



Westchester Institute
for Human Development

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Welcome!

Community Support Network Transition Institute 2022

Introduction to Transition in the IEP for Parents and Guardians

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Bedford Central School District

Agenda

- What is transition planning?
- How is transition reflected in the IEP?
- How can you partner with your child's school?
- Q & A

Transition Planning



Transition planning is a collaborative process that helps students determine their future goals in the areas of living, learning and earning.

It begins with the end in mind.

Helps students develop and maintain skills that will help them reach those goals.

Transition planning begins at age 12 and appears on the IEP at age 15.

Age 12 and Age 15

Age 12 Initial Career Assessment

- Teacher, student and parent input
- Review of records
- Baseline information on strengths, interests and preferences

Age 15 and the IEP

- Planning begins to appear in the IEP for the school year the student turns 15
- Information gathering and input from team, student and parent from age 15 on



Transition Assessments

Formal

standardized and scored, often only student involved




- Cognitive tests
- Adaptive behavior/Independent living
- Aptitude tests
- Achievement tests

Informal

less structured, often from a variety of individuals



- Student/Parent/Teacher interview
 - Observations
 - Inventories & Questionnaires
 - Surveys
 - Teacher made tests
- 

Transition in The IEP

- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Needs
- Annual Goals
- Coordinated Set of Transition Activities

Transition in the IEP

- Present Levels of Performance →
 - Measurable Postsecondary Goals →
 - Transition Needs →
 - Annual Goals →
 - Coordinated Set of Transition Activities →
- Identify strengths, interests and preferences
 - Identify future goals based on above
 - Identify students needs to reach the goals above
 - Develop needed skills
 - Identify activities and services to support student towards the future goals

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

NOT AN EXEMPLAR

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Allison qualifies for special education services for her specific learning disability, which affects her reading comprehension and written expression. Allison spends most of her school day in general education classes, maintains a B average, and utilizes accommodations (i.e., extended time for essays and tests, word processing, and audio texts). Allison needs additional support with **writing organization, writing mechanics, and reading comprehension**, which she receives in a co-taught English Language Arts classroom and in a resource room program.

Reading: When given extended reading assignments, Allison has difficulty with identifying the main idea and relevant details to summarize and organize written responses. The use of digital/audio formats in all content areas has increased her overall performance. Allison will use highlighting and notes to capture the key points and relevant details to increase the information and accuracy of her responses across content areas.

Writing: Allison uses a graphic organizer to develop extended writing responses/essays and a word processor to complete the writing task. Although she is able to verbally summarize her ideas and key points, Allison continues to have difficulty with organizing her written responses into a comprehensive essay, including relevant details with accuracy. The use of a word processor has been effective with improving her writing mechanics (spelling/grammar). With the consistent use of these supports, Allison has maintained a B in English Language Arts, which indicates college readiness. To date, Allison has also met state testing requirements.

Organizational Skills: As noted in her writing skills, Allison demonstrates difficulty with organizing materials and information (cognitive/visual), often requiring more time to complete activities requested of her. The use of a graphic organizer, schedule/planner and daily routine to follow have been incorporated into her daily schedule at both home and school. Classroom and homework

assignments are submitted late on a weekly basis due to her inability to organize and locate materials/worksheets completed at school or home. An assignment binder has been developed to organize weekly assignments by content area. Allison does not manage her time or pace her work/assignments by prioritizing tasks by due date which will impact her success in a college setting.

Career/Transition/Vocational: Based on transition assessments, Allison has stated that she wants to work with children after obtaining a four-year degree (junior year survey). Allison reported on her school's career planning survey administered to all juniors that her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing up her first year of teaching at an elementary school, which is near the family home. For fun, Allison visits her sister's classroom and helps make materials for lessons. She has decided that she wants to work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher. Although she needs to explore other career options (student interview), she has identified strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist).

NOT AN EXEMPLAR

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

Allison is:

- very responsible and determined to be successful - maintains B average and has met previous IEP annual goals.
- able to orally express her ideas and relevant information to teacher questions with comprehensive responses.
- responsive to adult feedback and guidance or recommendations to improve her skills and quality of her work.
- describes her disability and accommodation needs to teachers (teacher reports, informal interviews).
- self-advocates for support or assistance when needed and will request changes to her current accommodations and use of technology across content areas.
- planning to work with children after obtaining a four-year degree (junior year survey).
- willing to explore career options (student interview).
- able to identify her strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist).

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING: After graduation from high school, Allison will attend a four-year college and take classes in child-care development.

EMPLOYMENT: After graduation from high school, Allison will get a job in the field of child-care while attending college.

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

- Improve time management and organizational skills
- Improve writing and reading comprehension to be successful at college level coursework
- Research colleges with childcare/developmental programs
- Improve self-advocacy and self-determination skills

Course of Study: Beyond the required curriculum for a (Regents/Local) diploma, Allison needs to take programs/courses that include Child Development, Psychology, Economics & Financial Management and Technology, as well as specialized instruction in Resource Room to support the achievement of her post-secondary goals.

NOT AN EXEMPLAR

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

| <p style="text-align: center;">ANNUAL GOALS</p> <p style="text-align: center;">WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT</p> | <p style="text-align: center;">CRITERIA</p> <p style="text-align: center;">MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p> | <p style="text-align: center;">METHOD</p> <p style="text-align: center;">HOW PROGRESS WILL BE MEASURED</p> | <p style="text-align: center;">SCHEDULE</p> <p style="text-align: center;">WHEN PROGRESS WILL BE MEASURED</p> |
|--|--|---|--|
| <p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80% accuracy across content areas.</p> | <p>3 out of 4 trials over 4 weeks</p> | <p>work sample/teacher rubric</p> | <p>weekly</p> |
| <p>Given explicit instruction on organization strategies, Allison will use her assignment notebook to record each of her assignments and due dates with accuracy across all academic settings.</p> | <p>8 out of 10 consecutive trials over 2 weeks</p> | <p>Assignment Notebook</p> | <p>Daily</p> |
| <p>Given two job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of the experiences in each setting by completing a job site interest survey and verbally describing her preferences with the support of her work coordinator.</p> | <p>2 consecutive trials over 4 weeks</p> | <p>Interest survey/checklist</p> | <p>every 2 weeks</p> |

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

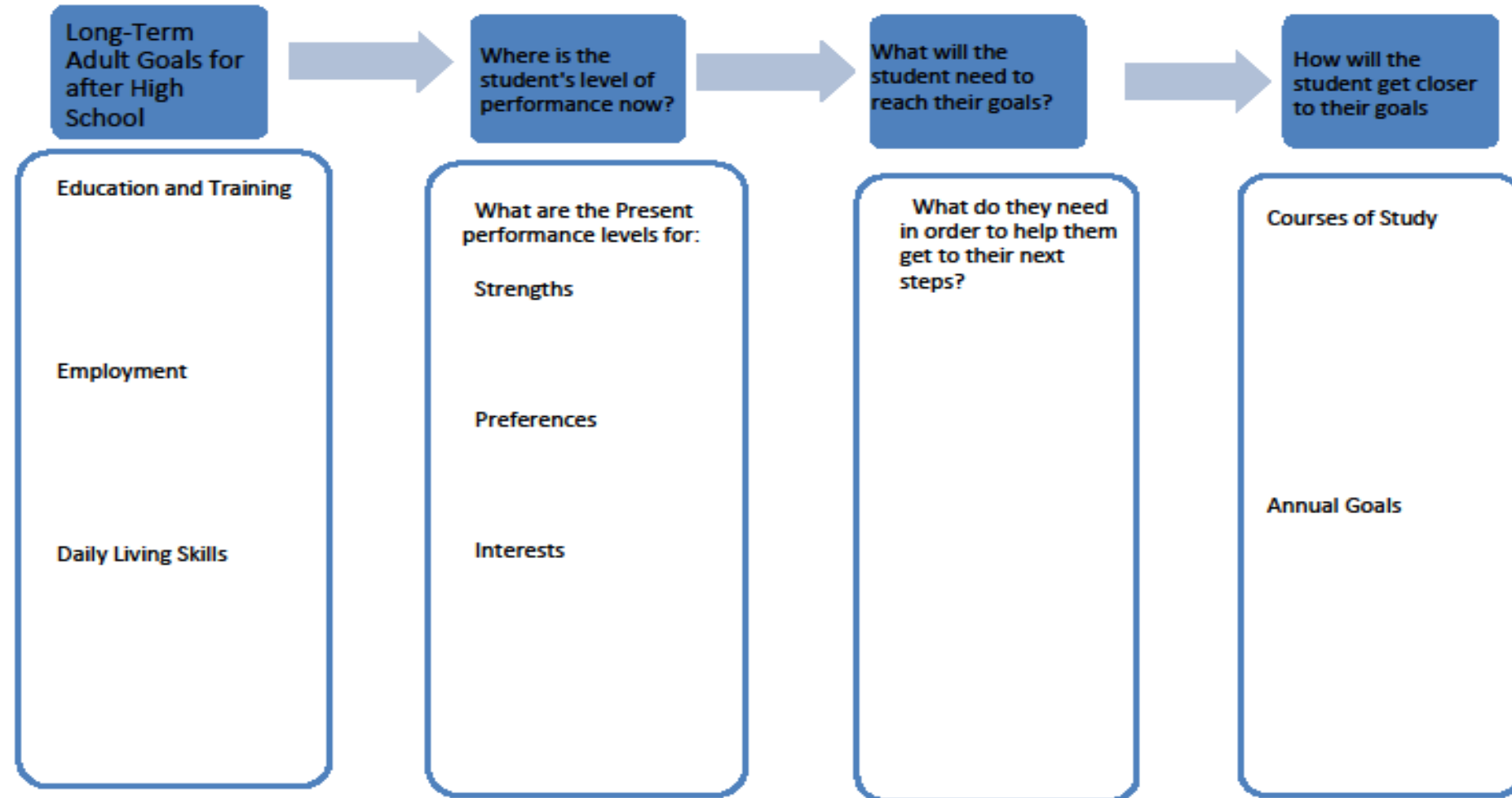
COORDINATED SET OF TRANSITION ACTIVITIES

| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES | SERVICE/ACTIVITY | SCHOOL DISTRICT/ AGENCY RESPONSIBLE |
|--|--|--|
| Instruction | Instruction in Time Management: Alison will develop a weekly schedule to prioritize and complete projects and assignments by due dates. | Special Education Teacher School District |
| Related Services | Considered, not needed | |
| Community Experiences | Attend college fair at local college to explore programs for child care and development. Contact disability office at local college to identify services available. | School Counselor School District |
| Development of Employment and Other Post-school Adult Living Objectives | Job shadow experience with staff at community child-care center | Work Program Coordinator School District |
| Acquisition of Daily Living Skills (if applicable) | Complete application and review driver's manual for driving permit | Special Ed Teacher School District |
| Functional Vocational Assessment (if applicable) | Considered, not needed | |

Transition Planning Process



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Collaborating with the School Team



Have conversations with your child's providers about interests you see at home and in the community



Ask how you can carry over the work the school team is doing at home to reinforce skills



Find the transition point person at your school




Communicate your vision for the future for your child



Become an advocate!

Develop Skills Outside of School

A thick yellow horizontal bar spans the width of the slide, with a vertical yellow bar extending downwards from its right end.

- Money Management
 - Self Care
 - Household Chores
 - Recreation/Socialization
 - Volunteer Work
 - Travel and Safety in the Community
- 
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How can you help your child become self determined?

- Talk to them about their disability
 - Ask them what is hard for them at school and what helps them be more successful
 - Practice seeking help when needed
 - Talk to them about their interests and help them explore
 - Develop social and community connections
 - Practice goal setting and problem solving
 - Encourage them to attend AND participate in their IEP meeting
-

Handouts

- [How to talk to your child about their disability](#)
Parent Network of Western NYS
- [10 Tips to help your child with transition](#)
Pacer Center, MN
- [Parent Transition Survey](#)
Mary Morningstar, U of Kansas
- [Planning Graphic](#)
- WIHD



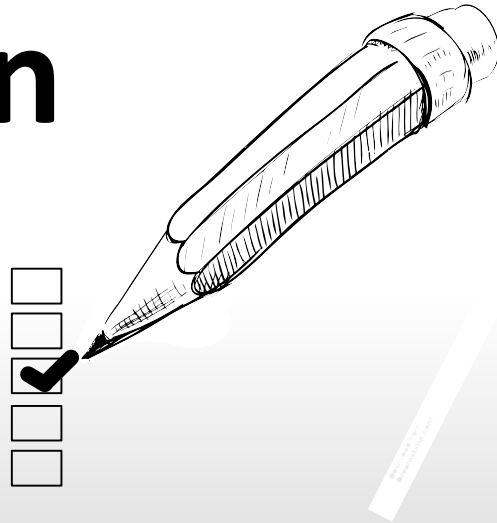
Questions?

Thank You!

- Carin Horowitz, LMSW
- Transition Specialist
- Bedford Central School District
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Parent Transition Survey

Revised 2014



Fournier, L.L. (Revised 2014). *Parent Transition Survey*. From *Parent Transition Survey* by M.E. Morningstar, I. Crawford, J. Scarff & M. Blue-Banning (1994). Adapted with permission.

For more information about this survey, contact Mary E. Morningstar,
mmorningstar@ku.edu

PARENTS: Completing this survey will help us better understand your needs and expectations for your child's future. It will provide vital information that can lead to successful transition planning. Not all of the sections or choices in this survey may be directly relevant to your child, but please complete those sections and choices that best reflect your concerns and thoughts about adult life for your child.

Parent Transition Survey

Student Name: _____ Date _____ Age of Child: _____

Public School Education

1. Type of disability that qualifies your son/daughter for special education

- | | | |
|---|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Deaf/Hard of Hearing |
| <input type="checkbox"/> Autism Spectrum Disorder (ASD) | <input type="checkbox"/> Emotional Disability | <input type="checkbox"/> Multiple Disabilities |
| <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Deaf-Blind | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Blind/Visually Impaired | <input type="checkbox"/> Orthopedic Impairment |
| | <input type="checkbox"/> Other Health Impairments | <input type="checkbox"/> Other _____ |

2. Do you anticipate your child receiving a standard high school diploma? YES NO

3. At what age do you anticipate or plan for your son/daughter to exit public school?

- | | | | |
|---------------------------------|---------------------------------|---------------------------------|---|
| <input type="checkbox"/> age 17 | <input type="checkbox"/> age 19 | <input type="checkbox"/> age 21 | <input type="checkbox"/> age 23 |
| <input type="checkbox"/> age 18 | <input type="checkbox"/> age 20 | <input type="checkbox"/> age 22 | <input type="checkbox"/> other: age ___ |

4. In what area does your child have the greatest needs? (Check all that apply. Of those checked, **please rank the top 5 areas. Rank: 1 most important → 5 least important.**)

Ex: 1 Example (most important, #1)

- ___ Academic skills needed for postsecondary education
- ___ Basic academic skills (reading, writing, arithmetic)
- ___ Household chores (cleaning, laundry, etc.)
- ___ Community safety
- ___ Communication skills (ability to express oneself to others)
- ___ Substance Abuse education
- ___ Decision making/ goal setting/problem-solving skills
- ___ Friendships and social relationships
- ___ Meal planning, preparation, & cleaning up
- ___ Money management skills
- ___ Personal care needs (grooming, shaving, dressing skills etc.)
- ___ Disability knowledge/self-advocacy
- ___ Recreational/leisure skills
- ___ Safe sexual behavior and sexual health education
- ___ Shopping skills (comparison shopping, handling money, etc.)
- ___ Assistive technology
- ___ Travel skills (pedestrian, public &/or private transportation)
- ___ Vocational and career exploration (opportunities to experience and learn about several different types of careers and/or jobs)
- ___ Health care management
- ___ Toileting
- ___ Other: _____

Future Post-Secondary Education / Training / Lifelong Learning

5. Future education goals for my son/daughter will be:

- Four year college/University
- Community College
- Vocational technical school
- On-the-job training
- Adult-continuing education/Community sponsored classes
- Job Corps
- Don't know
- Other: _____

Employment and Career Training

6. I think my son/daughter will work in:

- Full-time competitive* employment (find and keep a job on his/her own w/o support)
- Part-time competitive* employment
- Supported employment (community job for real wages with supports to find and keep a job)
- Military service
- Adult Day Services
- Volunteer work
- Don't know
- I do not expect my son/daughter to work
- Other (please specify) _____

7. What type of work does your son/daughter state that he/she is interested in?

8. Do you feel this is a realistic goal? **YES** **NO**

9. What type of employment do you think he/she would enjoy?

10. What type of support or assistance do you think your son/daughter will need in finding and maintaining a job? (Check all that apply.)

- Will not need any support
- Help locating job opportunities
- Assistance with application and interview
- Assistance only when problems or new situations arise
- Time-limited support to learn the job (extra training)
- Long-term support needed to learn the job (ongoing training)
- Ongoing support to perform the job (personal care attendant, etc.)

Future Independent Living Options

11. Five years after school, where do you want your son/daughter to live?

- At home
- With family – other than parents
- In an apartment on their own – alone or with roommate(s) (circle one)
- In a supported apartment/living program – alone or with roommate(s)
- In a group home
- In a foster home
- In subsidized housing
- Other: _____

12. Concerns that you have about your son/daughter living on his/her own:

- Can't shop independently
- Can't manage money
- Health related concerns
- Has been too dependent
- Won't take good care of self (eating, hygiene, etc)
- Will be lonely
- Will be exploited (sexual, physical, financial)
- Other: _____

Guardianship / Financial Supports / Trusts

13. After graduation/school completion, how do you want your son/daughter to be supported? (*check all that apply*):

- | | |
|--|--|
| <input type="checkbox"/> Social Security/ SSI/ SSDI | <input type="checkbox"/> Government Benefits (food stamps, subsidized housing, etc.) |
| <input type="checkbox"/> His/her own wages | <input type="checkbox"/> Your financial support |
| <input type="checkbox"/> Wages and Social Security | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Wages and Government Benefits | |

14. Do you think that when your son/daughter turns 18 years old, he/she will:

- Be his or her own legal guardian
- Need a guardian/conservator for financial decisions
- Need a guardian/conservator for medical decisions
- Need an advocate or personal representative
- Need a medical proxy
- Need Power of Attorney
- Need a legal guardian appointed
- Not sure/don't know

15. Have you prepared (trust fund/special needs trust) for the future support for your son/daughter? **YES** **NO**

16. Have you prepared a will that includes plans for your son/daughter? **YES** **NO**

Transportation

17. Do you think your son/daughter will get a driver's license? YES NO

18. After graduation/school completion, will your son/daughter travel around town by:

- _____ Bicycle
- _____ Walk
- _____ Public Transportation – (bus, commuter rail, etc.)
- _____ His/her own car
- _____ City cab
- _____ Get rides in the family car or with friends
- _____ Other: _____

Recreation and Leisure

19. When my son/daughter graduates/completes school, I hope he/she will be involved in:

(check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Recreational activities that he/she does alone | <input type="checkbox"/> Integrated activities (team members with and without disabilities) |
| <input type="checkbox"/> Activities with friends | <input type="checkbox"/> Classes (to develop hobbies, and explore areas of interest) |
| <input type="checkbox"/> Friends with disabilities | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Friends without disabilities | _____ |
| <input type="checkbox"/> Organized recreational activities (clubs, team sports) | |

20. After graduation/school completion, do you feel your son/daughter will probably:

(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Get married | <input type="checkbox"/> Have children |
| <input type="checkbox"/> Have a boy/girlfriend, but no marriage | <input type="checkbox"/> Have very little romantic or social contact with a boy/girlfriend |
| <input type="checkbox"/> Have a committed relationship/life partner | |

Adult Services

21. Please check the following adult services that you either **aware of**, **involved with**, or **need more information** about:

| AGENCY | Aware Of | Involved With | Need more information |
|--|----------|---------------|-----------------------|
| Vocational/Employment Rehabilitation Services | | | |
| Department of Disabilities Services (DDS) | | | |
| Health Care and/or Health Insurance | | | |
| Adult Social Security Benefits | | | |
| Working and Collecting Social Security Benefits – Programs Offered | | | |
| Centers for Independent Living | | | |
| Post Secondary Options for Adults with Disabilities | | | |
| Visiting Nurses Association | | | |
| Community Employment Resources | | | |
| Government Assistance (food stamps, subsidized housing, etc.) | | | |
| Attorney or Planning Services for Guardianship/Conservatorship/Power of Attorney | | | |
| Attorney or Planning Services for Financial Options for Your Child - wills, trusts, etc. | | | |
| Transportation Services | | | |
| Respite Care | | | |
| Mentor Programs | | | |
| Community Recreation Options | | | |
| Parent/Family Support | | | |
| Services for the Blind | | | |
| Mental Health Services | | | |
| Services for the Deaf and Hard of Hearing | | | |

Comments/Questions/Concerns:

22. Please let us know other transition related concerns you may have as your child moves from public education to adult services.

Thank you for completing this survey. We look forward to assisting you and your child seamlessly transition from public school to adult services.

How to Talk to Your Child About Their Disability



TIP SHEET

Having a strong sense of strengths, abilities, interests, and values are key parts of advocating for yourself. A young person's awareness of how their disability may affect them at work, in the community, or with their education is a significant part of this process. Under the Individuals with Disabilities Education Act (IDEA), parents play a strong role in advocating for their child, but under the Americans with Disabilities Act (ADA), a young person must self identify and advocate for themselves after high school.

Here are some tips for talking with your child:

- Start early and have more than one conversation over time. As your child's understanding grows, your conversations will also grow. Be honest, supportive, and clear. Listen to your child's questions and concerns.
- Use words and phrases that help your child understand their disability and needed supports rather than medical or clinical terminology. For example, if your child struggles with sensory input, rather than using a term like "sensory overload," you can help your child identify a stressor, such as loud subway stations, and ways to address it, such as listening to music.
- Talk about their strengths and areas in need of support. Reassure them that everyone, including yourself, has needs and must advocate in some form or another. They are not alone in this experience.
- Talk about strategies and supports that can help with your child's areas in need of support. Then, use opportunities in the classroom, at home, and in the community to help your child practice their self advocacy and decision making skills.

Here are some sentence starters to help your child practice self advocacy skills at school:

- My classification (or disability) is...
- This means that I need help with...
- Some of my strengths/area in need of support are...
- In class, I need help with...
- My short-term/long-term goals are...
- Some ways that my teachers can give me to help with this are...
- I am going to achieve these goals by...
- The people who support me are...
- and they will help me achieve my goals by...
- Some things I am going to do to make sure I get the support I need are...