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Informed Parents



PTI
Nebraska

Improved Outcomes for Children with Disabilities



PTI & Answers4families Webinar

Informational Sessions from the convenience of your
Office or Home – 12:30pm or 8:30pm

❧

The Transition Process

Presented by PTI Nebraska
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Parent Training and Information Nebraska

PTI Nebraska is a statewide resource for families of children with disabilities and special health care needs.

- ❧ PTI Nebraska's staff are parent/professionals
- ❧ PTI Nebraska conducts relevant workshops across the state.
- ❧ PTI Nebraska has printed and electronic resources available at no cost.
- ❧ PTI Nebraska encourages and supports parents in leadership roles locally and statewide.





Family to Family Health Information Center



PTI Nebraska is the home of
Nebraska's Family to Family
Health Information Center

"This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number and title for grant amount (H84MC08009, Family Professional Partnership CYSHCN, total \$95,700, no other additional funds provided). This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government."

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Check out

answers4families.org

For more information about children with special healthcare needs and/or disabilities:

- ☞ Discussion groups
- ☞ Ask an Expert
- ☞ Ask Rx
- ☞ Nebraska Resource & Referral System (NRRS)
 - ☞ A state wide system to locate services in your area by
 - ☞ State, county, city or zip code.

Webinar Information



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TRANSITION



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Summary of Transition



- œ Prepare students with disabilities to move from school to adulthood.
- œ Begins at 16 with **no exceptions** (IDEA Requirement)
 - may begin sooner if the IEP team believes appropriate.
- œ Transition plans are a part of the IEP.
- œ The IEP team (which includes the student and parent) develops the transition plan.
- œ The student must be invited to any IEP meeting when transition services are being discussed.

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What's Included



The areas to be considered for transition:

- ☞ Education/Training (required)
- ☞ Employment (required)
- ☞ Independent Living (when appropriate)
- ☞ Community Participation and others (possible)

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Needs



Transition services must be a coordinated set of activities oriented toward producing results.

Transition services are based on the student's needs and **MUST** take into account their preferences and interests.

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Important Concepts About Transition Services



- ☞ Activities need to be **coordinated** with each other
- ☞ The process focuses on **results**
- ☞ Activities must address your child's **academic and functional achievements/needs**
- ☞ Activities are intended to smooth the young person's movement into the post-school world

A SMOOTH TRANSITION TO ADULTHOOD

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The Ultimate Goal



Prepare Young Adults
With Disabilities to:

**“Lead Productive and Independent
Adult Lives, To the Maximum Extent
Possible”**

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Students at the Heart of Planning Their Transition

Something to think about:

If we are to prepare our young adults to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where they are going?

Understanding, defining and clarifying post-secondary dreams, visions and outcomes will give teams the foundation to begin to develop transition post-secondary goals and objectives that reflect what skills our young adults will need to achieve their goals.

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Students at the Heart of Planning Their Transition

Transition activities need to be **personally defined**.

This means that the post-secondary goals that are developed for our young adults must take into account their interests, preferences, needs, and strengths

**ASSESSMENT IS THE FOUNDATION OF A
QUALITY TRANSITION PLAN**

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Students at the Heart of Planning Their Transition

To make sure the transition activities are personally defined, the school:

- ☞ Must invite our young adult to attend the IEP team meeting “if the purpose of the meeting is transition related”
- ☞ If our young adult can not attend the meeting, other steps must be taken to ensure their preferences and interests are considered

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Students Get Involved

Parents please encourage your young adult to attend every IEP meeting when transition is being discussed

Simply because
“It’s their lives”

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Assessment



☞ Transition assessment information should be gathered in these areas:

- Academics
- Self-determination (self-advocacy)
- Vocational interests and explorations
- Adaptive behavior/independent living
- Other areas depending on need – social skills, communication, assistive technology, community experience, etc.

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What to Include in the IEP



- ☞ State the post-secondary goals (what they hope to achieve after leaving high school)
- ☞ Develop IEP goals that represent the steps along the way that need to be taken while still in high school to get ready for achieving the post-secondary goals after high school
- ☞ Detail the transition services that the student will receive to support them to achieve the IEP goals

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Writing Goals



Writing post-secondary goal statements can be very challenging, because it's not always obvious what needs to be included in a post-secondary goal statement.

Breaking the provisions of IDEA §300.320(b) into their component parts is a useful way to see what needs to be included, transition-wise, in the IEP.

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Writing Goals



- ⌘ Post-secondary goals must be: Appropriate and measurable
- ⌘ Post-secondary goals must be: Based on age-appropriate transition assessments – The law says “more than one assessment” yearly.

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Writing Goals



- ✧ Transition services include the course of study
- ✧ Transition services are necessary to assist in reaching their goals
- ✧ What goals? The post-secondary goals

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TRANSITION Goals (Example)



Example of a measurable post-secondary goal in the domain of **education/training**

Upon completion of high school, Billy Bob will enroll in courses at Metro Community College.

This goal meets standard because of specific reasons:

- Participation in postsecondary education is the **focus** of this goal.
- Enrollment at a community college can be **observed**, as Billy Bob enrolls in courses or not.
- The expectation, or behavior, is **explicit**, since Billy Bob enrolls at the community college or does not. Enrollment at a community college **occurs after graduation**, and it is stated that this goal will occur after graduation.

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TRANSITION Goals (Non-Example)



Non-example of the post-secondary goal we just reviewed

Upon graduation, Billy Bob will continue to learn about life skills and reading.

This statement **does not** meet the standard because:

- Participation in learning is the focus of this goal, but **no specific place or program is specified**
- The expectation for learning, or behavior, is **not explicitly stated**

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IEP Goals to Achieve Transition Goals



IEP goals for **education and training**:

Remember.....this is about enrolling in college courses.

Given MCC information, Billy Bob will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November of this year.

This meets standards because:

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IEP Goals to Achieve Transition Goals (Cont.)



- Participation in education is the primary focus of this objective.
- Learning about the college's admission requirements is a step that will help meet his goal of attending MCC.
- The criterion for meeting the goal is clearly stated....."with 90% accuracy".

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Transition Services For This Goal



☞ Transition services for **education/training**:
Remember this goal is about attending MCC.

Services that could be provided for support:

- Instruction related to word processing skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

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TRANSITION Goals (Example)



☞ Example of a measurable post-secondary goal in the domain of **employment**

Ann will work in an on-campus part-time job while in college.

- This goal is well crafted because:
- Obtaining employment is the **focus** of this goal.
- The phrase “while in college” indicates that the goal will occur after Ann has graduated from high school.
- Working part-time is **explicit** and **can be observed**.

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TRANSITION Goals (Non-Example)



Non-example for the goal we just reviewed

Ann will attend a job fair on the college campus.

This statement **does not** meet the standard because:

- While attending a “job fair” is measurable, this statement suggests an activity toward a post-secondary goal.
- This activity could occur while Ann is still in high school. Thus not a post-secondary goal.

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IEP Goals to Achieve Transition Goals



IEP goals for **employment**:

Remember.....this is about working part-time on campus.

Ann will be able to report 3 possible occupations for part-time employment based on the results of career assessments through career counseling with the guidance counselor.

This meets standards because: The behavior of assessing job interests is a step in helping determine jobs in which she would be most successful during college.

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Transition Services For This Goal



☞ Transition services for **employment**:

Remember this goal is about part-time employment.

Services that could be provided for support:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

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TRANSITION Goals (Example)



Example of a measurable post-secondary goal in the domain of **independent living**.

Upon completion of high school, Jared will use public transportation, including the public bus and uptown trolley.

This goal is acceptably crafted, because:

- Participation in independent living skill development, specifically community participation, is the **focus** of this goal.
- Use of the bus can be **measured**, as in Jared performs the required activities or he does not.
- The expectation, or behavior, is **explicit**, as in Jared performs the required activities or he does not.
- It is stated in this goal that the instruction **will occur after graduation**.

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TRANSITION Goals (Non-Example)



Non-example for the post-secondary goal we just reviewed

Jared will learn to use the bus system.

This statement **does not** meet the standard because:

- The expectation for learning, or behavior, is **not explicitly stated**.
- It is not stated that the goal will occur **after high school**.

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IEP Goals to Achieve Transition Goals



IEP goals for **independent living**:

Remember.....this is about public transportation.

Given travel training situations, Jared will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.

This meets standards because:

- This annual goal describes a skill needed to have in his repertoire of skills in order to travel using public transportation.
- This annual goal is a skill that will be worked on during high school.

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Transition Services For This Goal



Transition services for **independent living**:

Remember this goal is about utilizing public transportation.

Services that could be provided for support:

- Instruction on community safety skills
- Travel instructions
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self-defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks.

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Questions to Ask



These can be used by the IEP team as they plan transition services and craft statements to include in the IEP:

- ☞ Are there measurable post-secondary goals?
- ☞ Do the post-secondary goals occur after the student graduates from high school?
- ☞ Are the post-secondary goals based on an age-appropriate transition assessment? The law states “more than one assessment” yearly.

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Questions to Ask



- ☞ Do the IEP goals enable your young adult to meet the post-secondary goals or make progress towards meeting the post-secondary goals?
- ☞ Do the transition services (including course of study) in the IEP focus on improving the academic **and** functional achievement to facilitate movement from high school to post-secondary?

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Questions to Ask



- ☞ Do the transition services listed in the IEP relate to a type of instruction, related service, community experiences, development of employment and other post-secondary adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?
- ☞ Are representatives of other agencies invited (with parent or young adult consent) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

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In Conclusion



I hope this information will assist you when it comes time to help your young adult plan for transition to life after high school and especially to write an IEP that will:

- ☞ Capture your child's post-secondary goals in concrete, measurable terms
- ☞ Write corresponding IEP goals to support and prepare your child to achieve the post-secondary goals after leaving high school
- ☞ Reflect the IEP team's decisions about the transition services the student needs (including what the student will study while still in high school) in order to achieve the post-school goals

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IMPORTANT!!!



1. Ask that transition planning be first on the agenda!!
2. Be sure that all **domains** are discussed: Postsecondary Education/Training, Employment, Independent Living (when appropriate), and Community Participation and others as appropriate.
3. The transition plan should be in place at the beginning of the school year in which your young adult turns 16 years old.
4. Develop transition post-secondary goals, then IEP goals/objectives that work toward the transition post-secondary goals, and then services that provide the needed supports for those goals/objectives.
5. Graduation plans **MUST** be discussed at every transition IEP meeting.....know the law about graduation!!

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THANK YOU!!!!!!



- ☞ Thank you for taking your valuable time to participate in this webinar.
- ☞ There are several documents that are a part of this webinar that, I hope, will also support your efforts and understanding of this process.
- ☞ Please don't hesitate to contact me should you need support in this process!!! Thanks!!!!

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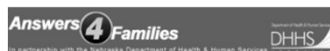


THANK YOU



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