

# Making the IEP Meeting Meaningful: A Family Guide to Secondary Transition

Division of Early Intervention and Special Education Services

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PRESENTED BY

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# What is Secondary Transition?



# Does Family Engagement Really Matter?

YES!!!

According to the National Education Association (NEA), parents must be actively involved to ensure a child's success in school. Study after study has indicated that a child's educational experience is enhanced when a parental figure is involved.

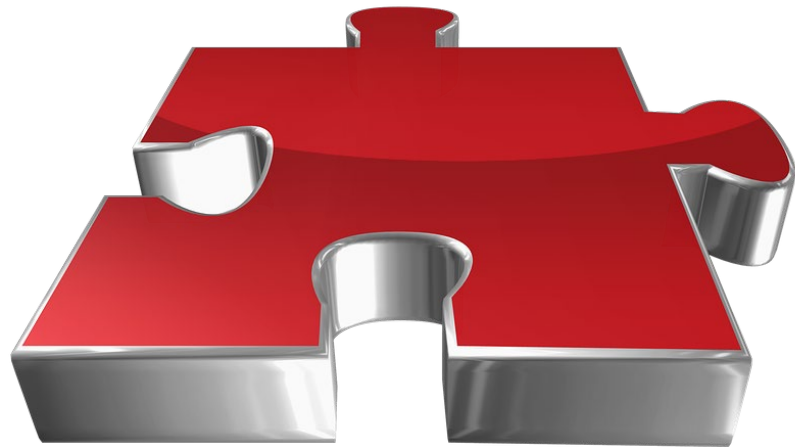


# The Family Will Still Be There:



The family will still be there even after the teachers, transition specialists, support coordinators, counselors, job coaches, etc., are gone.

# Families:



- Are experts regarding their son/daughter
- Have provided ongoing care
- Are advocates for services and benefits
- Will be more likely to participate if they feel valued

# What are the Goals of Secondary Transition Planning?

- Prepare the student for adult life
- Lead the student to identify and achieve post-secondary goals
- Identify transition activities and services
- Build a bridge between school programs adult life
- Identify opportunities and necessary supports for lifelong learning, community participation, and paid employment



# Tip for Parents and Students – Create a Vision

- Based on student and family input and high expectations
- Becomes a guide for IEP and Transition discussions
- Helps the student to have ownership and a sense of responsibility





# What is a Transition Plan?



- Written documentation of the on-going process that reflects the continuing development and changing needs of the student
- Part of the IEP
- Based on student's individual interests, preferences, strengths and needs
- Used to identify and develop goals and activities for the student

# Tips for Parents – Discussions with your Youth



- Does my teenager understand their disability and what they need to be successful?
- What are my teenager's interests, hobbies strengths?
- What opportunities are there for volunteering, doing chores and taking responsibility at home?

# Components of Secondary Transition Planning



Present Levels of  
Academic Achievement  
and Functional  
Performance (PLAAFP)



Postsecondary Goals



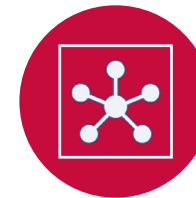
Annual IEP Goals



Transition Activities



Course of Study



Agency Linkage

# The Transition Plan should be reflective of:

Who the student  
is

What they want  
to do

The skills that  
need to be  
developed to get  
them there

# Present Level of Academic Achievement and Functional Performance – Transition Assessments



Information regarding the student's interests, preferences, strengths, and needs related to the student's skills and knowledge necessary for progress toward each postsecondary goal



Data points from the assessments



A statement that identifies the student's postsecondary goals related to the assessment findings



Recommendations for transition services/activities



# Postsecondary Goals/Outcomes

- The IDEA indicates the need for: “measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills”
- Postsecondary goals/outcomes are based on student’s identified interests, preferences, strengths, and needs.
- Align with assessment data/summaries.
- Written for what the student will do AFTER they have completed high school.
- Written using measurable and compliant language

# Secondary Transition Activities



Based on student  
assessments



Aligned with  
postsecondary goals



Build on skills needed  
to reach  
postsecondary  
goals/outcomes



Progress is monitored

# Progress Monitoring of Transition Activities

Information entered should identify what has been done to date to address the activity.

Must be completed quarterly in alignment with the reporting of annual IEP goals



# Course of Study

Aligned to the  
student's  
postsecondary goal for  
employment

Coursework listed

Additional  
activities/opportunities  
listed

# Agency Linkage

Agency invited with signed parental consent



Documentation regarding agency involvement



Connections made early

## 4 Core Agencies

### Division of Rehabilitation Services (DORS)

- DORS provides Transition Services/Activities for students with disabilities (14-21) to prepare them to successful move from school to post-school life.

### Developmental Disabilities Administration (DDA)

- The DDA provides a coordinated service delivery system aimed toward the goal of full inclusion in community and work for individuals with developmental disabilities.

### Behavioral Health Administration (BHA)

- BHA provides publicly-funded inpatient and outpatient behavioral health service, which includes services and support to help individuals with substance-related disorders, mental health disorders, co-occurring disorders, and problem-gambling disorders recover.

### Maryland Department of Labor (MDL)

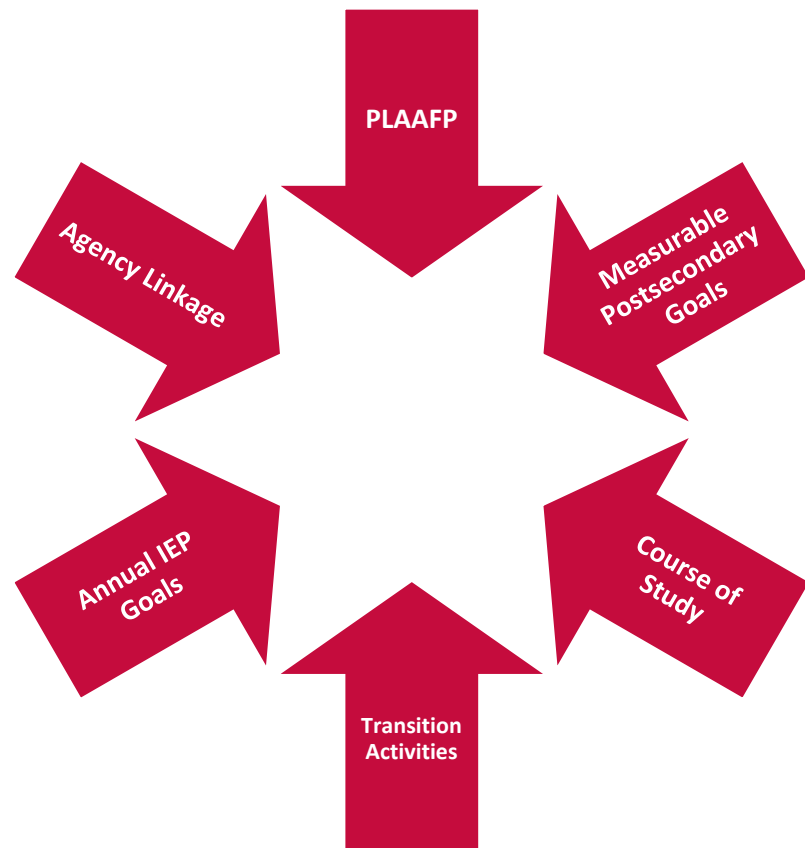
- Maryland's Youth Employment Program is designed for youth 16-24 to help them achieve personal goals and prepare for career paths through fulfilling their educational goals and exploring the world of work.

# Age of Majority



- IDEA 2004 and COMAR require that the student and parents be informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances.
- These limited circumstances are outlined in the MSDE Family Guide to Secondary Transition Planning.

# Maryland Summary of Performance



# Specially Designed Instruction & Secondary Transition

- **Explicitly addresses the student's unique needs**
  - To achieve postsecondary goals
  - Based on transition assessments
- **Intentional and systematic process—**
  - To facilitate progress toward postsecondary goals
- **Planned, purposeful and meaningful transition services—**
  - Supported by annual IEP Goals

# A Family Guide to Secondary Transition Planning

- Provides information to students, parents/guardians, educators, and community agencies about the transition process.
- Focuses on the movement of individuals with disabilities from school to postsecondary outcomes.



# Start Early

## Early Years

- Self-Awareness
  - Interests
  - Preferences
  - Strengths
  - Talents
  - Needs





# Build Strong



## Middle Years

- Self-Awareness/  
Determination
- Awareness of Community
- Awareness of Disability
- Learning Preferences and  
Work Habits
- Career Interests

# Secondary Transition Years



## Middle & High School

- Self-Awareness/Determination
- Focused Career Exploration
- Career Development and Work-Based Learning
- Application of Skills and Knowledge Needed for Postsecondary Goals
- Application of Academics and Functional Life Skills
- Community-Based Career Development



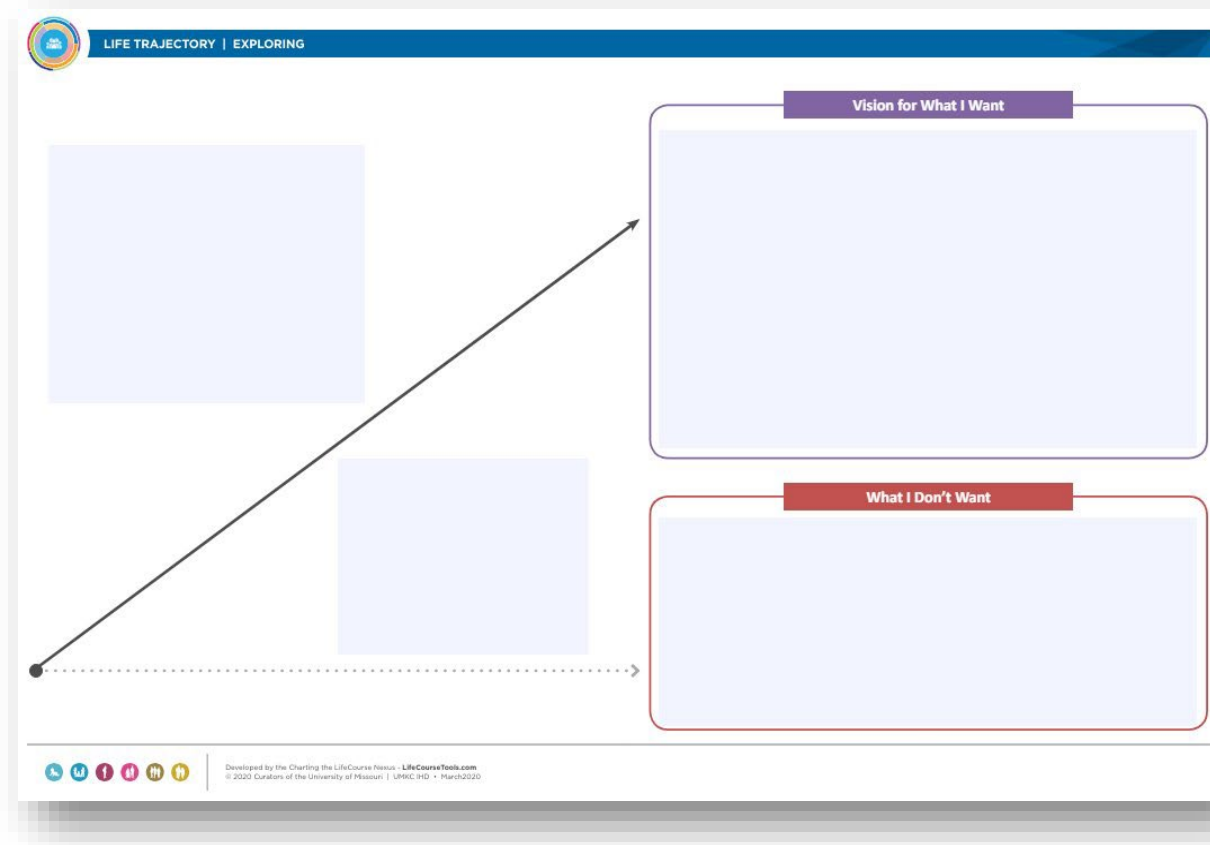
# Taking an Active Role

Authentic ways to bring transition activities “home”.



# Tools to Help Families Dream and Plan

**LIFE TRAJECTORY | EXPLORING**











The diagram shows a large blue box on the left with a dashed arrow pointing to a smaller blue box below it. A solid arrow points from the smaller blue box to a large purple box labeled "Vision for What I Want". Below the purple box is a red box labeled "What I Don't Want".

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**LIFE DOMAIN VISION TOOL | PERSON CENTERED**

Name of Person Completing: \_\_\_\_\_ Date: \_\_\_\_\_

On Behalf of: \_\_\_\_\_

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE	PRIORITY
	<b>Daily Life &amp; Employment:</b> What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?		
	<b>Community Living:</b> Where would I like to live in my adult life? Will I live alone or with someone else?		
	<b>Social &amp; Spirituality:</b> How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?		
	<b>Healthy Living:</b> How will I live a healthy lifestyle and manage health care supports in my adult life?		
	<b>Safety &amp; Security:</b> How will I stay safe from financial, emotional, physical or sexual harm in my adult life?		
	<b>Advocacy &amp; Engagement:</b> What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?		
	<b>Supports for Family:</b> How do I want my family to still be involved and engaged in my adult life?		
	<b>Supports &amp; Services:</b> What support will I need to live as independently as possible in my adult life, and where will my supports come from?		

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Working  
**TOGETHER**  
Toward the  
Same Goal

## Questions???

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