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 agencies collaborating with schools and families during 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

Outside Agencies Collaborating with Schools & Families
Collaboration: Essential to Transition

- Interagency collaboration is needed to ensure a “seamless” transition to adult life
- Each team member:
  - brings unique insight and expertise to the table
  - considers needs, interests and preferences of the student
  - determines how to support the student’s transition to adult life
  - works together to plan services that lead to a successful transition

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
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

Cross Agency Collaboration Indicator
How do I know when and whom to invite for a transition IEP?

- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age
- Consider the student and their needs to determine when a specific agency would be helpful

Required IEP Team Participants for Transition Planning

- Student*
- Parents/Guardians
- Local Education Agency (LEA) Representative
- General Education Teacher
- Special Education Teacher
- Career-Technical Education Representative (if being considered)
Other Members to Consider Inviting to the IEP Meeting

- Transition Coordinator
- Psychologist
- Guidance Counselor
- Instructional Support Staff
- Librarian
- School Nurse
- Job Coach
- Relatives/Friends
- Advocate

Examples of Agencies to Consider Inviting to the IEP Meeting

- Office of Vocational Rehabilitation (OVR)
  - Early Reach
- Bureau of Blind and Visual Services (BBVS)
- Supports Coordinator
- Office of Developmental Programs (ODP)
  - Bureau of Autism Services
  - Office of Intellectual Developmental Disability/Mental Health (IDD/MH)
- Children and Youth Services
- Juvenile Justice System
- The ARC
- Centers for Independent Living (CIL)
- Employer Representative
- Volunteer Coordinator
Invitation to Participate in the IEP Team Meeting

We would like to invite you to an IEP team meeting to talk about special education program and services for your child.

The purpose of this meeting is to: (Check all that apply)

☐ Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services.

☐ Discuss possible changes in your child’s current IEP and revise if as needed.

Start Transition Planning. If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post-school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

☐ Transition Services. If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

☐ Other ________________________________

When to Invite an Agency to the IEP Meeting

• Invite Agency Representatives:
  • If likely to provide or pay for transition services
  • Only with parent permission

• Agency involvement is based on individual needs
  • Younger students may not require agency representation unless they have IDD/MH supports or foster care, disability-related need (e.g., autism services, epilepsy).
  • OVR will be responsible to support the transition planning as part of Pre-Employment Transition Services (Pre-ETS) for potentially eligible students who may need these services and other VR transition services for eligible students.

• Agency involvement may vary by region.

• The school should document agency invitation on IEP Invite and it is a best practice to document in the IEP Present Educational Levels section.
Agency Involvement in Transition

- In the IEP Present Education levels section under Parental Concerns, the school should describe any special circumstances regarding agency participation, for example:
  - An agency is working with the family and will be invited
  - Student is too young to initiate services, but agency involvement will be discussed at meeting
- Get to know your local agencies!
  - It is important for family members and youth to understand what services and supports agencies can offer

Documenting Role of Agency in the Transition “Grid” Section of the IEP

<table>
<thead>
<tr>
<th>Post-secondary Education and Training Goal:</th>
<th>Measurable Annual Goal Yes/No (Document in Section V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses of Study:</td>
<td></td>
</tr>
<tr>
<td>Service/Activity</td>
<td>Location</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case Study Example

- Chris is 17 years old, identified with emotional disturbance and a moderate hearing loss, who wears a hearing aid
- He is a friendly, outgoing youth who works hard in classes that interest him
- He is on track for a regular diploma, taking 5 years to complete
- Chris maintains a C average; his emotions cause him to be anxious about not passing
- He has a behavior plan
- He has a career interest in the manufacturing industry with a possible focus on welding

Chris’s IEP Team, could consist of:

- Chris—student
- His mother and uncle
- Special Education supervisor
- General Education teacher
- Deaf Education Instructor
- Speech Therapist
- Emotional Support teacher
- County MH – Case Manager/Supports Coordinator
- Guidance Counselor
- Vocational Rehab Counselor (OVR)
- Career-Tech teacher
- Trade School representative
The Habecker Family

Joshua and Nicki

Team Habecker champions Joshabilities
Team Collaboration is Essential

- Youth/Young Adult driven
- Families
- School staff
- Schools/Agencies

Transition Health Care

- Transitioning your child from a pediatrician to an adult doctor is a big step. Like going to college, getting a job, or going to live on their own, your child's transition to adult care takes independence, self-advocacy, and preparation.

- Watching your child grow up always means helping them take on more responsibilities in their life, including their health and health care... Is your child ready to transition?

  www.gottransition.org/parents-caregivers/hct-quiz.cfm

- OPs Memo
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

• Secondary Transition Considerations and Guiding Questions for Youth Exiting from High School
  https://www.parentcenterhub.org/guiding-questions-for-youth-exiting-high-school
• Got Transition www.gottransition.org
• OVR Early Reach
  https://paautism.org/resource/ovr-early-reach-transition-career
2020-21 Secondary Transition Series for Families

Next Session:
• November 24
• Transition Assessment

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: ntaclntmail@uncc.edu
Thank You!

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