
Navigating Transition

— Emily Askea, Chelsea Carlson,
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Medina County Transition Team

Tonight's session is presented by the Medina County Transition Team.

This is a multiagency planning team with a common goal of assisting students with transition planning.

This team is comprised of school districts, job training programs, agencies, and providers who are interested in supporting students in their transition to adulthood.

The Medina County Transition Team is always interested in others joining in our efforts, including parents and business in the community. If you are interested in being involved, please let us know!

Before we get started.....

Tonight's session is being recorded and will be available online in the near future. You can find it by going to the MCBDD YouTube Channel - <https://www.youtube.com/MedinaCountyBoardofDD>

Transition planning is a very individualized process with families having different concerns/questions at different times. *For example, a parent of a 14 year old is probably not as concerned about guardianship as the parent of a 17 year old. Please feel free to reach out after today's session with specific questions about your son or daughter.*

The information provided is general – each school district's approach to transition planning may be different.

What is the transition to adulthood?

- Passage from adolescence into assuming adult roles – which is different for everyone.
- Life process of moving towards greater self-sufficiency and successful goal achievement.
- Time of interest exploration and life planning in education, employment & career, community-life functioning, well-being, etc.

Transition Planning: What Is It?

Transition planning is a process for youth with disabilities that focuses on working toward results-oriented goals after high school, such as postsecondary education, vocational training, integrated employment and/or independent living. It also helps the student develop life skills through hands-on experiences, so they can become more active in their community.

TRANSITION SERVICES & IDEA DEFINITION **Individuals with Disabilities Education Act*

* P.L. 108-446, Sec. 603 (34) Definitions

“Transition services means a coordinated set of activities for a child with a disability that— is designed to be a results-oriented focused on improving the academic and functional achievement of the child with a disability...”

Coordinated activities must:

A. Facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, and independent living.

B. Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Backwards Planning

- In the context of **transition**, **Backwards Planning** is an approach that a team can use to 'start with the end' in mind to provide guidance and direction for any youth as they prepare for adulthood.
- Each year, the IEP team will discuss what school based services will help the student reach his/her transition goals in their IEP (postsecondary education, employment and independent living)

Student should be involved in Transition Planning!

Why this is important – to help students:

- To prepare for future change
 - To become more self-determined (we will talk about this next)
 - Understand their disability
 - Make better, more appropriate choices for themselves
 - Take ownership of their lives!
-
- Student should attend their IEP meeting beginning at age 14, if not before!
 - Students **MUST** be invited to IEP meeting beginning at age 14 - If they do not attend, their input should be evident.

Self Determination

- Self-determination is broadly defined as having abilities and opportunities to steer one's life in a direction that contributes to a personally satisfying life. *-Field, Martin, Miller, Ward, & Wehmeyer(1998)*
- **Problem Solving** – Identify a problem
- **Choice Making** – What are some things that will help resolve my problem?
- **Decision Making** – Of the choices I have, what do I choose?
- **Goal Setting** – Set a goal to resolve your problem
- **Self-Regulation/Monitoring** – How am I progressing towards my goal?
- **Goal Attainment** – Did I reach my goal?
- **Self-Awareness** – knowing your strengths, preferences, interests, needs
- **Self-Advocacy** – speaking up for your PINS/SPINs
- **Self-Efficacy** – believing in yourself

Section 5 of IEP

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? Yes No

If yes, what goals determined the need? _____

Will the team need to collect further data and reconvene to make a determination? No Yes

Date to Reconvene _____

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:

Age Appropriate Transition Assessment regarding Post Secondary Training and Education

(indicating student's needs, strengths, preferences and interests)

COURSES OF STUDY:

NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs

| TRANSITION SERVICE/ACTIVITY | PROJECTED BEGINNING DATE | PROJECTED END DATE | FREQUENCY | PERSON/AGENCY RESPONSIBLE | |
|-----------------------------|--------------------------|--------------------|-----------|---------------------------|--|
| | | | | | |

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- A. Anecdotal Record D. Rubric
 B. Checklist E. Other (list)
 C. Work Sample

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL:

Age Appropriate Transition Assessment regarding Competitive Integrated Employment

(indicating student's needs, strengths, preferences and interests)

Section 5 of IEP

| COURSES OF STUDY: | | | NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs | | |
|-----------------------------|--------------------------|--------------------|---|---------------------------|--|
| TRANSITION SERVICE/ACTIVITY | PROJECTED BEGINNING DATE | PROJECTED END DATE | FREQUENCY | PERSON/AGENCY RESPONSIBLE | |
| | | | | | |

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- A. Anecdotal Record D. Rubric
 B. Checklist E. Other (list)
 C. Work Sample

INDEPENDENT LIVING (as appropriate)

MEASURABLE POSTSECONDARY GOAL:

Age Appropriate Transition Assessment regarding Independent Living
(indicating student's needs, strengths, preferences and interests)

| COURSES OF STUDY: | | | NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs | | |
|-----------------------------|--------------------------|--------------------|---|---------------------------|--|
| TRANSITION SERVICE/ACTIVITY | PROJECTED BEGINNING DATE | PROJECTED END DATE | FREQUENCY | PERSON/AGENCY RESPONSIBLE | |
| | | | | | |

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- A. Anecdotal Record D. Rubric
 B. Checklist E. Other (list)
 C. Work Sample

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See GP-68 Transition Progress Report form.

Target Date for Child to Graduate:

The Transition Section of the IEP (not a separate document)

- For students 14 years old or older (or the IEP in which they will turn 14)
- A coherent and inclusive plan of action to prepare students for adult life
- Outlines how students can develop self determination skills (post secondary vision and action plan)
- Prepares students both academically & functionally to transition to post school activities
- Transition goals established based on Age Appropriate Transition Assessments (AATAs) which indicate the student's preferences, interests, needs and strengths. AATAs can be formal or informal based on observation and/or interview

Components of the Transition Plan

- Measurable Post-Secondary Goals
- Goals are Updated Annually
- Based upon Age-Appropriate Transition Assessments
- Transition Services Aligned to Outcomes
- Course of Study Alignment
- Annual Goals Aligned to Outcomes
- Student Invited to IEP
- Agency Participation
- Quarterly progress reports will be completed and provided to families

Measurable Post-Secondary Goals

- Different than goals in section 6 (i.e. reading, writing, math)
- Based upon what student will achieve after leaving high school
 - Must occur after HS
 - What they WILL do, not what they HOPE to do
 - Based upon Strengths, Preferences, Interests, and Needs
 - Must *BE REALISTIC AND ACHIEVABLE!!!!*

3 Areas of Post-Secondary Transition Goals

1. Education and Training - What education will be required to obtain goal?

- Train to work/on the job training
- Community College
- Trade School
- College/University

2. Competitive Integrated Employment

- Where would the student like to work?
- Part Time or Full Time?

3. Independent Living

- Where will the student live after high school?
- In a supported living setting or independent setting?

School's Responsibility for Post Secondary Goals

- Districts are not held accountable if goals are not attained!
- Districts are responsible for the implementation of specific transition services that would reasonably enable a student to attain the goals.
- District must write goals that are attainable based on Strengths, Preferences, Interest, and Needs.

Ultimate Goal of Transition

For each person to be a meaningful and engaged member of the community through work, life, and social connections

Transition Planning Timeline for Students

This guide is meant to give families a general idea of what to expect during the transition planning process. Remember, each student will progress at their own pace, based on their own strengths and needs.



Plan Timing of OOD Referral

Age 14

Transition planning begins at age 14, if a student is enrolled in school and has an IEP

Transition Assessments

Data is the foundation for identifying post secondary goals. The Ohio Department of Education (ODE) Operating Standards require an integrated and competitive post secondary employment goal be included in the IEP.

Age 15

Students may participate in school based work experiences

High School Freshman

Meet with transition coordinator

Begin considering post secondary education options and employment

Age 16

Medina County Board of DD redetermines eligibility

Education

Begin discussion about graduation timeframe

Medina County Career Center Vocational assessment may be utilized to determine vocational training path

Work Assessments

School School team continues to gather data related to SPINS (Strengths, preferences, interests, and needs) related to employment

OOD Summer Programming



Age 17

Take part in, continue, or begin OOD services (i.e. Pre-ETS, summer work program, or employment)

Education

Shift from academic focus to vocational/ independent living

Ongoing transition planning and assessments.

Vocational

Internships
Volunteer Experiences

Summer Work
Job Training

Job Development

Benefits and SSA Services

Begin benefits applications and, if needed, guardianship processes

Within the last year in school, work with SSA to develop ISP.

Ages 18-22

Begin discussions on school exit date and the possibility of social graduation

Graduation

Student accepts diploma and exits school services

Employment/ Adult Services

Supports based on Path to Employment which may include employment or day programs.

There are 4 places on the Path to Employment:

1) I have a job but would like a better one or to move up.

2) I want a job! I need help to find one.

3) I am not sure about work. I need help to learn more.

4) I don't think that I want to work, but I may not know enough about it.



Ultimate Goal

For each person to be a meaningful and engaged member of the community through work, life, and social connections

Support Services - Maintaining Community Employment, Creating Community Connections

As an adult, additional opportunities for continuing education, vocational training, employment, independent living and community activities can be explored, as needed, through a network of local private providers and public agencies.

Contact your Service and Support Administrator (SSA) for more information.

Post Secondary Education

Students who plan to attend college or technical school can register with the Student Access/Disability Services Office for accommodations and support.

It is important to know that modifications are not available at the college level, only accommodations.

Have a copy of last IEP and ETR or 504 to provide to the school.

Section 504 and the ADA, which apply to postsecondary education, are very different from the Individuals with Disabilities Education Act (IDEA), which covers grades K-12. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college.

| IDEA | Section 504/ADA |
|--|---|
| Every Child is entitled to a <u>Free and Appropriate Public Education</u> (FAPE) in the "least restrictive environment" possible. | Students compete for admission and must be "otherwise qualified" to enter college, without consideration of disability. Students participate in the general curriculum of the college. No continuum of placement exists. |
| Focused on creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible | Few colleges have "plans" for students with disabilities. Most outline accommodations without regard to goals or progress. |
| Requires yearly meeting of general education teachers, special education teachers, and auxiliary service personnel to discuss progress and set goals. | The student is responsible for meeting with disability services and with instructors to discuss needs and concerns. |
| Often involves significant modification of the curriculum and of assessments (e.g., students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments.) | Instructors are NOT required nor encouraged to fundamentally alter the content or goals of their courses or the types of tests that are given, though they may be required to make changes that do not affect essential content or goals. |
| Classroom teachers receive copy of the IEP and should have a thorough understanding of the disability and the plan. | Instructors receive a brief summary of the disability in an accommodation letter, but are not given access to specific diagnostic data unless provided by the student. |
| There is often pressure on special education and general education teachers to do whatever is necessary to help students move on to the next level. | Students with disabilities should be graded by the same standard as other students., regardless of the means through which their responses are provided (on tape, orally, typed rather than handwritten). |
| <u>Law of Entitlement</u> Guarantees SUCCESS | <u>Civil Rights Law</u> Guarantees ACCESS |

Employment First Initiative

Every person has abilities, skills and talents to enrich the community and people around us... Every person should expect that community employment is the preferred outcome for working-age adults with developmental disabilities.

<https://ohioemploymentfirst.org/>

Benefits of Competitive, Integrated Community Employment:

- Greater independence and wealth building potential
- Improved self-esteem and personal satisfaction
- Creation of a more diverse workforce
- All citizens able to meaningfully participate in society

Path to Employment

Employment and adult service supports are based on the path to employment, which may include employment, adult day program(s) or a combination of both.

There are 4 places on the Path to Employment:

1. I have a job but would like a better one or to maintain.
2. I want a job! I need help to find one.
3. I am not sure about work. I need help to learn more.
4. I don't think that I want to work, but I may not know enough about it.

Some examples of post-secondary options:

Competitive Community Employment: What does that look like?

Enrollment in college (2 or 4 year): Living on campus? Commuting?

Specialized college programs like the Kent State's Career & Community Studies (2 yr. & 4 yr. options)

Apprenticeship/Technical School/Vocational School

Adult Day Programs – There are a variety of adult programs in and around Medina County. Some are vocational training programs, some are social/recreational programs and some offer both.

The pathway may change over time.

The goal is to keep adults engaged in something after exiting school services.

The Changing Parental Role: Childhood

- Decision-maker/team member
- Source of information
- Source of support
- Advocate for student
- Teacher of self-advocacy skills

Horowitz, S. & Dragonetti, P. (2006). The Changing Role of Parents: Challenges & Opportunities During Postsecondary Transition. ETS, Princeton, NJ.

The Changing Parental Role: Challenges & Opportunities

- Standing back, letting go, while providing a safety net of support
- Encouraging independence
- Allowing your child to fail
- Listening to your child
- One step at a time...
- Families need:
 - Encouragement
 - Strategies
 - Build collaborative relationships with families EARLY
 - Capitalize on those relationships in transition

Horowitz, S. & Dragonetti, P. (2006). The Changing Role of Parents: Challenges & Opportunities During Postsecondary Transition. ETS, Princeton, NJ.

Parental Involvement.

Effective transition plans are youth-driven and family-guided.

The Youth-Driven, Family-Guided Approach

Begin discussion (to the extent possible) about the future, skill development, career interests, further education, possible barriers to goals, etc. early.

Make time for regular discussions about the future.

Duty of Care vs. Dignity of Risk: A Balancing Act

Duty of Care

Dignity of Risk

overprotection

Neglect

Legal Responsibility
What is stated in IEP
Lack of capacity

Rights
Learn from mistakes
Freedom

Be a Lighthouse!



Lighthouses are solid symbols, always there to guide you and help you get your bearings.

Be a guide for your students, visible from the shoreline as a stable light or beacon.

Make sure children don't crash against the rocks, yet allow them to ride the waves even if they get a little choppy sometimes.

Raising Kids to Thrive – Balancing Love with Expectations and Protection with Trust
by: Dr. Kenneth Ginsburg

Partner Agencies in Transition

- Opportunities for Ohioans with Disabilities (OOD)
- Medina County Board of Developmental Disabilities

Opportunities for Ohioans with Disabilities (OOD)

OOD is a state agency that provides services for eligible students and adults with a goal of competitive employment.

Opportunities for Ohioans with Disabilities (OOD) offers a range of services to help students with disabilities 14+ prepare for post-secondary education and employment. OOD works together with students, families, schools/colleges, and community partners to provide services that promote successful transitions to careers and adult life.

<https://ood.ohio.gov>

<https://ood.ohio.gov/information-for-individuals/services/student-services/students-14-plus#Services>

OOD Transition Services

OOD Vocational Rehabilitation Counselors connect students with individualized services that may include:

- Help finding and/or keeping a job
- Career exploration
- Work-based learning experiences
- Counseling on post-secondary options
- Job shadowing
- Paid work experiences
- Job coaching

OOD's goal for successful transition includes planning for, finding and maintaining a competitive job.

Medina County Board of Developmental Disabilities (MCBDD)

- The mission of MCBDD is to promote and empower individuals with developmental disabilities to live, learn, work and socialize as citizens in the community.
- MCBDD is the community resource for connecting, coordinating and funding services for over 1500 individuals with developmental disabilities and their families. Much of what we do goes beyond the walls of our building as we encourage individuals and their families to be successful in the community. We help with everything from early intervention and education opportunities for children to employment and community inclusive living for adults.
- <https://www.mcbdd.org/>

Planning for Adult Services

Based on the individual's path to employment and desired post-school involvement, the Service & Support Administrator will assist the student and family with exploring adult service options. This typically happens anywhere from 1-2 years prior to the student exiting from school services depending on the student's situation and desired timeline to explore adult programming/supports.

Planning for Adult Services cont'd

In the planning process, teams should consider, as appropriate, a multidisciplinary approach to supporting the individual. Teams should consider the need for consultation or supports from the following:

- Positive Behavior Supports
- Nursing
- Assistive Technology
- Mobility/Environmental Access
- Orientation & Mobility
- Sensory needs/assessment
- Physical Therapy
- Speech Therapy
- Occupational Therapy
- Interpreter Services

Adulthood Considerations

- Consider Applying for SSI - Social Security Administration - <https://www.ssa.gov/ssi>
- Consider Applying for Medicaid health insurance - Medina County Department of Jobs & Family Services – <https://benefits.ohio.gov/>
- Investigate the need for Power(s) of Attorney, Supported Decision Making <https://www.sdmno.org/> or as a last resort, legal guardianship - Medina County Probate Court - www.medinaprobate.org
- Consider registering to vote <https://olvr.ohiosos.gov>
- For male students, if he chooses not to register to vote, your son must separately register for Selective Services. Apply online at www.sss.gov

Parent Mentors

A Parent Mentor helps school districts and families by providing training, information, support and resources to families of children with disabilities and the professionals who serve them. Ohio Parent Mentor projects are funded through grants from the Ohio Department of Education (ODE). All Parent Mentor service are provided free of charge.

Some of the services provided by the Parent Mentor include guiding parents through the special education process including rights and responsibilities, listening and providing support to families and staff, providing information and resources, attending IEP meetings and other meetings when requested, conducting information sessions and workshops and connecting families with community resources.

Brunswick City Schools Parent Mentors – Kimberly Hawkins, 330-225-7731 ext. 1533,
khawkins@bcsoh.org

ESC of Medina Co. Parent Mentor (for Black River, Buckeye, Cloverleaf, Highland, Medina & Wadsworth families) – position currently vacant

Ombudsman

The Medina County Board of Developmental Disabilities, in partnership with The Society and Catholic Charities, provides the services of an Ombudsman to help Medina County individuals with disabilities, their families, and their guardians. The Ombudsman works on a case-by-case basis to help resolve concerns and find solutions with everything from navigating service providers, IEPs, guardianship and more.

Ombudsman – Jill Boxler

330-723-9615 ext. 13

jaboxler@ccdocle.org

Medina County Transition Contacts:

Black River Local Schools – Jeremy Bradford, jbradford@blrv.org

Brunswick City Schools – Holly Ledel, hledel@bcsoh.org & Jessica McClure, jmclure@bcsoh.org

Buckeye Local Schools – Allie Krakowiak, akrokowiak@buckeyeschools.org

Cloverleaf Local Schools – Melissa Vorhies, melissa.vorhies@cloverleaflocal.org

Highland Local Schools – Deb Yorko, dyorko@highlandschools.org

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Opportunities for Ohioans with Disabilities – Akron Office – 330-643-3080

Vocational Rehabilitation Supervisor, Kenny Crookston, kenneth.crookston@ood.ohio.gov

Questions/Contacts:

For further information or for follow up questions, please feel free to reach out to any of us:

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