

# Secondary Transition

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# IDEA –Ages Served

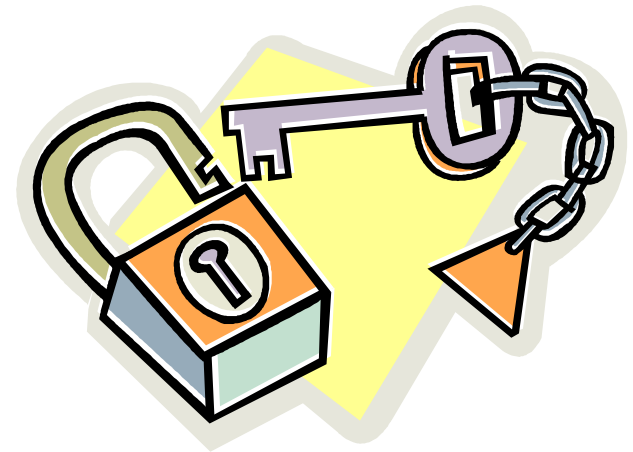
- IDEA [Part B]: Education of Students/Special Education
- Children, ages 3 through 21, or graduation from high school, whichever is first attained
- **Extends to eligible youth – age 21 or until graduation from HS with a regular education diploma, whichever occurs first**
- Under CT regulations, a student 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



# 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)

# Secondary Transition – Indicator #13

- ✓ 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

# 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)

Annual IEP Transition  
Goals & Objectives

Curricula/Courses  
(in least restrictive environment)

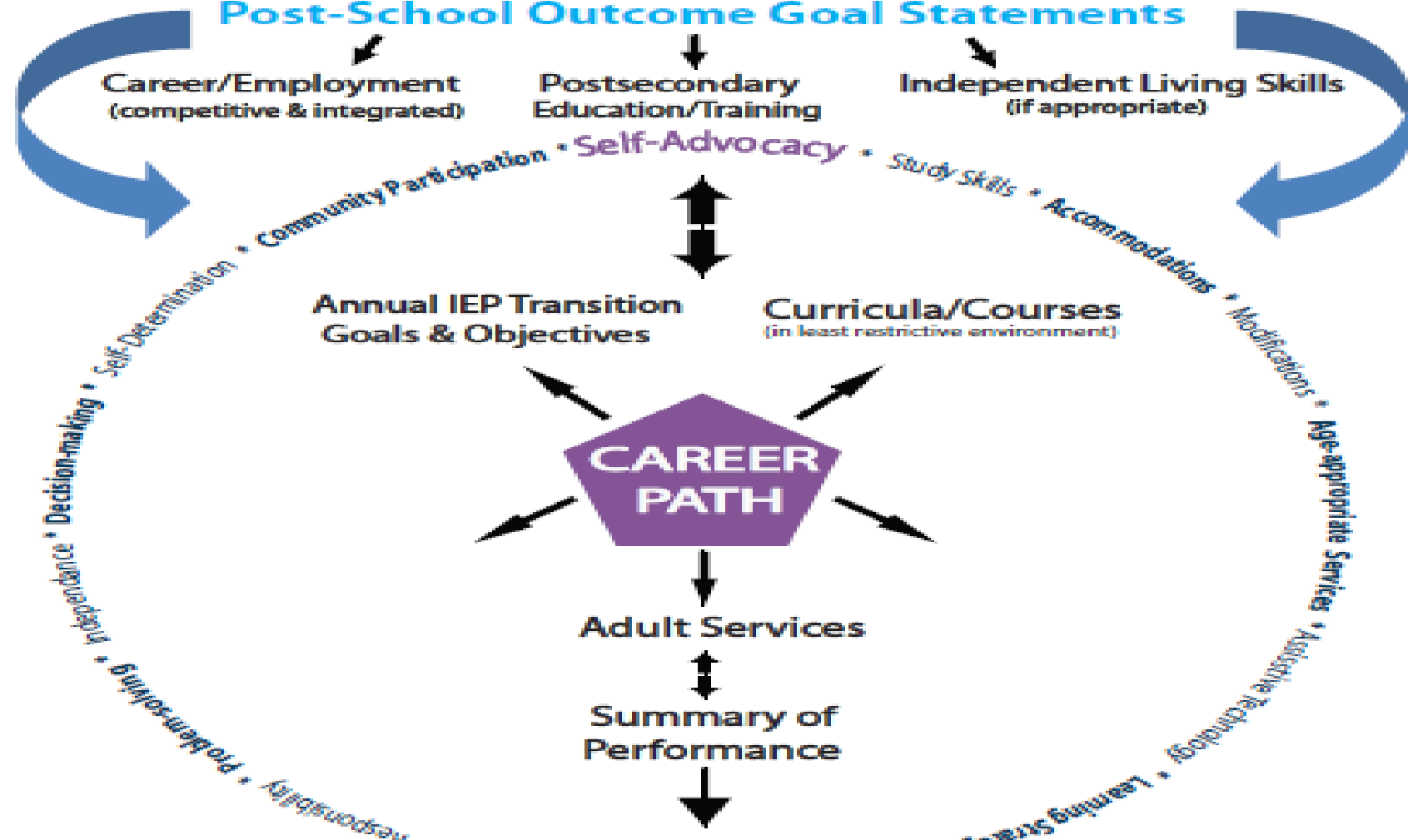
**CAREER  
PATH**

Adult Services

Summary of  
Performance

Postsecondary Goals

Transition To Adult Life



# 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.



# Post-School Outcome Goal Statements ( CT Postsecondary Goals)

- 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.

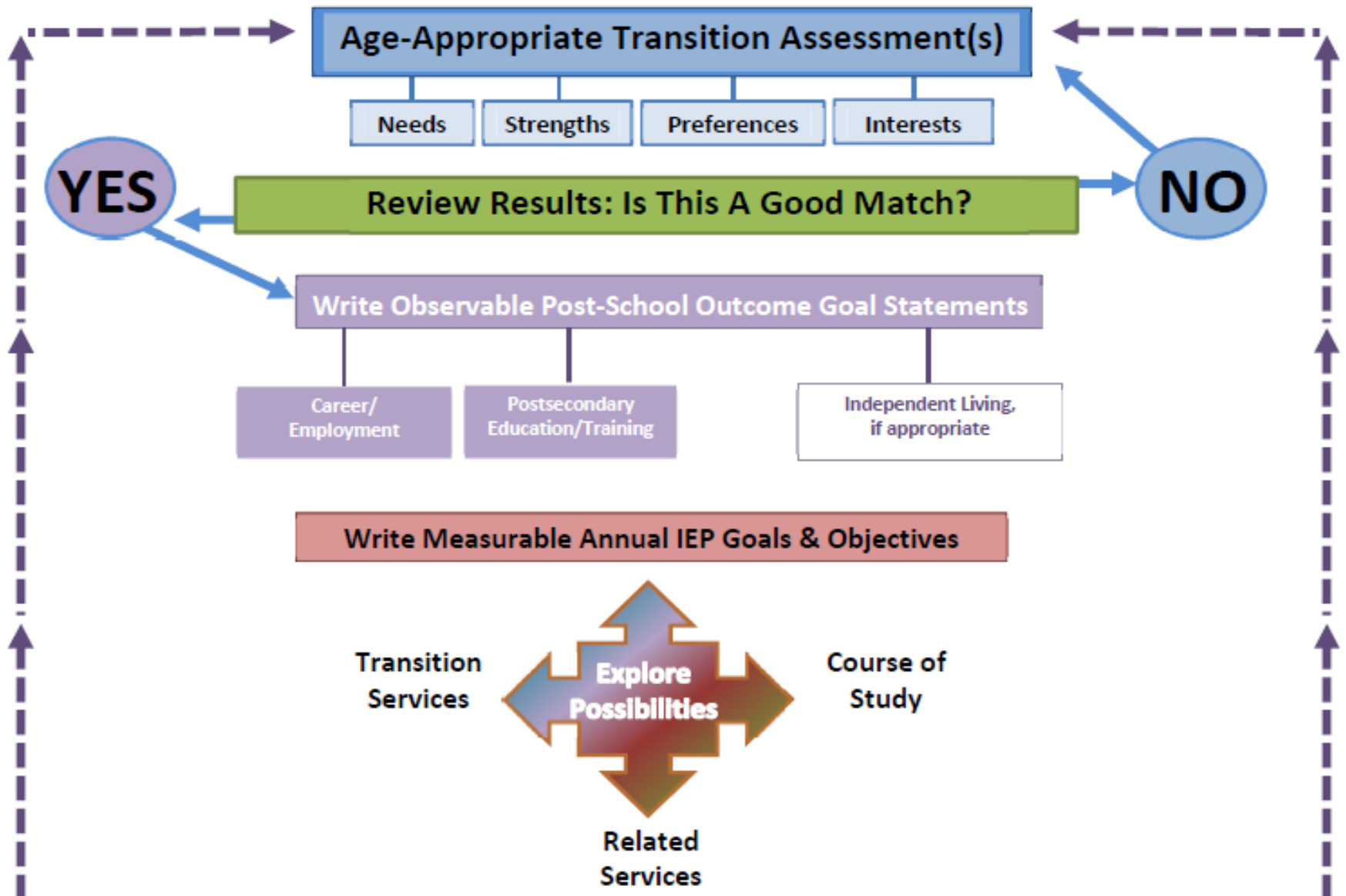
# Post-School Outcome Goal Statements

➤ **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.



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

# 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



# CT Core Transition Skills



- 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.

# CT Core Transition Skills

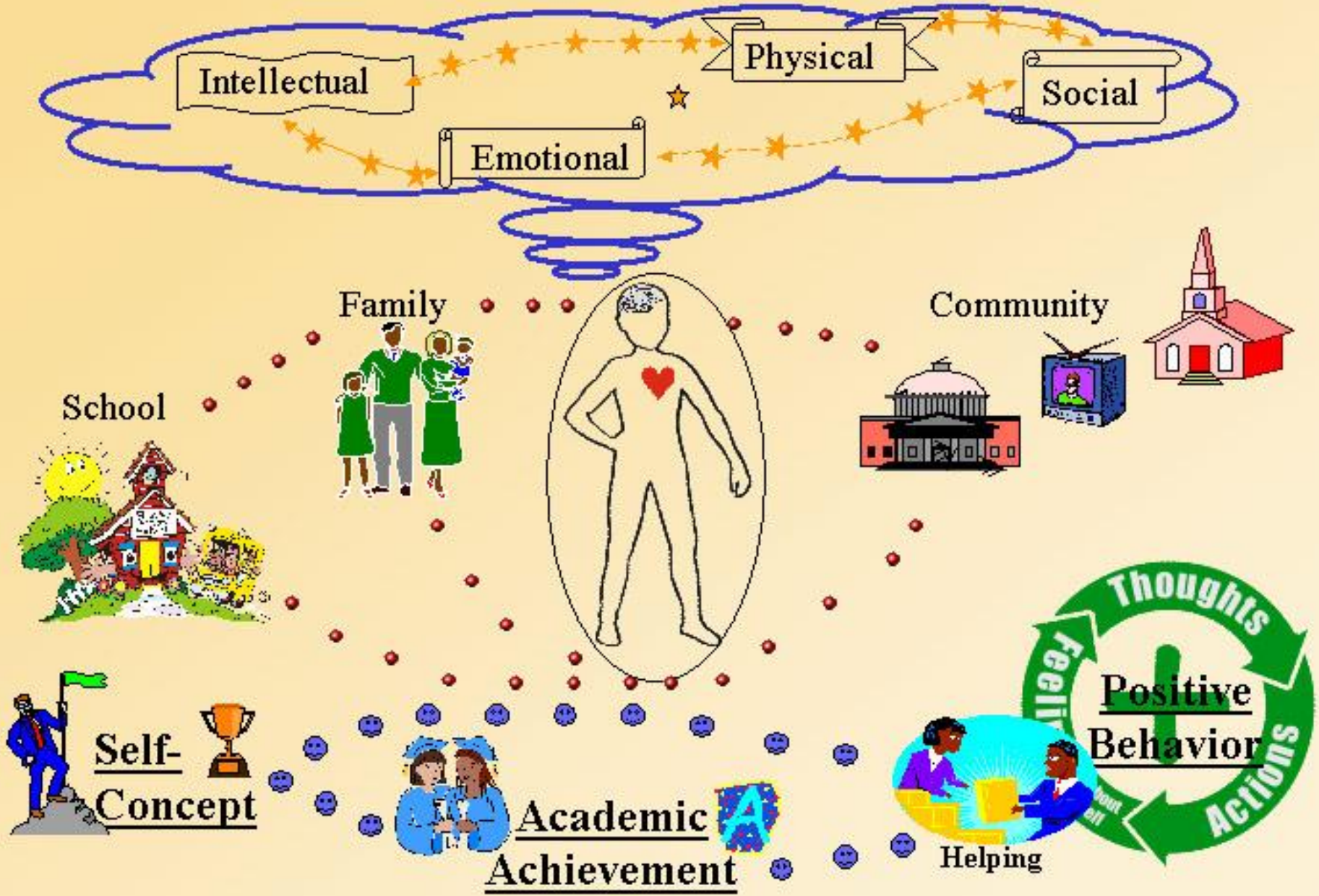


- I. Demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for interdependence).
- J. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- K. Demonstrate skills to access appropriate postsecondary 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 “5<sup>th</sup>/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 “5<sup>th</sup>-year or Bridge-year” transition services
- ✓ Transition services determined on a case-by-case basis by PPT annually

# Connecting the Dots: Domains, Social Ecology, and Outcomes



# 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!**