

# Tools for Successful Transition

Beth M. Harrison, M.R.C.  
Interdisciplinary Human Development Institute,  
University of Kentucky

# The Problem

- Transition of students with disabilities from high school to community settings is one of the most stressful of life transitions
- In all areas of adult life, young adults with disabilities do not fare as well as their peers without disabilities.
- Students with disabilities have significantly higher drop-out rates (CEC, 1994), lower employment rates (Blackorby & Wagner, 1996), lower rates of independent living (Kiernan, McGaughey, Lynch, Morganstern, & Schalock, 1991); and they do not pursue college or post-secondary education (Blackorby & Wagner, 1996).
- Major change in human service delivery system

How do we address the problem?



# Research Based Best Practice

Federal Requirements

IEP

State Requirements

IGP

KERA

# Research Based Best Practice

# Key Components of Successful Transition include:

- a focus on community outcomes when developing curriculum and instruction
- interagency collaboration both during planning and in formally sharing resources
- individualized method of planning for transition
- family and support network involvement in planning and decision-making
  - Using Successful Models of Student-Centered **Transition Planning** and Services for Adolescents... By: Morningstar, Mary E.; Kleinhammer-Tramill, P. Jeannie; Focus on Exceptional Children, May99, Vol. 31 Issue 9

# Transition Planning Includes...

- Helping student identify interests, preferences, and needs
- Identifying possible post-school outcomes (e.g. career, education or training, independent living)
- Developing a coordinated set of activities that will help each student reach these outcomes

## Transition planning includes..

- Preparing student and parent to assume responsibility for accessing services and requesting needed accommodations in community
- Linking students and parents with opportunities and experiences in employment/business community

# Transition Planning includes

- Linking students and parents with further education and training options
- Linking students and parents with adult service providers

# Outcomes of a Successful Secondary Transition Process

- Postsecondary education
- Integrated employment, with necessary supports
- Independent living, with necessary supports
- Community integration and participation

# Factors Affecting Transition Planning

- Potential Dropout
- Years left in school
- Takes longer for students to acquire, maintain, generalize skills
- Need for targeted instruction on skills typical student may learn simply through observation

# State Requirements

# Kentucky Educational Reform Act

- Goal: students will make successful transitions from school to work, post-secondary education, the military, or community service.

# Individual Graduation Plan

- Beginning with the graduating class of 2002, each student in a common school shall complete an individual graduation plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) credits for high school graduation.

# Individual Graduation Plan

- A 4-year curricular plan that emphasizes career development and specifically addresses vocational studies academic expectations 2.36 – 2.38.
- Schools must develop IGP's for all students including transfer students and students with special needs.

# Vocational Studies Academic Expectations

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post-secondary training or to get a job.

# Individual Graduation Plans will:

- Set learning goals for students based on academic and career interests.
- Outline how student will achieve Ky.'s learning goals and academic expectations.
- Plot a course through required academic coursework and elective choices leading to post-secondary options.

- By the time a student reaches the halfway point in high school, the Individual Graduation Plan should start emphasizing the transitional aspect of the plan in order to direct the student's curricular goals toward whatever it is that the young person wants to achieve after earning a high school diploma.

# IGP Transition Stage

Conduct joint counseling session with twelfth (12th) graders and other identified personnel, who may be needed to provide student services, which would enhance the transition process from secondary education to work, postsecondary education, or the military.

# Assessment and the IGP Process

- Begin process of career planning in the eighth grade for all students.
- Develop a learner profile which includes existing information ( formal and informal) related to: academic records, pre-vocational experiences, achievement tests ( including information regarding reading, math, language, and reference skills), attendance, personal goals, social or work history
- Administer assessment instruments on interests and learning styles.

# Assessment and the IGP

- Conduct counseling session (group or one to one) with students to review results of interest and learning styles assessment.
- Assist students in completing sections of IGP related to career goals, interests, hobbies, co-curricular activities, work experience, community activities, etc.
- Conduct sessions with student/parent/guardian upon revisions and updating of the IGP.
- Select courses needed for upcoming school year.
- Evaluate the IGP process and make appropriate changes to the process.

# Federal IDEA Requirements

# IDEA Transition Definition

- Transition services means a coordinated set of activities for a student with a disability that is designed within an outcome oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation

# Transition Definition

- Transition services are based on the individual student needs, taking into account the students' preference and interests.

# Definition of Transition

- Transition services include:
  - Instruction
  - Related services
  - Community experiences
  - Employment
  - Post school adult living and daily living skills
  - Functional vocational evaluation

# To Determine Needed Transition Services, Ask:

- What **INSTRUCTION** will be used in providing this student's transition services?
- When will skill development require that the student have **COMMUNITY BASED EXPERIENCES**?
- When should development of **EMPLOYMENT OBJECTIVES** begin for this student?
- What objectives might be written to prepare student for the **OTHER ADULT LIVING DOMAINS** that may be experienced after leaving school?
- Does the student need to acquire **DAILY LIVING SKILLS**?
- Is **FUNCTIONAL VOCATIONAL EVALUATION** necessary for determining and providing appropriate transition services to this student?

# Instruction

- *Instruction* is defined as academic skills that enable the student to meet his/her desired post school outcomes in relation to the Program of Studies.

# Related Services

- *Related Services* is defined as transportation, developmental, corrective, and other supportive services that is required to assist the student to meet his/her desired post school outcomes

# Community Experiences

- *Community Experiences* are defined as experiences provided outside of the school building, in community settings, by school or other agencies (community based work experiences, job site training programs, banking, shopping, transportation community counseling, recreational services, independent living centers), needed for the student to meet his/her post school outcomes

# Employment

- *Employment* is defined as paid or non-paid work opportunities that may lead to a job or career which are based on student preferences, interests, and abilities, and are identified as the students desired post-school outcomes

# Post-School Adult Living and Daily Living Skills

- *Post-School Adult and Daily Living Skills* are defined as skills needed that will facilitate participation in desired home, work, and community settings

# Functional Vocational Evaluation

- Functional Vocational Evaluation is defined as general work behaviors (e.g. attention to task, work rate, work organization, attendance, punctuality, & physical stamina); dexterity, following directions, working independently, or with job supports or accommodations; job interests and preferences; abilities (aptitude); and other special needs; job specific work skills, interpersonal relationships & socialization; and work related skills (e.g. independent transportation, appropriate use of break time, appropriate dress for work)

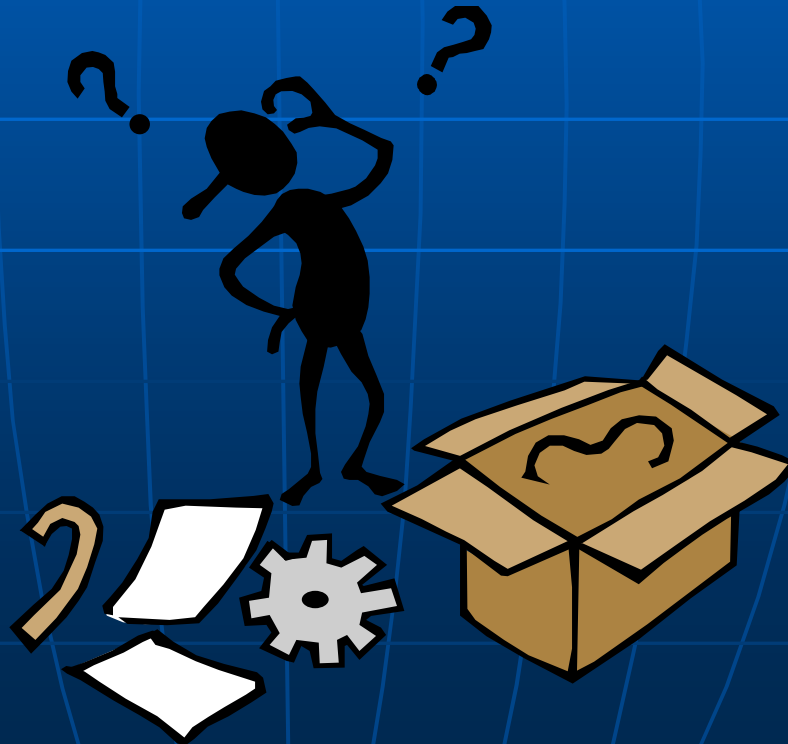
The IEP must include, for each student with a disability, beginning at age 14...

a statement of the transition service needs of the student under the applicable components of the students IEP that focuses on the students' courses of study (such as participation in advanced placement course or a vocational education program).

Beginning at age 16, the IEP must include...

a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

So, how do Best Practice, the Federal Transition Requirements, the IEP, and the IGP all work together?



# Systematic Transition Planning

# The Critical Questions for Transition Planning

- What Do I Want To Do After High School?
- What Skills Will I Need?
- What Support Will I Need?
- What Do I Need to Work on this School Year?

# What Do I Want After High School?

- The first question that must be asked
- Continual, on-going question throughout transition period
- Student & Parent Surveys
- Student Interviews ***IGP***
- Counseling ***IGP***
- Student/Parent/Teacher Transition Meeting
- Person Centered Planning
- Assessment ***IGP***
- Transition/IEP Meeting ***IEP***

# What Skills Will I Need?

- Course Work?
- Other training?

IGCP  
IGCP

# What Support Will I Need?

- Statement of Interagency Linkages  
Who? When? Where?

IIEP  
IIEP

# What Do I Need to Focus on This School Year?

- A coordinated set of activities which includes:
  - Instruction
  - Related services
  - Community experiences
  - Employment
  - Post school adult living and daily living skills
  - Functional vocational evaluation

IEP  
IEP

***Each of us has a fire in our hearts  
for something. It's our goal in  
life to find it and to keep it alive.***

- Mary Lou Retton