

Transition 101



Transition...The Big Picture!





On the Count of Three.....In the Chat

**What do you believe is the
purpose of secondary transition
planning? The Why!**

So how are we doing???

- Each year, there are 90,000+ Students With Disabilities who are “transition age.
- The graduation rate of students with disabilities with a regular high school diploma is 21% compared to 85.3% for all students.
- Ohio’s four-year on-time graduation rate for the class of 2017 was 84.1%. In comparison, the four year on-time graduation rate for students with disabilities for that same class was 70.4%. Among the students with disabilities graduating on-time, 78.8% met their IEP goals but were excused from some of Ohio’s graduation requirements.
- Over 20% of students with disabilities drop out of school each year.
- More than 18,500 secondary students with disabilities took part in career technical education in 2018. This was approximately 1,000 fewer students than Ohio’s average over the previous five years.
- [Ohio Longitudinal Transition Study](#)

Ohio's Students with Disabilities: 2010-2017

- 35% Graduates Anticipated 2 Year College
- Actual?
- 28% Graduates Anticipated 4 Year College
- Actual?
- 60% Graduates Anticipated Any College
- Actual?
- 38% Graduates Anticipated Part-Time Work
- Actual?
- 40% Graduates Anticipated Full-Time Work
- Actual?

So what exactly is Secondary Transition?

The IDEA **recognizes the importance of preparing youth for success after high school and states** that transition planning for students who receive special education services and have an Individualized Education Program (IEP) must begin by age 16 (some states require that the process starts earlier).

LIVE A GOOD LIFE





On the count of 3 in the chat.....

When you think about the Good Life for yourself, or your child, what does that mean? What is a Good Life?





Education & Training



Transition IS NOT!

- A Solo Activity
- Short Sighted
- Done Without The Student
- Done Without The Parent
- Just The Responsibility of Special Education
- A School ONLY Endeavor
- Planning Based On Guesses
- Predetermined
- A Compliance Activity
- One Size Fits All
- Set in Stone
- Based on a Deficit Mindset...College/Employment/Living

In Ohio

- Is part of the IEP the year the student turns **14** years old.
- Is done **Annually**.
- The Transition Plan (Section 5 of the IEP) **drives** the IEP.
- Is a **Team** Sport.
- Is data driven from multiple sources & environments-Age Appropriate Transition Assessments (**AATA**).
- Is all about the student (**Person Centered**)
Preferences-Interests-Needs-Strengths (**PINS**)
- Is **Outcomes Oriented**...After high school.....Employment-Education & Training-Independent Living (if appropriate).
- Utilizes a **Backwards Planning Approach**.

PERSON-CENTERED THINKING

Preferences

- Who I choose to spend time with
- What I choose to do during my free time
- How I prefer to receive information
- How I prefer to communicate
- Preference for working alone. Alone? With 1 person? Groups?
- Environmental preference Open? Private? Active? Quiet?

Skills/ Strengths

- Talents, gifts, abilities
- What I am good at doing
- When I am most independent
- What helps me to be successful
- My skill set for learning

Who?

Interests

- What fascinates me
- What gains my attention
- What is meaningful to me
- What is motivating/ reinforcing to me.
- Hobbies or collections
- Favorite things, people, places, etc.
- What I like to do around the house

Needs

- What challenges me
- What requires help
- What is difficult for me
- When I request assistance
- What helps me feel most comfortable or safe
- 'Needs' that currently require another person to be present

<i>Postsecondary Goal:</i>					
<i>Course(s) of Study:</i>					
Age: Service	14 (5 yrs. to grad)	15 (4 yrs. to grad)	16 (3 yrs. to grad)	17 (2 yrs. to grad)	18 (1 yr. to grad)
Instruction					
Community Experience					
Career Development					
Related Services					
Living Skills					
Assessments					
Linkages to Adult Services					
IEP Goal					



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

Employment, Adult
Living & Daily Living

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies

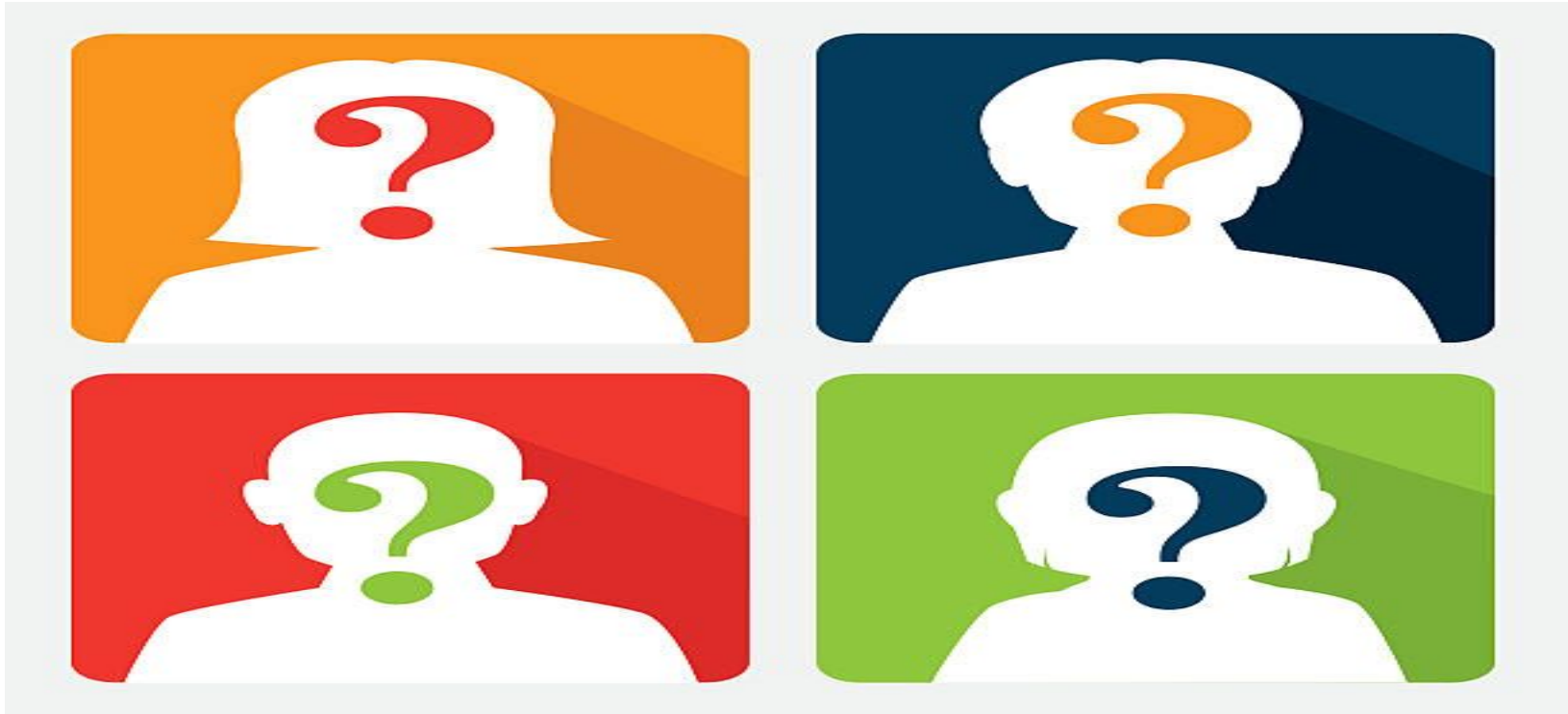


Team Members



1. **Student**
2. Parent/Guardian
3. Intervention Specialist
4. General Education
5. Transition Specialist
6. Career-Technical Educator
7. Related Services/Psychologist
8. Adult Services
9. Administrator
10. Community/Business

What is a Transition Coordinator/Specialist???



Age Appropriate Transition Assessment (AATA)

- [AATA](#) is the foundation of Transition
 1. State & District Assessments
 2. Interest and Aptitude Assessments
 3. Multiple Environments and [Parent Input](#)
 4. [Formal or Informal](#)
 5. Provides CURRENT Preferences, Interests, Needs, and Strengths (PINS) **AND** Postschool Outcomes/Goals



PINS



Preferences

Interests

Needs

Strengths

Postschool Outcomes/Goals

- Employment
- Education & Training
- Independent Living

Postsecondary Goal Formula

(After high school)
(After graduation)
(Upon completion of high school)



(The Student)



will

(Do What)



(Where)



Source: National Transition Technical Assistance Center (Adapted)

TWG 2/14/18

Employment....*After graduation Amy will.....*



- Part-time position in a community retail environment
- Employed part-time in the community with supports
- Self-employed as a welder
- Employed in the field of early childhood education
- Supported employment position
- Supported job development services

Independent Living...After graduation Amy will.....



- Participate in community-integrated recreation/leisure activities at the local recreation center
- Live with a friend in apartment while receiving supports for budgeting and community safety
- Live with parents and will participate in her daily routines to the greatest extent possible
- Will use a calendar to keep track of her college assignments and personal appointments

Education & Training...After receiving her diploma amy will....



- Take business math courses at Tri-C
- Complete welding courses at ABC Technical School
- Attend a center-based adult day program to receive instruction in social, self-advocacy, and self-care skills
- Obtain a four-year degree with a major in Nursing
- Participate in job training for work skills at the local grocery store

Transition Services & Activities



Need=Service/Activity

Measurable [Transition Services/Activities](#) to be provided that year (can be school personnel/community agencies) occurring in the school building or out of the school building.

NOT what the student or parent will do

Not an Opportunity

What will be provided that will address the Need

- Measurable
- Monitored
- Student Outcome

IEP Goals

Self-Determination & Self-Advocacy

Nothing about me without me!

Data is Compelling!

Needs to be assessed and if NEED identify a
Transition Service/Activity should be in IEP

Home-School Partnership

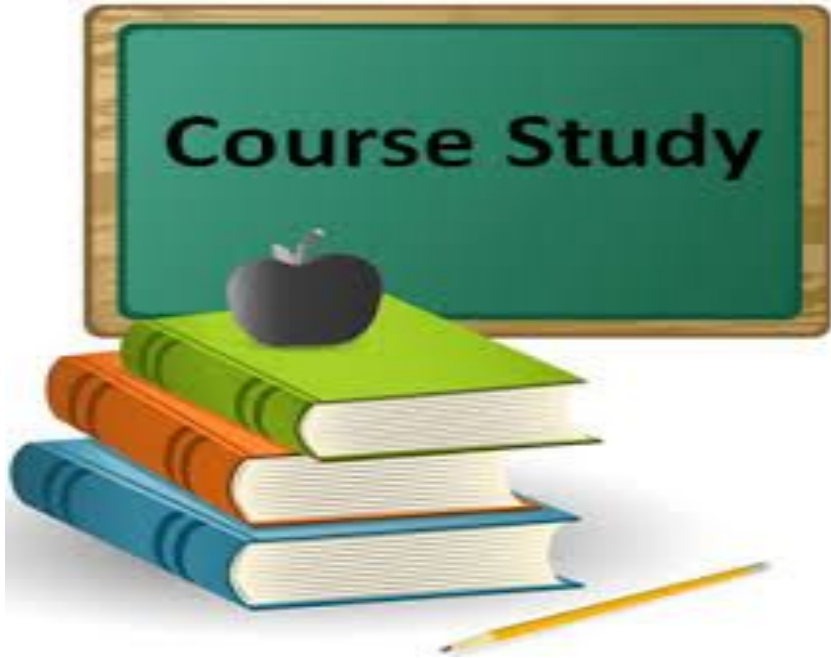
Post-Secondary Education

Self Directed IEP

Making mistakes and failing is okay!



Course of Study



Ohio's Learning Standards

Ohio's Learning Standards-Extended

[Career-Technical Education](#)

Functional Life Skills Curriculum

Can list specific classes

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:					
Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)					
COURSES OF STUDY:				NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE	

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- | | |
|--|--|
| <input type="checkbox"/> A. Anecdotal Record
<input type="checkbox"/> B. Checklist
<input type="checkbox"/> C. Work Sample | <input type="checkbox"/> D. Rubric
<input type="checkbox"/> E. Other (list) |
|--|--|

Sec. 300.43 Transition services

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart A](#) » Section 300.43

300.43 Transition services.

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Let's Review!



Question #1

True or False

Transition Planning in Ohio starts at age 16.

Question #2

Fill in the Blank

The _____ provides the data that helps identify each student's Preferences-Interests-Needs-Strengths.

Question #3

Fill in the Blank

The three areas that post-school goals are written for are:

1. _____

2. _____

3. _____

Question #4

Multiple Choice

The practice/philosophy of building the transition plan around what the student envisions as his/her “good life” is called:

- A. School Centered Planning
- B. Person Centered Planning
- C. Community Center Planning

Question #5

Multiple Choice

The transition planning process of starting with the end in mind is called:

- A. Transition Service
- B. Course of Study
- C. Backwards Planning

Who are these Adult Service Agencies and why are they invited to the meeting?

Your right to know who is invited!

[County Boards of Developmental Disabilities](#)

[Opportunities for Ohioans with Disabilities](#)

Great Parent Resources

[Ohio Coalition for the Education of Children with Disabilities](#)

[Family Resource Network of Ohio](#)

[Ohio's Parent Mentor Project](#)

[OCALI](#)

[Charting the LifeCourse](#)

[I'm Determined](#)

[Disability Benefits 101](#)

Thanks and Enjoy The Journey!!

