

The PEAL Center Presents

Transition to Adult Life



*Newsletters
& Publications*

BEGINNING WITH THE END IN MIND
PRESENTERS: LORIE BREW



© Copyright PEAL Center 2015

PEAL CENTER MISSION

The Mission of the PEAL Center is to ensure that children, youth and adults with disabilities and special health care needs lead rich, active lives and participate as full members of their schools and communities by providing training, information and technical assistance based on best practices to individuals, families and all people who support them.

TRANSITION PLANNING

WHERE DO WE START?

TYPICAL CHOICES

- **Employment**, volunteer work
- Continuing **education** (including vocational)
- **Independent Living** – living choices

Community involvement
friends, colleagues, peers, classmates ... socialization

“AFTER YOUR CHILD TURNS 14
EVERY IEP IS A TRANSITION IEP.”
CINDY DUCH, DIRECTOR OF PARENT ADVISING,
PEAL CENTER

BEGINNING WITH THE END IN MIND

Starting your transition file...

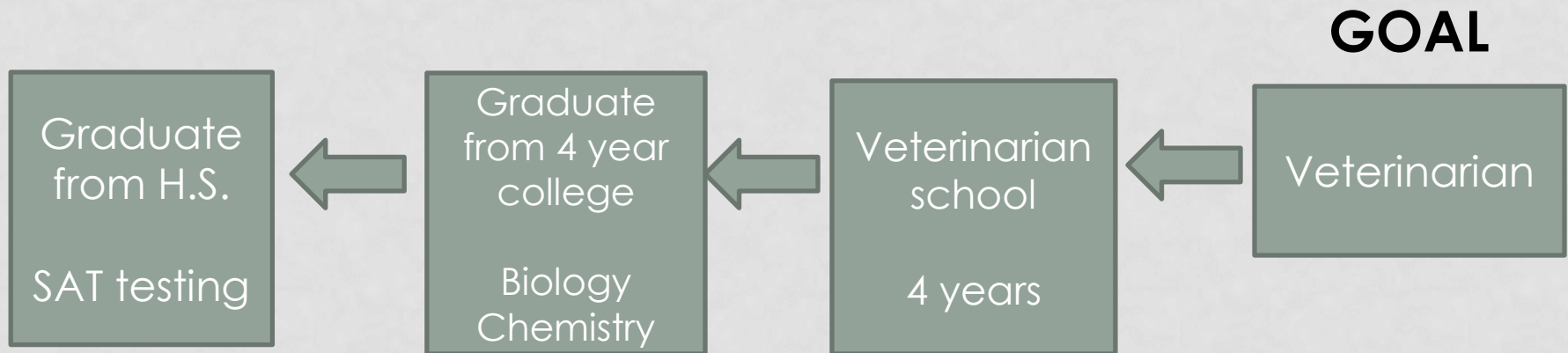
Use the IEP to support transition for your child

- Present levels related to current post-secondary transition goals (IEP)
 - Pay careful attention to what is written in this section
- Parental Concerns
 - This is the location for the family voice to be heard

TRANSITION PLANNING

- Student-focused and student-driven
- Family Involved
- Assessment and design
- Collaborate to frame and deliver services
- Individual development – student learning
- Assessment and revision

TRANSITION PLANNING



SELF-ADVOCACY

- Student Profile (PATTAN handout)
- www.secondarytransition.org



- www.21andable.org
 - Self-Determination checklist

TRANSITION PLAN

WITHIN THE IEP

INDIVIDUALIZED EDUCATION PROGRAM

- The transition plan is within the IEP
- Reference p. 17 in Annotated IEP
- Three Areas
 - Post-Secondary Education and Training
 - Employment-creating a resume through employment activities-pictures, letters of reference
 - Independent Living

TRANSITION TEAM

- Student
- Parents
- Transition Coordinator
- Teachers
- Agency Representatives
(Ex.: OVR, Support Coordination Unit)
- People who know the student well
- LEA
- Nurse (specific for medical needs)

STEPS IN TRANSITION PLANNING

1. Determine present levels of academic achievement & functional performance
2. Identify goals based upon identified needs
3. Determine services and activities that will support the individual's goals
4. Write measureable annual goals (MAGS)
5. Monitor the student's progress on goals

ACTIVITIES & SERVICES

- Specific actions that will be taken for the duration of this IEP (toward the end the student has in mind)
- Begin to create linkages to adult services and activities
- Includes referrals to other resources
- What will the student work on to get to the outcomes and goals?

PLEASE NOTE!

- If a GOAL has been listed in any of the three areas be sure that AT LEAST ONE activity is developed that is addressed in an IEP goal.
- This links transition to instruction!



POST-SCHOOL GOALS

<i>Postsecondary Education and Training Goals:</i>	Measureable Annual Goal Yes/No (Document in Section V)
---	--

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

POST-SCHOOL GOALS

Employment Goals:

Measureable Annual Goal

Yes/No

(Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

POST-SCHOOL GOALS

Independent Living Goal(s), if appropriate:

Measureable Annual Goal

Yes/No

(Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

ASSESSMENT



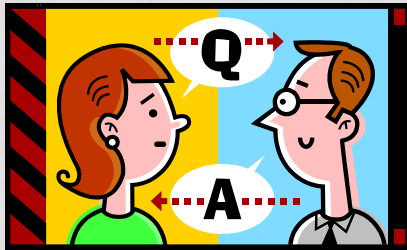
- **Interests** – a measure of opinions, attitudes and preferences
- **Preferences** – what the student values and likes
- **Aptitudes** – a combination of abilities and other characteristics that suggest whether a student might learn or become proficient in a particular area
- **Abilities** – natural talents or acquired proficiencies shown by a student

EXAMPLES OF FORMAL ASSESSMENTS

- **Standardized Tests** – Scholastic Aptitude Test (SAT), American College Testing Program (ACT)
- **Aptitude Tests** – Weschsler Adult Intelligence Scale (WAISIII), The System for Assessment and Group Evaluation (SAGE), McCarron-Dial Evaluation System (MDS), Career Ability Placement Survey (CAPS), Woodcock Johnson Revised
- **Interest Tests** – Career (California) Occupational Preference System (COPS), Kuder General Interest Survey (KGIS), Strong-Campbell Interest Inventory, Keys2Work

EXAMPLES OF INFORMAL ASSESSMENTS

- Student Survey/Interview
 - Parent Survey/Interview
- Observations (Home/School/Community)
 - Teacher Questionnaires
- Person-Centered Planning
 - Work Samples
 - Situational Assessment
- Curriculum-Based Assessments
 - Ecological Assessment
- Functional Behavioral Assessment



EXAMPLES OF OTHER ASSESSMENTS

- Information from student and family members
- Information from employers
- Interests, preferences, aptitudes, abilities
- Career and technical education assessments
- Progress monitoring
- Review of the student's IEP



ACTIVITY

- **Developing MAGS**



HEALTHCARE TRANSITION

- Considerations/ planning:
- Provider transition
 - If at a pediatrician, what is the transition policy?
 - Finding knowledgeable adult providers
- Rights/Responsibilities as ADULTS
 - Is your child competent to make their own decisions?
- Maintaining health, healthcare, Social Security, draft registration
- Power of Attorney/ Guardianship decisions

HELPFUL

TOOLS & RESOURCES

TOOLS TO SUPPORT THE PROCESS

- **P**ennsylvania **T**echnical **T**raining and **A**ssistance **N**etwork (PaTTAN) webinar series (handout)
- www.secondarytransition.org (bookmark)
- **O**ffice of **V**ocational and **R**ehabilitation Services (OVR)
- **N**ational **S**econdary **T**ransition **T**echnical **A**ssistance **C**enter (NSTTAC) <http://nstattac.org/>

ADDITIONAL TOOLS

- <http://www.gottransition.org/>
- DRN's Guardianship in PA
<http://drnpa.org/File/publications/guardianship-in-pennsylvania--march-2010-.pdf>
- PHLP Medicaid Assistance Eligibility Handbook,
<http://www.phlp.org/wp-content/uploads/2015/02/Eligibility-Manual-2015.pdf>

ADDITIONAL TOOLS (CONT.)

- PACER, Center, transition documents
<http://www.pacer.org/publications/transition.asp>

PARENT EDUCATION ADVOCACY & LEADERSHIP CENTER

PEAL Center

2325 E. Carson St Suite 100-A
Pittsburgh, PA 15203-2109
1-866-950-1040 Toll Free
412-281-4409 TTY

520 N. Christopher Columbus Blvd, Suite 602
Philadelphia, PA 19123
215-567-6143
www.pealcenter.org

Like us on Facebook



Follow us on Twitter @PEALCenter

