



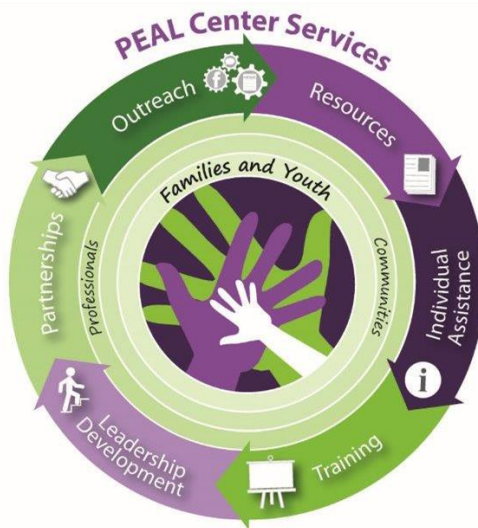
STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

OUTSIDE AGENCIES COLLABORATING WITH SCHOOLS & FAMILIES

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 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

TD's
Tips!

Self-Awareness



What can I do?

1. Make a list of characteristics you have that make you proud of yourself
2. Talk to your family members and friends and ask how they would describe you
3. Identify areas in school, work, or in the community that you feel confident
4. Make a list of things that interest you or give you joy
5. Meet with your transition team and share more about yourself!

Pro Tip!
Add pictures and graphics to make it fun when sharing about yourself with your transition team!

How about an ultimate challenge?
Practice sharing a poster ABOUT YOU with your family & friends so that you feel more comfortable and confident sharing with your transition team!

TRANSITION DISCOVERIES
Your future. Your choices. Your success.

This tip sheet is aligned to the "Youth Development" lesson plan. You can search on the "Resources" page on transitiondiscoveries.org to download it!

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) | • Children and Youth Services |
| • Early Reach | • Juvenile Justice System |
| • Bureau of Blind and Visual Services (BBVS) | • The ARC |
| • Supports Coordinator | • Centers for Independent Living (CIL) |
| • Office of Developmental Programs (ODP) | • Employer Representative |
| • Bureau of Autism Services | • Volunteer Coordinator |
| • Office of Intellectual Developmental Disability/ Mental Health (IDD/MH) | |

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 it as needed.



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

Post-secondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

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




PRESENT

TRANSITION TUESDAYS!

A WEBINAR SERIES
Steps for Successful Secondary Transition Planning

f If registration is full, the webinar will be streamed on Facebook Live

Families of youth ages 13-21 with IEPs are encouraged to attend
Register for the Webinar Series: bit.ly/TransitionTuesdays2020

Schedule of Topics

Sept 22 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 26 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process including Progress Monitoring & Assessment

Visit www.pealcenter.org/transitiontuesdays for more information and to view recorded sessions.

Next Session:

- November 24
- Transition Assessment

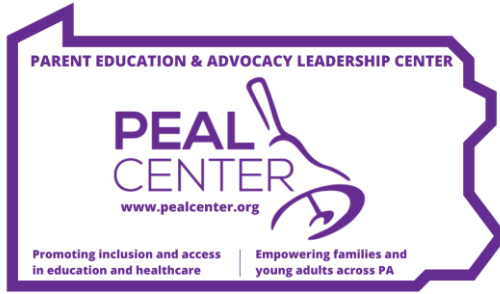
Visit www.pealcenter.org/transitiontuesdays to review handouts

NTACT invites you to...



- ❖ Explore our website: www.transitionta.org
- ❖ Sign up for our listserv: <http://bit.ly/2iG6o1G>
- ❖ "Like" us & follow us on Facebook: at [transitionta](https://www.facebook.com/transitionta) 
- ❖ ...and on Twitter: [@transitionta](https://twitter.com/transitionta) 
- ❖ ...and on Pinterest: [at transitionta](https://www.pinterest.com/transitionta) 
- ❖ ...and on Teachers Pay Teachers 
- ❖ Contact us: ntactmail@uncc.edu

Thank You!



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