

“It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.”

Ann Landers

This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



It is a collaborative effort of the Alabama Parent Education Center and the Alabama State Department of Education Special Education Services.



The Special Education Transition Planning Process

- What we will learn:
 - Why is transition planning important for youth with disabilities?
 - What are special education transition plans?
 - Who is involved in transition planning?
 - How is transition planning accomplished?
 - Understanding self-advocacy and self-determination to make decisions



Why is Transition Planning Important for Youth With Disabilities?

Introduction to Transition Planning

What is Transition?

- Transition is the movement from one stage or place to another
- For students, transition planning is moving from high school to adult life
- As your child reaches adolescence you will begin to work with your child and the school to develop a formal plan of transition

Youth with Disabilities May Need Additional Support To Transition to Adult Life

High School is the time to develop critical life skills and knowledge of oneself.

Transition planning can support youth to develop:

- Critical independent living skills
- Explore and develop employment skills and interests
- Plan for future needed education
- Develop social opportunities and networks
- Explore community involvement
- Develop Self-Advocacy and Self-Determination Skills
- Develop knowledge of adult systems and supports



Who am I?

Where will I live?

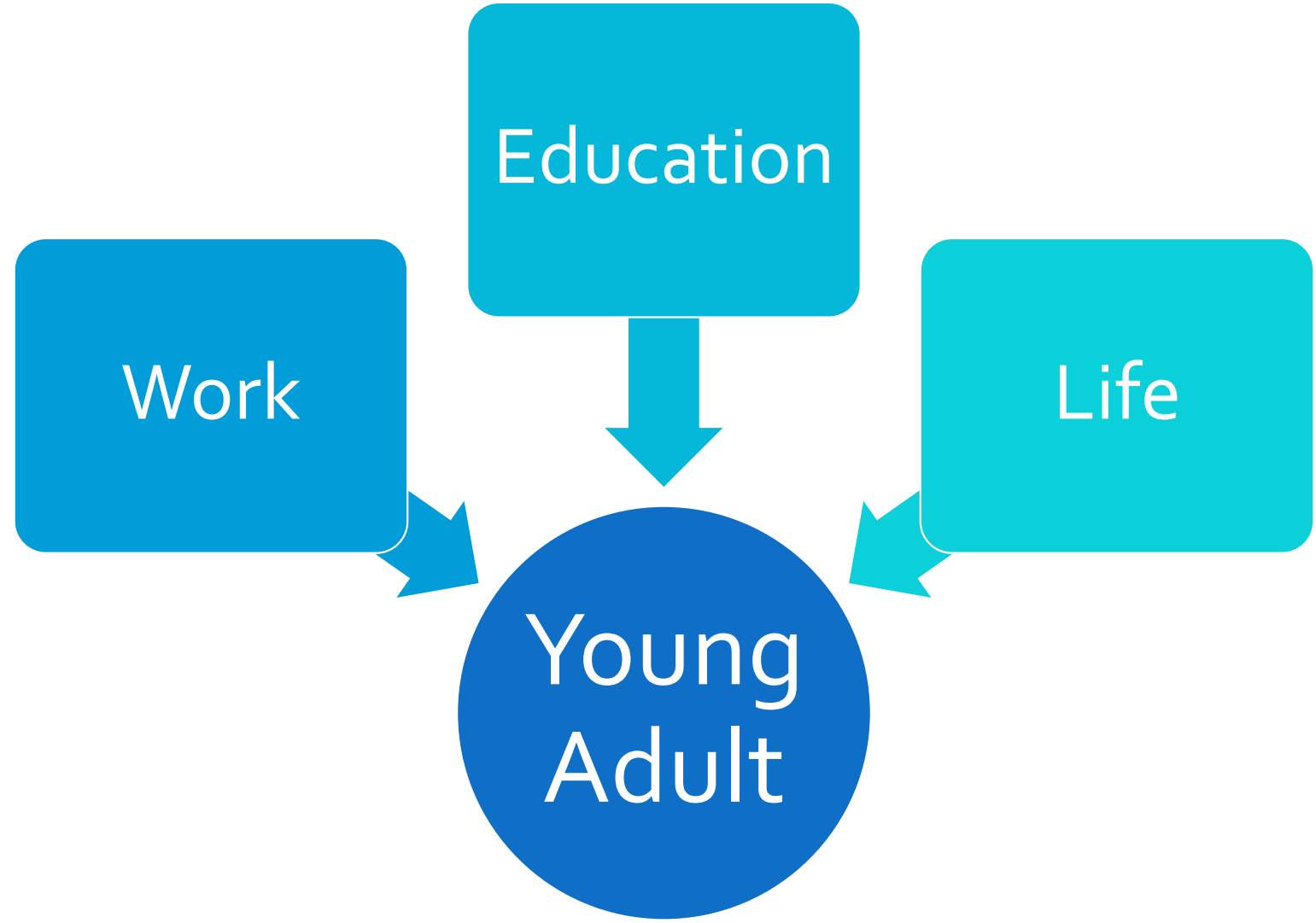
What are my dreams and interests?

What about additional education?

What will my future look like?

What kind of job will I have?

Transition
Plans Address
3 Areas



When Does Transition Planning Begin?

- Transition planning begins day 1 within the family
- Informal school planning begins in elementary and middle school
- Formal transition services and goals must be in place not later than the child's 16th birthday



What are Special Education Transition Plans?

Special Education requires the development of Transition Plans

- IDEA defines transition planning as a *coordinated set of activities*
- Activities are designed to be *results-oriented* *and*
- Are focused on improving the academic and functional achievement of a child with a disability

Transition Plans Move a Youth From School to...

- Post-secondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

Transition Plans Include...

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives, and, when appropriate...
- Acquisition of daily living skills and functional vocational evaluation

Transition Planning Process Components

- Discuss Transition with the youth, family, school, agency, and community members
- Begin and continue Transition assessments
- Explore Postsecondary, Employment, and Independent Living Options
- Review Course Sequence, Standards for Diploma, and Course of Study
- Develop community linkages
- Complete applications for supports and services
- Review progress and planning throughout the process
- Complete the Summary of Academic Achievement and Functional Performance (SOP)



Who is Involved in Transition Planning?

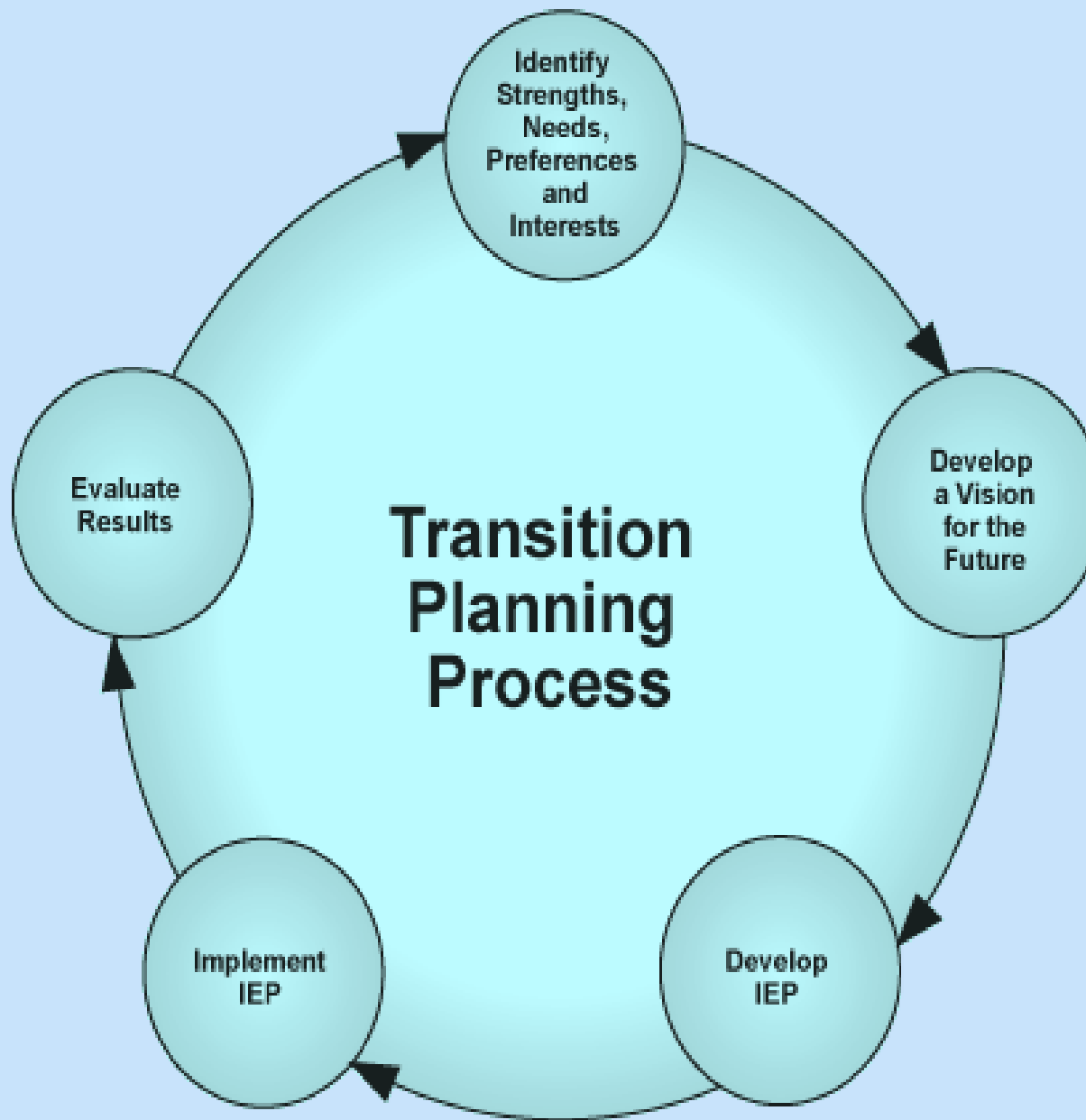
The IEP Team

The IEP team designs and implements the transition plan?

- The student
- The parent
- At least one regular education teacher of the child
- At least one special education teacher/provider of the child
- Interpreter of Evaluation data
- Local Education Agency representative of the school who:
 - can provide or supervise provision of specially designed instruction
 - is knowledgeable about the general ed curriculum
 - is knowledgeable about the availability of the school's resources and has the authority to commit the resources (i.e. \$)
 - can interpret the instructional implications of evaluation results
- *Others at the discretion of the parent or school who have knowledge of the student, or will provide or pay for transition services*



How do we Plan Transition?



Transition
Assessments
Provide Data
To Plan
Transition and
are Critical

- Assessments drive the development of postsecondary goals
- Assessments provide information to inform decisions regarding needed transition services and supports
- Assessments inform and are the basis for identifying annual IEP goals to support movement to postsecondary goals

Transition Assessments

- Should be conducted before the IEP meeting
- Assessments are essential to the transition planning process
- Can include both informal and formal assessment

Assessments
can provide
useful data in
many areas.

Transition assessments can help determine academic and functional levels of performance including:

- Interests
- Preferences
- Cognitive development and academic achievement
- Adaptive behaviors
- Interpersonal relationship skills
- Emotional development and mental health
- Employability and vocational skills and
- Community participation

Assessments Can Be Informal and Formal

Informal Assessments

- Observations
 - -Family, colleagues, employers
- Meetings with child
- Surveys and questionnaires
- Interviews
- Task analysis
- Self-determination assessments

Formal Assessments

- Career assessment
- Learning style inventories
- Academic achievement tests
- Adaptive behavior scales
- Personality assessment
- Interest inventories
- Progress in classes

Transition Assessments

- Assessments are documented within the IEP and detail:
 - Type of assessment conducted
 - Person or agency conducting the assessment
 - Date of the tests and
 - Summary of results
- Documented within the Student Profile
- Present Levels of Academic and Functional Performance



Transition Goals

How are they different?

Plan with the End in Mind

- One process that may be used
- Starts with the child's postsecondary goals
- Identifies what the child needs to do
 - A year before graduation
 - Two years before graduation
 - Three years before graduation
 - Back to where child is currently

Writing A Measurable Postsecondary Goal

A measurable postsecondary goal

- **is not** measurable in the same way as a measurable annual goal
- describes what your child wants to do after existing school system
- gives the IEP team a vision to work toward
- creates a framework for annual goals and transition services

Writing A Measurable Postsecondary Goal

- NTACT formula for writing a postsecondary goal:

_____ will _____

(After high school) (child) (behavior) (where and how)

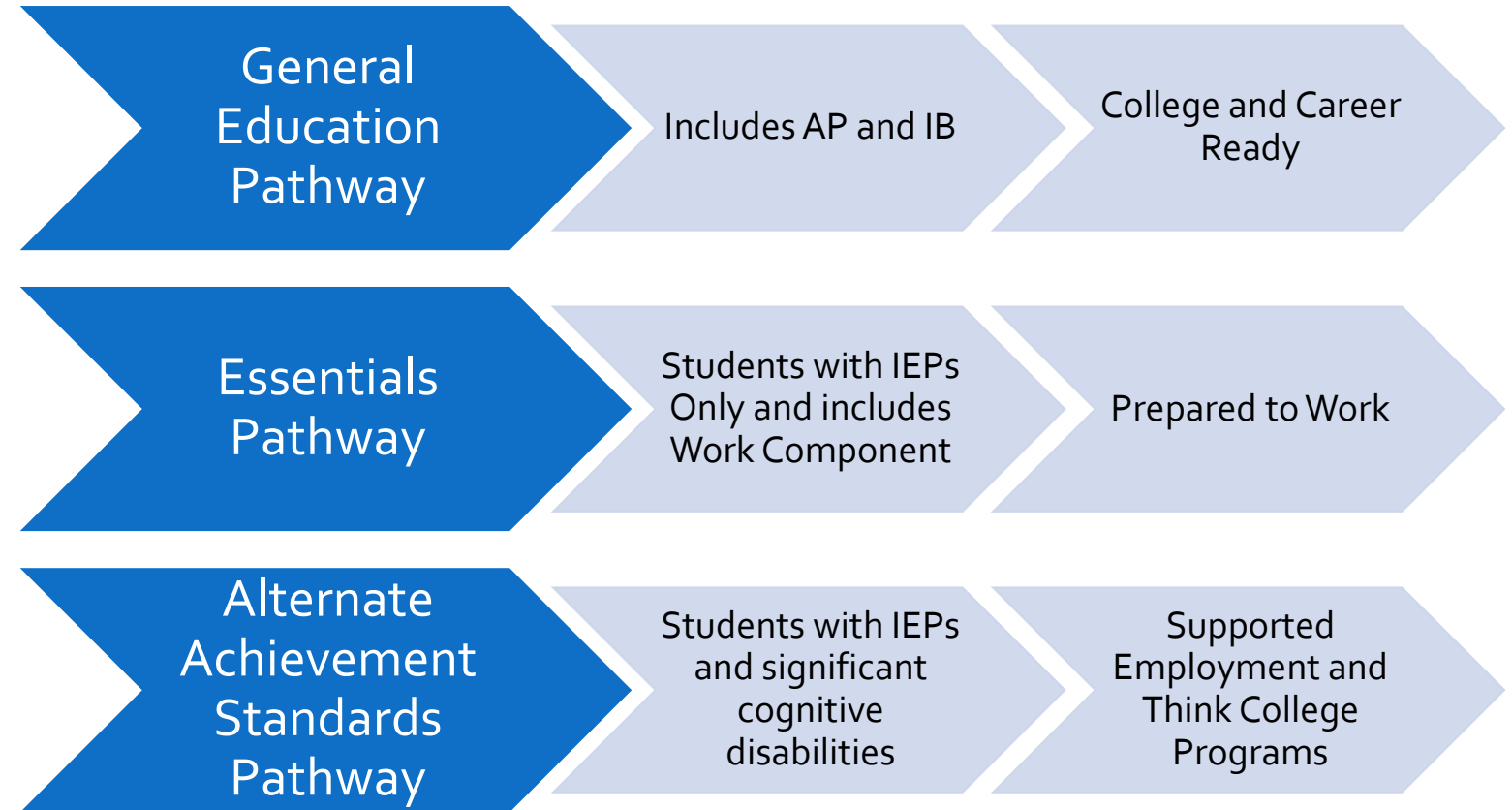
(After graduation)

(Upon completion of high school)



Transition Courses

Selecting a Diploma Pathways to Graduation

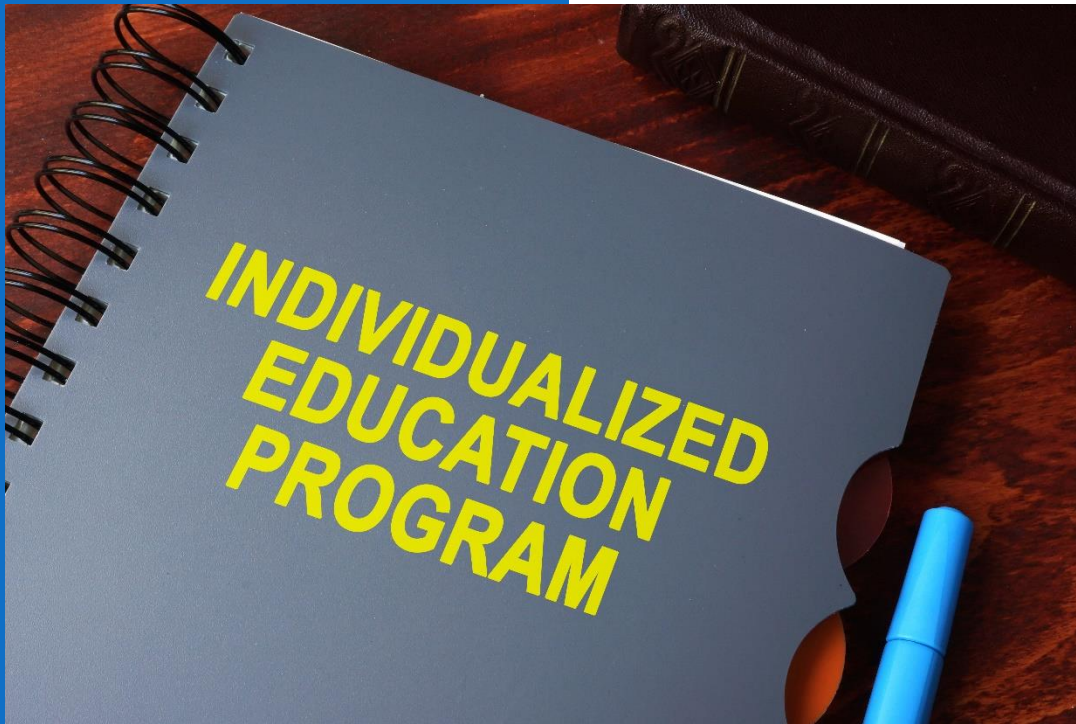


Alabama Basic Credit Requirements For Graduation 4X4

High School Credits Required To Graduate				
	9 th	10 th	11 th	12 th
English Language Arts	x	x	x	x
Mathematics	x	x	x	x
Science	x	x	x	x
Social Studies	x	x	x	x
Total Credits	4	4	4	4
* Additional Credits will be required depending on the diploma pathway chosen and local school system requirements.				

Get The Diploma or Continue Services?

- Until a student graduates with a diploma, they are eligible to be in school up to age 21.
- Additional time intended to prepare for successful independent living and working.



The Transition IEP Parts

Types of Transition Services and Activities

- Include:
 - Instruction;
 - Related services;
 - Community experiences; and
 - Development of employment & other adult living objectives.
 - Acquisition of daily living skills if appropriate
 - Functional vocational evaluation if appropriate
 - Linkages with adult services if appropriate

Transition Instruction

- Refers to instruction not included in the child's course of study.
- Examples:
 - self-determination & disability awareness;
 - study skills training; or
 - specific types of instruction such as occupational skill training or on the job training.

Transition Related Services

- Identify services that will enhance the child's ability to perform in current & future environments related to postsecondary goals & activities
- Examples:
 - Work-site and/or college accommodations;
 - Work study services;
 - OT; PT; SLP; organizers & checklists;
 - Flexible schedules;
 - Assistive technology;
 - Behavior supports
 - Transportation

Transition Community Experiences

Identify ways in which the child's classroom learning can be applied in authentic settings

Examples:

- Community work experiences
- Postsecondary or college classes
- Volunteer experiences

Development of Transition Employment & Other Postsecondary Living Goals

Identify ways that the child can develop and make career plans

Examples:

- career planning activities, other career planning and age-appropriate transition assessments
- guidance counseling
- job shadowing
- career preparation activities

Acquisition of Daily Living Skills

- Identify activities of daily living that support a child's performance relative to postsecondary goals.
- Examples:
 - hygiene and grooming
 - health care
 - clothing care
 - nutrition and menu planning - cooking;
 - financial literacy
 - shopping
 - transportation

Functional Vocational Evaluation

- An assessment process for any child that provides information about career interests, aptitudes, and skills
 - (assessments must be validated for children with disabilities)
- Examples:
 - Situational work assessments;
 - work samples;
 - interest inventories;
 - aptitude tests; and
 - internships

Transition Linkages to Adult Services

- Consider the child's post-school needs (on-going or time-limited supports) and eligibility for adult services
- Examples:
 - Alabama Department of Rehabilitation Services (ADRS)
 - summer youth employment programs
 - developmental disability (DD) services
 - waiver support programs
 - social security benefits;
 - university/college disability services; and
 - independent living centers
 - insurance and medical needs.

Summary of Performance

- Required by IDEA
- Provided to the child when graduating from high school and to a child who exceeds age eligibility
- Youth input is important and necessary
- Addresses:
 - Summary of youth's academic achievement and functional performance
 - Recommendations to assist youth in meeting postsecondary goals

Parenting To Build Self-Advocacy and Self-Determination

Essential Skills for Youth With Disabilities



Self-advocacy and self-determination are important and empowering skills for anyone, but especially for people with disabilities.

Self-advocacy

- involves speaking up for oneself and one's wants, needs, and interests
- **A Foundational Belief that** All people have the right to make life decisions **without undue influence or control by others.**

Self-determination

- describes the ability to make decisions for oneself.
- *The ability to **effectively and successfully take charge of one's life.***
- Requires a set of interrelated skills, including self-advocacy skills.
- Person may call upon support from others; however, is **in control of his own resources and how they are directed.**

Self-Determination and Self-Advocacy are Associated with Better Life Outcomes

Youth have improved adult life outcomes and higher quality of life when they learn and use the skills associated with self-determination.



What does self-advocacy include?



- Speaking up for yourself
- Making decisions about your own life
- Getting information so that you can understand
- Finding out who will support you in your journey
- Identifying your rights and responsibilities
- Problem-solving
- Reaching out to others when you need help and friendship
- Understanding how to ask for help
- Standing up for and defending the rights of oneself and/or others

What does self-determination include?



- Setting goals
- Knowing what is needed to reach goals
- The ability to make choices and decisions based on own preferences and interests
- Accepting the consequences of the decisions made
- Monitoring and regulating one's own actions and to be goal-oriented and self-directed
- Using Self-Advocacy Skills

Self-
Determination
includes many
skills.

- Choice-making
- Decision making
- Problem solving
- Goal setting and attainment
- Independence
- Risk-taking and safety
- Self- observation
- Evaluation and reinforcement
- Self-instruction
- Leadership
- Self-awareness and self knowledge
- Self- advocacy

People with Disabilities Show Less Self-Determination

Youth with disabilities are often found to be less self-determined than their non-disabled peers and have less opportunity to make choices and express preferences

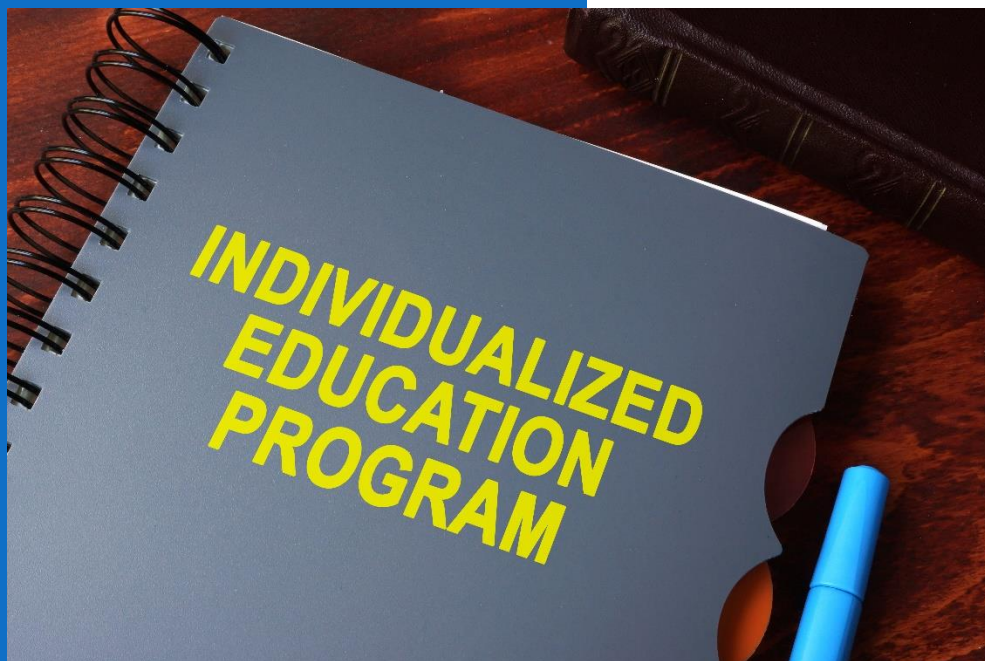
- Never assume that your child is incapable of self-determination
- Do assume that your child is in need of:
 - Frequent opportunities to practice
 - Skills must be taught and supported



Skill Areas for Self-Determination and Opportunities Activity

Identify as many opportunities currently available your child's life where students may learn about, receive instruction and/or access an opportunity to practice self-determination skills.

Skills of Self-Determination	Where can a child develop these skills?
Choice making	
Decision making	
Problem solving	
Goal Setting and Attainment	
Independence	
Risk taking and safety	
Evaluation and reinforcement	
Self-instruction	
Leadership	
Self-awareness and knowledge	



Self-Advocacy and Self-Determination for Youth in Their IEP

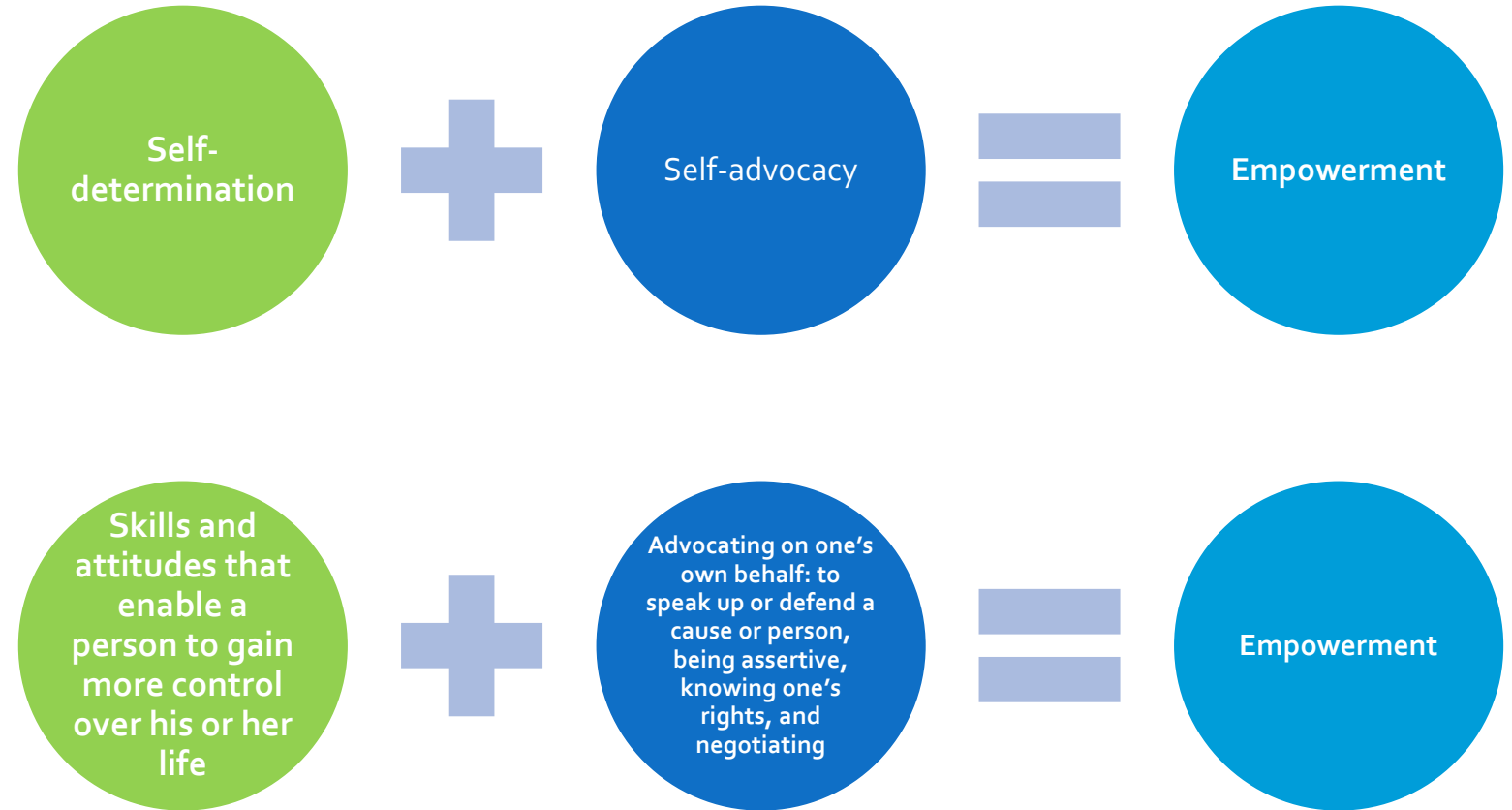
Students are self-determined when they know themselves and can demonstrate their skills.

- Self-determined youth can demonstrate the following skills in their IEP and life
 - They are aware of their strengths and needs
 - They can make decisions, choices, and set goals
 - They can interact with others in a socially competent manner
 - They realize their own potential
 - They view themselves as a valuable member of a larger society

When Students are Self- Determined

- They are self-sufficient self regulated learners
- They take control of their own learning
- They are involved in their own IEPs

All skills lead to Empowerment



Students That are Self- Determined Know...

- Understand their disability and its impact upon their functioning
- Understand their learning style
- Know what accommodations they receive
- Know their skills, strengths, and challenges
- Know what supports they need and how to access them

Self-Advocacy Statements



- Can you complete the following statements about your child?
- Can your child complete the following statements about themselves?
 - I am:
 - I learn best:
 - To be successful I need:
 - My strengths are:
 - My challenges are:
 - I need these supports:

Know Yourself

- Dream
- Know your strengths, weaknesses, needs, and preferences
- Know your options
- Decide what is important to you

Value Yourself

- Accept and value yourself
- Admire strength that comes from uniqueness
- Recognize and respect rights and responsibilities
- Take care of myself



Plan

- Set goals
- Plan actions to meet goals
- Anticipate results
- Be creative
- Rehearse and practice



Act

- Take risks
- Communicate
- Access resources and supports
- Negotiate
- Deal with conflict and criticism
- Be persistent



Experience Outcomes and Learn

- Compare outcome to expected outcome
- Compare performance to expected performance
- Realize success
- Make adjustments



Elementary Skill Building



- Choosing within an activity
- Choosing between two or more activities
- Deciding when to do an activity
- Selecting the person with whom to participate in an activity
- Deciding where to do an activity
- Choosing to end an activity
- Conversations about likes and dislikes

Middle School Skill Building



- Generate personal or academic goals
- Write goals, monitor their performance on goals, and evaluate their goals
- Use contracts for social and behavioral goals
- Start to identify weaknesses and strengths in key skill areas
- Discover their strengths and limitations (coupled with supports to compensate and to celebrate their uniqueness)
- List problems, all possible choices, and the benefits and cost of each choice
- Involve students in brainstorming sessions
- Participate in their IEP

High School Skill Building



- Teach students to know the difference between anger and assertiveness (verbal and nonverbal)
- Use role play
- Practice identifying long and short term goals
- Seek all the information needed to make informed choices
- Participate in their IEP
- Know their rights and responsibilities under IDEA related to transition planning
- Advocate for themselves (assertive vs aggressive)
- Communicate one on one and in small and large groups
- Negotiate, compromise, persuade, and listen
- Negotiate and Navigate



Student Participation in the IEP

Student Role in Planning Their IEP

- Participate in transition assessments
- Work with their special education case manager to write their present level of academic and functional performance
- Work with their special education case manager to write and evaluate their goals
- Write a letter inviting participants to their IEP meeting
- Deliver IEP invitations
- Identify their post school goals

Student Role During Their IEP Meeting

- Attend their IEP meeting
- Introduce the members of the IEP team
- Open the meeting with a welcome and state why the meeting is occurring
- State their postsecondary goals
- Discuss their present level of performance
- Review past goals
- Develop new goals and action plans
- Ask questions for clarity and elicit feedback
- Deal with differences of opinions
- State what supports they need to accomplish their goals
- Close meeting and thank all IEP team participants

Questions and Actions to Help Students Actively Participate in Their IEP Meetings

Ask students questions

- What are your learning strengths?
- What are your areas of improvement?
- What are your goals for school?
- What are your career and employment interests?
- How do you learn best?
- What are your hobbies?

Actions to support students

- Be positive-focus on what the student can do
- Listen attentively and take notes
- Give students ample time to think and respond
- Use information that the student provides
- Summarize the student's goals and plans
- Encourage the student to ask questions

Student Role After the IEP Meeting

- Self evaluate the IEP meeting
- Self monitor progress made on goals, objectives and action plans

Thank You

- This training has been a collaborative effort of the:

Alabama Parent Education Center 866-532-7660

Alabama State Department of Education 334-242-8114

