Transition Planning

Office of Special Services
Monitoring Team

Updated 9/2/20

Agenda

- Introductions
- Purpose of the training
- Recent statewide data
- B13 Indicator
- Transition Plan
- Case Study
- Questions

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- We will check in with the chat box often throughout the session, so please feel free to ask questions.
- If you are more comfortable unmuting and asking your question out loud, that is fine too!

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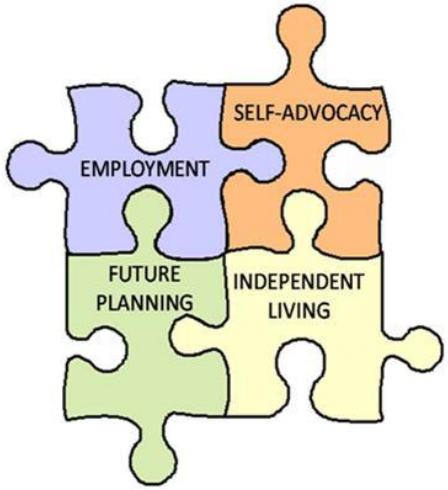
Purpose of Today

- To develop compliant and effective secondary transition plans



SHOWING MEANINGFUL MOVEMENT

Chat Box Prompt

- Please take a moment to think of something that makes your life meaningful……It can be serious like family or silly like ice cream. Jot it into the chat box.

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Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes

What Makes Life Meaningful?

- Family and Friends
- Employment (money and self worth)
- Engagement in community-being able to go for a walk, or sit outside in the yard….
- A happy home-pets….
- Health
- Choices/options-what to eat, how to arrange our home….
- Freedom and Independence

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How to Live a Meaningful Life:
10 Inspiring Ideas to Find Meaning

1. Know what's important to/for you
2. Pursue your passion
3. Discover your life's purpose
4. Be self-aware
5. Focus
6. Spend money on people more than things
7. Live with compassion
8. Find a way to give back
9. Simplify your life
10. Set daily goals

David Loker https://www.lifehack.org/articles/lifestyle/10-ways-to-live-a-more-meaningful-life.html

The Big Picture: Guiding Questions

Ask yourself:

- What is it that you are **actually doing to support** this student/youth?
- What **assessments** are being used?
- How are you **applying** the results?
- Are activities & services **meaningful**?
- Will what you are doing really **help the student** to achieve his/her postsecondary goals and to enjoy a quality of life/Meaningful Day?

Person-Centered/Directed Planning

Life Course Framework

Daily Life and Employment
(school/education, employment, volunteering, routines, life skills)

Healthy Living
(medical, behavioral, nutrition, wellness, affordable care)

Community Living
(housing, living options, home adaptations and modifications, community access, transportation)

Safety and Security
(emergencies, well-being, legal rights & issues, guardianship options & alternatives)

Social and Spirituality
(friends, relationships, leisure activities, personal networks, faith community)

Citizenship and Advocacy
(valued roles, making choices, setting goals, responsibility, leadership, peer support)

https://www.lifecoursetools.com/

NTACT
National Technical Assistance Center on Transition

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How can we help families ?

https://www.ffcmh.org/resources-parentsandcaregivers

For Children

For Youth and Young Adults

For Parenting

Adventures in Parenting

An Asset Checklist for Parents

Building Blocks Family Guide

Child Welfare - What You Need to Know

Creating a Care Notebook for Your Child

Facts for Families: Children and Grief

Facts for Families: Helping Teenagers with Stress

Facts for Families: How Do I Know if My Child is Developing Typically

Family Guide to Systems of Care

Family Journey Assessment Parent Support Provider Training

https://www.ffcmh.org/resources-parentsandcaregivers

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Family Support & Family Involvement - Parent/Professional Advocacy League

FAQ's by Parents about Mental Health (Youth Mental Health Project)

Grand Resources A Grandparent's and Other Relative's Guide to Raising Children with Disabilities

Growing up Drug-free; A Parents Guide to Prevention

Helping Kids Cope Mobile App

How to Work Effectively with Police When Youth are in Mental Health Crisis

The Importance of Fathers for Children with Mental Health Challenges (NFFCMH)

Introduction to Social Media & Social Networking for Family-Governed & Youth-Led Organizations

Make Time to Talk - Bullying Cards (SAMSHA)

Make Time To Listen Take Time to Talk Cards

https://www.ffcmh.org/resources-parentsandcaregivers

Meeting the Needs of All Families (FREDLA)

Mental Health 101: Talking with Kids (Youth Mental Health Project)

Mental Health Medications (NIMH)

Moving to Young Adult Life - A Legal Guide for Parents of Youth with Mental Health Needs

Navigating the Teen Years

Parents Guide to Getting Good Care

Raising Resilient Children

Supporting Families and Caregivers of Adults with Serious Mental Illness

Talking with Kids about Their Online Lives: A Resource Booklet

Taking Charge of Your Mental Health (NAMI)

Show More

https://www.ffcmh.org/resources-parentsandcaregivers

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Chat Box Check In

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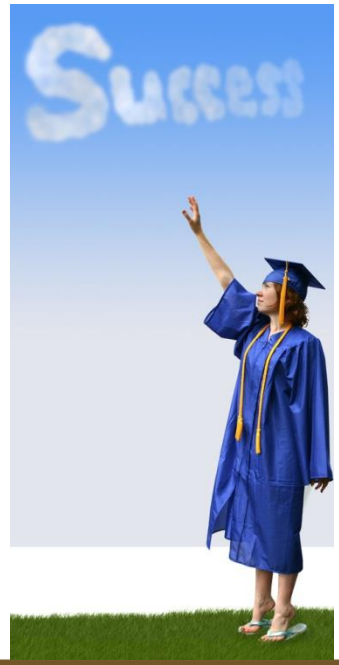
Section 3 of the IEP

- This prompts you to go to Section #9 to complete the transition plan PRIOR to the rest of the IEP

POST-SECONDARY TRANSITION	
J. Is the child in 9th grade or above **OR** is the child 16 years old or older?	☐ YES ☐ NO
i. If **yes**, Section 9 should be completed before completing the remainder of the IEP.	

Transition: Section 9

- **9. POST-SECONDARY TRANSITION PLAN**
- This section must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h))



- IDEA
  - Age 16
- MUSER
  - No later than 9th grade

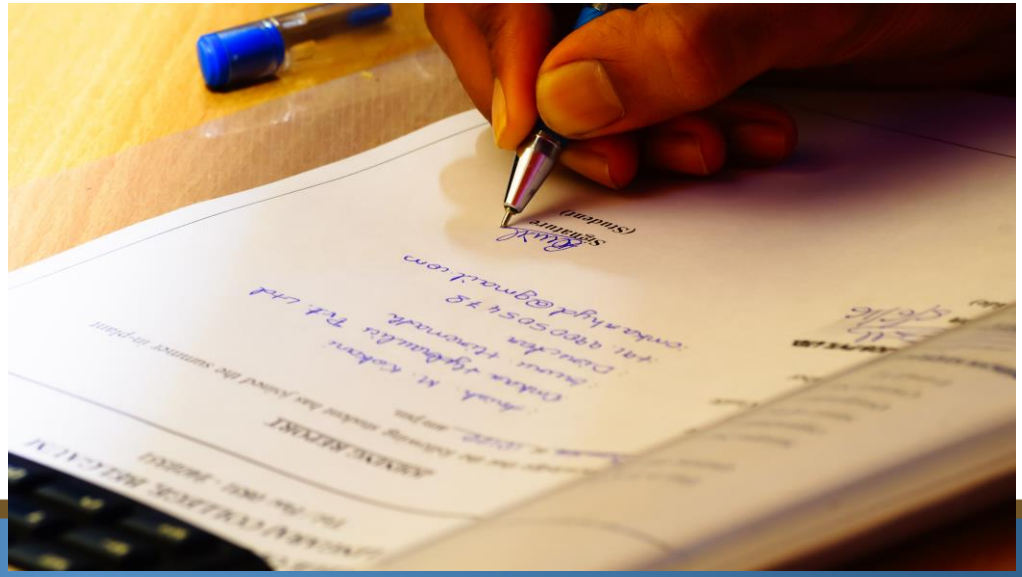
REMINDER

- POST SECONDARY PLANS ARE ONLY FOR ALL CHILDREN WITH A DISABILITY BEGINNING DURING THEIR 9TH GRADE YEAR

- However, research continues to show us that beginning transition planning earlier results in better post-secondary outcomes for students with disabilities.

Transition Plan and the Written Notice

- It is very important that planning beyond year 4(if indicated), begins as early as possible.
- It is equally important that the IEP Team discussion regarding planning beyond year 4 is documented very clearly in the WN.



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When did Transition Planning Become More of a Priority?

NTACT: National Technical Assistance Center on Transition

Funded through a grant from USDOE and OSEP beginning January 2015.

SPDG-State Personnel Development Grant- was issued in 2011. It was a 5 year grant, with a 1 year extension, and ended in 2017.

Maine Cohort Data

- 2015-2016: 58.6%
- 2016-2017: 88%
- 2017-2018: 95%
- 2018-2019: 97.08%

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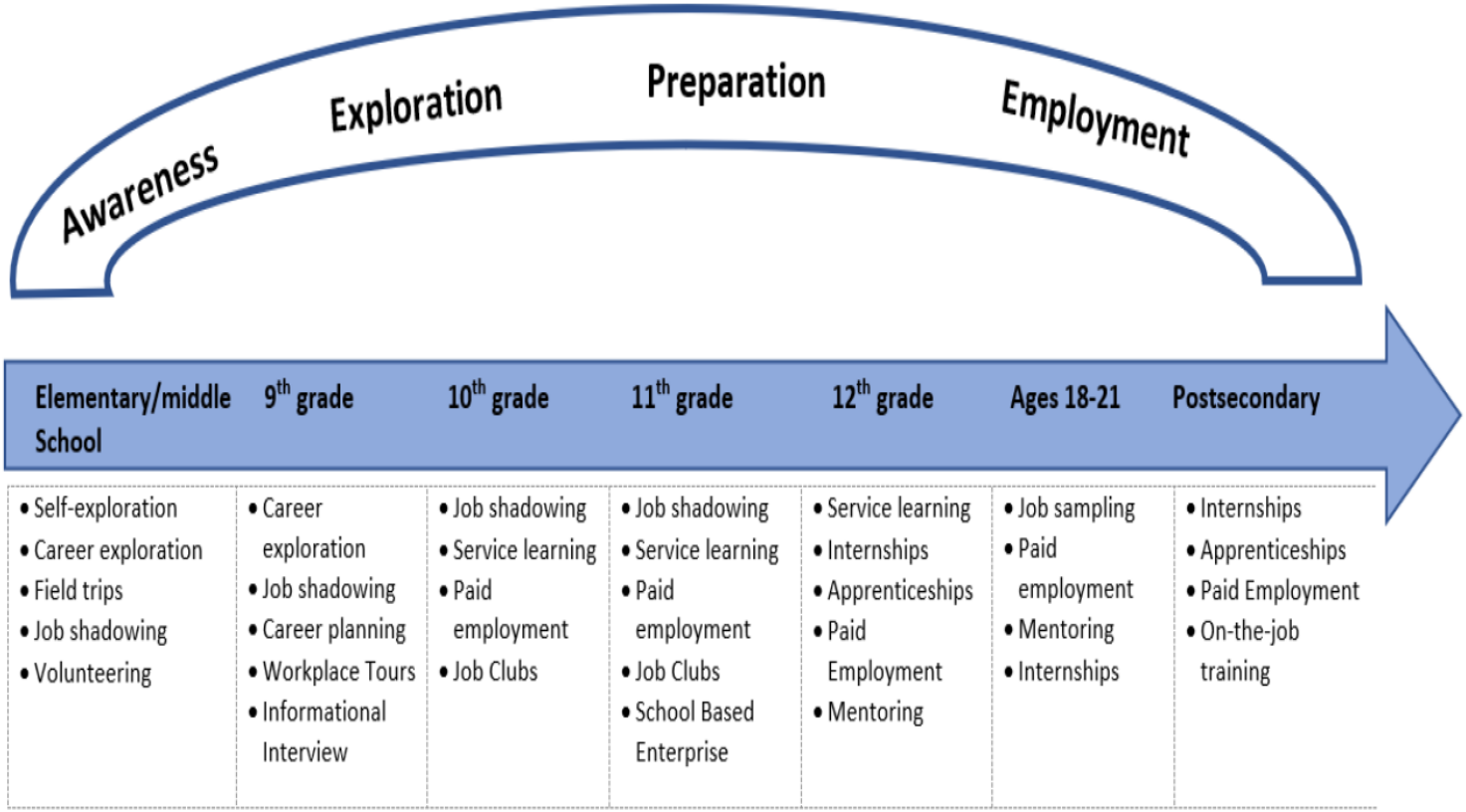
Why Should We Begin Transition Planning Earlier?

National Drop Out Rates:

- General Education Students: 25%
- Students with Disabilities: 2016-2017: 67.1%
- 2018-2019: 65.5%
- This percentage has decreased for 6 consecutive years.

Work Based Learning (WBL) Continuum



https://transitioncoalition.org/wp-content/uploads/2020/05/WBL-Continuum-diagram.pdf

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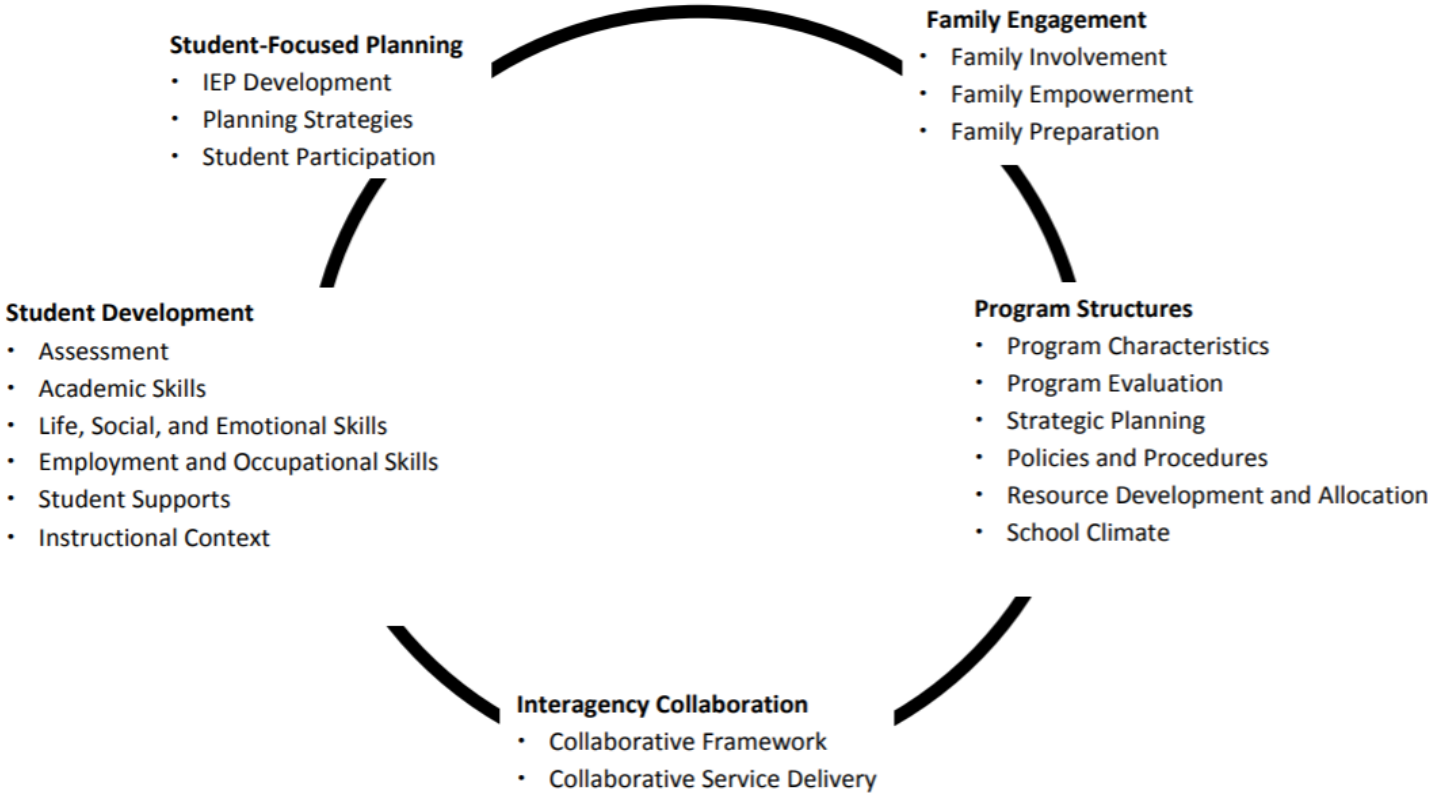
Stages of Career Development

- 1. Awareness
- 2. Exploration
- 3. Preparation
- 4. Employment

Very important to engage families in the process as early as possible as well.

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



https://transitionta.org/system/files/resourcetrees/Taxonomy_for_Transition_Programming_v2.pdf?file=1&type=node&id=1727&force=

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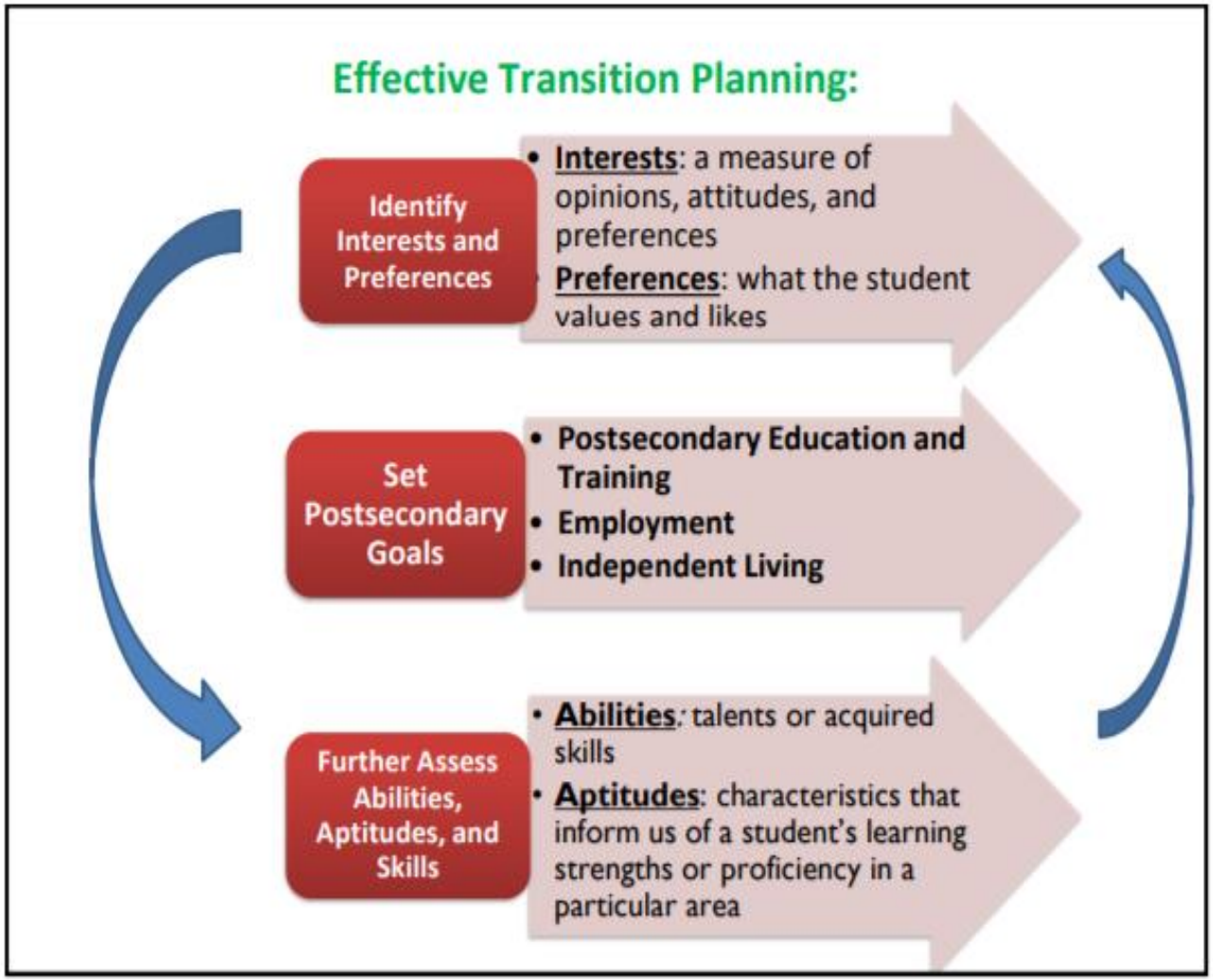

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Chat Box Check In

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Indicator 13, Part B

- Percent of youth with IEPs aged 16 and above with an IEP that includes:
  - appropriate measurable postsecondary goals that are
  - annually updated and based upon an
  - age appropriate transition assessment
  - transition services including
  - course of study that will reasonably enable the student to meet those postsecondary goals, and

Indicator 13, Part B

- annual IEP goals related to the student's transition services needs
- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence
- that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Section 9 – Transition Plan

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion:	
B. List of Transition Assessments Completed:	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i) Goals must be based on current age-appropriate transition assessments.	
Education/Training Goal After graduation, child's name, will education/training goal.	
Employment Goal After graduation, child's name, will employment goal.	
Independent Living Skill Goal (when appropriate) After graduation, child's name, will independent living skill.	
E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.	

Inviting the Child to the Meeting - AWN

- The child should be invited to the meeting and should be included in the salutation or the child should receive their own AWN.

Dear **Mom, Dad, and Bobby**,

An IEP/IFSP Team meeting has been scheduled for:

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Section 9A: Projected Date of Graduation

- **A. Projected date of graduation/program completion**: Month/Year

- **IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE**
- NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.

Section 9A: Projected Graduation Date

- Record the month and year of anticipated graduation or departure of high school
- If a child becomes credit deficient, this projected date can change
- 5th or a 6th year planning should begin early

Section 9A: Projected Graduation Date

A. Projected Date of Graduation/Program Completion:

June 2019

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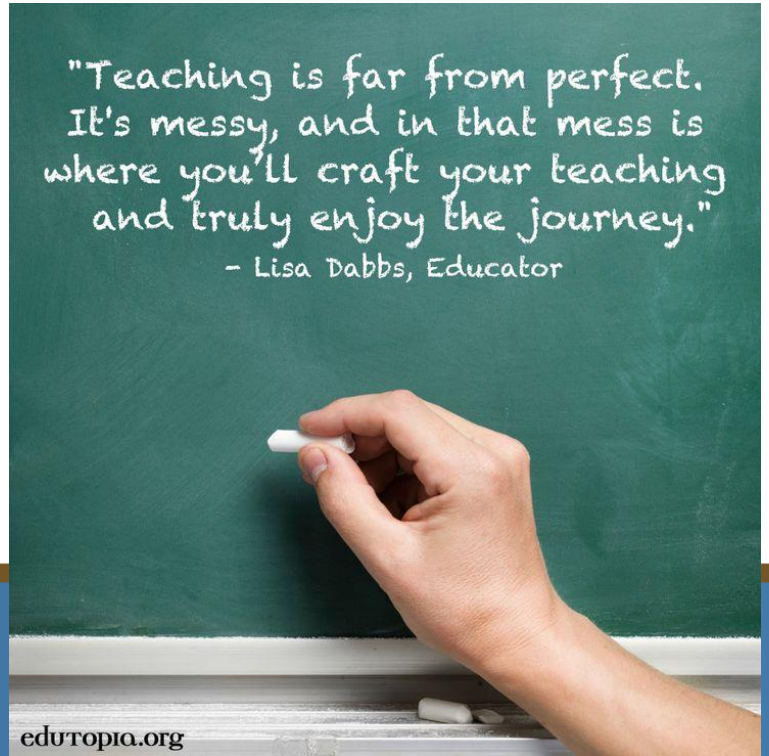
Chat Box Prompt:

- As a teacher, how do you find time to do things 1:1 with students? Jot a tip into the chat box…..



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Defining Transition Assessment

What it is:

- Ongoing and cumulative
- Individualized
- Based on student's strengths, needs, interests, & goals
- A process that increases student self-awareness
- Used to develop appropriate annual and postsecondary goals

What it is NOT:

- The same for all students
- Done "once a year"
- Only completed just before the IEP to fill out the forms
- Only the responsibility of the special education teacher

Adapted from B. Charton (2007). Arkansas Dept. of Ed. Transition Assessment Toolkit

When assessing youth and young adults, continually pose these questions:

- Whose needs are being met?
- What did the student/family and you learn from the assessment *process*?
- Where do you record the information – how is it interpreted?
- What do we do with the information – how is it utilized?

NTACT
National Technical Assistance Center on Transition

Assessment drives the planning and implementation of a "Meaningful Day"

Without assessment we cannot:

- Plan;
- Set goals; or
- Achieve outcomes.

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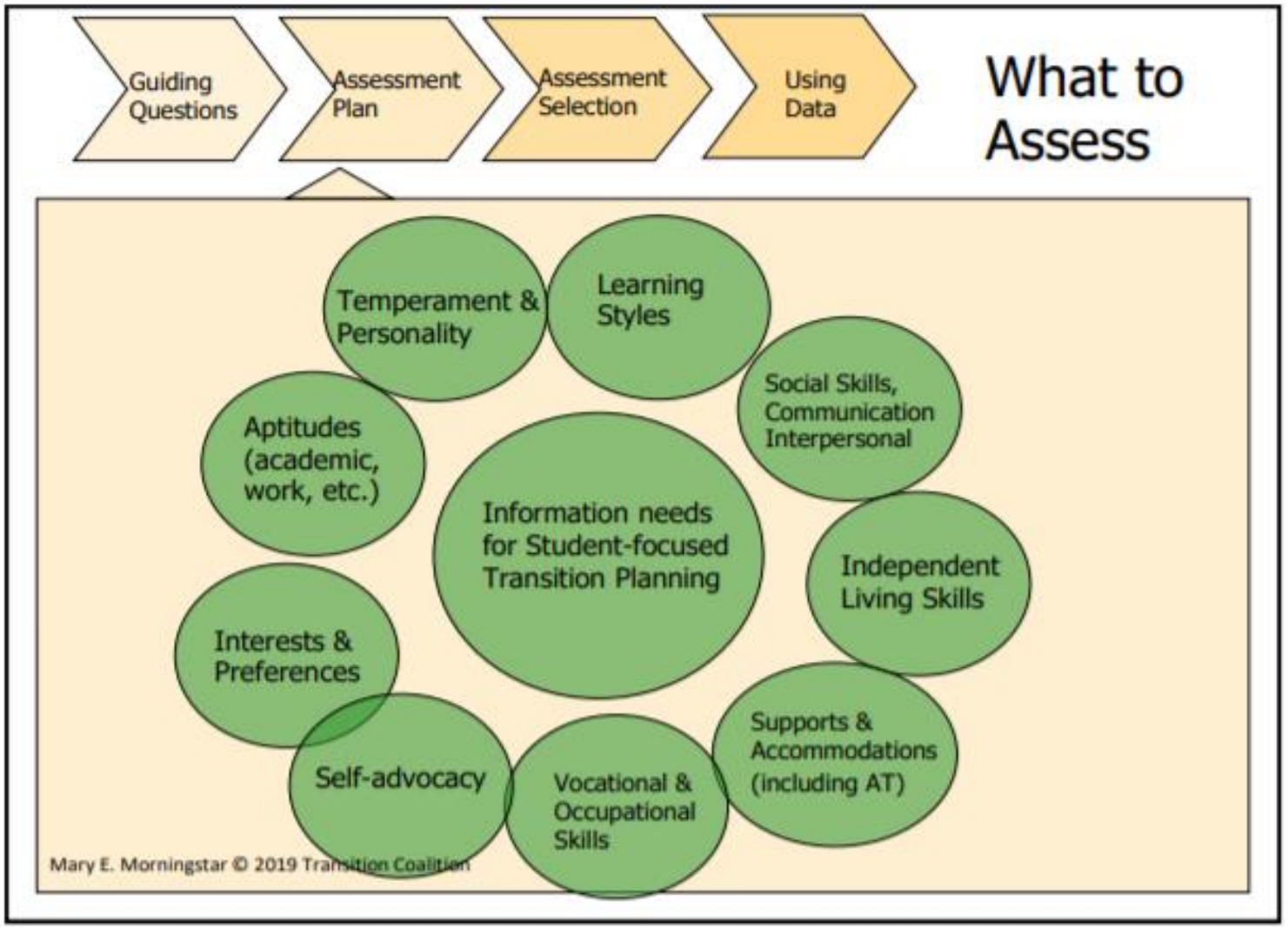

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Section 9B: Transition Assessments

Acceptable Transition Assessments	Assessments without Transition Components
• SATs • PSATs • ASVAB • Accuplacer	• NWEAs • MEAs • WISC-V • WIAT-III • WJ-IV • Curriculum Based Measures

Section 9B: Transition Assessments

- Document all transition assessments that have already been completed:

  - Informal student interview
  - Parent survey
  - Independent living skills
  - Academic skills
  - Career interest inventory
  - Self-assessments
  - Self-determination skills
  - Career/vocational interests and skills

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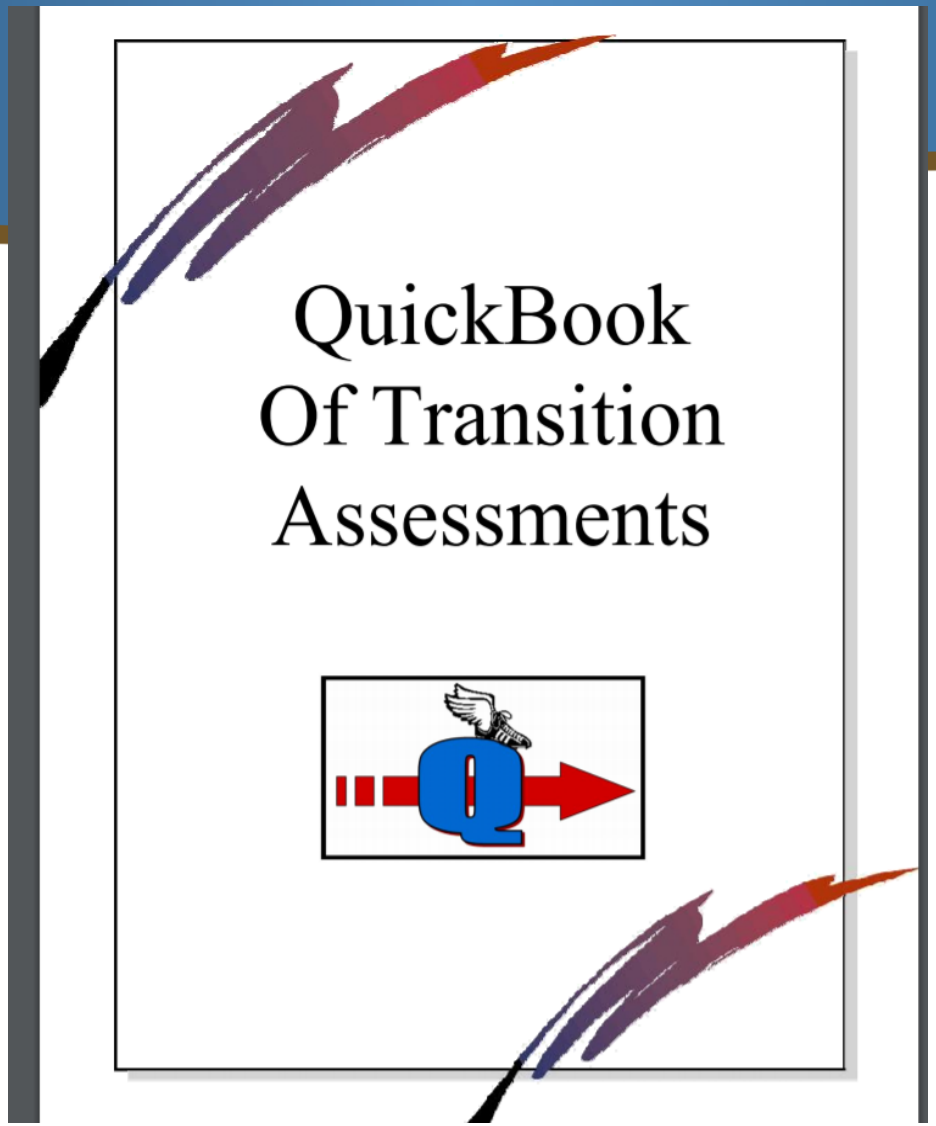

https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

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https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

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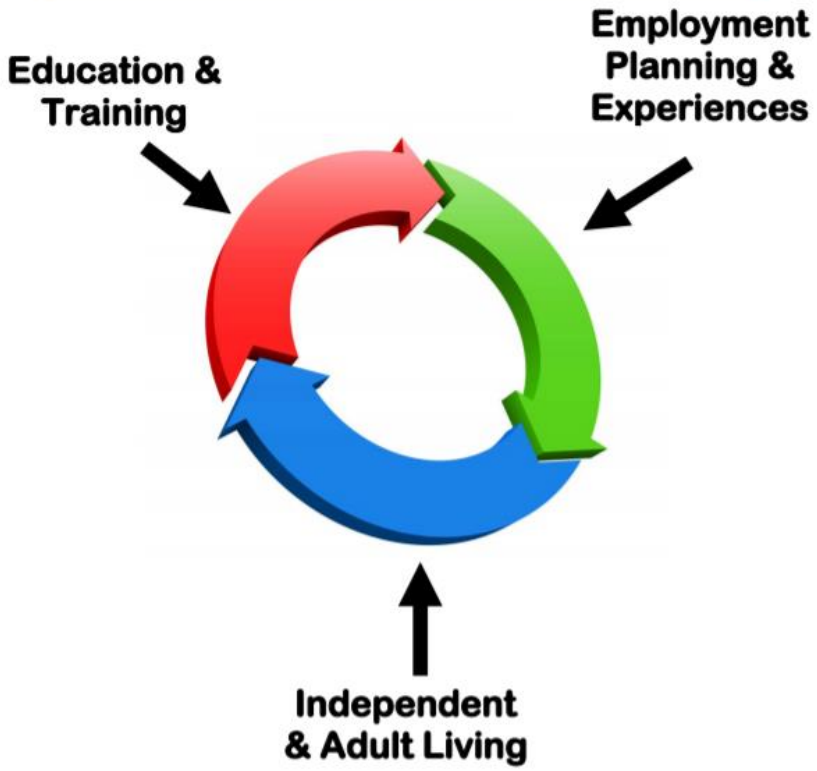
https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Age-Appropriate Transition Assessments and Activities Guide



https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf

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Legend

FREE – Resource or access to use an assessment or tool is free

$$ - There is a fee to utilize / order the resource or access the URL

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https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf

Postsecondary Education and Training: PRO-ED - **$$**
http://www.proedinc.com/customer/productView.aspx?ID=4369

Job Search Knowledge Scale: JIST Publishing - **$$**
http://jist.emcp.com/job-search-knowledge-scale.html

Employability/Life Skills Assessment: Ohio Department of Education – **FREE**
http://www.edresourcesohio.org/transition/resources.php?id=2

Transition Assessment Tools: Employment:
Indiana Institute on Disability and Community – **FREE**
http://bit.ly/1LepCPH

Community Work Site: Student Learning / Training Plan and Evaluation:
Seattle University – **FREE**
http://bit.ly/1BkfoNr

Employer Self-Assessment: Jobs to Careers – **FREE**
http://bit.ly/1J26Opp

Educational Institution and Workforce Intermediary Self-Assessment: Jobs to Careers - **FREE**
http://bit.ly/1GMmkp7

SCANS Skills Assessment: U.S. Department of Labor – **FREE**
http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Tools/Tool_20.PDF

Wisconsin Youth Leadership Certificate Assessment: Wisconsin Department of Public Instruction – **FREE**
http://bit.ly/1GbM5bC

Wisconsin Employability Skills Certificate Program Assistant: Wisconsin Department of Public Instruction – **FREE**
http://cte.dpi.wi.gov/cte_esintro

Transition Assessment & Goal Generator - Zarrow Center - University of Oklahoma - **$$**
https://tagg.ou.edu/tagg/

WI Career Pathways: Wisconsin Technical College System – **FREE**
https://www.wicareerpathways.org/Students

Career Cluster Inventory (With Pictures and descriptions) – **FREE**
http://www.livebinders.com/media/get/OTg2NTI3OQ

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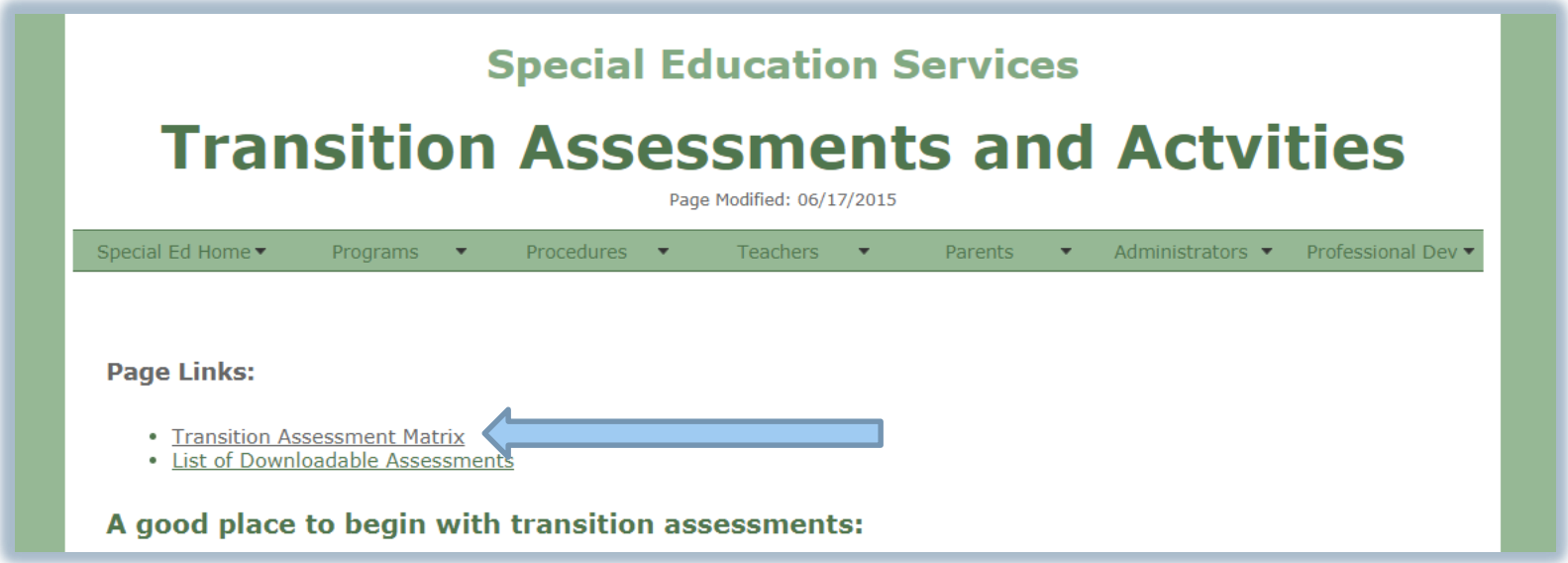
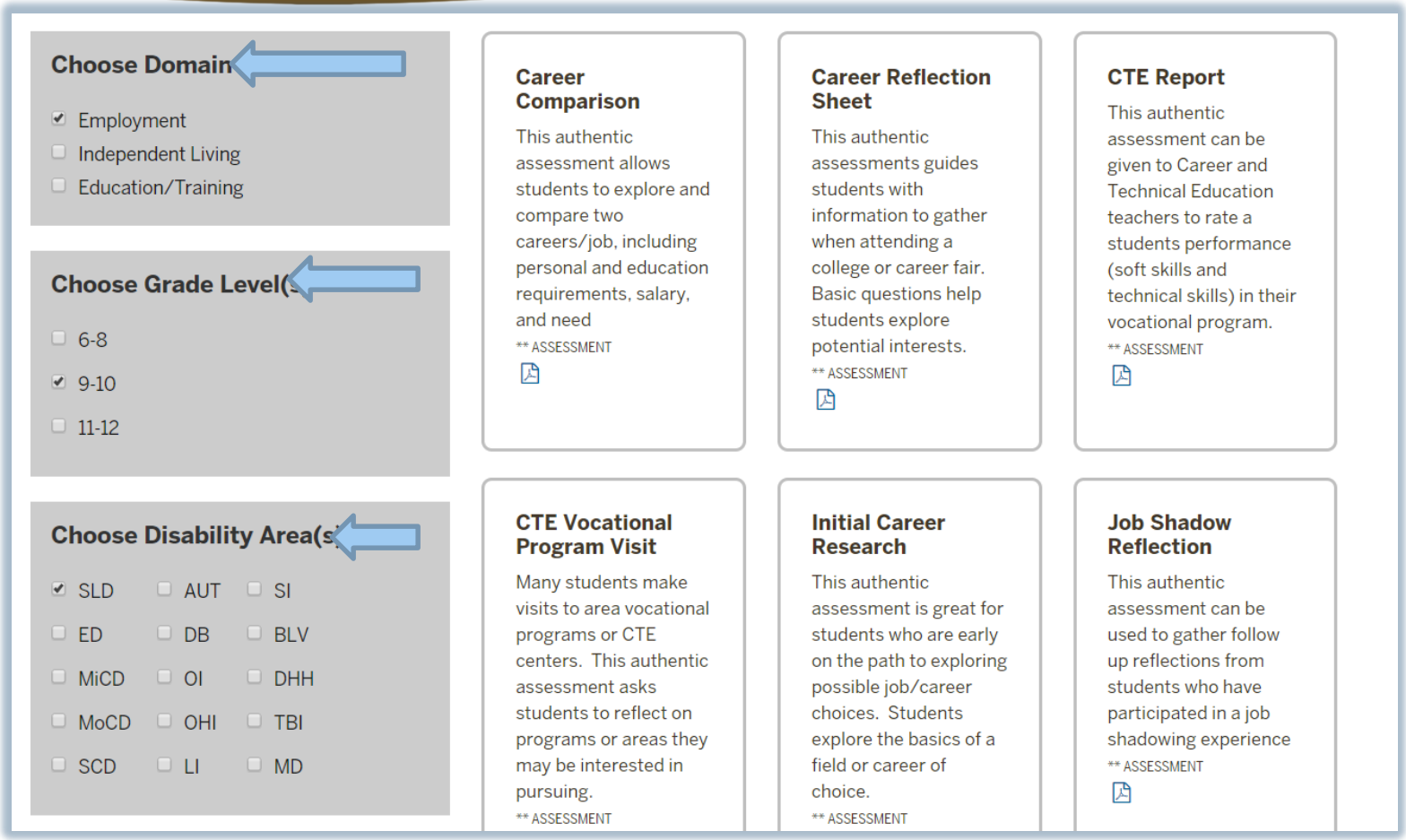
https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf

Transition Assessments

- http://www.sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html



Transition Assessments



Transition Assessments

- A summary of the results of the completed assessments *can be* recorded in the IEP.
  - Where in the IEP?
    - Section 4: Results of All Evaluations.
  - Why provide a summary?
    - Shows movement towards post-secondary goals.

This is OPTIONAL- but recommended

Section 9B: Transition Assessments

B. Transition Assessments Completed:

Informal student interview (2017)
Career interest inventory (2018)
Classroom observation (2018)

Section 4: Results of All Evaluations

Results of evaluations:

November 2018 – Informal Student Interview

Dan expressed desire to attend a 4-year college or university to study marketing. He has a family member in the field, and they have ongoing conversations which has led to Dan having an interest in the field. Dan is also interested in carpentry, and will take a vocational class to see if it is a good career option for him.

January 2019 – Career Interest Inventory

The results indicate that Dan enjoys working with his hands and is good with technology. These results support his post-secondary goals of working in the field of either marketing or carpentry.

April 2019 – Classroom Observations

Dan's case manager observed him in Geometry class where he demonstrated an ability to accurately solve and measure shapes and angles. This observation indicates that carpentry might be a good career option for Dan.

Assessment Resources

- https://ouhsc.edu/thecenter/Publications/Publication-Details/personal-preference-indicators
- https://www.lifecoursetools.com/
- https://www.imdetermined.org/
- https://transitionta.org/system/files/resourcetrees/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf?file=1&type=node&id=1667
- https://transitioncoalition.org/tc-materials-display/?cat_ID=331

Chat Box Check In:

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Section 9C: IEP Meeting

- Need a statement if they attended, and if they did not attend the IEP meeting.

- If the child did **not** attend, state when you met with them and that their post-secondary goals were discussed.

Section 9C: IEP Meeting

C. In the case of a child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's preferences and interests:

- Dan attended his IEP meeting.
- Dan did not attend his IEP meeting, but met with his case manager on 9/15/2018 to discuss Post-secondary interests and preferences.

Section 9D: Measurable Post-Secondary Goals

D. **Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i) - Measurable post-secondary goals must be based on current age-appropriate transition assessments.**

Education/Training Goal

After graduation, child's name, will education/training goal.

Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate):

After graduation, child's name, will independent living skill.

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Transition Goals 9D: Education/Training

- Document the formal and/or informal training the child will receive after high school that enables them to make progress towards pursuing a career in their chosen field.

- "Will" statement of the type of education and or training the child will receive in order to pursue their career choice.

Transition Goals 9D: Education/Training

Education/Training Goal

1. After graduation, Dan will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.

2. After graduation, Dillon will attend a community college and will study sports facility management.

3. After graduation, Brooke will attend a post-secondary institution for marine biology or zoology.

4. After high school, Roy will receive on the job training in a pet store or a farm.

Transition Goals 9D: Employment

- Take the education or training goal and make a statement about employment

- Education/Training and Employment goals should be in alignment.

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Transition Goals 9D: Employment

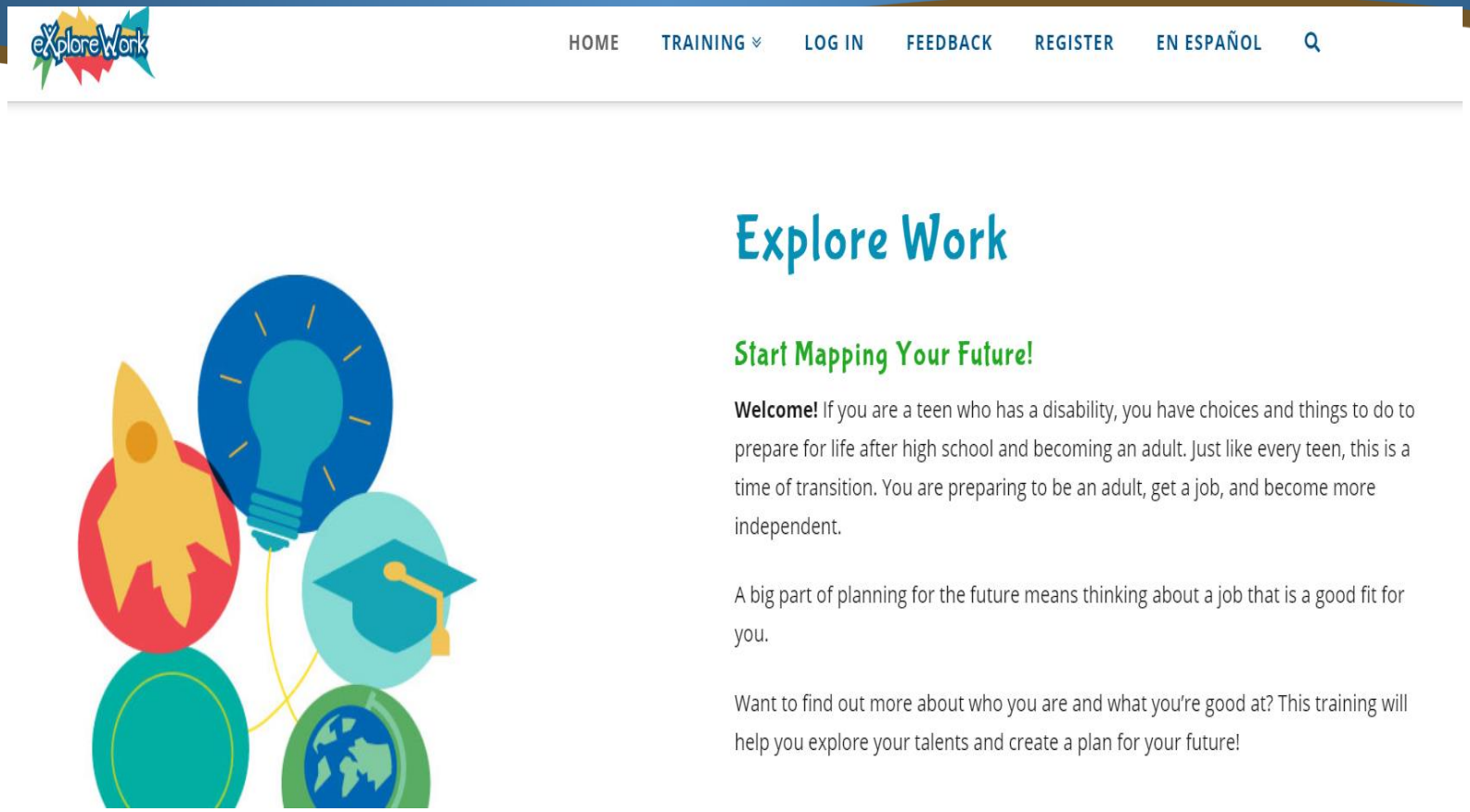
Employment Goal

1. After graduation, Dan will work in the field of marketing or as a carpenter.

2. After graduation, Dillion will be employed as a sports facility manager.

3. After graduation, Brooke will be employed as a marine biologist or zoologist.

4. After high school, Roy will be employed in a pet store or on a farm.



Explore Work

https://explore-work.com/

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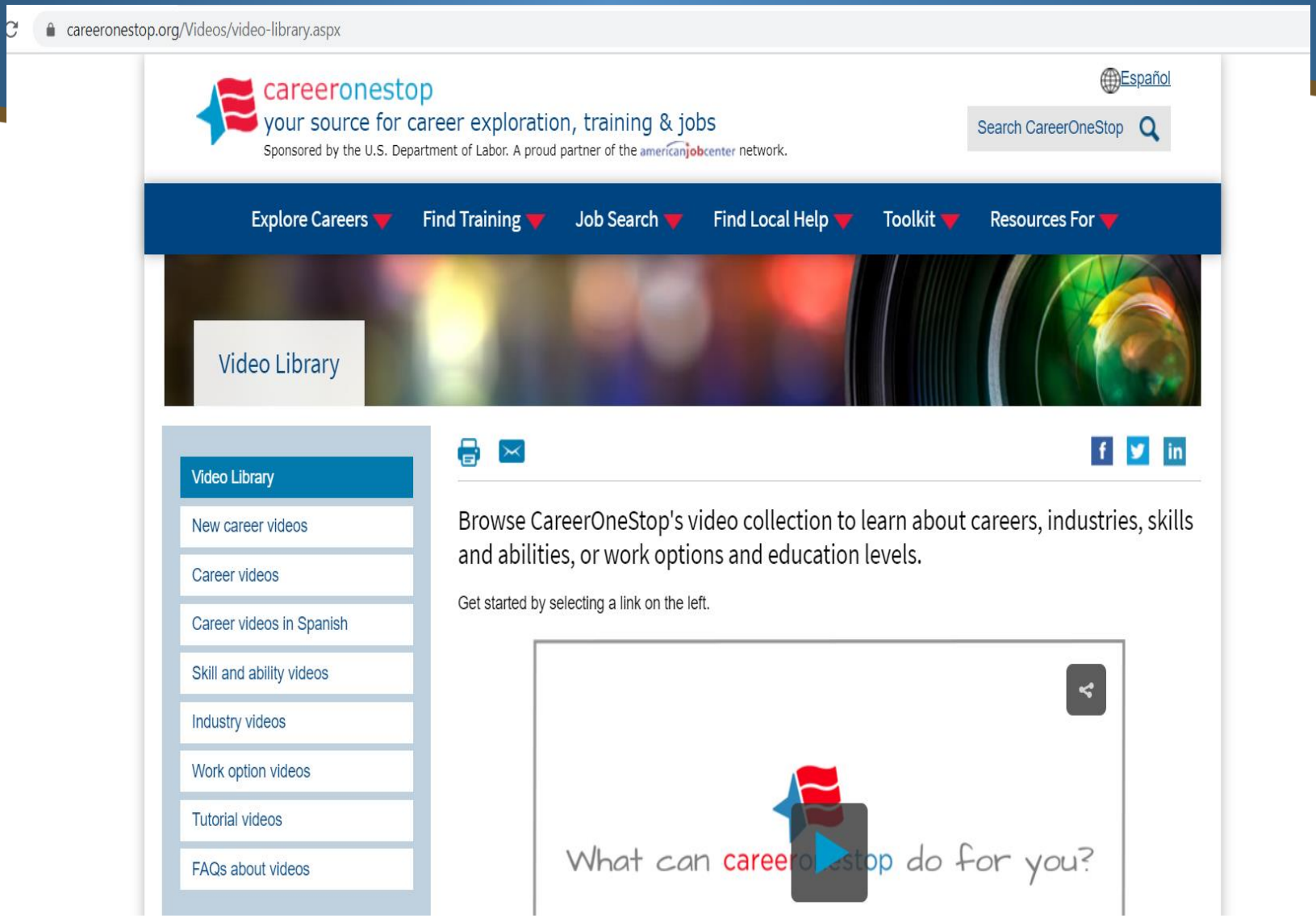

https://www.careeronestop.org/Videos/video-library.aspx

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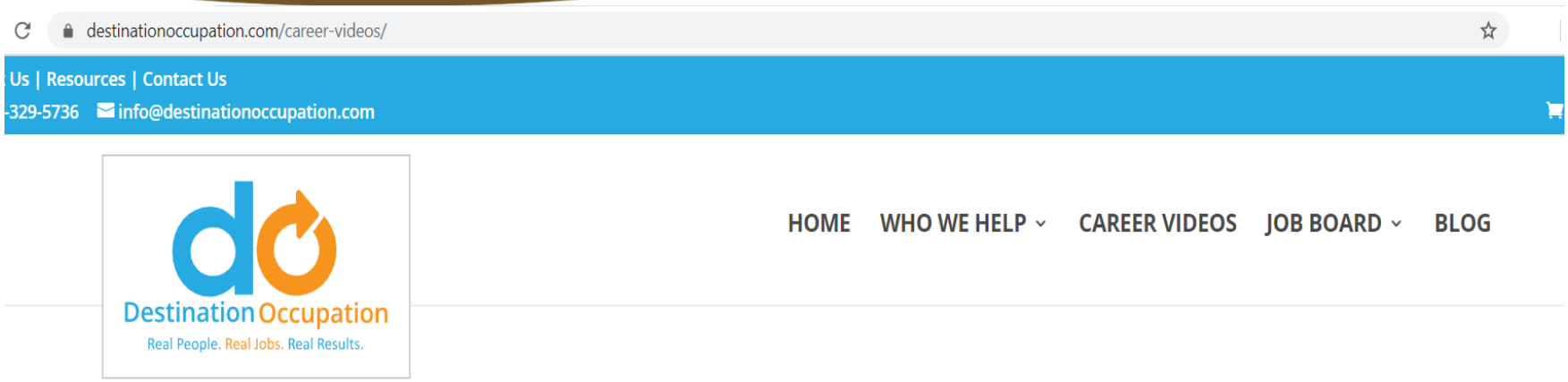

https://destinationoccupation.com/career-videos/

Transition Goals 9D: Employment

- Child wants to be a professional video gamer:
  - Career exploration skill development
  - Job shadow
  - Interviews
  - Find relatable jobs (game tester, designer, etc.)

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Section 9D: Independent Living

- When deciding if the child needs an independent living goal, consider if they are able to actually live independently.
  - Hygiene
  - Budgeting
  - Bills
  - Support services (mental health, PT, OT)

- Should be considered for all children, not just those with significant cognitive deficits.

Section 9D: Independent Living

Independent Living Skill Goal (when appropriate):

1. After graduation, Dan will access mental health supports in his community independently or with assistance from his parents.
2. After graduation, Dan will manage a budget independently or with assistance from his parents.
3. After high school, Roy will live semi-independently with a roommate in an assisted living apartment with supports.

Chat Box Check in:

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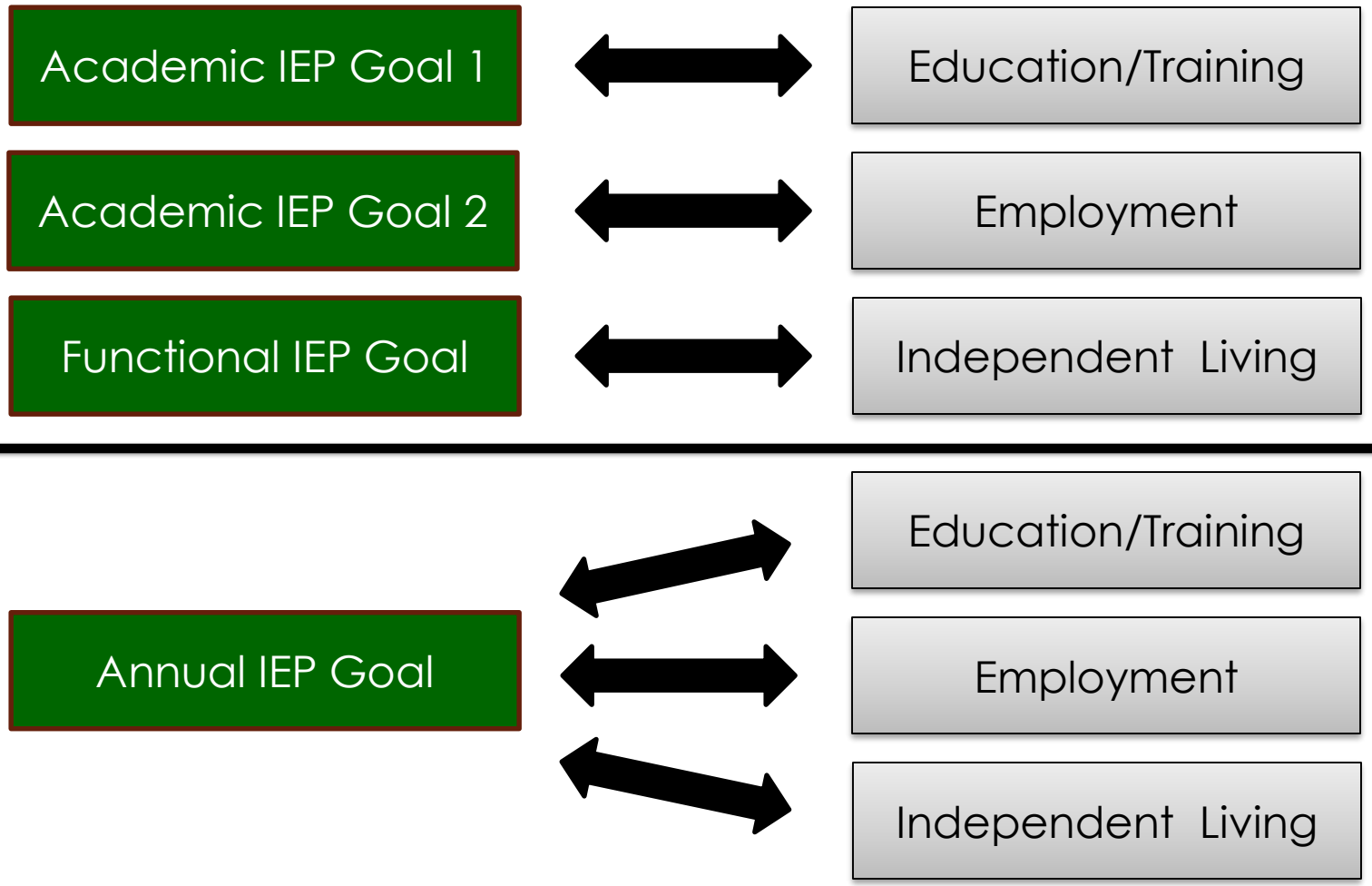
Section 5: Annual Goals

- There must be at least **one** annual goal that addresses the post-secondary goals, (can use an existing goal if appropriate)
- This goal could address all areas including Education, Employment, and IL.
- There could be a separate goal for each.

IEP Goal Alignment to Post-Secondary Goal



IEP Goal Example

- By June 15, 2019, **in preparation for college and career readiness,** given direct instruction, pre-teaching and rehearsal, Dan will participate in conversation and collaborate with peers, building on others' ideas and clearly expressing his own ideas 3 out of 5 opportunities as measured by a communication rubric in class. CCSS.ELA. 9.S/L. 1.

This goal was already in the IEP and now is aligned to the post-secondary education/training and employment goal.

Section 5: Academic Annual Goal

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

By September 2019, given consultation services, **in preparation for working in marketing or carpentry,** Dan will write informative essays to examine complex concepts through organized analysis of content with 90% accuracy as measured by curriculum based assessments (CCSS.ELA-Literacy.W.9-10.2).

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

By September 2019, given social work services **in preparation for attending a four-year college or university to study marketing or for work in the carpentry field and independent living,** Dan will work on managing his anxiety by using techniques learned during social work sessions 8 out of 10 trials as measured by self-reporting and social work sessions.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

By September 2019, given speech or language services and discreet trials, **in preparation for attending a four-year college or university to study marketing or for working in the carpentry field**, Dan will improve his intelligibility to 90% by using appropriate phrasing in sentence production (pitch, volume, rate, stress) as measured by speech or language sessions and teacher observations.

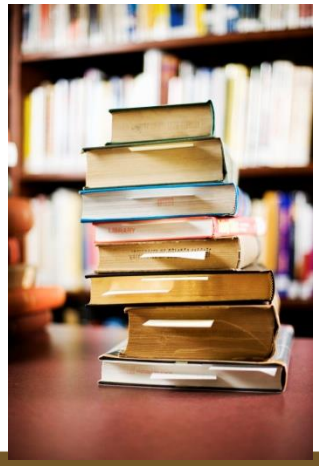
Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 9E: Course of Study

- **E. Planned Course of Study:** (MUSER IX.3(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.



Section 9E: Course of Study

- Needs to be individualized to the child
- Needs to show movement
- More specific than the school's graduation requirements
- Use universal language and no abbreviations for class names

Section 9E: Course of Study

- The course of study should be tailored as much as possible to the future plans of the student.

- It is vital that planning for high school years beyond year 4 begin as early as possible and be very clearly documented in the Written notice of each IEP Team Meeting.

Section 9E: Course of Study

Dan

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

9th grade: English 9, Algebra 1, World History 1, Ecology/Earth Science, Art, PE, Spanish

10th grade: English 10, Geometry, U.S. History, Biology, Band, Spanish II, Health

11th grade: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

12th grade: English 12, Financial Math, Independent Study (Intro to Marketing), Carpentry II

Roy

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

11th grade: Functional language skills, daily living skills, adaptive PE, community based programming

12th grade: Functional language skills, basic math skills, adaptive PE, functional life skills, community based programming

Section 9F: Transition Services and Activities

F. **Transition Services and Activities: (MUSER IX.3(A)(I)(h)(ii)) –** Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

Education/Instruction and Related Services:

Career/Employment and Other Post-Secondary Adult Living Objectives:

Community Experiences:

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

Section 9F: Transition Services and Activities

- **F. Transition Services and Activities:** (MUSER IX.3(A)(1)(h)(ii))Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals.

- Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

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Section 9F: Transition Services and Activities

- Documents the services and activities occurring during the life of this IEP being provided by an adult in the school or the community.

- Can help the child focus on what they want to do.

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Section 9F: Transition Services and Activities

- These are not "will" statements.
  - Provided by an adult in the school/community
- Should not include future services/activities
  - Example: Freshman will be provided services from Vocational Rehabilitation his/her junior year.
- Leaving previous years services in this section
  - To show movement from year to year.

NTACT
National Technical Assistance Center on Transition

Benefits of Self-Determination

People with greater self determination are:

- Healthier;
- More independent;
- More well-adjusted; and
- Better able to recognize and resist abuse.

(Khemka, Hickson, & Reynolds, 2005; O'Connor & Vallerand, 1994; Wehmeyer & Schwartz, 1998)

Core Components of Self Determination:

- **Choice Making** – the skill of making a choice between two known options
- **Decision Making** – the skill of choosing among more than two known options
- **Problem Solving** – the skill used when a solution not readily known; decision-making and choice making are part of the process
- **Goal Setting & Attainment** – the skill of determining how you are going to accomplish what you want (setting the goal, plan for implementation and measuring success).

Core Components of Self Determination: continued

- **Self-Regulation** (skills include self-observation, self-evaluation; self reinforcement) – the process of monitoring one's own actions

- **Self-Instruction** – skills that assist the student in using their own verbal prompts for solving problems.

- **Self-Advocacy** – skills necessary to be able to speak up or defend a cause of person.

- **Internal Locus of Control** – the belief that one has control over outcomes that are important to life.

Core Components of Self Determination: continued

- **Self-Efficacy** – the conviction that one can successfully execute the behavior required to produce a given outcome.

- **Efficacy Expectations** – the belief that if a specific behavior is performed, it will to lead to anticipated outcomes.

- **Self-Awareness and Self-Knowledge** – the skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.

Wisconsin Suite of Self Advocacy Resources

https://becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html

e Transition | Wisconsin Suite of Self Advocacy

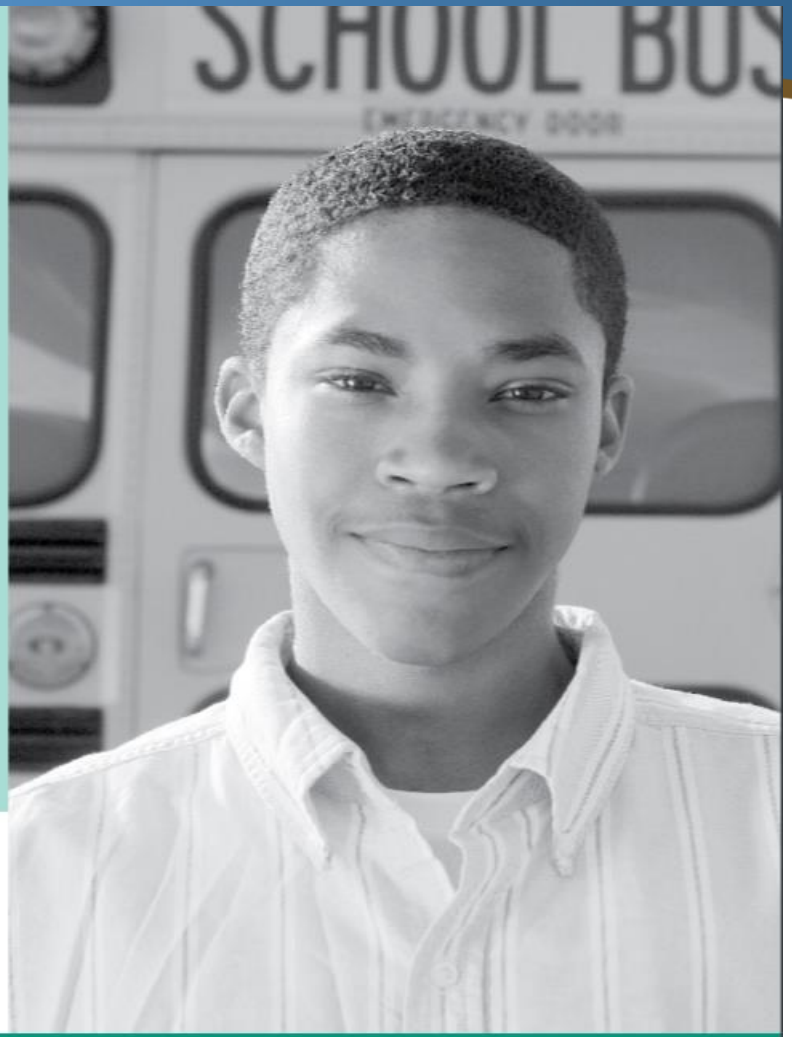
ecomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html

"Speak Up" Becoming a Self-Advocate

- Home
- Scope and Sequence
- Wisconsin Suite of Self Advocacy Resources
- Getting Started
- Vocabulary
- Plan 1-Self Advocacy 101
- Plan 2-Disability and IEP
- Plan 3-Finding Careers
- Plan 4-Matching Careers
- Plan 5-Law & Legal Rights
- Plan 6-Postsecondary Ed
- Plan 7-Apply/Post-Sec Ed
- Plan 8-Employment
- Plan 9-Accommodations

Wisconsin Suite of Self Advocacy Resources

Maine Department of Education



A New Way of Thinking

A guide for students with disabilities to develop self-advocacy skills.

https://www.witig.org/wstidata/resources/anewwayofthinking-web_1403032065.pdf

Maine Department of Education

Table of Contents

Credits 1

Introduction 3

Chapter 1 **Guess What, You Have a Disability 5**

Learning Points:
Definition of disability
Types of disabilities
Who am I – Identify and describe the student's disability
What does my disability mean to me?
Who do I talk to about my disability?

Chapter 2 **Automatic Negative Thoughts (ANTs) 21**
(Learn to think positively, and change the way you think to feel good)
Learning Points:
ANT principles
ANT species
ANT therapy—Combat Your Negative Thoughts through Feeding
Good Thoughts to Your Anteater

Chapter 3 **Assessment 45**
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What is an assessment?
What is the difference between formal and informal assessments?
What are the different types of assessments?
What is an accommodation?

Chapter 4 **Self-Advocacy 61**
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What is empowerment?
What is IDEA?
What is an IEP?
How to get involved in your IEP
What is transition planning in the IEP?

Transition Resources 91

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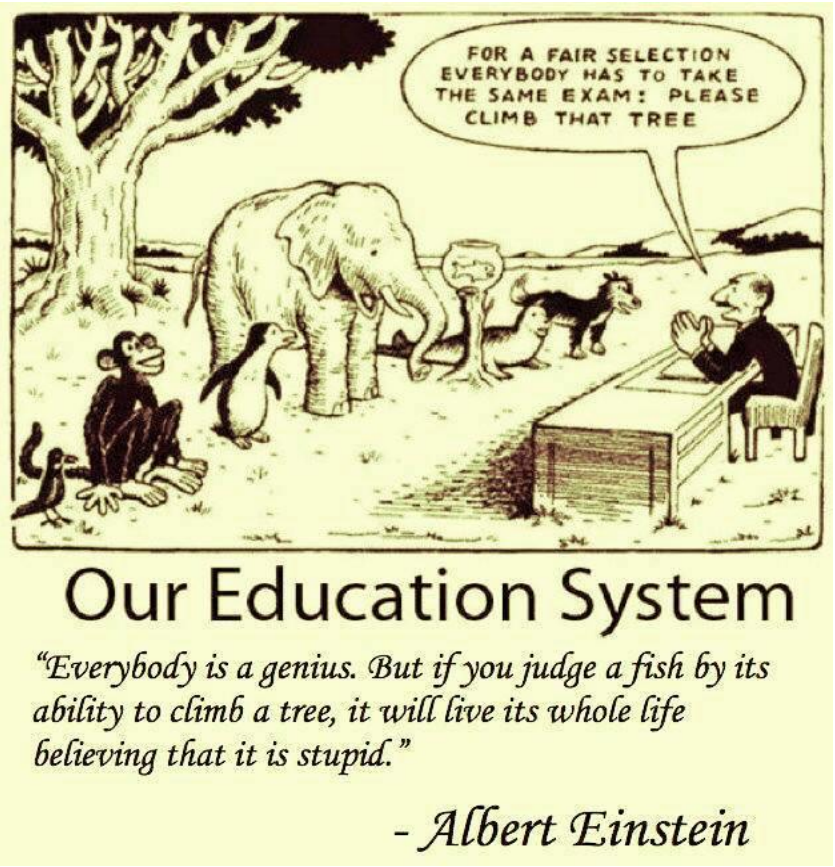
https://www.witig.org/wstidata/resources/anewwayofthinking-web_1403032065.pdf

Section 9F: Education

- Special education services
- Regular education classes
- Related Services



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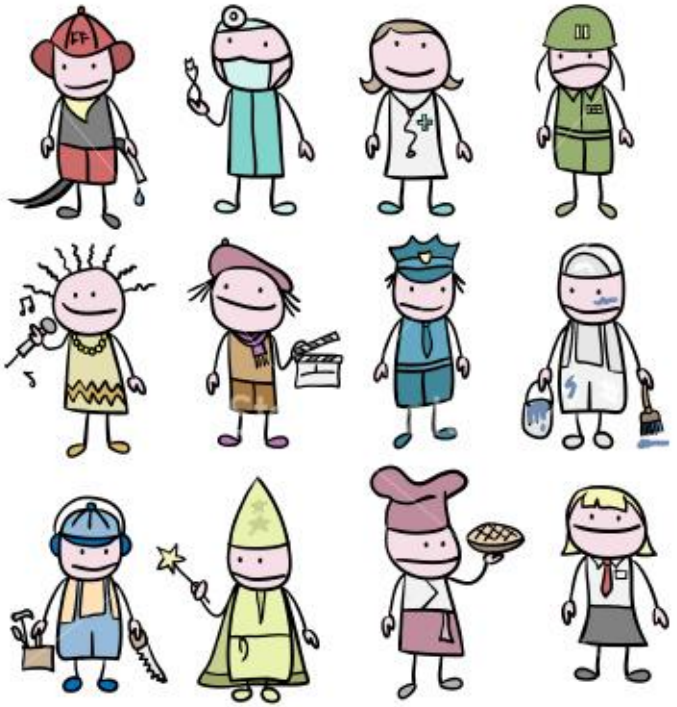
Section 9F: Career/Employment

- Job seeking and keeping skills
- Work experience
- Job shadow
- Advisory program
- Internships



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Section 9F: Education

Education/Instruction and Related Services:

- Social Work services to regulate emotions (2018)
- Financial math to ensure financial awareness (2018)
- Carpentry class (2019)
- Special Education Consultation (2018) (2019)
- Introduction to Business Class (2019)

Section 9F: Career/Employment

Career/Employment and Other Post-Secondary Adult Living Objectives:

- Complete career interest inventories in marketing and carpentry (2017)
- Participate in career preparation activities through advisor/advisory program (2018)
- Job shadow an individual in the carpentry and marketing field to determine which field is a better fit (2018)

A Guide to Developing Collaborative School-Community-Business Partnerships

Prepared by: Richard Luecking, Ed.D.
Ann Deschamps, Ed.D.
Ruth Allison, M.B.A.
Jacque Hyatt, M.Ed.
TransCen, Inc.

Christy Stuart, Ed.D.
Maryland State Department of Education

https://transitionta.org/sites/default/files/Partnership_Guide.pdf

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Section 9F: Community Experience

- Community based work experiences
- College or career fair
- Volunteer experiences
- Recreational activities

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NTACT
National Technical Assistance Center on Transition

How will the student engage in the community?

- Independently
- Family support
- Community support
- Paid/agency support

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Section 9F: Community Experience

Community Experiences:

- Volunteer at a business or community event to learn aspects of marketing. (2019)
- Currently employed and has the skills to keep employment. (2019)
- Currently involved with Boy Scouts to develop leadership and independent skills. (2018) (2019)

Determine Essential Skills

Domains

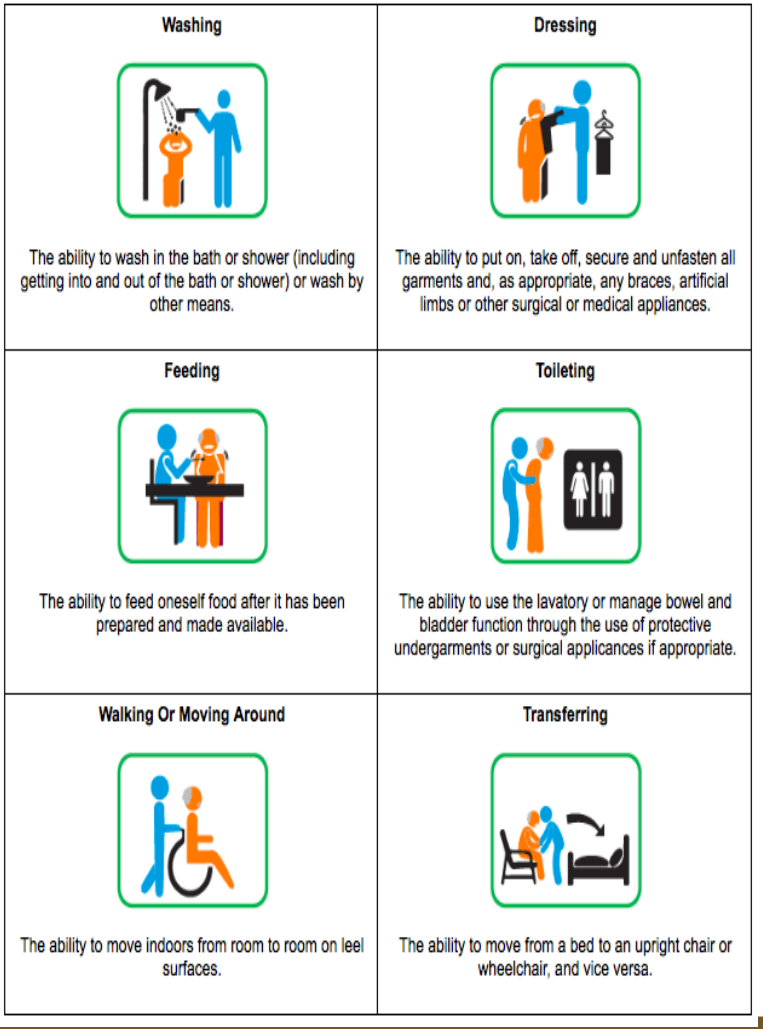
- Home
- Health
- Love and happiness
- Work
- Community

★ Teach for independence

★ Teach hard and soft skills in each environment

Section 9F: Daily Living Skills

- Preparing meals
- Budgeting
- Maintaining a home
- Caring for self, clothing, pets, etc.



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Section 9F: Daily Living Skills

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- Enrolled in financial math to assist in developing and keeping a budget. (2019)

40 OLD-FASHIONED SKILLS THAT KIDS NEED TO KNOW TODAY!

- ❑ How to write a letter
- ❑ How to make a phone call
- ❑ How to take a message
- ❑ How to get to know an older person
- ❑ How to play with a baby
- ❑ How to sew on a button
- ❑ How to make a genuine apology
- ❑ How to read slowly
- ❑ How to hammer a nail
- ❑ How to shake hands
- ❑ How to introduce yourself
- ❑ How to take notice of needs around you
- ❑ How to make scrambled eggs
- ❑ How to balance a checkbook
- ❑ How to see a job through to completion
- ❑ How to write a thank-you note
- ❑ How to do laundry
- ❑ How to take care of a garden
- ❑ How to fix something instead of replace it
- ❑ How to plan a healthy meal
- ❑ How to hang a picture
- ❑ How to wash dishes
- ❑ How to make a budget
- ❑ How to wait and save for something
- ❑ How to check tire pressure
- ❑ How to ask questions to get to know someone better
- ❑ How to read a map
- ❑ How to find a book in the library
- ❑ How to seek counsel from someone more experienced
- ❑ How to care for a pet
- ❑ How to select a gift that the receiver will appreciate
- ❑ How to admit a mistake
- ❑ How to set the table
- ❑ How to iron a shirt
- ❑ How to give someone the benefit of the doubt
- ❑ How to weigh out the pro's and con's of a decision
- ❑ How to have good table manners
- ❑ How to read a recipe
- ❑ How to attend a concert or performance
- ❑ How to do something well, even if no one is watching
- ❑ How to be KIND!

https://frugalfun4boys.com

Section 9G: Agencies Responsible

- **G. Agencies responsible to provide and/or pay for services.** (MUSER IX.3.E.(1)(2)) What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

Section 9G: Agencies Responsible

- Need parental consent to invite them to the IEP meeting, or consent from student who has reached age of majority.
- Consent is needed prior to the AWN.
- Consent is needed for every meeting where transition planning is discussed.

Section 9G: Agencies Responsible

G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))
What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

1. Vocational rehabilitation
2. N/A

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Section 9G: Agencies responsible

Name and Position
1. Mrs. Red – Director of Special Education Services
2. Mrs. Brown – Special Education Case Manager
3. Mrs. Blue – Mother
4. Mr. Blue – Father
5. Johnny Blue – Student
6. Mrs. Orange – Mathematics Teacher
7. Mr. Purple – Vocational Rehabilitation Counselor (invited by parents)

Written Notice

1. **Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:**

   1) Dan's transition plan was updated, reviewed, and accepted by the team.

2. **Explain why the SAU is proposing or refusing to take the above action(s):**

   1) Based on ongoing conversations with Dan and the results of a career interest inventory and observation, carpentry or marketing continue to appear to be good career options. His transition plan was updated to reflect services that will be provided to him throughout the year to help him continue to develop the skills necessary to begin a career in carpentry or marketing. Dan is projected to enroll in a carpentry class next year as well as Introduction to Business.

Chat Box Check In:

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Case Study

Meet Bill

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Case Study: Bill

18 years old.

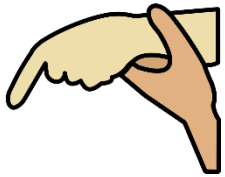
- Receives specially designed instruction with an alternate curriculum in a self-contained setting all day.
- Receives related services of OT, PT, S/L and nursing
- Fed via G-tube
- Has tracheotomy and uses a ventilator with oxygen to breathe

Case Study: Bill

- Is curious, stays alert, and awake throughout the school day.

- Enjoys getting verbal and tactile attention from his peers and staff.

- Tolerates position changes on a mat table and allows hand-over-hand assistance to participate in activities.



Case Study: Bill

- Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.

- Benefits from sensory stimulating activities and activities to improve his independence and communication.

- Uses facial gestures to communicate his pleasure and displeasure with his current state. Offers a smile to show happiness and blank stare to show his disinterest.

Case Study: Bill

- Picture/symbol augmentative communication supports have not been successful. Will use simple one-button communication devices with assistance when offered during class activities.

- Uses a manual wheelchair dependently. Requires a 2-person lift or mechanical device for all transfers.

- Limited fine motor skills result in dependency for all care and hand-over-hand assistance for all activities.

Section 9D: Post Secondary Goals

Education/Training Goal

After completing high school, Bill will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

Section 9D: Post Secondary Goals

After completing high school, Bill will participate in on the job training in using micro-switches.

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Section 9D: Employment

Employment Goal

After graduation, Bill will participate in technologically supported or volunteer work place with supported job development services through an outside agency.

Section 9D: Independent Living

Independent Living Skill Goal (when appropriate):

After completing high school, Bill will live at home and participate, to the maximum extent possible, in his daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.

Section 9D: Independent Living

After completing high school, Bill will participate in community-integrated recreational/leisure activities at the YMCA, going to movies, going to church.

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Section 9D: Independent Living

After completing high school, Bill will effectively utilize an augmentative communication device at home and in the community, that allows individuals to communicate with him regarding needs, wants, and desires.

How is Bill presently doing with his augmentative communication device?

Section 5: Annual Goals

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

By September 2016, given speech or language therapy and an augmentative communication device and weekly community practice in preparation for on the job training and independent living, Bill will independently and accurately use the device to communicate single words with 90% accuracy to communicate a desire for an item in community settings, including restaurants and ticket counters.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Annual Goals Con't

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

By September 2016, given direct instruction using picture symbols with Velcro adhesive and a wall mountable daily planner in preparation for on the job training, employment and independent living, Bill will utilize a schedule to plan self-care, employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 9F: Transition Services -Education/Related

Education/Instruction and Related Services:

- Speech therapy services for training in use of augmentative communication device
- Occupational therapy consultation for use of assistive technology
- Participation in self-advocacy training

Section 9F: Transition Services - Career/Employment

Career/Employment and Other Post-Secondary Adult Living Objectives:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits

Section 9F: Transition Services - Community

Community Experiences:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities

Section 9F Transition Services - Daily Living

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- Refer to an outside agency for non-verbal, modified assessments (if applicable) of adaptive behavior, career interest, and career skills
- Safety skills in the community with assistance from family and outside agencies
- Maintain a bank account with assistance from family

Chat Box Check In:

- Thoughts on Bill and his plan?

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Section 10: Age of Majority

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

☐ YES Date Informed:

☐ N/A

- Indicate the date the child and parent(s) were informed of the transfer of rights at the age of majority (18).
- This should be completed at or before the IEP meeting for the year the child will turn 17.
- This date does not change.

B-13: Indicator and Data

- Percent of youth with IEPs aged 16 and above with an IEP that includes
  - appropriate measurable postsecondary goals **(9D)** that are
  - annually updated **(WN)** and based upon an
  - age appropriate transition assessment **(9B)**,
  - transition services **(9F)**, including
  - course of study **(9E)**,

  (information in parenthesis indicate where this information is recorded or documented)

B-13: Indicator and Data

- that will reasonably enable the student to meet those postsecondary goals, and
  - annual IEP goals related to the student's transition services needs **(IEP Section 5).**
  - There also must be evidence that the student was invited to the IEP Team meeting **(AWN)** where transition services are to be discussed and evidence
  - that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)) **(9G)**

(information in parenthesis indicate where this information is recorded or documented)

In conclusion

-Transition plans should be Student Centered

-Family engagement is key.

-Assessment-Assessment-Assessment

-Students should be invited, and encouraged to attend their meetings

-Outside agencies who can aid the child in their post-secondary transition should be part of the IEP team.

"Promote ambitious outcomes for youth."

-Linda O'Neal

Contact Hours:

- If you would like contact hours for today's Professional Development or would like a PDF of the slides, please email the following code to:
- Leora.Byras@maine.gov

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- Bowling93

Questions

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