Mission: To Mentor and Empower Families through Advocacy and Training to Improve the Quality of Life and Opportunities for Children and Young Adults with Disabilities
Transitions to Success

Funded by DDRB
Transition to Success Goals

- Increase Successful Post-Secondary Outcomes for Youth with Disabilities
- Improve the Self-Advocacy Skills of Parents and Teens in Planning for Transition
- Increase the Number of Teens that are More Actively Involved in the Transition Planning Process
- Increase the % of IEPs that Meet *Indicator 13*
- Identify Linkages to Support Successful Post-Secondary Outcomes
Transition Workshop Objectives

- Review Study Statistics
- Self-Determination
- How Parents can be Effectively Involved
- Overview of the Transition Planning/IDEA Requirements
- Community Linkages
- Review of Supplemental/Handouts
Transition...

Starts when children are very young and...
...continues throughout life
GPSS for Secondary Transition Steps
Transition Planning: A Bridge to Your Child’s Dreams
Statistics to Consider

* Statistics: National Transition Alliance, unless noted
Employment

63% Without Disabilities

37% With Disabilities

5 Years after exiting school
Independent Living Statistics

- With Parents: 72%
- Independently: 27%
Mobility Independence

Only 68% of Teens with Disabilities Leaving School have a Driver’s License
2008 High School Completion & Dropout Rates for Missouri

**Without Disabilities**
- Graduation Rate: 85.2%
- Dropout Rate: 4.2%

**With Disabilities**
- Graduation Rate: 71.9%
- Dropout Rate: 5.7%

*Source: MO. Dept of Education*
Why Focus on Transition

Lifelong learning is an expectation for all students

Non-employment is not an acceptable terminal goal for any student; with or without disabilities
To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

IDEA Purpose

IDEA Regulations § 300.1(a)
IDEA and Disability Policy

• Living independently

• Enjoying self-determination

• Making choices

• Pursuing meaningful careers

• Enjoying full inclusion and integration in the economic, political, social, and cultural mainstream of American society.

Congress affirmed that Disability is a natural part of the human experience, and in no way diminishes the right of individuals to participate in or contribute to society.
The Real World

• Everyone has a place in the real world.
• Everyone adds value to our community and makes us richer.
• Everyone has hopes and dreams and they need to come to fruition.
• Agencies and organizations should work to help fulfill families’ vision of living in the real world.
Intrinsic motivation (doing something because it is inherently interesting or enjoyable), and thus higher quality learning, flourishes in contexts that satisfy human needs for competence, autonomy, and relatedness.

Ryan and Deci, 1999
Your Teen is in the Driver’s Seat; Leading the Way to his/her Future!

This is Self-Determination

* See self-determination handout
Why Let GO?

• Self-determined students are twice as likely to be employed after high school  
  (Wehmeyer & Schwartz, 1997)

• Greater post secondary enrollment  
  (Mason, McGahee, Kovac, Johnson & Stillerman, 2002)

• You won’t be there forever
Parents and Autonomy

• Autonomy and dependence on others are not opposites.

• A parent can support autonomy while still caring for his child, or an adolescent can develop a secure relationship with his parents without feeling controlled in one’s actions.

• When we are sensitive to our children’s needs and when we are able to provide choices; we foster feelings of autonomy and independence.
Develop Self Determination by fostering **COMPETENCE**

- Students experience *competence* when challenged and given prompt feedback.

- Provide opportunities and lots of them!

- Starts when they begin to develop skills

- If we do it for them or demand that they ask your permission for everything they will not learn to make decisions!
Dignity of Risk

Opportunities to develop competence involve risk taking

• Look at the handout
• Ask yourself those questions
• Which of these questions would you want your child to ask?
WHAT FAMILIES CAN DO

• Hold and convey high expectations that reflect your child’s interests and strengths;

• Emphasize that education (but just not academic) is key to achieving your child’s dreams and future economic security;

• Help your youth find at least one interesting extra-curricular activity, and actively support his or her participation;

• Discuss your young adult’s strengths and interests with him or her, and explore together how these help determine appropriate postsecondary goals;
By 16 years of age the IEP must contain a statement of Transition Services. Every student’s IEP must include:

- Measurable Post Secondary Goals
- Course of Study
- Coordinated Set of Activities
Getting There...
Conduct Age-Appropriate Assessments

Turn Right to: **Step 1**

Identify strengths, interests, preferences, aptitudes, abilities, and skills.

*see assessment handout*
Assessment is

An **ongoing** process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career assessment, vocational assessment).

Information can be gathered from multiple people and places over a period of time.
Step 2 - Identify Post-Secondary Goals

federal law requires "appropriate, measurable post-secondary goals for training and/or education, employment, and where appropriate, independent living skills"  (300.320[b][1])

*See sample post-school goals handout
Mike’s Employment Goal

After high school, I, Mike will work full time in an area related to dirt bike racing.
Mike's Training/Education Goal

**After high school, I, Mike will get on the job training in job related to dirt bike racing.**
Mike’s Independent Living Goal

After high school, I, Mike will live in an apartment with friends.
Step 3
The IEP Meeting

- Parents/Families
- Student
- School personnel
- Adult Service Agencies (Linkages)

Who Participates, Who is the Star?
Step 3a – Discuss/Record Post-Secondary Goals

federal law requires “appropriate, measurable post-secondary goals for training and/or education, employment, and where appropriate, independent living skills” (300.320[b][1])

*See sample post-school goals handout
Post-School Goals Characteristics

Measurable statements:
- Based on Individual’s Assessment Data
- Identifies where student will be AFTER high school
- *NOT* intended to describe events that occur IN high school
- *NOT* the same thing as IEP measurable *annual* goal
- Addresses
  - Post-Secondary Education/Training
  - Employment
  - Independent Living
Agency Connections (Linkages) for the IEP Team

The agencies invited to the IEP should be those most likely to have the services, programs and supports that best match the student’s needs and post-school goals.

www.ddrb.org Developmental Disabilities Resource Board (DDRB)

www.nichcy.org, National Information Center for Children and Youth with Disabilities.
PLAAFP – Step 3b

Characteristics of Present Levels:

✓ Include statements of academic and functional skills as they relate to post-school goals
✓ Provide the baseline for development of goals
✓ Identify student strengths and prioritize needs
✓ Are measurable and observable
✓ Guide development of other areas of the IEP
✓ Describe effect of the student’s disability on performance

(handout - Present Levels of Academic Achievement & Functional Performance sample)
Present level must include: a statement of how the student’s disability affects his/her involvement and progress in the general curriculum…….(For students with transition plans, consider how the student’s disability will affect the student’s ability to reach his/her post-secondary goals (what the student will do after high school.)

Example 1
Chase has a Learning Disability and that causes him to have trouble keeping up in class.

Example 2
Due to Chase’s Learning Disability, he has difficulty being involved in and accessing general education curriculum without modifications. He receives in-class supports and resource time to work on skills he struggles with in the regular classroom. While Chase completes all in-class assignments, he frequently forgets about homework assignments if they are not written in his planner. This causes Chase o turn in approximately 50% of his homework late. Chase’s resource teacher and parents are working with Chase to develop strategies for remembering assignments and tasks that he needs to do as forgetting important tasks could interfere with his ability to maintain his career in construction. Chase is still working toward mastery in using a tape measure and conducting mathematical operations with fractions. Chase also processes written text at a slower rate than his peers. This impacts his comprehension on lengthy reading assignments. While Chase plans to live independently soon after graduation, he does not cook or do laundry independently, and has little exposure to comparison shopping.
Step 3c - Select Courses of Study

Characteristics of Courses of Study:

✓ Support post-school goals

✓ Focus on improving academic and functional achievement

✓ Facilitate movement from school to post school by aligning curriculum with identified transition outcomes

✓ Should promote graduation by meeting district standards* (when possible)

Combined from first year to final year of transition planning = coordinated set of activities
Courses of Study - Example

Student Name: Chase
Age: 17
Grade: Junior
School: Sunflower State H.S.

Transition Services

A. Measurable Postsecondary Goals

<table>
<thead>
<tr>
<th>Education or Training (required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon graduation from high school, I will attend a building trades program for building and carpentry.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Employment (required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon graduating from high school and the building trades program, I will enter the building trades field. I want to work part-time until I finish my postsecondary program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Living (as appropriate)</th>
<th></th>
</tr>
</thead>
</table>

Are graduation requirements attainable and appropriate for the student without modifications and adaptations?  
X Yes       No
If no, identify modifications and adaptations or alternative graduation plan:  

Total number of credits required for graduation 23
Anticipated month and year of graduation  

B. Courses of Study

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Level</th>
<th>List courses to be taken each year that focus on the student’s anticipated post-school outcomes (Identify modifications and justifications for such changes with the date of change by the IEP team)</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 9</td>
<td>English, U.S. Government, Earth Science, Resource, PE, Mechanical Drawing I, Study Hall</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Grade 10</td>
<td>10 Composition, Exploring Careers, Resource, Building Trades I, Math II, KS History, Biology</td>
<td>6 (12)</td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
<td>American Literature, American History, Resource, Work Experience (2hrs.), Building Trades II, Math for Life</td>
<td>6 (18)</td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>Senior Composition, Resource, Work Experiences (2hrs.), Carpentry II (2hrs.) (Vocational Tech. School)</td>
<td>5 (23)</td>
</tr>
<tr>
<td></td>
<td>18-21 Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IEP Step 3d

Transition Services/Related Activities/Linkages

Characteristics of Transition Activities and Services:

- Are action steps
- Occur during the current IEP
- Lead to the achievement of post-school goals
- Should occur both in school and in the community
## C. Needed Transition Services

<table>
<thead>
<tr>
<th>Transition Services</th>
<th>Activities, Strategies &amp; Age Appropriate Assessments</th>
<th>Agency Responsibilities (Include the Provider or Payer of services)</th>
</tr>
</thead>
</table>
| **Instruction:** Chase needs to take as many Building classes as possible while in high school. Chase needs to improve his math skills related to building. | 1. Complete Building Trades II and Math for Life classes. (See Annual Goals in IEP)  
2. Chase will learn to advocate for needed accommodations (See Annual Goals in IEP).  
**Assessment measures:** Class grades; KS state assessment results  
Chase will complete a Learning Styles Inventory and apply the results to job and school. | Chase  
Building Trades  
Teacher  
Math teacher  
Resource teacher |
| **Community Experiences:** Chase needs to investigate the building programs at different postsecondary schools. | 1) Chase will attend college nights at the high school  
2) He will visit the postsecondary campuses of interest to him by Oct. 2005 (see Interagency) | Chase/parents  
Guidance Counselor  
Resource teacher |
| **Related Services:** not applicable | | |
| **Employment:** Chase needs to get more job shadowing experiences to determine the type of job he wants. Chase needs to apply for VR. | 1) Chase will participate in 2-3 job shadowing experiences through Work Experience class and identify relevant skills, aptitudes and occupations within building trades career (see Annual Goals in IEP).  
2) Chase will apply for VR services (see Interagency Linkages).  
**Assessment measures:** Chase will complete a series of career interest and aptitude surveys in Work Experience. Student interviews and parent questionnaires were completed to identify interests in building trades and other occupations (see file for results) | Chase  
Work Study teacher  
Resource teacher  
VR Counselor |
| **Other Adult Living Objectives:** Chase attends church and is active in the community. He does not need this service now. | **Note:** Next year Chase will need to register to vote and for Selective Service. | |
| **Daily Living Skills (if appropriate)** | **Assessment measures:** Chase and his family completed a life skills assessment to identify any gaps in independent living skills | |
| **Functional Vocational Assessment (if appropriate)** | | |

Step 3e - Create Measurable Annual Goals

Each Measurable Annual Goal Must:

- include the student’s name;
- describe the condition in which the student will perform the behavior;
- clearly define the behavior (what the student will do) in measurable, observable terms; and
- indicate the performance criteria for each goal (the level the student must demonstrate for mastery, how consistently the student needs to perform the skill(s) before it’s considered “mastered,” and over what period of time the behavior must be observed at the level of mastery.)  * see sample goals handout
Measurable Annual IEP Goal - Example

Given information about community college programs, John will demonstrate knowledge of the college’s admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2006.

* Annual IEP goals should relate directly to one or all of the student’s identified Post-Secondary Education & Training Goal
Progress Monitoring

1. Measurable Goals and Objectives
2. Data Collection Decisions
3. Data Collection Tools & Schedule
4. Representing the Data
5. Evaluation of Data
6. Instructional Adjustments
7. Communicating Progress
Step 4 - Progress Monitoring

Conduct Progress Monitoring and Review Progress

Progress monitoring is a scientifically-based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. It involves collecting and analyzing data over time, to determine if classroom instruction is meeting the needs of students.
Step 5 – Summary of Academic (SOP) Achievement and Functional Performance

SAAFP Ahead
Summary of Academic Achievement & Functional Performance

Exiting School
*see handout of sample Summary of Performance
Summary of Performance (SOP)  (Example)

Part 1: Student Information:
Student Name: James Jensen  Date of Birth: 3/4/89  Gender: M  Age: 18
Permanent Address: 202 Highway 17 W, Honeyford, ND 58555 Permanent Phone #: 347-9999
Contact Person/Relationship: Jens Jensen / Grandfather  Contact’s Phone #: 555-9911
Student’s Primary Disability: SLD Reading and Writing  Student’s Secondary Disability, if applicable: NA
Date of Most Recent IEP: 11/15/06  Date of Graduation/Exit: 5/22/07  Date this SOP was completed: 11/15/06
SOP completed by: Tom Transition, LD teacher  District/School: Meade/Brown HS  Phone #: 247-2686

Part 2: Student’s Postsecondary Goal(s):
Employment: James will be employed as a Diesel Mechanic
Education/Training: After graduation, James will attend Western Dakota Technical Institute’s 2 Year Diesel
Independent Living (Where appropriate): N/A

Part 3: Summary of Performance: (Based on previous assessment and tied to Part 2 as much as possible)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading— James’s recent achievement testing showed that he is reading at approximately the 7th grade level. James’s comprehension is stronger than his decoding skills. James’s test performance in Social Studies and English coursework has improved greatly when tests are read to him and when he has more time to complete the tests. James has used Books on Tape in American Lit and in American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension.

Math—James tested at grade level on his most recent achievement battery. He has completed Algebra I and Geometry, earning low B’s, without any modifications or accommodations. He tends to do best on computation problems, and he does sometimes struggle with multiple-step story problems.

Writing— James’s recent assessments show that he is functioning at about an 8th grade level. His spelling and content are relative strengths, while his mechanics, punctuation, & handwriting are areas to work on. James has learned to utilize spelling and grammar correction features in Microsoft Word. He enjoys working with computers and has started using the computer for more of his written assignments.

Learning Styles/Other—James seems to learn best when he hears things or is shown examples.

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (Strengths and needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving— James has a full-scale IQ score in the average range. His Industrial Tech instructors report that he seems to have a “knack” for troubleshooting and fixing things.

Attention and Organization— James has become better at using an assignment notebook. He always turns his work in on time.

Communication— James has started asking for clarification of written instructions. He easily converses with instructors and peers. He listens well in class, and retains what he hears.

Social Skills and Behavior— James is well-liked by school staff and peers. He is generally polite and was captain of the Rodeo team.

Independent Living Skills— James drives, prepares his own meals, manages a checking account, payments on his truck, and insurance.
Indicator 13 - State & Federal Monitoring

Percent of youth age 16 and older with IEPs that includes **coordinated, measurable, annual IEP goals and transition services** that will **reasonably enable the student to meet the post-secondary goals.**
Route Review

Assessment
Step 1 & ongoing

Post-School Goals
2

IEP Mtg
3

Record Post-School Goals
IEP (3a)

PLAAFP
(3b)

Courses of Study
3c

Services/Activities
3d

Annual Goals
3e

SAAFP
5 Exiting School

Progress Monitoring
Step 4
Dreams Straight Ahead