I. TRANSITION PLANNING IN PERSPECTIVE

Elementary, middle school and secondary education is preparation for adult life—that is, preparation for the future. Therefore, all education is essentially transition planning. In addition, transition from school to adulthood is central to secondary education.

This leads us to understand that all children begin life transitions with four convergent starting points.

All four starting points begin simultaneously at birth, continue through schooling, and ultimately emerge as adult goals for a successful transition to adult life.

These starting points begin with parenting, schooling, social interaction, personal experience, and adult guidance.

They converge on developing preferences and interests to set goals which is a process of choice making.

The 4 Convergent Transitional Starting Points For Promoting And Identifying Student Preferences And Interests For Transition Planning

1. developing the knowledge and skills that are required by most adults in most settings to be successful

2. developing a knowledge and understanding of (adult) roles and responsibilities in specific settings and activities

3. acquiring experience with (adult) roles and responsibilities in specific settings and activities; and,

4. developing preferences and interests that with age and experience emerge as interests in and preferences for specific adult roles, responsibilities, activities, and settings

II. STEPS FOR DEVELOPING A STUDENT/FAMILY FOCUSED TRANSITION PLAN

NOTE THE ORDER AND SEQUENCE OF THE REQUIREMENTS
STEP #1: ENGAGE PARENTS AND STUDENTS IN ONGOING AND INTENSIVE DISCUSSION, PLANNING AND PARTICIPATION IN THE DEVELOPMENT AND IMPLEMENTATION OF THE OPTIONS AND POSSIBILITIES FOR STUDENTS WITH DISABILITIES.

Some Things Parents Can Do

- Parents know their children better than anyone else, thus they can serve as critical resources in planning.
- Parents can be extremely effective in maintaining continuity of training and of purpose.
- Parents can act as system advocates, often facilitating changes professionals desire but are constrained to accomplish.
- Parents can act as role models/teachers, instilling positive learning that makes job success for their children more likely.
- Parents can act as community supporters and messengers to the community about positive agency efforts.
- Parents can act as service coordinators, thus ensuring more effective and positive results.
- Parents as nurturers/caretakers provide support and encouragement that complement professional efforts.
- Parents can be responsible for planning a child's IEP and future
- Parents can set and communicate clear expectations for the child
- Parents can learn more about disability issues and the possibilities for their child to increase their knowledge and expectations.
- Parents can gather and share information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- Parents can monitor and assist with completion of homework
- Parents can monitor and assist with performance on skills practiced at home and in the community.
- Parents can assign responsibilities and tasks at home to promote practice of learned skills and skill generalization at home and in the community
- Parents can provide opportunities for skills to be practiced in nonschool environments.
- Parents can conduct their own informal assessment and documentation of task performance.
- Parents can participate in and contribute to meetings involving their child.
- Parents can make decisions regarding their child's education and future.
- Parents can advocate in the best interests of their child
- Parents can volunteer in-class and provide school support (e.g., PTA)
- Parents can supplement resources that will assist their child and others
- Parents can offer opportunities for family and home visits and observation

Some Things Schools/Teachers Can Do to Improve Parent/Family Involvement

- Tell stories about successful students with disabilities
- Provide information about transition, employment, independent living and other services and supports available to families/students before leaving school.
- Provide information about parent training centers.
• Help parents develop an inventory of their expectations and priorities
• Provide information about strategies that you know work well with a student
• Share information with parents about their student's progress
• Ask for parent help by suggesting activities and tasks that might be implemented at home
• Comply in spirit with Federal and State statutes and regulations regarding notification and invitations of the family to IEP meetings
• Listen and speak respectfully with the student and family member as educational team members
• Build trust by supporting the family and assistance navigating the system.
• Remember that very often the student and a family member are the only 2 participants that will be members of every meeting for the student.
• Present information in the language and within cultural framework of the family
• Establish planning and meeting protocols and structures that are non-threatening and family-friendly
• Provide support including transportation and child-care services if needed
• Provide alternatives to the traditional IEP meeting
• Approach and meet families in the element and setting in which they are most comfortable
• Enlist the support of persons recommended by the family
• Suggest ways to the parent to facilitate self-determination, increasing responsibility for chores
• Conduct targeted outreach and awareness training
• Provide the student opportunities for mentorships
• Provide the family suggestions for instruction in nonschool environments that will promote successful transitions
• Offer opportunities in the classroom for parents/families to observe and learn
• Provide students explicit instruction in self-determination strategies to promote increased involvement in the development of their own IEPs

Resources
♦ National Parent Training Information Centers (e.g., PACER http://www.pacer.org/)
♦ Beach Center on Families and Disability: http://www.beachcenter.org/
♦ In Their Own Voices: Students Talk About Their Roles in Transition Planning: http://www.sbcsc.k12.in.us/specialed/tashfulltext.html
♦ Student Transition Check List: http://www.sbcsc.k12.in.us/specialed/transcklst.html
♦ The Vision And The Role Of The Student And The Parent: Key Partners In Transition: http://www.coe.missouri.edu/~mocise/pubs/funtrans/ch04.htm
♦ The Role of Parents: http://www.aea10.k12.ia.us/stw/PARENTRole.PDF
♦ Twelve Indicators Of "Quality" Transition Programs: http://www.vcu.edu/rrtcweb/techlink/courses/course1/session2/transprog.html
STEP #2: IDENTIFY AND PROMOTE THE DEVELOPMENT OF CURRENT AND FUTURE STUDENT AND FAMILY PERSONAL PREFERENCES, INTERESTS, AND PRIORITIES IN THE AREAS OF

- regular academic curricular domains
- functional academic curricular domains
- visual and performing arts
- home living/independent living
- leisure/recreation
- self management
- language and communication
- health management (physical, emotional, spiritual)
- disability management
- travel and mobility
- community access and participation
- career and vocational development
- physical education/motor development
- self-determination
- social skills and social relationships

**Rationale**

There are five factors that frequently determine what students actually end up doing when they leave high school:

a) Successfully completing school  
b) Knowing what they are interested in or want to do as an adult  
c) Getting the opportunities to do what they want to do.  
d) Having the requisites, skills and knowledge necessary to do what they want to do.  
e) Getting the guidance and personal support to explore and achieve what they want to do  
f) Getting the resources and services needed to do what they want to do.  
g) Making the decisions and taking the actions necessary to access opportunities and services.

There are a number of factors that prevent students from achieving success following high school. These are some of the most common:

a) Dropping out of school, getting arrested, becoming pregnant before leaving school  
b) Not knowing what they are interested in or want to do as an adult; having no interests, preferences or expectations.  
c) Being told that you can't achieve something or being told that what you want to achieve is not realistic.  
d) Not being provided the opportunities, resources, supports, or services to achieve what they can or want to do.  
e) Not getting adult guidance or support.  
f) Low or no expectations or demands for performance.

We know that many students (and adults) really have no clue about what they want to do when they leave school.
You cannot have a vision or a dream if you have no preferences or interests.

You also cannot dream or develop a vision of something for the future if you
a) have no experience, understanding or knowledge of the possibilities;
b) have little or no understanding of adult-references opportunities, expectations, roles, and responsibilities

c) do not understand the value or relevance of adult-references opportunities, expectations, roles, and responsibilities
d) do not have someone who can assist you with understanding and achieving the above

Students who are survivors as adults generally focus on their needs to meet immediate demands at the cost of planning for the future. (Maslow's Hierarchy).

Maslow's Hierarchy of Need (taken from: http://www.pateo.com/article6.html)

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Maslow's Hierarchy of Needs

Students who are successful as adults generally understand that meeting immediate physical/survival and safety/security needs may not address future needs or wants.

Students who are successful understand that they must plan for the future by first identifying their preferences and interests, setting goals based on preferences and interests, and then assessing the needs/requirements to actualize their preferences and interests.
Choices are generally determined by one's preferences and interests and mediated by knowledge, understanding, self-determination, opportunity and resources.

Preferences and interests are actualized as choices and ultimately goals.

Goals determine needs.

**The Transition Instructional/Teaching Task**

Teachers must regardless of their students' age be able to:

a) identify the adult settings, roles, and responsibilities that require the skills that their students are learning
b) identify the demand for those skills
c) be able to structure learning activities in all learning settings that require those skills
d) acknowledge and reinforce good performance at any age level
e) help students identify and determine their own interests and preferences
f) be able to identify a student's interests and preferences
g) promote effective choice-making and goal setting skills

All teachers must understand that students must develop very specific adult-referenced preferences and interests that guide their decisions regarding post-school outcomes and that these preferences and interests emerge from their experiences at home, in the community and at school.

These preferences and interests must ultimately lead to choices for:

a) adult roles (e.g., employee, student, military personnel, husband, wife, friend, church-goer, softball player, music lover)
b) what they see themselves doing in these roles
c) what they need to know and the skills required to be successful in these roles
d) the responsibilities expected from these roles

**STRATEGIES FOR IDENTIFYING AND PROMOTING THE DEVELOPMENT OF PREFERENCES AND INTERESTS**

All teachers and parents should be able to answer these questions:

1. What do I really believe is truly possible for my students when they leave school if they were provided the necessary opportunities, resources, services, support, and guidance?
2. What do I really believe is likely to happen to my students when they leave school?
3. How do I...
   a) support and facilitate what is likely to promote success?
   b) prevent what is likely to promote their failure? and,
   c) make what is possible a reality? (transform a possibility into a probability)

Begin with turning possibilities into probabilities.
What are the possibilities for the settings that your students will eventually operate in once they leave school?
- home/independent living
- work
- school
- community
- other

What will they do in these environments?

What are the adult roles expected or demanded in those settings?

What are the expectations and demands for successful, independent, and productive performance in each of the settings (i.e., adult responsibilities)?

What are the skills required to meet the expectations and demands successful, independent, and productive performance in each of the settings?

At first begin developing a running list of each student's preferences and interests in general areas.

**Assessment of Interests and Preferences Using Maslow's Hierarchy**

<table>
<thead>
<tr>
<th>Physiological</th>
<th>Interests or Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td></td>
</tr>
<tr>
<td>clothing</td>
<td></td>
</tr>
<tr>
<td>shelter</td>
<td></td>
</tr>
<tr>
<td>sex</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>warmth</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety &amp; Security</th>
<th>Interests or Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>having a home</td>
<td></td>
</tr>
<tr>
<td>security in home</td>
<td></td>
</tr>
<tr>
<td>safety out of home</td>
<td></td>
</tr>
<tr>
<td>stable routines</td>
<td></td>
</tr>
<tr>
<td>predictability</td>
<td></td>
</tr>
<tr>
<td>resources to meet basic needs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
<th>Interests or Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>love and affection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perspectives</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Work</strong></td>
<td></td>
</tr>
<tr>
<td>home</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>outdoors</td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Interests and Preferences Using Maslow’s Hierarchy (continued)**

| Self-Esteem                  |              |            |                   |
| self-efficacy                |              |            |                   |
| self-determination           |              |            |                   |
| making choices               |              |            |                   |
| setting goals                |              |            |                   |
| self-advocacy                |              |            |                   |
| negotiating                  |              |            |                   |
| collaborating                |              |            |                   |

| Self-Realization             |              |            |                   |
| personal identity            |              |            |                   |
| helping others               |              |            |                   |
| sense of values              |              |            |                   |
| relationship with a higher authority |              |            |                   |

As preferences and interests begin to emerge consistently begin to index preferences and interests to specific
- adult settings (where)
- adult roles (identity)
- adult activities (what is done in the setting)
- adult responsibilities (expectations and demands of the setting/activity)
- knowledge and skill requirements of the setting/activity

**Example**

<table>
<thead>
<tr>
<th>Interests or</th>
<th>Adult</th>
<th>Adult</th>
<th>Adult</th>
<th>Adult</th>
<th>Knowledge</th>
</tr>
</thead>
</table>
Therefore, students must at a minimum be provided ongoing guidance, instruction, and practical experience with all of the above.

- Use a historical profile to orient students to task, record activities in multiple environments, develop recall, record preferences and interests, document changes in progress over time.

- Use story telling to promote identity development within the context of adult expectations

- Infuse functional skills in adult-referenced environments into regular education programs and activities

- Conduct preference assessment and note changes over time to identify trends in preferences and interests.

**Person Centered Planning**

Utilize person-centered planning strategies to map and describe:
1. student's universe of significant persons (circle of friends and support)
2. how the student sees him/herself
3. how others see the student
4. background and history of the student
5. places the student goes and what he/she does when they get there
6. relationship with friends, support providers, family and others
7. preferences in areas such as:
   - physical contact
   - audio-visual
   - activities/routines
   - settings/environments
   - materials/equipment
   - people
   - other
8. Choices the student frequently makes
9. Choices made for the student by others
10. Expectations the student has for themselves 1-3 years, 3-5 years, and after leaving school
11. Expectations others have of the student 1-3 years, 3-5 years, and after leaving school
12. The most important priorities for the student
13. What it will take to make the priorities a reality
a) student skills—what the student needs to learn and know
b) resources, services and support
  • opportunities needed
  • by persons
  • by organizations
  • resources

14. A plan for making the priorities a reality—what people need to do

For older students (14+)

• Complete Career or vocational interest inventories
• Provide opportunities for career and job exploration
• Provide community work experience opportunities
• Provide opportunities and activities that involve being away from home for a period of time
• Observe student in community
• Observe and interview student behavior in actual settings on tasks.
• Interview observers especially, parents, supervisors and co-workers.
• Provide access to community activities
• Provide access to after-school and extra-curricular activities

Some Do's and Don'ts About Person Centered Planning: How many of the following have you experienced? (taken from http://www.trtnic.com/pcp.html)

1. The people planning do not fully understand who the focus person is and what he or she wants.
2. The people at the planning meeting make decisions for the person.
3. The focus person has difficulty understanding the advice being given.
4. The focus person is not given choices related to what he or she wants.
5. The focus person of the planning is not comfortable with where the planning takes place.
6. The focus person did not choose who will be present for the planning process.
7. The planning meeting is not convenient in time or place for the focus person or his or her family.
8. The planning document does not reflect the wishes of the person or what was agreed to at the meeting.
9. The planning document is restrictive or talks about the focus person in an impersonal way.
10. People talked about the person in ways that were uncomfortable or embarrassing for the person.

Resources

Moving On: Planning for the Future:
http://web1.tch.harvard.edu/ici/publications/fulltext/mti_guide/

Web Pages for Person Centered Planning
MAPS and PATH: http://www.inclusion.com/tools.PATH.MAPS.Circles
Project TechLink http://www.vcu.edu/rrtcweb/techlink/index.html
http://www.allenshea.com/resource.html
http://www.reachoflouisville.com/person-centered/whatisperson.htm
http://ici2.umn.edu/pcplanning/info/sites.html
Web Pages with ideas on how to develop and assess students’ choices and preferences:
http://www.vcu.edu/rrtcweb/techlink/GEB/hughes/tc8d1.html

Web pages for assessing career and vocational interests:
http://www.apollocareer.com/cdmprocess/stage1/cdm105.htm
Interest Finder Quiz: http://www.myfuture.com/career/interest.html
University of Waterloo’s Interests Exercise:
Career Interest Checklist: http://icpac.indiana.edu/careers/inventories/Interest-Checklist.xml
CareerLab: http://www.careerlab.com/instructions.htm
Career Interests Game: http://career.missouri.edu/holland/
CareeRx™ Interest Test: http://www.careerx.com/testing.asp

STEP #3: ESTABLISH SPECIFIC POST-SCHOOL OUTCOMES AND GOALS WITH
THE STUDENT AND FAMILY FOR THE STUDENT AFTER
GRADUATING/COMPLETING SCHOOL BASE ON THEIR INTERESTS,
PREFERENCES AND PRIORITIES.

1. Based on the Person Centered Plan develop vision and goal statements addressing each of the
following adult domains:
   a) career development and employment
   b) earnings and benefits
   c) Postsecondary education
   d) home living/independent living
   e) leisure/recreation
   f) self management
   g) health care including disability management
   h) travel and mobility
   i) community access and participation
   j) social relationships
   k) services, supports and resources

2. Consider the following for each of the above domains:
   a) adult roles (e.g., employee, student, military personnel, husband, wife, friend, church-
      goer, softball player, music lover)
   b) what they see themselves doing in these roles
   c) what they need to know and the skills required to be successful in these roles
   d) the responsibilities expected from these roles
Example of a Vision Statement: Career Development and Employment
Pedro likes to read and write. He loves magazines and books and likes to go to the library. Pedro wants to be a reporter on the school newspaper and wants to take as many courses as possible to improve his writing skills. He sees himself writing a book in the future.

Example of a Vision Statement: Social Relationships
Sean spends a lot of time with his girlfriend Rose. They have talked about living together and getting married. Rose likes to work with children and is taking classes in effective parenting and wants to work in a daycare center. Sean wants to be a father. He sees himself as getting married to Rose someday and having children. Sean would like to learn more about how to be a good father and husband. He also wants to learn how to cook and live in his own apartment.

These are not IEP or Transition Plan goal statements. They are goals statements that are benchmarks of adult success possible by the student.

Examples of How Goal Statements should read:

- Before having graduated/completed high school, Pedro will have completed a successful work experience in the local public library.

- Before having graduated/completed high school, Sean will have successfully demonstrated competence and knowledge of good parenting skills and be able to independently prepare a full course meal.

- Within one year after having graduated/completed high school, Rafael shall be employed full time as a pharmaceutical salesperson for a reputable company.

- Within 5 years after having graduated/completed high school, Katarina shall have completed a 4-year baccalaureate at San Diego State University in Special Education and received her teaching credential.

- Within 3 years after having graduated/completed high school, Andrea shall be living independently in a supported living arrangement in the San Diego area with assistance and support from Independent Living Services, Inc.

Additional Strategies for Developing Post-school Goals and Outcomes
- Translate preferences and interests into opportunities for adult roles (e.g., Damon's job at the airport)
- Teach and engage the student early in developing, making and acting on choices.
- Engage the family, siblings and others in a dialogue about the student's future.
- Build a working portfolio of student experiences to develop a historical record and experiential memory
- Generate vision and goal statements about where the student wants to be in 1 year, 3 years and 5 years related to his/her employment, post-secondary education and training, independent living, community participation, social networking and other areas of adult life.
• Use Person Centered Planning strategies and resources, interest inventories, and observations across settings to identify and develop post-school outcomes during the planning process.
• Increase the student's awareness, understanding and knowledge of various post-school options through school-based, work-based, and community-based instructional activities in each of these areas.

STEP #4: PRIORITIZE (WHICH ARE MOST IMPORTANT) THE GOALS AND SET EXPECTATIONS AND TIMELINES FOR WHEN GOALS MIGHT BE ACHIEVED.

1. Talk to parents and families about their most important priorities.
2. Get a sense of why parents chose the goals they set.
3. See if parents will work with you on increasing goal expectations.
4. Try to get a sense of timelines.
5. Determine how achievement of the goal will impact the family in addition to the student.
6. Ask parents to rank their goals from most important to least important.
7. Ask parents to predict how long it might take for their child to achieve the goals given a best-case scenario.
8. Ask parents to help you set up a plan for achieving goals that includes persons responsible for specific steps and timelines.

STEP #5: ANALYZE AND IDENTIFY THE GOAL AND EXPECTATIONS TO DETERMINE:
• adult settings (where)
• adult roles (identity)
• adult activities (what is done in the setting)
• adult responsibilities (expectations and demands of the setting/activity)
• knowledge and skill requirements of the setting/activity
• adaptations, services, supports and resources that might be required by the student

Goal Statement: Before having graduated/completed high school, Pedro will have completed a successful work experience in the local public library.

<table>
<thead>
<tr>
<th>adult settings (where)</th>
<th>library</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult roles (identity)</td>
<td>librarian, librarian assistant, cataloger, filer</td>
</tr>
<tr>
<td>adult activities (what is done in the setting)</td>
<td>puts books away, locates books, checks books out/in, uses computer to log books in out</td>
</tr>
<tr>
<td>adult responsibilities (expectations and demands of the setting/activity)</td>
<td>shows up on time, dresses properly, requests assistance when needed, does not socialize with patrons, goes on/off breaks, completes job tasks independently and accurately</td>
</tr>
<tr>
<td>knowledge and skill requirements of the setting/activity</td>
<td>must be able to read; understand computer system;</td>
</tr>
<tr>
<td>adaptations, services, supports and resources that might be required by the student</td>
<td>may require keyboard guard, sticky keys, large print software, text reader</td>
</tr>
</tbody>
</table>
STEP #6: Assess and determine current levels of performance and needs of the student with respect to
- responsibilities and expectations demanded (behavior)
- prior experience and opportunities (opportunity to learn or perform)
- knowledge and skills required (knowledge and understanding)
- services, supports and resources needed (adaptations, support, and resources)

Types of Assessment
- Informal Inventories
- Ongoing data collection
- Curriculum based Assessment
- Standardized Assessment
- Portfolio Assessment

STEP #7: DEVELOP INDIVIDUALIZED EDUCATIONAL GOALS AND OBJECTIVES BASED ON STATEMENTS OF CURRENT LEVEL OF PERFORMANCE WITH RESPECT TO
- responsibilities and expectations demanded (behavior)
- knowledge and skills required (knowledge and understanding - curriculum)
- experiences and opportunities required to gain knowledge and skills
- services, supports and resources needed (adaptations, support, and resources)

4 Critical Elements
1. Goals
2. Assessment
3. Curriculum and Instruction
4. Linkage between instruction and future adult expectations

Plan and develop instructional goals and objectives related to post-school outcomes

Strategies
- Apply the research that validates what we know works
- Develop objectives that address outcome areas including academics, employment, enrollment in postsecondary education, independent living, daily living skills, and vocational evaluation
- Utilize information from assessments, person-centered planning, and interest inventories to determine goals that meet the student's interests and preferences.
- INFUSE SELF-DETERMINATION AS AN EDUCATIONAL OUTCOME IN EACH OBJECTIVE
- Incorporate the use of assistive technology to accommodate instructional needs
- Include extracurricular activities to promote a broader range of experiences
- Make provisions for the student's placement in regular education, vocational education courses and work experiences.

Strategies And Resources For Developing A Student And Family Focused Transition Plan
Session #6: Strategies & Resources for Developing a Student/Family Focused Transition Education Plan
Include opportunities to develop social skills and networks
Vocational goals should be career related rather than job specific.
Transition goals and objectives should be developed throughout the school career beginning at an early age
Objectives should provide opportunities for job shadowing, visits to postsecondary educational institutions, and other opportunities to increase the range of choices.
Instructional objectives should include the opportunity for the student and the family to lead their own IEP/transition meetings.
Objectives should specify the skill or behavior to be acquired, performance criterion, persons responsible and/or involved, and starting and ending dates.
Objectives should be written in a manner that is easily understood by the family.
Address the following planning areas:
- Career Development / Vocational Training / Employment
- Post-Secondary Education / Training
- Living Arrangement
- Leisure / Recreation
- Personal Management
- Personal / Social / Family Relationships
- Health / Safety / Sexuality
- Medical Services / Resources
- Financial / Income
- Transportation
- Self-Determination / Advocacy / Legal
- Community Access and Use

Note that these goals and objectives are educational and instructional should focus SPECIFICALLY on what specific skills a student will learn at a specified criterion level of performance.
The skills may be learned in a variety of settings across a variety of domains.
They all require assessment and instruction.

Transition Curriculum Development – Linking the curriculum and instruction to expectations for adult life
From: Supported Employment Telecourse, Virginia Commonwealth University, Katherine Inge/Sherril Moon, 9/21/94 Used with permission.

Curriculum is longitudinal in design and delivery is from elementary grades through graduation
- Examples of Curricular Goals/Objectives for Vocational Training at Different Grade Levels
  - Elementary: learning work behaviors
  - Middle school: career exploration, work habits, self care
  - High school: job exploration, site training, internships, job shadowing etc.
Employment training is related specifically to the local economy
Job training occurs across a variety of real jobs in real job settings
As a student becomes older, the time spent on school grounds decreases
♦ Staff roles and duties are modified so that students can receive adequate experience outside the classroom setting.
♦ Parents are equal partners in determining when and where job training occurs
♦ Systematic teaching procedures are used
♦ Accommodations and adaptations are employed when needed for students with multiple/severe disabilities
♦ Work related skills such as social skills, transportation and communication are taught in the context of job training
♦ Paid job placement is the goal for each student by the time of graduation
♦ Focus on important ADULT activities and not "prerequisites"
♦ Emphasize completed activities rather than component skills
♦ Always ask "WHY ARE WE TEACHING THIS SKILL" or "WHAT WILL THIS DO—WHAT DOORS WILL THIS OPEN FOR STUDENTS WHEN THEY ARE OUT IN THE "REAL" WORLD?

**Instructional Areas**

1. General Education Curriculum and Expanded Curriculum
2. Employment
3. Leisure & Recreation: Does the student engage in…
   - Active or passive recreation activities
   - Recreation activities alone, with a group, at home, in the community
   - A variety of recreational activities
   - Activities that enhance physical fitness and health
   - Activities that provide an opportunity for developing relationships with others in the community
4. Using Community Resources: Does the student
   - Independently use public transportation to get to/from specific locations in the community
   - Independently navigate as a safe pedestrian when crossing streets in the community
   - Use community services such as the post office, banks, mailboxes, shopping malls, public telephones, public restrooms, banks
5. Participating in the Community. Does the student…
   - Enroll in and participate in Church, YMCA, or local park district activities
   - Participate in neighborhood activities
   - Participate in political activities
   - Volunteer for community organizations
6. Independent Living
7. Self Care
8. Self Management/Time Management
   - Follow a schedule
   - Follow a calendar
   - Keep appointments
   - Contact others when appointments cannot be kept
9. Health and Safety: Does the student…
   - Follow safety rules
- Exit buildings when hearing an alarm
- Inform others when ill or injured
- Take medicine as directed
- Use the telephone to obtain help
- Communicate personal information
- Request assistance from adults who can help
- Identify conditions that constitute an emergency
- Know what to do in the event of an emergency
- Take appropriate measures to prevent victimization
- Use alcohol in moderation or avoid it
- Avoid drugs and tobacco
- Avoid and report abusive or threatening situations
- Manage health issues and sexuality
- Inform others of plans

10. Functional Academics: Does the student…
   - Maintain a checkbook
   - Maintain a bank account
   - Maintain a monthly budget
   - Budge money for planned purposes
   - Effectively manage money when making a purchase
   - Use reading to:
     ✓ Plan purchases
     ✓ Shop
     ✓ Obtain information
     ✓ Communicate with others
     ✓ Understand printed notices in the mail
     ✓ Navigate the community
     ✓ Identify hazards and dangers
     ✓ For recreation
   - See assistance when unable to understand written information
   - Use writing to
     ✓ Manage household
     ✓ Communicate with others
     ✓ Keep records
     ✓ Fill out forms
     ✓ Identify personal information
   - Use computer technology to help with
     ✓ Financial management
     ✓ Written communication
     ✓ Accessing information
     ✓ Communicating with others
     ✓ Recreation

11. Social Skills
12. Friendship Development & Personal Relationships
13. Communication
14. Self-Determination
15. School Achievement and Completion
16. Postsecondary Education
17. Other (Please Describe)

Resources

♦ District curriculum guides
♦ More IEP Information from Elements of Transition: http://www.sesa.org/ati/who.html

STEP #8: FOR STUDENTS AGE 14+: BASED ON THE STATEMENT OF CURRENT LEVEL OF PERFORMANCE AND DIRECTLY LINKED TO INDIVIDUALIZED EDUCATIONAL GOALS AND OBJECTIVES DEVELOP A STATEMENT OF TRANSITION SERVICE NEEDS.

"The purpose of this requirement is to focus attention on how the child's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. This provision is designed to augment, and not replace, the separate transition services requirement, under which children with disabilities beginning no later than age sixteen receive transition services, including instruction, [related services], community experiences, the development of employment and other post-school objectives, and, when appropriate, independent living skills and functional vocational evaluation. For example, for a child whose transition goal is a job, a transition service could be teaching the child how to get to the job site on public transportation."
(http://www.dpi.state.wi.us/dpi/een/trn_ag14.html)

The Statement of Transition Service Needs should meet the following criteria:

1. describe what instruction and educational experiences will be provided to assist the student to prepare for transition from secondary education to post-secondary life.
2. directly relate the student's program or course of study and instruction including community activities, elective, advanced placement, modified, or specially-designed courses to student's post-school goals
3. shows how planned studies are linked to these goals
4. indicates whether the program or course of study leads to a diploma or a Certificate of Achievement or Completion
ANSWERS THE QUESTION OF HOW THE INSTRUCTIONAL GOALS AND OBJECTIVES ARE PREPARING THE STUDENT FOR TRANSITION FROM SCHOOL TO ADULT LIFE.

STEP #9: FOR STUDENTS AGE 16+: BASED ON THE STATEMENT OF CURRENT LEVEL OF PERFORMANCE AND DIRECTLY LINKED TO INDIVIDUALIZED EDUCATIONAL GOALS AND OBJECTIVES DEVELOP A STATEMENT OF NEEDED TRANSITION SERVICES

Critical to the implementation of this step is interagency planning, participation, networking and collaboration.

Plan and develop goals and objectives connecting students to community services and agencies

Strategies
♦ Goals and objectives should be developed by team members and representatives of community-agencies providing transition services.
♦ Persons responsible and start and completion dates should be specified.
♦ Transition team members should have clear roles and responsibilities to avoid confusing or overburdening the family, redundancy and duplication of efforts and resources.
♦ Whenever possible collaborative agreements should include provisions for sharing of resources and reciprocity for the implementation of certain services such as assessment.

Resources
♦ Workability I: A California Transition Program: [http://www.cde.ca.gov/spbranch/sed/worka_i/wkaindex.htm](http://www.cde.ca.gov/spbranch/sed/worka_i/wkaindex.htm)
♦ Transition Requirements: A Guide For States, Districts, Schools, Universities And Families: [http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm](http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm)
♦ Institute for Community Inclusion Web Page. List of Resource Guides: [http://ici.umn.edu/products/resourceguides2.html#stw](http://ici.umn.edu/products/resourceguides2.html#stw)
♦ P.R.O. filer – Personal Portfolio and Filing System. A tool to help students learn to organize important documents, keep records of school and community learning opportunities, and create a portfolio to showcase their accomplishments. [http://ici.umn.edu/all/helptool.html#profiler](http://ici.umn.edu/all/helptool.html#profiler)
Identification, coordination, and collaboration with community services and agencies

Strategies

- Check the phone book
- Contact any local agency, especially local vocational rehabilitation agencies since they are required by law to be involved with students of transition age
- Check the State Resource Guide
- Develop your own resource guide and database
- Check the internet for resources especially under links that might be provided
- Organize a local interagency transition network or team to address:
  - individual needs of students
  - need for interagency collaboration and reciprocity
  - need for building organizational and systemic capacity
  - need for changes in policies, procedures, and practices
  - information gathering and sharing
  - learning about organizational resources and capacity
  - staff development
  - systemic outreach

Resources

- Table of Contents in White Pages, Blue Pages and Yellow pages of the phone book. Look for "Community Service Numbers" "Disabilities, Services for Individuals with"
- Any local organization dealing with disability issues (. e.g. The Arc, United Cerebral Palsy Association, Easter Seals, United Way)
- Local independent living centers
- NICHCY State Resources Sheets: [http://www.nichcy.org/states.htm](http://www.nichcy.org/states.htm)
- The Access Center of San Diego: [http://www.accesscentersd.org/GDefault.htm](http://www.accesscentersd.org/GDefault.htm)
- California Department of Education: [http://www.cde.ca.gov/index.html](http://www.cde.ca.gov/index.html)
- California Department of Education, Department of Special Education: [http://www.cde.ca.gov/spbranch/sed/](http://www.cde.ca.gov/spbranch/sed/)
- The California Department of Developmental Services: [www.dds.ca.gov](http://www.dds.ca.gov) Clifford Allenby, Director; Dept. of Developmental Services, Health & Human Services Agency, 1600 9th Street, 2nd Floor, Sacramento, CA 95814, (916) 654-1897, E-mail: [callenby@dds.ca.gov](mailto:callenby@dds.ca.gov)
- California Department of Rehabilitation: [http://www.rehab.cahwnet.gov/default.htm](http://www.rehab.cahwnet.gov/default.htm)
Interagency planning, coordination, and collaboration

**Strategies**
- Connect with guidance counselor and work experience coordinators to identify and strengthen existing relationships between the school, community, employers & postsecondary institutions
- Use the NICHCY Transition Planning: A Team Effort as a starting point of identifying agencies and potential consultants and the transition services they might provide
- Identify whether or not a local community transition planning committee or group has been organized; if not, organize one.
- Familiarize yourself and practice effective collaborative and teaming strategies.
- Identify, develop & clarify roles & responsibilities as a core transition planning team member, consulting member, advisor, & collaborative supporter
- Contact various agency representatives and develop your own collaborative agency list
- Promote interagency agreements that establish policies and procedures for shared resources and reciprocity of intake, assessment, evaluation, and when appropriate service delivery
- California School-to-Work Interagency Transition Partnership
- San Diego County Office of Education School-to-Career:
  - [http://www.sdcoe.k12.ca.us/stc/stc.html](http://www.sdcoe.k12.ca.us/stc/stc.html)
Organize a local/state/provincial interagency coordination team

Strategies
- Review barriers identified from follow-up studies
- Identify services that are lacking and impact on post-school outcomes of students
- Identify strategies for developing new or revising existing policies, procedures and practices for the design, implementation, and evaluation of services
- Develop a systems change action plan

Resources

STEP 10: Determine What It’s Going to Take to Implement the Transition Goals, Objectives and Plan: Conduct a Needs Analysis

a) What services, materials, opportunities, activities, resources & supports are required to implement each goal?
b) What kinds of services, materials, opportunities, activities, resources & supports need to be available in future settings to achieve desired outcomes?
c) Who should be responsible for doing what & when should it be done?

STEP 11: Develop A Strategy or Action Plan For Implementing Your Transition Plan

Some Observations based on Experiences with Ineffective Leadership
- Transition goals and objectives are great but they don’t tell you how to make them happen.
- Even though you may have developed some great goals and objectives, if you didn’t have family involvement, you may find some resistance from the family.
• Even if you did have family involvement and cooperation with other staff and agency personnel, you may also find feet dragging, resistance or be surprised to find that they didn’t believe in what was being planned from the beginning.
• Knowing your needs doesn’t always get them met.
• Knowing what to do to achieve a goal doesn’t necessarily mean that you don’t have other things you might need to do first.

RECOMMENDATION: PLAN NOT ONLY **WHAT** YOU WANT TO ACHIEVE BUT **HOW** YOU ARE GOING TO ACHIEVE IT!

1. Seriously consider developing your own Transition Implementation Plan
2. The action plan should be a type of management plan that documents the following for each and every transition goal and objective
   a) Steps, actions, or activities to be taken
   b) Persons responsible
   c) The date that each step, action or activity will be initiated
   d) The date that each step, action or activity will be completed
   e) Expected outputs—that is, any product, document, or event that takes place indicating the step has been effectively completed

STEP 12: IMPLEMENT THE TRANSITION PLAN

STEP 13: REVIEW TRANSITION PLANS TO IDENTIFY SYSTEMS LEVEL BARRIERS THAT INHIBIT IMPLEMENTATION

Five Guiding Principles

**Guiding Principle #1:** a plan's maximum effectiveness is determined by its capacity to be fully implemented

**Guiding Principle #2:** the capacity to fully implement any plan is determined by the will, skill, resources and support for full implementation.

**Guiding Principle #3:** what is in the best interests of the system is not necessarily in the best interests of students and families.

**Guiding Principle #4:** the ability of a system to be effective is determined by disciplined attention to serving those it claims to serve and effective leadership

**Guiding Principle #5:** You are the system.

• Recognize and acknowledge that the probability of achieving transition goals is often determined by the quality of education, opportunities, and resources available to the student and family.
• Understand the reality that leaders, administrators, and policy makers can and often do create barriers to achieving goals set by families and teachers.

Some Other Factors to Consider
1. What are the barriers or limitations to either identifying or completing transition planning processes and procedures?
   a) the steps required to develop a student-family focused transition plan as specified above or developed by your own team
   b) identifying post-school goals and outcomes
   c) a person-centered plan
   d) a comprehensive and complete transition plan
   e) the needs analysis
   f) the systems barrier analysis
2. What kinds of barriers or resistance do you think you will encounter in
   a) starting and completing steps, actions or activities
   b) getting the materials or resources you need
   c) getting the supports and services you need
3. What kinds of strategies will resolve the barriers and resistance? Towards a least to most confrontational resolution
   a) Education
   b) Asking for Support
   c) Lobbying
   d) Negotiation
   e) Do it and apologize later
   f) Advocacy
   g) Political Power

Strategies
A. Identify what you believe to be the indicators, standards, or benchmarks:
   1. a quality transition plan
   2. effective implementation
   3. successful transition
B. Review your transition plans with respect to these indicators, standards or benchmarks.
C. Consider the following questions:

1. What policies, procedures and practices appear to disenfranchise or exclude various groups?
2. What policies, procedures, practices and/or decisions consistently inhibit the development of quality transition plan, full and effective implementation, and successful achievement of transition goals and outcomes?
3. What are the barriers you most frequently encounter to the implementation of transition services in your community?
4. What services are not available that need to be available?
5. What services are there long waiting lists for?
6. What services and programs are available that appear to have limited access and participation by your students?
7. What services are there that have redundant eligibility, application, and evaluation policies and procedures?
8. What areas indicate a need for more staff development and training?
9. What services need to be expanded or require a substantial increase in resources?
10. What professional practices are in place that do not promote the full independence, self-determination, community participation and inclusion or maximum productivity of your students?
11. What steps would you recommend to address each of the above barriers?
12. Who would be involved and what are your expectations?
13. What steps and actions would you recommend be taken to organize a local interagency coordinating team to address systems level improvement for transition services?
14. What would be the priorities and focus of attention of your team?

STEP #14: REVIEW AND REVISE PIPE AND TRANSITION PLAN

Strategies
• Revisit the person centered plan
• Include and add new information
• Revise vision and goal statements
• As student gets older vision and goal statements should become more specific and more closely related to adult expectations, roles, and responsibilities
• Identify needs for supports, adaptations, and services

STEP #15: DEVELOP AND IMPLEMENT EXIT AND FOLLOW-UP PROCEDURES

Important Exit Questions
1. Where is the student going?
2. What will the student need to leave successfully?
3. What will the student need to arrive successfully?
4. What should the student know BEFORE they leave ABOUT where they are going?

Exit Phases
1. PRE-EXIT
2. EXIT
3. ENTRANCE
4. TRANSITION ADJUSTMENT
5. POST-ADJUSTMENT

• What types of accommodations, adaptations & supports may be needed to support EXIT/ENTRANCE?
  – Intermittent v. continual
  – Temporary v. permanent

Exit Plan
– Pre-Exit, Exit, Entrance, Adjustment, Post-Adjustment

Steps to be taken prior to and upon Exit from one program and Entrance into another

Strategies And Resources For Developing A Student And Family Focused Transition Plan
Session #6: Strategies & Resources for Developing a Student/Family Focused Transition Education Plan
• Person(s) facilitating exit
• Pre-Exit Awareness, Exploration & Orientation
• Transition Buddy System
• Assessment of supports, accommodations & services needed

**Assessment of Personal Transition Need Areas**

- Skills & behaviors
- Experiences
- Interests, Choices & Preferences
- Expectations
- Risks

**Develop & Implement an Exit Plan**

- Person(s) facilitating exit
- Person(s) facilitating entrance
- Specific transition period need for accommodations, supports, services
- Benchmarks of a successful transition
- Timelines for the completion of exit/entrance
- Timelines for the completion of transition adjustment

- **Follow-up Strategies**
  - The transition plan should include dates, persons responsible and describe specific events that should prompt a student and/or family to contact an agency.
  - Exit strategies should be developed well in advance of graduation or exit from school to avoid down time.
  - A Transition Profile or portfolio should be developed while the student is in school that follows the student with him/her to post-school settings.
  - The portfolio should document students' strengths and achievements while in school.

**Resources**


**Follow-up Strategies**

- Follow-up interviews and/or surveys of students who exit school should be conducted to identify and remediate gaps in transition services.
- Needs Assessment and Evaluation to determine
  - what services are needed?
  - what services worked best?
  - what is lacking in the community?
  - what are the assets in the community?
  - was there a key person involved in the successful transition?
  - barriers to effective service implementation or delivery
areas of focus for systems change

Resources
♦ The National Longitudinal Transition Study: 
♦ See also published follow-up and follow-along studies in the professional literature
♦ States often have their own follow-up database structures and surveys they are willing to share

III. 12 CAVEATS: TRANSITION PLANNING IS **NOT** TRANSITION IMPLEMENTATION

1. There are six steps that should be implemented PRIOR to developing transition related IEP goals and objectives.

2. Family and student preferences, interests and priorities will determine the choices made and options exercised.

3. The choices made and options exercised by families and students can be unduly influenced and restricted by:
   a) Parent, teacher, and professional expectations
   b) The availability (or lack thereof) of opportunities, resources, and support
   c) Organizational, legal, and bureaucratic policies, procedures and practices

4. Families, students, teachers and others may need to advocate to support family and student preferences, interests and priorities and mitigate restrictive policies, procedures and practices and the availability of opportunities, resources and supports.

5. Parent involvement and engagement is embedded and infused in every step of transition planning process. It should not be viewed as a separate or distinct process.

6. Parent involvement in the transition planning process begins the very day a child enters school and should not end until after the child has successfully completed school.

7. Interagency collaboration should be embedded and infused in every step of transition planning process. It should not be viewed as a separate or distinct process.

8. Interagency collaboration begins with
   a) providing information to families and students about agency services, roles and responsibilities
   b) connecting families, students, and schools to agencies
   c) sharing responsibility for developing the statement of needed transition services

9. Interagency collaboration should be redefined as shared responsibility and accountability for developing the statement of needed transition services and implementing promised services in a way that is student-family focused.
10. Post-school goals, outcomes and priorities set by the family will emerge over time and in the ideal situation actually be indistinguishable from the IEP goals of older students (Age 14 and older).

11. Post-school goals and priorities may not be established as IEP goals and objective usually depending on a student's age. However, ALL transition related IEP goals and objectives should be based on and directly related to post-school goals and priorities.

**Example**

**Student/Family Post-school Goal**: Within 3 years after completing high school, Selena will be living alone in his own apartment.

**IEP Transition Goal**: Selena will be able to independently complete all of the steps of a task analysis required to pay a monthly bill (such as rent) using a money order.

12. A transition plan is only as effective as
   a) the expectations, knowledge and competence of those involved in the planning process
   b) the strength of the relationship among 5 key components
      • the needs of the student
      • the assessed and actual level of performance
      • the goals and objectives developed
      • statements of transition service needs and needed transition services
      • post-school goals and priorities
   c) the leadership and accountability of those responsible for implementation
   d) systemic and organizational capacity to support implementation

**IV. Some Factors to Consider when Developing Instructional Activities and Goals to Promote the Transition of Youth with Disabilities from School-to-Adult Life**

- One of the strongest predictors of the successful employment of youth with disabilities after leaving school is a work experience while they are in school.
- One of the most commonly cited reasons for termination from employment is social skill deficits.
- Research findings indicate that students with disabilities who have more opportunities for interaction with students without disabilities have significantly enhanced social skills.
- Research findings indicate that students with disabilities who experience greater opportunities for inclusion tend to have better post-school employment and independent living outcomes.
- The ability to complete tasks independently without prompting or assistance is critical to independent functioning in the adult world.
- The ability to use public transportation independently may determine the employability of a student upon leaving school.
• Students with disabilities and people with disabilities in general are at higher risk of victimization in the community than the general population.
• There is more to leisure and recreation than TV, Special Olympics, bowling and putt-putt golf.
• A functional age-appropriate activity is one that involves the completion of a task or routine that is generally expected for individuals without disabilities of the same age.
• Age appropriate learning also includes age appropriate mistakes and failures.
• Self-determination is transition.
• Expectations are always mitigated by life and experience; they are lowered and destroyed by attitudes.
• Highly successful people frequently have unrealistic expectations of themselves.
• What people prefer to do can often be accommodated by adjusting and adapting tasks and environments.
• Students are directly involved and active participants in the planning of their own lives and educational planning are more likely to achieve their goals.