

Oklahoma Secondary Transition Handbook

DRAFT

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SECONDARY TRANSITION REQUIREMENTS IN THE IDEA AND OK STATE POLICY AND PROCEDURES

TRANSITION DEFINED

Students with disabilities have a right to a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepares them for **employment, further education, and independent living**. The Individuals with Disabilities Education Act (IDEA, 2004) mandates specific documentation of transition planning and transition services in the Individual Education Program (IEP) for transition-age students with disabilities. Desired employment, further education, and independent living outcomes become the postsecondary goals that drive the transition planning process and the secondary IEP.

WHEN TRANSITION EDUCATION MUST BEGIN

IDEA requires that transition planning begin no later than the first Individualized Education Program (IEP) to be in effect when the child turns 16, and updated annually thereafter (Individuals with Disabilities Act [IDEA], 2004). 34 CFR § 300.320 (b)

Oklahoma Special Education Policy mandates that the IEP must include secondary transition services that are in effect prior to the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually. This means that the transition plan must be developed during the student's eighth grade year or earlier.

Transition from special education services and its entitlements is complicated. It takes time to put post-school services and supports in place, especially for students with significant support needs and complex needs. Some students will likely be using the services of many agencies and time will be needed to determine who can do what and who will pay for what. Therefore, it is highly recommended that transition planning begin as early as possible due to the many benefits of starting earlier and the complexity of transition planning.

TRANSITION SERVICES

The IDEA defines secondary transition services as a coordinated set of activities for a student with a disability that is designed within a results-oriented process. These services are focused on improving the academic and functional achievement of the student to facilitate the student's movement from secondary school to post-school activities (e.g., postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation).

IMPORTANCE OF TRANSITION PLANNING

The transition planning process provides opportunities for a young adult with disabilities to explore and identify post-school goals. It also provides educators the opportunity to structure the IEP transition components to facilitate the attainment of students' post-school goals and to facilitate successful movement from high school to postsecondary education and/or the workforce. Quality transition education improves the likelihood of school graduation and successful post-school outcomes. Students who receive adequate and appropriate transition services attain more positive postschool outcomes (Test et al. 2009; Landmark & Zhang, 2012; Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013). Furthermore, students who receive satisfactory transition services are more likely to be employed, go to college, and live independent lives (Mazzotti et al., 2013; Test et al., 2009). Successful transition planning requires support from multiple sources so the student and their family can make choices, develop connections, and access services prior to leaving high school.

Secondary Transition Indicators

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA), Part B. The IDEA requires each state to develop a [state performance plan/annual performance report \(SPP/APR\)](#) that evaluates the state's efforts to implement Secondary Transition Planning is so important to student's success that it has four indicators. Following are the measurements for the indicators relating to transition:

- **Indicator 1: Graduation Rates** | "Percent of youth with IEPs graduating from high school with a regular diploma."

- **Indicator 2: Drop-out Rates** | "Percent of youth with IEPs dropping out of high school."
- **Indicator 13: Post-school Transition Goals in IEP** | "Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals."
- **Indicator 14: Participation in Post-secondary Settings** | "Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school."

More Information about Indicator 14: Post-School Outcomes. To help improve school programming and supports for future students in Oklahoma schools, the Oklahoma State Department of Education, Special Education Services (OSDE-SES) annually surveys exiters a year after they graduate, dropout, or age out and reports the following data to the U.S. Office of Special Education Programs (OSEP):

Percent of youth who are no longer in secondary school had IEPs in effect at the time they left school and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school."

It is important to have a high percentage of exiters participate in the survey to ensure that the data is of good quality so that it can be used to inform decision-making regarding high-quality transition programs.

- **Teachers can help by:**
 - Updating their student and families contact information (first name, last name, address, phone number with area code, and a long-term email) in EDPlan and in their Student Information System at their exit meeting when they give

the student their Summary of Performance and Written Notice or during the student's last semester.

- Providing students and their families the Post-school Outcomes information concerning the upcoming survey that will be sent out a year after they have left school.

TRANSITION PLANNING INCLUDES ASSISTIVE TECHNOLOGY (AT) NEEDS

Transition plans address AT needs of the student (when appropriate), including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place (Bowser et al., 2015). Canfield and Reed's Assistive Technology and Transition document is an excellent resource for guiding the IEP team through creating a strong transition plan that includes AT (Canfield & Reed, 2001).

HOW TO DEVELOP AN EFFECTIVE AND COMPLIANT SECONDARY TRANSITION PLAN

To ensure compliance with the IDEA secondary transition requirements, The Oklahoma State Department of Education, Special Education Services (OSDE-SES) utilizes the [Indicator 13 Checklist](#). The IDEA Indicator 13 requirements, Oklahoma policies and procedures, and best practices for developing a compliant and effective secondary transition plan are explained below.

Preparing for the IEP Transition Meeting

Prior to the IEP meeting, information will need to be gathered in order to assist in making informed decisions. IEP teams will need to know and understand the following:

- Results from age-appropriate transition assessments for the development of the goals, and transition services
- Courses available through graduation
- Strengths, preferences, interests and specific transition needs of the student
- If AT is being used by the student, how AT will continue to be used after graduation
- Different placement options for the student
- Options available at universities, colleges, Career Technology Centers
- Job opportunities that match the student's interests and abilities in the community.

Notification of Meeting. When the IEP team members discuss secondary transition education, the Notification of Meeting (referred to as OK-Meeting Invitation in EDPlan) must include:

- The purpose associated with the student transitioning from school to adult life, which will be discussed at the meeting.
- An indication that the student is invited to attend the meeting; include his/her name on the Notification of Meeting form.
- The staff title and agency that may be responsible for paying/providing transition services among the participants listed on the form.

Interagency Linkages. Students with disabilities may require support throughout adulthood or as part of their transition from high school into adulthood. Therefore, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services with prior parent consent (or student consent if 18) (Individuals with Disabilities Act [IDEA], 2004). 34 CFR § 300.321. Thus, best practice suggests holding transition-planning meetings in middle school or even earlier for students who may need additional post-high school support.

The Oklahoma Rehabilitation Council (ORC), OKDRS, and the OSDE-SES recognize the importance of starting transition planning early so they developed transition planning folders for Elementary, Middle School, and High School to help students and their families prepare for life after high school. These folders are available in electronic versions as well as print and are fully accessible. Students, parents, and IEP team members are encouraged to utilize the Elementary, Middle School, and High School Transition Planning Folders to access community resources and services. Electronic folders are available on the [OKDRS Transition](#) webpage and the [OSDE-SES Secondary Transition](#) webpage. Print copies are also available from your local OKDRS Counselor.

Students requiring support from the Oklahoma Developmental Disabilities Service (DDS) must begin the application process early to increase the likelihood of obtaining services upon completion of high school. Families and students must be made aware of this process and are encouraged to enroll when the child is as young as three years old due to possible waiting lists. For more information, please visit the [DDS](#) and

the DDS Waiting List websites. Refer to the Postsecondary section for more information about other outside partners (OKDRS, Career Tech, Mental Health Services, etc.).

Consent Needed for Agency Staff to Attend IEP Meeting. Utilizing the Parent Consent form in EDPlan, the school will need to obtain written parental consent (or student consent if they have reached the age of majority) before a community representative can attend the IEP meeting. This may include an OKDRS Counselor, Licensed Professional Counselor or other Mental Health provider, Career Technology Instructor or Representative, Community Service Provider, and/or others. The duration for the consent for an agency representative to attend a student's IEP meetings can be for a specific IEP meeting, or it may last up to a year. The signed Parent Consent form must be kept in the student's confidential file. It is also recommended that the signed Parent Consent be uploaded into EDPlan.

Students Attending an IEP Meeting. Students of transition-age must be invited to attend their IEP transition meeting (Individuals with Disabilities Act [IDEA], 2004). 34 CFR § 300.321. Students should be informed of terminology, roles of the IEP team, and procedures prior to attending and participating in the IEP meeting. The IEP team should take steps to ensure that the student's voice is heard and that the meeting is a positive experience.

Best Practice Hints. Active student involvement in the IEP process is related to improved rates of employment and involvement in postsecondary education after high school graduation. The *I'm Determined* project (<http://www.imdetermined.org/>), sponsored by the Virginia Department of Education, offers systematic lessons to teach students to play a role in writing and then presenting their Present Levels of Performance page at their IEP meeting. See Section 3: for more strategies to increase student involvement.

Holding a Meeting without the Student Being Present

If the student has been invited to attend the transition IEP meeting, but declines, the meeting can continue as long as steps have been taken to obtain information from the student. The team must document the student's preferences and interests on the IEP.

Age-Appropriate Transition Assessments

Transition assessments represent an essential transition education practice for students with disabilities. Transition assessments, when used effectively, lead students from post-school uncertainty to a well-developed transition plan to accomplish postsecondary goals (Leconte, 2006). IDEA 2004 requires appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to Training and Education, Employment, and when appropriate, Independent Living Skills (Menchetti, 2008). Oklahoma also considers the area of community participation to ensure individuals with disabilities live their best lives. Transition assessments assist young adults to make informed decisions about their postsecondary transition goals as well as to assist in the development of the annual transition IEP goals. Students must participate in age-appropriate transition assessments each year. Transition assessments should be varied and facilitate the development of transition goals and services. Transition Assessment is an ongoing process of collecting data on the individual's:

- **Strengths** (what they are good at doing)
- **Preferences** (how they learn best, what they choose)
- **Interests** (what they like to do)
- **Needs** (what transition skills they need to be taught, which become the annual transition goals).

The results of current transition assessments are an integral part of the **Present Levels of Academic Achievement and Functional Performance (PLAAFP)**, which describes the level at which students are working academically and functionally. The IEP must include the student's **strengths, preferences, interests, and specific transition needs** identified using age-appropriate transition assessments. The results of these assessments provide the following vital information: 1) the rate of student progress towards reaching post-secondary goals; 2) data to support necessary updates to existing postsecondary goals; and 3) data to assist in the development of annual transition goals, transition services/coordinated activities, and course of study. All students must be assessed in the areas of Education/Training and Employment. It is appropriate to assess Independent Living and Community Participation when the student is participating in the alternate assessment due to significant deficits in adaptive behavior and the lifelong need for extensive family/community support. See the [Criteria](#)

[Checklist for Assessing Students with Disabilities on Alternate Assessments](#) for more information. It is also recommended that all students are assessed in all areas: Education/Training, Employment, Independent Living and Community Participation to determine the need for goals and services.

Parental Permission to Administer Transition Assessment. Transition assessments are considered to be a routine special education instructional practice and are typically not used to determine eligibility for services. Thus, transition assessments do not require parental permission prior to their use. However, parental notification of pending transition assessments will increase the likelihood of parent involvement in the process, as many transition assessments have parent, educator, and student versions.

How to Document Transition Assessment Results as Part of the PLAAFP.

The results from the transition assessments are summarized in the Current Assessment and/or List of Needs, Preferences, Strengths, and Interests Based on Present Levels of Performance and Age-Appropriate Transition Assessments sections of the IEP. To facilitate understanding and decision making, transition assessment results need to be included in a language and form that parent(s) and young adults understand. The following example summarizes the results of the American Institutes for Research (AIR) Self-Determination assessment, a commonly used self-determination assessment.

- Current assessment results. Current assessment results provide an indication of student progress towards reaching their postsecondary goals.
 - *Current assessment example statement.* Bill obtained an overall 48% self-determination score as measured on the AIR Self-Determination Scale, Educator Version.
- Objective statements. Objective statements based upon the results of the transition assessments will be describing how the student's disability impacts involvement in secondary transition instructional activities relating to attainment of postsecondary goals. The following example depicts how this is done using the results of a self-determination assessment.
 - *Objective statement example.* Bill has 48% of the overall self-determination skills measured on this assessment. He has many more opportunities at home to develop and use his self-determination skills than

at school. He needs increased school and home opportunities to develop and master additional self-determination skills to enable him to attain his post-school education and employment goals.

- Strengths. Strengths gleaned from the transition assessments are listed in the Strengths and/or List of Needs, Preferences, Strengths, and Interests Based on Present Levels of Performance and Age Appropriate Transition Assessments sections of the IEP. Identify strengths that will facilitate success in transition education activities and in attaining annual transition goals.
 - *Strengths statement example.* Bill knows his own abilities and limitations and can express these at the appropriate times. He can also set short-term goals and can change his plan as needed to attain his short-term goals.
- Anticipated effects section. Describe the impact of identified transition strengths on participation in transition education activities and attainment of annual transition goals.
 - *Anticipated effect statement example.* Bill's self-advocacy skills will enable him to request testing accommodations if they are not automatically provided in his general education classes.
- Parent concerns for enhancing the child's education section. As transition education needs are being discussed, identify any specific goals that parents and students have about enhancing transition education services and opportunities.
 - *Parent concern example.* Mom wants to ensure that Bill identifies a career interest so that plans can be made for him to acquire the education and experience needed to obtain a job that pays a living wage and has benefits.

Types of Assessments. Transition assessments may be formal or informal. Formal assessments have validity and reliability. Validity means the assessment is accurate and measures what it is supposed to measure. Reliability means the assessment yields consistent results over time. Formal assessments include achievement tests, self-determination assessments, aptitude tests, and adaptive behavior scales. Informal assessments include interviews, questionnaires, observation,

and transition planning inventories. Prince et al. (2014) recommend using at least one formal assessment as part of the student's assessment battery. As long as the transition assessments match the student's skills, they can be paper-pencil format, community-based, or online.

Several transition assessments are listed below that can be used to assess the broad areas of Education/Training, Employment, Independent Living, and Community Participation. **Formal assessments are in bold lettering.** For more information about Transition Assessments, refer to the OSDE Transition Assessments modules in Pepper (located in EDPlan) and the Transition Assessment Toolkit.

Education/Training. Education/Training assessments measure students' academic strengths, educational needs, and communication skills. The results can be used to determine appropriate instruction, inform educational and job training decisions, measure student progress, and identify future education and job training goals.

- **ACT***
- District benchmarks, curriculum-based measures, standards-based measures \$ (Unique Learning System, easyCBM, Moby Max, IXL, STAR, etc.)
- Enderle-Severson Transition Assessments (ESTR) \$ (can also be used for employment and independent living)
 - ESTR-J (mild disabilities)
 - ESTR III-(more moderate disabilities)
 - ESTR-S (severe/profound disabilities)
- Landmark Guide to Assessing College Readiness
- **SAT***

*May be a district requirement for Individual Career Academic Planning (ICAP)

Employment. Interest assessments aid student career exploration by providing a narrow set of career domains for students to consider. Vocational skills assessments provide students a means to match their skills with job requirements.

- **Career Clusters**
- Employability Life Skills Assessment (ELSA) (can also be used for Education/Training and Independent Living)
- The Environmental Job Assessment Measure (E-Jam). The purpose of this

assessment is to ascertain the student's fit with the job, as well the accommodations that could be made to promote the student's success on the job or identify the skills necessary to perform the job correctly.

- OK Career Guide* (can also be used for Education/Training). Contains the Kuder Career Interests Assessment, Kuder Skills Confidence Assessment, and Super's Work Value Inventory
- OK College Start* (can also be used for Education/Training). Contains the Interest Profiler, Career Cluster Survey, Basic Skills Survey, Transferable Skills Checklist, Work Values Sorter, and the Career Key
- **O*Net: My Next Move Interest Profiler**
- Photo Career Quiz
- RIASEC (based on Holland's Code)
- **Work Keys**

*May be a district requirement for Individual Career Academic Planning (ICAP)

Career Exploration Tools. Career exploration tools can help students understand the relationship between school and career in ways that keep them motivated to graduate with the skills they will need for the future.

- Jobtimize
- EnvisionIT
- Roadtrip Nation Explore and Plan Roadtrip Tool
- STEM Careers Coalition: Career Exploration

Self-Determination Assessments. Students with higher levels of self-determination skills have better post-school outcomes. These assessments identify student self-determination skills and needs, and some examine opportunities at home and school to develop self-determination skills. **The results from self-determination assessments can be used to develop annual transition goals in the areas of Education/Training, Employment and in some cases Independent Living and Community Participation.**

- **AIR Self-Determination Scale**
- Self-Determination Checklist-Student Self-Assessment
- **Self-Determination Inventory (SDI)**. The SDI contains a very helpful SDI

Student Report Guide that will tell students more about what their score on the Self-Determination Inventory means and they can use it in their life.

- **Transition Assessment and Goal Generator-High School (TAGG-HS)** \$ ***Independent Living and Community Participation***. These assessments identify student strengths and needs across the skills needed to live at home with parents, in the community, or to access community services.

- Casey Life Skills (can also be used for Education/Training, Employment and Community Participation). There are several assessments within Casey Life Skills, including elementary, middle school, homeless youth, American Indian, LGBTQ+, and more.
- Community-Based Skills Assessment Tool Kit-Autism Speaks Developed for students with Autism.
- Life Skills Inventory
- Task Analysis

Informal Assessments for Transition Planning. Informal transition assessments include interviews, questionnaires, checklists, and more. While it is not recommended that informal assessments be solely used, they can help teams gather information on student's strengths, preferences, interests, and needs. They are also useful to better understand the family's perspective and future vision for their child. They may be used for Education/Training, Employment, Independent Living, or Community Participation, depending on the assessment.

- Transition Planning Inventory-2 Informal Book. This is a collection of informal assessments for assessing the areas of Education/Training, Employment, Independent Living, Daily Living Skills, Community Participation, Financial/Income Management, Health, Leisure/Recreation, Relationships, Social Skills, Transportation/Mobility, and Vocational Training. *Used copies may be found by googling "Transition Planning Inventory Informal Book."

Digital Citizenship Tools. Internet safety tools teach students to use technology safely and responsibly.

- Be Internet Awesome

Person-Centered Planning. Person-centered planning (PCP) is a process that

helps students with disabilities plan for their future while also promoting self-determination. PCP is a wonderful planning strategy for all students with disabilities but it can be especially beneficial for students with more significant disabilities who need an alternative to traditional approaches in order to convey their strengths, preferences, interests and needs. Typically, a team of persons, usually family, friends and sometimes service providers, work together over time to assist the individual in defining and reaching his or her goals. The team works collaboratively through informal meetings to identify the person's priorities and assist the individual in attaining his or her self-determined quality of life. According to the National Center on Secondary Education and Transition (NCSET, 2004, p. 2) person-centered planning process can strengthen the transition to post-school activities through the following:

- Enhancing the quality of assessment and planning activities for both high school transition services and adult service agencies serving youth with disabilities.
- Fostering positive working relationships between families and professionals.
- Providing a way for educators and case managers from other agencies to better coordinate their services.
- Connecting families to adult service agencies before a student leaves high school.
- Helping ensure that services support the youth's goals and lead to successful outcomes.
- Helping identify and cultivate natural supports in the community.

Person-Centered Tools. There are a number of person-centered tools or approaches that students, families, and IEP teams can utilize.

- Charting the LifeCourse. The framework and tools help individuals organize their ideas, vision for a good life, goals, problem solve, navigate, and advocate for supports. Contact [DDCO](#) or the [OK Family Network](#) for more information.
 - [LifeCourse Tools: Family Perspective](#)
 - [Exploring Life Possibilities](#)
- [Circle of Friends](#)
- [MAPS](#)
- [PATH](#)

Transition Assessments and Career Exploration Resources for Students with Significant Support Needs. The following assessments and resources are provided to support students with significant support needs, their families, and professionals as they develop appropriate transition goals and services.

- **Adaptive Behavior Assessment System 3rd Edition (ABES-3)** \$
(Education/Training, Employment, Ind. Living, Community Participation)
- Career Awareness and Exploration Videos (Employment)
- Career Interest Inventory-Pictorial (Employment)
- Child Preference Indicators (Education/Training)
- Employment Support Indicators (Employment)
- Enderle-Severson Transition Assessments (ESTR-S or ESTR-III) \$
(Education/Training, Employment, Ind. Living)
- Life Skills Inventory (Employment, Ind. Living)
- OU Zarrow Center Resources for Transition Planning
- Pulos' Career Assessment & Exploration Toolkit (P-CAET)
- Person Centered Planning-see above
- Personal Preference Indicators (Education/Training)
- Pictorial Interest Inventory (Employment)
- Supports Intensity Scale \$ (Ind.Living, Community Participation)
- Task Analysis (can be used in all areas depending on skill being taught)
- **Transition Assessment Goal Generator Alternate (TAGG-A)** \$
(Education/Training, Employment)
- Transition Planning Inventory-3rd Edition, Modified Form \$ (Education/Training, Employment, Ind. Living, Community Participation)
- **Vineland Adaptive Behavior Scales 3rd Edition** \$ (Education/Training, Employment, Ind. Living, Community Participation)

Postsecondary Goals

Postsecondary goals set the direction of the secondary transition section of the IEP. The postsecondary goals represent what students want to do in their adult lives. Transition components in the IEP need to align to support students attaining their postsecondary goals. Postsecondary goals are based on the results from the age-

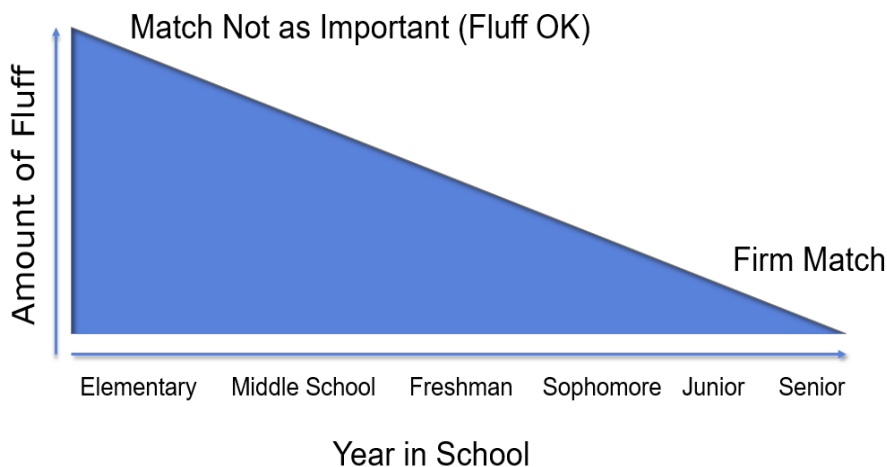
appropriate transition assessments (usually a career interest inventory) and include the student's strengths and interests. These goals target what a student will achieve after high school. Postsecondary goals must be based on the student's individual needs, measurable, realistic, attainable, and updated annually. The student's progress toward reaching their postsecondary should be consistently monitored by monitoring the progress of annual transition goals and the transition services/coordinated activities.

Measurable Postsecondary Goals. To meet the criteria of measurable, postsecondary goals should answer the following questions:

- Education/Training: Where will I learn after high school?
- Employment: Where will I work after high school?
- Independent Living: Where will I live after high school?
- Community Participation: How will I participate in the community after high school?

Realistic and Attainable Postsecondary Goals. Postsecondary goals must be realistic and attainable, especially for students with disabilities that are getting ready to graduate. Dr. James Martin, OU Zarrow Center, created the Postsecondary Fluff Scale. In this case, fluff refers to the broadness and/or unrealistic characteristic of a student's postsecondary goal. When students are younger, postsecondary goals can be fluffy! In other words, it is perfectly fine for young students to have big broad goals for themselves. These big goals may not firmly match students' skills, abilities, and interests. That is why it is so important for them to have opportunities for career exploration. As a result of this exploration, they may decide on their own that their goal is not a good match and find other pathways to success and learn more about themselves along the journey (NCSET, 2004). As students age, their goals should be more realistic or concrete. Postsecondary goals should become more specific and individualized as students get closer to graduation. If they insist that their big dream goals remain, their plan to reach those goals needs to be realistic and actionable. If not, they likely have to choose different goals for themselves.

POSTSECONDARY GOAL *FLUFF* SCALE



Postsecondary Goal Requirements. All students must have postsecondary goals in the areas of Education/Training and Employment. It is appropriate to develop Independent Living and Community Participation postsecondary goals when the student is participating in the alternate assessment due to significant deficits in adaptive behavior and the lifelong need for extensive family/community support and when results from assessments indicate student's needs in these areas. It is also recommended that all students are assessed in all areas: Education/Training, Employment, Independent Living and Community Participation to determine the need for goals and services. The student should have input and assist in writing their postsecondary goals.

Postsecondary Goal Attainment. School districts are not responsible for students meeting their postsecondary goals. However, they are responsible for providing transition services that facilitate the child's movement from school to post-school activities. Postsecondary goals provide a target that students prepare to meet while in high school and they may change from year to year. Many factors influence a student's ability to attain their desired postsecondary goals and are beyond the ability of educators to influence. This includes the job market and student decision-making.

Postsecondary Goal Examples. The following examples are provided to demonstrate compliant, measurable postsecondary goals. Keep in mind that

postsecondary goals must be individualized based on the student's strengths, preferences, and interests from assessment results.

- **Student with a Mild Disability Attending a Career Technology Center**
 - **Education/Training Postsecondary Goal:** After graduating from high school, Larry will attend the dental assistant program at an Oklahoma Technology Center.
 - **Employment Postsecondary Goal:** After graduating from high school, Larry will work part-time at a dentist's office.
 - **Compliance Check Questions:** Where will the student learn? *Oklahoma Technology Center.* Where will the student work? *At the dentist's office.*
- **Student with a Moderate Disability Entering the Workforce**
 - **Education/Training Postsecondary Goal:** After graduating from high school, Carlee will learn how to be a meat cutter through on-the-job training while working in the meat department at a local grocery store.
 - **Employment Postsecondary Goal:** After graduating from high school, Carlee will work as a meat cutter at a local grocery store.
 - **Independent Living Postsecondary Goal:** After graduating from high school, Carlee will live in a group home.
 - **Community Participation Postsecondary Goal:** After graduation from high school, Carlee will participate in the Oklahoma Self Advocacy Network (OKSAN).
 - **Compliance Check Questions:** Where will the student learn? *Through on-the-job training at the grocery store.* Where will the student work? *At the grocery store.* Where will the student live? *In a group home.* How will the student participate in the community? *Participate in the Oklahoma Self Advocacy Network (OKSAN).*
- **Student with a Mild Disability Attending a 4-Year University**
 - **Education/Training Postsecondary Goal:** After graduation from high school, Juan will attend the University of Central Oklahoma to become a special education teacher.

- **Employment Postsecondary Goal:** After graduation from high school, Juan will work part-time at the YMCA.
- **Independent Living Postsecondary Goal:** After graduation from high school, Juan will live in the student dormitory at the University.
- **Community Participation Goal:** After graduation from high school, Juan will join the Oklahoma Aspiring Educators Association (OAEA).
 - **Compliance Check Questions** *Where will the student learn? A University. Where will the student work? At the YMCA. Where will the student live? In the student dormitory. How will the student participate in the community? By joining the OAEA.*
- **Student with Significant Support Needs**
 - **Education/Training Postsecondary Goal:** After graduation from high school, John will learn at a home-based balloon business with the support and training of a job coach.
 - **Employment Postsecondary Goal:** After graduation from high school, John will work at a home-based balloon business.
 - **Independent Living Postsecondary Goal:** After graduation from high school, John will live at home with his parents.
 - **Community Participation Goal:** After graduation from high school, John will participate in social and recreational activities at the local activity center.
 - **Compliance Check Questions:** *Where will the student learn? At a home-based balloon business with the support and training of a job coach. Where will the student work? At home-based balloon business. Where will the student live? At parents' home. How will the student participate in the community? By participating in social and leisure activities at the activity center.*

Annual Transition Goals

Students must have measurable annual transition goals that are updated annually and align with each of their postsecondary goals. Annual transition goals are based on specific transition needs identified through annual transition assessments. They are

designed to help the student reach each of their desired postsecondary goals. They address what skills the student will learn in the current academic school year to demonstrate movement towards reaching their Postsecondary Goals. Annual goals are not mere statements of passing a class with a certain grade or completing requirements for high school graduation.

Using the results from the assessments, students and IEP teams can utilize the questions below to facilitate the development of annual transition goals that support student achievement of postsecondary goals.

- Education/Training: What skills do I need to learn this year to go to school where I want?
- Employment: What skills do I need to learn this year to work where I want?
- Independent Living: What skills do I need to learn this year to live where I want?
- Community Participation: What skills do I need to learn this year to participate in my community?

Annual Transition Goal Requirements. All students must have annual transition goals in the areas of Education/Training and Employment. It is appropriate to develop Independent Living and Community Participation annual transition goals when the student is participating in the alternate assessment due to significant deficits in adaptive behavior and the lifelong need for extensive family/community support and when results from assessments indicate student's needs in these areas. If the student's IEP includes independent living and community participation postsecondary goals, it must also include corresponding annual transition goals. **In addition, all annual transition goals for students assessed by OAAP must include short-term objectives/benchmarks.**

Progress toward Attaining Annual Transition Goals. IEP Teams must monitor the student's progress of the annual transition goals to demonstrate movement towards their postsecondary goals ([OSEP Letter to Pugh](#)). Parents need to be informed as to when the student has completed the annual goal and activities. In each transition goal, document the date the annual transition goal was completed. Parents need to know about progress toward attaining annual transition goals at least as often as parents of nondisabled children are provided

progress reports. If report cards are distributed to parents quarterly, then progress on goal attainment must be distributed quarterly.

Writing Annual Transition Goals. Each annual goal consists of three crucial components:

- *Condition:* the materials and environment necessary for the goal to be completed
- *Behavior or targeted skill:* the action that can be directly observed and monitored
- *Criteria:* how much, how often, or to what extent the behavior must occur to demonstrate that it has been achieved.

Sample Annual Transition Goals. The following examples are provided to demonstrate compliant, measurable annual transition goals. Keep in mind that annual transition goals must be individualized and based on specific student needs identified from the results of the transition assessments.

- **Education/Training:** After reviewing his or her accommodations listed on the current IEP, Ryan will identify the accommodations they need and provide the reason for each accommodation requested with 100% accuracy based on a teacher-created rubric, at the student's next IEP meeting.
- **Employment:** Penny will verbally describe to the class 5 possible Army occupations that match her skills and interests after taking the Armed Services Vocational Aptitude Battery (ASVAB) and studying the results.
- **Independent Living:** Given instruction in high school Financial Planning class, Chauncey will use a talking calculator to balance a personal household budget including car payment, fuel, insurance, rent, food, and entertainment expenses with 100% accuracy.
- **Community Participation:** Given access to an electronic device to research how to vote, Emma will verbally demonstrate the required steps as measured by a checklist with 100% accuracy by the end of this IEP.

Comparing Postsecondary and Annual Transition Goals

Postsecondary goals occur **after** students graduate from high school. Annual transition goals occur while students are still in high school.

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.

Transition Services

Transition services are based on the individual student's needs, taking into account the student's strengths, preferences and interests. It may be necessary to document specific transition services on the IEP in the service section, as well as in the transition services/coordinated activities section if the transition service is specially designed instruction. For example, a child receiving daily direct instruction for life skills. Transition services may include instruction, related services, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

Instruction. Instruction is defined as teaching specific skills in both formal and informal educational settings and in the community. Instruction includes teaching core academic skills that are necessary for the student to achieve their goals as well as nonacademic skills necessary for further education, employment, independent living, and community participation. Examples include communication, positive behavior strategies, social skills, self-determination skills, money management, time management, organization, etc. The [specially designed instruction](#) is explicit and individualized based on the student's specific transition needs.

Explicit Instruction. Explicit instruction is defined as a group of research-supported instructional behaviors used to design and deliver instruction that provides needed supports for successful learning through clarity of language and purpose, and reductive cognitive load. It promotes active student engagement by requiring frequent and varied responses followed by appropriate affirmative and corrective feedback and assists long-term retention using purposeful practice strategies. (Hughes et al., 2017, p. 143)

Instruction is explicit when teachers tell students what they need to do using direct explanations along with sharing and modeling new knowledge (Fletcher, Lynn, Fuchs & Barnes 2019). [Explicit instruction](#) is an intentional way of clearly teaching students. For more information, refer to Explicit Instruction in Section 3.

Related Services. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Community Experiences. Community Experiences are opportunities provided to learn skills and experience events outside the school and the school classroom in the community. This includes job shadowing, tours of postsecondary educational facilities, community work experiences, recreational experiences, volunteer work, and learning and using community resources.

Development of Employment and Other Post-School Adult-Living Objectives. This may include career exploration activities, self-awareness and self-advocacy efforts, and vocational experiences.

Acquisition of Daily Living Skills. Students need opportunities at school and in the community to learn skills to live independently or with support. These skills may include housekeeping, medication self-management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.

Functional Vocational Evaluation. A functional vocational evaluation includes situational assessments at actual job sites and/or use of checklists and other tools that assess student interests and skills across a variety of job sites.

Coordinated Activities

Coordinated activities are the tasks for the student to complete that will assist them in learning the skills and knowledge associated with each annual transition goal. There must be at least two coordinated activities listed for each annual goal. The IEP team should consider all the activities that the student might benefit from or participate in to achieve each annual transition goal. Coordinated activities must be updated annually. These activities are based on the individual student's needs, taking into account the student's strengths, preferences and interests. The team indicates the person and agency responsible for facilitating the completion of the activity and the anticipated completion date. The person may include general education teachers, special education teachers, students, parents, or other outside agency personnel. Coordinated activities can only occur during the current IEP.

• **Examples of Coordinated Activities**

- Independent Living Annual Transition Goal: Given instruction in Personal Financial Literacy, Chauncey will use a talking calculator to balance a personal household budget including car payment, fuel, insurance, rent, food, and entertainment expenses with 100% accuracy.

Coordinated Activities	Responsible Party
participate in financial literacy class	student, financial literacy teacher
log deposits and withdrawals in check register	student, financial literacy teacher
balance checkbook	student, financial literacy teacher

open a checking account at local bank	student, parent
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Course of Study

The course of study focuses on the instructional and educational classes and experiences that will assist the student in preparing for transition from school to postsecondary life, including postsecondary education, vocational education, integrated employment (including supported employment), adult services, independent living, or community participation. It relates directly to the student's postsecondary goals, annual transition goals, and transition services. The course of study identifies the specific courses that a student will take, whether special education or general education, that demonstrate progress toward postsecondary and annual goals. The OSDE-SES requires the names of the courses be listed for the student's current and remaining years in school for compliance. The course of study is updated annually and if the postsecondary goals change, the course of study may change.

When developing the course of study, the IEP team should consider the entry requirements of postsecondary educational programs and scholarship requirements to ensure the student is on track achieving their postsecondary goals. This is one reason transition planning may start in middle school to ensure that students who are college-bound enroll in appropriate classes to prepare students for achieving their post-school goals. If a student wants to be a computer programmer, courses taken in high school should reflect that and prepare the student for that career area (e.g., Keyboarding, Computer Applications, Web Design).

OK Promise

The Oklahoma Promise program 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. 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 on Oklahoma's Promise program go to <http://www.okhighered.org/okpromise/>.

Curriculum Participation

Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum, the parent or legal guardian must complete an opt-out form provided by the school. The IEP must indicate the curriculum option on the IEP and it must match the student's educational records in their cumulative folder.

Projected Date of Graduation/Program Completion and Type

The projected date of graduation is the month and year that the student will most likely complete their secondary education program. It is a very important part of the Transition Services Plan. This should be completed annually. Thoughtful consideration should be given to determining the completion date and what supports the student may need to obtain a high school diploma. A small number of students may need additional time to meet Oklahoma graduation requirements as well as their academic and secondary transition IEP goals. These students may receive their high school education through the school year that they turn 22 (they must be 21 on or before September 1), if determined appropriate by the IEP team. If the projected date of graduation will extend beyond four years, the IEP team should also address this through the course of study. Oklahoma only maintains a standard Diploma (regular high school diploma). Students enrolled in GED programs not attending public schools are not eligible for special education services.

Providing Vocational Education Information

OK Career Tech is Oklahoma's network of 29 technology centers on 59 campuses and serves high school and adult learners with specialized career training in more than 90 instructional areas. It represents a major vocational education access point for students with disabilities, but other vocational educational options also exist. Many of them are unique programs and partnerships established by school districts and community vocational providers. These options include:

- School-Work Study (SWS), which may be supported by Oklahoma's Department of Rehabilitation Services (OKDRS), and requires that an application be submitted to OKDRS and approved by the OKDRS counselor;

- Work Adjustment Training (WAT), which may be supported by OKDRS, and requires that an application be submitted to OKDRS and approved by the OKDRS counselor;
- Community-based job experience programs;
- High school vocational education classes (may meet at high school or CareerTech center).
- [Pre-Employment Transition Services \(Pre-ETS\)](#), which may be supported by OKDRS, and requires the student to have a disability who receives special education services, has an IEP, has a 504 plan or otherwise has a documented disability (medical or mental health note or record, social security letter), is at least 14 years of age to the maximum age of 21, and is included in a secondary education program, non-traditional, alternative secondary education, juvenile justice, GED, home school programs or postsecondary education programs. Students that graduate from high school and have enrolled in a postsecondary education program in the fall are still considered a student during the summer before school starts up again. This includes other breaks between the postsecondary sessions. If a student has a gap year or semester, they can still receive Pre-ETS if they are enrolled in a postsecondary education program and their “seat” or “spot” is saved for them. The length of the gap does not matter.

Due to the fact that options may be unique to particular schools and districts, educators within each school need to explain to students and families available vocational education options. As appropriate, the discussion should include admission requirements and dates applications are due.

Documenting Vocational Education. It is important that IEP teams have detailed conversations with students and families annually about vocational education so they understand the range of options and/or services that may be available to assist students with reaching their postsecondary goals. The results of these discussions are documented on the IEP.

OKDRS Referral

OKDRS (also referred to as Vocational Rehabilitation or Voc. Rehab) provides numerous transition services to students with disabilities as they transition from high school into the adult world. Because OKDRS transition services may be important to

students' post-school success, special educators must refer all students to OKDRS by completing an OKDRS Referral (Voc. Rehab.) form during the academic year that the student is 15 years of age (around 15 ½ years old) and prior to them turning 16 with prior parent consent (or student consent if 18). Educators need to discuss with parents and students the range of services that may be available from OKDRS. The OKDRS referral form is NOT an application form. It merely notifies the OKDRS counselor of a potential client. Once received, the OKDRS counselor then contacts the student and family to discuss services and the option to apply.

Where to Find the OKDRS Referral Form. The OKDRS Referral form is located in the Documents section of EDPlan. Each OKDRS counselor also has copies available. Once the OKDRS referral has been discussed, the results of a referral will be indicated on the IEP. The name of the local OKDRS Counselor is entered to facilitate later parental and/or student contact. Best practice suggests that the OKDRS Office phone number also be included beside the counselor's name.

Remember: The Referral Form DOES NOT Make the Student Eligible for OKDRS Services. The OKDRS Referral form provides an opportunity to engage family members and students in a conversation about OKDRS Services, and how they may facilitate students' transition from school to life after graduating from high school. The Referral form provides the OKDRS Counselor notice that a student may be initiating contact to begin the application process. Encourage parents and students to make an appointment with the OKDRS counselor to complete the two-page application. This application may also be found online at <https://oklahoma.gov/OKDRS.html>. The two-page application is available for the convenience of the teachers, parents, and students to complete to begin the process. The full application will be completed either with the counselor or sent to gather more information to input into the OKDRS database. The full application is necessary to complete the application process, but not necessary to begin the application process.

Consent Needed Prior to Sending the OKDRS Referral Form. For students 17 years old or younger, parents will need to sign a consent form allowing the OKDRS counselor to receive information about their child. Students who are 18 years old or

older may sign the consent form unless they have a guardian. The Consent for Release of Information form is available in EDPlan in the Documents section.

Working with an OKDRS Counselor

Many OKDRS Counselors serve students with disabilities in several high schools across a large geographic area. Caseloads may exceed 150 to 200 clients. OKDRS Counselors cannot attend all transition IEP meetings, however, they need to be invited to attend, preferably with at least a week's notice. To establish a working relationship with students and educators, consider inviting a local OKDRS Counselor into your school to speak with students about their services as well as parent nights. If you are unaware of who the counselor for your area is, you can go to https://www.OKDRS.gov/office_locator_hs and input the school name (without the HS portion, just the school name) for that student. This will give you the office number and location to the office nearest to your school. You will learn who your counselor is at that time by giving that office a call. As for students who are aging out and need services after high school, you can input the zip code accordingly here <https://www.OKDRS.gov/office-locator> and you can find the same information.

Transfer of Rights

Oklahoma's age of majority is 18 years of age. At 18, students with disabilities have all the rights of any United States citizen, and the educational legal rights previously held by parents transfer to the student. Special education law specifically indicates that students with disabilities and their parents need to be informed of the transfer of educational rights before students turn 18 (Individuals with Disabilities Act [IDEA], 2004 34 CFR § 300.520). In Oklahoma, students and parents need to be informed regarding the transfer before students turn 17 years old to allow parents time to consider if other options may be necessary. Unless parents have gone to court to obtain an order to remove students' rights, educational rights transfer to the students when they turn 18 years old.

Educational Rights Transfer From Parents When Student Turns 18	Partial Listing of Educational Rights That Transfer to Students at Age 18
→	Students may call for the IEP team to convene to discuss items related to the IEP.

→	Students must be invited to attend their IEP meeting when it is held for any reason.
→	Students may suggest to the IEP team changes or modifications to any section of the IEP.
→	Students provide consent for continued eligibility (reevaluation) assessment.
→	Students may revoke consent for the continued provision of special education and related services.
→	Students may inspect and review any educational records pertaining to them collected and used by the school.
→	Students may request that information in educational records that is inaccurate or misleading be changed.
→	Schools need to inform students when personally identifiable records are no longer needed by the school.
→	Students may utilize mediation to resolve special education disagreements or file a written complaint.

Special Education Eligibility Ends

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 receipt of a regular high school diploma even if the student has not reached the age of 22. Although this is considered a change of placement, a reevaluation is not required. Oklahoma only has a regular (standard) high school diploma. Under Oklahoma statute 70 O.S. § 1-114(A), "All children between the ages of five (5) years on or before September 1, and twenty-one (21) years on or before September 1, shall be entitled to attend school free of charge in the district in which they reside." The Oklahoma State Department of Education (OSDE) has consistently interpreted the statute establishing the right of all students to a free public education in Oklahoma to mean that if a student turns 22 after September 1, they may complete the full school year. A GED is not considered a regular high school diploma. Students enrolled in GED programs not attending public schools are therefore not eligible for special education services.

If a student moves in from out of state with an alternate diploma, they are still eligible for FAPE until they meet the requirements for a regular high school diploma or through the school year in which they turn 22.

Prior to Graduation or Completing High School. When a student exits from special education as a result of earning a regular high school diploma or exceeding the age of a Free Appropriate Public Education (FAPE) through the school year in which they turn 22 (unless the IEP team determines otherwise), the LEA must provide the adult student or guardian:

- **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; and
- A written summary of their academic achievement and functional performance along with recommendations concerning how to assist the student in meeting postsecondary goals. This is known as the **Summary of Performance (SOP)**. For more information about Summary of Performance (SOP), please refer to the [SOP Guidance Brief](#).

Graduation

Graduation means meeting state and/or LEA requirements for receipt of a regular high school diploma. IEP teams must collaborate with the school counselor for local and state graduation requirements. For more information about state graduation requirements, refer to the [High School Graduation Resources](#) located on the OSDE website.

Participation in Graduation Ceremonies. LEAs should clearly define in district policies or procedures the criteria for participation in graduation ceremonies by students who have not met graduation requirements. The criteria for participation in graduation ceremonies should be established district-wide, rather than at the individual school level. LEAs should make these policies or procedures available to students, parents, and LEA staff.

Transcripts and Diplomas. The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts must not contain any information that would be considered discriminatory based upon their disability. In the event a student on an IEP participates in graduation ceremonies while not officially graduating due to continuing to receive special education and related services, the transcript will not indicate graduation until the time the student officially completes all requirements for high school graduation. Once a student has been issued a regular high school diploma, they have completed all requirements for graduation and are no longer

eligible for any services under IDEA. Students who exceed the age of a FAPE do not receive a regular high school diploma unless they also meet State/LEA graduation requirements at the time of exiting.

HOW THE TRANSITION PLAN WORKS WITH THE INDIVIDUAL CAREER AND ACADEMIC PLANNING (ICAP)

Beginning with the Class of 2023, Individual Career Academic Planning (ICAP) is required for all Oklahoma students including students with disabilities as part of their graduation requirements under House Bill 2155. The ICAP process must begin in 9th grade but many districts start in 6th grade or earlier to provide students with more opportunities to discover careers that may be available to them and help them develop career-readiness skills, such as working and playing with others, making decisions, being a leader, solving problems, and more.

An ICAP identifies student interests, skills, postsecondary and workforce goals, and experiences that lead to a meaningful plan. It charts the progress needed to prepare students for college, career, and life. It should include:

- Career and college interest surveys
- Written postsecondary and workforce goals and progress toward those goals
- Scores on assessments (required state and federal assessments and college and career-ready assessments)
- Experiences in service-learning and/or work environments including apprenticeships, internships, mentorships, job shadowing, and others
- The intentional sequence of courses that reflects progress toward the postsecondary goals (this may include career pathways or career endorsements)
- Academic progress

SIMILARITIES AND DIFFERENCES BETWEEN THE IEP AND THE ICAP

ICAP for students with disabilities must 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. The ICAP and the IEP are complementary. An IEP Team should take the information gathered during the ICAP process into account when developing the transition plan. For example, if a student takes the Kuder Career Interests Assessment in OK Career Guide as part of their ICAP, the IEP team could include that information on the IEP as a transition assessment and the results could be

used to develop the Education/Training and employment postsecondary goals if the results yielded meaningful information that aligns with the student's preferences and interests. Students' postsecondary and workforce ICAP goals should align with their Education/Training and employment postsecondary goals in the IEP.

The goal of ICAP is for students to take a more active role and participate in meaningful and intentional career planning activities at an earlier age. Students with disabilities need to be included in all ICAP processes and activities including internships and work-based learning opportunities unless the IEP mandates otherwise. They may need appropriate accommodations and modifications to participate fully.

POSTSECONDARY OPPORTUNITIES INDICATOR

The Postsecondary Opportunities Indicator is part of the [Oklahoma School Report Card](#). It measures how well districts are preparing students for life after high school based on the percentage of students successfully participating in at least one opportunity including internships, AP/IB coursework, dual/concurrent enrollment or Career and Technical Education (CTE) coursework leading to certification. Students on Individualized Education Programs (IEPs) who participate in Work Study as part of their transition plan may receive credit for an internship if the Work Study program meets the requirements outlined in the [OSDE Internships Frequently Asked Questions](#).

ICAP FOR STUDENTS WITH SIGNIFICANT SUPPORT NEEDS

Students with significant support needs who participate in the Oklahoma Alternate Assessment Program (OAAP) still participate in the ICAP as part of graduation requirements with appropriate accommodations/ modifications determined by the IEP team. IEP teams may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system. For example, the Kuder Career Interests Assessment (located within the [OK Career Guide](#)) and the Interest Profiler (located within [OK College Start](#)) are fairly lengthy, require a lot of reading, contain difficult vocabulary and may not be appropriate for a student with significant support needs. Therefore, the student may take a pictorial career interest inventory instead of an electronic career interest inventory located within the ICAP tools. OSDE-SES recommends that the students still have an account in the district's preferred

electronic portfolio system (i.e. OK College Start, OK Career Guide, or other) and students' Postsecondary Goals, Workforce Goals, and other activities continue to be housed within one of the ICAP tools unless the IEP determines otherwise. The special education teacher and/or others who will be assisting the student with the assessments should complete the "Secondary Transition Assessments for Students with Moderate to Significant Disabilities" Pepper Module located within OK EDPlan.

ICAP RESOURCES

The OSDE has developed resources to help students with disabilities succeed in life after high school. Visit the [OK Edge](#) for more information and to access the resources listed below:

- [ICAP resources for students with disabilities](#)
- [Sample activities for service and work-based learning and information on student work permits](#)
- [ICAP professional development opportunities](#)

In addition, educators are encouraged to 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.

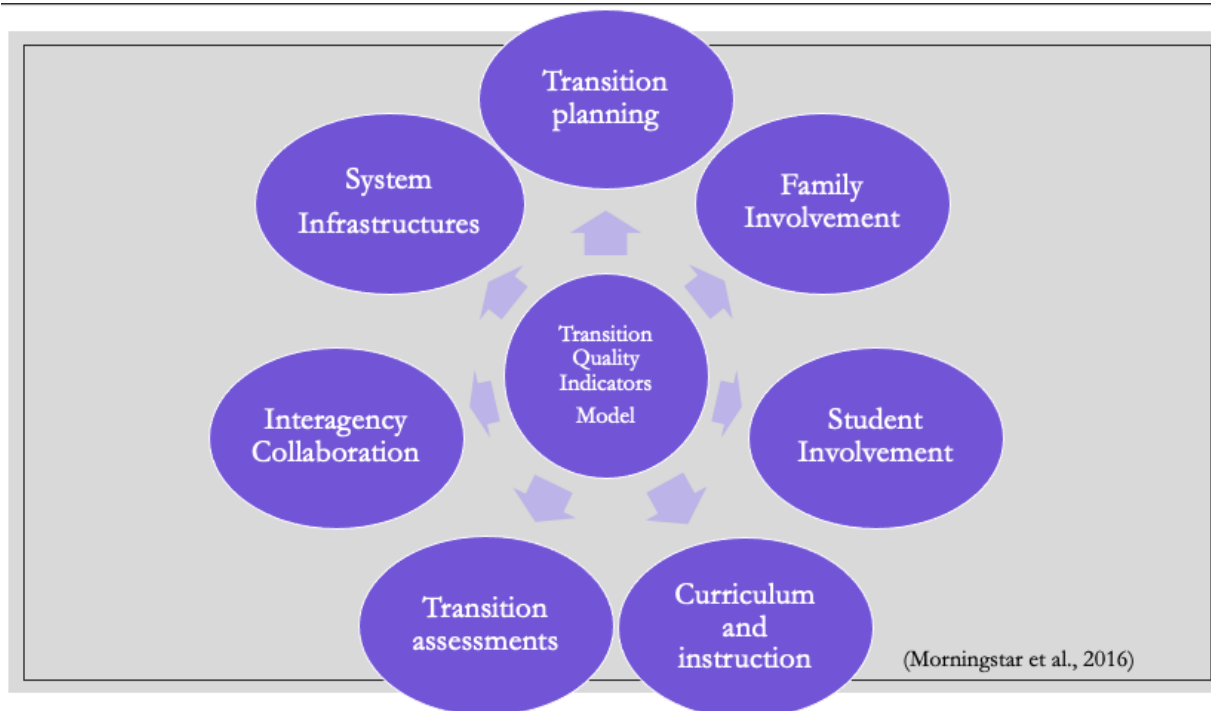
BEST PRACTICES FOR TEACHING TRANSITION EDUCATION
TRANSITION EDUCATION: A FUNDAMENTAL ASPECT OF SECONDARY
EDUCATION

Transition education implies that transition is not an add-on program for students with disabilities once they reach transition age, but rather transition education becomes the fundamental basis of secondary education (Kohler & Field, 2003). Transition education uses research based best practices to provide opportunities for students to learn the skills and have the experiences that are associated with post-school success. Together, using best practices to teach students critical transition skills and providing supports as students' transition from high school into their adult life enable students to attain postsecondary goals.

TRANSITION QUALITY INDICATORS MODEL

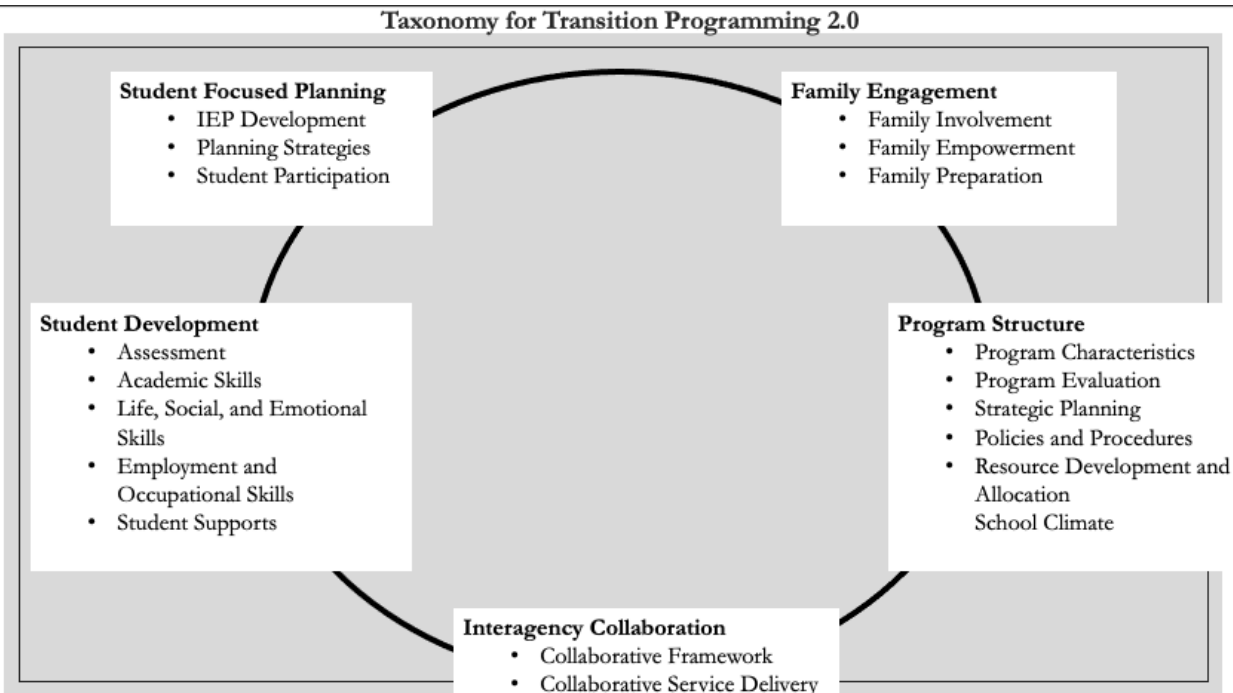
Morningstar et al.'s Transition Quality Indicators Model (2016) is designed to help support the implementation of effective transition programs and transition services. This model includes seven characteristics: transition planning, family involvement, student involvement, curriculum and instruction, transition assessment, interagency collaboration, and systems infrastructures. Creating quality transition programs and services cannot be accomplished by one person, but rather requires several stakeholders including the student and their families. Many professionals need to be engaged in the process including special educators, transition coordinators, administrators, general educators and adult agency representatives (Morningstar &

Clevenna-Deane, 2018).



TRANSITION TAXONOMY

Each year, the Oklahoma Transition Council (OTC) holds the Oklahoma Transition Institute (OTI). OTI follows a model called the Taxonomy of Transition Programming. The Taxonomy for Transition Programming 2.0 (Kohler, Gothberg, Fowler, and Coyle, 2016) builds upon the earlier work and provides research-based practices for implementing transition-focused education. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning. The model consists of five components. Together, they detail the transition practices and policies needed to prepare students for employment, further education, and independent living. To learn more about the Oklahoma Transition Council and the Oklahoma Transition Institute, visit the OU Zarrow Center website and to read more about the transition taxonomy and



to better understand each component, the entire taxonomy can be downloaded at the [National Technical Assistance Center on Transition](#).

IMPORTANCE OF SOCIAL EMOTIONAL LEARNING (SEL)

Following school closures at the onset of the COVID-19 pandemic, states began planning ways to safely reopen schools while simultaneously addressing the academic, social, and emotional needs of students. A nationwide survey of all 50 pandemic response plans revealed social and emotional learning (SEL) and student well-being as a top priority for 38 states (Yoder et al., 2020). In addition, many of those states reported making efforts to provide support to districts and schools for adult SEL. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2021). The CASEL model comprises five core competencies: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible

decision-making. Each competency in the CASEL model is subdivided into component skills to assist educators in explicitly defining SEL behaviors for students.

CASEL developed four critical practices for reopening in its July 2020 publication, *Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap to Reopening School*:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Well-implemented SEL programs have produced a number of positive academic and behavioral outcomes for students, such as reductions in bullying behavior, reductions in conduct problems, and increases in academic performance and positive social behavior (Durlak et al., 2011; Espelage et al., 2015). In an evaluation of 213 SEL studies that included over 270,000 students, Durlak et al. (2011) determined that SEL programs offering sequenced, active, focused, and explicit instruction yielded significant positive effects in the following six outcomes: (a) social and emotional skills, (b) attitudes toward self and others, (c) positive social behavior, (d) conduct problems, (e) emotional distress, and (d) academic performance.

When integrating SEL into daily instruction, educators are encouraged to use evidence-based programs with sufficient research. The CASEL [Program Guide](#) offers easy ways to assist schools in determining SEL teams and goals, assess school and district needs, and identify and compare evidence-based SEL programs that may be appropriate. Because the guide is not comprehensive, many empirically supported SEL programs or interventions exist that are not yet listed in the guide. It is helpful to consult with a knowledgeable SEL professional if the evidence base for a particular SEL program is not known or understood.

Self-management, one of the CASEL SEL core competencies, encompasses important skills that help students regulate their own emotions and behaviors (Durlak, 2015). Students who are competent in self-management can delay gratification, use trained tactics to manage stress, set personal goals, motivate themselves, and minimize impulsive behavior (Durlak, 2015; Cooper et al., 2020). In Applied Behavior Analysis (ABA), self-management is defined as “the personal application of behavior change tactics that produces a desired change in behavior” (Cooper et al., 2020, p. 683). While it is recommended that educators receive appropriate training and professional development before implementing any behavior program, several resources listed below are available to educators to help promote SEL in the area of self-management. Three SEL resources, DNA-V, Connect, and Prosocial, are models grounded in Acceptance and Commitment Therapy (ACT), a cognitive behavior therapy with a significant evidence base (Fang & Ding, 2020; Hooper & Larsson, 2015; Swain et al., 2015). ACT-based models for youth overlap with many or all of the 5 core SEL competencies and provide accessible ways for teachers to promote prosocial climates in the classroom.

- The Collaborative for Social and Emotional Learning (CASEL): <https://casel.org/>
- Connect: <https://www.connect-pshe.org/>
- The Thriving Adolescent (DNA-V): <https://www.thrivingadolescent.com/>
- Prosocial Schools: <https://www.prosocialschools.org/>
- Self & Match: <https://selfandmatch.com/self-and-match/>
- PATHS: <https://pathsprogram.com/>
- Second Step: <https://www.secondstep.org/>

TRAUMA INFORMED PRACTICES

Trauma-informed practices in the classroom are often provided as a component of social and emotional learning (SEL), multitiered systems of supports, and Positive Behavior Interventions and Supports (PBIS). Sometimes called Adverse Childhood Experiences (ACES), a traumatic event in childhood is defined by the National Child

Traumatic Stress Network as any “frightening, dangerous, or violent event that poses a threat to a child’s life or bodily integrity” (NCTSN, “What is a Traumatic Event?” section). ACES include events that happen inside or outside the home and events that are witnessed rather than experienced directly. Exposure to traumatic events can disrupt students’ academic, behavioral, social, and emotional functioning, and research has shown that psychological trauma is common among children and adolescents (Thomas et al., 2019).

Incorporating trauma-informed practices in the classroom requires a careful, systemic approach as well as administration and district-level support. In a systematic review of two decades of research in trauma-informed classroom instruction, Thomas et al. (2019) recommend that teachers focus on the following strategies:

- Approaches that build on students’ strengths
- Positive school climate from students’ perspectives
- Reconsideration in policies and practices regarding discipline

It is important to note that preventative evidence based SEL interventions provide these components to instruction.

Resources:

- Child Trends Trauma-Informed Policy Framework: <https://www.childtrends.org/publications/responding-to-trauma-through-policies-that-create-supportive-learning-environments>
- The Collaborative for Academic, Social, and Emotional Learning (CASEL): <https://casel.org/>
- The National Child Traumatic Stress Network (NCTSN): <https://www.nctsn.org/>
- The Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov/>

- Trauma-Informed ABA Therapy: <https://cuspemergence.com/>

BEHAVIORAL CLASSROOM MANAGEMENT

Classroom management is a set of skills that includes all teacher actions, instructional or otherwise, that initiate and promote academic, social, and emotional learning (Garwood et al., 2016). Once considered solely as a set of disciplinary procedures, the concept of classroom management has evolved to include skills such as creating an organized classroom environment, developing and teaching daily classroom procedures, effective use of evidence-based behavioral and instructional strategies, and creating a positive classroom climate. Ineffective behavioral classroom management is a significant predictor of poor student outcomes and teacher burnout (Ferguson et al., 2012; Herman et al., 2018).

In the landmark supreme court case, *Endrew F. v. Douglas County School District (2017)*, a new standard called the *Rowley/Endrew* test was used to determine whether students with disabilities have been provided a FAPE as outlined in the IDEA. This new test is expected to have lasting implications for behavioral classroom management and the development and implementation of behavior intervention plans (BIPs; Yell & Bateman, 2019). The *Rowley/Endrew* test is comprised of two parts:

1. Has the school district complied with procedures in the IDEA?
2. Is the IEP reasonably calculated to enable a child to make appropriate progress in light of a student's circumstances?

This requires educators to do more than merely consider needed services for a child with behavior problems. They must provide those services and show that the child is progressing academically and functionally. In other words, FAPE encompasses academic *and* behavioral programming. More importantly, even in the event that

students' IEPs are well-planned and services are deemed appropriate, if a student is not making progress it is the responsibility of the IEP team (and ultimately the school district) to change programming in a timely manner (Kauffman et al., 2021).

Postsecondary settings have behavior requirements. Therefore, it is crucial that the IEP team address any behavior concerns to facilitate the movement from school to post-school education/training, employment, independent living, and community participation.

In response to *Endrew*, the Office of Special Education and Rehabilitation Services (OSERS, 2017) developed a Q & A document outlining the decision and implications for school districts. Question 16, which asks if IEPs must now address the use of positive behavioral interventions and supports, is answered with a resounding yes:

Where necessary to provide FAPE, IEPs must include consideration of behavioral needs in the development, review, and revision of IEPs. IEP Teams must consider and, if necessary to provide FAPE, include appropriate behavioral goals and objectives and other appropriate services and supports in the IEPs of children whose behavior impedes their own learning or the learning of their peers. (p. 8)

Educators will be required to create IEPs that produce meaningful behavioral and academic improvement. Yell (2017, p.14) identified several major takeaways from the *Endrew* decision that directly impact special education personnel:

- IEPs must: (a) be based on relevant and meaningful assessments; (b) include annual goals that are sufficiently challenging and ambitious, but also reasonable; (c) be comprised of programming and related services that are designed to confer benefit; and (d) include progress monitoring of relevant and meaningful data.
- School personnel must: (a) react timely and appropriately to the collected data; and (b) demonstrate meaningful progress with progress-monitoring data.

Teachers are encouraged to utilize evidence-based classroom strategies preventatively, such as token systems and positive reinforcement, in addition to following procedural and implementation guidelines for BIPs. Whenever possible, teachers are also encouraged to take advantage of professional development opportunities in behavioral classroom management and consult a Board-Certified Behavior Analyst (BCBA) when necessary.

Resources:

- Questions and Answers (Q&A) on US Supreme Court Case Decision *Endrew F. v. Douglas County School District*: <https://sites.ed.gov/idea/files/qa-endrewcase-12-07-2017.pdf>
- Self & Match Classroom Behavior Program: <https://selfandmatch.com/>
- Behavior Analysis Certification Board (BACB): <https://www.bacb.com/bcba/>
- Oklahoma Licensed Behavior Analyst Board (OLBAB): <https://olbab.oucpm.org/>

EXPLICIT INSTRUCTION

The IDEA mandates specially designed instruction (SDI) to meet the unique needs of students with disabilities (34 C.F.R. §300.39[b][3]). Explicit instruction is an instructional approach comprised of six principles and 16 elements backed by over 40 years of research (Riccomini et al., 2017):

1. Optimize engaged time or time on task.
2. Promote high levels of success.
3. Increase content coverage.
4. Have students spend more time in instructional groups.
5. Scaffold instruction.
6. Address different forms of knowledge.

Explicit instruction is defined as:

a group of research-supported instructional behaviors used to design and deliver instruction that provides needed supports for successful learning through clarity of language and purpose, and reductive cognitive load. It promotes active student engagement by requiring frequent and varied responses followed by appropriate affirmative and corrective feedback and assists long-term retention through the use of purposeful practice strategies. (Hughes et al., 2017, p. 143)

Essential elements of explicit instruction include using clear and concise language, breaking down complex skills into smaller units, and providing immediate feedback. Explicit instruction is one of the High Leverage Practices (HLPs) developed by the Council for Exceptional Children (CEC) and has outperformed other discovery-based instructional approaches in core subjects (Rastle et al., 2021). Due to the substantial research base demonstrating its advantage over other methods, teachers are encouraged to use explicit instruction whenever possible, and administrators are encouraged to provide professional development opportunities for teachers.

Resources:

- <https://explicitinstruction.org/>

10 CLUSTERS OF STUDENT BEHAVIORS AND EXPERIENCES ASSOCIATED WITH SCHOOL AND POST-SCHOOL SUCCESS

A review of transition research identified the following 10 clusters of student behaviors and experiences associated with school and post-school success (McConnell et al., 2011). Students may be assessed in these skill areas using the [TAGG-HS](#) or TAGG-A to determine their strengths and areas of need. The IEP team with input from the student can use the results to develop annual transition goals and transition services to teach these important skills.

1) Knowledge of Strengths and Limitations

Successful students know personal areas of mastery and limited ability. The student knows how the strengths and limitations affect him or her and identifies situations in which successes and failures may occur. Students may not use correct terminology, yet need to be aware of their strengths and limitations in academic and nonacademic settings and must be able to communicate these strengths and limitations to others. Successful individuals predetermine situations and tasks where they most likely will and will not be successful.

2) Actions Related to Strengths and Limitations

Once students are aware of their strengths and limitations, they must act upon this knowledge by seeking situations where they maximize strengths and minimize limitations. Students must actively seek situations to use their strengths in school and in the community. For example, if a student has a disability in the area of written expression, he or she may choose to become a club photographer rather than the club secretary. Students need to develop skills and strategies to compensate for limitations, such as lip-reading, memory aids, and the use of assistive technology (AT). Assistive Technology includes both devices and services in its definition. Assistive Technology devices are any items, pieces of equipment, or product systems, whether acquired commercially off-the-shelf, modified, or customized, that are used to increase, maintain, or improve the functional capabilities of persons with disabilities 34 CFR § 300.5). Assistive Technology Services are defined as any help or training provided to an evaluator, person with a disability, family member, caregiver, or service provider to select or use an AT device (34 CFR § 300.6). Accessible Educational Materials and technologies are “accessible” to students with disabilities if they are able to “acquire the same information, engage in the same interactions, and enjoy the same services” as people who do not have disabilities. Students with disabilities must be able to achieve these three goals “in an equally integrated and equally effective manner, with substantially equivalent ease of use” (Joint Letter US Department of Justice and US Department of Education, June 29, 2010). Students may create new strategies to accomplish tasks that are difficult. Successful individuals consider their limitations when choosing employment options and do not choose careers that highlight limitations.

3) Disability Awareness

People who experience success after high school are aware of their disability and do not allow the disability to define them. Some successful individuals consider the disability as a positive aspect of life, beginning with a clear understanding of the definition of the word “disability.” Students need to understand the challenges they will face due to the disability and learn to confront and avoid specific situations based on this knowledge. Students need to explain their disability in a variety of ways to ensure others with and without disability-related knowledge will understand accommodations needed for success. Students should have opportunities to practice explaining their disability to postsecondary disability services providers and future employers to request accommodations. If the student uses or may need AT and/or AEM, he/she should also have opportunities to practice describing what the AT/AEM is and how AT/AEM may be used to meet the expectations of the task or job. Students may obtain disability information from a variety of settings including the Internet, doctors, teachers, and family.

4) Persistence

Many successful individuals with disabilities express the importance of persistence in all aspects of life. Individuals with disabilities who experienced success in postsecondary educational settings began college knowing they would spend more hours studying and completing assignments required than other students and began this behavior in high school. They did not give up when faced with adversity but learned to shift goals when necessary to become successful. Successful college students with disabilities learn to use a variety of flexible strategies to continue their college pursuit including changing professors, classes, majors, colleges, using AT/AEM if needed to engage in and complete class requirements, and seeking individuals for assistance. Ideally, successful college students should also be aware of AT devices and services and information regarding AEM offered by Oklahoma ABLE Tech, the state AT Act program, and how to access the information to learn about potential AT devices that can support their full participation in college coursework. Accessible educational materials are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable

across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video). Accessible formats provide the same information in another form to address the barriers text-based materials can present for some learners. Examples of accessible formats include audio, braille, large print, tactile graphics, and digital text conforming with accessibility standards.

5) Proactive Involvement

Successful students effectively interact with family, friends, classmates, educators, and other adults while participating in school organizations or in community social organizations. Family and friends are important to the career plans and methods to find employment for individuals with disabilities. Proactivity predicts post-school success by stating that successful individuals with disabilities “were engaged in the world around them, politically, economically, and socially. They participated in community activities and took an active role in their families, neighborhoods, and friendship groups” (Goldberg, Higgins, Raskind, & Herman, 2003, p. 226).

6) Goal Setting and Attainment

Goal-oriented students have set and attained goals in the past and can plan to set and attain goals now and in the future. Students who are successful in reaching postsecondary goals define realistic goals that match interests and skills. They are able to break long-term goals into smaller, more manageable steps, continuously monitor their progress, problem-solve by using support, and adjust goals as needed based upon feedback. Goal-oriented students tend to prioritize and complete smaller goals or steps in a logical order to achieve a larger goal.

7) Employment

To experience successful post-school employment, students must first express a desire to obtain a job, and then actively seek a position. Students with disabilities who obtain employment during high school are more likely to maintain employment after high school. Students who experience employment are more able to find a job that matches their skills and interests and are more able to seek and find jobs in the community than those who did not experience employment during high school. Employers tend to prefer employees with prior work experience, and students may use the prior work experience as career exploration. Completion of an unpaid internship might also teach necessary

work-related behaviors, and those students who complete internships are more likely to obtain jobs after high school. Students can also demonstrate job-readiness skills by attending school on time, working hard, getting along with others, and managing personal hygiene.

8) Self-Advocacy

Students who are self-advocates look for and use various resources to learn more about their disabilities, legal rights, supports, accommodations, assistive technology, and accessible educational materials, the Internet, educators, and support people.

Advocacy related to AT empowers the student using AT to participate, is recognized as critical, and is planned for by the teams involved in transition (Bowser, et al., 2015).

Self-advocates appropriately disclose their disability, actively participate in transition IEP meetings, recall transition goals outside of the IEP meeting, request appropriate supports or accommodations according to legal rights, and know the documentation required. Students need to use accommodations responsibly and not take advantage of rights to accommodations and ask for support when appropriate and necessary and not demonstrate learned helplessness. The IEP meeting provides an opportunity for students with disabilities to practice self-advocacy skills, and students should take an active role in conducting and leading the meeting.

9) Supports

Students with disabilities who have a support group of positive individuals tend to experience more post-school success. Support individuals consist of persons who have a positive influence on the student by providing realistic expectations, modeling appropriate behaviors and strategies to strengthen skills, and assisting the student in setting and modifying goals. Successful students can identify, in a variety of situations, individuals who are a positive source of support and those who are not positive sources of support. Successful students appropriately create, maintain, and utilize a positive support system by identifying when support is necessary, what type of support is needed, and seek individuals both inside and outside their current support system for the needed support. Students should not rely completely on the support group to accomplish goals and tasks and maintain the support group by showing appreciation and reciprocity.

10) Utilization of Resources

Students may not have positive individuals in their immediate support group who are able to assist in all situations. When this occurs, successful individuals with disabilities actively seek people and resources outside their immediate network to help with a present need. High school students may begin to practice independently seeking assistance from support individuals at schools, such as a coach, secretary, or school counselor. Successful individuals also use the Internet to obtain information and seek assistance from possible support services or community agencies. Assistive Technology and Accessible Educational Material requirements in the receiving environment-home, employment, or higher education-are identified during the transition planning process to ensure post-school success (Bowser, et al., 2015). Transition plans address specific equipment, training, and funding issues such as transfer or acquisition of AT, AEM which ensures accessibility, manuals, and support documents (Bowser, et al., 2015). Refer to the following Oklahoma ABLE Tech document for information regarding how to document the transfer of AT equipment and AEM and technologies between schools or other public agency service systems:

https://www.okabletech.org/wp-content/uploads/2020/12/2020-AT-Purchase-Agreement-Dec10th_2.pdf

Transition Education provides opportunities to teach students the skills needed for post-school success and the opportunities for students to learn and practice these skills. Educators may infuse activities to teach behaviors that are associated with post-school success into the general curriculum and use the IEP meeting as an avenue to allow students to demonstrate these behaviors.

TEACHING STUDENTS SELF-DETERMINATION AND SELF-ADVOCACY

It is crucial to teach students to understand their strengths and challenges, rights and responsibilities, the IEP, and self-advocacy skills. Students can then develop a transition portfolio that details their self-understanding and includes documents needed to facilitate the transition from high school to adult life.

Students should actively participate in the discussion of their future goals and plans.

Active participation requires student engagement. Students should discuss all aspects

of the transition sections of the IEP. When students are allowed to participate in IEP meetings, they are able to develop self-advocacy skills. Research indicates these skills are associated with post-school success including succeeding in the workplace. To avoid students becoming passive IEP team members, students should be informed of their roles and responsibilities and provided opportunities for interaction prior to the IEP meeting. These skills provide students with direction on setting and mastering their goals.

Several websites, resources, and curriculums are listed below to assist in teaching students important self-determination skills and to actively participate in their IEP meetings. Many of the lessons can be taught in a variety of ways and settings, including in team-taught English classes, resource rooms, organizational/study skills classes, or similar classes. Some teachers find that removing the students from school for an IEP Leadership retreat day is an effective method to provide students ample opportunities to learn the IEP meeting participating skills. Teachers can also teach the lessons in a condensed format.

- [I'm Determined](#) focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. Includes videos of youth self-advocates.
 - [Goal Plan](#)
 - [Good Day Plan](#)
 - [One-Pager](#)
- [ME! Lessons for Teaching Self-Awareness and Self-Advocacy](#) consists of ten units developed for the purpose of teaching critical transition knowledge and skills to high school students with disabilities.
- [OU Zarrow Center](#) offers a variety of transition-related curriculum, assessments, and other resources.
- [Project Access](#) The content for lessons was developed through teachers and VR Counselors working together to identify a set of topics and important information needed for students in transition to be successful.
 - [Self-Awareness Map to Unit Lesson Plans](#)

- [The Self-Directed IEP](#) is an evidenced-based instructional practice that teaches students to become active participants in their IEP meetings. It contains 11 sequential lessons that typically take six to ten 45-minute sessions. It teaches the following skills:
 - Begin the meeting by stating its purpose;
 - Introduce everyone and explain role in the meeting;
 - Review past goals and progress made in attaining the goals;
 - Ask for others' feedback;
 - State educational and transition goals;
 - Ask questions if something is said that is not understood;
 - Deal with differences in opinion;
 - State support needed to attain goals;
 - Summarize the plan;
 - Close meeting by thanking everyone for attending and offering input; and
 - Work on attaining the goals.
- [Student led IEP Script](#) Example of script that students can use to lead their IEP. Many options are available on Teachers Pay Teachers.

TRANSITION PLANNING AND GENERAL STANDARDS

Transition planning and education can be incorporated into the general curriculum and annual goals can be aligned with Oklahoma Academic Standards (OAS). Addressing transition needs through the core curriculum is one way to teach transition education skills while preparing students for end-of-instruction achievement tests. Educators can infuse transition-related content through essays, reports, and stories into English standards to simultaneously prepare students for chosen careers while teaching required achievement skills.

Transition Goals Aligned with English Language Arts Standards Writing Grade 9-12

Given instruction, the student will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence with 80% accuracy as measured by a rubric.

Example ELA Annual Transition Goal

Given an electronic device, Emily will write an essay to compare and contrast two careers in the field of computer technology and include salary, benefits, and required educational training, and describe which career is better suited for her strengths and abilities with 85% accuracy.

Personal Financial Literacy

Standard 4: The student will demonstrate the ability to manage a bank account and reconcile financial accounts.

Example PFL Annual Transition Goal

Given instruction in high school Financial Literacy class, Tyler will demonstrate balancing and reconciling a personal household budget and checkbook to include car payment, fuel, insurance, and monthly expenditures with 100% accuracy.

Example Annual Transition Goals Aligned with English Language Arts***Standards Writing Grade 11-12***

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Example Annual Transition Goal

Cara will research required skills for a chosen profession, then use the speech to text option on their digital device to compose a cover letter to a future employer describing her skills relevant to the desired position and reasons she should be chosen for the job with 90% accuracy.

For more information, see [Tying the Knot](#) available on the OU Zarrow Center website.

CAREER PLANNING CURRICULUM

- [EnvisionIT \(EIT\)](#) is a free, evidence-based, standards-aligned, college and career readiness curriculum. EnvisionIT (EIT) is available through Schoology, Google Drive, and Canvas to support the transition planning and career advising needs of your students. Teacher resources, including getting started guides, curriculum site maps, pacing guides, and sample student transition portfolios are available to help districts, schools, and educators implement a course within general and special education classrooms.

- [Oklahoma Career Tech's Career Awareness Program](#) is a career awareness program for elementary students.
- [Oklahoma Career Tech Career Exploration Curriculum](#) is a career exploration program for middle and high school students.

PREPARING STUDENTS FOR POSTSECONDARY SUCCESS

TRANSITION PORTFOLIO

Many educators have students create a transition portfolio that is built throughout middle and high school. A transition portfolio can provide documentation of preparation for life after high school. Not all students desire to attend a postsecondary educational setting, and the transition portfolio should provide information that will benefit students who would like to seek direct employment and those who plan to attend college and other post-secondary educational settings. Some students have taken their transition portfolios to job fairs and used the forms completed in the classroom as examples to complete applications, W-4 forms. Below is a partial list of possible items to include in a transition portfolio. Not all items need to be completed in one year. The first 10 could be completed during the student's freshman year, the next 10, during the sophomore year, etc.

Suggested Items for a Transition Portfolio

The contents of a transition portfolio will vary based on the ability level of the student for whom the portfolio is being created. The following items may be included in the portfolio:

- A list of the individual student's strengths, skills, interests, and hobbies
- Documentation of completed formal and informal transition assessments and self-surveys
- Contact information for local WorkForce Oklahoma site
- Sample letter requesting services from a local provider
- Documentation of a visit to the local Career and Technology Center
- Personal statement describing the student and future goals
- Training site agreements or evaluations from work or training sites
- Documentation of job explorations that the student has completed
- Participation in extra-curricular activities in the school and community
- Documentation of having interviewed key persons who are employed in areas of interest to the student
- Documentation of job shadowing participation

- Completed job application
- Documentation of contact with the local Vocational Rehabilitation counselor
- Resume complete with personal references with contact information
- Spreadsheet of names, addresses, phone numbers of local utility providers
- Copies of letters of recommendation from teachers, employers, and coaches
- Results of the Armed Services Vocational Aptitude Battery (ASVAB)
- American College Testing (ACT) Scores
- Example Free Application for Federal Student Aid (FAFSA)
- Oklahoma Promise Documentation
- Transcripts
- List of the accommodations that the student has used to be successful
- If student used AT and/or AEM to access and participate in educational activities, provide a list of the AT and/or AEM used and description of how the AT supports the student's abilities
- Completed W-4
- Completion of an independent living skills questionnaire
- Documentation of volunteer work performed
- Completion of a pre-vocational checklist
- [Summary of Performance \(SOP\)](#)

Postsecondary Education Disability Services

Students who plan to attend a post-secondary education setting must self-disclose their disability to the disability service office to apply for services and to receive accommodations. Educators can prepare students to self-advocate while in high school by implementing student lessons relating to self-advocacy skills. Postsecondary education disability services are not universal and not all schools, colleges, and vocational centers offer or allow the same accommodations, and support services may differ from campus to campus. Oklahoma's Chapter of Association on Higher Education and Disability (OK-AHEAD) represents the disability service providers across the state working in higher education programs. They have documents that will provide guidance to educators covering topics such as a guide that educators can use to prepare

students for higher education, the rights and responsibilities of students with disabilities preparing for postsecondary education, and information about aids and services for students with disabilities enrolled in postsecondary education programs. Educators preparing students to transition into postsecondary educational programs need to share the information contained in these documents to fully prepare students for the transition into higher education. Educators can have students practice asking and answering questions in preparation for contacting a disability service provider at a postsecondary educational setting.

Questions Often Asked by Disability Service Providers

- Can you describe your disability?
- What kinds of difficulties have you experienced in academic settings?
- What are your strengths and weaknesses?
- What type of accommodations or services did you receive in high school? Which were the most beneficial?
- Have you used Assistive Technology and/or Accessible Educational Materials in the past? If so, what types of equipment, software, or formats were useful to you?
- Do you have current documentation of your disability from a psychologist, physician, speech pathologist, or other qualified professionals?
- Are you a client of the Department of Rehabilitation Services (OKDRS)?

Questions Students May Ask Disability Service Providers at Educational Settings

- What are the college admission requirements?
- How do I contact the student disability office?
- What services are available through the office, and how do I arrange for them?
- What type of documentation is needed?
- What are faculty members told about my disability and how do they learn about my accommodations?
- What do I do if a faculty person doesn't want to provide accommodations?
- Does the disability services office help with study skills, writing, test-taking skills, or time management?

- Are tutors available through the disability services office? Are they professional or student tutors? Is there a charge?
- What types of Assistive Technology and/or Accessible Educational Materials are available (e.g., computer software, closed captioning, TTY, FM system)?
- How do I arrange for audiobooks or other alternate formats?
- What types of support services are available (e.g., study skills center, personal counseling, career counseling)?

The Differences between IDEA and the Americans with Disabilities Act (ADA)

The IDEA ensures that school-aged children, pre-K through grade 12, receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). IDEA services do not carry over into postsecondary education or employment settings. The ADA protects individuals with disabilities from discrimination in employment, state and local government activities, public transportation, public accommodations, and telecommunications and relay services. Students who are eligible for services under IDEA may not be protected by ADA.

	IDEA	ADA
Types of Statute	Law that provides a FAPE for children with disabilities.	Civil Rights statute that protects individuals with disabilities from discrimination.
Who is Covered?	School-age children who have a disability in one of 13 federally recognized categories that adversely affect educational performance.	Individuals with a physical or mental impairment that substantially limits a major life activity.
Delivery Method	Individualized Education Program (IEP)	No standard plan, Case-by-case basis.

Evaluation	Local educational agencies seek and evaluate students who may have a disability.	Individuals are responsible for providing documentation of a disability and must self-identify themselves as a person with a disability. The evaluation may be required at the cost of the individual.
Typical Services Available	<input type="checkbox"/> Supplemental Aids and Services <input type="checkbox"/> Speech and Language Therapy <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Counseling <input type="checkbox"/> Specialized Instruction <input type="checkbox"/> Testing accommodations <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Accessible Educational Materials	<input type="checkbox"/> Reasonable Accommodations <input type="checkbox"/> Interpreters <input type="checkbox"/> Note Takers <input type="checkbox"/> Priority Registration <input type="checkbox"/> Recorded Lectures <input type="checkbox"/> Extended Test time <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Accessible Educational Materials
Student Responsibilities	<input type="checkbox"/> Do their best	<input type="checkbox"/> Disability Disclosure <input type="checkbox"/> Disability Documentation <input type="checkbox"/> Documentation of effective accommodations

For more information on these topics, explore the following websites and resources:

- [AHEAD](#) At the national AHEAD website, educators may freely access the *Journal of Postsecondary Education and Disability* (JPED) to gain useful information.
- [Differences between High School and College Accommodations](#)
- [The 411 on Disability Disclosure](#) This workbook is designed for youth and adults working with them to learn about disability disclosure and help them make

informed decisions about whether or not to disclose their disability and understand by considering how that decision may impact their education, employment, and social lives.

- [Misunderstandings about IEPs, 504s, and College Accommodations](#)
- [OK-AHEAD](#)

RESOURCES FOR POSTSECONDARY SUCCESS

- **College and University**
 - Readiness/Exploration
 - [Landmark: A Guide to Assessing College Readiness](#)
 - [Casey Life Skills](#)
 - [Career Cluster Survey Career Tech](#)
 - [College Search: College Board](#)
 - Types of Programs
 - Degree
 - [University of Science & Arts of Oklahoma](#)
 - Certificate
 - [OU Sooner Works](#)
 - [Riverhawks Scholar Program](#)
 - [Think College](#)
- **Career Tech:** The [Oklahoma Career Tech](#) network of 29 technology centers on 59 campuses serves high school and adult learners with specialized career training in more than 90 instructional areas. Support services are identified based on assessment results and individual student needs.
 - Disability Services
 - [Career Tech Special Populations Information](#)
 - [Disability Services Tulsa Tech](#)
 - [Transition to Postsecondary Education Guide and Checklist](#)
 - [Tulsa Technology Center's Service Careers Academy application](#)
 - Financial Information/Scholarships
 - [CareerTech Tuition Waiver and scholarships](#)
 - [Tulsa-Tech Financial Aid Brochure](#)

- Program Information
 - [Career Tech Program Guide](#)
- **Workforce**
 - [American Indian Vocational Rehabilitation Services](#)
 - [Job Accommodation Network \(JAN\)](#) JAN is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues, including guidance on disclosing a disability.
 - [OK Department of Rehabilitation Services](#)
 - [Oklahoma Works](#)
 - [Project SEARCH](#) Prepares young people with significant disabilities for success in competitive integrated employment.
- **Mental Health Services**
 - [Oklahoma Department of Mental Health and Substance Abuse Services \(ODMHSAS\)](#)
 - [Oklahoma Systems of Care](#)
 - [Red Rock Behavioral Health Services](#)
 - [Mental Health Awareness Training Grant \(MHAT\)](#)
 - [National Alliance on Mental Illness \(NAMI\)](#)
 - [Mental Health America \(MHA\)](#)

STUDENT AND FAMILY SUPPORTS AND RESOURCES FOR POSTSECONDARY SUCCESS

- [OK Department of Rehabilitation Services](#)
- [OK Family Network](#) Parent to parent organization that provides support and resources to families.
- [OK Parents Center](#)
- [PACER CENTER: Transition to Life After High School](#) contains resources for students and parents to learn about disability rights, the ADA, and Section 504.
- [Sooner Success](#)
- Transition Planning Folders. The Oklahoma Rehabilitation Council (ORC), OKDRS, and the OSDE-SES recognize the importance of starting transition planning early so they developed transition planning folders for Elementary,

Middle School, and High School to help students and their families prepare for life after high school. These folders are available in electronic versions as well as print and are fully accessible. Students, parents, and IEP team members are encouraged to utilize the Elementary, Middle School, and High School Transition Planning Folders to access community resources and services. Electronic folders are available on the [OKDRS Transition](#) webpage and the [OSDE-SES Secondary Transition](#) webpage. Print copies are also available from your local OKDRS Counselor.

- [Timeline of Transition Activities](#) The Oklahoma Transition Council developed the Timeline of Transition Activities. Students and Families can use the recommended list of programs, services, and activities to begin to prepare for the future.

REFERENCES

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