# Handouts, Reading and Resources

for

TOTAL Module 4:
Transition: Centerpiece of the IEP

# CHECKLIST FOR TRANSITION PLANNING
Use this checklist as a resource for developing goals, objectives and activities for the IEP/Transition Plan

## Life Skills
_ Using basic appliances and tools
_ Maintaining house and grounds
_ Fitness/wellness/nutrition
_ Appropriate dress
_ Personal hygiene/grooming
_ Social skills
_ Safety
_ Sex education
_ Marriage, children, parenting
_ Preparing & consuming food
_ Care of clothing
_ Laundering of clothing
_ Household cleaning
_ Shopping
_ Money management
_ Care of medical condition
_ Other_____

## Social Skills
_ Handling praise & criticism
_ Knowledge of physical self
_ Understanding of personal space
_ Self-confidence
_ Aware of emotions
_ Respect for others
_ Respect for authority
_ Appropriate behavior in public
_ Honesty
_ Developing friendships
_ Listening and responding
_ Other_____

## Housing Options
_ Live alone
_ Live with roommate
_ Live with existing family
_ Live w/other family member
_ Apartment
_ House
_ Supervised apartment/house
_ Host home
_ Group home
_ Other _____

## Career/Employment
_ Full/part-time regular job
  (competitive employment)
_ Full/part-time
_ Supported employment
_ Volunteer work
_ Sheltered workshop
_ Military service
_ Other_____

## Employment Development
_ Awareness of job possibilities
_ Understanding personal
  strengths & weaknesses
_ Being mindful of work habits
_ Appropriate behaviors
_ Finding and keeping a job
_ Knowing appropriate dress
_ Other _____

Leisure/Recreation
_ Community center recreational programs
_ Community education classes
_ Clubs
_ Team sports
_ Hobby clubs
_ Church groups
_ Friendship circles
_ Choosing & planning activities
_ Independent recreational activities (bowling, tennis, etc.)
_ Other _____

Transportation
_ Driver's license/access to car
_ Walk/ride bike
_ Ride bus/taxi
_ Specialized service
_ Finding way around community
_ Knowledge of traffic rules
_ Other _____

Education
_ College or university
_ Community college
_ Technical college
_ Vocational training
_ On-the-job training
_ Other _____

Community Participation
_ Voting
_ Obeying laws
_ Locate and use local businesses, stores, banks, restaurants, theaters, and libraries
_ Volunteer work
_ Other _____

Financial/Legal Concerns
_ Earned Income
_ Insurance
_ Wills/trusts
_ Supplemental Security Income SSI
_ Social Security Benefits
_ Guardianship
_ Bank account
_ Budgeting
_ Understanding credit
_ Paying bills
_ Self-advocacy
_ Other_____

Medical/Support Services
_ Seeking medical/dental care
_ Counseling
_ Managing personal medications
_ Person care services (haircuts, etc)
_ Assistive technology
_ Other _____
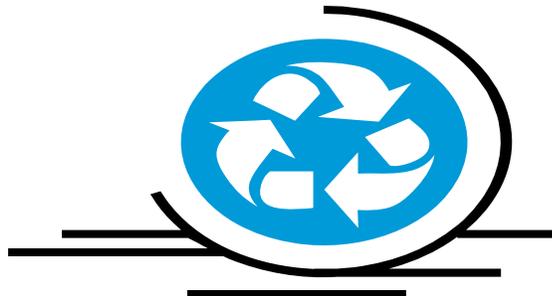
# "TRANSITION SERVICES"

# WHAT COULD BE CONSIDERED BY THE IEP/TRANSITION PLANNING TEAM?

According to the IDEA of 2004, transition services are a coordinated set of activities that generally must include: (a) instruction, (b) community experiences, (c) related services, (d) and, development of employment and other post-school adult living objectives.  If appropriate, the transition services should also include: (a) daily living skills, (b) functional vocational evaluation, and (c) interagency linkages.  These major categories of transition services outlined in the IDEA of 2004 can be described as follows:

1. **INSTRUCTION** – could include tutoring, employability skills training, vocational education, social skills training, and college entrance exam preparation, preparation for taking state and regional proficiency tests, and placement in advanced classes. Instruction could also include teacher - developed accommodations, curriculum adaptations, peer tutoring or adult basic education.

2. **COMMUNITY EXPERIENCES** – services provided outside of the school building, in community settings, by schools or other agencies.  Community experiences could include job shadowing, community work experiences, banking, shopping, transportation, community counseling, recreational services, tours of postsecondary education settings or residential and community tours.  The school or other entities could provide these services.

3. **RELATED SERVICES** – should be transition focused and could include transportation, social services, medical services, rehabilitation technology and other such developmental,

corrective and other supportive services required to move the student toward post-school outcomes.

4. **DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL LIVING OBJECTIVES** – services that lead to a job or career including career planning, guidance counseling, interest inventories, person-centered planning, self-determination training, job placement, and job try-outs. This area could also include activities such as registering to vote, doing taxes, renting a home, the coordination of adult benefits such as SSI, etc. The school or other entities could provide services described in this section.

5. **DAILY LIVING SKILLS TRAINING** – services that provide foundations for activities that adults do every day including self-care training, home repair, health care, home economics, independent living, and money management. The school or other entities could provide these supports/services.

6. **FUNCTIONAL VOCATIONAL EVALUATION** – assessment process that provides information about job/career interests, aptitudes, and skills. This evaluation process could include situational work assessments, work samples, work adjustment programs, aptitude tests, and a series of job try-outs. These could be provided by the school or other entities but should always be practical.

7. **LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (ADULT SERVICES)** – includes referrals or assignment of responsibility for services to vocational rehabilitation (ORS), summer youth employment programs, developmental disability services, mental health services, Social Security, Centers for Independent Living (CILs), and agency fairs involving a range of adult services.

# Policy *Update*

# IDEA 1997: Implications for Secondary Education and Transition Services

*This is a revision of* Policy Update, *January 2000, National Transition Network (NTN)*

In May 1997, Congress passed, and on June 4, 1997, President William Clinton signed into law the Individuals with Disabilities Education Act Amendments of 1997 (IDEA, P.L. 105-17). The IDEA Amendments of 1997 serve to amend the Individuals with Disabilities Education Act of 1990. Final regulations were published in the March 12, 1999, Federal Register (Vol. 64, No. 48, pp. 12406 - 12672) and took effect May 11, 1999. Several sections of the regulations pertain to the transition of students from school to adult life. Eleven such important sections of IDEA concern: (1) purposes, (2) definitions, (3) free appropriate public education, (4) students with disabilities in adult prisons, (5) student assessment participation, (6) student notification and participation, (7) parent notification and participation, (8) agency notification and participation, (9) content of the Individual Education Program (IEP), (10) agency responsibilities, and (11) transfer of parental rights. The purpose of this policy update is to present the regulatory language and describe some of the potential implications in these 11 areas.

## 1. Purposes
(Section 300.1)
The purposes of this part are —
a. To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
b. To ensure that the rights of children with disabilities and their parents are protected.

**Authority: 20 U.S.C. 1400**
The explicit statement that special education and related services are intended to prepare students for employment and independent living makes it clear that educators, parents, and students must consider adult outcomes as they plan for students' school experiences.

## 2. Definitions
(Section 300.29)
a. As used in this part, transition services means a coordinated set of activities for a student with a disability that —
   (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
   (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(3) Includes —

   (i) Instruction;

  (ii) Related services;

 (iii) Community experiences;

 (iv) The development of employment and other post-school, adult-living objectives; and

  (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

b. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

**Authority: 20 U.S.C. 1401 (30)**
At a minimum, the IEP team should consider each of the areas including instruction, related services, community experiences, and development of employment and other post-school, adult-living objectives. In many cases, each of these areas, and possibly some others, will be included in students' IEPs. However, while the previous regulations associated with the 1990 Individuals with Disabilities Education Act required that IEP teams provide a written statement describing the basis upon which any of the first four transition areas were not included in the IEP, the present regulations do not require this to be included in the IEP. Transition services may be provided by the education agency or, as outlined in Section 300.348 of the regulations, by agencies outside the school. In either case, they must be written into the IEP and the responsible agency noted.

## 3. Exception to FAPE for Certain Ages

(Section 300.122)
IDEA has always made it clear that there are some possible exceptions to the requirement to provide a free appropriate public education (FAPE) for some students of transition age; IDEA 1997 further clarifies this area —

a. General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

(1) Children aged 3, 4, 5, 18, 19, 20, or 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in one or more of those age groups.

Parents must be aware of State laws regarding the age at which the right to public education terminates. In those States where education agencies' responsibilities end at age 18, it is imperative that transition planning

begin as early as necessary to have adult services commence at age 18. If a student is not eligible for adult services, then it is important that the student is as prepared as possible to enter the workforce or postsecondary education at age 18. For some students, this might require a heavy emphasis on the skills needed to transition successfully for several years prior to leaving school.

According to Section 300.122, some students with disabilities who are incarcerated are not entitled to FAPE. This group includes —

(2) (i) Students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility—

(A) Were not actually identified as being a child with a disability under Section 300.7; and

(B) Did not have an IEP under Part B of the Act.

(ii) The exception in paragraph (a)(2)(i) of this section does not apply to students with disabilities, aged 18 through 21, who—

(A) Had been identified as a child with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or

(B) Did not have an IEP in their last educational setting, but who had actually been identified as a "child with a disability" under Section 300.7.

Thus, if prior to incarceration a student had been receiving special education services but had dropped out of school or had been formally identified as a "child with a disability," they are still entitled to FAPE and to the transition services that it entails. In fact, transition planning may be particularly important for this group of students, given the high unemployment and recidivism rates among dropouts and incarcerated youth.

It is important for parents and educators to know that if a child graduates from high school with a regular high school diploma, the child is no longer entitled to FAPE (and therefore no longer entitled to transition services) according to Section 300.122(a)(3)(i). According to that section, FAPE does not apply to —

(3) (i) Students with disabilities who have graduated from high school with a regular high school diploma.

(ii) The exception in paragraph (a)(3)(i) of this section does not apply to students who have graduated but have not been awarded a regular high school diploma.

(iii) Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice in accordance with Section 300.503.

Given this language, it is critical that receipt of a regular high school diploma be carefully considered. In some cases, it may be advisable to delay formal receipt of a regular high school diploma until all transition service requirements have been met or until students have been connected with the adult services necessary to support their post-school education, employment, and independent living needs.

In each of the cases discussed in this section, the State must have on file a copy of all documents related to exceptions. Section 300.122(b) States —

b. Documents relating to exceptions. The State must have on file with the Secretary —

  (1) (i) Information that describes in detail the extent to which the exception in paragraph (a)(1) of this section applies to the State; and

  (ii) A copy of each State law, court order, and other documents that provide a basis for the exception; and

  (2) With respect to paragraph (a)(2) of this section, a copy of the State law that excludes from services (under Part B of the Act) certain students who are incarcerated in an adult correctional facility.

**Authority: 20 U.S.C. 1412(a)(1)(B)**
If parents or educators have questions concerning these exceptions, they should contact their State educational agency.

## 4. Requirements for Students with Disabilities in Adult Prisons

(Section 300.311a FAPE)
Students with disabilities who are incarcerated in adult prisons may not be eligible to receive transition services if their entitlement ends before they will be eligible to be released from prison.

a. Requirements that do not apply. The following requirements do not apply to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons —

  (1) The requirements contained in Section 300.138 and Section 300.347(a)(5)(i) (relating to participation of children with disabilities in general assessments).

  (2) The requirements in Section 300.347(b) (relating to transition planning and transition services), with respect to the students whose eligibility under

Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

**Authority: 20 U.S.C. 1412(a)(1), 1414(d)(6)**

## 5. Student Assessment Participation and Agency Reporting

(Section 300.138-139)
Participation in State and district-wide assessments is new in IDEA 97. The associated requirements for participation in State and district-wide assessments and reporting of regular assessment and alternate assessment results for students with disabilities support the belief that the educational system is to take responsibility for the results of educational services provided to students with disabilities.

For participation in assessments, Section 300.138 addresses both regular State and district-wide assessments and alternate assessments —

The State must have on file with the Secretary information to demonstrate that —

a. Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications in administration, if necessary:

b. As appropriate, the State or Local Education Agency (LEA) —

  (1) Develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs;

  (2) Develops alternate assessments in accordance with paragraph (b)(1) of this section; and

  (3) Beginning not later than July 1, 2000 conducts the alternate assessments described in paragraph (b)(2) of this section.

**Authority: 20 U.S.C. 1412(a)(17)(A)**
For reporting, Section 300.139 clarifies the ways in which data for students with disabilities is to be publicly reported. This is in addition to the reporting of results required in the section on Performance Goals and Indicators. According to the regulations on public reporting of assessment results —

a. General. In implementing the requirements of 300.138, the State Education Agency (SEA) shall make available to the public, and report to the public with the same frequency and in the same detail as it

reports on the assessment of children without disabilities, the following information —

(1) The number of children with disabilities participating —

  (i) In regular assessments; and

  (ii) In alternate assessments.

(2) The performance results of the children described in paragraph (a)(1) of this section if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children —

  (i) On regular assessments (beginning not later than July 1, 1998); and

  (ii) On alternate assessments (not later than July 1, 2000).

b. Combined reports. Reports to the public under paragraph (a) of this section must include —

(1) Aggregated data that include the performance of children with disabilities together with all other children; and

(2) Disaggregated data on the performance of children with disabilities.

c. Timeline for disaggregation of data. Data relating to the performance of children described under paragraph (a)(2) of this section must be disaggregated —

(1) For assessments conducted after July 1, 1998; and

(2) For assessments conducted before July 1, 1998, if the State is required to disaggregate the data prior to July 1, 1998.

**Authority: 20 U.S.C. 612(a)(17)(B)**
All of the requirements related to participation in assessment and public reporting of results are related to transition as they provide a public way of documenting how well students are doing in relation to the general curriculum as reflected in these large-scale assessments.

## 6. Student Notification and Participation

(Section 300.344b)
Final regulations implementing IDEA require that for students, beginning no later than 14 years of age (or earlier if deemed appropriate), one of the purposes of the annual meeting will always be a discussion of transition services needs. Beginning at least by age 16, the discussion will also focus upon planning for needed transition services. In both these instances, the final regulations require that students be invited to attend their IEP meeting if a purpose of the meeting will be the consider-

ation of the student's transition services needs, the needed transition services, or both —

(1) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of —

  (i) The student's transition service needs under Section 300.347(b)(1);

  (ii) The needed transition services for the student under Section 300.347(b)(2); or

  (iii) Both.

The requirement to involve students in the discussions of their future goals and plans reflects the values of self-determination and shared responsibility. It may, however, challenge parents and professionals to change procedures and develop strategies to ensure that students are given an active and meaningful voice in the planning of their future. For many students this will mean that well before the IEP meeting, both in and out of school, they must participate in activities designed to enhance their knowledge base and decision-making and communication skills. The final regulations go on to State in Section 300.344(b)(2) —

(2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

In conditions under which a student would not attend her or his IEP meeting, steps must be taken to ensure that the student's preferences and interests are considered. One example might be to collect information from the student and informed family members, friends, and professionals, and to present that information at the meeting. In these situations, it is useful to have advocates or representatives of the student in attendance at the IEP meeting to ensure that the needs and preferences of the student are considered.

## 7. Parent Notification and Participation

(Section 300.345)
With regard to parent notification of the IEP meeting, Section 300.345(b)(2) and (3) of the regulations State —

(2) For a student with a disability, beginning at age 14, or younger, if appropriate, the notice must also —

  (i) Indicate that the purpose of the meeting will be the development of a statement of the transition services needs of the student required in Section 300.347(b)(1); and

(ii) Indicate that the agency will invite the student.

(3) For a student with a disability, beginning at age 16, or younger, if appropriate, the notice must —

　(i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in Section 300.347(b)(2);

　(ii) Indicate that the agency will invite the student; and

　(iii) Identify any other agency that will be invited to send a representative.

Ensuring parents are informed in advance that transition issues will be discussed at the IEP meeting provides them with the opportunity to prepare for discussion. Preparation might include thinking about future goals for their son or daughter. They may also want to invite friends, community members, or others who could provide support for their child as they move into adult life. By knowing that their son or daughter will be invited, parents have the opportunity to discuss transition goals and activities with their child, and to ask school personnel to utilize strategies for maximizing the student's participation in the IEP meeting. With an understanding of the agencies to be invited, parents can request that additional or alternate agencies be included. They may also want to request information about the services and policies of the invited agencies.

## 8. Agency Notification and Participation (Section 300.344)

Section 300.344(b)(3)(i) States —

(3) (i) In implementing the requirements of Section 300.347(b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

The requirement to involve agencies responsible for providing or paying for services reflects the values of long-term, child-centered planning; coordination; and shared responsibility. It places responsibility on school personnel to become knowledgeable about the services and policies of community agencies. The agencies, in turn, should expand their role to include interaction with students who are still in school. These agencies might include: vocational rehabilitation, employment and training, mental health, mental retardation/developmental disabilities, social security, housing, recreation, and others relevant to the individual needs and preferences of the student. The regulations further State —

(3) (ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall

take other steps to obtain the participation of the other agency in the planning of any transition services.

Although not specified in the law, these steps might include, forwarding a copy of the IEP to the agency (with parent and student approval), arranging for a subsequent IEP meeting to discuss transition specific issues, involving advocacy groups, maintaining contact with the agency to promote involvement, and encouraging parents and students to initiate contact and request involvement.

## 9. Content of the IEP

(Section 300.347b)
Appendix A to Part 300 of IDEA final regulations
(p. 12470) States —

The IEP requirements under Part B of the IDEA emphasize the importance of three core concepts —

(1) The involvement and progress of each child with a disability in the general curriculum including addressing the unique needs that arise out of the child's disability;

(2) The involvement of parents and students, together with regular and special education personnel, in making individual decisions to support each student's (child's) education success; and

(3) The preparation of students with disabilities for employment and other post-school outcomes.

Once again, preparation for employment and post-school results is central to IEP development and should help to focus the IEP beginning at least by age 14, or earlier if deemed appropriate. According to Section 300.347(b) —

b. Transition services. The IEP must include—

(1) For each student with a disability beginning at age 14 (or earlier if determined appropriate by the IEP team) and updated annually, a statement of the transition service needs of the student under applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program); and

(2) For each student, beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

The requirement at Section 300.347(b)(1) focuses attention on how the child's educational program can be planned to help the child make a successful transition

to his or her goals for life after secondary school. For example, for a child whose transition goal is a job, a transition service need might be teaching the child how to use public transportation. Thus, beginning no later than age 14, the IEP team, in determining measurable annual goals (including benchmarks or short-term objectives) and needs for a student, must determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to postsecondary life.

A statement of transition services needs should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition services needs connected to technology course work, while another student's statement of transition services needs could describe why public bus transportation training is important for future independence in the community.

A disproportionate number of students with disabilities drop out of school before they complete their secondary education. By beginning to discuss transition at least by age 14, it is hoped that the IEP team will work with each student and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education.

Section 300.347(b)(2) States that by age 16, the IEP must include a statement of needed transition services, including, if appropriate, interagency responsibilities or any needed linkages. Transition services means a coordinated set of activities, designed within an outcome-oriented process, that promotes movement from school to post-school activities.

## 10. Agency Responsibilities

(Section 300.348)
Given the complexity and long-term nature of transition, it is generally clear that neither families, schools, adult service providers, State agencies, nor postsecondary institutions can carry the entire fiscal, programmatic, or planning responsibility. As such, IDEA seeks to involve the student, family, school, and outside agencies in the planning process to increase the likelihood of smooth transitions from school to other service systems and post-school settings.

In addition to inviting representatives of outside agencies to the IEP meeting when transition is being discussed, the final regulations implementing IDEA require the IEP to contain a statement of needed transi-

tion services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. This section should also include a commitment by the participating agency to meet the financial responsibility associated with provision of services. This is most important if a State or local agency other than the school is responsible for providing or paying for needed services.

To further elaborate on the shared responsibility for transition services, Section 300.348(a)(b) incorporates a statutory provision —

a. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with 301.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

b. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

### Authority: 20 U.S.C. 1414(d)(1)(A)(vii)

This section helps to ensure that the public agency responsible for the student's education will take necessary steps to see that each student with a disability receives needed transition services. In this case, a participating agency is defined as a State or local agency, other than the public agency responsible for the student's education, that is financially and legally responsible for providing transition services to the student (Section 300.340).

### Alternative Strategies

The IEP team may be able to identify alternative strategies without changing the student's IEP. In other instances, the IEP team may decide to revise the IEP, changing goals, short-term objectives, timelines, or statements about agency responsibility. For example, a student's IEP specifies that a community residential placement is needed within the next three months. If a community residence is not accessed by that time, the team would meet again to discuss the delay and to ascertain the status of access to service. It may be that waiting lists indicate a six-month wait, but the likelihood of accessing services is high. In that case, the IEP team may decide to lengthen the timeline and meet in another three months to discuss progress. If the indication is that a community residence is not a likely possibility for this student due to lack of availability, eligibility, or other reasons, the team may try to come up with other strate-

gies to achieve the same goal. These strategies may include creative use of social security and other funds to purchase or rent housing, pooling resources of young adults with similar needs (both with and without disabilities), or eliciting the assistance of advocacy or lobbying groups.

The provisions of Section 300.347 clearly do not imply that the burden of services, programs, or financial responsibility falls solely on the educational agency when things do not turn out as planned. By giving parents and students a means to reengage with the planning team when things go wrong, the provision seeks to prevent students "falling through the cracks" with no place to go for assistance and advocacy. Ingenuity, creativity, and a willingness to jointly seek alternative solutions are needed when initial plans or strategies fail to materialize. The strength of this provision relies on the existence of local or State interagency agreements that clearly delineate the financial and legal responsibilities of agencies involved in transition services. Without such agreements, the reconvention process may be ineffectual.

## 11. Transfer of Parental Rights

(Sections 300.347(c) and 300.517)

The regulation provision that allows for the transfer of parental rights to students at the majority age under State law is a further recognition of the importance of the school's responsibility in assisting students to move from school to the adult world. In a State that transfers rights at the age of majority beginning at least one year before a student reaches the age of majority, under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority. In addition, when the student reaches the age of majority, if rights transfer, the school must provide any notice required by Part B regulations to both the student and parents.

Certain exceptions exist as specified by Section 300.122(a)(2) —

a. Exception to FAPE for certain students. Except as provided in §300.122(a)(2)(ii), the obligation to make FAPE available to all children with disabilities does not apply with respect to students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility —

(1) Were not actually identified as being a child with a disability under §300.7; and

(2) Did not have an IEP under Part B of the Act.

The final regulations at Section 300.517 state —

a. General. A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law) —

(1) (i) The public agency shall provide any notice required by this part to both the individual and the parents; and

(ii) All other rights accorded to parents under Part B of the Act transfer to the student; and

(2) All rights accorded to parents under Part B of the Act transfer to students who are incarcerated in an adult or juvenile, State, or local correctional institution.

(3) Whenever a State transfers rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency shall notify the individual and the parents of the transfer of rights.

b. Special rule. If, under State law, a State has a mechanism to determine that a student with a disability, who has reached the age of majority under State law that applies to all children and has not been determined incompetent under State law, does not have the ability to provide informed consent with respect to his or her educational program, the State shall establish procedures for appointing the parent, or, if the parent is not available another appropriate individual, to represent the educational interests of the student throughout the student's eligibility under Part B of the Act.

### Authority: 20 U.S.C. 1415(m)

The above special rule is for students who may not be able to give informed consent related to their educational program, although they have not been determined incompetent under State law. If a State has such a mechanism that applies when it transfers rights at the age of majority, it must establish procedures for appointing parents (or another, appropriate individual if parents are unavailable) to represent the student's interests.

This new provision of IDEA 97 underscores the importance of empowering students with disabilities to become more knowledgeable and skilled in expressing their needs, preferences, and aspirations. This provision should also encourage educators and parents to ensure that appropriate opportunities and supports are available to students that promote self-determined behavior and attitudes well before the transition process and transfer of rights occur.

## Conclusion

The above discussion and many of our examples in this *Policy Update* are based on effective practices observed in localities and States throughout the nation. These practices should not necessarily be interpreted as required by law. We encourage individual State agencies, in collaboration with other State and local organizations, and parent and consumer groups to actively engage in discussions regarding provisions of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA. P.L. 105-17).

## References

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# Information *Brief*

**Addressing Trends and Developments in Secondary Education *and Transition***

# Providing a Quality Accommodated Experience in Preparation for and During Post-Secondary School

*By Megan Jones*

## Introduction

The completion of a post-secondary degree has been linked to higher employment rates and higher income in the general population. At the same time, individuals with disabilities are less than half as likely to obtain a post-secondary degree and thus are less likely to be employed or to have a similar income as are individuals without disabilities. One reason for these differences is that the support that youth with disabilities receive in secondary and post-secondary school does not reach far enough toward ensuring that youth with disabilities have the same opportunity to enter, complete, and benefit from post-secondary education as do youth without disabilities.

## Case Study: Alice

Alice is 18 years old and is in the middle of her first semester at University. She is legally blind. In high school, Alice was mainstreamed with support from a special resource teacher. The resource teacher provided her with all of her textbooks on tape. She also took all of her exams in the resource room. The teachers in Alice's classes always assigned her to a seat in the front of the classroom, and when she could not see the blackboard they allowed her to stand in front of the board and copy off information. There was also a specialist teacher for the blind who came to visit Alice once a week and taught her things like how to ride the bus from her home to her school. Often the teacher would accompany her to the lunchroom and help her find classmates to sit with. Once a year Alice's mother came in to school and met with the principal, the resource teacher, and the specialist teacher (her IEP team). Alice is very bright, so her IEP team decided she should apply to University.

During the first few weeks of classes at University, Alice meets with a counselor who asks her for documentation of her disability and has her fill out a form that asks for the kinds of accommodations she will need. After a frantic call to Mom to fax over a letter from her doctor stating she is legally blind, Alice writes on the form that she thinks she might need her textbooks on tape.

Alice is having a hard time keeping up in her classes. She missed the first two lectures in history because she couldn't find the classroom. She has all of her textbooks, but when she called the National Library Service for the Blind they only

had one of them in stock and she figured that she couldn't ask the disabled services office for help because they had said that they needed the books two months in advance.

When Alice gets a "D" on three of her midterm exams, her mother convinces her to go back to the disabled student services office for help. Alice does so. After talking with a counselor and planning how to ask for accommodations, she feels much better, but the next day in her Algebra class she is too embarrassed to stand up in front of the class and ask about a notetaker and a reader. The next exam turns out to be a "pop quiz," and Alice asks the professor about getting the extra time the counselor had told her she was entitled to. The professor tells her that having double-time would give her an unfair advantage over the other students.

At the end of the semester, Alice has three "Ds" and one "C." She is also very lonely, and spends all of her time sitting alone in her dorm room. She is seriously thinking of leaving University and moving back in with her parents.

## What is An "Accommodated" Versus A "Quality Accommodated" Educational Experience?

An "accommodated" educational experience focuses on meeting legal mandates such as the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities

Act (ADA). These legal mandates represent *minimum* standards for accommodating individuals with disabilities in educational settings. A "quality accommodated" educational experience, on the other hand, focuses not only on meeting legal mandates, but also on using best practices to support the learning experience of all students, including those with disabilities. The table above gives several examples of an "accommodation" versus a "quality accommodation."

## Challenges to Providing a Quality Accommodated Experience

The reality is that many youth with disabilities are not adequately prepared to meet the entrance requirements and academic rigor of post-secondary institutions. Nor are they, like Alice, necessarily prepared for their changing role in the provision of disability-related supports. At the post-secondary level, a focus on meeting minimum accommodation standards rather than upon the provision of quality supports presents additional barriers for students with disabilities.

### Secondary School Challenges

- Many school administrators, teachers, staff, students, and community members do not believe that all students can achieve to high standards that will enable them to qualify for post-secondary school programs.
- Supports in secondary school do not adequately take into account the transition from secondary to post-secondary school environments.

### A Comparison of Minimum and Quality Accommodations

| Accommodation | Quality Accommodation |
|---|---|
| Secondary school student has been invited to participate in Individualized Education Plan (IEP) meeting. | Student is invited and encouraged to participate in IEP meeting and then does. |
| General academic standards are set for all secondary students in the state. | High standards for both academics and career preparation are set for all secondary students in the state. |
| The student's educational goals are set to achieve outcomes within the current environment. | The student's goals focus upon outcomes to be achieved in both the current and future environments. |
| Secondary school student (via parents) is regularly informed of student progress. | Self-determination skills are infused into the secondary education curricula and self-determination is actively encouraged in parent/school interactions. |
| A Statement of Needed Transition Services is included in the student's IEP. | The preparing environment (i.e. secondary school) is gradually molded to fit the receiving environment (i.e. post-secondary school). |
| The post-secondary education student must initiate support provision. | Students with disabilities and faculty members are given comprehensive information about, and encouraged to explore, various support options. |
| In post-secondary school, diverse teaching materials are faculty-specific and require the student to personally advocate for accommodations. | Post-secondary faculty increase their capacity to teach diverse learners, including students with disabilities. |

- Many students with disabilities are not active partici-pants in the planning of their education and supports. They may have a poor understanding of their own disability and their support needs related to that disability.

### Post-Secondary School

- In post-secondary school, students with disabilities are expected to take a greater role in the identification of both their disabilities and the kinds of supports they will receive than they do in secondary school.
- Campus administrators and faculty have a poor understanding of how to modify their policies and teaching methods to accommodate students with disabilities in a meaningful way.
- Many post-secondary schools focus on equal access, ensuring their compliance with disability discrimina-tion legislation, rather than on ensuring a quality experience for their students with disabilities.

## Steps We Can Take to Provide A Quality Accommodated Experience

### Students, Parents, Administrators, and Instructors can —

- Encourage students with disabilities to develop self-determination and self-advocacy skills early on in their secondary school experience, through such means as greater participation in their IEP teams and the integration of training in self-advocacy and self-determination skills into their curriculum.
- Recognize that students with disabilities can achieve high standards.
- Pay attention to the provision and transfer of technol-ogy that promotes independence and skill develop-ment from secondary education to post-secondary education.
- Design and implement both secondary and post-secondary school supports that take into account the differences between secondary and post-secondary school environments, and support students while they make the transition from one to the other.
- Look beyond meeting the letter of the law to ways of ensuring that students with disabilities have a quality educational experience. This can be accomplished through such means as forming a greater partnership with students, fostering collaboration between disabil-ity support offices and other resources within and outside of the post-secondary institution, and improv-ing faculty awareness about disability and diverse teaching methods.

## Resources

**NCSET Post-School Outcomes Network**
**Center on Disability Studies**
University of Hawai'i, Manoa
1776 University Avenue, UA 4-6
Honolulu, HI 96822
Tel: 808.956.5688; Fax: 808.956.7878
E-mail: ncset@hawaii.edu
Web: http://www.rrtc.hawaii.edu

**Disabilities, Opportunities, Internetworking,**
**and Technology (DO-IT)**
University of Washington
Box 355670
Seattle, WA 98195-5670
E-mail: doit@u.washington.edu
Web: http://www.washington.edu/doit/
Tel/TTY: 206.685.DOIT (3648); Fax: 206.221.4171

**Center On Self-Determination**
Oregon Health & Science University
3608 SE Powell Blvd.
Portland, Oregon 97202
Tel: 503.232.9154; Fax: 503.232.6423

**A Program of the Oregon Institute on Disability**
**and Development and the Child Development and**
**Rehabilitation Center (CDRC)**
Web: http://cdrc.ohsu.edu/selfdetermination/

**The Ohio State University Partnership Grant**
**Improving the Quality of Higher Education for**
**Students with Disabilities**
The Nisonger Center
257 McCampbell Hall
1581 Dodd Dr.
The Ohio State University Campus
Columbus, OH 43210
Tel: 614.292.9920; Fax: 614.292.3727
Margo Izzo, Co-Project Director (izzo.1@osu.edu)
Web: http://www.osu.edu/grants/dpg/index.html

**Optimizing the Learning Environment for Students with**
**Disabilities — A Faculty/Staff Guide**
Disability Support Services
Montgomery College
51 Mannakee Street
Rockville, MD 20850.
Tel: 301.279.5058; Fax: 301.279.5097;
TTY: 301.294.9672
Web: http://www.mc.cc.md.us/Departments/dispsvc/
tbl-cnts.htm

**The George Washington University**
**HEATH Resource Center**
2121 K Street, NW, Suite 220
Washington, DC 20037
Tel: 202.973.0904 or 800.544.3284; Fax: 202.973.0908
E-mail: askheath@heath.gwu.edu
Web: http://www.heath.gwu.edu

## Further Reading

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Grigal, M., Test, D.W., Beattie, J., & Wood, W.M. (1997). An evaluation of transition components of individualized education programs. *Exceptional Children, 63* (3), 357-372.

Stodden, R.A., Stodden, N.J., & Gilmore, S. Review of secondary curricula issues and impact upon access and participation of youth with disabilities in post-secondary education. (Submitted for publication) (MS#051-H01) (Available free online: www.rrtc.hawaii.edu, or for purchase at CDS/UAP National Center for the Study of Post-secondary Educational Supports, University of Hawaii at Manoa, 1776 University Avenue, UA 4-6, Honolulu, HI 96822, ATTN: Juana Tabali Weir. Phone: 808-956-3975. Email: juana@hawaii.edu).

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# IEP/Transition Planning Participants and their Roles

The following persons are required to be part of the IEP development. Suggested roles for these participants are also listed.

## STUDENT

Ideally, families, educators, and personnel from agencies involved in transition from school to adult life support student's efforts. Students contribute to their transition process when they:

- Participate actively in all discussions and decisions
- Communicate preferences and interests
- Communicate strengths, areas where help may be needed, how she or he is doing in classes and in community experiences, and what accommodations, modifications and supports are needed for success in school and in the community
- Know her/his rights and take part in the development of the IEP -- some students may lead all or part of their IEP meetings. Students will likely require coaching, training and practice to participate in a leading role

## PARENT (other family members if desired)

Families play an integral role in creating successful transitions for their students. Research has demonstrated that students achieve a higher level of success when family members are actively involved in the educational program. Families contribute to transition when they:

- Support and encourage their students
- Reinforce the value of an education program that is individualized and appropriate
- Provide information about the student's strengths, interests and areas where assistance is needed
- Provide information about the student's independent living skills and help that may be needed to achieve desired post-school goals
- Actively engage as equal partners in all aspects of the IEP planning, development and decision-making

## AT LEAST ONE OF THE STUDENT'S SPECIAL EDUCATION TEACHERS (RELATED SERVICE PROVIDERS, IF APPROPRIATE)

- Provide information about the student's strengths, past achievements and progress on the current IEP
- Provide strategies for effective teaching including accommodations and/or modifications so the student can successfully access the general curriculum
- Provide input regarding courses of study (*statement of transition service needs*) and educational experiences that relate to the student's preferences, interests, and desired post-school goals
- Provide input regarding post-school agencies, services and/or supports the student needs to achieve success in post-school goals (*statement of needed transition services*)
- Link students and families to appropriate post-school services, supports or agencies before the student leaves high school
- Assist in the coordination of the people, agencies, services or programs involved in the transition planning

## LOCAL EDUCATION AGENCY (LEA) REPRESENTATIVE

- Support the special and general education staff
- Allocate the necessary resources to ensure that the IEP is implemented
- Include parents in professional development programs
- Develop interagency agreements or memorandums of understanding with key players

## AT LEAST ONE OF THE STUDENT'S REGULAR EDUCATION TEACHERS (IF THE STUDENT IS, OR MAY BE, PARTICIPATING IN THE REGULAR EDUCATION ENVIRONMENT

- Assist in planning the courses of study in the general curriculum that will assist the student in achieving her or his desired post-school goals
- Assist in identifying and providing needed modifications, adaptations and supports to assist the student in the regular education setting and on state and district assessments

- Assist in identifying and providing needed positive behavioral strategies to assist the student in the regular education setting

## OTHER APPROPRIATE AGENCY PERSONNEL (IF DETERMINED BY THE AGENCY OR THE PARENT TO HAVE SPECIAL KNOWLEDGE OF EXPERTISE)

- Provide information about services and eligibility criteria for community or adult services and supports.  Examples include college support services and financial aid, vocational rehabilitation services, family services, social security work incentives, housing, and transportation.
- Help explain the difference between the entitlement of school programs and eligibility of adult services.
- Assist identifying community or adult services that may assist the student in achieving post-school goals.
- Assist the student and family in application processes for supports and services at colleges, training institutions, or adult services, as appropriate.
- Inform families and school personnel about potential waiting lists for services.
- If appropriate, provide services to the student prior to exiting the school system.

# TRANSITION TIME LINE
## To support family and student participation and leadership in planning for life after high school!

This time line is a guide for parents/guardians of students with special needs who are moving through the current school system. It is suggested that, no matter what age your child is currently, you should go through the checklist beginning from the elementary age. Many of the suggested activities overlap and are processes that are ongoing throughout the stages of transition to adulthood. For example, appropriate social skills for home and school are learned and expanded upon over the course of a child's developmental stages. These skills/traits need to continue developing/expanding over time but are not repeated at each level on this time line. Please be aware that learning what options are available for your child are important at every stage. <u>You are your child's first and best advocate and role model.</u>

### Elementary School Age

☐ Introduce the concept of work into everyday activities.
☐ Familiarize your child with all types of careers through reading, conversation and activities in your community.
☐ Develop self-care and daily living skills/routines.
☐ Explore vocational education opportunities that might be available for upper grade levels.
☐ Discuss family and social relationships and appropriate social skills for home and school. Practice, practice, practice!
☐ Make your child a productive part of the household with appropriate chores and an allowance.

### Middle School Age

☐ Engage in opportunities for career exploration – watch movies, read books, visit adults at work, etc.
☐ Support school/teacher efforts to provide work skills training as part of the school program.
☐ Support and encourage volunteering in the community and participating in community service projects.

The remaining portions of this time line include transition activities that you and your child may wish to consider when the IEP team is planning for transition. The IEP team must include transition as part of the development of the IEP beginning at age 14. Your student's skills and interests should determine which items are relevant. Ask yourself whether or not these activities represent transition issues that should be addressed at the IEP/transition planning meeting. Consideration of these transition activities can also help identify additional members of the IEP team.

### Four to Five Years Before Graduation Or Exiting Secondary Schools

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Complete interest and career inventories, identify career interests and skills, and identify additional education or training requirements.
- Explore options for post-secondary education including admission criteria.
- Identify interests and options for future living arrangements including supports.
- Learn to communicate effectively about interests, preferences and needs.
- Learn to explain your disability and the accommodations you need.
- Learn and practice decision-making skills.
- Investigate/explore assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Practice using local transportation options *outside of family*.
- Explore money management and identify needed skills.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

### Two to Three Years Before Graduation or Exiting Secondary Schools

- Identify community support services and programs (Office of Rehabilitation Services [ORS], services within your county, Center for Independent Living [CIL], etc.).

- ☐ Invite relevant adult service providers, peers and others to the IEP/transition planning meeting.
- ☐ Match career interests and skills with vocational course work and community work experiences.
- ☐ Continue gathering information on post-secondary programs and the support services offered; make arrangements for accommodations to take college entrance exams.
- ☐ Identify adult health care providers and become informed about sexuality and family planning issues.
- ☐ Determine the need for financial support (SSI and other financial supplemental programs).
- ☐ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, recreation, school, with peers, etc.)
- ☐ Explore legal status regarding decision making prior to the age of majority.
- ☐ Begin a resume and update as needed
- ☐ Practice independent living skills, e.g., budgeting, shopping, cooking, housekeeping, grooming, etc.
- ☐ Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

## One Year Before Graduating or Exiting Secondary Schools

- ☐ Apply for financial support programs (local, state and/or federal) that you and the IEP team have identified.
- ☐ Identify the post-secondary school you plan to attend and arrange for accommodations.
- ☐ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- ☐ Specify desired job and obtain paid employment with supports as needed.
- ☐ Take responsibility for arriving on time to work, appointments, and social activities.
- ☐ Assume responsibility for health care needs such as making appointments, filling and taking prescriptions, etc.
- ☐ Register to vote and for selective service (if a male).

# Potential Consultants to the Transition Team

| Potential Consultant | Relationship to Transition Services |
|---|---|
| Adult Education Representative | provides information about lifelong education options |
| Advocacy Organization(s) Representative | may offer self-advocacy training or support groups for young adults |
| Assistive Technology Representative | provides expertise on devices that can open doors to opportunities |
| At-Risk/Prevention Specialist | offers counseling and support on teen pregnancy, alcohol, and drugs |
| Business-Education Partnership Rep. | provides links between schools and local businesses and industry |
| Community Action Agency Representative | may link team to resources for traditionally underrepresented groups |
| Correctional Education Staff | provides incarcerated youth with continued learning opportunities |
| Drop-Out Prevention Representative | provides youth with alternatives to dropping out of school |
| Employer | offers insight into expectations; promotes hiring of people with disabilities |
| Employment Specialist | provides job development, placement, coaching |
| Extension Service Agent | offers programs in parenting, homemaking, independent living |
| Guidance Counselor | provides information on curriculum, assessment, grad. requirements, college |
| Health Department/School Nurse | provides guidance on community health services and health care advice |
| Higher Education Representative | provides information on postsecondary services to students with disabilities |
| Housing Agency Representative | assists in developing housing options |
| Leisure Program Representative | knows available program options within the community |
| Literacy Council Representative | coordinates volunteers to teach basic reading and writing skills |
| Local Government Representative | funds many local services; can provide information on local services |
| Local Disability Representative (e.g. UCP) | provides information and training (often serves all disabilities, not just one) |
| Parent Training Information Center Rep. | provides training on transition planning and advocacy services to families |
| Religious Community Member | can provide social support to young adults and their families |
| Residential Service Provider | can help access specialized housing |
| Social Worker | provides guidance and arranges for case management, support, respite care |
| Special Olympics Representative | provides sports training, competition, and recreational opportunities for youth |
| Therapists | provide behavioral, physical, occupational, & speech services in the community |
| Transportation Representative | offers expertise about transportation options and training |
| United Way Representative | funds many community programs that may offer options for young adults |
| Very Special Arts Representative | provides information on art programs and opportunities for youth |
| Vocational Educator | provides job training; teaches work-related skills |
| YMCA/YWCA | offers recreation and leisure programs |

# Have You Thought About This?
## Employment

### About the IEP Vocational Goals and Objectives

○ What are your (your student's) job and career interests, skills and needs?  Do the IEP/Transition Plan goals, objectives and activities match these?

○ Are you (your student) in a vocational education plan and/or program that meets his/or her interests and abilities, with needed accommodations?

○ Have you (has your student) been referred to the ORS (Office of Rehabilitation Services) to apply for job and career counseling and services?

○ If you (your student) is eligible for ORS, was the ORS Counselor invited to the IEP?  If so, did he or she give input?

○ Does the IEP/transition plan show how the school and the vocational agency will work together?

### About the Job

○ What kind of work and activities do you (does your student) enjoy?  Where do you (does he or she) want to work?

○ Do you (does your student) need more education or training for the job or career?

○ Does the job suit you (your student's) work style (noisy, quiet casual, formal, etc.)?

○ What does the job pay?  How much money do you (your student) need to earn in order to support your lifestyle?

○ Does the job have benefits (insurance, vacation, payment towards classes)?

○ Will having a job affect SSI or other benefits or programs?  Have you consulted with a benefits planner to look at these issues?

○ How flexible are the hours for medical needs and other accommodations?

○ Is the job challenging enough?  Are there chances for raises and promotions?

○ What kind of supervision, mentoring or job coaching is needed?

○ Does the job offer any on the job training?

○ What does the job require physically?  How will this affect the need for accommodations to be met?

○ Do you (does your student) know the rights established under the ADA (Americans with Disabilities Act)?

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# Have You Thought About This?
## Community Living

**Choosing Housing Options**

❍ What kind of housing do you (does your student) want, i.e., a unit in an apartment complex, a multi-family or single-family house, an apartment in a house, etc.?

❍ How will you (your student) pay for the living option chosen?  What kind of financial assistance will you need?

**Choosing Living Arrangement**

❍ What do you (your son or daughter) want in your home?

  ○ Stay in parent home or have own place.
  ○ Live near friends and/or family.
  ○ Live near public transportation or have accessible parking.
  ○ Live near stores, community services, places or worship.
  ○ Live near work or school.
  ○ Have privacy or companionship; private space and/or shared space.
  ○ Keep your won pets, furnishings and other personal items.
  ○ Feeling safe in your home and neighborhood.
  ○ Living alone, with one roommate, or several roommates.
  ○ Having many activities to do.
  ○ Having health care services close by.

**Will You (Your Student) need Assistance with Any of These Things?**

❍ Getting around the house.

❍ Preparing meals, and/or sticking to dietary guidelines.

❍ Transportation.

❍ Housekeeping, home maintenance and lawn care.

❍ Medical care.

❍ Personal care.

❍ Meeting people and/or overcoming loneliness.

❍ Taking care of money matters.

❍ Help in the community.

**Living with Others**

❍ What are you (your student) looking for in a housemate, i.e., age, gender, non-smoker, with pets or not pets, etc.?

❍ What household chores do you (your student) want to share, i.e., housework, cooking, shopping, driving, errands, trash removal, laundry, etc.?

❍ Are you (your student) very neat, or more "loose" when it comes to housekeeping?

❍ How do your (your student's) personal habits and lifestyle of potential roommates match?

❍ How would rent and living expenses be shared and paid for?

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# Have You Thought About This?
## Community Membership

### Activities and Relationships

❍ Have you (your student) tried many different activities, such as classes, "hanging" with friends at the movies or mall, independent activities such as music lesions, or hobbies such as gardening or computer graphics?
❍ Which types of activities do you (does your student) like?
❍ How much money do you (does your student) spend on activities?
❍ Will you (your student) need transportation to activities?
❍ Will you (your student) need any accommodations to take part?
❍ Do you (your student) need to buy sports equipment or hobby supplies?
❍ Do you (your student) need assistance with finding and signing up for activities?
❍ If you (your student) communicate in a way other than speaking, are you able to explain it to others?
❍ Do you (does your student) need assistance in meeting people or developing relationships?
❍ Do you (does your student) know what you need to know about dating and sex?

### Volunteering

❍ Would you (your student) rather do volunteer work with other people or alone?
❍ What kind of volunteer work do you (does your student) like?  Do you like working with children or elderly people; office activities; outdoor activities?
❍ Are you (is your student) interested in a social issue that you could work on?

### Voting and Citizenship

❍ Have you (your student) registered to vote if you are 18 or older?
❍ Have you (your student) requested an absentee ballot, if needed?
❍ Do you (your student) know where and how to vote, and how to ask for assistance, if needed?
❍ Do you (your student) know the laws you will need to follow as an adult?
❍ Do you (your student) know where and how to get assistance when needed?
❍ Have you (your son) signed up for selective service?

# Have You Thought About This?
## Transportation

❍ What type of transportation will you (your student) need?  Where will you (your student) be going, i.e., work, college, recreation?

❍ Is there public transportation where you live?

❍ What type of assistance will you (your student) need on public transportation, i.e., lift, assistance in and out of vehicle, people to meet you at either end, door-to-door service?

❍ Is a Para transit service available?

❍ Do you (does your student) need to practice using public transportation?

❍ Are you (your student) eligible for financial assistance?

❍ Will you (your student) drive a car?  How will you get a car?  What type of care will you need?  Will you need to get a car loan?

❍ Will you (your student) be able to transfer into the car seat or will you need it removed or modified?  What other special equipment will you need for the car?

❍ Do you (does your student) know how to maintain a car?

❍ Who will teach you (your student) to drive?


## Accommodations and Assistive Technology

❍ Do you (does your student) know your strengths and challenges?  Can you describe your needs?

❍ Do you (does your student) know what to ask for in accommodations?

❍ Do you (your student) understand and know how to use any assistive devise you need?

❍ Do you (your student) know where to have assistive devices repaired?

❍ Do you (your student) have a back-up to assistive devices in case they break and are in the repair shop for a long time?

❍ Do you (your student) understand your access needs for work? Home? Recreation?

❍ Do you (your student) know about laws covering reasonable accommodation?

❍ Do you (your student) know where to go for help if you are not getting reasonable accommodations?

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# Have You Thought About This?
## Health Care and Safety

❍ Have you (has your student) chosen and met with adult health care providers?  Have you chosen specialists such as a gynecologist, internist, eye doctor, dentist?

❍ Has a meeting been arranged between your (your student's) pediatric providers any new adult providers?

❍ Have you (has your student) figured out which health care procedures you can do alone and which you will need assistance with?

❍ Have you arranged for any home health care you (your student) will need?

❍ Do you (does your student) have health insurance?  Do any potential jobs offer this benefit?  Do you need Medicaid?

❍ Have you (has your student) contacted the student health care office if going to college?

❍ How will you (your student) get to and from medical appointments?

❍ Are you (is your student) able to get prescriptions filled?

❍ Are you (is your student) able to tell teachers, employers and friends of your health needs and possible emergency plans?

### Emergencies
❍ Have the local fire and rescue departments been told of any special medical equipment or possible emergency needs?

❍ Do you (does your student) know basic medical safety, such as having and using a first aid kit, and keeping doctors' phone numbers near the phone?

❍ Do you (does your student) know how to call 911?  Do you know your address and phone number?

❍ Do you (does your student) need medic alert identification (bracelet/necklace)?

❍ Do you (does your student) know what to do in case of fire at home, work and school?  In case of an accident?  If approached by strangers or feels unsafe?

❍ Do you (does your student) have someone to call for assistance if needed (relative or close friend, abuse hotline)?

TOTAL  Project, Module 4, Handout 6, page 5

# Transition Outreach Training for Adult Living (TOTAL) Project
# Module 7: Adult Life Outcomes for Students with Disabilities

## Selected Transition-Related Resources and Information

## Helpful Links

http://www.isbe.state.il.us/iicc/pdf/transition_committtee_directory.pdf
Directory of Illinois Transition Planning Committee's (TPC)

http://www.isbe.state.il.us/iicc/pdf/interagency_compendium.pdf
Interagency Coordinating Council (ICC): Member Agency Compendium

## Selected Web Addresses

http://www.ncset.org
The National Center on Secondary Education and Transition (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures. Headquartered at the Institute on Community Integration, University of Minnesota, the NCSET provides technical assistance and disseminates information focused on four major areas of national significance for youth with disabilities and their families —

- Providing students with disabilities with improved access and success in the secondary education curriculum.
- Ensuring that students achieve positive post-school results in accessing postsecondary education, meaningful employment, independent living and participation in all aspects of community life.
- Supporting student and family participation in educational and post-school decision making and planning.
- Improving collaboration and system linkages at all levels through the development of broad-based partnerships and networks at the national, state, and local levels.

http://www.nichcy.org
The National Dissemination Center for Children with Disabilities is part of OSEP's efforts to improve results for children with disabilities.  Educators, administrators, and families want to know what research has to say about "what works" with children and students with disabilities.  Access research-focused publications and links to research materials, projects and web sites from this site.

http://www.ideapractices.org
Council for Exceptional Children (CEC) and the Office of Special Education Programs (OSEP) Partnership

http://www.cec.sped.org
The Council for Exceptional Children

http://www.dropoutprevention.org/
The National Dropout Prevention Center for Students with Disabilities provides knowledge and promotes networking for researchers, practitioners, policymakers, and families to increase opportunities for youth in at risk situations to receive the quality education and services necessary to successfully graduate from high school.

http://www.ed.gov/about/offices/list/osers/osep/index.html
The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

http://www.ed.gov/about/offices/list/osers/index.html
The Office of Special Educational and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages by providing a wide array of supports to parents and individuals, school districts and states.

http://www.ed.gov/about/offices/list/osers/rsa/index.html
The Rehabilitation Services Administration (RSA) oversees formula and discretionary grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently.

## Assistive Technology and Augmentative Communication

http://www.abledata.com
ABLEDATA provides information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States.

http://www.utoronto.ca/atrc
The service philosophy at the Adaptive Technology Resource Centre is to empower individuals by providing access to the tools and knowledge needed to meet personal goals. The aim of the service program is to provide information, support and training which will allow individuals to make informed decisions and build the skills required to optimally employ technical tools.

http://www.cast.org
Center for Applied Special Technology (CAST) is a not-for-profit organization whose mission is to expand opportunities for individuals with disabilities through the development of and innovative uses of technology.

http://www.heath.gwu.edu
The HEATH Resource Center of the American Council on Education is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables the Center to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

http://www.vcu.edu/rrtcweb/techlink/index
Project Tech Link – Linking Educators and Parents to Transition Best Practices through Computer Technology – this project disseminates information on successful best practices, curricula, and products that have been proven effective including students in social, vocational, and academic settings and activities.

## Careers and Employment

http://www.ncwd-youth.info/resources_&_Publications/assessment.html
"Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges" is a new publication from NCWD/Youth and includes information on selecting career-related assessments, determining when to refer youth for additional assessment, accommodations, and legal and ethical issues in testing.

http://www.onestops.info
The National Center on Workforce and Disability/Adult (NCWD) provides training, technical assistance, policy analysis, and information to improve access for all in the workforce development system.


http://www.ncwd-youth.info
The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists state and local workforce development systems to better serve youth with disabilities. NCWD/Youth strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living.


http://www.transcen.org

TransCen, a name adopted to illustrate its role as a "transition center," is dedicated to the improvement of educational and employment outcomes for individuals with disabilities.  The associates at TransCen, Inc. have developed, implemented, and researched numerous innovations regarding school-to-adult life transition and career development for people with disabilities.

http://www.vcu.edu/rrtcweb/witn/ssi.htm
The purpose of this Network is to increase educators', family members', transition age students', and advocates' awareness of Social Security Work Incentives for school-aged youth with disabilities. Social Security Work Incentives include the Plan for Achieving Self-Support (PASS), the Impairment Related Work Expense (IRWE), and the Student Earned Income Exclusion (SEIE).


http://www.adata.org
Americans with Disabilities Act (ADA) Technical Assistance Program


http://www.socialsecurity.gov
Social Security Administration


http://www.ncwd-youth.info/resources_&_Publications/411.html
The National Collaborative on Workforce and Disability for Youth has produced ³The 411 on Disability Disclosure: A Workbook for Youth with Disabilities² designed for youth and adults working with them to learn about disability disclosure. This workbook (available in PDF and MS Word) helps young people make informed decisions about whether or not to disclose their disability and understand how those decisions may impact their education, employment, and social lives. Based on the premise that disclosure is a very personal decision, the Workbook helps young people think about and practice disclosing their disability.


http://ncwd-youth.info/
NCWD/Youth is a source for information about employment and youth with disabilities. NCWD-Y's partners — experts in disability, education, employment, and workforce development — strive to ensure that users will be provided with the highest quality, most relevant information available.


http://www.jff.org/
Jobs for the Future seeks to accelerate the educational and economic advancement of youth and adults struggling in our economy.


http://www.nyec.org
The National Youth Employment Coalition improves the effectiveness of organizations that seek to help youth become productive citizens.


http://www.doleta.gov/
The Employment and Training Administration (ETA) administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems.

http://www.youngandsuccessful.com/
This Young Entrepreneurs Network is a media and education company dedicated to giving young people the critical tools, insights and strategies they need to succeed at an early age.

## Diversity Issues

http://www.cld.hawaii.edu
This federally-funded five-year project is conducting national research on keys for success in postsecondary education for culturally and linguistically diverse youth with disabilities. The project Web site offers documents describing project findings and links to hundreds of Web resources.

## Family Issues

http://www.beachcenter.org
The Beach Center's mission statement is as follows: Through excellence in research, teaching and technical assistance, and service in Kansas, the United States of America, and globally, and through collaborations with those individuals and entities dedicated to the same ends, the Beach Center on Disability will make a significant and sustainable difference in the quality of life of families and individuals affected by disability and of those who are closely involved with them.

http://www.fape.org

The Families and Advocates Partnership for Education (FAPE) project is a strong partnership that aims to improve the educational outcomes for children with disabilities. It links families, advocates, and self-advocates to communicate the new focus of the Individuals with Disabilities Education Act (IDEA). The project represents the needs of 6 million children with disabilities.  FAPE is one of four projects funded by the U.S. Department of Education to reach parents, administrators, service providers, and policymakers nationwide with information about implementing IDEA '97.

http://www.pacer.org/tatra/tatra.htm

Technical Assistance about Transition and the Rehabilitation Act (TATRA) is a project of Pacer, a Parent Information and Training project.  TATRA and other Parent Information and Training projects funded by RSA help families learn how they can help youth with disabilities prepare for independent living, access adult service systems, and work effectively with professionals.

## Inclusion

http://www.communityinclusion.org
The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, we form partnerships with individuals, families, and communities. Together we advocate for personal choice, self-determination, and social and economic justice.

http://www.tash.org
TASH states that they are..."stretching the boundaries of what is possible...building communities in which no one is segregated and everyone belongs; forging new alliances that embrace diversity; advocating for opportunities and rights; eradicating injustices and inequities; supporting research and disseminating knowledge and information; promoting inclusive education; supporting progressive legislation and litigation; and promoting excellence in services."

# Leisure

http://www.ncpad.org/fun/fact_sheet.php?sheet=88&view=all
Fun and Leisure: Summer Camps 2005 (Online Directory)
The National Center on Physical Activity and Disability Web site provides published camp guides and online camp search engines to assist individuals in finding the camp that fits their interests, needs, and goals. The individual camps listed are only a sample of what is offered across the country for adults and children with disabilities. The camps range from day to overnight camps and offer various opportunities from sports to arts and crafts.

http://www.mysummercamps.com/
My Summer Camps is a comprehensive, easy to use summer camps directory which includes listings for 289 special needs camps in the following categories: asthma, autism, blood disorder, burn, cancer, cerebral palsy, cystic fibrosis, developmental disabilities, diabetes, epilepsy, hearing impaired, HIV and AIDS, learning disabilities and ADHD, mainstreaming, mental retardation, muscular dystrophy, physical disabilities, speech impaired, spina bifida, substance abuse, Tourette¹s syndrome, visually impaired, and other disabilities.

# Mentoring

http://www.ncset.org/topics/mentoring/?topic=32
This NCSET Web Topic explores how mentoring provided to youth by caring adults can help youth and adults with professional development, growth, and support, and how it can benefit the overall community. This topic Includes an introduction, frequently asked questions, related research, emerging practices, Web sites, and additional resources.

http://www.ncset.org/publications/viewdesc.asp?id=704
This issue brief from NCSET addresses the need for expansion of mentoring opportunities for youth with disabilities. Specifically, the brief outlines some of the benefits of mentoring for youth; defines the issue of the need for expanded mentoring opportunities for youth with disabilities; and presents strategies for including youth with disabilities in mentoring programs.

# Post-Secondary Education

http://www.thinkcollege.net/
A new Web site from the Institute on Community Inclusion, University of Massachusetts-Boston, designed to provide information to students with cognitive disabilities who are interested in finding ways to attend college. The site includes information for students, family members, and professionals, and features a searchable database of postsecondary education programs, a discussion board designed by students, a listserv, and links to Web-based resources.

http://www.washington.edu/doit/
DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment. The DO-IT Scholars program includes a live-in summer study program at the University of Washington and work-based learning experiences, as well as access to peers and mentors through electronic communication.

http://www.heath.gwu.edu/
National Clearinghouse on Postsecondary Education for Individuals with Disabilities.  Besides a host of publications, links, and resources, this Web site also includes quick answers to key issues and student voices. See their Financial Aid for Students with Disabilities (2005 Edition).HEATH Resource Center's annual revision of this popular resource guide is now available. The 2005 edition contains completely updated and revised

information to help individuals with disabilities to seek and obtain financial assistance for postsecondary education. The guide describes federal financial aid programs, state vocational rehabilitation services, and regional and local sources. A listing of nationally awarded grants and a pre-college checklist to organize the search for funds complete the guide.

http://www.ahead.org/
The Association on Higher Education And Disability (AHEAD) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication, and training.  While the main purpose of AHEAD is to serve disability support services personnel, there are some helpful links, training information, and publications on their website, including archives of the Journal of Postsecondary Education and Disability.

http://www.ncset.org/topics/preparing/default.asp?topic=6
This NCSET topic, directed at students, teachers, and parents, provides an overview of self-advocacy, rights, responsibilities, and other issues students with disabilities need to think about when considering a postsecondary education.

http://www.ncset.org/topics/psesupports/default.asp?topic=5
This NCSET topic explores how the kinds of supports that are currently being offered in postsecondary education, and the manner in which they are offered, are different from supports in secondary education, and may affect outcomes for individuals with disabilities.

http://www.ncset.org/topics/sepse/default.asp?topic=7
This NCSET topic explores how self-determination—the combined skills of self-awareness, self-advocacy, self-efficacy, decision-making, independent performance, self-evaluation, and adjustment—can contribute to an individual's ability to establish and achieve his or her own goals during and after higher education experiences.

## Transition Planning

http://interact.uoregon.edu/wrrc/trnfiles/pdfversion.htm
The Western Regional Resource Center's *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families* is great resource for transition planning and developing transition-focused IEP's.

http://www.dcdt.org
The Division of Career Development and Transition's (DCDT) mission is to improve the equality of, and access to career, vocational, and transition services; promote career development and transition in scope and quality; improve personal preparation for leadership roles in career/vocational, and transition services; increase the participation of education in career development and transition goals; and influence policies affecting career development and transition services for persons with disabilities.

http://www.projectteams.org
Project TEAMS provides information and resources for students, families and professionals on the transition from school to adult life.

## Research

http://www.aucd.org
The Association of University Centers on Disabilities (formerly the American Association of University Affiliated Programs for Persons with Developmental Disabilities) is a 501(c) non-profit organization that promotes and supports the national network of university centers on disabilities, which includes University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), Leadership Education in

Neurodevelopmental and Related Disabilities (LEND) Programs and Developmental Disabilities Research Centers (DDRC).

http://www.ed.uiuc.edu/coe/sped/tri/institute.html
The Transition Research Institute at the University of Illinois (TRI), established in 1985, identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life. TRI also serves as an information resource for teachers, service providers and researchers statewide, nationally and internationally.

http://www.eric.ed.gov
Educational Resources Information Center (ERIC)

# Selected Listservs

**TRI-Talk** is the Transition Research Institute's national transition listserv for information sharing and networking for anyone interested in improving outcomes for students with disabilities and their transition from school to post-school environments.  To subscribe send a message to Lynda Leach at leachlyn@uiuc.edu

**EDInfo** is the U.S. Department of Education's listserv for news from the Department regarding funding announcements, initiatives, best practices, etc.  To subscribe send an e-mail message to listproc@inet.ed.gov with "SUBSCRIBE EDINFO YOURFIRSTNAME YOURLASTNAME" in the message.

**Edupage** is a summary of news about education information technology and is provided three times a week as a service of EDUCAUSE, an international nonprofit association dedicated to transforming higher education through information technologies.  To subscribe send a bland message to edupage-subscribe@educause.unc.edu

**TASHUpdate** is sponsored by TASH.  TASH is an international association of people with disabilities, their family members, other advocates, and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm.  To subscribe send an e-mail to TASHUpdate-subscribe@yahoogroups.com

# Early High School – Behavior thru English Language Arts

## Listening Effectively

*Annual Individual Education Plan Goal:*
John will make progress toward listening effectively in formal and informal situations (with the necessary levels of support to guide skill development)

*Present Level of Performance:*  John enjoys actively participating in the classroom> Poor behavior and listening skills interfere with success.  John often requires teacher intervention and redirection when confronting peers with questions and comments that are not relevant and are often conflicting.  John often confuses verbal and nonverbal messages and has difficulty completing tasks.  These skills will be very important for future success in community based experiences including work.

*Objectives/Benchmarks:*
Given small group classroom activities with teacher direction, example, cueing, and reinforcement, student will apply listening skills in interpersonal conflict situations to make appropriate judgments. (key components of 4.A.4b)

Given classroom instruction and cooperative learning groups with teacher examples/cueing/prompts, as required, student will ask relevant questions to clarify meaning and to avoid conflict. (4.A.4b)

Given teacher instruction and a task to complete student will demonstrate understanding of material by completing the task with 70-75% accuracy. (4.A.4c)

Given a variety of verbal and nonverbal messages and teacher cues/prompts/examples as required, student will differentiate between a speaker's factual and emotional content by analyzing the verbal and nonverbal messages provided 3 out of 5 attempts. (4.A.4d)

# Early High School – Behavior thru Health Positive Communication

*Annual Individual Education Plan Goal:*
Alan will make progress toward demonstrating procedures for communicating in positive ways; he will make progress toward resolving differences and preventing conflict with 71 – 80 % accuracy (with necessary levels of support in place to guide skill development).  **(Health Learning Standard 24A)**

*Present Level of Performance:* Alan has difficulty communicating in positive ways.  He requires adult intervention and support to guide him to resolve and prevent conflict.  Behavior disability affects all peer and adult interactions & interpersonal relationships.

*Objectives/Benchmarks:*
Given small units of instruction and teacher prompts, as required, Alan will describe the effects of conflict and violence upon the health of individuals, families, and communities with 71 – 80 % accuracy.  **(24.A.4a)**

Given small amounts of instruction and positive reinforcement, Alan will describe ways to prevent conflict and resolve differences with 71 – 80 % accuracy.  **(24.A.4B)**

# Middle School/Junior High – Behavior thru Health Standard

## Decision Making

*Annual Individual Education Plan Goal:*
Student will apply decision-making skills related to the protection and promotion of individual health.  **(Health Standard 24B)**

*Present Level of Performance:* Alan has difficulty attending and participating in classroom activities due to factors outside of school that impede health.  Choices the student is making affect health and performance in school.  Decision making skills require support and further development.

*Objectives/Benchmarks:*
Given small units of instruction, teacher guidance/examples/prompts, as required, Alan will describe a health-related problem (e.g., sleep deprivation, drug use) to apply a decision making process to an individual health concern. **(24.B.3)**

Given small units of instruction and small group activity with teacher guidance and positive reinforcement, student will explain how choices you make now could affect your future health with 70 – 75% accuracy.  **(24.B.3)**

# Middle School/Junior High – Behavior thru English Language Arts Standard
# Listening Effectively

*Annual Individual Education Plan Goal:*
Tony will make progress toward listening effectively in formal and informal situations (with the necessary level of supports in place to guide skill development).

*Present Level of Performance:*
Tony responds with inappropriate word choices and body language when directed to answer questions in class. He often chooses not participate in class. He has difficulty following multi-step directions and often has difficulty comparing a teacher's verbal and nonverbal message.

*Objectives/Benchmarks:*
Given small units of instruction in small group or cooperative learning stations with teacher examples, cues, prompts, and reinforcement, as necessary, Tony will respond appropriately to relevant questions 3 of 4 attempts. **(key components of benchmark indicators 4.A.3A)**

Given teacher examples, prompts, reinforcement in small group discussion, Tony will listen attentively and ask relevant questions utilizing appropriate word choices, to improve understanding of message. **(key components of 4.A.3a)**

Given teacher cues, prompts, and positive reinforcement as necessary, Tony will restate a set of instructions in the order given and follow a multi-step set of instructions to successfully complete a task 3 out of 4 attempts. **(4.A.3c)**

Given social stories experiences or small units of group instruction with teacher direction, cueing, prompts, as necessary, Tony will make progress toward critiquing the relationship between a speaker's verbal communication skills (e.g., word choice, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity) with 70% accuracy. **(4.A.3b)**

# Early High School – English Language Arts
## Speaking Effectively

### Annual Individual Education Plan Goal:

Anna will make progress toward speaking effectively using language appropriate to the situation and the audience with 70 – 75% accuracy (with necessary levels of support in place to guide skill development).  **(English/Language Arts Learning Standard 4B)**

### Present Level of Performance:

Anna enjoys interactions with peers and participates in class discussions.  She has difficulty planning oral presentations that are organized and engage her listeners.  Speaking skills are not effective.  Disability affects oral presentations.

### Objectives/Benchmarks:

Given small units of instruction and teacher gestures, as required, student will share ideas and information to deliver a planned oral presentation using visual aids with 70 – 75% accuracy.  **(key components of 4.B.4a)**

Given teacher cues and note cards, as required, and the opportunity to present orally, **[self-directed IEP]** student will speak at an appropriate tone, volume, and rate to engage the listener's interest with 70 – 75% accuracy.  **(key components of 4.B.4a)**

Given teacher example & cueing, student will use statements and questions to demonstrate use of group discussion skills to assume individual role toward group's goal 3 out of 4 attempts.  **(key components of 4.B.4a)**

# Middle School/Junior High – Organization thru English/Language Arts Learning Standard

## *Annual Individual Education Plan Goal:*
Julie will make progress toward applying acquired information, concepts and ideas to communicate in a variety of formats (with the necessary levels of support in place to guide skill development). **(English/Language Arts Standard 5C)**

## *Present Level of Performance:*
Julie's organizational skills are weak. Teacher assistance is necessary to guide task completion. Work preparation and planning skills require further development.

## *Objectives/Benchmarks:*
Given small units of direct instruction, use of visuals such as charts, graphs, photographs, and a checklist to guide task completion, student will gather, record and organize information from multiple sources with 70 – 75% accuracy. *[community based job shadows, computer search for careers/jobs]* **(5.C.3a, 5.C.3c)**

Given small units of instruction and a checklist to guide task completion, student will show steps necessary to successfully organize and present a visual presentation with 70 – 75% accuracy. *[self-directed IEP, person-centered plan]* **(5.C.3c)**

# Middle School/Junior High – Behavior thru English/Language Arts Learning Standard
## Speaking Effectively

*Annual Individual Education Plan Goal:*

Darcy will make progress toward listening and speaking effectively in a variety of situations (with the necessary levels of support in place to guide skill development) 70 – 75% of the time. **(English/Language Arts State Goal 4 – English/Language Arts Standard B: speaking Effectively using language appropriate to the situation)**

*Present Level of Performance:*

Darcy has difficulty using appropriate language in various situations in the classroom.  Adult intervention is often required. Behavior disability affects most social interactions.

*Objectives/Benchmarks:*

Given teacher examples, small units of instruction, and cueing, as required, Darcy will use verbal and nonverbal communication strategies to maintain communications & to resolve conflict 70 – 75% of time.  **(4.B.3d)**

Given teacher prompts/cues/intervention, as required, Darcy will demonstrate composure while confronting and rebutting opposing viewpoints 70 – 75% of time.  **(4.B.3d)**

Given role-playing opportunities and social stories activity, Darcy will give evidence to support synthesis of other people's content or feelings 70 – 75% of time.  **(4.B.3d)**

# Early High School – Health Behavior

*Annual Individual Education Plan Goal:*

Mary will make progress toward describing and explaining factors that influence health among individuals, groups, and communities. **(Health Standard 22B)**

*Present Level of Performance:*

Mary has missed classroom instruction and received consequences for smoking at school.

*Objectives/Benchmarks:*

Given small units of instruction and classroom activities with teacher guidance/prompts as necessary, Mary will describe how health problems such as cancers related to smoking affect the social and economic status of the individual and community with 70 – 75% accuracy. **(22.B.4)**

Given small units of direct instruction and teacher prompts, as required, Mary will graph the productivity levels of healthy individuals vs. the productivity of individuals affected with "choice" illnesses and diseases (e.g., smokers vs. non-smokers, physically active people vs. sedentary people) with 70 – 75% accuracy.

**(22.B.4)**

# Late High School – English/Language Arts Learning Standard

## Organization

*Annual Individual Education Plan Goal:*
Jane will make progress toward applying acquired information concepts and ideas to communicate in a variety of formats (with necessary levels of support in place to guide skill development. **(English/Language Arts Standard 5C)**

*Present Level of Performance:*
Jane enjoys classroom projects but requires direct teacher intervention to guide task completion. Organization skills are lacking and student has difficulty choosing and evaluating information that is appropriate to the purpose and context.

*Objectives/Benchmarks:*
Given small units of instruction, checklist to guide task completion, and teacher guidance, as required, Jane will organize information for presentation to an audience. **(5.C.5b)**

Given small units of instruction, a checklist to guide task completion, and teacher guidance, as required, Jane will design and present a project (oral, written, video, multi-media) that establishes and maintains a focus. **(5.C.5b)**

Note: This would be a great one for the Self-Directed IEP.

# Alternate Performance in Reading Goal

*Annual Individual Education Plan Goal:*
Bill will use gestures, pictures, signs, symbols, words and/or word phrases in a variety of ways to demonstrate progress toward comprehending literary works with the necessary levels of support from a variety of sources including personnel, peers, community, technology, and services with 70 – 75% accuracy. **(English/Language Arts Standard Set 1. acknowledges State Goals 1B, 1C)**

*Present Level of Performance:*
Bill enjoys participating in cooperative group reading activities and enjoys listening to stories read aloud.  Bill receives frequent, individualized instruction to target skills that are below early elementary benchmark levels.

*Objectives/Benchmarks:*
Bill will use gestures, pictures, signs, symbols, words, or word phrases to interact with the object (i.e., page, vocabulary cards) to demonstrate anticipations, participation, or completion of activity with 70 – 75% accuracy. **(Alternate Performance Indicator 2)**

Bill will use gestures, pictures, signs, symbols words, or word phrases to sequence events and draw conclusions related to a story with 70 – 75% accuracy. **(Alternate Performance Indicator 1)**

Bill will use gestures, pictures, signs, symbols, words, or word phrases to gather information denote meaning and build a vocabulary.  **Alternation Performance Indicator 3)**

# Standards and Transition

## Mathematics State Goal 7

Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Transition goal used to demonstrate standards 7A, 7B, 7C:

Given information about budgeting formats, the student will construct a variety of mathematical expressions to assist in eliminating inequalities between his or her desired lifestyle and projected income.

# Standards and Transition

## Mathematics State Goal 7

- Objectives

    – Design a graph showing differences in public services bill over the course of one year.

    – Design an equation or matrix depicting projected income and projected expenses.

    – Solve to balance the equation.

# Standards and Transition

## Social Science State Goal 17, Standard C

Understand relationships between geographic factors and society.

Transition goal used to demonstrate standard:

Given information about physical and human movement effects on employment and housing, the student will select those options which promote his or her personal preference.

# Standards and Transition

## Social Science State Goal 17, Standard C

- Objectives

  - List three housing and employment options available in an urban center.

  - List three housing and employment options available in a rural community.

  - Locate three housing and employment assistance resources available in urban and rural areas.

  - Choose three living and vocational options based on personal preference for environment and landscape.

# Standards and Transition

### English Language Arts State Goal 4

Listen and speak effectively in a variety of situations.

Transition goal used demonstrate standard:

Given practice with listening and speaking techniques, student will communicate with community members to refine job acquisition skills.

# Standards and Transition
## English Language Arts State Goal 4

- Objectives

    - Role play three listening techniques

    - Role play three speaking techniques

    - Develop and conduct one interview with a local employer

    - Participate in one simulated and one authentic job interview