
GUIDING TRANSITION



GRANT WOOD AREA EDUCATION AGENCY

2015

BUILDING BRIDGES WITH OPEN ENDED PROBES AND QUESTIONS

The following open ended questions may help guide transition-related conversations and increase involvement of the student and other IEP team members.

Tell me a little about the reasoning behind that decision?

What are you seeing that indicates you are getting the results you expected?

Which part of the new accommodation seems to be the most challenging for Lucas' teachers?

I'm not real clear on how you came to that conclusion. Could you help me understand?

What is it about this approach that concerns you?

What other possibilities might there be to produce different results next time?

What kind of help would be useful to you?

What would you see and hear in Jane's behavior if she were less oppositional?

What caused her to respond that way?

Please say more about . . .

I'm curious about . . .

I'd like to hear more about . . .

Then are you saying . . .?

What would happen if you . . .?

What would happen if you didn't . . .?

What do you think about that idea?

What can you add to what Phyllis just said?

Here's one area you might help us think through . . .

How do you see it differently?

We all seem to want _____. What if we tried to make that happen?

Which do you think might be more effective X, Y or Z?

How else might you . . .?





TRANSITION IEP GUIDE

Student Name: _____	Date: _____
Teacher: _____	

- Attendance: attendees listed on A page Excusal form signed if needed
 - Introductions (Student led?)
 - Procedural Safeguards
 - Present Levels of Academic Achievement:
 - Strengths, interests and preferences in student's voice
 - Parent Concerns
 - Additional considerations (behaviors, assistive technology, health, limited English, AIM, etc.)
 - Transition Assessments:
 - Living Results
 - Learning Results
 - Working Results
 - Other essential information (medical, attendance, attitude, etc.)
 - Describe the effect AND the functional implication of the disability in gen ed curriculum and future environments
 - Postsecondary expectations: (Do these align with the student's interests and abilities?):
 - Living
 - Learning
 - Working
- This section needs to drive the entire IEP...
 consider reading this section first**
- Course of study: (These areas need to align with postsecondary expectations.)
 - Requirements (or graduating based on IEP completion)
 - Current status (Is he/she on track to graduate with peers?)
 - Courses and activities needed/recommended to reach postsecondary goal
 - Review current goals/objectives:
 - Current achievement Baseline Annual goal(s) Review graph(s)
 - Special education services (Page F):
 - Updated accommodations accessed (Will these accommodations be allowed at college?)
 - What services are helping them develop work/living skills?
 - Special factors, if any (Page G)
 - Reevaluations (Page R)
 - Additional forms: Prior Written Notice (PWN), required anytime there is a change of service

ADDITIONAL CONSIDERATIONS – MUST BE A US CITIZEN.LEGAL QUALIFIED ALIEN

For all students:

Iowa Vocational Rehabilitation Services (IVRS)

Purpose: To get and keep work

Discuss: 9th grade IEP (Invite to 10th grade IEP)

Apply: 10th grade (Usually one year wait list)

Characteristics of good candidates: Community employable, good attendance, desire to work, behaviors in check, some integration

Once eligible: IVRS can help plan for future careers and education.

For some students:

Counseling/Therapy

Can be beneficial for students working through various situations

Especially important for students with significant mental health issues

Often paid for through insurance or Title XIX

For students with significant disabilities:

Community Services

Targeted Case Management

Waiver Programs:

- Intellectual Disability
 - IQ<70
- Brain Injury
 - Medical documentation
- Habilitation
 - Multiple hospitalizations & documentation

Supplemental Security Income

*Must qualify for SSI prior to qualifying for waiver services

*Must apply as an adult at age 18 even if previously eligible as a child

*Although you may apply online, it is recommended to schedule an appointment at a Social Security Office.

-Bring needed documentation

Title XIX

*Provides health benefits for some individuals with disabilities

*Apply at Department of Human Services (DHS) or inquire at the Social Security Office

Benefits Planning

*Social Security programs such as PASS (Plan to Achieve Self-Support) and Ticket to Work can help individuals maximize their benefits while working. Inquire about a planner in your area

Guardianship/Conservatorship

An option for individuals over 18 who are unable to make informed decisions in their best interest

-Requires legal assistance

Supported Community Living (SCL)

A service that builds life skills for individuals on the waiver program

Consumer Choice Option (CCO)

A customized method for funding needed services for individuals on waiver programs

Community Resource Providers (CRPs)

Typically funded through 'waiver programs'

Examples:

Goodwill REA
Horizons
Advancement Services of Jones County

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TRANSITION: POSTSECONDARY OPTIONS TALKING POINTS

	World of Work	4+ Programs	Job Corp (JC)	Community College	4 year College/University
9th Grade	<ul style="list-style-type: none"> • What jobs or responsibilities does the student have at home? • What work readiness skills are the student's strengths and weaknesses? • What career areas interest the student at this time? • What work experience (paid or unpaid) has the student had? 			<p>Involve school counselor</p> <ul style="list-style-type: none"> • Does the student use accommodations &/or modifications that will not be allowed at the college level? 	<p>Involve school counselor</p> <ul style="list-style-type: none"> • Does the student use accommodations &/or modifications that will not be allowed at the college level? • What courses are in the students 4 year plan that will prepare him/her for college? • What extracurricular activities is the student involved in? • Should the student be considered for exit prior to graduation?

	World of Work	4+ Programs	Job Corp (JC)	Community College	4 year College/University
10th Grade	<ul style="list-style-type: none"> • What electives has the student chosen? Why? • What does the student like or dislike about school? • What work readiness skills are the student's strengths and weaknesses? • Can the student follow multi-step directions? • What supports/strategies does the student need to be successful? • What skills are still needed to complete a job application? 	<p><i>Share with Administrator</i></p> <ul style="list-style-type: none"> • What accommodations and modifications will the student need for success in the future? • What community college programs is the student considering? • What electives has the student taken? • What unmet living needs does the student have? • Why does the IEP team feel a 4+program may be an option for this student? • Discuss retaining the diploma 	<ul style="list-style-type: none"> • Why does the IEP team feel JC may be an option for this student? • What are the student's programs of interest? • What electives has the student taken? • How does the student respond to structure? • There are two JC centers in Iowa – Dennison & Ottumwa. • Programs vary in each center 	<p>Involve school counselor</p> <ul style="list-style-type: none"> • What electives has the student taken that align with postsecondary expectations? • Make arrangements to get baseline score on the COMPASS • What adjustments need to be made to the student's Course of Study? 	<p>Involve school counselor</p> <ul style="list-style-type: none"> • What electives has the student taken that align with postsecondary expectations? • What are the admission requirements for the student's program of interest (ACT/SAT scores, prerequisite classes, etc.) • Make arrangements to get baseline score on ACT/SAT • What adjustments need to be made to Course of Study? • Evaluate if the student could be considered for exit prior to graduation • How will the student's disability impact their future career options?

	World of Work	4+ Programs	Job Corp (JC)	Community College	4 year College/University
11 th Grade	<ul style="list-style-type: none"> Does the student's interests and preferences align with his/her career cluster? What experience has the student had with work, either paid or unpaid? What work readiness skills are the student's strengths and weaknesses? How does the student demonstrate self-advocacy? Who are the two non-family references the student would use for a job? What careers of interest are available in the desired location? Is the student aware of community resources to help find work? 	<p>Remind Administrator</p> <ul style="list-style-type: none"> Does the student's Course of Study align with postsecondary expectations? Why does the IEP team feel a 4+program is still an option for this student? How is the student's attendance? What employment skills does the student still need to gain? What are the student's needs in the area of learning? What skills does the student have to live independently? What skills are still needed? What about a 4+program appeals to the student? How does the student handle feedback? What programs did the student discuss at his/her 4+ visit? 	<p>Same as 10th Grade</p> <p>(for unusual circumstances contact your Transition Consultant)</p>	<p>Involve school counselor</p> <ul style="list-style-type: none"> What areas of the COMPASS scores need improvement? How were the student's COMPASS scores in relationship to the proposed area of study? What specific classes could the student take to improve low score areas for better success at college? Which colleges has the student visited or what college reps has he/she spoken to? What college level courses or electives are available for the student to take that align to his/her career path? What independent learning skills does the student have? Compare disability services available at community colleges 	<p>Involve school counselor</p> <ul style="list-style-type: none"> What independent learning skills does the student have? What classes does the student need to take to align with college requirements? Compare disability services available at the colleges or universities of interest Need to schedule ACT/SAT and compare test scores with college requirements for specific programs Review admission requirements for program of study and make adjustments to Course of Study if needed Are there related fields of study that the student may wish to explore? Exit Special education?

	World of Work	4+programs	Job Corps (JC)	Community College	4 year College/University
12th Grade	<ul style="list-style-type: none"> • What benefits are important to the student? • What annual income does the student need to live independently? What are examples of his/her expenses? • What experience has the student had positively or negatively at a job? • Does the student have the skills to independently find and keep a job? 	<p><i>Confirm with Administrator</i></p> <ul style="list-style-type: none"> • Why does the team still feel a 4+program would benefit the student? • Do the student's future plans align? • What are the living, learning & working skills the student would continue to work on at a 4+program? • Discuss housing accommodations or the need for transportation? • What date did the student/parent/guardian visit the 4+program? • Remind student/family about retaining the diploma 	<ul style="list-style-type: none"> • What was the student's reaction to meeting with the JC rep? • What does the student hope to gain from his/her JC visit? • What experiences does the student have with staying away from home? • How does the student feel about living on a closed campus? 	<p>Involve school counselor</p> <ul style="list-style-type: none"> • To which community colleges has the student applied? • To which community colleges has the student been accepted? • What housing or transportation arrangements has the student made? • What are the program requirements (COMPASS scores, pre-requisite classes, etc.) • What financial aid & scholarships has the student applied for? • What college disability services would benefit the student? 	<p>Involve school counselor</p> <ul style="list-style-type: none"> • To which schools has the student applied? • To which schools has the student been accepted? • What housing or transportation arrangements have been made? • What financial aid & scholarships has the student applied for? • What college disability services would benefit the student?

TRANSITION: SKILLS NEEDED FOR ALL POSTSECONDARY OPTIONS

Living Experiences

- Consider how often the student has spent time away from family
- Does the student spend time alone?
- Has the student ever shared a room?
- Does the student tolerate sharing his/her possessions?
- Can the student make his/her own appointments?
- Is the student able to solve his/her own problems?
- Can the student perform basic domestic tasks?

Community Supports

- Is the student able to identify community supports, services or programs?
- Has the student applied for or used any community services?
- Has the student applied for Iowa Vocational rehabilitation Services (IVRS)?

Community Mobility

Community mobility is ESSENTIAL for independence!

- Driver's License is best
 - Driver's Ed may be taken at any age
- Is Public Transportation an option?
- Are alternative means of transportation available: moped, bike, friends, family, etc.?

Physical Abilities & Health

- Does the student have the physical ability to perform the career of choice?
- Does the student demonstrate appropriate hygiene?
- Does the student take medications without reminders?
- Is the student able to make informed & safe decisions about personal sexual activity?
- How does the student handle stress?

Financial Literacy

- Is the student able to follow a personal budget?
- Does he/she have a debit card, checking account, savings account, etc.?
- Does he/she understand employment benefits?

Work Readiness

- Does the student display acceptable attendance?
- Is the student on track to graduate?
- How well does the student manage his/her time?
- How does the student respond to constructive criticism?
- Is the student able to work independently and initiate routine tasks without prompts?
- Does the student adjust to new situations with ease?
- Has the student had any work experience?

Self-Determination

- Does the student request assistance when needed?
- Can the student explain their disability and request accommodations?
- Is the student able to do long range planning?

CONTACT

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Area	Best Practice
Strengths, Interests, Preferences	<p><u>Include:</u> Multiple items for each category Vocationally related strengths or interests when possible</p>
Living	<p><u>Sources:</u> Must include a minimum of two sources (interviews count as a single source) <u>Results:</u> How do they compare to peers? Should include skills with regard to: *Transportation: Can they drive? Can they use public transportation? Will they rely on family, etc.? *Financial skills: Can they make purchases? Do they have a bank account? Can they budget money, etc.? *Domestic skills: Can they cook, clean, do laundry, etc.? *Life skills: Do they demonstrate self-advocacy skills? Can they make appointments, take meds, use personal hygiene, engage in appropriate leisure activities, etc.? **Justification Statement** The student does/does not have needs in the area of living. Living will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.)</p>
Learning	<p><u>Sources:</u> Must include a minimum of two sources, Iowa Assessments, NWEA, progress monitoring data, Iowa Alternate Assessment data, etc. <u>Results:</u> How do they compare to peers? Should include skills with regard to: *Discrepancy areas: Be sure to identify why the student is in need of special education services and what supports are needed to pursue PSEs. *Other Academic Areas: Be sure to include standardized test data to document why a student does not need services in those areas. **Justification Statement** The student does/does not have needs in the area of learning. Learning will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.)</p>
Working	<p><u>Sources:</u> Must include a minimum of two sources, Start using employability skills and can utilize information from IHAPI (I Have A Plan Iowa). <u>Results:</u> *Work experience: Regular paid jobs, as well as, lawn mowing, babysitting, detasseling, snow removal, etc. *Career Cluster areas: For example – Health Science, Human Services, Information</p>

	<p>Technology, Manufacturing, etc.</p> <p>*Employability skills (Transferable skills): such as, dependable, works well with others, responsible, time management, organization, etc.</p> <p>**Justification Statement** The student does/does not have needs in the area of working. Working will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.)</p>
PSE: Living	<p>Must align with the skills listed in the living results section</p> <p>Ex. <i>"Johnny is going to live in a house in Los Angeles by himself"</i> is not appropriate for a student with severe limitations. If the student's expectation differs greatly from the team's perception, include both.</p>
PSE: Learning	<p>Must align with the skills listed in the learning results section</p> <p>Ex. <i>"Sally is planning on attending vet school at ISU"</i> is not appropriate for a student with a second grade reading level. If the student's expectation differs greatly from the team's perception, include both.</p>
PSE: Working	<p>Must align with the skills listed in the working results section</p> <p>Ex. <i>"Tom is going to work full time as a grounds keeper"</i> is not appropriate for a student whose interests point towards working indoors in a quiet, clean environment. If the student's expectation differs greatly from the team's perception, include both.</p>
COS: Requirements	<p>Must Include:</p> <ul style="list-style-type: none"> *Total number of credits *Credits by subject *Any Additional district requirements <p>Ex. <i>"Johnny will need 52 credits to graduate from AnyWhere HS. These credits include 8 English, 6 Math, 6 Social Studies, 6 Science, 1 Health, 4 PE, 1 Computer applications, and 20 electives. He will also need to complete a CPR class."</i></p> <p style="text-align: center;">OR</p> <p>Describe how the student will graduate by other means, if applicable</p>
COS: Current Status	<p>Must Include:</p> <ul style="list-style-type: none"> *Graduation date *Number of credits the student has earned and if he/she is on track to graduate with peers *Credits in subject areas the student has yet to complete *Other district requirements the student has yet to complete <p>Ex. <i>"Johnny has earned 26 credits and is on track to graduate with peers. He still needs to complete 4 English, 2 Math, 2 Social Studies, 4 Science, 2 PE, 1 Computer App, and 11 elective credits, as well as complete CPR class."</i></p> <p style="text-align: center;">OR</p> <p>Describe, in detail, the student's progress for graduating by the means listed above.</p> <p style="text-align: center;">THIS IS INDIVIDUALIZED AND NOT A CUT AND PASTE FROM THE PREVIOUS SECTION</p>
COS: Courses and Activities	<p>High School: This section is a multi-year projection of the remainder of the student's secondary education. Include: Courses and activities specific to the student that will help them achieve their PSEs. This is a good place for COMPASS, linkages to IVRS, etc.</p> <p>Middle School: Can project into the future, but should include what can occur while the student is in middle school.</p> <p>Ex. <i>"At this time, Bobby is unsure about a future career and plan of study. He will complete I Have a Plan as well as participate in the school's Career Day event to assist him in his exploration of possible jobs."</i></p>

OTHER CONSIDERATIONS FOR QUALITY SERVICES:

- **Make sure all goals address priority/essential needs that align with the PSEs.**

**For more information,
contact your Grant Wood AEA Transition Consultants:
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