

# Transition Planning and Services

Chappaqua Central School District's  
Special Education Department  
&  
The Arc Westchester

Presented by:

**Shari Lewitt**

*Director of Career Development and Supports*  
The Arc Westchester

**Jacie S. Feuer**

*Transition Services Director*  
The Arc Westchester



Over 25-Years  
of Experience

## Shari Lewitt

***Director of Career Development and Supports, Shari has worked with people with intellectual and developmental disabilities for over 15 years.***

Currently, in her position as Director of Career Development and Supports, her primary focus is to assist individuals in obtaining and maintaining community-based employment. She is also overseeing the partnership with Project SEARCH. Shari received a Bachelor of Arts Degree in Psychology at the University of Delaware. She continued her education at Long Island University receiving her Master of Science Degree in Education. Shari is the recipient of the Business Council of Westchester's Rising Stars 40 Under 40 award.

## Jacie Feuer

***Transition Services Director, Jacie has worked with individuals with intellectual and developmental disabilities since 2012.***

Jacie assumed her current role September 2019 and has been part of the Employment Services staff since 2016. As the Transition Services Director, Jacie works closely with Westchester County high schools' special education personnel and other community-based organizations to identify and assist students during their transition years. She is also involved in the partnership with Project SEARCH Autism Enhancement and the Arc's Employment Training Program. Prior to joining The Arc Westchester, she was a Coordinator at a sensory gym and provided in-home ABA plans. She received a BA in Applied Psychology, with honors, from Pace University in 2013.



# The Arc Westchester

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# The Arc Westchester

Established in **1949** we serve more than **2,000 Individuals** with developmental disabilities and autism. The Arc Westchester is designed to foster independence, productivity, and participation in community life.

Through **Medicaid Waiver** funding, The Arc Westchester offers a broad range of programs & services including:



- Preschool/Early Intervention
- Residential Services
- Site-Based and With-Out-Wall Day Programs
- Clinical and Behavioral Services
- Vocational & Employment Support Services
- Recreation & Respite
- Community Habilitation





# Experience and Expertise

- Resources and relationships throughout Westchester county including,
  - Over 200 employers in the community
  - Services offered by similar Non-for-profit organizations in Westchester county
  - Representatives from OPWDD's local branch
- Adult service navigation and referral based on individual need
- UNC-TEACCH
- OPWDD Front Door process
- ACCES-VR Authorization process



# Transition Planning & Services

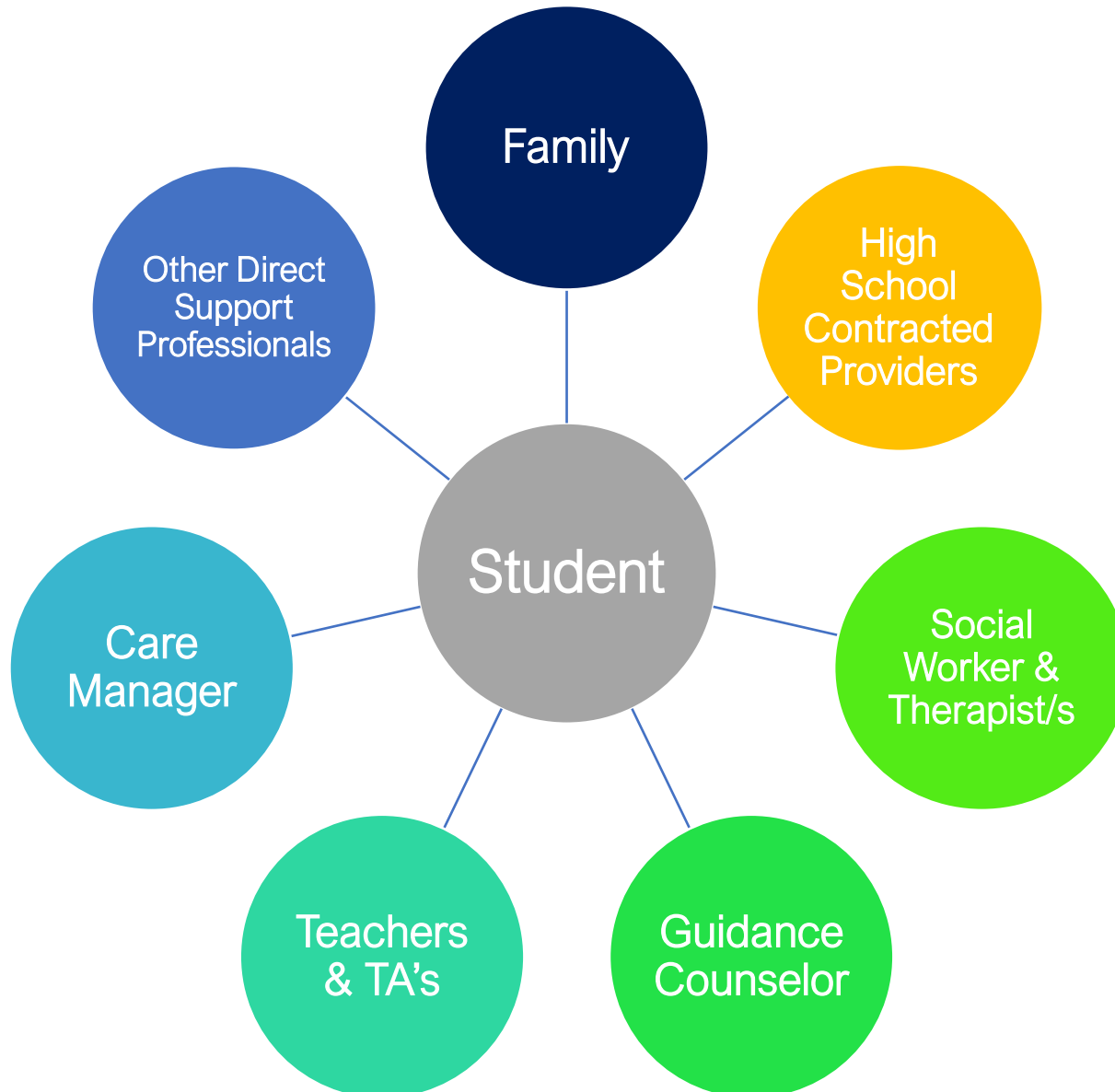




Recommended Age to Initiate Transition Planning Item or Access Related Supports/Services:	15 y/o	16-17 y/o	18-19 y/o	20-21 y/o	21+ y/o
			<i>or two-years prior to finishing high school</i>	<i>or one-year prior to finishing high school</i>	<i>or after finishing high school</i>
<b>IEP Includes Transition Goals, Planning &amp; Services</b>	X	X			
<b>Supported Decision Making or Guardianship</b>		X			
<b>OPWDD Eligibility Determination</b> (suggested to file through Westchester County's DCMH)	X	X	X	X	X
<b>Recreation &amp; Respite Services</b> (16 y/o or younger based on organization)		X	X	X	X
<b>ACCES-VR Pre-Employment Transition Services (Pre-ETS):</b>		X	X	X	
<b>Apply for HCBS-Waiver Authorization</b> (this process includes applying for Medicaid & can take up to 2-years)		X	X	X	X
<b>Life Plan</b>			X	X	X
<b>Student's High School Exit Summary</b>				X	
<b>Attend Transition Events/Fairs/Webinars to learn about adult services in Westchester County</b>		X	X	X	X
<b>Apply for OPWDD service authorizations</b> (e.g., Community Based Day Hab)				X	X
<b>Tour &amp; Apply to Adult Programs</b>				X	X
<b>Apply to ACCES for Vocational Rehabilitation (VR) services</b> (if seeking job development upon exiting high school)				X	X
<b>Access OPWDD Adult Services</b>					X



# Who's Involved?



# High School Supports vs. Adult Services

## High School:

- Supports come to you
- 1:1 or 2:1 student to teacher ratios
- Verbal prompts
- Routine schedule and environment
- Length of work shift or internship experience (average 2 hours)
- Pursuit dream job (e.g. veterinarian or equine therapist)

## Adult Services:

- You pursue supports
- Day Programs, 4:1 or 5:1 participant to staff ratios
- Employment: Independent at worksite
- Level of independence expected
- Schedule and Environment change often
- Length of work shift average 4+ hours
- Pursuit of position based on job market (e.g. working in pet store)

# Adult Services

Service:	Commonly Referred to as:	Description:	Schedule:	Transportation:	Ratio:
Community Habilitation	Com-Hab	Goals set by young adult and support team to develop life skills (nutrition, finances, travel training, hygiene, etc.)	Determined by family and provider	Determined by family and Provider	1:1
Recreation & Respite	Rec. & Respite	Develop social skills, meet peers, engage in community activities including; camp, weekend trips, day trips, overnight stays at respite house - a wide array of activities	Varies	Not Provided (ParaTransit or family member drop-off recommended)	Group, 4:1 or 5:1
Site-based Day Hab	Day Hab	Develop Life Skills & Vocational Skills through classroom work, volunteering, travel training, safety skills, social skills, money management, nutrition, art classes, cooking etc.	6-hrs, Monday - Friday	Provided by Program or ParaTransit	Group, 4:1 or 5:1 *possibility for smaller ratio
Community-based Day Hab	WOW	Develop Life Skills & Vocational Skills by volunteering, travel training, safety skills, social skills, money management, nutrition, art classes, cooking etc.	6-hrs, Monday - Friday	Provided by Program	Group, 4:1 or 5:1
Pre-Employment	Pre-Voc	Identify, teach, develop transferrable works skills to prepare for future employment	Varies	Not Provided by Program (ParaTransit, Public Transportation, Taxi)	Varies
Supported Employment	SEMP	Obtain independent job within the community. maintain job performance and relationships with natural supports	Determined by Employer	Not Provided by Program (ParaTransit, Public Transportation, Taxi)	Independent

# Adult Services Cont.

<b>Service:</b>	<b>Communication:</b>	<b>Medication:</b>	<b>Daily Living Skills</b> (eating, toileting, bathing, dressing etc.)	<b>Funding:</b>	<b>Medicaid's OPWDDD HCBS-Waiver Authorization</b>
<b>Community Habilitation</b>	Express basic needs effectively or able to engage in basic communication or minimal communication skills (verbal or non-verbal methods)	Independent or with support	Independent, with prompts or with support	Medicaid Waiver or OPWDD Eligibility	Com-Hab
<b>Recreation &amp; Respite</b>	Express basic needs effectively or able to engage in basic communication (verbal or non-verbal methods)	Independent or with support	Independent or with prompts	Medicaid Waiver or OPWDD Eligibility, Direct-Pay depending on organization	Respite, Recreation
<b>Site-based Day Hab</b>	Express basic needs based on e.g. program. Verbal or non-verbal methods of communication,	Independent or with support	Independent, with prompts or with support	Medicaid Waiver	Site-Based Day Hab
<b>Community-based Day Hab</b>	Express basic needs effectively or able to engage in basic communication (verbal or non-verbal methods)	Independent	Independent	Medicaid Waiver	Community Day Hab
<b>Pre-Employment</b>	Engage in basic communication effectively (verbal or non-verbal methods) Take direction and receive feedback from supervisors	Independent	Independent	Medicaid Waiver	Community Pre-Voc, or otherwise stated by program
<b>Supported Employment</b>	Engage in basic communication effectively (verbal or non-verbal methods) Take direction and receive feedback from supervisors	Independent	Independent	ACCES-VR and Medicaid Waiver	ACCES-VR SES and SEMP-Extended

# Description of Contracted Transition Services



# Chappaqua Central School District's Partnership with The Arc Westchester

The Arc Westchester and CCSD's Special Education department working collaboratively to assist transition aged students and their families in transition planning by:

1. Monthly Information Sessions
  - One-hour Information Meeting Monthly
2. Individual Family Education & Support Meetings
  - Two-hour Time-block, Monthly



# Monthly Information Meetings

The Arc Westchester will provide robust information sessions to parents and/or faculty and be a resource to families in the area of transition support from the high school setting to the adult services system. Information session topics are flexible depending on the needs of the audience.

## Session topics can include:

- OPWDD eligibility and application process
- Adult Day Service Systems (available programs, determining the appropriate program options)
- Prepare for how the systems are working during this COVID-19 environment
- Steps to Employment
- How to Prepare for Employment
- Following a schedule and Creating task analysis (evidence-based UNC TEACCH)
- Skill Development (Communication, Social and Professionalism)
- Community Traveling/Transportation
- Motivation and Mindset
- Post-Secondary and College Based Transition Programs
- Services Available while in High School
- Money Management
- Internship and Volunteer Development

# Individual Family Education and Support Meetings

**Who:** The student's support team, including; parents/guardians, Pathways Teacher or TA, Guidance Counselor and Social Worker

**What:** Arc assists in the individual family education and support meetings to help determine and educate the students entire support team on step-by-step processes related to individual transition plans.

**Where & When:** virtually/in-person. Each month provides a 2-hour timeframe for individual meetings. Chappaqua Central School District will decide how many individual family and support meetings will be held each month during the 2-hour timeframe.

**Why:** Individual family & support team meetings to identify:

- Transition goals
- Steps to achieve outcomes
- Roles of the support team &
- Determine specific items to accomplish in-between meetings with Arc





# What to Expect Next

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- ★ Families and faculty will receive a survey from the school district to determine:
  - ★ Information Meeting topics that are most important to you
  - ★ Individual family/support meeting scheduling preferences
- ★ The school district will communicate to families and faculty:
  - ★ Students who will have their family/support meeting in February & will be contacted for scheduling.
  - ★ Information meeting date and topic for March

# Questions?

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