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# **Something to Walk About: Good Transition Planning for Great Transition Outcomes**

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# What is Transition?

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- **The movement from school to post school environments:**
  - Post Secondary Education/Training
  - Employment
  - Living arrangements
  - Community Involvement
- **Successful transition requires support from multiple sources for the student and his/her family to make choices, develop connections, and access services.**

# **To have successful Transition Planning and a successful outcome,**

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**What do we need to do? :**

- **Involvement of the family**
- **Self-determination and student choice**
- **Variety of support services**
- **Person-centered planning**



# **Why is there an emphasis on Transition for Students with Disabilities?**

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- **To address their unique needs**
- **To assure the SWD is college/work-ready. This takes individual planning.**
- **For the SWD to know where they're going and how to get there.**
- **It's the law**
- **To help plan for each students' future**

# What are Transition Services?

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- **Activities that support the plan**
- **Results oriented process**
- **Appropriate measurable postsecondary outcome goals based on age appropriate assessments.**

# State Rule

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- **Transition Service Plan will be completed beginning not later than the first IEP to be in effect when the student enters the ninth grade or sixteen years old or younger if appropriate by IEP Team and updated annually.**

## **The Plan must include :**

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- **Continuous Transition Assessment**
- **Appropriate Secondary Curriculum**
- **Community Experiences**
- **Interagency  
Cooperation/Interagency Transition  
Council**
- **Career Development**



# Remember the members of the Transition Team

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- **Student**
- **Parents**
- **Any agency (public or private) that is likely to provide services or to pay for services (with the consent of the parent or child) This could include any postsecondary personnel that can provide input.**
- **All other IEP team members**

# Other Considerations

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- **Student must attend or system must take steps to ensure student's preferences and interests are considered when developing the transition plan. (This must be documented in IEP for compliance)**
- **Parent should receive notice the student is invited, that this is a transition plan meeting and be informed of any other agencies that are invited. (This must be documented in the IEP for compliance)**

## Transition Service Plan

Name:	Projected date of Graduation:	Date of Initial Transition Program Development: _____ Update: _____
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### Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition

**Assessments** (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

**Desired Measurable Post Secondary/Outcome Completion Goals** (These goals are to be achieved *after* graduation and there must be a completion goal for Education/Training and Employment)

**Education/Training-**

**Employment -**

**Independent Living ( as appropriate)-**

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

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

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

### Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

**Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition**

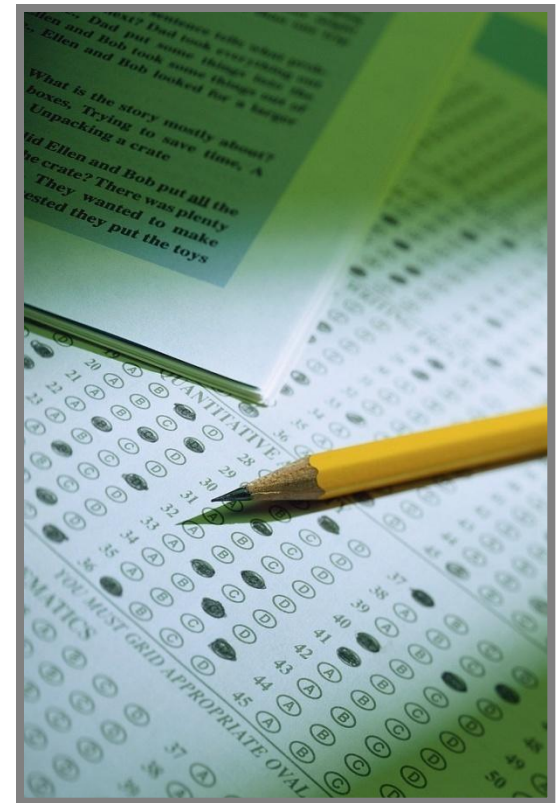
**Assessments** (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

- **In this section, include information from:**
  - age-appropriate transition assessments
  - student and family input
  - preferences, strengths and limitations as they relate to future planning
  - Course of Study

# Assessment

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- Formal
- Informal
- Checklists
- Previous Information
- Start in 8<sup>th</sup> grade.....or prior
- [www.gatransition.org](http://www.gatransition.org)
- Transition Assessment for Transition Plan Writing  
(Transition Elluminate#4-February 24, 2009)



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- **You must have the proper assessments and information available at the Transition Plan Meeting to help the student's Transition Team identify the resources that are needed to make the student's goals happen!**
  - **Every student should have the opportunity to have a regular diploma...Ask the question, "What have we identified as the IEP goals to help the student meet these goals?"**

# Course of Study for Students with Significant Cognitive Disabilities

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- An integrated curriculum based on the GPS that includes a minimum of 23 units to include

## Core Access Courses in:

- Mathematics,
- English/Language Arts,
- Science and
- Social Studies

- And Elective Access courses that can include:

- career preparation,
- self-determination,
- independent living and
- personal care

# **Elective Courses can include:**

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- **Access to Life Skills and Careers I, II, III & IV**
- **Access to Family, Community, and Careers I, II, III, IV**
- **Access to Consumer Economics**
- **Access to Food, Nutrition, and Wellness**
- **Access to Workplace Readiness**
- **Access to Career Technical Instruction I**
- **Access to Music Appreciation I**
- **Access to Music History and Literature I**



# Access to Family, Community & Careers I-IV

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- **Problem solving**
- **Planning for life situations**
  - Assessing career plans
  - Goal setting
  - Self advocacy
  - Managing responsibilities
  - Planning Resources
- **Consumer decisions**
  - Food
  - Clothing
  - Shelter
  - Care-giving
  - Health care
  - Transportation

# Access to Life Skills and Careers I-IV

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- **Decision-making process**
  - Examining life roles
  - Building interpersonal and communication skills
- **Employability skills**
- **Career exploration & development**
- **Goal setting**
- **Self-advocacy**
- **Managing personal resources**
- **Independent living**
- **Employment**
- **Self-Determination**

# Access to Career Technical Instruction I

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- Vocational assessment
- Counseling and guidance
- Support services
- Positive Self-Image
- Career ladder
- Transition services from school to work or postsecondary training.

# Access to Consumer Economics

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- **Economics of:**

- Producing
- Exchanging
- Saving
- Investing
- Consuming

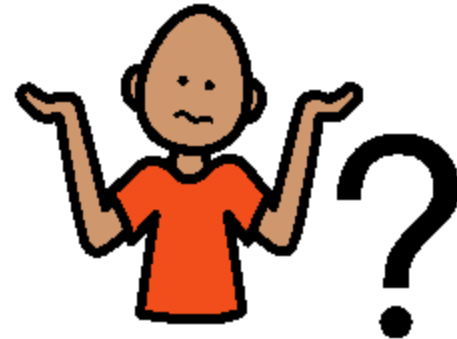
- **Managing resources**

- Family and workplace

- **Participation in the “marketplace”**

- **Factors that change the marketplace**

How does this  
affect me?



# Access to Local Area Studies

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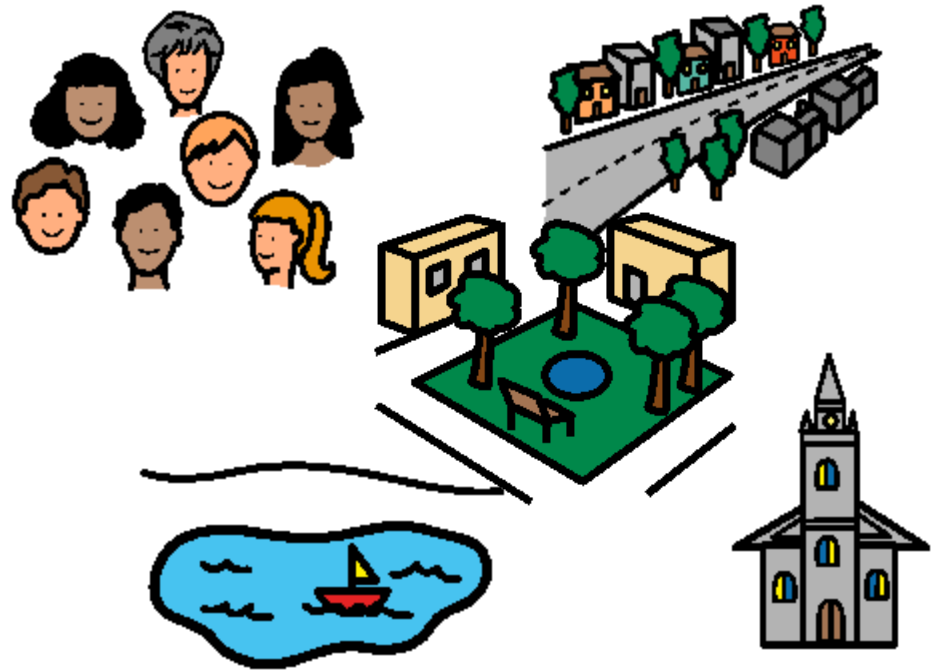
- **Local Community**

- Geography
- History
- Cultural
- Economic

- **People**

- **Institutions**

- **Natural Features**



# Instruction in all courses should:

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- **Utilize assistive technology for Access**
- **Integrate IEP goals and objectives**
- **Incorporate generalization of skills into relevant activities**
- **Instruction should occur in**
  - Classroom setting
  - And community based settings
- **Develop related skills**
  - Independent living
  - Self determination
  - employment

**Desired Measurable Post Secondary/Outcome Completion Goals** (These goals are to be achieved *after* graduation and there must be a completion goal for Education/Training and Employment)

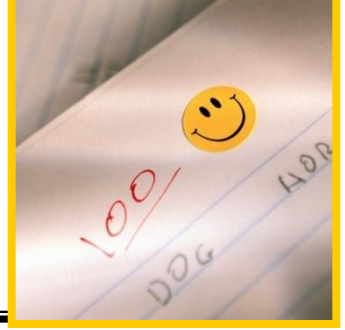
**Education/Training-**

**Employment -**

**Independent Living ( as appropriate)-**

# Desired Measurable Post-Secondary Outcome Completion Goals

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- **Goals that reflect student's personal desires for their future after high school**
- **Should be clearly stated and as specific as possible**
- **Positively stated**
- **Practical and relevant to transition needs**
- **Appropriate given student achievement and functional performance**



# Desired Measurable Outcome Completion Goals

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- **These goals should be in the areas of:**
  - Training/Education**
  - Employment**
  - Independent Living**
- **Remember Independent Living is only if appropriate**
- **Easier to write if the goal starts "After graduation...."**

# **How do we make these measurable?**

## **Education/Training Transition IEP**

### **Goals**

- Brian may take a history class in high school**
- Melissa will read books on childcare**
- Zach will graduate from high school.**
- Kathleen will participate in community skills training.**

# **Desired Measurable Outcome/Completion Goals**

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- 1. Education/Training Example**
  - After graduation, Brian will attend a four year college to study History**
  - After graduation, Melissa will participate in on-the-job training to help her gain experience in Child Care**
  - After graduation, Zach will enroll in a post secondary school to obtain training in the automotive field**
  - After graduation, Kathleen will attend a work activity center to help her gain experience in using her assistive technology to participate in work activities.**

# Transition IEP Goals

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

<b>Education/Training</b> (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
<b>Transition IEP Goal(s)</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>

# Areas of Measurable Transition IEP Goals

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- **Education and Training**
- **Development of Employment**
- **Community Participation**
- **Adult Living Skills and Post-School Options**
- **Related Services**
- **Daily Independent Living Skills (if appropriate)**



# **How do we make these measurable?**

## **Education/Training Transition IEP**

### **Goals**

- Brian may take a history class in high school**
- Melissa will read books on childcare**
- Zach will graduate from high school.**
- Kathleen will participate in community skills.**

# Education/Training Transition IEP Goals

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- Brian will **enroll in and** pass the “Teaching as a Profession course”.
- Melissa will **enroll in and** pass one course in the Education Pathway/Early Childhood Education.
- Zach will **enroll in and pass** one course from the Architecture, Construction, Communication, Transportation Pathways.
- Kathleen will **enroll in and pass** Access to Life Skills and Careers I-IV

# **How do we make these measurable?**

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## **Development of Employment Transition IEP Goals**

- Brian wants to work in education.**
- Melissa likes to work with kids.**
- Zach will fix cars.**
- Kathleen likes to assist teachers/trainers by activating recorded information/music using her adaptive switch during activities.**



# Development of Employment Transition IEP Goals

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- **Brian will identify 5 teaching tasks by interviewing 3 of his teachers.**
- **Melissa will complete 2 applications for local daycare centers.**
- **Zach will job shadow an auto mechanic at the local car dealership once a week for first semester.**
- **Kathleen will visit 2 businesses that use recorded music/stories during training or teaching sessions, e.g. local exercise gym, church nursery, or local library.**

# Transition Activities and Services

Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

- **What activities and services are needed to achieve this goal? (Measurable Transition IEP Goal)**
- **These are the steps to reaching the Transition IEP Goals**
- **Can be activities to be completed at school , home, or in the community**
- **These are not objectives... no need to repeat IEP goals and objectives**

# Transition Activities and Services

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- **What activities and services will help Brian, Melissa , Zach, and Kathleen with their Education/Training goals? (Measurable Transition IEP Goal)**
- **Match appropriate ones**
- **Brian schedule will include the “Teaching as a Profession ”course. Brian will meet with the CTI teacher for support.**
- **Melissa will make an appointment with her counselor to view/select courses available in the Education Pathway/Early Childhood Education section.**

# Transition Activities and Services

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- **Zach will read course descriptions for the classes offered through the Architecture, Construction, Communication, Transportation Pathway and meet with his counselor for scheduling.**
- **Kathleen will consult with occupational therapist and speech therapist to determine appropriate adaptations, switch mounts, and interface device to operate commonly used tape and/or cd players.**

# Persons and Agency Involved

Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

- Who will help the student achieve the Transition IEP goal stated?
- There must be documentation that the Person/Agency was invited to attend and that the parent/student (over age 18) was notified of possible attendance
- If the participating agency does not attend, document other action for agency linkages

# **Date of Completion and Achieved Outcome**

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- **When this goal is achieved and what the outcome is.....**

# Transfer of Rights

TRANSFER OF RIGHTS (Required by age 17): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights, if any, that will transfer at age 18.  
(Name) (Date)

RIGHTS WERE TRANSFERRED (Required by age 18): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights.  
(Name) (Date)

- **At the IEP Meeting before the student turns 18, the IEP must include a statement that the student has been informed of the student's rights that will transfer to the student when the student reaches the age of 18.**

# Hands-on Activities

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- **George is very active.** He likes to do tasks that involve gross motor skills, standing, and movement. He does not like to sit for periods of time and can become disruptive when asked to do repetitive fine motor tasks
- He prefers to be outside and likes yard work.
- George can express his needs verbally.
- Counts and adds with manipulatives and can make simple personal purchases.
- Reads simple informational text with symbol cues.
- Independent with personal care skills and needs occasional verbal prompts for housekeeping skills.



# Hands-On Activities

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- **Gracie is non-verbal. Communicates through facial expression, eye gaze, and by activating a single switch augmentative communication device with vocal output**
- **Gracie enjoys social attention, interaction with peers, music**
- **Interacts with environment through AT switch—e.g. music, small appliances, leisure activities**
- **Needs total assistance with all self-care needs, but likes to choose clothes, food, etc.**

# **Additional Information**

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- **FAPE is available to all children with disabilities ages 3 until 22<sup>nd</sup> birthday who have not graduated from high school with a regular diploma.**
- **Graduation from high school with a diploma constitutes a change in placement and requires prior written notice**



# Summary of Performance

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- **For a student whose eligibility terminates due to graduation with a regular diploma or exceeding the age requirements, a public agency must provide the child with a summary of the child's academic achievements and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.**

# Summary of Performance

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- **Be sure the SOP is “student friendly” and helps the student know what his/her strengths and weaknesses are!!!**
- **Also be sure that the student receives a copy of the SOP**
- **This document is what the caseload manager and the team make it!!!!!!**

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# **Best Practices for Transition Suggestions for Stimulus**

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- **Employ Transition Specialist**
- **Provide Professional Learning and Support for:**
  - Transition assessment**
  - Self determination/self-directed IEP's**
  - Career Development / careers**
  - Implementation and writing of transition plans(IEP Teams)**
- **Collection of Post-Secondary Outcomes**
- **Develop Interagency Transition Council (local/regional)**
- **Include support for the development**
- **Professional Learning for the council**
- **Personnel to support Summer Institute – Youth leadership forum**
- **Employ transition counselor V.R. (\$13,000 match)**
- **Personnel to support High School/ High Tech**

# QUESTIONS?

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## **For additional information contact:**

**Georgia Department of Education**

**Divisions for Special Education Services and Supports**

**1870 Twin Towers East**

**Atlanta, Georgia 30334**

**404-656-3963**

**Website: [http://www.gadoe.org/ci\\_exceptional.aspx](http://www.gadoe.org/ci_exceptional.aspx)**



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