

Responsible for Transition Planning – Oh My!

What Do I Do Now?

ConnCASE – October 4, 2024

Plans for the Session

- Introductions
- Review Best Practices for Transition Planning
- Ensure that all Transition Planning is Equity-Focused
- Network with Colleagues
- [Google Folder Link](#)
 - <https://serc.info/conncase2024>



Norms

Specific actions the group agrees to uphold:

- **Speak your truth:** share from your own experiences.
- **Seek to understand:** actively listen, before responding.
- **Respect others' experience:** we may have different experiences or contexts to draw from. All are legitimate.
- **Disagree without discord:** approach unexpected ideas with curiosity, not argument.
- **Challenge yourself:** be open to new practices and strategies to incorporate within your work/district

Level of Knowledge

Let's start by finding out everyone's comfort-level around Secondary Transition Planning

- How many of you have taught transition-aged students?
 - Was any of that specifically involving transition planning for students with disabilities?
- How confident are you that your present transition programming will provide positive outcomes for all students?



Totally sure
plan will fail



Plan is more
likely to fail



Unsure if plan will
succeed or fail



Plan is more
likely to succeed



Totally sure
plan will succeed

The background features a light gray grid. A large, curved white shape is positioned on the left side. The right side of the image is dark, filled with a complex pattern of teal and yellow dots of various sizes, connected by thin, wavy lines. Overlaid on this dark area are several overlapping, semi-transparent rectangular outlines in teal and yellow, arranged in a grid-like pattern that appears to be slightly offset or layered.

Transition Planning

The Basics

Secondary Transition Requirements

Secondary Transition - Planning from School to Adult Life

Laws/Regulations

Documents and Forms >

Related Resources >

Resources for Students and Families >

Easing into Secondary Transition >

IDEA Part B Indicators 1, 2, 13, 14 >

Laws/Regulations >

Professional Learning Opportunities
for Secondary Transition >

Connecticut Transition Programs >

Contact >

Transition Services Begin...

Beginning not later than the first individualized education program (IEP) to be in effect when the student turns 14, or younger if determined appropriate by the planning and placement team (PPT), and **updated annually**, thereafter, the IEP must include—

- 1) **Appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to **training or education, employment**, and, where appropriate, **independent living skills**; and
- 2) The **transition services (including courses of study)** needed to assist the student in reaching those goals.

[CGS § 10-76d(a)(9), as amended by [PA No. 21-144*](#)]

[IDEA § 300.320(b) Definition of IEP]

PA 23-137 § 32

Extends IDEA Eligibility

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, **whichever occurs first**. [Connecticut General Statute (CGS) § 10-76d (b)]


Pursuant to the [CGS § 10-259](#), school year is defined as July 1 through June 30.

For more information, please refer to the [CSDE July 14, 2023, Memo](#) &

[Updated Guidance Regarding Public Act 23-137 November 16, 2023, Memo](#)

What are Transition Services? – Part 1

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



Determine
where they are going

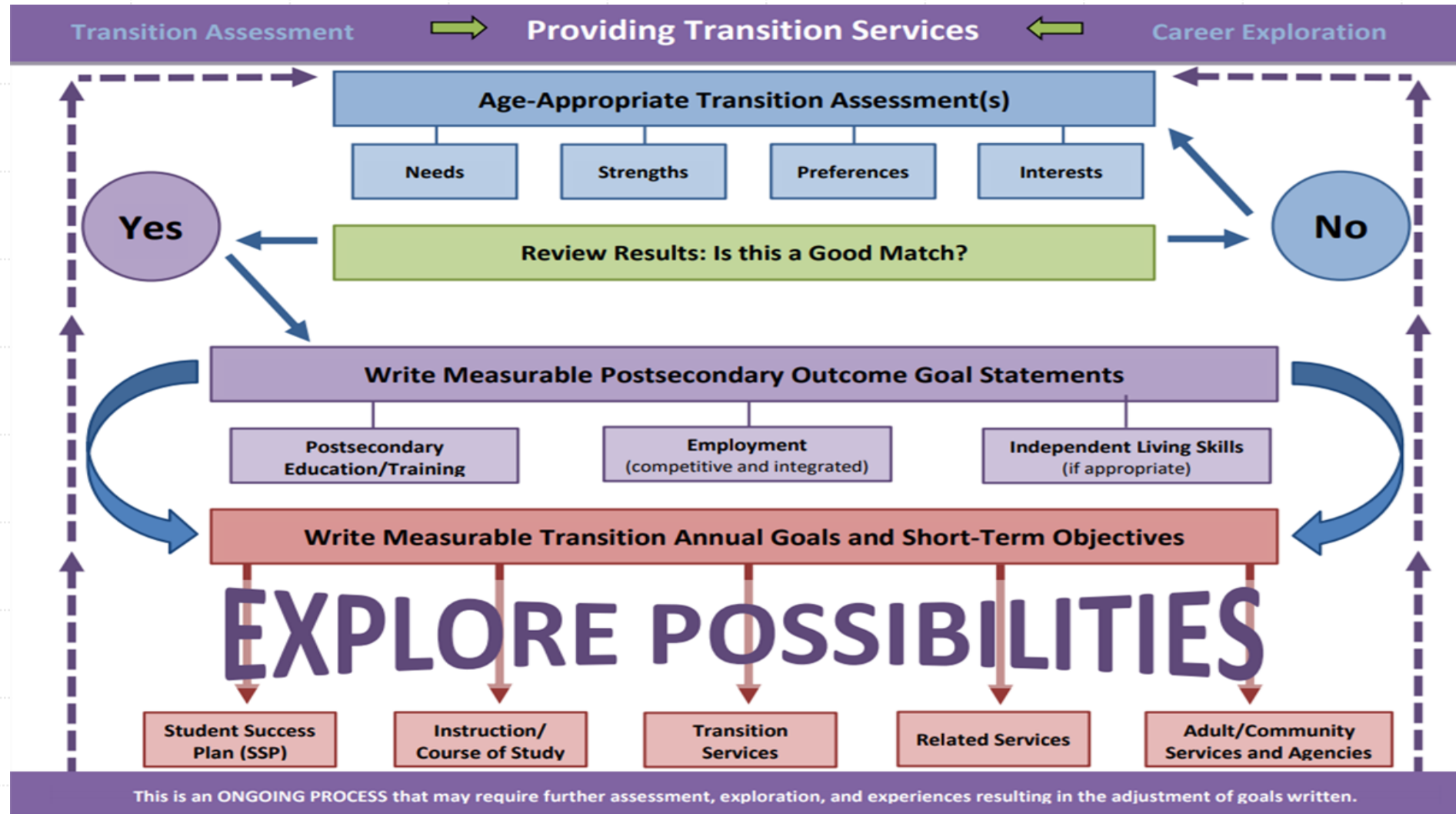
What are Transition Services? – Part 2

- (a) ...**a coordinated set of activities** for a child with a disability that–
- 2) Is based on the **individual** child's **needs**, taking into account the child's **strengths, preferences,** and **interests** and includes:
 - instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.


[IDEA § 300.43(a) Transition services]

Then determine what they Need to
get there.

Transition Services Flow Chart



Transition Planning From Compliance to Quality



Culturally Responsive Teaching Practices

Approaches that reduce opportunity gaps related to student academic achievement and transition planning success (e.g., health, education, school, community living, self-determination)

Goal: To empower students intellectually, socially, emotionally, and politically, grounding cultural references within instruction, so that all students realize that their cultural heritages are also valuable assets when learning.

Scott & Thoma, Universal Design for Transition: The Educators' Guide for Equity-Focused Transition Planning Second Edition, 2024

Culturally Sustaining Practices- Question

How do we answer this question?

How can we, as a society, support students with disabilities to prepare for and secure the life that they envision?

Your Thoughts?

Scott & Thoma, Universal Design for Transition: The Educators' Guide for Equity-Focused Transition Planning Second Edition, 2024

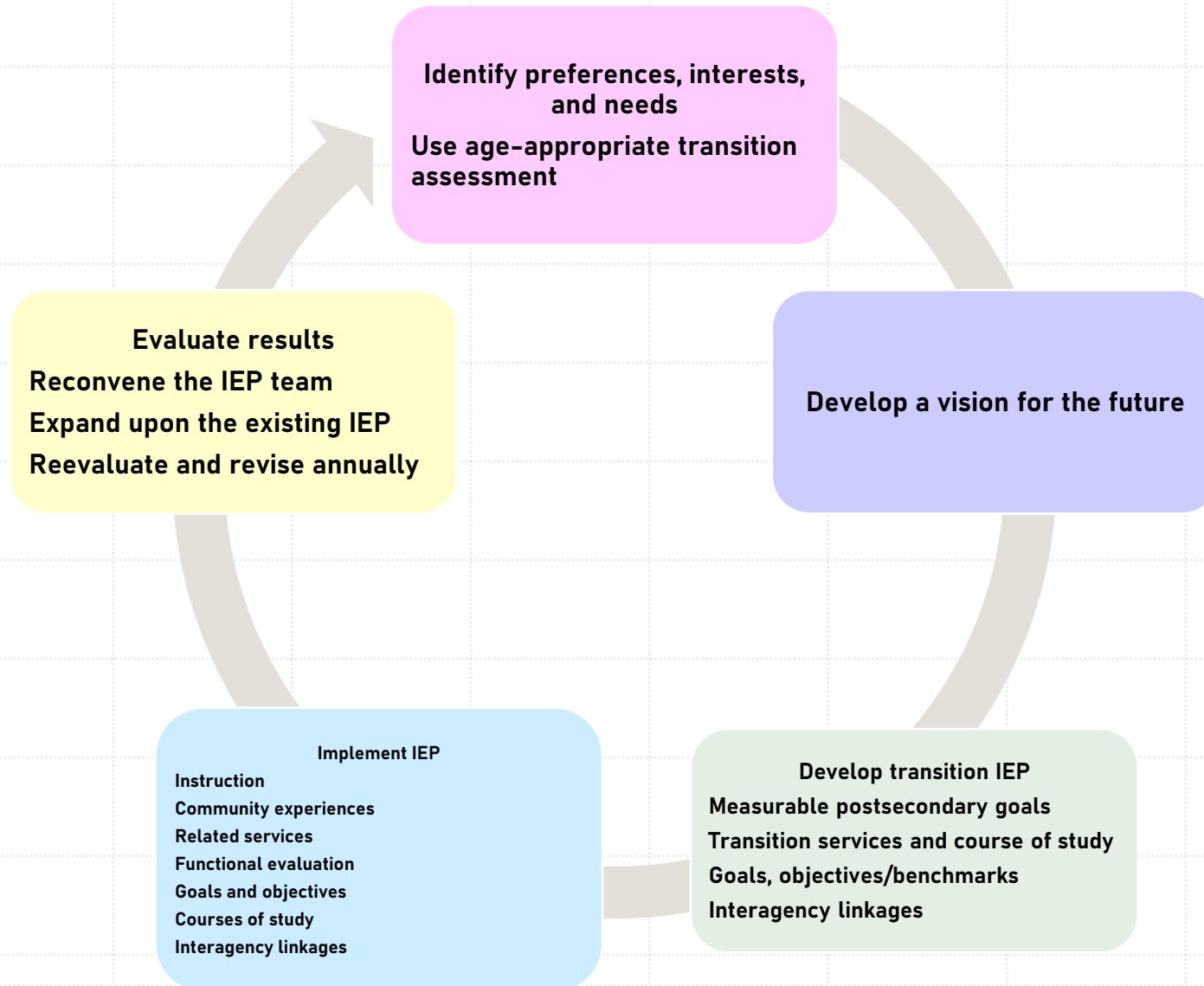
Culturally Responsive Pedagogy Components

- Developing and sustaining a knowledge base and community regarding cultural diversity
- **Designing relevant curricula** by including ethnic and cultural diversity content
- Creating classroom **climates that are conducive to learning** for multiple marginalized students
- Developing **effective cross-cultural communications**
- Delivering instruction matching the **learning styles of diverse students**



Scott & Thoma, Universal Design for Transition: The Educators' Guide for Equity-Focused Transition Planning Second Edition, 2024

Transition Planning – Move to Quality



Morningstar & Clavenna-Deane,
Your Complete Guide to Transition
Planning and Services, Paul H.
Brooks Publishing Co., 2018

Transition Present Levels of Performance

- Mirrors Academic/Cognitive and Functional PLOP sections
- Informed by the **student's voice** and results of **age-appropriate transition assessments**
- Identifies students' unique transition-related **strengths, needs, interests, and preferences**
- Provides **baseline performance** of the target skills addressed by transition goals and services

The screenshot shows a web form titled "Transition Present Levels, Goals and Objectives". At the top, there is an information icon and a note: "Enter parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning. The CT CORE Transition Skills is available for reference on the CDE Secondary Transition webpage." Below this, there is a section for "Parent and/or Student Input: Transition" with a text area. A large grey callout box with a white border and a drop shadow is overlaid on the text area, containing the text: "How do you ensure that student voice and choice are included in Present Levels of Performance?". Below the text area, there are two "Concerns/Needs" sections, each with a "Describe" label and a text area. Each section is marked as "(Required)". At the bottom right of the form is a green "SAVE" button.

Figure 51: Transition Present Levels, Goals, and Objectives

Age-Appropriate Transition Assessments

Formal

- Adaptive behavior/daily living skills assessments
- General and specific aptitude tests
- Interest inventories
- Personality tests
- Career/employability tests

Informal

- Transition planning inventories
- Interviews/questionnaires
- Student and family
- Direct observation
- **Curriculum-based assessments**
- Environmental/ecological analysis
- **Person-centered planning tools**

Assessment Resources

Transition Assessment Resource Manual

- [2008 version](#) currently being updated
- Highlights assessment options

Career One Stop

- Sponsored by U.S. Department of Labor
- [Hundreds of videos](#), organized by career area

Person Centered Planning Tools

- [Charting the Life Course](#) (CtLC, 2010)
- [Making Action Plans](#) (MAPS, 2010)
- [Planning Alternative Tomorrows with Hope](#) (PATH, 2010)
- [Resilience, Empowerment and Natural supports for Education, and Work](#) (RENEW, 1996)

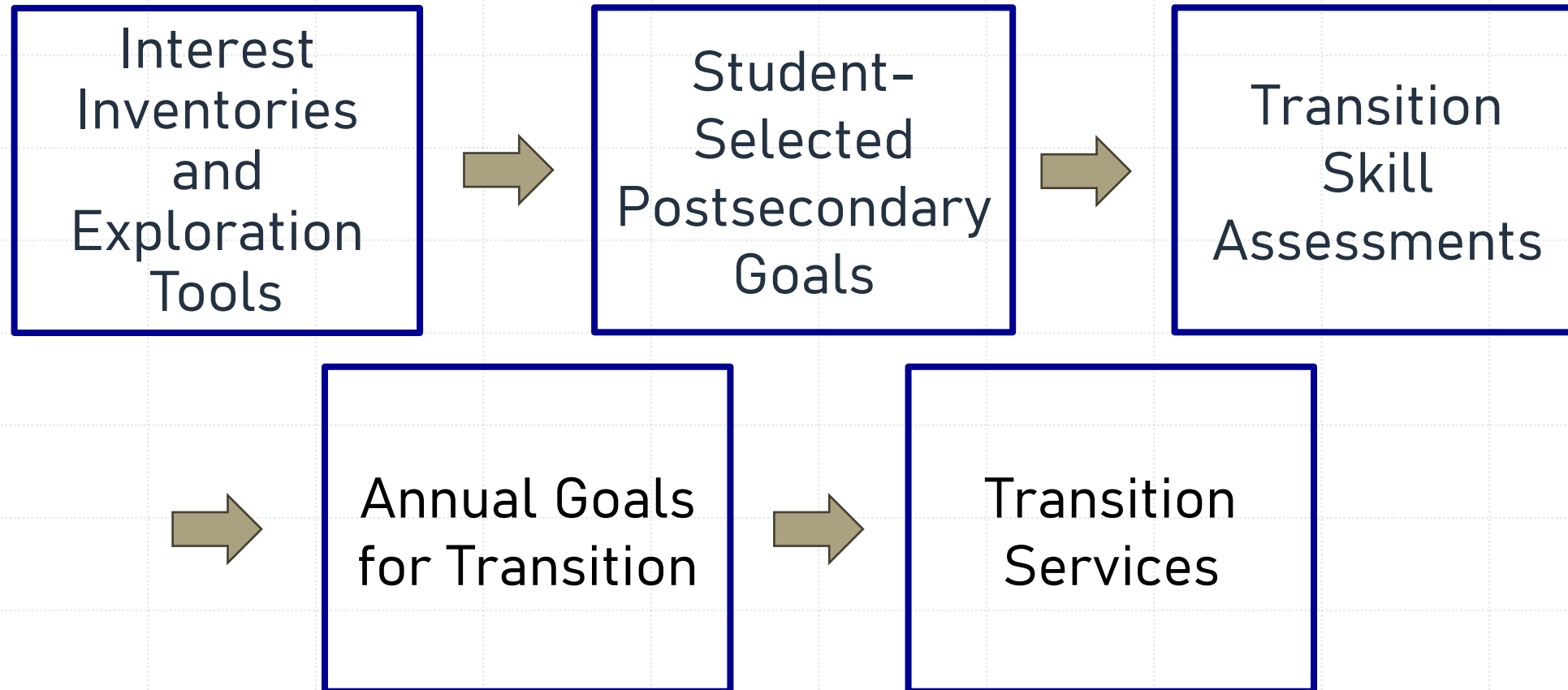
Transition Assessment Tools	Employment	Postsecondary Education/Training	Independent Living Skills/Activities of Daily Living	Community Participation	Health/Behavior	Self-Determination/ Self-Advocacy	Communication	Social Skills/Interpersonal Relationships	Availability	
									R= Reading Free/below 6 th grade L= More than 1 language O= Online	Available at SERC Library
Ability Explorer (AE) – 3 rd Edition	Y	Y	N	N	N	N	N	N	N	
Adaptive Behavior Assessment System 3	Y		Y	Y	Y	Y	Y	Y	L	✓
AIR Self-Determination Assessment	N	N	N	N	N	Y	Y	Y	L	
ARC Self-Determination Scale	N	N	N	N	N	Y	N	N	N	
Armed Services Vocational Aptitude Battery (ASVAB)	Y	N	N	N	N	N	N	N	N	
Assessing Barriers to Education	Y	Y	Y	N	N	Y	N	Y	LO	
The Assessment of Functional Living Skills (AFLS)	Y	Y	Y	Y	Y	N	Y	N	O	✓
Assistive Technology Protocol for Transition Planning	Y	Y	Y	Y	Y	N	Y	N	N	

Assessment Concern

“... overreliance on the more formal transition assessment instruments that often fail to capture the student’s strengths, needs, interests, and dreams for the future and fail to reflect the knowledge that others have about the student, particularly if those individuals are not invited to the transition planning meeting.”

Scott & Thoma, Universal Design for Transition: The Educators’ Guide for Equity-Focused Transition Planning Second Edition, 2024, page 24

Culturally Sustaining Universal Design for Transition



Transition Model from Deardorff, M.E., 2020. Scott & Thoma, Universal Design for Transition: The Educators' Guide for Equity-Focused Transition Planning Second Edition, 2024, page 26

Quote of the Day!

“A well planned and executed assessment that results in a well-balanced understanding of a student’s performance is one of the most important contributions to generating critical objectives, effective instruction, and meaningful outcomes.”

(Giles & Clark, 2001)

Postsecondary Outcome Goal Statements In Relation to Annual Transition Goals

Postsecondary Outcome Goal Statements

- ✦ Represent goals for the student **AFTER** leaving secondary school
- ✦ Indicate what a student **will do** rather than “plans” or “hopes to” do
- ✦ May become more specific over time
- ✦ Does not require progress monitoring

After completing high school, the STUDENT will be employed full time in a field of interest

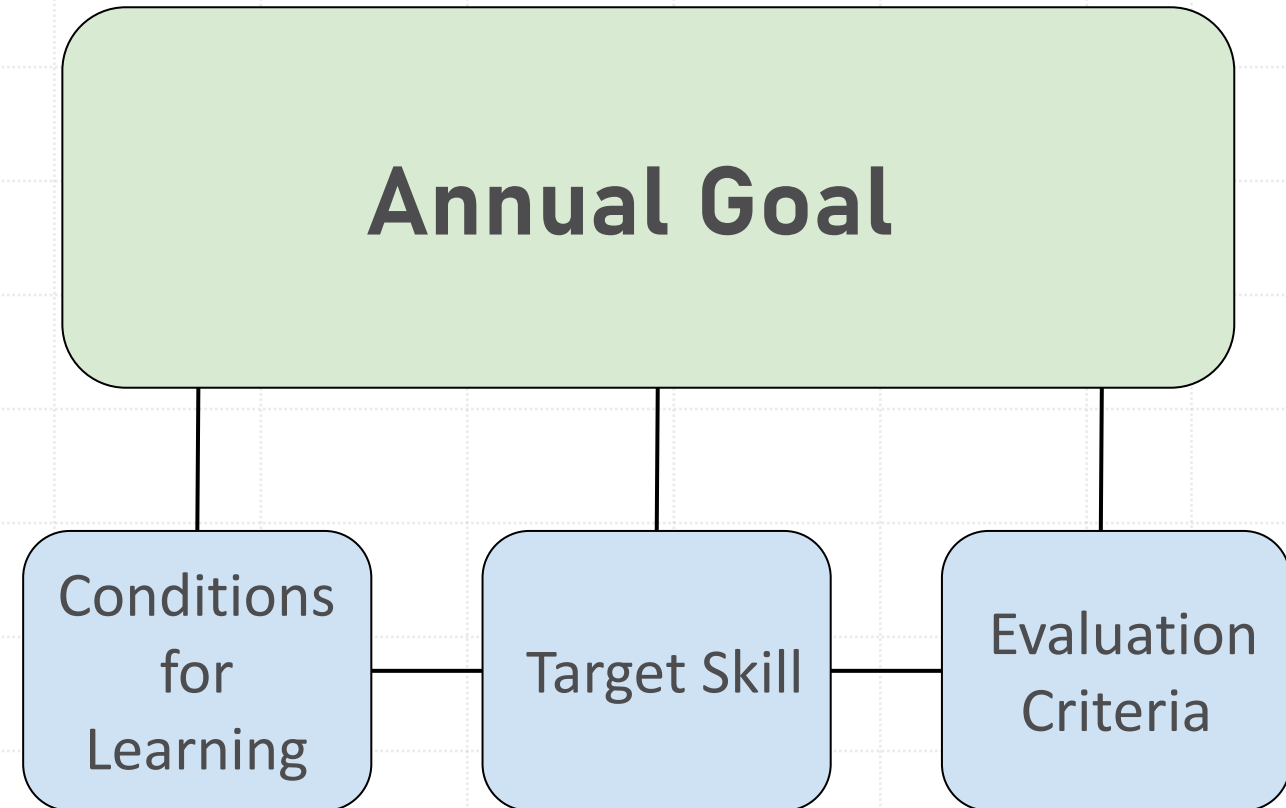
Annual Transition Goals

- ✦ Directly related to the concerns and needs in the present levels of performance for transition
- ✦ Written as measurable statements reasonably accomplished within a 12-month period
- ✦ May be supported by other annual goals
- ✦ Requires progress monitoring

Given the administration of interest inventories, interviews, vocational assessments, and supported work experiences in the school, the STUDENT will define and articulate her career or vocational area of choice, evidenced by 100% completion of the career planner.

Annual Goals

- Informed by the student's Present Levels of Performance
- **Not a “one size fits all” approach**
- Represent what the student will accomplish over the 12-month duration of the IEP
- Comprised of required core components



Developing Annual Goals

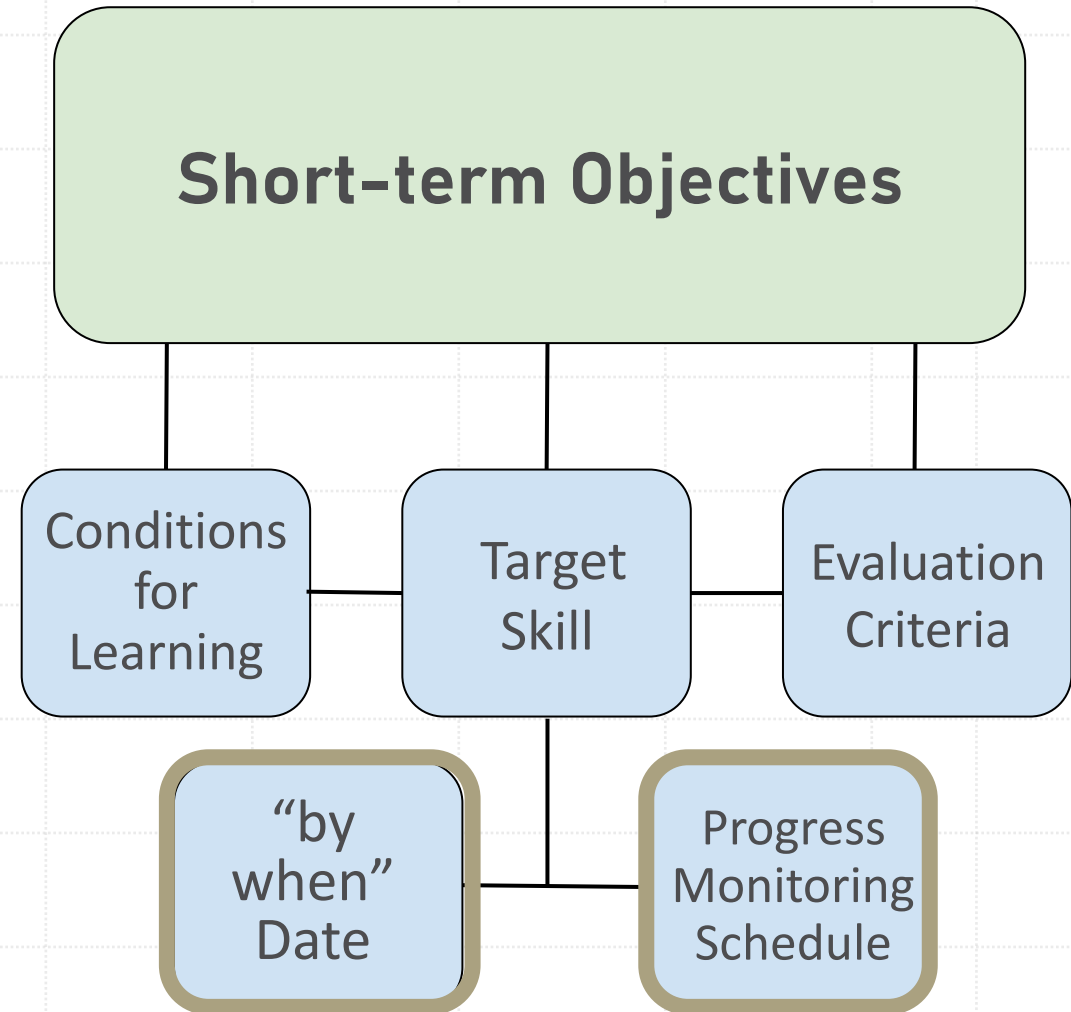
Developing annual goals that realistically and clearly link to the student's postsecondary goals requires more than checking a box to meet compliance regulations. The questions for IEP/PPT teams in developing transition plans are:

- What skills and knowledge do students need to meet their postsecondary goals?
- What skills and knowledge are required or identified by our state standards?
- What annual goals will help students progress toward achieving their postsecondary goals and secure needed skills?**

Adapted from: Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., & Coyle, J. L. (2013). Triangulated IEP Transition Goals: Developing Relevant and Genuine Annual Goals. *TEACHING Exceptional Children*, 45(6), 46–57. <https://doi.org/10.1177/004005991304500606>

Short-term Objectives

- Break the goal down into meaningful and achievable components
- Provide a blueprint for how the student will demonstrate progress towards mastery of the annual goal
- Mirror the format of the annual goal, with **two additional components**:
 - Date by when the objective is expected to be achieved
 - Scaffolding dates to clearly communicate expected growth over time is recommended
 - Progress monitoring schedule
 - Weekly, biweekly, monthly, yearly, or other.



CT CORE Transition Skills

- Comprised of **16 essential skills** for postsecondary success
- Represent **“transition standards”** for all students with a disability.
- Informs the target skills and behaviors addressed by annual transition goals
- Will not be populated into CT-SEDS for documentation on the IEP.

Connecticut State Department of Education
State Education Resource Center

Connecticut CORE Transition Skills

[CT CORE Transition Skills]

Connecticut Transition Task Force
Revised January 2016



The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

CORE Skill – B

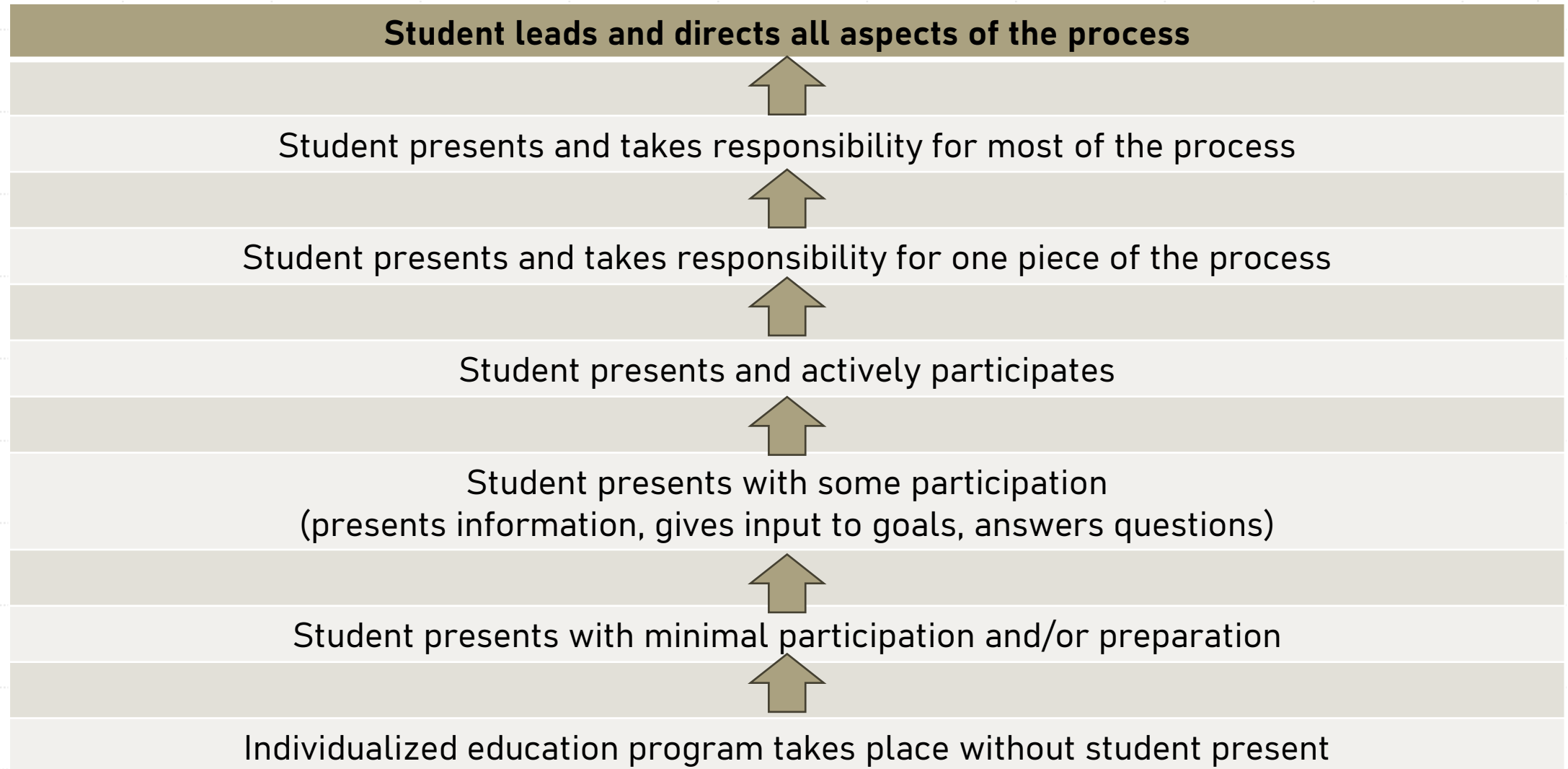
B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

“Researchers have demonstrated that higher self-determination status when students exit high school leads to positive post-school outcomes.”

“Researchers consistently find that transition-age students and young adults with disabilities lack opportunities to build-determination while in school, particularly in ways that are aligned with their cultural values and identities.”

Transition Model from Deardorff, M.E., 2020. Scott & Thoma, Universal Design for Transition: The Educators’ Guide for Equity-Focused Transition Planning Second Edition, 2024

Student-Directed IEP Continuum



Self-Determination Resources - 1

The results of Self-determination assessments should guide the transition goals written and the transition activities/programs instituted.

- [Zarrow Institute on Transition & Self-Determination](#) – They offer the following free assessments and curriculum
 - AIR Self-Determination Assessment
 - ARC Self-Determination Scale
 - Choice Maker Self-Determination Assessment & Curriculum

 Casey Life Skills

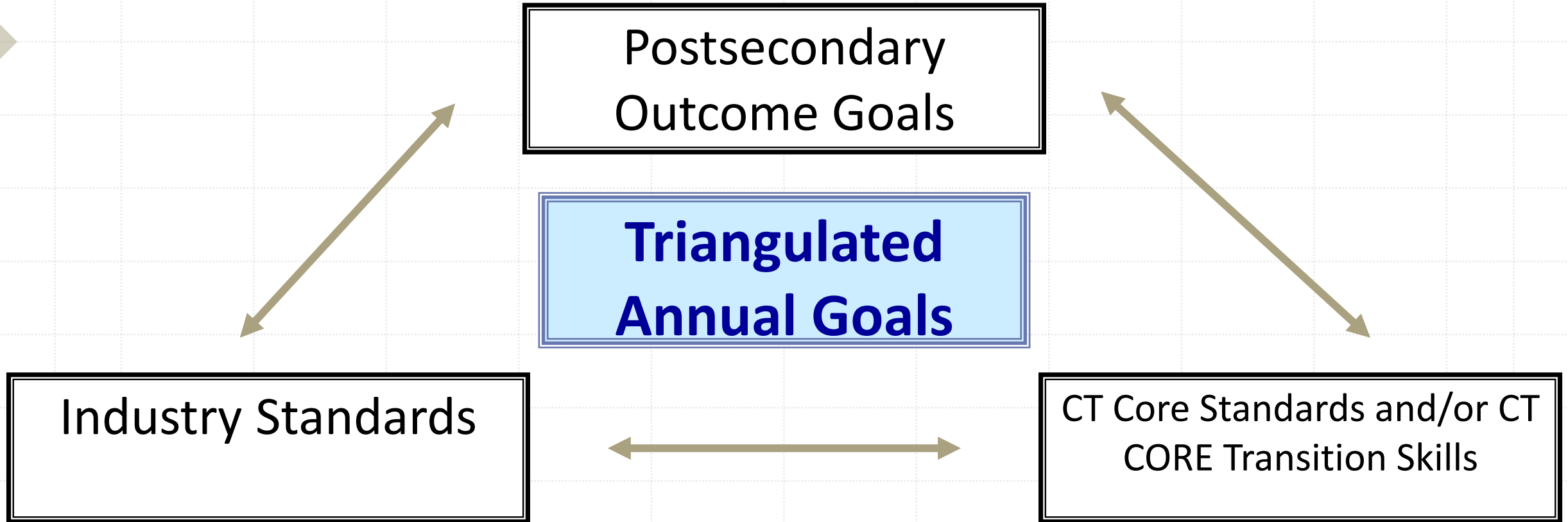
Self-Determination Resources – 2

[I'm Determined Website](#): Offers many tools & resources for Youth, Educators, and Families

- [Student Rubric for IEP Participation](#)
- Student Involvement in IEP – Video Modules
- [Toolbox for Self-Determination](#)

[Stepping Forward: A Self-Advocacy Guide for Middle and High School Students](#)

Triangulated Annual Goals



Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., & Coyle, J. L. (2013). Triangulated IEP Transition Goals: Developing Relevant and Genuine Annual Goals. *TEACHING Exceptional Children*, 45(6), 46–57. <https://doi.org/10.1177/004005991304500606>

[O*Net Website Link](#)



Conditions for Learning

What is 'special' about the specially designed instruction?

Education/Training

- Given completion of a college planner...
- Given exploration of interests and preferences...
- Given a list of prerequisites for selected college, career/technical school, and/or future training experience...
- Given a graphic organizer and a choice of college admission essay prompts...

Employment

- Given a community-based job placement with a job coach...
- Given results of a career interest inventory and access to an employer search engine (i.e. Indeed, etc.)...
- Given a virtual and/or in person job shadow experience...
- Given a list of potential interview questions and bank of key words/phrases...

Independent Living

- Given information on disability rights...
- Given a user's manual for an item used to perform essential household tasks (i.e., toaster oven)...
- Given a website that lists local apartments...
- Given a mock budget, including income and expenditures and a calculator accessed via phone or tablet...



Evaluation Criteria/Method of Measurement

How will we know the student has achieved the goal/objective?

Education/Training

- as measured by increasing from Level __ to Level __ on a Rubric for IEP Participation.
- as indicated by __% completion of the college visit log.
- as measured by an increase from 0 to __ student developed goals/objectives and at least __ accommodations recorded on the student's IEP.

Employment

- as measured by increasing use of a functional script from __ to __ observed opportunities.
- as measured by an increase from __ to __ on a rubric outlining details related to each job title
- as measured by __% completion of the informational interview checklist

Independent Living

- as measured by 100% completion of an action plan detailing community participation.
- as measured by increasing from __ to __ completion of a disability fact sheet.
- increasing from a __ to __ task completion rate of household tasks occurring over the course of one week.



Be Careful: Overuse of 80%

- The student will cross the street with 80% accuracy.
- The student will fill out real job application, supplying all of the required information – 80%.
- Given visual prompts for a simple 3 step recipe, the student will follow the steps to complete the recipe, checking off the completed items as he finishes them with 80% accuracy.
- The student will demonstrate the ability to recognize what would be appropriate touching & talking with a stranger 80% of the time

Parent Involvement

“If we care about successful transitions to adulthood for our students, we must identify the best ways to support and engage our families.”

Morningstar & Clavenna-Deane, Your Complete Guide to Transition Planning and Services, Paul H. Brooks Publishing Co., 2018

How Do You Get Family Involvement?

- Encourage – Invite – Celebrate involvement
- Understand the family and its many characteristics
 - Family Characteristics
 - Cultural Characteristics
 - Personal Characteristics
- Create Welcoming Places

“The strongest, most consistent predictors of parent involvement at home and school are the specific school programs and teachers’ practices that encourage and guide parent involvement”

Dr. Joyce Epstein, 2009

Parent Involvement Ideas

Parent Involvement Checklist for Transition				
✓	Activity or strategy	General examples	Examples in my school	New ideas for making it happen
	Hold parenting workshops.	Workshops could include these topics: Parenting your adolescent with disabilities Sexuality and your child with disabilities	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
	Organize transition planning events.	Hold a community-wide transition fair where agencies and organizations share information with families and youth.	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
	Engage families in transition decision making.	Use a parent transition survey (e.g., www.transitioncoalition.org/blog/tc-materials/the-new-parent-transition-survey/) to identify critical areas families need related to transition.	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
	Support families to engage in transition learning at home.	Have parents assist with completing homework, finding a tutor, applying for colleges. Encourage families to support their child to learn about chores, daily living skills, and community participation that will support transition. Have families open a bank account and support their child to set budgets, use a bank card, etc.	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____

Figure 4.2 Parent involvement checklist for transition. (Source: Knab, Pleot, & Brito, 2000.)

Checklist of Steps – Transition IEP Process

Checklist of Steps for Including Families in the Transition IEP Process

Instructions: Check off each step as you complete it to ensure you are including families in the transition IEP process.

Before the meeting

- Contact family to discuss purpose of transition planning and importance of the family attending.
- Make the setting friendly (not formal).
- Offer alternative means of participating (e.g., through conference calls).
- Make sure the family understands English. Get an interpreter if needed.
- Offer multiple ways for the family to share information about the child's strengths and needs as well as about what the family thinks the child can accomplish during the school year.
- Provide written notice of the transition IEP meeting to family.
- Inform the family of who else will be attending the meeting.

At the meeting

- Encourage family input during the meeting.
- Make concepts easy to grasp by using key words or icons.
- Ask the family to describe the child's strengths in the home and community environments. What supports does the child need to be successful in both environments?
- Present information in a way that is more visual than verbal, as needed.
- Actively listen to family input and concerns.

After the meeting

- Thank the family for attending and reinforce the importance of communicating and collaborating throughout the year.
- Schedule times to talk to the family about the child's progress, over the telephone, by email, or in person.
- Encourage the family to increase the child's responsibilities in the home to enhance skills and independence.

Figure 4.3. Checklist of Steps for Including Families in the Transition IEP Process.

Parent Transition 101 Session

What Parents Need to Know about Secondary Transition Planning Services

"What is the student's dream for life after high school?" Parents and other family members are vital to the transition planning process, especially because a student's ethnicity and culture must be considered when developing a plan for secondary transition. To become informed participants in the transition process, family members must know about the Individuals with Disabilities Education Act (IDEA 2004) regulations specific to the Individualized Education Program (IEP) and transition services at the secondary level, as well as about adult service agencies that can provide supports.

Secondary Transition Specialists are currently available for presentations to families of students with disabilities at the middle and high school levels about the basics of secondary transition planning and services. Family members learn how the new Connecticut Transition Regulations will support transition planning for their students. In addition, families learn how to use a variety of transition documents (Building a Bridge, Transition Bill of Rights, CT CORE Transition Skills) to support students in the transition from school to adult life.

These presentations can be customized to meet the needs of a particular target audience. Parent nights, transition expos, and PTA/SEPTA meetings are ideal opportunities to offer this information. School districts as well as private and state agencies are welcome to request this free, unique professional learning experience.

There is no fee for the presentation!

The presentations are supported by the Connecticut State Department of Education.

For content questions, presentation information, or to schedule a presentation, please contact: **Missy Wrigley**, Consultant at the State Education Resource Center (SERC), at (860) 632-1485, ext. 397 or at wrigley@ctserc.org.



Professional Learning Opportunities

“The role of the teacher overseeing transition services is much easier and more effective when there are targeted agencies working together to help the student move closer to their goals.”

Paul Wehman, Essentials of Transition Planning
Second Edition, Brooks Publishing, 2020.

Transition Community of Practice

Date	Time	Location	Topic
November 7, 2024	9:00 – 1:00 p.m.	Goodwin University Auditorium, 1 Riverside Dr., East Hartford	CT State Agency Updates and Secondary Transition Youth Advisory Board (YAB)
December 12, 2024	9:00 – 11:00 a.m.	Virtual	Postsecondary Education/Training
March 13, 2025	9:00 – 11:00 a.m.	Virtual	Employment
May 29, 2025	9:00 – 11:00 a.m.	Virtual	Independent Living Skills

Transition Calendar At-a-Glance

- The CSDE, in collaboration with SERC, presents a training series supporting the development of high-quality secondary transition services offered to students with disabilities.
- All events listed are free of charge for participants. Event summaries are below, and more complete descriptions are listed on each registration page.
- Participants **must register for their desired event first** at <https://ctserc.org/events>, then follow the link, if applicable, to access the materials and resources for the session. All materials are presented on the **Canvas Learning Management System**

Other Documents in Google Folder

- 2024-2025 CSDE/SERC/RESC RTN Flyer
- 2024-2025 CSDE/SERC/RESC Charting the LifeCourse Flyer
- Secondary Transition Contacts

For More Information Contact

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