

Transition Planning: Where to Begin?

An OCALI Parent Package








educational service center
division of the
Ohio Department of Education
Partners in your journey to your child's future
Ohio Department of Education's Office for Exceptional Children



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Transition Planning: Where to Begin?



- Future Planning
- Meaningful Post Secondary Goals
- Age Appropriate Transition Assessment




TRANSITION

What Does It Mean?
What Are The Implications?

- A Change
- Moving on
- New Beginnings
- Familiar to Unknown
- Excitement!
- Anxiety

- Fresh Beginnings
- A Sense of Loss?
- A Sense of Accomplishment?
- Something to Avoid?
- Something to Embrace?

SOMETHING TO PREPARE FOR!



Transition from the Education System

The **goal** of education is to prepare children and youth to become **successful adults**



While **education programs teach** the important concepts, skills and knowledge for adult life, successful transition to adulthood requires **extensive and additional planning**



It's A Process... Not a Form



- Transition Planning is a systematic "Process"
- The summary of the process activities are documented on the IEP form
- The first steps of the IEP transition plan are a required part of the IEP starting at age 14
- The activities and information that lead to the plan come from multiple sources
- Must include information from the student and family!



Process...Not a Form

A process that:

- Identifies and begins with student strengths and interests
- Builds on these strengths and interests for adult life and career goals
- Is based in accurate assessment of student skills and knowledge



Steps in the Process


- 1) Future Plans and Goal Statements
- 2) Transition Assessments
- 3) Courses of Study
- 4) Transition Services and IEP Goals

Focus of Presentation




Part One: Visioning/ Future Planning

Edresourcesohio.org



The Changing View of Future Planning

<u>"OLD" View</u>	<u>"Current" View</u>
<ul style="list-style-type: none"> • Focus: To get to the next grade • Focus: Did not necessarily align with rest of IEP • Guided by the "Expert" or a "professional" 	<ul style="list-style-type: none"> • Focus: Post-School Outcomes • Focus: Includes employment, education and independent living • The "Connector": Connects IEP activities to the goals of the future • Personalized: Family and Student definition of success formed by AATA • A <i>Discussion</i>...using information and knowledge as well as dreams and desires
<p>Often times was an afterthought.....a fill-in</p>	<p>Becomes the guide/pointer/ foundation of the plan</p>



Future Plans and Goals

- Services and supports in high school should help the student to reach the vision for adult life
- Parents and students guide this process by providing the IEP team with a description of the adult life they hope to create.



"Cookie Cutter" programs are NOT enough!

- This is a PERSON-CENTERED, INDIVIDUALIZED approach



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Person Centered Planning



This individualized process is referred to as "Person Centered Planning"

- ".....an **ongoing problem-solving process** used to help people with disabilities **plan for their future.**"
- "**Groups of people** focus on an individual and that person's vision of what they would like to do in the future."
- "....team meets to **identify opportunities** for the focus person to develop personal relationships, participate in their community, **increase control over their own lives**, and **develop the skills and abilities** needed to achieve these goals."

PACER Center

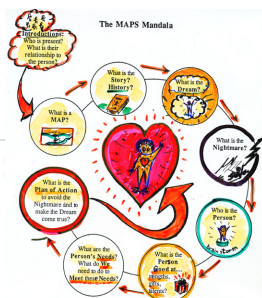
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The person is the center and the plan revolves around him/her

This is an example of a MAPS plan, courtesy of Inclusion Press.

Retrieved from http://ocdd.org/images/uploads/WEB_Person_Centered_Planning.ppt

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An additional planning tool called PATH allows the teams that gathered in the MAPS to develop a strategic plan of action.

Puzzle of Lifestyle Planning

- This free tool provides a list of questions to help families and students think about the future.
- “The Puzzle of Lifestyle Planning” is available on the Indiana Resource Center for Autism website at:
<http://www.iidc.indiana.edu/index.php?pageId=391>

Have you thought about or discussed these questions.....

The Puzzle of Lifestyle Planning, IRCA Articles, Access Autism

The Puzzle of Lifestyle Planning
Contributed by Nancy Kalina

Everyone makes choices daily that impact life. For example, people decide where they will work, with whom they will live, and in what extracurricular activities they will engage. For individuals with autism spectrum disorders these decisions are often made by others and without the person's input. Lifestyle planning allows people to explore possibilities, brainstorm strategies, and identify outcomes that are typically beyond what is offered by traditional services. Quite simply, lifestyle planning is a method for supporting individuals with autism spectrum disorders in making choices which reflect preferences, areas of strength, and their own visions. The individual is supported by friends, family members, and professionals to construct a map for his/her life. Below are questions that can facilitate decisions about:

Education

1. Would the person be interested in taking classes at the post-secondary level?
2. Would the person be interested in taking classes at a local vocational training school?
3. Would the individual be interested in taking classes through the YMCA or YWCA?
4. Would the individual be interested in taking an adult education class through the community schools or local library?

Employment

1. Does the person want to be employed part-time or full-time?
2. Does the person want to work at one job or two jobs?
3. Would the person be interested in volunteering instead of working?
4. Would the person be interested in working and volunteering?
5. Is the wage important to the person?
6. What is the minimum amount of money that she is willing to accept?
7. Would the person be interested in being self-employed?
8. Does the person want to sample a number of different jobs to determine what s/he likes?



Puzzle of Lifestyle Planning

Transportation


1. How does the person get to his/her job?
2. Is car pooling possible?
3. How does the person get to the grocery store?
4. How does the person want to travel to school?
5. Are some methods of traveling better than others depending upon the time of day?
6. Does the person feel comfortable traveling in a crowded bus?
7. What means of transportation make sense now and what are the person's goals for the future?
8. Does the person want to hire a driver to get to and from work?
9. Is the person eligible for support money for transportation through Supplemental Security Income (SSI), e.g., Individual Work Related Expense (IWRE), Plan for Achieving Self Support (PASS plans)?
10. What transportation is available if the person wishes to take part in social gatherings in the evening?

Residential

1. Does the person want to live in a group home?
2. Does the person want to live in his/her own apartment?
3. Does the person want to rent or own?
4. Would the person rather live in a house, an apartment, or a duplex?
5. Does the person want to have a roommate? If so, how many?
6. Does the person want to live alone?
7. Does the person want to live in a foster family situation?
8. Does the person want to live with someone in particular?
9. Where does the person want to live?
10. Does s/he want to live in the city or on the outskirts of town?
11. Does the person want to rent an apartment that is within someone else's home?
12. Does the person want to live in a dorm?
13. How much does the individual feel s/he can spend on rent?
14. Does the person want to rent something that is furnished or unfurnished?




Puzzle of Lifestyle Planning




Supports

1. How much and what type of support does the person want? (This may change with different tasks and different days.)
2. How much and what type of support does the person need within the home?
3. How much and what type of support does the person need when using transportation?
4. How much and what type of support does the person need in the community? For example, could a grocery store offer assistance to the individual when s/he is doing the shopping?
5. How much and what type of support does the person need at work?
6. Can coworkers offer any of the supports that are needed?
7. How much and what type of support does the person need to take classes? Can the teacher offer support? Can a friend offer support?
8. Is the person interested in getting a canine companion?
9. How does the individual want the support person to describe himself/herself?
10. What supports can be offered to an individual who does not self-medicate so that the individual feels as if s/he is respected?
11. How do the people who surround the person support the individual's decisions?
12. How do the people who are in the individual's life support the person to try something new?



Future Planning and Vision




Visioning and Future Goals are the most important areas of Transition Planning for parents to guide and direct



If the vision is clear and on target, the rest of the process will have a path to follow



**Part Two:
Post-School Goals**



Goal Setting

The IEP team, along with information from meaningful assessments, can help the student and parents create realizable and important goals



Post-Secondary (Adult) Goals

Are developed based on:

- The Vision & Future Plans
- Age Appropriate Transition Assessments
(Student Strengths, Needs, Interests, Preferences)
- AND...meaningful discussions of IEP team



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Post-Secondary Goal Areas

IEP Goals are REQUIRED in the areas of:

Education/Training

- "How/where will I continue to learn?"

Employment

- "Where will I work or what kind of work?"

An Optional Goal Area:

Independent Living

- "Where will I live after high school? What will I need to be able to do?" "Do I know how to get through the day without help?"

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Post-Secondary Goals: *Important Points!*

Post-secondary goals
means **adult life** goals

- These occur **after**
graduation or leaving
high school

Are **Measurable**

- Can answer "yes" or
"no" to the question,
"*Did that goal take
place?*"



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Example of a Proper Post Secondary Goal

Following High School
graduation, John will attend
South College fulltime to
become a vet tech.

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Why it is...

"Following high
school"...Yes, it
occurs AFTER
graduation ...so it
is an adult goal

- ♦ Following High School
graduation, John will attend
South College fulltime to
become a vet tech.

"Will attend"...
Yes, that can be
answered with a
"yes or no"...so
it is measurable

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NON-Example of Post Secondary Goal

During the last year of High School, John hopes to audit classes at South College to be ready to attend the vet tech program.

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Why it is a NON-Example...

During the last year of High School, John hopes to audit classes at South College to be ready to attend the vet tech program.

Occurs during high school.... **NOT** after graduation.....
NOT a Post school goal

"Hopes", Can **NOT** accurately measure "hope" with a "yes or no"...it is **NOT** measurable...

Other NON-Examples

Education

JT wants to work and hopes to receive on the job training to develop necessary skills to work in a factory.

- *NOT sure this is **after** high school*
- *"Wants" and "Hopes" are **not** measureable*

Juanita's parents believe she is interested in attending adult education classes to continue to develop independent living skills.

- *Does **NOT** tell us it is **after** high school*
- *"Believe" is **not** measureable*
- *Needs to state what Juanita will do, not what her parents want her to do*

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Examples Corrected

Education

- *After graduation from High School, JT will receive on the job training to develop necessary skills to maintain his factory job.*
- *After leaving high school, Juanita will attend adult education classes to continue to develop independent living skills.*

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Employment Examples

- *After leaving high school, Shawn will work full time in a local bakery*
- *Following graduation, Mary will work part-time in supported employment in a local community retailer*
- *Following graduation, Dwayne will work several hours a week for a local veterinarian while studying to be a vet tech.*
- *Following graduation from high school, John will attend a vocational training program full time so that upon completion he will be employed in the local community as a welder.*

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Independent Living Examples

- *After leaving high school, Cary will live in an apartment with the necessary supports to be safe and productive.*
- *Immediately after graduation, Joe will live in the family home with his parent's support, moving to a group home in 2-3 years with full time support.*
- *Following graduation, John will live independently in a dorm on campus and in the family home during the summer months*
- *Following high school, CJ will live with his brother in the family home with assistance only in the evening*

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Is the School Responsible to see that my Child Accomplishes his Post-School Goals?

No.

However...

The school **is responsible** for assuring that the education program, goals and services connect to the post school goals

The school **is responsible** to design a program that will allow the student **to be ready** to pursue the identified post school goals



Check Point for Parents!

REVIEW YOUR CHILD'S POST-SECONDARY GOALS

- Do you believe they are appropriate and accurate as written?
- Draft changes or additions you would like the IEP team to consider

IF YOUR CHILD DOES NOT YET HAVE POST-SCHOOL GOALS

It is never too soon to start identifying goals for the future in the areas of:

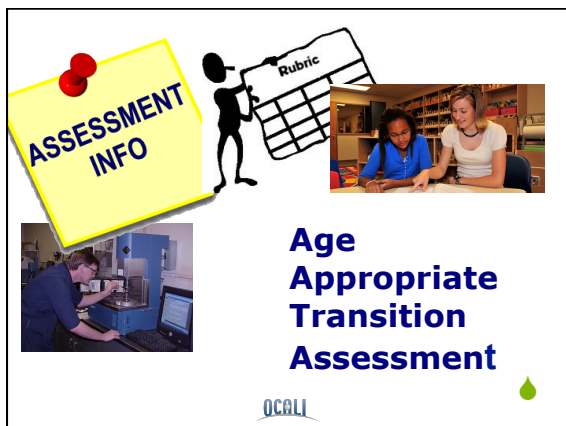
- Education/Training
- Employment
- Independent Living



Part Three:

Age Appropriate Transition Assessment





Age Appropriate Transition Assessment

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What is Age Appropriate Transition Assessment (AATA)?



“...**ongoing** process of collecting data on the **individual’s needs, preferences, and interests** as they relate to the demands of **current and future** working, educational, living, and personal and social environments.”

Division on Career Development and Transition (DCDT) of the Council for Exceptional Children

ONGOING...

Individual Needs, Preferences, Interests


Both Current and Future!

Transition Assessment Information

Helps **Shape** Goals

Describes the **Current Picture:** Student “Right Now”

Assists to **measure progress** towards adult life goals



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Age Appropriate Transition Assessment (AATA)

AATA is **required** by IDEA as part of IEP. Assessment information must be **summarized on the IEP** when the student is age 16.

AATA will also be important in these other areas of the IEP:

- Future Planning—Information generated from future planning is part of AATA
- Age 14 Statement—Information used to develop the age 14 statement is part of AATA

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Age Appropriate Transition Assessment **KEY POINTS**

It includes formal and informal assessments, tools and activities.



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Age Appropriate Transition Assessment **KEY POINTS**

It includes information from multiple sources—including, and most importantly, Parents and Students



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Formal Tools for AATA

- Adaptive Behavior/ Daily Living Skills Assessment
- General and Specific Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Achievement Tests
- Temperament Inventories/ Instruments
- Career Maturity or Employability Tests
- Self-Determination Assessments
- Transition Planning Inventories

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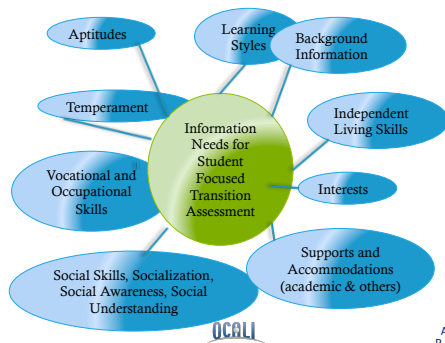
Informal Tools for AATA

- Interviews with student, parent/ family, others
- Questionnaires completed by student, parent/family, others
- Direct observation
- Curriculum Based Assessments
- Environmental Analysis

AND MANY MORE...

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Areas to be Assessed




Adapted From:
P. Kohler (2004)

Age Appropriate Transition Assessment
KEY POINTS


Focus on: **NOT** on:



Chronological Age



Developmental Age



Chronological and Developmental Lenses

Think about how the Transition Plans, Goals, and Services may differ when looking through a different “lens”


- The “Chronological Lens” (the student as a young adult)
- The “Developmental Lens” (based on student skills that may be at a younger developmental level)






Yvette : 17 year old student
PS Goal: To work for a pet groomer

Assessment Info	Developmental View
• Reads on first grade level	• Focus on reading first grade materials/primers
• Cries when she is corrected	• Ignore her cries (do not reinforce with attention) OR
	• Comfort her with hugs and rocking (as one would do a young child)
• Enjoys playing with young children / juvenile games	• Play games with her in the classroom such as Candyland



Yvette : 17 year old student
PS Goal: To work for a pet groomer


Assessment Info	Chronological View
<ul style="list-style-type: none"> • Reads on first grade level 	<ul style="list-style-type: none"> • What information will she need to be able to read and understand related to pet grooming? Pet name? Owner Name? Allergies?
<ul style="list-style-type: none"> • Cries when she is corrected 	<ul style="list-style-type: none"> • What coping skills will she need when her boss corrects her work? When a customer is unhappy with work?
<ul style="list-style-type: none"> • Enjoys playing with young children / juvenile games 	<ul style="list-style-type: none"> • Is there are career opportunity that involves both children and pets?



How Did the Different Views or “Lenses” Change Your Thinking?

Some things that might have occurred to you include:


- When looking at your child through the young adult lens, did you find that you may want to change some of the current priorities?
- Do goals need to change or be modified to support the “future adult” instead of the “student”?
- Did you find more questions than answers?
 --This can mean you need to gather more information




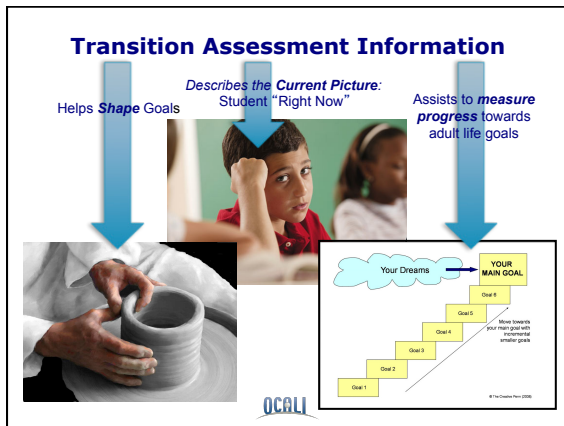
Age Appropriate Transition Assessment
KEY POINTS

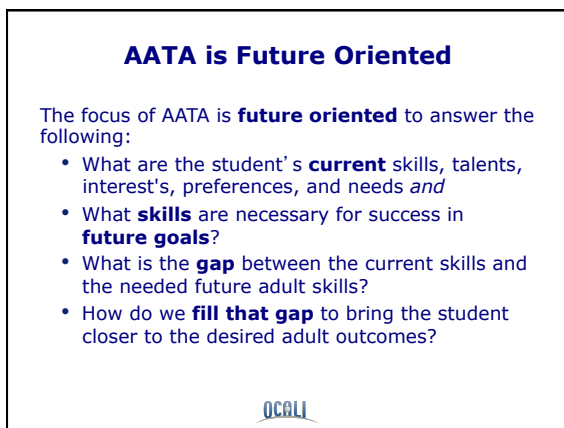
It is an Ongoing Process

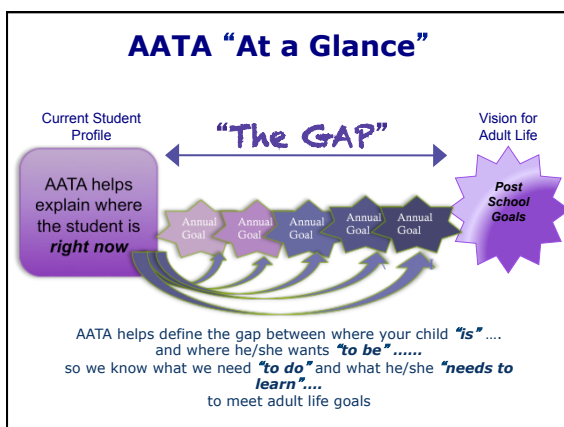
- AATA helps shape post-school goals
- AATA provides a picture of where the student is right now and
- AATA supports progress towards the adult/post-school goals





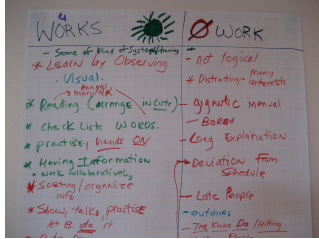






Age Appropriate Transition Assessment

- What works for you? What doesn't?
- How do you learn best?
- What are things that you need help with? Who helps you now?



Retrieved from :http://ocdd.org/images/uploadsWEB_Person_Centered_Planning.ppt

LOCAL

Dreams Count

- What are your dreams or ideas for your future?
- Where do you want to live?



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http://ocdd.org/images/uploads/WEB_Person_Centered_Planning_ppt

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Does this Look Familiar?

Yes!...

- Future Planning, Person-Centered Planning and Visioning are all a part of AATA and AATA is a part of the Future Planning Process
- One person...Painting “One picture”
- Helping to create the plans for that individual student/child’s adult life

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Where Do YOU Begin With AATA?

- Begin with what you already know.
- Document what you know about your child
- Document what is important to you, your child, and your family
- Explain what this information means to you, and
- Tell the story of how you know this information



Parent's Story About Their Son

We know our son Brian has always loved trains and anything to do with trains. Even as a young child, we could count on him to at least try to dress himself and be ready to go when one of our errands included a stop at the Amtrak! His teachers have always found his writing and his school work to be at a higher level when it involves trains and most recently other types of transportation as well. Our vision is that Brian will live in our community where his extended family is located. Brian tells us often that he wants a chance to study in a program that focuses on transportation of some type. Of course trains are his passion, but he is willing to explore options. We feel he can work in the community because once he becomes familiar, he has been able to, and has chosen to, be a part of a group and group activities. Maybe not at first, but given time and information, he will choose those opportunities. He would like to be a part of a situation that provides some contact with systems of transportation, those that design transportation, those that problem-solve transportation issues, or maybe the technical aspect of fixing equipment, or even writing technical manuals.

What did we find out about Brian?

- His passion for trains and other transportation
- His willingness to be open to options...a true strength
- His family's focus on community participation and community living...and Brian's ability to do this given time and support
- Ideas that may lead to a vocational programs, mentorships or careers



Leading to More Questions

- Where do programs exist? What are the entry requirements?
- What are the job opportunities for these careers?
- Where might Brian find an internship, work experience or shadowing?
- What types of supports and how much time will be necessary for him to be successful?



Transition to Adulthood: Where to Begin?



VISIONING: Students, Parents, Families should create a vision. A unique, person-centered, meaningful vision of adult life

GOAL SETTING: The vision leads to the creation of Adult Goals in the areas of Education, Employment and Independent Living. Families should be an integral part of crafting these adult goals.

ASSESSMENT: AATA helps the student, parents and educational team craft the goals, understand where the student is currently and what needs to be included in the transition program to reach adult goals.





Parent Package Materials series was developed by the expert staff at OCALI, in collaboration with the Autism Society of Ohio, and funded by the Ohio Department of Education's Office for Exceptional Children