

# Transition Times

Volume 2 • Edition 5

May 2009

## Model Transition Program of GST BOCES

Working with high school students with disabilities to improve vocational rehabilitation with a grant from the New York State Education Department in partnership with the University of Buffalo, Cornell University, and VESID (Vocational and Educational Services for Individuals with Disabilities).



### MTP Steering Committee

- Bill Losinger
- Stacey Brzezinski
- Bonnie Goodwin
- Sue Bain-Lucey
- Cathy Rohan
- Hildreth Rose
- Jill Durkin
- Beth Perry
- Laurie Crooker
- Diane Marshall

## Lyndsay Achieves Her Dream with a Little Help from Her Friends

Bill Losinger, Transition Teacher

Lyndsay Jimerson, a senior at Corning East High School, has recently been hired by Wendy's Restaurant in Riverside, achieving a goal she has had for several years. The journey began at the beginning of Lyndsay's junior year when Ellie Vaughan, Lyndsay's 12:1-1 teacher, arranged for a transition meeting to map out Lyndsay's goals for the future. Using the person-centered planning process, the team was able to determine that one of Lyndsay's dreams was to work in a restaurant. The Transition Teacher for the school district met with Chris Slade a manager from the local Wendy's to carve out an unpaid work experience for Lyndsay. It was determined that Lyndsay would need some intensive training in order to develop the skills necessary to eventually gain paid employment at Wendy's. Through the Model Transition program (MTP), the Transition Teacher was able to contract with Chemung ARC to provide a job coach for Lyndsay. Eileen Hamula from Chemung ARC and the Wendy's staff developed a rigorous training program that provided Lyndsay with a wide variety of tasks.



Gradually, Lyndsay was able to do many tasks with minimal supervision. Ms Hamula began to fade out the intensive training and was able to allow the Wendy's staff to provide the training and the natural supports. Ms. Hamula noted, "Lyndsay is always eager to learn new tasks and gets along well with co-workers and has never shown anything but a positive attitude with a willingness to learn." She also stated, "The staff at Wendy's have done a great job in helping to train Lyndsay and I am sure they will continue now that she is an employee."

Earlier this spring, Lyndsay's goal was realized when she was hired by Wendy's. She no longer requires the intensive job coaching and VESID has recently assigned her a Transitional Job Coach through Capabilities, Inc. to monitor her progress.

The teamwork shown by the school district, Wendy's, The MTP, Chemung ARC, VESID, and Capabilities all assisted this student to realize a dream. However, the real credit for this success belongs to Lyndsay for her determination and hard work.

## Transition for Kyle

Bonnie Goodwin, Educator

Kyle's program at the GST ACCESS Program has helped to prepare him for the next important steps on his transition from school to the world of work. In addition to work experience, Kyle has developed a resume and a portfolio of his accomplishments.



Kyle obtained his learner's permit in the fall with the help of the MTP grant and now VESID has authorized driving lessons for Kyle. Soon his transportation challenges will be a thing of the past. VESID will also provide work clothes for Kyle as he anticipates a career working outdoors and will require some specialized clothing and foot wear.

Kyle met with Diane Stachowski of VESID last month when his career goals were reviewed and updated. Last week, he met with Job Developer, Shirley Clark at Workforce New York where he registered, toured the facility and completed an application for employment at a business in a town close to his home. The company is advertising a position for a person to load and unload trucks and Kyle hopes to be notified of an interview in the near future.

Kyle is an active member of his volunteer fire department and has offered to co-present at the upcoming Looking Ahead Student Conference at Alfred University to inform younger students of the rewards and challenges of being involved in a volunteer fire department.

Good Luck Kyle and we know you have a bright future ahead of you.

## Looking Ahead Student Conference Day at CCC

Laurie Crooker, MTP Facilitator

On April 6, groups of students from Addison, Avoca, Bath, Bradford, Campbell-Savona, Corning, Elmira, GST BOCES, Jasper-Troupsburg, Odessa -Montour, Spencer-Van Ethen, and Watkins Glen participated in the MTP sponsored annual Looking Ahead Student Conference. The goal of the conference is to expose upcoming students to high school academic and vocational classes as well as extracurricular opportunities. Presenters who graciously volunteered their time were from GST BOCES, Addison, Elmira, and the Corning School District. One of the workshops included students showing clips of movies that they produced and made in a media arts class at Addison School. *Continued...*

---

## Looking Ahead Student Conference Day at CCC, cont.

Another highlight was the Culinary Arts demonstration where students learned the art of cake and cookie decorating. Other workshops included Skills USA where vocational students enter competitions to show off their talents and expertise in their trade. Antonio Perry and a group of students from Elmira demonstrated and engaged students in different sport activities such as basketball and badminton. Two guidance counselors gave excellent presentations on preparing for high school and also an overview of vocational classes at BOCES. This event was well attended by both students and educational staff.

---

## So What Should We Do? Hildreth Rose, Transition Specialist

Districts often pose the question – What do we have to do to meet our transition requirements? This article will address the “what and the when”, later issues will address the larger question of what makes for a successful transition. At age 12 a level one assessment must be administered. The level one consists of the student and parent interview or questionnaire and the review of records and teacher summary. The assessment must be updated the following year with the assessment data considered in the development of the IEP. Copies of the assessment should be maintained in the student’s permanent CSE file. The transition components of the Individual Education Program must be included on IEP development the year the student will be turning 15 or sooner as deemed necessary by the CSE. Under the student’s present levels of performance, a statement of the student’s needs, taking into account the student’s strengths, preferences and interests, as they relate to transition from school to post-school activities must be noted as well as appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills. A statement of the transition service needs of the student that focuses on the student’s course of study should be included as well as needed transition goals. The coordinated set of activities which are the needed activities to facilitate the student’s movement from school to post-school and a statement of the district or agency responsible in the provision of these transition services are required for compliant IEP development. A student exit summary must be provided to the student when aging out or exiting school with regents, local or IEP diploma. The SES is a summary of the student’s academic achievement and functional performance as well as recommendations on how to assist the student in meeting his or her postsecondary goals. Remember paper compliance is a far step from successful implementation- districts must strive for both. For additional support contact your regional Transition Coordination Site.

*“The students, when given the opportunity to explore and communicate their thoughts, feelings and ideas, never cease to amaze.”*

---

## No Limits at Avoca and Campbell-Savona

Chris Shoemaker, AIM

During the last few months I have had the privilege of working with Anna Dirisio of Avoca Central School, and Regina Rosko and Chris Sherry at Campbell-Savona Central School. I use the word privilege sincerely, and because I realize how much that I, and the students, have learned together. I’ll share more of that later. The students at both Campbell-Savona and Avoca have worked with me to strengthen their abilities in the areas of: Self-Advocacy, Employment, Hygiene, Team-Building, etc... The students, when given the opportunity to explore and communicate their thoughts, feelings and ideas, never cease to amaze. The students have gained insight into how to advocate for themselves, making their feelings and hopes known, whether in school or out. As well, employment is always an area of interest and concern for students, as they wonder and worry about that first job. In particular, the students at Avoca showed the true “family” spirit of their classroom in a recent training focusing on “Team-Work.” One exercise in the teamwork program is Flip-Flop. Students start with a 6x8 tarp that is blue on one side, and silver on the other. The challenge; to keep everyone standing on the tarp at all times while flipping the tarp over. Think pulling off a table cloth without moving the dishes, but, having to put it back as well! It is a difficult challenge at best, and then add the fact that one student uses a wheel chair. I thought about this student as I traveled to the school, knowing that it would be very unlikely that this student would be able to participate, and if so, in what capacity. Silly me. Once I explained to the students the challenge, they jumped right in. On to the tarp went the students, wheel chair and all! Sadly, that surprised me. What surprised me even more, no, what blew me away, was what happened next. After a few seconds of thought, and a brief huddle, the students gently picked up the student from the chair and helped her move her legs, as they moved and positioned the tarp. I was quite honestly stunned. I shouldn’t have been. They completed the task in record time!

**THERE’S STILL  
TIME TO  
SIGN UP!**

**Annual Looking  
Ahead Student  
Conference**

**Wednesday May 20, 2009  
Alfred University**



Details and registration information  
on our website  
[www.modeltransitionprogram.com](http://www.modeltransitionprogram.com)