

INDIVIDUALIZED EDUCATION PROGRAM

POST-SECONDARY TRANSITION HANDBOOK

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Hawaii State Department of Education
Office of Student Support Services
Exceptional Support Branch/Special Education Section
475 22nd Ave
Honolulu, HI 96816
(808) 305-9806

HAWAII'S VISION

The Hawaii State Department of Education (HIDOE) serves the community by developing academic achievement, character, and social-emotional well-being of students to their fullest potential. HIDOE works with partners, families, and communities to ensure all students reach their aspirations from early learning through college, career, and citizenship. HIDOE's vision is that students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

As stewards for public education, the Hawaii State Board of Education and Superintendent are both committed to a vision of excellence for all students. Equity and Excellence are the foundation of our organization.

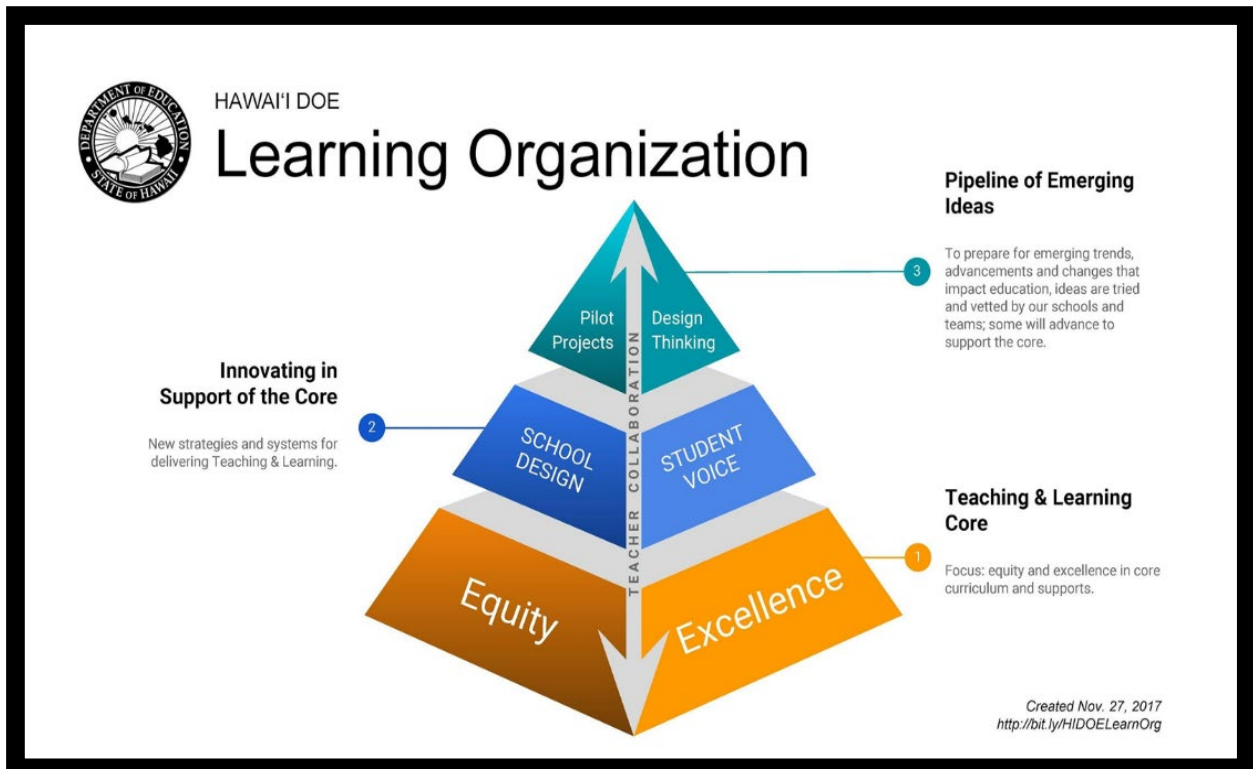


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CHAPTER 1: OVERVIEW

Transition Planning: A Collaborative and Integrative Process

Nationally and locally, the public education system focuses on college and career readiness; transition for all, including students with disabilities. This validates the need for all students to have a plan for their future as they leave school. Earning a living wage requires the acquisition of skills that lead to postsecondary training and integrated employment. The goal of transition planning is to support students with disabilities to learn the skills necessary to reach their postsecondary goals (PSGs) and successfully transition to the adult world. “A transition plan provides the basic structure for preparing an individual to live, work, and play in the community, as fully and independently as possible.” (PACER Center Inc., 2001).

Transition planning for students with disabilities and the involvement of their families in such planning is a requirement of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for whatever comes next, including postsecondary education, employment, and independent living.

The IDEA highlights the need for educators, parent(s)/legal guardian(s), and community agencies to work together to support the student as he or she works toward PSGs and outcomes. The transition planning process provides awareness to students, families, educators, the community, and adult service providers of the roles and responsibilities of each team member involved. It fosters collaboration and facilitates communication between schools, families, and communities. Both general and special education professionals need to know effective strategies, methods, and ideas to teach students with disabilities the skills that they will need in adult life (Benz, Lindstrom, & Yovanoff, 2000; Thoma, Nathanson, Baker, & Tamura, 2002). The success in transition planning is positively associated with situations in which families and students take an active role in planning for the future. The families who are equipped with effective strategies are empowered and more involved in the transition planning process.

Each transition plan is tailored to the Preferences, Interests, Needs, and Strengths (PINS) of an individual student. Transition planning for a student’s future begins as early as in elementary school, with career awareness and exploration activities. Formal transition planning begins through the Individualized Education Program (IEP) process the year the student turns 14 years of age. The IEP is a tool that provides a structure for IEP teams to develop a program that will assist the student to make a successful transition to college, career, and life.

Roles and Involvement of Partners

Just as important as the identification of the PSGs are the various stakeholders that can support the transition process and assist the student in achieving the identified goals. Stakeholders come to the transition planning table with a variety of roles and responsibilities.

Partners	Roles/Responsibilities
Student	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in IEP and transition planning meetings. <input type="checkbox"/> Identify strengths and challenges and share with the IEP team. <input type="checkbox"/> Express interests and preferences and share with the IEP team. <input type="checkbox"/> Identify PSGs. <input type="checkbox"/> Participate in transition activities identified in the IEP. <input type="checkbox"/> Assist parent(s)/legal guardian(s) in applying for postsecondary services from state agencies.
Parent(s)/Legal Guardian(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in IEP and transition planning meetings. <input type="checkbox"/> Share student's preferences, interests, strengths, and needs with the IEP team. <input type="checkbox"/> Help student access other transition partners. <input type="checkbox"/> Advocate for student's goals. <input type="checkbox"/> Share contacts and networks for potential job opportunities. <input type="checkbox"/> Provide feedback to transition partners <input type="checkbox"/> Review the transition timeline and ask for supports needed <input type="checkbox"/> Complete applications to appropriate state agencies according to the agency's timeline
School Systems	<ul style="list-style-type: none"> <input type="checkbox"/> Secure parent(s)/legal guardian(s) permission to communicate with state/community agencies. <input type="checkbox"/> Invite partners to IEP meetings when a transition is discussed. <input type="checkbox"/> Assist parent(s)/legal guardian(s) in applying for postsecondary services from state agencies. <input type="checkbox"/> School personnel (e.g., special education, general education, related services staff, etc.,) collaborate to provide instruction and work experiences in authentic work environments, if indicated, in student's IEP. <input type="checkbox"/> Work collaboratively with Division of Vocational Rehabilitation (DVR), Department of Human Services (DHS), to ensure eligible students are identified and receive employment readiness training. <input type="checkbox"/> Provide information meetings for parent(s)/legal guardian(s) regarding aspects of transition planning and the application process/timeline for state agencies that may provide services to the student upon exit from the school system. <input type="checkbox"/> Document and report student progress. <input type="checkbox"/> Provide a Summary of Performance (SOP) for students who graduate with a diploma or age out.
DHS/DVR	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in transition planning meetings/attend IEP meetings as appropriate. <input type="checkbox"/> Begin working with eligible students prior to their last year of high school to develop an Individualized Plan for Employment (IPE).

Partners	Roles/Responsibilities
	<ul style="list-style-type: none"> <input type="checkbox"/> Provide consultation and technical assistance to HIDEOE, including but not limited to outreach, DHS/DVR application and referral procedures, eligibility criteria, development of the IPE, and available services.
DHS/DVR – Cont.	<ul style="list-style-type: none"> <input type="checkbox"/> DHS/DVR statewide transition coordinator, in collaboration with the Office of Student Support Services (OSSS)/Exceptional Services Branch (ESB), will arrange and co-facilitate quarterly transition meetings. <input type="checkbox"/> In collaboration with HIDEOE, DVR will provide transition services and Pre-Employment Transition Services (Pre-ETS) to students with disabilities who meet the requirements for DVR services. Transition planning will include, but is not limited to, the following: <ul style="list-style-type: none"> ○ Job Exploration Counseling; ○ Work-based Learning Experiences; ○ Instruction in Self-advocacy; ○ Counseling for Opportunity in Postsecondary Education; and ○ Workplace Readiness Training.
Other State Agencies, Adult Service Providers, Community	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in transition planning. <input type="checkbox"/> Work with schools to facilitate work-based experiences and provide job development and job coaching. <input type="checkbox"/> Provide services and supports for DVR and Developmental Disabilities Division (DDD), Department of Health (DOH) clients to provide job development and job coaching upon exiting high school.

Note: The table is adapted from *Transition Planning Guide for Individuals with Disabilities*, Maryland State Department of Education, 2017.

Purpose of this Document

In order to improve transition outcomes for our students with disabilities, the Special Education Section, in collaboration with school and district staff statewide, has developed this IEP: Postsecondary Transition Planning Handbook (Handbook). This Handbook is designed to provide “how-to” information to help educators quickly locate information and resources for their work by creating transition plans for students with disabilities. This Handbook may be copied at no cost for use by pre-service and in-service educators and related service providers who are working with students with disabilities in preparing them with postsecondary transition planning. The programs and services dedicated to improving the educational outcomes of students with disabilities may maintain a copy for free distribution.

CHAPTER 2: INDICATORS 13 & 14

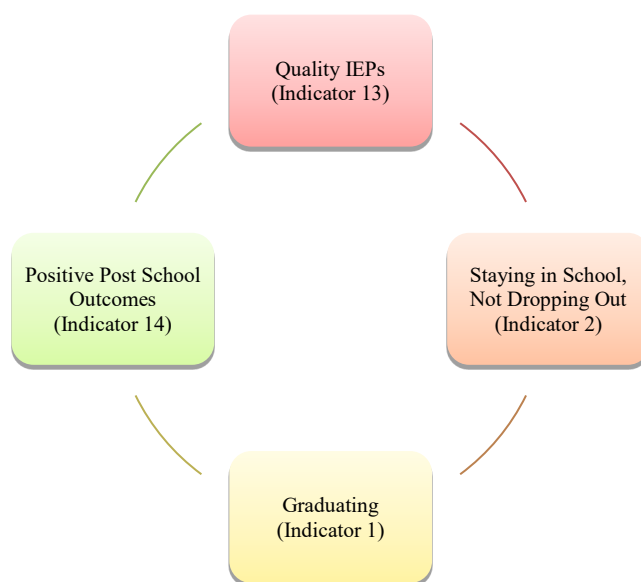
Background

Under the reauthorization of the IDEA, in efforts to foster achievement and accountability, the U.S. Department of Education, Office of Special Education Program (OSEP) required states to develop a State Performance Plan (SPP) that evaluates the state's implementation of the requirements and purposes of IDEA.

The SPP contains 20 performance and compliance indicators related to the implementation of IDEA. These 20 indicators are aligned to five (5) monitoring priorities that are set by the OSEP. The five monitoring priorities are (1) Free Appropriate Public Education in the Least Restrictive Environment, (2) Disproportionality, (3) Child Find, (4) Effective Transition, and (5) General Supervision.

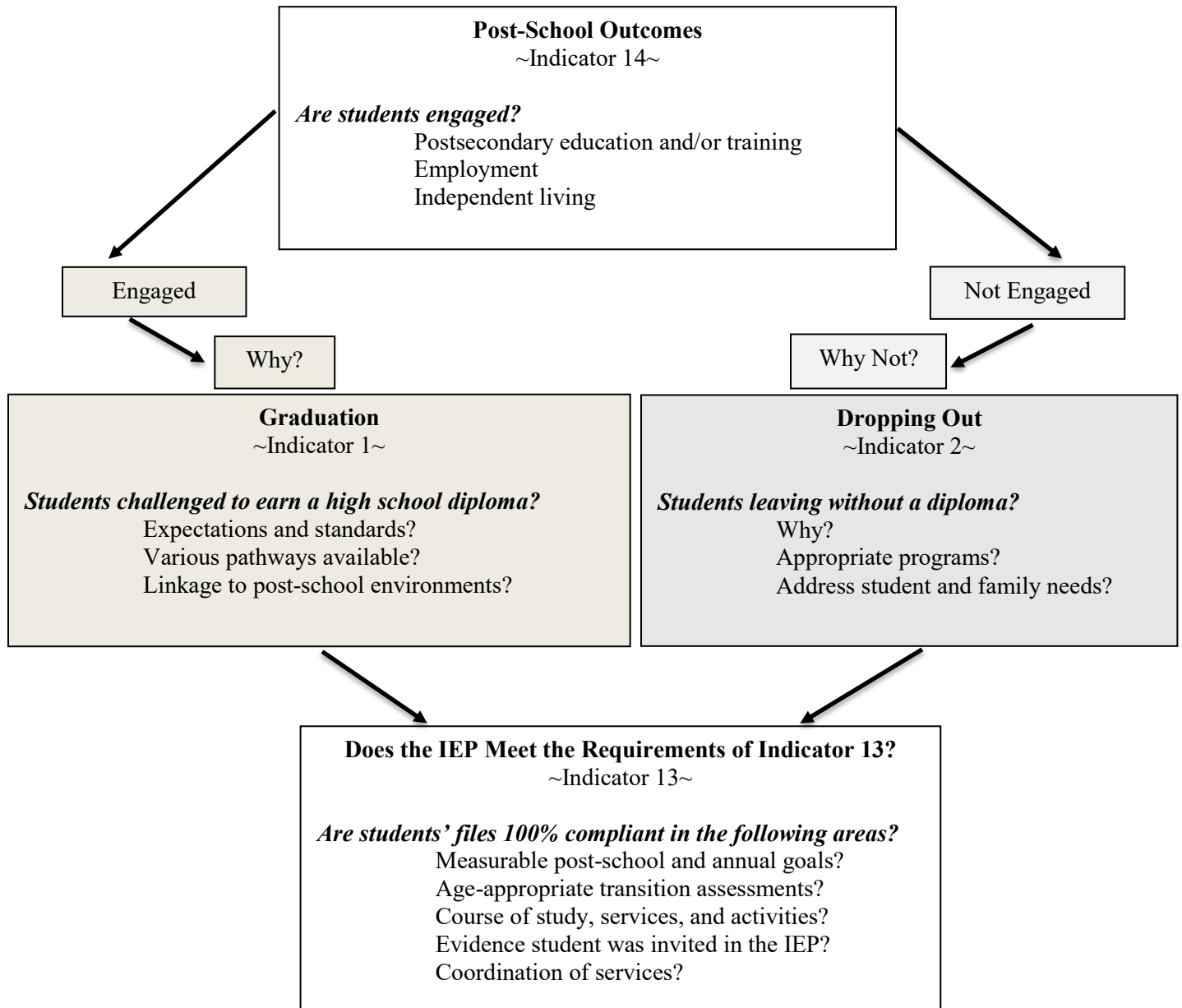
Two (2) indicators (13 and 14) of the SPP focus on postsecondary transition outcomes for students with disabilities. An outcome can be defined as a benefit experienced as a result of services and supports provided for a student. Indicator 13 measures transition planning for students age 16 and above. Indicator 14 measures postsecondary outcomes within one year of leaving high school for students who had an IEP in effect at the time of graduation. The data from Indicators 13 and 14 are reported annually to OSEP, and results are used to improve postsecondary outcomes for students with disabilities.

Critical Interrelationships for Achieving Post-School Outcomes



Kohler (NSTTAC), 2007

Using Transition Indicators to Improve What We Do



INDICATOR 14: POST-SCHOOL OUTCOMES

Indicator 14 requires that data be collected annually from students who had an IEP in effect prior to graduation from high school via a follow-up survey one year after graduation. The data collected focuses on these students being enrolled in higher education, competitively employed, in some other postsecondary education or training program, or some other employment within one year of leaving high school. The primary purpose is to provide a clear measure of post-school outcomes of former students with disabilities as they transition from high school to adult life.

“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one (1) year of leaving high school.
- Enrolled in higher education or competitively employed within one (1) year of leaving high school.
- Enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one (1) year of leaving high school.” (20 U.S.C. 1416(a)(3)(B))

One (1) year after leaving high school, students who were receiving special education services at the time of graduation will be contacted by a staff member who knew and worked with the student. Students will be asked questions about what they have been doing since graduation from high school.

Who Conducts the Surveys?

Students’ feedback on the services they received as well as the programs in which they participated will be collected. Thus, it is important that staff who conducts these surveys meet the following requirements:

1. know the student;
2. have worked with the student;
3. have prior knowledge regarding the purpose of the survey; and
4. can provide contact information of service provider agencies in response to inquiries for assistance.

TIPS AND STRATEGIES

The National Post-School Outcomes Center recommends the following best practices to conduct follow-up surveys after students leave school:

- Provide pre-notification and create familiarity.
- Discuss the follow-up interview with students before they leave school.
- Tell students what to expect and why.
- Tell students how the information they share will be used to help others like them.
- Include Post-School Outcomes (PSOs) information (e.g., the PSO letter they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation, etc.).
- During the last IEP meeting, ask students to address the PSO letter to themselves. (See Appendix D).

Predictors of Post-School Success

Correlational research has identified the following evidence-based predictors of post-school employment, education, and independent living success. The checklist below is intended to provide a framework for implementing practices in school transition programs that are likely to lead to more positive PSOs for students with disabilities.

- Family Expectation—Include family to plan and communicate their expectations of their child after high school.
- Inclusion in General Education—Access to general education classes and curriculum.
- Independent Living Skills—Self-care and life skills required to live independently.
- Social Skills—Behavior, attitude that focuses on communication and collaboration.
- Family Engagement—parent(s)/legal guardian(s)/family/supportive adults are active and engaged participants in transition planning.
- Student Support —Network of family, educators, and agencies that provide services to facilitate the transition.
- Career Awareness—Learn about opportunities to explore the education and skills needed for a variety of careers.
- Self-Advocacy/Self-Determination—Ability to make choices, solve problems, set goals, evaluate options, and state goals.
- Program of Study—Courses, experiences, and curriculum designed to develop student academic and functional skills.
- Interagency Collaboration—Cross agency and program collaborative efforts to link youth/families to resources.
- Transition Program—Contracts with agencies that move students from school settings to adult life.
- High School Diploma—Meet graduation requirements for a diploma.
- Community Experience—Activities that occur outside the school setting and are supported by in-class instruction.
- Occupational Courses—Career-Technical classes.
- Vocational Education—Courses that focus on career development and preparation for specific careers.
- Work-Study—Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
- Paid Employment Work Experience—Participation in the workplace. Can include job shadowing, internships or paid work experience.
- Districts and complex areas that demonstrate a high proportion of their students attending postsecondary school and/or working in competitive settings are likely to offer strong transition programs and quality services. The PSOs should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to higher graduation rates and lower dropout rates as the planning is focused on the needs of the students.

Guiding Questions to Improving Postsecondary Transition Services

Schools/Complex areas should use these guiding questions to self-evaluate their current practices at the school and complex area level. It enables the schools and complex areas to identify what they are doing well and the areas where they need to improve.

Guiding Questions	Answers/Evidence
1. Transition	
When a student turns 14, how does HIDOE school provide explicit transition planning services designed to help students move from high school into work and/or postsecondary education and training opportunities?	
Do the IEPs meet the postsecondary Indicator 13?	
What percentage of students were engaged in working, going to school or both?	
2. Issues Related to Graduation and Dropout Rates	
What percentage of former students graduated with a diploma last year?	
Is the current year's graduation rate similar, higher or lower than the previous year?	
What percentage of students dropped out last year?	
What is the number of students with disabilities represented by this percentage?	
Are the current year's dropout rates similar, higher, or lower than the previous year?	
3. Issues Experienced by Students with Disabilities Related to Drop Out and Graduation Rates	
What do you think contributes to graduation and dropout rates?	
What types of classes – academic and vocational – do students who graduate or drop out from the high school typically take while in high school?	
What school policies contribute towards dropping out of high school?	
What are the barriers to students graduating?	
4. Issues Related to Competitive Employment	
What services do HIDOE district-complex area and/or the school provide that contributes to students becoming competitively employed once they exit school?	
Does HIDOE school involve vocational rehabilitation (VR) services? <ul style="list-style-type: none"> If not, what are the barriers to fulfilling this objective? 	
What school barriers limit competitive employment for students with disabilities? <ul style="list-style-type: none"> How is the school addressing these barriers? 	
Are career awareness and job training an explicit part of the curriculum?	
How are students with disabilities explicitly taught self-advocacy and self-determination skills that they will need to successfully overcome or avoid a variety of challenges they may face once they leave high school?	
How are students and their parent(s)/legal guardian(s) informed about postsecondary education/training programs?	
How are the parent(s)/legal guardian(s) and students active participants in the decision-making process relative to identifying postsecondary goals for further education?	

INDICATOR 13

Indicator 13 is the other compliance Indicator that is required to be reported to the OSEP. The intent of Indicator 13 is to provide districts, schools, and states a way to measure how effective their IEP teams are at addressing the transition from high school to postsecondary life. The transition process facilitates a student's movements towards attaining the student's PSGs.

In the state of Hawaii, the transition must be addressed starting at age 14, or earlier if the IEP team deems appropriate. However, for federal reporting purposes, the data pulled for Indicator 13 only applies to the students with IEPs ages 16 and above. Each year, the Monitoring and Compliance Branch (MAC), Office of the Superintendent, collects data from each complex area through a sampling process to determine how well IEP teams are addressing transition. The results of the data are reported in the Annual Performance Report (APR) to OSEP.

Percent of youth with IEPs aged 16 and above that have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There must also be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. § 1416(a)(3)(B))

Evaluation of Indicator 13

IEP teams must consider **the following eight (8) standards** and meet the elements of **Indicator 13 with a 100% score**. A 100% score means each IEP reviewed in monitoring must have a "yes" or "N/A" response to each question on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist: Form B (Enhanced for Professional Development). See more details in regards to **Checklist Form B** at:

https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf

Indicator 13 Checklist: Form B (Enhanced for Professional Development)

1. Are there appropriate PSGs related to: <input type="checkbox"/> Education, <input type="checkbox"/> Training, <input type="checkbox"/> Employment, and <input type="checkbox"/> Independent Living, as appropriate?
2. Is (are) PSGs updated annually?
3. Is there evidence that measurable PSGs were based on age-appropriate transition assessments?
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her PSGs?
5. Do the transition services include a course of study that will reasonably enable the student to meet his/her PSGs?
6. Is (are) an annual IEP goal(s) related to student's transition services needs?
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent(s)/legal guardian(s) or student who has reached the age of majority?

Frequently Asked Questions and Responses at:

<https://transitionta.org/sites/default/files/news/NTACT-I-13%20FAQ%20Update.2018.pdf>

Areas of Improvement for our State

The 2017-2018 school year data shows the following three (3) subcategories that need improvement:

- Update PSGs** on an annual basis.
- Develop PSGs based on **age-appropriate transition assessments**.
- Invite the student** to the IEP team meeting if the purpose of the meeting will be the consideration of the PSGs for the student and the transition services needed to assist the student in reaching those goals.

TIPS AND STRATEGIES

- School and District staff must provide informational training sessions on Indicator Checklist.
- Use Checklist Form B as a training tool.
- If a school has not met Indicator 13 for two (2) consecutive years, reach out to the district special education staff to discuss the areas of need and how to address them through professional development.

CHAPTER 3: WHAT DOES THE LAW REQUIRE?

Transition Services

According to Hawaii Administrative Rules (HAR) § 8-60-2 Definitions, transition services means a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Includes:
 - a. Instruction;
 - b. Related services;
 - c. Community experiences;
 - d. The development of employment and other post-school adult living objectives; and
 - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

When Must Transition Planning Begin?

Transition planning for a student's future must begin as early as elementary with career awareness and exploration activities. Formal postsecondary transition planning and the delivery of transition services as required by state and federal regulations begin during the IEP year in which the student turns 14 years of age.

Students 14 Years of Age or Younger (HAR § 8-60-44(b)(1))

For each student beginning at age 14 (or younger if determined appropriate by the IEP team), and updated annually, the IEP shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational educational program).

Students 16 Years of Age (HAR § 8-60-44(b)(2))

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessment related to:
 - Training;
 - Education;
 - Employment; and
 - Independent living skills, where appropriate.
- The transition services (including courses of study) needed to assist the student in reaching those goals.
- Age appropriate transition assessments based on the individual needs of the student to be used to determine appropriate measurable postsecondary goals.
- Beginning no later than one year before the student reaches the age of majority under State law, (18 years of age in the State of Hawaii), the student's IEP must include a statement that the student has been informed of his/her rights under Part B of IDEA, if any, that will transfer to the student on reaching the age of majority.

Transition Services Participants (HAR § 8-60-45(b)(1))

In accordance with subsection (a)(7), HIDOE shall invite a student with a disability to attend the student's IEP team meeting if one of the purposes of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals under HAR § 8-60-44(b).

Consent Needed for Agency Representatives to Attend the IEP Meeting (HAR § 8-60-45(b)(3))

To the extent appropriate, with the consent of the parent(s)/legal guardian(s) or a student who has reached the age of majority, in implementing the requirements of HAR § 8-60-45(1), HIDOE must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Parent Participation (HAR § 8-60-46(b)(2))

HIDOE will provide information to parents regarding transition for a student with a disability beginning at age 14, (or younger, if determined appropriate, by the IEP team), the notice shall also:

- A) Indicate that one of the purposes of the meeting will be the development of a statement of the transition service needs of the student required in HAR § 8-60-44(b)(1); and
 - B) Indicate that HIDOE will invite the student.
- (3) For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP team, the notice also shall:
- (A) Indicate:
 - (i) The purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student, in accordance with HAR § 8-60-44(b);
 - (ii) HIDOE will invite the student; and
 - (B) Identify any other agency that will be invited to send a representative.

TIPS AND STRATEGIES

- Reach out to families for their input and engagement in the IEP process.
- Be available!
- Remember that all families and school staff should be equal partners.
- Communicate with families for the purpose of finding out about a family's:
 - o Goals, expectations, and dreams about their child; and
 - o Strengths and needs.
- Identify Community-Based Service Providers.
- Provide parent(s)/legal guardian(s) information on the IDEA and requirements of IEP transition planning.
- Provide parent(s)/legal guardian(s) information about the changing role of the child as well parent(s)/families' when transitioning to adulthood.
- Provide parent(s)/legal guardian(s) and students with information about the opportunities and resources that exist from a number of adult service agencies that support people with disabilities.

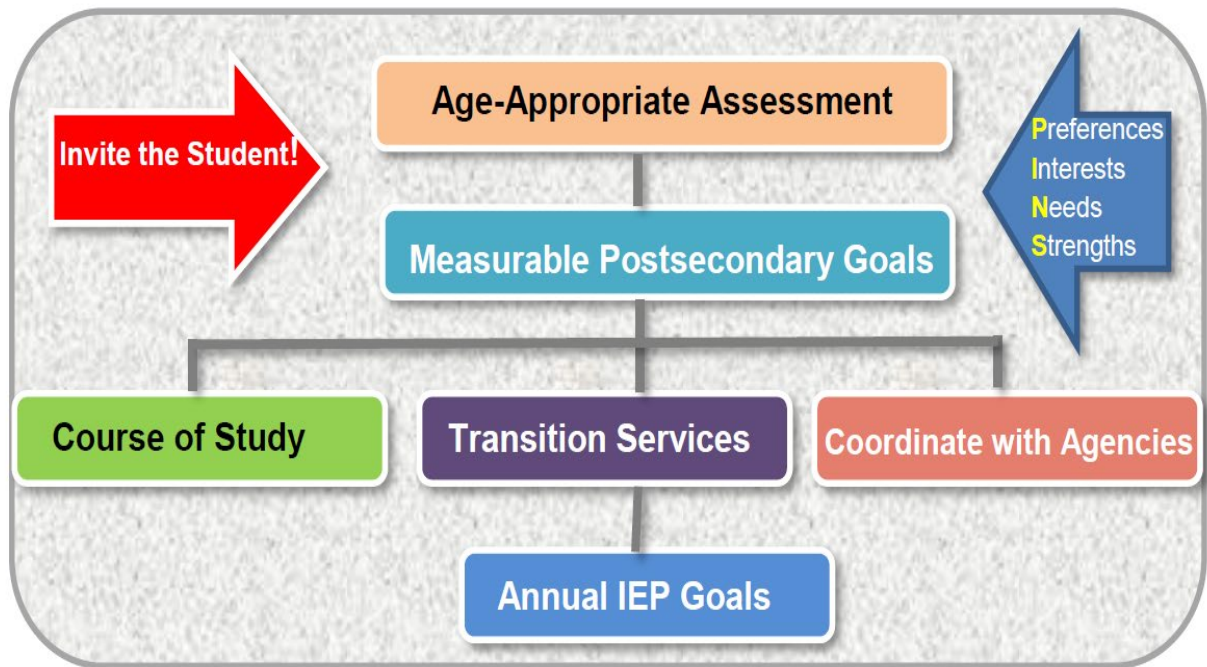
LINKS TO RESOURCES

- HAR Chapter 8-60 Guidelines: <https://bit.ly/2UZa100>

CHAPTER 4 - IEP POSTSECONDARY TRANSITION PLANNING

Flow Chart

The following is a flowchart to organize the transition process and requirements. Follow this process to translate the information you have gathered to the Present Levels of Academic Achievement and Functional Performance in our State; we use the acronym PLEP and Transition page of the IEP. If you follow the steps to a successful coordinated transition plan, then all components of the IEP per IDEA should be fulfilled, and the student should have a successful postsecondary transition. *Center for Change in Transition Services* at <https://www.seattleu.edu>.



Seattle University Center for Change in Transition Services

WHAT ARE THE STEPS FOR DEVELOPING THE IEP?

Invite the student to the IEP

The student is critical to the transition planning process. Beginning at 14 years of age (or younger, if appropriate, determined by the IEP team), the student must be invited to the IEP meeting. When planning the IEP meeting, it is important to provide opportunities for the student to attend and participate fully in the meeting.

Use Age-Appropriate Transition Assessments to Identify Student's PINS

The information must be gathered in order to identify a student's PINS and aspirations for life after high school. The PSGs might not seem realistic to educators or family, but this is often typical of the process young people go through while making plans for their future. Students should be provided with experiences around the PSGs so they may further clarify their future plans.

Describe the Student's PLEP

The IDEA requires that the IEP include the student's PLEP and include how the disability affects the child's involvement and progress in the general education curriculum. PINS must be documented on the PLEP. The parent(s)/legal guardian(s) and families are a valuable source of information regarding the student's postsecondary vision. Parent(s)/legal guardian(s)' and families' input/concerns must be included in the PLEP in order to develop the goals and objectives to support PSGs.

Write Measurable PSGs Based on Age-Appropriate Transition Assessments

Using the information gathered in regards to student's PINS, the IEP team must develop measurable PSGs that the student will reach after exiting high school. The PSGs must be written in relation to:

- Education and Training;
- Employment; and
- Independent Living (if appropriate).

Develop a Course of Study that will assist the Student to Reach their PSGs

The course of study is a multi-year description of coursework from the student's current year to the student's anticipated exit year that is designed to help achieve the student's desired PSGs.

- The course of study is not the coursework required to attain a specific high school diploma.
- The courses of study must **align** with the PSGs.
- The course of study must be **reviewed annually** to ensure courses were passed, the student did not drop a course, or the student was unable to take a course as scheduled.

Determine Transition Services Needed to Reach the PSGs

The IEP team must document the student's transition services so that the link between the student's educational needs and the transition services the student will be provided are clear. Transition services are a set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from school to postsecondary living. These activities are based on the student's PINS. Transition services include instruction, related services, community experiences, the development of employment, and other post-school living objectives, and when appropriate, daily living skills.

Determine if Outside Agency Representatives are Responsible for Providing or Paying for Transition Services Identified

HIDOE will identify any other agency that could provide or pay for transition service and will be invited to send a representative. Once identified, gather and provide the information on services that each agency provides to parent(s)/legal guardian(s). HIDOE will obtain a [Consent for Release of Information](#) form to share information in regards to transition services. Once written consent is

obtained, HIDOE will invite the agency representative to the IEP meeting where transition services will be discussed.

In the event that the parent(s)/legal guardian(s) refuses to provide consent, HIDOE will document efforts in the Prior Written Notice (PWN) under #5 Other relevant factors and continue to develop the student’s transitions plans without agency involvement.

❑ Write Measurable Annual IEP Goals and Objectives

After developing a comprehensive plan that includes a coordinated set of activities, annual IEP goals and objectives must be written to support PSGs.

CASE STUDY EXAMPLES

Scenario examples have been provided to illustrate the different transition IEP components. These case examples are adapted from the original scenarios posted on the National Technical Assistance Center on Transition (NTACT) website: <https://www.transitionta.org/transitionplanning>

Throughout the Handbook, there will be examples based on the case studies relating to the following:

- ❑ Student Participation in the IEP.
- ❑ Age-Appropriate Transition Assessments.
- ❑ PSGs.
- ❑ Transition Services.
- ❑ Course of Study.
- ❑ Agency Participation.

Name	Age	IDEA Eligibility Category	Areas of Need
Alex	17 years old	Autism Spectrum Disorder	<input type="checkbox"/> Reading Comprehension <ul style="list-style-type: none"> ○ Making inferences and oral expression ○ Social (workplace communication skills)
Lilly	20 years old	Multiple Disabilities	<input type="checkbox"/> Academics <ul style="list-style-type: none"> ○ Reading ○ Math ○ Written Language <input type="checkbox"/> Vocational <input type="checkbox"/> Functional <input type="checkbox"/> Social skills <input type="checkbox"/> Communication <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Nursing care
Allison	18 years old	Specific Learning Disability	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Written Expression

STUDENT PARTICIPATION IN THE IEP MEETING

Transition planning is about the student’s movement from high school to life after high school. It is based on the student’s plans for the future. Because transition planning is a student-focused process, the student should be involved in the entire IEP process as well and not just the transition planning process.

It is important that the student has self-awareness, is familiar with his/her IEP, and participates in its development and in the IEP meeting, as this builds self-determination skills. Self-determination is the aptitudes, abilities, and skills that lead people to define goals for themselves and to take the initiative to reach these goals. (Ward, 1998)

Self-determination is about choices and learning from those choices. It is about rights and having the skills to advocate for those rights. It will allow students to communicate their PINS, beliefs, and values. Self-determination is part of the process of transition planning and should be addressed early.

Self-Determination and Student-Led IEP

Planning and implementing the IEP with student involvement maximizes student self-determination. The IEP process must consider the student's PINS. Self-management of the IEP offers the opportunity for students to learn self-determination skills. The IEP meeting is the perfect opportunity for students to identify their PINS. By attending and facilitating the IEP meeting, students can develop their own self-advocacy and self-determination skills. The central focus is to prepare the student to plan for his/her own IEP staffing, lead their own IEP meeting, and implement the IEP. The behaviors learned while managing their IEP are the same self-determination skills needed for success after school.

The student may need preparation and practice in participating in the IEP meeting. The PINS of the student are the core of the planning process; therefore, the student's input is essential. The student engagement in the IEP process is on a continuum, depending on the student's needs, age, and abilities. The continuum below shows the progression and targets for student participation in the IEP process:

- IEP takes place without the student present.
- Student present with minimal participation and/preparation.
- Student present with some participation:
 - Presents information;
 - Gives input into goals and supports; and
 - Answers questions.
- Student present and actively participates.
- Student present and takes responsibility for one piece of the process.
- Student present and takes responsibility for most of the process.
- Student leads and directs the IEP process.

(Thoma & Wehman, 2010)

The goal is for the student to communicate preferences, interests, areas of needs, strengths, types of supports, participate in discussions, decisions, planning activities, IEP development, meetings, and implementation. If the student is not ready, utilize evidence-based practices such as *Inventory*, *Provide*, *Listen*, *Ask*, *Name* (IPLAN) to explicitly teach the student self-determination skills:

- 1) Inventory your strengths, areas to improve or learn, goals, and choices for learning or accommodations.
 - In the first step, the student completes an inventory sheet that he/she can use at the IEP meeting, which identifies strengths, areas to improve or learn, goals, and choices for learning or accommodations.
- 2) Provide your inventory information.
 - In the second step, the student uses his/her inventory sheet during the discussion in the IEP meeting.
- 3) Listen and respond.
 - The third step involves the student learning the proper time to listen (e.g., when someone is making a statement, when someone is asking a question) and respond (e.g., when someone asks a question when you have information to add).

- 4) Ask questions.
 - The fourth step involves teaching the student how to ask questions when he/she does not understand what people are saying.
- 5) Name your goals.
 - The last step is to teach the student to name the goals he/she would like included in the IEP.

Student Behaviors Associated with Post-School Employment and Education

- Strengths/Limitations**
 - o Able to express and describe personal strengths and limitations, as well as assistance needs.
- Disability Awareness**
 - o Ability to describe disability and accommodation needs.
- Persistence**
 - o Ability to work toward goals until they are accomplished or after facing adversity.
- Interaction with Others**
 - o Ability to maintain friendships and work collaboratively with small groups or teams.
- Goal Setting**
 - o Able to understand the importance of setting goals; set PSGs that match interests.
- Employment**
 - o Ability to express a desire to work, demonstrate job readiness, complete training, and obtain a job.
- Student Involvement in IEP**
 - o Discuss goals with the IEP team and actively lead the IEP.

(Transition Education Fast Facts, Council for Exceptional Children [2013]).

Checklist for Planning and Engaging Students in the IEP

- Identify students who are 14 years of age or older.
- Obtain written consent to invite adult service providers to IEP meetings from the parent(s)/legal guardian(s) or adult student.
- Connect with the student's adult service providers and invite them to the IEP meeting.
- Schedule time in advance to meet with the student to review the transition IEP.
- Prepare students for participating in their IEP.
- Review the student's formal and informal assessments and ensure they align with the student's PSGs.
- Review the student's course of study and ensure they align with the student's PSGs.
- Consider which transition assessments (formal and informal) would best identify student's PINS and PSGs.
- Plan for parent(s)/legal guardian(s) and family input/interview.
- Discuss the student's annual goals and a method for tracking those goals. (i.e., How does the student reflect/report progress on his/her goals?).

STUDENT PARTICIPATION IN THE IEP – CASE STUDY EXAMPLES

Alex's IEP Participation

Alex is capable of conducting his IEP team meeting to revise the annual draft. He will have the opportunity to share his PINS needs already identified in his IEP draft and participate in dialogue with other members of the IEP team to develop the IEP. He will need assistance in the following areas:

- Plan (discuss the parts of the IEP that must be addressed with his teachers prior to the meeting, develop an agenda for the meeting, review past goals and performance, summarize his current goals);
- Communicate with adults (determine prior to the IEP team meeting what behavioral or communication issues he may have in the meeting, introduce all participants, ask for others' feedback, ask questions if he understands how to deal with differences in opinion); and
- Positively state his goals (identify his PINS, state his postsecondary and transition goals, and state the support he needs to reach his goal).

Lilly's IEP Participation

Lilly will participate in the following ways to be involved in the IEP process:

- Lilly will collaborate with her special education teachers to help plan for the IEP team meeting, using her communication assistive devices. She will identify, through video, how she interacts with persons in the community, including at places like grocery stores, her parent(s)/legal guardian(s)' office, post office, church, bowling alley, shopping mall, school football or other sports/games. This video will help to identify her PINS.
- Assist in portraying the types of tasks she does and what level of assistance she needs. The teachers will help Lilly identify PSGs, and support needed to reach those goals. She will assist the teachers in preparing these materials and attend the IEP team meeting.

Allison's IEP Participation

Allison will address her IEP goals to improve her organizational skills as she participates in the following ways of the IEP process:

- Draft the IEP to include her strengths and needs, as well as her interests and preferences.
- Meet with the IEP team, participate in dialogue to share her identified PINS, revise the draft IEP, and develop a plan.
- Implement and evaluate the IEP by evaluating the achievement of IEP goals.

TIPS AND STRATEGIES

How to Engage the Student?

- Planning
 - The IEP includes laying the foundation for the meeting by identifying strengths and needs, establishing goals, considering options, and preparing resources to use at the IEP team meeting.
- Drafting
 - The IEP provides practice in **self-advocacy skills**—includes having students write a draft of their IEP that reflects their PINS.

- Participating in the IEP meeting
 - Students have the opportunity to learn and practice self-advocacy skills, such as sharing their PINS and participating in the process of developing the transition plan.
- Leading the IEP
 - Students have the opportunity to demonstrate self-advocacy and leadership skills.
- Implementing the IEP
 - Students evaluate their own progress toward achieving goals. Students can track annual goal progress in an e-portfolio (i.e., Google Doc, WordPress, etc.).

How to Integrate Self-Determination Skills in the Classroom?

Assist students in understanding their disability and its educational and vocational implications.

- Allow students to set class schedules, including upcoming assignments and events.
- Discuss independent living.
- Allow students to request their own needed accommodations in other classes.
- Have students (primarily seniors) schedule meetings with adult service personnel.
- Schedule and complete a job interview.
- Encourage, support, and prepare students to actively participate in their IEPs.
- Discuss student rights and how best to advocate for them.
- Teach, model, and practice assertiveness skills.

LINKS TO RESOURCES

- The District of Columbia Secondary Transition website provides a Self-Determination Film Series and Student-Led IEP Toolkit that contains five (5) film modules of how students participated in the IEP process (developing their IEP with teachers; participating in IEP meetings). It can be used with students, families, and teachers to prepare for student participation in the IEP process.
<https://osse.dc.gov/service/specialized-education-resources>
- Pacer Center Champions for Children with Disabilities “Be Your Own Best Advocate” is a resource with tips on how students can develop self-advocacy skills.
<http://www.pacer.org/parent/php/PHP-c116.pdf>
- I’m Determined project: a state-directed project funded by the Virginia Department of Education to provide direct instruction, models, and opportunities to practice self-determination skills.
www.imdetermined.org
- The Youthhood: developed by the National Center on Secondary Education and Transition at the University of Minnesota and IDEAs That Work! For teens to plan for life after high school.
<http://www.youthhood.org/index.asp>
- My IEP®: A Student-Directed IEP Model that includes color-coded folding graphic organizers to support students in leading their IEP meeting.
<http://www.myiep.com/>
- Project ACCESS website provides lessons and assessments that can be used to help students learn about themselves.
<https://tinyurl.com/y4k4rwo2>
- Going to College: Links to activities to help students learn about themselves that may be more appropriate for older students.
<http://going-to-college.org/>

- ❑ ME! Lessons for Teaching Self-Awareness and Self-Advocacy. This website provides lessons for teaching self-awareness and self-advocacy. Educators may modify all lesson materials as needed to better meet individual student and teacher needs.
<https://is.gd/9rV7RY>
- ❑ Speaking up! This website is organized by *Research & Training on Community Living* at the University of Minnesota. It provides videos on learning about self-advocacy, stories from self-advocates, find a self-advocacy group, and research for ALL.
<https://is.gd/nAk7mf>
- ❑ Dude, Where's My Transition Plan? This booklet speaks directly to youth with disabilities. In addition to multiple transition planning worksheets, the booklet includes several checklists and discussions of self-advocacy.
<https://transitioncoalition.org/wp-content/uploads/2016/09/Dude-Transition-Book-Final.pdf>

AGE-APPROPRIATE TRANSITION ASSESSMENTS–PINS

What are Age-Appropriate Transition Assessments?

Age-appropriate transition assessments are defined as an ongoing process of collecting data on the individual's PINS as it relates to the demands of current and future work, training, education, employment, independent living, personal and social environment (Council for Exceptional Children). Age-appropriate transition assessments and the student's PINS are the basis of transition planning and goal setting. The PLEP must include the student's PINS and the results of age-appropriate transition assessments.

Preferences, Interests, and Aptitudes Change

Preferences and interests may change as a student becomes involved with his/her community and explores occupations and training opportunities. Aptitudes are the capacities or the specific abilities which an individual must have in order to learn to perform work activities. When preferences, interests, and aptitudes are matched, and the occupational direction is identified, then occupational or educational preparation opportunities can be established. These opportunities will allow for additional exploration and evaluation of the student's interests and aptitudes. As this information is gathered, in addition to information from the local labor market, the student and family can begin to make informed choices regarding future planning.

When a student's preferences, interests, and aptitudes do not match, the student needs to learn new skills and/or gain new experiences or change interests. Tests, grades, and past and present experiences are all measures of aptitudes. HIDOE's task is to bring interests and aptitudes together.

Delineating Student's PINS is a Collaborative Process

In the planning that occurs with evaluation, it is particularly important to meet with and involve not only the student but also the student's parent(s)/legal guardian(s). This process should consider student and family values and be culturally sensitive.

Delineating a student's interests and aptitudes is complex and time-consuming, spanning months and even years. It also requires creative insight, interviewing skills, interest inventories, occupational awareness activities, and extended dialogue between teachers, students, and parent(s)/legal guardian(s).

Who Facilitates the Transition Assessments, and Who are the Participants?

School Personnel

School personnel includes guidance counselors, career and technical education teachers, paraprofessionals, transition teachers, and school-to-work coordinators. Ideally, the career assessments and exploration of students in a school will include students with disabilities. Students with disabilities must be included in any career pathways or school-to-work systems that the school has.

Special Education Personnel

Special educators, school psychologists, paraprofessionals as well as physical, occupational, and speech therapists can assist in collecting the information necessary for the transition assessments to identify the PSGs and to establish annual IEP goals for the student. They can help match student needs and interests with an appropriate career pathway. Further, they can coordinate the activities in the IEP from one (1) level to the next to provide a smooth and comprehensive transition.

Student

The student with support, if appropriate, assumes responsibility for identifying a career path or a postsecondary goal, suggesting activities and services for his/her own transition plan, and providing feedback about the quality of experiences and services provided.

Family

Parent(s)/legal guardian(s) and family members provide valuable insight into the background, values, and needs of the student. Ideally, the family participates in all phases of the development of the transition activities, including implementation and evaluation of the IEP.

Service Agency and Adult Service Providers

Representatives of agencies and adult service providers present specific information regarding the type and kind of services available through the agency.

What Types of Information Should be Gathered for the Transition Assessments?

The following list is a sampling of the kind of information that can be gathered in terms of a student's interests and aptitudes:

- Individual stated interests (e.g., informal questionnaire);
- Functional life skills;
- Academic skills;
- Aptitudes in skills such as mechanical, spatial, numerical, and clerical;
- Learning ability, reasoning, and problem-solving skills;
- Communication skills;
- Self-awareness and self-advocacy skills;
- Physical strengths and limitations;
- Health care needs;
- Work experiences to include work habits, transferable skills, ability to work with others; and
- Leisure and recreational activities.

What Methods are used to Gather the Transition Assessments?

The methods used for the transition assessments should yield a more thorough understanding of a student's PINS and aptitudes in the post-school adult living domain so decisions can be made and programs planned will lead to a greater likelihood of success. Transition assessments may be gathered through *informal* and *formal* means.

- Informal** assessments generally lack formal reliability and validity measures. These assessments require more subjectivity to complete and should be given more than once and by more than one (1) person to strengthen their validity.
- Formal** assessments are standardized instruments that have been tested and have data to show that reliability and validity measures support their use.

INFORMAL ASSESSMENTS

Informal assessments are a productive and valid method for the transition assessment process. Informal assessment is often the best mechanism to gather information for transition planning. Defining the process will make this an easier task.

Most students who have been identified as needing special education services have a multitude of information available that is specific to their disability. Although information about the student's disability is important to vocational planning, strengths, aptitudes, interests, learning style, work experiences, as well as many other components may be as beneficial to transition planning.

Student Interview

Conduct an interview in person, one-on-one. If a one-on-one interview with the student is not feasible, other methods include: having the student complete the interview questionnaire in writing, administering an interview survey to an entire class, or having students interview each other. These methods can be accomplished as a class assignment with students receiving grades for their writing efforts.

Family Interview

Family members possess valuable information about their child. Often through the interview process, the special education teacher or the staff member who is assigned to conduct the transition assessments will gather information about a student's strengths that were previously unknown in the academic setting. It would be beneficial to interview a family member(s) in person. It may be possible to get all or a portion of this information from the family by sending a survey home. Telephone interviews are also helpful, especially when specific information is needed. It would be ideal to have schools e-mail the interview questions and receive the response back electronically. Students can interview family members as a class assignment and receive a grade for their work.

Teacher Interview or Supervisor Evaluation

Teachers and employers possess valuable information about the strengths, aptitudes, and interests of students they work with. This information can be elicited through informal interviews, which can occur over lunch with a fellow teacher or during a worksite visitation. A supervisor can often identify student strengths and needs that may not be as obvious when the student is in a school environment. Information regarding a student's learning curve, level of retention of job tasks, and the need for supervision are important elements of the transition assessment process.

Observation

Observing a student may provide the best information about the student's strengths, aptitudes, interests, and experiences. When observing a student, the setting in which this observation takes place should be considered. Students who are not successful in an academic setting may be successful outside of the school walls. Therefore, the purpose of such observations is to identify student's successes, more than the failures.

Examples of questions to be used during an observation include:

- In what setting is the student most successful at school? Is it in academic or career-technical classes? Which classes specifically and which activities?
- How does the student function in social settings with other students? Is the student involved in extracurricular activities? Is the student active in leadership roles? What activities has the student completed in community service hours?
- Is the student involved in any peer or cross-age tutoring? Has the student participated in any work experiences on campus (this includes office, kitchen, or library)? How well does the student follow instructions? How well do they make use of "downtime?" What specific skills did they demonstrate during the observation?

- What type of teacher does the student get along with best? Does the student want positive reinforcement, or do they work well without feedback? Do they need specific directions, or do they respond well to more general directions? Can they remember instructions, or do they need to write notes or make lists? Does the student respond to direct or indirect supervision?

Information from the Psychological Evaluations

From the psychological evaluations, information can be gathered for the following categories: interests, strengths, limitations, and work experiences. Although the psychological evaluation and summary are generated through formal testing, this information can be used in an informal transition planning process. By using the information from the tests administered by the psychologist in a vocational frame, the transition plan will be even more useful for the student.

The following questions can be discussed with the psychologist, if available, or answered through a review of the psychological report:

- What is the reasoning ability or problem-solving skills of the student? What are the areas of strength in non-verbal problem-solving? Verbal problem-solving? Numerical problem-solving?
- What are the learning strengths of the student?
- What are the learning needs of the student?
- In written language, is spelling a particular limitation? Would a Dictaphone be helpful, or can the student successfully use a spell check? Would a personal word list assist the student in a particular occupation or training program?
- The same method of analysis would hold true in mathematics. Is the student stronger in calculation than problem-solving? Does the student demonstrate good problem-solving skills in math when problems are presented verbally without the use of paper and pencil? Can he/she use a calculator?
- What was the level of perseverance during a testing situation? When presented with difficult material or experiencing frustration, what was the student's reaction? Was the student able to communicate his/her frustration or ask clarifying questions in a proactive manner?

Specialty Areas

Other professionals who have tested the student would possess valuable information. These professionals may include physical therapists, occupational therapists, speech and language pathologists, and medical professionals.

Depending on the student and the degree of disability, the following information would be helpful to transition planning:

- What is the student's level of communication? Communication may range from highly articulate communication skills to limited communication, or the use of adaptive equipment for communication. It may be augmented communication, signing, or the use of interpreters.
- Physical strength and abilities may need to be evaluated, particularly if the student is interested in occupations that would require job-specific skills. These skills may include coordination (both fine and large motor skills), visual acuity, hearing, and stamina. If a student is interested in the military or a physically demanding job, these areas should be appraised. If there are significant physical disabilities, accommodations, and limitations, they should be identified.
- Any health issues would also need to be addressed. For instance, such things as mild asthma may not affect working in certain occupations, yet may prevent a student from pursuing a particular career with identified environmental hazards.
- Does the student use assistive technology? By using observation, interviews, and other professionals' evaluations, the special education teacher or case manager would not need to conduct a formal evaluation with the student.

Curriculum-Based Vocational Assessments

Information is collected regarding work-related behaviors and specific learner outcomes within a variety of environments, including the classroom and the community. This process involves consistent performance monitoring within career-technical courses and training programs. Valuable and reliable information on a student's vocational strengths and limitations can be collected by studying the student in the classroom, particularly the career-technical classroom or during work-based learning in the community. By utilizing these environments, many of the components needed for the transition assessment process can be assessed. If the school district has school-to-work components in place, the assessment may be a part of work-based learning or connecting activities from school to the community. By investigating this through the guidance and counseling office and the career-technical department, the student in special education may obtain a useful assessment through the school-to-work program.

FORMAL ASSESSMENTS

Although informal assessments can satisfy the requirements of compiling age-appropriate transition assessments, there are times when formal testing would be helpful and appropriate for certain students. If formal vocational testing is part of general education's school-to-work efforts, students in special education should be included in that process. This may require accommodations for a student or coordination with the special education department to assure that the information is shared. This is an area that special education staff should become familiar with.

Formal assessment assists in the transition planning process when used by the transition planning team. When districts have a sophisticated array of assessment tools available, this information should be shared and interpreted in a meaningful way so as to be most useful to the transition team. For example, a seemingly complicated computer print-out generated by a formal aptitude test becomes useful to the transition planning process with a professional interpretation that makes the information relevant to the student's plan.

There are times when formal assessments can assist the student when planning for the future. Often formal vocational testing can identify strengths that are not identified with strictly educational testing. Identifying a student's spatial aptitude or mechanical reasoning may be the first time a student has had a strength identified in that particular area. This information would be very valuable for a student entering training in a technical field. Formal vocational assessment includes formal procedures for administering, timing, and scoring. When using a standardized test, it is important to know the target group for whom the test was designed. Only then can it be determined if that particular test is appropriate for the given student.

Interests

As part of the transition assessment process, many students are simply asked, "What do you want to be when you leave high school?" For students with little experience, gathering information about interests either through interviews or surveys is very unreliable. If you were asked to choose an occupation that you were interested in, but you were only aware of five (5) occupations in all, you would choose one (1) of the five (5) possibilities already familiar to you. Because you are unaware of the full range of possibilities available, your choice may not be valid. If you were aware of 20 occupations and were asked to choose one (1) of them, but were uninformed on what those jobs entailed or thought a particular job involved different tasks than it actually did, once again, the choice would not be valid. Therefore, to increase the reliability of occupational interest surveys or interviews, the student needs to become knowledgeable about their possibilities through career exploration.

Aptitudes

Aptitudes involve specific skills that are not always demonstrated by the student to his/her potential, particularly in a school setting. Aptitudes in areas such as mechanical, spatial, musical, or artistic ability, or physical coordination may not be fully developed. This could be due to a lack of interest or lack of opportunity. The challenges with transition assessments are identifying those aptitudes that relate to the strengths of a student, developing those aptitudes through transition activities, and identifying those occupational opportunities in which the student has both skills plus a personal interest.

Finding Age-Appropriate Transition Assessments

The Transition Assessment Matrix was developed for secondary education transition teachers by the Indiana Northeast Cadre of Transition Leaders and the Indiana Secondary Transition Resource Center (INSTRC). Assessments included in the Matrix have either been created by INSTRC, are available online, or are those for which INSTRC has received permission from the original publisher. Recent Matrix updates make it easier to navigate and identify assessments that meet the specific needs of your students. You can search for assessment tools by grade, disability, and domain. <https://instrc.indiana.edu/transition-resources/transition-matrix.html>

Where Do You Document Age-Appropriate Transition Assessments?

Transition assessments must be documented in the PLEP. It is very important to describe a student's PINS and not just record scores of assessments. The results of transition assessments drive the development of PSGs.

Choose Domain

Employment
 Independent Living
 Education/Training

Choose Grade Level(s)

6-8
 9-10
 11-12

Choose Disability Area(s)

SLD AUT SI
 ED DB BLV
 MiCD OI DHH
 MoCD OHI TBI
 SCD LI MD

AGE-APPROPRIATE TRANSITION ASSESSMENTS – CASE STUDY EXAMPLES

Alex's Age-Appropriate Transition Assessment (17)

Preferences

- Spending time alone
- Working and completing tasks independently
- Routine and structured tasks

Interests

- Clerical-type employment with current job
- Watching movies
- Playing video games
- Using his computer

Needs

- Supports learning new job tasks
- Access job coaching supports after high school
- Strategies to communicate with his boss

Strengths

- Reads grade-level texts independently
- Earned mostly "A's and B's"
- Has paid part-time employment
- Appropriate interactions with coworkers
- Diligent and methodical with tasks
- "Valued employee"
- Understands how his job coach helps
- Average daily living and motor skills
- Punctual for work
- Willing to stay late at work
- Double checks data entry

Transition Assessment Documentation with Date

- School transition survey
- Interview
- O*Net Career Interest Inventory
- IEP meeting documentation
- School-created employment self-evaluation
- Parent survey
- Pre-IEP meeting phone call

Lilly's Age-Appropriate Transition Assessment (20)

Preferences

- Being included in activities with others
- Having time to rest and stretch out of the wheelchair with music
- Communicates preference/interests with gestures/eye contact

Interests

- Enjoys being included in group activities as she seems to enjoy receiving verbal and tactile attention from her family members, caregivers, and peers
- Music

Needs

- Medical needs require the assistance of a nurse daily

- No sight, but her hearing is thought to be within the normal range
- Limited mobility requiring the use of a 2-person lift or mechanical device for transfers and assistance with personal care
- Limited with motor skills and requires hand-over-hand assistance for all activities
- Limited functional communication skills; her primary mode of communication combines head movements and some sounds
- Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency

Strengths

- Communicates her wants/needs through head turns and some vocalizations (i.e., humming sound when she is content and turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity)
- Increasingly tolerant of position changes on a mat table in the stander
- Receptive to hand-over-hand assistance to participate in classroom/vocational activities
- Recently demonstrated some success using a head-switch to communicate

Transition Assessment Documentation with Date

- Personal Preferences Indicators
- School transition survey
- Parent(s)/legal guardian(s) interview
- Medical reports
- Task analysis from job sites
- Brigance Assessment (academic/functional)
- Brigance Employability Skills Inventory-Life Skills Inventory

Allison's Age-Appropriate Transition Assessment (18)

Preferences

- Being in classes with friends
- Enjoying free time with others
- Going to a four-year university not a community college
- Working with children but not sure she wants to be a teacher

Interests

- Socializing with friends
- Helping her sister in her first-grade classroom
- Working out at the gym with friends
- Playing softball
- Going to the movies
- Shopping with sisters
- Working with children (in the future)

Needs

- Clear understanding of postsecondary options that match her interests and skills
- Time-management and organization strategies
- Confidence for success in college

Strengths

- Maintains B average
- Oral expression
- Interpersonal skills
- Met previous year's IEP goals
- Utilizes accommodations

- Describes her disability and accommodation needs to teachers

Transition Assessment Documentation with Date

- American Institutes for Research (AIR) Self-Determination Assessment
- Informal interviews
- Career Employment Education Checklist
- School career planning survey for juniors
- School parent(s)/legal guardian(s) survey
- Parent(s)/legal guardian(s) interviews

LINKS TO RESOURCES

- ACT WorkKeys**
The assessments measure foundational skills required for success in the workplace and help measure the workplace skills that can affect job performance.
<https://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html>
- Age-Appropriate Transition Assessment TOOLKIT**
This toolkit overviews the purposes and process of transition assessment. It provides guidance for practitioners in selecting and using formal and informal assessments to help students and families plan for their future after high school.
https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf?file=1&type=node&id=1112
- AIR Self-Determination Assessments**
The American Institute for Research (AIR), in collaboration with Teachers College, Columbia University in New York City, developed the student, parent, and educator versions of the AIR Self-Determination Assessments with funding from the U.S. Department of Education, Office of Special Education Programs. The AIR Self-Determination scale:
 - Produces a profile of the student's level of self-determination;
 - Identifies areas of strength and areas of needed improvement; and
 - Identifies specific educational goals that can be incorporated into the student's IEP.The Self-Determination Assessments are available for use, free of charge.
<https://tinyurl.com/yawfk3gj>
- ARC Self-Determination Scale (Adolescent Version)**
This is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities. Produces a profile of the student's level of self-determination, identifies areas of strength needing improvement, identifies specific educational goals that can be incorporated into the student's IEP.
<https://tinyurl.com/ke6yoxd>
- Casey Life Skills**
This resource is a free tool that assesses the behaviors and competencies youth need to achieve their long term goals.
<https://caseylifefskills.secure.force.com/>
- Community-based Skills Assessment (CSA)**
Developing a Personalized Transition Plan: This tool is designed to assess an individual's knowledge, skills, and social communication abilities.

http://airpnetwork.org/sites/default/files/2017-02/community-based%20skills%20assessment-dev%20a%20transition%20plan_tool_kit.pdf

- ChoiceMaker Self-Determination Assessment: A curriculum-based assessment and planning tool. It is designed to assess self-determination skills.
<https://ou.edu/content/dam/Education/zarrow/ZC%20Presentations/Nebraska%202015%20Transition%20Conference/Final%20Choicemaker%20Assessment.pdf>
- Enderle-Severson Transition Rating (ESTR) Scale: ESTR Publications provides school staff with assessment instruments for learners with mild disabilities and moderate to severe disabilities to include parent forms for gathering information about learners in non-school environments.
<https://www.estr.net/>
- O*NET Resource Center (Career Interest Inventory), (U.S. Department of Labor, 2002)
This resource tool has detailed descriptions of the world of work for use by job seekers, workforce development, and HR professionals, students, researchers, and more.
<https://www.onetonline.org/>
- Pictorial Interest Inventory: Designed for students with limited reading ability or students with disabilities to explore their career interests and find a job that fits. Instead of using text-based items, PICS uses pictures to help students identify their occupational interests.
<https://is.gd/jQEtCJ>
- RIASEC: Which Career Pathway is right for you? This test enables students to identify their careers and college majors that match their set of interests, traits, skills and abilities.
<https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf>
http://uhcc.hawaii.edu/jobcenter/riasec_multiLang.php
- Transition Assessment and Goal Generator (TAGG)
 - Use the TAGG to identify students' strengths and needs to produce annual transition goals referenced to the common core. The IEP teams may use this for transition planning. Designed for secondary-aged students with mild to moderate disabilities who plan to attend postsecondary education and/or become competitively employed. Intended users, besides secondary-aged students, are their parent(s)/legal guardian(s), and related special education professionals.
 - Cost: \$3 per set of TAGG-P, TAGG-F, and TAGG-S;
<https://tagg.ou.edu/tagg>
- Transition Assessment - Student Interview: A ready to print student interview.
<https://is.gd/QvaTqP>

MEASURABLE POSTSECONDARY GOALS (PSGs)

Appropriate measurable PSGs are based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP team must write the PSGs based on age-appropriate transition assessment and the student's preferences, interests, needs, and strengths.

The IEP team must consider PSGs in the following areas:

- Education and Training;
- Employment; and
- Independent living skills (if appropriate).

Education and Training

When determining whether PSGS in the areas of training and education overlap, the IEP team must consider the unique needs of each individual student with a disability in light of his/her plans after leaving high school. If the IEP team determines that separate PSGs in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP team can combine the training and education goals of the student into one (1) or more PSGs addressing those areas.

The PSGs must be developed annually at the student's IEP meeting and must be updated annually. PSGs must be ***Specific, Measurable, Attainable, Relevant, Time-Specific (S.M.A.R.T.)*** – After reviewing your present levels (academic and functional performance) develop **S.M.A.R.T.** goals that address the individual needs of the student. The IEP team must evaluate what is most important or what skills build upon each other in order to select the more appropriate goals.

Formula for Writing PSGs

<i>(After high school), (Upon graduation), (Upon completion of high school),</i>	<i>(Student name)</i>	will	<i>(behavior)</i>	<i>(where and how)</i>
Example: After high school	the student	will	live in a group home and prepare for each day independently	utilizing a daily schedule.

How to Help Students Narrow Down PSGs & Interests?

1. Provide opportunities for students to explore different jobs.
 - Job shadowing;
 - Work-based learning experiences through partnerships with local companies;
 - Career fairs; and
 - Guest speakers from different professions.
2. Conduct a variety of age-appropriate transition assessments.
3. Consult with outside agencies.
4. Discuss job characteristics.
 - Does the student prefer to stand or sit for the majority of the workday?
 - Does the student prefer to work inside vs. outside?
5. Discuss related jobs.
 - A student may say he wants to be an elementary school teacher. While that may not be realistic, it's an opening to talk about the student's interests and explore related industries, the student may not have thought of, such as working at an elementary school.
6. Document the student's uncertainties.
7. Recognize that PSGs can and should change.

What Do PSGs Look Like in an IEP?

If a student has a postsecondary goal of:	It looks like...
<p>Education, Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-year college or university <input type="checkbox"/> 2-year community or technical college <input type="checkbox"/> Short term vocational or technical school 	<p>Education, Training ***Required Upon graduation from high school, the student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend a college or university to study__ <input type="checkbox"/> Earn an associate’s degree <input type="checkbox"/> Attend vocational training (beauty school, pet grooming, trucking school, etc.)
<p>Employment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competitive employment (please specify in which area) <input type="checkbox"/> Supported employment <input type="checkbox"/> Volunteer work in the community (specify in which area) 	<p>Employment *** Required After graduating from high school, the student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work a full or part-time job (specify the area) <input type="checkbox"/> Establish a connection with the appropriate agency <input type="checkbox"/> Sign up with a volunteer program
<p>Independent Living</p> <ul style="list-style-type: none"> <input type="checkbox"/> Money management <input type="checkbox"/> Grocery shopping, meal preparation <input type="checkbox"/> Transportation <input type="checkbox"/> Living arrangements 	<p>Independent Living *** If Appropriate After graduating from high schools, the student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage his/her own finances <input type="checkbox"/> Access community independently <input type="checkbox"/> Use public transportation <input type="checkbox"/> Live in a group home

PSGS – CASE STUDY EXAMPLES

Alex’s PSGs
<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Alex will enroll at a local community college and take a business math class to improve his work-related math skills and to advance his career in business. <p>Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Alex will engage in further on the job training in order to increase his hours at the local supply store. <p>Employment</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local supply store. <p>Independent Living Skills (where appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon completion of high school, Alex will develop better communication and social skills so that he can live in an apartment that allows him to have a dog.
Lilly’s PSGs
<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Lilly will participate in an in-home or adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills. <p>Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Lilly will receive job development services from VR or a community rehabilitation program and will participate in technologically supported self-employment or volunteer skill-building. <p>Employment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Within one (1) year of exiting high school, Lilly will be in a supported self-employment position in her local community at the art museum. <p>Independent Living Skills (where appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> After exiting high school, Lilly will participate in community-integrated recreational/leisure activities related to music, movies, and art.
Allison’s PSGs
<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from high school, Allison will attend a four-year university and take coursework leading to a major in the area of Child Development. <p>Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> The summer after high school, Allison will attend a course in First Aid and CPR to obtain certification through the local Red Cross. <p>Employment</p> <ul style="list-style-type: none"> <input type="checkbox"/> After graduating from college, Allison will obtain full-time employment working with children. <p>Independent Living Skills (if appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon entrance into a four-year university, Allison will access Disability Services for assistance in notetaking and study partners.

TIPS AND STRATEGIES

- Remember phrases like “hopes to go to community college” or “plans to attend community college” are not measurable, use “will attend community college,” instead.
- Do the goals happen after exiting the school system?
- Is there an education or training goal?
- Is there an employment goal?
- Are there independent living skills goals, when appropriate?

- Are all of the goals measurable?

LINKS TO RESOURCES

- ❑ **Going to College:** A resource guide for teens with disabilities: This website contains information about living college life with a disability. It is designed for high school students and provides video clips, activities, and additional resources that can help students get a head start in planning for college.
<http://going-to-college.org/>
- ❑ **Welcome to the Youthhood:** A website built to help youth plan for the future. It was developed by the National Center on Secondary Education and Transition (NCSET), ncset.org
<https://www.youthhood.org/>
- ❑ **Write Measurable Postsecondary Goals:** Developed by Center for Change in Transition Services, Seattle University. This resource is a wealth of information on transition services required by IDEA.
<https://www.seattleu.edu/ccts/>

TRANSITION SERVICES

The coordinated set of transition services delineates the activities to assist the student in achieving their PSGs. The IEP team should identify the gaps between the skills the student has and those he or she needs to reach his/her goals, then select strategies to develop those necessary skills. Services are coordinated when there is a link between each of the activities and when the school, family, and other agencies are connected to ensure the smooth provision of services. The coordinated activities must be based on a student's preferences, interests, needs, and strengths.

What Transition Service Skills do Students Need to Support PSGs?

- ❑ **Instruction**
Academic and functional instruction to build the skills necessary to reach PSGs.
- ❑ **Related Services**
Services needed for students to access integrated work, education, and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.
- ❑ **Community Experiences**
A variety of activities and experiences provided outside the school building. These might include community resources utilized as a part of the student's school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.
- ❑ **Development of Employment and Other Post-School Adult Living Objectives**
Development of work-related behaviors, job seeking, career exploration, and actual employment (e.g., career planning, job shadowing, job training).
- ❑ **Acquisition of Daily Living Skills**
The skills involved in caring for oneself on a daily basis (e.g., dressing, hygiene, household chores, shopping, and managing finances) and an important component of independent living.
- ❑ **Functional Vocational Assessment**
An additional assessment process if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (e.g., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student's needs, preferences, and interests.

Academic and Functional Activities, Supports and Services Table

Education or Training	Employment	Independent Living
<p><u>Instruction on</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Note-taking skills <input type="checkbox"/> Organization and study skills <input type="checkbox"/> Self-advocacy skills <input type="checkbox"/> Technology skills <input type="checkbox"/> Academic curriculum (math, reading, writing) <input type="checkbox"/> Functional curriculum (navigating your environment, social skills, communication, building relationships) 	<p><u>Instruction on</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Job preparation (resume, job search, etc.) <input type="checkbox"/> Job-ready (attire, tools, appropriate skills, etc.) <input type="checkbox"/> Work-related skills (social skills, punctuality, task completion, meeting deadlines, etc.) 	<p><u>Instruction on</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-care skills <input type="checkbox"/> Household skills (food and shelter) <input type="checkbox"/> Voter registration <input type="checkbox"/> Personal banking instruction
<p><u>Related Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Audio-taped texts for English <input type="checkbox"/> Speech-language services to increase oral language fluency <input type="checkbox"/> Occupational/Physical therapy to increase mobility 	<p><u>Related Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech therapy to increase communication skills <input type="checkbox"/> Counseling to help with coping skills <input type="checkbox"/> Occupational therapy for use of technology 	<p><u>Related Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech therapy to increase communication skills <input type="checkbox"/> Counseling to help with coping skills <input type="checkbox"/> Occupational/Physical therapy to increase mobility
<p><u>Community Experiences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> DVR referral to determine eligibility for assistance <input type="checkbox"/> Community-Based Instruction (CBI), including workplace ready <input type="checkbox"/> Apprenticeship program <input type="checkbox"/> Visit Community College including a visit to the disability services office <input type="checkbox"/> Apply for possible college financial aid 	<p><u>Community Experiences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Job coaching to teach specific required skills <input type="checkbox"/> Job shadow experiences and on the job training <input type="checkbox"/> Part-time employment related to student's goal 	<p><u>Community Experiences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community-based vocational training <input type="checkbox"/> Increase functional skills (shopping, cooking, cleaning, household maintenance) <input type="checkbox"/> Navigating the community (transportation, traffic rules, etc.) <input type="checkbox"/> Visits to recreational agencies/facilities in the community <input type="checkbox"/> Meeting with Supplemental Security Income representative to determine possible financial benefits

Education or Training	Employment	Independent Living
<p><u>Development of Other Learning and Living Goals</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Development of independent learning and living skills with DVR 	<p><u>Acquisition of Daily Learning Skills</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Opening a checking account and managing money (direct deposit, automatic bill payment) <input type="checkbox"/> Practicing appropriate hygiene and work clothes for the workplace 	<p><u>Post-school Adult Living Objectives</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview with adult agency staff regarding possible future needs <input type="checkbox"/> Driver's Education <input type="checkbox"/> Living in own apartment, budgeting, financing, cooking, household management, etc.

**Transition Services Aligned to Education, Training, Employment,
and Independent Living**

Transition Services	Education/Training	Employment	Independent Living
<p><u>Instruction</u> Academic and functional instruction that will be provided to the student to build the skills necessary to reach their PSGs.</p>	Self-advocacy skills	Work-related skills (i.e., punctuality)	Self-care skills
<p><u>Related Services</u> Services needed for students to access integrated work, education, and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.</p>	Speech/language	DVR referral Occupational therapy	Meeting with SSI representative
<p><u>Community Experience</u> A variety of activities and experiences that are provided outside the school building. These might include community resources used as part of the student’s school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.</p>	Visit community college including a visit to the disability services office	Job shadow	Visits to agencies (i.e., Independent Living Center) Accessing community resources (stores, post-office, restaurants, etc.) Accessing public transportation
<p><u>Development of Employment & Other Living Goals</u> Development of work-related behaviors, job seeking, career exploration, and actual employment (i.e., career planning, job shadowing, job training).</p>	Computer skills/Apply for financial aid	Part-time employment related to student’s goals	Visits to recreational agencies/facilities Community-based vocational training
<p><u>Acquisition of Daily Living Skills</u> The skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, and managing finances) are an important component of independent living.</p>	Using accommodations	Using accommodations Asking for help Learning routines	Personal banking instruction Utilizing technology Support (phone reminders to take meds)

Transition Services	Education/Training	Employment	Independent Living
<p><u>Functional Vocational Assessment</u> An additional assessment process, if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (i.e., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student's preferences, interests, needs, and strengths.</p>	<p>College entrance exams</p>	<p>Work assessments</p>	<p>Functional skills inventory</p>

Community-Based Instruction

The Community-Based Instruction (CBI) is an instructional method that promotes the teaching and use of academic and functional skills in the student's natural environment. The setting, as well as the tasks performed in these settings, should be relevant to the student, facilitate independence, and be age-appropriate. Instruction, materials, and activities need to mirror age-appropriate activities used by non-disabled same age peers while being developmentally appropriate for the needs of the student.

The Goals of CBI are to:

- Teach students to function as independently as possible in as many community environments as possible to enhance their quality of life. Through CBI, students learn skills that are identified both in the IEP and in the curricula.
- Provide students with expanded options regarding independent or supported living, employment, and leisure time activities.

Field Trips vs. CBI

The CBI is not to be confused with field trips. The CBI is a part of the student's transition plan. Field trips, on the other hand, provide students with an opportunity to visit an area outside of the normal classroom where students try new things and have different experiences.

TRANSITION SERVICES – CASE STUDY EXAMPLES

Alex's Transition Services

Education and Training

- Instruction
 - Special education teacher and the school counselor will provide instruction in the following areas:
 - Work-related social skills.
 - Computer skills (word processing, data entry).
 - Reading comprehension strategies, making inferences, and oral expression.
 - Communication skill development.
- Community Experience
 - School guidance counselor will assist Alex in scheduling a meeting with a representative for Free Application for Federal Student Aid (FAFSA).
 - Special education teachers will support Alex to explore local community college to take business courses.
 - Special education teachers will assist Alex in applying for college.
 - Counselor will support Alex in touring the local community college institutions and the campus's disability support services.
- Functional Vocational Assessment
 - Math teacher will assist Alex in completing a computation/business math skill inventory.
 - DVR counselor will assist Alex in completing an office skill inventory.

Employment

- Instruction
 - Alex will participate in work hours for credit in the school's business department.
 - Special education teachers will prepare Alex for an interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completing assistance, transportation service).
- Community Experience
 - DVR will provide on-the-job communication skill development.
 - DVR counselor will support Alex in finding part-time employment.

Independent Living

- Instruction
 - Special education teachers will provide instruction in money management.
 - Guidance counselor will provide instruction in self-advocacy skill development.

Lilly's Transition Services

Education and Training

- Instruction
 - Special education teachers and classroom paraprofessionals will teach Lilly how to document her daily routine (on a communication device, iPad, computer, calendar, etc.) and include assistive technology needed.
 - Special education teacher and Speech-Language Pathologist (SLP) will provide instruction in functional communication skills.
- Community Experience
 - School staff will assist Lilly in opportunities to explore community-based employment in various settings: music stores, art museums, skating rinks, etc.
- Related Services
 - SLP will provide speech-language services to increase Lilly's oral language fluency.
- Functional Vocational Evaluation
 - Special education teachers will work with Lilly on completing a computation/business oral language fluency.

Employment

- Instruction
 - School staff will plan and organize visits to the local community college between the late spring and early fall to determine:
 - Which coursework provides the most meaningful and functional practicum opportunities?
- Related Services
 - SLP will provide speech and language services to increase oral language fluency.
- Community Experience
 - Special education teacher will connect Lilly with DDD services, so Lilly can be taught the process and deadlines.
 - DVR counselor will assist Lilly in finding and participating in part-time employment at the children's museum.
 - With a DVR counselor's guidance:
 - job shadow experiences.
 - leisure and hobby opportunities.
 - inclusion in community events, and opportunities to be more independent of family.
- Functional Vocational Evaluation
 - School staff will assist Lilly in completing an office skill inventory.

Independent Living

- Instruction
 - Special education teachers will provide instruction in personal money management and self-advocacy.
 - SLPs and special education teachers will provide instruction in audio and visual apps on iPads and computers that are visible and audible at a level that is motivating and/or useful to Lilly.
 - Special education teachers and SLPs will explore augmentative communication devices with simple activation components such as a head switch or one that can be easily activated by a light hand movement.

Allison

Education and Training

- Instruction
 - Special education teachers will provide instruction in organizational and study skills.
 - School staff will support Allison with completing applications for colleges and FAFSA.
 - Special education teachers will provide direct instruction on reading comprehension strategies.
- Community Experience
 - School counselor will organize visits to two local postsecondary institutions, including a tour through the admissions department and a visit to the disability services office, between the late spring and early fall.
 - School staff will provide opportunities to job shadow with children.

Employment

- Community Experience
 - DVR counselor will support Allison in finding part-time employment in a position related to working with children.

Independent Living

- Instruction
 - School staff will teach Allison how to use guided notes and text to speech.

TIPS AND STRATEGIES

- At least one transition service should be listed that corresponds to each annual PSG.
- Transition services include documented academic and functional activities, supports, and services.

LINKS TO RESOURCES

- Histogram: This is a *Career Family Tree Worksheet* where students indicate careers chosen by their grandparents, parents, aunts, uncles, and other relatives. This activity is designed to help students identify things they want and do not want in a career.
<https://is.gd/s8mP3e>
- My Next Move Career Explore: This resource is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development. This website is an interactive tool for job seekers and students to learn more about their career options.
<https://www.mynextmove.org/>
- Quality Work-Based Learning Toolkit, Kansas, City, Kansas City Public School: How to guide for Job Shadows: This is a step-by-step guide to developing job shadows for individuals and groups of students that interest and benefit students, workplace partners and teachers.
<https://www.asec.purdue.edu/lct/HBCU/documents/QualityWork-BasedLearningToolkit.pdf>
- College Planning for Students with Disabilities: This resource focuses on preparing for education after high school.
<https://is.gd/LmINwQ>

COURSE OF STUDY

The course of study **IS**:

- A multi-year description of coursework and activities from the student's current to anticipated exit year that is designed to help achieve the student's desired PSGs.
- An educational program and plan that specifies all courses, educational experiences, and activities from the first IEP to be in effect when the student turns 14, or younger (if determined appropriate by the IEP team).
- The planning that relates to the student achieving their desired measurable PSGs and helps them make a successful transition to post-school adult life.
- Reviewed annually.

The course of study **IS NOT** only the coursework required to attain a specific high school diploma.

COURSE OF STUDY – CASE STUDY EXAMPLES

Alex’s Course of Study	
Semester I: <input type="checkbox"/> Work-Study I <input type="checkbox"/> Business Math I <input type="checkbox"/> Community Living <input type="checkbox"/> Computer Applications I	Semester II: <input type="checkbox"/> Work-Study II <input type="checkbox"/> Business Math II <input type="checkbox"/> Community Living <input type="checkbox"/> Computer Applications II
Lilly’s Course of Study	
Semester I: <input type="checkbox"/> Functional Reading/Communication <input type="checkbox"/> Occupational Skills <input type="checkbox"/> Healthy Living	Semester II: <input type="checkbox"/> Work-Study I <input type="checkbox"/> Business Math I <input type="checkbox"/> Community Living
Allison’s Course of Study	
Semester I: <input type="checkbox"/> Psychology <input type="checkbox"/> English 12 <input type="checkbox"/> Algebra II <input type="checkbox"/> Band <input type="checkbox"/> Cooperative Work Experience <input type="checkbox"/> Biology I	Semester II: <input type="checkbox"/> Physical Education <input type="checkbox"/> English 12 <input type="checkbox"/> Algebra II <input type="checkbox"/> Band <input type="checkbox"/> Child Development <input type="checkbox"/> Advanced Biology

TIPS AND STRATEGIES

- Review your caseload at the beginning of the school year and determine which students are turning 14 and plan for the IEP.
- Review transition assessment results and identify the student’s PINS.
- Think of course of study as a pathway for the student to gain skills in order to achieve the PSGs.
- Ask what classes or activities include skills that will support the student's PSGs?

LINKS TO RESOURCES

- Postsecondary Education: A resource developed by National Parent Center on Transition and Employment that focuses on preparing students with disabilities and their parent(s)/families for postsecondary education; selecting the right program; financial aid; campus life; understanding accommodations; knowing your rights and responsibilities; and college options for students with intellectual disabilities.
<https://is.gd/Xl8fYi>
- Skills to Pay the Bills Curriculum: A curriculum designed to provide the basics of mastering soft skills for workplace success.
<https://is.gd/9V0ArW>
- Me! Lessons for Teaching Self-Awareness & Self-Advocacy: Lessons focused on teaching self-determination, self-advocacy, and self-awareness skills.
<https://is.gd/9rV7RY>

COORDINATING WITH OTHER STATE AGENCIES

The school must identify any other agency (e.g., DVR, College-Disability Services, and Independent Living Centers) that will be invited to send a representative to the IEP team meeting. The school district must obtain parental consent before inviting representatives from other participating agencies to attend an IEP team meeting. The representatives of these agencies should not have access to any of the student's records unless the parent(s)/legal guardian(s) gives consent for such a disclosure. Once the participating agency commits to transition services on the IEP, that agency is responsible to provide those services to the student. If a participating agency, other than the school district, **fails** to provide the transition services described in the IEP, the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. This does not mean that the school district must provide identical services written on the IEP; it means the IEP team must reconvene to identify alternative strategies to meet the transition goals.

Ideas for Identifying Agencies

- Complex areas may create community resource maps and information for students and parent(s)/legal guardian(s) to navigate the postsecondary transition.
- Attend Annual Transition Fairs to learn about adult agencies, services, and eligibility, and gather materials to share with students and families.
- Take advantage of cross-training opportunities between agencies.
- Develop procedures and plans to address the needs of students with disabilities and barriers they may face during the transition process.
- Develop a systematic way to invite agencies that the student would possibly access after high school.
- Attend quarterly transition meetings to learn from community partners. What does the student or parent(s)/legal guardian(s) need to get ready for the postsecondary environment, community college, trade school, or local businesses?
- At the beginning of the year, look at your caseload and decide which students on your caseload should have agencies represented at their IEP meeting.
- When scheduling IEP meetings obtain the required written parent(s)/legal guardian(s) consent before inviting representatives from other participating agencies to attend an IEP team meeting. The representatives cannot access any of the student's records unless the parent(s)/legal guardian(s), or adult student, give consent for such a disclosure.
- Schedule IEP team meetings with other agency representatives early in the year. The agency representatives have full schedules and may not be able to attend meetings on short notice.

Questions and Answers – Agency Participation

Do I need parental consent to invite agency representatives to IEP meetings?

If the purpose of an IEP meeting will be the consideration of the PSGs and the transition services needed to assist a student in reaching those goals, HIDOE must receive consent from parent(s)/legal guardian(s) or a student who has reached the age of majority to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services (HAR § 8-60-45(b)(3)).

Do I have to receive parental (or a student who is 18 years of age) consent to invite an outside agency representative each time I have an IEP meeting?

No, you do not. Due to the confidentiality of information discussed at an IEP meeting, the school must obtain consent from the parent(s)/legal guardian(s) or adult student before inviting a representative from any outside agency (e.g., DDR or DVR) to the IEP meeting if those agencies are not yet involved with the

student. **It is not necessary to get consent to invite those agencies to subsequent IEP meetings** because they are considered an extension of HIDOE when they provide services to the student. Please refer to HAR§ 8-60-44(b).

Do I need to receive consent when a parent(s)/legal guardian(s) brings an agency representative to the IEP meeting?

Parent(s)/legal guardian(s) can invite outside agencies to the IEP meeting, and **consent is not needed**. If the parent(s)/legal guardian(s) invites an outside agency to the IEP meeting, and the IEP team decides the agency will provide transition services to the student, it is HIDOE's responsibility to invite the agency representative to subsequent IEP meetings and HIDOE staff must:

- Receive consent for release of information. If the parent(s)/legal guardian(s) refuses, HIDOE staff cannot share information with the agency.
- Receive consent for inviting the agency to future IEP meetings regarding the postsecondary transition.
- Document in the **classified event log** that the agency representative was invited by the parent(s)/legal guardian(s) and consent for inviting the agency representative was received for future IEP team meetings.

Do I need consent when a parent(s)/legal guardian(s) brings an advocate to the IEP meeting?

No, you do not need consent if a parent(s)/legal guardian(s) brings an advocate to the IEP meeting.

What do I do when an outside agency who is providing services to HIDOE's student does not attend the IEP meeting?

If an agency is providing services to a student, that agency is responsible for participating in the IEP meeting.

- It is best practice to reach out to the agency representative who has been invited to the IEP meeting to confirm their attendance and gather current progress on transition services that the representative is providing and student's PSGs related to those specific services.

In the event that the representative does not attend the IEP meeting, the special education teacher or the staff who is responsible for developing the transition plan can share the information gathered from the representative and the IEP team can use it to develop the appropriate portion of the IEP.

What is documented under the 3rd column of the transition page "Agency/Responsible/Linkages"?

Document only the agency(ies) that is/are providing and/or paying for transition services to the student. This is not a place for HIDOE staff or parent(s)/legal guardian(s). If the IEP team decides that there is no need for an agency to provide transition services to the student, please leave this column **blank**.

CASE STUDY EXAMPLES – AGENCY PARTICIPATION

Alex’s Agency Participation

- DVR counselor will support Alex in touring the local community college institutions and the campus’s disability support services.
- DVR counselor will assist Alex in completing an office skill inventory.
- DVR will provide on-the-job communication skill development.
- DVR counselor will support Alex in finding part-time employment.

Lilly’s Agency Participation

- DVR counselor will assist Lilly in finding and participating in part-time employment at the children’s museum.
 - With a DVR counselor’s guidance:
 - Job shadow experiences.
 - Leisure and hobby opportunities.
 - Inclusion in community events, and opportunities to be more independent of family.

Allison’s Agency Participation

- DVR counselor will support Allison in finding part-time employment in a position related to working with children.

TIPS AND STRATEGIES

Learn about the local agencies/partners that provide transition services after high school.

Education and Training

- Community Colleges/Universities
- College-Disability Services
- Adult Education
- Short-Term Certification Community Education
- Military Technical Training

Employment

- DVR
- Department of Labor
- Employment Department
- Pre-ETS DVR Coordinators

Independent Living

- Social Services DHS
- Social Security-SSI
- Housing Authority
- City and County Housing
- Health Departments
- Independent Living Centers
- Public Transportation (e.g., Ride Source)

WHO ARE OUR AGENCY PARTNERS?

DHS/Hawaii DVR

DVR’s mission is to serve its participants to achieve their hopes and aspirations for meaningful employment through timely and individualized VR services.

OAHU 600 Kapiolani Blvd., #305 Honolulu, HI 96813 (808) 586-4824	KAUAI 3060 Eiwa St., #304 Lihue, HI 96766 (808) 274-3333	HAWAII 75 Aupuni St., #110 Hilo, HI 96720 (808) 974-6444	KONA 75-5722 Kauakini Hwy., #213 Kailua-Kona, HI 96740 (808) 323-0025
MAUI 54 South High St., #309 Wailuku, HI 96793 (808) 984-8350	MOLOKAI 55 Makaena St. Kaunakakai, High 96748 (808) 553-3621	SERVICES FOR THE BLIND 1901 Bachelot St. Honolulu, HI 96817 (808) 586-5268	

DOH/DDD

DDD’s mission is to provide quality person-centered and family-focused services and supports that promote self-determination.

OAHU (808) 733-1689	HILO (808) 974-4280	KONA (808) 327-6212	MOLOKAI (808) 553-7898
WAIMEA (808) 887-6064	KAUAI (808) 241-3406	MAUI/LANAI (808) 243-4625	

DOH Developmental Disabilities Council

The DOH Developmental Disabilities Council’s (DD Council) mission is to support people with intellectual and developmental disabilities to control their own destiny and determine the quality of life they desire.

OAHU (808) 586-8100 https://hiddcouncil.org/
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Hawaii Disability Rights Center

The Hawaii Disability Rights Center’s (HDRC) mission is to protect and promote the human, civil and legal rights of individuals with disabilities through the provision of information and advocacy.

OAHU (808) 949-2922 www.hawaiidisabilityrights.org

Center on Disability Studies (CDS), University of Hawaii

CDS' mission is to promote diverse abilities across the lifespan through interdisciplinary training, research, and service.

OAHU
(808) 956-5462
www.cds.hawaii.edu

APPENDICES

APPENDIX A

CASE STUDY SCENARIOS

Alex is a 17-year-old senior who lives at home with his mother. Alex spends five (5) out of seven (7) periods of his school day with peers without disabilities, receiving academic and social support, as identified in his IEP. He has been receiving specially designed instruction for behavior, communication, and organizational strategies to support his academic course work in a special education resource classroom for two (2) periods (right before lunch and at the end of the day). Alex's mother advocated for the timing of these support classes, based on Alex's anxiety around changes in the routine (lunch, bus-ride home). According to teachers' reports and curriculum-based assessments, Alex reads grade-level texts independently, but he has deficits in reading comprehension, making inferences, and oral expression. He has successfully completed Math 1 and 2, is currently receiving an "A" in High School Statistics, and will take Business Math during the final semester of his senior year. Based on results of the Wechsler Intelligence Scale for Children®- Fourth Edition (WISC-IV), Vineland Adaptive Behavior Scale, and the Childhood Autism Rating Scale™, Second Edition (CARS), Alex qualified for special education services since the second grade and has a diagnosis of autism spectrum disorder. The Vineland Adaptive Behavior Scales was re-administered when Alex was in middle school and indicated below-average skills in the areas of communication and socialization. Still, his daily living and motor skills are age-appropriate. Alex has earned mostly "B's" and "C's" in school. Alex has met state testing graduation requirements and is on track to graduate at the end of this year.

During the spring of his junior year, Alex participated in work experience at an office supply retail store, focusing on data entry and spreadsheet development tasks. Recently, that experience turned into a paid part-time position. He has told his job coach, teacher, and mom that he wants to continue working in this setting and that he likes his job. According to an O*Net Career Interest Inventory, Alex may like this job because of the structure and routine nature of his tasks. Alex demonstrated moderately strong interest categories of retail and information technology. His responses aligned with specific interests with clerical work, not customer service. Alex's primary work responsibility is entering numerical data to track stock and services rendered by store staff. Alex has polite and appropriate interactions with his coworkers. Also, he is diligent and methodical with tasks and double-checks his data entry several times before entering the next set of data. Alex is punctual, but he is anxious about leaving work at the end of his shift if his task is incomplete, even with permission and encouragement to pick back up with the task when he returns. His favorite part of working is receiving a paycheck. He enjoys spending money on fast food and renting movies. During his free time, Alex prefers to spend time alone watching movies, playing video games, or using his computer according to his employer and his mother's pre-IEP discussion with his teacher.

Alex receives weekly on-the-job support coach provided by DVR. Alex prefers working independently, but he understands how his job coach helps. However, Alex's mother shared concerns that job coaching services are time-limited. She further explained that Alex will likely need job coaching support when new tasks or responsibilities are assigned. She explained that she wants to learn how to access job coaching support for Alex after high school since his current services were set up due to a partnership between the school and DVR for students while still in school.

Alex has shared on his school's transition survey that he is afraid of his boss. On his transition survey, he wrote that he's afraid his boss will fire him. On his job coach-developed employment self-evaluation, Alex rated his interactions with his boss as the lowest score.

However, Alex's boss reports that he is a dependable and accurate employee. During one (1) class about employment, Alex learned that bosses can fire employees and perseverates on this fact, which causes him to avoid his boss. Instead of communicating directly with his boss with questions, Alex speaks with his

job coach when she visits once per week. On the worksite observation evaluation form, Alex's boss did note a concern: if a job coach is not present, Alex may not communicate in emergency situations. Alex's boss documented on his work evaluation form that Alex is a "valued employee." Furthermore, his boss documented that the store "is willing to provide opportunities for Alex to develop his communication skills." Alex's boss also documented on the workshop evaluation form that she would like to provide additional hours for Alex after graduating from high school if he further develops his business and communication skills. When completing the career interest inventory with his teacher, Alex shared that he would like to learn more about business management and finance; but is not sure how to do that.

Alex's case manager is also his work program coordinator and special education teacher. Like Alex's boss and job coach, he noted that he would like to see Alex generalize his communication skills to work settings with more individuals. His general education physical education (PE) teacher noted similar areas of need on his pre-IEP goal update form. On the transition survey, Alex identified that he would like to live with a pet dog within five (5) years after graduating from high school.

Lilly is a 20-year-old young woman with multiple disabilities according to assessment and eligibility documentation. Her IEP indicates that she receives special education services, due to a severe and profound intellectual disability (WISC IV; Vineland-III Adaptive Behavior, Supports Intensity Scale). She receives physical therapy services for 30 minutes daily, focused on strengthening muscles and stretching her muscles to maintain mobility. Progress notes from all three (3) physical, occupational, and speech therapists are focused on her use of a wheelchair, equipped with assistive technology to increase her independent mobility and communication. She also receives nursing supervision as a related service, due to chronic illnesses associated with her digestive system requiring a colostomy, as well as a severe cardio-pulmonary condition. The eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range. Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. She has a personal care attendant for eating, brushing her teeth, and combing her hair. A two (2)-person lift or mechanical device is required for all transfers, and she has limited fine motor skills requiring hand-over-hand assistance for all activities.

Lilly is educated primarily in a classroom with other peers with high support needs. Lilly follows extensions of the general education curriculum and participates in alternative assessments with specialized instruction in vocational, academic, and social skills. She participates in peer-supported adapted physical education and is in classrooms primarily with peers without disabilities for one additional elective course each semester. This semester, she is enrolled in Family and Consumer Science and next semester is scheduled to enroll in Introduction to 3D Art, according to school records. Lilly participates in the high school's school-based enterprise (SBE), Sip-Em Coffee Shop. She has participated in community-based work experiences in the last two (2) semesters, relying on hand-over-hand physical prompts to complete most tasks (copies of task analyses from job sites). In the coffee shop, she has recently been successful directing customers to complete their order form as they enter the shop, using a head-switch activated switch communication device on three (3) occasions with verbal prompts (daily performance log for Sip-Em employees).

Lilly has limited functional communication skills; her primary mode of communication combines head movements and some sounds (e.g., she turns toward an activity or stimulus and makes a humming sound when she is content and turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity). Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. According to her parents', teachers', and classroom paraprofessional's completion of both the Supports Intensity Scale and Personal Preference Indicators, Lilly seems to enjoy receiving verbal and tactile attention from her family members and caregivers. Lilly enjoys listening to music and hearing the voices of her family members and caregivers. She has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities (classroom data, environmental analysis). According to a parent interview, Lilly is awake

approximately six (6) hours out of a 24-hour period. Lilly's parents and teacher agree that, though there will always be health concerns to monitor, Lilly will be happiest and most productive after graduating from high school, spending multiple days every week in the presence of peers with an appropriate amount of activity. She becomes agitated when she is awake, and the classroom, community setting, or home are quiet, according to her parents and educators (teachers and therapists). Her parents have been encouraged by Lilly's inclusion in the SBE coffee shop and are interested to understand more about how she could be supported to volunteer or work in the community – something they never dreamed possible when she was younger. They expressed that while they are sometimes overwhelmed by the expenses and physicality of Lilly's lifelong needs, they feel supported by their extended family and the inclusive atmosphere throughout Lilly's school district and community.

Allison is an 18-year-old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her, as are her interpersonal skills. Academically she has maintained C's with a D in Chemistry during her 10th and the first half of 11th grade school years. She met her IEP goals for the past school year.

Allison is the fourth of seven (7) children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first-year teaching first grade at an elementary school not far from their family home. During an informal interview, Allison expressed her desire to attend college to study child development. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. When given an interest inventory, she showed an interest in working with preschoolers or kindergarteners. She would like to work part-time at an elementary school while in college.

Allison prefers to work in groups because she finds it helpful when her peers talk with her and help her. When given independent work, she tends to struggle and not complete the work assigned. Allison likes to work out at the gym with her friends and plays softball in a district league. She loves movies and shopping with her sisters. Allison would like to live with friends after high school.

She has not been completing her homework, so her parents are concerned about the impact that her newfound independence will have on her grades at a university. They are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to make changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time. She has been using text to speech to access reading passages for daily materials and during tests that do not require an assessment of reading skills.

Her record of grades indicates a "C" average throughout high school (9th through the first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into community college. A summary of student psychological test scores obtained during her three (3)-year reevaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension. End of grade test scores from the end of 10th grade demonstrate her participation in the standard course of study with passing scores of "3's" (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing. Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level of performance is acceptable for admission into college.

Her parents are also adamant that she attends a university that offers the major she needs to obtain a degree in child development. At her last IEP meeting, they expressed frustration that her older brother began taking courses that were related to his career plans, only to later find out that the degree he hoped to complete was not offered at his college. Allison's teachers have suggested that Allison meet with a

counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in the organization.

APPENDIX B

COMPLETED TRANSITION PLANS FOR EACH OF THE CASE STUDY SCENARIOS

TRANSITION SERVICE NEEDS: ALEX

11. Post-High School Goal(s):

Education

After graduating from high school, Alex will enroll at a local community college and take a business math class to improve his work-related math skills and to advance his career in business.

Training

After graduating from high school, Alex will engage in further on the job training in order to increase his hours at the local supply store.

Employment

After graduating from high school, Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local supply store.

Independent Living

Upon completion of high school, Alex will develop better communication and social skills so that he can find an apartment that allows him to have a dog.

12. Student's Interests

Based on the School Transition Survey conducted on Date__;

Interview conducted on Date__;

Career Interest Inventory conducted on Date__;

Alex prefers to spend time alone and work independently. He thrives with routines and structured tasks. He is very interested in using his computer, playing video games, and watching movies. He has expressed his desire to enroll at the local community college and take classes to improve his work-related math skills. He would like to work full-time and take classes in the evening. His desire is to live in an apartment where he can have a dog. Alex has been working at a local supply store while in school and would like to increase his hours from 10 hours per week to 20 hours per week after he graduates from high school.

13. Beginning at age 14 years, or younger, if appropriate, statement of transition service needs focusing on the courses of study needed to reach post-school goal(s):

Diploma Track

Alex's course of study for the upcoming 12th grade year include:

1st Semester:

Work-Study I

Business Math I

Community Living

Computer Applications I

2nd Semester:

Work-Study II

Business Math II

Community Living

Computer Applications II

14. Beginning at age 16 years, or younger, if appropriate, a statement of needed transition services and, if appropriate, a statement of interagency responsibilities or any needed linkages.

Post-School Outcome	Transition Service(s) Needed	Agency Responsible/Linkages (if appropriate)
<p><u>Education</u> After graduation from high school, Alex will enroll at a local community college and take a business math class to improve his work-related math skills and to advance his career in business.</p>	<p><u>Instruction</u> Special education teacher and the school counselor will provide instruction in the following areas:</p> <ul style="list-style-type: none"> • Work-related social skills; • Computer skills (word processing, data entry); • Reading comprehension strategies, making inferences, and oral expression; and • Communication skill development 	DVR
<p><u>Training</u> After graduation from high school, Alex will engage in further on-the-job training in order to increase his hours at the local supply store.</p>	<p><u>Community Experience</u> School guidance counselor will assist Alex in scheduling a meeting with a representative for Free Application for Federal Student Aid (FAFSA®).</p> <p>Special education teachers will support Alex to explore local community college to take business courses.</p> <p>Special education teachers will assist Alex in applying for college.</p> <p>DVR counselor will support Alex in touring the local community college institutions and the campus's disability support services.</p>	DVR
	<p><u>Functional Vocational Assessment</u> Math teacher will assist Alex in completing a computation/business math skill inventory.</p> <p>DVR counselor will assist Alex in completing an office skill inventory.</p>	DVR
<p><u>Employment</u> After graduating from high school, Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local supply store.</p>	<p><u>Instruction</u> Alex will participate in work hours for credit in the school's business department.</p> <p>Special education teachers will prepare Alex for an interview with adult agency staff regarding possible future needs (self-advocacy support, tax form</p>	

Post-School Outcome	Transition Service(s) Needed	Agency Responsible/Linkages (if appropriate)
	completing assistance, transportation service).	
	<u>Community Experience</u> DVR will provide on-the-job communication skill development. DVR counselor will support Alex in finding part-time employment.	DVR
<u>Independent Living</u> Upon completion of high school, Alex will develop better communication and social skills, so that he can find an apartment that allows him to have a dog.	<u>Instruction</u> Special education teachers will provide instruction in money management. Guidance counselor will provide instruction in self-advocacy skill development.	
<p>15. TRANSFER OF RIGHTS AT AGE OF MAJORITY Beginning at least one (1) year before the student reaches the age of majority (18), the student and his/her parent(s) have been informed that the rights under the IDEA, Part B and Chapter 60 will transfer to the student on reaching age 18 unless a legal guardian has been appointed. <i>Date Notice given: DATE</i></p>		

TRANSITION SERVICE NEEDS: LILLY

11. Post-High School Goal(s):

Education

After graduating from high school, Lilly will participate in an in-home or adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills.

Training

After graduating from high school, Lilly will receive job development services from DVR or a community rehabilitation program and will participate in technologically supported self-employment or volunteer skill-building.

Employment

Within one (1) year of exiting high school, Lilly will be in a supported self-employment position in her local community at the art museum.

Independent Living

After exiting high school, Lilly will participate in community-integrated recreational/leisure activities related to music, movies, and art.

12. Student's Interests

According to Personal Preferences Inventory conducted on Date _____;
School Transition Survey conducted on Date _____; and
Brigance Employability Skills Inventory conducted on Date _____.

Lilly prefers to be included in group activities as she seems to enjoy receiving verbal and tactile attention from her family members, caregivers, and peers. She enjoys music, movies, and art. She has expressed interest in volunteering at a local community art museum. She would like to participate in technologically supported self-employment or volunteer skill-building.

13. Beginning at age 14 years or younger, if appropriate, statement of transition service needs focusing on the courses of study needed to reach post-school goal(s):

Diploma Track:

Lilly's course of student for the upcoming 12th grade year include:

1st Semester:

Functional Reading/Communication
Occupational Skills
Healthy Living

2nd Semester:

Work-Study I
Business Math
Community Living

14. Beginning at age 16 years, or younger, if appropriate, a statement of needed transition services and, if appropriate, a statement of interagency responsibilities or any needed linkages.

Post-School Outcome	Transition Service(s) Needed	Agency Responsible/Linkages (if appropriate)
<p><u>Education</u> After graduation from high school, Lilly will participate in an in-home or adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills.</p>	<p><u>Instruction</u> Special education teacher and classroom paraprofessionals will teach Lilly how to document daily routine (on a communication device, iPad, computer, calendar, etc.) and include assistive technology needed.</p> <p>Special education teacher and Speech Language Pathologist (SLP) will provide instruction in functional communication skills.</p>	
<p><u>Training</u> After graduation from high school, Lilly will receive job development services from DVR or a community rehabilitation program and will participate in technologically supported self-employment or volunteer skill-building.</p>	<p><u>Community Experience</u> School staff will assist Lilly in opportunities to explore community-based employment in various settings: music stores, art museums, skating rinks, etc.</p>	
	<p><u>Related Services</u> SLP will provide speech-language services to increase Lilly's oral language fluency.</p>	
	<p><u>Functional Vocational Evaluation</u> Special education teachers will work with Lilly on completing a computation/business oral language fluency.</p>	
<p><u>Employment</u> Within one (1) year of exiting high school, Lilly will be in a supported self-employment position in her local community at the art museum.</p>	<p><u>Instruction</u> School staff will plan and organize visits to the local community college between the late spring and early fall to determine which coursework provides the most meaningful and functional practicum opportunities</p>	
	<p><u>Related Services</u> SLP will provide speech and language services to increase oral language fluency.</p>	
	<p><u>Community Experience</u> Special education teacher will connect Lilly with DDD services so that Lilly can be taught the process and deadlines. DVR counselor will assist Lilly in finding and participating in</p>	DVR

Post-School Outcome	Transition Service(s) Needed	Agency Responsible/Linkages (if appropriate)
<u>Employment - Cont.</u>	part-time employment at the children’s museum. With a DVR counselor’s guidance: <ul style="list-style-type: none"> • Job shadow experiences. • Leisure and hobby opportunities. • Inclusion in community events, and opportunities to be more independent of family. 	
	<u>Functional Vocational Evaluation</u> School staff will assist Lilly in completing an office skill inventory.	
<u>Independent Living</u> After exiting high school, Lilly will participate in community-integrated recreational/leisure activities related to music, movies, and art.	<u>Instruction</u> Special education teachers will provide instruction in personal money management and self-advocacy. SLPs and special education teachers will provide instruction in audio and visual apps on iPads and computers that are visible and audible at a level that is motivating and/or useful to Lilly.	
<p>15. TRANSFER OF RIGHTS AT AGE OF MAJORITY: Beginning at least one (1) year before the student reaches the age of majority (18), the student and his/her parent(s) have been informed that the rights under the IDEA, Part B and Chapter 60 will transfer to the student on reaching age 18 unless a legal guardian has been appointed. <i>Date Notice given: DATE</i></p>		

TRANSITION SERVICE NEEDS: ALLISON

11. Post-High School Goal(s):

Education and Training

After graduating from high school, Allison will attend a four-year university and take coursework leading to a major in the area of Child Development.

Employment

After graduating from college, Allison will obtain full-time employment working with children.

Independent Living

Upon entrance to a four-year university, Allison will access Disability Services for assistance in notetaking and study partners.

12. Student's Interests

According to AIR Self-Determination Assessment conducted on Date __; Informal Interviews conducted on Date __; Career Employment Education Checklist conducted on Date __; School Career Planning Survey conducted on Date __; and School Parent Survey.

Allison has expressed her desire to attend a university to pursue a degree in Child Development. She has volunteered in her sister's kindergarten classroom and would like to work with children. She is thinking about being a classroom teacher or working in any capacity with children.

13. Beginning at age 14 years, or younger if appropriate, statement of transition service needs focusing on the courses of study needed to reach post-school goal(s):

Diploma Track:

Allison's course of study for upcoming 12th grade year include:

1st Semester:

Psychology
English 12
Algebra II
Band
Cooperative Work Experience
Biology I

2nd Semester:

Physical Education
English 12
Algebra II
Band
Child Development
Advanced Biology

14. Beginning at age 16 years, or younger if appropriate, a statement of needed transition services and, if appropriate, a statement of interagency responsibilities or any needed linkages.

Post-School Outcome	Transition Service(s) Needed	Agency Responsible/Linkages (if appropriate)
<u>Education and Training</u> After graduation from high school, Allison will attend a four-year university and take coursework leading to a major in the area of Child Development.	<u>Instruction</u> Special education teachers will provide instruction in organizational and study skills. School staff will support Allison on completing the application for colleges and FAFSA®. Special education teachers will provide direct instruction on reading comprehension strategies.	
<u>Employment</u> After graduation from college, Allison will obtain full-time employment working with children.	<u>Community Experience</u> School counselor will organize visits to two local postsecondary institutions, including a tour through the admissions department and a visit to the disability services office, between the late spring and early fall. School staff will provide opportunities to job shadow with children. DVR counselor will support Allison in finding part-time employment in a position related to working with children.	DVR
<u>Independent Living</u> Upon entrance to a four-year university, Allison will access Disability Services for assistance in notetaking and study partners.	<u>Instruction</u> School staff will teach Allison how to use guided notes and text to speech.	
<p>15. TRANSFER OF RIGHTS AT AGE OF MAJORITY Beginning at least one (1) year before the student reaches the age of majority (18), the student and his/her parent(s) have been informed that the rights under the IDEA, Part B and Chapter 60 will transfer to the student on reaching age 18 unless a legal guardian has been appointed. <i>Date Notice give: DATE</i></p>		

APPENDIX C

SUMMARY OF PERFORMANCE

What is the Purpose of the Summary of Performance (SOP)?

Under *Additional requirements for evaluation*, HAR § 8-60-37(e)(3), a summary of performance is required when a student graduates from high school with a regular diploma or exceeds the age of eligibility under IDEA. The purpose of the SOP is to assist the student with a summary of the student's academic achievement and functional performance in order to assist the student to transition beyond high school.

Who Receives an SOP?

The SOP is only required for students who:

- Graduate with a diploma; or
- Exceed the age of eligibility under IDEA.

Why is SOP Important?

The SOP provides exiting students with IEPs important information that they may use as they transition from high school to postsecondary activities. These activities may include employment, postsecondary education, supported employment, or independent living.

The SOP provides potential employers, postsecondary education institutions, and adult service providers with meaningful information about the young adult's skills, strengths, and any supports that he/she may need to be successful.

Is a reevaluation required before terminating IDEA services?

No. A reevaluation is not required before terminating IDEA services.

Additional requirements for evaluations (HAR §8-60-37):

- (e) Evaluations before change in eligibility.
 - (1) Except as provided in paragraph (2), HIDEOE shall evaluate a student with a disability in accordance with HAR § 8-60-36 through HAR § 8-60-43 before determining that the student is no longer a student with a disability.
 - (2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under state law.
 - (3) For a student whose eligibility terminates under the circumstances described in paragraph (e)(2) of this section, a public agency must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's PSGs.

TIPS AND STRATEGIES

- In situations when a student is graduating, waiting until the spring of a student's final year to complete the SOP will provide an agency or employer with the most current information on the performance of the student.
- Components of an SOP can be cut and pasted from the student's most current IEP (before exiting HIDOE).
- Planning for the SOP should occur at least three (3) months prior to the student's exit date (i.e., graduation, 22nd birthday).
- The care coordinator should complete the form prior to leaving for the summer for both on-time graduates and those leaving after the summer session.
- For those students leaving mid-year due to turning 22 years of age, the most current SOP should be provided.
- Information in the SOP should focus on the student's current strengths and needs in anticipation of postsecondary transition.
- Document the date SOP was sent/given to parent(s)/guardian(s) or adult student.

APPENDIX D

POST-SCHOOL OUTCOME STUDENT LETTER AND QUESTIONNAIRE

Dear Student:

The Hawaii State Department of Education (HIDOE) is conducting an annual survey to learn about your experiences during and after high school. The survey asks about what you are currently doing, whether the services you received in high school were helpful, and what services, if any, you wish had been offered. The information you share will be used to help us improve our services and programs.

You may participate in this survey in one (1) of three (3) ways:

1. Online: You may click on this link - [insert link].
2. Phone: You may receive a call from your former high school teacher to complete the survey over the phone.
3. Paper: You may request to receive a hard copy of the survey, including a postage-paid return envelope, by contacting the Monitoring and Compliance Branch.

The survey will take about five (5) minutes to complete and your answers will be kept confidential.

We hope that you will participate in this survey by September 30, 2020. Should you have any questions, please contact the Monitoring and Compliance Branch via email at macb@k12.hi.us or (808) 307-3600. Thank you in advance for your support.

Sincerely,

QUESTIONNAIRE

Post-School Survey

Student Response

School: _____ District: _____

Student's Name: _____

Per your request for a written post-school survey, please complete the questions below and return the form using the enclosed self-addressed envelope. Thank you for your participation.

INTERVIEW QUESTIONS:

PERSON ANSWERING SURVEY:

- a. Student
- b. Parent(s)/Legal Guardian(s)
- c. Student with parent/guardian help
- d. Other

1. **HIGHER EDUCATION:** Since leaving high school, have you been enrolled, either full-time (12 credits or more) or part-time (less than 12 credits), for at least one semester at any of the following educational settings?
 - a. Yes (Circle one of the selections below)
 1. Community college (2-year program)
 2. Four-year college/university
 - b. No
2. **COMPETITIVE EMPLOYMENT:** Since leaving high school, have you had a job where you worked in a setting with nondisabled co-workers at least 20 hours per week for at least three (3) months **and** received at least minimum wage? (This includes military service.)
 - a. Yes
 - b. No
3. **OTHER EDUCATION/TRAINING:** Since leaving high school, have you been enrolled in any other kind of postsecondary education/training or some other employment either part-time or full-time for at least one semester?
 - a. Yes (Circle all that apply to you)
 1. Vocational/technical school (defined as a school that provides at least a one-year program that prepares students for gainful employment in a recognized occupation).
 2. Sheltered employment (worksites where most people have disabilities).
 3. Job Corps, Workforce Development program, internship, receiving vocational rehabilitation services.

4. Adult education (GED or C-Based diploma preparation).
 5. All other employment (worked for pay) that do not meet ALL the stated Competitive Employment criteria in question 2, including self-employment, working in a family business (farm, store, fishing, etc.).
 - b. No
4. **OTHER EMPLOYMENT:** Since leaving high school, have you done any work-for-pay including self-employment, working in a family business (farm, store, fishing, etc.)?
- a. Yes
 - b. No

SCHOOL SERVICES

5. Before you entered the high school, did you have opportunities to learn about the kinds of activities and programs being offered at the high school (i.e., parent nights, informational meetings, freshman orientation, class/program visitations, etc.)?
- a. Yes
 - b. No
6. Before you left high school, did you have opportunities to learn about colleges, programs, and jobs as your transition plan was developed (i.e., via Advisory class, Special Education Vocational Rehabilitation SE-VR program, speakers, visitations, on-the-job training, internships, etc.)?
- a. Yes
 - b. No
7. Are you currently receiving services from an agency outside of HIDOE (i.e., Goodwill, Winners at Work, Easter Seals, DOH, Vocational Rehabilitation, etc.)?
- a. Yes
 - b. No
 - c. I don't know

TRANSITION PROGRAM SERVICES

8. While you were in high school, did you participate in IEP or other meetings to develop your transition plan?
- a. Yes
 - b. No
9. Did the services identified in your transition plan prepare you for meeting your goals or plans after high school?
- a. Yes
 - b. No

10. Do you feel you have the skills to make decisions or to get help regarding your future?
 - a. Yes (Go to question 12.)
 - b. No

11. If no, do you know where you can get help?
 - a. Yes
 - b. No

12. Overall, how satisfied are you with the transition plan and any services you received in high school?
 - a. Satisfied overall
 - b. Dissatisfied overall. What could have made things better? (Go to question 13 to record your response.)
 - c. I don't know if I received services

13. Any other comments from Student/Parent/Interviewee.

APPENDIX E

TRANSFER OF RIGHTS

AGE OF MAJORITY

Procedural safeguard rights associated with IDEA transfer to the student at the age of majority, which is 18 years of age. The “age of majority” is when all persons residing in the State, who have attained the 18 years of age, shall be regarded as a legal age and their period of a minority to have ceased. An “adult student” is a student who has reached the age of majority. (HRS § 577-1).

The student’s IEP team should inform the student and parent(s)/legal guardian(s) on or before the student’s 17th birthday the rights under IDEA, 34 C.F.R. § 300.520(a)(1)(ii) will transfer to the student on reaching 18 years of age. In addition, the student and his/her parent(s)/legal guardian(s) must be informed that upon the student reaching 18 years of age, the adult student has options relating to the transfer of educational rights in accordance with HRS § 302A-491(a). The IEP team must plan ahead, and assist the student and the parent(s)/legal guardian(s) in understanding and preparing for the transfer of rights that will occur.

When a student with a disability reaches the age of majority, the educational rights to make decisions accorded to the parent(s)/legal guardian(s), under Part B of the IDEA and Chapter 60, transfer to the adult student, except for a student with a disability who has been determined to be incompetent/lacking decisional capacity under state law.

HRS §§ 302A-491 through 493 addresses the following:

- Provides decision-making options to adult students with disabilities, enrolled in a public school.
- Establishes a (limited) power of attorney for special education by appointing an agent to make educational decisions on behalf of the adult student.
- Establishes a process to appoint an educational representative for an adult student who lacks the capacity to make educational decisions for him/herself.
- Clarifies the authority of a guardian of an adult student.

Presumption: An adult student is presumed to have the decisional capacity to make educated decisions for him/herself. No documentation is required.

Decisional Capacity

Having decisional capacity refers to an adult student being able to understand, reason and act on his/her own behalf. An adult student who has decisional capacity is able to provide informed consent with respect to educational decisions or programs.

Lack of Decisional Capacity according to HRS § 302A-493(b)

The adult student has an inability to:


- Understand the nature, extent, and probable consequences of a proposed educational program or option, on a continuing or consistent basis;
- Make a rational evaluation of the benefits or disadvantages of proposed educational decisions or programs as compared with the benefits or disadvantages of other proposed educational decisions or programs, on a continuing basis; or
- Communicate understanding in any meaningful way.

Determination of Lack of Decisional Capacity

The determination that an adult student has a lack of decisional capacity as noted in HRS § 302A-493(a) shall be made by a qualified professional, such as the student's primary physician, psychologist, psychiatrist, or by the Hawaii DOH-DDD.

APPENDIX F

SAMPLE PWN: GRADUATING WITH A DIPLOMA

 <p style="text-align: center;">STATE OF HAWAII DEPARTMENT OF EDUCATION</p>	PRIOR WRITTEN NOTICE OF DEPARTMENT ACTION
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Date: _____ Birthdate: _____

To the Parent(s)/Guardian(s) of _____
Name of Student

FROM: _____
Principal

School

1. Description of the proposed or refused action:

On **(Date)**, all special education services, related services and supplementary aids and services specified in the IEP of **(the student name)** will cease.

2. Explanation of why the action is proposed or refused:

(The student) has met the graduation requirements for a regular diploma under State law. Under IDEA and State law, special education requirements and the IEP end with graduation with a high school diploma or when a student exceeds the age of eligibility for a free appropriate public education under State law. Special education services are no longer allowed to be provided.

3. Description of other options considered:

No other options were considered. This is not a decision of the student's IEP team. This action is authorized by Federal and State special education regulations.

4. Reasons these options were rejected:

(The student) has met the graduation requirements for a regular diploma under State law.

5. Description of the evaluation procedures, tests, records, or reports used as a basis for the proposed/ refused action:

Review of credits and transcript (Date)
Parent input (Date)
Teacher input (Date)
Team review of present levels of performance and completion of IEP goals and objectives (Date)

6. Other relevant factors:


There were no other factors considered.

As the parent(s)/guardian(s) of a student with a disability or suspected of having a disability, you are entitled to protections described in the attached procedural safeguards notice. If you have any questions regarding its provisions, you may contact the agencies listed in the notice or contact at _____ at _____.

ATTACHMENT: Procedural Safeguards Notice (Parent and Student Rights in Special Education and/or Rights of Parents and Students, Section 504/Chapter 60)

APPENDIX F

SAMPLE PWN: GRADUATING – AGING OUT

 <p style="text-align: center;">STATE OF HAWAII DEPARTMENT OF EDUCATION</p>	PRIOR WRITTEN NOTICE OF DEPARTMENT ACTION
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Date: _____ Birthdate: _____

To the Parent(s)/Guardian(s) of _____
Name of Student

FROM: _____
Principal

School

1. Description of the proposed or refused action:

On **(Date)**, all special education services, related services and supplementary aids and services specified in the IEP of **(the student name)** will cease.

2. Explanation of why the action is proposed or refused:

(The student) has exceeded the age of eligibility (22) for a free appropriate public education. Under IDEA and State law, special education requirements and the IEP end with graduation with a high school diploma or when a student exceeds the age of eligibility for a free appropriate public education under State law.

3. Description of other options considered:

No other options were considered. This is not a decision of **(the student)**'s IEP team. This action is authorized by Federal and State special education regulations.

4. Reasons these options were rejected:

(The student) has exceeded the age of eligibility for a free appropriate public education under State law.

5. Description of the evaluation procedures, tests, records, or reports used as a basis for the proposed/ refused action:

Review of credits and transcript (Date)
Parent input (Date).
Teacher input (Date).
Team review of present levels of performance completion of IEP goals and objectives (Date).

6. Other relevant factors:

There were no other factors considered.

As the parent(s)/guardian(s) of a student with a disability or suspected of having a disability, you are entitled to protections described in the attached procedural safeguards notice. If you have any questions regarding its provisions, you may contact the agencies listed in the notice or contact at _____ at _____.

ATTACHMENT: Procedural Safeguards Notice (Parent and Student Rights in Special Education and/or Rights of Parents and Students, Section 504/Chapter 60)

APPENDIX G

PRE-EMPLOYMENT TRANSITION SERVICES

What are Pre-ETS?

Pre-ETS are available to students between the ages of 14 and 21. Youth must be current students and experience a disability (receives services under an IEP or 504 plan or have some other medical documentation of disability). The provision of these services is to support students in the early stages of career exploration. Pre-ETS are intended to enhance and not supplant current transition programs offered in schools. The DVR and HIDOE must collaborate to create the opportunity for students with disabilities to participate in the following five (5) Pre-ETS:

- **Job Exploration and Counseling**
Provides students with disabilities the opportunity to explore how their skills and interests match with jobs in the labor market. For example, administer vocational interest inventories, explore jobs/careers in the community, connect the student to other resources in the community, etc.
- **Work-Based Learning Experiences**
Provides work-based learning experiences where the student can learn the skills necessary to succeed in the workplace and experience the benefits of earned income. For example, provide information to connect students to education opportunities, including disability support services, discuss reasonable accommodations for success in training and academic settings, etc.
- **Counseling on Opportunities for Enrollment in Comprehensive Transition of Postsecondary Educational Programs**
Provides a clear path to an employment future for students with disabilities. For example, connect students with local career centers, identify social and independent living skills, identify and discuss employment skills, etc.
- **Workplace Readiness**
Supplies students with disabilities with the opportunity to learn skills necessary for success on the job, such as customer service, how to interact with co-workers, supervisors, being on time, etc.
- **Instruction in Self-Advocacy**
Empowers students with disabilities to express their needs and goals in a variety of settings, such as school and work. For example, help students learn their rights under the IDEA and Section 504 of the Rehabilitation Act, etc.

You may request Pre-ETS services from your DVR counselor, who is assigned to your area. The requested services may include the following:

- Classes on Self-Advocacy, Workplace Readiness, and Job Exploration
- Individual and group career counseling
- Ask a DVR liaison when discussing services with students and family
- Facilitating person-centered planning
- Navigating career information systems
- Enhancing independent living skills and social interpersonal skills
- Presenting at an Open House or Orientation held at a school
- Attending IEP meetings when invited

***Online Resource: Pre-ETS: www.wintac.org

Frequently Asked Questions (FAQs) Pre-ETS

APPENDIX H

SPECIAL EDUCATION VOCATIONAL REHABILITATION WORK-STUDY PROGRAM

The Special Education–Vocational Rehabilitation (SE-VR) Work-Study Program is a cooperative effort between HIDOE and the DHS to provide work-study opportunities for students with disabilities to develop academic, social and vocational skills and to gain experiences essential for obtaining and maintaining integrated competitive employment.

SE-VR consist of three (3) inter-related components:

- Classroom Experiences;
- In-School Work Experiences; and
- Community Work Experiences.

For more information, please contact your DVR counselor assigned to your school or area.

REFERENCES

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- PACER Center Inc. (2001). Parent Tips for Transition Planning, PHP-c80 at: https://www.ocps.net/UserFiles/Servers/Server_54619/File/Departments/Exceptional%20Student%20Education/Parent%20Support%20Team/Resources%20&%20Publications/Parent_Tips_for_Transition_Planning.pdf
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