



Oklahoma State Department of Education
Special Education Services

Secondary Transition

What is secondary transition?

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

The Individuals with Disabilities Education Act (IDEA) 2004

IDEA requires: beginning not later than the first Individualized Education Program (IEP) to be in effect when the child is 16

Oklahoma requires: transition services to be in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever occurs first and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to **training/education, employment, and, independent living skills** (where appropriate).

Components to be Addressed for Secondary Transition

- Transition Assessment
- Course of Study
- Postsecondary goals
- Short-term Objectives/ Benchmarks (*when needed*)
- Transition Activities
- College preparatory/ Work Ready Curriculum
- Transfer of Rights
- Vocational Rehabilitation and Career and Technology Education
- Summary of Performance (SOP), OSDE Form 11

Transition Assessment

- To assist children in making informed decisions about their postsecondary goals, vocational assessments, including interest, aptitude and ability, should be utilized.
- Transition assessment results must be incorporated into the IEP and considered as one of many components in making transition planning decisions.

Areas of Transition Assessment

- Work Environments
- Personal/Social
- Curriculum
- Independent Living Skills
- Career Planning
- Interest Inventories



Examples of Assessments

- CASEYLIFESKILLS.ORG
- **Career Ability Placement Survey (CAPS)**
- **Career Occupational Preference System (COPS)**
- **Career Orientation Placement Evaluation Survey (COPES)**
- **Career Maturity Inventory**

Examples of Assessments

- Choose and Take Action Software
- Career Cluster interest inventory
- Plan
- Explore
- American College Testing (ACT)
- Scholastic Aptitude Test (SAT)
- Choosing Employment Goals
- Independent Living Behavior Checklist

What good is this information?

- Transition assessments will enable students to:
 - Improve skills
 - Identify areas of future study
 - Identify areas of employment
 - Determine strengths, weaknesses, and interests
 - Help teachers and service providers assist students in developing secondary transition plans

Transition Service Plan Form 7

IEP – Transition Services Plan

(This IEP must include secondary transition services that are in effect not later than the beginning of the student's sixth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually.)

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

Preferences, Strengths, Interests and Course of Study BASED ON Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Desired Post-Secondary/Outcome Completion Goals (These goals are to be achieved after graduation and there must be a goal for Education/Training and Employment)

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the student's post-secondary preferences, strengths and needs. Note: There must be a Transition IEP Goal to help the child reach each of the desired Post-Secondary/Outcome Completion Goals. For students assessed by alternate achievement standards, include short term objectives/benchmarks.

Education/Training (Goals based on academic, functional academic, life centered competencies or career/technical or agricultural training needs and job training)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion
Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

Course of Study

The **course of study** Courses should be specific to each child and demonstrate a direct link to their postsecondary goals.



Postsecondary Goals

- Each child, *in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first*, must have a postsecondary goal/vision listed on the transition services plan page of the IEP and must address the following:
 - Education/training
 - Employment
 - Independent living (*as needed*).



Transition Goals

- The postsecondary goals should drive further development of the transition plan, including annual transition IEP goal(s) found on page two of the IEP.
- The transition IEP goal(s) must demonstrate movement toward reaching the postsecondary outcomes.

Objectives and Benchmarks

- If the child is taught to alternate achievement standards, the IEP must also include short-term objectives or benchmarks for each goal.
- There must be at least **two short-term objectives or benchmarks** for each goal. Teachers should consider all of the child's needs and steps necessary to achieve the goal when writing short-term objectives and benchmarks.

Transition Activities

- The **transition activities** will assist the child in accomplishing the annual transition IEP goals.



- These activities could be provided by the special education teacher, general education teacher, parent, etc.

Transition Activities Examples

- For example, if a child was working toward becoming a welder, some coordinated activities provided by the technology center might include learning job readiness skills (e.g., building a resume, practicing interviewing skills), competing in competitions using his welding skills, job shadowing, and participating in on-the-job training.
- Additional activities may include practicing vocabulary specific to welding and developing math skills needed for the occupation.

Transition Service Plan Form 7

IEP – Transition Services Plan

(The IEP must include secondary transition services that are in effect not later than the beginning of the student's sixth grade year or upon turning 16 years of age, whichever occurs first, or younger, if determined appropriate by the IEP team, and updated annually.)

NAME OF CHILD: _____ STUDENT ID: _____

FIRST		MIDDLE		LAST	
Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post-School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)					
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion		
Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)					
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion		

Curriculum Participation

Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum the parent or legal guardian must complete an opt-out form provided by the school. The curriculum option marked below must match the student's educational records in their cumulative folder.

Select Curriculum: ACE College Preparatory/Work Ready Core Curriculum

Projected Date of Graduation/Program Completion and Type

Date _____
 Standard Diploma Diploma via General Educational Development (GED) Other _____

Vocational Education/Rehabilitation

<input type="checkbox"/> Yes <input type="checkbox"/> No	In planning the course of study, is information needed regarding opportunities for vocational education (e.g., high school vocational education courses, school-based training, work study programs, technology education, or area career technology center programs)? If yes, document date(s) when information was provided to young adult and parent(s). Date: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy. Person responsible for the referral: _____ Date: _____ Name of the Vocational Rehabilitation Counselor: _____

Transfer of Rights/Age of Majority

<input type="checkbox"/> Yes <input type="checkbox"/> No	By age 17, have young adult and parent(s) been informed of any transfer of rights at age of majority? If no explain why: _____
Comments: _____ _____ _____	

Transfer of Rights

- Children and parents must be informed about the age of majority and transfer of rights by the time the child reaches **17 years of age**.
- In the case of a child reaching the age of majority, the notification of meeting will be addressed to the child and a copy will be provided to the parent(s).

Transfer of Rights

Local educational agencies (LEAs) should inform parent(s) of their option to **seek legal advice** if they plan to continue making decisions for their child upon the child reaching the age of majority.

College Preparatory/Work Ready Curriculum

- Students entering 9th grade are enrolled in the College Preparatory/Work Ready Curriculum.
- To opt-out of the College Preparatory/Work Ready Curriculum tack for the Core Curriculum, the parent must complete a form provided by the school.
- The IEP team must know if the parent has opted-out to assist in the IEP development and transition service plan.

Summary of Performance Form 11

NAME OF CHILD: _____ AGE: _____
FIRST/MIDDLE/LAST

BIRTHDATE: _____ DATE OF GRADUATION: _____
MONTH/DAY/YEAR

DISTRICT/AGENCY: _____ DATE OF SUMMARY: _____

STUDENT SUMMARY OF PERFORMANCE

Summary of Academic Achievement and Functional Performance: Provide the most recent evaluation data, current grades, GPA, levels of functioning, and progress made toward achieving postsecondary goals related to training, education, employment, and independent living skills.

Recommendations for assisting the student in meeting his or her postsecondary goals: Provide information about activities, modifications, accommodations, assistive technology, and strategies that enable the student to be successful in reaching their postsecondary goal(s).

Summary of Performance Form 11

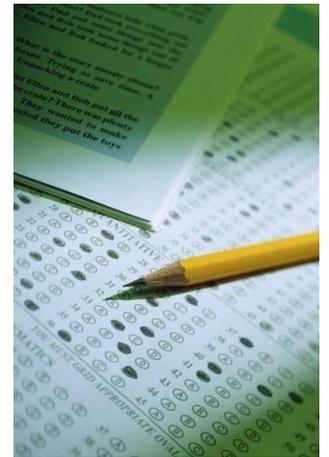
IDEA 2004

34 CFR 300.305

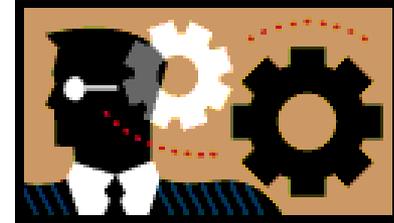
- At the time of termination of eligibility due to graduation with a regular high school diploma; or because the child exceeds the age of eligibility,
- LEAs must provide the child with a summary of his or her:
 - Academic achievement; and
 - Functional performance, including recommendations on how to assist the child in meeting postsecondary goal(s).

What should be considered?

- Test results and interpretations
- Accommodations and modifications
- Present levels
- Goals
- Documentation of disability and assessments



Other Needs



- Self-advocacy skills
- Self-disclosure
- Soft Skills (e.g., self-management, responsibility, integrity, honesty, punctuality, sociability, working on a team)

Questions



Ryan

- Ryan is a high school junior with a specific learning disability. Test scores indicate he reads on a fourth grade level and is on the fifth grade level in math. Ryan wants to go into the Air Force, like his father and older brother.



SAMPLE POSTSECONDARY GOAL

“Ryan will join the Air Force and receive on-the-job training. He plans to live on base.”

What about Ryan?

- Consider what annual transition IEP goal(s) will assist Ryan in working toward his postsecondary goals. *What academic areas does Ryan need to improve upon?*
- **Education/Training Goal:** “Ryan will list, in order of rank, all enlisted air force personnel from Airman Basic to Chief Master Sergeant, noting at least three jobs performed at each position.”
- **Employment Goal:** “Ryan will report on 5 possible Air Force occupations that he is interested in, based on research and results from his taking the ASVAB.”
- **Independent Living Skills Goal:** “Ryan will contact an air force base to determine housing options available to enlisted personnel. (e.g., base housing, local apartment, etc.)

Coordinated Activities

Ryan

- Take the ASVAB
- Job shadow different positions at Tinker
- Visit Air Force recruiter
- Obtain driver's license
- Learn Air Force vocabulary
- Build resume
- Practice interviewing skills
- Open a checking/savings account at local bank

Ryan's Course of Study

In what courses should Ryan enroll to reach his annual IEP goal(s) and postsecondary goal(s)?

- Auto Mechanics
- Introduction to Computer Keyboarding class
- Personal Finance

Kendra

- Kendra is sixteen years old. She has Down Syndrome and learning disabilities. Her reading and written expression is at a 6th grade level and she is able to do basic math. Kendra has very good social skills and enjoys being around others. She wants to work in an office some day. Kendra wants to get married and live independently.



Sample Postsecondary Goal

“Kendra will attend her local Career Tech center in the Administrative Assistant program in order to work in an office. She will live independently.”

What about Kendra?

- Consider what annual transition IEP goal(s) will assist Kendra in working toward her postsecondary goals. *What academic areas does Kendra need to improve upon?*
 - **Education/Training Goal:** *“Kendra will call five local businesses and interview/survey administrative assistants regarding their job duties and job requirements.”*
 - **Employment Goal:** *“Kendra will work in the high school office two class periods daily, as a part of the Work Study program, clocking in and out, performing simple filing and other light office duties.”*
 - **Independent Living Skills Goal:** *“Kendra will develop and apply banking account management skills (e.g., correctly write, endorse, and deposit checks; balance a checkbook; and reconcile checking account statements) correctly.”*

Coordinated Activities

Kendra

- Practice phone skills
- Job shadow an administrative assistant
- Visit local Career Tech
- Look for apartments
- Build resume
- Practice interviewing skills
- Practice keyboarding skills
- Filing by date or alphabet

Kendra's Course of Study

In what courses should Kendra enroll to reach her annual IEP goal(s) and postsecondary goal(s)?

- Family and Consumer Science
- Introduction to Computer Keyboarding class
- Business Math

Resources

Oklahoma State Department of Education Resources

<http://ok.gov/sde/secondary-transition>

- NSTTAC Indicator 13 Checklist
- Timeline of Transition Activities
- Transition Handbook

Outside Resource

- Oklahoma Department of Rehabilitation Services

<http://okrehab.org>

Resources

Oklahoma ABLE Tech

Web Accessibility for Higher Education Project

Runs through Fall 2016

Contact: Brenda Dawes

Program Manager

408/744-5170 or 800-257-1705

www.ok.gov/abletech/wahep

Goal: To work directly with the Institutes of Higher Education to increase the accessibility and legal compliance for students needing accommodations.

Secondary Transition Contacts

Oklahoma State Department of Education

Special Education Services

2500 North Lincoln Boulevard, Suite 412

Oklahoma City, Ok 73105

<http://ok.gov/sde>

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Secondary Transition Specialist

Tina Spence

405/521-4877

Tina.Spence@sde.ok.gov