



DVR and Special Education

Center for Change in Transition Services (CCTS)
Improving post-school outcomes for students with disabilities in Washington state
www.seattleu.edu/ccts

Housekeeping

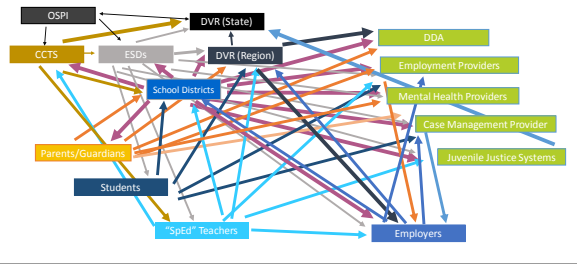
- Beginning with set of questions
- Question Cards from the audience
- Open, honest, respectful conversation
- Next steps?

- How do you get started developing a relationship with each other?
- What are some of the services that DVR provide that supports IEP transition services?
- What expertise can/do schools provide to DVR and vice-versa?
- How much information does DVR need about a student and how much can the school share?

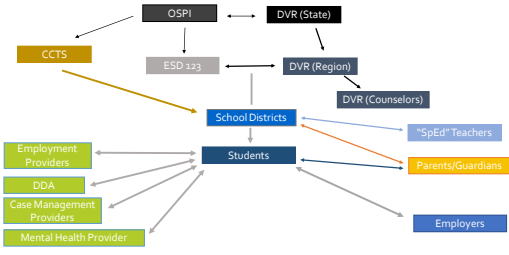
- If a special education teacher or a DVR counselor is new, how and who do they contact to learn about each other's needs and begin to collaborate?
- What are some recommendations for skills preparation that will make the transition to DVR services a smooth one?
- If a student needs more individualized supports, how can schools and DVR collaborate to make a seamless transition for the student?

- When is a good time for DVR to be invited to an IEP meeting and what role could they serve at different meetings?
- What are some barriers that arise as collaboration between schools and DVR occur?

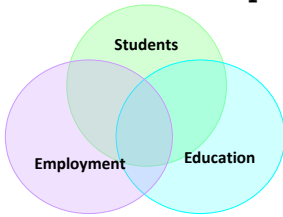
Current Transition System



ESD 123 Regional Pre-ETS System



Where is the “sweet spot”?



- Questions from the audience
