Secondary Transition

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IDEA – Ages Served

- IDEA [Part B]: Education of Students/Special Education
- Children, ages 3 through 21, or graduation from high school, whichever is first attained
- Extends to eligible youth – age 21 or until graduation from HS with a regular education diploma, whichever occurs first
- Under CT regulations, a student with a disability maintains eligibility through the end of the school year (July 1 – June 30) in which s/he turns 21
What is “transition?”
Keys to Success

- Family involvement
- Social skills
- Integration/LRE
- Independence/Responsibility
- Interests/Preferences
- Futures planning/Goal-setting
- Community-based instruction/activities
- Community service/Volunteer work
- Paid work experience
- Interagency collaboration
- Vocational training

Adapted from *Best Practices in Transition* by Paula Kohler
What is Transition Planning?

Transition Planning assists a student and his/her family in “creating a vision” of what life will look like in the future –

- Postsecondary Education or Training
- Employment/Career
- Independent Living /Community Participation

“What do you want to do after high school?”
Individuals with Disabilities Education Act – IDEA 2004

Transition Services

- Coordinated set of activities
- Results-oriented process
- Improve academic **AND** functional achievement
- Movement from school to post-school
- Activities (integrated and inclusive)
- Based on needs, including strengths, preferences and interests
State Performance Plan - SPP

- A multi-year plan under IDEA 2004 describing the State’s performance on 17 indicators

- Two Indicators related to Transition
  - **Indicator #13** – Secondary Transition (Compliance Indicator)
  - **Indicator #14** – Post-School Outcome Survey (Performance Indicator)
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate, measurable, postsecondary goals that are annually updated and based upon an age-appropriate transition assessment,

Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and

Annual IEP goals [and objectives] related to the student’s transition services needs.
Secondary Transition – Indicator #13
(continued)

✓ There also must be evidence that the student was invited to the PPT meeting where transition services are to be discussed and

✓ Evidence that, if appropriate, a representative of any participating/[outside] agency was invited to the PPT meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))
Transition Services – IDEA 2004

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger
- Updated annually, thereafter
- IEP must include –
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
  - Related to postsecondary education or training, employment, and if appropriate, independent living skills
  - Transition services (including courses of study) needed to assist child in reaching postsecondary goals

§300.320(b)
Secondary Transition Planning Process

What do I want to DO when I leave High School?

Transition Assessment ↔ Career Exploration

Post-School Outcome Goal Statements

Career/Employment (competitive & integrated) → Postsecondary Education/Training → Independent Living Skills (if appropriate)

Self-Advocacy

Annual IEP Transition Goals & Objectives

Curricula/Courses (in least restrictive environment)

Community Participation

Study Skills

Accommodations

Modifications

Age-appropriate Services

Assistive Technology

Learning Strategies

Responsibility

Problem-solving

Independence

Decision-making

Self-Determination

CAREER PATH

Adult Services

Summary of Performance

Postsecondary Goals

Transition to Adult Life

Anderson/Stigliano/Wrigley
State Education Resource Center
CT State Department of Education
Revised 2011
Version 3
Student Success Plan (SSP) – All Students in Grades 6-12

- Rigorous core academic and elective courses integrating 21st century skills
- Elective courses within a career pathway or area of interest
- Additional focus on social, emotional & physical development of each student
- Guided assistance with SSP by counselors, adult mentors, teachers and parents
- Opportunities for college credit while in HS
- Experiential learning: job shadows, internships, cooperative work, community service
Importance of Including Outside Agencies in Transition Planning

- Special education is an “entitlement” program
- Adult services are “eligibility” programs
- The capacity of adult systems cannot and do not match the services and supports that students receive under IDEA
- HOWEVER – LEAs are not obligated to provide transition services because of a lack of adult service provider resources
Agency Participation

- Initiates the referral process to any appropriate adult agency or service, so the referral is completed prior to exit from special education.

- Ensures that agency personnel who could provide services and support for a student once he/she graduates, are part of the planning process.
Outside/Participating Agencies

- Postsecondary education
- Vocational education
- Integrated competitive employment (including supported employment)
- Independent living
- Community participation
- Adult Services -
  - Bureau of Education and Services for the Blind (BESB)
  - Bureau of Rehabilitation Services (BRS)
  - Department of Developmental Services (DDS)
  - Department of Mental Health and Addiction Services (DMHAS)
IDEA vs. ADA/Section 504

Individuals with Disabilities Education Act – IDEA

- Free and appropriate education
- Serves all students with disabilities
- Program modifications/IEP
- Parent involvement

Americans with Disabilities Act – ADA/Section 504

- Civil rights legislation
- Serves qualified students with disabilities
- Accommodations determined by documentation
- Student self-advocates
- Ensures access – not success
Look at **ALL** activities through a transition lens.
A Post-School Outcome Goal Statement is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)

A Post-School Outcome Goal Statement is NOT the process of pursuing or moving toward a desired outcome.

National Secondary Transition Technical Assistance Center:  http://www.nsttac.org/
Post-School Outcome Goal Statements

- The fall after high school, Juanita will enroll in courses (non-degree) at the local community college.

- Participation in postsecondary education is the focus of this post-school outcome goal statement.

- Enrollment in courses (or not) can be observed.

- The goal will occur after Juanita leaves high school.
Post-School Outcome Goal Statements

- After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Agency for employment support services.
  - Participation in employment is the focus of this post-school outcome goal statement.
  - Increasing work hours is measurable.
  - The expectation, or behavior, is explicit, as in Alex continues employment and accesses adult agency services (or not).
  - It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.
Post-School Outcome Goal Statements

- Carol will independently attend culinary training at the XYZ Center after exiting from high school, so that she can obtain entry level employment within the food services industry.
  - Participation in **training**, **employment**, and **independent living skills** are part of this post-school outcome goal statement.
  - Enrollment in the culinary training program and entry level employment in food services job can be observed.
  - Participation in the training will occur after exiting from high school.
Transition Assessment → Providing *Transition* Services ← Career Exploration

**Age-Appropriate Transition Assessment(s)**
- Needs
- Strengths
- Preferences
- Interests

**Review Results: Is This A Good Match?**

**YES**
- Write Observable Post-School Outcome Goal Statements
  - Career/Employment
  - Postsecondary Education/Training
  - Independent Living, if appropriate

**NO**

**Write Measurable Annual IEP Goals & Objectives**

This is an ON-GOING PROCESS that may require further assessment, exploration, & experiences resulting in the adjustment of goals written.

SERC/CSDE Transition Work Group, August, 2011
Impact of Indicator #13 on LEAs
Additional Issues

- Transition planning should be a “student-driven” process.
- Transition assessment and career planning for a student with an IEP must include activities and services that go beyond what any student would receive through general education (e.g., career search or college selection information provided by school counselors or career center).
- **TWNDP** - For students 18+ receiving transition/vocational services ONLY - most appropriate to **NOT** be in HS.
- In some LEAs without a dedicated HS, students might need transition planning in middle school to assist with the decision about which school to attend, including the option of a technical high school.
# Impact of Indicator #13 on LEAs

## Additional Issues

- **# 7.** At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.

- **Explore options with family and student**
  - Written statement for continued parental involvement
  - Board of Education appointed educational representative
  - Power of Attorney (full or limited) - Attorney
  - Guardianship/Conservatorship – Probate Court
  - Court appointed legal guardian
A. Assist with the development of his/her Individualized Education Program (IEP).
B. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
C. Demonstrate and accept responsibility for his/her independence and activities of daily living.
D. Demonstrate skills needed to access appropriate transportation (both public and private).
CT Core Transition Skills

E. Explain his/her disability relative to own strengths, needs, preferences and interests.

F. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).

H. Demonstrate skills to access appropriate healthcare to meet his/her individual needs.
I. Demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for interdependence).

J. Demonstrate skills to access appropriate employment to meet his/her individual needs.

K. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

L. Appropriate social interactions and skills to develop and maintain meaningful relationships.
18 – 21 and “5th/Bridge-Year” Transition Services

✓ 20-25% of all special education students who have completed academic requirements for graduation continue on for transition services ONLY

✓ 40+ Community – Based Transition Services settings

✓ Additional 18 – 21 transition services offered through in-district settings

✓ Most students are in “5th-year or Bridge-year” transition services

✓ Transition services determined on a case-by-case basis by PPT annually
General Education Initiatives

- Curriculum/Content Standards
- College and Career Readiness
- Student Success Plan (SSP)
- Standards-Based IEPs
- Professional Learning Opportunities
Helping students transition to adult life . . .

Put the puzzle together, one piece at a time!