

Transition Planning

Presented by
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Goal of IDEA

- ▶ Promote maximum independence in adulthood.
 - ▶ This is the whole point of special education.
 - ▶ Students should be prepared to lead productive and independent lives to the maximum extent appropriate.
- (20 U.S.C. § 1401 (C) (5)



Federal Definition of Transition

- ▶ Is based on the individual child's needs taking into account the child's strengths, preferences, and interests; 34 CFR § 300.43(2).




Transition Services – should drive the entire IEP process.

- ▶ The purpose of the IDEA is to ensure that all children with disabilities have available to them a “free, appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.”



Transition includes:

- ▶ Related Services.
 - ▶ Instruction.
 - ▶ Community Experiences.
 - ▶ The development of employment and other post-school adult living objectives; and
 - ▶ If appropriate, acquisition of daily living skills and functional vocational evaluations.
 - ▶ Transition services may be special education if provided as specifically designed instruction.
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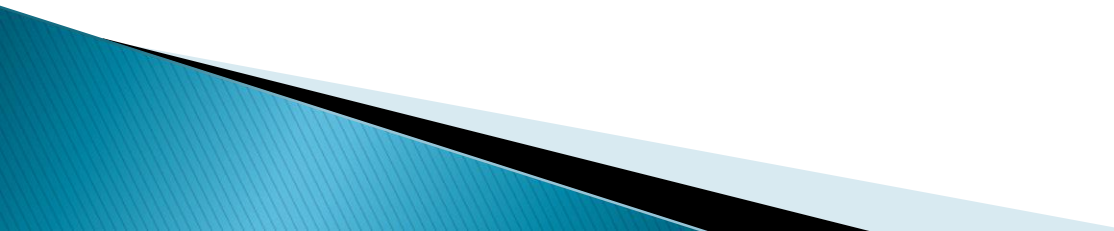
No later than age 16

- ▶ Each student must have included in the IEP appropriate measureable post-secondary goals based on age appropriate transition assessments related to:
 - training
 - education
 - employment, and where appropriate
 - independent living skills

34 CFR §300.320(b)(1)



Illinois – Age 14.5

- ▶ Beginning not later than the first IEP to be in effect when the child turns 14.5 and updated annually thereafter, the IEP shall include:
 - ▶ Appropriate measurable post-secondary goals based upon age-appropriate assessments related to education, training, employment, and where appropriate, independent living skills.
 - ▶ Transition services that are needed to assist the child in reaching those goals, including courses of study and other needed services to be provided by entities other than the school district.
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- ▶ The transition services (including courses of study) needed to assist the child in reaching those goals.
- ▶ At age 17, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority.
- ▶ This is a point at which parents may want to determine if guardianship or other options are appropriate.
- ▶ Conflict between parents desires and students



When special education eligibility ends

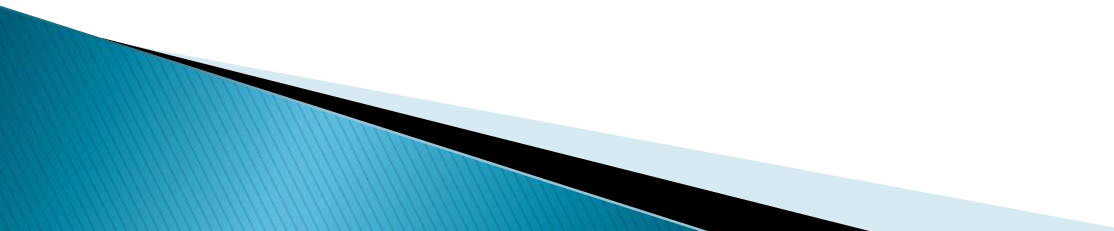
- ▶ A public agency must provide the child with a summary of the child's academic achievement and functional performance which shall include recommendations on how to assist the child in meeting the child's post-secondary goals.
- ▶ Graduation with a regular diploma.
- ▶ Exiting special education at age 22. (eligibility is through age 21).
 - 34CFR §300.305 (e)(3)

Measurable Post-Secondary Goals

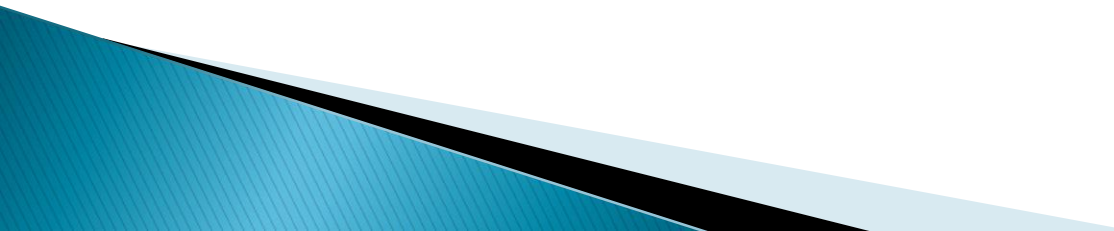
- ▶ What is a measurable post-secondary goal?
It must be more than a hope.
Example: Susan wants to be a nurse.



Goal Areas

- ▶ Education and/or training.
 - ▶ Employment – paid employment, supported, sheltered.
 - ▶ Adult living – independent living skills, health, safety, transportation, self-advocacy.
 - ▶ Important to have goals that outline how you expect to get there.
 - ▶ Education and training needed.
 - ▶ Employment (where do we want to end up).
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Elements of a measurable post-secondary goal

- ▶ A statement that begins with what the student would like to achieve after high school.
 - ▶ Must be based on the student's strengths, preferences and interests.
 - ▶ Is based on age-appropriate transition assessments.
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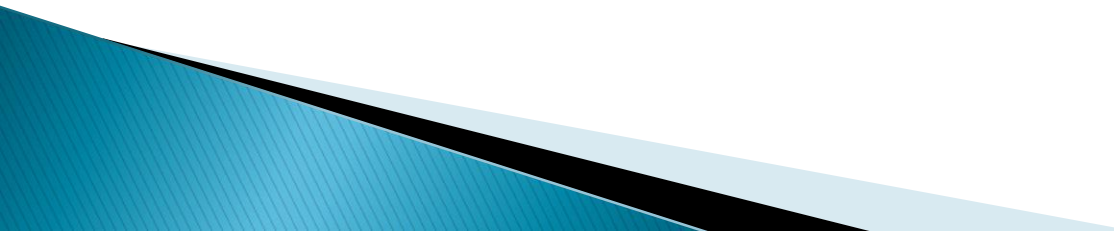
What is a measurable post-secondary goal?

- ▶ Mark will attend Oakton Community College part-time.
- ▶ Mark will be enrolled in the computer design program.
- ▶ Mark will work part-time at a job in a related computer field while attending school.
- ▶ Jenny will live in a supported living apartment with other young adults.
- ▶ Jenny will work part-time as a kitchen assistant with a job coach.
- ▶ Jenny will be able to follow the directions needed to work in the kitchen with help.

Post-Secondary.

Employment and Independent Living.

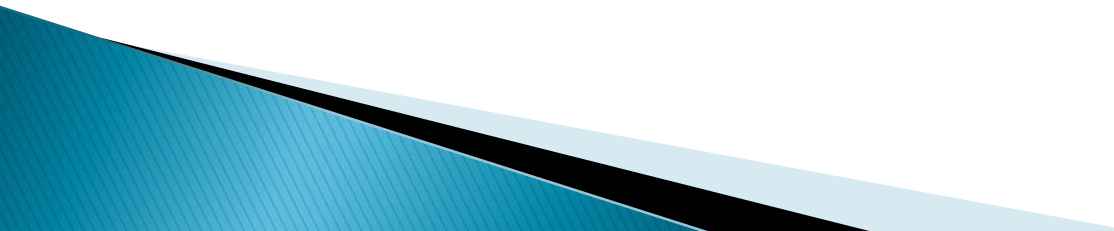
Getting to the goal

- ▶ Age appropriate transition assessments are key. This will provide information on the student's needs, strengths, and other concerns.
 - ▶ Assists in accurate and thoughtful planning.
 - ▶ Is a check on whether goals are achievable.
 - ▶ Should indicate what the student needs to work on or what skill sets will be needed to achieve the goal.
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Courses of Study

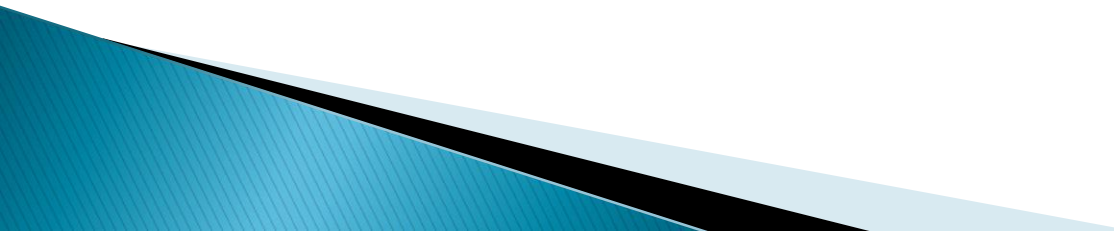
- ▶ Does the post-secondary goal require that the student take certain classes or have specific training?
- ▶ Provides a realistic view of what must be done while in school.
- ▶ Should be revised as needed.

Essential to determine what needs to be done and by whom.



Transition Services:

Coordinated Set of Activities

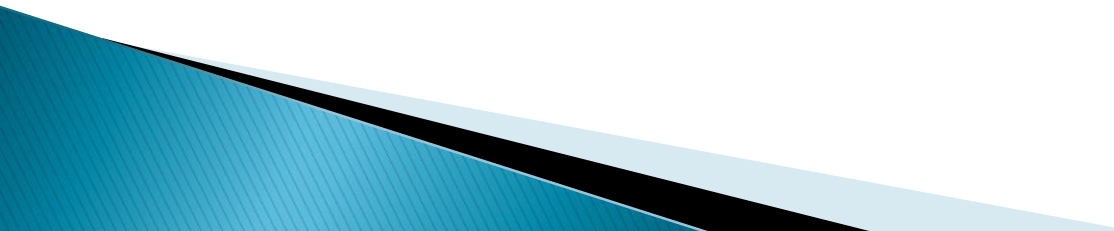
- ▶ For each post-secondary goal, is there (a) instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objectives, if appropriate, (e) acquisition of daily living skills, or if appropriate, (f) provision of functional vocational evaluations listed in association with meeting the post-secondary goal.
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Goals

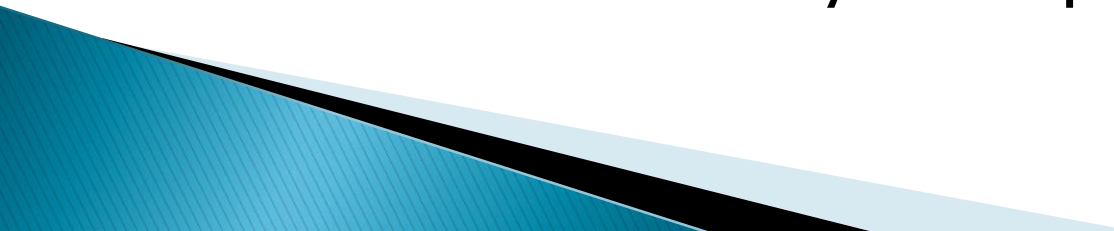
- ▶ Post-Secondary Goals:
- ▶ Mark will be employed in the computer field.
- ▶ Annual Goal: Mark will with staff help, identify what specific areas of the computer industry he would enjoy and what the job opportunities are in these areas.
- ▶ Community Experience:
- ▶ Mark will job shadow at least three different computer related jobs.
- ▶ Mark will research with staff assistance computer related employment job qualifications, salaries....



How do we know what needs to be done? Transition Assessments:

- ▶ Interest inventories.
 - ▶ Curriculum based assessments.
 - ▶ Career portfolios.
 - ▶ Adaptive Behavior inventories.
 - ▶ Social Skill inventories.
 - ▶ Life Skill inventories.
 - ▶ Academic Achievement testing.
 - ▶ Standardized test scores.
 - ▶ When appropriate, cognitive assessments.
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Know where you want to end up.

- ▶ Accurately identify the student's present levels of performance and functioning.
 - ▶ Identify what skills, classes or other things must be done before the student graduates.
 - ▶ Prioritize the goals and realistically assess what can be done.
 - ▶ Identify who will be responsible and pay for each transition activity.
 - ▶ Agree on the timing and the school year where each activity or experience will happen.
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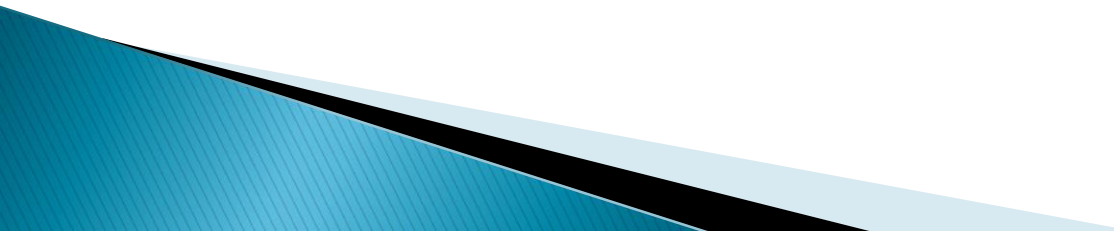
Involving outside agencies or other players

- ▶ To the extent appropriate, with the consent of the parents of the child who is age 18...the public agency must invite a representative of any other participating agency that is likely to be responsible for providing or paying for transition services.

34 CFR § 300.321(b) (3)



When a student turns 18

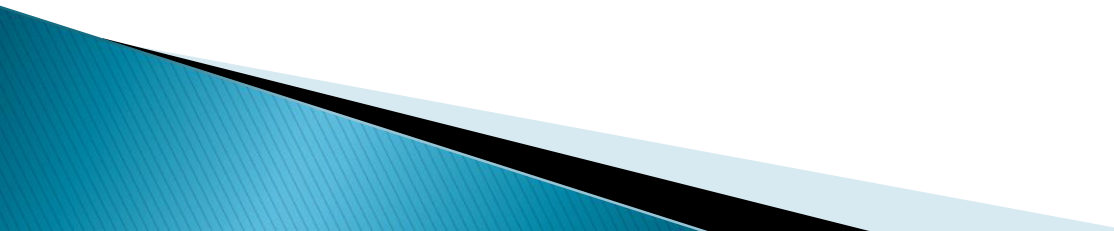
- ▶ Presumed competent.
 - ▶ Student will be able to make all educational decisions unless the parents become guardians or the student signs a delegation of rights to make educational decisions.
 - ▶ The student should be notified of these rights at age 17.
 - ▶ Parents should have this discussion or make the decision in advance.
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Transition Planning Participants

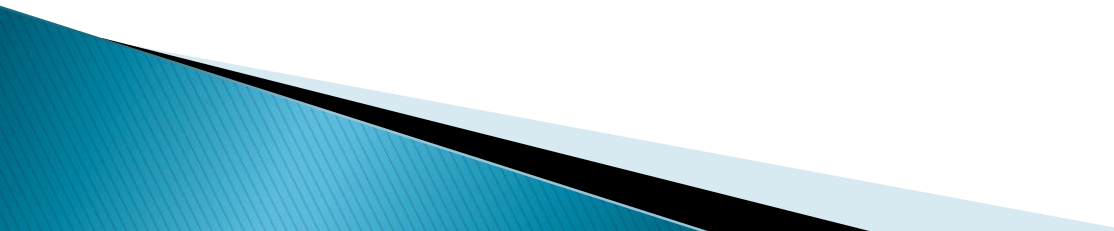
- ▶ The IEP team.
- ▶ The student.
- ▶ Representative of other agencies.
- ▶ Vocational coordinator.



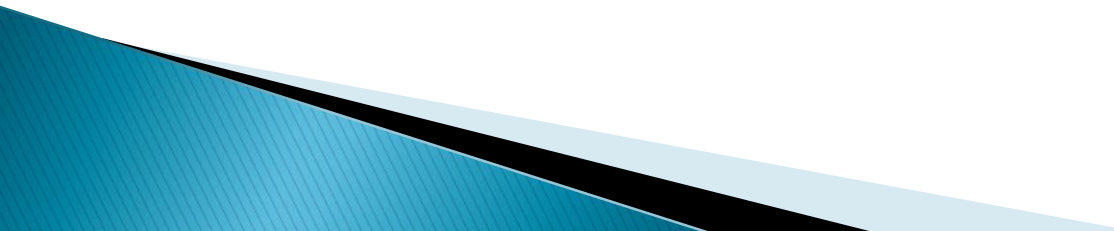
Realistic Goals

- ▶ Should ask if this goal is realistic.
 - ▶ What skill sets are needed?
 - ▶ What programs would be appropriate given the student's interests, abilities, and program requirements?
 - ▶ What supports will be necessary in order for the student to be successful?
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Employment

- ▶ What are the student's interests?
 - ▶ Abilities?
 - ▶ Specific skills needed (transportation, social skills)?
 - ▶ What supports are necessary (job coach)?
 - ▶ Can the student do the basics to get the job?
 - Job application
 - Interview
 - Manage behavior in the job setting
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Independent or Community Living

- ▶ Safety.
 - ▶ Navigating in the community.
 - ▶ Personal Finances.
 - ▶ Self care – meal planning, shopping, maintaining an apartment.
 - ▶ Recreation.
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Outcome Oriented



What if other agencies don't participate?

- ▶ If a participating agency fails to provide agreed-upon services, the IDEA requires that the IEP team meet to identify other ways to satisfy the student's transition objectives and if necessary, revise the student's IEP.



Identifying other agencies and support

- ▶ Applying for government assistance. Entry criterion.
- ▶ What is needed. (documentation)



Graduation

- ▶ Student may have met all the requirements for graduation but still be completely unprepared for post-high school.



Responsible Parties

- ▶ The school is the lead agency in planning with the student, the parent and other agencies during the transition process.
- ▶ School cannot tell the parents what possible agencies might be of use and put the responsibility solely on the student and parent.

Yankton School District v. Schramm, 23 IDELR 42(1995).

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