Monarch Center for Autism
A Division of Bellefaire JCB

Transition Plans for Students with Autism: A Recipe for Success

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Transition Planning Recipe

Prep time: 18-21 years **Cooke time:** 4-7 years

Recipe Description: Each transition plan should achieve the outcome-focused, individualized goals set for that student.

Ingredients

- Person centered planning
- Transition timelines
- Backwards planning
- Age Appropriate Transition Assessment (AATA)
- Related Services
- School based experiences
- Community based experiences
- Employment Services
- Disability Services

Directions

Gather together the student, members of the interdisciplinary team, family, interagency team, and community partners and collaborate to create a personalized, outcome-focused, goal driven, transition plan using the ingredients listed. Once a plan is in place, begin working on the plan and update it at least annually. Repeat these steps until the student graduates.

Tip: For greater success, begin discussing transition and implementing transition based curriculum and practices into early childhood education and home life.

Transition Review

- In Ohio, the formal transition process begins at age 14 and concludes when the student graduates.

- Students, families, and IEP teams should be working towards transition goals and thinking about post-school outcomes throughout the student's entire school career.

Person-Centered Planning

Student focused and student driven

Preferences

Interests

Needs

Strengths

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PINS

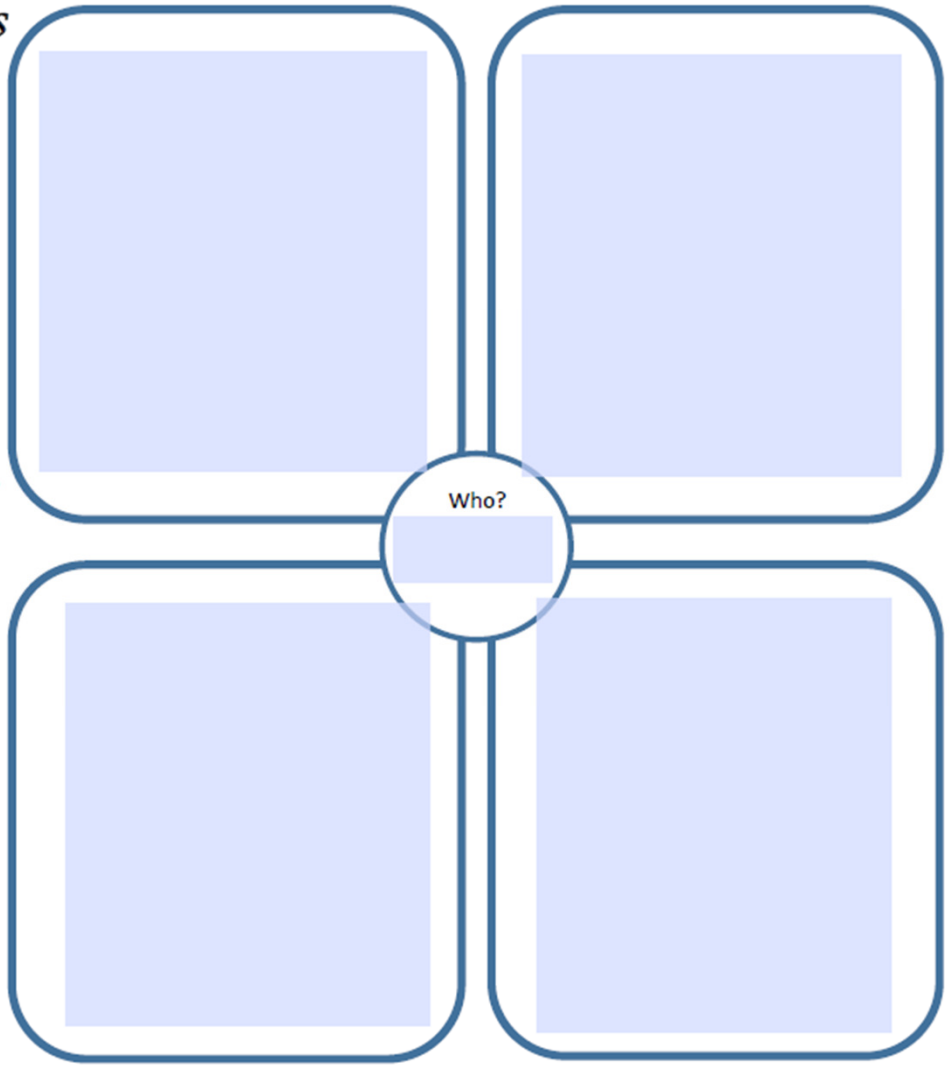
Person-Centered Thinking

Preferences

- Who I choose to spend time with
- What I choose to do during my free time
- How I prefer to receive information
- How I prefer to communicate
- Preference for working alone. Alone? With 1 person? Groups?
- Environmental preference Open? Private? Active? Quiet?

Interests

- What fascinates me
- What gains my attention
- What is meaningful to me
- What is motivating/ reinforcing to me.
- Hobbies or collections
- Favorite things, people, places, etc.
- What I like to do around the house



Skills/ Strengths

- Talents, gifts, abilities
- What I am good at doing
- When I am most independent
- What helps me to be successful
- My skill set for learning

Needs

- What challenges me
- What requires help
- What is difficult for me
- When I request assistance
- What helps me feel most comfortable or safe
- 'Needs' that currently require another person to be present

Not created by me, this was presented at an Ohio Educational Service Center State Support Team meeting

Employment First

Initiative that is "centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life."

https://www.dol.gov/odep/topics/employmentfirst.htm

Ohio Employment First Transition Framework

EMPLOYMENT FIRST

- **Person-centered.** The youth is where the team efforts begin and end. Policies and practices must be flexible enough to respond to individual strengths and needs.
- **Agency-neutral.** As agencies come together to collaborate, activity should occur in a manner where all involved see value for the youth and no single agency policies or procedures are considered the priority.
- **Outcome-focused.** The common focus of the collaborative efforts are the meaningful adult life outcomes.

https://ohioemploymentfirst.org/view.php?nav_id=26

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Future Planning Statement

TEAM STATEMENT

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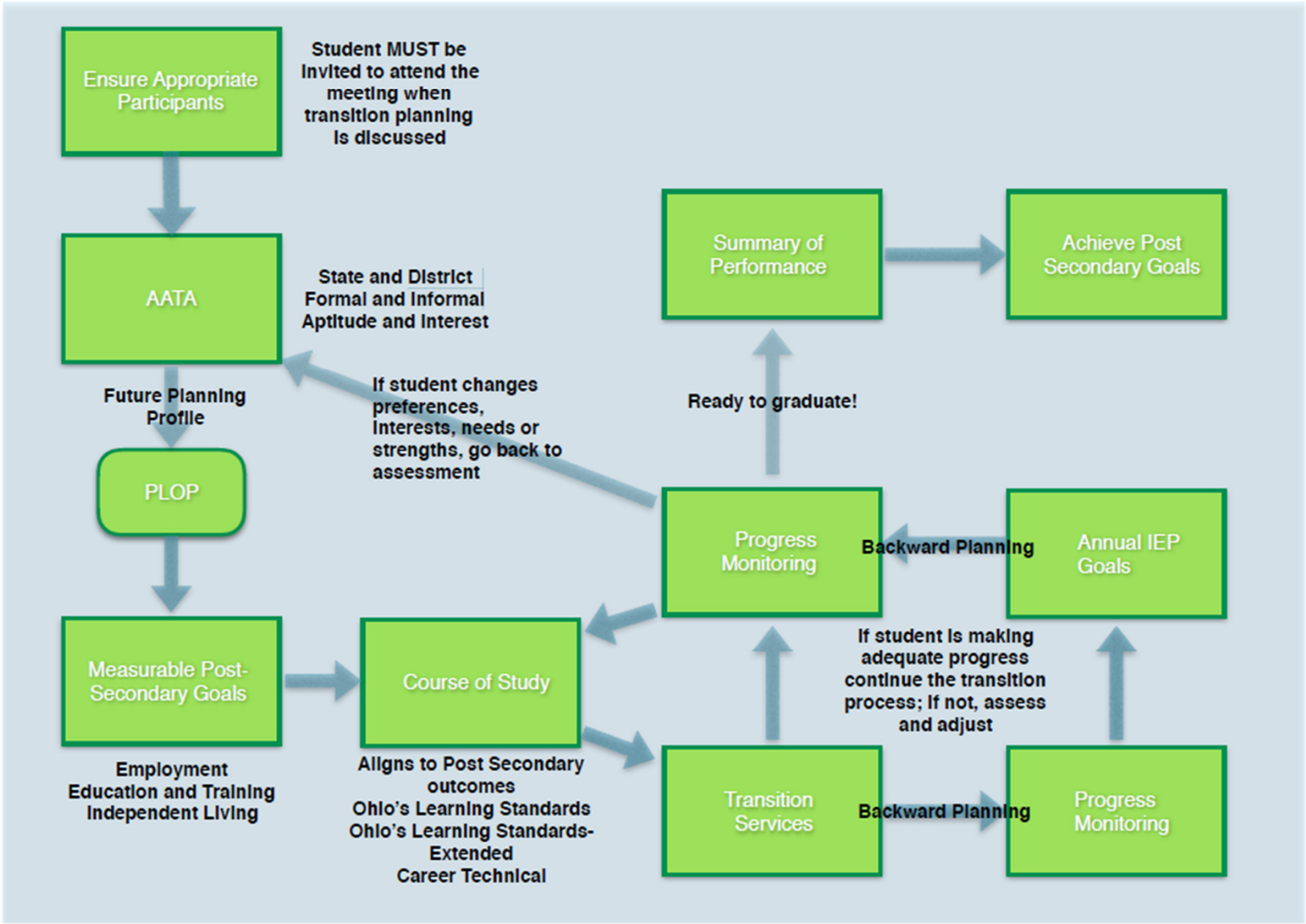
Secondary Transition Planning Process

For students aged 14, or younger if appropriate, a transition plan must be developed that includes appropriate measurable post-secondary goals related to training, education, employment and, when appropriate, independent living skills



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Timelines for Transition Planning

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu

IDEAs that Work

Primary Level - Grades 1-5

Goals: Develop leisure, household, and work interests and sense of responsibility

Objectives:

1. To develop positive work habits
2. To appreciate all types of work
3. To develop disability awareness

Possible Activity Areas:

- inclusive activities
- responsibility activities
- work sample activities
- career field trips
- discussions about work
- discussions of interests and aptitudes
- exploration of technology
- decision-making and problem solving activities

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu

IDEAs that Work

Middle School - Grades 6-8

Goals: Identify career interests and courses of study for high school

Objectives:

1. To understand interests, aptitudes, and preference
2. To understand work, education, independent livin and community options
3. To identify desired courses of study in high scho

Required:

★ Statement of transition service needs relative to t desired high school courses of study by age 14

Recommdended:

★ Career Assessment

★ Individual Career Plan

Possible Activity Areas:

- visits to vocational and technical schools
- complete interest inventories
- functional vocational assessment
- career fairs
- survey transition needs and preferences
- employability assessment
- daily living skills classes
- money and budgeting
- job shadowing
- career guidance
- self-determination and advocacy training
- training in use of disability technology
- computer training
- mobility training
- counseling
- employability skills training
- decision-making & problem solving activities

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IDEAs that Work

High School - Grades 9-10

Goals: Explore work, postsecondary education, independent living, and leisure options

Objectives:

1. To develop meaningful realistic goals
2. To develop work, education, residential, and community participation skills
3. To learn to manage disability and request accommodations

Required:

★ Statement of needed transition services relative t the student's postsecondary goals by age 16

Recommdended:

★ Career Portfolio

Possible Activity Areas:

- technology assessment
- update transition goals
- self-determination training
- life skills education
- vocational education
- volunteering
- placement in advanced classes
- informational interviews
- job shadowing
- work experiences

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High School - Grades 11 and up

Goals: Obtain work, postsecondary education, residential, and leisure options

Objectives:

1. To secure options for postsecondary education and/or employment
2. To develop residential and community participation supports and contacts
3. To develop linkages with adult services

Possible Activity Areas:

- student-directed review of IEP/transition plans
- individual career planning
- self-determination training
- apply for adult services
- apply for postsecondary education
- financial planning
- visit relevant postsecondary environments
- develop job seeking skills
- job placements
- community memberships
- transfer transition coordination
- develop follow up supports
- transfer transition plan to family or adult services

Career Connections Framework

- Kindergarten and up

http://education.ohio.gov/Topics/Career-Tech/Career-Connections

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Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- Workplace visits with career interviews
- Career connections learning strategies
- Classroom career speakers
- Introduction to Ohio career fields and pathways

Career Exploration

Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

- Advanced academic and technical education
- Student Success Plan
- Career connections learning strategies
- Workplace visits with career interviews
- Career courses
- Career mentorships
- Career research
- Service learning
- Career-tech student organizations
- OhioMeansJobs K-12
- Career pathways

Career Planning

High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

- Advanced academic and technical education
- College Credit Plus
- Career academies
- Career connections learning strategies
- Career pathways
- Career-tech student organizations
- Industry-recognized credentials
- Student Success Plan
- Internships
- Career mentorships
- Pre-apprenticeship programs
- Part-time work
- Service learning
- Cooperative education programs
- OhioMeansJobs K-12

Career Awareness

Elementary Grades (K-5)

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http://transitionta.org/system/files/resources/EBPP_Birth_to_Adult_Research_for_Success.pdf

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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 (B-2)	Preschool (3-5)	K	3rd	Middle School	High School	Post-School (adult)
Student-focused Planning	Individual Family Service Plan →	Individual Education Planning →			Student Participation in IEP →		Participant-led /PCP
Student Development	Natural Environments →	Inclusion in school →					Inclusion in Community
	Enriched Language Early Knowledge and Skills →	Academic Skills →					
	Social Competence →	Life, Social, and Emotional Skills →					
	Self-awareness →	Self-advocacy →				Self-determination →	
	Related Services →	Related Student Services →					Adult Services →
	Environmental Adaptations →						
Family Engagement	Family Partnerships →	Family Involvement →					
	Family Competence →	Family Preparation →					
	Family Confidence →	Family Empowerment →					
Interagency Collaboration	Transdisciplinary Teaming →	Collaborative Service Delivery →					
Program Structures	High Quality Personnel →	Highly Qualified Teacher →					Degreed Providers →
	Data Driven Decision Making →						
	Culturally Relevant Programs and Practices →						
Federal Mandates	**IDEA Part C**	**IDEA Part B**			**IDEA Part B, WIOA**		**ADA, Higher Ed Act, Rehab Act, WIOA**
Known Outcomes	• Early Knowledge and Skills • Enriched Language • Social Relationships • Taking Action to Meet Needs	• School Ready • Reading • Math • Attendance • Self-awareness • Less Behavior Issues • Less Suspension/Expulsion			• Higher Test Scores • Higher Graduation Rates • Better Attendance • Self-determination • Less Behavior Issues • Less Suspension/Expulsion • Less Teen Pregnancy		• College Attendance • Employment • Higher Wages • Better Health • Social Activity Engagement • Community Engagement • Less Arrests for Violent Crimes
Known Predictors	**Enriched Language Predicts**	**3rd Grade Reading Predicts ➡**			**High School Graduation Predicts ➡**		**Employment, Education, & Independent Living**

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

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IDEAs that Work
U.S. Office of Special Education Programs

Backwards Planning

- Big picture
- Begin with looking at the distant future
- Then look at the present
- Next, fill in the gaps and create small attainable goals
- Finally, implement the plan and review annually or more frequently

Backwards Planning

Ask these questions when getting started:

- Where do they need to be?
- Where are they now?
- How do we help them get to where they need to be?

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1. Meaningful Life Goal(s) *(Goals are not 'Services' or 'Locations'):*
Examples: Employment. Community Participation. Lifelong Learning. Independence in Home

2. Create a Person Centered Profile	3.Identify Priority Skills: What are the Needed Skills?	4. Identify Current Skills: Where is the Person Now?	5. What Are the Person's Needs?	Surface and Define Questions throughout the Conversation (Ongoing)	6. Discuss the Nature of the Needed Service and Support	7. Identify Who Can Provide the Needed Services and Support
To Begin Person Centered Planning ❖ **Preferences** ❖ **Interests** ❖ **Strengths/Skills** ❖ **Needs**	*To achieve the desired goals or outcomes* **Identify the Essential Skills, Knowledge, and Connections** associated with or necessary to achieve the goal. *Identify the 'Gap'* **Identify 'The Gap' between needed skills...**	*In relation to the essential skills, knowledge and connections what can the person do CURRENTLY* *Identify the 'Gap'* **..... and current skills**	*What did the Gap help explain about the person's needs?* **Identify needs related to the required skills, knowledge, connections.** A Person's 'Needs' *are not* defined by a 'service name'.	*Make sure to capture questions that the team has about the profile, goal, necessary skills, and/or the possible needs* **Identifying questions to be answered helps make the planning and services more individualized.**	*Only after the team has knowledge of the person, goal, needs and unanswered questions can a plan for service be developed* **Define and describe the needed service and support *BEFORE* suggesting a provider.**	*Who might provide the desired service or support? This includes formal and Informal.* **Who /what could provide the service or support? Is service needed to answer the identified questions?**

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2. Create a Person Centered Profile	3.Identify Priority Skills: What are the Needed Skills?	4. Identify Current Skills: Where is the Person Now?	5. What Are the Person's Needs?	Surface and Define Questions throughout the Conversation (Ongoing)	6. Discuss the Nature of the Needed Service and Support	7. Identify Who Can Provide the Needed Services and Support
This is the **Individual's Personal Profile** *What do you already know about the person?*	**Considerations for Priorities** include: • Communication • Social Skills • Decision-Making/Problem-Solving • Self-Regulation/Coping Skills • Academic Skills • Personal Care/Hygiene Note: If the goal is unclear, identify priorities associated with most adult life goals. Then continue to refine the goal.	What is the person's **baseline of the priority skills, knowledge** and connections? How **similar or different** are the individual's **current skills/knowledge** compared to the **needed skills/ knowledge** to achieve the goal? The difference between the current and needed skills is identified as The Gap. ***The Gap** becomes the focus of service*	Examples of needs: "He needs…." • …A way to learn this new skill • …Support to participate in using the skill • …Consistent access to connections **'Needs'** are phrased as a description of what the person requires access to in order to 'close the gap'. A service name may assist the person to achieve the access, but is not a description of the individual's need.	These are questions that need to be answered about the person, the skills needed or the information about what is available. It can be questions about the desired goal and how to access. It can be questions about information provided and how to understand the information. Any information that will help make a successful plan.	Identify the services and supports necessary to move the person along the path of a meaningful adult life. **Examples:** • How will the team gather needed information? • How will the person learn the needed skills? • What supports will allow the person to be successful?	Review: • Where is the person on the path to achieve their goals? • How big is the 'gap? • What types of information is still needed? Consider all options: • Naturally occurring • Paid and unpaid • Professional and amateur

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Backwards Planning Template

Name_____ Birthdate_____ Time Span of this plan: From_____ To_____ Graduation Year_____ Team Coordinator_____

Adult Employment Outcome As an adult, I plan to:	**Adult Education/Training Outcome** As an adult, I plan to:	**Adult Independent/Community Living Outcome** As an adult, I plan to:

Current Assessment related to Milestones	**Steps** to reach Milestone Target Year:	**Steps** to reach Milestone Target Year:	**Steps** to reach Milestone Target Year:	**Steps** to reach Milestone Target Year:	**Steps** to reach Milestone Target Year:	Milestones to be achieved by:

EMPLOYMENT FIRST
Realizing Employment First for Youth

EmploymentFirst@dodd.ohio.gov

Postsecondary Goal:					
Course(s) of Study:					
Age: / **Service**	**14** *(5 yrs. to grad)*	**15** *(4 yrs. to grad)*	**16** *(3 yrs. to grad)*	**17** *(2 yrs. to grad)*	**18** *(1 yr. to grad)*
Instruction					
Community Experience					
Career Development					
Related Services					
Living Skills					
Assessments					
Linkages to Adult Services					
IEP Goal					

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Backwards Thinking

Person Centered Profile

Meaningful Life Goals

These are only a few of the categories of 'skills sets' that might be important to identify. The list can be exhaustive. And the priorities will change based on the person, their profile, and the specific employment situation. This list is NOT intended to be in order of importance.

1. Specific skills for the tasks of the job desired or being considered
2. Communication skills required for the job – in all the job environments and with the variety of people (roles) that the person will want and need to communicate with during the work situation.
3. Technology skills – Copier, computer, phone, etc…
4. Social Skills Required – What type and how diverse will they need to be? (co-workers /boss /customer /animals /in-person or phone or email)
5. Independence desired for the job or aspects of the job
6. When and how to ask for assistance
7. Problem Solving Skills or Process for the work place – Includes social problem solving as well as job task solutions.
8. Level of Sensory Tolerance (Sound, temperature, movement, etc.)
9. Navigation skills on the job or in the job environment
10. Organizational skills for the job tasks – Includes time management
11. Amount of time necessary to attend to job tasks (before a break)
12. Understanding policies and rules of the workplace
13. Coping Skills (Emotional Regulation) for the workplace or associated settings (i.e. lunch area, break area, etc.)
14. Physical Endurance (lifting, pushing, etc.)
15. Mental Endurance (Mental stressors of the job)
16. Transportation 'Skill' (the resources needed and available)

Baseline Skill Set for Targeted Future Goal

Needed Skill Set to Reach the Meaningful Goal

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Age Appropriate Transition Assessment (AATA)

- ABAS II Adaptive Behavior Assessment System
- ABLLS- R Assessment of Basic Language and Learning Skills-Revised
- Ability Explorer
- AFLS Assessment of Functional Living Skills
- Barriers to Employment Success (BESI)
- BWAP: Becker Work Adjustment Profile

- BRIEF: Behavior Rating Inventory of Executive Functioning
- BRIEF- SR: Behavior Rating Inventory of Executive Functioning (Self-Report Version)
- BRIEF –A: Behavior Rating Inventory of Executive Functioning
- (Adult Version)
- Career Exploration Inventory EX
- ELSA: Employability Life Skills Assessment
- Financial Literacy Inventory
- Informal Assessments for Transition: Independent Living and Community Participation Book

- Informal Assessments for Transition Planning Book
- Life Skills Inventory (LSI)
- Monarch Crew Assessment Form
- PICS: Picture Interest Career Inventory
- Reading-Free Vocational Interest Inventory
- Transition Planning Inventory Kit: TPI 2nd
- Transition-to-Work Inventory
- TTAP: TEACCH Transition Assessment Profile Second
- Work Motivation Scale

Related Services

- Occupational Therapy
- Speech and Language Pathology
- Behavior Therapy

School Based Experiences

- File folders
- Computer activities
- Books
- Magazines
- Discussion
- Videos
- Role play
- Guided practice
- Learning the language
- Generalization

Community Based Experiences

- Field trips
- Job shadowing
- Job trial
- Internship
- Informational interviewing
- Scavenger hunt

Employment and Disability Services

- Bureaus of Vocational Rehabilitation
- Boards of Developmental Disabilities

- Eligibility?
- Independent services?
- Cross over?
- Reapplication due to aging into another category or lack of use of services?
- Funding?

Who do I go to for assistance?

- Local county board of developmental disabilities
- Local vocational rehabilitation center
- Non-profit resource centers
- School transition coordinator

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Collaboration

Ohio Transition to Employment Overview of Agency Assistance and Support

- This tool discusses what each agency does, who is eligible for services, and what services are available

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

Ohio Department of Medicaid (ODM)

Ohio Department of Developmental Disabilities (DODD)

Social Security Administration (SSA)

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Ohio Department of Job and Family Services (ODJFS)

Pulling it all together

- The transition plan is divided up into three main areas
    1. Postsecondary education and training
    2. Employment
    3. Independent Living

The Breakdown

- Each of the areas is broken down to include
  - A measurable postsecondary goal
  - Age appropriate transition assessments (AATAs)
  - Course of study
  - Connection to annual goals
  - Transition services/activities
  - Projected beginning date
  - Projected end date
  - Frequency
  - Person/agency responsible
  - Type of evidence indicating the transition service has been completed

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Getting Started

- Host a pre-IEP planning meeting with all related services and utilize a form to create a cohesive transition plan that utilizes all related services expertise.

- ALL members of the IEP team, including parents and especially students, should have input into the PINS

- ALL members of the interdisciplinary team should contribute to the AATA section with formal/informal/anecdotal assessments.

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Age Appropriate Transition Assessments (AATAs)

- Most important area of the transition section.
- Identifies the student's preferences, interests, needs, and strengths. This area should paint a very clear picture of the student.
- List out the PINS in this section and specify them to each section
- When reading the goal and service activities for each area, it should be obvious why these were chosen based on the AATAs
- Something can only be identified as a need if it is listed as a need on the ETR

AATAs Continued

- Include any formal assessments, informal assessments, and observations
- This is the present levels area of the transition section
- Include detailed observations of how the student is doing in each of the areas. For example, how the student does in their classes and what they need for support would go in postsecondary education and training. In the vocational section you would include observations around school/community jobs. In the independent living, you would include observations about budgeting (simulated and real world), hygiene, cooking, etc.

Measurable Postsecondary Goals

The goal is where the student will eventually be, whereas the service activities relate more closely to the AATA section (where they are now)

Transition Services/Activities

- Steps we are taking to help the student achieve their ultimate goal (measurable postsecondary goal).
- These services/activities can be the very beginning steps, but should be detailed without boxing ourselves in
- Not every service/activity should last the duration of the IEP
- We need to think about the services/activities as benchmarked objectives to the measurable postsecondary goal

Connection to Annual Goals

- Each measurable annual goal, service/activity should align with annual goals.
  - If you are struggling to connect the sections, the team may need to rethink the direction of the IEP.
  - The two sections need to connect and should not read like two different students going down two separate paths.

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What does a seamless transition look like?

- Follow the transition plan and update annually or more frequently
- Invite agencies to meetings and planning by the student's senior year (timelines for services may differ by state)
- Get involved with any pre-employment services available
- Establish what the student will be doing and where they will be going prior to the end of the school year
- Depending on the student, the transition to the new programming/job should take place about a month before the student leaves school

Resources to help along the way

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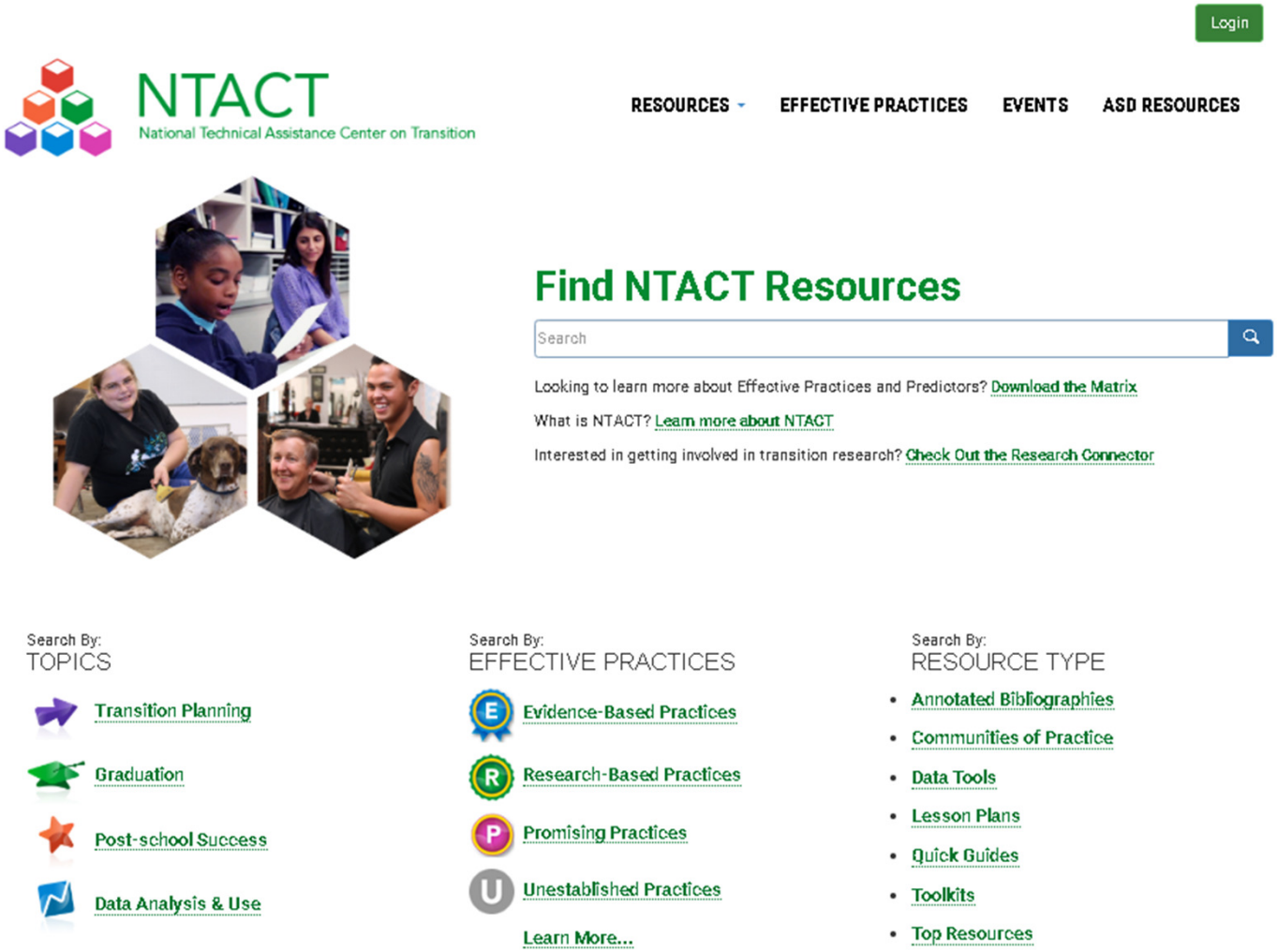
NTACT



https://transitionta.org/

Ohio Means Jobs

- http://education.ohio.gov/Topics/Career-Tech/Career-Connections/OhioMeansJobs-K-12

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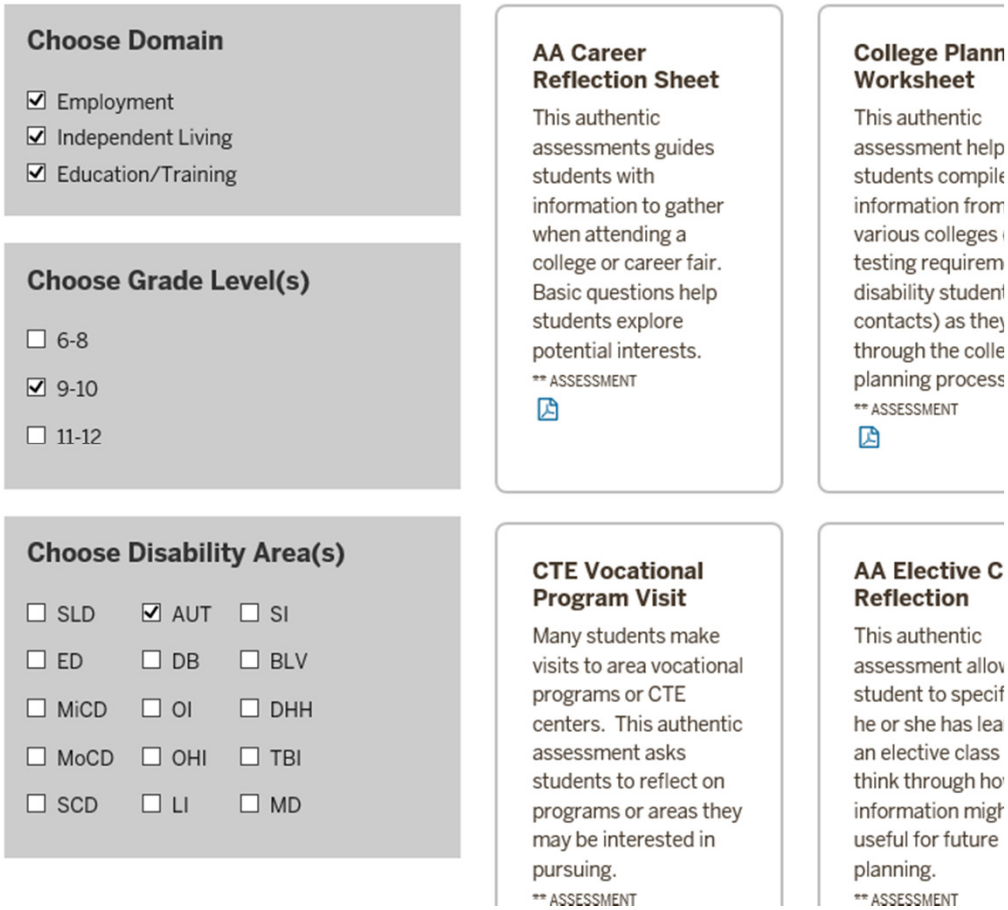
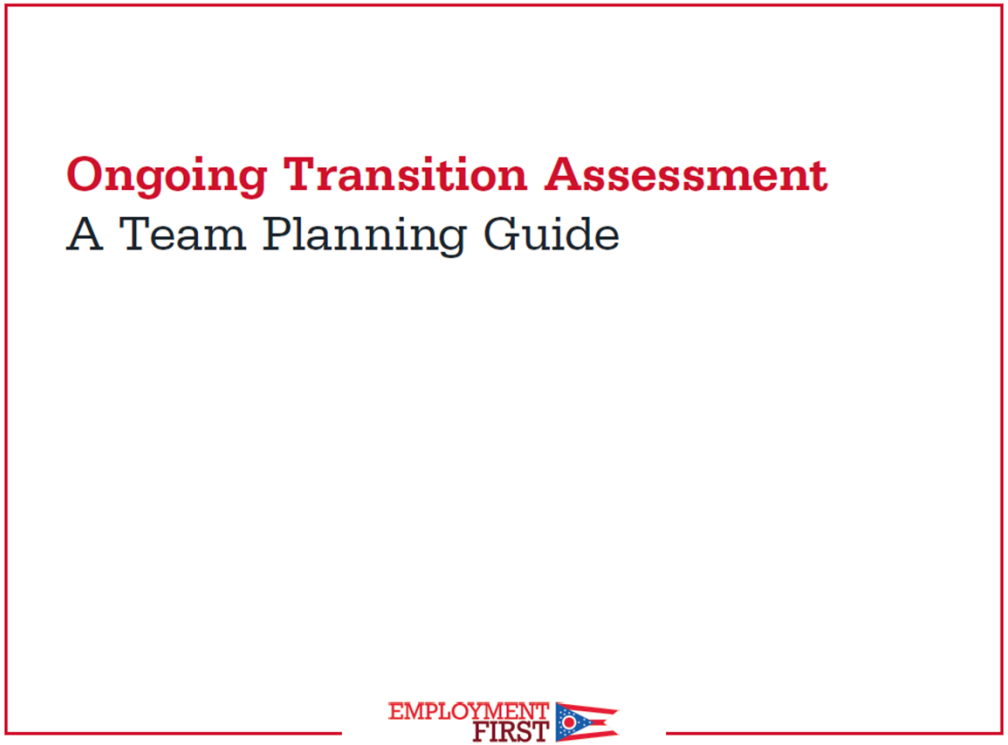
Indiana University Transition Assessment Matrix

- https://instrc.indiana.edu/transition-resources/transition-matrix.html



Employment First's Ongoing Transition Assessment, A Team Planning Guide

- https://ohioemploymentfirst.org/up_doc/Transition_Assessment_Planning_Guide.pdf



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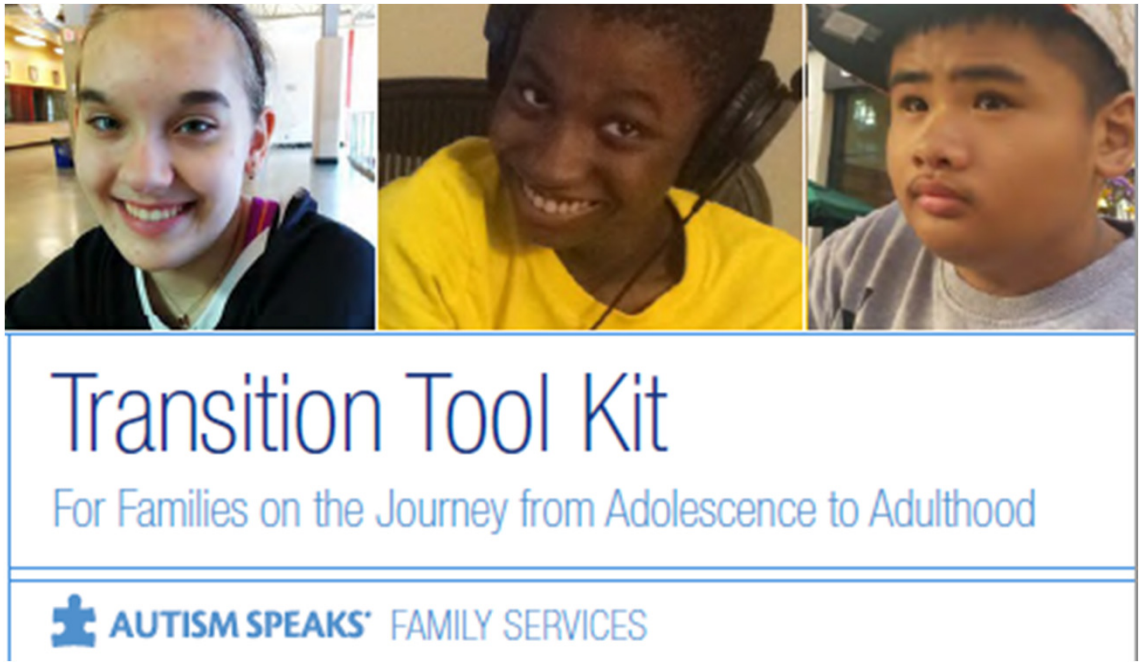
The Ohio Age Appropriate Transition Assessment Library

- https://www.ohioaatalibrary.org/

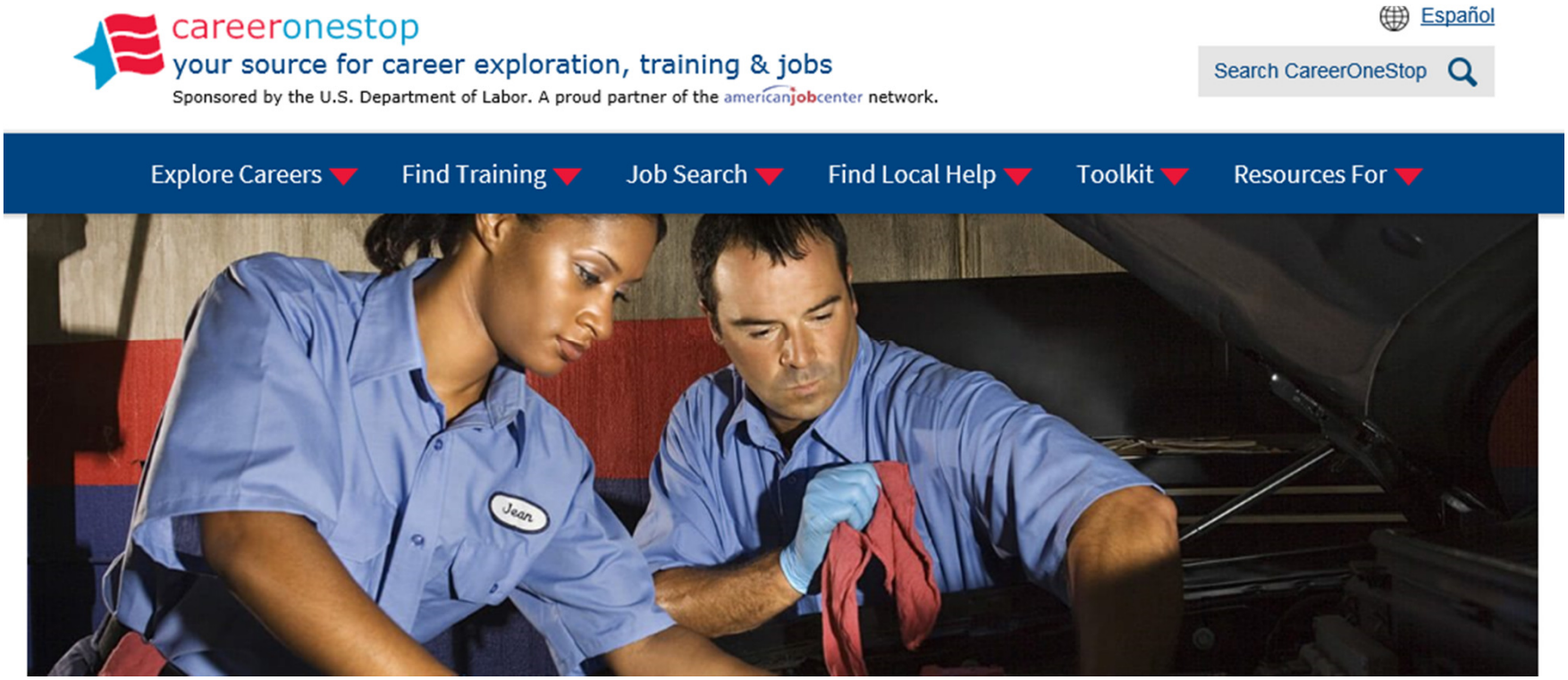
Autism Speaks Transition Toolkit

- https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf



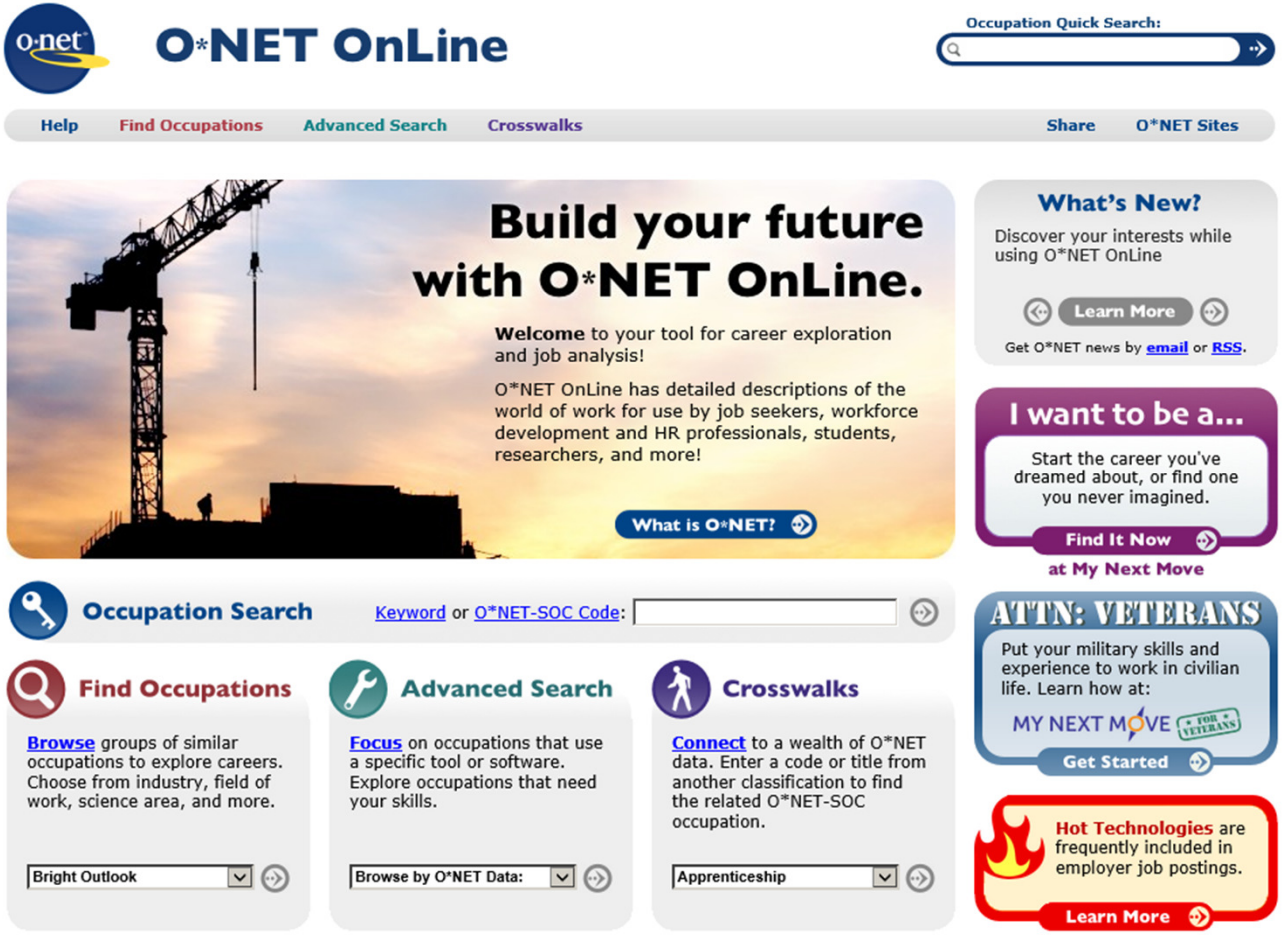
Career One Stop

- https://www.careeronestop.org/



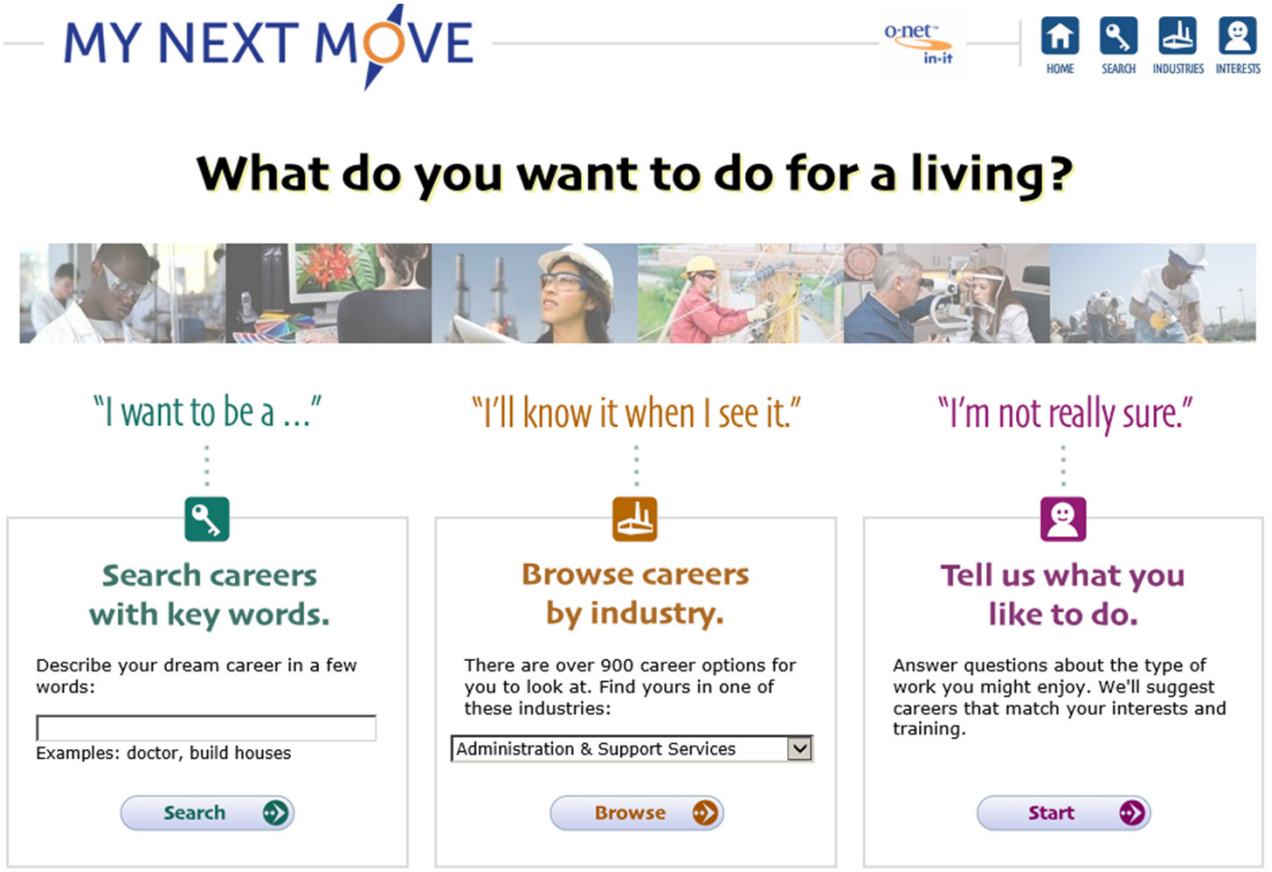
O*NET

- https://www.onetonline.org/



My Next Move (part of O*Net)

- https://www.mynextmove.org/



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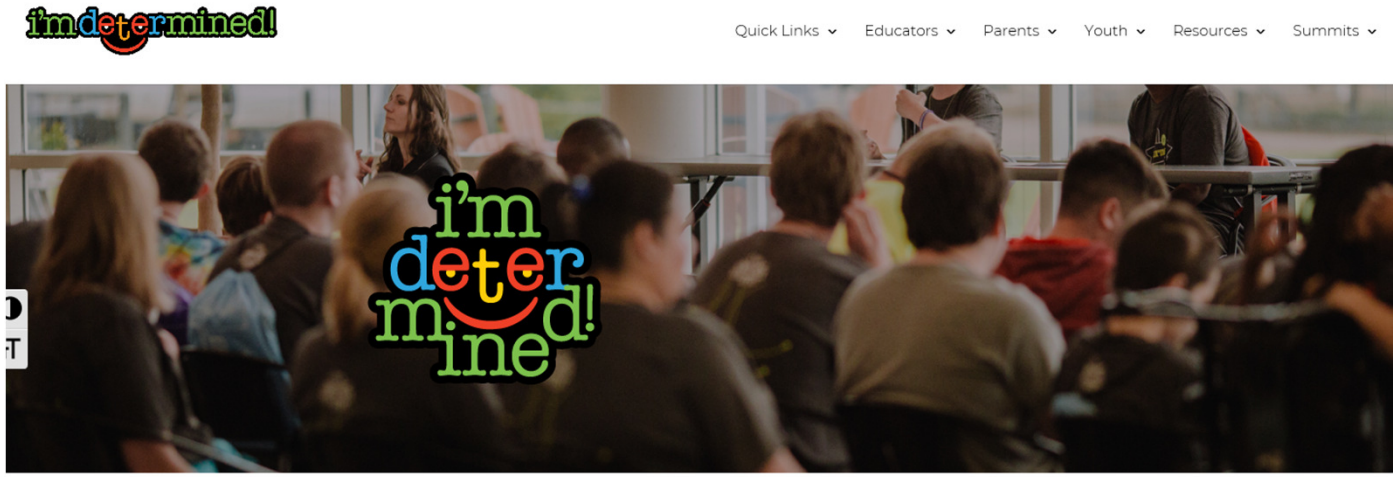
Self-Determination

- https://www.imdetermined.org/
- http://ngsd.org/



National Center on Secondary Education and Transition

- http://www.ncset.org/

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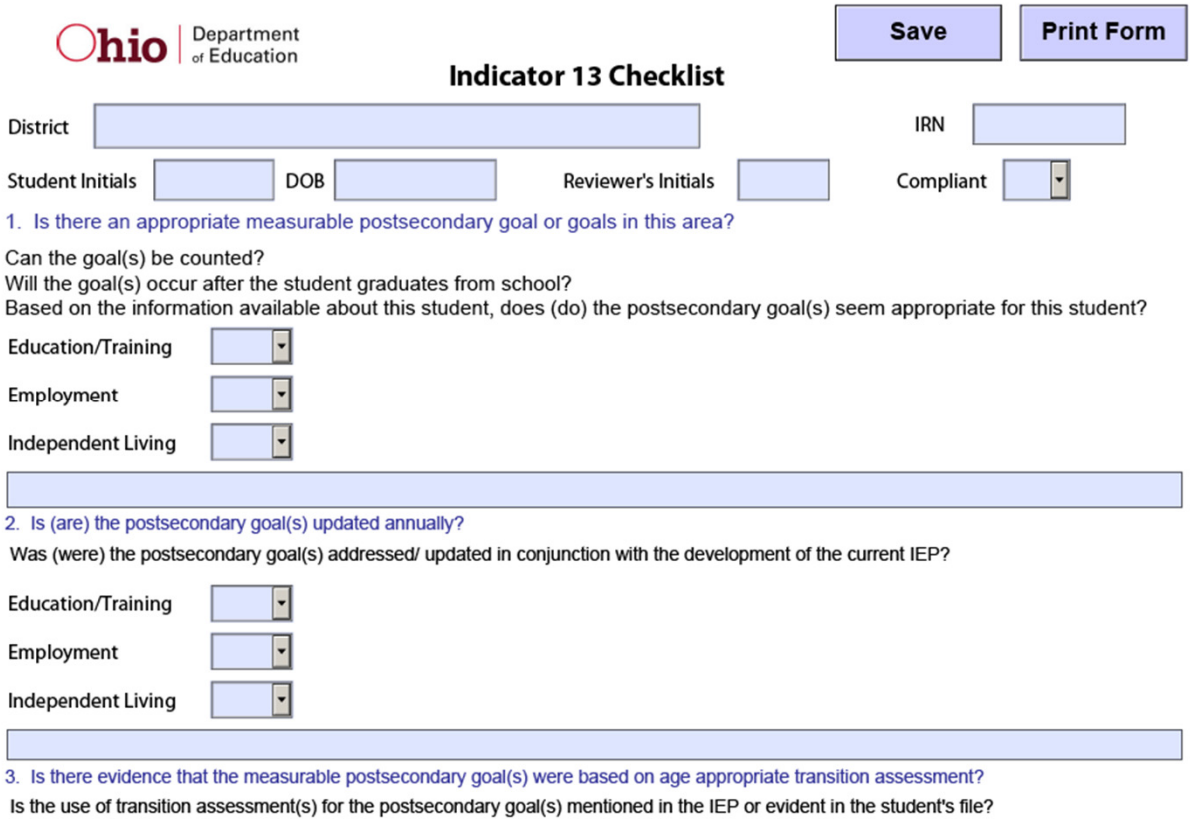
ODE Indicator 13 Checklist

- http://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Secondary-Transition-and-Workforce-Development-for/Ohio-Indicator-13-Checklist.pdf.aspx



Ohio | Department of Education

Save | Print Form

Indicator 13 Checklist

District | IRN

Student Initials | DOB | Reviewer's Initials | Compliant

1. Is there an appropriate measurable postsecondary goal or goals in this area?

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?

Education/Training
Employment
Independent Living

2. Is (are) the postsecondary goal(s) updated annually?

Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?

Education/Training
Employment
Independent Living

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?

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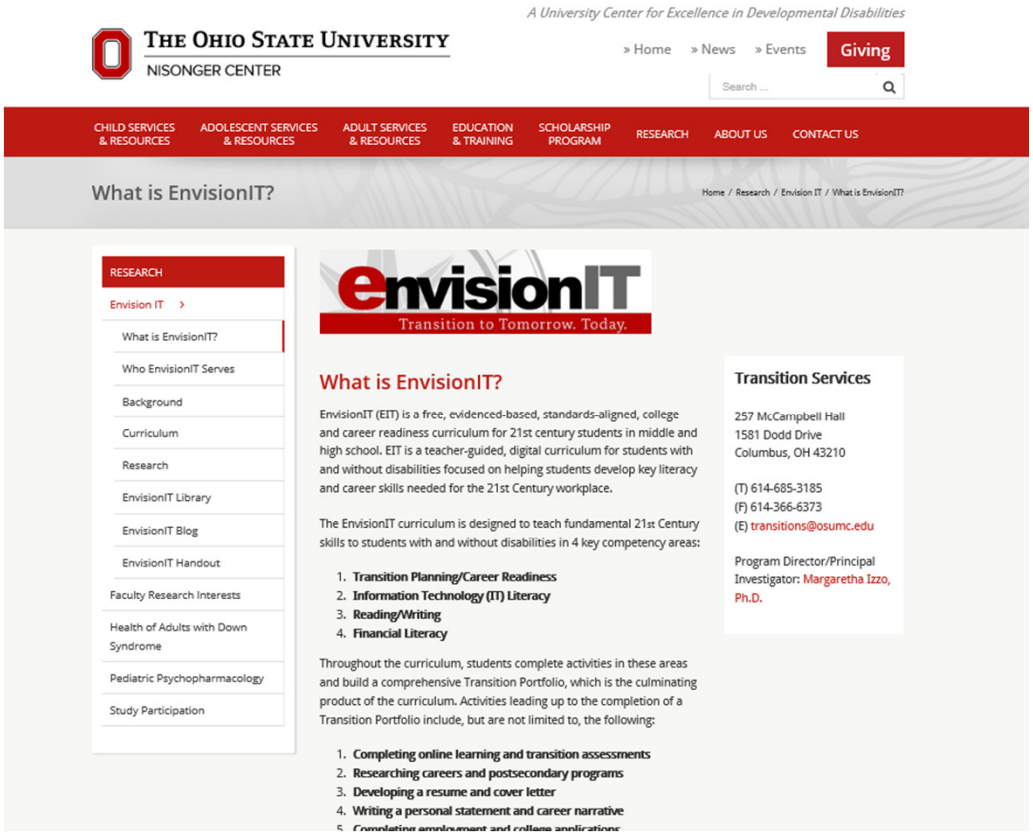
EnvisionIT

- http://nisonger.osu.edu/research/envision-it/what-is-envisionit/



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National Collaborative on Workforce and Disability for Youth – State Resourcing List

- http://www.ncwd-youth.info/profiles-by-states/

Issues We Focus on | **Solutions** We Work on | **Who** We Work With | **Questio** We Answ

– Ohio

- Jobs for America's Graduates (JAG)
  Program: National
- Children's Aid Society of New York
  Program Name: Carrera Adolescent Pregnancy Prevention Program
- Cincinnati Children's Hospital Medical Center, Great Oaks Institute of Technology and Career Development
  Program Name: Project SEARCH
- North Central Mental Health Services
  Program Name: Transitional Community Treatment Team (TCTT)
- Linking Employment, Abilities and Potential (LEAP)
  Program Name: Job Link
- Work & Rehabilitation Centers of Greater Cincinnati
  Program Name: Work Resource Center High School/High Tech Program

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The Center on Secondary Education for Students with Autism Spectrum Disorders

- https://csesa.fpg.unc.edu/professionals/supporting-independence
- https://csesa.fpg.unc.edu/resources/autism-glance-supporting-healthy-sleep-habits-adolescents

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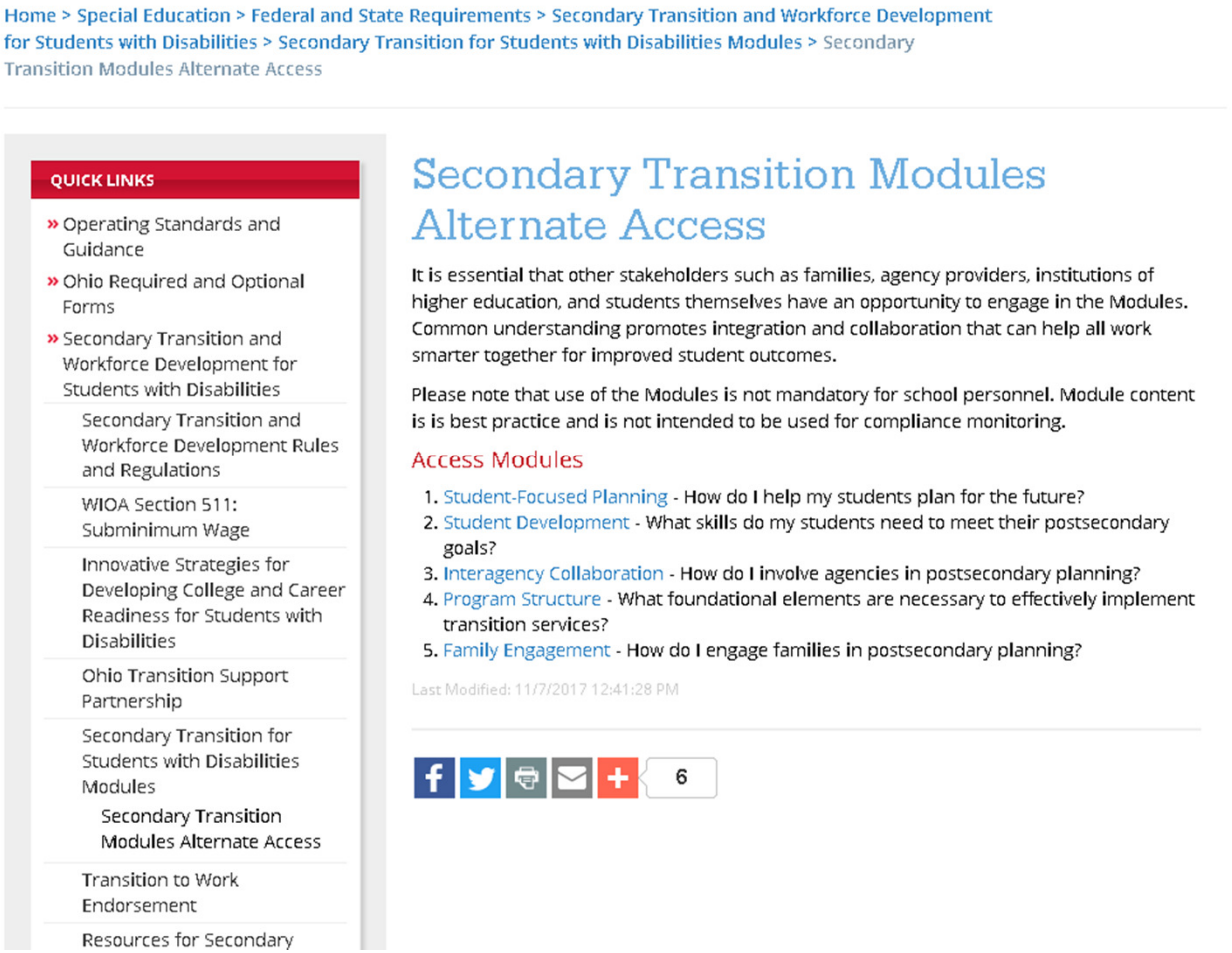
Secondary Transition Modules

- http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Secondary-Transition-for-Students-with-Disabilitie/Secondary-Transition-Modules-Alternate-Access



Home > Special Education > Federal and State Requirements > Secondary Transition and Workforce Development for Students with Disabilities > Secondary Transition for Students with Disabilities Modules > Secondary Transition Modules Alternate Access

QUICK LINKS

- » Operating Standards and Guidance
- » Ohio Required and Optional Forms
- » Secondary Transition and Workforce Development for Students with Disabilities
  - Secondary Transition and Workforce Development Rules and Regulations
  - WIOA Section 511: Subminimum Wage
  - Innovative Strategies for Developing College and Career Readiness for Students with Disabilities
  - Ohio Transition Support Partnership
  - Secondary Transition for Students with Disabilities Modules
    - Secondary Transition Modules Alternate Access
  - Transition to Work Endorsement
  - Resources for Secondary

Secondary Transition Modules Alternate Access

It is essential that other stakeholders such as families, agency providers, institutions of higher education, and students themselves have an opportunity to engage in the Modules. Common understanding promotes integration and collaboration that can help all work smarter together for improved student outcomes.

Please note that use of the Modules is not mandatory for school personnel. Module content is is best practice and is not intended to be used for compliance monitoring.

Access Modules

1. Student-Focused Planning - How do I help my students plan for the future?
2. Student Development - What skills do my students need to meet their postsecondary goals?
3. Interagency Collaboration - How do I involve agencies in postsecondary planning?
4. Program Structure - What foundational elements are necessary to effectively implement transition services?
5. Family Engagement - How do I engage families in postsecondary planning?

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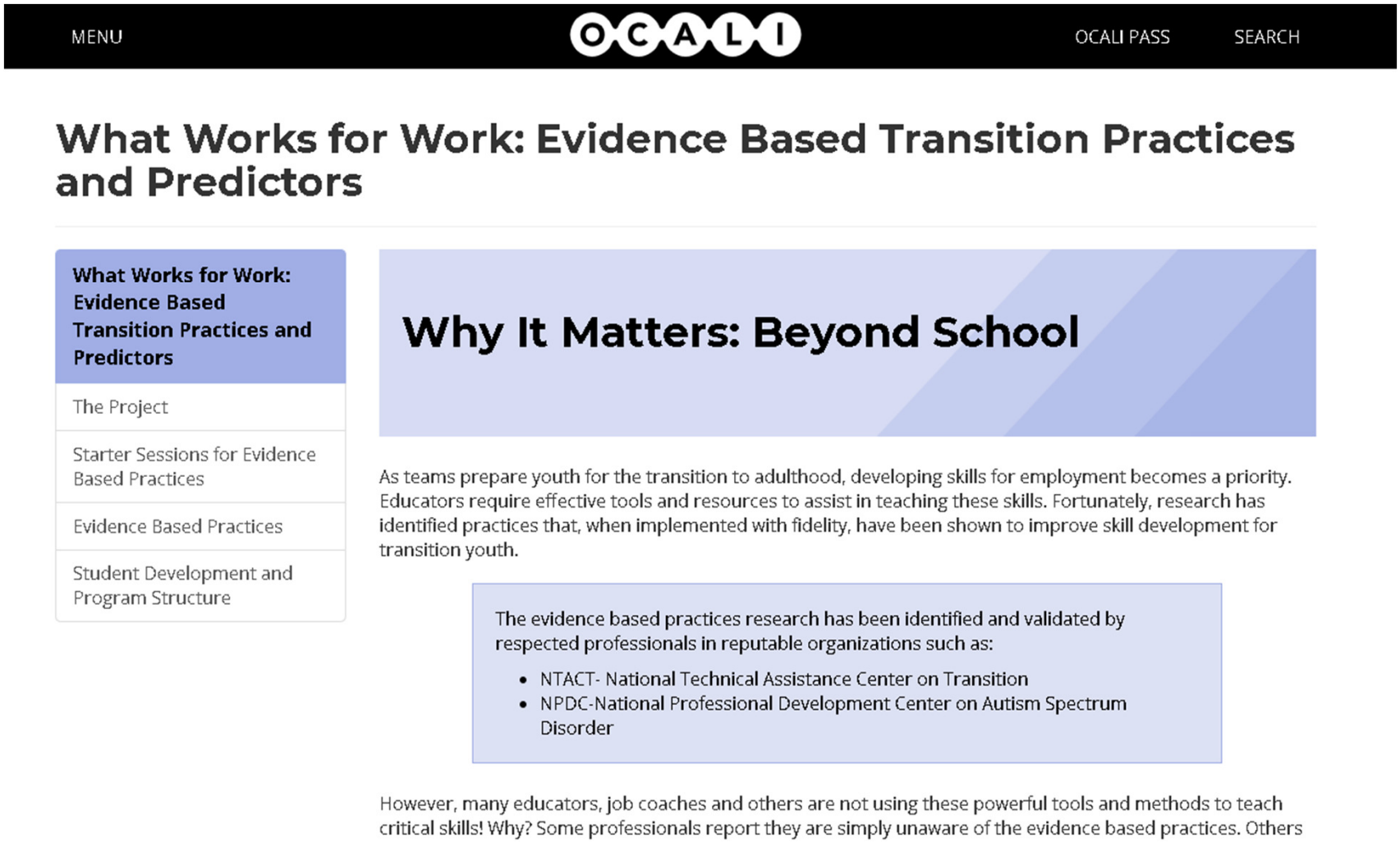
What Works for Work: Evidence Based Transition Practices and Predictors

- https://www.ocali.org/project/what-works-for-work



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Ohio Longitudinal Transition Study

http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-Longitudinal-Transition-Study-OLTS

QUICK LINKS

- Data Collection Tools
- Ohio's Special Education Profiles
- Enrollment, Testing and Discipline Data
- Gifted Education Expenditures
- Ohio Longitudinal Transition Study
- Equity in IDEA: New Disproportionality Regulations and Supports
- IDEA Part B Funding

Ohio Longitudinal Transition Study

Collecting Data on Post-School Outcomes (Indicator 14)

The Individuals with Disabilities Education Act (IDEA) requires that states report the post-school engagement of students with disabilities in post-secondary education and employment. Therefore, the Ohio Department of Education's Office for Exceptional Children is required to report the percentage of children with disabilities who, within one year of leaving high school, are enrolled in higher education, participating in a training program or competitively employed.

IDEA requires that all school districts collect outcome data for their students with individualized education programs (IEPs) at least once every six years.

Ohio fulfills this obligation through the Ohio Longitudinal Transition Study (OLTS), which is designed to collect information on students with disabilities' expectations at the end of their final year in high school and their post-school outcomes, one year later.

The Department has a contract with Kent State University's Center for Innovation in Transition and Employment to collect, manage and analyze the results of the longitudinal surveys. Each year, one-fifth of Ohio's school districts are selected to collect information on their students exiting with an IEP and to follow up with them one year later. School districts receive a rating of "met" or "not met" based on completion of OLTS participation requirements. This rating is applied to Indicator 14 on the district's Special Education Profile for the selected participation year.

OLTS Annual Reports

The OLTS Annual Report provides a statewide overview of post-school engagement findings derived from the student surveys. Regional reports are also available. Participating school districts will receive a district-specific report of survey results as well.

OLTS Contacts

If your district has been selected to participate in the OLTS and you would like information regarding OLTS requirements, contact Stacia Kaschak, OLTS Project Director, at smather@kent.edu, or (330) 672-0729. Your regional State Support Team can also be contacted for assistance.

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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
- Telephone: 216.320.8945 or 1-800-879-2522
- Address: 22001 Fairmount Boulevard, Shaker Heights, Ohio 44118
- Join our e-newsletter mailing list: http://www.monarchcenterforautism.org/Newsletters/NewsletterSignUp
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- Twitter: www.twitter.com/monarchohio