

# Life Span Transition

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## Road Map to Success

Presenters:

Sue Gronewold, NMPED

Karen Chism, REC 9

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# Individuals with Disabilities Education Act 2004

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## □ Primary Purposes

### ■ Access:

- to ensure that children youth receiving special education services are provided a Free Appropriate Public Education (FAPE)

### ■ Results:

- Prepares children and youth for further education, employment, and independent living.

# Road Map to Success

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- Life Span Transition Planning
  - Universal Beliefs
  - Universal Goals
  - It is Life Span not just 15-21

# Universal Beliefs

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- All children should receive an education that is:
  - Rigorous
  - Relevant
  - Provides positive adult relationships



# Universal Goals

- ❑ Youth will have the skills to find, attain, and retain meaningful employment related to their skills, aptitude and interest.
- ❑ Youth will have the skills to successfully seek and complete postsecondary education and/or training related to their skills, aptitudes, and interest.
- ❑ Youth will be as personally independent as possible, learning to live and thrive in their communities as both independent contributors and interdependent members.



# Life Span Transition

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Not just 15-22:



# Lifespan Transition Planning

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- **Lifespan transition planning is a collaborative process designed to:**
  - strengthen communication;
  - build continuity between IDEA Part C programs to IDEA Part B programs;
  - build continuity between school programs, grade level to grade level; and
  - build continuity between secondary programs and post-secondary programs and services.

# Successful Transitions

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- ❑ Comprehensive Planning
- ❑ Implementation of plans
- ❑ Coordination among partners



# Transition Domains

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- Learning Skills
- Career/Employment
- Independence Skills/Civic Responsibility
- Postsecondary Education
- Social/Emotional
- Recreation/Leisure
- Communication/Self Determination
- Health/Wellness



# Transition Resources

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- ❑ State Recommended Pre-School/Elementary IEP
- ❑ State Recommended Secondary IEP
- ❑ Transition Wheel "Road Map to Success"



# IEP/Transition Planning

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- ❑ The IEP represents and supports the vision of the student and the student's family.
- ❑ Transition helps prepare the student for the changes and demands of lifespan transitions.
- ❑ Transition is an ongoing and results-oriented process that includes commitment of resources and collaboration between people and agencies.
- ❑ The family, school, and adult service agencies share responsibility for the transition.
- ❑ Transition planning promotes relevant instructional objectives within the least restrictive environment, including community-based experiences as appropriate.

# VISION STATEMENT

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- ❑ Summarizes what the student and family want for the student.
- ❑ Describes the student's expectations and hopes for the future.
- ❑ Addresses the student's/family's situation and/or concerns.
- ❑ Is developed through dialogue with the family and/or student.
- ❑ Can and should be revised as circumstances or interest change.

# Transition Planning: Preschool/Elementary

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- ❑ development of learning skills;
- ❑ identification of related services;
- ❑ the development of career awareness and readiness skills;
- ❑ participation in recreation and leisure community activities;
- ❑ participation in community activities;
- ❑ development of communication skills;
- ❑ development of social/emotional behavior skills;
- ❑ development of fine and gross motor skills; and
- ❑ referral for DD or DE waiver for children with significant needs.

# Transition Planning In New Mexico

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- New Mexico Special Education Rules require transition and graduation planning to begin at age 14.
  - This promotes early planning for post-school goals.
  - Waiting until a student reaches 16 may be too late.

# Recommended Best Practice

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- In order to improve student outcomes start early in the child's educational program



# Early Transition Planning

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- ❑ Improves the student's goal setting and decision making skills.
- ❑ Promotes student accountability for decisions and behavior.
- ❑ Promotes academic and functional skill develop.
- ❑ Provides learning opportunities to prepare student for transitioning from grade level to grade level/

## Transition Slide

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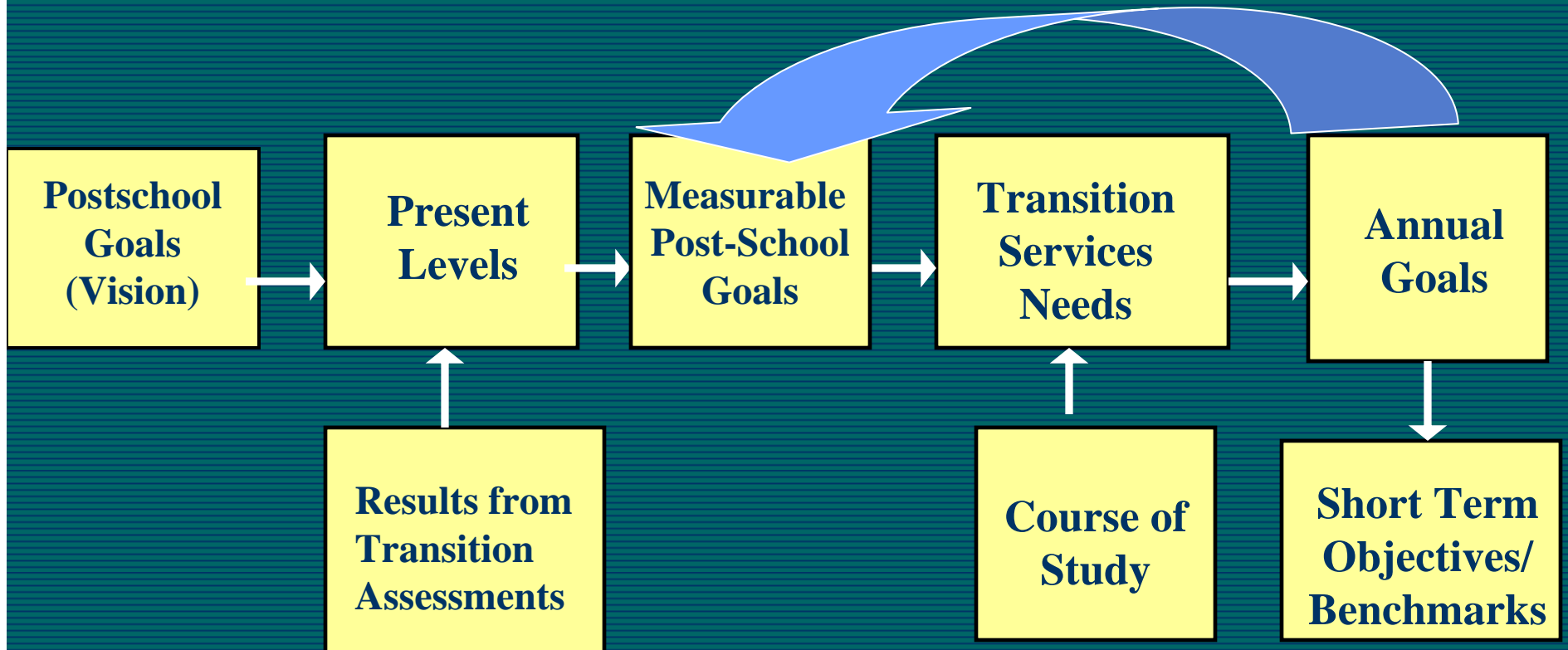
# Transition Planning: Don't Monkey Around

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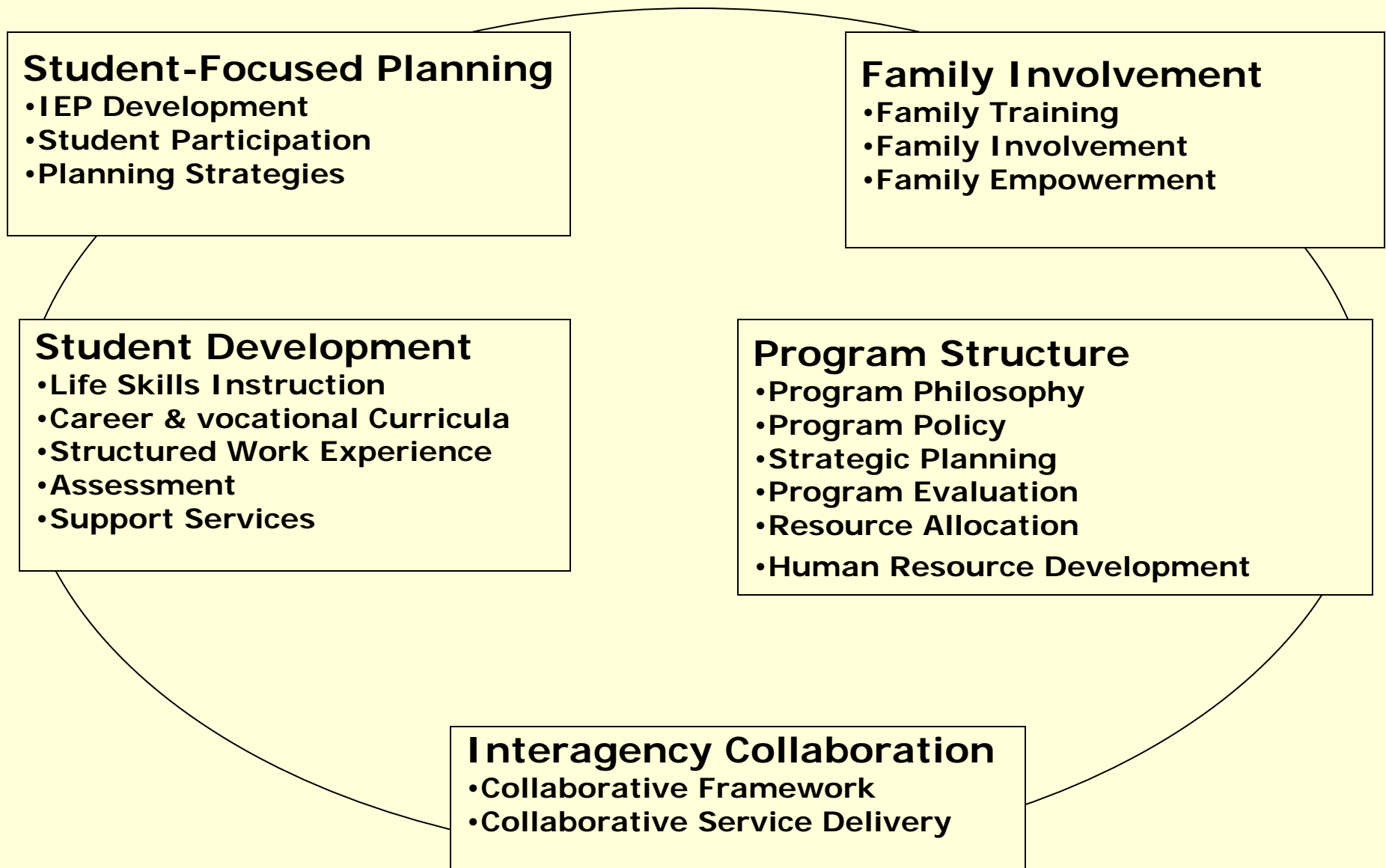
# IEP Process for Transition Services

O'Leary 5-Step Process Revised by N.M. PED



# Taxonomy for Transition Programming

Dr. Paula Kohler- Western Michigan University



# Assessment

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- ❑ Provides measurable data to develop and document the present levels in the Student Profile and the Present Levels of Academic and Functional Performance
- ❑ Should be current: based on recent data, observation, and evaluations

# Transition Assessment

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## □ What do the NM regs say?

Pursuant to 34 CFR Sec. 300.320(b), the IEP must include:

(a) appropriate measurable postsecondary goals based upon **age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills;**

# Transition Assessment

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- The federal and state regs don't say what type of assessment you have to use, but National Secondary Transition Technical Assistance Center (NSTTAC) suggests best practices:



# Age Appropriate Transition Assessment

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Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. An interview alone is not sufficient. Transition assessment may include formal and informal assessments.

The following guidelines may be followed when selecting methods to be used in the process:

- "Assessment methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.

# Age Appropriate Transition Assessment

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- ❑ Assessment methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.
- ❑ Assessment methods must produce outcomes that contribute to ongoing development, planning, and implementation of “next steps” in the individual’s transition process.

# Age Appropriate Transition Assessment

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- ❑ Assessment methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
- ❑ Assessment data must be verified by more than one method and by more than one person.
- ❑ Assessment data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.

# Age Appropriate Transition Assessment

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- Assessment data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning (p. 75)."

**Finally, selected methods should be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.**

Rojewski, J. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*, 73-95.

Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals, 20*, 69-79.

# Present Levels: Academic & Functional Performance

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- Is intended to comprehensively describe a child's abilities, performance, strengths, and needs. It is based on, and arises out of, all the information and data previously collected and known about the child.
- A well-written present level is the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.

# Present Levels in Transition: Student Profile

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- ❑ Must Address Each Domain: Academics, Recreation and Leisure, Community Participation, Home & Independent Living, Jobs & Job Training, Postsecondary Training & Learning, Other Areas (attendance, health, physical, emotional, behavior, other, etc.)
- ❑ Includes the student's strengths, needs, concerns, barriers, etc. (from documented assessment and interviews)

# Present Levels in Transition: Student Profile

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- ❑ Includes plans for the future
- ❑ May include Related Services report and the relevance of that service to the domain(s).
- ❑ References Assessments- formal and informal
- ❑ Interview alone is not sufficient

# Student Profile Sample: Postsecondary Domain

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## □ Strengths:

Taken from the staff, parent, and student Transition Planning Inventory (TPI) and Informal Assessments for Transition Planning: Karen can identify a series of desirable outcomes from completing an appropriate college or university program, can select a college that best meets her needs, and is in the process of developing a portfolio that contains the needed information for entrance into a college of her choice. Karen has already begun to research technical schools that offer computer repair and the entrance requirements for technical schools in NM. Another strength is that Karen is able to easily develop a social system.

# Student Profile Sample: Postsecondary Domain Cont'd

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## □ **Concerns and Needs:**

Karen and Ms. Sanchez have a concern that they are not completely informed on how to gain entrance into college. According to the TPI and Informal Assessments for Transition Planning, the school's concerns also are that Karen does not know the steps or how to gain entrance into college. Other concerns are that Karen doesn't know how to evaluate the capacity of a college to provide support for persons with disabilities or use disability support services. Other needs for Karen are to learn about the disclosure process and develop better time management skills.

# Student Profile Sample: Postsecondary Domain Cont'd

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- The IEP team discussed that Karen may be eligible for Division of Vocational Rehabilitation support after graduation and that the free financial aid process would also need to be completed, along with scholarship and college applications.

## **Assessments used:**

Transition Planning Inventory (TPI)

Informal Assessments for Transition Planning

Student/Parent Questionnaire

Interview (student and parent)

# Post-Secondary Measurable Goals

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**Maintain  
HIGH  
Expectations!!**



# Post-Secondary Measurable Goals

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State and Federal regs:

- ❑ State: 6.31.2.11.G(2) NMAC
- ❑ CFR: 34 CFR Sec. 300.320(b)
- ❑ appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills

# Post-Secondary Measurable Goals

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- ❑ Refers to the goals that the student seeks to achieve after high school.
- ❑ Goals must be measurable while the student is in high school.
- ❑ Must be based on assessment (formal assessment requires prior parental consent).

# Post-Secondary Measurable Goals and Activities/Strategies

## Sample- Post-Secondary Education

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- Karen's postsecondary education goal is to attend a technical college to study computer repair, as measured by completing the following activities/strategies for her 10<sup>th</sup> grade year
  1. Karen will learn to gain entrance into college by talking with her school counselor, make a time-sensitive checklist, and file in her portfolio.
  2. Karen will learn how to evaluate the capacity of a college to provide support for persons with disabilities by interviewing a local Special Services counselor at the local community college with a list of pre-determined questions.

# Post-Secondary Measurable Goals and Activities/Strategies

## Sample- Post-Secondary Education

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3. Karen will learn her rights as a person with a disability and the disclosure process. She will practice the disclosure process by role-playing with her case manager until the skill is mastered, at least 3 times.
4. Karen will develop better time management skills by using an electronic planner and producing a copy to her case manager once a week.
5. Karen will raise her GPA to a 2.5 to maintain eligibility for scholarships and agency (DVR) support.
6. Karen will research colleges and their entrance requirements for computer repair, print a list and file in her portfolio.

# NON-EXAMPLE: Post-Secondary Measurable Goal

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Karen will develop employment skills so she can become a computer repair person.

Karen will learn how to gain entrance to a college.

# Annual Goals and Transition Goals

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- ❑ Must support one another.
- ❑ Must be measurable, based on present levels and identified needs, address a direction of change.
- ❑ Least Restrictive Environment (LRE) has to be considered. Students have to have access to general education curriculum to the greatest extent possible.
- ❑ Goals have to be based on the NM Standards for Excellence. Found on website:  
[www.ped.state.nm.us/nmstandards.htm](http://www.ped.state.nm.us/nmstandards.htm).

# Transition Services

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- ❑ Must address the following areas with activities/strategies/linkages:
  1. Instruction
  2. Related Services
  3. Community Experiences
  4. Employment & Post-School Adult Living Objectives
  5. Daily Living (when appropriate)
  6. Functional Vocational Evaluation

# Transition Services

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- ❑ Must be based on individual child's needs.
- ❑ Must take into account strengths, preferences, interests, needs, etc.
- ❑ Must be individualized- no "cookie cutter"
- ❑ Results-oriented to facilitate child's movement from school to post-school.

# Agency Linkages

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- ❑ Critical for student success
- ❑ We must make the linkages, and if the agency fails to meet or provide agreed upon services, the IEP team must reconvene and address this. This must be documented in IEP and Prior Written Notice.
- ❑ Does your IEP form have an agency statement? Make sure that if you mark a "yes" for agency involvement that the agency is invited on the meeting invitation. (Indicator 13 Review Question).

DVR only becomes involved during the senior year for most students with disabilities. The DVR counselor may sit on an IEP team, but may not provide services until the student graduates or drops out.

# Agency Linkages

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- Does your district have a consent form that parents give permission for the outside agency to be present in the meeting?
- This needs to be sent out with the invitation to the meeting.

# Other Transition

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- ❑ Does your meeting invitation invite the student, and did the student attend the meeting? (Indicator 13 Review Question next year)
- ❑ Age of Majority: Parents have to be informed **at least** 1 year prior to when the student turns 18.
- ❑ Guardianship: Please assist your parents when you know that the student will require full or limited guardianship. This should happen very early for the family because it is costly if they choose to do this process with an attorney rather than through the Developmental Disabilities Planning Council (DDPC) which is free, but takes a long time to complete.

# Summary of Performance:

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## □ Regs:

State: 6.31.2.11.G(2) NMAC

(5) For a child whose eligibility terminates due to graduation from secondary school with a regular diploma or due to reaching his twenty-second birthday, the 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 pursuant to 34 CFR Sec. 300.305(e)(3).

# Summary of Performance:

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- ❑ The student, as part of learning the disclosure process, can benefit from participating in the development of this document. Samples of student-input forms on the SOP are available.
- ❑ Don't wait until 12<sup>th</sup> grade year to implement this document. Have a "student-led" summary for grades 8-12.

# Don't Leave Your Students Hanging

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# Teach Self-Determination Skills

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They are hungry for it!



# Teach Self-Determination Skills

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Evaluation of others and self is critical!



# Teach Self-Determination Skills

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Self-efficacy is the perception of one's ability to reach a goal.



# The World's Eyes Are Upon Us

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It is the mark of an educated mind to be able to entertain a thought without accepting it.

**Aristotle**

*Greek critic, philosopher, physicist,  
& zoologist (384 BC - 322 BC)*

