

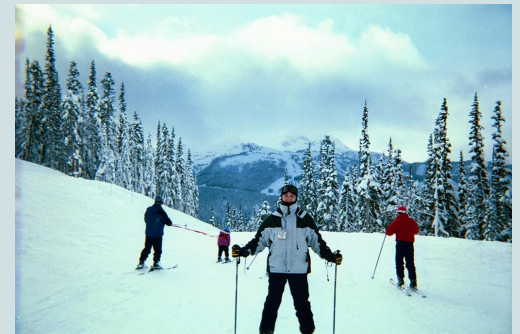
# Preparing for Transition to Adulthood



# Favorite Vacation

## Menti.com

### Code: 37681216



# What is Secondary Transition?

"**a coordinated set of activities** for a child with a disability that is designed within a **result-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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

# Transition through 2 Lenses

IDEA – College and Career Ready related to Special Education Students

Individual Student

Involvement at age 14

SPECIFIC INDIVIDUAL GOALS –

- Postsecondary Education/Training
- Employment
- Independent Living

Interagency Involvement

Individualized to meet the unique strengths and needs

# Transition through 2 Lenses

PA 339 – College and Career Ready  
for All Students

All Students

K-12 Comprehensive Plan

Career Education Workforce Standards

CEW

- Career Awareness and Preparation
- Career Acquisition
- Career Retention and Advancement
- Entrepreneurship

Advisory Counsel with Interagency and Community  
Representation

Comprehensive curriculum, information collected, ability to  
organize resources

# Post-Secondary Goals vs. Measurable Annual Goals

## Measurable Annual Goals

- Address skill deficits
- Updated Annually
- Based on Assessment data
- Individualized
- Written to include:
  - Condition
  - Student name
  - Clearly defined behavior
  - Performance criteria
- Requires progress monitoring

# Post-Secondary Goals vs. Measurable Annual Goals

## Post-Secondary Transition Goals/Outcomes

- Updated annually
- Based on assessment/interests/family data
- **Individualized**
- Written to include:
  - Student name
  - Future goals/wishes
- Does NOT required progress monitoring
- Address:
  - What type of work do I want to do after high school?
  - What further education do I need to do that type of work (college, training program, etc.)?
  - Where do I want to live after high school?

# Interests, Preferences, and Aptitudes

Information from students	Information from parents and team members	Information from job sites
Formal assessments	Surveys, interviews, rating scales	Situational assessments
Interviews	Person-centered planning; FBA	Ecological assessment
Surveys	Formal planning tools	Employer observations
Web-based assessments		Job shadowing
Questionnaires		Volunteering opportunities
Direct observations		
Transition checklists		

# Sample Grid → Post-Secondary Education:

<b>Postsecondary Education and Training Goal:</b>  Following Graduation, Sierra has a goal of going to Lehigh County Community College with the SEED program's support.					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
<b>Courses of Study:</b> Current: English, Algebra 1 Projected: English, Algebra 2, Chemistry					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*improve math application skills	High School Academic Classes and Resource Room	During the school day	10/4/16	10/3/2017	LEA, General and Special Education Staff
Provided opportunity to explore majors at community college	High School Academic classes and Resource Room	At least one opportunity	10/4/16	10/3/2017	LEA, General and Special Education Staff
Opportunity to explore admissions qualifications for community college	High School Academic classes and Resource Room	At least one time per year	10/4/16	10/3/2017	LEA, General and Special Education Staff

# Sample Grid → Employment

<b>Employment Goal:</b>  Following Graduation, Rayna has a goal of working competitively in the food service industry.					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
<b>Courses of Study:</b> Current: Functional Reading 10, Functional Reading 10 Projected: Functional Reading 11, Functional Reading 11					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Improve reading comprehension skills	High School	During the school day	10/4/16	10/3/2017	LEA, Special Education Staff
Provided opportunity explore food industry jobs online	High School	monthly	10/4/16	10/3/2017	LEA, General and Special Education Staff
Provide opportunity to write a resume	High School	Two times per year	10/4/16	10/3/2017	LEA, General and Special Education Staff

# Sample Grid → Employment:

<b>Employment Goal:</b>  Following Graduation, Johnny and his family have a goal of him attending a community participation supports program.					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
<b>Courses of Study:</b> Current: Functional math 12, functional reading 12 Projected: Functional math 12+, functional reading 12+					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Improve communication skills	High School	During the school day	10/4/16	10/3/2017	LEA, General and Special Education Staff
Provided opportunity to explore areas of interest	High School	At least 2 times per quarter	10/4/16	10/3/2017	LEA, General and Special Education Staff
Provided with 2016-2017 CLIU Family Reference Guide	High School	One time per year	10/4/16	10/3/2017	LEA, Special Education Staff

# Sample Grid → Independent Living

<b>Independent Living Goal:</b>  Following Graduation, Rayna has a goal of living in the community with supports from family and agencies					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
<b>Courses of Study:</b> Current: Functional Reading 10, Functional Reading 10 Projected: Functional Reading 11, Functional Reading 11					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Improve written expression skills	High School	During the school day	10/4/16	10/3/2017	LEA, General and Special Education Staff
Provided the opportunity to participate in her IIEP meeting	High School	One time a year	10/4/16	10/3/2017	LEA, Rayna, Special Education Staff
Opportunity to use functional reading and math skills in the kitchen setting.	High School	One time per year	10/4/16	10/3/2017	LEA, Special Education Staff

# CLIU 21 Transition Google Drive Walkthrough

## Family / Student Resources Folder

- Agency Folder
- CLTCC Folder
- Financial planning / Waivers
- Healthcare
- Self - Advocacy Skills
- Transportation
- Path to the Future Family Sessions

<https://drive.google.com/drive/folders/1zWfiG7Eo1Sq8HJI1-Fq3cKVkLjHSZcx6?usp=sharing>

# CLIU 21 Tuesday Transition Smore

<https://www.smore.com/ad0p1>

Subscribe to follow weekly news

- IEP Transition information
- Agency highlights
- Student/Teacher highlights
- Upcoming Transition Events

# CLIU Family Reference Guide



[https://drive.google.com/file/d/1pLUJqpfBV0h23kP8t\\_Co-Bejrdmtcgq2/view?usp=share\\_link](https://drive.google.com/file/d/1pLUJqpfBV0h23kP8t_Co-Bejrdmtcgq2/view?usp=share_link)

# What can be done at home/school to promote independence?

<https://docs.google.com/document/d/1XFtT0dsiUR2ZxqSnylqGcW2Ay-xqmKroL63d4TfeEzY/edit>

# Questions

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