Transition and Graduation Requirements for Students receiving Special Education

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• What is transition
• Self-Determination
• ARD meeting-IEP Goals
• Post secondary goals
• ARC of San Antonio
• TEA-Transition and Employment Guide
WHAT IS TRANSITION?
The transition from high school to young adulthood is a critical stage for all students. For Students with a disability it can be a very critical stage. This stage requires extra planning and goal setting, from the campus, parents and student.
start now
IDEA’s Definition of Transition Services

Transition services.

(a) *Transition services means a coordinated set of activities for a child with a disability that*

(1) Is designed to be within a results-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;

(2) *Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—*

(i) Instruction;
(ii) Related services;
(iii) Community experiences;
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.
Transition services are intended to prepare students to move from the world of school to the world of adulthood.

Transition planning begins during high school at the latest. IDEA requires that transition planning start by the time the student reaches age 16. Transition planning may start earlier (when the student is younger than 16) if the IEP team decides it would be appropriate to do so. (Texas STARTS AT AGE 14)

Transition planning takes place as part of developing the student’s individualized education plan (IEP).

The IEP team (which includes the student and the parents) develops the transition plan. The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.

In transition planning, the IEP team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation. Transition services must be a coordinated set of activities oriented toward producing results. Transition services are based on the student’s needs and must take into account his or her preferences and interests.
Factors to consider include post-secondary education, the development of career and vocational skills, as well as the ability to live independently.

What is the student interested in?
Transition plan

• Required for students enrolled in special education who have an Individualized Education Program (IEP).
• Individualized Education Program (IEP) that outlines transition goals and services for the student.
• Is based on a high school student’s individual needs, strengths, skills, and interests.
How does this look

• Age appropriate transition assessment at least once per school year.
• Parents and teachers can also fill out an assessment.
• Assessment is designed to get students ideas for post secondary employment, education/training and independent living:
  – strengths
  – Needs
  – Interest
  – preferences
What's the plan?
Two parts to Transition

1-IEP goal-What the student is currently working on.

2-Post Secondary goal-What the student will do after High school?
Who is responsible Transition

The ARD committee
School district personnel
Parents
Students
State/community agencies
Check with your district or campus Special Education coordinator.
Check with your child’s case manager
Ask them about the transition process for your child.
The student

Talk with your child about what they want to do after high school.
You can start this conversation in elementary school!
We all change our mind!
Students and Parents role

Parents are the primary decision maker until the student reaches the age of majority, (18).
At age 18, the decision making rights move to the student

Two exceptions
- Parents have been appointed by the court of law as the legal guardian for an adult student
- Parents who have been granted power of attorney by the adult student
Self Determination!

What is it?

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence (Wehmeyer & Schwartz, 1997)
Did you Know?

ONE YEAR AFTER HIGH SCHOOL

Students who have learned self determination skills are more likely to be employed and/or attending post-secondary education than students without self determination. (2009 Michael Wehmeyer)
Did you Know?

THREE YEARS AFTER HIGH SCHOOL

Students who have learned self determination skills are more likely to have completed some type of post-secondary education, have jobs with benefits, and live somewhere other than with family. (2009 Michael Wehmeyer)
Components of Self Determination

Decision making
Choice making
Problem Solving
Independent living

Goal Setting
Self advocacy and leadership skills
Risk taking
Self awareness
What Disability?

Students need to know they have a disability.

http://www.imdetermined.org/parents/videos/
What is an ARD meeting?

Admission
Review
Dismissal
Students thought process of an ARD?

Why do we meet?
What do you talk about?
Why do they know this stuff about me?
I don’t need that?
Back to Self Determination!

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Students sometimes feel they are not part of the IEP, 4-5 adults talking about them. They are not given the opportunity to “direct their own lives.”
Let's empower our kids to understand themselves and make decisions about their future.
• ARD meeting is a “Plan”
• Goal is for everyone to agree on Plan
• Parent support of the students transition goals help with the success
• Campus will help develop IEP and Post secondary goals
• Student needs to work at what they want to do or become after HS
• Take advantage of the career and technology classes offered on campus
IEP Goals

IEP Goals represent what you and the other IEP team members think your child will be able to accomplish in his area(s) of disability-academic, developmental, and functional-in a year’s time.
Post Secondary Goals

• Will NOT be achieved during high school.
• Every student aged 14+
• IEP-can be completed within one school year
• postsecondary goals-address two areas:
  – education/training
  – employment
  – independent living skills If applicable, (this decision is up to the IEP Team)
RECAP on Goals

- IEP goal-can be completed during the school year
- Post secondary goals are plans for after high school.
Texas Transition and Employment Guide

http://www.transitionintexas.org
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Resources

Transition in Texas-www.transitionintexas.org

ARC Community Resource Guide-www.arc-sa.org

Think college-www.thinkcollege.net

Alamo Local Authority-http://www.aacog.com


Texas Project First-www.texasprojectfirst.org

I am Determined-http://www.imdetermined.org
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