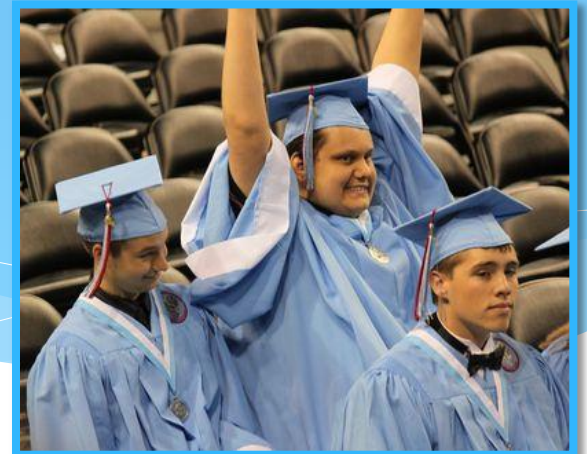


Transition & Families Component

Transition Planning



Thank you!

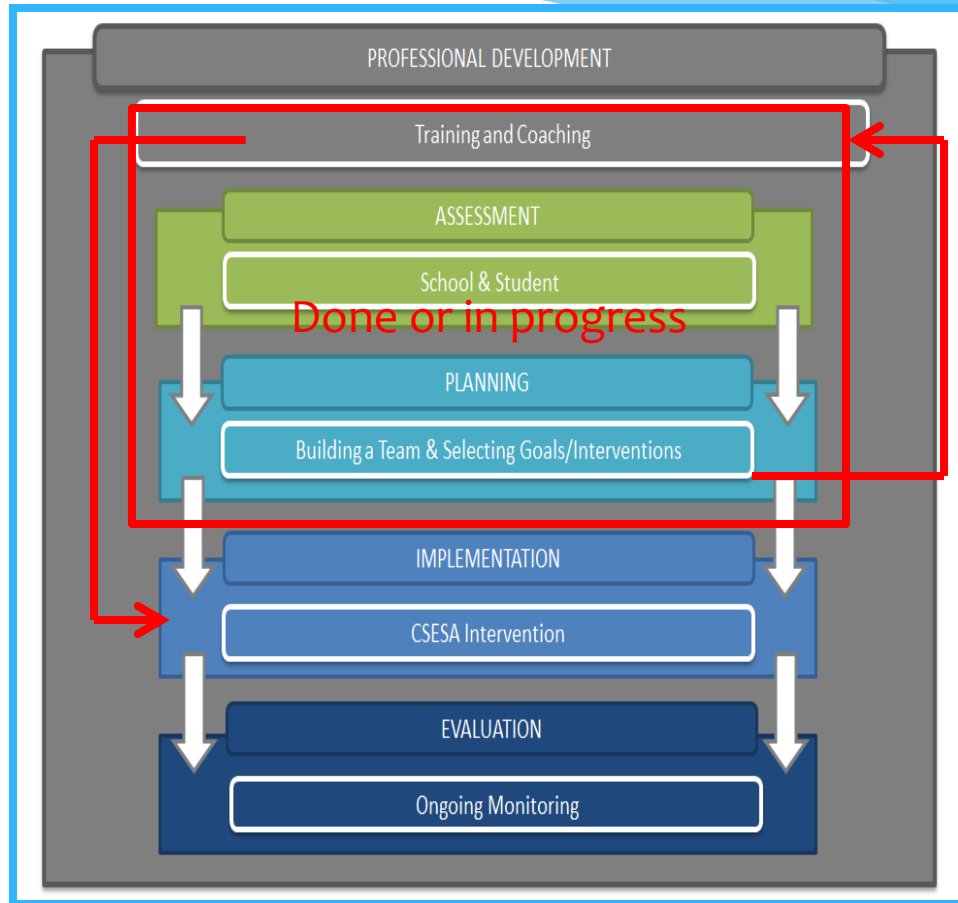
Obrigado!



* Thank you for your time and support
of the CSESA project!

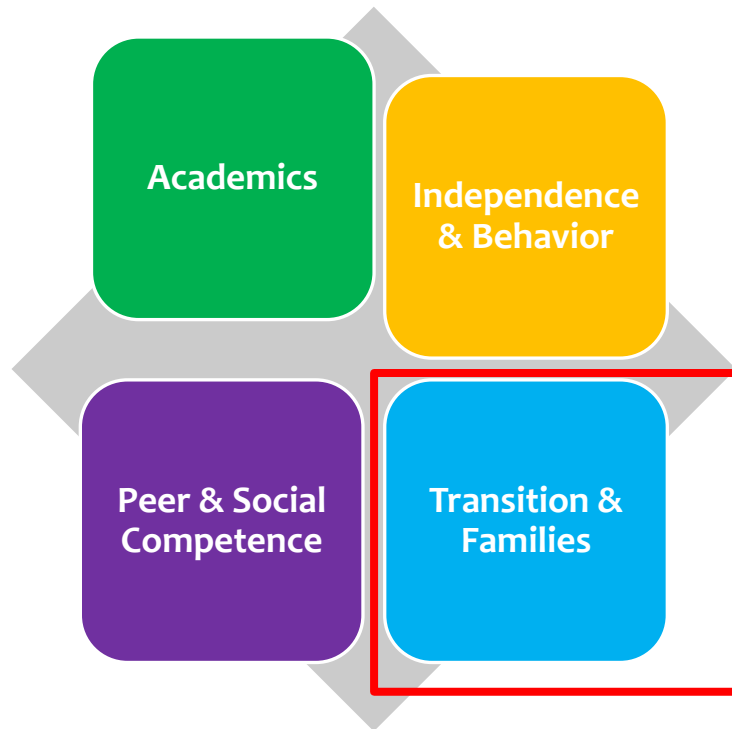


Reminder of the CSESA Process

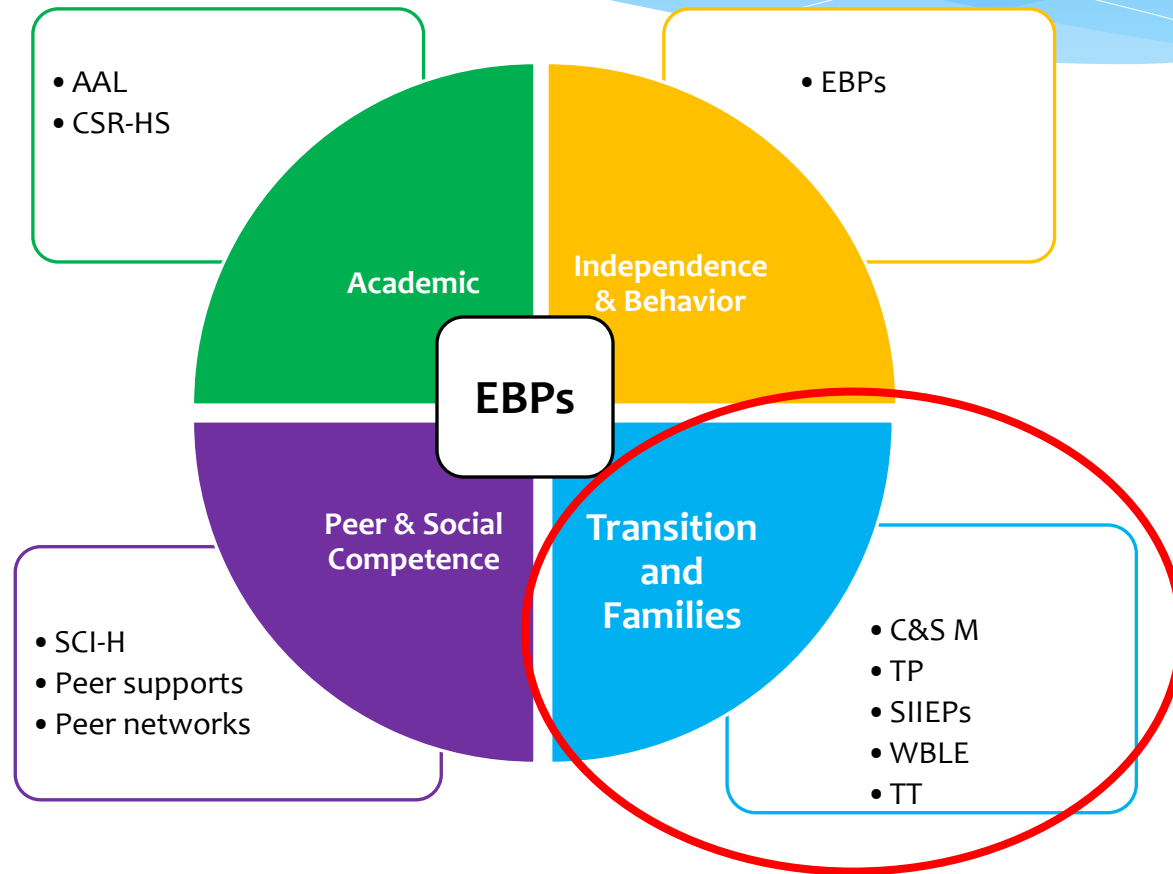


- * We've already assessed and started planning
- * Now, it's time for some training related to implementing interventions!

CSESA Domains



CSESA 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?

Identified Prevalence of Autism Spectrum Disorder

ADDM Network 2000-2010
Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5 - 9.9)	1 in 150
2002	1994	14	6.6 (3.3 - 10.6)	1 in 150
2004	1996	8	8.0 (4.6 - 9.8)	1 in 125
2006	1998	11	9.0 (4.2 - 12.1)	1 in 110
2008	2000	14	11.3 (4.8 - 21.2)	1 in 88
2010	2002	11	14.7 (14.3 - 15.1)	1 in 68

- * 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).

IDEA 2004

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))

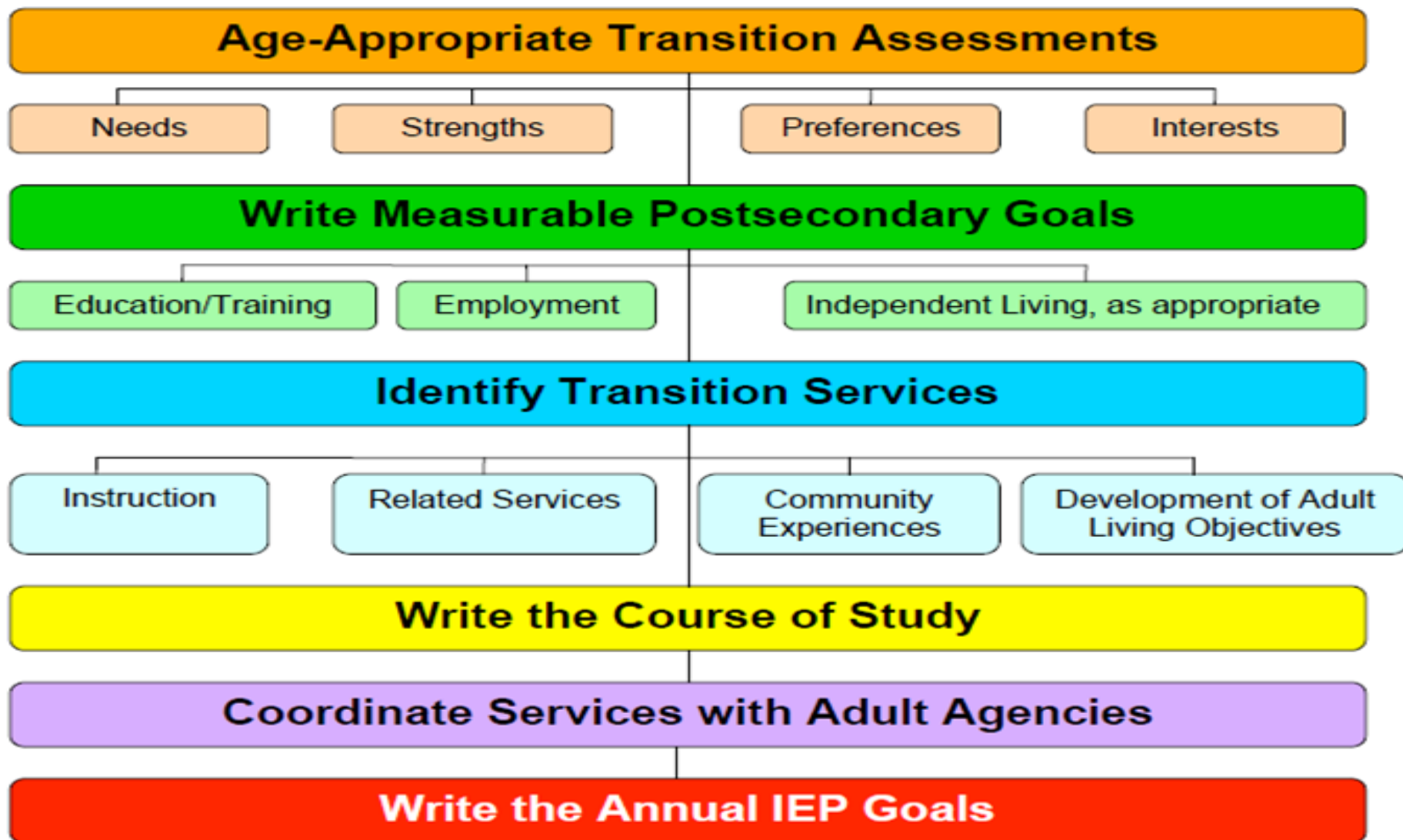
Transition Planning

Transition Planning Rubric to Determine Quality



Domain	Features for a Rating of 3	Features for a Rating of 2	Features for a Rating of 1	Features for a Rating of 0	Score/Notes
Measureable postsecondary goals	<ul style="list-style-type: none"> • IEP includes a measureable postsecondary goal for employment • IEP includes a measureable postsecondary goal for education and/or training • If necessary, the IEP includes a measureable postsecondary goal for independent living • 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 	<ul style="list-style-type: none"> • IEP includes a measureable postsecondary goal for employment • IEP includes a measureable postsecondary goal for education and/or training • If necessary, the IEP includes a measureable postsecondary goal for independent living • Relationship of postsecondary goals to assessment data is unclear because data are not available or reported 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • One or more postsecondary goal areas are not included 	

TRANSITION SERVICES FLOW CHART



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

Defining Transition Assessment

- * 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:

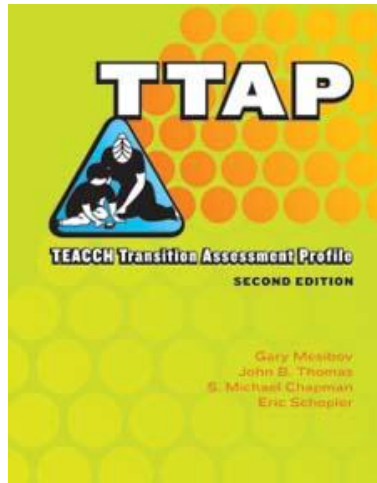
www.nsttac.org

www.transitioncoalition.org

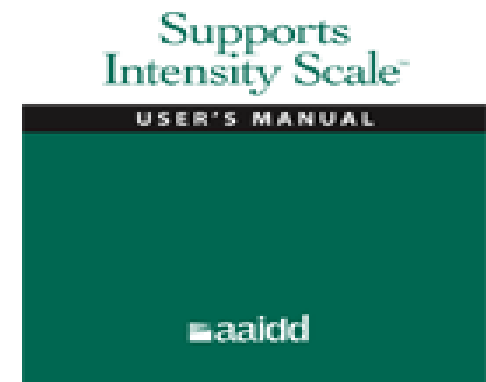
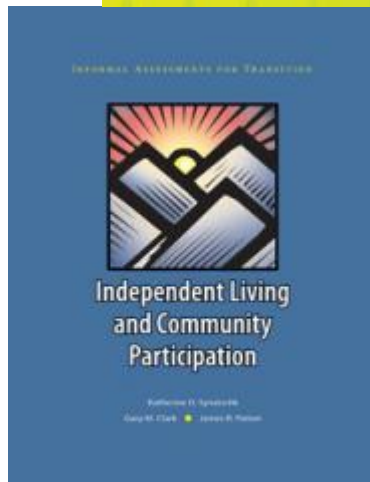
Teacher-Made Assessments - Self-Determination

- * 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



Casey Life Skills



Teacher-Made Assessments – Independent Living

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



Career Assessments

ASVAB



Career Cruising

O*NET OnLine

YES



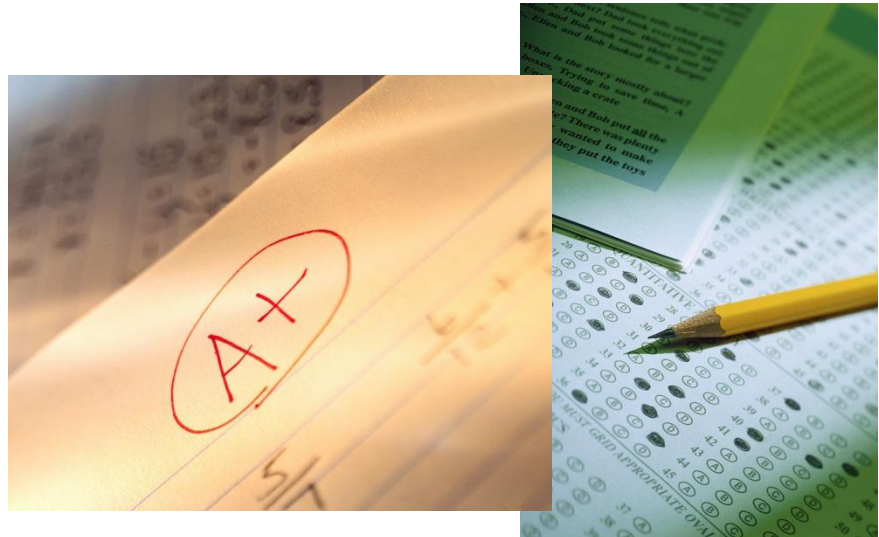
Teacher-Made Assessments - Career

- * 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)



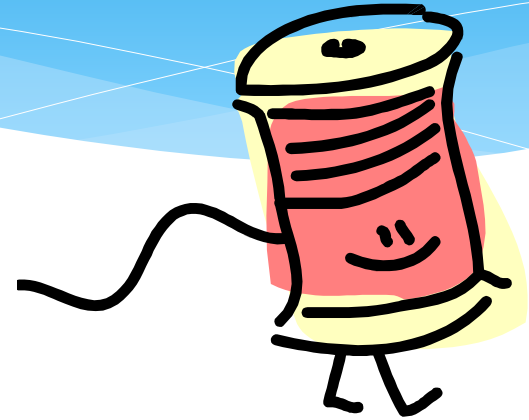
Academic Assessments

- * 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

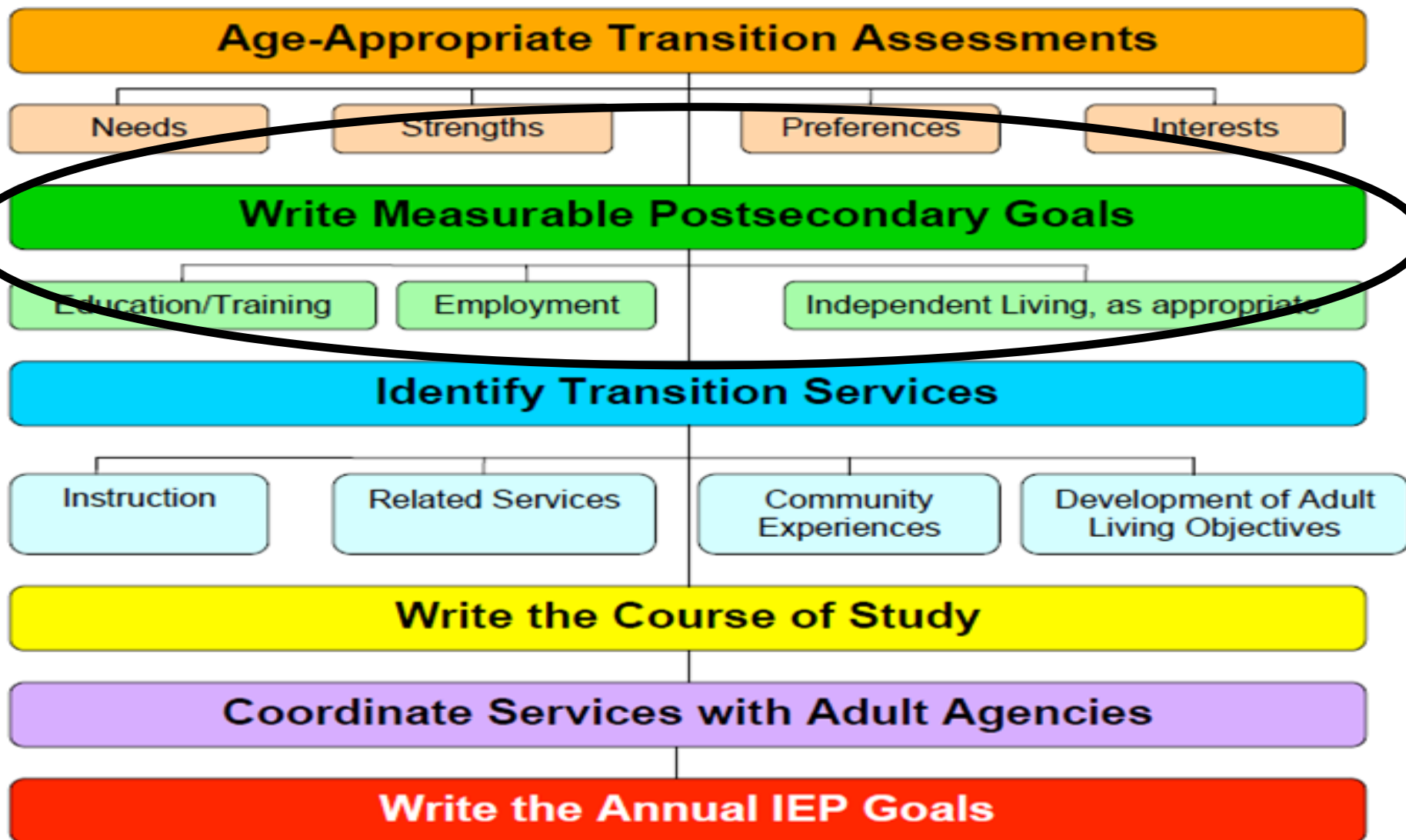


Transition Planning

Transition Assessment Summary Sheet

Grade	Assessment <i>Title or type</i>	Area Assessed <i>Academic, Self- Determination, Career, Independent Living</i>	Date Administered	Brief Summary of Results	Results Discussed with Student? Y/N

TRANSITION SERVICES FLOW CHART



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

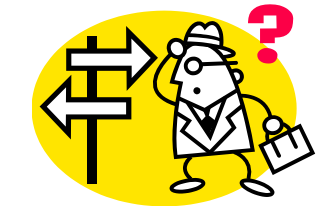
will

After high school
After graduation
Upon completion of high school

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 a 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

Examples of More Descriptive Postsecondary Goals

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).

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

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?

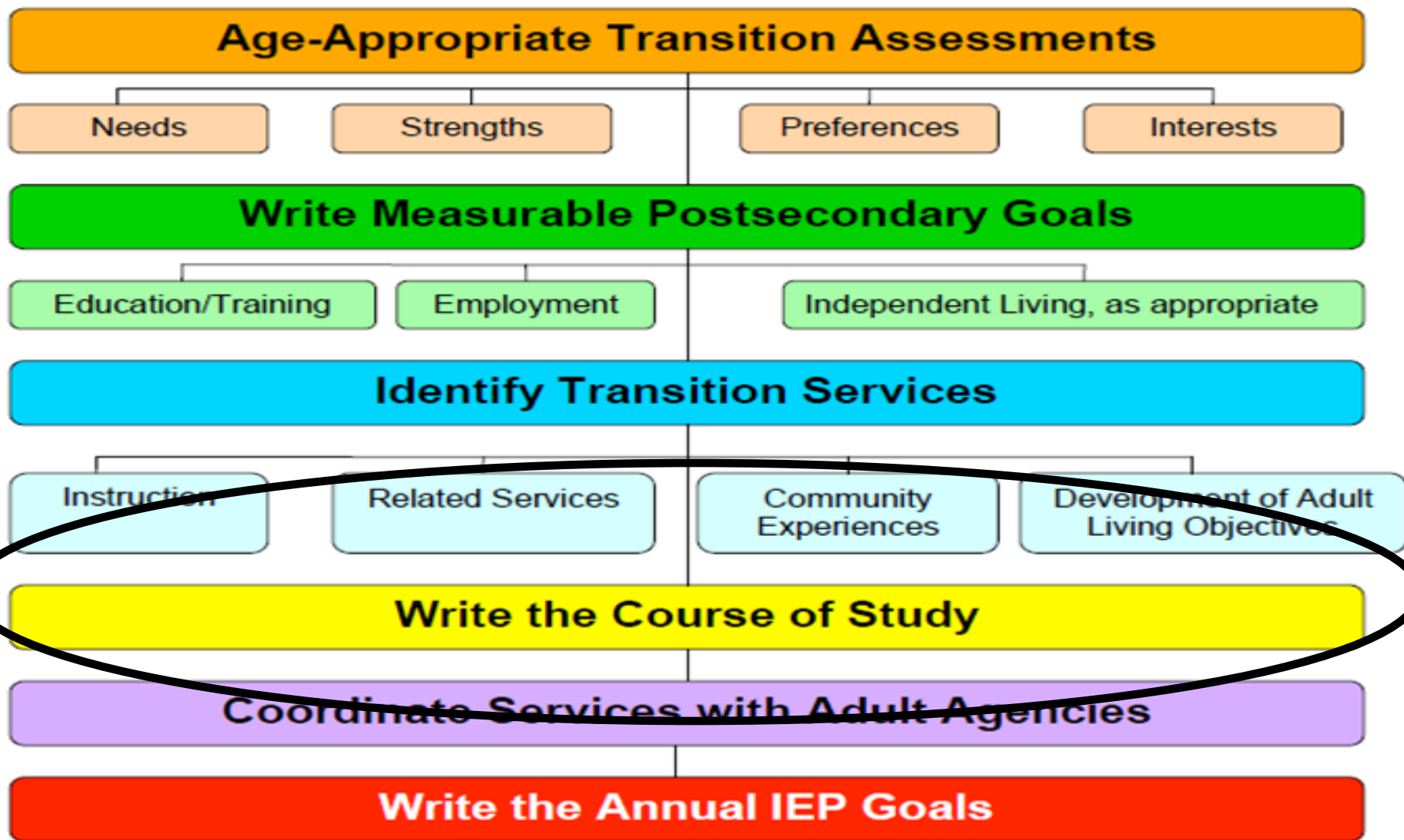




What activities
did you do in high school?



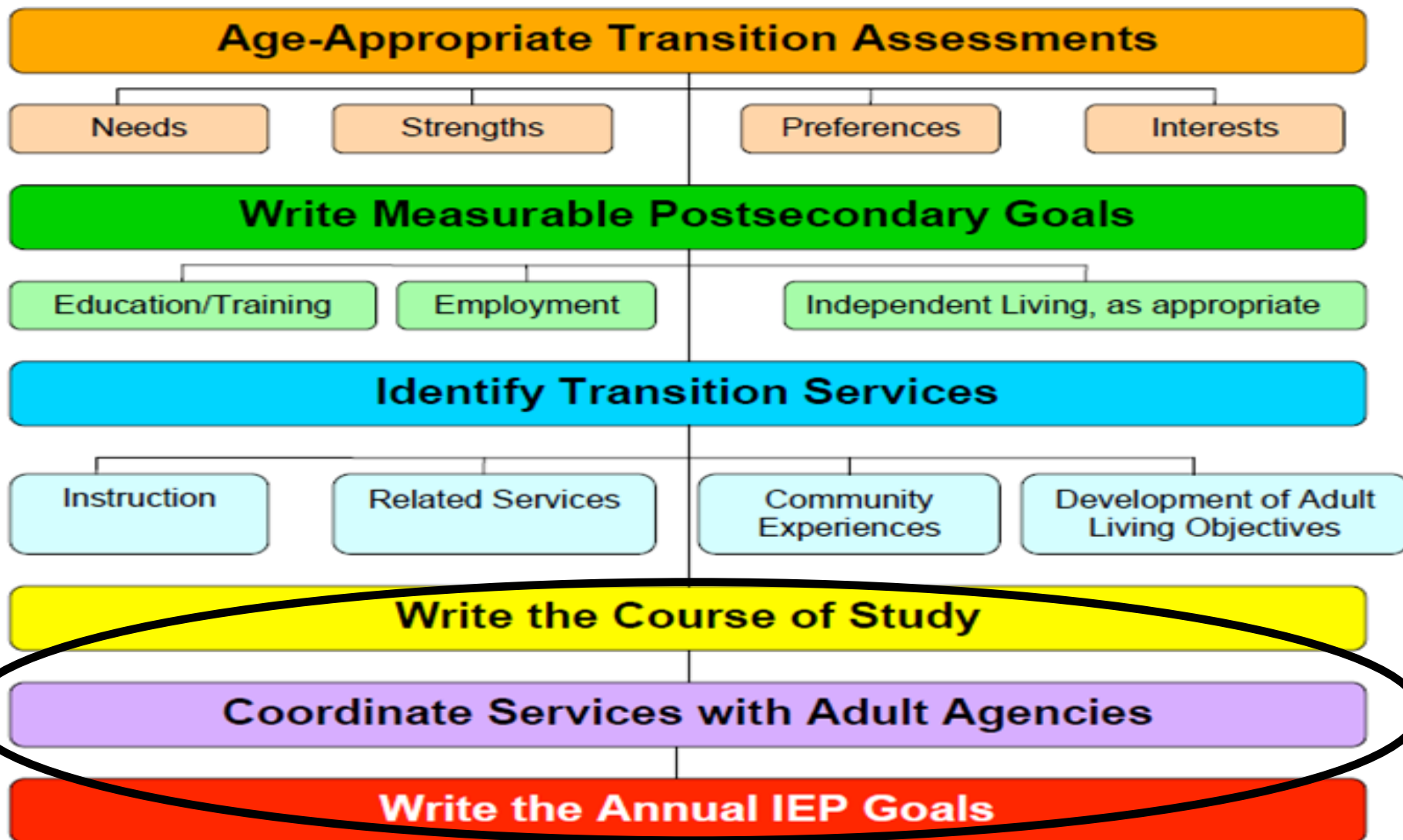
TRANSITION SERVICES FLOW CHART



Course of Study Questions

1. Is a course of study already identified for this student?
2. Is this course of study aligned with the student's postsecondary goals?

TRANSITION SERVICES FLOW CHART

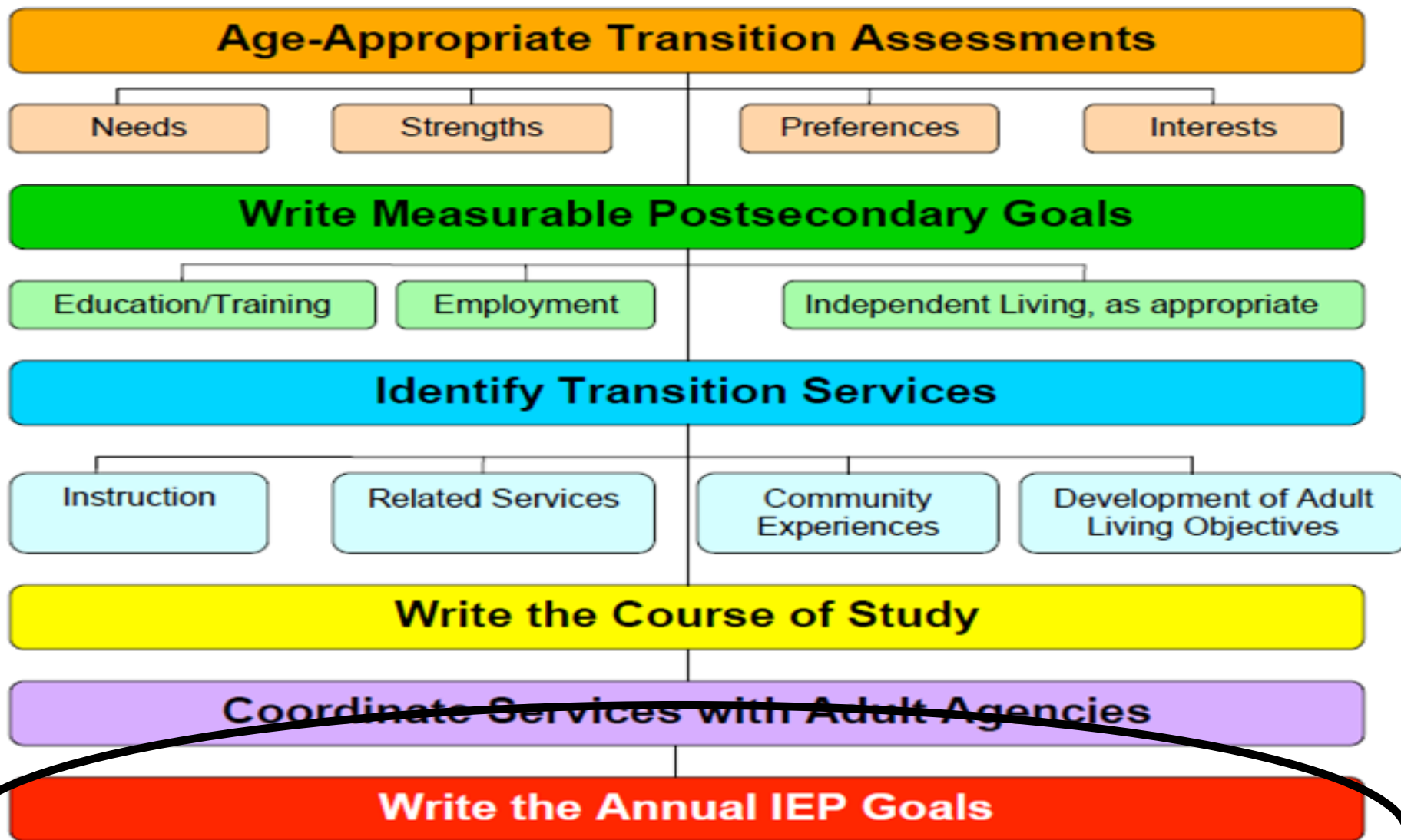


Evidence of Agency Coordination

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

TRANSITION SERVICES FLOW CHART



Seattle University - Center for Change in Transition Services, 2010

Annual IEP Goal Questions

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?



Invitation to Student

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