

Transition to Adulthood:

What to expect during the Secondary Transition Process

Why address Secondary Transition?

- Students with disabilities face barriers
 - Historical barriers
 - Lack of information & direction
- Planning for transition to adulthood is required by law
 - Education/training
 - Employment
 - Independent Living (if needed)

Each LEA (Local Education Agency) has a person who coordinates Secondary Transition for that school system. Who is your Transition Coordinator? _____

- Jane Winstead, TN Director of Transition: Jane.Winstead@tn.gov
- Gayle H. Feltner, Transition Consultant for Middle and West: Gayle.H.Feltner@tn.gov
www.tennessee.gov/education/speced/setransition.shtml

When to address Secondary Transition?

Beginning no later than the first IEP in effect when the student turns 14 and annually thereafter –

A student's IEP must include **appropriate measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and where appropriate, independent living skills. The IEP must include those **transition services (including courses of study)** needed to assist the student in reaching postsecondary goals. (Section 614)

Age of Majority (18): *One year before the student reaches the legal age of majority:* students and parents are to be **notified of the specific rights** which will transfer to the student once he or she turns 18 & documentation must be found in the IEP.

Notification of meetings Notification of consent for evaluation
 Selection of IEP meeting participants Approval of contents of the IEP
 Approval regarding change of placement

What are Transition Services?

Transition Services are “**a coordinated set of activities for a student that** (A) 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**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.”

- (B) based on the individual child's needs, taking into account the **child's strengths, preferences, and interests**; and
- (C) 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. (Section 602, (34).

What is a measurable postsecondary goal?

A statement that **articulates what the student plans to achieve** after high school based on student's strengths, preferences, and interests.

Examples (adapted from www.nsttac.org):

Upon completion of high school, Jesse will pursue a general associates degree program at a community college in August of 2009. (**separate, education or training**)

Upon completion of high school, Jason will pursue his undergraduate degree in history and education, to become a high school social studies teacher. (**combo: education or training and employment**)

Upon completion of high school, Paula will prepare for work each day by dressing, making her bed, making her lunch, and accessing transportation. (**separate, independent living**)

* A Indicator 13 Training guide is now available at the National Transition Technical Assistance Center www.nsttac.org

Secondary Transition is the process of preparing students (14-22) for Adult Life.

- Secondary Transition IS NOT a place (like the Vocational building, or a PAES lab, or a CDC class)
- Secondary Transition is more than a page in a student's IEP. It's a guide for successful adult life for students with disabilities (living, learning, working, and loving life in the community).
- The process of Secondary Transition is addressed (at least) annually during the IEP (Individualized Education Plan) Team meeting and revised every year to build on progress made and needed changes:

Secondary Transition is a process that must be revised at least annually to facilitate the student has a smooth transition into adult life:

- Identify Student Preferences, Interests and Needs & Develop the Student's Vision for the Future
- Present Level of Educational Performance
- Develop IEP with Statement of Needed Transition Services
- Implement IEP
- Evaluate Results

The Critical Elements of Transition are all important:

- **Transition Planning—**
 - Planning early
 - Person-Centered approach to planning
 - Outcomes tied to Vision for Future
 - IEP focuses on outcomes
 - Service Coordination
 - Post-School outcomes data
 - Documentation in the IEP
- **Family Involvement—**
 - Family members attend meetings
 - Flexible to meet with families
 - Transition = Family as a whole
 - Involved in decisions
 - Agreement on outcomes
 - Information
 - Person-Centered Planning
- **Student Involvement—**
 - Decision-Making skills and opportunities
 - Invited to attend meetings
 - Ideas listened to and respected
 - Opportunities to learn about options
 - Self-Advocate who practices Self-Determination
 - Self-Directed IEPs
 - Parent informed on how to support students
- **Curriculum and Instruction—**
 - Academic instruction tied to outcomes
 - Vocational instruction & experiences
 - Independent living skills
 - Social, interpersonal & recreation
 - Functional curriculum reflects outcomes
 - Natural & age-appropriate
 - Transition Programs Post-HS for ALL students
- **Inclusion, Access and Accountability**
 - Enroll in instructional program to meet needs
 - Social inclusion
 - General Education & Vocational Education get support
 - Inclusion leads to positive outcomes
 - Decision-making process used
 - Accommodations on IEP & State and District Tests
- **Interagency and Community Services**
 - School-business partnerships
 - Process for identifying needs
 - Formal & informal supports
 - Accurate information
 - Interagency agreements

- Local councils
- Collecting Post-school Outcomes
- **Transition Assessment**
 - Ongoing Process to identify strengths, interests & needs related to postsecondary goals
 - Individualized
 - Real-world settings
 - Student-centered
 - Formal & Informal Methods

Online Resources **Not an exhaustive list*

- Tennessee Career Information Delivery System <http://tcids.tbr.edu/>
- Tennessee Family Pathfinder www.familypathfinder.org
- Transition Coalition Training Modules <http://transitioncoalition.org>
- Jim Martin's Transition Assessment Timeline
http://transitioncoalition.org/transition/file.php?path=files/docs/Transition_Assessment_Timeline1214236686.doc
- Zarrow Center for Learning Enrichment <http://education.ou.edu/zarrow/>
- National Secondary Transition Technical Assistance Center www.nsttac.org
- National Research Center for Career and Technical Education www.nccte.org
- National Center on Secondary Education and Transition www.ncset.org
- Project C³ Connecting Youth to Communities and Careers www.c3online.org
- GPS LifePlan - <http://www.gpslifeplan.org/century/>

Need Technical Assistance/Have Questions?

Pattie Hall
phall@thearctn.org
(865) 806-8668

Treva Maitland
tmaitland@thearctn.org
731-559-4187

Loria Richardson
lrichardson@thearctn.org
615- 215-2065

The Arc of Tennessee's Secondary Transition project
<http://www.thearctn.org/Transitions.php>
800-835-7077 (toll-free statewide)

Training brought to you with funding from the TN Department of Education, Division of Special Education

The Arc of Tennessee values diversity and does not discriminate based on race, ethnicity, religion, age, geographic location, sexual orientation, gender or level of disability.

Secondary Transition Evaluation Form

The Arc of Tennessee's Secondary Transition project www.thearctn.org/Transitions.php

Location: _____

Date: _____ **Instructor:** _____

Please help us improve our program by completing this information.

Use the criterion below to rate this workshop:

1. It was not satisfactory to my needs.
2. It only met a few of my needs.
3. It was satisfactory for my needs.
4. It was more than satisfactory for my needs.
5. Outstanding-it far exceeded my expectations!

	1	2	3	4	5
Instructor knowledge of material					
Length of time on topic					
Appropriateness of content					
Potential to use this information in my life					
Instructor was clear and interesting					
Overall rating of this workshop					

We need and appreciate your additional feedback on this training:

I came expecting _____

I learned _____

The next workshop I would like is: _____

Describe how you will use what you have learned: _____
