Transition & Families Component

Transition Planning
Thank you for your time and support of the CSESA project!
Reminder of the CSESA Process

- We’ve already assessed and started planning
- Now, it’s time for some training related to implementing interventions!
CSES A Interventions/Components

- Academic
  - AAL
  - CSR-HS

- Peer & Social Competence
  - SCI-H
  - Peer supports
  - Peer networks

- Independence & Behavior
  - EBPs

- Transition and Families
  - C&S M
  - TP
  - SIIEPs
  - WBLE
  - TT

EBPs

CSES A Interventions/Components
Transition & Families

- Community and School Resource Mapping
- Transition Planning
- Student Involvement in the IEP
- Work Based Learning Experiences
- Transitioning Together
Why the emphasis on transition?

- 8 year-olds in 2002 are now 20
- We will see a 78% increase in demand for adult services in the next 6 years
Why the emphasis on transition planning?

* When young adults with Autism leave the public school system,

“nearly 80% still live at home, almost half have no jobs or postsecondary training, 40% never have contact with friends, 17% never feel hopeful about the future, 21% never engage in outside activities, and many experience a decrease in insurance coverage and therapy services” (Shattuck, 2010).
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, and updated annually, thereafter, the IEP must include—

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

(2) The transition services (including courses of study) needed to assist the child in reaching those goals
Percent of youth with IEPs aged 16 and above with an IEP that includes **appropriate measurable postsecondary goals** that are **annually updated** and based upon an **age appropriate transition assessment**, **transition services**, including **courses of study**, that will reasonably enable the student to meet those postsecondary goals, and **annual IEP goals** related to the student’s transition services needs.

There also must be **evidence that the student was invited to the IEP Team meeting** where transition services are to be discussed and evidence that, if appropriate, **a representative of any participating agency was invited** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))
## Transition Planning Rubric to Determine Quality

<table>
<thead>
<tr>
<th>Domain</th>
<th>Features for a Rating of 3</th>
<th>Features for a Rating of 2</th>
<th>Features for a Rating of 1</th>
<th>Features for a Rating of 0</th>
<th>Score/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measureable postsecondary goals</td>
<td>• IEP includes a measureable postsecondary goal for employment</td>
<td>• IEP includes a measureable postsecondary goal for education and/or training</td>
<td>• The IEP includes a postsecondary goal for employment, postsecondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome. or • It appears that similar postsecondary goals are written for each student of the same case manager</td>
<td>• One or more postsecondary goal areas are not included</td>
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<td>• IEP includes a measureable postsecondary goal for independent living</td>
<td>• If necessary, the IEP includes a measureable postsecondary goal for independent living</td>
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<td>• The Present Level of Performance or other assessment data reported in the IEP, or available to the reviewer provides a basis for the postsecondary goals</td>
<td>• Relationship of postsecondary goals to assessment data is unclear because data are not available or reported</td>
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</table>
TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals
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Seattle University - Center for Change in Transition Services, 2010
The **ongoing** process of collecting data on the individual’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, and personal and social environments.
The First Step

* Transition Assessment

  * First step in process of writing:
    * Measurable postsecondary goals
    * Transition services
    * Annual IEP goals
Transition Assessment

Should Address Three Areas

Employment

Education and Training

Independent Living
Transition Assessment Areas

- Self-Determination Skills
- Independent Living Skills
- Career & Vocational Interests & Skills
- Academic Skills
Types of Transition Assessments

Formal and Informal
Self-Determination Assessments

• AIR – Self-Determination Assessment (free)
• ARC Self-Determination Scale (free)
• Choice Maker Self-Determination Assessment
• Field and Hoffman Self-Determination Battery

FOR MORE INFO:
www.nsttac.org
www.transitioncoalition.org
Disability awareness?
Knowledge of rights?
Ability and opportunity to make choices?
Weigh options and make decisions?
Identify steps toward a goal?
Identify solutions/ steps to overcome barriers, negotiate problems?
Manage timelines? Monitor own behaviors?
Independent Living Assessments

- TTAP: TEACH Transition Assessment Profile, Second Edition
- Vineland-II: Developmental Profile of Children and Adolescents
- BRIGANCE Transition Skills Inventory
- Independent Living and Community Participation
- Supports Intensity Scale
Teacher-Made Assessments – Independent Living

* Family/caregiver interviews
* Student interviews
* Observations – task analysis
* Think beyond residential independence – think “adult living”
Teacher-Made Assessments - Career

* Job coach or supervisor checklist
* Co-worker checklist
* Student interview
* Student self-assessment/ self-monitoring sheet
* Related course performance (e.g., welding, child-care and first-aid)
Academic Assessments

- Achievement tests
- Curriculum based measures
- Formal measures used for eligibility
- Observation
- ...
Document Results of Assessments

- Present Level of Performance
- Assessment Results Section
- Vision Statement
- Concerns
- Appendix in Transition Planning Module
- Assessment, with whom, when, BRIEF note of results
Transition Assessment Summary Sheet

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Title or type</th>
<th>Area Assessed</th>
<th>Date Administered</th>
<th>Brief Summary of Results</th>
<th>Results Discussed with Student? Y/N</th>
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<tr>
<td></td>
<td></td>
<td>Academic, Self-Determination, Career, Independent Living</td>
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Seattle University - Center for Change in Transition Services, 2010
Postsecondary Goal Questions

1. Where is the student going to work or engage in productive activities after graduation?

2. Where and how is the student going to continue to learn and/or develop skills after graduation?

3. Where is the student going to live and how is he or she going to access adult services, participate in the community and have fun after graduation?
A Helpful Formula

After high school
After graduation
Upon completion of high school

will

The Student

Behavior

(Where and how)
Examples of Postsecondary Goals

**Education:** After graduating from high school, Fatima will attend a four-year college to obtain her undergraduate degree in history and education, to become a high school social studies teacher.

**Employment:** After obtaining her degree from the university, Fatima will work as a high school history teacher in her hometown.

**Independent Living:** After graduation, Fatima will advocate for any accommodations she needs to be successful in her further education and employment.
Examples of Postsecondary Goals

**Education:** (The fall) after high school, Rolanda will attend the (Customer Service Representative course offered through the Pathways to Employment program at Lenoir) Community College.

**Employment:** (Within three months) after graduation, Rolanda will be competitively employed, (working 20 or more hours, in the retail industry with time limited supports of a job coach).

**Independent Living Goal:** Rolanda will assume responsibility for a share of living expenses (by saving money earned at work and following a budget set by Rolanda and her parents).
**Examples of Postsecondary Goals**

**Education/Training:** After graduation, Jason will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

**Employment:** After graduation, Jason will be self-employed and do volunteer work.

**Independent Living:** After graduation Jason will participate in activities in the community.
Employment: (Immediately) after graduation, Javier will receive job development services (from Vocational Rehabilitation) and then will participate in technologically supported self-employment or volunteer work (within 1 year of graduation).
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Transition Service Questions

1. What experiences must the student participate in this academic year that are necessary for achieving the identified postsecondary goals?

2. What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their postsecondary goals?

3. Do we know enough about this student’s vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?
What activities did you do in high school?
1. Is a course of study already identified for this student?

2. Is this course of study aligned with the student’s postsecondary goals?
Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, include:

* Agencies identified that would provide or pay for post-secondary services
* Evidence of parent consent (or student consent at age of majority) to invite agencies
* Evidence that agencies were invited to the IEP meeting
1. What skills and knowledge must the student attain this academic year that are necessary for achieving the identified postsecondary goals?

2. What skills and knowledge does the student currently have that support their postsecondary goals?
For the current year, is there evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting?
Helpful Resources

www.nsttac.org

www.transitioncoalition.org