**Welcome**

Through advocacy and education, APSE advances employment and self-sufficiency for all people with disabilities.

Why join APSE  
[www.apse.org](http://www.apse.org)

CESP (Certified Employment Support Professional)

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**Transition to Adulthood**

Parent Training & Information & Family-to-Family Health Information Center  
Parent-to-Parent

Leila Holley: [leia@familiestogetherinc.org](mailto:leia@familiestogetherinc.org) or (785) 233-4777

Webinar resources: [www.familiestogetherinc.org/index.php/transition-iep](http://www.familiestogetherinc.org/index.php/transition-iep)

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**Youth**

- Individual Assistance
- iTransition

**Family**

- Individual Assistance
- Family Enrichment Weekends
- Workshops

**Parents, Youth & Professionals**

- Team Empowerment Conferences
- Family Employment Awareness Trainings
- Together We Can Learn Conference
Training objectives:
• Gain a better understanding of the legal requirements for transition under IDEA
• Understand the importance of student involvement in creating the plan
• Understand how to work as part of the team that develops the transition IEP to guide the student to a quality life after high school

Successful movement from school to post-school:
• education
• work
• adult living

Results-oriented process focused on
• improving the academic and functional achievement of the student

Transition services are a coordinated set of activities
• designed within a results-oriented process,
• that is focused on improving the academic and functional achievement of the student with a disability
• to facilitate the student’s movement from school to post-school activities.
Transition Services

Age 14 (earlier, if needed)
- An age appropriate transition assessment
- Measurable postsecondary goals
  - Employment
  - Training/education
  - Independent Living Skills (when appropriate)
- A statement of transition service needs (addressing courses of study)

Who Attends IEP Meeting?

- Student
- Parents
- Representative of any agency responsible for providing or paying for services
- Special education teacher of the student
- Someone to interpret evaluation results
- Not less than one general education teacher
- Representative of local education agency
- Other individuals who have knowledge or special expertise regarding the student

The student, of any age, if a purpose of the meeting will be to consider transition service needs and/or services.
If the student does not attend, the school must ensure that his/her preferences and interests are included.

K.S.A. 72-887?(3); K.A.R. 91-40-17(l), 34 C.F.R. 300.321(3)(2)
PARENTS MAKE THE DIFFERENCE!

Who Attends IEP Meeting?

- A representative of any other agency likely to be responsible for providing or paying for services.
- If the agency does not send a representative, the school must take steps to obtain participation of the agency in planning transition services.
- Parents (or student if 18 or older) must provide written consent for an agency to attend IEP meeting.

[K.A.R. 91-40-17(g)]

PARENTS MAKE THE DIFFERENCE!

Transition Assessment Before Age 14

An age appropriate transition assessment must be done prior to the student reaching age 14.

Assess at a minimum the areas of
- education/training,
- employment, and,
- independent living (where appropriate)
Transition Assessment

- What does the student want to do beyond school?
- Where and how does the student want to live?
- How does the student want to take part in the community

The student's strengths, interests, preferences, and needs must drive the plan.

Skills, Attributes, and Abilities of a Successful 24-year-old Kansan?

Kansas Business and Industry focus groups cited non-academic skills

- 15% Math
- 81% Social and emotional
- 1% Communication

Dr. Randy Watson, Kansas Commissioner of Education, testimony to the legislature, January 2017
**Employment**

*Nonacademic Skills (Soft Skills)*
- Communication Skills
- Time management
- Problem-solving
- Team player
- Accept feedback
- Apply lessons learned
- Flexibility/adaptability
- Organization

*Hard Skills*
- Skills necessary to do a specific job

**Functional Vocational Evaluation**

- Provides information about job or career interests, aptitudes, and skills
- Gathered through assessments in the sitting where the job is performed
- Can be observations or formal measures

**Postsecondary Education**

- Study skills
- Self-advocacy skills
- Time management
- Organization
- Good communication skills
- Self-confidence
- Self-discipline
Independent Living

- Money management
- Maintain household
- Access transportation
- Emergency preparedness
- Recreation/leisure activities
- Vote & participate in political decision-making
- Personal safety

Health/Medical

- Medications
- Make doctor’s appointment
- Understand disability
- Personal hygiene
- Sexuality

Behavior

Assess any behaviors that impede the student’s access to transition activities including employment.

Postsecondary Goals

“Each IEP for a student with a disability, who will be 14 or older during the time period of the IEP, must have measurable postsecondary goal(s) that address the areas of: training/education, employment, and where appropriate, independent living skills.” (KSDE Process Handbook)
Postsecondary Goals

Training/Education – vocational or career field, independent living skills, vocational training, college or university, technical college, military, on the job, etc.

Employment - paid - competitive with or without supports

Independent living skills – daily living, financial, transportation, etc.

- Observable and measurable
- Results-oriented
- Based upon the student’s strengths and areas of need

After graduation, John will enroll in community college and gain a certificate in auto body repair.

Attend Community College

Education/Training

Postsecondary Goal

After high school, Bob will work as a mechanic.

Mechanic

Employment
Postsecondary Goal

Independent Living Skills

After completion of high school, Lisa will successfully utilize public transportation.

Use public transportation

Planning Must Start Before Age 14

In Kansas, beginning at the age of 14 or younger and updated annually the IEP must include a statement of transition service needs to assist the child in reaching the postsecondary goals.

Course of Study

The statement of transition service needs must include the course of study.

The course of study must reference the postsecondary goals.
Annual Goals

The measurable annual IEP goals must logically link the measurable post secondary goals of education/training and employment and independent living where appropriate.

Learn this year

Annual Goals

Must be:
- Focused on instruction and services for education, employment, and other independent living skills
- Tied to the postsecondary goals
- Observable and measurable
- Results-oriented
- Based upon the student’s strengths and areas of need

Annual Goals

Given travel training situations, Lisa will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities by January 11, 2018.

Postsecondary Goal

...Lisa will utilize public transportation...
Statement of Needed Transition Services

At age **16 or younger** a statement of the transition services needed to assist the student in reaching their postsecondary goals must be developed.

Coordinated Set of Activities

Transition services are a **coordinated set of activities**
- designed within a **results-oriented process**,  
- that is focused on **improving the academic and functional achievement** of the student with a disability  
- to facilitate the student's movement from school to post-school activities.

Coordinated Set of Activities

Must be:
- **Individualized**
- Based on student’s strengths  
  - Needs  
- Take into account the student’s strengths, preferences and interests.
### Coordinated Set of Activities

May include:

- Instruction
- Related services
- Community experiences
- Employment and postsecondary objectives
- If appropriate, acquisition of daily living skills and a functional vocational evaluation

### Instruction

- Visit college campuses and meet with student support services
- Apply for and take ACT with accommodations
- Learn and practice social skills
- Learn and practice self-advocacy
- Learn about employability skills
- Schedule a work experience
- Enroll in a parenting class

### Related Services

- Identify - post-school providers of related services and funding sources
- Complete - an assistive technology evaluation
- Visit - post-school providers
- Explore - transportation options

*In place before the student leaves school*
Community Experiences
Generally provided outside the school building.
- Make and keep appointments
- Get around in the community
- Join a community team or organization
- Volunteer

Other Post School Living
- Register to vote
- Obtain a driver’s license or state ID
- Access medical services
- Obtain & file for insurance
- Access adult services

Employment
- Actual employment
- Job seeking & keeping skills
- Career exploration
- Skill training
- Soft skills

Postsecondary Education
- Explore continuing education classes
- Research ADA
- Visit technical school/college
- Take college classes while in high school

Statement of Needed Transition Services
Transition services to support Lisa’s independent living goal: Upon completion of high school, Lisa will successfully utilize public transportation.

Examples
- Travel instruction
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
Interagency Linkages Must be Identified

The statement of needed transition services includes, when appropriate, a statement of the interagency responsibilities or any needed linkages and must be written in the IEP.

Kansas refers to this linkages as 'action statements.' (KSDE Process Handbook)

Interagency Linkages

The statement of interagency linkages does not refer to services only.

The regulations state "the statement of agency responsibility or linkages that need to be included in a student’s IEP is intended to address shared financial responsibilities for providing transition services."

Interagency Linkages

May include:
- Vocational Rehabilitation
- Workforce Centers
- Postsecondary education
- Continuing & adult education
- Independent Living Centers
- Adult services
- Employers
- Community agencies
- Community Developmental Disability Organizations
- Community Mental Health Centers
- Managed Care Organization
- Assistive Technology Agency
Responsible for Transition Outcomes

“In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the school shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.”

Least Restrictive Environment

“If a school district decides that gaining work experience is the logical next step for a particular student, the least-restrictive-environment tenets of the IDEA apply,” said Melody Musgrove, director of the Office for Special Education Programs.

Least Restrictive Environment

IEP teams must consider the supplementary aids and services that could be provided to allow a youth to participate in a work placement with peers without disabilities. A work placement in an integrated environment.
Age of Majority

Beginning no later than one year before the child’s 18th birthday, the IEP team must document in the IEP that the student and parents have been notified of transfer of rights from parent to student.

Rights Transfer on 18th Birthday

The rights that will transfer from the parent to the student upon reaching the age of majority include:
- notification of meetings;
- notification and consent for evaluation;
- consent for participants who attend IEP meetings; and
- consent for services in the IEP.

Summary of Performance

Must include:
- Summary of academic achievement & functional performance
- Recommends how to assist student in meeting her postsecondary goals
- Must be developed during the student’s final year of their high school education
PARENTS MAKE THE DIFFERENCE!

Information will assist the student in meeting the disability documentation required to qualify as a person with a disability under other federal laws such as the Americans with Disabilities Act.

Summary of Performance

Accurate and understandable descriptions of:

- academic achievement;
- functional performance, including independent living abilities;
- recommendations that will realistically help the student meet postsecondary education, training, employment and independent living goals.

Vocational Rehabilitation (VR) Services

Kansas Rehabilitation Services (KRS)

VR provides help for people with disabilities to become gainfully employed and self sufficient.

When a student turns 16, the IEP team determines if student may have need for VR services.

If the student's IEP team determines the student has a need VR services, the school will notify VR.

(K.S.A. 75-53, 101)
"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the school shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Indicator 13

A tool used to determine if an IEP meets the transition requirements of IDEA.

School's Responsibilities

- Postsecondary Goals
- Goals, Objectives/Benchmarks
- Student Participation
- Present Level of Academic Achievement and Functional Performance
- General Education
- Least Restrictive Environment
- Referral to Vocational Rehabilitation
- Community-Based Linkages
- Summary of Performance
Transition is **ALL** about who the **student** wants to be when he/she **leaves** high school and how the team can assist the **student** in **reaching** his/her post secondary goals.

That’s Transition!

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**Transition to Adulthood**

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Webinar resources: [www.familiestogetherinc.org/index.php/transition-iep](http://www.familiestogetherinc.org/index.php/transition-iep)