



Transition 101

National Technical Assistance Center on Transition

Webinar

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What do YOU want to be when you grow up?





When I Grow Up, I Want to:

- Earn minimum wage.
- Live in poverty.
- Further my education in prison.
- Have no health insurance.
- Keep social services in my life.
- Be homeless.

For each 100 students without disabilities leaving school:

- 58 get a permanent, paid job right away.
- A year later, 70 will have a permanent, paid job.
- Throughout adulthood, 82 will continue to work in a permanent, paid job.



For each 100 students with a disability leaving school:

- 28 get a permanent, paid job right away.
- A year later, 38 will have a permanent, paid job.
- Throughout adulthood, 30 will continue to work in a permanent, paid job.



History of Transition – Magic Begins to Happen



- ▶ Late 70s/early 80s – we are looking at how SWD are faring after they leave high school
- ▶ 80s – OSEP begins to fund policies and grants to explore transition services
- ▶ 1990 – IDEA mandates the inclusion of transition services into its reauthorization
- ▶ 2004 – IDEA expands the definition of transition services



Three principles of transition services and IDEA

- **Transition is results-oriented** - The transition requirements of IDEA have shifted to focus on a results-oriented approach so that the IEP documents the actions and goals identified in order to work toward the vision or future plans of the student.
- **Transition is student-centered** – the student’s vision and plans for the future are the driving force behind transition planning.
- **Transition is a coordinated effort** – coordinating the student, family, school personnel, and possibly personnel from agencies outside of the school.

(Adapted from TransitionCoalition.org)



Here's what we know about Transition (i.e., research says):

- ▶ YWD who have transition plans are able to achieve their goals more successfully
- ▶ YWD who are competitively employed in high school have a significantly higher employment rate after high school
- ▶ YWD who have opportunities to use self-advocacy skills are better prepared for further education and employment
- ▶ YWD need strong literacy and math skills if they are to succeed in adult life



The Individuals with Disabilities (2004) Section 602 – Definition of Transition

The term **“transition services”** means **a coordinated set of activities** for a child with a disability that is designed within a **results-oriented process**, that is focused on improving the **academic and functional** achievement 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.**



Transition services are based on the individual child's strengths, preferences, and interests, and

Include **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**.



TRANSITION COMPONENTS (mandated in IDEA 2004)

- ▶ TRANSITION OBJECTIVES must be incorporated in IEPs for students 16 and older
- ▶ IEP MUST INCLUDE instruction and community experiences
- ▶ TRANSITION OBJECTIVES must reflect both academic and functional achievement
- ▶ PARENTS MUST BE NOTIFIED that transition goals and objectives will be discussed at the IEP meeting
- ▶ STUDENTS MUST BE INVITED to the IEP meeting (they are not mandated to come but they must be invited)
- ▶ IF A STUDENT DOES NOT ATTEND, his/her interests and preferences must be considered. Documentation of this is required
- ▶ RELEVANT AGENCIES must be invited to the IEP meeting



Three other laws also protect the rights of individuals with disabilities:

- ▶ Section 504 of the Rehabilitation Act
- ▶ The Americans with Disabilities Amendments Act (ADAAA)
- ▶ The Workforce Innovation and Opportunity Act (WIOA)



SECTION 504 OF THE REHABILITATION ACT

- ▶ USED FOR STUDENTS WHO DO NOT QUALIFY UNDER IDEA
- ▶ MANDATED FOR ENTITIES THAT RECEIVE FEDERAL FUNDS
- ▶ SEEKS TO GUARANTEE NONDISCRIMINATION AGAINST PERSONS WITH DISABILITIES
- ▶ NO FUNDING SOURCE IS ATTACHED - USE OF DISTRICT MONEY ONLY
- ▶ PROVIDES A “504 PLAN” FOR STUDENTS
- ▶ IMPLEMENTS ADAPTATIONS AND MODIFICATIONS IN GENERAL EDUCATION SETTINGS ONLY
- ▶ IMPLEMENTED BY GENERAL EDUCATORS, NOT SPECIAL EDUCATORS
- ▶ USED IN POSTSECONDARY SETTINGS IN CONJUNCTION WITH THE ADA



THE AMERICANS WITH DISABILITIES ACT (ADA)

- ▶ INTENDED FOR ALL CITIZENS FROM BIRTH TO DEATH
- ▶ SEEKS TO END DISCRIMINATION IN THE COMMUNITY AND THE WORKPLACE
- ▶ NO FUNDING SOURCE IS ATTACHED; PRIVATE FUNDING MUST BE USED
- ▶ SEEKS BARRIER-FREE ACCESS IN ALL RESTAURANTS, MALLS, APARTMENTS, ETC...
- ▶ WORKPLACE MUST PROVIDE REASONABLE ACCOMMODATIONS
- ▶ ALL PUBLIC TRANSPORTATION MUST BE ACCESSIBLE
- ▶ ALL TELEPHONE SYSTEMS MUST BE ACCESSIBLE TO HEARING IMPAIRED/DEAF
- ▶ EQUAL OPPORTUNITY GIVEN TO INDIVIDUALS WITH DISABILITIES

Differences in legal responsibility between secondary school and postsecondary education

Secondary School

IDEA (entitlement)

- FAPE required
- IEPs required
- Schools identify, evaluate, and plan educational interventions
- Involve parents or guardians
- Provide non-academic services
- Modify and accommodate instruction, behavior insofar as it impedes academic progress

Postsecondary Ed.

Sec. 504 and ADA (eligibility)

- Deal directly with student (18+ yrs. old)
- Students must self-identify
- Not required to provide FAPE
- Provide verifying documentation
- Act as independent adults:
 - Contact instructors (in person or online)
 - Arrange for personal attendants (tutors, etc.)



Workforce Innovation and Opportunity Act (2014)- Increases Services to Youth with Disabilities

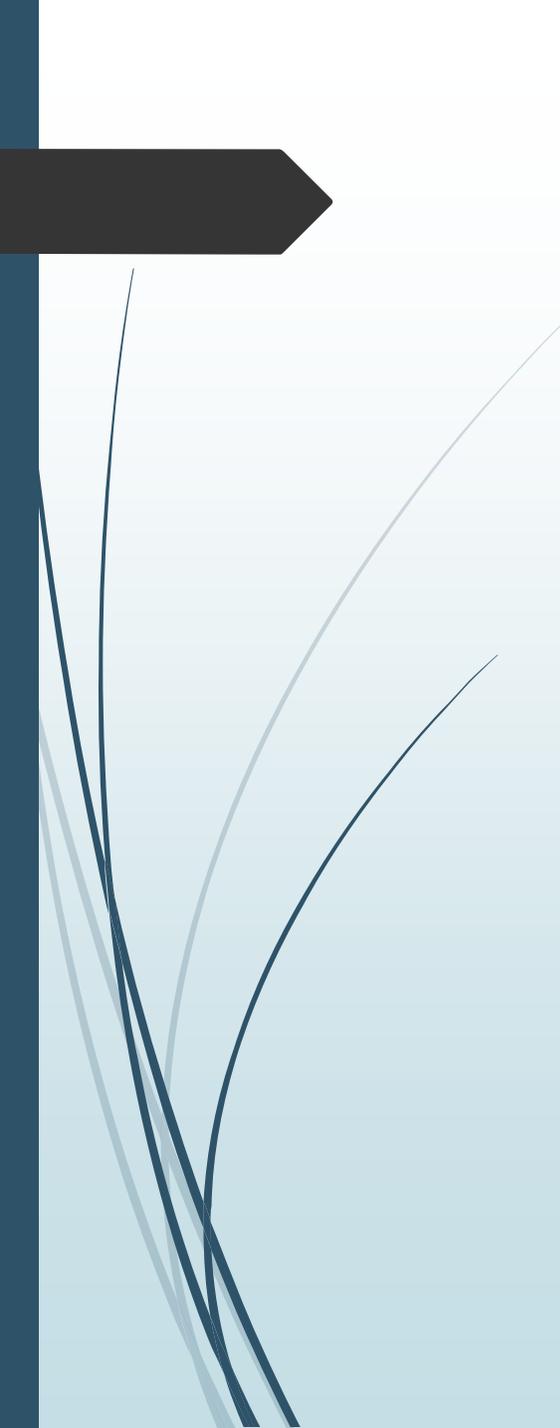
A comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment

- ▶ YWD have more opportunities to practice and improve their workplace skills, to consider career interests, and to get real world work experience.
- ▶ Requires State vocational rehabilitation (VR) agencies to make “pre-employment transition services” available to all students with disabilities.
- ▶ State VR agencies must set aside at least 15 percent of Federal funds to provide pre-employment transition services
- ▶ Limits use of subminimum wage
- ▶ Allows State VR agencies to prioritize serving students with disabilities.
- ▶ Allows State VR agencies to support advanced training in STEM and other technical professions.
- ▶ Dedicates half of the Federal Supported Employment program funds to provide youth with the most significant disabilities with the supports they need to enable them to obtain competitive integrated employment

Pre-Employment Transition Services (Pre-ETS)

- ▶ Job Exploration Counseling
- ▶ Work-Based Learning Experience
- ▶ Counseling Regarding Post-Secondary Programs
- ▶ Workplace Readiness
- ▶ Including Social and Independent Living Skills
- ▶ Instruction in Self-Advocacy





Each state must complete an annual **State Performance Plan (SPP)**. For transition:

- **Indicator 1: Graduation Rates** | Percent of youth with IEPs graduating from high school with a regular diploma.
- **Indicator 2: Drop-out Rates** | Percent of youth with IEPs dropping out of high school.
- **Indicator 13: Post-school Transition Goals in IEP** | Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- **Indicator 14: Participation in Post-secondary Settings** | Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(Sources: IDEA, 20 U.S.C. 1416(a)(3)(A),



Indicator 13 Questions for Compliance

- ▶ Are there **appropriate measurable postsecondary goals** in the areas of training, education, employment, and, where appropriate, independent living skills?
- ▶ Are the **postsecondary goals** updated annually?
- ▶ Is there evidence that the measurable postsecondary goals were based on age appropriate **transition assessment(s)**?
- ▶ Are there **transition services in the IEP** that will reasonably enable the student to meet his or her postsecondary goals?
- ▶ Do the transition services include **courses of study** that will reasonably enable the student to meet his or her postsecondary goals?
- ▶ Is (are) there **annual IEP goal(s)** related to the student's transition services needs?
- ▶ Is there evidence that the **student was invited to the IEP** Team meeting where transition services were discussed?
- ▶ If appropriate, is there evidence that a **representative of any participating agency was invited** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Transition Planning Process within the IEP



Elicit student's strengths and interests

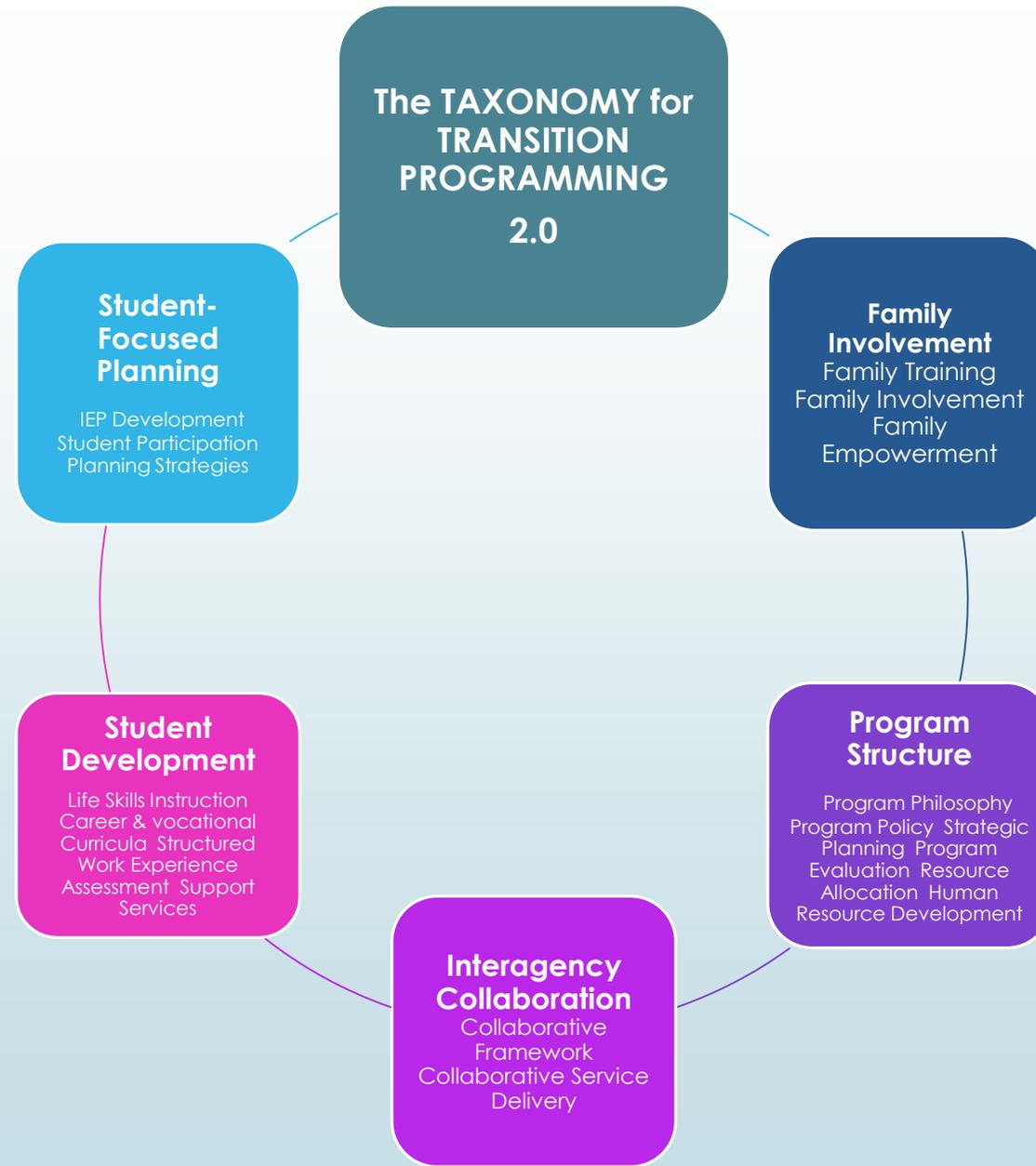
Provide formal and informal assessments (present levels of performance)

Ascertain student needs

Identify measurable post-school goals

Identify annual goals (aligned with academics)





a.

Self-Determination:

Field, Martin, Miller, Ward, and Wehmeyer (1998) defined self-determination as a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.

- **Explicitly** teach the skills and knowledge students need to become self-determined:
- Set **personal goals**
- **Solve problems** that act as barriers to achieving these goals
- **Make appropriate choices** based on personal preferences and interests
- **Participate in decisions** that impact the quality of their lives
- **Advocate** for themselves
- **Create action plans** to achieve goals
- **Self-regulate** and **self-manage** day-to-day actions



Fundamental rights when providing transition services

Student and Family Engagement

- ▶ Students are competent in high school and beyond
- ▶ Students have the ability and the right to make their own choices and decisions
- ▶ Students can lead their own IEP meetings and act as their own advocates
- ▶ Families are partners in the TPP
- ▶ Families will have their children forever, long after you are gone..

Cultural Considerations

- ▶ Cultures are to be respected and honored
- ▶ Be quiet! Listen, ask questions before talking
- ▶ Be aware of cultural or institutional bias and of dominant culture privilege
- ▶ Watch that personal values do not affect decisions
- ▶ Ensure that language does not get misinterpreted in meetings
- ▶ Ensure that decisions fit in families' cultural milieu

**Do You Have Many Questions?
I hope so!!**

Happy Learning!

A lot of people resist transition and therefore never allow themselves to enjoy who they are. Embrace the change, no matter what it is; once you do, you can learn about the new world you're in and take advantage of it.

Nikki Giovanni

