

Planning for Life after High School



Workshop Objectives

Participants will understand:

- What is meant by High School Transition
- Transition planning components required under IDEA 2004 and the NH Rules
- Age of Majority
- How parents can be involved in the transition planning process





Agenda

Transition Planning and Family Feelings

Building IEPs in High School

Age of Majority

Summary of Performance

Workshop Evaluation





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 Ed. process.
- offer information on educational laws, regulations and best practices,
- are not attorneys and do not give legal advice or representation if you have a problem or issue that requires legal advice such advice should be obtained from an attorney.



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



Family 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



Transition Changes How We Build IEPs



Age 14 - Course of Study

Student Name: DOB:

New Hampshire Training Site

Draft

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

Grade Level	Projected Courses to be taken each year
8th	
9th	
10th	
11th	
12th	
Ages 18-21	

Total number of credits required by this district for graduation:

It is anticipated that this student will:

Anticipated graduation date/completion of program:



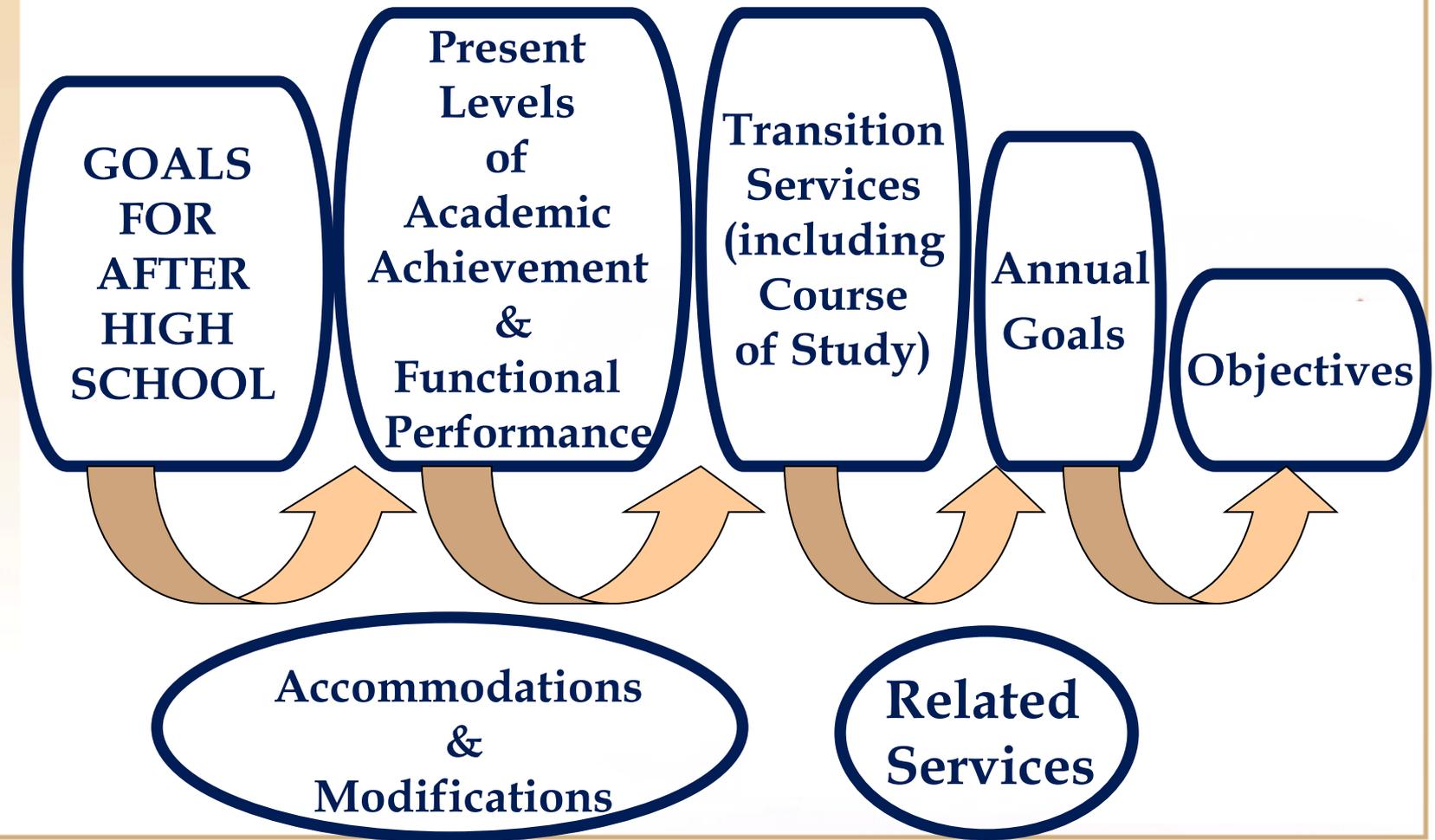
Questions to Consider when Developing the Course of Study

- 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





Age 16 - Measurable Post-Secondary Goals



Measurable Postsecondary Goals

Age Appropriate Transition Assessments



Informal:

- Observations
- Self-reflection
- Discussion/Interviews
- Personal Preference questionnaires

Measurable Postsecondary Goals

Age Appropriate Transition Assessments

Formal

- Intelligence/aptitude tests
- Adaptive behavior and living skills assessments
- Academic achievement tests, grades



Measurable Postsecondary Goals

- ✓ Training or Education
- ✓ Employment
- ✓ Independent Living,
if appropriate



Measurable Postsecondary Goals

Transition Student's Preferences, Needs and Interests

Was the student invited to the IEP meeting?
Did the student attend the IEP meeting?

Student's Post-Secondary Goals <i>(Based on student's preferences, needs and interests)</i>	Present Levels of Performance
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)	Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
2. Post-Secondary Employment Goal:	Current Job Skills in Preparation for Post-Secondary Employment:
3. Post-Secondary Independent Living Goal. If	Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
4. Future Community Participation:	Current Community Participation in Preparation for Post-Secondary Independent Living:
5. Adult Services:	Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:



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



Present Levels...

How can I be involved?



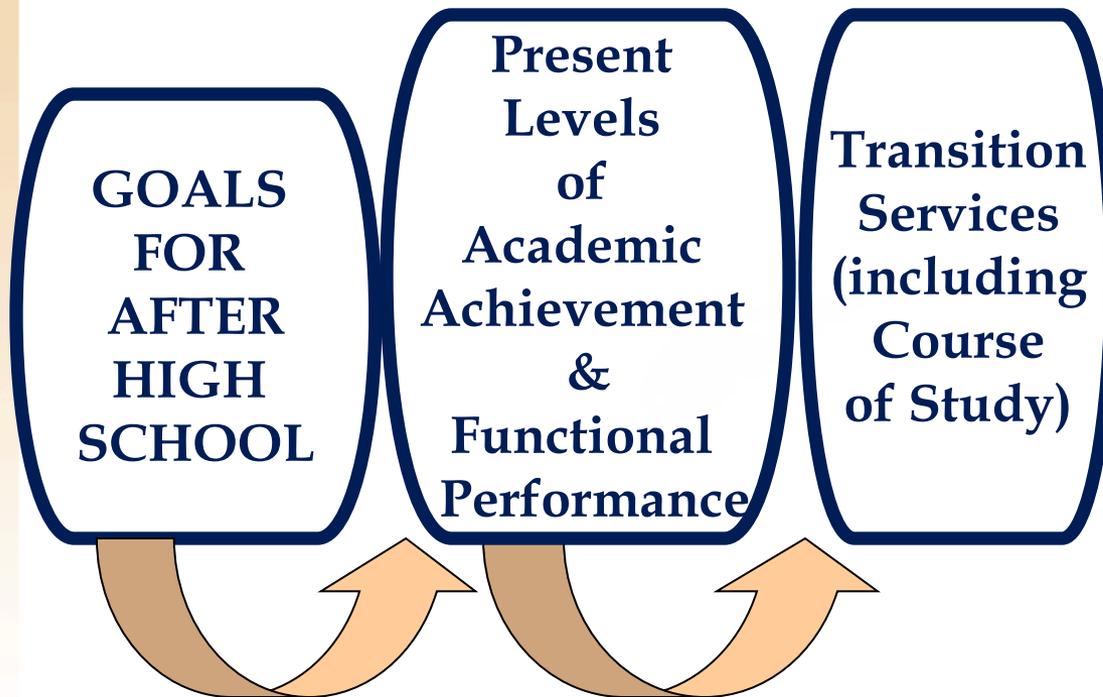
Present Levels of Performance

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Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
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3. Post-Secondary Independent Living Goal. If	Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
4. Future Community Participation:	Current Community Participation in Preparation for Post-Secondary Independent Living:
5. Adult Services:	Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:

Transition Services and Course of Study



Two parts to the plan:

1. Course of Study (Age 14)

- 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
- Employment



Transition Services

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



appropriate)





Planning for Transition Services

- Everyone has a role
- Think beyond agencies and systems
- Making connections



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



Example of Transition Services/Needs

Student Name:

New Hampshire Training Site

DOB:

IEP Meeting Date:

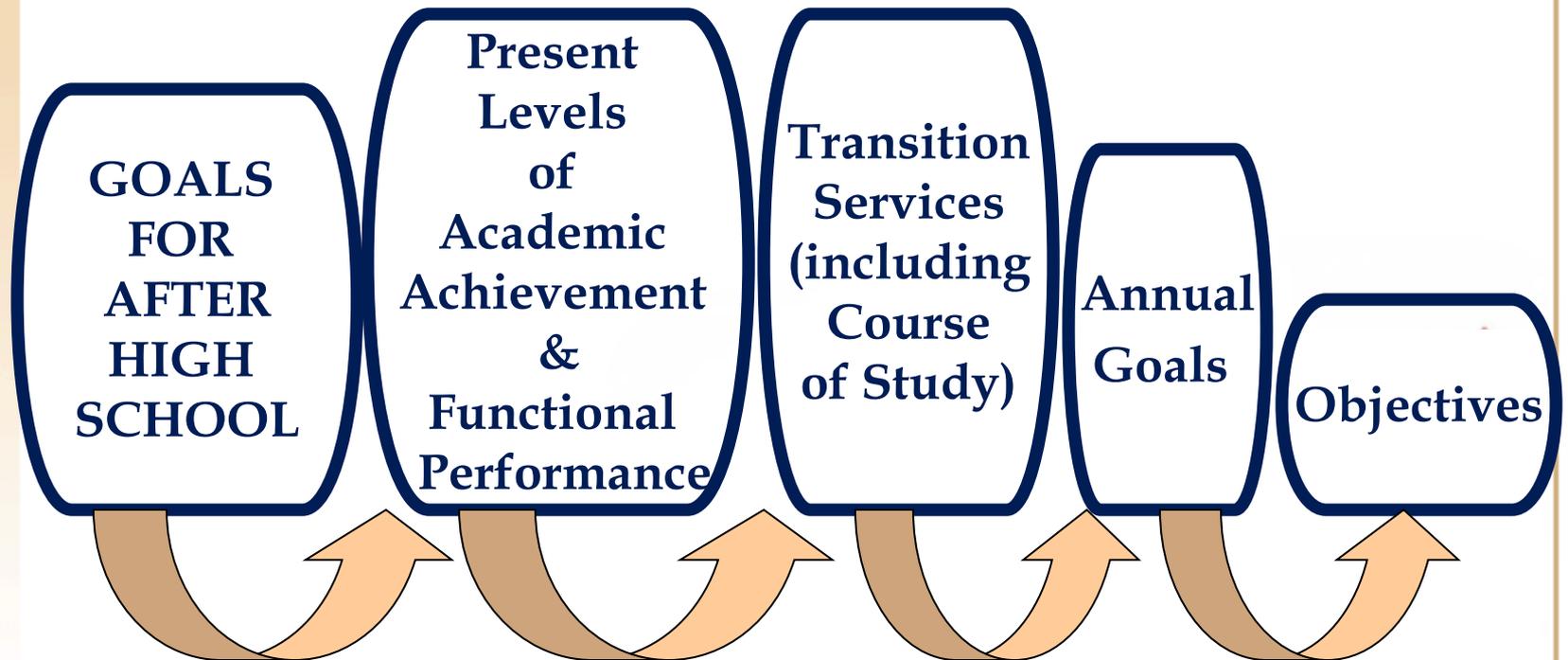
Transition Services/Needs
(ages 16-21, or younger if appropriate)

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible

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:

Annual Goals and Objectives



Annual Goals and Objectives

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

Area of Need:

Implementation Personnel/Position Responsible:

Present Level of Academic Achievement:

Present Functional Performance:

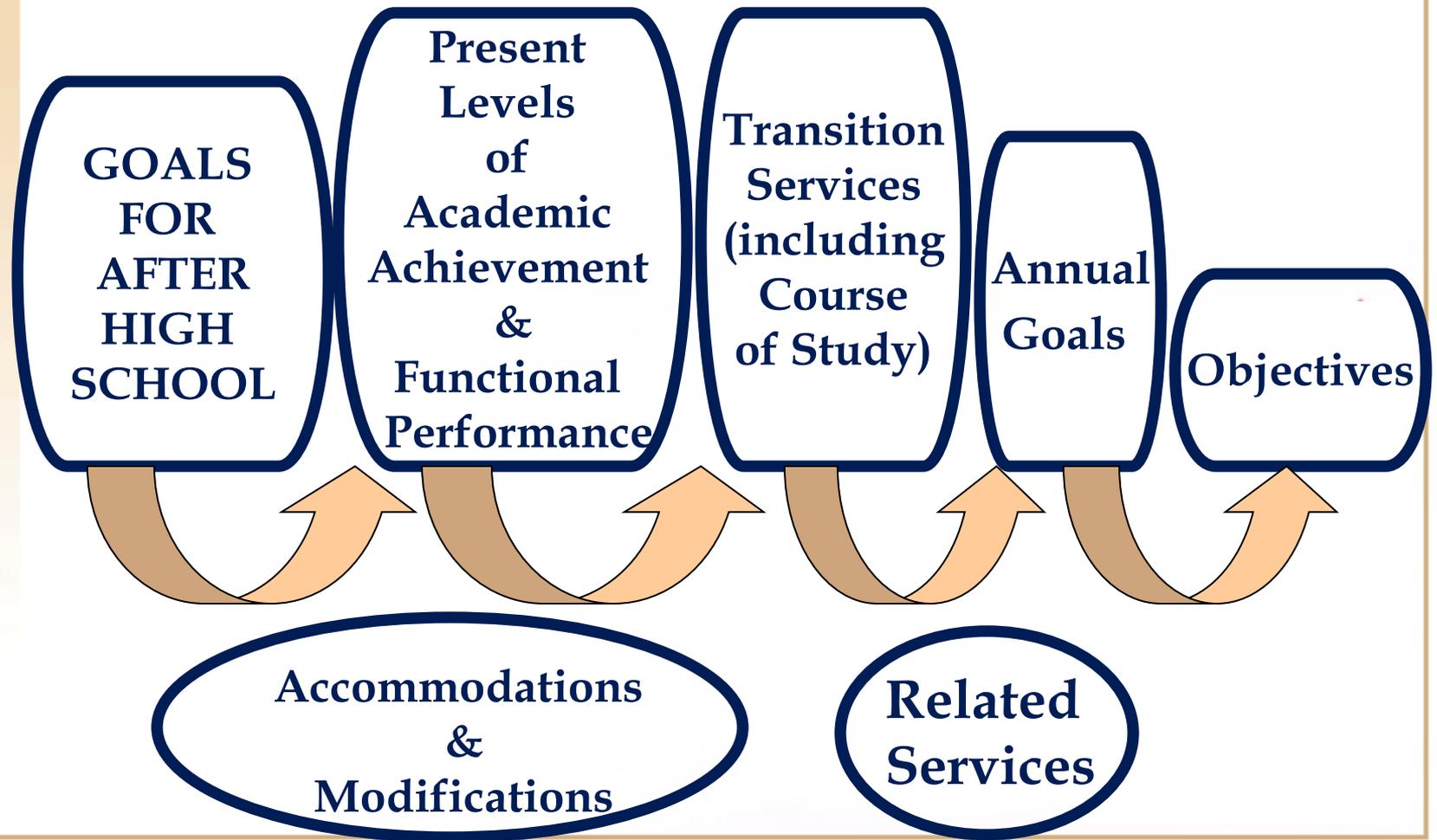
Annual Measurable Goal:

Projected Beginning Date:

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date

Transition

Changes How We Build IEPs



Age 18 - The 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....

- At 14 develop a Course of Study
- At age 16 develop MPSG in Education, Employment and Independent living skills
- Review and refine goals for life after high school annually
- 18 is the age of majority (informed at 17)
- Summary of performance



Key points....

- Parent and student participation in the process
- Student's goals drive the process



Acknowledgements

- NH Department of Education
- National Secondary Transition Technical Assistance Center (NSTTAC)
- Transition Coalition
- Division of Career Development and Transition
- Center for Parent Information and Resources (CPIR)
- Next Steps Partners





Thank you

Contact PIC with any questions:

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