



Transition Planning

Washington County School District

Goals

- 1) Understand need for improved transition planning.
 - 2) Understand process for completing a transition plan.
 - 3) Understand the difference between transition plan and transition IEPs with PLAAFP, goal, and service minutes.
 - 4) Understand the Transition Matrix.
 - 5) Understand how to use and where to place the Transition Organizer and assessment records.
 - 6) Understand transition brochure.
 - 7) Understand role of Vocational Rehabilitation.
 - 8) Understand role Division of Services for People with Disabilities (DSPD).
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Why Focus on Improving Transition Planning and Services?

Data from the National Technical Assistance Center on Transition (NTACT)

[National Technical Assistance Center on Transition \(NTACT\)](#).

NTACT is a Technical Assistance and Dissemination project, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA), Cooperative Agreement Number H326E140004. NTACT is funded from January 1, 2015 until December 31, 2019.

NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

NTACT is a partnership of the University of North Carolina at Charlotte, University of Oregon, Western Michigan University, the Transition Coalition at the University of Kansas, and TransCen, Inc.



National Longitudinal Transition Study (2011)

- Study funded by US Department of Education, Office of Special Education
- From 2001-2009 data were collected from parents, youth, and schools to gain a national picture of youth with disabilities' transition experiences from high school into post-school life.
- Data collected from over 13,000 youth in grades 7–12 (ages 13–21) from more than 400 districts.
- Representative samples of 12 disability groups

Extensive list of important findings including:

- Students who participated in the Youth Transition Programs with four or more transition goals met were more likely to be engaged in postschool employment or education (Benz et al., 2000)
- Students who received transition planning services during the year prior to leaving school were more likely to be engaged in postschool education (Halpern et al., 1995).

*An excellent PDF overview of the study can be found at by clicking [here](#).

Additional Resource

SWD Career and Technical Education Pathways Website

<https://sites.google.com/washk12.org/swdpathways/home>

To be used as a resource for:

- WCSD Special Education Teachers
- WCSD Students with Disabilities
- WCSD Parents of Students with Disabilities



Utah Post School Outcomes Summary

Compiled by Jake Shewmake 5/7/18

In 2007, Utah began participating in an annual Post-School Outcomes (PSO) survey to determine the approximate percentages of students with disabilities (SWDs) who successfully secure competitive employment or other employment, enter higher education or other post-secondary education or training programs, are engaged in both employment and education, or neither. The survey is completed each summer by reaching either the students who exited school 12 months earlier or the family members of those previous exiters.

While all schools and staffs that work with children with disabilities strive to assist students to develop skills and knowledge necessary to succeed as adults, most of us labor knowing that we will likely never really know how successful we were in assisting them. The PSO survey results provide us with one data point to help us determine how effective our current and past transition support practices are and whether or not the coordinated transition procedures we are now implementing will have made an impact on future exiters.

We hope that this data, rather than discouraging staff, will serve as a rationale and motivation for utilizing the tools and practices being presented today knowing that they have been shown to significantly improve outcomes for SWDs in these important areas.



Data summary for five year period that measured WCSD exiters from the 2012-2016 school years

- Average number of annual exiters = 199.6
- Average number of annual survey respondents = 58.8 (30.2%)
- Average number entering higher education = 11 (19.8%)
- Average number with competitive employment = 29.6 (50.2%)
- Average number with other types of education or training = 5.4 (9.2%)
- Average number with other types of employment = 4.4 (7.4%)
- Average number not engaged or under engaged = 8.2 (13.2%)

It is the hope of the WCSD Transition Committee that these new tools and practices will lead to improved outcomes for a higher number of exiters and higher rates of survey respondents to give us a greater deal of confidence in the data we are using to measure progress.

A link to WCSD Post School Outcomes Survey Data from exit years 2012-2016

https://drive.google.com/file/d/1C7L8TzAMuphsbUBqBAzHJEpTCZGhI_nt/view?usp=sharing

Link to a PDF summary of the purpose/goals of the PSO survey

<https://www.schools.utah.gov/file/a90d5ce7-c8a0-499e-aa8e-6ff942b1fcd2>

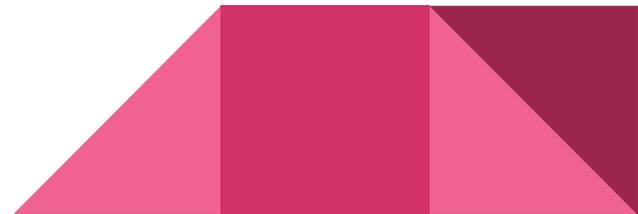
Link to the Post School Outcomes Website

<https://www.utahposthighsurvey.org/>



How does this apply to your classroom?

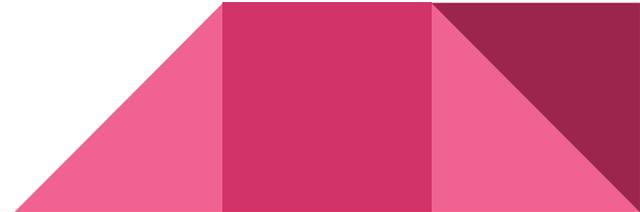
To get an idea of how the Post School Outcomes survey data relates to your classroom and the students on your caseload, click on the link to this [table](#).



Goal View Transition Plan

Did you know that on the Goalview Goal Page it states:

- **For students 14 and over (or younger if appropriate), complete the Transition Plan before proceeding. Once completed, use the Transition Plan in developing goals and services for the student.**



Transition Team Goals

1.1: By the end of Quarter 1, 2018-19, 100% Special education teachers will be trained with their school team on how to include students in developing an effective Transition Plan.

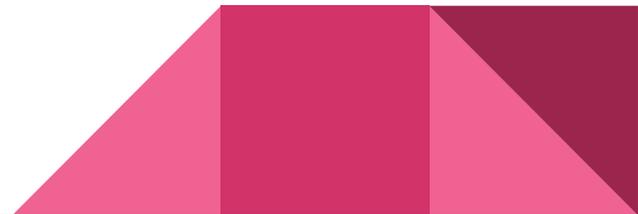
1.4: By May 1, 2018 preferred Transition Assessments will be identified for use in developing Transition Plans and IEPs at each grade level (formal and informal, mild/moderate and Life Skills) and made available to teachers electronically.

5.2: By May 1, 2018 data systems will be developed to assist case managers in planning, organizing and documenting transition planning for 100% students on their caseload.

Sample IEP PLAAFPs, goals, and transition plans.

[Link to Transition IEP Example](#)

Here is a link to a rubric you can use to gauge the effectiveness of your transition PLAAFPs and goals. [Transition Rubric link.](#)



Transition Planning Matrix

To make transition planning more uniform, Jake Shewmake and Vicki Thompson compiled a transition matrix. The matrix outlines specific assessments and curriculum that can be used/completed by each student at every grade level.

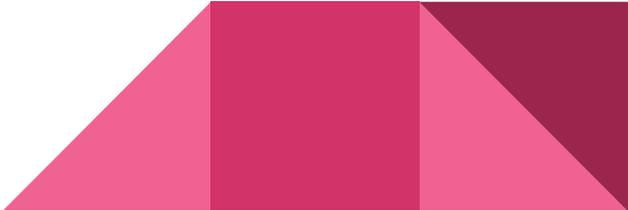
The Transition Matrix contains 4 areas of assessments.

- Independent/Adult Living Skills
- Career
- Post Secondary Education
- Self Determination/Self-advocacy

[Click here to see Matrix.](#)



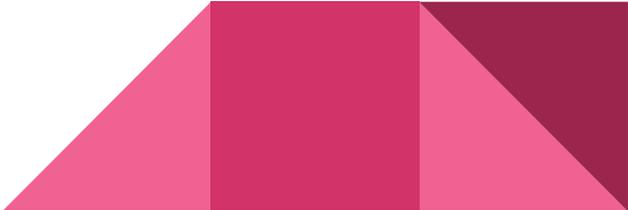
7th Grade Matrix Assessments & Curriculum

- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
 - Soft Skills Curriculum
 - [Skills to Pay the Bills curriculum](#)
 - [Soft Skills activity lessons](#)
 - [Social Skills for Middle School Students](#)
 - [World of Work on Utah Futures](#)
 - [CITE Learning Styles Indicator](#)
- 

8th Grade Matrix Assessments & Curriculum

- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
 - Trifold packet
 - [Skills to Pay the Bills curriculum](#)
 - [Social Skills for Middle School Students](#)
 - [Soft skills development guide for parents and families](#)
 - [Interest Profiler on Utah Futures](#)
 - [Student self determination survey](#)
 - [Parent self determination survey](#)
 - [Teacher self determination survey](#)
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9th Grade Matrix Assessments & Curriculum

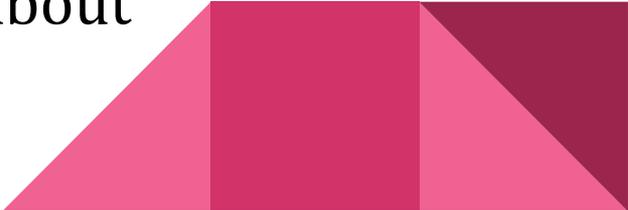
- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
 - SEOP to help schedule high school classes to align with interests
 - IEP discussion with parents regarding diploma or certificate of completion
 - Register for Drivers Education
 - [Skills to Pay the Bills curriculum](#)
 - [Utah Futures Career Cluster Inventory](#)
 - [CT Test Prep](#)
 - [Accuplacer Test Prep](#)
 - [ASVAB Test Prep](#)
 - Multiple Intelligences
 - Teach Self Advocacy and Self Awareness lessons (Advisory/ study skills)
- 

10th Grade Matrix Assessments & Curriculum

- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
- Teach students to request their own accommodations
- [Self Advocacy Lessons and Self Awareness Lessons- \(ME! curriculum\)](#)
- Obtain drivers license
- Learn how to use public transportation
- [Skills to Pay the Bills curriculum](#)
- Connect student preferences with CTE classes
- Job shadow, sampling
- [Utah Futures Reality Check Activity](#)
- [Work Importance Activity on Utah Futures](#)



11th Grade Matrix Assessments & Curriculum

- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
 - SEOP to discuss college, or technical training
 - [Skills to Pay the Bills curriculum](#)
 - Age of Majority Documentation
 - [It's My Choice Curriculum](#)
 - Repeat [Career Cluster Inventory](#) or use [Career Onestop Inventory](#)
 - Attend Voc Rehab presentation to learn about eligibility requirements and services
- 

11th Grade Matrix Assessments & Curriculum Cont.

- [ACT Test Prep](#)
 - [Accuplacer Test Prep](#)
 - [ASVAB Test Prep](#)
 - Take ACT Test
 - Attend college fairs, obtain info about scholarships
 - [Take College Readiness Assessment](#)
 - ARC Self Determination Scale
 - Transition Interviews
 - Cops II
- 

12th Grade Matrix Assessments & Curriculum

- Soft Skills Inventory for [student](#), [parent](#), [teachers](#)
- Invite agencies to IEP
- Explore and apply for SSI benefits if applicable
- Conduct own IEP-create agenda, invite agencies
- Receive exit paperwork with info on how to use it
- Assistive Technology considerations
- [It's My Choice Curriculum](#)
- Voc Rehab- schedule appointment
- Job shadow, job sample, and work release
- Teach about ADA accommodations/ difference from IEP
- Repeat [Career Cluster Inventory](#) or use [Career Onestop Inventory](#)

12th Grade Matrix Assessments & Curriculum cont.

- [Complete FAFSA application](#)
 - Re-take ACT test
 - Apply for admission and scholarships
 - Cognitive/Academic
 - Job Sample Observations/ Employer Feedback
 - [It's My Choice Curriculum](#)
 - [Self advocacy skills lesson plans for post secondary program bound students](#)
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Life Skills Transition Planning Assessments

Independent/Adult Living Skills

- [It's MY Choice Curriculum](#)
- [Social Skills for Middle School Students](#)
- [ME! Lessons for Teaching Self-Awareness & Self-Advocacy](#)
- [AIR Self-Determination Assessment](#)

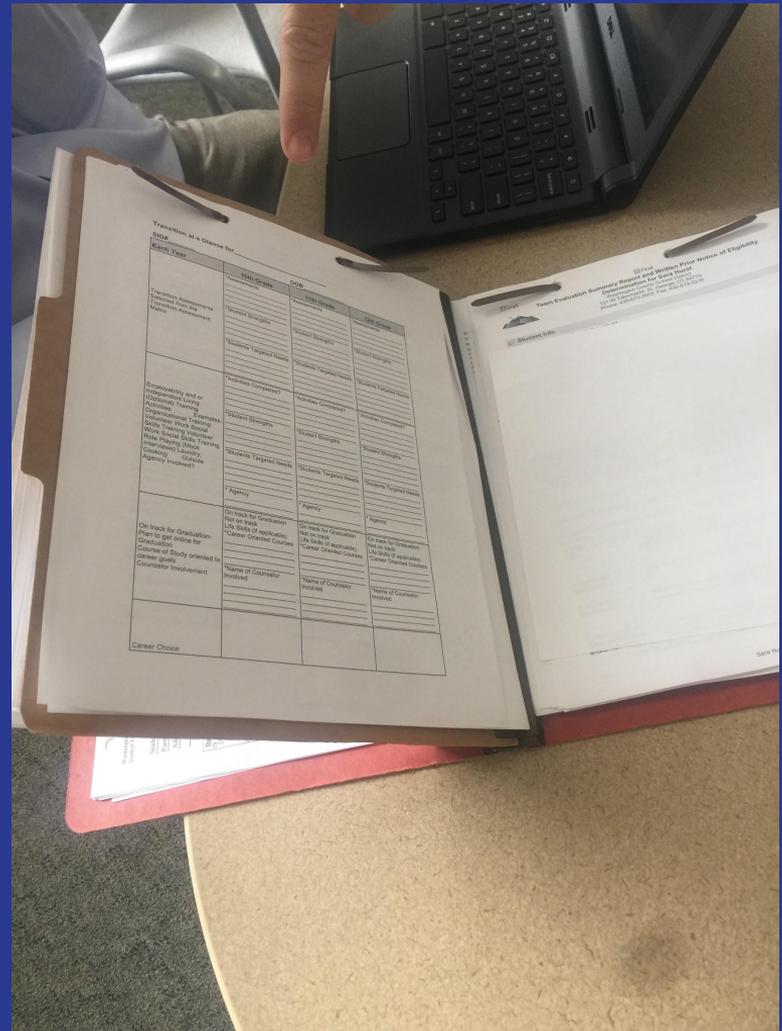
Career/Post Secondary Education

- [Utah Futures Assessment](#)
 - [College Readiness Assessment](#)
 - [Skills to Pay the Bills Curriculum](#)
 - [Employment Support Indicators Assessment](#)
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Transition Organizer

To be placed in the back of the middle flap of the students SPED file. Print on cream cardstock.

7th-9th
10th-12th
Post High



Transition Brochure

[Click here to go to a printable PDF](#)

What is Transition Planning?
Transition planning takes place during the Individualized Education Program (IEP) process. This is the time when you share your plan for the life after high school with your IEP team. This process is also a wonderful opportunity for you to gather information about your skills. You can participate in career assessments, career exploration, work experiences, school to career programs, community-based instruction and high school classes. The information from the experiences will provide you, your family, and school staff with information needed to develop your transition activities.

When do I begin Transition Planning?
You should begin transition planning by age 14 or earlier, if needed. This is the time during your IEP to decide on the type of course, academic or vocational, that will help you prepare for your future. When you are 16, your IEP will describe instruction, community experiences, employment activities, adult living, and related services that will help you achieve your goals after high school.

Who is Involved in Transition Planning?
You...you are a member of your IEP Team

- Your parents
- Special Education teacher
- General Education teacher
- School counselor
- School Administrator
- Agency representatives

You may invite others to your IEP (relatives, neighbors, friends, advocate)

What are My Rights and Responsibilities?
It is important to understand you have rights and responsibilities. The Individuals with Disabilities Education Act (IDEA) 2004 and the Individuals with Disabilities Education Act Amendments of 2004 (IDEA 2004) give you the right to a Free and Appropriate Public Education while you are in school. The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Family Education Rights and Privacy Act (FERPA) are other laws that protect your rights as an individual with a disability.

You have responsibilities to advocate for your future while you are in school and after you leave high school. Self-advocacy is especially important once you enter the workplace or college. As you learn more about yourself and the laws that protect you, it will become easier to advocate for yourself.

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**Washington County School District
Transition Planning**

- Employment
- Community Participation
- College
- Living Arrangements

What is Transition?
Transition is moving from one situation or experience to another. In your case, transition would be the process of moving from a high school student to an adult member of your community. Becoming an adult means that you will have things to think about, and many questions to ask, including yourself after high school.

Where do you see yourself working?
Do you see yourself going to college?
Do you see yourself going to vocational school?

Talk with family, teachers and friends to help answer those questions. Once you have a picture in your mind it is time to plan your future.

What areas should Transition Planning address in the IEP?

- Strengths & weaknesses
- Support needed in school, home, and community
- Kind of work you will do
- Kind of education needed
- How you make friends
- How you spend your free time
- How you spend your money
- How you will stay healthy
- Where you will live
- Your rights and responsibilities

CATCH THE VISION

Work with your IEP team to set goals that will help you reach your dreams.

- What is your vision for your future?
- What skills do you need to help you reach your goals?
- What are your job or work related experiences?
- What classes are you taking to help you prepare for your future?

Transition Connections

- Southwest High School (435) 652-4789
- Wichita (435) 625-5891
- DDP (435) 624-2122
- Workforce Services (435) 674-5627
- State Advantage (435) 673-5254
- WCSU Post High (435) 624-6892

Career & Technical Education Pathways Website:
<http://www.ccedc.com/wash42.org/vsohd/transition>

9th grade:

- Attend & be involved in IEP
- Ask about career assessments/exploration
- Talk with counselor about courses to prepare for desired career
- Talk with counselor about future goals
- Search websites for college/vocational programs to learn about requirements, majors, costs, living arrangements, student activities, and services for students with disabilities

10th grade:

- Continue attending IEP meetings
- Search internet/other sources about your disability
- Identify how the disability affects you in the classroom, at work, and in social settings
- Learn more about the differences between accommodations in high school and college
- Begin to see academic accommodations that are most in line with what is used in college
- Participate in a career assessment and identify potential career choices
- Research entrance requirements for admission to postsecondary schools/colleges related to career choice
- Learn how and when to disclose information about your disability to colleges, employers, & agencies
- Meet with school counselors to determine which high school courses meet postsecondary school entrance requirements
- Continue searching websites for postsecondary schools that match your career interests
- Visit and tour college & postsecondary school campus
- Get involved in activities beyond the classroom (clubs, sports, government, community service, volunteer)
- Discuss choices and options with parent/guardian
- Take the PSAT or ACT practice
 - For accommodations go to <http://www.collegeboard.com/disabled>
 - <http://www.actstudent.org/register/aid/>
- Contact State Office of Rehabilitation or other adult agencies to discuss eligibility for services

11th grade:

- Research college disability service office web site to learn about eligibility documentation, and services offered
- Narrow choice of postsecondary schools

12th grade:

- Understand rights and responsibilities as an adult when you turn 18
- Narrow choice of postsecondary schools
- Begin completing postsecondary school applications
- Continue to discuss transition options for work or college at IEP meeting
- Stop using accommodations that will not be provided in postsecondary school
- Contact disability service office at college to schedule an intake appointment
- Research disability service office website to review documentation guidelines
- Submit documentation to disability service offices at schools you have applied
- Ask disability service office to review documentation to determine if you meet the guidelines. If eligible discuss supports
- Discuss requested accommodations to determine if reasonable
- Once accepted to school, contact disability service office to confirm eligibility for disability services and discuss accommodations for placement/testing
- Meet with a professor, academic advisor, or representative from the college major you intend to pursue
- Make sure you keep all appointments with colleges or other agencies or provide all information they request

AFTER High School Graduation:

- Contact the agency that you met with in the college disability service office after registering for courses. Once they are prepared to provide services for each course, in college accommodations are provided on a case-by-case and course-by-course basis
- Prior to arriving at college, schedule appointment at disability resource service office for the first week of each semester.



Vocational Rehabilitation

The VR program helps individuals with disabilities prepare for, obtain and maintain employment.

VR has Transition Counselors with special expertise in addressing disabilities and preparing students ages 14-21 for employment.

Individualized transition services may include:

- Assistance with Higher Education & Vocational Training
- Job Training & Placement Supports
- Temporary work experiences
- Job Readiness Workshops offered in local high schools.
- Supported Employment
- Social Security Work Incentive Planning
- Life & Social Skills Training



Vocational Rehabilitation

Group Orientations for students & parents will be provided at each High School.

VR Counselors are available to meet at the school for initial appointment if desired.

When possible, please remind parents to provide Medical Records, Photo ID, IEP, Social Security Documentation at initial appointment.

St George Vocational Rehabilitation Office
965 E 700 S Suite 202
St George UT, 84790
435-673-5091

VR Counselor School Assignments & Transition Services Website

<https://jobs.utah.gov/usor/vr/services/student.html>

VR Application

<https://jobs.utah.gov/usor/vr/apply.html>

utah department of human services

SERVICES FOR PEOPLE WITH DISABILITIES

DSPD provides varied services intended to help people with disabilities participate more fully in their communities and lead more self-determined lives.

Who qualifies?

- Intellectual or developmental disability diagnosis (or related condition) that results in functional impairment in three or more areas of major life activity. (Other Waiver Programs also available)
- Onset of condition before age 18 for intellectual disability (or before age 22 for other related conditions), but can apply at any age
- Must meet financial eligibility for Medicaid

- Day Services
- Environmental Adaptations
- Chore Services
- Behavior Supports
- Host Home Supports
- Respite Care
- Support Coordination
- Supported Living
- Transportation Services

utah department of human services

SERVICES FOR PEOPLE WITH DISABILITIES

Application Process

- Anyone seeking to apply for services should call 1-844-275-3773 to speak with an intake worker.
- The intake worker will mail you a packet that needs to be completed. You may return this to dspdintake@utah.gov
- Additional documentation will be requested.
- You have 90 days to complete the intake process.

Contact Information

Phone: (801) 538-4171

Email: dhsinfo@utah.gov

Website: <https://dspd.utah.gov/>

State Headquarters:

195 N. 1950 W.

Salt Lake City, Utah 84116

Hours: 8AM-5PM (Monday-Friday)

How the 'waiting list' works

(Hint: Apply now! Average wait list time is 6-7 years!)

<https://dspd.utah.gov/services/waiting-list/>

Questions, Comments?

Ask a member of the transition
team.

Transition Team Members from WCSD

Suzy Staheli

Jake Shewmake

Weldon Mickelson

Seanne Rimer

Kendle Salisbury

Emma Leavitt

Leslie Taylor

Cody Dupass

Mariah Carnahan

Agency Partners from Vocational Rehabilitation

DJ Bartschi

Joanie Weatherly

Theresa Jones
