

Navigating Secondary Transition: Empowering Families

October 23, 2017



IDEA – Transition Services

§ 300.320 Definition of individualized education program

- (7)(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
 - (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.



IEP Transition Plans


1. Age-Appropriate Transition Assessments
2. Post-Secondary Goals (Vision)
3. Transition Services
4. Course of Study
5. Annual IEP Goals
 - Coordination with Adult Agencies
 - Parental/Student Rights and Age of Majority



The Heart of the Transition Plan


- Transition planning **STARTS** with the student's desired post-secondary goal (vision):
 - **With the day after the end of school in mind, what will be on a student's agenda/schedule look like for a week?**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 AM - 9:00 AM							
9:00 AM - 10:00 AM							
10:00 AM - 11:00 AM							
11:00 AM - 12:00 PM							
12:00 PM - 1:00 PM							
1:00 PM - 2:00 PM							
2:00 PM - 3:00 PM							
3:00 PM - 4:00 PM							
4:00 PM - 5:00 PM							
5:00 PM - 6:00 PM							
6:00 PM - 7:00 PM							
7:00 PM - 8:00 PM							
8:00 PM - 9:00 PM							
9:00 PM - 10:00 PM							



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8:00 PM - 9:00 PM							
9:00 PM - 10:00 PM							

Training/School
 Physical Activity
 Social with Peers
 Job
 Volunteer

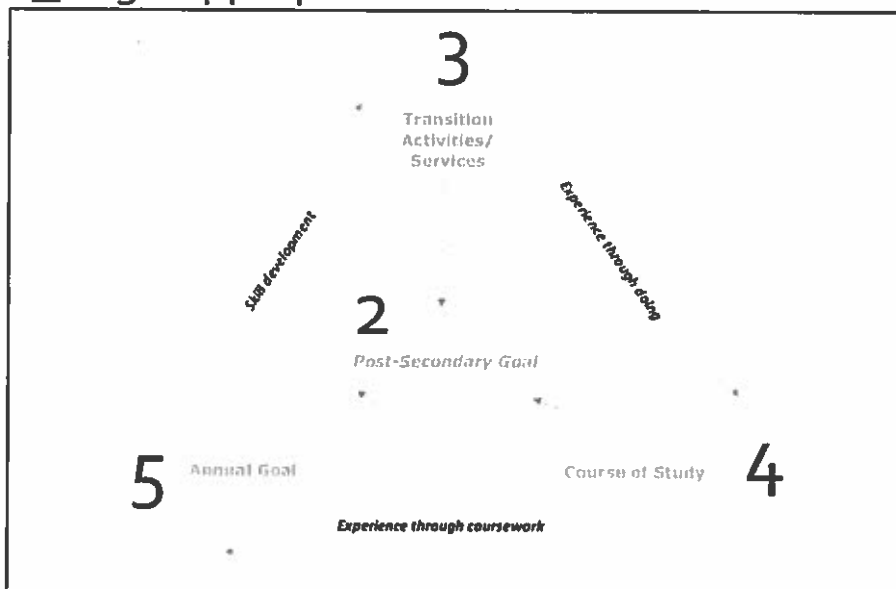


IEP Transition Plans

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| <ol style="list-style-type: none"> 1. Age-Appropriate Transition Assessments 2. Post-Secondary Goals (Vision) 3. Transition Services 4. Course of Study 5. Annual IEP Goals <ul style="list-style-type: none"> • Coordination with Adult Agencies • Parental/Student Rights and Age of Majority | <div style="margin-bottom: 10px;"> <p>Where is the student <i>currently functioning</i> in relation to where they want to go?</p> </div> <div style="margin-bottom: 10px;"> <p><i>Where</i> does a student want to go?</p> </div> <div> <p><i>How</i> will the student get to where they want to go?</p> </div> |
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1 Age Appropriate Transition Assessment



Age Appropriate Transition Assessment



1. Transition Assessment

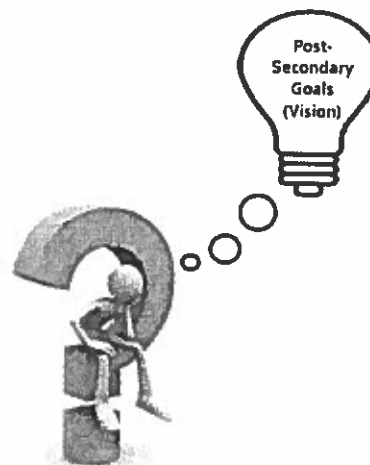
- Transition Assessment is a formative process
 - It is the continuous process of collecting, organizing, and using current information.....
 - A variety of assessment tools with a focus on transition that should be used as part of the transition assessment process.

Activity	Response
1. Camp or hike	5 4 3 2 1
2. Grow houseplants	5 4 3 2 1
3. Operate heavy equipment	5 4 3 2 1
4. Repair plumbing fixtures	5 4 3 2 1
5. Visit art galleries	5 4 3 2 1
6. Take pictures/develop film	5 4 3 2 1
7. Budget your own/other's money	5 4 3 2 1
8. Provide training for others	5 4 3 2 1
9. Tutor/help students learn	5 4 3 2 1
10. Help out in a library	5 4 3 2 1
11. Help prepare tax returns	5 4 3 2 1
12. Study financial investments	5 4 3 2 1
13. Be the secretary of a club	5 4 3 2 1
14. Do word processing	5 4 3 2 1
15. Volunteer at a hospital	5 4 3 2 1
16. Nurse sick friends/relatives	5 4 3 2 1
17. Style/cut hair for others	5 4 3 2 1
18. Entertain friends/family	5 4 3 2 1
19. Advise family members	5 4 3 2 1
20. Do charity work	5 4 3 2 1
21. Surf the internet	5 4 3 2 1
22. Repair personal computers	5 4 3 2 1
23. Learn about fire fighting	5 4 3 2 1
24. Train for self-defense	5 4 3 2 1
25. Set up/operate food machines	5 4 3 2 1



2. Post Secondary Goal(s) Vision

- Employment
 - After you have finished school, what kind of work will you do?
- Postsecondary Education/Training
 - After you have finished school, what additional education or training will you pursue?
- Adult Living*
 - After you have finished school, what type of place will you live in?
- Community Participation*
 - After you have finished school, how will you spend your time in your community?



3. Transition Services

Transition Activities that will provide experiences and allow the student to "explore" their post-secondary goal

- Instruction
 - Specific skill training
- Related Services
- Community experiences
 - Job shadowing, community work experiences, recreational experiences, volunteer work
- Development of employability skills
 - self awareness, self regulation and self advocacy efforts
- Acquisition of daily living skills (when appropriate)
 - skills to live independently or with support
- Functional Vocational Evaluation



4. Course of Study

- Identify a **Course of Study** that will build and expand knowledge leading to achievement of the post-secondary goal(s), prior to exiting the educational system.
 - Course of study is a multi-year description of coursework, from current date to anticipated date of exit, that will allow the student to build knowledge and gain experience through coursework in their post-secondary goal area.



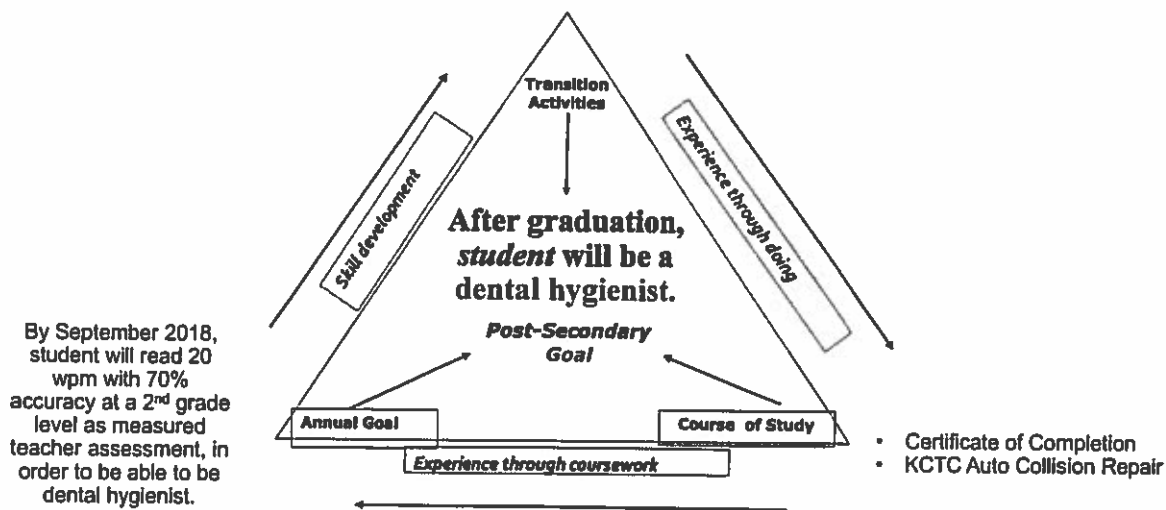
5. Annual IEP Goals

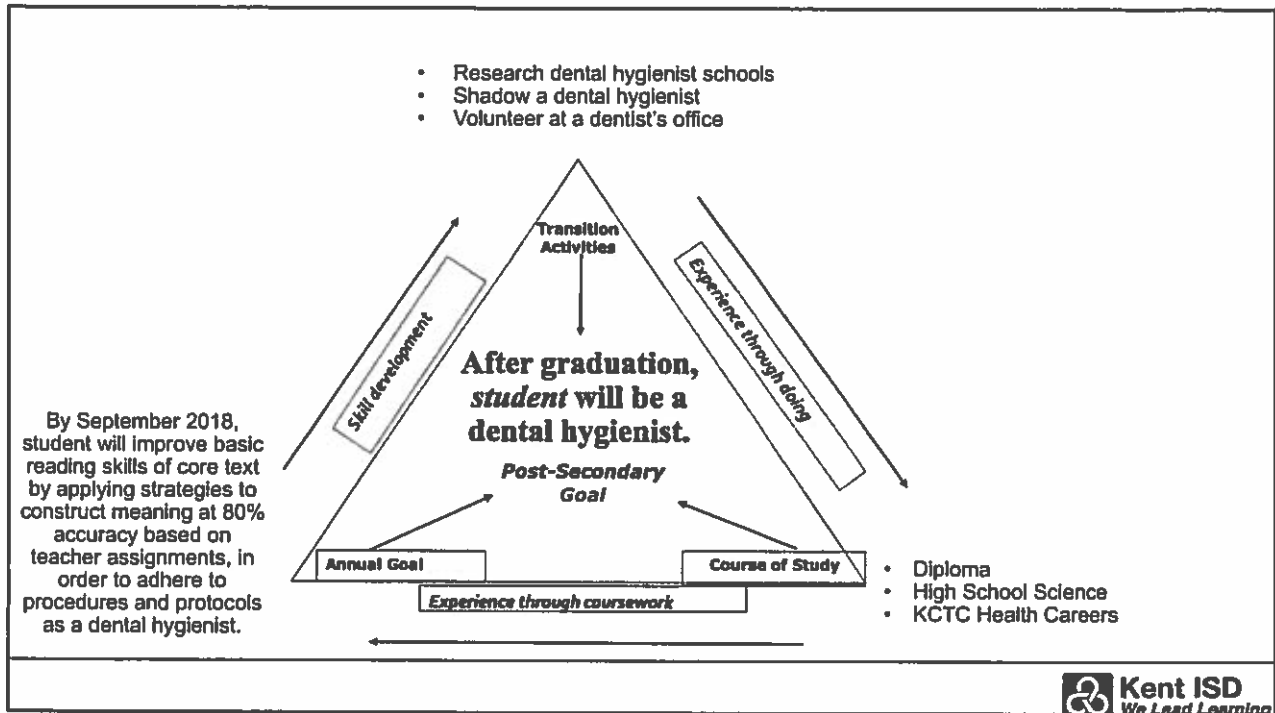
Annual goals and objectives that are designed to develop skills necessary to achieve post-secondary goals

- Transition Skills Goal
 - Special education teacher working directly on the goal
- Annual Goal Related to Transition
 - A connection should be made between the skill being worked on and what the student will apply that skill to.
 - Engineer, accountant or carpenter align nicely with math
 - Obtaining full time employment aligns nicely with social/emotional/behavioral goals



- Research computer science careers
- Student will tour center-based Transition Program





Coordination with Adult Agencies

Is there a need to invite a community agency representative likely to provide current or future services?

If yes, parental consent is required

- The rules to access services from community agencies as a young adult are significantly different than receiving special education services as a student.
 - Adult services are dependent upon *voluntary participation*.
 - Students go from a world of *ENTITLEMENT* (special education) to a world of *ELIGIBILITY* (adult services).

Coordination with Adult Agencies

Community Mental Health (CMH)

Network 180

- The supports and services provided by CMH assist individuals in achieving as much independence as possible within the community.
- Individuals eligible for services through CMH can benefit from:
 - supports coordination
 - professional therapies/services
 - community living services
 - vocational related services

Michigan Rehabilitation Services (MRS)

- MRS partners with individuals and employers to achieve quality employment outcomes and independence for persons with disabilities.
- MRS helps people to prepare for, find, and keep jobs.

College Student Services

- Colleges and universities provide support services to students with disabilities in an effort to remove barriers to their success at the college level.



Student/Parent Rights Age of Majority

- Educational rights transfer to the student at 18
- Parents will receive notice of IEP meetings and special education programs and services
- Students have the right to arrange IEP team meetings and agree to the programs and services
 - Students invite their parents to the meetings



Student/Parent Questionnaire for Transition Planning

- Free online resources
- <https://www.mynextmove.org/explore/ip>



Thank You

- Questions



Student Name:

IEP Date:

TRANSITION ASSESSMENTS AND NOTICES

ASSESSMENTS

Transition Assessments Completed:

PARENTAL RIGHTS AND AGE OF MAJORITY

Check all that apply:

- will be age 17 during this IEP and was informed of parental rights that {,he,she} will receive at age 18.
- has turned age 18 and {,he,she} and {,his,her} parent were informed of parental rights that were transferred to {,him,her} at age 18, including the right to invite a support person such as a parent, advocate, or friend.
- has turned age 18 and there is a guardian established by court order. The guardian is: .
- has turned age 18 and a legally designated representative has been appointed. The representative is: as .

COMMUNITY AGENCY INVOLVEMENT

Was there a need to invite a community agency representative likely to provide current or future services? Yes No

If Yes, did agency representative attend? Yes No

Please list any additional steps taken to ensure that has made connections with any appropriate outside programs and services:

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

Adult Living — After you have finished school, what type of place will you live in?

Does require instructional goals and short-term objectives in order to get ready for adult living? Yes No

Does require transition activities or services in order to get ready for adult living? Yes No

Transition Activity/Service Needed	Person/Agency	Due Date
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Getting Ready for Employment — After you have finished school, what kind of work will you do?

Does require **instructional goals and short-term objectives in order to get ready for employment?**

Yes No

Does require **transition activities or services in order to get ready for employment?**

Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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Community Participation — After you have finished school, how **will** you spend your time in your community?

Does require **instructional goals and short-term objectives in order to get ready for community involvement ?**

Yes No

Does require **transition activities or services in order to get ready for community involvement ?**

Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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Postsecondary Education/Training — After you have finished school, what additional education or training **will** you pursue?

Does require **instructional goals and short-term objectives in order to get ready for post-secondary education or training?**

Yes No

Does require **transition activities or services in order to get ready for post-secondary education or training??**

Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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COURSE OF STUDY

What is 's anticipated date of graduation/completion?

What is 's course of study?

Classes leading to a Michigan Merit Curriculum high school diploma Classes leading to a certificate of completion

Describe how 's course of study supports {.his,her} post-secondary goals written in each domain area above:

Note: If your child receives SSI benefits, find out how he/she can work and continue to receive benefits at www.ssa.gov or ask your IEP Team members to put you in touch with the local Social Security Office.

Student/Parent Questionnaire for Transition Planning

Please consider these questions as you prepare for the next IEP meeting for your child. At this meeting we will develop a transition plan, which will identify future goals for your child. These questions will help identify your dreams for your child as we prepare for the future.

Employment:

I think my child will work in a:
(check most appropriate option)

- Full time regular job
- Part time regular job
- A job that has support and is supervised
- Other: _____

My child's strengths in this area are:

My child seems to enjoy working as:

When I think of my child working, I feel that (s) he needs to develop skills in this area:

Note: Tennessee has a site to help teach students about different careers, job duties, salary range, education requirements, etc. at <http://tcids.tbr.edu/>

Education:

After graduation, my child will attend:

- College
- Community college
- Vocational training
- On-the-job training
- Other: _____

My child's educational strengths are:

Recreational:

When my child graduates, I hope (s) he is involved in (check all that apply):

- Independent recreational activities
- Activities with friends
- Organized recreational activities
- Other: _____

During free time, my child enjoys:

- My child's strengths in this area are:

- My child's weaknesses in this area are:

Transportation:

When my child graduates (s)he will (check all that apply):

- Have a driver's license and car
- Walk
- Use a bus or taxi independently
- Use supported transportation (i.e., car pools, special program)
- Other: _____

My child's strengths in this area are:

My child needs to develop skills in this area:

Please check 3 to 5 areas in which your child needs information/support:

Social/Interpersonal:

- Making friends
- Setting goals
- Getting along with family
- Handling legal responsibilities
- Managing anger
- Communicating needs appropriately
- Getting along with the opposite sex
- Other: _____

Personal Management:

- Hygiene
- Safety
- Mobility/transportation
- Money management/budgeting
- Time management
- Other: _____

Health Care Issues such as a serious medical condition or management of medications.

