PEATC
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

What's different about secondary school transition?

IDEA 2004

Emphasis shift:

- Results oriented approach.
- Focus on improved results.

Who are the Partners?

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

The Parent / Professional Partnership

Partnership = relationship between two people

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

Secondary Transition- What's different?

The **student** drives the process.

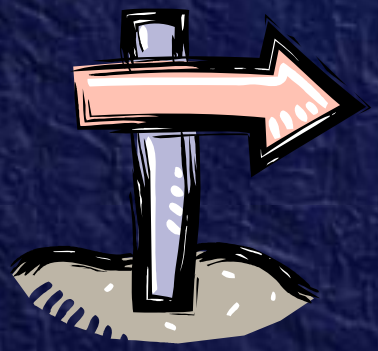
National Council on Disabilities

"…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

Recent Census Report: employment

56% people with disabilities employed



88% people without disabilities employed

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IDEA & Disability Policy

Congress finds 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.

Where do we begin?

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.

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.

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

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.

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.

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.

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.

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.

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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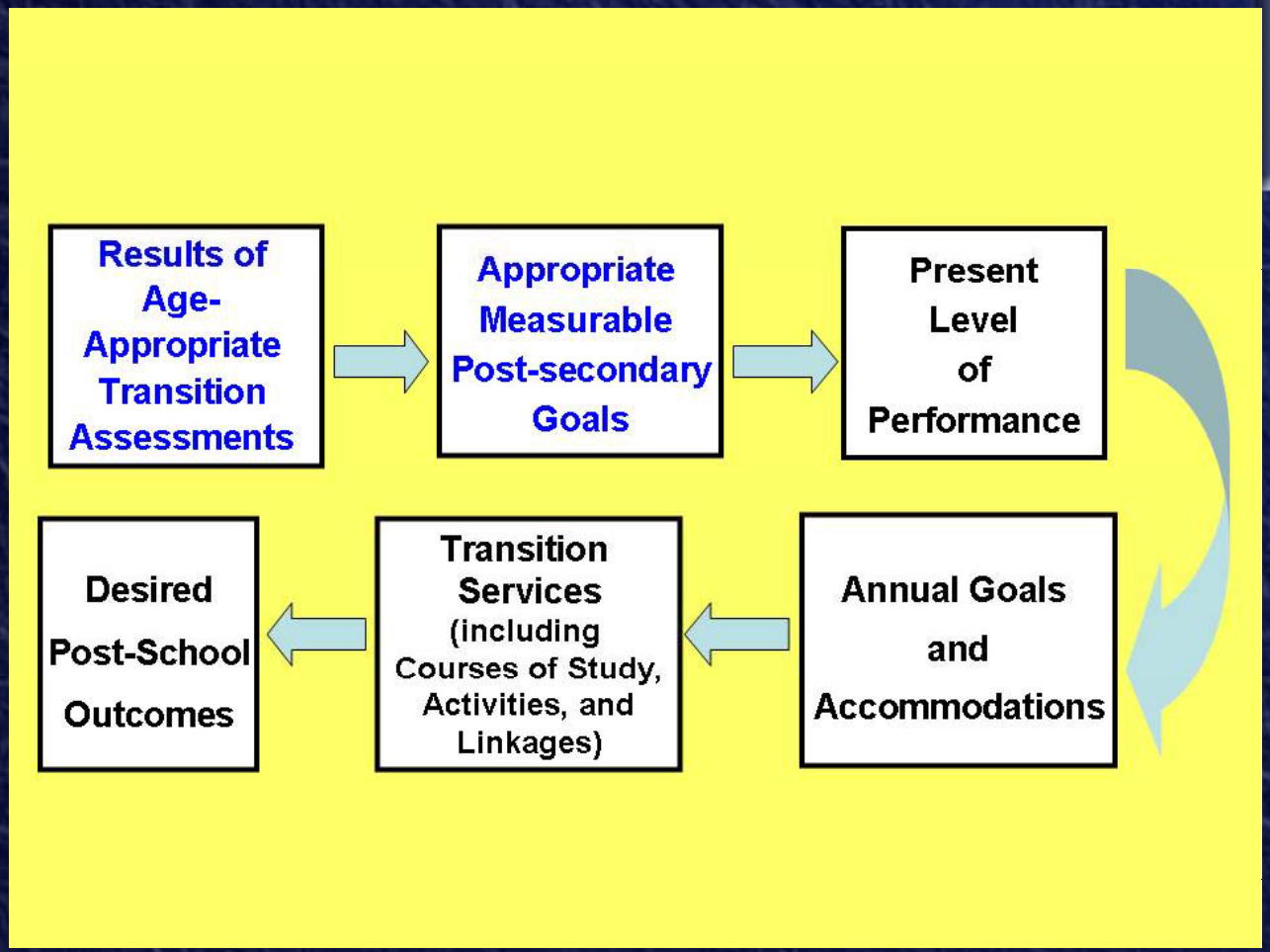


Kathe Wittig
VDOE T/TAC at VCU
www.vcu.edu/ttac

How to get started with transition planning?

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

Transition Process



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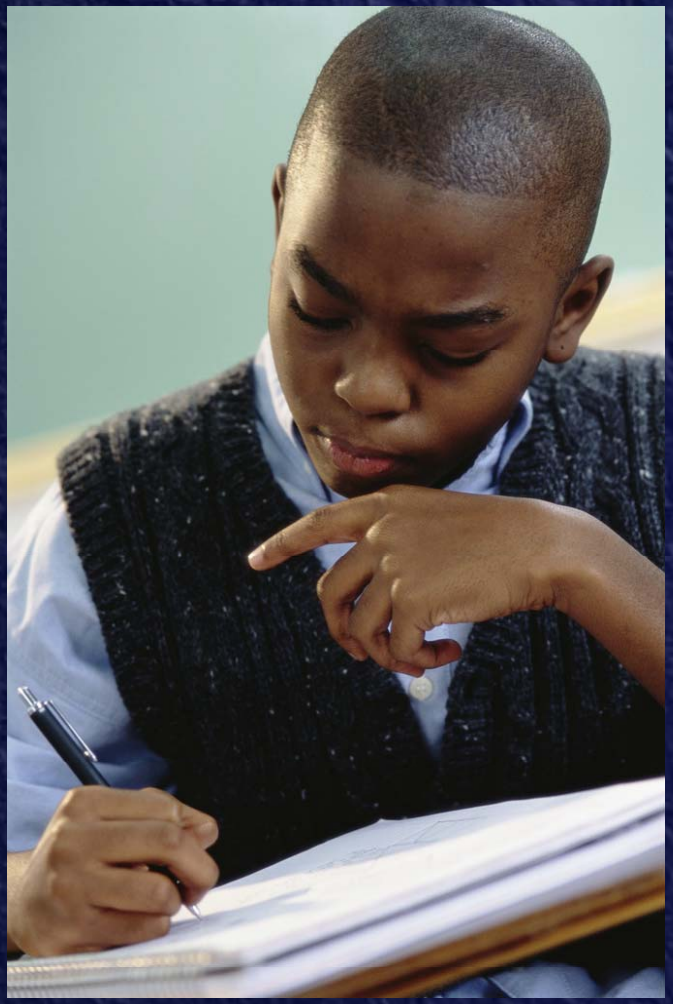
An effective transition process identifies the skills and knowledge the student…

IDEA 2004

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

(Kochhar-Bryant, 2007)

HOW? WHEN?



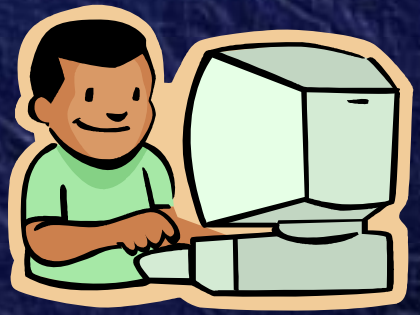
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Start early!

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







In middle school

Develop inventories for students & parents regarding:

- Interests
- Aptitudes
- Preferences



Work with guidance to use

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

  Or

- www.vaview.vt.edu



EDUCATION

- Academic
- Learning Style
- Study Skills





SELF DETERMINATION

- Knowing one's disability
- Requesting accommodations
- Seeking assistance appropriately

CAREER SKILLS / ABILITIES

- Physical and Perceptual capacity
- Work performance
- Motor Skills





EMOTIONAL / SOCIAL SKILLS

- Social behavior
- Ability to deal with stress, frustration, tolerance

INDEPENDENCE

- Consumer
- Health Care
- Transportation
- Daily Living

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.

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

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)

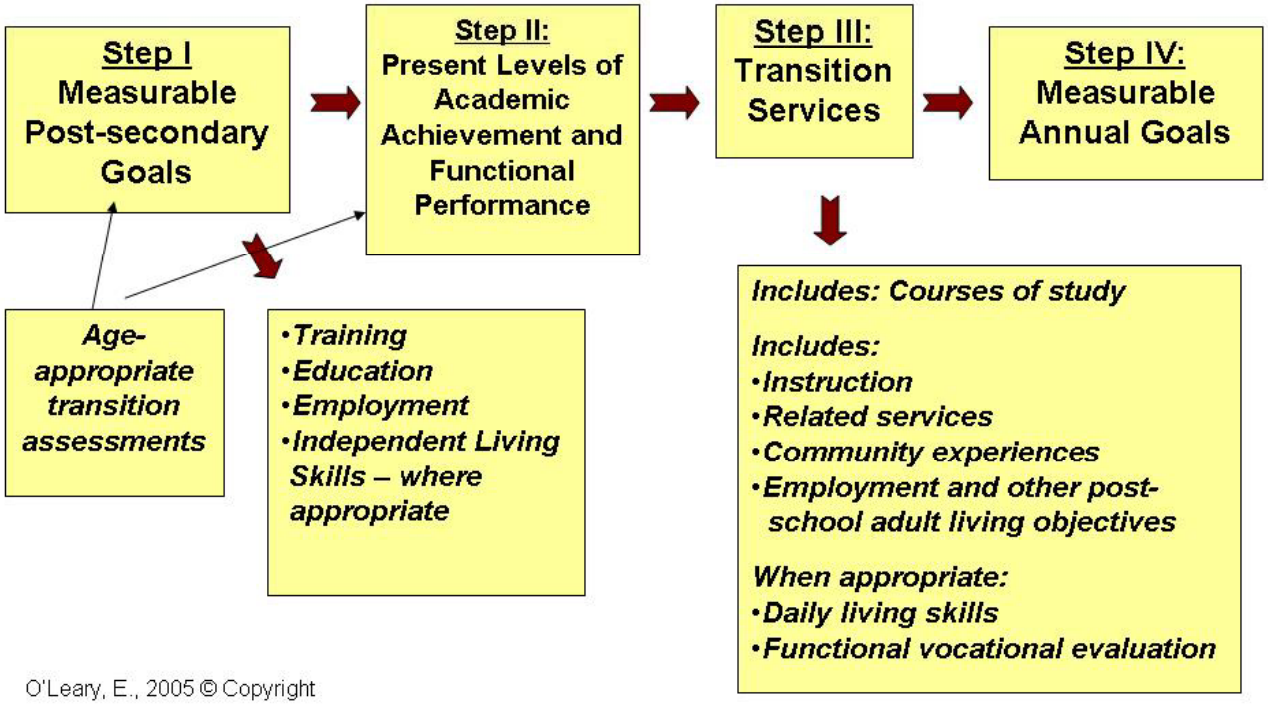
Where does the transition data captured in the PLoP fit into the development of the IEP?

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

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

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

IEP Results Process for Transition Services



O'Leary, E., 2005 © Copyright

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?"

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)

Case Study

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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.

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.

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



Johnny

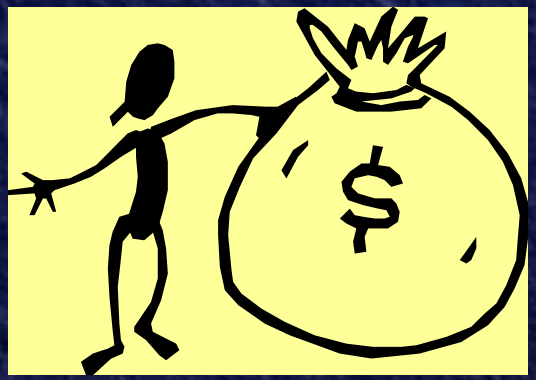


- Likes to cook

- Drive



- Has part-time job



Example

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

Example

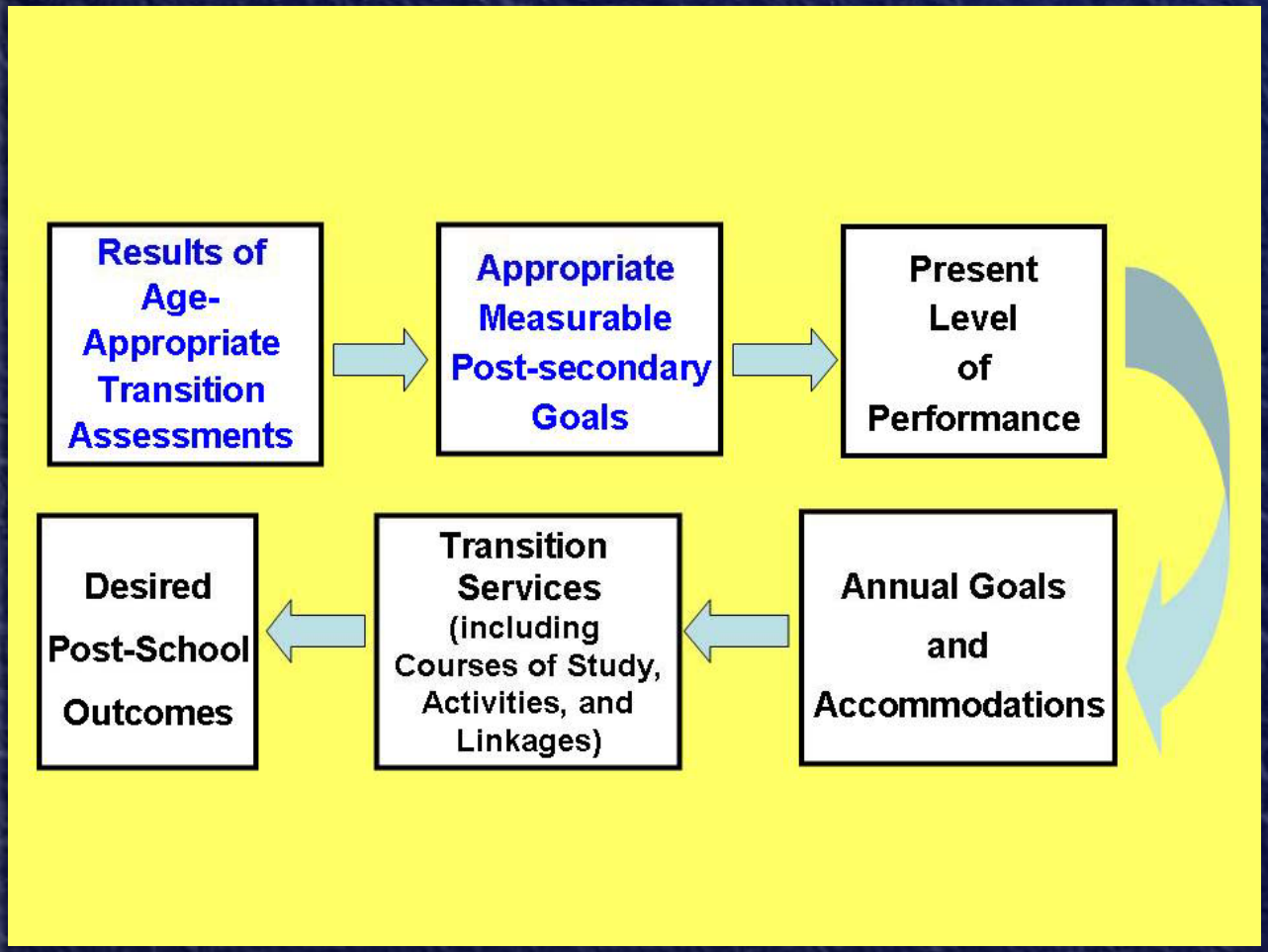
- Independent Living
  - After high school, Johnny will independently acquire and take necessary medications in the manner prescribed by his physicians.

Begin with the END in mind



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Transition Process



Three Guidelines for Writing the PLoP

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#1. Reflect students' post-secondary goals

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….

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

Example

Education/Training

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

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

Who might assist in the development of the PLoP?

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

Transition Process

