

Collaborating on Transition

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Agenda



- Understand how a transition IEP is different from pre-transition IEPs
- Review requirements for transition planning
- Learn to create a present-level statement that reflects transition needs
- Understand differences between annual IEP goals and postsecondary transition goals
- Define components of effective postsecondary goals
- Identify keys for successful collaboration
- Share resources for dispute resolution

What is a Transition IEP?

- Facilitates movement from school to post-school activities, including employment
- Uses information from the Educational Development Plan (EDP) and transition assessments
- Includes transition goals starting at age 16, or earlier if appropriate
- Includes measurable post-secondary goals
- Coordinates transition services that will lead to post-secondary goals
- Student, family, school team and outside agencies provide input



Student Input

- Students always have a right to attend their own IEP meetings and provide input, at any age, no matter what the disability is
- Student input is **REQUIRED** for transition IEPs



Pre-Transition IEP vs. Transition IEP (*similarities*)

Ongoing process, reviewed annually

Required by law

Includes statement of Present Levels of Academic Achievement and Functional Performance (PLAAFP)



Pre-Transition IEP vs. Transition IEP (*differences*)

Pre-Transition

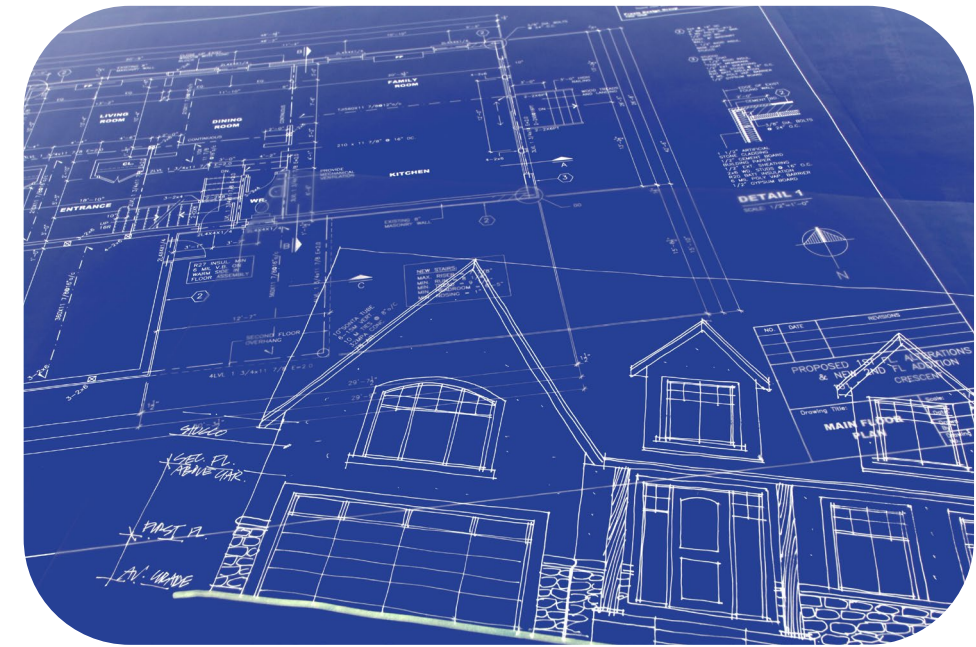
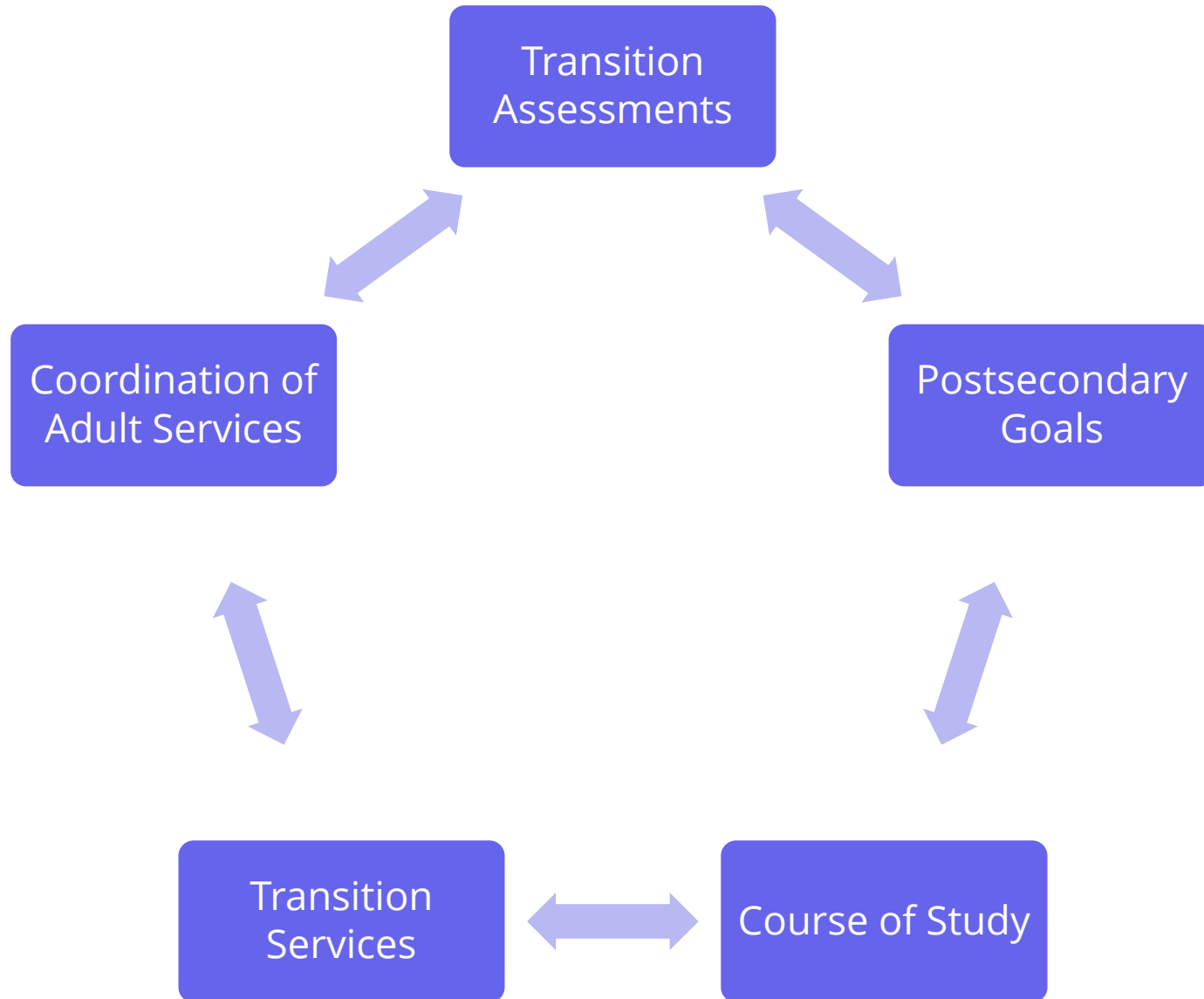
- Student input is **recommended** for annual goals
- Annual goals are completed in school
- Collaboration with school and family

Transition

- Student input is **required** for transition goals
- Annual goals for school + postsecondary goals to be completed in the community after the student completes school
- Collaboration with school, family, student, outside agencies



The Transition Planning Process



Transition Assessments

Start with EDP



Work Samples

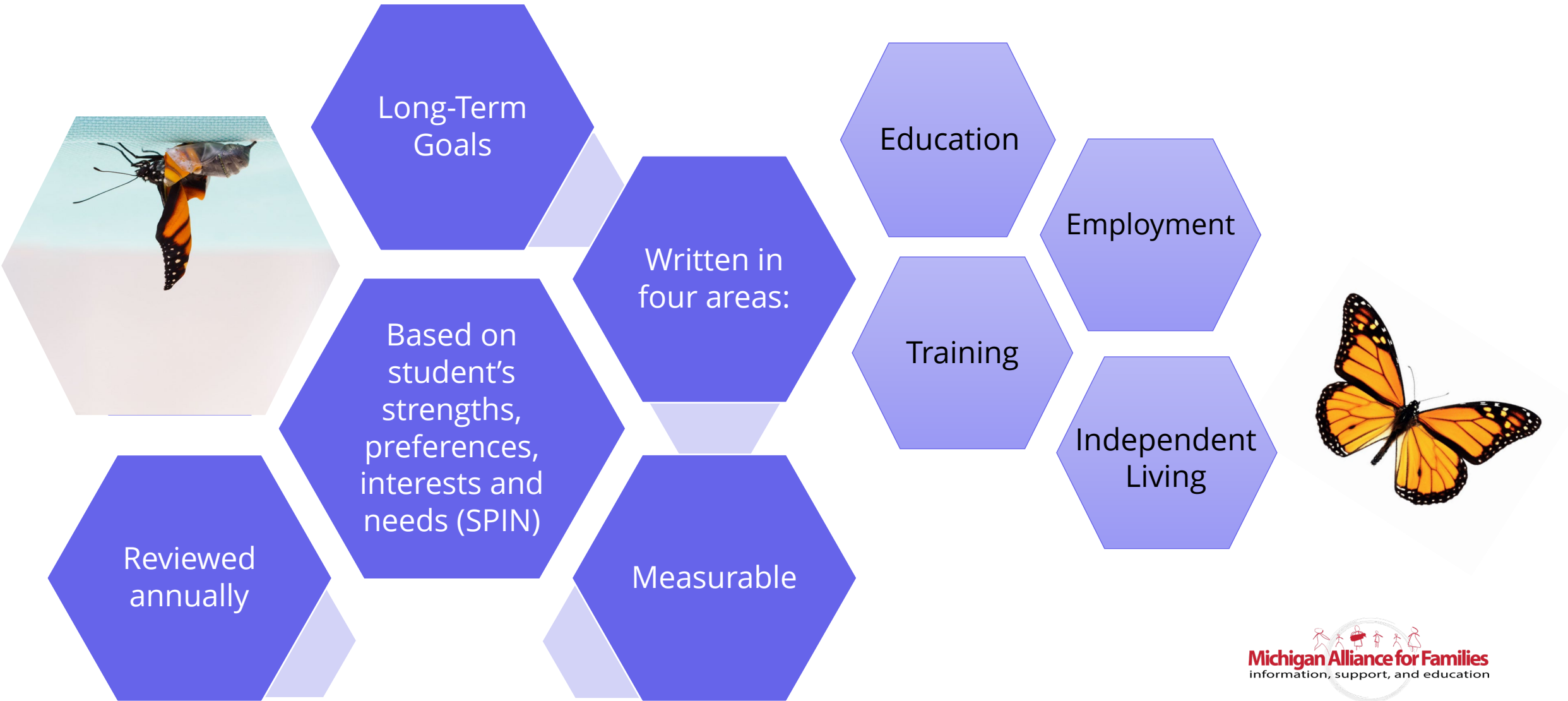
Observations

Interest Inventories

Standardized Tests

Conversations with student and family

Postsecondary Goals



Course of Study

Diploma

- Michigan Merit Curriculum
- Personal Curriculum
- Extra time for students with IEPs
- Career and technical education

Certificate of Completion

- No statewide curriculum
- May remain eligible for education to age 26
- Career and technical education



Transition Services



How Are Special Education Services Different From Transition Services?

Special Education Services

Specially designed instruction

Related services, such as speech therapy

In school

Individualized for the student's needs

Reviewed annually

Transition Services

Set of coordinated activities

Aligned with each postsecondary goal

In school, at home, at outside agencies or in the community

Individualized for the student's needs

Reviewed annually



Age of Majority

Transfer of Rights

- Schools must tell students that when they turn 18, they are an adult and have certain rights
- This must happen on or before the student's 17th birthday



Coordination of Adult Services



Paying for Adult Services



Supplemental
Security
Income (SSI)

Age 18+

Medicaid

Community
Mental Health

Elements Of The Transition IEP

- Present Level of Academic Achievement and Functional Performance (PLAAFP)
 - *EDP*
 - *Transition Assessments*
- Postsecondary Goals
- Annual IEP Goals
- Transition Services

IEP Sections



- Postsecondary Education
- Employment
- Independent Living
- Community Participation

Outcome Areas



What Is A Present-Level Statement?



- Present Level of Academic Achievement and Functional Performance (PLAAFP) is a snapshot of student's current abilities
- Records how the student's disability affects learning
- Summarizes information from student strengths and interests, parent comments, teacher observations, successful learning strategies, assessments, previous IEP goal performance and other sources
- Special education supports and services are based on PLAAFP
- New IEP goals are based on PLAAFP

Transition Assessments in the Present-Level Statement

First, answer a series of questions about the student's needs:

- What needs must be addressed to achieve post-secondary goals?
 - ↳ *In each of these areas: instruction/training, transition services, employment skills, daily living skills, related adult services*
- Does the student need a Functional Vocational Evaluation?
- Which community experiences will help the student achieve post-secondary goals?
- Is there a need to develop a post-school adult living objective? →
- Who or which agency might provide transition services or post-school adult services?
- Does the student and family understand the process to connect with service providers after exiting school?



Examples of Present-Level Statements

Based on observation, Sammy is most happy when playing or listening to music. He participates in a cardio-drumming group on weekends, and he can sing along with all of Taylor Swift's songs. Sammy is currently unable to dress, shave, or brush teeth independently. He is able to tidy up and put away items independently with 75% accuracy, if music is playing in the classroom. Sammy takes 45 minutes to 1 hour to eat his school lunch on non-music days, and 20 to 25 minutes on music days. Daily living skills are an area of growth. Incorporating music into daily living activities is a motivator for Sammy.

What are Sammy's current transition services?

What type of instruction does Sammy need?

Examples of Present-Level Statements

Olivia is a hard-working 11th grade student involved in Unified Basketball at school, and has a passion for photography outside of school, for which she has won awards. Teachers report that she comes to class prepared, has a positive attitude, completes assignments on time and asks questions when unsure. Olivia would like to work on feelings, social language/social skills and attention in class. Olivia's MRS counselor identified reading/language comprehension and soft skills as areas of development. Olivia's math scores were within the average range, and written expression was just below average, while her reading comprehension is significantly delayed. Olivia would like to work in a gift shop or retail gallery, but she needs to develop soft skills for a work environment. Per progress data, Olivia needs adult supervision to self-regulate and stay on task. Olivia's need for soft skills will adversely affect her ability to obtain post-secondary training and maintain employment.

What community experiences could further enhance Olivia's learning?

Examples of Present-Level Statements

Lou enjoys cooking at home and recently took the 'Meals and Nutrition' class at school. He has requested the 'Entertaining and Celebrations' and 'Culinary Arts' electives for next year. Lou volunteers in the kitchen at weekly church coffee socials, but parents report that he struggles with appropriate social interactions (see Social/Emotional baseline scores). Explicit social skills instruction is needed for Lou to achieve his employment and daily living goals. Lou's counselor at MRS has identified training for ServSafe and OSHA 10 certifications as Lou's current training needs.

What employment skills does Lou need so he can reach his postsecondary goals?

Is there a need to develop a post-school adult living objective?

Annual IEP Goals vs. Postsecondary Goals

Annual

- Explain what a student will learn within one academic year at school
- Stepping-stones to postsecondary goals
- Designed to be measured at least quarterly
- Determined by IEP team
- Olivia will describe Michigan Career and Technical Institute's admission requirements and deadlines with 90% accuracy by March 20xx."

Postsecondary

- Long-term vision achieved after exiting the school system
- Initially described in general terms, becoming more specific in later years
- Determined by the student
- Must be related to student's SPIN and aligned with transition assessments
- Upon earning her high school diploma, Olivia will enroll at Michigan Career and Technical Institute's Retail Certificate program."



How To Write Effective Postsecondary Goals

- Student's intent for future
- Connect with Present-Level Statement and SPIN
- Clear timeframe
- Describes specific action, step or activity that the student will undertake
- Describes any conditions that must be met
- Relates to postsecondary education, training, employment and/or independent living
- Based on data from transition assessments

After exiting the school system, Lou will work part-time in food service while earning his Professional Culinary Arts Certificate at Schoolcraft Community College.

After graduating from the 18-26 program, Sammy will shave, brush teeth and dress himself with minimal support while listening to music. Sammy will attend a daily skill-building program that includes music therapy.

Keys to Collaboration



Rights and Responsibilities

Rights

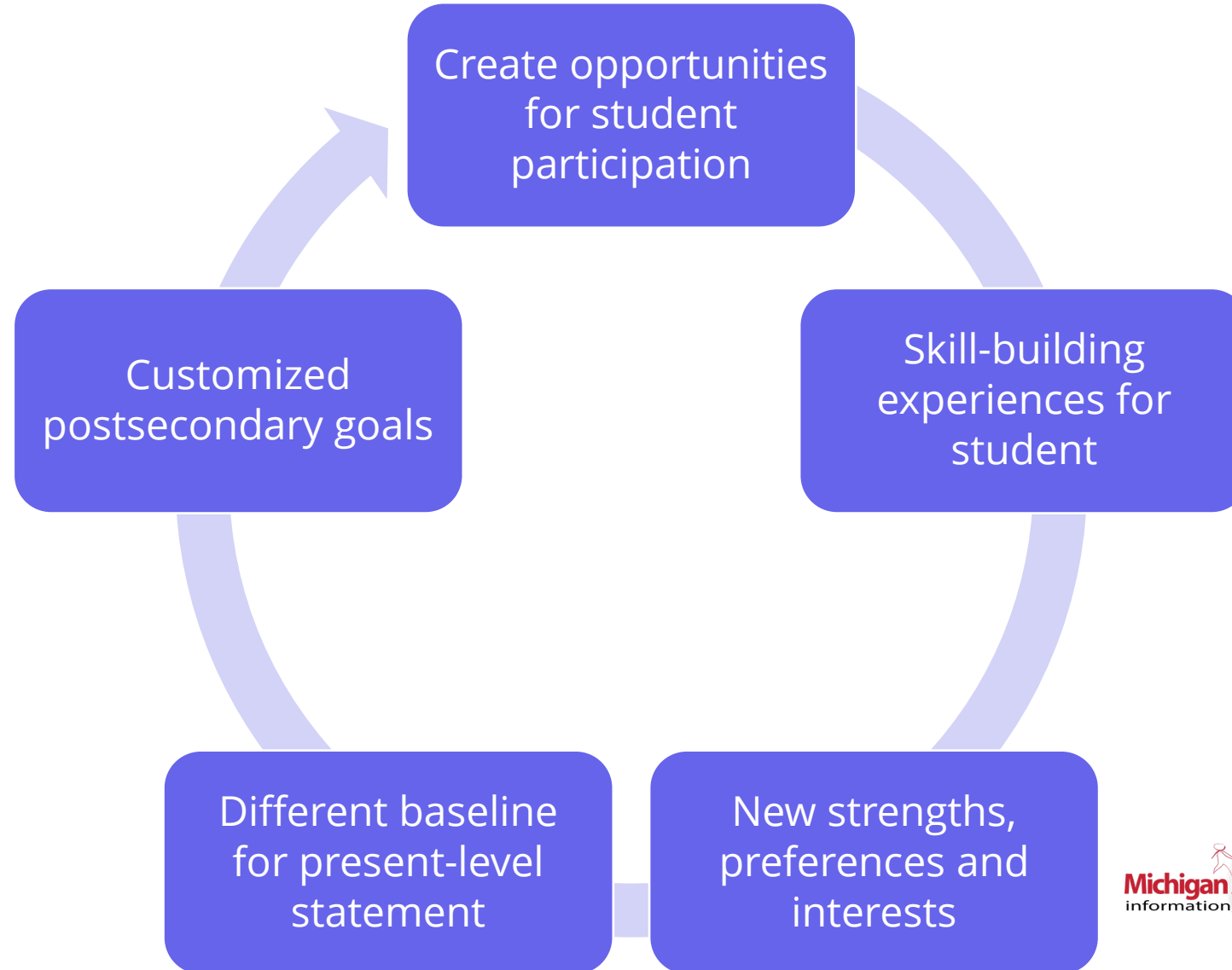
- ✓ Educational Development Plan (EDP)
- ✓ Student Input
- ✓ Full transition process, considering employment, training, postsecondary education and independent living, if appropriate
- ✓ Do-Overs

Responsibilities

- ✓ Family: advocate/ally, supported decision-making, community connections, documentation
- ✓ Student: self-advocacy, communicating needs/preferences
- ✓ School: transition planning process
- ✓ Outside agencies: transition services



Make Self-Advocacy Part of the Process



Student-Centered Communication

"Lou is interested in a summer job placement with a job coach in the field of food service. When could we meet to discuss this?"

"Olivia is feeling stressed about academics.

She's asking about an extra year to complete her diploma. Could you show her how to schedule an appointment with her school counselor?"

"Sammy really prefers activities that involve music. Could we organize a group to attend the senior prom that includes him?"

"Sammy would benefit from self-care instruction. Could this be one of his transition services?"

Options for Resolving Disagreements



Informal Meeting



Facilitated Meeting



Mediation



State Complaint



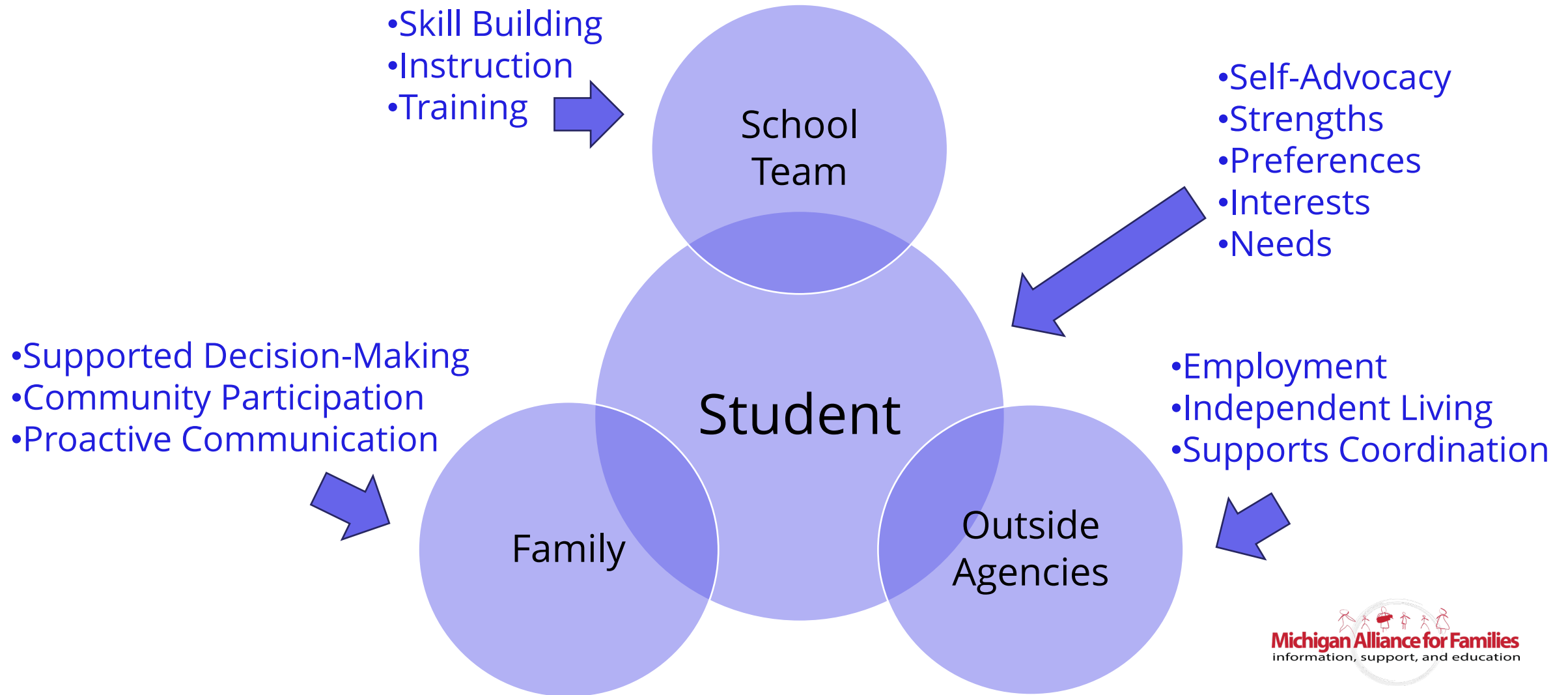
Due Process
Complaint/Hearing



**Special Education
Mediation Services**

I-833-KIDS-1ST

Summary





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