Planning for Life after High School
The Parent Information Center (PIC)

PIC staff

• provide information and support to parents and others so that they may participate effectively as team members in the Special Education process.

• are not attorneys and do not give legal advice

• offer information on educational laws, regulations and best practices
Transition =
High School Transition =
Post-secondary Transition

• What is it?
• Why is it important?
IDEA 2004

A coordinated set of activities designed within a results-oriented process that is focused on improving the academic and functional performance of the child with a disability to facilitate the child’s movement from school to post-school activities including Postsecondary education, vocational education, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation based on student’s needs and taking into account his or her preferences & interests; and 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.
High School Transition

- Partnership
- Individualized
- Student Driven
When does transition planning take place?
Transition Planning

It can feel like a roller coaster
Parent Feelings

Shock
↓
Depression
↓
Denial
↓
Guilt
↓
Shame

Acceptance
↑
Hope
↑
Bargaining
↑
Anger
↑
Panic

→ Isolation →
Transition Planning

- Can start informally in elementary or middle school
- Think ahead
- Begins with a Course of Study in IEP at age 14
Student Involvement During Transition Planning

- IDEA requires youth to be invited when transition is discussed
- Youth are not required to attend
- IEP Team must include youth’s preferences and interests
Encouraging Your Child to Participate

• Begin early
• Help him develop self-awareness and skills
• Help him prepare
• Provide other opportunities for involvement
Course of Study

Student Name: DOB:

New Hampshire Training Site

Draft

Secondary Transition
Courses of Study
(ages 14-21, or younger if appropriate)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Projected Courses to be taken each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
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<tr>
<td>10th</td>
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<tr>
<td>11th</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>Ages 18-21</td>
<td></td>
</tr>
</tbody>
</table>

Total number of credits required by this district for graduation:

It is anticipated that this student will:

Anticipated graduation date/completion of program:
Questions to Consider when Developing the Course of Study

• What are your child’s interests?

• What are the different diploma options and graduation requirements for each?

• How do they translate for your child?

• What is the anticipated date of graduation?
Transition Changes How We Build IEPs
Transition
Changes How We Build IEPs

GOALS FOR AFTER HIGH SCHOOL

Present Levels of Academic Achievement & Functional Performance

Transition Services (including Course of Study)

Annual Goals

Objectives

Accommodations & Modifications

Related Services
Goals for Life After High School

- Measurable Postsecondary Goals
- Age appropriate career assessments
Measurable Postsecondary Goals

Age Appropriate Career Assessments

- Informal: observations, self-reflection, interest inventories
- Formal: intelligence or aptitude tests, adaptive behavior and daily living skills assessments
Measurable Postsecondary Goals

✓ Training or Education

✓ Employment

✓ Independent Living, if appropriate
# Measurable Postsecondary Goals

**Transition**  
Student's Preferences, Needs and Interests

<table>
<thead>
<tr>
<th>Student's Post-Secondary Goals</th>
<th>Present Levels of Performance</th>
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<tr>
<td>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the-job training)</td>
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<td>Current Job Skills in Preparation for Post-Secondary Employment:</td>
</tr>
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<td>3. Post-Secondary Independent Living Goal. If</td>
<td>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</td>
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<td>4. Future Community Participation:</td>
<td>Current Community Participation in Preparation for Post-Secondary Independent Living:</td>
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<td>5. Adult Services:</td>
<td>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:</td>
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Measurable Postsecondary Goals

Are not the same as annual goals

• School’s responsibility
• Start out broad
• Reviewed annually
Present Levels...

... of academic achievement and functional performance
- What do they have
- What do they need

GOALS FOR AFTER HIGH SCHOOL

Present Levels of Academic Achievement & Functional Performance

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Present Levels...

How can I be involved?

GOALS
FOR
AFTER
HIGH
SCHOOL

Present Levels
of
Academic
Achievement
&
Functional
Performance

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### Present Levels of Performance

#### Transition

**Student’s Preferences, Needs and Interests**

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Transition Services and Course of Study

GOALS FOR AFTER HIGH SCHOOL

Present Levels of Academic Achievement & Functional Performance

Transition Services (including Course of Study)

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Two parts to the plan:

1) Course of Study

- Not just graduation requirements
- Relate directly to what youth wants to do after high school
- Prepare youth to achieve their post school goals
- Long range
- Frequently include work & community experiences
2) Transition Services

What are the steps or activities that need to happen in:

- Instruction
- Related services
- Community experiences
- Employment
- If appropriate
  - Daily living skills
  - Functional vocational evaluation
Transition Services

• Instruction
• Related Services
• Community Experiences

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Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment
Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment
- Daily Living Skills (if appropriate)
Planning for Transition Services

• Everyone has a role

• Think beyond agencies and systems

• Making connections
Transition Services/Needs

Transition Services/Needs
(ages 16-21, or younger if appropriate)

<table>
<thead>
<tr>
<th>Transition Area</th>
<th>Transition Service</th>
<th>Begin Date/End Date</th>
<th>Person/Agency Responsible</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance?

Date NHVRS notified:
Transition Services

• If an agency fails to provide a transition service, the school is not responsible to provide that service.

• School is responsible to reconvene IEP Team.
Annual Goals and Objectives

GOALS FOR AFTER HIGH SCHOOL

Present Levels of Academic Achievement & Functional Performance

Transition Services (including Course of Study)

Annual Goals

Objectives

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Annual Goals and Objectives

Measurable Annual Goals and Benchmarks/Short-term Objectives / Progress Toward Meeting Annual Goal(s)

<table>
<thead>
<tr>
<th>Area of Need:</th>
<th>Implementation Personnel/Position Responsible:</th>
</tr>
</thead>
</table>

Present Level of Academic Achievement:

Present Functional Performance:

Annual Measurable Goal: | Projected Beginning Date:

<table>
<thead>
<tr>
<th>Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal</th>
<th>Beginning Date</th>
</tr>
</thead>
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Transition
Changes How We Build IEPs

GOALS FOR AFTER HIGH SCHOOL

Present Levels of Academic Achievement & Functional Performance

Transition Services (including Course of Study)

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Age of majority...

• By age 17 youth must be informed of the rights that will transfer to them at age 18
• Talk with your child about what this means
• Consider seeking Power of Attorney or Guardianship
Summary of Performance

• Is individualized and driven by the students' Postsecondary goals
• Does not require additional assessments
• Recommendations on how to help youth meet their goals
• Sample forms are available
Key points....

• Parent and student participation in the process
• Student’s goals drive the process
• Develop a Course of Study and supports needed to meet those goals
• Develop and fine tune goals for life after high school
• Review and revise annually
Thank you

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Thank you

Contact PIC with any questions

(603) 224-7005
(800) 947-7005
www.picnh.org
www.nhspecialed.org
Additional Resources

NH Department of Education

www.education.nh.gov
www.nextsteps-nh.com

Other

www.pacer.org/publications/transition.asp
www.iseek.org
www.parentcenterhub.org/topics/transition
toadult