What Does the Future Hold?
Making the Transition to Supported Adulthood

Dr. Mary E. Morningstar
mmorningstar@ku.edu
www.transitioncoalition.org

TASH Pre-Conference Workshop
December 7, 2010
Overview of Session

• Review transition planning requirements and strategies

• Information about school and community programs with evidence of improved outcomes

• Providing supports and services needed to ensure the movement to supported employment, living, self-determination and membership in the community

Postschool Outcomes

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Engagement</strong></td>
<td>MR=52%; Multiple=54%</td>
<td>MR=66%; Multiple=65%</td>
</tr>
<tr>
<td><strong>Postsecondary Ed &amp; Training (any)</strong></td>
<td>MR=15%; Multiple=15%</td>
<td>MR=27%; Multiple=35%</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>- MR=17%; Multiple=13%</td>
<td>- MR=31%; Multiple=49%</td>
</tr>
<tr>
<td><strong>Community Living</strong></td>
<td>- MR=16%; Multiple=6%</td>
<td>- MR=14-74%; Multiple=5-94%</td>
</tr>
<tr>
<td><strong>Leisure Activities</strong></td>
<td>- TV: MR=41%; Multiple=28%</td>
<td>Leisure Activities Not reported</td>
</tr>
<tr>
<td></td>
<td>- Computer: MR=14%; Multiple=18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Phone: MR=9%; Multiple=6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sports: MR=16%; Multiple=17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Hobbies: MR=5%; Multiple=12%</td>
<td></td>
</tr>
<tr>
<td><strong>Participation in Community</strong></td>
<td>- Group: MR=24%; Multiple=22%</td>
<td>Participation in Community</td>
</tr>
<tr>
<td></td>
<td>- Volunteer: MR=23%; Multiple=29%</td>
<td>- Group: MR=11%; Multiple=19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Volunteer: MR=19%; Multiple=34%</td>
</tr>
</tbody>
</table>

From: www.NLTS2.org (2005 & 2009)
Thinking about Adult Life….

- What do you consider to be a successful adult life for students with significant disabilities?

- What are critical outcomes & future goals?

- What supports are needed during school and in adult life to get there?

Preparing for Adulthood

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Think about the Transition to Supported Adulthood!
- Supported Employment
- Supported Living
- Supported Membership in the Community
- Supported Self-Determination
Preparing for Adulthood

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Think about the Transition to Supported Adulthood!
– Supported Employment
– Supported Living
– Supported Membership in the Community
– Supported Self-Determination

Reauthorization of IDEA 2004:
Better Transition Plans

• Measurable Postsecondary Goals (employment, education/training, independent living if appropriate)
• Transition assessment to identify goals & track progress is required
• Annual IEP goals must be tied to MPGs
• Transition services must be tied to MPGs (instruction, community experiences, related services, employment, adult living, etc.)
• Must have a course of study focused on improving movement from school to postsecondary goals
• If outside agencies are to provide or pay for services, then the representative must be invited to the meeting
• Students are to be invited to attend transition meetings
• Parents are to be informed about transition meetings
**Focusing on Transition Changes**

**How We Provide Services**

<table>
<thead>
<tr>
<th>Transition is Results-Oriented</th>
<th>Postsecondary education/training, employment, and independent living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition is Coordinated</td>
<td>Accountable for programs leading to successful outcomes</td>
</tr>
<tr>
<td>Transition is Student-Centered</td>
<td>IEP reflects what the student is expected to know or be able to do</td>
</tr>
<tr>
<td></td>
<td>IEP = transition IEP</td>
</tr>
</tbody>
</table>

**Marie’s Transition**
IEP Results Process for Transition Services

(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals

• Education or Training
• Employment
• Independent Living

Step 2: Present Levels of Academic Performance

Age Appropriate Transition Assessments

Step 3: Needed Transition Services

a. Course of Study
b. Needed Services:
• Instruction
• Related Services
• Community Experiences
• Employment and other post-school adult living objectives
• Daily Living skills & Functional Vocational Assessment (when appropriate)

Step 4: Annual IEP Goals

Step 5: Summary of Performance

Definition of Transition Services

“a coordinated set of activities for a student that –
(A) is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.”
**Definition of Transition Services**

(B) based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (Section 602, (34)).

---

**Beginning no later than the first IEP in effect when the student turns 16 and annually thereafter**

A student’s IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. The IEP must include those transition services (including courses of study) needed to assist the student in reaching postsecondary goals. (Section 614)
What do “measurable postsecondary goals” mean?

- Postschool Goals stated so that we can **measure the extent** to which the goals were achieved & schools role in planning
- Education/training & employment are required Independent living as needed
- Include **Time element**

Formula:
After high school; After graduation, 
student ____ will
behavior (what, where and how?)

Examples (from NSTTAC):
- **Upon completion of high school...**
  - I will enroll in the Associates Degree program at Ocean County Community College in August of 2009. *(separate, education/training)*
  - I will get my undergraduate degree in history and education, to become a high school social studies teacher. *(combo: education/training & employment)*
  - Paulo will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation. *(separate, independent living)*

For younger students....
- I will work with animals
- I will go to school to learn about computers
- I will live in my own apartment with a roommate

**Form C: Post-Secondary Transition Plan**

- This plan was developed considering the individual student’s needs, preferences and interests. This plan must be completed, beginning not later than the first ISP to be in effect when the student turns 16, and updated annually

<table>
<thead>
<tr>
<th>EDUCATION/TRAINING (REQUIRED)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTSECONDARY GOALS</td>
<td>(Before the student graduates from high school)</td>
</tr>
<tr>
<td>TRANSITION SERVICES</td>
<td>(Education/training)</td>
</tr>
<tr>
<td>School</td>
<td>Visit County Extension Program campus and meet with student support services</td>
</tr>
<tr>
<td>Student</td>
<td>Apply for eligibility with county transportation program</td>
</tr>
<tr>
<td>Parent</td>
<td>Learn about students’ rights under IDEA and Section 504 of the Rehabilitation Act</td>
</tr>
<tr>
<td>Outside agency (specify agency)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After high school; After graduation</td>
<td></td>
</tr>
<tr>
<td>- Courses leading to school goals</td>
<td></td>
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<tr>
<td>- Life skill needed for self-care</td>
<td></td>
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<tr>
<td>- Life skill needed for job training</td>
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<tr>
<td>- Life skill needed for work experience</td>
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<tr>
<td>- Life skill needed for independent living</td>
<td></td>
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</tbody>
</table>

**EMPLOYMENT (REQUIRED)**

- After high school; After graduation |
- Paula will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation. |
- I will live in my own apartment with a roommate |


Measurable Postsecondary Goals
IEP Results Process for Transition Services

(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals

- Education or Training
- Employment
- Independent Living

Step 2: Present Levels of Academic Performance

Step 3: Needed Transition Services

Age Appropriate Transition Assessments

Step 4: Annual IEP Goals

Step 5: Summary of Performance

Defining Transition Assessment

What’s YOUR Definition? Think about a Definition; Share with Partner & Enhance/Adapt

Division of Career Development & Transition

Transition assessment is "the ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP" (Sitlington, 1996).

How does it compare?
Guiding Questions

- What do we already know about the student?
- What do we need to learn about the student?
- How will we gather the information?
- Who will gather the information?
- When will the information be gathered?

Marie: What do we already know? What do we need to learn?
### Transition Assessment Planning For Students with Significant Disabilities

<table>
<thead>
<tr>
<th>Transition Assessment Domains</th>
<th>Areas of Assessment to Consider</th>
<th>What do we already know about the student?</th>
<th>What do we need to learn about the student?</th>
<th>How will we gather this information?</th>
<th>Who will gather the information?</th>
<th>When will the information be gathered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current and Future Employment</td>
<td>Career Interests &amp; Preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Work-related Experiences</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Work Readiness (soft skills)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Assistive Technology for Work</td>
<td></td>
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<tr>
<td></td>
<td>Temperament/Personality for Work</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Physical Abilities &amp; Mobility &amp; Health needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication skills and support needs</td>
<td></td>
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</tr>
</tbody>
</table>


### Transition Assessments for Students with Significant Disabilities

<table>
<thead>
<tr>
<th>General Transition Planning</th>
<th>ASSESSMENT INFORMATION</th>
<th>NOTES</th>
<th>ACTION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I don’t need the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use the assessment</td>
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<td></td>
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<td></td>
<td></td>
<td>Use the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I don’t need the assessment</td>
</tr>
</tbody>
</table>

### What to Assess: Skills & Supports

<table>
<thead>
<tr>
<th>General Transition Areas/ Skills</th>
<th>Functional Life Skills &amp; Functional Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Interests, Awareness, Skills</td>
<td>Physical/Mobility</td>
</tr>
<tr>
<td>Preferences &amp; Interests</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>Leisure &amp; Social Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Medical &amp; Health</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Special Skills/Interests</td>
</tr>
<tr>
<td>Community Participation</td>
<td>Transportation</td>
</tr>
</tbody>
</table>

### Guiding Questions

#### Assessment Plan

#### Assessment Selection

#### Using Data

### HOW to Assess

**Standardized**

- Major elements of the assessment are consistent (test items, scoring, interpretation)
- Norm-referenced
- Criterion-referenced
HOW to Assess

Informal
- Analysis of background information
- Interviews
- Surveys
- Checklists
- Rating Scales
- Work samples
- Curriculum-based assessments
- Interest Inventories
- Observations & situational assessments
- Person-centered Planning

Assessing Environments
- Home
- School
- Community
  - E-Jam
  - Vocational Integration Index
  - Ecological Inventories
  - Supports Intensity Scale
Results of transition assessments in IEP:

- Included in present levels of academic and functional performance
- Used to identify postsecondary goals (outcomes)
- Used to identify needed transition services
- Monitoring instruction, progress & decisions about changes
- Coordinate assessment needs with adult agencies
- Summarize and customize results to meet needs of outside agencies
- Summary of Performance
Using Transition Assessment to Develop Goals

From: NDE (2009). Implementing the Transition Assessment Process

Step 1: Measurable Postsecondary Goals

Step 2: Present Levels of Academic Performance

Step 3: Needed Transition Services

Step 4: Annual IEP Goals

Step 5: Summary of Performance

I. Education/Training
(Goals based on academic, functional academic, life essential competencies or career/technical or agricultural training needs and/or training)

II. Independent Living
(Independent living skills and functional vocational assessment [when appropriate])

Step 5: Summary of Performance

IEP Results Process for Transition Services
(adapted from: O’Leary, 2005)
Transition services (including courses of study)

- Transition services must be based upon the student's needs, strengths, preferences and interests and focus on the desired postsecondary goals for the student.

- The transition services that must be considered by the IEP team during the planning process include:
  - instruction,
  - community experiences,
  - related services,
  - the development of employment and other post-school adult living objectives,
  - and when appropriate, acquisition of daily living skills and functional vocational evaluations.
Examples of Transition Services

**Instruction**
- Enroll in community education or recreation programs of interest
- Complete a study skills training class
- Participate in a career awareness program or class

**Community Experiences**
- Meet with military recruiters to discuss educational benefits
- Learn about the ADA
- Take classes through the local 4-H
- Tour postsecondary training programs

**Related Services**
- Identify and visit community mental health agencies
- Learn to use a guide dog effectively
- Obtain a mentor through an agency providing substance abuse counseling
- Learn to use augmentative communication device in work setting

**Employment**
- Interview adult worker in a career field of interest
- Practice completing job applications and interviewing skills
- Research three different careers and write a paper about them

**Acquisition of Daily Living Skills**
- Learn about time management
- Take a CPR/First Aid course
- Develop a monthly living budget

**Other Post-School Adult Living Objectives**
- Learn about community agencies that provide services and support to people with disabilities
- Contact Center for Independent Living for independent living skills classes
- Inquire into programs such as food stamps, medical insurance, etc.
- Apply for VR services

**Functional Vocational Evaluation**
- Participate in a situational vocational assessment
- Participate in job samples in the community
- Conduct formal aptitude tests such as VALPAR and WJ IV

Courses of Study

- “multi-year description of coursework to achieve a student’s desired postschool goals”

- “meaningful to the student’s future and motivate the student to complete his or her education”

- “attention on how the child’s educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school”

  (O’Leary, 2005).
IEP Goals are SMART

From: http://en.wikipedia.org/wiki/SMART_(project_management)

Annual goals: "statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child’s special education program.” http://www.calstat.org/iep/6_reading.shtml

- **Specific** (Who? What? Where?)
- **Measurable** (How will goal be measured?)
- **Action-Oriented** (Action words to describe what?)
- **Realistic & Relevant** (Will they be able to achieve it? Does it meet the MPS Goals?)
- **Time-bound** (For tracking & monitoring)
How SMART are these Goals in Meeting I-13?
Think, Pair, Share.....

MPG: After graduation, Alex will enroll in a business math course at the local technical school

- Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester.

MPG: After leaving high school, Jodi will obtain a part-time position in a community retail environment.

- Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2007

MPG: Upon completion of HS, Lissette will utilize public transportation, including the public bus and uptown trolley

- Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2007

### 2. IEP Goal with Objectives/Benchmarks

<table>
<thead>
<tr>
<th>Annual IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tied directly to postsec. Goals</td>
</tr>
<tr>
<td>• Academic goals embedded w/in postsec. goals</td>
</tr>
<tr>
<td>• Progress monitoring = transition assessments</td>
</tr>
</tbody>
</table>

#### Annual Measurable Goals

<table>
<thead>
<tr>
<th>Annual Goal # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given a word from his English word list, Kirk will pronounce the word correctly in 8 out of 10 trials.</td>
</tr>
<tr>
<td>For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support: [ ] Post-secondary Education/Training [ ] Employment [ ] Independent Living</td>
</tr>
<tr>
<td>Progress toward the goal will be monitored by: [ ] Check all that apply:</td>
</tr>
<tr>
<td>[ ] Testing/audiometry</td>
</tr>
<tr>
<td>Comments: Kirk is currently able to pronounce 45 words in a list of 100 high frequency words, and daily living skills.</td>
</tr>
</tbody>
</table>

#### Annual Goal # 2 |

<table>
<thead>
<tr>
<th>Annual Goal # 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given a list of multiple high frequency words, Kirk will demonstrate decoding skills by pronouncing words with 50% accuracy on 3 out of 4 data collection days.</td>
</tr>
<tr>
<td>For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support: [ ] Post-secondary Education/Training [ ] Home/Community [ ] Independent Living</td>
</tr>
<tr>
<td>Progress toward the goal will be monitored by: [ ] Check all that apply:</td>
</tr>
<tr>
<td>[ ] Testing/audiometry</td>
</tr>
<tr>
<td>Comments: Kirk's mother and the United Cerebral Palsy personal care assistant will assist with data collection.</td>
</tr>
</tbody>
</table>

#### Measurable Benchmarks/Objectives:

- By 5/12, Kirk will identify his favorite foods as either healthy or not healthy with 75% accuracy on 3 out of 4 collection days.
- By 10/30, Kirk will plan portions of foods into healthy and not healthy categories with 75% accuracy on 3 out of 4 collection days.
- By 12/30, when given two food choices, Kirk will choose the healthier food with 60% accuracy on 3 out of 4 collection days.
One year before the student reaches the legal age of majority:

- Beginning **not later than one year before** the student reaches the age of majority under State law... students and parents are to be **notified of the specific rights** which will transfer to the student once he or she turns 18 & documentation must be found in the IEP.

- Documentation of this notification must be included in the IEP at this time.
  - Notification of meetings
  - Notification and consent for evaluation
  - Selection of participants of IEP meetings
  - Approval of the contents of the IEP
  - Approval regarding change of placement

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IEP Results Process for Transition Services
(adapted from: O’Leary, 2005)

1. **Step 1:** Measurable Postsecondary Goals
2. **Step 2:** Present Levels of Academic Performance
3. **Step 3:** Needed Transition Services
4. **Step 4:** Annual IEP Goals
5. **Step 5:** Summary of Performance
For a student whose eligibility terminates due to graduation from secondary school or exceeding the age eligibility for a free appropriate education under State law:

(i) a member of the student’s IEP Team … shall provide the student with a written Performance Summary;
(ii) … be based on a historical review of functional assessment and evaluation data as well as an interpretation of the effectiveness of accommodations and supports;
(iii) … specify information and data that documents the student’s disability; provide information on the nature and extent of academic and functional limitations caused by the disability; and provide information on the effectiveness of accommodations, supports and assistive technology previously used to reduce the functional impact of the disability.
(iv) the Performance Summary should include, whenever possible: (a) the most recent evaluations or data that support the narrative above; and (b) student input regarding the functional limitations of her/his disability and use and effectiveness of accommodations and supports.

SOPs on TC site

SAMPLE SUMMARY OF PERFORMANCE

Purpose: IDEA 2004 states that, for a student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the local education agency “shall 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.” This sample form is intended to assist in meeting this requirement and to provide the student with useful information for the transition from high school to adult living, higher education, training, and/or employment. While use of this specific form is not required, it is suggested that the components that are included will assist in meeting the intent of the Summary of Performance requirement. Teams may find it useful to complete the form early in the transition planning process, with updates as needed, and final completion prior to the student’s exit. This form may be used as a supplement to other educational records (such as the MDT and IEP) that should be provided to the student upon exit.

Student Name: __________________________ Date of Birth: __________ Current Date: __________
School/District: __________________________ Date of Exit: __________

Post-Secondary Goals: (Indicate what the student expects to achieve in each of the following areas after high school.)

Training: __________________________
Education: __________________________
Employment: __________________________
Independent Living (if appropriate): __________________________
Accomplishments related to post-secondary goals: (Examples: Include volunteer work experiences, participation in community and extra-curricular activities, awards and recognition, etc.)

Training:

Education:

Employment:

Independent Living (if appropriate):

Student's current levels of academic achievement and functional performance: (Examples: Student completed general math classes; can use a calculator, manage a checking account and perform other consumer math functions.)

Training:

Education:

Employment:

Independent Living (if appropriate):

Supports and services recommended to assist the student in achieving his or her post-secondary goals: (Examples: Student will need assistance with budgeting and will be paid to live independently. Student will need a note-taker and extended time on tests in classes at the college level. Student will learn best at the website with verbal instruction and demonstration.)

Training:

Education:

Employment:

Independent Living (if appropriate):

Notice of Post-School Follow-Up:

As part of the federal Individuals with Disabilities Education Improvement Act of 2004, all states are required to collect information on students with disabilities after leaving high school. In Nebraska, the data will be used to improve statewide services and to provide feedback to school districts to help them improve programs to prepare students for life after high school. In order to collect this data, you will be asked to provide information before you leave high school on...

Approximately one year after high school, you will be contacted by phone to gather information regarding your employment and educational experiences.

3
OS-OE
Lawrence Public Schools

The Attribute Summary is initially completed during the spring semester of the 6th grade year by the primary implementor of the student’s IEP. It should be passed on to the high school with the rest of the IEP file.

The Attribute Summary is reviewed and updated annually at the student’s IEP. A final update will occur during the spring semester in which the student leaves the school system. The Attribute Summary will become part of the Vocational Summary which is passed on to the adult service agency.

Attribute Summary

| Student’s name | __________________________ |
| Original Completion Date | Date | Update Prepared by |
| Prepared by | __________________________ |

Initial Completion: Circle the characteristic in the first column that best describes the student. There may be more than one. Attributes that need to be assessed should be indicated by placing a check in the small box in the right corner of the first column.

Updates: Date and record in the box on right side of the form when and how the characteristic has changed.

<table>
<thead>
<tr>
<th>Physical/Psychomotor</th>
<th>Update</th>
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<tbody>
<tr>
<td>1. Sensory Capacity</td>
<td>a. No impairments</td>
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<tr>
<td>b. List impairment(s):</td>
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<td></td>
<td></td>
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<tr>
<td>2. Physical capacity</td>
<td>a. No impairments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. List impairment(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who should participate in transition planning & IEPS?

- Family Members
- Student
- Education personnel
- School support staff
- Community members
- Peers and friends
- Administrators
- Postsecondary Ed. staff
- Community Service Providers
Who is Responsible for Transition Outcomes?

In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objective.

Transition Planning Process

1. Identify Preferences, Interests and Needs
   Using Age Appropriate Transition Assessments

2. Develop a Vision for the Future

3. Develop Transition IEP
   Measurable Postsecondary Goals
   Transition Services & Course of Study
   Goals, Objectives/Benchmarks
   Interagency Linkages
Evaluate Results
- Reconvene the IEP Team
- Expand Upon Existing IEP
- Reevaluate & Revise Annually

Postsecondary Ed/Post HS
- Ongoing Education
- Employment

Preparing for Supported Adulthood
- Federal mandates for transition are not enough
- Secondary educators must be informed of cutting-edge research and practices

- Think about the Transition to Supported Adulthood!
  - Supported Employment
  - Supported Living
  - Supported Membership in the Community
  - Supported Self-Determination
Transition to Supported Employment

• Supported Employment
  – Right to work in the community with support needed to be productive and contributing members of society
  – Those for whom this model was designed are least likely to be served by it!

• Barriers to Supported Employment
  – SE services remain predominantly agency-controlled
  – Innovative models remain the exception
  – Sheltered workshops continue to expand
  – Hand-off in services is poor
  – Low expectations of professionals
  – Limited or inappropriate experiences while in HS

Self-Employment

In my shop, planning a trip.
Critical Issues in Supported Employment

• **Natural Supports**

• **Strategies for Increasing Co-worker Interactions**

• **Strategies for Enhancing Natural supports**

• **Customized Employment**  
  – Job Carving & Job Sharing  
  – Self-employment

Transition to Supported Living

• Living an inclusive community life is outside prevailing model

• Take it or leave approach to living situations

• Group homes routinely deny eligibility for anyone needed “significant” medical care (i.e., gastrostomy feeding)

• Prevailing model based on prerequisites
Supported Living Requires New Values

- People will have a voice
- People will have control over their personal assistance
- Personal relationships will be promoted and supported
- Resources will be flexible
- Housing will be affordable
- Services will meet the needs of individuals
- Learning will occur naturally
- Assistive technology will be available and affordable
- Communities will be strengthened to support the needs of all citizens

Mechanisms: Home of Your Own

- Levels of Support
  - Services on Demand
  - Scheduled Supports
  - Emergency Backup Systems
- Personal Assistant Services (PAS)
  - Who has control
  - Funding
  - Policies tying PAS to self-direction
- 4 Key Features of HOYO

Center for Housing and New Community Economics
http://iod.unh.edu/Projects/archived/chance/about_CHANCE.aspx/
Individualized Funding & Self-Directed Services

- Institutional and ICF-MR Care Paid by Medicaid
- Medicaid Home and Community-Based Waivers (HCBS)
- Self-directed/Self-Determination Services

- Individualized Funding
  - Fiscal Intermediary
  - Independent Support Brokers
  - Flexible use of funds

Community Inclusion

- Traditional approach doesn’t work
  - Excursion into the community with a Tour Guide
  - Limited one-on-one interactions needed to develop into friendships
  - Mere presence in community not enough

- Reconceptualize Supports for Inclusion
  - Building individual and public social relationships
  - Personalized planning
  - Inclusion facilitators
  - Creating intentional communities
  - Making connections to groups and associations
  - Volunteering and Service Learning
Transition to Supported Membership

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Critical Elements of Transition for Students with Significant Disabilities

- Transition Assessment
- Transition Planning & IEP
- Family Involvement
- Student Choice & Self-Determination
- Evidence-based Practices Targeting Outcomes
- Support In school & Community
- Interagency & Community Services

Transition to Adulthood
Critical Elements of Transition

Person-Centered Planning Resources

What is Person-centered Planning?

• Person-centered planning is...“a constellation of tools developed to help a person or family who want to make a purposeful and meaningful change in their life.”

• “Is it easy? No. Does it always work? No. A plan is simply that: moving from 'hope' for a better future to the specific personal commitments that increase the changes of moving toward that future."

• "The choice of a method is more like choosing a musical instrument than it is like selecting a hammer or a screwdriver from a toolbox."

Forest, Pearpoint & O’ Brien (1997)
Features of Person-Centered Planning

- Focus on and driven by the student’s strengths, interests and preferences
- Focus on capabilities and opportunities – developing a vision for the future
- Process is flexible, dynamic and informal
- Requires collaborative team work with commitment to action
- Requires an effective facilitator


MAKING ACTION PLANS (MAPS)
1. What is the individual’s history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are the needs?
6. What are the individual strengths?
7. What would an ideal school day look like?

PLANNING ALTERNATIVE TOMORROWS WITH HOPE
1. Identify the “North Star”
2. Identify the GOAL
3. Look at life NOW & identify differences between NOW and GOAL
4. Identify steps to move person from NOW to GOAL
5. Identify FIRST STEP

ESSENTIAL LIFESTYLES PLANNING
1. Non-negotables
2. Strong preferences (Needs)
3. Highly desirables (Wants/enjoy)
4. Person’s positive reputation
5. Things we need to do to help person stay healthy
6. Things we need to do to be successful in supporting the person
7. Unresolved Issues/Questions
8. How the person communicates with us

PERSONAL FUTURES PLANNING
1. Create a personal profile
   - Person’s background and history
   - Relationships
   - Places
   - Choices
   - Preferences
   - Focus on the future
2. Review Trends in Environment
3. Find desirable images of the future
4. Identify obstacles and opportunities
5. Identify strategies
6. Getting started (Action Planning)
7. Identify the need for systems change
8. Create a network/Circle of Friends

PCP details
Adapting the MAPS Questions for Transition

<table>
<thead>
<tr>
<th>MAPS Questions</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is individual's history?</td>
<td>1. Who is individual?</td>
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<tr>
<td>2. Who is the individual?</td>
<td>2. What is individual's history?</td>
</tr>
<tr>
<td>3. What are the dreams?</td>
<td>3. What is the vision for his/her adult life?</td>
</tr>
<tr>
<td>4. What are the nightmares?</td>
<td>4. What are some things individual doesn't want in his/her future</td>
</tr>
<tr>
<td>5. What are individuals needs?</td>
<td>5. What are individual's greatest strengths and contributions for community involvement?</td>
</tr>
<tr>
<td>6. What are the individual's strengths?</td>
<td>6. What does individual need to be successful in his/her career?</td>
</tr>
<tr>
<td>7. What would an ideal school day look like?</td>
<td>7. What would an ideal day look like?</td>
</tr>
</tbody>
</table>

Build a Personal Profile

- Interview the student, family and others in their life in a relaxed atmosphere
  - Break down the “big question” of “What job do you want?” to smaller ones:
    - What do you like about school and classes?
    - What do you like to do after school?
- Spend time with the individual
- Interview significant others
- Hold a planning meeting using a person-centered approach

Hagner & Dileo (1993)
The Personal Preference Indicators: A Guide for Planning

Moss (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center

## From PCP to Postsecondary Goals

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>Postsecondary Education &amp; Training</th>
<th>From: Furney, et al., (nd) Making Dreams Happen: How to Facilitate the MAPS Process. University of Vermont</th>
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<tbody>
<tr>
<td>- needs experiences with lots of different places</td>
<td>- go on to college</td>
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<tr>
<td>- Expand her social life</td>
<td></td>
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<td>- Transportation is problem</td>
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<td></td>
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<tr>
<td>- going to movies, fishing, camping, horseback riding</td>
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<td></td>
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<tr>
<td>- likes to help people</td>
<td></td>
<td></td>
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<td>- retail experience</td>
<td></td>
<td></td>
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<tr>
<td>- wants to work &amp; save money</td>
<td></td>
<td></td>
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<tr>
<td>- Likes animals – possible job</td>
<td></td>
<td></td>
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<tr>
<td>- Eager to please; friendly</td>
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<td>Employment</td>
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<td>Community Living</td>
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<tr>
<td>- needs experiences with lots of different places</td>
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<td></td>
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<tr>
<td>- Expand her social life</td>
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<tr>
<td>- Work on safety when alone (e.g., tipping out of wheelchair)</td>
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<td></td>
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<tr>
<td>- independent living skills</td>
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</table>
Angie’s Transition IEP

- **Measurable postsecondary goal**: Upon completion of high school, Angie will work 20 hours a week in an occupation that focuses on retail sales.

- **Transition Services**:
  - **Instruction**: Angie will participate in a careers class focused on job training in retail sales
  - **Community Experiences**: Angie will complete referral for VR
  - **Employment**: Angie will job shadow at 3 different retail settings
  - **Adult living and Daily living**: Angie will participate in bus travel training; Angie will get herself up in the mornings and get ready for school.

- **IEP goals**:

---

**From MAPS to Transition IEPs**

Summarize Information from the MAPS and Other Sources

1. **Organize information from the MAPS into the 4 Quadrants**: Employment; Community Living; Community Participation; Postsecondary Education and Training
2. **Develop MEASURABLE POSTSECONDARY GOALS** based on Vision for Future
3. **Iron out the Details**:
   1. What will be worked on this year, next, etc. (e.g., IEP Goals; Course of Study)
   2. What types of transition services will be needed (Instruction, community experiences, etc.)
   3. What outside agencies will need to be involved?
   4. How will transition assessment data be collected?

4. **Transfer Information to Transition IEP**:
   1. Present levels of functional and academic performance (Transition Assessment)
   2. Statement of Measurable Postsecondary Goals
   3. Courses of Study & Transition Services
   4. IEP Annual Goals
   5. Interagency Linkages and Services & Student Involvement
Planning for the Future

PLANNING FOR THE FUTURE

A Workbook to Help Young Adults with Disabilities, Their Families and Professionals to Plan, Dream, Think, Work, and Participate in their Community

Personal Profile

Who am I?

What does it take to do it? Who where?

Where does influence go to? With whom?

What is my personality like?

What are the strengths and positive contributions to your family and community?

Relationship Map

Who are the people with whom I interact?

Who are the people who live in the same house?

Who are the people who have some influence on my life?

What is the influence pattern?

DREAM SHEET

Strengths I Bring to Reach My Vision

I am good with animals

I enjoy working with my hands

I can build things for the farm

Resources to Work Toward the Vision

Complete Building Trades and Math for Life classes

Attend college after high school

Talk to my uncle (he owns a farm in Texas)

Vision of the Future

Own a small farm

Get married

Participate in job shadowing experiences to learn more about running a farm

Action Steps to Reach My Vision

ADAPTED FROM Judith Stowe & John O'Brien* "First Things Worth Doing Worksheets"
Critical Elements of Transition

- Family members attend meetings
- Flexible to meet with families
- Transition = family as a whole
- Involved in decisions
- Agreement on outcomes
- Information
- Person-centered planning

Working with Families
www.transitioncoalition.org

TA Alliance for Parent Centers
http://www.taalliance.org/

The Family’s Role during Transition…
Consider the Mobile

In a mobile, all the pieces, no matter what the size or shape, can be grouped together and balanced by shortening or lengthening the strings attached, or rearranging the distance between pieces.

So it is with a family. None of the family members is identical to any other; they are all different and at different levels of growth.

As in a mobile, you can’t arrange one without thinking of the other.

Knowing Families: Family Systems Framework

Family Characteristics
- Description of the family
- Personal characteristics
- Special challenges

Family Interaction
- Extended Family
- Marital
- Parent-child
- Siblings

Adaptability

Family Life Cycle
- Stages and Transitions
- Changes in Characteristics
- Changes in Functions
- Changes in Life Roles

Family Functions
- Affection, Self-esteem, Economics, Daily care, Socialization, Recreation, Education, Spiritual

Why Should Families Be Involved?

- For Students in General:
  - Higher achievement
  - Positive attitudes and behavior
  - Higher graduation rates
  - Greater enrollment in postsecondary ed

- Students with Disabilities:
  - Quality transition plans
  - Higher rates of postschool outcomes
  - Student preferences
Strategies to Support Families in Transition

1. Encourage Early Expectations
2. Help Parents to Recognize the Importance of their Contributions
3. Support Parents to Honor Choices of their Child
4. Increase Role of Social Support Network
5. Address Parent Concerns Regarding Future

How Can We Involve Families in Transition Planning?

- Learning to Listen and Inviting Involvement

- Build Partnerships
  - Communication: ongoing, meaningful, two-way
  - Promoting parenting skills
  - Parents are welcomed in the school & supported
  - Full partners in decision-making
  - Community resources available to families

- Roles that Families Can Play
Coming Together for the Transition IEP Meeting

1. Setting the Tone: Possible agenda for collaborative decision-making for the IEP
   • Prepare in advance
   • Connecting and getting started
   • Sharing vision for future
   • Reviewing formal evaluation and current levels of performance (for transition outcomes)
   • Sharing resources, priorities and concern
   • Specifying placement and related services
   • Summarizing and concluding

2. Deciding on Goals and Coming Prepared

3. Ongoing Implementation

Critical Elements of Transition

- Decision-making skills and opportunities
- Invited to attend meetings
- Ideas listened to and respected
- Opportunities to learn about options
- Self-advocate
- Self-Directed IEPs
- Parent info. to support students

The Self-Determination Center
http://web.uccs.edu/education/special/self_determination/index.html
Self-Determination Synthesis Project
http://www.uncc.edu/sdsp
http://www.uncc.edu/sdsp/sd_lesson_plans.asp
If a student floated in a lifejacket for 12 years, would he/she be expected to swim if the jacket were jerked off?

The Research Says……..

**Students who are self-determined exhibit behaviors/skills that impact these areas:**

- Engagement
- Postschool Outcomes
- Participation in IEP development
- Quality of Life
- Networks
- Skills (social skills, problem-solving, choice-making, self-advocacy)
Self-determination and Students with Significant Disabilities

<table>
<thead>
<tr>
<th>POINT</th>
<th>COUNTERPOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students are too disabled to be self-determined</td>
<td>Even students with the most significant disabilities have definite preferences, and seek to control environment</td>
</tr>
<tr>
<td>Presence of disruptive behavior requires increasing control of the student</td>
<td>Supporting the student to gain more control over their setting may reduce behavior problems</td>
</tr>
<tr>
<td>If given the opportunity, students with severe disabilities will make inappropriate choices or choose nothing to do</td>
<td>All students, regardless of their level of disability, have the right to make bad choices. Those that choose to do nothing should be exposed to more stimulating environments</td>
</tr>
<tr>
<td>Some students need a highly structured environment and planned systematic instruction</td>
<td>Extensive physical and cognitive support does not mean that the student cannot make decisions or take control</td>
</tr>
</tbody>
</table>

Assumptions that Guide Supported Self-Determination

- Developing communicative competence goes hand & hand with SD
- When SD is the focus, chances for students to use initiative, indicate choices and influence daily routines are enhanced
- Acts of self-determination must be consistently reinforced
- Problem behaviors can be self-determination
Self-Directed IEP

*Teaches students to become active participants of their IEP team!*


---

**Self-Directed IEP Steps**

1. State Purpose of Meeting
2. Introduce Team
3. Review Past Goals
4. Ask Others’ Feedback
5. State School and Transition Goals
6. Ask Questions
7. Deal with Differences in Opinion
8. State Support Needs
9. Summarize Goals
10. Close Meeting
11. Work on IEP Goals All Year
Self-directed IEPs

- Video example of PowerPoint
  http://www.youtube.com/watch?v=rUD5SXFoknQ

- Example PPTs for students
  - I'm Determined PPT Template
    (www.imdetermined.org)
  - Who is Katie? (using results of MAPS meeting)
  - Example of Parker’s PPT for an IEP meeting

Representational Portfolios

From: http://ruralinstitute.umt.edu/Transition/portfolio.asp

- A marketing tool to represent job seekers to employers by making presentations on their behalf.
- A pictorial representation of the individual’s contributions and capabilities.
- The Portfolio is comprised of two components:
  - The first half of the Portfolio introduces the concept of Customized Employment to the employer
  - The second half introduces the job seeker and shares information about their potential contributions to an employer through narrative and pictures.

Critical Elements of Transition

- Academic instruction tied to outcomes
- Vocational instruction & experiences
- Independent living skills
- Social, interpersonal & recreation
- Functional curriculum reflects outcomes
- Natural & age-appropriate
- Transition Programs Post-HS for ALL students

National 18-21 Database:
www.transitioncoalition.org
Tools & Resources

Transition & Instructional Strategies
http://www.ncset.org/topics/default.asp

Evidence-based Practices in Transition (National Secondary Transition TA Center NSTTAC)
http://www.nsttac.org/ebp/ebp_main.aspx

What Works Transition Synthesis Research Project
http://www.nsttac.org/ebp/what_works.aspx
What Works in Transition Synthesis Study

• **Teaching Functional Life Skills**
  – Money and purchasing
  – Other community-based instruction
  – Self-protection
  – Leisure skills
  – Domestic or home-keeping
  – Personal self care

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**Traditional Services**

Prepared students to live in segregated group homes and work in sheltered workshops or enclaves

From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute
What We Know Now...

- A broader definition of ‘functional’ is needed
- Skills that would allow participation need be considered
- Communication, cooperation, problem solving, self-initiation, and responsibility are more important to job stability than the ability to perform specific vocational tasks
- Students need to be full time members of general education classes and school communities to get the academic and social benefits

Sources:

From: Maryland Coalition on Inclusive Education(August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute

Current Practices When Considering Functional Skills...

- They should only be part of the curriculum available
- Partial participation in naturally occurring activities is a valid educational outcome
- The focus of a student’s curriculum need not be compromised by “now or never” decision making by professionals
- Learning functional life skills need not lead to the separation and isolation of students
- There is no one best way to educate all students including learners with severe disabilities

From: Maryland Coalition on Inclusive Education(August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute
Advice from the field...

We should identify:
“...natural situations during the school day, or during extra-curricular activities, for teaching functional skills.”

It is important not to assume that general education classrooms are non-functional for some students.


From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute

IT’S A BALANCING ACT!

From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute
COACH

- Parent Interview – extensive
- Identify Priorities in the areas:
  - Having a home, now & in future
  - Being Safe and Healthy
  - Having Meaningful relationships
  - Having choice & control
  - Participate in meaningful activities
- Identify Additional Learning Outcomes
- Plan General Supports
- Develop IEP goals, objectives
- Identify needed Adaptations for Inclusion

Skill Areas:
- Communication
- Socialization
- Personal Management
- Leisure & Recreation
- Selected Academics
- Home
- School
- Community
- Vocational
- Additional Learning Outcomes
  - General Ed classes
The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

Skills Everyone Needs in the 21st Century: College & Career Ready

- Basic Math
- Basic Reading
- Problem Solving
- Teaming-Collaboration
- Communication
- Computer Knowledge

- ‘Employability Skills’
  - Dependability
  - Getting along with others
  - Appropriate dress and grooming
  - Initiative
  - Asking for help
  - Positive Attitude

Murnane and Levy (1996). Teaching the new basic skills. Harvard University; The Free Press.

From: Maryland Coalition on Inclusive Education(August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute
Embedding ‘New Basic Skills’ ...

<table>
<thead>
<tr>
<th>Academic Courses</th>
<th>Sciences</th>
<th>Language Arts</th>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>New Basic Skills</td>
<td>Basic Math</td>
<td>Basic Reading</td>
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<td>Basic Reading</td>
<td>Problem Solving</td>
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<td>Problem Solving</td>
<td>Teaming-Collaboration</td>
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<td>Dependability</td>
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<td></td>
<td>Asking for help</td>
<td>Asking for help</td>
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<tr>
<td></td>
<td>Positive Attitude</td>
<td>Positive Attitude</td>
<td>Positive Attitude</td>
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</tbody>
</table>

Adapted From: Maryland Coalition on Inclusive Education (August 2009). *Redefining What is Functional in High School.* MCIE High School Inclusion and Transition Planning Institute

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Case Study-Marie

- **Interests**
  - Likes the ‘Weather’ including reading and talking about the weather
  - Has expressed an interest in being a ‘chef’ or food services
  - Enjoys sports
  - Likes shopping...
  - Likes spending time with friends
  - Likes photographs and her year book

- **Preferences**
  - Predictability of routine and staff
  - Familiar teachers and peer supports who understand her
  - Social praise and social engagement as positive reinforcement
  - Working on tasks independently
### IEP Matrix focused on Transition Goals

<table>
<thead>
<tr>
<th>Education/Training Postsecondary Goal: Upon graduating from high school, Marie will participate in on-the-job training to expand job duties. She will participate in community adult education courses offered through the local independent living center</th>
<th>Applied Nutrition</th>
<th>Health Education</th>
<th>Language Arts-CT</th>
<th>Earth Science</th>
</tr>
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<tbody>
<tr>
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<td>X</td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Employment Postsecondary Goal: Upon graduation from high school, Marie will work in an entry level position in the food services area</th>
<th>Applied Nutrition</th>
<th>Health Education</th>
<th>Language Arts-CT</th>
<th>Earth Science</th>
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<thead>
<tr>
<th>Independent Living Postsecondary Goal: Upon graduation from high school, Marie will continue to live in the group home, practicing household and daily living skills such as cooking a meal and daily hygiene. Within 3 years after graduation, Marie will live in her own apartment with friends and the appropriate supports to maintain her community living situation</th>
<th>Applied Nutrition</th>
<th>Health Education</th>
<th>Language Arts-CT</th>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Adapted From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute

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### Scheduling Considerations-9th Grade

- Focus on Marie’s interest in the *Weather* (Earth Science)
- Focus on Marie’s interest in *Cooking* (Applied Nutrition)
- Access instruction on ‘New Basic Skills’ (Earth Science, Language Arts-CT, Intro to Technology, Yearbook, applied math)
- Embedded instruction in Employability Skills across classes and specialized instruction later in HS
- Opportunities to learn and apply self-determination skills and independent living skills (Health and Fitness for Life)
- *Opportunities for critical IEP objectives across settings*

Adapted From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute
Scheduling Considerations-10th Grade

- Focus on Marie’s interest in the *Weather* (Environmental Science)
- Focus on Marie’s interest in *photographs* and possible wanting to be a ‘chef’ (Career Sampling and Assessment at Career and Technology Center; Yearbook staff)
- Access instruction on ‘New Basic Skills’ (Environmental Science, Reading Intervention, Keyboarding)
- Access to instruction on ‘Employability Skills’
- Opportunities to learn self-determination skills including student-led IEP and career assess (Skills class, Career Sampling)
- *Opportunities for critical IEP objectives across settings*

Adapted From: Maryland Coalition on Inclusive Education (August 2009). *Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute*

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Scheduling Considerations-11th Grade

- Focus on Marie’s interest in working (Careers/Transition class; on the job experiences)
- Focus on Marie’s interest in *Cooking and independent living skill needs* (Applied Nutrition II)
- Access instruction on ‘New Basic Skills’ (Career Research and Development, Career Development Seminar, Reading Intervention, Keyboarding)
- Access instruction on ‘Employability Skills’
- Opportunities to learn self-determination skills including student-led IEP and career assess (Skills class, Career/Transition Class, and Career Development Seminar)
- Opportunity for Work-Based Experience by going into the community and conducting informational interviews, job shadowing for a day, internship, volunteer, Job sampling, Situational assessment-2 or 3 times per week if combined with ‘skills class’ …

Adapted From: Maryland Coalition on Inclusive Education (August 2009). *Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute*
Scheduling Considerations-12th Grade

- Focus on Marie’s interest in working (Work-Based Learning Experience in paid internship)
- Focus on Marie’s interest in Cooking and independent living (Health, Child Development)
- Access instruction on ‘New Basic Skills’ (business math, English)
- Access instruction on ‘Employability Skills’
- Opportunities to learn self-determination skills including student-led IEP and career assess (Skills class, Paid Internship experience)
- Opportunity for Work-Based Experience by going into the community and for volunteer or paid internship, Ongoing situational assessments, paid employment -5 times per week

Adapted From: Maryland Coalition on Inclusive Education(August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute

Scheduling During the 18-21 years

- Should and could take place full time on a college campus...
- Schedule should be comprised of paid work experience in the community
- Access to courses
- Community based instruction directly related to the student’s community (3rd Places)
- Ensure access to how student will travel to and from campus and/ or work (e.g., mobility training if accessible)
What Works in Transition Synthesis Study

- Teaching Social/Communication Skills
  - AAC skills
  - Conversation skills
  - Decreasing inappropriate behaviors with pro-social communicative behaviors
  - Social skills training

<table>
<thead>
<tr>
<th>Kohler's Taxonomy Category</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
</table>
| Student-Focused Planning  | - Involving students in the IEP process
                          | - Using the Self-Advocacy Strategy
                          | - Using the self-Directed IEP |
| Student Development       | - Teaching functional life skills
                          | - Teaching restaurant purchasing skills
                          | - Teaching employment skills using CML
                          | - Teaching grocery shopping skills
                          | - Teaching home maintenance
                          | - Teaching leisure skills
                          | - Teaching personal health skills
                          | - Teaching job-specific employment skills
                          | - Teaching purchasing using the “one more than” strategy
                          | - Teaching life skills using CML
                          | - Teaching life skills using CIBI
                          | - Teaching self-care skills
                          | - Teaching safety skills
                          | - Teaching self-determination skills
                          | - Teaching banking skills
                          | - Teaching self-management for life skills
                          | - Teaching self-management for employment
                          | - Teaching self-advocacy skills
                          | - Teaching functional reading skills
                          | - Teaching functional math skills
                          | - Teaching social skills
                          | - Teaching purchasing skills
                          | - Teaching completing a job application
                          | - Teaching job-related social communication skills
                          | - Teaching cooking & food prep skills
                          | - Teaching employment skills using CIBI |
| Family Involvement        | - Training parents about transition issues |
| Program Structure          | - Providing community-based instruction
                          | - Extending services beyond secondary school
                          | - Using Check and Connect |
| Interagency Collaboration  | - None |

NSTTAC Evidence-based Practices
www.nsttac.org
The FOUR “F”s:

- Food
- Filth
- Flowers
- Folding

And

SHREDDING!

Maryland Coalition on Inclusive Education (August 2009). *Redefining What is Functional in High School.* MCIE High School Inclusion and Transition Planning Institute

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How Did We Get Here???

- Students were segregated because...
  - We weren’t sure what students could do and learn in regular classrooms
  - We didn’t believe that students could benefit from academic curriculum
  - We didn’t know that students could learn and acquire skills from their peers without disabilities
  - We believed functional skills were categorized in domains (e.g., self-care, recreation and leisure, vocational, community skills) and were best acquired within the community

Maryland Coalition on Inclusive Education (August 2009). *Redefining What is Functional in High School.* MCIE High School Inclusion and Transition Planning Institute
School-sponsored Work Experience

**Less Intensive**
- Field Trips
- Job Shadowing
- Course Projects
- Unpaid Training Experiences
- Mentorships
- Job Club

**More Intensive**
- Transition/Career Class
- School-based Enterprises
- Work-Study Programs
- Paid Internships
- Supported Employment
- School-Business Partnerships
Inclusive Education

• Improved IEP Quality
  – Age-appropriateness
  – Functionality
  – Generalization
• Improved Instruction in General Education
  – Increased instruction in functional skills, basic academic skills, literacy, etc.
  – More engaged in learning and less isolation than in separate classes
  – Involvement and support from peers w/o disabilities
  – Individualized instruction in general ed classes
• Better outcomes
  – In school and postschool (fewer absences & referrals, higher social interactions & communication skills, better postschool outcomes)

18-21 Community-based Transition Programs

“High school is all a bunch of kids. C-Tran is too, but [the teachers] focus on what you need…what you need help on. At high school they didn’t.”

Community-based transition programs are public school programs operated entirely in the community and designed specifically for students ages 18-21 to help facilitate the movement from school to adult life through a comprehensive approach to community integration.

From: Gaumer 2004
Community-based Setting

- Programs are housed off-campus
  - Postsecondary campus – dual enrollment
  - Office, storefront or employment location
  - House or apartment
- Instruction is varied and diverse and takes place in “real life” and community settings.
- Inclusion in community is focus & interactions with peers without disabilities is targeted
- Social skills training and student problem-solving in community settings.

Preparation for Living and Working in the Community

- Instruction in the following areas:
  - Independent living
  - Career development & employment
  - Community participation
  - Social & communication development
  - Self-determination
  - Recreation
- Community agencies provide or pay for supports.
- Instructional strategies include community-based instruction & skill acquisition in structured settings.
- Facilitating and sustaining community connections and ongoing friendships with community members.

On-Campus Outreach (OCO) Fact Sheet on Curriculum
Individualized Planning, Programming & Services

Agencies are invited to participate in the planning process

Transition assessments (formal & informal) are available as needed and customized for each student

Planning is strengths-based & person-centered, listening to student and family preferences

Services are based on a person-centered planning process

“[C-Tran] is more hands-on and real life. You can actually do what you’re learning…I like it better. There’s not very many people, and you can work with the teacher one-on-one.” (Gaumer, 2004)

Planning, Implementing and Improving 18-21 Programs

Critical Elements
• Program Planning
• Staffing
• Administration
• Student Planning
• Accessing Postsecondary Settings & Classes
• Employment Opportunities
• Self-Determination
• Interagency Collaboration
• Monitoring
• Evaluation

From: PERC Self-Assessment Tool © 2007 TransCen Inc.
Critical Elements of Transition

Support In school & Community

Transition to Adulthood

Peer Tutoring & Peer Mediated Instruction

Peer Supports

Natural Supports in the Community

Facilitating Friendships and Social Interactions

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### Individual Social Support Plan

**Student:** Alfred Ohba

**Age:** 20

<table>
<thead>
<tr>
<th>Support needs</th>
<th>Support strategy</th>
<th>Person or agency responsible</th>
<th>Outcome</th>
<th>Target date</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved job performance at the bike shop</td>
<td>Pair Alfred with another employee for continued job training.</td>
<td>Vocational counselor will help co-worker adapt training.</td>
<td>Alfred’s job output will increase 20%.</td>
<td>11/22</td>
<td>Co-worker will record the number of bikes Alfred builds each week.</td>
</tr>
<tr>
<td>Accepting criticism from supervisor</td>
<td>Job coach and co-workers will model expected behavior.</td>
<td>Co-worker</td>
<td>Alfred will say, “Thank you for the help.” when given job feedback.</td>
<td>10/15</td>
<td>Direct observation and student interviews</td>
</tr>
<tr>
<td>Transportation training, need to get to store, work, and various community activities</td>
<td>Teacher/family will show how to use public transportation. Friends provide rides. Co-workers provide ride to workplace.</td>
<td>Special education teacher Parents Peers Co-workers</td>
<td>Alfred will use public transportation to get to a desired location. Alfred will contact and ride with a co-worker to his workplace.</td>
<td>11/15</td>
<td>Log books and direct observation</td>
</tr>
<tr>
<td>Planning meals that address Alfred’s diet needs</td>
<td>Nurse train roommates to help Alfred plan meals that meet his diet needs.</td>
<td>Nurse Alfred’s roommates General and special education teachers Parents</td>
<td>With the assistance of a roommate, Alfred will plan healthy meals that meet his diet needs. Alfred will complete a monthly budget.</td>
<td>12/1</td>
<td>Direct observation and communication with co-workers</td>
</tr>
<tr>
<td>Budgeting for monthly expenses</td>
<td>Teacher will provide classroom instruction.</td>
<td>General and special education teachers Parents</td>
<td></td>
<td>12/1</td>
<td>Direct observation and communication with parents</td>
</tr>
<tr>
<td>Involvement in an extracurricular activity</td>
<td>Peer joins Alfred when attending extracurricular activity of his choice. Peer can model behavior. Teacher provides more chances for involvement.</td>
<td>Peers General education teacher Educational assistant</td>
<td>Alfred will participate in at least one extracurricular activity. Alfred will increase his active involvement in class by 50%.</td>
<td>8/31</td>
<td>Direct observation and communication with peers</td>
</tr>
</tbody>
</table>

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From: Caroline Hughes and Erik Carter (2000). *The Transition Handbook*
Strategies for Facilitating Friendships

Building Community through Membership

- Citizen Advocate
- Community Assoc.
- Circles of Support

- Identify Interests, Gifts, Contributions
- Explore and Identify Connections
- Make Introductions

Promoting Social Interactions

- Circles of Friends
- Lunch Bunch, buddies
- Hang out in Halls, Library, Pep Rallies etc.
- Peers in classroom to be social bridge
- Be a club sponsor
- Social skills class
- Service Learning/volunteering
- Evaluate the level of social engagement
- Social Opportunities Chart
- Video Modeling
Critical Elements of Transition

- School-business partnerships
- Process for identifying needs
- Formal & informal supports
- Accurate information
- Interagency agreements
- Local councils
- Collecting Postschool Outcomes

Interagency & Community Services

Transition to Adulthood

Community Resource Mapping:
http://www.ncset.org/publications/viewdesc.asp?id=939
Every student is different, every transition planning process will be different
Transition should focus on preparing students & families for a successful supported adult life

Snowball....
What is one thing you can go back and start doing?