

*Transition is  
Everyone's Business*

**Welcome**

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2010

**What Brought You  
Here Tonight?**

## Just an added note

The material we will be covering today is time sensitive as it relates to IDEA 2004.

Reauthorization of laws will bring changes to the content, protocols and impact on what we do.

Please keep that in mind as you move forward in your Transition Planning.

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## National Longitudinal Transition Study 2

[www.nlts2.org](http://www.nlts2.org)

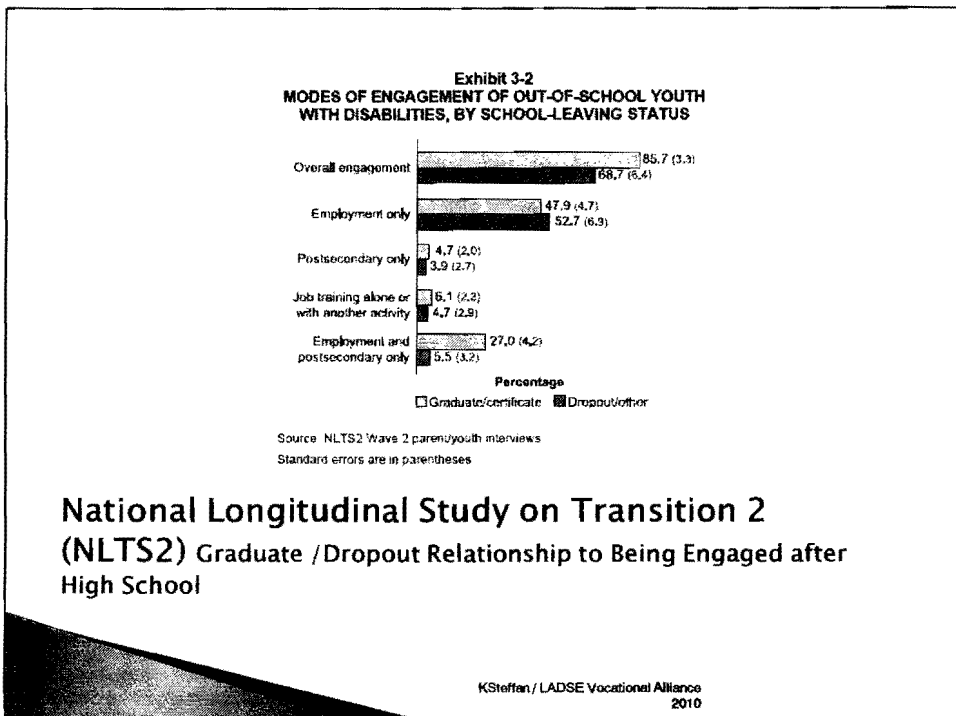
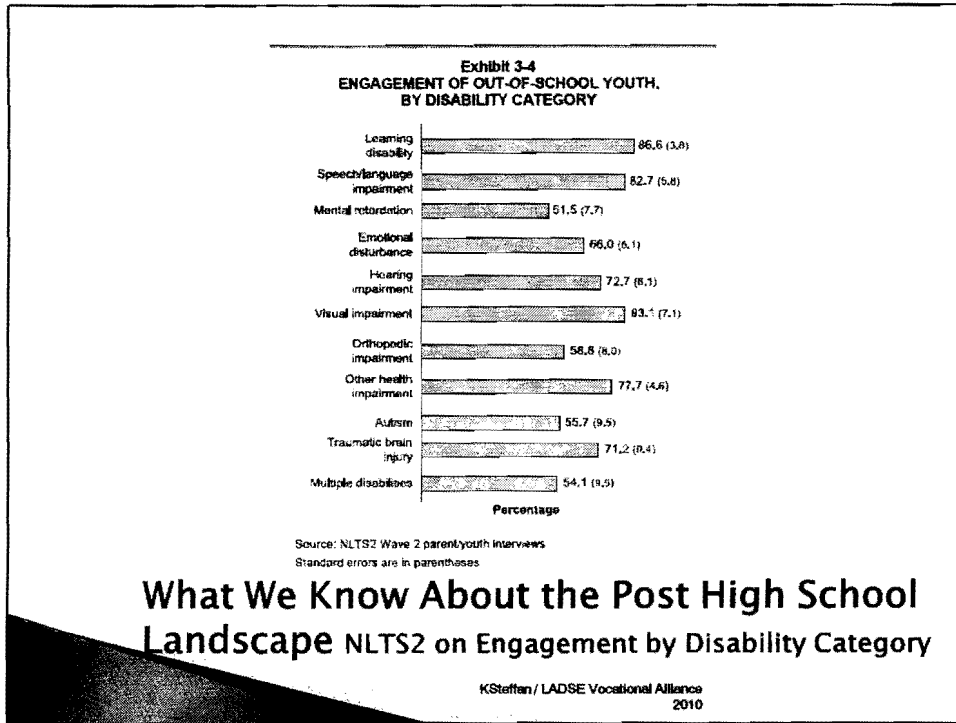
Stats on Transition from a National Perspective

NLTS2 is:

Being funded by the U.S. Department of Education and is documenting the experiences of a national sample of students who were 13 to 16 years of age in 2000 as they move from secondary school into adult roles.

Focusing on a wide range of important topics, such as high school coursework, extracurricular activities, academic performance, postsecondary education and training, employment, independent living, and community participation.

Producing information of interest to many audiences, including state and local education agencies, the U.S. Congress, the U.S. Department of Education, parents, teachers, researchers, advocates, and policy-makers.



**Exhibit 3-6  
MODES OF ENGAGEMENT OF OUT-OF-SCHOOL YOUTH, BY DISABILITY CATEGORY**

	Learning Disability	Speech/Language Impairment	Mental Retardation	Emotional Disturbance	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities
<b>Percentage engaged in:</b>											
Employment only	54.3 (5.5)	35.7 (7.4)	30.8 (7.1)	43.8 (5.3)	21.6 (5.7)	16.5 (7.0)	27.0 (7.2)	41.2 (5.4)	14.0 (6.7)	49.4 (10.4)	40.4 (9.3)
Postsecondary education only	5.1 (2.4)	1.9 (2.1)	2.9 (2.6)	.9 (1.0)	5.9 (3.3)	14.3 (6.5)	14.2 (5.7)	5.9 (2.6)	15.0 (6.3)	1.8 (2.8)	2.4 (2.9)
Employment and postsecondary education	22.3 (4.9)	38.6 (7.5)	5.3 (3.5)	17.9 (4.1)	35.9 (5.8)	34.5 (9.0)	15.1 (5.8)	24.0 (4.7)	13.6 (6.6)	8.0 (5.6)	9.4 (5.5)
Job training alone or with another activity	4.9 (2.4)	5.5 (3.8)	12.5 (5.1)	3.4 (2.0)	9.3 (4.0)	17.8 (7.2)	2.5 (2.6)	6.6 (2.7)	13.1 (6.5)	12.0 (6.8)	1.9 (2.6)

Source: NLTSS Wave 2 parent/youth interviews.  
Standard errors are in parentheses

## Engagement by Disability Category

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The current status of adults with disabilities in Illinois, as reported by the rehabilitation research and training center

On disability demographics and statistics (StatsRRTC), denotes the following:

- ▶ In 2004, 675,000 of the 7,269,000 working-age individuals (ages 21–64) reported one or more disabilities.
- ▶ The employment rate of working age people with disabilities decreased from 39.5 percent in 2003 to 37.5 percent in 2004.

## State of Illinois Stats

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# Transition Planning

## Begin with the *End* in Focus


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# Person Centered Perspective

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**Live                      Work                      Play**



**Set the Standard**

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**Live                      Work                      Play**

**Skill Sets Needed?**

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# IDEA 2004

## The Structure of Planning

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## 5 Key Components of Transition Planning in IDEA 2004

### **1. Age Appropriate Assessments**

2. *Measureable Post Secondary and Annual Goals*
3. *Transition Needs, Services and Linkages*
4. *Multi-Year Course of Study*
5. *Home Based Services Plan*

...and don't forget about *Age of Majority* and *SOP*

**Formal and Informal Assessments**

- to determine needs, strengths, preferences, and interests in developing PS outcomes
- to develop, refine or reconsider PS outcomes

**Formal Assessment**

- › ACT/SAT
- › Standardized Tests
- › Local Assessments
- › Vocational Evaluation
- › Scan Skills

**Informal Assessments**

- › Student Interview
- › Parent Interview
- › Situational Performance
- › Observations



**Informal and Formal Designs**

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**On-Line Individual Interest Inventories**

- My Future: <http://www.myfuture.com/toolbox/workinterest.html>
- \*I Oscar: [www.ioscar.org](http://www.ioscar.org)
- \*Career Voyages: [www.careervoyages.com](http://www.careervoyages.com)
- Career Clusters: [www.careerclusters.org](http://www.careerclusters.org)
- OK Career Information Systems (need username): <http://okcis.intocareers.org/>

**Occupational Outlook Handbook**

[www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm)  
[www.bls.gov/k12/index.htm](http://www.bls.gov/k12/index.htm)

**Job Videos**

<http://acinet.org/acinet/videos.asp?id=27,&nodeid=27>

**\*Choose and Take Action (assessment video for students)**

[www.sopriswest.com](http://www.sopriswest.com)

**Self-Directed Transition Planning**

<http://education.ou.edu/zarrow/>


U.S. Dept of Labor O\*NET


[www.onetcenter.org](http://www.onetcenter.org)



**Age Appropriate Resources**

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Self-Determination Assessments	Adaptive Behavior Assessments
<ul style="list-style-type: none"> <li>• AIR Self-Determination Assessment <a href="http://education.ou.edu/zarrow">http://education.ou.edu/zarrow</a></li> <li>• ARC Self-Determination Assessment <a href="http://education.ou.edu/zarrow">http://education.ou.edu/zarrow</a></li> <li>• ChoiceMaker Self-Determination Assessment <a href="http://www.sopriswest.com">www.sopriswest.com</a></li> <li>• <a href="http://www.careervoyages.gov">www.careervoyages.gov</a></li> <li>• <a href="http://www.caseylifeskills.org">www.caseylifeskills.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Transition Planning Inventory (TPI) ProEd, Austin Texas (<a href="http://www.proedinc.com">www.proedinc.com</a>)</li> <li>• Scales of Independent Behavior - R Riverside Publishing (<a href="http://www.riverpub.com">http://www.riverpub.com</a>)</li> <li>• Informal Assessments for Transition Planning ProEd, Austin Texas (<a href="http://www.proedinc.com">www.proedinc.com</a>)</li> <li>• Enderle-Severson Transition Rating Form <a href="http://www.estr.net">www.estr.net</a></li> <li>• Casey Life Skills <a href="http://www.caseylifeskills.org">www.caseylifeskills.org</a></li> </ul>
	<p><b>Self Determination</b></p>
<p><b>Adaptive Behavior</b></p>	<p><small>KSteffen / LADSE Vocational Alliance 2010</small></p>

<ul style="list-style-type: none"> <li>• Independent Living Skills Assessment Tool, <a href="http://www1.dshs.wa.gov/pdf/ms/forms/10_267.pdf">http://www1.dshs.wa.gov/pdf/ms/forms/10_267.pdf</a></li> <li>• Ansell Casey Life Skills Assessment, <a href="http://www.caseylifeskills.org/pages/assess/assess_acs_a.htm">http://www.caseylifeskills.org/pages/assess/assess_acs_a.htm</a></li> <li>• The Learning Clinic's Transition &amp; Independent Living Skill Assessment, <a href="http://www.thelearningclinic.org/PDF/TILSAInstructionsandForm.pdf">http://www.thelearningclinic.org/PDF/TILSAInstructionsandForm.pdf</a></li> <li>• Transition to Community Living Self-Assessment, <a href="http://www.hcbs.org/files/112/5587/Transition_Guide_to_Community_Living.pdf">http://www.hcbs.org/files/112/5587/Transition_Guide_to_Community_Living.pdf</a> (assessment starts on pg. 20)</li> </ul>	<p><b>Additional Assessments</b></p>
	<p><small>KSteffen / LADSE Vocational Alliance 2010</small></p>

## 5 Key Components of Transition Planning in IDEA 2004

1. *Age Appropriate Assessments*
- 2. *Measureable Post Secondary and Annual Goals***
3. *Transition Needs, Services and Linkages*
4. *Multi-Year Course of Study*
5. *Home Based Services Plan*

...and don't forget about *Age of Majority* and *SOP*

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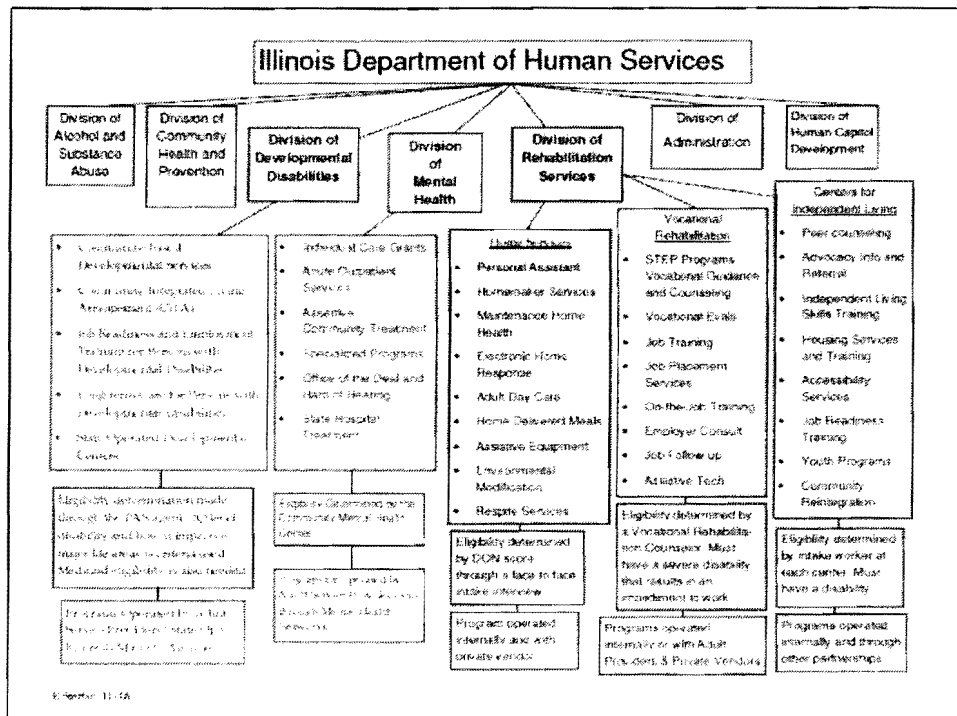
1. Chart the waters before you sail
2. Learn the language

► Entitlement VS. Eligibility

- IDEA to ADA
  - High school vs. College
  - Accommodations
- IDEA to Rehabilitation Act
  - Para Professional to Job Coach Support

## Learning the Landscape

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## 5 Key Components of Transition Planning in IDEA 2004

1. *Age Appropriate Assessments*
2. *Measureable Post Secondary and Annual Goals*
3. *Transition Needs, Services and Linkages*

### **4. Multi-Year Course of Study**

5. *Home Based Services Plan*

...and don't forget about *Age of Majority* and *SOP*

## Multi-Year Course of Study

▶ And list a course of study that reflects..

Reflects completion of secondary education and courses that are required or will support/enhance student movement toward PS outcomes.

Based on student preferences, strengths and interests

Review at least annually and update/refine as needed

## 5 Key Components of Transition Planning in IDEA 2004

1. *Age Appropriate Assessments*
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### **5. Home Based Services Plan**

...and don't forget about *Age of Majority* and *SOP*

- **What Transition is NOT**
  - Something they'll just do in high school
  - Something that gets added to the end of the IEP
  - Something that gets done without the student
  - Something that we document without accountability
  - Something that will go away
  - Something that teachers/case managers do in isolation
  - Something where you add in work if students don't have solid academic skills

**Transition Planning  
IS Everyone's Business!**

The law requires that “the public agency provide a summary of academic and functional performance, including recommendations to assist the student in meeting postsecondary goals, for students whose eligibility terminates because of graduation with a regular high school diploma or because of exceeding the age eligibility for FAPE under State law” (§300.305[e][3]).

## Summary of Performance

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### Parent Education on Transition Planning

- **Next Steps the Transition Series:** DRS Next Steps, Therese Manderino, II State Coordinator for local training info: Karen @ LADSE 708-482-1170
- **Wrightslaw** website for info and handout material: [www.wrightslaw.com](http://www.wrightslaw.com)
- **Family Resource Center** [www.frcd.org](http://www.frcd.org)
- **ICDD** [www.state.il.us/agency/icdd](http://www.state.il.us/agency/icdd)
- **ARC** [www.arcofillinois.org](http://www.arcofillinois.org)
- **Advocates United** 815-741-0900 [www.advocatesunited.org](http://www.advocatesunited.org)
- **The Wallet Activity:** Karen Steffan 708-482-1170
- **PACER Center:** [www.pacer.org](http://www.pacer.org) (National Parent Center)
- **National Transition Technical Assistance Center:** [www.nsttac.org](http://www.nsttac.org) (Student and Parent)
- **Parenting Post Secondary Students with Disabilities National Center Secondary Education and Transition** [www.ncset.org](http://www.ncset.org)
- **Next Steps Parent Training On Line at:** <http://www.peatc.org>

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To review the PUNS form in preparation for a meeting with your Independent Service Coordination (also known as Pre-admission Screening) Agency in your area:


<http://www.dhs.state.il.us/mhdd/dd/pdf/forms/PUNS%20Form%20English.pdf>

National Collaboration of Workforce and Disability  
[www.ncwd-youth.info](http://www.ncwd-youth.info)

National Center on Secondary Education and Transition  
[www.ncset.org](http://www.ncset.org)

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The screenshot shows the NSTTAC website interface. At the top right, there is a search bar and the phone number 202.742.7422. Below the navigation menu, the 'What's New' section lists several recent updates. The 'NSTTAC Resources' section is organized into sub-categories: Videos, Presenter Guides, 143 Resources, and Archived Webinars. The 'Tools' section includes Planning Tools and EOP Resources. The 'NSTTAC Calendar' displays a calendar for September 2010, with dates 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31. The 'States' Corner' features a map of the United States and the text 'National Resource Map' and 'Click here to view the map'.



**THINK COLLEGE!**  
College Options for People with Intellectual Disabilities

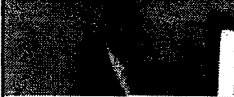



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search

FOR STUDENTS

FOR FAMILIES

FOR PROFESSIONALS

### Welcome to Think College!

Doors to colleges are opening for people with intellectual and other developmental disabilities in many different ways all over the country. This website is designed to share what is currently going on, provide resources and strategies, let you know about training events, and give you ways to talk to others. The information is for transition aged students as well as adults attending or planning for college. It provides resources and tools for students, families, and professionals: **click on the tabs above** to see what's here for you.

**THINK COLLEGE INITIATIVES**

- The Consortium for Postsecondary Education for Individuals with Developmental Disabilities
- The Center for Postsecondary Education for Individuals with Intellectual Disabilities
- College Career Connection

**RELATED PROJECTS**

- Equity & Excellence in Higher Education
- Transition to College
- Going to College

For families

**THINK COLLEGE FEATURES**

- ▶ Think College is speech-enabled. Learn how your computer can read the site aloud.
- ▶ A searchable database of postsecondary education options
- ▶ A searchable database of literature related to

**WHAT'S NEW**

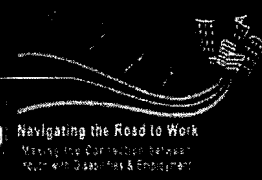
- ▶ Think College and TASH collaborate to provide a five-part webinar series, starting September 15, 2010. Click **HERE** to download more information. Register online **HERE**.
- ▶ Check out our **new short video on YouTube: I Want to**

National Collaborative on Workforce and Disability

**NCWD**

Per Youth

**Navigating the Road to Work**  
Making the Connection between Youth with Disabilities & Employment



[Databases](#)

[Resource Strategies](#)

[Professional Development](#)

[Youth Development](#)


[Workforce Development](#)

[High School/High Tech](#)

Home • [Publications by Topic](#)

## Youth Development & Leadership

### Why Youth Development & Leadership (YD/L)



**Youth Development** is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. **Youth Leadership** is part of that process. In order to control and direct their own lives based on informed decisions, YD/L need to be included as core components of transition programming for all youth, including youth with disabilities.

NCWD/Y consolidated YD/L into five areas: [learning](#), [connectivity](#)

### Five Areas of YD/L

Using the Forum for Youth Investment's Framework, NCWD/Y has outlined intended outcomes and activities for each of the following five areas.

Find out more information about each of these areas by clicking on them below.


1. [Learning](#)
2. [Connecting](#)
3. [Training](#)
4. [Working](#)
5. [Leading](#)

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- ▶ [Guidance](#)
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**National Center on Secondary Education and Transition**  
 Creating Opportunities for Youth With Disabilities to Achieve Successful Futures


- Publications
- Topics
- E-News
- Events
- State Contacts
- Web Sites
- About NCSET




**Youthhood.org**  
Helping teens plan their future  
CLICK HERE



**Transition Solutions**  
Results for All Youth  
CLICK HERE



**Check & Connect**  
Keeping kids engaged  
CLICK HERE



**National Standards**  
What all youth need to succeed  
CLICK HERE

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET is headquartered at the [Institute on Community Integration](#) in the University of Minnesota's College of Education and Human Development.

Please contact us with your questions, comments, or suggestions (include your phone number and the city and state where you live) at:

National Center on Secondary Education and Transition  
 Institute on Community Integration

**What's New**

Check out the current issues of [E-News](#)

**Hot Topics**

- [IEP and Transition Planning](#)
- [Dropout and Graduation](#)
- [Self-Determination for Postsecondary Students](#)
- [Parents/Professionals Collaboration](#)
- [Career Guidance and Exploration](#)
- [Self-Determination for Middle and High School Students](#)
- [Postsecondary Education Supports and Accommodations](#)
- [Instructional Strategies](#)
- [Academic Standards](#)

> [See All 28 Topics](#)

**OCR Publication for Students with Disabilities going to College. Knowing your Rights and Responsibilities (Free)**  
<http://www.ed.gov/about/offices/list/ocr/transition.html>

**Think College: College Options for People with Intellectual Disabilities**  
<http://thinkcollege.net/for-students/paying-for-college>

**College Funding for People with Disabilities**  
<http://www.washington.edu/doit/Brochures/Academics/financial-aid.html>

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- ▶ Transition Planning age by law: begins 14.5
- ▶ Students play a key role in the process
- ▶ Parents play a key role in the process
- ▶ Plan with the end in focus/with balance across Live, Work, Play (and Learn)
- ▶ Learn the “system” of services in post high school environments (i.e. laws, eligibility criteria, time limitations, etc)
- ▶ Consciously plan for independence and self advocacy
- ▶ Remember to grow Roots and give Wings

## Recap: Key Concepts

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