



Transition: Pathway to the Future

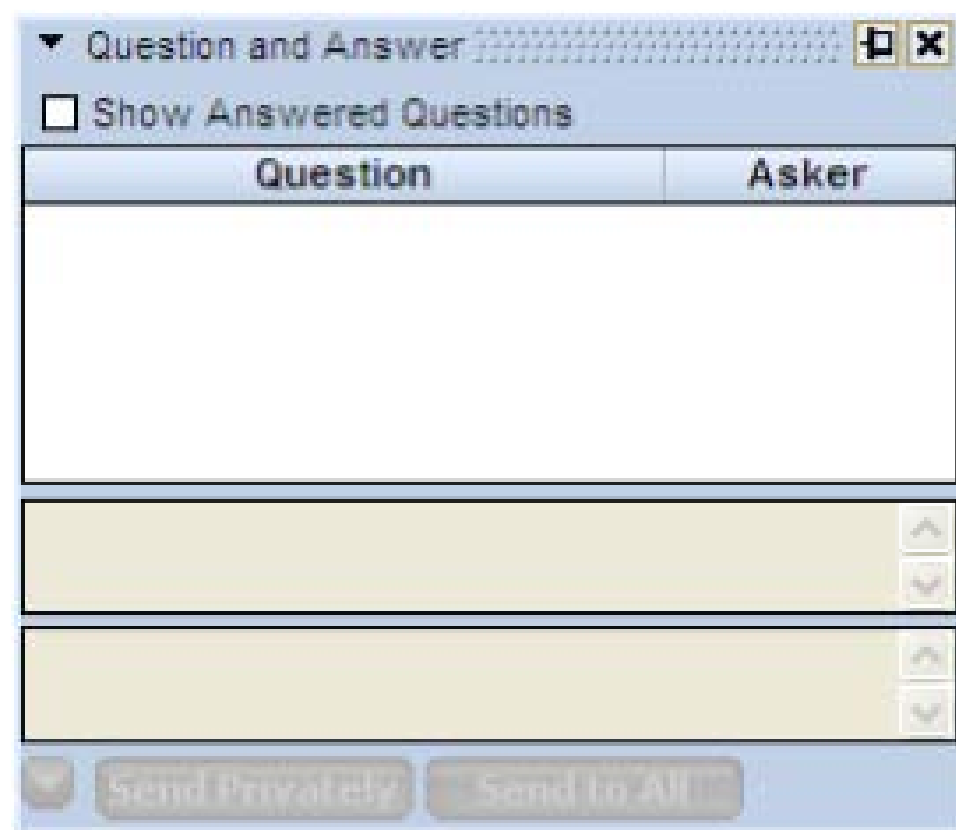
Funding for this workshop is provided in part by the Minnesota Department of Education.

Today's Webinar

- Scheduled for April 28 from 11:00-1:00 CDT
- NOTE: If you are unable to listen to the Webinar through your computer speakers you may dial into the webinar using the following numbers:
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Question	Asker

Carolyn Anderson

Carolyn Anderson is a senior advocate and grants coordinator at PACER. She is the parent of two young adults who graduated with the help of special education programs.



Barb Ziemke

Barb Ziemke is a parent advocate and project coordinator at PACER Center. She is the parent of a transition-age youth with a developmental disability. Barb has served as a parent representative on her local Community Transition Interagency Committee and is currently a member of the Minnesota Special Education Advisory Panel.





Transition: Pathway to the Future

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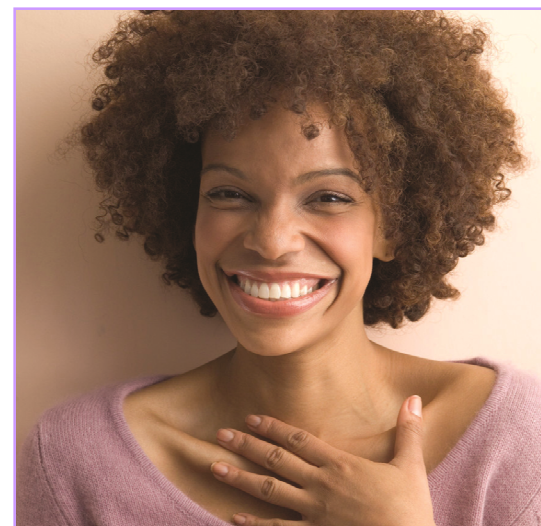
How Do We Get “There” from “Here”?

Where do I want to go?

Where am I now?

What do I need to do to
get there?

*The answer is the path
called “transition.”*



High Expectations

Dream and develop long-term goals



Use transition process



Achieve success, dreams!

Individuals with Disabilities Education Act (IDEA)

Free, appropriate public education (FAPE)

Transition services

- Coordinated set of activities

- Outcome based

- Based on student needs, strengths, interests

Required transition areas to consider:

- Employment and employment supports

- Postsecondary education & training

- Independent living, if appropriate

The purpose of special education is to prepare children to lead “productive and independent adult lives to the maximum extent possible.”

Findings, IDEA 2004 (c)(5)(A)

Why Plan?

- Help students achieve dreams & goals
- Increase probability of:
 - Graduating with a diploma
 - Further postsecondary education and training
 - Attaining meaningful employment

Who Plans?

- Student
- Parents
- School staff
- Others

Transfer of Rights

TRANSFER OF RIGHTS AT AGE OF MAJORITY

All of the rights enjoyed by the Student's Parent(s) under Part B of IDEA and related state law will transfer to the Student upon reaching the age of majority (18), unless a legal guardian or conservator is appointed.

The Student was informed of the rights that will transfer on _____ (date).

Adult Services

Some require eligibility:

- County services

www.dhs.state.mn.us

>Disabilities>Disability Services

- Vocational Rehabilitation (VR)

[www.positivelyminnesota.com/JobSeekers/People with Disabilities/County Social Services](http://www.positivelyminnesota.com/JobSeekers/People_with_Disabilities/County_Social_Services)

- College disability offices

Adult Services

Some do not require eligibility:

- Centers for independent living (CIL)
- Disability-specific organizations

Essential Skills

- Understanding of one's strengths, needs, preferences
- Entry level job skills
- Knowledge of:
 - Needed accommodations
 - Disability rights and laws
 - Ways to access services through using assertiveness, manners, and social skills

Questions to Consider:

- What are student's vocational goals?
- What is student's work readiness level?
- What independent living skills are needed?
- What type of education will the student need after high school?

Transition Evaluation

Transition evaluation:

- Is age appropriate
- Is outcome based
- Is strength based
- Reflects student's interests and preferences



Transition Evaluation

- Is usually part of three-year reevaluation
- Must gather information from more than one source
- Looks for needs that may affect adult life
- Is used to make recommendations for instruction & accommodations

Transition in the IEP

IEP team identifies present levels of strengths, needs, interests



IEP: Measurable postsecondary goals



Transition services



Annual goals



Courses of study



Other activities

Present Levels

Present Level(s) of Academic Achievement and Functional Performance, Goals and Measurement of Progress:

Present Level(s) of Academic Achievement and Functional Performance: The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents.

- For *preschool children*, describe how the disability affects the child's participation in appropriate activities.
- For *K-12 students*, describe how the disability affects the child's involvement and progress in the general curriculum.
- In addition, for students ages 14-21, address the present level of performance in each of the transition areas.

Measurable Postsecondary Goal

Examples

- Following graduation, I will attend Augsburg College full-time.
- After school completion, I will attend the Area Adult Training Program and receive vocational skills training.
- Following graduation, I will live in an apartment with my friends.
- Following graduation, I will live at home for a few years.

A. Measurable Postsecondary Goals:

Post Secondary Education and Training:

Employment:

Independent Living (where appropriate, and may include recreation and leisure, community participation and home living):

Considerations for Services

Do we expect the student to:

- pass district and state graduation requirements?
- take some or all regular education classes?
- be eligible for support from adult services?
- take alternate state assessments?
- use modified curricula?
- need special education to age 21?

Transition Services



- Instruction
- Related services
- Community participation
- Development of employment and other post-school adult goals
- Other areas if appropriate

C. Transition Services:

Service	Activity	Agency Providing Service on the IEP
Instruction (i.e. specialized instruction, regular instruction, career and technical education):		
Related Services:		
Community Participation:		
The development of employment and other post-school adult living objectives:		
If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:		

Courses of Study

- Help achieve long-term goals
- Can include:
 - Special education classes
 - Regular education classes
 - Other
- Are done annually, but team should plan ahead



Courses of Study

B. Courses of Study:		
School Year	Grade Level	Courses
	9	
	10	
	11	
	12	

Anticipated month and year of graduation ___/___

Goals and Objectives

- Annual and measurable
- What will I accomplish this year to work toward my long-term goals?
- Goals should:
 - Reflect need
 - Indicate expected ending level
 - Guide instruction
 - Align with general curriculum

Goals

- Many will be academic
- Can also build lifetime skills such as:
 - Balancing checkbook
 - Personal safety
 - Making appointments
 - Social skills
- May include learning to use assistive technology

Postsecondary Education

Example

- *Postsecondary goal:* After high school, I will attend Augsburg College full time in biology.
- *Transition service:* Improve reading skills
- *Annual goal:* Given access to Augsburg information, I will demonstrate knowledge of the admission requirements with 90 percent accuracy by winter of my senior year.
- *Course work:* Reading Fundamentals

Postsecondary Education

Example

- *Postsecondary goal:* Upon graduation, I will attend Area Adult Training Program part time in food service.
- *Transition service:* Locate adapted kitchen equipment
- *Annual goal:* Given instruction, I will learn to use five new pieces of adapted kitchen equipment effectively by (end of IEP).
- *Course work:* Work experience at community food service provider

Employment Example

- *Postsecondary goal:* After high school, I will work in a career that involves animals.
- *Transition service:* Write a résumé
- *Annual goal:* Given research opportunities, I will report four possible careers that involve animals to my case manager by (end of IEP).
- *Course work:* Essential Biology

Employment Example

- *Postsecondary goal:* After high school, I will work in a career that involves food.
- *Transition service:* Learn to be punctual
- *Annual goal:* Given instruction, I will learn to read a digital clock with 90% accuracy by (end of IEP).
- *Course work:* Food service work experience

Independent Living Example

- *Postsecondary goal:* After high school, I will live in an apartment in the community with friends.
- *Transition service:* Improve functional math skills
- *Annual goal:* Given instruction, I will be able to plan five meals, shop for ingredients, and cook them as demonstrated to my teacher by (end of IEP).
- *Course of study:* Living Today

Independent Living Example

- *Postsecondary goal:* After high school, I will live at home for five years.
- *Transition service:* Improve functional reading
- *Annual goal:* Given instruction, I will be able to plan five meals, shop for ingredients, and cook them as demonstrated to my teacher.
- *Course of study:* Adapted Living Today

IEP Checklist

The IEP must include coordinated, measurable annual goals and transition services that will reasonably enable the student to meet postsecondary goals.

Graduation

- Accountability assessments
- Taking the diploma
- Graduation

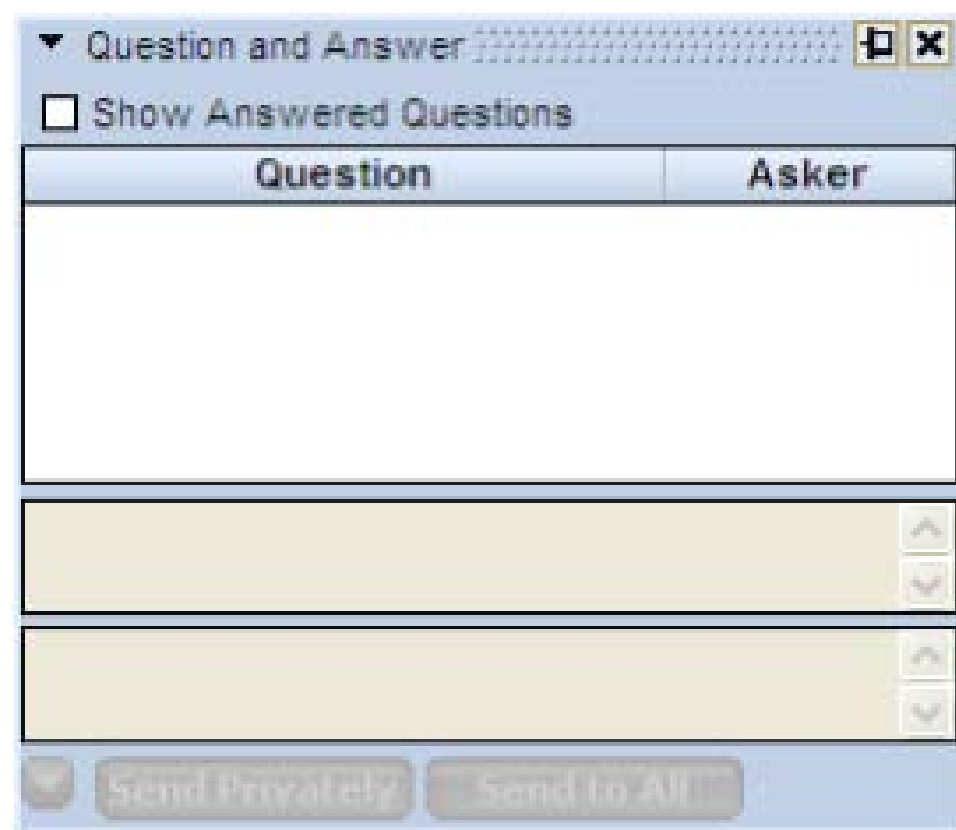
Outcomes

- State will measure outcomes for:
 - Postsecondary education
 - Employment



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Thank you joining us!

Soon after this webinar, you will receive an e-mail with a *short evaluation survey*. Please respond as your feedback is valuable to us and those funding this webinar. Certificates of attendance will be e-mailed to you after we receive your evaluation. Thank you!



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