# 3D Transition Planning: What is the Length, Breadth, and Depth

## GCASE Fall Conference

## Thursday, November 16, 2023

## 11:00am

*Richard Woods, Georgia's School Superintendent* | **Georgia Department of Education** | *Educating Georgia's Future*

GaDOE
Georgia Department of Education

- College or university
- Competitive employment
- Postsecondary training
- Vocational school

18- 22 Transition Programs

High School

Middle School

**Begin with the End in Mind**

Elementary School

Preschool

# Begin with the End in Mind



PRESCHOOL → ELEMENTARY → MIDDLE → HIGH → TRANSITION PROGRAMS

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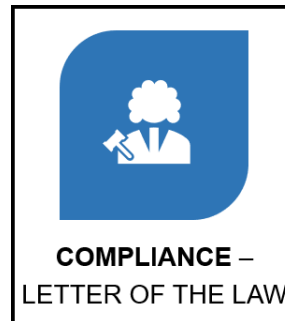
# IDEA - Transition Services Plan

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the student in reaching these goals. [34 C.F.R 300.320(b)(1) – (2)]
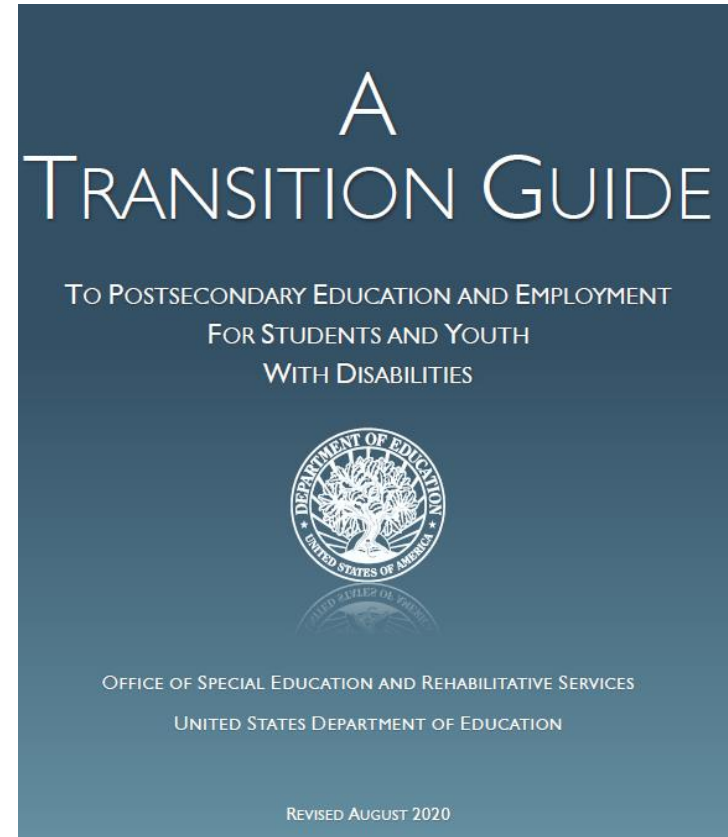
# Cross-Functional Monitoring Due Process Checklist

| J. | TRANSITION SERVICES PLAN | 34 C.F.R. 300.320, 34 C.F.R. 300.43 | |
|---|---|---|---|
| 24. | Postsecondary outcome goal for Employment | | Yes |
| 25. | Postsecondary outcome goal for Education/Training | | Yes |
| 26. | Postsecondary outcome goal for Independent Living (if appropriate) | | Yes |
| 27. | Annual transition goals reflect steps to desired post-secondary outcomes | | Yes |
| 28. | Postsecondary goals based on transition assessments | | Yes |
| 29. | Transition services and/or activities to facilitate movement to postsecondary outcomes | | Yes |
| 30. | Course of study to facilitate movement to post-school outcomes | | Yes |
| 31. | Student invited to meeting | | Yes |
| 32. | Agency representative invited, if applicable | | Yes |
| 33. | Parent consent received prior to inviting agency representative, if applicable | | Yes |
| 34. | Informed of the transfer of all due process rights to student at age 17 | | Yes |
| 35. | All due process rights transferred to the student at age 18 | | Yes |

# A Transition Guide

[A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)



A
TRANSITION GUIDE

TO POSTSECONDARY EDUCATION AND EMPLOYMENT
FOR STUDENTS AND YOUTH
WITH DISABILITIES

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

UNITED STATES DEPARTMENT OF EDUCATION

REVISED AUGUST 2020

# Transition for Students with Disabilities

**COMPLIANCE** – LETTER OF THE LAW

**BEST PRACTICE** – SPIRIT OF THE LAW

# Transition = Action Plan

Mapping out the steps that will reasonably enable the goals to be reached

Providing support and opportunities to be exposed to and build skills

Collaborating to build and establish relationships with service providers and community resources

Setting goals for life after high school and providing the steppingstones to reach those goals

# Best Practices for Collaboration

Consider -

- What services and providers are needed to begin transitioning the students to their postsecondary outcomes?

- Have the required and appropriate team members been invited?

- Has the family been involved in the planning process?

- How can team members assist students in reaching their goals?

- Are the appropriate activities in place to allow the student to move toward reaching their goals?

November 16, 2023

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# Collaborating for Access to Assistive Technology

- Assistive Technology
  - School
  - Work
  - Community Participation
  - Recreation and Leisure



This Photo by Unknown Author is licensed under CC BY-NC

# Best Practices for Transition Assessments

- Begin early - complete assessments well in advance
- Incorporate multiple perspectives
- Address personally meaningful domains
- Incorporate multiple approaches and/or tools
- Be age-appropriate and practical
- Generate data that can inform
- Discuss results with the student
- Identify needed skills, experiences, connections, supports

# Planning with Intentionality



Students participate in:

- General education courses
- Dual-enrollment
- Career, Technical, and Agricultural Education Opportunities
- Pre-employment transition (Pre-ETS)
- Community-based Instruction
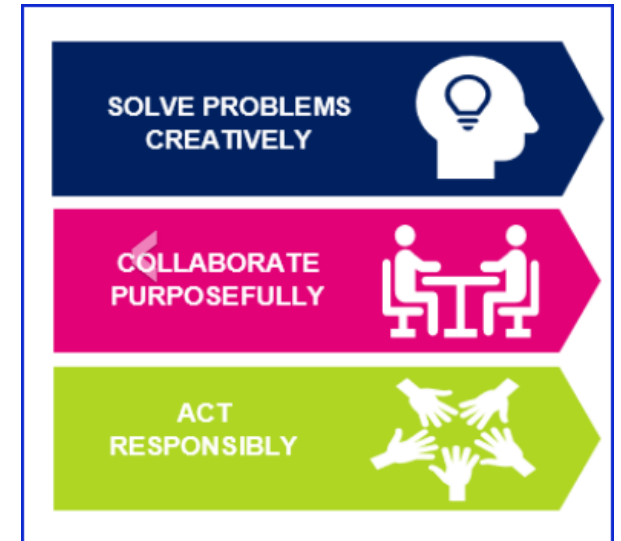
# Are You Intentional?

Students participate in:
- Work-based Learning
- Paid employment
- Self-determination/Self-advocacy training
- Student-focused planning/Person-Centered Planning
- Independent living skills
- Social skills training



BE WORKPLACE READY

DEMONSTRATE ACADEMIC & TECHNICAL SKILLS

COMMUNICATE EFFECTIVELY

# Measurable Postsecondary Goals

- Refers to goals that a student hopes to achieve after leaving high school - specifically state what the student will do

- Must be outcomes and not an activity or process.  For example, "*seeks, pursues, wishes, continues, and applies*" are processes, not outcomes

- Only need one for each area: Employment and Education/Training and if appropriate, Independent Living

# Best Practices for Postsecondary Goals for Independent Living

- All students should have a Postsecondary Goal
- Students with Significant Cognitive Disabilities should have access to a curriculum that includes instruction in self-determination, independent living, and personal care

According to State Board Rule 160-4-2-.48

- …..students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory, or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

# Measurable Annual Transition Goals

- Each Post-Secondary Goal should have a corresponding Annual Transition Goal.
- Refer to anything that will help prepare the student for education/training, employment, and independent living.
- Should facilitate movement towards the Post-Secondary Goals and be measurable and attainable within one year.
- Must align with the Postsecondary Goal

# Best Practices for Annual Transition Goals

Consider:

- What would help the student get closer to reaching their Postsecondary Goals?

- What is keeping the student from being successful?

- Are the goals reasonable and attainable in one year?

# When Does Transition Begin?

# Transition Begins at Preschool

# Begin with the End in Mind:
## Placement Decisions for Preschool Children

Be intentional in your process

Discuss the impact that the decision has on the future of the child

Consider LRE – Inclusion should be the default

Plan for appropriate supplementary aids and services

Create collective efficacy for the team, school, and district

Prepare staff – professional development

Movement into inclusion may need to be gradual – think "transition plan"

# Least Restrictive Environment in Preschool

- Includes preschool children

- Consider supplementary aides and services

- FAPE must be provided

- A full continuum of services is required

OSERS Dear Colleague Letter: Preschool LRE

# Inclusive Environments for Preschool Children The Research Says...

Children with disabilities in inclusion...

- Have similar levels of engagement as their peers

- Are more likely to practice newly acquired skills

- Produce the strongest outcomes



OSEP Policy Statement September, 2015

# More Research…



- Evidence based strategies can be implemented successfully in inclusive childhood programs.

- Children with disabilities can make significant developmental and learning progress in inclusive settings.

- Children with disabilities in inclusive settings experience greater cognitive and communication development.

OSEP Policy Statement September 2015

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# Reimagine the Future

# Communication in Preschool

**Speech-Language and Brain Development**

# Brains are built over time, from the bottom up.

- The brain's architecture is constructed through an ongoing process that begins before birth and continues into adulthood.

- Early experiences affect the quality of that architecture by establishing either a sturdy or a fragile foundation for all of the learning, health and behavior that follow.

- In the first few years of life, more than 1 million new neural connections are formed every second.

- Sensory pathways like those for basic vision and hearing are the first to develop, followed by early language skills and higher cognitive functions.

"What is Early Childhood Development?"
Center on the Developing Child, Harvard University

## The brain's capacity for change decreases with age.

"What is Early Childhood Development?" Center on the Developing Child, Harvard University

- The brain is most flexible, or "plastic," early in life.

- Windows for language learning and other skills remain open throughout life, but brain circuits become increasingly difficult to alter over time.

- Early plasticity makes it easier and more effective to influence a baby's developing brain architecture.

- It is more difficult to rewire parts of its circuitry in the adult years.

# Significant Developmental Delay (SDD)

- A delay in a child's development
  - adversely affect the child's educational performance in age-appropriate activities

- Not children with a slight or temporary lag

- Not if delay is PRIMARLY due to:
  - environmental, cultural, or economic disadvantage or lack of experience in age-appropriate activities

- SDD allows eligibility teams to consider that the potential exists for closing the identified developmental gap. It creates a presumption of competence for a preschool child

# Significant Developmental Delay (SDD)

TRUE     FALSE
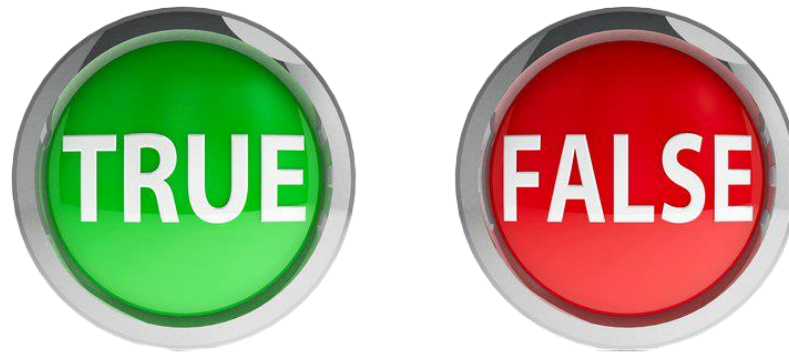
Preschool children can only be identified in the categories of SDD and/or Speech and Language.

Preschool children may be identified in almost all of the IDEA eligibility categories with the exception of SLD.

**So, when and why do we use the category of SDD?**
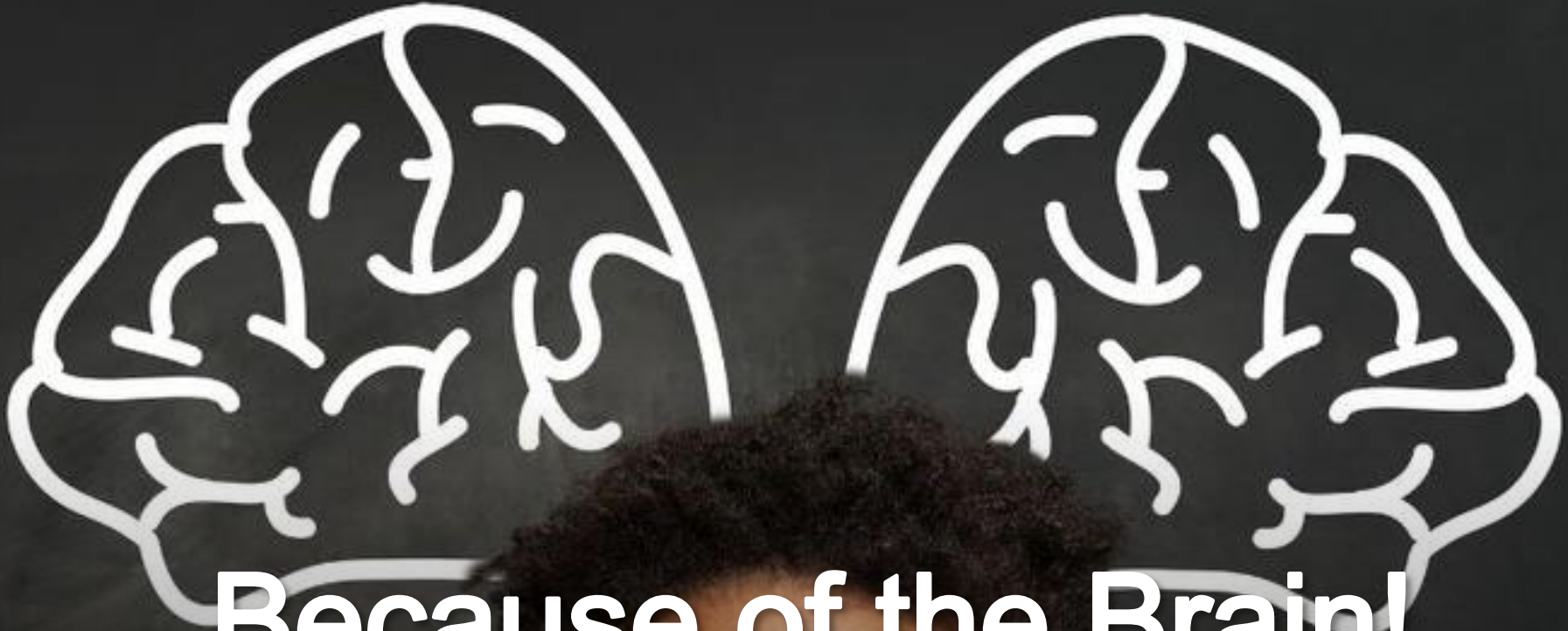
Because of the Brain!

# Experiences Build Brain Architecture
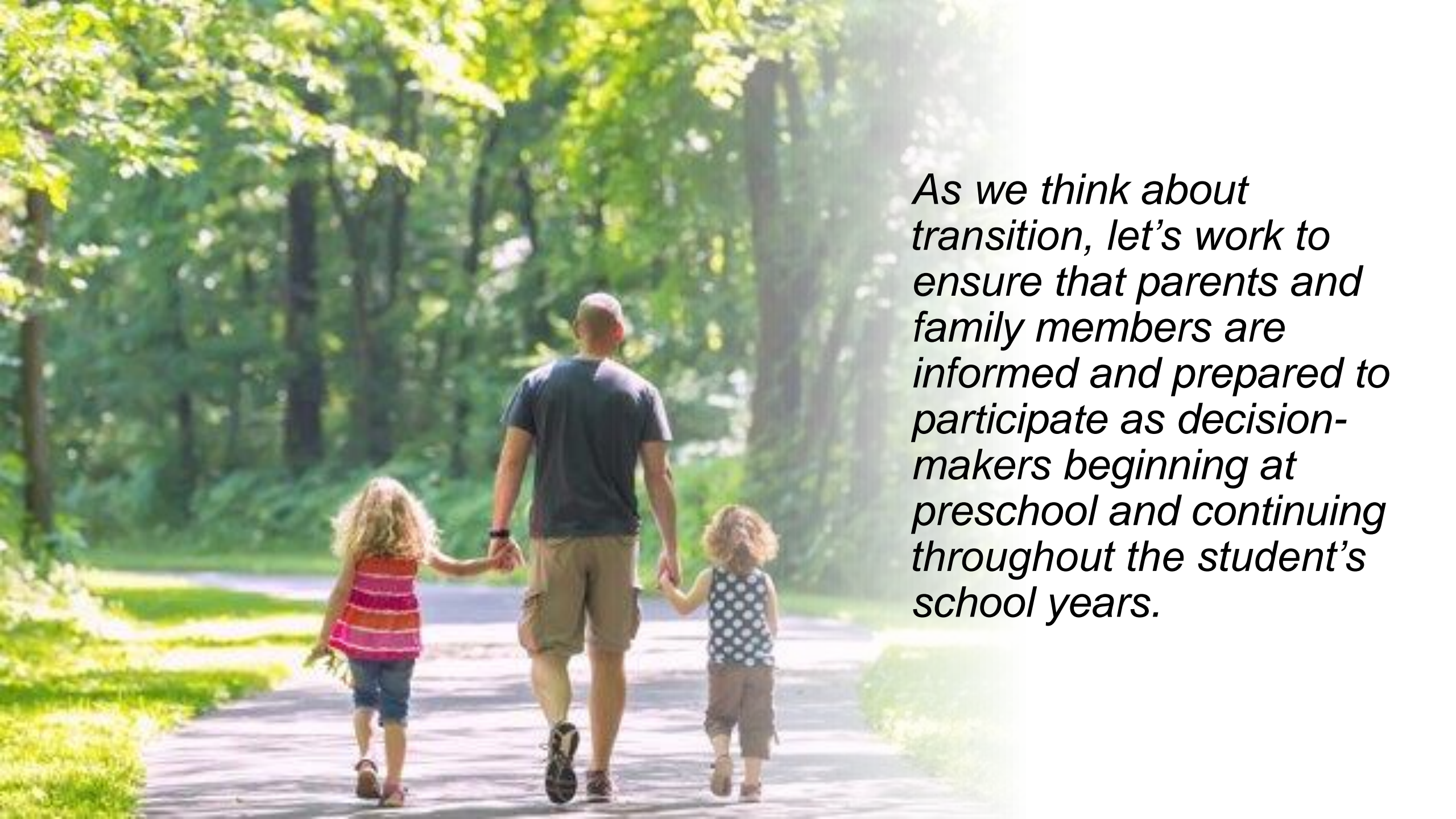
*As we think about transition, let's work to ensure that parents and family members are informed and prepared to participate as decision-makers beginning at preschool and continuing throughout the student's school years.*

# Envisioning Possibilities

Families don't know what they don't know!

- Provide tools and resources

- Make connections

    Ga Parent Mentor Partnership

    https://parentmentors.org/our-mentors/find-a-mentor/

    Parent to Parent of Georgia

    https://www.p2pga.org

- Encourage exploration

    Shared experience, field trips, movies, articles

# It's Never too Early!

Expect family engagement throughout the life course of the student.

Transition planning should be acknowledged as something that is continuous and can even begin in lower grades.

Path to Graduation tip sheets

https://parentmentors.org/how-to-use-grad-fact-sheets/

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# Preschool

- Start general conversation about expectations for the student's future.
- Give a heads up on
  - Diploma options (FAPE)
  - Transfer of rights
  - State agency services
- Set positive atmosphere about services by emphasizing strengths.
- Students begin participating in IEP (Self-Determination)

## How can families help their preschooler start on a path toward graduation?

- Encourage independence by expecting more from your child.

- Resist doing for them when they can do for themselves. Allow them to do simple things like dress themselves or clean up after meals.

- Praise their efforts, even if their bed is not made perfect or their clothing choices are not the same as yours.

- Encourage friendships through social, recreational and sports activities.

**FACT SHEET**

**MAKING SURE YOUR PRESCHOOLER STARTS ON A PATH TOWARDS HIGH SCHOOL GRADUATION**

The preschool years are the time when young children are developing social, cognitive and language skills that will prepare them for their educational careers. During these years, children gain an enthusiasm for learning, emotional security and self-confidence, language proficiency and an ability to regulate their own behavior, setting them on a path to high school graduation.

**What can I do to help my preschooler start on a path towards graduation?**
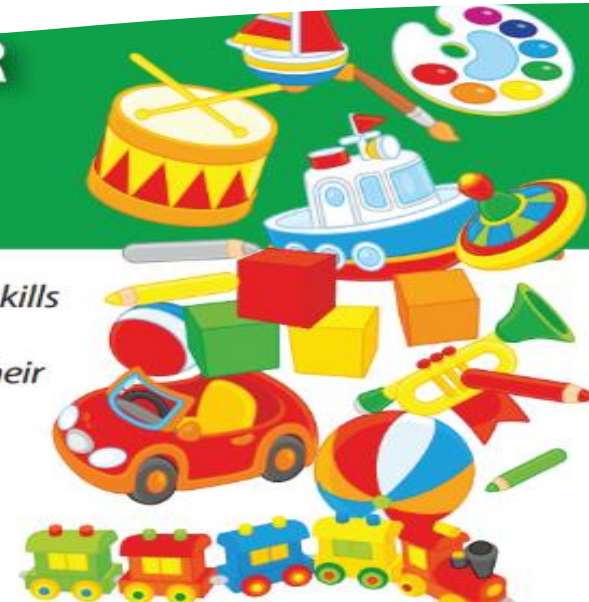
# Elementary School



- Start exploring :
  - Academic content (general education)
  - Career awareness (counselor standards)
- Establish intra-agency collaboration
- Start developing:
  - Self-determination skills
  - Pre-employment transition skill (Community-based Instruction)
  - Social skills
  - Communication

# How can families help their elementary school child start on a path to graduation?

- Encourage learning by communicating high, yet reasonable, expectations for your child's education.

- Be involved in your child's education by assisting with homework and knowing the curriculum.

- Make sure your child has regular attendance and is on time and in school everyday.

**FACT SHEET**

## MAKING SURE YOUR ELEMENTARY SCHOOL CHILD STARTS ON A PATH TOWARDS HIGH SCHOOL GRADUATION

The elementary school years are when students develop learning habits that will help them throughout their educational careers. During these important years, there is an emphasis on reading, writing, and math skills which are the foundation for learning in all subjects.

**What can I do to help my elementary school child start on a path towards graduation?**

# Middle School #1

- IEP participation
- Goal setting/goal attainment focused on academic skills
- Explore strengths and challenges aligned with Present-levels of Performance
- Provide hands on experience through Community-Based Vocational Instruction (CBVI), and club participation aligned to career interests
- Partner with career and technical student organizations (CTSO).

# Middle School #2

- Exploring careers aligned to academic strengths
- Engage students in planning for high school (pathways, dual enrollment, work-based learning, etc.)
- Target and enhance executive functioning skills
- Medicaid waiver (Planning List)
- Georgia Vocation Rehabilitation Agency (GVRA)

# B.R.I.D.G.E. Law Checklist #1

| Middle School Task | Grade Level and Task # | Career Advisement Processes | School Staff Responsible to Verify Responses | Data Element |
|---|---|---|---|---|
| 1 | 6-1 | 6th graders will create an electronic career profile. *If logged in through Student Longitudinal Data System Student Backpack, the account is already created for all students. | School Counselors / Advisors | |
| 2 | 6-2 | 6th graders complete one career interest inventory and save the results in their career profile. | School Counselors / Advisors | ✓ |
| 3 | 7-1 | 7th graders will complete at least one additional career interest inventory and save the results in their electronic career profile. | School Counselors / Advisors | ✓ |
| 4 | 7-2 | 7th graders will explore at least three (3) Career Clusters based on their career inventory results and save the results and career statements in their electronic career profile. | School Counselors / Advisors | ✓ |
| 5 | 8-1 | 8th graders will complete a career aptitude inventory. | School Counselors / Advisors | ✓ |
| 6 | 8-2 | 8th graders will use their career interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9th grade courses. | School Counselors / Advisors | ✓ |
| 7 | 8-3 | 8th graders will receive notification of the Georgia Dual Enrollment program information by the time of their IGP development (flyers, website, e-blast, etc.). | School Counselors / Advisors | ✓ |

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# How can families play a role in the successful outcomes in middle school?

- Don't ignore misbehavior and poor conduct as these may be signs that your child is disengaging from school.

- Monitor grades and course performance and meet with your child's teachers if they need help to be successful.

- Talk to your child.

- Listen to your child and teach them to advocate for themselves. Teach them to ask for help when needed.

**FACT SHEET**

## KEEPING YOUR MIDDLE SCHOOL STUDENT ON A PATH TO GRADUATION

Middle School experiences play an important role in a student's path to high school graduation. The middle school years are the launching pad for a high school education that enables all students to obtain the schooling and/or career training they will need to become successful adults.

Parents play an important role in the successful outcomes of middle school students. Here are some tips parents can use to keep their middle school student on the path to graduation:

# High School



- Career, Technical, and Agricultural Education
- Internships/apprenticeships
- Vocational Rehabilitation Agency referral
- Paid employment
- Support available with outside agencies
- Dual enrollment

# The Individual Graduation Plan (IGP)

- Spring semester of the 8<sup>th</sup> grade
- Indicates:
  - Academic subjects
  - Based on selected academic and career area of choice
  - Developed in conjunction with parents/guardians, student, counselor or teacher as advisor
- Can include:
  - Career-orientation
  - Work-based learning
  - Dual Enrollment

# B.R.I.D.G.E. Law Checklist

| School Task | Level and Task # | Career Advisement Processes | Responsible to Verify Responses | |
|---|---|---|---|---|
| 9 | 9-1 | 9th graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile. | School Counselors / Advisors | ✔ |
| 10 | 9-2 | 9th graders will annually review and revise, **if necessary**, their Individual Graduation Plan/Program of Study. | School Counselors / Advisors | |
| 11 | 9-3 | 9th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.). | School Counselors / Advisors | ✔ |
| 12 | 10-1 | 10th graders will complete a career interest and aptitude inventory. | School Counselors / Advisors | ✔ |
| 13 | 10-2 | 10th graders will annually review and revise, **if necessary**, their Individual Graduation Plan/Program of Study. | School Counselors / Advisors | |
| 14 | 10-3 | 10th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.). | School Counselors / Advisors | ✔ |
| 15 | 11-1 | 11th graders will save three possible choices of postsecondary options in their career profile. | School Counselors / Advisors | ✔ |
| 16 | 11-2 | 11th graders will annually review and revise, **if necessary**, their Individual Graduation Plan/Program of Study. | School Counselors / Advisors | |
| 17 | 11-3 | 11th graders will research at least one additional **state or local workforce development initiative**, such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative. | School Counselors / Advisors | ✔ |
| 18 | 11-4 | 11th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.). | School Counselors / Advisors | ✔ |
| 19 | 12-1 | 12th graders will complete "Next Step" information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce. | School Counselors / Advisors | ✔ |

**\*Note**: All activities except student account creation and the 9—11 IGP annual review and revise activities are data collection elements. Follow district directives regarding IGP development for high school students.

# High School Transition Activities

| Postsecondary Employment | Postsecondary Education and Training | Independent Living/Adult Living/Community Living |
|---|---|---|
| Community-based vocational instruction, Work-based learning, | Dual enrollment (2 & 4 Year Programs, and Technical) | Lead IEP meetings/Active transition planning and engagement |
| Pre-Employment Transition Services, Pre-employment skills | Explore Inclusive Postsecondary Education (IPSE) | Financial literacy |
| Job search and attainment | Funding and scholarships | Address transportation/mobility |
| Entrepreneurship | College preparation skills | Explore housing possibilities |
| Apprenticeships/Internships | | Community involvement and relationships |
| Exploration of service providers and related agencies | Exploration of service Providers | Exploration of service providers and related agencies |

# How can families help keep high school students on a path that will lead to a diploma?

- Make graduation a priority.
- Be aware of your children's attendance and encourage them to be on time and in school every day.
- Know who they are hanging out with as they are most likely to mimic the behaviors of their friends.
- Remember, students with IEPs can stay longer in high school and receive extra supports to help them complete the necessary coursework to graduate with a regular diploma.

FACT SHEET

**KEEPING YOUR HIGH SCHOOL STUDENT ON A PATH TO GRADUATION**

Parents and other family members can help keep high school students on a path that will lead to a diploma!

- Make graduation a priority.

# Bridges to Opportunities for All: Career, Technical, and Agricultural Education (CTAE)  Participation

- Co-teaching in CTAE classes

- Career Technical Instruction (CTI)

- Extended transition programs with CTAE support

[Development and Transition Team website](#)

# 18-22 Transition Programs



- Part-time employment
- Apprenticeships
- Internships
- School sponsored career exploration
- Technical school participation

# Collaboration with Community and Providers

**AT to Consider for Transition.pdf (gadoe.org)**

November 16, 2023

# An Enviable Life!

A life that we all want, and the supports needed to live life to the fullest.

-Ann Turnbull

- A Meaningful Day
- Friends and Family
- Belonging – an expectation for showing up
- Recreation & Fun

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