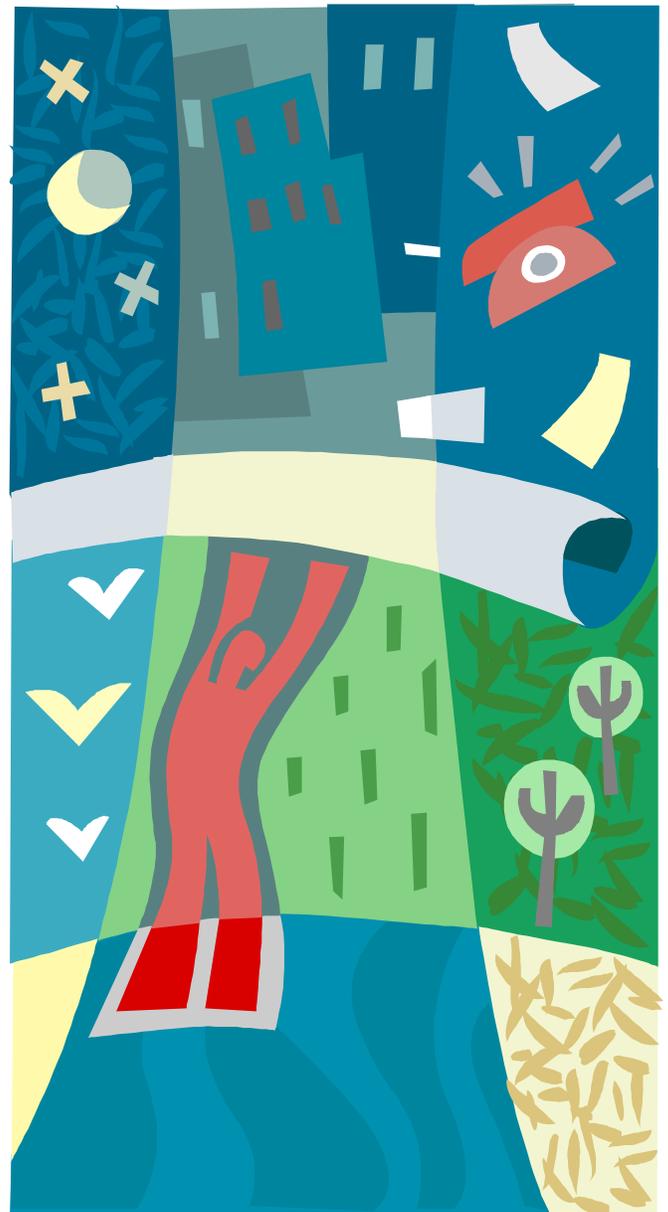




***Dakota
County
School
Districts'
Transition
Planning
Process for
Youth with
Disabilities***





Dakota County School Districts' Transition Planning Process for Youth with Disabilities

The passage of the Individuals with Disabilities Act (IDEA) in 1990 and the subsequent reauthorization in 1997 mandates school districts to provide transition services for student with disabilities in order to improve post-school outcomes for these youth. To meet the requirements for transition, the Dakota County Community Transition Interagency Committee (CTIC) developed a process to assist schools and agencies in providing consistency in the transition planning process throughout Dakota County.

This manual is based on federal and state requirements for transition planning. It includes best practice strategies and tools to assist special education teachers in the development of transition assessments and create Individual Education Programs for youth with disabilities. It is intended to be used with the Dakota County Transition Guide and the Dakota County Resource Directory.

With thanks to the following for their time and commitment to making the transition process stronger in Dakota County:

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Sandi Zickrick, District 194





Dakota County School Districts' Transition Planning Process for Youth with Disabilities

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Transition

Students with disabilities begin to develop a formal plan of transitioning from their high school life to adult life through their Individual Education Plan (IEP). The IEP identifies needs, activities, and goals for a successful transition. Students participate in this process with the assistance of their families, teachers and other school staff, personnel from County Social, and Rehabilitation Services and professionals from a variety of agencies and organizations, as needed. This process begins by age 14 or grade nine (whichever comes first).

Transition planning is most successful when students and their families are viewed as decision-makers and when agencies collaborate on the student's behalf. This joint, inclusive process is mandated by state and federal legislation. (For further information review this article/website - IDEA 1997: Implications for Secondary Education and Transition Services http://www.ncset.org/publications/policy/NCSETPolicyUpdate_1.1text.asp. This article is included in this manual under helpful Information.) For additional information, support, resources, etc. available in Dakota County, refer to Dakota's CTIC link - <http://www.isd917.k12.mn.us/index.htm>

Transition Defined

Transition is the process by which youth with disabilities move from high school education to working and living in the community as adults. For many years Minnesota has implemented policies and programs to help prepare students with disabilities for their new adult status. While early efforts emphasized vocational preparation, in recent years the focus has broadened to include all areas of an individual's life. Today's transition planning includes looking ahead to:

Living Arrangements: Where and with whom? Can the student cook, shop, clean house, pay bills, and manage time and personal care?

Jobs and Training: What type of work is the student interested in? What jobs are available? Does the student have the skills to apply for a job, follow directions, manage time, and get along with coworkers?

Post Secondary Education and Training: Does the student want more education and training after high school? For what kinds of further education does the student have the aptitude? How will a student choose a school? Can the student apply for admission and financial aid, take admission's tests, and ask for accommodations?

Recreation and Leisure: What does the student like to do with his/her spare time? Has the student developed any hobbies or been a member of any sports or social groups? Is the student aware of the kinds of activities available for adults in the community?

Community Participation: Can the student shop, vote, use the library and make health care appointments? How does the student get around in the community? Does the student know how to access community education, support groups, religious organizations, and volunteer opportunities in the community?

GRADUATION PATHS

Diploma attainment and transition services need to be carefully coordinated for students with disabilities. (see Appendix M) The IEP is therefore a critical tool to individualize the academic program and transition services for diploma attainment.

Conceptually, there are three paths that may assist the IEP planning team to determine how long a student will take to earn a diploma. A **traditional** path follows district guidelines for credits and attendance with IEP modifications in the classroom as designated by the IEP team.

A **semi-traditional** path follows district credit guidelines, selectively granting waivers, substituting courses, and altering course content, attendance, guidelines, teaching modes and settings, etc. For example, the IEP could state that the student can substitute language arts requirements with remediation in reading and writing skills along with the development of functional language skills for career development.

A **non-traditional** path may focus on skill and knowledge acquisition with emphasis on transition content and alternative teaching modes and community settings. Students who follow this path are usually identified as having more severe disabilities and have higher needs for services. Examples of changes in graduation requirements that the IEP stipulates could include special education content classes replacing core classes, obtaining credit waiver in reading for taking a technical class, credits expanded for work or volunteer experience, alternative coursework, or special education independent study coursework.

The three paths for diploma attainment allow for greater flexibility in the education and graduation of students with disabilities. It gives students opportunities for success that previously did not exist. Having options for graduation assures that students earning a diploma are equipped with the skills they need for successful living as adults.



The Evaluation Report

Dakota County School Districts' Transition Planning Process



Transition

The Evaluation Report (ER) Process

(Step by Step)

Evaluation is an integral and ongoing part of the transition process. Both short-range and long-range transition planning and evaluation should begin early. Beginning as early as kindergarten, the IEP should contain information related to independence skills and career development. By the time a student reaches middle and high school, evaluation should become more systematized and focused on transition to specific adult outcomes. Transition evaluation reports highlight the student's functioning level at the present time, the goals the student would like to achieve and steps the student will need to take to accomplish or redefine his/her goals. Summary statements about the present level of performance serve as the foundation for the transition plan described through the IEP transition planning process.

Evaluation of students with disabilities can take many forms, depending on the information needed for planning and instruction. In addition to academic evaluation, transition evaluation should include:

- Vocational skills and experiences including evaluation of abilities to perform tasks for a specific occupation: **AND**
- The student's goals and preferences in the following areas: employment, post-secondary, independent home living, recreation and leisure, community participation, transportation, and the ability to advocate for themselves.

An initial transition evaluation must be completed before a student turns 14 or enters 9th grade. A transition re-evaluation must then be completed every three years thereafter. The following are the steps to complete the evaluation:

A. SET UP THE PRE-EVALUATION MEETING (Begin twelve weeks before the ER is due)

Note: District policy may require this mtg., but IDEA law does not. In some districts pre-evaluation mtgs. may be held by phone if the parent agrees (the permission to evaluate is sent home for a signature).

- Call the student's parents and set up a meeting to discuss the need for a transition evaluation. (Must be at a mutually agreeable time)
- Identify who must attend and give input (For example: psychologist, social worker, O.T., P.T., DHOH, DAPE, mainstream teacher, administrative rep, etc.)
- Complete Notice of a Team Meeting
- The transition evaluation could be completed as part of a full re-evaluation, or as a stand alone evaluation
- Invite IEP team members giving notice at least 10 days prior to the meeting date
- Create a meeting agenda (see Appendix A)
- Note:

B. AT THE PRE-EVALUATION MEETING/OR PHONE CONFERENCE WITH PARENT

- Pre-evaluation meeting agenda (see Appendix A)
- Identify areas to evaluate, what tools will be used, and who will be administering tools (see Appendix B)
- Held eight to ten weeks before ER is due

C. COMPLETING THE EVALUATION (Must be finished before ER due date)

- As you administer tools, keep in mind:
 - What is the future outcome/goal for this student in each of the five areas?
 - What is the student's current level of educational performance in each area?
 - What do the parents see as the student's current functioning level in each area?
 - How does the student function in the mainstream as related to his/her future goals?
 - What are the student's strengths? Needs? Interests? Preferences? Etc.

D. WRITING THE EVALUATION REPORT (ER) (see Appendix C - sample ER templates, and Appendix D - Sample ER sections)

Reason for the evaluation

- Student is in 8th grade or prior to student's 14th birthday (Initial)
- Re-evaluation every three years

Information Received from Parent and Background Information

- Relevant history shared
- Family history and information
- *Ethnicity: The team must include a statement addressing the impact of culture and language on educational performance for minority students.

Evaluation Results (Information from Evaluation)

- List the tools that were used to gather information and describe what each tool measures (This includes a file review and observations).
- Include name of individual who administered the tool and the date, and identify who completed the protocols (ex. Mother, classroom teacher, etc).
- Include Present Level of Performance (PLEP) for each of the 5 areas of transition
- Evaluation Results

Interpretation of Evaluation Results

- Record and interpret results of each evaluation tool
- Using the results of the entire evaluation, summarize findings as related to each area of transition: Post-Secondary Education, Recreation/Leisure, Home Living, Jobs & Job Training, Community Participation
- Make statement regarding the impact the disability has, if any, on each area

Recommendations for educational planning

- Identify strengths and needs
- Identify the anticipated date of graduation
- Identify possible collaboration with non-school agencies
- Identify assistive technology needs

E. SET UP THE EVALUATION REPORT MEETING

Note: Not all districts require this mtg. Not required by IDEA law.

- Set up an IEP meeting. (Must be at a mutually agreeable time)
- Identify who must attend (the IEP team)
- Give notice at least 10 school days prior to meeting date
 - Complete and send Notice of a Team Meeting. Best Practice: At least 10 school days prior to the meeting date
 - Team meeting notice may be given by phone at least 10 school days prior to the meeting as long as the call is documented on a Notice of a Team Meeting and given to parents at the meeting.
- Parents **MUST** have a copy of the ER within 30 school days of the receipt of the signed notice or 14 calendar days after documented non-receipt of the notice. Best Practice: An IEP meeting must be held within 10 school days of the completion of the evaluation

F. EVALUATION REPORT MEETING

- Evaluation meeting agenda (see Appendix E)
- Stay student focused
- Give everyone the opportunity to be heard



The Transition IEP

Dakota County School Districts' Transition Planning Process



Transition

The IEP Process

(Step by Step)

Information from transition evaluations may include results from formal tests or informal evaluation, and should be documented in the IEP. This information is used to develop goals and objectives, and identify other agencies that will provide support and services to the student as an adult. Accommodations needed in post-secondary education and employment can also be determined. Focusing on evaluating career/vocational interests and skills is essential because of the emphasis on career development in IDEA and the importance of work in adult life. Work, defined as meaningful activities in which an individual regularly participates, may be full or part time employment, competitive or supported, paid or volunteer.

An Individual Educational Program, or IEP, must be developed at least annually and reviewed with parents on a regular basis. The number of reviews (or progress reports) should be equivalent to the number of times the school reports on the progress of students' non-handicapped peers. The following are the steps to complete the IEP:

A. SET UP THE TEAM MEETING (Begin six – eight weeks before the IEP is due)

- Call the student's parents and set up a meeting to discuss the need for an IEP team meeting. (Must be at a mutually agreeable time)
- Identify who must attend and give input (For example: psychologist, social worker, O.T., P.T., DHOH, DAPE, mainstream teacher, administrative rep, etc.)
- Complete Notice of a Team Meeting
- Invite IEP team members giving notice at least 10 days prior to the meeting date
- Create a meeting agenda (see Appendix F)

B. COMPLETING THE IEP

As you develop the IEP, keep in mind: (see Appendix G for IEP check list often used by state monitors)

- What is the future outcome/goal for this student in each of the five areas?
- What is the student's current level of educational performance in each area?
- What do the parents see as the student's current functioning level in each area?
- How does the student function in the mainstream as related to student's future goals?
- What are the student's strengths? Needs? Interests? Preferences? Etc.

Don't forget the recommendations for educational planning on the most recent ER

- Strengths and needs
- Anticipated date of graduation
- Possible collaboration with non-school agencies
- Assistive technology needs

Student Name _____

Date of Last IEP _____

Date of Last Evaluation _____

IEP Planning Checklist

Prior to the IEP Meeting:

*Begin steps six - eight weeks prior to IEP due date to ensure compliance with all time lines.

_____ I have contacted the parents to set up an IEP conference (or have attempted to at least 3 times using various methods- phone call, home visit, letter, e-mail, etc. - during a period of at least 10 days):

	<u>Date & Time</u>	<u>Method</u>	<u>Results</u>
1 st attempt			
2 nd attempt			
3 rd attempt			

_____ I have informed parents of who will be attending the IEP meeting and have informed them of their right to invite anyone they wish.

_____ I have inquired whether any other agency is involved with the student and if so, have informed parents of the option of using an IIIP.

_____ I have invited all IEP team members by sending the Notice of Team Meeting to each member at least 7 days prior to the meeting date, ensuring that each required member (those indicated by an asterisk) will be able to be present at the meeting.

_____ Parent(s) *

_____ Special Education Teacher *

_____ Regular Education Teacher (at least one) *

_____ School District Representative *

_____ Related Service Providers (OT, PT, SPL, DAPE, DHH, VI, POHI, other)
(circle and check each appropriate service)

_____ Student (must be invited if at least 14 years old or by 9th grade)

_____ I have arranged for an interpreter, if needed, for parents who are deaf or hard of hearing or whose first language is one other than English.

_____ I have reviewed the student's goals and objectives and am able to report his/her progress toward these goals and objectives.

_____ I have informally evaluated the student's present levels of performance and needs in all areas through a variety of methods (discussion with teachers and related service providers, observations, checklists, etc).

_____ I have reviewed the ESY criteria and have pertinent data available to discuss what type, if any, ESY services are necessary.

At the IEP Meeting:

_____ I have facilitated introductions of all team members present.

_____ I have explained the Parental Rights and Procedural Safeguards brochure to parents and have offered them a copy.

_____ I have stated the purpose and general agenda of the meeting.

_____ I have provided opportunity for parental input by allowing ample time for discussion of parents' concerns and observations.

_____ I have reviewed the student's progress towards his/her goals and objectives on the current IEP.

_____ I have discussed all required components of the IEP:

_____ Review of the student's demographic information. (Page 1 of IEP)

_____ Frequency and method of reporting student's progress to parent

_____ Present levels of performance and needs in all five transition areas.

_____ Goals and objectives appropriate to meet the needs discussed.

_____ Transition Programming for students age 14 or older or by 9th grade

_____ Adaptations/modifications & supports necessary to ensure the student's progress towards goals and objectives- specifically address need for assistive technology.

_____ Accommodations/Modifications for MN Comprehensive or Basic Standards Evaluation required for grades (3, 5, 8, and 10+).

_____ Amount, type and location of all services provided, including interagency services if applicable.

_____ LRE options

_____ Whether ESY services are warranted and if so, what type and amount.

_____ I have informed the student of the rights that will transfer to the student upon reaching the age of majority (18), prior to his/her 17th birthday. Indicate date student was informed: _____.

_____ If the student has a behavior support plan or a Behavior Intervention Plan, I have reviewed it and modified it as necessary.

After the IEP Meeting:

_____ I have written a complete IEP with all required components utilizing my planning notes recorded at the IEP meeting (see previous section to ensure proper completion of all components).

_____ I have written annual goals for each of the needs discussed at the IEP meeting which are measurable and include the following components:

_____ Skill/Behavior to be changed

_____ Direction of change

_____ Expected annual ending level of performance

_____ I have written at least two short term objectives or benchmarks that are steps leading toward the attainment of the goal, each of which includes the following components:

_____ Skill to be performed

_____ Conditions for evaluation

_____ Criteria for evaluation

_____ Evaluation Procedures

_____ I have sent a copy of the IEP to parents within 10 days of the IEP meeting along with two copies of the Notice of District's Proposed Action or Denial form (one to be signed and returned and one for parents to keep). Indicate date sent: _____.

_____ I have informed each teacher or service provider of his/her responsibilities related to implementing the IEP, including goals and objectives, accommodations, modifications, and supports.

_____ I have received the Notice of District's Proposed Action or Denial signed by the parent or have waited 14 calendar days after sending out IEP prior to initiating changes in new IEP. Verify the parent has checked a box, signed, and dated the form. If the parent does not return a signed form, indicate the date the new IEP goes in to effect (14 calendar days) at the bottom of the form.

_____ If the parent has checked "I do not agree with the decision, and I do not give permission", I have immediately contacted the special education director to initiate the required due process procedures.

_____ I have filled out a student data sheet and sent it along with all required information to the special education office within two weeks of completion.

Throughout the Year:

_____ I have completed the appropriate number of Progress Reports

<u># of Report</u>	<u>Date</u>	<u>Method</u>
--------------------	-------------	---------------

_____ I have ensured that all services are being provided as designated on the IEP.

_____ I have ensured that all accommodations and modifications are being implemented as designated on the IEP.

_____ I have maintained appropriate data collection regarding the student's progress towards his/her goals and objectives throughout the year.

Basic Transition Skills Relevant To All Students with Disabilities

- The ability to self-evaluate including their strengths, skills and needs
- What accommodations they need due to their disability
- Knowledge of their civil rights through legislation (ADA, Section 504, IDEA)
- Self-advocacy skills necessary to express their needs in the workplace, school and in the community.

IEP / IIP Planning Checklist

IEP / IIP Planning Checklist		
Student Name:		IEP Due Date:
Date Completed	Re-evaluation Due Date:	
	Component / Requirement(s)	
	Notice of a Team Meeting	Send far enough ahead of meeting time (10 days) to allow parent/guardian to attend. Document 10 day notice not given & why.
	IEP Date IIP Date	Schedule IEP planning meeting enough in advance so that the parent receives the <u>final</u> completed <u>IEP / IIP</u> document and <u>Notice of District Proposed Action</u> 14 days before current IEP expires.
	Student Information	IEP - Name, Gender, Grade, D.O.B., Student ID#, Primary Mode of Communication, Address, School Phone, School of Enrollment, Resident District, Providing District (Resident district = school district where parents reside, providing district = district providing the education). IIP - Primary Language, SSN, Federal Setting
	Parent / Guardian Information	IEP - Name, Address, Home Phone, Work Phone IIP - Work Phone, Relationship, Email, Alt. Phone
	Progress Reporting	Frequency and method(s) to be used for reporting progress to parents. At least as often as mainstream peers. When reporting progress, include a) progress made in mainstream, b) progress made on IEP goals, and c) whether IEP remains attainable within life of IEP.
	Transfer of Rights at Age of Majority	Prior to the student's 17th birthday, the student was informed of the rights that will transfer to him / her upon reaching the age of majority (18), unless a legal guardian or conservator has been appointed. Record date student was informed. (Document on IEP) (see Appendix H)
	IIP Component	Parent(s) description of child's strengths and concerns / needs. Assistance needed for child and family in near future.
	PROGRAM PLANNING: Present Level(s) of Educational Performance	For K - 12 students, describe how the disability affects their involvement and progress in the general curriculum (i.e. the same curriculum as for non-disabled students). Include student's strengths, areas of needs, and interests of student.
	Student Based Needs	For students 14 - 21 describe the student's educational needs based on future outcomes / goals and present levels of educational performance.
	Transition Needs	Describe the high school courses and experiences to ensure the student gains the needed skills and competencies to meet their future outcomes / goals. (See sample credit check sheet from Lakeville in helpful information)
	Transition Services	Develop a coordinated set of activities that includes instruction, related services, community experiences, employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and functional vocational evaluation. List who will be responsible for each activity and identify interagency responsibilities and needed links to assist students in meeting adult goals.
	Annual Instructional Goal: ___ of ___ Goals	Goals are broad statements that describe what a student can reasonably be expected to accomplish within a twelve month period of time in a special education program and is related to educational needs identified in ER. Each goal includes these components: Direction of change, Skill / behavior to be changed, Expected annual ending level of performance. (see Appendix I)

Date Completed	Student Name: _____		Page 2
	Component / Requirement(s)		
	Short Term Objectives or Benchmarks	Objectives are measurable, intermediate steps leading to the attainment of the goal. They describe the student's behaviors. Objectives must include criteria for attainment and there must be at least two objectives per goal. Objectives contain the following components: Conditions for evaluation, skill/behavior to be performed, criteria and procedures for attainment.	
	Academic Standards	Address Academic Standards for student's Level	
	Adaptations in General and Special Education	What does the student need to be successful or to fully participate in mainstream? Supplemental Aid / Services in general education classroom. Consider school discipline policy, grading, need for and the specific responsibilities for adult assistance, materials and equipment, vocational services and equipment, limited English proficiency services, professional services, conditional behavioral interventions and positive behavior support plan, training, coordination of support services, facilities, curriculum methods, transportation, other services, etc.	
	Assistive Technology	Document on the IEP the discussion of the student's need for assistive technology and what will be used to meet need. (see Appendix K)	
	State and District-wide Standardized Testing	MCA - Address in IEPs for grades 3,5,8,10 and 11. BST - Address Reading & Math in IEPs beginning in grade 8 and Writing beginning in grade 10 and every year thereafter until passed at state, individual, or exempted. Test of Emerging Academic English (TEAE) - Address in IEPs of ELL and potential ELL students in grades 3-12. District Initiated System Evaluation varies by District.	
	Special Education and Related Services	Instruction or Service Provided Location - General Education, Special Education, Anticipated Frequency, Minutes Per Session, Indirect, Direct, Service Start Date, Anticipated Duration IIP include: Service Provider, Telephone, Address, Payment Source, Authorization Signature	
	Least Restrictive Environment (LRE) Explanation	If the student is not able to participate full time with students without disabilities in the regular classroom and in extra-curricular and non-academic activities, provide a statement explaining the extent of nonparticipation and reason for nonparticipation.	
	Extended School Year	Are extended school year services required for this student? Provide a narrative of decision regarding ESY. Discuss regression, recoupment, self-sufficiency, unique needs for FAPE. See Appendix J	
	Anticipated Graduation Date	Progress toward Graduation - Courses needed, activities needed, specialized instruction, etc.	
	Notice of District Proposed Action or Denial	Sent to parent along with IEP / IIP. Allow enough time to allow 14 calendar days prior to service beginning.	

Great resources and guidelines can be found using CTIC's
Transition to Adult Life found at -
<http://www.isd917.k12.mn.us/index.htm>

Student Name:
D.O.B.
Dean:
**Anticipated Graduation
Date:**

Parent/Guardian:
Home Address:
Home Phone:
Other Phone:

**Lakeville Credit
Requirements**

- English 10A, 10B or Honors
- English 10A, 10B or Honors
- English Literature
- English Speech
- English Writing
- English Elective
- Social Stu 10 - Geography
- Social Stu 10 Mod. Amer.
- Social Stu 11 - Elective
- Social Stu 11 USAWPower
- Social Stu 12 - Elective
- Social Stu 12 Economics
- Math
- Math
- Math
- Math
- Science
- Science
- Science
- Science
- Health
- Phy. Ed.
- Elective 1
- Elective 2
- Elective 3
- Elective 4
- Elective 5
- Elective 6
- Elective 7
- Elective 8
- Elective 9
- Elective 10
- Elective 11
- Elective 12
- Elective 13
- Elective 14

Alternate	Successful Completion Date	Employment	Post- Secondary	Home Living	Community Participation	Recreation / Leisure
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BST Scores:
Reading:
Math:
Writing:

Annual IEP Date:
Evaluation Due Date:



Appendices

***Dakota County
School Districts'
Transition
Planning Process***



PRE-EVALUATION MEETING AGENDA

1. Introductions
2. Notice of Parental Safeguards explained and provided to parents
3. Purpose of meeting/reason for evaluation including explanation of transition process.
4. Information from team members including mainstream teachers
 - What do we know and what do we need to learn about the student?
5. Parent Information including ethnicity issues.
6. Determine areas in which evaluation is necessary:
 - a. Intellectual
 - b. Academic
 - c. Social/Emotional/Behavioral
 - d. Communication
 - e. Motor Ability
 - f. Functional Skills
 - g. Physical Status
 - h. Sensory Status
 - i. Transition (possible handout for parents explaining the transition process can be found in the Helpful Information section)
 - j. Other
7. Questions
8. Parent signature giving permission to evaluate
9. Set date for Post Evaluation Meeting and the date for all results to be turned in to the evaluation coordinator/case manager:
 - a. Post Meeting Date: _____
 - b. Info to evaluation coordinator/case manager: _____
10. Closure

Evaluation Tools For Transition Planning

Tools /Addresses	Age Group
<p><i>Brigance Life Skills Inventory</i> Curriculum Associates PO Box 2001 North Billerica, MA 01862</p>	14 - 21
<p><i>Enderle-Severson Transition Scales</i> Estr Publications Phone: 218.287.8477 FAX: 218.236.5199 www.estr.net</p>	14 – 21
<p><i>Life-Centered Career Education</i> Council for Exceptional Children 1920 Association Drive Reston, VA 22070</p>	14 – 21
<p><i>Self-Determination Knowledge Scale</i> Wayne State University Office of the Dean 441 Education Building Detroit, MI 48202</p>	16 – 21
<p><i>Test for Everyday Living</i> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940</p>	12 – adult
<p><i>Transition Behavior Scale</i> Hawthorne Educational Services PO Box 7570 Columbia, MO 65205</p>	16 – 21
<p><i>Transition Planning Inventory</i> Pro-Ed, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757</p>	14 – adult
<p><i>Work Adjustment Scale</i> Hawthorne Educational Services PO Box 7570 Columbia, MO 65205</p>	16 – 21

Tools / Addresses	Age Group
<i>Pictorial Inventory of Careers</i> Talent Evaluation, Inc. PO Box 5087 Jacksonville, FL 32247	14 – 21
<i>Brigance Employability Skills Inventory</i> Curriculum Associates, Inc. PO Box 2001 North Billerica, MA 01862	14 – 21
<i>Prevocational Evaluation Screen</i> Piney Mountain Press PO Box 333 Cleveland, GA 30528	14 – 21
<i>Learning Styles Inventory</i> Price Systems, Inc. Box 3067 Lawrence, KS 66044	10 – 21
<i>Social Skills Rating System</i> American Guidance Service PO Box 99 Circle Pines, MN 55014	17 – 21
<i>Student Self Concept Scale</i> American Guidance Service PO Box 99 Circle Pines, MN 55014	10 – 21
<i>Responsibility and Independence Scale for Adolescents</i> Riverside Publishing Company 8420 Bryn Mawr Boulevard Chicago, IL 60631	12 – 21

TRANSITION EVALUATION GRID											
TOOL	RESPONDENT	ADMINISTER TIME	TRANSITION AREAS					AGE GROUP	POPULATION	COMMENTS	
INSTRUMENTS OR PROCEDURES TO DETERMINE ACTIVITIES FOR FUTURE OUTCOME / GOAL											
	PAR	STU	STA	J&JT	HL	R/L	CP	PS			
Future Outcomes/Goals Assessment	X			1/2 hour	X	X	X	X	14-22	All Disabilities	Determines future goals
Interest Determination Educational Assessment System (IDEAS)	X			3/4 hour	X				14-22	All Disabilities – Less applic. to MSMI	Determines career interest areas
INSTRUMENTS OR PROCEDURES TO DETERMINE SKILLS / PRESENT LEVEL OF PERFORMANCE											
Choosing Options and Accommodations for Children with Handicaps (COACH)	X			1 hour	X	X	X	X	3-22	MSMI	Informal adaptive behavior measures
Enderle-Severson Transition Rating Scale (ESTR)	X	(X)	X	1 hour	X	X	X	X	14-22	All Dis.– Less applic. to MSMI	Inf. eval. Of Trans. competency levels
Life Centered Career Education (LCCE) Knowledge Battery	X	X		2 hours	X	X	X	X	14-22	MSMI / MSMI	Criterion referenced battery of basic skills
Transition Skills Assessment	X	X	X	1/2 hour	X	X	X	X	14-22	All Dis.– Less applic. to MSMI	Informal rating scales of skills
INSTRUMENTS OR PROCEDURES TO DETERMINE FUTURE OUTCOME / GOAL											
TIPS Transition Planning Guide	X	X		1 hour	X	X	X	X	14-22	All Disabilities	Determines transition activities
Transition Interview	X	X		1/2 hour	X	X	X	X	14	All Disabilities	Inf. Rating of skill level
ADDITIONAL RESOURCES TO COLLECT SUPPORTING DATA FOR ASSESSMENTS											
Barsch Learning Styles Inventory	X	X		1/2 hour	X			X	14-22	All Dis.– Less applic. to MSMI	Determines ways best able to learn
Brigance Life Skills /Employability inventory	X	X		1-2 hours	X	X	X	X	14-22	All Dis.– Less applic. to MSMI	Crit. Ref. eval of work & life skills
Career Decision-Making System (CDN)	X	X		1-2 hours	X			X	14-22	All Dis.– Less applic. to MSMI	Determines career interest areas
Career Game / Red Hot Jobs	X	X		3/4 hour for each	X			X	14-22	All Dis.– Less applic. to MSMI	Determines career interest areas
CITE Learning Style Inventory	X	X			X			X	14-22	All Dis.– Less applic. to MSMI	Determines career interest areas

SAMPLE EVALUATION REPORT TEMPLATES
(INITIAL OR COMPLETE EVALUATION TEMPLATE INCLUDING TRANSITION)

1. **Background Information**

2. **Information Reported by Parents**

3. **Relevant Medical Information**

Hearing screening	date:	Result:
Vision screening	date:	Result:
Medical Summary		

4. **Systematic Classroom Observations**

5. **Current Assessment Results**

Assessment Tools and Examiners:

Testing Rapport:

Special Considerations:

Areas of Assessment:

INTELLECTUAL (As needed)

Weschler Intelligence Scale for Children, Third Edition (date administered)

	Standard Score	Percentile Rank	95% Conf. Interval
Verbal			
Performance			
Full Scale			

Test of Non-Verbal Intelligence, Second Edition (date administered)

TONI-2 Quotient:
Percentile Rank:

Kaufman Assessment Battery for Children (date administered)

	Standard Score	Percentile Rank	95% Conf. Interval
Sequential Processing			
Simultaneous Processing			
Mental Processing Composite			

Present Levels of Performance: The WISC-III is an individually administered assessment which is used to develop a profile of overall measured ability. Scores from 90-110 are considered to be in the Average range.

ACADEMIC (As needed)

Woodcock Johnson, Third Edition (date administered)

	Standard Score	Percentile Rank	Grade Equiv
Basic Reading			
Reading Comprehension			
READING COMPOSITE			
Mathematics Calculations			
Mathematics Reasoning			
MATH COMPOSITE			
Basic Writing Skills			
Written Expression			

WRITING COMPOSITE
BROAD KNOWLEDGE

Present Levels of Performance: The WJIII is an individually administered assessment which is used to determine current levels of academic skills in the areas of reading, math, and writing skills. Standard scores which fall from 90-110 are considered to be in the Average range.

Weschler Individual Achievement Test, Second Edition (date administered)

	Standard Score	Percentile Rank	Grade Equiv
Basic Reading			
Mathematics Reasoning			
Spelling			
Reading Comprehension			
Numerical Operations			
Oral Expression			
Listening Comprehension			
Written Expression			
READING COMPOSITE			
MATH COMPOSITE			
LANGUAGE COMPOSITE			
WRITING COMPOSITE			

Present Levels of Performance: The WIAT-II is an individually administered assessment which is used to determine current levels of academic skills in the areas of reading, math, language and writing skills. Standard scores which fall from 90-110 are considered to be in the Average range.

COMMUNICATION (As needed)

Arizona Articulation Proficiency Scale: Second Edition (AAPS)

Percentile Rank=
T-Score=

Clinical Evaluation of Language Fundamentals-Preschool (CELF-P)

	Standard Score	Percentile Rank	Age Equiv
Receptive Language			
Expressive Language			
Total Language			

Clinical Evaluation of Language Fundamentals- Third Edition (CELF-3)

	Standard Score	Percentile Rank	Age Equiv
Receptive Language			
Expressive Language			
Total Language			
Standard Deviation =			

Goldman Fristoe Test of Articulation (GFTA)

Percentile rank=
Standard Deviation =

Peabody Picture Vocabulary Test (PPVT)

Standard Score =
Percentile Rank =
Age Equivalency =
Standard Deviation =

Oral Examination = see below
Stimuability for Sounds Checklist = see below

Present Levels of Performance:

FINE MOTOR (As needed)

Peabody Developmental Motor Scales, 2nd Edition

	Raw Score	Age Equiv	%ile	Standard Score
Grasping				
Visual Motor Integration				
Sum of Standard Scores.....				
Fine Motor Quotient.....				
Total Percentile.....				

Bruininks-Oseretsky Test of Motor Proficiency

	Point Score	Standard Score	Age Equiv
Response Speed			
Visual-Motor Control			
Upper Limb Speed and Dexterity			
Fine Motor Composite:			
Total Percentile:			

Test of Pictures/Forms/Letters/Numbers/Spatial Orientation & Sequencing Skills

	Percentile
Spatial Relationships (Pictures).....	
Spatial Relationships (Forms).....	
Reversed Letter and Number of Two Letters/Numbers.....	
Reversed Letter(s) in Words.....	
Reversed Letters from non-Reversed Letters.....	
Reversed Numbers from non-Reversed Numbers.....	
Letter Sequence.....	

Present Levels of Performance:

GROSS MOTOR (As needed)

Bruininks-Oseretsky Test of Motor Scales

	Point Score	Standard Score
Running Speed and Agility		
Balance		
Bilateral Coordination		
Strength		
Upper-limb Coordination		
Gross Motor Composite Score :	Percentile	Stanine

Present Levels of Performance:

EMOTIONAL, SOCIAL, BEHAVIORAL (As needed)

Behavior Assessment Scale for Children (BASC)

	Teacher 1	Teacher 2	Teacher 3	Parent Form
Hyperactivity				
Aggression				
Conduct Problems				
Ext. Problems Composite				
Anxiety				
Depression				
Somatization				
Int. Problems Composite				
Attention Problems				

Learning Problems
 School Problems Composite
 Atypicality
 Withdrawal
 Behavioral Symptoms Index
 Adaptability
 Social Skills
 Leadership
 Study Skills
 Adaptive Skills Composite

Social Skills Rating System (SSRS)

	Teacher 1	Teacher 2	Teacher 3	Parent Form
Cooperation				
Assertion				
Responsibility				
Self Control				
Social Skills Total				
Ext. Problems				
Int. Problems				
Hyperactivity				
Problem Behaviors Total				
Academic Competence				

Conner's Rating Scales

	Teacher 1	Teacher 2	Teacher 3
Teacher Form			
Hyperactivity			
Conduct Problems			
Emotional-Indul.			
Anxious/Passive			
Asocial			
Daydreaming-Attn.			
Hyperactivity Index			

Parent Form

Conduct Problems
 Anxious-Shy
 Restless-Disorganized
 Learning Problems
 Psychosomatic
 Obsessive Compulsive
 Antisocial
 Hyperactive-Immature

Child Behavior Checklist (CBCL)

	Teacher 1	Teacher 2	Teacher 3	Parent Form
Withdrawn				
Somatic Complaints				
Anxious/Depressed				
Social Problems				
Thought Problems				
Attention Problems				
Delinquent Behavior				
Aggressive Behavior				

Attention Deficit Disorder Evaluation Scale (ADDES)

Present Levels of Performance: On the BASC, an average T-score is 50. T-scores from 60-70 indicate potential problems (at risk) and scores above 70 indicate significant problems (from the hyperactivity scale to the behavior symptoms index scale). From the adaptability scale to the adaptive scale composite, scores between 41-31 indicate potential problems (at risk) and scores 30 or below indicated significant problems.

On the Conner's Scale, results are indicated by T-scores. An average T-score is 50. Scores from 66-69 indicate potential problems (at risk). Scores above 69 are considered significant.

FUNCTIONAL (As needed)

Adaptive Behavior Evaluation Scale, Parent and Teacher Forms (ABES)

	Parent Form	Teacher Form
Communication Skills		
Self-Care		
Home Living		
Social		
Community Use		
Self-Direction		
Health & Safety		
Functional Academics		
Leisure		
Work		
TOTAL		

Vineland Adaptive Behavior Scale

	Standard Score	Perc. Rank	Age Equiv
Communication Domain			
Daily Living Skills Domain			
Socialization Domain			
Motor Skills Domain			
COMPOSITE			

Present Levels of Performance:

TRANSITION (As needed)

Enderle-Severson Transition Rating Scale (Form J)

	Percent
Jobs and Job Training.....	
Recreation and Leisure.....	
Home Living.....	
Community Participation.....	
Post Secondary Training and Learning Opportunities.....	

Present Levels of Performance:

-
6. Interpretation of Assessment Results
 7. Eligibility Criteria and Statement
 8. Educational Needs
 9. Assistive Technology

SAMPLE EVALUATION REPORT SECTIONS

Reason for the evaluation

XXX was referred for a transition evaluation as he/she will be reaching the age of 14. XXX receives special education services under the OHD label and this evaluation is required by the state of Minnesota.

XXX was referred for an evaluation as part of a tri-annual evaluation. XXX will soon be reaching the age of 14 and transition planning will begin through his special education services.

XXX was referred for a special education evaluation due to sudden decrease in academic performance and acting out behavior. XXX is 15 years old and has struggled periodically in school with no identifiable reason.

Information Received from Parent and Background Information

XXX is an 18 year old male with a history of Asperger Syndrome. He lives with his parents, AAA and BBB. XXX has an older brother who attends college away from home. XXX has experienced a stable, nurturing environment and is reported by parents as being a loving, gentle and intelligent individual with surprising insight and a delightful sense of humor.

XXX was the product of a full-term pregnancy with a planned cesarean section. No difficulties during delivery were reported. XXX has had a typical upbringing but was difficult to discipline, did not seek out socialization and spent considerable time following his older brother.

XXX has always been successful academically provided the environment was developed to meet his individual needs.

XXX has been identified throughout the years with attention deficit hyperactivity, sleep difficulties, temper tantrums and social skill deficits.

Parents work with a behavioral specialist to develop appropriate programming for XXX in the home.

XXX is an African American male. Following a discussion with the educational team, it was determined that the evaluation was not impacted by XXX's culture or language. The evaluation is considered to be an accurate reflection of XXX's current ability.

Evaluation Results (Information from Evaluation)

The following tools were used to gather information as related to the five domains of transition:

Enderle Severson – 1/2/2004 by MMM, case manager

Informal checklist with student, parent and 3 current teachers – 1/4/2004 by MMM, case manager, mother, father, XXX, RRR, JJJ, & TTT

Observations – 1/9/2004 by DDD, Teacher consultant

ETC.

COMMUNITY

Present Level of Performance:

XXX qualified for special education services at the end of his 7th grade year and is just starting to receive services at the beginning of 8th grade. XXX had a very tough year last year and is a bit anxious about starting school this year. He is a very bright young student who tends to demonstrate inappropriate behavior throughout the day, both in the classroom and during transitional times in the hallway. He can do the school work on the academic level but lacks the motivation to get started or stay on-task throughout the assignment/project. He sometimes becomes overwhelmed by the amount of an assignment and therefore would rather not even start. XXX uses escape measures to get out of class so that he does not have to deal with the work/task-at-hand. His lack of motivation causes him to have organizational difficulties.

Therefore, he does not have materials with him in class or does not have his homework completed as he forgets his materials at school. XXX does not want to draw attention to himself yet he does so by acting out in inappropriate ways in order to gain peer attention by being the class clown. He does achieve his goal if the teacher sends him out/to the office as he has now escaped the classroom. XXX is very artistic and creative. He loves to draw and read certain mystery books. Drawing in class at inappropriate times has been a challenge for XXX. Hands-on classes are a more appropriate setting for him to experience successful. 11/20/03 XXX has been on a behavior plan with a full-time paraprofessional who was added to

his IEP on 10/24/03. With these changes XXX has been more successful academically as well as behaviorally over the last few weeks.

POST-SECONDARY

Present Level of Performance:

XXX is currently enrolled in the following eighth grade courses for which 4th mid-quarter grades are available: Communications: C, Science: B-, Math: C, Civics: C, and Phy-ed: B. XXX is outgoing and often outspoken in class. She appears to have a lot of confidence and says what is on her mind often to the point of getting herself in trouble in the classroom setting. XXX is also very individualistic, both in her style of dress, and her in opinions on various subjects. XXX's tendency to question authority figures or her teacher's rules and/or philosophies have been a problem area for XXX in the sense that she does not always recognize how far she should push someone as far as her comments and behaviors, or what the boundaries are. XXX has struggled with late and missing assignments throughout the school year. It has been difficult for XXX to stay focused and remain on task in the classroom. She can be very distractible and seems to need frequent breaks from seat work. Teachers have commented that XXX has the tendency to get up and wander from the classroom and not always seek permission to do this. XXX gives teachers the impression that she understands her work, but frequently her work with individual teachers one-to-one indicates that at times she is missing key points and needs additional explanations, re-teaching, or practice. Her test scores sometimes indicate she didn't fully understand the material or curriculum presented. XXX is inconsistent in her use of a daily planner for making sure her assignments are done. XXX enjoys reading and her comprehension is very good, at times above grade level. Her reading is very fluent when reading for recreation, but XXX has a little more difficulty when reading more technical material such as that required for Science or even her Civics classes. Also the fact that it is not reading for pleasure makes it harder for her to stay focused on the material. She consistently struggles to maintain grades in the C/B range and often has missing or late assignments. XXX may occasionally need reminders to get to work in class, especially if it is an assignment that requires seatwork for an extended period of time. XXX has had to deal with suspension from school this year on more than one occasion for breaking the rules and was home-schooled for a short period of time. She has a very caring and empathetic side to her and is not afraid to stand up for anyone she sees being mistreated or made fun of at school.

EMPLOYMENT

Present Level of Performance:

XXX is an 8th grade student at CCC Junior High in Hometown. XXX is currently in both the team-taught math and communications classes, and is with a paraprofessional throughout the rest of her school day. She can be quite dependent on her paraprofessional or case manager to help her when she is unsure of herself or doesn't understand the curriculum. XXX is also easily distracted in the classroom setting. She rarely will ask the general education teacher any questions, or will not seek out help if needed. Occasionally XXX will call attention to herself in the classroom by making inappropriate faces or comments. Her impulsiveness has at times led to comments or behaviors that have gotten her negative attention. XXX does a nice job filling out her planner on a daily basis. When XXX turns in her work on time it is typically quality work, yet often, XXX struggles to get assignments in on time. On occasion, XXX is not ready for tests even though they are in her planner. She has stated that she would like some help to finish her work on time or to help her study for tests. Tardiness and frequent absences have been a problem this school year. XXX is on a plan to increase her attendance and to keep her consistent with being at school. XXX has done a good job on the tests that she has been prepared for this year and when she is confident and prepared she does an excellent job in her classes. Socially, XXX has a very small group of friends that she is comfortable with. She can be very uncomfortable in a group or classroom setting and may need prompts to interact or take a role in the group. XXX does have her own paper route where she earns money, and is good about doing basic household chores, even if she frequently needs to be prompted by her mother. XXX was on the track team last year for her junior high and plans on joining again this year.

EMPLOYMENT

Present Level of Performance:

"I've had jobs in the past and am a good worker. If customers need help, I help them. I had a job I did not like working at McDonalds, it was too fast paced. I like working in places where I can meet new people and make friends. I go to work on time and try to follow the rules. I've worked at Fleet Farm for a long time, but now I'm looking for a new job. I do not want to cashier all my life. I go out job hunting with YYY whenever I can and have applied at several places. It's hard though to find a job."

The team has discussed this area and a summary is as follows:

XXX has a Social Security card and is anxious to get his driver's license. XXX has many strengths that will benefit him in the work environment. XXX is typically conscientious about arriving to work on time, is rarely absent, looks to others for direction, is willing to learn new tasks and is pleasant in the work environment.

XXX is very capable of presenting himself as a typical teen. Although this can be a valuable skill, it has, at times, interfered with his ability to work. XXX works hard to match his behavior and appearance to those around him. As a result, he may pick up or choose to match skills that are not acceptable to supervisors. This behavior has gotten XXX into trouble on the job and explaining to him that it is not acceptable is difficult as he has seen his coworkers doing the same behavior without getting caught.

XXX struggles with knowing where to start, often needing direction from authority, following multi step directions, making good decisions, sticking with an activity until it is completed and multi tasking. These behaviors, or lack thereof, can interfere with his ability to manage certain work environments as well as the classroom.

Interpretation of Evaluation Results

- Record and interpret results of each evaluation tool
 - Employment 48%
 - Community Participation 56%
 - Home Living 58%
 - Recreation / Leisure 22%
 - Post-secondary 78%

XXX's strength is in the area of post-secondary; he has good academic skills and is able to complete high level work given support from staff. Areas of need would include recreation / leisure as it is difficult for XXX to occupy his free time constructively and without getting into trouble.

- Using the results of the entire evaluation, summarize findings as related to each area of transition: Post-Secondary Education, Recreation/Leisure, Home Living, Jobs & Job Training, Community Participation (below) (may want to include disability criteria here)
- Impact of disability

Autism Spectrum Disorder or Asperger impacts XXX in the following ways:

Employment – XXX does not adapt well to change, new environments, socializing with others, or “soft” skills such as knowing who to ask for help, what to do when assigned tasks are completed, etc.

Post-Secondary – XXX is sensitive to large groups, the use of lead pencils, completing assignments at home, and to new or unfamiliar staff.

Community Participation – XXX has limited social skills and struggles to read a social situation effectively. XXX does not like unexpected change or dealing with new people.

Recreation / Leisure – XXX has very few areas of interest and struggles to occupy his free time in socially acceptable ways. He does not like crowds, sweating, getting dirty or working hard

Home Living – XXX does not learn things unless taught the skill, i.e. driving – although XXX has been in a car many times and goes home regularly. He does not know how to get home independently or that to slow down a car you step on the brake – these skills must be taught directly.

Recommendations for educational planning

XXX is a young person with Asperger Syndrome. Academically he is a very solid student. He consistently gets good grades on work that he completes and willingly works on assignments with support from staff. XXX attends class 90% of the time and does not draw attention to himself when in the mainstream.

XXX takes traditional course requirements and wants to graduate in a traditional manner. Although the team has discussed options, XXX and his team have agreed that he will graduate upon completion of 32 Carnegie credits as required by CCC high school. XXX will receive credit for his resource periods with a Special Education teacher and will work on transition skills during those periods. The credits will be considered electives towards graduation. It is anticipated that XXX will graduate in June of 2006 with his same age peers.

XXX will be working with KKK from Dakota's Rehab Services to find a job that matches his ability. Furthermore, XXX works with RRR, a behavioral specialist, both at school and in the home and focuses on behavioral strategies for success in a variety of settings.

XXX is computer literate but lacks the ability to think and type at the same time. It has been recommended that he use a program such as Dragon Speak where he can talk to the computer and it word processes for him. XXX has sensitivities to light, noise and smells. Providing an environment where the amount of light can be monitored is essential to XXX's success. XXX uses headphones and ear plugs as needed to block extra noise and carries a bottle of scented oil to smell when stressed or experiencing unpleasant odors.

XXX needs to further develop his skills necessary for success in the area of home living

XXX needs to further develop his skills necessary for success in the area of recreation/leisure

XXX needs to further develop his skills necessary for success in the area of employability

XXX needs to further develop his skills necessary for success in the area of community participation

XXX needs to further develop his skills necessary for success in the area of post-secondary education

SAMPLE EVALUATION REPORT

	Date of Report:	5/4/04
	Student Name:	
	Student ID#:	
<u> </u> Initial Assessment	Date of Birth:	11/13/84
<u> </u> Reassessment	Grade:	
	School:	12+

This evaluation report must include:

- Information reported by parents
- Summary of all evaluation results including tests and scores
- Present level of performance statement(s) including educational needs that derive from the disability
- Interpretation of evaluation results and determination of eligibility by addressing criteria components verifying the child is a child with a disability and is in need of (or continues to need) special education and related services
- SLD written report components (for a child suspected of having a specific learning disability)

1. Background Information

(Student) was referred for a child study evaluation as part of a three-year reevaluation. (Student) is a 19 year old woman living with her parents in (city name). She has been attending the transition program of District XXX since August of 2003. (Student) has been receiving services as a student with a primary disability in the area of Developmental Cognitive Disability (DCD) and a secondary disability in the area of Speech /Language Impairment.

2. Information Reported by Parents

(Student's) father noted that he thinks student needs to continue with school, and that support will be needed when school is done. He filled out the Adaptive Behavior Assessment System, and said that he based the answers on what he sees (student) doing at home. He stated that it takes (student) time to learn a routine, but that once routine is developed, she does well. (Student's) father said it takes a number of trials for (student) to learn and master a new task.

3. Relevant Medical Information

Hearing screening date: 05-15-2001
Heard 750
and 25 Decibels

Result: Slight problem with R & L ear –
500, 250 Frequency at 20

Vision screening date: 05-15-2001

Result: Rt eye 20/30 Lt eye 20/25

Medical Summary: According to (student's) health records her last Tetanus/Diphtheria immunization was given on 08-26-97. She will need a booster August of 2007. It is recommended (student) receive the Hepatitis B vaccine series. (Student) has seen the nurse 13 times this year for headaches and medication for pain due to an injury to her L ankle. (Student) has no further health concerns.

4. Systematic Classroom Observations

Observation #1:

An anecdotal observation of (student) was taken on 5/17/04 during an Anger Management class. (Student) arrived late to class, not of her own accord; she was testing. The class was discussing current events, and issues relating to the news. (Student) shared her thoughts about the New Brighton fight clubs (a current news event). She continued to participate in the discussion until she had to leave. (Student) left early for more testing.

Observation #2:

An anecdotal observation of (student) was taken on 5/18/04 during a Home Living class. (Student) and her classmates were planning a meal, including a treat for teacher appreciation day. (Student) shared her ideas on what to make and how to prepare it. (Student) helped decide what to make, and looked through the cupboards to see what ingredients were available. She assisted in budgeting for the meal, and then when to the grocery store to pick up the food items.

5. Current Assessment Results

A. Assessment Tools and Examiners:

Evaluation Procedures	Examiner	Date(s)
Class Room Observations	(name) - Case Manager	5/04/04
Academic Record Review	(name) – Case Manager	5/04/04
Career Navigator Aptitude and Interest Assessment	(name) -WEH	5/10/04
Health Record Review	(name)	5/04/04
Communication Record Review	(name)	5/04/04
Wechsler Abbreviated Scale of Intelligence (WASI)	(name), School Psychologist	5/11/04
Stanford-Binet Intelligence Scales: Fifth Edition (SB-5)	(name), School Psychologist	5/18/04
Adaptive Behavior Assessment System-Second Edition (ABAS-II)	(name), School Psychologist	5/10/04
Review of Records	(name), School Psychologist	5/11/04

B. Testing Report: (student) was cooperative and attentive throughout the evaluative sessions. She attempted each task presented and displayed good effort. During the first session, (student) saw the blocks for the Block Design Subtest of the WASI and commented that she'd already done this test last winter. After further discussion, it was determined that (student) may have completed the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III) as part of an outside evaluation at an office in Burnsville. (Student)'s father confirmed that (student) was tested as part of an SSI application process. The father stated that (student)'s social worker would have a copy of this report.

C. Special Considerations: (Student) was born in this country and speaks English as her native language. The test instruments used were culturally appropriate. On the WASI and WAIS-III IQ scores in the Borderline and Extremely Low ranges may be determined by responding correctly to only a few test items (floor effects). Since (student) completed the WAIS-III during the past six months, to avoid practice effects and also reduce floor effects, permission was obtained for (student) to complete the Stanford – Binet Intelligence Scale: Fifth Edition (SB-5) as part of the current evaluation. (Student) stated that although she has glasses for seeing the whiteboard in class, she doesn't wear them at the transition program.

D. Areas of Assessment:

INTELLECTUAL

On the Wechsler Abbreviated Scale of Intelligence, (WASI), an individualized measure of ability, (student) earned scores within the borderline to below average range (6th to 10th Percentiles). The WASI consists of two verbal (Vocabulary and Similarities) and two performance (Block Design and Matrix Reasoning) subtests and should not be used for placement decisions. There was not a significant difference between (student)'s Verbal and Performance IQ Scores on the WASI. (Student)'s WASI test scores are summarized below:

WASI Scale	IQ Score	Percentile Rank
Verbal Scale	78 ± 5	7 th
Performance Scale	81 ± 5	10 th
Full-4 Scale	77 ± 5	6 th

(Student)'s WASI results were inconsistent with (student)'s previous test history of earning scores within the intellectually deficient or extremely below average range of ability since she was in the first grade. In 1995 while living in Oklahoma (student) earned scores at the 1st Percentile on the Woodcock-Johnson Tests of Cognitive Ability. When evaluated in 1998 while living in (city name), Minnesota. (Student)'s 1998 performance on the Wechsler Intelligence Scale for Children-Third Edition (WISC-III) was also in the intellectually deficient range (VIQ=60, PIQ=69, FSIQ=62).

In addition to an overall measure of ability, the Stanford-Binet Intelligence Scales: Fifth Edition (SB-5) looks at four areas of cognition including Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Reasoning and Working Memory. (Student)'s ability to define words and complete the object series/matrices tasks were areas of relative strength in comparison to her extremely low working memory score that measures her immediate, short-term memory. On the Stanford-Binet Intelligence Test: Fifth Edition, (student) earned a Full Scale IQ Score in the borderline range. The test results obtained appear to be a valid estimate of (student)'s ability and are consistent with previous test performance. Her specific subtest scores are summarized below:

SB: IQ Scores	Standard Score	Percentile	Range
Nonverbal IQ	73 ± 5	4 th	Borderline
Verbal IQ	72 ± 5	3 rd	Borderline
Full Scale IQ	71 ± 3	3 rd	Borderline

S-B5: Cognitive Areas	Standard Score	Percentile	Range
Fluid Reasoning	82 ± 7	12 th	Low Average
Knowledge	83 ± 6	13 th	Low Average
Quantitative Reasoning	75 ± 6	5 th	Borderline
Verbal-Spatial Reasoning	74 ± 6	4 th	Borderline
Working Memory	63 ± 7	1 st	Mildly Impaired

Present Level of Performance: At this time, when tested using the Stanford-Binet Intelligence Test: Fifth Edition, (student) earned overall scores within the borderline range. (Student) earned slightly higher scores on the SB: 5 than her scores in the extremely low/mildly impaired range on previous evaluations using individually administered intelligence tests dating back to 1995 and 1998.

ACADEMIC

Present Levels of Performance

No new formal assessments in the area of Academics were taken; see the transition section of this report for the present levels of performance in the five areas of transition. (Student) was given the Woodcock-Johnson Tests of Achievement, WJ-R –Form A during her last 3 year assessment (May 2001). At that time

she obtained a 1.9 grade equivalent score in Broad Reading, 1.5 grade equivalent score in Broad Written Language, and a Broad Mathematics grade equivalent was not listed.

COMMUNICATION

Previous Assessment Results:

(Student) was assessed in May of 2001. She was given the Clinical Evaluation of Language Fundamentals –3 (CELF-3). Her total language score was a 50 which is 2 standard deviations below those of her same aged peers.

(Student) was also given the Peabody Picture Vocabulary Test-III (PPVT-III) in 1998. Her standard score was 76. This gave her a percentile rank of 6. During an informal observation, (student) was able to communicate her needs and wants, but has some difficulty with grammatically correct sentences and responses to questions. Her articulation was imprecise, especially with new or difficult words.

Present Levels of Performance: (student) is an expressive young woman. She is able to communicate her feelings very well. She has weaker receptive language skills. She maintains eye contact appropriately during a conversation. She observes proper social distance and vocal volume (although on occasion uses a soft speaking voice). She has difficulty processing complex or multiple pieces of information. (Student) also has difficulty with problem solving application. She will initiate, maintain and terminate conversation appropriately. Her voice, fluency and articulation are within normal limits for her age and gender. Overall, she communicates well with peers and adults within her environment, although comprehension is difficult and (student) often does not request clarification.

(Student)'s expressive and receptive communication skills have been described by her teachers as in the broad average range when compared to her age-mates; therefore, the team determined that additional formal data in this area need not be gathered at this time. A file review was completed. Previous assessment results indicated that (student) is continuing to make progress, although her percentile ranks and standard scores did not greatly change, her raw scores indicate progress.

FUNCTIONAL

(Student)'s adaptive behavior skills were measured using the Adaptive Behavior Assessment System-Second Edition (ABAS-II). The ABAS-II is a standardized and norm referenced measure of adaptive behaviors that was designed to assess the skills needed to function independently in social, school, home, work, and community settings. The following domains are evaluated on the ABAS-II: Communication, Community Use, Functional Academics, Home Living, Health and Safety, Leisure, Self-Care, Self-Direction, and Social Skills and Work Skills. Scores from the ABAS-II are reported in Skill Area Scaled Scores, Composite Standard Scores and an overall General Adaptive Composite (GAC). The Average range for the GAC is between the standard scores of 90 and 100 and the Average range for Percentile Rank scores is between the 25th and the 75th. (Student)'s father completed the ABAS-II survey with input from special education staff. She was rated as having scores within the overall average range except for below average ratings in the functional academics and work skill areas. (Student)'s specific ABAS ratings are summarized as follows:

*Scaled scores are listed for Adaptive Skill Areas; Standard Scores and Percentile Rank scores are given for the GAC.

Adaptive Area	Teacher Ratings
Conceptual Composite	SS=87, 19 th Percentile
Communication	11
Functional Academics	5
Self-Direction	10
Social Composite	SS=98, 45 th Percentile
Leisure	9
Social	11
Practical Composite	SS=96, 39 th Percentile
Community Use	11
Home Living	11
Health and Safety	11

Self-Care	11
Work	6
GAC	SS = 99; 47th Percentile

Note: Scaled Scores between 8 and 12, Standard Scores between 90 and 110, and Percentile Rank scores between the 25th and 75th are considered to be in the Average Range. Scaled Scores: 8-12 Average; 5 -7 Below Average (≥ 1 Standard Deviation (SD) below the mean; 4 or below, Borderline to Extremely Low (≥ 2 SD below average)

Present Level of Performance: (student) works in the snack bar at Skateville in (city name) two or three days a week during the “slow” time of year and five days a week during the winter. She enjoys fishing, watching movies and going out to eat with her boyfriend who recently graduated from the (college name) technical college (program name) Program. (Student) lives at home with her parents and likes to go shopping with her mother.

TRANSITION

Date: May 10, 2004

Instruments Used: Career Navigator Aptitude and Interest Assessment

This assessment documents (student)’s past and current work experience as well as information from the assessment tools as indicated above. (Student) completed the Career Navigator Aptitude and Interest Assessment using the simulated voice to read the test questions and directions to her. (Student) was cooperative throughout the entire testing time and the headphones she utilized during the testing provided her with an environment with little or no distractions. The Career Navigator measures interests, aptitudes, learning styles, work ethics, attitude and temperament in regard to work.

Career Interests

According to the Career Navigator, (student)’s strongest interest areas were in the areas of scientific, plants and animals and the area of protection. An interest in the scientific area refers to discovering, collecting and analyzing information about the world of medicine, life sciences and the natural sciences. Working with plants and animals involves typically working in an outdoor setting doing jobs such as landscaping, horticulture or farm work. The protective interest area refers to an interest in using authority to protect people or property. Examples of this type of work include fire fighting, police work and security guard. It should be noted that (student) had a score of 8% in these areas which isn’t a real strong indicator of interest. However, these were the areas that were of greatest interest for (student).

The Career Navigator also measures temperament as it relates to the job site. The Career Navigator describes this as personality traits required of the worker to be happy on a job. (Student) had a strong preference for those positions which required the attainment of set limits or standards. She has shown a preference for those jobs that require preciseness. The testing also indicated that (student) preferred working with people and in a job that involved repetition and routine tasks.

Aptitude

The Career Navigator measures six general areas of aptitude, measuring the potential that (student) has for acquiring skills for particular jobs. These six areas are general learning, verbal, numerical, spatial, clerical perception and form perception. The results of the testing indicated that (student) had a negligible amount of aptitude in the areas of verbal, numerical and spatial. She had a below average aptitude in the area of general learning and an average amount of aptitude in form perception.

Vocational Strengths

According to the results of the Career Navigator, (student) has an overall good attitude regarding work. She has a good understanding of employer expectations and the attitudes needed to succeed in the world of work. (Student)’s employer also reports that (student) is well liked at work. She does her job and gets along well with other workers. (Student) is responsible at work in terms of job duties, attendance and punctuality. The manager also stated that (student) is pleasant to be around; always being polite and respectful. She follows directions given to her. (Student) makes an effort to look her best for the job and reflects a positive attitude about work.

Vocational Liabilities

Concerns for (student) general education development fall in the areas of reasoning, math and language. (Student) grade levels according to the Career Navigator are as follows:

Reasoning-Grade 1

Math-Grade 2

Language-Grade 3

Reasoning includes being able to apply common sense understanding to carry out simple one or two step instructions. Math development includes the ability to add, subtract, multiply and divide all units of measure. Language development includes being able to read and write reports, to read books, safety rules, instructions, and use all parts of speech. (Student) continues to need guidance and support for problem solving and decision making regarding work related tasks and/or behaviors. (Student) is hesitant to initiate tasks that she is capable of doing. (Student) is also resistant to trying certain jobs when approached with an opportunity.

Present Levels of Performance:

Jobs and Job Training:

(Student) has worked in competitive employment settings. She has worked the past two summers as a pool assistance which involved making sure the behaviors of the children in the pool area were appropriate. Currently, (student) is working at Skateville doing a variety of duties. She cahiers, assists with stocking the snack bar and does some cleaning. (Student) is liked at her current job site of Skateville. Her managers state that she is pleasant, gets along with others, is responsible and completes the duties assigned to her. (Student) also completed a job trial at The Comfort Inn doing housekeeping work. The manager at (student)'s job shadow experience didn't feel (student) had the self direction and initiative she needed to complete the job. He also felt that her productivity could have been better.

(Student) knows what an interview is but has had minimal experience with doing them. She also needs assistance when completing job applications. (Student) does understand the importance of being to work on time, calling in when sick and being respectful.

Post Secondary Education:

(Student) has not taken any post secondary classes. She has not indicated any interest in a post secondary program. (Student) indicates that she understands her disability and the implications. She has a social worker and rehabilitation counselor to assist her currently and upon graduating with any vocational or outside needs that she may have. (Student) indicated that she doesn't always know what accommodations to ask for and doesn't advocate for herself consistently. (Student) does request to have tests read to her when needed.

Home Living:

(Student) is currently responsible for some chores at home such as cleaning, laundry, and cooking frozen meals for herself. (Student) is capable of learning how to cook, but enjoys cooking frozen meals at this time because they are easy to do. (Student) needs to learn how to cook simple, healthy meals in order to live a healthy lifestyle. (Student) also struggles with math, which makes money management difficult for her. (Student) needs to work on money management and keeping a checking and/or savings account. This will help (student) to live independently in the future.

Community Participation:

(Student) currently relies on her family for transportation. (Student) does have her driver's license, but she is not comfortable driving many places. (Student) is able to drive herself to do leisure activities, but she does not like to drive in bad weather or lots of traffic. (Student) needs to become more independent with moving about the community. This will help (student) in the future by becoming a more self-reliable adult. (Student) is okay with practicing to drive, but is still hesitant to do other driving. (Student) needs to learn other means of travel throughout the community.

Recreation and Leisure:

(Student) enjoys participating in some leisure activities such as hanging out with friends, talking on the phone, and going to movies. (Student) gets along with people well. (Student) needs to learn how to plan other leisure activities on her own. It would be helpful if (student) knew how to schedule activities on her own. (Student) needs to work on being more active and getting out of the house more often. By doing more leisure activities, (student) will be a more healthy, well-rounded person.

6. Interpretation of Assessment Results

(Student) continues to have transitional needs, and continues to meet state criteria for a Speech and Language disability. (Student)'s strengths include: general attitude toward work, understanding employer expectations, her ability to get along with others, her work attendance, ability to define words and complete object series/matrices. Her areas of need include: problem solving, decision making, budgeting, reading and written language.

7. Eligibility Criteria and Statement

Developmental Cognitive Disabilities (Mild-Moderate): There are two components that must be met to be eligible in Minnesota for Developmental Cognitive Disability (DCD) services. They are as follows:

Developmental Cognitive Disabilities (Mild-Moderate): (Student) was determined eligible and has received services in the Developmentally Cognitively Delayed (DCD) program since at least the first grade. The following is the current status of the DCD mild to moderate criteria:

BELOW AVERAGE ADAPTIVE BEHAVIOR: (Student)'s composite score falls at the 45th percentile on a nationally-normed, technically adequate measure of adaptive behavior. (Student) has performance that is in the normal range of performance.

(Student)'s adaptive needs and the level of support in at least four of the seven following adaptive behavior domains across multiple environments are from a choice of these areas: daily living and independent living skills; social interpersonal skills; communication skills; academic skills; recreation and leisure skills; community participation skills; and work and work related skills. (Student) has needs in the areas of work and work related skills, academic skills, communication skills, and independent living skills.

COGNITIVE DEFICIT: (Student) has significantly below average intellectual functioning in the borderline range as indicated by an intelligence quotient of 71 ± 3 which is two standard deviations below the mean, plus or minus one standard error of measurement, on the Stanford-Binet Intelligence Scales: Fifth Edition (SB-5), a standardized, nationally-normed, technically adequate, and individually administered intelligence test.

The significantly below average intellectual functioning was verified by two systematic observations completed by her case manager and taken during this assessment period. See the observation section of this report.

(Student) also continues to meet the criteria for a language disorder. There is documentation that (student)'s processing interferes with communication. Documentation has also been obtained that her interactions are below that of her same aged peers. (Student) was tested in 2001 and received scores below the 15th percentile on both assessments.

8. Educational Needs

(Student) continues to benefit from assistance with job seeking. Opportunities for (student) will become more available as she continues to open herself up to more positions that meet her needs. (Student) should continue to work on improving her productivity and initiating tasks within her job description as often as possible. (Student) should complete her career portfolio including an updated resume. (Student) would benefit from learning money management and cooking skills. She would benefit from learning alternative means of accessing the community (city bus, DARTS...). (Student) would benefit from learning more complex cooking skills and recreation and leisure planning skills.

9. Assistive Technology

Assistive technology will be considered for (student). Posted class schedules, and a modified curriculum and schedule are all deemed beneficial and will be available for (student)'s use. These strategies will be discussed at the IEP meeting.

EVALUATION MEETING AGENDA

1. Introductions
2. Purpose of Meeting
3. Review history – Anything new?
 - a. Mainstream
 - b. Parent(s) / Home
4. Evaluation Results (Based on areas evaluated)
 - a. Transition
 - i. Post-Secondary
 - ii. Jobs & Job Training
 - iii. Home Living
 - iv. Community Participation
 - v. Recreation / Leisure
 - b. Other areas evaluated (intellectual, academic, FBA, etc.)
5. Review Criteria (if three year or initial evaluation)

Qualify? Yes / No _____ Secondary? Yes / No _____
6. Educational needs
7. Assistive Technology needs
8. Recommendations
9. Closure
 - a. Expected date IEP will be completed
 - b. Parent Rights offered

IEP MEETING AGENDA

1. Introductions
2. Purpose of Meeting
3. Review strengths and students desired future outcome (set the stage for where the student hopes to end up and what needs to be learned to make those outcomes a reality)
4. Review of current IEP / Plan for new IEP
 - a. Areas of Transition (Clearly state & document students Future Outcome, PLEP, Activities, Courses of Study, Educational Needs, Goals & Objectives)
 - i. Post-Secondary
 - ii. Jobs & Job Training
 - iii. Home Living
 - iv. Community Participation
 - v. Recreation / Leisure
 - b. Discuss other educational needs, goals and objectives to be addressed prior to graduation. Information collected from:
Observations/Progress/Concerns
of Mainstream teachers,
of Parents, and
of Case Manager, Related services, etc.
 - c. Related Services
 - d. Identify Adaptations student may need (see Appendix L)
 - i. Books/Materials
 - ii. Curriculum
 - iii. Grading
 - iv. Tests
 - v. Assignments/instruction
 - vi. Classroom / Seating
 - vii. Organization
 - viii. Behavior Management
 - ix. Assistive Technology
5. State & District wide Standardized Tests (BST, MCA, etc.)
6. Recommendations
 - a. Services (Type/Location/Frequency/Minutes)
 - b. LRE
 - c. ESY
 - d. Anticipated Graduation Date
 - e. Other
7. Closure
 - a. Expected date IEP will be completed
 - b. Parent Rights offered

Teacher Transition IEP Checklist

The following checklist corresponds to the specific transition section of IDEA '97 amendments. It has been adapted from the Transition Requirements Checklist (Ed O'Leary, MPRRC). The checklist may be used by schools to assist them in aligning their transition services to the requirements of IDEA '97.

	YES	NO	Compliance Plan
Participation / Invitation			
1.			Did you specifically invite the student and document it?
2.			If the student did not attend, did you document steps taken to gather information about the student's preferences and interests?
3.			Did you invite the parents and indicate, for those students who are 14 or older, that the purpose of the meeting will be the consideration of transition needs and services?
4.			Did you invite a representative of any other agency that may be responsible for providing or paying for transition services?
5.			Did you take steps to ensure that the student's preferences and interests were considered in the development of the <i>post-school outcomes and the transitions service needs</i> : course of study?
6.			Did you identify and document the student's <i>post-school outcomes</i> in the areas of <ul style="list-style-type: none"> • <i>Employment,</i> • <i>Community participation</i> • <i>Recreation and leisure,</i> • <i>Postsecondary education and training, and</i> • <i>Home living?</i>
7.			Does the IEP include the student's <i>present level of performance</i> , including transition areas?
8.			Did you write <i>a statement of transition service needs</i> that specifies a course of study which directly relates to the student's identified post-school outcomes?
9.			Did you develop <i>a statement of needed transition services</i> relating to the student's post-school outcomes addressing: <ul style="list-style-type: none"> • Instruction; • Related Services; • Community experiences; • The development of employment and other post-school, adult living objectives; and • If appropriate, acquisition of daily living skills and functional vocational evaluation?
10.			Have you "linked" the student to an outside agency or provided agency information and documented that activity?
11.			Does the statement of needed transition services include activities that reflect coordination between general education, special education, family, community and adult agencies?

	YES	NO	Compliance Plan
Agency Responsibilities for Transition Services			
12. If an agency was invited to send a representative to a meeting and did not do so, did you take other steps to coordinate the needed transition services?			
13. Does the IEP indicate that specific transition related services will be provided by an outside agency?			
14. Is an agency providing any of the documented services?			
15. If an agency cannot provide specific services, did you reconvene the IEP team to discuss alternative strategies?			
Graduation / Termination of Services			
16. If the student is graduating or aging out, did you notify the student and parent, in writing, that the student will no longer be entitled to FAPE?			
17. If the student will turn 17 during this IEP period, did you inform the student and parent of the <i>transfer of rights</i> at the age of majority, which is 18 in Minnesota?			

Age of Majority: Preparing Your Child for Making Good Choices

The Parent Brief is produced by the National Center on Secondary Education and Transition (NCSET) and Pacer Center (<http://www.pacer.org/>).

Parents want their children to have the skills they need to succeed as adults. While this is important for every young person, youth with disabilities often face extra challenges. That's why they need to be actively involved in setting their high school goals and planning for their transition to adulthood well before they reach the age of majority. *(In most states, the age of majority is 18, but there are exceptions. It is important to know your state's laws.)*

The Individuals with Disabilities Education Act (IDEA) gives states the authority to elect to transfer educational decision-making rights to students at the age of majority. 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 individualized education program (IEP) must include a statement that the student has been informed of his or her rights, if any, under Part B of IDEA, that will transfer to the student upon reaching the age of majority. The public agency shall provide any notice required by Part B to both the student and the parents. (This regulation does not apply to students who have been determined to be incompetent under state law.)

In a state that has elected to transfer educational decision-making rights at the age of majority, students become responsible for their educational program. Students, not their parents, are the primary participant in developing their IEP and they become responsible for making other decisions, such as consenting to any changes in placement or requesting mediation or due process hearings to resolve disputes.

Reaching the age of majority can be an exciting time for most students. Transferring rights to young adults who are unable to make informed decisions or take responsibility for their choices, however, carries many risks. *Will students decide to drop out of high school or accept a quick diploma and become ineligible for much-needed transition services?* Many of the decisions young adults make affect their quality of life after high school.

Some states have a legal process to determine if a student who receives special education and has reached the age of majority continues to need help in planning her or his IEP. Students may not necessarily have the ability to provide informed consent to their educational program even though they have not been determined to be incompetent. Such states have a mechanism to determine that a student with a disability, who has reached the age of majority under State law and has not been determined incompetent, still does not have the ability to provide informed consent with respect to his or her educational program. In such cases, the State shall establish procedures for appointing the parent, or if the parent is not available, another appointed individual, to represent the educational interests of the student throughout the student's eligibility under Part B of IDEA.

Helping Your Child Prepare for the Age of Majority

As parents, we can begin to help our children prepare for adulthood by looking at the role we play in their lives. *Do we try too hard to sway our children's decisions? Do we tend to speak for our children instead of letting them speak for themselves? Can we separate our own desires from our children's wishes?* It can be hard to let go of our parental role when we love our children and

worry about their future. But we may need to step back and look at our own actions. Our role is to help our children to become comfortable making their own decisions and capable of making good choices. Children develop decision-making skills over time. Young children can practice these skills within the family. Older children can take increasing responsibility for the decisions that affect their lives.

Age of majority is the legal age established under state law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.

Rights that transfer in most states—

In states that transfer educational rights at the age of majority, all of the educational rights provided to the parents transfer to the student when he or she reaches the age of majority. These educational rights may include the right to . . .

- receive notice of and attend individual education program (IEP) meetings.
- consent to reevaluation.
- consent to change in placement.
- request for mediation or a due process hearing to resolve a dispute about evaluation, identification, eligibility, IEP, placement, or other aspects of a free appropriate public education (FAPE).

Teaching Young Children How to Make Decisions

- Include your child in purchasing decisions. Does your child help select his or her own clothing and help with grocery shopping and meal planning?
- Discuss important decisions such as vacation plans and major purchases as a family. Routinely state your thoughts out loud so your children have a model for good decision making: “We are not ready to decide on that yet, let’s talk about it tomorrow after dinner,” or “Let’s gather more information before we buy this.”
- Practice with your child what he or she should do if lost.

Teaching Older Children How to Make Decisions

- Encourage your child to participate in planning his or her IEP and even leading the IEP meeting.
- Role-play IEP meetings with your child ahead of time to help him or her clarify what he or she wants from the meeting. Practice how to step out of the meeting to discuss a decision in private. Ask your child if he or she wants to invite anyone to the meeting for support.

Additional Tips for Helping Your Child Make Informed Decisions

- Help your child develop good working relationships with school personnel and other IEP team members so there is little disruption when he or she reaches the age of majority.
- Do not allow educators to pressure your child into making decisions he or she is not capable of handling.

- Avoid being overprotective. Do not interfere with your child’s desires when it is not truly necessary.
- Stay involved even after you are no longer the primary participant in the development of your child’s IEP. IDEA does not address parents’ attendance at IEP meetings once a student has reached the age of majority. The school or student could, however, invite a parent to attend the meeting as an individual who is knowledgeable about the student’s educational needs and abilities.

Transfer of Rights

In a state that transfers rights at the age of majority, beginning at least one year prior to the student reaching the age of majority under state law, the student’s IEP must include a statement that the student has been informed that his or her rights under Part B, if any, will transfer. The school must comply with IDEA notification requirements to both the student and the parents.

Families should understand how their state implements these IDEA regulations. Ideally, the student, parents, and other family members will all continue to be actively involved in planning the services and programs for the student’s transition into adulthood. As parents of children with disabilities, our challenge is to seek opportunities for our children to make choices for themselves beginning at a very early age and continuing throughout their school years. Community education programs often have classes for teens on assertiveness or independent living skills. Centers for Independent Living offer workshops on self-determination and living skills for young adults. Leadership workshops and camps can also be beneficial in teaching these skills.

Guardianship

If a state elects to transfer rights at the age of majority, IDEA requires at least one year of notice to parents and students before a student reaches the age of majority. This notice alerts families to consider whether or not their child is capable of representing him / herself.

At the age of majority, students are granted certain legal rights, such as the right to vote, marry, obtain a credit card, consent to medical treatments, make living arrangements, and sign contracts. Each of the 50 states determines what rights transfer to individuals at the age of majority within that state. Some students may not be able to recognize when a decision needs to be made, consider possible options, or recognize the consequences of their decisions without additional support. For these students, guardianship, conservatorship, or another form of representation by an advocate may be appropriate.

When the student reaches the age of majority under State law (except for a child with a disability who has been determined to be incompetent under State law)—

- (A) The public agency shall provide any notice required by IDEA to both the individual and the parents;
- (B) All other rights accorded to parents under IDEA transfer to the child;
- (C) The agency shall notify the individual and the parents of the transfer of rights; and
- (D) All rights accorded to parents under IDEA transfer to children who are incarcerated in an adult or juvenile Federal, State, or local correctional institution [20 U.S.C. 1415(m)].

Under guardianship, a person is considered to be legally incompetent. The individual loses the authority to make all the decisions granted to adults. A person called the guardian is assigned by the court to make these decisions. The guardian is usually a parent. The person under guardianship is legally referred to as the ward.

Many states also offer limited guardianship, sometimes called conservatorship. People who are granted conservatorship for another individual are assigned limited decision-making responsibility based on the individual's needs. These responsibilities are carefully outlined in a court order. Conservatorship is designed to allow a person to retain as many of his or her rights as possible. A person under conservatorship is not considered to be legally incompetent. He or she retains as many rights as deemed appropriate by the court. Different people have different limitations under conservatorship, depending on their individual vulnerabilities. The person the court appoints to make decisions on behalf of the individual is called the conservator. The person who has a conservator assigned is considered the conservatee.

Obtaining guardianship or conservatorship for a person requires a petition to be filed with a court alleging that the person needs such an arrangement, a court hearing on the case, and annual reports filed with the court regarding the status of the arrangement. The petition for guardianship or conservatorship often involves numerous complicated forms, although it is not required that an attorney be involved in the process. Petitioners can obtain necessary forms from the probate court.

Guardianship, and to a lesser extent conservatorship, severely limits an individual's right to make independent decisions and should only be considered when there is no less restrictive alternative. If your child is not able to make educational decisions but does not need guardianship or conservatorship, you may want to explore procedures within your state that may allow an advocate to represent the educational interests of your child.

Graduation: Another Transition Consideration

Regular Diploma

If a student with a disability graduates with a regular diploma, the student loses eligibility for a free appropriate public education (FAPE). However, if a student graduates with any other type of diploma or certificate, the student may retain eligibility for education services.

Timely Notice

Schools must notify parents before proposing to graduate a student with disabilities because it is considered a change in placement. This notice must be given within a reasonable time before graduation to ensure that parents and students have the opportunity to plan for, or challenge, the pending graduation.

In some States, there may be additional laws and procedures that allow for a lesser determination of competency for specific purposes, such as competency for providing informed consent with respect to the individual's educational program. Under the State procedures established in such cases for appointing the parent, if the parent is not available, a guardian or surrogate could be an appropriate individual to represent the educational interests of the student [34 CFR Appendix P. 12617; Federal Register Vol. 64, March 12, 1999].

STUDENT RIGHTS UPON REACHING THE AGE OF MAJORITY

I have the right to know what my disability is and how it affects my ability to learn, live independently and be part of a lifelong learning system

I have the right to be provided information regarding evaluation, services, and Individual Education Programming in a language and format that I understand.

I have the right to participate in my Individual Education Program (IEP) meetings.

I have the right to have individuals who understand my disability serve on my IEP team.

I have the right to accept or refuse services.

I have the right to disagree with my IEP and receive help in writing a complaint, requesting mediation, or a due process hearing.

STUDENT RESPONSIBILITIES UPON REACHING THE AGE OF MAJORITY

It is my responsibility to ask questions, request help, seek self-advocacy training and peer support so that I can learn about my disability and advocate for my needs.

It is my responsibility to ask questions until I understand presented information clearly.

It is my responsibility to attend all meetings and actively participate in my lifework plan.

It is my responsibility to invite people (i.e., friend, parent, grandparent, coach, and teacher) who I trust and know me well.

It is my responsibility to understand that refusing services may affect my school/work program, and that I may not get these services back.

It is my responsibility to follow through and be cooperative with any program, and that I may not get these services back.

It is my responsibility to follow through and be cooperative with any process I request.

Appendix I

IEP Goals and Objectives

Goals and **objectives** in a student's IEP focus on the skills and behaviors the student needs to learn in order to be involved and progress in the general curriculum.

Goals are **broad statements** which describe what a student can reasonable be expected to accomplish within a twelve month period of time in a special education program.

Each **goal** includes these components (present level may be implied):

- * Direction of change
- * Skill/behavior to be changed
- * Expected annual ending level of performance

Direction of change	Skill or behavior	Present level (may be implied)	Expected level of achievement
The student will increase decrease maintain	academic skill behavior	FROM _____	TO _____
EXAMPLES:			
The student will decrease	talking out behavior	FROM 5 times per hour	TO talking out one time per hour.
The student will increase	written language skills	FROM writing only phrases	TO writing a complete simple sentence, with initial capitalization and ending punctuation.
The student will maintain	attention span using strategies for concentration		AT the current level of all 5's on his/her daily point chart.

Objectives are **measurable, intermediate steps** leading to the attainment of the goal. Objectives must include specific criteria measurable for attainment and there must be at least two objectives per goal.

Objectives contain the following components:

- * conditions for evaluation
- * skill/behavior to be performed
- * criteria and procedures for evaluation

Conditions for evaluation	Skill/behavior to be performed	Evaluation criteria, procedures
Circumstances under which behavior is to be performed * environment * specialized instructional materials / equipment * assistance	* observable * measurable * verifiable	What will be used to measure performance? * method * instrument * course of action
EXAMPLES:		
When in a group setting,	the student will verbally participate in conversation	in 9 out of 10 trials, as measured by daily chart.
After reading a story of his own choosing,	the student will give an oral book report	summarizing the content of the story, with accuracy measured by teacher checklist.
When given fifteen 3 - digit addition problems & no calculator,	the student will compute them	with no more than 3 errors, in 2 out of 3 trials.

SAMPLES

EMPLOYMENT

Present Level of Performance:

"I've had jobs in the past and am a good worker. If customers need help, I help them. I had a job I did not like working at McDonalds, it was too fast paced. I like working in places where I can meet new people and make friends. I go to work on time and try to follow the rules. I've worked at Fleet Farm for a long time, but now I'm looking for a new job. I do not want to cashier all my life. I go out job hunting with YYY whenever I can and have applied at several places. It's hard though to find a job."

The team has discussed this area and a summary is as follows:

XXX has a Social Security card and is anxious to get his driver's license. XXX has many strengths that will benefit him in the work environment. XXX is typically conscientious about arriving to work on time, is rarely absent, looks to others for direction, is willing to learn new tasks and is pleasant in the work environment.

XXX is very capable of presenting himself as a typical teen. Although this can be a valuable skill, it has, at times, interfered with his ability to work. XXX works hard to match his behavior and appearance to those around him. As a result, he may pick up or choose to match skills that are not acceptable to supervisors.

This behavior has gotten XXX into trouble on the job and explaining to him that it is not acceptable is difficult as he has seen his coworkers doing the same behavior without getting caught.

XXX struggles with knowing where to start often needing direction from authority, following multi step directions, making good decisions, sticking with an activity until it is completed and multi tasking. These behaviors, or lack thereof, can interfere with his ability to manage certain work environments as well as the classroom.

Transition Services:

Explore employment opportunities - XXX, YYY, Parents

Complete employment inventories related to career interests and skills - XXX, School Staff

Explore job shadowing or mentorship programs - XXX, YYY, Parents, School Staff

Identify interests that may lead to employment - XXX, YYY, School Staff, Parents

Identify my strengths in the area of work and try to match them to job opportunities - XXX, YYY, School Staff

Outcome:

"I'm not sure, I'm thinking about Sports Medicine, but I am not sure. I've had a job at Fleet Farm for a long time, but haven't been working while I've been in treatment. They couldn't guarantee my job would be available for me when I came back, so I'm not sure if I have a job or not. If not, I'll get another one."

Transition Needs:

Transition Math, Transition English, Economics, P.E., Health, Environmental Science, Etc.

Goal:

I will further develop or increase my academic behaviors as related to future employment by mastering the following short term objectives within the life of this IEP.

Objectives:

1. When I do not understand instructions or an assignment, project, or task, I will ask staff for clarification or support to complete task rather than sitting quietly, doing nothing in my seat on 4 of 5 opportunities as documented by staff in daily grade book.
2. Given instruction in decision making approach, I will follow procedure reaching decisions that make sense for me and are socially acceptable to my environment. [a)identify issue, b)identify possible solutions, c) identify consequences of choices, d)identify option to implement e)implement choice and f)discuss success of decision].
3. Given a multi step direction and support from staff, I will make a list of activities needed to assure follow through on 4 of 5 opportunities as documented by school staff.
4. Given a task or assignment to complete, I will work on task or assignment until completed on 4 of 5 opportunities as documented by staff in grade book.

Community Participation – Safety

Goal: The student will increase the knowledge and demonstration of safety practices in the community from a level of no awareness to a level of application in model situations.

Objectives:

When presented with 25 survival/safety signs from work, school, and community settings, the student will accurately label them and describe their meaning with 90% accuracy over 3 consecutive trials as measured by teacher records and data collection.

When presented with examples of 10 potential emergency situations in community settings (i.e. approach by strangers, unknown surroundings, and presentation of an unknown substance), the student will state 2 safe ways of handling each situation with 80% accuracy over 3 consecutive trials as measured by teacher records and data collection.

Community Participation – Transportation

Goal: The student will increase the ability to use public transportation from an assisted level to an independent level.

Objectives:

Using written community resources/guides, the student will locate and list at least 5 names, phone numbers and costs of available means of transportation in his/her community with 90% accuracy as measured by student work and teacher records.

Using maps and transportation schedules, the student will state the most appropriate mode of transportation, the approximate travel time and cost of travel to 5 locations within a 15 mile radius of home with 90% accuracy as measured by student work and teacher records.

Determination of ESY Entitlement

At least annually, the IEP team must determine a pupil is in need of ESY services if the pupil meets the conditions of **item A, B, or C**.

A. there will be significant regression of a skill or acquired knowledge from the pupil's level of performance on an annual goal that requires more than the length of the break in instruction to recoup {*Look at each goal, look at the student's level of performance on that goal, ask yourself the question "Will it take the student MORE THAN 12 weeks (the approximate length of the summer break) to get back to the level of performance they were at before they left for the summer break?"*}

B. services are necessary for the pupil to attain and maintain self-sufficiency.

Self-sufficiency means the functional skills necessary for a pupil to achieve a reasonable degree of personal independence as typically identified in the annual IEP goals for a pupil requiring a functional curriculum. To attain self-sufficiency a pupil must maintain skills consistent with the pupil's IEP goals in any of these skill areas:

1. Basic self-help, including toileting, eating, feeding, and dressing;
2. Muscular control;
3. Physical mobility;
4. Impulse control;
5. Personal hygiene;
6. Development of stable relationships with peers and adults;
7. Basic communication; or
8. Functional academic competency, including basic reading and writing skills, concepts of time and money, and numerical or temporal relationships.

C. the IEP team otherwise determines, given the pupil's unique needs, that ESY services are necessary to ensure the pupil receives a free appropriate public education.



Assistive Technology
TRANSITION PLANNING CHECKLIST

EARLY STAGE TRANSITION

The youth and family are introduced to the transition process and the youth begins to participate in his/her planning. Skills are supported and practiced at school and at home with the family.

Self-advocacy

- ❖ Educate the youth in describing their specific use of AT or related strategies to meet IEP Goals
- ❖ Encourage the youth to explain their use of AT or related strategies to appropriate individuals

Independent Educational Strategies

- ❖ Discuss the interventions/strategies/devices youth needs regularly, including problems or barriers to use.
- ❖ Student is able to identify appropriate times to use pre-selected technology interventions

Vocational Planning

- ❖ Talk about youth's responsibilities at home (e.g. chores) and potential ways to use AT or related strategies
- ❖ Select and implement appropriate technology strategies for home and recreation
- ❖ Discuss restrictions (real or imagined) on youth's educational or recreational activities
- ❖ Explore additional strategies/interventions based on needs
- ❖ Explore and contact appropriate funding streams

MIDDLE STAGE TRANSITION

The youth and family gain understanding of the transition process and the expectations of the adult system. The youth practices skills, gathers information and sets goals for participating in his/her adult life.

Self-advocacy

- ❖ Discuss strategies to access information about useful assistive technology and needs (e.g. support groups, Internet, advocacy and peer groups, library, condition-specific health associations)
- ❖ Discuss choices for services (specialists/providers/community services)
- ❖ Begin checklist/record book of strategies to independently use and support AT devices

Educational and vocational planning

- ❖ Focus discussion on school, favorite subjects, plans for post secondary school, and ideas for careers.
- ❖ Have youth visit school counselors to talk about career prep courses or volunteering
- ❖ Continue encouragement/modeling of youth's appropriate discussion of use of AT devices/strategies in visits and futures planning

Vocational Planning

- ❖ Expand, if possible, youth's responsibilities at home (e.g. chores)
- ❖ Expand selection and implementation of appropriate technology strategies for home
- ❖ Discuss restrictions (real or imagined) on youth's educational or recreational activities
- ❖ Explore additional strategies/interventions needed based on needs
- ❖ Explore and contact appropriate funding streams

LATE STAGE TRANSITION

The youth and family prepare to leave the secondary school system with confidence; the youth uses independent behaviors (as able) to effectively use AT

Self-advocacy

- ❖ Continue discussion of choices for services (specialists/providers/community services).
- ❖ Assist in choosing services (post secondary placement/ providers/specialists)
- ❖ Formalize checklist of AT strategies and interventions for AT support
- ❖ Youth maintains AT record book to keep track of AT providers, repair and maintenance Providers, vendors, (including names and telephone numbers)
- ❖ Youth meets with adult providers before graduation to support continuum of services

Vocational Planning

- ❖ Team members are in agreement of strategies/interventions needed for transition
- ❖ Appropriate service providers are active participants in transition team
- ❖ Appropriate funding is secured for needed strategies/interventions

Based on Transition Planning Checklist

http://www3.bc.sympatico.ca/steeksma/Medical/transition.htm#Your_Plan-it and the work of Project TechTrans, an outreach project, sponsored by OSERS, at Oregon Health Sciences <http://www.ohsu.edu/cdrc/at/index.shtml>.

SOME POSSIBLE ADAPTATIONS

Appendix L

Instruction Adaptations

Small team instruction
Guided to unguided instruction
Leave class for resource room assistance
Study buddy, peer partner, peer note-taker
Visual aids
Auditory aids
Instructional aids
Extra time for oral response
Extra time for written response
Dictate responses to person or tape
Study carrel
Minimize visual distractions
Minimize auditory distractions
Additional feedback
Assignment notebook
Oral and printed instructions
Shortened instructions; in segments
Number and sequence task steps
Provide a model of end product
Opportunity to verbalize instructions
Opportunity to write instructions
Preferential seating
Prompts for participation & transitions
Repeated review, drill
Concrete, positive reinforcers

Class Testing Adaptations

Extra time for completion
Shortened tests
Rearrange or segment tests
Highlighted or otherwise altered tests
Alternate test
Short answer tests
Multiple test sessions
Tests read to the student
Dictate responses to person or tape
Take home or open book tests
Project or other activity
Use of manipulative, other aids
Recognition instead of essay response
Minimize distractions; study carrel
Opportunity to take tests in resource room
Alternate grading
Opportunity to retake until passing grade

Materials Adaptations

Materials +/- lectures on tape
Highlighted, color coded materials
Large print materials
Braille materials
ESL materials
Materials, books in alternative format
Study buddy, peer partner, peer note-taker
Manipulatives, study aids
Outline grid
Flow charts, arrays, webs, etc.
Copy of teacher notes
Study guides related to test content
Two sets of books, materials

Assignment Adaptations

Extra time for completion
Reduced assignments using key concepts
Modified assignments using key concepts
Alternate assignment
Project or other activity (e.g., not written)
Other format, such as on tape
Other response, such as oral or taped
Study buddy, peer partner, peer note-taker
Task analyze, sequence assignments
Overview of long term assignments
Frequent checkpoints for long term work
Reinforce appropriate work completion
Alternate grading

Grading Adaptations

Adapt % of work for passing grade
Partial grade based on individual efforts
Frequent grading averaged in
Daily work weighted higher than tests
Opportunity to rework for better grade
Grade on corrected work
Alternate grading, e.g., pass/fail
Modify class participation expectations

Behavior Management

Positive reinforcement
Modify expectations
Code to identify inappropriate behavior
Pair with role model peer for team work
Modified expectations
Amended consequences
Preferential seating
Individualized behavior contract
Check-in time(s)
Clearly defined limits
Frequent reminders
Frequent breaks
Proximity control
Designated safe place for times of stress
In-class time-out
Private discussion about behavior
Supervised transitions

Assistive Technology & Other Services

Interpreter
Augmentative Communication Device
Instruction in Braille, use of Braille
Books, materials on tape
Word Processor
Note taker
Decoders for TV, film
Magnification
Amplification
Large print materials
1-1 paraprofessional support
Training/technical assistance for student
Training/technical assistance for family
Training/technical assistance for staff
Job coach
Counseling

Transportation

Special bus/van
Special route
Special seating
Seating harness
Car seat
Lift
Bus assistant
Behavior contract
Change in discipline policy

(List above comes from iPLAN IEP program)

When am I going to Graduate?

Student Name: _____ Traditional Graduation Date: _____

Future Goals: _____ I plan on this Graduation Date: _____

Employment _____

Home Living _____

Community Participation _____

Post-Secondary _____

Recreation Leisure _____

I plan to graduate in _____ by completing the following:

(May include required courses, goals, programs, or age, etc. Attach documentation)

1. _____
2. _____
3. _____
4. _____
5. _____

I will have the following in place to meet my graduation requirements:

1. _____
2. _____
3. _____
4. _____
5. _____

I have discussed and agree with this tentative plan for Graduation:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Helpful Information

**Dakota County
School Districts'
Transition
Planning Process**



The Record Review Checklist is a guide for conducting record reviews and is meant to be advisory only and does not represent a written, official position of the Department of Education. This checklist is not inclusive of the district's legal obligations. School districts and individuals are charged with notice of laws based upon publication, and contrary statements or incorrect information does not negate the provisions of law.

The reference number listed in the left-hand column provides the TSES (2000) code that corresponds to a particular legal standard. Common requirements for students of all ages (3-21) are listed for two broad areas: 3.0 Evaluation Content and Procedures and 4.0 IEP/III-P Content and Procedures. Eligibility standards and additional requirements specific to particular student populations follow each of the broad areas.

Ref.#	3.0 Evaluation Content and Procedures
8.12.3	Identifiable access log that includes name of the party, date of access, and purpose for which the party is authorized to use the records. (Be sure to sign the access log. If missing, put an access log in the file.)
2.1.1	Pre-referral interventions documented. (Only on initial evaluations for K-12. Located in the ER, separate document, or general education folder, etc. These interventions may be waived based on team decision.)
3.1.1	The district provide parents with Notice of Proposed Evaluation/Re-evaluation plan that includes: <ul style="list-style-type: none"> • the reason for evaluation • a description of areas to be assessed, • where the evaluation will be conducted; and, • materials and procedures, and if appropriate, modifications to the evaluation process (Did the district provide written notice to the parent(s) when no additional data were required for re-evaluation?)
3.1.3	Parental Informed Consent For Evaluation <ul style="list-style-type: none"> • <u>Initial evaluation</u>: written signature prior to evaluation • <u>Re-evaluation</u>: signature or documentation of attempts (2 or more) to get consent, if signature not received (Did testing begin prior to expiration of 14 calendar days?)
3.1.5	Evaluation Timelines <ul style="list-style-type: none"> • evaluation/re-evaluation report completed within 30 school days (ER must be completed and delivered to the parent within the 30 school day timeline)
3.2.2	Frequency of Reevaluation <ul style="list-style-type: none"> • The re-evaluation occurs within a three-year timeline.
3.2.5	SLD Evaluation Team <ul style="list-style-type: none"> • Includes the parent, child's regular teacher (or regular education teacher who is qualified to teach this age child) and • team member(s) licensed in the pupil's suspected area(s) of disability and when appropriate, other individuals with knowledge or expertise regarding the learner.
3.2.6	Nondiscriminatory Evaluation Practices <ul style="list-style-type: none"> • Evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis. Recognition or accommodation for persons whose differences or conditions cause standardized instruments to be invalid. Documentation not required. • (Scores for minority students might not be reported, if so view the test protocol) • (If ranges are used, use the lowest score in the range to determine eligibility) • Percentiles can be converted to standard scores) • (If not documented in record review, conduct a director or staff interview.)

Ref. #	3.0 Evaluation Content and Procedures (continued)
3.2.7	<p>Evaluation Materials and Procedures</p> <ul style="list-style-type: none"> • performed in all areas related to the suspected disability, (vision, health, hearing, social/emotional, intellectual, academic, communication, and motor) • performed with a variety of technically sound instruments that may evaluate relative contribution of cognitive and behavior factors, and physical or developmental factors • evaluation materials used to assess child under Part B are provided and administered in child's primary language or other mode of communication unless clearly not feasible to do so consider private evaluations provided by parent (when available)
3.2.12	<p>Evaluation Report (ER)</p> <p>Evaluation report contains the following information:</p> <ul style="list-style-type: none"> • parent(s) information about the child (separate bullet or embedded in the report) • summary of <u>results</u> from data sources listed in the evaluation plan • present levels of performance and educational needs that derive from the disability • documentation of whether the child has a particular category of disability under 34 C.F.R. § 300.7 and is in need of special instruction and services, and for reevaluation, continues to have such a disability and continues to need special education and related services • whether any additions or modifications to the special education and related services are needed
Ref. #	3.0 Evaluation Content and Procedures (Additional Requirements)
3.2.8	<p>Braille Evaluation</p> <ul style="list-style-type: none"> • A Braille skills inventory completed • ER include a statement of strengths and deficits
3.2.9	<p>Secondary Transition Evaluation</p> <ul style="list-style-type: none"> • District conducts an evaluation of secondary transition needs by grade 9 or age 14 • Areas of evaluation must be relevant to a pupil's needs • Results must be documented as part of an evaluation report • May include the following areas: <ul style="list-style-type: none"> • work, • recreation and leisure, • home living, • community participation, • post-secondary training and learning opportunities
5.13.2 (Glossary)	<p>Functional Behavioral Assessment (FBA)</p> <ul style="list-style-type: none"> • Description of problem behaviors • Identification of events, times and situations that predict the occurrence and nonoccurrence of the behavior • Identification of antecedents, consequences and reinforcers that maintain the behavior, the possible functions of the behavior, and possible positive alternative behaviors • Includes a variety of data collection methods and sources that facilitate the development of hypotheses and summary statements regarding behavioral patterns
3.7	<p>Team Override Documentation: Includes:</p> <ul style="list-style-type: none"> • explanation of invalid results • explanation that indicates what objective data were used • identification of which data had the greatest relative importance for the eligibility decision • signature of team members agreeing to the decision and a signed statement from each team member that disagrees with the decision explaining the reasons for the disagreement.
3.8	<p>Exit Procedures (Except for graduation or aging out)</p> <p>A child with a disability must be evaluated prior to determining that the child is no longer a child with a disability.</p>

ELIGIBILITY	
Refer to the criteria sheets for specific eligibility criteria information.	
3.4.1	Autism
3.4.3	Deaf-Blind
3.4.4	EBD – Emotional Behavioral Disorders
3.4.5	DHH – Deaf/Hard of Hearing
3.4.6	DCD (MMMI/MSMI) – Developmental Cognitive Disability
3.4.7	OHI – Other Health Disabilities
3.4.8	PI – Physically Impaired
3.4.9	SMI – Severely Multiply Impaired
3.4.10	SLD – Specific Learning Disability
3.4.10C	<p>SLD Written report</p> <p>For children identified as learning disabled, did the IEP/IFSP team certify in writing in the evaluation report</p> <ul style="list-style-type: none"> • the existence of severe underachievement in response to general education classroom instruction • the existence of severe discrepancy between intellectual ability and achievement • the existence of an information processing disorder in a variety of settings • observations of relevant behavior of the learner, made by one team member other than the classroom teacher • the relationship of that behavior to the learner’s academic functioning • the existence of any educationally relevant medical finding • the discrepancy cannot be corrected without the provision of special education and related services • the disability is not the result of visual, hearing, motor impairment, mental retardation, or emotional disturbance, environmental cultural, economic influences, or history of inconsistent educational programming
3.4.11	SP/L – Speech/Language Impaired
3.4.12	TBI – Traumatic Brain Injury
3.4.13	VI – Visually Impaired
3.5	ECSE – Early Childhood Special Education (criteria for developmental delay or other category met)
3.6.1	Criteria for DAPE – Developmental Adapted Physical Education (see criteria sheet)

Ref.#	4.0 IEP/III-P Content and Procedures
4.1.3	<p>Team Members: (requirement of statute is membership, not documentation of membership)</p> <ul style="list-style-type: none"> • the parent(s), • the student (must be invited when transition needs are being considered), • at least one regular education teacher (where the child is enrolled or expected to enroll), • the pupil’s special education teacher, • a representative of the district, • an individual who can interpret the instructional implications of the evaluations (can be one of the above district members or an additional person), • a team member licensed in the pupil’s disability, and; • when appropriate, other individuals with knowledge or expertise regarding the learner <p>(Sources of membership: documentation on the IEP, optional team meeting form, phone logs, phone calls to team members, interview with director or site teams, survey questions.)</p>
4.3.1	<p>Present Levels of Educational Performance (PLEP)</p> <ul style="list-style-type: none"> • (based on current information) • (relevant to the child) • (from a variety of sources) • including how the disability affects involvement/progress in general curriculum or for preschool children, participation in appropriate activities
4.3.2	<p>Goals and Objectives</p> <ul style="list-style-type: none"> • measurable annual goals with short-term objectives or benchmarks, including evaluation procedures • related to meeting child’s needs that result from the disability

Ref. #	4.0 IEP/III-P Content and Procedures (continued)
4.3.3	LRE Explanation (including Pre-K) <ul style="list-style-type: none"> • Explanation of the extent (why), if any, to which the child will <u>not</u> participate with learners without disabilities in general education classes, extra curricular and nonacademic activities. • (Explanation of when the child will be excluded)
4.3.4	Special Education and Related Services <ul style="list-style-type: none"> • special education & related services • modifications • anticipated frequency, duration and location of the recommended services • program adaptations and/or modifications and support for school personnel (supplementary aids/services to be provided to, or on behalf of the learner) • IEP includes projected dates for initiation of each service
4.3.5	When IEP's Must be in Effect <ul style="list-style-type: none"> • at the beginning of each school year • implemented as soon as possible following the meeting • IEP is in effect prior to provision of special education and related services • IFSP must contain part B requirements for 3-5 population • meeting is conducted within 30 calendar days of determining that a child needs special education and related services
4.3.6	Review and Revision of the IEP <ul style="list-style-type: none"> • periodically, but not less than annually
4.3.7	Progress Reporting <ul style="list-style-type: none"> • statement of how the child's parents will be regularly informed (at least as often as non-disabled peers) including frequency and method of reporting
4.8.3	Continuum of Alternative Placements <ul style="list-style-type: none"> • regular classes, special classes, special schools, home instruction, instruction in hospitals and institutions • provisions for supplementary services (such as resource room or itinerant instruction)
4.8.4	Extended School Year (ESY) <ul style="list-style-type: none"> • available as necessary to provide FAPE • not limited to particular categories of disability; or unilaterally limit the type, amount, or duration of those services • needs reviewed annually • (review EDRS report for ESY staff hours) • (conduct site interviews on ESY process and procedures)
4.11	IEP Notice Requirements & Procedural Safeguards <ul style="list-style-type: none"> • description of the action proposed or refused • explanation of why the district proposes or refuses to take the action • options considered + reasons why rejected (when parent not at meeting) • description of each evaluation procedure, test, record or report used as basis for proposed or refused action • description of any other relevant factors • statement of the procedural safeguards afforded to the parents • sources for parent to obtain assistance
4.12.4	Parental Consent Prior written consent obtained prior to proceeding with <ul style="list-style-type: none"> • initial formal assessment • initial placement of child in special education program • initial provision of special education services Refusal to consent may be overridden by the decision in a hearing held at district's initiative.

Ref. #	4.0 IEP/III-P Content and Procedures (Additional Requirements)
4.3.8	<p>Conditional Intervention Procedures (aversive and depriving - not prohibited)</p> <ul style="list-style-type: none"> • manual restraint • mechanical or locked restraints • time-out procedures • temporary delay or withdrawal of regularly scheduled meals or water not to exceed 30 minutes
4.3.9	<p>Transition Services</p> <ul style="list-style-type: none"> • By grade 9 or age 14 (whichever comes first), the IEP shall address the student’s needs which focus on courses of study for transition from secondary services to: <ul style="list-style-type: none"> • Post secondary education and training • Employment • Community Living • Areas of planning must be relevant to a pupil’s needs • May include the following areas: work, recreation and leisure, home living, community participation, post-secondary training and learning opportunities • Results must be documented as part of an evaluation report • By age 16, a statement must identify the needed transition services, including, if appropriate, interagency responsibilities or any needed linkages.
4.3.10	<p>Transfer of Rights Beginning at least one year before a student reaches the age of majority, a statement must be included that the student has been informed of his/her rights that will transfer upon reaching (per Minnesota State law – age 18).</p>
4.3.11	<p>Modification of State / District-Wide Assessment</p> <ul style="list-style-type: none"> • statement of any individual modifications in the administration of assessments of student achievement (state and district) that are needed for the child to participate • If the team determines the child will not participate, a statement must be included that explains why that assessment is not appropriate, and how the child will be assessed.
4.3.12	<p>Alteration of the School Day must be based on learner needs and not administrative convenience</p>
4.4	<p>Interim IEP</p> <ul style="list-style-type: none"> • may be written for a period of no more than 60 school days • to determine appropriateness of placement • to resolve questions regarding the content of the IEP
4.7.4	<p>Significant Change (in program or placement)</p> <ul style="list-style-type: none"> • IEP/IFSP goals have been completed or require modification based on a progress report • there is a need to add or delete a service based on a progress report or evaluation • there is a change in the type of site or setting in which the pupil receives special education • the amount of time a pupil spends with non-disabled peers is changed • the amount of special education to accomplish the goals or objectives needs to be increased or decreased • the team determines there is a need for a conditional intervention procedure <p>Is this appropriately documented in the IEP/IFSP?</p>
5.1.3	<p>Coordination with other Educational Placements</p> <ul style="list-style-type: none"> • Profile of Learning or Academic Standards are attached and addressed



ACRONYM SOUP

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
AT	Assistive Technology
B-3	Birth – 3
CTIC	Community Transition Interagency Committee
DAPE	Developmental Adaptive Physical Education
DCD	Developmental Cognitive Disability (formerly MMMI / MSMI)
DD	Developmentally Delayed
DHOH	Deaf Hard of Hearing
EBD	Emotional Behavior Disorder
ECSE	Early Childhood Special Education
ER	Evaluation Report
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
IDEA	Individuals with Disabilities Education Act
IEIC	Interagency Early Intervention Committee
IEP	Individual Education Plan
IFSP	Individual Family Service Plan
IIP	Individual Interagency Intervention Plan
LRE	Least Restrictive Environment
O & M	Orientation and Mobility
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHD	Other Health Disability
OT	Occupational Therapy
PHD	Physical Health Disability
PT	Physical Therapy
SLD	Specific Learning Disability
SMI	Severely Multiply Impaired
SPL	Speech Language
SW	Social Worker
TBI	Traumatic Brain Injury
VI	Visually Impaired
WE	Work Experience

Parent Brief

National Center on Secondary Education and Transition

Promoting Effective Parent Involvement in Secondary Education and Transition

July 2002

The Parent Brief is produced by the National Center on Secondary Education and Transition (NCSET) and PACER Center.

IDEA 1997 Transition Issues

The IEP for Transition-Aged Students

As a parent of a student with a disability you are probably concerned about your son or daughter as he or she makes the transition from the structured environment of school to the post-school world and all of the difficult life choices that entails. The services and supports your student needed in school may continue to be needed when he or she leaves school to pursue postsecondary education, job training, work, personal and social relationships, involvement in the community, and independent living.

From the time your child begins receiving special education services, his or her Individualized Education Program (IEP) guides his or her education. During the transition years, your son or daughter's IEP must contain specific transition services defined by The Individuals with Disabilities Education Act Amendments of 1997 (IDEA) regulations. The transition plan will lay the path toward your child's young adulthood. It must reflect his or her choices, preferences, and needs in the areas of education and training, employment, adult living arrangements, and community experiences. IDEA requires that parents and students be involved in all aspects of transition planning and decision making. To participate effectively, and to ensure that your student receives appropriate educational services, it is important that you and your son or daughter become familiar with the transition requirements of IDEA. Parents, students, educators, and community service providers must work together to support the student in planning for and achieving his or her adult goals.

IDEA Transition Requirements

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals.

The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from school to post-school activities.

The IEP must be updated annually, or more often when needed. If the student is not making expected progress toward the annual goals and in the general curriculum, the team must meet and revise the IEP. Schools must report to parents on the progress of a child with a disability at least as frequently as they report on the progress of nondisabled children. Progress reports can help determine whether or not revisions to the IEP are needed.

According to IDEA Section 300.29—

(a) 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 post-secondary 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.

The IEP Transition Team

Transition planning works best when students are actively involved. Family members and other adults also play important roles in this long-term planning. Teachers, administrators, and support agencies work with the student and family to reach the goals.

The IEP transition team relies on data from many sources to make decisions. Assessments, observation, testing, medical evaluation, and family history may be used to determine eligibility for adult services. Continued eligibility for services likewise relies on reevaluation and input from teachers and family.

All the professionals who work with the student must be knowledgeable about the student's IEP. They must understand their responsibilities and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. This means that the IEP must be accessible to each of the

student's teachers and all other service providers who implement any portion of the IEP, even if they do not attend the transition IEP meetings (for example, guidance counselors, vocational educators, social workers, psychologists). The IEP transition team involves the participation of several individuals, which may include the students, parents/guardians, general and special education teachers, related services personnel, counselors, administrators, adult service providers, employers, postsecondary personnel, and other personal or professional support networks. The following is a description of the roles of the key individuals involved in the transition planning process.

Students

Students, no matter what or how significant their disability may be, are the most important people involved in transition. They should be as actively engaged as possible in all aspects of their transition process. The IEP team must specifically invite the student to attend any IEP meeting in which the team will be considering transition service needs or needed transition services. The transition planning process should be done with, not for the student. The student's IEP transition plan must be based on his or her individual needs, choices, and preferences with goals that reflect what the student is interested in doing now and what he or she will want and need when high school is finished. Preparing together for IEP meetings gives students and parents the opportunity to identify and discuss the student's goals for the future. If the student does not attend, schools must ensure that the student's preferences and interests are considered when developing the IEP transition plan.

Parents

Parents know their child better than anyone else and will be the one constant factor throughout their child's transition from school to adulthood. Their commitment to the IEP transition team is the key to making their child's transition to adult living a successful one. They bring a wealth of information about their child, which has great significance when developing a plan for transition. Parents provide knowledge about their child's interests and medical history, as well as about their child's behaviors at home and in the community. Their observations, along with the expression of the family's values, provide the transition IEP team with a greater understanding of what services may be necessary and appropriate. Parents must be invited to IEP transition meetings and informed prior to the meeting that the discussion will involve transition issues.* After the IEP is developed, parents must be given a free copy of their child's IEP without having to request it.* If the student has reached the age of majority, the student can invite parents to attend, but the school is not required to invite the parents or guardians.

Special Education and General Education Teachers

IDEA requires at least one special education teacher or provider of the child to be a member of the IEP transition team. The team must also include at least one general education teacher of the child if the student is or may be participating in general education. The entire IEP team determines what services the student needs, such as positive behavioral interventions, supplementary aids, program modifications, assistive technology devices and services, and support for the teachers who serve the student.

Other School Personnel

IDEA requires a representative from the school district who is knowledgeable about the availability of resources of the public agency to attend the IEP meetings. This person must be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and be knowledgeable about the general curriculum. When tests, assessments, or new evaluations are being discussed, someone who can interpret what the results say about the student's instructional needs must be at the meeting.

Other Service Agencies

The student's IEP should include any needed transition services from outside agencies, such as vocational rehabilitation, county services, and postsecondary programs. Adult agencies whose services link school experiences with employment, future education or training, and independent living opportunities should be invited to IEP transition meetings. These personnel could include representatives from residential facilities, mental health workers, county case managers, vocational rehabilitation counselors, or past or current employers. This is a critical component of transition planning. Many public and private agencies that offer adult services have eligibility criteria and waiting lists. The procedures used in each adult service system differ from school procedures. Some services from these agencies can begin before the student graduates. A smooth transition to adult services is more likely to occur if representatives from adult agencies are included in the transition IEP as early as possible.

If an outside agency fails to provide the service agreed to in the IEP, the school must call a meeting to identify alternate strategies to meet the transition objectives set forth in the IEP. IDEA does not relieve a participating adult agency of its responsibility to provide or pay for any transition services it would otherwise provide to people with disabilities who meet the agency's eligibility criteria.

Other Individuals

Parents may invite anyone with knowledge or special expertise regarding the child to be on the IEP team. Such persons may be a friend or relative, an advocate, or an employer. IDEA regulations provide that the person who issues the invitation determines whether that individual has knowledge or expertise that may be helpful in the IEP meeting. Parents, the student, and the school may invite whomever they choose.

What is the difference between the regulations at age 14 and at age 16?

- At age 14 planning must start. The student's postschool goals should be developed and transition service needs identified. The needs may include a course of study and a year- by-year plan to achieve goals after graduation. The IEP team must determine what instruction and educational experiences will help the student prepare for transition from high school to postschool life.
- By age 16, the needed transition services must be implemented. (NOTE: Some

states have regulations that implement transition services at age 14 rather than 16.) Services could include instruction and related services, community experiences, vocational evaluation, employment, and other activities involved in adult living. A statement of interagency responsibilities should be included as well as needed links to other agency services. The IEP should be updated at least annually. The IEP team should also monitor the student's high school program to be sure the student completes all graduation requirements that are identified as appropriate in the student's IEP.

Special Factors for the IEP Team to Consider

The regulations [Section 300.346(a)(2)] also require that special factors be considered in the following areas:

- Behavior that Impedes Learning. In the case of a child whose behavior interferes with his or her learning or that of others, consider appropriate strategies and supports, including positive behavioral interventions, to address that behavior.
- Limited English Proficiency. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.
- Braille Needs. In the case of a child who is blind or visually impaired, provide for instruction in Braille unless the IEP team determines that it is not appropriate for the child.
- Communication Needs. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs and opportunities for communication with others, along with the full range of needs.
- Assistive Technology. Consider whether the child requires assistive technology devices and services.

Conclusion

For 25 years, IDEA has been an important law for students receiving special education and related services. As a parent, you can do much to help your child with a disability move through their transition years. You can become familiar with the federal regulations and the procedures used in your state and school district. Appropriate transition services will enable your student to develop the skills he or she needs for independent living. With knowledge of IDEA, you and your son or daughter can become stronger self-advocates, and you can help your young adult develop skills needed for the future.

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 consideration 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 transition 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 strategies 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).

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Storms, J., O'Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities, and families*. Minneapolis, MN: Institute on Community Integration, University of Minnesota (<http://ici.umn.edu/>).

Self-Determination: Supporting Successful Transition

By Christine D. Bremer, Mera Kachgal, and Kris Schoeller

Introduction

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence (Wehmeyer & Schwartz, 1997). Starting with the 1990 reauthorization of the Individuals with Disabilities Education Act (IDEA) (P.L. 101-476), transition services must be based on student needs and take into account student interests and preferences. To accomplish this goal, students must be prepared to participate in planning for their future. Several curricula have been developed to address the need for self-determination skills among adolescents, including the skills needed to take control of the Individualized Education Program (IEP) process. Selected curricula are identified and described at the end of this brief.

What is Self-Determination?

Self-determination “encompasses concepts such as free will, civil and human rights, freedom of choice, independence, personal agency, self-direction, and individual responsibility” (University of Illinois at Chicago National Research & Training Center, 2002). Self-determination theory (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000) is based on the assumption that people have inborn tendencies to grow and develop psychologically, to strive to master challenges in the environment, and to integrate experience into self-concept. This theory holds that these human tendencies are fully expressed only within a supportive social context. That is, self-determination is not achieved simply because an individual has certain requisite knowledge and skills; it is also important that key people and institutions in the person’s life provide a context conducive to self-determination. Abery and Stancliffe (1996) have noted that even when youth have excellent self-determination skills, they can be thwarted in their efforts to become self-determined by people and institutions that present barriers or fail to provide needed supports.

Self-determination “refers to the attitudes and abilities required to act as the primary causal agent in one’s life and to make choices regarding one’s actions free from undue external influence or interference” (Wehmeyer, 1992, p. 305). A person’s actions are self-determined if the person acts autonomously, regulates his or her own behavior, initiates and responds to events in a manner indicating psychological empowerment, and behaves in a manner that is self-realizing. That is, the person acts in ways that make positive use of knowledge and understanding about his or her own characteristics, strengths, and limitations (Wehmeyer, Kelchner, & Richards, 1996). A self-determined person is one who sets goals, makes decisions, sees options, solves problems, speaks up for himself or herself, understands what supports are needed for success, and knows how to evaluate outcomes (Martin & Marshall, 1996).

How is Self-Determination Learned?

The capabilities needed to become self-determined are most effectively learned through real-world experience, which inherently involves taking risks, making mistakes, and reflecting on outcomes. These experiences help a young person test his or her strengths and limitations and identify appropriate short- and long-term goals. In addition to real-world experience, youth benefit from open, supportive acknowledgement and discussion of their disability. Too often families, teachers, and other well-intentioned people protect youth with disabilities from making mistakes and avoid discussing the details and potential ramifications of the youth's disability. Instead, they focus on the positive and steer the youth away from many experiences where there is a potential for failure. However, in order to direct their own futures, youth need to know themselves and understand how their disability might affect academic learning, relationships, employment, participation in their communities, and need for supports. With this knowledge, they are better positioned to develop plans, make decisions, and learn from experience. There can be a fine line, however, between experiencing the real world and losing one's sense of personal empowerment. As Wehmeyer and Kelchner (1996) note:

Failure experiences are only learning experiences if they are mitigated. That is, students only learn from failure when they have the opportunity to try the experience again with a different strategy or level of intensity and succeed...It is quite possible that the school experiences of students with cognitive disabilities contain a unique mix of overprotection and failure experiences that contribute to external perceptions of control. (p. 26)

Supporting a young person in becoming self-determined is not about simply removing limits and structure. It is, rather, about providing opportunities so a young person can make meaningful decisions about his or her own future. For families, teachers, and other adults, supporting self-determination requires being open to new possibilities and taking seriously youths' dreams for the future.

Research on Self-Determination

Research has supported the view that self-determination in high school is related to positive transition outcomes. Wehmeyer and Schwartz (1997) conducted a study in which they followed up on a group of students who had graduated from high school. The study included 80 students ages 17 to 22 with mental retardation or learning disabilities. Self-determination data were collected prior to their high school exit, using a self-report measure called The Arc's Self-Determination Scale (Wehmeyer & Kelchner, 1995), a 72-item self-report measure that includes a score for global self-determination and subscales for individual autonomy, self-regulation, psychological empowerment, and self-realization. Adult outcomes for the students were assessed using a scale completed by parents.

Nearly one year after graduation, findings showed that students whose scores in high school indicated a higher level of self-determination were more likely to have experienced a greater number of positive adult outcomes, including a higher likelihood of being employed and earning more per hour than those who were not self-determined (Wehmeyer & Schwartz, 1997, p. 245). The study showed a "consistent trend

characterized by self-determined youth doing better than their peers one year out of school. Members of the high self-determination group were more likely to have expressed a preference to live outside the family home, have a savings or checking account, and be employed for pay” (Wehmeyer & Schwartz, 1997, p. 253).

Self-Determination and the Individualized Education Program

The Individuals with Disabilities Education Act (IDEA) supports greater self-determination on the part of students with disabilities by mandating their involvement in the Individualized Education Program (IEP) process. One means of fostering self-determination is to encourage students to lead their IEP meetings whenever possible. This makes the program their own, and increases the likelihood that it will be carried out. Resources are available to help with this process (National Information Center for Children and Youth with Disabilities, 2002a, 2002b).

Self-Determination Curricula

Dozens of curricula have been developed to enhance self-determination for students with disabilities. Wood, Test, Browder, Algozzine, and Karvonen (2000) developed a summary of available self-determination curricula, indicating the audience for each, the skills taught, the cost of the curriculum, and whether the curriculum has been field-tested. This document is available online at http://www.uncc.edu/sdsp/sd_curricula.asp. A list of readily available curricula that have been field-tested and address a range of needs is included in the Resources section of this Brief.

Conclusion

Self-determination helps youth with disabilities achieve positive adult outcomes. Several curricula are available to help students learn self-determination skills, and to help families support youth. Beyond youth and their families, others such as teachers, employers, and institutions also need to be committed to creating and maintaining an environment in which self-determination can take place. The result will be a measurable increase in self-sufficiency and, perhaps even more importantly, greater sense of purpose and satisfaction in adulthood.

Promoting Self-Determination in Youth with Disabilities: Tips for Families and Professionals	
<p>Promote Choice Making</p> <ul style="list-style-type: none"> • Identify strengths, interests, and learning styles; • Provide choices about clothing, social activities, family events, and methods of learning new information; • Hold high expectations for youth; • Teach youth about their disability; 	<p>Promote Self Advocacy</p> <ul style="list-style-type: none"> • Encourage communication and self-representation; • Praise all efforts of assertiveness and problem solving; • Develop opportunities at home and in school for self-advocacy; • Provide opportunities for leadership roles at home and in school; • Encourage self-advocates to speak in class;

- Involve children and youth in self-determination/self advocacy; opportunities in school, home, and community;
- Prepare children and youth for school meetings;
- Speak directly to children and youth;
- Involve children and youth in educational, medical, and family decisions;
- Allow for mistakes and natural consequences;
- Listen often to children and youth.

Encourage Exploration of Possibilities

- Promote exploration of the world every day;
- Use personal, tactile, visual, and auditory methods for exploration;
- Identify young adult mentors with similar disabilities;
- Talk about future jobs, hobbies, and family lifestyles;
- Develop personal collages/scrap books based on interests and goals;
- Involve children and youth in service learning (4H, AmeriCorps, local volunteering).

Promote Reasonable Risk Taking

- Make choice maps listing risks, benefits, and consequences of choice;
- Build safety nets through family members, friends, schools, and others;
- Develop skills in problem solving;
- Develop skills in evaluating consequences.

Encourage Problem Solving

- Teach problem solving skills;
- Allow ownership of challenges and problems;

- Teach about appropriate accommodation needs;
- Practice ways to disclose disability and accommodation needs;
- Create opportunities to speak about the disability in school, home, church, business and community.

Facilitate Development of Self-Esteem

- Create a sense of belonging within schools and communities;
- Provide experiences for children and youth to use their talents;
- Provide opportunities to youth for contributing to their families, schools, and communities;
- Provide opportunities for individuality and independence;
- Identify caring adult mentors at home, school, church, or in the community;
- Model a sense of self-esteem and self-confidence.

Develop Goal Setting and Planning

- Teach children and youth family values, priorities, and goals;
- Make posters that reflect values and are age-appropriate;
- Define what a goal is and demonstrate the steps to reach a goal;
- Make a road map to mark the short-term identifiers as they work toward a goal;
- Support children and youth in developing values and goals;
- Discuss family history and culture--make a family tree;
- Be flexible in supporting youth to reach their goals; some days they may need much motivation and help; other days they may want to try alone.

Help Youth Understand Their Disabilities

- Develop a process that is directed by youth for self-identity: Who are you? What do you want? What are your challenges and barriers? What supports do you need?
- Direct children and youth to write an autobiography;
- Talk about the youth's disability;
- Talk about the youth's abilities;

- Accept problems as part of healthy development;
- Hold family meetings to identify problems at home and in the community;
- Hold class meetings to identify problems in school;
- Allow children and youth to develop a list of self-identified consequences.

- Involve children and youth in their IEP;
- Use good learning style inventories and transition assessments;
- Identify and utilize support systems for all people.

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Resources: Curricula

Student-Led IEPs: A Guide for Student Involvement (Authors: M. McGahee, C. Mason, T. Wallace, and B. Jones)

Packed with practical ideas, forms and approaches, this publication provides you with suggestions for starting a student-led IEP program, helping students understand their IEPs, engaging students in developing IEPs, preparing students to participate in or lead an IEP meeting, and monitoring ongoing self-advocacy. For further information: The Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704. Phone: 888-232-7733. Fax: 703-264-9494. Web: <http://www.cec.sped.org/bk/catalog/iep.html>

Choice Maker Instructional Series (Authors: J. E. Martin, L. H. Marshall, L. Maxson, P. Jerman, W. Hughes, T. Miller, & T. McGill)

Choice Maker consists of three instructional packages that teach seven self-determination constructs. For further information: Sopris West, 4093 Specialty Place, Longmont, CO 80504. Phone: 303-651-2829. Web: <http://www.sopriswest.com/swstore/product.asp?sku=629>

NEXT S.T.E.P.: Student Transition and Educational Planning (Authors: A. S. Halpern, C. M. Herr, B. Doren, & N. K. Wolf)

For further information: Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757. Phone: 800-897-3202. Web: http://www.proedinc.com/store/index.php?mode=product_detail&id=9265

Self-Determination for Youth with Disabilities: A Family Education Curriculum (Authors: B. Abery, K. Arndt, P. Greger, L. Tetu, A. Eggebeen, J. Barosko, A. Hinga, M. McBride, K. Peterson, & L. Rudrud)

This curriculum is designed for use with families, with the guidance of facilitators. For further information: Institute on Community Integration, University of Minnesota, 102 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis MN 55455. Phone: 612-624-4512. Web: <http://ici.umn.edu/products/curricula.html#self>

Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve their Goals (Authors: S. Field & A. Hoffman)

For further information: Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704. Phone: 888-232-7733. Web: <http://www.cec.sped.org/bk/catalog2/self.html>

Take Charge (for youth ages 12–15) and Take Charge for the Future (for youth ages 15-20)

(Authors: L. Powers, R. Ellison, J. Matuszewski, R. Wilson, & A. Turner)

These two curricula are intended for students considered to be at-risk due to health challenges, physical/learning/emotional disabilities, and/or family/community stresses. For further information: Oregon Health Sciences University Center on Self-Determination, 3608 SE Powell Blvd., Portland, OR 97202. Phone: 503-232-9154. Web:

<http://cdrc.ohsu.edu/selfdetermination/education/moving/takecharge.html>

A Teacher's Guide to Implementing the Self-Determined Learning Model of Instruction:

Adolescent Version (Authors: M. Wehmeyer, M. Agran, S. Palmer, D. Mithaug, & C. Blanchard)

For further information: The Arc of the United States, 500 E. Border Street, S-300 Arlington, TX 76010. Phone: 800-433-5255.

Whose Future is it, Anyway? A Student Directed Transition Process (Authors: M. Wehmeyer & M. Lawrence)

This curriculum is designed for middle school and high school age students with mild to moderate intellectual, developmental, or learning disabilities. For further information: The National Publications Desk, 2904 Valleyview Drive, Grapevine, TX 76051. Phone: 888-368-8009. Web: <http://www.thearcpub.com>

Resources: Web Sites

Center on Self-Determination, Oregon Health & Science University

Information about policies and practices that promote the self-determination of people with and without disabilities. Web: <http://cdrc.ohsu.edu/selfdetermination/>

Self-Determination Synthesis Project, University of North Carolina, Charlotte

Information about self-determination resources, including research references, curricula, Web links, and other materials. Includes links to many lesson plans. Web: www.uncc.edu/sdsp

Further Reading:

Field, S., Martin, J., Miller, B., Ward, M., & Wehmeyer, M. (1997). *Practical guide for teaching self-determination*. Arlington, VA: Council for Exceptional Children.

Mithaug, D., Wehmeyer, M., Agran, M., Martin, J., & Palmer, S. (1998). The Self-Determined Learning Model of Instruction: Engaging students to solve their learning problems. In M. L. Wehmeyer & D. J. Sands (Eds.). *Making it happen: Student involvement in education planning, decision making and instruction* (pp. 299-328). Baltimore: Paul H. Brookes.

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Authors Christine D. Bremer, Mera Kachgal, and Kris Schoeller are with NCSET.

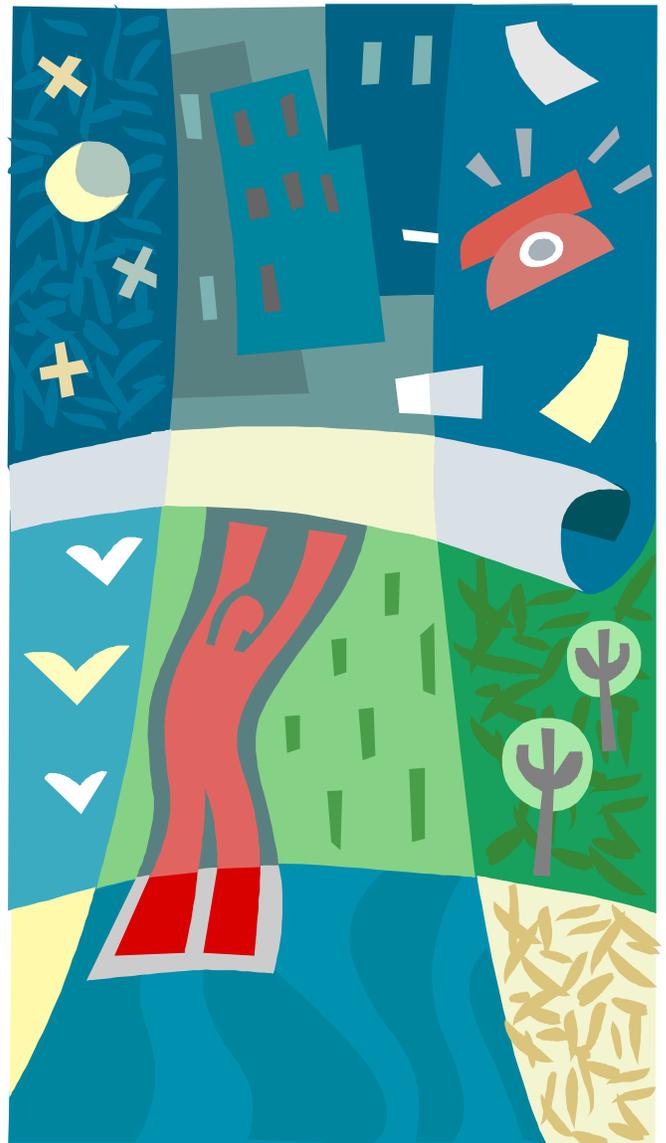


Dakota County School Districts' Transition Portfolio

SUPPORT SERVICES

POSSIBLE ITEMS TO INCLUDE:

- Legal resources & services
- Police, Fire and Emergency Contacts
- Social Service
- First Call For Help – Dial 211
- Homeless & Temporary Shelter
- Rehab Services
- Advocacy Groups





Dakota County School Districts' Transition Portfolio

SUPPORT NETWORK

POSSIBLE ITEMS TO INCLUDE:

Names, Addresses and Phone Numbers of:

Relatives

Community Members

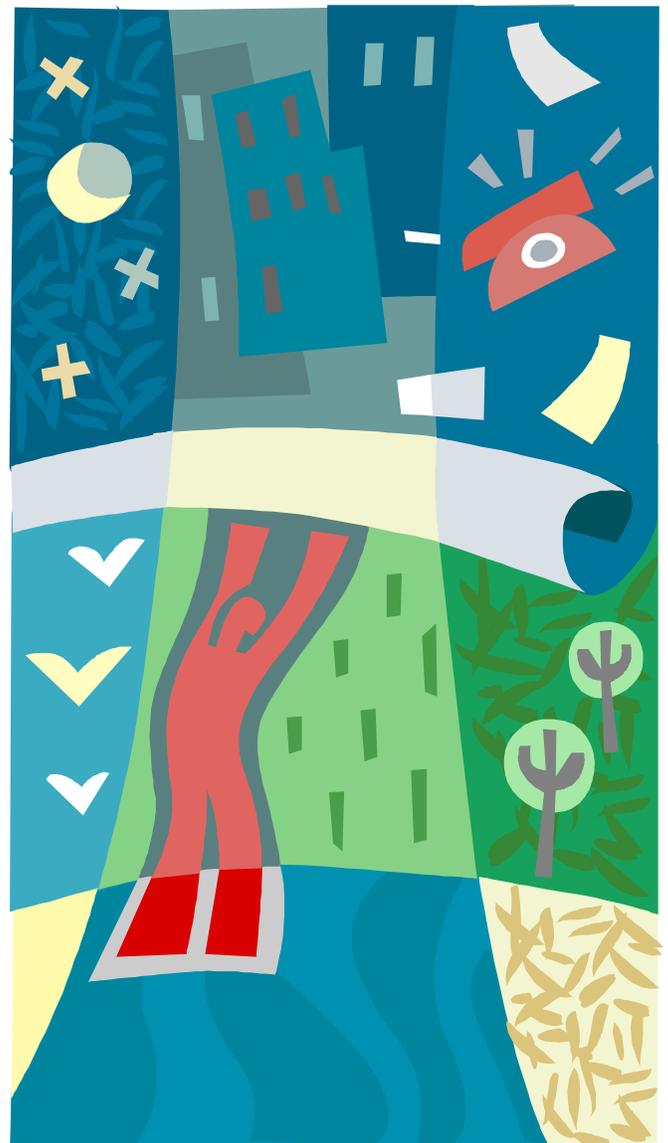
Mentors

Teachers

Counselors

Advocates

Legal Support





Dakota County School Districts' Transition Portfolio

TRANSPORTATION

POSSIBLE ITEMS TO INCLUDE:

Public Transportation Schedules

Metro Mobility Card & Number

Car

Driver's License (copy)

Insurance

Registration Information

License Plate Number

Car Care Information

Roadside Assistance Information

Airline Schedules

Accident Reports

Employer's Name, Phone & Address

Car Maintenance Schedule

Receipts Coupons





Dakota County School Districts' Transition Portfolio

PERSONAL

POSSIBLE ITEMS TO INCLUDE:

Birth Certificate (copy)

Social Security Card (copy)

Minnesota Picture ID

Driver's License

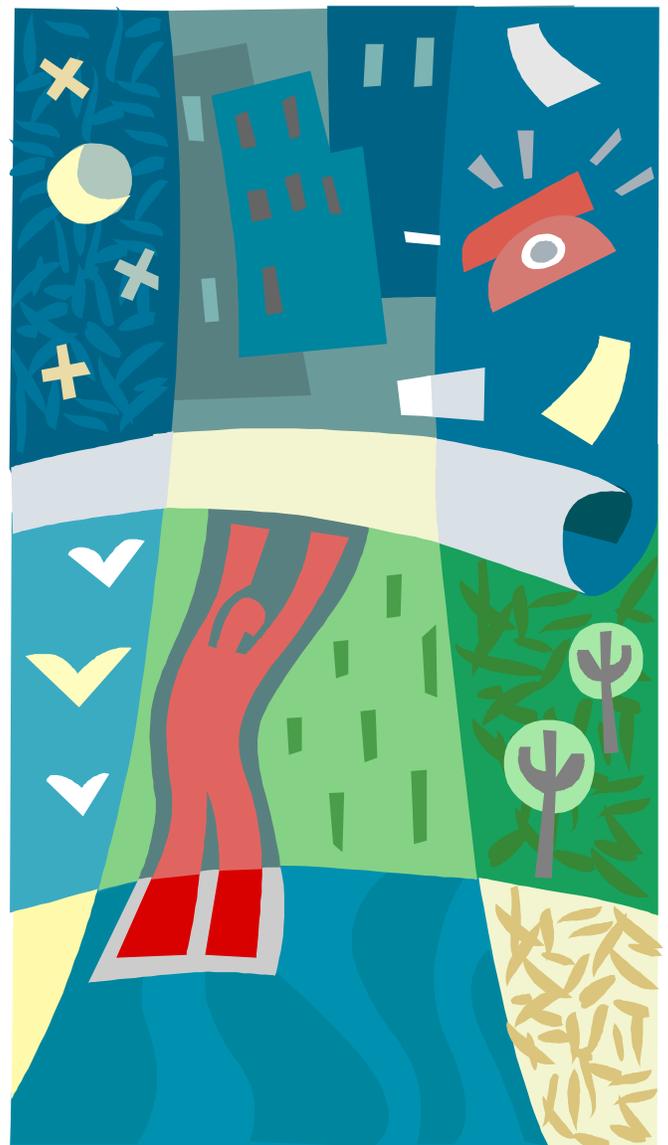
Voter Registration Card

Marriage License

Passwords used for voicemail, computer,
etc.

Bank name, account number & safety
deposit box #

Credit Card numbers and contact
information





Dakota County School Districts' Transition Portfolio

RECREATION / LEISURE

POSSIBLE ITEMS TO INCLUDE:

Membership Cards (copies)

Friends Name & Numbers

Computer Passwords

Parks & Community Centers

Adaptive Recreation Information

Entertainment Locations & Numbers

Theaters

Pool Halls

Community Center

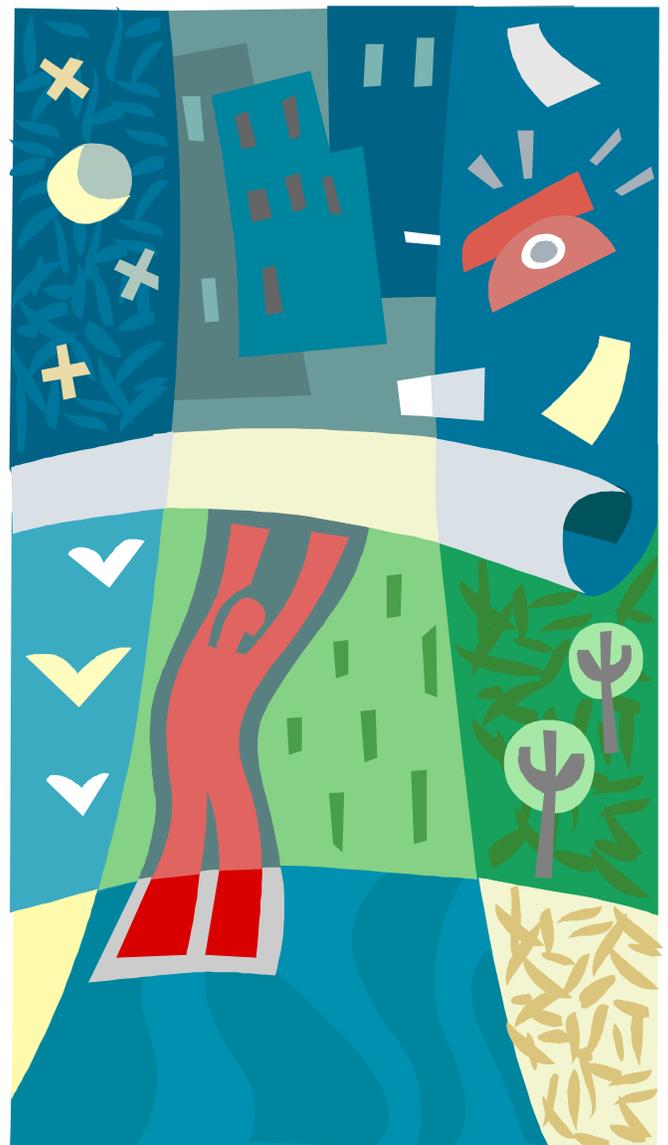
Library Information

Intramural Activities/Sports

Restaurant Information

Coupons

Phone #'s





Dakota County School Districts' Transition Portfolio

RECOGNITIONS / ACCOMPLISHMENTS

POSSIBLE ITEMS TO INCLUDE:

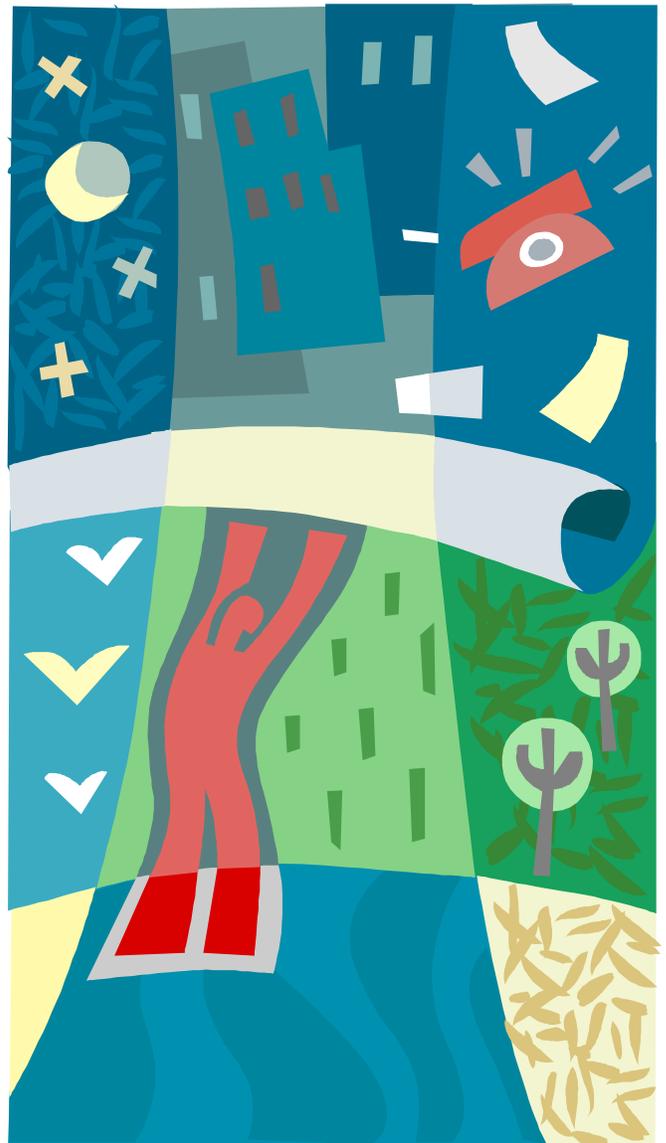
Recognitions

Awards

Varsity Sports/Letters

Clubs

Scholarships





REFERENCES

POSSIBLE ITEMS TO INCLUDE:

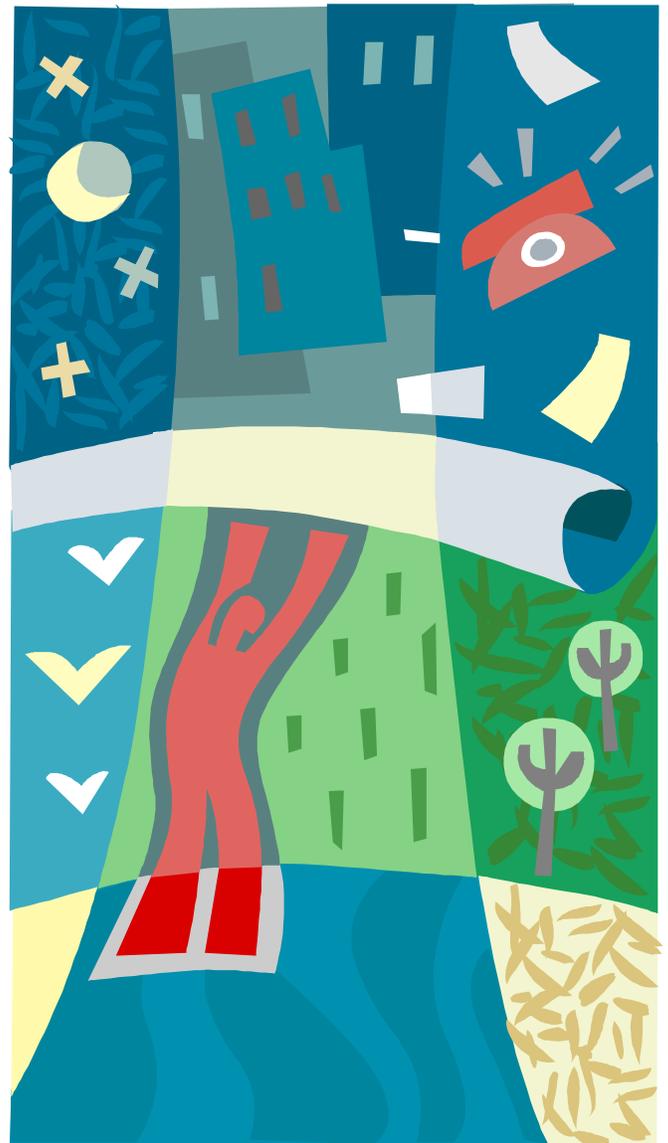
School

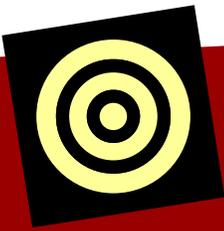
Work

Personal

Housing

Financial





Dakota County School Districts' Transition Portfolio

RESIDENCE

POSSIBLE ITEMS TO INCLUDE:

Lease

Group Home Information, Director name &
number

Emergency numbers, Police/Fire/Emergency
Information

Family Information

Warranties & Repair Information

Receipts for Major Household Purchases

Furnace

Appliances & Handbooks for appliances

Social Worker name and number

SILS Worker name and number

Utility Information

Phone Cable

Electricity Gas Water

Mortgage

Security Deposit Information

Renter/Homeowner's Insurance

Apartment Manager Name & Number





Dakota County School Districts' Transition Portfolio

VOCATIONAL WORK

POSSIBLE ITEMS TO INCLUDE:

Resume

Cover Letter (Paper Copy & on Disk)

Applications for Employment (sample)

Copies of Social Security Card, State ID

Sample W4 and I9

Unemployment & Workers' Compensation

Training Certificates

Computer Skills

Volunteer & Community Service

Internships

Contract

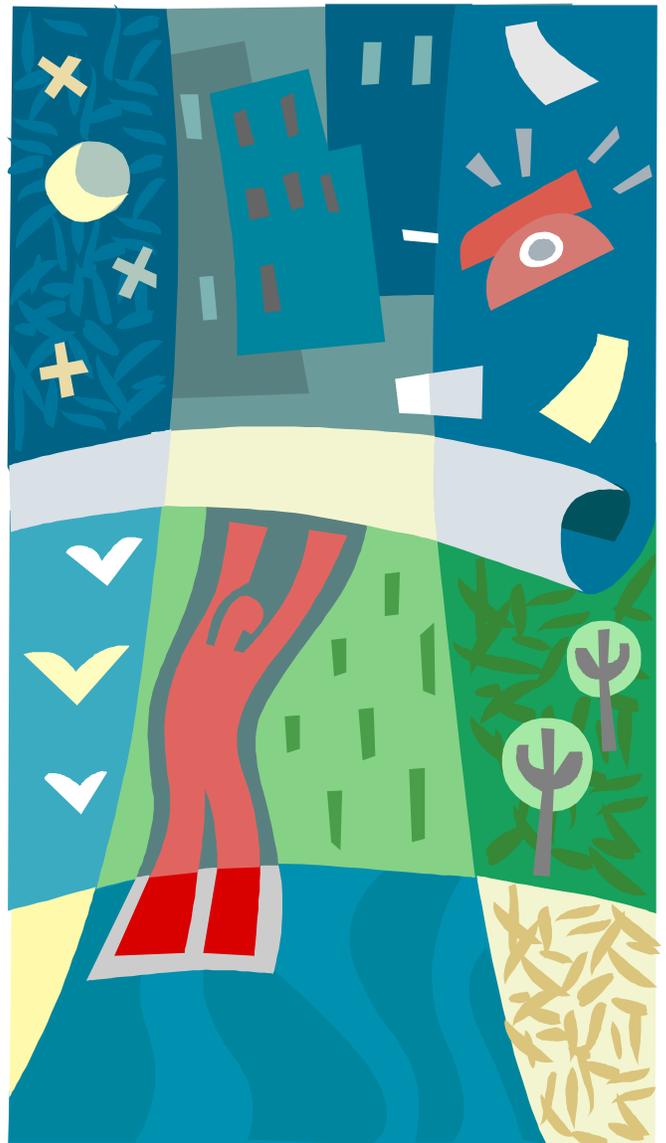
Career Interest Evaluations & Information

Mentorship

Service Learning

Job Contract

References/Letters of Recommendation





Dakota County School Districts' Transition Portfolio

OTHER

POSSIBLE ITEMS TO INCLUDE:

- Miscellaneous Paperwork & Items
- Bank You cards, letters & samples
- Personal Information
- Travel Agent
- Invitations & Samples





Dakota County School Districts' Transition Portfolio

FINANCIAL RECORDS

POSSIBLE ITEMS TO INCLUDE:

- Guardianship / Conservator Information
- Credit Card Accounts & Information
- Social Security/Supplemental Income Info
- Estate Planning
- Banking Statements & Account Information
- Per Capita/Trust Fund Information
- Loan Information
- Income (W-2)
- Income Tax Forms
- Financial Assistance Documents





Dakota County School Districts' Transition Portfolio

LEGAL

POSSIBLE ITEMS TO INCLUDE:

Birth Certificate (copy)

Social Security Card (copy)

State Picture ID (copy)

Driver's License (copy)

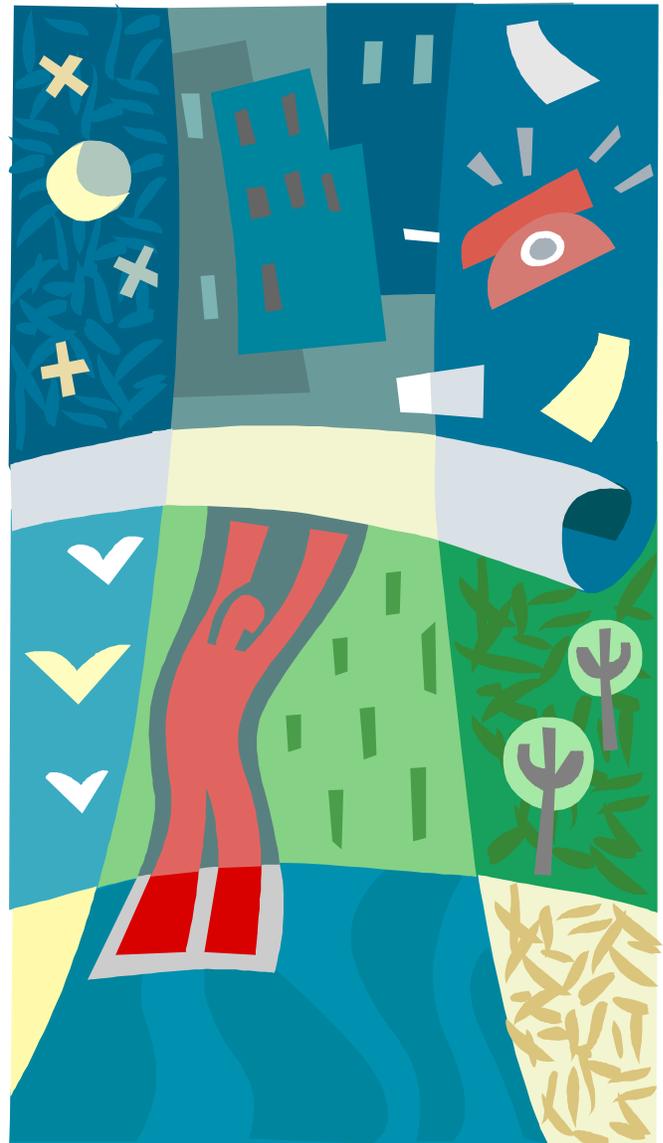
Voter Registration Card (copy)

Marriage License (copy)

Membership Cards (copy)

Family History/Ancestral Charts

Contracts



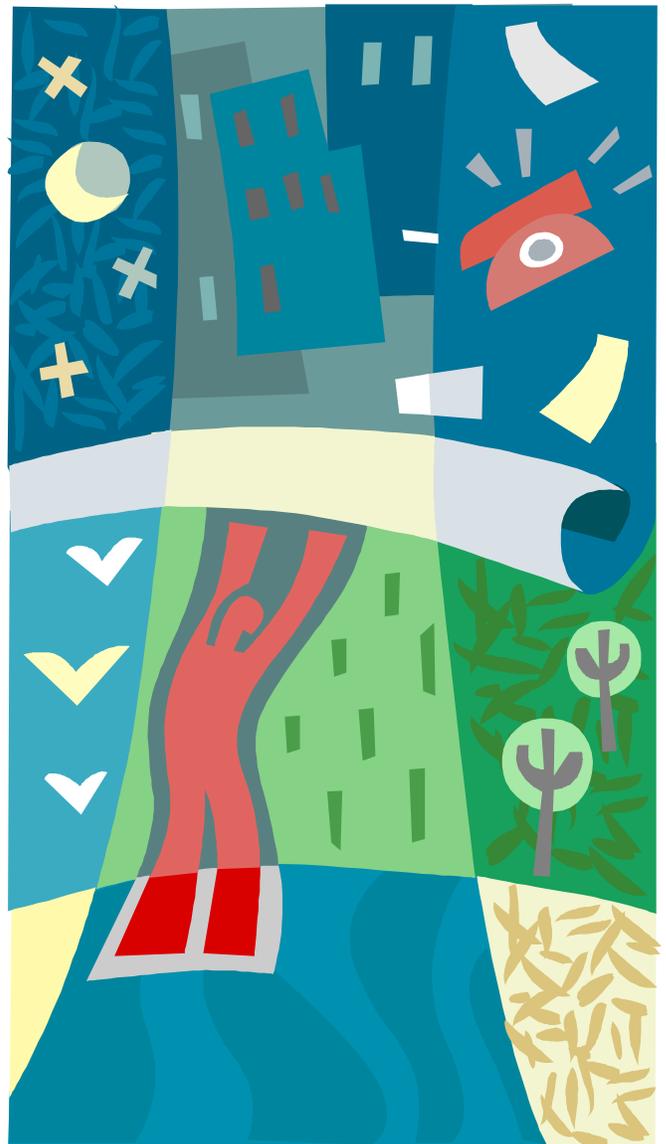


Dakota County School Districts' Transition Portfolio

MEDICAL

POSSIBLE ITEMS TO INCLUDE:

- Name of Medical Provider
- Name of Dental Provider
- Name of Pharmacy
- Telephone Number of Pharmacy
- List of Medications & Dosages
- Medical Records
- Allergies
- Medical Assistance Information
- Disability Area
- Counselors
- Chemical Dependency
- Mental Health
- Medical Services Providers:
- Medical Insurance Information
- Booklet/Information Packet
- Immunizations
- Family Health History
- Medical Card (copy)
- Hospital /Clinic Information





Dakota County School Districts' Transition Portfolio

MONTHLY EXPENSES

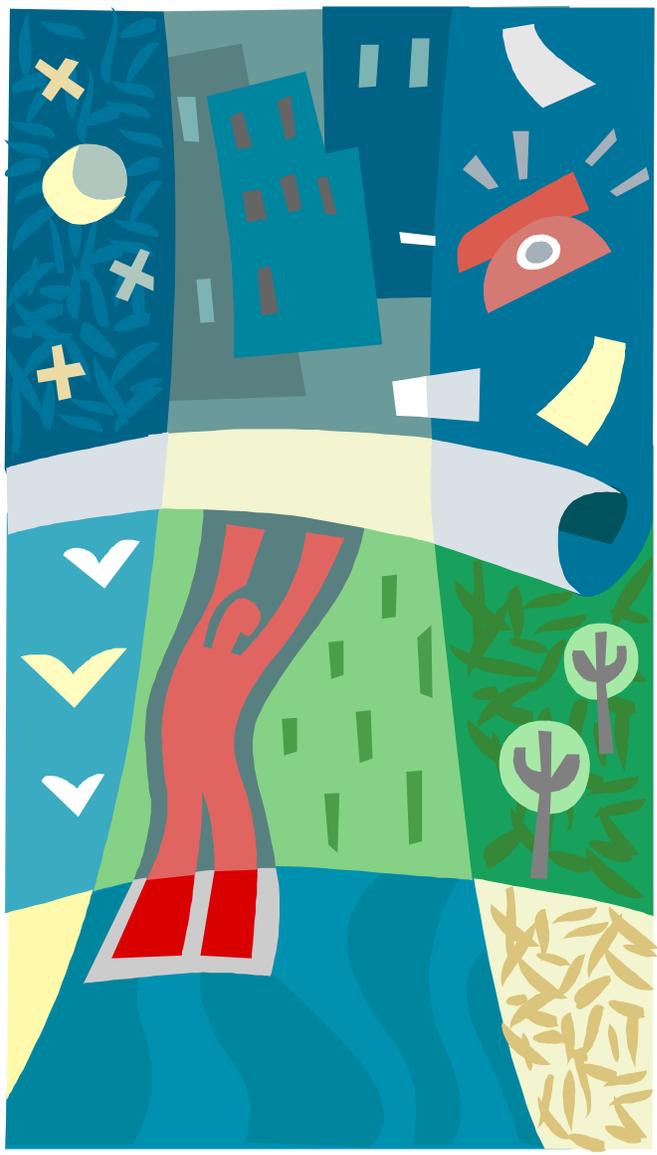
POSSIBLE ITEMS TO INCLUDE:

- Bills
- Electric
- Telephone
- Cell Phone
- Water
- Credit Cards
- Rent/Mortgage

Groceries

Entertainment

- Car
- Gasoline
- Insurance
- Car Payments





EDUCATION

POSSIBLE ITEMS TO INCLUDE:

Postsecondary Preparation:
Sample College Application(s)
Letters of Communication
College Essays
FAFSA/Financial Aid
College Search Information
Transcripts

Diploma

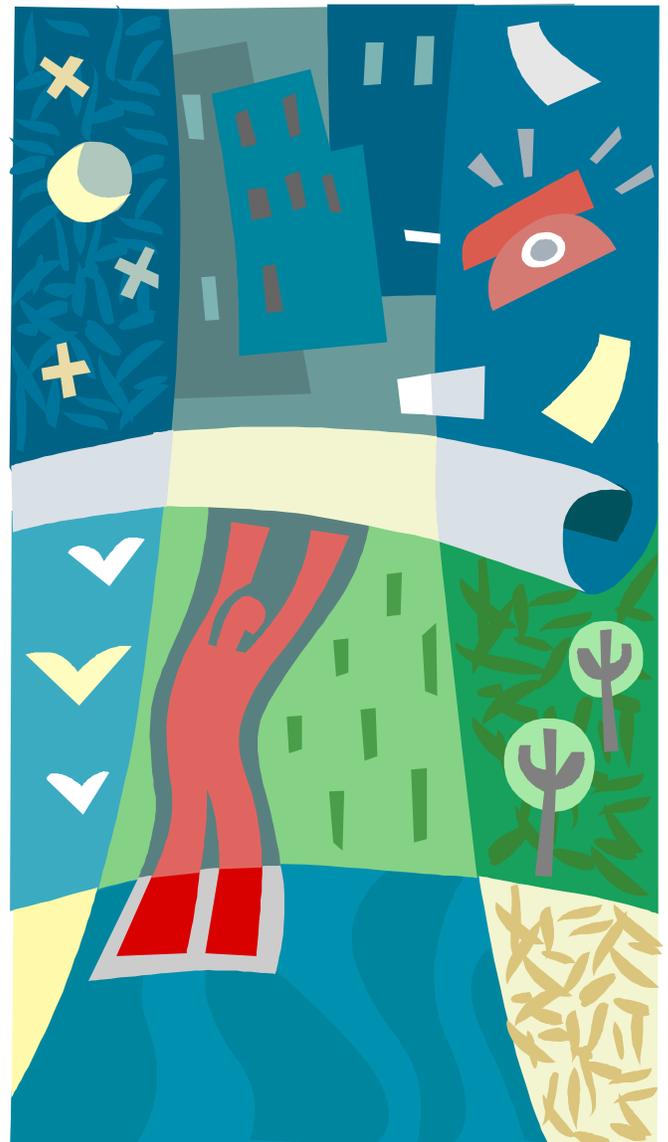
GED

Evaluations & Test Scores (copy)

Education Plan

Letters of Recommendation

Certifications from trainings
completed



SUGGESTED SKILLS FOR TRANSITION

EMPLOYMENT

(Developing employment skills and good work habits, opportunities for community work experiences, and vocational training)

Approximate target age: 9-11 years

- ❖ Demonstrates on task behavior in the classroom
- ❖ Can write own signature
- ❖ Independently follows one step directions
- ❖ Categorizes everyday objects
- ❖ Can verbalize likes and dislikes

Approximate target age: 12-14 years

- ❖ Has volunteered in the community
- ❖ Employment at home (i.e., baby-sitting, lawn mowing, shoveling)
- ❖ Can follow school schedule independently
- ❖ Attends class prepared
- ❖ Follows two or more step directions independently

Approximate target age: 15-18 years

- ❖ Advocates for self to peers / adults
- ❖ Accepts feedback (both positive and constructive)
- ❖ Self-directed
- ❖ Dresses appropriately for activity / weather
- ❖ Has completed a job application
- ❖ Has prepared a resume and cover letter
- ❖ Employment in the community
- ❖ Can name 2-3 career interest areas: (identify jobs in those areas)
- ❖ Connect with appropriate county agencies (i.e., Social Services, Rehabilitation Services)

Approximate target age: 18-21 years

- ❖ Advocates for self to peers / adults
- ❖ Accepts feedback (both positive and constructive)
- ❖ Self-directed
- ❖ Dresses appropriately for activity / weather
- ❖ Has completed a job application
- ❖ Has prepared a resume and cover letter
- ❖ Employment in the community
- ❖ Can name 2-3 career interest areas: (identify jobs in those areas)

SUGGESTED SKILLS FOR TRANSITION

RECREATION AND LEISURE

(Everyone needs recreational activities on a regular basis to maintain a healthy existence. Learners identify what activities they like to do and can plan to be involved in social and free time activities: movies, plays, sports, listening to music, spending time with other people, hobbies.)

Approximate target age: 9-11 years

- ❖ Communicates what he/she likes to do for fun
- ❖ Has activities he/she likes to do independently
- ❖ Has participated in at least one school activity
- ❖ School activities/clubs
- ❖ Hobbies/clubs: can list 2-3 he/she participates in

Approximate target age: 12-14 years

- ❖ Participate in after school activities
- ❖ Plans activities with others
- ❖ Communicates what he/she likes to do for fun
- ❖ Has activities he/she likes to do independently
- ❖ Has participated in at least one school activity
- ❖ Can list 2-3 hobbies/clubs that he/she may participates in

Approximate target age: 15-18 years

- ❖ Participate in after school activities
- ❖ Plans activities with others
- ❖ Communicates what he/she likes to do independently
- ❖ Has activities he/she likes to do independently
- ❖ Has activities he/she likes to do with a group
- ❖ Has participated in at least one school activity
- ❖ Can list 2-3 hobbies/clubs that he/she may participates in

Approximate target age: 18-21 years

- ❖ Participate in after school activities
- ❖ Plans activities with others
- ❖ Communicates what he/she likes to do for fun
- ❖ Has activities he/she likes to do independently
- ❖ Has activities he/she likes to do with a group
- ❖ Has participated in at least one school activity
- ❖ Can list 2-3 hobbies/clubs that he/she may participates in

SUGGESTED SKILLS FOR TRANSITION

HOME/DAILY LIVING

(Learner has or is in the process of developing the skills necessary to live as independently as possible)

(Learner will need personal management skills which include clothing care, housing, security, and household management. They will need to become more responsible for their personal budgets. Some learners will need supported living arrangements while others need the skills required to obtain apartments, live in a college dormitory, or own their home)

Approximate target age: 9-11 years

- ❖ Money skills (add/subtract sums up to \$20)
- ❖ Independently completes chores with less than 2 cues
- ❖ Uses calendar “to do” list for organization
- ❖ Can read time (analog hour, ½ hour, ¼ hour)
- ❖ Reading skill – labels, signs, warnings, etc.
- ❖ Can independently get beverages at home
- ❖ Can independently prepare snacks

Approximate target age: 12-14 years

- ❖ Measurement (solid, liquid, distance)
- ❖ Plans and cooks simple meals/snacks
- ❖ Can budget weekly/monthly
- ❖ Comparison-shops for best buys at food stores
- ❖ Cleans their own room
- ❖ Can make simple home repairs (change a light bulb)

Approximate target age: 15-18 years

- ❖ Measurement (solid, liquid, distance)
- ❖ Plans and cooks simple meals
- ❖ Can budget weekly/monthly
- ❖ Comparison-shops for best buys at food stores
- ❖ Cleans their own room
- ❖ Can make simple home repairs (change a light bulb)

Approximate target age: 18-21 years

- ❖ Measurement (solid, liquid, distance)
- ❖ Plans and cooks simple meals
- ❖ Can budget weekly/monthly
- ❖ Comparison-shops for best buys at food stores
- ❖ Cleans their own room
- ❖ Can make simple home repairs (change a light bulb)
- ❖ Consider living options

SUGGESTED SKILLS FOR TRANSITION

COMMUNITY PARTICIPATION

(Developing skills to interact and access the community, develops knowledge base for problem solving and decision making for adult life)

Approximate target age: 9-11 years

- ❖ Independent telephone use (answer and take short message)
- ❖ Able to read a menu and place food order
- ❖ Walks/bikes around neighborhood independently

Approximate target age: 12-18 years

- ❖ Can make his/her own doctor/dental appointments
- ❖ Learn about insurance (auto, medical, etc.)
- ❖ Driver's permit
- ❖ Driver's license
- ❖ Demonstrates consumer/comparison skills
- ❖ Independently gets around the community
- ❖ Know how to access advocacy and assistance agencies
- ❖ Independently demonstrates how to use a savings/checking account
- ❖ Independently demonstrates where to go in the community to meet his/her needs (groceries, gas, bank, library, and pharmacy).
- ❖ Has belonged to community support groups
- ❖ Participates in community activities (i.e., Boy Scouts)
- ❖ Address Guardianship/Conservatorship

Approximate target age: 18-21 years

- ❖ Make own appointments (i.e., medical, hair, etc.)
- ❖ Familiar with independent access to transportation available in the community
- ❖ Participates in community activities
- ❖ Accesses community (i.e., groceries, bank, library, etc.)
- ❖ Gain knowledge about insurance (auto, medical, etc.)

SUGGESTED SKILLS FOR TRANSITION

POST-SECONDARY EDUCATION/TRAINING:

(Develop skills to access life-long learning opportunities: e.g., preparation for and application to technical, vocational, community colleges, or universities, adult education and community education)

Approximate target age: 9-11 years

- ❖ What are their favorite classes
- ❖ Written language skills (sentence and paragraph formation; essay writing; etc)
- ❖ Works well in groups (large versus small)
- ❖ Uses a computer keyboard

Approximate target age: 12-14 years

- ❖ What interesting careers do they talk about that they'd like to try
- ❖ Can edit and create written assignments on computer independently
- ❖ Attends classes prepared (appropriate assignments and materials)
- ❖ Works well in small groups
- ❖ Works well in large groups

Approximate target age: 15-18 years

- ❖ What educational requirements do their career interest areas have
- ❖ What classes have they taken that have helped them explore their career interest areas
- ❖ Have the requirements for their school diploma been set and met?
- ❖ What classes should they take in high school to prepare for their post-secondary level?
- ❖ Attends classes prepared (appropriate assignments and materials)
- ❖ Works well in small groups
- ❖ Works well in large groups
- ❖ Assist with college application process

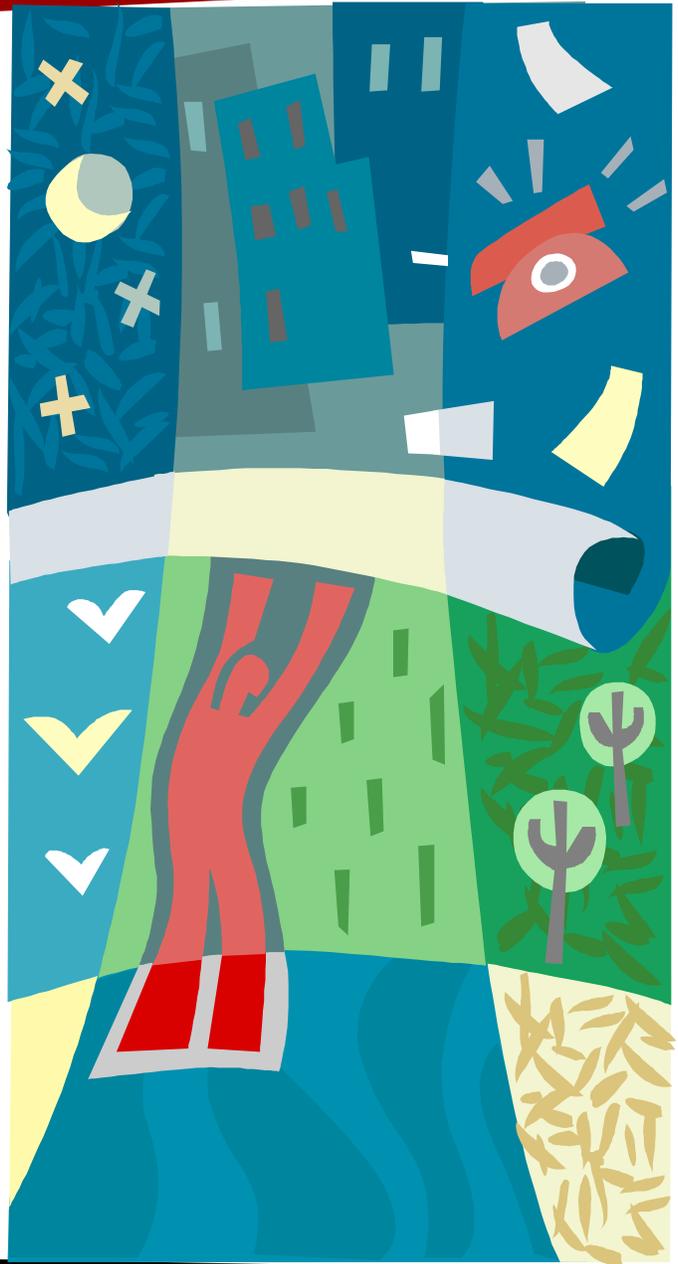
Approximate target age: 18-21 years

- ❖ What educational requirements do their career interest areas have
- ❖ What classes have they taken that have helped them explore their career interest areas
- ❖ Have the requirements for their school diploma?
- ❖ Attends classes prepared (appropriate assignments and materials)
- ❖ Works well in small groups
- ❖ Works well in large groups
- ❖ Assist with college application process



Glossary

***Dakota County
School Districts'
Transition
Planning Process***



Glossary

Accommodations - Changes in how test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to level the playing field, i.e. to provide equal opportunity to demonstrate knowledge.

Achievement/ability discrepancy - A criterion often used to determine whether a child has a learning disability. It asks “is the child working up to expectations?”

Adaptive Behavior is a sort of “practical intelligence”. It is usually measured by scales that identify how well a person manages within his or her own environment.

Affective - A term that refers to emotions or attitudes.

Age of Majority/Transfer of Rights - When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student’s 18th birthday.

Alternative educational setting - An educational setting employed when the regular education setting, as defined by the IEP, must be changed. The change is usually temporary and is frequently used as a behavior management technique when school officials decide that the best interests of the student are served by changing placement. The student continues to receive instructional services as defined by the IEP, but school officials need to arrange a meeting with the student’s parents as soon as possible after the change in setting to determine the appropriate new placement.

Americans with Disabilities Act (ADA) - Federal law requiring accommodations for people with disabilities in the community and in the workplace.

Annual goals - are a required component of an IEP. Goals are written for the individual student and can last a maximum of one year.

Asperger’s Syndrome - Was first described by German doctor, Hans Asperger, in 1944. Children with Asperger’s have a qualitative impairment in social interactions with marked delays in nonverbal behaviors (i.e., gesturing, facial expressions, body posture); impairments in establishing peer relationships; absence of “spontaneous seeking to share enjoyment, interests or achievement with others” and delays in social reciprocity. Other characteristics that may be present include preoccupation with one restricted area of interest; inflexibility or rigidity, sticking to a set, sometimes nonfunctional routine; stereotypical and repetitive motor movement; sensory problems; movements clumsy and awkward; or preoccupation with parts or objects.

Evaluation - Systematic method of obtaining information from tests or other sources; procedures used to determine a child’s eligibility, identify the child’s strengths and needs, and services child requires to meet those needs.

Assistive Technology Device - Any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. The IEP team determines assistive technology needs.

Attention Deficit Hyperactivity Disorder (ADHD) - A condition identified as a medical diagnosis by the American Psychiatric Association’s Diagnostic and Statistical Manual –IV (DSM-4). Although it is not a service category under IDEA, children with this condition may be eligible for service under other categories or under Section 504.

Audiology - Related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

Autism Spectrum Disorders (ASD) - A disability category that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with

autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1325.html

Basic Skills - Skills in subjects such as reading, writing spelling and mathematics.

Behavior Intervention Plan or Behavior Support Plan - A plan of positive interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others.

Categorical placement - Special education programs in which students are grouped on the basis of their IDEA eligibility category. Alternative models include “non-categorical” and “cross-categorical”.

Child Find - Requirement that each state ensure that all children with disabilities are identified, located and evaluated and determine which children are receiving special education and related services.

Chronologically age appropriate - A standard by which children’s activities may be evaluated. Instruction and materials should be directed at the student’s actual age, rather than to the interests and tastes of younger children.

Cognitive - A term that refers to reasoning or intellectual capacity, pertaining to thinking, knowing, understanding and processing information.

Conference - A generic term that may refer to a multidisciplinary team conference, IEP meeting, annual review or other type of meeting. When in doubt, it is important to clarify the purpose of any conference.

Consent - Requirement that the parent be fully informed of all information relating to any action the school wants to take regarding the child, that parents understand consent is voluntary and may be revoked at any time. See also Procedural safeguards notice and prior written notice.

Deaf-Blind - IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental and educational problems that adversely affects educational performance. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1327.html

Deaf/Hard of Hearing - IDEA disability category; impairment in processing information through hearing that adversely affects educational performance. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1331.html

Delay - Development that does not occur within expected time range.

Developmental Adapted Physical Education - A diversified program of developmental activities, games, sports and rhythms suited to the interests, capabilities and needs of children with disabilities. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1352.html

Developmental Cognitive Disability - IDEA disability category , a condition resulting in significantly below average intellectual functioning and concurrent deficits in adaptive behavior that adversely affect educational performance. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1333.html

Due process - In general, due process includes the elements of notice, opportunity to be heard and to defend ones’ self. With regard to IDEA, due process refers to a procedure guaranteed by federal law, for resolving disputes regarding special education services.

Due Process hearing - Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge.

Early Childhood Special Education - IDEA disability category for children birth through six years of age who either meet the criteria for other disabilities or meet the criteria for developmental delay. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1350.html

Emotional or Behavioral Disorders (EBD) - IDEA disability category in which the student displays one or more behavioral characteristics that are: 1) exhibited at either a much higher or lower rate than is appropriate for one's age; 2) documented as occurring over an extensive period of time in different environmental settings within the school and community; and 3) interfering consistently with the student's educational performance and is not the result of intellectual, sensory, cultural or health factors that have not received appropriate attention. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1329.html

Extended School Year Services (ESY) - Special education and related services provided to a qualified student with disabilities beyond the normal school year, in accordance with the student's Individual Education Plan and at no cost to the parent of the child. The student's IEP team determines the need for Extended Services. For Minnesota Rules regarding ESY see www.revisor.leg.state.mn.us/arule/3525/0755.html

FERPA - Family Educational Rights and Privacy Act - A federal law that regulates the management of student records and disclosure of information from those records. The Act has its own administrative enforcement mechanism.

FAPE - Free appropriate public education; special education and related services provided in conformity with an IEP; are without charge; and meet standards of the state education agency.

Fine motor - Functions that require fine muscle movements. For example, writing or typing would require fine motor movement.

Functional Behavior Assessment (FBA) - A process of attempting to understand the purpose, motivation and correlates of problem behavior. The result of the process is the development of an appropriate behavior support and management plan.

Functional curriculum - A curriculum focused on practical life skills and usually taught in community based settings with concrete materials that are a regular part of everyday life. The purpose of this type of instruction is to maximize the student's generalization to real life use of his/her skills.

Gross motor - Functions that require large muscle movements. For example, walking or jumping would require gross motor movements.

Guardian ad litem - Person appointed by the court to represent the rights of minors.

Heterogeneous grouping - An educational practice in which students of diverse abilities are placed within the same instructional group.

Homogeneous grouping - An educational practice in which students of similar abilities are placed within the same instructional groups. This practice usually serves as a barrier to the integration of children with disabilities.

IDEA - Individuals with Disabilities Education Act of 1997 - Federal law that grants entitlement for special education services to children with disabilities.

IEE - An Independent Education Evaluation is an evaluation by a qualified person(s) who is not an employee of your school district.

IEP - Individualized Educational Plan - The annually written record of an eligible individual's special education and related services. The IEP describes the unique educational needs of the student and the manner in which those educational needs will be met.

IEP meeting - A gathering required at least annually under IDEA in which an IEP is developed for a student receiving special education.

IFSP - Individualized Family Service Plan – A written plan for providing early intervention services to an eligible individual and the individual’s family.

Learning Disability - See Specific Learning Disability.

Least Restrictive Environment (LRE) - A federal mandate that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

LEA - Local educational agency - i.e., a local public school district.

Mainstreaming - This term does not actually appear in law. It refers to IDEA’s preference for the education of every child in the least restrictive environment for each student and has been most widely used to refer to the return of children with mild disabilities to a regular classroom for a portion of each school day.

Manifestation Determination Review - If a child with a disability engages in behavior or breaks a rule or code of conduct that applies to non-disabled children and the school proposes to remove the child, the school must hold a hearing to determine if the child’s behavior was caused by the disability.

Mediation - Procedural safeguard to resolve disputes between parents and schools; must be voluntary, cannot be used to deny or delay a right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Modifications - Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate evaluations.

Native Language - Language normally used by the child’s parent.

Occupational Therapy (OT) - A special education related service which is usually focused on the development of a student’s fine motor skills and/ or the identification of adapted ways of accomplishing activities of daily living when a student’s disabilities preclude doing those tasks in typical ways.

OSEP - US Office of Special Education Programs - An office within OSERS charged with assuring that the various states comply with IDEA.

OSERS - US Office of Special Education and Rehabilitative Services - An agency of the federal government’s executive branch within the Department of Education.

Other Health Disability - Disability category under IDEA; refers to limited strength, vitality, alertness due to chronic or acute health problems that adversely affect educational performance. For Minnesota state criteria see www.revisor.leg.state.mn.us/arule/3525/1335.html

Orientation and Mobility Services - Related service; includes services to visually impaired students that enable students to move safely at home, school and community.

Parent - Parent, guardian or surrogate parent; may include grandparent or stepparent with whom a child lives and foster parents.

Physically Impaired (PI) - Disability category under IDEA, the student has a medically diagnosed physical impairment. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1337.html

Physical Therapy - Related service; includes therapy to remediate gross motor skills.

Placement - The setting in which the special education service is delivered to the student. It must be derived from the student’s IEP.

Present levels of educational performance - A required IEP component.

Prior written notice - Means by which parents are informed in advance of actions proposed or refused by the school in reference to special education referrals, evaluations and services.

Procedural safeguards notice - Requirement that schools provide full easily understood explanation of procedural safeguards that describe parent's right to an independent evaluation, to examine records, to request mediation and due process. http://education.state.mn.us/html/intro_speced_due_forms.htm

Psychological service - Related service; includes administering psychological and educational tests, interpreting test results, interpreting child behavior related to learning.

Referral - Notice to a school district that a child may be in need of special education. A referral sets certain timelines in place.

Regression/recoupment - The amount of loss of skills a child experiences over an instructional break (primarily summer vacation) and the amount of time it takes him/her to recover those skills. Used by IEP teams to determine the need for Extended School Year Services (ESY). For Minnesota Rules regarding ESY see www.revisor.leg.state.mn.us/arule/3525/0755.html

Related Services - IDEA requires that school districts provide whatever related services (other than medical care which is not for diagnostic purposes) a child needs in order to benefit from his or her special education program.

Satellite program - A classroom operated in another facility. For example, a special education cooperative may rent a classroom in its member school districts' facilities to operate classes for students who are able to move out of the cooperative's segregated special education facility.

Section 504 - Section 504 is a civil rights law which prohibits discrimination against individuals with disabilities. Section 504 ensures that the student with a disability has equal access to an education. The student may receive accommodations and modifications.

Severely Multiply Impaired (SMI) - A disability category that means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic, etc), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf blindness. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1339.html

Short-term objectives - A required component of an IEP. Each annual goal must have at least two short-term objectives.

Special Education (SPEC) - Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible individual, includes the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings. Special education provides a continuum of services in order to provide for the educational needs of each eligible individual regardless of the nature or severity of the educational needs.

Specific Learning Disability (SLD) - Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1341.html

Speech or Language Impairment - A disability category that means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a child's educational performance. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1343.html

Standardized test - Norm-referenced test that compares child's performance with the performance of a large group of similar children (usually children who are the same age).

Supplementary aids and services - Means aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with non-disabled peers to the maximum extent possible.

Surrogate parent - A person trained and appointed by the local district to exercise special education rights on behalf of children with special needs who are wards of the state or otherwise without access to parents. This is not a mechanism for evading parents who disagree with a school's proposed interventions.

Transition Services - A coordinated set of activities that promote movement from school to post school education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation. Transition goals are determined by the IEP team beginning at age 14 and are based on student and family vision, preferences and interests.

Transportation - Related service about travel; includes specialized equipment (i.e., special or adapted buses, lifts and ramps) if required to provide special transportation for a child with a disability.

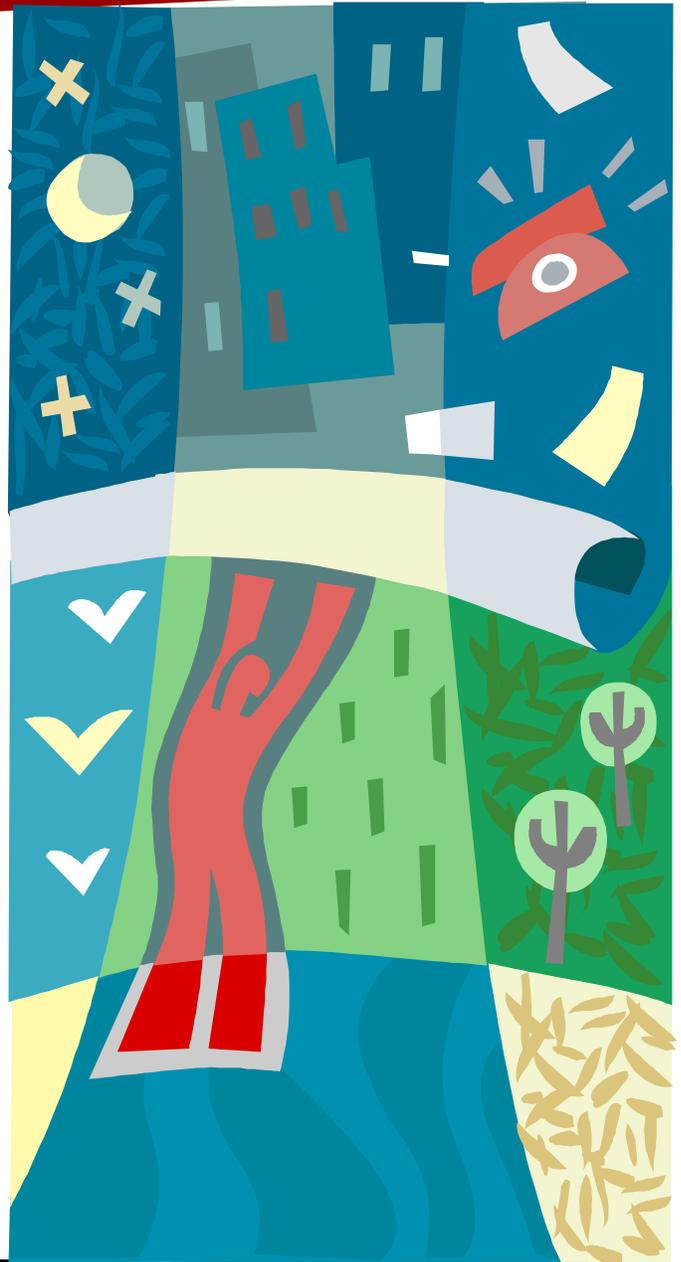
Traumatic Brain Injury (TBI) - Disability category under IDEA; includes acquired injury caused by external physical force and open or closed head injuries that result in impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1348.html

Visually Impaired - Disability category under IDEA ; visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes partial sight and blindness. For Minnesota State criteria see www.revisor.leg.state.mn.us/arule/3525/1345.html



Resources

***Dakota County
School Districts'
Transition
Planning Process***



RESEARCH FINDS OUT-OF-SCHOOL PROGRAMS BOOST ACHIEVEMENT

A quantitative analysis of 56 studies of after-school and summer programs found these programs have a small, though statistically significant positive impact on student achievement in reading and mathematics. For more information go to <http://www.mcrel.org/newsroom/OSTsynthesis.asp>

TRANSITION TIMES NEWSLETTER

The Career and Transition Services newsletter is a publication designed to share information and strategies for transitioning students with disabilities to post-school life. The winter 2004 issue of "Career and Transition Services is available on line at <http://www.fcps.edu/DSSSE/careertransition/crtnews.htm>.

TRANSITION COALITION

Transition Coalition University of Kansas, Department of Special Education The mission of the Transition Coalition is to maximize professional development in secondary school reform and transition at the national, state, and local levels. The Coalition supports best practices and creates professional development forums using face-to-face and online training and technical assistance. <http://www.transitioncoalition.org/index.html>

"WORKING TOGETHER FOR SUCCESSFUL TRANSITION" NOTEBOOK

This notebook has been prepared by the Washington State Adolescent Transition Resource Project which is a resource for adolescents with special health care needs, chronic illnesses and physical or developmental disabilities. "Working Together for Successful Transition: Washington State Adolescent Transition Resource Notebook" is available online on the Project's website: <http://depts.washington.edu/healthtr/>

FINDINGS FROM THE STUDY OF TRANSITION, TECHNOLOGY AND POSTSECONDARY SUPPORTS FOR YOUTH WITH DISABILITIES: IMPLICATIONS FOR SECONDARY SCHOOL EDUCATORS

Over the last twenty years changes in the labor market have increased the importance of possessing a postsecondary degree. Students who continue their education after high school maximize their preparedness for careers as they learn the higher order thinking and technical skills to take advantage of current and future job market trends. <http://www.edailynews.net/articles/ednetviewer.asp?a=17203&z=16>

LIFEWORKS WEB SITE

The National Institutes of Health, Office of Science Education introduces, "LifeWorks", an interactive web site featuring information on more than 100 careers in the health and medical sciences for middle to high school youth. The site can be found at <http://science.education.nih.gov/LifeWorks>

VIRGINIA COLLEGE QUEST

VaCollegeQuest.org is a new website that offers information, resources, activities, profiles, and testimonials to help prepare and encourage middle and high school students with disabilities for transition to college. Although some of the information is specific to programs and activities within the state of Virginia, a good deal applies to any student

with a disability looking beyond high school. For more information go to www.vacollegequest.org

SUMMER PRE-COLLEGE PROGRAMS FOR STUDENTS WITH DISABILITIES - 2004

The George Washington University HEATH Resource Center researches summer campus programs for students with disabilities annually. A list of resources has been compiled for students with disabilities who are interested in exploring ways to prepare for college and enhance college performance. For more information go to <http://www.heath.gwu.edu/>

TOPIC: Transition Resources

Reference Points: Transition updates from the TATRA Project are administered by PACER Center www.pacer.org as a joint technical assistance activity of the TATRA Project and the National Center on Secondary Education and Transition <http://ici.umn.edu/ncset/>. Reference Points features resources and updates to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families.

You can Subscribe or Unsubscribe to Reference Points on the web at <http://www.pacer.org/tatra/list/signup.asp>. Visit our web sites for access to a wealth of additional resources and information!

Readers are invited to send information about new resources on secondary education, transition and vocational rehabilitation topics to tatra@pacer.org. Approved items will be posted.

The National Center on Secondary Education and Transition is funded by and is a partner with the U.S. Department of Education, Office of Special Education Programs, Cooperative agreement # H326J000005. The TATRA Project is funded by the Rehabilitation Services Administration <http://www.ed.gov/offices/OSERS/RSA/index.html>.

The Georgia department of Education offers a list of Accommodations for Students with Disabilities in General Education Classrooms at <http://www.glc.k12.ga.us/trc/cluster.asp?mode=browse&intPathID=3973>

Title: Attention Deficit/ Hyperactivity Disorder (Word Version)

Annotation: Teaching template to accommodate attention deficit/ hyperactive students in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/attdef.doc>

Title: Attention Deficit/Hyperactivity Disorder (PDF Version)

Annotation: Teaching template to accommodate attention deficit/hyperactive students in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/attdef.pdf>

Title: Attention/ Behavior Difficulties (PDF Version)

Annotation: Teaching template to accommodate students with attention and/or behavior difficulties in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/attbeh.pdf>

Title: Attention/Behavior Difficulties (Word Version)

Annotation: Teaching template to accommodate students with attention and/or behavior difficulties in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/attbeh.doc>

Title: Autism (PDF Version)

Annotation: Teaching template to accommodate autistic students in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/autism.pdf>

Title: Autism (Word Version)

Annotation: Teaching template to accommodate autistic students in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/autism21.doc>

Title: Deaf-Blind (PDF Version)

Annotation: Teaching template to accommodate deaf-blind students in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/deaf.pdf>

Title: Deaf-Blind (Word Version)

Annotation: Teaching template to accommodate deaf-blind students in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/deaf.doc>

Title: Deaf/ Hard-of-Hearing (PDF Version)

Annotation: Teaching template to accommodate deaf and hard-of-hearing students in the classroom.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/deafhard.doc>

Title: Deaf/ Hard-of-Hearing (Word Version)

Annotation: Teaching template to accommodate deaf and hard-of-hearing students.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/deafhard.doc>

Title: Emotional and Behavior Disorder (Word Version)

Annotation: Teaching template to accommodate students with emotional and behavioral disorders.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/emotbeha.doc>

Title: Emotional and Behavioral Disorder (PDF Version)

Annotation: Teaching template to accommodate students with behavioral and emotional

disorders.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/emotbeha.pdf>

Title: [General Accommodations for Non-Readers \(PDF Version\)](#)

Annotation: Teaching template to accommodate non-readers in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/nonread.pdf>

Title: [General Accommodations for Non-Readers \(Word Version\)](#)

Annotation: Teaching template to accommodate non-readers in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/nonread.doc>

Title: [General Accommodations for Physical Impairments \(PDF Version\)](#)

Annotation: Accommodations for students with physical impairments.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/physimp.pdf>

Title: [General Accommodations for Sensory Impairments \(PDF Version\)](#)

Annotation: Accommodations for students with sensory impairments.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/sensimp.pdf>

Title: [General Accommodations for Students With Physical Impairments \(Word Version\)](#)

Annotation: Teaching template to accommodate physically-impaired students in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/physimp.doc>

Title: [General Impairment for Students With Sensory Impairment \(Word Version\)](#)

Annotation: Teaching template to accommodate students with sensory impairments in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/sensimp.doc>

Title: [Gifted Accommodations Template- PDF Version](#)

Annotation: Teaching template to accommodate gifted students in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/giftacc.pdf>

Title: [Gifted Accommodations Template- Word Version](#)

Annotation: Teaching template to accommodate gifted students in the classroom.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/giftacc.doc>

Title: [Mild Intellectual Disability \(PDF Version\)](#)

Annotation: Accommodations for students with mild intellectual disabilities.

URL:<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/mildinte.pdf>

Title: Mild Intellectual Disability (Word Version)

Annotation: Teaching template to accommodate students with mild intellectual disabilities.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/mildinte.doc>

Title: Orthopedic Impairments (PDF Version)

Annotation: Accommodations for students with orthopedic impairments.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/orthoimp.pdf>

Title: Orthopedic Impairments (Word Version)

Annotation: Accommodations for students with orthopedic impairments.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/orthoimp.doc>

Title: Significant Development Delay (PDF Version)

Annotation: Accommodations for students with significant developmental delays.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/sigdev.pdf>

Title: Significant Development Delay (Word Version)

Annotation: Accommodations for students with significant developmental delays.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/sigdev.doc>

Title: Specific Learning Disability (PDF Version)

Annotation: Teaching template to accommodate students with specific learning disabilities in the classroom.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/spedis.pdf>

Title: Specific Learning Disability (Word Version)

Annotation: Teaching template to accommodate students with specific learning disability in the classroom.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/spedis.doc>

Title: Speech Language Impairment (PDF Version)

Annotation: Accommodations for students with speech and language impairments.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/splang.pdf>

Title: Speech Language Impairment (Word Version)

Annotation: Teaching template to accommodate students with speech-language impairments.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/splang.doc>

Title: Tourette's Syndrome (PDF Version)

Annotation: Teaching template to accommodate students with Tourette's Syndrome.
URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/tour.pdf>

Title: Tourette's Syndrome (Word Version)

Annotation: Teaching template to accommodate students with Tourette's Syndrome.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/tour.doc>

Title: Traumatic Brain Injury (PDF Version)

Annotation: Teaching template to accommodate students who have suffered a traumatic brain injury.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/brain.pdf>

Title: Traumatic Brain Injury (Word Version)

Annotation: Teaching template to accommodate students who have suffered a traumatic brain injury.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/brain.doc>

Title: Visual Impairments (PDF Version)

Annotation: Accommodations for students with visual impairments.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/visimp.pdf>

Title: Visual Impairments (Word Version)

Annotation: Accommodations for students with visual impairments.

URL: <http://www.glc.k12.ga.us/passwd/trc/ttools/attach/accomm/visimp.doc>

Helpful Websites:

Minnesota's gateway to career, education, employment and business information

<http://www.iseek.org>

Minnesota Department of Education

<http://education.state.mn.us>

Dakota County Community Transition Interagency Committee (CTIC)

www.isd917.k12.mn.us/ctic.htm

Western Regional Resource Center

<http://interact.oregon.edu/wrrc>

Transition Coalition

<http://www.transitioncoalition.org>

Council for Exceptional Children

www.cec.sped.org

IDEA Practices

www.ideapractices.org

National Transition Network

www.ici2.umn.edu/ntn

Institute on Community Integration

www.ici.umn.edu

Resources for Transition Assessment/Planning/Employment

Forms or Worksheets You Might Want To Use

- Interest Inventory for Late Elementary/Middle School Students
<http://r10.schooltocareer.gen.in.us/intinv.html>
- Discover Careers that Fit You: The Career Interest Checklist
<http://icpac.indiana.edu/careers/inventories/Interest-Checklist.xml>
- The Career Key
<http://www.careerkey.org/english/>

Essential Websites You Might Want to Surf

- IDEA'97 Transition Requirements
<http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm>
- Assessing Students with Disabilities: Transition Planning for the IEP
<http://www.transitioncoalition.org/assessing/index.htm>
- Transition to Adult Living: A Guide for Secondary Education
<http://www.cde.ca.gov/spbranch/sed/trnsgde.pdf>
- Career Areas to Explore and the Jobs in Them
<http://icpac.indiana.edu/publications/infoseries/pdf/is-65.pdf>
- Careers On-Line
<http://disserv3.stu.umn.edu/col/>

Resources for Postsecondary Education & Training

Forms or Worksheets You Might Want To Use

- Postsecondary Planning Worksheet
http://www.ldonline.org/ld_indepth/postsecondary/nacac_form1.html

- College Interview Preparation Form
http://www.ldonline.org/ld_indepth/postsecondary/nacac_form2.html
- Learning Profile
http://www.ldonline.org/ld_indepth/postsecondary/nacac_form3.html
- College Profile
http://icpac.indiana.edu/education/college_profiles/index.xml

Essential Websites You Might Want to Surf

- AskABLE Disability Resource
<http://www.askvrd.org/askable>
- Association on Higher Education and Disability
<http://www.ahead.org>
- Center for Advancement of Learning: Learning Strategies Database
<http://muskingum.edu/%7Ecal/database/database.html>
- Educational and Community Supports
<http://darkwing.uoregon.edu/%7Eedcomsup/outreach/Transition.htm>
- Effective College Planning
<http://cat.buffalo.edu/transition/Colleges.html>
- National Center for the Study of Postsecondary Educational Supports [NCSPEs]
<http://www.rrtc.hawaii.edu>

Resources for Self-Determination

Lesson Plans You Might Want To Use

- Self-Determination Synthesis Project
<http://www.uncc.edu/sdsp/>

Essential Websites You Might Want to Surf

- National Program Office on Self-Determination
<http://www.self-determination.org/index.htm>
- New Hampshire Self-Determination
<http://nhdds.org/programs/osd/>
- Kids As Self-Advocates (KASA)
<http://www.fvkasa.org/>

Resources for Family Involvement in Transition

Essential Websites You Might Want to Surf

- Family Village
<http://www.familyvillage.wisc.edu/sp/TRANS.HTML>
- Preparing for the Transition from School to Supported Employment: information for parents about the adult service system
<http://depts.washington.edu/~transctr/ETP.html>
- Parents Briefs
<http://ici2.coled.umn.edu/ntn/pub/default.html#Parent%20Briefs>
- Youth & Parent Participation TA Network
<http://ici.umn.edu/ncset/ta/youthandparent.html>
- Family SupportNet Project
<http://www.ici.umb.edu/family/>

Resources for Association and Organization related to Transition

Essential Websites You Might Want to Surf

- National Transition Network
<http://ici2.coled.umn.edu/ntn/>
- National Center on Secondary Education and Transition
<http://ici.umn.edu/ncset/>
- Division on Career Development and Transition
<http://www.ed.uiuc.edu/SPED/dcdt/>
- Kansas Transition Partnership
<http://www.ink.org/public/ksrs/>