

# 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**.

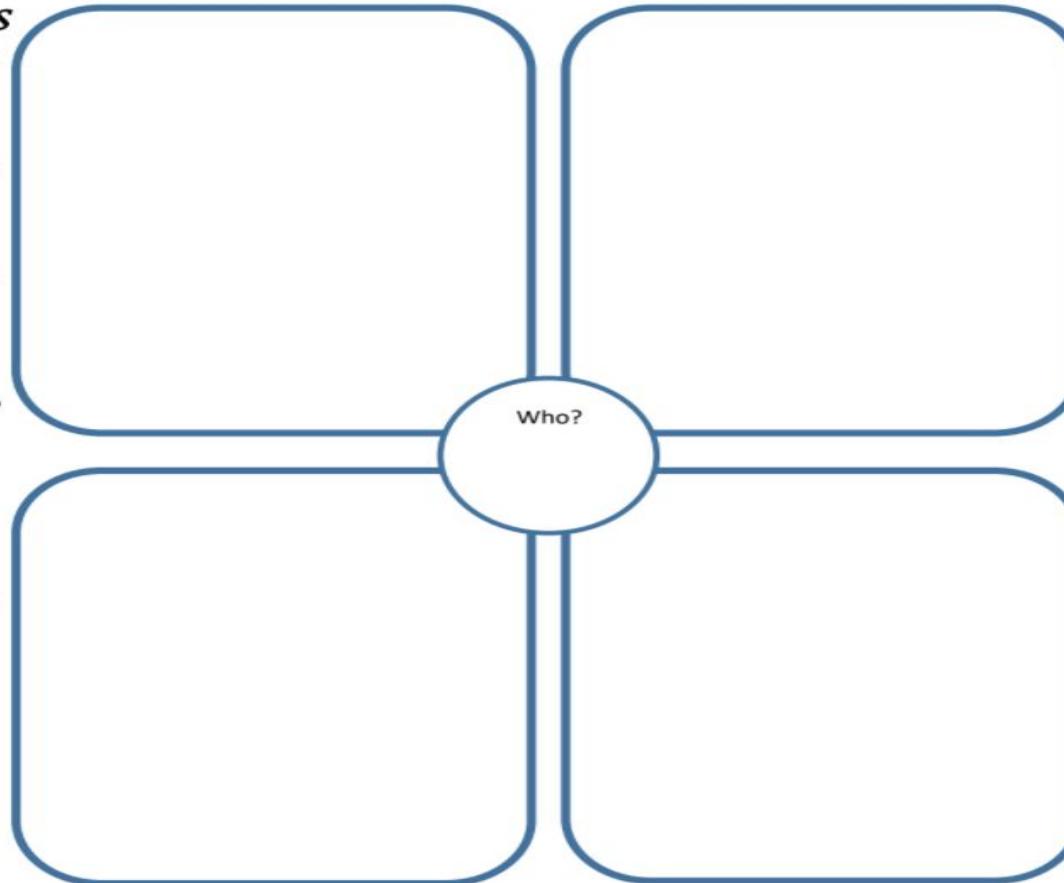
## PERSON-CENTERED THINKING

### 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



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



## 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





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# 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

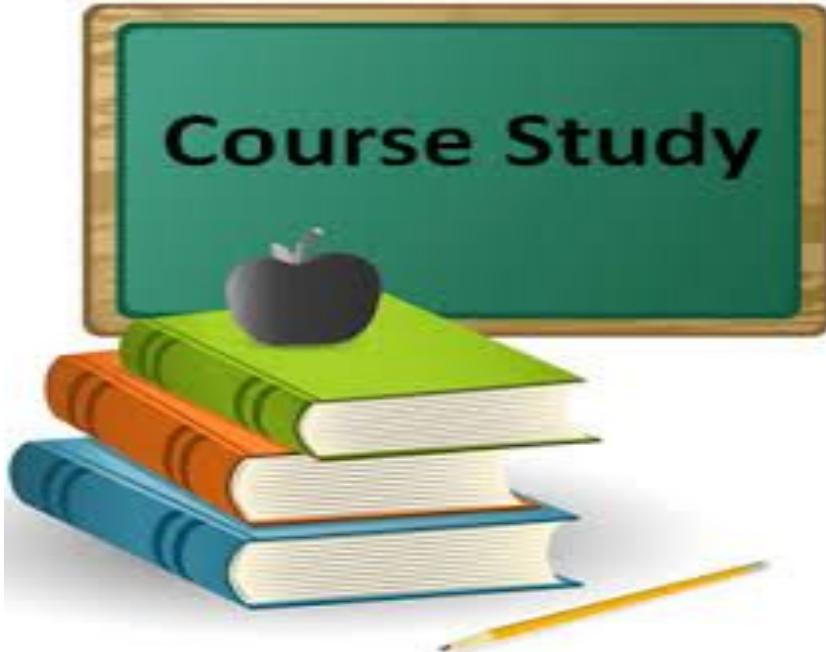
Post-Secondary Education

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

# 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!



Checking  
for  
Understanding

## 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!!

