

Transition Planning

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Part 1

Gathering Information



CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorder



About CSESA

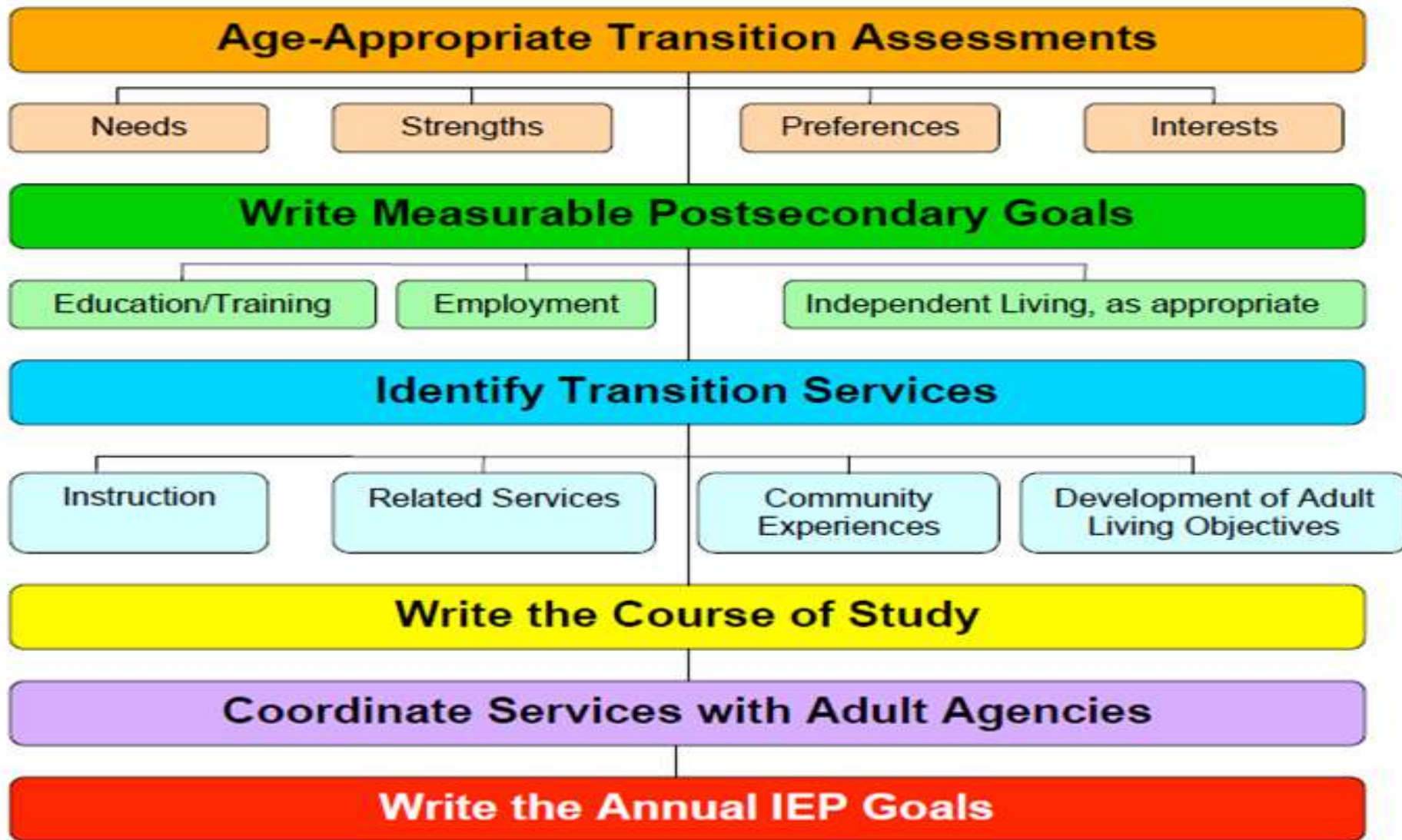
CSESA is a research and development project funded by the U. S. Department of Education that focuses on developing, adapting, and studying a comprehensive school- and community-based education program for high school students on the autism spectrum. It builds on school and student strengths and incorporates evidence-based practices and strategies in order to help students succeed in high school and prepare them for life after high school.

<https://cseesa.fpg.unc.edu/>

Transition IEP for students with ASD what may be different?

- * Should address the domains that are likely to affect students who have autism:
 - * Independence and Behavior
 - * Transition
 - * Social

TRANSITION SERVICES FLOW CHART



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Age-Appropriate Transition Assessments

Needs

Strengths

Preferences

Interests

Write Measurable Postsecondary Goals

Education/Training

Employment

Independent Living, as appropriate

Identify Transition Services

Instruction

Related Services

Community Experiences

Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Defining Transition Assessment

- * The ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments

Transition Assessment

Should Address Three Areas



Employment




Education
and Training



Independent
Living

Secondary School Success Checklist

* Secondary School Success Checklist | CSESA (unc.edu)

 Domain: Independence and Behavior		Success Monitoring & Notes (e.g. setting, with whom, examples)
Subdomain: Organization		Notes/Examples:
Skill Evaluation		Priority Ranking
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A <small>0=not like student 2=much like student</small>	O1. Accesses and follows daily schedule <i>Note: Format & length may vary based on student needs (e.g. written, objects, pictures, iPad); student refers to it throughout day</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <small>0=no concern 2=major concern</small>
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O2. Uses tools to keep track of assignments/work tasks and/or scheduling <i>Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack)</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O3. Brings appropriate materials to assigned location <i>Note: Includes bringing home and turning in homework, bringing supplies to school or community setting</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O4. Materials/work space are organized <i>Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O5. Identifies steps required to complete assigned activities*; completes assigned activities* <i>Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems, beginning, and completing assignments</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O6. Moves to and arrives at assigned location or activity on time <i>Note: May include within classroom or across school/community</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O7. Requests/initiates meetings with work groups, staff, as appropriate	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N/D <input type="radio"/> N/A	O8. Other:	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2

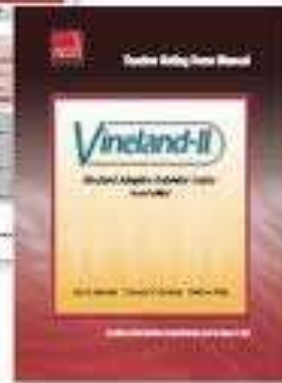
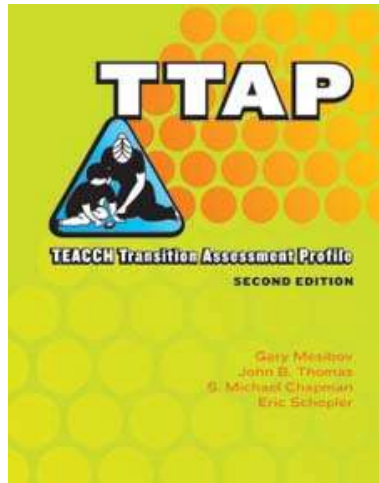
Self-Determination

- * self-advocacy
- * self-management
- * choice-making
- * problem-solving

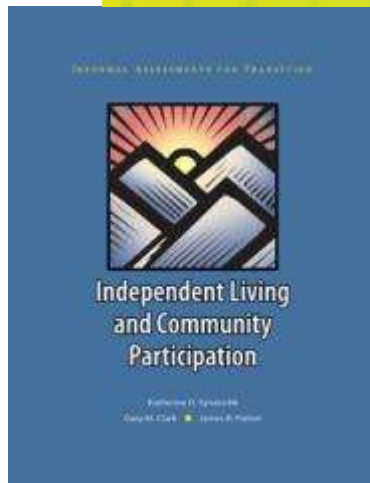
Self-Determination Assessments

- AIR – Self-Determination Assessment (free)
- ARC Self-Determination Scale (free)
- Choice Maker Self-Determination Assessment
- Field and Hoffman Self-Determination Battery

Independent Living Assessments



Casey Life Skills



Teacher-Made Assessments – Independent Living

- * Family/ caregiver interviews
- * Student interviews
- * Observations – task analysis
- * Think beyond residential independence – think “adult living”



Career Assessments

ASVAB



Career Cruising

O*NET OnLine

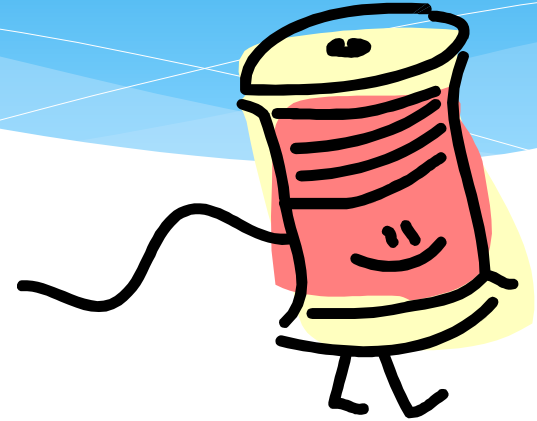


Teacher-Made Assessments - Career

- * Job coach or supervisor checklist
- * Co-worker checklist
- * Student interview
- * Student self-assessment/ self-monitoring sheet
- * Related course performance (e.g., welding, child-care and first-aid)



Results of Assessments Should Be Documented



- * IEP
 - * Present Level of Performance
 - * Assessment Results Section
 - * Concerns
- * Assessment Report for eligibility 3-year re-evaluation
 - * with whom, when, BRIEF note of results

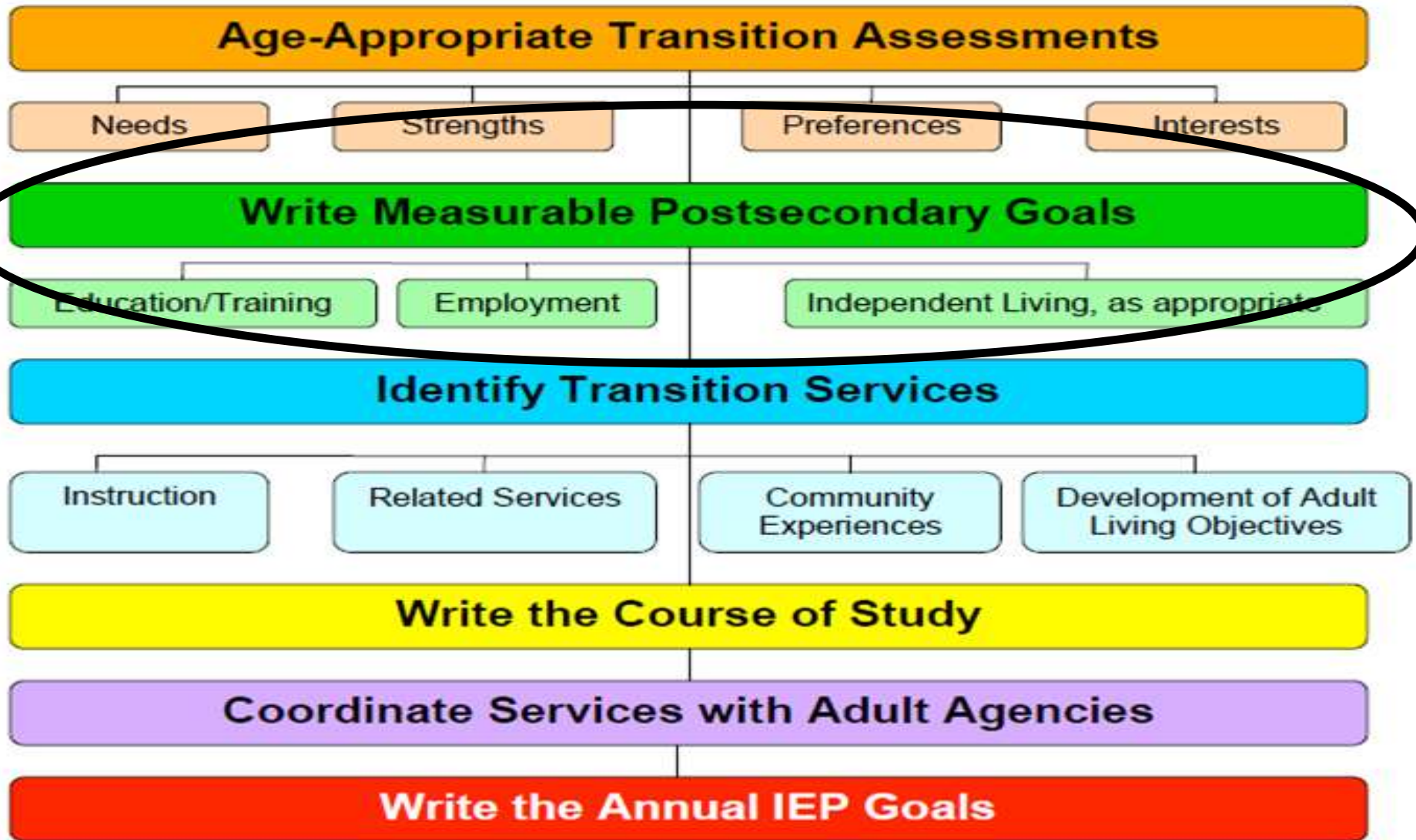
Discussion

- * How well does your child's IEP address the areas that are likely to affect students with autism (independence, behavior, transition, and social skills) ?
- * How well does the data in your child's IEP address the transition areas of **employment, education and training, and independent living**?
- * Discussion of other questions or comments?

Part 2

Documenting the Plan

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Postsecondary Goal Questions

1. Where is the student going to work or engage in productive activities after graduation?
2. Where and how is the student going to continue to learn and/or develop skills after graduation?
3. Where is the student going to live and how are they going to access adult services, participate in the community and have fun after graduation?

A Helpful Formula

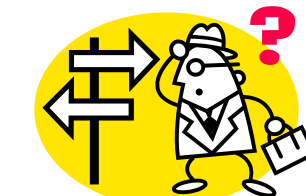
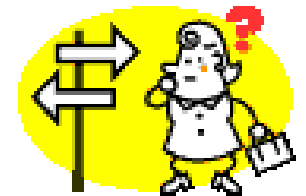
will

After high school
After graduation
Upon completion of high school

The Student

Behavior

(Where and how)



Examples of Postsecondary Goals

Education: After graduating from high school, Mary will attend a four-year college to obtain an undergraduate degree in history and education, to become a high school social studies teacher.

Employment: After obtaining their degree from the university, Mary will work as a high school history teacher in her hometown.

Independent Living: After graduation, Mary will advocate for any accommodations she needs to be successful in her education and employment.

Examples of Postsecondary Goals

Education: (The fall) after high school, student will attend the Customer Service Representative course offered through the Pathways to Employment program at the Community College.

Employment: Within three months after graduation, student will be competitively employed, working 20 or more hours, in retail job with supports of a job coach.

Independent Living Goal: Student will pay a share of living expenses by saving money earned at work and following a budget set by student and their parents.

Examples of Postsecondary Goals

Education/ Training: After graduation, Jason will participate in an in-home or center-based program designed to provide life skills and vocational training with medical and therapeutic supports.

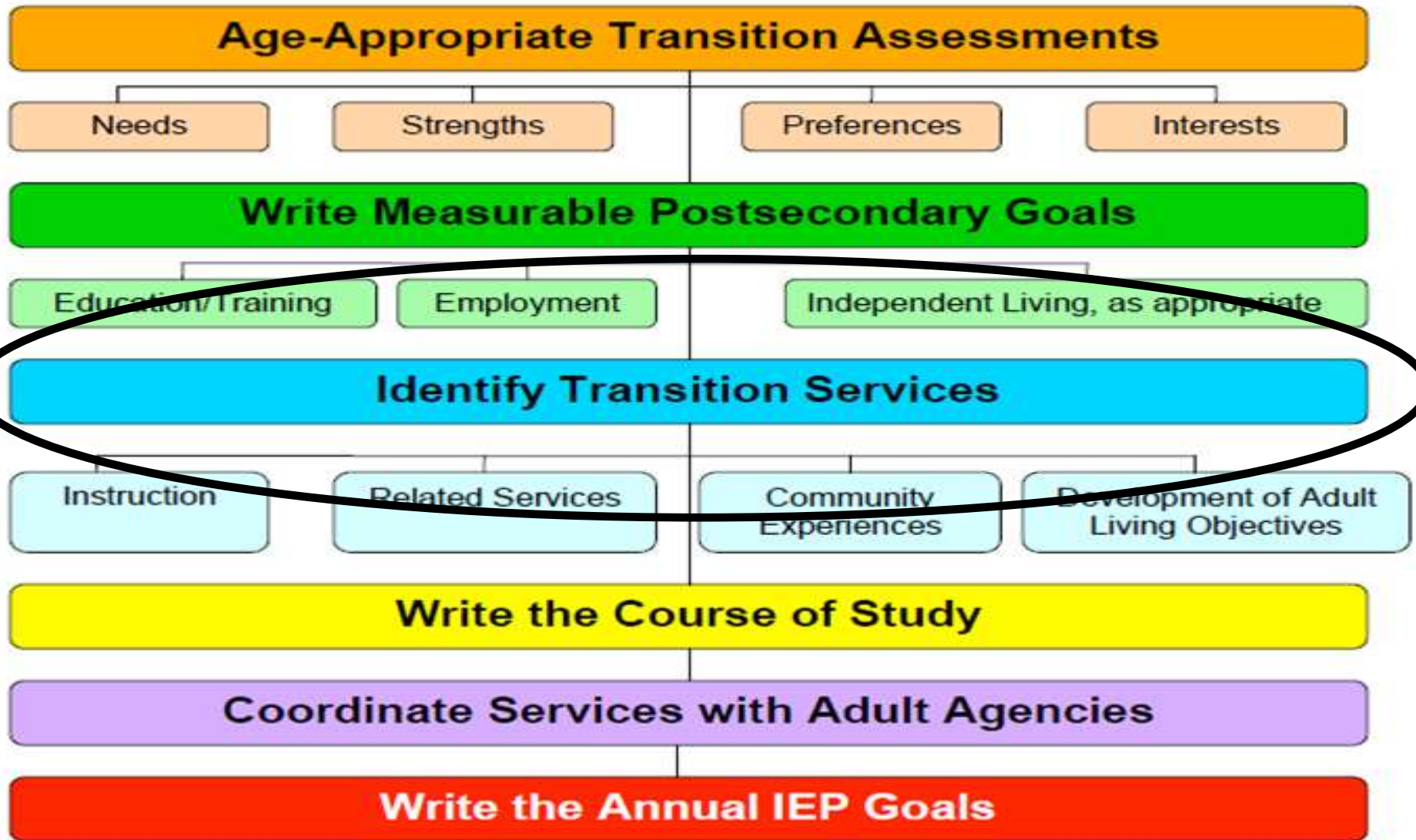
Employment: After graduation, Jason will be self-employed and do volunteer work.

Independent Living: After graduation Jason will participate in activities in the community

Examples of More Descriptive Postsecondary Goals

Employment: Immediately after graduation, Javier will receive job development services from Department of Vocational Rehabilitation and participate in technologically supported self-employment or volunteer work within 1 year of graduation.

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Transition Service Questions

1. **Experiences** necessary this academic year to achieve the identified postsecondary goals?
2. **Services and specific instruction** necessary this year to develop skills and knowledge to attain their postsecondary goals?
3. Do we know enough about this student's **vocational skills** to identify an appropriate postsecondary employment goal or design activities to support the identified goal?

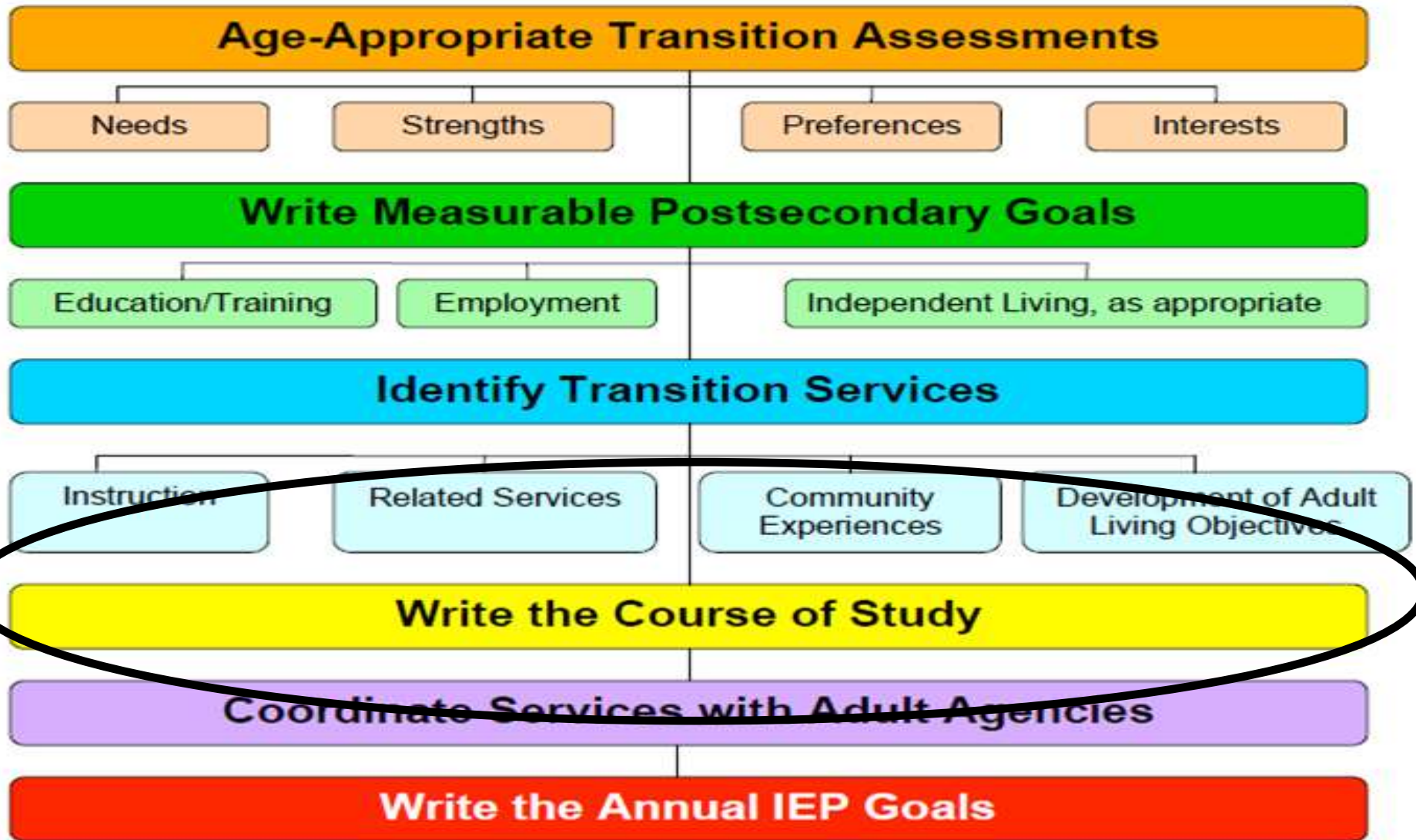




What activities did you do in high school?



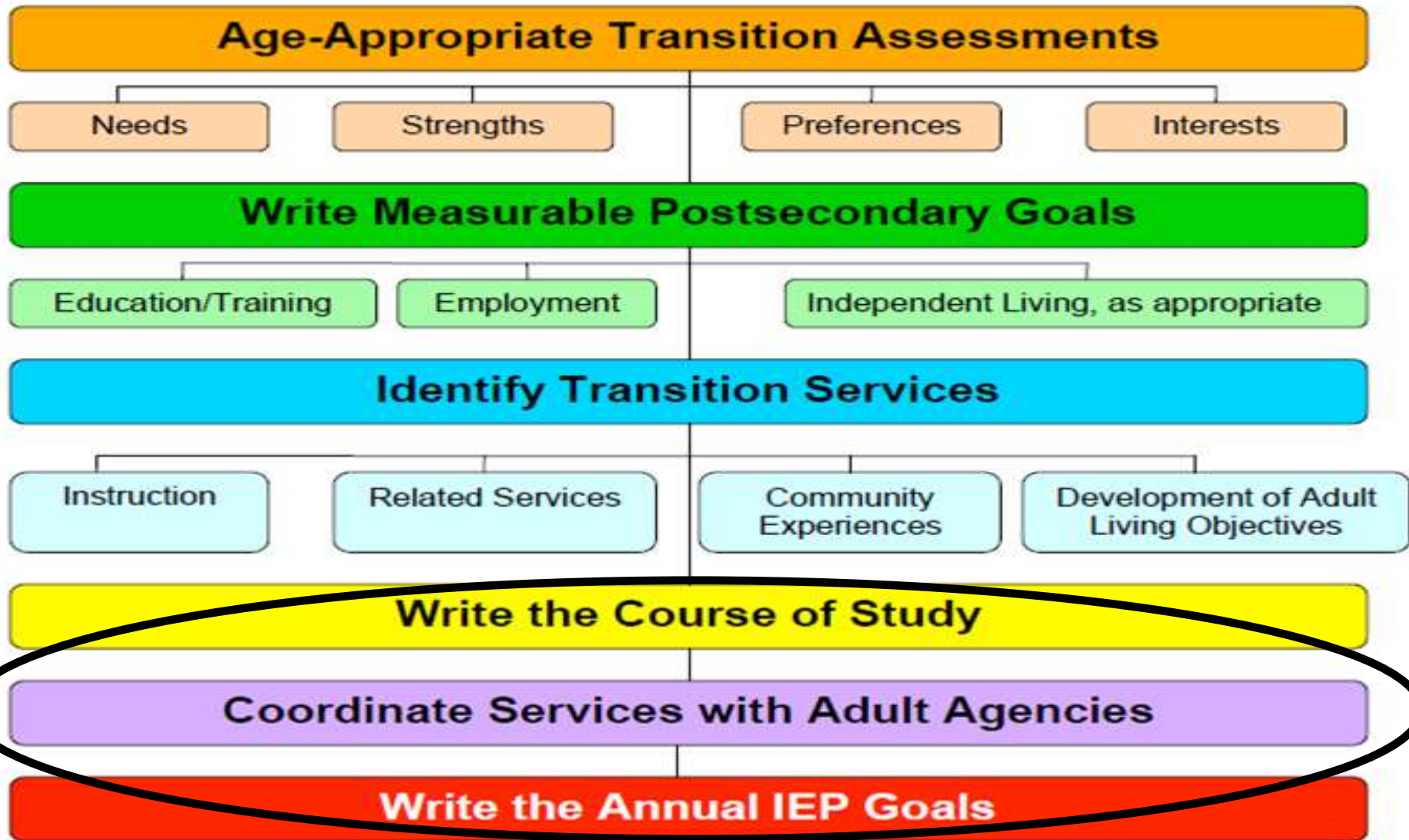
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Course of Study Questions

1. What activities and classes will the student participate in during high school?
2. How many years will this student spend in high school to complete classes and experiences (students on an IEP can attend school through 21)?
3. Is this plan aligned with the student's postsecondary goals?

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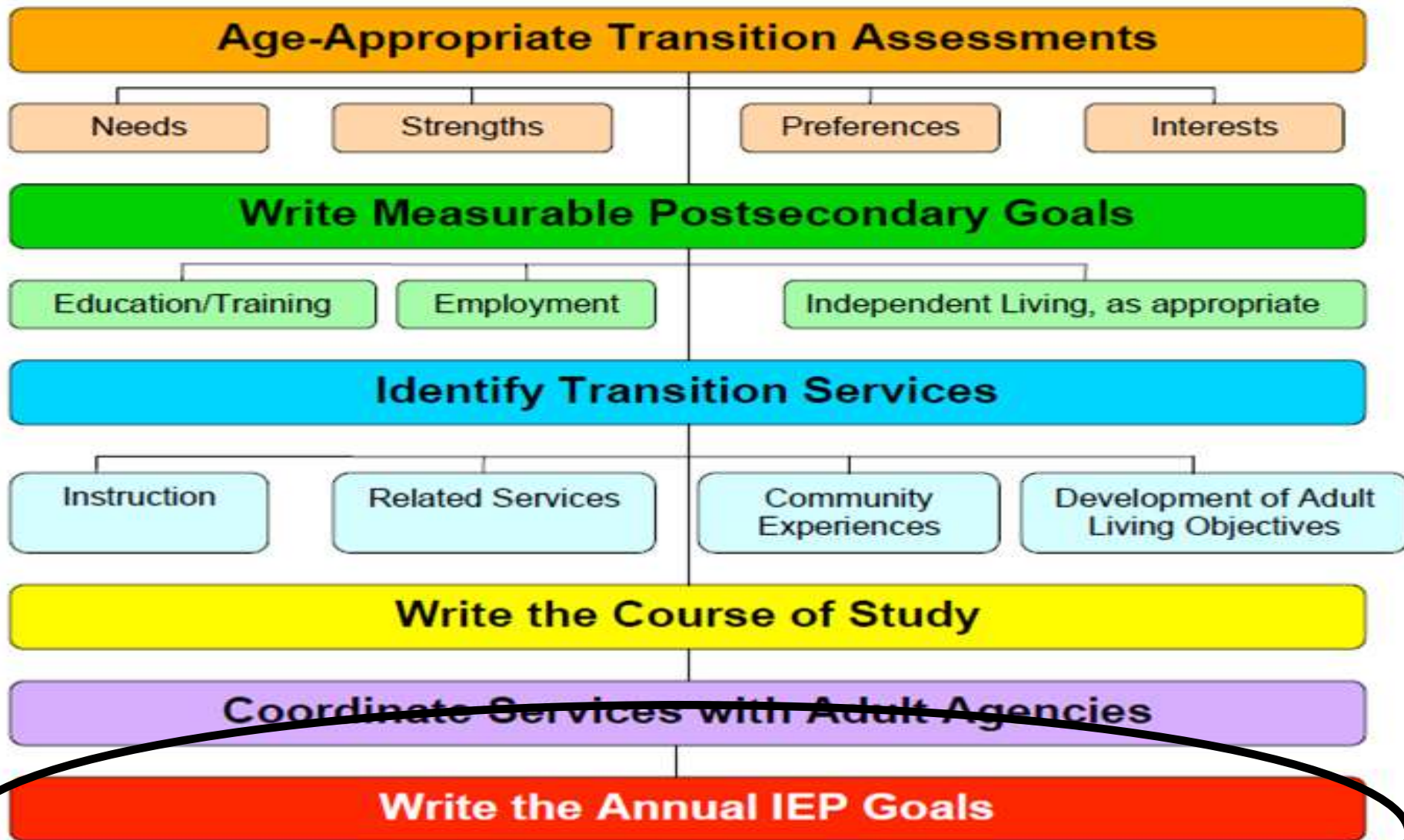


Evidence of Agency Coordination

Are there **transition services** listed on the IEP that are likely to be provided or paid for by an outside agency? If so, include:

- * Agencies identified that would provide or pay for post-secondary services
- * Evidence of parent consent (or student consent at age of majority) to invite agencies
- * Evidence that agencies were invited to the IEP meeting

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Seattle University - Center for Change in Transition Services, 2010

Annual IEP Goal Questions

1. What skills and knowledge must the student attain **this academic year** that are necessary for achieving the identified postsecondary goals?
2. What skills and knowledge does the student currently have that support their postsecondary goals?



Invitation to Student

Student should be invited to attend the IEP team meeting and should participate in designing the program (to the extent possible) starting at age 14 in WI.

Helpful Resources

<https://witig.org/>

<https://csesa.fpg.unc.edu>

<https://transitionta.org/>