

Transition Planning and Programming

Supporting Students with the Most Significant
Cognitive Disabilities Series

Tuesday, March 15, 2022



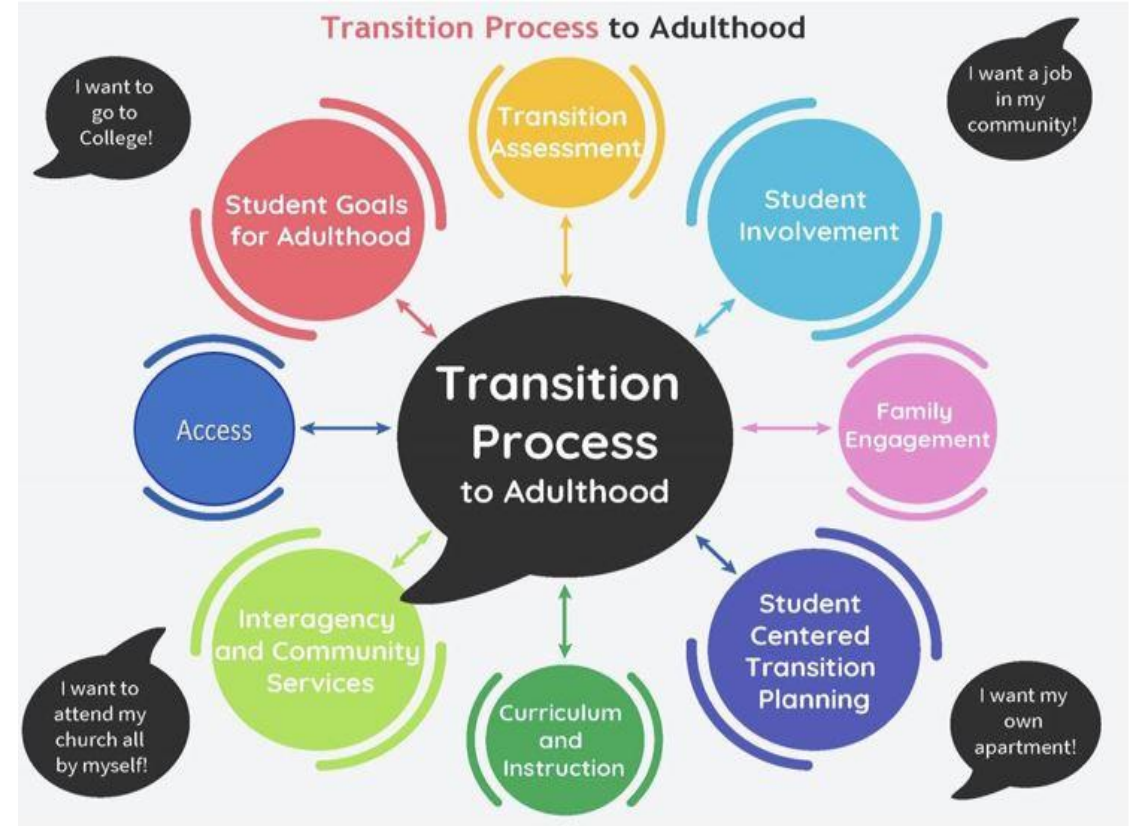
Georgia's Systems of Continuous Improvement



Transition Website

Transition

Click on each graphic to access resources for Best Practices, Self-Determination, and Compliance.



Adapted from "Your Complete Guide to Transition Planning and Services" (Morningstar and Clavenna-Deane, 2018)

IDEA

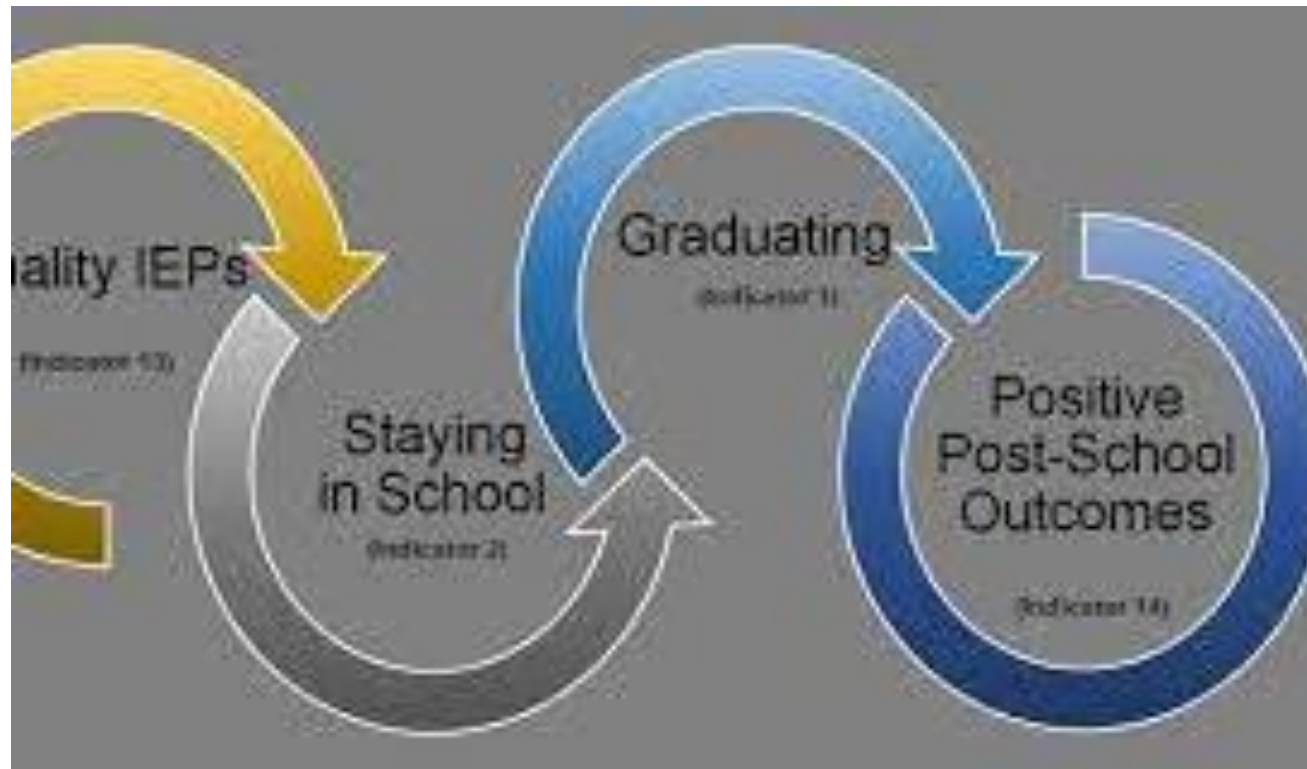
- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include
 - (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

Postschool Outcomes

- Generalize learning and concepts across employment settings environment
- Competitive integrated employment
 - As measure by Indicator 14 of the SPP/APR
 - Beyond minimal requirements
 - To the maximum of the student's potential and desire



Postschool Outcome



- Students will be able to
 - Live, work, play, shop in integrated environments in their communities
 - Participate independently, with accommodations, and/or supports in life activities
- Generalize learning and concepts across different environment

Critical Requirements

- Participation and cooperation from
 - Parents
 - Community members
 - Community organizations
 - Businesses
 - Local establishments



CHANGE



YOUR
MOOD



YOUR
HEART

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Best Practice

- Start in Pre-Kindergarten or when the first IEP is written
- Move through a continuum that starts with community-based instruction and ends with internships and apprenticeships

PRESCHOOL	ELEMENTARY	MIDDLE	HIGH	18-22 TRANSITION PROGRAMS
<ul style="list-style-type: none">• Classroom jobs with professional names• Classroom Enterprises	<ul style="list-style-type: none">• Classroom Enterprises• Community-Based Instruction	<ul style="list-style-type: none">• Community-Based Vocational Instruction	<ul style="list-style-type: none">• Work-Based Learning• Unpaid Employment	<ul style="list-style-type: none">• Internships• Apprenticeships• Paid Employment

Community-Based Instruction

- Not a field trip
- Not just exposure to the environment
- Target instruction on a consistent basis
- Measure by ongoing data collection with analysis
 - For most, requires task analysis



Community-Based Instruction

- Strategy or instructional method for teaching the use of academic and functional skills in the natural environment
- A hands-on learning program located in the community where they will use the skill as an adult
- Reinforce classroom instruction and training

Community-Based Vocational Instruction

- Training to expand previous skills to the work
 - Academic
 - Functional
 - Behavior
- Related instruction provided in the classroom
- Learn and practice work skills (employability skills)
- Learn specific occupational skills related to a career pathways



Community-Based Vocational Instruction

- Provides students with work experience in their community.
- Connects core standards to work related skills for employment,
- Provides practice of self-determination skills
- Introduces careers in the areas of interest in the local environment
- Engaging in a range of work-related exploration activities (Exploration)

Work-Based Learning

- GaDOE Opportunities
 - Employability skill development
 - Cooperative Education
- [Georgia Work-Based Learning Website](#)
- GVRA
 - Part of Pre-Employment Transition Services (Pre-ETS)
- School Developed

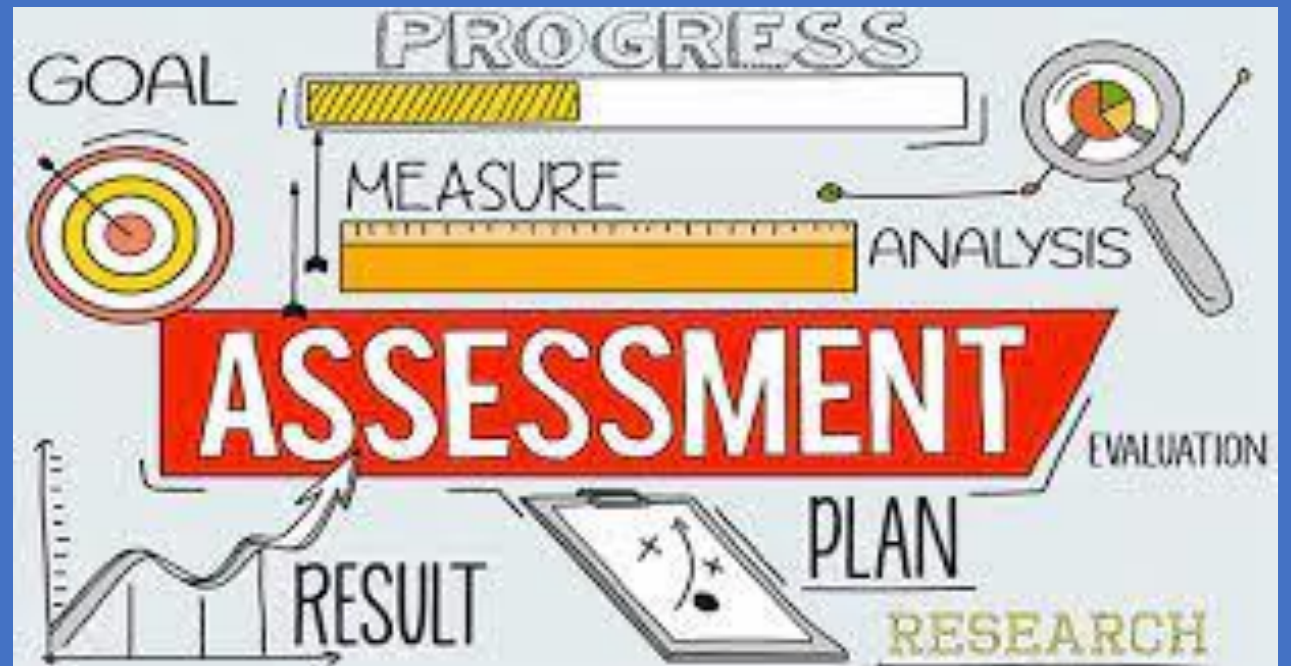
Apprenticeships and Internships

- GaDOE Opportunities
 - Youth Apprenticeship Program
- School Development
 - Work with regional Coordinators to appropriate connection to what is happening in the region

PORTFOLIO



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Transition Portfolios

- Content:
 - Photos
 - Interests
 - Support Team
 - Education Experience
 - Work Experience
 - Pocket Portfolio Resume
- Electronic Options

Transition Assessment

- Transition assessment is an ongoing process of collecting data on the student's needs, preferences, and interests
- The data is the foundation for the development of the postsecondary goals
- They can be formal or informal and can take the form of paper and pencil or electronic assessments.

Samples

- [Photo Career Quiz](#)
- [Explore Work](#)
- [Personal Preference Indicators](#)
- [Employment Supports Indicator](#)
- [Life Skills Independent Living Skills](#)
- [List of Transition Assessments for Students with Significant Disabilities 2018 \(doc\) \(Zarrow Center \)](#)

Person-Centered Planning

- Focus on the strengths, abilities and aspirations
- Individualized approach that helps the person with a developmental disability discover what he or she really wants
- Requires support from family, friends, the community, professionals, and service providers
- Collaborative planning session
- Led by the student
- [Parent to Parent of Georgia](#)

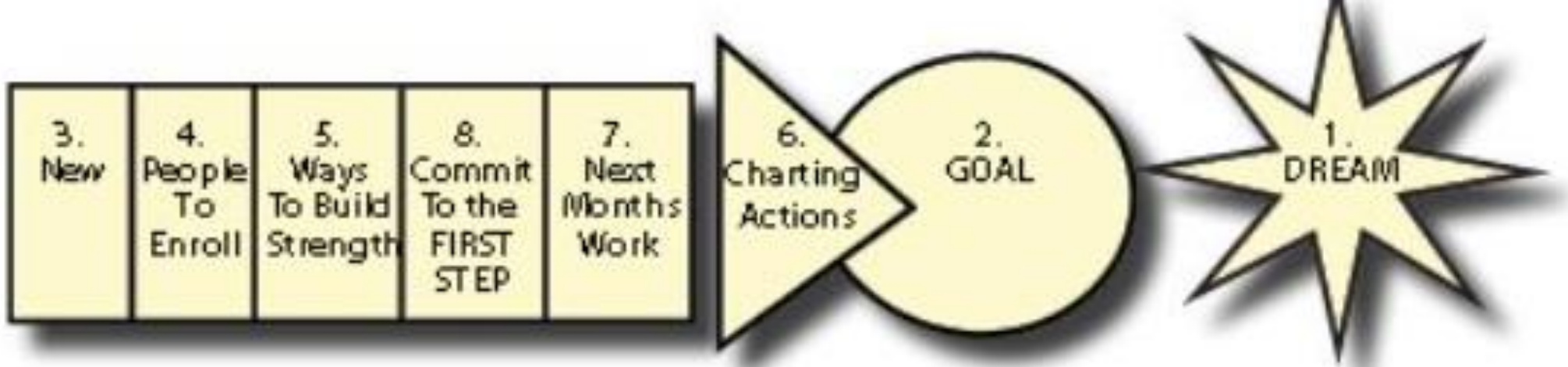
MAPS (Making Action Plans)

- Through a series of questions, individuals and organizations using MAPS help the focus person construct a personal history or life story based on personal milestones
- After getting to know the focus person better and exploring his or her dreams for the future, the team begins to build a plan to move in the direction of the individual's dreams
- 6 Steps: The current story, Building the dream, Nightmare, Gifts and Capacity, Needs, Actions
- [A Guide to Using the MAPS Process](#)



PATH (Planning Alternative Tomorrows with Hope)

- Team members start by imagining and then detailing the future that the focus person aspires to
- Work backward to what they consider should be the first steps towards achieving the future envisioned
- [PATH Video](#)



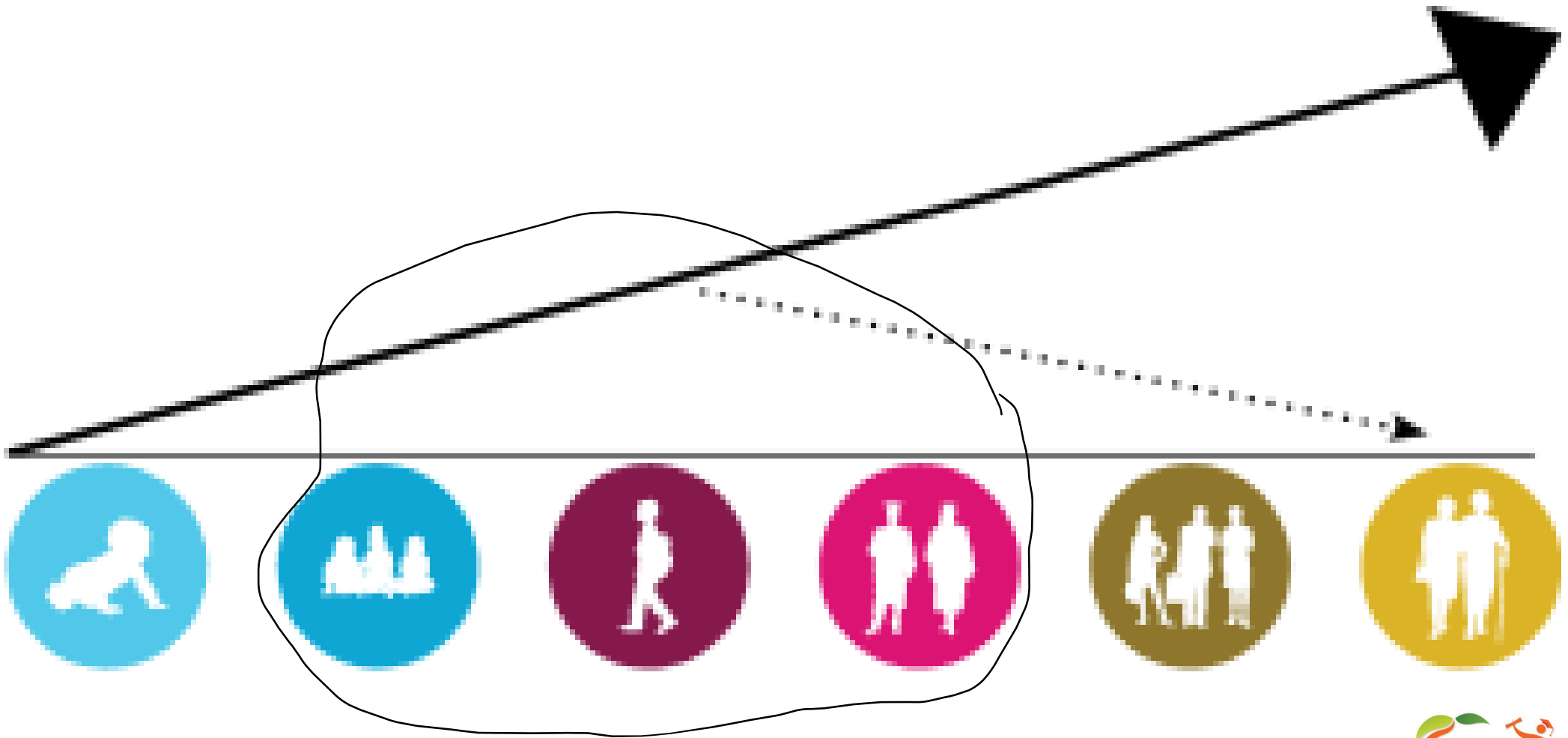
Transition Resources for Students with Significant Disabilities

- Goal Examples for Students with Significant Disabilities (doc)
- Community Based Assessment--How It Works (pdf)
- Community Based Skills Assessment--Personalized Transition Plan (pdf)
- Community Based Skills Assessment Toolkit (pdf)
- Transition Planning Resources (pdf)
- Writing Transition Goals (pdf)
- School-to-Work with DRS (pdf)

Charting the LifeCourse

- Began in 2010 with a family resource center
- Core belief is that all people have the right to live, love, work, play and pursue their dreams
- Addresses the issues of what families need to know to support the student throughout their life
- Preparation for Supported Decision Making

Charting the LifeCourse



Charting the Life Course

- Stages are connected
- Each stage builds upon the previous
- Prepare a person for the future life stages
- Focuses on what helps and hinders progress or achievement of the future goal
- Focus is on more opportunities and experiences that will get the student to their goal or dream

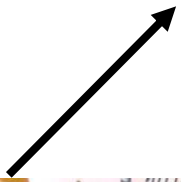
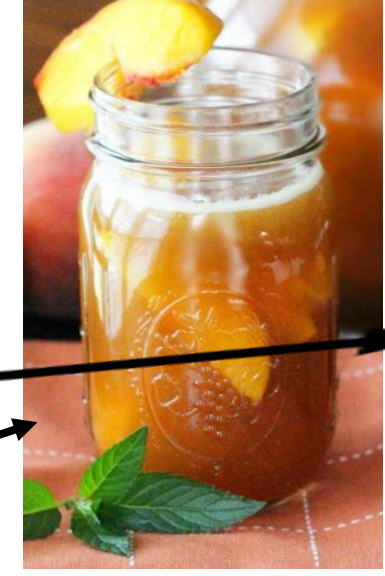
Resource for MAP, PATH, and Charting the LifeCourse

[Parent Mentor Partnership](#)

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[Transition Website](#)