First time using Webex?

Participants are currently in listen-only mode.

You can communicate with other attendees or the host in the Chat Box and seek technical assistance if needed.

You can type questions about the material presented in the Chat Box section.

Today’s webinar may be recorded and shared. Please keep this in mind when sharing information and experiences during the webinar.

We understand this topic will generate many questions. However, due to the limited time we have, we may not get to every question in the Chat Box. If we are unable to answer all questions, we will email a Q&A document to share after the webinar is over.
PROACTIVE PLANNING FOR SUCCESSFUL POSTSECONDARY TRANSITION
MAY 2, 2019

Janelle Ellis, Ed.S., C.V.E.
Educational Specialist
Career and Transition Services
Office Counseling, and College and Career Readiness
Transition: Change from one form, state, style, or place to another
What do I do now?
“What Are We Learning from Successful Adults with Disabilities?”
Spring Newsletter, 2016
Elisabeth Kutscher

HEATH Resource Center
AT THE NATIONAL YOUTH TRANSITIONS CENTER
A National Clearinghouse on Postsecondary Education for Individuals with Disabilities
“What Are We Learning from Successful Adults with Disabilities?”

1. Having a sense of control over their lives
2. Mindset – students must feel they have the capacity to deal with challenges - being able to deal with adversity
3. Recognizing and accepting the impacts of one’s disability
4. Knowing how to set attainable goals and modifying their goals and plans as needed based
5. Making a difference - 65% of the adults with disabilities valued the opportunity to contribute to their community
6. Having social supports and social networks and independence in living arrangements
7. Finding an employment niche that amplified the unique strengths of the individual
The purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
Transition Requirements

Beginning not later than the first IEP to be in effect when the child turns 16, the IEP must include:

• Measurable postsecondary goals based upon age appropriate transition assessments
• Transition services, including courses of study, needed to assist the student to reach the postsecondary goals
• Consideration of the student’s strengths, preferences and interests
Transition Planning Requirements

Career Café
Career Interest Resources
Elementary, Middle, and High School

Transition Assessment → Identify Career Goal → Identify Postsecondary Goals

Assess Progress/Transition Assessment

This year:
I will (career objective)
I will (self-advocacy objective)
I will (independent living objective)

Identify yearly objectives
Transition IEP

1. The transition pages should drive the entire contents IEP
   - Ours are at the beginning of the IEP and first on the meeting agenda
   - Diploma discussions, course planning, goals/objectives, and related services should relate to postsecondary goal attainment

2. Students should be actively involved in the IEP process
   - Pre, during, and post
Three Rules for Effective Transition Planning

Be future-oriented
(Think forward and work backwards)
Review annually
Revise, revise, revise
Three Rules for Effective Transition Planning

Be future-oriented

(Think forward and work backwards)

Review annually

Revise, revise, revise
To reach the career goal:

✓ What postsecondary **education** does the student need?

✓ What postsecondary **training** does the student need?

✓ What postsecondary **employment** matches the career goal?

✓ What **independent living skills** should the student develop?
IEP 303: postsecondary goals

Career Goal
To play football in the NFL

Postsecondary Goals

**Education:** I will attend a 4 year university

**Training:** I will work with professional trainers and coaches

**Employment:** I will play professional football
IEP 303: Yearly objectives

Career Goal

Professional Football Player

Postsecondary Goals

Education: Attend 4 year university

Training: Work with professional trainers and coaches

Employment: Play professional sports

Yearly Transition Objectives

Play on high school varsity football team
Pass SOLs
Main GPA 3.5
Coordinated planning = successful transition

Age 20

Career Goal

I will work in a hotel, preferably in housekeeping.

Postsecondary Goals

**Education**: I will work with an adult service provider to improve my social, self-advocacy, and self-care skills.

**Training**: I will participate in on-the-job training with a vocational rehabilitation job coach.

**Employment**: I will maintain a job in housekeeping in a hotel.

**Independent Living**: I will cook simple meals. I will do my own laundry.

Yearly Transition Objectives

I will remain on task for four hours without a break.

I will follow my task schedule without teacher or supervisor reminders.

I will make a bed according to established hotel quality and time criteria.

I will navigate the hotel independently.
How do we help determine student interests?

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<td>1</td>
<td>Build kitchen cabinets</td>
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<td>2</td>
<td>Lay brick or tile</td>
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<td>3</td>
<td>Develop a new medicine</td>
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<td>4</td>
<td>Study ways to reduce water pollution</td>
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<td>5</td>
<td>Write books or plays</td>
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<td>6</td>
<td>Play a musical instrument</td>
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<td>7</td>
<td>Teach an individual an exercise routine</td>
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<td>8</td>
<td>Help people with personal or emotional problems</td>
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<td>9</td>
<td>Buy and sell stocks and bonds</td>
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<td>10</td>
<td>Manage a retail store</td>
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<tr>
<td>11</td>
<td>Develop a spreadsheet using computer software</td>
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<tr>
<td>12</td>
<td>Proofread records or forms</td>
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</tbody>
</table>
How do we help determine student interests?

- Picture Interest Career Survey – Robert P Brady, Ed.D.
- Reading Free Interest Inventory – Ralph Becker, Ph.D.
- Careers for Me II, www.careerkids.com
How do we help determine student interests?

- Observe manifest interests and preferences:
  - Time on task
  - Improved behaviors
  - Requests/making choices
  - Compliance versus non-compliance
  - Body language and non-verbal communication

- Input from parents and others

- Document! (PLOP, career portfolio)

- Collect data over time
## Work-Based Learning Continuum of Experiences

### Career Awareness
- Tours of business sites
- Career fairs
- Employers as guest speakers
- Virtual workplace tours
- Mentoring
- Job shadowing
- Informational interviews
- School businesses and student run enterprises
- Volunteering/community service
- Service learning
- Career and technical education
- Independent community work experiences (internships)
- Supported non-paid work experience/simulated work tasks
- Competitive employment

### Career Exploration

### Career Preparation

### Career Training
Costco
Mentoring and Job Shadowing
Another mentoring experience

https://youtu.be/JWXSAEN3Vvg
“We’ve been thinking a lot about what we want to do with your life.”
IEP – Individual Education Plan

I am the "I" in IEP
How is Self-Determination Learned?

Systematic Instruction

Opportunity to Practice

Experience and Feedback

Self-Determination

Opportunity Missed Taken
**Self-Determination/Self-Advocacy Checklist**

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don’t know, you may say that you don’t know by checking DK.

<table>
<thead>
<tr>
<th>Description of Me</th>
<th>School</th>
<th>Yes</th>
<th>No</th>
<th>Home/Community</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
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<tbody>
<tr>
<td>I can describe my strengths.</td>
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<td>I can describe my weaknesses.</td>
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<td>I can explain my disability label.</td>
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<td>I can explain what I need from special education services.</td>
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<td>I can explain how I learn best.</td>
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<td>I can explain what does not help in learning.</td>
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<td>I know my interests.</td>
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<td>I know my values.</td>
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<td>I can ask for help without getting upset.</td>
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<td>I can state what I want to learn.</td>
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<td>I can state what I want to do when I graduate.</td>
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<td>I can state my rights as a person with a disability.</td>
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<td>I can speak confidently and with eye contact when talking with others.</td>
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<tr>
<td>I can tell teachers or work supervisors what I need to be able to do my work.</td>
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<td>I know how to look for support or help.</td>
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<tr>
<td>I know how to set goals for myself.</td>
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<td>I know how to get information to make decisions.</td>
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<td>I can solve problems that come up in my life.</td>
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<td>I can develop a plan of action for goals.</td>
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<td>I can begin my work on time.</td>
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<td>I can stay on a work schedule or time plan.</td>
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<td>I can work independently.</td>
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<td>I can manage my time to stay on tasks until they are done.</td>
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<td>I can compare my work to a standard and evaluate its quality.</td>
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<td>I can tell when my plan of action is working or not.</td>
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<td>I can change goals or my plan of action.</td>
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Personal Preference Indicators
A Guide for Planning

Preferences
Choices
Self-determination

Child Preference Indicators

Preferences
Choices
Self-determination

University of Oklahoma – Zarrow Center:
WHOSE FUTURE IS IT ANYWAY?
A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway
I’m Determined Tools

One Pager

Good Day Plan

Goal Setting & Attainment

IEP Power Point templates
### My Strengths

- What do I do well in school?
- What do I do well at home or in my community?
- What do other people say are my strengths?

### My Interests

- What do I like to do when I’m not in school?
- What activities or organizations do I enjoy participating in?
- What are my hobbies?

### My Preferences

- What works for me? What helps me be successful?
- Where do I see myself in the future:
  - Living?
  - Working?
  - Doing for fun?

### My Needs

- What are the accommodations that help me?
- How can others help me?
- What are some things that are difficult for me?
Why is it important for you to participate in your IEP meeting?

- The meeting is about you.
- You have a voice and you can make decisions that affect your education and your life.
- The meeting gives you a chance to practice social, advocacy and communication skills that you will need in the future.
- Being a part of developing your goals helps you to reach your goals.

My plan for participating in my IEP:

Before the meeting:

□ ___________________________

□ ___________________________

During the meeting:

□ ___________________________

□ ___________________________

After the meeting:

□ ___________________________

□ ___________________________

Web sites

www.imdetermined.org
www.youthhood.org
www.iiddc.indiana.edu/cedir/kidsweb
www.ttaonline.org
### Before the Meeting

**Options:**
- Learn about IEP meetings, their purpose and how to participate
- Suggest people to invite to your meeting
- Participate in discussion before the IEP meeting
- Participate in student IEP interviews
- Make a list of your strengths, challenges, likes, dislikes and interests
- Take an interest inventory or vocational assessment
- Write or assist with writing part of the IEP
- Role play ways to participate and what to say
- Ask for accommodations and equipment you need to participate in your meeting
- Create a welcome sign
- Photocopy materials
- Call/send reminders of meeting

### During the Meeting

**Options:**
- Attend the meeting
- Introduce participants at the meeting
- Share samples of your work from your classes
- Present specific information for your IEP (information about your Present Level of Performance, accommodations, etc.)
- Share ideas about what works well for you
- Present information from your notebook or PowerPoint about yourself
- Review your previous IEP goals and progress toward those goals
- Lead the discussion of transition plans (your future)
- Recommend new IEP goals and accommodations
- Lead the IEP meeting

### After the Meeting

**Options:**
- Complete an exit survey about your experience at the meeting
- Share your experience about participating with others
- Deliver highlights of the meeting to your teachers
- Discuss your disability, IEP and accommodations with teachers and others
- Participate in IEP updates and help evaluate the progress of your benchmarks and goals
- Send thank-you notes to meeting participants
- Prepare for your next IEP Meeting
Transition is a COLLABORATIVE EFFORT

Everyone has a role!
## Transition Planning Checklist

### Career/Employability

- [ ] Gets along with others
- [ ] Follow rules and directions
- [ ] Accept criticism
- [ ] Attend to detail
- [ ] Complete tasks
- [ ] Attend school and be on time
- [ ] Increase computer skills
- [ ] Dress appropriately for setting
- [ ] Work at a satisfactory rate
- [ ] Produce satisfactory work
- [ ] Deal appropriately with authority
- [ ] Work independently
- [ ] Organize materials and time
- [ ] Seek help when needed
- [ ] Demonstrate critical thinking skills
- [ ] Identify career interests
- [ ] Explore careers
- [ ] Gain work experience
- [ ] Develop specific work skills
- [ ] Research FCPS transition options
- [ ] Enroll in a career-related course
- [ ] Develop resume
- [ ] Find a job
- [ ] Complete applications
- [ ] Develop interview skills
- [ ] Explore postsecondary education options
- [ ] Explore adult service options

### Self-Advocacy

- [ ] Participate in IEP meeting
- [ ] Participate in developing ITP
- [ ] Review diploma options /requirements
- [ ] Know rights and responsibilities
- [ ] Identify learning strengths and weaknesses
- [ ] Communicate learning strengths and weaknesses
- [ ] Identify emotions and outlets for emotions
- [ ] Set goals
- [ ] Problem-solve
- [ ] Cope with stress
- [ ] Use daily planner to organize schoolwork and activities
Transition Planning Checklist

INDEPENDENT LIVING

___ Make purchases
___ Make change
___ Budget money
___ Calculate wages
___ Develop banking skills
___ Communicate by telephone including
    leaving/taking messages
___ Identify recreation/leisure activities
___ Clean space at home (e.g., bedroom)
___ Recognize civic roles and responsibilities
___ Understand authority figures, rules, laws
___ Understand voting and elections
___ Identify community resources
___ Know current events
___ Know housing options (e.g., rent, own)
___ Pay bills
___ Purchase food
___ Follow recipe
___ Cook food
___ Order from menu
___ Purchase clothing
___ Wash and iron clothing
___ Know transportation options
___ Take Driver's Education
___ Get driver's license
___ Read maps
___ Become familiar with public transportation
___ Know basic first aid
___ Practice good grooming habits

OTHER SUGGESTIONS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Self-Determination Resources


https://www.humanservicesed.org/filehandler.ashx?x=8913

https://www.pacer.org/parent/php/PHP-c77.pdf

http://www.self-determination.com/

https://www.consumerjungle.org/
Parent Transition Resources

https://www.washington.edu/doit/programs/accesscollege/employment-office/career-prep/career-preparation-resources-parents-and

http://www.ncwd-youth.info/publications/guideposts-for-success-families/

https://www.parentcenterhub.org/transitionadult/#students

https://www.pacer.org/transition/

https://www.parentcenterhub.org/find-your-center
General Transition Resources

https://transitionta.org/
http://www.ncset.org/
https://transitioncoalition.org/
https://ccrs.osepideasthatwork.org/teachers-social-emotional-behavior/secondary-transition
https://centerontransition.org/publications/index.cfm
https://www.thinkwork.org/
http://www.ncwd-youth.info/
Resources to explore **with** students

**Youthhood.org** is a site where students can explore many considerations related to postsecondary life. It is free and interactive, and can be used in any setting.  [http://www.youthhood.org/index.asp](http://www.youthhood.org/index.asp)

**Career Outlook:** This Department of Labor publication is a good source of interesting career information for individuals in the career planning process. [https://www.bls.gov/careeroutlook/](https://www.bls.gov/careeroutlook/)


[https://www.onetonline.org/](https://www.onetonline.org/) - Occupational Network - O*NET Online

**Virginia Career View:** has both student and parent sections related to career development from elementary through grade 8.  [https://www.vaview.vt.edu/](https://www.vaview.vt.edu/)

**I’m Determined:** Project to promote student self-determination, with a section devoted to parent support.  [https://www.imdetermined.org/](https://www.imdetermined.org/)
Final Questions?
Follow up questions?

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www.thearc Catschool.org