Transition 101
Learning What You Don’t Know About Transition and Making the Most of the CBI Content to Lead Improvements in Your State

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Zarrow Family Professor and Director, Emeritus
University of Oklahoma
Agenda
• Transition Defined Legally
• Transition Defined Programmatically
• Transition Planning’s Eight Big Steps
• Taking It Home!
Quiz Time!
Question 1

What is the purpose of special education as defined by IDEA 2004?
a free appropriate public education that emphasizes special education and related services designed to meet students’ unique needs and to prepare them for further education, employment, and independent living
Question 2

What percent of states and territories require transition planning to begin earlier than the federal age of 16?
Transition Age Lowered

- 52% of states and territories require transition planning to begin before the federal age of 16

Implications?

Most of these begin at age 14
Transition Conceptually & Legally
Will’s Bridges Model

OSERS Transition Model, 1984

- High School: No special services
- High School: Ongoing services
- School: Time-limited services
- Employment

Source: From OSERS programming for the transition of youth with disabilities: Bridges from school to working life, by M. Will, 1984, U.S. Office of Education.
Halpern’s 1985 Model

Halpern’s Revised Transition Model, 1985

Kohler et al.’s (2016) Taxonomy for Transition Programming 2.0

- Student-Focused Planning
- Student Development
- Interagency Collaboration
- Program Structures
- Family Engagement
IDEA 2004 On Transition Planning

begins “not later than the first IEP to be in effect when the child is 16, and updated annually thereafter”
Transition Age Lowered

- 52% of states and territories require transition planning to begin before the federal age of 16

Most of these begin at age 14
IDEA 2004 Provides Specific Instructions

• . . . Write “appropriate goals based upon age appropriate transition assessment related to training, education, employment, and when appropriate, independent living skills”

• “. . . based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests”
Transition Assessment Helped Make Transition Planning a Reality

More on This Later
IDEA Describes Transition Services

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school objectives
- When appropriate
  - acquisition of daily living skills
  - functional vocational evaluation
Post-School Outcomes

• Transition Services Promote Movement from School to Post-School Including
  • Postsecondary Education
  • Career-Technical Training
  • Integrated & Supported Employment
  • Adults Services
  • Independent Living
  • Community Participation
Indicator 13 Checks On IDEA Transition Implementation

- Measures Overall State Compliance with IDEA 2004 transition requirements
- Operationalizes IDEA 2004 Transition Requirements and Regulations
- Measures Extent IEPs Comply with IDEA 2004 Requirements
- Must Answer YES to Each I-13 Item to Be In Compliance
Eight Transition
Big IDEAS
Big IDEA #1
IEPs must include postsecondary and annual transition goals

- based upon age-appropriate transition assessments
- related to training, education, employment, and independent living (when needed)
Transition Assessment & The Courts

- Prince, Plotner, & Yell (2014) examined district court findings and found . . .
  - Use multiple assessments across transition domains
  - DO not solely use informal assessments
  - At Least One NEEDS To Be A FORMAL ASSESSMENT
  - Maximize student participation in the transition planning process
Example TA With Ample Validity Evidence

- Self-Determination Assessments
  - AIR, ARC, ChoiceMaker
- Adaptive Behavior Scales
  - Vineland
- Interest Inventory
  - O-Net, Self-Directed Search
- Skill Assessment
  - Transition Assessment & Goal Generator
Case Law Decision

Case involved not conducting adequate transition assessments.

Decision:

- Told school to focus on meaningful non-academic goals to prepare students for post-school life.

Massachusetts Bureau Of Special Education Appeals And Currently Under Appeal In Federal Court, Dracut Public Schools, BSEA #08-5330, 15 MSER 78 (2009).
Transition Assessment and Goal Generator (TAGG)

- An easy-to-use transition assessment based upon behaviors and experiences research has identified as associated with post-school employment and further education.
- TAGG assessment yields priority ranked annual transition goals and an overall strengths and needs profile.
- Normed and with ample validity evidence supporting its use as a transition assessment.
- $3.00 per use
- [https://tagg.ou.edu/tagg/](https://tagg.ou.edu/tagg/)
TAGG Constructs

- Strengths and Limitations
- Disability Awareness
- Student Involvement in the IEP
- Persistence
- Goal setting and attainment
- Interacting with Others
- Employment
- Support Community
**Strengths and Limitations**

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

1. The student told someone what he or she does well.

2. The student told someone what he or she has trouble doing.
Combined

Strengths and Limitations

Student

Parent

Professional

Well Below Average | Below Average | Average | Above Average | Well Above Average
Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

**Student**
- Disability Awareness

**Family**
- Employment

**Professional**
- Student Involvement in the IEP

Areas of Relative Strength

Areas of relative strengths represent constructs with comparatively high scores.

**Student**
- Student Involvement in the IEP
- Employment
- Support Community

**Family**
- Goal Setting and Attainment
- Disability Awareness
- Interacting With Others

**Professional**
- Goal Setting and Attainment
- Persistence
- Disability Awareness

Area of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.

**Student**
- Goal Setting and Attainment

**Family**
- Strengths and Limitations

**Professional**
- Employment

Areas of Relative Need

Areas of relative need represent constructs with comparatively low scores.

**Student**
- Interacting With Others
- Persistence
- Strengths and Limitations

**Family**
- Persistence
- Support Community

**Professional**
- Support Community
- Strengths and Limitations
- Interacting With Others
Strengths and Limitations (Based on Family Responses)

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

Goal Setting and Attainment (Based on Student Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Employment (Based on Professional Responses)

The student will report to the class three unpaid jobs that he or she completed for family members and identify how two or more skills learned can be applied to a paid job with 100% accuracy as measured by a teacher-made rubric.

After completing two internships, the student will present to the class three or more of his or her job preference likes and dislikes with 100% accuracy as measured by a teacher-made rubric.
DCDT Transition Standards

- Use valid and reliable transition assessments
- Use assessments on an on-going basis
- Use assessments to identify student interests, skills, and needs
- Interpret results for students, families, and other professionals
- Involve students in the transition planning process
Details How Assessments Need to be Developed

Details needed validity evidence to support use of assessment results
Basic Validity and Reliability Assessment Questions

- What is the purpose?
- Who was it designed for?
- Where did items come from?
- Does ample evidence exist for
  - Internal reliability
  - Test-retest reliability
  - No or minimal bias by gender, placement, GPA, grade, disability category, SES
  - Predictive validity
Transition Assessment Areas

Should Address Three Areas

- Education and Training
- Employment
- Independent Living (optional)
Postsecondary Goal

Fluff Scale

Amount of Fluff

Match Not as Important (Fluff OK)

Firm Match

HIGH SCHOOL YEARS

Freshman  Sophomore  Junior  Senior
Types of Transition Assessments

- Interest Assessments
  - Employment
  - Living Arrangements
  - Educational Choices

- Skill Assessments
  - Vocational
  - Independent Living
  - Educational
Use Results To . . .

- Make informed choices and identify needed skills
- Provides opportunity for students to become actively involved
- Students and families can learn to understand the skills needed for post-school
Career Clusters

- Career Tech Programs use career clusters to organize program offerings.
- Free
# Career Clusters Interest Survey

**Name**

**School** ___________________________ **Date** ___________________________

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learn how things grow and stay alive.</td>
</tr>
<tr>
<td>2.</td>
<td>Make the best use of the earth’s natural resources.</td>
</tr>
<tr>
<td>3.</td>
<td>Hunt and/or fish.</td>
</tr>
<tr>
<td>4.</td>
<td>Protect the environment.</td>
</tr>
<tr>
<td>5.</td>
<td>Be outdoors in all kinds of weather.</td>
</tr>
<tr>
<td>6.</td>
<td>Plan, budget, and keep records.</td>
</tr>
<tr>
<td>7.</td>
<td>Operate machines and keep them in good repair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-reliant</td>
</tr>
<tr>
<td>2.</td>
<td>Nature lover</td>
</tr>
<tr>
<td>3.</td>
<td>Physically active</td>
</tr>
<tr>
<td>4.</td>
<td>Planner</td>
</tr>
<tr>
<td>5.</td>
<td>Creative problem solver</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Math</td>
</tr>
<tr>
<td>2.</td>
<td>Life Sciences</td>
</tr>
<tr>
<td>3.</td>
<td>Earth Sciences</td>
</tr>
<tr>
<td>4.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>5.</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

| Total number circled in Box 1 |  |

<table>
<thead>
<tr>
<th>BOX 2</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read and follow blueprints and/or instructions.</td>
</tr>
<tr>
<td>2.</td>
<td>Picture in my mind what a finished product looks like.</td>
</tr>
<tr>
<td>3.</td>
<td>Work with my hands.</td>
</tr>
<tr>
<td>4.</td>
<td>Perform work that requires precise results.</td>
</tr>
<tr>
<td>5.</td>
<td>Solve technical problems.</td>
</tr>
<tr>
<td>6.</td>
<td>Visit and learn from beautiful, historic, or interesting buildings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 2</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Curious</td>
</tr>
<tr>
<td>2.</td>
<td>Good at following directions</td>
</tr>
<tr>
<td>3.</td>
<td>Pay attention to detail</td>
</tr>
<tr>
<td>4.</td>
<td>Good at visualizing possibilities</td>
</tr>
<tr>
<td>5.</td>
<td>Patient and persistent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 2</th>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Math</td>
</tr>
<tr>
<td>2.</td>
<td>Drafting</td>
</tr>
<tr>
<td>3.</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>4.</td>
<td>Construction Trades</td>
</tr>
<tr>
<td>5.</td>
<td>Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education</td>
</tr>
</tbody>
</table>

| Total number circled in Box 2 |  |
16 Career Clusters

- Agriculture, Food & Natural Resources
- Education & Training
- Hospitality & Tourism
- Manufacturing
- Architecture & Construction
- Finance
- Human Services
- Marketing, Sales & Service
- Arts, A/V Technology & Communications
- Government & Public Administration
- Information Technology
- Science, Technology, Engineering & Mathematics
- Business, Management & Administration
- Health Science
- Law, Public Safety, Corrections & Security
- Transportation, Distribution & Logistics

Career Clusters
Moving Oklahoma Forward
Skill and Ability Videos

Learn about the skills and abilities employers are looking for in job candidates. Each video also includes examples of careers that require the skills or abilities discussed.

Skill and Ability Videos

- Attention
- Auditory and Speech Ability
- Basic Skills
- Control Movement
- Endurance
- Fine Manipulative Ability
- Flexibility, Balance, Coordination
- Idea Generation and Reasoning
- Interpersonal Skills
- Memory
- Perceptual Ability
- Personal Qualities
- Physical Strength
- Quantitative Ability
React to a given situation will determine how suitable you are for some c
Would You Like To See A Career Video?

https://m.youtube.com/watch?v=z78V_oo21Kc
Guide to Assessing College Readiness

- Landmark College Assessment
- Five Domains
  - Academic Skills
  - Self-Understanding
  - Self-Advocacy
  - Executive Functioning
  - Motivation and Confidence
- Cost: Free
Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

LANDMARK®
**DIRECTIONS**

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (√). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you read up to 200 pages in a week?</td>
<td></td>
</tr>
<tr>
<td>2. Do you have a system for taking notes?</td>
<td></td>
</tr>
<tr>
<td>3. Can you write a paper of 10 or more organized pages that refers to two or more sources?</td>
<td></td>
</tr>
<tr>
<td>4. Do you have a system for preparing for tests and exams?</td>
<td></td>
</tr>
<tr>
<td>5. Can you clearly summarize a college-level reading assignment?</td>
<td></td>
</tr>
</tbody>
</table>

**Total from this section**

<table>
<thead>
<tr>
<th>Self-Understanding (Metacognition)</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you define and describe your diagnosis of a learning disability?</td>
<td></td>
</tr>
<tr>
<td>2. Have you read your psychoeducational testing?</td>
<td></td>
</tr>
<tr>
<td>3. Do you know your academic strengths?</td>
<td></td>
</tr>
<tr>
<td>4. Do you know which academic tasks give you the most difficulty?</td>
<td></td>
</tr>
<tr>
<td>5. Can you identify the academic supports you need to be successful?</td>
<td></td>
</tr>
</tbody>
</table>

**Total from this section**

<table>
<thead>
<tr>
<th>Self-Advocacy</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you know your legal rights as a student with a learning disability or AD/HD?</td>
<td></td>
</tr>
<tr>
<td>2. When you run into difficulty, do you ask for help?</td>
<td></td>
</tr>
<tr>
<td>3. Do you schedule your own appointments with doctors, advisors and counselors?</td>
<td></td>
</tr>
<tr>
<td>4. Do you have access to your psychoeducational testing?</td>
<td></td>
</tr>
<tr>
<td>5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?</td>
<td></td>
</tr>
</tbody>
</table>

**Total from this section**
Employability/Life Skill Assessment

- Free
- Self-Help Skills
- Work Habits
- Task Related
- Work Quality
- Attitude
Employability/Life Skills Assessment

Ages 14-21 years

STUDENT INFORMATION

Name: _______________________________ Birthdate: __________________

RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student’s ability and age. Teachers at all age levels have the responsibility to teach employability skills.

GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student’s level of performance in the twenty-four critical employability skill areas identified by Ohio’s Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale:** 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

EXAMPLE (for a 14 year old student)

I. SELF HELP SKILLS

<table>
<thead>
<tr>
<th>AGE</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>4</td>
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</tr>
</tbody>
</table>

**Demonstrates personal hygiene and grooming by:**
- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

B. Dresses appropriately by:
- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.
### IV. QUANTITY OF WORK

**A. Completes work on time by:**
- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

**B. Exhibits stamina by:**
- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

**C. Adapts to increased demands in workload by:**
- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.
Life Skills Inventory

- 15 domains (money, hygiene, safety, etc)
- Four levels: basic, intermediate, advanced, exceptional
- Must know the person or have family member complete
- Cost: free
<table>
<thead>
<tr>
<th>Category F: Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic - Must know 2 of 2:</strong></td>
</tr>
<tr>
<td>- Understands the concept of renting.</td>
</tr>
<tr>
<td>- Knows how to access emergency shelter.</td>
</tr>
<tr>
<td><strong>Intermediate - Must know 3 of 4:</strong></td>
</tr>
<tr>
<td>- Can read want ads for vacancies.</td>
</tr>
<tr>
<td>- Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).</td>
</tr>
<tr>
<td>- Can calculate the costs associated with different types of housing.</td>
</tr>
<tr>
<td>- Can describe pros and cons of choosing a roommate.</td>
</tr>
<tr>
<td><strong>Advanced - Must know 6 of 9:</strong></td>
</tr>
<tr>
<td>- Can identify type of housing that is within budget and meets current housing needs.</td>
</tr>
<tr>
<td>- Can calculate “start up” costs (Utility deposits, connection fees, security deposit, first month’s rent, purchase of furniture and all other household items).</td>
</tr>
<tr>
<td>- Can complete a rental application.</td>
</tr>
<tr>
<td>- Can ask the landlord about the available apartment to determine if it meets their needs.</td>
</tr>
<tr>
<td>- Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.</td>
</tr>
<tr>
<td>- Shows some concern for the rights of other residents with regard to property and noise.</td>
</tr>
<tr>
<td>- Understands the consequences if the rights of other residents are not respected.</td>
</tr>
<tr>
<td>- Understands the implication of the security deposit.</td>
</tr>
<tr>
<td>- Knows the role of a landlord.</td>
</tr>
<tr>
<td><strong>Exceptional - Must know at least 2:</strong></td>
</tr>
<tr>
<td>- Demonstrates the ability to get along with other residents and the landlord.</td>
</tr>
<tr>
<td>- Knows how to get help if there is a conflict with the landlord.</td>
</tr>
<tr>
<td>- Can access emergency assistance for utilities.</td>
</tr>
</tbody>
</table>
Enderle-Severson Transition Rating Form

■ ESTR-J
  □ Students with mild disabilities
  □ Parent (available in Spanish) and Teacher version
  □ Five Transition areas

■ ESTR-III
  □ Students with “more” disabilities
  □ Parent and Teacher version
  □ Five Transition areas

■ ESTR-S
  □ Students with severe/multiple impairments
  □ Parent and Teacher versions
  □ Employment, Rec/leisure, home living, community participation, and adult life
  □ Estr.net (each costs about $2.00)
**Home Living**

**ESTR-J Score:** I scored "Yes" 53% of the time.

**Strengths**
- I am able to use the telephone.
- I practice health care by getting enough sleep, getting exercise, not abusing drugs or alcohol.
- I am able to dress appropriate for the weather and a variety of activities.
- I am able to perform light household maintenance tasks using basic tools.
- I am a good citizen.
- I have an understanding of concepts related to sexual awareness.
- I know how to treat minor medical problems or seek assistance.
- I am able to write notes, letters, phone messages, and e-mails.

**Possible Areas of Concern**

<table>
<thead>
<tr>
<th></th>
<th>I would like this to become part of my IEP this year.</th>
<th>My parents would like this to become part of my IEP this year.</th>
<th>I will work on this at home or in other non school environments</th>
<th>Not to be addressed this year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to develop an understanding of what to do in emergency situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to learn to understand nutrition and plan balanced meals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to learn money management skills such as budgeting and paying bills on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not understand basic parenting skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to learn how to prepare foods that require cooking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Casey Life Skills

- Web based and FREE!!!
- Spanish, French or English, with numerous supplemental assessments
- Youth and caregiver formats
- Automatically scored and sent to you
- Can obtain class summaries
- Provides different levels of questions for students across functioning levels
CLSA

- Appropriate for all youth ages 14 to 21 regardless of living circumstances (i.e., in foster care, with bio-parents, in group homes or other places).

- Comprehensive with 113 assessment items categorized within eight areas for skills, knowledge and awareness. Youth can complete one area at a time or finish the whole assessment in approximately 30-40 minute
<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know where to go to get on the Internet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can find what I need on the Internet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to use my email account.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can create, save, print and send computer documents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the risks of meeting someone in person that I met online.</td>
<td></td>
<td></td>
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<tr>
<td>I would not post pictures or messages if I thought it would hurt someone's feelings.</td>
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<tr>
<td>If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.</td>
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<tr>
<td>I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.</td>
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<tr>
<td>An adult I trust, other than my worker, checks in with me regularly.</td>
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<tr>
<td>When I shop for food, I take a list and I compare prices.</td>
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<tr>
<td>I can make meals with or without using a recipe.</td>
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</tbody>
</table>
Personal Preference Indicators

- Interview format
- Family members, friends, professionals who know student well
- Designed for students with significant support needs
- Likes, dislikes, social indicators, choices
- Health, body clock, future

Cost: free
FAVORITES
Individual Indicators

What are the person’s favorites? Do you know why? How can you tell? Any other things?
- foods
- games
- music/sounds
- smells
- friends
- topics/objects
- activities/place to go
- being alone/with others
- TV show
- animals
- color
- clothes

Who are the person’s favorite people? Do you know why? How can you tell?

What are the person’s favorite things about himself or herself?

FEELINGS
Emotion Indicators

What calms the person? Do you know why? How can you tell?
- holding/being held
- music
- animals
- rocking
- lights
- activities (alone/with others)
- smells/odors
- laughter
- being talked to

What makes the person happy? How do you know?
- outdoors
- indoors
- being with friends/family
- food
Big IDEA #2
Two Steps to Write Post-Secondary Goals

• After graduating from high school and taking into account interests, skills, and based on needs

Students need to answer:

☐ Where do I want to live after leaving high school?
☐ Where do I want to work after leaving high school?
☐ Where do I want to learn after leaving high school?
Big IDEA #3
Write Annual Transition Goals

- After Reviewing Identified Strengths and Based on Needs:
- What skills do I need to learn to live where I want?
  - What skills do I need to learn to work where I want?
  - What skills do I need to go to school where I want?
- Answers to these questions become annual transition goals.
Generalizable Behaviors

- Not all skills are equal
- Focus on skills that when learned will generalize to any type of postsecondary goal.
- Focus on skills we know that when learned will predict better education, employment, and/or independent living outcomes.
- Consider using TAGG or other similar assessments to identify needs that when met will improve likelihood of school and postschool success.
Big IDEA #4
Create Course of Study

- Considering Postsecondary goals, interests, strengths, and needs,
- Students need to answer this question:
  - What classes and activities do I need to prepare me to work, learn, and live where I want after leaving school?
  - What extra activities do I need?
- The answer to this question becomes the course of study.
Course of Study

- List of courses needed to graduate
- List of courses to improve skills related to students’ post-secondary goals

Optional
- List of extra curricula activities
- List of community activities
Big IDEA #5
Coordinated Activities

- Students need to answer:
  - What do I need to do to attain my annual transition goals?

- Answer become **coordinated services** to accompany annual transition goals or **post-school linkages** to assist students to transition to adult life.

- Can be implemented by family, peers, community people
  - Taught by Independent Living Center staff
Post-School Linkages

Individuals or Organizations and Students Need Support Form After Leaving High School

■ Vocational Rehabilitation Counselor
■ Job Coach
■ Disability Resource Support at a Career Technology Center
■ Medical Assistance Providers
Big IDEA #6

Student Engagement in IEP and Transition Planning Process
Teacher-Directed IEP Meetings: What Percent Did These People Talk?

<table>
<thead>
<tr>
<th>Role</th>
<th>% of Time Talked</th>
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</thead>
<tbody>
<tr>
<td>Special Ed Teacher</td>
<td></td>
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<tr>
<td>General Ed Teacher</td>
<td></td>
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<tr>
<td>Administrator</td>
<td></td>
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<tr>
<td>Family Members</td>
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</tr>
<tr>
<td>Support Staff</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>No Conversation</td>
<td></td>
</tr>
<tr>
<td>Multiple Conversations</td>
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</tbody>
</table>
Who Talked At IEP Meetings

- Family: 15%
- SPED: 50%
- Gen Ed: 9%
- Administrators: 9%
- Support: 6%
- Multiple Conv: 5%
- Student: 4%
- No Conv: 2%
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Spirit of IDEA

- Students need to be invited to attend IEP meetings at least when transition age or earlier to learn what to do at transition IEP meetings.
- Implies students be taught to know the language, their role, what to do, and are prepared to become actively involved.
Instructional Materials

■ OU Zarrow Center Website
  □ Self-Directed IEP
  □ Student-Directed Transition Planning
  □ Whose Future Is It Anyway?
■ Self-Advocacy Strategy
■ I’m Determined
  □ VA Dept. of Ed
Self-Directed IEP Steps

- State Purpose of Meeting
- Introduce Team
- Review Past Goals
- Ask for Feedback
- State School and Transition Goals
- Ask Question If Don’t Understand

- Deal with Differences in Opinion
- State Support Needs
- Summarize Goals
- Close Meeting
- Work on Goals All Year
Big IDEA #7
Teach Other Self-Determination Skills

- Me! Lesson to Teach Disability Awareness and Self-Advocacy
- ChoiceMaker Lesson Packages
- Student-Directed Transition Planning Lessons
- SDLMI
- Whose Future Is It Anyway
Big IDEA #8
Paid Employment

- Paid Employment While In High School Predicts Employment After Graduation
  - Work Study
  - Summer Jobs
  - Part-Time Job
  - Community-Based Supported Employment
The REAL Reason You Are Here
State Implementation

- Collaborate with state team to
  - Build plan based on information gleaned from Institute and identified state needs
  - Consider and decide upon methods to implement plan
  - When home join with local teams to pass on information learned and implement plan locally to improve school and post school outcomes
Implementation Cycle

• Plan
• Implement
• Evaluate
• Adjust
• Plan Again
Questions?
Contact Information

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Phone: (405) 831-3660