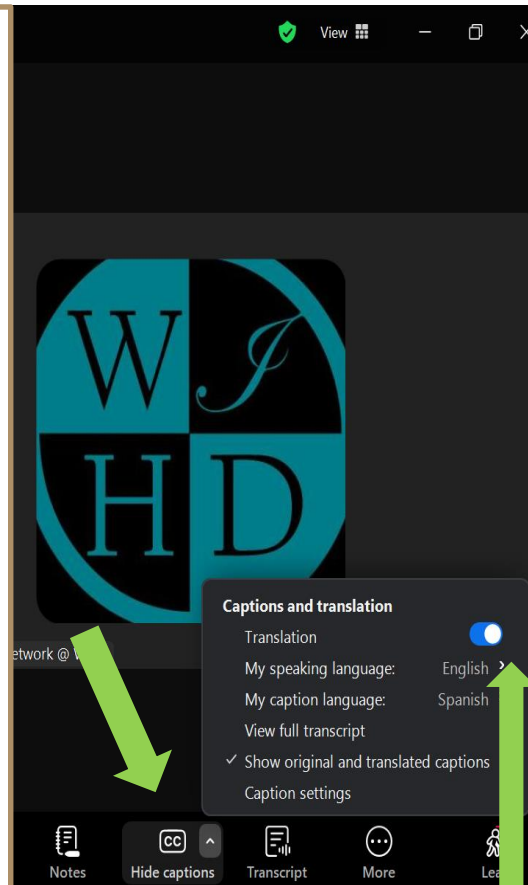


# Welcome!

## How to enable translated captions during a Zoom session

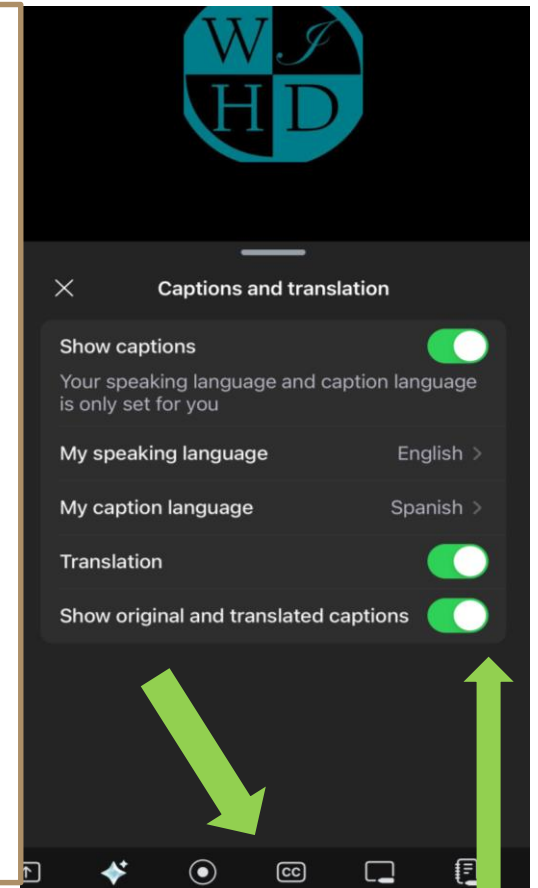
### On your computer:

- Click on “**CC**” or “**Show captions**” in the toolbar
- Slide button to enable “**Translation**”
- Choose **English** as “My speaking language”
- Choose your **preferred language** as “My caption language”
- Select “Show original and translated captions” if you want to display both (OPTIONAL)



### On your phone:

- Click on “**CC**” or “**Captions**” in the toolbar
- Slide button to enable “**Show captions**”
- Choose **English** as “My speaking language”
- Choose your **preferred language** as “My caption language”
- Slide to enable “**Translation**”
- Slide to enable “Show original and translated captions” if you want to display both (OPTIONAL)



# First Steps in the Transition Planning Process

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# Agenda

- The Transition Planning Process
- The Purpose & Process of the Age 12 Assessment
- Guidelines for Collecting Information
- Considerations for all Levels of Ability
- Family Role in Career Development



# What is the Transition Planning Process?

- Transition planning is an **ongoing** process across multiple years, that requires a **partnership** among the student, family, school district and as appropriate, other agencies that can provide transition activities to help students with disabilities **transition from school to adult life**
- NY State regulations requires transition planning beginning **not later than** the first Individualized Education Program (IEP) to be in effect when the student is **age 15** (and at a younger age, if determined appropriate)
- Identify a student's preferences, interests, strengths and needs
- Develop measurable postsecondary goals for life after high school, **based on age-appropriate assessments**, focused on
  - ✓ Education and training
  - ✓ Employment
  - ✓ Independent living skills
- Determine how the school will support the student in achieving their postsecondary goals, by providing a variety of **coordinated activities**

# Think back to when you were a student...

What did you want to be when you grew up?  
What gave you this idea?



Transition assessments help students with disabilities identify the skills needed to achieve post-school goals



# Before Assessments

- Before attempting to assess interests, students should have opportunities to learn about different types of work
  - Field trips
  - Audiovisual materials
  - Guest speakers
  - Community-based activities
  - Career-focused classroom activities
- Students will make future choices based on what they know. If their knowledge of different types of careers is limited, choices and therefore decisions, will be limited



# NYS P-12 Learning Standards

Learning standards articulate what **all students** should know and be able to do as a result of skilled instruction in subject areas and at different grade levels

- [The Arts](#) (music, visual theater, dance, and media)
- [Computer Science and Digital Fluency](#)
- [English Language Arts](#)
- [Family and Consumer Sciences](#)
- [Health](#)
- [Mathematics](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [World Languages](#)
- [Career Development and Occupational Studies](#)



# Career Development and Occupational Studies (CDOS) Learning Standards

**Standard 1: Career Development:** Learn about work and career options and relate skills to career decisions

## Who am I?

What am I good at? What do I like to do? What don't I like to do?

## Where am I going?

What do I want to learn more about? What kinds of jobs interest me? What are my dreams for the future?

## How will I get there?

What skills do I need? What might get in the way of my dreams?  
Who can help me?



# Starting the Transition Planning Process

Per the NYS Regulations of the Commissioner of Education

School districts shall ensure that students **age 12** and those referred to special education for the first time who are age 12 and over, shall receive an **assessment** that includes a review of **school records** and **teacher assessments**, **parent and student interviews** to determine **vocational skills, aptitudes and interests** (§200.4(b)(6)(viii))



# Review of School Records

Can include:

- Grades; attendance
- State-wide assessment results
- Observations of student classroom behaviors
- Student portfolios
- Needs in the area of academics relevant to future education, employment, living, and community involvement
  
- A summary of the review of school records should be included in the student's present levels of performance section of the IEP



# Teacher Assessments

- Teacher assessments provide perspectives or a snapshot of how the student functions in a particular environment (i.e. academic classes, physical education, technology lab, recess, field trips) and may include task analysis or student work samples
- A summary of the reviewed teacher assessments should be included in the student's present levels of performance section of the IEP



# Teacher Assessments



Programs the student enjoys participating in



Accommodations the student uses effectively or areas in which assistance is needed

Demonstrated strengths or potential areas of interests the student may overlook



Critical work skills in a variety of settings



# The Student Interview

- This is a one-on-one directed conversation with the student used to explore the student's vision for the future
- It is not a psychological test; there are no right or wrong answers
- It is the STUDENT'S perception
- Can indicate involvement in their community and use of free time outside of the school environment
- Allows direct input into the career assessment and decision-making process
- Provides a reality check through questions of factual information about the student

## Examples of Student Interview Questions

- What do you want to learn more about when school ends? Where do you think you can learn about that?
- What kind of job do you think would be fun?
- What do you enjoy doing when you are not in school?
- If you could do anything you wanted after high school, what would that be?

\* Tip: If the student states a (perceived) unrealistic postsecondary goal, ask, "Why that?"

The reason provided, may open up other areas of interest or the answer may in fact be realistic after the student explains why it is their goal

# Conducting the Student Interview



- Is best conducted by any school staff member with whom the student is **comfortable communicating**(teacher, paraprofessional, school counselor, bi-lingual staff, coach etc.) or anyone who has a good rapport with the student and can **elicit open and honest responses**
- To **foster good communication**, the interviewer can simplify the language of the questions, restate a question in another way, and have the student use pictures or draw simple responses instead of using words

# The Parent Interview

- Allows **direct input** into the **future direction and outcome** of your child's education
- Confronts the reality that your **child is growing up** and will soon become a young adult who has choices and decisions to make
- An opportunity to discuss **non-school issues** which may directly affect your child in the school setting
- A chance to share how you see your maturing child interacting within the **home environment and community**



How is a parent's dream for the future different from the student's dream?

# Conducting the Parent Interview

- Each district can establish their own process
- Generally conducted by the student's teacher or by any other school staff in which the parent is comfortable communicating
  - In person
  - Through the mail
  - Over the phone
  - Any combination of techniques
- Think about your child's abilities as of right now
- Distinguish what can be done with/without assistance



- If you feel uncomfortable with any of the questions, ask for them to be rephrased, or you can skip them

# Examples of Parent Interview Questions

- What classes does your child like best in school?
- What does your child like to do during free time?
- What are your child's strengths or unique talents? What does he/she do well?
- Are there activities for which your child requires extra help?
- What are your hopes/dreams for your child in the future?
- What are your greatest concerns or worries for your child? Why?



- How can the school work with you so your child can achieve their future goals?

# Examples of Alternate Considerations

- What are your child's favorites?  
( i.e. being outside • foods • music • friends • words • structure • being sung to • daytime • movement • color • games • smells • textures • sounds • clothes • activities • place to go • TV show • animals • time of day)
- Are there any special people that your child responds to positively?
- What makes your child happy? *How do you know?*
- What motivates your child? *How can you tell?*
- What does your child dislike/fear? *How can you tell?*
- What calms your child?



# Examples of Alternate Considerations



- What places or activities does your child enjoy while in the community?
- What do you see as your child's social needs?
- How does your child communicate on his/her own?
- Does your child have a sense of humor?
- What unique talents does your child have?
- What types of choices does your child make?

# Family Role in Career Development

- **Family involvement is a major predictor to academic success and employment** for all youth
- Families must **share their vision** for the future with their young adult and the school team
- **Set high expectations:** If not, it's difficult to expect anyone, including teachers or employers, to have a different view
- **Update** and submit information annually to address the **ever-changing needs** of your child/young adult



# Student Participation in Transition Planning is Key

- Age-appropriate transition assessments provide the **basis for defining postsecondary goals and transition services** to be included in their IEP
- It's an important step in transferring **decision-making power** to the student
- Teaches them how their IEP is used in **guiding their future**
- ALL students are **capable of participating** to some extent, with the right amount of instruction, preparation and facilitation from school staff and family



# How Can Families Help with Transition Planning?

- You can **ask for the results** of your child's Age 12 Assessment or when it will be done, and when you can expect a parent interview if one wasn't conducted with you yet
- Support your child's **active participation** in the process to the greatest extent possible
- Work **collaboratively** with your school toward achieving your child's annual goals
- Talk with your school team about meaningful ways to **develop your child's unique talents** and how those talents can **connect to career paths or jobs**



# Age 12 Assessment - In Summary

- It is a **team process**, gathering information from school staff, the student, parents/guardian, family members, and others who have regular contact with the student
- **It does not require** specialized testing or formal evaluations
- Ensures that a **student's basic skills, interests and abilities both in and outside of school**, are incorporated into the IEP
- Helps a student make **informed choices** and documents the **decision-making process**
- May **expose trends and themes** about a student's abilities rather than spelling out a specific career path
- Focuses the student, parents and school staff on **realistic positive outcomes**
- **Provides critical information for transition planning and needed services** beginning with the IEP in effect at age 15

# Resources

- [AIR Self-Determination Assessment](#)
- [Casey Life Skills](#)
- [New York Career Zone](#)
- [My Next Move](#)
- [CareerOneStop Career Videos in English and Spanish](#)
- <https://transitionta.org/>
- <https://www.nysed.gov/special-education/transition-school-post-school-students-disabilities>
- Visit the NYSED [Educational Partnership website](#) to view trainings and resources related to transition planning

# Any Questions?

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