

# Transition Information Newsletter for Middle and High School Families

April 2011



## Middletown City Schools Parent Mentor Program

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The Parent Information Nights held at MHS have provided middle and high school families with timely information on getting their child ready for their future. Our final Parent Information Night for the 2010/11 school year will be held on May 5 from 5:30 -7 p.m. at the MHS Media Center. Please plan to attend.



## Looking Forward To Next Year

Be the first to hear about changes for next year such as courses that have been added and new transition activities and assessments. What will be a good fit for your son or daughter?

As you know, planning for the future takes time and that is why every year counts. Think about where your teenager is right now on that course and what work still remains to get them ready for work, college and life. You will have the opportunity to discuss transition planning for your individual child. Please feel free to bring your child's IEP so we can review the transition plan. New families to MHS (current eighth graders) will be given a chance to tour the building and learn about the differences between middle and high school.

**WHAT:** Parent Information Night, "Looking Forward to Next Year"

**WHEN:** Thursday, May 5<sup>th</sup>

5:30 -6:00: Brief discussion and tour of the building for 8<sup>th</sup> grade families

6:00 - 7:00: Presentation for middle and high school families. Question and answer time

**WHERE:** Middletown High School Media Center (enter building under the awning in front facing Breiel Blvd)

### Summer Fun:

#### Summer Recreation Program for Teens & Young Adults with Disabilities



Summer recreation program (RIO) will be held at the Bingo Hall at 3244 Roosevelt Blvd. weekly, Monday thru Friday from 9 -3 beginning June 6 through July 29<sup>th</sup>. There will be no program the week of July 4<sup>th</sup>. Parents are responsible for drop-off and pick-up. Cost is \$125 per week and includes all daily activities and outing and one major outing a week (REDS game, etc.) For a schedule of weekly activities or more information call Randy at 727-4078 or email [triotur@aol.com](mailto:triotur@aol.com)



## Transition Planning: Where Do We Start?

In simple words, transition planning is just planning for your child's future. Plans should consider the areas of earning (work), learning (college) and living. It is preparing your teenager for adult life!

Transition planning begins by gathering information about your teenager. This is done through assessments that look at who your child is, their interests, needs and strengths. Schools sometimes refer to these as PINS (**P**references, **I**nterests, **N**eeds and **S**trengths). Assessments can be formal which means they compare your teenager to other teenagers and are scored and given the same way every time. Informal assessments can be given different ways and only look at one individual student (compares Johnny to Johnny). Examples of assessments include achievement, IQ and aptitude tests, checklists, interest inventories, questionnaires, observations, work based assessments, etc.

Assessments are very important to transition because they give us a starting point and a focus. Think of it as a GPS. Once you know where you are going, it is easy to create a route to get there. Transition planning is the same! For example, by using assessments you get an idea of what type of job your teenager would like to have. Their strengths give us an idea of their capabilities and their needs will provide us with future teaching and learning that may need to happen to make that job possible. By gathering all this information, you get a clear picture of the work that needs to happen as part of the school day (THAT becomes the transition plan). So for the student that does not understand the purpose of high school, you have just created a reason for them to do well and excel. It is all about their future!

Assessments for living skills should be considered for ALL students. Living skills can be basic or advanced. For example a student moving on to college will need to know how to make and live within a budget, need good advocacy and communication skills so he or she can talk to their professor about the accommodations they might need, etc. For another student who may be moving on to supported employment (which means someone is with them on the job to help as needed) the living skills would be different. They may need to know how to use public transportation to get to work, know how to ask for help, know how to pay for lunch, know how to dress neatly for a job, etc. Living skills help provide a good quality of life for our teenager. It is really about making them as independent as possible. Independence brings choices for our teenager and everyone would rather make choices about their life than be told what to do!

### AN ASSESSMENT ANSWERS THE QUESTIONS?

- Who am I?
- What do I want to do with my life?
- How do I want to live?
- What are the things that keep me from getting what I want in the future?

### BENEFITS TO ASSESSMENTS

- Helps us learn about the student and informs career and academic choices.
- Helps us develop meaningful and realistic IEP goals.
- Provides a way to monitor our teenager's growth.
- Provides direction and connects school to real life.

Please check the parent mentor web site for additional information about transition. Visit [www.middletownparentmentor.com](http://www.middletownparentmentor.com) Just click on the left side tab "transition 14-21". Here you will find assessments, timelines that talk about what needs to happen when, additional resources and more.