



About Hamden Transition Academy Onboarding Presentation For Families

The two major components of our program are the HTA Educational Program & the HTA Vocational Program.

[HTA HPS Link](#)

The HTA Educational Program:

All students attend weekly classroom and experiential learning seminars that focus on problem solving, functional life skills and social skills.

The overall emphasis of the educational component is on independence skills development.



HTA Vocational Program:



First year students gain work experience with on-campus work experiences throughout the SCSU campus doing various jobs alongside a job coach. These unpaid positions are the building-blocks to their vocational experiences.

Returning students are placed in a community worksite alongside a job coach. These students receive a monetary stipend for doing their jobs and gives them a real-sense of work-life and independence.

All students attend a weekly vocational seminar to discuss work behaviors, work situations and future work goals.

In all work settings, job coaches are available to support students. The level of support is based on the student's needs and the student's ability to independently carry out the job responsibilities.

Life Domains and Life Stages

Hamden Transition Academy provides students and families the security and guidance to move through the next phase into adulthood.

The jump from "School-life" to "Adulthood" can be overwhelming especially with children who have special needs.

HTA works with students and families to prepare for these phases.



HTA and Life Stages: At HTA we are preparing students for "Transition to Adulthood" and "Adulthood". Students have moved from school to adult life. "Adulthood" is a period of time after we transition "school" to more independence.

Infancy	Early Childhood	School Age	Transition to Adulthood	Adulthood	Aging
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HTA and Life Domains: At HTA we prepare students for these 6 domains by teaching situational and experiential opportunities. We provide classroom and community based learning to demonstrate and practice the skills needed in adulthood.

Daily Life and Employment	Community Life	Healthy Living	Safety & Security	Social & Spirituality	Advocacy & Engagement
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The Charting the LifeCourse Overview: For Families

The Charting the LifeCourse framework was created to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

The framework is the keystone for supporting a community of learning that champions transformational change through knowledge exchange, capacity building, and collaborative engagement.

While HTA does not use LifeCourse exclusively, many of the same principals and beliefs are adapted from LifeCourse to fit our specific program needs.

The link below gives a detailed look at what tools, resources, and events are available through LifeCourse.

[LifeCourse Overview Link](#)

HTA Families As Partners

First year students and their families are invited to come to HTA at the beginning of the school year to attend a "Futures Meeting". At the Futures Meeting the individual student, student's family and HTA staff discuss and chart "Hopes and Dreams" for the HTA student. At this meeting we will discuss the student's and family's vision for their future and create an action plan.

This informal meeting fosters "Person Centered Planning" through collaboration. .

The school-based team will identify an action plan that can be worked on at school.
The family will identify an action plan that can be worked on at home.

The school-based team will track/revise both school and home-based action plans periodically to ensure progress.

[Future's Meeting Document](#)



Skills Assessments

*Post
Secondary*

Independent Living

Vocational

Social-Emotional

IEP goals and objectives at the HTA transition level focus on post-secondary, independent living, social-emotional and vocational goals. The student, family and school-based team will assess goals and objectives based on assessments and observational data. .

The school-based team will send home surveys, questionnaires, rating-scales, etc in order to understand the level of independence and expectations for the student at home.



Connecticut's CORE Transition Skills

[CT CORE Transition Skills](#)

[CT Secondary Transition - Planning from School to Adult Life](#)

[CT Transition Service Flow Chart](#)

Transition from High School to Hamden Transition Academy

What to expect?

Hamden Transition Academy is a time where young-adult students and their families are getting ready for the next-step in their lives.

The path to the "next-step" of each HTA student varies depending on each person's individual needs.

Many students will leave high school and stay until they turn 22 years old (the last day of school in June of their 22nd year).

Some students feel ready to leave before they turn 22.

Plans will be discussed annually at the students' PPT meeting.

School-to-Student and Family Partners

Student and Family Guidelines/Responsibilities at HTA

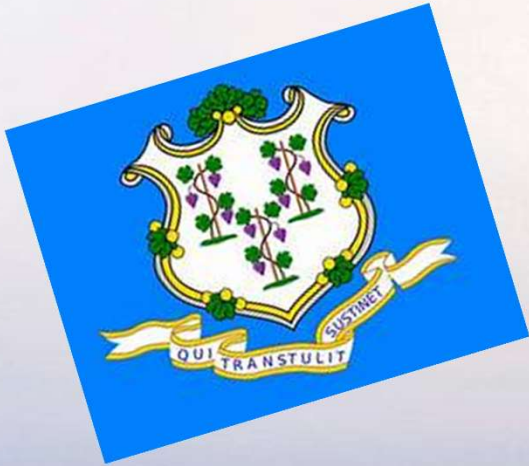
HTA is filled with daily learning opportunities to help foster the next steps in your adult-child's life. .

We cover a wide-range of topics that we know young-adults will need as they get ready to leave our program. The success of each student is multifaceted and takes a "village" approach but ultimately it will rely heavily on that of the individual student and their ability to become as independent as possible. .

Below are some general guidelines and expectations for each student and their family members while attending Hamden Transition Academy that promotes independence to young-adult behaviors and responsibilities.

[Student & Family Guidelines/Expectations Document](#)

HTA Family Resources





Thank you!

Questions?