Community referenced instruction

This approach involves direct training and ongoing support necessary to maintain employment in a community work setting. Training takes place at actual job sites rather than focusing on the development of isolated skills in the classroom. A community referenced approach includes the following elements:

i) A primary focus on the student and family needs and preferences

ii) A balance between time spent in inclusive general education classrooms and placement and employment preparation until at least age 18

iii) A curriculum that reflects the job opportunities available in the local community

iv) An employment training program that takes place on actual job sites

v) Training designed to sample the student’s performance across a variety of economically viable alternatives

vi) Ongoing opportunities for students to interact with peers without disabilities in a work setting

v) Training that culminates in employment placement

vi) Job placement linked to comprehensive transition planning, which focuses on establishing interagency agreements that support the student’s full participation in the community
Federal Legislation linked to Transition

There are five other pieces of federal legislation that are directly linked to the IDEA transition requirements and to help facilitate an effective transition process:

1) The Vocational Rehabilitation Act provides services through rehabilitation counselors in a variety of areas

2) The Carl Perkins Vocational and Technical Education Act provides students with disabilities greater access to vocational education programs

3) ADA addresses equal access to public accommodations, employment, transportation, and telecommunication services

4) The School to Work Opportunities Act provides all students in public school with education and training to prepare them for their first jobs in high skill, high wage careers and post secondary education

5) The Ticket to Work and Work Incentives Improvement Act provides greater opportunities for the employment of people with disabilities by allowing them to work and keep critical health care coverage
IDEA Transition Requirements

IDEA requires that every student with a disability receive transition services that are a coordinated set of activities with the following attributes:

1) Transition planning is an outcome-oriented process, which promotes movement from school to post school activities

2) Transition planning is based upon a student’s needs, preferences, and interest

3) Transition planning includes instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation

4) IDEA requires that beginning at age 14, a student’s IEP must include a statement of transition services that relate to various courses of study. Beginning at age 16 an IEP should include a statement of needed transition services and needed agency linkages