

Transition 101

Clear Creek ISD
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The goal is to understand:

- The legal foundation for transition
- The transition planning process
- The relationship of transition to the development of the IEP
- The role of parents and students in the transition process

Transition is....Beginning with the end in mind

- Envisioning what students want to achieve as an adult in terms of education, training, employment, independent living and designing the programs, services, and opportunities to help them get there now.

The purpose of IDEA

- “To ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

What does IDEA say about transition?

- “Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities...”

When does transition begin?

BY AGE 14

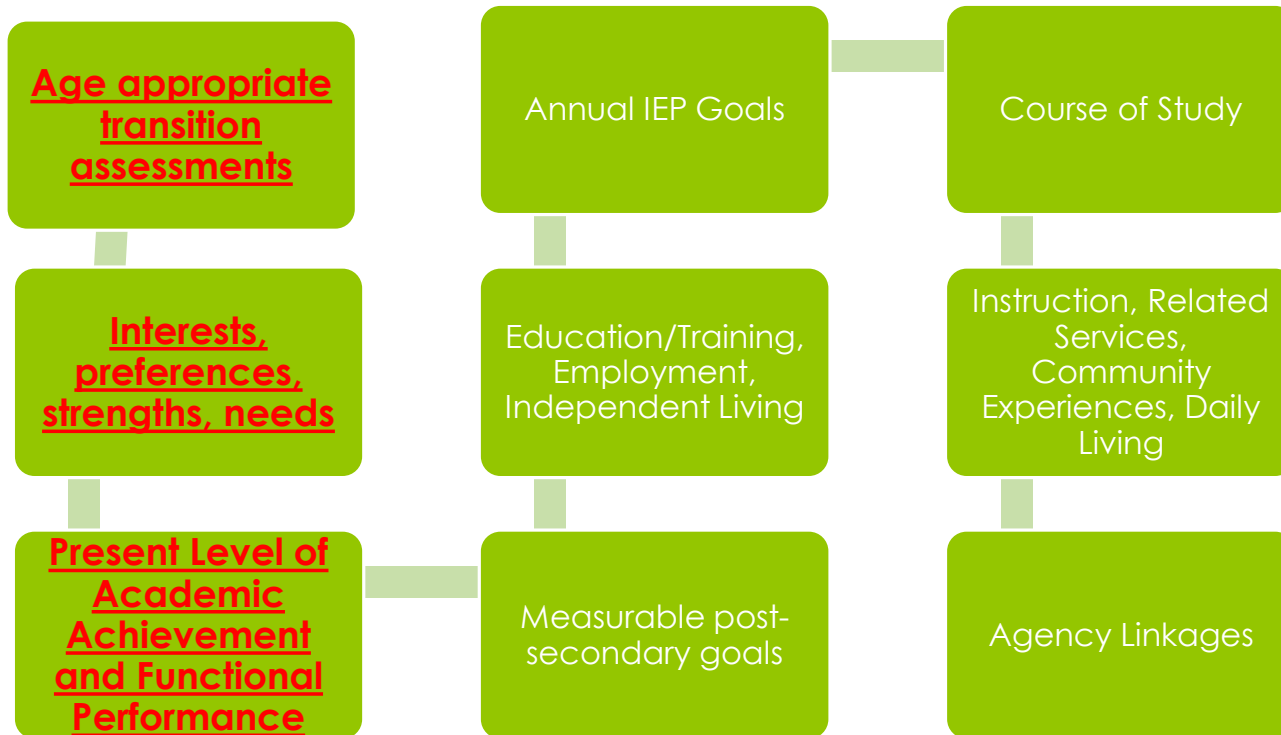
- Transition Supplement begins at annual ARD prior to turning 14 years old, typically 7th grade year.
- In Texas, transition services must be addressed for students receiving special education services not later than when the student reaches 14 years of age.

SB1788

What is the transition process?

- The transition process is an on-going part of the ARD/IEP and occurs before, during, and after the development of each student's Individualized Education Program (IEP)

The transition process



What are age-appropriate transition assessments?

- “Planned, continuous process of obtaining, organizing, and using information to assist individuals with disabilities of all ages and their families in making all critical transitions in students’ lives both successful and satisfying.”

Gary Clark (Assessment for Transition Planning, 1998)

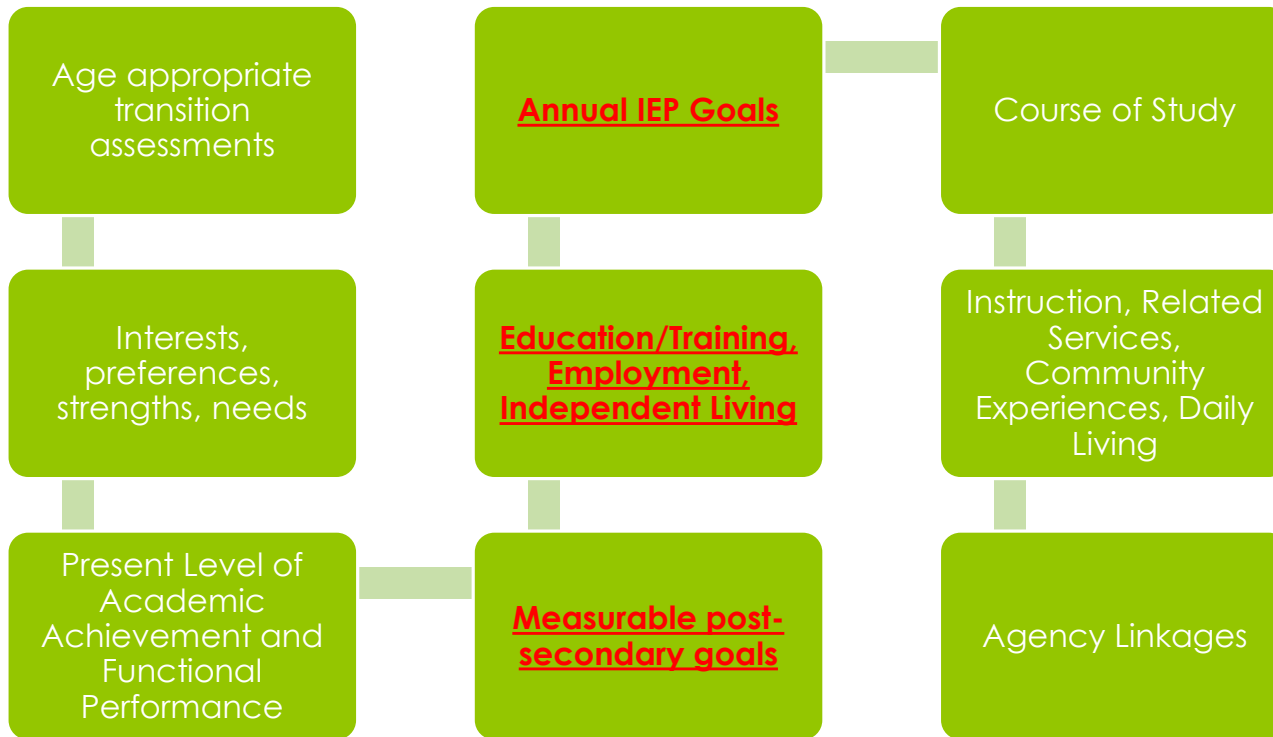
What is the purpose of transition assessments?

- Help students identify post-secondary goals
- Help students make informed choices in the development of their IEP
- Help students and parents take an active role in the transition process

Transition Assessments

- These assessments give us a way to discover **student interests, preferences, strengths and needs** to help shape them into something the student can pursue

The transition process



What are measurable post-secondary goals?

- According to IDEA 2004, the IEP must include, “appropriate measurable post-secondary goals based upon age-appropriate transition assessment related to training, education, employment, and where appropriate, independent living skills.”

IDEA §300.320(b)

IDEA requires two kinds of goals in the IEP

- Appropriate measurable **post-secondary goals** based upon age-appropriate transition assessments
(Transition Supplement)
- Measurable **annual IEP goals** that include academic and functional needs

Measurable post-secondary goals

- A measurable post-secondary goal is a statement of what the student will achieve **after** high school

Measurable post-secondary goals

- Training/Education – mandatory
- Employment – mandatory
- Independent Living – if needed

Training/Education

- The continuation of education/training after high school

Upon completion of high school, Johnny will attend a local trade school and complete a certification to a welder.

After High School, Diane will enroll in an complete an associates degree to be a paralegal.

After high school, Jorge will attend college and earn a degree in hotel management.

Upon graduation, Penelope will receive on the job training to work as a restaurant hostess.

Employment

- The kind of work in which a student expects to be involved, based upon age-appropriate transition assessment

Upon completion of high school, Johnny will be employed as a welder.

After High School, Diane will work as a paralegal for a private law firm.

After high school, Jorge will be employed as a hotel manager.

Upon graduation, Penelope will work as a hostess at a local restaurant.

Independent Living

- For some students, functional skills needed to live and participate in the community as an adult
 - Personal care, Maintaining a home, Money Skills, Time management, Social Skills/Behavior, or Recreation

After high school, Cindy will bathe and dress herself to get ready for work each day.

Upon graduation, Max will manage a budget and pay bills in order to live on his own

After graduation, Kimberley will exhibit appropriate social skills both in the community and at work in order to attain and maintain employment.

After high school, Grant will be able to make shop and make simple purchases in the community, including buying lunch and basic groceries.

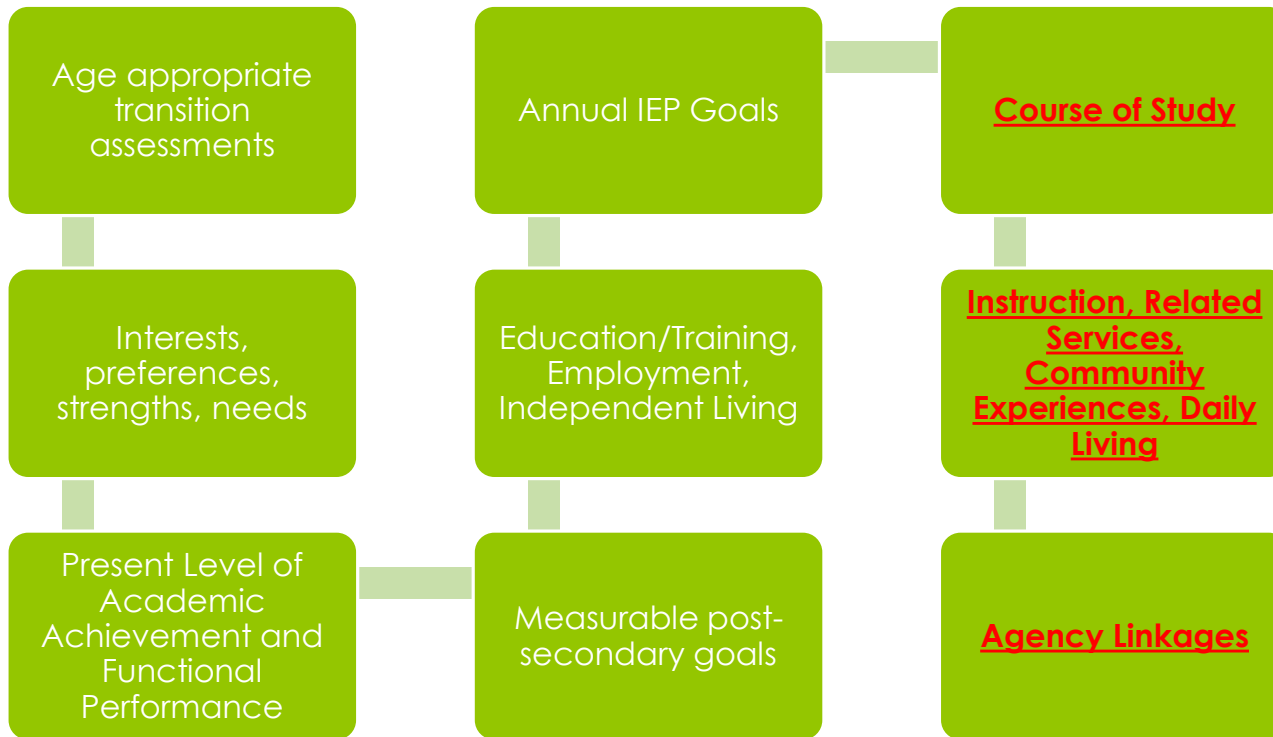
Measurable Annual IEP Goals

- The IEP must include “a statement of measurable annual goals, including academic and functional goals.”
- Annual goals must support progress in the general education curriculum
- Annual goals must support attainment of each post-secondary goal

Transition process

- At the secondary level, transition drives the development of the IEP
- The student's post-secondary goals provide the direction

The transition process



Supporting goals with a course of study

- “Courses of study are defined as a multi-year description of course-work to achieve the desired post-school goals from the student’s current to anticipated exit-year.”

Storms, O’Leary, Williams, 2000

- General Education
- Career and Technical Education
- Special Education
- Community Based Experiences

What is a coordinated set of activities?

- “Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities...”

IDEA §300.43

What is included in a coordinated set of activities?

- Instruction
- Related Services
- Employment
- Community Experiences
- Daily Living
- Agency Linkages

The student in the ARD process

- The student must be invited to the ARD meeting whenever post-secondary goals and transition services are discussed
- Includes all students, even those with the most significant disabilities

Students and Parents: Changing Roles

- Parents have rights as the primary decision maker until a student reaches 18 (the age of majority in Texas)
- At age 18, parent rights move to the student
- Two exceptions
 - Guardianship: Parents who have been appointed by a court of law as the legal guardian for their adult child
 - Power of Attorney: Parents who have been granted power of attorney by their adult child

The parent's NEW role after age 18

- Understand what “Notice of ARD” means
- Support your student's right to become a full participant in the process
- Help your student express his or her desires clearly and in a mature fashion
- Stay involved, even after you are no longer the primary participant in the development of your student's IEP

What about agency linkages?

- “To the extent appropriate, with the consent of the parent or student who has reached the age of majority ...invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.”

IDEA §300.321

Adult Service Providers

- ***Post secondary Education and Employment Services***

DARS: Department of Assistive and Rehabilitative Services

<http://www.dars.state.tx.us/>

- ***Services for individuals with intellectual disability and/or related condition***

DADS/MHMRA: Department of Aging and Disability Services

- Harris County MHMRA

<http://www.mhmraharris.org/>

- Gulf Coast Center (Galveston County)

www.gulfcoastcenter.org/

- SSI/Medicaid: Apply once individual is 18 yrs old

<http://www.ssa.gov/>