

### Helping Parents Through the Secondary Transition Maze

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### KAHOOT

- Let's test your transition knowledge:
  - Go to **KAHOOT IT** on your device
  - Enter pin number shown on the screen



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### Agenda

- Why do we plan for transition?
- How do we help parents plan for transition?
- Explanation of transition IEP (Here to There)
- How do we make sure transition happens effectively?
- Who helps?
- Secondary Transition Activities

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### **Why Do We Plan for Transition?**

#### **Importance of High Expectations**

#### **Use the transition process to:**

- Help students achieve dreams and goals
- Increase their probability of:
  - Graduating with a diploma
  - Pursuing postsecondary learning
  - Attaining meaningful employment

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### **Transition Planning Can Help**

#### **Common Parent Concerns:**

- Where will this occur?
- Can my young adult live independently?
- Will they be able to succeed in their chosen activity?
- Who will assist them if necessary?
- How can we receive financial assistance?
- What happens if they do not succeed?
- What accommodations or modifications can be made for them in the workplace or post-secondary education setting?

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### **How Do I Get “There” from “Here?”**

- Where am I now?
- Where do I want to go?
- How do I get there?

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**Living**

**Home, Community Participation and Recreation**

- Live alone, with a roommate, with support, with family or relatives, or in a group home.
- Drive a car, use a bus, taxi, shopping, making medical and dental appointments, banking, voting, participating in religious or community events.
- Participate in sports, hobbies, group activities, fitness activities, family events, clubs, make or maintain friendships

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**Learning**

- Community college
- 4-year college
- Certification programs
- Community and adult basic education
- Vocational training
- On the job training
- Military service

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### Working

- Full-time
- Part-time
- Supported work
- On the job training
- Military service



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### Where Am I Now: Transition Assessment

- Relates to living, learning, working
- Emphasizes strengths
- Gathers appropriate, useful information
  - Student’s interests and preferences
  - Unique needs
- Provides data for making decisions

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### Talking With Parents About Transition Assessment

- Conversation about living, learning and working
- Family should know ahead of the meeting these areas will be discussed
- Parent perspective may be different then student perspective
- Assessment results will change as student moves through grades

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**Post-Secondary Expectations:  
The “There”**

- The plan for the student’s future after high school
- Based on transition assessment
- Outcome statements

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**Getting There:  
Course of Study**

This is the long term plan.

- Relates directly to postsecondary expectations
- States when student plans to graduate
- Lists courses, activities and linkages
- Is reviewed annually

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**Getting There:  
Annual Goals**

- Each reflect at least one postsecondary expectation
  - Are measurable
  - Include a timeline for accomplishment
  - Guide instruction
  - Include academic skills and align with general curriculum
  - Can build lifelong skills

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### Getting There: Services, Supports and Linkages

- Services to meet unique needs of student
- Supports to give student access to education
- Linkages to other service providers



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### Community Resources

- IVRS – Iowa Vocational Rehabilitation Services
- Home and Community Based Waivers/DHS
- Disability Support Services Coordinators
- Family Navigators – Child Health Specialty Clinic
- Case Management
- Pediatric Integrated Health Program (PIH)/ Integrated Health Home
- Mental Health and Disability Services
- Agencies
- Iowa Works
- Social Security

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### Importance of Age of Majority

- Parents need to understand that planning needs to begin early
  - Services
  - Educational decision-making
  - Substitute decision making
- New Iowa Dept. of Ed Age of Majority Materials - <https://www.educateiowa.gov/pk-12/special-education/special-education-programs-services/secondary-transition>
- Disability Rights Iowa and Legal Aid can help families

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### Self-Determination

- IS: "Acting as the primary causal agent in one's life, free to make choices and decisions about one's quality of life, free from undue or unwanted external influence".
- WHY: When individuals are the causal agents for finding supports, instruction, and services in their own lives, they have an increased chance of achieving their goals.

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### Self-Determination...

BECAUSE:

- "The premise behind self-determination is that everyone has a right to choose his or her own destiny, to work toward making his or her dream a reality."

WHEN:

- "Has to happen across the home and school day, not just when talking about transition planning."

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### Self-Determination

- Increase students' involvement in the process and enhance their self-determination.
- Involve the students in activities that help them
  - make decisions about their long-range plans, and
  - explore their preferences in employment, postsecondary education, community living, and recreation/leisure.

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### Self-Determination

- In all areas of transition (community living, employment and post-secondary education or training) it is crucial for students and parents to know the differences in the laws and understand what they can ask for and how to ask for it.
- Thinking Outside the Box  
<http://www.idbonline.org/thinking-outside-employment-box>

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### Helpful Transition Web Sites

- PACER Transition - <http://www.pacer.org/transition/learning-center/planning/>
- National Center on Secondary Education and Transition - <http://www.ncset.org/>
- National Collaborative on Workforce Development - <http://www.ncwd-youth.info/>

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### Activities That Help Foster the Transition Process

- Sharing resources – Area Education Agencies
- Student and parent helping with SAR
- Positive Personal Profiles
- Partnerships – Community College
- PACER Train the Trainer for Teachers
- District Transition Nights

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# QUESTIONS

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## Iowa Family & Educator Partnership



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### Presenter Contact Information:

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- Amy Liddell, Green Hills AEA
- Kelly Wallace and Annette Clarahan, Great Prairie AEA

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