

# Transition Updates

**Keisha C. Robinson  
District Staffing Specialist  
Districtwide ESE Workshop  
Spring 2005**

The U.S. Department of  
Education, Office of Special  
Education Programs  
(USDOE/OSEP) Findings

**Areas of  
Noncompliance related  
to secondary transition**

- Invitations to agencies; agency participation in planning transition services/IEP meetings
- Notice to parents of IEP meeting purpose (transition)
- Quality Transition IEPs

# As a result....

- Copies of IEP's (including interim reviews) completed for all 11<sup>th</sup> and 12<sup>th</sup> grade students between April 1 – May 31, 2005, **must** be forwarded to District ESE Office no later than June 3, 2005, addressed to:

Keisha Robinson

District Staffing Specialist

Division of Exceptional Student Education

SBAB Annex, Room 409

# Transition

**IDEA 2004**

- ...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...

- ...is based on the individual child's **needs** taking into account the child's **strengths,** **preferences, and interests**

# Notification of Meeting

***OSEP targeted area of  
noncompliance***

# For students 14-15 years of age

- Notice provided to parents of the Transition IEP meeting must indicate that the student will be invited to attend and the purpose of the meeting is the **development of a statement of transition service needs that focuses on the student's courses of study.**

# For students 16 years of age and older

- Notice provided to parents of the Transition IEP meeting must indicate that the student will be invited to attend, the purpose of the meeting is the consideration of needed transition services, and identify any agencies invited to send representatives.
  - A signed release of information form must be obtained prior to sharing written information with agency representatives

# Student Participation

- If the student does not attend his or her scheduled IEP meeting, the **school district** shall take other steps to ensure that the student's **preferences** and **interests** are considered.

# Steps that M-DCPS take...

1. Career Portfolios
2. Career Portfolios
3. Career Portfolios
4. Career Portfolios
5. Career Portfolios

# Informed Participants

- During the student's eighth grade year or during the school year of the student's fourteenth birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma must be indicated on the IEP.

- IEP team discussions regarding diploma option decisions for students with disabilities should include information about all options, including the waiver of the requirement to achieve a passing score on the Grade 10 Florida Comprehensive Assessment Test (FCAT).

- In addition, students and parents must be knowledgeable of the requirements related to transition services.

- Therefore, school personnel involved with IEP teams should review materials on these subjects that are available from the Department of Education. To assist parents and students in their role as **informed participants**, schools/districts should continue to make available information regarding diploma option decisions and transition planning at appropriate times.

# Resources

- Florida Department of Education
  - <http://www.firn.edu/doe/commhome/pub-home.htm>
- M-DCPS ESE Website (Transition)
  - <http://ese.dadeschools.net/TRANSITION1/index.htm>

# Transition Statement

***OSEP targeted area of  
noncompliance***

- The desired post-school outcome statement must address multiple areas (e.g., work, education, living arrangements, transportation, community participation, recreation and leisure, and social relationships) which should lead to a coordinated set of activities and appropriate postsecondary measurable goals in the areas of:
  - Instruction, community experience, employment, post school adult living and where appropriate, daily living skills and functional vocational evaluations

# Self-Determination

- For students age 14 and older, the IEP team **must** consider the need for instruction in or the provision of information in the area of self-determination.

- Self-determination activities are designed to assist the student to **actively and effectively participate in IEP meetings and to self-advocate when necessary.**

- Documentation of this would appropriately appear in the present levels of educational performance statement, priority educational needs, the annual goals and benchmarks, as a statement of supplemental aids and services, or in any other manner deemed appropriate by the IEP team.

# Self-Determination Resources

- Standing Up For Me
- Annual Self-Determination Checklist (*M-DCPS initiative*)
- A Student's Guide to the IEP
- Dare to Dream Revised

# Annual Self-Determination Checklist

**M-DCPS initiative**

# M-DCPS Expectations

- All students ages 14-22 must have an Annual Self-Determination checklist in their career portfolio.
- Updated annually
- Modified checklist will be developed and distributed Fall 2005

# User Friendly

- Students
- Teachers (General Education and ESE)
- Parents
- Counselors
- BMTs

# Implementation Styles

- Independent
  - Whole class activity
  - Counseling sessions
- Consultation/collaboration time
  - Interview style
    - Student to student
    - Teacher to student
    - Parent to student
  - Listening stations

# What to do With the Checklist

- Review with student
- Store in career portfolio
- Bring to next Transition IEP meeting
- Integrate information into Transition IEP
  - Use to assist in the area of present levels of performance, PENS, goals and benchmarks
- Give students the experiences they need to become self-determined

# Connecting the Transition IEP to the Matrix

- Social/Emotional
  - behavior specialized training in self-advocacy and understanding of exceptionality
- Curriculum and Learning Environment
  - Referrals to Agencies
  - Transition activities

# Agency Linkage

***OSEP targeted area of  
noncompliance***

- The school district shall invite a representative of any other agency that may be responsible for providing or paying for transition services, when the purpose of the IEP meeting is to consider transition services.

- If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain the participation of the agency in the planning of any transition services.
  - Written correspondence, telephone calls, etc.

# Assistive Technology

- For students who require the use of assistive technology devices and/or services to access FAPE, the Transition IEP should include a statement of needed assistive technology transition services.

- Various agencies may be involved, and the decision regarding who is responsible for providing assistive technology services needed for successful post-graduation activities should be determined by the Transition IEP team.
  - *“Guidelines for Ensuring Consideration of Assistive Technology (AT) Needs in the Transition IEP Process”* will be available soon

# Transfer of Rights at Age of Majority

- At least one year prior to the student's 18<sup>th</sup> birthday, during the Transition IEP meeting, the student and his or her parent must be informed of the rights that will transfer to the student upon his or her 18<sup>th</sup> birthday. The Transition IEP shall document that this information has been provided.

- When the student attains his or her 18<sup>th</sup> birthday, a notice regarding the transfer of rights must be provided to the student and parent.

# Resource

- Legal Guide for New Adults
  - [www.flabar.org](http://www.flabar.org)
    - Click consumer services
    - Click consumer pamphlets
    - Scroll to “*Legal Guide for New Adults*”
      - Available in English and Spanish

# Free Appropriate Public Education (FAPE)

- A student's right to FAPE is terminated upon graduation with a standard high school diploma. This constitutes a change of placement and requires prior written notice.
  - Informed Notice of Proposal... FM-4877 **must** be used to communicate this to parents and students

- If the student has not earned a standard high school diploma, the student may continue to receive services through the student's 22<sup>nd</sup> birthday.

# Transition Assessments

**IDEA 2004**

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

# Brigance Employability Skills Inventory

# Reading grade-placement:

- Word recognition
- Reading vocabulary comprehension
- Reading comprehension

# Rating Scales:

- Self-concept and attitudes rating scale
- Responsibility and self-discipline rating scale
- Motor coordination and job requirements rating scale
- Job-interview preparation rating scale
- Job-interview rating scale
- Trainee's work experience rating scale

# Career Awareness and Self-Understanding:

- Job interest and aptitudes
- Health and physical problems
- Choosing a career
- Work ethics and attitudes

# Reading skills:

- Direction words for performing manual skills
- Direction words for processing information
- Words found on employment forms
- Phrases and questions found on employment forms
- Directions found on employment forms
- Abbreviations
- Employment signs
- Signs that direct
- Warning and safety signs
- Informational signs
- Warning labels
- Comprehending and using information on labels
- Using information listed in alphabetical order
- Parts of a book
- Paragraph

# Speaking and Listening:

- General speaking and language skills
- Listening observations checklist
- Speaking observations checklist

# Job-Seeking Skills and Knowledge:

- Job-interview questions
- Basic pre-employment vocabulary
- Employment pay and benefits vocabulary
- Payroll deduction statement

# Pre-employment Writing:

- Application for a social security card
- Simple application for employment
- Complex application for employment
- Completes a job-resume outline
- Form W-4
- Employment eligibility verification (form I-9)
- Writes dates

# Math Skills and Concepts:

- Number facts and computation of whole numbers- addition, subtract, multiplication, and division
- Reads number words and writes numerals
- Math direction words
- Quantitative concepts and ordinal numbers
- Converts fractions, decimals, and percents
- Choose operations and solves problems
- Geometric shapes and concepts
- Future, past and time elapse on clock
- Uses a calculator
- Measures with inch ruler
- Converts U.S. customary liquid and weight measurements
- Math abbreviations and symbols
- Reads thermometers and other meters and gauges

- Curriculum Associates
  - [www.curriculumassociates.com](http://www.curriculumassociates.com)

# Summary of Performance

**IDEA 2004**

- For a child whose eligibility has terminated either through graduating with a standard diploma or aging out of special education services an LEA 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 postsecondary goals.
  - IDEA 2004 beginning July 1, 2005
  - STAY TUNED!!!!!!

# ESE Transition Website

# Wealth of information

- IDEA
- What is Transition
- Self-Determination
- Transition Specialists
- Transition Task Force
- Resources
- Feedback

Professional Development  
Alternatives for Exceptional  
Student Educators (PDA-ESE)

**Transition Module**

- DOE initiative
- Established to develop and deliver specialized training for teachers of students with disabilities (professional development)
- Implemented statewide via FDLRS
- Utilizes online training and local facilitators
- 60 MMPs

- Unit Overview
  - History & Legislation
  - Self-Determination
  - Curriculum & Instruction
  - Transition IEP
  - Working Collaboratively
  - Outcomes

# Contact Information

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