

Planning for Life after High School





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The contents of this presentation were developed, in full or in part, under a grant from the US Department of Education, #H328M140006. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Carmen Sanchez.



IDEA 2004

A coordinated set of activities designed within a results-oriented process that is focused on improving the academic and functional performance 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 based on student's needs and taking into account his or her preferences & interests; and includes instruction, related services, community experiences, the development of employment and other post school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation



HIGH SCHOOL TRANSITION

- Partnership
- Individualized
- Student Driven



FAMILY FEELINGS

Shock



Depression



Denial



Guilt



Shame



Acceptance



Hope



Bargaining



Anger



Panic



Isolation



TRANSITION PLANNING

- Can start informally in elementary or middle school
- Think ahead
- Begins with a *Course of Study* in IEP at age 14



STUDENT INVOLVEMENT

- Youth are required to be invited when transition is discussed
- Youth are not required to attend
- IEP Team must include youth's preferences and interests.



ENCOURAGING YOUR CHILD TO PARTICIPATE

- Begin early
- Help develop skills in the areas of:
self-awareness, self-determination
and self-advocacy
- Help prepare & understand the
transition process
- Provide other opportunities for
involvement



TRANSITION CHANGES HOW WE BUILD IEPs



COURSE OF STUDY – AGE 14

Secondary Transition Courses of Study (ages 14-22, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
8th	Key Boarding/Pre-algebra/Introduction to Computers/English/Science
9th	Freshman Seminar/Freshman English/Algebra/Introduction to American Sign Language/Health/World Cultures/Biology/Computer Technology
10th	American History/Intermediate Sign Language/Geometry/Physical Education/Career Pathways/Driver's Education/Sophomore Seminar/English Composition 1/Desktop Publishing
11th	Algebra 2/World History/Creative Writing Workshop/Advance Sign Language/Economics/English Composition 2/Physical Science/Physical Education
12th	Journalism/Introduction to Public Speaking/Civics/Chemistry/Understanding Personal Finance/Poetry/Psychology/ Art elective-Photography/Current Events
Ages 18-22	NA

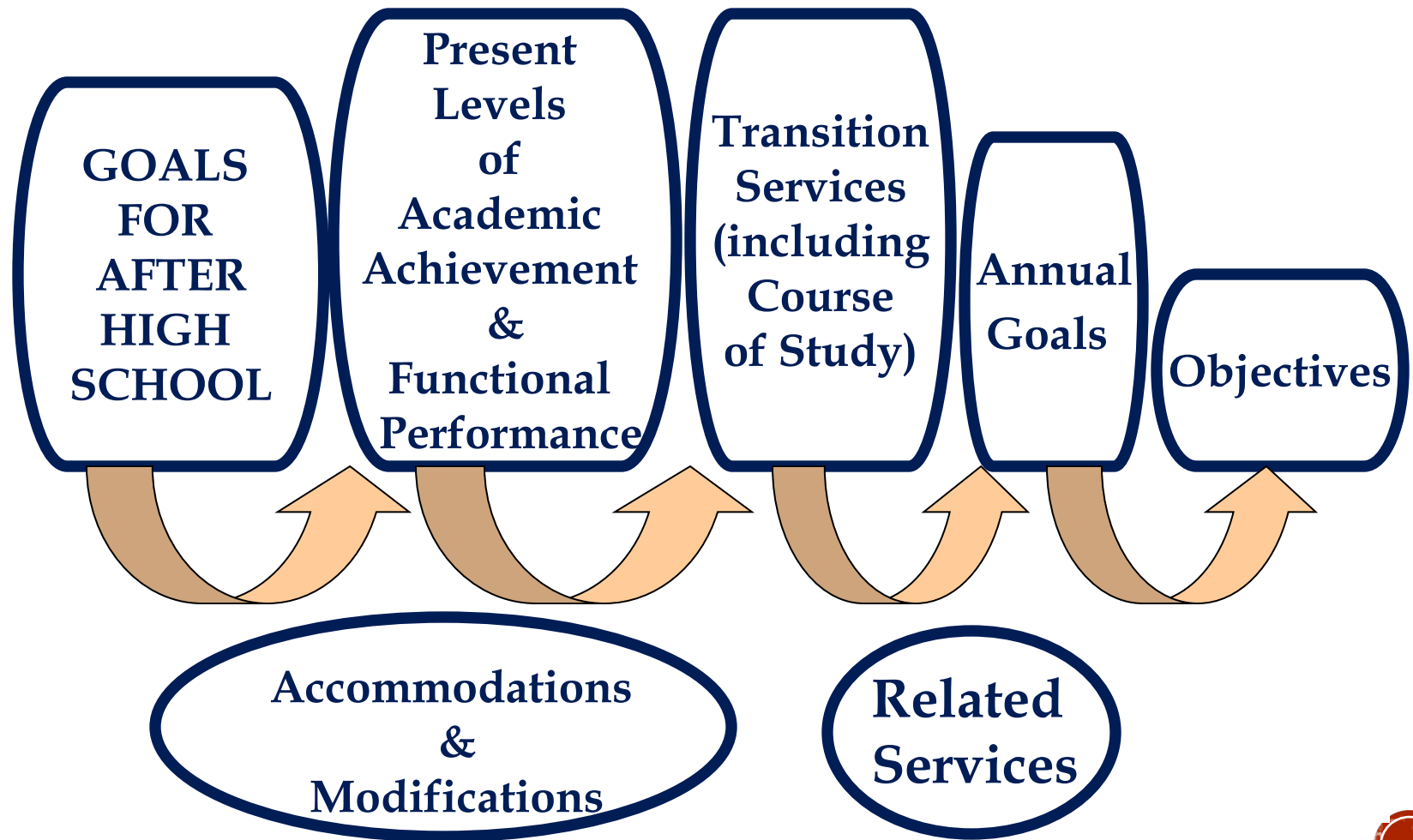
Total number of credits required by this district for graduation:26

It is anticipated that this student will: Regular High School Diploma

Anticipated graduation date/completion of program:06/30/2015



TRANSITION CHANGES HOW WE BUILD IEPs



AGE 16 - MEASURABLE POST- SECONDARY GOALS



MEASURABLE POSTSECONDARY GOALS

- ✓ Training or Education
- ✓ Employment
- ✓ Independent Living, if
if appropriate



MPSG IN THE IEP

Transition Student's Preferences, Needs and Interests

Was the student invited to the IEP meeting? If student is 14 years of age or older, List if present, if not, skip transition
Did the student attend the IEP meeting? Yes, or see above

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)		Present Levels of Performance
Education Goal	1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training) Post-Secondary Education/Training Goal	Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
		Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
Employment Goal	2. Post-Secondary Employment Goal: Post-Secondary Employment Goal	Current Job Skills in Preparation for Post-Secondary Employment: Current Job Skills in Preparation for Post-Secondary Employment
Independent Living Goal	3. Post-Secondary Independent Living Goal. If Needed: Post-Secondary Independent Living Goal, If Needed	Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
	4. Future Community Participation: Future Community Participation	Current Community Participation in Preparation for Post-Secondary Independent Living: Current Community Participation in Preparation for Post-Secondary Independent Living:
	5. Adult Services: Adult Services	Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living: Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:



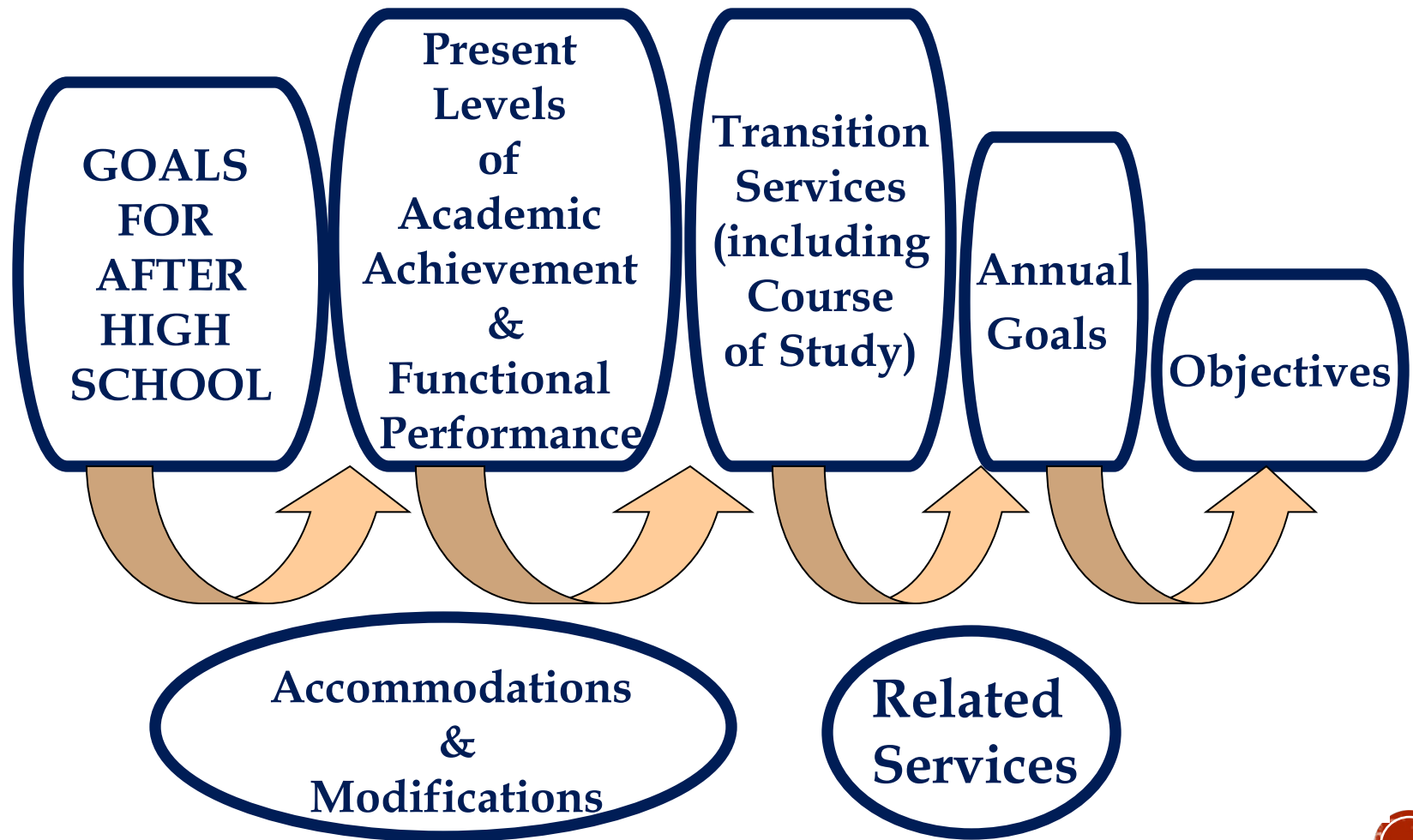
MEASURABLE POSTSECONDARY GOALS

Are not the same as annual goals

- Start out broad
- Reviewed annually
- School responsibility



TRANSITION CHANGES HOW WE BUILD IEPs



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

- What do they have
- What do they need



PRESENT LEVELS OF PERFORMANCE

Age Appropriate Transition Assessments

Informal:

- Observations
- Self-reflection
- Discussion/Interviews
- Personal Preference questionnaires



PRESENT LEVELS OF PERFORMANCE

Age Appropriate Transition Assessments

Formal

- Intelligence/aptitude tests
- Adaptive behavior and living skills assessments
- Academic achievement tests, grades
- Learning style and interest inventories



PRESENT LEVELS OF PERFORMANCE

Transition Student's Preferences, Needs and Interests

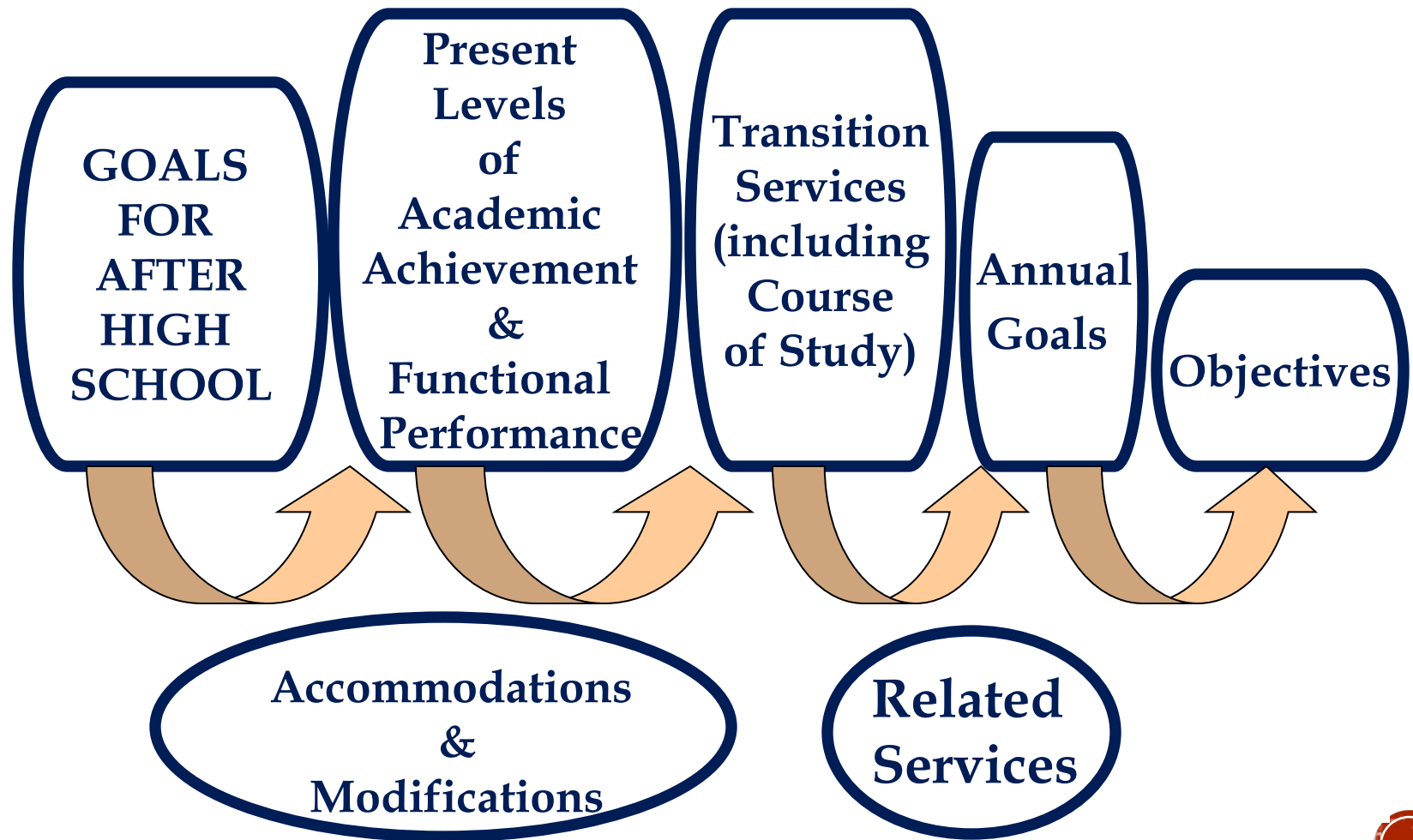
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1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training) Post-Secondary Education/Training Goal	Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training: Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
2. Post-Secondary Employment Goal: Post-Secondary Employment Goal	Current Job Skills in Preparation for Post-Secondary Employment: Current Job Skills in Preparation for Post-Secondary Employment
3. Post-Secondary Independent Living Goal. If Needed: Post-Secondary Independent Living Goal, If Needed	Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
4. Future Community Participation: Future Community Participation	Current Community Participation in Preparation for Post-Secondary Independent Living: Current Community Participation in Preparation for Post-Secondary Independent Living:
5. Adult Services: Adult Services	Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living: Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:

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TRANSITION CHANGES HOW WE BUILD IEPs



TRANSITION SERVICES & COURSE OF STUDY

What are the steps or activities that need to happen in

- ✓ Instruction
- ✓ Related services
- ✓ Community experiences
- ✓ Employment
- ✓ If appropriate
 - ✓ Daily living skills
 - ✓ Functional vocational evaluation



TRANSITION SERVICES

Transition Services/Needs (ages 16-22, or younger if appropriate)

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible
Adult Living and Post School Objectives	Driver's education and accommodations request	10/22/2012 10/21/2013	Sarah, Family, Case Manager
Community Experiences	Attend college fairs	10/22/2011 10/21/2014	Sarah, Family
Employment	Career exploration using the Naviance Program	10/22/2011 10/21/2014	Sarah, Case Manager, Guidance
Instruction	PSAT and instruction in use of My College Quick Start	10/22/2011 10/21/2012	Sarah, Case Manager Guidance
Instruction	SAT Prep and accommodations	10/22/2012 10/21/2013	Sarah, Case Manager, Guidance
Instruction	Self-advocacy skills instruction	10/22/2011 10/22/2014	Sarah, Case Manager
Instruction	Exploration of college resources centers	10/22/2011 10/21/2013	Sarah, Case Manager, Guidance
Related Services	Assistive Technology evaluation	10/22/2013 10/21/2014	Case Manager School

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance? No

Date NHVRS notified:

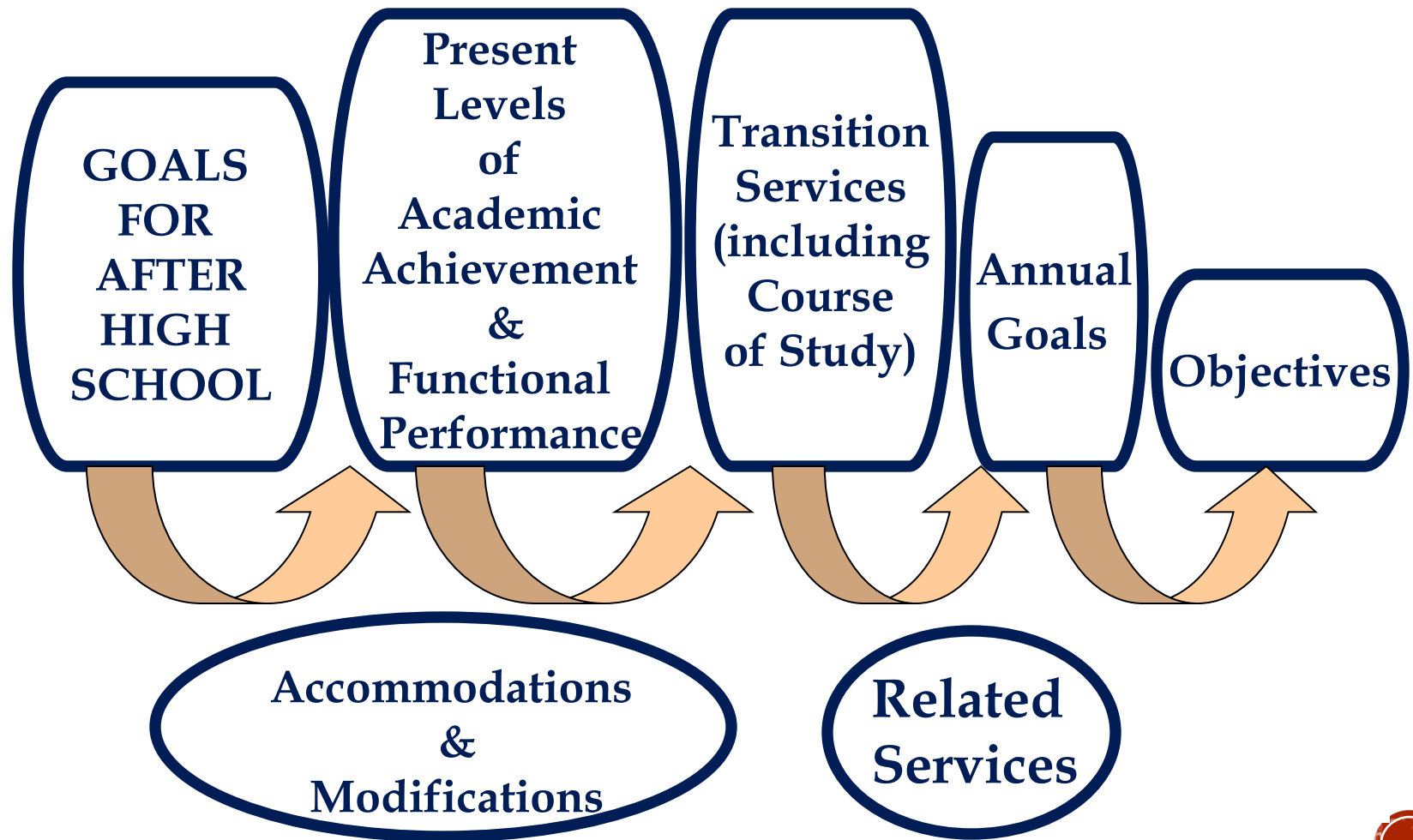


PLANNING FOR TRANSITION SERVICES

- ❖ Everyone has a role
- ❖ Think beyond agencies and systems
- ❖ Making connections
- ❖ If an agency fails to provide a transition service, the school is not responsible to provide that service
- ❖ School is responsible to reconvene IEP Team



TRANSITION CHANGES HOW WE BUILD IEPs



ANNUAL GOALS AND OBJECTIVES

Measurable Annual Goals and Benchmarks/Short-term Objectives / Progress Toward Meeting Annual Goal(s)

Area of Need: Academic/or

Implementation Personnel/Position Responsible:
List here

Present Level of Academic Achievement: Present Level of Academic Achievement:

Present Functional Performance: Present Functional Performance

Annual Measurable Goal:

Projected Beginning Date: 09/14/20XX

1. goal

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
Will focus attention on sound.	06/20/20XX

Method of Reporting to Parent

Grading Period Report Card



AGE 18 – THE AGE OF MAJORITY

- By age 17 youth must be informed of the rights that will transfer to them at age 18
- Talk with your child about what this means
- Consider decision-making alternatives



SUMMARY OF PERFORMANCE

- Is individualized and driven by the students postsecondary goals
- Does not require additional assessments
- Recommendations on how to help youth meet their goals



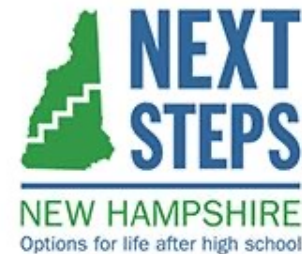
KEY POINTS....

- At 14 develop a Course of Study
- At age 16 develop MPSG in Education, Employment and Independent living skills
- Review and refine goals for life after high school annually
- 18 is the age of majority (informed at 17)
- Summary of performance
- Parent and student participation in the process
- Student's goals drive the process





1:1 Support Time for Transition Family Chats Online Training Modules



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