



All Transitions Should Ensure

- A welcoming environment for the student
- Adaptations and supports in place for the student to be successful in new environment
- Understanding and acceptance of student's unique abilities
- Increased chances to make choices and exert control over own life
- Friendships



Outcomes of a Successful Transition Process



- ◆ For high school age students:
 - 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



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



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.
- ◆ Will outline how student will achieve Ky.'s learning goals and academic expectations.
- ◆ Will plot a course through required academic coursework and elective choices leading to post-secondary options.



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 Process

- ◆ Conduct counseling session (group or on 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.



Definition of Transition Services



- ◆ 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



Definition of Transition Services



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



Definition of Transition Services

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



Transition Requirements & IEP Process

- ◆ When do we begin transition planning?
 - The IEP must include, for each student with a disability, beginning at age 14 (or younger, if determined appropriate by IEP team), and updated annually, 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).



Transition Requirements & IEP Process

- ◆ Transition planning for students beginning at age 14 and sometimes younger, involves helping the student plan his/her courses of study so that the classes the student takes will lead to his/her post school goals.



Documentation of Age 14 Requirement



- ◆ Transition service needs are documented in the Present Level of Performance within the functional vocational evaluation/transition needs section of the IEP



Documentation of Age 14 Requirement

- ◆ At age 14, the transition service area of focus is *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.



Transition Requirements & IEP Process

- ◆ For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages.



Transition Requirements & IEP Process

- ◆ Transition services for students beginning at age 16 (and sometimes younger) involves providing the student with a coordinated set of activities to help the student move from school to adult life. Services focus upon the student's needs or interests in such areas as higher education or training, employment, adult services, independent living, or taking part in the community.



Desired Post-School Outcomes & Services

- ◆ At age 16, the student's desired post-school outcomes/services must be identified. Transition services are designed within an outcome oriented process. This process should promote 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.



Examples of Outcomes/Services



- ◆ *Postsecondary education* – technical school, community college, university
- ◆ *Vocational Training* – on the job training, apprenticeship
- ◆ *Integrated Employment* (including supported employment) – Vocational Rehabilitation, Manpower, and Employment Services



Examples of Outcomes/Services



- ◆ *Continuing and Adult Education* – non-credit classes, GED
- ◆ *Adult Services* – Mental Health/Mental Retardation (MH/MR), Community Based Services
- ◆ *Independent Living* – Supported Living Application via MH/MR, Centers for Independent Living, Supports for Community Living
- ◆ *Community Participation* – Churches, civic, and recreational opportunities



Documentation of Age 16 Requirement

- ◆ At age 16, the focus shifts from solely instruction to an increased emphasis on student desired post-school outcomes



What are the transition services?

- ◆ *Instruction*
- ◆ *Related Services*
- ◆ *Community Experiences*
- ◆ *Employment*
- ◆ *Post-school adult living and daily living skills*
- ◆ *Functional Vocational Evaluation*



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).



Functional Vocational Evaluation

- ◆ Functional Vocational Evaluation would include situational assessment, observations, or formal measures.



Present Level of Performance



- ◆ A statement of the child's present levels of performance, including how the child's disability affects the child's involvement and progress in the general curriculum as provided in the Kentucky Program of Studies.
- ◆ If performance in any area is commensurate with similar age peers, check the appropriate box and no statement is required. If performance in any area is not commensurate with similar age peers, provide details. Using the Program of Studies, compare present performance to grade level expectations in each content area.



Example of PLOP

- ◆ Tom has many hobbies and enjoys being outdoors. He enjoys hunting and fishing with his family. On an interest test, Tom shows a high interest in biological science, physical science, and outdoors. His finger dexterity and manual dexterity skills are high average. Tom has not had any paid jobs. He does not plan on going to college but would be interested in becoming a park ranger. He has basic skills in using money, purchasing, simple cooking, and cleaning. He does not have skills commensurate with his peers in budgeting, money management, banking, meal planning, maintaining a home or doing laundry.



Documentation of Age 16 Requirement

- ◆ Statement of Interagency Responsibilities or any needed linkages
 - The focus is on the student's need for such services as he/she moves from school to post-school experiences, and any linkages that may be needed.
 - Statements are individualized in accordance to needs of student identified during individual assessment and relate to development of present level of performance in the area of transition needs.



Statement of Interagency Responsibilities or Linkages



- ◆ The agency responsibilities are identified during development of the IEP and the agencies responsible for carrying out activities are identified.



Agency Responsibilities



- ◆ If a participating agency other than the public agency fails to provide the transition services described in the IEP, the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.



Agency Responsibilities



- ◆ Nothing in this part relieves any participating agency including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.



Dropout Prevention



- ◆ By considering the student's risk of dropping out we have an opportunity to change the pattern of behavior that may result in keeping the student in school.



Risk Factors



- ◆ Academically performing two or more grade levels below his/her age group.
- ◆ Consistently absent or tardy
- ◆ Family history of dropping out/no family support
- ◆ Two or more grades behind in reading
- ◆ Has been suspended (in-school, alternative or home suspension)
- ◆ Behavior problems
- ◆ Failing classes
- ◆ Overall disengagement from school activities and organizations



Intervention Strategies



- ◆ Counseling
- ◆ Academic (curriculum/instruction)
- ◆ Mentoring
- ◆ Technology
- ◆ Service Learning
- ◆ Career Preparation
- ◆ Transition Planning
- ◆ Increasing parental involvement
- ◆ Increasing community involvement