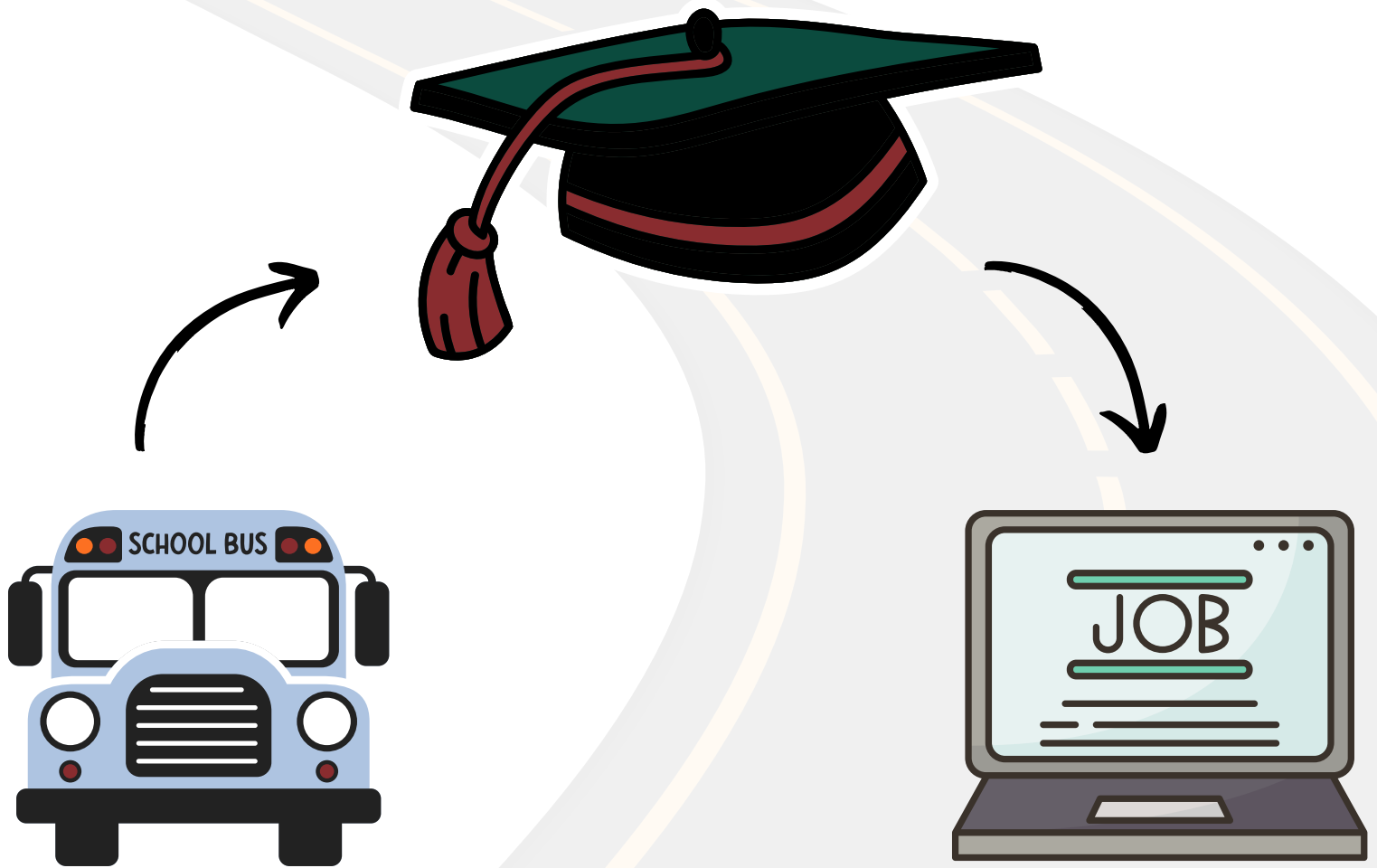
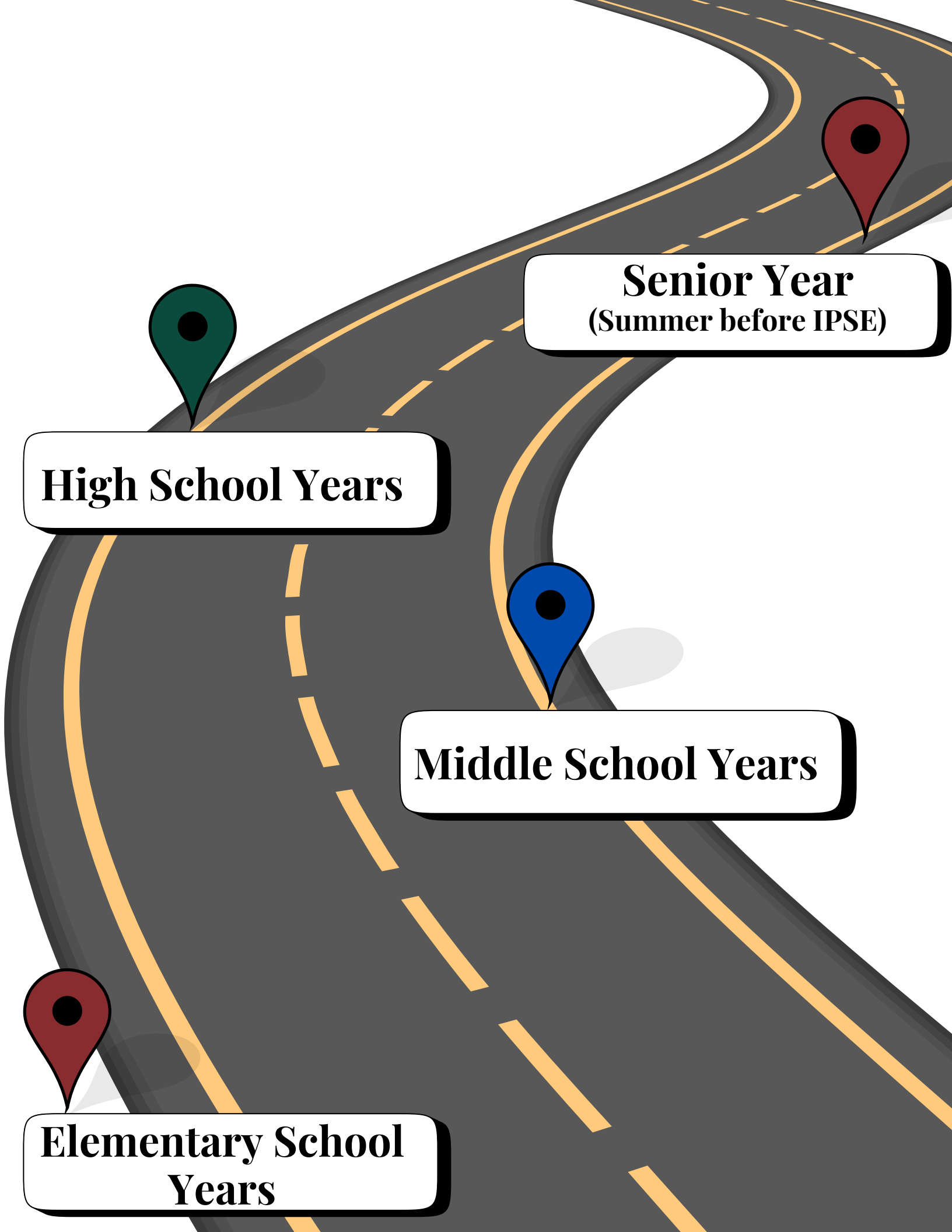


South Carolina Inclusive Postsecondary Education Consortium *Transition Roadmap*



K-12 Transition Roadmap: Beginning with IPSE in Mind

This document was designed for educators, parents, students with intellectual and developmental disability and related service providers. The following blocks highlight skills and action steps to take across the lifespan as postsecondary opportunities and outcomes are considered. Promoting high-expectations, practicing inclusion, and fostering independence at each stage will maximize preparedness.



Senior Year
(Summer before IPSE)

High School Years

Middle School Years

**Elementary School
Years**

Elementary School Years (K-5th)

IEP: The team should establish baselines across academic and functional domains and develop appropriate goals and support. Discuss IPSE as a long-term goal and begin talking about college with the student so they are aware of options.

CURRICULUM: Evaluation and assessment should be conducted to help determine learning, adaptive, and related difficulties that may impact child's experience.

SKILLS: Focus should be placed on age-appropriate tasks, such as direction and rule following, and simple routines.

ACTIVITIES OF DAILY LIVING: Tasks such as identifying and understanding emotions, basic responsibility, active listening, and effective communication should be highlighted.

Reach out to Family Connections of SC to learn about the resources available to families at each stage of life. Explore Charting the LifeCourse for early and ongoing transition planning.

Middle School Years (6th-8th)

IEP: The team should continue to create academic and functional goals and the student should be primary in the conversation. At age 13, Transition Plans are a required part of the IEP.

CURRICULUM: Students should be on an academic track that suits their learning needs and supports their long-term success. Transition interests should be explored through inventories and surveys.

SKILLS: Focus should be placed on identifying personal and career likes and strengths.

ACTIVITIES OF DAILY LIVING: Tasks such as self-care and proper hygiene, creating and following a schedule, managing time and money, and independent choice making should be practiced.

Establish a case with SC Vocational Rehabilitation as a consumer to gain access to their transition services and supports. Make note of and contact the following agencies for additional supports:

**AbleSC, DDSN, Disability Rights SC,
The ARC SC, Think College**

High School Years (9th-11th)

IEP: Begin thinking about what reasonable outcomes there are for the student and establish a graduation plan and track (diploma or non-diploma seeking). Let student's self-determination drive the transition process as they explore educational, career, and independent living opportunities post high school. At age 18, transfer of rights enables the student to make legal decisions related to his or her IEP.

CURRICULUM: Students should begin researching IPSE options, focus on volunteer and job experiences, explore career interests, and learn the process of applying for and acquiring a job.

SKILLS: Focus should be placed on being well-versed on individual's identifying information, acquiring an ID/permit, and knowing health and medical history.

ACTIVITIES OF DAILY LIVING: Tasks such as self-determination, awareness on modes of transportation and how to access them, community involvement and life away from home should be focused on. Emphasis should be placed on meal preparation and healthy living.

Continue seeking guidance from SC Vocational Rehabilitation. Access the ThinkCollege College Search Tool to explore the programs across the US. Visit SCIPSEC to gather more information about the 6 IPSEs in SC!

Senior Year & Summer before IPSE

IEP: Begin thinking about what academic accommodations and supports might be needed to be successful in college, and how to advocate for and access them. Parents and corresponding professionals should review legal and financial processes and fulfilling related obligations. At age 22, individuals with intellectual or developmental disability are no longer eligible for a free and appropriate education (FAPE) under the Individuals with Disabilities Education Act (**IDEA**). All decisions and steps going forward are governed under the Americans with Disabilities Act (**ADA**).

CURRICULUM: By the beginning of senior year, begin applying to IPSEs (most applications open August-October). Make campus visits and take program tours of the IPSEs of interest.

SKILLS: Students should know what it means to be self-determined and advocate for themselves. Students should be well-prepared to speak to professionals about their disability and the academic and functional accommodations most helpful to him or her.

ACTIVITIES OF DAILY LIVING: Tasks such as self-care and hygiene (including medication) and self-regulation should be practiced. Independent living tasks such as doing laundry, cleaning the house, following a schedule, and waking to an alarm are all great to prepare for life in college!

Additional Transition Resources:

The PACER Center enhances the quality of life and expands opportunities for children, youth, and young adults with all disabilities and their families so each person can reach his or her highest potential.

[PACER's Preparing for Postsecondary Education](#)
[PACER'S 10 Tips to Help with Transition](#)
[PACER's College Planning](#)

The National Technical Assistance Center on Transition (NTACT) provides technical assistance to all states and U.S. territories to ensure transition-age youth with disabilities receive high-quality education services.

[NTACT Postsecondary Education Toolkit](#)

The National Resource Center for Supported Decision-making (NRC-SDM) brings together various partners to ensure that input is obtained from all relevant stakeholder groups including older adults, people with intellectual and developmental disabilities (I/DD), family members, advocates, professionals and providers as individuals with disabilities learn about their right(s) as it relates to exercising their power to make self-determined choices.

[Supported Decision-Making Tools](#)