Effective Models for Transition Planning

Handouts • Overheads

Tools for Schools
Education System Challenges

♦ Raise Standards Throughout the System

♦ Build Capacity to Reach the Standards

♦ Answer for Results and Improve Them

♦ Provide strategies and work experiences to assist students in reaching desired post-school outcomes.
Tools for Schools

♦ Responsive Leadership
♦ On-going Staff Development
♦ Engaging/Relevant Curriculum
♦ Flexible Resources
♦ Supportive Involvement of Parents and Community
♦ Comprehensive/Strategic Planning
Responsive Leadership
(Self Assessment for Implementing Effective Models for Transition)

- Create a vision for the successful transition of students to adult life
- Set high expectations for all students
- Establish a commitment to effective transition planning for students with disabilities
- Ensure that all Individualized Education Programs reflect the interests, needs and abilities of students
- Promote active involvement of students and parents in the transition planning process
- Provide strong administrative support to teachers
- Help teachers expand their knowledge and skills about effective models for transition planning
On-Going Staff Development

(Self Assessment for Implementing Effective Models for Transition)

♦ Focus on learning standards and providing the help all students need to transition to adult life

♦ Provide information, materials and training about effective transition programs and services to teachers, students and parents

♦ Use community resources that have practical and functional experience to provide on-going staff development

♦ Involve stakeholders in identifying staff development and transition needs of a diverse range of students

♦ Promote student centered transition planning in all staff development activities

♦ Provide opportunities for teachers to share strategies to implement effective transition programs and services
Engaging/Relevant Curriculum
(Self Assessment for Implementing Effective Models for Transition)

♦ Create an environment that allows all students to be active participants in their transition planning

♦ Promote active involvement of students in planning and implementing the transition components of their IEP

♦ Create learner-focused classrooms with teachers as facilitators of learning and students engaged in cooperative learning groups

♦ Provide challenging work experiences that enable students to strive to reach their identified post-school outcomes

♦ Establish clear links with the community and integration of CDOS learning standards across all curriculum areas for all students

♦ Connect learning to real-life experiences
Flexible Resources

(Self Assessment for Implementing Effective Models for Transition)

♦ Create more time for learning to support post-school outcomes with efficient use of time before, during and after school hours

♦ Use discretionary state and federal resources to expand transition programs and services in the school and the community

♦ Assign independent projects to students that build upon their needs, preferences and interests, and motivate them to learn

♦ Use flexible grouping to adjust to different learning styles and interests of diverse students

♦ Seek volunteers as tutors and mentors to help all students achieve successful post-school outcomes

♦ Use school-community partnerships to provide supportive assistance to all students
Supportive Involvement of Parents and Community

(Self Assessment for Implementing Effective Models for Transition)

♦ Provide information to students and parents about the transition planning process

♦ Seek input of students and parents when developing post-school outcomes for students

♦ Develop transition-focused activities that parents can use at home to support a student’s school and post-school outcomes

♦ Consider parents’ work schedules and family commitments when scheduling planning meetings

♦ Make parents feel welcome in school

♦ Use community members to help meet the transition needs of diverse learners
Comprehensive/Strategic Planning
(Self Assessment for Implementing Effective Models for Transition)

♦ Develop school building plans that provide for the diverse learning needs of all students

♦ Secure input and involvement of all stakeholders in developing the process for transition planning

♦ Use post-school indicator data to improve instruction and the transition planning process

♦ Use results of Transition Quality Indicator Self-assessment to guide staff development plan

♦ Clearly articulate and communicate district expectations for transition programs and services

♦ Align plans with State learning standards
Post-School Plans of Special Education Completers as Reported by Their Schools

NYSED VESID PD-5 Data, 1999-00
What is the Highest Level of Education You Plan to Achieve?

Special Education seniors have lower expectations for postsecondary education participation and achievement.

NYSED PSI Data, Senior Exit Survey 2000, 7/20/01
When Did You First Receive Information at School About Postsecondary Education?

Students with disabilities report receiving information at school about postsecondary education much later than their peers.

NYSED PSI Data, Senior Exit Survey 2000, 7/20/01
Among students planning postsecondary education, decisions are made much earlier by general education students than by special education students.
When Did You First Receive Information At School About Careers?

Students with disabilities report receiving information at school about careers much later than their peers.

NYSED PSI Data, Senior Exit Survey 2000, 7/20/01
When Did You First Talk with Your Parents About What To Do After Leaving School?

Students with disabilities most frequently discuss their future plans with parents in their later school years.

NYSED PSI Data, Senior Exit Survey 2000, 7/20/01
Writing Transition Content in the IEP

Where does it fit?

What should be addressed?
Transition Services

A coordinated set of activities

♦ outcome-oriented process

♦ promotes movement from school to post-school

♦ based on needs, preferences and interests

♦ includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Individuals with Disabilities Education Act Amendments, 1997
20 U.S.C. Sec. 602. Definitions (30)
Federal & State Requirements

♦ Parent Notification

♦ Student Participation

♦ Participating Agencies & Responsibilities

♦ Age 14 IEP: Transition Service Needs (Courses of Study)

♦ Age 15 IEP in NYS: Needed Transition Services in
  (a) Instruction
  (b) Related Services (New)
  (c) Community Experiences
  (d) Development of Employment/Other
      Post-school Adult Living
      If appropriate
  (e) Daily Living Skills and
  (f) Functional vocational evaluation

♦ Based on Student Needs, Preferences and Interests
Critical Concept

In New York State, transition is incorporated in the IEP through the coordinated set of activities. There is no separate transition plan.
Critical Concept

The age level for the school to begin providing transition services is 14, implying that planning discussions to prepare the IEP begins prior to that.
Discussing transition needs and abilities in the Present Levels of Performance indicates what services are needed and why.
IEP Development Process

Present Levels of Performance

Coordinated Set of Activities Integrated Throughout the IEP

Post-School Outcomes*

Annual Goals

Short-Term Objectives or Benchmarks

Programs, Services, Modifications

LRE Considerations

Placement

Evaluations

*Previously referred to as Long-Term Adult Outcome Statements.
Evaluations

- Student or Family Questionnaire
- Transition Planning Inventory
- Pre-Meeting Discussion
- Vocational Assessment
- Interest or Aptitude Testing
- Community Experience
- ADL Assessment
Handout • Overhead

Present Levels of Performance

Evaluations

Current functioning

• Learning Standards
  • Indicators for Severely Disabled

• SCANS Skills*

• Student’s strengths & abilities
• Parents’ concerns
• Special considerations
• Progress in past year
• Can & can’t do
• Needs, preferences, interests
• What has & hasn’t worked

Three Areas of Consideration

• Academic or educational achievement & learning characteristics

• Physical development

• Social development

• (Management needs)

*Secretary’s Commission on Achieving Necessary Skills, Federal Department of Labor
Stated as student preferences or dreams for future

Addresses Community Living, Employment, & Postsecondary Education

Expected to narrow over time

Post-School Outcome* is how “outcome oriented process” is demonstrated

*Previously referred to as Long-Term Adult Outcome Statements.
Questions students should be able to answer

knowledge

CAREER DEVELOPMENT
Self-knowledge
• Who am I?
Career exploration
• Where am I going?
Career Plan
• How do I get there?

INTEGRATED LEARNING
• What am I learning?
• Why am I learning it?
• How can I use it?

UNIVERSAL FOUNDATION SKILLS (SCANS)
• What do I need to know?
• What skills are important for me?

application

skills
Transition Webpage

http://web.nysed.gov/vesid/sped/trans/tranmain.htm