

# **Transition Planning under IDEA 2004**

**Advocate Academy Webinar**

**May 2007**

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## Meeting the Transition Services Requirements of IDEA

88% of the states failed to ensure compliance with the law's secondary transition services provisions. *National Council on Disability January 25, 2000*

6% of 1,859 IEP's met Indicator 13 TOPs data 2007

*Why?*

*People do not know "what to do"*

*People do not know "how to do it"*

*Change in the requirements*



***Sometimes the hardest  
thing to see is the most  
obvious***

***Who Moved My Cheese  
Spencer Johnson***



# TRANSITION

## Passing the Baton



## Problems that Impede IDEA Youth Transition to Postsecondary Education and Employment

- Lack of self-advocacy training – Youth
- Insufficient information about the Transition Process – Parents
- Insufficient vocational education and work-related experiences - Researchers
- Lack of transportation after high school to work or postsecondary school – Federal, state and local officials
- Absence of linkages between school systems and adult service providers - Teachers

*Federal Actions Can Assist States in Improving Postsecondary Outcomes for Youth*  
GAO Report to the Ranking Minority Member, Committee on Health, Education, Labor and Pensions, U.S. Senate  
August 1, 2003



# The Purpose



## Individuals with Disabilities Education Improvement Act of 2004

### Purpose:

A free appropriate public education... designed to meet their unique needs and prepare students for **further education**, **employment** and **independent living**.

### Shift in emphasis to:

**Results** oriented approach.  
Focus on improved results.



# The Philosophical Foundation



## IDEA and 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.

This includes such things as:

- Living independently
- Enjoying self-determination
- Making choices
- Pursuing meaningful careers
- Enjoying full inclusion and integration in the economic, political, social, cultural, and economic mainstream of American society.



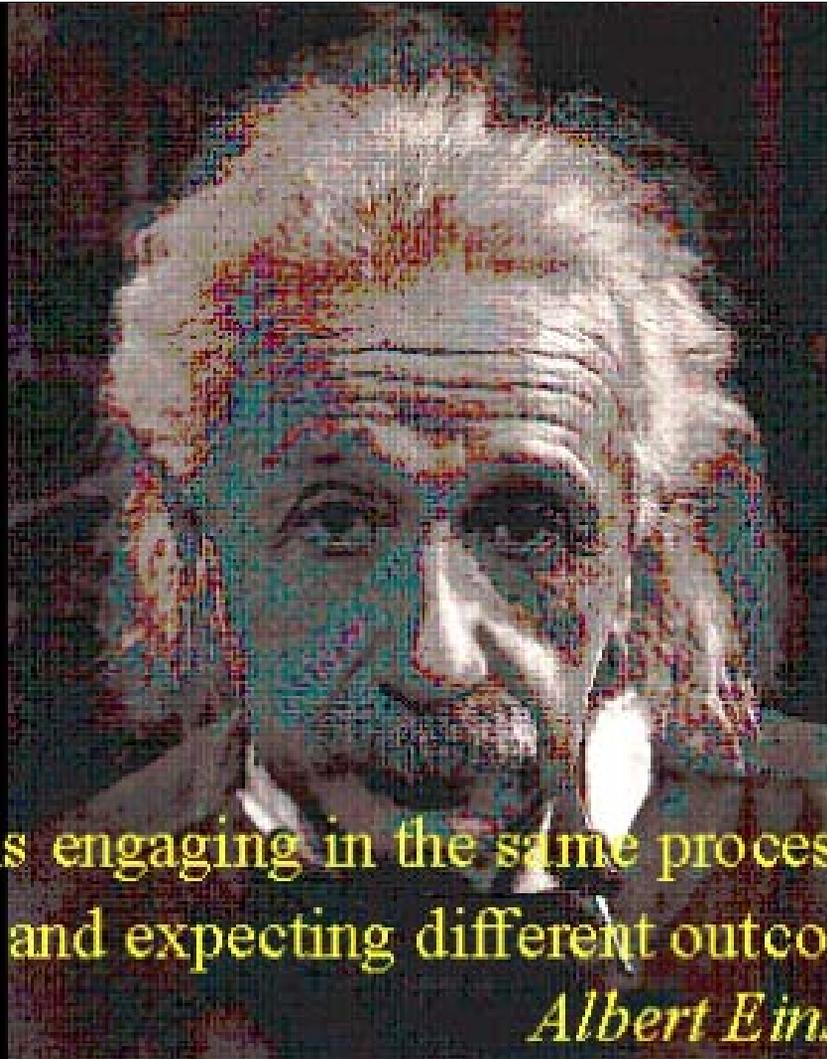
# Questions & Answers



# Transition

## **Broad definition:**

Formal process of cooperative planning that will assist students with disabilities to move from school into the adult world.



“Insanity is engaging in the same process over and over, and expecting different outcomes.”

*Albert Einstein*

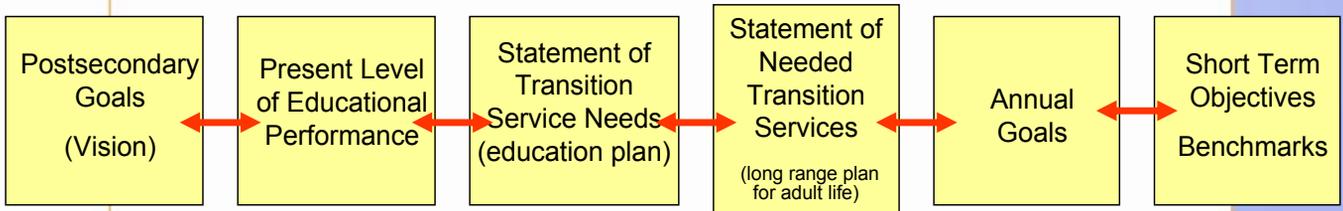
# IEP Process for Transition Services



## IEP Process of the Past



## IEP Process of the Present/Future

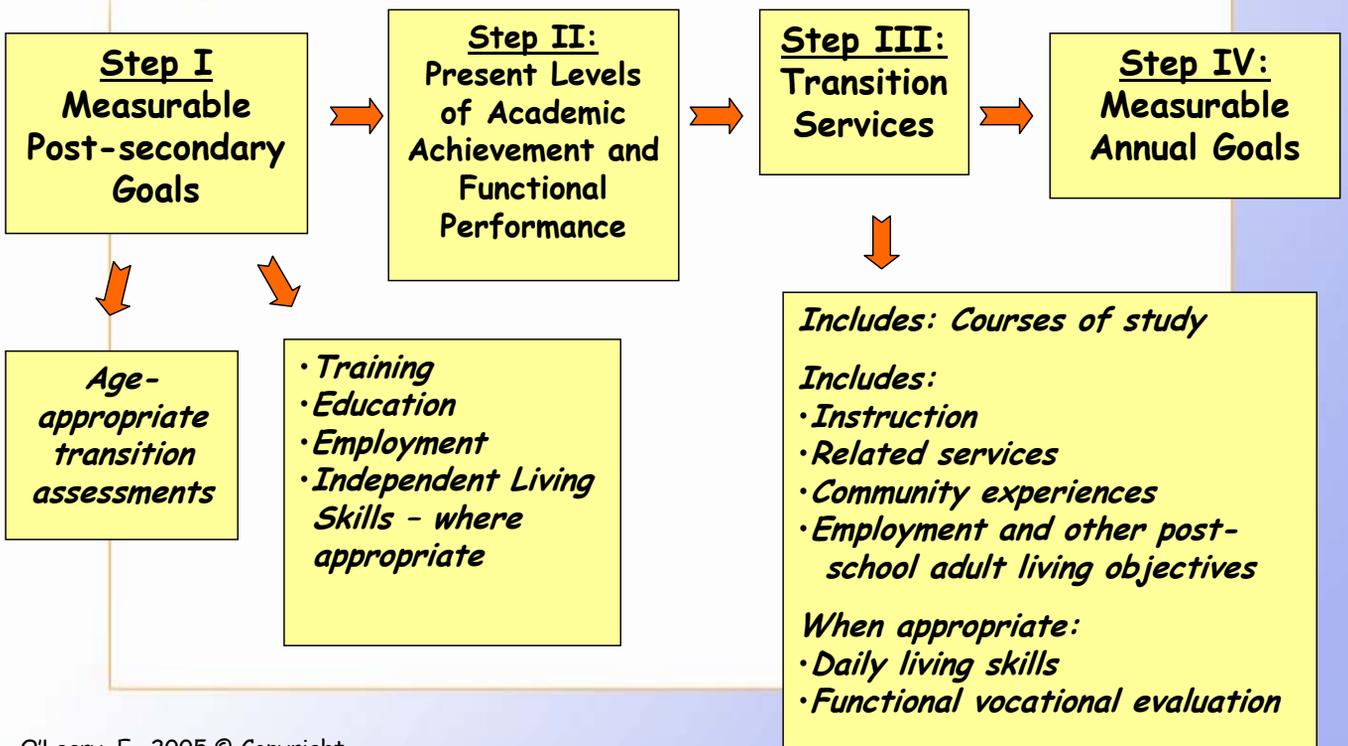




# Understanding The Language



## IEP Results Process for Transition Services





## IEP -Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team:

1. **Appropriate measurable postsecondary goals**
  - Based upon age appropriate transition assessments
  - Related to training, education, employment and where appropriate, independent living skills
2. **The transition services**
  - **Courses of study**
  - **Coordinated set of activities**
    - ✓ Results oriented process
    - ✓ Needs – strengths, preferences, interests
    - ✓ Instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation
3. **Age of majority** – informed of rights
  - Not later than 1 year before



## What is a measurable postsecondary goal?

- A statement based on age appropriate transition assessment that articulates what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.
- A postsecondary goal is defined as an *outcome* that occurs after the person has exited high school by exiting or no longer eligible for services.
- A postsecondary goal is not the process of pursuing or moving toward a desired outcome.



## **Who needs a measurable postsecondary goal?**

Any student who will turn 16 during the timeframe of their IEP, or younger, if determined appropriate by the IEP team.



## Measurable Postsecondary Goals

### Three emerging issues:

1. The understanding and distinction between the terms: education; training; employment; and independent living skills;
2. The term “measurable” tied to post secondary goals, and
3. The distinction between “measurable annual goals” and “measurable post secondary goals”



## Measurable Postsecondary Goals “Measurability”

What would one measure?

How would one measure whether  
the student achieved their postsecondary goals?

Who will measure the extent with which student's  
achieve postsecondary goals?

When would one measure the extent to which the  
student achieved their postsecondary goal?



## Measurable Postsecondary Goals “Measurability”

What would one measure?

Two perspectives

1. Student

The extent with which an individual student has been able to demonstrate improvement and achieve their stated postsecondary goals.

2. Education system

The extent with which the education system did a good job of preparing all students on IEPs for the next step in life



## Measurable Postsecondary Goals “Measurability”

### Can the Goal be Counted/Measured?

Measurable postsecondary goals are Outcomes that occur after the person has left high school. What a student WILL do (enrolled in, attending, working)

*I will attend the U of W in the teacher education program.*

Can count or measure whether the student does or does not “attend”

*A measurable postsecondary goal is not a Process.*

*It is not what a student “plans” or “hopes to” do.*

*I am planning on attending the U of W in the teacher education program.*

Cannot measure or count “planning on attending”



## How do I write measurable postsecondary goals?

- Use results-oriented terms such as “enrolled in”, “work”, “live independently”
- Use descriptors such as “full time” and “part time”
- Begin with “After high school...”



## Writing Measurable Post Secondary Goals

The Postsecondary goals should be stated in such a way that we could measure:

- The extent to which the student has been able to achieve what they set out to do, and
- The extent to which the transition services prepared the student for taking the next step



## Measurable Postsecondary Goal Areas

### Training or Education

Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, Vocational Technical School (less than a two year program) etc.

### Employment

Paid (competitive, supported, sheltered); unpaid employment (volunteer, in a training capacity); military; etc.

### Independent Living, where appropriate

Adult living, daily living, independent living, financial, transportation, etc.



## Measurable Annual IEP Goals And Measurable Postsecondary Goals

### **ALL IEP Students**

#### **Measurable Annual IEP Goals**

A statement of measurable annual goals, including academic and functional goals.

### **Beginning not later than the first IEP to be in effect when the child turns 16...**

#### **Measurable Postsecondary Goals**

Based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.



## Should measurable postsecondary goals be specific?

- Initially, broad descriptions of the student's preferences, interests, or vision of what they might like to do in employment, education, training, and independent living.
- Could be as simple as deciding whether one wants to work or go on for further education or training.
- Each year reassess and refine.
- By the last year/IEP, the MPG's should be specific and measurable one year out.
- This allows schools to individually identify and put into place the needed post school services, supports, agencies, and linkages before the student exits.



## Must there be a measurable postsecondary goal in each area?

**YES** for

Education/Training and Employment

Can be combined into one all-inclusive goal or two or three separate goals

**OPTIONAL** – (Where appropriate)

Independent living



## EXAMPLE # 1 (as two separate goals)

### 1. Training/Education

*After high school, I/David will get on the job training to become a farmer.*

### 2. Employment

*After high school, I/David will work full time as a farmer.*



## OR (as a combined goal)

### 1. Training/Education and Employment

*After high school, I/David will get on the job training while working full time as a farmer.*



## Example # 2 (as two separate goals)

### 1. Training/Education

*After high school, I/Mary will enroll at UW-Eau Claire in the teacher training program.*

### 2. Employment

*After high school, I/Mary will work full time as a teacher.*



## OR (as a combined goal)

### 1. Training/Education and Employment

*After high school, I/Mary will enroll full time at UW-Eau Claire to prepare me to work full time as a teacher.*



## Example # 2

### 3. Independent Living (*where appropriate*)

*After high school, I/Mary will live with a roommate in an apartment.*



## 14 year old student with a mild disability

### 1. Training/Education

After high school, I/Eric will get on the job training in an area related to dirt bike racing.

### 2. Employment

After high school, I/Eric will work full time with dirt bikes.

### 3. Independent Living

After high school, I/Eric will live in an apartment with friends.



## Or as a combined goal

### 1. Training/Education and Employment

*After high school, I/Eric will get on the job training while working full time in a job related to dirt bike racing.*



## 17 year old student with a mild disability

### 1. Training/Education

After high school, I/Sheila will enroll full time at UW-Eau Claire in the nursing program.

### 2. Employment

After high school, I/Sheila will work full time as a nurse.



## Or as a combined goal

### Training/Education and Employment

*After high school, I/Sheila will enroll full time at UW-Eau Claire to prepare to work full time as a nurse.*



# **Measurable Postsecondary Goals**

**Students with Moderate to  
Severe Disabilities**



## **EXAMPLE # 1 Lance 20 years of age (as separate goals)**

### **1. Independent Living**

- *After completion of school, I/ Lance will live with my mother and continue to take part in community activities like bowling, going to church and visiting friends and family.*
- With mom

### **2. Training/Education**

- *After completion of school, I /Lance will attend the XYZ Center and receive training on work behaviors and skills.*
- Lance did not respond

### **3. Employment**

- *After completion of school, I/ Lance will be employed in a sheltered environment at the XYZ Center.*
- With mom



## OR (as a combined goal)

Training/Education, Employment and Independent Living

*After completion of school, I /Lance will live with my mother and continue to take part in community activities. I will be employed through the XYZ Center and receive training on work behaviors and skills.*



## EXAMPLE # 2 William 19 years of age (as separate goals)

### 1. Independent Living

- *After completion of school, I /William will live with my brother and take part in community social and recreational activities.*
- With my brother

### 2. Training/Education

- *After completion of school, I /William will attend ADAPT and receive vocational skills training.*
- “blank”

### 3. Employment

- *After completion of school, I will work at ADAPT under their supported employment program.*
- Wants to work – cardboard boxes, pop machines, cleaning



## OR (as a combined goal)

Training/Education, Employment and Independent Living

*After completion of school, I /William will live with my brother, work at ADAPT and receive vocational skills training.*



## **EXAMPLE # 3 Wayne 17 years of age (as separate goals)**

### 1. Independent Living

- *After completion of school, I /Wayne will live at home.*
- Seems to like living at his house. He smiles when asked about it.

### 2. Training/Education

- *After completion of school, I / Wayne will attend ADAPT and receive vocational skills training.*
- Likes attending DKDC and would like to for a while.

### 3. Employment

- *After completion of school, I will work at ADAPT under their supported employment program.*
- Wayne does not want to talk about getting a job.



## OR (as a combined goal)

Training/Education, Employment and Independent Living

*After completion of school, I /Wayne will live at home, work at ADAPT and receive vocational skills training.*



# Case Study Example



## **Bill – as stated in his IEP**

*Bill has significant limitations across all areas of functioning as well as being medically fragile.*

*Training programs will not be appropriate for him.*

*He will require full time nursing care throughout his life and recreational day service programs designed for individuals with such specific needs will probably be most appropriate following high school.*



## Bill

- **18 years old.**
- **Receives specially designed instruction with an alternate curriculum in a self-contained setting all day.**
- **Receives related services of OT, PT and nursing**
- **Fed via G-tube**
- **Has tracheotomy and uses a ventilator with oxygen to breathe**

### Strengths

- **Curious, stays alert and awake throughout the school day, seems to enjoy activity around him.**
- **Enjoys getting verbal and tactile attention from his peers and staff.**
- **Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities.**
- **Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.**



## Present Levels of Academic Achievement and Functional Abilities

- *Benefits from sensory stimulating activities and activities to improve his independence and communication.*
- *Uses facial gestures to communicate his pleasure and displeasure with his current state. Offers a smile to show happiness and a blank stare to show his disinterest.*
- *Picture/symbol augmentative communication supports have not been successful. Will use simple one-button communication devices with assistance when offered during class activities.*
- *Uses a manual wheelchair dependently. Requires a 2-person lift or mechanical device for all transfers. Tolerates positioning on mat table.*
- *Limited fine motor skills result in dependency for all care and hand-over-hand assistance for all activities.*



## Measurable Postsecondary Goals

### Education/Training

- Training programs are not appropriate
- *After graduation, Bill will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.*
- *After graduation, Bill will participate in on the job training in using micro switches*



## Measurable Postsecondary Goals

### Employment

- Recreational day service program.
- *Following graduation Bill will participate in technologically supported self-employment or volunteer work and receive job development services from vocational rehabilitation or a community rehabilitation program within 1 year of graduation.*



## Measurable Postsecondary Goals

### Independent Living

- *After graduation Bill will live at home and participate, to the maximum extent possible, in his daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.*
- *After graduation Bill will participate in community-integrated recreational/leisure activities at the YMCA, going to movies, going to church.*
- *After graduation Bill will utilize an augmentative communication device at home and in the community that allows individuals to communicate with him regarding needs, wants, and desires.*



# Questions & Answers



## IEP -Transition Services

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1. Appropriate measurable postsecondary goals
  - Based upon age appropriate transition assessments
  - Related to training, education, employment and where appropriate, independent living skills
2. **The transition services**
  - **Courses of study**
  - Coordinated set of activities
    - ✓ Results oriented process
    - ✓ Needs – strengths, preferences, interests
    - ✓ Instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation
3. Age of majority – informed of rights
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## Transition Services Courses of Study

IEP team, must determine what instruction and educational experiences will assist the student to prepare for the transition from secondary education to post-secondary life.

Focus on:

- Courses of study [all courses and educational experiences]
- How the educational program can be planned and relate directly to the student's goals beyond secondary education
- Show how those courses are linked to those goals

Promotes the concept that the high school program focuses on post-school results.

Help students and family select courses of study that are meaningful and motivate students to complete their education.



**Example  
Student with a Moderate Disability  
Measurable Postsecondary Goals (with Mom's assistance)**

**Measurable Postsecondary Goals**

<b>Employment:</b>	<i>I will work part time in a grocery store like Pick N Save.</i>
<b>Education/Training:</b>	<i>I will receive on-the-job training at Pick N Save.</i>
<b>Independent Living:</b>	<i>I will live in a group home with other friends or roommates. I will need assistance with buying food, caring for myself, and doing work around the house.</i>
<b>Additional Postsecondary Goal Areas – not required</b>	
<b>Community Participation:</b>	<i>I will be involved in my church and spend time with other people in Brookfield. I will go shopping in different stores. I like working outside by raking leaves and picking up sticks.</i>
<b>Recreation &amp; Leisure:</b>	<i>I will join Special Olympics; go to baseball, football, and basketball games. I will play soccer, basketball, football, and baseball/softball with my friends. I like to watch movies and reading store ads.</i>



**Example  
Student with a Moderate Disability  
Course of Study (with Mom's assistance)**

**Course of Study**

School Year	Grade Level	List course to be taken each year	Credits
2005-2006	9 <sup>th</sup> – Freshman	Business Basics, Math Basics, Reading Essentials, Specially Designed Physical Education, Environmental Science, Self Advocacy, English Essentials, Current Events	
2006-2007	10 <sup>th</sup> – Sophomore	Business Basics, Consumer Math, Readings and Literature, Specially Designed Physical Education, Citizenship, Life Art, Speech and Drama, Social Skills, Employability Skills, Family Living	
2007-2008	11 <sup>th</sup> – Junior	English for Work, Math for the World of Work, Budgeting Money, Business Management, Specially Designed Physical Education, Music Appreciation/ Culinary Arts/Stress and Self Esteem; Microsoft Word/Graphics Work Experiences	
2008-2009	12 <sup>th</sup> – Senior	Communication and Writing Skills, Functional Math for Living, Daily Living Skills, Essentials of Business Operations, Reading for Life, Specially Designed Physical Education, Art Applications/Computer Applications/Photography Work Experiences	
2009-2011	19-21 years of age	Community Based Instruction	



**Example**  
**Student with a Mild Disability**  
**Measurable Postsecondary Goals**

**Measurable Postsecondary Goals**

**Education/Training:**

*Following graduation, I will attend Iowa State University and major in sociology.*

**Employment:**

*Following graduation from college I will become a social worker or someone who works with adjudicated youth.*

**Independent Living:**

*I will live in the dorm while attending college.*



**Example  
Student with a Mild Disability  
Course of Study**

**Course of Study**

Age: 14/15 School Year: '03-'04	Age: 15/16 School Year: '04-'05	Age: 16/17 School Year: '05-'06	Age: 17/18 School Year: '06-'07	School Year:
Math I	Math II	Math III	First Aid/CPR	
English I	English II	English III	English IV	
World History	Earth Science	American History	Government/ Free Enterprise	
Biology	Culinary Arts I/II	Early Childhood Development	Psychology	
Keyboarding and Health	Human Services	Culinary Arts III/IV	Work Experience Crisis Intervention Center	
Career Exploration	P.E.	Teacher Assistant in kindergarten classroom	Work Experience Crisis Intervention Center	

**Additional Educational Opportunities:** During summer volunteer at local Boys and Girls club assisting with summer youth programs; participate on soccer team during school year. Participation in Special Olympics and church choir.



## IEP -Transition Services

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## Transition Services - 2004

- *Coordinated set of activities*
- *Designed within a results-oriented process*
- *Focus on improving the academic and functional achievement of the child*
- *Facilitate movement from school to post-school activities*
- *Based on child's needs, taking into account the child's strengths, preferences, and interests*
- *Includes instruction, related services, community experiences...*



## Transition Services

*Courses of Study*

**LONG RANGE EDUCATION PLAN**

*Coordinated Set of Activities*

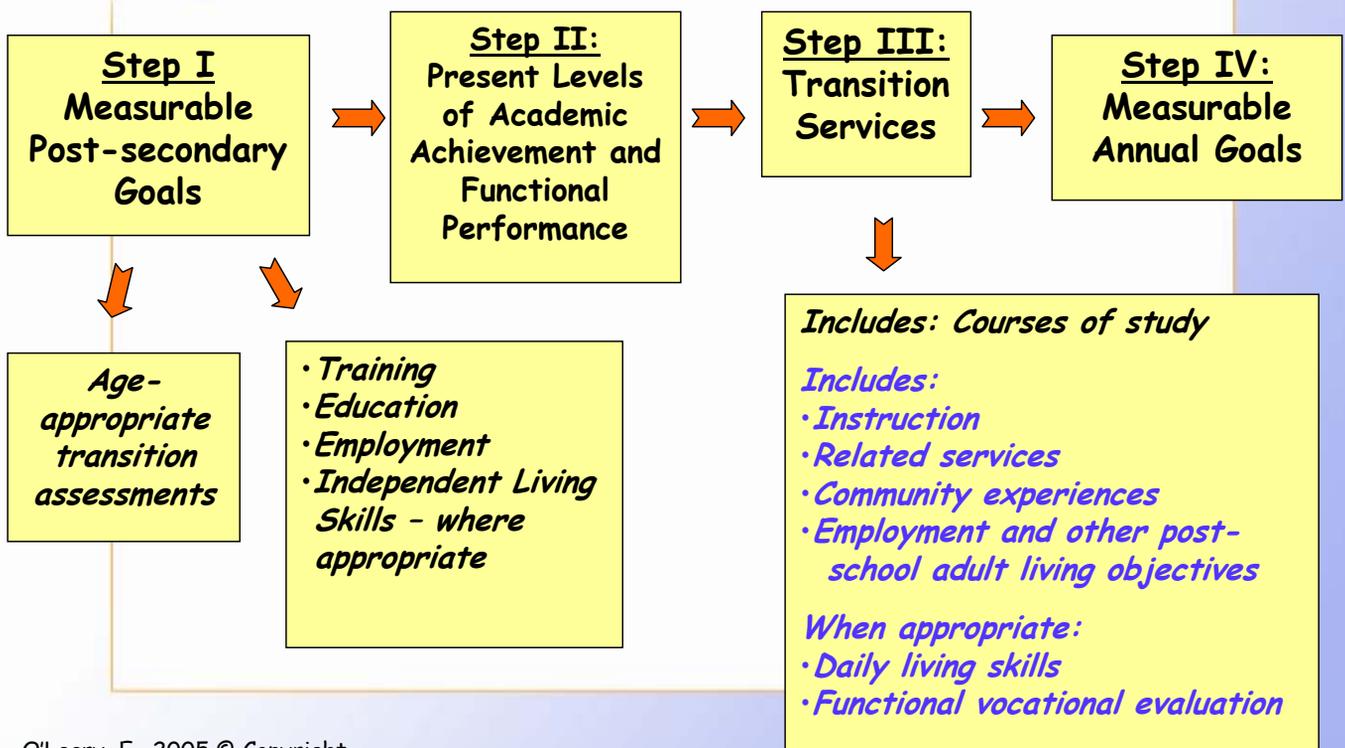
**LONG RANGE PLAN FOR POST SCHOOL ADULT LIFE**

Coordinated Set of Activities

Coordinated Set of **STRATEGIES**



## IEP Results Process for Transition Services





## Transition Services – Coordinated Set of Activities

Transition Services	Needs and Activities	Timeline for Activities	Agencies Responsible	Provider and Payer
<b>Instruction</b>	-Complete a learning styles inventory to identify preferences and strength areas.	2006-2007	Student, School, or Guidance Counselor	School
	-Encourage participation in extra-curricular activities such as Key Club or other volunteer clubs.	2006-2011	Student, Family	Family
	-Walk through registration for and provide information about clubs available within the school environment.	2006-2011	School, Student, Family	School, Family
	-Enroll in self advocacy class.	2006-2011	School, Student, Family	School, Family
	-Learn self advocacy skills within appropriate context.	2006-2011	School, Student, Family	School, Family
	- Tour post school occupational training programs	2008-2009	School, Student, Family	School, Family



## Transition Services – Coordinated Set of Activities

<b>Employment</b>	- Meet with DVR representative for eligibility determination and placement (order of selection).	2007-2008	Student, Family, DVR	Family, DVR
	- Complete application for Division of Vocational Rehabilitation	2007-2008	Student, Family, DVR	Family, DVR
	- Memorize social security number.	2006-2007	Student, Family	Family
	- Engage in trips and tours to potential job and work experience sites.	2006-2007	Student, School, Family	School, Family
	- Practice completing job applications and interviewing skills	2008-2009	Student, School	School
	- Participate in job shadowing experiences	2008-2009	Student, School	School

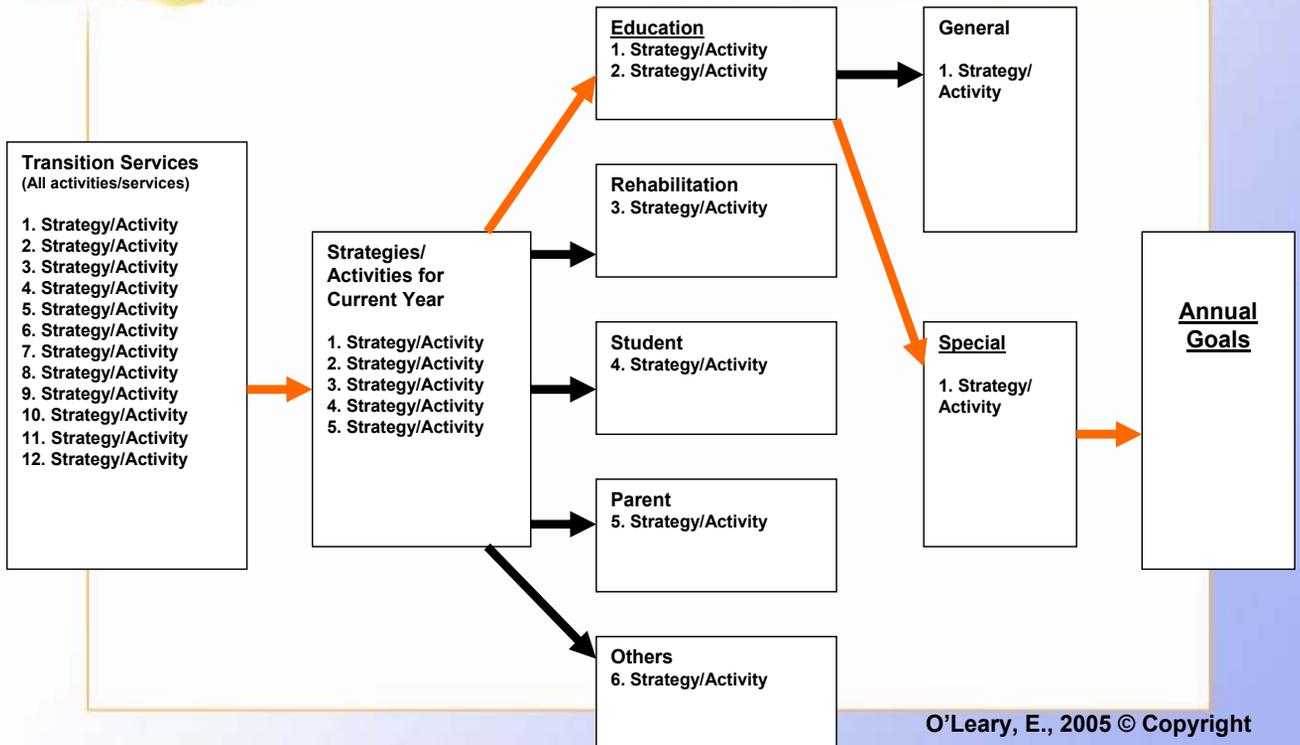


## Transition Services – Coordinated Set of Activities

<b>Post-secondary training and Adult Living</b>	- Learn about expectations for eating in restaurants.	2006-2008	Student, Family, School	Family, School
	- Learn appropriate table manners across a variety of settings	2006-2008	Student, Family, School	Family, School
	- Learn about appropriate behaviors and job skills in the workplace.	2006-2009	Student, School, DVR	School, DVR
	- Learn kitchen safety and identify hazards in the kitchen	2006-2011	Student, Family, School	Family, School
	- Explore guardianship issues and estate planning	2007-2008	Student, Family, School	Family
	- Visit adult service providers in the community.	2009-2010	Student, Family	Family



## IEP Annual Goal Process for Transition Services: A Model





## Summary of Performance

### *Evaluations before change in placement*

For a child whose eligibility terminates due to graduation with a regular diploma, or due to exceeding the age eligibility a 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 postsecondary goals.



## Strategies

- Your child does not need transition services.
- Measurable Postsecondary Goals vs. Measurable Annual Goals
- We cannot write “Measurable Postsecondary Goals” Your child either doesn’t know or they are not realistic.
- My son/daughter is going to college/vocational technical college. Is their most recent Individualized Education Program (IEP) or Summary of Performance (SOP) sufficient documentation to qualify them for support and demonstrate the need for an academic adjustment in a postsecondary setting?



# Questions & Answers



# **Roles and Responsibilities**



## Role of the Student

- Attend and actively participates in all IEP meetings, discussions and decisions
- Share with the IEP team your desired post secondary goals (what you want to do after completing school – education, training, employment, independent living)
- Describes areas in which help or assistance is needed;
- Updates the IEP team on how well you are doing in classes, work and community experiences;
- Learn about your disability, know your strengths and learn how to advocate for the accommodations, modifications and supports that you need in order to succeed during in school and the community



## **Role of the Parent/Family**

- **Support your child's active participation in their IEP meeting.**
- **Visit with your child about their post secondary goals and dreams.**
- **Help your child develop a plan for the future including an education plan that matches their desired post secondary goals.**
- **Learn about community agencies, supports, services and programs that can help your child when they complete school.**
- **Take responsibility for some of the activities/strategies in the transition plan.**
- **Help your child learn about and understand their disability and their strengths.**
- **Help your child learn how to advocate for themselves so they receive the necessary accommodations, supports and services.**



## Role of the School

- Invite the student, parent and appropriate agencies to the IEP meeting.
- Assist the student and family in identifying post secondary goals and developing transition services.
- Provide the skills, knowledge and experiences necessary to prepare the student in their achieving their desired post secondary goals.
- Become familiar with community, regional and state post school services supports, programs that work with and assist person with disabilities and their requirements.
- Be responsible for some of the activities/strategies in the student's transition plan.
- Provide self advocacy and self determination training.
- Assist the student in taking an active role in their IEP planning, discussion and decision making.



## Recommended Practices

- Mandate self advocacy/ self determination training for every student.
- Invite every student to every IEP meeting.
- Train student's on how to be active participants and leaders in their IEP meetings.
- If the student cannot attend the IEP then the meeting is re-scheduled.
- Train students on how to write/report on their PLEP.
- Change the PLEP from a deficit to a strengths based model.



## Recommended Practices

- The PLEP should include both academic and functional performance in the context of the student's desired post-school outcomes.
- Educate students on their disability so they understand the full array of accommodations, modifications and AT necessary to help them become successful.
- Change to a 3 year IEP for every student 14 years of age or beginning no later than 8<sup>th</sup> grade.
- Student's and parents are not only partners in the IEP process, they are seen as the primary decision makers and responsible parties for some of the activities.
- Invite and include "outside agencies" in IEP planning, discussion and decision making.
- Make the IEP process an Outcome Oriented Process for all students.



# The Future



## The Future

- Every student leaves with a strong foundation of competencies, skills and a comprehensive coordinated plan for the future
- Never lost the focus that special education and transition is first and foremost about the child, young adult
- Our jobs are about creating possibilities for a future, recognizing and building on strengths and providing “hope”
- Student focused active, meaningful results driven partnerships
- Students know and understand their disability, do not feel that their disability makes them a second class citizen and are able to advocate for the accommodations they need.
- Our systems have moved from minimal compliance to quality
- Students will become skilled in being their own “case managers” for life



# Questions & Answers