



Pennsylvania

Department of Education

Inspiring productive, fulfilled, life-long learners

Bureau of Special Education

Pennsylvania Training and Technical Assistance Network

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Secondary Transition Planning and IEP Development

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- PaTTAN is an initiative of the Pennsylvania Department of Education, working in partnership with families and local education agencies, to support programs and services to improve student learning and achievement.

“If you have met one student with autism.....Then you have met one student with autism.”



Living with autism is like being---
“an apple computer in a PC
world. Apples must learn to
interface with PC’s in order to
survive the business world.”



Why IDEIA 2004

To adopt Federal Regulations by incorporation by reference to satisfy the statutory requirements under the Individuals with Disabilities Education Improvement Act and to ensure that:

“All children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education**, employment, and independent living.”

Definition of Transition Services

The term “transition services” means a coordinated set of activities for a **child** with a disability that---

(A) Is designed to be **within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s** movement from school to post-school activities, including post-secondary ed, vocational ed, integrated employment, continuing & adult ed, adult services, independent living, or community participation;

Definition of Transition Services (cont.)

- (B) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- (C) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

IDEIA 2004- Section 614, Individualized Education Programs (IEPs)

(VIII) Beginning not later than the IEP to be in effect when the child is 16, and updated annually thereafter---

(aa) Appropriate measurable post-secondary goals (post-school outcomes) based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

IDEIA 2004 - Section 614, Individualized Education Programs (IEPs) cont.

(bb) The transition services (including course(s) of study) needed to assist the child in reaching those goals (outcomes).

In the Post-Secondary Goals (Outcomes) of:

- Post-Secondary Education/Training; or
- Employment; (or Both), and
- (If appropriate) Independent Living

Summary of Academic Achievement and Functional Performance:

For a child whose eligibility under this part terminates by graduation from secondary school with a regular diploma, or due to exceeding the age eligibility, a local education agency (school district) shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals (post-school outcomes).

IDEIA 2004-Accountability For Post-Secondary Goals (Post-School Outcomes)

State Performance Plan and Annual Performance Report

- **Indicator 13---**

- Measurable Annual IEP Goals & Transition Services that will enable the student to meet the Post-Secondary Goals

- **Indicator 14---**

- Accountability for Post-Secondary Goals through Exit Survey and 1-year Follow-Up Survey

Chapter 4: Academic Standards & Assessment

4.28. Special Education

- (a) Under the Individuals with Disabilities Education Act and this part, children with disabilities shall be provided an education which enables them to be involved in and progress in the general curriculum under this chapter.

Chapter 4: Academic Standards & Assessment (cont.)

4.28. Special Education

- (c) The educational program provided to children with disabilities shall be in accordance with their Individualized Education Programs under the Individuals with Disabilities Education Act and this part, even if the Individualized Education Program **DOES NOT** otherwise meet all requirements of this chapter.

Chapter 4: Academic Standards & Assessment (cont.)

4.24. High School Graduation Requirements

- (e) Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted a regular high school diploma by the school district of residence.**

Chapter 14: Special Education Services and Programs

14.131. Individualized Education Program

- (5)...For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment, and, when appropriate, independent living skills.

Chapter 14: Special Education Services and Programs

14.131. Individualized Education Program

(7)(b) In addition to the requirements incorporated by reference in 34 CFR 300.29, 300.344(b) and 300.347(b) (relating to transition services; IEP team: and content of IEP), each school entity shall designate person(s) responsible to coordinate transition activities.

SECONDARY SPECIAL EDUCATION: WHAT SHOULD YOU BE DOING?

1. A program of mathematics that prepares the student for the PSSA/Remediation
2. A program of reading (writing, speaking, listening) that prepares the student for the PSSA/Remediation
3. *A program of science that prepares the student for the PSSA/Remediation (*NEW*)
4. An instructional program that prepares the student for the Post-Secondary Goals (Post-School Outcomes) that the IEP team has determined appropriate.

RESULTING IN THE STUDENT WITH DISABILITIES EXITING THE SCHOOL SYSTEM:

1. Job Ready...
2. With A Job...
3. Going Onto Post-Secondary Education/Training

Step 1---Assessment

“You got to be careful if you don’t know where you’re going, because you might not get there.”

Yogi Berra

“Begin with the end in mind.”

Stephen Covey

Step 1---Assessment cont.

Types of Transition Assessment(s):

- Informal---surveys, questionnaires, etc
- Ecological---home, school, community
- Vocational---interests, abilities, shop interest
- Formal---SAGE, Apticom, Keys2Work

Step 1---Assessment cont.

Parent(s) Need Assessment Too:

- Parent Surveys
- Parent Questionnaires

Step 2---Present Levels of Academic Achievement and Functional Performance

- Please list the Assessment(s) used to determine Post-Secondary Goals and its/their results
- What is the student's...
 - present academic achievement level of ability pertaining to the student's Post-Secondary Goals (Post-School Outcomes)
 - needed academic achievement level of ability pertaining to the student's Post-Secondary Goals (Post-School Outcomes)
- What is the student's...
 - present functional performance level pertaining to the student's Post-Secondary Goals (Post-School Outcomes)
 - needed functional performance level pertaining to the student's Post-Secondary Goals (Post-School Outcomes)

Step 3---Develop Post-Secondary Goals (Post-School Outcomes)

Education or Training

- Apprenticeships
- Tech Prep
- Technical/Trade Schools
- Armed Services
- Adult Training Programs
- Proprietary Schools
- Preparatory Schools
- Junior College
- Two Year College
- Four Year College

Step 3---Develop Post-Secondary Goals (Post-School Outcomes) cont.

or Employment; (or Both)

- Competitive Employment
- Supportive Employment
- Supported Employment
- Sheltered Employment
- Activity Center/Adult Day Care

Step 3---Develop Post-Secondary Goals (Post-School Outcomes) cont.

And, if appropriate, Independent Living

- Self-Advocacy Skills
- Study Skills
- Daily Living Skills
- Apartment Programs
- Travel Training
- Community Based Instruction
- Voter Registration
- Interscholastic Sports
- Activity Periods
- Student Clubs
- Extra-Curricular Activities
- Intramurals
- Community Programs
- Other Programs

Step 4---The Transition Plan

- Course(s) of Study---
 - What does the Instructional Day Look Like?
- Additional Services/Additional Activities---
 - What other services and activities does the student need in order to meet the Post-Secondary Goals (Post-School Outcomes). This reflects the Student's Long Range Plan for Adult Life.

Step 5---Annual Goals

A statement of the measurable annual goals, including academic and functional goals, designed to:

- Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum; and
- Meet each of the child's other educational needs that result from the child's disability

Step 6---Summary of Academic Achievement and Functional Performance

For a child whose eligibility under this part terminates by graduation from secondary school with a regular diploma, or due to exceeding the age eligibility, a local education agency (school district) shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals (post-school outcomes).

Step 6---Summary of Academic Achievement and Functional Performance cont.

- Be useful and relevant
- Summarizes student abilities, skills, needs and limitations
- Provides recommendations to support successful transition to adult living, learning, and working
- Be designed to assist the student in identifying supports in post-secondary settings, the workplace, and the community
- Helps the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life

Other Items To Consider:

- Classification of Instructional Code (Perkins)
- Voter Registration (Court Order)
- How Will The Student Graduate (Chapter 4)
- Travel Training
- Release of Information (When do you do it?)
- Agency Linkages (Is IEP Invitation enough?)
- Selective Service? Yes or No



Questions?

Comments?

Concerns?

Follow-up Needs?



Many
Thanks
For
Your
Participation!