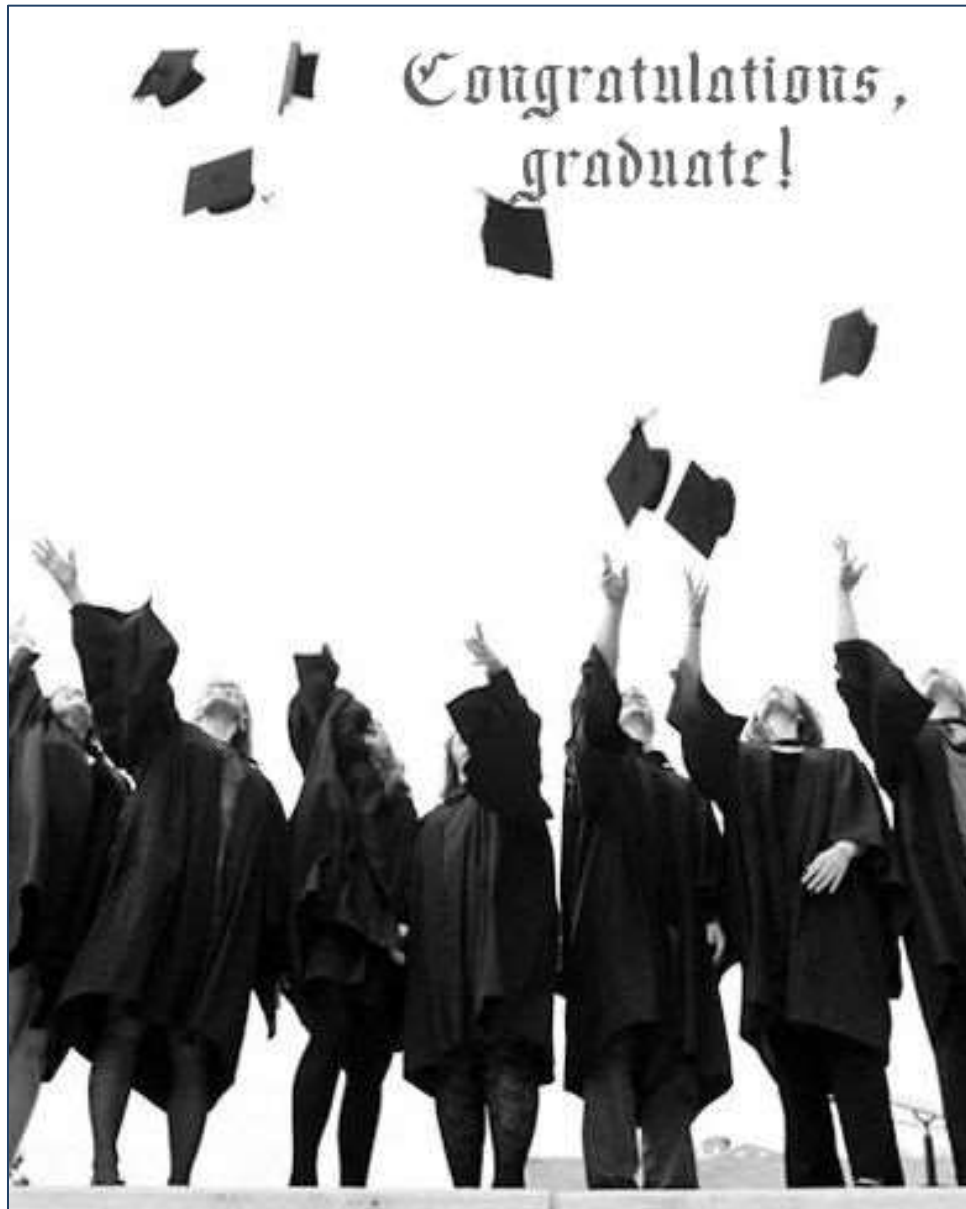


Secondary Transition Building the Future



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Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These packets are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the packets in whichever way they choose.

This module will address secondary transition services for students with disabilities beginning with their ninth grade year. The key is to ensure transition services are addressed by the time the student begins their high school years. Included in this module are resources to assist educators and students in preparing for transitioning from high school.

Background Information

The Individuals with Disabilities Education Act (IDEA) of 2004 requires transition services to be addressed and in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually. Transition services are crucial in supporting students as they plan for post-school goals. Transition plans assist students in meeting their post-school goals, such as: gainful employment, post-secondary education or training, independent living, military, and/or group living. These plans are designed to meet individual needs as they progress through school.

IDEA Regulations

Special education [§300.39](#)

Transition services [§300.43](#)

Materials/Resources

Copies of materials needed for the presentation can be located in the Materials folder.

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PPT notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities.

Presentation Length

It is estimated that this module will take three hours. Additional time will need to be added if the additional activities are utilized. This presentation may be shortened to about one hour by presenting all the slides except the slides in the application section (slides 21-28).

Activities

Pretest

This short pretest can be given orally prior to the presentation, as an ice-breaker and to assess audience knowledge.

Presentation Activities

These are listed here in the order they appear in the presentation.

- 1) You will need internet for the following YouTube video (slide 4):
<http://www.youtube.com/watch?v+qiLDMBDPCEY>
- 2) Completion of the IEP Secondary Transition pages (slides 22 through 27).
 - a. Case scenario #1 – Jacob
 - b. Case scenario # 2 – Suzie

These case scenarios follow the power point. Best practice will be to provide the participants a hard copy along with a copy of the secondary transition pages of the IEP. Participants may work in groups or individually.

Additional Activities

These case scenarios can be utilized for group or individuals to develop IEPs during or after the presentation.

- 1) Case scenario #3 – Arthur
- 2) Case scenario #4 – Brittany
- 3) Case scenario #5 – Justin
- 4) Case scenario #6 – Lisa

Handouts

You will need to make copies of the secondary transition pages of the IEP. You may want to make copies of the entire Individualized Education Program (IEP) including the secondary transition pages if you plan to utilize the additional case studies. Copies of the IEP can be located on the Oklahoma State Department of Education (OSDE), Special Education Services (SES) web page and are included in the “Materials” document.

Additional Resources

These are additional resources for educators to share with students and parents. A description for each will provide educators with a better understanding of the documents and how they may be utilized.

Career Development Student Guide – this document will assist students, beginning in elementary school through high school, in planning and preparing for adult life.

Myths and Misconceptions Regarding Higher Education and Accommodations – this will provide parents and students with information regarding the types of accommodations students with disabilities may expect.

Transition: Keeping Track of Your Progress – This is intended to assist student after graduation to gain a better understand of the process from application to employment when working with the Department of Rehabilitation Services (DRS).

Oklahoma Secondary Transition Planning Folder (Spanish available) – this folder will provide parents and student beginning in elementary school, recommended resources, services, and activities for students with disabilities as they prepare for life after high school.

Graduation FAQ – This document will assist LEAs in understanding options available for students with disabilities.

ACE Website

Secondary Transition Website

Oklahoma State Regents for Higher Education – The state regents website will provide a wealth of information for students planning to attend an Oklahoma college or university. Information ranges from student financial aid, preparing for college, the benefits of higher education, and much more.

Power Point

Slide 1:



Presenter:

Welcome, today we will be discussing Secondary Transition services. Secondary Transition services are usually associated with high school students to prepare them for adult life. However, secondary transition services may be provided at any age.

Notes:

Slide 2:



Presenter:

The goals of this presentation:

- Gain a better understanding of the requirements of secondary transition services (Expectations)
- Gain an understanding of the components that make up the secondary transition sections of the IEP (Components)
- Gain an understanding of where/how to develop a plan for secondary transition services (Application)

My hope is that each one of you will have the necessary resources to work directly with students and their family to develop an appropriate secondary transition plan that will facilitate the movement from high school to the student's postsecondary goal.

Notes:

Slide 3:



Presenter:

The term “transition services” means a coordinated set of activities for a child/student with a disability that:

- Is designed to be within a results-oriented process

In order to develop a transition-rich IEP, you must begin with transition assessments and the student’s present levels of academic achievement. This information will drive the secondary transition plan beginning with the development of the postsecondary goal. Next, you will develop the annual goals and activities to assist the student in achieving their postsecondary goal.

Ask:

What is the first step to developing a transition-rich IEP? **Transition assessments and present levels of academic achievement**

Notes:

Slide 4:



Presenter: *(You will need internet access to view this video)*

While watching this video, I want you to pay attention to how Richie Parker has made the determination to be independent; how everyone around him has supported and encouraged his determination for independence.

Watch the video

Presenter:

This video demonstrates the support educators should provide to all students regardless of their disability.

Ask:

Think about the students you have taught; how might you inspire and encourage the Richie Parker in your students? **Answers will vary – encourage a short open discussion**

Notes:

Slide 5:



Presenter:

IDEA = Individuals with Disabilities Education Act. This is the federal law that requires public schools to provide a Free and Appropriate Public Education (FAPE) to all students including students with disabilities.

Each state can take IDEA requirements and make all or some of the regulations more restrictive. Oklahoma has chosen to ensure secondary transition services are provided for a minimum of four years.

Oklahoma requires:

Secondary transition services to begin at the beginning of ninth grade year or upon turning 16 years of age, **whichever occurs first**.

SO:

- If you have a child that turns 16 in the 7th grade you will have to have transition services addressed on the IEP and implemented.
- If the child will not turn 16 until their sophomore year in high school, transition services *must* be in place and implemented on or before the first day of the student's ninth grade year.

Notes:

Slide 6:



Presenter:

Transition assessment is an individualized process designed to answer three broad questions about the person:

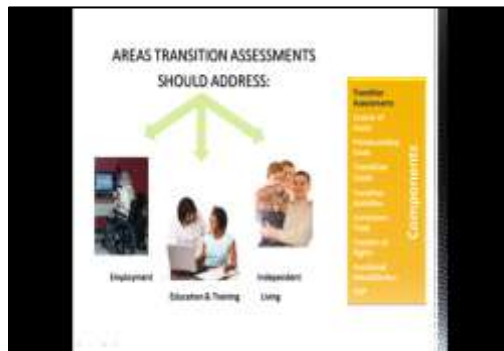
1. Where is the individual/student presently?
2. Where is the individual/student going?
3. How do we get the individual/student there? **Think about the Richie Parker Story**

The goals of transition assessments are to assist the student and the IEP team in:

- Making informed choices;
- Taking charge of their transition process; and
- Gaining a better understanding of the skills the student has in order to meet the desired post-school environment (no matter their physical/cognitive ability).

Notes:

Slide 7:



Presenter:

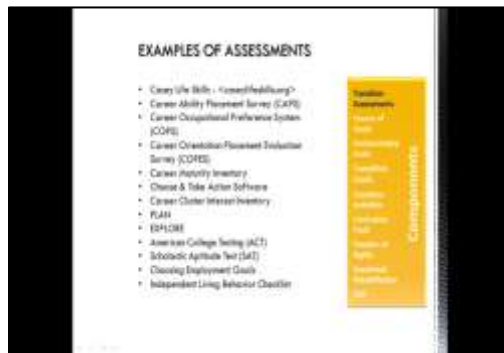
Some examples of areas to keep in mind for all ability levels of students are:

- Work environments
- Personal/social skills
- Curriculum
- Independent living skills
- Career planning
- Interest inventories

Never assume a student is able to perform a skill just because of his/her cognitive ability. Every child has to be taught daily living skills, personal hygiene skills, and many others. Sometimes the parents are unaware that they have not taught basic skills to prepare a child for independence.

Notes:

Slide 8:



Presenter:

This is a list of **some** transition assessments available. Some of the assessments are free, for example Casey Life Skills, and some charge a fee.

Describe what transition assessments your LEA has available.

Not all of the assessments are appropriate for all students and their abilities. Examples are Casey Life Skills, ACT, and SAT may be more appropriate for students with mild disabilities. For students with cognitive impairments or more significant disabilities, the use of a checklist may be more appropriate

Many districts assess all students with the PLAN and/or EXPLORE to provide the student with ideas of careers to match their interests.

At the end of this power point I have additional transition assessment web sites for your consideration beginning on slide 33 through 39.

Notes:

Slide 9:



Presenter:

The course of study should show a direct correlation to the student's postsecondary goal. The course of study should assist the student in being prepared upon graduation to move to their next step, whether it is college, a career technology center, or some type of employment. Transition assessment data will assist in the decision making process.

Ask yourself: What courses does our school offer that would assist the student in progressing towards their postsecondary goal? Now have this discussion with the student to make sure they are interested in the courses selected to prepare the student for obtaining their postsecondary goal.

Recommendation: show the participants the section on the OSDE-SES Form 7 Secondary Transition Pages you are referring to.

Notes:

Slide 10:



Presenter:

The postsecondary goal should reflect where the student wants to **live, learn** and **work** AFTER high school. Our job is to make every effort to assist the student, while in high school, in being as prepared as possible to reach his/her postsecondary goals.

You will first review the transition assessments. Be sure to share this information with the student. This should drive conversations with the student on his/her goals after high school (postsecondary goals). We want to know:

- What career/work/employment are you thinking you want to do as an adult?
- What type of training/education are you interested in? (*on the job training, college*)
- What are your plans for where you want to live? (*with parents, independently, group home*) **This is not required but should be discussed with each student.

Now: Ask yourself...With the above questions, will this student be ready for life after high school? OR Do we need to address the following:

- Will this student be ready to participate appropriately in their community? (*interact appropriately, access transportation, understand they have to file state and federal taxes*)
- Will the student have the skills to manage personal life? (*manage their budget to ensure bills are paid prior to personal spending money*)

Keep in mind that all these questions need to be asked and considered for all students regardless of academic/ability levels.

Notes:

Slide 11:



Presenter:

The measurability of a postsecondary goal is much different than the academic goals. For the postsecondary goal to be measurable, it must address the following:

1. Work/employment
2. Education/training
3. Independent living (as appropriate)

Look at Ryan’s postsecondary goal.

ASK:

Is it measurable? **(Yes)**

Is work/employment addressed? **Air Force**

Is education/training addressed? **On-the-job training**

Is independent living address (if appropriate)? **Plans to live on base.**

Presenter:

Although independent living and community participation are not required, I highly encourage IEP teams to consider addressing them for all students. Most students, general education or special education, are not ready for the big world to live, work, and play independently.

Recommendation: show the participants the section on the OSDE-SES Form 7 Secondary Transition Pages you are referring to.

Notes:

Slide 12:



Ask:

What is the process we have discussed so far:

- Provide/review transition assessments to drive the transition plan
- Using the transition assessments, develop the postsecondary goals
- Using the postsecondary goal, determine the classes that a student should enroll (the course of study)

Presenter:

Using the postsecondary goal and course of study, we are going to discuss the development of the annual transition goals.

Every student must have an annual transition goal for:

- Education/training
- Employment

However, it is recommended that the IEP team consider goals for the following:

- Community participation
- Independent living

* These two areas can benefit all students, not just students with significant cognitive disabilities. We want all students to be prepared to be productive, active citizens in their community.

Recommendation: show the participants the section on the OSDE-SES Form 7 Secondary Transition Pages you are referring to.

Notes:

Slide 13:



Presenter:

The annual transition goals are measurable like academic goals. You will detail the condition, behavior and criteria under which the goal will occur.

Ask:

Think back to Ryan... What was his postsecondary goal? **Ryan will join the Air Force and receive on-the-job training. He plans to live on base.**

What might be one of his annual goals for education/training? **Answers may vary**

What might be one of his annual goals for employment? **Answers may vary**

What might be one of his annual goals for community participation? **Answers may vary**

What might be one of his annual goals for independent living? **Answers may vary**

Move to the next page to review some annual goals for each of the areas.

Notes:

Slide 14:



Presenter:

Here are some examples of annual goals for Ryan that will facilitate his success in being prepared to obtain his postsecondary goal. The annual goals for Ryan may look different depending on the resources available in the community and school.

RECOMMENDATION:

You and your colleagues draft a list of possible annual goals and activities for each of the areas (education/training, employment, and community participation, independent living option A & B). You can also draft the ideas for each grade level to ensure they are allowing students to progress towards independence.

This will provide you with ideas of available resources in your school district and community to assist in supporting secondary transition services for students with disabilities.

Notes:

Slide 15:



Presenter:

When determining transition activities, you should ask yourself these questions:

1. What experiences must the student participate in this academic year that are necessary for achieving the students postsecondary goals?
2. What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their postsecondary goals?
3. Do we know enough about this student's vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?

Ask:

Think back to Ryan... What was his postsecondary goal? **Ryan will join the Air Force and receive on-the-job training. He plans to live on base.**

Think back to each of his annual goals.

What might an activity for each be?

What might be an activity to support his annual goals for education/training? **Answers may vary**

What might be an activity to support his annual goals for employment? **Answers may vary**

What might be an activity to support his annual goals for community participation? **Answers may vary**

What might be an activity to support his annual goals for independent living? **Answers may vary**

Move to the next page to review some transition activities for each of the areas.

Notes:

Slide 16:



Presenter:

Here are some examples of transition activities for Ryan that will facilitate his success in being prepared to obtain his postsecondary goal. The transition activities for Ryan may look different depending on the resources available in the community and school.

RECOMMENDATION:

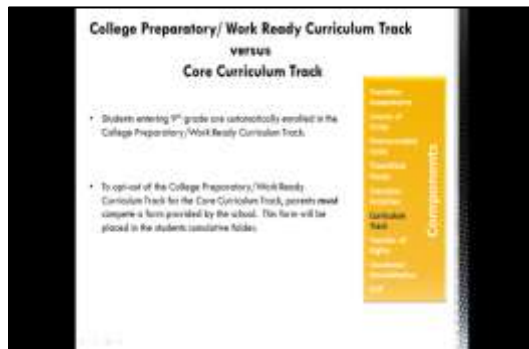
You and your colleagues draft a list of possible annual goals and activities for each of the areas (education/training, employment, and community participation, independent living option A & B). Also draft the ideas for each grade level to ensure they are allowing student to progress towards independence.

This will provide you with ideas of available resources in your school district and community to assist in supporting secondary transition services for students with disabilities.

The transition goals and activities should demonstrate movement towards the student's postsecondary goal.

Notes:

Slide 17:



Presenter:

Every student entering the ninth grade will be automatically enrolled in the college preparatory/work ready curriculum. This curriculum track will be appropriate for the majority of special education students. This curriculum track also follows the academic requirements to be eligible to access Oklahoma Promise Scholarship.

Parents have the right to opt their child out, in writing, of the college preparatory/work ready curriculum. The IEP team must know if the parents have opted the student out of the college preparatory track to assist in the development of the secondary transition plan. This information will be found in the student's cumulative folder.

Notes:

Slide 19:



Presenter:

By the time the student turns age 16, a DRS referral should be completed and sent to the DRS office with parent permission (OSDE-SES Form 4). This is the responsibility of the school to ensure this has been completed and sent in. Best practice is for school personnel to check with DRS to ensure they have received it.

Sometimes parents are not interested in this service. This usually occurs because they are not aware of the services that the student can access upon graduation. Make sure the parents understand that after graduation someone from DRS should contact them to see if they are interested and if so what types of services are needed to assist the student in achieving their postsecondary goal.

Some services that DRS may provide are job placement, supported employment, and tuition support.

The Oklahoma Department of Rehabilitation Services (DRS) expands opportunities for

- Employment
- independent life
- economic self-sufficiency

by helping Oklahomans with disabilities bridge barriers to success in the workplace, school and at home.

DRS is comprised of five programs division:

- **Division of Vocational Rehabilitation (DVR):** Employment services for people with any disability, except blindness or diabetes.
- **Division of Visual Services (DVS):** Employment and independent living services for people, who are blind, visually impaired or have diabetes.
- **Disability Determination Division:** Determines medical eligibility for Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).
- **Oklahoma School for the Deaf:** Educational programs for children who are deaf or hard of hearing.
- **Oklahoma School for the Blind:** Educational programs for children who are blind or visually impaired.

To connect to the DRS office in your area call 800.487.4042

Recommendation: Remind students and parents annually that the referral for vocational rehabilitation services has been made and to whom they may contact with questions. The

students upon graduation have forgotten about this service they may be able to access support. The Department of Vocational Rehabilitation Services can provide a wide range of support for all ability levels.

Notes:

Slide 20:



Presenter:

The summary of performance is completed and provided to the student upon graduation. This document is intended to provide the student with a tool to assist in further education or employment supports. The purpose for this form needs to be explained to the student so they can determine if or how they would like to use the information to support their choices after high school.

Recommendation: refer to the handbook regarding the procedures to exit a student due to completion of high school.

Notes:

Slide 21:



Instructions: *Hand out case scenario's 1 & 2, and a copy of the secondary transition section of the IEP to each participant. The participants will be completing one section at a time as you discuss them. You will need to determine how you distribute the case scenarios making sure that you have representation of both Jacob and Suzie. This activity may be completed individually or in small groups.*

Presenter:

Let's go through the requirements with two students.

First we have Jacob. Jacob is (read above)

Next, we have Suzie. Suzie is ... (read above)

Both of the students love animals and want a career in the veterinarian clinic. This can look vastly different for each of these two students where their abilities are at both ends of the spectrum.

Ask:

What type of work might we expect from Jacob? **College degree in the field of veterinary medicine.**

What type of work might we expect from Suzie? **Feed the dogs, walk the dogs or bring the patients back to the exam rooms.**

Presenter:

It is difficult to develop a transition plan for students with significant disabilities, but it is NOT impossible. You may visit with the parents if they want the student to live with them and do not see the student being employed or volunteering. However, we have to prepare the student for life after high school. So, in this situation, ask the following questions:

1. What is the student good at doing? **(Maybe folding bath towels)**
2. What kind of industry in the community might this student seek employment of folding bath towels? **(Nursing home, a local hotel, or a veterinarian clinic)**

The student does not have to earn an income but it is important to provide them with skills for either employment or volunteer work.

Our goal through transition services is to assist students with skills that will allow them opportunities postsecondary/after high school.

Ask:

Remind me, what must a postsecondary goal address to be measurable? **Education/Training, employment, independent living (optional)**

Now what might each student post-secondary goal be? **Answers may vary**

Next, have the groups or individuals complete this section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the postsecondary goal developed. After the group has discussed the postsecondary goals they developed, you may move to the next slide.

Notes:

Slide 22:



Presenter:

For each of the students, we have developed the postsecondary goal that will drive the annual goals. Your annual goal may be different and that is fine as long as it is measurable (Education/Training, employment, independent living [optional]).

Let's look at Jacob's and Suzie's postsecondary goals.

Ask:

Is Jacob's postsecondary goal measurable? **Yes**

What is his education/training? **He will attend college**

What is his employment? **Wants to major in veterinarian medicine**

What is his independent living? **Live in the dorms**

Is Suzie's postsecondary goal measurable? **Yes**

What is her education/training? **On the job training**

What is her employment? **Wants to work in a veterinarian clinic**

What is her independent living? **Live at home with her parents**

Presenter:

Here you see that both address their wish to work in a veterinarian clinic but, Jacob would like to attend college to become a veterinarian where the IEP team feels that completion of a college is not appropriate for Suzie. However, Suzie can work in the industry in another capacity/degree.

Using your postsecondary goal, I want you to develop annual transition goals and activities. Remember the annual transition goals are measurable like academic goals and you **MUST** address education/training and employment. The activities are the steps/benchmarks the student must complete in order to achieve the annual goal.

Next, have the groups or individuals complete the annual goal and activates for education/training section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the annual goals and activities developed for education/training ONLY. After the group has discussed the annual goals and activities they developed for education/training, you may move to the next slide.

Notes:

Slide 23:



Presenter:

We are going to look at some samples of annual goals and transition activities for (1) Education/Training, (2) Employment, (3) Community Participation, (4) Independent Living Option A, and (5) Independent Living Option B. I have provided goals and activities for each however; the IEP team is required to address annually only Education/Training and Employment. The other areas are optional but I would encourage you to consider addressing all areas for all students regardless of their abilities. Sometimes we overlook students that are higher functioning assuming that they do not need our assistance in areas such as living independently. We may assume that some students are independent with all self-care needs but with further interviewing, find out they are not.

For Education/Training:

Jacob's goal is geared towards assisting him in understanding what he needs to do to obtain enrollment in a college. This would be a good goal for his freshman or sophomore year so that he is aware of the requirements early.

Suzie's goal is more geared to assist her in understanding when we have choices of activities and when we do not have that option.

Next, have the groups or individuals complete the annual goal and activates for the employment section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the annual goals and activities developed for employment ONLY. After the group has discussed the annual goals and activities they developed for employment, you may move to the next slide.

Notes:

Slide 24:



Presenter:

For employment:

Jacob is focusing on part-time employment while he is in college. Researching the job market and applying. This will prepare him for a smooth transition to independence.

Suzie is working on her productivity and staying on task for longer period of time.

Next, have the groups or individuals complete the annual goal and activities for the community participation section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the annual goals and activities developed for community participation ONLY. After the group has discussed the annual goals and activities they developed for community participation, you may move to the next slide.

Notes:

Slide 25:



Presenter:

For Community Participation:

Jacob will gain an understanding of the community so he is prepared to access the community for his personal needs.

Suzie is going to focus on understanding the public transportation routes so that she can gain independence to access her community.

Next, have the groups or individuals complete the annual goal and activates for the independent living option A section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the annual goals and activities developed for independent living option A ONLY. After the group has discussed the annual goals and activities they developed for independent living option A, you may move to the next slide.

Notes:

Slide 26:



Presenter:

For Independent living Option A: Adult and Post School Options.

Both are working on managing a personal budget off their expected earned income from their part-time work.

Next, have the groups or individuals complete the annual goal and activities for the independent living option B section of the secondary transition page of the IEP.

Allow about 30 minutes for this activity. When completed, discuss the annual goals and activities developed for independent living option B ONLY. After the group has discussed the annual goals and activities they developed for independent living option B, you may move to the next slide.

Notes:

Slide 27:



Presenter:

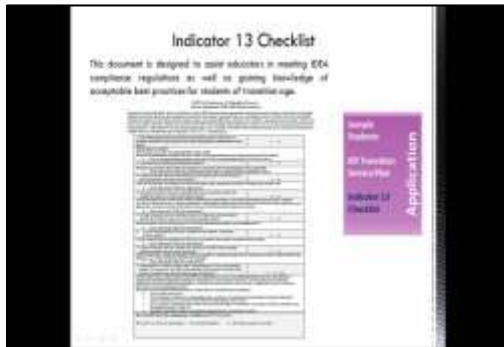
For Independent living Option B: Daily Living Skills

Jacob will need to master the skill of washing his clothes and preparing simple meals. Right now mom takes care of these for him therefore he has not developed these skills.

Suzie is going to work on all the steps she needs to complete to get ready for bed and to wash her clothes. We need her to be able to take care of these skills without being reminded.

Notes:

Slide 28:



Presenter:

The Indicator 13 checklist is your verification that you have developed an appropriate secondary transition service plan for the individual student. You will have to answer the Indicator 13 Checklist question in SEAS when secondary transition services are provided and annually thereafter. Pay close attention to the questions and refer back to the transition services section of the IEP to ensure it is compliant. This is a tool that will assist you in meeting all the requirements set forth by IDEA.

Notes:

Slide 29:



Presenter:

Here you will find useful information on the special education webpage in a variety of areas. The second link will take you directly to the Secondary Transition page. Here you will find useful information and resources for you and the family.

You may want to add in resources available in your community:

Slide 30:



Presenter:

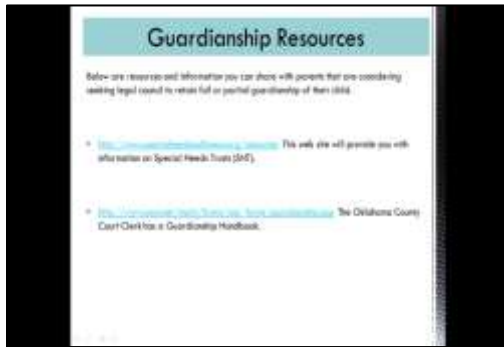
Here are two great resources for you to access for ideas and support.

The Oklahoma Department of Rehabilitation Services has excellent resources for completing a job application to interviewing and keeping a job.

Oklahoma ABE Tech provides support for students may need assistive technology to access their education and community environment.

Notes:

Slide 31:



Presenter:

This information provides parents a starting place to determine if seeking guardianship is appropriate and answer some of their questions.

The guardian handbook will assist parents in understanding their options.

Notes:

Slide 32:



Presenter:

This is contact information for Mrs. Tina Spence, Secondary Transition Specialist at the Oklahoma State Department of Education, Special Education Services.

The next several slides are transition assessments. Some charge a fee however, some are free. Some of the web sites will cover more than one area. There are also web sites for transition assessments for the severe/profound students.

Notes:

Slide 33:



Presenter:

These websites assist in providing information in the area of Education/Training. This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes:

Slide 34:



Presenter:

These websites assist in providing information in the area of Development of Employment.

This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes:

Slide 35:



Presenter:

These websites assist in providing information in the area of Community Participation.

This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes:

Slide 36:



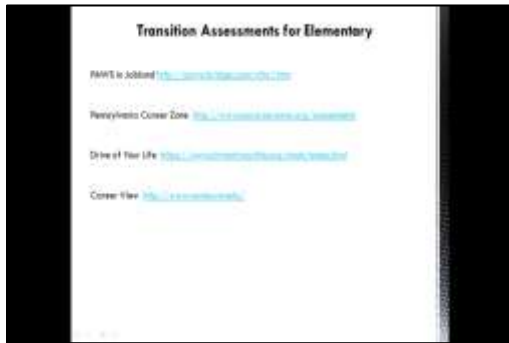
Presenter:

These websites assist in providing information in the area of Independent Living Option A: Adult Living Skills & Post School Outcomes.

This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes:

Slide 38:



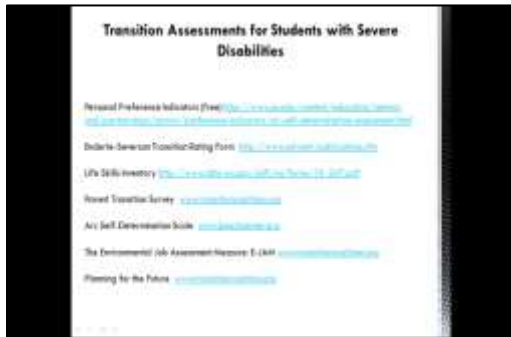
Presenter:

These websites assist in providing information for elementary students for determine if transition services should begin prior to the age of 16 or beginning of the 9th grade year.

This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes:

Slide 39:



Presenter:

These websites assist in providing appropriate assessments for the students with severe disabilities.

This is by no means a comprehensive list of transition assessments, and the Oklahoma State Department of Education does not endorse any particular publisher or product.

Notes: