

RUTGERS

Robert Wood Johnson
Medical School

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service

Moving Forward with Education: *Transition Planning, the IEP, and the Role of the Child Study Team*

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Agenda

Information

- Transition planning
- Transition team- roles and responsibilities
- Components of a transition IEP

Empowerment & Support

- Preparing for advocacy
- Some tips/advice
- Some resources

Prepare for the Road Ahead

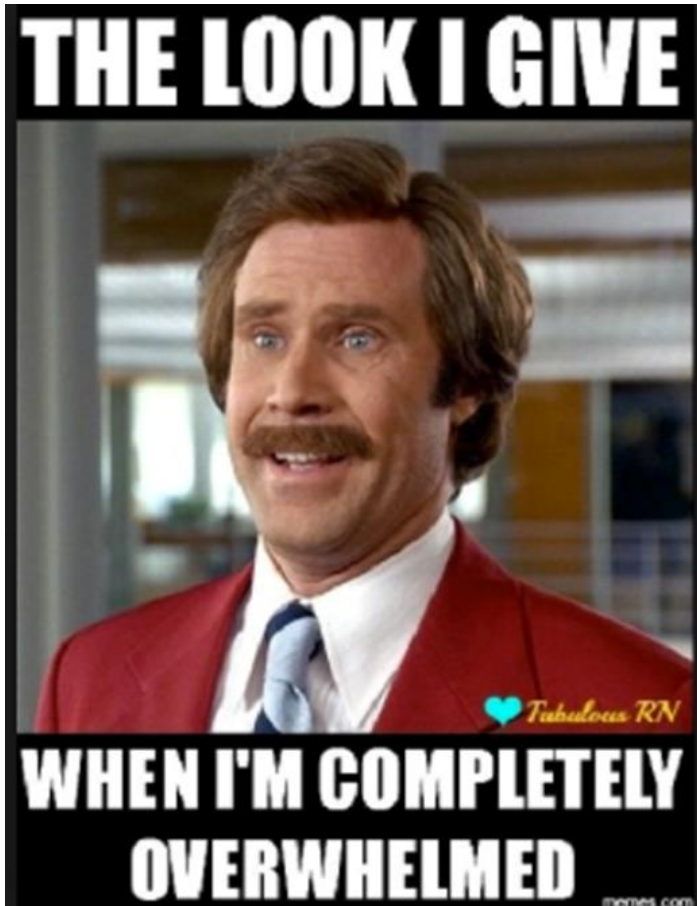


We are preparing for exiting school and entering the adult world.

- **Preparing for the shift from a school-based system to adult service system**
- **Encouraging future planning, promoting self-determination, autonomy, and developing a path to get there**



The Parent Seat



Emotional Energy

Complex mix of emotions



High Stakes Situation

Nothing is more important than your child



Overwhelmed & Outnumbered

Part of the team?

Transition Planning

A formal process of long-range cooperative planning that will assist your son or daughter to successfully move from school into the adult world.



The Vision is the Destination



Start with the vision



And *then*
determine the
support.



Person-Centered Planning for Transition



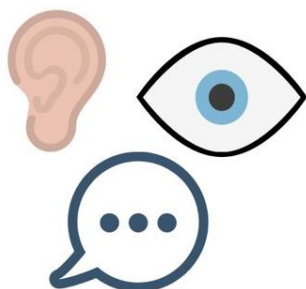
offers choice in supports and who provides them



includes those chosen by the person that know and care about them



the transition planning process is *driven by the STUDENT*



based on conversations and observations



identifies possibilities

Transition Team Review:



Student (14+)

Any Family Members

Case Manager

Teachers (sped/ gen. ed)

**Representative from adult
services (ex: DVRS)**

**Other (at the discretion of
parent, student, or school
district)**



Role:
Student
Required?
YES!!

Student-led IEP Handout 1

Responsibilities

- Identifies personal strengths and interest
- Shares their goals/interests for the future on a regular basis
- Prepares to lead their IEP or actively participate in meeting
- Contributes to ideas for transition activities
- Provides ongoing feedback



Role:

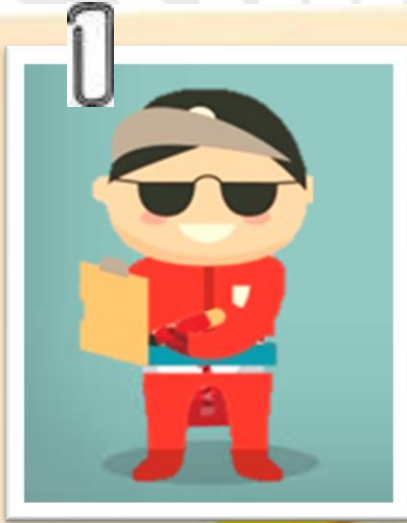
Parents/Family

Required?

YES

Responsibilities

- Help create vision for desired life after high school
- Serve as the strongest advocate for the student:
 - Request SMART Goals
 - “Could a new person involved in this IEP continue the program as it is written?”
- Be Prepared
 - Document your concerns and have them ready at the meeting.
- Ask for Help
 - [Parent training](#) is a related service and can be requested in an IEP meeting.



Role:

Case Manager

Required?

YES

Responsibilities

- Collects student information via age-appropriate transition assessments
- Coordinates and oversees meetings
- Facilitates collaboration
- Record discussions and final IEP decisions

If no transition coordinator,

- Shares postsecondary resources
- Identifies interagency linkages needed
- Identifies transition services-activities/strategies



Role:
Teachers
Required?
YES

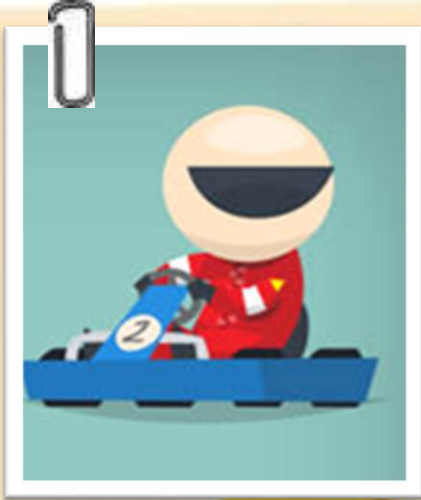
Responsibilities

Special Education:

- Collects student interest and progress information
- Prepares student to be ACTIVE IEP participant
- Contributes to collaborative planning on transition services
- Delivers instruction & monitors student progress toward goals

General Education:

- Contributes to observations of student's participation in gen. Ed. curriculum



Role:
*Adult Service
Providers*

Required?
YES

Responsibilities

***DVRS, Pre-ETS counselor,
Independent living counselor***

- Participate in the planning process
- Identify services and supports available now & in future
- Provide linkages to others adult services & community supports as appropriate
- Share funding information for transition services offered by agency

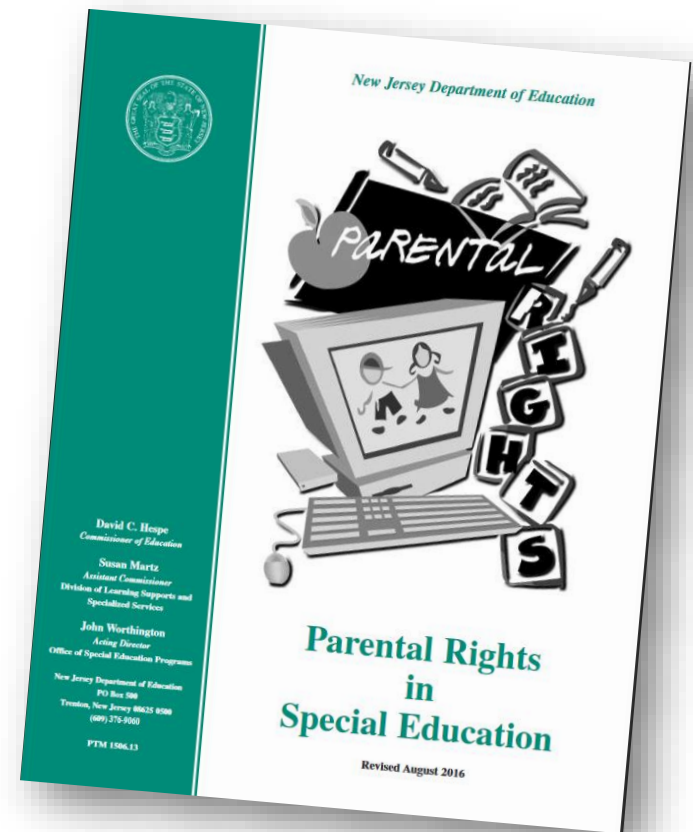
Know Your Rights

Input and Concerns

- All input and concerns should be considered by the team and documented in the IEP
- This is true even if other members of the team disagrees

Requests

- If you make a request for services, this should be documented
 - If denied, a written explanation should be provided
 - Data driving the decision should be collected and offered



Transition IEP's

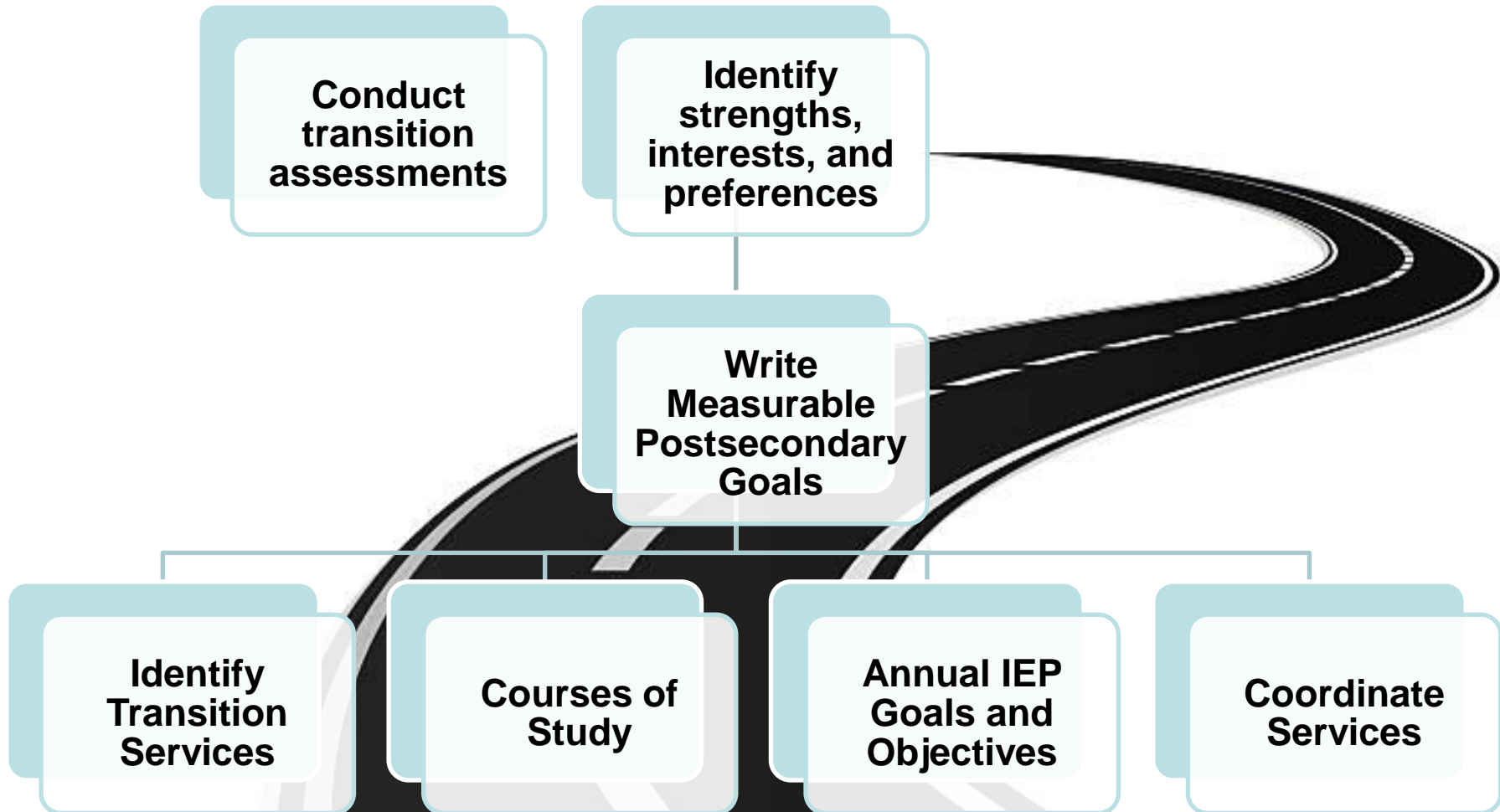
Looks like this...

...Should be used like this

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES	
<i>Substitute with the IEP for the student receiving the student with a disability if appropriate, complete the following information.</i>	
STATEMENT OF TRANSITION PLANNING	
Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.	
Statement of the student's strengths, interests and preferences.	
APPROPRIATE MEASURABLE POSTSECONDARY GOALS	
Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)	
Employment/Career:	
Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations)	
Independent Living:	
COURSES OF STUDY	
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.	
Grade ___ Courses of Study (List course names):	
Grade ___ Projected Courses of Study (List course names):	
Grade ___ Projected Courses of Study (List course names):	
Grade ___ Projected Courses of Study (List course names):	
RELATED STRATEGIES AND/OR ACTIVITIES	
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.	



Transition Planning Process



Develop Postsecondary Goals



Transition Assessments

... translated into MPG's

The image shows a 'One-Pager' form with four colored sections: 'My Strengths' (green), 'My Interests' (orange), 'My Preferences' (blue), and 'My Needs' (red). Each section is currently empty. At the top left, there is a logo for 'deta' and the text 'One-Pager'. At the top right, there are fields for 'Name' and 'Student's Date'.



Vision

STATEMENT OF TRANSITION PLANNING

Statement of the student's strengths, interests and preferences:

APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Postsecondary Education: (Including but not limited to college, vocational training and continuing and adult education)

Employment/Career:

Community Participation: (Including, but not limited to, recreation and leisure activities, and participation in community organizations)

Independent Living:

Transition Services

Who will be responsible?

What activities can support these goals?

When will it happen?



Activities/Strategies relating to:

- Instruction
- Post-Secondary training
- Community Experiences
- Related Services
- Employment
- Daily Living

Movement Towards the Vision



MPG's

School Year Courses of Study

2019-2020	English I, Algebra I, P.E., Physical Science, World History, Daily-Living
2020-2021	English II, Applied Math I, Career Readiness, Biology, P.E., US History I
2021-2022	English III, Health, Culinary I, SLE
2022-2023	English IV, SLE, Culinary II, P.E

Annual IEP Goals/ Objectives

✓ **Given** direct instruction on self-advocacy, **Alex will** request for help or a break **4 out of 5 days per week for three consecutive weeks as measured by teacher rubrics by the end of the 4th school quarter.**

✗ ~~Alex will ask for help.~~

Coordinated Services

Statement of Consultation

Name of School Staff person who will be the liaison to postsecondary resources:

X _____

Needed Interagency linkages & school district responsibilities:

Agency Name:	Person Responsible:
Agency:	
Agency:	
Agency:	

Spotting the Driver



Model the Way



- **Plan**
 - Keep your own records
 - Understand the law
- **Prepare**
 - Keep student informed
 - Clarify goals/issues at hand
 - Yours, Mine, Ours, Theirs
- **Practice**
 - Role play with student
- **Perform**
 - Reflect with student and allies

Identify Your Advocacy Style...



Have an Anchor

This is a powerful strategy to help you remain grounded in potentially challenging situations.

- Family member
- Friend
- Facts



Advocate BIG

- **Boundaries**
- **Integrity**
- **Generosity**
 - Assume people are doing the best they can
 - Express this assumption
 - Then advocate for better

What boundaries do I need to set and follow, to work and act from a place of integrity, so that I can extend the greatest generosity when it comes to interpreting others' intentions and actions?

Brene Brown

Pump the Brakes



Student

- Wait time

Family

- Time is on your side, take it!
- Process the information in your own home

Attendance Signature

- Sign for attendance
- *Lisa Corliss Attendance Only*

Get Connected



- **There is power in numbers**
 - Connect with Advocacy Groups in your region
 - SEPAG
 - SPAN
 - Social Media Groups
- **Avoid information overload**
 - There is so much to know about your rights that having a network of other advocates is the best way to keep current.

Get Connected, Be Informed

[Parent Rights in
Special
Education-NJDOE](#)

[NJDOE Special
Education
Resources for
Parents & Districts](#)

[USDOE IDEA](#)

[Disability Rights
New Jersey](#)

[Education Law
Center](#)

[SPAN Parent
Advocacy Network](#)

[Wright's Law](#)

[Your Special
Education Rights](#)

[The Council of
Parent Attorneys
and Advocates](#)