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Parent Educational Advocacy Training Center

Virginia's NEXT STEPS Transition Program for Families, Youths, and Professionals:
Building Effective Partnerships and Accessing Resources

Webcast One:
Laying the Groundwork for Secondary Transition

Participants will understand:

- Transition planning
- How to develop a Transition IEP

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What's different about secondary school transition?

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IDEA 2004

Emphasis shift:

- Results oriented approach.
- Focus on improved results.

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Who are the Partners?

- School professionals
- Adult service providers
- Family and community networks
- Employers

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The Parent / Professional Partnership

Partnership = relationship between two people

- Each has equal status & independence,
- some obligation to each other.

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Secondary Transition- What's different?

The **student** drives the process.

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National Council on Disabilities

"…an overwhelming number of youth with disabilities are under educated, under qualified for today's job market or unemployed, and unprepared for the rigors of post-secondary education."

-Transition & Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post Secondary Education & Employment , 2000

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Recent Census Report: employment

56% people with disabilities employed



88% people without disabilities employed

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IDEA & Disability Policy

Congress finds that:

<u>Disability is a natural part of the human experience</u> and in no way diminishes the right of individuals to participate in or contribute to society.

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Where do we begin?

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Refresh Partnership Skills

Key words

- Equal in value and status. Partnerships require sharing knowledge for the good of the child.
- Independence in regard to each partner's bringing viewpoints and contributions for cooperative decision-making.

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Refresh Partnership Skills

Key words

- Obligation or responsibility to work together for the child's education. Partnerships are based on mutual respect & a shared concern for the welfare of the child.

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Be Informed - The Secondary Transition IEP must include:

- Statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments
- Beginning not later than the first IEP to be in effect when the child turns 16, then updated annually thereafter

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Dare to Dream

Transition planning is based on age appropriate assessments and considers the student's strengths, interests, and preferences, related to training, education, employment, and independent living skills, where appropriate.

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Know how important you are to the process

Adults must lead the way for students to develop self advocacy skills so that they may have a self-determined future.

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Top 10 Things to Remember

1. Start early.
2. Use a common language.
3. Ask questions. Then ask again!
4. Be clear on entitlement vs. eligibility.
5. Find out what exists & what doesn't exist.

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Top 10 Things to Remember

6. Is transition a time of crisis or opportunity?
7. Look at what has worked & what hasn't.
8. Redefine concept of seamless transition.
9. View families as assets.
10. Students aren't the only ones in transition.

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Case Study

Johnny is a 9th grade student with mild learning disabilities and other health impairments. He is accessing the general ed curriculum with the goal of achieving a standard or modified diploma. He enjoys music. His parents do not know where to begin transition planning.

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Case Study

Johnny would like to attend college & live in a dorm, but his health conditions are of concern. Johnny's special ed case manager has never developed transition goals before as this is the first full year as a special ed case manager. Johnny's PLoP does not contain information about vocational or career interests at this time.

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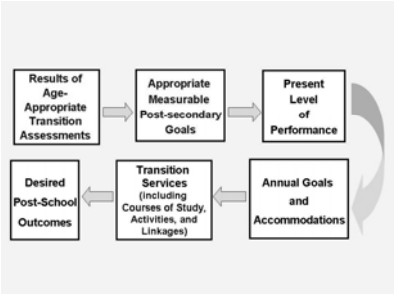
Kathe Wittig
VDOE T/TAC at VCU
www.vcu.edu/ttac

How to get started with transition planning?

- Age Appropriate Assessments
- Measurable post secondary goals
- Transition services or coordinated set of activities.

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Transition Process



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Assessment

Is a process of

compiling information

about a student.



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Transition assessment is the beginning point for Transition IEP development



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An effective transition process identifies the skills and knowledge the student…

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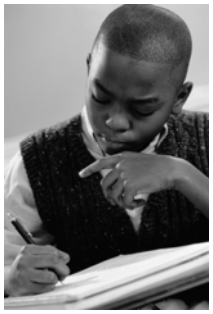
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- Requires for successful transition to adult life
- Currently demonstrates
- Must yet acquire in order to prepare for adult life

(Kochhar-Bryant, 2007)

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HOW? WHEN?



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Start early!

- Review the student's K-12 growth process in academic & independent living skills…







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In middle school

Develop inventories for students & parents regarding:

- Interests
- Aptitudes
- Preferences



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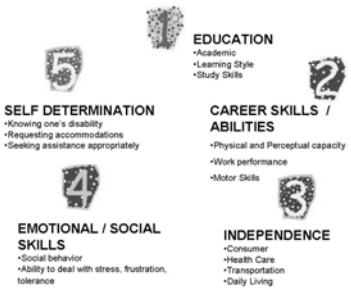
Work with guidance to use

- online resources http://www.kuder.com/

  Or

- www.vaview.vt.edu

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Next Step

- Use the transition assessments to drive the development of post secondary goals.
- Incorporate the transition assessment information in the Present Level of Educational Performance.

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Develop the Present Level
of Academic Achievement
and Functional Performance
(PLoP)

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Transition Content of IEP

Present level of performance
should relate directly to the other
components of the IEP

(8 VAC 20-80-62, p. 43)

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Where does the transition data captured in the PLoP fit into the development of the IEP?

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- Interests and preferences
- Achievement
- Learning styles
- Learning strategies
- Adaptive behavior

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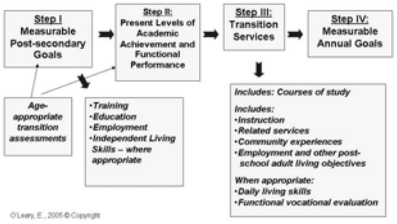
- Behavior / social skills
- Work readiness
- Work samples
- Aptitude
- Situational assessment

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How can data be reported
in a way that reflects the
student's voice and is meaningful
to the student's future?

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IEP Results Process for Transition Services



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Annual vs. Post-secondary

- A measurable annual goal reflects answers to - "What do we want the student to be able to do in a year's time?"
- For transition IEP, "What do we want this student to be able to do, relative to post-school goals, in a year's time?"

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Annual vs. Post-secondary

- Measurable post-secondary goals are **outcomes** that occur after person has left high school.

  What a student WILL do (enroll, attend, work)

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Case Study

Johnny is a 9th grade student with mild learning disabilities and other health impairments.

He is accessing the general ed curriculum with the goal of achieving a standard or modified diploma.

He enjoys music. His parents do not know where to begin transition planning.

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Case Study

Johnny would like to attend college & live in a dorm, but his health conditions are of concern.

Johnny's special ed case manager has never developed transition goals before as this is the first full year as a special ed case manager.

Johnny's PLoP does not contain information about voc or career interests at this time.

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Based on Johnny's transition assessment, it appears that he enjoys music and has other skills



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Johnny



- Likes to cook
- Drive



- Has part-time job



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Example

- Employment
  - After high school, Johnny will be employed as a chef / cook

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Example

- Independent Living
  - After high school, Johnny will independently acquire and take necessary medications in the manner prescribed by his physicians.

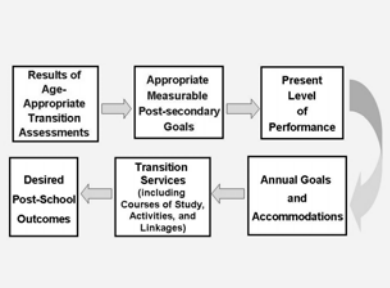
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Begin with the END in mind



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Transition Process



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Three Guidelines for Writing the PLoP

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#1. Reflect students' post-secondary goals

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Excerpt from PLoP

…Following high school Johnny plans to go to culinary school to become a chef.

He met with his guidance counselor during his junior year to research options for culinary arts training, as well as the requirements for acceptance….

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#2. Summarize current academic and functional achievement, emphasizing needs that will impact realization of the student's postsecondary goals

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Example

<u>Education/Training</u>

- After high school, Johnny will complete a culinary arts training program.

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#3. Document the use of age-appropriate transition assessments to summarize interests, preferences, strengths, and needs.

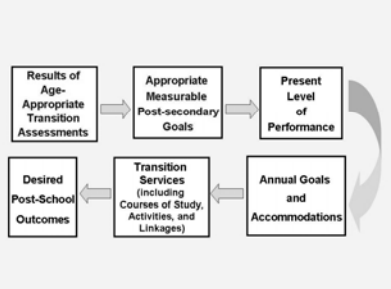
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Who might assist in the development of the PLoP?

- The student and parent(s) are key members of the Transition IEP team.

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Transition Process



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