



TRANSITION PLANNING AND THE IMPORTANCE OF THE TRANSITION IEP

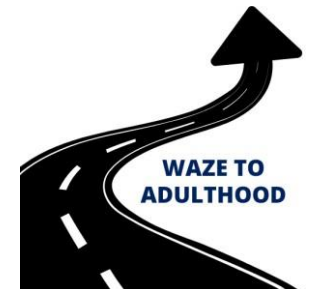
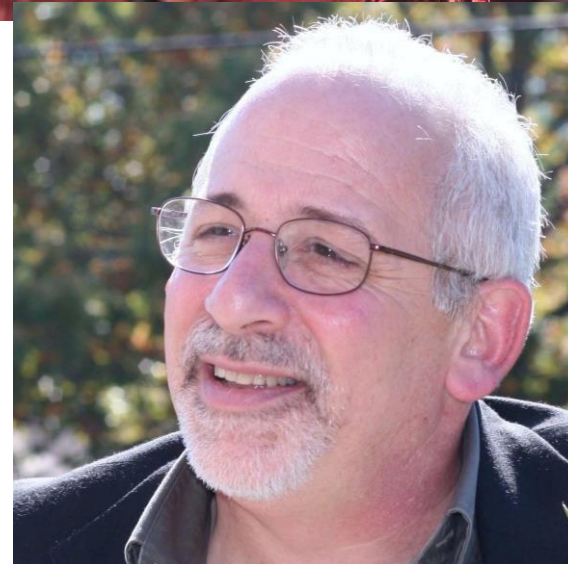
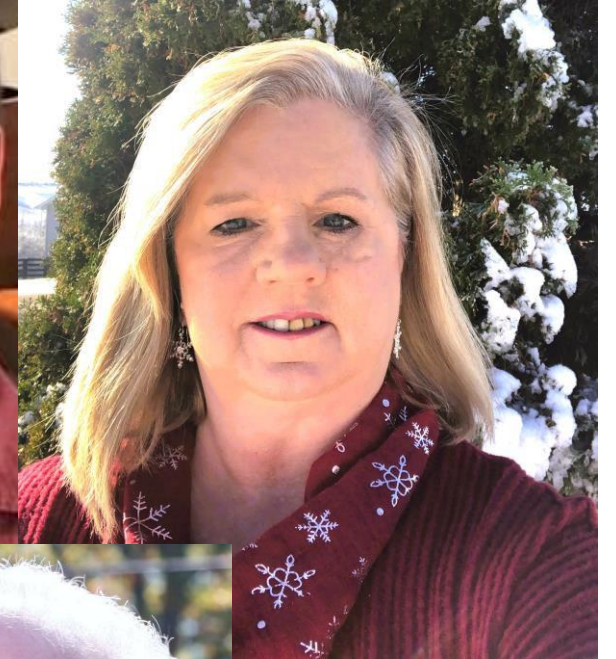
PEATC and TN STEP are not legal services agencies and cannot provide legal advice or legal representation. Any information contained in this training is not intended as legal advice and should not be used as a substitution for legal advice. This presentation is copyrighted. Accordingly, any unauthorized review, use, disclosure, or distribution is prohibited.

Meet Today's Presenters

Karen Harrison, Executive Director,
TNSTEP

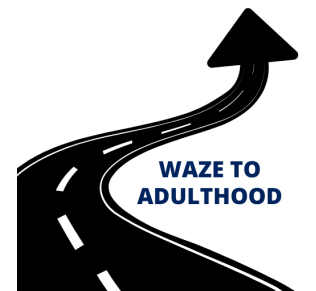
Joey Ellis, Family & Youth Educator and
Mentor/ Post-Secondary Transition
Specialist, TNSTEP

Ned Andrew Solomon, Communications
Support and Transition Specialist,
TNSTEP

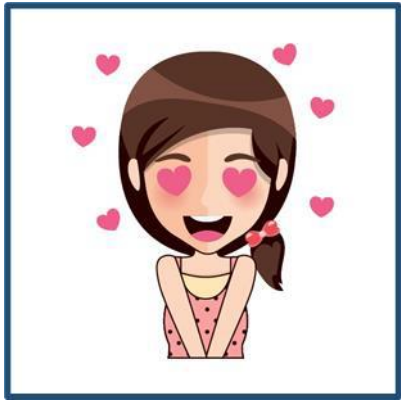


Overview of TNSTEP

TNSTEP is a federally funded, non-profit Parent Training & Information Center (PTI) that has been training families in special education rights since 1989 and has been collaborating with schools and agencies to improve results for Tennessee.



How You Felt When You Found Out You Were Participating in Another Zoom Training



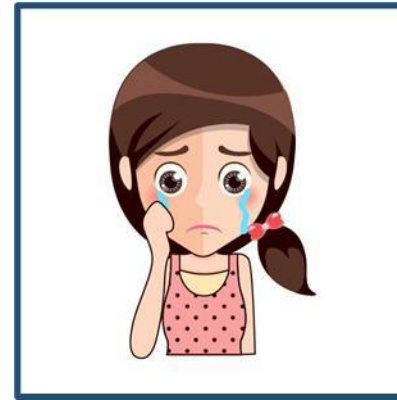
1



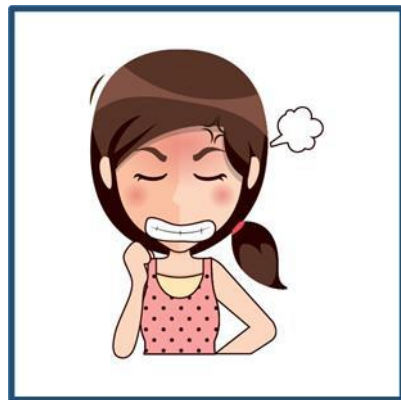
2



3



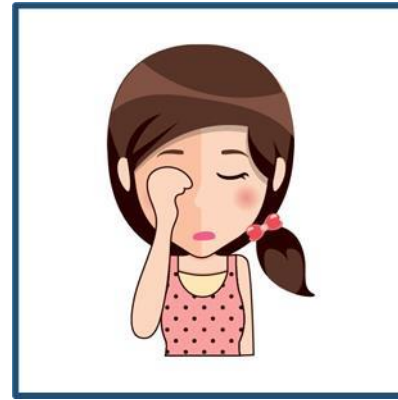
4



5



6

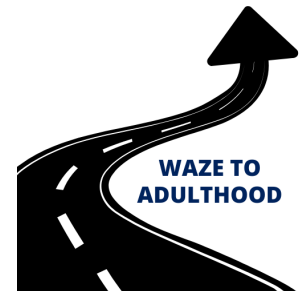


7



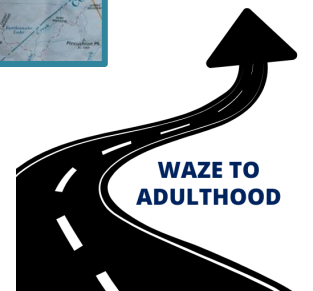
8

Please put your selection # in the chat box.

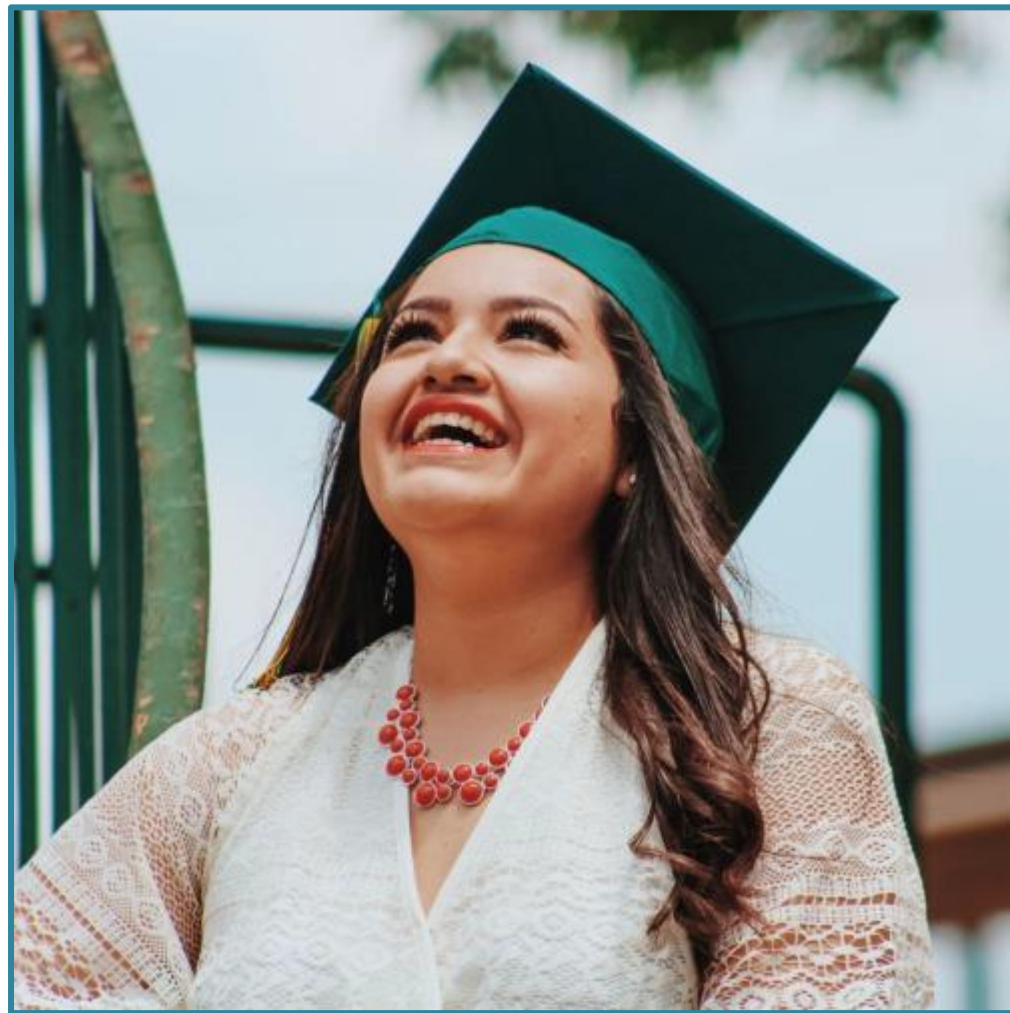


What We'll Explore Today

- What is Transition Planning?
- Student Concerns; Parent Concerns
- The Importance of Starting Early
- Encouraging and Supporting the Student Voice
- Person-Centered Planning
- Roles in the Transition IEP
- The Planning Process
- Transition Assessments
- IEP Present Level of Performance
- Post-Secondary Goals
- Transition Services and Activities
- Community Involvement
- Course of Study
- Diploma Options
- Participation and Representation of Community



What Is Transition Planning?



Student Concerns; Parent Concerns

Student concerns

- Where will I live?
- Will I have friends?
- What job can I do?
- Who will protect me?
- How much say do I have in my life?
- What if something goes wrong?



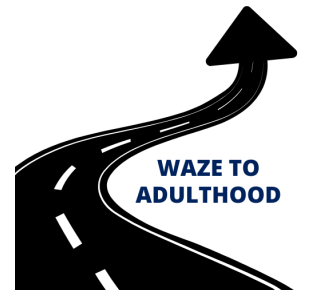
Parent concerns:

- Will my son/daughter be safe?
- If I'm not there, what will happen to them?
- Are there supports after high school?
- Who pays for this?
- How much say do I have in his/her/their life?
- What if something goes wrong?



How Does IDEA Define Transition?

“a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s **movement from school to post-school activities**, including **postsecondary education, vocational education, integrated employment** (including supported employment), continuing and **adult education, adult services, independent living, or community participation...**”

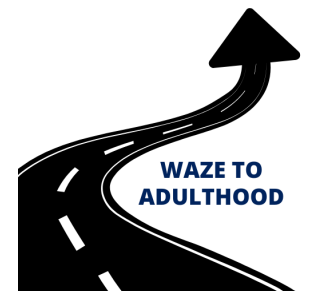


The Importance of Starting Early

Planning should begin as early as appropriate, but must start by age 14

Deciding on a diploma path is important

(Well, maybe not this early...)

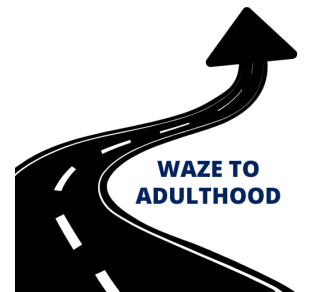


Who Is Involved?

- The IEP team includes the **student** and the family
- IDEA states that “it would be difficult to imagine circumstances where it would not be appropriate for a student...to be at the meeting. If the student cannot attend, other methods of participating must be used”.

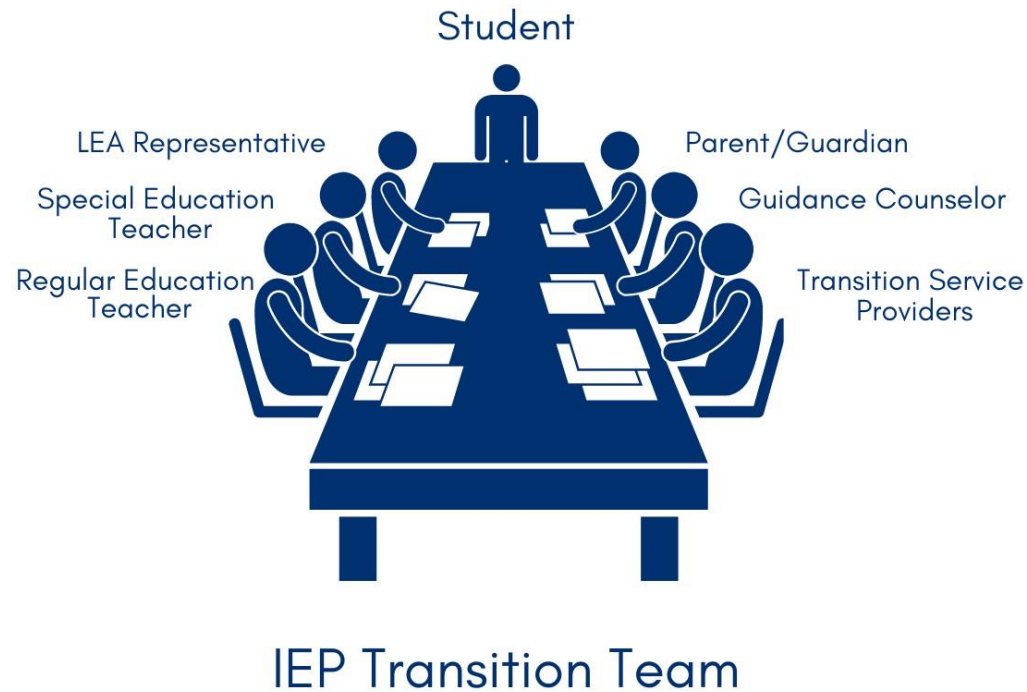
34 CFR 300.344 (c) (3)

- Adult Service Providers, particularly during the last year of school



Participant Roles In The Transition IEP

Who should be at the table?



The Planning Process

Student Name: Sue Test
DOB: 06/02/1996

JOHNSON COUNTY SCHOOLS & STAGING
IEP Meeting Date: 12/05/2014

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment:

Will work in part-time employment – Sue will work part-time at an animal grooming and boarding business.

Independent/Supported Living:

Will live independently – Sue will live independently in an apartment or house by developing life skills such as maintaining a budget and housekeeping.

Post-Secondary Education/Training:

Will enroll in on-the-job training program - Sue will enroll in a program after high school that will allow her to develop skills necessary for a successful adult life.

Community Involvement:

Will be independently mobile in the community and access services - Sue will learn to successfully navigate public transportation in order to access her community.

Grade 9 Course of Study: English I Algebra 1A Agricultural Science Civics Art 1 Biology1A

Grade 10 Course of Study: English 2 Algebra 1B Small animal Science Biology 1B Personal Finance/Wellness Choir

Grade 11 Course of Study: English 3 Geometry 1A Large animal science Environmental Science Work Based Learning Choir II

Grade 12 Course of Study: English 4 Geometry 1B Veterinarian Science Work Based Learning Keyboarding

Transition Services (Age 16 or turning 16 during the IEP period)

Anticipated Date Range	Service Area (Transition Area)	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
2014	Instruction	Driver Education	Driver Education Teacher, Parents
2014	Community Experiences	Visit Technology Center and Community College in the area Visit Disability Services Office	School staff
2014	Employment and Post-school Adult Living Objectives	Participate in Work Based Learning in conjunction with Career and Technical Education Animal Science classes	Career and Technical Education teacher
2014	Other	Fill out FAFSA for potential placement in a post-secondary environment or dual enrollment classes	Parents

Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend:

Vocational Rehabilitation Transition School to Work counselor is invited - Sue and her family have been provided eligibility paperwork

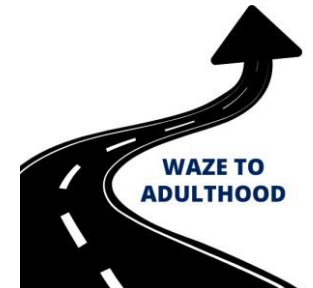
Was the student in attendance at the IEP Team Meeting? Yes

If the student was not in attendance, how were the student's preferences and interests considered

(Check all that apply.)

Student interview Student survey Student portfolio Vocational Assessments Interest Inventory Other

If you selected "Other", describe

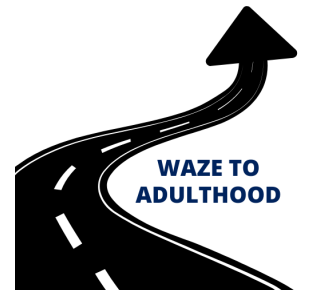


Transition Assessments



Should be:

- Age-appropriate
- Comprehensive
- Valid
- Use multiple modes

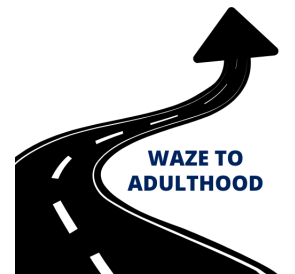


NEW TN Career-Readiness Transition Assessments

With the passing of T.C.A. § 49-6-6001, the department has allocated funds for all 12th grade students to take optional, nationally recognized career readiness assessments at no cost.

The assessments are:

- Applied Math Assessment
- Graphic Literacy Assessment
- Workplace Documents Assessment
- Essential Soft Skills
- Work Ready Math Assessment
- Work Ready Reading Assessment
- Work Ready Data Assessment
- Employability Skills Assessment
- 21st Century Skills for Workplace Success Assessment
- Workplace Readiness Assessment



IEP Present Level of Performance

All IEPs include a statement of the student's present levels of academic achievement and functional performance, including –

- Assessment information and instructional needs
- Strengths, interests, and preferences
- Student and parent input

The Transition Plan is no different. Goals and objectives will be based in part on the present levels.

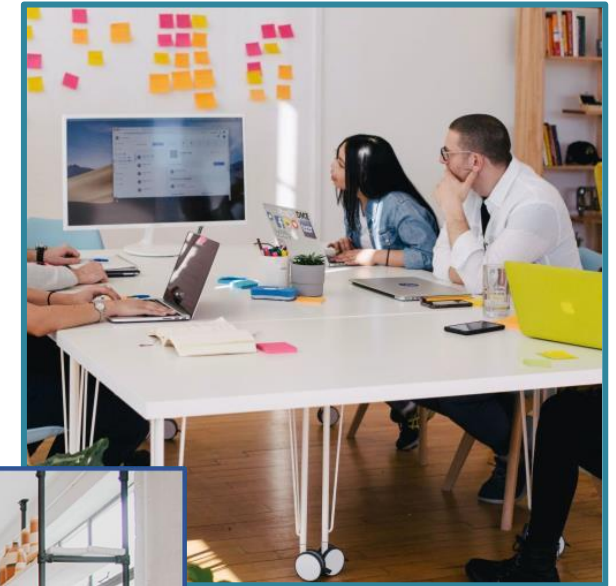


Four Postsecondary Goals

Living more independently



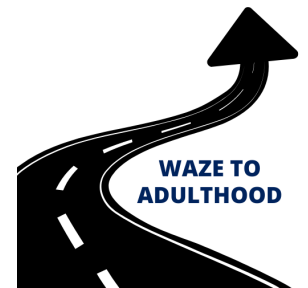
Post-secondary training and education



Employment



Community Involvement



Developing Measurable Postsecondary Goals

Based on the transition assessments and the Present Levels of Educational Performance – the IEP team should develop postsecondary goals related to living more independently, training and education, employment, and community involvement.



But they need to be reasonable, realistic, and measurable.



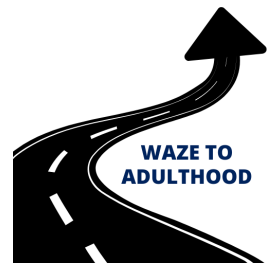
Postsecondary Goals Lead to Post-School Outcomes

Education/Training

Outcome: After high school, Keisha will enroll at the Southwest Tennessee Community College, a community college, and take a business math class to improve her work-related math skills and advance her desired career goal of becoming an accountant.



Given direct instruction in the high school Business Math course and guided practice, **Keisha** will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the spring semester of this IEP period.



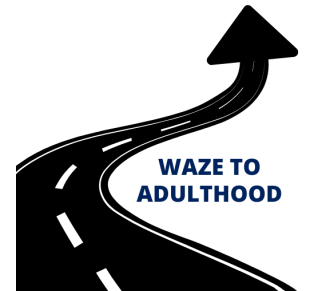
Transition Services and Activities



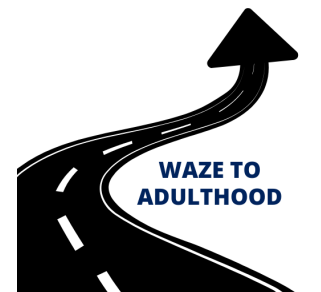
Service: Keisha will visit Southwest Tennessee Community College at least 3 times to become familiar with the campus and **identify and resolve any physical or programmatic barriers.**

When: 2022-2023 school year

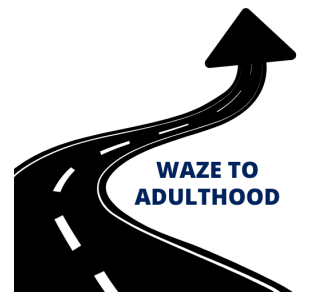
Who is involved: Keisha, her guidance counselor, the transition coordinator, and her VR counselor.



Community Involvement

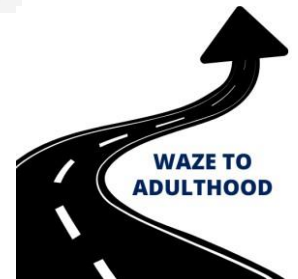


Course of Study



Diploma Options

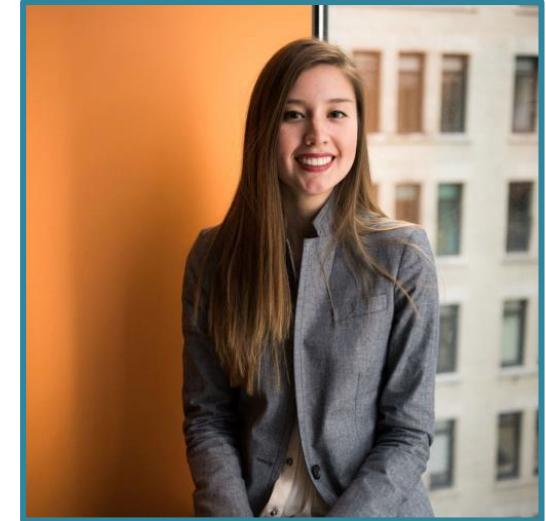
- Regular Education Diploma
- Alternate Academic Diploma
- Occupational Diploma
- Special Education Diploma



Participation/Representation of Community

Participation by and engagement with community stakeholders is essential.

When services are coordinated, it's easier to develop goals that can be more easily implemented.



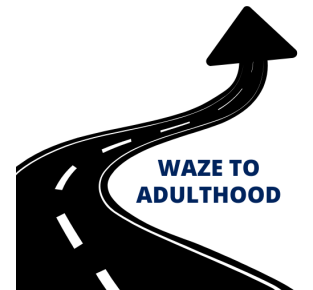
It's a Wrap!

Questions?

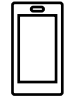
Comments?

Take-aways?

Possible first step?



Contact Information



Toll Free: 800-280-STEP
Español: 800-975-2919



gethelp@tnstep.info



www.tnstep.info

Presenters:

karen.harrison@tnstep.info

Joey.ellis@tnstep.info

nedandrew.solomon@tnstep.info

