

Monarch Center for Autism  
A Division of Bellefaire JCB

# Transition Planning for Individuals with Autism

Transition to  
Independence



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**Julie's background and experience:**  
Joined Monarch Center for Autism in 2015. She attended Kent State University and earned a bachelor's degree in special education, with a focus in reading. She then went on to earn a master's degree in special education and a Transition-to-Work endorsement. Julie came to Monarch with experience as an intervention specialist for New Story School, a job placement coordinator for Hattie Larlham, and a program manager for Hattie Larlham. Julie serves as both the transition coordinator and middle school/high school supervisor at Monarch.



**Rachel's background and experience:**  
Joined Monarch Center for Autism in 2010. She attended Mercyhurst College and earned a dual bachelor's degree in elementary and special education. She continued with her master's degree at Mercyhurst and earned a Master's of Science in special education. Rachel worked as a special education teacher in North Carolina and Maryland for four years before beginning her position as an intervention specialist at Monarch. After four years in this role, Rachel assumed the role of Supervisor of Monarch Transition Education Program (MTEP), where she worked for two years. She was then promoted to MTEP Director.

## Topics of Discussion

- When does the transition process begin?
- What should a transition-focused IEP look like?
- What does it mean to write a person-centered IEP?
- Writing a person-centered IEP for students with more significant needs.
- An in-depth look at transition sections of an IEP.
- Which agencies should be involved in transition planning?
- When should agencies become involved and begin attending IEP meetings?

## Monarch Transition Education

- 98 transition-age (14+) students
  - Individualized programming throughout three areas of Monarch
    - Monarch Transition Education Program
    - Monarch Main School
    - Monarch Middle and High School

## What are Transition Services?

- **Transition services**
  - a coordinated set of activities that are designed to be within a results-oriented process
  - focused on improving academic and functional achievement
  - to facilitate movement from school to postsecondary activities
    - postsecondary education
    - vocational education
    - Integrated employment (including supported employment)
    - continuing and adult education
    - adult services
    - Independent living and/or community participation
- **Transition services are based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and include**
  - Instruction
  - Related services
  - Community experiences
  - The development of employment and other postsecondary adult living objectives
  - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

## When does the transition process begin?

- According to the Ohio Department of Education
  - “In Ohio, students with disabilities ages 14 or younger, if appropriate, formally enter into the secondary transition planning process. A truly successful transition process is the result of comprehensive planning that is driven by the student's preferences, interests, needs, and strengths. This comprehensive planning moves students toward successful future outcomes in competitive, integrated employment, education, and independent living.
    - <https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development>
- Although most states begin including transition information on the IEP around the age of 14 or 16, it is critical to begin discussing transition services and adult services at a much younger age
  - Families are often unprepared when it comes time to start making decisions about their child's future
  - Schools, families, etc. should begin exposing students to a variety of careers at early ages as well as begin preparing students to become independent in their day-to-day activities

[http://transitionta.org/system/files/resources/EBPP\\_Birth\\_to\\_Adult\\_Research\\_for\\_Success.pdf](http://transitionta.org/system/files/resources/EBPP_Birth_to_Adult_Research_for_Success.pdf) **Monarch Center for Autism**  
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**NTACT**  
National Technical Assistance Center on Transition

**Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success**

Taxonomy area	Early Intervention (0-2)	Preschool (3-5)	K	3 <sup>rd</sup>	Middle School	High School	Post-School (adult)
<b>Student-focused Planning</b>	Individual Family Service Plan → Individual Education Planning → Student Participation in IEP → Participant-led /PCP						
<b>Student Development</b>	Natural Environments → Inclusion in school → Inclusion in Community						
	Enriched Language → Academic Skills						
	Early Knowledge and Skills → Life, Social, and Emotional Skills						
	Social Competence → Life, Social, and Emotional Skills						
	Self-awareness → Self-advocacy → Self-determination						
	Related Services → Related Student Services → Adult Services						
	Environmental Adaptations → Adult Services						
<b>Family Engagement</b>	Family Partnerships → Family Involvement						
	Family Competence → Family Preparation						
	Family Confidence → Family Empowerment						
<b>Interagency Collaboration</b>	Transdisciplinary Teaming → Collaborative Service Delivery						
<b>Program Structures</b>	High Quality Personnel → Highly Qualified Teacher → Degreed Providers						
	Data Driven Decision Making → Degreed Providers						
	Culturally Relevant Programs and Practices → Degreed Providers						
<b>Federal Mandates</b>	IDEA Part C	IDEA Part B	IDEA Part B, WIOA	ADA, Higher Ed Act, Rehab Act, WIOA			
<b>Known Outcomes</b>	<ul style="list-style-type: none"> <li>• Early Knowledge and Skills</li> <li>• Enriched Language</li> <li>• Social Relationships</li> <li>• Taking Action to Meet Needs</li> </ul>	<ul style="list-style-type: none"> <li>• School Ready</li> <li>• Reading</li> <li>• Math</li> <li>• Attendance</li> <li>• Self-awareness</li> <li>• Less Behavior Issues</li> <li>• Less Suspension/Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Test Scores</li> <li>• Higher Graduation Rates</li> <li>• Better Attendance</li> <li>• Self-determination</li> <li>• Less Behavior Issues</li> <li>• Less Suspension/Expulsion</li> <li>• Less Teen Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• College Attendance</li> <li>• Employment</li> <li>• Higher Wages</li> <li>• Better Health</li> <li>• Social Activity Engagement</li> <li>• Community Engagement</li> <li>• Less Arrests for Violent Crimes</li> </ul>			
<b>Known Predictors</b>	Enriched Language Predictors	3 <sup>rd</sup> Grade Reading Predictors	High School Graduation Predictors	Employment, Education, & Independent Living			

*This document created in partnership with the Early Childhood Technical Assistance Center (ECTA)*

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[www.transitionta.org](http://www.transitionta.org) [pinterest.com/transitionta](https://www.pinterest.com/transitionta)

Name: \_\_\_\_\_ Student # \_\_\_\_\_

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### Timelines for Transition Planning

Like all people, persons with disabilities go through many transitions in their life. Transition planning is focused on the transition from school to adulthood. However, it is important to view transition in the context of the student's total learning experience, since transition planning at the secondary level must build on the developmental experiences of the student up to that time. The following table shows how transition choices should be developed and formed beginning at the primary level.

<p><b>Primary Level - Grades 1-5</b></p> <p>Goals: Develop leisure, household, and work interests and sense of responsibility</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop positive work habits</li> <li>2. To appreciate all types of work</li> <li>3. To develop disability awareness</li> </ol> <p><b>Possible Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• inclusive activities</li> <li>• responsibility activities</li> <li>• work sample activities</li> <li>• career field trips</li> <li>• discussions about work</li> <li>• discussions of interests and aptitudes</li> <li>• exploration of technology</li> <li>• decision-making and problem solving activities</li> </ul>	<p><b>High School - Grades 9-10</b></p> <p>Goals: Explore work, postsecondary education, independent living, and leisure options</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop meaningful, realistic goals</li> <li>2. To develop work, education, residential, and community participation skills</li> <li>3. To learn to manage disability and request accommodations</li> </ol> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>★ Statement of needed transition services relative to the student's postsecondary goals by age 16</li> <li>★ Career Portfolio</li> </ul> <p><b>Possible Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• technology assessment</li> <li>• update transition goals</li> <li>• self-determination training</li> <li>• life skills education</li> <li>• vocational education</li> <li>• volunteering</li> <li>• placement in advanced classes</li> <li>• informational interviews</li> <li>• job shadowing</li> <li>• work experiences</li> </ul>
<p><b>Middle School - Grades 6-8</b></p> <p>Goals: Identify career interests and courses of study for high school</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand interests, aptitudes, and preferences</li> <li>2. To understand work, education, independent living, and community options</li> <li>3. To identify desired courses of study in high school</li> </ol> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>★ Statement of transition service needs relative to the desired high school courses of study by age 14</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>★ Career Assessment</li> <li>★ Individual Career Plan</li> </ul> <p><b>Possible Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• visit to vocational and technical schools</li> <li>• complete interest inventories</li> <li>• functional vocational assessment</li> <li>• career fairs</li> <li>• survey transition needs and preferences</li> <li>• employability assessment</li> <li>• daily living skills classes</li> <li>• money and budgeting</li> <li>• job shadowing</li> <li>• career guidance</li> <li>• self-determination and advocacy training</li> <li>• training in use of disability technology</li> <li>• computer training</li> <li>• mobility training</li> <li>• counseling</li> <li>• employability skills training</li> <li>• decision-making &amp; problem solving activities</li> </ul>	<p><b>High School - Grades 11 and up</b></p> <p>Goals: Obtain work, postsecondary education, residential, and leisure options</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To secure options for postsecondary education and/or employment</li> <li>2. To develop residential and community participation supports and contacts</li> <li>3. To develop linkages with adult services</li> </ol> <p><b>Possible Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• student-directed review of IEP/transition plans</li> <li>• individual career planning</li> <li>• self-determination training</li> <li>• apply for adult services</li> <li>• apply for postsecondary education</li> <li>• financial planning</li> <li>• visit relevant postsecondary environments</li> <li>• develop job seeking skills</li> <li>• job placements</li> <li>• community memberships</li> <li>• transfer transition coordination</li> <li>• develop follow up supports</li> <li>• transfer transition plan to family or adult services</li> </ul>

IDEA

## Transition to Adulthood: Where Do We Start?

From PACER's National Parent Center on Transition and Employment

"The federal Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities have access to a free, appropriate public education (FAPE) that provides special education and related services. These services are designed to meet their unique needs and eventually prepare them for:

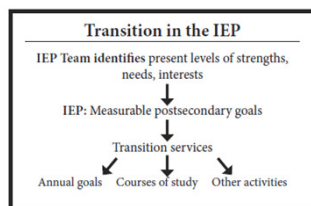
1. Employment
2. Postsecondary education and training
3. Independent living (when appropriate) – this includes recreation and leisure, community participation, and home living"

### "How Does the Transition Process Work at School?"

Using the school's special education transition evaluation, the IEP team (including parents and child) will determine:

- Student's current skills and abilities
- Student's strengths, interests and preferences
- Student's academic and functional (activities of everyday life) needs
- Student's long-term goals for adulthood
- Impact of your son or daughter's disability on reaching these goals"


<https://www.pacer.org/transition/resource-library/publications/NPC-22.pdf>



## Transition Planning for the IEP



- Formal Transition Planning begins at age 14 and should drive a student's Individualized Education Program (IEP)
  - A student's IEP must include the following information upon turning 14:
    - Transition Services Needs Statement
    - A summary of Age Appropriate Transition Assessments (AATA)
    - Measureable Postsecondary Goals in the areas of:
      - Postsecondary Education and Training
      - Employment
      - Independent Living
  - All information should be derived off of the student's **PINS**
    - **P**references
    - **I**nterests
    - **N**eeds
    - **S**trengths

  
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**TRANSITION PLANNING STEPS**

**FOR IEP MEETINGS WHEN THE STUDENT WILL BE AGE 14**

**STEP 1 - FUTURE PLANNING**

- Before the meeting, conduct age-appropriate transition assessments of aptitudes and interests
- Identify student's interests and aptitudes relative to postsecondary employment, education, and independent living
- Develop teacher, family, and student consensus on a future plan and present it at the IEP meeting

**STEP 2 - PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE (STUDENT PROFILE)**

- Describe the student's academic achievement and progress in the general curriculum
- Describe the accommodations the student needs to participate in the general education curriculum
- Describe the student's functional performance relative to his or her future plans
- Describe the skills and accommodations the student will need to achieve his or her future plan

**STEP 3 - COURSES OF STUDY**

- Identify general course(s) of study (e.g., career/tech, advanced academics) to address the student's future plan
- Discuss the student's level of performance and needed accommodations to participate in these course(s) of study
- Identify courses of study for the coming year(s) and provide the student/family an outline of course requirements
- Assess the student's performance and repeat steps 1-3 as needed

**FOR IEP MEETINGS WHEN THE STUDENT WILL BE AGE 16**

**STEP 4 - A. DEVELOP MEASURABLE POSTSCHOOL EMPLOYMENT AND LIVING GOALS**

- From the future plan, identify an employment goal that specifies the desired work and full or part-time status
- If appropriate, identify an independent living goal that specifies how the student will live in the community
- Discuss whether the student's course(s) of study support these goals and revise as needed

**STEP 4 - B. DEVELOP MEASURABLE POSTSCHOOL EDUCATION AND TRAINING GOALS**

- Identify a specific type and duration of postsecondary education or training that supports the future plan
- Discuss whether the student's course(s) of study supports this postsecondary education or training and revise as needed


**STEP 5 - IDENTIFY NEEDED TRANSITION SERVICES (AT LEAST ONE FOR EACH POSTSCHOOL GOAL)**

- ▶ **TRANSITION INSTRUCTION**
  - Identify needed instruction (outside of the course(s) of study) that will support one or more postschool goals
  - Consider the need for evidence-based practices such as self-determination, social, and study skills training
  - Consider the need for occupational skill training if not provided in the student's course(s) of study
- ▶ **COMMUNITY EXPERIENCES**
  - Identify experiences or activities that will help the student explore or apply what is learned in class
  - Consider the need for evidence-based practices such as work, college, and independent living experiences
  - Neering graduation, make student's school days as similar to their desired postschool settings as possible
- ▶ **DEVELOPMENT OF EMPLOYMENT AND ADULT LIVING OBJECTIVES**
  - For students with weak postschool goals, provide career exploration activities
  - Consider need for guidance counseling, person-centered or career planning, and job shadowing
  - For students with strong postschool goals, provide career development activities
  - Consider the need for applications, testing, financial aid, and transportation related to postschool goals
- ▶ **RELATED SERVICES**
  - Identify needed professionals who can address the student's disability relative to his or her postschool goals
  - Consider college and job-site accommodations for students with physical and sensory disabilities
  - Consider organizers and checklists for task completion for students with learning disabilities
  - Consider flexible scheduling, relaxed workloads, and crisis intervention for students with behavioral disabilities
- ▶ **DAILY LIVING SKILLS TRAINING (IF NEEDED)**
  - Identify activities of daily living that support student performance relative to his or her postschool goals
  - Consider the need for self-care training related to hygiene, health, medical needs, and personal safety
  - Consider the need for independent living training such as menu planning, cooking, home care, and shopping
- ▶ **FUNCTIONAL VOCATIONAL ASSESSMENT (IF NEEDED)**
  - Identify specific evaluations relative to student's employment goals or desired certifications
  - Consider evidence-based practices such as situational work and independent living assessments
  - Assure that vocational assessments are valid for the student's career maturity and cognitive levels
- ▶ **LINKAGES WITH ADULT SERVICES**
  - Consider the student's need for ongoing or time-limited supports after graduation two years prior to graduation
  - Consider rehabilitation services (aka, HVR) for students needing time-limited supports (e.g., job coaches)
  - Consider developmental disability programs (aka MR/DD) for students needing ongoing supports
  - Consider contacting college disability services for students needing supports in postsecondary education

**STEP 6 - DEVELOP ANNUAL IEP GOALS TO SUPPORT TRANSITION GOALS**

- Develop annual IEP goals for major transition activities such as community experiences or transition instruction
- Consider how the student's courses can be made relevant to his or her postschool goals

Developed by Robert Baer, Sue Bivins, and Sue Rock. Contact Robert Baer (330) 672-9722 or rbaer@kent.edu

  
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## What is a transition services needs statement?

- It is a statement of transition services that addresses the needs of the child and focuses on the child's course of study.
- There are 4 Course of Study options for students in Ohio. This course of study is to be identified by the IEP Team.
  1. College Preparatory
  2. General Education/Ohio Learning Standards
  3. Career Tech Education Program
  4. Ohio's Academics Content Standards- Extended

## What are Age Appropriate Transition Assessments

- Age Appropriate Transition Assessments (AATA) are a required part of the IEP process.
- As a student approaches age 14, the types of assessments conducted should be closely aligned with the child's future intentions. Choose specific assessments, formal and informal, that will identify the child's strengths, aptitudes, preferences, interests and needs in relation to future plans. Any discussion of transition services, proposed courses of study, and postsecondary goals should consider the results of these assessments and be guided by child/family input. The transition assessment process should include information that is already known about the child, as discussed above.
- They can consist of a combination of the following types of assessments:
  - Paper and pencil tests, structured student and family interviews, community or work-based assessments, and curriculum based assessments.
- These assessments come in two general formats: formal and informal
  - The IEP must include at least two AATA's
  - Informal Assessments may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum based assessments, interest inventories, preference assessments, and transition planning inventories
  - Formal Assessments may include adaptive and behavior independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job training evaluations and measures of self-determination

## What are Measurable Postsecondary Goals?

- The IEP must include Measurable Postsecondary Goals in the following areas:
  - Postsecondary Education and Training
  - Employment
  - Independent Living
- These goals must be:
  - stated in measurable terms
  - focused on what the student intends to accomplish after high school
  - based on the students AATA's
  - reviewed and/or updated annually

# Indicator 13


- In order to help states collect data to meet Indicator 13 of the Part B State Performance Plan and Annual Performance Report, as required by the United States Department of Education, Office of Special Education Programs (OSEP), National Secondary Transition Technical Assistance Center (NSTTAC) has developed two checklists which can be used. Both checklists were approved for this purpose by OSEP.
- [Indicator 13 Checklist Form A](#)
  - This form is designed to meet the minimum requirements for collecting and reporting data on Indicator 13 of the Part B State Performance Plan and Annual Performance Report. It allows a school, district, or state to review the data for each item simultaneously across all postsecondary goal areas.
- [Indicator 13 Checklist Form B](#)
  - This multiple column form meets the requirements for collecting and reporting data on Indicator 13, allows a school, district, or state to more deeply analyze professional development and program change needs by providing data on each item for each postsecondary goal area

**NSTTAC Indicator 13 Checklist Form A**  
(Meets Minimum SPP/APR Requirements)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills? Can the goals be counted? Will the goals occur after the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If <i>yes</i> to all three guiding questions, then circle <b>Y</b> OR, if a postsecondary goal is <i>not</i> stated, circle <b>N</b>	Y	N	
2. Are the postsecondary goals updated annually? Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle <b>Y</b> OR, if the postsecondary goals were <i>not</i> updated with the current IEP, circle <b>N</b>	Y	N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)? In the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's IEP? • If <i>yes</i> , then circle <b>Y</b> OR, if <i>no</i> , then circle <b>N</b>	Y	N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related services(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional/vocational evaluation • If <i>yes</i> , then circle <b>Y</b> OR, if <i>no</i> , then circle <b>N</b>	Y	N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? Do the transition services include courses of study that align with the student's postsecondary goals? • If <i>yes</i> , then circle <b>Y</b> OR, if <i>no</i> , then circle <b>N</b>	Y	N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then circle <b>Y</b> OR, if <i>no</i> , then circle <b>N</b>	Y	N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If <i>yes</i> , then circle <b>Y</b> OR, if <i>no</i> , then circle <b>N</b>	Y	N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If <i>yes</i> to both, then circle <b>Y</b> • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle <b>N</b> • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle <b>N</b> • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle <b>NA</b>	Y	N	NA
Does the IEP meet the requirements of Indicator 13? (Circle one)			
Yes (all Ys or NAs for each item (1 – 8) on the Checklist) or No (one or more Ns circled)			





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**NSTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(c)(3)(B))

Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area? <i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? If yes to all three student questions above, then circle Y OR, if a postsecondary goal(s) is (are) not stated, circle N</i>	Y N	Y N	Y N	Y N NA
2. Is (are) the postsecondary goal(s) updated annually? <i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? If yes, then circle Y OR, if the postsecondary goal(s) was (were) not updated with the current IEP, circle N</i>	Y N	Y N	Y N	Y N NA
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If yes, then circle Y OR, if no, then circle N</i>	Y N	Y N	Y N	Y N
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? If yes, then circle Y OR, if no, then circle N</i>	Y N	Y N	Y N	Y N
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Do the transition services include courses of study that align with the student's postsecondary goal(s)? If yes, then circle Y OR, if no, then circle N</i>	Y N	Y N	Y N	Y N
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? If yes, then circle Y OR, if no, then circle N</i>	Y N	Y N	Y N	Y N
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? If yes, then circle Y OR, if no, then circle N</i>	Y N	Y N	Y N	Y N
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent or student, for a student the age of majority? If yes to both, then circle Y If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA If parent or individual student consent (when appropriate) was not provided, circle NA</i>	Y N NA	Y N NA	Y N NA	Y N NA
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				


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## Person-Centered Planning

- Students must have an active role in planning for their future and in creating the IEP.
- “Person-centered planning is a process-oriented approach to empowering people with disability labels. It focuses on the people and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them. This ultimately leads to greater inclusion as valued members of both community and society. Person-centered planning involves the development of a “toolbox” of methods and resources that enable people with disability labels to choose their own pathways to success; the planners simply help them to figure out where they want to go and how best to get there.”  
[\(http://www.personcenteredplanning.org/\)](http://www.personcenteredplanning.org/)

## Person-Centered Planning

- “Part of person-centered planning also entails the student’s participation in the IEP meeting. In general, when students are encouraged to actively participate in their IEP meeting, they should:
  - Prepare for the IEP meeting
  - Receive support and encouragement during the IEP meeting
  - Be provided with follow-up after the IEP meeting
  - Share information about their disability and accommodations that they find useful.
  - Provide a summary of their learning strengths and weaknesses, as well as interests and goals
  - Participate in role-playing activities to help them feel more at ease”

Transition Planning Domains
Mandated by IDEA:
Education/ Training
Employment
Independent Living
Other Areas to Consider:
Leisure Pursuits
Community Involvement
Physical and Emotional Health
Personal Responsibility and Relationships

<https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/#content>

## Backwards Planning

“ **Start Where You Want to “End”** Transition from school to adult life is an important time for all youth. Backwards Planning is an effective tool for teams to use at this juncture. All good plans start with a vision or idea about the desired result. In the context of transition, Backwards Planning is an approach that a team can use to ‘start with the end’ in mind to provide guidance and direction for any youth as they prepare for adulthood. For youth with developmental disabilities it is critical for an interagency team to map out the preparation for community employment while the youth is in high school and to make the linkages necessary to adult serving agencies. Having a plan for transition is recognized as an Evidence Based Practice by the National Secondary Transition Technical Assistance Center (NSTTAC) (Halpern et al., 1995) and supported by data collected through the Ohio Longitudinal Transition Study ([www.olts.org](http://www.olts.org)).”

[http://www.ohioemploymentfirst.org/view.php?nav\\_id=73](http://www.ohioemploymentfirst.org/view.php?nav_id=73)

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# Backwards Planning

**Step 10:** Use information from the Backwards Planning Chart as the basis for documentation required in various agency documents. For example, the Adult Employment Outcome could be revised for the Postsecondary Goal for Employment in the IEP or as a Vocational Goal for the IPE; the "Steps" may be restated using agency terminology as services in the providing agency's document.

Name: Jeffery Birthdate: 05/09/1998 Time Span of this plan: From 09/12/2013 To 8/15/2019 Graduation Year: 2019 Team Coordinator: Ms. Perez

Current Assessment related to Milestones	Steps to reach Milestone Target Year: 06/1/2014	Steps to reach Milestone Target Year: 06/1/2015	Steps to reach Milestone Target Year: 06/1/2016	Steps to reach Milestone Target Year: 06/1/2017	Steps to reach Milestone Target Year: 7/1/2018	Milestones to be achieved by: 08/15/2019
Good eye-hand coordination. Uses hand tools to take things apart, doesn't put them back together. No career preferences or interest mentioned on file.	Refer for formal vocational evaluation; use informal interest and preference questionnaires.	Supervised in school work experience jobs with ability to move around the school building and interact with teachers (driver messages to and from office).	Job shadowing in a number of jobs and employment settings that are a match for Jeff's interests and preferences. <u>Stacking shelves in hardware store?</u>	Job tryouts <u>Auto parts store, distribution center, mechanical handling?</u>	Arrange Internships in community jobs that are a match for Jeff's profile as an employee.	Jeff is actively seeking the type of employment that meets his identified interests and skills.
Jeff will need assistance to find a job & supports, such as a job coach, ongoing financial assistance for income, living expenses, and medical benefits.	<u>Rule-ss-600</u> Involve DD SSA to IEP meeting and IEP meetings to discuss options, process, benefits and behavior strategies. Refer to OOD (IRSC)	<u>Rule-ss-600-0060</u> Refer to OOD for eligibility for adult services and to discuss options and benefits.	Application to SSA	Continue to meet with OODA (IRSC) and DD. Invite to IEP meetings. Communicate at a regular basis, consider benefits analysis.	Meet with possible adult service providers for employment, continued education and services for living in the community.	Refers/eligibility determination for OOD (IRSC, DODD & other agencies is completed, on waiting list for group home)
Does not monitor appearance or grooming but has the physical and cognitive ability to do so	Collect data about specific grooming/hygiene skills that are lacking. Design checklists/visual supports for intervention.	Provide specific instruction in skills as needed; Continue to monitor effectiveness of checklists/visual supports.	Monitor appearance, fade supports that rely on other people; maintain visual supports so Jeff can monitor appearance independently.	Provide daily positive feedback for meeting hygiene and grooming expectations. Teach use of self-monitoring app.	Support Jeff to maintain hygiene/grooming habits with positive feedback for meeting expectations. Use app to self prompt and check hygiene/grooming.	Consistently and independently manage hygiene and grooming with ongoing support using technology app.
Speech is difficult to understand although he enjoys initiating conversation with people he does or doesn't know	Speech and AT evaluation to determine instruction, design devices, supports, mobile technology; implement recommendations.	Monitor effectiveness of strategies implemented in academic and social settings; provide opportunities to practice.	Extend opportunities to practice to new, novel settings in the community such as libraries, stores, on public transportation.	Fade adult provided supports so Jeff can be independent in using each supports in a variety of adult settings.	Observe Jeff for effective social and job related communication and conversation in a variety of settings.	Communicate effectively with co-workers and peers with support of mobile/assistive technology.
Acts out in moving from one activity to another, especially when asked to stop a favorite activity to go to a less favored activity.	Gather assessment data by observation/IEP of transitions in a variety of settings/situations; design/prepare interventions.	Monitor effectiveness of selected interventions in academic and home settings.	Observe transitions in community settings; monitor effectiveness of current interventions in new settings.	Fade adult provided supports so Jeff can be independent in using support for transition without incident.	Continue to monitor effectiveness of selected interventions.	Transition from one activity to another without incident with ongoing support.
Jeff relies on others for getting around the community.	Gather assessment data about Jeff's skills relative to safe travel using public transportation.	Continue travel training (Driver's Education Instruction - Tutoring)	Coordinate travel training with other services that are part of this plan job shadow, communication, transitioning.	<u>Supervised-monitored- independent-use-of-public-transportation.</u> <u>Personal driving practical drivers ed./flavoring for last.</u>	<u>Monitor-increasingly-independent-use-of-public-transportation.</u> <u>takes and passes drivers test</u>	<u>independently-use-public-transportation-for-work, increased-daily-living-with-ongoing-support-aimed to end work, around the community</u>

<http://www.warrencountyesc.com/docs/Backwards%20Planning%20Template%20-%20Annotated.pdf>

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## Agency involvement in IEP Planning

- Types of agencies
  - Local county (boards of developmental disabilities – Ohio)
  - State vocational rehabilitation (Opportunities for Ohioans with Disabilities – Ohio)
- These types of agencies should be invited to IEP meetings and part of the planning process once services are established.

## Local County

- Typically county agencies will become involved around the student's senior (final) year in school services. Some states (like Ohio) are starting to build in services at younger ages.
- County agencies may offer services such as...
  - Early Childhood Services and Supports
  - School-Age Services and Supports
  - Adult Services and Supports
  - Family Support Program
  - Community and Medicaid Services
  - Support Administration
  - Behavioral and Healthcare Services
  - Assistive Technology
  - Transportation

## Vocational Rehabilitation

- Many vocational rehabilitation agencies offer services earlier on in the transition process to assist in determining barriers to employment, employment interests, and to work on skills to become competitively employed.
- Vocational Rehabilitation agencies may offer services such as...
  - Providing aid for people with physical, mental, and emotional disabilities
  - Assisting people who are blind or have visual impairments
  - Determining the medical eligibility of people seeking Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI)
  - Career exploration, summer work programs, travel training, job coaching, job development, vocational assessments, etc.

## Resources

1. Ohio Department of Education (1/8/2016) *Postsecondary Transition: An Outcomes-Driven Approach for Success* [PowerPoint Slides]
2. National Technical Assistance Center on Transition (NTACT). (2016) *Improving Postsecondary Outcomes for All Students with Disabilities* <https://transitionta.org/>
3. Ohio Department of Education (ODE). (2017) *Federal and State Requirements* <https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development>
4. National Technical Assistance Center on Transition (NTACT). (2016) *Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success* [https://transitionta.org/system/files/resources/EBPP\\_Birth\\_to\\_Adult\\_Research\\_for\\_Success.pdf](https://transitionta.org/system/files/resources/EBPP_Birth_to_Adult_Research_for_Success.pdf)
5. Parent Advocacy Coalition for Educational Rights (PACER). (2015) *Transition to Adulthood: Where Do We Start?* <https://www.pacer.org/transition/resource-library/publications/NPC-22.pdf>
6. Person Centered Planning Education Site. (2017) *What is person-centered planning?* <http://www.personcenteredplanning.org/>
7. The IRIS Center. (2017) *What is the transition planning process for students with disabilities?* <https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/#content>
8. Ohio Employment First. (2013). *Start Where You Want to "End": Annotated Backwards Planning Template* <http://www.warrencountyesc.com/docs/Backwards%20Planning%20Template%20-%20Annotated.pdf>

## Question & Answer

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- ❖ **Preschool**
- ❖ **Day School**
- ❖ **Transition Education Program**
- ❖ **Extended School Year Program**
- ❖ **Boarding Academy**
- ❖ **Adult Autism Program**
- ❖ **Adult Support Living Residences**
- ❖ **Free Webinar & e-newsletter Series**
- ❖ **Online Resource Center**
- ❖ **Welcoming Spaces Program**

- ✦ **Web:** [www.monarchcenterforautism.org](http://www.monarchcenterforautism.org)
- ✦ **Telephone:** 216.320.8945 or 1-800-879-2522
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<http://www.monarchcenterforautism.org/contact-us/join-our-email-list>
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- ✦ **Twitter:** [www.twitter.com/monarchohio](http://www.twitter.com/monarchohio)

