



Transition 101

Where do I start?

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What is Transition

As educators, the word “transition” is used frequently. Moving from teacher to teacher in the course of a day, or year to year, building to building, grade to grade are all examples of transitions.

However, when we speak of “Transition”, generally we are talking about the movement of youth with disabilities through school and into life as an adult.

Transition becomes required when a student is 15+. Indicator 13 is the compliance indicator that mandates what pieces of the IEP address transition. However, it is Never too early to start thinking about the future!

Where do I begin?

Start small. Begin with one student or one piece of the transition planning process.

How can I fit this in with all of my other responsibilities?

Figure out what works for your class. This may mean providing individualized or group instruction on the IEP process, including transition planning. Always present information in a way students can understand. Another option is to weave this process into your existing self-determination curriculum or general education curriculum.

Review of the forms that have transition

- Notice of Meeting
- Present Level (all sections)
- Special Considerations
- IEP Goals
- Form C

Examples of the forms:

NOTIFICATION OF MEETING

The purpose of this meeting is to: (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Review existing data as part of an initial evaluation or reevaluation | <input type="checkbox"/> Consider Post-secondary Transition |
| <input type="checkbox"/> Determine initial or continued eligibility | <input type="checkbox"/> Conduct Manifestation Determination |
| <input type="checkbox"/> Develop initial IEP | <input type="checkbox"/> Consider/conduct Functional Behavioral Assessment |
| <input type="checkbox"/> Review/Revise IEP | <input type="checkbox"/> Other: _____ |

1. Present Level of Academic Achievement and Functional Performance

(Functional Performance refers to general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)

Present Level must include:

- How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the student's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)
- The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the student's post-secondary goals.)
- Concerns of the parent/guardian for enhancing the education of the student (For students with transition plans, consider the parent/guardian's expectations for the student after the student leaves high school.)
- Changes in current functioning of the student since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the student's ability to reach his/her post-secondary goal.)
- A summary of the most recent evaluation/re-evaluation results
- A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16):
- For students participating in alternative assessments, a description of benchmarks or short-term objectives
 - N/A – student is not eligible to participate in the MAP-A.
 - Objectives/benchmarks are on goal page(s):
 - Objectives/benchmarks described below:

Examples of the forms con't

2. Special Considerations: Federal and State Requirements

Post-secondary Transition Services: (Must be included not later than the first IEP to be in effect when the child turns 16, and updated annually thereafter.)

Is a Post-secondary Transition Plan required?

No (Child will not turn sixteen while this IEP is in effect.)

Yes (Child is/will be sixteen while this IEP is in effect.) **If yes, Complete Form C – Post-secondary Transition Plan**

3. IEP Goal

Annual Measurable Goals

Annual Goal #: _____

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

Strengths, preferences, and interests

Transition services are based on a coordinated set of activities based on:

- Informal assessments
- Student interviews
- Observations of student interests if nonverbal
- Hobbies, clubs, sports, favorite activities

Informal Assessments

- Types
 - Curriculum-based assessments
 - Anecdotal records
 - Task and situational analysis-work based
 - Work samples
 - Observations
 - Interviews or questionnaires
 - Personal-future transition planning inventories
 - Functional skill and interest/preference inventories

Formal Assessments

- Types:
 - Aptitude tests
 - Intellectual
 - Adaptive Behavior
 - Independent Living Assessments
 - Achievement tests
 - Personality tests
 - Career Development measures
 - Self-Determination assessments

Annual Goals

- Can be directly tied to post-secondary goals
- Can be goals that are needed to help the student reach their post-secondary goals.
- Don't forget to mark which transition area a goal is covering

Form C

Measurable postsecondary goal areas that are required by law

- Employment
- Training or Education

Optional when appropriate is Independent Living

Work with the counseling department to create the 4 year plan.

Outside Agencies

- Find out who your Vocational Rehabilitation counselor is for your school
- Find out who your MU Pre-ETS Specialist is for your school

Question Time

- What are your burning questions??

Resources

Pre-ETS

- <https://education.missouri.edu/outreach/pre-employment-transition-services/staff/>

Vocational Rehabilitation

- <https://dese.mo.gov/adult-learning-rehabilitation-services/vocational-rehabilitation/vr-offices>

Missouri Connections

- <https://portal.missouriconnections.org/>

Resources

Transition Coalition

- <https://transitioncoalition.org/>

National Technical Assistance Center on Transition

<https://transitionta.org/>

DESE Transition samples

<https://dese.mo.gov/special-education/compliance/general-guidance>