OKLAHOMA'S
SECONDARY TRANSITION EDUCATION HANDBOOK

FACILITATING TRANSITION OF STUDENTS WITH IEPS FROM SCHOOL TO FURTHER EDUCATION, EMPLOYMENT, OR INDEPENDENT LIVING

OKLAHOMA STATE DEPARTMENT OF
EDUCATION

Oklahoma's Secondary Transition Education Handbook

Facilitating Transition of Students with IEPs from School to Further Education, Employment, or Independent Living

_____

Special Education Services

Oklahoma State Department of Education

2014 EDITION

Contents

When Transition Education Must Begin

Quality transition education improves the likelihood for school graduation and positive post-school outcomes. Federal legislation provides the minimum age that transition planning must begin. Oklahoma opted to begin formal transition education earlier than the federal minimum age.

Federal

IDEA 2004 requires that transition planning begin no later than the first Individualized Education Program (IEP) to be in effect when the child turns 16, and updated annually thereafter. 34 CFR § 300.320 (b)

Oklahoma

Oklahoma's *Special Education Policy* indicates that transition services must be in place for implementation by the beginning of the student's ninth grade year or upon turning age 16, whichever comes first. Transition planning may begin at a younger age if deemed necessary by the IEP team.

Note: Several Oklahoma school districts have opted to begin transition planning earlier than required for students with an IEP.

Postsecondary Education Financial Support

Oklahoma provides scholarship opportunities through the Oklahoma's Promise program for students who meet specific financial and academic requirements. Students must complete applications for the Oklahoma Promise program in the 8th through the 10th grade. Students who have an IEP and qualify for the Oklahoma Promise program will need to develop a *college prep academic course of study* before entering high school. This should be discussed during middle school IEP meetings. Students, their families and educators need to make certain that students who plan to attend an Oklahoma institute of higher education or career technology center apply for the Oklahoma's Promise program. If students complete the first two years of high school following the "core curriculum" sequence, they may lack the academic courses required to obtain an Oklahoma Promise scholarship. For more information on Oklahoma's Promise program go to http://www.okhighered.org/okpromise/.

Interagency Linkages

Students with disabilities may require support throughout adulthood or as part of their transition from high school into adulthood. Students requiring support from the Oklahoma Developmental Disabilities Service (DDS) must begin the application process early to increase the likelihood of obtaining services upon completion of high school. Families and students must be made aware of this process and are encouraged to enroll when the child is as young as three years old due to possible waiting lists. Thus, best practice suggests holding transition-planning meetings in middle school or even grade school for students who may need additional post-high school support.

Transition Defined

Purpose of Special Education

Oklahoma's Special Education Policy and Handbook ensure that all students with an Individualized Education Program (IEP) have access to a Free Appropriate Public Education (FAPE) that emphasizes designing special education and related services to meet students' unique needs and prepares them for employment, further education, and independent living. Desired employment, further education and independent living outcomes become the postsecondary goals that drive the transition planning process and the secondary IEP.

The transition planning process provides opportunities for the young adult with disabilities to explore and identify post-school goals. Transition planning provides educators the opportunity to structure the IEP transition components to facilitate attainment of students' post-school goals and to facilitate successful movement from high school to graduation.

Transition services may include:
- *Instruction* Teaching specific skills in both formal and informal educational settings and in the community.
- *Community Experience* Opportunities provided to learn skills and experience events outside the school and the school classroom in the community. This includes job shadowing, tours of postsecondary educational facilities, community work experiences, recreational experiences, volunteer work, and learning and using community resources.
- *Development of Employment and Other Post-School Adult-Living Objectives* Developing additional post-secondary goals and annual objectives through career

exploration activities, self-awareness and self-advocacy efforts, and vocational experiences.

- *Acquisition of Daily Living Skills (when appropriate)* Creating opportunities at school and in the community to learn skills to live independently or with support. These skills include housekeeping, medication self-management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.

- *Functional Vocational Evaluation* Includes situational assessments at actual job sites and/or use of checklists and other tools that assess student interests and skills across a variety of job sites.

Transition Education: A Fundamental Aspect of Secondary Education

Transition education implies that transition is not an add-on program for students with disabilities once they reach transition age, but rather transition education becomes the fundamental basis of secondary education (Kohler & Field, 2003). Transition education uses research based best practices to provide opportunities for students to learn the skills and have the experiences that are associated with post-school success. Together, using best practices to teach students critical transition skills and providing supports as students' transition from high school into their adult life enable students to attain postsecondary goals.

Transition Taxonomy

Oklahoma's transition education practices follow a model called the Taxonomy of Transition Programming. Kohler's (1996) transition education model consists of five components. Together, they detail the transition practices and policies needed to prepare students for employment, further education, and independent living. To read more about the transition taxonomy and to better understand each component, the entire taxonomy can be downloaded at http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf.
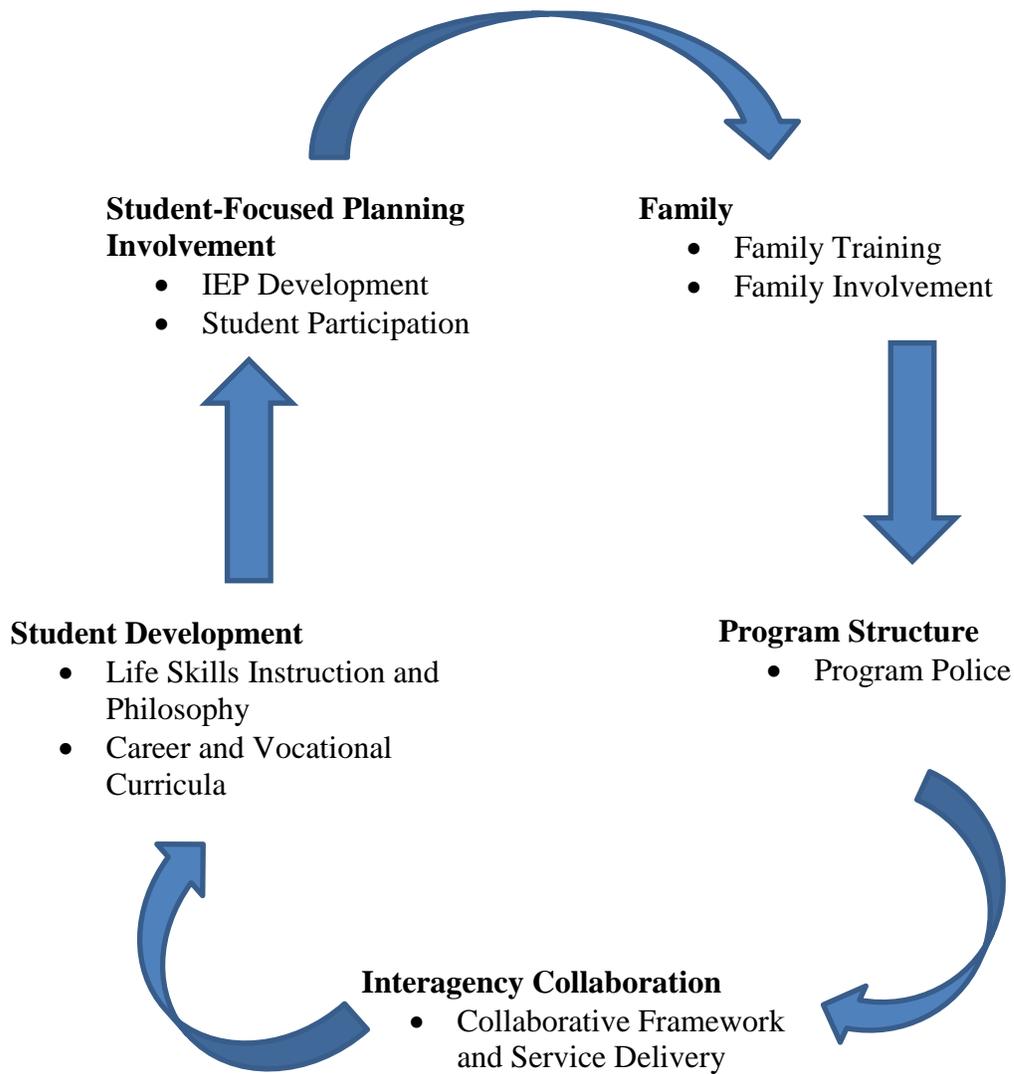
The Taxonomy for Transition Programming

Student-Focused Planning Involvement
- IEP Development
- Student Participation

Family
- Family Training
- Family Involvement

Student Development
- Life Skills Instruction and Philosophy
- Career and Vocational Curricula

Program Structure
- Program Police

Interagency Collaboration
- Collaborative Framework and Service Delivery

10 Clusters of Student Behaviors and Experiences Associated with School and Post-School Success

A review of transition research identified 10 clusters of student behaviors and experiences associated with school and post-school success (McConnell et al., 2011).

1) Knowledge of Strengths and Limitations

Successful students know personal areas of mastery and limited ability. The student knows how the strengths and limitations affect him or her and identifies situations in which successes and failures may occur. Students may not use correct terminology, yet need to be aware of their strengths and limitations in academic and nonacademic settings and must be able to communicate these strengths and limitations to others. Successful individuals predetermine situations and tasks where they most likely will and will not be successful.

2) Actions Related to Strengths and Limitations

Once students are aware of their strengths and limitations, they must act upon this knowledge by seeking situations where they maximize strengths and minimize limitations. Students must actively seek situations to use their strengths in school and in the community. For example, if a student has a disability in the area of written expression, he or she may choose to become a club photographer rather than the club secretary. Students need to develop skills and strategies to compensate for limitations, such as lip reading, memory aids, and use of assistive technology. Students may create new strategies to accomplish tasks that are difficult. Successful individuals consider their limitations when choosing employment options and do not choose careers that highlight limitations.

3) Disability Awareness

People who experience success after high school are aware of their disability and do not allow the disability to define them. Some successful individuals consider the disability as a positive aspect of life, beginning with a clear understanding of the definition of the word "disability." Students need to understand the challenges they will face due to the disability and learn to confront and avoid specific situations based on this knowledge. Students need to explain their disability in a variety of ways to ensure others with and without disability-related knowledge will understand accommodations needed for success. Students should have opportunities to practice explaining their disability to postsecondary disability services providers and future employers to request accommodations. Students may obtain disability information from a variety of settings including the Internet, doctors, teachers, and family.

4) Persistence

Many successful individuals with disabilities express the importance of persistence in all aspects of life. Individuals with disabilities who experienced success in postsecondary educational settings began college knowing they would spend more hours studying and completing assignments required than other students and began this behavior in high school. They did not give up when faced with adversity, but learned shifting goals when necessary to become successful. Successful college students with disabilities learned to use a variety of flexible strategies to continue their college pursuit including changing professors, classes, majors, colleges, and seeking individuals for assistance.

5) Proactive Involvement

Successful students effectively interact with family, friends, classmates, educators, and other adults while participating in school organizations or in community social organizations. Family and friends are important to the career plans and methods to find employment for individuals with disabilities. Proactivity predicts post-school success by stating that successful individuals with disabilities "were engaged in the world around them, politically, economically, and socially. They participated in community activities and took an active role in their families, neighborhoods, and friendship groups" (Goldberg, Higgins, Raskind, & Herman, 2003, p. 226).

6) Goal Setting and Attainment

Goal-oriented students have set and attained goals in the past and can plan to set and attain goals now and in the future. Students who are successful reaching postsecondary goals define realistic goals that match interests and skills. They are able to break long-term goals into smaller more manageable steps, continuously monitor their progress, problem-solve by using supports, and adjust goals as needed based upon feedback. Goal-oriented students tend to prioritize and complete smaller goals or steps in a logical order to achieve a larger goal.

7) Employment

To experience successful post-school employment, students must first express a desire to obtain a job, and then actively seek a position. Students with disabilities who obtain employment during high school are more likely to maintain employment after high school. Students who experience employment are more able to find a job that matches their skills and interests, and are more able to seek and find jobs in the community than those who did not experience employment during high school. Employers tend to prefer employees with prior work experience, and students may use the prior work experience as career exploration. Completion of an unpaid internship might

also teach necessary work-related behaviors, and those students who complete internships are more likely to obtain jobs after high school. Students can also demonstrate job-readiness skills by attending school on time, working hard, getting along with others, and managing personal hygiene.

8) Self-Advocacy

Students who are self-advocates look for and use various resources to learn more about their disabilities, legal rights, and supports or accommodations including the Internet, educators, and support people. They appropriately disclose their disability, actively participate in transition IEP meetings, recall transition goals outside of the IEP meeting, request appropriate supports or accommodations according to legal rights, and know documentation required. Students need to use accommodations responsibly and not take advantage of rights to accommodations and ask for support when appropriate and necessary and not demonstrate learned helplessness. The IEP meeting provides an opportunity for students with disabilities to practice self-advocacy skills, and students should take an active role in conducting and leading the meeting.

9) Supports

Students with disabilities who have a support group of positive individuals tend to experience more post-school success. Support individuals consist of persons who have a positive influence on the student by providing realistic expectations, modeling appropriate behaviors and strategies to strengthen skills, and assisting the student in setting and modifying goals. Successful students can identify, in a variety of situations, individuals who are a positive source of support and those who are not positive sources of support. Successful students appropriately create, maintain, and utilize a positive support system by identifying when support is necessary, what type of support needed, and seek individuals both inside and outside their current support system for the needed support. Students should not rely completely on the support group to accomplish goals and tasks and maintain the support group by showing appreciation and reciprocity.

10) Utilization of Resources

Students may not have positive individuals in their immediate support group who are able to assist in all situations. When this occurs, successful individuals with disabilities actively seek people and resources outside their immediate network to help with a present need. High school students may begin to practice independently seeking assistance from support individuals at school, such as a coach, secretary, or school counselor. Successful individuals also use the

Internet to obtain information and seek assistance from possible support services or community agencies.

Summary

Transition Education provides opportunities to teach students the skills needed for post-school success and the opportunities for students to learn and practice these skills. Educators may infuse activities to teach behaviors that are associated with post-school success into general curriculum and use the IEP meeting as an avenue to allow students to demonstrate these behaviors. These also provide a pool of behaviors that the IEP team can use to develop annual transition goals.

Preparing for the IEP Transition Meeting

Information Needed Prior to IEP Development

Prior to the IEP meeting, information will need to be gathered in order to assist in making informed decisions. Know and understand the following:

- Courses available through graduation;
- Different placement options for the student;
- Options available at universities, universities, CareerTechs; and
- Job opportunities that match the student's interests and abilities in the community.

Notification of Meeting Form

When the IEP team members discuss secondary transition education, the Notification of Meeting form (OSDE Form 6) must include:

1. The purpose associated with the student transitioning from school to adult life, which will be discussed at the meeting.
2. An indication that the student is invited to attend the meeting; include his/her name on the Notification of Meeting form.
3. The staff title and agency that may be responsible for paying/providing transition services among the participants listed on the notification form.

Consent Needed for Agency Staff to Attend IEP Meeting

The school will need to obtain written parental consent (or student consent if he or she has reached age of majority, which in Oklahoma is 18) before a community agency representative can attend the IEP meeting. The duration for the consent for an agency representative to attend a student's IEP meetings can be for a specific IEP meeting, or it may last up to a year. The signed consent form must be in writing and kept in the student's confidential file.

Students Attending an IEP Meeting

Students of transition age must be invited to attend their IEP transition meeting. Document the student invitation on the Notification of Meeting form. Students should be informed of terminology, roles of the IEP team and procedures prior to attending and participating in the IEP meeting.

Holding a Meeting without the Student Being Present

If the student has been invited to attend the transition IEP meeting, but declines, the meeting can continue as long as steps have been taken to obtain information from the student regarding plans after high school.

Teaching Students to Actively Participate in Transition Planning

Students should actively participate in the discussion of his or her future goals and plans during the IEP meeting. Active participation requires student engagement. Students should discuss all aspects of the transition sections of the IEP. If the young adult does not attend the IEP meeting, steps must be taken to inform the IEP team of the student's strengths, preferences, and interests. When students are allowed to participate in IEP meeting, they are able to develop self-advocacy skills; research indicates these skills are associated with post-school success. To avoid students becoming passive IEP team members, students should be informed of their roles and responsibilities and provided opportunities for interaction. The goal of student involvement is for the student to develop self-advocacy skills needed to succeed in the workplace. These skills provide students with direction on setting and mastering their goals. The lessons should teach students the skills necessary to actively participate in their IEP meetings by teaching students to be prepared to:

- Begin the meeting by stating its purpose;

- Introduce everyone and explain role in the meeting;

- Review past goals and progress made in attaining the goals;

- Ask for others' feedback;

- State educational and transition goals;

- Ask questions if something is said that is not understood;

- Deal with differences in opinion;

- State support needed to attain goals;

- Summarize the plan;

- Close meeting by thanking everyone for attending and offering input; and

- Work on attaining the goals.

Resources for Transition Meetings

Listed below are resources available to assist in teaching students to actively participate in their IEP meetings. These lessons can be taught in a variety of ways and settings, including in team-taught English classes, resource room settings, and in stand-alone student "leadership" retreats. Teachers can also teach the lessons in a condensed format.

Teach Self-Awareness and Self-Advocacy

Teach students to understand their disability and abilities, rights and responsibilities, the IEP, and self-advocacy skills. Students can then develop a portfolio that details their self-understanding and documents needed to facilitate the transition from high school to adult life. Free lessons can be located at the following sites:

- Self-Awareness Map to Unit Lesson Plans
- OU Zarrow Center
- UAA Center for Human Development, University of Alaska Anchorage

Student-Directed Transition Planning Lessons

Using self, family, and educator provided feedback, students determine their post-school goals and other aspects about themselves, including information needed for the present level of performance, as well as sections of the IEP. Teach students to develop a script or power point presentation which will help them be able to lead their IEP meeting. They will be prepared for their meeting by creating an agenda and presentation. Free lessons can be located at the following sites:

- Lesson Six: Leading Your IEP
- OU Zarrow Center
- FYI Transition

Transition Assessment Essentials

Transition assessments represent an essential transition education practice for students with disabilities. Transition assessments, when used effectively, lead students from post-school uncertainty to a well-developed transition plan to accomplish postsecondary goals (Leconte, 2006).

IDEA 2004 requires appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training and education, employment, and when appropriate, independent living skills (Menchetti, 2008).

Transition assessments assist young adults to make informed decisions about their transition goals as well as to assist in the development of the annual transition IEP goals. To facilitate understanding and decision making, transition assessment results need to be included in the IEP document in a language and format that parent(s) and young adults understand.

Types of Assessments

As long as the transition assessments match the student's skills, they can be paper-pencil format, community-based, or on-line. The law indicates that transition assessments should facilitate the development of transition goals. Usually these are informal assessments and provide information for IEP teams to include into Present Level sections of the IEP and to facilitate development of transition goals. Three broad types of transition assessments exist that many educators find useful to assist students in developing postsecondary and annual transition goals.

Independent Living Assessments

These assessments identify student strengths and needs across the skills needed to live at home with parents, in the community, or to access community services. Some examples are: Casey Life Skills and the Enderle-Severson Transition Assessments.

Vocational Interest and Skill Assessments

Interest assessments aid student career exploration by providing a narrow set of career domains for students to consider. Vocational skills assessments provide students a means to match their skills with job requirements. Some examples are:

- The Oklahoma Career Information System (OKCIS);
- KeyTrain;
- Work Keys;
- Explore; and
- Plan

Self-Determination Assessments

Students with higher levels of self-determination skills have better post-school outcomes. These assessments identify student self-determination skills and needs, and some examine opportunities at home and school to develop self-determination skills. Some examples are: OU-Zarrow Center website (zarrowcenter.ou.edu), Self-Determination Checklist-Student Self-Assessment (http://www.imdetermined.org/ files_resources/109/selfdeterminationcheckliststudentself-assessment.pdf), and the AIR Self-Determination Scale (http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html).

Annual Assessment Process

Transition assessments need to be completed at least annually prior to the transition IEP meeting. Annual assessments will depict skill progress across time and will denote changes in interests. These assessments should drive the secondary transition plan.

Parental Permission to Administer Transition Assessment

Transition assessments are considered to be a typical special education instructional practice and typically do not determine eligibility for services. Thus, transition assessments do not require parental permission prior to their use. However, parental notification of pending transition assessments will increase the likelihood of parent involvement in the process as many transition assessments have parent, educator, and student versions.

Present Levels of Academic Achievement and Functional Performance

Results of transition assessments will be included in the IEP form 7 in the Present Levels of Academic Achievement and Functional Performance Section (PLAAFP). Transition assessment information will be one component in making transition decision. The PLAAFP consists of five sections: (a) current assessment data, (b) objective statements, (c) strengths, and (d) anticipated effects.

a) Current Assessment Data

The results from the transition assessments will be summarized in the Current Assessment Date Section and provide an indication of student progress towards reaching his or her postsecondary goals. To facilitate understanding and decision making, transition assessment results need to be included in a language and form that parent(s) and young adults understand. The following example summarizes the results of a commonly used self-determination assessment.

Example Current Assessment Statement

Bill obtained an overall 48% self-determination score as measured on the AIR Self-Determination Scale, Educator Version.

b) Objective Statements

Objective statements based upon the results of the transition assessments will be describing how the student's disability impacts involvement in secondary transition instructional activities relating to attainment of postsecondary goals. The following example depicts how this is done using the results of a self-determination assessment.

Example Objective Statement

Bill has about half of the overall self-determination skills measured on this assessment. He has many more opportunities at home to develop and use his self-determination skills than at school. He needs increased school and home opportunities to develop and master additional self-determination skills to enable him to attain his post-school education and employment goals.

c) Strengths

Strengths gleaned from the transition assessments will be listed in the Strengths box. Identify strengths that will facilitate success in transition education activities and in attaining annual transition goals.

Example Strengths Statement

Bill knows his own abilities and limitations and can express these at the appropriate times. He can also set short-term goals and can change his plan as needed to attain his short-term goals.

d) Anticipated Effects Section

Describe the impact of identified transition strengths on participation in transition education activities and attainment of annual transition goals.

Example Anticipated Effect Statement

Bill's self-advocacy skills will enable him to request testing accommodations if they are not automatically provided in his general education classes.

Parent Concerns for Enhancing the Child's Education Section

As transition education needs are being discussed, identify any specific goals that parents and students have about enhancing transition education services and opportunities.

Example Parent Concern

Mom wants to ensure that Bill identifies a career interest so that plans can be made for him to acquire the education and experience needed to obtain a job that pays a living wage and has benefits.

Best Practice Hints

Recent research found that active student involvement in the IEP process is related to improved rates of employment and involvement in postsecondary education after high school graduation. The *I'm Determined* project (http://www.imdetermined.org/), sponsored by the Virginia Department of Education, offers systematic lessons to teach students to play a role in writing and then presenting their Present Levels of Performance page at their IEP meeting.

Remember: Transition assessments should be described in ways that can be readily interpreted by participants without the use of test manuals.

Transition Service Plan: The Course of Study

The course of study lists specific courses/electives that assist the students in being prepared upon graduation to achieve the postsecondary goals. It is updated annually and if the postsecondary goals change, so may the course of study.

Writing the Course of Study

When writing the course of study, include courses that facilitate movement towards the student's post-secondary goal. The IEP team should consider the entry requirements of postsecondary educational programs to ensure the student is on track to meeting the entry-level requirements. The same applies to scholarship opportunities, such as the Oklahoma Promise Scholarship, which requires that students complete a College Preparatory/Work Ready Curriculum for High School Graduation track. This is one reason transition planning may start in middle school to ensure that students who are college bound enroll in appropriate classes to prepare students for achieving their post-school goals. If a student wants to be a computer programmer, courses taken in high school should reflect that and prepare the student for that career area (e.g., Keyboarding, Computer Applications, Web Design).

Continuing High School through Age 21

Some students may need additional time to meet Oklahoma graduation requirements as well as the academic and secondary transition IEP goals. These students may receive their high school education through the age of 21 (i.e., until they turn 22 years of age) if determined appropriate by the IEP team. The IEP team will need to review annually the student's progress based on completion of graduation requirements and mastery of IEP goals.

Prior to Graduation or Completing High School

The LEA's obligation to provide special education services ends when the student meets the LEA and State requirements that apply to all students for receipt of a regular high school diploma. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the LEA:

- Must provide the parent with written notice that the LEA's obligation to provide special education services ends when the student obtains a regular high school diploma; and
- Must provide the parent/student with a written summary of academic achievement and functional performance, including recommendations to assist the student in meeting his

or her postsecondary goals. This summary is known as the Summary of Performance (SOP, OSDE Form 11). The SOP is intended to provide the student basic information on assessment and academic information and needs to be successful.

Transition Service Plan: Postsecondary Goals

Postsecondary goals set the direction of the secondary transition section of the IEP. The postsecondary goals represent what students want to do in their adult lives. Transition components in the IEP need to align to support students attaining their postsecondary goals.

Postsecondary Goal Questions That Students Need to Answer

After discussing transition assessment results with their teachers and family, students need to annually answer three questions to develop postsecondary goals. Answers to these questions will most likely change over the years as students learn and refine their interests, skills, and limits. The three questions are:

1. What type of work do I want to do after completing high school?
2. How do I want to learn to do my job after completing high school?
3. Where do I want to live after completing high school?

Annual answers to these three questions will provide the information needed to complete the Postsecondary Goals section of the IEP.

Postsecondary Goals Requirements

Postsecondary goals need to be updated annually. The postsecondary goals must address education/training and employment after high school. An independent living postsecondary goal is optional; however, it should be considered for all students. The IEP team has two options available to assist in the appropriate development of annual goals. Independent Living Option A: Adult Living Skills & Post-School Options. This will facilitate independent living options based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in adult life. Independent Living Option B: Daily Living Skills will provide support based on adaptive behaviors related to personal care and well-being to decrease dependence on others. Transition assessment results need to be considered when the postsecondary goals are being developed.

When postsecondary goals are discussed at the IEP meetings, the student must be invited to attend. If the child decides not to attend his or her meeting, educators must ensure that the student's interests are considered in developing postsecondary goals.

Compliance Hint: If the postsecondary goal answers the questions "Where will the student work, learn, and live (as needed)?" then it is appropriate.

Example Goals:

Postsecondary Goals

Typically, Oklahoma teachers write combined postsecondary goals that merge education/training and employment into one statement. One approach to writing postsecondary goals is to begin each goal with the phrase, "After graduating from high school . . ." The following examples demonstrate how to write postsecondary goals:

Combined Further Education (Technology Center) and Employment Postsecondary Goal

After graduating from high school, Larry will attend the dental assistant program at an Oklahoma Technology Center and then work at a dentist's office.

Compliance Check Questions
Where will the student work? *At the dentist's office.*

Where will the student learn? *Oklahoma Technology Center.*

Combined Further Education (on-the-job training) and Employment Postsecondary Goal

After graduating from high school, Carlee will learn how to be a meat cutter through on-the-job training while working in the meat department at a local grocery store.

Compliance Check Questions
Where will the student work? *At the grocery store.*

Where will the student learn? *Through on-the-job training at the grocery store.*

Combined Further Education, Independent Living, and Employment Postsecondary Goal

After graduation from high school, Juan will live in the student dorm while attending a University to become a special education teacher.

Compliance Check Questions

Where will the student work? *In the school, as a special education teacher.*

Where will the student learn? *A University.*

Where will the student live? In the s*tudent dormitory.*

Combined Further Education, Independent Living, and Employment Postsecondary Goal Example for Students with Severe and Multiple Disabilities Goal

After graduation from high school, John will live at home with his parents and with the support and training of a job coach, he will develop and operate a home-based balloon business.

Compliance Check Questions
Where will the student work? *At home-based balloon business.*

Where will the student learn? *At home-based balloon business with support from job coach.*

Where will the student live? *At parents' home.*

Will Schools be Responsible If Students Do Not Attain Their Postsecondary Goals?

No, the postsecondary goals simply provide a target that students prepare to meet while in high school. Postsecondary goals often change from year-to-year. Many factors influence a student's ability to attain their desired postsecondary goals, and are beyond the ability of educators to influence. This includes the job market and student decision-making.

Transition Services Plan: Annual Transition Goals

Annual measurable transition goals align with the postsecondary goals and identify what students need to learn to attain their postsecondary goals. Annual transition goals are developed based upon identified transition needs and mediated by student interests, skills, and limits identified through the transition assessment process. At least one annual transition goal needs to be included in the IEP for education/training and employment. Community participation and independent living goals are optional. Annual goals are not mere statements of passing a class with a certain grade or to complete requirements for high school graduation. Annual goals are about skills that students will learn and master throughout the year.

Required Annual Transition Goals

There must be at least one annual employment transition goal and one annual education/training goal. Both must align with the corresponding postsecondary goal. The annual employment goal,

for instance, aligns with postsecondary employment and represents a logical next step of what the student needs to learn this year to eventually attain the postsecondary goal. If a postsecondary independent living goal is written into the postsecondary goals section of the IEP, an annual independent living goal must be included as well.

Annual Transition Goal Questions That Students Need to Answer

Students need to annually answer, with support from their educators and family, three questions after understanding the results of transition assessments to build their annual transition goals. The three questions are:

1. What do I need to learn now to do the job I want after graduating from high school?
2. What do I need to learn now to be able to succeed in an educational program after graduating from high school?
3. What do I need to learn now to live where I want after graduating from high school?

Writing Annual Transition Goals

Annual transition goals describe what the student will learn within an academic year to show movement toward attaining a postsecondary goal. Each annual goal consists of three crucial components:

• *Conditions:* the materials and environment necessary for the goal to be completed

• *Behavior:* the action that can be directly observed and monitored

• *Criterion:* how much, how often, or to what extent the behavior must occur to demonstrate that it has been achieved.

Sample Annual Transition Goals

• Penny will verbally describe to the class 5 possible Army occupations that match her skills and interests after taking the Armed Services Vocational Aptitude Battery (ASVAB) and studying the results.

• Given instruction in high school Financial Planning class, Chauncey will balance a personal household budget including car payment, fuel, insurance, rent, food, and entertainment expenses with 100% accuracy.

• John will report to the class the results of his interview of at least three owners or managers of car repair shops to determine the skills and requirements to be a beginning car mechanic

and identify the working conditions and job possibilities using the "job interview profile tool."

Coordinated Activities

Coordinated activities are tasks or activities that students will complete to learn the skill or knowledge associated with the annual goal. These activities may take place in the school, home, or community setting. Consider all activities that the student might benefit from or participate in to achieve the goal. Coordinated activities should not include a list of classes the student will take.

Examples of Coordinated Activities

Annual Transition Goal: Given instruction in high school Financial Planning class, Chauncey will balance a personal household budget including car payment, fuel, insurance, rent, food, and entertainment expenses with 100% accuracy.

Coordinated Activity	Responsible Party
Opening a checking account at a neighborhood bank	Mother
Writing checks to pay hypothetical household bills	Special Education Teacher
Balancing the checking account by recording amount of check and payee into an I-Phone app.	Student

Responsible Party

Beside each coordinated activity, indicate the person responsible for facilitating completion of the activity. The person may include general education teachers, special education teacher, student, parent, or other outside agency personnel.

Parents Informed of Progress toward Attaining Annual Transition Goals

Parents need to be informed as to when the student has completed the annual goal and activities. In each transition goal, document the date the annual transition goal was completed.

Parents need to know about progress toward attaining annual transition goals at least as often as parents of nondisabled children are provided progress reports. If report cards are distributed to parents quarterly, then progress on goal attainment must be distributed quarterly.

What is the Difference Between a Postsecondary and an Annual Transition Goal?

Postsecondary goals occur **after** students graduate from high school. Annual transition goals occur while students are still in high school.

Transition Planning and General Standards

Transition planning and education can be incorporated into general curriculum and annual goals can be aligned with Oklahoma Academic Standards (OAS). Addressing transition needs through the core curriculum is one way to teach transition education skills while preparing students for end-of-instruction achievement tests. Educators can infuse transition related content through essays, reports, and stories into English standards to simultaneously prepare students for chosen careers while teaching required achievement skills.

Transition Goals Aligned with English Language Arts Standards Writing Grade 9-12

The student will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Example ELA Annual Transition Goal

Emily will write an essay to compare and contrast two careers in the field of computer technology and include salary, benefits and required educational training, and describe which career is better suited for her strengths and abilities with 85% accuracy.

Financial Literacy Passport PASS

Standard 4: The student will demonstrate the ability to balance a checkbook and reconcile financial accounts.

Example FLP Annual Transition Goal

Given instruction in high school Financial Literacy class, Tyler will demonstrate balancing and reconciling a personal household budget and checkbook to include car payment, fuel, insurance, and monthly expenditures with 100% accuracy.

Example Annual Transition Goals Aligned with English Language Arts Standards Writing Grade 11-12

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Example Annual Transition Goal

Cara will research required skills for a chosen profession, then compose a cover letter to a future employer describing her skills relevant to the desired position and reasons she should be chosen for the job with 90% accuracy.

Transition Services Plan: Graduation Date and Type of Diploma

The projected date of graduation is a very important part of the Transition Services Plan page. The IEP team needs to give thoughtful consideration to decide the completion date and assist the student in obtaining a high school diploma. There are three prongs to graduate from a public high school accredited by the State Board of Education with a standard diploma. First, they must earn a minimum of 23 credits demonstrating mastery of the state Academic Content Standards (ACS) in the following subjects: Algebra I; English II; and Two of the following five: Algebra II, Biology I, English III, Geometry, and United States History. Second, all student must meet the Achieving Classroom Excellence (ACE) requirements by demonstrating mastery of ACS in four of seven subject areas by scoring satisfactory or advanced to graduate High School. There are also alternate tests for each subject area as well as approved projects that can be completed independently and graded to show proficiency. In addition to these options, there are accommodations and certain exceptions for English Language Learners (ELL) and students who have an Individualized Education Program (IEP). Last students must demonstrate mastery of all fourteen of the Personal Financial Literacy (PFL) standards. (20 U.S.C.1416 (a) (3) (A))

ACS

Graduation

ACE   PFL
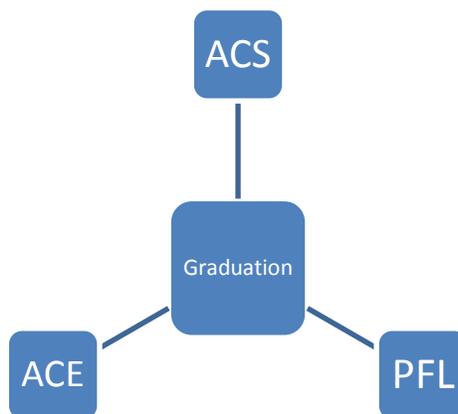
To earn a high school diploma, a student must complete all requirements for graduation.

Projected Date: Writing Month and Year

Enter the month and year that the student will most likely complete his or her secondary education program. This should be completed annually and discussed as an IEP team.

Type of Program Completion

Three options exist on the Oklahoma IEP: standard diploma, general education development (GED) diploma, or other. If the student plans to obtain a standard diploma or a GED, mark the appropriate box. If the student will complete school through other means, then mark other and describe.

Special Education Eligibility Ends

Once a student graduates with a standard diploma, or ages out, the student is no longer eligible to receive special education and related services, and cannot reenroll in public school. If a student dropped out or earned a General Education Development (GED), he or she may continue to enroll in the public school.

Transition Service Plan: Providing Vocational Education Information

Oklahoma has a strong Career and Technology Education system. It represents a major vocational education access point for students with disabilities, but, other vocational educational options also exist. Many of them are unique programs and partnerships established by school districts and community vocational providers. These options include:

- Work study, which may be supported by Oklahoma's Department of Rehabilitation Services, and requires that an application be submitted to DRS and approved by the DRS counselor;

- Work adjustment, which may be supported by Oklahoma's Department of Rehabilitation Services, and requires that an application be submitted to DRS and approved by the DRS counselor;

- Community-based job experience programs; and

- High school vocational education classes (may meet at high school or CareerTech center).

Due to the fact that options may be unique to particular schools and districts, educators within each school need to explain to students and families available vocational education options. As appropriate, the discussion should include admission requirements and dates applications are due.

To Complete Vocational Education Section

Check "yes," if a detailed discussion has taken place with the student and family concerning available vocational education options. Then, enter the date this conversation took place. Check "no," if this conversation has not yet taken place.

Why This Section?

As students begin to approach the end of their secondary education, more services are availability to assist in the student reaching the postsecondary goal. To understand the range of options, educators need to have detailed conversations with parents prior annually.

Transition Services Plan: Oklahoma DRS Referral

Oklahoma's Department of Rehabilitation Services (DRS) provides numerous transition services to students with disabilities as they transition from high school into the adult world. Because DRS transition services can be important to students' post-school success, special educators complete a DRS Referral form and submit it to the local DRS Counselor. Educators need to discuss with parents and students the range of services that may be available from DRS. The referral form is not an application form. It merely notifies the DRS counselor of a potential client. Once received, the DRS counselor then contacts the student and family to discuss services and the option to apply.

When to Complete the DRS Referral Form

Generally, the DRS Referral form is completed during the academic year that the student is 15 years of age and prior to him or her turning 16. The referral form can be found on SEAS under "Referral for Vocational Rehabilitation." Each DRS counselor also has copies available.

Once the DRS referral has been discussed, the results of a referral will be indicated on the IEP. The name of the local DRS Counselor is entered to facilitate later parental and/or student contact. Best practice suggests that the DRS Office phone number also be included beside the counselor's name.

Remember: The Referral Form DOES NOT Make the Student Eligible for DRS Services

The DRS Referral form provides an opportunity to engage family members and students in a conversation about DRS Services, and how they may facilitate students' transition from school to life after graduating from high school. The Referral form provides the DRS Counselor notice that a student may be initiating contact to begin the application process. Encourage parents and students to make an appointment with the DRS counselor to complete the application. The application may also be found online at http://www.okrehab.org/.

Consent Needed Prior to Sending DRS Referral Form

For students 17 years old or younger, parents will need to sign a consent form allowing the DRS counselor to receive information about their child. Students who are 18 years old or older may sign the consent form.

Working with an Oklahoma DRS Counselor

Many Oklahoma DRS Counselors serve students with disabilities in several high schools across a large geographic area. Caseloads may exceed 150 to 200 clients. Thus, DRS Counselors cannot attend all transition IEP meetings that they are invited to attend. To establish a working relationship with students and educators, consider inviting a local DRS Counselor into your school to speak with students about their services as well as parent nights.

Transition Services Plan: Transfer of Rights

Oklahoma's age of majority is 18 years of age. At 18, students with disabilities have all the rights of any United States citizen, and most of the educational legal rights previously held by parents on behalf of their son or daughter transfer to the student. Special education law specifically indicates that students with disabilities and their parents need to be informed of the transfer of educational rights before students turn 18. In Oklahoma, students and parents need to be informed regarding the transfer before students turn 17 years old to allow parents time to consider if other options may be necessary. Unless parents have gone to court to obtain an order to remove students' rights, educational rights transfer to the students when they turn 18 years old.

Educational Rights Transfer From Parents When Student Turns 18	Partial Listing of Educational Rights That Transfer to Students at Age 18
➡	Students may call for the IEP team to convene to discuss items related to the IEP.
➡	Students must be invited to attend their IEP meeting when it is held for any reason.
➡	Students may suggest to the IEP team changes or modifications to any section of the IEP.
➡	Students provide consent for continued eligibility (re-evaluation) assessment.
➡	Students may revoke consent for the continued provision of special education and related services.
➡	Students may inspect and review any educational records pertaining to them collected and used by the school.
➡	Students may request that information in educational records that is inaccurate or misleading be changed.
➡	Schools need to inform students when personally identifiable records are no longer needed by the school.
➡	Students may utilize mediation to resolve special education disagreements or file a written complaint.

Other Considerations and Best Practice Hints

Postsecondary Education Disability Services

Students who plan to attend a postsecondary education setting must self-disclose their disability to the disability service office to apply for services and to receive accommodations. Educators can prepare students to self-advocate while in high school by implementing student lessons relating to self-advocacy skills. Postsecondary education disability services are not universal and not all schools, colleges, and vocational centers offer or allow the same accommodations, and support services may differ from campus to campus.

The Oklahoma's Chapter of Association on Higher Education and Disability (AHEAD) represents the disability service providers across the state working in higher education programs. They have documents that will provide guidance to educators covering topics such as: a guide that educators can use to prepare students for higher education, the rights and responsibilities of students with disabilities preparing for postsecondary education, and information about aids and services for students with disabilities enrolled in postsecondary education programs. Educators preparing students to transition into postsecondary educational programs need to share the information contained in these documents to fully prepare students for the transition into higher education. More information on these topics can be found at the OK-AHEAD web site (http://www.ok-ahead.org/) or at the national AHEAD web site (http://www.ahead.org/). At the national AHEAD website, educators may freely access the *Journal of Postsecondary Education and Disability* (JPED) to gain additional useful information.

Educators can have students practice asking and answering questions in preparation of contacting a disability service provider at a postsecondary educational setting.

Questions Often Asked by Disability Service Providers

1. Can you describe your disability?
2. What kinds of difficulties have you experienced in academic settings?
3. What are your strengths and weaknesses?
4. What type of accommodations or services did you receive in high school? Which were the most beneficial?
5. Have you used adaptive equipment in the past? If so, what types of equipment or software were useful to you?

6. Do you have current documentation of your disability from a psychologist, physician, speech pathologist, or other qualified professional?

7. Are you a client of the Department of Rehabilitation Services (DRS)?

Questions Students May Ask Disability Service Providers at Educational Settings

1. What are the college admission requirements?

2. How do I contact the student disability office?

3. What services are available through the office, and how do I arrange for them?

4. What type of documentation is needed?

5. What are faculty members told about my disability and how do they learn about my accommodations?

6. What do I do if a faculty person doesn't want to provide accommodations?

7. Does the disability services office help with study, writing, test-taking skills, or time management?

8. Are tutors available through the disability services office? Are they professional or student tutors? Is there a charge?

9. What types of adaptive technology are available (e.g., computer software, closed captioning, TTY, FM system)?

10. How do I arrange for audio books or other alternate formats?

11. What types of support services are available (e.g., study skills center, personal counseling, career counseling)?

Transition Portfolio

Many educators have students create a transition portfolio that is built throughout middle and high school. A transition portfolio can provide documentation of preparation for life after high school. Not all students desire to attend a postsecondary educational setting, and the transition portfolio should provide information that will benefit students who would like to seek direct employment and those who plan to attend college and other postsecondary educational settings. Some students have taken their transition portfolios to job fairs and used the forms completed in the classroom as examples to complete applications, W-4 forms. Below is a partial list of possible items to include in a transition portfolio. Not all items need to be completed in one year.

The first 10 could be completed during the student's freshman year, the next 10, during the sophomore year, etc.

Suggested Items for a Transition Portfolio

The contents of a transition portfolio will vary based on the ability level of the student for whom the portfolio is being created. The following items may be included in the portfolio.

- A list of the individual student's strengths and skills
- Contact information for local WorkForce Oklahoma site (www.careeronestop.org/ then location finder at bottom of page)
- Sample letter requesting services from a local provider
- Documentation of a visit to the local Career and Technology Center
- Personal statement describing the student and future goals
- Training site agreements or evaluations from work or training sites
- Documentation of job explorations that the student has completed
- Participation in extra-curricular activities in the school and community
- Documentation of having interviewed key persons who are employed in areas of interest to the student
- Documentation of job shadowing participation
- Completed job application
- Documentation of contact with the local Vocational Rehabilitation counselor
- Resume
- Spreadsheet of names, addresses, phone numbers of local utility providers
- Copies of letters of recommendation from teachers, employers, and coaches
- Results of the Armed Services Vocational Aptitude Battery (ASVAB)
- American College Testing (ACT) Scores
- Example Free Application for Federal Student Aid (FAFSA)
- Oklahoma Promise Documentation
- Transcripts
- List of the accommodations that the student has used to be successful
- Completed W-4
- Completion of an independent living skills questionnaire

- Documentation of volunteer work performed

- Completion of a pre-vocational checklist

- Summary of Performance (SOP)

The Differences between IDEA and ADA Amendments Act

The IDEA ensures that school-aged children, pre-K through grade 12, receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). IDEA services do not carry over into postsecondary educational or employment settings. The ADA protects individuals with disabilities from discrimination in employment, state and local government activities, public transportation, public accommodations, and telecommunications and relay services. Students who are eligible for services under IDEA may not be protected by ADA.

	IDEA	ADA
Types of Statute	Law that provides a FAPE for children with disabilities.	Civil Rights statute that protects individuals with disabilities from discrimination.
Who is Covered?	School-age children who have a disability in one of 13 federally recognized categories that adversely affect educational performance.	Individuals with a physical or mental impairment that substantially limits a major life activity.
Delivery Method	Individualized Education Program (IEP)	No standard plan, Case-by-case basis.
Evaluation	Local educational agencies seek and evaluate students who may have a disability.	Individuals are responsible for providing documentation of a disability and must self-identify themselves as a person with a disability. Evaluation may be required at the cost of the individual.
Typical Services Available	• Supplemental Aids and Services • Speech and Language Therapy • Occupational Therapy • Counseling • Specialized Instruction • Testing accommodations • Adaptive equipment	• Reasonable Accommodations • Interpreters • Note Takers • Priority Registration • Recorded Lectures • Extended Test time
Student Responsibilities	• Do his or her best	• Disability Disclosure • Disability Documentation • Documentation of effective accommodations

References

de Bettencourt, L. U. (2002). Understanding the differences between IDEA and Section 504. *Teaching Exceptional Children*, 34(3), 16-23.

Goldberg, R., Higgins, E., Raskind, M., & Herman, K. (2003). Predictors of success in individuals with learning disabilities: A qualitative analysis of a 20-year longitudinal study. *Learning Disabilities Research Practice*, 18(4), 222-236.

Kohler, P. D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.

Kohler, P. D., & Field, S. (2003). Transition-focused education: Foundation for the future. *The Journal of Special Education*, 37, 174-183.

LeConte, P. J. (2006). The evolution of career, vocational, and transition assessment: Implications for the summary of performance. *Career Development for Exceptional Individuals*, 29, 114-124.

McConnell, A., Martin, J. E., Hennessey, M. N., Terry, R., Pannells, T. C., El-Kazimi, N., et al. (2011). *Transition behaviors and experiences students with disabilities need for post high school success*. Manuscript in preparation, OU Zarrow Center.

Menchetti, B. (2008). Transition assessment: Emerging guidelines and promising practices. In F. R. Rush (Ed.), *Beyond high school* (pp. 178 - 199). Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Oklahoma State Department of Education, *Special Education Services Policy and Handbook.* Retrieved from http://sde.state.ok.us/Curriculum/SpecEd/Default.html

Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., et al. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals*, 32, 115-128.