



PARENT AND FAMILY GUIDE TO TRANSITION EDUCATION AND PLANNING

What Parents and Families Need to Know about
Transition Education and Planning for Youth with Disabilities:

An Insider's Perspective

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What is this Presentation About?

- What is “transition”?
- When does it begin? When does it end?
- Why is transition planning and education so important?

What should I be looking for so I know...

- What should be in my child's IEP to promote transition?
- When these services should be delivered?
- What kind of instruction, services and support my child AND my family should be receiving?
- Whether my child's transition will be successful?
- What my child AND I/My Family should be doing NOW so my child is successful as an adult?

What is “Transition”?

- How some people began to think about “transition” during the early 1980s for youth with disabilities
- What transition is as a life experience for youth with disabilities, and you and I
- What the LAW (IDEA 97) says transition is for youth with disabilities?

The Idea of “Transition”

- A basic understanding of transition is that it is the *process of change* that may require substantial preparation, planning and adjustment.

- The most significant life transitions or changes that occur in our lives typically require some kind of...
 - ✓ Preparation
 - ✓ Planning
 - ✓ Critical event
 - ✓ Post-Event Adjustment
 - ✓ Example: Having a Baby

Examples of Transitions We have Gone Through

First date
 Boyfriend
 Girlfriend
 Finishing School
 Leaving home
 Getting a job
 Moving to a new home, city, or country
 Children leaving home

Getting Married'
 Having Children
 Separation/Divorce
 Loss of Loved Ones
 Buying a house
 Buying a new car
 Children getting married
 Becoming grandparents

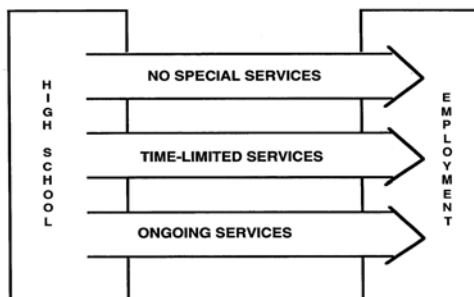
Some Early Ways of Thinking about Transition for Youth with Disabilities

The first model of transition was looked at very simply as the movement or change one goes through after finishing school to get a job or simply as the transition from School-to-Work

Figure 1. OSERS' 1984 Transition Model

OSERS 1984 Transition Model:

Major Components of the Transition Process



Characteristics of OSERS Model

- Developed by Madeleine Will in 1983
- Focused exclusively on transition from school-to-work
- Emphasis on older students with disabilities age 16+
- Focused on the AMOUNT of service or support that might be needed OVER TIME

SOURCE: Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.

Figure 2. Halpern's Revised Transition Model

Andrew Halpern's Revised Model

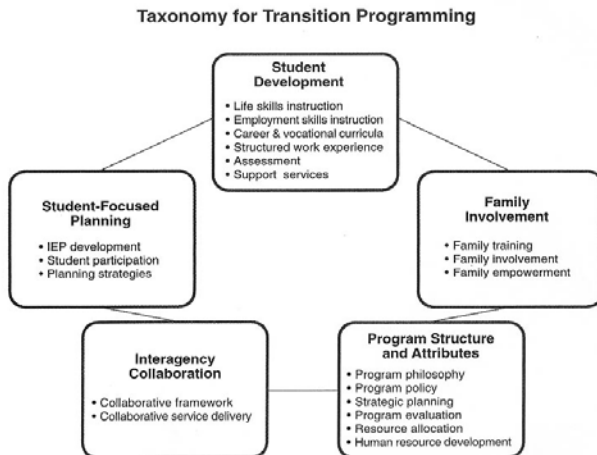
- Developed in 1984/85
- Expanded Madeleine Will's model
- Transition involved adjustments to be successful in the community—COMMUNITY ADJUSTMENT
- Residential (Independent Living)
- Employment
- (Social & Interpersonal Networks)
- Contribution was the understanding that being a successful adult was not just having a job and being a good worker or employee

Halpern's Revised Model of Transition



From: Halpern, A. (1985). Transition: A look at the foundations. *Exceptional Children*, 51(6), 479-486.

Figure 3. Paula Kohler's Taxonomy of Transition Services



- Based on the understanding that transition involves ALL possible adult roles, responsibilities, settings, and activities
- Focuses on the transition "process" v. the goals or outcomes of transition.
- Adopted by the State of California Dept. of Education

- Identified 5 key aspects of the transition process
 1. Student development
 2. Student-focused planning
 3. Family involvement
 4. Interagency collaboration
 5. Systems/Program Development and Management

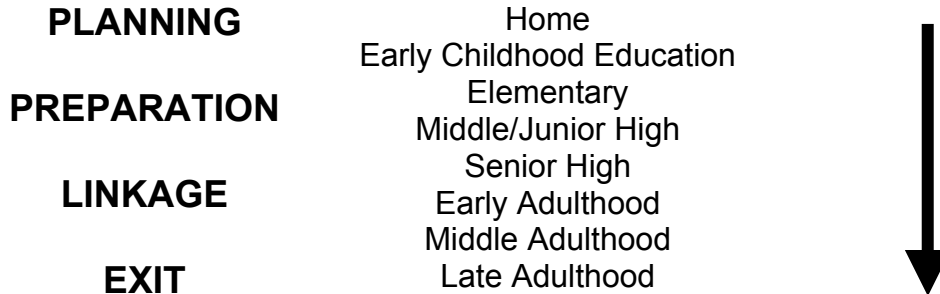
Transition is Developmental that is a... Lifelong Experience

- Birth
- From home to school
- From pre-school to kindergarten/1st grade
- From elementary grades to middle school
- From middle school to junior/senior high school
- From senior high school/to adulthood
- **AND THESE ARE ONLY A FEW OF THE TRANSITIONS WE EXPERIENCE**

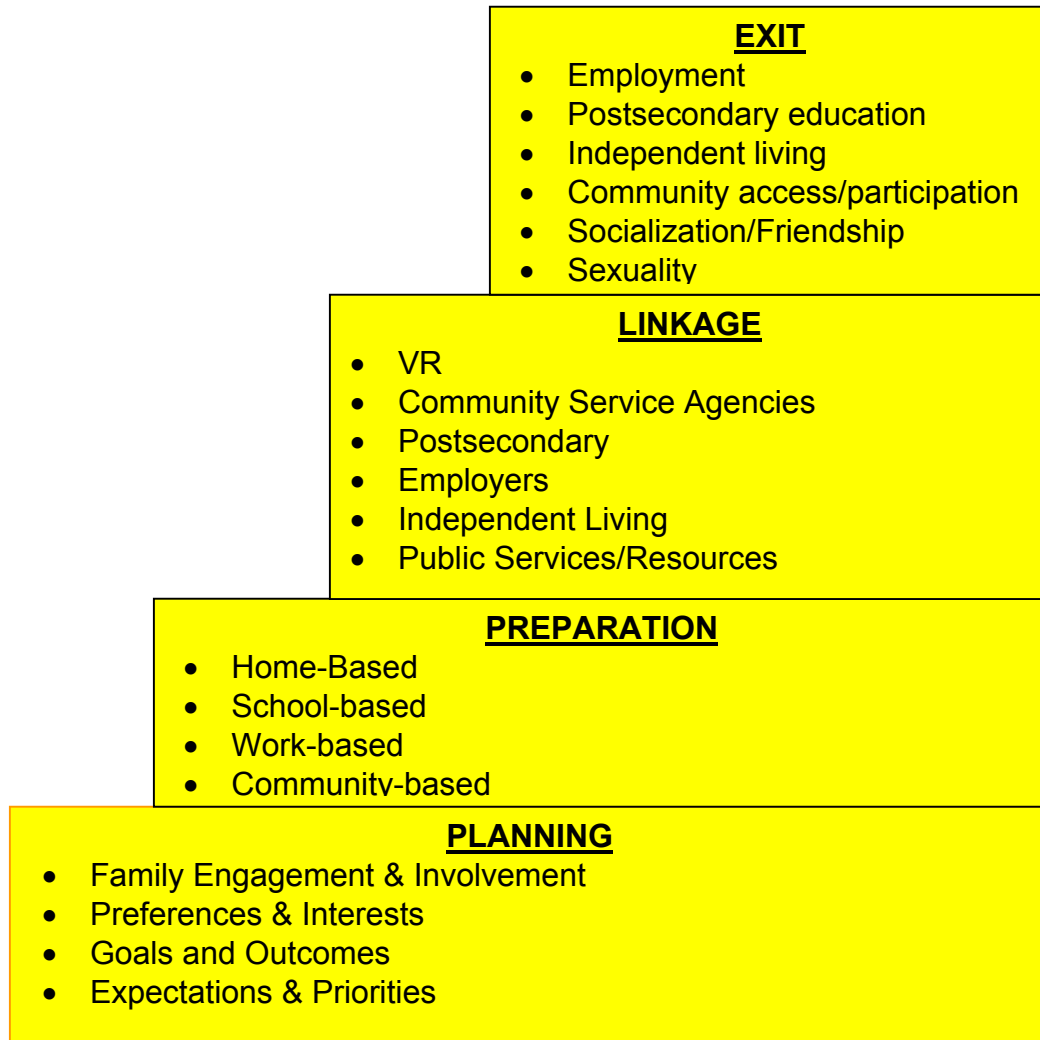
AS CHILDREN

THE ESSENTIAL TRANSITION PROCESS

Revised and adapted from Ianacone & Stodden (1987)



The Steps Involved in the Basic Transition Process





What Sometimes ACTUALLY Happens...

Transition Planning in Perspective

- Education is preparation for adult life—that is, preparation for the independence & inclusion in future settings
- ALL education is essentially transition planning.
- Transition from school to adulthood is central to secondary education
- Transition Planning is outcome-based
 - ✓ Integration/inclusion
 - ✓ Independence
 - ✓ Skill & competence (productivity)
 - ✓ Self-determination
- Involves parenting, schooling, social interaction, personal experience, and adult guidance.

Transition Planning requires...

- Access to inclusive/integrated environments
- Goal directed instructional services & support
- Expectations for success in future settings
- Belief in the potential of students with disabilities and their families
- Continuous learning and education of students, families and professionals
- The control and voice of people with disabilities and their families in determining their own futures
- An adult service agency commitment to integration and inclusion for ALL persons with disabilities
- Involves parents, students, schools, adult service agencies, vocational rehabilitation agencies driven by the preferences and interests of the student and family.
- Understanding the difference between *Education* and *Custodial Care*

THE LEGAL DEFINITION OF TRANSITION

- Individuals with Disabilities Education Act of 1997 (IDEA)
- Definition of Transition
- Specifies what is required in the IEP
- Specifies when services should be described in the IEP
- Describes the responsibilities of the local education agency
- Other provisions related to age of majority & failure to provide promised services

DEFINITION OF TRANSITION SERVICES

Defined by the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) under Part A (General Provisions), Section 602, (30) as, “...a *coordinated set of activities* for a student with a disability that –

(A) is designed within an **outcome-oriented** process, which promotes **movement from school to post-school activities**, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based upon the individual **student's needs**, taking into account the **student's preferences and interests**; and

(C) 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.”

Part B—ASSISTANCE FOR EDUCATION OF ASSISTANCE FOR
EDUCATION OF ALL CHILDREN WITH DISABILITIES ALL CHILDREN WITH
DISABILITIES

Additional Requirements Related to Transition

Section 614 (d)(1)(A)(vii). Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements: Individualized Education Programs –

(I) beginning at *age 14*, and updated annually, a **statement of the transition service needs** of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program);

(II) beginning at *age 16*(or younger, if determined appropriate by the IEP Team), a **statement of needed transition services** for the child, included, when

appropriate a statement of the interagency responsibilities or any needed linkages;

(III) beginning at least one year before the child reaches the age of majority under State law, a statement that the *child has been informed of his or her rights* under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m)

Section 614 (d)(5) FAILURE TO MEET TRANSITION OBJECTIVES-

If a participating agency, other than the local educational agency, fails to provide the transition services described in the IEP in accordance with paragraph (1)(A)(vii), ***the local educational agency shall reconvene the IEP Team*** to identify alternative strategies to meet the transition objectives for the child set out in that program.

California Regulations Specific to Transition

30 EC 56460 and subsections are all consistent with the Federal Law (IDEA)

A REVIEW: WHAT THE LAW A REVIEW: WHAT THE LAW DEFINES AND REQUIRES
DEFINES AND REQUIRES

THE LIST OF 11

1. Coordinated set of activities
2. Outcome-oriented process
3. Promote movement from school to post-school activities
4. Based upon student needs
5. Accounts for student preferences & interests
6. Support the transition to...
 - a) post-secondary education
 - b) vocational training
 - c) integrated employment (including supported employment)
 - d) continuing and adult education
 - e) adult services
 - f) independent living
 - g) community participation
7. May include the following services...
 - a) Instruction
 - b) related services
 - c) community experiences
 - d) development of employment and other post-school adult living objectives
 - e) acquisition of daily living skills
 - f) functional vocational evaluation
8. A statement of transition service needs at age 14 updated annually
9. A statement of needed transition services at age 16 updated annually

10. Informed of rights upon reaching the age of majority
11. Requires LEA (school district) to reconvene the IEP team to develop alternative strategies if an agency other than the LEA fails to provide services promised in the IEP.

Know the Transition Process

- Effective strategies for planning
- Adult goals/outcomes are central for a vision of the future?
- What should be in the IEP?
- What services should be provided?
- Who provides those services?
- When & how should they be provided?
- What kind of instruction should be provided and in what settings?

Critical Elements of a Student-Family Focused Individualized Transition Plan

Fundamental Goals of Transition Education and Planning

1. Promoting successful performance and achievement with respect to curricular and instructional goals and objectives
2. Assure successful completion of school
3. Plan for what happens after schools—set post-school goals/objectives
4. Identify the services necessary to assure successful achievement of post-school goals and objectives
5. Link and provide student to services needed
6. Evaluate the extent to which post-school goals/objectives are actually achieved

Minimum Steps for Transition Planning

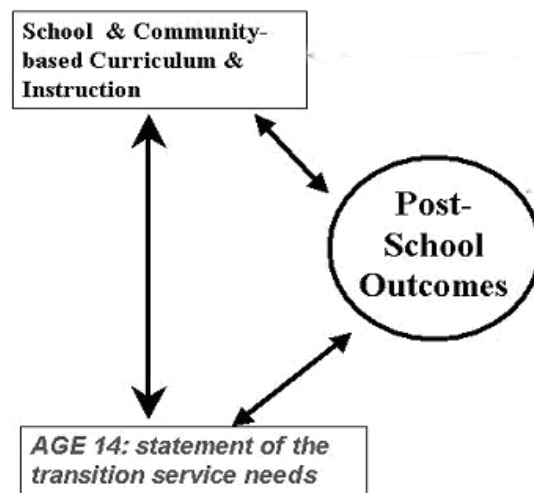
1. Determine preferences of family and student regarding their expectations for employment, independent living, relationships, leisure/recreation, post-secondary education after leaving school.
2. Organize a planning team.
3. Contact members and organize a planning meeting
4. Convene meeting and develop a transition plan that meets the expectations of the family, student and planning team.
5. Implement transition plan
6. Monitor and evaluate progress
7. Conduct follow-up study

Minimum Requirements

1. Must be team planned
2. Based on and specifies student/family interests and preferences
3. Clearly identifies desired post-school goals, objectives, outcomes or expectations

4. Statement of Present Level of Performance (PLOP)
5. Includes a statement of the needs of the student for transition services beginning at age 14 and every year thereafter
 - a) team identifies required courses or programs leading to graduation or completion of a school program
 - b) assures that courses and other educational experiences move the student toward his/her desired post-school goals
 - c) begins no later than age 14
 - d) intended to augment and enhance the statement of needed transition services and not replace it
 - e) relationship between the student's post-school expectations and goals and the student's present level of performance and program of study
 - f) Answers the question of what educational experiences are necessary to assure that this student acquires the skills to achieve his/her desired post-school goal

Figure 4. The relationship between the statement of “transition service needs” beginning at age 14, post-school outcomes and educational curriculum and instruction.



6. Identifies the *needed transition services* beginning at age 16 and every year thereafter
 - a) Identifies what the student will do while in school
 - b) Identifies what student will do following graduation or upon leaving school
 - c) Identifies services, supports, and programs needed
 - d) Addresses instruction, related services, employment, post-secondary education, community experience
 - e) Describes need for involvement of non-school agencies and services they will deliver
 - f) Answers the question of what services, supports and experiences are necessary to achieve desired post-school goals.

Figure 5. The relationship between the statement of “needed transition services” beginning at age 16, post-school outcomes and school and community services and providers.

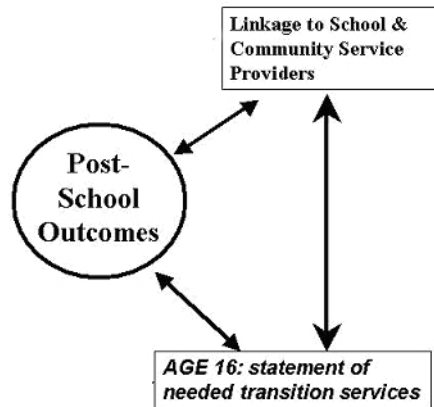
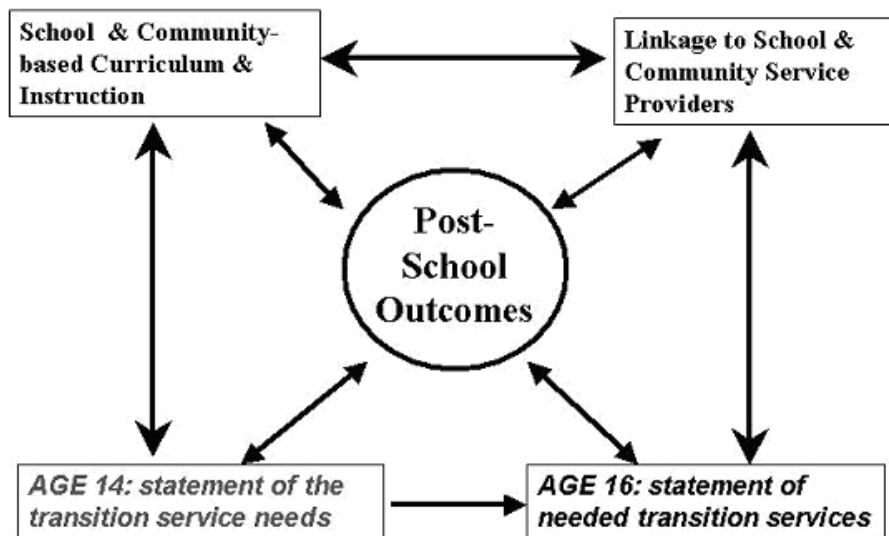


Figure 6. The Whole Picture



7. Includes instructional goals and objectives in 1 or more of the following areas:
 - a) post-secondary education
 - b) vocational training
 - c) integrated employment (including supported employment)
 - d) post-secondary and continuing adult education
 - e) local community adult services
 - f) independent living
 - g) community access, participation and use
8. May include
 - a) related services
 - b) community experiences
 - c) development of employment and other post-school adult living objectives,
 - d) acquisition of daily living skills and functional vocational evaluation
9. Identifies and names services and personnel from other non-school agencies who responsible for coordinating with the school to deliver needed transition services.

Planning Areas for IEP Transition Goals & Objectives

- Regular Academics
- Career Development / Vocational Training / Employment
- Post-Secondary Education / Training
- Living Arrangement
- Leisure / Recreation
- Personal Management
- Personal / Social / Family Relationships
- Functional Academics
- Health / Safety / Sexuality
- Medical Services / Resources
- Financial / Income
- Transportation
- Self-Determination / Advocacy / Legal
- Community Access and Use

Why is transition planning and education so important?

- What do we know about kids with disabilities when they leave school?
- Why this is important
- How it affects decisions about the education of children with disabilities and the services and supports needed by children and their families

Why knowing what happens to children when they leave school is important

1. Identifies what is actually happening to students when they leave school
2. What instruction, services & supports are helping students be successful (or not) adults after they leave school?
3. Where are students having difficulties as adults that we can address while they are still in school?

4. Helps to know what to focus our attention and efforts on to promote the success of youth with disabilities.
5. Provides information on where there may be problems with collaboration & coordination among agencies or a lack of needed services and supports.

LESSONS LEARNED FROM NLTS & SCHOOL-TO-WORK PROGRAMS

What the research tells us has happened to students with disabilities when they leave school

Taken from:

Wagner, Mary (December 1993). *The Transition Experiences of Young People with Disabilities: A summary of findings from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

Drop Out

- On the average, about 22% of students with disabilities ages 14 -21 and older dropped out of school in 1994 compared to about 5.3% of the total student population age 15-24 who had dropped out (taken from U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 1994*(based on the October Current Population Surveys).
- Over 36% of all students with disabilities had dropped out; over half of all persons with severe emotional disturbances had dropped out (55%); persons with learning disabilities (36%), speech impairments (33%), mental retardation (34%), and other impairments (26%) were the next most likely to drop out.

Poverty Level

- 68% of all students with disabilities in the NLTS sample (n=8,000) came from families with a combined annual income of less than \$25,000.

Postsecondary Enrollment

- Youth with disabilities were far less likely to enroll in colleges and postsecondary vocational schools than youth in the general population after having been out of school 3-5 years.

Employment

- Youth with disabilities who exited were more likely to be working in sheltered workshops or not employed than working full or part time.
- 46% of all youth with disabilities out of school less than 2 years were unemployed and 25% worked in sheltered workshops

- 3-5 years after leaving school, 37% of all youth with disabilities were unemployed and 44% were working in sheltered workshops
- Of all youth with disabilities interviewed in 1987 and again in 1990 about a third had been employed at both times while another 30% had never been employed.
- African-American and Hispanic youth with disabilities were less likely to acquire employment than White youth with disabilities
- Dropouts were less likely to be employed than high school graduates; students who aged out were less likely to be employed than those who had dropped out
- Significantly more males with disabilities(64%) were likely to be employed 3-5 years after exiting school than females with disabilities(40%)

Benefits

- Youth with disabilities who were out of school and competitively employed earning less than minimum wage were unlikely to be receiving vacation, sick leave or medical insurance.

Wages

- Over half (62%) of all competitively employed youth with disabilities out of school for less than 2 years earned less than minimum wage.

Independent Living

- Students with disabilities out of school for less than 2 years were almost 3 times more likely to be living at home as their nondisabled peers and 2 times more likely after being out of school 3-5 years.

Parenting

- No significant differences were found among males with disabilities and their nondisabled peers
- Females with disabilities were much more likely to become parents 3-5 years after being out of school than their nondisabled counterparts.
- Substantially more African-American and Hispanic males were likely to become parents than White males
- White females were more likely to become parents than African-American and Hispanic females.
- Across gender, dropouts were more likely to become parents than youth who had graduated or aged-out.

Arrest Rates

- Within 3-5 years after being out of school almost 38% of all males with disabilities had been arrested.
- African-American males with disabilities were more likely to be arrested than Hispanic and White males with disabilities
- White males with disabilities were more likely to be arrested than Hispanic males with disabilities.
- Within 3-5 years after being out of school over 56% of all males with disabilities who had dropped-out of school had been arrested.

Services Need by Youth in School

- The percentage of youth with disabilities whose parents reported not receiving vocational assistance services ranged from 26% to 80%. As the level of student independence decreased the percent of students whose parents reported not receiving services increased.

What works for youth with disabilities who do well when they leave school?

Taken from:

Wagner, M., Blackorby, J., Cameto, R., & Newman, L. (1993). *What makes a difference? Influences on post-school outcomes of youth with disabilities. The third comprehensive report from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

Time Spent In Regular Education

More time spent in regular education was positively related to better

- employment outcomes
- community participation
- Residential independence
- enrollment in postsecondary vocational-technical programs
- Higher wages

Effect Of Vocational Effect Education Programs

Difference between Survey Programs v. Concentration Programs

- Less likely to drop out
- More likely to be employed
- Earned higher wages
- More likely to be participating in the community
- Lower likelihood of postsecondary enrollment (concentration)

Effect Of Paid Work Effect Of Paid Work Experience

1. previous studies found that work experience is one of the strongest predictors of postschool employment

2. Students who have had a paid work experience before leaving school...
 - NLTS found the most significant effects to be for students with physical disabilities
 - more likely to find employment
 - Earn significantly higher wages

6 TOUGH QUESTIONS EVERY PARENT SHOULD THINK ABOUT ASKING THEMSELVES

1. What kind of grade would I give a school or school district if after leaving school I found out that kids...
 - Dropped out because the program simply failed to address their interests or needs
 - Were mostly unemployed
 - Those who were employed were employed only on a part time basis
 - Received no health-care benefits from their job
 - Earned at or below minimum wage
 - earned at or below a poverty threshold
 - Were not eligible for or had not enrolled in postsecondary education
 - Were involved with the court system
 - Were either transient, homeless or still living with their parents 5-10 years after leaving school
 - Could not access or did not know how to use community services
2. Do I think these outcomes are OK for a child with a disability and if so why?
3. What do I expect for my child when she leaves school and enters adult life?
4. Why should I expect anything less for my child with a disability than I would for my child without a disability?
5. What is my responsibility as the parent/guardian of a child with a disability to make sure they are successful adults?
6. What grade would I give myself?

HOW TO THINK ABOUT TRANSITION EDUCATION AND PLANNING

What should I be looking for so I know...What should be in my child's IEP to promote transition?

When these services should be delivered?

What kind of instruction, services and support my child AND my family should be receiving?

Whether my child's transition will be successful?

What should I be doing now with my child and Family so my child so my child is successful as an adult?

Begin With The End

1. The IEP is NOT the starting point for transition planning.

2. The starting point for transition planning is YOU the parent/family.
3. You must develop with your child and your family a vision of the future – what will your child be doing as an adult?
4. You must think about and help your child the day they are born with the following...
 - ✓ Possibilities and options for the future
 - ✓ What are your hopes, dreams and aspirations? What are your expectations?
 - ✓ What are your most important priorities for your child/family?
 - ✓ To what extent do your attitudes and beliefs about people with disabilities limit or expand the possibilities for your child?
5. How do you talk about and communicate the possibilities, dreams and aspirations to...
 - ✓ Your child
 - ✓ Your family
 - ✓ Teachers and other education personnel
6. How often do you talk about possibilities, dreams, and aspirations?
7. Do you think about your child as an adult and if so, what is he/she doing?
8. What do they look like for your child when become adults?
9. Where do you see your child working, living, and playing?
10. Who will their friends be and what will they do together?
11. What will they be doing at work, in the community, at play, with friends as an adult?
12. Where do you see this actually happening in San Diego?
13. What do you know about the things your child...
 - ✓ Is interested in/not interested in
 - ✓ Likes/dislikes
 - ✓ Chooses to do/not do

PRACTICAL THINGS YOU CAN AND SHOULD BE DOING...NOW, TODAY

- Develop a list of likes, dislikes, choices, preferences and interests early and as the child gets older
- Develop a list of your child's strengths
- Develop a bio-graphic portfolio that describes experiences your child has had over time.
 - These experiences can be related to work, social relationships, leisure/recreation, family, church, in the community, school, and friends.
 - Use your biographic portfolio and go over it with your child; talk about it; explain it; develop a sense of history and identity of who they are, what they've done, where they've been, who they know
 - ✓ Work activities they have at home, school, community and other places
 - ✓ social relationships/friends (e.g., who are their friends, how do you know, what do they do)
 - ✓ leisure/recreation (e.g., what do they like to do for fun)

- ✓ family (e.g. where does your child fit into your family)
- ✓ church (e.g., where and what do they do)
- ✓ community (e.g., where do they go and what do they do)
- ✓ school (e.g., what's going on at school, who is their teacher, what are they learning, what do you want them to be learning, how will this prepare them for adult life)
- Use your biographic portfolio and go over it with your child; talk about it; explain it; develop a sense of history and identity of who they are, what they've done, where they've been, who they know
- Develop a list of vision statements that describe your child as an adult by the time they are age 25...
 - ✓ What you see him/her doing
 - ✓ What their role will be
 - ✓ What their responsibilities will be
 - ✓ Where she/he will be doing it
 - ✓ With whom she will be doing it with
 - ✓ For how long?
 - ✓ With what kinds of supports?

THREE ADULT VISION STATEMENTS

- Rachel will be employed (what she is doing) at Qualcomm (where) as a file clerk (role) in a part/full time job doing copying, filing, mailing, and acting as a messenger (responsibilities) and working with other nondisabled Qualcomm employees. We would like her to work there for as long as she likes but at least a couple of years until she would move on. Rachel will use the bus/trolley to get to/from work and around the community. Rachel will use supported employment services to help her get and keep her job.
- Dante will live in a supported living arrangement in his own apartment with a roommate with assistance from SLS, Inc. on a regular basis to assist with cooking, cleaning and other daily living skills.
- Marilyn will learn to use public transportation independently to get to/from home and work, the shopping mall, the movie, and her best friend Mark's home.

Think about the following Adult Goals/Outcomes...

- Will your adult child go on to postsecondary education (e.g., vocational-technical school, community college, university)?
- Where will your adult child be employed, doing what, and with what kind of support?
- Where will your adult child be living, for how long and with what kind of support?
- How will your adult child get around the community?

- What will she/he do in the community?
- What kinds of adult leisure & recreation activities will your adult child be doing?
- Will your adult child have a boyfriend/girlfriend, get married, be sexually active, or have children?
- What kind of support will they need?

OTHER CONSIDERATIONS FOR PARENTS/FAMILIES

1. Be flexible –allow your goals to change over time
 2. Take into consideration the realities of your family, its preferences, interests, priorities, and expectations (PIPE)
 3. Communicate and discuss your preferences, interests, priorities and expectations with your child, family, teacher, and others
 4. Focus on the goals your son/daughter will achieve as adults as the foundation for his/her education
 5. Let ADULT goals help drive your child's education.
- Education is preparation for adult life
 - It begins at birth and continues through death
 - It is not preparation for eternal childhood
 - It is not a cure for disability – it is an expectation for a successful future as an adult with...or without a disability

PARENT/FAMILY INVOLVEMENT

- More is better
- Relationship between student achievement & parent/family involvement
- Relationship between postschool outcomes & parent/family involvement
- Need for schools to involve the parents/family in ongoing communication & dialogue
- Need for schools to communicate progress and achievement that focuses less on deficits and more on possibilities and options.
- Need for Parents/Families to not presume that schools and especially teachers are the enemy.
- Need for Parents/Families to take ownership over their child's education and not allow professional decision-making to take precedent over their own decisions.
- Need for Parents/Families to raise their expectations with the understanding that disability is natural, acceptable
- The tragedy of a disability is SEEING & BELIEVING that disability is a tragedy. People with disabilities often are forced to confront these kinds of attitudes that block their way through life.
- Need for Parents/Families to initiate and engage in relationship building.

HOW DO I GET INVOLVED

Support, Encourage and DEMAND ongoing learning at home with...

- Homework
- Household tasks and responsibilities
- Learning tasks (e.g., reading, talking, assignments, language/communication)
- Interactions with others
- Active involvement in the family, community, and school (e.g., church, shopping, vacations, family outings)

HOW DO I GET INVOLVED

1. Prepare yourself, your child, and your family for the future by thinking and talking about the future (activities, settings, roles, responsibilities)
2. GOALS...GOALS...GOALS...GOALS...IF YOU DON'T SET 'EM YOU CAN'T ACHIEVE 'EM
3. Make sure your adult/postschool goals and outcomes are included in the IEP
4. Make sure the IEP has:
 - A statement of transition service needs (age 14)
 - Statement of needed transition services (age 16)
 - The statements are directly related to your adult/postschool outcomes & goals
 - You know who is responsible for doing what and when it is supposed to be done
 - outcome based and measurable goals and objectives
 - clear indicators of success to know when the goals/objectives are achieved
 - Has instruction provided in the community as well as in school
5. Make sure the services are delivered and outcomes achieved on the dates specified
6. Make sure that your child is receiving NOT all the services AVAILABLE but ALL the services NEEDED to achieve the goals you have set
7. Make sure your child has access to regular education and is regularly interacting with students their own age without disabilities.
8. Make sure your child has access to numerous community-based training experiences and paid work experiences
9. Make sure your child is achieving progress based not on verbal reports or anecdotal evidence but actual measures.
10. Make sure that your child attends all IEP meetings
11. Help teach your child how to participate and contribute to the IEP meeting
12. Make sure that self-determination goals are included in the IEP
 - Making choices and decisions
 - Problem solving
 - Goal setting & attainment
 - Self Advocacy
 - Involvement & participation in IEP
 - Self-awareness/ knowledge
 - Self-management

Self-evaluation

13. Become familiar with the agencies that provide employment and adult services to persons with disabilities in San Diego and California

Important Local Agencies

- Access Center of San Diego
- San Diego Regional Center
- San Diego Park & Recreation – Disabled Services
- Exceptional Family Resource Center
- Community Options
- Able-Disabled Advocacy, Inc.
- The ARC of San Diego
- Goodwill Industries
- Partnerships with Industry
- Toward Maximum Independence/ Employment Solutions
- UCP of San Diego County
- Deaf Community Services of San Diego
- Easter Seals
- Home of Guiding Hands
- Community Interface Services (CIS)

Important State Agencies

- California Department of Rehabilitation
- California State Council on Developmental Disabilities (SCDD)California Department of Developmental Services (DDS)
- California Developmental Disabilities NETLINKCalifornia State Independent Living Council
- Protection and Advocacy

Important Federal Agencies

- Social Security Administration
- US Department of Education
- US Department of Labor
- US Department of Justice

How I Know Whether My Child is Receiving Quality Transition Services

- The IEP is complete
 - Includes a statement of adult goals/outcomes
 - The IEP focuses on achieving adult goals/outcomes
 - Includes a statement of transition service needs (age 14 & older)
 - Includes a statement of needed transition services (age 16 & older)
 - Goals/objectives are clearly related to adult goals/outcomes
 - Goals/objectives were developed on the basis of assessed present levels of performance (PLOP)

- Goals/objectives are specified for every adult goal/outcome
- Goals/objectives identify what instruction will be provided and where (school & community)
- Goals/objectives address self-determination
- Persons responsible for delivering services are named
- Dates are specified for the delivery and completion of services
- Clear and measurable outcomes are identified
- The IEP was developed with intensive involvement of the parents and student
- The IEP is implemented and services are actually delivered on the dates specified
- Outcomes are achieved or measurable evidence of progress is obtained
- Instruction is provided both in school and in the community NOT determined by resources, liability, or staffing but the student/family's instructional needs.
- My child is receiving instruction directly related to the adult goals/outcomes in curricular areas based on preferences, interests, priorities, and expectations of the my child and his/her family.
- The range of instructional opportunities is sufficient to promote the development of choices, interests, preferences and priorities and options and possibilities for the future.
- My child has had several paid work experiences before leaving school.
- My child has the opportunity to experience both academic & work-based curricula.
- My child has numerous opportunities to interact with peers without disabilities and access the regular education curricula.
- Clear progress is being achieved leading to adult goals/outcomes
- People from other agencies are on my IEP or transition planning team.
- They actually show up for meetings and talk to me.
- My child is involved in and participating in his/her IEP
- My child is learning AND showing some clear interests and preferences for adult roles, responsibilities, activities, and settings.
- My child is employed BEFORE they leave school. (*Points of Transition Program*)

WHEN MY CHILD IS NOT GETTING THE TRANSITION SERVICES I WANT THEM TO HAVE

- When the system ain't working *QUIT WORKING ALONE!*
- Many people change not because they see the light but because *they feel the heat.*
- While schools are under incredible stress and constraints, these should not excuse poor quality services.
- Standards are value-based indicators of adult success
- Move past knowing your procedural safeguards and start asking what the school considers to be the elements of an effective and successful

transition plan.

- What services should be in place to achieve the goals you have set with your child?
- What's it going to take to get folks to work with you?
- What are the problems?
- What are the solutions?
- How do you get folks focused on solutions?

Some Final Thoughts

- One of the strongest predictors of the successful employment of youth with disabilities after leaving school is a work experience while they are in school.
- One of the most commonly cited reasons for termination from employment is social skill.
- Research findings indicate that students with disabilities who have more opportunities for interaction with students without disabilities have significantly enhanced social skills.
- Research findings indicate that students with disabilities who experience greater opportunities for inclusion tend to have better post-school employment and independent living outcomes.
- The ability to complete tasks independently without prompting or assistance is critical to independent functioning in the adult world.
- The ability to use public transportation independently may determine the employability of a student upon leaving school.
- There is more to leisure and recreation than TV, Special Olympics, bowling and putt-putt golf.
- A functional age-appropriate activity is one that involves the completion of a task or routine that is generally expected for individuals without disabilities of the same age.
- Age appropriate learning also includes age appropriate mistakes and failures.
- Self-determination is transition.
- Expectations are always mitigated by life and experience; they are lowered and destroyed by attitudes.
- Highly successful people frequently have unrealistic and extremely high expectations of themselves. Why should we always talk about being realistic when half of what we realistically do doesn't work?
- Adjusting and adapting tasks and environments can often accommodate what people prefer to do.

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