



Welcome!

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 Law

IDEA 2004

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

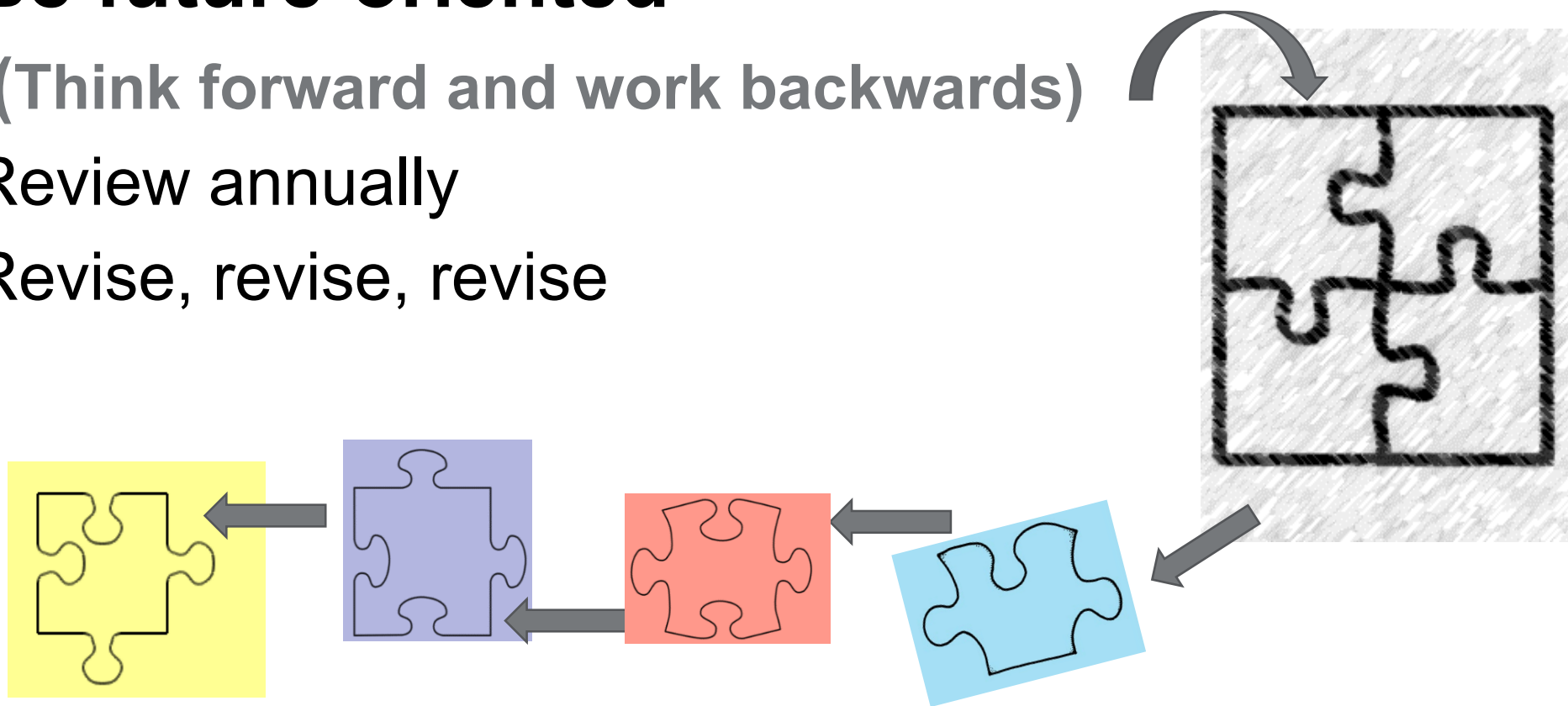
Three Rules for Effective Transition Planning

Be future-oriented

(Think forward and work backwards)

Review annually

Revise, revise, revise



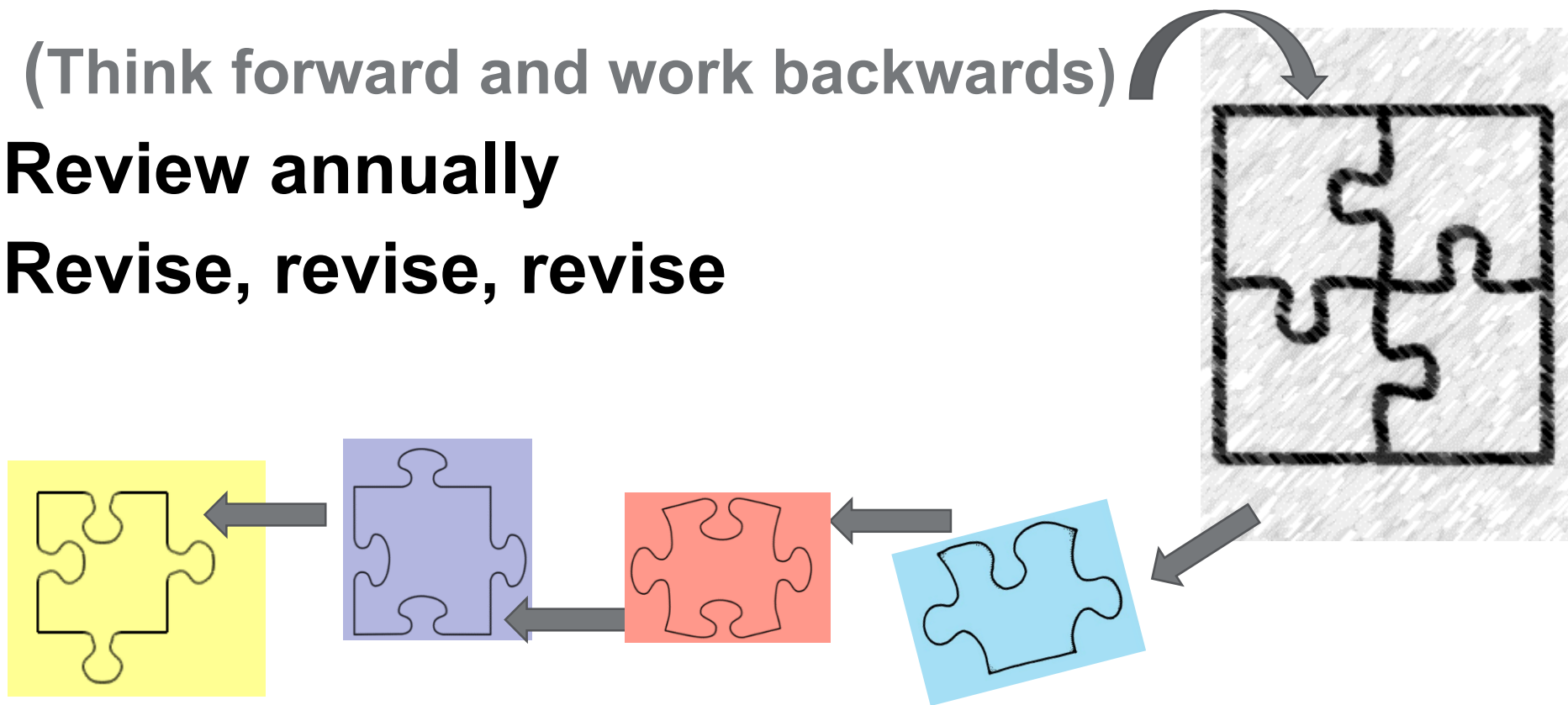
Three Rules for Effective Transition Planning

Be future-oriented

(Think forward and work backwards)

Review annually

Revise, revise, revise



Career Goal (The best career goal combines interests and strengths)

My career goal is to play in the NFL.

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?





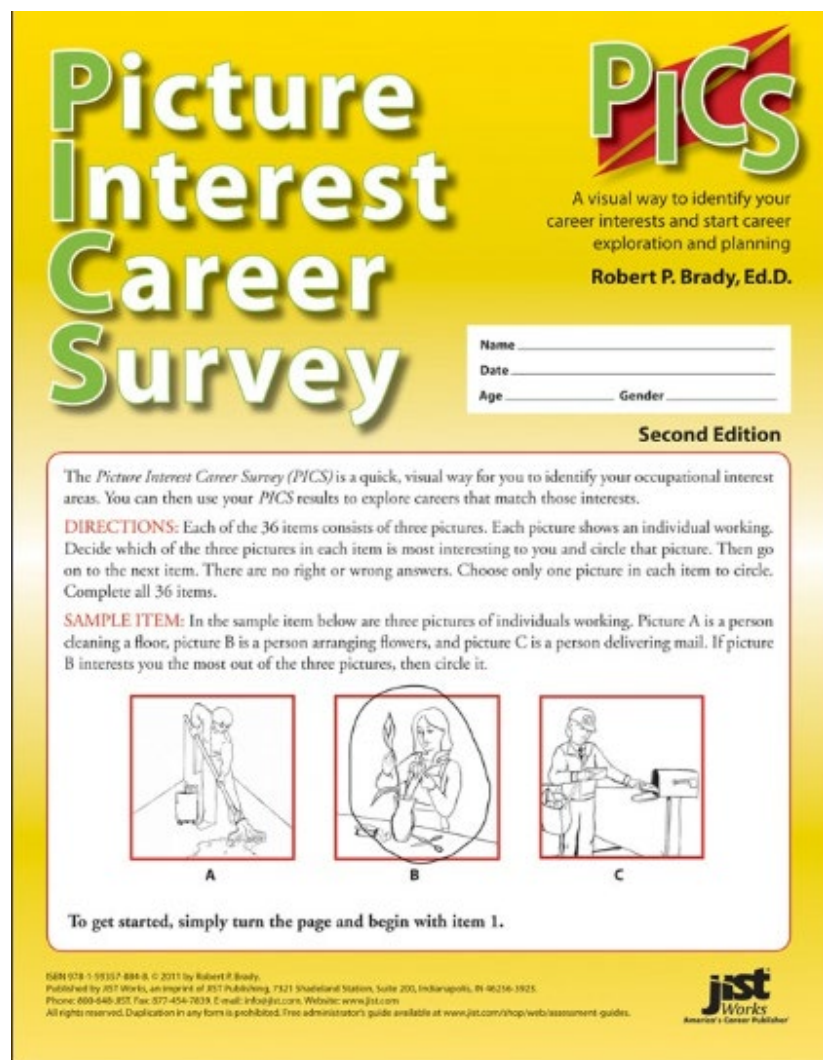


Progress: 

Page 1 of 5
0 of 60 questions

1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Build kitchen cabinets
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lay brick or tile
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a new medicine
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Study ways to reduce water pollution
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Write books or plays
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Play a musical instrument
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teach an individual an exercise routine
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Help people with personal or emotional problems
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buy and sell stocks and bonds
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Manage a retail store
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a spreadsheet using computer software
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Proofread records or forms

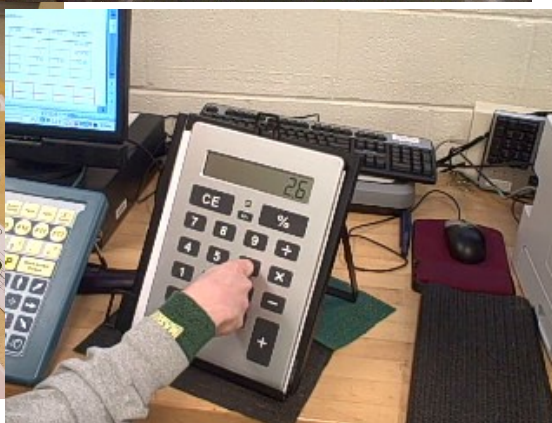
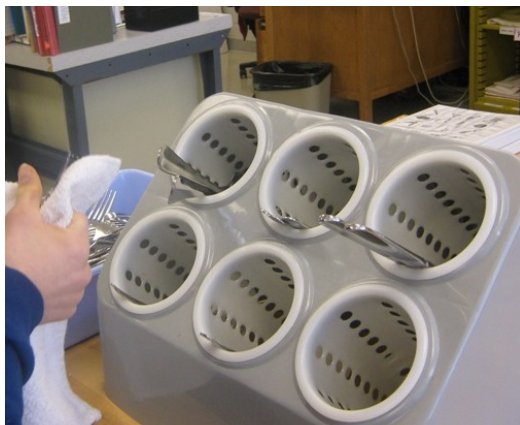
How do we help determine student interests?



- Picture Interest Career Survey – Robert P Brady, Ed.D.
- Reading Free Interest Inventory – Ralph Becker, Ph.D.
- Careers for Me II, www.careerkids.com
- Career Interest Inventory – Pictorial Version https://www.cves.org/wp-content/uploads/2015/08/PictureCareerInterest_Inventory.pdf

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



Career Awareness

- Tours of business sites
- Career fairs
- Employers as guest speakers
- Virtual workplace tours

Career Exploration

- Mentoring
- Job shadowing
- Informational interviews

Career Preparation

- School businesses and student run enterprises
- Volunteering/community service
- Service learning

Career Training

- Career and technical education
- Independent community work experiences (internships)
- Supported non-paid work experience/simulated work tasks
- Competitive employment

Costco



Mentoring and Job Shadowing



Another mentoring experience

<https://youtu.be/JWXSAEN3Vvg>

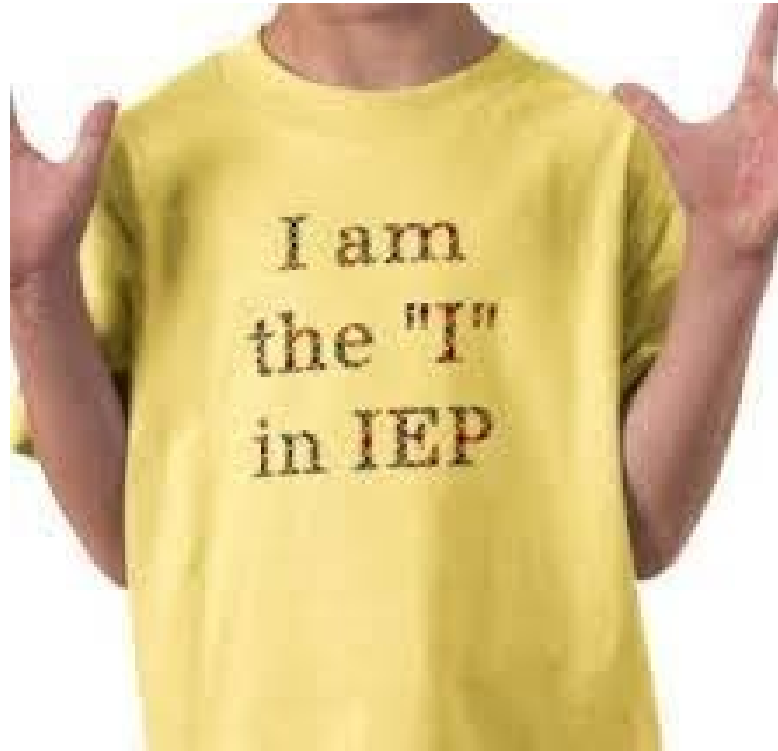




SIPRESS

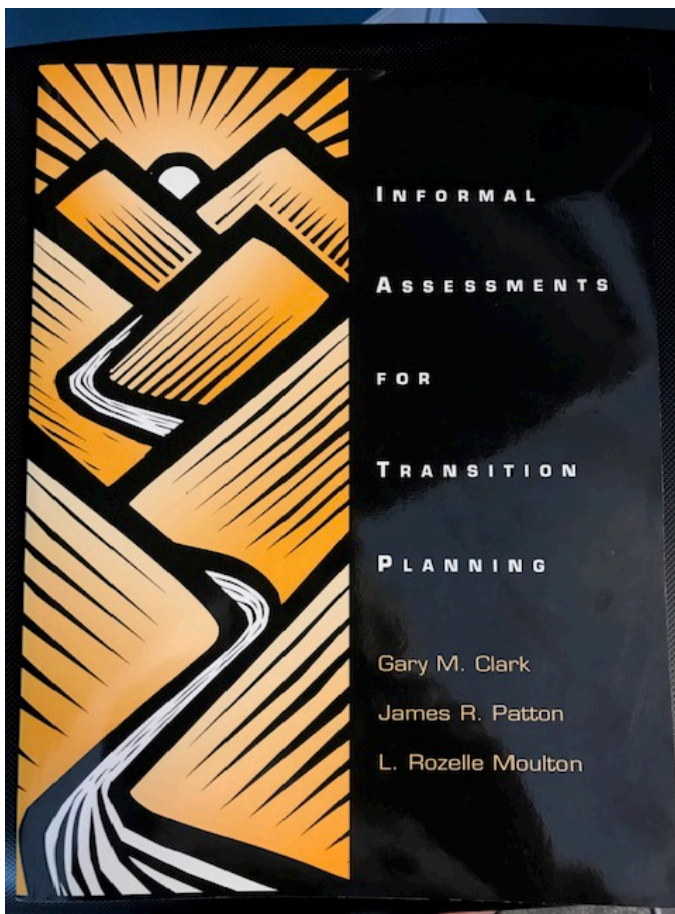
"We've been thinking a lot about what we want to do with your life."

IEP – Individual Education Plan



How is Self-Determination Learned?





INFORMAL ASSESSMENTS FOR TRANSITION PLANNING

Gary M. Clark
James R. Patton
L. Rozelle Moulton

Name: _____

Date: _____

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.

Descriptions of Me

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

Source: *Transition Planning Inventory*, by G. Clark and J. R. Patton, 1998, Austin, TX: PRO-ED. Copyright 1998 by PRO-ED, Inc. Reprinted with permission.

Personal Preference Indicators

A Guide for Planning



Preferences
Choices
Self-determination



Child Preference Indicators

Preferences
Choices
Self-determination



University of Oklahoma – Zarrow Center:

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities/preference-indicators>



JEANNINE RAINBOLT COLLEGE OF EDUCATION

ZARROW CENTER FOR LEARNING ENRICHMENT


The UNIVERSITY of OKLAHOMA

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>

A woman with glasses and short brown hair is speaking into a microphone at a podium. She is wearing a dark grey shirt. In the foreground, the backs of several audience members' heads are visible, showing they are seated and facing the speaker. The background is a bright room with large windows looking out onto a city.

i'm
deter
mine!

Educators ▼

Parents ▼

Youth ▼

Resources ▼

<https://imdetermined.org>

I'm Determined Tools

One Pager

Good Day Plan

Goal Setting & Attainment

IEP Power Point templates



One-Pager

Name:

Today's Date:

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?

Student Involvement

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.

Web sites

www.imdetermined.org
www.youthhood.org
www.iidc.indiana.edu/cedir/kidsweb
www.ttaonline.org

My plan for participating in my IEP:

Before the meeting:

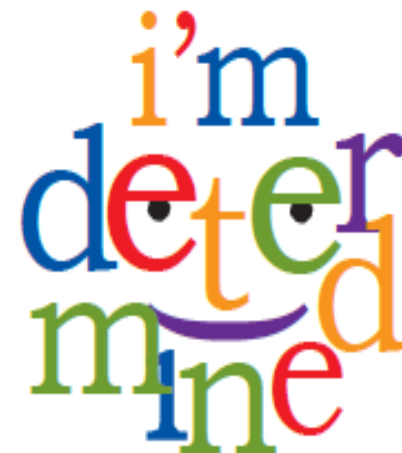
- ☐ _____
- ☐ _____

During the meeting:

- ☐ _____
- ☐ _____

After the meeting:

- ☐ _____
- ☐ _____



Suggestions for Your Participation in the IEP Process

Elementary and Secondary
students

Before the

meeting

During the

meeting

35

After 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

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

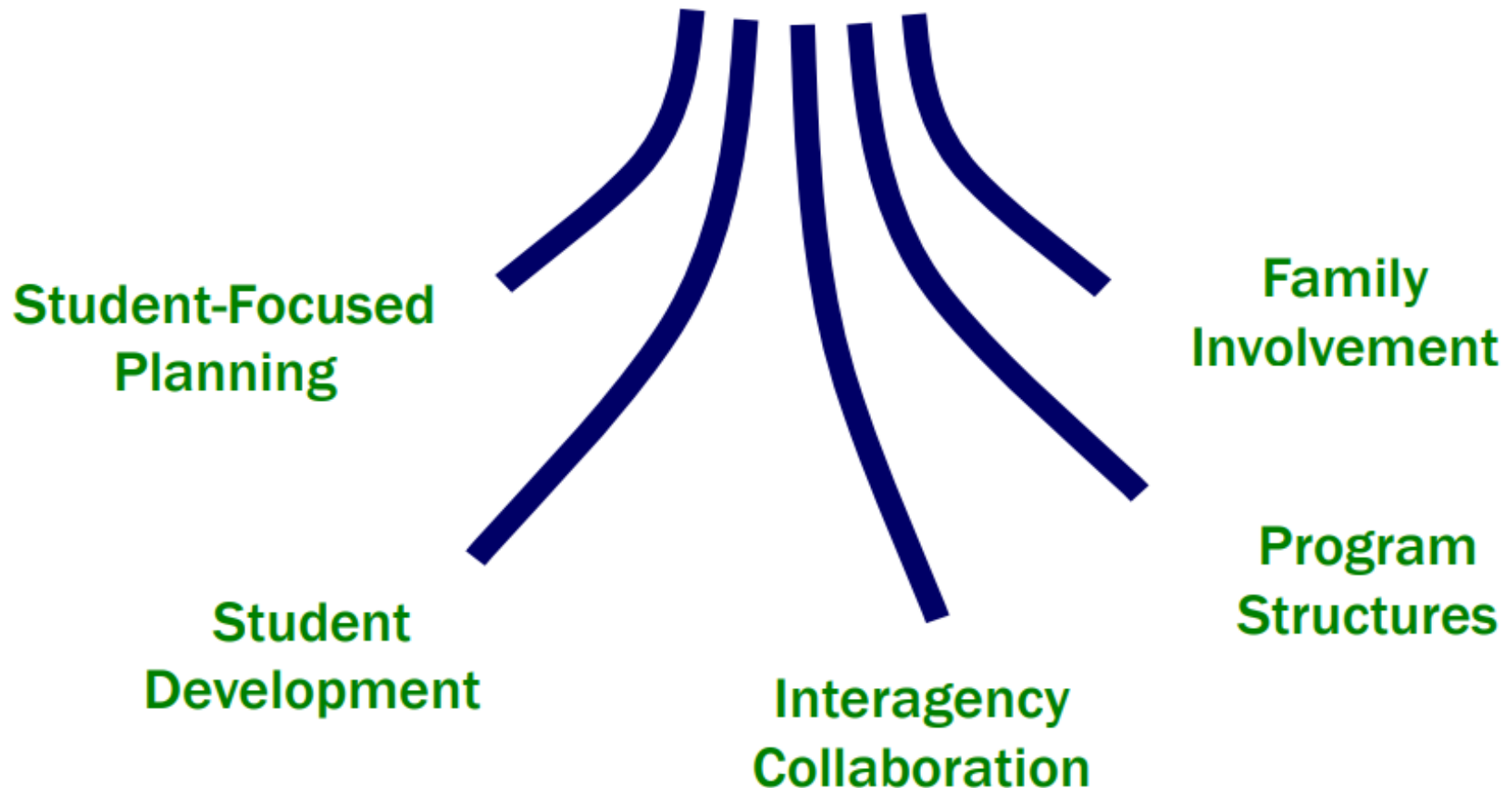
Options:

- ☐ 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



TAXONOMY FOR TRANSITION PROGRAMMING 2.0

Paula D. Kohler, June E. Gothberg, Catherine Fowler, and Jennifer Coyle



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.washington.edu/doit/taking-charge-stories-success-and-self-determination>

<https://www.parentcenterhub.org/buzz-april2019-issue2/>

<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 student 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>

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/>

www.dol.gov/dol/audience/aud-kidsyouth.htm - US Department of Labor for Youth

<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/>

I'm Determined: Project to promote student self-determination, with a section devoted to parent support. <https://www.imdetermined.org/>

Final Questions?

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Follow up questions?



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