



NTACT

National Technical Assistance Center on Transition

STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

YOUTH AND YOUNG ADULT DRIVEN

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships



NTACT's Purpose

- Assist:
 - State Education and Vocational Rehabilitation Agencies,
 - Local Education Agencies,
 - VR Service Providers
- To **implement evidence-based and promising practices**
- Ensuring students with disabilities, **including those with significant disabilities,**
- Graduate prepared for **success in postsecondary education and employment**

Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of youth and young adult driven transition planning
- Describe how the topic aligns with the Transition Discoveries Guide



Key Reminders



- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision



The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- **Youth and Young Adult Driven**
- Outside Agencies Collaborating with Schools & Families
- Age-Appropriate transition assessment
- Post Secondary Education/Training, Employment and Independent Living Goals
- Thoughtful Course of Study
- Transition Services & Activities aligned to Post-Secondary Goals
- Measureable Annual IEP Goals aligned to Post-Secondary Goals
- Ongoing secondary transition process that includes progress monitoring, assessment



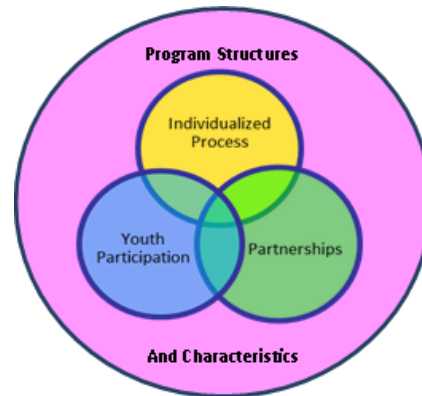
Youth and Young Adult Driven



Elements of Effective Transition Programs

Youth Participation and Engagement

- Participating in IEP process
- Developing
 - Self-Awareness
 - Self-Advocacy
 - Self-Determination Skills
 - Leadership Skills
 - Independent Living Skills



Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Resources
- Website Coming Soon! www.transitiondiscoveries.org

Youth Development Indicator



Youth Development

Click below to learn about all of the different things that you and your transition team can do to make your goals a reality!



Tip Sheets and Activities/Lessons

- For Youth to use on their own:
 - Short Videos
 - Tip Sheets
 - Activities
- For Families/Professionals to use with youth:
 - Lesson Plans aligned to core standards
 - Infographics



Youth are most engaged when they are...

- Feeling like they are being listened to
- Making their own decisions
- Respected
- Part of the conversation
- Not being judged
- Asked their opinions
- Involved in the planning process



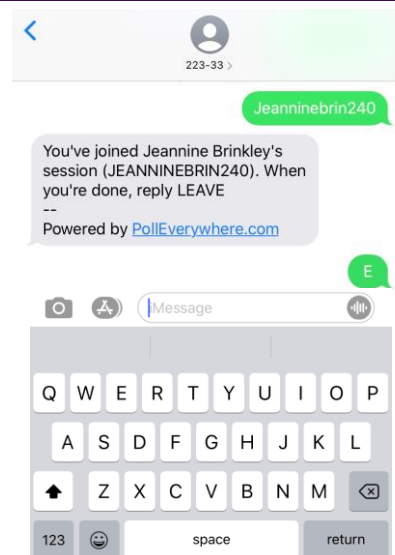
Poll Instructions

Respond as a Text Message
from your phone

Text: JeannineBrin240 to 22333
once to join, then text your
answer in the same text message

OR

go to the website
www.PollEv.com/jeanninebrin240



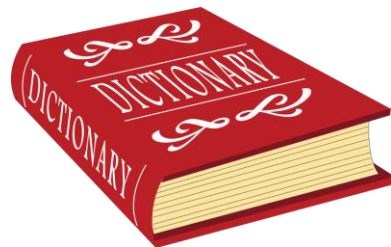
When you hear Self-Determination, what is
one thing that comes to mind?

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

What is “Self-Determination?”

noun

➔ **freedom** to live as one chooses, or
the act of **deciding** without consulting others



Look to the future with your youth!



Now look forward to the future...

- Where do you want to be?
- Having a vision and goals helps you succeed
- Effectively advocate with a destination in mind!

What Do Youth and Young Adults Want?

- Encourage youth to consider and plan for what their dreams and goals are:
 - Where to live
 - Who to live with
 - What to do as a job
 - What to do in their free time
 - How to make friends and have relationships



Why Should Youth Lead the Conversation

- “Nothing about us without us”
- Youth gain:
 - Meaningful involvement in the IEP process
 - Self-Awareness
 - Leadership Skills
 - Self-Determination Skills

Why is Self-Determination Important?

- In order to receive protections and accommodations under the ADA and 504 in post high school settings the individual must be able to:
 - understand their disability,
 - identify what accommodations and supports they use, and
 - provide the necessary information or documentation to prove the need for the request.

Supporting Youth to be Self-Determined

- Letting Go While Continuing to Support



Supporting the Development of Self-Determination Skills

- Hold realistic but high expectations
- Provide choices and ways to communicate
- Encourage expression of preferences
- Provide safe opportunities to practice self-advocacy skills
- Put in place the appropriate:
 - Natural Supports
 - Accommodations
 - Assistive Technology (AT)

Developing Self-Determination Skills

- Practice self-help and independent living skills in various settings
- Participate in planning and decision-making
- Learn about rights, accommodations and responsibilities as adults with disabilities
- Arrange learning and skill-building tasks to be challenging, but not impossible—not boring or irrelevant!



Infusing Self-Determination into the Secondary Transition Process



Youth Participation in the IEP

- Do you know where your youth are in terms of their knowledge and comfort with their important role in the IEP process?
- Are they prepared to eventually lead and guide their own transition process?



Participation in the IEP Meeting

Student Rubric for IEP Participation

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

How to Empower Youth to Lead the IEP Process

- Self-Assessment and Reflection
 - Online resources, trying different volunteer opportunities, etc.
 - Meet and interact with adults who have disabilities
- IEP meeting
 - Support them to prepare -- write down ideas, create a PowerPoint or video, etc.
 - Create a one-page profile to share with other team members
 - Allow them to participate in the portion(s) of the IEP meeting that works for them

Addressing Self-Determination in the IEP

- **Step One:** Consider post-secondary IEP goals and identify Self-Determination skills that are needed to reach the goals
- **Step Two:** Assess current Self-Determination skills and describe strengths and needs in “Present Levels” of the IEP
- **Step Three:** Identify services and activities that will build Self-Determination skills and include in the Transition Grid
 - Be sure to consider how agencies can support building self-determination



Assessing Self-Determination Skills

- A student's skills around self-determination can be learned from many sources such as...
 - Student Survey, Student Interview
 - Parent Survey
 - Interest Inventories, Learning Style Inventories
 - Portfolios
 - Formal assessments of Self-Determination (AIR, ARC)
 - Observation— does the student request accommodations? Participate in his/her IEP? Etc.

Post-Secondary Goals & Self-Determination Skills – Selene's Example

- In college, Selene will have to disclose and request support, but she is apprehensive about asking for assistance in high school classes
- She relies completely on her on teachers to provide accommodations. She has independently requested accommodations only two times in the last semester, in Biology class.
- She needs to develop skills and habits that allow her to disclose her disability, tell instructors/professors what she needs, and find effective ways to seek help from others (Disability Student Services, tutors, Writing Center).
- Reference Selene's case study handout

Lilly's Story



- High School Senior
 - Boiling Springs HS in the South Middleton SD
 - Dual enrolled at the Harrisburg Area Community College
 - Governing Board Member of the PA Youth Leadership Network

Reminders

- Even with the best plans...
 - Lives change.
 - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
 - Use all available resources.
 - Ask for help.



Resources

- Americans with Disabilities Act and Section 504
www.ed.gov/ocr
- I'm Determined www.imdetermined.org
- National Collaborative on Workforce and Disability
www.ncwd-youth.info/
 - 411 on Disability Disclosure: A Workbook for Youth
www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf

Resources

University of Oklahoma - Zarrow Center

University of Oklahoma - Zarrow Center

- AIR Self-Determination Assessments
- ARC Self-Determination Scale
- [Choice Maker Self-Determination Assessment](#)
- Field and Hoffman Self-Determination Assessment Battery
- Student led IEP- Instructional modules

Resources

The Center for Parent Information & Resources (CPIR)

- One of their Hub pages focus on the priority topic of best practices in self-advocacy skills building, and includes resources for parents as well as the students which can be incorporated into activities for the students.
- Includes quick connections to materials and resources you can use with students with disabilities and their families to build their abilities to advocate for themselves.
 - [What is self-advocacy, and why is it important?](#)
 - [Resources for youth themselves](#)
 - [Fact sheets, toolkits, and training materials on self-advocacy](#)
 - [Resources in the Parent Center network](#)
 - [Resources in other languages](#)
 - [Don't forget to search the Hub!!](#)

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Resources

- [The ARC Self-Determination Scale](#): Assists to: (a) assess the self-determination strengths and weaknesses of adolescents with disabilities, (b) facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome, (c) develop self-determination goals and objectives, and (d) assess student self-determination skills for research purposes.
- [Youth in Action! Becoming a Stronger Self-Advocate](#): A tip sheet on self-advocacy.
- [Got Transition](#) aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families.
- [Center for Self Determination - Literature & Resources, and Training Information](#)

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2020-21 Secondary Transition Series for Families



Next Session:

- October 27
- Outside Agencies Collaborating with Schools and Families

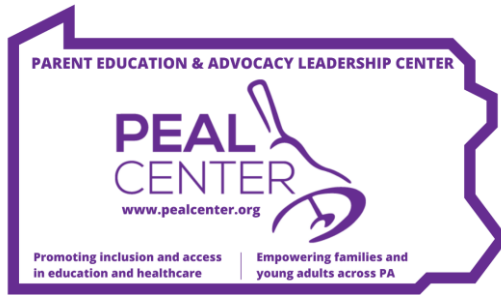
Visit www.pealcenter.org/transitiontuesdays to review handouts

NTACT invites you to...



- ❖ Explore our website: www.transitionta.org
- ❖ Sign up for our listserv: <http://bit.ly/2iG6o1G>
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Thank You!



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