or the social cues of others

Motor and Physical Effects

- Balance and walking difficulties
- Problems with strength, range of motion and coordination
- Fatigue and lack of endurance
- Seizures
- Headaches
- Difficulty maintaining body temperature
- Eating and elimination problems



The Transition Plan

- a. Transition planning and services are developed to prepare students to move from secondary school to the adult environment.
- b. Transition planning can begin as early as age 12 depending if the IEP team determines it is appropriate to do so.
- c. Transition planning includes developing an appropriate IEP (Individualized Educational Plan).
- d. The IEP Team should include the student, parents, teachers, professionals and other ancillary staff as identified to develop a successful transition plan.
- e. The student should be included in any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.
- f. Developing and implanting a transition plan may include postsecondary education or vocational training, employment, including supported employment, independent living, and community integration.
- g. Transition services must be a coordinated and consistent set of activities moving towards producing successful outcomes.
- h. Transition services are based on individual student needs and must take into account his or her preferences, strengths and interests.



Supportive and Collaborative Services

Supportive and Collaborative Services are provided in conjunction with academic classes to assist students with disabilities in their total education program in order to achieve the goal of successful transition post school.

These services may include: speech therapy,

behavioral therapy, counseling, audiology, psychological services, physical therapy,

occupational therapy, counseling services, and other support services. The type, frequency and duration of the service should be included in the IEP.

Ways educators and parents can collaborate

Creating an Individualized Education Plan/Program or IEP, specific to each child's needs

- Finding assistive technology or tools that aid the student where challenges exist. For example, automatic page turners, book holders, and specialized computer hardware and software enable students to participate in classroom activities.
- Offering peer support.

Children do best at home and at school when parents, educators, and health professionals work together collaborating and communicating to develop common goals.

For Educators and Parents

THE IEP

According to IDEA (Individuals with Disabilities Act) the IEP should include the following:

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals. For additional information the following links are included.

[www.http://idea.ed.gov](http://idea.ed.gov)

[www.http://nichcy.org](http://nichcy.org)



Does your school have a Transition Team?

Team includes: teachers, school counselors, supportive staff, including speech and hearing therapists and social workers. The team can also include besides family, mentors who provide support and guidance.

The IEP team and plan should

Identify current performance levels

Develop an appropriate goal or goals to achieve need in 12 month period

Set benchmarks or short term goals for achievement.

Measure progress at least twice yearly and adapt the components for the IEP based on progress or

Identify related services and supplementary services to successfully achieve the goals.

[www.http://NYSED.gov](http://www.nysed.gov)

Special Education in New York State

[www.:http://ED.gov](http://www.ed.gov)

A Guide to the Individualized Education Program

[www.http://greatschools.org](http://www.greatschools.org)

<http://www.greatschools.org/special-education/health/873-transition-planning-for-students-with-ieps.gs>

[www.http://www.necset.org](http://www.necset.org)

[www.http://www.ncset.org/topics/ieptransition/default.asp?topic=28](http://www.ncset.org/topics/ieptransition/default.asp?topic=28)

Successful Transition Planning

Include your child; give them permission to express their dreams and goals and vision for the future.

Reward their participation for vocational planning.

Encourage your child to develop good relationships with school personnel and other agency and/or service providers

Use “Life Lessons” to discuss positive and negative consequences in order to grow towards independence.

Build self advocacy, self expression and decision making skills.

Provide your child with all the necessary information needed to make informed choices.



Discuss ways to attain appropriate goals and outcomes including emotional responses.

Encourage community involvement as learning opportunities, volunteer work, On The Job Training, school visits.

Consider peer mentor programs, consult with other individuals in similar situations, provide information to students.

<http://www.traumaticbraininjuryforum.com>

<http://nichcy.org/schoolage/transitionadult>

<http://www.education.com>

<http://www.brainline.org>

<http://free.braininjurypartners.com/>

<http://www.lapublishing.com>

Students

Develop a Self Evaluation Check list about you and your learning profile

Include information about:

You (the student) and your goals.

Self Advocacy

Attention and Learning Skills (writing, reading, math, speaking, listening, oral expression, organization, technological skills such as computers)

Don't Forget: ...interests, hobbies and extracurricular activities.

Research websites to help you in your transition planning

Identify Tools to help with successful transition



The following is a list of links that may help you plan your self evaluation checklist.

<https://www.gotoskn.state.pa.us>

<http://www.tbirecovery.org>

<http://www.education.com>

<http://www.cbirt.org/tbi-education/>

<http://www.tbied.org/>

Need to learn more about post secondary options like supported employment? The following links can help you plan for the future.

Knowing Your Options: What to do and Where to Go

<http://www.heath.gwu.edu/modules/awareness-of-postsecondary-options/>

Vocational Rehabilitation Services: Can It Help You?

<http://www.heath.gwu.edu/modules/rehabilitation-services/>

Opportunities in Career and Technical Education at the Postsecondary Level

<http://www.heath.gwu.edu/modules/career-and-technical-education/>

Non-Degree Postsecondary Options For Individuals with Disabilities

http://www.heath.gwu.edu/assets/9/non_degree_postsec_1.pdf

Assistive Technology

Assistive technology, Adaptive Equipment or AT is any piece of equipment or product system—acquired commercially, off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

- Assistive Technology Act of 1998
- IDEA Amendments of 1997, 20USC 1401 (1), Sec. 300.5

Devices for Memory and Organization:

- calendar boards
- schedule organizers
- voice organizers
- medication reminders



- Smartphones
- specialized watches
- PDA devices (www.biausa.org/Pages/AT/general.php)

Devices to Access Information:

- speech recognition software
- screen reading software
- tinted overlays for reading (this may help with visual processing)
- academic software packages for students with disabilities

Devices for Positioning and Mobility

- canes
- crutches
- wheelchairs
- specialized beds
- specialized chairs, desks, and tables

Assistive Technology for Academics

- [Expanded Keyboards](#)
- [Keyboard Shortcuts](#)
- [Adapted Typing Programs](#)
- [Electronic Graphic Organizers](#)
- [Talking Word Processors](#)

www.microsoft.com

- Go to support and search for “accessibility”
- <http://www.microsoft.com/enable/>

www.Apple.com

- Go to support and search for “universal access”
- <http://www.apple.com/macosx/universal-access/>

Kidspiration

- Combination of visual representation, text outlines, and speech
- Categorize and group ideas
- Picture view > Writing view
- Works with word processing programs
- K–5 learners



Kidspiration resource information

- 30-day free download available
- Mac or Windows versions
- <http://www.inspiration.com/Kidspiration>

Talking Word Processors

They provide auditory feedback to users as they read or write. Comprehension, writing quality, and writing quantity are enhanced by using multiple learning modes. They also help increase writing independence.

Write:OutLoud

- Talking toolbar
- Franklin dictionary
- Franklin spell checker
- Homonym checker
- Data collection to monitor progress

Write:OutLoud resource information

- 1st–12th grade reading level
- 3rd–8th grade interest level
- Website: www.donjohnston.com

Other AT Links

<http://www.nls.org/nyatmain.htm>

<http://www.trecenter.org/>

[New York State Commission on Quality of Care and Advocacy for Persons With Disabilities- Assistive Technology/ TRAIID Project](#)

[New York State Assistive Technology Advocacy Project](#)

[Learning Disabilities and Assistive Technologies](#)

[Technology Related Education \(T.R.E.\) Center for Assistive Technology & Universal Design](#)

[Assistive Technology for Kids with Learning Disabilities — An Overview](#)

<http://atp.vermont.gov/>

[Vermont/ALLTech Assistive Technology Connection](#)



<http://cqc.ny.gov/advocacy/assistive-technology/traid-program>

Resources

NEW YORK STATE AGENCIES

New York State agencies provide a wide range of services to individuals with disabilities. Some of the agencies listed below have special programs for persons with brain injury and their families. You will also find information about financial assistance, educational/vocational resources, advocacy, and legal counseling.

New York State Education Department
Adult Career and Continuing Education Services-
Vocational Rehabilitation
One Commerce Plaza, Room 1609
Albany, New York 12234

www.acces.nysed.gov/

For General Information Phone: 1-800-222-JOBS(5627)

Email: acesadm@mail.nysed.gov

NYS OPWDD

44 Holland Avenue Albany, New York 12229
Information Line 1-(866)-946-9733
TTY: (866) 933-4889

<http://www.opwdd.ny.gov/index.php>

OPWDD serves individuals with developmental disabilities resulting from traumatic brain injury sustained before the age of 22. OPWDD operates district offices known as Developmental Disabilities Service Offices (DDSOs) throughout New York State.

New York State Department of Health (DOH)

Bureau of Long Term Care Brain Injury Program Office of Medicaid Management

1 Commerce Plaza, Albany, NY 12260 • (518)474-6580 • www.health.state.ny.us (web site)

Provides many essential services for individuals with brain injury and administers the Home and Community Based Services TBI Medicaid Waiver.

http://www.health.ny.gov/publications/0548/hcbs_traumatic_brain_injury.htm

**Commission on Quality of Care and Advocacy for Persons with Disabilities (CQCAPD)**

401 State Street, Schenectady, NY 12305 • Toll Free: 800-624-4143 • Telephone: (518)388-1281

Website: <http://cqc.ny.gov/>

Serving individuals in New York State with all kinds of disabilities by providing independent oversight of programs and services designed to meet their needs, and by offering legal, advocacy, training, information, and technical assistance services to promote their full inclusion in all aspects of community life.

OTHER RESOURCES:**Brain Injury Association of New York State**

10 Colvin Avenue , Albany, NY 12206

Telephone: (518)459-7911 • (518)482-5285 fax • Toll Free Family Help Line: (800) 228-8201

Email: info@bianys.org • Website: www.bianys.org

LEARNet LIVING EDUCATION AND RESOURCES NETWORK

The Brain Injury Association of New York State

www.projectlearn.net

Lash and Associates Publishing/Training 708 Young Forest Drive, Wake Forest, N.C. 27587

Telephone: (919)562-0015

Website: www.lapublishing.com

Parent to Parent of NYS Statewide Office 500 Balltown Rd., Schenectady, NY 12304

Telephone: (518)381-4350 • Toll Free: (800) 305-8817

Website: www.parenttoparentnys.org

Families Together in New York State, Inc. 737 Madison Avenue, Albany, NY 12208

Toll free information & referral line (888) 326-8644 • (518)432-0333 • (518)434-6478 fax

Website: www.ftnys.org • Email: info@ftnys.org

Resources for Children with Special Needs 116 E. 16th Street 5th Floor, New York, NY 10003

Telephone: (212) 677-4650 • (212) 254-4070 fax

Website: www.resourcesnyc.org

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492 , Washington, DC 20013

Telephone: (800)695-0285 (voice/TTY) • (202)884-8441 fax

Website: www.nichcy.org



National Center for Learning Disabilities 381 Park Avenue South Suite 1401 New York, NY 10016 Telephone: (212)545-7510 • Fax: (212)545-9665 • Toll-free: (888)575-7373
Website: <http://www.nclld.org/>

United States Department of Education

Office of Special Education and Rehabilitation

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

Brainline.org

Parents' Guide to the Transition of Their Adult Child to College, Career, and Community

http://www.brainline.org/content/2009/11/parents-guide-to-transition_pageall.htm

Sources

New York Assistive Technology Advocacy Project

The Brain Injury Resource Center

Services & Resources on this site reflect the best practices in the field of Traumatic Brain Injury

The Compass Program

Brain Injury Association of New Jersey

The Compass is a unique school re-entry program for students with brain injury. The Compass Program was developed and is operated in conjunction with the [Center for Neurological and Neurodevelopmental Health \(CNNH\)](#).

National Center for Learning Disabilities, Inc. IDEA Parent Guide: A comprehensive guide to your rights and responsibilities under the Individuals with Disabilities Education Act (IDEA 2004). New York: 2006.

The University of the State of New York; The State Education Department; Office for Special Education Services. A Parent's Guide to Special Education for Children Ages 5 - 21: Your Child's Right to An Education in New York State. Albany, New York: 1995.



About the Brain Injury Association of New York State

Established in 1982, the Brain Injury Association of New York State works tirelessly to help meet the needs of individuals with brain injury and their families, and to educate the public and policy makers about brain injury and prevention. Major programs include:

BRAIN INJURY INFORMATION AND RESOURCES CLEARINGHOUSE: The Association has an extensive collection of information and resources of interest to consumers, professionals, advocates, providers, media, educators, and the public. Included are a toll-free family helpline, website, LEARNet educational resource, publications, local chapters and support groups, mentoring, resources and programs for injured service members and veterans and their families, a speakers bureau, and educational programs.

FAMILY ADVOCACY, COUNSELING, AND TRAINING SERVICES PROGRAM (FACTS): This statewide comprehensive family support program serves individuals with a brain injury sustained before age 22, and their families. FACTS Coordinators link individuals and their families with information, resources, advocacy, and emotional support.

PREVENTION: Prevention is the only “cure” for brain injury. Programs include concussion management in sports and recreation, violence prevention, helmet safety, motor vehicle safety, pedestrian safety, and activities that promote behaviors that reduce the risk of brain injury.

PUBLIC POLICY: The Brain Injury Association of New York State is an educational resource to policy makers and agencies on the federal, state, and local levels.

(Revised 2012 TLongshore)