Writing Transition Plans is Like Eating Chocolate Cake: It’s Magically Delicious!

Dr. Jaquel L. Johnson
Houston County Board Of Education
LIFE:

Living Independently and Functioning Effectively in their community.
The overall goal....

The participants will complete collaboration activities and develop strategies to implement at their local school district.
Why is Transition Important?

Transition planning is required by IDEA (Individuals with Disabilities Education Act) beginning not later than the 1st IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team.
Compliance Checklist for Transition

Documented Participation (Every IEP)

While in High School (Every IEP)

After High School (Measurable Projected Outcome)

1. PS GOALS EDUCATION /TRAINING
2. PS GOALS EMPLOYMENT
3. PS GOALS INDEPENDENT LIVING
4. IEP GOALS TO MEET PS GOALS
5. PS BASED ON TRANSITION ASSESSMENTS
6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS
7. COURSE OF STUDY TO FACILITATE MOVEMENT
8. STUDENT INVITED TO IEP MEETING
9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING
10. PRIOR PARENTAL CONSENT RE/AGENCY REP

Reviewed Annually
Why Transition Should be Important to You?

www.nbcnews.com/dateline/.../preview-on-the-brink-425150531817
What does the literature say?

- Work Experience
- Coordination of Adult Services
- Awareness
- Goal oriented
- Coordinated Set of Activities
Preference

• Strengths
• Interests
• Course of Study
• Age Appropriate Transition Assessments
Let’s Practice
Evan is currently being served in the MID program at Pleasantville High School. **His course of study is as follows:** Evan will complete his IEP goals and objectives and participate in an integrated curriculum to pursue a Regular Education Diploma. During informal interview and questionnaire, Evan stated that he would not mind driving trucks, driving a bus, or a van to take elderly people to their doctor appointments. He enjoys going to the grocery store with his grandmother, but does not like to go with her to visit her friends on bingo night. Evan enjoys participating in Special Olympics.
Example B

Michael is a 10th grader at Dreamville High school. His strengths include organization, attention to details, following directions, politeness towards others, and artistic. **During an informal interview, he indicates that he would like to work at Kroger or Publix as a grocery bagger.** Michael is working towards a regular high school diploma, and his course of study is the Career Cluster Pathways in Human Services. During community based vocational instruction, he has worked at various department stores, fast food restaurants, and grocery stores. He would like to enroll in a class that will help him develop video games or learn how to write books on dragons. He is very active at his school and participates in FCCLA events.
Example C

Tommy enjoys video games and watching NASCAR and football during his free time. The Career Cluster Inventory was administered and based on the results of the assessment, his career interest is in the area of Transportation, Distribution, and Logistics. His current focus is Southeastern Conference (SEC) Football teams. He is able to remember and recite statistics information regarding each teams' season. NASCAR racing has been his focus the past few years and can recite statistics and race events by memory. Tommy participated in a Stump the Fan contest at a recent NASCAR event where fans were able to ask him trivia about NASCAR in hopes of finding a question he could not answer, but he was able to answer all questions asked. NASCAR executives were impressed with his knowledge, and he was asked to tour their offices and meet staff members at NASCAR. His exposure to communication arts and production will give him essential reporting skills. Tommy currently has his Learner's Permit and a car. He is practicing driving, so he can test for his permit. Tommy participates in the ASPIRE program and exhibits self-advocacy skills. Tommy is working towards a regular high school diploma, and his course of study in Automobile Maintenance and Light Repair Pathway.
Daniel completed the MECA Interest Inventory and scored the highest in the following three areas: Arts, Media Technology & Communications; Marketing, Sales & Service; and Law, Public Safety, Corrections & Security. He stated during an informal interview that his career aspiration is to attend a technical college and major in Criminology. Daniel is an active member of the Anime Club at Dreamville County High School and has taken on leadership positions within the club. Daniel is also involved in the drama department in order to practice his theatrical and social integration skills. He enjoys acting, performing, and speaking. Daniel also enjoys watching movies at home, drawing, and participating in community service projects for church. Daniel works in the front office of the school to improve his communications skills and employability skills. At the end of this school year, Daniel will be an end of pathway completer in his course of study in the Legal Services/Applications of the Law Pathway. He is working towards a regular high school diploma.
Preferences Section

Create a snapshot of the student:

Key Features to include:
Jaquel is working towards a regular high school diploma.

- **Course of Study**: Jaquel’s course of study is ________________
- Evidence of **transition assessments**
  - MECA
  - GACOLLECTE411.com (GAFUTURES)
    (Informal Interview)
Areas that are required to be addressed:

0 **Education:** After graduation, Jack will attend technical school and major in culinary art.

0 **Employment:** After graduation, Jack will obtain a job as a chef.

0 Independent Living (as appropriate)
Words to avoid.....

would like

Or

Pursue

Explore

Seek
Desired Measurable Postsecondary Outcome Completion Goals
Example A

- **Education/Training** - After graduation, Marquez will enroll in truck driving school at a local technical college.

- **Employment** - After graduation, Marquez will obtain fulltime job driving trucks in Alabama.

- **Independent Living (as appropriate)**
Example B

- **Education/Training** - After graduation, Tommy will attend a four-year college majoring in Journalism.

- **Employment** - After graduation, Tommy will obtain a career as a News Reporter.

- **Independent Living (as appropriate)** - After graduation, Tommy will live independently in his own apartment.
Example C

- **Education/Training** -
  After graduation, Cindy will attend a local university and major in music.

- **Employment** -
  After graduation, Cindy will work full time as a music instructor.

- **Independent Living (as appropriate)**
Example D

- **Education/Training** - After graduation, John will enlist in the Army and focus on training in the area of Combat Engineering.

- **Employment** - After graduation, John will obtain full-time employment as a Combat Engineer.

- **Independent Living (as appropriate)** - After graduation, John will live independently in military housing.
Example E

- **Education/Training** -
  After graduation, Shawn will participate in job training with the support of a job coach at a local bakery.

- **Employment** -
  After graduation, Shawn will obtain part-time employment with a job coach as a bakery assistance.

- **Independent Living (as appropriate)** -
  After graduation, Shawn will live with support at a group home.
Transition Goals
Transition Goals

- Linked to the Postsecondary outcome goals
- Attainable in one year
- Action oriented
- Always use the student’s name
  * Indicate when the goal will be completed

- It is the who, what, when
Transition Activities

- Activities must be specific to the goal/age appropriate
**Example A**

**Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)**

<table>
<thead>
<tr>
<th>Transition IEP Goal(s)</th>
<th>Transition Activities/Services</th>
<th>Person/Agency Involved</th>
<th>Date of Completion/Achieved Outcome</th>
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<tr>
<td>1. Ben will complete 3 listed education activities in all his classes as measured by progress reporting data by May 2015.</td>
<td>1a. Ben will maintain passing grades 1b. Ben will attempt all required EOCTs with accommodations 1c. Ben will discuss required and elective courses with counselor and/or case manager</td>
<td>1a.- 1c. Ben, Case Manager, Parents, Counselor</td>
<td></td>
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Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

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<td>1. Given the first semester in 10th grade, Edmund will demonstrate self-advocacy skills by performing two activities for three consecutive weeks as measured by weekly reporting.</td>
<td>1a. Edmund will take on a more active role in his IEP by discussing his strengths and weaknesses. 1b. Edmund will ask when he needs help in his classes.</td>
<td>1a. Edmund, Case Manager 1b. Edmund, Teachers</td>
<td></td>
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### Example C

**Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)**

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| By December 2015, Shawn will receive training in 2 job sites during the Community Based Vocational Instruction program twice a week with 70% accuracy as measured by data collection sheet. | 1a. Shawn will follow two-step verbal directions with no more than 2 verbal prompts.  
1b. Shawn will complete 2 job tasks relating to assembling using a pictorial model. | 1a. – 1b. Shawn, teacher, paraprofessional | |
**Example D**

Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.))

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| 1. During Community Based Instruction, Jennifer will complete the three listed social interaction activities twice a month in 3 out 4 opportunities as measured by progress monitoring. | 1a. Jennifer will order an entrée from a menu.  
1b. Jennifer will eat food using a utensil with no verbal prompts.  
1c. Jennifer will sit with peers at a restaurant. | 1a-1c. Jennifer, parents, case manager, paraprofessional |                                    |
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| 1. By October 2016, Edmund will complete 2 listed social interaction activities with peers during after school functions. | 1a. Will attend two high school sporting event.  
1b. Will participate in two volunteer activities being sponsored by a club. | 1a.- 1b. Edmund, Parents                      |                       |
Example F

Related Services (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.))

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<td>By the 1st semester of his 11th grade year, David will complete 3 listed activities to obtain information on related services available in his community.</td>
<td>1a. Obtain referral information about Vocational Rehabilitation Services from case manager. 1b. Identify 2 benefits offered by VR services in obtaining his career goal. 1c. Will contact the VR counselor assigned to the school to schedule a meeting.</td>
<td>1a. – 1c. Case Manager, VR Counselor, Parent(s), David</td>
<td></td>
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</table>
Putting the Pieces together

CHOCOLATE!
Remember: **Writing Transition Plans is Like Eating Chocolate Cake**
Dr. Jaquel L. Johnson
Transition Support
Mobile: 478-293-7772
jaquel.johnson@hcbe.net
Examples were modified from various transition plans written by teachers.