

# Secondary Transition



**Philadelphia Annual Autism Conference**

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# Objectives

- Identify who designs the Individualized Education Program (IEP)
- Give examples of transition services related to post secondary education, independent living, and employment
- Identify the options for students with intellectual disabilities as they leave high school

# What is “Transition”

A coordinated set of activities designed “to facilitate the child’s movement from school to post-school activities,” including post-secondary education, employment and independent living.

School District of Philadelphia partners with employment agencies and providers to provide Pre-Employment Transition Services (PETS).

# Transition Planning (Indicator 13)

Transition planning is the process in which the IEP team sets transition goals for the student's life **POST HIGH SCHOOL.**

In Pennsylvania, transition planning must begin the year the student turns 14 years of age. The IEP must include **measurable** post secondary goals **and** transition services **in addition to** annual IEP goals.

# Members of the IEP Team

- The student
- The student's parent/guardian
- One regular education teacher
- One special education teacher
- LEA Representative
- Agency Representative

# Before the IEP Meeting

- Encourage your child to attend IEP meeting
- Sign and return the Invitation to Participate to an IEP meeting
- Request that an agency representative will be present at the IEP meeting
- Discuss with your child about post-school desired outcomes
- Request that a Transition Assessment be given prior to the IEP meeting

# Plan Before IEP Meeting

your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.

Eve

- Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
- Build on what you started the year before.

	14-15 Year Olds	15-16 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <li>☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.</li> <li>☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.</li> <li>☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.</li> <li>☐ Understand your disability. Ask for your own accommodations and/or assistive technology.</li> </ul> 	<ul style="list-style-type: none"> <li>☐ Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.</li> <li>☐ If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.</li> <li>☐ Visit technical schools or certificate programs you may be interested in.</li> </ul> 
Employment	<ul style="list-style-type: none"> <li>☐ Sign up to volunteer and job shadow during school and/or summer months.</li> <li>☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.</li> <li>☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.</li> </ul> 	<ul style="list-style-type: none"> <li>☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.</li> <li>☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.</li> <li>☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.</li> </ul> 
Community Living	<ul style="list-style-type: none"> <li>☐ Join an activity at your school, community, or place of worship.</li> <li>☐ Practice asking for what you need during your IEP and other meetings.</li> <li>☐ Ask about certified transportation training at your IEP meeting.</li> <li>☐ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.</li> <li>☐ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.</li> <li>☐ Keep a list of your medical conditions and physicians. Be able to describe your health needs.</li> <li>☐ If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.</li> <li>☐ Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these</li> </ul>

# During the IEP Meeting

- The IEP is developed collaboratively with you and your child's input.
- Take notes during the IEP meeting
- Student and parent share desired post-secondary outcomes during the meeting
- Discuss what skills and activities are needed to prepare for desired post-secondary outcomes.

# Present Levels of Academic Achievement Functional Performance (PLAAFP)

## **Assessments must be:**

- interpreted  
updated from previous year
- include formative and summative data and baselines
- address all 3 areas of Transition

\*Post Secondary/training

\*Employment

\*Independent Living (including rec/leisure and  
accessing community)

\*Agency Statement

# Interests and Preferences

## Information from students

- Formal assessments
- Interviews
- Surveys
- Web-based assessments
- Questionnaires
- Direct observations
- Transition checklists

## Information from parents and team members

- Surveys, interviews, rating scales
- Person-centered planning; FBA
- Formal planning tools

## Information from job sites

- Situational assessments
- Ecological assessments
- Employer observations
- Job shadowing
- Volunteering opportunities

# Sample of Assessment as Indicated in PLAAFP

Tina's first interest survey, given in 8<sup>th</sup> grade, indicated she was interested in Cosmetology and fashion. She has used Keys2Work since 9<sup>th</sup> grade to assess her skills, explore interests and career options, and develop requisite skills. On Keys2Work, her career interests fall into the Human Services Cluster, and her personality type has emerged as Artistic-Social. In a student interview conducted in September 2014, she stated she is most interested in hairstyling, but also has interest in fashion, design, and graphics, and she prefers fields that require interpersonal interactions. This aligns with her most recent Keys2Work results and matches input provided by Tina's father regarding her post school employment goal. Tina is scheduled to meet with an Early Reach Coordinator in November 2014.

# TRANSITION SERVICES RELATED TO POST-SECONDARY EDUCATION, EMPLOYMENT AND INDEPENDENT LIVING

## Examples of Services

- **...ADDRESS SKILL DEFICITS & LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING**
- **Build vocabulary skills**
- **Writing conventions**
- **Learn to board a bus**
- **Initiate peer interaction**
- **Improve skills with budgeting, time management, algebraic equations, etc.**
- **Self advocacy skills**

## Examples of Activities

- **Provided to help student achieve post-secondary goals, BUT DON'T NEED MEASURABLE ANNUAL GOALS**
- **Visit a college or job fair**
- **Complete career portfolio**
- **Job shadow 4 hours per 9 weeks**
- **Meet with guidance counselor to review graduation plan**
- **Senior project**
- **Group or individual meeting with OVR counselor**

# Sample Grid → Post-Secondary Education:

<b>Postsecondary Education and Training Goal:</b> Tina has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
<b>Courses of Study:</b> Biology, English 3, American History, Algebra I, Art and Design					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
Assist student to complete application for admission to Cosmetology program.	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff

# Criteria for Measurable Annual Goals

1. Condition
2. Child's Name
3. Clearly defined Behavior
4. Performance Criteria (**must include ALL 3 areas**)
  - a. Performance criterion (**how well?**)
  - b. Number of times needed to demonstrate mastery (**how consistently?**)
  - c. Evaluation schedule (**how often will student be evaluated?**)

# Alignment Happens when:

Present Ed

Needs

Grid

Mag

Levels



- 3 needs address in the PLAFF explained in depth
- 3 needs listed (improve, increase, develop)
- 3 goals in the grids (independent living, if applicable)
- 3 Measurable Annual Goals

# After the IEP Meeting

- Talk with teachers implementing the IEPs to ensure that child's needs are being met
- Obtain progress reports at least as frequently as the school sends quarterly grades
- If your child is not meeting the transition goals specified in the IEP, request a new transition meeting to collaborate on modifying and/or changing transition short term objectives.

# Work Experience for High School Students with Disabilities Act

## Act 26 OF 2016

**REQUIRES** collaboration between Office of Vocational Rehabilitation (OVR) and LEAs to develop IEP's that will include employability training, when appropriate.

Encourages OVR counselors to participate in IEP meetings when they are invited.

# The Office of Vocational Rehabilitation OVR

**OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment**

**717-787-5279**

**[www.dli.state.pa.us](http://www.dli.state.pa.us)**



# Transition Programs

## Marriott Bridges from School to Work

- 15-24 month long program that helps youth with disabilities ages 17-22, find employment.

## Project SEARCH

- Business led, one year, school to work program that takes place entirely at the internship sites.
- Drexel Autism Institute, students with diagnosis of Autism
- The School District of Philadelphia, students with Intellectual Disabilities
- Bryn Mawr Hospital, students with Traumatic Brain Injury, and Neurological Impairments

# College Based Transition Programs

268 college programs nationwide for students with Intellectual Disabilities or Autism

96 of these programs serve students while the student is still in high school (18-21 years old)

- <https://thinkcollege.net/resources/rethinking-college>

# Contact Information

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