



KSSB's Transition Program Description

Students Transitioning to Employment and Postsecondary Success - (STEPS)

What is STEPS?

A student's IEP team may consider the KSSB STEPS program for any visually impaired student who has completed his/her academic graduation requirements.

KSSB's STEPS program serves a continuum of students ranging from those who will need significant support as adults to those who expect to attend college and live and work independently.

The student's local school district must make a referral to KSSB by including a description of the reasons for referral to KSSB and referencing how services at KSSB can assist the local district in meeting the student's specific adult transition goals.

Acceptance into the STEPS program requires careful consideration of these reasons for referral. In some cases, out of district placement at KSSB may not be appropriate to address a student's individual needs related to transition.

The STEPS program aligns with the Kansas State Board of Education's new vision:

"A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation."

How does KSSB help your student plan for the future?

In order to help a student make an effective transition from school to adult life, KSSB staff partner with the local school district's team and the student's family to develop a realistic, specific adult transition plan based on the student's desired postsecondary goals. KSSB emphasizes on-going collaboration with the student's local school district, family, adult service agencies, and local community resources. For students who will be returning to their home communities, transition plans often include a return to the local school district for the student's final year(s) of special education eligibility.

"Pre" and "Post" Program Supports

A unique and key part of KSSB's STEPS program is the support provided to students before they ever come to our campus and again when they return home. A social worker who specializes in transition will visit the student's home school and community and meet with the student's team to develop a person-centered plan, describe the STEPS program, and ensure that all the prerequisites to program entry have been completed by the family (contacting a case manager, application packet complete, approval from school district, etc.). This meeting ensures that commitments are in place from all parties and that the goals of the student, family, and the program are a good match. During the student's program, student progress is monitored and the team can be reconvened to make any adjustments necessary should the student need more support or if the goals change. Prior to the student returning home, our social worker and/or other STEPS team members visit the

home community to meet with adult service agencies, educational agencies, employers and the student's family to implement the skills learned in the STEPS program for successful work, living, and/or recreational outcomes.

Instructional in the Expanded Core Curriculum

Adult-focused, community- based instruction is the main emphasis of the STEPS Transition program and is provided by certified Teachers of the Visually Impaired. The Expanded Core Curriculum underpins all instruction and is provided through a combination of coursework, vocational, and independent living activities. Students are assigned to a Teacher of the Visually Impaired who guides their individualized instruction program. On-campus job training, volunteer experience and mentorship programs are provided until students have developed sufficient skills to obtain work in the community. Some students may also attend off-campus classes in their interest areas in the surrounding community when appropriate. KSSB works closely with the Kansas City Kansas Community College and the Technical Education Center to provide students access to higher education or technical education opportunities. Independent living instruction is provided throughout the school day and is supported in the evenings through the residential program.

Program Prerequisites

- Recommendation from a TVI
- Contact with a "case manager" (either VR or DD system) and an open 'case'
- Completed application packet
- Completed Person Centered Plan
- Meeting with with KSSB representative in the young adult's home community/school
- Approval/permission from school district (must provide transportation)
- Signature/commitment from student
- Signature/commitment from parent

Instructional Domains:

The Transition curriculum addresses a wide array of areas in transition. Based on individual assessment of need, student interests and information from families, an individualized education program (IEP) is developed based on the following Expanded Core Curriculum domain areas:

The Expanded Core Curriculum

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

Personal management

- personal hygiene
- organization skills
- dressing and clothing care
- money management

- time management
- social skills

Managing visual and physical health needs

- nutrition, exercise, drugs/alcohol
- sexuality/parenthood
- recreation, and fitness, Adult leisure skills

Housing and household management

- food management
- household tasks
- living options
- money management
- interpersonal relationships
- management of a personal attendant, if needed.

Community participation

- Rights and responsibilities as an adult,
- civil rights and protections,
- accessing agency support and volunteer opportunities.

Transportation

- learn to use public and specialized transportation systems
- understand and discuss how families and friends might be a part of their future transportation needs,
- pedestrian travel.

Employment

- learn general knowledge of work and
- general work experiences
- explore self-awareness and work awareness.
- gain information on soft skills for success in the workplace: communication, interpersonal relationship, teamwork, problem solving, networking and professionalism.

Life Planning and goal setting

- learn to set short-term and long-term goals.
- practice these skills through transition meetings and the IEP process.

Basic academics

- work on basic adult literacy
- functional math
- use of technology according to their individual levels and abilities.

Post-secondary education or training

- learn both work and study skills.
- Students who are motivated to and capable of pursuing college level coursework have the opportunity to apply to community college or a vocational training certification program.