

MAKING TRANSITION PLANS MEANINGFUL

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LEARNING OBJECTIVES

- ❖ Understand the requirements of a Transition Plan under IDEA
- ❖ Identify various Transition Assessments
- ❖ Increase knowledge on writing meaningful transition plans

TRANSITION PLANNING

Transition Planning is an ongoing process “..To put into effect a plan of action, **prior** to a student’s exit from school, that ensures a seamless movement from school to various post-secondary settings.” Informal Assessments for Transition Planning (Clark, Patton, Moulton 2000)

**CREATING A
MEANINGFUL LIFE!**

TRANSITION PLANNING



What is a **MEANINGFUL**
LIFE?

What does a **MEANINGFUL**
LIFE consist of?

TRANSITION PLANNING

After school,
now what?

START EARLY!

IDEA - TRANSITION PLANNING

IDEA and Transition Planning

Individuals with Disabilities Education Act

Preparing students with a disability to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s objectives

[20U.S.C.1400(c)(5)(A)(ii)]

IDEA - TRANSITION PLAN REQUIREMENTS

Summary §300.320(b):

- *Begins not later than the first IEP in effect when the student turns 16
- *Must be updated annually
- *Must have measurable post-secondary goals – employment, education, training, and independent living (where appropriate)
- *Must include transition services (including courses of study) needed to assist the student in reaching those goals
- *Transfer of rights

IDEA - TRANSITION SERVICES

Summary §300.43:

- *Coordinated set of activities
- *Results-oriented process
- *Focused on improving academic and functional achievement
- *Facilitates movement from school to post-school activities
- *Based on individual needs, strengths, preferences, interests

TRANSITION PLANS SHOULD BE:

- ❖ Individualized
 - ❖ Just like every part of the IEP a Transition Plan **MUST** be individualized
 - ❖ Always remember the “I” in IEP
- ❖ Compliant
 - ❖ We should all strive for best practice and quality, not merely B-13 compliance
- ❖ Assessment Based

TRANSITION ASSESSMENTS

- ❖ ESTR
 - Should include scores and/ or strengths and needs based on the assessment form being used
 - Do not list everything, rather choose areas that correlate with the post-secondary goals
- ❖ Essentials For Living (Curriculum)
 - A goal for this curriculum is to look at students strengths and build off of those rather than trying to teach new skills after High School.
 - The assessments within this curriculum are utilized as a transition assessment.- need to note that data needs to be collected for education, training, independent living and employment areas.
- ❖ Others - What transition assessments do you use within your program?

TRANSITION ASSESSMENTS: ESSENTIALS FOR LIVING

- ❖ Teachers complete the “Essential Eight” Skills Assessment three times per year. (Pre/Mid/Post)
 - ❖ Making Requests
 - ❖ Waiting
 - ❖ Excepting Removals, Making Transitions, Sharing and Taking Turns
 - ❖ Tolerating Activities Related to Health and Safety
 - ❖ Completing Previously Acquired Tasks
 - ❖ Following Directions Related to Health and Safety
 - ❖ Accepting No
 - ❖ Completing Daily Living Skills Related to Health and Safety
- ❖ Teachers look at the areas with the most need from the “Essential Eight” Skills Assessment and then uses the full curriculum to teach to those areas.
 - ❖ Each student has 2-3 areas that they are working on making growth in for the year.

ESSENTIALS FOR LIVING ASSESSMENT EXAMPLE

Communication		Essential Eight Skills								Other
Spoken Words	Effectiveness of Communication Method	Making Requests	Waiting	Accepting Removals, Making Transitions, Sharing, and Taking Turns	Completing 10 Consecutive, Brief, Previously Acquired Tasks	Accepting "No"	Following Directions Related to Health and Safety	Completing Daily Living Skills Related to Health and Safety	Tolerating Situations Related to Health and Safety	Problem Behavior
4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1
1	2	2	2	2	1	3	2	1	2	3

TRANSITION ASSESSMENTS

The key is to take all of the results from these assessments and **USE THEM** to develop post-secondary goals, transition services & activities and annual IEP goals.

TRANSITION PLANNING - APPLICATION

What will a **MEANINGFUL LIFE** look like after the completion of school for the student and how will we prepare the student to achieve their goals?

MAKING IT MEANINGFUL FOR STUDENTS

What do we need to know in order to do this...

***Student strengths, interests
and preferences!***

How can we know this...

You probably already do!

MAKING IT MEANINGFUL FOR STUDENTS

- ❖ Simply start recording student's behaviors at multiple times during the various activities you are already doing. There is no reason to do anything more!
 - This could be shredding, sorting, cooking, cleaning, etc.
- ❖ Then, use that data to determine your student's strengths, interests and preferences. This will give you a more accurate list than a predetermined interest inventory.
 - Look at what are they capable of doing and how can we match opportunities to these areas.
- ❖ Other ideas?

MAKING IT MEANINGFUL FOR STUDENTS - EXAMPLE

Step 1: Exposure & simple data collection

Step 2: Using data to create vocational activities (jobs)

Step 3: Giving opportunity to practice jobs

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
Putting cookies into bags		X	X		X		X
Cutting pieces of ribbon			X				X
Tying bag with ribbon			X				
Placing bagged cookies into basket	X	X	X		X	X	X
Carrying basket from room to room	X		X		X		X
Handing cookies to recipients			X		X	X	X

TRANSITION PLANNING - P.S. GOALS VS TRANSITION SERVICES AND ACTIVITIES

- ❖ First, think about your job. What is your job title?
 - This is your post-secondary goal for employment.
 - These are written to occur AFTER the completion of the student's program.
 - What will your student be doing when they are out of this program?
- ❖ Now, what are the duties that fall within your role?
 - These are the transition services & activities.
 - These are written to occur during the IEP year to help your student prepare for their post-secondary goal for employment.

TRANSITION PLANNING -THINK OUTSIDE THE BOX

- Students do NOT fit into an option, we need to find a way to meet the students needs and interests.
 - What is it that your student needs in their preferred environment to be successful outside of school?

THINK OUTSIDE THE BOX - EXAMPLES

- ❖ Using student preferences, if your student likes the color red, where can they do things with the color red?
 - Sorting books labeled by color at the library?
 - Sorting clothes at home?
- ❖ Using student IEP goals/needs, if your student needs to develop fine motor skills, what vocational tasks can they do?
 - Unloading groceries at home?
 - Deliveries in an office building?

TRANSITION PLANNING - WRITING P.S. GOALS

- ❖ When writing post-secondary goals it is best practice to write,
 - “After the completion of school, the student will...”
- ❖ If the post secondary goals stay the same in any of the 4 areas, it is best practice to acknowledge that the goal is staying the same in some way.
 - For example, “Like the previous year, ”

TRANSITION PLANNING - POST-SECONDARY GOALS

❖ Education

- This goal should cover what the student needs in order to be able to do their employment and/or independent living goal.

❖ Employment

- This can be anything from competitive employment to supporting a role within their household.
- Employment is how you are contributing to the greatest extent possible to the world around you.

❖ Training

- If any agency (ex., CMH, MRS, group home) may provide or pay for any transition service then you need to try and get consent to invite.
 - If consent is received, then you must invite!
- May be combined with Education Goal. Best practice is to note this within the Transition Section.

❖ Independent Living

- Where the student will be living after the completion of school.

TRANSITION PLANNING - ONE COMMON GOAL

- When developing post-secondary goals we need to remember that we are all working toward one common goal, a **MEANINGFUL LIFE**.
 - There can and should be a continuation of post-secondary goals unless strengths or preferences change.
 - It is OKAY if the post-secondary goals stay the same!
 - Teachers need to work *together* to continue goals rather than reinvent the system each year.
 - These goals may be more general at a younger age but they should become more detailed closer to the time they will be exiting our program.
 - These goals also happen AFTER exiting our program.

TRANSITION PLANNING - ONE COMMON GOAL

- Although post-secondary goals may be staying the same, it is the **ACTIVITIES**, that may change to support the students' needs each year.
 - Activities happen while the students are in school.

TRANSITION PLANNING - ANNUAL IEP GOALS

- At least one annual IEP goal must be aligned to the post-secondary goals and transition services & activities **BUT...**
 - Best practice would be to have ALL align to the post-secondary goals and transition services & activities.
- As a best practice, annual IEP goals may be written as...
 - “In order to achieve _____ (post-secondary goal), the student will _____ (skill) when _____ (criteria/conditions) as measured by _____ (assessment).”
 - Also include baseline data.

TRANSITION PLANNING

REMEMBER...WE HAVE APPROXIMATELY 10
YEARS TO LEARN OUR STUDENTS' STRENGTHS,
INTERESTS AND PREFERENCES...WE SHOULD BE
ABLE TO HAVE A **MEANINGFUL PLAN** IN PLACE
BEFORE STUDENTS ARE EXITING OUR
PROGRAM.

TRANSITION PLAN EXAMPLE

https://drive.google.com/file/d/18CBfh7egnodJkWVrUQTTnOuyH_byB-lw/view?usp=sharing

QUESTIONS



THANK YOU FOR YOUR TIME TODAY!

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