

Secondary Transition

To Ensure Positive Post-School
Outcomes for Students

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TRANSITION PLANNING

- ▶ Multi-year process
- ▶ On-going discussions between family & staff
- ▶ Start early
- ▶ Accomplished prior to the IEP team meeting

Elementary School Age at Home & School

- ▶ Give child specific responsibilities – chores/jobs
- ▶ Help develop decision making skills
- ▶ Behavior standards—at home, at school, and in the community
- ▶ Opportunities to observe others working
- ▶ Use of resources to solve everyday problems
- ▶ Expect independent personal self-care
- ▶ Attend part or all of the IEP meeting

Middle School Age at Home & School

- ▶ Begin future plan focusing on careers of interest
- ▶ Involve child in developing the IEP (child centered)
- ▶ Involvement in volunteer & service opportunities—simple service projects
- ▶ Have regular jobs or chores
- ▶ Discuss budgeting, money management, and purchasing skills
- ▶ Discuss skills & work behaviors needed for their career of interest

Where Do We Start?

Ohio's Transition Plan has 6 steps:

- ▶ Future Planning
- ▶ Child's Profile
- ▶ Postsecondary Transition
 - Course of Study/Transition Service Needs
- ▶ Appropriate, Measurable Postsecondary Goals
- ▶ Transition Services
- ▶ Supporting Annual IEP Goals
- ▶ www.edresourcesohio.org
- ▶ www.projectforum.org
- ▶ Transition planning is a process conducted over time, and discussed at the IEP team meeting.

Future Planning

The student and family describe THEIR plan for the future.

- Plan for postsecondary education/training
- Plan for employment
- Living arrangements
- Leisure activities
- Transportation

If a student lacks realizable goals, identify additional age-appropriate transition assessments that can assist in identifying their future planning.

Child's Profile

- ▶ Describe functional and academic performance in relation to the future plan, but not data for present levels of educational performance.
 - What are the student's preferences, interests, needs, and strengths (PINS)?
 - What supports does the student need inside and outside academic settings?
 - Are there supports likely to be available in the student's desired postsecondary settings?
 - Relevant medical & safety information: AT needs, etc.
 - Parent input and concerns (educational)
 - Impact of disability on progress in the general curriculum.
 - Results of district/state-wide assessments

Postsecondary Transition Course of Study

- ▶ Courses of study are multi-year descriptions of how the student will be involved in the general curriculum.
 - ▶ Describe what type or combination of course(s) of study are needed to move students toward their plan for the future (age 14 moving to high school) or toward specific postsecondary goals (age 16 moving from high school)
 - 2-4 year college prep
 - Tech prep; Career Technical Education
 - Applied academic/core graduation + electives
 - Alternative
- Are there additional courses that would benefit the student? Any prerequisites?
- Are parents and students aware of the requirements of this course of study?

Examples of Statement of Transition Service Needs

- ▶ Susan needs a course of study that will support her post-school goal of working in supported employment in an environment that interests her. Proposed courses will include functional and adaptive coursework including community-based instruction focusing on independent living, community participation, and employability skills.
- ▶ John will participate in a course of study leading to his post-school goal of attending college after high school to study history. Proposed courses will include core academics in the general education setting (college prep), foreign language (Spanish), and electives related to his field of interest such as World History, Latin American History, Economics, supported by adult service linkages.

Age-Appropriate Transition Assessments

- ▶ Before the IEP meeting conduct age-appropriate transition assessments
 - Formal
 - Career Assessment, Grades, Test Score, Interest Inventories, Achievement Tests, Aptitude Tests
 - Informal
 - Observations, Meetings with student, Surveys, Interviews,
 - Use more than one source/style of assessment
 - Input from more than one person
 - www.nsttac.org; (National)
 - www.transitionassessments.northcentralrrc.org; (Iowa)
 - www.transitioncoalition.org; (Kansas)
 - www.opi.mt.gov; (Montana)
 - www.tslp.org (South Dakota)

Measurable Postsecondary Goals ***(at age 16, or earlier)***

Postsecondary education/training goal (required)

- Is it full or part time?
- What field of study or type of training?

Postsecondary employment goal (required)

- Is it full or part time?
- What type of work is desired?

Independent living (if appropriate)

- Type of residence and/or activities in the community?
- Goals can be combined.

Examples of Measurable Postsecondary Goals

- ▶ After graduation, Pat will enroll at Cuyahoga Community College to obtain an associate degree in Early Childhood Education. (Education)
- ▶ After graduation, Mark will work part-time as a cashier/stocker at Giant Eagle using supported employment job coaching. (Employment)
- ▶ After graduation, Shari will live at home and perform all personal hygiene and clothing care tasks, contribute financially to household expenses, and prepare simple meals. (Independent Living)

Examples

- ▶ Following graduation from high school, George will work part-time in sheltered employment where he will receive on-the-job training to develop the specific skills necessary to complete the work tasks of the sheltered employment. (Training & Employment)
- ▶ After graduation, George will enroll in a day program in his community where he will receive training in the work and social skills that are necessary for him to be employed part-time in sheltered employment. (Training & Employment)

Group Activity

Goal Sort

- ▶ Divide 10 postsecondary goals into:
 - Example or Non-example
 - Areas: Education/Training; Employment; Independent Living

Transition Services

- ▶ Instruction
- ▶ Community experiences
- ▶ Development of employment and other adult living objectives
- ▶ Related services
- ▶ Daily living skills training (if needed)
- ▶ Functional vocational assessment (if needed)
- ▶ Linkages with adult services

***Need at least one Transition Service/Activity for each postsecondary goal.

Instruction

- ▶ Refers to instruction not already included in student's course of study: specific types of training that support transition to the post-school goal.
- ▶ Example: guided notes, disability awareness training, social skill training, computer training, self-determination training, and study skills training.

Community Experiences

- ▶ Identify ways in which the student can apply what is learned in school to actual settings where they will be used. They provide experiential opportunities, and better prepare students for their postsecondary environment.
- ▶ Examples: community work experience, job try outs, volunteer experiences, service learning, classes at college, summer work experience.

Development of Employment and Other Adult Living Objectives

- ▶ Identify ways that the student can develop and make their career plans work
- ▶ Examples: guidance counseling, career planning activities (i.e.. OCIS), career preparation activities such as applications to college, ACT-SAT tests, financial aid applications, program tours, and researching community opportunities.

Related Services

- ▶ Identify professionals who can address barriers created by the student's disability in relation to post-school goals.
- ▶ Examples: worksite and/or college accommodations, work study services, OT, PT, SLP, organizers and checklists, flexible schedules, reduced workloads, crisis intervention/behavioral supports.

Daily Living Skills (if needed)

- ▶ Identify activities of daily living that support student's performance relative to post-school goals.
- ▶ Examples: Hygiene, clothing care, nutrition and menu planning, handling emergencies, money management, self-care, travel, shopping, home care.

Functional Vocational Assessment (if needed)

- ▶ Identify specific evaluations that describe student skills relative to required skills. Assure that assessments are valid for students with disabilities.
- ▶ Examples: Career Assessment/Evaluation, transition planning inventory, situational assessments, simulated work assessments.

Linkages with Adult Services

- ▶ Consider student's needs and eligibility.
- ▶ Examples:
 - Generic supports (i.e. employment agencies)
 - Time-limited supports (i.e. job coach through BVR)
 - Ongoing supports (i.e. supported employment through county DD)
 - Financial supports (i.e. SSI, Medicaid)
 - Residential supports (i.e. Medicaid waiver, rental subsidies, county DD)
 - Ohio Department of Jobs and Family Services

Develop Annual IEP Goals to Support Transition

- ▶ Should include at least one annual IEP goal for each measurable postsecondary goal in the transition plan.
- ▶ Should include annual IEP goals for major transition activities such as work-based training.
- ▶ Should consider how coursework can be made relevant to student's postsecondary goal.

The BIG QUESTION?

- ▶ Does this IEP meet the requirements of SPP Indicator 13? (Answered 'yes' for all eight criteria?)
- ▶ If not, go back and make necessary changes.

Practice

- ▶ Choose one of three hypothetical cases.
- ▶ Write a future plan for the student.
- ▶ Identify 1–3 age appropriate transition assessments used to support the transition plan.
- ▶ Write a measurable postsecondary goal for education/training;
- ▶ Write a measurable postsecondary goal for employment.
- ▶ Write a measurable postsecondary goal for independent living, if appropriate.
- ▶ Identify the course of study
- ▶ Identify transition services/activities

Contact

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