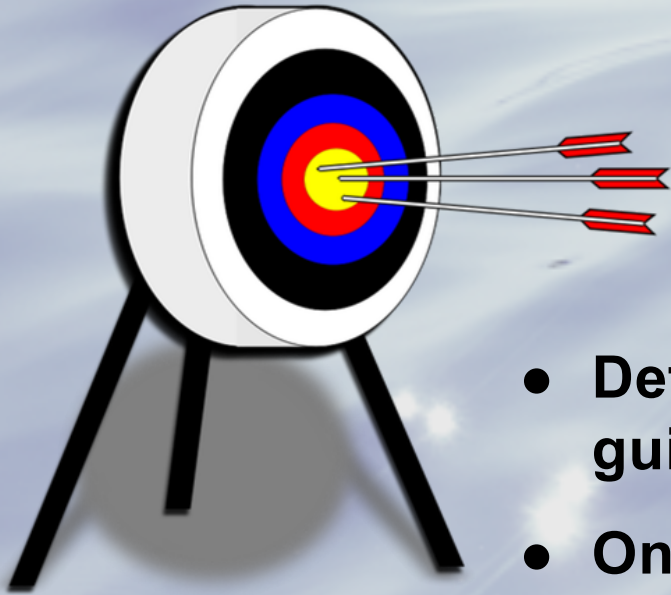


# Life After High School: Transition Planning and Your Child's IEP



# Learning Targets



- Define transition per Federal and NYS guidelines;
- Ongoing - collaborative process;
- Define/Identify Self Determination
- Identify the components of transitioning planning, as they relate to the IEP;
  - Student strengths evals, assessments,
  - Determine future goals;
  - Develop needed skills;
  - coordinate supportive activities and services.
- Identify next steps.



# Transition and the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act

Transition services are defined by federal law as a coordinated set of activities which are designed to prepare the student for outcomes that are envisioned for the student in adult life.



- Outcomes may include:
  - Post-secondary education (college, vocational training, credential, etc.)
  - Employment
  - Adult education
  - Adult services
  - Independent living
  - Community participation (day habilitation, volunteering, etc.)
- The coordinated set of activities for each student is based on the student's individual needs, strengths, preferences, and interests.



# TRANSITION - NEW YORK STATE EDUCATION DEPARTMENT'S (NYSED) PART 200 REGULATIONS OF THE COMMISSIONER OF EDUCATION

## NYSED's Part 200 Regs defines transition services as:

A coordinated set of activities for a SWD, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school activities.

- Outcomes may include:
  - Post-secondary education (college, vocational training, credential, etc.)
  - Employment
  - Adult education
  - Adult services
  - Independent living
  - Community participation (day habilitation, volunteering, etc.)





# **TRANSITION - NEW YORK STATE EDUCATION DEPARTMENT'S (NYSED) PART 200 REGULATIONS OF THE COMMISSIONER OF EDUCATION CONT'D**

- The coordinated set of activities for each student is based on the student's strengths, preferences, and interests and include activities in the following areas:
  - Instruction;
  - Related services (speech, PT, OT, SW);
  - Community experiences;
  - The development of employment and other post-school adult living objectives; and
  - When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- Beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate).



# TRANSITION – GUIDING POINTS





# TRANSITION – GUIDING POINTS



## Your Child -- Today

What are his/her talents?  
What are his/her interests?  
What are his/her challenges?

CSE: Age appropriate transition assessments and present levels of performance.

## How Will Your Child Get There?

What classes/diploma does he/she need?  
What will he/she need to learn?  
What experiences should he/she have?  
Which agencies can help?

CSE: IEP annual goals and appropriate transition-related services, activities, courses of study.

## Your Child - In The Future

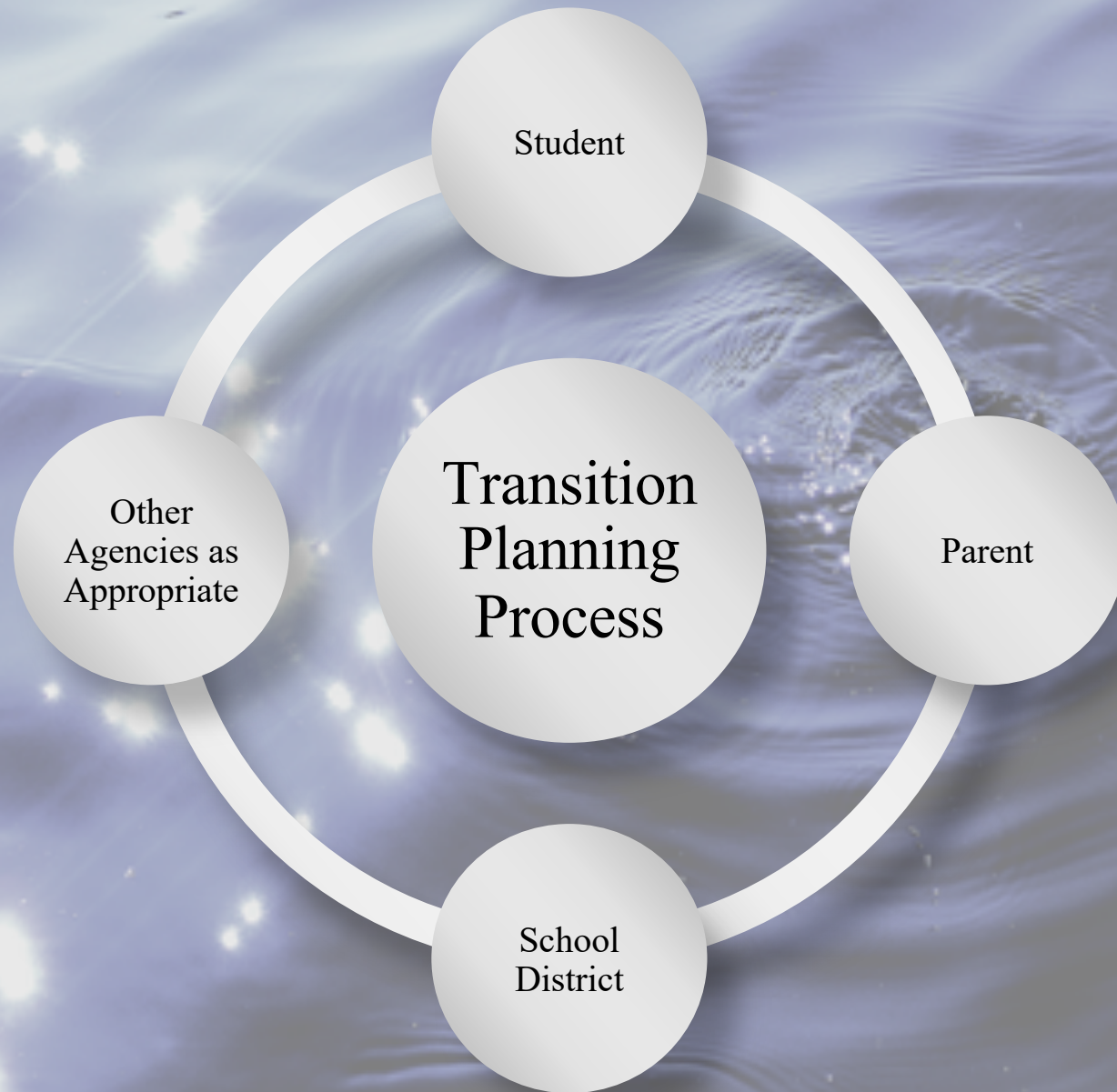
How will he/she earn a living?  
How will your child continue his/her education/training?  
Where will he/she live?

CSE: measurable post-secondary goals and measurable annual goals.



FUTURE

# TRANSITION PLANNING AND YOUR CHILD'S IEP





# YOUR CHILD - TODAY!

## Your Child -- Today

What are his/her talents?  
What are his/her interests?  
What are his/her challenges?

**CSE: Age appropriate transition assessments and present levels of performance.**



# SELF DETERMINATION

## WHAT IS IT?



**“Developing the ability to attain goals based on the foundation of knowing and valuing oneself”**

**Field and Hoffman**





# **SELF DETERMINATION - COMPONENTS**

- **Choice Making**
- **Problem Solving**
- **Decision Making**
- **Goal Setting/Attainment**
- **Self Regulation**
- **Self Awareness**
- **Self Efficacy**
- **Self Advocacy**

(Wehmeyer, 1996)

**Self Determination is essential for ALL students!!**



# SELF DETERMINATION - WHY IS IT IMPORTANT?



## Did you know...

- 
- Students who incorporated self-determination goals into their IEP's and transition plans were more likely to earn higher incomes one year after graduation.
  - Incorporating choice-making opportunities into behavior support plans improves behavior outcomes.
  - Instruction in problem-solving skills can lead to improved employment outcomes

(Wehmeyer, 2004; Shogren, Faggella-Luby, Bae & Wehmeyer, 2004; O'Reilly, Lancioni & O'Kane, 2000)



# YOUR CHILD - TODAY... EVALUATIONS

## Your Child -- Today

What are his/her talents?  
What are his/her interests?  
What are his/her challenges?

**CSE: Age appropriate transition assessments and present levels of performance.**

- Psychological
- Social History
- Classroom Observations
- Student Work
- State Assessments
- Pre-meeting Discussions
- Behavioral Assessments
- Employability Skills Assessment

- Interest Inventory
- Age 12: Review records/teacher assessments; interviews with parents and students to determine vocational skills, aptitudes and interests
- Transition Planning Inventory
- Community Experience
- Independent Living Assessments

**Academic, Achievement, Functional Performance and Learning Characteristics:** The student's current levels of knowledge and development in subject and skill areas, including, as appropriate: activities of daily living; level of intellectual functioning; adaptive behavior; expected rate of progress in acquiring skills and information and learning style.

**Physical Development:** The degree or quality of the students motor and sensory development; health; vitality; and physical skills or limitations that pertain to the learning process.

**Management Needs:** The nature and degree to which the following are required to enable the student to benefit from instruction: environmental modifications; human resources; and material resources. Management needs must be developed in accordance with the factors identified in the other 3 areas of the PLPs.

**Social Development:** The degree and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments.

*From the SED Guide to Quality Individualized Education Program (IEP) Development and Implementation (3/10)*



## STARTER STATEMENTS FOR TRANSITION PLANNING DEMONSTRATED IN PLEP

- A. During the career interview, (Student) stated that he would like to pursue a career in \_\_\_\_\_ or possibly \_\_\_\_\_. In order to be successful he will need \_\_\_\_\_ (skills needed, high school degree requirements, experiences needed, etc.). Currently, (student name) is able to do \_\_\_\_\_ (fill in what he can do in relation to the skills needed for his future goal as specifically as possible) but will need to work on \_\_\_\_\_.
- B. Results of the student career interview indicate that \_\_\_\_\_ is interested in \_\_\_\_\_ and \_\_\_\_\_. (Student) stated that his strengths include \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ and that he needs to improve \_\_\_\_\_ and \_\_\_\_\_. His favorite classes are \_\_\_\_\_ and \_\_\_\_\_ because the teacher uses a variety of methods to teach and he gets to draw upon his strengths in \_\_\_\_\_.
- C. (Student) stated in her vocational assessment that she was interested in a career in the \_\_\_\_\_ field. She wants to attend \_\_\_\_\_ college and obtain a degree in \_\_\_\_\_. She worked over the summer and enjoyed the experience. She stated that she would like to explore careers that would allow her to \_\_\_\_\_. She stated that she plans to live independently in the dorms and then in the community where she obtains a job.

## FOR STUDENTS WITH MORE SIGNIFICANT DISABILITIES

- A. (Student) participated in a career interview with the assistance of his parents. The results of the assessment indicate that \_\_\_\_\_ is interested in \_\_\_\_\_ and \_\_\_\_\_. Individual strengths for (student) are \_\_\_\_\_ and \_\_\_\_\_ are areas that continue to be a need for transition planning. His favorite activities at school are \_\_\_\_\_ and \_\_\_\_\_. His parents report his favorite activities at home include \_\_\_\_\_. Parents state that they are looking into OPWDD programs.....
- C. (Student) is a young man that has been unable to participate in community-based activities this year due to his medical/health issues. When given choices of activities, he seems to select \_\_\_\_\_ most often and appears to enjoy the activity. Through observation and asking yes and no questions, using pictures of the activity for a stimulus, it seems like \_\_\_\_\_ enjoys \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Parents indicate that the plan for (Student) is for him to attend a day treatment program and to have him continue to live at home with in-home supports. He will also continue to access respite and recreation programs, as he is unable to independently participate in any recreation activities.



# CRITICAL TRANSITION PLANNING AREAS



**LIVING - Independent Living Skills**



**EARNING - Employment**



**LEARNING - Education and Training**

# YOUR CHILD - IN THE FUTURE

## Your Child - In The Future

How will he/she earn a living?

How will your child continue his/her education/training?

Where will he/she live?

**CSE: measurable post-secondary goals and measurable annual goals.**





# YOUR CHILD'S MEASURABLE POST-SECONDARY GOALS (MPSG)

- Beginning not later than the first IEP to be in effect when the student is **age 15** (and at a younger age, if determined appropriate);
- Measurable Post-Secondary Goals (MPSG);
- Reflect on the students' preferences, needs, and interests;
- Based on Age-Appropriate Transition Assessments;
- Addresses:
  - Education/Training
  - Employment
  - Independent Living Skills
- MPSGs are reviewed and revised annually (at minimum)



# MEASURABLE POST-SECONDARY GOALS (MPSG) EXAMPLES

- Education/Training: Billy will attend a four-year college.
- Employment: Billy will be employed in advertising.
- Independent Living Skills: Billy will live independently and manage his own finances.



BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)	
MEASURABLE POSTSECONDARY GOALS	
LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT	
EDUCATION /TRAINING:	
EMPLOYMENT:	
INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):	
TRANSITION NEEDS	
In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:	



# MPSG Guidelines & Sample

## Guidelines:

Long Term Goals for Living, Earning  
And Learning as an Adult

- Is the MPSG measurable? (use words such as "will work", "goal is to")
  - Wording such as "dreams of", "wishes to be" is not measurable; do not use these words in this section
- Is the MPSG reasonable for the student considering the student's unique needs, strengths and interests as documented in the PLP?
  - Are they based on age-appropriate assessment information documented in the PLPs?
  - **If the student does not have a MPSG, you must work with them to help them discover their interests and goals.** This can be demonstrated in the Coordinated Set of Activities and/or annual goal statements.
- IEPs with no responses or a statement that the student does not know what his/her MPSG's are; are not compliant.

## Training/Education

- After leaving high school, (Student) will enroll in courses at .....
- After leaving high school, (Student) will enroll in a certification program in...
- After graduation, (Student) will participate in a center based program designed to provide vocational training in.....
- After graduation, (Student) will participate in on the job training to improve his work skills at.....

## Employment

- After college, (Student) will be competitively employed in the field of...
- After graduation, (Student) will participate in a supported employment program in the area of.....
- After graduation, (Student) will work part time in the community with support from a community agency in the area of....

## Independent Living

- Upon completion of high school, (Student Name) will participate in community based activities such as.....
- After graduation, (Student Name) will continue to live with his parents and assist them in maintaining the household.

# HOW WILL YOUR CHILD GET THERE?

## How Will Your Child Get There?

**What classes/diploma does he/she need?**

**What will he/she need to learn?**

**What experiences should he/she have?**

**Which agencies can help?**

**CSE: IEP annual goals and appropriate transition-related services, activities, courses of study.**





# HOW WILL YOUR CHILD GET THERE?

## How Will Your Child Get There?

What classes/diploma does he/she need?

What will he/she need to learn?

What experiences should he/she have?

Which agencies can help?

**CSE: IEP annual goals and appropriate transition-related services, activities, courses of study.**

**Annual Goals – What should your child learn this year to meet long term goals in the years to come?**

**The CSE develops IEP that contains measurable annual goals consistent with the your child's needs and abilities.**

**Annual Goals are the building blocks that will:**

**Help your child move step by step toward their post-secondary goals;  
Build useful knowledge, skills and behaviors.**

# SELF DETERMINATION and ANNUAL GOALS

Does Your Child Need to Work on These Skills?



- Self-Awareness
- Making a Plan
- Carrying Out the Plan
- Reflecting on Results and Adjusting





# HOW CAN YOU HELP WITH PLANNING?

- Support your child's active participation in transition planning;
- Work collaboratively with your school toward achieving your child's annual goals;
- Talk with your school and your child about meaningful ways to develop your child's unique talents

# HOW WILL YOUR CHILD GET THERE?

## COORDINATED SET OF ACTIVITIES

**How do we identify in-school and community activities that will support your child's MPSGs and Annual Goals?**

- **Activities should be:**
  - **Developed with you, the CSE, and your child**
  - **Based on transition assessments**
  - **Focused on your child's strengths, interests and abilities and may include, but is not limited to, activities in:**
    - **instruction;**
    - **related services;**
    - **community experiences; and**
    - **when appropriate acquisition of daily living skills.**



# HOW WILL YOUR CHILD GET THERE?

## COORDINATED SET OF ACTIVITIES - Example

Beginning no later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

# TRANSITION - IEP RECAP

## IEP MUST INCLUDE:

- A Statement (under the student's **present levels of performance**) of the student's needs, taking into account the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities;
- Appropriate **measurable postsecondary goals**;
- A statement of needed **transition services**;
- **Needed activities** to facilitate the student's movement from school to post-school activities;
- A statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.



meet the care team



explore



# What Does a Transition Coordinator Do?

## The Transition Coordinator...

- ▣ works “primarily” with 11<sup>th</sup> and 12<sup>th</sup> Grade Special Education Students.
- ▣ helps prepare students for the world beyond HS.
- ▣ works in the classroom to help students explore/choose a career path (interest inventories, career exploration).
- ▣ helps link students to services through, Acces-VR, OMH, OPWDD, and other agencies.
- ▣ assists with choosing a college program or vocational path.
- ▣ helps students connect to services at the college level.
- ▣ works with students on an individual basis to make a solid plan after graduation.

# **SUPPORT SERVICE AGENCIES**

**OPWDD - Office for persons with developmental disabilities**

**OMH - Office for Mental Health**

**ILC - Independent Living Centers**

**Career Centers - Workforce Development Career Center**

**NYS Commission for the Blind**

**College: College Disability Support Services**

**ACCES-VR: Adult Career and Continuing Education Services - Vocational Rehabilitation**





# YOUR NEXT STEPS...



## ONE QUESTION, FIVE APPROACHES

To prepare for transition, something I want to work on with myself or my child/student is\_\_\_\_\_.

Here are some ideas on how to approach this...

1)

2)

3)

4)

5)

**include**nyc

# QUESTIONS SUBMITTED AT REGISTRATION

**1. How does self direction play a part in the transition planning process?**

Self direction does not, in general, directly support the transition planning process/activities being provided by the student's school district. That said, some self directed services/activities may work on skill building and valued outcomes that are similar to the activities and goals identified through the school district's transition planning process.

**2. My daughter completed her high school program and I'm looking forward to sending her to college. Since she is in the self-direction program, is there anything you can help me with?**

Although this training doesn't go into the specifics of self direction in NYS, there may be supports and/or services available that could be beneficial to access. Your assigned Support Broker and/or Care Manager should be able to provide you/your daughter with assistance in identifying and accessing appropriate supports.

**3. What are the options for after high school and how do we prepare for them?**

There are a variety of post high school service and program options available to students. Most service and program (type of program, length, and availability) options will vary from region to region and sometimes county to county. Contact your child's school district (Transition Coordinator or CSE Chairperson), Care Manager and/or Support Broker (self direction) to inquire about specific post high school programs, supports, and services in your area.



**Thank  
You**

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# **RESOURCES AND INFORMATION**



# **TRANSITION - NEW YORK STATE EDUCATION DEPARTMENT'S (NYSED) PART 200 REGULATIONS OF THE COMMISSIONER OF EDUCATION**

Definition of Transition Services - section 200.1(fff)

Vocational Assessments - section 200.4(b)(6)(viii)

Transition Services in the IEP - section 200.4(d)(2)(ix)

Meeting Requirements - section 200.4(d)(4)(c)

Participating Agencies - section 200.4(e)(6)

Written Notice upon Graduation or Aging Out - section 200.4(i)

Student Exit Summary - section 200.4(c)(4)

Definition of Transition Services - section 200.1(fff)

<http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-oct-2016.pdf>



# STUDENT “DRAFT IEP” INTERACTIVE TOOL

CLICK  
HERE



## Hudson Valley Special Education Parent Center



**WESTCHESTER INSTITUTE FOR HUMAN DEVELOPMENT**  
University Center for Excellence in Developmental Disabilities

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### Student “Draft IEP” Interactive Tool



Research indicates that students who are involved in their special education program planning are more successful in school. However, many students do not even attend their IEP meetings, and of those who do, few participate in a meaningful way. Most report boredom and feeling uncomfortable - even wishing they were back in class!! The IEP meeting is solely devoted to the individual student and it is critical that their voice be heard and impact the decisions made. Like the other members of the IEP team, student participation

will only be meaningful if they understand the purpose and what is going on. Preparation is important. The more knowledge students have of the process, the more engaged they will be.

This interactive tool helps students prepare information that is relevant to IEP development. It will assist them to develop their own “draft IEP” to be shared with the rest of the IEP team and serve as a helpful resource to facilitate their participation in the discussion.

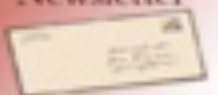
#### Student “Draft IEP” Interactive Tool



#### CPSE/CSE Parent-Student Report Worksheet



#### Join Our Mailing List and receive our Newsletter



<http://www.hvsepc.org/iep-tool.html>



# Interactive IEP Tool



# STUDENT “DRAFT IEP” INTERACTIVE TOOL

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: Jesse

DISABILITY CLASSIFICATION: I have no clue!

### PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

#### DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

I would like to learn more before my meeting

#### ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

My easiest class is art.

I am good at this because I like it. I enjoy drawing.

My hardest class is English.

This is hard because I hate reading.

#### STUDENT STRENGTHS, PREFERENCES, INTERESTS:

The way I learn best is when the teacher talks slow and I am doing experiments in lab.

Outside of my classes I am best at sports.

The things I like most at school are recess and home and careers.

The subject that is most interesting to me is science.

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE CONCERN TO THE PARENT:

Outside of my classes I struggle with homework.

I wish I was better at reading.

My teachers don't know that I remember stuff they say in class better than reading books.

The things I need to work on are getting along with teachers.



# RESOURCE LINKS

- <http://www.p12.nysed.gov/specialed/transition/randg.htm> (NYSED links to all things transition)
- [http://www.ocali.org/up\\_doc/Quickbook\\_of\\_Transition\\_Assessment.pdf](http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf)
- <http://www.imdetermined.org>
- National Technical Assistance Center on Transition: <http://transitionta.org>
- Student Draft IEP...an Interactive Tool Developed by the Hudson Valley Special Education Parent Center: <http://www.hvsepc.org/iep-tool.html>
- <http://www.transitionsource.org/allqual/resource-new.cfm>
- Center for Parent Information and Resources (Federally Funded -Office of Special Education Programs/USDOE): <http://www.parentcenterhub.org/?s=transition>

