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
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

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
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

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

Resources

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
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!!

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**
2020-21 Secondary Transition Series for Families

Next Session:

- October 27
- Outside Agencies Collaborating with Schools and Families

Visit www.pealcenter/transitiontuesdays to review handouts

NTACT invites you to...

- Explore our website: www.transitionta.org
- Sign up for our listserv: http://bit.ly/2iG6o1G
- “Like” us & follow us on Facebook: at transitionta
- …and on Twitter: @transitionta
- …and on Pinterest: at transitionta
- …and on Teachers Pay Teachers
- Contact us: ntactmail@uncc.edu
Thank You!