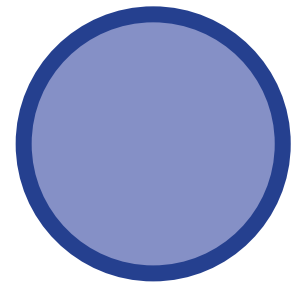




LIFE AFTER HIGH SCHOOL TRANSITION TOOL KIT

STRATEGIES,
TOOLS & RESOURCES
FOR FAMILIES OF YOUTH
WITH DISABILITIES
TO ASSIST IN CREATING
SUCCESSFUL
TRANSITION
PLANS



Developed by



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of Education's SIG Grant (CFDA #84323A)

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Who is this Tool Kit for?



This Tool Kit is designed to help families and youth learn about the transition planning process for youth who have an Individualized Education Program (IEP). It provides an overview of the laws relating to transition as well as best practices. The information in this Tool Kit will help families and youth better collaborate with the schools to create purposeful and meaningful transition plans and IEPs.

Transition planning offers youth with disabilities a strategy to connect their daily high school activities to their goals for independent life after completing high school. This personalization can provide motivation and give a sense of purpose to school when youth are feeling disconnected. Through a more systematic approach, barriers to the completion of high school can be identified and addressed in a proactive manner. The youth's strengths and interests can be used as a foundation for their learning experiences. The linkage of their everyday school activities to their goals can help keep them engaged. Because transition planning is required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the NH Rules for the Education of Children with Disabilities (NH Rules), it is often only thought of as “for” youth with disabilities. While this tool kit is targeted to families of youth with disabilities and the transition requirements under IDEA 2004 and the NH Rules, its tools, strategies and practices apply and can benefit ALL youth.

Acknowledgements



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PIC would also like to thank all the individuals who provided their expertise and assisted in the development of this Tool Kit. Each provided invaluable feedback and resources to ensure that the Tool Kit addressed the wide array of needs for information, resources and tools youth with disabilities and their families have.

For more information about the parent Information Center visit www.picnh.org or call V/TDD (800) 947-7005 (NH only)

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Introduction



tran·si·tion

(noun) 1. movement, passage, or change from one position, state, stage, subject, concept, etc., to another; 2. change: the transition from adolescence to adulthood.

There are many transitions in our children’s lives: preschool to kindergarten, kindergarten to first grade, elementary to middle school and the transition from high school to the adult world. Some transitions require planning and thought, while others just happen. Recently, the transition from high school to adult life (commonly referred to simply as transition) has become a high focus point. But transition is not a new concept. Schools have been helping youth plan for their transition from high school for decades. What has changed are the expectations the world of work has of youth and the options for youth after high school.

This Tool Kit is designed to help families of youth with disabilities understand the concept of transition planning and to provide resources, strategies and tools to support the development of effective transition plans in the IEP. When we are talking about the transition plan in the IEP, we are referring to the coordinated set of activities that facilitates the youth’s movement from high school to post-high school activities. In this Tool Kit, we use the term transition plan in the IEP to describe the transition planning components required by IDEA 2004 and the NH Rules for the Education of Children with Disabilities to be included in the IEP. These required components are Measurable Post-Secondary Goals and the Transition Services, including Course of Study.

It is important to note that transition is not a one time event. Transition is a process. It is the process of assisting youth to move from high school to the adult world (O’Leary, 2003). It is a process that all families experience. It also includes the evolving and accepting of role and responsibility changes, and is often an emotional time for all parents. Transition planning can provide a framework to assist families in working through the transition process and thinking about the resources or support that they and their youth will need to be successful and reach their goals.

How the Tool Kit is Organized



It's important to know that there is no one size fits all method to transition planning. There are a variety of ways to “get from here to there”. After all, transition is a process. It's like getting to the grocery store. I may prefer the highway because it's quicker, but you may not like all the traffic. There might be construction and you discover an alternate route, which then becomes your primary route. We both get to our destination; we just took different paths.

That being said, this Tool Kit also does not hold all the answers. It is a collection of ideas and best practices. We have tried to not only provide you with information on best practice strategies and what is required under special education laws, but also with resources and examples to bring all the information to life. There may be ideas, resources and tools that you know of that could enhance a youth's planning for the future. Some of the most meaningful and successful transition plans have come from the use of natural and community resources that are “discovered by accident.” Share these resources. Collaboration comes in all shapes and sizes and is truly the key to making a transition plan work. If you have an idea or resource to share, please contact the Parent Information Center at 1-800-947-7005 or info@nhspeciald.org.

How you use this Tool Kit will depend on both you and your teen's personality and needs. It's like learning; we all do it differently. Because different youth may be at different places in the transition process, you do not have to start at the beginning of this tool kit. You need to start where you and your teen are in the process.

This Tool Kit is broken into **Key Components** – broad areas for transition planning. These **Key Components** are:

- **Thinking about the Future** – This section discusses strategies and tools to help youth determine and set goals for life after high school.
- **Making a Plan** – This section discusses strategies and tools to help create a Person-Centered Plan.

- o **Writing the Transition Plan in the IEP** – When we talk about the transition plan in the IEP we are referring to the transition planning components of an IEP required under IDEA 2004 and the NH Rules. This section will discuss those components as well as strategies and tools to help complete them.
- o **What Else Do I Need to Know?** – This section discusses other aspects of planning for transition that families need to consider and provides resources and tools.
- o **Review and Revise** – This section discusses the process for reviewing a plan, whether it is a Person-Centered Planning model or the transition plan in the IEP.
- o **Give Youth an Opportunity to Get Involved!** – This section discusses strategies and tools to support youth involvement in the transition planning and IEP process.

In each section you will find **Important Details**, information you need to know regarding the special education process and laws that impact transition. Also included are **Transition Planning Tips** to help in planning along with resources and places to find more information about strategies or topics discussed.

This Tool Kit will introduce you to Sarah and Ryan. In each section, you will find, **How This Can Work**, examples of how the strategies discussed have worked for these youth. You will follow them through their transition planning process and can view **Sample IEPs and Transition Plans** that were developed for them in the Appendix.

At the end of this Tool Kit, you will find a compilation of all of the on-line resources we share.

Key Component – Thinking about the Future



What youths know what they want to do when they grow up? Many youths do not even know what they want to do next week or next year, let alone after high school. It can be difficult to think about growing up. Assisting youths to develop goals helps them think about their future. Developing goals early in high school helps to focus what their high school experiences will be.

There are a variety of tools that can assist youth in figuring out their goals for life after high school and assess their skills, preferences and needs. A school’s guidance counselor is a valuable resource to youth and families. A component of a comprehensive guidance program is career development. This includes helping youth learn to set goals, determine interests, explore career opportunities, and even learn valuable career skills. Ask the school’s guidance counselor what programming and resources they have to support the career development of your youth.

CAREER/EMPLOYMENT

There are many tools, formal and informal, that can assist in helping youths develop career/employment goals.

Interest Inventories & Career Exploration

- o These focus on the youths’ interests and preferences and do not evaluate their work related skills. Often they are checklists or questionnaires that look at what the youths like to do and what general types of careers might suit them. Some also ask questions about the aspects or components of a job that are of value to them. For instance, is it important to them that they have a flexible schedule or that their job is highly structured? Both interest and functional skills need to be considered when exploring career options as part of transition planning.



Transition Planning Tips!!

- o Many schools have on-line and computer based programs that help youth explore their interests and work values. Ask the school’s guidance counselor what tools they have to help youths explore their interests.
- o Ask if the school has a School to Career Program. School to Career programs provide students with work-based learning experiences



Transition Planning Tips!!

such as informational interviews, job shadowing, internships, and apprenticeships. These opportunities enable students to explore career options while applying their academic experience in the workplace.

- o Job shadowing, internships and volunteer experiences are important tools in helping youths determine their career and employment interests. These experiences (and supports to assist youths to be successful in these experiences) can be included as a Transition Service in the IEP. For more information on Transition Services, please see **Key Component – Writing the Transition Plan in the IEP**.
- o Bridges www.bridges.com is one site where youths can explore interests, careers and find out what their basic work related skills are. It also has a lot of tools to assist families in helping their youths explore employment and careers. The New Hampshire Higher Education Assistance Foundation (NHHEAF) allows families access to the site. For access, contact NHHEAF at 1-888-7-GRADUATE ext 119
- o The Kuder Career Planning System is another site that has a variety of tools and resources. www.nhheaf.kuder.com. The New Hampshire Higher Education Assistance Foundation (NHHEAF) allows families access to the site. For access, contact NHHEAF at 1-888-7-GRADUATE ext 119
- o O*Net www.onetonline.org is a data base of occupational information and provides comprehensive information on key attributes and characteristics of workers and occupations.
- o LDonline www.ldonline.org/indepth/transtion also has a wealth of information, tools and resources to assist youth and families with the transition from school to work.



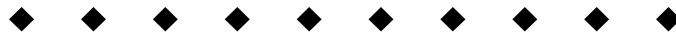
Career and vocational assessments will evaluate the functional employment skills, or the work related skill set, that a youth has. These types of assessments are often the first things we think of when we start talking about transition for youths with disabilities. They can provide valuable information about the youth's work related skills and potential jobs that match those skills, but should not be the only source of information used in developing the transition plan. Tests and assessments cannot provide the intrinsic motivation that comes from goals based on a youth's interests, desires and dreams for their life after high school. Ask youths about what they want and their interests. Learn from them.



 **Important
Details!**

Under IDEA 2004, a Vocational Evaluation may be considered as part of the transition planning process and may be a Transition Service in the IEP. For more information on Transition Services, please see **Key Component - Writing the Transition Plan in the IEP.**

According to IDEA 2004, youths’ Measurable Post-Secondary Goal(s) must be based on age appropriate assessments and take into account their strengths, preferences and interests. Age appropriate assessments include the tools we discuss in this section, as well as more informal ways of gathering information like through conversations. For more information on post secondary-goals, please see **Key Component – Writing the Transition Plan in the IEP.**



COLLEGE/POST-SECONDARY EDUCATION

Many youths, including youths with disabilities know that they want to go on to post-secondary education. However, many times they are not sure about whether to seek a four-year degree, two year degree or a technical program, how to find entrance requirements for programs, how to fund their education, or even if they are prepared for the rigors of furthering their education.

We often think of the ACT or SAT as college assessments, however, they are not. The ACT and SAT are used for entrance purposes and not truly for assisting youth in figuring out their college readiness, needs or preferences. The PSAT, typically taken in the junior year of high school, helps prepare a youth for the SAT, but it too is not a college readiness or preference test.



**Transition
Planning
Tips!!**



- o Accommodations (such as extended time) on the PSAT and SAT are available for youths with disabilities. Youths should speak to their guidance counselors or case managers to find out more information about what accommodations are available and how to arrange for them.
- o Bridges www.bridges.com is one web site where youths can explore colleges, compare programs and prepare for the SATs. It also has a lot of tools to assist families in helping their youths explore and fund college. The New Hampshire Higher Education Assistance Foundation (NHHEAF) allows families to access this site. For access, contact NHHEAF at 1-888-7- GRADUATE ext 119
- o NHHEAF www.nhheaf.org also has a wide variety of resources and tools for parents, youths and professionals including college planning seminars, college search tips and loan and financial aid information.



Transition Planning Tips!!

- o Think College www.thinkcollege.net is a great resource for exploring college programs for youths with intellectual/cognitive disabilities.
- o Some youths with disabilities may need a “flex year” or a summer program to help them transition to college life. HEATH www.heath.gwu.edu has a list of pre-college programs, resources on financial aid specifically for youths with disabilities and a wealth of other college information.
- o The University of Nebraska-Lincoln Project NETS and Education Quest Foundation have developed a number of resources available at <http://www.educationquest.org>
- o There are no IEPs in college! Special education eligibility ends upon graduation from high school with a regular high school diploma or when the youth reaches 21, whichever comes first. College students may receive protections under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, but the accommodations look very different than in high school and require self disclosure. For more information on rights and responsibilities after high school, check out **Key Component—What Else Do I Need to Know?**
- o LDonline www.ldonline.org/indepth/transtion also has a wealth of information, tools and resources to assist youths and families with college planning.

For more college planning resources, see Appendix E.



INDEPENDENT LIVING

We also cannot forget the importance of independent living skills in setting goals for life after high school. Regardless of whether youths are planning to go to college or directly enter the work force after high school, these important skills are going to come into play. Independent living skills go beyond cooking and cleaning. We are also talking about budgeting, time management, communication skills, understanding health care needs and transportation. While not as prevalent, there are some tools to assist in setting independent living goals and assessing skills and needs.



Transition Planning Tips!!

- o Youthhood www.youthhood.org is a site designed for youths (but has a section for “adults”) that offers a lot of tips, tools and advice for planning for life after high school including health, community participation and living on your own.
- o Granite State Independent Living www.gsil.org has a variety of tools and resources including information on housing, transportation and peer support groups.
- o **Don’t underestimate the power of conversation!** Some of the most beneficial and real information comes from casual conversations with youth where they don’t even realize they are talking about their goals and future. Talking with youth about their interests can lead to conversations about how to turn that interest into future employment.



HOW THIS CAN WORK!

Tom is a young man with cognitive delays. The team knew a functional vocational evaluation was not going to give them a solution to his employment future, so his case manager discussed his interests with him. Tom truly loved popcorn. He loved the noise it made while popping, the smell and of course, eating it. What kind of a future could a love of popcorn have? Well, the IEP team brought in a representative from the local Area Agency that would be providing him assistance after graduation. Together they brainstormed and decided to see how he would do selling popcorn. He subsequently began selling popcorn at lunch and school sporting events. The school provided an aide to assist him. They used this as an opportunity to teach money, safety and communication skills. After high school, the adult service agency assisted him in accessing benefits that eventually led to the purchase of his own popcorn machine. He also hired his own assistant to help with transportation and other business related matters. Tom is now the proud owner of a popcorn making business that sells at various fairs, sporting and community events. All this came from a conversation about his interests and a little creativity from his team.

Key Component – Making a Plan



Anyone, at any age can create a plan for transition. A plan for transition can be developed outside of the special education process. But how do you do that and where do you start? It can seem overwhelming to try to figure out how to make sure that all the aspects of transition are covered, but it is important to have a written plan. A written plan enables youths to monitor their progress and practice important self-advocacy skills.

Another important component of any transition plan is that it is person (youth) centered. Person-Centered plans build upon partnerships between the youths, their family, friends, professionals, and other supports to create collaborative plans to support the youths to meet their goals. Person-Centered planning provides a structure to ensure that the youth's dreams are honored and voice heard while allowing those who support them to collaboratively plan for the youth's future.

There are several Person-Centered Planning tools/models and resources that you could use to assist youths in creating a plan. Each model/tool has its strengths and can be adapted based on a youth's preferences and styles. There are a variety of names for Person-Centered Planning including whole life planning, personal futures planning. Check out the websites below to learn more about person centered planning.

- The Person-Centered Planning Education Site <http://www.ilr.cornell.edu/edi/pcp> has information on many types of person centered planning. The site has online “courses” that provide information and training around person centered planning. Each contains an introduction and overview, an activity, a quiz, in-depth readings, and links & resources page.
- The Learning Community for Person-Centered Practices <http://www.learningcommunity.us/home.html> has a Reading Room with a tools, strategies and success stories to assist with person centered planning.
- The Inclusion Press <http://www.inclusion.com/inclusionpress.html> has a wide selection of resources on sale on various person centered planning models including Planning Alternative Tomorrows with Hope (PATH) and Making Action Plans / McGill Action Planning System (MAPS).



Transition Planning Tips!!

- o Using a Person Centered Planning method can help youths to get engaged in the transition planning process and make sure that their personal goals are heard and valued.
- o While IDEA mandates that specific transition planning requirements be included in an IEP, no law spells out how IEP teams gather the information to complete those requirements. Any of the Person Centered Planning tools can be used and the planning can happen outside of the IEP team if youths feel more comfortable with the format and participants. The information can then be shared with the IEP team and the information can be put into the youth’s IEP. For more information on the transition planning components of an IEP, see **Key Component – Writing the Transition Plan in the IEP**.



HOW THIS CAN WORK — SARAH’S TRANSITION PLANNING STORY

Sarah’s IEP team is meeting next month to review and revise her IEP and to start transition planning. Sarah does not really feel comfortable going to her IEP meetings. She feels like it’s all her teachers and parents talking about the stuff she cannot do. Her case manager knows how important her input is in a transition plan, so she and Sarah met and put together a transition plan using the MAPS model. She brought it home and shared it with her parents. She and her parents reviewed it and they added some of her parents’ feedback and supports they could lend to the plan. Once she and her family had time to review it, she brought it back to her case manager. Then her case manager helped Sarah translate the information on the MAPS and write the measurable post-secondary goals that are required on Sarah’s IEP. At the IEP meeting, Sarah’s case manager had copies of her measurable post-secondary goals for each team member and put up her future’s plan on the walls all around the room. The IEP team came up with a transition plan that included all the required components in her IEP. Sarah’s case manager went over it with her a few days later.

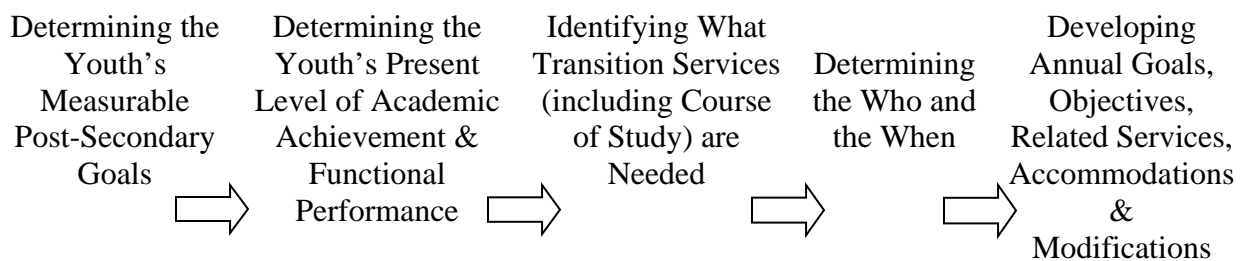
Key Component – Writing the Transition Plan in the IEP



This section discusses the IEP transition planning components required under IDEA 2004 and the NH Rules for the Education of Children with Disabilities. Since no law spells out how IEP teams complete these requirements, we are going to use a model that many New Hampshire school districts have been using to develop transition plans. This model, described by Dr. Ed O’Leary, is aligned with the transition planning requirements of an IEP. This method is also considered nationwide as a best practice in secondary transition planning.

Typically, IEP development begins with reviewing evaluations and information about the youths and determining their present levels of performance. Using the present level of performance, annual goals are written and the process ends with filling in the transition planning requirements – measurable post-secondary goals and transition services. What makes O’Leary’s model more effective for transition planning is that it starts with what is often considered the end point – what a youth wants to do after high school and then back plans. IEP teams focus on what a youth’s goals for post school life are, determine what the youth’s skills are in relation to those goals and then asks, what are the transition services, including the course of study, needed by youths to support them in reaching their goals?

To create the transition plan in the IEP, we will break it down into steps that will build upon one another. The process looks like this:



(O’Leary, 2005)

While we will not describe the process for developing annual goals, objectives, etc., we will talk about how transition planning requirements impact the annual goals and objectives.



Important Details!



The NH Rules require that the Course of Study (which is one of the three transition planning components) be included in the IEP when a youth is 14. The NH Rules require that the remaining components (Measurable Post-Secondary Goals and Transition Services) be included in the IEP in place when a youth turns 16. There is nothing, however, that prohibits IEP teams from including Measurable Post-Secondary Goals and Transition Services at age 14 (or earlier) if they feel that it is appropriate. Parents may request that the IEP include Measurable Post-Secondary Goals and Transition Services at age 14. Best practice tells us that we should include all transition planning components at age 14 in order to create a meaningful and youth centered transition plan. The O’Leary model we will describe here follows the concept of including all transition planning components in the IEP at the same time.

Youths with disabilities must be invited to their IEP meetings anytime transition is being discussed. However, there is no requirement that the youth attend the meeting. If youths choose not to attend, their strengths, interests and preferences must be gathered and considered by the IEP team when developing the IEP.



Transition Planning Tips!!



- o In order for transition planning to be effective, youths must be involved at some level. Not all youths will be willing to attend their IEP meetings, but they all have something important to say. There are a variety of ways youths can participate in the IEP and transition planning process. See **Key Component – Give Youths an Opportunity to Get Involved** for more information and tools to support youths’ involvement in the transition planning and IEP process.



The next several pages will examine O’Leary’s model for transition planning, give examples of best practice strategies and discuss the transition planning components of the IEP required by IDEA 2004.

Step 

MEASURABLE POST-SECONDARY GOALS

The starting point for transition planning are a youth’s Measurable Post-Secondary Goals. What is a Measurable Post-Secondary Goal (MPSG)? It is a specific statement of what a youth wants to achieve after high school. These goals are based on interests, preferences and strengths. **MPSG** are required in the following areas:

Education &/or Training – This includes any post secondary learning activity including college, community college, technical training programs, apprentice programs, on the job training, job corps programs, and the military.

Employment – This includes full and part time employment, independent and supported employment, volunteer opportunities, work study programs, internships, or any type of career oriented goal.

Independent Living Skills, if appropriate – This includes living arrangements, leisure and recreation, community participation, and other adult living areas such as financial responsibilities and transportation.



Transition Planning Tips!!

- o IDEA 2004 states that a Measurable Post-Secondary Goal in Independent Living Skills is not required unless the IEP team determines it is appropriate. The IEP team may not see this area as appropriate or requiring special education, however, families should think about the independent living goals they and their youths may have outside of the IEP process.

Measurable Post-Secondary Goals may not start out being specific. Youths may not have a lot of experiences and may need to “test drive” some options. Youths may have a general idea about their future, may not have really thought about it or had enough experiences to know what they want to do after high school. The IEP is reviewed and revised annually, so youths’ post-secondary goals can evolve. However, by a youths’ last year of school, whether they are graduating at 18 or 21, the Measurable Post-Secondary Goals should be measurable and specific to the youths’ goals for life after high school. We will talk more about the process for refining Measurable Post-Secondary Goals in **Key Component – Review and Revise.**

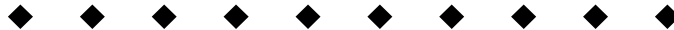
Because a school has no control over whether or not a youth actually achieves his or her postsecondary goals, IEP teams are sometimes hesitant to write specific and measurable goals for post-secondary goals. There are too many variables for a school to control. Unlike Measurable Annual Goals, schools are not held accountable for whether the youths attain their Measurable Post-Secondary Goals because the youths will be continuing to work towards achieving these goals long after graduation. It is a school's responsibility to prepare youths towards achieving their Measurable Post-Secondary Goals.



Important Details!



The New Hampshire Department of Education sends a survey called the Post-School Data Collection Survey to all youths with an IEP during the previous school year who exit special education because they have graduated or aged out of eligibility. The survey asks youths with disabilities whether they are enrolled in post secondary education, employed or both one year after leaving high school. The survey is not tracking whether the youths are employed or studying in the field they had said they were interested in in their transition plan, but whether they are employed or in school at all. The state is required to send summary data to the Office of Special Education Programs at the US Department of Education. No identifying information is attached to the report.



Measurable Post-Secondary Goals, while based on the youth's strengths and interests, must also be based on age appropriate transition assessments. These age appropriate assessments can be formal evaluations such as functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories. Conversations can also provide important information in the planning process and can be used to help collect information. The information gathered by the IEP team will also be used when writing a youth's Present Levels of Academic Achievement and Functional Performance, another important component of the IEP. The IEP team will discuss and decide which assessments (formal and informal) are necessary and appropriate and who is responsible for conducting them. Schools may collaborate with Vocational Rehabilitation to conduct a vocational evaluation, however, the school is responsible to ensure that it is conducted within the requirements and time frame specified by the NH Rules.



Transition
Planning
Tips!!

Key Component – Thinking about the Future has information and tools to help youth determine their goals and provide information in developing Measurable Post-Secondary Goals.



**HOW THIS CAN WORK —
SARAH'S TRANSITION PLANNING STORY**

Sarah knows that she wants to go to college, but is not sure what she wants to study. She likes writing, but isn't sure what that could lead to for a career. Sarah's measurable post secondary goals might start out looking like this:

- Education/Training: I/Sarah will go to college.
- Employment: I/Sarah will have a job that will use my skills and passion for writing.

Notice that Sarah and her IEP team did not include a Measurable Post-Secondary Goal in independent living skills. All areas do not necessarily have to be addressed if the youth does not have a goal in that area or the youth, family and IEP team do not anticipate the need for planning in the area at that time. However, each time the IEP is reviewed, all Measurable Post-Secondary Goal areas should be discussed to see if there are additional goals or needs to be addressed. At this time, Sarah and her IEP team do not think that a Measurable Post-Secondary Goal in independent living skills is necessary, but will reconsider this decision based on her evolving post school vision and needs.



HOW THIS CAN WORK — RYAN'S TRANSITION PLANNING STORY

There may be times when we have concerns over the goals that youth have for life after high school. Many times, youths want to be the next David Ortiz, 50 cent or Carrie Underwood. Youths may say they want to be a doctor because their mom is a doctor and their grandfather was a surgeon. The youths' family and teachers may think that goal is not attainable for them because of their disability or challenges. It can be a difficult task to try to bring goals to a realistic level. There are some strategies that we can use.

Though his parents and the IEP team have agreed that Ryan will be staying in school until his 21st birthday, they'd like to start transition planning. Ryan's case manager asks the school guidance counselor for help with figuring out what Ryan wants to do after high school. The guidance counselor meets with Ryan, his parents and his case manager to do a future's planning activity. She facilitates a discussion about what Ryan wants his life to be like after high school. When asked, Ryan says that when he graduates he wants to be a state trooper like his dad and grandpa. His parents believe that this is not a realistic goal for Ryan and that he is only saying this because of his family's history. They have tried to tell him they do not think that he can be a state trooper, but Ryan just gets angry. His family feels his cerebral palsy will prevent him from passing the physical requirements and that his cognitive disability prevents him from being able to use higher order thinking and make the quick decisions necessary for such a demanding job. The guidance counselor asks Ryan to think about why he wants to be a state trooper and what it is about the job that he likes or that interests him. She makes a list of what he says that will be very important later in Ryan's transition planning. He says he wants to be a state trooper because:

- My dad and grandpa are
- They are brave
- They are important
- They get to drive fast
- People like them
- People listen to them
- They are great friends to each other
- They have guns

All the information gathered during this discussion was taken back to Ryan's IEP team to assist in writing a transition plan. Because the IEP team wants Ryan's IEP to be reflective of his post school goals, his Measurable Post-Secondary Goals may look like:

- Education/Training: I/Ryan will attend the Police Academy.
- Employment: I/Ryan will be a state trooper.
- Independent Living Skills: I/Ryan will live on my own independently after high school.

Where
do I
find this in
the IEP?



If you take a look at your child's IEP you might have a hard time finding a section called Measurable Post-Secondary Goals. This is because the IEP formats used by most school districts are based on the transition requirements of IDEA 97 and Measurable Post-Secondary Goals were not required then. The content of transition planning has not changed rather just how certain components are worded. So the transition planning components we discuss are easily translated into your child's IEP.

When using the IEP in the NH Special Education Information System (NHSEIS) Transition components should be included in the section called **Transition Student's Preferences, Needs and Interests**.

Measurable Post-Secondary Goals are found in the column called **Student's Interests**.

- Where you see Post-Secondary Training and Learning is where you should find/put the youth's **Measurable Post-Secondary Goal in Education &/or Training**
- Where you see Future Employment (Integrated employment or as appropriate, supported employment) is where you should find/put the youth's **Measurable Post-Secondary Goal in Employment**
- The other three sections (Future Home / Independent Living, Future Community Participation & Adult Services) have been combined into one Measurable Post-Secondary Goal in Independent Living, if appropriate. So a youth's **Measurable Post-Secondary Goal in Independent Living** can be found/put in any of those three boxes.

Step **2**

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Now that Sarah, Ryan and their IEP Teams have identified their Measurable Post-Secondary Goals, they will write each youth's **Present Levels of Academic Achievement and Functional Performance**. IEPs have always included present levels, but now we want to make sure that we are including what skills, strengths, interests and needs they have related to their Measurable Post-Secondary Goals.

See the Appendix for Ryan and Sarah's IEPs to see how they and their teams wrote their Present Levels of Academic Achievement and Functional Performance.

Where do I find this in the IEP?



When using the IEP in the NH Special Education Information System (NHSEIS), you can find this in the IEP section called **Transition Student's Preferences, Needs and Interests**. The youth's Present Levels of Academic Achievement and Functional Performance in relation to their post-secondary goals are found in the column called **Present Levels of Performance**

- Where you see Current Training and Learning Opportunities in Preparation for Post-Secondary Training is where you should find/put the youth's **Present Level of Academic Achievement and Functional Performance in Education &/or Training**
- Where you see Current Job Skills is where you should find/put the youth's **Present Level of Academic Achievement and Functional Performance in Employment**
- The other three sections (Current Home, Independent Living Skills, Current Community Participation & Current Adult and Adult Type Service) have been combined into one called Present Level of Academic Achievement and Functional Performance in Independent Living. So a youth's **Present Level of Academic Achievement and Functional Performance in Independent Living** can be found/put in any of those three boxes.

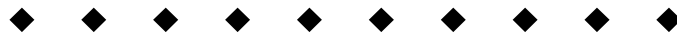
Step



TRANSITION SERVICES, INCLUDING COURSE OF STUDY



IDEA 2004 combined Transition Services and Course of Study into one component that is required to be part of the IEP in place when a youth turns 16. The NH Rules, however, separates the two and requires that the Course of Study be included in the IEP starting at age 14.



We will actually be breaking **Transition Services, including Course of Study**, into two separate steps. We will start by focusing on the **Course of Study**. The **Course of Study** is a long range plan that lays out the educational program (including the classes, work experiences, work study, internships and other opportunities) that will assist youths in meeting their post secondary goals. As with the Measurable Post-Secondary Goals, the Course of Study may start out broad and will be refined over time. A Course of Study may begin as addressing the typical graduation requirements or courses typically taken to complete specific programs such as vocational education programs, post secondary education preparation or programs for those staying in school until they are 21. However, a Course of Study should also include classes, opportunities and experiences that directly relate to the youth's post school goals, interests and preferences. It must also be rigorous enough to allow youths to complete all graduation requirements in the event they change their mind about going to college or vocational program.



Important Details!

The Course of Study in the IEP provides a visual for youths to see how the courses they are taking in school connects to their post school vision. Plotting out the Course of Study also provides an opportunity for the IEP team to discuss and plan for “potential pitfalls”.



HOW THIS CAN WORK — SARAH’S TRANSITION PLANNING STORY

In plotting Sarah’s course of study, she and her guidance counselor started with the school handbook and plugged in the courses required for college preparatory. They also allowed for some courses that would help her explore different forms of writing and literature to help her narrow down her interests and strengths. Then they reviewed her course of study with her IEP team. As part of the courses identified as required to meet her college goal were 4 credits of foreign language. Based on evaluation and Sarah’s needs, the IEP team feels that Sarah’s dyslexia may make a foreign language class a challenge. Since the IEP team members realized this early in the planning process, they were able to brainstorm some options. Sarah and her IEP team have decided that she will take sign language classes at the local adult learning center and obtained permission from her high school for this to count towards her foreign language requirement. This arrangement will allow her to meet the foreign language requirement while addressing her unique learning needs. See Sarah’s IEP in the Appendix for what her full course of study might look like.



Transition Planning Tips!!

- o The Course of Study can also serve as a motivator for youths. For those who may be continuing their high school experience until age 21, youths can see that the later years of their education may not be spent in class, but perhaps in community based learning, job opportunities or even in classes at the local community college. It can include vocational courses and should include courses that match the youths’ interests and prepare them for post secondary opportunities.
- o For those who are at risk for dropping out, a Course of Study can visually demonstrate how the classes they are taking now and in the future connect and are preparing them for what they want to do. It may also show them things to “look forward to” in the classes that are not requirements and more electives.



HOW THIS CAN WORK — RYAN’S TRANSITION PLANNING STORY

Ryan is not pleased with the idea of staying in school until he’s 21. The IEP team and Ryan plot out the classes he’s going to take over the next several years. Then they list the work experiences and community activities, in general terms, that they see happening after what would be considered his senior year. Ryan sees that he’ll be working and not going to school every day. Where Ryan imagines he’s working with the police department, the IEP team clarifies that this will be determined as Ryan gets closer to his last year in school. At least Ryan feels a bit more comfortable with the long range plan. The IEP team members explain that next year they will revisit this list and make changes to better fit what he wants to do. See Ryan’s IEP in the Appendix to see what his full course of study may look like.

Where
do I
find this in
the IEP?



When using the IEP in the NH Special Education Information System (NHSEIS), you can find the Course of Study in the section called **Transition Academic Transition Plan, and under the heading Projected Courses to be taken each year.** This section lists the courses to be taken in the 8th – 12th grade, as well as a place to list courses projected to be taken if the youth is continuing in school until age 21. It is also the place where you will find the number of credits required by the school district for graduation and the anticipated graduation or completion of program date.



Transition Planning Tips!!

- o IEP teams should consider including the school counselors as part of the team. They have important information regarding the district’s credit requirements, post-secondary education programs and other course selection information that should be discussed during the transition planning process. Parents can request that the school counselor be invited to the IEP meeting.
- o The school’s course catalogue/student handbook is a very important resource in planning a Course of Study.
- o Course of Study is not limited to classes. It can also include community experiences and Extended Learning Opportunities. Ask your IEP team about your school district’s policies for Extended Learning Opportunities and to consider if they might be appropriate in your youth’s transition plan.



Transition Planning Tips!!

- o Youths should consider interviewing or having a discussion with someone who is working in their field of interest to find out what they believe would be helpful in terms of courses or experiences. This could be included as a Transition Service in the IEP, which we will discuss next.
- o The resources included in **Key Component – Thinking about the Future** can assist youths in figuring out their post-secondary goals and also provides useful information to help with planning a Course of Study.

Step

3

B TRANSITION SERVICES

The **Transition Services** are the activities or “steps” that need to happen to prepare youths to meet their post secondary goals. IDEA 2004 requires that Transition Services be a coordinated set of activities designed in a results-oriented process that is connected to the youth’s Measurable Post-Secondary Goals. Transition Services should be focused on improving the youth’s academic and functional performance. In other words, these are the skills, experiences, activities, opportunities and connections youths need in order to reach their post secondary goals and the “action plan” to reach them.



Transition Planning Tips!!

- o Although Transition Services are not required to be part of the IEP until age 16, nothing prohibits IEP teams from including them earlier or at age 14 as best practice suggests. If Transition Services are not being discussed at age 14, parents should request the IEP team include them.
- o In trying to determine what Transition Services are needed, the questions to be answered are: What would anyone who wanted to be/do (insert their post secondary goal) need to:
 - be able to do?
 - have for skills?
 - have for abilities?
 - know how to do?
 - have accomplished?
 - have for education or training?
 - enjoy doing?



HOW THIS CAN WORK — RYAN'S TRANSITION PLANNING STORY

After the school counselor wrote down what it was about being a state trooper that he liked, she asked Ryan and the group to brainstorm what a state trooper would need to be able to do or have to do.

- Not be afraid/be brave
- Go to college and get a degree in criminal justice
- Pass a rigorous physical exam
- Go to the police academy
- Be able to think and act quickly
- Be able to work well under pressure and stress
- Be able to drive

While his family and other IEP team members believe this list demonstrates that Ryan's goal is not attainable for him, Ryan believes differently and still wants to be a state trooper. This information was shared with the remainder of his IEP team and the team decided that transition planning needed to focus on career exploration in the early stages. The IEP team thinks this will help Ryan discover for himself the barriers to his being a state trooper and help him to decide if this is an attainable option. This will also allow for exploration of other options that match his interests. See Ryan's IEP in the Appendix for all of his Transition Services.



Important Details!

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

IDEA 2004 requires IEP teams to include **Transition Service** needs in the areas of instruction, related services, community experiences, employment and other adult living and post school objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The IEP team must also decide who is responsible for what services as some may require linkages to outside agencies or be the responsibility of the youth and/or family.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Over the next several pages, we will look at each of these **Transition Services** areas in more detail.

Instruction—These activities include course work, educational experiences or skill development needed to prepare the youth for college, training programs or other post secondary learning opportunities.

Important instruction activities to think about:

- Instruction on and opportunities to learn and practice self advocacy skills with teachers, at team meetings, at the workplace, with adult agencies, etc.
- Instruction on disability awareness, communication skills, self disclosure
- Direct instruction on organizational skills and strategies
- Direct instruction on study and time management skills and strategies
- Direct instruction on test taking and note taking skills
- Instruction about the special education and IEP process
- College exploration or research
- Instruction on rights and responsibilities after high school
- Learning about their own learning styles, strengths and needs



Transition
Planning
Tips!!

- o For information and resources to help youth learn about the IEP and special education process, see **Key Component – Give Youths an Opportunity to Get Involved!**
- o For information and resources to support college exploration, see **Key Component – Thinking about the Future**
- o For information and resources to help youth learn about their rights and responsibilities after high school, see **Key Component – What Else Do I Need to Know?**

Related Services – Special Education laws use the term Related Services in two ways and this can be confusing when we are doing transition planning. In developing IEPs, teams determine what related services (such as speech and language therapy or physical therapy) are necessary to assist youths in meeting their goals and accessing the curriculum. When we talk about related service needs for transition services we are talking about the activities and connections needed to prepare youths to address their support (related services) needs after high school.

Important related services activities that should be considered:

- Connection to adult service providers
- Locating services to provide note taking services, tutoring, coach, mentor or reader services
- Evaluation for/acquiring/learning about assistive technology
- Learning about their special health care needs
- Navigating the adult health care system
- Navigating the Mental Health care system
- Guardianship options
- Connection to Supplemental Security Income (SSI) or Medicaid



Transition
Planning
Tips!!

- o NH Family Voices www.nhfv.org has a great deal of resources and information on the transition from pediatrics to adult services also known as health care transition. They also have information on benefits, insurance and Medicaid.

For more information about adult services, see **Key Component – What Else Do I Need to Know?**

Post-School Adult Living: This area includes daily living skills and a functional vocational evaluation.

Acquisition of Daily Living Skills, if appropriate – Often, we only consider daily living skills as needed for those with developmental disabilities. But daily living skills include things like balancing a check book and paying the bills, something all youths need to know about.

Important daily living skill acquisition related transition services:

- Money management skills (balancing check book, budgeting)
- Self-care and hygiene
- Personal safety
- Living situations and housing options
- Phone skills
- Emergency preparedness
- Computer skills

Functional Vocational Evaluation, if appropriate: A functional vocational evaluation not only assesses youths’ interests and what they might be good at in terms of employment, but should also look at what they have for job related skills, what they need for skills and key components for employment. It is often assumed that this type of assessment is “automatically” performed as part of the transition planning process, however it is not. IEP teams should discuss conducting a Functional Vocational Evaluation and parents can request that one be conducted. For more information on functional vocational evaluations, please see **Key Component – Thinking about the Future.**



Transition
Planning
Tips!!

- o While the need for Transition Services in the areas of Acquisition of Daily Living Skills are only considered if the IEP team feels they are appropriate, best practice tells us we should consider this for all youths. This area includes things such as living/housing options that may not be a school-based responsibility so families need to be aware and consider needs in this area when doing transition planning.

Where
do I
find this in
the IEP?



When using the IEP in the NH Special Education Information System (NHSEIS), you can find the Transition Services in your child’s IEP in the section called **Transition Academic Transition Plan**. The **Transition Areas** are listed and under the Goal heading is where you can find the services (or activities) that correspond to that Transition Area. There should be at least one Goal (activity) connected to each of the youth’s Measurable Post-Secondary Goals. There can be more than one Goal listed for each Transition Area. We will talk about the next two boxes (Begin Date & Agency/Person Responsible) in the next step.



**Transition
Planning
Tips!!**

- o Some of these Transition Services areas might seem to overlap. Obtaining a Non-driver’s ID card could be considered an activity under Community Experience or it could be considered a Daily Life Skill activity. Either Transition Service Area is appropriate as long as the activity is connected to one of the youth’s Measurable Post-Secondary Goals.
- o Also, some of the Transition Service areas may not be appropriate for all youths. For instance, Sarah may not need related services after high school. When thinking of the Transition Services needed, however, families need to think beyond what a school would be responsible for providing.
- o The Area Agencies and Vocational Rehabilitation Center created a guide to assist youths with developmental disabilities https://www.education.nh.gov/career/vocational/school_trans.htm

Step



THE WHO AND THE WHEN

Once all of the Transition Services/activities have been identified, the IEP team should look at who is responsible for what Transition Service/activity and when each will happen. Everyone will have some responsibilities in the transition process. Remember, a transition plan is a long range plan so not all the activities are going to (or need to) happen in that particular IEP year. Those activities that special education is responsible for now become annual goals and/or objectives. These are the goals and objectives that the school district is responsible for ensuring that the youth meets.



HOW THIS CAN WORK— SARAH’S TRANSITION PLANNING STORY

One of the Transition Services identified by Sarah and her IEP team is to explore local colleges. The IEP team determines that the family and Sarah should be responsible for taking her on visits because that is customarily what any family would do. Her school counselor, however, will help Sarah identify colleges or programs that have supports that would be appropriate for Sarah because that is what a school counselor would help all students do. See Sarah’s IEP in the Appendix for all her Transition Services.



Important Details!



During the transition planning process, the IEP team members might identify needs that they are not able or responsible to address. The IEP team should assist the family in identifying and linking to possible resources to support those Transition Service needs the school is not responsible for.

It is important to know that if another agency or person (this includes the youth and/or parent) is responsible for providing a Transition Service and fails to, the school district is not responsible to provide the Transition Service. The school district is, however, responsible to bring the IEP team back together to figure out how to obtain or provide that Transition Service. Sometimes IEP teams may be hesitant to put things in a transition plan because they do not want to be held accountable if someone (including the parent) fails to follow through. IDEA 2004 is very specific that it is not the schools responsibility to provide the Transition Service in the event an outside agency or person fails to.



Transition Planning Tips!!



- o When thinking about the “who” we often start by thinking about what agencies provide services. These agencies can be:
 - Your local Area Agency (that provides services to adults with developmental disabilities),
 - Community Mental Health Centers
 - Vocational Rehabilitation
 - Granite State Independent Living



Transition Planning Tips!!

- o For more information about resources in NH, check out these resource guides available through NH Family Voices:

Maneuvering the Maze <http://nhfv.org/publication/maneuvering-through-the-maze/>

Plugged In <http://www.nhfv.org/Publications.html>

- o It's important to think about what families have for natural resources and what they can contribute to the transition plan. What connections or supports exist within the local community that may not be "agency" or service delivery system related? IEP teams and families should also consider non-agency related community members such as:
 - Representatives from the local community college or college the youth may be thinking of attending
 - The youth's current employer – He or she can provide valuable information about what a youth's current skill levels are and what supports or skills need to be developed to continue the youth's employment after high school.
 - Other family members or friends who will be providing or can provide support after high school.

Where do I find this in the IEP?



When using the IEP in the NH Special Education Information System (NHSEIS), you can find this next to the **Transition Area and Goals** in the **Transition Academic Transition Plan**, you'll see sections called **Begin date** and **Agency/Person Responsible**. Each **Goal** should have a corresponding date indicating when it will happen and list who is responsible for it happening. There may be more than one person responsible for an activity and that person/agency can include the youth, parent or outside agency. Since the Transition Plan is a long range plan, the begin date may not be within this IEP period.



Transition Planning Tips!!

- o As part of the IEP development, a schedule for its monitoring and review of progress should be discussed and agreed upon by the youth and IEP team. This includes monitoring and progress on the transition plan. When developing how progress will be monitored, the team should discuss:
 - How often will the transition plan be reviewed? (Best practice suggests quarterly or in conjunction with the issuing of report cards.)
 - Who will be involved in the review? The youth should always be involved in the review of the transition plan. Other members may include the parents, case manager, school counselor, and friends.
 - If the parents are not part of the review, how will they be informed of the review?
- o It is required that the IEP, which includes the transition plan, is reviewed and revised annually. However, youths need more frequent opportunities to go through their transition plans. For more information on reviewing the transition plan, see **Key Component - Review and Revise**.

Key Component – What Else Do I Need to Know?



Age of Majority, Guardianship and Transfer of Rights

In the state of New Hampshire age 18 is considered the Age of Majority. This means youths are considered adults and their own guardian regardless of whether they have graduated from high school. Therefore, they take control over their educational rights and are now responsible for signing the IEP. Schools are required to inform youths by age 17 of the rights that will transfer to them, however this area may need to be reviewed more frequently and earlier. If a youth is capable of being his or her own guardian but does not want to sign the IEP, he or she may have a parent continue as his or her educational decision maker and should put that in writing. See PIC's website www.picnh.org for a sample letter that can be used to notify the team of this.

In some cases, there may be concerns regarding whether youths have the capability to be their own guardians. There are several guardianship options including guardianship of the person, guardianship of the estate and temporary guardianship. For more information on guardianship and guardianship options:

- Your local Area Agency
- Office of Public Guardianship
- Clerks of County Probate Court

<http://www.courts.state.nh.us/courtlocations/>

The Adult Service System – Entitlement vs. Eligibility

Children with disabilities found eligible for special education under the IDEA 2004 and the NH Rules are entitled to a free appropriate public education (FAPE) from age 3 to graduation with a regular high school diploma or to the age 21, whichever comes first. The IEP lists the services and supports required to provide the child with a disability with a FAPE and a school must provide the services listed in the IEP. Once youths graduate with a regular high school diploma or turn 21, whichever comes first, they are no longer entitled to a free appropriate public education. They may however, be eligible for other adult services. Adult services are dependent on eligibility and funding availability and do not begin until a youth is 21. It is important to know that just because

youths were eligible for special education services in high school does not automatically qualify them for adult services, as the criteria for eligibility are different. There are also wait lists for many services. This is one of the many reasons that transition planning is so important.



Transition Planning Tips!!

- o The state is divided into 10 regions and each has a local Area Agency that provides services to adults with developmental disabilities. Many Area Agencies have transition specialists or other staff who assist youths with developmental disabilities and their families during the transition process. The Area Agency can be involved in the transition planning process and IEP development. It can also assist youths and families in accessing benefits (such as Social Security, Social Security Disability, Medicare) and making guardianship arrangements. **For more information on the local Area Agencies, please see Appendix F – Community Resources.**
- o The state also has 10 local Community Mental Health Centers that can provide mental health services to adults with mental health issues. Some have staff that work specifically with youths transitioning from children’s services to adult services. **For more information on Community Health Centers please see Appendix F– Community Resources.**
- o Vocational Rehabilitation (VR) also has staff members called Transition Specialists who work with transitional aged youths. VR is the most common partner in transition planning and can offer support in job searches and employment. For more information on VR, <http://www.education.nh.gov/career/vocational/>
- o Another great resource for independent living planning is Granite State Independent Living www.gsil.org . It provides tools and resources around employment, community living, benefits planning and self-advocacy. A representative from GSIL can also be included as part of the IEP team to assist with transition planning.

College vs. High School

As mentioned before, entitlement for a free appropriate public education under IDEA 2004 and the NH Rules ends once a youth graduates from high school with a regular high school diploma or reaches age 21, whichever comes first. However, youths with disabilities have rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1974. These are civil rights laws that prohibit colleges and other post secondary institutions from discriminating against youths with disabilities and allows for equal access. However, the youths still must be able to meet entrance requirements.



Transition
Planning
Tips!!

- o Learning about rights and responsibilities after high school is an important aspect of transition planning and should be included as a Transition Service in the IEP. For more information on Section 504 and rights and responsibilities in college, check out the US DOE's brochure <http://www.ed.gov/about/offices/list/ocr/transition.html>

It is important to know that there are no IEPs in college and while services under Section 504 of the Rehabilitation Act are available, there are no 504 plans either. Supports in college are very different from the supports and services available in high school. Youths will be responsible to self-identify that they have a disability and be able to provide appropriate documentation of their disabilities. This means they must be able to explain their disability, provide current documentation of their disability and describe exactly what they require for accommodations.



Transition
Planning
Tips!!

- o Youths need to be taught self-advocacy skills and communication skills to assist them in being able to discuss and describe their disabilities, strengths and needs. Self-advocacy and communication skills training and goals can be Transition Services in the IEP.
- o Kids As Self-Advocates (www.fvkasa.org) has some great materials to help with self-advocacy and communication skills. For other self-advocacy tools, see **Key Component – Give Youths an Opportunity to Get Involved.**
- o The Summary of Performance document may be a tool to assist youths in describing their disability and needed supports. See later in this section.

In general, most colleges and universities require current evaluations to document that a youth has a disability and requires accommodations. Usually, an evaluation is considered to be current if it was conducted within the last 3 years. There may also be requirements regarding who or what type of evaluator has conducted the evaluation.



Transition Planning Tips!!

- o Re-evaluation is not required prior to graduation with a regular high school diploma or aging out of special education, so IEP teams should discuss the need for a reevaluation to document disability.
- o While there are general standards of what is considered appropriate documentation of a disability, youths should research to see what the post secondary institutions they are interested in have for a requirement. This research can be listed as a Transition Services in the IEP. For more information about Transition Services, see **Key Component - Writing the Transition Plan in the IEP**

Section 504 provides for reasonable accommodations. Reasonable accommodations can include extended time, sign language interpreters, and note takers. Modifications or changes in what is expected of the youth in terms of course work (such as having less reading assignments) are not required to be provided. Many colleges/universities have Offices of Disability Services. Some may offer tutoring services and charge a fee for this because tutoring is not considered a reasonable accommodation under Section 504. Post-secondary institutions are also not required to provide related services such as speech and language or physical therapy, though some may for a fee.



Transition Planning Tips!!

- o While there are general standards of what accommodations are offered, a youth should research to see what the post secondary institutions they are interested in offer for services. This research can be listed as a Transition Services in the IEP. For more information about Transition Services, see **Key Component – Writing the Transition Plan in the IEP.**
- o Most colleges/universities have an Office of Disability Services that can provide information about accommodations.
- o Also, the US DOE has a guide <http://www.ed.gov/about/offices/list/ocr/docs/auxaids.html>
- o For more information on college and college planning, see **Key Component – Thinking about the Future.**

The World of Work

Just like with college, there are no IEPs in the world of work. However, youths with disabilities have rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1974. These civil rights laws prohibit employers from discriminating against youths with disabilities. The youth must have the skill, experience, education and other job-related requirements of the position and be able to perform essential functions of the job with or without reasonable accommodations. To be eligible for reasonable accommodations, youths must have a disability and be qualified for the position that they are applying for.



Transition Planning Tips!!

- o Learning about their rights and responsibilities after high school under the ADA and Section 504 is an important aspect of transition planning and should be included as a Transition Service in the IEP. For more information on Section 504 and rights and responsibilities, visit the Office of Civil Rights www.ed.gov/ocr for more information.

It is important to know that there are no IEPs in the world of work while there are protections under The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, there are no 504 plans either. Youths will be responsible to self-identify that they have a disability, be able to explain their disability and describe exactly what they require for accommodations.



Transition Planning Tips!!

- o Youths will be responsible to self-identify to an employer that they have a disability and require accommodations as well as to describe what they need for accommodations. Youths need to be taught self-advocacy skills and communication skills to assist them to be able to discuss and describe their strengths and needs. Self-advocacy and communication skills training and goals can be Transition Services in the IEP. For more information about Transition Services, see **Key Component – Writing the Transition Plan in the IEP.**
- o Kids As Self-Advocates (www.fvkasa.org) has some great materials to help with self-advocacy and communication skills. For other self-advocacy tools, see **Key Component – Give Youths an Opportunity to Get Involved.**
- o The Summary of Performance document may be a tool to assist youths in describing their disability and needed supports. See later in this section.

Key Component – Review and Revise



As part of developing the IEP, a schedule for its monitoring and review of progress should be discussed and agreed upon by the IEP team. This includes monitoring and progress on the transition plan. However, for a transition plan to be effective, it cannot simply be written and then put on a shelf and forgotten, or only looked at during the yearly IEP meeting. Youths need more frequent opportunities to go through their transition plans to see that they are making progress towards their goals and review the need for additional or different supports in meeting them. Best practice suggests the transition plan be reviewed and updated quarterly, or in conjunction with the issuing of report cards. This frequent review reinforces to youths the purpose of the IEP and transition planning document, as well as the purpose of their school experiences. IEP teams should discuss the following questions when thinking about the review or monitoring of the transition plan:

- How often will the transition plan be reviewed?
- Who will be involved in the review? The youth should always be involved in the review of the transition plan. Other members may include the parents, case manager, guidance counselor, and friends.
- If the parents are not part of the review, how will they be informed of the review?
- What will happen if changes do need to be made to the transition plan and the IEP?

How many of us knew what we wanted to do for the rest of our lives when we were 14, 15 or even 18 years old? People change their minds, so do youth. New skills are developed, and new opportunities emerge. As youths are exposed to more through a broad-based, rigorous curriculum throughout high school, new interests develop.



Transition Planning Tips!!

- o If things have changed and the transition plan and IEP need to be adjusted, this presents a perfect opportunity for a youth to take an active role in the special education and transition planning process. Youths should be encouraged to take a role in the planning of and actual IEP meeting to discuss the changes that need to be made to their transition plan. For more information on youth involvement in the IEP and transition process, please see **Key Component - Give Youths an Opportunity to Get Involved.**

When reviewing the transition plan with youths, ask these questions:

- Are these still your goals? Can we make them more specific or have you changed your mind?
- How well do you feel you are doing towards achieving them?
- How are your classes going – do we need to make adjustments?
- Have you/we completed any of the transition activities/services?
- Are we making progress on others?
- Are there any new services that we need to add or consider?
- Have you discovered any resources or interests that we should look into?
- What help do you need moving forward?

See the next page for Ryan’s example of How This Can Work.



HOW THIS CAN WORK — RYAN'S TRANSITION PLANNING STORY

Over the last year, after each report card came home, Ryan, his parents and case manager met to review his transition plan. They called these his Transition Progress Meetings. He picked the time and date and sent out invitations to the meeting. Before the first meeting, his case manager wrote his transition plan on chart paper. During each meeting she would hang it on the walls. Ryan began each meeting by reviewing his goals – were they still true? Then they would look at the classes he was taking and they talked about how they thought they were going. Then Ryan would cross off any transition activities he had completed and circled those he was working on. The first two meetings took a while because they were trying to figure out how to make it work and Ryan really was adamant that he wanted to be a state trooper. But the last meeting was a little different. Instead of waiting until after his last report card, it was held two weeks before the IEP team meeting to review and revise Ryan's IEP. This meeting started the same way, but when Ryan looked at his goals, he realized that they had changed – sort of. By this time, Ryan had completed many of his transition services, including a visit with the recruiter at the police academy. During this meeting the police academy recruiter told Ryan that he did not think that Ryan would be able to be a state trooper. He had explained to Ryan that his disability prevented him from passing the physical exam requirements necessary to be admitted to the police academy. Ryan was very upset and disappointed. However, the police recruiter said that there might still be some ways that Ryan could be involved in law enforcement. Ryan was already involved in the Police Athletic League and it was always looking for help. Also, the Police Dogs training center was looking for help. He said he would put Ryan in touch with some people at local police stations to see if they had some ideas.



Important Details!

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- o IDEA 2004 and the NH Rules require that the IEP, which includes the transition plan, is reviewed annually and revised as appropriate.
- o IDEA 2004 allows for changes to be made to the IEP, which includes the transition plan, without holding a full IEP team meeting. So, if it's determined at a progress monitoring meeting that changes need to be made AND a parent agrees, a formal IEP team meeting does not need to be held. If a meeting to make the changes isn't held, the school is not automatically required to provide parents with a copy of the amended IEP so parents must request a copy of the amended IEP with the changes incorporated. However, best practice suggests that the IEP team meet if changes are needed to the transition plan in the IEP.
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When reviewing the transition plan in the IEP, here are some questions the IEP team should discuss.

Refining Measurable Post-Secondary Goals

In reviewing Measurable Post-Secondary Goals, the first question to ask is – Are these current Measurable Post Secondary Goals still relevant or has the youth changed his or her mind? Also, is it now appropriate to develop Measurable Post-Secondary Goals in Independent Living Skills or another area where there were no goals before? In many cases the Measurable Post-Secondary Goals started out somewhat broad. If so, how can the current Post-Secondary Goals be made more specific?

Refining the Course of Study

Like with Measurable Post-Secondary Goals, the Course of Study may have started out broadly written to meet graduation or program completion requirements. Based on the Measurable Post-Secondary Goals, can we add classes or experiences that directly relate and will prepare youths to meet those goals? Based on their Measurable Post-Secondary Goals, is this Course of Study still relevant? Is the Course of Study rigorous enough to allow youths to meet graduation/completion requirements? Are there supports or services needed to support youths in those classes and experiences?



Transition Planning Tips!!

- o High School Credit Accumulation Checks - When reviewing the Course of Study in the IEP you should check to make sure that the appropriate credits towards graduation or completion of the youths' program are being earned in the appropriate areas.

Refining the Transition Services

Based on the Measurable Post-Secondary Goals, are there additional Transition Services needed? Have new needs been discovered? Have outside agencies provided the service(s) they had said they would or does the IEP team need to develop an alternative plan to obtain that service? Have we completed the Transition Services we said we were going to?



Transition Planning Tips!!

- o Age of Majority, Guardianship & Transfer of Rights – Once youths are 18 they are considered adults and their own guardian regardless of whether they have graduated from high school. For more information on Age of Majority, Guardianship and Transfer of Rights, see **Key Component – What Else Do I Need to Know?**
- o Youths will be responsible to self-identify to any college or employer that they have a disability and require accommodations as well as to describe what they need for accommodations. Youths need to be taught the skills to do this. For more information, see **Key Component – What Else Do I Need to Know?**
- o Learning about their rights and responsibilities after high school is an important aspect of transition planning and should be included as a Transition Service in the IEP. For more information, see **Key Component – What Else Do I Need to Know?**
- o Documentation of Disability – In reviewing the transition services needed, teams should consider what information youths will need in terms of documenting their disabilities to be used for future accommodations and services eligibility. For more information, see **Key Component – What Else Do I Need to Know?**

Key Component – Give Youth an Opportunity to Get Involved



HOW THIS CAN WORK — SARAH'S TRANSITION PLANNING STORY

“Why is everyone pushing me to go to my IEP meetings?” asked Sarah. Thinking she had all the answers, her case manager replied, “Well, because it’s YOUR IEP”. “Well,” Sarah said, “it’s ALWAYS been my IEP, so why is it so important that I be there now?” The case manager thought for a moment. The reality was that the team was inviting Sarah because the law said they had to invite her. “Here I am saying it is all about her,” thought the case manager, “but she’s right, it has always been about her”. “How come I’ve never been invited before? I could have told you that some of the stuff wouldn’t work if somebody asked me,” Sarah said. The case manager decided to be honest and told Sarah, “We were never required to think about involving you before now”.



Important Details!

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It is required that youths with disabilities be invited to their IEP meetings whenever transition is being discussed. If the youth does not attend the meeting, the IEP team must include the youth’s strengths, interests and preferences when creating the transition plan.

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While it is required that youths be invited, there are no requirements that youths attend the IEP meetings and no law explains how youths’ interests or preferences should be obtained. Also, if youths do attend, nothing ever spells out what the youths’ role is at the meeting or how teams should involve them. It is just assumed that since it is now about what they want to do after high school that youths will want to jump right in and take ownership of their IEPs. Strategies for self-advocacy, rights and responsibilities, and how to participate appropriately have usually not been discussed with youths, so how can we expect them to know how to participate?

How can you encourage youths' participation?

- **Begin early.** Many youths find it is difficult to start being involved when they are in high school because by then they may have developed negative feelings about special education. Find ways to involve them earlier.
- **Help them prepare** - Teach about the special education and transition process. Youths also need to know about their IEPs and their purposes. Youths often report feeling frustrated by being invited to an IEP meeting and not know what is going on. They need to be taught the “lingo” and vocabulary and effective communication strategies.
- **Self-awareness** - Youths need to have an awareness and understanding of their disabilities, learning styles, strengths and needs.
- **Give them the skills** - Youths need to be taught self-advocacy and communication skills.
- **Provide opportunities for involvement**- Youths need multiple ways to be involved and have options beyond just attending an IEP meeting. Not all youths will go to meetings. Their lack of willingness to attend does not mean they do not have anything important to say. Some youths have simply never been asked to attend a meeting in a way they understood or felt their input was truly wanted. From a youth's perspective, the focus of IEP meetings is on filling out the IEP and not listening to what he or she might have to say. To youths it seems that piece of paper is running the meeting.



Transition Planning Tips!!

- **Key Component – Make a Plan** has resources on tools and models for developing a plan that can be used with youths and then translated into the IEP.
- Kids As Self-Advocates www.fvkasa.org has a number of fact sheets and other information written by youths with disabilities for youths with disabilities that can be helpful.
- Youthhood www.youthhood.org also has information and tools written by youths with disabilities for youths with disabilities that can help kids learn about the special education process and life after high school. It also has a section for parents and teachers.

There are different levels to youth involvement and ways that youths can participate in their IEP and transition planning.

Giving Input

Participation and involvement doesn't necessarily mean attendance. In some cases, a youth attending an IEP meeting may not be appropriate. In other cases, the parents may not wish to have their child be in attendance. And sometimes the youths themselves may just flat out refuse to attend. Regardless, they have important information to share with the team. Schools have many strategies to gain input, here are a few to consider:

- Complete interest inventories or future planning activities. See **Key Component – Thinking about the Future** for more information and tools.
- Give a written or taped statement for their IEP meetings
- Write their post-secondary goals
- Write their present levels or description of themselves

Attending and participating in the IEP meeting

Just like there are many ways to be involved, there are many ways to participate in an IEP meeting. Regardless of how they participate in the meeting, youths need pre-teaching about the process, terms and roles in the special education process. No one will argue that youths and adults speak a different language, but there is a whole other language to special education. Youths need to understand that IEP teams will likely take their words and turn them into “IEP language,” but that does not mean their input is not worthy or any less meaningful. It simply is just re-wording it into “IEP and adult speak.” Other strategies to support youths in an IEP meetings include:

- Begin gradually, with structured activities or purposes for their participation such as using one of the activities described in **Key Components – Thinking about the Future and Making a Plan,**
- Create a presentation (oral, written, making a drawing or poster, or a PowerPoint presentation) for the IEP meeting,
- Invite the youths to present their ideas and then let the IEP team discuss the details. The youths can then review the IEP, ask questions outside of the meeting and have another meeting to discuss and finalize,
- Define roles and set ground rules. Encourage the youths to set some of the ground rules such as no abbreviations/acronyms,
- Actively engage youths in conversations by asking questions that youths “know the answers to”. Go over questions ahead of time,
- Encourage youths to invite others to their IEP meetings,
- Ask youths to create the agenda or add to one that you create.



Transition Planning Tips!!

There are several models, curriculums and guides to Youth/Self Directed IEPs. Many are very detailed but parents can use parts to help teach their youths about the special education and IEP process and to support their participation.

- o The National Dissemination Center for Children With Disabilities (NICHCY) has a guide for youths about developing their IEPs. www.parentcenterhub.org They also have workshops, resources and other information on transition and IEPs for parents.
- o See PIC's website www.picnh.org for more ideas for self-directed and youth driven IEPs.



HOW THIS CAN WORK— SARAH'S TRANSITION PLANNING STORY

Sarah's case manager understands why she does not want to go to her IEP meetings, but she also knows how important her input is in a transition plan. So Sarah and her case manager decided to meet over the next few weeks and put together a transition plan using the MAPS model. She brought it home and shared it with her parents. She and her parents worked on it some more and then she brought it back to her case manager. Then her case manager helped Sarah write out what she wanted for her post-secondary measurable goals. At the IEP meeting, Sarah's case manager had copies of her post-secondary goals for each team member and put up her future's plan on the walls all around the room. The IEP team came up with a transition plan that included all the required components in her IEP. Both Sarah's case manager and her parents went over the IEP with her a few days later.



Transition Planning Tips!!

- o Advocating Change Together (ACT) is a grassroots disability rights organization run by and for people with developmental and other disabilities. ACT's mission is to help people across disabilities to see themselves as part of a larger disability rights movement and make connections to other civil and human rights struggles
www.selfadvocacy.org
- o Self Advocates Becoming Empowered (SABE) works to ensure that people with disabilities are treated as equals and that they are given the same decisions, choices, rights, responsibilities, and chances to speak up to empower themselves; opportunities to make new friends; and to learn from their mistakes. www.sabeusa.org
- o Kids As Self Advocates www.fvkasa.org has a great deal of information written by youth with disabilities for youths designed to help youths become self-advocates.
- o People First of New Hampshire is a non-profit organization directed by people with disabilities for the purpose of self-advocacy. It has information on NH self-advocacy groups and forums.
www.peoplefirstofnh.org

Appendix A



Sarah's IEP

The sample IEP's included in this Tool Kit are based on the IEP in the NH Special Education Information System (NHSEIS). A sample can be found at: http://www.education.nh.gov/instruction/special_ed/nhseis.htm

While it is not required that school districts use this specific form, any IEP form they use must include all the required components, including the transition planning components.

It is important to remember that these are just sample IEPs. They are meant to give suggestions and ideas as to what could be included in the transition plan and IEP and to demonstrate where the transition planning requirements can be found. Each youth will have different post-secondary goals and transition service needs.

Student Name: Sarah A Smith

New Hampshire Training Site

DOB:10/01/1996

Transition

IEP Meeting Date:10/22/2011

Student's Preferences, Needs and Interests

Was the student invited to the IEP meeting? Yes

Did the student attend the IEP meeting? Yes

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
<p>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training) Upon completion of high school, Sarah will attend a 4 year college related to her area of interest in writing.</p>	<p>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training: Sarah is on track to graduate with a regular high school diploma. She has a good understanding of her disability and learning needs, but needs to develop self-advocacy skills and opportunities to practice them.</p>
<p>2. Post-Secondary Employment Goal: Upon completion of high school, Sarah will work full-time in a field that utilizes her skills and passion for writing.</p>	<p>Current Job Skills in Preparation for Post-Secondary Employment: Sarah's most recent evaluations put her writing skills at or above grade level. She enjoys writing and frequently does so for pleasure. Sarah is unsure what careers her skills and interests could lead to so she needs opportunities for career exploration.</p>
<p>3. Post-Secondary Independent Living Goal. If Needed: Not applicable at this time.</p>	<p>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: N/A</p>
<p>4. Future Community Participation: Not applicable at this time</p>	<p>Current Community Participation in Preparation for Post-Secondary Independent Living: N/A</p>
<p>5. Adult Services: Upon completion of high school, Sarah will attend a 4 year college and will require support from the college's disabilities services office.</p>	<p>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living: Sarah is aware of the supports she needs to be successful in high school. Sarah will need to learn more about her rights and responsibilities in college and what services may be available to assist her.</p>

**Secondary Transition
Courses of Study**
(ages 14-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
8th	Key Boarding/Pre-algebra/Introduction to Computers/English/Science
9th	Freshman Seminar/Freshman English/Algebra/Introduction to American Sign Language/Health/World Cultures/Biology/Computer Technology
10th	American History/Intermediate Sign Language/Geometry/Physical Education/Career Pathways/Driver's Education/Sophomore Seminar/English Composition 1/Desktop Publishing
11th	Algebra 2/World History/Creative Writing Workshop/Advance Sign Language/Economics/English Composition 2/Physical Science/Physical Education
12th	Journalism/Introduction to Public Speaking/Civics/Chemistry/Understanding Personal Finance/Poetry/Psychology/ Art elective-Photography/Current Events
Ages 18-21	NA

Total number of credits required by this district for graduation:26

It is anticipated that this student will: Regular High School Diploma

Anticipated graduation date/completion of program:06/30/2015

Student Name: Sarah A Smith

DOB:10/01/1996

New Hampshire Training Site

IEP Meeting Date:10/22/2011

Transition Services/Needs
(ages 16-21, or younger if appropriate)

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible
Adult Living and Post School Objectives	Driver's education and accommodations request	10/22/2012 10/21/2013	Sarah, Family, Case Manager
Community Experiences	Attend college fairs	10/22/2011 10/21/2014	Sarah, Family
Employment	Career exploration using the Naviance Program	10/22/2011 10/21/2014	Sarah, Case Manager, Guidance
Instruction	PSAT and instruction in use of My College Quick Start	10/22/2011 10/21/2012	Sarah, Case Manager Guidance
Instruction	SAT Prep and accommodations	10/22/2012 10/21/2013	Sarah, Case Manager, Guidance
Instruction	Self-advocacy skills instruction	10/22/2011 10/22/2014	Sarah, Case Manager
Instruction	Exploration of college resources centers	10/22/2011 10/21/2013	Sarah, Case Manager, Guidance
Related Services	Assistive Technology evaluation	10/22/2013 10/21/2014	Case Manager School

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance? No

Date NHVRS notified:

**Measurable Annual Goals and Benchmarks/Short-term Objectives /
Progress Toward Meeting Annual Goal(s)**

Area of Need: Transition

Implementation Personnel/Position Responsible:
Case Manager

Present Level of Academic Achievement: Sarah is on track to graduate with a regular high school diploma and her most recent evaluations put her written skills at or above grade level. She enjoys writing and frequently does so for pleasure.

Present Functional Performance: Sarah has a good understanding of her disability and learning needs but needs to learn self-advocacy skills and have opportunities to practice them. Sarah knows she wants to continue onto post-secondary education however she is unsure what career her skills and interests could lead to.

Annual Measurable Goal:1. By June 2014, given support from her case manager and/or guidance counselor, Sarah will re- search 3 post-secondary programs that match her area of interest to determine the entry requirements and disability services and supports offered by the program as measured monthly by the completion of a pre-made form generated by Sarah and her case manager.

Projected Beginning Date: 09/01/2013

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
By October 2013, Sarah will develop, with support of her case manager or guidance counselor a comprehensive form to complete when researching post-secondary programs of interest to her regarding entry requirements and disability services offered.	09/01/2013
By November 2013, Sarah will identify three post-secondary programs of interest to her with the support of her case manager or guidance counselor.	09/01/2013
By January 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her first choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By March 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her second choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By April 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her third choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By June 2014, with support from her case manager or guidance counselor, Sarah will compare the forms for the three post-secondary programs and determine which program would be a good match for her.	09/01/2013

Measurable Method for Evaluation	Method of Reporting to Parent
Checklist	Quarterly Progress Reports

Appendix B



Ryan's IEP

The sample IEP's included in this Tool Kit are based on the IEP in the NH Special Education Information System (NHSEIS). A sample can be found at: http://www.education.nh.gov/instruction/special_ed/nhseis.htm

While it is not required that school districts use this specific form, any IEP form they use must include all the required components, including the transition planning components.

It is important to remember that these are just sample IEPs. They are meant to give suggestions and ideas as to what could be included in the transition plan and IEP and to demonstrate where the transition planning requirements can be found. Each youth will have different post-secondary goals and transition service needs.

Transition
Student's Preferences, Needs and Interests

Was the student invited to the IEP meeting? Yes

Did the student attend the IEP meeting? Yes

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
<p>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training) Upon completion of high school, Ryan will attend the police academy.</p>	<p>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training: Ryan will exit his educational program at age 21. Ryan is very articulate and communicates his wants and needs well. Ryan needs to improve his social skills and learn how to interact more appropriately with others in social situations.</p>
<p>2. Post-Secondary Employment Goal: Upon completion of high school, Ryan will work as a state trooper.</p>	<p>Current Job Skills in Preparation for Post-Secondary Employment: Ryan has a strong desire to become a state trooper. Ryan needs to learn more about the job and its requirements. Ryan also needs to explore additional vocational opportunities that match his interest.</p>
<p>3. Post-Secondary Independent Living Goal. If Needed: Upon completion of high school, Ryan will live independently.</p>	<p>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: Ryan has a strong desire for independence after high school. He currently lives at home and does his own laundry and helps prepare meals. Ryan needs to learn how to navigate the community and other independent living skills.</p>
<p>4. Future Community Participation: Upon completion of high school, Ryan will participate in the Police Athletic League (PAL)</p>	<p>Current Community Participation in Preparation for Post-Secondary Independent Living: Ryan has been involved in PAL for the last two years. He really enjoys it and it has helped him to improve his communication and social skills. He requires minimum support to participate and his family is working to develop natural supports for his future participation.</p>
<p>5. Adult Services: Upon completion of high school, Ryan will receive services from the local area agency.</p>	<p>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living: While he knows he needs help and is able to ask for assistance, Ryan is not fully aware of the support needs he has for life after high school. Support in helping Ryan identify and connect to resources is a need.</p>

Secondary Transition
Courses of Study
(ages 14-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
8th	
9th	Life Skills English/Life Skills Math/ Introduction to Computers/ Adapted Physical Education/ Freshman Seminarchoice

Student Name: Ryan A Jones

New Hampshire Training Site

DOB:06/03/1996

IEP Meeting Date:08/01/2012

10th	US History/Introduction to Public Speaking/ Foundations Science/ Health/Sophmore Seminar/ Foundations English 2
11th	Real World Math/ Introduction to Careers/ Healthy Living/ Crime and Justice in America/ Portfolio Development
12th	Exploring the World (Job Internship)/ Introduction to Community Living/ Real World Com- munications/ Skills for Independent Living
Ages18-21	Community Job Experience/Life Skills class/ Travel training

Total number of credits required by this district for graduation:25

It is anticipated that this student will:Certificate of Attendance

Anticipated graduation date/completion of program:06/26/2017

Transition Services/Needs
(ages 16-21, or younger if appropriate)

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible
Adult Living and Post School Objectives	Adaptive driving assessment/program	08/01/2012 07/30/2013	Case Manager, Ryan, Family
Adult Living and Post School Objectives	Register to vote/selective service	08/01/2012 07/30/2013	Ryan, Family
Adult Living and Post School Objectives	Explore Guardianship options	08/01/2012 07/30/2013	Ryan, Family
Community Experiences	Transportation training	08/01/2012 07/30/2013	Case Manager, Ryan, family
Daily Living (if appropriate)	Life skills training/ADL	08/01/2012 07/30/2013	Case Manager, Ryan, Family
Employment	Career Exploration	08/01/2012 07/30/2013	Case Manager, Ryan
Functional Vocational Assessment (if appropriate)	Referral to Vocational Rehabilitation	08/01/2012 07/30/2013	Case Manager
Instruction	Self-advocacy skill instruction	08/01/2012 07/30/2013	Case Manager, Ryan, family
Instruction	Money Management skill	08/01/2012 07/30/2013	Case Manager, Ryan
Instruction	Social Skills/Work skills training	08/01/2012 07/30/2013	Case Manager, Ryan
Related Services	Identify post-school providers of occupational therapy	08/01/2012 07/30/2013	Ryan, family
Related Services	research/apply for SSI	08/01/2012 07/30/2013	Ryan, family

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance? Yes

Date NHVRS notified: 06/29/2012

**Measurable Annual Goals and Benchmarks/Short-term Objectives /
Progress Toward Meeting Annual Goal(s)**

Area of Need:Transition

Implementation Personnel/Position Responsible:

Case Manager

Present Level of Academic Achievement: Recent evaluations indicate that Ryan continues to be eligible for special education services due to his cognitive disabilities. Ryan participates in modified classes with support. His is very articulate and able to communicate his thoughts and needs. Ryan will exit his educational program at 21.

Present Functional Performance: Due to his cognitive disability Ryan is unable to use his higher order thinking skills. His ability to make quick decisions necessary for a stressful and demanding job is impacted because of the weakness in his use of higher order thinking skills. In addition, his Cerebral Palsy affects his posture and balance. At times he experiences stiff muscles.

Annual Measurable Goal:1. By June 2014, given support from his case manager and/or guidance counselor, Ryan will research the requirements to become a state trooper and/or a similar career in law enforcement as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.

Projected Beginning Date: 08/01/2012

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
By November 2012, given support, Ryan will create a list of 5 or more reason and /or characteristics of being a state trooper that are of interest to him as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By January 2013, given support, Ryan will research and list the physical and educational requirements for becoming a state trooper as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By April 2013, given support, Ryan will interview a current state trooper to gain more information about what is expected of a state trooper as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By June 2013, given support, Ryan will after research, compose a list of 5-10 other careers in law enforcement which are of interest to him as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012

Measurable Method for Evaluation	Method of Reporting to Parent
Checklist	Monthly Reports

Appendix C



IDEA 2004 Citations

Definition of Transition (34 CFR 300.43)

A coordinated set of activities designed within a results-oriented process that is -

- focused on improving the academic and functional performance 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
- based on student's needs and taking into account his or her preferences & interests; and
- includes 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.

IEP Documentation Requirements: (34 CFR 300.43 & 300.320)

- Measurable post secondary goals, based on age appropriate transition assessments, related to training, education, employment, and where appropriate, independent living skills.
- The transition services, including the course of study needed to assist the child in reaching those goals. Transition services can include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, a functional vocational evaluation.
- No later than one year prior to reaching the age of majority, a statement included in the IEP that the youth has been informed of the rights that will be transferring to them.

Team Membership Requirements: (34 CFR 300.321)

- The school must invite youth with a disability to the IEP meeting if the purpose of the meeting is to discuss transition, their postsecondary goals and/or the transition services they will need to meet those goals. Youth are not required to attend. However, the school must take steps to ensure that their preferences and interests are considered in the planning.
- To the extent appropriate, and with the consent of the family, the school district must invite representatives from any agency that will likely be providing or paying for transition services.
- Families may invite representatives from agencies likely to provide adult services as well.

Summary of Performance: (CFR 300.324)

- Upon graduation or termination of eligibility because of age, the school district must provide youth with disabilities with a Summary of Performance. This includes a summary of the youth's academic achievement and functional performance and recommendations on how to assist the youth in meeting his/her postsecondary goals.

Failure to Meet Transition Objectives: (34CFR 300.324(c))

- If an agency other than the public school, fails to provide a transition service listed in the IEP, the school is not responsible to provide that service. The school is, however, required to reconvene the IEP team to identify alternative strategies to provide for that service or need.

Making Amendments to the IEP: (34CFR 300.324(a)(4)(i) & (6))

- Agreement. (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
- Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a) (4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

Appendix D



Acronyms

IDEA	Individuals with Disabilities Education Improvement Act of 2004
IEP	Individualized Education Program/Plan
AA	Area Agency
NH Rules	New Hampshire Rules for the Education of Children with Disabilities
VR	Vocational Rehabilitation
ADA	Americans with Disabilities Act
NH DOE	New Hampshire Department of Education
NHHEAF	New Hampshire Higher Education Assistance Foundation
HEATH	An on-line clearing house on post-secondary education for individuals with disabilities
GSIL	Granite State Independent Living
PATH	Planning Alternative Tomorrows with Hope
MAPS	McGill Action Planning System or Making Action Plans
IOD	Institute on Disability at the University of New Hampshire
PIC	The Parent Information Center
DSS	Disability Support Services Office
NHSEIS	New Hampshire Special Education Information System

Appendix E



Online Resources

Career/Employment Resources

- NH Employment Security (NHES) <http://www.nhes.nh.gov> can help people find work and provide employment counselors to assist people with their career choices and changes.

College/Post-Secondary Education Resources

- www.Mappingyourfuture.org has a great deal of tools and calculators to help in college planning.
- www.collegeboard.org and www.collegesource.com are both college search sites that help youths determine colleges that match their preferences. They also provide information on the SATs and college financing.
- There are also college guides/books for students with disabilities. Though they may quickly become outdated, they can provide important information and ideas. Two are:
 - Peterson’s Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders.
 - The Princeton Review K&W Guide for Colleges for Students with Learning Disabilities or ADD.

Community and Independent Living

- The Disabilities Rights Center (DRC) www.drcnh.org provides information, referral, advocacy, advice and legal representation to individuals with disabilities on a wide range of disability-related topics.
- Enhanced Life Options www.elonh.org provides information, consulting, advocacy, mentoring and trust related services for the disabilities’ community including special needs trusts, supplemental needs trusts, pooled trusts and trusts for independent living.

General Resources

- Transition Resource Network of Strafford County (TRN) <http://www.straffordlearningcenter.org> has a wealth of information and resources for youths with disabilities and their families in Strafford County.
- Monadnock Center for Successful Transitions (MCST) <http://www.mds-nh.org> has a wealth of information and resources for youths with disabilities and their families in the Monadnock Region.
- NH Department of Education, Bureau of Special Education <http://www.education.nh.gov>
- NH Transition Community of Practice www.sharedwork.org
- Next Steps NH nextsteps-nh.org

Appendix F



Community Resources

The Area Agency System

The NH developmental services system offers its consumers with developmental disabilities and acquired brain disorders a wide range of supports and services within their own communities. The Area Agency System is comprised of 10 designated non-profit and specialized service agencies.

All direct services and supports to individuals and families are provided through the Area Agencies. Supports include service coordination, day and vocational services, personal care services, community support services, assistive technology services, specialty services and flexible family supports including respite services and environmental modifications.

Learn more at these NH Department of Health and Human Services websites:

Bureau of Developmental Services www.dhhs.nh.gov/dcbcs/bds/

Area Agencies (statewide information) www.dhhs.nh.gov/dcbcs/bds/agencies.htm

Local Area Agency Contact Information

Region I

Serving the greater Conway area

Northern Human Services

87 Washington Street

Conway, NH 03818

Phone: (603) 447-3347

www.northernhs.org

Region II

Serving Claremont and the local area

PathWays of the River Valley

654 Main Street

Claremont, NH 03743

Phone: (603) 542-8706

www.pathwaysnh.org

Region III

Serving the lakes Region area

Lakes Region Community Services

719 North Main Street

PO Box 509

Laconia, NH 03247

Phone: (603) 524-8811 or (800) 649-8817

www.lrcsc.org

Region IV

Serving the greater Concord area

Community Bridges

2 Whitney Road

Concord, NH 03301

Phone: (603) 225-4153 or (800) 499-4153

www.communitybridgesnh.org

Region V

Serving Keene and the local communities

Monadnock Developmental Services, Inc.

121 Railroad Street

Keene, NH 03431

Phone: (603) 352-1304 or (800) 469-6082

www.mds-nh.org

Region VI

Serving the greater Nashua area

Gateways Community Services

144 Canal Street

Nashua, NH 03064

Phone: (603) 882-6333

www.gatewayscs.org

Region VII

Serving the greater Manchester area

Moore Center Services, Inc.

195 McGregor Street, Unit 400

Manchester, NH 03102

Phone: (603) 206-2700

www.moorecenter.org

Region VIII

Serving the Portsmouth and seacoast area

One Sky Community Services

755 Banfield Road, Suite 3

Portsmouth, NH 03801

Phone: (603) 436-6111

www.oneskyservices.org

Region IX

Serving Dover and the local communities

Community Partners

Forum Court

113 Crosby Road, Suite #1

Dover, NH 03820-4375

Phone: (603) 749-4015

www.communitypartnersnh.org

Region X

Serving Atkinson and the local communities

Community Crossroads

8 Commerce Drive

Atkinson, NH 03811

Phone: (603) 893-1299

www.communitycrossroadsnh.org

Community Mental Health Centers

The Community Mental Health Centers (CMHCs) are located in 10 regions of New Hampshire. They are private not-for-profit agencies that have contracted with the NH Department of Health and Human Services, Bureau of Behavioral Health (BBH), to provide publicly funded mental health services to individuals and families who meet certain criteria for services.

Services provided by CMHCs include: 24-hour Emergency Services, Assessment and Evaluation, Individual and Group Therapy, Case Management, Community Based Rehabilitation Services, Psychiatric Services, and Community Disaster Mental Health Support. All CMHCs have specialized programs for older adults, children, and families. The Community Mental Health Centers also provide services and referrals for short-term counseling and support.

Learn more at the NH Department of Health and Human Services websites:

Bureau of Behavioral Health's <http://www.dhhs.state.nh.us/dcbcs/bbh/>

Community Mental Health Centers' webpage <http://www.dhhs.state.nh.us/dcbcs/bbh/centers.htm>

Local Community Mental Health Center Contact Information

Region I

Serving the greater Conway area

Northern Human Services

87 Washington Street

Conway, NH 03818

Phone: (603) 447-3347

www.northernhs.org

Region II

Serving Lebanon and the local communities

West Central Behavioral Health

9 Hanover Street, Suite 2

Lebanon, NH 03766

Phone (603) 448-0126

www.wcbh.org

Region III

Serving the lakes Region area

Genesis Behavioral Health

111 Church Street

Laconia, NH 03246

Phone: (603) 524-1100

www.genesisbh.org

Region IV

Serving the greater Concord area

Riverbend Community Mental Health Center

3 N Main Street

PO Box 2032

Concord, NH 03301-2032

Telephone: (603) 228-1551

www.riverbendcmhc.org

Region V

Serving Keene and the local communities

Monadnock Family Services

64 Main Street

Keene, NH 03431

Phone: (603) 357-4400

www.mfs.org

Region VI

Serving the greater Nashua area

Greater Nashua Mental Health Center at Community Council

100 West Pearl Street

Nashua, NH 03060

Phone: (603) 889-6147

www.gnmhc.org

Region VII

Serving the greater Manchester area

Mental Health Center of Greater Manchester

401 Cypress Street

Manchester, NH 03103

Phone: (603) 668-4111

www.mhcgm.org

Region VIII

Serving the Portsmouth and seacoast area

Seacoast Mental Health Center

1145 Sagamore Avenue

Portsmouth, NH 03801

Phone: (603) 431-6703

www.smhc-nh.org

Region IX

Serving Dover and the local communities

Community Partners

Forum Court

113 Crosby Road, Suite #1

Dover, NH 03820-4375

Phone: (603) 749-4015

www.communitypartnersnh.org

Region X

Serving Derry, Salem, Hampstead and the surrounding communities

Center for Life Management

10 Tsienneto Road

Derry, NH 03038

Phone: (603) 434-1577

www.centerforlifemanagement.org

