How to Develop an Effective and Compliant Secondary Transition Plan

Requirements under the Individuals with Disabilities Education Act (IDEA) and Best Practices

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How to Develop an Effective and Compliant Secondary Transition Plan

Lori Chesnut, M.Ed.

Secondary Transition Program Specialist

Oklahoma State Department of Education, Special Education Services

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Agenda

- Importance of Secondary Transition Planning

- Required Components of a Secondary Transition Plan

- Comparing the Secondary Transition Plan and Individual Career Academic Planning (ICAP)

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Better Post-School Outcomes

Compliant and Quality Transition Plans

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Appropriate Transition Services

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Better Post-School Outcomes

Gaumer-Erickson et al., 2014; Grigal, Test, Battie, & Wood, 1997; Landmark & Zhang, 2012; Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013; Test et al. 2009

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IDEA

- The purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs AND

- [prepare them for further education, employment and independent living.](#)
[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

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Transition Services (IDEA 2004)

Transition services means a coordinated set of activities for a child with a disability that—

- is designed to be within a **results-oriented process**, that is focused on improving the **academic and functional** achievement of the child with a disability to **facilitate the child's movement from school to post-school activities**, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

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Oklahoma State Policy

- Secondary transition services must be in effect at the **beginning** of the student's **ninth grade year** or by **age 16**, whichever occurs first.

- **This means that the Transition Plan must be developed during the student's 8th grade year.**

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Importance of Self-Determination

- 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

- Self-determined students have a stronger chance of being successful in making the transition to adulthood, including employment and independence (Wehmeyer & Schwartz, 1997)

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Self-Determination & Student Input

- Make choices

- Set goals, make plans to achieve goals

- Attend the IEP meeting

- Actively participate in the transition planning process

- Lead the IEP meeting

- Learn and practice self-determination skills

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Indicator 13

Required Components of a Secondary Transition Plan

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Transition Requirements

- Age-appropriate transition assessments
- Postsecondary goals based upon transition assessments
- Annual transition goals
- Transition services/Coordinated Activities
- Courses of study
- Student input (invited to meeting and preferences and interests considered)
- Outside agency participation

Indicator 13 Checklist

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Present Levels

- The Present Levels of Academic Achievement and Functional Performance (PLAAFP) describe the level at which students are working academically and functionally.

- Transition Assessment results must be documented in the IEP in the PLAAFP.

- The IEP team will utilize the data results to develop goals and services.

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Transition Assessment

Transition Assessment is an ongoing process of collecting data on the the student's "**SPIN**"

- **S**trengths
- **P**references
- **I**nterests
- **N**eeds (which become the annual goals).

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Areas that Transition Assessment Should Address:

Employment*

Education/Training*

Community Participation

Independent Living

Types of Transition Assessments

- Formal Assessments
  - Validity-accurate, measures what it is supposed to measure
  - Reliability-consistent results over time
  - **Examples**: Achievement Tests, Self-Determination Assessments, Aptitude Tests, Adaptive Behavior Scales

- Informal Assessments
  - **Examples**: Interviews, Questionnaires, Observation, Transition Planning Inventories

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Best Practice Recommendations for Transition Assessments

Use a variety of transition assessments (2+)

Update transition assessments ANNUALLY

Use at least one FORMAL assessment

Prince et al., 2014

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Transition Interest Inventories and Exploration Tools

Career Interest Inventories

- Career Clusters*
- Kuder Career Interests Assessment (OK Career Guide)
- Interest Profiler (OK College Start)
- My Next Move (O*Net)*

Exploration tools

- OK Career Guide
- OK College Start
- O*Net
- Career One Stop

These provide students with an idea of how their interests and preferences align with jobs and guide education postsecondary goals.

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Transition Skills and Abilities Assessments

Transition skill assessments identify strengths, needs, and abilities.

- These assessments are crucial when developing appropriate annual transition goals.

- Use the **needs** identified in the transition assessments to build the annual transition goals.

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Examples of Skills and Abilities Assessments

- AIR Self-Determination Scale*

- Casey Life Skills

- Community Based Skills Assessments

- Employability Life Skills Assessment (ELSA)

- Life Skills Inventory

- OK Career Guide: Kuder Skills Confidence Assessment

- OK College Start: Basic Skills Survey

- Self-Determination Inventory (SDI)*

- Situational assessments

- Transition Assessment and Goal Generator (TAGG)*

* Formal Assessment

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Postsecondary Goals

- Must occur **AFTER** high school and must be updated annually!

- Postsecondary Goal Areas:
  - Education/Training*
  - Employment*
  - Independent Living (if appropriate and when participating in OAAP)
  - Community Participation (if appropriate and when participating in OAAP)

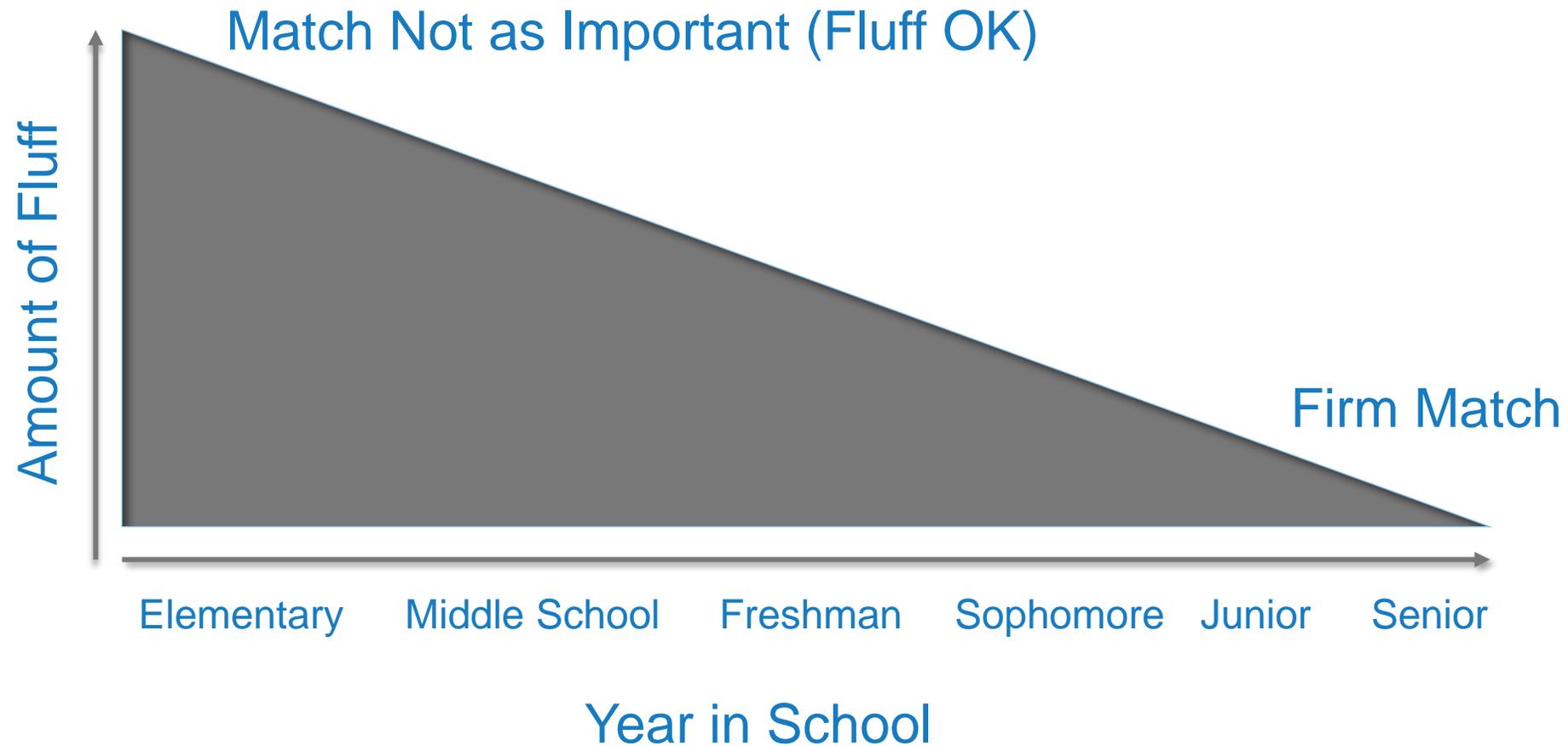*Required for all students

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Measurable Postsecondary Goals

- Postsecondary Goals are measurable if they answer the following questions:

    - Where will I LEARN after high school?

    - Where will I WORK after high school?

    - Where will I LIVE after high school?

    - How will I PARTICIPATE in the COMMUNITY after high school?

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How to Develop Postsecondary Goals

- Base them on student's strengths, preferences, and interests from the assessment results

- Use a career interest inventory for the Education/Training and Employment Postsecondary Goals
  - OK Career Guide: Kuder Career Interest Inventory
  - OK College Start: Interest Profiler
  - O*Net
  - RIASEC

- Get input from student and family

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Postsecondary Goal *Fluff* Scale

Match Not as Important (Fluff OK)

Firm Match

Amount of Fluff

Elementary   Middle School   Freshman   Sophomore   Junior   Senior

Year in School

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Are These Appropriate Postsecondary Goals?

- Ryan will take the courses needed to graduate from high school.

- Ryan is thinking about joining the Air Force.

- Ryan might live with his parents or on base.

- Ryan participates in ROTC.

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Examples of Postsecondary Goals

Education/Training
- Upon graduation from high school, Ryan will join the Air Force.

Employment
- Upon graduation from high school, Ryan will receive on the job training in the Air Force.

Independent Living
- Upon graduation from high school, Ryan will live on base.

Community Participation
- Upon graduation from high school, Ryan will use transportation to travel in the community.

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Postsecondary Education Options

- 2-year College
- Community College/ Jr. College
- Technical College
- 4-year University
- Private/Public
- Local, in-state, out-of-state
- Postsecondary education environments for students with disabilities (Think College, Sooner Works!)

- On the job training
- Apprenticeships
- Adult education classes
- Project Search (if after HS)
- Learning environments at group homes or assisted living facilities
- Community experiences/learning experiences

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Postsecondary Employment Options

- **How often?**
  - Part time/Full Time

- **What type?**
  - Competitive, sub-minimum, volunteer, entrepreneurial, community integration/participation

- **Career Type?**
  - Area of interest, based upon preferences

- **Supports Needed?**
  - Vocational Rehab, Job Coach, Paid Co-Worker, Assistive Technology

- **Location?**

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Independent Living Options

- At home with parents
  - At home with parents as independently as possible
  - With what supports (medical, care givers)

- With roommates
  - With roommates in the dorm
  - With roommates in a house or apartment

- In the Dorms
  - With or without roommates

- Group homes
  - Level of support given

- Assisted or Independent Living facility
  - Level of independence or support given

Annual Goals

Each postsecondary goal has a corresponding annual transition goal.

- Based on **NEEDS** identified through transition assessments.
- Should address what skills the student will learn this academic school year to demonstrate movement towards reaching Postsecondary Goals.
- Are not mere statements of passing a class with a certain grade or to complete requirements for high school graduation.

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Annual Goals Continued

- The Annual Transition Goals **must include**:
  - Education/Training*
  - Employment*

- May also include (as appropriate):
  - Independent Living
  - Community Participation

- **Students assessed by alternate achievement standards, must have short-term objectives/benchmarks!**

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Creating Annual Goals

- What skills do I need to learn this year to go to school where I want?

- What skills do I need to learn this year to work where I want?

- What skills do I need to learn this year to live where I want?

- What skills do I need to learn this year to participate in my community?

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Measurable Annual Transition Goals

- Annual Transition Goals need to include the following:
  - **Condition** (When, How, with What)
    - The application of skills or knowledge
  - **Behavior** (Specific)
    - Identifies the performance being monitored
    - Describes the materials/environment necessary to complete goal
  - **Criterion** (To what degree)
    - Duration (How Long, How Often)
    - Degree of Accuracy
    - Number of Trials
    - Frequency

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More about Annual Transition Goals

- Monitor progress of annual transition goals
- Plan for student involvement

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Comparing Postsecondary and Annual Transition Goals

Postsecondary Goals

- Based upon student's **strengths, interests, and preferences** identified through transition assessments

- Occur after high school

- Are not mere statements of passing a class with a certain grade or to complete requirements for high school graduation.

Annual Transition Goals

- Based on **needs** identified through transition assessments

- Should address what skills the student will learn this academic school year to demonstrate movement towards reaching each Postsecondary Goal

- Are not mere statements of passing a class with a certain grade or to complete requirements for high school graduation.

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Examples of Annual Goals

Education/Training:

Postsecondary Goal: Upon graduation, Ryan will join the Air Force and receive on the job training.

- **Annual Goal:** When asked, Ryan will identify the steps he must take to become accepted into the Air Force with 90% accuracy.

Employment:

Postsecondary Goal: Upon graduation, Ryan will join the Air Force and receive on the job training.

- **Annual Goal**: When asked, Ryan will report on 3 possible Air Force occupations as well as the salary for each.

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More Annual Goals Examples

Community Participation:

    Postsecondary Goal: Upon graduation, Ryan will navigate his community.

- **Annual Goal**: When asked, Ryan will determine transportation options available with 90% accuracy.

Independent Living:

    Postsecondary Goal: Upon graduation, Ryan will live on base.

- **Annual Goal**: When asked, Ryan will describe two housing options available to enlisted personnel.

Transition Services

Transition services means a coordinated set of activities for a child with a disability that is:

- A results-oriented process;

- Focused on improving the **academic** and **functional** achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

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Types of Transition Services

Based on the child's needs, taking into account the child's strengths, preferences, and interests; and includes:

- Instruction

- Related services

- Community experiences

- **Employment*** and other post-school adult living objectives

- Daily living skills and provision of a functional vocational evaluation, if appropriate.

- **34 CFR §300.43**

Coordinated Activities-Tasks

- These are the tasks/activities for the student to complete that will assist them in learning the skills and knowledge associated with each annual transition goal.

- Consider all activities that the student might benefit from or participate in to achieve each annual goal.

- Must be updated annually.

- [Coordinated Activities](#)

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More About Coordinated Activities

- They can take place at:
  - School
  - Home
  - Community

- People responsible may include any of the following:
  - Student
  - Parent and/or other family members
  - Special education teacher, general education teachers, counselor, or other school staff
  - Outside agency staff (such as the VR counselor)

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Examples of Coordinated Activities

Remember Ryan?

- **Education/Training Annual Goal**:
  When asked, Ryan will identify the steps he must take to become accepted into the Air Force with 90% accuracy.

What would be some appropriate coordinated activities for Ryan?

- Participate in ROTC, visit with the Air Force Recruiter, take the ASVAB, research military careers

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Course of Study

- The Course of Study should identify the specific courses that a student will take, whether special education or general education, that directly support progress toward postsecondary and annual goals.

- It is updated annually.

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Creating the Course of Study

- Considering Postsecondary goals, interests, strengths, and needs, students need to answer these questions:

    - What classes and activities do I need to prepare me to learn, work, and live where I want after leaving school?

    - What extra activities do I need?

Course of Study Example for Ryan

11th	12th
English III	English IV
Algebra II	Geometry
Biology	Environmental Science
Spanish I	Spanish II
World History	US History
Internship	Internship
ROTC	ROTC

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OK Promise

- OK Promise offers Oklahoma students who meet specific academic and financial requirements an opportunity to earn a scholarship for college tuition.

- The IEP team must indicate if the student plans on enrolling in the OK Promise program.

- The IEP team should ensure that all the requirements, including coursework requirements, of the program are considered and addressed when completing the student's transition services plan.

- For more information, visit the Oklahoma's Promise website.

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College Preparatory/Work Ready or Core Curriculum

- Students entering 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum Track.

- To opt-out of the College Preparatory/Work Ready Curriculum Track for the Core Curriculum Track, parents **must** complete a form provided by the school. This form will be placed in the student's cumulative folder.

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Student and Agency Participation

- The student must be invited to attend their IEP meeting regardless of the level of their disability

- If they cannot attend, their preferences and interests must be considered

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Outside Agency Participation

- Representatives of participating outside agencies that are likely to be providing or paying for transition services must be invited with parent or student consent (if 18)
  - OK Career Tech
  - Department of Rehabilitation Services (DRS)
  - Department of Human Services Developmental Disabilities Services (DDS)
  - Mental Health
  - Independent Living Center
  - Community Providers

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Vocational Education

- Utilizing the student's postsecondary goals, the IEP team must consider and provide information regarding vocational education, including:
  - Career technology programs
  - Work study programs
  - School-based training
  - Community-based job experience
  - High school vocational education courses

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Department of Rehabilitation Services (DRS)

- A referral form for DRS should be completed for the student by the age of 15 ½ and sent to the DRS office.
  - Consent for Release of Confidential Information must be signed by parent (or student if age 18).
  - Parent Consent form must be completed to invite DRS or other outside agencies to participate in the IEP meeting.
  - Encourage parents and students to complete the DRS application and remind them of possible services available.

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Transfer of Rights

- By age 17, students and parents must be informed about the age of majority and transfer of the parent's rights to the student upon the student turning 18 years of age.

- The local educational agency (LEA) should inform parent(s) of their option to seek legal advice if they plan to seek guardianship and continue making all or part of the decisions for their student upon the student reaching the age of majority.

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Receipt of a Regular High School Diploma or Aging Out

- The LEA's obligation to provide special education services ends:

  - When the student meets the LEA and State requirements that apply to all students for the receipt of a regular high school diploma **or**

  - When the child turns 22 years of age (They may finish the school year).

  - Although this is considered a change of placement, a reevaluation is not required.

Written Notice

- Prior to graduation and the discontinuation of special education services, the LEA:

  - Must provide the parent and/or student with Written Notice that the LEA's obligation to provide special education services ends when the student obtains a regular high school diploma or reaches maximum age.

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Summary of Performance

- The LEA must complete a Summary of Performance (SOP):
  - Academic Achievement and Functional Performance
    - Recent evaluation data, grades, GPA, progress made towards postsecondary goals
  - Recommendations for assisting the student in meeting his/her postsecondary goals
    - Activities, accommodations, assistive technology, and strategies that will enable the student to be successful
      - **34 CFR 300.305**

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Individual Career Academic Planning

ICAP

What is ICAP?

- **Individual Career Academic Planning** is a multi-year process that intentionally guides students as they **explore career, academic, and postsecondary opportunities.**

- Beginning with the family and student involvement in the ICAP process and support from educators, students develop the awareness, knowledge, and skills to **create their own meaningful pathways to be career and college ready.**

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College and Career Readiness

College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.

Oklahoma Legislation HB 2155

- **ICAP is required as part of graduation for the Class of 2023.**

- **ICAPs for students with disabilities shall take into account and work in cooperation with the student's individualized education program (IEP) or Section 504 Plan.**
  - They must remain separate documents, but parts of the ICAP will be integrated into the transition plan of the IEP.
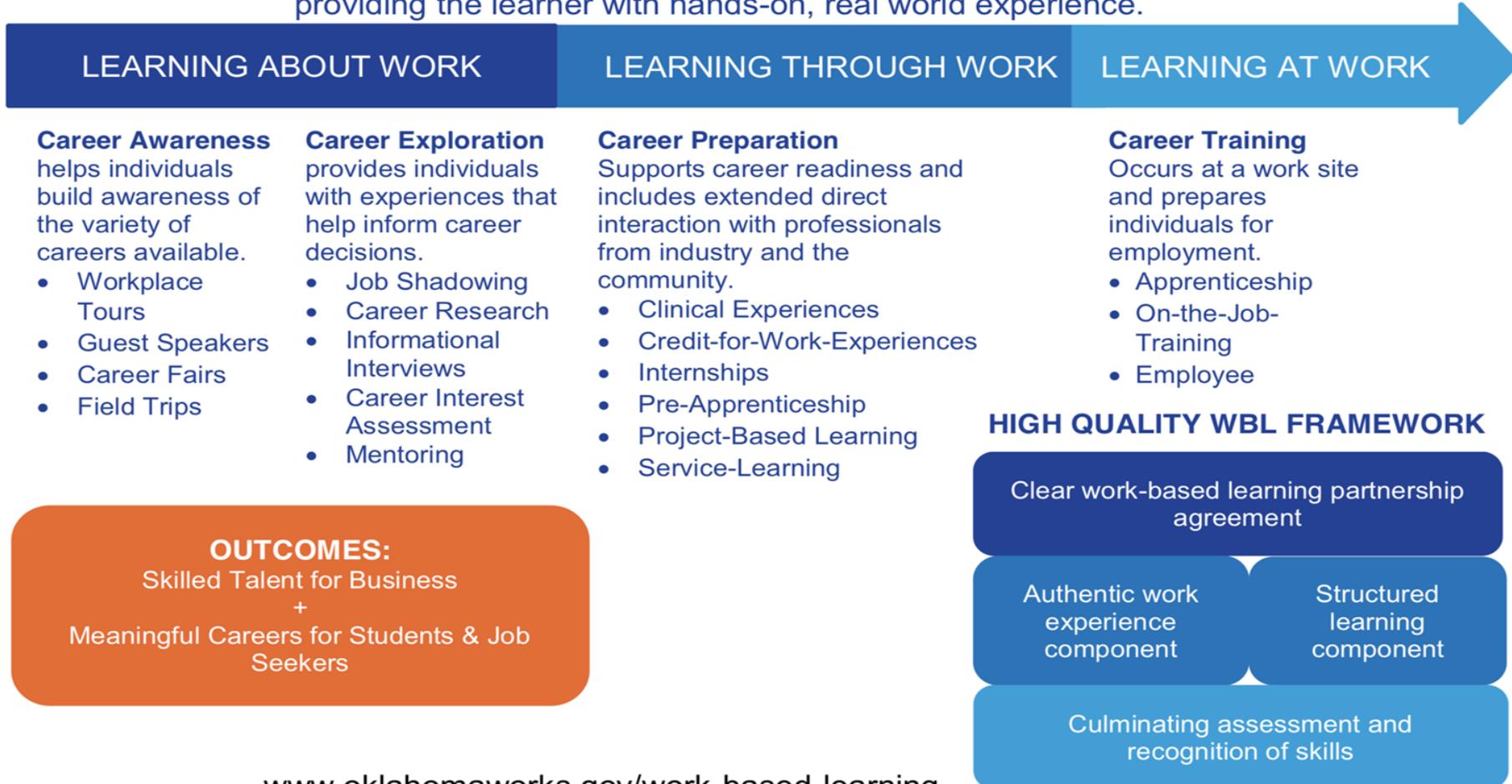
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What Does an ICAP Include?

- Career and college interest surveys
- Postsecondary and workforce goals, as well as progress toward those goals
- Intentional sequence of courses that reflect progress toward those goals
- Student's academic progress, including courses taken, test scores, remediation
- Advanced Placement, International Baccalaureate, concurrent enrollment credits and certifications
- **Experience in-service learning and/or work environment activities**

Work-Based Learning Continuum

OKLAHOMA'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in a whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK	LEARNING THROUGH WORK	LEARNING AT WORK

Career Awareness
helps individuals build awareness of the variety of careers available.
- Workplace Tours
- Guest Speakers
- Career Fairs
- Field Trips

Career Exploration
provides individuals with experiences that help inform career decisions.
- Job Shadowing
- Career Research
- Informational Interviews
- Career Interest Assessment
- Mentoring

Career Preparation
Supports career readiness and includes extended direct interaction with professionals from industry and the community.
- Clinical Experiences
- Credit-for-Work-Experiences
- Internships
- Pre-Apprenticeship
- Project-Based Learning
- Service-Learning

Career Training
Occurs at a work site and prepares individuals for employment.
- Apprenticeship
- On-the-Job-Training
- Employee

OUTCOMES:
Skilled Talent for Business
+
Meaningful Careers for Students & Job Seekers

HIGH QUALITY WBL FRAMEWORK

Clear work-based learning partnership agreement

Authentic work experience component

Structured learning component

Culminating assessment and recognition of skills

www.oklahomaworks.gov/work-based-learning

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ICAP Tools

- [OK Career Guide](#)

- [OK College Start](#)

- [OSDE Connect](#)

- [Oklahoma Edge](#)

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Individual Education Program(IEP) Transition Plan

- Required under IDEA for **students on IEP**s
- Student/Parent/guardian must have opportunity for input
- Developed by a team and required by beginning of ninth grade or the age of 16 (may begin earlier)
- Transition assessments in the areas of Education/training, Employment and Independent Living
- Transition services

Individual Career and Academic Plan (ICAP)

- Required under HB-2155
- May begin in grade 6 and is required for **all students** by ninth grade
- Career and college interest surveys

- Student driven
- Required under federal or state law
- Must be reviewed annually
- Requires written Postsecondary and workforce (employment) goals and progress towards those goals
- Requires work-based experiences
- Identifies student interests, skills, and experiences
- Charts progress needed to prepare for college, career and life
- Intentional sequence of courses (course of study)

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Participation of ALL Students

- Students with disabilities participate in the ICAP through the same process as all other students.

- They need to be included in all processes and activities!

- Students with IEPs may need appropriate accommodations and modifications determined by the IEP team. IEP teams document the required accommodations/modifications on the IEP using the Custom Accommodations in OK EDPlan.

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Work Experiences - ICAP

- Work experiences and service learning
    - Students must participate at least once prior to graduation.
    - Community experiences and Internships are highly recommended.

- Research shows that work experience during high school, paid or unpaid, helps youth get jobs at higher wages after they graduate— this is true even for special populations!

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Wrap Up

- How will this information help you in your current role?

- What questions do you still have about secondary transition planning?

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OSDE-SES Contact Information

Oklahoma State Department of Education

Special Education Services

(405) 521-3351

OSDE-SES Website

Facebook: Oklahoma State Department of Education-Special Education Services

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OSDE-SES: Secondary Transition

Lori Chesnut, M.Ed.

Secondary Transition Specialist

Lori.Chesnut@sde.ok.gov

(405) 521-4802

[OSDE-SES Secondary Transition](#)

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ICAP Resources for Students with Disabilities

- Looking for ways to incorporate the ICAP and the IEP Transition Plan?

- Visit [Oklahoma Edge](#)
  - [IEP and ICAP Comparison Document](#)
  - [ICAP FAQs for the IEP](#)
  - [ICAP IEP Presentation](#)

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More ICAP Resources

- ICAP information and resources on OK Edge
  - Access sample activities for service and work-based learning and information on student work permits here.
  - Access ICAP professional development opportunities here.

- Complete the Work-Based Learning and other College & Career Courses on the OSDE Connect to better prepare students to succeed in life after high school.

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OSDE ICAP Contacts

- Dr. Shelly Ellis
  Deputy Superintendent
  shelly.ellis@sde.ok.gov

- Chelsea Hunt
  Executive Director of
  Work-Based Learning
  and Industry Partnerships
  chelsea.hunt@sde.ok.gov

- Marissa Lightsey
  Executive Director of
  College and Career
  Readiness
  marissa.lightsey@sde.ok.gov

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Zarrow Center Resources

- [OU Zarrow Center](#)

- The Zarrow Center website offers:
  - Transition education curriculum (Free!)
  - Transition education materials and resources (Free!)
  - Transition assessments (Free!)
  - Professional Development in Transition Areas (Free!)
  - Transition Assessment and Goal Generator ($3 per student)

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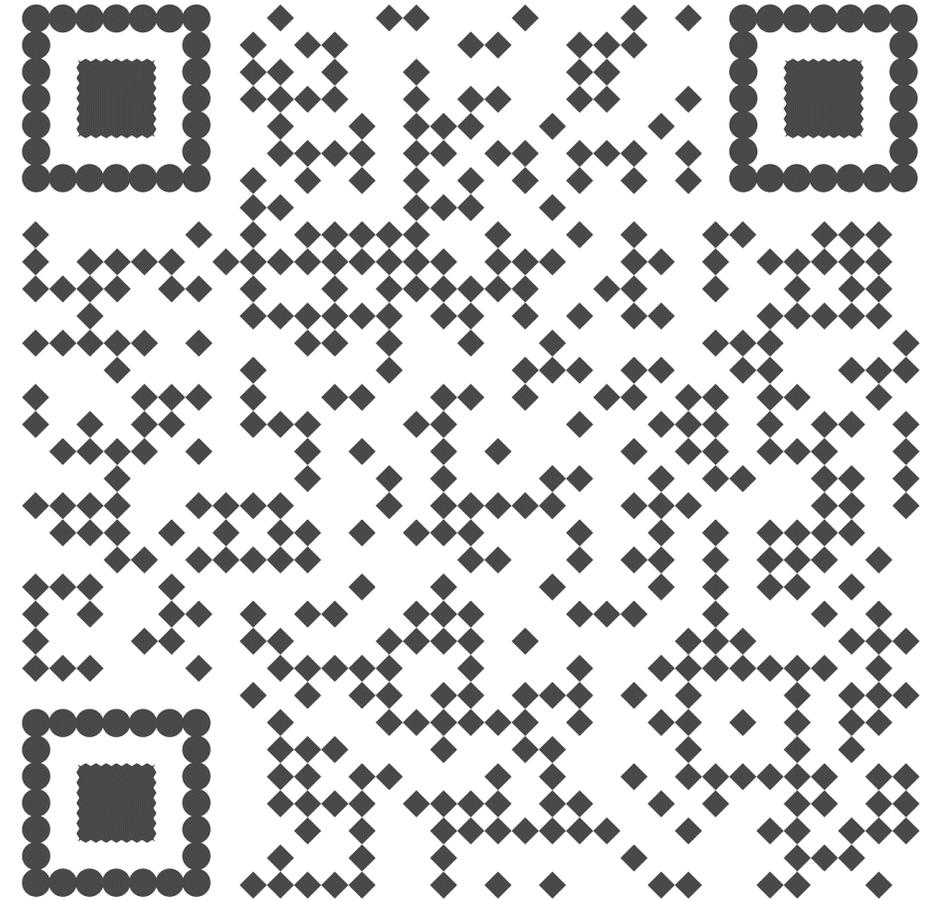
Oklahoma Resources

- OK-AHEAD
- Oklahoma ABLE Tech
- Oklahoma Department of Human Services: Developmental Disabilities Services
- Oklahoma Department of Rehabilitation Services
- Oklahoma Developmental Disabilities Council
- Oklahoma Family Network
- Oklahoma Parent's Center
- Sooner Success

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Additional Resources

- [National Technical Assistance Center on Transition the Collaborative (NTACT:C)](#)

- *[OSERS: A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)*

- [PACER's National Parent Center on Transition and Employment](#)

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Guardianship Resources

- [A Guide to Guardianship For Adults With Developmental Disabilities](#)
- [Legal Aid OK: Oklahoma Law](#)
- [Oklahoma County Court Clerk Guardianship Handbook](#)
- [Oklahoma Department of Human Services: Developmental Disabilities Services-Guardianship Assistance](#)
- [The Senior Law Resource Center](#)
- [Special Needs Alliance](#)

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